

Nice & Mean: Peers
Cognitive Development Laboratory
Harvard University Graduate School of Education

MEAN AND NICE INTERACTION SCALE: PEERS

Kurt W. Fischer, Rebecca Hencke, Helen Hand, Catherine Ayoub, and Claire Russell
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If you use the scale, we would appreciate receiving a report of your results or a copy of your paper.

Address: Prof. Kurt Fischer, Larsen Hall 702, Harvard University Graduate School of Education,
Cambridge, Massachusetts 02138 USA
Telephone: (617) 495 3446
E-mail: kurt_fischer@harvard.edu
Fax: (617) 495 3626

Nice & Mean: Peers Introduction

The scale in this manual assesses development of understanding mean and nice social interactions between child peers in stories designed for American children, especially those in the dominant culture. It includes the following items:

1. First are a figure and table outlining the steps that have been assessed in various studies (Tasks 1 through 10 in various forms – Nice, Mean, Nice & Mean). The figure diagrams the complexity relations among Tasks 1 through 8, and the table describes all the tasks in general terms.
2. Second are directions and texts for a warm-up story, the main stories using the high-support (imitation) procedure (steps 1 to 8), and the free play and best story procedures. Steps 8N and 8M are new and are in the process of being tested in ongoing research. Note that in most studies in the cognitive Development Laboratory, the Self doll has been named after the child acting out in the story, and the names of the other two dolls has been picked out by the child. An alternative procedure is for the interviewer to choose names for the child. (The difference in naming is likely to affect the child's emotional involvement and identification with the dolls.)
3. Third is a scoring sheet for the high-support procedure. The free-play and best-story procedures have been scored with the same scale and general criteria.

More detailed description of the general procedures for most of the tasks is available in a manual based on Helen Hand's dissertation. This also includes a protocol of one child's stories.

Hand, H.H., & Fischer, K.W. (1981). Manual for stories on the development of mean and nice social interaction. Cognitive Development Laboratory, University of Denver, Denver, Colorado.

Articles discussing this scale and its skill-theoretical derivation include the following (in alphabetical order by authors):

Fischer, K.W., & Ayoub, C. (1994). Affective splitting and dissociation in normal and maltreated children: Developmental pathways for self in relationships. In D. Cicchetti & S. Toth (Eds.), Rochester Symposium on Developmental Psychopathology. Vol. 5: The self and it's disorders. Rochester, N.Y.: University of Rochester Press.

Fischer, K.W., Bullock, D., Rotenberg, E.J., & Raya, P. (1993). The dynamics of competence: How context contributes directly to skill. In R. Wozniak & K.W.Fischer (Eds.), Development in context: Acting and thinking in specific environments (pp. 93-117). JPS Series on Knowledge and Development. Hillsdale, N.J.: Erlbaum.

Fischer, K.W., & Elmendorf, D. (1986). Becoming a different person: Transformations in Personality and social behavior. In M. Perlmutter (Ed.), Minnesota symposium on Child psychology (vol. 18, pp. 137-178). Hillsdale, N.J.: Erlbaum.

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Fischer, K.W., Hand, H.H., Watson, M.W., Van Parys, M., & Tucker, J. (1984). Putting the child into socialization: The development of social categories in preschool children. In L. Katz (Ed.), Current topics in early childhood education (vol. 5, pp. 27-72). Norwood, N.J.: Ablex.

Fischer, K.W., & Pipp, S.L. (1984). Development of the structures of unconscious thought. In K. Bowers & D. Meichenbaum (Eds.), The unconscious reconsidered (pp. 88-148). New York: Wiley.

Fischer, K.W., Shaver, P., & Carnochan, P. (1990). How emotions develop and how they organize development. Cognition and Emotion, 4, 81-127.

A general guide to doing skill analysis is provided in the following paper:

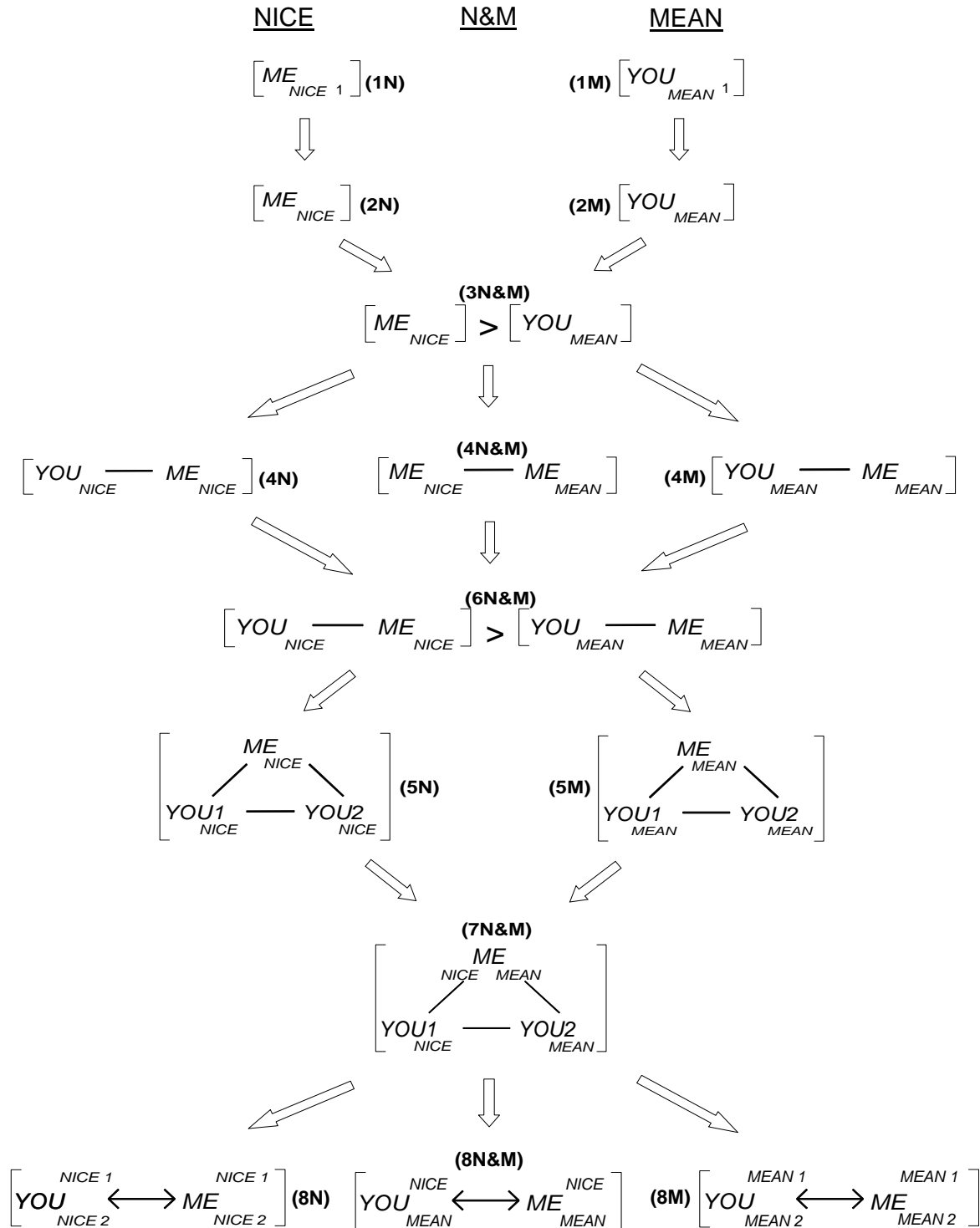
Rose, S., & Fischer, K.W. (1989). Constructing task sequences: A structured approach to skill theory. Cambridge, Ma: Cognitive Development Laboratory, Harvard University.

