Definitions and questions	Coding rules	Codes

GRANDIOSE IDEAS AND ACTIONS - ALLEVIATION

When s/he thinks s/he's in charge, thinks s/he is especially talented, etc., can you do anything to bring him/her 'back to reality,' talk him/her out of it, reason with him/her?

How much of the time does it work?

GRANDIOSITY - ALLEVIATION

0 = Child will give up these ideas easily with adult redirection.

2 = Child's appraisal of self-worth is restored to baseline at least sometimes with adult re-direction.

3 = Means of alleviation never effective.

4 = Means of alleviation never employed.

PDAL168
Intensity

BRAGGING

Boastful talking about his/her real or perceived talents, accomplishments, etc.

Does 'X' brag about anything?

What kinds of things?

Is this something s/he really is good at?

Have others commented that s/he brags?

Does s/he brag at home/school/elsewhere?

How often does s/he brag at home/school/elsewhere?

When did you first notice that 'X' bragged a lot?

BRAGGING

0 = Absent

2 = Child brags about abilities in activities in which s/he is not especially talented (e.g., child brags about soccer skills and is of average ability or less.)

HOME

PDAL170
Intensity

PDAL180
Home
Frequency

DAYCARE/SCHOOL

PDAL181
Daycare/School
Frequency

ELSEWHERE

PDAL182
Elsewhere
Frequency

PDAL185
Onset

/   /

IF BRAGGING IS PRESENT, CONTINUE. OTHERWISE, SKIP TO "DAREDEVIL ACTS", (PAGE 15).

C-91

Definitions and questions	Coding rules	Codes

BRAGGING - IN PLAY

Degree in which bragging is related to fantasy play.

Does s/he brag only while engaged in fantasy play?

Does s/he brag when not playing?

BRAGGING - CONCERN TO ADULT

Are you concerned about how much 'X' brags?

Do you think it is a problem?

Is anyone else concerned about how much 'X' brags? Who?

BRAGGING - IN PLAY

0 = Bragging only evident in play.

2 = Bragging evident outside of play.

PDAL186
Intensity

CONCERN TO ADULT

0 = Absent

2 = Present

PDAL187
Intensity

WHO IS CONCERNED (CODE ALL THAT APPLY)

1 = Parent 1.

2 = Parent 2.

3 = Other Parent 1.

4 = Other Parent 2.

5 = Teacher/childcare provider.

6 = Other adult.

PDAL188

PDAL189

PDAL190

PDAL191

PDAL192

PDAL193

BRAGGING - ALLEVIATION

When s/he thinks s/he's in charge, thinks s/he is especially talented, etc., can you do anything to bring him/her 'back to reality,' talk him/her out of it, reason with him/her?

How much of the time does it work?

BRAGGING - ALLEVIATION

0 = Child will give up these ideas easily with adult re-direction.

2 = Child's appraisal of self-worth is restored to baseline at least sometimes with adult re-direction.

3 = Means of alleviation never effective.

4 = Means of alleviation never employed.

PDAL189
Intensity

C-92

Definitions and questions	Coding rules	Codes

DAREDEVIL ACTS

Reckless physical acts with potentially harmful consequences.

When s/he is in this "super happy" place, does s/he ever act like a daredevil?

Like trying to jump from a very high place?

Or skate or ride his/her bike in a dangerous way?

Or climbing dangerously on unstable structures such as bookcases?

How often does this happen?

When did it start?

DAREDEVIL ACTS

0 = Absent

2 = Present

PDG4I01
Intensity

PDG4F01
Frequency

PDG4O01
Onset

/ /

INCREASED SEXUAL INTEREST

Increased interest in sexual matters including increased talk about sex and sexual body parts (genitalia, breasts, and bottoms) and an increase in overt acts related to sex, including exposure of genitalia and or masturbation.

When s/he's "super happy" or "up" does s/he talk more about sex or private body parts?

Does s/he expose her genitalia or bottom in public?

Does s/he touch him/herself in public?

Or try to touch others?

How often does this happen?

When did it start?

INCREASED SEXUAL INTEREST

0 = Absent

2 = Present

PDG5I01
Intensity

PDG5F01
Frequency

PDG5O01
Onset

/ /

C-93

Definitions and questions	Coding rules	Codes

SEXUAL LANGUAGE

Does s/he talk about body parts?

Does s/he use dirty or sexual language?

SEXUAL LANGUAGE

0 = Absent

2 = Child makes inappropriate sexual comments on more than one occasion.

3 = Child exhibits overt sexual language several times a week or at inappropriate times.

PDAL507
Intensity

PDAL508
Frequency

PDAL509
Onset

/ /

PREOCCUPATION WITH "POTTY TALK"

Does s/he like to talk about 'poop' or bodily functions?

In what kind of situation does s/he talk about 'poop' or bodily functions?

Is s/he currently being toilet trained?

Does s/he talk about 'poop' or bodily functions even after you've asked him/her not to?

POTTY TALK

0 = Absent

2 = Child engages in EXCESSIVE 'potty talk' on an occasional and transient basis.

3 = Child engages in 'potty talk' on a persistent basis.

PDAL600
Intensity

PDAL601
Frequency

PDAL602
Onset

/ /

SEXUALLY ABUSED

Do you have any reason to suspect that s/he has been sexually abused in any way?

SEXUALLY ABUSED

0 = No

2 = Yes

PDAL603
Intensity

C. 94

Definitions and questions	Coding rules	Codes

POOR JUDGMENT

Uncharacteristic behaviors performed with disregard for possible negative consequences during Expansive or Expansive/Irritable Mood state or Irritable Mood.

Did s/he do anything silly or dangerous when s/he was "high"?

Or anything that s/he regrets doing?

What did s/he do?
Did s/he get into any trouble when s/he was "high"?

What happened?
Has that left him/her with any problems?
What's happening about that?
What do you think about it?

When did s/he first do something like that?

POOR JUDGMENT

0 = Absent

2 = Behavior that involved definitely poor judgment but which was within the range of socially acceptable irresponsible behavior (e.g. speaking rudely/impertinently to other people, being physically reckless or aggressive).

3 = Behavior that is outside the range of socially acceptable irresponsible behavior (e.g. being overtly insulting to figures of authority, undressing in a public place), or dangerous behavior (e.g., jumping off a roof because child believed s/he could fly) and hence likely to result in some negative consequences.

PDF2I01
Intensity

PDF2O01
Onset

/ /

INAPPROPRIATE LAUGHING, JOKING, GRINNING

Child demonstrates laughing, joking, grinning in a manner incongruent to context.

Does s/he just laugh for no reason when nothing funny happened?

Does s/he laugh uncontrollably?

Does s/he laugh out when it's inappropriate (e.g., church, preschool during lesson)?

INAPPRORIATE LAUGHING, JOKING, GRINNING

0 = Absent

2 = Present in at least two activities and at least sometimes uncontrollable.

3 = Present in most activities and uncontrollable most of the time.

HOURS : MINUTES

PDAL500
Intensity

PDAL501
Frequency

PDAL502
Duration

PDAL503
Onset

/ /

C-95

Definitions and questions	Coding rules	Codes

UNINHIBITED/GREGARIOUSNESS

The child is willing to be friendly toward almost any adult or child, to a degree unusual for his/her developmental age, social group, and familiarity with the person. The child demonstrates reduced or absent reticence around unfamiliar people.

Does s/he start a conversation with anyone - adult or child?

Is s/he the type of child who has no hesitation to engage in conversation with a stranger?

Are you concerned that s/he would talk inappropriately to strangers?

Are you concerned that s/he would run off with a stranger without any hesitation or reserve?

Does s/he seem to know everyone in his/her preschool or child care?

Are you concerned s/he would say inappropriately friendly or bossy things to unfamiliar adults, even those in a position of authority?

Do you think this is a problem?

MOOD CYCLING

Child exhibits significant and abrupt mood changes.

Does it seem like X's mood can change 'on a dime?' For example, going from being very happy to very irritable or sad in a short time?

Does X's mood changes often and quickly?

UNINHIBITED/GREGARIOUSNESS

0 = Absent

2 = Inappropriate gregariousness is occasionally present and does not pose a social problem.

3 = Present and poses a significant social problem.

MOOD CYCLING

0 = Absent

2 = Child displays abrupt changes in mood. These occur spontaneously (for no apparent reason) or in response to minor disappointments or most limit-setting.

3 = Child frequently and continuously displays spontaneous and abrupt changes in mood or child displays abrupt mood changes to nearly all disappointments or limit-setting.

PDAL504
Intensity

PDAL505
Frequency

PDAL506
Onset

/ /

PDAL703
Onset

/ /

PDAL701
Intensity

PDAL702
Frequency

C-96

HYPERACTIVITY

Now I would like to ask you about how active X is and how well s/he concentrates. Because a child (young person) often varies in the ways s/he behaves, I want to focus on different sorts of activities.

