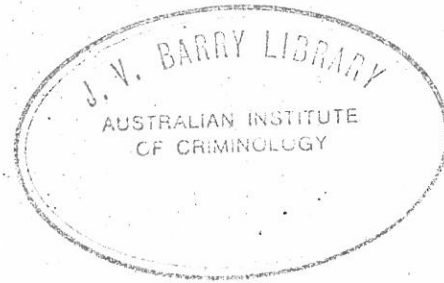


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MANUAL FOR CODING OF DELINQUENT
BEHAVIOR

by

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I INTRODUCTION

1. The Coding System

The behavioral coding system described in this manual is designed to provide an accurate, sequential account of the interaction patterns among delinquents and staff in residential and institutional settings. The content and structure of the scale possess several advantages over the three methods of behavioral description from which the current system was derived (Bernal, 1972; Patterson, Ray & Cobb, 1969; Wahler 1973).

Wahler enumerates four types of information provided by behavioral observation techniques, but his current system provides only a quantitative frequency measure. Within setting and across setting covariance of behaviors, qualitative description of temporal relationships, and frequency data is contained in the structure of the rating scale devised by Patterson et al (1969). This structure has been utilised in the coding system presented in this manual.

The content of the Patterson scale does not define responses in terms of therapeutic goals for socially deviant populations. Categories, constructed for the present system, attempt to define the appropriateness and skills of delinquent and staff behavior. For example, staff teaching interactions, which have been demonstrated to improve delinquents' compliance and social skills (Sanson-Fisher and Inch, 1974), are recorded as appropriately or inappropriately performed.

Commands may be followed by one of three consequences:— noncompliance, compliance, or additionally, appropriate compliance, which must include eye contact, verbal acknowledgement, and no signs of anger accompanying the actual compliance. These qualitative aspects of behavior are well-defined and easily observed, and enable the coding system to be used as a sensitive measuring instrument.

Behavior is coded each six-second interval for a total of 5 minutes continuous rating, and all categories are applicable to staff or inmate behavior. This manual features numerical symbols for each response category, to enable the data to be transferred directly to data-processing cards without further translation or reduction of the behavioral information.

2. Units of Coded Information

Four basic units are recorded during each coding interval. A target subject is selected, and the target response is scored from one of twenty-eight categories which provide a complete description of all possible behaviors in the observation area.

The second unit of information is the stimulus behavior, or most prominent behavior in the immediate vicinity of the target subject. The same twenty-eight response categories are used to code the stimulus behavior, and there are certain rules to determine the prominence or priority of behaviors that impinge on the target.

The stimulus source identifies the origin of the stimulus behavior, and the rater also codes the points contingency which may be been dispensed during the interaction. When a large number of interactions have been coded, the researcher is provided with a sequential behavioral account of the frequency, quality and covariance of target subject responses.

II. METHOD OF DATA COLLECTION

1. Characteristics of the Observer

The observer is the most crucial and vulnerable factor in the collection of behavioral data. He must be completely objective, and be able to assimilate a vast amount of information in very short periods of time. Observers utilising the present coding system have worked according to several clear regulations:

- a) An observer always remains in the background of ongoing activity, making no eye contact, physical gestures, or verbal responses to any person in the environment.
- b) An observer ignores all behaviors or references directed to him by the subjects under observation.
- c) If an observer wishes to discuss a problem with another observer, both must withdraw from the immediate observation area. Discussion should only be about their own performance, e.g. checking reliability, confirming a category definition.
- d) An observer must never discuss any staff member or subject whom he is privileged to observe. All information collected for research purposes is strictly confidential, and identifying information must always be deleted from the records. Only code numbers or letters for target subjects should accompany the data.

collected and compiled in the field.

- e) An observer is not permitted access to confidential files or court reports.
- f) As far as is possible, all observers should remain naive as to the aims and phases of each experiment.

2. Restrictions in the Observation Area

In order that observers can see and hear all ongoing activity, the following restrictions are necessary while observers are present in the observation area.

