

Nice & Mean: Adult / Child

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Nice and Mean Interaction Scale: Adult/Child

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Table of Contents

Introduction	2
Table: Development of Splitting and Integration of Mean and Nice Interactions	4
Table 1. Tasks for Assessing Development of Understanding Mean and Nice Social Interactions	5
Sensorimotor Task 01:A (N)	10
Sensorimotor Task 01:A (M)	11
Representations Task 02:B	12
Representations Task 03:C	13
Representations Task 1N	14
High-Support Assessment Stories	16
Moral Dilemma/Empathy Task	52
Rating Scale	53
Low-Support Assessment Stories	54
Free Play Procedure	54
Best Story Procedure.	54

If you use the scale, we would appreciate receiving a report of your results or a copy of your paper.

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Nice & Mean: Adult / Child

Introduction

The scale in this manual assesses development of understanding mean and nice social interactions between child and adult (parent) in stories designed for American children, especially those who know both of their parents and are from the dominant culture. It includes the following items:

1. First is a table outlining the steps that have been assessed in various studies.
2. Second are directions and texts for a warm-up story, the main stories using the high-support (imitation) procedure (steps 1 to 8), and the free-play and best-story procedures. In studies in the Cognitive Development Laboratory, the child dolls have been named Billy and Joe OR Susan and Laura, and the parent dolls have been called Mom(my) and Dad(dy). There is also the option of giving one of the dolls the child's own name, as with the peer scale.
3. Third is a scoring sheet for the high-support procedure. The free-play and best-story procedures have been scored with the same scale and general procedure.

These tasks were designed to parallel those in the nice-mean peer interaction scale. More detailed description of the general procedures for most of the nice/mean peer-interaction tasks is available in a manual based on Helen Hand's dissertation:

Hand, H.H., & Fischer, K.W. (1981). Manual for stories on the development of mean and nice social interaction. cognitive Development Laboratory, University of Denver, Denver, Colorado.

Articles discussing the nice/mean scales and the skill-theoretical derivation of them include the following (in alphabetical order by authors):

Fischer, K.W., & Bullock, D. (in press). The failure of competence: How context contributes directly to skill. In R. Wozniak & K.Fischer (Eds.), Specific Environments: Thinking in Contexts. JPS Series on Knowledge and Development. Hillsdale, N.J.: Erlbaum.

Fischer, K.W., & Elmendorf, D. (1986). Becoming a different person: Transformations in Personality and social behavior. In M. Perlmutter (Ed.), Minnesota symposium on Child psychology (vol. 18, pp. 137-178). Hillsdale, N.J.: Erlbaum.

Fischer, K.W., Hand, H.H., Watson, M.W., Van Parys, M., & Tucker, J. (1984). Putting the child into socialization: The development of social categories in preschool children. In L. Katz (Ed.), Current topics in early childhood education (vol. 5, pp. 27-72). Norwood, N.J.: Ablex.

Fischer, K.W., & Pipp, S.L. (1984). Development of the structures of unconscious thought. In K. Bowers & D. Meichenbaum (Eds.), The unconscious reconsidered (pp. 88-148). New York: Wiley.

Nice & Mean: Adult / Child

Fischer, K.W., Shaver, P., & Carnochan, P. (1990). How emotions develop and how they organize development. Cognition and Emotion, 4, 81-127.

A general guide to doing skill analysis is provided in the following paper:

Rose, S., & Fischer, K.W. (1989). Constructing task sequences: A structured approach to skill theory. Cambridge, Ma: Cognitive Development Laboratory, Harvard University.

A problem that recurs for most people being trained in these stories (as well as in most other skill-development assessments we have used) is that initially they neglect the importance of the child's integrating the components of the story, as opposed to merely listing them. This problem is especially serious for scoring, of course. The Hand and Fischer manual and the Rose and Fischer guide to skill analysis (sections on integrated summary, relations, and integrations) should be helpful in dealing with this problem. Our experience suggests that most people need to have some experience with stories before they can recognize integration of components.

The numbering of the tasks (and steps) in the developmental sequence has been standardized in this manual so that the numbers in the table agree with the numbers in the directions for specific stories. These are also the same numbers used in Fischer and Pipp (1984) and Fischer, Shaver, and Carnochan (1990). Numbering in the other articles is different, because fewer steps were included in the description of the sequence in those articles.