A problem that recurs for most people being trained in these stories (as well as in most other skill-development assessments we have used) is that initially they neglect the importance of the child's integrating the components of the story, as opposed to merely listing them. This problem is especially serious for scoring, of course. The Hand and Fischer manual and the Rose and Fischer guide to skill analysis (sections on integrated summary, relations, and integrations) should be helpful in dealing with this problem. Our experience suggests that most people need to have some experience with stories before they can recognize integration of components.

The numbering of the tasks (and steps) in the developmental sequence has been standardized in this manual so that the numbers in the table agree with the numbers in the directions for specific stories. These are also the same numbers used in Fischer and Pipp (1984) and Fischer, Shaver, and Carnochan (1990). Numbering in the other articles is different, because fewer steps were included in the description of the sequence in those articles.

The follow-up questions follow the wording used in most studies in the Cognitive Development Laboratory. Of course, adjustments can be made to focus on particular issues that are of interest to you. For example, when the focus is on the sometimes children's reluctance to attribute mean actions to themselves, you might want to change "What did Self (or Other) do that was mean?" to "Did Self do anything that was mean?".

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 Figure 1. A Developmental Web for Nice & Mean
 with Complexity Alone Determining Sequence



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Table 1: Tasks for Assessing Development of Understanding Mean and Nice Social Interactions

Instructions: If your child is not representational then please start administering at task number 01 as shown below. If your child is representational then please start to administer at task1. However, if your child fails task 1, please go back to task 01 and start administering the measure again.

<u>Level</u>	<u>Task</u>	<u>Skill</u>	<u>Examples</u>
Sensorimotor A	01 AN; M	Introduce puppet Child can identify when interviewer is being nice or mean to the puppet.	Introduce puppet Interviewer hits puppet (Interviewer: Was I nice or mean?).
Representations	02 B	Introduce dolls Child is able to give one of the dolls his/her name.	Introduce dolls Child points to the doll that (s)he thinks should have his/her name.
	03 C	Play hide and seek Child is able to locate the doll when hidden under handkerchief.	Play hide and seek Child can find doll when hidden (“Where’s <u>doll’s name</u> ?”)
Rp1: Single Representations	P 1 N; M	Introduce dolls <u>Active agent</u> : A person performs at least one action fitting a social-interaction category of mean (ie 1 M) or nice (1 N). Please administer <i>each</i> of the single representational tasks ie task 1 (N) <i>and then</i> task 1 (M).	Introduce dolls Child pretends that one doll hits another doll (‘mean’) : gives another doll candy (‘nice’)
	P 2 N; M	<u>Behavioral category</u> : A person performs at least two actions fitting an interaction category of mean or nice.	Child has one doll act mean to another doll, hitting it and saying “I don’t like you”. The second doll can be passive.
	P 3 N & M	<u>Shifting behavioral categories</u> : One person	Child has one doll act nice to a second doll,

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		performs at least two actions fitting the category nice, as in Task 2, and then a second person performs at least two actions fitting the category mean.	giving it candy and saying, "Let's play". A third doll enters and acts mean to the second one, hitting it and saying, "Give me your ball!". In both cases, the second doll can be passive.
Rp2: Representational Mappings	P 4 N; M	<u>One-dimensional social influence:</u> The mean actions of one person produce reciprocal mean actions in a second person. The same contingency can occur for nice actions.	Child has one doll say mean things and hit another doll, who responds by hitting and expressing dislike for the first one. The second one's action is clearly produced by the first one's action.
	P 4 N & M	<u>Combination of opposite categories in a single person:</u> One person performs actions fitting two specified opposing categories. such as nice and mean.	Child has one doll act nice to a second doll, saying "Let's be friends", but at the same time, the first doll shoves the second and takes away his blocks, saying that he wants to build something for the second one. The second doll can be passive throughout.
	P 5 N; M	<u>One-dimensional social influence with three characters acting in similar ways:</u> Same as task 4 N or 4 M, but with three people interacting reciprocally in a mean way (or alternatively, in nice way).	With three dolls, child has one tease the others, while a second one hits the others. The third doll rejects both of the first because they are mean.
	P 6 N & M	<u>Shifting one-dimensional social influence:</u> The nice actions of one person produce reciprocal nice actions in a second person. Then, in a separate story, the mean actions of a third person produce reciprocal mean actions in the second person. (Or, a reciprocal mean interaction can occur first, and then a reciprocal nice interaction).	With three dolls, child has one act friendly to a second one, who responds nicely. Then, a third doll hits the second one, who responds meanly.

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	P 7 N & M	<u>One-dimensional social influence with three characters behaving in opposite ways:</u> The nice actions of one person and the mean actions of a second person produce reciprocal nice and mean actions in the third person.	With three dolls, child has one act friendly to a second, while a third one hits the second. The second doll responds nicely to the first doll and meanly to the third.
Rp3: Representational Systems	P 8 N; M	<u>Two-dimensional social influence with characters acting in similar ways:</u> Two people interact reciprocally in two different mean ways (or alternatively, in two different nice ways).	Child has one doll act mean to a second doll in several ways, such as by both taking possessions and taunting. The second one responds meanly to each mean action.
	P 8 N & M	<u>Two-dimensional social influence with characters acting in opposite categories:</u> Two people interact in ways fitting opposite categories, such that the first one acts both nice and mean, and the second one responds with reciprocal actions in the same categories.	Child has one doll initiate friendship with a second doll but in a mean way. The second one, confused about the discrepancy, declines the friendship because of the meanness. The first then apologizes and makes another friendly gesture, to which the second one responds positively.
	P 9 N & M	<u>Two-dimensional social influence with three characters:</u> Same as Task 8 but with three people interacting reciprocally according to opposite categories.	With three dolls, child has one doll act friendly to a second one, while a third initiates play in a mean way. The second doll acts friendly to the first one and rejects the third, pointing out the latter's meanness. The third then apologizes for being mean, while the first does something new that is mean. The second doll accepts the third one's apology and rejects the first one, pointing out the change in his or her action.

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Rp4/A1:
Systems of
Representational
Systems, Which
Are Single
Abstractions

P 10 N & M Single abstraction integrating opposite actions:
Two instances of interactions involving opposite actions take place as in Task 8, and the relations between the two interactions are explained in terms of some general abstraction, such as that intentions matter more than actions.

With three characters, child has one act friendly to a second, while a third initiates play in a mean way. The second character responds to each accordingly, but then learns that the nice one had mean intentions while the mean one had nice intentions. The second character then changes his or her action to each of the others to match their intentions and explains that he or she cares more about people's intentions than their actions.

P 11 N & M Shifting abstractions, each integrating opposite actions: First, two instances of interactions involving opposite actions are explained in terms of an abstraction such as intention (as in Task 10). Then two other instances of interactions involving opposite actions are explained in terms of a different abstraction, such as responsibility. What matters is whether people take responsibility or the harm they do.

