

## **Narrative Coding System from Haden, Haine and Fivush (1997)**

### Coding Manual Notes

Definition of codeable events based upon previous coding passes made on these transcripts (see Reese, Haden, & Fivush, 1993):

1. all codeable events are unique events that both conversational participants took part in
2. an event is considered codeable if the child recalls two pieces of memory information
3. any restart of an event topic is considered codeable if the child recalls one piece of memory information

Additional transcript markings which were taken from Reese, Haden & Fivush, 1993 include:

1. the beginning and end of each codeable event
2. future talk (uncodeable)
3. off-topic talk (uncodeable)  
\*by default an utterance is considered event-based unless marked as off-topic

Portions of the coding scheme have been adapted from Peterson & McCabe (1983) and Fivush, Haden, and Adams (in press)

## Coding Scheme Outline

### \*\*General Codes:

- I. Type of narrative elements
  - A. Request--Rq
  - B. Provide--no letter
- II. Type of utterance involving a person
  - A. Child--C
  - B. Other--O
- III. Type utterance base
  - A. Event Based--no letter
  - B. Background--B

### \*\*Specific Codes:

- I. New information codes
  - A. Orientations
    - 1. Orientation-Location--OL
    - 2. Orientation-Person--OP
    - 3. Orientation-External-Time--OET
    - 4. Orientation-Internal-Time--OIT
  - B. Actions (Referentials)
    - 1. Action-Simple--AS
    - 2. Action-Rising--AR
  - C. Descriptions
    - 1. Description--D
- II. Evaluative information codes
  - A. Evaluations
    - 1. Evaluation-Modifier--EM
    - 2. Evaluation-Intensifier--EI
    - 3. Evaluation-Affect--EAf
    - 4. Evaluation-Comparison--ECm
    - 5. Evaluation-Repetition--ER
    - 6. Evaluation-Fantasy--EF
    - 7. Evaluation-Negation--EN
    - 8. Evaluation-Attention-Getter--EA<sub>g</sub>
    - 9. Evaluation-Sound--ES
    - 10. Evaluation-Compulsion--EC<sub>p</sub>
  - B. Internal Reactions
    - 1. Internal Reaction
  - C. Dialogues
    - 1. Dialogue--DL
- III. Non-informative comments

A. Confirmation--Con

B. Negation--Neg

Parent-Child coding scheme

General coding notes:

I.. All narrative elements will be one of two types:

A. **Requests**--the letters "**Rq**" before the narrative code

-request utterances are subcoded for the narrative element which the request is asking for, not the narrative element of the answer utterance; the two do not need to correspond

example: M: "Where did we go (Rq-OL)?"

C: "The dentist (OP)."

1. any specific request for new information

example: M: "*What was* (Rq-D) on the ground (D) at the park (OL)?"

example: M: "*Tell me what happened* (Rq-AS)."

example: M: "*Can you tell me about it* (Rq-D)?"

example: M: "*What was another* (Rq-D) ride (D) that you went on (AS-C)?"

example: M: "*What about* (Rq-D) those animals (D)?"

example: F: "Was it dark (D) *or what* (Rq-D)?"

\*note: if a question cannot be asked without a certain piece of information, then that information is not coded in the request

example: M: "What color (Rq-D) was the car (D)?"--the word color is not coded because it is part of the question

2. repetitive questions which request further information

example: M: "Who was (Rq-OP) with us on the trip (D)?"

C: "Granddaddy (OP)."

M: "*Who else* (Rq-OP)?"--the mother is repeating herself but for the purpose of requesting further information from the child

\*note: repeats of the same request for the same piece of information with no new cues in the turn are not coded

example: M: "*Remember where* (Rq-OL) we went to lunch (D) ?"

C: "Uh, huh."

M: "Where?"--no new information is included so the utterance is not coded

\*note: a number of conversational turns can occur in which no new information is given before the uncoded repeat request

example: M: "What (Rq-D) ride did you go on (AS-C)?"

