Early Development of Emotional Competence: A Tool for Children with Complex Communication Needs (CCN) - Codebook

Na, Wilkinson, Epstein, Rangel, Townsend, Thistle, Feldman, and Blackstone (2014)

I. Introduction:

Parents with young children, who are typically developing, answered 9 open-ended questions during the interview with the EDEC tool. This codebook will help identify the themes used by these parents. The goal of the codebook is to ensure that the coding that is completed could essentially be completed by anyone, regardless of that person's familiarity with the interview questions and themes. Therefore, each code has general description and examples to illustrate how to apply those codes.

II. Coding Instruction:

- Use the following codes when you code the parents' responses. Each question has its own codes.
- You are encouraged to use your best judgment in interpreting what the response means.
- You can use more than one code for one response (e.g., For the question #1a, you can use code 1, 5 and 7, if the parent talked about the child's activity, reaction and persistence in the response).
- If there are sub-codes, do not use the main code, but use the sub-codes (e.g., For the question #4, do not use code 1, but use code 1a and/or 1b).
- The two tables below are coding examples.

Coding Example (1) without open-ended analysis: Code each response.

Q # 1a (SECTION I)	Response	Coding
GF01	She is very friendly and sweet.	
GM05	He is very good at math. His attention span is relatively long compared to his peers.	

Coding Example (2) with open-ended analysis: Code each response and fill out the open-ended response section based on the instruction for each question

Q # 10 (SECTION II)	Response	Coding	Open-ended Response
GF01	Well… I think I mostly express all the emotions I feel most of the		

Online supplemental material, Na et al., "Early Development of Emotional Competence (EDEC) Assessment Tool for Children With Complex Communication Needs: Development and Evidence," AJSLP, https://doi.org/10.1044/2017_AJSLP-16-0058

	time. I think I do this because I want to teach her a good way to express emotions.		
GM05	I feel uncomfortable expression my emotions in front of my children. I don't know why…		

III. Codes:

CODES	DESCRIPTION	EXAMPLE(S)
SECTION I		
Question # 1a. Basic description (SECTION I) "We are interested in learning a little bit about {name's} overall personality. Can you describe {name} a little for me?" *Write down the adjectives that the caregiver offers spontaneously.*		
1. Activity	• Use this code if the response includes an adjective/description about how active the child is (e.g., active, relaxed).	"He is very active most of the time." "She is pretty much laid back. She prefers reading a book to playing outside."
2. Rhythmicity (eat/sleep pattern)	• Use this code if the response includes an adjective/description about the child's eating/sleeping pattern (time concept).	"He goes to bed around the same time everyday" "I'd say her eating time is pretty predictable"
3. Approach/withdraw	• Use this code if the response includes an adjective/description about the child's interaction pattern with others (e.g., shy, outgoing). • This code is differentiated from code 1 because this code is only about the child's interaction pattern with others.	"She is shy when she meets someone first, but she quickly becomes a friend." "He is an outgoing child."
4. Adaptability (transition)	• Use this code if the response includes an adjective/description about how the child reacts to transition from one activity/setting to another activity/setting (e.g., adaptable, stubborn).	"When he enjoys the activity a lot, it would be hard to take him away from it." "She is relatively good at transition, except the moments when she is really into something."
5. Intensity of Reaction	• Use this code if the response includes an adjective/description about how intense the child's reaction is (e.g., charismatic, reserved).	"He is a leader type. He is very charismatic when he interacts with his peers." "She rarely responds to others verbally."
6. Mood	• Use this code if the response includes an adjectives/description about the child's overall mood (e.g., pessimistic, optimistic).	"She is a happy child. Every day is a good day for her." "He often says that he can't do it."