OVERACTIVITY
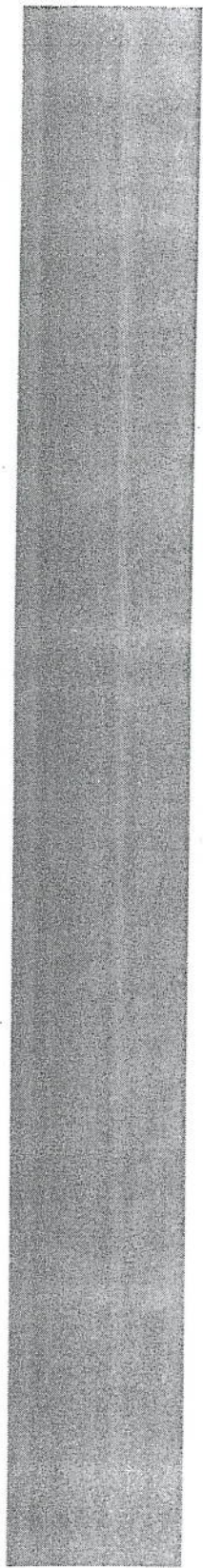
Organization of the Section

The structure differs somewhat from the rest of the interview, on account of the requirements of different diagnostic systems. There are three subareas: overactivity, inattention, and impulsivity. Summary ratings are made for each subarea.

Note, however, that the concept of controllability has an additional feature here, as with many other items relevant to oppositional and conduct disorders, in that control by admonition by others is added to the usual notion of self-control. Thus it is necessary to find out whether being admonished or disciplined for the occurrence of these items brings them under control. Additionally, if a parent must exert a great amount of effort to control the child's behavior, or has given up trying to control the child's behavior, this is to be regarded as evidence of uncontrollability and intrusiveness.

We are looking here for patterns that are characteristic of the way that the child acts. Thus, if an example is given that happened only once or twice and was uncharacteristic of the child, it does not count here.

The question is does s/he control the behavior, not can/could s/he control it if s/he wanted to (or if s/he weren't disobeying or being naughty). Many parents are convinced that their children could exercise such control, if they only would; this belief is not to be regarded as evidence of controllability.

Ten minute rule

HYPERACTIVITY

Now I would like to ask you about how active X is and how well s/he concentrates. Because a child (young person) often varies in the ways s/he behaves, I want to focus on different sorts of activities.

OVERACTIVITY

Organization of the Section

The structure differs somewhat from the rest of the interview, on account of the requirements of different diagnostic systems. There are three subareas: overactivity, inattention, and impulsivity. Summary ratings are made for each subarea.

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We are looking here for patterns that are characteristic of the way that the child acts. Thus, if an example is given that happened only once or twice and was uncharacteristic of the child, it does not count now.

The question is does who control the behavior, not could s/he control it if s/he wanted to (or if s/he weren't disobeying or being naughty). Many parents are convinced that their children could exercise such control, if they only would; this belief is not to be regarded as evidence of controllability.

Ten minute note

Definitions and questions	Coding rules	Codes

Some behaviors are not rated if the child is able to stop them, when told to, for at least 10 minutes (without being reminded within the 10 minutes). The 10 minute rule refers to an average of ten minutes. If the admonition must be repeated within a short space of time (10 minutes), then the child's behavior is regarded as not being responsive to admonition and therefore the behavior is not regarded as being controllable.

The 10 minute rule applies to Fidgetiness, Difficulty Remaining Seated When Required, and Difficulty Concentrating on Tasks Requiring Sustained Attention. boxes. It may be applied to Talks Excessively and Doing Things Quietly if one is having difficulty making a general determination. For the other generalized items and the items in the Impulsivity section, control for 10 minutes is not relevant.

Clearly, there is a great range in children of different ages regarding levels of activity, impulsivity, and the ability to control activity and impulsivity. For example, most two or three year olds have more difficulty sitting at the dinner table than five or six year olds. Nonetheless, code the behavior as described by the parent and defined in the Glossary.

FIDGETINESS

Unnecessary movements of parts of the body when stationary overall (e.g. tapping of feet, squirming in seat).

First I'd like to talk about how active s/he is.

How much does s/he squirm or wiggle in his/her seat?

How much does s/he fidget with his/her hands or feet?

Is that more than other children?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time?
Were there any times in the last three months when s/he couldn't stop him/herself?
How often?
How long does s/he keep from fidgeting in an hour?

FIDGETINESS SCREEN POSITIVE

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA0I01
Intensity

IF FIDGETINESS ABSENT, SKIP TO "DIFFICULTY REMAINING SEATED WHEN REQUIRED (RESTLESSNESS)", (PAGE 5).

Definitions and questions	Coding rules	Codes

FIDGETINESS - SITUATIONAL SPECIFICITY

Rate in the following 3 situations:

a) Fidgetiness while playing or involved in an activity that the child regards as interesting at home.

b) Fidgetiness during the most interesting activity at school/daycare.

c) Fidgetiness during an interesting activity elsewhere (not at home, not at school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR FIDGETINESS.

You've told me that s/he can be fidgety.

Is s/he like that at home when doing something that is interesting?

Is s/he like that at daycare/school during an interesting activity?

Is s/he like that elsewhere when doing something interesting?

What about during circle-time at daycare or school?
Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her caregiver/teacher?
How long can s/he stop for?

When did s/he start being like that?

FIDGETINESS - SITUATIONAL SPECIFICITY

0 = Symptom absent during interesting activity.

2 = At least sometimes uncontrollable by the child or by admonition, in at least 2 interesting activities in any situation.

3 = Almost never controllable by the child or by admonition in most interesting activities.

HOME

0 = Absent

2 = Present

DAYCARE/SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

PRA1101
Intensity

PRA1102
Home

PRA1103
Daycare/School

PRA1104
Elsewhere

PRA1001
Onset

/ /

Definitions and questions	Coding rules	Codes

DIFFICULTY REMAINING SEATED WHEN REQUIRED (RESTLESSNESS)

Often leaves seat in situations in which remaining seated is expected.

Can she usually remain in his/her seat when she's supposed to?

Like at dinner?
Or to do a project at daycare/school?
Does s/he get up much more than other children his/her age?

What does s/he do?
Is it like that in all activities?
Or just some activities?

DIFFICULTY REMAINING SEATED SCREEN POSITIVE

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA2I01
Intensity

TIME ABLE TO REMAIN SEATED

CHILD IS ABLE TO STAY IN HIS/HER SEAT.

How long can s/he stay in his/her seat?

Can s/he stop him/herself?
All the time?
Where there any times in the last three months when s/he couldn't stop him/herself?
What about if you ask him/her to stop?
How long do you think s/he can remain in his/her seat in an hour?

ABLE TO REMAIN SEATED

0 = Absent

2 = Present

HOURS : MINUTES

PRA2I90
Intensity

PRA2D01
Duration

IF RESTLESSNESS ABSENT, SKIP TO "TALKS EXCESSIVELY", (PAGE 8).

C-102

RUSHES ABOUT OR CLIMBS ON THINGS EXCESSIVELY (RESTLESSNESS)

Focus on the absence of a limited ability to have sustained periods of calm, well-controlled activity.

Does s/he run around the house in situations when it's not appropriate?

Or climb on things?

Is that more than other children?

Does this happen in any of the activities we talked about?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time?
Were there any times in the last three months when s/he couldn't stop him/herself?
What about if you ask him/her to stop?

RUSHES/CLIMBS EXCESSIVELY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA3101
Intensity

ALWAYS ON THE GO

Would you say s/he was "always on the go"?

Or as if s/he were "driven by a motor"?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time?
Were there any times in the last three months when s/he couldn't stop him/herself?
What about if you ask him/her to stop?

ALWAYS ON THE GO

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC4101
Intensity

C103

Definitions and questions	Coding rules	Codes

RESTLESSNESS - SITUATIONAL SPECIFICITY

Increased unnecessary whole body movements (e.g. getting up and moving around).

Rate in the following 3 situations:

a) Restlessness while playing or involved in an activity that the child regards as interesting at home.

b) Restlessness during an interesting activity at daycare/school.

c) Restlessness during an interesting activity elsewhere (not at home, not at daycare/school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATING FOR RESTLESSNESS.

You've told me that s/he can be restless.

Is s/he like that at home when doing something that is interesting?

How about at daycare/school during an interesting activity?

How about elsewhere when doing something interesting?

Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her teacher?
How long can s/he stop for?

When did it start being like that?

RESTLESSNESS

0 = Symptom absent during interesting activities.

2 = At least sometimes uncontrollable by the child or by admonition, in at least 2 interesting activities in any situation.

3 = Almost never controllable by the child or by admonition in most interesting activities.

HOME

0 = Absent

2 = Present

DAYCARE/SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

PRA4I01
Intensity

PRA4I02
Home

PRA4I03
Daycare/School

PRA4I04
Elsewhere

PRA4O01
Onset

/ /

C-104

| Definitions and questions | Coding rules | Codes |

TALKS EXCESSIVELY

Do people complain that s/he talks too much?

