

Impact Study Parent Child Snack FOT Coding Manual

Purpose: This coding manual is used to code the Parent Child Snack (PCS) for Parent use of a set of ImPACT strategies intended to increase children’s expressive language skills. Coders identify teaching episodes (called prompts for expressive language: PEL) in which one or more techniques (prompts, compliance, and semantic or grammatical expansions) are utilized in a video-recorded Parent-Child snack using timed event coding in ProCoderDV.

Timed Event Coding System

Coders view video-recorded Parent-Child snack activities and mark when a teaching episode begins as well as when required steps for prompting are observed. The coder should mark each required step in the proCoder file and note in the Comments field what behavior is coded.

Getting Started

Create a Folder for Files on Your Desktop

The first time that you code files for Parent fidelity in ImPACT strategy use, create a new folder, ImPACT Parent Fidelity Coding, on your desktop.

Accessing and Downloading the Relevant Code File

- 1) Locate the relevant code file on the secured text server **KRUPA** at <\\129.59.95.96\Yoder>, 9- ImPACT Study, Assessment Team, Coding, PCS. Within this folder you will find the code file, labeled:

pcs 11_29_17.cod

- 2) Download the code file to a folder you call “ImPACT Parent Fidelity Coding” folder on your desktop. Do not open it directly from the server or link it to your ProCoderDV file as this could corrupt the code file. Downloading the code file should only have to be done once for the project. You should not delete it from your computer following each coding session because you’ll need it for future coding.

Accessing and Downloading Video Recorded Media Files

- 1) Locate the relevant video-recorded Parent-child media files at:

<\\vu1file.it.vanderbilt.edu\YODER, 9 - Project ImPACT, 1-UW Media OR 2-Vandy Media>.

- 2) Download the media file to the ImPACT Parent Fidelity Coding folder on your desktop. Do not open it directly from the server or link it to your ProCoderDV file as this could corrupt the media file. For confidentiality reasons, you will need to delete media files from your computer once you have completed coding for the relevant participant and procedure.

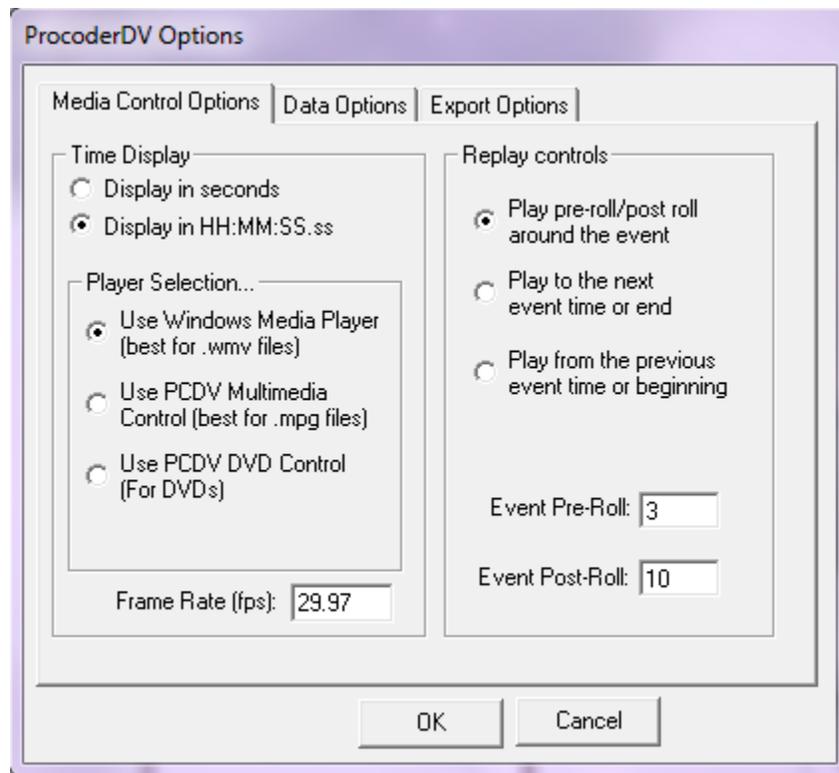
Setting Up ProCoderDV

- 1) If you need help downloading ProCoderDV software, contact jonn.tapp@vanderbilt.edu.

