

# **The Workbook**

## **Coder Training Manual for the Dyadic Parent-Child Interaction Coding System (3rd ed).**

Version 1.01

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September 2005

To Accompany  
MANUAL FOR THE DYADIC PARENT-CHILD INTERACTION  
CODING SYSTEM (3<sup>RD</sup> ED.).

Sheila Eyberg, Melanie Nelson, Maura Duke, and Stephen Boggs (2004)  
Available on-line at [www.pcit.org](http://www.pcit.org).

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## INTRODUCTION

This workbook is designed to help you learn to use the third edition of the *Dyadic Parent-Child Interaction Coding System* (DPICS) for either clinical or research purposes. It is written in the form of programmed instruction to make it easier for you to learn each code, procedure, and decision rule in a systematic manner. Throughout the workbook, minimal punctuation is provided for each statement, to mimic live coding as closely as possible. Each standard category in the DPICS coding system is addressed. If you are interested in using only selected categories, however, the workbook is arranged by category to allow you to focus only on those specific categories.

The workbook is designed to be used as part of a comprehensive coder-training package according to a model outlined in Johnson and Bolstad (1973). In this model, initial observer training consists of the following: (a) reading and studying the coding manual; (b) successfully completing quizzes that pertain to each category of the system; (c) coding transcripts of actual parent-child interactions (included in this workbook); (d) coding videotapes that have previously been transcribed and coded by a trained coder, with the aid of the transcripts to guide coding; and (e) coding videotapes without accompanying transcribed dialogue but with feedback from a trained coder. If your group is learning the system without an already trained coder, we recommend that at step (d), two research assistants independently transcribe videotaped dyadic interactions (without punctuation) from, if possible, both a non-problem family and a referred family, and then together check both transcripts for accuracy and resolve any content differences. For step (e), research assistants can repeat all steps in (d) with new tapes. In this situation we recommend one coder to code with a transcript and one coder to code without a transcript. Next have the coders switch roles, now the coder that used a transcript will code without and the coder that coded without, will code with a transcript. Using the transcripts as a guide, agreement and disagreement between coders can then be detected and discussed. Whether the coding system is learned in this alternative fashion or with a trained coder, knowledge of this coding system is 'mastered' when a coder independently codes a complete 15-minute criterion tape that included 5-minutes of each interaction (CLP, PLP, Clean-up) with a pre-treatment dyad and attains at least 80% agreement with trained coders on each category in the system.

As you work through this training workbook, take time to respond to each of the quizzes. Follow the directions and keep track of your quiz performance on the sheet provided. For scoring purposes, each item number is considered one unit, even though an item may require that more than one response category be coded. If you score below 90% on any quiz, study that section in the coding manual again, and take the quiz a second time. (You will need to erase your previous answers or mark through them completely before re-taking the quiz.) If you score lower than 90% the second time, go on to other sections of the manual, then return and take it again until you master the 90% criterion.

In the answer keys at the back, along with correct response codes you will find relevant guidelines from the DPICS manual that will explain why the answer is correct. For example, if the correct response code to a statement is Behavior Description, Guideline BD 2, refer to the second guideline under the BD category in the DPICS manual. When more than one guideline applies, more than one guideline is provided in the answer key.

Feedback on the utility of the workbook is welcomed. If you get an answer wrong, think about why this happened and make a note. If you believe that the answer key is incorrect or that the definition or examples in the DPICS manual are confusing, we'd like to know. Such feedback will help us provide a better coding manual and workbook in the future.

Best wishes to you as you begin your educational journey into DPICS!

## QUIZ PERFORMANCE CHECKLIST

**Directions:** Use this sheet to record your successful completion of each quiz. A passing score is 90% on each quiz.

### *PARENT CATEGORIES*

- Understanding Statements
- Discriminating Statements (BD vs. TA)
- Discriminating Questions I
- Discriminating Questions II
- Review Quiz I
  
- Understanding Praises
- Discriminating Praise I
- Discriminating Praises II
- Discriminating Praises III
- Discriminating Praises IV
- Discriminating Unlabeled Praise and Neutral Talk
- Review Quiz II
  
- Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk I
- Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk II
- Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk III
- Review Quiz III
  
- Understanding Commands
- Discriminating Commands I (IC vs. DC)
- Discriminating Commands II (IC vs. DC)
- Discriminating Indirect Commands and Questions (IC vs. QU)
- Review Quiz IV
  
- Discriminating Negative Talk and Direct Commands
- Discriminating Negative Talk I
- Discriminating Negative Talk II
- Review Quiz V
  
- Discriminating Touch

*CHILD CATEGORIES*

- Discriminating Compliance to Commands I
- Discriminating Compliance to Commands II
- Discriminating Answers to Questions I
- Discriminating Answers to Questions II
- Review Quiz VI

- Understanding Questions
- Understanding Commands
- Discriminating Questions and Commands
- Discriminating Negative Talk and Commands
- Discriminating Prosocial Talk
- Review Quiz VII

- Discriminating Touch
- Discriminating Yell and Whine

Transcript I

Transcript II

## **PARENT CATEGORIES**

## Understanding Statements

The following quiz is intended to help you understand Behavioral Descriptions and to be able to distinguish them from other statements. Before starting this quiz, read the sections of the DPICS coding manual on Neutral Talk (TA) and Behavioral Descriptions (BD). Then, test your understanding of these categories by taking this fill-in-the-blank quiz. Answers are on page 72.

1. A statement that describes objects in the playroom is coded as \_\_\_\_\_.
2. A description of the child's ongoing activity is coded as \_\_\_\_\_.
3. Behavioral descriptions describe only those behaviors occurring in the \_\_\_\_\_ (time frame).
4. When a child asks for permission to do something, a permission statement that follows it is coded as \_\_\_\_\_.
5. A statement describing a general rule about behavior that is not appropriate but does not criticize the child's ongoing or immediately completed behavior is coded as \_\_\_\_\_.
6. Some statements may implicitly direct the child by providing information; however, commands (DC and IC) are coded only when the statement contains a verb phrase calling for a \_\_\_\_\_ or motoric behavior to be performed by the child.
7. Behavioral Descriptions and Neutral Talk are evaluatively neutral and contain no \_\_\_\_\_ or \_\_\_\_\_ of the child's products or activities.
8. When a statement praises or criticizes some aspect of the play situation (e.g. objects, activities, ideas) that is not owned or created by the child, it is coded as \_\_\_\_\_.
9. When the parent describes the ongoing behavior of both the child and parent (when "we" is the subject of the sentence) the statement is coded as \_\_\_\_\_.
10. When uncertain whether a verbalization is a Behavioral Description or Neutral Talk, code \_\_\_\_\_.

(#Right)\_\_\_\_\_/10 = \_\_\_\_\_%

### Discriminating Statements (BD vs. TA)

Identify each of the following parent statements as BD or TA. For some items, more than one correct code must be written on the line for the item to be correct. Answers are on page 72.

1. Mr. Potato Head has a cowboy hat \_\_\_\_\_
2. You look like you're having a good time \_\_\_\_\_
3. You put Mr. Potato Head in the garage last week \_\_\_\_\_
4. I think we just made an airplane \_\_\_\_\_
5. You've got the red one in your lap \_\_\_\_\_
6. You built a fort last time we were here \_\_\_\_\_
7. That's a queen you're putting her on a throne \_\_\_\_\_
8. You're trying to fit the pieces in the puzzle but they don't want to go in \_\_\_\_\_
9. You found it \_\_\_\_\_
10. You just named him Scooter \_\_\_\_\_
11. You're lining the sticks up (1 second) making a fence with them \_\_\_\_\_
12. You'll need more blocks to build that house \_\_\_\_\_
13. This chair is making squeaky noises \_\_\_\_\_
14. I see you're stacking the blocks (2 seconds) putting another one on (3 seconds) one block fell off \_\_\_\_\_
15. That's a tall tower you built \_\_\_\_\_
16. (finishing puzzle together) I guess all we needed was a little patience \_\_\_\_\_
17. I want to color now \_\_\_\_\_
18. I didn't hear you \_\_\_\_\_
19. (finishing log cabin) You and I put this together in short order \_\_\_\_\_
20. (pointing to each of the colored blocks) Green Red Yellow \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Discriminating Questions I

The following quiz is intended to help you understand parent questions. Before starting this quiz, read the sections of the DPICS coding manual on Information Questions (IQ) and Descriptive/Reflective Questions (DQ). Then, test your understanding of these categories by completing the following quiz. Answers are on page 73.

1. What is that \_\_\_\_\_
2. It's a blue one isn't it \_\_\_\_\_
3. What did you say, Susie \_\_\_\_\_
4. Really \_\_\_\_\_
5. Which one goes here \_\_\_\_\_
6. Does it hop (i.e. is that what you said) \_\_\_\_\_
7. Is this your favorite \_\_\_\_\_
8. We're almost done right \_\_\_\_\_
9. Do you know what \_\_\_\_\_
10. How do you work this thing \_\_\_\_\_
11. Which looks better, the pink or the green \_\_\_\_\_
12. Do you want to play with the Legos \_\_\_\_\_
13. That's the only one \_\_\_\_\_
14. What time is it (unintelligible response, 3 seconds) huh \_\_\_\_\_
15. Is it time to go home \_\_\_\_\_
16. What's this (points to a shape) \_\_\_\_\_
17. Do you know what letter this is \_\_\_\_\_
18. Is it the letter M \_\_\_\_\_
19. Do you understand \_\_\_\_\_
20. What's wrong with this garage \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

**Discriminating Questions II**

Answers are on page 73.

1. C: There aren't any more red pieces  
P: Are you sure \_\_\_\_\_
2. C: That picture looks like a house  
P: Where is the window \_\_\_\_\_
3. C: I made this valentine at school  
P: A valentine, huh \_\_\_\_\_
4. C: I watched "The Simpsons" last night  
P: What was it about \_\_\_\_\_
5. C: (accidentally bangs arm on table)  
P: Are you okay \_\_\_\_\_
6. C: (child's head is resting on a table)  
P: Maybe bedtime should be a little earlier tonight, huh \_\_\_\_\_
7. C: I'm drawing a great big castle  
P: Can I draw a moat around it \_\_\_\_\_
8. C: I want to visit Aunt Susan tomorrow  
P: What are you going to do tonight \_\_\_\_\_
9. C: Let's play checkers  
P: Do you want to be red or green \_\_\_\_\_
10. C: Can we stop for ice cream on the way home  
P: Can we stop for ice cream (i.e. is that what you said) \_\_\_\_\_
11. C: "The Muppets" is my favorite show  
P: What are you going to watch tonight \_\_\_\_\_
12. C: That girl looks mean  
P: Mean (i.e. did you say 'mean') \_\_\_\_\_
13. C: These crayons are neat  
P: Huh
14. C: (given a toy that fell)  
P: What do you say honey \_\_\_\_\_
15. C: I want to play with the blackboard  
P: Do you want some chalk \_\_\_\_\_
16. C: I like these big crayons  
P: Would you like me to buy you some crayons like that \_\_\_\_\_
17. C: Look Daddy, I finished the puzzle  
P: (smiling) How'd you finish that so fast \_\_\_\_\_

**Discriminating Questions II (continued)**

18. C: I'm drawing a cat  
P: What is this thing for (2 seconds) Huh \_\_\_\_\_
19. C: (crossing legs)  
P: I think you have to go to the bathroom, don't you \_\_\_\_\_
20. C: This is the front of the choo-choo  
P: You mean the engine \_\_\_\_\_
21. C: It won't fit there  
P: Why not \_\_\_\_\_
22. C: We saw the fireworks last night  
P: Do you remember how they ended \_\_\_\_\_
23. C: Let's play with the garage  
P: Should I be the red car \_\_\_\_\_
24. C: I'm making little white spots for the clouds  
P: What \_\_\_\_\_
25. C: I can't get this piece to fit  
P: (puts in the piece) See \_\_\_\_\_

(#Right) \_\_\_\_\_ / 25 = \_\_\_\_\_ %

### Review Quiz I

Identify whether the following parent statements are Behavioral Descriptions (BD), Neutral Talk (TA), Information Questions (IQ), or Descriptive/Reflective Questions (DQ). Answers are on page 74.

1. (dyad is drawing pictures) You're making a pirate ship \_\_\_\_\_
2. What kind of treasure do pirates have \_\_\_\_\_
3. Gold coins (*intonation rising*) \_\_\_\_\_
4. Pirates bury their treasure on deserted islands, huh \_\_\_\_\_
5. Our pirate ship is big enough to sail around the world \_\_\_\_\_
6. We're putting a sail on this boat and drawing the skull and crossbones flag on top \_\_\_\_\_
7. Where are the pirates going to sail to \_\_\_\_\_
8. I'm drawing Black Beard on my pirate ship \_\_\_\_\_
9. You seem to like drawing \_\_\_\_\_
10. That pirate ship you're drawing is scary looking \_\_\_\_\_
11. You're smiling \_\_\_\_\_
12. Isn't this a lot of fun \_\_\_\_\_
13. What do you want to do next \_\_\_\_\_
14. Do you know what would be fun \_\_\_\_\_
15. I'd like to draw a rocket ship \_\_\_\_\_
16. You're drawing a rocket (2 seconds) there's fire coming out of the rocket (3 seconds) it must be blasting off \_\_\_\_\_
17. Where is the rocket going (3 seconds) Mars (*intonation rising*) \_\_\_\_\_
18. Do you want to be an astronaut when you grow up \_\_\_\_\_
19. What's that sound you're making \_\_\_\_\_
20. You're making a rocket noise \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Understanding Praises (UP and LP)

The following quiz is intended to help you to distinguish between Unlabeled Praise (UP) and Labeled Praise (LP). Review the description of these categories in the DPICS manual. Then, change each UP to a LP in the space provided. Two possible LP responses are provided for each item in the answer key on page 74.

1. Situation: Jane is building a block house  
(UP) Beautiful  
(LP) \_\_\_\_\_
2. Situation: Mikey is sitting quietly while mom buttons jacket  
(UP) You're being such a good boy  
(LP) \_\_\_\_\_
3. Situation: Mary is coloring a barn in the coloring book  
(UP) That is very nice  
(LP) \_\_\_\_\_
4. Situation: Matthew hands his dad blocks to build with  
(UP) Good boy  
(LP) \_\_\_\_\_
5. Situation: Gloria correctly spells a word  
(UP) Good job  
(LP) \_\_\_\_\_
6. Situation: Joshua helps his mother get a box off the table  
(UP) Thank you for helping  
(LP) \_\_\_\_\_
7. Situation: Cathy says "Thank you" to father  
(UP) You're so polite  
(LP) \_\_\_\_\_
8. Situation: Jessica picks up the earring her mother dropped  
(UP) You are very sweet, honey  
(LP) \_\_\_\_\_
9. Situation: Erica beams and says "Look what I drew"  
(UP) That's terrific, isn't it?  
(LP) \_\_\_\_\_
10. Situation: Cory writes, "I love you, Dad" on a valentine  
(UP) What an angel  
(LP) \_\_\_\_\_

(#Right)\_\_\_\_\_ /10 = \_\_\_\_\_%

**Discriminating Praises I (UP vs. LP)**

In this quiz, identify the following parent statements as Unlabeled Praise (UP), Labeled Praise (LP), or another verbalization category. Answers are on page 75.

1. You did a good job \_\_\_\_\_
2. (child finishes puzzle) Fantastic \_\_\_\_\_
3. Thank you for handing me the blue hippo \_\_\_\_\_
4. You drew that beautifully \_\_\_\_\_
5. What a good girl you are \_\_\_\_\_
6. I like the way you put those together \_\_\_\_\_
7. Excellent \_\_\_\_\_
8. You found it super \_\_\_\_\_
9. Nice work honey \_\_\_\_\_
10. I like playing with you \_\_\_\_\_
11. You're so smart \_\_\_\_\_
12. That was smart to start working on this part first \_\_\_\_\_
13. You're playing so quietly \_\_\_\_\_
14. You're right \_\_\_\_\_
15. Good for you \_\_\_\_\_
16. I'm proud of you \_\_\_\_\_
17. (building a rocket) You're a terrific builder \_\_\_\_\_
18. (building a rocket) That's a terrific rocket \_\_\_\_\_
19. Great you cleaned up so well wonderful \_\_\_\_\_
20. Thanks \_\_\_\_\_
21. You did that so quickly \_\_\_\_\_
22. Great you picked up the blocks \_\_\_\_\_

(#Right) \_\_\_\_\_ / 22 = \_\_\_\_\_ %

**Discriminating Praises II (UP vs. LP)**

The following quiz is intended to continue helping you to distinguish between Labeled Praise (LP) and Unlabeled Praise (UP). Code the parent's verbalizations in the third row of each item. One or more categories may occur in the third row. If there are verbalizations other than praise, you may code them or just mark X to indicate that a category other than praise occurred. Answers are on page 75.