Do you think s/he talks too much?

What do you do about it?
Does that work?
What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time?
Or just sometimes?
What about if you ask him/her to stop?

TALKS EXCESSIVELY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA5I01
Intensity

DIFFICULTY DOING THINGS QUIETLY

Often has difficulty playing or engaging in leisure activities quietly.

What happens if s/he's supposed to be doing things quietly?

Can s/he do that?

Does s/he have a hard time doing things quietly?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
All the time or just sometimes?
What about if you ask him/her to stop?

DIFFICULTY DOING THINGS QUIETLY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA6I01
Intensity

Coding rules

Codes

INATTENTION

Now I'd like to focus on how well s/he concentrates. Please think about what s/he's like in the activities that require concentration, both ones she's required to do and ones s/he chooses.

DIFFICULTY CONCENTRATING ON TASKS OR PLAY ACTIVITIES REQUIRING SUSTAINED ATTENTION - ALONE

Is s/he able to concentrate on things when s/he has to?

Does s/he have more problems concentrating or focusing on things than other children his/her age?

Is s/he able to concentrate when doing something alone?

Like playing?

Does this happen in any of the activities we talked about?
What does s/he do?
Is it like that in all activities?
Or just some activities?

DIFFICULTY CONCENTRATING ON TASKS OR PLAY ACTIVITIES REQUIRING SUSTAINED ATTENTION - WITH ADULT

Is s/he able to concentrate when doing things with an adult?

How long do you think s/he can concentrate?
How long can s/he sit and be read a book?
Can s/he watch a whole TV show?
Or play a game to the end?
Can s/he make him/herself concentrate if s/he really tries?
Is that all the time? Or just some times?
What about if you ask him/her to concentrate?

DIFFICULTY CONCENTRATING ON TASKS OR PLAY ACTIVITY INDEPENDENTLY

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA7101
Intensity

DIFFICULTY CONCENTRATING ON ADULT-DIRECTED TASKS OR PLAY ACTIVITIES

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA7102
Intensity

C-106

Definitions and questions	Coding rules	Codes

DIFFICULTY ORGANIZING TASKS AND ACTIVITIES

Difficulty organizing tasks and activities when structure is not imposed by others (e.g., at a loss to start or structure a project, to have all the right materials on hand to play a game, build a train track, etc.)

How is s/he at organizing a task or activity?

Like doing a project?
Can s/he get everything needed to play a game?

Or setting up a game?
Does s/he know where to start?

If s/he gets started, does s/he then get disorganized?

DIFFICULTY ORGANIZING TASKS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC7I01
Intensity

DIFFICULTY FOLLOWING THROUGH ON INSTRUCTIONS FROM OTHERS AND FAILS TO FINISH TASKS AND ACTIVITIES

How good is s/he at following through on instructions from others?

Does s/he tend not to complete things s/he's been asked to do?

What about with things s/he's been told to do?

What does s/he do?
Is it like that in all activities?
Or just some activities?
Does s/he complete things if s/he makes an effort?
Is that all the time?
Or just sometimes?
What about if you ask him/her to follow through?
Does that happen at daycare/school as well as at home?

DIFFICULTY FOLLOWING INSTRUCTIONS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA8I01
Intensity

AVOIDS TASKS REQUIRING SUSTAINED MENTAL EFFORT

Does 'X' try to get out of things where s/he will have to concentrate?

Like doing a puzzle or trying to write his/her name?

Can you get him/her to do such things?
What does s/he do?
Is it like that in all activities?
Or just some activities?

AVOIDS TASKS REQUIRING SUSTAINED MENTAL EFFORT

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC5I01
Intensity

C-107

Definitions and questions	Coding rules	Codes

EASILY DISTRACTED BY EXTRANEOUS STIMULI

Does s/he have difficulty paying attention when s/he can look out of the window or hear other people talking in the next room?

Is s/he easily distracted by things going on around her?

Are these things that would distract anyone?
What does s/he do?
Is it like that in all activities?
Or just some activities?
Can s/he stop him/herself?
Is that all the time or just sometimes?
What about if you ask him/her to pay attention?

EASILY DISTRACTED

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRA9I01
Intensity

FORGETFUL IN DAILY ACTIVITIES

Forgetful in daily activities (e.g., forgets to brush teeth or hair; or to do simple chores).

Is s/he often forgetful in his/her daily activities?

Can you give me an example?

FORGETFUL IN DAILY ACTIVITIES

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRC8I01
Intensity

OFTEN LOSES THINGS THAT ARE NECESSARY FOR TASKS/ACTIVITIES AT DAYCARE/SCHOOL OR AT HOME

Loses clothing, toys, etc.

Does s/he lose things more than other kids do?

Does s/he lose things s/he needs for daycare/school?

Does s/he leave things, like toys or clothing, at daycare/school or friend's house?
Does s/he get into trouble for losing things?
What does s/he do?

OFTEN LOSES THINGS

0 = Absent

2 = Present in at least 2 activities and least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRB2I01
Intensity

C-108

OFTEN DOES NOT SEEM TO LISTEN TO WHAT IS BEING SAID TO HIM/HER WHEN SPOKEN TO DIRECTLY

Do you think s/he's good at listening to what you say to him/her?

Do people complain that s/he doesn't seem to listen to what they are saying to him/her?

How can you tell?
Does this happen across activities?
What does s/he do?
Is it like that in all activities?
Or just some activities?

DOES NOT LISTEN

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRB3I01
Intensity

FAILS TO PAY CLOSE ATTENTION TO DETAILS

How good is s/he at paying attention to details when s/he is working on something?

Does s/he tend to do things incorrectly or sloppily because s/he hasn't paid enough attention to the task?

Do his/her projects show that s/he doesn't pay attention to details?
What does s/he do?
Is it like that in all activities?
Or just some?
Can s/he make him/herself pay attention to details?
What about if you ask him/her to pay attention?
How often does s/he fail to pay close attention to details?

FAILS TO PAY ATTENTION TO DETAILS

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRB4I01
Intensity

IF INATTENTION ABSENT, SKIP TO "DIFFICULTY WAITING FOR TURN IN GAMES OR IN GROUP SITUATIONS", (PAGE 14).

C- 109

Definitions and questions	Coding rules	Codes

INATTENTION - SITUATIONAL SPECIFICITY

Failure to maintain sufficient involvement to allow proper completion of an age-appropriate and developmentally-appropriate task.

Rate in the following 3 situations:

a) Inattention while playing or involved in an activity that the child regards as interesting at home.

b) Inattention during an interesting activity at daycare/school.

c) Inattention during an interesting activity elsewhere (not at home, not at daycare/school).

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR INATTENTION.

You've told me that s/he has difficulty paying attention.

Is s/he like that at home when doing something that is interesting?

How about at daycare/school during an interesting activity?

How about elsewhere when doing something interesting?

Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her caregiver/teacher?
How long does s/he stop for?

When did s/he start being like that?

INATTENTION

0 = Inattention absent in interesting activities.

2 = At least sometimes uncontrollable by the child or by admonition, present in at least 2 interesting activities in any situation.

3 = Nearly always uncontrollable by the child or by admonition, present in most interesting activities.

HOME

0 = Absent

2 = Present

DAYCARE/SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

PRB5101
Intensity

PRB5102
Home

PRB5103
Daycare/School

PRB5104
Elsewhere

PRB5001
Onset

/ /

C-110

Definitions and questions	Coding rules	Codes

IMPULSIVITY

DIFFICULTY WAITING FOR TURN IN GAMES OR IN GROUP SITUATIONS

Distinguish from normative eagerness.

Can s/he wait his/her turn for things?

As well as most children his/her age?

At daycare/school can s/he stand in line with the other children?
Or participate in circle time?
At home can s/he wait his/her turn during a game?
Why does s/he push in?
Does it get him/her in trouble?
Can s/he control it?
What if others say something?

DIFFICULTY WAITING FOR TURN

0 = Absent

2 = Present in at least 2 activities and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities and almost never controllable by the child or by admonition.

PRB7101
Intensity

OFTEN BLURTS OUT ANSWERS TO QUESTIONS

Does s/he tend to blurt out the answers before the person's finished asking the question?

How often does that happen?
Can you give me an example?
Did it get him/her into trouble?
Can s/he stop if s/he wants to?
What if others say something?

OFTEN BLURTS OUT ANSWERS TO QUESTIONS

0 = Absent

2 = Present and at least sometimes uncontrollable by the child or by admonition.

3 = Present and almost never controllable by the child or by admonition.

PRB8101
Intensity

Definitions and questions	Coding rules	Codes

OFTEN INTERRUPTS OR INTRUDES ON OTHERS

Distinguish from normative eagerness and excitement and desire to participate in social interactions.

Does s/he tend to interrupt other people when they're talking to someone else?

