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ABSTRACT

This document presents an overview and progress report on the Family Research Project, started in 1974 to (1) study the relationship between family process and individual development of family members, especially children, (2) conceptualize and measure system level variables describing family structure and process, (3) develop microanalytic measures of interaction appropriate to operationalize family variables, and (4) study a population of normal (i.e., unlabeled) families. The project's study samples, which were expanded to include both unlabeled (non-clinical) and clinical (child abuse, anorexic) populations, are described. The study methods (home interviews, questionnaires, two revealed difference tasks, and a semi-projective exercise called Paper Sculpture) are also outlined. Two coding schemes developed to study family interactions--the Global Scales, a macroanalytic measure expanded and modified from the Timberlawn scales, and the Interaction Process Coding Scheme, a microanalytic measure that codes oral interaction at the sentence and subsentence level--are appended. Selected research findings relating to family relationships are presented, highlighted by brief annotations and diagrams. A discussion of future research projects, including cross cultural and follow-up studies, concludes the document. (BL)

Family Research Project

Progress Report*

David C. Bell and Linda G. Bell

Spring, 1984

★ This research has been supported through grants from both the National Institute of Mental Health and the Hogg Foundation for Mental Health. For reprints, write Linda Bell, U. of Houston--Clear Lake, 2700 Bay Area Blvd., Houston, TX., 77058.

ABSTRACT: Family Research Project Progress Report

This report describes a long-term family research project headed by David and Linda Bell. The primary goals of the project include: (1) studying the relationship between family process and individual development of family members, especially children, (2) conceptualizing and measuring system-level variables to describe family structure and process. Work includes both clinical and non-clinical populations; the largest sample is 100 families of adolescent girls (non-clinical population). The Bells have developed both macro-analytic (global) and microanalytic measures to describe family system variables. Research focuses on the ways in which the family system mediates the effects of parent personality on the child's personality development, ways in which family members experience connectedness and separateness, and ways in which the child or adolescent's family experiences influence their interpersonal behavior outside of the family. There is also a study of the marital system dynamics associated with child abuse.

Family Research Project Progress Report

The family research project started in 1974 with a commitment to four primary goals:

1. To study the relationship between family process and the individual development of family members, especially children.

2. To conceptualize and measure system-level variables to describe family structure and process;

3. To develop microanalytic measures of interaction process appropriate to operationalize family variables; and

4. To study a population of normal (i.e., unlabeled) families.

We have since expanded our work to include clinical (child abuse, anorexic) populations. We have also developed both macroanalytic (global) and microanalytic measures to describe family system variables (9, 12).

Samples and Method

The unlabeled (non-clinical) sample consists of families of 100 adolescent girls; this is a homogeneous group (white, middle class, two- and three-child families, each with a 15-17 year old girl). Individual measures for parents include education and occupational status, self esteem and ego development. Individual measures for the adolescent daughter include ego development, self esteem, academic achievement, and peer connectedness.

The abuse sample consists of 23 couples identified as having been involved in child abuse, and 23 matched controls. This is a lower to

middle class sample. Individual data for mates include self esteem, agreement between self and mate descriptions of each person's personality characteristics, history of childhood experiences (abuse, neglect, nurturance by parents), recent life stresses, and connectedness in a social network.

The anorexic sample is a pilot group of four families, socioeconomically comparable with some families in the unlabeled sample.

Data on marital and family interaction process is taken from audio tapes made during home interviews with each couple (abuse sample) or family (unlabeled and anorexic samples). In this interview, family members initially completed a shortened form of the Moos Family Environment Scale (Moos, R. H., 1974, Palo Alto: Consulting Psychologists Press), which focuses on issues such as family cohesiveness, conflict, organization, and expression of feelings. Typical items are:

> Family members really help and support one another.
>
> We fight a lot in our family.
>
> Family members are rarely ordered around.
>
> We say anything we want to around home.

The questionnaire provided the basis for two revealed difference exercises -- one for the parents and one for the whole family. In this exercise, people were asked to consider items on the questionnaire on which they had disagreed, and to try to reach a consensus. The discussants (mates or family) were given 6-10 slips of paper in an envelope. Each piece of paper listed an item from the questionnaire on which there was disagreement, and the answers of each person. They were asked to discuss the items one at a time and to try to reach an agreement, then mark whether the agreement was true or false -- or that they still did not agree. Interactions were audiotaped and twenty minutes were available for each exercise.

The family then constructed a Paper Sculpture, a semi-projective exercise developed by L. Bell to describe the structure of the family. The Paper Sculpture exercise consisted of asking the family to arrange colored circles (representing people), red and black strips (for similarity and dissimilarity between people) on a white board in a way which represented their family (2).

Interaction Process Coding Scheme

Human speech is a complex phenomenon by which people create, negotiate, and demonstrate their relationships. In this research project we are little concerned with the substantive content of speech (whether it is planning a family vacation or discussing how much freedom there is in the family). But we are highly concerned with how speaker-hearers use speech to reflect their past relationship and at the same time to create their future relationship.

We attack the problem of how family interactions are constructed in speech from both ends of the specificity-generality dimension. At the general pole is the global coding scheme, descended from the Timberlawn scales but expanded and modified to improve reliability. The Global Scales (9), when used by clinically experienced coders, allow us to characterize family relationship patterns revealed in family interaction processes. Measures include the amount of overt and covert conflict, the couple's or family's problem-solving ability, the degree to which people take personal responsibility for their feelings, opinions and behavior, and the quality of affect (sadness, anger, warmth).

At the specific pole is the Interaction Process Coding Scheme (ICPS), which owes its inspiration primarily to Mischler and Waxler and to Starkey Duncan. The IPCS (12) codes oral interaction at the sentence and sub-sentence level on five scales. The scales are topic (coding the function of the speech unit : floor control, giving information, task avoidance), orientation (question, request, assertion, tentative statement), focus (reference to behavior, feeling or idea, and whose behavior, feeling or idea), support (level of acceptance or rejection

revealed in tone of voice) and acknowledgement (response to others' contributions). With the IPCS we can identify and track the microprocesses by which a relationship is constructed: interruptions or offering the floor, questions about the other's behavior or assertions about one's own feelings, ignoring the other's statement or responding to its intent.

A computer program has been written (INTERACT) which summarizes the sequential interaction patterns coded by the IPCS.

Selected Research

Within a non-clinical population, adolescent girls who score higher on a number of personality variables (including ego development and self esteem) come from families which describe themselves as being more flexible and trusting in their interpersonal lifestyle (4, 15). These findings are consistent with differences between "adequate" and "optimal" families as described by the Timberlawn group (Lewis, S. W., R. Beavers, J. T. Gossettt & V. A. Phillips. 1976. No Single Thread. New York: Brunner/Mazel). Families of high-scoring adolescents described themselves (on the Moos Family Environment Scale) as more cohesive, more expressive of feelings, more independent (self-sufficient) and less organized and controlled than did families of low-scoring adolescents.

The family system mediates the effects of parent personality on child development. These results derive from tests of our model of the Individuation Process (see Figure 1). Higher levels of parental ego development help to produce family climates in which individuals perceive self and others accurately and take personal responsibility for their own thoughts, feelings and behaviors. Such family climates contribute to higher levels of ego development for the chidren growing up in these families. This process is apparently distinct from a Valuing Process in which a warm and supportive family climate mediates the effect of parents' self esteem on the child's self

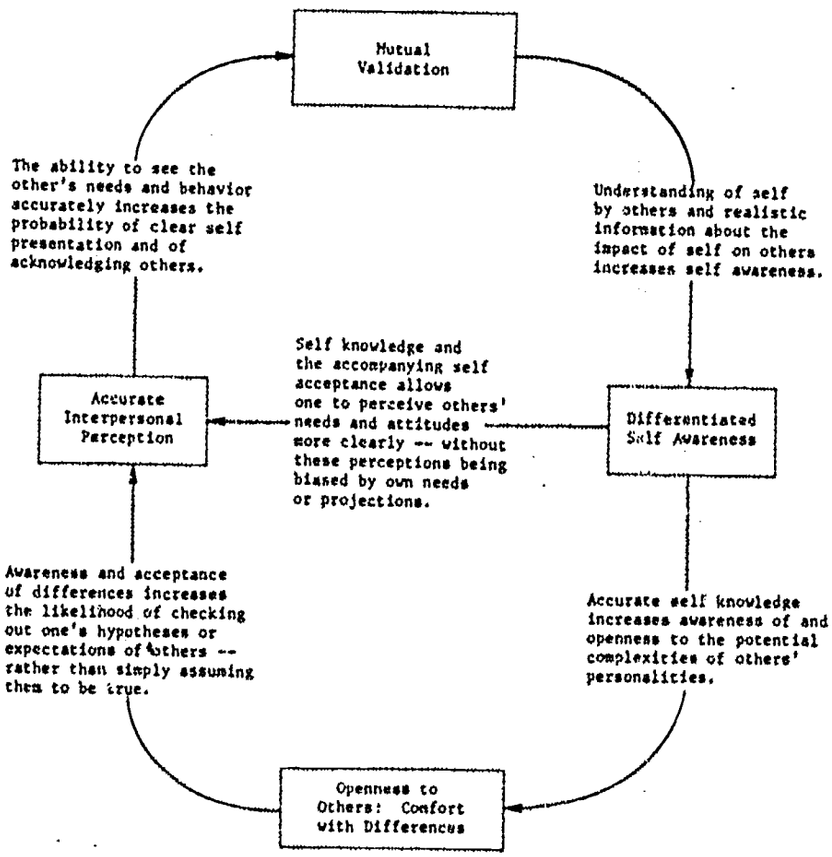

Figure 1. The Individuation Process

esteem(7).

Relationship patterns learned in the family provide a model for adolescents' peer relationships outside of the family. Degree of emotional closeness among family members (as measured by the Global Scales) was significantly related to reciprocated friendship choices for an adolescent daughter (see Figure 2). Reciprocated friendships was operationalized as the percent of people the adolescent listed as close friends (on a sociometric questionnaire) who also listed the adolescent as a close friend. Adolescent girls from families described as Overconnected (overly close, stuck, overly concerned with each other) were imbedded in peer networks in which friendship choices were more likely to be reciprocated. Adolescent girls from families described as Isolated (isolated, disconnected, apathetic toward one another) participated in peer networks in which friendship choices were less likely to be reciprocated. Thus, the pattern of connectedness experienced in the family was reflected in the peer network (5).

A family pattern of father-daughter closeness, associated with a relatively distant mother, is detrimental to the daughter's ego development and self esteem. Daughters in such coalitions generally score lower on a number of personal development measures (4, 15). This kind of family pattern appears to be part of a more complex family pattern which involves the mother's low self esteem. The lower the mother's self esteem, the more the father is involved in a supporting relationship with his daughter, perhaps because there is less support in the marital relationship (7). These results demonstrate the importance of theorizing at the family system level; the father-daughter relationship cannot be explained adequately without looking also at the husband-wife relationship.

Extremes of experienced emotional closeness among family members appear to be, at least in some cases, alternate reflections of a single underlying state. Families in which relationships are experienced as extremely close at one point in time are likely to experience relationships as extremely distant at another point in time (2). Extremeness (extremely close or distant versus average distance) is

Figure 1. Relationship between Family Closeness and the Percent of Adolescent Daughter's Friendship Choices which are Reciprocated.

a more reliable measure than Closeness (close versus far). For this study, experienced family closeness was measured by the Paper Sculpture exercise described above.

Extremeness of experienced distance was correlated with a number of measures taken from the Global Scales. Consistent with many clinical descriptions of enmeshed, fused, or symbiotic family patterns, family members describing more extreme distances (very close or very far) among themselves were less likely to assume personal responsibility for individual behavior. Their family interactions were characterized by more conflict (both overt and covert conflict) and by less warmth and support. And they were less effective at resolving differences of opinion during a revealed difference exercise.

Marital system dynamics influence the likelihood of child abuse. Couples involved in child abuse differ from a control group in their ability to tolerate and discuss their differences of opinion. They do not differ in the amount of conflict between them, or in the degree to which they exhibit a warm and supportive attitude toward each other. Rather, they are uncomfortable with disagreements and avoid acknowledging their differences and disagreements. When asked to discuss disagreements during the revealed difference exercise, they are less able to take individual responsibility for their own behaviors, feelings and thoughts, and more likely to take responsibility for the actions, feelings or thoughts of the mate (e.g. speak for the mate). These differences suggest a lack of clarity in interpersonal boundaries and perhaps also a belief that disagreements are either dangerous or bad.

Other work includes a study of marital interaction processes in dual career couples, comparing those in which the husband or wife has the higher status (17); an evaluation of the dependency process in child abuse (14); and studies of marital (19, 22, 24) and family system interaction processes (18) associated with child development.

Much of our present work focuses on use of the Interaction Process Coding Scheme to describe the details of marital and family interaction processes. Using both summary and sequential analyses we are attempting to clarify specific interaction patterns asscciated with child development, parental ego development, marital satisfaction, family socioeconomic status, and with variations among families in such areas as affective climate, clarity of interpersonal boundaries, and problem-solving ability (as measured by the Global Scales). This work, which looks at clinical as well as non-clinical populations, is directly relevant to those involved in educational and therapeutic work with families.

Future Projects

Our plan for the future is to continue studying family process and the relationships between family process and individual development, by utilizing both cross-cultural and longitudinal prespectives.

We are presently developing a research design to study similarities and differences in American and Japanese families. We hope to do this study in collaboration with Japanese social scientists. Of particular interest to us are family patterns and processes which reflect and regulate connectedness and autonomy among family members.

Also in the future (in about two or three years) we plan to conduct a followup study of our unlabeled sample. This followup will focus both on the marital relationship of parents through the "empty nest" stage and on the marital relationships of the sons and daughters who were adolescents in 1975. The primary goal will be to study cross-generational relationship patterns.

Related Papers

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2 Bell, L. G., D. C. Bell, L. Ericksen & C. S. Cornwell. (in preparation). Experienced interpersonal distance among family members and its relationship to family process.

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GLOBAL CODING SCHEME

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December, 1983

CG 017693

ABSTRACT: Global Coding Scheme

The Global Coding Scheme was developed as part of a long-term family research project headed by David and Linda Bell. The primary goal of the project is to study the relationship between family process and the individual development and functioning of family members. There is a focus on normal (non-clinical) families and an attempt to conceptualize and measure system-level variables which describe family structure and process. The Global Coding Scheme is descended from the Timberlawn scales. It is used by clinically experienced coders to characterize family relationship patterns as revealed in tapes of family interaction process. Measures include the amount of overt and covert conflict, the couple's or family's problem-solving ability, the involvement and power of children in the family, the degree to which people take personal responsibility for their feelings, opinions and behavior, and the quality of affect (sadness, anger, warmth).

GLOBAL CODING SCHEME

Introduction

The Global Coding Scheme is an instrument for the macroanalysis of family interaction. The scale was developed from the Beavers-Timberlawn Family Evaluation Scale (1976) and the Family Behavioral Snapshot: A Tool For Teaching Family Assessment by Israela Meyerstein (1979). The Beavers-Timberlawn Scale provided items for looking at the family's structure, mythology, autonomy, and effect. Meyerstein's scale provided items focusing on particular problem solving skills and family interaction and communication patterns. The concepts of united front, conflictual, and overadequate-underadequate marital styles were taken from Kramer et al. (1969).

The coding scheme went through five revisions before becoming the present Global Coding Scheme. Each time the Scheme was used by several coders on a sample of families, and those items that were unclear or open to various interpretations were either omitted or revised. This process continued until the coders reached a consenses regarding the meaning of each item. A total of eleven advanced family therapy students helped in the formulation of the Global Coding Scheme.

The Global Coding Scheme consists of six sections--Couple Interaction, Family Interaction, Family and Task, Family Affect, Paper Sculpture, and Summation. The Summation includes a final written description of the family based on all available information. In general, each item is coded on a five or six point scale with the extreme points representing opposite poles; i.e., very clear to very vague, or almost never to almost always, etc.

The Context

The Global Coding Scheme has been developed for analysis of family interactions in a particular context. Although the items in the coding scheme may be applied by other researchers to other types of interaction, we will describe the context in which we have applied these items.

We have used the coding scheme to describe couples and families who were participating in various interaction tasks during a home interview. In this interview, family members initially completed a shortened version of the Moos Family Environment Scale (Moos, 1974) which focuses on issues such as family cohesiveness, conflict, organization, and expression of feelings. Typical items are:

Family members really help and support one another
We fight a lot in our family.
Family members are rarely ordered around.
We say anything we want to around home.

Reliability

The reliability of the Global Coding Scheme cannot be evaluated independently of the particular family interaction coded, or independently of the level of sophistication of the coders. Our tasks were the revealed difference and Paper Sculpture exercises recorded on audio tape during home interviews. The coders were advanced students in a Masters level training program in family therapy. They had all completed most of their coursework as well as a practicum in family therapy.

