

**Manual for the
Revised Edition of the School Observation Coding
System
(REDSOCS)**

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INTRODUCTION

The Revised Edition of the School Observation Coding System (REDSOCS) is an interval coding system designed to assess the disruptive behaviors of preschool and elementary school age children. The system contains 3 behavioral categories, Inappropriate Behavior, Noncompliant Behavior, and Off-Task Behavior, which assess child behavior in the classroom. To measure these 3 categories, 8 specific codes are used. For example, to code the Inappropriate Behavior category, 2 codes are used: Appropriate Behavior and Inappropriate Behavior. In addition, the Noncompliant Behavior category includes Compliant Behavior, Noncompliant Behavior, and No Compliant Command Given codes. Finally, to code the Off-Task Behavior category, 3 codes are used: On-Task Behavior, Off-Task Behavior, and Not Applicable. All of these codes are defined in the main section of the manual.

The Format of This Manual

This manual is divided into three sections. In the introductory section we describe the categories measured by the REDSOCS coding system and the psychometric properties of behavior categories as well as the applications of REDSOCS and general guidelines for conducting a classroom observation. In the main section of this manual we present detailed coding guidelines and classroom relevant examples for each category. The final section contains the data recording forms used for coding and calculating interrater reliability.

Reliability and Validity of the REDSOCS Categories

Reliability

During the development of the REDSOCS coding system, Jacobs et al. (2000) examined the psychometric properties of each category. A sample of 233 preschool and kindergarten children were recruited. Fifty-one of these children were clinic-referred for treatment of a DSM-III-R diagnosis of Oppositional Defiant Disorder. Among these 51 referred children, parents of 34 children reported their child had school behavior problems and parents of 17 children reported their child did not have school behavior problems. The remaining children were non-referred control children who were randomly selected students from the classrooms of the referred children. Three school behavioral observations were conducted in the referred child's classroom on separate days during a 2-week period. The observers coded 4 children in each classroom – the referred child and 3 classroom controls.

On 1 of the 3 days of observation in each classroom, 2 observers simultaneously coded the behavior of the 4 children. The observations coded by two observers provided data to calculate two types of inter-observer reliability: percent agreement and Cohen's kappa. Adequate interrater reliability was demonstrated, with percent agreement ranging from 70% for the off-task behavior code to 99% for the appropriate behavior code, and Kappa coefficients ranging from .78 for the noncompliant behavior code to .94 for the not applicable code in the off-task behavior category.

Convergent Validity

The convergent validity of the REDSOCS coding system was examined in the Jacobs et al. (2002) study by correlating teacher ratings on the Conners Teacher Rating Scale (CTRS-28) with the Intensity Scale of the Sutter-Eyberg Student Behavior Inventory (SESBI). For these analyses, only control children were included, to prevent artificially inflating validity correlations. The REDSOCS categories were correlated with the raw scores on both the CTRS-28 and the SESBI. Significant positive correlations were found between the CTRS-28 Conduct and Hyperactivity Scales and the REDSOCS Inappropriate Behavior and the Noncompliant Behavior categories, but not the Off-task Behavior category. Significant correlations were also found between the CTRS-28 Inattention and Hyperkinesis Scales and all three REDSOCS categories.

Discriminative Validity

Discriminative validity was examined in the Jacobs et al. (2000) study by comparing REDSOCS scores of the clinic-referred children with and without parent reported school problems and the control group. Children's REDSOCS scores in the clinic-referred and non-referred samples were significantly different on all 3 REDSOCS categories. Further, among clinic-referred children there were significant differences between those with and without parent-reported school behavior problems. Overall the REDSOCS coding system correctly classified 70% of the children, including 80% correct classification of children with reported school behavior problems and 53% correct classification of children without reported school behavior problems.

Applications of REDSOCS

The REDSOCS observational coding system has been used to evaluate changes in children's classroom behaviors following treatment in Parent-Child Interaction Therapy. Treatment sensitivity has been established for two of the three REDSOCS categories, Inappropriate Behavior, $t(33) = 3.10, p = .004$, and Off-Task Behavior, $t(33) = 2.72, p = .010$. The frequency of Inappropriate Behavior decreased from 26% at pre-treatment to 18% at post-treatment and the frequency of Off-task Behavior decreased from 31% at pre-treatment to 23% at post-treatment (Bagner, Boggs, & Eyberg, 2009). It is important to note that these changes in school behavior problems were not a target of treatment, but represent a generalization of changes in the child's problems behaviors at home to changes in the classroom.

