A MULTIDIMENSIONAL CODING SYSTEM
FOR DESCRIBING VERBAL INTERACTIONS
OF TEACHERS AND CHILDREN

Volume 2

THE CODING MANUAL

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A thesis submitted for the degree of
Doctor of Philosophy
in the Faculty of Social Sciences
University of Edinburgh
1984
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<th>Meaning</th>
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<td>SOL</td>
<td>Pertains to teacher solicitations</td>
</tr>
<tr>
<td>CRES</td>
<td>Pertains to child responses</td>
</tr>
<tr>
<td>TREA</td>
<td>Pertains to teacher reactions</td>
</tr>
<tr>
<td>CREA</td>
<td>Pertains to child reactions</td>
</tr>
<tr>
<td>T sol</td>
<td>A move that is a teacher solicitation</td>
</tr>
<tr>
<td>C res</td>
<td>A move that is a child response</td>
</tr>
<tr>
<td>T rea</td>
<td>A move that is a teacher reaction</td>
</tr>
<tr>
<td>G rea</td>
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</tr>
<tr>
<td>T str</td>
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<td>PMX</td>
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<tr>
<td>det</td>
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<tr>
<td>[T]</td>
<td>Location of a trespass</td>
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<td>[P]</td>
<td>Location of a pause</td>
</tr>
<tr>
<td>[S]</td>
<td>Beginning of simultaneous speech</td>
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<tr>
<td>---</td>
<td>Unintelligible syllables</td>
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<tr>
<td></td>
<td>(each dash represents one syllable)</td>
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</tbody>
</table>

* The particular move in an example that is illustrative of the current discussion

This move is linked to the indicated earlier move

SOL det6-1 and similar expressions are to be read according to this pattern: "Detail 6 for a solicitation is coded as a 1."

DHP and similar combinations of three upper case letters each represent the name of a child in the study.

Because the majority of teachers participating in this research were women, the term "she" is used to refer to all teachers. In order to avoid ambiguity of pronoun referents each child is referred to using the pronoun "he," although both girls and boys participated in the research.
INTRODUCTION

The multidimensional coding system contained in this manual is a tool for describing the verbal interactions of teachers and children. Its purpose is to facilitate the study of the teaching-learning process, and thus to further our understanding of the general communicative process that takes place between adults and children. The coding system is based on data collected in conversations recorded on audio tapes in a dyadic setting between hearing-impaired children and their teachers in two schools in Great Britain. Hearing-impaired children were studied because a wide range of linguistic, cognitive, and affective competencies can be found amongst them. In addition, their communicative behaviours and those of their teachers tend to be exaggerated in many respects; thus, it is easier to study these behaviours in such a population than in the general population. The coding system is also based on previously developed coding systems and other research studies on various aspects of conversation and discourse processes.

Three closely interrelated features of the conversational setting serve as the primary focus of the coding system: (1) the control exercised by the teacher over the nature and extent of the child's participation, (2) the control exercised by the teacher over the unfolding of the subject matter, and (3) the actions taken by the teacher in response to the nature and extent of the child's participation.

The various aspects of teacher and child behaviour have been divided into five levels to form the conceptual framework of the coding system. At each higher level there is a relative increase in the degree of dependence of the behaviours assigned to that level on other aspects of the conversational context. Viewed in this way, the various aspects of conversation are characterized as being more dependent or less dependent on context.

A more complete statement of the purposes of this research, a detailed description of the design of the study, an explanation of procedures used to establish reliability of the coding system, the results of the reliability study, and possible directions for analysis of coded data can be found in Volume 1. In Volume 1 it was suggested that the coding system might also be used in studying verbal interaction in the general population and that it may be especially valuable for studying the interaction of children and their caregivers. It is also thought to have potential for advancing our theoretical understanding of the interdependence of the linguistic, cognitive, and affective components of the teaching-learning process.
1. Introduction to the Coding System

For the purposes of the coding system, conversation is seen as a game in which speakers are players following a set of implicit rules. (Arno Bellack et al., The Language of the Classroom, Teachers College Press, 1966, p. 237). The players take turns making verbal maneuvers called "moves" (p. 238). The move is the basic unit of discourse used in this coding scheme. The moves of each participant are described as serving various pedagogical functions. The pedagogical functions used here reflect Bellack's categories: soliciting, responding, reacting, structuring (p. 4).

Each move is described further by a number of categories called details. The details included are:

For all moves:
- Pausing
- Turntaking

For solicitations:
- Type of response prescribed
- Language solicited
- Cognitive level solicited
- Conversational function
- Link

For responses:
- Language level
- Cognitive level
- Correctness
- Link

For reactions:
- Language level
- Cognitive level
- Rating function
- Conversational function
- Link

Structuring moves rarely appeared in the data for this study. They are more prevalent in the larger classroom setting than in the dyadic setting: Therefore, they are merely noted as such, without further detailed description.

The various behaviours which are classified within each category, or detail, are represented by codes.

To summarize, the conversation is divided into turns called moves, each labeled as to its pedagogical function. These in turn are further described by categories called details. The individual behaviours within a particular detail are represented by codes. It is useful to list the various details according to the particular levels
of interaction to which they are assigned, in order to illustrate how the practical workings of the coding system are related to the five levels of its conceptual framework.

At level 1, the details of language of response and language of reaction are coded. These code the language usage of the speaker in terms of the grammatical or syntactical structure of the utterance. They are assigned to this level because they can be coded without regard to surrounding behaviours or utterances.

At level 2, pausing and turntaking are coded. These details are assigned to this level because they describe the relationship between two adjoining utterances with regard to the mechanics of the communicative exchange.

At level 3, the pedagogical function of each speaker's utterance is coded. This is done primarily in consideration of the general content and language of the current move and the preceding one.

At level 4 are described the manner in which and the degree to which functions assigned at level 3 are actually carried out. The details coded at level 4 reflect the dependence of the move on the specific content and language of adjoining moves. Level 4 details for solicitations are: response prescribed, language solicited, and cognitive level solicited. For responses, the level 4 details are cognitive level of the response, and rating function of the reaction. For reactions, the details are cognitive level of the reaction, and rating function of the reaction.

At level 5, the details describe the larger context of the conversation. They record how particular behaviours of a speaker are related to moves other than the preceding one. The level 5 details include conversational function and link. Conversational function describes the relationship of a current move to some previous move in terms of the current move's content and/or language. The link describes the specific move to which the current move is linked. It is at level 5 that there exists the greatest degree of dependence on the context of the conversation. Here the concern is for the more global aspects of the conversation, as opposed to the more local concerns that characterize the lower levels.
2. Organization of the Coding Manual

This coding manual is divided into six major parts. The first two contain coding instructions for details that are coded for all moves, regardless of the pedagogical function of the moves. The remaining four parts contain coding instructions for the details that are coded for each of the four pedagogical functions of moves. The six divisions are designated:

1. All Moves - Pauses
2. All Moves - Turntaking
3. Teacher Solicitations
4. Child Responses
5. Teacher Reactions
6. Child Reactions

See section 5 below for more information about these pedagogical functions, about structuring moves, and about moves with ambiguous pedagogical functions.

The coding instructions for each detail include the following:

1. A summary of the detail, containing:
   a) the individual codes for the detail,
   b) a general description of the detail,
   c) general guidelines for coding the detail;

2. A description of each individual code, containing:
   a) name of code,
   b) a description of the code,
   c) example(s) of how the code is used (where necessary),
   d) guidelines for coding (where necessary).
3. Procedures for Coding a Conversation

1. Listen to the taped conversation as many times as desired.

2. Transcribe the taped conversation. Use the pausing and turntaking symbols (see p. I-1 above) to aid in transcribing.

3. Divide the conversation into moves (see section 4 below). This must be done in association with the following, which help to determine whether a particular utterance is coded as one move or more than one move:
   a) the coding of pauses (detail 1) and turntaking (detail 2),
   b) the tentative assignment of pedagogical functions to moves.

4. Designate the speaker for each move.

5. Assign a pedagogical function (solicitation, response, reaction, structuring, ambiguous) to each move (see section 5 below).

6. Re-evaluate move boundaries and pedagogical functions. Then number moves consecutively.

7. For each move, code details 3-7 in accordance with the guidelines for coding outlined for each detail and code. When determining the coding for the various details, it is important to consult relevant guidelines which may appear both on the page of the individual code and on the summary page for that detail.

Note that for solicitations and reactions, details 6 and 7 must be coded in conjunction with one another, inasmuch as they supplement each other.
4. Procedure for Determining Move Boundaries

Once a conversation is transcribed, the coder must determine the boundaries of moves by:

a) examining the written transcript,

b) listening to the audio tape in order to determine pausing and turntaking codes,

c) tentatively assigning pedagogical functions to moves on the basis of preliminary move boundaries.

There are several instances where it is difficult to determine whether an utterance should be coded as one move or more than one move. Determining the number of moves to be coded for these utterances is based on definitions and guidelines for pauses, turntaking, and pedagogical functions. The following rules apply:

1. Recognizing the end of a move

A) A speaker is said to end his move when he discontinues his talk. This may occur for various reasons: e.g., he may be finished with what he has to say; he may simply stop; another speaker may begin to talk while the first speaker is talking and the first speaker may decide to allow his turn to be "taken over."

B) Following an interruption, a speaker may continue to speak a few additional words even if it is his intention to stop, because he may already be in the process of forming the words he is about to say.

2. Coding successive utterances of the same speaker

Two successive utterances of the same speaker may be coded as one move or two, as follows:

A) If there is a pause between them of 3 seconds or more they are coded as two moves.
B) If the two utterances serve different pedagogical functions, they are coded as two moves.

Examples:

T sol: Is the policeman angry?
C res: Yes, the policeman is angry.
but
T sol: Is the policeman angry?
C res: Yes.
C rea: and he's shouting at the cats.

Note should be taken, however, of the several "compound moves," that are considered single moves:

1) Rating and content reactions

Example:

C rea: Cat pull string.
*T rea: Yes, the cat will pull the string.
C rea: Cat pull string.
*T rea: Yes, and the water will fall.

2) Repeating and introducing reactions (TREA/CREA det6=D,E)

Example:

T sol: What is this cat doing?
C res: Pulling the string.
*T rea: He's pulling the string to make the water fall down. [det6=D]

C) If there are two successive teacher utterances that serve the same pedagogical function, they are coded as two moves. This is because the two utterances may reveal changes or modifications in the strategies the teacher uses with a child. For example, often the second of the two utterances focuses the child or gives the child a clue as to how to respond to the first of the utterances.

Example:

T sol: How will they do that? [no pause]
T sol: Will they do it with a rope?

D) If there are two successive child utterances that serve the same pedagogical function, then they are coded as two moves if they deal with different subject matter.

Example:

T sol: Tell me about the picture.
C res: The cat is shooting the policeman.
C res: The cat is tripping up the policeman.
E) In difficult cases it is useful to keep in mind the various codes for conversational function (detail 6). Only a single code for detail 6 should be applicable to any single move.

3. Determining move boundaries for certain responses

Some solicitations seem from their form to prescribe a "yes" or "no" response but in fact more than "yes" or "no" is expected by the teacher. In cases where the child responds with "yes" or "no" and the further expected response, the entire response is considered one move.

Examples:

T sol: Do you know the cat's name?
*C res: Yes.

T sol: Do you know the cat's name?
*C res: Yes, Boss Cat.

However, when a speaker responds with "yes" or "no" and gives additional information that was not solicited, then the speaker's utterance is considered two moves—the first is a response, the second is a reaction.

Examples:

T sol: Do you think the policeman's angry?
*C res: Yes.
*C rea: He's angry.

T sol: Do you think the policeman's angry?
*C res: Yes.
*C rea: He's angry because the cats made a mess.

4. Coding trespasses and simultaneous speech

A) An interrupted utterance is considered a move, as is the trespasser's utterance.

B) If the first speaker continues to talk, in spite of one or more trespasses of the second speaker, then the first speaker's whole utterance is considered one move, and each individual instance of interjected speech by the trespasser is considered a separate move.

Example:

T rea: The stone [T] will hit [T] the policeman.
C rea: Stone.
C rea: Hit.
C) Utterances of two speakers that are begun simultaneously are coded as two moves—one move for each speaker.

D) If a speaker has a false start and begins again, the speaker's move is coded as one move.

Example:

T sol: What, what is he doing with the rope?
5. Procedure for Assigning Pedagogical Functions To Moves

Once the verbal interaction of the participants has been divided into turns in association with the coding of pausing and turntaking behaviour, it is then possible to describe the pedagogical function each turn serves in the context of the interaction. Four pedagogical functions are coded:

Soliciting

Soliciting moves are intended to elicit either (a) an active verbal response; (b) a cognitive response (e.g., encouraging the addressed person to attend to something); or (c) a physical response. They are clearly directive in intent and function. They may appear in any grammatical form (i.e., declarative, interrogative, or imperative); however, the interrogative form occurs most often. The coding for soliciting moves is in terms of the response expected rather than the solicitation itself. (Bellack et al., p. 18)

Examples:

a) T sol: Look at that!

b) T sol: What is it?

Responding

The pedagogical function of responding moves is to fulfill the expectations of soliciting moves. Responding moves bear a reciprocal relationship to soliciting moves. Thus, each solicitation is intended to elicit a response; every response must have been directly elicited by a solicitation. (Bellack et al., p. 18)

Examples:

T sol: What is it?
*C res: It's a bucket of water.

It should be noted that teachers and children can be both solicitors and responders. In the present version of this coding system the terminology "teacher solicitation" and "child response" has been employed. This usage reflects the particular data used in the development of the coding system, in which children rarely solicited. The codes for solicitations and responses are nonetheless applicable in situations where children solicit and teachers respond.
Reacting

Unlike responding moves, reacting moves are not directly elicited by any move. Rather they are occasioned by a prior move that may serve any pedagogical function. Reacting moves may modify (e.g., by clarifying, synthesizing, or expanding) and/or rate (e.g., positively or negatively) what was said in the occasioning moves. (Bellack et al., p. 19)

Example:

T sol: What is it?
C res: It's a bucket of water.
*T rea: Yes, and the bucket is red.

Structuring

Structuring moves set the context for subsequent conversation behavior in the classroom by (a) launching or setting limits on the interaction between children and teachers, and (b) defining the nature of the upcoming interaction with respect to variables such as time, activity, topic, cognitive process, regulations, and instructional aids. Structuring moves do not elicit a response, nor are they themselves direct responses. They are not directly occasioned by anything in the classroom situation. They are initiatory, expressing the speaker's notion of what should be said or taught. (Bellack et al., pp. 136-137)

Example:

T str: Today we are going to talk about cats.

In the data upon which the present coding system is based, structuring moves appeared only infrequently. Thus, while structuring moves are assigned as pedagogical functions in the coding, additional details are not designated for them.

Ambiguous Pedagogical Function

Sometimes there is difficulty in assigning a pedagogical function to a move because there is something unclear about the move or a preceding move. In such cases the move considered an ambiguous pedagogical move (PMX).

Example:

EMD T sol: Will he see him?
*T PMX: ----
*C PMX: ----
T sol: Will the policeman see him?

In this example, in the second and third moves the child and the teacher talk simultaneously, and neither utterance is comprehensible.
DIFFERENTIATING BETWEEN SOLICITING AND REACTING MOVES

Some utterances that have the form of solicitations are in fact reactions. In particular, rhetorical questions are considered reactions because they are not intended to elicit any response. The coder must judge whether a question is rhetorical or not, taking into consideration:

a) The intonation of the speaker (does the intonation seem to indicate that a response is expected?);

b) The presence or absence of a pause after the solicitation (indicating that a response is expected); and

c) The history of the conversation and the context in which the current solicitation occurs.

Similarly, sometimes though her intonation or pausing a teacher solicits the child to repeat a phrase or sentence, without actually using soliciting language such as "Now you say...." The coder should consider the three factors above in judging whether the teacher is soliciting repeating or is only reacting.

DIFFERENTIATING BETWEEN RESPONDING AND REACTING MOVES

Care must be taken to distinguish between responses—moves that could be said to fulfill at least minimally the expectations of solicitations—and reactions—those which could not be said to fulfill them. A response is considered any possible acceptable response and is characterized by (1) its congruence with the eliciting solicitation, and (2) its appropriateness in terms of content. These characteristics establish both the definition of a response and also guidelines for distinguishing between responding moves and reacting moves.

Congruence

Congruence of language. In order to be coded as a response, the child’s move must fulfill, at least in some minimal way, the language demands put forth in the soliciting move. Thus, if a teacher solicits a minimum of a noun or noun phrase (SOL det4≥2), the child’s move, to be coded as a response, must consist of at least a noun or noun phrase (RES det4≥2 or 4).

Examples:

a) T sol: Who is this? [solicitation of noun or noun phrase]  
*C res: Cat. [noun]

b) T sol: Who is this? [solicitation of noun or noun phrase]  
*C res: The cat. [noun phrase]
It should be noted that only utterances that are largely intelligible can be coded as responses. If a response contains an unintelligible part, the unintelligible part must be in a position where its probable meaning can be determined so that it does not interfere with the comprehension of the utterance. If more than this minimal and decipherable unintelligible speech is present, the move is coded as a reaction. Therefore, there are no language codes for responses which describe utterances containing unintelligible syllables.

Examples:

a) T sol: Who will it fall on?
   *C res: - the police.

b) T sol: Who will it fall on?
   *C rea: --- the police.

In example "a," the unintelligible syllable might represent the word "in," "on," or "to." In any event, no matter what the unintelligible word was meant to be, it is unlikely that the meaning of the child's response would be changed because it is virtually completely intelligible. Thus, the child move is coded as a response.

In contrast, in example "b," the number of unintelligible syllables and also their placement in the utterance suggest that the child's utterance might or might not have been a response. Thus, the child's utterance might have been, "It will fall on the police," rendering the utterance a response. But the child's utterance might also have been, "The cat will trick the police," which would be coded as a reaction, inasmuch as it does not address the solicitation. Because there is no way of knowing what the child meant in his original utterance, the utterance is coded as a reaction. (The teacher's move is coded as having solicited a minimum of a noun or noun phrase, and the language of the child's reaction is coded as unintelligible syllables plus a noun phrase.)

Congruence of cognitive level. Similarly, responses are characterized by the responder's having fulfilled in some minimal way the cognitive expectations of the solicitation. Cognitive level (detail 5) is generally coded at the time when details 3-7 are coded. Therefore, the assignment of the pedagogical function of response on the basis of congruence of language must be considered tentative until congruence of cognitive level has also been established.

Examples:

a) T sol: What is this on the ground?
   [solicitation of unit of information]
   *C res: A newspaper. [unit of information]

b) T sol: What's he aiming at?
   [solicitation of inference based on inference]
   *C res: At the policeman. [inference based on inference]
Appropriateness

In order to be coded as a response, the content of a child's move must be appropriate to the solicitation. That is, the child's utterance must be of the sort, kind, or category as that solicited by the teacher.

Example:

a) T sol: What kind of animal is he?
   C res: Cat. [appropriate: correct response]

b) T sol: What kind of animal is he?
   C res: Teddy bear. [appropriate: incorrect response]

but

c) T sol: What kind of animal is he?
   C rea: Catapult. [inappropriate: reaction]

It should be noted that correctness is not a criterion for coding an utterance as a response. Rather, correctness is a level 4 detail for responses.
THE PICTURE POSTER

Used as Subject Matter in the Conversations between Teachers and Children

Picture Poster: Top Cat
(c) Athena Reproductions Ltd., London, 1973
Hanna-Barbera Productions, Inc. and Columbia Pictures Industries, Inc.
## SAMPLE CODING SHEET

<table>
<thead>
<tr>
<th>Utterance</th>
<th>Move No.</th>
<th>Speaker 1=Teacher 2=Child</th>
<th>Ped. Function 1=SOL, 2=RES 3=TREA/CREA</th>
<th>ALL MOVES Detail 1 Pauses</th>
<th>ALL MOVES Detail 2 Turntaking</th>
<th>Det3</th>
<th>Det4</th>
<th>Det5</th>
<th>Det6</th>
<th>Det7</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### SOL
- Det3 - Response Prescribed
- Det4 - Language Solicited
- Det5 - Cognitive Level Solicited
- Det6 - Conversational Function
- Det7 - Link

### RES
- Det3 - Not Coded
- Det4 - Language of Response
- Det5 - Cognitive Level of Response
- Det6 - Correctness
- Det7 - Link

### TREA/CREA
- Det3 - Rating Function
- Det4 - Language of Reaction
- Det5 - Cognitive Level of Reaction
- Det6 - Conversational Function
- Det7 - Link
SUMMARY OF THE CODING SYSTEM

ALL MOVES

DETAIL 1: PAUSES

The coding for pauses is a three-digit number. Each digit is coded separately and describes one pausing characteristic of the current move. The meaning of each code for each digit is as follows:

Detail 1.1 (1st digit) - VERBAL PAUSE AT THE BEGINNING OF THE MOVE

0 = No verbal pause present.
1 = Verbal pause present.
X = Can't tell.

Detail 1.2 (2nd digit) - PAUSE(S) WITHIN THE MOVE

0 = No pause occurs within the move.
1 = One or more silent pauses occur within the move.
2 = One or more verbal pauses occur within the move.
3 = Silent and verbal pauses occur within the move.
X = Can't tell.

Detail 1.3 (3rd digit) - PAUSE(S) AT THE END OF THE MOVE

0 = No pause occurs at the end of the move.
1 = A pause of less than 1 second occurs at the end of the move.
   (count at least "one one-thousand" but less than "one one-thousand")
2 = A pause of at least 1 second but less than 3 seconds occurs at the end of the move.
   (count at least "one one-thousand" but less than "three one-thousand")
3 = A pause of 3 seconds or more occurs at the end of the move.
   (count at least "three one-thousand")
4 = A verbal pause occurs at the end of the move.
X = Can't tell.
ALL MOVES
Detail 2: TURN TAKING

The coding for turn taking is a three-digit number. Each digit is coded separately and describes one turn taking characteristic of the current move. The meaning of each code for each digit is as follows:

Detail 2.1 (1st digit) - BEGINNING OF THE MOVE

0 = Normal. (The current move is neither a trespass nor one of two simultaneous moves.)
1 = Trespass. (The current move trespasses upon the preceding move.)
2 = First simultaneous move. (The current move is the first of two moves which begin simultaneously.)
3 = Second simultaneous move. (The current move is the second of two moves which begin simultaneously.)
X = Can't tell.

Detail 2.2 (2nd digit) - INTERJECTED SPEECH

0 = No. (No speech from a second speaker is interjected during this move.)
1 = Yes. (Speech from a second speaker is interjected during this move.)
X = Can't tell.

Detail 2.3 (3rd digit) - ENDING OF THE MOVE

0 = Normal. (No trespass or discontinuation of simultaneous speech associated with the ending of the current move.)
1 = Interrupted. (The current move is trespassed upon, causing the current speaker to terminate his move prematurely.)
2 = Discontinued. (A trespasser prematurely ends his trespassing move, or one of two simultaneous speakers ends his move prematurely, apparently because the other speaker continues.)
X = Can't tell.
TEACHER SOLICITATIONS

DETAIL 1: PAUSES (see ALL MOVES)

DETAIL 2: TURNTAKING (see ALL MOVES)

SOL

DETAIL 3: RESPONSE PRESCRIBED

0 = Not coded for this move.
1 = Nonverbal response.
2 = Repeating.
3 = Minimum of yes or no.
4 = Selecting.
5 = Construction of the single correct response.
6 = Construction of a response from within a specific range of correct responses.
7 = Construction of a response where no range of responses has been specified.
8 = Construction of a response--either det3=5, det3=6, or det3=7, (but can't tell which one).
9 = Other.
X = Can't tell.

SOL

DETAIL 4: LANGUAGE ELEMENTS SOLICITED

0 = Not coded for this move.
1 = Minimum of yes or no.
2 = Noun or noun phrase only.
3 = Verb or verb phrase only.
4 = Minimum of noun or noun phrase.
5 = Minimum of verb or verb phrase.
6 = Minimum of a sentence.
7 = Other.
X = Can't tell.

SOL

DETAIL 5: COGNITIVE LEVEL SOLICITED

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of an inference based on an inference.
4 = Unit of information or inference based on one or more units of information.
5 = Inference based on one or more units of information or inference based on an inference.
6 = Cognitive level not prescribed.
7 = Can't tell.
DETAIL 6: CONVERSATIONAL FUNCTION

0= Focusing solicitation.
1= Initial solicitation of (content or language) element(s)
2= Solicitation of same content as a previous solicitation, without introducing any new element(s).
3= Solicitation of same content as a previous solicitation, but introducing new element(s).
4= Solicitation of more limited content than a previous solicitation.
5= Solicitation of additional (new) element(s) of content.
6= Solicitation of correction, clarification, or confirmation of a previous move.
7= Other.
A= Solicitation of the same language as a previous solicitation without introducing any new element(s).
B= Solicitation of the same language as a previous solicitation, but introducing new element(s).
C= Solicitation of more limited language than a previous solicitation.
D= Solicitation of additional (new) language element(s).
X= Unclear conversational function.

DETAIL 7: LINK

0= Solicitation linked to the preceding solicitation of the same speaker.
1= Solicitation linked to a previous solicitation of the same speaker, that is not the immediately preceding solicitation.
2= Solicitation linked to a teacher reaction that is the preceding move.
3= Solicitation linked to a teacher reaction that is not the preceding move.
4= Solicitation linked to a child move that is the preceding move.
5= Solicitation linked to a child move that is not the preceding move.
6= Solicitation linked to a preceding structuring move.
9= Not linked to any preceding move.
X= Can't tell.
CHILD RESPONSES

DETAIL 1: PAUSES (see ALL MOVES)

DETAIL 2: TURNTAKING (see ALL MOVES)

DETAIL 3: NOT CODED FOR CHILD RESPONSES

CRES

DETAIL 4: LANGUAGE

0= Not coded for this move.
1= Only yes or no.
2= Noun.
3= Faulty noun phrase.
4= Noun phrase.
5= Verb.
6= Faulty verb phrase.
7= Verb phrase.
8= Faulty sentence.
9= Simple sentence (excluding sentence with compound predicate).
S= Compound or complex sentence, or sentence with compound predicate.
L= Other

CRES

DETAIL 5: COGNITIVE LEVEL

0= Not coded for this move.
1= Unit of information.
2= Inference based on one or more units of information.
3= Minimum of an inference based on an inference.

CRES

DETAIL 6: CORRECTNESS OF RESPONSE

0= Not Coded for this move.
1= Correct.
2= Partially correct.
3= Incorrect.
X= Coder unable to determine.
CRES
DETAIL 7: LINK

0 = Response linked to the preceding solicitation, which is the preceding move.
1 = Response linked to the preceding solicitation, which is not the preceding move.
2 = Response linked to a solicitation other than the preceding solicitation.
3 = Response linked to a previous response--continuation of a previously initiated response.
4 = Response linked to a previous response--conclusion of a previously initiated response.
X = Can't tell.
TEACHER REACTIONS

DETAIL 1: PAUSES (see ALL MOVES)

DETAIL 2: TURNTAKING (see ALL MOVES)

TREA
DETAIL 3: RATING FUNCTION

0 = Not coded for this move.
1 = Positive.
2 = Qualifying.
3 = Negative.
4 = Acknowledging.
5 = Instructional.
6 = Other.
X = Can't tell.

TREA
DETAIL 4: LANGUAGE

0 = Not coded for this move.
1 = Only yes or no.
2 = Noun.
3 = Faulty noun phrase.
4 = Noun phrase.
5 = Verb.
6 = Faulty verb phrase.
7 = Verb phrase.
8 = Faulty sentence.
9 = Simple sentence (excluding sentence with compound predicate).
S = Compound or complex sentence, or sentence with a compound predicate.
L = Other.
X = Can't tell.

TREA
DETAIL 5: COGNITIVE LEVEL

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of an inference based on an inference.
X = Can't tell.
TREA
DETAIL 6: CONVERSATIONAL FUNCTION

0= Not coded for this move.
1= Teacher introduces all the solicited elements.
2= Teacher introduces some—but not all—of the solicited elements.
3= Teacher introduces unsolicited element(s).
4= Teacher ties together elements of content or language already introduced.
5= Teacher corrects or clarifies the content of a previous move.
6= Other
A= Teacher gives essentially the same element(s) as a previous move.
C= Teacher gives some—but not all—of the elements of a previous move.
D= Teacher gives some or all of the elements of a previous move and introduces solicited element(s).
E= Teacher gives some or all of the elements of a previous move and introduces unsolicited element(s).
X= Can't tell.

TREA
DETAIL 7: LINK

2= Teacher reaction linked to a child move that is the preceding move.
3= Teacher reaction linked to a child move that is not the preceding move.
4= Teacher reaction linked to a teacher move that is the preceding move.
5= Teacher reaction linked to a teacher move that is not the preceding move.
9= Not linked to any preceding move.
X= Can't tell.
CHILD REACTIONS

DETAIL 1: PAUSES (see ALL MOVES)

DETAIL 2: TURNTAKING (see ALL MOVES)

CREA

DETAIL 3: RATING FUNCTION

0 = Not coded for this move.
1 = Positive.
2 = Qualifying.
3 = Negative.
4 = Acknowledging.
5 = Instructional.
X = Can't tell.