First, child performs a story like that in Task 10. Then child shifts to a second story, such as the following: With three characters, child has two of them act mean to a third. The first one takes responsibility for the action by admitting his or her blame and accepting the consequences. The second one takes no such responsibility. The third one forgives the one who took responsibility and refuses to forgive the one who did not take responsibility, because she cares about whether people take responsibility for the harm they do.

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A2:
Abstract
Mappings

P 12 N & M Relation of two abstractions integrating opposite actions: Two instances of interactions involving opposite are explained in terms of the relation of two abstractions, such as intention and responsibility: People who have a deceitful intention can be forgiven if they take responsibility in a way that undoes the deceit.

With three dolls, child has two of them act nice on the surface to a third, both with the intention of deceiving him into doing their homework. When the deceit is discovered by the third character, the first one takes responsibility for his or her deceit by admitting the intention and thus re-establishing his or her honesty. But the second one does not show such responsibility. The third character forgives the first, but not the second, because he or she cares about whether people take responsibility for deceitful intentions and undo the deceit.

Note: The designations for skill level follow the standard forms from dynamic skills theory (Fischer & Farrar, 1987).

1. The letters following the number indicate different versions of the task: N for task about nice interactions, M for one about mean interactions, and N & M for one about both nice and mean interactions.

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Sensorimotor Task 01:A (N)

Introduce puppet and self:

Interviewer: Hi, I'm _____, and this is my friend Snuffie. Snuffie is here because he really like to play with children.

Summary: I'm going to be nice to Snuffie now. I'm going to give him a raisin.

Interviewer "gives" a raisin to puppet (Use real raisins)

When I gave the raisin to Snuffie, was I nice (smile broadly) or mean (scowl)?

If child smiles but doesn't answer verbally, say "Do you think I was nice?"

Criteria for passing: child identifies giving raisin to Snuffie as nice.

Child's Name:		Name of Coder:		Task Label: Sm. 01 A(N)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer gives puppet a raisin – can child identify as nice.		
Date of Measure:				
CHILD'S ATTEMPT AT BEING NICE (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH	
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH	
HIGH SUPPORT		LOW SUPPORT		(circle correct one)
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Do you think I was nice?			Overall Performance: (circle below)	
			PASS FAIL	

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Sensorimotor Task 01:A (M)

Summary: I'm going to be mean to snuffie now. I'm going to hit him.

Interviewer hits puppet.

When I hit Snuffie, was I nice (smile broadly) or mean (scowl)?

If child scowls, but doesn't answer verbally, say, "Do you think I was mean?"

Criteria for passing: child identifies hitting Snuffie as mean.

Child's Name:		Name of Coder:		Task Label: Rep. 01 A(M)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer hits puppet – can child identify hitting Snuffie as mean		
Date of Measure:				
CHILD'S ATTEMPT AT BEING MEAN (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT (circle correct one)		
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Was I nice or mean when I hit Snuffie?		Overall Performance: (circle below) PASS FAIL		

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Representations Task 02 (B):

Interviewer: Snuffie brought some toys for us to play with today. These are his Lego people. Did you ever tell stories with dolls? The dolls need names before we start. What shall we name them? Let's give one of the dolls your name. Which doll should it be?

Criteria for passing: child points to a doll or otherwise indicates which one should have his/her name.

Child's Name:		Name of Coder:		Task Label: Rep. 02 (B)
Child's ID #:				
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer and child name the dolls.		
Date of Measure:				
CHILD'S ATTEMPT AT NAMING DOLLS(when the child shows/narrates with dolls)				
With regards to naming dolls, did the child act (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD'S RESPONSE TO QUESTIONS/PROMPTS				
With regards to naming dolls, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT (circle correct one)		
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE - PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Which doll should it be?		Overall Performance: (circle below)		
		PASS FAIL		

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Representations Task 03 (C):

Interviewer: (Snuffie whispers in interviewer’s ear) Snuffie says he wants a story about the dolls playing hide and seek. Let’s try it. Which one shall we hide first?

Interviewer hides one doll under handkerchief.

Interviewer: Where’s doll’s name?

Criteria for passing: Child uncovers doll.

Child’s Name:		Name of Coder:		Task Label: Rep. 03 (C)
Child’s ID #:				
Child’s Date of Birth:	DATE CODED:	Description of Story: Summary: Interviewer and child play hide and seek with the puppet and a handkerchief.		
Date of Measure:				
CHILD’S ATTEMPT AT UNCOVERING DOLL (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
CHILD’S RESPONSE TO QUESTIONS/PROMPTS				
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
HIGH SUPPORT		LOW SUPPORT		(circle correct one)
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>				
Questions: Where’s <u>doll’s name</u> ?			Overall Performance: (circle below)	
			PASS FAIL	

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(P) Representation Task #1 (N)

The interviewer says the following text and acts out the story, making the dolls move and talk. Important actions are in parentheses.

Summary: This is a story about Self (substitute doll's name) playing with Other (substitute doll's name).

Hide your head now, Snuffie. You can see the story when _____ tells it.

Self: Here's a ball (picks up ball). Lets play (throws ball to other). (For warm-up both dolls can throw the ball back and forth. But for the minimum story #1 in the sequence, only the Self doll needs to act.)

Now it's your turn to tell the story. Show Snuffie what the dolls said and did.

Follow up: What did Self do in this story?

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Child's Name:	Name of Coder:	Task Label: P #1 (N)
Child's ID #:		
Child's Date of Birth:	DATE CODED:	Description of Story: Summary: This is a story about Self with Other.
Date of Measure:		

CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)

<i>With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?</i>	ACT VERBAL BOTH
<i>Elaborations/Deviation/ Shift /Spontaneous stories/Refusal (indicate which response, circle in box and give examples and time on tape. If the child elicits more than one of these responses please indicate which response your example refers to):</i>	ELAB DEVIATION SHIFT SPONT REFUSAL

CHILD'S RESPONSE TO QUESTIONS/PROMPTS

<i>With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?</i>	ACT VERBAL BOTH
<i>Elaborations/Deviation/ Shift /Spontaneous stories/Refusal (indicate which response, circle in box and give examples and time on tape. If the child elicits more than one of these responses please indicate which response your example refers to):</i>	ELAB DEVIATION SHIFT SPONT REFUSAL-emotional distracted

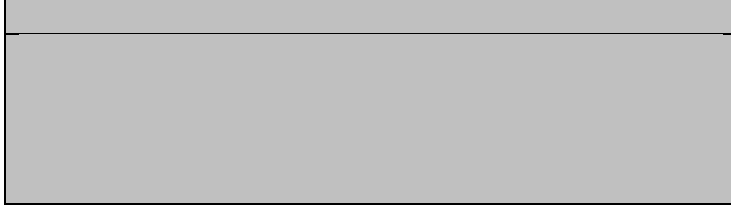
HIGH SUPPORT LOW SUPPORT (circle correct one)

<i>Interviewer Error (circle in box and give examples):</i>	YES NO
---	---------------

NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL

Questions: What did Self do in this story?	Overall Performance: (circle below) PASS FAIL	
	Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS / HIGH SUPPORT PROMPTS	Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS / HIGH SUPPORT PROMPTS

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(P) Task #2 (N)

Representations I: Sharing, playing together, and saying good things are nice.

Summary: This is a story about Self acting nice to Other.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: Hi, Self.

Self: Hi, Other. You're nice, I like you. Have some candy (gives candy to other). Let's play together (throws ball to Other).