The REDSOCS system has been used primarily as a research instrument to examine children's changes in school behavior problems following Parent-Child Interaction Therapy. However, the ease and brevity of REDSOCS assessment makes it well suited for use as part of routine assessments of classroom or individual interventions in the schools. Using the normative data from the non-referred children collected by Jacobs et al. (2000), clinicians are able to develop a target goal for their classroom or clinical interventions. Further research will be important to demonstrate the sensitivity of the REDSOCS to interventions delivered directly in the classroom.

How to Conduct the REDSOCS Observations

The Setting

REDSOCS observations are conducted in a classroom setting during structured classroom activities. Before conducting a classroom observation, the observer (e.g., clinician) must obtain informed consent from the child's parents and permission from the director or principal of the school. Once consent from the parent and permission from the school principal or director is obtained, the observer then contacts the child's teacher to schedule observation times. Observations should be scheduled during periods of structured classroom activity such as math or story time when children have clearly defined rules and tasks to complete. It is important to avoid scheduling observations during unstructured activity times, such as recess or lunch, because it is difficult to ascertain what child behaviors are considered appropriate or on-task during these times, and there are often few teacher commands to occasion coding of the compliance codes.

Coding the Observations

The 3 categories of REDSOCS -- Inappropriate Behavior, Noncompliant Behavior, and Off-Task Behavior -- are coded in 10 second intervals. Classroom observation visits can take from 20 min to an hour to complete. Each observation is comprised of 10 coded minutes per child, with each minute of coding separated by a 1 to 3 minute break period for the coder. The precise length of the break period is arbitrary and can be adjusted by the coder based on time constraints. Observers typically use a tape recorder or MP3 device that plays a prompt at the beginning of each 10-second interval for the duration of one minute, followed by a break before the next coding interval begins. These classroom observations take place on 3 separate occasions during a 2 week period to capture a child's natural behavioral variability from day to day and produce more accurate and stable measures of child behavior at one period of time. For research, an additional observer simultaneously codes the child's behavior on one of the 3 observations using a dual-jack tape recorder or MP3 device in order to calculate observer reliability and percent agreement. A sample REDSOCS coding sheet is included in the final section of this manual.

Category 1: Inappropriate Behavior

The first category in the REDSOCS Coding System determines whether a child's behavior is appropriate or inappropriate during the 10-second interval. Any interval consisting of inappropriate child behavior, even if only for part of the interval, is coded as Inappropriate Behavior.

Appropriate Behavior. The absence of all Inappropriate Behavior (defined below) for the entire 10-second interval. A child's behavior is coded as Appropriate if the child is engaging in acceptable classroom behaviors (e.g., sitting quietly, keeping hands to self, playing correctly with toys, using an indoor voice, talking in turn, remaining in assigned area).

Inappropriate Behavior. The following behaviors are scored as Inappropriate/Oppositional Behavior because they may be annoying or disruptive to the target child, the teacher, or the other children in the classroom:

- **Whining:** Words and sounds uttered by the child in a slurring, nasal, high-pitched voice.
- **Crying:** Inarticulate utterances of distress (e.g., audible weeping) that may or may not be accompanied by tears.
- **Yelling:** Loud screeching, screaming, or shouting. The sound must be loud enough so that it is clearly above the intensity of normal indoor conversation. Yelling or loud voices are not coded as inappropriate during outdoor activities.
- **Destructive behavior:** Behaviors during which the child damages or destroys an object or threatens to damage an object. Do not code destructiveness if it is appropriate within the context of the play situation (i.e., ramming cars in a car crash).
- **Aggressive behavior:** Examples include fighting, kicking, slapping, hitting, grabbing an object roughly from another person, or threatening to do any of the preceding.
- **Negativism:** Verbal or nonverbal behavior expressing a negative attitude. Negativism may be scored when the child makes a neutral comment that is delivered in a tone of voice that conveys an attitude of "don't bother me." Negativism may be expressed in a derogatory, uncomplimentary, or angry manner. Also included are exaggerated defeatist statements such as "I give up," contradictions of another person, and teasing or mocking behaviors or verbalizations. "Pouting" facial expressions are included in this category.
- **Self-stimulation:** Repetitive physical movements (involving only the child's body and not the other objects) that might be harmful **AND** that interfere with the child's ability to attend to or complete a task. Examples include tapping a pencil repeatedly, head banging, repetitive leg shaking or hair twirling, thumb sucking, and masturbation. It is important to note, however, that if the child is engaging in repetitive physical movements, but is still able to attend to his or her task, the behavior would not be coded as inappropriate. An example of non-interfering repetitive movements would include a child who is repetitively twirling his or her hair, while remaining engaged in schoolwork.
- **Demanding attention:** Includes inappropriate verbal or nonverbal bids for attention from the teacher or other students (e.g., "Call on me! Call on me! Call on me!"). Other examples include tugging on the teacher's sleeve, tapping a neighbor on the shoulder, and waving arms in the air.

