


Critics - Video Coding (PID: 6524)

03/13/2025 10:28am

Instruments	
Instrument	Form Name
Video coding	video_coding

	#	Variable / Field Name	Field Label <i>Field Note</i>	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Instrument: Video coding (video_coding)  Enabled as survey				
	1	[record_id]	Record ID	text
	2	[desc]	<p>Notes to Coders: It may be easiest to pause at the end of each section to rate.</p> <p>If you are not sure you remember something, rewind and watch the section you are rating again.</p> <p>Take notes if you mark "unable to assess." (A note box is available at the end of the phase)</p> <p>If you are unsure of what something looks like, refer to the examples provided under each item. There is usually a range of possibilities to help you determine whether what you are observing fits or doesn't fit.</p> <p>If you can't see someone's face (or only see the back of their head), you should be able to locate another camera angle on each subject in the folders marked "camera A" or "camera B."</p> <p>Keep notes if you think there is a problem with the way the question or code has been structured. That way we can fix that.</p>	descriptive
	3	[unid]	Section Header: UNID of student's video being coded.	text
	4	[rater]	Rater	radio <div><div>1Jaden</div><div>2Trey</div></div>
	5	[rapport_greeting]	Section Header: <i>Rapport</i> Greeting parent in a friendly way	radio <div><div>1Unable to assess</div></div>

				<table><tr><td>2</td><td>Yes (e.g., smiling, handshake, asking how are you)</td></tr><tr><td>3</td><td>No</td></tr></table>	2	Yes (e.g., smiling, handshake, asking how are you)	3	No						
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6	[rapport_names]	Using parent OR child name		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes (uses at least one of the names in either Rapport or Gauging Understanding phase)</td></tr><tr><td>3</td><td>No</td></tr></table>	radio		1	Unable to assess	2	Yes (uses at least one of the names in either Rapport or Gauging Understanding phase)	3	No		
radio														
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7	[rapport_sitting]	Sitting at eye-level		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes</td></tr><tr><td>3</td><td>No</td></tr></table>	radio		1	Unable to assess	2	Yes	3	No		
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8	[rapport_eye]	Maintaining appropriate eye contact with parent		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate eye contact (e.g., remaining responsive to what the actor does)</td></tr><tr><td>3</td><td>Too much (e.g., staring)</td></tr><tr><td>4</td><td>Not enough (e.g., only occasional, but fleeting)</td></tr></table>	radio		1	Unable to assess	2	Appropriate eye contact (e.g., remaining responsive to what the actor does)	3	Too much (e.g., staring)	4	Not enough (e.g., only occasional, but fleeting)
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9	[rapport_focused]	Remaining focussed on parent		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., attentive, looking at parent)</td></tr><tr><td>3</td><td>Not present (e.g., looking at phone or watch, receiving a phone call or notification)</td></tr></table>	radio		1	Unable to assess	2	Present (e.g., attentive, looking at parent)	3	Not present (e.g., looking at phone or watch, receiving a phone call or notification)		
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10	[rapport_calm]	Maintaining professional, calm body posture		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., mirroring the posture of the patient, open posture)</td></tr><tr><td>3</td><td>Not present (e.g., slouching, fidgeting, human pretzel)</td></tr></table>	radio		1	Unable to assess	2	Present (e.g., mirroring the posture of the patient, open posture)	3	Not present (e.g., slouching, fidgeting, human pretzel)		
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11	[rapport_attending]	Attending to the cues (e.g., parent is anxious to know why she's there; tired; chatty; wants to talk about the baby; in a hurry) of the parent and adjusting communication approach as necessary		<table><tr><td colspan="2">radio</td></tr><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Did not adjust to cues (e.g., moving ahead when the parent asks a question unrelated to the diagnosis conversation; not answering a question; not responding to report about how baby or she is doing)</td></tr></table>	radio		1	Unable to assess	2	Did not adjust to cues (e.g., moving ahead when the parent asks a question unrelated to the diagnosis conversation; not answering a question; not responding to report about how baby or she is doing)				
