**PATTERN EXPLANATION CODING SCHEME**

**Prompts: What is my pattern? What is your pattern? How is your pattern like mine?**

**Codes are listed in order of sophistication unless noted otherwise (note the Link codes on the next page, which are the most sophisticated). If the child provides more than one type of explanation, give the more sophisticated code.**

**SD (Same/Different)**

Child uses the words “same” and/or “different” (in reference to specific elements) correctly while explaining. Child can also use similar terms that generate the same meaning.

*Examples:*

“One different, two are the same. One different, two are the same.”

“One, two, one, two.” (points to A when saying one, points to both B’s when saying two.)

**CPU (Characteristic & Placement Unit)**

Child says characteristics to emphasize a single unit of repeat (may also point/gesture, but not necessary). This generally applies to 3- and 4-unit patterns. With 2-unit patterns, it must be very clear the child is emphasizing the unit of repeat, rather than just stating general characteristics.

*Example:* “A diamond and two rectangles” (points to first diamond and rectangles)

**CP (Characteristic & Placement)**

Child says characteristic (color, shape) of at least 3 consecutive items without distinguishing unit. Can name characteristics incorrectly (it’s not about accuracy).

*Examples:*

“Triangle, triangle, square, triangle, triangle, square” (pointing left to right)

“Red, blue, blue, red, green, green”

**Points to Pattern (Points/Gestures)**

Child points to or sweeps over at least 3 consecutive items, but does not verbally label the items using characteristic (color or shape) labels. Can use other labels.

*Examples:*

Points to each item without saying anything.

“One, two, three, four, five, six” (while pointing to each element)

**NC (Names Characteristic)**

Child names characteristics of the pattern such as color or shape without reference to position.

*Examples:* “Yellow and blue” “Diamonds and squares”

**Other**

Child gives a response that does not fall into previous categories.

*Examples*: “Long” “Good”

**NR (No Response)**

Child gives no response or provides an explanation of uncertainty.

*Examples:* Silence or “I don’t know”

**The following codes ONLY apply to the third prompt: How is your pattern like my pattern? These codes are of higher sophistication than any previous code listed because they link the two patterns in some way.**

**Linking means the child is referring to both patterns and explicitly making a connection between the two. If the child simply refers to or labels each pattern one at a time without making any connection, the explanation falls into one of the codes on the previous page.**

**Link SD (Link Same/Different)**

Child links the elements from one pattern to the elements in the other pattern using the words “same” and/or “different (or similar terms that generate the same meaning). Any use of SD labeling without linking gets the SD code.

*Example:*

“Two are the same (points to first two elements in both patterns), and one is different (points to third element in both patterns)”

“Same, same, different, same, same, different (points to each element in first pattern). And this one also goes same, same, different, same, same, different (points to each element in second pattern).”

“They both go different, same, same.”

“They’re same same different”

HOWEVER, if the child simply labels each pattern in turn WITHOUT linking them (just says same, same, different, same, same, different for each one in turn), it gets the SD code.

**Link V (Link Verbal Label)**

Child links the elements from one pattern to the elements in the other pattern using verbal labels other than Same/Different. Any labeling without linking gets the CP or CPU code.

*Example:*

“The yellow ones go with the green ones here and the blue ones go with the red ones here”

“Blue, yellow, yellow, blue, yellow, yellow” (while pointing to red and green elements of the other pattern)

“Two and then one”

**Link P (Link Point)**

Child links the elements from the two patterns using gestures only (no verbal explanation of the link between patterns). The child must know the pattern to receive this code. Any non-linking gesture likely gets Point code. (Remember, Link G has priority over SD but not Link SD.)

*Example:*

Takes the first two blocks of one pattern and places them on the first two blocks of the other pattern and then returns them.

“Oh yeah look” (points to first two blocks of one pattern, and then points to first two blocks of the other pattern. Next, points to third block of one pattern, and then points to third block of the other pattern.)

**Link G (Link General)**

Child links the two patterns in a more general way without linking specific elements. This means the child refers to both patterns and is somehow making a connection between the two. However, the child is not providing specific labels or referring to any specific element.

*Examples:*

“Same thing only different colors”

“They have different shapes”

“They are the same”

“They match”

“They are both made out of shapes”

“They match” (only points to second pattern when asked to explain why)

Notes:

The basic coding scheme for the first two prompts (What is my pattern? What is your pattern?) has 7 codes total.

The compare prompt has four additional link codes.

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NOTES:

For final coding scheme, we dropped the Link G code. Many of the responses did not seem sophisticated at all and were placed in the OTHER code. A few responses exhibited some sophisticated linking and were placed in the Link P or Link V categories.

Also, the code CPU was uses so infrequently that it was collapsed in with CP.

So for the Mine/Yours questions, there were 6 possible codes: SD, CP, Points, NC, Other, NR.

For the Compare questions, there were 9 possible codes: those listed above and Link SD, Link V, and Link P.