- **Disruptive Behavior:** Any physically active or repetitive behavior that is or may become disruptive to others. Examples include kicking a child's chair repeatedly, drumming on a table loudly, clowning, making funny noises, teasing, or spinning a pencil on a desk.
- **Talking Out of Order:** Any talking when the class has been instructed to be silent unless called on to speak. This includes situations in which a "classroom rule" exists that silence is to be maintained (i.e., the teacher does not have to give the instruction explicitly- the expectation for silence is sufficient). Examples include whispering to a neighbor, calling out to another child, answering a question directed to someone else, answering a question by yelling out when it is clear that the children are expected to raise their hand to speak, and talking, singing, or humming to themselves.
- **Being Out of Area:** Coded when the target child leaves the area to which he or she is assigned without permission. Examples include standing up when the rest of the class is seated, leaving his or her desk, approaching the teacher without permission, or playing with a toy that is not in the child's assigned work area. The behavior must be appropriate for the context or classroom norms (e.g., in some classrooms children are allowed to walk to the teacher's desk to obtain help with an assignment).
- **Cheating:** Child borrows another child's work when such behavior is clearly not allowed. Examples include looking at another child's paper during a spelling quiz and copying another child's work.

Category 2: Noncompliance to Commands

In the REDSOCS coding system, child compliance or noncompliance to a teacher-issued command given within the 10 second interval is recorded. Although teacher commands are not coded in the REDSOCS, it is necessary to know the teacher statements that are classified as commands in REDSOCS in order to code children’s compliance to teacher commands.

COMMANDS (Direct (DC)/Indirect(IC))

Commands are statements in which the teacher directs the vocal or motor behavior of the child. Commands may be given directly as an order (Direct Command/DC) or implied (Indirect Command/IC). We distinguish them here primarily to clarify differences between commands and other teacher comments such as rule-describing statements.

Teacher Command Guidelines

- 1. Commands are always worded positively. They tell the child what to do. Statements that tell the child what not to do are not commands.**

Examples: Commands	Not Coded as Commands
Teacher: Try to stay within the lines. (DC)	Teacher: Don’t go outside the lines.
Teacher: Put the crayons in the basket. (DC)	Teacher: Stop coloring on the wall.
Teacher: Stack the blocks in a tall tower. (DC)	Teacher: Quit throwing the blocks.

- 2. Commands always contain the imperative verb, where the subject of the sentence is an implied “you” or “we.” A command may begin with the word “you,” “we,” or their synonyms, or other words that do not change the meaning of the imperative verb.**

Examples	
Teacher: Put your homework in your backpack. (DC) OR: Teacher: Let’s all put our homework away now. (IC)	Teacher: You do it. (DC) OR: Teacher: Maybe you could do it. (IC)
Teacher: You need to sit quietly. (DC) OR: Teacher: Everyone sit quietly. (IC)	Teacher: Susie, pick up your crayons (DC) OR: Teacher: We can all pick up the crayons together (IC)

3. **Commands contain a verb phrase (often in imperative form) that indicates a vocal or motor behavior to be performed. Some teacher statements may implicitly direct the child by providing information; however, child compliance to a teacher command is coded in REDSOCS only when the statement contains a verb phrase calling for a vocal or motor behavior to be performed by the child.**

Examples	
Teacher: Say "one." (DC) Child: One. Teacher: Say, "Two." (DC) Child: Two. ----- BUT: Teacher: Three. (no command) Child: Three.	Class: (spelling words with alphabet blocks) Teacher: Susie, Put an "A" here. (DC) ----- BUT: Teacher: A "T" goes next. (no command) Child: (looks for "T" block) Teacher: Here's a "T." <i>points</i> (no command)
Teacher: Look at the board (DC) Teacher: Please put your eyes on me (DC) ----- BUT: Teacher: "Eyes up here." (no command)	Teacher: Sit down. (DC) Child: (remains standing for 4 sec.) ----- BUT: Teacher: Now! (no command)

4. **Commands may be declarative statements (DC) or stated in question form (IC).**

Examples: Declarative Statements (DC)	Question Form (IC)
Teacher: Give me the purple crayon. (DC)	Teacher: Will you give me the purple crayon? (IC)
Teacher: Please build a tower. (DC)	Teacher: Build a tower, ok? (IC)
Teacher: Make the noise that a pig makes. (DC)	Teacher: Can you make the noise a pig makes? (IC)

DIRECT COMMANDS (DC)

Definition

Direct commands are a special type of command. They are declarative statements that contain an order or direction for a vocal or motor behavior to be performed and indicate that the child is to perform this behavior.