\*several intervening turns with either no memory response or an inaccurate response\*

M: "What other rides did you go on?"--the mother is not requesting a more specific piece of information but still asking for the same piece as in the first request

example: M: "What kind of day was it (Rq-D)?"

C: "I don't know."

M: "A sunny (D) day?"

C: "No (Neg)."

M: "What kind of day was it?"--an inaccurate response was given to the request

\*note: when subsequent utterances request the same piece of information but provide new cues, only the new information is coded

example: M: "*What did* (Rq-D) we see (AS-C)?"

C: "I don't know."

M: "You don't remember what we saw when we went riding (AS-C) in the car (D)?"--the request is not coded because new

information is included in this follow-up question

### 3. fill-in-the-blank questions

example: M: "Remember we picked up (AS-C) sea (D) (*leading*)...(Rq-D)"

example: M: "You jumped (AS-C) over (D) *what* (Rq-D)?"

### 4. "Do you remember...?" questions which explicitly request information

example: F: "*Do you remember which* (Rq-D) trains we took (AS-C)?"--the father requests information concerning the event

\*note: any "do you remember" question which functions as a yes/no question and does not request new information from the other conversational participant is not coded as a request

example: M: "Do you remember going to see (AS-C) Shamu (OP) at Sea World (OL) when we were in San Diego (OL)?"--this utterance is not considered a request although in "do you remember" form

\*note: a child's explicit repeat of a mother's request is coded as a request

example: M: "What happened (Rq-AS)?"

C: "You tell me *what happened* (Rq-AS)?"

example: M: "Guess who (Rq-OP) came by (AS-O) and got me in trouble (EM-O)?"

C: "What?"--this utterance does not contain a request and thus is considered an uncodeable placeholder

\*note: any acoustical clarification question and responses to such utterances are not coded using the present scheme

example: M: " Where (Rq-OL) did we go trick-or-treating (AS-C)?"  
 C: "Market (OL)."  
 M: "*What?*"  
 C: "*Market.*"--both italicized utterances are not coded

\*\*default note: when the request for information is not for an explicit type of information, by default the code of event description is assigned

example: M: "*What else* (Rq-D) can you tell me about it?"

example: M: "And then Mommy picked you up (AS-O) from school (OL) *and we went...*(Rq-D)?"

example: M: "What did we do (Rq-AS-C)?"

C: "We went trick-or-treating (AS-C)."

M: "*How* (Rq-D) did we do that?"

## B. Provides--no letter before the narrative code

1. any statement which provides new information or comments on already provided information
2. any question which does not clearly solicit information is by default considered a provide, including:

### a. explicit yes/no questions

example: M: "Did Mommy *go trick-or-treating* (AS-O) with you?"

example: M: "Did *you like* (IR-C) the car (D)?"--both examples would not be coded as a request

\*note: in order to be considered a yes/no question and thus not be coded as a request, the question must not be able to be worded in any other form than yes/no

example: M: "*Do you remember what color* (Rq-D-O) Shamu (OP) was?"--this utterance is coded as a request because the mother is requesting new information; the question could be reworded to say, "What color was Shamu?"

### b. tag questions

example: F: "Yeah (Con) they had a lot (EI) a neat (Eaf) formations (D) inside (D) the cave (OL), *didn't they?*"

### c. choice questions

example: F: "Did we take (AS-C) *the car* (D) *or the bus* (D) to the Marta station (OL)?"

C: "The car (Con)."--the father poses two possible choices which might describe the event and wishes for the child to choose one; however, no new information is being explicitly requested

II. Any utterance which explicitly involves a person will be assigned one of two codes:

A. **Child utterance**-the letter "C" after the narrative code

1. this code signifies that the utterance concerns the child participant

example: C: "Um, *I brought* (AS-C) it home (OL)."

\*note: the child utterance code is also assigned when the subject of the proposition is "we"

example: C: "Cause *we were like sitting* (AS-C) in the second (D) row (OL)."

