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Video Coding Manual:

Short Form

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Systematic Assessment

of Book Reading (SABR)

Systematic Assessment of Book Reading (SABR) Video Coding Manual

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Overview SABR 2.2 Codes: Video Form

Thank you for coding using the SABR measure. The SABR tool is available at no cost to educators and researchers who are interested in understanding the qualities of classroom-based read aloud sessions. The tool is designed for use with children and teachers in *preschool through first grade classrooms*. This *short-form version contains 12 codes* and can be used to efficiently code videotaped read-alouds or for professional development purposes. A long-form is available separately for micro-coding of transcribed reading sessions.

Using a reliable and valid tool to understand important features of classroom reading sessions can help teachers improve their practice around important pedagogical elements. Yet, the coding manual is provided in a modifiable format so that other behaviors of interest may be defined and added to customize your observations of shared reading sessions. If you choose to modify the tool, please continue to cite the original work in your adapted version.

The coder’s objective is to carefully categorize teacher and child behaviors into codeable behaviors and then count the frequency of these behaviors of interest. Coding requires five basic steps.

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| Coding Objective  The coder’s task is to analyze teacher and child talk to categorize selected verbal behaviors. The table below shows the series of questions coders ask to assign codes or tallies to quantify the number of times behaviors of interest were observed. | |
| Setup for Coding | 1. **How can this reading session be described?** Note details of the context and title read aloud the top of the coding sheet such as the duration of the reading session and the genre of text read aloud. |
| Excluded Talk | 1. **Is there codeable content?** What utterances contain codeable content and what utterances should we excluded from further coding?  * Filler talk (mmm, uh) is excluded. * Simple yes/no responses are excluded. * Inaudible utterances are excluded. |
| Describe Form of Talk | 1. **Which form of utterance?** Who is speaking – teacher or child/ren? Did the speaker use a Question or Comment/Directive form of utterance? If a teacher question, which modifier codes apply? |
| Describe Content/ Topic of Teacher Talk | 1. **What are the global topic(s)?** What is the overall category of talk?    * **Is it behavior-related talk?** Did the teacher talk focus on managing or controlling children’s behavior? If so, what modifier codes apply?    * **Which literacy-related codes?** Did teacher talk refer to book/print conventions or letters and words? If so, what modifier codes apply?    * **Which meaning-related codes?** Did the teacher elaborate on the meaning of the text? If so, what modifier codes apply? |
| Observed Behaviors | 1. **What other behaviors were observed?** There are likely several aspects of teacher and child talk during book reading that are not counted.  * **Did other literacy- or meaning-related talk occur?** For descriptive or professional development purposes, coders note when other types of talk occurred that were not counted above (e.g., author/illustrator reference; predicting future text events). |

## 

## What Is the Unit of Analysis?

A spoken *utterance* (a complete thought/sentence) is the unit of analysis in this coding scheme. Before you begin coding, you must understand how to identify utterances in spoken language. Many resources explain how to segment spoken language into utterances (e.g., SALT software); coders who do not have familiarity with transcribing or breaking language into utterances should practice this before beginning SABR coding. A brief overview of utterances is provided below.

## What If the Speech Is Inaudible?

Utterances within large-group shared reading sessions may be hard to interpret. Utterances are deemed inaudible utterances, which are excluded from coding, if they cannot be deciphered after ONE time rewinding the video. This rule allows for coders to continue efficiently coding the reading session given.

## What Is Included in Coding?

Only *extra-textual talk* is coded, meaning talk by the focal teacher and students that goes beyond reading of the text itself. When the teacher reads the text aloud, this is not coded as his/her own contribution to the book reading session. If a teacher inserts only 1-2 words during reading, this is not sufficient to be extratextual talk. Talk by other adults during reading is not coded (e.g., teacher assistant enters room and asks question).

## What Is Excluded from Coding?

Many utterances contain *filler words* or content that *does not warrant coding* within this scheme. For example, talk that references formalities (thank you) or simple yes/no utterances are not coded. See details below.

## What Constitutes the Book Reading Session?

The book reading session begins when teachers draw children’s attention to the text and ends when the children/teacher transition to a new activity. Coding *starts* when the book reading activity begins, which may not be the start of the video because there may be some transition time before/after the reading activity begins (e.g., setting up the camera before reading; moving to classroom centers after reading). Coding *ends* when the book is no longer the focus of attention or topic of conversation. This may occur when a new classroom activity begins or when the book is set aside and the topic conversation shifts to topics unrelated to the text. Mark the *start and stop* *times* top at the top of the coding sheet in minutes, seconds (00:00) format.

## How Can You Analyze Timing of Talk during Reading?

There is an option to analyze timing of talk during the book reading session using three segments of before, during, and after reading. Some researchers and educators are interested in understanding how different pedagogical styles and timing of talk can support children’s learning. It is not essential that coding be broken into these segments. If you are coding for timing, *before* reading talk occurs on the cover and title page(s). *During* reading begins at the first page of the story or informational text and ends at the last page. *After* reading includes any talk about the end pages, cover, or when the book is closed.

## Why Are Keywords a Focus of Coding?

The SABR tool focuses on *keywords* to identify relevant codeable behaviors. When a “keyword” for a code is present, you must mark that code. This approach reduces coder inferences and increases reliability. However, many codes can be marked without the presence of a keyword. Thus, coders should attend to keywords and also use broader code definitions to understand when a codeable behavior is present.

## What Books Can be Coded?

The SABR can be used to code any books read aloud in early childhood classrooms (preschool through grade 1). If possible,*keep a copy of the read aloud text with you* during coding so you can determine whether the talk is the teacher’s own words or text reading. If you cannot obtain a physical book, consider watching an online video read aloud of the text to familiarize yourself with the authors’ words.

Coding List

This table contains a list of all short-form codes and indicates whether they can be applied to teacher talk or child talk. The most important type of talk to exclude is reading of the text itself because we are only interested in coding *extratextual talk*: talk beyond the reading of the printed text. The most important behaviors for improving child outcomes are counted; these frequency count items are marked as #. Other behaviors are noted as simple observed/not observed during the entire shared reading session; these items are marked as ✓.

