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Preschoolers' Social Behavior and Context Coding System

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Coding Guidelines

1. Observe during free play, small groups, routines/transitions, and outdoor play on two different days per child. Do not observe during large group activity.
2. Observe the target child's behavior for 20 seconds and code for 30 seconds.
3. Context
 - a. Coded as mutually exclusive subcategories.
4. Nature of Activity
 - a. Coded as mutually exclusive subcategories.
 - b. If 'Daily routines/transitions' was coded, the Type of Activity should be coded as one of the four types relevant to daily routines/transitions (i.e., Personal care, Meal and snack, Clean up, or Transition activity).
5. Type of Activity
 - a. The types of activities should be coded as mutually exclusive subcategories.
 - b. If two types of activities occurred during the 20 seconds, code the one that happened for the majority of time.
 - c. If Nature of Activity was coded as 'Daily routines/transitions,' the Type of Activity can only be one of the four types relevant to daily routines/transitions (i.e., Personal care, Meal and snack, Clean up, or Transition activity).
6. Group Composition
 - a. The target child does not have to have interactions with people around him/her. This is about who was physically available within 3 feet from the target child.
 - b. If the target child was within 3 feet from one or more peers, circle T (typically developing child; child without disabilities), D (child with disabilities), and/or E (English language learner).
7. Type of Social Play
 - a. If Type of Social Play is Unoccupied/Wandering, Onlooker, Parallel play or on-task behavior, Interactive play: Engaged with adult(s), do **not** code Nature of Peer Interaction.
 - b. These are mutually exclusive subcategories. Code the highest level of social play.
 - c. If the target child interacted with one or more peers, circle T (typically developing child), D (child with a disability), and/or E (English language learner).
8. Nature of Peer Interaction
 - a. Code Initiate/Respond and Positive/Negative.
 - b. Initiate means that the target child began the verbal or nonverbal interaction with peer(s) first during an interval; Respond means that s/he responded to peer(s)' initiation for most of the time during the interval.
 - c. Circle V (Verbal) or N (Nonverbal) for each behavior observed. Code as many behaviors as possible (these are not mutually exclusive subcategories).

	Context/Behavior	Description	Examples
Context	Indoor classroom	Child is in his/her classroom.	Child's classroom where she/he spends most of her/his day
	Outdoor classroom	Child is in the program/center's outdoor classroom.	Outdoor playground
	Indoor gym	Child is in the program/center's indoor gym.	Indoor playground that is use when weather does not permit outdoor play
Nature of Activity	Child-directed	Teacher provides materials and environment, but child makes most (or all) choices and decisions regarding the activity and what materials to use. NOTE: Although teacher is around to facilitate child's learning, if it is more of a child-initiated activity, code it as Child-directed.	Indoor or outdoor free play; Learning center time
	Adult-directed	Teacher seems to have clear goals and steps, which he/she is using to direct/structure the activity. Teacher provides materials for the activity and gives directions and explicit guidance.	Small group activity
	Daily routines/transitions	Child is involved in self-care, self-help, or transitions from one activity to another.	Putting things in his/her cubby at arrival; meal/snack time; hand-washing; toileting; putting clothes on or off, cleaning up, etc.
	Other	The activity does not belong to the other subcategories.	
Type of Activity	Book reading	Child is involved in a reading-related activity.	Reading a book, telling a story, listening to a recorded story, or being read to
	Large building blocks	Child is creating or constructing objects using large blocks. NOTE: If child is making objects using small blocks, code it as Legos and small toys.	Building towers, road, and/or bridges using large wooden blocks (unit blocks), cardboard blocks, hollow blocks, etc.
	Legos and small toys	Child is using small blocks to build objects or manipulating small toys.	Threading in board, stacking cubes, putting pegs in a pegboard, playing with small cars and little Lego pieces, etc.
	Puzzles and shapes	Child is playing with puzzles or manipulating with shapes.	Putting puzzles pieces together, playing with Tangrams, etc.

	Context/Behavior	Description	Examples
Type of Activity (Continued)	Games with rules	Child is playing games with rules.	Playing a board game, chasing peers (with rules), sports with rules, etc.
	Sensory activity	Child is playing at a sensory table/box. NOTE: Playing with play dough or clay is included.	Sensory table/box can include materials like sand, pebbles, water, beans, cornmeal, wire, etc.
	Large motor activity	Child is involved in a large motor activity. NOTE: Music and movement or play structure or riding vehicles are not included.	Running, jumping, rough and tumble play, swimming, balance beam, etc.
	Science and nature	Child is focused on examination of an object for the purpose of obtaining visual information about its specific physical properties; any activities that involve animals, insects, and plants are included.	Investigating materials like rocks, feathers, shells, fish, animals, scales, leaves, wood, etc.; Taking care of and observing animals, plants, and insects and growing plants, rolling marbles on slopes, etc.
	Open-ended art	Child is doing an art activity that fosters his/her creativity without setting any boundaries. NOTE: Creative representations using play dough, clay, or blocks are not included.	Using materials like pencils, crayons, markers, paper, easel, paints, etc. to create representations of an object, event, or phenomenon
	Closed-ended art	Child is doing an art activity that is more structured and with set boundaries.	Worksheets to color or paint, teacher-planned art activity, etc.
	Dramatic play	Child is engaged in make-believe fantasy play through transformations of self or objects; role-taking and pretend play is included. NOTE: If child is involved in pretend/fantasy play when she/he is doing water play, code it as Dramatic play.	Role-playing a doctor or a parent with the use of materials (props), voice and action; Using cylindrical blocks as a doctor's syringe or cell phone; Pouring pretend water into a cup and 'drinking' it (more abstract thinking demonstrated)
	Music and movement	Child is singing and/or dancing to rhythmic sounds or songs or using musical instruments.	Using musical instruments, such as drums, maracas, cymbals, or tambourines, playing key board, using microphones while singing, etc.