What about butting into games without being invited to join in?

How often does that happen?
Does it happen as much as half of the time?
Can you give me an example?
Is it like that everywhere?
Or only at home?
Or daycare/school?
Or elsewhere?
Can s/he stop him/herself?
What if others say something?

BEHAVIORAL BLURTING

Child rarely or minimally stops and thinks before acting in response to stimuli.

Is X the kind of child who acts before thinking?

For example, does s/he dart away from you if s/he sees something interesting?

Or sees something s/he wants?

Will s/he stop to think about things before doing it?

OFTEN INTERRUPTS OR INTRUDES ON OTHERS

0 = Absent

2 = Present and at least sometimes uncontrollable by the child or by admonition.

3 = Present and almost never controllable by the child or by admonition.

PRC1I01
Intensity

BEHAVIORAL BLURTING

0 = Absent

2 = Present and at least sometimes uncontrollable by the child or by admonition.

3 = Present and almost never controllable by the child or by admonition.

PRD5I01
Intensity

Definitions and questions	Coding rules	Codes

ACCIDENT PRONE

Prone to accidents or injury because of IMPULSIVE action rather than CLUMSINESS.

Do you think X is "accident-prone"?

Is this because s/he rushes things?
Or does things suddenly?
Does s/he seem to break things more than others do?

Or knock things over or spill things a lot?

Is s/he the one that usually gets hurt when things happen?

Does s/he tend to get injured more often than other kids?

IF IMPULSIVITY ABSENT, SKIP TO "COPROLALIA", (PAGE 3).

ACCIDENT PRONE

0 = Absent

2 = Mildly accident prone in at least 2 activities.

3 = Accident prone in most activities.

PRC2I01
Intensity

C-113

Definitions and questions	Coding rules	Codes

IMPULSIVITY - SITUATIONAL SPECIFICITY

Pattern of acting before thinking adequately about the consequences of actions.

INTERVIEWER SHOULD USE INFORMATION ALREADY OBTAINED TO MAKE OVERALL RATINGS FOR IMPULSIVITY.

You've told me that s/he can be impulsive.

Is s/he like that at home?

Is s/he like that daycare/school?

Is s/he like that elsewhere?

Are there other times when that happens?
Is it like that everywhere?
Can s/he stop him/herself from being like that?
What about if you tell him/her to stop?
Or his/her caregiver/teacher?

When did s/he start being like that?

IMPULSIVITY

0 = Symptom absent

2 = Present in at least 2 activities, and at least sometimes uncontrollable by the child or by admonition.

3 = Present in most activities in a particular situation and almost never controllable by the child or by admonition.

HOME

0 = Absent

2 = Present

DAYCARE/SCHOOL

0 = Absent

2 = Present

ELSEWHERE

0 = Absent

2 = Present

PRC3101
Intensity

PRC3104
Home

PRC3105
Daycare/School

PRC3106
Elsewhere

PRC3001
Onset

/ /

CONDUCT PROBLEMS
Now we are going to ask about rule breaking.
OPPOSITIONAL BEHAVIOR

Organization of the section

The section includes into 6 major sub areas:

(1) Oppositional Behavior

(2) Deception

(3) Conduct Problems Involving Violence Against People

(4) Conduct problems Involving Violence Against Property

(5) Inappropriate Sexual Behavior

(6) Access to Weapons

Situation

For most items in this section it is necessary to note the frequency of occurrence of the behaviors of interest.

Three possible situations are coded:

Home

Daycare/School

Elsewhere

The overall intensity can be coded as present as long as the behavior is manifested either in two different situations (e.g. home and daycare/school) or in two different ways in the same situation.

If a behavior is present in only one situation, then that behavior (e.g., disobedience) must manifest itself in at least 2 different ways; for example, if a child is disobedient at home only when told to pick up his/her toys but obeys in every other situation at home, then it does not count. However, if at daycare/school s/he refuses (after being so asked) to stop talking in class and will not stop running around the room, then this does count. Further, if a child's only form of disobedience is talking during circle time, this does not count; however, if s/he talks in circle time and story time, it does count.

If the behavior is present in two or more locations then one manifestation of the behavior in each of two environments is sufficient for coding the overall intensity. If you had to go back in time for either the Home or Daycare/School section, those time periods are used in questioning about and rating the items in the Conduct Section.

For purposes of the PAPA interview, behaviors that occur with a nanny, sitter, or daycare provider in the child's home without a parent present will be considered as occurring in the daycare/school situation.

We will also assess with whom the child's behaviors occur. Does the behavior, such as disobedience, occur only with parent #1, or does it occur with parent #1, the caregiver/teacher, and the babysitter? Or does it occur with all adults?

Admonition

For symptoms which mention in the coding rule a stipulation about being admonished when caught; if the child has never been caught (e.g. for cheating, or disobedience) so that s/he cannot be admonished, the symptom is still regarded as being present, provided that it meets the other criteria.

Do not include accidental acts of destruction, such as breaking a window while playing ball.
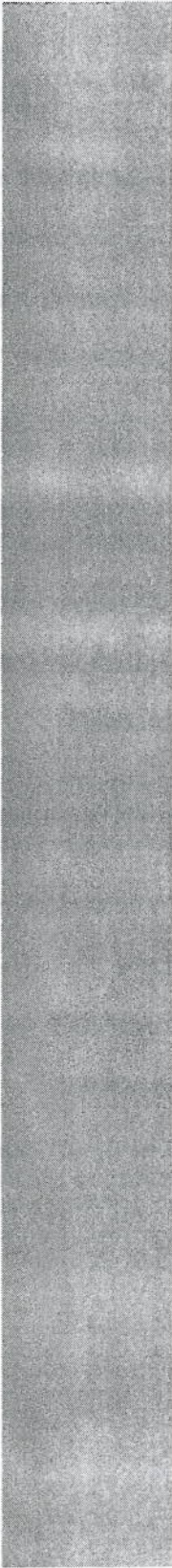
Definitions and questions	Coding rules	Codes

RULE BREAKING

Violation of standing rules at home daycare/school or elsewhere.

Do you have some clearly stated rules in your family?

Such as "no food in the living room?"
Or "no writing on the walls?"
Or "an hour of TV a day?"
Or "no hitting?"
Does s/he understand these rules?

How well does s/he follow your family's rules?

What sort of rules does s/he break?

Tell me about the rules s/he breaks.

How good is s/he at obeying the rules at daycare/school?

Do the teachers or caregivers describe him/her as a troublemaker?

What sort of rules does s/he break?
How do you hear about it?
Does s/he break the rules anywhere else?

Tell me about the last time that happened.

When did s/he start to break rules at home, daycare/school and/or elsewhere?

Coding rules:

FAMILY HAS RULES

0 = Absent

2 = Present

3 = Child doesn't understand rules.

RULE BREAKING

0 = Absent

2 = The child breaks rules relating to at least 2 activities, and at least sometimes responds to admonition by public failure to comply.

3 = Rule breaking occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes:

PGM3I01
Intensity

PGA0I01

PGA0F03
Home
Frequency

PGA0F04
Daycare/School
Frequency

PGA0F05
Elsewhere
Frequency

PGA0O01
Onset

/ /

C-117

Definitions and questions	Coding rules	Codes

DISOBEDIENCE

Failure to carry out specific instructions when directly given.

NOTE: Failure to carry out instructions occurs after being told instructions three (3) or more times.

What happens when s/he's told to do things by you and s/he doesn't want to do them?

Is s/he disobedient to you (or parent #2)?

How many times must you tell X to do something before s/he will do it?

Does s/he ignore you when you give him/her instructions?
Does s/he continue doing things you don't want him/her to do even if you ask him/her to stop?
Like continuing to play if you ask him/her to pick up his/her toys?
When was the last time?
What happened?
Can you usually get him/her to do what you want in the end?
How do you do it?
How often was s/he disobedient at home in the last three months?
Is s/he disobedient with daycare/school teachers?

What about other places such as the supermarket or the mall?

When did s/he start to be disobedient?

We have asked about X's disobedience overall.

Now we want to ask how s/he acts with different members of the family.

Is s/he disobedient to you?

How about with "Parent #2"?
How about with "Other Parent #1"?
And with "Other Parent #2?"?
How about with babysitters?

Does s/he cooperate when s/he is with a sitter?
How often does s/he disobey the sitter?
What happens?
How about daycare/school teachers?

What do the caregivers/teachers do about it?
How about other adults?

Who are they?
What happens?

Coding rules:

DISOBEDIENCE

0 = Absent

2 = Disobedience occurs in at least 2 activities.

3 = Disobedience occurs in most activities.