|  |  |  |  |
| --- | --- | --- | --- |
| **Code Names** | **Reading** | **Teacher** | **Child** |
| **Exclude from Further Coding (sample of excluded categories)** | | | |
| Teacher/student reading of the text itself | X |  |  |
| Exclude Filler (Uh huh, Huh, Please, Thank you) |  | X | X |
| Yes/No (Not coded for either T or C) |  | X | X |
| **Form of Utterance** | | | |
| 1. Child Comment |  |  |  |
| 1. Child Question |  |  |  |
| 1. Teacher Repeat/Recast/Extend Child Words |  |  |  |
| 1. Teacher Question Type: Auxiliary Yes/No Q, Yes/No Q, Turn-taking Q, Wh- Q, Why Q, How Q, |  |  |  |
| **­­Topic/Content Categories** | | | |
| **Behavior-Related** | | | |
| 1. Redirections/Reminders |  |  |  |
| **Literacy-Related** | | | |
| 1. Book and Print Conventions |  |  |  |
| 1. ­Letters, Words, Writing |  |  |  |
| **Meaning/Comprehension-Related** | | | |
| 1. Character Reference |  |  |  |
| 1. Cognition |  |  |  |
| 1. Feelings/Emotions |  |  |  |
| 1. Define/Elaborate on Vocabulary |  |  |  |
| 1. Acting Out & Pretend Play |  |  |  |
| **Observations Noted** | | | |
| Other behaviors are noted but *not* counted:  Author/Illustrator Reference, Predicting Future Text Events, Making Connections, Background Knowledge, Causal Reasoning/Problem Solving, Judgments/Opinions, Desires/Preferences |  | ✓ |  |

Excluded Talk

There are some utterances that contain no codeable content and should be excluded from further consideration. These utterances do not fall into the larger categories of behavior-, literacy- or meaning-related talk or are not audible.

|  |  |  |
| --- | --- | --- |
| Excludes/Fillers  Utterances that do not have substantial code and includes fully inaudible utterances, abandoned utterances, noises or fillers. | | |
| Inaudible talk (Teacher  or Child) | * T: *XXX* (talk is inaudible) * T: *I will xxx* (thought abandoned before codeable content) * C: *XXX* (talk is inaudible) * C: *XX the XX* (too little content to be codeable) * C: *XX I have XX and XX* (too little content because only a “be verb” and pronoun) | |
| **Note 1: *Rewind once rule*** *-* Do not rewind the video twice to attempt to interpret an utterance as this increases total coding time. The goal is to quickly code understandable talk, rather than straining to interpret unintelligible utterances.  **Note 2:** Do not exclude ***partially* inaudible utterances**. If an utterance is partially inaudible, but has codeable content, you can mark the relevant literacy, meaning, or behavioral codes.   * T: I will **read** the **words**, then xxx. = Literacy > Letters/Words/Writing. * T: xxx tells us that Diego is **thinking**. = Meaning > Cognition, Character Reference. | | |
| Filler words/  manners (Teacher or  Child) | * C: *Um, Uh, Er, Ew, Uh oh* * C: *Oh, Ooo, Ah, Aww* * T: *Oh my; Oh my gosh; Oh my goodness* (too vague) * C: *Wow. Woah*. (Too vague for surprise expression and often used as filler) * C: *Wha^* (abandoned utterance mid word) | * T: *Please. Thank you. You’re welcome.* * T: *Excuse me.* * C: *Huh?* (meaning “what?” – this is a little more than filler, but too vague to code as a question) * C: *{Gasp}, C: [sounds/animal noises]* |
| Yes/No  (Teacher or  Child) | * C: *Okay, Alright, Ok. Ok? Maybe.* * C: *Yes, yeah, Mmhmm, Mm-mm, Uh huh, Maybe. Yes? Yeah? Maybe?* * C: *No, nuh-uh, Oh no, No?* * T: *I don’t know* (do not further code as Cognition) * T: *I don’t think so/I think so* (when meaning no/yes; do not further code as Cognition) | |
| Overlapping children  talking | Multiple children talking at the same time is excluded, unless they are producing a choral response or other clear, interpretable utterance.   * Cs: *[It’s a xxx.]* * C1: *I see a xx.* | |
| Teacher  praise | Teacher talk that praises students or gives positive feedback.   * T: *Right.* * T: *Good job, Mason!* * T: *Excellent.* | |
| Exact Repetitions | When teachers or students repeat an utterance exactly, exclude the second utterance/exact repetition from further coding.   * T: *He is sad*. (Meaning 🡪 Feelings/Emotions) * T: *He IS sad.* (Exclude repetition even if changed intonation) | |
| Talk in a language other than English | * T: *Buenos dias, Maria.*   If coders are *not* bilingual, you may choose to exclude full utterances in languages other than English. However, if bilingual coders are available, you may choose to add space to the coding sheet to document codeable utterances in another language (e.g., Spanish). If more than 2-3 utterances occur in a language other than English, notify your supervisor to determine if a bilingual coder can be identified for this data. | |

Identifying Utterances in Spoken Language

For this video coding scheme, all extratextual talk is coded at the utterance level. Since an utterance is the unit of analysis, coders must be able to segment speech into utterances. The formal definition of *an utterance is “an independent clause with its modifiers.”* This includes one main clause with all subordinate clauses associated with it. You cannot further break an utterance without changing its essential meaning.

## Identifying Speakers

The coder must which speaker the utterance should be ascribed to – there are three possible types of speakers you will hear in classroom shared reading sessions:

1. **T**: Teacher – this talk is further coded, unless reading the text itself.
2. **C**: Child – this talk is coded for comment/question.
3. **Cs**: Multiple children talking about the same time – this talk may be excluded or coded.

You may code talk that includes multiple children if this occurs when a teacher asks the entire class a question, and expects children to respond in unison. For example, the teacher may ask “Who liked this book?”, then it’s likely that several children will respond with “Me!”

## Identifying Utterances

A spoken utterance typically represents a single written sentence. Some sentences may be quite short; others may be longer. Grammatically speaking, utterances may contain one or more clause. Main clauses can stand alone and can be segmented as one single utterance. Subordinate clauses DEPEND on the main clause to make logical sense; thus, the subordinate clauses are not separated from the main clause.

***Examples*: Main clauses are bold**; subordinate clauses are underlined in the following examples.

T: **What is happening on this page** where he’s yelling?

C: **He’s kicking his legs** cuz he doesn’t want a bath!

T: When you told him it was bathtime **he saw** that the duckie was missing.

Utterances may contain *one* coordinating conjunctions that links together two main clauses within a single utterance. Common coordinating conjunctions include: *and, but, so* (but not “so that”), *and then, then*. The SABR allows one coordinating conjunction per utterance.

***Examples*: Main clauses are bold;** coordinating conjunctions are underlined in these examples.

T: **They’re having a problem in this picture** and **I think that’s because they’re so angry**.

C: **He is not angry anymore,** but **she doesn’t know that**.