Now it's your turn to tell the story. Show Snuffie what they said and did.

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Child's Name:		Name of Coder:		Task Label: P #2 (N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: This is a story about Self acting nice to Other	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL-

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Child's Name:		Child's ID #:		Task Label: P #2 (N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):				
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL-	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Who acted nice in this story? What did Self do that was nice?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) at least two nice things Self did (said nice things, gave candy, shared ball.) Self must <u>not</u> do any mean things.</p> <p>Self performs 1 nice action. Self performs a different, second nice action. Self does not perform any mean actions. OR Child can name two nice actions by Self upon questioning, <u>and</u> Self performed no mean actions. OR Self performs one nice action, and child names another nice action, <u>and</u> Self performed no mean actions.</p>				Overall Performance: (circle below) PASS FAIL			
				<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>		<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	

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(P) Task #2 (M)

Representations I: Saying “go away”, shoving, and grabbing are mean.

Summary: This is a story about Other acting mean to Self.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Self: Hi Other (walks by carrying ball).

Other: Don't bother me! Go away! (pushes self down) Give me that ball (grabs ball).

Now it's your turn to tell the story. Show Snuffie what they said and did.

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Child's Name:		Name of Coder:		Task Label: P #2(M)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: This is a story about Other acting mean to Self.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL	

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Child's Name:		Task Label: P #2(M)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT		LOW SUPPORT (circle correct one)	
Interviewer Error (circle in box and give examples):			YES NO
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL			
<p>Questions: Who was mean in this story? What did Other do that was mean?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) at least two mean things that Other did (shoving, saying mean things, and grabbing.) Other must not do any nice things.</p> <p>Other performs 1 mean action. Other performs a different, second mean action. Other does not perform any nice actions. OR Child names 2 mean actions by Other upon questioning, with no nice actions. OR Other performs 1 mean action, and child names another mean action, with no nice actions.</p>		Overall Performance: (circle below) PASS FAIL	
		Basis for <i>passing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	Basis for <i>failing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS

Nice & Mean: Peers

(P) Task #3 (N&M)

Representations I: (shift of focus): Sharing is nice, and grabbing is mean.

Summary: In this story Self is nice because (s)he shares. Then later, Other is mean because (s)he grabs Self's toy.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Self: (carrying ball) Hi, Other, I like you. Come play with me and I'll share my ball with you.
(they play ball)

Interviewer: Then, a little later...

Other: This is a stupid game. Go away and leave me alone! Give me that ball! (grabs ball and runs away).

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #3(N&M)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story Self is nice because (s)he shares. Then later, Other is mean because (s)he grabs Self's toy.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence		
YES NO	YES NO		POSITIVE	NEGATIVE	NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #3(N&M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):				
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT			LOW SUPPORT		(circle correct one)		
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Who was nice in this story? What did Self do that was nice? Who was mean in this story? What did Other do that was mean?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) who was nice and who was mean. The child must also indicate two nice things that Self did (say nice things, share, play ball.) <u>and</u> two mean things that Other did(say bad things, grab ball, run away).</p> <p>Self performs 1 nice action. Other performs 1 mean action. OR Child names 1 nice action by Self and 1 mean action by Other upon questioning.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for <i>passing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for <i>failing</i> : STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Peers

(P) Task #4 (N)

Representations II: If one person acts nice, the other person will be nice back.

Summary: Now I'll show you a story where Other says nice things and shares with Self and that makes Self say nice things and share too.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Self: Hi, Other.

Other: Hi, Self. I like you. Would you like to play with my ball? I'll play with you. (They bounce ball back and forth).

Self: I like playing with balls. (takes ball). You're nice. You can have some candy since you were nice to me.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Child's Name:		Name of Coder:		Task Label: P #4 (N)	
Child's ID #:					
Child's Date of Birth:		Date of Measure:	Date Coded:	Description of Story: Summary: This is a story where Other says nice things and shares with Self, and that makes Self say nice things and share too.	
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?		EIP skill level	Valence	
YES NO	YES NO			POSITIVE	NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Task Label: P #4 (N)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>			
<p>Questions: Point to everyone who acted nice in this story. What did Other do that was nice? What did Self do that was nice? What made Self act nice? What did Self and Other each do that was nice, and why was Self nice to Other?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) what Other did that was nice, what Self did that was nice, and that Other's niceness caused self to act nice. Saying Other was nice and Self was nice is not a pass</p> <p>Other acts nice. Self acts nice in a slightly different way. Self's niceness is caused by Other's niceness. OR Child indicates upon questioning how Self and Other were nice and that Self's niceness was caused by Other's niceness.</p>		Overall Performance: (circle below) PASS FAIL	
		Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS

(TASK P# 4 N)

Nice & Mean: Peers

(P) Task #4 (M)

Representations II: If one person acts mean another person will act mean back.

Summary: This story is about when Other says mean things and hits Self, and that makes Self say mean things and hit Other back.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: Hey you (hits Self)

Self: What?

Other: I want your ball. Give it to me right now (hits Self)

Self: Ouch. No. You're mean so I won't give it to you (hits Other). I don't want to play with mean kids. I'm leaving (Self walks away).

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #4(M)
Child's ID #:				
Child's Date of Birth:		Description of Story: Summary: This is a story about Other saying mean things and hitting Self, and that makes Self say mean things and hit Other back.		
Date of Measure:	Date Coded:			
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level
YES NO	YES NO	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL-

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #4(M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>							
<p>Questions: Point to everyone that acted mean in this story. What did Other do that was mean? What did Self do that was mean? What made Self act mean? Now all together, what did Other and Self do that was mean and why was Self mean to Other?</p> <p>Criteria for passing: Child must indicate (show with dolls or say with words) what Other did that was mean, what Self did that was mean, and that Other's mean actions caused Self to act mean. Saying merely that Other was mean and Self was mean is not a pass.</p> <p>Other acts mean. Self acts mean in a slightly different way. Self's meanness is caused by Other's meanness. OR Child indicates upon questioning how Self and Other were mean and that Self's meanness was caused by Other's meanness.</p>				Overall Performance (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Peers

(P) Task #4 (M&N) A

Representations II: One person can be mean and nice at the same time.

Summary: In this story Other is mean and nice at the same time because (s)he hits Self and at the same time (s)he says nice things.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: Hi, Self (hits Self) I like you. Let's play ball (hands Self ball).

Self: I don't understand you, Other. You hit me and said nice things at the same time.

Other: I guess I just felt a little mean and a little nice.

Self: Oh, OK.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #4 (M&N) A	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: Other is mean and nice at the same time because (s)he hits Self at the same time as (s)he says nice things.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES	NO	YES	NO	Valence	
				POSITIVE	NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATIO N SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #4 (M&N) A				
CHILD'S RESPONSE TO QUESTIONS/PROMPTS								
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH		
Themes (list below):				Emotions and Intensity Levels (list below):				
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL			BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL		
HIGH SUPPORT LOW SUPPORT (circle correct one)								
Interviewer Error (circle in box and give examples):						YES NO		
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>								
<p>Questions: Who was mean in this story? What did Other do that was mean? Who was nice in this story? What did Other do that was so nice? All together now, what did Other do that was mean and nice at the same time?</p> <p>Criteria for passing: Child must indicate that Other was mean and nice because (s)he hit and did (said) nice things at the same time.</p> <p>Other acts mean. Other acts nice. Other's meanness and niceness occur simultaneously (within the same interaction). OR Child indicates upon questioning how Other was mean and nice at the same time.</p>				Overall Performance:(circle below) PASS FAIL				
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		

Nice & Mean: Peers

(P) Task #4 (M&N) B

Representations II: One person can be mean and nice at the same time.