1. C: (puts a block on tower)  
C: I have three on now.  
P: Good job honey \_\_\_\_\_
2. P: Hand me the green crayon  
C: (hands green and red crayon)  
P: Thanks you did just what I asked \_\_\_\_\_
3. P: Give me one more stick  
C: (continues building)  
P: You're a good builder \_\_\_\_\_
4. P: Lift the roof up just a little  
C: (complies)  
P: Good the house looks almost finished \_\_\_\_\_
5. P: Put the lid on the toy box  
C: (complies)  
P: You put the lid back on good job \_\_\_\_\_
6. P: Please keep going on the cabin  
C: (continues working)  
P: Nice job \_\_\_\_\_
7. P: Hand me the pink crayon  
C: (hands pink crayon)  
P: You gave me the pink crayon I'm so proud of you for obeying \_\_\_\_\_
8. P: Look at me  
C: (glances at parent)  
P: Good I'm glad you're paying attention \_\_\_\_\_
9. P: Draw a mouse in your house  
C: (draws)  
P: OK (2 seconds) wonderful mouse \_\_\_\_\_
10. P: Put the animals in the zoo  
C: (complies)  
P: Great nice job that was smart the way you put the animals away  
you're very clever \_\_\_\_\_

(#Right) \_\_\_\_\_ / 10 = \_\_\_\_\_ %

### Discriminating Praises III (UP vs. LP)

The following quiz is intended to help you distinguish between praises (LP and UP) and other statements (TA and BD). Read each of the following examples and mark whether it is an LP, UP, BD, or TA in the space provided. Answers are on page 76.

1. C: (obeys a command)  
P: I like it when you do what I tell you to do \_\_\_\_\_
2. C: (obeys a command)  
P: I'm glad you understand \_\_\_\_\_
3. C: (obeys a command)  
P: You put it exactly where I told you to \_\_\_\_\_
4. C: (has drawn a house)  
P: That's a beautiful house you drew \_\_\_\_\_
5. C: (has drawn a house)  
P: Beautiful \_\_\_\_\_
6. C: (has drawn a house)  
P: That's quite a house you drew \_\_\_\_\_
7. C: (picks up a block she dropped)  
P: Thank you for picking up the block \_\_\_\_\_
8. C: (picks up a block she dropped)  
P: Thank you \_\_\_\_\_
9. C: (picks up a block she dropped)  
P: You remembered to pick up what you dropped \_\_\_\_\_
10. C: (counting the stars in a picture)  
P: Good job \_\_\_\_\_
11. C: (counting the stars in a picture)  
P: Good counting \_\_\_\_\_
12. C: (counting the stars in a picture)  
P: Good job of counting \_\_\_\_\_
13. C: (counting the stars in a picture)  
P: You're counting every last star in that picture \_\_\_\_\_
14. C: This book has pretty pictures  
P: That is a pretty rainbow \_\_\_\_\_

**Discriminating Praises III (continued)**

15. C: I'm drawing a pretty picture  
P: I'm drawing a pretty sun in your picture \_\_\_\_\_
16. C: I made a super airplane  
P: That is super \_\_\_\_\_
17. C: Let's play house  
P: Great idea \_\_\_\_\_
18. C: Let's play house  
P: That's a great idea to play house \_\_\_\_\_
19. C: (comes to the play table)  
P: Good you came to the table \_\_\_\_\_
20. C: (playing with toys)  
P: You're a good boy for playing quietly \_\_\_\_\_
21. C: (doing number problems in a workbook)  
P: You're working quickly \_\_\_\_\_
22. C: (doing number problems in a workbook)  
P: You're writing your numbers very straight \_\_\_\_\_
23. C: (tells father a story)  
P: What an exciting story \_\_\_\_\_
24. C: (tells father a story)  
P: You're quite a storyteller \_\_\_\_\_
25. C: (tells father a story)  
P: That's a brilliant story \_\_\_\_\_

(#Right) \_\_\_\_\_ / 25 = \_\_\_\_\_ %

**Discriminating Praises IV (UP vs. LP)**

The following quiz gives more practice in distinguishing between praises (LP and UP) and other statements (BD and TA). Read each of the following parent verbalizations and indicate whether it is an LP, UP, BD, or TA. Answers are on page 76.

1. That's super \_\_\_\_\_
2. Good job I like that \_\_\_\_\_
3. Thanks for handing me the red crayon like I asked \_\_\_\_\_
4. Great you put Mr. Potato Head in his car \_\_\_\_\_
5. How did you get so smart \_\_\_\_\_
6. You're making a star, brilliant \_\_\_\_\_
7. Yea (parent says while clapping) you put the block where I could reach it \_\_\_\_\_
8. Your story is so creative \_\_\_\_\_
9. Your story is so interesting \_\_\_\_\_
10. I like playing dolls with you you're a fun kid \_\_\_\_\_
11. (child shows parent drawing) How lovely \_\_\_\_\_
12. What a good idea sweetie aren't you clever \_\_\_\_\_
13. I'm so proud of you for sitting quietly \_\_\_\_\_
14. You're acting like a good boy today \_\_\_\_\_
15. You're an angel for putting your toys away so quickly \_\_\_\_\_
16. You're working so hard \_\_\_\_\_
17. You and I made the best house in the world we're good builders \_\_\_\_\_
18. (child asks "Do you love me?") Yes \_\_\_\_\_
19. I'm glad you sat down when I told you to \_\_\_\_\_
20. You seem pleased that you got an A at school \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

### Discriminating Unlabeled Praise and Neutral Talk

The following quiz will help you distinguish between Neutral Talk (TA) and Unlabeled Praise (UP). Review the description of these categories in the DPICS manual. Then read each of the following statements and indicate the correct code(s) in the spaces provided. Code only parent verbalizations. Answers are on page 77.

1. C: Can I bring over the chair?  
P: Uh huh \_\_\_\_\_
2. C: Look Mom, I did it  
P: That's wonderful \_\_\_\_\_
3. C: I want to help you  
P: That's sweet \_\_\_\_\_
4. C: I finished one, Dad  
P: Okay \_\_\_\_\_
5. C: (hands mother a toy)  
P: Thank you \_\_\_\_\_
6. C: Can we buy some of these  
P: Alright \_\_\_\_\_
7. C: Look at the nuclear fusion reactor I drew  
P: Oh that's marvelous \_\_\_\_\_
8. C: Let's get Mom a tennis racquet for Christmas  
P: Yay (3 seconds) great \_\_\_\_\_
9. C: Mom I erased everything  
P: Good job \_\_\_\_\_
10. C: Dad I picked up the zoo animals  
P: I'm glad you're helping \_\_\_\_\_
11. C: You look pretty Mommy  
P: I love you and I love you for saying that \_\_\_\_\_
12. C: Thank you  
P: You're welcome \_\_\_\_\_
13. C: I made you a valentine  
P: Goodness gracious wow \_\_\_\_\_
14. C: Did I make a pretty valentine  
P: You did \_\_\_\_\_
15. C: Am I a bad girl \_\_\_\_\_  
P: Of course not

**Discriminating Unlabeled Praise and Neutral Talk (continued)**

16. C: I put these on all by myself  
P: You are amazing \_\_\_\_\_
17. C: I made it taller than yours  
P: That's really neat \_\_\_\_\_
18. C: I drew this picture for you  
P: Isn't that beautiful \_\_\_\_\_
19. C: I didn't wet my pants  
P: What a big boy you are \_\_\_\_\_
20. C: (Obeys a command)  
P: Way to go (2 seconds) Yay (clapping) \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

## Review Quiz II

In this quiz you are to determine whether a given statement is a Behavioral Description (BD), Neutral Talk (TA), Information Question (IQ), Descriptive/Reflective Question (DQ), Labeled Praise (LP), or Unlabeled Praise (UP). Answers are on page 77.

1. P: Do you want to hand me the green crayon \_\_\_\_\_
2. P: You're making a fantastic picture \_\_\_\_\_  
C: (hands parent pink crayon)
3. P: Thanks \_\_\_\_\_
4. P: You gave me the red wagon \_\_\_\_\_
5. P: Thank you for sharing so nicely \_\_\_\_\_
6. P: Mr. Potato Head's car is driving really fast \_\_\_\_\_
7. P: That was fast \_\_\_\_\_
8. P: I'll put a flower on her dress \_\_\_\_\_  
C: I want to put the flower on her dress (draws flower on dress)
9. P: You drew a beautiful flower it's lovely what a good idea \_\_\_\_\_
10. P: You found the elephant \_\_\_\_\_
11. P: Great super you found it I like it when you try so hard \_\_\_\_\_
12. P: I'll put the elephant in Noah's ark, okay (*intonation rising*) \_\_\_\_\_
13. P: You put the elephant in the ark where he won't get wet nice job you're so considerate I don't think elephants like getting wet \_\_\_\_\_
14. P: What color are you using to draw the sky \_\_\_\_\_

**Review Quiz II (continued)**

- 15. P: Good now your picture is finished\_\_\_\_\_
- 16. P: You put the crayons back where they belong\_\_\_\_\_
- 17. P: You're right you've got a great memory they go in the box\_\_\_\_\_
- 18. P: What about this game\_\_\_\_\_
- C: (continues coloring)
- 19. P: You're still coloring \_\_\_\_\_
- 20. P: Thank you for minding me you're a good boy you put the game back on the shelf  
where it's supposed to go nice work \_\_\_\_\_

(#Right)\_\_\_\_\_ /20 = \_\_\_\_\_%

### Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk I

The following quiz will help you to distinguish between Reflective Statements (RF), Behavioral Descriptions (BD), Neutral Talk (TA), or other verbalizations you have learned so far. First review the Reflective Statement category in the DPICS manual. Then select the appropriate category for each statement. Answers are on page 78.

1. C: His name is Ken  
P: You named him Ken\_\_\_\_\_
2. C: I found the lost piece  
P: Great you found it\_\_\_\_\_
3. C: Let's build a fort  
P: Yeah a fort\_\_\_\_\_
4. C: I'm making a heli-chopper  
P: You're making a helicopter\_\_\_\_\_
5. C: Is this Mr. Potato Head's nose  
P: It's Mr. Potato's Head's ear it goes in here\_\_\_\_\_
6. C: What's this called  
P: You want to know what it is so you can write it underneath\_\_\_\_\_
7. C: I've got a blue elephant  
P: You do have a blue elephant\_\_\_\_\_
8. C: I've got a blue elephant  
P: You do\_\_\_\_\_
9. C: I've got a blue elephant  
P: You've got a blue elephant and a green monkey\_\_\_\_\_
10. C: Train choo-choo  
P: The train goes choo-choo\_\_\_\_\_
11. C: I drew a pumpkin  
P: You drew a pumpkin you drew an orange pumpkin\_\_\_\_\_
12. C: I made pretty house  
P: You did make a pretty house\_\_\_\_\_

**Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk I  
(continued)**

13. C: I'm coloring  
P: I'm coloring just like you \_\_\_\_\_

14. C: I'm putting the animals in the zoo  
P: You're putting the animals in the zoo where they belong \_\_\_\_\_

15. C: This one is a circle  
P: Actually that one is an oval \_\_\_\_\_

(#Right) \_\_\_\_\_ / 15 = \_\_\_\_\_ %

### Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk II

This quiz will give you more practice in distinguishing Reflective Statements (RF) from Behavioral Descriptions (BD) and Neutral Talk (TA). Answers are on page 78.

1. C: I've got a moo-moo  
P: You've got a cow \_\_\_\_\_
2. C: Look daddy  
P: You built a house \_\_\_\_\_
3. C: I colored this horse black like Black Beauty  
P: Wow (2 seconds) your horse is black just like Black Beauty \_\_\_\_\_
4. C: What's this one  
P: You want to know what that is \_\_\_\_\_
5. C: (bumps head) Oohh  
P: Oohh you bumped your head \_\_\_\_\_
6. C: What's a donkey  
P: A donkey is like a horse \_\_\_\_\_
7. C: I've got two cars  
P: You have two cars you have a red car and a blue car you moved the blue car in front now \_\_\_\_\_
8. C: This game is stupid  
P: You think this game is stupid \_\_\_\_\_
9. C: This game is stupid  
P: (mockingly) This game is stupid \_\_\_\_\_
10. C: I drew a schoolhouse  
P: You drew a schoolhouse with children in it \_\_\_\_\_
11. C: I drew a schoolhouse  
P: We both drew schoolhouses \_\_\_\_\_
12. C: I'm making a house  
P: Okay you're making a house \_\_\_\_\_
13. C: Can I have that car  
P: Yes you can have this car \_\_\_\_\_
14. C: I made Big Bird sit down  
P: I made Ernie sit down \_\_\_\_\_

(#Right) \_\_\_\_\_ / 14 = \_\_\_\_\_ %

### Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk III

This quiz will give you more practice in distinguishing Reflective Statements (RF) from Behavioral Descriptions (BD) and Neutral Talk (TA). Answers are on page 79.

1. C: (Playing with blocks)  
P: You're playing with the blocks \_\_\_\_\_
2. C: This car is fast  
P: Yeah that's a really fast car \_\_\_\_\_
3. C: (Putting cars in a box)  
P: You're putting the cars away \_\_\_\_\_
4. C: What are you drawing?  
P: I'm drawing a picture of you \_\_\_\_\_
5. C: The wheel on this truck is squeaky  
P: It's probably an old truck \_\_\_\_\_
6. C: I want to go with daddy to get the truck fixed  
P: You want to go with daddy to the mechanic's \_\_\_\_\_
7. C: That was a funny joke  
P: That was a funny joke it made you laugh \_\_\_\_\_
8. C: Mommy said I could have ice cream and cookies  
P: Mommy only said you could have ice cream \_\_\_\_\_
9. C: I made a big square  
P: You made a triangle \_\_\_\_\_
10. C: This is a house I made out of Legos  
P: A Lego house \_\_\_\_\_
11. C: Thank you for the ice cream cone  
P: You like the surprise I brought you \_\_\_\_\_
12. P: Can I put the top on?  
C: Yeah the top can go there \_\_\_\_\_
13. C: I'm scared to tell daddy I broke the lamp  
P: You're afraid to talk to him about it \_\_\_\_\_
14. C: I hope I get one of those cars for Christmas  
P: You like that car because it goes fast now you're making your car go fast \_\_\_\_\_
15. C: My castle looks stupid  
P: Your castle isn't stupid \_\_\_\_\_

**Discriminating Behavioral Descriptions, Reflective Statements, and Neutral Talk III  
(continued)**

16. C: I can't see that card move over  
P: You can't see cause I'm in the way \_\_\_\_\_
17. C: Ernie and Bert are going to buy some food  
P: Oh they're going to the supermarket you're making Ernie buy a sandwich \_\_\_\_\_
18. C: (building a castle) This is a turret  
P: That's an interesting castle you're building \_\_\_\_\_
19. C: Say 'T'  
P: T \_\_\_\_\_
20. C: I made a ninja house  
P: That's a real ninja house \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Review Quiz III

The following quiz will help you distinguish all the verbalizations you have learned. Answers are on page 79.

C: This is silly Sally

1. P: She is Sally Sally is a silly girl \_\_\_\_\_

C: Let's put the crayons in the box now

2. P: Yes in the box \_\_\_\_\_

C: I picked 'em all up

3. P: Wonderful you picked them all up \_\_\_\_\_

C: My car's going zoom-zoom

4. P: Your car's going very fast \_\_\_\_\_

C: How many is this

5. P: How many is that \_\_\_\_\_

C: I drew a house

6. P: That's pretty \_\_\_\_\_

C: What color is this

7. P: You're wondering what color that is \_\_\_\_\_

C: Put the elephant in the cage

8. P: You're asking me to put the elephant in the cage \_\_\_\_\_

C: (drops elephant) Whoops

9. P: Whoops \_\_\_\_\_

C: This horse has black and white stripes

10. P: That's a zebra \_\_\_\_\_

C: My zebra is taller than yours

11. P: It is (*intonation rising*) \_\_\_\_\_

12. P: But mine has bigger spots \_\_\_\_\_

C: I made a fort

13. P: You made a fort you made a big fort \_\_\_\_\_

C: My fort is great

14. P: Your fort is great \_\_\_\_\_

C: These pieces won't come apart

15. P: You're frustrated because the pieces are stuck \_\_\_\_\_

**Review Quiz III (continued)**

C: (drives a car up the ramp)  
16. P: (drives car up the ramp) We're driving up the ramp \_\_\_\_\_

C: We're so smart  
17. P: Yeah we're smart \_\_\_\_\_

18. P: We are smart guys thanks for complimenting me \_\_\_\_\_

C: I like drawing  
19. P: You do like drawing \_\_\_\_\_

C: Do you like green or blue better  
20. P: Blue \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

**Understanding Commands (IC and DC)**

The following quiz is intended help you to understand the distinction between Indirect Commands (IC) and Direct Commands (DC). Review the description of these categories in the DPICS manual. Then, change each IC to a DC in the space provided. One possible answer is provided in the answer key on page 80.