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| **Talk by one speaker that includes several different topics can be contained in one utterance or two.** | * + T simple utterance: **Hands in your laps**.   + T complex utterance: **You are going to have to leave the circle** if I have to say your name again.   + T complex utterance: Ok, everyone, **let’s see what happens next** as we sit nicely. |
| **Talk with noticeable pauses or changes in intonation** indicates an utterance break. | * + T utterance 1: This book is about… (pauses and looks around the room).   + T utterance 2: I think this book is about being friends.   + T question utterance 3: Do you think this book is about friends? (Rising intonation signals end of utterance) |
| When a speaker has a **false start, this counts as one utterance**. | False starts are unnecessary repetitions or instantaneous revision of words in a speaker’s sentence. Ignore false starts and do not code them.   * + If you think, If you think that is rude, raise your hand.   + What is she… How do you think she feels here? |
| Incomplete sentences may be coded if there is codeable content | * C: Bossy! * C: I know she’s bossy cuz… (Interruption) C: Look at the blocks. |

Coding Decision Tree

After identifying a single utterance, coders make a series of decisions about what codes apply. The flow chart below shows the series of decisions made to categorize extra-textual utterances. First the speaker and **form of utterance** are identified; teacher questions receive additional **question modifier** codes. Then that utterance is coded for the **General Topic/Content** codes (orange); the general topic cannot co-occur (i.e., they are mutually exclusive and you must pick one most relevant topic). However, all **modifier** codes (green) can co-occur. Hierarchical decision rules are explained for the General Topic code below.

Coding Teacher and Child Extra-textual Talk during book reading

**Meaning-related** (comprehend text)

Reference to characters and understanding the text

**Literacy-related** (reading words)

Literacy codes: book & print conventions, letters, words, writing

**Behavior-related talk**

**No further code**

**Filler**: Oh, Ooo, Um, Er, Ew, Mmhh, Uh huh, {Gasp}, [sounds], Oh my

**Inaudible**: XX; abandoned midstream ...xxx

**5 Response**: Yes, No, Nope. I don't know. I think so.

Consider form of utterance (Question, Comment)

Code modifiers for types of T questions

Form of Utterance

## Child Form of Utterance Codes

Child talk represents a smaller portion of extratextual talk than teacher talk. Therefore, all audible child talk should be counted and marked for one of two codes: a child question or child comment/directive.

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| Child Comment/Other  Declarative sentence forms and imperative sentences are coded here. | |
| * Declarative sentences are used to convey information or to make statements. * These are the most common utterance form. * They do not demand a response from the listener. * Directives or imperative sentence forms that call for action on part of the listener and can also be coded here. | * C: *I see a dragon.* * C: *They have the same pigeon book as us.* * C: *Her name is Petunia.* * C: *I can’t see!* * C: *Turn it so we can see. (Directive)* * C: *Tell her no! (Directive)* |
| **Note:** Spontaneous spoken language is not as carefully constructed as written language. Therefore, if an utterance does not neatly fit one of these utterance forms, assume it is a comment by default. | |

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| Child Questions  Interrogative sentence form designed to elicit a response from the listener. | |
| * Questions are designed to elicit information from the listener. * Even rhetorical questions (tag questions) are coded here as a question due to rising intonation at end of utterance. | * C: *Why doesn’t she just ask him nicely?* * C: *Which one?* * C: *Can I go to the bathroom?* * C: *Am I sitting nicely, Ms. Johnson?* * C: *When do I get a turn?* |

## Teacher Form of Utterance Codes

Teacher talk occurs often during shared reading; therefore, the form of each teacher utterance is not counted. However, there are certain forms of teacher talk of particular interest that are coded because they: a) recast children’s words, or b) use a question form designed to elicit a child response. But other common teacher forms of utterances (e.g., comments that are not recasts) are not coded as a frequency count.

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| Repeat/Recast/Extend  This teacher code involves elaborating on child utterances by recasting or expanding the topic in a way that uses at least one word from the child’s previous utterance. | |
| * These continuations of child topics/utterances must use at least one word from the child’s **previous** utterance(s); this includes root words that are carried over from C’s talk (C: They read. T: They’re reading).   + You can consider recasts as teacher talk in the next speaker turn. In other words, you may ignore preceding filler words/phrases/inaudible or other excluded talk when considering whether teacher talk counts as a repeat/recast/expansion.   + You can continue counting recasts that use a child’s previous word until other codeable content is marked. * The rules for applying this sequential code differ from others because the criterion of the teacher utilizing one of the child’s previous words must be met. | |
| * Must repeat more than just a pronoun or “be” verb (non-example: C: This is a dinosaur. T: Yeah, it *is*.) * Must include more than simply change a pronoun from I/me to you or this/that, this/it. * Must include more than simply changing a contracted form (to with or without a contraction: it’s/it is or we are/we’re) | C: *There’s a dragon!*  T: *There’s a dragon.*  C: *Apple.*  C: *XXX.* (ignore inaudible)  T: *Somebody said, “Apple.”* |
| * **Teachers may recast** what a child says by providing a more complete/complex grammatical/syntactic model and/or more accurate meaning/semantics. * Adults often recast children’s utterances in a question form; **recasting as a question** can keep a conversation going | C: *Car going.*  T: *Yes, the car is going.*  C: *We goed to the park.*  T: *We went to the park.*  C: I think they’re gonna make up.  T: You think they’re gonna make up?  C: *That’s my letter.*  T: *Yes, that’s the letter P.* |
| * **Extensions and expansions** add an idea or complexity to the child’s idea. Adult’s extensions can move from literal to inferential topics by explaining the how/why of something the child observed/stated. | C: *Nice dragon.*  T: *She’s pretending to be a nice dragon now.*  C: *Eggplant.*  T: *Very good. (*exclude praise)  T: *These are seeds from an eggplant.* |

## Teacher Questions

All teacher questions are counted and must be assigned to one of six question categories. The hierarchy for deciding on questions:

* The **explicit grammatical wording question** codes (Auxiliary, Wh- Q, Why Q, How Q) trump the less precise question types (Turn-Taking Q, Yes/No).
* If there are **two question words imbedded in a sentence** (*When she doesn’t share, how does he feel? =* How Q),coders should ignore the subordinate/dependent clause and code the main/independent clause.

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| Auxiliary Verb Questions  An auxiliary verb is at the beginning or within the question. | |
| **Keywords:** Have (Has, Had, Having), Can (Could), Do (Does, Did), Will (Would), all “To Be“ forms (Am, Is, Are, Was, Were, Being, Been, etc.), May, Might, Must, Need, Shall, Should  **Possible keyword:** Dare (Dare you…?) | |
| * **Auxiliary verbs are helper verbs**. Moving these to the front of a sentence turns it into a question. * In English, polar interrogatives (yes/no questions) are formed by fronting an auxiliary, and adding a dummy auxiliary “do” if the main verb is not an auxiliary (*The dog is running > Is the dog running?; He wants to eat > Does he want to eat?)* * The response to these questions is usually yes/no. * Auxiliary verbs are often at the front of the question (*Will he feel sad?*), but not always (*If you take that from Diego, will he be sad?*). | * *Do you like it?* * *Will he go?* * *Have you been to the jungle before?* * *Can you find the letter B?* * *May I have another?* * *Would you like a turn?* * *If Petunia doesn’t share, will Diego be sad?* * *Do you think they’ll stay mad or be friends again?* * *When the bears come home, do you think they’ll be surprised to see Goldilocks?* |
| **Note:** Do not code questions that are missing the auxiliary verb (*You think he looks cool?*) in this category. | |