B. **Other utterance**-the letter "O" after the narrative code

1. this code signifies that the utterance concerns any other person relevant to the event being discussed

example: M: "And remember Jennifer (OP) *getting her* (EM-O) picture (D) *made* (AS-O)?"

\*note: words like man, lady, people etc. are coded as descriptions because they do not describe a specific person at the event, but words related to them do receive the "O" code

example: C: "And a lady (D) *was running* (AS-O) down (D) the street (OL)."

\*\*\*note: the "Child" and "Other" codes apply only to the following code categories:

-Action-Simple (AS)

-Action-Rising (AR)

-Description (D)

-Dialogue (DL)

-Evaluation-Modifier (EM)

-Evaluation-Affect (EAf)

-Evaluation-Compulsion (ECp)

-Internal Reaction (IR)

-Evaluation-Sound (ES)

III. Any utterance which reveals background details which are relevant but not directly related to the labelled event itself will be assigned the letter "B" before its subsequent narrative coding

-present tense often a good indicator of background talk

-background can be any related event that took place both before and after the actual event

-the background code can be attached to any code in the entire scheme

## A. talk about a state of objects or people at the event or related to the event

example: (the event is going to the dentist)

C: "The other *night* (B-OET), you--you had my, *my* (B-EM-C) *pink* (B-D) *toothbrush* (B-D) and *your* (B-EM-O) *purple* (B-D) one was, was *old* (B-D)."

example: (the event is a Christmas party at school)

M: "Do you remember your (EM-C) Christmas (OET) party (D) at school (OL)?"

C: "Yeah (Con). I wanna tell you about Jimmy (OP) [who was at the party]. When he *went on* (B-AS-O) *the playground* (B-OL), the *wheels* (B-D) *fall* (B-AS) *off* (B-D)."

## B. talk of facts about objects or people at the event

example: M: "Were the cows (D) there?"

C: "Cows *make* (B-AS) *milk* (B-D)."

## C. describing a person as he or she is not specifically at the event but in time

example: F: "And you had (ECp) to duck (AS-C) real (EI) low (D)."

C: "I didn't (Neg). You had to (ECp)."

F: "Oh yeah (Con), that's true, *you're small* (B-D-C) *enough* (B-EI), you didn't (EN) have to."

example: M: "What did *your* (B-EM-C) *friends* (B-D-O) do?"

\*note: the background coding for relationships such as friends and cousins does not apply for parents, since mom and dad are the only terms the child knows for the parents

\*note: repetitions of event-based information is coded when in a background utterance

example: (event is going to a water park; the location has been coded in a previous utterance)

M: "We'd never (B-EN) been to a *water* (B-OL) *park* (B-OL)."

## D. other conversations about the event

example: (event is going to SeaWorld)

M: "I know you remember it because *we talked* (B-AS-C) about it *last week* (B-OET) when a *commercial* (B-D) was *on the T.V* (B-D)."

\*note: background includes the state of objects now, and performing the event with someone else or at another time

\*note: background information that was learned about at the event is event-based

example: F: "We *learned at the park* (OL) that these rocks (D) come from a famous (EM) cave (OL)."

Specific coding notes:

## I. New Information Codes

### A. Orientations

-information which orients the participants to different aspects of the event

-what something is called is considered its orienting component

example: M: "Where did we go (Rq-OL)?"

C: "To see (AS-C) the snowflake (D)."

M: "Yeah, (Con) what was it called? "--not a new request for orientation-location because same question

#### 1. Orientation-Location (OL)

a. utterances concerned with any location or place which may or may not have a proper name; can include names of performances and movies, etc.

example: M: "Do you remember when you came to see (AS-C) me *in the hospital* (OL)?"

example: M: "Do you remember when we saw (AS-C) *Sesame Street on Ice* (OL)?"

example: M: "*Remember where* (Rq-OL) we went to lunch (AS-C)?"