The follow-up questions follow the wording used in most studies in the Cognitive Development Laboratory. Of course, adjustments can be made to focus on particular issues that are of interest to you. For example, when the focus is on the sometimes children's reluctance to attribute mean actions to their parents, you might want to change "What did Mommy (or Daddy) do that was mean?" to "Did Mommy do anything that was mean?".

Table 1: Tasks for Assessing Development of Understanding Mean and Nice Social Interactions

Instructions: If your child is not representational then please start administering at task number 01 as shown below. If your child is representational then please start to administer at task1. However, if your child fails task 1, please go back to task 01 and start administering the measure again.

<u>Level</u>	<u>Task</u>	<u>Skill</u>	<u>Examples</u>
Sensorimotor A	01 AN; M	Introduce puppet Child can identify when interviewer is being nice or mean to the puppet.	Introduce puppet Interviewer hits puppet (Interviewer: Was I nice or mean?).
Representations	02 B	Introduce dolls Child is able to give one of the dolls his/her name.	Introduce dolls Child points to the doll that (s)he thinks should have his/her name.
	03 C	Play hide and seek Is able to locate the doll when hidden under a handkerchief.	Play hide and seek Can find doll when hidden (“Where’s <u>doll’s name</u> ?”).
Rp1: Single Representations	A 1 N; M	Introduce dolls <u>Active agent</u> : A person performs at least one action fitting a social-interaction category of mean (ie 1 M) or nice (1 N). Please administer <i>each</i> of the single representational tasks ie task 1 (N) <i>and then</i> task 1 (M).	Introduce dolls Child pretends that one doll hits another doll (‘mean’) : gives another doll candy (‘nice’)
	A 2 N; M	<u>Behavioral category</u> : A person performs at least two actions fitting an interaction category of mean or nice.	Child has one doll act mean to another doll, taking the candy away, and sending doll to their room. The second doll can be passive.

Nice & Mean: Adult / Child

	A 3 N & M	<u>Shifting behavioral categories</u> : One person performs at least two actions fitting the category nice, as in Task 2, and then a second person performs at least two actions fitting the category mean.	Child has one doll act mean to a second doll, taking away the candy, but, then a little later a third doll is nice to the second doll, and gives the second doll a present.
Rp2: Representational Mappings	A 4 N; M	<u>One-dimensional social influence</u> : The mean actions of one person produce reciprocal mean actions in a second person. The same contingency can occur for nice actions.	Child has one doll say nice things and give another doll a present, who responds by saying nice things to the first one. The second one's action is clearly produced by the first one's action.
	A 4 N & M	<u>Combination of opposite categories in a single person</u> : One person performs actions fitting two specified opposing categories, such as nice and mean.	Child has one doll act nice to a second doll, saying "I love you", but at the same time hitting the second doll. The second doll can be passive throughout.
	A 5 N; M	<u>One-dimensional social influence with three characters acting in similar ways</u> : Same as task 4 N or 4 M, but with three people interacting reciprocally in a mean way (or alternatively, in nice way).	With three dolls, one doll is nice because s/he shares, a second is nice because s/he helps clean up, and that makes a third doll act nice to both of them.
	A 6 N & M	<u>Shifting one-dimensional social influence</u> : The nice actions of one person produce reciprocal nice actions in a second person. Then, in a separate story, the mean actions of a third person produce reciprocal mean actions in the second person. (Or, a reciprocal mean interaction can occur first, and then a reciprocal nice interaction).	With three dolls, child has one act mean to a second one, who responds meanly. Then, a third doll is nice to the second one, who responds nicely.

Nice & Mean: Adult / Child

	A 7 N & M	<u>One-dimensional social influence with three characters behaving in opposite ways:</u> The nice actions of one person and the mean actions of a second person produce reciprocal nice and mean actions in the third person.	With three dolls, child has one act meanly to a second, while a third one is nice to the second. The second doll responds meanly to the first doll and nicely to the third.
Rp3: Representational Systems	A 8 N; M	<u>Two-dimensional social influence with characters acting in similar ways:</u> Two people interact reciprocally in two different mean ways (or alternatively, in two different nice ways).	Child has one doll act mean to a second doll in several ways, such as by both taking possessions and taunting. The second one responds meanly to each mean action.
	A 8 N & M	<u>Two-dimensional social influence with characters acting in opposite categories:</u> Two people interact in ways fitting opposite categories, such that the first one acts both nice and mean, and the second one responds with reciprocal actions in the same categories.	Child has one doll initiate friendship with a second doll but in a mean way. The second one, confused about the discrepancy, declines the friendship because of the meanness. The first then apologizes and makes another friendly gesture, to which the second one responds positively.
	A 9 N & M	<u>Two-dimensional social influence with three characters:</u> Same as Task 8 but with three people interacting reciprocally according to opposite categories.	With three dolls, child has one doll act friendly to a second one, while a third initiates action in a mean way. The second doll acts friendly to the first one and rejects the third, pointing out the latter's meanness. The third then apologizes for being mean, while the first does something new that is mean. The second doll accepts the third one's apology and rejects the first one, pointing out the change in his or her action.