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| Yes/No Questions Questions that do not have an auxiliary verb present, but can be answered with “yes” or “no.” | | |
| * These are slightly **more informal** ways of asking a yes/no question than the auxiliary-verb question format (*See that? You think he’s cool?*) * Listen for a **rise in intonation** to infer that these utterances are questions. * **Tag questions** are coded here. Questions tagged onto the end of a declarative sentence are typically rhetorical questions or are seeking a simple affirmation. * These tag questions end with a question mark, but they may not demand a response from the listener. * **Either/or, forced-choice questions** are designed to elicit a simple response so they are also coded as Yes/No Q unless they meet another category:   + *Do you want a red or blue crayon?* = Auxiliary Q   + *Want a red or blue crayon?* = Yes/No Q | * *You like it?* * *See it?* * *You’ve been to the jungle before?* * *Remember?* * *You want a turn?* * *Petunia’s being mean?* | |
| This is a list of most tag Q forms: | |
| * *X, hasn't he?* * *X, didn't he?* * *X, isn't he?* * *X, doesn’t it?* * *X, won't he?* * *X, shouldn't he?* * *X, can't he?* * *X, okay?* * *X, right?* * *X, is she?* | * *Do X, will you?* * *Oh, I'm X, am I?* * *Oh, you do, do you?* * *X, won't you?* * *X, is it?* * *X, aren't I?* * *X, aren't you?* * *X, shall we?* * *X, huh?* * *X, maybe?* |

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| **Wh- Questions** *Wh- basic question* + interrogative sentence form. | |
| **Keywords:** Who, what, when, where, which | |
| * Wh- questions start with *or* contain one question word and are phrased as a question to elicit a response. * Interrogative sentences are used in asking questions and are designed to elicit a response. * You may code a question that contains a Wh- word in a position other than the initial position - *He has a long what*? | * *What happened?* * *Where is the setting of this story?* * *Who is this character?* * *Which one is…?* * *This is a what?* * *You want to see who?* * *And Matt Dye did what?* * *What did you say?* |
| **Note:** Do not code “why” questions here - those are coded elsewhere because they tend to elicit a more elaborate response. | |

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| Why Questions  *Why* + interrogative sentence form. | |
| **Why** interrogative sentences are used in asking a question and must include the word “why.” | * *Why are they \_\_\_?* * *Why do you think that?* * *She did that why?* |

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| How Questions  *How* + interrogative sentence form. | |
| **How** interrogative sentences are used in asking a question and must include the word “how.” | * *How does this compare to \_\_\_?* * *How do you know?* * *How many does she have?* * *How does Diego feel?* * *She was feeling how?* |

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| Turn-Taking Questions When a question does not fit the above wording categories and is designed to give a child a turn to speak. |

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| * This is a very narrow code for when a teacher question is giving the floor to the child to speak and the wording does not fit other categories. | * *Yes, Ladacia?* * *Felicia?* |
| **Note 1:** Although the question “Huh?” is mostly used to request a speaker to clarify their message, this is vague talk that should be excluded at an early step of coding.  **Note 2:** If a teacher includes a child’s name within a question that fits another category, do not mark Turn-taking (e.g., *Mason, do you like to do make-believe? =* Auxiliary Q; *What, Felicia?*  = Wh- Q). | |

Considering the General Topic

Once an utterance is deemed codeable because it was not excluded from further coding, the **General** **Content/Topic** category must be determined. This will also guide assignment of more micro codes that are relevant to an utterance. You must pick one dominant Topic Category for each utterance because these three general codes are mutually exclusive, but the more micro, modifier codes can co-occur across the general topic categories.

Guidelines for identifying the General Topic are that, if keywords are present, **keywords trump context using this hierarchy:**

* If a keyword for behavior and a keyword for literacy/meaning are present, code for literacy or meaning as the *general topic* because **literacy or meaning trumps behavior**.
* If a keyword for literacy and a keyword for meaning are present in the same utterance**, choose the dominant general category**.
  + But if it is unclear what the dominant general topic is, break the “tie” by coding for meaning as the *general topic* because **meaning may trump literacy.**
* **Within a general category, *modifier* codes can co-occur**. For example, a meaning-related utterance could receive several different meaning codes (Character Reference + Cognition).
* **Within *modifier* codes, topics can co-occur.** For example, a Literacy-Related Topic, the utterance could receive a meaning and literacy code (e.g., What sound do you think that letter makes? = Cognition code + Letters code).

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| **Behavior-Related** | Utterances that address the **topic of behavior exclusively**, such as attention directors or reminders about rules/expectations. (*Listen and pay attention. You need to be quiet.*) |
| Utterances that address the **topic of behavior** **with literacy- or meaning-related content** embedded are marked as the higher instructional content codes of Literacy OR Meaning because these forms of instructional content are of greater theoretical interest than the embedded behavior supports. For example:   * T: *See how I read from top to bottom?* = General Literacy-Related → Book/Print Conventions because **literacy trumps behavior** → Attention directing modifier for “see” is NOT counted, only Book and Print conventions for “read from top to bottom”   T: *Be quiet so we can talk about how angry Petunia is!* = General Meaning → Feelings/Emotions and Character Reference because **meaning/comprehension trumps behavior.** |
| **Literacy-Related** | Utterances that address the **topic of literacy exclusively**, such as letters, words, books/print conventions or the purpose of reading. (*Those words say “Writing Center.”*) |
| Utterances that address the **topic of literacy predominantly** but include other lesser meaning-related content. (e.g., *Diego wrote her a note.* = General Literacy → Letter/Words/Writing code; literacy is more predominate category than meaning, but do also mark meaning code of Character Reference.) |
| **Meaning-Related** | Utterances that address the **topic of comprehending the meaning of the text exclusively**, such as character/event references, character’s mental state, predicting text events, etc. (*I think she’s angry.* = General Meaning → Feelings/Emotions) |
| Utterances that address the **topic of comprehending the meaning of the text predominantly** but include other lesser literacy-related content. (e.g., *The note he wrote means he wants to be friends again.* = General Meaning → Feelings/Emotions is the predominate code, but do mark literacy for the Writing keyword “wrote.”) |

Topic Modifier Codes

## Behavior-Related Codes

The only type of behavior-related talk of interest is utterances that serve to manage children’s behaviors or remind children of classroom rules and procedures.