Our purpose has been to use the Coding Scheme to operationalize theoretical variables for research purposes. We do not use the scales diagnostically.

Reliability has been assessed by having nine of our families coded by two coders each. This is not as extensive an assessment as we would have liked, but reflects the limits of our (time and personnel) budget.

We have developed a number of scales which we have found useful in the analysis of family interaction. These scales have been used to study the way family climate variables mediate the effects of parent ego development and self esteem on adolescent ego development and self esteem (Bell & Bell, 1983), to look at connections between family relationship and peer relationship patterns (Bell, Cornwell & Bell, 1984), and to study family processes associated with experienced closeness and distance among family members (Bell, Bell, Ericksen & Cornwell, in press). Scales we have used include the following (intercoder reliability was measured by correlations among two sets of coders):

- Interpersonal Boundary. (intercoder reliability, r = .63). In general, family members take responsibility for their own actions, feelings, and thoughts, and do not take responsibility for the actions, feelings or thoughts of others (#34); they are not overly close, stuck, overconcerned with each other (#50).

- Comfort with Differences. (r = .45) Family members seem to avoid differences and disagreements among them (#23); the family seems comfortable with differences and disagreements among them (#24); the revealed difference task seems scary and they seem to pull back from it (#33); the quality of laughter during the revealed difference task is anxious, defensive (#42).

- Ability to Resolve Differences. (r = .81) Family is efficient at problem solving (#25); the family's approach to the issue is organized (#11); family members

are open and receptive to statements made by other family members (#36); disclosure of thoughts and feelings is clear (#35); overall the family does not have an atmosphere of being underorganized, chaotic and leaderless (#52).

- Covert Conflict. (r = .44)
  Covert conflict in the family is severe and impairs groups functioning (#47); disclosure of feelings and thoughts is vague and unclear (#35); feelings are expressed indirectly or covertly (#45); the family does not have an atmosphere of openness, comfortableness, optimism and warmth (#54).

- Warmth and support. (r = .75)
  The family's mood is very warm (#37); the family's mood is very supportive (#38); the quality of laughter is warm and responsive (#43); family members are open and receptive to statements made by other family members (#36).

- Depression. (r = .73)
  The family has an atmosphere of depression, sadness, hopelessness (#53); not an atmosphere of openness, comfortableness, optimism and warmth (#54); family members are sad (#39).

- Influence of Children. (r = .80)
  Children are powerful (#15-17) and involved (#28-30).

While some of the intercoder reliabilities are fairly low for these scales, they have proven reliable enough to identify significant differences in research populations.

While we generally combine items to measure variables of theoretical interest, it should be noted that some items can reliably stand on their own. In our study, these items have been:

COUPLE:	Engage each other (#3)	r = .68
	Responsible (#6)	r = .56
FAMILY:	Involvement of children (#28-30)	r = .81
	Power of children (#15-17)	r = .90
	Tired (#32)	r = .64
	Receptive (#36)	r = .88
	Cheerful (#39)	r = .78
	Joking (#40)	r = .70
	Overt conflict (#46)	r = .77
	Overly close (#50)	r = .63
	Isolated (#51)	r = .76
	Avoid disagreement (#23)	r = .51
	Problem Solving Efficiency (#25)	r = .52
	Support (#38)	r = .51
	Optimism (#54)	r = .57

We have retained some items in the Global Coding Scheme even though we have not been able to achieve acceptable intercoder

reliabilities for them. This is because we believe that the existence of these items, and their differentiation from other items, has contributed to the reliability of the other items. For example, the coding of conflict was different for the couple and family portions of the instrument. On the family part of the instrument, coders were asked to evaluate the amount of Overt Conflict and the amount of Covert Conflict. The former item was highly reliable whereas the latter was not. On the couple part of the instrument, there was only one item measuring Conflict and coders were unable to reliably score couples on this item. It is our sense that the differentiation of overt from covert conflict in the family section contributed to the higher reliability of the overt conflict item there.

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FAMILY CODE:_____

FAMILY MEMBERS:

H_____

W_____

1_____

2_____

3_____

CODER:

_____ Date_____

RELIABILITY CHECK:

yes_____ no_____

How comfortable do you feel about your coding of this family?
1.__comfortable with coding.
2.__somewhat comfortable, I think its o.k.
3.__more uncomfortable - someone else should check it.
4.__Help.

NOTE: 1. When in doubt - Choose the more extreme score - (assume end points of scale refer to people in top or bottom 15% of the population.)

2. Score individual family members separately where necessary.

FAMILY CODE: _____

INSTRUCTIONS: Read the statements, and circle the number which best describes the couple's and the family's interaction. If you do not know the answer or it seems not applicable, circle the number '9'. There will be some statements that require written answers. You may use left margin for writing down notes. Or use the reverse side.

I. Couple Interaction

1. Couple can conceptualize and express ideas and feelings clearly, articulately.

1	2	3	4	5	6	9
Very Vague	Fairly Vague	Somewhat Vague & Unclear	Somewhat Clear	Fairly Clear	Very Clear	

2. The couple seems to listen to each other's thoughts, ideas, or feelings. (Respond to each other)

1	2	3	4	5	9
Almost Always	Usually	Sometimes	Rarely	Almost Never	

3. The couple seems to engage each other in discussing the task.

1	2	3	4	5	9
Almost Never	Rarely	Sometimes	Usually	Almost Always	

4. The couple avoids acknowledging their differences and disagreements.

1	2	3	4	5	9
Almost Always	Usually	Sometimes	Rarely	Almost Never	

5. The couple seems comfortable and tolerant with disagreements.

1	2	3	4	5	6	9
Very Uncom-fortable	Fairly Uncomfor-table	Somewhat Uneasy	Somewhat Comfor-table	Fairly Comfor-table	Very Comfor-table	

6. The spouses take individual responsibility for their own actions, feelings, and thoughts, and do not take responsibility for the actions, feelings or thoughts of others.

1	2	3	4	5	9
Almost Always	Usually	Sometimes	Rarely	Almost Never	

7. Couple's efficiency at problem solving (being able to discuss item and arrive at mutual decision on the right answer):

1	2	3	4	5	6	9
Very Efficient	Good	Somewhat Efficient	Somewhat Inefficient	Poor	Very Inefficient	

Describe marital dynamics in your own words:_____

The couple appears to be:

	Almost Not at All	Little	Some	Much	Very Much
8. United Front	1	2	3	4	5
9. Overadequate/under-adequate	1	2	3	4	5
10. Conflictual	1	2	3	4	5

II. Family Interaction

11. Family's approach to the task is:

1	2	3	4	5	6	9
Very Unorganized	Fairly Unorganized	Somewhat Unorganized	Somewhat Organized	Fairly Organized	Very Organized	

12. The family's leadership structure appears to be:

1	2	3	4	5	6	9
Very Flexible	Fairly Flexible	Somewhat Flexible	Somewhat Rigid	Fairly Rigid	Very Rigid	

Describe the family in terms of overt power by placing family members along the line below to show their power or influence. Put the person highest who appears to have the most influence over what happens in this family, then the next most, etc., to the least powerful). Family members may not share the same point along the line - force yourself to make a distinction. (Use H - husband, W - Wife, 1 - 1st child, 2 - 2nd child, and 3 - 3rd child)

Very Powerful

15
14
13
12
11
10
09
08
07
06
05
04
03
02
01

Very Powerless

13. Husband's Score ___

14. Wife's Score ___

15. 1st Child's Score ___

16. 2nd Child's Score ___

17. 3rd Child's Score ___

Family spokesperson:	Self	Father	Mother	C-1	C-2	C-3
18. Father speaks for:	4		6	1	2	3
19. Mother speaks for:	4	5		1	2	3
20. Child 1 speaks for:	4	5	6		2	3
21. Child 2 speaks for:	4	5	6	1		3
22. Child 3 speaks for:	4	5	6	1	2	

III. Family and the Task

23. The family seems to avoid differences and disagreements among them.

1	2	3	4	5	9
Almost Always	Usually	Sometimes	Rarely	Almost Never	

24. The family seems comfortable with differences or disagreements among them.

1	2	3	4	5	6	9
Very Uncomf-ortable	Fairly Uncomfor-table	Somewhat Uncomfor-table	Somewhat Comforta-ble	Fairly Comfor-table	Very Comfor-table	

25. Family's efficiency at problem solving (being able to discuss item and arrive at mutual decision on the right answer.):

1	2	3	4	5	6	9
Very Efficient	Good	Somewhat Efficient	Somewhat Ineffic-ient	Poor	Very Inefficient	

Rate the family members involvement in the task. Involvement refers to their interest level, attentiveness or enthusiasm about the task.

Family Member:	No or almost no involvement	A little involvement	Medium level of involvement	Fairly high level of involvement	Very high level of involvement
26. Husband	1	2	3	4	5
27. Wife	1	2	3	4	5
28. Child 1	1	2	3	4	5
29. Child 2	1	2	3	4	5
30. Child 3	1	2	3	4	5

To the extent that all or some people were not very involved in the task, this was because----------

	NOT AT ALL	A LITTLE	SOME	MUCH	VERY MUCH
31. People were excluded.	1	2	3	4	5
32. People seemed tired or concerned with other things.	1	2	3	4	5
33. Task seemed scary and they seemed to pull back from it.	1	2	3	4	5

Other (also note specific individuals):_____

_____

_____

_____

_____

34. In general members take responsibility for their own actions, feelings, and thoughts, and do not take responsibility for the actions, feelings or thoughts of others.

1	2	3	4	5	9
Always	Usually	Sometimes	Rarely	Never	

Comments (Note examples and any clear differences among family members):_____

35. Rate family as to clarity of disclosure of feelings and thoughts. This is not a rating of the intensity of feelings, but rather of clarity of expression of individual thoughts and feelings.

1	2	3	4	5	6	9
Very Vague & Unclear	Fairly Vague & Unclear	Somewhat Vague & Unclear	Somewhat Clear	Fairly clear	Very clear	

36. Family members are open and receptive to statements made by other family members.

1	2	3	4	5	6	9
Very Recep-tive	Fairly Recep-tive	Somewhat Receptive	Somewhat Unrecep-tive	Fairly Unrecep-tive	Very Unrecep-tive	

Comments: Describe and give examples of any clear differences between family members.):_____

IV. Family's Affect

Family's mood-rate the family on each of the following scales:

37.

1	2	3	4	5	9
Very Warm	Somewhat Warm	Neutral	Somewhat Cold	Very Cold	

38.

1	2	3	4	5	9
Very Support-ive	Somewhat Support-ive	Neutral	Somewhat Rejecting	Very Rejecting	

39.

1	2	3	4	5	9
Very Cheer-ful	Somewhat Cheer-ful	Neutral	Somewhat Sad	Very Sad	

40. Rate the family's use of joking and humor:

1	2	3	4	5	9
None or Almost None	Little	Some	Frequent	Very Often	

41. Amount of laughter was:

1	2	3	4	5	9
None or almost none	Little	Some	Frequent	Very Often	

Describe the quality of laughter:

	Not at all	A little	Some	Much	Very Much
42. anxious, defensive	1	2	3	4	5
43. warm, responsive	1	2	3	4	5

44. Describe the amount of feelings expressed:

1	2	3	4	5	9
Very Many Feel-ings Expressed	Many Feelings Express-ed	Some Feelings Expressed	Very few Feelings Expressed	Feelings Not Expressed	

45. How openly were these feelings expressed:

1	2	3	4	5	6	9
Very Directly or openly	Fairly Directly or openly	Somewhat Directly or openly	Somewhat Indirectly or covertly	Fairly Indirectly or covertly	Very Indirectly or covertly	

46. Overt conflict in the family is

1	2	3	4	5	9
Severe; impairs group functioning	Definite; moderate impairment	Definite; slight impairment	Some; without impairment	Little or none	

Comments (Include any particular relationships in the family that seem to be conflictual.):_____

_____

_____

_____

_____

_____

47. Covert conflict in the family is:

1	2	3	4	5	9
Severe; impairs group functioning	Definite; moderate impairment	Definite; slight impairment	Some; without impairment	Little or none	

Comments:_____

_____

_____

_____

_____

_____

V. Paper Sculpture

48. Rate the level of comfort or tension in the family while they were doing the paper sculpture exercise. Family members were:

1	2	3	4	5	6	9
Very Tense	Fairly Tense	Somewhat Tense	Somewhat Comfort-able	Fairly Comfort-able	Very Comfort-able	

Describe intra-family boundaries and alliance.

How rigid or flexible is family boundary? Especially note if children clearly have or do not have ties/support outside family?

Now that you have heard the Paper Sculpture interaction tape, do you wish to include any new or additional information about this family?

IMPORTANT: Would you change your scoring of any of the scales based on listening to the interaction during the Paper Sculpture? If so, how would you score now?

Section #	Page #	Question #	New Score	Comment

FAMILY CODE_____

VI. Summation--based on all information collected from the Marital, Family, and Paper Sculpture tapes.

49. Is the family's image of itself congruent with reality? I.e., do they see themselves as they really are?

1	2	3	4	5	6	9
Very Congruent	Fairly Congruent	Somewhat Congruent	Somewhat Incongruent	Fairly Incongruent	Very Incongruent	

Comments:_____

Overall the family has an atmosphere of:	Very little	A little	Somewhat	Fairly much	Very much
50. Overly close, stuck, overconcerned with each other.	1	2	3	4	5
51. Isolated, disconnected apathetic towards each other.	1	2	3	4	5
52. Underorganized, chaotic, leaderless	1	2	3	4	5
53. Depression, sadness, hopelessness.	1	2	3	4	5
54. Openness, comfortableness, optimism, & warmth.	1	2	3	4	5

55. Rate the family's overall health:

1	2	3	4	5	9
Very Func-tional	Fairly Func-tional	Somewhat Non-Func-tional but coping adequately	Fairly Non-Func-tional	VERY Non-Func-tional	

Describe any important aspects of this family's structure or process that was not adequately described by the above questions or scales:

Please summarize (100-200 words) the family's structure and process based on the information you have available. Include a description of particular roles and coalitions in this family as well as prominant family myths or rules. Write clearly.

FAMILY CODE_____

GLOBAL SCALE CODING CONVENTIONS

The following are explanations of some of the more difficult questions. These numbered explanations match the number of the question on that particular page of the global Scale.

I. Couple Interaction

1. Do not judge on the frequency or amount of talking the couple does, but on whether the couple is articulate.

4. In this question the couple feels that they do not really disagree.

6. The question has to do with the process of how the couple is speaking; i.e., "I" think....not "you" or "we" think.... Also, does either spouse speak for the other?

7. The couple has made a mutual decision in which each has participated in resolving the issue and agreeing to a final decision. You have an understanding about what each has said, and why the couple has reached the final decision. The couple seems to be truly comfortable with the decision. Note: This is not a matter of just checking the piece of paper.

8. United Front: Strong denial of any real differences or disagreements between the mates. Usually there's a stated closeness without a real sense of warmth - a pseudo closeness. Often couples blame others for any difficulties or focus their attention on a problem outside of the marriage - e.g. a child or social issue.

9. Overadequate/Underadequate: The mates see themselves overadequate and underadequate. The one mate appears less than adequate or weak or dependent on his/her spouse. One person's opinions are clearly given more weight. One person has more power, influence, or control in the interaction (or in the marriage).

10. Conflictual: There is much overt fighting. Blame and felt inadequacy is projected onto the mate. Conflict often centers around who is to blame. Each defends against being seen or labeled as inadequate. Neither takes responsibility for self.

When coding this question, the norm is a score of '1', and should be your base point.

Definitions of the answers:

1) Almost not at all - no evidence of this.

2) Little - Very few 'we' statements or rationalizations.

3) Some - not primary.

4) Much - majority of the time.

5) Very much - all the time

II. Family Interaction: While listening to the Family interaction, it is important to distinguish the different voices; there are as many as five voices on some tapes.

11. Organized means that the family is consistently focusing on the task - the revealed difference exercise.

18-22. Family spokesperson - when one person speaks or answers for another person(s) regarding what that person(s) thinks or feels.

III. Family and the Task

25. The family has made a mutual decision, and each family member has participated in resolving the issue and agreeing to a final decision. You understand what each said and why. The family has reached a decision they are comfortable with. Note: this is not a matter of checking the piece of paper, but it has to do with the process of doing the task.

26-30. Involvement in the task is not just a matter of verbal ability, but whether the responses are on target and show that the family member is tracking the conversation.

35. The family communicates ideas and feelings well and you are clear what these ideas and feelings are. It is <u>not</u> intellectualizing or verbiage; it is <u>not</u> like the politician who uses words very well but still does not communicate what he stands for. This does <u>not</u> include mind reading.

IV. Family's Affect

37-39. The neutral point represents the lack of affect.

38. In order to be supportive, one has to make movement towards the other in order to reinforce, encourage, or care for. Rejection involves one moving away from the other in order to disapprove, exclude, criticize, attack, or rebuck.

42-43. Only focus on the quality of laughter not on the amount.

