

Disruption of Play, Parent Negative Affect, and Parent Control Coding

Richard J. Holigrocki, Ph.D. and Shira Louri, MA, MSW
School of Psychological Sciences, University of Indianapolis
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Disruption of Play, a parent-based affective-behavioral relational dynamic, is defined as the co-occurrence of a parent's expression of Parent Negative Affect and behaviors involving limiting a child's activities. Parent Negative Affect refers to expressions of anger, sadness, or anxiety. Parent Control includes behaviors that involve setting limits, punishing, frightening, aggressing, criticizing, or commanding.

Instructions:

Each PCIA-II scenario is divided into nine 10" intervals. Raters view each interval and score "1" for the presence or "0" for the absence of a parent's display of Parent Negative Affect (PNA). Intervals are then coded for Parent Control (PC). The presence of PC in an interval is scored "1" and the absence is scored "0." Disruption of Play is scored "1" for each interval when PNA and PC co-occur. By this method, PNA, PC, and DP scores range from 0 to 9 for each 90" scenario. Total scores are tabulated for PNA, PC, and DP for each scenario, and summed across scenarios using the coding form

Table 1: Parent Negative Affect

Affect (Score)	Description
Negative (1)	<i>Obvious Signs:</i> Clear signs of anger, anxiety, or sadness Anger: Loud, shouting, pressured whisper or tone, harsh tone, firmly repeating statements, clenched fists, banging table or toy, furrowed brow, squinting eyes, or snapping a toy away from the child. Anxiety: Rapid speech, fidgety, or jumpy. Depression: quiet, flat, closed posture, withdrawn, slow movement, detached, or tearful. <i>Subtle Signs:</i> Starting to be angry, anxious, or sad. Increased tension in verbalization or behaviors, flat affect as indicated by voice tone and facial expression, or firmness in voice. If parent seems to be pretending to be angry, sad, or anxious, score "0."
Neutral (0)	No extremes of positive or Parent Negative Affect. Note that "flat" affect should be scored "1;" however, if unsure or the parent does not verbalize or display facial or bodily behaviors indicating strong emotions, score "0."
Positive (0)	<i>Obvious Signs:</i> Joy: Laughing, lively, animated, active, involved, encouraging, smiling, leaning forward, or open posture. <i>Subtle Signs:</i> Smiling, engaged but not extremely elevated. Could be pretending to be angry or sad, but affect is positive.

Note: Code for the moment of most Parent Negative Affect during each 10" interval. Do not code for the content of verbalizations; rather, focus on the intonation of speech, facial expression, and body movement/posture. The above descriptions are guidelines for coding and do not cover all possible examples.

Table 2: Parent Control

Category	Description
Limit	Parent sets a limit to constrain or interrupt the child's ongoing behavior. <i>Examples: You know you don't belong up there. Act right. Quit being silly. Are you supposed to be laying on the lunch table?</i>
Punish	The parent punishes or threatens to punish the child to decrease a behavior. <i>Examples: You are going to get a time out. You wait until your dad hears about this. If you don't behave, we're going home.</i>
Frighten	Speaker expresses possibility of danger or harm. If harmful behavior takes place, also code Aggress. If the parent asks "Are you alright?" do not code for Frighten, as this question is essentially protective, nurturing, or caring. <i>Examples: Think they'd bite me if I stuck my hand in there? Mommy doesn't want anyone to steal you. You are in the tiger cage. Those snakes are poisonous.</i>
Aggress	Any physical or verbal threat that could conceivably cause bodily harm to parent, self, examiner, or inanimate objects such as PCIA-II toys or furniture. Aggressive actions that are occurring or threats to engage in a behavior that could be potentially harmful. <i>Examples: Knocked her out. Off with the tiger's head. I'd like to break your head. Parent has animals or figures bite or attack.</i>
Criticize	Explicit put downs about the badness of the other, blaming the other, or failing to provide nurturance. Expressions of dissatisfaction with the behavior of the other. <i>Example: That was a dumb thing to do. Don't come crying to me about it. You should know better. You are too slow.</i>
Command	(a) Parent gives a command. There is no ambiguity as to who the command is directed toward. <i>Examples: Get over here. Catch this block.</i> Do not code for suggestions or questions, such as "Would you put that over there?" Do not code if the intention is primarily collaborative, such as "We should have lunch now" or "Let's feed the hippos." (b) The speaker tells the other person exactly what to say or tells them what they think or feel. <i>Examples: Tell me that I promised you that you could play on the see saw. Tell the lady that you kissed those tigers. Say, 'you forgot your teddy.'</i> (c) The parent is asks a question, but does not listen for or expect an answer from the child. Only if it seems as if the parent is forcing his or her agenda onto the child. <i>Examples: What did we decide? We decided to feed the giraffe the leaves.</i>

Note: A score of "1" is assigned for the presence of any PC in a 10" interval. The above descriptions are guidelines for coding and do not cover all possible examples.

**Disruption of Play, Parent Negative Affect, and Parent Control in PCIA-II
Coding Form for DP, PNA, and PC**

Dyad:		1	2	3	4	5	6	7	8	9	TOTAL
Scenario:		0-9	10-19	20-29	30-39	40-49	50-59	1:00-1:09	1:10-1:19	1:20-1:29	
Parent Negative Affect											
For each interval enter 1 or 0. Score for moment of most Parent Negative Affect	R1										
	R2										
	Cn										
Parent Control											
Limit	✓										
Punish	✓										
Frighten	✓										
Aggress	✓										
Criticize	✓										
Command	✓										
For each interval enter 1 if one or more checkmarks appear above. Otherwise enter 0.	R1										
	R2										
	Cn										
Disruption of Play											
For each interval enter 1 if Cn scores for PNA and PC = 1	DP										

Note: R1 = Rater 1. R2 = Rater 2. Cn = Consensus score. DP = Disruption of Play; PNA = Parent Negative Affect; PC = Parent Control. Events that occur at the moment when one interval ends are coded for the interval just completed.