Summary: In this story Other is mean when (s)he hits Self and grabs the Legos, and nice when (s)he makes a car and gives it to Self.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: Hi, Self. Give me those Legos. I want to build a car for you.

Self: They're mine.

Other: (Hits Self, Grabs Legos, and builds car with Legos). See what I made you, Self. I made this car for you because I like you. I know I was mean when I grabbed your Legos, but I was nice too, because I made the car with them.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #4 (M&N) B	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: Other is mean when (s)he hits Self and grabs the Legos, and nice when (s)he makes a car and gives it to Self.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #4 (M&N) B			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass fail section</small>							
<p>Questions: Who was mean in this story? What did Other do that was mean? Who was nice in this story? What did Other do that was nice? All together now, what did Other do that was mean and nice at the same time?</p> <p>Criteria for passing: Child must indicate that Other was mean and nice in the same interaction by hitting and/or grabbing <u>and</u> making a car for Self.</p> <p>Other acts mean. Other acts nice. Other's meanness and niceness occur simultaneously (within the same interaction). OR Child indicates upon questioning how Other was mean and nice at the same time.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

(P) Task #5 (N)

Nice & Mean: Peers

Representations II (compounded): If two people are both nice to another person, that person will be nice back to both of them.

Summary: In this story Other 1 is nice because (s)he shares. Other 2 is nice because (s)he helps. That makes Self say and do nice things to Other 1 and Other 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: Hi Self. Would you like some of my Legos? I like to share.

Self: Thank you, Other 1. You're nice.

Other 1: You can have some too, Other 2. (shares Legos)

Other 2: I'll help you build a car, if you want to, Self.

Self: That's very nice of you, Other 2.

Other 2: Other 1, I'll help you build an airplane. (builds with Legos).

Self: Thank you, Other 1. Thank you, Other 2. I like nice people. You can have some of my candy because you were nice.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #5 (N)
Child's ID #:				
Child's Date of Birth:		Description of Story: Summary: In this story Other 1 is nice because (s)he shares. Other 2 is nice because (s)he helps. That makes Self say and do nice things to Other 1 and Other 2.		
Date of Measure:	Date Coded:			
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)				
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence	
YES NO	YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #5 (N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):				Emotions and Intensity Levels (list below):			
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT				(circle correct one)			
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass fail section</small>							
<p>Questions: Point to everyone who was nice in this story. What did Other 1 do that was nice? What did Other 2 do that was nice? What did Self do that was nice? What made Self act nice to Other 1 and Other 2? All together now, what did Other 1 and Other 2 and Self each do that was nice, and why was Self nice to both of them?</p> <p>Criteria for passing: Child must correctly indicate what each of the three children did that was nice, and that the niceness of Other 1 and Other 2 <u>caused</u> the niceness of Self. Other 1 is nice to Other 2. Other 1 is nice to Self. Other 2 is nice to Other 1. Other 2 is nice to Self. Self is nice to Other 1 and Other 2 because of their niceness. Other 1's niceness is different from Other 2's niceness, which is different from Self's niceness. OR Child-doll indicates upon questioning what Other 1, Other 2, and Self did that was nice and that Self's niceness was caused by that of Other 1 and Other 2.</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And /Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Peers

(P) Task #5 (M)

Representations II (compounded): If two people are mean to another person, that person will be mean back to both of them.

Summary: In this story Other 1 is mean because (s)he won't share. Other 2 is mean because (s)he hits people. That makes Self say mean things back to Other 1 and Other 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: I've got candy and you can't have any (in a teasing voice).

Self: That's mean. I don't like you.

Other 2: Don't give Self any, but give it to me (hits Other 1)

Self: Dummy! Don't hit him, that's stupid.

Other 2: You shut up (hits Self).

Other 1: (to Other 2) I still won't give you any.

Self: You're mean – you won't share. And you're mean (to Other 2) – you hit everyone. I don't like you mean people, so I'm leaving.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #5(M)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: In this story Other 1 is mean because (s)he won't share. Other 2 is mean because (s)he hits people. That makes Self say mean things back to Other 1 and Other 2.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	
YES NO		YES NO		POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #5(M)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):				
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH		
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass/ fail section</small>							
<p>Questions: Point to everyone who was mean in this story. What did Other 1 do that was mean? What did Other 2 do that was mean? What did Self do that was mean? What made Self act mean to Other 1 and Other 2? All together now, what did Other 1 and Other 2 and Self each do that was mean, and why was Self mean to Other 1 and Other 2?</p> <p>Criteria for passing: Child must correctly indicate what each person did that was mean, and that the meanness of Other 1 and Other 2 <u>caused</u> the meanness of Self. [Other 1 is mean to Other 2. Other 1 is mean to Self. Other 2 is mean to Other 1. Other 2 is mean to Self. Self is mean to Other 1 and Other 2 because of their meanness. Other 1's meanness is different from Other 2's meanness, which is different from Self's meanness. OR Child indicates upon questioning what Other 1, Other 2, and Self did that was mean and that Self's meanness was caused by that of Other 1 and Other 2.]</p>				Overall Performance: (circle below) PASS FAIL			
				Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS		Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	

Nice & Mean: Peers

(P) Task #6 (M&N)

Representations II (shift of focus): If one person acts mean to somebody, (s)he will be mean back. Then, if another person acts nice, (s)he will be nice back to that person.

Summary: In this story, Other 1 is mean because (s)he doesn't share, and that makes Self be mean back to Other 1. Later, Other 2 is nice because (s)he shares, and that makes Self be nice back to Other 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: I've got candy and you can't have any (in a teasing voice).

Self: That's mean. I don't like you cause you're mean. You go away! (pushes Other1) (Other 1 leaves).

Other 2: (walks up to Self) Hi, Self.

Self: Hi, Other 2.

Other 2: I like you, Self. Would you like to play with my ball? I'll play ball with you. (They bounce ball back and forth).

Self: You're nice Other 2. You can have some candy since you were nice to me.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #6(M&N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: In this story, Other 1 is mean because (s)he doesn't share, and that makes Self be mean back to Other 1. Later, Other 2 is nice because (s)he shares, and that makes Self be nice back to Other 2.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Task Label:	
Child's ID #:		P #6 (M&N)	
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence
YES NO	YES NO		POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>			
<p>Questions: Point to everyone who was mean in this story. If child did not indicate Self was mean: (Did Self do anything mean?) What did Other 1 do that was mean? What did Self do that was mean? What made Self mean to Other 1? All together now, what did Other 1 and Self each do that was mean, and why was Self mean to Other 1? Point to everyone who was nice in this story. What did Other 2 do that was nice? What did Self do that was nice? What made Self nice to Other 2? All together now, what did Other 2 and Self each do that was nice, and why was Self nice to Other 2?</p> <p>Criteria for passing: Child must indicate some of the mean things done by Other 1 and Self <u>and</u> that Other's meanness caused Self to be mean. Child must also indicate the nice things done by Other 2 and Self <u>and</u> that Self was nice because Other 2 was nice.</p> <p>[Other 1 acts mean. Self acts mean. Self's meanness is caused by Other 1's meanness. Other 2 acts nice. Self acts nice. Self's niceness is caused by Other 2's niceness. OR Child indicates upon questioning what Other 1 did and Self did that was mean, and that Self's meanness was caused by Other 1's meanness. Also, child indicates what Other 2 and Self did that was nice, and that Self's niceness was caused Other 2's niceness.]</p>		Overall Performance: (circle below) PASS FAIL	
		Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS

Nice & Mean: Peers

(P) Task #7 (M&N)

Representations II (compounded): If one person acts nice to another person and someone else acts mean to him or her, that person will act nice to the nice person and mean to the mean person.