CREA

DETAIL 4: LANGUAGE

0 = Not coded for this move.
1 = Only yes or no.
2 = Noun.
3 = Faulty noun phrase.
4 = Noun phrase.
5 = Verb.
6 = Faulty verb phrase.
7 = Verb phrase.
8 = Faulty sentence.
9 = Simple sentence (excluding sentence with compound predicate).
S = Compound or complex sentence, or sentence with a compound predicate.
A = Three unintelligible syllables or less.
B = More than three unintelligible syllables.
C = Unintelligible syllable(s) + noun.
D = Unintelligible syllable(s) + faulty noun phrase.
E = Unintelligible syllable(s) + noun phrase.
F = Unintelligible syllable(s) + verb.
G = Unintelligible syllable(s) + faulty verb phrase.
H = Unintelligible syllable(s) + verb phrase.
J = Unintelligible syllable(s) + faulty sentence.
K = Unintelligible syllable(s) + complete sentence.
L = Other.
M = Unintelligible syllable(s) + other.
X = Can't tell.
DETAIL 5: COGNITIVE LEVEL

0= Not coded for this move.
1= Unit of information.
2= Inference based on one or more units of information.
3= Minimum of an inference based on an inference.
X= Can't tell.

DETAIL 6: CONVERSATIONAL FUNCTION

0= Not coded for this move.
1= Teacher introduces all the solicited elements.
2= Child introduces some, but not all, the solicited elements.
3= Child introduces unsolicited element(s) of content.
4= Child ties together elements of content or language already introduced.
5= Child corrects or clarifies the content of a previous move.
6= Other
A= Child gives essentially the same element(s) as a previous move.
C= Child gives some, but not all, of the elements of a previous move.
D= Child gives some or all of the elements of a previous move and introduces solicited element(s).
E= Child gives some or all of the elements of a previous move and introduces unsolicited element(s).
X= Can't tell.

DETAIL 7: LINK

2= Child reaction linked to a teacher move that is the preceding move.
3= Child reaction linked to a teacher move that is not the preceding move.
4= Child reaction linked to a child move that is the preceding move.
5= Child reaction linked to a child move that is not the preceding move.
9= Not linked to any preceding move.
X= Can't tell.
ALL MOVES
Detail 1: PAUSES
Summary

The coding for pauses is a three-digit number. Each digit is coded separately and describes one pausing characteristic of the current move. The meaning of each code for each digit is as follows:

DETAIL 1.1 (1st digit) - VERBAL PAUSE AT THE BEGINNING OF THE MOVE

Code:

0 = No verbal pause present.
1 = Verbal pause present.
X = Can't tell.

DETAIL 1.2 (2nd digit) - PAUSE(S) WITHIN THE MOVE

Code:

0 = No pause occurs within the move.
1 = One or more silent pauses occur within the move.
2 = One or more verbal pauses occur within the move.
3 = Silent and verbal pauses occur within the move.
X = Can't tell.

DETAIL 1.3 (3rd digit) - PAUSE AT THE END OF THE MOVE

Code:

0 = No pause occurs at the end of the move.
1 = A pause of less than 1 second occurs at the end of the move.
   (count at least "one one-thous--" but less than "one one-thousand")
2 = A pause of at least 1 second but less than 3 seconds occurs at the end of the move.
   (count at least "one one-thousand" but less than "three one-thousand")
3 = A pause of 3 seconds or more occurs at the end of the move.
   (count at least "three one-thousand")
4 = A verbal pause occurs at the end of the move.
X = Can't tell.
Description of Detail:

A pause is a wait-time in the conversation (see M. B. Rowe, "Wait Time--Is Anybody Listening?" Teaching Science As Continuous Inquiry [McGraw Hill, 1978]). It may be placed at the beginning of a move, within a move, and/or at the end of a move. The pause may be silent or verbal, and its duration may vary.

Guidelines for Coding:

1. Detail 1 [pauses] is coded for all moves. Pauses should be coded while listening to the audio tape of the conversation. The tape should be listened to as many times as are necessary for the coder to represent accurately the occurrence of pauses in the conversation.

2. Pauses are coded with regard to:

   a) Location. A pause may be at the beginning, middle, or end of a move.

      A silent pause which occurs between moves is, by convention, coded as a pause at the end of the move which preceded it.

   b) Duration. The duration of a pause is measured in seconds. The coder counts seconds by saying "one one-thousand, two one-thousand..." etc. A second is completed when the coder has comfortably finished the word "thousand." Before beginning to code a coder should practice counting with a stopwatch as long as is necessary to calibrate his counting with the actual measure of elapsed time.

      Duration of pauses is coded only for pauses at the end of a move (det1.3 - third digit). Three intervals of pauses are coded:

      1) A pause of less than 1 second. The coder counts at least "one one-thou--" but less than "one one-thousand."

      2) A pause of at least 1 second but less than 3 seconds. The code counts at least "one one-thousand" but less than "three one-thousand."

      3) A pause of 3 seconds or more. The coder counts at least "three one-thousand."

   c) Type. Pauses can be silent or verbal. A verbal pause is a verbalization such as "uhm," "uh," or "mm," used in an
utterance in a place where a silent pause might have occurred. Both teachers and children may use verbal pauses.

Example:

T sol: What's he going to do, um, when he sees the policeman?

3. The symbol [P] in examples and in transcripts indicates the location of a pause within an utterance.

4. Where the word pause is used in the coding manual, it refers to a silent pause unless otherwise indicated.

5. The presence of a pause may indicate that a second speaker should or may begin speaking, and may thus designate a new move. However, the absence of a pause does not necessarily mean that a new move is not beginning.
ALL MOVES
Detail 1.1: PAUSES (first digit)
VERBAL PAUSE AT THE BEGINNING OF THE MOVE
Code:  0= No verbal pause present.

Description of Code:
No verbal pause occurs at the beginning of this move.

Guidelines for Coding:
1. A silent pause at the beginning of a move is coded as a silent pause at the end of the preceding move.
2. See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES

Detail 1.1: PAUSES (first digit)
VERBAL PAUSE AT THE BEGINNING OF THE MOVE
Code: 1= Verbal pause present

Description of Code:
A verbal pause occurs at the beginning of this a move. A verbal pause is a verbalization such as "uhm," "uh," or "mm," or a word such as "well,..." used in an utterance in a location where a silent pause might have occurred. Both teachers and children may use verbal pauses.

Example:

T sol: Uhm..., what's he going to do when he sees the policeman? [det1.1=1]

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
Detail 1.1: PAUSES (first digit)
VERBAL PAUSE AT THE BEGINNING OF THE MOVE
Code: X = Can't tell

Description of Code:
The precise code for this aspect of pauses cannot be designated because there is something unclear about the move.

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
det 1.2 - 0

Detail 1.2: PAUSES (second digit) - PAUSE(S) WITHIN THE MOVE
Code: 0 = No pause occurs within the move.

Description of Code:

There is no pause, either silent or verbal, which occurs within the move.

Guidelines for Coding:

See Summary of Detail 1 - Guidelines for Coding.
Detail 1.2: PAUSES (second digit) - PAUSE(S) WITHIN THE MOVE
Code: 1= One or more silent pauses occur within the move

Description of Code:
One or more silent pauses of any duration occur within the move.

Examples:
*T sol: Are they [P] his friends or not? [det1.2=1]
*T sol: What is [P] what is [P] that cat doing? [det1.2=1]

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
Detail 1.2: PAUSES (second digit) - PAUSE(S) WITHIN THE MOVE
Code: 2= One or more verbal pauses occur within the move

Description of Code:

One or more verbal pauses occur within the move. A verbal pause is a verbalization such as "uhm," "uh," or "mm," or a word such as "well..." used in an utterance in a location where a silent pause might have occurred. Both teachers and children may use verbal pauses.

Example:

  T sol: What's he doing?
  *C res: He's uhm, he's going to pull the rope. [det1.2=2]

Guidelines for Coding:

See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
det1.2: PAUSES (second digit) - PAUSE(S) WITHIN THE MOVE
Code: 3 = Silent and verbal pauses occur within the move

Description of Code:
One or more silent pauses of any duration and one or more verbal pauses occur within the move.

Guidelines for Coding:
1. The silent pauses must be less than three seconds in duration; otherwise, the move would have been coded as two moves.
2. See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES det 1.2 = X

Detail 1.2: PAUSES (second digit) - PAUSE(S) WITHIN THE MOVE
Code: X = Can't tell

Description of Code:
The precise code for this aspect of pauses cannot be designated because there is something unclear about the move.

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES

Detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE

Code: 0 = No pause occurs at the end of the move.

Description of Code:
No pause, either silent or verbal, occurs at the end of this move.

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES

Detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE

Code: 1= A pause of less than 1 second occurs at the end of the move

Description of Code:

A pause of less than 1 second occurs at the end of the move. The coder counts at least "one one-thou--" but less than "one one-thousand."

Guidelines for Coding:

See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES

Detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE

Code: 2 - A pause of at least 1 second but less than 3 seconds occurs at the end of the move

Description of Code:

A pause of at least 1 second but less than 3 seconds occurs at the end of the move. The coder counts at least "one one-thousand" but less than "three one-thousand."

Guidelines for Coding:

See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE
Code: 3: A pause of 3 seconds or more occurs at the end
of the move

Description of Code:
A pause of 3 seconds or more occurs at the end of the move. The coder
counts at least "three one-thousand."

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE
Code:  4  A verbal pause occurs at the end of the move

Description of Code:
A verbal pause occurs at the end of the move. A verbal pause is a verbalization such as "uhm," "uh," or "mm," or a word such as "well..." used in an utterance in a location where a silent pause might have occurred. Both teachers and children may use verbal pauses.

Guidelines for Coding:
1. If a verbal pause is followed by a silent pause, the verbal pause is considered to have occurred within the move (det1.2=2).
2. Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
det1.3 = X

Detail 1.3: PAUSES (third digit) - PAUSE AT THE END OF THE MOVE
Code: X = Can't tell

Description of Code:
The precise code for this aspect of pauses cannot be designated because there is something unclear about the move.

Guidelines for Coding:
See Summary of Detail 1 - Guidelines for Coding.
ALL MOVES
Detail 2: TURN TAKING
Summary

The coding for turntaking is a three-digit number. Each digit is coded separately and describes one turntaking characteristic of the current move. The meaning of each code for each digit is as follows:

DETAIL 2.1 (1st digit) - BEGINNING OF THE MOVE

Code:

0 = Normal. (The current move is neither a trespass nor one of two simultaneous moves.)
1 = Trespass. (The current move trespasses upon the preceding move.)
2 = First simultaneous move. (The current move is the first of two moves which begin simultaneously.)
3 = Second simultaneous move. (The current move is the second of two moves which begin simultaneously.)
X = Can't tell.

DETAIL 2.2 (2nd digit) - INTERJECTED SPEECH

Code:

0 = No. (No speech from a second speaker is interjected during this move.)
1 = Yes. (Speech from a second speaker is interjected during this move.)
X = Can't tell.

DETAIL 2.3 (3rd digit) - ENDING OF THE MOVE

Code:

0 = Normal. (No trespass or discontinuation of simultaneous speech associated with the ending of the current move.)
1 = Interrupted. (The current move is trespassed upon, causing the current speaker to terminate his move prematurely.)
2 = Discontinued. (A trespasser prematurely ends his trespassing move, or one of two simultaneous speakers ends his move prematurely, apparently because the other speaker continues.)
X = Can't tell.
Description of Detail:

Turntaking describes the placement in time of a move with respect to another move. Three aspects of turntaking are described:

(1) the placement of the current move with respect to the preceding move—how the move begins;

(2) the placement of the current move with respect to the succeeding move—how the move ends;

(3) the presence or absence of speech interjected by another speaker during the course of a move.

For each aspect of turntaking the following definitions apply:

(a) Normal

The current move is considered to have a normal beginning if the speaker begins without having interrupted another speaker. That is, he and another speaker are not in conflict for the same "space" in the conversation. The speaker of the current move begins his move at a potential completion point of the previous speaker's move.

A move is considered to have a normal ending if there is no indication that the speaker terminated his move prematurely on account of a trespass or simultaneous speech. The speaker stops at a potential point of completion of his move.

(b) Trespass

The current move is considered a trespass if the current speaker begins speaking while a previous speaker is still speaking. A trespass is coded for the current speaker, who trespassed upon the move of the earlier speaker.

(c) Interrupted

A move is considered to have been interrupted if a speaker prematurely ends his move on account of a trespass. This is coded for the first speaker, whose move was trespassed upon.

(d) Interjected speech

A trespass which does not result in premature termination of the first speaker's move is considered to be interjected speech with regard to the first speaker's move. That is, if a speaker continues his move despite a trespass, the trespasser's speech is considered interjected into the first move. Interjected speech is coded in the move of the first speaker, into whose move the speech was interjected.
(e) **Discontinued**

A move is considered to have been discontinued if a speaker prematurely ends his move, not on account of a trespass, but on account of another speaker who continues speaking despite the speech of the current speaker. This is coded for (1) a trespasser who discontinues his speech while the trespassed speaker continues speaking (resulting in interjected speech in that speaker's move), or (2) one of two simultaneous speakers who discontinues his speech while the other of the simultaneous speakers continues speaking.

(f) **Simultaneous moves**

Simultaneous moves are two moves which begin simultaneously.

The symbol [T] in examples and transcripts indicates the point in the previous speaker's move where a trespass occurred.

The symbol [S] in examples and transcripts indicates the start of simultaneous moves.

**Guidelines for Coding:**

1. Detail 2 [turntaking] is coded for all pedagogical moves. Turntaking should be coded while listening to the audio tape of the conversation. The tape should be listened to as many times as are necessary for the coder to represent accurately the turntaking behaviour of the participants.

2. If a speaker hesitates when his turn is trespassed upon but largely ignores the utterances of the trespasser and proceeds to complete his move, the hesitation by the speaker is not considered to have ended his move.

3. A move is considered to be a trespass whether it results in the termination of the preceding move or only in interjecting speech into that move.

4. A move is considered to be interrupted if the speaker stops speaking right away. If his talk is intelligible and he continues for a few additional syllables, it may be that his intention is to stop but he is already in the process of forming the words he is about to say. In this case the coder may judge whether the speaker has been interrupted or whether there has been interjected speech during a move which ends normally.

If, however, a move is unintelligible and is trespassed, then it is coded as:
a) **interrupted** if there are two or fewer additional syllables uttered after the trespass.

Example:

EMD  T sol:  Have you seen this picture before?
*C rea:  -- [T] -- [det2=010]
T sol:  See this picture before?

b) containing interjected speech if there are more than two syllables after the trespass.

Example:

EMD  T sol:  What's it for?
T sol:  Look.
*C rea:  ---- [T] ----. [det2=001]
T rea:  Water.

5. When a move is interrupted, code as much of the move as can be coded (including link) on the basis of what has been said so far.

Example:

EMD  *T sol:  Are they his friends or [T] [det2=010]
            [det3=4, det4=2, det5=2, det6=1, det7=9]
C res:  No.

For CRES, TREA, and CREA code detail 4 [language] based on the incomplete utterance. However, language should not be coded as faulty merely because the utterance is incomplete.

Examples:

T rea:  The cat is pulling the [T] [det4=9]

Note: This utterance is coded det4=9 [sentence], even though it is incomplete because it contains a correct subject and predicate.

T rea:  The cat pulling the [T] [det4=8]

Note: This utterance is coded det4=8 [faulty sentence] irrespective of its being incomplete because it contains a faulty predicate.
6. If a trespasser interjects speech more than once during the same move, each occurrence of interjected speech is coded as a separate trespassing move.

Example:

T sol: What is the cat [T] in the [T] window doing? [det2=001]
*C rea: He's [det2=120]
*C rea: He's [det2=120]
C res: He's shooting.
ALL MOVES
Detail 2.1: TURNTAKING (first digit) - BEGINNING OF THE MOVE
Code: 0= Normal

Description of Code:
The current move begins normally. That is, it is neither a trespass nor one of two simultaneous moves.

Example:

T sol: I want you to have a look at this picture.
*C rea: Yes, I will. [det2=000]

Guidelines for Coding:
See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES
detail 2.1: TURNTAKING (first digit) - BEGINNING OF THE MOVE
Code: 1 = Trespass

**Description of Code:**

The current movetrespasses upon the preceding move. That is, the current speaker begins at a time when the preceding speaker is not at a potential stopping place in his move.

**Example:**

T sol: What's he [T] got there?
*C rea: ---- - - - - [det2=100]

**Guidelines for Coding:**

See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES det2.1=2

Detail 2.1: TURNTAKING (first digit) - BEGINNING OF THE MOVE
Code: 2 = First simultaneous move

Description of Code:
The current move is the first of two moves which begin simultaneously.

Example:
- T sol: What will he do? [P]
- *T res: [S] He'll pull the string. [det2=200]
- C res: [S] Pull string. [det2=300]

Guidelines for Coding:
See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES

Detail 2.1: TURNTAKING (first digit) - BEGINNING OF THE MOVE

Code: 3 = Second simultaneous move

Description of Code:

The current move is the second of two moves which begin simultaneously.

Example:

T sol: What will he do? [P]
T rea: [S] He'll pull the string. [det2=200]
*C res: [S] Pull string. [det2=300]

Guidelines for Coding:

See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES detail 2.1 - X

Detail 2.1: TURN TAKING (first digit) - BEGINNING OF THE MOVE
Code: X = Can't tell

Description of Code:

There is something unclear about this move or a preceding move which makes it impossible to code this part of turntaking.

Guidelines for Coding:

See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES
Detail 2.2: TURNTAKING (second digit) - INTERJECTED SPEECH
Code: 0 = No

Description of Code:
No speech from a second speaker is interjected during this move.

Guidelines for Coding:
See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES

Detail 2.2: TURN TAKING (second digit) - INTERJECTED SPEECH

Code: 1 = Yes

Description of Code:

Speech from a second speaker is interjected during this move. That is, after the trespass, the original speaker continues.

Example:

*T sol: What's he [T] got there? [det2=010]
C rea: ----- [det2=100]

Guidelines for Coding:

1. The second speaker's interjected speech is coded as a trespass.
2. See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES

Detail 2.2: TURNTAKING (second digit) - INTERJECTED SPEECH
Code: X = Can't tell

Description of Code:

There is something unclear about this move or a preceding move which makes it impossible to code this part of turntaking.

Guidelines for Coding:

See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES
Detail 2.3: TURNTAKING (third digit) - ENDING OF THE MOVE
Code: 0 = Normal

Description of Code:
The current move ends normally. That is, it does not end as the result of a trespass or of the discontinuation of a trespass or of simultaneous speech.

Example:
*T sol: I want you to have a look at this picture. [det2=000]
C rea: Yes, I will.

Guidelines for Coding:
See Summary of Detail 2 - Guidelines for Coding.
Detail 2.3: TURNTAKING (third digit) - ENDING OF THE MOVE
Code: 1= Interrupted

Description of Code:

The current move is trespassed upon by the succeeding move, causing premature termination of the current move.

Example:

*T sol: What's he [T] [det2=001]
*C rea: - - - - .

Guidelines for Coding:

1. A move is considered to be interrupted if the speaker stops speaking right away. If his talk is intelligible and he continues for a few additional syllables, it may be that his intention is to stop but he is already in the process of forming the words he is about to say. In this case the coder may judge whether the speaker has been interrupted or whether there has been interjected speech during a move which ends normally.

If, however, a move is unintelligible and is trespassed, then it is coded as:

a) interrupted if there are two or fewer additional syllables uttered after the trespass.

Example:

EMD T sol: Have you seen this picture before?
*C rea: - - [T] - [det2=001]
T sol: See this picture before?

b) containing interjected speech if there are more than two syllables after the trespass.

Example:

EMD T sol: What's it for?
T sol: Look.
*C rea: - - - [T] - - - [det2=010]
T rea: Water.
2. When a move is interrupted, code as much of the move as can be coded (including link) on the basis of what has been said so far.

Example:

EMD *T sol: Are they his friends or [T] [det2=010]
[det3=4, det4=2, det5=2, det6=1, det7=9]
C res: No.

For CRES, TREA, and CREA code detail 4 [language] based on the incomplete utterance. However, language should not be coded as faulty merely because the utterance is incomplete.

Examples:

T rea: The cat is pulling the [T] [det4=9]

Note: This utterance is coded det4=9 [sentence], even though it is incomplete because it contains a correct subject and predicate.

T rea: The cat pulling the [T] [det4=8]

Note: This utterance is coded det4=8 [faulty sentence] irrespective of its being incomplete because it contains a faulty predicate.

ALL MOVES
Detail 2.3: TURN-TAKING (third digit) - ENDING OF THE MOVE
Code:   2= Discontinued

Description of Code:

(1) For a TRESPASS:

The speaker of the current move, which is a trespass, terminates
his move prematurely, while the previous speaker continues.

Normally this is coded when the trespass is interjected speech.

Example:

T sol: Have you seen this [T] picture before?  [det2=010]
*C rea:  Cat  [det2=102]

(2) For ONE OF TWO SIMULTANEOUS MOVES:

The speaker of the current move, which is one of two simultaneous
moves, terminates his move prematurely, while the other speaker
continues.

Example:

T sol: [S] What do you see in the picture?  [det2=200]
*C rea: [S] Look at  [det2=302]

Guidelines for Coding:

1. If a trespass is unintelligible, then usually det2.3=X.
2. See Summary of Detail 2 - Guidelines for Coding.
ALL MOVES

Detail 2.3: TURNTAKING (third digit) - ENDING OF THE MOVE
Code: X = Can't tell

Description of Code:
There is something unclear about this move or a preceding move which makes it impossible to code this part of turntaking.

Guidelines for Coding:
1. If a trespass is unintelligible, then usually det2.3=X.
2. See Summary of Detail 2 - Guidelines for Coding.
CODE:

0 = Not coded for this move.
1 = Nonverbal response.
2 = Repeating.
3 = Minimum of yes or no.
4 = Selecting.
5 = Construction of the single correct response.
6 = Construction of a response from within a specific range of correct responses.
7 = Construction of a response where no range of correct responses has been specified.
8 = Construction of a response—either det3=5, det3=6, or det3=7, (but can't tell which one).
9 = Other.
X = Can't tell.

Description of Detail:
The degree to which the teacher specifies the range of correct responses.

Guidelines for Coding:

1. While "soliciting completion" is an additional type of solicitation that prescribes a response, it does not have its own code. Completion is coded as the appropriate "construction of a response" (det 3=5,6,7, or 8). It can be differentiated from other solicitations with these codes by examining the code for det4 (language): If det4=2 [noun or noun phrase only] or
det4=3 [verb or verb phrase only], rather than det4=4 [minimum of noun phrase] or det4=5 [minimum of verb or verb phrase], then completion is solicited. The teacher gives clues in the solicitation that generally limit the language level solicited.

Example:

T sol: That animal is a ... [det3=5, det4=2]  
C res: A cat.

but

T sol: What kind of animal is that? [det3=5, det4=4]  
C res: A cat.

If a completion is solicited with "because...", it is not distinguished from the solicitation of the same content with a "why" question. A "because..." solicitation is not considered to provide the child with any additional clues.

2. The solicitor may indicate by pause or intonation that the utterance that she has begun is to be completed by the child.

Examples:

*T sol: The policeman will... [rising intonation]  
C res: ...will fall.

*T sol: They have...[pause]  
C res: Catapults.
SOL
Detail 3: RESPONSE PRESCRIBED
Code: 0 = Not coded for this move

Description of Code:
Coding of the other details of this move render this detail irrelevant.
SOL

Detail 3: RESPONSE PRESCRIBED
Code: 1 = Nonverbal response

Description of Code:

The teacher specifies that the child is to perform a physical act (looking, pointing, etc.).

Examples:

EBK  T sol: I want you to look at the picture.
ETD  T sol: Look at the policeman's face.
CCM  T sol: Have a look at the picture and see what you can see in it.

Guidelines for Coding:

1. If det3=1 [nonverbal], then det4=0 and det5=0.
2. If det3=1 [nonverbal], then most of the time det6=0.
SOL
Detail 3: RESPONSE PRESCRIBED
Code: 2= Repeating

Description of Code:
The teacher specifies that the child is to repeat either what the teacher has said or what the child has said. The solicitation may be a) by verbal request or b) by intonation and stress (but without verbal request).

Example: Solicits repeating of what teacher has said

1. By verbal request
   a) CCM  T sol: Can you say it that way round: The cat is trying to make the policeman trip over.
   b) CAD  T sol: Can you say all that?
   c)  T sol: Tell me that again.
   d)  T sol: You say "the water will fall down."

   2. By intonation and stress, but without verbal request
      CCM  *T sol: Will fall.
      C res: Will fall.

Example: Solicits repeating of what child has said

See Guidelines for Coding - 3.

Guidelines for Coding:

1. Det 3 is not coded as repeating if the only indication the teacher gives that she wants repeating is that she pauses at the end of her move. In the case of such a pause, the teacher's move is coded as a teacher reaction, with det 1 [pauses] coded as 1,2, or 3.
2. If det3=2 [repeating], then det4 [language]=0 [not coded].

Example:

DHP  T sol: What's the one down by the dustbin trying to do?
  C rea: --
  *T sol: Pardon? [det3=2, det4=0, det5=0]
  C rea: --

3. Where the teacher solicits the child to repeat the child's utterance, this may actually mean that the teacher wants a clarification or correction of what the child said, rather than having the child repeat exactly what the child said previously.

In this case, det6=6 [solicits clarification] and det5=0 [cognitive level not coded]. The cognitive level of the child's move is coded 1, 2, or 3, as appropriate.

Examples:

DJI  C rea: ----
  *T sol: Tell me that again. [det5=0, det6=6]
  C rea: -- pull water
  *T sol: Pardon? [det5=0, det6=6]
  C res: Cat pull string water fall. [det5=3]

4. Where the teacher solicits repeating [det3=2], then det5=0 [cognitive level not coded] for the teacher's move, and also for the move that this solicitation elicits (but if teacher solicits clarification or correction of child's utterance, see guideline 3 above).

Example:

*T sol: You say the water will fall on the policeman.
  [det3=2, det5=0]
  C rea: Water fall on police. [det5=0]
SOL

Detail 3: RESPONSE PRESCRIBED
Code: 3 Minimum of yes or no

Description of Code:

The teacher specifies the range of correct responses by indicating through the form of her solicitation or by intonation that a minimum response to her solicitation is either "yes" or "no."

Examples:

EMD *T sol: Have you seen this picture before?

CCJ *T sol: Is this happening in London, this?

CDC *T sol: Is he happy?

CBJ *T sol: Are they teddy bears?

Guidelines for Coding:

1. When det3=3, the possibility exists that more than a "yes" or "no" response could be given. In such a case, the move should be coded in terms of the minimum response acceptable to the teacher, which is either "yes" or "no."

Example:

CCJ T sol: Where is this happening?
C rea: Well.
*T sol: Is this happening in London? [det3=3]
C rea: I don't know.
C res: In the street, in the picture.
*T sol: Is there anything about that policeman? [det3=3]
C res: Yes, he's cross.
*T sol: Is he an English policeman? [det3=3]
*T sol: Do our policemen have that uniform? [det3=3]
C res: No.
C res: No, America.
T rea: Yes, an American policeman.
T rea: So this is an American scene.

(Note: In the example above, the moves that have an asterisk could have elicited "yes" or "no" response alone, or something in addition to "yes" or "no". From the teacher's initial
solicitation, we know that her original expectation was for the name of the place where the picture is happening. When the child fails to give this response, the teacher gives the child additional clues about the answer she wants by using a new element (the name of a place), and the teacher also changes the response she is prescribing from det3=5 or 6 [construction of a response] to det3=3 [yes/no response]. The teacher may have been eliciting just a "yes" or "no" response or the correct response (the name of the place) in addition to the "yes" or "no," but the coder can only be sure of the teacher's most limited expectation here, which is for a "yes" or "no" response.

2. Sometimes the form of a solicitation makes it look as if the teacher is soliciting a "yes" or "no" response, but in fact the teacher's utterance does not serve the function of a solicitation (for instance, when she asks a rhetorical question). Such an utterance may sometimes be more properly coded as a teacher reaction. The pedagogical move (solicitation or reaction) is to be determined by the coder's judgment taking into consideration:

   a) The teacher's intonation (does it seem by her intonation that she expects a response?).

   b) Whether there is a pause after the teacher's move (indicating that she might be waiting for a response).

   c) The history of the conversation (what does the teacher's general style seem to indicate she wants from the child, if anything?), and the context in which the rhetorical question occurs (see Example A).

Example A:

```
CMJ  T rea: Here, we've got another one here.
       T sol: Look.
       C rea: Yes--throw a-stone.
       T rea: He's just going to throw a stone at him is he?
* T rea: There's an awful mess on the floor isn't there? [falling intonation; no pause]
       T sol: What's all this?
```
Example B:

CHJ T sol: Who's going to make the water go on his head?
C rea: Look at the rope.
T sol: This rope?
C res: Yes.
C rea: --fall.
T rea: It's going to fall over that rope.
T sol: What about (I)
C res: -----fall--
*T sol: He's going to pull it, isn't he?
[rising intonation]
C res: Yes.
T rea: He's going to pull it down.

3. The structure of the solicitation that seeks a "yes" or "no" response is a clue that the response solicited is "yes" or "no." The child, in essence, is not independently deciding how to respond; rather, the solicitation is imposing the type of response. Nevertheless, it is not assumed that the child is bound to a "yes" or "no" response only (see guideline 1 above), or that the cognitive processing required to respond is automatically very limited.

Therefore, even if det3=3, det5 [cognitive level] may still be coded 1, 2, 3 (not just 1 [unit of information]).

For instance, where the teacher asks: "Is this happening in London?", det3=3 and det5=2 [inference based on unit of information] because the teacher solicits the child to make an inference, even though the teacher only requires the child to respond "yes" or "no."

4. Sometimes a solicitation may appear, because of its structure, to be det3=3 but, in fact, more than a minimum of a "yes" or "no" response is solicited.

Example:

CCM T rea: He's going to pull the string, then the water will fall on the policeman.
T sol: Will fall.
C rea: Will fall.
*T sol: Can you say it now, the whole sentence? [det3=2 (not det3=3)]

CAD *T sol: Can you tell me what the cats are trying to do? [det3=6 (not det3=3)]
5. Sometimes a solicitation may appear because of its structure to be (sol) det3=3, but the response expected may vary depending on whether the response is "yes" or "no."

a) Example:

ETD T sol: Do you know the name of the policeman?