- 2) Double-click the ProCoderDV icon (which looks like an analogue clock) to open ProCoderDV. You should see the following window open:

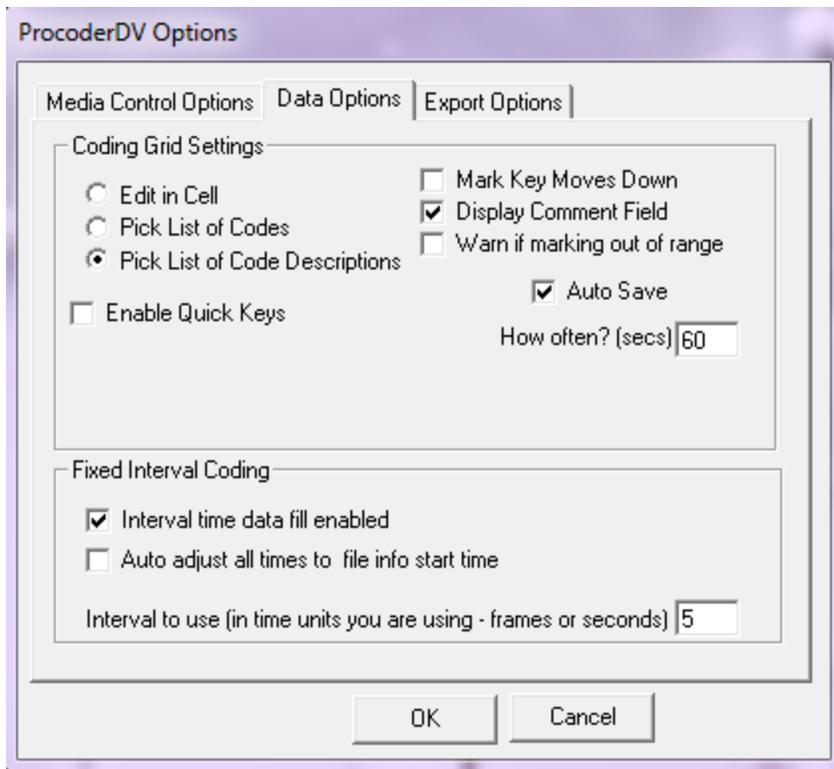


- 3) The first time that you use ProCoderDV, you'll need to activate it. Select "Help", "Activate this copy", enter your email and user number. Get the email and user number from the person who owns the license. For our project, write Paul.Yoder@vanderbilt.edu for the email. The user number is 02.
- 4) Set Media Control Options as follows:



“Time display” should be set for “display in HH:MM:SS.ss”. “Player selection” should be set for “wmv”. “Replay controls” should be set for “play from previous event time or beginning”. The event pre-roll is set to “3” and the event post-roll is set for “10.”

Now select “Data options” tab. You should see the following:



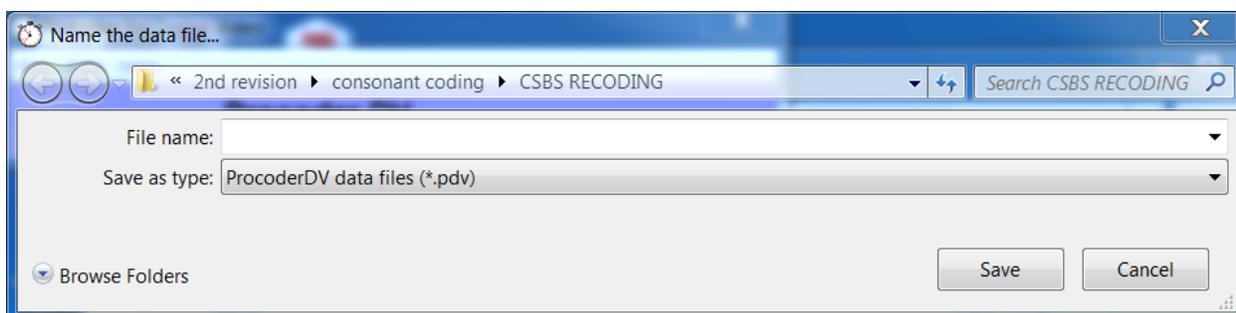
Check “Pick List of Code Descriptions.” Check “Auto Save” and enter 60 seconds. Don’t worry about the “interval time data fill enabled” box being checked. This function isn’t used for the PCX teaching expressive communication coding. The export options don’t need to be changed. So select “OK” to end the options set up.