	Context/Behavior	Description	Examples
Type of Activity (continued)	Writing	Child is involved in a writing activity. NOTE: Child's efforts to write something have to be clearly exhibited. Otherwise, code it as Open-ended art.	Using materials, such as paper, pencils, pen, stencils, letter stamps, ink pad, etc. to either scribble-write or write something
	Large play structure	Child is playing at an outdoor play structure.	Slide, swing, etc.
	Riding vehicles	Child is riding vehicles.	Trikes, wagons, cars, etc.
	Other	Child is not involved in any of the listed activities (using materials whose purpose is not known to observers).	
	Personal care	Child is involved in self-care with or without adult supervision.	Toileting, hand-washing, dressing, grooming
	Meal and snack	Child is eating a meal or snack.	Breakfast, lunch, snack
	Clean up	Child is putting away toys, instructional materials, furniture, or food.	Putting away blocks at the end of free play; cleaning up table after meal or snack time
	Transition activity	Child is involved in an activity that helps transition become smooth.	Choice board, rhyming activity, singing songs, etc.
Group Composition	CIRCLE T (typically developing peer), D (peer with a disability), AND/OR E (English language learner)		
	Target child alone	Child is alone; No one is within 3 feet from the child.	
	Target child + 1 adult	Child is within 3 feet from 1 adult; No peers are present within 3 feet from him/her.	
	Target child + 1 peer	Child is within 3 feet from 1 peer; No adults are present within 3 feet from him/her.	
	Target child + 2-3 peers	Child is within 3 feet from 2-3 peers; No adults are present within 3 feet from him/her.	
	Target child + 1 adult + 1 peer	Child is within 3 feet from 1 adult and 1 peer	
	Target child + adult(s) + 2-3 peers	Child is within 3 feet from more than 1 adult and 2-3 peers	
Target child + adult(s) + 4 or more peers	Child is within 3 feet from more than 1 adult and 4 or more peers.		
Type of Social Play	Unoccupied or wandering	Child has no focus or intent; Child may be staring blankly into space or wandering with no specific purpose, only slightly interested in ongoing activities; Child is not playing.	Child quickly moving from one learning center to another; child may not be looking or paying attention to anything happening in his/her surroundings

	Context/Behavior	Description	Examples
Type of Social Play (Continued)	Onlooker	Child watches activities of others but does not enter the activity for the entire interval (15 seconds). Child may offer comments or laugh but does not become involved in the actual activity.	Child is watching peers put puzzle pieces together, watching peers go up and down the slide, observing peers stack blocks, etc.
	Parallel play or on-task behavior	Child is engaged in an activity beside but not interacting with other children, usually present within a distance of 3 feet or less; child is playing next to another child with similar materials.	Child and a peer are building with Legos with no interactions.
	Interactive play: Engaged with adult(s) only	Child is engaged with adults only; no interactions are observed between child and a peer nearby.	
	CIRCLE T (typically developing peer), D (peer with a disability), AND/OR E (English language learner)		
	Interactive play: Engaged with 1 peer	Child is engaged with 1 peer.	
	Interactive play: Engaged with peers only	Child is engaged with 2 or more peers; no interactions are observed between child and adult(s).	
	Interactive play: Engaged with adult(s) and 1 peer	Child is engaged with adult(s) and 1 peer.	
	Interactive play: Engaged with adult(s) and peers	Child is engaged with adult(s) and 2 or more peers.	
	Interactive play: Without materials or toys	Child is engaged with adult(s) or peer(s) without any materials or toys. NOTE: Code this whenever it occurs with other code.	
Nature of Peer Interaction	Initiate	Child begins an interaction with peer(s) verbally or nonverbally. NOTE: If child initiated at the beginning of the interval, code it as Initiate for the interval. Child should not be engaged in self-talk.	
	Respond	Child actively listens to the peer initiating the interaction and responding either verbally or non-verbally, making eye contact. NOTE: If child was responding to peer at the beginning of the interval, code it as Respond for the interval. Child should not be engaged in self-talk.	