Summary: Here, Other 1 is nice because (s)he shares. Other 2 is mean because (s)he hits. Self says nice things back to Other 1 and says mean things back to Other 2.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: You want to use my ball?

Self: That's nice, let's play.

Other 2: Just give me the ball (hits Other 1 and Self).

Self: (to Other 2) You bully – you're mean. Get out of here!

Other 2: I don't have to (hits Self).

Self: Come on Other 1, I like you. Let's play and leave mean old Other 2 alone. (to Other 2) You get lost.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #7 (M&N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: Here, Other 1 is nice because (s)he shares. Other 2 is mean because (s)he hits. Self says nice things back to Other 1 and says mean things back to Other 2.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/ Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL	

Nice & Mean: Peers

Child's Name:		Task Label: P #7 (M&N)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence
YES NO	YES NO		POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL</small>			
<p>Questions: Point to everyone who acted nice in this story. What did Other 1 do that was nice? What did Self do that was nice? Point to everyone who acted mean. (If child does not indicate that Self was mean, ask "did Self do anything mean?") What did Other 2 do that was mean? What did Self do that was mean? What made Self act nice to Other 1 and mean to Other 2?</p> <p>All together now, what did Other 1 and Self do that was nice, and what did Other 2 and Self do that was mean; and why was Self nice to Other 1 and mean to Other 2?</p> <p>Criteria for passing: Child must indicate what Other 1 did that was nice and what Other 2 did that was mean, and that these actions <u>caused</u> Self to be nice to other 1, and mean to Other 2.</p> <p>[Other 1 is nice to Self. Other 2 is mean to Self. Self is nice to Other 1 because of Other 1's niceness and mean to Other 2 because of Other 2's meanness. Self & Other 1's niceness differ at least slightly. Self & Other 2's meanness differ at least slightly. OR Child indicates upon questioning what Other 1 and Self did that was nice, what Other 2 and Self did that was mean, and that Self was nice to Other 1 because of his/her niceness and mean to Other 2 because of his/her meanness.</p>		<p>Overall Performance: (circle below) PASS FAIL</p>	
		Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS	Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS

Nice & Mean: Peers

(P) Task #8 (M&N)

Representations III: If one person does nice things and mean things to another person, the other person will do nice things in return for nice and mean things in return for mean.

Summary: Here, Other is part nice and part mean. Self is also part nice and part mean. Self changes the way (s)he acts depending on the way Other acts.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: I want to be friends with you. Come on and play with me (pushes Self).

Self: You say you want to be friends then you push. That doesn't make sense. I think you're lying about wanting to be friends. You're really mean (hits Other). There!

Other: I wasn't lying, I shouldn't have pushed you because I do want to be friends.

Self: I don't know. Pushing and being friends don't go together.

Other: I'm really sorry I pushed you. Here, have some candy.

Self: Well. I guess you really wanted to be nice – I shouldn't have hit you. I won't hit you anymore and I'll be your friend. Let's play ball.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #8 (M&N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: Here, Other is part nice and part mean. Self is also part nice and part mean. Self changes the way (s)he acts depending on the way Other acts.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Task Label: P #8 (M&N)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass/fail section</small>			

Nice & Mean: Peers

<p>Child's Name: Child's ID #:</p>	<p>Task Label: P #8 (M&N)</p>	
<p>Questions: Point to everyone that acted nice in this story. Point to everyone who acted mean. What did Self do that was nice? What did Other do that was nice? What made Self act nice to Other? What did Self do that was mean? What did Other do that was mean? What made Self act mean to Other? Optional: What made Self not sure if Other really wanted to be friends? Optional: What made Self think he shouldn't have hit Other? All together now, what did Self do that was nice and what did (s)he do that was mean, and why did (s)he act different at different times.</p> <p>Criteria for passing: Child must indicate that Other was mean and nice within the same interaction, and that <u>caused</u> Self to be mean and nice in return. The story must include Other apologizing, retracting meanness or doing something nice, followed by Self acknowledging Other's niceness and/or acting nice to Other because of his/her niceness. Somewhere in the story the contradiction in Other's behavior should be noted.</p> <p>[Other is nice and mean to Self in the same interaction. Self is mean to Other because of Other's meanness. Other apologizes for being mean, retracts meanness, or does something nice. Self acknowledges Other's niceness and/or acts nice to Other because of Other's niceness. Somewhere in the story the contradiction in Other's behavior is noted. OR Upon questioning, the child gives an integrated summary indicating that Self changed from mean to nice based on Other's behavior.</p>	<p>Overall Performance:(circle below) PASS FAIL</p>	
	<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Task P #8 (M&N)

Nice & Mean: Peers

(P) Task # 8 (M)

Representations III: When someone is mean to another person in different ways, that person will be mean back every time.

Summary: Here other is mean in different ways at different times, and no matter what mean thing he does, Self is always mean back.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: I want those crayons, give them to me! (grabs crayons).

Self: That's mean! You can't grab my crayons like that (hits Other).

Other: You're gonna get in trouble (in a sing-song voice). Self's getting in trouble. Self is a bad boy.

Self: You're the mean one. I hate you! (grabs Other's picture and tears it up).

Other: I'm warning you. Every time you're mean to me I'll be mean back to you!

Self: Well! It doesn't matter what mean things you do, I'll always be mean right back to you too! I'll hit you or tear up your picture or whatever it takes to get back at you.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name: Child's ID #:		Name of Coder:		Task Label: P #8(M)	
Child's Date of Birth: Date of Measure:		Date Coded:			
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level Valence POSITIVE NEGATIVE NEUTRAL BOTH	
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Task Label: P #8 (M)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence
YES NO	YES NO		POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass/ fail section</small>			

Nice & Mean: Peers

<p>Child's Name: Child's ID #:</p>	<p>Task Label: P #8 (M)</p>	
<p>Questions: Point to everyone who acted mean. What did other do at first that was mean? What did Self do at first that was mean? What other mean thing did Other do? What other mean thing did Self do? Why was Self mean twice to Other? Optional: Would Self be mean to Other if Other did a different mean thing? Why? All together now, what did Self do that was mean each time, and why did (s)he act different at different times?</p>	<p>Overall Performance: (circle below) PASS FAIL</p>	
<p>Criteria for passing: Child must indicate that Other was mean in two different ways in the same interaction and that each time Other was mean, Self was mean in return. The story must include two different forms of meanness by Other, causing two different forms of meanness from Self in response. Somewhere in the story the child should indicate that any form of meanness will cause meanness in return. [Other is mean to Self in two different ways in the same interaction. Self is mean to Other because of Other's meanness each time. Somewhere in the story the consistency of the meanness in the two different behaviors of Other is noted. Somewhere in the story the consistency of the meanness in the two different behaviors of Self is noted. The contingency of Self's meanness upon Other's meanness is noted. The consistency of Self's response to different mean behaviors is noted. OR Upon questioning, the child gives an integrated summary indicating that Self and Other were mean in different ways at different times but that any form of meanness from Other provoked meanness in return.]</p>	<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Nice & Mean: Peers

(P) Task # 8 (N)

Representations III: When someone is nice to another person in different ways, that person will be nice back every time.