HOME

DAYCARE/SCHOOL

ELSEWHERE

WITH PARENT #1

0 = Absent

2 = Present

WITH PARENT #2

0 = Absent

2 = Present

WITH OTHER PARENT #1

0 = Absent

2 = Present

WITH OTHER PARENT #2

0 = Absent

2 = Present

WITH BABYSITTER IN HOME

0 = Absent

2 = Present

WITH CAREGIVERS/TEACHERS AT DAYCARE/SCHOOL

Codes:

PGA1I01 Intensity

PGA1F01 Home Frequency

PGA1F02 Daycare/School Frequency

PGA1F03 Elsewhere Frequency

PGA1O01 Onset   / /

PGA1X02

PGA1X03

PGA1X04

PGA1X05

PGA1X06

PGA1X07

C-118

Definitions and questions

Coding rules

0 = Absent

2 = Present

WITH OTHER ADULTS

0 = Absent

2 = Present

Codes

PGATX08

Conduct Problems

C-119

Definitions and questions	Coding rules	Codes

DEFIANCE

Disrupting or challenging instructions or requests.

Is s/he defiant to you when asked to do something?

Is s/he defiant to "Parent #2"?
Does s/he challenge your authority when you give him/her instructions?

Does s/he say "no" when you ask him/her to do something?
Or does s/he do the opposite of what you ask?
Such as throwing toys when you ask him/her to clean them up?
When was the last time this happened?
Tell me about what happened.
How often was s/he defiant at home in the last three months?
Is s/he defiant with daycare/school teachers?

What about other places such as the supermarket or the mall?

When did s/he start to be defiant?

We have asked about X's defiance overall.

Now we want to ask how s/he acts with different members of the family.

Is s/he defiant to you?

How about with "Parent #2"?
How about with "Other Parent #1"?
And with "Other Parent #2"?
How about with babysitters?

Does s/he cooperate when s/he is with a sitter?
How often does s/he disobey the sitter?
What happens?
How about daycare/school teachers?

What do the caregivers/teachers do about it?
How about other adults?

Who are they?

DEFIANCE

0 = Absent

2 = Defiance occurs in at least 2 activities.

3 = Defiance occurs in most activities.

HOME

DAYCARE/SCHOOL

ELSEWHERE

WITH PARENT #1

0 = Absent

2 = Present

WITH PARENT #2

0 = Absent

2 = Present

WITH OTHER PARENT #1

0 = Absent

2 = Present

WITH OTHER PARENT #2

0 = Absent

2 = Present

WITH BABYSITTER IN HOME

0 = Absent

2 = Present

WITH CAREGIVERS/TEACHERS AT DAYCARE/SCHOOL

0 = Absent

PGM4I01
Intensity

PGM4F01
Home
Frequency

PGM4F02
Daycare/School
Frequency

PGM4F03
Elsewhere
Frequency

PGM4O01
Onset

/ /

PGM4X02

PGM4X03

PGM4X04

PGM4X05

PGM4X06

PGM4X07

C-120

Definitions and questions	Coding rules	Codes

Coding rules:

2 = Present

WITH OTHER ADULTS

0 = Absent

2 = Present

PGM4X08

EVER: ASKED TO LEAVE DAYCARE/SCHOOL DUE TO RULE BREAKING, DISOBEDIENCE, OR DEFIANCE

Distinguish from other reasons such as fighting or assaults that may have caused the child to be asked to leave daycare/school and which are coded separately.

Has your child ever been asked to leave a daycare/school program because of his/her rule breaking, disobedience, or defiance?

What happened?
Was s/he allowed to return?

EVER: ASKED TO LEAVE DAYCARE/PRESCHOOL DUE TO RULE BREAKING, DISOBEDIENCE OR DEFIANCE

0 = Absent

1 = Preschool/daycare has threatened exclusion of the child, but have not taken action on this threat.

2 = Asked to leave temporarily.

3 = Asked to leave permanently.

Ever:PGM5E01
Intensity

Ever:PGM5V01
Frequency

Ever:PGM5O01
Onset

/ /

Definitions and questions	Coding rules	Codes

WANDERING OFF

Deliberately leaving home or leaving the parent/caretaker's line of sight when not inside the home, without asking permission.

Distinguish from running away from home.

N.B. "EVER" CODED IF CHILD HAS WANDERED OFF BUT NOT IN LAST 3 MONTHS.

Has X ever wandered off without your permission?

Has s/he ever gotten lost?

Has this happened in the last three months?

How did that happen?
Has s/he ever left home without you knowing s/he was leaving?
Or wandered away from you in a store and become lost?
How long was s/he gone?
Tell me about a time in the last three months when s/he has wandered off?
Did you feel that s/he was in danger?
How did you find him/her?
How many times in the last three months has this happened?

WANDERING OFF

0 = Absent

2 = The child has wandered away from parent/caregiver without permission or become lost at least once.

3 = The child has wandered away from parent/caregiver without permission or become lost at least once; and child was gone at least 15 minutes; and it took effort to find the child.

HOURS : MINUTES

WANDERING OFF

0 = Absent

2 = The child has wandered away from parent/caregiver without permission or become lost at least once in the last 3 months.

3 = The child has wandered away from parent/caregiver without permission or become lost at least once in the last 3 months and child was gone at least 15 minutes and it took effort to find the child.

HOURS : MINUTES

Ever:PGL4E01
Intensity

Ever:PGL4V01
Frequency

Ever:PGL4D01
Duration

Ever:PGL4O01
Onset
/ /

PGL4I01
Intensity

PGL4F01
Frequency

PGL4D02
Duration

Definitions and questions	Coding rules	Codes

ARGUMENTS- WITH ADULTS

An argument is a negative verbal dispute in which there is strong disagreement or difference of opinion. An argument involves an interaction, or attempted interaction, between two people. An argument begins with a verbal exchange. The PAPA definition of argument implies anger and some form of verbal aggression (raised voices, name calling, taunting) or physical aggression directed towards the person the child is arguing with.

There are elements in common between temper tantrums and arguments. Temper tantrums may be triggered or preceded by an argument but once a tantrum starts, it almost has a "life of its own" that does not involve interaction or exchange with another person. It is a "display of temper". Physical aggression can be a common element to temper tantrums and arguments. Certainly, arguments and temper tantrums can both be coded.

Note: In order to distinguish from normative assertions of autonomy, persistence and intransigence need to be determined.

Does X argue with adults?

Does s/he disagree with you in a negative way?

Does s/he disagree with you in an angry way?

Does s/he disagree with you in a defiant way?

Does s/he shout?
Name call?
Does s/he hit during the argument?
How often does s/he argue at home?
Or daycare/school?
Or elsewhere?
When did s/he start arguing so much?

IF NO SIBLINGS, SKIP TO "ARGUMENTS- WITH PEERS", (PAGE 11).

Coding rules:

ARGUMENTS WITH ADULTS

0 = Absent

2 = Present, but without physical violence by child.

3 = Present, and one or more arguments with physical violence by child.

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes:

PGL5I01
Intensity

PGL5F01
Home
Frequency

PGL5F02
Daycare/School
Frequency

PGL5F03
Elsewhere
Frequency

PGL5O01
Onset

/ /

C-123

Definitions and questions	Coding rules	Codes

ARGUMENTS- WITH SIBLINGS

Does s/he argue with his/her siblings?

Does s/he shout or name call?
Does s/he hit during the argument?
How often does s/he argue at home?
Or daycare/school?
Or elsewhere?
When did s/he start arguing so much?

ARGUMENTS WITH SIBLINGS

0 = Absent

2 = Present, but without physical violence
by child.

3 = Present, and one or more arguments
with physical violence by child.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGL5I02
Intensity

PGL5F04
Home
Frequency

PGL5F05
Daycare/School
Frequency

PGL5F06
Elsewhere
Frequency

PGL5O02
Onset

/ /

C-124

Definitions and questions

Coding rules

Codes

ARGUMENTS- WITH PEERS

Does s/he argue with other children?

Does s/he shout or name call?
Does s/he hit during the argument?
How often does s/he argue at home?
Or daycare/school?
Or elsewhere?
When did s/he start arguing so much?

ARGUMENTS WITH PEERS

0 = Absent

2 = Present, but without physical violence by child.

3 = Present, and one or more arguments with physical violence by child.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGL5I03
Intensity

PGL5F07
Home
Frequency

PGL5F08
Daycare/School
Frequency

PGL5F09
Elsewhere
Frequency

PGL5O03
Onset

/ /

C-125

Definitions and questions	Coding rules	Codes
LOSING TEMPER Discrete episodes of temper manifested by shouting or name calling but without violence and not meeting criteria for a temper tantrum. *What sort of temper has s/he got?* *What happens when s/he loses his/her temper?* *How often does s/he lose his/her temper?* *When did that start?*	**LOSING TEMPER** 0 = Absent 2 = Present **HOME** **DAYCARE/SCHOOL** **ELSEWHERE**	PGE0I01 Intensity PGE0F02 Home Frequency PGE0F03 Daycare/School Frequency PGE0F04 Elsewhere Frequency PGE0O01 Onset / /

C-126

NON-DESTRUCTIVE TEMPER TANTRUMS

Discrete episodes of excessive temper, frustration or upset, manifested by shouting, crying or stamping, and/or involving violence or attempts at damage directed against oneself, other people, or property.