- a) At least one staff member and all residents are required to be present.
- b) All bedrooms are shut; activities are restricted to the kitchen and dining areas, 2 recreation areas, and an enclosed courtyard.
- c) No interactions with the observer are permitted.
- d) No television or radio is permitted.

No restrictions are placed on visitors or use of the telephone, and meals and chores continue as usual.

3. Procedure for Training Observers

Observer training consists of a series of successive approximations to the desired behavior of rapid, consistent and accurate data collection.

stimulus behavior, then the stimulus source, and finally the points' contingency is included as the fourth unit of information scored in one interval. Before each additional unit is coded in the field, practice is given with video tapes which become increasingly complex. Rating with video tapes is usually restricted to 30 secs. or 1 min. of complex behavior, in order to provide immediate feedback and confirmation of category definitions.

4) Observer Reliability

Observer reliability measures the amount of agreement, or consistency between two observers coding the same sample of behavior. A high level of reliability is presumed to ensure that the data is replicable, although research has shown that highly consistent observers may provide quite inaccurate reports (Wahler and Leske, 1973).

Observers involved in projects associated with the delinquent behavior coding system assess reliability from five-minute samples of independent rating of a selected target subject. Percent reliability for separate categories and for the overall five minute sample are calculated according to the formula:

$$R = \frac{\text{total number of agreements}}{\text{total number of disagreements} + \text{total number of agreements}} \times 100$$

80% reliability is acceptable, but 85% is the desirable level.

Observers withdraw from the area, calculate overall reliability and discuss areas of disagreement in order to obtain immediate feedback on their performance. Category reliability is calculated at a later time and the reliability measure of any category with a frequency of less than four is discarded.

During training, reliability is calculated after every five minute interval. Research projects with experienced observers conduct three checks per observation session, approximately every fourth day, while the experiment is in progress.

Unfortunately it has not been possible to check reliability with naive observers. When both observers are aware that a check is about to begin it is reasonable to expect that both would increase their efforts to be consistent. To overcome this problem, video tapes of the area have been made at random times during experimental sessions. When the technical difficulties have been solved, this should prove an effective and independent measure of reliability, besides detecting observer 'drift' away from the definitions in this manual.

III METHOD OF CODING BEHAVIORAL INFORMATION

1. Variables coded by the observer

All information required for each research project is collected on the Behavior Rating Sheets, which have been designed to facilitate the coding and processing of observation data (See Figure 1).

Each sheet identifies nine variables, in an eighty column format which simulates computer data-processing cards. The nine variables are:

- | | | |
|----|--------------------------------------|-------------|
| a) | Day of study | (Day no.) |
| b) | Observer number | (Obs. no.) |
| c) | Number of rating sheet | (Sheet no.) |
| d) | Target subject number | (Targ. no.) |
| e) | Sequence of interaction in series | (Seq. no.) |
| f) | Stimulus source, or input person | (Inper.) |
| g) | Stimulus, or input behavior | (Inbeh.) |
| h) | Response of target subject | (Resp.) |
| i) | Points contingency | (Points) |

The observer codes values for variables a) to d) at the beginning of each sheet, and then rates across the page for 5 intervals (i.e. 30 seconds) before beginning the next line. Rating is continuous for 10 lines, or 5 minutes. Then the observer breaks for approximately one minute, jots down any relevant comments, (e.g. "all playing cards"), and prepares the next sheet.

- a) Day of Study. Each project commences at Day No.1 and proceeds to a maximum of Day No.99 in the present format. Two concurrent projects are identified by entries in the 'Project Name' information block at the top of the sheet.