7. Persistence (attention span)	• Use this code if the response includes an adjective/description about how long the child's attention span is. • This code is differentiated from code 9 because this code needs to include time concept.	"She is incredibly focused for a while when she reads a book." "He needs multiple activities in 30 minutes."
8. Sensitivity Threshold (Sensitivity to stimulation)	• Use this code if the response includes an adjective/description about how sensitive the child is.	"He is very sensitive child. He points out when something is not lined well." "She can ignore minor stimulation."
9. Distractibility	• Use this code if the response includes an adjective/description about the child's distractibility (e.g., distractible).	"His teacher says he is easily distracted by things around him." "She is able to focus on things, when she needs to do so."
10. Other Personality	• Use this code if the response includes an adjective/description about the child's any other personality.	"She loves to help other people. She will go help her friend right away." "He loves his family and friends."
11. No response	• Use this code if the informant does not provide any response for this question.	"NO RESPONSE"
Question # 4. People to whom child is attached (SECTION I) "Who in particular does {name} show strong attachment to and in what ways does s/he show it, even if s/he usually only shows it in ways other than affection? For example, does {name} show distress when a particular person leaves or joy when that person returns?"		
1. People **1a.** Parents **1b.** Other people	• 1a. Use this code if the response includes the child's attachment to his/her mom and/or dad. • 1b. Use this code if the response includes the child's attachment to other people such as siblings, grandparents, close friends, etc. • Do not use 1 as a code, but use 1a and/or 1b.	1a. "She is attached to me." 1b. "He is really close to his brother. I would say he is attached to his brother."
2. Objects	• Use this code if the response includes the child's attachment to objects such as stuffed animal, pillow, blanket, toy, etc.	"She needs to hold her spoon most of the time." "He is attached to his pillow."
3. Situation	• Use this code if the response includes the situation when the child shows attachment to someone/something (e.g., bed time, bathroom, grandma's house, etc.).	"He needs to carry his blanket when she goes to his grandma's house." "She needs to go to the bathroom with me. Her dad is not okay."

4. No attachment	• Use this code if the response does not include any type of attachment.	"She is not attached to anyone." "He does not show a strong attachment anymore."
5. Unclear/No response	• Use this code if the response is unclear or the informant does not provide any response for this question.	"She loves her dad, but I am not sure if she is attached to him." "NO RESPONSE"
Question # 5. Peer interaction (SECTION I) "Describe how {name} interacts with peers. For instance, does he try to play with peers? In general, does he get along with them when s/he does play?"		
1. Doesn't specify the child's play	• Use this code if the response does not include any type of play the child demonstrate, but the informant describes how the child interacts with his peers in general.	"He loves to play with his close friends. He usually invites his friends to his house." "She is young, so she is mostly looking at each other when she is with her friends."
2. Specifies positive play 2 or fewer	• Use this code if the response includes 2 or fewer positive play (e.g., toy, bicycle, video game, role play, pretend play, doll house, hide and seek, etc.).	"They play video games. Not much of outdoor activities when they are together." "They often do role play."
3. Specifies positive play 3 or more	• Use this code if the response includes 3 or more positive play (e.g., toy, bicycle, video game, role play, pretend play, doll house, hide and seek, etc.).	"They play video games. Not much of outdoor activities when they are together." "They often do role play."
4. Specifies negative play 2 or fewer	• Use this code if the response includes 2 or fewer negative play (e.g., hitting, pushing).	"He often pushes his friends when they are playing together." "I've seen her taking her friends' toys when they play together."
5. Specifies negative play 3 or more	• Use this code if the response includes 3 or more negative play (e.g., hitting, pushing).	"He often pushes his friends when they are playing together." "I've seen her taking her friends' toys when they play together."
6. No response	• Use this code if the informant does not provide any response for this question.	"NO RESPONSE"
Question # 7. Temper (SECTION I) "Many kids go through at least a phase when they have temper tantrums. Does {name} have temper tantrums? " *if caregiver says yes, ask: "How often (e.g., 1 time per day), would you say? When that happens, what do you or other adults do in response?"*		
1. 1x/day or more	• Use this code if the response indicates that the child has temper tantrums everyday.	"It is everyday… I would say more than once a day."

2. Less than 1x/day & more than 1x/week	• Use this code if the response indicates that the child has temper tantrums less than once a day and more than once a week.	"It is not like everyday, but at least twice a week."
3. 1x/week	• Use this code if the response indicates that the child has temper tantrums once a week.	"It is not that often. I'd say once a week?"
4. Less than 1x/week & more than 1x/month	• Use this code if the response indicates that the child has temper tantrums less than once a week and more than once a month.	"It is like 2-3 times a month."
5. 1x/month	• Use this code if the response indicates that the child has temper tantrums once a month.	"It is rare. I guess once a month."
6. Less than 1x/month	• Use this code if the response indicates that the child has temper tantrums less than once a month.	"I would be just one time in several months."
7. Situation	• Use this code if the response includes a particular situation when the child has temper tantrums (e.g., bed time, bathroom, play time, etc.).	"In a car. He doesn't like to be in a car." "When he's not getting something he wanted."
8. No temper tantrums **8a.** Not yet **8b.** Not any more	• 8a. Use this code if the response indicates that the child is too young to have temper tantrums. • 8b. Use this code if the response indicates that the child is too old to have temper tantrums. • Do not use 8 as a code, but use 8a or 8b.	8a. "Not yet." 8b. "He used to have temper tantrums a lot, but not anymore."
9. No response	• Use this code if the informant does not provide any response for this question.	"NO RESPONSE"
10. Frequency – Not specified	• Use this code if the informant answered that the child had temper tantrums, but the frequency was not specified.	"She occasionally has kind of these very dramatic and emotional moments." "Yes, he has done some recently."