If the child responds "no," his answer is sufficient. But if he responds "yes," then the teacher may be expecting him to give the correct response. Because the coder cannot be sure of what the teacher expected, the coder codes the minimum expected, which is a "yes" or "no" response.

b) This is also the case when the teacher solicits a "yes" or "no" response and may expect something in addition if the response is "no."

CBJ T sol: Are they teddy bears?

The response should be "no" and could, in addition, be "they are cats." The coder should use his judgement in determining what the teacher expected, but generally can only code the minimum response expected by the teacher, which is "yes" or "no."

6. When the teacher solicits a "yes" or "no" response [det3=3] by asking about the opposite of the correct response, it is coded det6=3 or 4. Even though the response she wants is not the element being sought, the solicitation does contain clues as to the category of the desired element. (See also SOL det6=3, guideline 2, and SOL det6=4, guideline 1.)

Example:

CCJ T sol: Where is this happening?
C rea: Well...
T sol: Is this happening in London, this? [det3=3, det6=4]
SOL

Detail 3: RESPONSE PRESCRIBED
Code: 4 = Selecting

Description of Code:

The teacher specifies the range of responses by offering the responder choices.

Example:

EMD T sol: This one here, is he a good cat or is he a bad cat?

Guidelines for Coding:

1. The teacher indicates by det3=4 that a sufficient response consists of one or more of the alternatives presented in the solicitation.

2. If det3=4, then det5 [cognitive level] may still be coded 1, 2, or 3. Although the teacher is providing the choices, the child must still process the possible responses to determine which is correct.
SOL det3=5

SOL
Detail 3: RESPONSE PRESCRIBED
Code: 5= Construction of the single correct response

Description of Code:
The teacher solicits the child to construct a response where there is only a single correct response.

Examples:

EMD  T sol: What's the name of it?
     T sol: Who's this?

DST  T sol: What is it?
     T sol: Who'll be wet?
     T sol: What's the man called?

Guidelines for Coding:
1. Although in the case of det3=5 the response is still quite prescribed, this type of response more actively engages the child in forming the response than do det3=2-4. When det3=2, 3, or 4, the teacher provides the form of the response. However, when det 3=5, 6, or 7, the child must do the work of constructing the response. Thus, the child has a range of options for language and cognitive levels.
SOL

Detail 3: RESPONSE PRESCRIBED
Code: 6= Construction of a response from within a specific range of correct responses

Description of code:
The teacher solicits the child to construct a response within a specific range of correct responses.

Examples:

DST  T sol: What's he going to do with the catapult?
      T sol: What's he doing?

EMD  T sol: Who are all these cats?

CCJ  T sol: Why is the policeman cross with the other cats?
      T sol: What are they going to do with him?
      T sol: What are the cats trying to do?

Guidelines for Coding:

1. Although in the case of det3=6 there is some degree of prescription of the response by the teacher, det3=6 more actively engages the child in forming the response than det3=2-5. In the case of det3=2, 3, or 4, the teacher provides the form and content of the response. In the case of det3=5, 6, or 7, the child must take increasing responsibility for the form by constructing the response. In the case of det3=6 or 7, the child also takes responsibility for the content of the response.

2. Sometimes in determining the coding for det3, it is necessary to look not only at the present solicitation but also at preceding ones, since the new solicitation may depend in part on information from a previous one in order for appropriate coding to be determined.

Example:

DST  T sol: Where's the water?
      T sol: What's going to happen?

(Note: The intention of the second solicitation is: "What's going to happen to the water?")
3. The solicitation must contain a reference to some specific topic (otherwise det3=7).
SOL det3=7

Detail 3: RESPONSE PRESCRIBED

Code: 7= Construction of a response where no range of correct responses has been specified

Description of Code:

The teacher solicits the child to construct a response where no range of correct responses has been specified. The child therefore is solicited to determine the topic to be discussed.

Examples:

T sol: Tell me about the picture.

T sol: Tell me what's happening in the picture.

Guidelines for Coding:

1. In the case of det3=7 the child has full responsibility for determining the topic. This is in contrast to det3=5 and 6, where the child is given lesser degrees of responsibility, and to det3=2, 3, and 4, where the child is not actively engaged in determining either the form or the content of the response (but the teacher determines the form his response should take and the topic(s) to be raised).

2. If det3=7, then det4 [language solicited] = 6 [minimum of a sentence].

Example:

DJI T sol: Tell me something else about it. [det4=6]
SOL
detail 3: RESPONSE PRESCRIBED
Code: 8 = Construction of a response --
    either det3=5 or det3=6, or det3=7,
    (but can't tell which one)

Description of Code:
The teacher solicits the child to construct a response, but from her
solicitation it is not possible to determine how prescribed the
construction must be. The response prescribed may be either det3=5,
det3=6, or det3=7.

Examples:

    EMD T sol: Who's the boss?
    T sol: Who's a thief?

Guidelines for Coding:
1. See Guidelines for Coding - det3=5, det3=6, and det3=7.
SOL
Detail 3: RESPONSE PRESCRIBED
Code: 9 = Other

Description of Code:
The teacher solicits a response of a sort other than those described in codes 1-8.
SOL
detail 3: RESPONSE PRESCRIBED
Code: X= Can't tell

Description of Code:
The precise code for this detail cannot be designated because there is something unclear about the teacher's utterance.
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Summary

CODE:

0 = Not coded for this move.
1 = Minimum of yes or no.
2 = Noun or noun phrase only.
3 = Verb or verb phrase only.
4 = Minimum of noun or noun phrase.
5 = Minimum of verb or verb phrase.
6 = Minimum of sentence.
7 = Other.
X = Can't tell.

Description of Detail:
The part of speech or syntactic structure of the language of the
solicited response.

Guidelines for Coding:
1. If SOL det3=1 [nonverbal], then det4=0 [not coded].
2. If SOL det3=2 [repeating], then det4 is coded, but det5=0
   [cognitive level not coded].
3. If SOL det6=2 or 3, then det4 and det5 are coded.
SOL det4=0

SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 0= Not coded for this move

Description of Code:
Coding of the other details for this move render this detail irrelevant.

Examples:
    ETD T sol: Look at the policeman's face.
    EBK T sol: I want you to look at the picture.

Guidelines for Coding:
If SOL det3=1 [nonverbal], then det4=0 [not coded].
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 1= Minimum of yes or no

Description of Code:
The teacher solicits such that the language elements of the response are to be a minimum of a "yes" or "no" response from the child.

Example:

EMD T sol: Have you seen this picture before? [det4=1]

EMD C rea: On the television.

T sol: On the television? [det4=1]
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 2 = Noun or noun phrase only

**Description of Code:**

The teacher solicits such that the language elements of the response are to be a noun or a noun phrase only.

A noun is the name of a person, place, or thing.

Examples:

- hat
- Boss Cat
- window
- policeman
- America

A noun phrase consists of:

1. a noun + preceding article, adjective(s), preposition
2. any combination of such phrases
3. a noun + any combination of such phrases

Examples:

- the hat
- a red hat
- in the bucket
- cat in the window
- the cat in the window

**Guidelines for Coding:**

1. This detail is coded primarily when the teacher solicits the child to fill in or complete the teacher's previously initiated statement.

   Example:

   T sol: The water will fall on the policeman's . . .

2. If SOL det3=2 [repeating], then det4 is coded but det5=0 [cognitive level not coded].
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 3 = Verb or verb phrase only.

Description of Code:
The teacher solicits such that the language elements of the response are to be a verb or a verb phrase only.

A verb is a word that expresses an act, occurrence, or state of being. A verb with an auxiliary verb is considered to be a verb.

Examples:
- pull
- is going
- was
- happened

A verb consists of:
1. a verb + associated adverbs, adverbial prepositional phrases, direct objects, indirect objects, predicate nouns, predicate adjectives

or
2. any combination of such phrases

Example:
T sol: The cat will . . .

Guidelines for Coding:
1. This detail is coded primarily when the teacher solicits the child to fill in or complete the teacher's previously initiated statement.

2. If SOL det3=2 [repeating], then det4 is coded but det5=0 [cognitive level not coded].
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 4= Minimum of noun or noun phrase

Description of Code:

The teacher solicits such that the language elements of the response are to be a minimum of a noun or noun phrase.

A noun is the name of a person, place, or thing.

Examples:

- hat
- Boss Cat
- window
- policeman
- America

A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition

or

2. any combination of such phrases

or

3. a noun + any combination of such phrases

Examples:

- the hat
- a red hat
- in the bucket
- cat in the window
- the cat in the window

Guidelines for Coding:

1. Solicitations that are apparently similar in form may prescribe different language elements in the response. The teacher may ask a "what" question that requires the child to respond using a noun or noun phrase (Example A), but the teacher could also ask a "what" question that requires a verb or verb phrase (examples B) from the child.
Example A: Noun

EMD *T sol: What's the name of it? [det4=4]
C res: Boss Cat.

Examples B: Noun phrase

1. CBJ *T sol: What's that bucket attached to? [det4=4]
   C res: A rope.

2. CBJ *T sol: Who's got the end of the bucket from the string? [det4=4]
   C res: The teddy bear by the dustbin.

3. CDC *T sol: Who's this man? [det4=4]
   *T sol: Who is he?
   *T sol: Who is he?
   C res: -
   T res: A policeman.

2. Solicitations that are apparently similar in form may prescribe different cognitive levels for the response. Some solicitations requesting a noun or noun phrase may be requesting a unit of information (det5=1), as in examples A, B.1, and B.3. Others may be requesting the child to make an inference (det5=2), as in Example B.2.
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 5= Minimum of verb or verb phrase

Description of Code:

The teacher solicits such that the language elements of the response are to be a minimum of a verb or verb phrase.

A verb is a word that expresses an act, occurrence, or state of being. A verb with an auxiliary verb is considered to be a verb.

Examples:

pull
is going
was
happened

A verb phrase consists of:

1. a verb + associated adverbs,
adverbial prepositional phrases,
direct objects,
indirect objects,
predicate nouns,
predicate adjectives

or

2. any combination of such phrases

Example:

*T sol: What is the policeman doing?
Child response might be:

Yelling. [verb]
Yelling at the cats. [verb phrase]
He's yelling at the cats. [sentence]

Guidelines for Coding:

1. Solicitations that are apparently similar in form may prescribe different language elements in the response. The teacher may ask a "what" question that requires the child to respond using a noun or noun phrase [det4=4], as in Example A,
but the teacher could also ask a "what" question that requires a verb or verb phrase \[ \text{det4=5} \] from the child, as in Example B.

Example A:

T sol: What is he holding? \[ \text{det4=4} \]

Example B:

CMJ T sol: What's this one doing here? \[ \text{det4=5} \]

2. Solicitations that are apparently similar in form may prescribe different cognitive levels. Some solicitations requesting a verb or verb phrase may be requesting a unit of information (Example A), while others may be requesting the child to make an inference (Example B).
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 6= Minimum of sentence

Description of Code:
The teacher solicits such that the language elements of the response are to be a minimum of a sentence. A sentence is a group of words that expresses a complete thought.

Example:
    T sol: What is going to happen?

Guidelines for Coding:
1. If SOL det3=7, then det4=6.
SOL
Detail 4: LANGUAGE ELEMENTS SOLICITED
Code: 7 = Other

Description of Code:
Teacher solicits such that the language elements of the response be other than that described in codes 1-6, such as lone adjectives, adverbs, or interjections.

Example:
   T sol: What color is the hat?
SOL
Detail 4 = LANGUAGE ELEMENTS SOLICITED
Code: X = Can't tell

Description of Code:

There is something unclear about this move or a preceding move that makes it impossible to code this detail.

Example:

  C rea:  ---
  *T sol:  Pardon?
SOL det5
summary

SOL
Detail 5: COGNITIVE LEVEL SOLICITED

Summary

CODE:

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of an inference based on an inference.
4 = Unit of information or inference based on one or more units of information.
5 = Inference based on one or more units of information or inference based on an inference.
6 = Cognitive level not prescribed.
X = Can't tell.

Description of Detail:

The psychological processes required of the child in order to produce a response to the current solicitation.

Guidelines for Coding:

1. Cognitive level is coded only if the solicitation deals with content. If the solicitation deals exclusively with language [det3=2 or det6=A-D], then det5=0.

2. If the teacher prescribes no particular cognitive level, allowing the child to determine the level on which he will respond, code det5=6. But if the coder is unable to determine the cognitive level the teacher is prescribing, then code det5=X.

3. If det3=1 [nonverbal response], then det5=0.

4. If det6=2 or 3, then det4 and det5 are coded.
5. If det3=3 [yes, no] or det3=4 [selecting], then det5 may be coded 1, 2, or 3 (see SOL det3-3, Guidelines for Coding - 3).

Examples:

* T sol: Is the cat in the window?
  C res: Yes [det5=1]

DQB * T sol: Are they trying to annoy him and make him cross? [det5=3]
  C res: Yes.

DWP T sol: And what will he do to the cats?
  C res: Run after it.
  T rea: He'll run after the cat
  T sol: But he can't run after them all, can he?
  * T sol: Can he? [det5=3]
  C res: No.

CMJ * T sol: Is that like the fish you caught? [det5=2]
  C res: Yes.

6. If a teacher solicits a cognitive level but the child responds at a lower level, and the teacher then solicits again in the same way, the cognitive level of the second solicitation is coded as being the same as the first solicitation.

Example:

DJI * T sol: Where did that come from? [det5=4]
  C res: Out the paper.
  T rea: Out of the paper, yes.
  * T sol: Where did the fish come from?
    [det5=4]
  * T sol: Where's it come from? [det5=4]

7. If a move is interrupted and never completed, and det5 can be determined from what has been uttered so far, then det5 should be coded for that move.

Example:

T sol: Where's it come from?
C rea: --
T rea: I think it's come out of the [trespass]
      [det5=2]

8. The following are considered inferences based on unit(s) of information (det5=2):

a) Mess, litter.

b) Solicitations about the policeman such as "Who is he?" are considered inferences for the particular population used in this study. Because the uniform is not that of a British
policeman, a British child must infer that he is a policeman from what he is doing in the picture.

c) Solicitations about the cats such as "What kind of animal is he?" are considered inferences for the particular population used in this study. The limited experience of the hearing-impaired children made recognition of the stylized cartoon cats more difficult than it would have been with a different population.

9. If the future tense is used in the teacher's solicitation, then the cognitive level solicited is likely to be at least an inference.

Example:

T sol: What is that cat going to do to the policeman?

10. Once an element has been coded as an inference, in subsequent references that same element is considered a units of information.

Example:

T tea: There is litter all over the place. [TREA det5=2]  
*T sol: Who put the litter all over the place? [det5=2]

In this example, "litter" is originally coded as an inference based on units of information [det5=2]. Once "litter" has been inferred, in the following move it is then treated as a unit of information, upon which the next inference solicited (that the cats are responsible for the litter) is based.

11. Descriptions of movement are considered inferences based on units of information because the movement must be inferred from the picture.

Examples:

*T sol: What is the cat doing? [det5=6]  
C res: The cat is holding the rope.  
[CRES det5=1 - no movement]

*T sol: What is the cat doing? [det5=6]  
C res: The cat is pulling the rope.  
[CRES det5=2 - movement]

*T sol: What is the cat doing? [det5=6]  
C res: The cat is pulling the rope to make the water fall on the policeman.  
[CRES det5=3 - movement + inference]
SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: 0= Not coded for this move

Description of Code:
Coding of the other details of this move render the coding of this detail irrelevant.

Guidelines for Coding:
1. If det3=2, then det5=0.

Example:

T sol: Have a good look at it.
C rea: The cat - pull - - police.
*T sol: The cat ... [det5=0]
*T sol: Tell me that again. [det5=0]
*T sol: Tell me that again. [det5=0]
SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: 1 = Unit of information

Description of Code:

1. The teacher solicits the child to respond by giving a unit of information.

2. If det5=1, then the major psychological processes required by the child are observing, locating, seeing, recognizing, identifying, and remembering (recalling). No judgment, opinion, or choice is involved.

3. The teacher seeks knowledge that can be isolated and discussed as an individual element. The element(s) solicited must be observable and visible in the picture.

Examples:

EBK *T sol: What has he got? [det5=1]

EMD *T sol: Have you seen this picture before? [det5=1]

DST T sol: Look at that.
   *T sol: What is it? [det5=1]
   C res: Water.

DWP *T sol: Do you know what this program is called? [det5=1]
   C res: Yes, Bob Cat.

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: 2 = Inference based on one or more units of information

Description of Code:

The teacher solicits the child to observe, locate, recognize, identify, or remember a unit of information, and then:

a) to relate at least two units of information;

b) to determine cause and effect (e.g., "What's he aiming at?");

c) to make a value judgment or state an opinion ("Do you think ...?"); or

d) to predict or discuss the future.

Examples:

*T sol: Where will the water fall?  
[det5=2, predicting]
C rea: On the policeman.

CMJ *T sol: Is that like the fish you caught?  
[det5=2, relating]
C res: Yes.

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
SOL
det5=3

SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: 3 = Minimum of an inference based on an inference

Description of Code:
The teacher solicits the child to respond with a minimum of an inference based on an inference, that is:

a) to observe, locate, recognise, identify, or remember a unit of information; and then

b) to infer something about it; and then

c) to draw an inference based on the inference in (b).

Example:

CMJ  T sol: Who's going to make the water go on his head? [det5=3]

Note: The teacher solicits the child to:
  a) identify, recognize the water (unit of information)
  b) determine that the water is going to fall on his head (draw an inference); and
  c) determine who will make it happen (draw a second inference based upon the first one).

CAD  *T sol: How do you think they got him there? [det5=3]
  C res: Because they made a mess.

Guidelines for Coding

See Summary of Detail 5 - Guidelines for Coding.
SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: 4= Unit of information or inference based on one or more units of information

Description of Code:

Often the teacher solicits without specifying the particular cognitive level of the response, but does specify a range for the cognitive level of the response. Code det5=4 when the teacher may be soliciting either:

- det5=1 [a unit of information].
- det5=2 [an inference based on one or more units of information].

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
SOL

Detail 5: COGNITIVE LEVEL SOLICITED

Code: 5- Inference based on one or more units of information or inference based on an inference

Description of Code:

The teacher solicits without specifying the particular cognitive level of the response, but does specify a range for the cognitive level of the response. Code det5=5 when the teacher may be soliciting either:

\[ \text{det5}=2 \text{ [an inference based on one or more units of information]} \]

or

\[ \text{det5}=3 \text{ [an inference based on an inference]} \]

Example:

*T sol: What's he going to do? [det5=5]
C res: He's going to fire the catapult. [RES det5=2]

*T sol: What's he going to do? [det5=5]
C res: He's going to shoot the policeman. [RES det5=3]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
SOL

Detail 5: COGNITIVE LEVEL SOLICITED
Code: 6 = Cognitive level not prescribed

Description of Detail:

The teacher solicits without specifying or prescribing the cognitive level of the response. Thus, the child may respond on any level he wishes.

Examples:

* T sol: What's this one doing here? [det5=6]
  C res: He's holding the rope. [RES det5=1].

* T sol: What's this one doing here? [det5=6]
  C res: He's pulling the rope. [RES det5=2]

* T sol: What's this one doing here? [det5=6]
  C res: He's going to shoot the policeman. [RES det5=3]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
SOL det5=X

SOL
Detail 5: COGNITIVE LEVEL SOLICITED
Code: X= Can't tell

Description of Code:
The precise code for this detail cannot be designated because there is something unclear about the teacher’s utterance or a previous move.

Examples:

T rea: That cat(s going to pull the rope.
C rea: --
*T sol: Then wha [T] [det5=X]

T rea: It's all been eaten up.
C rea: --
*T sol: Who? [det5=X]
*T sol: This one? [det5=X]

Guidelines for Coding:
See Summary of Detail 5 - Guidelines for Coding.
SOL det6
summary

SOL
Detail 6: CONVERSATIONAL FUNCTION
Summary

CODE:

0= Focusing solicitation.

1= Initial solicitation of (content or language) element(s).

2= Solicitation of same content as a previous solicitation, without introducing any new element(s).

3= Solicitation of same content as a previous solicitation, but introducing new element(s).

4= Solicitation of more limited content than a previous solicitation.

5= Solicitation of additional (new) element(s) of content.

6= Solicitation of correction, clarification, or confirmation of a previous move.

7= Other.

A= Solicitation of the same language as a previous solicitation without introducing any new element(s).

B= Solicitation of the same language as a previous solicitation, but introducing new element(s).

C= Solicitation of more limited language than a previous solicitation.

D= Solicitation of additional language element(s).

X= Unclear conversational function.

Description of Detail:
Conversational function codes the relationship of the content or language of the current solicitation to the content or language of a previous move.
Guidelines for Coding:

1. Det6 [conversational function], and det7 [link] are closely related and must be coded together.

2. If det6=0, 1, or 6, then the link may be to a move other than a solicitation. When det6=2, 3, 4, 5, 7, A, B, C, or D then the link may only be to another solicitation [det7=0 or 1].
Detail 6: CONVERSATIONAL FUNCTION
Code: O= Focusing solicitation

Description of Code:
The focusing solicitation sets the stage for a segment to begin. While no specific piece of content is solicited in a focusing solicitation, it establishes the context within which the discussion of the content will emerge. A focusing solicitation is the teacher's conscious effort to change the direction of the conversation. This is accomplished by:

a) focusing or directing attention, in which case det3=1 [nonverbal].

DST *T sol: Look at that. [det3=1, det6=0]
DST *T sol: Look at the cat up at the window. [det3=1, det6=0]

b) soliciting the child to focus, in which case det3=7 [no range of responses prescribed]

T sol: Look at the picture. [det3=1, det6=0]
C rea: Mm.
*T sol: All right, tell me what's happening in the picture. [det3=7, det6=0]

Guidelines for Coding:
1. If a focusing solicitation is followed by another focusing solicitation, then each is coded det6=0.

Example:

T sol: Have a look at the picture. [det6=0]
T sol: Look at that. [det6=0]

2. See det3=7 - Guidelines for Coding.

3. If det6=0, then det7=9 [not linked] unless the teacher explicitly connects it with some preceding move.

4. If det6=0 [focusing], then det5=0.
5. If the solicitation has many elements that were introduced in previous moves, then it is not likely to be a focusing solicitation.
SOL

Detail 6: CONVERSATIONAL FUNCTION

Code: 1= Initial solicitation of (content or language) element(s)

Description of Code:

An initial solicitation is a solicitation that reflects the establishment of a new focus or a shift in the focus of the conversation. It must solicit some specific content or language [SOL det3=2-6].

Examples:

DST

T sol: Look at that. (pause)
*T sol: What is it?
C res: Water.
T rea: Water.
T sol: Where's the water?
C rea: ---
T rea: Yes, the water's in the bucket.
C rea: Yes.
T sol: What's going to happen?
C rea: ---
T rea: They'll go round.
T sol: Where will it fall?
C rea: ---
T sol: Where?
C rea: ---
T sol: Who, who'll be wet?
C rea: ---
T sol: What's the man called?
C rea: ---
T sol: What is he?
C res: Policeman.
T rea: A policeman, yes.

CMJ

T rea: There's another one up here.
T sol: Look.
T sol: What's that one doing up there?

EMD

T sol: Who's the boss?
T rea: The one with the hat.
T sol: This other one here--is he a good cat or a bad cat?
C res: Sometimes good.
T rea: Sometimes not very good.
T sol: Who are all these people?
T sol: Who are all these cats?
CCM T sol: ... and see what you can see in it. 
C res: -
T sol: What do you think the cats are trying to do? [det6=1]

[next solicitation is:]
T sol: What else? [det6=1]

[next solicitation is:]
T sol: Can you see other cats doing things? [det6=1]

Guidelines for Coding:

1. An initial solicitation must solicit some specific content or language. It may not be a focusing solicitation.

2. An initial solicitation frequently will follow a focusing solicitation.

3. If the coder is unsure whether to code det6 as an initial solicitation [det6=1] or as a solicitation of additional elements [det6=5], then:

   a) If this solicitation reflects a shift in the main focus of the conversation then code it as an initial solicitation [det6=1]. The coder should look ahead a few moves to determine whether or not there has been a shift in focus.

   DHP T sol: Tell me what's happening in the picture.
   C res: The policeman's shouting.
   T sol: Why is he shouting?
   C res: Litter over the place.
   T sol: How did it get there?
   C res: - -
   T sol: Who put the litter all over?
   C res: The animals
   *T sol: What are they doing? [det6=1]
   C res: Silly things
   T sol: Such as what kind of silly things?

   b) If this solicitation does not reflect a shift in the main focus, then code it as a solicitation of additional elements [det6=5]. The coder should look ahead a few moves to determine whether or not there has been a shift in focus.

   [see example on next page]
Have a look at the cat right at the top.
What's he going to do?
He's going to pull the bah.
He's going to pull this catapult, yes.
His catapult
That's a catapult.
A catapult
And what's that?  [det6=5]
Stone
A stone, yes...
And what's going to happen to the stone?  
[det6=5]

An initial solicitation may be linked to any preceding move. A solicitation of additional elements, on the other hand, must be linked only to a previous solicitation (and cannot be linked to a previous reaction). If it seems as if a solicitation is seeking additional information, but the solicitation does not seem logically linked to a previous solicitation, then it is likely to be an initial solicitation, rather than a solicitation of additional elements. Thus, when det6=1, det7 can be 0, 1, 2, 5, or 6, and when det6=5, det7=0 or 1 only.

EMD  T sol:  What for?
      C rea: -- --- --
    T rea:  Throwing a stone on the policeman.
  *T sol:  Will the policeman be angry?  
        [det6=1, det7=2]

4. a) If the current initial solicitation and a previous initial solicitation seem to establish or continue a train of thought, then the link is to that previous initial solicitation (det7=0 or 1).

b) If the current initial solicitation addresses an element to which reference has been made previously,

DJI  T rea:  There's a fish on it.
  T sol:  Where did that come from?  
        [det7=5 (link to C rea)].

then the link is to the move that first made reference to that element, with the following qualification:

When the first reference was in a child's response, and that response was prescribed by the teacher (SOL det3=1-5) then the link is to the teacher's solicitation and not to the child's response.

c) If the current initial solicitation is not part of a train of thought and does not refer to elements previously discussed, then det 7=9 (not linked).
SOL

Detail 6: CONVERSATIONAL FUNCTION
Code: 2 = Solicitation of same content as a previous solicitation, without introducing any new element(s)

Description of Code:

The teacher solicits the same element or elements of content as were previously solicited. That is, the teacher seeks the same response as in the previous solicitation in the segment. The teacher does this in one of two ways:

Case A) The teacher solicits again using the same or nearly the same words.

Case B) The teacher solicits again, this time using a pronoun in place of a referent that was explicit in the earlier solicitation. (This second solicitation may serve the function of a "prompt.")

Examples - Case A:
(teacher uses same words again)

<table>
<thead>
<tr>
<th>Code</th>
<th>Speaker</th>
<th>Utterance</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMD</td>
<td>T sol:</td>
<td>What's the name of it?</td>
</tr>
<tr>
<td></td>
<td>*T sol:</td>
<td>Do you know the name of it?</td>
</tr>
<tr>
<td>EMR</td>
<td>T sol:</td>
<td>What's fallen here?</td>
</tr>
<tr>
<td></td>
<td>*T sol:</td>
<td>What's here?</td>
</tr>
<tr>
<td>ETA</td>
<td>T sol:</td>
<td>Can you remember the name of this man here?</td>
</tr>
<tr>
<td></td>
<td>C res:</td>
<td>Police.</td>
</tr>
<tr>
<td></td>
<td>T rea:</td>
<td>He's a policeman, yes.</td>
</tr>
<tr>
<td></td>
<td>C rea:</td>
<td>Police.</td>
</tr>
<tr>
<td></td>
<td>T sol:</td>
<td>But I think he's a...</td>
</tr>
<tr>
<td></td>
<td>*T sol:</td>
<td>Do you know his name?</td>
</tr>
<tr>
<td></td>
<td>T rea:</td>
<td>I think his name is Dibble.</td>
</tr>
<tr>
<td>EBK</td>
<td>T rea:</td>
<td>A brick.</td>
</tr>
<tr>
<td></td>
<td>T sol:</td>
<td>What colour is the brick?</td>
</tr>
<tr>
<td></td>
<td>C rea:</td>
<td>Brick.</td>
</tr>
<tr>
<td></td>
<td>T sol:</td>
<td>Hmm?</td>
</tr>
<tr>
<td></td>
<td>*T sol:</td>
<td>What colour is the brick?</td>
</tr>
<tr>
<td>EMD</td>
<td>T sol:</td>
<td>What's that for do you think?</td>
</tr>
<tr>
<td></td>
<td>C rea:</td>
<td>- -</td>
</tr>
<tr>
<td></td>
<td>T sol:</td>
<td>A wall?</td>
</tr>
<tr>
<td></td>
<td>*T sol:</td>
<td>What's it for?</td>
</tr>
</tbody>
</table>
ETD T sol: Have you seen them before? [1]
C rea: -
*T sol: Have you seen them? [2]
C rea: Pussycat.
T rea: Pussycat, yes
*T sol: Have you seen them before? [2]

ETD T sol: What's the name of the policeman? [2]
C rea: Policeman.
T rea: Policeman.

EBK T sol: What's coming out of the dustbin? (pause) [2]

Examples - Case B:
(teacher uses less explicit language)

CDC T rea: Yes, look at the water.
T sol: What's going to happen to the water?
C rea: Look who's pulling it.
T sol: Well, who's going to pull it?
C rea: The cat.
T sol: The cat's going to pull...
T sol: What's this? (pause)
T rea: The rope.
C rea: The rope.
T rea: Yes.
T sol: And then what's going to happen to the water? (pause)

DST T sol: What's the man called? [2]
C rea: -
*T sol: What is he? [2]

DST T sol: What's he going to do with the catapult? [2]
C rea: -

C rea: -
*T sol: What do you think it is? [2]

Guidelines for Coding:
1. Det6=2 when the teacher does not get the response she solicited and she repeats her solicitation in the same or nearly the same words.
2. If det6=2, then code det3, 4, and 5 as they were coded for the previous solicitation.