- b) Observer Number: identifies which rater coded each session if further information is required when the data indicates an unusual occurrence. For example, the absence of data on one target subject could be due to illness of the rater or illness of the subject during that session. The observer number is also useful for rostering observers and for accounting purposes.
- c) Number of rating sheet: indicates the order in which the rating sheets were completed.
- d) Target Subject Number: target subjects are selected for inclusion in experimental programs according to various criteria e.g. no prior history of institutionalization; emission of high rate of deviant responses. Each subject is assigned a unique number, but with the qualification that delinquent subjects are numbered from 1 - 5 and staff numbers are greater than 13. This permits the data to be analysed for each individual, or collapsed for the two groups of delinquent and staff subjects. During experimental sessions each target is rated for an equal number of 5 minute intervals, observed in random order.
- e) Sequence of Interaction in Series is recorded by the computer program, which numbers each six-second interval on the Rating Sheet. The first five variables therefore enable every observed interaction to be identified uniquely and to be ordered in temporal sequence.
- f) Stimulus Source: research conducted with this

delinquent behavior rating system has utilized the following stimulus source categories:

- i) Unique numbers (1 - 5) to identify each delinquent experimental subject.
 - ii) Unique numbers (13 - 39) to identify staff subjects and other staff members likely to enter the observation area.
 - iii) A single number (6) to identify all other delinquent peers.
 - iv) A single number (7) to identify all visitors to the observation area.
 - v) A single number (40) to indicate that more than one source provided the stimulus event in a given coding interval.
- g) Stimulus Behavior and h) Target Response may be any one of 28 categories defined in this manual and assigned a unique code number (50 - 93). The definitions are presented in the next section, along with the rules for determining stimulus behavior.
- i) Points Contingency has two interpretations depending on the category of the target subject.
 - a) If the target is a delinquent, the points contingency indicates the consequence received by the subject for the target response.
 - b) If the target is a staff member, the points contingency indicates the consequence delivered by the staff for the stimulus behavior.

2. Definition of Behavior Categories

a) Teaching Interactions: Definitions

Code 50 Constructive Criticism of an
Incorrect Response.

- 1) Praise related behavior
- 2) Specify incorrect response
- 3) Specify alternative positive response
- 4) Give rationale
- 5) Model alternative response
- 6) Reinforce practice

Code 51 Incomplete Constructive Criticism
of an Incorrect Response

Any four of above six

Code 52 To Teach a Correct Response

- 1) Specify positive response
- 2) Give rationale
- 3) Practice
- 4) Reinforce practice

Code 53 Incomplete Teaching of a Correct
Response

Any three of the above four

Example 1. Code 50

Staff: Stop that running about

Target: Girls stops running

S: That's good. I gave you a command and you did two of the four things we want for compliance. You gave no sign of anger and you actually complied. What are the others?

G: Verbal compliance and....I don't know.

S: Head orientation. Now do you know why we want those four for compliance?

G: People like us more.

- S: Good. So you give eye to eye contact, verbal compliance, no signs of anger and actual compliance. Let's try another one. Please stand on one leg.
- G: Yes, Miss (Stands on one leg)
- S: That's good, take 20 points for compliance and another 100 for T.I.

In this example, rationale, specifying correct responses, modelling can be given by a target, not necessarily by a staff member. The staff member will always teach a response, defined in the manual, e.g. compliance, teaching skills.

Example 2. Code 50

- Target: (gesticulating with knife at dinner table).
- S: Mary, your table manners are pretty good, but you shouldn't wave your knife about like that. When you talk to someone at a dinner table put your knife and fork down, so that they can concentrate on what you are saying. See the way I've put mine down. Now, see if you can say something to Penny without using your knife and fork.
- T: (Puts down knife and fork and talks)
- S: Good. Take 100 points for co-operating and 'cos your manners are so nice take another 20.

In this case the staff member gives all six parts of a constructive criticism.

Example 3. Code 50

- Target: (Setting table with knife and fork wrong way round)
- S: You're a pretty good worker, Jane; that table isn't too bad. The only thing is that you should have the knife and fork this way (Swaps knife and fork). Can you fix up the rest please?
- G: Okay. (Swaps rest)
- S: Good, people like the table set that way.

In this example the correct, incorrect and modelling response are close together. Indicating correct response, i.e. 'knife and fork this way' indicates incorrect response. Note that Jane is also praised for related behavior.

Example 1. Code 51.

Target: (cooking eggs without oil)

S: It's not much good cooking eggs without oil. You'll never get them out of the pan unless you use a little oil and low heat. Here I'll do them for you.