Rp4/A1:
Systems of
Representational
Systems, Which
Are Single
Abstractions

A 10 N & M Single abstraction integrating opposite actions:
Two instances of interactions involving opposite actions take place as in Task 8, and the relations between the two interactions are explained in terms of some general abstraction, such as that intentions matter more than actions.

With three characters, child has one act friendly to a second, while a third initiates action in a mean way. The second character responds to each accordingly, but then learns that the nice one had mean intentions while the mean one had nice intentions. The second character then changes his or her action to each of the others to match their intentions and explains that he or she cares more about people's intentions than their actions.

A 11 N & M Shifting abstractions, each integrating opposite actions: First, two instances of interactions involving opposite actions are explained in terms of an abstraction such as intention (as in Task 10). Then two other instances of interactions involving opposite actions are explained in terms of a different abstraction, such as responsibility. What matters is whether people take responsibility or the harm they do.

First, child performs a story like that in Task 10. Then child shifts to a second story, such as the following: With three characters, child has two of them act mean to a third. The first one takes responsibility for the action by admitting his or her blame and accepting the consequences. The second one takes no such responsibility. The third one forgives the one who took responsibility and refuses to forgive the one who did not take responsibility, because she cares about whether people take responsibility for the harm they do.

A2:
Abstract
Mappings

A 12 N & M Relation of two abstractions integrating opposite actions: Two instances of interactions involving opposite are explained in terms of the relation of two abstractions, such as intention and responsibility: People who have a deceitful intention can be forgiven if they take responsibility in a way that undoes the deceit.

With three dolls, child has two of them act nice on the surface to a third, both with the intention of deceiving him into doing their homework. When the deceit is discovered by the third character, the first one takes responsibility for his or her deceit by admitting the intention and thus re-establishing his or her honesty. But the second one does not show such responsibility. The third character forgives the first, but not the second, because he or she cares about whether people take responsibility for deceitful intentions and undo the deceit.

Note: The designations for skill level follow the standard forms from dynamic skills theory (Fischer & Farrar, 1987).

1. The letters following the number indicate different versions of the task: N for task about nice interactions, M for one about mean interactions, and N & M for one about both nice and mean interactions.

Nice & Mean: Adult / Child

Sensorimotor Task 01:A (N)

Introduce puppet and self:

Interviewer: Hi, I'm _____, and this is my friend Snuffie. Snuffie is here because he really like to play with children.

Summary: I'm going to be nice to Snuffie now. I'm going to give him a raisin.

Interviewer "gives" a raisin to puppet (Use real raisins)

When I gave the raisin to Snuffie, was I nice (smile broadly) or mean (scowl)?

If child smiles but doesn't answer verbally, say "Do you think I was nice?"

Criteria for passing: child identifies giving raisin to Snuffie as nice.

Child's Name:		Name of Coder:		Task Label: Sm. 01 A(N)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer gives puppet a raisin – can child identify as nice.		
Date of Measure:				
CHILD'S ATTEMPT AT BEING NICE (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT (circle correct one)		
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Do you think I was nice?		Overall Performance: (circle below)		
		PASS FAIL		

Nice & Mean: Adult / Child

Sensorimotor Task 01:A (M)

Summary: I'm going to be mean to Snuffie now. I'm going to hit him.

Interviewer hits puppet.

When I hit Snuffie, was I nice (smile broadly) or mean (scowl)?

If child scowls, but doesn't answer verbally, say, "Do you think I was mean?"

Criteria for passing: child identifies hitting Snuffie as mean.