Question # 8. Self-injury (SECTION I)

"When {name} gets upset, does s/he ever do anything to intentionally hurt him/herself? Sometimes kids will bite their hands, or pinch themselves. *If caregiver says yes, ask: "How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?"*

Question # 9. Aggressive behavior (SECTION I)

"Does s/he ever do anything to intentionally hurt other people, like biting, hitting, or pinching others?" *If caregiver says yes, ask: "How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?"*

Question # 10. Property destruction (SECTION I)

"Does {name} ever do anything to intentionally damage property?" *If caregiver says yes, ask: "How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?"*

1. Frequency of behavior **1a**. 1x/day or more **1b**. less than 1x/day & more than 1x/week **1c**. 1x/week **1d**. less than 1x/week & more than 1x/month **1e**. 1x/month **1f**. less than 1x/month **1g**. Situation **1h**. Not specified	• 1a. Use this code if the response indicates that the child has the behavior every day. • 1b. Use this code if the response indicates that the child has the behavior less than once a day and more than once a week. • 1c. Use this code if the response indicates that the child has the behavior once a week • 1d. Use this code if the response indicates that the child has the behavior less than once a week and more than once a month. • 1e. Use this code if the response indicates that the child has the behavior once a month. • 1f. Use this code if the response indicates that the child has the behavior less than once a month. • 1g. Use this code if the response includes a particular situation when the child has the behavior. • 1h. Use this code if the response indicates that the child has the behavior, but the frequency was not specified. • Do not use 1 as a code, but use one of 1a-1h.	1a. "It's every day." 1b. "It's not like every day, but at least a few times a week." 1c. "It's not that often. I'd say once a week?" 1d. "It's like a couple of times a month." 1e. "It's very rare. I guess once a month." 1f. "I see those behaviors just a few times in several months." 1g. "He only bites his hands when he is extremely nervous with an unfamiliar person." 1h. "He did it last week for the first time." "She has done some recently."
• For each response, list the child' behavior and the adult's response.		
2. No behavior **2a.** Never **2b.** Not any more	• 2a. Use this code if the response indicates that the child has not had the behavior. • 2b. Use this code if the response indicates that the child used to have the behavior, but not anymore. • Do not use 2 as a code, but use 2a, or 2b.	2a. "No, not really." 2b. "He used to pull his hairs badly when he was upset, but not these days."
3. Unclear/No response	• Use this code if the response is unclear or the informant does not provide any response for this question.	"I am not sure." "NO RESPONSE"
SECTION II		

Question # 8a. Child recognition of/response to emotions (SECTION II) "Let's talk a little bit about how {name} responds to others' emotions. How does {name} respond when other people are expressing emotion? For instance, does {name} join in when everyone is cheering at a sports event *[or other culturally appropriate event]*? What does {name} do if a classmate scrapes his knee on the playground?"		
1. For positive emotions, s/he will join in	• Use this code if the response is about the child's joining in the positive emotion, others are expressing.	"She would sing happy birthday together." "For the positive emotions, he will join in."
2. For positive emotions, s/he will NOT join in	• Use this code if the response indicates that the child will not join in the negative emotion, others are expressing.	"He will not be affected by others easily even for positive emotions." "She will watch others when they are singing happy birthday."
3. For negative emotions, s/he will join in	• Use this code if the response is about the child's joining in the negative emotion, others are expressing.	"He will start to cry if his friends cry." "For negative emotions, she will respond negatively."
4. For negative emotions, s/he will NOT join in	• Use this code if the informant does not provide any response for this question.	"He knows he doesn't have to be affected by others' negative feelings." "For negative emotions, she will not join in, but come to me."
5. The type of emotion is not specified, but s/he will join in	• Use this code if the response does not include a specific type of emotion (e.g., positive/negative emotion) in the response, but the informant describes that the child will join in.	"She will join in." "He will do it together."
6. The type of emotion is not specified, but s/he will NOT join in	• Use this code if the response does not include a specific type of emotion (e.g., positive/negative emotion) in the response, but the informant describes that the child will NOT join in.	"She would be reluctant to join in." "I don't think he will do the same thing with them in the situation."
7. Unclear/No response	• Use this code if the response is unclear or the informant does not provide any response for this question.	"I am not sure. I feel like he would join in, but I don't think I know what he would do." "NO RESPONSE"
Question # 9. Emotion expression by caregivers: Part 1 (SECTION II) "Different families/caregivers may vary in how they feel about expressing emotion in front of children. What kinds of emotions do you feel comfortable expressing in front of {name}? Why, or in what situations would this occur?"		
1. All emotions **1a.** For labeling purpose **1b.** For validation purpose	1. Use this code if the response indicates that the parent expresses all emotions in front of the child… • 1a. in order to teach the name of emotions (e.g., happy,	1a. "I try to express most of my emotions in front of my child because I want to teach her about emotions."