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| Redirections and Reminders  This code involves positive and negative behavior management related talk (redirection and reminders). | |
| **Keywords/phrases:** Shhh, Sit down, Wait your turn/his turn, Stop!, Be quiet, Don’t/do not + directive, Can’t/can + behavior directive, Raise your hand, Look, Pay attention. | |
| * Proactive talk to help children orient their attention and manage/control their behavior appropriately. * Gives instructions or discusses rules. * Procedural reminders/explanations: grants permission to speak or defers children’s topic until later time, grants permission to leave the activity for water/restroom/etc. * Instructions for children’s behavior. * Explanations of why/how children should behave (e.g., *We all need to sit on our bottoms so that everyone can see the book*.) * Any bribes or rewards. * Reactive talk to redirect children’s attention or behavior. * Utterances strictly to manage/react to misbehavior or to control children’s behavior. * Any threats of punishments/timeouts/loss of privileges (e.g., *You won’t get any juice at snack unless you sit down.*) * Extreme negativity, shaming, or sarcasm or teacher uses a frustrated/harsh tone (e.g., *I can’t believe how you’re acting!*) | * T: *Okay, it’s your turn.* * T: *Raise your hand.* * T: *Hold on.* * T: *Sit down/nicely/with legs crossed.* * T: *Move to your spot.* * T: *I am looking for boys and girls who are sitting nicely because they’ll get stickers.* * T: *You’re being great listeners.* * T: *I like how you’re sitting in the ready to learn position.* * T: *Don’t….* * T: *Stop.* * T: *Quit doing…* * T: *Be quiet!* (scolding) * T: *It’* ***not*** *your turn.* * T: *Go sit in the thinking chair.* * T: *You all are so embarrassing.* * T: *Be quiet while I am reading.* (Do not code for literacy.) * T: *Is that how we treat our friends?* |
| * Standalone attention-directing utterances are counted for behavior. | * T: *Pay attention.* * T: *Look.* * T: *Listen.* * T: *Ready; Are you ready?* * T: *1,2,3 eyes on me.* * T: *Focus boys and girls.* * T: *Let’s keep reading.* * T: *Let’s see what’s gonna happen.* |
| **Note:** Teacher utterances that include teaching content (meaning- or literacy-related) may include keywords/phrases to help children orient their attention to the task/book. However, if attention-directing words are embedded with other literacy or meaning topics, those categories trump attention-directing words (e.g., “Look at the front cover.” = literacy) and the utterance should not receive the Redirections and Reminders code. | |

## Literacy-Related Codes

These utterances are designed to support later reading skills by helping children understand how books, print, letters and words work. There are two types of literacy-related talk of interest.

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| Book & Print Conventions  This code involves talk about how to use books, book parts or rules and conventions that English print requires. | |
| **Keywords:** Title, title page, page cover, spine, end pages, dedication page; turn page; read from left to right; “read” + top/bottom; genre; speech bubble  **Possible keywords:** Kingdom of Friends (when referring explicitly to the title) | |
| * Talking about parts of the book. * Talk about how to turn pages or manipulate a book correctly (right side up vs. upside down). * Talk about how directionality of print in English moves from left to right, top to bottom, etc. * Talk about the beginning, middle and end parts of the book. * Naming the title or explaining the title is like a name of book. * Naming the genre of the book (fiction, nonfiction). * Referring to how books have words and pictures (*I am going to read the book and show you the pictures*). * Explicit talk about the purpose of speech bubbles. * If the utterance is NOT a reading line, the full title should receive this code. | * T: *The end.* * T: *What is this part of the book called?* * T: *Did you know that books have a strong cover to keep the pages inside?* * T: *You want to go backwards?* (right to left directionality) * T: *The title of this story is XX.* * T: *I have to read this story from front to back.* * T: *What is this book called?* * T: *This story/book is called \_\_\_\_. (*reference title) * T: *This is an informational book.* (genre) * T: *This is a speech bubble that shows she is talking.* (salient print in the book) |
| **Note 1:** We do not code words such as “read,” “story” or “book” unless they include more explicit references to how books and print are read.  **Note 2:** We do not count the frequency of utterances that reference the role of the author/illustrator. This type of talk is simply marked as observed/not observed (yes/no).  **Note 3:** We do not code reading a speech bubble with a non-explicit introduction (e.g., *He says, “a new pigeon book.”* = no code/excluded as reading). | |

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| Letters/Words/Writing  This code lumps together three types of literacy-related talk. | |
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| Letters  Involves teacher talk about letter names, letter sounds, alphabetical order or letter features. | |
| Keywords/phrases: letters, uppercase, lowercase, letter sound, starts with + letter name/sound | |
| * Naming letters and letter features. * Describing sounds letters make. * Talk about single letter sounds (e.g., /m/, /l/), digraphs (/sh/, /ch/, /th/, /wh/), or blends (e.g., /sl/, /br/, /fl/, /st/) * A string of letters to spell a word (e.g., S-N-A-K-E) and does not use the word “spell,” this is only marked as letters (not Words). | * T: *This is the letter A.* * T: *This word starts with the letter C, just like Cathy’s name starts with C.* * T: *Which letter on this page says /ttt/?* * T: *Is that an uppercase T?* * T: *Who can come point to a B?* * T: */Buh/ /ST/, for “best friend.”* * T: *What is this letter?* |
| Words  Involves teacher talk that identifies whole words in print or models writing of words. | |
| **Key words/phrases:** rhyming words, syllables, long/short word, This says…  **Possible keyword:** word(s) | |
| * Distinguishing between letters and words. * Counting words in a title/sentence/etc. * Identifying “sight words.” * Print must be referenced for this code including verbal statements about letters or words (i.e., not asking about a word’s meaning). * Asking children to come up and read a word. * Discussing the length of a word or the author/illustrator names. * Identifying or asking about rhyming words that sound similar (rhyming words; alliterative words) or different. * Discussing how many syllables (or other parts/ phonemes) are in this word. | * T: *Let’s count how many* ***words*** *are in the title.* * T: *This* ***word*** *says “the” and this word says “cool.”* * T: *There are no words on this page, only pictures.* * T: *This is the word “tadpoles.”* * T: *Where is the word?* * T: *This* ***word*** *says “Roar.”* * T: *Books have words in them.* |
| **Note 1:** This is different from defining a word’s meaning/vocabulary (*What does X mean?*). To mark this code, the teacher must include a reference to words **on the page**, not the word’s meaning.    **Note 2:** The keyword “word” is not always sufficient for this code. You must consider if the teacher is talking about literacy, not behavioral reminders (i.e., “Using kind words”). | |
| Writing  This involves talk about how to write, invented spelling, and modeled writing. | |
| **Keywords/phrases:** Write/writing/wrote; Writing center | |
| * Explaininginvented spelling. * If the teacher writes any words during the session, this is coded here because it models how words are made: (*This is how I write a letter A. Watch*.) * Identifying that a character is writing. * Discussing the author’s role. | * T: *That’s kindergarten writing.* * T: *Look at what Diego wrote.* * T: *The writing center is right here.* * T: *Let’s write the word friend. First I write F.* * T: *You write the words the way they sound.* * T: *The author wrote the book.* |
| **Note:** If there is an example of invented spelling in an illustration, if the teacher refers to the picture without a keyword (e.g., *This note says, “Best Friends.”),* assign no code. However, more explicit talk or keywords receive the Letters/Words/Writing code (*He wrote a note that says, “Best Friends.”*). | |

## Meaning-Related Codes

There are five types of meaning- or comprehension-related talk that are counted at the utterance frequency level. Teachers are likely to use many other types of utterances about the meaning of the book. However, coders need not count every instance of these other types of talk because they do not relate to children’s language and literacy outcomes. Therefore, other meaning-related utterances are captured with a simple observed/not observed category described in the following section.