1. (IC) Will you give me the blue crayon  
(DC) \_\_\_\_\_
  
2. (IC) Why don't you sit here next to me  
(DC) \_\_\_\_\_
  
3. (IC) Let's put the trucks in the garage  
(DC) \_\_\_\_\_
  
4. (IC) I want you to pay attention when I'm talking  
(DC) \_\_\_\_\_
  
5. (IC) Johnny, bring me the doll, okay  
(DC) \_\_\_\_\_
  
6. (IC) I'd appreciate it if you'd hand me the toy soldier  
(DC) \_\_\_\_\_
  
7. (IC) How about playing with the tinker toys now  
(DC) \_\_\_\_\_
  
8. (IC) It would be so nice if you would sit still  
(DC) \_\_\_\_\_
  
9. (IC) Please behave would you  
(DC) \_\_\_\_\_
  
10. (IC) I'd love it if you drew me a house  
(DC) \_\_\_\_\_

**Understanding Commands (continued)**

11. (IC) You could get off the table now  
(DC) \_\_\_\_\_
12. (IC) What would you think about picking up the crayons  
(DC) \_\_\_\_\_
13. (IC) We should put on a black piece now  
(DC) \_\_\_\_\_
14. (IC) Can you pass mommy that pen  
(DC) \_\_\_\_\_
15. (IC) Could you share those with me  
(DC) \_\_\_\_\_
16. (IC) How about you give me the hammer  
(DC) \_\_\_\_\_

(#Right)\_\_\_\_\_ /16 = \_\_\_\_\_%

### Discriminating Commands I (IC vs. DC)

The following quiz is intended help you to distinguish between Direct Commands (DC) and Indirect Commands (IC). Read each of the following parent statements and indicate whether it is an IC or a DC. Answers are on page 80.

1. Please hand me a red crayon \_\_\_\_\_
2. Why don't you close the door \_\_\_\_\_
3. Sam would like you to drink your milk and bring the glass here \_\_\_\_\_
4. Sit in your chair and put your hands in your lap \_\_\_\_\_
5. Give me the red block, Stevie \_\_\_\_\_
6. It would make me really happy if you'd sit here \_\_\_\_\_
7. Put the truck in the drawer and close it \_\_\_\_\_
8. (child playing with Legos) You're going to put the Legos away right this minute \_\_\_\_\_
9. We need to get the purple trucks now \_\_\_\_\_
10. Let's, I mean, you put the toys away \_\_\_\_\_
11. How about coloring on the paper \_\_\_\_\_
12. Please bring that book to me, Amanda \_\_\_\_\_
13. Put the furniture in the closet (3 seconds) hurry \_\_\_\_\_
14. Come here, please, so I can tie your shoe \_\_\_\_\_
15. Put the fire truck away, okay, Nicholas \_\_\_\_\_
16. You're supposed to color it yellow \_\_\_\_\_
17. Behave like a good little boy \_\_\_\_\_
18. Put the cow in the barn right now \_\_\_\_\_
19. Remember how to do this one, okay (*intonation rising*) \_\_\_\_\_
20. Would you put the toy down and come to the table \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

### Discriminating Commands II (IC vs. DC)

Identify whether the following parent statements are commands (DC vs. IC) or another verbalization category. Answers are on page 81.

1. Listen to me \_\_\_\_\_
2. Why don't you throw that paper in the trash \_\_\_\_\_
3. If you throw that piece of paper in the trash I'll read you a story \_\_\_\_\_
4. Use the bigger wheels next time \_\_\_\_\_
5. (child building tower) You might want to put another block on top \_\_\_\_\_
6. You need to line them up first \_\_\_\_\_
7. Melissa (3 seconds) hand me the green car \_\_\_\_\_
8. Do you want to sing the alphabet song \_\_\_\_\_
9. Let's sit down at the table \_\_\_\_\_
10. Would you say that last letter again (5 seconds) please \_\_\_\_\_
11. Can you make a castle \_\_\_\_\_
12. You could use the green sticks \_\_\_\_\_
13. Let me see it \_\_\_\_\_
14. It's time for you to put these blocks away \_\_\_\_\_
15. See (*intonation rising*) \_\_\_\_\_
16. You should pick that up \_\_\_\_\_
17. You and I need to talk softly \_\_\_\_\_
18. Wait wait wait \_\_\_\_\_
19. You are going to give me the blue block now \_\_\_\_\_
20. Try and build it higher \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

### Discriminating Indirect Commands and Questions (IC vs. QU)

The following quiz will help you to distinguish between Indirect Commands (IC), Information Questions (IQ), and Descriptive Questions (DQ). Read each of the following parent statements and indicate whether it is an IC, IQ, or DQ. Answers are on page 81.

1. How many fingers am I holding up \_\_\_\_\_
2. Can you show me two fingers \_\_\_\_\_
3. Where did you put my toy car \_\_\_\_\_
4. Why don't you get me my purse \_\_\_\_\_
5. Now build this one real tall all right \_\_\_\_\_
6. What did you hide in your pocket \_\_\_\_\_
7. Can you remember to put the little one on top \_\_\_\_\_
8. I'd like you to play over here \_\_\_\_\_
9. You don't want to turn on the light do you \_\_\_\_\_
10. After we finish let's build a fort \_\_\_\_\_
11. Are we going to play with cars or blocks \_\_\_\_\_
12. Ashley, will you come here \_\_\_\_\_
13. Will you hand me a block so I can finish this \_\_\_\_\_
14. Can I use your block to finish my house \_\_\_\_\_
15. Will you be patient \_\_\_\_\_
16. I want you to bring the car back (3 seconds) did you hear me \_\_\_\_\_
17. Do you want to put away the toys \_\_\_\_\_
18. Can we put the blocks in the box now \_\_\_\_\_
19. Do you feel like playing with the dolls \_\_\_\_\_
20. How about getting off the table \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

### Review Quiz IV

Decide whether each parent statement is a Behavioral Description (BD), Neutral Talk (TA), Question (QU), or command (IC or DC). Answers are on page 82.

1. P: Do you want to write on the chalkboard \_\_\_\_\_
2. P: Write on the chalkboard \_\_\_\_\_
3. P: You can write on the chalkboard \_\_\_\_\_
4. P: You have to write on the chalkboard now \_\_\_\_\_
- C: (child is sitting in chair)
5. P: Children should walk when they're inside \_\_\_\_\_
6. P: Put a long stick here on the roof \_\_\_\_\_  
C: (puts stick)
7. P: Put another one right here \_\_\_\_\_  
C: (puts stick)
8. P: And another one \_\_\_\_\_  
C: (puts stick)
9. P: You built a dollhouse \_\_\_\_\_  
C: (puts stick)
10. P: (making puzzle) Which piece goes here \_\_\_\_\_
11. P: Try this one (hands child a puzzle piece) \_\_\_\_\_
12. P: This one may fit (hands child a puzzle piece) \_\_\_\_\_
13. P: Here (hands child a puzzle piece) \_\_\_\_\_
14. P: What should we play with next \_\_\_\_\_
15. P: Do you want to play with that thing (4 seconds) huh \_\_\_\_\_

**Review Quiz IV (continued)**

16. C: (playing with cash register)  
P: You can put the coins in this slot (demonstrates) and they come out the drawer \_\_\_\_\_
17. P: See \_\_\_\_\_
18. P: Will you say that again \_\_\_\_\_
19. P: What did you say \_\_\_\_\_
20. P: Can you scoot your chair a little closer to me \_\_\_\_\_
21. P: I want you to set one block on top \_\_\_\_\_
22. P: I want one more block on top (3 seconds) please \_\_\_\_\_
23. P: (hands child dollhouse) This should go over there \_\_\_\_\_
24. P: Do you wanna wait a sec \_\_\_\_\_
25. P: (putting on child's coat) Hold still, will you \_\_\_\_\_

(#Right) \_\_\_\_\_ /25 = \_\_\_\_\_ %

### Discriminating Negative Talk and Direct Commands (NTA vs. DC)

The following quiz will help you to distinguish between Negative Talk (NTA) and Direct Commands (DC). Review these categories in the DPICS manual before proceeding. Then, read each of the following statements and mark whether it is NTA or DC in the space provided. Answers are on page 82.

1. (child gets up on table) You shouldn't stand on the table \_\_\_\_\_
2. Get down from the table \_\_\_\_\_
3. Wipe the ink off the table and write on the paper \_\_\_\_\_
4. Sweetheart, I think that isn't quite right \_\_\_\_\_
5. Take your hands away from the doll's neck \_\_\_\_\_
6. You need to try harder in the future \_\_\_\_\_
7. Mary, please quit making that noise \_\_\_\_\_
8. Don't put that log there \_\_\_\_\_
9. Draw another picture for me \_\_\_\_\_
10. It would be good if you would stop contradicting me \_\_\_\_\_
11. Please put my money back in my purse \_\_\_\_\_
12. Get away from that clock \_\_\_\_\_
13. We made a stupid mistake on this puzzle \_\_\_\_\_
14. That was stupid to drop all the pieces \_\_\_\_\_
15. Will you please stop that racket \_\_\_\_\_
16. You're moving too slowly \_\_\_\_\_
17. That story you told me was boring \_\_\_\_\_
18. I bet you can't write your name \_\_\_\_\_
19. Let go of your sister's hair \_\_\_\_\_
20. Don't put the block there okay honey \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Discriminating Negative Talk I

The following quiz will give you more practice distinguishing between Negative Talk (NTA) and other DPICS categories. Read each of the following child statements followed by several possible parent responses. Then indicate whether the parent response is NTA or another verbalization in the space provided. Answers are on page 83.

1. C: (Lining up a row of cars)  
P: You lined up all the cars I see \_\_\_\_\_
2. P: You lined up all the cars didn't you \_\_\_\_\_
3. P: I bet you can't make them straight \_\_\_\_\_
4. C: (trying to put 12 crayons in a box that holds 6)  
P: That box won't hold all the crayons \_\_\_\_\_
5. P: Dear, you can't fit all those crayons in that box \_\_\_\_\_
6. P: This box doesn't look like it will hold all the crayons, does it \_\_\_\_\_
7. C: (starting to write the alphabet)  
P: Looks like you wrote the letter A \_\_\_\_\_
8. P: Pinhead, that's the letter A you're drawing \_\_\_\_\_
9. P: You can draw a better letter A than that \_\_\_\_\_
10. C: Can I have a blue block  
P: How about a green one \_\_\_\_\_
11. C: Can I have a blue block  
P: No a blue block wouldn't look good there \_\_\_\_\_
12. C: Can I have a blue block  
P: You want to put a blue block on the tower \_\_\_\_\_
13. C: Can I have the blue block  
P: You know you're not sharing the blues, don't you \_\_\_\_\_
14. C: (playing with blocks) I'm making a castle  
P: You're making a castle (*intonation rising*) \_\_\_\_\_
15. P: You call that pile of blocks a castle \_\_\_\_\_
16. P: It also has a moat around it \_\_\_\_\_

**Discriminating Negative Talk I (continued)**

- C: Mommy, how much is one plus one
17. P: How much is one plus one\_\_\_\_\_
18. P: Why are you acting so dumb \_\_\_\_\_
19. P: You like practicing your addition \_\_\_\_\_
- C: (holds up a new toy soldier)
20. P: You don't like that one, do you \_\_\_\_\_
21. P: That's a handsome soldier \_\_\_\_\_
22. P: Thank you for sharing such a handsome soldier \_\_\_\_\_
23. P: You don't really deserve to play with that \_\_\_\_\_
- C: (shows father the log cabin he built)
24. P: Those logs are hard to work with \_\_\_\_\_
25. P: Your cabin looks like it's been run over \_\_\_\_\_
26. P: You made a log cabin \_\_\_\_\_
- C: (pulling dolls out of the toy box)
27. P: It seems that you like all the dolls \_\_\_\_\_
28. P: You're pulling all those dumb dolls out again \_\_\_\_\_
29. P: Do you like the dolls \_\_\_\_\_
30. P: Boys aren't supposed to like dolls \_\_\_\_\_

(#Right) \_\_\_\_\_ / 30 = \_\_\_\_\_ %

### Discriminating Negative Talk II

The following quiz will give you additional practice distinguishing between Negative Talk (NTA) and other DPICS categories. Read each of the following child statements followed by several possible parent responses. Then indicate whether the parent response is NTA or another verbalization in the space provided. Answers are on page 84.

- C: (knocks over a block house)

1. P: Don't make a mess \_\_\_\_\_
- C: I want to build a big tower

2. P: You can't because there aren't enough blocks \_\_\_\_\_
- C: (hitting parent doll with boy doll) I hate you daddy

3. P: He's a bad boy for hitting his father \_\_\_\_\_
- C: (playing with toy barn)

4. P: The barn is pretty beat up \_\_\_\_\_
- C: Look, mom, I finished my house

5. P: You didn't do a very good job \_\_\_\_\_
- C: The paper is sticky

6. P: Ick \_\_\_\_\_
- C: (looking for the last piece of the puzzle) It's gone

7. P: I'll bet you're angry about that missing piece \_\_\_\_\_
- C: (looks at clock on wall)

8. P: It's almost time to get out of here \_\_\_\_\_
- C: (working on a math problem)

9. P: No dear seven plus two equals nine \_\_\_\_\_
- C: (putting together a log cabin)

10. P: You're using the wrong piece for the roof \_\_\_\_\_
- C: I can't do *anything* right

11. P: You *can't* do anything right today can you \_\_\_\_\_
- C: I made a mistake

12. P: I made a mistake too \_\_\_\_\_
- C: The tower is falling over

13. P: Uh oh the tower is falling \_\_\_\_\_
- C: The turtle takes forever to move

14. P: He's not slow he's just relaxed \_\_\_\_\_
- C: (draws a picture of people) This girl says her mom is ugly

15. P: Children should talk nicely about their parents \_\_\_\_\_

**Discriminating Negative Talk II (continued)**

C: (throwing crayons on the floor and laughing)  
16. P: You know that's not funny\_\_\_\_\_

C: I want to play with my ball  
17. P: No I'm going to keep it for awhile\_\_\_\_\_

C: Are these the ones I need  
18. P: Yes those are the ones you need\_\_\_\_\_

C: Do you like playing with me  
19. P: No (laughing)\_\_\_\_\_

C: Do you think I'm stupid  
20. P: No\_\_\_\_\_

(#Right)\_\_\_\_\_ /20 = \_\_\_\_\_%

### Review Quiz V

In this review quiz you are to identify each of the following statements according to the DPICS guidelines. Code each part of the statement that requires a code. Answers are on page 85.