44. Feelings may be expressed verbally or nonverbally, i.e., in the tone of voice.

45. Indirect expression of feelings - include:

- feelings aimed at wrong person.
- true feeling denied and some other feeling expressed.
- Fuzzy expression, e.g. silence, or one requiring mind reading.
- true feeling expressed but wrong reason given for it.

46. Overt conflict - conflict is open and up front. Fighting is open. You can hear fighting whether on topic or not.

47. Covert conflict - conflict is hidden and fighting is not open, but there seems to be a struggle to keep conflict from surfacing. Also the conflict is indirect such as when husband is mad at wife but gets angry with the son, or a conflict around the wrong topic; i.e., conflict about eating properly, but it is really about the husband not getting his needs met from the wife.

In question 46 and 47 the word 'impairment' has to do with how well the family is able to do the task.

V. Paper Sculpture

Boundaries and alliances within the family - describe how you see the family. While the Paper Sculpture will be helpful here don't rely on it exclusively as families may want to give a good - rather than an

accurate - picture of their structure. Describe the marital and parental system and any coalitions. Are other people included in the picture?

Rigid and flexible family boundary - the boundary around this family is permeable or closed.

a. Is there sharing, influence, or communication with school, community, church, friends, etc. outside the family, or is the family fairly isolated?

b. Do particular people have ties with others outside the family, e.g. with relatives, pets, friends? Especially note outside ties for the children in the family.

Be sure to go back and check previously coded items. Now that you have heard the Paper Sculpture, you may have a different opinion about the family. Record any new codes here.

Interaction Process Coding Scheme

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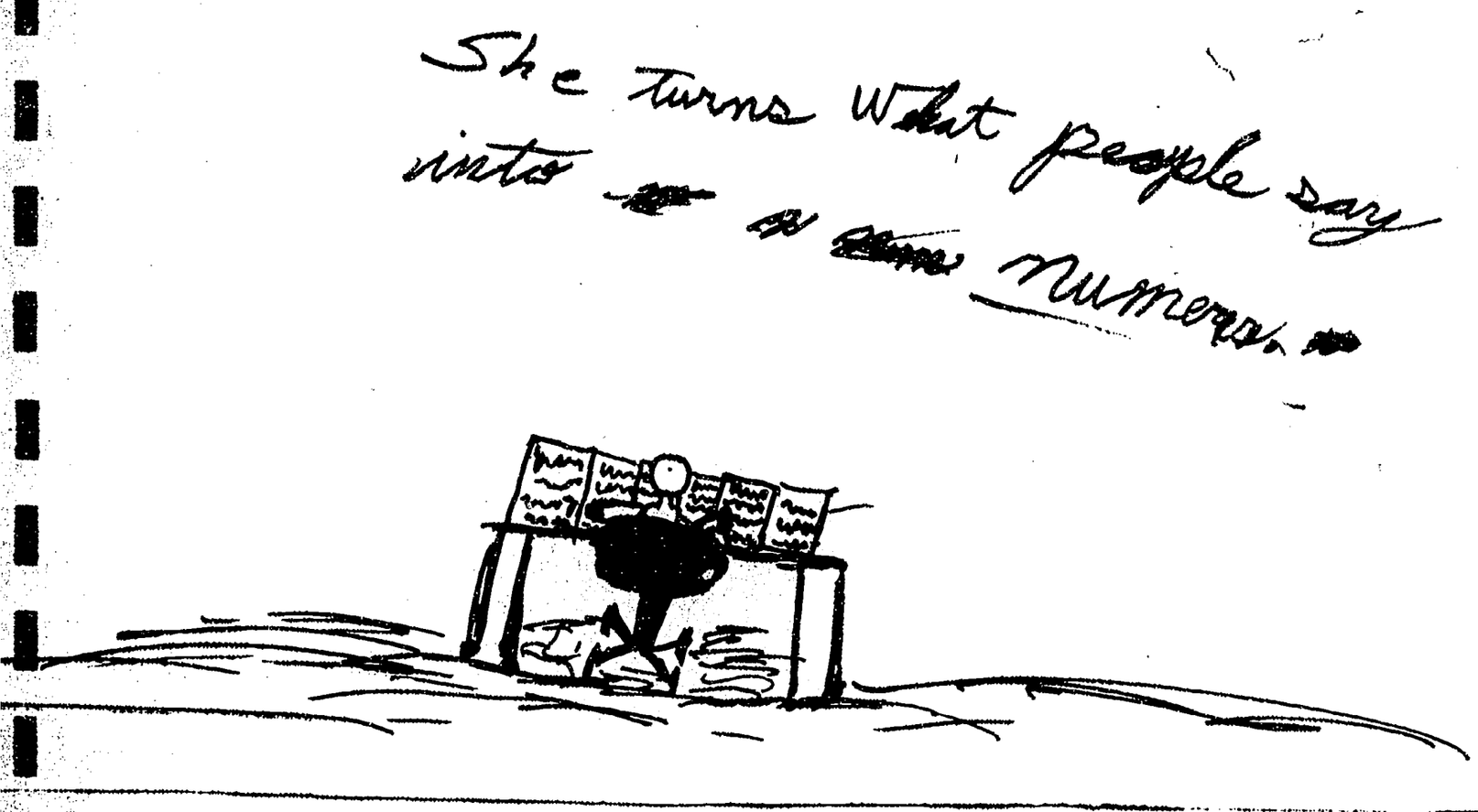

"She turns what people say into numers."

David Svegliato, age 10, drew this picture of his mother, Judy, coding (July, 1978).

Interaction Process Coding Scheme

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INTRODUCTION

GOALS

The purpose of this manual is to describe a group of interaction process coding scales. These scales have been used with both clinical and non-clinical populations to code marital and family interactions around a revealed difference task.

Social interaction is patterned behavior. Interaction process coding schemes are designed in order to facilitate the detection of patterns in verbal interaction. The creator of a coding scheme generally has some theory-relevant variables in mind, such as "reading the other's mind" or "changing the subject." In general the coding scheme is then written to allow for measurement of these variables. In designing our coding scheme we avoided as much as possible coding more global theoretical concepts such as "mind reading," or "validation," in favor of more concrete and more reliably coded observable variables such as "focus on other's feelings," and "does not respond to question." Our expectation is that this kind of coding is not only more reliable, but allows for greater flexibility and greater accuracy in the measurement of our theoretical variables.

A coding scheme which consists of a large number of narrowly defined codes allows for the estimation of a wide variety of theoretical variables. Flexibility is enhanced because the exact combination of observable variables that combine to estimate a theoretical variable may be changed in the light of new evidence without recoding. And theoretical variables which become of interest after the development of the coding scheme can often be operationalized from some combination of already existing codes.

This manual is designed to give a record of the scales we have used in our research. We expect that anyone planning to do microanalytic coding of interaction process would need to adapt these scales, or those of other researchers, according to the characteristics of their particular population, to the needs of their particular theoretical model, and to the needs of the particular interactions they are observing.

FAMILY RESEARCH PROJECT

Our project started in 1974 with a commitment to study a population of normal families, to conceptualize and measure system-level variables to describe family structure and process, and to develop microanalytic measures of interaction process to operationalize family variables. Our focus is primarily on the relationship between family process and child development. The bulk of our data were collected through home interviews with white, middle class families in suburban Illinois. The sample consists of the families of 100 adolescent girls recruited through local high schools. We also have data from four families containing a daughter with anorexia nervosa (also a middle class sample), and data from about 25 couples (and 25 matched controls) with a history of child abuse. The abuse sample consists of families residing in cities and towns of Texas, and are of a lower socioeconomic status than the Illinois sample.

Marital and Family Tasks

We chose a task which would be somewhat conflictual because we felt that the theoretical variables we are most interested in would best be revealed in a situation in which family members were asked to confront differences between them. After family members had given their written permission for the interview, they completed a 63-item True-False questionnaire about their family. This questionnaire was a shortened version of the Moos Family Environment Scale (1974) and focused on issues such as family cohesiveness, conflict, organization, and expression of feelings. Typical items are:

Family members really help and support one another.
We fight a lot in our family.
Family members are rarely ordered around.
We say anything we want to around home.
We are generally very neat and orderly.
There is very little privacy in our family.

The questionnaire provided the basis for a revealed difference exercise for the marital couple and then for the family. In this exercise, spouses or family members are asked to consider items on the questionnaire on which they had disagreed, and to try to reach a consensus on the right answer. They were given 6-10 slips of paper in an envelope. Each piece of paper listed an item from the questionnaire and the answers of each person. About 20 minutes were available for each (marital and family) exercise. Each family member wore a Lavalier (clip-on) microphone and the discussions were tape-recorded in stereo. An attempt was made to record like-sounding voices on different channels. The maximum number of persons we recorded at any one time was five: two parents and three children.

Interaction Process Coding

The Interaction Process Coding Scheme is based on speech units. A speech unit is the shortest sequence of sounds that has independent meaning in an interpersonal context. Thus a complete sentence with a single independent clause and one or more dependent clauses is the largest unit we identify. A sentence with two independent clauses would be coded as two units. However, conversation is seldom made up wholly of complete sentences. Most informal speech consists in some measure of false starts and incomplete thoughts. We code these sentence fragments as we do complete sentences for as much meaning as can be determined. A major class of speech units consists of words and non-word utterances. Some of these involve laughter and disturbances, but most involve floor control. These are utterances that have little or no substantive content but which convey interpersonal meaning as they help to regulate the flow of conversation.

The Interaction Process Coding Scheme is designed to be used on speech recorded on audiotape. The complexity of the coding scheme precludes its use on live interactions. The coding scheme is designed to be used by coders working from typed transcripts that have been broken into units. The coders work simultaneously with the unitized transcript and the audiotape to maximize accuracy. Each interaction protocol is coded several times, with different coders responsible for coding a particular scale or set of scales.

For each speech unit, we code not only the content of the communication, but also its function in the interaction. The Topic scale codes the function of each

speech unit: e.g., interruptions and floor control, hesitancy and task avoidance, giving information and stating a position. The Orientation scale describes the form of the speech unit: i.e., question, request, or assertion -- and whether the speaker defines the assertion as a perception or as a fact. The Focus scale describes the object of the speech unit: whether a behavior, feeling or idea is being discussed, and whose behavior, feeling or idea (the speaker's or another person's). The Support scale describes the quality of the affective relationship: positive (or supportive), negative (or nonsupportive), sad, anxious. And the Acknowledgement scale codes each statement in terms of its interpersonal function: when one person speaks, does the other acknowledge and legitimate the contribution, ignore it, or undermine it?

The coding scheme is a revision and extension of an earlier scheme developed by Linda Bell and Lena Ericksen. Both this scheme and the earlier one benefited from the work of others who have coded marital and family interaction process microanalytically. Our primary debt in this regard is to Mishler and Waxler (1968), Riskin (1964), Riskin and Faunce (1969), and Raush et al (19). Both the unitizing rules we use and our acknowledgement scale are based on Mishler and Waxler's earlier work. Our unitizing rules are very much the same; to a large extent we have taken their rules almost verbatim or made minor changes or clarifications. Two major differences involve the unitizing of dependent clauses, and the unitizing of fragments. We separate out fragments, but not dependent clauses; Mishler and Waxler do the opposite. Our separating out fragments stems from our interest in floor control -- utterances which generally have no substantive content, but which carry important interpersonal meaning. The major ways in which our Acknowledgement scale differs from that of Mishler and Waxler are: (1) we code for explicit invalidation; (2) we code responses which are fragments; and (3) we distinguish responding only to intent from responding only to content (Mishler and Waxler code both of these situations as Partial Acknowledgement). In our family interactions we also code a number of responses to a particular statement. Mishler and Waxler code only the first response following the statement. We would encourage anyone who is planning to code interaction process to study a number of codes before designing one appropriate to his or her particular study.

Training of Coders

Our coders have been students working on the M.A. degree in behavioral science. They range in age from 25 to 55. Each has had at least an introductory, graduate-level course in family therapy.

Our method of training coders involves their practicing the scale they are learning by coding previously coded and verified material until the individual s reliability is above 70%. Two trainees then code new transcripts. The two sets of responses are then arbitrated by a trainer or more experienced coder. When an individual's reliability is consistently above 70% on these transcripts, he or she is allowed to work with only spot checks for reliability. A segment of every fifth transcript is checked.

RELIABILITY

The percent agreement among coders for each scale is as follows:

Topic --	Who is speaking	97%
	Who is spoken to	71%
	Agreement on major category	83%
	Agreement within task category	85%
Orientation		92%
Focus -- and	Agreement on person focus; half credit for agreement on one, but not the other	73%
	Person only	77%
	Focus only	80%
Acknowledgement --		
	Overall	77%
	Acknowledged vs. not acknowledged	91%
Support --	Support, neutral, or nonsupport	71%

One note on sources of unreliability. The coder's personal family experiences and values about family life can often affect his or her perception and scoring of interaction process. Sometimes a personal negative reaction to a couple or family is so strong that the individual is unable to continue to code. Strong feelings, such as "I hate that husband," "These people have a beautiful relationship," or "I'd like to get my hands on those kids" are not uncommon. Personal life experience can also affect such measures as perception of who is speaking to whom. One typist had a long, personally important visit with her father between the time she typed the first draft of a family interaction transcript and the time she replayed the audiotape to make corrections. The second time through there were numberous statements which she felt sure had been directed by a daughter to her father -- statements which on her first draft had been recorded as statements made by the daughter to her mother. Coders can be encouraged to stop coding when they feel either warm or hostile toward a family or family member, or to have someone else also code the tape and then arbitrate to get a "correct" answer.

TIME ESTIMATES

For both marital and family interactions, about 15 minutes of interaction were coded. For the marital tapes this was usually the first 15 minutes (see typing instructions for more detail). For the family interactions specific items from the questionnaire were selected for transcription and coding. Basically we chose one item where the parents disagreed with the children and then two or three

items with different combinations of parent-child coalitions. We also set a minimum length for items selected, a minimum length for the entire transcript, and tried to select items from the Moos Family Environment Scale (1974) that dealt with different issues (e.g., we wouldn't have two items dealing with cohesion in the family).

A fifteen minute interaction took 3-6 hours to perform each of the following functions: type, unitize, and code each scale or set of scales. Each transcript was coded four times, once for Topic (including the Who and To Whom scales), once for Orientation and Focus, once for Support, and once for Acknowledgement. In addition to training time, the supervisor's time, and time put into reliability checks, it took about 25 hours to code a marital transcript and about 35 hours to code a family transcript. It took 20-30 hours to train each coder. Training for the Acknowledgement scale took longer; training to code family interactions also took longer than training to code marital interactions.

Acknowledgements

We would like to acknowledge a number of individuals whose help has been invaluable to the project. First of all, Lena Ericksen who helped, with Linda Bell, to develop an initial scheme which was the basis of the present coding scheme.

A number of individuals helped in the development of various scales. Gayle McAdoo and Janet Thompson helped form and clarify the unitizing rules. Judy Svegliato and Annette Woods helped formulate the Topic scale. Norma Tejada, Emily Osborn and Melba Berkheimer helped develop the Support scale. And Susan Speight made invaluable contributions to the development and finalizing of the Acknowledgement scale. Each of these individuals also coded transcripts.

Other coders include Katy Billups, Nancy Bailey, Rikki Goldhirsh, John Hough, Stephanie Howard, Liz Mast, Lisa McClain, Barbara Millikan, Louis Morello, Robert Murray, Cathy Penn, Ruby Ross, Pam Rossi, Linda Siegler, Cheryl Smith-Rich, Glenda Warren, and Jo Ann Williams.

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Riskin, J. Family interaction scales: A preliminary report. Archives of General Psychiatry, 1964, 11, 484-494.

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TYPING INSTRUCTIONS

These instructions are to be used for typing MRD (Marital Revealed Difference) and FRD (Family Revealed Difference) sections.

1. Double space.

2. Make original and one copy.

3. In right hand upper corner type family code number, FRD or MRD, and page number. Example: F16 MRD pg. 1

4. For FRD section include family roster. Example:
   H - Ed
   W - Eddie
   D1 - Marsha, Snookie
   S2 - John
   Place this on the left of page 1 and below the right hand upper corner identification section.

5. For FRD section, use 3 columns: one for speaker, one for to whom the speech is spoken, and one for the speech.

   Who To Whom Speech

   Label these columns on page 1 only. Abbreviations are to be used in the Who and To Whom columns: H, W, S, D, All, Child'n, Parents, self, ? (if you cannot determine to whom the speech was intended). If in mid-speech the speaker changes to whom he/she is speaking, indicate the change in the To Whom column.

6. For MRD section, use 2 columns: one for speaker, one for speech.

7. For MRDs, type a minimum of 15 minutes and 7 items. If 7 items have not been discussed, continue typing until 20 minutes of the interview have been typed. Always complete an item being discussed. Record the time at the bottom left of the last page of the section.

   Time 15 min. 10 sec.

   If the interview is over in less than 15 minutes, type the entire interview and record the time as usual.