Teacher Direct Command Examples	
Please go over to your station for center time.	Listen.
Put your hands in your lap.	Look.
Please hand me the hippopotamus.	Tell me what letter this is.
Susie, pick the crayon up off the floor.	You're going to tie your shoe before you trip.
Read this letter.	Line up for lunch time.
Sing the alphabet song.	Wait, wait, wait.
Remember to keep your hands to yourself.	Put the truck here and put the car beside it.
Use your inside voice.	Take this chalk and draw a circle.
I said put your feet on the floor.	Sit down in the circle for story time.
Be courteous.	Touch them gently or I won't let you play with them.
Be careful.	Shhh. (i.e., Be quiet)
Hurry up.	Please pack up your backpacks.

Teacher DC Guidelines

- 1. Direct commands always contain the imperative verb, where the subject of the sentence is an implied “you.” The Direct Command may begin with the word “you” or its synonyms, or other words that do not change the meaning of the imperative verb.**

Examples
Teacher: Put the toys away. (DC) Teacher: Please turn on the light. (DC) Teacher: Sit down in a circle. (DC) Teacher: Susie, hand me your homework. (DC) BUT: Teacher: Everyone hand me your homework. (IC)

- 2. Direct commands are always declarative statements. Commands in question form are always Indirect Commands.**

Examples	
Teacher: Sit in this chair by me. (DC) BUT: Teacher: Sit in this chair by me, okay? (IC) Teacher: Will you put the paper in the wastebasket? (IC)	Teacher: Draw a horse in your picture. (DC) BUT: Teacher: How about drawing a horse in your picture? (IC)

INDIRECT COMMANDS (IC)

Definition

The second type of command is an Indirect command. An Indirect command is a suggestion for a specific vocal or motor behavior to be performed that is implied or stated in question form. These commands can easily be missed in a classroom setting because they often address the target child plus other children.

Teacher Indirect Command Examples	
Can you tell me what color this is Susie?	Will you wait a minute?
How about putting your hands in your lap?	When we're done you can put the crayons away.
It's time for you to put the cars away.	Johnny?
Children should use their quiet voice inside.	Hey.
Let's draw a lion!	Please? (1 sec.) Please?
You and I will build a helicopter now.	Draw a square and then color it red, okay?
Will you tell me what letter this is?	Let's build a tower and make it high.
I want you to give me the red ones.	Remember what I said, okay?
I'd like you to finish the picture.	Why don't you make a house and make it big?
Suppose you put that one away first.	You did a good job and now you can take out the cars.
You can color it purple.	If you don't sit down, I'll send you to time out.
Can you get in line for recess?	I want you to sit in a circle quietly.

Teacher IC Guidelines

- Indirect commands may be in question form but they must suggest a specific vocal or motor behavior to be performed by the child. A question differs from a command because it requests the child to respond with an answer, but does not suggest that a specific behavior is to be performed by the child. Teacher questions are thus coded as no compliant command given.**

Examples	
Child: (barks like a dog) Teacher: Can you make a cat sound now? (IC) BUT: Teacher: Is there a dog in here? (Question)	Teacher: Can you tell me what letter this is Susie? (IC) BUT: Teacher: Does anyone know what color this is? (Question)
Teacher: Will you give me that green crayon? (IC) BUT: Teacher: Will you need that green crayon? (Question)	

2. When the subject of the sentence is not “you,” the sentence is not a direct command. When the teacher and child are both the subjects of the command (e.g., “let’s,” “we’re,” and “class”), the sentence is an indirect command. When the sentence does not indicate who is to perform the behavior (e.g., the subject is “it”), the sentence is not a command.

Examples	
Dyad: (building tower) Teacher: Make the tower taller. (DC) ----- BUT: Teacher: Let’s make the tower taller. (IC)	Teacher: Clean up the Tinker Toys. (DC) ----- BUT: Teacher: We’re going to clean up the Tinker Toys. (IC) Teacher: The Tinker Toys should be cleaned up now. (no command)

3. When commands are preceded by phrases such as “I think,” “I guess” and synonymous phrases that imply compliance is optional, the commands become indirect.

Examples	
Child: It’s not moving. Teacher: I guess you have to push it forward. (IC)	Child: What’s wrong with this? Teacher: I suppose you need to turn it over. (IC)
Child: This is hard. Teacher: Maybe you have to use the big ones first. (IC)	Teacher: You should put it away. (DC) Child: (does nothing) ----- Teacher: I think you should put it away. (IC) ----- BUT: Teacher: You should put it away. (DC) Child: (does nothing) Teacher: I said you should put it away. (DC)

4. A statement beginning with “You can...” “You might...” “You could,” or “You may...” is an indirect command when:

- (a) the child has not already engaged in the behavior or
- (b) the statement is granting the child’s immediately preceding request.