Child's Name:		Name of Coder:		Task Label: Sm. 01 A(M)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer hits puppet – can child identify hitting Snuffie as mean		
Date of Measure:				
CHILD'S ATTEMPT AT BEING MEAN (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT		(circle correct one)
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Was I nice or mean when I hit Snuffie?			Overall Performance: (circle below)	
			PASS FAIL	

Nice & Mean: Adult / Child

Representations Task 02 (B):

Interviewer: Snuffie brought some toys for us to play with today. These are his Lego people. Did you ever tell stories with dolls? The dolls need names before we start. What shall we name them? Let's give one of the dolls your name. Which doll should it be?

Criteria for passing: child points to a doll or otherwise indicates which one should have his/her name.

Child's Name:		Name of Coder:		Task Label: Rep. 02 (B)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer and child name the dolls.		
Date of Measure:				
CHILD'S ATTEMPT AT NAMING DOLLS(when the child shows/narrates with dolls)				
With regards to naming dolls, did the child act (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to naming dolls, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT		(circle correct one)
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE - PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Which doll should it be?			Overall Performance: (circle below)	
			PASS FAIL	

Nice & Mean: Adult / Child

Representations Task 03 (C):

Interviewer: (Snuffie whispers in interviewer’s ear) Snuffie says he wants a story about the dolls playing hide and seek. Let’s try it. Which one shall we hide first?

Interviewer hides one doll under handkerchief.

Interviewer: Where’s doll’s name?

Criteria for passing: Child uncovers doll.

Child’s Name:		Name of Coder:		Task Label: Rep. 03 (C)
Child’s ID #:				
Child’s Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer and child play hide and seek with the puppet and a handkerchief.		
Date of Measure:				
CHILD’S ATTEMPT AT UNCOVERING DOLL (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD’S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT (circle correct one)		
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Where’s <u>doll’s name</u> ?		Overall Performance: (circle below)		
		PASS FAIL		

Nice & Mean: Adult / Child

Representation Task #1 (N)

Adult says the following text and acts out the story, making the dolls move and talk. Important actions are in parentheses.

Summary: This is a story about the family playing together.

“Hide your head now, Snuffie. You can see the story when _____ tells it.”

Father: Here’s a ball (picks up ball). Lets all play (throws ball). (Family members throw or kick ball to each other.)(For Task #0 both dolls can throw the ball back and forth. But for the minimum story #1 in the sequence, only the Self doll needs to act.)

Now it’s your turn to tell the story. Show Snuffie what the dolls said and did.

Follow up: What did Daddy do in this story?

Child’s Name:		Name of Coder:		Task Label: A #1 (N)
Child’s ID #:				
Child’s Date of Birth:	DATE CODED:	Description of Story: Summary: This is a story about the family playing ball.		
Date of Measure:				
CHILD’S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/Refusal (indicate which response, circle in box and give examples and time on tape. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATIO N SHIFT SPONT REFUSAL	

Nice & Mean: Adult / Child

Child's Name:		Task Label: A #1 (N)
Child's ID #:		
CHILD'S RESPONSE TO QUESTIONS/PROMPTS		
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?		ACT VERBAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/Refusal (indicate which response, circle in box and give examples and time on tape. If the child elicits more than one of these responses please indicate which response your example refers to):		ELAB DEVIATION SHIFT SPONT REFUSAL- emotional distracted
HIGH SUPPORT LOW SUPPORT (circle correct one)		
Interviewer Error (circle in box and give examples):		YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>		
Questions: What did Daddy do in this story?	Overall Performance: (circle below) PASS FAIL	
	Basis for <i>passing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS / HIGH SUPPORT PROMPTS	Basis for <i>failing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS / HIGH SUPPORT PROMPTS

Nice & Mean: Adult / Child

HIGH-SUPPORT ASSESSMENT STORIES

The adult should follow the same general procedure with these stories as with the Task #0 & #1 story on the previous page.

(A) Task #2 (N)

Representations I: Hugging, giving presents, and saying I love you are nice.

Summary: This is a story about Child's Daddy acting nice to him/her.

“Hide your head now, Snuffie. You can see the story when _____ tells it.”

Child: (running up to dad) Hi, Daddy.

Father: Hi, _____ (hugs child). I'm glad to see you. I love you so much. Here's a present.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #2 (N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: This is a story about Child's Daddy acting nice to him/her.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL-

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #2 (N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL-	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
Questions: Who acted nice in this story? What did daddy do that was nice? Criteria for passing: Child must indicate (show with dolls or say with words) at least two nice things Father did (hugged, gave present, and said nice things.) Self must <u>not</u> do any mean things.				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #2 (M)

Representations I: taking away candy, sending away, and scolding are mean.

