

ENACTIVE SOCIAL KNOWLEDGE INTERVIEW:

ADMINISTRATION AND CODING MANUAL

1993

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Administering and scoring the enactive interviews of social knowledge involved the following steps:

- I. Conducting the enactive interviews; children respond to six hypothetical dilemmas, or stories (interviews are audiorecorded)
- II. Identifying children's enactive strategy to each of the six stories.
- III. Rating children's enactive strategies on five-point scales of engaging/assertive vs. passive/withdrawn; sophistication/relevance/circumspection vs. simplistic/vague; and friendly(helpful to peer) vs. hostile (harmful to peer).
- IV. Indicating the presence or absence of a social goal in the children's strategy.
5. Conducting the social problem solving interview; children respond to line drawings of hypothetical social dilemmas and respond with up to six strategies for each vignette.
- VI. Identifying children's strategies and coding these in the same manner as in the enactive interview (steps III & IV above). Responses will also be coded for NOVELTY (i.e., is this a new strategy or a repetition of one that was suggested previously).

OVERVIEW

This interview is comprised of two segments, an enactive procedure and a reflective procedure using line drawings. The purpose of this interview is to assess preschooler's responses to hypothetical social situations. During the enactive segment, using puppets, the interviewer and the subject enact six stories, each of which represents distinct social dilemmas that preschoolers may actually face. The spontaneous response through children generate in response to the enacted dilemma constitutes the child's strategy for each of the six stories. Following the completion of the six enactive social dilemmas, the interviewer and child complete the second portion of the interview by viewing line drawings of the same six social dilemmas.

PART 1: ENACTIVE PROCEDURE

Conducting the interviews:

All stories require: A puppet the child has selected "to pretend to be you (i.e., the child) today," or two puppets for the interviewer, and small toys. The toys will be specified for each of the following stories and include: A small doll (about 1-2"), small farm animals, e.g., a horse and a cow, set of small blocks (Playskool blocks work well), a small vehicle (e.g., a small lego truck), and a small sandbox (e.g., a large matchbox) with sand.

First take the child to a table on which there is an array of puppets representing both sexes and different races, hair coloring, etc. Ask the child to select a puppet that he/she would like to use and "pretend to be you today." Select two puppets of the same sex for yourself. Then take the child to a different table (well out of sight of the array of puppets) on which you can display some of the toys at one time while keeping the others out of view. A tape recorder should also be present but out of view. Mize arranged this by building a foldable plywood screen that could be placed on a nursery-school sized table and behind which it was easy to hide the toys that were not in use and the switch for the tape recorder.

The Interviewer first presents the training story and then Stories 1 through 6. Stories 1 through 6 should be presented in counterbalanced or random order.

The stories are introduced by saying that "I want to find out what you would do in school. So you can show me with your puppet what you would really do." The Interviewer may repeat or clarify the Training story until it is clear that the child understands the object of the task (most children require only one presentation of the Training story). Most children catch on right away that they are to make their puppet do as the Interviewer instructs (e.g., "walk up to the other kids," "build a tall tower," "play with the other kids," "watch"). Also, most children respond spontaneously at the proper place in the story, especially after they have gone through the Training story. If the child does not respond spontaneously, the Interviewer says, "What would you do then? Tell me and show me with your puppet what you would do." The Interviewer should repeat all the child's words and describe the child's actions so they are clear on the audiotape, but not make any inferences as to motive, etc. For instance, if the child's response to a story is, "Bam, you're a bad boy," spoken as the child hits the Interviewer's puppet with a block, the Interviewer would say, "So you say, 'Bam, you're a bad boy' and you hit the kid who's crying on the back with a block. Is that right, is that what you do?" The Interviewer does not, however, say, "you're really mad" (unless, of course, the child has told you this). The child may then endorse the restatement or correct the Interviewer, for instance, by saying, "No, not him, the one who said Na-na-na-na." The Interviewer would then repeat the corrected version, "Oh, so you hit the kids who was teasing? Is that right?"

After each story, toys that are not needed for the next story are put out of sight and any additional toys needed for the next story are taken out. While doing this, the Interviewer should express appreciation to the child for showing what really happens in school. For example, "I'm glad you're showing me what you would do in school. Now let's say that one day ..."

Training Story

Props Needed: The puppet the child has selected, two puppets for the Interviewer, small blocks.