8. Begin typing with the first family statement after the last interviewer statement. End typing at the appropriate time as indicated in instruction 7 or when the machine is turned off by someone at the end of a section. (Very informative statements may occur as the family decides who should go to get the interviewer, who should turn off the machine, etc. Don't miss these!)

9. Symbols used in speech column:

   (Interr) - the speech interrupts the preceding speech
   (Overlap) - the speech overlaps the preceding speech
   (cont) - the speech is a continuation of an interrupted speech

(L) - laughter
(Indistinct) - the words of the speech cannot be heard clearly because the speaker has lowered his voice or is talking simultaneously with someone else, or there is other noise that obscures the words
(Murmur) - the speaker has spoken in a murmur so that his words are indistinct
(Whisper) - the speech was spoken in a whisper or there is whispering in the background; this is distinct from the symbols "indistinct" and "murmur:" whispering indicates that the speaker did not intend that his words be picked up by the microphone or did not intend them to be part of the ongoing conversation as when two members engage in whispered conversation in the background while others are talking
(pause) - pauses in the family interaction should be noted on the transcript; they are defined as silences of 5 seconds or more; they can be either between speeches when the whole family is silent or within one family member's speech

10. All sounds such as coughing, sneezing, whistling, banging on the microphone, bells ringing, etc. should be noted on the transcript.

11. Mistakes in typing should be x'ed out. Do not bother to erase.

12. When the speaker or the person who is addressed is not ascertainable, leave the appropriate space blank. When in doubt about the speaker or the person who is spoken to, put down the person you think it is with a question mark beside the symbol. If in typing the family FRD two or more family members have very similar voices, and the voices can be distinguished only on the stereo tape recorder but not on the transcriber, it is more efficient to type the transcript using a transcriber and leaving the Who column blank. Then go through the transcript again using a stereo tape recorder and make the notations in pen in the Who column and also correct any other errors.

13. When words of a speech are not distinguishable, indicate the reason and leave blank the approximate length of what was said (this is often quite difficult to do).

14. When there is much overlapping in the interview, begin new overlap speeches when they contain words or phrases. It is too time consuming to break up a speech by overlapping speeches containing "um hum's" and "oh's." But note carefully such utterances and grunts and type them all as part of the next statement.

15. If a proper last name should be used on the tape, type (Blank) instead.

Be prepared for the work to go much slower than you might expect at first. Most people aren't used to listening as carefully as this work requires.

UNITIZING RULES

Our unitizing rules are adapted from Mishler and Waxler (1968). We have not reproduced them in full here, rather what follows is primarily an overview with more detailed instructions for those cases in which our unitizing differs from Mishler and Waxler. The basic differences are two: Mishler and Waxler make dependent clauses separate units, and leave some fragments connected to adjoining phrases or clauses. We separate out all fragments as we feel they will reveal significant information about floor control. And we do not separate out dependent clauses because we feel that for our purposes, they cannot be meaningfully coded.

A unit is considered to be the smallest meaningful segment into which a statement can be divided. The term statement refers to the complete content of one person's speech, bounded on either side by the speech of another person. Units are separated on the transcript by slashes (i.e., /This is a unit/).

As do Mishler and Waxler, we separate out all complete or incomplete independent clauses:

He will often say that/ and then not do it./

I don't know./ What do you think?/

He hit Johnny/ and Mary wanted ..../

We worked/ and cooked/ and then took the kids out./

And elliptical and inverted sentences are considered as separate units:

Right./

No./ Don't do that./

I raised her all by myself./ And my son, too./

I mean like when we go on vacation/ or something like that./

I'll agree with that/ I guess./

It's in December/ isn't it?/

O.K./

Do you want to go/ or not?/

The following describes aspects of our unitizing rules that differ from Mishler and Waxler:

Dependent clauses are not coded as separate units, unless the clause changes the direction of the previous clause or brings in a new thought:

To be coded separately --

The question was put that way/ because if you stayed here it would be to watch the children./

John wanted to give it to me;/ however Susan took it before he had the chance to use it./

We thought we'd go later,/ since we haven't done our homework./

I believe he is here,/ though I may be wrong./

I want to leave early/ since I do not like to be late./

We will take a ten minute break,/ after which we will resume testing.

Not to be coded separately --

Why do you think that she would not have liked Mary?/

I'm licked before I start./

I married when I was 17./

He came because I called him./

We were all getting along fine until you said that./

It takes us a while to calm down after we've had an argument./

If they had planned this party in advance they would have had more people./

All fragments are separate:

But it's just.../

He flared up very easily/ and he/ you know./

I know he tried/ and nine times out of ten.../

But sometimes/ uh/ I/ well, huh/ I said that he didn't forget anything./

So what?/ So his parents,/ it's inherited./

Quotations are not coded separately:

My husband said, "I'm too tired to work."/

He asked us to stop making so much noise because we were disturbing the neighbors./

She told her to stay home./

Pauses are noted in typing, and if they are less than 5 seconds, they are considered as separating the units preceding and following. Pauses of 5 seconds or more are coded as separate units.

If they (3 sec pause)/ are not here (1 sec pause)/ then we'll go./

Then he/ (5 sec pause)/ must have looked into it./

Non-content verbalizations (spoken by one person)-- utterances and sounds -- are separated into units and numbered as they occur.

/Um/ ah/ oh/ huh/ eh/ uh/ mmm/ ihh/

/laughter/

/smacks lips/

/clears throat/

/whistling/

/coughing/

1 2 3
After we/ um/ finish, we can start on that one./

14 15 16
That is/ laughter/ really ridiculous./

Distractions are separated into units.

/shuffling of papers/

/tapping microphone/

If there is ever any doubt as to whether or not something should be separated, then separate it.

Reunitizing by Coders

People coding the Topic scale are allowed to add additional units if they feel this is necessary in order to code accurately. Mechanically this is done by dividing the unit as necessary and then renumbering. The new units are sequentially numbered in the thousands place, as follows:

41 42
Michael doesn't think so,/ and neither does Bob or Laura or Jane./

becomes

41 1042 2042
Michael doesn't think so,/ and neither does Bob/ or Laura/
3042
or Jane./

Numbering

Units are numbered in ascending order as they occur in speech. This is not always the order in which they appear on the transcript.

Interruptions -- When one person's speech interrupts another's, the interruption is numbered as it occurs. Units are numbered in sequence according to actual order of words spoken. (Topic coders use continuation codes to recombine units for meaning)

Example 1:

1
H: *If you hadn't gone alone/*
2
W: *I don't know what you mean./*
3
H: *then it never would have/*
4
W: *But/*
5
H: *happened./*

Example 2:
H: 1 If/ 3 I'd left/
W: 2 What?/

Example 3:
W: 1 Well/ 3 I answered true/ 5 because....
H: 2 I said false/ 4 because/

Overlaps -- When two or more people speak simultaneously, units are numbered in order of first sounds occuring.

Example 1:
H: 1 Yeah/ 3 we do./
W: 2 Yeah/

Example 2:
H: 1 If we don't go we'll regret it./
W: 2 (After H says "If") We don't go we'll regret it./

Parenthetic clauses (or fragments) -- Number in order of speech.

Example 1:
W: 1 I think we/ maybe 2 I overlook things/ but really get along 3 very well./

Example 2:
H: 1 That's hard/ 2 uh/ 3 well I mean/ 4 to stop.

INTERACTION PROCESS CODING SCHEME

The Interaction Process Coding Scheme consists of seven scales: Who, To Whom, Topic, Orientation, Focus, Support, and Acknowledgement. Who, To Whom, and Topic are coded by one coder. Orientation and Focus are coded simultaneously by a separate coder. Support and Acknowledgement are each coded by a separate coder. In each case the coder works from a unitized transcript while listening to the conversation on the audiotape.

For the most part, coders are instructed to code the unit superficially; that is, based on the speaker's raw behavior rather than on the speaker's presumed intent. In some cases, the coder must attribute intent. For example, to distinguish an interruption (Topic 06) from a turn request (Topic 51), the coder must decide whether the speaker is trying to take control of the floor immediately (an interruption) or is merely signalling a desire to take the floor at a later time (a turn request).

Coders are instructed to code according to their own perception of the speaker's behavior, not according to how they think other family members may be interpreting the behavior. For example, the coder may perceive a remark as supportive in tone, yet may feel that the person to whom the remark is addressed will take the remark as hostile. In this case, the coder will code the unit as supportive.

Most scales can be applied equally well in 2-person or multiperson interaction. The single exception is the Acknowledgement scale which, because it codes response of one person to another, becomes much more complex in multiperson interactions. Thus we include both marital and family Acknowledgement coding rules.

WHO AND TO WHOM

The following codes are used to identify the speaker and the person(s) spoken to:

1 First child
2 Second child
3 Third child
4 Unknown child
5 Husband
6 Wife
7 Use this code in the speaker column when outside noises, voices, or whatever has been typed on the transcript. It could be music playing, voices in the background, chimes, CB's etc. Do not use '7' if the outside noises are filling in a pause in the conversation. In that case, attribute the pause to the person who spoke just before the pause and score it with the appropriate Topic code. Also use '7' for nonexistent units (the unitizer left this unit number out) or when the speaker is the interviewer.
8 Unknown parent
9 Whole family

More than one code can be used to score "To Whom."

TOPIC

Topic summarizes the relationship of the unit of speech to the task at hand. The task is a problem-solving exercise in which a decision must be reached by the husband and the wife, or by the entire family, on a set of questions on which prior disagreement exists -- the Revealed Difference Exercise.

Seven main aspects of Topic may be distinguished:

A Not Codeable for Content -- incomplete thoughts, sometimes continued in a later unit;
B Active Avoidance of the Task;
C Metatask -- discussing the process of reaching agreement;
D Task -- providing information relevant to reaching agreement;
E Nontask -- discussing topics not related to the task at hand;
F Floor Control -- actions that influence turn-taking.

Coders are instructed to resolve any uncertainty about two possible codings by choosing a Floor Control (F) or Not Codeable (A) code above all others. Other uncertainties are resolved by choosing the code with the lower letter: i.e., Active Avoidance before Metatask, Task or Nontask; Metatask before Task or Nontask: etc. The fact that Floor Control codes are presented last, rather than earlier in the coding scheme, reflects the fact that they were created and added to the scale after the other codes.

A NOT CODEABLE FOR CONTENT

These are units that do not convey a complete thought. If they begin a thought which is completed in a later unit (within 5 units for couples and 8 units for families), they receive a "0x" code and a continuation number (give the 4 digit number of the unit in which the thought is continued) in the 4 columns adjacent to the Topic column. See the example under Topic code 02.

00 Unclear
Cannot understand or hear the words.

01 Incoherent
Words do not make sense, or can be taken several ways so that the hearer cannot be sure of intent or thrust.

Examples: *Given circumstances . . . . on.*
That see smile . . . .

02 Incomplete thought left hanging
The person starts to say something, but doesn't complete the thought (Example 1). Sometimes the thought is completed in a subsequent unit (Example 2).

Example 1: *At the same time its/* (1)

No. Code			Unit				Conv	To Whom				TP.		O	Focus 1							
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1						0	2									

Example 2: 1 I think / 2 I think we do./

No. Code	Unit	who	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23
	1			02	0	0 0 2
	2			33		

03 Overlap

In normal speech there are pauses during which the original speaker may just be taking a breath or organizing his/her thought before resuming. An overlap occurs when two speakers begin to speak simultaneously. Usually one (but not necessarily both) of the overlapping units will not contain a complete thought and will be coded 03 (see example 1). If the thought is continued within the next 5-8 units, enter a continuation number. The continued unit will then be coded for content (see example 2).

Example 1: 1 H: Well/
2 3 W: You know/ when I hear that word...

Units 1 and 2 are spoken simultaneously.

No. Code	Unit	who	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23
	1	5		03		
	2	6		51		
	3	6		33		

Example 2: 1 4 W: I mean/ we often do that./
2 3 H: Well/ that's true./

No. Code	Unit	who	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23
	1	6		03	0	0 0 4
	2	5		51		
	3	5		31		
	4	6		33		

Units 1 and 2 are spoken simultaneously.

04 Thought interrupted by own floor control utterances

The speaker is not yet ready to complete the thought, but retains the floor. This code is also used if the thought is interrupted by a Topic 45 (hesitancy to speak).

Example 1:

1 2 3
I think/ uh...uh.../ that you are right./

No. Code			Unit				who	To Whom				TP.		O	Focus 1								
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1						0	4	0	0	0	3					
						2						5	2									
						3						3	3									

Example 2:

1 2 3
I think/ ...ahhhh.../ you should./

No. Code			Unit				who	To Whom				TP.		O	Focus 1								
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1						0	4	0	0	0	3					
						2						4	5									
						3						3	3									

05 Thought interrupted by another's floor control

While the original speaker is talking, a new speaker either indicates a desire to speak or acknowledges the other's possession of the floor. The interrupting unit has no content, and the original speaker's thought is usually continued.

Example 1:

1 3
H: *We all/ make the decisions./*
2
W: *Well/*

No. Code			Unit				who	To Whom				TP.		O	Focus 1								
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1	5					0	5	0	0	0	3					
						2	6					5	1									
						3	5					3	2									

Example 2:

    4   6

W: When the kids started dating/ we set up rules./

5

H: Unhuh./

No. Code			Unit				who	To Whom				TP.		O	Focus 1							
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						4	6					0	5	0	0	0	6					
						5	5					5	3									
						6	6					3	3									

INTERRUPTIONS

Codes 06 and 07 are used to indicate when one speaker is interrupted by another speaker who is trying to take the floor. There are many ways these interruptions occur; therefore there are several combinations using the 06 and 07 codes depending on the success of the interruption. Interruptions are determined by intention (detected through tone of voice and intensity) and timing. (Compare with Topic 51.)

06 Refers to the person who does the interrupting

This code is used in two different ways:

1. The interrupting speaker attempts to gain the floor from the original speaker, but is unsuccessful because the original speaker refuses to stop talking.

Example:

    5   7

H: We need to decide/ because our time is out./

6

W: I want/

No. Code			Unit				who	To Whom				TP.		O	Focus 1							
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						5	5					2	2									
						6	6					0	6									
						7	5					2	2									

2. The interrupting speaker attempts to gain the floor from the original speaker and talks simultaneously with the original speaker.

Example:
W: *Sometimes they (1) throw things at each other./*
H: *They (2) don't.../ not (3) in anger./*
(Husband begins his speech as the wife is completing her statement)

No. Code	Unit	who	To Whom	TP.	O	Focus 1
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23 (H W 1 2 3 0 G P)
	1	6		3 3		
	2	5		0 6		
	3	5		3 3		

07 Refers to the person being interrupted

This code is used in two different ways, also:
1. The speaker is interrupted and stops talking.

Example:
H: *I think we/ (1)*
W: *Well!/ (2) Remember our last (3) vacation?/*

No. Code	Unit	who	To Whom	TP.	O	Focus 1
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23 (H W 1 2 3 0 G P)
	1	5		0 7		
	2	6		0 6		
	3	6		3 3		

2. The speaker is interrupted, but continues the thought within 5-8 units, even though the new speaker may be speaking simultaneously.

Example:
W: *We all (1) decided to go/ (3) to the Grand Canyon./*
H: *I (2) remember./*

No. Code	Unit	who	To Whom	TP.	O	Focus 1
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23 (H W 1 2 3 0 G P)
	1	6		0 7	0	0 0 3
	2	5		3 3		
	3	6		3 3		

08 Thought interrupted and completed by another

Note that this is the only case where a continuation code refers to another speaker's unit, and a continuation code is mandatory.

Example:

W: *We usually discuss/* (18)

H: *The major decisions./* (19)

No. Code	Unit	who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23
	1 8	6		0 8	0	0	1	9					
	1 9	5		3 3									

09 Unit artificially cut

For meaning this unit must be combined with the next one, and a continuation code is mandatory. This code is for use when an error has been made in unitizing and an unnecessary unit has been created.

Example:

W: *I think a lot depen.-* (25) */ on what you talk about./* (26)

No. Code	Unit	who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23
	2 5	6		0 9	0	0	2	6					

B ACTIVE AVOIDANCE OF THE TASK

These codes refer to the different ways a speaker may circumvent the open discussion of the task at hand.

11 Avoidance of disagreement

Speaker refers to how he/she answered the item.

Examples:

I meant to say false.

I said "true," not "false."

I just misunderstood.

I don't know why I answered that way.

12 Denial of disagreement or of responsibility for disagreement

Examples:

We don't really disagree.

It's all a matter of interpretation.

I think we're really trying to say the same thing.