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12	[rapport_quality]	Quality of actor's affect? (check all that apply for this phase)	checkbox	<table border="1"> <tr> <td>1</td><td>rapport_quality__1</td><td>Unable to assess</td></tr> <tr> <td>2</td><td>rapport_quality__2</td><td>Sad/tearful/crying</td></tr> <tr> <td>3</td><td>rapport_quality__3</td><td>Anxious</td></tr> <tr> <td>4</td><td>rapport_quality__4</td><td>Hostile</td></tr> <tr> <td>5</td><td>rapport_quality__5</td><td>Friendly</td></tr> <tr> <td>6</td><td>rapport_quality__6</td><td>Confused</td></tr> <tr> <td>7</td><td>rapport_quality__7</td><td>Reserved</td></tr> <tr> <td>8</td><td>rapport_quality__8</td><td>Other</td></tr> </table>	1	rapport_quality__1	Unable to assess	2	rapport_quality__2	Sad/tearful/crying	3	rapport_quality__3	Anxious	4	rapport_quality__4	Hostile	5	rapport_quality__5	Friendly	6	rapport_quality__6	Confused	7	rapport_quality__7	Reserved	8	rapport_quality__8	Other
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13	[rapport_notes]	Notes for this phase: Include things like why you were not able to assess.	notes																									
14	[guage_understanding]	Section Header: <i>Gauge Understanding</i> Ask some version of "what is your understanding of why you've come in today?"	radio	<table border="1"> <tr> <td>1</td><td>Unable to assess</td></tr> <tr> <td>2</td><td>Yes</td></tr> <tr> <td>3</td><td>No</td></tr> </table>	1	Unable to assess	2	Yes	3	No																		
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16	[guage_silence] Show the field ONLY if: [guage_understanding] = '2'	Maintaining silence without interrupting while parent is speaking	radio	<table border="1"> <tr> <td>1</td><td>Unable to assess</td></tr> <tr> <td>2</td><td>Present (did not interrupt)</td></tr> <tr> <td>3</td><td>Not Present (interrupted parent while speaking)</td></tr> </table>	1	Unable to assess	2	Present (did not interrupt)	3	Not Present (interrupted parent while speaking)																		
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18	[guage_attending]	Show the field ONLY if: [guage_understanding] = '2'	Attending to the parent's cues (e.g., confusion, wanting to chat about the baby or other things related to the baby, worrying about sleep or breastfeeding) and adjusting communication approach as necessary	radio <table border="1"> <tr><td>1</td><td>Unable to assess</td></tr> <tr><td>2</td><td>Appropriately adjusted (e.g., validating response)</td></tr> <tr><td>3</td><td>Inappropriately adjusted (e.g., emotionally out of control, over-reliance on medical jargon, "everything's OK")</td></tr> <tr><td>4</td><td>Did not adjust to cues</td></tr> <tr><td>5</td><td>Not applicable (because no new/different cues were offered by actor)</td></tr> </table>	1	Unable to assess	2	Appropriately adjusted (e.g., validating response)	3	Inappropriately adjusted (e.g., emotionally out of control, over-reliance on medical jargon, "everything's OK")	4	Did not adjust to cues	5	Not applicable (because no new/different cues were offered by actor)														
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20	[guage_notes]		Notes for this phase: Include things like why you were not able to assess.	notes																								
21	[warning_words]		Section Header: <i>Warning shot</i> Saying words that alert parent that the news is coming	radio <table border="1"> <tr><td>1</td><td>Unable to assess</td></tr> <tr><td>2</td><td>Present (e.g., "As I'm sure you remember, we did a newborn screening. The results came back and they were not what we had hoped/expected." Could be as subtle as, "Remember the tests we did? We need to talk about the results." Look for the "we need to talk" cue.)</td></tr> <tr><td>3</td><td>Not Present (no warning)</td></tr> </table>	1	Unable to assess	2	Present (e.g., "As I'm sure you remember, we did a newborn screening. The results came back and they were not what we had hoped/expected." Could be as subtle as, "Remember the tests we did? We need to talk about the results." Look for the "we need to talk" cue.)	3	Not Present (no warning)																		
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22	[warning_rate]	Show the field ONLY if:	Rate of speech	radio <table border="1"> <tr><td>1</td><td>Unable to assess</td></tr> </table>	1	Unable to assess																						
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		[warning_words] = '2'		<table><tr><td>2</td><td>Appropriate rate (can understand the words without straining to catch up)</td></tr><tr><td>3</td><td>Too slowly (e.g., hesitant, choppy, struggling to get words out, condescending, stalling)</td></tr><tr><td>4</td><td>Too quickly (e.g., cannot understand the words being said, no pauses)</td></tr></table>	2	Appropriate rate (can understand the words without straining to catch up)	3	Too slowly (e.g., hesitant, choppy, struggling to get words out, condescending, stalling)	4	Too quickly (e.g., cannot understand the words being said, no pauses)		
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23	[warning_pause]	Pausing for a moment after warning shot to allow it to "sink in"	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., short pause before disclosure)</td></tr><tr><td>3</td><td>Not present (e.g., no pause before disclosure)</td></tr></table>	1	Unable to assess	2	Present (e.g., short pause before disclosure)	3	Not present (e.g., no pause before disclosure)		
