

APPENDICE:

Child and Family Research  
13 AND 20 MONTH Play Code  
MODES 1 - 7

July 9, 2004

**Mode 1: Child Play**

**Mode 2: Mother Demonstrations**

This code is applied to the play behavior of the child and mother (referred to below as the player) in both the 10-minute child-play-alone session (play session a) and the 10-minute child-play-with-mother session (play session b). The sessions are coded continuously using the eight play levels described below.

A start time must be determined for each session and that time is used whenever the play session is coded.

"**Bouts of play**"-- streams of play behavior of a certain type-- are coded rather than individual play acts. A bout may be as brief as one second. It continues as long as: (a) there are repetitions of the actions involved in the bout occurring no more than 10 seconds apart; (b) the player does not touch another object in the time intervening between repetitions; and (c) the player's focus of attention remains on that activity. For example, if a child pretends to drink from the cup twice within 10 seconds-- the time from the beginning of the first drink until the end of the last drink is coded as one bout of self-directed pretense (Play Level 5).

The coder notes the start and end times of each bout and this is entered manually into MOMINF.

The toy set includes a tea set, ball, toy train with pull string, book, set of nesting barrels, doll, doll blanket, and toy telephone. The toy or toys used in each bout of play should be noted on the coding sheet.

**NOTE:** Any child play in the child-play-alone session which is directly elicited by the mother with a play solicitation (Mode 6) or demonstrations (Mode 2) should not be coded.

blanket spread blanket out on floor/surface, use as a cover(with no pretense behavior)

**PLAY LEVEL 1.** Unitary Functional Activity Production of an effect that is unique to a single object.

ball

throw the ball  
squeeze the ball  
kick the ball  
roll the ball  
catch the ball  
retrieve the ball

train

spin or move wheels on train  
move white bar on wheels of train  
pull train by string without making any train sounds  
push train along on floor without train sounds

Note: Start coding pulling or pushing the train when the actual first pull or push occurs. If the bout is interrupted because the train gets stuck on something, or the string needs to be adjusted, but pulling then resumes, the 10-second rule does not apply. Coding of level 1 would begin when pulling started and continue until the end of the child's last pull even if more than 10 seconds passed in between train pulls. This exception

to the 10-second rule applies only to train pulling.

phone

move dial on phone with no other phone behavior  
(Note: Fingering the holes on the dial can extend this behavior.)  
swing phone by string

nesting barrels

unnest the nesting barrels without subsequent nesting knock down a stack of nesting barrels without subsequent building up  
turn closed nesting barrels so that they squeak  
shaking nesting barrels to produce sound when something is inside them

tea set

take lid off teapot without putting the lid back on –

**PLAY LEVEL 2. Inappropriate Combinatorial Activity.**

Inappropriate juxtaposition or non-functional combination of two or more objects.

Examples of behaviors that should be scored as inappropriate combinatorial activity are as follows (not an inclusive list):

put cup upside down on saucer  
put cup on telephone  
put spoon on telephone  
put cup on train  
put lid on cup  
put saucer on teapot  
drop spoon in teapot (without stirring)  
drop nesting barrel in teapot  
pour into saucer  
nesting the cup in a nesting barrel or vice versa

**PLAY LEVEL 3. Appropriate Combinatorial Activity. Appropriate juxtaposition of two or more objects.**

Examples of behaviors that should be scored as appropriate combinatorial activity are as follows (not an inclusive list):

put cup right side up on saucer  
put lid on teapot  
nest the nesting barrels  
put phone receiver on phone cradle  
building up a stack of nesting barrels  
hanging up phone or approximating hanging up phone  
put spoon in cup without stirring  
put or hold spoon in teapot without stirring  
put spoon on saucer.

Note: Do not include stacking teacups, saucers, or spoons. These activities should be ignored, i.e. coded as (9).

**PLAY LEVEL 4. Transitional Play. Approximation of pretense but without confirmatory evidence.**

Use this code if any of the following occurs:

tea set

put cup to own lips without pretense (e.g. drinking noises, tilting head, tipping cup, or referring to the substance in the cup)  
put teapot to own lips without pretense behavior  
put spoon to own lips without pretense behavior  
put plate to own lips without pretense behavior

phone

put phone receiver to ear without vocalizations

blanket

cover self with blanket, or lay self down on blanket, without accompanying bed time behaviors (e.g. saying night-night, closing eyes, tucking in, singing a lullaby)

Note: Do not code any social play behaviors such as peek-a-boo with the blanket as transitional play.