C: "*In a restaurant* (OL)."

example: M: "Whose (Rq-OP) *house* (OL) did we go to?"

C: "Maggie's (OP) *house* (OL)."

example: M: "We went to *Piedmont* (OL) *Park* (OL)."

example: M: "Remember when we went to that *place* (OL)."

example: M: "Did you have fun (Eaf-C) at the *water* (OL) *park* (OL)?"

\*note: orientation-locations include in the ring, in your seat, in a cage, playground, backyard, the eighteenth hole on a golf course, the fairway, the outfield, ramps, runways, tunnels, streets, in the water, pools, lakes, etc

\*note: when a location modifies another location, it is coded as a description

example: M: "Remember the park (OL) with the *swimming* (D) *pool* (D)?"

#### 2. Orientation-Person (OP)

a. naming people present during the event

example: M: "*Pop-pop* (OP) and *Ginger* (OP) were there."

example: M: "*Grandma* (OP) *Taylor* (OP) was there."

example: M: "*Grandma...* (Rq-OP)?"

C: "*Taylor* (OP)."

\*note: a baseball player is an OP but the actual position of a person is coded as a D

b. utterances concerned with any animate character or animal which has a proper name or specific identity

example: M: "Remember the time when we went to see (AS-C) *Shamu* (OP) at Seaworld (OL)?"

example: M: "What were the *clowns* (OP) doing (Rq-AS-O) at the circus (OL)?"

### 3. Orientation-External-Time (OET)

a. utterances concerned with placing the event in time

example: M: "Do you remember *last summer* (OET) when we went to Six Flags (OL)?"

b. mention of holidays

example: M: "Do you remember your (EM-C) *Christmas* (OET) party (D)?"

example: M: "Where (Rq-OL) did we go for Christine's (OP) *birthday* (OET)?"

\*note: orientation-external-time includes graduations, christenings, funerals, wakes, etc.

\*note: orientation-external-time includes that time, that day and that night, a long time ago, a few weeks ago, one week ago, far back in time--coded as just one OET

### 4. Orientation-Internal-Time (OIT)

a. phrases which have reference to time within the event

example: M: "Oh yes (Con), you got (AS-C) a toy (D) *at the end* (OIT) because you were soo-ooo (EI) good (Eaf-C)."

\*note: terms like all day and all night are considered OIT

## B. Actions (Referentials)

-information about actions that take place during the event

-all actions have a stop and a start within the framework of the event

## 1. Action-Simple (AS)

a. descriptions of what occurred during the event

example: M: "They came and *held* (AS-O) the baby."

example: M: "You *saw* (AS-C) the elephants (D)."

example: M: "Remember *it made* (AS) a weird (EM) noise (D)?"

example: M: "What *happened* (Rq-AS)?"

example: M: "What *did we do* (Rq-AS-C)?"

example: M: "I *put* (AS-C) it in (D) the box (D)."

example: M: "We *turned* (AS-C) off (D) the lights (D)."

example: M: "I *had* (AS-O) his (EM-O) basket (D)."

example: M: "The elephants (D) *had on* masks (D)."--the "had on" is not coded because an elephant is not a person; only people can be given a "had" action-simple code

\*note: simple actions include arriving and receiving

\*note: use of the verb "to go" in conjunction with another verb or action modifier is considered an action

example: M: "We *went to go get* (AS-C) seashells (D)."

example: M: "Where did we (Rq-OL) *go trick-or-treating* (AS-C)?"

example: M: "What (Rq-D) *came over* (AS) our heads (D-C)?--the description (over) is not coded in these cases

\*note: however, use of the verb "to go" in any form by itself is not considered an action because it implies no specific activity

example: M: "We *went to Seattle* (OL)."--no action code is assigned for this utterance

\*note: a repeat of the same action symbolizes a new action

example: C: "We *jumped* (AS-C) into (D) the pool (OL)."

M: "And then we *jumped again* (AS-C)."

\*note: the following are further examples of certain types of actions which are codeable

example: M: "Jay (OP) *was driving* (AS-O) the van (D)."