Examples	
Child: (standing) Teacher: You could sit down. (IC) ----- BUT: Teacher: You should sit down. (DC)	Child: (putting caps on bottles) Teacher: You might put the blue cap on the blue bottle. (IC) ----- BUT: Teacher: You must put the blue cap on the blue bottle. (DC)
Child: I made the mommy horse Teacher: You can draw a pony now. (IC) ----- BUT: Teacher: You have to draw a pony now. (DC)	Child: Will you help me? Teacher: You can do it. (IC) ----- BUT: Teacher: You do it. (DC)

<p>Child: (scribbling on chalkboard) Teacher: You can erase that. (IC)</p> <hr/> <p>BUT: Child: Can I start over and erase this? Teacher: You can erase that. (not a command)</p>	<p>Child: (coloring spaceship blue) Teacher: You might color it silver. (IC)</p> <hr/> <p>BUT: Child: Can I color the spaceship silver? Teacher: You may color it silver. (not a command)</p>
<p>Child: (building tower of blocks) Child: Can I move to another center now? Teacher: You can finish building the tower. (IC)</p> <hr/> <p>BUT: Child: (building tower of blocks) Child: Can I build a tower? Teacher: You can build the tower. (not a command)</p>	

COMPLIANCE TO COMMANDS

After the teacher issues a command, the child has 5 seconds to respond. There are three categories describing responses to commands in the REDSOCS coding system: **Compliance (CO)**, **Noncompliance (NC)**, and **No Compliant Command Given (NCCG)**. Compliance is coded when the child obeys the command or begins to obey within 5 seconds after the command is issued. Noncompliance is coded when child does not obey or attempt to obey the command within the 5-second interval. Noncompliance is also coded when the child performs a behavior incompatible with the command. The No Compliant Command Given category is coded when the child is not given the opportunity to comply to a command, which can occur either because an adequate chance to comply to the issued command has not been given or no command was issued by the teacher during the 10-second coding interval. Compliance to the command is coded in the REDSOCS 10-second coding interval in which the command was issued in even if the 5-second interval after the command was issued does not end until the following 10-second coding interval.

GENERAL CODING GUIDELINES

1. In REDSOCS, if more than one compliant command is issued in a 10-second coding interval, only the first command is coded for compliance.

Examples	
<p><i>(Start 10 second coding interval)</i> Teacher: Please sit quietly Susie. Child: (Stops talking and sits quietly) (DC/CO) Teacher: (3 seconds later) Now open your workbook to page 5. Child: (Opens workbook) (not coded for compliance) <i>(End 10 second coding interval)</i></p>	<p><i>(Start 10 second coding interval)</i> Teacher: Let's clean up. Child: (continues pushing car) Teacher: (waits 2 sec.) Susie! Child: (puts car in toy box before the 5 sec. elapse) (IC/CO+ no code for 2nd command) <i>(End 10 second coding interval)</i></p>
<p><i>(Start 10 second coding interval)</i> Teacher: Please line up for recess Johnny. Child: (Continues to run around the room for 5 seconds) (DC/ NC) Teacher: Johnny, can you please line up quietly? Child: (After 2 seconds gets in line) (not coded for compliance) <i>(End 10 second coding interval)</i></p>	<p><i>(Start 10 second coding interval)</i> Teacher: Put the blocks in the box. Hurry up. Child: (puts blocks in box) (DC/CO + no code for 2nd command) <i>(End 10 second coding interval)</i></p>

2. **If more than one command is issued in a 10- second coding interval and the first command gives no opportunity for the child to comply, it falls into the No Compliant Command Given(NCCG) category, and the second command is coded for compliance.**

Examples	
<p>Teacher: Listen up class. (DC/NCCG) Teacher: Open your workbook to page 5. Child: (Opens workbook and starts looking for page 5 when 5 seconds elapses) (DC/CO: child would be given code of CO for this interval)</p>	<p>Teacher: Think about your letters. (DC/NCCG) Teacher: Can you tell me what letter this is? Child: (looks at the book and says "B!") (IC/CO: child would be given a code of CO for this interval)</p>
<p>Teacher: Please hurry up and come sit by me. Child: (continues to run around the room for 5 seconds) (DC/NCCG + DC/NC: child would be given a code of NC for this interval)</p>	

3. **When one sentence contains a series of commands joined by “and” or “but,” only the first command is coded for compliance. However, the timing of the 5-second interval begins after the entire sentence has been completed.**

Examples	
<p>Teacher: Sit down and take off your coat. Child: (runs around evading teacher) (NC+no code)</p>	<p>Teacher: Pick the toys up off the floor and put them on the table. Child: (picks up one toy at a time, setting each on the table) (CO+ no code)</p>
<p>Teacher: Put the red buttons in the blue box and the blue buttons in the red box. Child: (puts one red button in the blue box and one blue button in the red box) (CO + no code) OR: Child: (putting all the red buttons in the red box and blue buttons in blue box) (NC + no code)</p>	<p>Teacher: Go to your station and play quietly. Child: (goes over to the station and yells loudly while playing) (CO+ no code)</p>

COMPLIANT BEHAVIOR (CO)

Definition

Compliant Behavior occurs when the child performs, begins to perform, or attempts to perform a behavior requested by the teacher within the 5-second interval following the command.