If the child has not already done so, ask him/her to put on the puppet that he/she is "pretending to be you today." Then say to the child, "Let's say one day you and these other kids are playing with blocks. Show me with your puppet how you would do that." Engage the child in enacting with his/her puppet and your puppets a scene of playing with blocks. For instance, "Here, subject's name, you put this block on top; our building is so tall," etc. Continue play acting with the puppets, demonstrating playing with blocks. Preschoolers usually become involved in this play right away and begin talking through their puppet. Then say, "then you hear the teacher say, 'O.K. girls (boys), it's time to clean up now.' Now, I'm gonna show you what this kid does (hold up one puppet for emphasis), then I'm gonna show you what this other kid does (hold up other puppet for emphasis), and then after that it'll be your time to show me what you would do in school when the teacher says it's time to clean up. This kid says I'm gonna clean" (demonstrate first puppet engaged in picking up and stacking blocks to one side, i.e., cleaning up). As yourself (i.e., the adult experimenter) say, "Let's see what this other boy/girl would do when it's time to clean up." Have the second puppet move quickly off to the side of the scene while saying, "I'm not going to clean up, I'm leaving." Speaking as yourself, say to the child, "Now, it's your turn to show me what you would do when the teacher says it's time to clean up. You can show me with your puppet and tell me." **Repeat child's strategy verbatim and describe actions.**

After the story ask the child, "Is that something that might really happen in school," to emphasize your desire for a response that represents a typical action, rather than a fantasy.

For stories 1 through 6 follow the same format as described above, except that each story is presented only once.

Story 1: "Other kid wants to play"

Props: Two puppets for the Interviewer, the child's puppet, small blocks, small vehicle, two small farm animals; one for the Interviewer's puppet who is "playing" with the subject, one for the child's puppet; the blocks, vehicle and _____ are lying to the side.

Say to the child "One day you and this other kid (indicate one of your puppets; the other puppet is off to the side or in your lap) are having fun playing with the farm animals." (If the child does not begin playing right away, say, "Show me with your puppet how you play with the farm animals with this other kid," and engage your puppet and subject's puppet in play with the farm animals for a few seconds.) Have your puppet say, "We only have two farm animals to play with." Then have your other puppet (the one who has been off to the side up till now) approach your playing puppet (the one who is playing with the child's puppet) and both shove your puppet (gently!!) and at the same time say to the child's puppet, "Hey, child's name, I want to play with you now!"

Story 2: "Sandbox"

Props: One puppet for Interviewer, one puppet for child, small sandbox, two farm animals in sandbox, blocks a couple of feet away from the sandbox.

Say, "One day you and this other kid are having fun playing in the sand table" (or sandbox). As in story one, engage child briefly in role playing with puppet playing with farm animals in sandbox.) Then have your puppet say, "Child's name, I'm tired of playing in the sand, I'm going to play with the blocks now." Have your puppet move to blocks and start building with them.

Story 3: "Knocks over blocks"

Props: Puppet for child, puppet for Interviewer, the small blocks.

Say, "Now on this day in school, you're building a tall tower with blocks. Show me how you do that." Allow the child to construct a tower say about 4-5 blocks tall using his/her puppet. Then have your puppet approach tower and push it over, saying at the same time, "Hey, child's name, I was playing with those before and you can't play with them now."

Story 4: "Teasing"

Props: Puppet for child, two puppets for Interviewer, the blocks for the child's puppet to play with.

Say, "Let's say that one day you are building with blocks, can you show me how you would build with the blocks." Allow the child to become engaged with the blocks, then a couple feet away from the child enact the following scene with your two puppets. One of your puppets says to the other, "Na-na-na-na-na" and the recipient of the teasing cries and says, "Oh, it makes me feel sad when you tease me like that." The first puppet then teases again, "Na-na-na-na."

Story 5: "You can't play"

Props: Puppet for child, two puppets for Interviewer, two farm animals for Interviewer's puppets, blocks, the vehicle, and the small doll lie nearby but unused.

Say, "One day you don't have anything to do, so you're just walking around the room. Show me with your puppet how you would just walk around." (You may have to indicate to the child an area of the table away from the toys.) Have your two puppets begin to play with the farm animals, making animal noises, etc. "Then you see these two kids playing with the two farm animals, and it looks like they're having fun. So you walk up close beside them because you'd like to play, too" (if child does not do this with puppet, you may have to say, "show me with your puppet how you would walk up close to these other kids"). When child's puppet approaches your puppets, have one of your puppets say to him/her, "You can't play, cause we only have two farm animals."

Story 6: "Nothing to do"

Props: Two puppets for Interviewer, blocks for the Interviewer's puppets, the doll, vehicle, and farm animals are lying nearby, unused.

Say, "Let's say one day you don't have anything to do and you are just walking around the room. Show me with your puppet how you would do that." (You may have to direct the child to an area of the table with out toys.) Have your puppets begin to play with the blocks, saying, "Hey, we're building a tall tower." (Because this story has a less clear-cut provocation or stimulus for the child to respond to, it is more likely that you will have to say at this point, "What would you do if you saw these kids having fun playing with the blocks?")