C: "And Matt (OP) *was driving* (AS-O) the van."--an action is coded for each new subject which performs it; does not apply for descriptions

example: M: "Who (Rq-OP) *drove* (AS-O)?"

C: "You *drove* (AS-O)."--both the general request action and the specific response action are coded

example: M: "What did (Rq-D) *you eat* (AS-C)?"

C: "I ate fruit (D)."--both utterances are referring to exactly the same action; therefore only the first mention is coded

example: C: "*I ran* (AS-C)."

M: "*Where* (Rq-OL) did you run?"

C: "I ran down (D) the street (OL)."--the original mention of the action is general, the second is specific, and the third is a repeat of the specific action

\*note: when body parts themselves perform actions, the "C" or "O" code is not given to the action

example: C: "My elbows (D-C) were sticking (AS) up (D)."

## 2. Action-Rising (AR)

a. actions which lead directly to a next action

example: F: "*We climbed* (AR-C) up (D) that mountain (OL)...to go inside (AS-C) the cave (OL)."

example: M: "*We got out* (AR-C) so we could swim (AS-C)."

## C. Descriptions

-information which contributes objective details about conditions, persons, or objects in the event

-descriptions are constant in nature and do not have explicit stop and start points like actions

### 1. Description (D)

a. information about what was present at the event

example: F: "*There was stalactites* (D)."

example: M: "*The light* (D) was off (D)."

example: M: "We would ride (AS-C) *in the van* (D)."

example: M: "*What was* (Rq-D) a ride (D) at Six Flags (OL)?"--the word "ride" implies action but no actual activity is being discussed

example: C: "I put (AS-C) it *in* (D) the *red* (D) *box* (D)."

example: M: "It was painted (D) *white* (D)."

example: M: "It was called (D) Seven (D) Saints (D)."

example: C: "We were *on top of* (D) the building (OL)."

\*note: descriptions include at the door, at the window, any vehicles, any locations inside of vehicles, on the ground, in the sky, at the door, inside, outside, on the floor, downstairs, at the table, body parts, etc.

example: M: "*Where* (Rq-D) did you sit (AS-C) on the boat (D)?"  
C: "*In the front* (D)."

\*note: descriptions include time, part, more, less, big, little, hard, easy, fast, slow, soft, loud, whole, everywhere, etc.

\*note: descriptions include ceremony, trip, etc.

\*note: descriptions include social expressions such as thanks, goodbye, I do

\*note: descriptions include into, down, up, on top of, etc., when attached to and directly describing an action

example: C: "I put (AS-C) it *in* (D) the box (D)."

example: M: "We went in the store (OL)."--the word in is attached to an action in this utterance

b. any explicit state of a person during the event, any enduring characteristic of a person at the event, what a person at the event was wearing

example: M: "You were a good (EAf) *girl* (D-C)."

example: C: "Shamu (OP) is... a *whale* (D-O)."

example: C: "Shamu (OP) is *black* (D-O) and *white* (D-O)."

example: M: "She cut (AS-O) your hair (D-C)."

example: M: "Did you put it (AS-C) over (D) your (EM-C) clothes (D-C)?"

example: (event is sister's birth)

M: "When she was born (AS-O) *she was bloody* (D-O)."

\*note: the terms was wearing and dressed as are not coded as actions but are indicators of a description of a person; clothes are body parts when one is wearing them

example: M: "Your (B-EM-C) brother (B-D-O) Michael (OP) was wearing *an orange* (D-O) *raincoat* (D-O)."

## II. Evaluative Information Codes

### A. Evaluations

-any information which reveals the personal experience of the event; subjective description

#### 1. Evaluation-Modifier (EM)

a. words that communicate how one should think about an object or person (subjective perception)

example: M: "The water (D) was *salty* (EM)."

example: M: "She was *ugly* (EM-O)."