Once set, you won't have to change the options unless they are changed for another type of coding system.

Using ProCoderDV to Code

Once the ProCoderDV software options are set up, you’ll need to (a) open a new **Observation** file, (b) link the media file to your file, and (c) link the .cod file.

On the welcome bar for ProCoderDV select, File, New, “Observation Data File.” You’ll get a window that looks like the following:



Using “Browse Folders”, navigate to the ImpACT Parent Fidelity Coding folder on your desktop. In the “File name:” box, label the filename using the following convention:

Site initial-ID number-time period number-procedure-coding system-coder initials

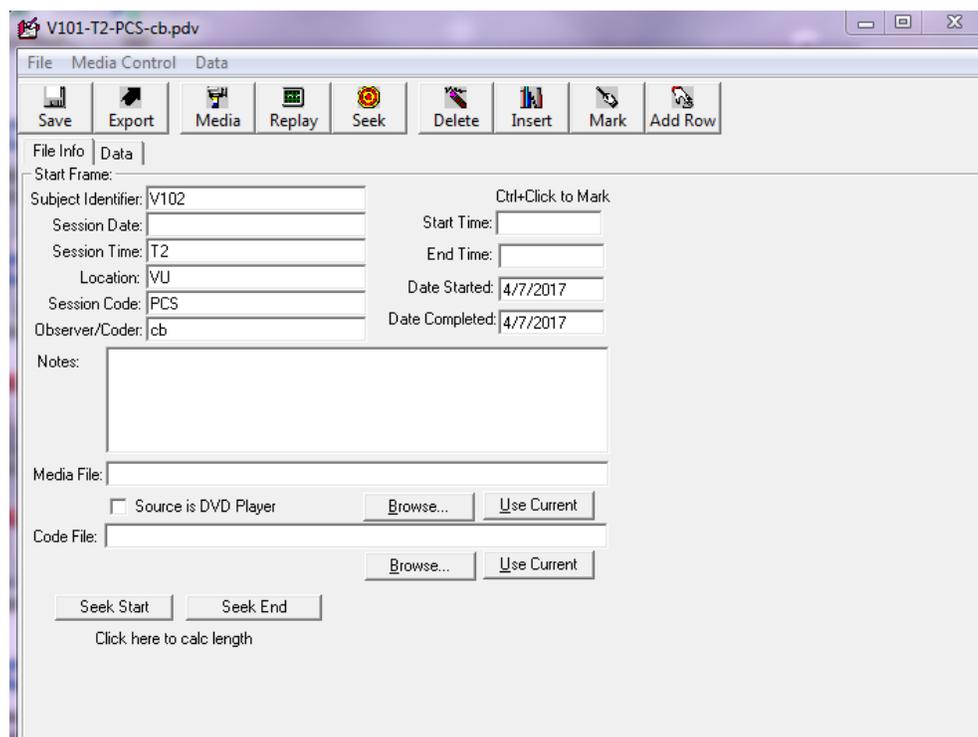
For example, a Time 2 Parent-child snack session for Vanderbilt participant V101 coded using the expressive communication teaching coding system by Tiffany Woynaroski is labeled: **V101-T2-PCS-tw**

If you are coding a reliability file, add “reliability” to your file name.

For example: **V101-T2-PCS-cb-reliability**

No extension is needed because ProCoderDV will attach “.pdv”.

Press “Save” to create this file in the indicated location with indicated filename.



You should see something like the above.

