

Future Events Coding Scheme

(ABC Brain Games 1)

Note. The Future Events Interview and coding system are adapted for use with children based on Levine B, Svoboda E, Hay JF, Winocur G, Moscovitch M. Aging and Autobiographical Memory: Dissociating Episodic From Semantic Retrieval. 2002. *Psychology and Aging*. 17;677-689.

Citations:

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In the Future Events interview, the child is asked to describe upcoming events. We will code the words and phrases that the child uses to describe these events on different dimensions. The goal is to capture the different categories of descriptive details the child uses to describe events.

What to code: Each part of the phrase representing a new idea relevant to the event the child is describing should be coded. For example, if a child says “I’ll eat my sandwich” that entire phrase is coded (as “event”; see below for code descriptions). If a child says “I’ll eat my sandwich and hang out with my friends”, both phrases are coded, because two separable ideas or activities are described: “I’ll eat my sandwich” (as “event”) and “hang out with my friends” (as “social”). If a child says “At lunch I’ll eat my sandwich and hang out with my friends”, three phrases are coded, because three separable ideas or activities are described: “At lunch (as “time”) I’ll eat my sandwich” (as “event”) and “hang out with my friends” (as “social”). Note: If child simply repeats what interviewer says in response to a prompt, this can be coded. For example, if interviewer says: “when will this happen - next month, next week, or tomorrow?” and child says: “next week” then “next week” can be coded (as “time”).

Code Descriptions. Codes include: a) event details-internal; b) time; c) perception; d) emotion/thought; e) social; f) repetition; and g) event details-external-semantic (see Table).

Coding Process in Atlas. To apply a code, see Atlas.ti manual [*S:\Research\Lumeng-Miller-rsrch\Student Research\Undergraduate-Research\Coding Interviews\ABC Brain Games\FET\Coding Manual\Atlas Coding of Brain Games FET Transcripts.docx*].

We will classify the details a child uses when describing these events into the categories in the table. Codes are based on the Autobiographical Memory Interview (AMI; Levine B, Svoboda E, Hay JF, Winocur G, Moscovitch M. Aging and autobiographical memory: dissociating episodic from semantic retrieval. *Psychol Aging*, 2002;17(4):677-689).

When coding, read the child’s response carefully. Consider what new ideas or phrases are mentioned in the child’s speech. Code every distinct idea or phrase that the child uses to describe the upcoming event.

NOTE: “internal” vs. “external” details:

“Internal” details refer to words and phrases the child uses that are describing the actual event (i.e., “internal to the event being described”), and evoke the feeling of that event “in the moment”. These details should be directly related to the event the child is describing, and be as specific as possible about time and place. They should evoke the specific feelings, sights, sounds, and visceral experiences of the event that the child has chosen to describe. “Internal” details can include basic descriptive details about the event (“event details-internal”), references to when the specific event will take place (“time”), perceptual details about the event (“perceptual”), emotions or thoughts that the child will have during or about the event (“emotion/thought”), references to who will be with the child during the event (“social”)

“External” details reflect elements of the child’s description that are not immediately related to the specific event he/she is describing. These are aspects of the child’s descriptions that are either providing factual, background information or context for the

event (“semantic”), or are completely unrelated to the story or event they have chosen to talk about (“other”). We anticipate that “other” will generally be an uncommon code.

If child makes reference to time, perceptual details, emotions/thoughts, or social interaction partners in general, but not with regard to the specific event being described, these are all coded as “semantic” and not “episodic”.

Code	Example
Event details-internal. Words that specifically reference the future event being described (not general background details).	Overall, event details describe the unfolding of the future event the child is describing. They are usually happenings (e.g., "I will jump on the trampoline"), but also include who was there, reactions/emotions in others, the weather, one's clothing, physical occurrences and actions of others: <i>Examples: He jumped out of the chair; It was sunny; My sister was with me; She was jealous/angry/happy; We will be at my house; It was my birthday; I will be wearing my Halloween costume.</i> If an item qualifies to be in another category (e.g., perceptual detail), then priority is given to that more specific category. An item cannot be scored as an event detail if it is in another category.
Place details. Words that locate the event in space (city, room, school, etc).	Any information that involves localization in space, including countries, bodies of water, states, cities, streets, buildings, rooms, and locations within a room. Note that child's own orientation in space ("<i>I'm on the right side of my Mom</i>") is considered a perceptual detail.
Time details. Words that refer to time when upcoming event will take place.	Child refers to time specifically with regard to when the event will take place, e.g., “next week” or “at night”. Time details can include words the child refers to his/her life epoch (“when I was a baby”), or the year, season, month, date, day of week, time of day, or clock time. Note that duration information (“We were there for 20 minutes”) is scored a perceptual detail. Information about sequences of events (“My Mom came later than my Dad”) is scored as event, not time details. If child says “every summer we go swimming”, that is more a general, semantic detail because it does not describe time as it relates to the specific future event the child is describing.
Perceptual details. Words that include object or event descriptive details, colors, smells, etc.	Perceptual details include tactile sensations, smells, sounds, tastes, and visual perceptions (object details, colors) – some visceral experience specifically about the event the child is describing. <i>Examples: child says “it will be dark” or “it will taste good”.</i>

