

YODER COMMUNICATION CODE  
Record of Decisions

This record reflects coding decisions between coders made resulting from discrepancy discussions to clarify the Yoder Communication Code. This record is treated as an appendix to the Yoder Communication Code and is updated regularly. Each entry requires the primary and reliability coder's initials and decision date. **ALL ENTRIES IN THIS MANUAL MUST BE COMMUNICATED TO & APPROVED BY PROJECT DIRECTOR.**

General notes:

- 1.) Tadpole version of communication coding manual was accidentally deleted from krupa server and recreated (using current manual section documents and paper copy of current manual) by Ellen Coble on 9/8/16. Manual's document title has been changed to reflect TADpole communication coding (in addition, ImPACT communication coding manual document title has also been updated to reflect the project to which it applies). ECEG 9/12/16

Gestures:

- 1.) Wave: must to be the adult; waving to an animal/toy/oneself in the mirror is not codeable gesture MWECEG 01/16
- 2.) Feeding the adult, meaning the child brings a utensil or food up to the adult's mouth—pretend or real—is an example of functional play, not communication. It cannot be coded as a give. MWECEG 03/16
- 3.) Reaching can only be codeable if there is attention to object and adult. Reaching upward to an adult in order to be picked up is not codeable, regardless of attn. to the adult.

Non-word vocs:

- 1.) For Impact communication coding, voiced laughs and cries can be coded as [3n] as long as the child has attention to an object or event and attention to an adult.
- 2.) Note: the child's mouth must be at least slightly open for a non-word voc, voiced laugh, or voiced cry to be codeable, and the child must have attention to a specific object or event (a general state of unhappiness/discomfort/dislike for the current assessment does not meet the criteria for attention to object/event). MWECEGPY 04/16

Applying the word rule:

- 1.) Dictionary:
  - a. Use the online Merriam Webster's Abridged dictionary; words found only in the unabridged dictionary will not be coded: if a word is only found in the unabridged dictionary, Merriam Webster online will say that a subscription/free trial is needed to view the word. If such is the case, do not code the word. MWECEG 03/16
  - b. "Shh" as in "be quiet" does not have voicing and is not defined in Merriam-Webster's abridged dictionary; therefore, it cannot be coded as [3s]. MWECEG 03/16
  - c. Although the word "ha" is found in the Merriam Webster dictionary, it will not be coded as a [3s] in any circumstances. MWECEG 04/16
- 2.) Imitations:

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- a. If the child repeats an adult's utterance but changes any of the words in the utterance into a diminutive, the child would receive a [3s] or [3m], depending, as this would not be considered an exact or reduced imitation. MWECEG 02/16
  - b. Imitation with components of unintelligible speech will be treated as an expanded imitation  
A: Let's go look at the cars!  
C: {unintelligible speech} cars!  
Code/Transcribe → [3s] x cars  
MEECEG 04/16
- 3.) Vowels/IPA
- a. If the child says the word "nom" to describe "yummy food," the word "yum" should be transcribed; "nom" and "yum" are functionally equivalent. Context is key: do not transcribe "yum" for "nom" if the context of food description is not appropriate. MWECEG 03/16
  - b. The IPA vowel "ɒ" (looks like a backwards "a") as in "box" is (3,4); it is said with a lax mouth and is said in the back of the mouth with the tongue in a low location. MWECEG 03/16
- 4.) Word targets:
- a. IF: The child says a voc that meets all of the word rule criteria for shoe, then, later on in the sample, the child says a voc that also meets the word rule criteria for shoe, the coder can listen to first production to compare as long as:
    - i. The coder does not change the way she coded the first production of the word
    - ii. The coder does not exclude the second production because it does not have match the first production. If the second production meets all other word criteria, it should be coded.  
Note: children with autism may not be consistent in their production of words, so each production must be tested under word-rule criteria individually. Listening to the first production will not be exclusion criteria, but merely an aid for the coder to make a decision.  
MWECEG 04/16