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| Character Reference  This code refers to character names as proper nouns. | |
| **Keywords:** Diego, Petunia, Dad, Brother, Queen Bossypants | |
| * Discussion referring to character’s names as proper nouns. * Questions designed to elicit the character’s name. | * T: *Diego went to the writing center.* * T: *Who is this/she?* |
| **Note 1:** The characters in the SABR text are only humans (e.g., Petunia, Diego, dad, etc.). Use of a character names in an utterance can be literal only (*Petunia is wearing purple.* = Character Reference) or can co-occur with other meaning related talk (*Petunia thinks he’s still angry =* Character Ref + Cognition, Emotion).  **Note 2:** Using a character name to note what the character is saying in a speech bubble is not sufficient for a character reference (Petunia said “a new pigeon book.”) because this is largely text reading. | |

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| Cognition  This code indicates cognition/thinking. These keywords indicate cognitive processes in the brain. | |
| **Keywords:** learn, think, know, believe, make believe, plan, pretend, doubt, marvel, remember, recall, forget, guess, dream, visualize, imagine, understand, figure it out, have in mind, change mind, realize, consider, come up with, figure out, find out, decide/decision, pick/choose/choice  **Keywords false belief:** real, reality, in fact, actual, actually, truth, truly, false, wrong, incorrect  **Possible keywords:** wonder (“I wonder…”), really (meaning reality not very/modifier) | |
| * Naming or describing character/self/others’ cognition. * Frequent inferences about **character’s cognition** pertain to their mental thinking processes as signaled by keywords, such as “think,” “remember,” or “know.” * Using keywords to describe **teachers’/students’ own thinking** is also coded here. * Two keywords (surprise and wonder) can be used to represent cognitive processes *or* emotions. An active process of wondering shown in the grammatical **verb form** (*He wondered if that was true*) is cognition. Whereas the noun form is an emotion (*She looked at him in wonder/awe)*. * This code is given even if the teacher restates something that was explicitly stated in the text (e.g., “*Did you hear that? Petunia decided he could help make plans!”*) | * T: *Do you know what his name is?* * T: *What do you think is happening?* * T: *I can’t believe she did that!* * T: *Let’s consider what we know so far.* * T: *She didn’t realize that he had his own ideas.* * T: *Do you remember what the character’s name is?* * T: *Do you recall her dad’s advice?* * T: *Petunia thinks Diego likes her to make all the plans, but he’s not really happy about it.* * T: *Petunia thinks he is still angry, but he’s actually feeling ok.* * T: *Do you know what that says?* |
| **Note:** This excludes formulaic responses like “I don’t know;” “I don’t think so,” “I think so” to mean yes/no. | |

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| Feelings/Emotions  This code captures feelings/emotions such as sad, happy, angry or other variations. These keywords indicate emotional states. | |
| **Keywords:** feel/feels/feeling/feelings, happy, joy (noun), serenity, calm, relaxed, ecstasy, glad, gleeful, proud, confident; sad, grumpy, serious, sadness, grief, depressed, lonely, discouraged, disappointed; fear, worried, apprehensive, scared, afraid, frightened, terrified, anxious, concerned, shy, self-conscious, embarrassed; anger, annoyed, stressed, overwhelmed, frustrated, upset, had enough, fed up, irritated, mad, rage, furious, cross, crabby, hatred, aggressive, jealous; disappointed, interested; surprised, excited, startled, confused, awe; disgusted, bored, loathing, remorse, sorrow/sorry; trust, secure, love (noun), thankful, forgive, miss.  **Vague emotions:** moody, in a good/bad mood, bad tempered, being difficult, not feeling yourself, “getting tired of” (to mean annoyed or bored) | |
| * Naming or describing emotional or affective states of self/others/characters. * This code is marked regardless of whether the emotional state was inferred or was explicitly stated in the text because of the presence of mental state language. * All basic emotions, more/less intense emotions, combination emotions (e.g., contempt), and vague emotional references (good mood) are coded. | * T: *Look at how* ***happy*** *they are here.* * T: *Why do you think Diego is* ***sad****?* * T: *How does Petunia* ***feel****?* * T: *I feel* ***anxious*** *for Petunia because she might have lost her friend.* * T: *I think he’s getting a little* ***annoyed****.* * T: *Petunia was very* ***angry****, huh?* * T: *I am* ***confused*** *about why she would knock their beautiful work down.* * T: *What a sweet* ***surprise*** *to get a note from a best friend.* * T: *I’m so* ***proud*** *when I see you all say sorry like that.* * T: *What a* ***happy*** *ending.* * T: *She* ***feels*** *like an exploding volcano.* |

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| Define Words/Elaborate on Vocabulary  This code includes asking for or providing a word’s definition or elaborating on word meaning. | |
| **Key phrases:** What does that word mean? The word \_\_\_ means…, “amazing words,” “wondrous words,” “word wizards,” academic vocabulary | |
| * **Defining a word/phrase meaning,** typically using a child-friendly definition. Child-friendly definitions come in many forms**:** “this means…;” “this is” + essential qualities/synonym; “when someone/something is… it is…”. * Defining a character/object as **belonging to a higher-order/superordinate category** (*A dragon is a mythical creature; A hammer is a kind of tool.)* * Discussing the **function/purpose of an object.** * **Contextualizing the focal word** (less explicitly than a definition) provides rich informationabout the word’s meaningor contexts in which it is used. * Using **examples/non-examples** to elaborate on a vocabulary word’s meaning. * **Translating** a word to a student’s home language (code switching) is a way to elaborate on a word’s meaning. * Referencing other **dialects or languages** (translations) can be used to support vocabulary development. | * T: *What does… mean?* * T: *Do you know what ascend* ***means****?* * T: *Curious* ***means*** *you want to learn and figure things out.* (definition) * T: *Some other* ***enormous*** *things are elephants, skyscrapers, and whales. But, a needle and your pinky finger are not enormous.* (elaboration) * T: *This is* (+ essential qualities)…./*This is not* (+ essential qualities)… * T: *Doctors use this word.* (elaborate on word using context) * T: *You might say this when…* * T: *King is “rey” en Espanol.* * T: *They look like monkeys, but they’re called chimpanzees.* (vocabulary precision) * T: *They will* ***repair****, or* ***mend****, the relationship.* (synonym). |
| **Note 1:** The target/focal word does not have to be repeated in every utterance to receive this code.  **Note 2:** Coders sometimes must use context to infer whether a vague teacher question (*What kind/type is it?*) is referencing a vocabulary definition or a simpler descriptive request (What kind is it? – color, shape). | |