(intensity/reason) **1c.** For solution/consequence discussion purpose **1d.** For other purpose **1e.** No reason is provided	sad, mad, surprised, excited, proud, etc.). • 1b. in order to validate the child's or the book character's emotion by talking about the intensity of and/or reason for the emotion. <u>Emotional validation:</u> The recognition and acceptance of another person's internal experience as being valid. It is distinguished from rejecting, ignoring and/or judging another person's emotion. • 1c. in order to discuss/teach possible consequences and/or solutions related to the emotional experience • 1d. for any other purpose • 1e. for no reason *** Do not use this code if the informant addressed the positive and negative emotions separately in the response (e.g., "For positive emotions…," "For negative emotions…"). • Do not use 1 as a code, but use one of 1a-1e.	1b. "All of them. I want her to understand that it is okay to feel sad or happy in the same situation." 1c. "I express my emotions and talk about how I could deal with it with my child." 1d. "I need to ventilate my emotion to someone at the moment. That might be the reason why I express most of my emotions to my child." 1e. "I think I express all of my emotions in front of my child, but I don't know why."
2. Positive emotions **2a.** For labeling purpose **2b.** For validation purpose (intensity/reason) **2c.** For solution/consequence discussion purpose **2d.** For other purpose **2e.** No reason is provided	2. Use this code if the response specifies the type of emotion (i.e., positive, negative) and indicates that the parent expresses positive emotions (e.g., happy, excited, proud, etc.) in front of the child… • 2a. in order to teach the name of the positive emotions. • 2b. in order to validate the child's or the book character's positive emotions by talking about the intensity of and/or reason for the emotion. <u>Refer the definition of the "Emotional Validation" in the description of code 1 for this question.</u> • 2c. in order to discuss/teach possible consequences and/or solutions related to the emotional experience • 2d. for any other purpose • 2e. for no reason *** The response does not have to include only positive emotions to be coded with this code. • Do not use 2 as a code, but use one of 2a-2e.	2a. "I only express good things, like happiness, joyfulness. I want him to learn how to express those good emotions." 2b. "I try not to be with my child when I'm experiencing bad emotions. It would be easier for her to understand my positive emotions when I explain the reason why I feel in the way." 2c. "I want to celebrate my good moments with my child. I want him to know that happy emotion leads to happy moments." 2d. "I rarely experience negative emotions, so I don't think I express any negative emotions in front of my child." 2e. "I've never thought about the reason why… but I think I only talk about good moments with my child."