1. P: These go right there \_\_\_\_\_
2. P: Here's another one \_\_\_\_\_
3. P: Put it right there \_\_\_\_\_  
C: (angrily) Now look what you did
4. P: Fix it \_\_\_\_\_  
C: No
5. P: You're making a wreck of our game \_\_\_\_\_  
C: I want to play over here by myself
6. P: No I want you to stay right here and play with me \_\_\_\_\_
7. P: I want to play a different game \_\_\_\_\_  
C: Okay
8. P: What do you want to play with \_\_\_\_\_
9. P: Let's play with the Lincoln logs \_\_\_\_\_
10. P: Wait a second \_\_\_\_\_
11. P: You're doing a nice job drawing that house now you're adding a chimney \_\_\_\_\_
12. P: And that tree has lovely leaves on it \_\_\_\_\_  
C: Do you want to draw daddy
13. P: No \_\_\_\_\_
14. P: It's time to pick up the toys, okay \_\_\_\_\_
15. P: We have to get going \_\_\_\_\_
16. P: Come on \_\_\_\_\_
17. P: Do you want to go to McDonald's tonight \_\_\_\_\_  
C: How about if you help me clean up
18. P: No \_\_\_\_\_  
C: How about if you help me clean up
19. P: No you're supposed to do it by yourself \_\_\_\_\_

**Review Quiz V (continued)**

20. P: Just pick up the toys and let's get going\_\_\_\_\_

21. P: Can you put them in the toy box\_\_\_\_\_

22. P: Good job\_\_\_\_\_

23. P: You're doing a super job cleaning up these toys\_\_\_\_\_

C: I like this place dad

24. P: Yeah, it's fun\_\_\_\_\_

25. P: You can play with anything you want to\_\_\_\_\_

C: No, I don't want to

26. P: You don't want to\_\_\_\_\_

27. P: What don't you want to do\_\_\_\_\_

28. P: Come on you're supposed to pick something\_\_\_\_\_

C: (pushes parent's hand away and shouts) Leave me alone

29. P: Oh get over it\_\_\_\_\_

C: (kicks container of Lincoln logs)

30. P: Stop it (3 seconds) please\_\_\_\_\_

31. P: Now it's my turn to pick the game\_\_\_\_\_

32. P: Let's play with the Magnadoodle\_\_\_\_\_

C: (6 seconds) Can I tell you what to draw

33. P: No I'm supposed to pick the game and we need to play by my rules\_\_\_\_\_

C: Okay mommy (3 seconds) I love you

34. P: Oh I love you too honey\_\_\_\_\_

35. P: Can you hand me that other box\_\_\_\_\_

C: No I can't reach it

36. P: All right\_\_\_\_\_

37. P: I like the way you answered so politely\_\_\_\_\_

38. P: Good job\_\_\_\_\_

39. P: Okay what next\_\_\_\_\_

40. P: So you're putting the red block on the blue one\_\_\_\_\_

**Review Quiz V (continued)**

41. P: Now there is a tower\_\_\_\_\_

42. P: Hand me the green block, okay\_\_\_\_\_

43. P: John\_\_\_\_\_

44. P: Pass it to me now\_\_\_\_\_

45. P: Thank you for following directions Good job\_\_\_\_\_

46. P: Now you're putting a red block on top of the blue\_\_\_\_\_

47. P: I like how you're building so carefully nice job\_\_\_\_\_

48. P: You're doing a fabulous job building aren't you\_\_\_\_\_

C: I want to be a builder when I grow up

49. P: A builder when you grow up you want to be a builder when you grow up\_\_\_\_\_

50. P: Can I build with you\_\_\_\_\_

(#Right)\_\_\_\_\_ /50 = \_\_\_\_\_%

### Discriminating Touch

The following quiz is intended to help you distinguish between touch categories, Positive Touch (PTO) and Negative Touch (NTO). Before starting this quiz, read the sections of the DPICS coding manual on touch. Then, test your understanding of these categories by completing the following quiz. Verbalizations have been provided to aid in the interpretation of touch and should also be coded. Answers are on page 86.

1. P: (hugs child) \_\_\_\_\_
2. P: (holds child's arm gently (3 seconds) and slaps back of hand) \_\_\_\_\_
3. P: (teasingly touches child on the knee) \_\_\_\_\_
4. P: (combs child's hair with toy comb) \_\_\_\_\_
5. P: (hugs child in response to child hugging her) \_\_\_\_\_
6. P: (lifts child onto lap (1 second) kisses on cheek) \_\_\_\_\_
7. P: (sitting on floor, rolls car at child, hitting her on her little finger, and laughs) \_\_\_\_\_
8. P: (grabs child's hand and says) quit it \_\_\_\_\_
9. P: Good job Timmy gimme five (each gives high five) \_\_\_\_\_
10. P: (tickles child) \_\_\_\_\_  
C: Stooooop
11. C: Stooooop  
P: (tickles child) \_\_\_\_\_
12. P: (pushes child into chair) Sit down \_\_\_\_\_  
C: (sits)
13. P: (holding child on lap, after 30 seconds sets child down) \_\_\_\_\_
14. P: (spanking child with three successive swats: swat, swat, swat) \_\_\_\_\_
15. P: (makes teddy bear kiss child's cheek) \_\_\_\_\_

(#Right) \_\_\_\_\_ / 15 = \_\_\_\_\_ %

## **CHILD CATEGORIES**

### Discriminating Compliance to Commands I

The following quiz is intended to help you distinguish between the response to command categories, Compliance (CO), Noncompliance (NC), and No Opportunity for Compliance (NOC). First, read the description of these categories in the DPICS manual. Then, read each parent verbalization below and determine the appropriate code for it. Do not code the child's talk in this quiz. Within or at the end of each item, information is given about the child's behavioral response to each command – read this information and then go back and code whether the child complied, noncomplied, or had no opportunity to comply. The first three items are coded here to provide samples of how to fill in the answers to this quiz. Answers are on page 86.

- 
1. P: Slide it slide a piece of paper to me **DC/NOC ; DC/CO**  
C: (after 3 seconds slides paper to parent)
  2. P: Can you hand me the red crayon please **IC/NC**  
C: Do you want the blue, too?
  3. P: The red one (points) **TA**  
C: [hands the red crayon 6 seconds after (2) and 2 seconds after (3)]
- 
4. P: Catch it before it falls \_\_\_\_\_  
C: (grabs for it but block falls to the floor anyway)
  5. P: Put the white pegs in and then attach the top \_\_\_\_\_  
C: (gathers pegs, puts top on as 5 seconds elapse)  
C: (drawing car)
  6. P: Why don't you color it green \_\_\_\_\_  
C: I don't like green I'm gonna color it red (colors car red)
  7. P: Listen to me you have to sit down \_\_\_\_\_  
C: (stands in chair for 2 seconds)
  8. P: Sit down now \_\_\_\_\_  
C: (stands for 2 seconds)
  9. P: I said sit down \_\_\_\_\_  
C: (at 3 seconds child sits)
  10. P: Will you wait just a sec \_\_\_\_\_  
C: (child keeps jumping up and down for 3 seconds)
  11. P: Sit down by me alright \_\_\_\_\_  
C: Okay (picks up toys on floor for 5 seconds)
  12. P: Add 4 plus 4 \_\_\_\_\_  
C: (counting on fingers for 5 seconds)

**Discriminating Compliance to Commands I (continued)**

13. P: Concentrate \_\_\_\_\_  
C: Is it nine
14. P: Take the red one out \_\_\_\_\_
15. P: On second thought take the blue one instead \_\_\_\_\_  
C: (takes blue one)
16. P: Draw me a circle okay \_\_\_\_\_  
C: Sure (child draws a circle)
17. P: (after 7 seconds) Try and draw it bigger \_\_\_\_\_  
C: (whines) but Mom! (starts drawing just before 5 seconds elapse)
18. P: Come on hurry up \_\_\_\_\_
19. P: Draw an ellipse for me OK \_\_\_\_\_  
C: (3-year-old draws a line)
20. P: Don't you know how to draw \_\_\_\_\_
21. P: What does a circle look like \_\_\_\_\_

(#Right) \_\_\_\_\_ / 21 = \_\_\_\_\_ %

## Discriminating Compliance to Commands II

The following quiz is also intended to help you determine the response to parent command categories (CO, NC and NOC). Read each parent verbalization below and determine the appropriate code for it. Do not code the child's talk in this quiz. Within, at the end of, or in the preceding item, information is given about the child's behavioral response to each command – read this information and then go back and code whether the child complied, noncomplied, or had no opportunity to comply. The first three items are coded here to provide samples of how to fill in the answers to this quiz. Also identify other parent verbalizations (e.g., TA, QU). Answers are on page 87.

1. P: Hand me the orange wheel would you please IC/CO  
C: (searching through Tinker Toys for 5 seconds)
2. P: That one is orange (points) TA  
C: (hands orange one to parent)
3. P: Get all those crayons up off the floor and put them in their box DC/CO + DC/NOC  
C: (for 5 seconds collects crayons scattered on floor into a pile)  
  
C: Let's build a big fort
4. P: (picks up some Lincoln logs) I'm making the base \_\_\_\_\_
5. P: Sing *Twinkle twinkle little star* for me \_\_\_\_\_  
C: *Twinkle twinkle little star ...* (for 3 seconds then stops)  
  
C: (whines) I can't do it
6. P: That's OK I'll help you \_\_\_\_\_
7. P: Let's sing it together are you ready \_\_\_\_\_  
P&C: *Twinkle, twinkle .....*(continue singing for 6 seconds)
8. P: Sit down here next to me \_\_\_\_\_  
C: (crawls under table for 6 seconds)
9. P: Come out from under there \_\_\_\_\_  
C: (no response for 2 seconds)
10. P: Sit down in this chair \_\_\_\_\_
11. P: Jason \_\_\_\_\_  
C: (stays under table for 5 seconds)
12. P: Why don't you put the Legos on the table where they'll be easier to play with \_\_\_\_\_
13. P: (3 seconds) Please \_\_\_\_\_  
C: (puts a few on the table)

(#Right) \_\_\_\_\_ / 13 = \_\_\_\_\_ %

### Discriminating Answers to Questions I

The following quiz is intended to help you determine child responses to parent questions. Child response options include Answer (AN), No Answer (NA), and No Opportunity to Answer (NOA). First, read the description of these categories in the DPICS manual. Then, read the following items coding only the child responses of AN, NA, or NOA. Answers are on page 87.

1. P: What color is Mr. Potato Head's hat  
C: It's blue \_\_\_\_\_
2. P: Where are the toys from last time  
C: Umm \_\_\_\_\_
3. C: (mumbles)  
P: Huh  
C: I said it's going right here \_\_\_\_\_
4. P: Do you want to put the toys in this box  
C: La la la la \_\_\_\_\_
5. P: Where does this piece go  
C: I don't know mommy \_\_\_\_\_
6. P: Where should I put it  
C: (points to place where it fits) \_\_\_\_\_
7. P: Why did the princess get put in the dungeon  
C: Because she didn't eat her peas \_\_\_\_\_
8. P: What did you name your horse  
C: Leave me alone \_\_\_\_\_
9. P: What's this called  
C: A circle \_\_\_\_\_
10. P: What's this called  
C: A circle (*intonation rising*) \_\_\_\_\_  
P: Good try actually it's an oval
11. P: How tall is it going to be  
C: (stretches out arms to show how tall) \_\_\_\_\_
12. P: How tall is it going to be how tall Robby  
C: (after second question) Very tall \_\_\_\_\_
13. P: How much is five times seven  
C: (remains quiet) \_\_\_\_\_
14. P: How much is five times seven  
C: Fifty \_\_\_\_\_

**Discriminating Answers to Questions I (continued)**

15. P: How much is one plus one  
C: (smirking) Twelve\_\_\_\_\_
16. P: What color is this  
C: (continues coloring) \_\_\_\_\_
17. P: Where should I put this block where would it look best (2 seconds) huh  
C: (4 seconds after parent verbalizes) There\_\_\_\_\_
18. P: What's two plus two  
C: (holds up four fingers)\_\_\_\_\_
19. P: What do you think of my fort  
C: It's ugly\_\_\_\_\_
20. P: How do you spell cat  
C: C – A – T\_\_\_\_\_

(#Right)\_\_\_\_\_/20 = \_\_\_\_\_%

### Discriminating Answers to Questions II

The following quiz is intended to give you additional help determining child responses to parent questions. Child response options include Answer (AN), No Answer (NA), and No Opportunity to Answer (NOA). First, read the description of these categories in the DPICS manual. Then, read the following items coding only the child responses of AN, NA, or NOA. Answers are on page 88.

- P: What color should I color my house
1. C: It doesn't matter because it's an ugly house \_\_\_\_\_
- P: Where's the horse we played with last time
2. C: I don't know \_\_\_\_\_
- P: What are you doing under the table (2 seconds) did you hear what I said
3. C: (saying nothing)
- P: What did you name your cow
4. C: Leave me alone \_\_\_\_\_
- P: Is this your horse
5. C: No that's the farmer's horse \_\_\_\_\_
- P: Where is the flower I asked you to draw for me
6. C: (points to a flower on her paper) \_\_\_\_\_
- P: How much is one plus one
7. C: (smirking) I don't know \_\_\_\_\_
- P: But you just told me one minute ago
- P: Where are you driving your car
8. C: I can't tell you it's a secret mission \_\_\_\_\_
- P: (smiles)
- P: How does this work
9. C: You put the coins in the slots like this \_\_\_\_\_
- P: Is that a fence to keep all the farm animals in
10. C: Yep \_\_\_\_\_
- P: How much is twelve times two
11. C: Twenty-four (*intonation rising*) \_\_\_\_\_
- P: How much is fifty times zero
12. C: Fifty \_\_\_\_\_
- P: How high are you going to make your tower
13. C: (holds out arm above blocks to show how high) \_\_\_\_\_
- P: This high (*intonation rising*)
14. C: No this high \_\_\_\_\_
- P: What's this called
15. C: Circle \_\_\_\_\_
- (#Right) \_\_\_\_\_ / 15 = \_\_\_\_\_ %

### Review Quiz VI

In this review quiz you are to identify each of the following statements according to DPICS guidelines. For parents, mark the correct verbalization category. For children, mark the correct compliance (CO, NC, NOC) or answer (AN, NA, NOA) category. Answers are on page 88.

1. P: Would you line up the farm animals for me \_\_\_\_\_  
C: I'm playing with the cars now (after 4 seconds begins lining up animals) \_\_\_\_\_
2. P: Take the green and color the grass \_\_\_\_\_  
C: (picks up green and colors grass green) \_\_\_\_\_
3. P: What does a cow say \_\_\_\_\_  
C: Woof Woof \_\_\_\_\_
4. P: Is that what a cow really says \_\_\_\_\_  
C: (laughing) No a cow says 'Moo' \_\_\_\_\_
5. P: Bring the box of Legos over here \_\_\_\_\_  
C: But I'm coloring (continues to color) \_\_\_\_\_
6. P: Look out They're falling on the floor \_\_\_\_\_
7. P: Good Thanks for bringing them over like I asked  
C: (sets box on table near parent after 4 seconds) \_\_\_\_\_
8. P: What do you want to play with now \_\_\_\_\_  
C: I don't know \_\_\_\_\_
9. P: Look over here \_\_\_\_\_
10. P: (1 second) See (2 seconds) Mr. Potato Head's driving to the store Look at him \_\_\_\_\_
11. P: What am I going to do with you \_\_\_\_\_
12. P: Come over here please \_\_\_\_\_  
C: (after 4 seconds walks over to parent) \_\_\_\_\_
13. P: Thank you for doing as I asked \_\_\_\_\_  
  
C: I got a block
14. P: Yes, a block \_\_\_\_\_
15. P: Wait a minute I want you to put the block on after I finish (parent continues to build for 5 seconds) \_\_\_\_\_

**Review Quiz VI (continued)**

16. P: Stop putting those in there where were the crayons when we got here \_\_\_\_\_  
C: In the blue bin \_\_\_\_\_
17. P: I'm not very good at drawing \_\_\_\_\_
18. P: Great job you're putting the track together \_\_\_\_\_
19. P: Take your feet off the table (2 seconds) it's not nice  
C: But I can do at home (takes feet off table)
20. P: Do you want to read a story with me \_\_\_\_\_  
C: No I hate stories \_\_\_\_\_

(#Right)\_\_\_\_\_ /20 = \_\_\_\_\_%

### Understanding Questions

The following items are intended to help you understand child questions (QU). First, review the description of this category in your manual. Then, read over the following items to familiarize yourself with this category, which differs slightly from the parent question categories (IQ and DQ). After reading over the following items, proceed to the next section.

1. C: Can I pick the movie tonight
2. C: Is that Bert or Ernie
3. C: Where's daddy right now
4. C: Do you like my tower
5. C: How tall should I make it
6. C: Where are the red crayons
7. C: Is it okay if I use this crayon
8. C: How does this car work
9. C: Where's my horsey
10. C: Do you want to play with the blocks again

### Understanding Commands

The following items are intended to help you understand child commands (CM). First, review the description of this category in your manual. Then, read over the following items to familiarize yourself with this category, which differs slightly from the parent command categories (DC and IC). After reading over the following items, proceed to the next quiz.

1. C: Can you help me with my tower
2. C: Give me the horsey
3. C: Look out
4. C: Will you come here mommy
5. C: Can you get that crayon and bring it to me
6. C: Bring it over here
7. C: Would you help me make this fence
8. C: Hold this piece
9. C: Be careful with the fence
10. C: Let's build a tower now

### Discriminating Questions and Commands

The following quiz is intended to help you distinguish questions (QU) and commands (CM). Review the descriptions of these categories in your manual. Then, complete the following quiz. Answers are on page 89.