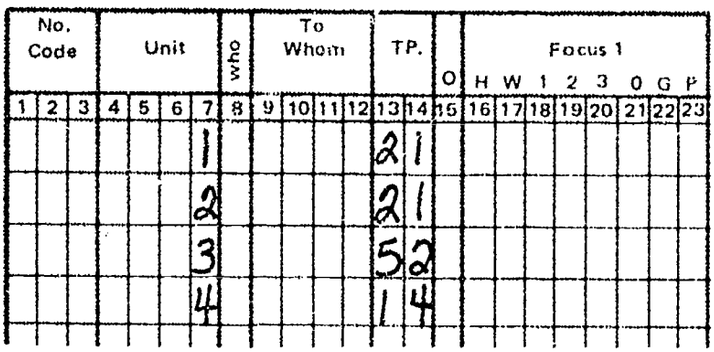
13 Negative statements about the task, items, questionnaire, or interviewer

Examples: *These are stupid questions.*
I didn't make up these questions.
She wrote down the wrong answer.

14 Avoidance of discussion

Speaker refuses to discuss the item, and uses comments that close off the discussion.

Example 1: *You said true/ I said false/ OK./ Next item.* (1 2 3 4)



Other examples:

I don't want to discuss this one.
We can never agree on this one.

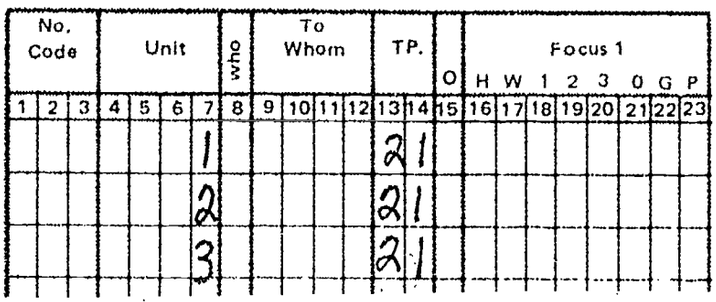
C METATASK

Discussion of the process of reaching an agreement rather than of a specific difference of opinion is reflected in these codes.

21 Reading the item and/or giving the true or false answer

This includes the initial reading of the item, and each person's answer (Example 1) as well as any rereading or partial reading of the item (Example 2).

Example 1: *"There is one family member who makes most of the decisions."/ You said true./ I said false.* (1 2 3)



Example 2: *"There is one family member..."/ OK/* (the first part is marked 1 and "OK" is marked 2)

No. Code			Unit				who	To Whom				TP.			Focus 1							
														O	H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1						2	1									
						2						5	2									

22 Communication talk

Discussion about how the people are interacting and communicating.

Examples: *We are getting off the issue.*

We are both talking at the same time.

Do you understand what I mean?

23 Refocusing on the task

Discussion about returning to the task at hand.

Examples: *Let's get back to the question.*

Shall we say true or false?

Define it one way or another and we'll vote.

24 Opening or closing units

Statements that are made at the opening or closing of the item under discussion.

Examples: *This is going to be fun.*

We agree on this one.

This one is easy for us.

Let's go on to the next one.

OK.

25 Other references to the process of performing the task

Examples: *That's a blank one.*

Put the envelope there.

Take the next one.

We'll decide by the majority.

26 Discussion of how to mark the slip

There must be explicit reference to marking the slip, usually after arriving at a final decision. If in doubt, compare to Topic 31's and 32's, which are opinion statements.

Examples: *Circle that one true.*
*Mark it no agreement.**

* If a comment such as *Let's circle it no agreement* is the first indication of position, it is coded 34, but if the position of no agreement has already been stated clearly, the unit is coded 26.

D TASK

This includes the units that discuss position on an item, reasons for the position, and information relevant to the position taken on the item. That is, comments involving actual work on the assigned task of discussing and resolving the disagreement are reflected in these codes.

Codes 31 and 32 are used when the coder is able to determine the speaker's position on the issue.

31 Position conveyed as 'True' on the item

Examples: *I think we have an open family.*
How can you say false?

32 Position conveyed as 'False' on the item

Examples: *I don't think that's true.*
I still say it's false.

One word units such as "yeah," "uhhuh," and "no" are usually coded as 33 unless they show agreement with the preceding position unit, in which case they would receive the same position code.

Examples: W: *I think we have an open family.* Topic code = 31
H: *Yeah* (meaning "yes"). Topic code = 31

In order to be scored 31 or 32, the speaker does not have to be perceived as sincere. Score position based on the verbal (not tonal) content of the unit. Disagreement with negative affect will be picked up when affect is scored, and insincere agreement or statement of a position will be picked up when the speaker later reverses her/himself.

Statements like *We'll change it,* or *I'll change my answer,* are considered statements of position and are coded 31 or 32.

33 Information relevant to the item

This code includes concrete examples that give support to a particular position, and other task-relevant comments. This code is also used when a person is considering alternatives without adopting them. The code of a statement such as *Susie comes in on time* depends on whether the speaker is arguing own position, playing devil's advocate, or simply supplying data. If there is any uncertainty, code 33.

Examples: *We don't argue over finances.*
Why do you say true?

34 No agreement
The discussants agree that they cannot resolve the true-false disagreement. After discussing the item, they state that their decision is "no agreement."

Examples: *We'll have to put it 'no agreement.'*
Make it no agreement, because I'm not changing my position.

E NONTASK

Units that receive these codes are not directly related to the exercise or to the process of the task.

41 Humor
Or any attempt at humor (including humor with anxious tone of voice). Bad jokes and sarcasm are included here.

42 Laughter

43 Distractions
Tapping noises, whistling, talking to the dog, sniffling, coughing, shuffling papers, and so forth. This can also involve words that are used to distract, such as "wow" and "oh."

44 Pause or silence in the middle of speech
A hesitancy to speak or to continue speaking, or silence apparently do to thinking.

45 Utterance or short unit of words
A hesitancy to speak or to continue speaking, distinguished from Floor Control by tone of voice. For example, "Ahhhh," "uh," "you know."

46 Other
Any unit with content that is not task related; i.e., not pertaining to the disagreement under discussion. This includes talking about a previous item (one prior to the one being discussed now), and general comments about the overall exercise.

Examples: *That was a good dinner, Mom.*
This reminds me of the other one we just discussed.

47 Past discussion of the task
The topic coder has to make a judgment as to whether the discussants have reached a decision on the item being discussed. After that point is reached, any further discussion of the item will be coded 47.

F FLOOR CONTROL

These are utterances that have no content but signal the intent to begin speaking, to maintain control of the conversation, to acknowledge the other's control of the conversation, or to give up control.

51 Claiming the floor

This unit signals the intent that one wants to speak. These utterances have no content; they signal that one wants the floor. These often occur while the other is speaking but are not disruptive and do not necessarily lead to an immediate change of speakers.

Examples: *Well.* *Okay.*
Wait a minute. *All right.*
Put it this way.

52 Holding the floor

The speaker maintains control of the floor by making utterances that show s/he is still in control, and that s/he plans to continue talking.

Examples: *I...I...I...* *Uhummm.*
You know. *I mean.*

53 Acknowledging the other's possession of the floor

The listener lets the speaker know he is listening by making utterances such as "yeah," "ahhh," and "unhuh." These often appear to be agreements, but they are an agreement to let the speaker continue, not an agreement on the content of the speaker's remarks. These utterances often overlap while the main speaker is talking.

54 Offering the floor by verbal signal

These units give the other an opportunity to speak.

Examples: *Right?* *Huh?*
Okay? *What?*
You know?

55 Offering the floor via silence

The speaker pauses so that the other can have her/his turn to talk.

CONVENTIONS FOR TOPIC

These conventions have been developed to clarify the coding instructions for some of the Topic scales. In scoring Topic, one of the 36 possible codes must be selected. Topic can be coded more easily if the coder will remember to CODE HIERARCHICALLY. Start with "A" (Not Codeable) and continue in alphabetical and numerical order until the appropriate code is found. When there are two codes which both seem reasonable to use, select the lower numbered code. Exceptions are described here in the conventions.

1. Remember: Topic coders may reunitize, and thus create new unit numbers (for example, unit 27 becomes units 1027 and 2027) if the original unitizing is inadequate.

2. When you need meaning or context in order to code, you may look back to preceeding units for meaning. Do not look ahead for meaning.

3. When words like "yeah," "right," "OK," and "all right" follow immediately after a unit receiving an Active Avoidance (11-13), Nontask (41-47), or Metatask (21-26) code, they will be coded with the same corresponding code, unless it is floor control. In the example, both units 1 and 2 are coded Topic 13.

   Example:
   1
   W: *These are dumb questions./*
   2
   H: *Yeah./*

4. When there is confusion between Not Codeable (00-09) and Floor Control (51-55), Floor Control takes precedence.

5. Multiple overlaps (more than two people overlapping): Everyone in an overlap except the last overlapper gets an overlap code. The units may be renumbered in order to code content.

   Example 1: Three people begin speaking simultaneously

   1
   D1: *Every day I/*
   2
   H: *I just/*
   3
   W: *They really keep their rooms neat./*
   4
   D1: *do the dishes./*

No. Code			Unit				Obs	To Whom				TP.		O	Focus 1								
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1	1					0	3	0	0	0	4					
						2	5					0	3									
						3	6					3	1									
						4	1					3	3									

Note that unit 1 is continued in unit 4.

Example 2: Units may be redivided to show overlap and content

1
D1: John and I never make any decisions./
2
W: We all talked about/
3
H: You kids don't make major decisions.

The above 3 units overlap with each other, and may be divided to show the overlap and content by making unit 1 two units:

1001 1002
D1: John and I never / make any decisions./

No. Code			Unit			who	To Whom				TP.		O	Focus 1								
														H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
			1	0	0	1	1					0	3	2	0	0	1					
			2	0	0	1	1					3	3									
						2	6					0	3									
						3	5					3	3									

6. One word overlaps are coded in the following priorities:
   (a) Code for content if possible.
   (b) Code 03 if word has no content.
   (c) Code 01 if word does not make sense.

7. When a unit is unclear partly because of an overlap or interruption, code the overlap or interruption (03, 06, or 07) rather than the lack of clarity (00 or 01).

8. Simultaneous conversations in family interactions: When one person in a family interrupts or overlaps with the speaker and starts a side conversation with another family member, the interruption or overlap is coded once. Then the two conversations are coded separately, although they may overlap and/or interrupt each other. After the first interruption or overlap, 03's, 06's, and 07's are coded only as they occur <u>within</u> each conversation.

9. If interrupter and original speaker both complete their thoughts, the interrupter's speech is cut to code the interruption and the content.

Example:
1
D1: Jane hit Bob on the head./
2
S2: (Interruption) Bob hit Jane first./

The interruption is split and renumbered as follows:

1
D1: Jane hit Bob on the head./
1002 2002
S2: (Interruption) Bob hit / Jane first./

No. Code			Unit				Who	To Whom				TP.		O	Focus 1								
															H	W	1	2	3	0	G	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
						1	1					3	3									
			1	0	0	2	2					0	6	2	0	0	2					
			2	0	0	2	2					3	3									

ORIENTATION, TENSE AND FOCUS

Orientation and Focus are coded together. Orientation is concerned with the speaker's point of view represented in the sentence by the subject and its verb. Orientation has four forms: (1) Questions, (2) Requests or demands for compliance, (3) Assertions of fact with self recognized as the perceiver, and (4) Assertions of fact with self not recognized as the perceiver.

While Orientation represents the speaker's point of view, Focus represents the object of the sentence. Focus has two aspects: the object of the focus and the type of focus. The object on which attention is focused may be a particular person, generalized other, or pet. The type of focus may be, for example, the feelings, attitudes, or behavior of the object. The Focus code is recorded in the column representing the person or pet to which Focus is directed.

ORIENTATION

1 Questions

The speaker is trying to gain information from the other person; s/he wants an answer.

Examples: *I want to know how your feel.*

Why did you say that?

2 Requests or demands for compliance

The speaker is attempting to change or to influence the other's behavior. Sometimes commands can be in the form of questions. (In retrospect, it seems that it would probably have been better to make "request" and "demand" separate codes.)

Examples: *Stop it.*

Will you read the next one?

You are going to read it.

3 Assertion of fact with self recognized as the perceiver

The speaker's statement involves his/her own perception, usually indicated by verbs such as think, feel, guess, believe, figure and the subject "I." When no "I" is present, the unit may be restated in the form "I perceive . . . ." This code does not include statements about what the speaker "knows" -- these are coded "4" for Orientation.

Examples: *I think you look sad.*

I believe it is true.

I guess we do get along.

In my opinion, we don't do that.

I figure he will learn to do it.

4 Assertion of fact with self not recognized as the perceiver

These units are statements about the nature of the world, including statements about the speaker's internal state. Rhetorical questions are included in this category -- the speaker is not really wanting information, but is trying to make a point. When in doubt as to whether a statement is rhetorical or not, code as a question.

Examples: *I am happy.*
I know how you are.
John bought a new bike.
Yeah. (meaning "yes")

8 Uncodeable or not applicable

Not enough information is available to code the unit.

Examples: *Darlene.*
Just rarely.
Sometimes.

TENSE

Tense is coded on all those units coded for Orientation when a verb is available. A second verb may be coded if there is a second Focus clause.

Present tense: 0

Past tense: 1

Future tense: 2

FOCUS

The objects of Focus are either people or pets:

H Husband

W Wife

1 First child

2 Second child

3 Third child

0 Other person (unspecified member of family or specified person not a family member)

G Generalized other (impersonal 'you,' general 'people

P Family pet

The types of focus are (1) Feelings, (2) Ideas, (3) Thinking, (4) Behavior, (5) Condition, (6) Possession, or (7) Location, and (8) Uncodeable.

1 Emotions or feelings

Hurt feelings, worry, fear, losing tempers, and any feelings which take precedence over the action involving the feelings.

Examples: *You look depressed.*

I feel angry with you.

He hates her.

I like you very much.

2 Attitudes or opinions

Personal view or judgment about a particular subject, a want, a desire, agreement with a particular idea.

Examples: *It's a guilt complex we have.*

Money is not important to us.

I agree with that idea.

3 Process of thinking

This is not giving specific information or an opinion. It is just the act of thinking, figuring, interpreting, understanding or misunderstanding.

Examples: *How do we change our thinking on this?*

I must have misinterpreted the idea.

He took it that way.

4 Behaviors

Visible actions.

Examples: *Susie hit John.*
Read the next one.
You may open the letter.
She can run fast.

5 Condition or state

Physical condition of the person.

Examples: *I feel hot.*
You look sick.
I am all wet.
You smell bad.

6 Possessions

Belongings of the person.

Examples: *Those are her shoes.*
Jim has his own room.
It is my chair.
It is his car.

7 Location

A particular place where the person is located.

Examples: *John is in Chicago.*
Susie is in her room.
He is at John's house.
Roger is at school.

8 Uncodeable or not applicable

Not enough information is available. The object of the Focus is something other than a person or pet; the type of Focus is not feelings, attitudes, thinking, behavior, condition, possessions or location; or a passive verb is present where the actor (the initiator of the action) is unclear. All Focus codes of "8" are placed in the H column.

Example: *I'm gonna get punished for this.*

Some units may have more than one clause. the answer sheet provides space for coding up to two clauses for Focus (Focus1 and Focus2).

Example: (Wife speaking to Husband) *"I don't know what you mean."*

Orientation = 4

with Focus code "2" in W's column (Focus1), and

with Focus code "2" in H's column (Focus2);

Tense for each clause is "0" (present tense).

No. Code			Unit				who	To Whom				TP.		O	Focus 1									TN	Focus 2									TN	AF	
															H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
														4		2							0	2								0		

Sometimes the Focus is on more than one person. In this case, a Focus code is placed in each appropriate column.

Example: *H: We were sad when the children left.*

No. Code			Unit				who	To Whom				TP.		O	Focus 1									TN	Focus 2									TN	AF	
															H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
														4	1	1							1			4	4	4				1		

CONVENTIONS FOR ORIENTATION AND FOCUS

1. When a verb has already been used to code for Orientation, do not code that verb again for focus.

   Example 1: *I think so.*

   This unit is coded a "3" for Orientation, and since "so" has no referent, it receives a Focus code of "8" in the "H" column.

   Example 2: (Husband to Wife) *I see what you mean.*

   "I see" is coded "3" for Orientation; Focus1 receives a code of "8." "...what you mean" is coded "2" in W's column for Focus2.

No. Code	Unit	How	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	ZF	Focus 2 H	W	1	2	3	0	G	P	ZF	AF
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 35
					3	8								0		2							0	

   Example 3: (Husband to Wife) *I think I understood what you were saying.*

   "I think" is coded "3" for Orientation. "I understood" is coded "2" in H's column for Focus1. "...what you were saying" is coded "4" in W's column ("saying" is considered behavior) for Focus2.

No. Code	Unit	How	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	ZF	Focus 2 H	W	1	2	3	0	G	P	ZF	AF
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 35
					3	2								1		4							1	

2. Sometimes the unit may have more than 2 clauses for Focus. Then the coder must make a judgment about which are the most important to score. If one Focus is on the feeling and the other two are on behaviors, then code for the feeling and one of the behaviors. If the unit has Focus on behavior, feeling and location, then code the two that most represent the unit's Focus.