Summary: This is a story about Child's Mommy acting mean to him/her.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: (holding candy) Hi Mommy.

Mother: You know you can't have candy now! You're so naughty! (takes candy) Go to your room!

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name: Child's ID #:		Name of Coder:		Task Label: A #2 (M)	
Child's Date of Birth:		Date Coded:			
Date of Measure:		Date Coded:			
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	
				Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift/Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL-

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #2 (M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaboration/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to)						ELAB DEVIATION SHIFT SPONT REFUSAL-	
Interviewer Error (circle in box and give examples):						YES NO	
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL							
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Questions: Who was mean in this story? What did Mommy do that was mean? Criteria for passing: Child must indicate (show with dolls or say with words) at least two mean things that Mother did (took away candy, sent to room, and scolded). Other must <u>not</u> do any nice things.				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #3 (M&N)

Representations I: (shift of focus): Taking away candy is mean, and giving presents is nice.

Summary: In this story Child's Daddy is mean because he takes something away. Then later he is nice because he gives Child a present.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: (holding candy) Hi, Daddy.

Father: I told you that you can't have candy now! Give it to me. (takes candy and leaves).

Experimenter: Then, a little later...

Mother: (walking in door) Hi, _____. I sure am glad to see you. Come here for a present (gives child a present). I love you.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #3 (N&M)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: In this story Child's Daddy is mean because he takes something away. Then later he is nice because he gives Child a present.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #3 (N&M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
Interviewer Error (circle in box and give examples):						YES NO	
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL							
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
<p>Questions: Who was mean in this story? What did daddy do that was so mean? Who was nice in this story? What did Mommy do that was so nice?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) that father was mean when he scolded and took away the candy and then mother was nice when she gave a present and said nice things.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #4 (N)

Representations II: When a child does nice things, an adult will do nice things back.

Summary: In this story, Child makes a present for Daddy, and that makes Daddy say nice things and give him/her candy.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: Hi, Daddy. See what I made? I wanted to be nice so I made this present for you. (gives present to father)

Father: Thank you, _____. This is a wonderful present. You're such a nice child. You can have some candy since you are so nice.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #4 (N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story, Child makes a present for Daddy, and that makes Daddy say nice things and give him/her candy.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES	NO	YES	NO	Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Task Label: A #4 (N)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>			
<p>Questions: Point to everyone who was nice in this story. What did child do that was nice? What did Daddy do that was nice? What made Daddy nice to child? Now all together, what did Child and Daddy each do that was nice, and why was Daddy nice to Child?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) what child did that was nice, what father did that was nice, and that child's niceness caused father's niceness. Saying merely that child was nice <u>and</u> Father was nice is not a pass.</p>		Overall Performance: (circle below) PASS FAIL	
		<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Nice & Mean: Adult / Child

(A) Task #4 (M)

Representations II: When child does mean things an adult will do mean things back.

Summary: in this story, Child says mean things and hits mommy, and that makes Mommy say mean things and send him/her to his/her room.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Mother: Time for bed.

Child: Go away. I hate you! (hits mother) I don't have to do what you say!

Mother: You go to your room right now! I'm very angry with you because you're acting so awful! (child walks away).

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #4 (M)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: in this story, Child says mean things and hits mommy, and that makes Mommy say mean things and send him/her to his/her room.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL-	

Nice & Mean: Adult / Child

Child's Name:		Task Label: A #4 (M)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>			
<p>Questions: Point to everyone who was mean in this story. What did child do that was mean? What did Mother do that was mean? What made Mother mean to child? Now all together, what did Child and Mother each do that was mean, and why was Mother mean to Child?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) what child did that was mean, what mother did that was mean, and that child's mean actions caused mothers mean actions. Saying merely that child was mean and mother was mean is not a pass.</p>		Overall Performance: (circle below) PASS FAIL	
		Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS

Nice & Mean: Adult / Child

(A) Task #4 (M&N) A

Representations II: A child can be mean and nice at the same time.

Summary: In this story child is mean and nice at the same time because (s)he hits mommy and gives her a present at the same time.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: (hits sleeping mother) Mommy, look what I brought you 'cause I love you (hands mother flowers)

Mother: I'm confused. Hitting is mean, but presents are nice.

