

REDSOCS Workbook

Coder Training Manual for the Revised Edition of the School Observation Coding System

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To Accompany
MANUAL FOR THE REVISED EDITION OF THE SCHOOL OBSERVATION (REDSOCS)
CODING SYSTEM

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INTRODUCTION

This workbook is designed to help master the Revised Edition of the School Observation Coding System (REDSOCS) for either clinical or research purposes in the classroom. It is written in the form of programmed instruction to make it easier for you to learn each category, code, and procedure. Throughout the workbook, minimal punctuation is provided for each statement to mimic live coding as closely as possible. Each standard category in the REDSOCS coding system is addressed.

The workbook is designed to be used as part of a comprehensive coder-training package according to a modified 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 videotapes of mock classroom situations that have previously been transcribed and coded by a trained coder, with the aid of the transcripts to guide coding; and (d) 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 (c), two research assistants independently transcribe videotaped mock classroom situations (without punctuation) from, if possible, both a non-problem child and a referred child, and then together check both transcripts for accuracy and resolve any content differences. For step (d), research assistants can repeat all steps in (c) 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 10-minute criterion tape of a mock classroom situation and earns 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 on page 4. For scoring purposes, each item number is considered one unit, even though an item may require more than one response category be coded. If you score below 80% 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 80% the second time, continue to the next section of the manual, then return to the failed section and take the quiz again at a later time until you master the 80% criterion.

Feedback on the utility of the workbook is welcomed. If you get an answer wrong, please take time to think about this discrepancy and make a note. If you believe that the answer key is incorrect or that the definition or examples in the REDSOCS manual are confusing, we would 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 REDSOCS!

QUIZ PERFORMANCE CHECKLIST

Directions: Use this sheet to record your successful completion of each quiz. A passing score is 80% on each quiz.

INAPPROPRIATE VS. APPROPRIATE CATEGORY

___ Discriminating Appropriate vs. Inappropriate Behaviors

RESPONSE TO COMMAND CATEGORY

___ Discriminating Indirect Commands and Questions (IC vs. NCCG)

___ Discriminating Negatively worded statements and Direct Commands

___ Discriminating Compliance to Commands I

___ Discriminating Compliance to Commands II

ON VS OFF TASK CATEGORY

___ Discriminating Inappropriate vs. Appropriate and On vs. Off-task Behaviors

___ Review Quiz

I. Discriminating Appropriate vs. Inappropriate Behaviors

The following quiz will help you distinguish between Inappropriate and Appropriate behaviors. Indicate whether the example of child behavior would be coded as Appropriate (AP) or Inappropriate (IN) within a 10 second interval.

1. Teacher: Raise your hand if you want to be the line leader to lunch today
Child: (raises hand) and yells "Pick me!!" _____
2. T: Please go play in your stations for center time
C: (plays with army men toys in assigned station and engages in a pretend shooting fight with another child's army man toy) _____
3. T: (reading a story to the class in circle time)
C: (hits child next to him) Tommy keeps sitting too close to me! _____
4. T: Finish page 3 in your workbook
C: (opens to page 3, picks up a pencil, and looks down at the workbook while twirling her hair repeatedly) _____
5. T: Finish page 3 in your workbook
C: (opens to page 3, picks up a pencil, and looks down at the workbook while repeatedly tapping the desk in front of him with his foot) _____
6. T: Susie, go sit quietly and finish your art project
C: (works on art project quietly with lower lip sticking out in a pouting manner). _____
7. (Children are outside in a structured activity)
C: (yelling loudly) "Red Rover, Red Rover, Send Susie right over!!" _____
8. T:(reading a story to the class in circle time)
C: (scoots away from the circle and the other children and picks up a crayon and begins to color quietly) _____
9. T: (during a quiz) Please write the answer to 6 multiplied by 7 on your paper
C: (looks at the child's paper next to him and whispers)"You put 48? That's wrong!" _____
10. (Children are working on an art project)
C: (raises his hand and whines to the teacher) "I give up! I can't do this!" _____

(# Right) _____/10= _____%

II. Discriminating Questions (coded No Compliant Command Given) and Indirect Commands (IC vs. NCCG)

The following quiz will help you to distinguish between teacher Indirect Commands (IC), and Questions, which are coded as No Compliant Command Given (NCCG). Read each of the following teacher statements and indicate whether it is a NCCG or IC.

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 your backpack _____
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 you line up for lunch please? _____
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 = _____ %

III. Discriminating Negatively Worded Statements (coded as No Compliant Command Given) and Direct Commands (NCCG vs. DC)

The following quiz will help you to distinguish between negatively worded statements coded as No Compliant Command Given (NCCG) and Direct Commands (DC). Read each of the following statements and mark whether it is NCCG or DC in the space provided.