Example:

ETD  T sol: Have you seen them before?
       [det3=3, det4=1, det5=1]
   C rea:  ---
   *T sol: Have you seen them before?
       [det6=2, so det3=3, det4=1, det5=1]

3. If det6=2, then it seems to be as a qualifier: The teacher is saying (in effect) "yes, but...," or it may serve as a "prompt."

4. If the solicitation is nonverbal [det3=1], then this category is understood as "teacher solicits same nonverbal response as a previous solicitation."

Example:

CDC  T sol: Listen.
   T sol: I want you to have a look at the picture and then tell me about it. [1]
   T sol: Have a look. [2]
   T sol: Look at the picture. [2]
   T sol: Sit around here.
   T rea: That's right.
   T sol: Have a look at the picture. [P] [2]
   *T sol: Have a look at the picture.
   [2]
Sol det6

SOL

Detail 6: CONVERSATIONAL FUNCTION

Code: 3= Solicitation of same content as a previous solicitation, but introducing new element(s)

Description of Code:

The teacher solicits the same response as was sought by an earlier solicitation by restating that solicitation so that it contains an element or elements not contained in the earlier solicitation.

Examples:

DHP

T sol: What have they been doing? [1]
C res: Doing silly things.
T sol: Such as...
*T sol: Such as what kinds of silly things are they doing? [3]  

DHP

T sol: What are the other cats trying to do? [1]
C res: The water.
T rea: Well.
C res: Bucket of water fall down.
T sol: Who's going to make that happen? [5]
C rea: The policeman get wet.
T rea: The policeman will get wet, yes.
*T sol: Who's going to make the bucket of water fall down? (pause) [3]
T sol: Which cat will make the bucket of water fall down? [3]  

ETA

T sol: How many are in his gang? [3]
*T sol: Can you see? How many cats are in the gang?  

ETA

T sol: What's he got there? [3]
*T sol: What do you call this? (new element is pointed to-- see guideline 3 below)  

DRD

T sol: What else is happening in the picture? [1]
T sol: What have the cats been doing before?
C sol: What cat? Before what?
*T sol: Before the policeman came along, what had they been doing? [3]
DST  T sol: Look at that. (pause)  [0]
    T sol: What is it?  [1]
    C res: Water.
    T res: Water.
    C res: ----
    T res: Yes, the water's in the bucket.
    C res: Yes.
    C res: --
    T res: They'll go round.
    T sol: Where will it fall?  [4]
    C res: --
    T sol: Where?
    C res: --
    *T sol: Who, who'll be wet?  [3]
    C res: --
    *T sol: What's the man called?  [3]
    C res: -
    T sol: What is he?
    C res: Policeman.
    T res: A policeman, yes.

CCJ  T sol: Where's this happening?
    C res: Well...
(see guideline 4 below)

Guidelines for Coding:

1. The teacher offers in her current solicitation some new clues, some new information that was not part of the earlier solicitation. However, she is still seeking the same element or elements as were previously solicited.

Example:

    T sol: Why do you think the policeman came there?
    C res: They made a mess.
    T sol: And what do you think he says?
    *T sol: What do you think the policeman is saying? [det6=3]

Note: In this example the last solicitation is coded det6=3 because "policeman" was not an element of the preceding solicitation, even though it was introduced earlier and therefore was not a new element with respect to the segment.

2. If SOL det3=3 [yes/no response], then it is often the case that det6=3 or 6=4. A solicitation that prescribes a "yes" or "no" response generally offers part of the response, or a clue as to how to respond.
3. Sometimes the added clue is nonverbal, such as when the teacher points to the picture of the solicited element.

Example:

T rea: And the policeman will fall over.
T sol: What will the policeman fall over?
*T sol: What is this? [det6=3]

T sol: Which cat will make the bucket of water fall? [P]
*T sol: Look in the dustbin. [det6=3]

4. When the teacher solicits a "yes" or "no" response by asking about an incorrect response, code det6=3 even though the response she wants is not the element being sought. The incorrect response contained in the solicitation is considered a clue to the category of response that is solicited.

Example:

T sol: Where is this happening?
C rea: Well...
*T sol: Is it happening in London? [det3=3, det6=3]

The second solicitation above again solicits "London," with the addition of the clue that a place name is appropriate.

5. A solicitation that is coded det6=3 is frequently one that prescribes a yes or no response [det3=3]. Such solicitations generally offer clues as to how to respond.
SOL

Detail 6: CONVERSATIONAL FUNCTION

Code: 4= Solicitation of more limited content than a previous solicitation

Description of Code:

The teacher solicits some, but not all, of the content that she sought in a previous solicitation.

Examples:

<table>
<thead>
<tr>
<th>DST</th>
<th>T sol:</th>
<th>Look at that. (pause)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T sol:</td>
<td>What is it?</td>
<td></td>
</tr>
<tr>
<td>C res:</td>
<td>Water.</td>
<td></td>
</tr>
<tr>
<td>T rea:</td>
<td>Water.</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>Where's the water?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>- - - -</td>
<td></td>
</tr>
<tr>
<td>T rea:</td>
<td>Yes, the water's in the bucket.</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>Yes.</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>What's going to happen?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>- -</td>
<td></td>
</tr>
<tr>
<td>T rea:</td>
<td>They'll go round.</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>Where will it fall?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>- -</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>Who, who'll be wet?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>- -</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>What's the man called?</td>
<td></td>
</tr>
<tr>
<td>C rea:</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>T sol:</td>
<td>What is he?</td>
<td></td>
</tr>
<tr>
<td>C res:</td>
<td>Policeman.</td>
<td></td>
</tr>
<tr>
<td>T rea:</td>
<td>A policeman, yes.</td>
<td></td>
</tr>
</tbody>
</table>

Note: When the teacher solicits, "What's going to happen?" she doesn't get the desired response. So she uses a more limited solicitation: "Where will it fall?" The response solicited now is "on the policeman." This response is only, a part of the response that the teacher solicited earlier: "The water will fall on the policeman." Note that the teacher's solicitation, "Where will it fall?" includes part of the response ("fall") to the earlier solicitation.
CCJ  T sol: Where's this happening?  
C  rea: Well
T  sol: Is it happening in London, this?  
C  rea: I don't know
C  res: In the street in the picture.
T  sol: Is there anything about that policeman?  
C  res: Yes, he's cross.
* T  sol: Is he an English policeman?  
* T  sol: Do our policeman have that uniform?  
C  res: No.
C  res: No, America.
T  rea: Yes, an American policeman, so this is an  
American scene.

Guidelines for Coding:

1. A solicitation that is coded det6=4 is frequently one that  
prescribes a yes or no response [det3=3]. Such solicitations  
generally contain part of the response previously solicited.
Detail 6: CONVERSATIONAL FUNCTION
Code: 5= Solicitation of additional (new) element(s) of content

Description of Code:

The teacher solicits one or more elements of content that have not previously been solicited. The new element must be closely related to the current focus of the conversation. It must not, in the light of subsequent moves, reflect a shift in the main focus of the conversation.

Examples:

DST  | T sol: Look at that. (pause) [0]  
     | T sol: What is it? [1]  
     | C res: Water.  
     | T rea: Water.  
     | C rea: - - - - -  
     | T rea: Yes, the water's in the bucket.  
     | C rea: Yes.  
     | C rea: - -  
     | T rea: They'll go round.  
     | T sol: Where will it fall? [4]  
     | C rea: - - -  
     | T sol: Where?  
     | C rea: -  
     | T sol: Who, who'll be wet? [3]  
     | C rea: - - -  
     | T sol: What's the man called? [3]  
     | C rea: -  
     | T sol: What is he? [2]  
     | C res: Policeman.  
     | T rea: A policeman, yes.

Note: The topic sentence of the above segment is: "The bucket of water will fall on the policeman, and he'll be wet."

ETA  | T sol: Have you seen these animals before anywhere? [1]  
     | C res: Yes.  
     | *T sol: Where did you see them? [5]
DBS  T sol: Have a look at the cat right at the top. [0]
C rea: Wha dat
T sol: What's he going to do? [1]
C res: He's going to pull the bah.
T rea: He's going to pull this catapult, yes.
C rea: His catapult.
T rea: That's a catapult. [A]
C rea: A catapult.
T sol: And what's that?
C res: Stone.
T rea: A stone, yes.
*T sol: And what's going to happen to the stone? [5]

Note: Given the teacher's other initial solicitations in this conversation, the initial solicitation "What's he going to do?" and the moves which follow it are coded as soliciting the topic sentence: "He's going to pull the catapult and the stone will hit the policeman."

CMJ  C rea: That water --- on his head
T rea: That water's going to go on his head.
*T sol: Who's going to make water go on his head? [det6=5]

ETD  T sol: What's this cat doing?
C res: Pull fall
T rea: He'll pull the rope and the water will fall.
*T sol: Where will it fall? [det6=5]

(BZP)  T sol: What will happen?
C res: The cat will pull the rope.
*T sol: And when he pulls the rope what will happen? [det6=5]
C res: The bucket of water will fall on the policeman.

Guidelines for Coding:

1. If the coder is unsure whether to code det6 as an initial solicitation [det6=1] or as a solicitation of additional elements [det6=5], then:

   a) If in the light of subsequent moves, this solicitation results in a shift of the main focus of the conversation, then code it as an initial solicitation [det6=1].

   [see example on next page]
Example:

DHP  T sol:  What is the policeman doing?
C res:  The policeman's shouting.
T sol:  Why is he shouting?  [det6=5]
C res:  Litter over the place.
*T sol:  How did it get there?  [det6=1]
C rea:  - -
T sol:  Who put the litter all over?
C res:  The animals.
T sol:  What for?  [det6=5]
C rea:  To make him angry.
T rea:  What else is happening?

b) If in the light of subsequent moves, this solicitation does not result in a shift of the main focus then code it as a solicitation of additional elements [det6=5].

Example:

DBS  T sol:  Have a look at the cat right at the top.
T sol:  What's he going to do?
C res:  He's going to pull the bah.
T rea:  He's going to pull this catapult, yes.
C rea:  His catapult.
T rea:  That's a catapult.
C rea:  A catapult.
*T sol:  And what's that [det6=5]
C res:  Stone.
T rea:  A stone, yes...
*T sol:  And what's going to happen to the stone?  [det6=5]
C rea:  - - - - poli man
T rea:  It's going to hit the policeman.
T sol:  What else is happening?
C rea:  - - very ros.
T rea:  He is very cross.
T rea:  And he'll be even more cross when that stone hits his head.

c) An initial solicitation may be linked to a previous solicitation or to a previous reaction. A solicitation of additional elements may only be linked to a previous solicitation and cannot be linked to a previous reaction. If it seems as if a solicitation is seeking additional elements, but it does not seem logically linked to a previous solicitation, then it is likely to be an initial solicitation rather than a solicitation of additional elements. Thus when det6=1, det7 can be 0, 1, 2, 3, 4, 5, 6. But when det6=5, det7=0 or 1 only.

[see example on next page]
Example:

*EMD*  
*T sol:* What for?  
*C rea:* ----  
*⇒ T rea:* Throwing a stone on the policeman.  
*⇒ T sol:* Will the policeman be angry?  
*⇒ det6=1, det 7=2*

2. See Summary of Detail 6 - Guidelines for Coding, especially guideline 2.
SOL det6=6

Detail 6: CONVERSATIONAL FUNCTION
Code: 6= Solicitation of correction, clarification, or confirmation of a previous move

Description of Code:
The teacher solicits either a correction, clarification or confirmation of a previous move.

Examples:
Case A - Clarification

CBJ T sol: How are they going to make the water come on his head?
C res: Cut it.
*T sol: Cut what? [det6=6]
C res: The string.
T sol: Do you think so?

Case B - Correction

CBJ T sol: But who's got the end of the string from that bucket?
C res: Uh, the teddy bear in the dustbin.
T rea: Yes.
*T sol: Are they teddy bears? [det6=6]
C res: - looks like it yeah.
C res: I call them teddy bears.
T rea: You call them teddy bears.
T sol: Look what they've got at the side of their mouths.
T sol: Look here.
C res: Oh, I didn't know what you call them.
T sol: What animals have, what are these?
C res: That's a pussy cat.
T rea: Yes, I think they're cartoon cats.
T rea: I think they're really cartoon cats.

DWP T sol: Do you know what this program is called?
C res: Yes, Bob Cat.
T rea: Top Cat.
C rea: No, Bob Cat.
*T sol: Bob Cat? [det6=6]
T sol: Which one is Bob Cat? [P]
*T sol: This one? [det6=6]
Case C - Confirmation

EMD   T sol: Have you seen this picture before?
       C rea: Before
       T sol: When?
       T sol: On the television.
       *T sol: On the television? [det6=6]

Guidelines for Coding:

1. A solicitation of correction, clarification, or confirmation is an instructional solicitation in that it deals with the instructional process. Therefore, cognitive level is not coded [det5=0].

2. Correction, clarification, or confirmation may be of content or language. For instance, if the teacher says "Pardon?" she could be referring to content or language.

3. A yes/no solicitation (det3=3) may have a conversational function of det6=6.

   Examples:
   
   CMJ   C sol: Look at the rope.
   *T sol: This rope? [det6=6]
   C res: Yes.

4. If the content of the child's utterance is incorrect, the teacher's next solicitation is not necessarily coded as 6.6.

5. If the teacher solicits: "Pardon?" or a similar solicitation in which the element(s) to be clarified are not made explicit, its equivalent, then det6=6 and det5=0.

   Examples:
   
   DJI   T sol: What are the other cats doing?
       C rea: Um (P) - - - - -
       *T sol: Pardon? [det5=0, det6=6]
       C rea: - string

   DBS   T sol: What else is happening?
       C rea: - - ve ry ros.
       *T sol: He what? [det5=0, det6=6]
       C rea: - ve ry cross.
       T rea: He is very cross.

6. If the move following a pardon (or a similar solicitation in which the element(s) to be clarified are not made explicit) appears to be a repetition or clarification of the move preceding the pardon, then the move following the pardon is considered in relation to the moves preceding the pardon. It is not considered a response to the pardon.
Examples:

C rea: Rope.
T sol: Did you say rope? [det6=6, det5=0]
C res: Yes. [CRES det7=0]

but

T sol: What is he holding?
C rea: -
T sol: Pardon? [det6=6, det5=0]
C res: Rope. [CRES det7=2]

T sol: Look, he's shouting.
C rea: He's -
T sol: What? [det6=6, det5=0]
C rea: He's cross. [CREA det6=E, det7=5]
SOL det6=7

SOL
Detail 6: CONVERSATIONAL FUNCTION
Code 7= Other

Description of Code:
The conversational function of the current move is other than those described by codes 0-6, A-D, X.

Guidelines for Coding:
1. If the solicitation deals exclusively with the instructional process and not at all with the subject matter of the conversation, code det6=7.

Example:
   *T sol: Can you see the picture?

For solicitations of clarification, correction, or confirmation, see det6=6.
SOL

Detail 6: CONVERSATIONAL FUNCTION

Code: A- Solicitation of the same language as a previous solicitation without introducing any new element(s)

Description of Code:

The teacher solicits the same element or elements of language as previously solicited. The teacher therefore seeks the same response as in a previous solicitation.

Example:

T sol: Say "The cat's got the rope."
C rea: --- rope.
*T sol: Tell me that again. [det6=A]

Guidelines for Coding:

1. Det6=A is similar to SOL det6=2, except that its main objective is the language of the child, rather than the content.
SOL det6=B

Detail 6: CONVERSATIONAL FUNCTION
Code: B = Solicitation of same language as a previous solicitation, but introducing a new element(s)

Description of Code:
The teacher solicits the same response as was sought by an earlier language solicitation by restating that solicitation so that it introduces an element or elements of language not previously given. She offers more clues, new information in her solicitation, but is still seeking the same element or elements as were previously solicited.

Example:

T sol: What's this cat in?
C res: The dustbin.
*T sol: In America they call it a . . . [det6=B]
C res: Garbage can.

Guidelines for Coding:

1. Det6=B is similar to SOL det6=3, except that its main objective is the language of the child, rather than the content.
Detail 6: CONVERSATIONAL FUNCTION
Code: C= Solicitation of more limited language than a previous solicitation

Description of Code:
The teacher solicits some—but not all—of the elements of language that she sought in a previous solicitation.

Example:

CAD  T rea: So the American cat is in the garbage can outside the apartment building.
T sol: Can you say all that? [det6=1]
C rea: The
*T sol: The American cat is in . . . [det2=4] [det6=C]
C res: the garbage can.

Guidelines for Coding:
1. Det6=C is similar to SOL det 6=4, except that its main objective is the language of the child, rather than the content.
SOL det6=D

SOL
Detail 6: CONVERSATIONAL FUNCTION
Code: D= Solicitation of additional language element(s)

Description of Code:
The teacher solicits an element (or elements) of language that has not previously been solicited.

Example

T sol: You say, "He's shooting."
C res: He's shooting.
*T sol: Say, "He's shooting a catapult." [det6=D]

Guidelines for Coding:

1. Det6=D is similar to SOL det6=5, except that the main objective is the language of the child, rather than the content.
SOL
Detail 6: CONVERSATIONAL FUNCTION
Code: X= Unclear conversational function

Description of Code:
The conversational function of this move cannot be determined by the coder.

Guidelines for Coding:

1. If enough of the solicitation has been uttered (all but the last words) for the coder to code the details with no ambiguity, then detail 6 should not be coded det6=X.

Example:

ETD  
T sol: Have you seen them before?
C rea: --
*T sol: Have you seen them bef . . . [T]
C rea: - cat

Note: Enough of the second solicitation has been uttered so that it does not have an unclear conversational function)

2. If not enough of the solicitation has been uttered for the coder to code the details with no ambiguity, then det6=X.

Example:

EMD  
→T sol: Are they his friends or not?
*T sol: Are they his . . . [T] [det6=X]
C res: No.
T sol: Not his friends?

Such a solicitation cannot elicit a response. Any response following such a solicitation should be linked to the previous complete solicitation to which it is a response.

3. When detail 6=7, other details for the pedagogical move should be coded if possible. (Be sure to code turntaking [detail 2] if applicable.)
SOL
Detail 7: LINK
Summary

CODE:

0= Solicitation linked to the preceding solicitation of the same speaker.

1= Solicitation linked to a previous solicitation of the same speaker that is not the immediately preceding solicitation.

2= Solicitation linked to a teacher reaction that is the preceding move.

3= Solicitation linked to a teacher reaction that is not the preceding move.

4= Solicitation linked to a child move that is the preceding move.

5= Solicitation linked to a child move that is not the preceding move.

6= Solicitation linked to a preceding structuring move.

9= Not linked to any preceding move.

X= Can't tell.

Description of Detail:
Detail 7 supplements detail 6. While detail 6 describes the relationship between the content of the current move and some previous move, detail 7 records the speaker, the pedagogical function, and the relative location of the preceding move.

Guidelines for Coding:
1. Where there is strong evidence for coding the current teacher move as related to both the preceding teacher move and the preceding child move, code detail 6 and detail 7 to express the relationship to the nearest move.
Examples:

DHP
T sol: Tell me what's happening in the picture
C res: The policeman's shouting.
T res: The policeman's shouting.
T sol: Why is he shouting [det6=1, det7=2]

2. If det6=0, then det7=9 unless the teacher explicitly connects it with some preceding move.

3. When det6=1

a) If the current initial solicitation and a previous initial solicitation seem to establish or continue a train of thought, then the link is to that previous initial solicitation [det7=0 or 1].

Examples:

[*T sol: What's going to happen?
C res: Hit the policeman.
T res: The stone's going to hit the policeman.
T sol: Will he be angry? [det6=5, det7=0]
C res: Yes he will.

[*T sol: What else is happening? [det6=1, det7=1]
C res: He's going to trip the policeman up.
T res: Yes, he will.

[*T sol: What's happening over here? [det6=1, det7=0]
C res: He's going to shoot the policeman with his catapult.

b) If the current initial solicitation addresses an element to which reference has been made previously, then the link is to the move that first made reference to that element, with the following qualification:

When the first reference was in a child move, if that move was prescribed [det3=1-5] then the link is to the teacher solicitation that elicited that element and not to the child move. First reference means within the context of the current topic.

Examples:

1) T sol: What is the cat holding? [det3=5]
C res: Catapult.
T res: Yes, a catapult.
*T sol: What's he going to do with the catapult? [det6=5, det7=0]
2) T sol: What's that?
   C res: Stone.
   C rea: A stone, ye[T]'s
   T rea: a stone
   *T sol: What's going to happen to the stone?
   [det6=5, det7=0]

   Note: The responses here are prescribed
   [det3=5] so the second solicitation is linked
   to the first one because the content of the
   second solicitation was prescribed in the
   first.

3) T sol: Tell me something else about it.
   [det3=7]
   C rea: --- catapult.
   T rea: Yes, that's a catapult.
   *T sol: What's he going to do with the
   catapult? [sol det6=5, det7=5]

   Note: The first solicitation leaves the
   child to determine the topic, so the
   second solicitation is linked to the
   child's move in which the topic is
   first raised.

c) If the current initial solicitation is not part of a
   train of thought and does not refer to elements previously
   discussed, then det7=9.

d) An initial solicitation can be linked to any preceding move.

e) If det6=5, then link must be to a previous solicitation.

4. Solicitations are usually linked to other solicitations;
   therefore, for solicitations usually det7=0 or 1. Occasionally, a
   solicitation is linked to a move other than a solicitation. In
   this case, det7=2-5.

5. If det6=0, 1, 5, or 6, then det7 [link] may be to moves other than
   solicitations. If det6=2, 3, 4, 7, A, or B, then the link can
   only be to another solicitation (det7=0 or 1).

6. When the current move is linked to a move other than the
   preceding move, the move number to which the current move is
   linked should be recorded in the column next to where links
   are recorded.

7. When a teacher repeats a previous solicitation [det6=2]
   and this is followed by a child response to the solicitation
   or by trea det6=1 [teacher gives all the solicited elements]
   the child response or teacher reaction is linked to the
   nearest solicitation to which it is related.
Example:

```
EMD  "*T sol:  What for?
     C rea:  --[T]
     "*T sol:  What for?
     C rea:  - - - - [T] -
     "*T rea:  Throwing a stone on the policeman.
             [det6=1, det7=5]
```

8. When \text{det6}=0, 1, 6 the link can be to move other than solicitations. When \text{det6}=2, 3, 4, 5, 7, A, B, then the link can only be to another solicitation \text{[det7=0, 1]}.
SOL
det7=0

Detail 7: LINK
Code: 0= Solicitation linked to the preceding solicitation of the same speaker

Description of Code:
The solicitation is linked to the preceding solicitation of the same speaker.

Example:

T sol: Why is he shouting? [det6=1, det7=2]
C res: Litter over the place.
T rea: There's litter all over the place.
T sol: Well, how did it get there? [det6=1, det7=2]
C res: -*
*T sol: Who put the litter all over the place? [det6=4, det7=0]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
SOL dot7-i1

SOL

Detail 7: LINK

Code: 1 = Solicitation linked to a previous solicitation of the same speaker that is not the immediately preceding solicitation

Description of Code:

The solicitation is linked to a previous solicitation of the same speaker that is not the immediately preceding solicitation.

Example:

DBS

T sol: What's going to happen?
C rea: -- water.
T sol: The water? [det6=6, det7=4]
C rea: Water.

*T sol: What's going to happen to it? [det6=4, det7=1]

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
SOL
Detail 7: LINK
Code: 2  Solicitation linked to a teacher reaction that is the preceding move

Description of Code:
The solicitation is linked to a teacher reaction that is the preceding move.

Examples:

EMD  T sol:  What's the name of it?
    C res:  Boss Cat.
    T rea:  Boss Cat.
    C rea:  Yes.
    T rea:  A boss.
  *T sol:  Who's the boss? [det6=5, det7=2]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
SOL

Detail 7: LINK

Code: 3= Solicitation linked to a teacher reaction that is not the preceding move

Description of Code:

The solicitation is linked to a teacher reaction that is not the preceding move.

Example:

<table>
<thead>
<tr>
<th>DBS</th>
<th>T rea: He's a policeman.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C rea:</td>
<td>-- .</td>
</tr>
</tbody>
</table>

  -> T rea: A policeman, yes.
  | C rea: | -- . |

  *T sol: Look at his face. [det6=0, det7=3]

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
SOL
Detail 7: LINK
Code: 4= Solicitation linked to a child move that is the
    preceding move

Description of Code:
The solicitation is linked to a child move that is the preceding move.

Example:

DBS T sol: What else is happening?
C rea: - - ve ry ross.
T sol: He what? [det6=6, det7=4]
C rea: - very cross.
T rea: He is very cross.

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
SOL

Detail 7: LINK

Code: 5 = Solicitation linked to a child move that is not the preceding move

Description of Code:

The solicitation is linked to a child move that is not the preceding move.

Example:

```
DBS → C rea: -- the wat.
  T sol: The water?
  C rea: Wat er.
  *T sol: What's going to happen to the water?
          [det6=1, det7=5]
```

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
SOL det7=6

Detail 7: LINK
Code: 6 = Solicitation linked to a preceding structuring move

Description of Code:
The solicitation is linked to a preceding structuring move.

Example:

T str: Now we are going to talk about the picture.
T sol: What do you see in the picture?

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding
SOL

Detail 7: LINK
Code: 9= Not linked to any preceding move

Description of Code:
The solicitation is not linked to any preceding move.

Example:

END T sol: Is he a good cat or is he a bad cat?
C res: Sometimes good.
T rea: Sometimes not very good.
T rea: Sometimes bad.
*T sol: Who are all these cats? [det6=0, det7=9]

DBS T rea: Bottles, they're empty bottles.
C rea: --
T rea: There's nothing in them anymore.
*T sol: Have a look at the cat right at the top of the picture. [det6=0, det7=9]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
SOL
Detail 7: LINK
Code: X= Can't tell

Description of Code:

The precise code for this detail cannot be designated because there is something unclear about this utterance or a previous utterance.

Example:

T sol: What about these?
C rea: ----
T rea: That cat's going to pull the rope, yes.
C rea: ----
*T sol: Then wha [T] [det6=X, det7=X]
C rea: Fall.

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
CRES
det 4

Detail 4: LANGUAGE OF CHILD RESPONSE

Summary

CODE:

0= Not coded for this move.
1= Only yes or no.
2= Noun.
3= Faulty noun phrase.
4= Noun phrase.
5= Verb.
6= Faulty verb phrase.
7= Verb phrase.
8= Faulty sentence.
9= Simple sentence (excluding sentence with compound predicate).
S= Compound or complex sentence, or sentence with compound predicate.
L= Other.

Description of Detail:
The part of speech or syntactic structure of the child's response.

Guidelines for Coding:
1. Prepositional phrases are coded as noun phrases [det4=4].
2. A sentence [det4=9] must have a subject and a predicate.
   A faulty sentence [det4=8] must have at least a subject and a predicate.
Examples:

DJI  T sol: What's the cat doing?
*C res: The cat pull water fall.  [det4=8 - faulty sentence]

T sol: What's the cat doing?
*C res: Pull rope.  [det4=6 - faulty verb phrase]

3. If a child responds by giving a sentence preceded by a conjunction (coordinating or subordinating) then the child's move is coded det4=9.

Example:  T sol: Why did he do that?
*C res: Because he liked to play tricks.  [det4=9]

4. If a child gives a sentence and an additional word, code det4=9.

Example:

DBS  T rea: Bottles, they're empty bottles.
C rea: Ba.
*T rea: Empty, there's nothing in them any more.  [det4=9]

5. The term "faulty" refers to syntax, not to pronunciation. Faulty pronunciation is considered correct (in terms of content) if the following moves make it clear what the child has said.

6. "Mm" is coded as det4=L [other] if it is the entire utterance of the speaker.

7. Some solicitations seem from their form to prescribe a "yes" or "no" response but in fact more than "yes" or "no" is expected by the teacher. In such cases, a response that is only a "yes" or "no" is coded as det4=1. A response that includes a "yes" or "no" and also the further expected response, detail 4 should be coded on the basis of the further response given, not as a "yes" or "no."

In cases where the child responds with "yes" or "no" and the further expected response, the entire response is considered one move. However, when a speaker responds with "yes" or "no" and then gives additional information not solicited, then the speaker's utterance is coded as two moves, the first as a response and the second as a reaction. See introduction, p. 1-9 above.

8. Because unintelligible syllables can be at most a very minor part of a move determined to be a response, the unintelligible syllables are ignored when coding RES det4.
CRES
det4=0

Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 0= Not coded for this move

Description of Code:

Coding of the other details of this move render this detail irrelevant.
CRES
Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 1 = Only yes or no

Description of Code:
The child responds to a previous move by saying only "yes" or "no."

Example:
CMJ T sol: Is that a fish like you caught?
*C res: Yes. [det4=1]

CAD T sol: Have you seen pictures like this before, Duncan?
*C res: No. [det4=1]

Guidelines for Coding:
1. The child may respond by saying only "yes" or "no" or the child may say "yes" or "no" and a further response. If the "yes" or "no" plus the remaining response are coded as one move, then det4 [language] is coded only on the basis of the remaining language and not on the basis of the yes or no.

2. For guidelines in determining whether "yes" or "no" and a further utterance are considered one move or two moves, see introduction, p. I-9 above.
CRES
det4-2

Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 2 = Noun

Description of Code:
The child responds to a previous move by giving a noun.

A noun is a word that is the name of a person, place, or thing (e.g., hat, Boss Cat, policeman, America).