   Example: *Jimmy is running home scared to death.*

   Code "4" for Orientation, with Focus1 receiving Focus code "4" (Jimmy's behavior) and Focus2 receiving Focus code "1" (Jimmy's feeling). The location (home) was not coded for Focus.

3. It is important to remember the distinction between <u>expressing</u> an attitude and <u>focus on</u> an attitude. In a typical interaction there are many statements which the coder would consider to be expressions of an attitude. For example:

   This is hard to do.

   Money is not really that important.

The above examples would be coded "4" for Orientation and "8" for Focus. A Focus code of "2" requires a statement about a person's attitude. For example:

They think it's too hard.

Money is important to me.

Note that very similar ideas can receive different codes. For example,

I think money is important

receives an Orientation code of "3" and a Focus code of "8", while

Money is important to me

receives an Orientation code of "4" and a Focus code of "2."

SUPPORT

Each unit is coded for Support (level of warmth and acceptance) or Nonsupport (level of defensiveness or rejection). Support shows "movement towards" the other: for example, reinforcing, encouraging or caring for the other. Nonsupport shows "movement away from" the other: for example, disapproving, excluding, criticizing, attacking, or rebuking the other. The Support scale is on a continuum with "1" being very supportive and "7" being very nonsupportive. When coding, use neutral ("4") as your base point and decide whether the unit is supportive or nonsupportive, and to what degree: very, moderately, or somewhat.

1: Very supportive

2: Moderately supportive

3: Somewhat supportive

4: Neutral (no hint of support or nonsupport)

5: Somewhat nonsupportive

6: Moderately nonsupportive

7: Very nonsupportive

9: Not codeable (unit is too short or too soft to be heard; whispers, coughs, background noise, and tape interferences)

Along with the main Support codes, two subordinate codes may be paired with them to indicate sadness or anxiety.

1: Sad

2: Anxious

0: None

CONVENTIONS FOR SUPPORT

1. The tone of voice plus the content of the words are the sources for coding Support.

2. Remember: one can give support and still disagree.

   Example: *I think you have a good idea there, but I see it differently.*

   The tone here is pleasant and nonthreatening.

3. All units will be coded for support, but only a few may be coded for sadness or anxiety. Thus those units that do not receive a subordinate code will have a second digit of "0."

4. Code Support as you perceive it -- not as you think other family members might perceive it.

5. Support involves moving toward the other, to caring, encouragement, warmth, acceptance, or approval. Nonsupport involves moving away from the other, to criticism, attack, disapproval, hostility, exclusion, or rebuke. Someone who sounds defensive or sarcastic, or who appears to be drawing away from the other, is scored as nonsupportive.

6. The subscores (sad and anxious) usually are in combination with a nonsupportive score (5,6,7) because if one is anxious or sad, he is usually not in a position to be supportive. Sometimes, however, a person will have a score like "32" which means that he/she does sound positive or supportive and also sounds nervous, perhaps about doing the task.

ACKNOWLEDGEMENT -- COUPLE INTERACTIONS

The Acknowledgement scale is primarily a measure of validation. When A acknowledges B, A communicates that what B has said makes sense. B can see that A has heard what B has said and that A has some appreciation of or respect for B's perception of the world. The scale is based on Mishler and Waxler's (1968) acknowledgement scale.

The Acknowledgement scale codes responses to statements (a statement is composed of one or more adjacent units, and is bounded on either side by the speech of another speaker). Each statement is seen as a stimulus and is coded in terms of the type of response it receives from the other speaker(s). The kinds of responses that show acknowledgement or nonacknowledgement differ depending on whether the stimulus is a question, request, or assertion. The scale provides examples of these different types of responses.

The acknowledgement codes are

(1) No response because stimulus is a fragment
The stimulus does not contain a complete thought.

(2) Explicit invalidation
The responder indicates explicitly that the speaker's perceptions are crazy, not based in reality.

(3) No response
Irrelevant response or silence.

(4) Explicit refusal to respond
Responder says he will not answer or respond.

(5) Recognition
Stimulus speaker is heard; some acknowledgement is made that the speaker said something. This code includes laughter, or simple repetition of speaker's statement.

(6) Response to focus
Responder speaks on the same subject as speaker.

(7) Response to intent
Responder responds to purpose of speaker's statement.

(8) Response to focus and intent
Responder responds to purpose of speaker's statement and speaks on the same subject.

ACKNOWLEDGEMENT SCALE MECHANICS

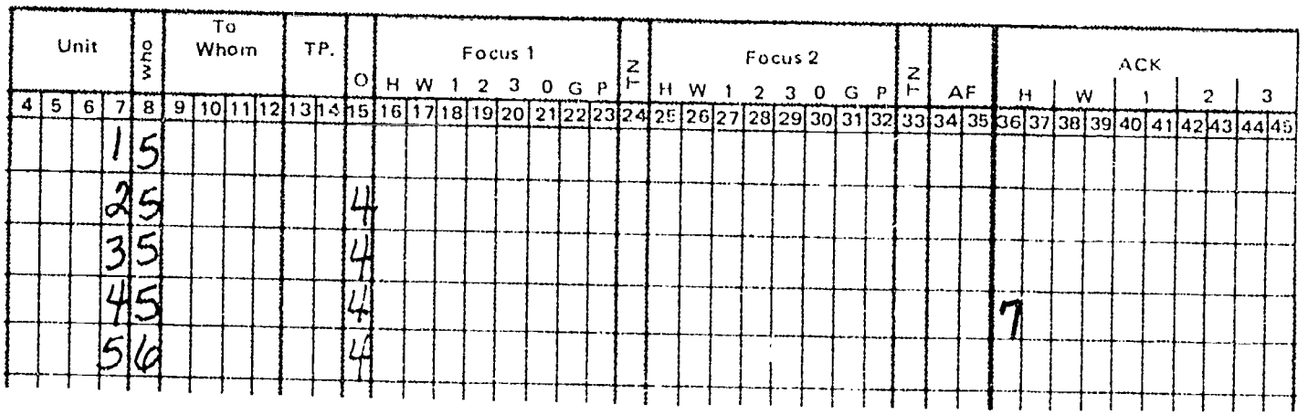
Write the Acknowledgement code in column 36 of the coding form, across from the unit coded for Orientation.

1. The last complete thought in each statement is coded for acknowledgement. The complete thought may be one or more units. Look at the Orientation code of the last unit coded for Orientation to determine whether this last complete thought is a question (1), request (2), or assertion (3 or 4)

Example:

H: Well / (1) this is true./ (2) I'll agree with you./ (3) John is never on time./ (4)

W: Right./ (5)



2. In addition to coding the response to the last complete thought, code also responses to any questions (Orientation code 1) or requests (Orientation code 2) earlier in the statement.

3. Determine the intent and focus of the stimulus first before looking at the response, then read the entire response statement before coding Acknowledgement.

4. Throughout the transcripts items being discussed are read, but these items are not scored for Orientation. However, they are acknowledged. At these times code the reading of the item for Acknowledgement.

5. When you have a thought that is interrupted by another speaker, the interrupted thought may then be continued in another statement. If so, the interrupted unit will have a continuation code (0004 in the example below).

   For the stimulus speaker's first statement, score the last complete thought (if any) before the interrupted unit. When coding a stimulus statement which contains the second part of an interrupted thought, include the first part of the thought as part of the statement.

Example:

H: I think we do this.(1)/ You know all the time we're (2)/

W: Right/ (3)

H: coming and going./ (4)

W: Yes./ (5) We seem to come and go a lot./ (6)

Unit 2 plus unit 4 are considered the stimulus unit for the response found in units 5 and 6, which receives an Acknowledgement code of "8."

No. Code	Unit	OCS	To Whom	TP.	O	Focus 1	NTT	Focus 2	NTT	AF	ACK
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	H W 1 2 3 0 G P 16 17 18 19 20 21 22 23	24	H W 1 2 3 0 G P 25 26 27 28 29 30 31 32	33	34 35	H W 1 2 3 36 37 38 39 40 41 42 43 44 45
	1	5			4						7
	2	5		02	0	0 0 4					
	3	6			4						1
	4	5			4						8
	5	6			4						
	6	6			4						

EXAMPLES OF ACKNOWLEDGEMENT CODES

Acknowledgement of QUESTIONS (Orientation 1): It is assumed that the intent of a question is to get an explicit answer -- yes or no -- or the specific information requested.

Example 1 (stimulus): *Do we have privacy at home?*

Acknowledgement codes	Response examples
2 Explicit invalidation	*That's a stupid question.*
3 No response	*Susie is at Sam's.*
4 Explicit refusal to respond	*I'm not going to answer you.*
5 Recognition	*Hmmm.* OR *Our home is a big place.*
6 Focus	*Privacy at home is a big issue.*
7 Intent	*Yes.*
8 Focus and intent	*Yes, we do have privacy in our home.*

Example 2 (stimulus): *Are you mad at me?*

Acknowledgement codes	Response examples
2 Explicit invalidation	*Don't be crazy.*
3 No response	*What time is supper?*
4 Explicit refusal to respond	*None of your business.* OR *I'm not going to tell you.*
5 Recognition	*Am I what?*
6 Focus	*Who said I was mad at you?*
7 Intent	*No, I'm worried about Sue?*
8 Focus and intent	*No, I'm not mad at you.*

Acknowledgement of REQUESTS (Orientation 2): It is assumed that the intent of a request is for the person to do what is requested, or to indicate that he or she will or won't. Code "4" (explicit refusal to respond) does not seem to occur in the type of situation we are evaluating.

Example 1 (stimulus): *You read the next item.*

Acknowledgement codes	Response examples
2 Explicit invalidation	*That item, you're crazy.*
3 No response	*What are you eating?*
4 Explicit refusal to respond	(Not used)
5 Recognition	*Do what?* OR *Huh?*
6 Focus	*You want me to read the item?*
7 Intent	*I will.* OR *I won't.*
8 Focus and intent	*I don't want to; you read it.*

Example 2 (stimulus): *Stop giggling so much.*

Acknowledgement codes	Response examples
2 Explicit invalidation	*I'm not giggling, stupid.*
3 No response	*Don't knock your glass over.*
4 Explicit refusal to respond	(Not used)
5 Recognition	*Stop giggling.* (parroting tone of voice)
6 Focus	*Laughing is good for you.*
7 Intent	*I can't.*
8 Focus and intent	*OK, I'll try to stop giggling.*

Acknowledgement of ASSERTIONS (Orientation 3 or 4): It is assumed that the intent of an assertion is to have that assertion affirmed or disconfirmed; confirmation may be explicit or may be inferred from the content.

Example 1 (stimulus): *I think the answer is true.*

Acknowledgement codes	Response examples
2 Explicit invalidation	*You're nuts, it's false.*
3 No response	*You look sad.*
4 Explicit refusal to respond	*I won't respond to that.*
5 Recognition	*Yeah, we are at the end of the tape.*
6 Focus	*The answer could be anything.*
7 Intent	*Yes, I agree.*
8 Focus and intent	*I agree the answer is true.*

Example 2 (stimulus): *John is a very bright boy.*

Acknowledgement codes	Response examples
2 Explicit invalidation	*That's the dumbest thing I've ever heard.*
3 No response	*It's getting late.*
4 Explicit refusal to respond	*No comment.*
5 Recognition	*Well, ah.*
6 Focus	*John's intelligence is not the issue.*
7 Intent	*That's true.*
8 Focus and intent	*I think John is very bright too.*

CONVENTIONS FOR ACKNOWLEDGEMENT

1. When the stimulus statement consists of only one or two words, it is considered a fragment and the Acknowledgement code is "1."

That's right.	*That's true.*	*What?*
Let's see.	*Right.*	*Well, maybe.*

2. Explicit invalidation ("2") occurs when the responder implies that the speaker's perception of self, world, or whatever is not congruent with reality, and the response statement implies that the speaker is "crazy." There will probably be few of these responses because they must be very explicit and blatent.

   That's a crazy idea.

   You don't know what you think.

3. Use no response code ("3") for the following:

   (a) when there is no relevant verbal response to a request.

   Example: *S: Would you put that in the envelope?*

   R: I was looking at how we teach them to . . . .

   (b) parallel talking; when it appears that two people are talking about the same thing when in fact they are not responding to each other, but are on their own trains of thought.

   Example: *H: We do have a lot of privacy in our home.*

   W: Jimmy doesn't like being alone.

   H: I can go to my bedroom and have privacy. You can go to your sewing room and be alone.

   W: I wonder if Susie ever wants to be alone.

4. Use the recognition code ("5") for these particular situations:

   (a) when a request is made to reread the item, and it is only partially reread.

   (b) when a response to a stimulus is "I don't know."

   (c) when a response to a stimulus is a question; unless there is enough Focus; in which case code as a "6" (focus).

   (d) when a response includes "yes, but...." because such responses do not represent full confirmation of intent ("7").

   (e) when the response is "yes" or "no" followed by an irrelevant content.

5. Helpful hints for response to focus ("6"):

   (a) The Acknowledgement code of "focus" is sometimes difficult to specify. It refers to the specific content of the speaker's statement.

   Examples: *You look depressed.* --- Focus on feeling of depression
   He lives in Chicago. -- Focus on his location
   Susie hit Johnnie. ---- Focus on Susie's behavior and what happened to Johnnie.

(b) Example: *H: John thinks Mary can do it.*
W: What John thinks is irrelevant.

The wife's response does not speak to the primary focus, which is about Mary's ability. However, if the conversation is about John and his judgment, then the response does respond to the primary focus. For example:

H: John does seem to have good ideas./ He even thinks Mary can do this./
W: What John thinks is irrelevant.

(c) Be careful when pronouns are used. If it is perfectly clear that a pronoun refers back to a specific thing, then substitute that referent when deciding how to code the response for focus.

(d) It is possible to have the same words without having the same focus.

Example: *H: Susie's dress looks hideous on her.*
W: Dresses are not in fashion this year.

The focus is about Susie's dress, and this response misses the focus. See also 3(b) above about parallel talking.

6. Intent is the underlying motivation, the purpose behind the statement, or what the speaker wants. The following responses we code "7."

Example: *W: I say it is true that we do have privacy.*
H: I say false.

Response to intent reflects how the responder feels about the subject of privacy: i.e., does the responder agree or disagree.

Example: *H: You seem sad.*
W: Yes, I am.

The intent of the stimulus is to find out if the other person is indeed sad. Please note that the examples in this section do not mention any content or contain a specified Focus. If the Focus had been stated clearly, the response then would have been coded "8" (response to intent and focus). For example:

Example 1: *W: I say it is true that we do have privacy.*
H: I say we do not have any privacy.

Example 2: *H: You seem sad.*
W: Yes, I am really sad today.

ACKNOWLEDGEMENT -- FAMILY INTERACTIONS

Warning. We are dealing here with up to five voices. Coding becomes quite difficult and frustrating. It can be argued that anyone who would volunteer to learn and use the following coding scheme must be masochistic or crazy or desperate. Read on at your own risk!

The same Acknowledgement codes are used for coding the family interactions as are used to code the marital interactions. The same rules apply in regard to coding the last complete thought plus all units with Orientation codes of "1" (questions) or "2" (demands). Since the family interactions involve the husband, wife, and as many as 3 children, the interactions tend to be much more complex than with simple couple interactions. When looking at the stimulus statement, be sure to look for the complete stimulus: i.e., regardless of interruptions and overlaps. Furthermore, in the family interactions, a stimulus statement can be responded to by more than one person: the answer sheet provides space for each family member's response.

LOCATING THE BOUNDARIES

When coding a stimulus statement for family interactions, a boundary is established to determine how far down the coder will check for responses that may be applicable. The responses within the boundary will be called a "set." Use the following criteria to determine the boundary; stop as soon as any of the following criteria is met.

1. The original speaker ("stimulus speaker") speaks again; i.e., makes a complete thought with explicit content. OR
2. There are six statements* that include at least one unit coded for Orientation. OR
3. Twelve statements have been made regardless of Orientation coding.

Code only the speakers within the set who give a verbal reponse. When a person spoken to (as shown in the TO WHOM column of the coding sheet) does not give a verbal response, we do not give him/her an Acknowledgement code -- just leave a blank on the answer sheet. When the data are analyzed, the blank will indicate that the person's Acknowledgement was a "3" (No response). The blank will further indicate that the no response was by silence.

ORDERING OF RESPONSES

The family interactions will not only be coded for the degree of Acknowledgement, but also for the order or sequence in which they occur. Thus each response will have a two digit number with the first digit representing the sequence and the second digit the Acknowledgement code.

---

*Remember that a statement is a sequence of units spoken by one individual bounded on either side by units of other speakers.

Example:

H: How was school today? /
1

S1: Rotten./
2

D2: I had a good day./
3

Unit				S/S	To Whom				TP.		O	Focus 1									Z F	Focus 2									Z F	AF			ACK					
												H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P			H	W	1	2	3	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
			1	5	1	2					1																								1	7	2	8		
			2	1	5						4																													
			3	2	5						4																													

SPECIAL CONDITIONS

1. Questions

When a question or request occurs early in the stimulus statement and there is no response to it because the stimulus speaker does not allow answer time, give a code of "03" in the stimulus speaker's column.

