Interventions Coding: Priority of Codes (not necessarily order of sophistication)

**What is my pattern? Codes**

**SD (same/different)**: Uses the words ‘same’ and/or ‘different’ (in reference to specific item) correctly while explaining. Can use different terms that generate the same meaning or understanding.

* “One different, two are the same. One different, two are the same.”
* “Same, same, different, same, same, different.”
* “Because the two are next to each other and one not (sweeps finger over all blocks left to right)

**CPU (characteristic & placement unit)**: Says characteristic (and points/gestures, but pointing/gesturing is not necessary) to emphasize unit. Key words to look for: “and,” “then,” or “two.”

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

**CP (characteristic & placement)**: Says characteristic (color, shape, etc.) of at least 3 consecutive items without distinguishing unit. (Two-finger point goes here). Can name characteristics incorrectly; it’s not about accuracy.

* “Yellow, blue, blue, yellow, blue, blue” (pointing r-l)
* “Triangle, triangle, square, triangle, triangle, square” (pointing l-r)
* “Red, blue, blue, red, green, green”

**Points**: Points to or sweeps over their own pattern, but does not provide a verbal explanation. Must point to or sweep over at least 3 consecutive items. (Two-finger point without verbal goes here)

* “Points: 6y, 5b, 4b, 3y, 2b, 1b”
* “Child did not give verbal explanation, but did point left to right over all objects.”

**NC (names characteristic)**: Names characteristics of the patterns such as color or shape without reference to position.

* “Yellow and blue”
* “Two diamonds and two squares”

**Other**: Child gives a response that does not fall into previous categories, but is an attempt at some type of explanation.

* “Long”
* “Good”

**NR (no response)**: No response is given or an explanation of uncertainty is given.

* “Silence”
* “I don’t know.”

**How is your pattern like mine? Codes (can also use previous codes when coding these answers)**

**Link**: Child links the individual items or units from their own pattern to the experimenter’s pattern. (\*Must know pattern to give code\*)

* “Blue, yellow, yellow, blue, yellow, yellow” (the original pattern is actually red, green, green, red, green, green)
* “Takes first two blocks of her pattern and puts them on the first two blocks of the model pattern and then returns them to her pattern.”

**SDB (same/different both)**: Uses the words ‘same’ and/or ‘different’ while explaining both their own pattern and then the experimenter’s (or vice versa). (*The child is doing SD for both patterns one at a time).*

**CPB (characteristic & placement both)**: Says characteristic (color, shape, etc.) while pointing to at least 3 consecutive items for both their own pattern and then the experimenter’s (or vice versa). (*The child is doing either CP or CPU for both patterns one at a time.)*

**PB (points both)**: Points to or sweeps over both their own and then the experimenter’s patterns (or vice versa) without a verbal explanation. Must point to or sweep over at least 3 consecutive items. (*The child is doing Points for both patterns one at a time.)*