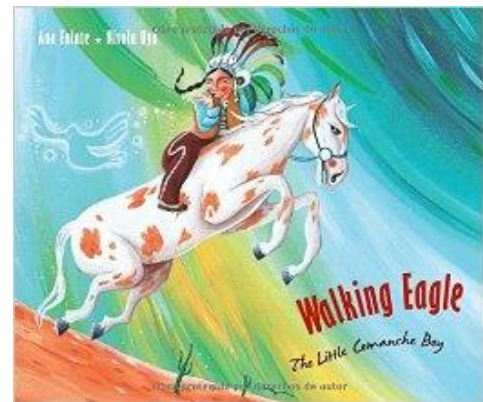


Activity: Code like a Developmental Psychologist

So far this semester you have been asked to plan like a psychologist and create a research proposal. However, you have yet to experience how developmental psychologists deal with data. A well thought out study will only take you so far if you do not understand how to examine data with a critical eye. One common form of data in child development research is parent-child conversations. Parent-child conversations can be observed naturally or experimentally. One way in which to simulate a parent-child conversation is through joint book reading.

Goals and Objectives

1. You will understand one way to analyze data in child development
2. You will experience how transcriptions mirror recordings of experiments and can be used to examine data.
3. You will learn one way to code parent-child conversations



Task

For the following activity your task will be to code like a developmental psychologist. You will be shown a video recording of Peter reading *Walking Eagle: The Little Comanche Boy* to 3-year old Cam. This book is about a Native American child who is physically disabled and has no speaking abilities. He lives amongst the animals and enjoys horseback riding because walking is difficult for him. The story describes his travels to different tribes and how he tells stories with his hands. This is an excellent book to both promote tolerance and empathy. Research suggests that parents who use emotion language (e.g., sad, happy, angry) have children who also have a better emotion language vocabulary and a better theory of mind.

Directions

I will hand out a transcription of the discussion and then play the video recording. After the recording you have 15 minutes to work in teams and code the data. I have begun the coding process as demonstration. Please complete the coding process.

Emotion talk should only be coded based on the father's contribution to the conversation. The Father's frequency of references to emotional states will be counted similar to previous research (Adrián, Clemente, & Villanueva, 2007; Dyer, Shatz, & Wellman, 2000, Dunn, Brown, Slomkowski, Tesla, & Youngblade, 1991). Analogous to Dyer et al., emotion states are defined as an adjective (e.g., *happy*, *sad*, *angry*), (e.g., *cried*, *screamed*, *exclaimed*), or phrase (e.g., I hate it) verb which expressed a person's underlying emotional arousal. Affective states (e.g., patient) were also included as long as they were characterized as a temporary trait not a disposition of the character or hedonic tone. Finally, liking and preferences were also part of emotion talk (e.g., I like the story, this is my favorite). Each emotion word is coded with a single frequency.

Activity
Walking Eagle: The Little Comanche Boy
[03/22/2016]

Speaker	Talk	Number of Emotion Words
F	<i>Who do you think the Little Comanche Boy is?</i>	0
C	<i>I don't know. He looks like a peacock.</i>	
F	<i>He does look like a peacock your right. With all those feathers and he's riding a horse. Maybe his nickname is Walking Eagle. You think?</i>	0
C	<i>Yeah.</i>	
F	<i>Ready? (Opens Book) Oh see? That's called a totem.</i>	0
C	<i>What's a totem?</i>	
F	<i>It's a totem pole. Okay, ready?</i>	0
C	<i>(Shakes head no)</i>	
F	<i>Look, Look, Look. Walking Eagle rode along the path</i>	0
C	<i>Look, Daddy! (points to book)</i>	
F	<i>Do you know what those are?</i>	0
C	<i>No.</i>	
F	<i>No? What do you think?</i>	0
C	<i>I don't know.</i>	
F	<i>They're kina' like Buffalo aren't they. They're called Bison. You know what a Bison is.</i>	0
C	<i>What?</i>	
F	<i>(skips the text: They were waiting for him, like they did every morning). Look, look this boy He told stories, tales told without words.</i>	0
C	<i>(Child laughs) Why?</i>	
F	<i>Because Walking Eagle didn't speak, he used his hands, his face, his smile, and his eyes to communicate everything that his listener's needed to hear. What if you couldn't talk? How would you tell me if you were hungry? (Boy pauses). That would be very hard wouldn't it?</i>	1
C	<i>Yeah.</i>	
F	<i>What if you needed to go to the bathroom and couldn't talk. How would you tell me? This boy can't talk so he has to use his hands. You know how we tell [baby sister] that when she says 'I', all done' (moves hands using baby sign language) because she can't talk yet</i>	