Violence or damage done here does not constitute Vandalism or Assault.

What sort of temper has s/he had in the past 3 months?

What happens when something upsets him/her or s/he doesn't get what s/he wants?

Does s/he have angry outbursts?

Does s/he have temper tantrums?

Has s/he had one in the last three months?
What does s/he do?
Tell me about the last time.
Does s/he cry or shout?
Or call you names?
Does s/he stamp his/her feet?
Does s/he kick objects?
Does s/he throw things, such as his/her toys?
Or spit?
Does s/he hold his/her breath?
Does s/he hit or kick the wall, or floor, or other objects like a table?

NON-DESTRUCTIVE TEMPER TANTRUMS

0 = Absent

2 = Excessive temper, upset, shouting, crying or non destructive violence directed only against property, (e.g. stamping, kicking, throwing toys, hitting walls, spitting, holding breath, etc.).

PGE1I01
Intensity

STAMPING FEET

0 = Absent

2 = Present

PGE1X01

KICKING OBJECTS

0 = Absent

2 = Present

PGE1X02

THROWING OBJECTS

0 = Absent

2 = Present

PGE1X03

SPITTING

0 = Absent

2 = Present

PGE1X04

HOLDING BREATH

0 = Absent

2 = Present

PGE1X05

HITTING WALL/FLOOR/OBJECTS

0 = Absent

2 = Present

PGE1X06

NON-DIRECTED KICKING (FLOOR/AIR)

0 = Absent

2 = Present

PGE1X11

HEAD BANGING

0 = Absent

2 = Present

PGE1X14

C-127

Definitions and questions	Coding rules	Codes

IF A CHILD HAS DESTRUCTIVE TANTRUMS, ASK SEPARATELY ABOUT THE FREQUENCY AND DURATION OF NONDESTRUCTIVE AND DESTRUCTIVE (LEVEL 3) TANTRUMS.
How often does s/he have a tantrum?
Where do the tantrums happen?
How often has s/he had a tantrum at home in the last three months?
How about at school?
Or elsewhere like at a store?

HOME

PGE1F04
Home
Frequency

DAYCARE/SCHOOL

PGE1F05
Daycare/School
Frequency

ELSEWHERE

PGE1F06
Elsewhere
Frequency

How long does that tantrum last, that is, how long does it take him/her to return to his/her usual self?

HOURS : MINUTES

PGE1D02
Duration

PGE1O02
Onset

/ /

What seems to trigger his/her tantrums?
Does s/he seem to have tantrums when s/he is tired?
Or frustrated?
What transitions, such as stopping playing to go on an errand?
Or going to bed?
Do changes in routine trigger tantrums?
Do his/her tantrums ever seem to come "out of the blue" with no clear cause or trigger?

TRIGGERS

1 = Anger

2 = Frustration

3 = Fatigue

4 = Transitions

5 = Changes in routine

6 = "Out of the blue"

7 = Other

8 = Bedtime

Specify

PGE1X16

PGE1X17

PGE1X18

PGE1X19

PGE1X20

PGE1X21

PGE1X22

PGE1X23

C-128

Definitions and questions	Coding rules	Codes

We have asked about X's temper overall. Now we want to ask how s/he acts with different members of the family.

Does s/he have a temper tantrum with you?

What happened the last time?
How about with "Parent #2?"
How about with "Other Parent #1?"
And with "Other Parent #2?"
How about with babysitters?

Does s/he lose her temper or have tantrums when s/he is with a sitter?
How often does s/he lose her temper or have tantrums with the sitter?
How about with daycare/school teachers?

What happens?
What do the caregivers/teachers do about it?
How about with other adults whom we have not mentioned?
Who are they?
What happens?

WITH PARENT #1

0 = Absent

2 = Present

PGE1I02

WITH PARENT #2

0 = Absent

2 = Present

PGE1I03

WITH OTHER PARENT #1

0 = Absent

2 = Present

PGE1I04

WITH OTHER PARENT #2

0 = Absent

2 = Present

PGE1I05

WITH BABYSITTER IN HOME

0 = Absent

2 = Present

PGE1I06

WITH CAREGIVERS/TEACHERS AT DAYCARE/SCHOOL

0 = Absent

2 = Present

PGE1I07

WITH OTHER ADULTS

0 = Absent

2 = Present

PGE1I08

DESTRUCTIVE TEMPER TANTRUMS

Discrete episodes of excessive temper, frustration or upset, manifested by shouting, crying or stamping, and/or involving violence or attempts at damage directed against oneself, other people, or property.

Has s/he had any destructive temper tantrums in the last three months?

What does s/he do?
Tell me about the last time.

Does s/he break things?

DESTRUCTIVE TEMPER TANTRUMS

0 = Absent

3 = With destructive violence (e.g. breaking toys) or violence against self or others (e.g. hitting, biting, kicking, head banging).

PGE1I90
Intensity

BREAKING TOYS/OBJECTS

0 = Absent

3 = Present

PGE1X07

C-129

Definitions and questions	Coding rules	Codes
Does s/he hit others?	**HITTING OTHERS** 0 = Absent 3 = Present	PGE1X08
Or hit him/herself?	**HITTING SELF** 0 = Absent 3 = Present	PGE1X09
Does s/he kick others?	**KICKING OTHERS** 0 = Absent 3 = Present	PGE1X10
Or bite others?	**BITING OTHERS** 0 = Absent 3 = Present	PGE1X12
Does s/he bite him/herself?	**BITING SELF** 0 = Absent 3 = Present	PGE1X13
Any other behaviors?	**OTHER** 0 = Absent 2 = Present Specify	PGE1X15
How often does s/he have a destructive tantrum? Where do these destructive tantrums happen? How often has s/he had a destructive tantrum at home in the last three months? How about at school? Or elsewhere, like at the store?	**HOME**	PGE1F07 Home Frequency
	DAYCARE/SCHOOL	PGE1F08 Daycare/School Frequency
	ELSEWHERE	PGE1F09 Elsewhere Frequency
How long does the destructive tantrum last, that is, how long does it take him/her to return to his/her usual self?	**HOURS : MINUTES**	PGE1D03 Duration

C-130

Definitions and questions

Coding rules

Codes

How old was your child when s/he first began losing his/her temper?

PGE1O03
Onset

/ /

PGE1O03
Onset

/ /

C-131

Definitions and questions	Coding rules	Codes

What seems to trigger his/her tantrums?
Does s/he seem to have tantrums when s/he is tired?
Or frustrated?
What about transitions, such as stopping playing to go on an errand?
Or going to bed?
Do changes in routine trigger tantrums?
Do his/her tantrums ever seem to come "out of the blue" with no clear cause or trigger?

TRIGGERS

1 = Anger

2 = Frustration

3 = Fatigue

4 = Transitions

5 = Changes in routine

6 = "Out of the blue"

7 = Other

8 = Bedtime

Specify

_____

PGE1X30

PGE1X31

PGE1X32

PGE1X33

PGE1X34

PGE1X35

PGE1X36

PGE1X37

WITH PARENT #1

0 = Absent

2 = Present

PGE1I20

WITH PARENT #2

0 = Absent

2 = Present

PGE1I21

WITH OTHER PARENT #1

0 = Absent

2 = Present

PGE1I22

WITH OTHER PARENT #2

0 = Absent

2 = Present

PGE1I23

WITH BABYSITTER IN HOME

0 = Absent

2 = Present

PGE1I24

WITH CAREGIVERS/TEACHERS AT DAYCARE/SCHOOL

0 = Absent

PGE1I25

Definitions and questions

Coding rules

Codes

2 = Present

WITH OTHER ADULTS

0 = Absent

2 = Present

PGE1I26

IF "TEMPER TANTRUMS" IS ABSENT, SKIP TO "ANNOYING BEHAVIOR", (PAGE 21).

Conduct Problems

C-133

Definitions and questions	Coding rules	Codes

DIFFICULTY RECOVERING FROM TANTRUMS

Child has difficulty returning to regular mood once tantrum starts.

Note: Baseline means child's regular mood and behavior state.

Does s/he have regular difficulty returning to his/her "usual self" after a tantrum?

How long does it usually take to "get back to his usual self"?

DIFFICULTY TO RECOVERY

0 = Does not have difficulty recovering from tantrums.

2 = Has regular difficulty returning to baseline from tantrums.

HOURS : MINUTES

PGE1I09
Intensity

PGE1D04
Duration

C-134

Coding rules | Codes

ANNOYING BEHAVIOR

Indulgence in active behaviors that annoy or anger peers, siblings, or adults. The child's intention need not be to annoy, but the behaviors would obviously annoy their recipient.

Do not include annoying behaviors that are the result of unintentional acts, for instance, annoyance caused by clumsiness, or failure to understand the rules of games.