\*note: evaluation-modifiers include itchy, scratchy, poofy, beautiful, fancy, etc.

b. possessors of an object

example: C: "It was *my* (EM-C) box (D)."

\*note: when a body part is mentioned, a child or other code is always assigned following the descriptor code but the modifier attached to the body part is not coded

example: M: "And the waves (D) came crashing (AS) over (D) *our heads* (D-C)."

\*note: the clothes a person is wearing receive a D-O code but the possessors are still coded as evaluation-modifiers (unlike body parts)

example: C: "I wore *my* (EM-C) sweater (D-O)."

## 2. Evaluation-Intensifier (EI)

a. utterances that intensify or stress what they modify

example: F: "It was *so* (EI) beautiful (EM) inside (D) the cave (OL)."

example: M: "It was a *great* (EI) big (D) wave (D)."

example: M: "It was a big *huge* (EI) bowl (D)."

example: M: "You have a little (D) *bitty* (EI) tricycle (D)."

example: C: "I wanted (IR-C) to do it (AS-C) *right* (EI) now."

\*note: evaluation-intensifiers include the terms a few, a lot, some, just, any, a couple, most, a bunch, enough, many, quite, almost, always, probably, each, etc.

## 3. Evaluation-Affect (EAf)

a. statement of emotion or an affective response about the event or a person

example: C: "It would be pretty (EI) *funny* (EAf) to watch (AS) all (EI) those people going up (AR) there just (EI) seeing (AS) someone get married (AS)."

example: F: "*I had a good* (EAf) time."

example: F: "That would be a *nice* (EAf) place (OL) to get married (AS)."

example: M: "You were *good* (EAf-C) to do (AS-C) that."

example: M: "You were a *good* (EAf-C) girl (D-C)."

example: M: "Did mom *get in trouble* (EAf-O)?"

example: M: "Mommy was *wrong* (EAf-C)."

example: C: "I had *fun* (EAf-C)."

example: M: "She got *hurt* (EAf-O)."

example: M: "What was (Rq-D) your *favorite* (EAf-C) part (D)?"

example: M: "It was a *scary* (EAf) ride (D)."

\*note: evaluation-affectors include the words nice, favorite, special, neat, etc.

b. mention of an emotion driven action

example: C: "*I hugged* (EAf-C) and *kissed* (EAf-C) you."

example: M: "You *took care* (EAf-C) of me."

#### 4. Evaluation-Comparison (ECm)

a. a metaphorical comparison between two concepts, images, people, etc.

example: F: "*Was it darker than your bedroom is at night* (ECm)?"--the actual structure of the utterance of the comparison is not coded, just the presence of the comparison itself

b. a physical or rhetorical comparison to the present

example: C: "But, you put (AS-O) bread (D) on (D) your shoes (D-C) *like this* (ECm)"--it can be extrapolated from the utterance that the child is making a physical motion to compare to the event recall

c. a degree comparison like farthest, biggest, bigger, best, etc.

#### 5. Evaluation-Repetition (ER)

a. consecutive repetitions of an utterance for emphasis of meaning

example: F: "It was *really* (EI), *really* (ER) hot (D) inside (D)."

\*note: just one evaluation repetition code is assigned for each set of emphasis repetitions

example: C: "I was *very* (EI), *very, very* (ER) cold (D-C)."

#### 6. Evaluation-Fantasy (EF)

\*note: these utterances are only coded by proposition and not for their structural elements

a. any proposition which is related to the event topic but is fictional extrapolation

example: E: "The policeman 's going to put Mommy in jail and you're going to get her out, huh?"

C: "Yeah. *The policeman is going to get her in the cage (EF) and I going to lock her out (EF).*"

\*note: responses to evaluation-fantasy utterances are also coded as evaluation-fantasy

example: F: "Do any crabs play guitar (EF)?"