PART 2: REFLECTIVE ASSESSMENT

Following the completion of the six enactive stories, the interviewer puts the puppets and props away and brings out the line drawings. The interviewer states "now let's look at pictures of these stories. I want to know what you think about them".

Story 1: "Other kid wants to play"

Show the child the line drawing of story one and say to the child "One day you and this other kid BILLY/BETTY (indicate this in the picture by pointing out to the child) are having fun playing with the farm animals. and then BILLY/BETTY says 'We only have two farm animals to play with.' And then another kid, CHRIS/CHRISTY comes up and pushes BILLY/BETTY out of the way and says 'Hey, child's name, I want to play with you now!' What would you do next if that happened to you?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

Story 2: "Sandbox"

Show the child the line drawing of story 2 and say, "One day you and this other kid, TOM/TINA are having fun playing in the sand table (or sandbox). After a little while, TOM/TINA says, 'Child's name, I'm tired of playing in the sand, I'm going to play with the blocks now.' And gets up to leave. What would you do next if that happened to you?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

Story 3: "Knocks over blocks"

Show the child the line drawing of story 3 and say, "Now on this day in school, you're building a tall tower with blocks. And then LARRY/LAURA comes over and says 'Hey, child's name, I was playing with those before and you can't play with them now.' and knocks your block tower over like this. What would you do next if this happened to you?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

Story 4: "Teasing"

Show the child the line drawing of story 4 and say "Let's say that one day you are building with blocks, and you see JIM/JOAN saying, "Na-na-na-na-na" to LINDA/LESS who cries and says, 'Oh, it makes me feel sad when you tease me like that.' What would you do if you were there and you saw that?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

Story 5: "You can't play"

Show the child the line drawing of story 5 and say, "One day you don't have anything to do, so you're just walking around the room. Then you see these two kids PAT and CHRIS playing with the two farm animals, and it looks like they're having fun. So you walk up close beside them because you'd like to play, too. BUT when you get next to them PAT says, 'You can't play, cause we only have two farm animals.' What would you do next if that happened?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

Story 6: "Nothing to do"

Show the child line drawing #6 and say, "Let's say one day you don't have anything to do and you are just walking around the room. Then you see BETH/BOB and STEVE/STEPHANIE playing with blocks and BETH/BOB says 'Hey, we're building a tall tower.' What would you do if you saw these kids having fun playing with the blocks?"

After each responses, repeat all of child's words and actions clearly so that these are clear on the audiotape and to confirm that you understood child.

SCORING

RATING OF STRATEGIES FROM THE ENACTIVE AND REFLECTIVE PROCEDURE

STRATEGIES GENERATED IN BOTH THE ENACTIVE AND REFLECTIVE PROCEDURE ARE SCORED USING THE SAME RATING PROCEDURE.

In each vignette, the child is asked to tell or show "What would you do if this happened to you?" As the child responds, repeat the child's response verbatim and describe the child's nonverbal behavioral responses (such as using his puppet to hit the other puppet or hitting the picture in the line drawing). Subject's strategies are to be coded on 3 five-point rating scales: passive/withdrawal vs. engaging/assertive; sophistication/relevance/circumspection vs simplistic/vague; and aggressive (harmful to peer) vs. friendly (helpful to peer). As in all questions, 8=doesn't know, 9=no answer.

Passive/withdrawal responses vs. engaging/assertive responses (Blank marked "ASSERTIVE" on score sheets)

Engaging responses are responses that would likely result in interaction with the peer, a response that is likely to result in sustained interaction between the subject and the peer in the story. Responses that are active, that are likely to continue some form of direct interaction, but are not likely to foster sustained, positive interaction compose the middle range of this scale. Responses coded low in this dimension are responses that are unlikely to result in continued, positive interaction: withdrawal or passive strategies.

- 1 Extreme withdrawal (I'd go somewhere else) that does not include a reference to playing with someone else.
- 2 Passive - does not imply joining the child (I wouldn't do anything, wait for a turn or until they're finished).
- 3 Withdrawal from the immediate interaction under the condition that the subject would play with someone else (I'd find someone else to play with, go play with somebody).
- 4 General play - be with other child, ask them to play, (for subject as provocateur say I'm sorry).

- 5 Very active, highly assertive, implies taking an active role immediately. This code does not involve the degree of "Friendliness" of a particular response, so that responses such as "I would go over and pick up his toy and show him how to play with me" and "I would hit him" can both be scored here because both responses are very active and assertive.