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| Act Out/Pretend Play  This code promotes dramatization of the book or other pretend role play. | |
| **Key words/phrases:** Pretend, Imagine, make believe, dramatic play, Let’s act out…, Show me a \_\_ face | |
| * **Imitate story actions**/scene. * **Pretend to act out scenes of a book.** * **Acting out vocabulary words** in the text or referenced. * Pretend to speak for or **play the part of character** or another person. * Explicit reference to using character voice/persona + speaking as if **imitating another character/person.** (*Hello, I’m Firefighter Bill and I’m here to teach you fire safety*.) * Suggesting that a **text character would somehow interact with the children.** (*The dragon is going to breathe fire on you!*) * Talking about **events in the text that are make-believe or pretend play** are coded here. * Talking generally about **pretending, imagination**, etc. is all coded here because the teacher is using the keyword. (*What does make-believe mean?*) | * T: *Flap your arms like this butterfly flaps his wings.* * T: ***Let’s imagine*** *we’re pilots like this man and pull the throttle back. Pull it waaay back!* * T: ***Say hello*** *to Diego and Petunia again.* * T: ***If I was Petunia****, I’d say “Now do it my way or you’re going to timeout.” (*T speaks in 1st person as if she is the character) * **T:** *Get quiet so the dragon doesn’t come and chomp our heads off.* * T: *Can you roar like a dragon?* * T: *Petunia and Diego are using their* ***imaginations****.* * T: *Can you show me your pouting face?* |
| **Note 1:** Regardless of the number of children who respond and/or participate, the code is still marked when the teacher encourages dramatization, imitation, or pretend play/talk.  **Note 2:** When a pretend play “episode” begins, you may code several utterances as pretend play that as a standalone utterance would not be coded as such – in other words, once the role play/perspective taking begins, code all playful talk drawing on imaginary topics.  **Note 3:** If children spontaneously dramatize/pretend this alone is not sufficient to code – the teacher must respond with an explicit encouragement of the behavior.  **Note 4:** Do not code reading in a dramatic voice; only extratextual talk can be considered. | |

Other Observed Behaviors

There are several teacher behaviors that occur frequently during shared book reading but are not of interest to our frequency count coding on the short form. Therefore, these behaviors are simply marked as observed yes/no regardless of the frequency with which they occur. Any single instance of these behaviors is only counted one time for descriptive purposes.

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| Author/Illustrator Reference  This code involves teacher talk that names the author/illustrator or discusses the role of the author/illustrator. | |
| **Keywords:** author, illustrator, write (and other forms), draw (and other forms) | |
| * Naming author/illustrator (must be more than reading). * Discussing the role of the author/illustrator – the author writes the words; the illustrator draws the pictures. | * T: *The author writes the words and the illustrator draws the pictures.* * T: *This book was written by Jill and Tricia.* * T: *A man named Matt Dye drew the pictures.* * T: *What does the illustrator do?* |
| **Note:** Do not assign this code if the teacher simply reads the author, illustrator, and title (e.g., *Kingdom of Friends*, *by Jill Pentimonti and Tricia Zucker).* | |

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| Making Predictions This code includes inferences on a forecasted causal chain into the future such as predicting new plans for the character or asking what event will happen next. |

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| **Keywords/phrases:** expect, anticipate, will happen next, could happen next  **Possible phrases:** I think \_\_\_ will \_\_\_, might see \_\_, might have \_\_\_ | |
| * **Predictions** identify or explain expected causal chains in future events or plans of characters. * If a teacher **revisits a prediction by confirming or revising** an earlier hypothesis, this may support comprehension. * Predicting **often occurs before reading** (or during a picture walk/text preview). | * T: *I think Petunia* ***will*** *say sorry.* * T: *What* ***will*** *happen next?* * T: *I wonder* ***what will happen****….* * T: *Your* ***prediction*** *was right! Petunia DID…* * T: *Let’s see if… will….* * T: *Let’s see what she does on the next page.* * T: *Do you know what our book is/will be about?* |

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| Making Connections  This code involves modeling the implicit link or explicit comparison between text and personal experiences. | |
| **Key phrases:** Have you ever…?, Remember when we/you…?, This is like when we…, This reminds me of…  **Possible keywords:** Remember when…?, Do you recall…? | |
| * This references or reminds children of something that will happen/has happened in their **personal live(s)**. * **Links to experiences/events** (child/ren’s/teacher’s own experience/event). May be past, present, or future. * This code includes **connections to other books**, media or cultural products (e.g., movies, TV) that are directly experienced by the teacher or children. | * T: *I’ve built block castles too!* * T: *Who’s seen this pigeon book before?* * T: *This reminds me of our classroom.* * T: *Remember when we studied \_\_\_ before?* * T: *This is like \_\_\_* (theme). * T: *We will study dragons and knights in our upcoming folktale unit.* |

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| Background Knowledge  This code involves modeling connections between the text and background information/facts. | |
| **Key phrases:** What do you know about…? | |
| * Providing or **requesting background** information/facts beyond that in text and that include scientific, historic or other objective facts (not judgments). This is considered a connection to children’s knowledge base. * **References factual information** that goes beyond what is explicitly stated in the text (e.g., *Do you know what X eats*?) * Building knowledge references need not be tightly linked to the text (e.g., *I know what 2+2 is.).* | * T: *We will study dragons and knights in our upcoming folktale unit.* * T: *What do you already know about…?* * T: *I bet you already know a lot about knights. Tell me about knights.* |

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| Causal Reasoning & Problem Solving  These are inferences on a causal chain between the current, explicit event/state and previous text information. Causal effectsreference antecedents or consequences/effects of text events or physical states/objects. | |
| **Keywords Explaining Causality:** because, ‘cause/cuz, why, since, cause, effect, reason, if-then, if/then (on their own if used in a causal manner)  **Possible keywords:** make happen, how, when-then, so (meaning thus or therefore, but not as comparison) | |
| * These inferences can **explain relations between states or events** that occur close together or more distant events in the text. * This includes asking for/explaining the how/why of things including cause/effect. **Causes** are the reason or antecedent/justification for an event. **Effects** are direct or indirect outcomes/consequences. | * T: *The blocks fell down* ***because*** *she kicked them.* * T:***If*** *you tell someone they cannot come to your birthday,* ***then*** *you’re trying to hurt them.* * T:***When*** *you call someone a name,* ***then*** *you can get in trouble.* * T:***Since*** *she was mean to him, he doesn’t want to play with her.* * T: *She’s wearing a crown,* ***so*** *she’s the queen.* * T: *Diego didn’t want to be called a scaredy cat* ***because*** *he wanted to save the kingdom.* * T:***Why*** *do you think she’s so angry?* * T: *The* ***reason*** *he made the card was to show he still liked her.* |
| **Keywords Explaining Problem Solving:** solve, solution, problem, challenge, trouble, dilemma, conundrum, work out (as in solve), resolve, attempt, fix, mend, repair  **Possible keywords:** try | |
| * Discussion that **identifies a problem or solution** (*The problem is…).* * Discussing ways characters might **solve problems or reach goals**. | * T: *The* ***problem*** *is that…* * T: *How can they* ***solve*** *this problem?* * T:***They could try*** *… to (solve problem).* * T: *They can’t go through the tunnel* ***because****…* (+ explanation) * T: *Maybe he is* ***trying*** *to fix it.* * T: *Maybe he is* ***trying*** *to say sorry.* * T: *Did you and your friend ever* ***repair/fix*** *your relationship?* |