Do not include behaviors that conform to the definitions of Rule Breaking and Disobedience. Do not code the specific annoying behavior of Teasing here but in the next item.

Does s/he find that other people get annoyed by things s/he does?

Does s/he bother people a lot?

What does s/he do to annoy people?
Does s/he do things deliberately to annoy other people?

Or does s/he find that people get annoyed because of things s/he does for fun?

What happens?
Can you tell me about the last time?
Does s/he annoy adults, such as yourself, or his/her teachers or babysitters?
How about his/her brothers or sisters?
Or other children?
How often does something like that happen at home?
Or at school?
Or elsewhere?
When did it start?

ANNOYING BEHAVIOR

0 = Absent

2 = Annoying behavior occurs in at least 2 activities and child is at least sometimes unresponsive to admonition.

3 = Annoying behavior occurs in most activities and the child sometimes responds to admonition by disputing or challenging the authority of the person admonishing him/her.

ANNOYS PARENTAL FIGURES

0 = Absent

2 = Present

ANNOYS TEACHERS/CAREGIVER AT DAYCARE/SCHOOL

0 = Absent

2 = Present

ANNOYS BABYSITTERS

0 = Absent

2 = Present

ANNOYS SIBLINGS

0 = Absent

2 = Present

ANNOYS PEERS

0 = Absent

2 = Present

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes:

PGA2I01 Intensity

PGA2I02

PGA2I03

PGA2I04

PGA2I05

PGA2I06

PGA2F01 Home Frequency

PGA2F02 Daycare/School Frequency

PGA2F03 Elsewhere Frequency

Definitions and questions	Coding rules	Codes

TEASING

Intentionally annoying or causing distress to peers or siblings specifically by making fun of them or taunting them, either verbally or physically.

If elements of teasing also meet the level of Spiteful/Vindictive, code there as well.

Does X tease other children?

What does s/he do?
Does s/he call other children "names"?
Whom does s/he tease?
His/her brother or sisters?
Or other children?
Does s/he tend to tease children his/her age or younger children?
How often does s/he tease?
When does it happen?
When did s/he start teasing?

PGA2O01 Onset

/ /

TEASING

0 = Absent

2 = Teasing occurs in at least 2 activities.

3 = Teasing occurs in at least 2 activities and the child often teases until the teased child cries.

PGL6I01 Intensity

TEASING SIBLINGS

0 = Absent

2 = Present

PGL6I02

TEASING PEERS

0 = Absent

2 = Present

PGL6I03

TEASING YOUNGER CHILDREN

0 = Absent

2 = Present

PGL6I04

HOME

PGL6F01 Home Frequency

DAYCARE/SCHOOL

PGL6F02 Daycare/School Frequency

ELSEWHERE

PGL6F03 Elsewhere Frequency

PGL6O01 Onset

/ /

C-136

Definitions and questions	Coding rules	Codes

SPITEFUL OR VINDICTIVE

Spiteful: The child engages in deliberate actions aimed at causing distress to another child or adult.

Vindictive: The child responds to failure to get his/her own way, disappointment, or interpersonal disagreement with adults or peers with deliberate attempts to hurt the other or gain revenge. For instance, by pinching, biting or attempting to get the other person into trouble.

Do not include behaviors coded under Assault, Cruelty, Bullying, or Lying.

Does s/he ever do things to upset other people on purpose?

Like knocking over another child's tower or ripping up another child's drawing?
Or try to hurt them on purpose?

Such as pinching another child because X feels angry or disappointed?
Does s/he ever try to get other people into trouble on purpose?

What does s/he do?
What about during the last 3 months?
Why does s/he do it?
How often has that happened?
Whom has s/he tried to upset or hurt on purpose?
His/her brothers and/or sisters?
Or other children?
Or adults?
Where does that sort of thing happen?
When did s/he start doing that sort of thing?

SPITEFUL OR VINDICTIVE

0 = Absent

2 = Present

DIRECTED AGAINST PARENTAL FIGURES

0 = Absent

2 = Present

DIRECTED AGAINST DAYCARE PROVIDER/TEACHERS

0 = Absent

2 = Present

DIRECTED AGAINST OTHER CAREGIVERS

0 = Absent

2 = Present

DIRECTED AGAINST SIBLINGS

0 = Absent

2 = Present

DIRECTED AGAINST PEERS

0 = Absent

2 = Present

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGA3I01
Intensity

PGA3X04

PGA3X05

PGA3X06

PGA3X01

PGA3X02

PGA3F01
Home
Frequency

PGA3F02
Daycare/School
Frequency

PGA3F03
Elsewhere
Frequency

PGA3O01
Onset

/ /

C-137

Definitions and questions	Coding rules	Codes

BULLYING

Attempts to force another to do something against his/her will by using threats or violence, or intimidation.

Do not include episodes that meet the criteria for stealing involving confrontation.

Differentiate from spiteful and vindictive which does not include attempts to force someone to do something against their wishes.

Has X tried to bully someone by threatening them?

Has X forced someone to do something they didn't want to do by threatening or hurting them?

Was there any actual violence involved?
Whom did s/he bully?
Why did s/he do it?
How often?
Where?
When was the first time?
What did you do about it?

BULLYING

0 = Absent

2 = Using threats only.

3 = With actual violence.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGF7I01
Intensity

PGF7F01
Home
Frequency

PGF7F02
Daycare/School
Frequency

PGF7F03
Elsewhere
Frequency

PGF7O01
Onset

/ /

C- 138

CRUELTY TO ANIMALS

Deliberate activities involving hurting animals. Include reptiles, amphibians, snakes, and toads. Do not include hunting, fishing, or stomping on ants or other insects. May include smothering, choking, hard kicking.

Note: To distinguish from normative teasing and poorly modulated play, need to determine that the act was deliberate with the purpose of causing pain or distress.

N.B. "EVER" CODED IF NO CRUELTY TO ANIMALS IN LAST 3 MONTHS.

Has s/he ever hurt an animal?

When?
What happened? (Determine way of hurting)
Has s/he ever killed an animal?
Were the police brought in?
Where did s/he do it?
Why did s/he do it?
How often has s/he done that?
When was the first time?
What did you do about it?

Coding rules

CRUELTY TO ANIMALS

0 = Absent

2 = Definite cruelty not resulting in obvious or permanent injury to the animal.

3 = Acts resulting in obvious or permanent injury.

HOME

DAYCARE/SCHOOL

ELSEWHERE

CRUELTY TO ANIMALS (ENTER ONLY IF AT INTENSITY LEVEL "3")

0 = Absent

2 = Present

FREQUENCY

ONSET

Codes

PGH2I01
Intensity

PGH2F01
Home
Frequency

PGH2F02
Daycare/School
Frequency

PGH2F03
Elsewhere
Frequency

PGH2O01
Onset
/ /

Ever:PGH3E01
Intensity

Ever:PGH3V01

Ever:PGH3O01
/ /

C-139

Definitions and questions	Coding rules	Codes

CRUELTY TO PEOPLE

An assault involving the deliberate inflicting of pain or fear on the victim beyond the "heat of the moment". Include cutting or burning a person, holding a person's head underwater, forcing a child to do something with the purpose of causing physical pain or harm, ritualized infliction of pain, and sadistic violence or terrorization.

The most common thing to consider here is harming a child who is younger or more helpless than the child (e.g., an infant).

Note: To distinguish from normative teasing and poorly modulated play, need to determine that the act was deliberate with the purpose of causing pain or distress.

Has s/he ever tried to hurt or frighten someone very badly?

Such as a baby?

Like trying to drown someone?

Or burn someone?

Or smother someone?

What happened?
Where did it happen?
How about in the last three months?

Coding rules / Codes:

CRUELTY TO PEOPLE

0 = Absent

2 = Cruelty did not result in any physical injury to either party.

3 = The victim sustained some physical injury as a result (e.g. black eye or cuts).

- Ever:PGF3E01 Intensity
- Ever:PGF3V01 Frequency
- Ever:PGF3O01 Onset __ / __ / __

CRUELTY TO PEOPLE

0 = Absent

2 = Cruelty did not result in any physical injury to either party.

3 = The victim sustained some physical injury as a result (e.g. black eye or cuts).

- PGF3I01 Intensity

DIRECTED AGAINST SIBLINGS

0 = Absent

2 = Present

- PGF3X02

DIRECTED AGAINST PEER(S)

0 = Absent

2 = Present

- PGF3X03

DIRECTED AGAINST ADULT(S)

0 = Absent

2 = Present

- PGF3X04

HOME

- PGF3F01 Home

DAYCARE/SCHOOL

- PGF3F02 Daycare/School

ELSEWHERE

- PGF3F03 Elsewhere

Definitions and questions | Coding rules | Codes

DIFFICULTY SHARING

Child's inability to tolerate other children playing with his/her toys or to play cooperatively with toys with other children.

Exclude sharing a treasured item such as a blanket or favorite stuffed animal.

How does s/he do when s/he has to share his/her toys?