Choose the File Info Tab. Fill in this information:

Start Frame:

- Subject Identifier: e.g., V101 (Subject ID#)
- Session Date: e.g., 6/4/15 (date the procedure was recorded)
- Session Time: e.g., 2 (assessment time period)
- Location: e.g., VU or UW (site at which procedure occurred)
- Session Code: e.g., PCS (initials of procedure)
- Observer/Coder: e.g., cb (your initials)
- Notes: ECT coding
- Start Time: leave blank
- End Time: leave blank
- Date Started: e.g., 4/7/17 (date you begin coding)
- Date Completed: e.g., 4/7/17 (date you complete coding, may be the same as above)

Link the Media File:

Click “Browse” to locate the media file that you downloaded onto your computer; a link is created to this file. Remember NOT to link to the media on the server.

Link the Code File:

Click “Browse” to locate the **pcs 11_29_17.cod** file that you downloaded onto your computer; a link is created to this file. Remember NOT to link to the code file on the server.

The screenshot shows a software window titled "V101-T2-PCS-cb.pdv" with a menu bar (File, Media Control, Data) and a toolbar (Save, Export, Media, Replay, Seek, Delete, Insert, Mark, Add Row). The "File Info" tab is active, displaying the following fields:

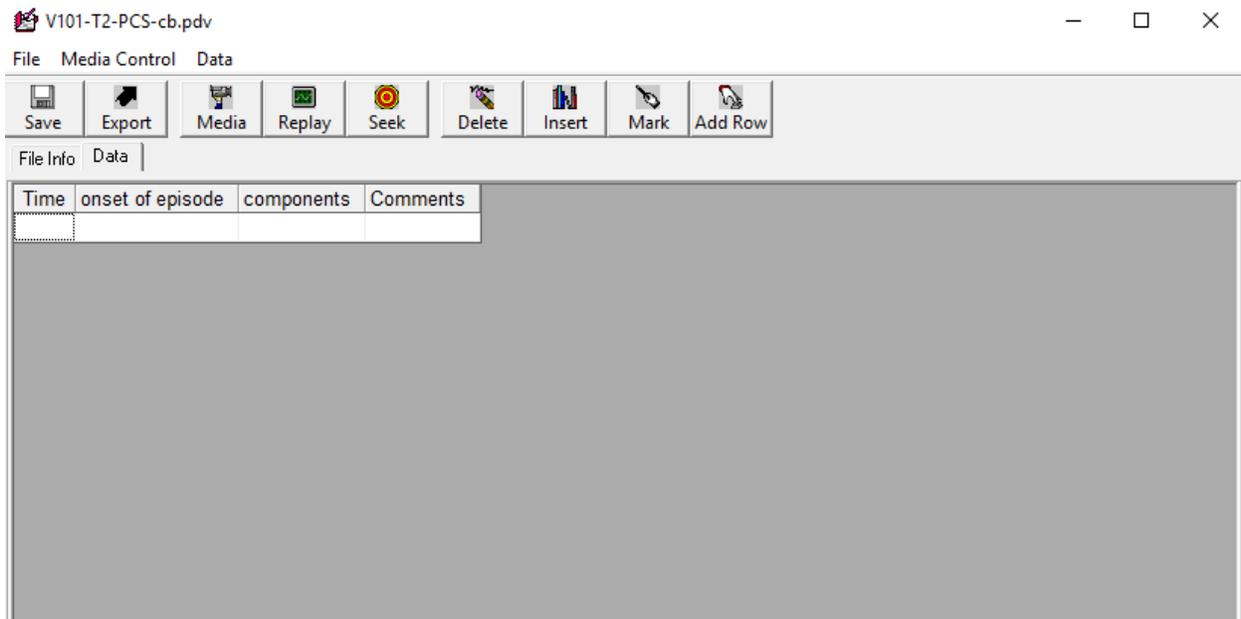
- Start Frame: (empty)
- Subject Identifier: V102
- Session Date: (empty)
- Session Time: T2
- Location: VU
- Session Code: PCS
- Observer/Coder: cb
- Notes: (empty text area)
- Media File: C:\Users\bushct1\Desktop\PCFP Coding\V102-T2-PCS.mp4
- Code File: C:\Users\bushct1\Desktop\PCFP Coding\pot pcs 3_3_17.cod

Additional controls include "Source is DVD Player" (checkbox), "Ctrl+Click to Mark", "Seek Start", "Seek End", and "Click here to calc length".