	<i>she goes like this. But she'll be able to talk soon. This boy can't-can't ever talk. There's something wrong with his voice</i>	
C	<i>Why?</i>	
F	<i>So he has to learn things, other ways to talk. And-and not be able to use his voice.</i>	
C	<i>Oh.</i>	
F	<i>Let's see. Walking Eagle was born clubfooted. So he had problems walking too. As soon as he could stand, when he was very small, he looked down and saw his feet point inwards, and that his legs made the shape of a heart. See look. How are your legs supposed to be? Straight down?</i>	
C	<i>(Child shakes head yes)</i>	
F	<i>Or kind of curved?</i>	
C	<i>Straight down.</i>	
F	<i>Straight down. So he had problems walking too I think.</i>	
C	<i>What happened to him?</i>	
F	<i>Let's see what happens to him. He belonged to the Comanche tribe called the Lords of the Plains, originally from the Rocky Mountains. That's where Colorado is! So he's from Colorado. But He also belonged to nature. Walking Eagle merged with the trees, disappeared into the forests. The animals would approach him, and he fearlessly looked them in the eyes. Ohhhhhh he likes the animals!</i>	
C	<i>Yeah.</i>	
F	<i>Yeah.... Hugged them and gave them names, and fed them</i>	
C	<i>(Child laughs)</i>	
F	<i>He was very nice though wasn't he? Do you think the animals understood that he loved them? He didn't have to use words did he?</i>	
C	<i>No.</i>	
F	<i>No. Do you think the animals understood that he loved them? Do you think Rainbow knows when we say 'I love you Rainbow' or do you think he just knows it because we give him hugs.</i>	
C	<i>He knows it every time we hug him.</i>	
F	<i>So he doesn't need to hear our vice does he? Just like these animals probably don't need to hear his voice. Right?</i>	
C	<i>What's that?</i>	
F	<i>Ohhh, what's this one? Born to ride.</i>	
C	<i>What's that there?</i>	
F	<i>I think they are just going superfast. Let's find out okay?</i>	
C	<i>What is that there?</i>	

F	<i>That kind of looks like water to me. Okay let me read it. The little Comanche boy had legs in the shape of a heart to bond to his kindred spirit: his Pinto horse, on whose back he would flugalloping into the air, taking his stories with him.</i>	
C	<i>(Child laughs).</i>	
F	<i>They flew through the air! That's cool, huh?</i>	
C	<i>I have a horsey. I don't know if I can fly it.</i>	
F	<i>Yeah? That would be pretty cool to fly a horse wouldn't it?</i>	
C	<i>Yeah.</i>	
F	He walked down a path of red earth. A path that ran alongside (I: 04:24 Child Intelligible) a river that ran around a range of mountains. Come on let's finish reading ok?	
C	<i>No. I don't want to.</i>	
F	<i>We are almost done. Oh look! They are by the mountains! They are by Colorado! Do you think that boy loves the horse?</i>	
C	<i>Yeah.</i>	
F	<i>Yeah me too.</i>	
C	<i>I see feathers!</i>	
F	<i>Yeah. Walking Eagle wore his feather headdress. After listening to tales-to his tales, each different tribe would solemnly give him a feather from a majestic eagle as a gift, as a present, as an offering for the legacy they had received. So every time he told-he-he said a story with his-with his hands or his mouth not with his voice though right? He got a new feather. How many stories does he tell?</i>	
F&C	<i>(Father and child count together) 1-2-3-4-5-6-7-8-9-</i>	
F	<i>He told ten stories! And all of these feathers from his different "brothers," as Walking Eagle liked to call them, formed this special headdress, the one that crowned his head and accompanied his tales. Before reaching the place where they waited for him, to listen to his tale, Walking Eagle sat down on his makeshift change made of dry leaved and clay mixed with different memories. There he would close his eyes, relax, dram, and... then he would feel whirlwind within him. Wooosh Woooshhhh. A very powerful emotion, goose bumps , the rhythm of his heart as he galloped.</i>	
C	<i>Goosebumps!</i>	
F	<i>Do you know what that means? That means you get all tingly (touches son's arms). Ting, ting, ting. And his heart was pounds fast</i>	