Sophistication/relevance/circumspection (Blank labeled "Sophisticated" on score sheet)

A sophisticated, relevant response is one that makes use of environmental and social cues (as presented in the vignette) in the framing of a strategy and is mature and elaborated. An unsophisticated response is one that is so vague or general that it could be equally applicable to any situation, or of unlikely relevance to the current situation. This coding takes into account how well the child's responses fit into the information that is presented in the vignettes.

- 1 Irrelevant and vague, so vague as to be applicable or inapplicable to any story; e.g., 'just be nice' - responses are not sophisticated and are not likely to be effective.
- 2 General and vague but with some loose connection to the story; e.g., ask to play with (a certain prop) again. The distinction between a response scored as a one and a response scored as a two is that, although both responses are vague and general, a response scored as a two does contain some reference to the particular story, and so is more relevant. For example, the child says "I'd be the friend of the girl with the pig."
- 3 Slightly relevant: Ask to play when she is through, tell her it is too my turn, just take it cause I had it first OR somewhat relevant but likely to be very ineffective (when child cannot play because there are only two shovels child says "since there aren't any shovels I'd pick up that bucket there and bop the kid on the head and take his shovel," or when the child says "I'd find somebody else to play with").
- 4 Child's response is relevant to the situation OR mature and elaborated, but not both. For example, child suggests that when the other kid gets up to go to the bathroom, he or she will quickly take the toy or piano. This is relevant, but not mature. Another example, child says he would play with the blocks with the other kids (who say they only have 2 farm animals). This uses relevant information but is not elaborated or very specific. Another example, a child says he would like ask the kids when they'll be done and watch the clock for the time to come for his turn. This is a mature strategy that is elaborated but does not use relevant cues (unless time and time keeping have figured into the story somehow). Another example, after peer spills juice child says "I'd get up so that the juice wouldn't get me." This is relevant but not mature. Another example, in subject as provocateur, child says "I'm sorry" this is relevant, but not elaborated.
- 5 Extremely relevant and circumspect, mature and elaborated. Child identifies cues that most others miss and uses these to devise a strategy. For instance, the child identifies specific toys that are used as props or shown in the line drawings and suggests ways those toys can be incorporated into the play of others.

Friendly (prosocial or beneficial to peer) vs hostile (harmful to peer) (blank labeled "prosocial" on score sheet).

- 1 Responses that include direct physical or verbal aggression toward the other child. For example "I'd kick him," "I'd call him a jerk," "I'd knock over her paint," "I'd say 'I'm not your friend anymore.'"
- 2 This category is for threats and responses where the child suggests seeking out an adult who would punish the other child. Examples of threats: "you better let me play," "you better not do that again." Examples of adult punish: "I'd tell my mom to spank him," "I'd tell the teacher not to give him a snack." If the child simply says "I'd tell the teacher" it is not scorable as a 2. The interviewer needs to prompt "what would you want the teacher to do?" to discover if the child

- wants the adult to punish the child in some way. If the child does not suggest that the adult punish the provocateur, the response is scored as a 3. Responses that request or demand that the other child do something specific are scored as a 2. For example, "stop that," "don't do that again," "listen to me."
- 3 Included are suggestions that the child would ask an adult to intervene on his/her behalf, not punish the other child (see category 4). EX. "I'd ask my mom to get them to let me play." Also included are responses in which the child would not do or say anything to the provocateur. For example, "I wouldn't do anything," "I'd clean off my shirt," "I'd play somewhere else." Any response the child gives that is not directed toward the other child in the story is scored a
- 4 Reflects a response in which the child suggests making a comment to the other child or asking a question, but does not ask the other child to do something specific. For example, "I'd ask him why he did it," "I'd ask them again," "I'd say 'I didn't like that'."
- 5 Represents responses that are friendly or helpful to the peer. Score responses that are friendly or prosocial here ("I would share," "I would try to be friends," "I'd be nice to her") as well as responses that are helpful to the peer ("I'd help her clean it up," "I'd tell her that it's O.K., don't feel bad").

If the child's response contains a combination of the above categories, score the response as the lower of the categories. For example, if a child says "I'd call her a bad name and tell her to stop it," score the response as a one. If you are not sure which category a response fits into due to a lack of information (ex. "I'd feel mad"), prompt the child until you are sure that you can score the response: "What would you do" and "why would you do that" are general prompts to get more information. Remember to repeat the response verbatim for the audiotape. Also, be sure to include nonverbal behavior. For example, the child hits the picture of the boy taking a crane. The interviewer would say something like "so you'd hit the boy who took the crane, is that what you'd do?"