You should now see your observation data file information with the relevant media and code file links (see above).

SAVE the data file at this point. Doing so will enable the program to "recall" the media and code file that you have linked. Otherwise, the files will not remain linked for the next time you open the data file.

Select the "Data" tab. You should see something like the following:



Set up the Data Page for Coding

You may adjust the column widths by putting the cursor on the margins of the cells and holding the left mouse button down while you stretch the margin of the cells (like you might in excel). The time column will indicate the time at which the ProCoderDV will stop the media for you to code. The "teaching episode" column is where you insert the code for the onset of an episode. The "prompt expressive lang?" column is where you insert the code for the type of the strategy used (prompt, comply, expand). The comments column is used for coding notes.

Open Media File for Coding

Select Media button: The media file will open on your screen. If you are using two monitors, in the media window, select “options”, “size”, “fit to window.” If you are using one monitor, use the cursor in the corner of the media file window to resize it to retain its width-to-height ratio while filling half the width of the monitor. The data file should fill the other half of the monitor display.

Creating the Data File

In the data file window, put the cursor in the first “time” cell. Use Ctrl+D to begin the media file. The primary coder should mark the beginning of the session by using Ctrl+E keystroke at the onset of the timer or when the examiner states “Start Coding Here” (or when you hear the examiner leave the room, in the event that the examiner fails to state “start coding here” and start the timer).

In the Comments column for the first interval, type “Start Coding Here”. Then start the media for coding purposes by using Ctrl+D. When the coder observes a component of a teaching episode (defined later), use Ctrl+X to “mark” the beginning of the teaching episode. Watch the entire episode to determine if the parent’s use of any of the components (defined later) meet the coding definitions. If the parent correctly utilizes a prompt, insert the teaching episode code (i.e., “o” for “onset”) and the prompt (p) code.

Use Ctrl+A to re-watch the teaching episode up to two additional times to determine whether “p” really occurred. Then move to the next possible component in the teaching episode. In general, if you are unsure if a code should be applied after three total views of that section of a teaching episode, err AGAINST inserting it.

Stop coding when you hear the beep or after 10-minutes have elapsed using the time code on the ProCoderDV data page. In the comments column, type “Stop Coding Here.” Your completed sample should look like this (see next page):

Teaching Expressive Communication

Teaching episodes target a **different** or more complex form of communication than the child uses on their own. The targets may be prelinguistic (eye gaze, gestures, vocalizations) or linguistic (signed or spoken words). A different or more complex form might be to coordinate the provided cue with another communication cue, such as eye gaze + gesture, or for adding words to child’s prior communication.

The Onset of a Teaching Episode

There are 3 components that can be coded as part of the teaching episode: prompt, comply and expand.

A teaching episode begins with the parent prompting the child. A new teaching episode ends after the parent complies with what the child wants or 10 seconds after the most recent prompt when child has not responded to a prompt and no compliance occurs. We only mark the onsets of teaching episodes. But we need to define offsets of teaching episodes to segment adjacent episodes.

For example, the parent clearly prompts the child to say “more.” The child does not respond so the parent asks the child if they are “alldone.” Ten seconds pass. The child does not ask for more and does not indicate that they are “alldone.” This is a single teaching episode.

The only clear component in this sequence of behaviors is the prompt for “more” to eat. The “alldone” is not counted again or as the onset of a second teaching episode because there was no compliance and there was not 10 s between “more” and “alldone”. Therefore, the coder would code the onset of the teaching episode when the parent says “more” and that same behavior (on the same row) would be coded for the “prompt” component (see below).

Definition of the 3 Components

1. **Prompts:** A parent prompt is a verbal or nonverbal behavior that is designed to increase the frequency or complexity of the child’s communication. We only code prompts that are within the child’s visual field when the potential prompting behavior is considered for coding. For example the child is looking at and seems to want the top off of a container but instead the parent prompts for “cup”, which is not on or near the container. This would not be considered a prompt.