Staff member has specified incorrect response, correct response, given rationale and modelled

Example 2. Code 51

Target: (runs to ringing phone)

S: Don't run. Walk the way Coral did so nicely then.

T: (walks to phone). Yes, Miss.....

S: That's good. Take 20 for compliance.

Staff specified incorrect response, correct response. Coral models, and finally reinforces practice.

Example 1. Code 52

S: Pick up the pencil, Aileen.

Target: (picks up pencil, look at Staff). Here you are.

S: That's good, take 50 for compliance. You gave all four of the things we look for in compliance. What are they?

T: Eye to eye contact, verbal compliance, actual compliance and no signs of anger.

S: Do you know why?

T: People will like us more and we'll find placements and jobs more easily.

In this case practice and reinforcement came first. Rationale and correct response are given by target.

Example 2. Code 52

S: Pauline, we'll have a Teaching Interaction for social greetings. When someone says hello and hi to you, you look at them and greet them by first name or last name. You'll get on much better with employers if you can do this properly; Now let's try. Hello, Pauline.

- T: (head down) Goodbye
 S: That's not bad, Pauline; at least you spoke to me. But you should say 'hello, Jill' and you should look at me. I'd like that much more. Let's try again. Hello, Pauline.
 T: (looks at staff and smiles) Hi, miss.
 S: Tremendous, take 100 for eye contact and 20 for such a good social greeting.

In this case we have two teaching interactions. The first one is teaching a correct response. The second is constructive criticism. The reinforcement for 52 is also reinforcement of related behavior for 50.

Example 1. Code 53

- S: When you answer a phone, give a greeting, your name and name of establishment. Now try it.
 T: (picks up phone). Hello, Nyandi, Aileen speaking.
 S: That's good - take 50 points.

Example 2. Code 53

- S: When you place the plates on the table, do it gently. Try it.
 T: Yes, Miss (puts plates down properly)
 S: Good, take 20 for compliance.

Only code 50 - 53 once for each T.I. Do this when all components have been met.

b) Commands and Compliance. Definitions and examples.

Commands

Code 54 Positive Command

- 1) Direct statement (including name or head orientation)
- 2) Non-threatening
- 3) Clearly telling target to do or stop doing something.

Code 55 Negative Command

- 1) Not containing all of the above.
- 2) Given in a disgusted, humiliating or irritated tone, sarcastic or indicating aversive consequences.

Example: Code 54

Please pick up the pen, Jill.

Stand on one foot.

Could you give me a hand?

Look at me Pauline.

Can I have that book?

Note: clear requests for action are also included here.

Example: Code 55

If you don't stop swearing, I'll find you 50 points;

Give me the phone stupid!

Why haven't you got your shoes on? (When the message is 'Put your shoes on')

Compliance

Code 56 Positive Compliance

- 1) Head orientation to input
- 2) Verbal compliance
- 3) No visible signs of anger or annoyance
- 4) Actual compliance without argument

Code 57 Compliance

Initiates task in 5 seconds

Code 58 Non-Compliance

Does not initiate task in 5 seconds.

Examples. Code 56

S: Will you help me with this table?

T: Yes Miss (helps)

S: Give me the pen

T: Okay (gives pen)

S: Stop being childish and running about

T: Okay (stops running)

In example (1) there is a request for help, i.e. 54
" " (2) command is direct, i.e. 54
" " (3) humiliation is used, i.e. 55

Example Code 57

S: Try and get things quieter around here
 T: (Closes all doors).

Command is 55. Compliance is 57 as there is no verbal acknowledgement.

S: Please, dry up Aileen.
 T: Always the girls gotta do the work (Gets up and dries).

This is 54, followed by 57 as the girl is angry.