**PLAY LEVEL 5.**                    Self-Directed Pretense. Clear pretense activity directed toward the self.

tea set

drink from cup with pretense behavior (e.g. drinking sounds, tilting head, tipping cup, or referring to substance in cup)  
drink from teapot with pretense behavior  
eat from spoon with pretense behavior  
eat from plate with pretense behavior

phone

put phone to ear with a vocalization

blanket

cover self with blanket, or lay self down on blanket, with accompanying bed time behaviors (e.g. saying night-night, closing eyes, tucking in, singing a lullaby)

Note: Self-directed pretense is coded even if it is the play partner who is actually holding the toys used in the bout.

**PLAY LEVEL 6.**                    Other-Directed or Object-Directed Pretense. Clear pretense activity either directed towards or incorporating an "other"-- the doll, play partner or an object.

Use this code if any of the following occurs:

tea set

give doll a drink from the cup  
give partner a drink from the cup  
feed doll with the spoon  
feed partner with the spoon  
stir spoon in cup  
stir spoon in teapot  
pour from cup  
pour from teapot  
shake substance from spoon  
scoop substance from cup, plate, or teapot

doll

behaviors directed toward the doll:  
kiss or hug the doll  
tickle the doll  
rock the doll

pat the doll  
dance with the doll  
read book to the doll  
put the doll on the train  
animating the doll:  
make the doll sit  
have doll catch or throw the ball  
make doll walk  
make doll talk

Note: Do not code pointing at or labeling the doll's body parts as other-directed pretense-- this should be ignored.

blanket

cover doll with blanket  
cover partner with blanket

train

push train, pull train or turn wheels of train while making train sounds or otherwise indicating that he/she is pretending it's a real train (Note: If vocalizations occur at any time during train pushing or pulling, code the entire bout as level 6).

phone have doll talk on the phone (hold to doll's ear)  
have partner talk on the phone

**PLAY LEVEL 7.** Sequential Pretense. Linking of two or more of the self-directed or other-directed pretense activities described above.

Use this code if any two or more self-directed or other/object-directed behaviors within a grouping of related behaviors (e.g., behaviors with the tea set objects) occur within 10 seconds of each other and with no other intervening unrelated behaviors. Examples include stirring the spoon in the cup and then feeding the doll, or speaking into the telephone and then having partner speak into the telephone.

**PLAY LEVEL 8.** Substitution Pretense.

Pretense activity involving one or more object substitutions.

Examples of behaviors that should be scored as substitution pretense are as follows (note that this list is not inclusive):

pretend cup or nesting barrel is a hat  
pretend the spoon is a telephone

If an act of object substitution (e.g., using a nesting barrel as a hat) occurs in a sequence, stop coding the sequence, and code object substitution for the length of time that it occurs. If there are only two acts in the sequence, including the object substitution, code the other act as a sequence for as long as it occurs, and code the object substitution for the length of time that it occurs.

When coding object substitution, write down in the comments column the object which is being substituted. For example, if the child is substituting a nesting barrel for a hat, check off nesting barrel in the appropriate column, and write down "hat" in the comments column.

If the player pretends to use an imaginary object, code object substitution, and write down in the comments column what the imaginary object is. For example, if the mother pretends to talk on an imaginary phone, code 8 and write down "phone" in the comments column.

(Note: Do not code using the nesting barrels as cups or bowls as object substitution. For example, if the child pretends to drink from a nesting barrel, code level 5, self-directed pretense.)

#### **LEVEL 9. Default.**

Use the default when none of play levels listed above is occurring. For example, code "9" when the child is not engaged with any toys, is holding or carrying a toy (including the doll), or is performing simple manipulations on a single object such as pushing, shaking, mouthing, fingering or banging.

Use this code if the child is looking at the book, pointing out pictures in the book, or labeling pictures in the book-- unless the child is pretending to read the book to the doll or mother (play level 6). If book behaviors occur during an episode of "9" check off "book" on the coding sheet-- it is not necessary to note times.

#### Play Code Conventions

1. If you can't see what the player is doing: If the player is engaged in a bout of play and goes off camera briefly and then comes back on camera still engaged in the same behavior, assume that the bout has continued for the period of time the player was off-camera.  
  