Only one prompt per teaching episode is coded. Thus if there appears to be multiple prompts within a teaching episode (i.e. prior to parent compliance), only the first prompt is coded. If a parent prompts the child and 10 seconds pass and there is no communication and no compliance, the next prompt would be considered a new teaching episode.

An Exhaustive List of Prompts the Parent may Utilize are as Follows (but are not differentiated in the coding).

A. Communication Temptations-

- a. Using a communication temptation such as placing a snack in a closed container or ziplock bag.
- b. Placing something (snack, drink, or anything the child desires) in sight and out of reach.
- c. Holding something up to the parent’s face, but out of reach of the child.
- d. Giving the child something that they need “help” to open or operate.

- e. Doing something “wrong” on purpose to see if the child asks for the parent to do it the “right” way (for example, giving the child an empty cup instead of putting water in it).
 - f. Stopping an activity that the child enjoys to encourage the child’s request to allow completion of the activity in which the child was engaged.
- B. **Physical prompt-** The parent provides physical assistance to help the child use a gesture. An exhaustive list of examples of gestures for which parents might physically prompt include sign language, reaching, proximal pointing, distal pointing, giving, showing, and pantomiming.
- C. **Gesture prompt-** The parent models a gesture for the child to imitate and waits for the child to attempt to imitate it.
- D. **Verbal routine-** The parent uses a phrase and leaves off the last word, like “Ready, Set, _____,” or “Peek-a-_____,” and then waits with an expectant look for their child to finish the phrase. The child may use a gesture, sound, word approximation, or word to complete the phrase. The parent determines the acceptable response.
- E. **Verbal model-** The parent models the word or words that they would like the child to use.
- F. **Choice-** The parent presents two choices and asks the child to indicate the choice he/she would like. For example, “Do you want the toy or the book?” The child may use a gesture, sound, word approximation, or word to respond. The parent determines the acceptable response.
- G. **Cloze-** The parent asks the child to “fill in the blank.” This is different than a verbal routine, because there can be more than one answer. For example, the parent can say “I want _____” and the child could respond with a variety of answers. The parent could also use environmental cues with this prompt. For example, the parent could say, “The baby is in the _____ [bed]” while pointing to a baby in the bed. The child may use a gesture, word approximation, or word to complete the phrase. The parent determines the acceptable response.
- H. **Direct question-** The parent asks the child a question and expects a specific answer (who, what, where, why, how, when, open-ended). For example, the parent could say “What do you want?”
- I. **Time delay-** The parent waits with an expectant look on their face for their child to expand on their initial communication. When the parent uses time delay they do not provide information to their child about what the response should be.

- a. For Time delay to be considered a prompting strategy, the parent must wait expectantly for the child to modify their spontaneous communication to something different. For example the child looks at the snack and says “buh.” The parent waits expectantly and the child spontaneously says “eat.”

A Prompt Example

The child reaches for the snack bag (because it was in sight and out of reach), the parent might prompt the child to point to the snack bag, or to say “more.”

Prompts do not have to be solely about food or drink. The child may also request other items from the snack box, items in the room, songs, etc.

2. The parent complies with what the child wants.

The parent gives the child the object, activity or action the child seems to be requesting after the prompted child request. For example, if the child reached for and looked at mom to request more snack, then the parent would give them more snack. Comply can only be coded following a prompt.

3. The parent expands on the child’s communication.

An expansion occurs when the parent adds words to or puts into words the child’s presumed meaning for the child’s preceding communication and retains the presumed meaning of the child’s communication. For example if the child reaches or vocalizes “dah” for the bottle, the parent’s expansion would be the word “bottle.” They might also point to the bottle, but this is not required. Or if the child says “bottle,” the parent’s expansion could be “want bottle” or “you want the bottle”. Expansions can only be coded following a prompt.