Examples:

CBJ  T sol:  And what's in the pail?
     *C res:  Water.  [det4=2]

END  T sol:  Do you know the name of it?
     *C res:  Boss Cat.  [det4=2]

Guidelines for Coding:

1. See Summary of Detail 4 - Guidelines for Coding

2. Using a noun requires the child to use the skill of categorization and/or classification.
CRES

Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 3 = Faulty noun phrase

Description of Code:

The child responds to a previous move by using noun phrase that is grammatically incorrect.

A noun is a word that is the name of a person, place, or thing.

A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition
   or
2. any combination of such phrases
   or
3. a noun + any combination of such phrases

Examples:

CDC T sol: Who is he?
*C res: The police. [det4=3]

T sol: Where is that cat?
*C res: In the dustbin. [det4=3]

Guidelines for Coding:

1. The term "faulty" refers to syntax, not to pronunciation. Faulty pronunciation is considered correct (in terms of content) if the following moves make it clear what the child has said.

2. See Summary of Detail 4 - Guidelines for Coding.
CRES
deta 4: LANGUAGE OF CHILD RESPONSE
Code: 4- Noun phrase

description of code:
The child responds to a previous move using a grammatically correct noun phrase.
A noun is a word that is the name of a person, place, or thing.
A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition
or
2. any combination of such phrases
or
3. a noun + combination of such phrases

Examples of noun phrases are: "the hat," "a red hat," "in the bucket," "cat in the window," "the cat in the window."

Examples:

EDC T sol: And what is pulling the pail?
*C res: The cat. [det4=4]

CBJ T sol: Who's got the end of the bucket by the string?
*C res: The teddy bear by the dustbin. [det4=4]

Guidelines for Coding:
See Summary of Detail 4 - Guidelines for Coding.
CRES
Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 5 = Verb

Description of Code:
The child responds to the a previous move using a verb.
A verb is a word that expresses an act, occurrence, or state of being.

Examples:
T sol: What is he doing?
*C res: Shooting. [det4=5]

Guidelines for Coding:
1. A verb with an auxiliary verb (e.g., "is going") is considered a verb (det4=5), not a verb phrase (det4=7).
2. See Summary of Detail 4 - Guidelines for Coding
CRES
detail 4: LANGUAGE OF CHILD RESPONSE
Code: 6 = Faulty verb phrase

Description of Code:
The child responds to a previous move using a verb phrase that is grammatically incorrect.

A verb is a word that expresses an act, occurrence, or state of being.

A verb phrase consists of:

1. a verb + associated adverbs,
   adverbial prepositional phrases,
   direct objects,
   indirect objects,
   predicate nouns,
   predicate adjectives

or

2. any combination of such phrases

Example:

  T sol: What's this one doing?
  *C res: Pull rope. \(\text{det4=6}\)

Guidelines for Coding:

1. The term "faulty" refers to syntax, not to pronunciation. Faulty pronunciation is considered correct (in terms on content) if the following moves make it clear what the child has said.

2. See Summary of Detail 4 - Guidelines for Coding.
CRES
Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 7 = Verb phrase

Description of Code:

The child responds to the teacher's solicitation using a grammatically correct verb phrase.

A verb phrase consists of a preposition plus a verb.

A verb is a word that expresses an act, occurrence, or state of being.

Examples:

  CBJ T sol: How are they going to make the water come on his head?
  *C res: Cut it.

  EMD T sol: What's this one doing?
  *C res: Pulling the rope.

Guidelines for Coding:

See Summary of Detail 4 - Guidelines for Coding.
CRES
detail 4: LANGUAGE OF CHILD'S RESPONSE
Code: 8 = Faulty sentence

Description of Code:
The child responds to the teacher's solicitation using a sentence that is grammatically incorrect. The child expresses a complete thought as far as content is concerned, but his grammar is faulty. A faulty sentence must have a subject and predicate, and the words must be virtually intelligible.

Examples:

CAD  T sol: Now, what's he doing?
*C res: He's going to, to shoot and then hit the water, then he goes, fall all over the policeman. [det4=8]

DJI  T sol: Pardon?
*C res: The cat is jump'- hole. [det4=8]
T rea: It was jumping, you think, and made a hole. Perhaps it did, yes, it might have done.

T sol: What's he pulling?
C res: He pull string. [det4=8, det6=1]
T rea: He pulled the string. [det6=B, det7=0]

Guidelines for Coding:

1. The term "faulty" refers to syntax, not to pronunciation. Faulty pronunciation is considered correct (in terms on content) if the following moves make it clear what the child has said.

2. Common causes of faulty sentences are:

   Errors in subject-verb agreement,
   faulty conjugation,
   missing articles.

Example:

CAD  T sol: Why did they want him there?
C res: Because they wanted throw a bucket of water on him.

3. See Summary of Detail 4 - Guidelines for Coding.
CRES
det4=9

Detail 4: LANGUAGE OF CHILD RESPONSE
Code: 9= Simple sentence

Description of Code:
The child responds to the teacher's solicitation by expressing himself in a complete simple sentence that is grammatically correct. For this purpose a sentence with a compound predicate is not considered to be a simple sentence.

Examples:
CAD T sol: Can you tell me what the cats are trying to do?
*C res: The cat is trying to play a trick on the policeman. [det4=9]

Guidelines for Coding:
1. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 2, 3, and 4.
2. Det4=9 if the sentence is complete even if the response is incorrect or is not a complete answer.
CRES det4=S

CRES
Detail 4: LANGUAGE OF CHILD RESPONSE
Code: S= Compound or complex sentence, or sentence with compound predicate

Description of Code:
The child responds to a previous move by giving a complete compound or complex sentence that is grammatically correct.

For this purpose, a sentence with a compound predicate is coded as det4=S.

Example:
CCM T sol: Can you say that whole sentence?
*C res: The cat in the bin is pulling the string and the water will fall on him. [det4=S]

Guidelines for Coding:
1. If a child says "yes" or "no" plus a compound or complex sentence, code det4=S.

2. If the sentence is complex only on account of an instructional phrase, then code det4=9, not S.

Example:
T sol: What's going to happen to the water?
*C res: I think that the water is going to fall. [det4=9]

3. See Summary of Detail 4 - Guidelines for Coding.
CRES
Detail 4: LANGUAGE OF CHILD RESPONSE
Code: L = Other

Description of Code:
The child's move consists of a part of speech or sentence part other than those described in det4=O-S (e.g., adjectives, adverbs, interjections).

Example:

EBK T sol: What colours are they?
*C res: Red, white. [det4=L]

Guidelines for Coding:

1. Where "Mm" is part of a response, code the language of the rest of the response.

2. See Summary of Detail 4 - Guidelines for Coding.
CRES det5
summary

CRES
Detail 5: COGNITIVE LEVEL OF CHILD RESPONSE
Summary

CODE:

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of inference based on an inference.

Description of Detail:
The psychological processes the child uses in responding to a solicitation.

Guidelines for Coding:

1. Responses often consist of a single word or phrase understood in the context of the solicitation. For the purposes of coding cognitive level, consider as part of the response any elements from the solicitation that are necessary to code the cognitive level.

Example:

T sol: What is that cat doing?
*C res: Shooting [=That cat is shooting; det5=2]

2. When a response serves to complete a response begun in a preceding move, the current move may not contain enough elements on its own to permit the coding of cognitive level. In such a case, consider as part of the current move whatever elements of the earlier move may be required to establish the cognitive level of the current move.

[see example on next page]
Examples

T sol: What will happen?
C res: The policeman [P] [det5=X]
T res: Yes.
*C res: Will fall down. [det5=2]

In this example, the last move completes an utterance begun earlier to form a response. For the purpose of coding cognitive level for the last move the response is considered to be "The policeman will fall down."

3. If the intent of the utterance is clear, cognitive level is coded even if the language is faulty.

Example:

T sol: What will the cat do?
*C res: The cat - pull. [det4=8, det5=2]

T sol: What do you think the policeman's saying?
*C res: Not allowed litter -. [det4=6, det5=3]

4. When the teacher solicits repeating of language elements [SOL det3=2, det6=1,A-C], cognitive level is not coded [det5=0] either for the solicitation or for the subsequent response.

Example:

T sol: You say the water will fall on the policeman.
[SOL det3=2, det5=0]
*C res: Water fall on police. [CRES det5=0]

If, however, the teacher solicits repeating for the purpose of clarification of content [SOL det3=2, det6=6], then cognitive level of the response may be coded.

Example:

T sol: What is the cat doing?
C res: - - pull water.
T sol: Pardon? [SOL det5=0]
*C res: Cat pull rope and make water fall. [det5=3]

5. The following elements are coded as inferences based on unit(s) of information (det5=2):

a) Mess, litter.

Example:

CMJ T sol: What's on the floor?
*C res: There's an awful mess on the floor.
b) Statements about the policeman such as "he is a policeman" are considered inferences for the particular population used in this study. Because the uniform is not that of a British policeman, a British child must infer that he is a policeman from what he is doing in the picture.

c) Statements about the cats such as "he is a cat" are considered inferences for the particular population used in this study. The limited experience of the hearing-impaired children made recognition of the stylized cartoon cats more difficult than it would have been with a different population.

6. Once an element has been coded as an inference, in subsequent references that element is considered a unit of information.

Example:

T rea: There is litter all over the place. \[\text{det5=2}\]
T sol: Who put the litter all over the place?
*C res: The cats put litter all over the place. \[\text{det5=2}\]

In this example, "litter" is originally coded as an inference based on units of information [TREA \text{det5=2}]. Once "litter" has been inferred, in the following move it is then treated as a unit of information, upon which the next inference (that the cats are responsible for the litter) is based.

7. If the future tense is used in the child's response, then detail 5 is likely to be (at least) an inference.

Example:

T sol: Where will the water fall?
*C res: The water will fall on the policeman. \[\text{det5=3}\]

8. Descriptions of movement are coded as inferences based on units of information because the movement must be inferred from the picture.

Examples:

T sol: What is the cat doing?
*C res: The cat is pulling the rope. \[\text{det5=2}\]

T sol: What is the policeman doing?
*C res: The policeman is shouting. \[\text{det5=2}\]

T sol: What is the cat doing?
*C res: The cat is holding the rope. \[\text{det5=1 - no movement}\]

9. When a child responds with "yes" or "no," although the child's response is limited, it should not be automatically assumed that the cognitive level is limited to a unit of information [\text{det5=1}]. The "yes" or "no" response may require cognitive processing at any level.
CRES det5=0

CRES
Detail 5: COGNITIVE LEVEL OF CHILD RESPONSE
Code 0: Not coded for this move

Description of Code:
Coding of the other details of this move render the coding of this
detail irrelevant.

Guidelines for Coding:
1. Cognitive level is not coded for responses to language
   solicitations and to solicitations dealing solely with the
   instructional process:
   a) When the eliciting solicitation solicits repeating
      [SOL det3=2], then det5=0.
   Example:
   T sol: You say, "The water will fall on the policeman."
   *C res: Water will fall on police. [det5=0]
   b) If, however, the teacher solicits repeating for the purpose of
      clarification of content [SOL det3=2, det6=6], then cognitive
      level of the response may be coded.
   Example:
   T sol: What will that cat do? [SOL det5=3]
   C rea: - - pull water.
   T sol: Pardon?
   *C res: Cat pull rope and make water fall. [det5=3]
   c) In other cases where det6=6 (e.g., solicitations dealing with
      the instructional process) det5=0.
   Example:
   T sol: What's he got there?
   C rea: - [P] - - .
   T sol: A gun? [=Did you say a gun?]
   *C res: Yes. [det5=0]

2. See Summary of Detail 5 - Guidelines for Coding.

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CRES det5-1

CRES
Detail 5: COGNITIVE LEVEL OF CHILD RESPONSE
Code: 1 = Unit of information

Description of Code:

1. The child responds by giving a unit of information.

2. The major psychological processes used by the child are observing, locating, seeing, recognizing, identifying, and/or remembering (recalling). No judgment, opinion, or choice is involved.

3. The child gives knowledge that can be isolated and discussed as an individual element. The element(s) given must be observable and visible in the picture.

Examples:

T sol: What has he got?
*C res: A rope. [det5=1]

T sol: Have you seen this picture before?
*C res: Yes. [det5=1]

T sol: What's he got?
C res: --
T sol: A stone?
*C res: Yes. [det5=1]

T sol: Look at that!
T sol: What is it?
*C res: Water. [det5=1]

T sol: Do you know what this programme is called?
*C res: Yes, Bob Cat. [det5=1]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
CRES
det5-2

Detail 5: COGNITIVE LEVEL OF CHILD RESPONSE

Code: 2= Inference based on one or more units of information

Description of Code:

1. The child responds by giving an inference based on one or more units of information.

2. The child observes, locates, recognizes, identifies, and/or remembers one or more units of information. Then the child (for example):

   a) relates at least two units of information;

   b) determines cause and effect (e.g., "If he does... then...");

   c) makes a value judgment or stating an opinion ("I think he's..."); or

   d) predicts or discusses the future.

Examples:

CMJ  T sol: Is that like the fish that you caught?
    *C res: Yes. [det5=2]

CBJ  T sol: What's happening in the picture?
    *C res: There's a teddy bear mucking about in the bin, in the dustbin.

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
CRES

Detail 5: COGNITIVE LEVEL OF CHILD RESPONSE

Code: 3 = Minimum of an inference based on an inference

Description of Code:

1. The child responds by giving at least an inference based on an inference.

2. The child:
   (a) observes, locates, recognizes, identifies, and/or remembers one or more units of information, THEN
   (b) draws an inference based on (a), THEN
   (c) draws one or more inferences based on the inference in (b).

Examples:

   CAD  T sol: How do you think they got him there?
         *C res: Because they made a mess. [det5=3]

   CAD  T sol: What are the cats trying to do?
         *C res: The cat is playing a trick on the policeman. [det5=3]

   DWP  T sol: What's he, what's he going to do?
         *C res: Well, probably cat's got some kind of string, and the water will go on the policeman. [det5=3]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
CRES DET6
summary

CRES
Detail 6: CORRECTNESS OF RESPONSE
Summary

CODE:

0= Not coded for this move.

1= Correct.

2= Partially correct.

3= Incorrect.

4= Coder unable to determine.

Description of Detail:

The extent to which the child offers the element or elements solicited by the teacher.

Guidelines for Coding:

1. The criterion for correctness of the response is the extent to which the content of the child's response incorporates the solicited element(s). The correctness of the content is judged on the basis of (a) the degree to which it corresponds to any possible response that might be considered correct; and (b) any indication in succeeding moves that the teacher considered the response correct or incorrect.

Examples:

T sol: What's this one doing?
*C res: Shooting a catapult. [det6=1]

CDC T sol: What will happen?
*C res: It will pull it back. [det6=3]
T res: Well, the water will fall on this man.

Note: The response is coded as incorrect because the teacher in her next move gives a qualifying reaction ("well") and a different response from that of the child.

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2. a) When a solicitation solicits content, the response may be coded as correct or partially correct even if the language is not completely correct. (The language of the response is coded in detail 4.)

Example:

T sol: Where did the fish come from?
C res: Out the dustbin. [det4=6, det6=1]

b) When a solicitation solicits language, the response is coded as correct [det6=1] only if the language is correct. If the language is not completely correct, then det6=2.

Example:

DJI T sol: You say the water will fall down on the policeman.
*C res: The water the police. [det6=2]

3. When a speaker says "I don't know," it is coded as a reaction.

4. When correctness depends solely on the judgment of the responder, then det 6=0.

Example:

T sol: Have you seen this cat before?
*C res: Yes. [det6=0]
CRES det6=0

CREA
Detail 6: CORRECTNESS OF RESPONSE
Code: 0= Not coded for this move

Description of Code:
Correctness of the response depends solely on the judgment, opinion, or experience of the responder.

Example:

T sol: Is this a fish like you caught?
*C res: No. [det6=0]
CRES
Detail 6: CORRECTNESS OF RESPONSES
Code: 1 = Correct

Description of Code:
The child responds to the teacher's solicitation by offering all
the elements of a possible response to the solicitation.

Example:

EDC T sol: And what is pulling the pail?
*C res: The cat. [det6=1]

T sol: Do you know the name of it?
*C res: Boss Cat. [det6=1]

Guidelines for Coding:
1. See Summary of Detail 6 - Guidelines for Coding.
CRES
Detail 6: CORRECTNESS OF RESPONSE
Code: 2 = Partially correct

Description of Code:

1. The child responds to the solicitation by giving only some of the elements solicited.

Examples:

T sol: What's this one doing?
*C res: Pulling. [det6=2]
T res: Pulling a string.

CBJ T sol: Tell me what's happening in the picture.
*C res: There's a teddy bear mucking about in the dustbin. [det6=2]

DJI T sol: You say the water will fall down on the policeman.
*C res: The water the police. [det6=2]

CDC T sol: What will happen?
*C res: It will pull it back. [det6=2]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.
CRES
det6=3

Detail 6: CORRECTNESS OF RESPONSE
Code: 3 = Incorrect

Description of Code:
The child responds to the teacher's solicitation by offering as a response an element or elements that are of the same class, category, nature, kind, sort, as those solicited, but that are not the element or elements solicited by the teacher.

Examples:

CBJ  T sol: Are they teddy bears?
     *C res: Yeah, I call them teddy bears. [det6=3]

CBJ  T sol: Where is this happening?
     *C res: Probably London. [det6=3]
     T sol: Probably London?
     C res: Yes. [det6=3]
     T res: I don't think it's in London.

Guidelines for Coding:
See Summary of Detail 6 - Guidelines for Coding.
CRES
det6-X

Detail 6: CORRECTNESS OF RESPONSE
Code: X= Coder unable to determine

Description of Code:
The coder is unable to determine correctness of the child's response because:

(a) the picture poster does not contain information relevant to judging correctness of the response; and

(b) there is no indication of correctness in subsequent moves.

Example:

T sol: What kind of fish is this?
*C res: A carp. [det6=X]
T rea: A carp.
CRES
det7
summary

Detail 7: LINK
Summary

CODE:

0= Response linked to the preceding solicitation, which is the preceding move.
1= Response linked to the preceding solicitation, which is not the preceding move.
2= Response linked to a solicitation other than the preceding solicitation.
3= Response linked to a previous response—continuation of a previously initiated response.
4= Response linked to a previous response—conclusion of a previously initiated response.

Description of Detail:
A response is linked to the solicitation that elicited it or, in the case of a continued response, to the previous part of the response.

Guidelines for Coding:
1. Detail 7 for responses indicates what move gave rise to the current response. That move will always be a preceding solicitation or a previous part of the same response.
CRES det7=0

CRES
Detail 7: LINK
Code: 0 = Response linked to the preceding solicitation, which is the preceding move.

Description of Code:
The response is linked to the preceding solicitation, which is the preceding move.

Example:

EMD \rightarrow T sol: Has he been a thief before?
   \rightarrow C res: No. [det7=0]

T sol: What's he pulling?
C res: He pull string. [det6=1, det7=0]
T rea: He pulled the string.

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
CRES
Detail 7: LINK
Code: 1 = Response linked to the preceding solicitation, which is not the preceding move

Description of Code:

The response is linked to the preceding solicitation, which is not the preceding move.

Example:

    EMD T sol: Oh, is it a cartoon?
    C rea: Cartoon.
    T rea: Cartoon.
    *C res: Yes. [det7=1]

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
CRES Det7-2

Detail 7: LINK
Code: 2= Response linked to a solicitation other than the preceding solicitation

Description of Code:
The response is linked to a solicitation other than the preceding solicitation.

Example:

T sol: What's he doing?
C res: - - -
T sol: Pardon?
*C res: Holding the rope. [det7=2]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
CRES
det7=3

CRES
detail 7: LINK
Code: 3= Response linked to a previous response--continuation of a previously initiated response

Description of Code:
This response is linked to an earlier response, of which this response is a continuation.

Example:

T sol: Tell me what's happening in the picture.
C res: There's a cat up at the window with the...[P]
T res: It's called a catapult.
C res: Catapult, and he's going to...[P] [det7=3]
C res: shoot the policeman.

Guidelines for Coding:
1. See Summary of Detail 7 - Guidelines for Coding.
CRES det7=4

CRES

Detail 7: LINK

Code: 4- Response linked to a previous response--conclusion of a previously initiated response.

Description of Code:
This response is linked to an earlier response, of which this response is the conclusion.

Example:

T sol: Tell me what's happening in the picture.

C res: There's a cat up at the window with the...[P]

T res: It's called a catapult.

C res: Catapult, and he's going to...[P]

* C res: shoot the policeman. [det7=4]

T sol: Tell me what's happening in the picture.

C res: There's a cat up the window, try to... pull at the policeman...at him, with a ...like a...

C sol: What's it called?

T res: It's called a catapult.

* C res: Catapult, with a something in the back, try to hurt his head. [det7=4]

T res: Mmm.

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
TREA
Detail 3: RATING FUNCTION
Summary

CODE:

0 = Not coded for this move
1 = Positive
2 = Qualifying
3 = Negative
4 = Acknowledging
5 = Instructional
6 = Other
X = Can't tell

Description of Detail:
The teacher uses rating language in evaluating what is said in a preceding move.

Guidelines for Coding:

1. Coding detail 3 requires explicit rating language.

   Example:
   
   T sol: What is he?
   C res: Policeman
   *T rea: Yes. [det3=1]

2. Implicit rating is not coded in detail 3 but in detail 6.
   [see examples on next page]
Examples:

T sol: What are these?
C res: Teddy bears.
*T rea: They're not teddy bears. [det3=0, det6=5]

T sol: What are these?
C res: Teddy bears.
*T rea: No, they're not teddy bears. [det3=3, det6=5]

Note: In the first example, the teacher's reaction is a correction of the content preceding response, but does not explicitly rate the response. In the second example, there is also explicit rating language.

3. Both detail 3 and detail 6 may be coded for a single move.

Example:

T sol: What is he?
C res: Policeman.
*T rea: A policeman, yes. [det3=1, det6=A]

4. If there is any likelihood that an unintelligible syllable might serve a rating function, code det3=X. Unintelligible syllables might also result in one or more of the following: det4=X, det5=X, det6=X, det7=X.

5. "Don't know" is coded as an instructional reaction [det3=5].
TREA
Detail 3: RATING FUNCTION
Code: 0 = Not coded for this move

Description of Code:
There is no rating function served by this move.

Guidelines for Coding:
See Summary of Detail 3 - Guidelines for Coding.
Detail 3: RATING FUNCTION

Code: 1 = Positive

Description of Code:

The teacher gives a distinctly affirmative rating (e.g., "yes", "right").

Examples:

CCJ  T sol: And what's the cat in the dustbin going to do?
      C res: -- oh -- pull the string, make the bucket of
             water fall on his head.
      *T rea: He is, yes. [det3=1]
CCJ  T sol: What's ha, how's all that litter got on the ground?
      C res: The cat's been throwing all over the place.
      *T rea: They have. [det3=1]
DST  T sol: What's he got?
      C res: =
      *T rea: Yes. [det3=1]
CAD  T sol: Why did they want him there?
      C res: Because they wanted throw a bucket of water on him.
      *T rea: Yes. [det3=1]
CAD  T rea: Apartment building.
      C rea: Apartment building.
      *T rea: Very good. [det3=1]

Guidelines for Coding:

1. To code det3=1, the teacher's move must have the intent
   of rating the child affirmatively. What matters then, is
   not whether the word "yes" is used, but whether the function
   of the words used is to rate positively. The appearance of
   the word "yes" is not sufficient--sometimes the word "yes" may
   be used where the intent is other than to rate positively. In
   particular, intonation and context are relevant considerations.

Example:

   CBJ  C res: Oh he's got a caterpillar.
      *T rea: Yes. [with hesitation; det3=2]
      T rea: Not caterpillar, but catapult.
2. "Yes" followed by something unintelligible which makes it difficult to tell what the role of the "yes" is, is coded as can't tell.

3. See Summary of Detail 3 - Guidelines for Coding.
TREA
Detail 3: RATING FUNCTION
Code: 2 = Qualifying

Description of Code:

The teacher uses rating language that indicates some reservation regarding the move (e.g., "yes, but"; "however"). The teacher is saying through words or intonation: "I'm not satisfied, I have some reservation."

Examples:

CDC  T sol: What will happen?
C rea: It will pull it back.
*T rea: Well... [P] [det3=2]
T rea: The water will fall on this man.
T sol: Who's this man?

T sol: And what sort of houses are they?
C res: Um, a flat
*T rea: But in America they're not just flats, are they?
[det3=2, det6=6]
T rea: They have special names.
T rea: Great tall buildings in America have special names.

Guidelines for Coding:

1. Not only words, but also intonation is important in differentiating qualifications from other types of rating reactions. A teacher may say "yes," but her tone of voice may indicate some hesitation in offering approval. "Yes" may therefore sometimes indicate a qualifying reaction and not always a positive reaction.

2. Other words that may indicate a qualification are: "Well," "but," "maybe," and "perhaps."
TREA det3=3

Detail 3: RATING FUNCTION

Code: 3= Negative

Description of Code:

The teacher gives a distinctly negative rating (e.g., "no", "wrong").

Example:

EPJ  T sol: What is it?
C res:  - - -
*T res: A bottle? No. [det3=3]
T res: I know what you mean. You find it in a bottle.
T res: It's a cork.
T res: Cork.
T res: Cork.

Guidelines for Coding:

1. A "no" is not necessarily a negative rating reaction. The intonation of the speaker, and what follows the "no" may determine whether det3=3 [negative rating].

   Example:

   T sol: Has he been a thief before?
   C res: No.
   *T res: No. [det3=0, det6=A (teacher repeats a preceding move)]

2. Det 3=3 indicates a negative rating of the content or language of a preceding move. It is not used to indicate that the content itself has words in the negative form:

   Example:

   EMD  T sol: Are they his friends or not?
   C res: No.
   *T res: Not his friends? [det3=0]

3. See Summary of Detail 3 - Guidelines for Coding.
TREA
Detail 3: RATING FUNCTION
Code: 4 = Acknowledging

Description of Code:

1. The teacher does not rate the child's move positively or negatively but acknowledges that the child has said something.

Example:

T sol: Show me.
C rea: --
*T rea: Oh.

Guidelines for Coding:

1. See Summary of Detail 3 - Guidelines for Coding

2. When the teacher says "mm," code det3=4.

3. Coding det3=4 does not imply that the teacher necessarily understood the child's utterance.

4. When det3=4, the reaction may be serving the function (amongst other functions) of a qualifying move, or it may indicate to the other speaker, "Go on and tell me more."
TREA det3=5

Detail 3: RATING FUNCTION
Code: 5: Instructional

Description of Code:

Instructional reactions are not a type of rating reaction. Instructional reactions deal with the teaching-learning process, rather than with the subject matter. Thus all rating reactions are instructional reactions. Det3=5 is used for instructional reactions other than those with rating functions.

Examples:

EPJ
T rea: Yes, on television.
C rea: - - -
*T rea: You remember now. [det3=5]

END
T sol: Do you think so?
*T rea: I think so.
T rea: He's the boss of all these cats.
C rea: - - -
T sol: No?
*T rea: Oh, I didn't know that. [det3=5]

Guidelines for Coding:

1. If det3=5, then det4=0, det5=0, det6=0.
TREA
Detail 3: RATING FUNCTION
Code: 6 = Other

Description of Code:
The teacher uses rating language with a function other than those of codes 1-4.
TREA
Detail 3: RATING FUNCTION
Code: X= Can't tell

Description of Code:

The precise code for this detail cannot be designated because there is something unclear about the teacher's utterance or an occasioning move.
TREA
Detail 4: LANGUAGE OF TEACHER REACTION
Summary

CODE:

0= Not coded for this move.
1= Only yes or no.
2= Noun.
3= Faulty noun phrase.
4= Noun phrase.
5= Verb.
6= Faulty verb phrase.
7= Verb phrase.
8= Faulty sentence.
9= Simple sentence (excluding sentence with compound predicate).
S= Compound or complex sentence or sentence with compound predicate.
L= Other.
X= Can't tell.

Description of Detail:
The part of speech or syntactic structure of the teacher's reaction.

Guidelines for Coding:
1. Prepositional phrases are coded as noun phrases [det4=4].
2. A sentence \([\text{det4}=9]\) must have a subject and a predicate. A faulty sentence \([\text{det4}=8]\) must have at least a subject and a predicate.

Example:

DJI  \*C rea: The cat - pull - - police.  
\([\text{det4}=8 - \text{faulty sentence}]\)

C rea: Pull rope - - police.  
\([\text{det4}=6 - \text{faulty verb phrase}]\)

3. If a teacher gives a sentence and an additional word, code \(\text{det4}=9\).

Example:

DBS  \*T rea: Bottles, they're empty bottles. [\text{det4}=9]  
C rea: Ba.  
\*T rea: Empty, there's nothing in them anymore. [\text{det4}=9]

4. If a teacher reacts by giving a sentence preceded by a conjunction (coordinating or subordinating), the teacher move is coded \(\text{det4}=9\).

Examples:

DBS  \*T rea: That's a catapult.  
C rea: Ca ta pult.  
\*T rea: And he's holding it. [\text{det4}=9]  
T sol: Why did he do that?  
\*T rea: Because he liked to play tricks.  
\([\text{det4}=9]\)

5. "Mm" is coded as \(\text{det4}=L [\text{other}]\).

6. When an utterance has a "yes" or "no" plus other parts of speech, code the "yes" or "no" \(\text{det3}=1 [\text{positive}]\) or \(3=3 [\text{negative}]\), respectively, and code detail 4 according to the remaining parts of speech.

7. The term "faulty" refers to syntax, not to pronunciation. Details 5-7 can be coded for faulty pronunciation if following moves make it clear what the teacher has said.