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24	[warning_eye]	Maintaining appropriate eye contact with parent	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate eye contact (e.g., remaining responsive to what the actor does)</td></tr><tr><td>3</td><td>Too much (e.g., staring)</td></tr><tr><td>4</td><td>Not enough (e.g., only occasional, but fleeting)</td></tr></table>	1	Unable to assess	2	Appropriate eye contact (e.g., remaining responsive to what the actor does)	3	Too much (e.g., staring)	4	Not enough (e.g., only occasional, but fleeting)
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25	[warning_calm]	Maintaining professional, calm body posture	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., mirroring the posture of the patient, open posture)</td></tr><tr><td>3</td><td>Not present (e.g., slouching, fidgeting, human pretzel)</td></tr></table>	1	Unable to assess	2	Present (e.g., mirroring the posture of the patient, open posture)	3	Not present (e.g., slouching, fidgeting, human pretzel)		
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26	[warning_notes]	Notes for this phase: Include things like why you were not able to assess.	notes									
27	[disclose_diagnosis]	Section Header: <i>Disclose news</i> Did the student actually say that the diagnosis is SMA?	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes</td></tr><tr><td>3</td><td>No</td></tr></table>	1	Unable to assess	2	Yes	3	No		
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28	[disclose_serious]	Did the student say that SMA is serious without being prompted to do so by the actor? (regardless of correct-ness of the medical information--could vary from death within 6 months to good survival with immediate treatment)	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes</td></tr><tr><td>3</td><td>No</td></tr></table>	1	Unable to assess	2	Yes	3	No		
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29	[disclose_prompt]	Did the actor prompt the student for information about seriousness?	radio	<table><tr><td>1</td><td>Unable to assess</td></tr></table>	1	Unable to assess						
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30	[disclose_seriousness]	If the actor prompted student for information about seriousness, did the student indicate that SMA is serious?	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes</td></tr><tr><td>3</td><td>No</td></tr><tr><td>4</td><td>Not applicable</td></tr></table>	1	Unable to assess	2	Yes	3	No	4	Not applicable
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32	[disclose_calm]	Maintaining professional, calm body posture	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., mirroring the posture of the patient, open posture)</td></tr><tr><td>3</td><td>Not present (e.g., slouching, fidgeting, human pretzel)</td></tr></table>	1	Unable to assess	2	Present (e.g., mirroring the posture of the patient, open posture)	3	Not present (e.g., slouching, fidgeting, human pretzel)		
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33	[disclose_eye]	Maintaining appropriate eye contact with parent	radio	<table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate eye contact (e.g., remaining responsive to what the actor does)</td></tr><tr><td>3</td><td>Too much (e.g., staring)</td></tr><tr><td>4</td><td>Not enough (e.g., only occasional, but fleeting)</td></tr></table>	1	Unable to assess	2	Appropriate eye contact (e.g., remaining responsive to what the actor does)	3	Too much (e.g., staring)	4	Not enough (e.g., only occasional, but fleeting)
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34	[disclose_notes]	Notes for this phase: Include things like why you were not able to assess.	notes									
35	[respond_facial]	Section Header: <i>Hold silence</i> Responding to distress with adjustments to facial expression	radio	<table><tr><td>1</td><td>Appropriate adjustment (e.g., furrowing brow, frowning)</td></tr><tr><td>2</td><td>Inappropriate adjustment (e.g., smiling)</td></tr><tr><td>3</td><td>No adjustment</td></tr></table>	1	Appropriate adjustment (e.g., furrowing brow, frowning)	2	Inappropriate adjustment (e.g., smiling)	3	No adjustment		
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3	No adjustment											

				4	unable to assess
36	[hold_receiving]	Did actor pause after receiving the news?	radio	1	Unable to assess
				2	Yes
				3	No
37	[hold_quietly] Show the field ONLY if: [hold_receiving] = '2'	Waiting quietly for parent to process and respond once you have delivered the news	radio	1	Unable to assess
				2	Present (let the actor break the silence)
				3	Not present (student spoke up first)
38	[hold_calm] Show the field ONLY if: [hold_receiving] = '2'	Maintaining professional, calm body posture	radio	1	Unable to assess
				2	Present (e.g., mirroring the posture of the patient, open posture)
				3	Not present (e.g., slouching, fidgeting, human pretzel)
39	[hold_eye] Show the field ONLY if: [hold_receiving] = '2'	Maintaining appropriate eye contact with parent	radio	1	Unable to assess
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40	[hold_notes]	Notes for this phase: Include things like why you were not able to assess.	notes		
41	[respond_validating]	Section Header: <i>Respond to reaction</i> Validating their reaction	radio	1	Unable to assess
