

Pattern Spatial Parent-Child Play Session Coding Scheme

Should be applied for **parent** and **child** separately **every 10 seconds** in a **mutually exclusive** (only 1 code selected per type) and **hierarchical** (code appearing higher on the list should be applied whether or not another code below it could also be applied) manner.

Type	Abbrev.	Code Name	Definition	Examples
Number	AR	Arithmetic	Adds/subtracts two numbers or indicates complex operations	"What's one less than eight?" "We'll divide the pile evenly." "Separate it in half."
	MG	Magnitude Comparison	Compares or matches two numbers/quantities	"Is seven bigger than nine?" "Whose is bigger?" / "Who wins?" / "Who takes it?" "They're all the same number." "We tied."
	NI	Numerical ID	Identifies a written numeral	"This is a six."
	CV	Cardinal Values	Labels number of elements in a set or asks about quantity in a set	"Why don't we pick three cards?" "There has to be 2, in pairs." (while playing Go fish) "How many do you have?"
	CO	Counting Objects	Parent or child counts objects, or discusses counting objects as a strategy	"Count the dots."
	OR	Ordinal Relations	Describes order of numbers, asking before or after questions or emphasizing "then" relations	"What comes after four?" "You're excited to do the third bag."
	RC	Rote Count	Parent or child counts numbers sequentially.	"Let's count to three. One, two, three..."
	NO	Number Other		"I hope I get an eight!"
	RM	Relative Magnitude	Makes a general statement about quantity	Quantifying words such as many, a lot, etc. "We have a lot of blocks." "I have all the high cards." "enough," "another", "extra"
Spatial	OT	Orientations & Transformations	Relative orientation or transformation of objects and people in space (e.g. upside down, right side up, upright, turn, rotate, flip). Rotation gesture with child in mind.	"Let's turn the block this way."
	DM	Spatial	Size of objects, people, and spaces including volume,	"We need a shorter Lego piece."

		Dimensions	capacity, and measure (e.g. big, little, long, short, tall)	"Small blue one"
	FP	Spatial Features and Properties	Features and properties of 2D and 3D objects, spaces, people, and the properties of their features (e.g. border, line, round, bent, straight, flat, corner, ends, this side).	"This Lego is flat." "Ends of string" "Back [side] (e.g., of card)"
	SH	Shapes	Standard or universally recognized form of enclosed two- and three-dimensional objects(e.g. square, circle, polygon) and spaces (e.g., hole).	"This is a triangle."
	LD	Locations & Directions	Relative position of objects, people, and points in space (e.g. underneath, side, on top of, inside of (make sure use of "in" can be replaced with inside, under, vertical, column, high, low, sideways, end, through).	"And then on top of the yellow, what do we have?"
	CA	Continuous Amount	Amount (including relative amount) of continuous quantities (including extent of an object, space, liquid, etc.). For example, whole, part,	"This part of the castle should be blue."
Pattern	PI	Identify Pattern Unit	Explicitly identifies the pattern unit	"This pattern goes green-white, then repeats, green-white." "The part that repeats is green-white." "It's a green-white pattern."
	LP	Link Patterns/Abstracting	Links the individual items from one pattern to another pattern.	"Blue is really like yellow [points to elements] and green is really like orange."
	LI	Label Items in Order	Says characteristic of at least 2 consecutive items in a pattern (after pattern is made or while making a pattern with materials or verbally - as long as it is a pattern)	"Yellow, blue, blue. Yellow, blue, blue."
	ID	Term "pattern" general	Asks what the pattern is or identifies that a pattern is present.	"What is your pattern?" "Hey, you've got a pattern!"
	NX	What comes next/first in pattern	Asking what comes next/first in the pattern, respond with what's next	"What's the next one?" "What comes next"
	PC	Pattern creation no verbalization	Creating at least one unit (or two?) of a pattern, without discussing	Child/parent makes pattern on their own
	GP	Gestures to Pattern	Points to or sweeps over their own pattern, but does not provide a verbal explanation.	[Points to each bead on their string]
	SM	Pointing out similarities & Differences	Determining features that are the same, noticing similarities and differences between objects/images that are present	This doesn't look like that..(e.g., reference to the pictures)