	(pounds son's heart). <i>What kind of things do you think he was feeling if his heart was pound really fast?</i> (pounds son's heart again).	
C	<i>Pretending?</i>	
F	<i>Is he getting very excited do you think?</i>	
C	<i>No.</i>	
F	<i>Let's find out. He heard laughter, enveloped in the perfume of flowers, and the voice of a woman with sparking eyes who called him.</i>	
C	(Child shouts)	
F	Walking Eagle. They were memories of his mother that sometimes came to him in the wind. Those are memories of his mother. Do you think they made him happy or sad?	
C	<i>Eh.</i>	
F	<i>If he remembered his mommy...</i>	
C	<i>Yup.</i>	
F	<i>Does that make him happy or sad?</i>	
C	<i>Sad.</i>	
F	<i>That would make him sad? Why does remembering his mommy make him sad?</i>	
C	(Child looks closer at the book) <i>Look!</i>	
F	<i>Do you see his face? Do you think he's happy or sad?</i>	
C	<i>Happy.</i>	
F	<i>I think he's happy. That whirlwind, that voice, that perfume – Yes! That was it! It inspired him to continue on his way with just his horse and his stories, crossing territories, struggling to make different peoples hold hands and listen to what he had to say.</i>	
C	(child has mild seizure)	
F	(father pauses and hold's child) <i>Are you ready? Are you doing okay? Are you okay?</i>	
C	<i>I can't see.</i>	
F	(flattens the book better) Here we go. Ready? Walking Eagle, the little Comanche boy who took tales to different tribes, spoke of togetherness, solidarity, joining hands (07:50 I: Child Inaudible), and overcoming fears. Through his vivid performances, he inspired his listeners with stories of warriors who laid down their spears, and impressed tem by silently imitating the howling of wolves... <i>Do you know how wolves howl?</i>	
C	<i>I don't know.</i>	
F	<i>Howwwlllll! How would you do that if you didn't have a voice?</i>	

C	<i>I don't know.</i>	
F	<i>Can you show me?</i>	
C	(puts head down) <i>No.</i>	
F	the flapping of the winds on the earth and in the air, and (child laughs) majestic eagles who watch over us and guide us on our way. Do you know how I would howl if I didn't have a voice? I would do.... (Performs a dramatic silent howl) <i>Didn't that look like a wolf?</i>	
C	<i>No.</i>	
F	<i>You didn't think so? When I go</i> (Performs another dramatic silent howl and blows air out). <i>Because then I can pretend I'm making the sound.</i> (father howls silently again and child laughs). <i>Yeahhhhh. See? That looks like a wolf. That's how he tells his stories. His animated gestures cast larger-than-life-shadows in the heart of the fire-in the heat of the fire.</i>	
C	<i>I want to see. I....I...</i> (tries to turn next page)	
F	With his hands, Walking Eagle made it possible to feel the light of the full moon, the caress of (I: I want to...) the wind, the cracking of the flames. <i>How do you think he used just his hands to make the wind? How do you think he showed the wind with his hands? How would you show the wind with your hands?</i>	
C	<i>I don't know.</i>	
F	<i>Think about it.</i>	
C	(Child tries to move their hands like the wind)	
F	<i>Yeah! That's a good idea. I would go like this. That's kind of like wind right? Flapping in the wind. What about fire? How would you show fire with your hands?</i>	
C	<i>Where's the fire at?</i>	
F	<i>Well if you didn't have a fire how would you pretend that there is a fire with just your hands?</i>	
C	(child slightly pretends that they are fire, father pretends he is fire, then the child joins him)	
F	<i>Well I guess...Doesn't that kind of look like a fire?</i>	
C	<i>Yeah.</i>	
F	<i>That's how he had to do it. He had to use just his hands because he didn't have words. Remember? So he had to think of all the different to say things without using his voice. A bright white magical thread would appear while Walking Eagle told his tales with his hands, bringing together territories, countries and continents. Then the magical thread wove an enormous teepee where they</i>	

	all could meet around the warmth of the fire. And it was there, to the sound of drumming and chanting in the moonlight, that all of the Native American tribes encouraged people of different colored skins from around the world to come together as one by linking their fingers and hearts in solidarity. <i>They were holding their hands and they were feeling the same ways in their hearts. (touches son's heart). How do you think they felt with their hearts?</i>	
C	(10:54-10:56 Unintelligible) <i>Hearts</i>	
F	<i>How do you think they felt with their hearts? Do you think they felt happy?</i>	
C	(Child shakes head no).	
F	<i>I think that they were feeling happy. The little boy with the feather headdress and legs in the shape of a heart continued along the path. They were waiting for him. He told tales. Tales that were told without words. The End.</i>	
C	<i>The End.</i>	
F	<i>If you couldn't use your voice would you be happy or sad?</i>	
C	<i>Ah, sad.</i>	
F	<i>You would be sad?</i>	
C	<i>Yeah</i>	
F	<i>Why would you be sad? (child moves) I want to ask you a question. Why-Why would you be sad if you couldn't use your voice? Did you know you a lot of people can't have-don't use voices and they have to talk. Sometimes it's because they can't hear. Did you know that? And they can't-they can't really talk to other people because they don't know how-how to make the words. Because they can't hear the words.</i>	
C	<i>Oh!</i>	
F	<i>Did you know that? So they have a whole language where just their hands. That's-that's sometimes what [Baby sister] says when she says all done (signs) like this, or more (signs).</i>	
C	<i>Okay.</i>	
F	<i>You ready? Did you like the book?</i>	
C	<i>Yeah.</i>	
F	<i>Yeah? Okay</i> [Ends at 12:08]	
Data	Duration: 12:08 minutes Total Father Extratextual Talk: 914 words Coder Name: Nicole Date Coded: 03/22/2016	