8. If a teacher has a very minor unintelligible part to her utterance, the unintelligible part is ignored when coding TREA \(\text{det4}\).
TREA
detail 4: LANGUAGE OF TEACHER REACTION
Code: 0 = Not coded for this move

Description of Code:

Coding of the other details of this move render this detail irrelevant.
TREA

Detail 4: LANGUAGE OF TEACHER REACTION
Code: 1 = Only yes or no

Description of Code:
The teacher reacts to a previous move by saying only "yes" or "no."

Example:

C res: He's playing a trick on the policeman.
*T rea: Yes.

Guidelines for Coding:
1. The teacher may react by saying only "yes" or "no" or the teacher may say "yes" or "no" and a further reaction.
   a) "Yes" plus a repetition of a previous move is coded as one move.
   b) If a "yes" or "no" plus the further reaction are coded as one move, then detail 4 describes the language of only the further reaction.

   Example:

   C rea: Police.
   *T rea: Yes, he's a policeman. [det3=1, det4=9]

2. When det4=1, the teacher is not necessarily affirming, accepting or agreeing with what has been said in a previous move. The teacher may simply be acknowledging a previous utterance, or may be qualifying.

3. If "yes" or "no" is followed by unintelligible syllables, then det4=X [can't tell].
TREA
Detail 4: LANGUAGE OF TEACHER REACTION
Code: 2 = Noun

Description of Code:
The teacher reacts to a previous move using a noun.
A noun is a word that is the name of a person, place, or thing.
Examples of nouns:

hat
Boss Cat
policeman
America

Guidelines for Coding:
See Summary of Detail 4 - Guidelines for Coding
TREA
Detail 4: LANGUAGE OF TEACHER REACTION
Code: 3 = Faulty noun phrase

Description of Code:
The teacher reacts to a previous move using a noun phrase that is grammatically incorrect.

A noun is the name of a person, place, or thing.

A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition
or
2. any combination of such phrases
or
3. a noun + any combination of such phrases

Example:
T sol: Which cat has the catapult?
C res: Cat in window.
*T rea: Cat in window. [det4-3]

Guidelines for Coding:
1. The term "faulty" refers to syntax, not pronunciation.
2. See Summary of Detail 4 - Guidelines for Coding.
TREA

Detail 4: LANGUAGE OF TEACHER REACTION
Code: 4 = Noun phrase

Description of Code:

The teacher reacts to a previous move using a grammatically correct noun phrase.

A noun is the name of a person, place, or thing.

A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition
   or
2. any combination of such phrases
   or
3. a noun + combination of such phrases

Examples:

DBS T sol: And what's that?
C res: Stone.
*T rea: A stone, yes. [det4=4]

T rea: It's going to hit the policeman.
C rea: Policeman.
*T rea: Poor policeman. [det4=4]

Other examples of noun phrases are: "the hat," "a red hat," "in the bucket," "cat in the window," "the cat in the window."

Guidelines for Coding:

See Summary of Detail 4 - Guidelines for Coding.
TREA
detail 4: LANGUAGE OF TEACHER REACTION
Code: 5 = Verb

Description of Code:
The teacher reacts to a previous move using a verb.
A verb is a word that expresses an act, occurrence, or state of being.

Example:

EMD T sol: What's this one doing?
C rea: Pulling --.
*T rea: Pulling. [det4=5]

Guidelines for Coding:

1. A verb with an auxiliary verb (e.g., "is going") is considered a verb (det4=5), not a verb phrase (det4=7).

2. See Summary of Detail 4 - Guidelines for Coding.
TREA
detail 4: LANGUAGE OF TEACHER REACTION
Code: 6 = Faulty verb phrase

Description of Code:
The teacher reacts to a previous move using a verb phrase that is grammatically incorrect.

A verb is a word that expresses an act, occurrence, or state of being.

A verb phrase consists of:

1. a verb + associated adverbs,
   adverbial prepositional phrases,
   direct objects,
   indirect objects,
   predicate nouns,
   predicate adjectives

or

2. any combination of such phrases

Example:

T sol: What is that cat doing?
C res: Pull string.
*T rea: Pull String. [det4=6]

Guidelines for Coding:

1. The term "faulty" refers to syntax, not pronunciation.

2. See Summary of Detail 4 - Guidelines for Coding.
TREA
Detail 4: LANGUAGE OF TEACHER REACTION
Code: 7 = Verb phrase

Description of Code:
The teacher reacts to a previous move by using a grammatically correct verb phrase.

A verb is a word that expresses an act, occurrence, or state of being.

A verb phrase consists of:

1. a verb + associated prepositional phrases, adverbial prepositional phrases, direct objects, predicate nouns, predicate adjectives
or
2. any combination of such phrases.

Example:

T sol: What is that cat doing?
C res: Pull string.
*T rea: Pulling the string. [det4=7]

Guidelines for Coding:
See Summary of Detail 4 - Guidelines for Coding
TREA
detail 4: LANGUAGE OF TEACHER REACTION
Code: 8 = Faulty sentence

Description of Code:

The teacher's utterance consists of a sentence that is grammatically incorrect. The teacher expresses a complete thought as far as content is concerned but her grammar is faulty. A faulty sentence must have a subject and predicate and the words must be virtually completely intelligible.

Examples:

C rea: Policeman.
*T rea: The cat make the water fall on the policeman. [det4=8]

Guidelines for Coding:

1. Common causes of faulty sentences are:
   
   error in subject-verb agreement
   faulty conjugation
   missing articles

2. The term "faulty" refers to syntax, not pronunciation.

3. See Summary of Detail 4 - Guidelines for Coding.
TREA

Detail 4: LANGUAGE OF TEACHER REACTION
Code: 9 = Simple Sentence

Description of Code:

The teacher reacts to a previous move by expressing herself in a complete simple sentence that is grammatically correct.

For this purpose, a sentence with a compound predicate is not considered to be a simple sentence.

Example:

DBS  T sol: This one?
   C rea: --.
   *T rea: He's a policeman. [det4=9]

Guidelines for Coding:

1. If a teacher says "yes" or "no" plus a simple sentence, then det4=9 and det3=1.

2. If a teacher reacts by giving a sentence preceded by a conjunction (coordinating or subordinating), the teacher move is coded det4=9.

Examples:

    DBS  T rea: That's a catapult.
        C rea: Catapult.
        *T rea: And he's holding it. [det4=9]

        T sol: Why did he do that?
        *T rea: Because he liked to play tricks. [det4=9]

3. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 2, 3 and 4.
TREA
Detail 4: LANGUAGE OF TEACHER REACTION
Code: S= Compound or complex sentence, or sentence with compound predicate

Description of Code:
The teacher reacts to a previous move by giving a complete compound or complex sentence that is grammatically correct.

For this purpose, a sentence with a compound predicate is coded det4=S.

Example:

DBS T rea: He is very cross.
*T rea: And he'll be even more cross when that stone hits his head. [det4=S]

Guidelines for Coding:

1. If a teacher says "yes" or "no" plus a sentence, det4=9 or S' and det3=1.
2. If the sentence is complex only on account of an instructional phrase, then det4=9, not S.

Example:

T rea: If he pulls the string, the water will fall.
[det4=S]
*T rea: I think the water will fall. [det4=9]

3. See Summary of Detail 4 - Guidelines for Coding.
TREA
det4=L

Detail 4: LANGUAGE OF TEACHER REACTION
Code: L= Other

Description of Code:

The teacher's move consists of a part of speech or sentence part other than those described in det4=0-S (e.g., adjectives, adverbs, interjections).

Examples:

T rea: Mm, that's called a catapult. [det4=9]
T rea: Catapult.
C rea: Ca ta pult.
*T rea: Mm. [det4=L]

T sol: How did the boy run?
*C res: Quickly.

T sol: What colour is the hat?
*C res: Red. [det4=2]

Guidelines for Coding:

1. Where "Mm" is part of a larger utterance, code the language of the rest of the utterance. Where "Mm" is the entire utterance, code det4=L.
TREA det4=X

Detail 4: LANGUAGE OF TEACHER REACTION
Code  X= Can't tell

Description of Code:
The precise code for this detail cannot be designated because there is something unclear about the teacher's utterance or the occasioning move.
TREA

Detail 5: COGNITIVE LEVEL OF TEACHER REACTION

Summary

CODE:

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of inference based on an inference.
X = Can't tell.

Description of Detail:

The psychological processes the teacher uses in reacting to an occasioning move.

Guidelines for Coding:

1. Cognitive Level is coded for content and language reactions, but not for rating or other instructional reactions. Therefore, if det6=0 [conversational function not coded], then det5=0.

Example:

1) T rea: Yes, that's all right about the water.
   [det3=1, det5=0, det6=0]

2) T rea: Oh, I didn't know that.
   [det3=5, det5=0, det6=0]

2. When a move serves to complete a sentence begun in a preceding move (of either speaker), the current move may not contain enough elements on its own to permit the coding of cognitive level. In such a case, consider as part of the current move whatever elements of the earlier move may be required to establish the cognitive level of the current move.

[see example on next page]
Example:

T sol: What is going to happen?
C res: He'll fall down.
*T rea: and get hurt. [det5=2]

In this example, the teacher's reaction is considered to be "He'll get hurt," because it serves as a completion of the child response. The cognitive level is coded as det5=2 [inference based on unit(s) of information] because it is an inference based on an inference previously made (see guideline 8 below).

3. If the intent of an utterance is clear, cognitive level is coded even if the language is faulty.

4. A noun is not necessarily coded as a unit of information [det5=1]. If it is unsolicited and out of context it might be coded as can't tell [det5=X].

Example:

T sol: Pardon?
*C rea: --- floor. [det5=X]
C rea: ---
T sol: Pardon?
*C rea: Floor. [det5=X]

T sol: Tell me about the picture.
*C rea: - fish. [det5=X]

T rea: He'll be very angry, won't he.
*C rea: Water. [det5=X]

5. When a reaction consists of a repetition of a previous move, cognitive level is not coded [det5=0].

Examples:

DJI T rea: Oh the policeman doesn't know it's there and he'll walk and he'll fall. [det5=3]
T rea: We say he'll trip over it. [det5=1]
C rea: -
*T rea: He'll trip over the string we say. [det5=0, det6=A]
C rea: -
*T rea: He'll trip over it. [det5=0]

EMD T sol: Oh, is it a cartoon? [det5=2]
C rea: Cartoon. [det5=0, det6=C]
*T rea: Cartoon. [det5=0, det6=A]

6. When the teacher solicits repeating of language elements [SOL det3=2, det6=1,A-C], cognitive level is not coded [det5=0].
either for the solicitation or for a subsequent repeating reaction.

Example:

T sol: You say, "The water will fall on the policeman." [det5=0]
C rea: ----
*T rea: The water will fall on the policeman. [det5=0]

7. Mess and litter are coded as inferences based on unit(s) of information (det5=2):

Example:

CMJ *T rea: There's an awful mess on the floor. [det5=2]

Statements about the policeman such as "He is a policeman," and statements about the cats such as "He is a cat" are considered units of information for teacher reactions. (These are considered inferences based on units of information only for child reactions and child responses, because of the limited experience of the particular population used in this research. See Summary of CREA detail 5, guideline 7.)

8. Once an element has been coded as an inference, in subsequent references that element is considered a unit of information.

Example:

C rea: There is litter all over the place. [det5=2]
*T rea: The cats put litter all over the place. [det5=2]

In this example, "litter" is originally coded as an inference based on units of information [CREA det5=2]. Once "litter" has been inferred, in the following move it is then treated as a unit of information, upon which the next inference (that the cats are responsible for the litter) is based.

9. If the future tense is used in the teacher's reaction, then detail 5 is likely to be (at least) an inference.

Example:

*T rea: The water will fall on the policeman. [det5=3]

10. Descriptions of movement are coded as inferences based on units of information because the movement must be inferred from the picture.

[see examples on next page]
Examples:

*Trea: The cat is shooting the catapult. [det5=2]
*Trea: The cat is holding the rope. [det5=1 - no movement]
*Trea: The cat is pulling the rope. [det5=2]
TREA
Detail 5: COGNITIVE LEVEL OF TEACHER REACTION
Code 0: Not coded for this move

Description of Code:

Coding of the other details of this move render the coding of this detail irrelevant.

Example:

DJI: T sol: Who is he?
     C res: A policeman.
     *T rea: A policeman, yes. [det5=0, det6=0]

Guidelines for Coding:

1. When det6=0, A or C, then det5=0.
2. See Summary of Detail 5 - Guidelines for Coding.
TREA
det5-1

Detail 5: COGNITIVE LEVEL OF TEACHER REACTION
Code: 1 = Unit of information

Description of Code:

1. The teacher reacts to an occasioning move by giving a unit of information.

2. The major psychological processes used by the teacher are observing, locating, seeing, recognizing, identifying, and/or remembering (recalling). No judgment, opinion, or choice is involved.

3. The teacher gives knowledge that can be isolated and discussed as an individual element. The element(s) given must be observable and visible in the picture.

Examples:

DBS T sol: Where's that one?
C rea: -- --
*T rea: In the dustbin. [det5=1]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
TREA
Detail 5: COGNITIVE LEVEL OF TEACHER REACTION
Code: 2= Inference based on one or more units of information

Description of Code:

1. The teacher reacts to an occasioning move by giving an inference based on one or more units of information.

2. The child observes, locates, recognizes, identifies, and/or remembers one or more units of information. Then the child (for example):
   a) relates at least two units of information;
   b) determines cause and effect (e.g., "If he does... then...");
   c) makes a value judgment or stating an opinion ("I think he's..."); or
   d) predicts or discusses the future.

Examples:

DST T sol: What's going to happen?
C rea: Go round.
*T rea: It will go around. [det 5=2]

DJI T sol: Where did the fish come from?
T sol: Where's it come from?
C rea: -
T rea: I think it's come out of [T]
C rea: Food.
T rea: Food.
*T rea: I know it's food, for these people have been eating it. [det5=2]
C rea: -
*T rea: But I think it's come out of the dustbin. [det5=2]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
TREA
Detail 5: COGNITIVE LEVEL OF TEACHER REACTION
Code: 3 = Minimum of an inference based on an inference

Description of Code:

1. The teacher reacts to an occasioning move by giving at least an inference based on an inference.

2. The teacher:

   (a) observes, locates, recognizes, identifies, and/or remembers one or more units of information, THEN

   (b) draws an inference based on (a), THEN

   (c) draws one or more inferences based on the inference in (b).

Examples:

   C rea: The policeman's angry.
   *T rea: Because they made a mess. [det5=3]

   DJI C rea: - - - - - - - -
   *T rea: When the cat pulls the string the water will fall. [det5=3]

   DJI T sol: Why has he put the string there?
   C rea: - - - -
   *T rea: Oh, the policeman doesn't know it's there and he'll walk and he'll fall. [det5=3]

   DJI C rea: - - - catapult.
   *T rea: The cat's going to use a catapult to hit the policeman. [det5=3]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
TREA
det5=X

Detail 5: COGNITIVE LEVEL OF TEACHER REACTION
Code: X = Can't tell

Description of Code:

The precise code for this detail cannot be designated because there is something unclear about the teacher's utterance or the occasioning move.

Examples:

C rea: - [P] - - - - - [T] - - [T] -
*T rea: That [det5=X]
*T rea: That [det5=X]

Guidelines for Coding:

1. A noun is not necessarily coded as a unit of information [det5=1]. If it is unsolicited and out of context it might be coded as can't tell [det5=X].

Example:

T sol: Pardon?
*C rea: - - - floor. [det5=X]

C rea: - - -
T sol: Pardon?
*C rea: Floor. [det5=X]

T sol: Tell me about the picture.
*C rea: - fish. [det5=X]

T rea: He'll be very angry, won't he.
*C rea: Water. [det5=X]

2. See Summary of Detail 5 - Guidelines for Coding.

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TREA detail 6: CONVERSATIONAL FUNCTION

Summary

CODE:

0 = Not coded for this move.
1 = Teacher introduces all the solicited elements.
2 = Teacher introduces some—but not all—of the solicited elements.
3 = Teacher introduces unsolicited element(s).
4 = Teacher ties together elements of content or language already introduced.
5 = Teacher corrects or clarifies the content of a previous move.
6 = Other.
A = Teacher gives essentially the same element(s) as a previous move.
C = Teacher gives some—but not all—of the elements of a previous move.
D = Teacher gives some or all of the elements of a previous move and introduces solicited element(s).
E = Teacher gives some or all of the elements of a previous move and introduces unsolicited element(s).
X = Can't tell.

Description of Detail:

Conversational function codes the relationship of the content or language of a move to the content or language of a previous move.
Guidelines for Coding:

1. The relationship of a reacting move to previous moves is coded in details 3, 6, and 7:
   a) Detail 3 records any rating function of the current move with regard to the preceding move.
   b) Detail 6 describes how the content of the current move is related to the content of a previous move.
   c) Detail 7 indicates the speaker and the relative location of that preceding move.

2. a) To introduce an element means to say an element that has not been said in a related preceding move.

Example:

   T sol: Tell me about the picture. [P]
   *T rea: The cat is holding the string. [det6=1]

A pronoun replacing its previously introduced referent is considered to be previously introduced.

Example:

   T rea: "He'll trip over the string," we say.
   *T rea: We say, "He'll trip over it." [det6=A]

However, when the introduction of the pronoun precedes the explicit mention of its referent, then when the referent is mentioned it is considered a new element introduced.

Example:

   T rea: We say, "He'll trip over it."
   *T rea: "He'll trip over the string," we say. [det6=3]

b) A solicited element means any part of any possible response to a preceding solicitation.

Examples:

   T sol: What's that cat wearing? [P]
   *T rea: A hat. [det6=2]

   T sol: What's that cat wearing? [P]
   *T rea: A red hat. [det6=2]

   T sol: What's that cat wearing? [P]
   *T rea: A red hat with a hole in it. [det6=2]
3. The considerations for coding detail 6 are:

a) First, the coder must decide whether the teacher is repeating elements of a previous move or introducing new elements.

If only new elements are introduced codes det6=1-6 are used.
If elements previously introduced are being repeated, then codes det6=A-E are used. For det6=4 [ties together], new elements may or may not be introduced.

b) Next, the coder must determine if those elements were solicited or unsolicited.

1) T sol: What's he doing?
   C res: Pull.
   *T rea: He's pulling the string [det6=D]

   Note: "String" is a solicited element that was not previously introduced. "Pulling" is a solicited element that was previously introduced.

2) T sol: What's he wearing?
   C res: Pull.
   *T rea: He's pulling the string. [det6=E]

   Note: "String" is an unsolicited element that was not previously introduced. "Pulling" is a solicited element that was previously introduced.

4. The addition of a subject, predicate, or object is considered introducing new element(s) and not giving essentially the same elements as a previous move.

Examples:

   T sol: What's he doing?
   C res: He pull string.
   *T rea: He's pulling the string. [det6=A - repeats same elements]

   T sol: What's he doing?
   C res: Pull string.
   *T rea: He's pulling the string. [det6=4 - ties together elements]

   T sol: Tell me about the picture.
   C res: Pull string.
   *T rea: He's pulling the string. [det6=D - repeats and introduces solicited elements]

5. When det6=0, A or C, det5=0.

6. Where there is equally strong evidence for coding the current teacher move as related to both a preceding teacher move and a
preceding child move, code details 6 and 7 to express the relationship to the nearer of the two moves.

Example:

T rea: The cat will pull the string.
C rea: The cat will pull the string. [det6=A, det7=2]
*T rea: The cat will pull the string. [det6-A, det7-2]

See guideline 7 below for further illustrations of strong evidence.

7. There are four possible ways to code details 6 and 7 for the current teacher move when the preceding child move is not completely intelligible (CREA det4=A-K,M):

A) Code the current teacher move as linked to the preceding child move (det7=2) if there is strong evidence that the teacher is following up on something the child said. Strong evidence is indicated if:

1) The preceding child move was partially intelligible (CREA det4=C-K,M) and the teacher used at least some words that the child introduced.

Examples:

T sol: What's he going to do?
C rea: pull -- [det6=2, det7=2]
*T rea: He's going to pull on his catapult. [det6=D, det7=2]

T sol: What's going to happen to the stone?
C rea: policeman. [det6=2, det7=2]
*T rea: It's going to hit the policeman. [det6=D, det7=2]

DJI T sol: Where, what do you think's happened to that other cat there's hat?
C rea: the police. [det6=E, det7=2]
*T rea: He's talking to the police, yes.

2) The preceding child move was completely unintelligible (CREA det4=A or B), and the succeeding teacher move is not related to any preceding teacher move, but seems to follow up on the unintelligible move.

Examples:

DBS T sol: What are the other cats doing?
C rea: 
*T rea: Mm, that's called a catapult. [det6=3, det7=2]

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T sol: What has he got?

C rea: -- --

*T rea: You think it's a red hat. [det6=1, det7=2]

Note: Det7=2 because the teacher said "You think."

B) Code the current teacher move as linked to a preceding teacher move if there is strong evidence that the teacher is following up on something she previously said, e.g., answering her own question (det6=1), repeating (det6=A-E), elaborating (det6=3).

Example:

T sol: What's happened to it?
C rea: -- -- --
*T rea: It's all been eaten up. [det6=1, det7=5]

T rea: He's going to hit the policeman.
C rea: -- -- string.
*T rea: He'll hit the policeman. [det6=A, det7=5]

C) Code the current teacher move as linked to the previous teacher move if there is evidence that the current teacher move is linked to a previous teacher move, and at the same time there is only weak evidence that the teacher is following up on the previous child move (e.g., teacher says "yes" or "oh," only acknowledging that the child has said something).

Example:

T sol: Why has he put the string there?
C rea: -- --
*T rea: Oh, the policeman doesn't know it's there and he'll fall. [det3=4, det6=1, det7=5]

D) In the absence of any such evidence, code det7=9 [not linked].
TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: 0 = Not coded for this move

Description of Code:

This move serves only a rating or other instructional function. It serves no direct function with respect to the content or language of the conversation.

Example:

DBS  T sol:  Where's that one?
    C rea:  --
    T rea:  In the dustbin.
    C rea:  Da ba, da ba.
    *T rea:  Yes, that's right. [det3=1, det6=0]

Guidelines for Coding:

1. When det6=0, then det5=0.

2. See Summary of Detail 6 - Guidelines for Coding
TREA

Detail 6: CONVERSATIONAL FUNCTION

Code: 1 = Teacher introduces all the solicited elements

Description of Code:

The teacher introduces all the elements solicited in a preceding solicitation—in effect, answering her own question. "The elements solicited" means the elements of any possible acceptable response to the solicitation.

Examples:

EBK  T sol: What's been left there?
     T sol: What are they?
     C rea: 
     *T rea: I think that's their bones. [det6=1]

EPJ  T sol: Do you know his name?
     C rea: ------
     T rea: You don't know.
     *T rea: It's Boss Cat. [det6=1]

EPJ  T sol: They have...[P]
     *T rea: Catapults. [det6=1]

     T sol: What is it?
     C rea: ------
     T rea: A bottle? No.
     T rea: I know what you mean...bottle.
     *T rea: It's a cork. [det6=1]

DJI  T sol: Why has he put the string there?
     C rea: ------
     *T rea: Oh, the policeman doesn't know it's there and he'll walk and he'll fall. [det6=1]

     T sol: What's he going to do?
     C rea: ------
     T rea: Mm, a catapult.
     *T rea: The cat's going to use a catapult to hit the policeman. [det6=1]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.
2. If the teacher answers her own question over two or more moves, consider the solicited elements to be the minimum possible acceptable response to the solicitation and further elements to be unsolicited.

Example:

T sol: What's the cat doing?
C rea: --
T rea: He's pulling the string and the water will fall.
      [det6=1 - teacher reacts in one move]

but

T sol: What's the cat doing?
C rea: --
*T rea: He's pulling the string.
      [det6=1 - minimum acceptable response]
C rea: --
*T rea: And the water will fall. [det6=3 - unsolicited]

3. Generally if det6=1, the link [detail 7] will be to the last solicitation that elicited these elements. However, if there is strong evidence (see Summary of TREA detail 6 - Guidelines for Coding, guideline 7 for a definition of strong evidence) that the teacher's reaction is based on the child's unintelligible move, then code det7=2.

Example:

ETD T sol: What has he got?
C rea: --
*T rea: You think it's a red hat.
      [det6=1, det7=2]

Note: In this case the teacher provides the solicited elements, but the link is to the child's move because the teacher said "you think."
TREA

Detail 6: CONVERSATIONAL FUNCTION

Code: 2 Teacher introduces some--but not all--of the solicited elements

Description of Code:

Teacher introduces some--but not all--of the elements solicited in a previous solicitation. "The elements solicited" means the elements of any possible acceptable response to the solicitation.

Examples:

CAD T sol: How do you think they got him there?
C res: Because they made a mess. [det6=2]
T rea: No, oh I see.
T rea: They made a mess.
T rea: They made a mess deliberately.
*T rea: And he came to see what the mess was all about. [det6=2]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. If the teacher answers her own question over two or more moves, consider the solicited elements to be the minimum possible acceptable response to the solicitation and further elements to be unsolicited.

Example:

T sol: What's the cat doing?
C rea: --
T rea: He's pulling the string and the water will fall.
       [det6=1 - teacher reacts in one move]
but
T sol: What's the cat doing?
C rea: --
*T rea: He's pulling the string.
       [det6=1 - minimum acceptable response]
C rea: --
*T rea: And the water will fall. [det6=3 - unsolicited]

3. If det6=2 then generally the link is to the last solicitation that solicited those elements.
TREA det6=3

TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: 3= Teacher introduces unsolicited element(s)

Description of Code:
The teacher provides element(s) not solicited in a previous solicitation.

Examples:

CCJ  T sol: And why is the policeman cross with the other cats?
       C res: I don't know really.
       T sol: Well, look at the state of the place.
       C res: It's a mess.
       T rea: Mm.
       C rea: The street's a terrible mess.
       *T rea: Mm, so I think he's come to reprimand them. [det6=3, det7=2]

DBS  T sol: What's going to happen to the stone?
       C rea: -- -- pol man.
       T rea: It's going to hit the policem[T]an.
       C rea: Pol man.
       *T rea: Mm, poor policeman. [det6=3, det7=4]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. Code det6=3 only if none of the elements said by the teacher were previously introduced.

3. If the teacher answers her own question over two or more moves, consider the solicited elements to be the minimum possible acceptable response to the solicitation and further elements to be unsolicited.

   [see example on next page]
Example:

T sol: What's the cat doing?
C rea: ---
T rea: He's pulling the string and the water will fall.
[det6=1 - teacher reacts in one move]

but

T sol: What's the cat doing?
C rea: ---
*T rea: He's pulling the string.
[det6=1 - minimum acceptable response]
C rea: ---
*T rea: And the water will fall. [det6=3 - unsolicited]

3. If there is strong evidence (see Summary of TREA Detail 6 - Guidelines for Coding, guideline 7) that the teacher's reaction is based on the child's unintelligible move, then det7=2.

Example:

EBK T sol: What has he got?
C rea: ---
*T rea: It will knock his hat off.
[det6=3, det7=2]
TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: 4m Teacher ties together elements already introduced

Description of Code:
The teacher incorporates in a single move elements introduced in more than one previous move, in effect summarizing some or all aspects of those previous moves.

Examples:

1. CBJ
   T sol: Where does this picture come from?
   C res: It comes from cartoons.
   T sol: Well, which country do you think it might be from?
   C res: Probably America.
   *T rea: Mm, I think it's probably an American cartoon picture. [det6=4, det7=5]

2. T sol: Who's holding the string?
   C res: The cat.
   T sol: What's on the other end of the string?
   C res: The bucket.
   T sol: What's going to happen?
   C res: Water will fall.
   *T rea: The bucket on the end of the string will fall. [det6=4, det7=5]

3. EMD
   T sol: What's this one doing?
   C rea: Pulling --. [det6=2]
   T rea: Pulling. [det6=A]
   C rea: Pulling. [det6=A]
   T rea: A sling. [det6=2]
   C rea: Sling. [det6=A]
   *T rea: Pulling a sling. [det6=4, det7=3]

4. DJI
   T sol: What did the cat do?
   C rea: Pull string.
   *T rea: The cat pulled the string. [det6=4, det7=5]

5. T sol: What did the cat do?
   C rea: Pull string.
   *T rea: He pulled the string. [det6=4, det7=5]
Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. The summary may or may not result in the introduction of new elements of language. The content, however, has been introduced previously.

3. If det6=4, the link is to the move that first makes reference to one of the elements that are tied together in the current move.

   However, if that first reference was in a child response, if that response was prescribed, [SOL det3=1-5], then the link is to the teacher solicitation and not to the child response. (First reference here means the first reference within the context of the current topic.)
TREA
detail 6: CONVERSATIONAL FUNCTION
Code: 5s Teacher corrects or clarifies content of a previous move

Description of Code:
The teacher corrects or clarifies the content of a previous move.

Example:

  T sol: What is the rope attached to?
  C rea: ---
  T rea: It's attached to a tree.
  *T rea: Or a telegraph pole, not a tree. [det6=5]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. If det6=5, then the link is to the move that is being corrected or clarified.
TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: 6- Other

Description of Code:

The conversational function of the teacher's move is something other than det6=0-6, or A-E.
Detail 6: CONVERSATIONAL FUNCTION

Code: A - Teacher gives essentially the same element(s) as a previous move

Description of Code:
The teacher gives essentially the same element(s) as a previous move.

Examples:

T sol: Who's that?
   C rea: He pulled string. [det6=3]  
   *T rea: He pulled the string. [det6=A, det7=2]

T sol: What do you call that?
   C rea: Catapult.
   *T rea: That's a catapult. [det6=A]

T sol: What's he pulling?
   C rea: He pull the string.
   *T rea: He pulled the string. [det6=A, det7=2]  
   [Teacher reaction is only a language improvement--
   all the content was in the previous child response.]