Form versus Function

A child’s response to the parent’s prompt may be different than the behavior the parent prompted. For example, the parent may prompt the child to sign “more” for more snack after the child vocalizes. The child responds by **reaching and vocalizing**, which is different than the child’s original communication. The parent complies by giving the child more snack and saying “more.” This teaching episode would be coded for: prompt, comply, and expand.

As long as the child’s response to the prompt conveys the same function as the parent prompted behavior and the child’s response is different than their original communication, than the coder can apply the rules above to determine codable behaviors.

Coding the 3 Components in ProcoderDV in a Teaching Episode

If you see any of the 3 expressive communication teaching techniques in a teaching episode, mark that type of component a maximum of one time per episode by selecting the correct label (prompt, comply, or expand) from the drop down menu. Each parent will receive two scores: (a) a total number of teaching episodes, and (b) a total number of teaching components. See file below as an example.

Figure 1

Time	onset of episode	components	Comments
00:00:35.02			{start coding here}
00:01:14.07			child initiates "I want puffs"
00:01:16.52			mom sets closed container on plate
00:01:23.11	onset	prompt	mom gasps and waits - prompt 1
00:01:27.08			"open please"
00:01:32.99			"open please"
00:01:36.74			"open" with gesture
00:01:40.69			child does not respond to prompt
00:01:41.39		comply	Mom complies and says "ok" - comply 1
00:02:42.22			"i want fish"
00:02:42.24	onset	prompt	Mom says "fish please" - prompt 1
00:02:47.26			"fish please"
00:03:01.48			"fish please"
00:03:06.12			child says "fish please"
00:03:07.35		comply	Mom says "good job" and complies - would have been PEL, but NO expansion - c
00:03:43.43			child spontaneously says "more puffs"
00:06:12.46	onset	prompt	Do you want puffs or goldfish? - prompt 1
00:06:14.46			child says "fish"
00:06:14.48		comply	Mom says "fish" and complies - not a more complex behavior, comply 1
00:08:55.08			child initiates for food - voc and point
00:08:58.95	onset	prompt	"want puffs or goldfish" prompt 1
00:09:03.54			child says "ish" and hands Mom the top to the container; comply??
00:09:21.10			"want me to open?"
00:09:24.27			child: "yes"
00:09:25.91	onset	prompt	"open" - prompt 1
00:09:24.85			"open lid"
00:09:27.31		comply	child says "this" compy 1

Total Number of Teaching Episodes = 5
 Total Number of Teaching Components = 9

You may make as many notes as needed as you watch a prompting episode to help document why you coded as you did. Doing so may aid discussions you might have with another coder about the coding of the session.

You'll notice in the above example in all of the teaching episodes, the parent never successfully completes the third step "Expands on child's communication." The coder still codes the other steps that the parent completes successfully for each teaching episode.

Wrapping Up

Save the ProCoderDV File

When you finish coding the sample,

- 1) Save the completed file to the ImPACT PCS FOT folder on your desktop.
- 2) Copy and paste the completed file on the secure server, **KRUPA** at <\\129.59.95.96\Yoder>, 9- ImPACT Study, 9-PCS.
- 3) Open the 9-PCS folder and confirm the file you just coded was successfully saved to the correct location.

Update the Coding Log

- 1) When you finish your entire coding assignment (typically 6 samples), return the assignment e-mail to Catherine Bush with the dates of your coding placed into the table. Catherine will update the Coding Log.

Reliability Coding

- 1) Your coding assignment will more than likely include 5 primary files and 1 reliability file. Your coding partner will also receive a set of six files (5 primary, 1 reliability). Each coder codes a reliability file for their coding partner.
- 2) When the reliability sample is coded, the Reliability Coder sends the number of PEL coded to the Primary Coder.
- 3) The Primary coder determines reliability of the selected sample, calculating the small over large ratios for PEL variable.

To be considered reliable, there must be .80 agreement.

- 4) The data for the set of 5 samples is logged on a data sheet, noting the child's ID, procedure name, and time period, as well as the number of coded Teaching Episodes and PEL components. The number of Teaching Episodes and PELs will be hand counted by the coders for this procedure. Reliability information for the set of 5 is also logged on the accompanying data sheet.