Child: I guess I was a little mean, but I wanted to give you the flowers.

Mother: Oh, OK.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #4 (N&M)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story child is mean and nice at the same time because (s)he hits mommy and gives her a present at the same time.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence		
YES NO	YES NO		POSITIVE	NEGATIVE	NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL-

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #4 (N&M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
Interviewer Error (circle in box and give examples):						YES NO	
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL							
Questions: Who was mean in this story? What did Child do that was mean? Who was nice in this story? What did Child do that was so nice? All together now, what did Child do that was mean and nice at the same time? Criteria for passing: Child must indicate that Child was mean and nice because (s)he hit and did (said) nice things at the same time.				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #4 (M&N) B

Representations II: An adult can be mean and nice at the same time.

Summary: In this story Daddy is mean when he grabs Child's candy and scolds Child, and nice when he hugs and says "I love you".

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: (eating candy). Hi, Daddy.

Father: What are you doing with that candy! (grabs candy) (hugs child) You know you can't have that candy. I love you, Child, and I want you to grow up strong and healthy. That's why I won't let you have candy now. I know you think I'm mean, but I'm really nice because candy isn't good for you. (hugs child again).

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #4(N&M)B	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: In this story Daddy is mean when he grabs Child's candy and scolds Child, and nice when he hugs and says "I love you".	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #4(N&M)B			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
Questions: Who was mean in this story? What did Daddy do that was mean? Who was nice in this story? What did Daddy do that was nice? All together now, what did Daddy do that was mean and nice at the same time? Criteria for passing: Child must indicate that Father was mean and nice in the same interaction by taking away candy because it is not good for Child.				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

(A) Task #5 (N)

Nice & Mean: Adult / Child

Representations II (compounded): If two children are both nice to an adult, she will be nice back to both of them.

Summary: In this story Child 1 is nice because (s)he helps clean up. Child 2 is nice because (s)he shares. That makes mommy nice back to Child 1 and Child 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child 1: (looking at spilled toys on floor). Look at this big mess. I'll help clean it up for mommy. I'll clean up your mess too, Child 2.

Mother: (entering) (looks around) Everything looks so clean. Who did such a nice job?

Child 1: I did.

Child 2: And I saved some of my candy for you, Mommy. You can have some too, Child 1.

Mother: Thank you, Child 2 (hugs Child2). And thank you Child 1 (hugs Child1). I love you both so much. Since you were so nice, I'll take you to McDonald's for supper.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #5 (N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: In this story Child 1 is nice because (s)he helps clean up. Child 2 is nice because (s)he shares. That makes mommy nice back to Child 1 and Child 2.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
<i>With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?</i>				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		Valence POSITIVE NEGATIVE NEUTRAL BOTH	
<i>Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):</i>					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #5 (N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Point to everyone who was nice in this story. What did Child 1 do that was nice? What did Child 2 do that was nice? What did Mommy do that was nice? What made mommy act nice to Child 1 and Child 2? All together now, what did Child 1 and Child 2 and Mommy each do that was nice, and why was Mommy nice to both of them?</p> <p>Criteria for passing: Child must correctly indicate what each person did that was nice, and that mother was nice to Child 1 and Child 2 <u>because</u> they were nice to her.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #5 (M)

Representations II (compounded): If two children are both mean to an adult, the adult will be mean back to both of them.

Summary: In this story Child 2 is mean because (s)he throws things. Child 1 is mean because (s)he hits. That makes daddy act mean back to Child 1 and Child 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Father: Hi, Child 2.

Child 2: (throws toy at father). Go away! I don't like you.

Child 1: (hits child 2). Don't do that. That's mean.

Child 2: (throws toy at child 1) You go away too, Child 1.

Father: Come on, Child 1.

Child 1: (hits father). No! I don't have to!