Compliant Behavior Examples	
Teacher: Will you hand me the purple one? Child: (after 2 sec. hands teacher purple block)	Teacher: Will you please close the door? Child: No! (deliberately slams door)
Teacher: Pick up all the toys. Child: (picks up one toy as 5 sec. elapse)	Teacher: Can you fix the roof on the fort? Child: I don't know how. (begins working on roof)
Teacher: Put all the blue ones in a pile. Child: (after 2 sec. child begins to put blue blocks in a pile and continues until 5 sec. elapse)	Teacher: Draw a straight line. Child: (carefully draws line)

Child CO Guidelines

- 1. When a child completes the teacher-requested behavior, compliance is immediately coded and the 5-second interval stops.**

Examples	
Teacher: Sit down for circle time. Child: (no pause) (sits on the floor) (CO)	Teacher: Why don't you use the red crayon? Child: (1 sec.) (draws with red crayon) (CO)
Teacher: Tell me what time it is. Child: (3 sec.) It's 4:00. (CO)	

- 2. If the child has begun but not completed the requested behavior at the termination of the 5-second interval, the child must have been clearly continuing to attempt to obey the original command and must not have begun a behavior incompatible with compliance during 5-second interval for compliance to be coded.**

Examples	
Teacher: Bring me your art project, okay? Child: (has brought half of the project to the teacher when 5 sec. elapse) (CO)	Teacher: Sing the Bumble Bee song. Child: (4 sec.) (sings, "Buzz, buzz, little bee...") (CO)
Teacher: Draw a tree. Child: (drawing outline of tree until 5 sec. elapse) (CO)	Teacher: Will you find the cars? Child: (at 4 sec. heads toward toy box) (CO) ----- BUT: Teacher: Hand me the puppet. Child: (picks up puppet and puts it under the table.) (NC)

3. If the child indicates verbal unwillingness to comply, but obeys the command within 5-second interval, code compliance.

Examples	
Teacher: You can draw a rainbow. Child: I want to play with the farm. (colors a rainbow on page) (CO)	Teacher: Put the toys away now. Child: I don't want to. (puts blocks in box) (CO)
Teacher: Sit on the chair, will you please? Child: Can't I sit on the floor? (3 sec.) (sits on chair) (CO)	Teacher: Give me the doll in the blue dress. Child: She's the one I want. (gives doll to teacher) (CO)

4. If the child performs the commanded action, the quality of the response is not considered unless the action is unquestionably incompatible with the command.

Examples	
Teacher: Draw neatly. Child: (draws) (CO) ----- BUT: Teacher: Draw neatly. Child: (scribbles wildly) (NC)	Teacher: Set it down gently. Child: (places doll house on table) (CO) ----- BUT: Teacher: Set it down gently. Child: (deliberately drops doll house onto floor) (NC)
Teacher: Hand me the block Child: (places block near teacher on table; CO) ----- BUT: Teacher (with hand out): Hand me the block. Child: (Puts block on table near teacher; NC)	

NONCOMPLIANT BEHAVIOR (NC)

Definition

Noncompliant Behavior is coded following a Direct or Indirect Command given by the teacher when the child does not perform, attempt to perform, or stops attempting to perform the requested behavior within the 5-second interval following the command.

Noncompliant Behavior Examples	
Teacher: Sit down. Child: (continues running around room for 5 sec.)	Teacher: Pick the doll up off the floor. Child: (colors for 6 sec. then picks up doll)
Teacher: Erase the chalkboard. Child: (begins erasing but stops to draw)	Teacher: Let's play with the Lincoln Logs now. Child: I don't want to. (and does not begin to)
Teacher: Pick up the Legos. Child: You made the mess. (continues to play with Legos)	

NC Guidelines

- 1. Noncompliant Behavior is coded after a command when a child performs a behavior that is incompatible with the teacher's request. When Noncompliance is coded, the timing of the 5-second interval is stopped.**