2. Pauses

If the first response following a stimulus statement is a pause, then give a code of "19" in the stimulus speaker's column to show that no one responded immediately to the stimulus speaker. Remember then to check for further responses.

3. Fragments

Stimulus statements that are fragments will receive a code of "10" in the stimulus speaker's column.

4. Person responds more than once within the set

When a person responds twice within a set, give credit for both responses only when they are contradictory. There are two types of contradictory responses:

(1) There are those responses in which one response is coded for Acknowledgement as either 6,7, or 8, and the other response is coded for Acknowledgement as either 2,3,4, or 5.

(2) One response is coded either 2 or 4, and the other response is coded either 3,5,6,7, or 8.

CONTRADICTORY RESPONSES

Put the first contradictory response in the stimulus speaker's column. The first digit will represent the responder ("5" for husband, "6" for wife, "1," "2" or "3" for the particular child), and the second digit will be the Acknowledge-

ment code. Although this response does not show a sequence number, be sure to count it when numbering the other responses. It will be assumed to have whatever sequence number is missing, i.e., not used for any other response. The second response will go in the appropriate responder's column where the first digit is, as usual, the sequence number and the second digit is the Acknowledgement code.

Example: (stimulus) W: *I think we are not afraid of sharing our feelings./*
(1)
H: *Oh? /*
(2)
D1: *I agree./* (3) *We yell at each other./* (4)
H: *I don't think we share any feelings./*
(5)

Unit	Who	To Whom	TP	O	Focus 1 H W 1 2 3 0 G P	ZF	Focus 2 H W 1 2 3 0 G P	ZF	AF	ACK H	W	1	2	3
4 5 6 7	8	9 10 11 12	13 14	15	16 17 18 19 20 21 22 23	24	25 26 27 28 29 30 31 32	33	34 35	36 37 38 39	40 41	42 43	44	45
1	6	5		3						3	8	5	5	2 7
2	5	6		4						1	0			
3	1	6		4										
4	1	6		4						1	7			
5	5	6		3										

If there are two people who each give two contradictory responses, code both contradictory responses only for the person who responds with the highest degree of Acknowledgement (i.e., receives at least one Acknowledgement code of "8," "7" or "6"), and code only the other person's first response.

NONCONTRADICTORY RESPONSES

Code the first direct response of each person (see the next section and Coding Convention 2).

Example: (stimulus) W: *I think we are not afraid of sharing our feelings./*
(1)
H: *Oh? /*
(2)
D1: *I agree./* (3) *We yell at each other./* (4)
H: *Susie,/* (5) *pick up your pencil./* (6)

The husband's first response in unit 2 is coded "5" for Acknowledgement and his second response in units 5 and 6 receives an Acknowledgement code of "3" for the daughter's (D1) unit 4, but this second response by the husband is not coded for the wife's stimulus statement because the Acknowledgement code of "3" is not contradictory to Acknowledgement code "5."

Unit				Who	To Whom				TP.			Focus 1								ZT	Focus 2								ZT			ACK									
											O	H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P		AF		H		W		1		2		3	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
			1	6	5	1					3																					1	5			2	7				
			2	5	6						4																					1	0								
			3	1	6						4																														
			4	1	6						4																					1	3								
			5	5	1						8																														
			6	5	1						2																														

DIRECT AND INDIRECT RESPONSES

Direct response: When a person is responding directly to the stimulus speaker's statement.

Indirect response: There are two kinds of indirect response:

(1) when a person is responding to or addressing someone other than the stimulus speaker;

(2) when a speaker has been requested by another speaker within the set that he/she respond to the stimulus speaker.

Indirect responses have different sequence numbers than the direct responses. If an indirect response occurs first, code it "6," if second, code "7," if third, code "8," if fourth, code "9," and fifth, code "0." In other words, add five to the direct sequence number to get the indirect sequence number. Many times because of the sequencing of events the first statement following a stimulus statement will not be direct or acknowledging of that particular stimulus.

1. Person responds to or addresses someone other than the stimulus speaker

Example 1:

1
H: *Where do you wish to eat? /*

2
W: *Franco's is nice./*

3
D1: *House of Chan would be good./*

4
S2: *I don't want to go to Franco's./*

Unit				Who	To Whom				TP.			Focus 1								ZT	Focus 2								ZT			ACK									
											O	H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P		AF		H		W		1		2		3	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
			1	5	1	2	6				1																							1	8	2	8	8	8		
			2	6	5						4																									6	3	2	8		

When unit 2 is the stimulus, D1's response (unit 3) is not a direct response to this unit and receives an indirect code of "63" (no response), since it is not relevant to W's statement about Franco's. However, S2's response is a direct and complete response to W's stimulus and receives direct code "28" (responds to intent and focus).

Example 2:

D1 to W: No. (13) / It's false. (14) /

W to D2: What did you put down? (15) /

D2 to W: I put down false. (16) /

Unit				Who	To Whom				TP.		O	Focus 1										ZT	Focus 2										ZT	AF		ACK					
												H	W	1	2	3	0	G	P			H	W	1	2	3	0	G	P					H	W	1	2	3	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
		13		1	6						4																														
		14		1	6						4																							6	3			7	8		
		15		6	2						1																											1	8		

The wife's response is indirect to stimulus D1 (units 13 and 14) because she is speaking directly to D2; so W's Acknowledgement code for this stimulus is "63" (indirect and no response). D2's response is also indirect, but meets the criterion of responding to both the intent and focus of D1's statement; it receives an Acknowledgement code of "78." D2 is speaking directly to W's stimulus and the Acknowledgement code is "18."

2. Person requests another person within the set to respond to the stimulus speaker

Example:

H to S1: John, (2) / do you like the car? (3) /

W to S1: Answer your father, (4) John. (5) /

S1 to H: Yes, (6) / the car is OK. (7) /

Unit				Who	To Whom				TP.		O	Focus 1										ZT	Focus 2										ZT	AF		ACK					
												H	W	1	2	3	0	G	P			H	W	1	2	3	0	G	P					H	W	1	2	3	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
		2		5	1						8																														
		3		5	1						1																							1	5	7	8				
		4		6	1						2																											1	8		

W's response is direct to H's stimulus because W had to hear H's question in order to make the request to John. S1's response comes as a result of W asking him to respond to H, so it is a direct response to this request and indirect to H's stimulus.

CODING DIRECT VS. INDIRECT

1. Make the best guess.

2. Code as direct the responses that are immediately following the stimulus when they are not clearly responding to anyone else even if the response is "off the wall."

3. Some statements respond to more than one stimulus.

Example:

15
D1: *I want my own room./*
16
S2: *You can't have the one with the bathroom./*
17 18
H: *Come on you two,/ it isn't worth fighting over./*

The H is responding directly to D1 and S2 and will be given a direct sequence number to both D1 and S2 stimuli. The Acknowledgement code "6" is used in each case because the referent for "it" in H's statement is assumed to be "the room."

Unit				OCW	To Whom				TP.		O	Focus 1									NZ TT	Focus 2									NZ TT	AF		ACK								
												H	W	1	2	3	0	G	P			H	W	1	2	3	0	G	P				H	W	1	2	3				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
		1	5	1	9						4																					2	6					1	8		
		1	6	2	1						2																					1	6								
		1	7	5	1	2					2																														
		1	8	5	1	2					4																														

MECHANICS OF ACKNOWLEDGEMENT

First code each response within the set for the degree of acknowledgement. Then check to see if the person is addressing her/himself to the stimulus speaker. If she/he is, then code direct, but if she/he is not, code indirect. Below is an example of how to code contradictory speeches and indirect speeches.

Example:

5
(stimulus) D2: *I think it should be painted red./*
6
H: *Humm/*
7 8
W: *Oh./ red is too bright./*
9
S1: *I don't agree./*
10 11
W: *Yes,/ red is bright, but it's the best color to use./*

This example has two responses by H. The first response (unit 6) receives an Acknowledgement code of "5" (recognition) and the second response (units 10 and 11) receives an Acknowledgement code of "8" (response to intent and focus). Thus, they are contradictory (Rule 4(1) on p. 43) and both will be coded. S1's response (unit 9) receives an Acknowledgement code of "7" (response to intent); this is coded as an indirect response because it seems to be responding directly to W (in unit 8). Furthermore, H's second response (units 10 and 11) is indirect because it is primarily directed to the wife. The answer sheet looks like this:

Unit				Who	To Whom					TP.		Focus 1									ZF	Focus 2									ZF	AF		ACK					
											O	H	W	1	2	3	0	G	P		H	W	1	2	3	0	G	P				H	W	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
			5	2	9						3																					9	8	2	8	8	7	5	5	

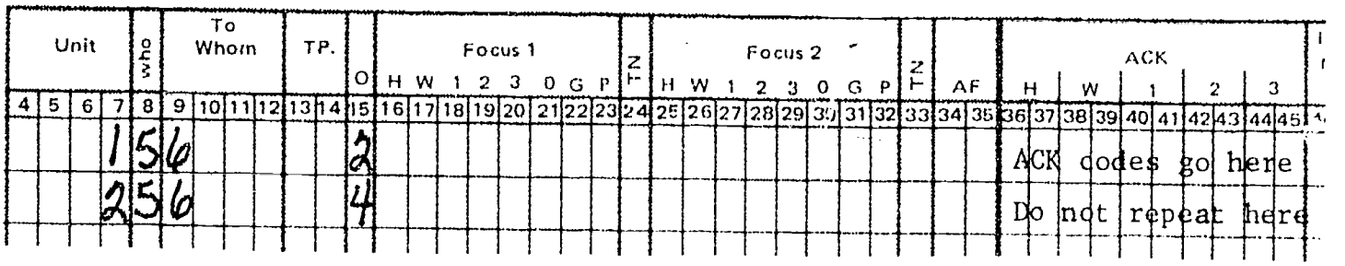
H's first response is placed in the stimulus speaker's column "2" (see Contradictory responses, p. 43) with the first digit referring to the husband's code number "5" and the second digit carrying the Acknowledgement code "5." W's response in units 7 and 8 occurs second (first digit "2") and receives an Acknowledgement code of "8." This is a direct response to the stimulus. S1's response occurs third: however, it is an indirect response and gets a sequence number of "8" and an Acknowledgement code of "7." H's second response occurred fourth, but it is also indirect and gets a sequence number of "9" and an Acknowledgement code of "8." H's second response goes in his column.

> Note: There is no way to retrieve from this coding any information about whether H's first response is direct or indirect.

CONVENTIONS FOR ACKNOWLEDGEMENT

1. When a unit receives an Orientation code of "3" or "4," it will receive a code for Acknowledgement when it is the last unit in the statement coded for Orientation. However, when a unit coded "1" or "2" for Orientation is also part of the last complete thought, put Orientation codes with the question or demand unit and do not put the Orientation codes with the assertion unit.

Example: H: *Let's just leave that one alone.*[1] / *Because she was wrong.*[2] /



2. Reading of new item for discussion is a boundary marker for the set unless (a) the following speakers are still discussing the old item, or (b) it is the first response after a stimulus statement. If it is the first response, then score it as a response to that stimulus.

Example: (stimulus) *D2: Oh well/ we know what we did do./*

H: "If we feel like doing something on the spur of the moment, we often just pick up and go." (reading item from Moos questionnaire)

H makes the first response to the stimulus statement and this response is given an Acknowledgement code of "3" because it doesn't respond to D2. This response is then the boundary for the set, unless there are responses following H's that are clearly referring back to D2's statement; then these would also be given Acknowledgement codes in D2's unit.

3. When a speaker gives two responses, but they are NOT contradictory, then code whichever response is direct, and do not code the other response: just ignore it. If both are direct or both are indirect, code the first response and ignore the other.

4. Complete stimulus statement

Overlaps and interruptions occur frequently throughout these transcripts and cause complete thoughts to be broken up or fragmented. When speeches are unitized in such a way that statements are broken up, give the first part an Acknowledgement code of "10" for fragment (in the speaker's column: Special condition 3 on p. 43). Then code Acknowledgement where the statement is continued or completed.

Example:

D1 to W: You do/ (2) but I (4) don't.

W to D1: Yeah/ (3) but I (5) think it's true./

Unit				who	To Whom				TP.		O	Focus 1									ZT	Focus 2									ZT	AF		ACK					
												H	W	1	2	3	0	G	P			H	W	1	2	3	0	G	P				H	W	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
			2	1	6						4																									1	0				
			3	6	1						4																								1	0						
			4	1	6						4																								1	5						
			5	6	1						3																															

5. Complete response statement

When the response is cut up by overlaps or interruptions, code only one response.

Example:

H to D2: Most of our trips are planned by us./ (10)

D2 to H: Yeah/ (11) but most people do it better./ (13)

W to H: Right/ (12) whenever we feel like it./ (14)

Even though the unitizing is such that D2 and W each have two different responses in this set, do not code them separately for Acknowledgement. D2's complete response is units 11 and 13 taken together. W's complete response is units 12 and 14. Thus D2 and W each have only one Acknowledgement code for H's stimulus.

Note: In case of overlaps the one who completes the thought first will have priority in sequencing.

Unit				who	To Whom				TP.		O	Focus 1									ZT	Focus 2									ZT	AF		ACK					
												H	W	1	2	3	0	G	P			H	W	1	2	3	0	G	P				H	W	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
		1	0	5							4																							2	8			1	7		
		1	1	2							4																											1	0		
		1	2	6							4																								1	0						
		1	3	2							4																								6	3						
		1	4	6							4																															

STEPS FOR CODING FAMILY INTERACTION ON THE ACKNOWLEDGEMENT SCALE

Step 1: Using the coding form, locate the first stimulus statement and identify any units coded for Orientation. Decide which complete thoughts will be coded for Acknowledgement (the thought associated with the last unit coded Orientation "3" or "4," plus any questions (Orientation "1") or requests (Orientation "2")). This determines on which line of the coding form you will write the Acknowledgement codes.

Step 2: Using the coding form, determine the set of responses by following the rules for "Locating the boundaries" on p. 42.

Step 3: Check within the set to see if any responder has responded more than once. If not, skip to step 5.

Step 4: If a responder has made more than one response, decide how each would be coded for Acknowledgement and whether these responses are contradictory. Code contradictory responses appropriately (see pp. 43-45). If the responses are not contradictory, code only the first direct response (or the first indirect response if all responses are indirect) and ignore all other responses by this responder.

Step 5: First code each response for degree of Acknowledgement to the stimulus. Then code each response for whether it is direct or indirect by using the appropriate sequence number (pp. 45-47).

SAMPLE PROTOCOLS

1356 2356 3356 357 358 360 361
H: *Temper is/ uh/ a matter of softness,/ right?/ It has to do with/ hardness/ or softness/*
363
or gradiations of the same/
359 362 364 365
W: *(overlap) hardness/ or yeah/ em/ yeah/*
366 367 368 369 370
H: *So/ when you become/ when you lose your softness/ or har/ you/*
371
W: *(interr) become hard/*
372 373
H: *become hard/ then you've lost your temper/*
374
W: *Hm/*
375
H: *And if you express this by shouting why you've lost your temper/*
376
W: *(interr) I was just thinking that/*
377 378 379
H: *I mean/ to me how you express it is immaterial/ it's the fact that you've lost it/*

Note: Original unitizer unitized 1356, 2356, and 3356 as a single unit. This was corrected by the Topic coder.

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No. Code	Unit	who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	NF	Focus 2 H	W	1	2	3	0	G	P	NF	AF	ACK H	W	1	2	3	Item No.	Positions H	W	1	2	3	F
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 35	36	37	38	39	40 41	42 43	44 45	46 47	48	49	50	51	52	53
	1356	5		04	3	3	5	6						0										60													
	2356	5		52																				60												
	3356	5		33	4	2																		60												
	357	5		54	1	8																		50	3											
	358	5		08	0	3	5	9																60												
	359	6		33	4	8																		40	6											
	360	5		33	4	8																		50												
	361	5		33	4	8																		50	5											
	362	6		53																				30												
	363	5		33	4	8																		52	7											
	364	6		53																				90												
	365	6		33	4	8																		30	1											
	366	5		51																				51												
	367	5		02																				50												
	368	5		02	0	3	7	0																50												
	369	5		01																				90												
	370	5		08	0	3	7	1																90												
	371	6		33	4	8								0										20	6											
	372	5		33	4	8								0										30												
	373	5		33	4							1		0										61	5											
	374	6		53																				90												
	375	5		33	4							4		0							1		0	60	3											
	376	6		06																				30												
	377	5		52																				50												
	378	5		33	3							4		0										60												
	379	5		33	4							1		0										60												
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 35	36	37	38	39	40 41	42 43	44 45	46 47	48	49	50	51	52	53

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Protocol 1

27 28 29
W: Mm,/ There is a feeling of togetherness in our family./ Think that's true? /
30 31
H: That's true./ (pause) /
32 33
W: Money is not handled very carefully in our family./ That's false./
34 35
H: False./ (pause) /
36
W: We tell each other about our personal problems./
37 38
H: True./ (pause) /
39 40 41 42
W: True./ There is a strong emphasis on following rules in our family./ (pause) / That's true./
43 44
H: Yeah/ (pause) /
45 46
W: Family members sometimes hit each other./ That's false./
47 48
H: False/ (pause) /

Notes:

Units 33 and 46: Husband's tone of voice sounds like agreement rather than parroting.