Does s/he allow other children to play with his/her toys?

Does s/he become upset or angry when s/he is asked to share his/her toys?

Or something to eat like a cookie?
Does s/he grab toys from other children without asking for them?
Is s/he able to share with his/her brothers and sisters?
How about other children not in your family?
How often does s/he have trouble sharing?
When did s/he start having trouble sharing?

DIFFICULTY SHARING

0 = Absent

2 = Child has difficulty sharing in at least 2 activities.

3 = Child has trouble sharing almost all of the time.

FREQUENCY: SHARING DIFFICULTY WITH SIBLINGS

FREQUENCY: SHARING DIFFICULTY WITH PEERS

PGL7I01
Intensity

PGL7F01

PGL7F02

PGL7O01
Onset

/ /

C-141

Definitions and questions	Coding rules	Codes

SWEARING

The use of swear words or obscene language not approved or countenanced by adults in whose presence they are spoken.

Do not include swearing with adults who are tolerant of swearing (i.e., do not object to their child's swearing).

CODE NUMBER OF EPISODES OF SWEARING (NOT NUMBER OF INDIVIDUAL OBSCENE WORDS).

Does s/he ever swear when adults are around?

When does this happen?
Where does s/he do it?
How often?
Do you tell him/her not to?
What does s/he do then?
When did s/he start swearing in front of adults?

SWEARING

0 = Absent

2 = Swears in presence of adults, but usually (>50% of time) stops when admonished.

3 = Swearing in the presence of adults, that is not controlled by admonition.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGA4I01
Intensity

PGA4F01
Home
Frequency

PGA4F02
Daycare/School
Frequency

PGA4F03
Elsewhere
Frequency

PGA4O01
Onset

/ /

C - 142

Definitions and questions	Coding rules	Codes

STEALING

Taking something belonging to another without permission and with the intention of depriving the owner of its use on more than one occasion.

Do not include items intended eventually for general distribution that will include the child (such as general food from the refrigerator or school erasers).

NB: Monetary value of the item not significant.

Has s/he ever stolen anything?

Has s/he ever stolen something from a family member?

Did s/he try to hide the thing(s) that s/he stole?
Has s/he ever taken something, such as a toy or candy, from a store without paying?

Has s/he stolen anything in the last 3 months?

What did s/he steal?
Whom did s/he steal it from?
Did s/he steal on his/her own or with someone else?
Did s/he hide what s/he stole?
Why did s/he do it?
How did you find out?
How often has s/he stolen in the last 3 months?
When was the first time s/he stole anything?

Coding rules:

STEALING

0 = Absent

2 = Present

3 = Present, with concealment.

STEALING

0 = Absent

2 = Present

3 = Present, with concealment.

HOME

DAYCARE/SCHOOL

ELSEWHERE

Codes:

Ever:PGL8E01
Intensity

Ever:PGL8V01
Frequency

Ever:PGL8O01
Onset

/ /

PGL8I04
Intensity

PGL8F01
Home
Frequency

PGL8F02
Daycare/School
Frequency

PGL8F03
Elsewhere
Frequency

Definitions and questions	Coding rules	Codes

DECEPTION

LYING

Distortion of the truth with intent to deceive others. Barefaced lies are told with little or no effort or ability to conceal the untruth, for example the child has cookie crumbs all over his/her face but denies s/he ate a cookie. Subtle lies involve more elaborate distortion of the truth.

Do not include imaginary friends.

NOTE: IF BLAMING OTHERS, CODE IN BLAMING.

Most people tell lies sometimes. Has s/he told any lies in the last 3 months?

What about?
Whom to?
Where?
Why did s/he do it?
Does s/he ever tell lies to get out of things s/he doesn't want to do?

When something goes wrong that's his/her fault, does s/he admit it?

How often does s/he tell lies?
When did s/he start telling lies?
Is it usually obvious to you that s/he is lying or is it hard to tell?

LYING

0 = Absent

1 = Made up stories or fictions which are not told for gain or to escape punishment.

2 = Lies told for gain or to escape punishment, in at least 2 activities that do not result in others getting into trouble.

HOME

DAYCARE/SCHOOL

ELSEWHERE

FREQUENCY: BAREFACED LIES

FREQUENCY: SUBTLE LIES

PGC3I01
Intensity

PGC3F01
Home
Frequency

PGC3F02
Daycare/School
Frequency

PGC3F03
Elsewhere
Frequency

PGC3O01
Onset

/ /

PGC3F04

PGC3F05

C-144

Definitions and questions	Coding rules	Codes

BLAMING

Falsely attributing misdemeanors to another so as to avoid reproach or punishment.

Does s/he lie if s/he thinks s/he can get out of trouble by blaming someone else?

Do his/her lies get others into trouble?
Could they?
What does s/he do?
What is the result?
How often does s/he do this?
When did s/he start doing it?

BLAMING

0 = Absent

2 = Lies in at least 2 activities, that result in others being blamed for child's misdemeanors or otherwise getting into trouble or lies which, if believed, would have the same result.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGJ3I01
Intensity

PGJ3F01
Home
Frequency

PGJ3F02
Daycare/School
Frequency

PGJ3F03
Elsewhere
Frequency

PGJ3O01
Onset

/ /

Definitions and questions	Coding rules	Codes

CHEATING

Attempts to gain increased success by unfair means.

Determine that the child understands the concept of the rules. Do not include making a mistake because s/he does not know the rules.

Does s/he ever cheat?

Like while playing games?

Or dividing something into shares?

Such as treats like candy?

What does s/he do when s/he is asked to stop cheating?
Does s/he cheat at home?
Or at daycare/school?
Anywhere else?
What about during the last 3 months?
How often does s/he cheat?
When did s/he start cheating?

CHEATING

0 = Absent

2 = Cheating in at least 2 activities and at least sometimes not responsive to admonition if caught.

3 = Cheating may occur in many or most activities and is hardly ever responsive to admonition if caught.

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGC5I01
Intensity

PGC5F01
Home
Frequency

PGC5F02
Daycare/School
Frequency

PGC5F03
Elsewhere
Frequency

PGC5O01
Onset
/ /

C-146

Definitions and questions | Coding rules | Codes

CONDUCT PROBLEMS INVOLVING VIOLENCE

FIGHTS

Physical fights in which both (or all) combatants are actively initiating. Otherwise code as assault.

If child is a victim of an attack and fights back only to protect him/herself, do not rate here or under Assault.

Code worst result of fights in last 3 months.

Does s/he get into physical fights at all?

Has s/he gotten into any fights in the last 3 months?

Who with?
How often?
Can you remember the last time s/he had a fight?
Was it a friendly fight?
What is the worst that's happened in a fight s/he was in?
Did anyone get hurt?
What happened?
Has s/he been in any fights that someone else broke up?
Who?
Why?
When did s/he start fighting?

FIGHTS

0 = Fights absent.

2 = Fights do not result in any physical injury to either party.

3 = Either combatant has sustained some physical injury as a result (e.g. black eye or cuts).

SIBLINGS

0 = Absent

2 = Present

PEERS

0 = Absent

2 = Present

HOME

DAYCARE/SCHOOL

ELSEWHERE

PGE5I01
Intensity

PGE5I02

PGE5I03

PGE5F01
Home
Frequency

PGE5F02
Daycare/School
Frequency

PGE5F03
Elsewhere
Frequency

PGE5O01
Onset

/ /

C-147

Definitions and questions	Coding rules	Codes

FIGHTS- USE OF WEAPON

Ever use of a knife, scissors, bat, rock, toy or any other item as a weapon in a fight.

Has s/he ever used a weapon in a fight?

Like a knife or stone or anything else?
Or used a toy as a weapon?

USE OF A WEAPON

0 = Absent

2 = No Injury

3 = Injury

Ever:PGE8E01
Intensity

Ever:PGE8V01
Frequency

Ever:PGE8O01
Onset

/ /

Has s/he used a weapon in the last three months?

USE OF A WEAPON

0 = Absent

2 = No Injury

3 = Injury

PGE8I01
Intensity

How often?

PGE8F01
Frequency

What type of weapon has s/he used?
What do you do about it?
What does the daycare/school do about it?

TYPE OF WEAPON

1 = Knife

2 = Scissors

3 = Bat

4 = Rock

5 = Toy

6 = Sticks

7 = Pencil

8 = Other

Specify

PGE8X01

PGE8X02

PGE8X03

C-148

Definitions and questions | Coding rules | Codes

FIGHT- EVER ASKED TO LEAVE DAYCARE/SCHOOL DUE TO FIGHTING

Has s/he ever been asked to leave a daycare/school because of fighting with other children?

ASKED TO LEAVE DAYCARE/SCHOOL DUE TO ASSAULT

0 = Absent

2 = Asked to leave temporarily.

3 = Asked to leave permanently.

Ever:PGL9E01
Intensity

Ever:PGL9V01
Frequency

Ever:PGL9O01
Onset

/ /