T sol: Pardon?
   C rea: -- floor.
   *T rea: The, the floor, yes. [det6=A, det7=2]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.
2. Code det6=A when one or more of the following apply:
   a) The current move is identical to a previous move.
   b) An article (a, an, the) is added to the previous move.
   c) A grammatical correction is made to the language of a previous move (e.g.: "pull" to "pulled").
   d) A noun is replaced by its referent.

Example:

   T rea: He'll trip over the string we say.
   *T rea: We say he'll trip over it. [det6=A]
3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

T sol: What's he doing?
C res: He pull string.
*T rea: He's pulling the string. [det6=A]

T sol: What's he doing?
C res: Pull string.
T rea: He's pulling the string. [det6=4 - ties together]

T sol: Tell me about the picture.
C rea: Pull string.
T rea: He's pulling the string. [det6=D]

4. When det 6=A, det5=0.

5. When det6=A, the link is to the last preceding move that contained the elements repeated in the current move.
TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: C Teacher gives some—but not all—of the elements of a previous move

Description of Code:
The teacher gives some—but not all—of the elements given in a previous move.

Examples:

- T sol: You think it will knock his hat off?
  C rea: Catapult.
  *T rea: Knock his hat off? [det6=C, det7=3]

- T sol: You think it will knock the hat off?
  C rea: Hat off.
  *T rea: Knock the hat off. [det6=C, det7=5]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.
2. When det6=C, det5=0.
3. When det6=C, the link is to the last preceding move that contained the elements repeated in the current move.
TREA

Detail 6: CONVERSATIONAL FUNCTION

Code: D Teacher gives some or all of the elements of a previous move and introduces solicited element(s)

Description of Code:

Teacher gives some or all of the elements given in a previous move and, in addition, introduces solicited element(s).

Examples:

T sol: Tell me about the picture.
-C rea: Pu string.
*T rea: He's put some string. [det6=D, det7=2]

T sol: What's he wearing?
-C res: A coat.
*T rea: Yes, it's a blue coat. [det6=D, det7=2]

T sol: What's he going to do?
-C rea: -- pull --.
*T rea: He's going to pull on his catapult, yes. [det6=D, det7=2]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. When det6=D, the current move is linked to the move that contains the elements repeated in the current move. (See Summary of Detail 6 - Guidelines for Coding, especially guideline 7.)

3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

T sol: What's the cat doing?
-C res: Pull string.
*T rea: He's pulling the string. [det6=D, not det6=A]
TREA
Detail 6: CONVERSATIONAL FUNCTION
Code: E- Teacher gives some or all of the element(s) as a previous move and in addition introduces unsolicited element(s).

Description of Code:
Teacher gives some or all of the elements as a previous move and in addition introduces unsolicited element(s).

Example:

DJI T sol: Why has he put the string there?
  C rea: ---
  T rea: Oh, the policeman doesn't know it's there and he'll walk and he'll fall.
  □ T rea: He'll trip over the string we say.
  □* T rea: He'll trip over it and fall on the ground, yes. [det6=E]

DBS C rea: --- paper.
  T rea: Newspaper [T], mm.
  C rea: --- paper.
  □* C rea: --- bottles.
  □* T rea: Bottles, they're empty bottle. [det6=E, det7=2]

DJI T sol: What's happened to the other cat's hat?
  □* T rea: He's talking to the police, yes. [det6=E, det7=2]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. When det6=E, the current move is linked to the move that contains the elements repeated in the current move. (See Summary of Detail 6 - Guidelines for Coding, especially guideline 7.)

3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

  T sol: What's the policeman wearing?
  C rea: Pull string.
  *T rea: He's pulling the string. [det6=E, not det6=A]
TREA
det6=X

Detail 6: CONVERSATIONAL FUNCTION
Code: X= Can't tell

Description of Code:
The precise code for this detail cannot be designated because the function of the move is unclear.

Example:

T rea: He is saying "Clean this up."
C rea: - - - [CREA det4=B]
*T rea: That, [T] [det6=X]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. Frequently, det6=X when:

   a) the preceding move is a child reaction which is completely unintelligible (CREA det4=A or B), or

   b) the current move is interrupted or discontinued so that its conversational function cannot be determined.
TREA det7 summary

Detail 7: LINK
Summary

CODE:

2= Teacher reaction linked to a child move that is the preceding move.

3= Teacher reaction linked to a child move that is not the preceding move.

4= Teacher reaction linked to linked to a teacher move that is the preceding move.

5= Teacher reaction linked to a teacher move that is not the preceding move.

9= Not linked to any preceding move.

X= Can't tell.

Description of Detail:

Detail 7 [link] supplements detail 6 [conversational function]. While detail 6 describes the relationship between the content of the current move and some preceding move, detail 7 records the speaker and the relative location of that preceding move.

Guidelines for Coding:

1. Detail 7 [link] for reactions indicates what move gave rise to, or set the stage for the current reaction--what this reaction is a reaction to. The link answers the question: "To which move is the content of this reaction directly related?"

2. The relationship of a reacting move to previous moves is coded in details 3, 6, and 7:

   a) Detail 3 records any rating function of the current move with regard to the preceding move.
b) Detail 6 describes how the content of the current move is related to the content of a previous move.

c) Detail 7 indicates the speaker and the relative location of that preceding move.

3. Where there is equally strong evidence for coding the current teacher move as related to both a preceding teacher move and a preceding child move, code details 6 and 7 to express the relationship to the nearer of the two moves.

Example:

T rea: The cat will pull the string.
C rea: The cat will pull the string.
* T rea: The cat will pull the string.
[det6=A, det7=2]

See guideline 4 below for further illustrations of strong evidence.

4. There are four possible ways to code details 6 and 7 for the current teacher move when the preceding child move is not completely intelligible. [CREA det4=A-K,M]:

A) Code the current teacher move as linked to the preceding child move [det7=2] if there is strong evidence that the teacher is following up on something the child said. Strong evidence is indicated if:

1) The child's preceding move was partially intelligible [CREA det4=C-K,M] and the teacher used at least some words that the child introduced.

Examples:

T sol: What's he going to do?
C rea: -- pull -- [det6=2, det7=2]
* T rea: He's going to pull on his catapult.
[det6=D, det7=2]

T sol: What's going to happen to the stone?
C rea: - - - - policeman. [det6=2, det7=2]
* T rea: It's going to hit the policeman.
[det6=D, det7=2]

DJI T sol: Where, what do you think's happened to that other cat there's hat?
C rea: - - - - the police.
* T rea: He's talking to the police, yes.
[det6=E, det7=2]
2) The child's preceding move was completely unintelligible [CREA det4=A or B], and the succeeding teacher move is not related to any preceding teacher move, but seems to follow up on the unintelligible move.

Examples:

DBS T sol: What are the other cats doing?

*Crea: – – – .

T rea: Mm, that's called a catapult. [det6=3, det7=2]

T sol: What has he got?

*Crea: – – – .

T rea: You think it's a red hat. [det6=1, det7=2]

Note: Det7=2 because the teacher said "You think."

B) Code the current teacher move as linked to a preceding teacher move if there is strong evidence that the teacher is following up on something she previously said, e.g., answering her own question [det6=1], repeating [det6=A-E], elaborating [det6=3].

Example:

T sol: What's happened to it?

*Crea: – – – .

T rea: It's all been eaten up. [det6=1, det7=5]

T rea: He's going to hit the policeman.

*Crea: – – – string.

*T rea: He'll hit the policeman. [det6=A, det7=5]

C) Code the current teacher move as linked to the previous teacher move if there is evidence that the current teacher move is linked to a previous teacher move, and at the same time there is only weak evidence that the teacher is following up on the previous child move (e.g., teacher says "yes" or "oh," only acknowledging that the child has said something).

Example:

→ T sol: Why has he put the string there?

C rea: – – –

*T rea: Oh, the policeman doesn't know it's there and he'll fall. [det3=4, det6=1, det7=5]

D) In the absence of any such evidence, code det7=9 [not linked].
TREA

Detail 7: LINK
Code: 2 Teacher reaction linked to a child move that is the preceding move

Description of Code:
The teacher's reaction is linked to a child move that is the preceding move.

Examples:

T sol: Tell me about the picture.
C rea: Pu string.
*T rea: He's put some string. [det6=D, det7=2 - teacher uses some of child's words].

T sol: What's he pulling?
C rea: He pull string. [det6=3, det7=1]
*T rea: He pulled the string. [det6=A, det7=2 - only a language improvement, all the content was previously introduced].

T sol: Who's that?
C rea: He pulled string. [det6=3, det7=9]
*T rea: He pulled the string. [det6=A, det7=2 - essentially the same as the previously move].

T sol: Who's that?
C rea: Pull string. [det6=3]
*T rea: He pulled the string. [det6=E, det7=2 - link to previous child move].

T sol: Where, what do you think's happened to that other cat there's hat?
C rea: -- - - - the police.
*T rea: He's talking to the police, yes. [det6=E, det7=2]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding, especially guidelines 3 and 4.
TREA
Detail 7: LINK
Code: 3 Teacher reaction linked to a child move that is not the preceding move

Description of Code:
The teacher's reaction is linked to a child move that is not the preceding move.

Example:

C rea: Pull string [P].
C rea: -----.
*T rea: He pulled the string. [det6=E, det7=3]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
TREA
detail 7: LINK
Code: 4 - Teacher reaction linked to a teacher move that is the preceding move

Description of Code:
The teacher reaction is linked to the teacher move that is the preceding move.

Example:
 frente: It's tied with a string round a tree.
 <> frente: No, not a tree, a telegraph pole. [det6=5, det7=4]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding, especially guidelines 4-B and 4-C.
TREA

Detail 7: LINK

Code: 5 = Teacher reaction linked to a teacher move that is not the preceding move.

Description of Code:

The teacher's reaction is linked to a teacher move that is not the preceding move.

Examples:

\[
\begin{align*}
&\text{T sol: Why has he put the string there?} \\
&\text{C res: } - - - - - \\
&\text{*T res: Oh, the policeman doesn't know it's there and he'll fall. [det3=4, det6=1, det7=5]} \\
&\text{T sol: Who's holding the string?} \\
&\text{C res: That cat.} \\
&\text{T sol: What's on the other end of the string?} \\
&\text{C res: The bucket.} \\
&\text{T sol: What's going to happen?} \\
&\text{C res: Water will fall.} \\
&\text{*T res: The bucket on the end of the string will fall. [det6=4, det7=5]}
\end{align*}
\]

Guidelines for Coding:

1. See Summary of Detail 7 - Guidelines for Coding, especially guideline 4B.
TREA
Detail 7: LINK
Code: 9 = Not linked to any preceding move

Description of Code:
The teacher's reaction is not linked to any preceding move.

Example:
*T sol: Have you seen this picture before? [det7=9] (First solicitation in the conversation)
T sol: Who's the boss?
C res: ---
T sol: Is he a good cat or a bad cat?
C res: Sometimes bad.
*T sol: Who are all these cats? [det7=9]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
TREA
Detail 7: LINK
Code: X = Can't tell

Description of Code:
It is unclear to what previous move the current move is linked.

Examples:

<table>
<thead>
<tr>
<th>DBS</th>
<th>C rea: - - - - -</th>
</tr>
</thead>
<tbody>
<tr>
<td>T sol: Who?</td>
<td></td>
</tr>
<tr>
<td>T sol: This one?</td>
<td></td>
</tr>
<tr>
<td>C rea: - - -</td>
<td></td>
</tr>
</tbody>
</table>

* T rea: He's a policeman. [det7=X]

<table>
<thead>
<tr>
<th>DBS</th>
<th>T sol: Look at his face.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C rea: - - - - -</td>
<td></td>
</tr>
</tbody>
</table>

* T rea: He's very angry. [det7=X]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
CREA
detail 3: RATING FUNCTION

Summary

CODE:

0 = Not coded for this move.
1 = Positive,
2 = Qualifying,
3 = Negative,
4 = Acknowledging,
5 = Instructional,
6 = Other,
X = Can't tell.

Description of Detail:

The child uses rating language in evaluating what is said in a preceding move.

Guidelines for Coding:

1. Coding detail 3 requires explicit rating language.

Example:

  T sol: What is he?
  C res: Pol-man.
  T rea: A policeman.
  *C rea: Yes. [det3=1]

2. Implicit rating is not coded in detail 3 but in detail 6.

  [see example on next page]
Example:

T sol: What are the cats doing?
C rea: Tricks.
T rea: You think they are playing tricks.
*C rea: Playing tricks on the policeman.
[det3=D, det5=D]

3. Both detail 3 and detail 6 may be coded for a single move.

Example:

T sol: What is he?
C rea: ---
T rea: A policeman.
*C rea: Yes, a policeman. [det3=1, det6=A]

4. If there is any likelihood that an unintelligible syllable might serve a rating function, code det3=X. Unintelligible syllables might also result in one or more of the following: det4=X, det5=X, det6=X, det7=X.

5. "Don't know" is coded as an instructional reaction [det3=5].
CREA
detail 3: RATING FUNCTION
Code: 0 = Not coded for this move

description of code:
There is no rating function served by this move.

Example:
EMD T sol: Who's a thief?
*C rea: Thief. [det3=0]

Guidelines for Coding:
See Summary of Detail 3 - Guidelines for Coding
CREA
Detail 3: RATING FUNCTION
Code: I= Positive

Description of Code:

The child gives a distinctly affirmative rating (e.g., "yes", "right").

Example:

T sol: What is he?
C res: Pol-man.
T rea: A policeman.
*C rea: Yes. [det3=1]

 Guidelines for Coding:

1. To code det3=1, the child's move must have the intent of rating the teacher affirmatively. What matters then, is not whether the word "yes" is used, but whether the function of the words used is to rate positively. The appearance of the word is not sufficient-sometimes the word "yes" may be used where the intent is other than to rate positively. In particular, intonation and context are relevant considerations.

2. "Yes" followed by something unintelligible which makes it difficult to tell what the role of the "yes" is, is coded as can't tell.

3. See Summary of Detail 3 - Guidelines for Coding.
Detail 3: RATING FUNCTION
Code: 2 = Qualifying

Description of Code:

The child uses rating language that indicates some reservation regarding the move (e.g., "yes, but"; "however"). The child is saying through words or intonation: "I'm not satisfied, I have some reservation."

Example:

Teacher: I think the cats were making too much noise.
*Child rea: Well,... [det3=2]

Guidelines for Coding:

1. Not only words, but also intonation is important in differentiating qualifications from other types of rating reactions. A child may say "yes," but her tone of voice may indicate some hesitation in offering approval. "Yes" may therefore sometimes a qualifying reaction and not always a positive reaction.

2. Other words that may indicate a qualification are: "Well," "but," "maybe," and "perhaps."
CREA
det3=3

Detail 3: RATING FUNCTION
Code: 3= Negative

Description of Code:
The child gives a distinctly negative rating (e.g., "no," "wrong").

Example:

T rea: You think the policeman is angry.
*C rea: No. [det3=3]

Guidelines for Coding:

1. A "no" is not necessarily a negative rating reaction. The intonation of the speaker, and what follows the "no" may determine whether det3=3 [negative rating].

   Example:

   T sol: Is the policeman happy? [P]
   T rea: No, he's angry.
   *C rea: No. [det3=0, det6=C, (child repeats some element of preceding move)]

2. Det3=3 indicates a negative rating of the content or language of a preceding move. It is not used to indicate that the content itself has words in the negative form.

   Example:

   *C rea: They are not his friends. [det3=0, det6=3, (child gives unsolicited elements)]

3. See Summary of Detail 3 - Guidelines for Coding.
Detail 3: RATING FUNCTION
Code: 4 = Acknowledging

Description of Code:

The child does not rate the teacher's move positively or negatively but acknowledges that the teacher has said something.

Example:

T sol: It's called a catapult.
*C rea: Oh. [det3=4]

Guidelines for Coding:

1. See Summary of Detail 3 - Guidelines for Coding
2. When the child says "mm," code det3=4.
3. Coding det3=4 does not imply that the child necessarily understood the teacher's utterance.
4. When det3=4, the reaction may be serving the function (amongst other functions) of a qualifying move, or it may indicate to the other speaker, "Go on and tell me more."
CREA
detail 3: RATING FUNCTION
Code: 5: Instructional

Description of Code:
Instructional reactions are not a type of rating reaction. Instructional reactions deal with the teaching-learning process, rather than with subject matter. Thus, all rating reactions are instructional reactions. Det3=5 is used for instructional reactions other than those with rating functions.

Example:
DHP  T sol: What kind of animals are they?
*Cre: Don't know. [det3=5]

Guidelines for Coding:
1. If det3=5, then det4=0, det5=0, det6=0.
CREA
Detail 3: RATING FUNCTION
Code: 6: Other

Description of Code:
The teacher uses rating language with a function other than those of codes 1-4.
CREA det3=X

Detail 3: RATING FUNCTION
Code: X: Can't tell

Description of Code:

The precise code for this detail cannot be designated because there is something unclear about the child's utterance or an occasioning move.

Example:

DBS T sol: I want you to have a look at the picture.
C rea: -
*C rea: - fish. [det3=X]
T rea: There's a fish on it.

Guidelines for Coding:

1. If there is any likelihood that an unintelligible syllable might serve a rating function, code det3=X. Unintelligible syllables might also result in one or more of the following: det4=X, det5=X, det6=X, det7=X.

2. See Summary of Detail 3 - Guidelines for Coding.
CREA
Detail 4: LANGUAGE OF CHILD REACTION
Summary

CODE:

0= Not coded for this move
1= Only yes or no.
2= Noun.
3= Faulty noun phrase.
4= Noun phrase.
5= Verb.
6= Faulty verb phrase.
7= Verb phrase.
8= Faulty sentence.
9= Simple sentence
   (excluding sentence with compound predicate)
S= Compound or complex sentence, or
   sentence with compound predicate.
A= Three unintelligible syllables or less.
B= More than three unintelligible syllables.
C= Unintelligible syllable(s) + noun.
D= Unintelligible syllable(s) + faulty noun phrase.
E= Unintelligible syllable(s) + noun phrase.
F= Unintelligible syllable(s) + verb.
G= Unintelligible syllable(s) + faulty verb phrase (incomplete
   sentence).
H= Unintelligible syllables plus verb phrase.
J= Unintelligible syllables + faulty sentence.
K= Unintelligible syllables + complete sentence.
L= Other.
M= Unintelligible syllables + other.
X= Can't tell.
Description of Detail:
The part of speech or syntactic structure of the child's reaction.

Guidelines for Coding:

1. Prepositional phrases are coded as noun phrases [det4=4].

2. A sentence [det4=9] must have a subject and a predicate. A faulty sentence [det4=8] must have at least a subject and a predicate.

   Examples:
   DJI *C rea: The cat - pull - - police. [det4=8 - faulty sentence]
   but
   C rea: Pull rope - - police. [det4=6 - faulty verb phrase]

3. If a child reacts by giving a sentence preceded by a conjunction (coordinating or subordinating), the child move is coded det4=9.

   Example:
   T sol: Why did he do that?
   *C res: Because he liked to play tricks. [det4=9]

4. If a child reacts by giving a sentence and an additional word, code det4=9.

   Example:
   DBS T rea: Bottles, they're empty bottles.
   C rea: Ba.
   *T rea: Empty, there's nothing in them any more. [det4=9]

5. The term "faulty" refers to syntax, not to pronunciation. Details 5-7 can be coded for faulty pronunciation if following moves make it clear what the child has said.

6. "Mm" is coded as det4=L [other].

7. When an utterance has a "yes" or "no" plus other parts of speech, code the "yes" or "no" det3=1 [positive] or 3=3 [negative], respectively, and code detail 4 according to the remaining parts of speech.

8. When the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.
9. A reaction with unintelligible syllables and with no rating component is coded det3-X [can't tell] if there is any likelihood that the unintelligible syllable(s) may be a rating component.

10. If unintelligible syllables separate any combination of two or more intelligible nouns, noun phrases, verbs, verb phrases, code the most complex of the intelligible parts. For this purpose, phrases are considered to be more complex than simple words; verbs are considered more complex than nouns or noun phrases.

Examples:

T sol: How did this happen?
*C rea: The cat --- hole. [det4=E]
T rea: The cat's got a hole.
*C rea: Pull -- policeman. [det4=F]

11. If unintelligible syllables separate intelligible parts of speech which together form a faulty sentence or a sentence, then det4-J or K.

Example:

T sol: Have a good look at it.
*C rea: The cat pull -- water -- police.
[det4=J]

12. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].

13. The presence of unintelligible syllables that constitute a very minor part of a move does not automatically preclude that move from being coded as a response. (See Introduction, section 5.)
Detail 4: LANGUAGE OF CHILD REACTION
Code: 0 = Not coded for this move

Description of Code:
Coding of the other details of this move render this detail irrelevant.
CREA det4=1

Detail 4: LANGUAGE OF CHILD REACTION
Code: 1= Only yes or no

Description of Code:

The child reacts to a previous move by saying only "yes" or "no."

Example:

CBJ T sol: Jim, I want you to have a good look at the picture.
T str: and then we'll talk about it.
*C rea: Yes. [det4=1]

CBJ T sol: Well, what animals have, what are these?
C rea: They come from cartoons. 
T rea: They come from cartoons, they do, yes.
*C rea: Yes. [det4=1]

Guidelines for Coding:

1. Sometimes a "yes" or "no" is followed by a further reaction. In such a case, the "yes" or "no" and the further reaction are coded as a single move. The code for detail 4 should describe the language of the further reaction, not of the "yes" or "no."

2. When det4=1, the child is not necessarily affirming, accepting, or agreeing with what has been said in a previous move. The child may simply be acknowledging a previous utterance, or may be qualifying.

3. If "yes" of "no" is followed by unintelligible syllables, then det4=X [can't tell].
DETAIL 4: LANGUAGE OF CHILD REACTION

Code: 2= Noun

Description of Code:

The child reacts to a previous move by giving a noun.

A noun is a word that is the name of a person, place, or thing (e.g., hat, Boss Cat, policeman, America).

Examples:

CBJ  T sol: Have a look at the policeman.
      T rea: That would tell you it wasn't a London policeman.
      *C rea: London.  [det4=2]

DJI  T rea: Mm, that's called a catapult (no pause)
      *C rea: Catapult.  [det4=2]

CDC  T sol: What will happen?
      *C rea: Water.  [det4=2]

Guidelines for Coding:

See Summary of Detail 4 - Guidelines for Coding.
Crea

detail 4: LANGUAGE OF CHILD REACTION:
Code: 3  =  Faulty noun phrase

Description of Code:

The child reacts to a previous move using a noun phrase that is grammatically incorrect.

A noun is a word that is the name of a person, place, or thing.

A noun phrase consists of:

1. a noun + preceding articles, adjectives, preposition

or

2. any combination of such phrases

or

3. a noun + combination of such phrases

Example:

DJI  T  sol: Where did that come from?
*C  rea: Out the paper.  [det4=3]
T  rea: Out of the paper, yes.
*C  rea: Out a fish.  [det4=3]
T  rea: Mmmm.

Guidelines for Coding:

1. The term "faulty" refers to syntax, not pronunciation.

2. See Summary of Detail 4 - Guidelines for Coding.
Detail 4: LANGUAGE OF CHILD REACTION
Code: 4 = Noun phrase

Description of Code:
The child reacts to a previous move using a grammatically correct noun phrase.

A noun is a word that is the name of a person, place or thing.

A noun phrase consists of:

1. a noun + preceding article, adjectives, preposition
or
2. any combination of such phrases
or
3. a noun + any combination of such phrases

Example:

CBJ T rea: We call that a trudgeon.
*C rea: A trudgeon. [det4=4]

Other examples of noun phrases are: "the hat," "a red hat," "in the bucket," "cat in the window," "the cat in the window."

Guidelines for Coding:
See Summary of Detail 4 - Guidelines for Coding.
Detail 4: LANGUAGE OF CHILD REACTION
Code: 5 = Verb

Description of Code:

The child reacts to a previous move using a verb.

A verb is a word that expresses an act, occurrence, or state of being.

Example:

  T sol: Who is he?
  *Crea: Pulling. [det4=5]

Guidelines for Coding:

1. A verb with an auxiliary verb (e.g., "is going") is considered a verb (det4=5), not a verb phrase (det4=7).

2. See Summary of Detail 4 - Guidelines for Coding.
Crea dot4-6

Detail 4: LANGUAGE OF CHILD REACTION
Code: 6= Faulty verb phrase

Description of Code:

The child reacts to a previous move using a verb phrase that is grammatically incorrect.

A verb is a word that expresses an act, occurrence, or state of being.

A verb phrase consists of:

1. a verb + associated adverbs,
   adverbial prepositional phrases,
   direct objects,
   indirect objects,
   predicate nouns,
   predicate adjectives

or

2. any combination of such phrases

Example:

DJI T sol: What are the other cats doing?
C rea: -(P)------------------
T sol: Pardon?
*C rea: Put string. [det4=6]
T rea: He's put some string.

Guidelines for Coding:

1. The term "faulty" refers to syntax, not pronunciation.

2. See Summary of Detail 4 - Guidelines for Coding.
CREA

Detail 4: LANGUAGE OF CHILD REACTION

Code: 7 = Verb phrase

Description of Code:

The child reacts to a previous move using a grammatically correct verb phrase.

A verb is a word that expresses an act, occurrence, or state of being.

A verb phrase consists of:

1. a verb + associated prepositional phrases, adverbial prepositional phrases, direct objects, predicate nouns, predicate adjectives

or

2. any combination of such phrases.

Example:

CBJ T rea: Making a trap with the string to make him trip over.
*C rea: Yes, making a trap. [det4=7]

Guidelines for Coding:

See Summary of Detail 4 - Guidelines for Coding.
CREA
det4=8

Detail 4: LANGUAGE OF CHILD REACTION
Code: 8= Faulty sentence

Description of Code:
The child reacts to a previous move using a sentence that is grammatically incorrect. The child expresses a complete thought as far as content is concerned but his grammar is faulty. A faulty sentence must have a subject and predicate and the words must be virtually intelligible.

Though his grammar is faulty, the meaning of the teacher's utterance is clear but there is a technical grammatical error (subject-verb agreement, incomplete verb, faulty conjugation).

Example:

DHP T sol: Who's going to make that happen?
*C rea: The policeman get wet. [det 4=8]
T rea: The policeman will get wet yes.

DJI T sol: Have a good look at it.
*C rea: The cat - pull - - water - - - police. [det4=8]
T rea: The cat ...
T sol: Tell me that again.
T sol: Tell me that again.

DJI T sol: Where is the hole?
*C rea: The cat is jump hole. [det4=8]
T rea: It was jumping you think and it made a hole, perhaps it did, it might have done.

Guidelines for Coding:

1. Common causes of faulty sentences are:
   - error in subject-verb agreement
   - faulty conjugation
   - missing articles

2. The term "faulty" refers to syntax, not pronunciation.

3. See Summary of Detail 4 - Guidelines for Coding.
CREA det4=9

Detail 4: LANGUAGE OF CHILD REACTION
Code: 9 = Simple sentence

Description of Code:
The child reacts to a previous move by expressing himself in a complete sentence, that is grammatically correct.

For this purpose a sentence with a compound predicate is **not** considered to be a simple sentence.

Example:

CMJ C sol: Look at the rope
T sol: This rope?
*C res: Yes
*C rea: He's going to fall. [det4=9]

Guidelines for Coding:

1. If a child says "yes" or "no" plus a simple sentence, then det4=9 and det3=1.

2. If a child reacts by giving a sentence preceded by a conjunction (coordinating or subordinative), the child's move is coded det4=9.

3. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 2 and 3.
**Detail 4: LANGUAGE OF CHILD REACTION**

**Code:** S - Compound or complex sentence, or sentence with compound predicate

**Description of Code:**

The child reacts to a previous move by giving a complete compound or complex sentence that is grammatically correct. For this purpose, a sentence with a compound predicate is coded as det4=S.

**Examples:**

*C rea: The cat will pull the string, and the policeman will fall over. [det4=S - compound]*

*C rea: The policeman is angry because they made a mess. [det4=S - complex]*

*C rea: This one is hiding in the dustbin and pulling the string. [det4=S - compound predicate]*

**Guidelines for Coding:**

1. If a child says "yes" or "no" plus a sentence, det4=9 or S and det 3=1.

2. If this sentence is complex only on account of an instructional phrase, then det4=9, not S.

   **Example:**

   C rea: If he pulls the string, the water will fall. [det4=S]

   *C rea: I think the water will fall. [det4=9]*

3. See Summary of Detail 4 - Guidelines for Coding.
Detail 4: LANGUAGE OF CHILD REACTION

Code: A Three unintelligible syllables or less

Description of Code:
The child's utterance consists of three unintelligible syllables or less and no intelligible words.

Example:

EMD T sol: What did he steal?
*C rea: -- [det4=A]

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.
CREA
Detail 4: LANGUAGE OF CHILD REACTION
Code: B = More than three unintelligible syllables

Description of Code:
The child's utterance consists of more than three unintelligible syllables and no intelligible words.

Example:

DJI  T sol: Why has he put the string there?
*C rea: - - - - [det4=B]
T rea: Oh, the policeman doesn't know it's there
T rea: and he'll walk and he'll fall.

DJI  T sol: What are the other cats doing?
*C rea: - - - - [det4=B]
T rea: Mm, that's called a catapult.

Guidelines for Coding:
1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.
CREA

Detail 4: LANGUAGE OF CHILD REACTION
Code: C = Unintelligible syllable(s) + noun

Description of Code:

The child's utterance consists of a noun which is intelligible and a syllable or syllables which are not intelligible.

See CREA det4=2 [noun] for further definitions and guidelines.

Example:

DJI  *C rea: -- fish. [det4=C]  
    T rea: There's a fish on it.

DJI  T sol: Pardon?
    *C rea: -- (P) - floor. [det4=C]  
    T rea: The, the floor, yes.