1. C: Can you hand me Mr. Potato Head \_\_\_\_\_
2. C: Do you want to play with the blocks \_\_\_\_\_
3. C: Lets build a tower (2 seconds) can we \_\_\_\_\_
4. C: How about a red block \_\_\_\_\_
5. C: Give me that okay (*intonation rising*) \_\_\_\_\_
6. C: Why don't you use that one \_\_\_\_\_
7. C: Are you going to use the blue crayon \_\_\_\_\_
8. C: Can you help me \_\_\_\_\_
9. C: Do you remember how to play this game \_\_\_\_\_
10. C: Could you please sit here \_\_\_\_\_
11. C: Can I put the red block on \_\_\_\_\_
12. C: Mommy (*intonation rising*) \_\_\_\_\_
13. C: Will you find the car and put the little man in \_\_\_\_\_
14. C: (Child rolling a ball across the table) You're going to catch it if it falls,  
right \_\_\_\_\_
15. C: Want to help me \_\_\_\_\_
16. C: Take and put the last piece on, will you \_\_\_\_\_
17. C: Do you want to help me build (3 seconds) could you hand me that piece \_\_\_\_\_
18. C: You like using that one, huh \_\_\_\_\_
19. C: How about putting the papers in a pile \_\_\_\_\_
20. C: Do you think we can make the tower higher \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Discriminating Negative Talk and Commands

The following quiz is intended to give you practice distinguishing negative talk and commands. Review the descriptions of these categories in your manual. Then complete the following items. For some items, more than one code must be written on the line for the item to be correct. Answers are on page 89.

1. C: Stop that \_\_\_\_\_
2. C: Put your arm down \_\_\_\_\_
3. C: Shut up now \_\_\_\_\_
4. C: Please can you be quiet a second \_\_\_\_\_
- P: I think it goes this way.
5. C: Why don't you mind your own business \_\_\_\_\_
- P: (drawing a large circle)
6. C: If you don't stop, you'll draw on the table \_\_\_\_\_
7. C: Wait for me \_\_\_\_\_
8. C: Take your feet off my chair \_\_\_\_\_
9. C: (*sarcastically*): Maybe you should put that in the right way \_\_\_\_\_
10. C: Quit yelling and help me put the blocks away \_\_\_\_\_
- P: It's hard to draw with these pencils.
11. C: Come on (2 seconds) It's easy \_\_\_\_\_
- P: I'm drawing a football.
12. C: I want you to draw a basketball \_\_\_\_\_
13. C: Help me with my tower but you can't use that block \_\_\_\_\_
14. C: (looking at parent's drawing) Draw another picture that isn't as ugly \_\_\_\_\_
15. C: I hope you are not going to use up all the paper \_\_\_\_\_

**Discriminating Negative Talk and Commands (continued)**

P: Time for you to clean up.

16. C: I think you should do it \_\_\_\_\_

17. C: You could find your own car to use \_\_\_\_\_

18. C: Move your stupid tower and go play over there \_\_\_\_\_

P: (yells loudly)

19. C: You should use your inside voice \_\_\_\_\_

20. C: If you stop nagging I'll clean up the whole room \_\_\_\_\_

(#Right) \_\_\_\_\_ /20 = \_\_\_\_\_ %

### Discriminating Prosocial Talk

The following quiz is intended to help you practice distinguishing Prosocial Talk (PRO) from other child verbalization categories. First, review the description of PRO in your manual. Then, complete the following quiz. For some items, more than one code must be written on the line for the item to be correct. Answers are on page 90.

1. C: Wow my car goes really fast \_\_\_\_\_
2. C: You drew a really cool drawing, huh \_\_\_\_\_
3. C: It's funny how you sing so badly \_\_\_\_\_
4. C: You're driving the truck up the street \_\_\_\_\_
5. C: I think you should move the car \_\_\_\_\_
6. C: I can show you Florida on the map \_\_\_\_\_
7. C: We played this game last time remember (*intonation rising*) \_\_\_\_\_
8. C: I really like this doll daddy can I please play with her \_\_\_\_\_  
 P: I think the farmer is in the barn.
9. C: He is in the barn (2 seconds) He's with all the animals \_\_\_\_\_  
 P: (sneezes)
10. C: Bless you \_\_\_\_\_  
 P: My tower is a super tower
11. C: (*sarcastically*) Yeah right \_\_\_\_\_  
 P: Could I use your green crayon?
12. C: Okay you can use it \_\_\_\_\_  
 P: I'm going to make a house
13. C: You can make an airplane \_\_\_\_\_  
 P: Please hand me the red marker.
14. C: No I'm using it \_\_\_\_\_
15. C: If you push too hard this toy will break \_\_\_\_\_

**Discriminating Prosocial Talk (continued)**

- P: I'm making a giant man  
16. C: A giant man (2 seconds) that's stupid \_\_\_\_\_
17. C: I like the way you are building that tower \_\_\_\_\_
- P: Did you like that story?  
18. C: Nope \_\_\_\_\_
- P: I'm going to drive the tow truck.  
19. C: The tow truck (*intonation rising*) \_\_\_\_\_
- P: (fits two Lincoln Logs together)  
20. C: There you go \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Review Quiz VII

Identify whether the following child statements are Prosocial Talk (PRO), Questions (QU), Commands (CM), or Negative Talk (NTA). For some items, more than one code must be written on the line for the item to be correct. Answers are on page 90.

1. C: I want to play with that can you give it to me \_\_\_\_\_
2. C: Do you want this piece or that one (3 seconds) huh daddy \_\_\_\_\_
3. C: Stop it I want to put the red block here \_\_\_\_\_
4. C: Mommy, mommy, mommy \_\_\_\_\_
5. C: Can you hand me that block and (2 seconds) that one \_\_\_\_\_
- P: (spills Lincoln Logs)
6. C: Smart move, daddy \_\_\_\_\_
7. C: I hate the Lincoln Logs anyway \_\_\_\_\_
8. C: Will you wait a second \_\_\_\_\_
9. C: Dad (3 seconds) dad can I have that one (2 seconds) please \_\_\_\_\_
10. C: Now it's time to clean up the Lincoln Logs \_\_\_\_\_
- P: (draws a circle)
11. C: You drew me a circle (3 seconds) that's a weird looking circle \_\_\_\_\_
- P: It's an ellipse
12. C: Oh an ellipse \_\_\_\_\_
13. C: How do you spell ellipse (5 seconds) like this (*intonation rising*) \_\_\_\_\_
14. C: Show me \_\_\_\_\_
15. C: Thanks \_\_\_\_\_
- P: Thank you
16. C: You're welcome \_\_\_\_\_
17. C: Now can you hand me the red crayon and give me your paper \_\_\_\_\_
18. C: Please can you \_\_\_\_\_
19. C: You're no fun to play with \_\_\_\_\_
20. C: I'm just kidding, daddy \_\_\_\_\_

(#Right) \_\_\_\_\_ / 20 = \_\_\_\_\_ %

### Discriminating Touch

The following quiz is intended to help you distinguish between touch categories, Positive Touch (PTO) and Negative Touch (NTO). Before starting this quiz, read the sections of the DPICS coding manual on touch. Then, test your understanding of these categories by completing the following quiz. Some items should not be coded (mark "no code"). Verbalizations have been provided to aid in the interpretation of touch but should not be coded. The answers are on page 91.

1. C: (while attempting to hug father, bumps him in the nose) \_\_\_\_\_
2. C: (blows a kiss to the parent) \_\_\_\_\_
3. C: (hugs parent) \_\_\_\_\_
4. C: (patting father's leg; pat, pat, 3 second pause, pat, pat) \_\_\_\_\_
5. C: (makes threatening gesture without physical contact) \_\_\_\_\_
6. C: (pushes mother's hand away, causing her to knock over tower also) \_\_\_\_\_
7. C: (takes car out of parent's hand with right hand while brushing knee with left hand)\_\_\_\_\_
8. C: (crawls into father's lap and kisses him on the cheek)
9. C: (goes to give father high five; as father puts returns the five, child bops dad on the forehead)
10. C: (throws block at mother and misses)
11. C: (throws block at mother and hits her leg)
12. C: (puts arm around parent, after 20 seconds removes arm from parent)
13. P: Hand me a red block.  
C: (places red block on parent's hand)
14. C: (grabs parent's arm to keep them from tripping)
- 15: P: It's time to clean up.  
C: (pulls parent's arm toward the door) I want to leave (lets go of parent's arm)

(#Right)\_\_\_\_\_ /15 = \_\_\_\_\_%

### Discriminating Yell and Whine

The following quiz will help you distinguish between the child vocalization categories, Whine (WH) and Yell (YE). Read the description of these categories in the DPICS-III manual. Then, read each item below and determine the appropriate vocalization AND verbalization codes. Your answer should be in the form vocalization-verbalization (i.e., WH – PRO). Answers are on page 91.

1. C: (shouts) Thanks\_\_\_\_\_
2. C: (screams) Ah-ye-a-ah\_\_\_\_\_
3. C: (moans) That's not fair\_\_\_\_\_
4. C: (while pretending to blow up a cabin, shouts) Ka-bam\_\_\_\_\_
5. C: (whimpers very loudly) please go over to the table and leave me alone\_\_\_\_\_
6. C: (playing with blocks, unintelligible yell [3 seconds] unintelligible yell [1 second] then bellowing) These blocks are too big\_\_\_\_\_
7. C: (child laughs loudly and says) What a stupid thing to do\_\_\_\_\_
8. C: (unintelligible noise somewhere between a whine and a yell) \_\_\_\_\_
9. C: (pushes a Lincoln log house over the edge of the table crying out in a nasal-sounding voice) I don't like these blocks\_\_\_\_\_
10. C: (very loudly) Hey I need some gas in my car\_\_\_\_\_
11. C: (in a slurring, high-pitched voice) I want you to help me clean up\_\_\_\_\_
12. C: (in a medium to loud volume voice) Hey can I have that back now\_\_\_\_\_
13. C: (moans quietly to himself) I hate cleaning up\_\_\_\_\_
14. C: (gives mother a high-five while loudly screeching) Thanks mom\_\_\_\_\_
15. C: (shrieks) Ouch! \_\_\_\_\_

(#Right)\_\_\_\_\_/15 = \_\_\_\_%

### Transcript I

Answers are on page 92.

A mother dumps the blocks out of the block box and says, "I want to build a tower"

(1)\_\_\_\_\_ Susan says, "I want to build a tower too" (2)\_\_\_\_\_ Mother says, "Good"  
 (3)\_\_\_\_\_ and stacks three blocks (4)\_\_\_\_\_ Susan says (whimpering), "You're not  
 being fair (5)\_\_\_\_\_ You're taking all the pretty red blocks" (6)\_\_\_\_\_ Mother says,  
 "Stop whining (7)\_\_\_\_\_ All the blocks are pretty (8)\_\_\_\_\_ Use the blue blocks to  
 build your tower" (9)\_\_\_\_\_ Susan pouts and turns away (10)\_\_\_\_\_ Mother ignores  
 her and continues to build a red tower (11)\_\_\_\_\_ Then Susan strikes the red tower  
 and says sarcastically, "Whoops" (12)\_\_\_\_\_ Mother says, "You need to behave  
 (13)\_\_\_\_\_ Why are you acting like such a brat (14)\_\_\_\_\_ Pick up those blocks this  
 minute" (15)\_\_\_\_\_ Susan starts crying and picking up the blocks (16)\_\_\_\_\_  
 Susan continues crying for 21seconds, (17)\_\_\_\_\_ while continuing to pick up the  
 blocks and set them on the table When the blocks are all on the table, mother says,  
 "Thank you for picking up the blocks" (18)\_\_\_\_\_ Susan says, "You're welcome  
 (19)\_\_\_\_\_ Can I build with the blocks (20)\_\_\_\_\_ " Mother says, "Because you  
 asked me so politely, it's okay" (21)\_\_\_\_\_ Susan begins to build a red tower  
 (22)\_\_\_\_\_ Mother says, "Your tower is going to be very tall"(23)\_\_\_\_\_ Susan says,  
 "Yeah" (24)\_\_\_\_\_ Mother says, "Can I put some blocks on your tower" (25)\_\_\_\_\_  
 Susan says, "I want to build it myself (26)\_\_\_\_\_ You make a blue tower"(27)\_\_\_\_\_  
 Mother says, "That's a good idea for me to make a blue tower" (28)\_\_\_\_\_ Mother  
 builds a blue tower of four blocks and then puts on a yellow block Susan screeches  
 loudly, "That's not blue" (29)\_\_\_\_\_ Mother says, "There aren't any more blue blocks,  
 are there" (30)\_\_\_\_\_ Susan screeches loudly "I don't like the yellow blocks"  
 (31)\_\_\_\_\_ Mother says, "I wonder if I remembered to put money in  
 the parking meter" (32)\_\_\_\_\_ Susan responds, "I think you did" (33)\_\_\_\_\_ Susan  
 starts building a green tower Mother says, "That's pretty"(34)\_\_\_\_\_ Susan runs to  
 the toy box and brings back the Jack-in-the-box Mother says, "That's a Jack-in-the-box"  
 (35)\_\_\_\_\_ Susan says, "What's a Jack-in-the-box" (36)\_\_\_\_\_ Mother says, "Don't  
 you have one of those at school" (37)\_\_\_\_\_ Susan says nothing, (38)\_\_\_\_\_  
 starting to turn the handle (39)\_\_\_\_\_ Mother says, "it makes music" (40)\_\_\_\_\_  
 Susan continues to turn the handle and the box pops open

**Transcript I (continued)**

Susan laughs and her mother laugh Mother says, "Do you want to close it and do it again" (41)\_\_\_\_\_ Mother closes the box and says, "Turn the handle" (42)\_\_\_\_\_ Susan turns the handle and says, "It does make music (43)\_\_\_\_\_ Will it pop open" (44)\_\_\_\_\_ Mother says, "Yes if you keep turning it will pop open" (45)\_\_\_\_\_ Suddenly it pops open and Susan and mother laugh Mother says, "It's just about time for us to go home (46)\_\_\_\_\_ Will you put the toys away" (47)\_\_\_\_\_ Susan closes the Jack-in-the-box and starts turning the handle. Mother immediately (less than 5 seconds) says "Did you hear me" (48)\_\_\_\_\_ Susan continues to turn the handle (for 6 seconds) and the top pops open. Susan laughs; Mother frowns (49)\_\_\_\_\_ Susan starts talking in baby-talk, a high-pitched nasal tone, saying "I don't want to go home" (50)\_\_\_\_\_ Mother says, "Aren't you getting hungry" (51)\_\_\_\_\_ Susan says, "Can we go to McDonald's" (52)\_\_\_\_\_ Mother says, "That's a good idea (53)\_\_\_\_\_ Put the blocks in the box" (54)\_\_\_\_\_ Susan puts the blocks in the block box, and says "Can I get French fries" (55)\_\_\_\_\_ Mother says, "We'll see (56)\_\_\_\_\_ Will you close the Jack-in-the-box" (57)\_\_\_\_\_ Susan closes the Jack-in-the-box and starts turning the handle. Mother says, "Stop playing" (58) \_\_\_\_\_ Susan stops turning the handle and says, "I want French fries"(59) \_\_\_\_\_ Mother says, "I know you want French fries (60) \_\_\_\_\_ Put your coat on, okay" (61) \_\_\_\_\_ Susan puts her coat on to leave

### Transcript II

Answers are on page 93.