Summary: Here other is nice in different ways at different times, and no matter what nice thing he does, Self is always nice back.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other: Look, Self, I have a present for you.

Self: Oh, thank you! What a nice present. Since you're so nice, you can have some of my cookies.

Other: Let's go outside and swing.

Self: I'll push you, then we can go slide. (they swing)

Other: Thanks for pushing me. You can slide first since you were so nice.

Self: Thanks. You're nice too. It's fun to play when we're nice.

Other: It doesn't matter where we are as long as you're nice to me I'll be nice back.

Self: And I'll be nice to you whenever you're nice to me.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #8 (N)	
Child's ID #:					
Child's Date of Birth:		Date Coded:		Description of Story: Summary: Here other is nice in different ways at different times, and no matter what nice thing he does, Self is always nice back.	
Date of Measure:					
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):					ELAB DEVIATION SHIFT SPONT REFUSAL

Nice & Mean: Peers

Child's Name:		Task Label:	
Child's ID #:		P #8 (N)	
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent?	Emotion = Affect Congruent?	EIP skill level	Valence
YES NO	YES NO		POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL			

Nice & Mean: Peers

<p>Child's Name: Child's ID #:</p>	<p>Task Label: P #8 (N)</p>	
<p>Questions: Point to everyone who acted nice. What did Other do at first that was nice? What did Self do at first that was nice? What other nice thing did Other do? What other nice thing did Self do? Why was Self nice twice to Other? Optional: Would Self be nice to Other if Other did a different nice thing? Why? All together now, what did Self do that was nice each time, and why did (s)he act different at different times?</p> <p>Criteria for passing: Child must indicate that Other was nice in two different ways in the same interaction and that each time Other was nice, Self was nice in return. The story must include two different forms of niceness by Other, causing two different forms of niceness from Self in response. Somewhere in the story the child should indicate that any form of niceness will cause niceness in return. [Other is nice to Self in two different ways in the same interaction. Self is nice to Other because of Other's niceness each time. Somewhere in the story the consistency of the niceness in the two different behaviors of Other is noted. Somewhere in the story the consistency of the niceness in the two different behaviors of Self is noted. The contingency of Self's niceness upon Other's niceness is noted. The consistency of Self's response to different nice behaviors is noted. OR Upon questioning, the child gives an integrated summary indicating that Self and Other were nice in different ways at different times but that any form of niceness from Other provoked niceness in return.]</p>	<p>Overall Performance: (circle below) PASS FAIL</p>	
	<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Task P #8 (N)

Nice & Mean: Peers

(P) Task # 9 (N&M)

Representations III (compounded): If two people do different nice and mean things to another person, that person will do appropriate nice things in return for nice and mean things in return for mean to each of them.

Summary: Here Other 1 is part nice and part mean, and Other 2 is also part nice and part mean. Self is part nice and part mean to each of them, changing the way (s)he is nice and mean depending on the way each one acts.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: I want to be friends. Would you like to read my neat book?

Other 2: No, let's play ball. (pushes Other 1 and Self)

Self: Ouch, Other 2, that hurt.

Come on, Other 1, let's go read. Here, have some of my ice cream. Oops! I spilled it on your book. What an awful thing!

Other 2: Wait, you guys. I didn't mean to push so hard. I just got carried away. I really want to be your friend.

Other 1: Hey, self, my book is covered with ice cream. You jerk! That's my homework, and now it's ruined.

Self: Your homework?! You were acting nice but really you were just trying to fool us into doing your homework for you. Leave us alone. Come on Other 2, I'll go play ball with you.

Other 1: How come you're being so nice to him/her? (S)he pushed us. And you – you ruined my book. How can you be mean to me? I didn't do anything like that. I acted nice.

Self: Yeah, you acted ice, but you were really being man, tricking us into helping you with your homework. Other 2 was rough, but (s)he meant to be nice. I didn't mean to ruin your book. It was an accident. I was trying to be nice. Other 2 and I tried to be nice despite our mistakes, but you meant to be mean.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #9 (M&N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: Here Other 1 is part nice and part mean, and Other 2 is also part nice and part mean. Self is part nice and part mean to each of them, changing the way (s)he is nice and mean depending on the way each one acts.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT	
				VERBAL	BOTH
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	POSITIVE	NEGATIVE	Valence NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB	DEVIATION
				SHIFT	SPONT
				REFUSAL	

Nice & Mean: Peers

Child's Name:		Task Label: P #9 (M&N)	
Child's ID #:			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS			
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?			ACT VERBAL BOTH
Themes (list below):		Emotions and Intensity Levels (list below):	
Theme = Emotion Congruent? YES NO	Emotion = Affect Congruent? YES NO	EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):			ELAB DEVIATION SHIFT SPONT REFUSAL
HIGH SUPPORT LOW SUPPORT (circle correct one)			
Interviewer Error (circle in box and give examples):			YES NO
<small>NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass / fail</small>			

Nice & Mean: Peers

<p>Child's Name: Child's ID #:</p>	<p>Task Label: P #9 (M&N)</p>	
<p>Questions: Point to everyone that acted nice. Point to everyone that acted mean. What did Self do that was nice? What did Other 1 do that was nice? What did Other 2 do that was nice? What made Self act nice to Other 1? What made Self act nice to Other 2? What did Self do that was mean? What did Other 1 do that was mean? What did Other 2 do that was mean? What made Self act mean to Other 1? What made Self act mean to Other 2? Optional: What made Self not sure if Other 2 really wanted to be friends? Optional: What made Self think that Other 1 really did not really want to be nice? Why did Self change his/her mind about who was really mean? All together now, what did Self do that was nice to Other 1 and 2 and what did (s)he do that was mean to each of them, and why did (s)he act different at different times?</p> <p>Criteria for passing: Child must indicate that Other 1 and Other 2 were mean and nice within the same interaction and that <u>caused</u> Self to be mean and nice to each in return in appropriate ways. The story must include the contradiction in both Others' behaviors and the comparison of the ways the two were nice and mean.</p>	<p>Overall Performance: (circle below) PASS FAIL</p>	
	<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Task P#9 (M&N)

Nice & Mean: Peers

(P) Task # 10 (N&M)

Representations IV / Abstractions I: When two people do different nice and mean things to another person, what really matters is each one's intentions, what (s)he meant to do. The way the person is nice and mean to each one will depend on their different intentions.

Summary: In this story Self cares about what people's intentions are when they do things with him. Other 1 and other 2 are both part nice and part mean, but Other 1 intended to be mean while Other 2 intended to be nice. Self reacts accordingly to their intentions rather than their actions.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Other 1: Hi, Other 2 and Self! I've got a neat puzzle we can do.

Other 2: No, play this game with me instead. (pushes Other 1 and Self apart).

Self: Ouch, Other 2, that was mean.

Come on Other 1, let's go do your puzzle. (Self and Other 1 begin to walk away together).

Other 2: Wait, I just wanted to keep you from having to do his/her homework for him/her.