				2	Validated response (e.g., "This is difficult news." "I would be asking the same questions.")
				3	Didn't validate response (e.g., "Don't cry." "It's going to be ok." "You need to stay hopeful.")
				4	No Response
42	[quality_validation] Show the field ONLY if: [respond_validating] = '2'	Quality of validation	radio	1	High quality
				2	Low quality

43	[respond_reassurance]	Offering reassurance	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes (e.g., "You didn't do anything wrong." "We are going to stay with you through this whole process." "There are treatments available that can improve quality of life." "We have arranged for you to meet with pediatric neurology right away. Everyone is here to support you."</td></tr><tr><td>3</td><td>No</td></tr></table>	1	Unable to assess	2	Yes (e.g., "You didn't do anything wrong." "We are going to stay with you through this whole process." "There are treatments available that can improve quality of life." "We have arranged for you to meet with pediatric neurology right away. Everyone is here to support you."	3	No		
1	Unable to assess										
2	Yes (e.g., "You didn't do anything wrong." "We are going to stay with you through this whole process." "There are treatments available that can improve quality of life." "We have arranged for you to meet with pediatric neurology right away. Everyone is here to support you."										
3	No										
44	[respond_minimizing]	Minimizing seriousness of diagnosis or offering false hope.	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Yes (e.g., "We're going to beat this." "It's not that serious." Emphasizing the possibility that it could be types 2-4. Suggesting that it might not be SMA at all. Being extremely vague to the point of avoiding discussion of prognosis.)</td></tr><tr><td>3</td><td>No</td></tr></table>	1	Unable to assess	2	Yes (e.g., "We're going to beat this." "It's not that serious." Emphasizing the possibility that it could be types 2-4. Suggesting that it might not be SMA at all. Being extremely vague to the point of avoiding discussion of prognosis.)	3	No		
1	Unable to assess										
2	Yes (e.g., "We're going to beat this." "It's not that serious." Emphasizing the possibility that it could be types 2-4. Suggesting that it might not be SMA at all. Being extremely vague to the point of avoiding discussion of prognosis.)										
3	No										
45	[respond_eye]	Maintaining appropriate eye contact with parent	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate eye contact (e.g., remaining responsive to what the actor does)</td></tr><tr><td>3</td><td>Too much (e.g., staring)</td></tr><tr><td>4</td><td>Not enough (e.g., only occasional, but fleeting)</td></tr></table>	1	Unable to assess	2	Appropriate eye contact (e.g., remaining responsive to what the actor does)	3	Too much (e.g., staring)	4	Not enough (e.g., only occasional, but fleeting)
1	Unable to assess										
2	Appropriate eye contact (e.g., remaining responsive to what the actor does)										
3	Too much (e.g., staring)										
4	Not enough (e.g., only occasional, but fleeting)										
46	[respond_adjustments]	Responding to distress with adjustments to facial expression	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate adjustment (e.g., furrowing brow, frowning)</td></tr><tr><td>3</td><td>Inappropriate adjustment (e.g., smiling)</td></tr><tr><td>4</td><td>No adjustment</td></tr></table>	1	Unable to assess	2	Appropriate adjustment (e.g., furrowing brow, frowning)	3	Inappropriate adjustment (e.g., smiling)	4	No adjustment
1	Unable to assess										
2	Appropriate adjustment (e.g., furrowing brow, frowning)										
3	Inappropriate adjustment (e.g., smiling)										
4	No adjustment										
47	[respond_gestures]	Responding to distress with gestures that communicate care	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate gestures (e.g., offering tissues, leaning in, moving closer, pat on a knee, offering hands to hold)</td></tr><tr><td>3</td><td>Inappropriate gestures (e.g., crossing arms, backing up,</td></tr></table>	1	Unable to assess	2	Appropriate gestures (e.g., offering tissues, leaning in, moving closer, pat on a knee, offering hands to hold)	3	Inappropriate gestures (e.g., crossing arms, backing up,		
1	Unable to assess										
2	Appropriate gestures (e.g., offering tissues, leaning in, moving closer, pat on a knee, offering hands to hold)										