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. 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 your lunch money back in your bag _____
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 Susie's hair _____
20. Don't put the block there okay _____

(#Right) _____ / 20 = _____ %

IV. 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 Compliant Command Given (NCCG). Read each teacher verbalization below and determine the appropriate code for it. 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.

1. T: Slide it. Slide a piece of paper to me
C: (after 3 seconds slides paper to teacher) **DC/NCCG ; DC/CO**

 2. T: Can you hand me the red crayon please
C: Do you want the blue, too? **IC/NC**

 3. T: The red one (points)
C: (hands the red crayon 6 seconds after (2) and 2 seconds after (3)) **No Compliant Command Given (NCG)**
-

4. T: Catch it before it falls
C: (grabs for it but block falls to the floor anyway) _____

5. T: Put the white pegs in and then attach the top
C: (gathers pegs, puts top on as 5 seconds elapse) _____
C: (drawing car)

6. T: Why don't you color it green
C: I don't like green I'm gonna color it red (colors car red) _____

7. T: Listen to me you have to sit down
C: (stands in chair for 6 seconds) _____

8. T: I said sit down
C:(at 3 seconds child sits) _____

9. T: Hurry up Susie!
C: (child walks faster) _____

10. T: Will you wait just a sec
C: (child keeps jumping up and down for 3 seconds) _____

11. T: Sit down by me alright
C: Okay (picks up toys on floor for 5 seconds) _____

12. T: Add 4 plus 4

- C: (counting on fingers for 5 seconds) _____
13. T: Concentrate
C: Is it nine _____
14. T: Take the red one out
C: (takes out the red crayon) _____
15. T: (In same 10 second interval) On second thought
take the blue one instead
C: (takes blue one) _____
16. T: Draw me a circle okay
C: Sure (child draws a circle) _____
17. T: Try and draw it bigger
C: (whines) but Mom! (starts drawing just before
5 seconds elapse) _____
18. T: Come on hurry up _____
19. T: Draw an ellipse for me OK
C: (3-year-old draws a line) _____
20. T: Don't you know how to draw _____
21. T: What does a circle look like _____

(#Right) _____ / 21 = _____ %

V. Discriminating Compliance to Commands II

The following quiz is also intended to help you determine the response to teacher command categories (CO, NC and NCCG). Read each teacher verbalization below and determine the appropriate code for it. 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 compliant command given. The first three items are coded here to provide samples of how to fill in the answers to this quiz.

1. T: Hand me the orange wheel would you please IC/CO
C: (searching through Tinker Toys for 5 seconds)

2. T: That one is orange (points) No Compliant Command Given (NCCG)
C: (hands orange one to teacher)

3. T: Get all those crayons up off the floor and put them in their box
C: (for 5 seconds collects crayons scattered on floor into a pile) DC/CO + DC/NCCG
(but only 1st command coded)

4. C: Let's build a big fort
T: (picks up some Lincoln logs) I'm making the base _____

5. T: 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. T: That's OK I'll help you _____

7. T: Let's sing it together are you ready
C: *Twinkle, twinkle*(continue singing for 6 seconds) _____

8. T: Sit down here next to me
C: (crawls under table for 6 seconds) _____

9. T: Raise your hand if you know the answer
C: (sits quietly, hands in her lap) _____

10. T: Eyes up here class _____

11. T: Everyone sit in your seats
C: (stays under table for 5 seconds) _____

12. T: Why don't you put the Legos on the table where they belong
C: (whines) I don't want to! (after 3 seconds starts to pick up Legos) _____

(#Right) _____ / 12 = _____ %

VI. Discriminating Inappropriate vs. Appropriate and On vs. Off-task Behavior

Indicate whether the example of child behavior would be coded as Appropriate (AP) or Inappropriate (IN) and either On task (ON) or Off task (OFF) in a 10 second interval.

1. T: Raise your hand if you know what color this is
C: Raises hand and yells out "Yellow!" _____
2. (Children are playing in their centers for station time)
(Child sits in his assigned station and crashes his car into another child's car during a car race). _____
3. T: Put your art projects in your backpack
C: (pouts and continues to color on his project quietly for 10 seconds) _____
4. T: Go sit at your desks
C: (skips over to her desk quietly) _____
5. T: Finish page 3 in your workbook
C: (opens workbook to page 3, picks up pencil, and begins to work on the sheet while kicking the child's desk in front of her repeatedly). _____
6. T: (reads a story to children during circle time)
C: (turned around in his seat) "Susie, stop hitting me!" _____
7. (Children are cutting and pasting during art time)
C: (cuts picture and glues it to the pants of the child sitting next to him) _____
8. T: (reads instructions for math homework to the class)
C: (sits quietly and daydreams for 10 seconds) _____
9. (Children are assigned to play in their stations for center time)
C: (Plays with toys in station while yelling loudly) _____
10. T: Line up for choir class
C: (whines and stays in his seat) "I don't want to go to choir! I hate it!" _____

(#Right) ____/10= ____%

VII. Review Quiz

Indicate whether the example of child behavior would be coded as Appropriate (AP) or Inappropriate (IN). Also indicate if the child complied with the teacher command (CO), did not comply with the teacher command (NC), or no compliable command was issued by the teacher (NCCG) in the 10 second interval. Finally, indicate whether or not the child was either On task (ON) or Off task (OFF) in the 10 second interval.