Example Code 58

S: Pick up that mess.
 T: Don't see why I should. I didn't do it.
 S: Please put the phone down, your time is up.
 T: Keeps talking on telephone)

Often non-compliance is in the form of aggression, and aggression always takes priority on coding.

c) Social Interaction: DefinitionsCode 59 Positive Inclusive Talk

- 1) Head orientation at least once during interval. to listener or to object under discussion.
- 2) Speaking in a 'normal' voice.
- 3) Discussion of any topic not defined as negative (see below)
- 4) Interactions should not exclude any person within six feet unless they are otherwise occupied.
- 5) Interactions must include at least one member of staff and delinquent peer groups.
- 6) Discussion of negative topic negatively.

Code 60 Positive Restricted Talk

1, 2, 3 and 4 as above but not 5.

Code 61 Negative Inclusive Talk

- 1) No head orientation during interval.
- 2) Whispering, yelling, shouting, arguing, sarcasm humiliation or insolence.
- 3) Including at least one member from each group.

- 4) Disapproval of a positive topic.
- 5) Discussion of bikies, offences, drinking, absconding, negative attitude to staff, Longmore, raters, other girls' fines, isolation rules, sexual topics, past contacts, conflicts, fights, pool halls, James Street, William Street, Battle Street, Beaufort Street, Matador, ships, lying, denial of lying.

Code 62 Negative Restricted

As 61 except (3) i.e. one group only.

Example: Code 59

T: (to staff member) I'm not going to visit the James Street pool room any more, because I always get into trouble when I'm there.

Example: Code 60

T: (while all staff are absent) I had a great day in my new job today - you should try waitressing.

Example: Code 61

T: It's not fair - you staff never let anyone out of this place.

Example: Code 62

Target Staff: (to another staff member). That new kid thinks she can get away with anything but by the time I'm finished with her, she'll know what hard work is about.

Social interactions are the most common behavior categories and it is important to eliminate other possibilities, like commands, social skills and play, before coding 59 - 62.

d) Other Verbal Categories Definitions and ExamplesCode 63 Altruism

Verbal or physical expression of personal interest in or concern for other people, expressed as volunteering, co-operation, apology or protection.

1. Volunteering: When a target subject helps another out in a task without being told to do so and the rater knows it is not that person's task. Also if for help from anyone in general the responding girl's behavior is rated as altruism. Co-operation is when a subject responds to a request for help or assistance.
2. Apology: A genuine expression of regret for something committed or omitted without being asked to apologise. This includes owning up for misbehavior.
3. Protection: When a staff member or girl is being ridiculed and target attempts to defend (though not aggressively). Any attempt at stopping a fight without resorting to aggression. Altruism is scored for the first interval then changes to the ongoing behavior.

Code 69 Appropriate Social Skills

1. Greetings.
 - a) Head orientation
 - b) Greetings and name
2. Compliments: Giving
 - a) Head orientation
 - b) Favourable comment addressed to person (or group) in a pleasant tone of voice.

Compliments: Receiving

 - a) Head orientation
 - b) Smile or verbal expression of thanks
3. Receiving Criticism
 - a) Head orientation to person or task.
 - b) Acceptance of criticism without signs of anger.
4. Covering mouth while yawning, excuses after burping.

As this is common knowledge assume dependency.

T: How do you spell dependency.

This is dependency as all girls are capable of looking words up in a dictionary.

e) Nonverbal Behavior Categories

Code 72. Egocentricity

Any idle play, staring into space, self-stimulation, aimless wandering, nail biting etc. or sleeping. If a stimulus is directed at target and egocentricity continues, then rate ignore as the target response for one 6 second interval. If stimulus person is working on target, e.g. eyebrow plucking, nail cleaning, hair brushing, and target is not watching or in any way involved, then rate egocentricity as the target response.

Code 80. Ignore

Ignore is rated when a stimulus elicits no observable response. But if that person's behavior is codable as 50 to 63, 69, 70, 71, 90, 91, 92, 93 then rate these in priority to ignore. However, no matter what a person is involved in, if aggression is directed at her and person ignores the aggression, then rate this.

Code 81. Play

Play behavior may be emitted by one or more people. Play need not be restricted to games in which clear rules are defined e.g. monopoly, cards, pool, but is applicable to many activities like playing with a pet, hiding and chasing. Care should be taken to distinguish play from aggression, if it is solitary play. Play may also include verbal components, but these are still coded as 81, unless the conversation switches to other topics. If the conversation becomes a social interaction or altruistic response, then rate the appropriate code.