Units 28, 32, 36, 40, 45: These are the questionnaire items under discussion. This is an efficient, or perhaps an avoiding, couple.

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No. Code	Unit	OCS	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P	ZT	Focus 2 H W 1 2 3 0 G P	ZT	AF	ACK H	ACK W	ACK 1	ACK 2	ACK 3	Item No.	Positions H W 1 2 3 F
	276			24						90							
	286			21						40							
	296			31	12		0			308							
	305			31	48		0			301							
	315			44						90							
	326			21						40							
	336			3248			0			507							
	345			3248						501							
	355			44						90							
	366			21						40							
	375			3148						501							
	385			44						50							
	396			3148						50							
	406			21						40							
	416			44						90							
	426			3148			0			207							
	435			3148						301							
	445			44						90							
	456			21						40							
	466			3248			0			507							
	475			3248						901							
	485			44						90							

418 419 421
W: True on that one./ (paper shuffle)/ We say anything we want to around the home./
423 425
I said/ true./
420 422 424
H: And I'll go false./ (overlap) No/ we don't/
426 427
W: And you said false./ Like what do you mean, We don't?/
428 429
H: We don't say anything we want to around the home./ I'm sure there's a lot of times the kids
431
would like to say something/ and they don't dare./
430 432 433
W: (interr) In what respect?/ Oh yeah,/ okay/
436
H: Or you/
434 435 437 438
W: Okay/ We'll make that one's false./ I get your point of view now./ Yeah/

Notes:

Follow the sequence numbers in this transcript carefully. Speeches frequently overlap and interrupt each other.

Units 422 and 423: "0424" and "0425" in columns 15-18 are continuation codes; these are not Orientation and Focus codes following a "zero" Topic code.

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No. Code	Unit	Who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	NT	Focus 2 H	W	1	2	3	0	G	P	NT	AF	ACK H	W	1	2	3	Item No.	Positions H W 1 2 3 F
	418	6		31	4	8																		20	7						
	419	6		43																				90							
	420	5		32	4	2								2										62	3						
	421	6		21																				40	7						
	422	5		03	0	4	2	4																60							
	423	6		03	0	4	2	5																60							
	424	5		32	4	4	4							0										40	6						
	425	6		21																				40							
	426	6		21																				51							
	427	6		33	1	2								0	4	4							0	30	8						
	428	5		32	4	4	4							0	2	2							0	60							
	429	5		32	4	2								0			4	4					0	22	5						
	430	6		06																				30							
	431	5		32	4			4	4					0										20	7						
	432	6		53																				20							
	433	6		33	4	8																		20							
	434	6		52																				20							
	435	6		32	4	4	4							0										20	3						
	436	5		06																				40							
	437	6		33	4		2							0										20							
	438	6		24	4	8																		20							

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Protocol 3

133 134 135 137 1138
H: All right/ but now/ you just said we do./ You said/ don't you feel like we're doing something/
139 142
I feel we both misunderstood it/ I think there is./
136 2138 140 141
W: (overlap) All right/ (Laughter)/ So we both/ misunderstood the question to start with./
143 144
But we'll/ agree on true?/
145
H: There is very little group spirit./
146
W: All right./
147 148 149
H: I / you agreed on it./ I said that right off the bat.
150 151 152 153 154
W: (interr) Yeah,/ yeah,/ okay./ No you didn't,/ you said false./

Notes:

Unit 142: The coder is unsure of the meaning of this segment; it receives a Topic code of "01."

Units 133 and 146: The different codes for "All right" are based on tone of voice.

Unit 2138: This is a new unit left out by the original unitizer. It is numbered 2138 because the laughter occurred after the phrase now numbered unit 1138.

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No. Code	Unit	who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	TN	Focus 2 H W 1 2 3 0 G P	TN	AF	ACK H	W	1	2	3	Item No.	Positions H W 1 2 3 F
	133	5		51													60							
	134	5		52													60							
	135	5		33	4		2							1	4444	0	60	7						
	136	6		03													50							
	137	5		03	1	1	3	8									50							
	1138	5		33	4		2							1	4444	0	90	5						
	2138	6		42													50							
	139	5		11	3	3	3							1			30	6						
	140	6		06	0	1	4	1									20							
	141	6		11	4	3	3							1			20	3						
	142	5		01													50							
	143	6		06	0	1	4	4									30							
	144	6		31	1	2	2							2			30	3						
	145	5		31	4	8								0			60	5						
	146	6		33	4	8											51	1						
	147	5		01													90							
	148	5		25	4		2							1			60							
	149	5		47	4	4								1			60	8						
	150	6		53													20							
	151	6		53													51							
	152	6		52													51							
	153	6		47	4	4								1			60							
	154	6		47	4	4								1			60							

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Protocol 4

60

269 270 272
W: Okay/ What do you think?/ What conclusion/
271 273
H: (overlap) It's hard/ to blow off steam/
274
W: It's not hard to blow off steam/
275 276
H: No it's not hard to blow off steam,/ so it'd have to be false./
277 278
W: I feel like it would be./ Do you agree?/
279
H: It's not it's hard to blow off steam/
280
W: Is it hard to blow off steam in the house?/
281
H: No/
282 283
W: Okay,/ then it would be false./
284 285
H: Okay/ (paper shuffle) /
286 287 288
W: Hot dog,/ three down, how many to go/ (paper shuffle) /
289
H: Family members sometimes get so angry they throw things./

Notes:

Unit 271: This unit overlaps with unit 272 and is completed in unit 273.

Unit 276: "It" is an unclear pronoun here. It could refer to "not hard to blow off steam" or to "it'd have to be false" so that focus and intent are unclear.

Unit 289: This is the next item.

Units 271 and 273: The item reads "It's hard to 'blow off steam' at home without upsetting somebody."

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No. Code	Unit	who	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	ZF	Focus 2 H	W	1	2	3	0	G	P	ZF	AF	ACK H	W	1	2	3	Item No.	Positions H	W	1	2	3	F
	2696			51																				60											
	2706			3312										0										505											
	2715			0302	73																			40											
	2726			3318																				503											
	27			21																				40											
	2746			32488										0										608											
	2755			32488										0										20											
	2765			32488										2										305											
	2776			31388										0										60											
	2786			3312										0										305											
	2795			32488										0										506											
	2806			33188										0										607											
	2815			32488																				201											
	2826			51																				60											
	2836			32488										2										307											
	2845			24488																				201											
	2855			43																				90											
	2866			51																				60											
	2876			46488										0										603											
	2885			43																				90											
	2895			21																				40											

UH/CLC-659

1187 2187
H D1: So so what what did you mean then,/ Cath?/
188 189 191
D1 H: The same thing/ that we / all do it./
190 1192
S2 All: (interr) We all go./ And we/
2192
H All: (overlap) Would that be/
193
S2 All: You know we don't leave anybody behind./
194 196
D3 All: We all do it together./ You don't go like/
195
S2 D3: Except for maybe Cubbie/
197 198
W D3: We're not a house divided./ You don't do what you want and/
199 200
D3 All: (overlap) We don't leave somebody behind./ We don't leave somebody behind./
201
D1 D3: Um hum./
202
W D3: Um hum./
203 204
W All: I think we all agree on what we're saying./ We just /
1205 2205 206
H W: Just keep talking/ and let's see how we can get this thing./ (pause) / I guess the
207 208
question is we don't do things on our own very often in our family./ OK /

Notes:

Unit 1187: The set for coding acknowledgement for this unit ends at unit 200.

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No. Code	Unit	OBS	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	ZT	Focus 2 H	W	1	2	3	0	G	P	ZT	AF	ACK H	W	1	2	3	Item No.	Positions H	W	1	2	3	F
1 2 3	4 5 6 7	8	9 10 11 12	13 14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 35	36 37	38 39	40 41	42 43	44 45	46 47	48	49	50	51	52	53
	1187	5	1	33	1			2						1										30		48	1	8	28							
	2187	5	1	54	8																			30												
	1881	5		33	8																			50												
	1891	5		09	0	1	90																	30												
	1902	5		33	4	4	4	4	4	4				0										30	73		66									
	1911	5		33	4	4	4	4	4	4				0										30	25	55	52	38	48							
	1192	5		03																				30												
	2192	5	0	03																				30												
	1932	6	5 3 1	33	4	4	4	4	4	4				0										30					18							
	1943	6	5 2 1	33	4	4	4	4	4	4				0										30		25		17								
	1952	6	5 3 1	33	4	8																		30	93	73	83		63							
	1963	6	5 2 1	07																				30												
	1976	3		33	4	8								0										30												
	1986	3		33	4					4				0										30			77		15							
	1993	6		33	4	4	4	4	4	4				0										30												
	2003	6		33	4	4	4	4	4	4				0										30	83	27	1	7								
	2011	3		33	4	8																		20			10									
	2026	3		33	4	8																		20												
	2036	5	3 2 1	33	3	2	2	2	2	2				0	4	4	4	4	4				0	20	13											
	2046	5	3 2 1	45	8																			30												
	1205	5	6	33	2		4							0										10												
	2205	5	6	33	4	4	4	4	4	4				0										30												
	2065	0		44																				90												
	2071	5	6 3 2 1	21																				30												
	2085	6	3 2 1	52																				30												

Protocol 6

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122

123

UH/CLC 659

235 237
H All: Well/ shall we change it to false?/
236 238 239
D3 H: (interr) In fact/ yeah/ yeah/
240 242
D2 H: (overlap) Yeah/ because that there's no arguing that/
241
H All: (overlap) We don't do things on our own very often in our family./
243
D3 D2: Right/
244
H All: Meaning/
245
D2 H: (overlap) And that is false./
246
H All: Meaning we do do things./
248
D3 H: Right/
247 249
D2 H: Right/ Right/
250
H All: That what I thought too/
251 252
D2 All: Okay/ we took care of that one fast./
253
D3 D2: Yeah/
1254 2254
H W: (interr) Do you/ go along with that?/
255
W H: Yeah/
256
D2 H: Yeah/

Notes:

Units 235-243 and 246-248: Watch sequence numbers on transcript.

Tone of voice is often important for determining meaning -- whether the speaker is stating an opinion or simply implying that they heard what was said.

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No. Code	Unit	who	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P	ZF	Focus 2 H W 1 2 3 0 G P	ZF	AF	ACK H	W	1	2	3	Item No.	Positions H W 1 2 3 F
	2359	5	9	51						30							
	2363	5		06						30							
	2375	9		321	4	4 4 4 4	0			50				2	7 1 7		
	2383	5		3248						30					1 0		
	2393	5		3248						30					1 0		
	2402	5		03						30							
	2415	9		21						30							
	2422	5		3248			0			40	25				1 7		
	2433	2		3348						20					1 0		
	2445	9		03						30							
	2452	5		3248			0			20	16						
	2465	9		3344	4	4 4 4 4	0			20				1 7	2 7		
	2472	5		3248						20				1 0			
	2483	5		3248						20					1 0		
	2492	5		3248						30				1 0			
	2505	9		3238			1			30				1 5			
	2512	9		51						20							
	2522	9		2444	4	4 4 4 4	0			20	7 3	8 3			1 7		
	2533	2		2448						20					1 0		
1	2545	6		06						20							
2	2545	6		331		4	0			20		1 7		2 7			
	2556	5		3348						20		1 0					
	2562	5		3348						20				1 0			

UH/CLC 659

41 42
S2 W: (overlap & interr) All right,/ what do you mean by feelings?/

43 45
D3 S2: What you feel about/ things/

44 46 47 1048
W S2: (overlap) you,/ what you what you feel about things,/ or my, emotions/ or /

2048 1051 2051 52
H S2: (overlap & interr) your emotions,/ if you're hurt/ or upset/ uh/

49 50
S2 W,H: (overlap) oh,/ ohhh/

53
W S2: Do you think that you/

1054 2054 55
S2 W: Oh,/ see/ when I'm upset I show it./

Notes:

Unit 2048: See Acknowledgement rules for determining complete stimulus, p. 49.

Unit 2051: Contradictory response by S2. See the Acknowledgement codes.

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No. Code	Unit	Conv	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	TN	Focus 2 H	W	1	2	3	0	G	P	TN	AF	ACK H	W	1	2	3	Item No.	Positions H	W	1	2	3	F
	4126			51																				30												
	4226			331			2							0										30	38	28			18							
	4332			07	0	0	45																	30												
	4462			06																				30												
	4532			334								1		0										30	76	66		35								
	4662			334								1		0										30												
	4762			3348																				30	66			25								
	10486 2			07																				30												
	20485 2			3348																				30	10											
	4925 6			338																				30												
	5025 6			338																				30												
	10515 2			334								1		0										30												
	20515 2			334								1		0										30	25	23		36								
	5252			458																				90												
	5362			07																				30												
	10542 5 6			43																				30												
	20542 5 6			51																				30												
	5525 6			314				1						0			4						C	30												

Protocol 8

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UH/CLC 659

517 519 521
W H: *Yes,/ I can go/ along with that/*
518
S2 H: *Um hum/*
520
D1 W: *(interr) and we/*
522 523 1524 2524
W H: *yeah,/ that, you, you are always consulted/ and you are always/ we try to discuss/*
526 529
things in/ together./
525 527
S2 W: *(interr) and,/ and such as/*
528 530
D1 W: *(interr) and that's/ part of the decision/*
531
S2 W: *(overlap) and instead of just (indistinct) a part of you (?)/*
1532
D1 W: *(overlap) that's/*
2532 534
W S2: *Yeah,/ we do/*
533
S2 W: *tell us all about it/*
535
H W: *Right./*

Notes:

Unit 529: In coding Acknowledgement, the coder must go back to unit 522 to get the complete thought.

No. Code	Unit	ow	To Whom	TP.	O	Focus 1 H	W	1	2	3	0	G	P	ZF	Focus 2 H	W	1	2	3	0	G	P	ZF	AF	ACK H	W	1	2	3	Item No.	Positions H	W	1	2	3	F
	5176	5		3348																				30		10										
	5182	5		3348																				30				10								
	5196	5		07052	1																			30												
	5201	6		06																				30												
	5216	5		314		2								0										30												
	5226	5		51																				30												
	5236	5		3348										0										30												
	15246	5		02																				30												
	25246	5		07052	6																			30												
	5256	2		06																				30												
	5266	5		03052	9																			30												
	5272	6		01																				30												
	5281	6		06053	0																			30												
	5296	5		33444444										0	4	4	4	4	4	0				30			1	6	25							
	5301	6		3348										0										30		27			63							
	5312	6		01																				30												
	15321	6		02																				30												
	25326	2		01																				30												
	5332	6		01																				30												
	5346	9		31444444										0										30	1	1										
	5355	6		3348																				30												

310 311 312
D3 H,D2: And she's the one that doesn't think we compare/ (W laugh) / (D3 laugh) /
313 315 318
H All: This could be/ uh/ one family member compared to another family member as well/
314 316
D2 D3: (overlap) Yeah/ that's right./
319 321
D2 H: Yeah/ that's true./
317
D3 D2: (overlap) It's funny./
320 322 323 325 327
D3 H: Oh/ that's true./ Well/ you know/ that she's compared to you/
324 326 328 329
D2 H: (overlap) Well/ we don't do that that much./ Wait,/ wait/
330
H All: Mark it true?/
331 333
W H: (overlap) all right/ okay/
332
D3 D2: Not that not/

Notes:

Unit 313: Watch sequence numbers!

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No. Code	Unit	Who	To Whom	TP.	O	Focus 1 H W 1 2 3 0 G P	NL	Focus 2 H W 1 2 3 0 G P	NL	AF	ACK H	W	1	2	3	Item No.	Positions H W 1 2 3 F
	31035			3344		2	0			4	0	60	23	15		37		
	31160			42								90						
	31230			42								90						
	31359			030318								30						
	31423			030316								20						
	31559			52								90						
	31623			33448			0					20			10			
	31732			464		2	0					90	13		73			
	31859			33448			1					30			17	27		
	31925			33448								20			10			
	32035			030322								20						
	32125			33448			0					20			10			
	32235			33448			0					20				10		
	32335			51								50						
	32425			030326								90						
	32535			52								90						
	32625			3244444444			0					50			10			
	32735			33448			0					60	23	83		15		
	32825			5228			0					90				03		
	32925			5228			0					90	15	73			83	
	33059			33118			0					20		17		33	23	
	33165			33448								20		10				
	33232			030335								20						
	33365			01								20						