3	Inappropriate gestures (e.g., crossing arms, backing up,										

				grabbing hands)															
				4 No gestures															
	48	[respond_affirmation]	Offering nonverbal affirmations	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate affirmations (e.g., nodding in response to cue, hands over heart in response to cue)</td></tr><tr><td>3</td><td>Inappropriate affirmations (e.g., constantly nodding, freezing in position of hands over heart)</td></tr><tr><td>4</td><td>No nonverbal affirmations</td></tr></table>	1	Unable to assess	2	Appropriate affirmations (e.g., nodding in response to cue, hands over heart in response to cue)	3	Inappropriate affirmations (e.g., constantly nodding, freezing in position of hands over heart)	4	No nonverbal affirmations							
1	Unable to assess																		
2	Appropriate affirmations (e.g., nodding in response to cue, hands over heart in response to cue)																		
3	Inappropriate affirmations (e.g., constantly nodding, freezing in position of hands over heart)																		
4	No nonverbal affirmations																		
	49	[respond_silence]	Maintaining silence without interruption while parent is speaking	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present</td></tr><tr><td>3</td><td>Not present</td></tr><tr><td>4</td><td>Not applicable (if parent doesn't speak)</td></tr></table>	1	Unable to assess	2	Present	3	Not present	4	Not applicable (if parent doesn't speak)							
1	Unable to assess																		
2	Present																		
3	Not present																		
4	Not applicable (if parent doesn't speak)																		
	50	[respond_calm]	Maintaining professional, calm body posture (e.g., mirroring the posture of the patient, open posture) or not (e.g., slouching, fidgeting, human pretzel)	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., mirroring the posture of the patient, open posture)</td></tr><tr><td>3</td><td>Not present (e.g., slouching, fidgeting, human pretzel)</td></tr></table>	1	Unable to assess	2	Present (e.g., mirroring the posture of the patient, open posture)	3	Not present (e.g., slouching, fidgeting, human pretzel)									
1	Unable to assess																		
2	Present (e.g., mirroring the posture of the patient, open posture)																		
3	Not present (e.g., slouching, fidgeting, human pretzel)																		
	51	[respond_attending]	Attending to the cues (e.g., crying, raising voice, expressing denial or disbelief, confusion, self-blame) of the actor and adjusting communication approach as necessary	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriately adjusted (e.g., validating response)</td></tr><tr><td>3</td><td>Inappropriately adjusted (e.g., emotionally out of control, over-reliance on medical jargon, or "everything's OK")</td></tr><tr><td>4</td><td>Did not adjust to cues</td></tr><tr><td>5</td><td>Not applicable (because no new/different cues were offered by actor)</td></tr></table>	1	Unable to assess	2	Appropriately adjusted (e.g., validating response)	3	Inappropriately adjusted (e.g., emotionally out of control, over-reliance on medical jargon, or "everything's OK")	4	Did not adjust to cues	5	Not applicable (because no new/different cues were offered by actor)					
1	Unable to assess																		
2	Appropriately adjusted (e.g., validating response)																		
3	Inappropriately adjusted (e.g., emotionally out of control, over-reliance on medical jargon, or "everything's OK")																		
4	Did not adjust to cues																		
5	Not applicable (because no new/different cues were offered by actor)																		
	52	[respond_quality]	Quality of actor's affect?	checkbox <table><tr><td>1</td><td>respond_quality__1</td><td>Unable to assess</td></tr><tr><td>2</td><td>respond_quality__2</td><td>Sad/tearful/crying</td></tr><tr><td>3</td><td>respond_quality__3</td><td>Anxious</td></tr><tr><td>4</td><td>respond_quality__4</td><td>Hostile</td></tr><tr><td>5</td><td>respond_quality__5</td><td>Friendly</td></tr></table>	1	respond_quality__1	Unable to assess	2	respond_quality__2	Sad/tearful/crying	3	respond_quality__3	Anxious	4	respond_quality__4	Hostile	5	respond_quality__5	Friendly
1	respond_quality__1	Unable to assess																	
2	respond_quality__2	Sad/tearful/crying																	
3	respond_quality__3	Anxious																	
4	respond_quality__4	Hostile																	