3. Negative emotions **3a.** For labeling purpose **3b.** For validation purpose (intensity/reason) **3c.** For solution/consequence discussion purpose **3d.** For other purpose **3e.** No reason is provided	3. Use this code if the response specifies the type of emotion (i.e., positive, negative) and indicates that the parent expresses negative emotions (e.g., sad, frustrated, angry, upset, etc.) in front of child… • 3a. in order to teach the name of the negative emotions • 3b. in order to validate the child's or the book character's negative emotions by talking about the intensity of and/or the reason for the emotion <u>Refer the definition of the "Emotional Validation" in the description of code 1 for this question.</u> • 3c. in order to discuss/teach possible consequences and/or solutions related to the emotional experience • 3d. for any other purpose. • 3e. for no reason. *** The response does not have to include only negative emotions to be coded with this code. • Do not use 3 as a code, but use one of 3a-3e.	3a. "I can teach her the emotion words like frustrated, sad, upset, etc. if I share those negative emotions with them." 3b. "I don't want to hide my negative emotions in front of my child because the need to know that mommy is feeling the same thing in the bad situation." 3c. "They can learn how to deal with a tough situation when I share my strategies." 3d. "I need my child's help to get out of the bad feeling. They make me happy. This is the reason why I share my bad feelings with them." 3e. "I mostly express when I am mad. I don't know why."
4. No emotions	• Use this code if the response indicates that there is no emotion the parent feels comfortable to express in front of the child (i.e., the parent does not express any emotions in front of the child).	"I barely share my emotions with my child. I am too busy to take care of them." "I try to teach them as many things as possible when I'm with them. It is not helpful to express my own emotions when I do this."
5. Unclear/No response	• Use this code if the response is unclear or the parent does not provide the any response for this question.	"You know, adults' feelings are very complicated. I am not sure if they could understand these complicated feelings."
Question # 10. Emotion expression by caregivers: Part 2 (SECTION II) "Are there any emotions you try not to express when you are with {name}? Why, or in what situations would this occur?"		
1. None	• Use this code if the response indicates that there is no emotion the parent tries not to express in front of the child. • Then, list the reason why the parent expresses all emotions in front of the child, if it is given.	"I think I express all the emotions" "I can't think of any emotion I particularly try not to express when I am with my daughter."

2. Don't express positive emotions	• Use this code if the response indicates that the parent does not express positive emotions (e.g., happiness, excitement, etc.) in front of the child. • Then, list the reason why the parent does not express positive emotions in front of the child, if it is given.	"I don't want to be too expressive in front of my child. So, when I am so excited, I try not to express everything." "I often express my positive emotions to my husband", not to my children."
3. Don't express negative emotions	• Use this code if the response indicates that the parent does not express negative emotions (e.g., sadness, frustration, etc.) in front of the child. • Then, list the reason why the parent does not express negative emotions in front of the child, if it is given.	"I don't express my negative emotions to my child." "When I am really mad, I don't express myself to my child."
4. All/Most emotions	• Use this code if the response indicates that the parent does not express any emotion in front of the child. • Then, list the reason why the parent does not express any emotion in front of the child, if it is given.	"I rarely express my feelings to my child. I don't want to do that." "It's her, who usually expresses various emotions to me, but I am not like that."
5. Unclear/No response	• Use this code if the response is unclear or the informant does not provide any response for this question.	"I usually listen to my child's emotion expression." "NO RESPONSE"
Question # 11. Strategies for input (SECTION II) "When you do share or talk about emotions with your child, what things do you say or do? For instance, do you read books about it together? Do you explain the emotion? Do you demonstrate it somehow?"		
1. No strategies	• Use this code if the response indicates that the parent does not share/talk about emotions with his/her child or there is no strategy, they use, during the conversation.	"I don't talk about emotions, but other things." "I can't think of a strategy I use."
2. Labeling emotions	• Use this code if the response indicates that the parent label their own, the child's, others', or the book character's emotion when they share/talk about emotions with the child.	"I would say "Oh, you are sad!"" "The boy is crying. The boy is sad."
3. Validation of emotions (intensity/reason)	• Use this code if the response indicates that the parent validates the child's or the book character's emotion by talking about the intensity of the emotion or reason/situation related to the emotion when they share/talk about emotions with the child. <u>Refer the definition of the "Emotional Validation" in the description of code 1 for the question #9.</u>	"I understand how you feel in this situation. I was feeling the same thing when I was young." "It is broken. You must be so sad because it is broken."

4. Discussion of solution/consequence	• Use this code if the response indicates that the parent talk about possible consequences and/or solution options for the emotion, the child or the book character is experiencing.	"Do you want me to hug you?" "What can the boy do? The boy can go back home now."
5. Other strategy	• Use this code if the response is about other strategy, the parent uses when s/he share or talk about emotions with the child.	"I use an emotion doll to talk about emotions." "I use his friend's example."
6. Unclear/No response	• Use this code if the response is unclear or the informant does not provide any response for this question.	"I know how to teach emotions to my child, but I can't think of any strategies now."
Question # 12. Managing anxious occasions "We all experience anxiety before or during difficult or challenging tasks. How do you and your child "gear up" for such tasks or events, and how do you "unwind" afterward? What seems to work best?" (e.g., hospital visits, first day of school etc.)		
• Do not code this question. • For each response, list the informant's strategy how to "gear up" and/or "unwind" for the child's difficult/challenging tasks/events.		

End of EDEC Codebook