Examples	
Teacher: (playing with coloring book) Teacher: Color this hat black. (points to black crayon) Child: (colors hat red) (NC)	Teacher: Give me the doll. Child: (pushes doll in opposite direction) (NC)
Teacher: Let's play with the farm. Child: (picks up the chalk board) (NC)	

- 2. Failure to begin or attempt to obey a command within 5-seconds is coded Noncompliant Behavior. NC is coded after 5 seconds elapse with no response from the child.**

Examples	
Teacher: Come here. Child: (continues playing and ignores teacher for 5 sec.) (NC)	Teacher: Let's put everything away. Child: (continues playing with truck for 5 sec.) (NC)
Teacher: Bring the circus train over here. Child: (after 6 sec., child begins to move the train toward the teacher) (NC)	Teacher: Why don't you draw a picture of a tree? Child: (continues to draw a sun for 5 sec.) (NC)
Teacher: I want you to push your chair in. Child: (after 6 sec., pushes in the chair) (NC)	

- 3. If the child has begun but not completed the requested behavior within the 5-second interval, Noncompliance can be coded only if the child purposefully engages in a behavior incompatible with completion of the command or ceases to attempt to obey the command for the remainder of the 5-second interval.**

Examples	
Teacher: Will you put Mr. Potato Head in his car? Child: (picks up Mr. Potato Head and pushes the car off the table) (NC)	Teacher: Pick up the blocks. Child: (puts one block away and begins building new tower with the other blocks) (NC)
Teacher: You must put the airplane away. Child: (flies airplane to the toy box (2 sec.) but continues flying it until 5 sec. elapses) (NC)	

- 4. Noncompliance is coded when the child fails to obey or attempt to obey a command within the 5-second interval regardless of the child's verbal statements indicating willingness to comply.**

Examples	
Teacher: Tell me a story. Child: Okay, I'll tell you one. Child: (after 5 sec., child hasn't started story) (NC)	Teacher: Pick out all the red tiles. Child: Sure. (continues putting blue tiles on board for 5. sec.) (NC)
Teacher: Let's pick up the car. Child: I'll do it later. (races cars throughout 5 sec.) (NC)	

NO COMPLIABLE COMMAND GIVEN (NCCG)

Definition

The No Compliant Command Given category is coded when the child is not given an adequate chance to comply with a command or when there is no command issued in a 10-second coding interval. Commands that provide the child no opportunity to comply are called No Opportunity Commands.

No Compliant Command Given Examples	
Teacher: You should go to a different center tomorrow during center time.	Teacher: Be nice.
Teacher: Hang your coat up. (teacher puts coat on hook)	Teacher: Listen.
Teacher: (After child yells) People should talk quietly inside.	Teacher: Johnny.
Teacher: Look.	Teacher: Please.
Teacher: Can you be fast like a bunny?	Teacher: Settle down.

No Compliant Command Given Guidelines

- 1. Commands that request a behavior to be performed in the not-immediate future (> 5 sec.) are coded No Compliant Command Given (NCCG).**

Examples	
Child: (building walls of house) Teacher: You can put the chimney on when we finish. (NCCG)	Teacher: Bring your homework sheet back to me tomorrow. (NCCG)
Child: (dumps out crayons) Teacher: You have to put them away when you're done. (NCCG)	Teacher: Tell your parents about the field trip. (NCCG)

- 2. When the teacher completes the action requested in the teacher's command in such a way as to prevent the child's compliance, No Compliant Command Given is coded. However, if the teacher simply joins in the requested activity and does not prevent compliance, do not code No Compliant Command Given.**

Examples	
Teacher: Let's pick the cash register up off the floor. Child: (continues playing with cars) Teacher: (after 4 sec. picks cash register up off floor) (NCCG)	
BUT: Teacher: Let's pick up these Tinker toys. Teacher: (after 1 sec. begins putting the toys in their container) Child: (after 3 sec. begins putting the toys in their container) (CO)	

3. Positively stated commands in the form of general rules for appropriate behavior that immediately follow the commission of an inappropriate behavior are coded No Compliant Command Given.

Examples	
Child: You're a dope. Teacher: Children are supposed to talk nicely. (NCCG)	Child: (yells) Teacher: People should talk quietly when they're inside. (NCCG)
Child: (chewing gum noisily) Teacher: It's polite to keep your mouth closed when you chew. (NCCG)	Child: I told Susie she was ugly. Teacher: Children are supposed to say nice things to other kids. (NCCG)

4. Teacher questions that simply request an answer from a child and do not request a specific verbal or motor response from the child are coded as No Compliant Command Given.