Dad and Tim pull cars out of the toy box and set them on a table Dad says, "They have lots of cars (1)\_\_\_\_\_ I found a green one" (2)\_\_\_\_\_ Tim says, "I found a green one too (3)\_\_\_\_\_ This one has a stripe on it" (4)\_\_\_\_\_ Dad says, "It looks like a racer huh (5)\_\_\_\_\_ I'll bet it drives really fast" (6)\_\_\_\_\_ Tim says just like Mario Andretti's car (7)\_\_\_\_\_ Tim races the car across the table (8)\_\_\_\_\_ Dad races a blue car behind Tim's car Tim says, "My car's faster (9)\_\_\_\_\_ I'm gonna use the red car too okay" (10)\_\_\_\_\_ Dad says, "That one with three wheels" (11)\_\_\_\_\_ Tim says, "Yeah (12)\_\_\_\_\_ it's cool" (13)\_\_\_\_\_ Dad says, "It's not a very good choice for a race car" (14)\_\_\_\_\_ Tim shouts, "It is too" (15)\_\_\_\_\_ Dad says, "Okay" (16)\_\_\_\_\_ Tim says, "Let's race" (17)\_\_\_\_\_ Dad says, "That's a good idea" (18)\_\_\_\_\_ Dad and Tim race the cars again Tim says, "See, stupid (19)\_\_\_\_\_ (rudely) I told you it was a good car" (20)\_\_\_\_\_ Dad grabs Tim's arm (21)\_\_\_\_\_ and says, "Don't call me a name again" (22)\_\_\_\_\_ Tim says, "Leave me alone" (23)\_\_\_\_\_ and kicks his father twice (in 1 second) (24)\_\_\_\_\_ Dad says, "Apologize now" (26)\_\_\_\_\_ Tim says, "No" (27)\_\_\_\_\_ Dad says, "Apologize Tim" (28)\_\_\_\_\_ . (6 second silence) "Tim" (29)\_\_\_\_\_ Tim says, "I'm sorry" (30)\_\_\_\_\_ Dad says, "Thank you for apologizing (31)\_\_\_\_\_ Children aren't supposed to call their parents names (32)\_\_\_\_\_ Do you understand" (33)\_\_\_\_\_ Tim says, "Can we play with the tinker toys" (34)\_\_\_\_\_ Dad says, "Do you understand" (35)\_\_\_\_\_ Tim says, "I understand (36)\_\_\_\_\_ I want to play with the tinker toys okay" (37)\_\_\_\_\_ Dad says, "I'm glad that you understand (38)\_\_\_\_\_ Tell me why you aren't supposed to call me names" (39)\_\_\_\_\_ Tim says, "You tell me" (40)\_\_\_\_\_ Dad says, "You have been very bad all day (41)\_\_\_\_\_ Will you settle down if we play with tinker toys" (42)\_\_\_\_\_ Tim says, "I want to build a bridge" (43)\_\_\_\_\_ Dad says, "Isn't a bridge pretty hard to build" (44)\_\_\_\_\_ Tim starts putting tinker toys together (45)\_\_\_\_\_ and says, "Hand me the red sticks over there" (46)\_\_\_\_\_ Dad hands Tim the red sticks and watches him build a bridge. When it's finished Dad laughs at it (47)\_\_\_\_\_ and says, "That's a pretty poor excuse for a bridge (48)\_\_\_\_\_ I wonder if it would fall down if a car went on it" (49)\_\_\_\_\_

**Transcript II (continued)**

Dad puts a purple car on the top of the bridge. Tim says, "It's a good bridge (50)\_\_\_\_\_ Other cars can go under it" (51)\_\_\_\_\_ Tim starts to run an orange car under the bridge Dad runs a black car behind Tim's car and says, "I'm catching up to you" (52)\_\_\_\_\_ Tim says, "You need to be careful (53)\_\_\_\_\_ drivers need to go the speed limit" (54)\_\_\_\_\_ Dad says, "Tim I'm happy that you know about the laws (55)\_\_\_\_\_ I'll have to be careful playing this game won't I" (56)\_\_\_\_\_ Tim says, "You have to be very careful" (57)\_\_\_\_\_ as he continues running his car out the other side of the bridge. Dad starts to follow Tim's car with the black car and accidentally knocks the bridge down (58)\_\_\_\_\_ Tim screams, "You are stupid (59)\_\_\_\_\_ The whole thing is ruined" (60)\_\_\_\_\_ Dad yells, "What did I tell you about name calling" (61)\_\_\_\_\_ Tim falls to the floor and begins crying (62)\_\_\_\_\_ The session ends with Tim pouting.

## **ANSWER KEYS**

## PARENT CATEGORIES

### Understanding Statements

1.	Neutral Talk (TA)	Guideline TA 1b
2.	Behavioral Description (BD)	Guideline BD 5
3.	Present	Guideline TA 4, BD 5
4.	Neutral Talk (TA)	Guideline TA 6b
5.	Neutral Talk (TA)	Guideline TA 7b
6.	Verbal	Guideline TA 8
7.	praise/criticism	Guideline TA 9, BD general definition
8.	Neutral Talk (TA)	Guideline TA 9c
9.	Behavioral Description (BD)	Guideline BD 7
10.	Neutral Talk (TA)	TA Decision Rule 2

### Discriminating Statements

1.	TA			Guideline TA 1b
2.	TA			Guideline TA 1c
3.	TA			Guideline TA 4
4.	BD			Guideline BD 7
5.	TA			Guideline TA 3
6.	TA			Guideline TA 4
7.	TA	BD		Guideline TA 1b, BD 3
8.	BD	TA		Guideline BD 3, TA 2
9.	BD			Guideline BD 1
10.	BD			Guideline BD 5
11.	BD	BD		Guideline BD 9b
12.	TA			Guideline TA 3
13.	TA			Guideline TA 1b
14.	BD	BD	TA	Guideline BD 1, 9b, TA 1b, 11a, 11b
15.	TA			Guideline TA 1b
16.	TA			Guideline TA 1d
17.	TA			Guideline TA 1a
18.	TA			Guideline TA 1a
19.	BD			Guideline BD 7
20.	TA	TA	TA	Guideline TA 11a

**Discriminating Questions I**

1.	IQ	Guideline IQ 1a, 2a
2.	DQ	Guideline DQ 2
3.	IQ	Guideline IQ 1a
4.	DQ	Guideline DQ 4a
5.	IQ	Guideline IQ 1a
6.	DQ	Guideline DQ 5
7.	DQ	Guideline DQ 3a
8.	DQ	Guideline DQ 2
9.	DQ	Guideline DQ 9
10.	IQ	Guideline IQ 1a
11.	IQ	Guideline IQ 1a, DQ 8
12.	DQ	Guideline DQ 3a
13.	DQ	Guideline DQ 1, 2a
14.	IQ	Guideline IQ 1a, 5, 6
15.	DQ	Guideline DQ 3a, 4a
16.	IQ	Guideline IQ 1a, 2a
17.	DQ	Guideline DQ 9
18.	DQ	Guideline DQ 3a, 4a
19.	DQ	Guideline DQ 3a, 4a
20.	IQ	Guideline IQ 1a, 2a

**Discriminating Questions II**

1.	DQ	Guideline DQ 3a, 4a
2.	IQ	Guideline IQ 1a, 2a
3.	DQ	Guideline DQ 2, 11
4.	IQ	Guideline IQ 1a, 2a
5.	DQ	Guideline DQ 3a, 4a
6.	DQ	Guideline DQ 2, 11
7.	DQ	Guideline DQ 3a, 4a
8.	IQ	Guideline IQ 1a, 2a
9.	IQ	Guideline IQ 1a, DQ 8
10.	DQ	Guideline DQ 6
11.	IQ	Guideline IQ 1a, 2a
12.	DQ	Guideline DQ 3a, 4a
13.	IQ	Guideline IQ 6
14.	IQ	Guideline IQ 1a, 2a
15.	DQ	Guideline DQ 3a, 4a
16.	DQ	Guideline DQ 3a, 4a
17.	IQ	Guideline IQ 1a, 2a
18.	IQ	Guideline IQ 1a, 5
19.	DQ	Guideline IQ 2
20.	DQ	Guideline DQ 3a, 4a
21.	IQ	Guideline IQ 1a, 2a
22.	DQ	Guideline DQ 9
23.	DQ	Guideline DQ 3a, 4a
24.	IQ	Guideline IQ 1a, 2a
25.	DQ	Guideline DQ 1

### Review Quiz I

- |     |    |    |    |                           |
|-----|----|----|----|---------------------------|
| 1.  | BD |    |    | Guideline BD 1, 3         |
| 2.  | IQ |    |    | Guideline IQ 1a, 2a       |
| 3.  | DQ |    |    | Guideline DQ 1            |
| 4.  | DQ |    |    | Guideline DQ 2, 11        |
| 5.  | TA |    |    | Guideline TA 1b           |
| 6.  | BD | BD |    | Guideline BD 7, 9a        |
| 7.  | IQ |    |    | Guideline IQ 1a, 2a       |
| 8.  | TA |    |    | Guideline TA 1a           |
| 9.  | TA |    |    | Guideline TA 1c           |
| 10. | TA |    |    | Guideline TA 1b           |
| 11. | BD |    |    | Guideline BD 1, 5         |
| 12. | DQ |    |    | Guideline DQ 3a, 4a       |
| 13. | IQ |    |    | Guideline IQ 1a, 2a       |
| 14. | DQ |    |    | Guideline DQ 9            |
| 15. | TA |    |    | Guideline TA 1a           |
| 16. | BD | TA | TA | Guideline BD 1, 3, TA 1b  |
| 17. | IQ | DQ |    | Guideline IQ 1a, 2a, DQ 1 |
| 18. | DQ |    |    | Guideline DQ 9            |
| 19. | IQ |    |    | Guideline IQ 1a, 2a       |
| 20. | BD |    |    | Guideline BD 1, 3         |

### Understanding Praises (UP and LP)

- |     |    |   |                 |
|-----|----|---|-----------------|
| 1.  | a. | That's a beautiful block house you're building                      | Guideline LP 5b |
|     | b. | Your building is beautiful  | Guideline LP 5b |
| 2.  | a. | You're a good boy for sitting quietly                               | Guideline LP 7  |
|     | b. | I like it when you sit quietly and wait                             | Guideline LP 4  |
| 3.  | a. | Your coloring is very nice  | Guideline LP 5a |
|     | b. | That red barn looks very nice                                       | Guideline LP 5b |
| 4.  | a. | Thank you for handing me those blocks                               | Guideline LP 4  |
|     | b. | Good boy for helping me build                                       | Guideline LP 8  |
| 5.  | a. | Good spelling   | Guideline LP 5a |
|     | b. | Good job of spelling  | Guideline LP 5c |
| 6.  | a. | What a sweetheart for helping me with this box                      | Guideline LP 3  |
|     | b. | Thank you for helping me get that box down                          | Guideline LP 4  |
| 7.  | a. | You're so polite for saying 'Thank you'                             | Guideline LP 5a |
|     | b. | That was polite of you to say 'Thank you' when I gave you the truck | Guideline LP 5a |
| 8.  | a. | That was very sweet of you to pick up my earring                    | Guideline LP 6a |
|     | b. | You're so sweet to pick that up for me                              | Guideline LP 5a |
| 9.  | a. | That's a terrific picture, isn't it                                 | Guideline LP 11 |
|     | b. | Didn't that picture turn out terrific                               | Guideline LP 11 |
| 10. | a. | What an angel you are for writing a nice card to me                 | Guideline LP 3  |
|     | b. | You're an angel for making this for me                              | Guideline LP 3  |

**Discriminating Praises I (UP vs. LP)**

1.	UP			Guideline UP 2a, 3
2.	UP			Guideline UP 2a
3.	LP			Guideline LP 4
4.	LP			Guideline LP 2a
5.	UP			Guideline UP 2a
6.	LP			Guideline LP 4
7.	UP			Guideline UP 2a
8.	BD	UP		Guideline BD 9,UP 2a
9.	UP			Guideline UP 2a
10.	UP			Guideline UP 4
11.	UP			Guideline UP 1
12.	LP			Guideline LP 5c
13.	BD			Guideline BD 3
14.	UP			Guideline UP 2a
15.	UP			Guideline UP 2a
16.	UP			Guideline UP 4
17.	LP			Guideline LP 1, 2a
18.	LP			Guideline LP 1, 2a
19.	UP	LP	UP	Guideline UP 2a, 9, LP 2a, 5a
20.	UP			Guideline UP 2a
21.	BD			Guideline BD 5
22.	UP	BD		Guideline UP 2a, 9, BD 2, 3

**Discriminating Praises II (UP vs. LP)**

1.	UP			Guideline UP 1, 3	
2.	UP	BD		Guideline UP 1, 9, BD 3	
3.	LP			Guideline LP 1, 6	
4.	UP	TA		Guideline UP 3, 9, TA 1b	
5.	BD	UP		Guideline BD 5, UP 3	
6.	UP			Guideline UP 2a	
7.	BD	LP		Guideline BD 5, LP 4, 5a	
8.	UP	LP		Guideline UP 3, LP 4, 5a	
9.	TA	LP		Guideline TA 14, LP 2a, 6	
10.	UP	UP	LP	UP	Guideline UP 1, 9, LP 2a

**Discriminating Praises III (UP vs. LP)**

1.	LP		Guideline LP 5a
2.	UP		Guideline UP 4
3.	BD		Guideline BD 1, 5
4.	LP		Guideline LP 2a
5.	UP		Guideline UP 2a
6.	TA		Guideline TA 1b, 4, LP 2b
7.	LP		Guideline LP 4, 5a
8.	UP		Guideline UP 4
9.	TA		Guideline TA 4, BD 3
10.	UP		Guideline UP 2a
11.	LP		Guideline LP 2a, 5a, 6
12.	LP		Guideline LP 2a, 5a, 6
13.	BD		Guideline BD 3
14.	TA		Guideline TA 1b, 9c
15.	TA		Guideline TA 1a, 9c
16.	UP		Guideline UP 2a
17.	UP		Guideline UP 3
18.	LP		Guideline LP 5c
19.	UP	BD	Guideline UP 3, BD 1, 5
20.	LP		Guideline LP 2a
21.	BD		Guideline BD 3, LP 2b
22.	BD		Guideline BD 3, LP 2b
23.	TA		Guideline TA 1b, 9c, LP 2b
24.	TA		Guideline TA 1b, LP 2b
25.	LP		Guideline LP 5b

**Discriminating Praises IV (UP vs. LP)**

1.	UP		Guideline UP 1, 2a
2.	UP	UP	Guideline UP 3, 4
3.	LP		Guideline LP 4, 5a
4.	UP	BD	Guideline UP 3, BD 5
5.	UP		Guideline UP 12
6.	BD	UP	Guideline BD 3, UP 2a
7.	UP	BD	Guideline UP 6, BD 5
8.	LP		Guideline LP 2a
9.	TA		Guideline TA 1b, LP 2b
10.	LP	UP	Guideline LP 1, 4, 7, BD 2a
11.	UP		Guideline UP 2a
12.	UP	UP	Guideline UP 1, 2a, 12
13.	LP		Guideline LP 4, 5a
14.	UP		Guideline UP 3
15.	LP		Guideline LP 5a
16.	BD		Guideline BD 3
17.	LP	LP	Guideline LP 9
18.	UP		Guideline UP 13
19.	LP		Guideline LP 4, 5a
20.	TA		Guideline TA 1c

**Discriminating Unlabeled Praise and Neutral Talk**

1.	TA		Guideline TA 14
2.	UP		Guideline UP 1
3.	UP		Guideline UP 1
4.	TA		Guideline TA 14
5.	UP		Guideline UP 4
6.	TA		Guideline TA 14
7.	UP		Guideline UP 1
8.	TA	UP	Guideline TA 9c, TA 1
9.	UP		Guideline UP 2a
10.	UP		Guideline UP 4
11.	UP	LP	Guideline UP 4, LP 5a
12.	TA		Guideline TA 16
13.	TA		Guideline TA 15
14.	UP		Guideline UP 2a
15.	TA		Guideline TA 17
16.	UP		Guideline UP 2a
17.	UP		Guideline UP 2a
18.	UP		Guideline UP 12
19.	TA		Guideline TA 2
20.	UP	UP	Guideline UP 6,16

**Review Quiz II**

1.	DQ				Guideline DQ 3a,4
2.	LP				Guideline LP 5b
3.	UP				Guideline UP 4
4.	BD				Guideline BD 3
5.	LP				Guideline LP 4
6.	TA				Guideline TA 1b,2
7.	TA				Guideline TA 2
8.	TA				Guideline TA 1a
9.	LP	UP	UP		Guideline LP 5b, UP 2a,3
10.	BD				Guideline BD 3
11.	UP	UP	BD	LP	Guideline UP 1,2a BD 3, LP 4
12.	DQ				Guideline DQ 1
13.	BD	UP	UP	TA	Guideline BD 3,8 ; UP 2a,1,7 ; TA 1d
14.	IQ				Guideline IQ 1a,2a
15.	UP	TA			Guideline UP 1; TA 1b
16.	BD				Guideline BD3,8
17.	UP	LP	TA		Guideline UP 1,2a; LP 5c; TA 1b
18.	DQ				Guideline DQ 1
19.	BD				Guideline BD 3,5 8
20.	LP	UP	BD	UP	Guideline LP 4, UP 2a, BD 3