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| Judgments/Opinions This code includes opinions, attitudes and assertions that express character/self/others’ judgments about the quality of something, traits/identity of someone or other attitudes about stimulus/state. | |
| **Keywords identity:** mean/nice, bossy, compliant, fair/unfair, fun/boring, beautiful/ugly, brave/timid, “scaredy cat,” egotistic, impulsive, obedient, risky, bossy, agreeable, cool (as in trendy), amazing, awesome, friendly, fancy, intelligent, smart, stupid, creative, faithful, dis/honest, being loving, nurturing, important, inferior, respectful, powerful, successful; bully  **Keywords reasonable:** acceptable, inadequate, good/bad, best/worst, perfect/wonderful, horrible, terrible, disaster, should  **Keywords persuasion:** agree/disagree, doesn’t make sense, argue, reject, accept, contend, claim, submit  **Possible keywords:** try, effort, attempt | |
| * This code captures differences in human perception/assessment of situations because **people hold different attitudes, opinions and tolerances**. * Discussion or statement that **passes judgment on someone/something** includes rather common judgments such as good/bad (morality) and more complex judgments like beauty, intelligence, etc. * References to character/self/other’s **different points of view/perspectives** or comparing perspectives between teachers and students or between two students. | * T: *He’d better…* (+ judgment/evaluation) * T: *You ought to…* (+ judgment) * T: *Ew, blood is* ***gross/yucky***! * T: *This sort of thing can be* ***difficult****.* * T: *That was the* ***best*** *castle they’d ever made.* * T: *You think she’s* ***pretty****?* * T: *This is a* ***good/evil*** *dragon!* * T: *She is* ***bossy****. He is* ***submissive****.* * T: *This is an* ***awesome*** *book.* * T: *Petunia thinks that’s* ***fine****, but Diego doesn’t like being treated that way.* (different point of view) * T: *You don’t* ***agree*** *with what Donna said.* * T: *Petunia didn’t try very hard to be nice at the beginning of our story.* |

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| Desires/Preferences  This code involves naming or inferring desires, wants, preferences or other volition terms. | |
| **Keywords:** dislike, don’t like, love (verb), fond, keen, enjoy (verb) want, prefer, favor/favorite, hate (verb), can’t stand, hope, wish  **Possible keywords:** Like (when meaning preference, not comparison or filler), need (when it is used to communicate a desire) | |
| * Expressing mental desires/references relates to **exercising one’s will** or having the power to choose. * **Desires and preferences talk** often includes wishing or wanting something or expression of having a greater liking for one alternative over another. * **Inferring character preferences** and discussing**self/others’ desires and preferences** are all coded. * Includes inferences about antecedents or consequences of mental states and/or goals that motivate character/self/other’s intentional action/plan. | * T: *Petunia* ***likes*** *Diego to play her way.* * T: *Diego* ***doesn’t like*** *being told what to do all the time.* * T: *He is not too* ***keen*** *on Petunia’s idea.* * T: *Do you think they both* ***want*** *to be the dragon?* * T: *I bet you* ***hate*** *when people knock over towers you’ve built.* * T: *This is your* ***favorite*** *book, isn’t it?* * T: *Petunia really wants to be in control.* |

Coder Training

& Reliability Procedures

To be a reliable SABR 2.2 coder, coders should complete the steps below. A copy of these procedures are also saved electronically within the Coding Team folder with links to the specific materials coders need to access during the training and reliability process. Note that coding is a task that requires higher-order thinking skills; coders are expected to use increasingly sophisticated reasoning skill, like show in this figure. Following these step-by-step procedures ensure that coders will be able to analyze complex behavioral data.

1. ***Know the Codes****:*Carefully **read the SABR manual.** The Principal Investigator will select either the SABR Short-Form/Video Coding Manual *or* the SABR Long-From/Transcript Coding Manual to fit the project’s data.
   * *Learner objective* – *Knowledge:* Coders should be able to name codes at this stage.
2. ***Practice Describing Codes:***Review the **training slides** and the **training videos** during a group or self-paced training.
   * *Learner objective – Comprehension*: Coders should be able to describe and define codes at this stage; ask the lead coder/Principal Investigator questions to improve conceptual understanding.
3. ***Practice Classifying Behaviors***:**Practice coding** teacher/child behaviors and classifying them with the correct code using practice videos (or transcripts if (s) and videos with a reliable coder/supervisor.
   * *Learner objective* – *Application*: Coders should be able to distinguish codeable teacher/child behaviors and classify them accurately in practice coding materials. This is a key stage to discuss any misconceptions or errors before attempting reliability coding.
4. ***Apply Codes Accurately:***Complete coding for a series of three **reliability videos** #1, #2 and #3. Submit each one to the coding supervisor for feedback before coding the next video.
   * *Learner objective - Analyze*: Coders should be able to distinguish codes with an average agreement level across all items that is > 80%. If coders are unreliable, they should review manuals, training materials, and ask questions; then, complete an additional reliability video (or more) until each coder has three videos that meet this reliability threshold.
5. ***Code! Code! Code!:*** When coders have met this reliability criteria, they are released to **code real data independently**. Most coders are required to code between 5-10 videos per week, but coding assignments will be determined by the lead coder.
   * *Coder objective – Analyze Data:* Coders should focus on both accuracy and efficiently meeting their weekly coding goals.
   * ***Coding rules:*** 
     1. Coders must log what data they are coding in the team’s tracking sheet.
     2. Coders must keep their manual with them for reference during coding.
     3. Coders must participate in regular coding team meetings and/or review written communication about coding updates/clarifications.
     4. Ask the lead coder about any complex or unfamiliar utterances. There will be behaviors coders are unsure how to code and these must be taken up the chain to ensure a consistent decision is made and communicated to the team.
6. ***Monitor Coding Accuracy:***Coders must meet drift check reliability standards. You will be blindly assigned quiz videos every 6 weeks. If you do not demonstrate reliability of >80% on these videos, you must stop coding and begin a retraining process.