It is also appropriate to use auditory cues to ascertain whether or not a bout is occurring, or to determine how long it continues. For example, if the child's back is turned towards the camera and the coder can not see what the child is doing but can hear the lid being put on and taken off the teapot, then code as appropriate combinatorial activity.
2. Two different bouts at the same level occurring consecutively: Put in a one second break arbitrarily between two different bouts at the same play level. For example, if putting the lid on the teapot occurs directly following an instance of nesting the barrels, code both as appropriate combinatorial activity with a one second interval in between the two episodes.
3. Two play behaviors displayed concurrently: A player performing two levels of play behavior at the same time usually is credited with the highest level. For example, if the mother is stirring in the cup (level 6) while holding the phone without a vocalization (level 4)-- level 6 is coded. However, if the player's focus of attention is clearly directed to the lower level behavior then that is coded. For example, if the child is holding the phone to his or her ear (level 4) but is intently focused on nesting the barrels (level 3)-- level 3 is coded.
4. Toys not in the toy set: If a toy is introduced that is not from the toy set, try to code the play using the play code and identify the toy in the comments column on the data sheet.
5. Initiation, continuation, and completion acts: The player should not be penalized for performing lower level play necessary to initiate, continue, or complete a higher level play bout. Therefore, certain non-symbolic behaviors are considered as initiation, continuation, or completion acts to higher level bouts and are included in the bout for time-marking purposes. For example, if the child takes the lid off the teapot and then puts it back on, one episode of appropriate combinatorial activity (level 3) should be coded rather than unitary functional activity (level 1) and appropriate combinatorial activity (level 3). The bout of "3" begins when the child takes the lid off and ends after the child puts the lid on.

Non-symbolic acts can serve as initiation, continuation, or completion acts to higher level non-symbolic, symbolic, or sequential play bouts. An example of the later is, pouring from the teapot into own cup, putting the lid on the teapot and then pouring into mom's cup. This entire bout is coded as sequential pretense (level 7).

Dialing the phone should be considered as an initiation act only if, in the coder's judgement, the player is pretending to make a phone call. It should be coded as unitary functional activity (level 1) followed by either

self-directed pretense (level 5) or transitional play (level 4) if, in the coder's judgement, the child has switched from playing with the dial to pretending to talk or listen on the phone rather than performing one behavior--making a phone call.

### Mode 3 Child Toy Touch

### Mode 4 Mother Toy Touch

Not currently in use.

### Mode 5: Play Initiation

Each bout of the child=s play during the Ab@ session (play with mother) is coded for who Ainitiated@ the highest level of play occurring in the bout B the child or the mother. When this code is used the child=s play in the Ab@ session is entered into MOMINF twice B once for play initiated by the child only and once for play initiated by the mother only.

Initiation is coded on a separate pass from Mode 1b but on the same coding sheet. Mode 1b is coded first then a second pass is made in order to determine who initiated each bout.

### CHILD INITIATED PLAY (CI)

The child is credited with initiating a play bout if the mother has not either solicited (see Mode 6) or demonstrated (see Mode 2) the child=s play. For example, if the child picks up the nesting barrels and begins to nest them with no involvement by the mother, CI is coded. Conventions:

- a. CI is coded even if the mother solicits or demonstrates other play related to the object the child is playing with. For example, if the mother hugs the doll and then the child gives the doll a drink, code CI.
- b. CI is coded if the mother solicits or demonstrates a lower level of play related to the child=s play bout. For example, the mother pulls the train toward the child without making train noises (Mode 2b, Level 1) and the child pulls the train while making train noises (Mode 1b, Level 6), code CI.
- c. CI is coded if the child initiates a single act which turns a bout into a sequence. For example, the mother says Agive the doll a drink@ and the child gives the doll a drink and then burps the doll, code CI.
- d. If when the session starts the child is already engaged in a play bout, code CI.

### MOTHER INITIATED PLAY (MI)

The mother is credited with initiating a play bout if she elicits the highest level of play in a bout by either solicitation (Mode 6) or demonstration (Mode 2). For example, the mother says Acan you put the barrels together@ and the child nests the barrels, code MI; or, the mother gives the doll a drink and the child imitates her, code MI.

Conventions:

- a. MI is coded if the mother solicits or demonstrates level 5 or 6 play which the child performs at level 4. For example, the mother says Asay hi to daddy@ while handing the phone to the child and the child puts the phone to his/her ear but does not vocalize (level 4), code MI.
- b. MI is coded if the mother solicits or demonstrates a single act that turns the child=s play bout into a sequence. For example, the child gives the doll a drink and then the mother says Anow she needs to burp,@ if the child burps the doll, code MI.
- c. MI is coded if the mother solicits a sequence by saying something like Athe dolly wants her dinner@ or Athe dolly wants to go night-night@ which results in the child performing a sequence.