C: "*No (EF).*"

\*note: the default is event-based, even if the utterance seems fantasy-like

## 7. Evaluation-Negation (EN)

a. any utterance which mentions something that did not happen during the event; event-based, not an internal reaction

example: C: "*We didn't have (EN) much (EI) darked (D) outfits (D).*"

example: M: "*It wasn't (EN) high (D).*"

example: C: "*It never (EN) stopped (AS).*"

\*note: evaluation-negation includes couldn't, wouldn't, and didn't

## 8. Evaluation-Attention-Getter (EAg)

a. any utterance which attempts to gain the attention of the other participant in the conversation

example: M: "*Think about it (EAg), what did we do (Rq-AS-C)?"*

example: M: "*Stac (EAg), do you remember something in Vancouver (OL) that I remember?"*

an b. utterances which involve the participants talking to themselves; cannot be EAg and a Request in the same utterance

example: M: "*Let's see what else (EAg) we did (AS-C) on Halloween (OET).*"

\*note: only code evaluation-attention-getters when other codeable information is present in the utterance

## 9. Evaluation-Sound (ES)

a. utterances concerned with the sounds made during the event

example: C: "*And then she...CUTS (AS-O) it.*"

M: "*Snip (ES) snip (ER).*"

example: M: "*And you went 'whoop (ES-C), bop (ES-C)'."*

example: C: "*Sebastian (OP) went ha (ES-O) ha ha!"*

## 10. Evaluation-Compulsion (ECp)

a. utterances that discuss a forced action or reaction

example: C: "He *makes me* (ECp-O) run (AS-C) away (D) from them."

example: C: "He was *supposed* (ECp-O) to walk (AS-C) me down (D) the aisle (OL)."

example: C: "Dad (OP) *would let me* (ECp) run (AS-C) down (D) the street (OL)."

example: M: "You *kept* (ECp) running (AS-C)."

B. Internal Reactions

-any discussion of a person's internal state during or about the event (i.e. what one thinks, feels, or wants)

a. **Internal Reaction (IR)**

example: C: "*I was crying* (IR-C) when I fell (AS-C) and cut (AS-C) my knee (D-C)."

example: C: "*I didn't know what to do* (IR-C) when she fell (AS-O)."

example: M: "He had (AS-O) his own little (D) *temper tantrum* (IR-O)."

example: M: "*I don't understand* (IR-C) why he did that (Rq-D)."

example: M: "*I felt* (IR-O) *good* (IR-O)."

example: C: "*I should have* (IR-C) brought (AS-C) my (EM-C) coat (D)."

example: M: "*She looked happy* (IR-O)."

example: F: "The dog (D) wanted (IR) food (D)."

\*note: internal reactions include screaming, giggling, laughing, trying, illness, etc.

C. Dialogue

-a cue that the following narration will be either quoted speech or an accurate summary of what was said during the event; narrative must directly follow the cue

1. **Dialogue (DL)**

example: C: "*She said* (DL-O) you could get married (AS) in there."

example: C: "*I said* (DL-C) that I wanted (IR-C) to go in there (AS-C)."

example: M: "*You asked me* (DL-C) for a penny (D)."

example: C: "*She told me* (DL-C) to go to the store (OL)."

\*note: a reply to a request for dialogue is also coded as dialogue in addition to its narrative code

example: M: "What did you say (Rq-DL-C) to them?"

C: "*Thanks* (DL-C) (D)."

### III. Non-Informative Comments

\*note: confirmations and negations must confirm or negate the content of a previous utterance; if the previous utterance is in request form, by default the confirmation or negation-like utterance is considered a placeholder (i.e. the participant does not know or does not want to answer the request) and thus not coded

example: M: "Do you remember who (Rq-OP) went on (AS-O) it?"

C: "No."--

example: M: "And do you remember what it tasted (D) like (Rq-ECm)?"

C: "Yes."

\*note: ha, hum, um, um um are not confirmations or negations  
yeh, ya ha, ya are confirmations or negations

#### A. Confirmation (Con)

1. any explicit affirmation of the content of the adjacent partner's turn

example: M: "Do you remember this past summer (OET)?"