**Discriminating Behavioral Descriptions, Reflections, and Neutral Talk I**

- |     |    |    |                           |
|-----|----|----|---------------------------|
| 1.  | RF |    | Guideline 2               |
| 2.  | UP | RF | Guideline UP 1,9; RF 2,8  |
| 3.  | TA | RF | Guideline TA 14; RF 2,8   |
| 4.  | RF |    | Guideline RF 3a           |
| 5.  | TA | TA | Guideline TA 1b; RF 3b    |
| 6.  | RF |    | Guideline RF 4            |
| 7.  | RF |    | Guideline RF 2            |
| 8.  | TA |    | Guideline RF 2; TA 1d     |
| 9.  | RF |    | Guideline RF 4            |
| 10. | RF |    | Guideline RF 4            |
| 11. | RF | BD | Guideline RF 10; BD 1,3a  |
| 12. | LP |    | Guideline LP 5b           |
| 13. | TA |    | Guideline TA 1a; RF 3a    |
| 14. | RF |    | Guideline RF 3a,4         |
| 15. | TA |    | Guideline TA 1b,21; RF 3b |

**Discriminating Behavioral Descriptions, Reflections, and Talk II**

- |     |     |    |    |   |
|-----|-----|----|----|---|
| 1.  | RF  |    |    | Guideline RF 2,4                                |
| 2.  | BD  |    |    | Guideline BD 5                                  |
| 3.  | TA  | RF |    | Guideline TA 4,15; RF 2                         |
| 4.  | RF  |    |    | Guideline RF 3a,5                               |
| 5.  | RF  |    |    | Guideline RF 5; Two-Second Rule; Priority Order |
| 6.  | TA  |    |    | Guideline TA 1b; RF 15                          |
| 7.  | RF  | TA | BD | Guideline RF 2, 10; TA 1b; BD 3                 |
| 8.  | RF  |    |    | Guideline RF 5                                  |
| 9.  | NTA |    |    | Guideline NTA 4; RF 19                          |
| 10. | RF  |    |    | Guideline RF 4                                  |
| 11. | RF  |    |    | Priority Order, Table 15                        |
| 12. | RF  |    |    | Guideline RF 13a,8                              |
| 13. | TA  | TA |    | Guideline TA 5; RF 15                           |
| 14. | TA  |    |    | Guideline TA 1d; RF 3a,3b                       |

**Discriminating Behavioral Descriptions, Reflections, and Talk III**

- |     |    |    |  |
|-----|----|----|--|
| 1.  | BD |    | Guideline BD 1,3                         |
| 2.  | TA | RF | Guideline Basic Coding Rule Yes/No; RF 2 |
| 3.  | BD |    | Guideline BD 1,3                         |
| 4.  | TA |    | Guideline TA 1a                          |
| 5.  | TA |    | Guideline TA 1b                          |
| 6.  | RF |    | Guideline RF 2,3a                        |
| 7.  | RF | TA | Guideline RF 1; TA 1b                    |
| 8.  | TA |    | Guideline TA 2; RF 3b                    |
| 9.  | BD |    | Guideline BD 1                           |
| 10. | RF |    | Guideline RF 3,11                        |
| 11. | TA |    | Guideline TA 1c; RF 5                    |
| 12. | TA | TA | Guideline TA 6b,1b; RF 15                |
| 13. | RF |    | Guideline RF 5                           |
| 14. | TA | BD | Guideline TA 5c, RF 5, BD 1,3            |
| 15. | TA |    | Guideline TA 1b, RF 3b                   |
| 16. | RF |    | Guideline RF 4                           |
| 17. | TA | BD | Guideline TA 1d; BD 3,1                  |
| 18. | TA |    | Guideline TA 1b; UP 2b                   |
| 19. | TA |    | Guideline TA 14; RF 17                   |
| 20. | RF |    | Guideline RF 2,4                         |

**Review Quiz III**

- |     |    |    |                                 |
|-----|----|----|---------------------------------|
| 1.  | RF | TA | Guideline RF 2,10; TA 1b        |
| 2.  | TA | RF | Guideline TA 9a; RF 2,8         |
| 3.  | UP | RF | Guideline UP 2a; RF 3a,8        |
| 4.  | RF |    | Guideline RF 4                  |
| 5.  | IQ |    | Guideline IQ 1; RF 14           |
| 6.  | UP |    | Guideline UP 2a                 |
| 7.  | RF |    | Guideline RF 5                  |
| 8.  | RF |    | Guideline RF 5                  |
| 9.  | RF |    | Guideline RF 1                  |
| 10. | TA |    | Guideline TA 1b; RF 2           |
| 11. | DQ |    | Guideline DQ 1,3                |
| 12. | TA |    | Guideline TA 1b                 |
| 13. | RF | BD | Guideline RF 2,3a,10; BD 1      |
| 14. | UP |    | Guideline UP 3                  |
| 15. | TA |    | Guideline TA 1c; RF 5           |
| 16. | BD |    | Guideline BD 7                  |
| 17. | TA | UP | Guideline TA 9a, UP 2a,10; RF 6 |
| 18. | UP | LP | Guideline UP 2a,10; RF 6; LP 1  |
| 19. | RF |    | Guideline RF 5                  |
| 20. | TA |    | Guideline TA 1d                 |

### Understanding Commands

1.	Give me the blue crayon	Guideline DC 1
2.	Sit next to me	Guideline DC 1
3.	Put the trucks in the garage	Guideline DC 4
4.	Pay attention when I'm talking	Guideline DC 6
5.	Johnny, bring me the doll	Guideline DC 1
6.	Hand me the toy soldier	Guideline DC 6
7.	Make something with the tinker toys	Guideline DC 1
8.	Sit still	Guideline DC 6
9.	Please sit down quietly	Guideline DC 1
10.	Draw me a house	Guideline DC 6
11.	Get off the table now	Guideline DC 6
12.	Pick up the crayons please	Guideline DC 1, 4
13.	Put on a black piece now	Guideline DC 4
14.	Pass mommy that pen	Guideline DC 1
15.	Please share the blocks with me	Guideline DC 1
16.	Please pass me the hammer	Guideline DC 1

### Discriminating Commands I IC vs. DC

1.	DC		Guideline DC 3
2.	IC		Guideline IC 1
3.	IC	IC	Guideline IC 3
4.	DC	DC	Guideline DC 3
5.	DC		Guideline DC 3
6.	IC		Guideline IC 2
7.	DC	DC	Guideline DC3
8.	DC		Guideline DC 11
9.	IC		Guideline IC 6
10.	DC		Guideline DC 12
11.	IC		Guideline IC 1,2
12.	DC		Guideline DC 3
13.	DC	DC	Guideline DC 3; Basic Coding Rules 2-secs
14.	DC		Guideline DC 3
15.	IC		Guideline IC 3
16.	DC		Guideline DC 6
17.	DC		Guideline DC 3
18.	DC		Guideline DC 3
19.	IC		Guideline IC 1,2
20.	IC	IC	Guideline IC 19

**Discriminating Commands II IC vs. DC**

1.	DC		Guideline DC 3
2.	IC		Guideline IC 1
3.	IC		Guideline IC 20a
4.	DC		Guideline DC 3
5.	IC		Guideline IC 11
6.	DC		Guideline DC 3,6
7.	IC/NOC	DC	Guideline IC 15; DC 3
8.	DQ		Guideline DQ 4 IC 2
9.	IC		Guideline IC 6
10.	IC	IC	Guideline IC 2,15
11.	IC		Guideline IC 12
12.	IC		Guideline IC 11
13.	DC		Guideline DC 3
14.	DC		Guideline DC 3
15.	DQ		Guideline DQ 1,4a
16.	DC		Guideline DC 3,6
17.	IC		Guideline IC 6
18.	DC		Guideline DC 13
19.	DC		Guideline DC 11
20.	DC		Guideline DC 3

**Discriminating Indirect Commands and Questions**

1.	IQ		Guideline IQ 1
2.	IC		Guideline IC 12
3.	IQ		Guideline IQ 1
4.	IC		Guideline IC 2,10
5.	IC		Guideline IC 1
6.	IQ		Guideline IQ 1
7.	IC		Guideline IC 12
8.	IC		Guideline IC 2,10
9.	DQ		Guideline DQ 2,3a,9
10.	IC		Guideline IC 6
11.	IQ		Guideline IQ 1a,2a
12.	IC		Guideline IC 2,15
13.	IC		Guideline IC 2
14.	DQ		Guideline DQ 3a
15.	IC	NOC	Guideline IC 2,3 NOC 4
16.	IC	DQ	Guideline IC 10; Basic Coding Rule 2 secs; DQ 3a
17.	DQ		Guideline DQ 9
18.	IC		Guideline IC 6,12
19.	DQ		Guideline DQ 3a
20.	IC		Guideline IC 10

**Review Quiz IV**

- |     |    |    |                        |
|-----|----|----|------------------------|
| 1.  | DQ |    | Guideline DQ 3a        |
| 2.  | DC |    | Guideline DC 3         |
| 3.  | IC |    | Guideline IC 11        |
| 4.  | DC |    | Guideline DC 1         |
| 5.  | TA |    | Guideline TA 7a; IC 4  |
| 6.  | DC |    | Guideline DC 3         |
| 7.  | DC |    | Guideline DC 3         |
| 8.  | TA |    | Guideline TA 1d; DC 5  |
| 9.  | BD |    | Guideline BD 5         |
| 10. | IQ |    | Guideline IQ 1         |
| 11. | DC |    | Guideline DC 3         |
| 12. | TA |    | Guideline TA 1b        |
| 13. | TA |    | Guideline TA 3         |
| 14. | IQ |    | Guideline IQ 1         |
| 15. | DQ | DQ | Guideline DQ 3a,9,11   |
| 16. | TA | TA | Guideline TA 1b; IC 4  |
| 17. | DQ |    | Guideline DQ 1         |
| 18. | IC |    | Guideline IC 2         |
| 19. | IQ |    | Guideline IQ 1         |
| 20. | IC |    | Guideline IC 12        |
| 21. | IC |    | Guideline IC 10        |
| 22. | TA | IC | Guideline TA 1c; IC 8b |
| 23. | TA |    | Guideline TA 1b        |
| 24. | DQ |    | Guideline DQ 3a        |
| 25. | IC |    | Guideline IC 1         |

**Discriminating Negative Talk and Direct Commands NTA vs. DC**

- |     |     |    |                    |
|-----|-----|----|--------------------|
| 1.  | NTA |    | Guideline NTA 10   |
| 2.  | DC  |    | Guideline DC 3     |
| 3.  | DC  | DC | Guideline DC 3     |
| 4.  | NTA |    | Guideline NTA 5    |
| 5.  | DC  |    | Guideline DC 3     |
| 6.  | NTA |    | Guideline NTA 4    |
| 7.  | NTA |    | Guideline NTA 5,10 |
| 8.  | NTA |    | Guideline NTA 10   |
| 9.  | DC  |    | Guideline DC 3     |
| 10. | NTA |    | Guideline NTA 5,10 |
| 11. | DC  |    | Guideline DC 3     |
| 12. | DC  |    | Guideline DC 3     |
| 13. | NTA |    | Guideline NTA 12   |
| 14. | NTA |    | Guideline NTA 1    |
| 15. | NTA |    | Guideline NTA 5,10 |
| 16. | NTA |    | Guideline NTA 4    |
| 17. | NTA |    | Guideline NTA 4    |
| 18. | NTA |    | Guideline NTA 20   |
| 19. | DC  |    | Guideline DC 3     |
| 20. | NTA |    | Guideline NTA 5    |

### Discriminating Negative Talk I

1.	BD	Guideline BD 3,5
2.	DQ	Guideline DQ 2
3.	NTA	Guideline NTA 20
4.	TA	Guideline TA 1b
5.	NTA	Guideline NTA 5,11
6.	DQ	Guideline DQ 2
7.	BD	Guideline BD 3,5
8.	NTA	Guideline NTA 21
9.	NTA	Guideline NTA 2
10.	DQ	Guideline DQ 3a
11.	NTA TA	Guideline NTA 3; TA 1b
12.	TA	Guideline TA 1c
13.	NTA	Guideline NTA 2
14.	DQ	Guideline DQ 1; RF 18
15.	NTA	Guideline NTA 4,20
16.	TA	Guideline TA 1b
17.	IQ	Guideline IQ 2; RF14
18.	NTA	Guideline NTA 18a,21
19.	TA	Guideline TA 1c
20.	DQ	Guideline DQ 2
21.	TA	Guideline TA 1b
22.	LP	Guideline LP 4
23.	NTA	Guideline NTA 1
24.	TA	Guideline TA 1b
25.	NTA	Guideline NTA 2,20
26.	BD	Guideline BD 3,5
27.	TA	Guideline TA 1c
28.	NTA	Guideline NTA 1
29.	DQ	Guideline DQ 3a
30.	NTA	Guideline NTA 4,21

## Discriminating Negative Talk II

1.	NTA		Guideline NTA 10
2.	TA		Guideline NTA 9
3.	TA		Guideline TA 1b, 9c
4.	TA		Guideline TA 1b,9c
5.	NTA		Guideline NTA 1
6.	TA		Guideline TA 9c
7.	TA		Guideline TA 1c
8.	TA		Guideline TA 1d
9.	NTA	TA	Guideline NTA 5,6b; TA 1d
10.	NTA		Guideline NTA 1
11.	NTA		Guideline NTA 1
12.	TA		Guideline TA 1a; RF 3a
13.	RF		Guideline RF 2
14.	NTA	TA	Guideline NTA 6a; TA 1b
15.	TA		Guideline TA 7a
16.	NTA		Guideline NTA 1
17.	TA	TA	Guideline TA 1a,20a; NTA 9
18.	TA	TA	Guideline TA 6b,1b
19.	NTA		Guideline NTA 7
20.	TA		Guideline TA 20b; NTA 6c

## Review Quiz V

1.	TA			Guideline TA 1b
2.	TA			Guideline TA 1b
3.	DC			Guideline DC 3
4.	DC			Guideline DC 3
5.	NTA			Guideline NTA 1
6.	NTA	IC	IC	Guideline NTA 9; IC 9,17,19
7.	TA			Guideline TA 1c
8.	IQ			Guideline IQ 1a
9.	IC			Guideline IC 6
10.	DC			Guideline DC 9
11.	LP	BD		Guideline LP 1,5a; BD 3
12.	TA			Guideline TA 1b; LP 16
13.	TA			Guideline TA 20a
14.	DQ			Guideline DQ 2 IC 4
15.	IC			Guideline IC 6
16.	DC			Guideline DC 3,9
17.	DQ			Guideline DQ 3a
18.	NTA			Guideline NTA 24; TA 20c
19.	TA	DC		Guideline 4, 4
20.	DC	IC		Guideline DC 3IC, 6
21.	IC			Guideline IC 12
22.	UP			Guideline UP 1,3
23.	LP			Guideline LP 1,5a
24.	TA	TA		Guideline 4, 1b
25.	IC			Guideline IC 6
26.	RF			Guideline RF 5
27.	IQ			Guideline IQ 1a
28.	DC	DC		Guideline DC 5,6
29.	NTA			Guideline NTA 20
30.	NTA	IC		Guideline NTA 10; IC 15
31.	TA			Guideline TA 1a
32.	IC			Guideline IC 6
33.	TA	TA	IC	Guideline TA 1a,20a; IC 6
34.	UP			Guideline UP 1
35.	IC			Guideline IC 12
36.	TA			Guideline TA 14
37.	LP			Guideline LP 1,5a
38.	UP			Guideline UP 1,3
39.	IQ			Guideline IQ 1a
40.	BD			Guideline BD 3
41.	TA			Guideline TA 1b
42.	IC			Guideline IC 1
43.	IC			Guideline IC 15
44.	DC			Guideline DC 3
45.	LP	UP		Guideline LP 4; UP 2,9
46.	BD			Guideline BD 3
47.	LP	UP		Guideline LP 4; UP 2,9
48.	LP			Guideline LP 5a,11
49.	RF	TA		Guideline RF 2,10; TA 1c
50.	DQ			Guideline DQ 3a

### Discriminating Touch

1.	PTO			Guideline PTO 1
2.	NTO	NTO		Guideline NTO 4, 3
3.	PTO			Guideline PTO 2,1
4.	PTO			Guideline PTO 3
5.	PTO			Guideline PTO 5
6.	PTO			Guideline PTO 1
7.	NTO			Guideline NTO 3
8.	NTO	NTA		Guideline NTO 8, 1
9.	UP	DC/CO	PTO	Guideline UP 3; DC 3; PTO 3,5,10
10.	PTO			Guideline PTO 2
11.	NTO			Guideline NTO 2
12.	NTO	DC/CO		Guideline NTO 3,8; DC 3
13.	PTO			Guideline PTO 6
14.	NTO			Guideline NTO 5
15.	PTO			Guideline PTO 4