Examples	
Teacher: Susie, what color is this? (NCCG)	Teacher: You want to go to recess, right? (NCCG)
Teacher: Do you want to finish your work? (NCCG)	Teacher: Does anyone want to raise their hand and tell me what letter this is? (NCCG)

5. Verb phrases in a command that do not provide sufficient information for the child to perform the expected behavior are coded as No Compliant Command Given. These verb phrases include those that call for internal or unobservable behavior or those that are too vague to judge compliance.

Examples	
Teacher: Pretend. (DC/NCCG)	Teacher: Be patient. (DC/NCCG)
Teacher: Watch out. (DC/NCCG)	Teacher: Be neat. (DC/NCCG)
Teacher: Behave yourself. (DC/NCCG)	Teacher: Sshh. (i.e., Be quiet) (DC/NCCG)
Teacher: Listen. (DC/NCCG)	Teacher: Will you calm down? (IC/NCCG)
Teacher: Wait a moment. (DC/NCCG)	Teacher: Remember this, okay? (IC/NCCG)
Teacher: Look. (DC/NCCG)	Teacher: Let me try. (DC/NCCG)
Teacher: Hurry up. (DC/NCCG)	Teacher: Be nice. (DC/NCCG)
Teacher: Be careful. (DC/NCCG)	Teacher: Get ready. (DC/NCCG)

Category 3: Off-Task Behavior

On-Task Behavior. The child is considered to be on task if she or he is (a) attending to the material, and the task, (b) making appropriate motor responses (e.g., writing, computing, pasting), or (c) asking for assistance (where appropriate) in an acceptable manner (e.g., sitting quietly and raising his or her hand). Interacting with the teacher or classmates about academic matters or listening to directions or instructions is considered to be on-task behaviors. To be coded as On-Task Behavior, the child must remain on task for the entire 10 second interval. However, the On-Task Behavior and Inappropriate Behavior may be coded in the same 10 second interval if the child remains engaged with the task or activity, but does so in an inappropriate way. Examples include responding to a teacher's question to the class by yelling out the correct answer instead of raising his or her hand, and remaining in the proper center during station time, but playing roughly with the blocks in the station.

Off-Task Behavior. Coded if at any point during the 10-second interval the child engages in a behavior that does not meet the definition of on-task behavior. Examples of off-task behavior including failing to attend to or work on the assigned task, breaking classroom rules (getting out of seat, talking out, disturbing others, etc.), and resting head on desk passively when there is a task to complete. Another example includes staring blankly away from the task or materials (i.e., daydreaming), however, this is coded as off-task only if the child glances or stares away from the task or activity for more than 5 seconds during the 10-second interval. **If the child is in time-out during the observation interval, Off-Task Behavior is automatically coded.** It is important to note that if the child is unengaged in the task or activity in a manner that is not oppositional or disruptive to his or her classmates, both Appropriate Behavior and Off-Task Behavior may be coded in the same 10-second interval. Examples include quietly staring off into space for the entire 10-second interval, or remaining in the assigned area without disrupting other children, but failing to complete an assigned worksheet.

Not Applicable. Coded when there is no readily identifiable task that the child is expected to perform. Examples of Not Applicable activities include free play time and unstructured recess time.

School Observation Sheet

Observer: _____
Date: _____
Child: _____

Status: (circle one) Primary or Reliability
School: _____

	Minute 1						Minute 2						Minute 3						Minute 4						Minute 5					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Appropriate																														
Inappropriate*																														
Comply																														
Noncomply																														
No Compliant Command Given																														
On Task																														
Off Task																														
Not Applicable																														

	Minute 6						Minute 7						Minute 8						Minute 9						Minute 10					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Appropriate																														
Inappropriate*																														
Comply																														
Noncomply																														
No Compliant Command Given																														
On Task																														
Off Task																														
Not Applicable																														

* **Innapropriate behavior includes:** whine tantrum destructive disruptive talks out cheating self-stimulation demanding yell cry negativism out of area

Notes:

REDSOCS RELIABILITY FORM

Disagreement is defined as an observation interval in which one observer has a “hit” but the other observer does not.

Agreement is defined as an observation interval in which both observers have a “hit.”

If both observers have left an observation interval blank (meaning they agreed that a behavior did not happen), it is *neither* an Agreement nor Disagreement.

Instructions: For each category below, determine Disagreements (column A) and Agreements (Column B) between coders. Then, add Column A and Column B, and put the sum in Column C. Last, divide Column B (Agreements) by Column C (Agreement + Disagreement), round the percent to the nearest whole number (NO DECIMALS), and write it in Column D.

	A. Disagreement	B. Agreement	C. Agreement + Disagreement	D. % Agreement [Agreement / (Agreement + Disagreement)] * 100
Inappropriate				%
Compliance				%
Non-compliance				%
No compliant command given				%
On task				%
Off task				%
Not applicable				%

Average % Agreement: _____