1. T: Please sit down for circle time
C: (Walks over to sit down and whines) "I hate circle time!" _____
2. T: Does anyone know what 4+6 is?
C: (Raises hand and yells out) "10!" _____
3. T: Put your listening ears on class
C: (Looks up at teacher and sits quietly) _____
4. (Class is coloring)
C: (Starts throwing his crayons at his neighbor) _____
5. T: Please go sit at your desks quietly
C: (Continues to run around the classroom yelling) _____
6. T: (Explaining a math worksheet to the class)
C: (Daydreams for 4 seconds and then looks up at the teacher) _____
7. T: Look up here Susie, can you tell me what shape this is?
C: "Square!" _____
8. (Class is making an art project at their desks)
C: (Grabs neighbor's scissors and cuts neighbor's picture) _____
9. T: Tommy please go sit in the time out corner
C: (Walks over to the corner after 3 seconds and whines):
"But I didn't do anything!" _____
10. T: Please sit quietly and do your work
C: (Works on worksheet while sucking his thumb) _____
11. (Children are packing backpacks at their desks to go home)
C: (Rests head on the desk instead of packing bag) _____
12. T: Let's go to our assigned stations for center time
C: (Goes to the wrong station and plays quietly with the toys) _____

(# Right)_____/12=_____%

ANSWER KEY

I. Discriminating Appropriate vs. Inappropriate Behaviors

1. IN
2. AP
3. IN
4. AP
5. IN
6. IN
7. AP
8. IN
9. IN
10. IN

II. Discriminating Indirect Commands and Questions

1. NCCG
2. IC
3. NCCG
4. IC
5. IC
6. NCCG
7. IC
8. IC
9. NCCG
10. NCCG
11. NCCG
12. IC
13. IC
14. IC
15. IC NCCG
16. IC NCCG
17. NCCG
18. IC
19. NCCG
20. IC

III. Discriminating Negatively Worded Statements and Direct Commands NCCG vs. DC

1. NCCG
2. DC
3. DC DC
4. NCCG
5. DC
6. NCCG
7. NCCG
8. NCCG
9. DC
10. NCCG
11. DC
12. DC
13. NCCG
14. NCCG
15. NCCG
16. NCCG
17. NCCG
18. NCCG
19. DC
20. NCCG

IV. Discriminating Compliance to Commands I

1. DC/NCCG DC/CO
2. IC/NC
3. TA
4. DC/CO
5. DC/CO Only 1st command coded
6. IC/NC
7. DC/NCCG DC/NC
8. DC/CO
9. DC/NCCG
10. IC/NCCG
11. IC/NC
12. DC/CO
13. DC/NCCG
14. DC/CO
15. NCCG
16. IC/CO
17. DC/CO
18. DC/NCCG DC/NCCG
19. IC/NCCG
20. NCCG
21. NCCG

V. Discriminating Compliance to Commands II

1. IC/CO
2. NCCG
3. DC/CO Only 1st command coded
4. NCCG
5. DC/NC
6. NCCG
7. IC/CO
8. DC/NC
9. DC/NCCG
10. NCCG
11. IC/NC
12. IC/CO

VI. Discriminating Inappropriate vs. Appropriate and On vs. Off-task Behavior

- | | AP/IN | ON/OFF |
|-----|--------------|---------------|
| 1. | IN | ON |
| 2. | AP | ON |
| 3. | IN | OFF |
| 4. | AP | ON |
| 5. | IN | ON |
| 6. | IN | OFF |
| 7. | IN | OFF |
| 8. | AP | OFF |
| 9. | IN | ON |
| 10. | IN | OFF |

VII. Review Quiz

- | | AP/IN | CO/NC/NCCG | ON/OFF |
|-----|--------------|-------------------|---------------|
| 1. | IN | CO | ON |
| 2. | IN | NCCG | ON |
| 3. | AP | NCCG | ON |
| 4. | IN | NCCG | OFF |
| 5. | IN | NC | OFF |
| 6. | AP | NCCG | ON |
| 7. | AP | CO | ON |
| 8. | IN | NCCG | OFF |
| 9. | IN | CO | OFF |
| 10. | AP | CO | ON |
| 11. | AP | NCCG | OFF |
| 12. | IN | NC | OFF |