Other 1: Come on, I've got to get this done!

Self: Hey, Other 1, you were lying about that being a neat puzzle so I'd do your homework.

That's mean. Come on Other 2, let's play your game.

Other 1: Why will you play with him/her and not me? (S)He was mean too.

Self: You're worse, Other 1, you acted nice but it was a lie to get me to do your homework.

Other 2 acted mean, but (s)he was really trying to do a nice thing and keep me from being tricked by you. I care about what people really intend to do more than exactly what they do.

Now it's your turn to tell the story. Show Snuffie what they said and did.

Nice & Mean: Peers

Child's Name:		Name of Coder:		Task Label: P #10(M&N)	
Child's ID #:					
Child's Date of Birth:		Description of Story: Summary: In this story Self cares about what people's intentions are when they do things with him. Other 1 and other 2 are both part nice and part mean, but Other 1 intended to be mean while Other 2 intended to be nice. Self reacts accordingly to their intentions, rather than their actions.			
Date of Measure:	Date Coded:				
CHILD'S ATTEMPT AT STORYTELLING (when the child shows/narrates with dolls)					
With regards to storytelling, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?				ACT	VERBAL
				BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):		
Theme = Emotion Congruent? YES NO		Emotion = Affect Congruent? YES NO		EIP skill level	Valence POSITIVE NEGATIVE NEUTRAL BOTH
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):				ELAB DEVIATION SHIFT SPONT REFUSAL-	

Nice & Mean: Peers

Child's Name:		Child's ID #:		Task Label: P #10(M&N)			
CHILD'S RESPONSE TO QUESTIONS/PROMPTS							
With regards to questions/prompts, did the child act out the story (show with dolls) or provide a verbal report (say with words), or, did the child do both?						ACT VERBAL BOTH	
Themes (list below):			Emotions and Intensity Levels (list below):				
Theme = Emotion Congruent?		Emotion = Affect Congruent?		EIP skill level	Valence		
YES	NO	YES	NO		POSITIVE	NEGATIVE	NEUTRAL
Elaborations/Deviation/ Shift /Spontaneous stories/ Refusal (indicate which response, circle in box and give examples. If the child elicits more than one of these responses please indicate which response your example refers to):						ELAB DEVIATION SHIFT SPONT REFUSAL	
HIGH SUPPORT LOW SUPPORT (circle correct one)							
Interviewer Error (circle in box and give examples):						YES NO	
NEW VERSION OF SCORING CODING FORM DEVELOPED BY CLAIRE RUSSELL / TODD ROSE – PLEASE SEE OLD VERSION FOR ORIGINAL Continue to next page for pass /fail section							

Nice & Mean: Peers

<p>Child's Name: Child's ID #:</p>	<p>Task Label: P #10(M&N)</p>	
<p>Questions: Point to everyone that acted nice. Point to everyone that acted mean. What did Self do that was nice? What did Other 1 do that was nice? What did Other 2 do that was nice? What made Self act nice to Other 1? What made Self act nice to Other 2? What did Self do that was mean? What did Other 1 do that was mean? What did Other 2 do that was mean? What made Self act mean to Other 1? What made Self act mean to Other 2? Optional: What made Self not sure if Other 2 really wanted to be nice? Optional: What made Self think that Other 1 really did not really want to be nice? Why did Self change his/her mind about who was really mean? All together now, what did Self do that was nice to Other 1 and 2 and what did (s)he do that was mean to each of them, and why did (s)he act different at different times? Could you explain what (s)he said about intentions and actions? Criteria for passing: Child must indicate that Other 1 and Other 2 were mean and nice within the same interaction and that <u>caused</u> Self to be mean and nice to each in return in appropriate ways. The story must include the contradiction in both Others' behaviors and the comparison of intention and action in the two. There must be a general statement of the reasons for Self's actions in a manner that goes beyond the specific interactions, such as "Self cares about intentions more than actions". Note: It is not necessary for the child to use the words "intention" or "intend", so long as the meaning is communicated.</p>	<p>Overall Performance: (circle below) PASS FAIL</p>	
	<p>Basis for passing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>	<p>Basis for failing: STORYTELLING And/ Or RESPONSE TO QUESTIONS/HIGH SUPPORT PROMPTS</p>

Task P#10 (M&N)

Nice & Mean: Peers

MORAL DILEMMA / EMPATHY TASK

To be administered when the child reaches the end of the nice mean task administration for peers and adult/child (i.e. they fail a task and two more subsequent tasks)

Three dolls present (Mom doll, self doll and peer/friend doll) plus prompts (i.e. band aide)

Summary: In this story the child is placed in a position of responding to a dilemma or obeying to the mother's demands to return home immediately for dinner *or* to demonstrate empathy by acting against convention to assist friend/peer who has injured him/herself.

Hide your head now, Snuffie. You can see the story when _____ tells it.

Mom: "Hey [self], its time for dinner!! Come home **now** so you can eat."

Self : "Okay mommy!" (turns to peer/friend)
(to peer/friend) "I have to go now, my mommy wants me home for dinner now, Goodbye."

Peer/Friend-other: "Goodbye [self]!" (other turns around to leave self and falls down and cuts knee)
"Help!! Ive fallen and cut my knee, it hurts and its bleeding! can you help me and get me a band aide quickly?"

Follow up:

Interviewer: Can you tell me the story?

WHEN CHILD HAS TOLD THE STORY ASK....

What happens next?
What did self do?
Did self go home for dinner?
Did self help friend?
What happened after that?
How did self feel?

Nice & Mean: Peers

How did friend feel?

Please rate the following behaviors (1 = very little, 7 = extremely):

Distracted	1	2	3	4	5	6	7
Active	1	2	3	4	5	6	7
Cooperative	1	2	3	4	5	6	7
Shy	1	2	3	4	5	6	7
Talkative	1	2	3	4	5	6	7
Violent in Storytelling	1	2	3	4	5	6	7
Interest in mean stories	1	2	3	4	5	6	7
Interest in nice stories	1	2	3	4	5	6	7

Nice & Mean: Peers

LOW-SUPPORT ASSESSMENT STORIES

The free-play and best-story procedures are usually done after the child has acted out the previous stories. In these procedures, the situation must be set up to encourage the child to act out stories. Other distractions in the room must be minimized. The interviewer needs to warmly encourage the child to do stories.

For free-play, the time for free-play should be kept constant across children in a study. Typically we use five minutes; a minimum of three is needed. The interviewer either leaves the room or goes into a separate space in the room to work on something with her or his back turned to the child. There are no follow-up questions.

For the best-story procedure, the interviewer returns to the room, sits down with the child, and asks for his or her best story. Only general follow-up questions should be asked, such as “what happened in the story?”. The questions from the high-support condition should not be asked.

FREE-PLAY PROCEDURE

Adult: Now it's your turn to make up your own stories. The stories should be about children being nice or mean. Be sure to make the dolls walk and talk. I'm going out of the room, and I'll come back when the timer rings to hear your best story.

If child refuses the task: Adult repeats that (s)he has to work until the timer rings.

If child does nothing: After 2 minutes (depending on the total length of free play), adult reminds the child:
Remember, this is your time to make up stories. Be sure to make the dolls walk and talk. You can have another sticker after you make up the stories.

BEST STORY PROCEDURE

Adult: Now you can tell me your very best story about grownups and children being nice or mean. I'll write the story down.

Nice & Mean: Peers