Code 82. Work

Examples of work include dinner preparation (setting

table; cooking, cleaning, dish washing), combing hair of another person, cleaning and maintaining the household, doing homework, reading books or newspaper, sewing, laundry, walking in response to a command (as opposed to aimless wandering).

Use this category whenever a person is working, either alone or with other people. A clear distinction between work and play is made by two rules -

1. Work behavior is necessary for the smooth functioning of the living area, and/or,
2. Work behavior is necessary for a girl to perform in order to learn behaviors that will help her assume a normal role in the community.

Examples of the first rule are doing the dishes, cooking, or setting the table. Examples of the second rule are doing homework, reading a newspaper, or learning to bake a cake.

Whether the person enjoys the work is of no importance in coding the behavior.

Code 83 Watching

Watching is coded when a person has eye contact or head orientation no matter how brief to any activity. Head orientation may be to task being discussed. If the subject watches more than one activity within 6 seconds, code the activity which was watched first.

Code 84 Appropriate Table Manners

1. Sitting appropriately at table - correct body orientation and posture, not slouching in chair.
2. Elbows off table.
3. Waits to start with everyone else.
4. Appropriate use of eating utensils, and accessories (fork, knife, spoons, cup and saucer.)
5. Polite requests to pass items (food condiments etc.) along table.

6. Acceptable rate of eating i.e. looks up from food from time to time - does not shovel food into mouth - does not spill food.
7. Eats quietly, talks without mouth full.
8. When finished puts knife and fork together and leaves plate etc. in orderly fashion.
9. Waits for person on duty to service. Seconds - does not leave the table and help self.
10. Asks to be excused from table if wishes to leave either during or at completion of the meal.

Code 85 Inappropriate Table Manners

Violation of any of the above.

Code 90 Aggression

1. Any threat or action, expressed or implied, verbally or physically, of damage to
 - a) another person
 - b) self
 - c) an object
2. Swearing e.g. fuck, cunt, prick, shit, arse, and any blasphemy.

A complete list of words considered unacceptable in the community was compiled from discussion with staff members.

Examples

Any rough play is coded only once as aggression then followed by play unless a new aggressive act is perpetrated. Rough play is throwing furniture about in jest, playing with implements which could cause harm. e.g. Slamming doors, plates etc. in aggression, as is drawing on clothes or parts of the body with ink or spirit pens. Threats of suicide, or to 'get' another girl or staff are also coded as aggression, and 90 is rated above all other behaviors.

Code 91 Annoying Behavior

This category includes teasing, repetition of demands,

or high rate activity which is sufficiently disruptive to cause others to display displeasure. Thus when a girl keeps harping on one topic, throws cushions around the room, keeps trying to attract the attention of someone by repeating their name or title e.g. 'miss, miss, miss, miss' this is to be coded when the person being teased shows disapproval or when the teasing is such that it hinders another from performing a task.

Code 92 Positive Prompt

Any action, verbal or otherwise, which tends to increase ongoing behavior and is not watching or talking, e.g. nod, smile, yeah, okay etc. This is not rated if reply is 'yes' to a question; this is talk and should be rated as such. If however, a nod is a reply, then this is 92.

Code 93 Negative Prompt

Any action, verbal or otherwise, which tends to decrease ongoing behavior but is not ignore or talk, e.g. not giving eye contact during conversation, laughing in a derogatory manner, 'rubbish', 'crap', making derogatory sounds ('errh, aww').

3. Determination of Stimulus Events

There are two conditions which determine how to code stimulus events:

- 1) when the target's behavior is not directed to any other person
- 2) when the target is responding to another person.

a) Non-directed responding is defined as any of the following target behaviors

| | | |
|-------|---------------|------|
| (i) | egocentricity | (72) |
| (ii) | play | (81) |
| (iii) | work | (82) |
| (iv) | eating | (84) |

When the target behavior is one of the above four, code stimulus behavior from the surrounding six feet. Negative stimuli have first priority and the negative source should be identified as an individual (rather than a group source) if possible.