Father: You children have both been terrible. You were mean because you threw things, Child 2; and you were mean because you hit, Child 1, so you have to go to your room, Child 1; and you sit in this chair, Child 2.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #5 (M)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story Child 2 is mean because (s)he throws things. Child 1 is mean because (s)he hits. That makes daddy act mean back to Child 1 and Child 2.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence		
YES NO	YES NO		POSITIVE	NEGATIVE	NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #5 (M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Point to everyone who was mean in this story. What did Child 2 do that was mean? What did Child 1 do that was mean? What did Daddy do that was mean? What made daddy act mean to Child 1 and Child 2? All together now, what did Child 1 and Child 2 and Daddy each do that was mean, and why was Daddy mean to both of them?</p> <p>Criteria for passing: Child must correctly indicate what each person did that was mean, and that father was mean to Child 1 and Child 2 <u>because</u> they were each mean to him.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #6 (M&N)

Representations II (shift of focus): When one child is mean to an adult, the adult will be mean in return. Then, when another child is nice to the adult, the adult will be nice back to the nice child.

Summary: In this story, Child 2 is mean because (s)he says bad things and hits, and that makes mommy be mean back to Child 2. Then Child 1 is nice because (s)he makes Mommy a present, and that makes mommy act nice back to Child 1.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Mother: Time to clean up.

Child 2: (hitting mother). Go away! I hate you! You're a bad mommy!

Mother: You go to your room! I'm really angry because you've been so mean today. (Child 2 leaves).

Child 1: Look what I made you, Mommy. (Gives mother a present) I made it 'cause I love you.

Mother: What a nice present! (hugs Child 1) I love you too. You can have some candy since you are so nice.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #6 (M&N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: Child 2 is mean in this story, and that makes mommy be mean back. Child 1 is nice and that makes mommy act nice back.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #6 (M&N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift/Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Point to everyone who was mean in this story. What did Child 2 do that was mean? What did Mommy do that was mean? What made Mommy mean to Child 2? All together no, what did Child 2 and Mommy each do that was mean, and why was Mommy mean to Child 2? What did Child 1 do that was nice? What did Mommy do that was nice? What made Mommy nice to Child 1? All together now, what did Child 1 and Mommy each do that was nice, and why was Mommy Nice to Child 1?</p> <p>Criteria for passing: Child must indicate some of the mean things done by Child 2 and mother <u>and</u> that mother was mean because of Child 2's meanness. Child must also indicate the nice things done by Child 1 and Mother <u>and</u> that mother was nice because of that niceness.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #7 (M&N)

Representations II (compounded): If one child is mean and a second child is nice to an adult, the adult will be mean to the mean child and nice to the nice child.

Summary: In this story, Child 1 is mean because (s)he says mean things and hits mommy. Child 2 is nice because (s)he hugs mother and gives her a present. That makes mommy act mean back to Child 1 and nice back to Child 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Mother: Time to clean up.

Child 2: No! (hits mother). You're a bad mommy!

Mother: You are acting terrible. Go sit in that chair! (Child 1 sits).

Child 2: (entering). Look, Mommy, flowers for you.

Mother: What pretty flowers.

Mother: Child 1, go to your room because you were mean. Child 2, you've been nice, (hugs Child 2) so you can have extra cookies for snack.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #7 (N&M)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary:	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #7 (N&M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Point to everyone who was mean in this story. What did Child 1 do that was mean? What did Mommy do that was mean? Point to everyone who was nice. What did Child 2 do that was nice? What did Mommy do that was nice? What made mommy act mean to Child 1 and nice to Child 2? All together now, what did Child 1 and Mommy do that was mean, and what did Child 2 and Mommy do that was nice, and why was Mommy Nice to Child 2 and mean to Child 1?</p> <p>Criteria for passing: Child must indicate what Child 1 did that was mean and what Child 2 did that was nice and that mother was mean back to child 1 and nice back to Child 2 because of how the each acted.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Adult / Child

(A) Task #8 (M&N)

Representations III: If a child does mean things and nice things to an adult, the adult will do mean things in return for mean and nice things in return for nice.

Summary: In this story, Daddy is part mean and part nice, and child is part mean and part nice. Daddy changes the way he acts depending on the way the Child acts.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Child: (hits sleeping father). Daddy, look what I brought you 'cause I love you. (Hands father flowers).

Father: Don't hit me. Hitting is mean. Go away.

Child: I hate you! You're a bad daddy! (runs away)

Father: (finds child). Why did you hit me?

Child: I wanted to give you these flowers.

Father: That doesn't make sense. Hitting and giving presents don't go together. I think I should punish you for being mean.

Child: I'm sorry I hit you. I just wanted you to see the flowers I brought you. I really do love you.