	Context/Behavior	Description	Examples
Nature of Peer Interaction (continued)	Positive	The interaction has positive tones.	
	Negative	The interaction has negative tones.	
	CIRCLE 'V' FOR VERBAL AND 'N' FOR NONVERBAL		
	Simple acknowledgment	Child provides or receives simple acknowledgments; supports peers' statement; <u>gains attention of peer</u> ; shows pride to peer.	Pulling peer's shirt to gain attention; "OK" "What?" "Look!" "This is easy~!" "I am ahead of everyone!"
	Shows interests in peer	Child imitates a peer's verbalization or action; physically follows a peer; or shows interest in what the peer does; <u>initial stage of engagement</u> .	"Hey XX" "Hey, look!" "Look what I did!" "Can I see it?"
	Joins and/or invites peer	Child joins peer (who is alone) in a <u>specific activity</u> or invites peer to an activity; <u>beginning/initial stage of play</u> .	"These are moving!" and look at another peer. "Look!" "Do you want to play the Candy Land?"
	Asks simple questions	Child asks a question to another peer; the question should not be a help-seeking question.	
	Describes	Child describes what s/he sees, hears, wants, needs, and/or does; pointing to what he needs or wants can be a nonverbal description of his needs/wants.	"This is still so slippery." "Yellow!" "I did take it!"
	Actively engaged	Child is actively engaged with peer(s) with or without play materials; neither party is leading or being led; neither party is helping or being helped; children are equally engaged in an activity or an interaction.	Singing back and forth with a peer; Observing a caterpillar together and actively talk about it.
	Helps (active)	Child provides explanation and/or information for a peer; provides help to a peer; offers help or shares materials that she/he was using; models behavior; or indirectly helps peer accomplish or complete a task. NOTE: The peer should not be sure what to do or doesn't know how to do it.	
	Seeks and/or receives help (passive)	Child seeks or receives explanation and/or information from a peer; requests or receives help from the peer.	"What is that?" "How did you do that?"
Leads peer (active)	Child is leading a peer in an activity. NOTE: The peer is capable of doing the activity; the peer knows what to do and how to do it.	"I will show you how to do it" "Watch me" "Let's get out of here"	

	Context/Behavior	Description	Examples
Nature of Peer Interaction (continued)	Is led by peer (passive)	Child is being led by peer in an activity.	“Hit him” “Don’t play with her”
	Expresses emotions	Child is expressing emotions.	Smiling, laughing “I like that!” “I am happy”
	Competes with peer (AA, ME)	Child is competing with a peer for adult’s attention or for materials or equipment.	“She (adult/teacher) was helping me!” “I am playing with her (adult/teacher)!” Turning teacher’s face toward him- or herself
	Refuses or ignore peer	Child refuses to interact with a peer or <u>intentionally</u> ignores the peer’s questions or comments that were directed toward the child.	“No I don’t want to...” “I am not going to do that”
	Be assertive	Child stops what another peer tries to do and do it in his or her way; child clearly states his or her needs and opinions.	“It’s my turn!” “No! Don’t do that!”
	Follows the (game) rule	Child follows classroom rules; child follows the rule of the group game.	Having a turn in a board game or in an activity; Waiting for his turn to toss dice.

Date: _____ Researcher Initials: _____ Start Time: _____ Child ID _____ 1/2

Context/Behavior	1	2	3	4	5	6	7	8	9	10
Indoor classroom										
Outdoor classroom										
Indoor gym										
Child-directed										
Adult-directed										
Daily routines/transitions										
Other										
Book reading										
Large building blocks										
Legos and small toys										
Puzzles and shapes										
Games with rules										
Sensory activity										
Large motor activity										
Science and nature										
Open-ended art										
Closed-ended art										
Dramatic play										
Music and movement										
Writing										
Large play structure										
Riding vehicles										
Other										
Personal care										
Meal and snack										
Clean up										
Transition activity										
C alone										
C + 1 adult										
C + 1 peer	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
C + 2-3 peers	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
C + 1 adult + 1 peer	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
C + adults + 2-3 peers	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
C + adults + 4+ peers	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
Unoccupied/wandering										
Onlooker										
Parallel play/on-task behavior										
IP: Engaged with adult(s) only										
IP: Eng with 1 peer	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
IP: Eng with peers only	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
IP: Eng with adult(s) & peer	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
IP: Eng with adult(s) & peers	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE
IP: Without materials or toys	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE	TDE

Context/Behavior	1	2	3	4	5	6	7	8	9	10
Initiate										
Respond										
Positive										
Negative										
Simple acknowledgment	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Shows interests in peer	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Joins or invites peer	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Asks simple questions	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Describes	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Actively engaged	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Helps (active)	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Seeks or receives help (passive)	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Leads peer (active)	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Is led by peer (passive)	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Expresses emotions	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Competes with peer (AA, ME)	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Refuses or ignore peer	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Be assertive	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
Follow the (game) rule	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Initiate										
T: Respond										
T: Teaches or models	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Participates	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Promotes communications	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Redirects	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Comments, suggests, questions	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Refers to a peer	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Interprets	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Disciplines	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Monitors	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N
T: Disengaged	V N	V N	V N	V N	V N	V N	V N	V N	V N	V N

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