C: "*Uh, huh* (Con)."

example: C: "It is black (D) and white (D)."

M: "Black (Con) and white (Con)."

example: M: "I remember you covering (AS-C) your ears (D-C)."

C: "*Me too* (Con)."

2. any repetition of the adjacent partner's turn which serves an explicit confirming function

example: C: "The lights (D) came on (AS)."

M: "*The lights came on* (Con)? *That's right* (Con)."--because of the following of an explicit confirmation, the repetition of the adjacent partner's turn is seen to serve an explicit confirmation function

\*note: only two confirmations can be awarded for each utterance which is confirmed

example: C: "The lights (D) came on (AS)."

M: "The lights came on (Con)! *That's right* (Con). You knew it."--

\*note: confirmation needs to be in the next turn but not immediately at the beginning

example: C: "It was rough (EM)."

M: "It was fun (EAf). *It was rough* (Con)."

\*note: when new information is within a confirming utterance, the utterance is not coded as a confirmation

example: M: "Remember who (Rq-OP) went on (AS-O) it?"

C: "John (OP)."

M: "Yeah (Con). You all (EI) went on it."--the second utterance confirms the previous utterance but is not coded because of the presence of the new intensifier

example: C: "He took (AS-O) it off (D)."

M: "He took it off (Con) when he was finished (OIT)."--if the new information utterance can be separated from repeated utterance, a confirmation can be coded

\*note: a repetition of the previous utterance that is followed by an exclamation point or a period has a confirming purpose and therefore is coded as a confirmation.

example: C: "The lights (D) came on (AS)."

M: "The lights came on (Con)!"

## B. Negation (Neg)

1. any explicit utterance which negates the content of the previous utterance

example: M: "Were you giggling (IR-C) a lot (EI)?"

C: "*Nuh uh* (Neg)."

2. any explicit utterance which negates a partner's negation

example: M: "Did Michael (OP) go with us?"

C: "No (Neg)."

M: "Yes (Neg), he did (Neg)."

\*note about above example: if the mother had said, "Michael was there in his stroller" the utterance would not be considered a negation because of the new information in the utterance

example: M: "Did we go to the store (OL)?"

C: "*No*, (Neg) *we didn't* (Neg)."

example: F: "Did we eat (AS-C) pineapple (D)?"

C: "No (Neg)."

F: "No?" That's right (Con)."

3. any repetition of an adjacent partner's utterance which serves explicitly as a negation

example: M: "What was that one (Rq-D)?"

C: "The Worm (D)."

M: "*The Worm* (Neg)? *No* (Neg)."--because of the following of an explicit negation, the repetition of the adjacent partner's utterance is considered to be an explicit negation

\*note: placeholders are not coded as negations

example: M: "Do you remember if Shamu (OP) was big (D-O) or small (D-O)?"

C: "No."

M: "No?"

example: M: "Do you remember if Shamu (OP) was big (D-O)?"

C: "No (Neg)."

M: "No?"

example: M: "What color (Rq-D-O) was Shamu (OP)?"

C: "No."

Do Not Include List:

another  
other  
a while  
everything  
together  
all right  
okay  
looked like  
was called  
name or named  
everybody

### Experimenter-Child coding scheme notes

\*the experimenter's purpose is only to elicit information from the child, not to add to the information the child is recalling.

\*since the data is not a conversation, the experimenter is not coded--she never provides any information other than the first prompts for beginning the "interview".

\*no confirmations, negations, or requests are coded because the data is not a conversation.

\*any clarification by the experimenter that indicates the child's previous unintelligible utterance is given a code for the child's utterance.

example: C: (*unintelligible one word*) (OP)

E: "Who did you see?"

\*nonadjacent child repetitions of experimenter-given information are coded.

example: E: "Tell me about going to Seaworld."

C: "We went to see (AS-C) Shamu (OP)."

E: "Uh huh."

C: "I liked (IR-C) *Seaworld* (OL)."