Father: I understand now that you wanted to be nice, so come here for a hug. (They hug). I love you too.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Adult / Child

Child's Name:		Name of Coder:		Task Label: A #8 (M&N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story, Daddy is part mean and part nice, and child is part mean and part nice. Daddy changes the way he acts depending on the way the Child acts.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence		
YES NO	YES NO		POSITIVE	NEGATIVE	NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Adult / Child

Child's Name:		Child's ID #:		Task Label: A #8 (M&N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
Interviewer Error (circle in box and give examples):						YES NO	
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL							
<p>Questions: Point to everyone who was mean in this story. Point to everyone who was nice. What did Child do that was mean? What did Daddy do that was mean? What made Daddy act mean to Child? What did Child do that was nice? What did Daddy do that was nice? What made daddy act nice to Child? All together now, what did Child and Daddy each do that was nice, and what did each do that was mean, and why did Daddy act differently Nice to Child 2 and mean to Child 1?</p> <p>Criteria for passing: Child must indicate that Child was mean and nice within the same interaction, and that caused father to be mean in return. The story must include Child apologizing, and/or doing something nice, followed by Father acknowledging his/her niceness and/or acting nice in return. Somewhere in the story the contradiction in Child's behavior should be noted.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

MORAL DILEMMA / EMPATHY TASK

To be administered when the child reaches the end of the nice mean task administration for peers and adult/child (i.e. they fail a task and two more subsequent tasks)

Three dolls present (Mom doll, self doll and peer/friend doll) plus prompts (i.e. band aide)

Summary: In this story the child is placed in a position of responding to a dilemma or obeying to the mother's demands to return home immediately for dinner *or* to demonstrate empathy by acting against convention to assist friend/peer who has injured him/herself.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Mom: "Hey [self], its time for dinner!! Come home **now** so you can eat."

Self : "Okay mommy!" (turns to peer/friend)
(to peer/friend) "I have to go now, my mommy wants me home for dinner now, Goodbye."

Peer/Friend-other: "Goodbye [self]!" (other turns around to leave self and falls down and cuts knee)
"Help!! I've fallen and cut my knee, it hurts and its bleeding! can you help me and get me a band aide quickly?"

Follow up:

Interviewer: Can you tell me the story?

WHEN CHILD HAS TOLD THE STORY ASK....

What happens next?

What did self do?

Did self go home for dinner?

Did self help friend?

What happened after that?

Nice & Mean: Adult / Child

How did self feel?
How did friend feel?

At the end of the complete task administration (after peers, adult/child and empathy task) Please rate the following behaviors (1 = very little, 7 = extremely):

Avoidant	1	2	3	4	5	6	7
Distracted	1	2	3	4	5	6	7
Active	1	2	3	4	5	6	7
Cooperative	1	2	3	4	5	6	7
Shy	1	2	3	4	5	6	7
Talkative	1	2	3	4	5	6	7
Violent in Storytelling	1	2	3	4	5	6	7
Interest in mean stories	1	2	3	4	5	6	7
Interest in nice stories	1	2	3	4	5	6	7

Nice & Mean: Adult / Child

LOW-SUPPORT ASSESSMENT STORIES

The free-play and best-story procedures are usually done after the child has acted out the previous stories. In these procedures, the situation must be set up to encourage the child to act out stories. Other distractions in the room must be minimized. The interviewer needs to warmly encourage the child to do stories.

For free-play, the time for free play should be kept constant across children in a study. Typically we use five minutes; a minimum of three is needed. The interviewer either leaves the room or goes into a separate space in the room to work on something with her or his back turned to the child. There are no follow-up questions.

For the best-story procedure, the interviewer returns to the room, sits down with the child, and asks for his or her best story. Only general follow-up questions should be asked, such as “what happened in the story?”. The questions from the high-support condition should not be asked.

FREE PLAY PROCEDURE

Adult: Now it's your turn to make up your own stories. The stories should be about grown-ups and children being nice or mean. Be sure to make the dolls walk and talk. I'm going out of the room, and I'll come back when the timer rings to hear your best story.

If child refuses the task: Adult repeats that (s)he has to work until the timer rings.

If child does nothing: After 2 minutes (depending on the total length of free play), adult reminds the child:

Remember, this is your time to make up stories. Be sure to make the dolls walk and talk. You can have another sticker after you make up the stories.

BEST STORY PROCEDURE

Adult: Now you can tell me your very best story about grownups and children being nice or mean. I'll write the story down.