## CHILD CATEGORIES

### Discriminating Compliance to Commands I

1.	DC/NOC	DC/CO		Guideline Gen CO 2, CO 1, DC 2
2.	IC/NC			Guideline IC 2; NC 4
3.	TA			Guideline TA 1b
4.	DC/CO			Guideline DC 2; CO 2
5.	DC/CO	DC/CO		Guideline DC 2; CO 5
6.	IC/NC			Guideline IC 2; NC 5,2
7.	DC/NOC	DC/NOC		Guideline DC 2; Gen CO 2
8.	DC/NOC			Guideline DC 2
9.	DC/CO			Guideline DC 2; CO 1
10.	IC/NOC			Guideline IC 2; NOC 4
11.	IC/NC			Guideline IC 1; NC 4
12.	DC/CO			Guideline DC 2; CO 2
13.	DC/NOC			Guideline DC 2; NOC 4
14.	DC/NOC			Guideline DC 2, Gen CO 4
15.	DC/CO			Guideline DC 2; CO 1
16.	IC/CO			Guideline IC 1; CO 1
17.	DC/CO			Guideline DC 2; CO 4
18.	DC/NOC	DC/NOC		Guideline DC 2; NOC 4
19.	IC/NOC			Guideline IC 1; Gen CO 5
20.	NTA			Guideline NTA; 20
21.	IQ			Guideline IQ 2a

**Discriminating Compliance to Commands II**

1.	IC/CO		Guideline IC 1, CO 2
2.	TA		Guideline TA 1b
3.	DC/CO	DC/NOC	Guideline DC 2, CO 2 ,Gen CO 3b
4.	TA		Guideline TA 1a
5.	DC/NC		Guideline DC 2, NC 3
6.	TA	TA	Guideline TA 1d,1a
7.	IC/CO	QU	Guideline IC 6, CO 1, DQ 3a
8.	DC/NC		Guideline DC 2, NC 1
9.	DC/NOC		Guideline DC 2, Gen CO 2
10.	DC/NC		Guideline DC 2, NC 1
11.	IC/NOC		Guideline IC 15
12.	IC/CO		Guideline IC 2; CO 1
13.	IC/NOC		Guideline IC 15

**Discriminating Answers to Questions I**

1.	AN	PRO			Guideline AN 1, PRO 2e, 29
2.	NOA	PRO			Guideline NOA 2b, PRO 3
3.	AN	PRO			Guideline AN 1; PRO 2e
4.	NA	PT			Guideline NA 2; PT 5 (If Coding Complimental)
5.	AN	PRO			Guideline AN 2c; PRO 2c, 29
6.	AN				Guideline AN 4
7.	AN	PRO			Guideline AN 3.; PRO 2b, 29
8.	NA	NTA			Guideline NA 2; NTA 22
9.	AN	PRO			Guideline AN 1; PRO2b, 29
10.	AN	QU			Guideline AN 1; QU 1
11.	AN				Guideline AN 4
12.	NOA	AN	PRO		Guideline NOA 3, AN 3, PRO 2b, 29
13.	NOA	NOA			Guideline NOA 2b
14.	AN	PRO			Guideline AN 1, PRO 2e, 29
15.	NA	NTA			Guideline NA 2; NTA 2
16.	NA				Guideline 1
17.	NOA	NOA	AN	PRO	Guideline NOA 3a; AN 6; PRO 2e, 29
18.	AN				Guideline AN 4
19.	AN	NTA			Guideline AN 1; NTA 1
20.	AN	PRO	PRO	PRO	Guideline AN 1, PRO 29,

**Discriminating Answers to Questions II**

1.	NA	NTA		Guideline NA 2, NTA 1
2.	AN	PRO		Guideline AN 2; PRO 2c,29
3.	NOA			Guideline NOA 1
4.	NA	NTA		Guideline NA 2, NTA 22
5.	PRO	PRO		Guideline PRO 2b, 19a
6.	AN			Guideline AN 4
7.	NA	NTA		Guideline NA 2, NTA 21
8.	NA	PRO	PRO	Guideline NA 2, PRO 2b
9.	AN	PRO		Guideline AN 1, PRO 2b
10.	AN	PRO		Guideline AN 1, PRO 4
11.	AN	QU		Guideline AN 1, QU 1
12.	NOA	PRO		Guideline NOA 2b, PRO 2c, 29
13.	AN			Guideline AN 4
14.	No code	PRO	PRO	Guideline PRO 2b, 19a
15.	AN	PRO		Guideline AN 1; PRO 2c, 29

**Review Quiz VI**

1.	IC/CO			Guideline IC 2; CO 4
2.	DC/CO	DC/CO		Guideline DC 1; CO 1
3.	IQ/NA			Guideline IQ 1a; Gen An 2
4.	DQ	No code		Guideline DQ 3a; Gen Def for Resp to Ques
5.	DC/NC			Guideline DC 3; NC 2
6.	DC/NOC	TA		Guideline DC 3; NOC 4; TA 1b
7.	UP	LP		Guideline UP 1; LP 4
8.	IQ/AN			Guideline IQ 1a; AN 1 ;Gen An 3
9.	DC/NOC			Guideline DC 3;NOC1/1b, 3
10.	DQ	TA	DC/NOC	Guideline 1, 2a, 5/3
11.	IQ/NOA			Guideline IQ 1a; Gen An 9
12.	DC/CO			Guideline DC 3 ;CO 1
13.	LP			Guideline LP 4
14.	TA	RF		Guideline Basic Coding Rule Yes & No; RF 2
15.	DC/NOC	IC/NOC		Guideline DC 3; NOC 4; IC 9; NOC 1 ½
16.	NTA	IQ/AN		Guideline NTA 8; IQ 1a; AN 1
17.	TA			Guideline TA 1a
18.	UP	BD		Guideline UP 1; BD 3
19.	DC/CO	NTA		Guideline DC 3; NTA 1; CO 4
20.	DQ	No code		Guideline DQ 3a; Gen Def for Resp to Ques

**Discriminating Questions and Commands**

1.	CM		Guideline 25
2.	QU		Guideline 5
3.	CM	CM	Guideline CM 4, 1 Basic Coding Rule 2-secs
4.	QU		Guideline QU 1
5.	CM		Guideline CM 1
6.	CM		Guideline CM 1
7.	QU		Guideline QU 4
8.	CM		Guideline CM 25
9.	QU		Guideline QU 5
10.	CM		Guideline CM 5
11.	QU		Guideline QU 4
12.	CM		Guideline CM 27
13.	CM	CM	Guideline CM 1,12
14.	CM		Guideline CM 5
15.	QU		Guideline QU 5
16.	CM		Guideline CM 2
17.	QU	CM	Guideline QU 5 Basic Coding Rule 2-secs CM 1
18.	QU		Guideline QU 2
19.	CM		Guideline CM 1
20.	CM		Guideline CM 5

**Discriminating Negative Talk and Commands**

1.	NTA		Guideline NTA 2
2.	CM		Guideline CM 2
3.	NTA		Guideline NTA 6
4.	CM		Guideline CM 1
5.	NTA		Guideline NTA 22
6.	NTA		Guideline NTA 19a
7.	CM		Guideline CM 2
8.	CM		Guideline CM 2
9.	NTA		Guideline NTA 21
10.	NTA	CM	Guideline NTA 10, CM 2
11.	CM	NTA	Guideline CM 7; NTA 7,4
12.	CM		Guideline CM 1
13.	CM	NTA	Guideline CM 1; NTA 10
14.	NTA		Guideline NTA 17b
15.	NTA		Guideline NTA 1
16.	NTA		Guideline NTA 25
17.	CM		Guideline CM 5
18.	NTA	CM	Guideline NTA 17b; CM 1
19.	NTA		Guideline NTA 17c
20.	NTA		Guideline NTA 19c

**Discriminating Prosocial Talk**

1.	PRO		Guideline PRO 2a
2.	PRO		Guideline PRO 9a,12
3.	NTA		Guideline NTA 1; PRO 17
4.	PRO		Guideline PRO 2d
5.	CM		Guideline CM 6
6.	PRO		Guideline PRO 2c
7.	QU		Guideline QU 2
8.	PRO	QU	Guideline PRO 2c; QU 4
9.	PRO	PRO	Guideline PRO 2b
10.	PRO		Guideline PRO 6
11.	NTA		Guideline NTA 21
12.	PRO		Guideline PRO 23
13.	CM		Guideline CM 24; PRO 23
14.	NTA	PRO	Guideline NTA 26; PRO 2a
15.	PRO		Guideline PRO 30a
16.	PRO	NTA	Guideline PRO 31; NTA 1
17.	PRO		Guideline PRO 2c
18.	PRO		Guideline PRO 19a
19.	QU		Guideline QU 1
20.	PRO		Guideline PRO 2e

**Review Quiz VII**

1.	PRO	CM		Guideline PRO 2c; CM 25
2.	QU	QU		Guideline QU 5,7
3.	NTA	PRO		Guideline NTA 11; PRO 2c
4.	CM			Guideline CM 26
5.	CM	PRO		Guideline CM 25; Basic Coding Rule 2-sec; PRO 3
6.	NTA			Guideline NTA 21
7.	PRO			Guideline PRO 2c
8.	CM			Guideline CM 26
9.	CM	PRO	CM	Guideline CM 273, 2, 2
10.	PRO			Guideline PRO 1e; CM 4
11.	PRO	NTA		Guideline PRO 1d; NTA 1
12.	PRO			Guideline PRO 31
13.	QU	QU		Guideline QU 4,1
14.	CM			Guideline CM 2,3
15.	PRO			Guideline PRO 5
16.	PRO			Guideline PRO 6
17.	CM	CM		Guideline CM 25,12
18.	CM			Guideline CM 25
19.	NTA			Guideline NTA 1
20.	PRO			Guideline PRO 2a

**Discriminating Touch**

1.	No code		Guideline NTO 1
2.	No code		Guideline PTO 4
3.	PTO		Guideline PTO 3
4.	PTO	PTO	Guideline PTO 3,8
5.	No code		Guideline NTO 5
6.	NTO		Guideline NTO 2
7.	No code		Guideline NTO 1
8.	PTO		Guideline PTO 7
9.	NTO		Guideline NTO 3
10.	No code		Guideline NTO 3
11.	NTO		Guideline NTO 3
12.	PTO		Guideline PTO 6
13.	No code		Guideline PTO 1
14.	PTO		Guideline PTO 2
15.	NTO		Guideline NTO 2

**Discriminating Yell and Whine**

1.	YE-PRO		Guideline YE 1,3; PRO 6
2.	YE		Guideline 2
3.	WH-PRO		Guideline WH 1; PRO 2e
4.	YE		Guideline YE 2
5.	YE-CM	YE-CM	Guideline YE 1; CM 3,12
6.	YE	YE-PRO	Guideline YE 2,4,1; Pro 20
7.	NTA		Guideline NTA 4
8.	YE		Guideline YE 6
9.	WH-PRO		Guideline WH 1,7; PRO 2c
10.	YE-PRO		Guideline YE 1,3; PRO 2c
11.	WH-CM		Guideline WH 1; CM 23
12.	QU		Guideline QU 4
13.	WH-PRO		Guideline WH 1; PRO 2c
14.	YE-PRO		Guideline YE 1,3; PRO 6
15.	YE-PRO		Guideline YE 2

## Transcript I

1.	TA		Guideline TA 1c	44.	QU		Guideline 3
2.	PRO		Guideline PRO 2a	45.	TA	TA	Guideline TA 14,1d
3.	UP		Guideline UP 3	46.	TA		Guideline TA 1d
4.	No code		Guideline PT 4	47.	IC	NC	Guideline IC 2, NC 3
5.	WH	NTA	Guideline WH 1; NTA 1	48.	DQ		Guideline DQ 3
6.	WH	PRO	Guideline WH 1; PRO 2d	49.	No code		
7.	NTA		Guideline NTA 10	50.	WH	PRO	Guideline WH 3, PRO 2c
8.	TA		Guideline TA 1b	51.	DQ		Guideline DQ 3a
9.	DC		Guideline DC 3	52.	CM	NOC	Guideline CM 25
10.	NC		Guideline NC 1	53.	UP		Guideline UP 2a
11.	No code		Guideline PT 4	54.	DC	CO	Guideline DC 3; CM 1
12.	NTA		Guideline NTA 21	55.	QU		Guideline 4
13.	DC	NOC	Guideline DC 3, NOC 4	56.	IC	NOC	Guideline IC 4, 2
14.	NTA		Guideline NTA 1	57.	IC	CO	Guideline IC 1 3, 1
15.	DC		Guideline DC 2,3	58.	NTA		Guideline NTA 10
16.	CO		Guideline CO 4	59.	PRO		Guideline PRO 2c
17.	WH		Guideline WH 4	60.	RF		Guideline RF 2
18.	LP		Guideline LP 4	61.	IC	CO	Guideline IC 1, CO 1
19.	PRO		Guideline PRO 6				
20.	QU	AN	Guideline QU 4, AN 1				
21.	LP		Guideline LP 5				
22.	No code		Guideline PT 4				
23.	TA		Guideline TA 1b				
24.	PRO		Guideline PRO 6				
25.	DQ		Guideline DQ 3a				
26.	PRO		Guideline PRO 2c				
27.	CM	CO	Guideline CM 3; CO 1				
28.	LP		Guideline LP 2a				
29.	YE	NTA	Guideline YE 3; NTA 4				
30.	DQ		Guideline DQ 2				
31.	YE	PRO	Guideline YE 3; PRO 2c				
32.	TA		Guideline TA 1c				
33.	PRO		Guideline PRO 2c				
34.	UP		Guideline UP 1				
35.	TA		Guideline TA 1b				
36.	QU	NA	Guideline QU 3; NA 2				
37.	DQ		Guideline DQ 3a				
38.	No code						
39.	No code		Guideline PT 4				
40.	TA		Guideline TA 1b				
41.	DQ	DQ	Guideline DQ 1,9				
42.	DC	CO	Guideline DC 3; CO 1				
43.	PRO		Guideline PRO 2b				

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1.	TA		Guideline TA 1c,1b	50.	PRO		Guideline PRO 2b
2.	TA		Guideline TA 1a	51.	PRO		Guideline PRO 2b
3.	PRO		Guideline PRO 2a	52.	TA		Guideline TA 1a
4.	PRO		Guideline PRO 2b	53.	CM	NOC	Guideline CM 5; NOC 4
5.	DQ		Guideline DQ 2	54.	PRO		Guideline PRO 28a
6.	TA		Guideline TA 1b	55.	LP		Guideline LP 4
7.	PRO		Guideline PRO 2b	56.	DQ		Guideline DQ 2
8.	No code			57.	CM	NOC	Guideline CM 5; NOC 3
9.	PRO		Guideline PRO 2b	58.	No code		
10.	QU		Guideline QU 2	59.	YE	NTA	Guideline YE 1, NTA 1
11.	DQ		Guideline DQ 1	60.	YE	NTA	Guideline YE 1; NTA 1
12.	PRO		Guideline PRO 4	61.	YE	NTA	Guideline WH 1; NTA 1
13.	PRO		Guideline PRO 2b	62.	WH		Guideline WH 1
14.	NTA		Guideline NTA 1				
15.	YE	NTA	Guideline YE 1,3; NTA 7a				
16.	TA		Guideline TA 14				
17.	CM	CO	Guideline CM 4; CO 1				
18.	UP		Guideline UP 7				
19.	NTA		Guideline NTA 1				
20.	NTA		Guideline NTA 21				
21.	NTO		Guideline NTO 3				
22.	NTA		Guideline NTA 10				
23.	CM		Guideline CM 3; NTA 10				
			Priority Order				
24.	NTO		Guideline NTO 7				
26.	DC	NC	Guideline DC 3; NC 2				
27.	NTA		Guideline NTA 26				
28.	DC	NC	Guideline DC 3; NC 2				
29.	IC	NOC	Guideline IC 15; NOC 5				
30.	PRO		Guideline PRO 6				
31.	LP		Guideline LP 4				
32.	NTA		Guideline NTA 16				
33.	DQ		Guideline DQ 3a				
34.	CM	NC	Guideline CM 25;				
35.	DQ		Guideline DQ 3a				
36.	PRO		Guideline PRO 2c				
37.	QU		Guideline QU 2				
38.	UP		Guideline UP 1				
39.	DC	NC	Guideline DC 2,3; NC 1				
40.	NTA		Guideline NTA 25				
41.	NTA		Guideline NTA 1				
42.	IC	NOC	Guideline IC 20a, NOC 4				
43.	PRO		Guideline PRO 2c				
44.	DQ		Guideline DQ 1				
45.	No code						
46.	CM	CO	Guideline CM 2, CO 1				
47.	No code						
48.	NTA		Guideline NTA 1				
49.	TA		Guideline TA 1c				