	Objects that are directly involved in the unfolding of a future event are considered event details (“We turned on the flashlights”) whereas objects that are perceptual are part of the perceptual landscape are coded as perceptual (“There will be flashlights shining everywhere.”)
Emotion/thought or mental state details. Words that refer to the child’s <i>own</i> positive or negative feelings, thoughts, or beliefs about the future event the child is describing.	Any detail that pertains to child’s <i>own</i> mental state in the future event. These include feeling states, thoughts, opinions, expectations, or beliefs the child uses to reflect on his or her <i>own</i> emotional/psychological state in the event. <i>e.g., “it will be pretty fun” or “I’ll like being there”</i> Note a general comment such as “I like my sister” is an example of a general semantic detail and should be coded semantic. Beliefs or opinions that are not specific to the future event (“I don’t believe in ghosts”) are scored as semantic details. NOTE – if child refers only to someone else’s emotion state (e.g., “When we are there, Grandma will be mad”) this is coded as “Event details-internal”) because it does not describe the child’s <i>own</i> emotional state; instead, it helps to describe the event. It would be coded emotion, though, if what the child says reflects the child’s <i>own</i> mental state (“When we are there, I think Grandma will be mad at me”), which is an internal thought.
Social details.	Child makes reference to doing the activity with someone else, or interacting with someone else as the event. If child mentions more than one person or social group (e.g., “my grandma and grandpa”) these should each receive a separate “social” code. Do not count animals/pets. Do not code social if the person or social group is mentioned in a semantic detail. The semantic code takes precedence.
Repetition	A detail is a repetition if it is an unsolicited repetition of a prior information-containing detail. It does not have to be a verbatim or word-for-word repetition, but it should not add any new information to the prior detail. As well, only code repetitions when they convey the <u>same</u> information as in an earlier detail. <i>Example: Well I get gifts [event] and I see some of my family [social] but most of all I get gifts [repetition]</i> Do not code repetition if a detail is repeated in a semantic detail. The semantic code takes precedence.
External Details-Semantic. Words that give general background, knowledge, or factual information related to the event, but are not describing the occurrence or activities	Child provides basic, background information that may be related to the event or to him/herself (“I hate broccoli”; “Arizona is hot”), but which do not specifically reference or describe the child’s anticipated experience of the event “in the moment”. <i>Example: “Arizona is hot” is external-semantic because it refers to a general quality of Arizona. “Arizona will be really hot when we visit Grandma there” refers to three specific, internal details</i>

that actually would happen during that event.	<i>about the upcoming event: Arizona [place] will be really hot [perceptual] when we visit Grandma there [event] .</i> <i>Another example: "We have stairs going to the basement" is general information about the child's house, but "I'll go down the stairs to the basement to find the toys" describes three specific, internal details about the upcoming event. I'll go down the stairs [event] to the basement [place] to find the toys"[event]</i>
External-Other	Phrases that are NOT relevant to event that is being described; child may be off-task. NOTE: Replies that are clauses (RA: "Do you want to tell me more about what Christmas morning will be like? CHILD: No, I don't. I don't want to talk anymore.") are scored as "other", although simple reflexive replies such as "No" are not scored. Fragments such as "um" are not scorable.

Coded examples from transcripts:

RA: what will you be doing?

CHILD: Maybe watch tv,[event] play video games, [event] and I might even go back to XXX but it's probably going to be dark. [perceptual] I might help my dad [social] fix his bike [event], because when we were (riding) around earlier, um his back tire got messed up because he was jumping ramps [semantic].

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RA: And how will you FEEL when this is happening?

CHILD: (pause, 5 seconds). Happy [emotion/thought] and excited. [emotion/thought]

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RA: Ok, sounds great, so you picked CHRISTMAS as the second thing to describe that MIGHT happen in the future. Remember, tell me about it using as MUCH detail as you can. Go ahead and tell me about it=

CHILD: =Well I get gifts [event] and I see some of my family [social] but most of all I get gifts [repetition] because I really like gifts [emotion/thought]. Like shoes and stuff and Nike outfits and Jordan outfits and, uh, not really toys because I don't really like that much toys no more but I just like getting gifts, shoes, I want some Kyre's so yeah. [semantic]