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See also Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA

Detail 4: LANGUAGE OF CHILD REACTION
Code: D = Unintelligible syllable(s) + faulty noun phrase

Description of Code:

The child's utterance consists of an intelligible, but grammatically faulty noun phrase plus a syllable or syllables that are not intelligible. See CREA det4=3 [faulty noun phrase] for further definitions and guidelines.

Examples:

DBS  T sol: What about the other cats?

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA

Detail 4: LANGUAGE OF CHILD REACTION

Code: E= Unintelligible syllable(s) + noun phrase

Description of Code:

The child's utterance consists of an intelligible noun phrase plus a syllable or syllables that are not intelligible.

See CREA det4=E [noun phrase] for additional definitions and guidelines.

Examples:

DJI T sol: Where, what do you think happened to that other cat's hat?
*C rea: --- the police. [det4=E]
T rea: He's talking to the police.

DJI T sol: How did this happen?
*C rea: The cat -- -- hole. [det4=E]
T rea: The cat's got a hole.

DJI T rea: The cat's going to use the catapult to hit the policeman.
*C rea: The cat -- -- -- policeman. [det4=E]
T rea: He's going to hit the policeman.

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA
Detail 4: LANGUAGE OF CHILD REACTION
Code: F = Unintelligible syllable(s) + verb

Description of Code:
The child's utterance includes an intelligible verb and a syllable or syllables that are not intelligible.

See CREA det4-5 [verb] for additional definition and guidelines.

Example:
EMD T sol: What's this one doing?
*C rea: Pul ling --. [det4=F]

Guidelines for Coding:
1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.
2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA

Detail 4: LANGUAGE OF CHILD REACTION
Code: G = Unintelligible syllable(s) + faulty verb phrase

Description of Code:

The child's utterance consists of an intelligible, but grammatically faulty verb phrase plus a syllable or syllables that are not intelligible.

See CREA det4=6 [faulty verb phrase] for additional definitions and guidelines.

Example:

T sol: What's happening?
*C rea: --- pull policeman. [det4=G]

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA
detail 4: LANGUAGE OF CHILD REACTION
Code: H = Unintelligible syllable(s) + verb phrase

Description of Code:
The child's utterance consists of an intelligible verb phrase and a syllable or syllables that are not intelligible.

See CREA det4=7 for additional definitions and guidelines.

Example:

    T sol: Have a good look at it.
    *C rea: Pull water -- police. [det4=H]

Guidelines for Coding:

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA
det4-Jul

Detail 4: LANGUAGE OF CHILD'S REACTION
Code: J- Unintelligible syllables + faulty sentence

Description of Code:
The child's utterance consists of an intelligible, but grammatically faulty sentence plus a syllable or syllables that are not intelligible.

See CREA 4-8 [faulty sentence] for additional definitions and guidelines.

Example:

T sol: Have a good look at it.
*C rea: The cat - pull - - water - - - police. [det4=J]

Guidelines for Coding:
1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA det4=K

**CREA**
**Detail 4: LANGUAGE OF CHILD'S REACTION**
**Code: K= Unintelligible syllable(s) + complete sentence**

**Description of Code:**

The child's utterance consists of an intelligible and grammatically complete sentence plus a syllable or syllables that are not intelligible.

See CREA det4=9 for additional definitions and guidelines.

**Example:**

*C rea: The cat pulled the rope - - -.* [det4=K]

**Guidelines for Coding:**

1. Where the word intelligible is used, it means the speech pronounced by the child is intelligible, not necessarily that the meaning of what the child said is comprehensible.

2. See Summary of Detail 4 - Guidelines for Coding, especially guidelines 8-13.
CREA det4=L

CREA
detail 4: LANGUAGE OF CHILD REACTION
code: L = Other

Description of Code:

The child’s move consists of a part of speech or sentence part other than described in det4=0-S (e.g., adjectives, adverbs, interjections).

Examples:

T rea: He’s going to fall down.
*C rea: Mm. [det4=L]

T sol: Look at the policeman’s face.
*C rea: Very cross. [det4=L]

Guidelines for Coding:

1. Where "Mm" is part of a larger utterance, code the language of the rest of the utterance. Where "Mm" is the entire utterance, code det4=L.

2. See Summary of Detail 4 - Guidelines for Coding.
CREA 
det4=M

Detail 4: LANGUAGE OF CHILD REACTION
Code: M = Unintelligible syllable(s) + other

Description of Code:
The child's move consists of a part of speech or sentence part other than described in det4=O-S (e.g., adjectives, adverbs, interjections) plus one or more syllables that are not intelligible.

Examples:

T rea: He's going to fall down.
*C rea: -- mm. [det4=M]

T rea: That's one, two, three, four, five, six cats.
*C rea: --- four, five, six. [det4=M]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding, especially guidelines 8-13.
CREA
det4= X

Detail 4: LANGUAGE OF CHILD REACTION
Code: X= Can't tell

Description of Code:

The precise code for this detail cannot be designated because there is something unclear about the child's utterance or the occasioning move.
Detail 5: COGNITIVE LEVEL OF CHILD REACTION

Summary

CODE:

0 = Not coded for this move.
1 = Unit of information.
2 = Inference based on one or more units of information.
3 = Minimum of inference based on an inference.
X = Can't tell.

Description of Detail:
The psychological processes the child uses in reacting to an occasioning move.

Guidelines for Coding:

1. Cognitive Level is coded for content and language reactions, but not for rating or other instructional reactions. Therefore, if det6=0 [conversational function not coded], then det5=0.

Example:

T sol: What is that called?
*C rea: I don't know. [det3=5, det5=0, det6=0]

2. When a move serves to complete a sentence begun in a preceding move (of either speaker), the current move may not contain enough elements on its own to permit the coding of cognitive level. In such a case, consider as part of the current move whatever elements of the earlier move may be required to establish the cognitive level of the current move.

[see example on next page]
Example:

T rea: The policeman will fall down.
*C rea: And get hurt. [det5=2]

In this example, the child's reaction is considered to be "He'll get hurt," because it serves as a completion of the teacher's utterance. The cognitive level is coded as det5=2 [inference based on unit(s) of information] because it is an inference based on an inference previously made (see guideline 6 above).

3. Faulty language does not preclude the possibility of coding cognitive level:

Example:

*C rea: The cat - pull. [det4=8, det5=2]

4. A noun is not necessarily coded as a unit of information [det5=1]. If it is unsolicited and out of context it might be coded as can't tell [det5=X].

Example:

T sol: Pardon?
*C rea: -- -- floor. [det5=X]

C rea: -- --
T sol: Pardon?
*C rea: Floor. [det5=X]

T sol: Tell me about the picture.
*C rea: -- fish. [det5=X]

T rea: He'll be very angry, won't he.
*C rea: Water. [det5=X]

5. When a reaction consists of an unsolicited repetition of a previous move, cognitive level is not coded (det5=0).

Examples:

DJI T rea: That's called a catapult. [TREA det5=1]
   T rea: A catapult. [TREA det5=0, det6=C]
   *C rea: Ca ta pult [det5=0, det6=A]

EMD T sol: Oh, is it a cartoon? [SOL det5=2]
*C rea: Car toon. [det5=0, det6=C]
T rea: Cartoon. [TREA det5=0, det6=A]

[see additional example on next page]
EMD  T sol: Which one?
    T rea: This one here.
    T rea: The one with the hat.
    C rea: - - , - .
    T rea: The one [T] with the hat. [TREA det5=0, det6=A]
*C rea: The one with the hat. [det5=0, det6=A]
*C rea: The one with the hat. [det5=0, det6=A]
    T rea: The one with the hat. [TREA det5=0, det6=A]

6. When the teacher solicits repeating of language elements [SOL det3=2, det6=1,A-C], cognitive level is not coded [det5=0] either for the solicitation or for a subsequent repeating reaction.

Example:

    T sol: You say the water will fall on the policeman.
        [SOL det3=2, det5=0]
    *C rea: Water fall on police. [CREA det5=0]

If, however, the teacher solicits repeating for the purpose of clarification of content [SOL det3=2, det6=6], then cognitive level of the reaction may be coded.

Example:

    T rea: He really will do that.
    C rea: - - pull water.
    T sol: Pardon? [SOL det5=0]
    *C rea: Cat pull rope and make water fall. [det5=3]

7. The following elements are coded as inferences based on unit(s) of information (det5=2):

a) Mess, litter.

Example:

    CMJ  *C rea: There's an awful mess on the floor.

b) Statements about the policeman such as "He is a policeman" are considered inferences for the particular population used in this study. Because the uniform is not that of a British policeman, a British child must infer that he is a policeman from what he is doing in the picture.

c) Statements about the cats such as "He is a cat" are considered inferences for the particular population used in this study. The limited experience of the hearing-impaired children made recognition of the stylized cartoon cats more difficult than it would have been with a different population.
8. Once an element has been coded as an inference, in subsequent references to that same element is considered a unit of information.

Example:

T rea: There is litter all over the place. [det5=2]  
*C rea: The cats put litter all over the place. [det5=2]

In this example, "litter" is originally coded as an inference based on units of information (TREA det5=2). Once "litter" has been inferred, in the following move it is then treated as a unit of information, upon which the next inference (that the cats are responsible for the litter) is based.

9. If the future tense is used in the child's reaction, then detail 5 is likely to be (at least) an inference.

Example:

*C rea: The water will fall on the policeman. [det5=3]

10. Descriptions of movement are coded as inferences based on units of information because the movement must be inferred from the picture.

Examples:

*C rea: The cat is pulling the rope. [det5=2]  
*C rea: The cat is holding the rope. [det5=1 - no movement]  
*C rea: The policeman is shouting. [det5=2]

11. If the child reaction contains unintelligible speech:

a) If det4=A or B, then det5=X.

b) If crea det4=C-K,M [some intelligible and some unintelligible speech] then det5 is coded on the basis of the intelligible part of the utterance.

Example:

DJI 1) T sol: Have a good look at it.  
C rea: The cat - pull -- [P] -- - - - police. [det5=2]

2) T sol: Tell me that again.  
C rea: The cat - - - - - - - - - - - - . [det5=1]

3) T sol: Who will it fall on?  
C rea: - - - - the policeman. [det5=2]
12. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].
CREA
Detail 5: COGNITIVE LEVEL OF CHILD REACTION
Code  0: Not Coded for this move

Description of Code:
Coding of the other details of this move render the coding of this detail irrelevant.

Example:

DHP:  T sol: What are the others trying to do to the policeman?
   *C rea: Don't know.  [det3=5, det5=0, det6=0]

Guidelines for Coding:

1. When det6=0, A or C, then det5=0.

2. See Summary of Detail 5 - Guidelines for Coding.
Description of Code:

1. The child reacts to an occasioning move by giving a unit of information.

2. The major psychological processes used by the child are observing, locating, seeing, recognizing, identifying, and/or remembering (recalling). No judgment, opinion, or choice is involved.

3. The child gives knowledge that can be isolated and discussed as an individual element. The element(s) given must be observable and visible in the picture.

Example:

T sol: What's that cat doing?
*C rea: There's a fish. [det5=1]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
CILIA detail 5: COGNITIVE LEVEL OF CHILD REACTION
Code: 2= Inference based on one or more units of information

Description of Code:

1. The child reacts to an occasioning move by giving an inference based on one or more units of information.

2. The child observes, locates, recognizes, identifies, and/or remembers one or more units of information. Then the child (for example):
   a) relates at least two units of information;
   b) determines cause and effect (e.g., "If he does... then...");
   c) makes a value judgment or stating an opinion ("I think he's...") or
   d) predicts or discusses the future.

Examples:
* C rea: The policeman's shouting. [det5=2]
* C rea: Litter all over the place. [det5=2]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
Crea det5=3

Crea
Detail 5: COGNITIVE LEVEL OF CHILD REACTION
Code: 3= Minimum of an inference based on an inference

Description of Code:

1. The child reacts to an occasioning move by giving at least an inference based on an inference.

2. The child:
   
   (a) observes, locates, recognizes, identifies, and/or remembers one or more units of information, THEN

   (b) draws an inference based on (a), THEN

   (c) draws one or more inferences based on the inference in (b).

Examples:

BZP T sol: The policeman's angry.
*C rea: Because they made a mess. [det5=3]

DH P T sol: Who's going to make that happen?
*C rea: The policeman get wet. [det5=3]

Guidelines for Coding:

See Summary of Detail 5 - Guidelines for Coding.
CREA
detail 5: COGNITIVE LEVEL OF CHILD REACTION
Code: X = Can't tell

**Description of Code:**

The precise code for this detail cannot be designated because there is something unclear about the child's utterance or the occasioning move.

**Examples:**

<table>
<thead>
<tr>
<th>DBS</th>
<th>T sol: This one?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*C rea: -- [det5=X]</td>
</tr>
<tr>
<td></td>
<td>T rea: He's a policeman.</td>
</tr>
<tr>
<td></td>
<td>*C rea: -- [det5=X]</td>
</tr>
<tr>
<td></td>
<td>T sol: What's that for?</td>
</tr>
<tr>
<td></td>
<td>*C rea: Rope. [det 5=X]</td>
</tr>
</tbody>
</table>

**Guidelines for Coding:**

1. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].

2. See Summary of Detail 5 - Guidelines for Coding.
Crea
Detail 6: CONVERSATIONAL FUNCTION
Summary

CODE:

0= Not coded for this move.
2= Child introduces some--but not all--of the solicited elements.
3= Child introduces unsolicited element(s).
4= Child ties together elements of content or language already introduced.
5= Child corrects or clarifies the content of a previous move.
6= Other.
A= Child gives essentially the same element(s) as a previous move.
C= Child gives some--but not all--of the elements of a previous move.
D= Child gives some or all of the elements of a previous move and introduces solicited element(s).
E= Child gives some or all of the elements of a previous move and introduces unsolicited element(s).
X= Can't tell.

Description of Detail:

Conversational function codes the relationship of the content or language of a move to the content or language of a previous move.

Guidelines for Coding:

1. The relationship of a reacting move to previous moves is coded in details 3, 6, and 7:
a) Detail 3 records any rating function of the current move with regard to the preceding move.

b) Detail 6 describes how the content of the current move is related to the content of a previous move.

c) Detail 7 indicates the speaker and the relative location of that preceding move.

2. a) To introduce an element means to say an element that has not been said in a related preceding move.

Example:

T sol: Tell me about the picture. [P]
*C rea: String. [det6=2]

A pronoun replacing its previously introduced referent is considered to be previously introduced.

Example:

C rea: He'll trip over the string.
*C rea: He'll trip over it. [det6=A]

However, when the introduction of the pronoun precedes the explicit mention of its referent, then when the referent is mentioned it is considered a new element introduced.

Example:

C rea: He'll trip over it.
*C rea: He'll trip over the string. [det6=3]

b) A solicited element means any part of any possible response to a preceding solicitation.

Examples:

T sol: Tell me about the picture.
*C rea: A hat. [det6=2]

T sol: Tell me about the picture.
*C rea: A red hat. [det6=2]

T sol: Tell me about the picture.
*C rea: A red hat with a hole in it.

3. The considerations for coding detail 6 are:

a) First, the coder must decide whether the child is repeating elements of a previous move or introducing new elements.

If only new elements are introduced, codes det6=2-6 are used. If elements previously introduced are being repeated, then
codes det6=A-E are used. For det6=4 [ties together], new elements may or may not be introduced.

b) Next, the coder must determine if those elements were solicited or unsolicited.

1) T sol: What's the cat doing to the policeman?
   *C res: Pull. [det6=2]
   *C res: Pull string. [det6=D]

   Note: In the first child reaction, "pull" is a solicited element that was not previously introduced. In the second child reaction, "pull" is an element that was previously introduced. "String" is a solicited element that was not previously introduced.

2) T sol: What's he wearing?
   *C res: Pull. [det6=3]
   *C res: Pull string. [det6=E]

   Note: In the first child reaction, "pull" is an unsolicited element that was not previously introduced. In the second child reaction, "pull" is an element that was previously introduced. "String" is an unsolicited element the was not previously introduced.

4. The addition of a subject, predicate, or object is considered introducing new element(s), not giving essentially the same element(s) as a previous move.

Examples:

T sol: What's he doing?
C res: He pull string.
*C res: He's pulling the string.
   [det6=A - repeats same elements]

T sol: What's he doing?
C res: Pull string.
*C res: He's pulling the string.
   [det6=4 - ties together elements]

T sol: What's he wearing?
C res: Pull string.
*C res: He's pulling the string.
   [det6=E - repeats and introduces unsolicited elements]

5. When det6=0, A or C, det5=0.

6. Where there is equally strong evidence for coding the current child move as related to both a preceding teacher move and a
preceding child move, code details 6 and 7 to express the relationship to the nearer of the two moves.

Example:

    T rea: The cat will pull the string.
    C rea: The cat will pull the string. [P]
      *C rea: The cat will pull the string. [det6=A, det7=4]

7. When the preceding move is a child move that is not completely intelligible (CREA det4=C-K,M) code the current child move as linked to the preceding child move (det7s4) if there is strong evidence that the child is following up on something that the child said. Strong evidence is indicated if current child move uses at least some words of the preceding child move.

Example:

    T sol: What's the cat doing?
    C rea: -- pull -- [det6=3, det7=2]
      *C rea: Pull fall. [det6=D, det7=4]

8. When there is unintelligible speech in the current move, code detail 4 and as many of the other details as possible. Code remaining details "X" [not coded].
CREA det6=0

Detail 6: CONVERSATIONAL FUNCTION
Code: 0= Not coded for this move

Description of Code:

This move serves only a rating or other instructional function. It serves no direct function with respect to the content or language of the conversation.

Example:

    Tre: You said he's going to pull the rope.
    *Cre: That's right. [det3=1, det6=0]

Guidelines for Coding:

See Summary of Detail 6 - Guidelines for Coding
Detail 6: CONVERSATIONAL FUNCTION

Code: 2= Child introduces some—but not all—of the solicited elements

Description of Code:

Teacher introduces some—but not all—of the elements solicited in a previous solicitation. "Elements solicited" means elements of any possible acceptable response to the solicitation.

Example:

DBS T sol: What's going to happen to the stone?
*C rea: ---- policeman. [det6=2]
T rea: It's going to hit the policeman.

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. If the child responds to a solicitation over two or more moves, consider the solicited elements to be the minimum possible acceptable response to the solicitation and further elements to be unsolicited.

Example:

T sol: What's the cat doing?
C res: Pull the string and water will fall. [child responds in one move]

but

T sol: What's the cat doing?
C res: Pull the string. [minimum acceptable response]
*C rea: And water will fall. [det6=3 - unsolicited]

3. If det6=2 then generally the link is to the last solicitation that solicited contained in the current move.
CREA
det6=3

Detail 6: CONVERSATIONAL FUNCTION
Code: 3 = Child introduces unsolicited element(s)

Description of Code:
The child provides element(s) not solicited in a previous solicitation.

Examples:

DBS T sol: Have a look at the cat right at the top of the picture.
C rea: the top.
*C rea: --- window. [det6=3]
T rea: He's looking out of the window.

Guidelines for Coding

1. See Summary of Detail 6 - Guidelines for Coding.

2. Code det6=3, only if none of the elements said by the child were previously introduced.

3. If the child responds to a solicitation over two or more moves, consider the solicited elements to be the minimum possible acceptable response to the solicitation and further elements to be unsolicited.

Example:

T sol: What's the cat doing?
C res: Pull the string and water will fall.
[child responds in one move]

but

T sol: What's the cat doing?
C res: Pull the string.
[minimum acceptable response]
*C rea: And water will fall. [det6=3 - unsolicited]
CREA
detail 6: CONVERSATIONAL FUNCTION
Code: 4 Child ties together elements already introduced

Description of Code:
The child introduces no new elements, but incorporates, in a single move elements introduced in more than one previous move, in effect summarizing some or all aspects of those previous moves.

Examples:

- Crea: Pull string.
  - Trea: And the policeman will fall.
  - *Crea: Pull string policeman fall. [det6=4]

- Crea: Here is a cat with a catapult.
  - Trea: Here’s another cat with a catapult.
  - *Crea: There are two cats with catapults in the picture. [det6=4]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. The current move may or may not result in the introduction of new elements of language. The content, however, has been introduced previously.

3. If det6=4, the link is to the move that first makes reference to one of the elements that are tied together in the current move. However, if that first reference was in a child response, if that response was prescribed, [SOL det3=1-5], then the link is to the teacher solicitation and not to the child response. First reference here means the first reference within the context of the current topic.
Crea det6=5

Crea
Detail 6: CONVERSATIONAL FUNCTION
Code: 5= Child corrects or clarifies content of a previous move

Description of Code:
The child corrects or clarifies the content of a previous move.

Examples:

T sol: What kind of animals are they.
C rea: Teddy bears. [P]
*C rea: No, they're cats. [det6=5]

C rea: - - - - -
T sol: Pardon?
*C rea: The fish is on the floor. [det6=5]

Guidelines for Coding:
1. See Summary of Detail 6 - Guidelines for Coding.
2. If det6=5, then the link is to the move that is being corrected or clarified.
CREA
Detail 6: Conversational Function
Code: 6 = Other

**Description of Code:**

The conversational function of the child's move is something other than what is described in det6=0-6 or A-E.
CREA det6=A

CREA
Detail 6: CONVERSATIONAL FUNCTION
Code: A= Child gives same element(s) as a previous move

Description of Code:
The child gives essentially the same element(s) as a previous move.

Examples:

T sol: What do you call that? [P]
T rea: That's a catapult.
*C rea: Catapult. [det6=A]

T sol: What's this one doing?
C rea: Pulling - - - .
T rea: Pulling.
*C rea: Pulling. [det6=A]
T rea: A sling.
*C rea: A sling. [det6=A]

Guidelines for Coding:
1. See Summary of Detail 6 - Guidelines for Coding.
2. Code det6=A when one or more of the following apply:
   a) The current move is identical to a previous move.
   b) An article (a, an, the) is added to the previous move.
   c) A grammatical correction is made to the language of a previous
      move (e.g.: "pull" to "pulled").
   d) A noun is replaced by its referent.

Example:
   C rea: He'll trip over the string.
   *C rea: He'll trip over it.
3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

T sol: What's he doing?
C res: Pull string.
*C rea: Pull the string. [det6=A]

T sol: Tell me about the picture.
C rea: Pull string.
T rea: He's pulling the string. [det6=D]

4. When det6=A, det5=0.

5. When det6=A, the link is to the last preceding move that contained the elements repeated in the current move.
CREA det6=C

Detail 6: CONVERSATIONAL FUNCTION
Code: C= Child gives some--but not all--of the elements of a previous move

Description of Code:

The child gives some--but not all--of the elements given in a previous move.

Examples:

EMD T rea: It's hiding.
*C rea: Hiding. [det6=C]

EMD T sol: Oh, is it a cartoon?
*C rea: Cartoon. [det6=C]

DBS T rea: It's going to hit the policeman.
*C rea: Policeman. [det6=C]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.
2. When det6=C, det5=0.
3. When det6=C, the link is to the last preceding move that contained the elements repeated in the current move.
CREA

Detail 6: CONVERSATIONAL FUNCTION

Code: D = Child gives some or all of the elements of a previous move and introduces solicited element(s)

Description of Code:
The child gives some or all of the elements given in a previous move and, in addition, introduces solicited element(s).

Example:

T sol: What's he doing?
C res: Pulling string.
*C rea: Pulling string make water fall. [det6=D]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. When det6=D, the current move is linked to the last preceding move that contains the elements repeated in the current move. (See Summary of Detail 6 - Guidelines for Coding, especially guideline 7.)

3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

T sol: Tell me about the picture.
C rea: Pull string.
C rea: He pull the string. [det6=D, not det6=A]
Detail 6: CONVERSATIONAL FUNCTION

Code: E  Child gives some or all of the element(s) as a previous move and introduces unsolicited element(s).

Description of Code:

The child gives some or all of the elements as a previous move and in addition introduces unsolicited element(s).

Example:

T sol: What is the cat doing?
C res: Pulling string.
*C rea: Pulling string, make water fall. [det6=E]

Guidelines for Coding:

1. See Summary of Detail 6 - Guidelines for Coding.

2. When det6=D, the current move is linked to the last preceding move that contains the elements repeated in the current move. (See Summary of Detail 6 - Guidelines for Coding, especially guideline 7.)

3. The addition of a subject, predicate, or object is not considered giving essentially the same elements as in a previous move.

Example:

T sol: Tell me about the picture.
C rea: Pull string.
C rea: He pull the string. [det6=D, not det6=A]
Detail 6: CONVERSATIONAL FUNCTION
Code: X = Can't tell

Description of Code:
The precise code for this detail cannot be designated because the function of the move is unclear.

Examples:

DBS T sol: What's going to happen to the water?
*C rea: - - [det6=X]
T sol: What's going to happen?

DBS T sol: What's happened to it?
*C rea: - - [T] - - [det6=X]
T rea: It's all been eaten up, yes.

EMD T sol: What's he there for?
*C rea: - - thief. [det6=X]

Guidelines for Coding:

1. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].

2. Frequently, det6=X when:

   a) the current move is a child reaction that is completely unintelligible (det4=A or B), or

   b) the current move is interrupted or discontinued so that its conversational function cannot be determined.

CODE:

2= Child reaction linked to a teacher move that is the preceding move.

3= Child reaction linked to a teacher move that is not the preceding move.

4= Child reaction linked to a child move that is the preceding move.

5= Child reaction linked to a child move that is not the preceding move.

9= Not linked to any move.

X= Can't tell.

Description of Detail:

Detail 7 [link] supplements detail 6 [conversational function]. While detail 6 describes the relationship between the content of the current move and some previous move, detail 7 records the speaker and the relative location of that preceding move.

Guidelines for Coding

1. Detail 7 [link] for reactions indicates what move gave rise to, or set the stage for the current reaction—what this reaction is a reaction to. The link answers the question: "To which move is the content of this reaction directly related?"

2. The relationship of a reacting move to previous moves is coded in details 3, 6, and 7:

   a) Detail 3 records any rating function of the current move with regard to the preceding move.
b) Detail 6 describes how the content of the current move is related to the content of a previous move.

c) Detail 7 indicates the speaker and the relative location of that preceding move.

3. Where there is equally strong evidence for coding the current child move as related to both a preceding teacher move and a preceding child move, code details 6 and 7 to express the relationship to the nearer of the two moves.

Example:

T rea: The cat will pull the string.
\hspace{1cm} C rea: The cat will pull the string. [P]
\hspace{1cm} *C rea: The cat will pull the string.
\hspace{1.5cm} [det6=A, det7=4]

4. When the preceding move is a child move that is not completely intelligible (CREA det6=C-K,M) code the current child move as linked to the preceding child move (det7=4) if there is strong evidence that the child is following up on something that the child said. Strong evidence is indicated if the current child move uses at least some words of the preceding child move.

Example:

T sol: What's the cat doing?
\hspace{1cm} C rea: -- pull -- [det6=3, det7=2]
\hspace{1cm} *C rea: Pull fall. [det6=D, det7=4]

5. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].
CREA

Detail 7: LINK

Code: 2 - Child reaction linked to a teacher move that is the preceding move

Description of Code:
The child's reaction is linked to a teacher move that is the preceding move.

Examples:

EMD → T rea: He'll make the water fall on the policeman.
   → *C rea: Policeman. [det6=C, det7=2]

EMD → T sol: Oh is it a cartoon?
   → *C rea: Cartoon. [det6=C, det7=2]

DBS → C rea: -- paper.
   → T rea: Newspapers, mm.
   → *C rea: -- paper. [det6=C, det7=2]

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
CREA det7=3

CREA
Detail 7: LINK
Code: 3 Child reaction linked to a teacher move that is
not the preceding move

Description of Code:
The child's reaction is linked to a teacher move that is not the
preceding move.

Examples:

DBS → T rea: It will fall on the policeman [T]an and he will get
very wet [T], yes.
  C rea: --
  *C rea: Get very wet. [det6=C, det7=3]

DBS → T rea: They're empty bottles.
  C rea: --
  *C rea: Bottles [det6=C, det7=3]
  T rea: Empty, there's nothing in them anymore.

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
CREA

Detail 7: LINK

Code: 4− Child reaction linked to a child move that is the preceding move

Description of Code:

The child's reaction is linked to a child move that is the preceding move.

Example:

DBS T sol: Have a look at the cat right at the top of the picture.
C rea: The top. [det6=C, det7=2]
*C rea: -- - window. [det6=3, det7=4]

Guidelines for Coding:

See Summary of Detail 7 - Guidelines for Coding.
CREA
Detail 7:  LINK
Code:  5= Child reaction linked to a child move that is not the preceding move

**Description of Code:**

The child's reaction is linked to a child move that is not the preceding move.

**Example:**

- T sol: What's the cat doing?
- C res: Pulling the rope.
- T rea: Yes.
- *C rea: And the water will fall down on his head.

[det6=3, det7=5]

**Guidelines for Coding:**

See Summary of Detail 7 - Guidelines for Coding.
CREA
detail 7: LINK
Code: 9 = Not linked to any move

Description of Code:
The child's reaction is not linked to any preceding move.

Example:

EMD T sol: What will happen?
*C rea: Angry. [det6=3, det7=9]

Guidelines for Coding:
See Summary of Detail 7 - Guidelines for Coding.
CREA det7=X

CREA
Detail 7: LINK
Code: X= Can't tell

Description of Code:
It is unclear to what previous move the current move is linked.

Examples:

EMD T sol: Who's the boss?
T sol: Which one?
T rea: This one here.
T rea: The one with the hat.
*C rea: ---- [det6=X, det7=X]
T rea: The one [T] with the hat.

T sol: What's that cat doing?
*C rea: ---- [det6=X, det7=X]

Guidelines for Coding:

1. When there is unintelligible speech, code detail 4 and as many of the other details as possible. Code remaining details "X" [can't tell].

2. See Summary of Detail 7 - Guidelines for Coding.