5	respond_quality__5	Friendly																	

				6	respond_quality__6	Confused						
				7	respond_quality__7	Reserved						
				8	respond_quality__8	Other						
	53	[respond_notes]	Notes for this phase: Include things like why you were not able to assess.	notes								
	54	[exit_ask]	Section Header: <i>Exit encounter</i> Did actor ask "How did this happen" at any point during this phase?	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present</td></tr><tr><td>3</td><td>Not present</td></tr></table>			1	Unable to assess	2	Present	3	Not present
1	Unable to assess											
2	Present											
3	Not present											
	55	[exit_room]	Did actor ask for the room?	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present</td></tr><tr><td>3</td><td>Not Present</td></tr></table>			1	Unable to assess	2	Present	3	Not Present
1	Unable to assess											
2	Present											
3	Not Present											
	56	[exit_request] Show the field ONLY if: [exit_room]='2'	Validating the request for a moment alone	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., "of course," "yes")</td></tr><tr><td>3</td><td>Not present</td></tr></table>			1	Unable to assess	2	Present (e.g., "of course," "yes")	3	Not present
1	Unable to assess											
2	Present (e.g., "of course," "yes")											
3	Not present											
	57	[exit_plan]	Offering a plan	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., "I'll wait right outside. Let me know when you're ready to continue." "I'll go get some materials together for you, and I'll be back in about five minutes to check on you." "Would you like me to bring you some water?")</td></tr><tr><td>3</td><td>Not present (e.g., just agrees to leave and says goodbye or just leaves)</td></tr></table>			1	Unable to assess	2	Present (e.g., "I'll wait right outside. Let me know when you're ready to continue." "I'll go get some materials together for you, and I'll be back in about five minutes to check on you." "Would you like me to bring you some water?")	3	Not present (e.g., just agrees to leave and says goodbye or just leaves)
1	Unable to assess											
2	Present (e.g., "I'll wait right outside. Let me know when you're ready to continue." "I'll go get some materials together for you, and I'll be back in about five minutes to check on you." "Would you like me to bring you some water?")											
3	Not present (e.g., just agrees to leave and says goodbye or just leaves)											
	58	[exit_calm]	Maintaining professional, calm body posture (e.g., mirroring the posture of the patient, open posture) or not (e.g., slouching, fidgeting, human pretzel)	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Present (e.g., mirroring the posture of the patient, open posture)</td></tr><tr><td>3</td><td>Not present (e.g., slouching, fidgeting, human pretzel)</td></tr></table>			1	Unable to assess	2	Present (e.g., mirroring the posture of the patient, open posture)	3	Not present (e.g., slouching, fidgeting, human pretzel)
1	Unable to assess											
2	Present (e.g., mirroring the posture of the patient, open posture)											
3	Not present (e.g., slouching, fidgeting, human pretzel)											
	59	[exit_eye]	Maintaining appropriate eye contact with parent	radio <table><tr><td>1</td><td>Unable to assess</td></tr><tr><td>2</td><td>Appropriate eye contact (e.g., remaining responsive to what the actor does)</td></tr><tr><td>3</td><td>Too much (e.g., staring)</td></tr></table>			1	Unable to assess	2	Appropriate eye contact (e.g., remaining responsive to what the actor does)	3	Too much (e.g., staring)
1	Unable to assess											
2	Appropriate eye contact (e.g., remaining responsive to what the actor does)											
3	Too much (e.g., staring)											

				4	Not enough (e.g., only occasional, but fleeting)	
60	[exit_quality]	Quality of actor's affect?	checkbox			
			1	exit_quality__1	Unable to assess	
			2	exit_quality__2	Sad/tearful/crying	
			3	exit_quality__3	Anxious	
			4	exit_quality__4	Hostile	
			5	exit_quality__5	Friendly	
			6	exit_quality__6	Confused	
			7	exit_quality__7	Reserved	
			8	exit_quality__8	Other	
61	[exit_notes]	Notes for this phase: Include things like why you were not able to assess.	notes			
62	[global_notes]	Section Header: Notes for anything else	notes			
63	[video_coding_complete]	Section Header: <i>Form Status</i> Complete?	dropdown			
			0	Incomplete		
			1	Unverified		
			2	Complete		