Negative stimulus events are defined as the following:

| | | |
|-------|------------------------------|----------|
| (i) | aggression | (90) |
| (ii) | annoying behavior | (91) |
| (iii) | negative social interactions | (61, 62) |
| (iv) | inappropriate social skills | (70) |

If more than one non-directed or negative stimuli are presented during the 6 second coding interval, then the priority order is as the listed order, e.g. egocentricity is coded in preference to work; aggression is coded in preference to inappropriate social skills.

b) Directed Responding

When the target subject is interacting with another girl or staff, code that person's behavior as the stimulus for the target.

If the target is responding to a conversation and within the same coding interval a priority stimulus event is directed at the target then that event is coded with the identity of the third person as the stimulus source.

Priority stimulus events are defined as the following

| | | |
|-----|-----------------------|------------------|
| (a) | Aggression | (90) |
| (b) | Teaching interactions | (50, 51, 52, 53) |
| (c) | Commands | (54, 55) |
| (d) | Social skills | (69, 70) |
| (e) | Annoying behavior | (91) |

If the target does not acknowledge a priority stimulus, then code ignore (80) regardless of other responses the target may be emitting, e.g. target continues conversation.

IV PROCESSING AND ANALYSIS OF DATA

When the required amount of data has been collected, the observer edits the rating sheets. A small amount of editing enables behavioral data to be transferred directly from the rating sheets on to data-processing cards by key-punch operators familiar with FORTRAN computer language.

1. Instructions for Editing

a) The information block should be completed on the front sheet of each day's data

| Name | Phone No. | Project Name | Print | Verify | Date Recd | Sheet No |
|------|-----------|---------------------|-------|--------|-----------|----------|
| * | 614840-41 | Training Compliance | ✓ | ✓ | ** | 1 |

* Name of the person who edited this sheet.

** Date of observation session (as distinct from Day Number of experiment)

Subsequent sheets require only the sheet number. Note that the order of the sheet numbers should correspond to the order of rating, i.e. Sheet No.1 contains the first five minutes of rating, Sheet No.2 contains the second five minutes of rating etc. It is very important to submit the data in the order it was obtained

- The data block will be easier to punch if observers use a blue or black biro while rating. Only the first line of columns 1 - 8 needs to be completed on each sheet; the remaining nine lines below line 0 will be duplicated automatically.
- Two or three columns have been allowed for the recording of each variable e.g. 'INPER' has 2 columns, 'PTS' has 3 columns. Each variable must be right-justified, e.g. 'DAY NO.6' is entered as 06 or 019, but not as 6. A most important task of the editor is to check that all variables have been right justified. If no entry is recorded for any 6 sec. interval, the variable should be right justified with a zero, written 0, e.g. absence of any points entered as 000
- During rating, observers may continue to use the horizontal line indicating that behavior is duplicated

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from the previous 6 second interval. When the form is edited, however, columns 11 - 19 should be written out in full.

Both punch cards girls and observers work very hard, at high speeds, and it has been demonstrated that this format provides maximum benefits to all concerned.

¹ Peter Prisgrove has written a program which presents the behavioral data in such a way that the user may call up any type of analysis from Nye et al (1970), Statistical Package for the Social Sciences (S.P.S.S.) Mr. Prisgrove's program is available from the authors on request.

2. Conclusion

The method of coding delinquent behavior presented in this manual has several advantages associated with its content and structure. The twenty-eight response definitions permit an observer to code every behavior of the target subject, as well as identifying the source and nature of the surrounding social stimuli. Observational data is able to be transferred directly from the rating sheets to data processing cards, for computer analysis of behavioral information.

It is planned to conduct normative studies in the community to determine whether the current response categories are valid and relevant indices of behavior. Anecdotal reports suggest that positive changes noted by paraprofessional staff are reflected by changes in the observational data. Observers who are trained and maintained in the use of this coding system will provide adequate and reliable data for projects associated with the modification of delinquent behavior.

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