## NOTE

If an object substitution (Level 8) is inserted into a sequence (Level 7) the continuation of the sequence should be given the same initiation code as the first bout of sequential play.

### Mode 6: Maternal Solicitations

This code is applied to maternal verbal solicitations of child play in the 10-minute session when the child and mother are playing together (session b). Maternal solicitations are coded directly into MOMINF. Duration of solicitation is not important. This code is used to obtain the frequency of solicitations.

Solicitations are defined as utterances which encourage the child to engage in a specific play activity. Each solicitation is coded for its level of play sophistication using the levels defined in modes 1 and 2 of the play code. However, for the most part, solicitations only occur at play levels 1, 3, 5, and 6. Rarely will mothers solicit their children to perform inappropriate combinations; level 2, transitional play; level 4; sequences, level 7; or, substitutions, level 8.

Below are examples (but not a complete list) of solicitations mother=s may use:

#### LEVEL 1.

A Do you want to throw the ball?@

A Should we play catch?@

A What=s inside@ said to get the child to open nesting barrel.

#### LEVEL 3.

A Can you stack these barrels?@

A Put them together.@

A What can you do with these@ handing barrels to child.

#### LEVEL 5.

A Can you take a drink?@

A You can drink@ said before the child does it.

A Would you like some tea?@

Making a noise that indicates the phone is ringing.

#### LEVEL 6.

A Do you want to put the doll to bed?@

A Give the baby a hug.@

A The doll needs to blow her nose.@

A Is the baby thirsty?@

#### LEVEL 7.

A Should we have a tea party?@

Coding conventions:

1. Maternal requests to the child to obtain objects to be used in play (e.g. A go get the doll@) should not be considered solicitations except when the mother asks the child to retrieve the ball B this is coded as a level 1 solicitation.

Some solicitations are ambiguous as to play level B for example, the mother may ask A what can you do with this@ or A what can you do with a cup?@ When this happens solicitations are coded at the following play levels:

- |                    |         |
|--------------------|---------|
| a. train           | Level 1 |
| b. nesting barrels | Level 3 |
| c. telephone       | Level 5 |

- d. tea set                      Level 6  
e. doll

### Mode 7: Social Play/Positive Evaluation

This code is similar but not exactly like 5 month Mode 9.

#### LEVEL 1. Social play

- \* The mother directs playful verbal or physical behavior to the child the purpose of which appears to be to amuse the child, i.e., to elicit smiles or laughter. The child's response to the maternal behavior is not taken into consideration when coding social play.
- \* Social play can involve objects from the toy set (e.g. hiding the ball under the child's shirt or using the blanket for Peek-a-boo) using the toys as they're intended would not be considered social play (e.g. throwing the ball to the child or covering the doll with the blanket).
- \* Social play may include one (or a combination) of the following:
  - a. Physical contact that has a fun-like quality (e.g. tickling, nibbling, Raspberries, exacerbated kissing, etc.) Mother's behavior must be purposeful, not simply incidental.
  - b. Interaction where an element of surprise or suspense is dominant (e.g. playing Peek-a-boo or saying I'm gonna get you!)
  - c. Singing to the child or with the child.
  - d. Playing a game with the child which involves physical manipulation of the child's body (e.g., Patticake or This little piggy went to market.)

#### LEVEL 2. Affectionate Physical Gestures

Mother displays tactile behavior to the child that conveys the message I like you. These gestures preempt verbal expressions of affection (level 3). If both occur at the same time code Level 2. Examples of physical gestures of affection:

Kissing the child in a gentle or straightforward manner (not exacerbated kissing, that is coded as level 1);  
tweaking the cheek;

stroking or caressing child, tousling his or her hair, or tweaking his or her cheek;

- c. holding the child close. The intention of the mother needs to be taken into consideration. Don't code the child just sitting on the mother's lap, the mother's intention should be to show affection.

#### LEVEL 3. Verbal Expressions of Praise and Endearments

Examples of these include: You did it, Good job, You're so smart (sweet, cute, etc.), I love you, That's good. Clapping is coded when it is done as praise. Do not code pet names like Sweetheart or Honey.

#### LEVEL 4. None of the above