THE PARENT-ADOLESCENT INTERACTION TASK (PAIT): AT A GLANCE

Child Development Project - Year 12 Collection
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## The Parent-Adolescent Interaction Task at a Glance

### I. Individual Scales
- **DO**: Dominance
- **CO**: Communication
- **HS**: Hostility
- **CT**: Contempt
- **VA**: Verbal Attack

### III. Problem Solving Scales
- **EF**: Effective Process
- **DS**: Disruptive Process

### IV. Dyadic Scales
- **LM**: Lecture/Moralize
- **HU**: Humor/Laugh
- **LR**: Listener Responsiveness
- **WM**: Warmth/Support
- **AF**: Physical Affection
- **ED**: Endearment
- **MP**: Monitoring Process
- **RQ**: Relationship Quality
- **SY**: Synchrony

### II. Parenting Scales
- **PO**: Positive Reinforcement
- **PA**: Parental Awareness
- **HD**: Harsh Discipline
- **ID**: Inconsistent Discipline
- **IP**: Indulgent/Permissive

### V. Global Impression Codes
- **AP**: Appropriate Comportment
- **AA**: Adolescent Autonomy
- **PS**: Relationship Functionality
- **RF**: Overall Problem Solving
- **EE**: Emotional Environment

### Psychological Control Scales
- **IA**: Inhibits Autonomy
- **NT**: Intrusion
- **CV**: Constraining Verbal Expression
- **II**: Inhibits Independence
- **EI**: Encourages Independence
- **EM**: Emotional Manipulation
- **GI**: Guilt Induction
- **IF**: Invalidate Feelings
- **UA**: Unworthiness Assault
ABBREVIATED SCALE DEFINITIONS

I. Individual Scales

1. Dominance (DO): demonstrated control or influence (either positive or negative) on other interactors and/or the situation.

2. Communication (CO): the speaker's ability to neutrally or positively express his/her own point of view, needs, wants, etc., in a clear, appropriate, and reasonable manner, and to demonstrate consideration of the other interactor's point of view. A good communicator promotes rather than inhibits exchange of information.

3. Hostility (HS): the extent to which hostile, angry, critical, disapproving, or rejecting behavior is directed toward another interactor's behavior, actions, appearance, or personal traits. Also included behaviors coded #4 and #5.

4. Contempt (CT): a specific form of hostility characterized by disgust, disdain, or scorn of another interactor.

5. Verbal Attack (VA): personalized and unqualified disapproval of another interactor's personal characteristics; criticism of a global and enduring nature.

6. Lecture/Moralize (LM): behavior that is overwhelming, intrusive, unrelenting, moralizing and/or does not give others a chance to respond, initiate, or think independently.

7. Humor/Laugh (HU): display of funny, good natured, non-sarcastic, light-hearted behaviors; also eliciting laughter from interactor.

8. Listener Responsiveness (LR): nonverbal and verbal responsiveness to the verbalizations of the other interactor that indicate attentiveness by the listener.

9. Warmth/Support (WM): expressions of interest, care, concern, support, encouragement, or responsiveness toward the interactor. Also included behaviors coded #10 and #11.

10. Physical Affection (AF): any positive, affectionate physical contact.

11. Endearment (ED): the personalized and unqualified approval of another interactor's personal characteristics; approval of a global and enduring nature.

II. Parenting Scales

1. Positive Reinforcement (PO): the extent to which the parent responds positively to the adolescent’s “appropriate” behavior or behavior that meets specific parental standards.

2. Parental Awareness (PA): the extent of the parent's specific knowledge and awareness concerning the adolescent’s life and daily activities.

3. Harsh Discipline (HD): the extent to which the parent responds to the adolescent’s “misbehavior” or violation of specific parental standards through the use of punitive or severe disciplinary techniques, either verbal (e.g., yelling and screaming) or physical (e.g., hitting or punching).
II. Parenting Scales (continued)

4. Inconsistent Discipline (ID): the degree of parental inconsistency and lack of follow-through in maintaining and adhering to rules and standards of conduct for the adolescent’s behavior.

5. Indulgent/Permissiveness (IP): This scale describes a parent who gives the adolescent considerable and often times an inappropriate degree of freedom to regulate or control his/her own behavior.

A. Psychological Control Scales

6. Inhibits Autonomy (IA): assesses the extent to which the parent constrains, inhibits, or discourages the adolescent’s autonomy or independence. Also includes behaviors coded #7, #8, and #9.

7. Intrusion (NT): assesses intrusive and overcontrolling behaviors that are parent-centered rather than adolescent-centered.

8. Constraining Verbal Expression (CV): measures the extent to which the parent’s behaviors prevent the adolescent from verbal self-expression, such as talking about thoughts, feelings, points of view, activities, or events.

9. Inhibits Independence (II): assesses the extent to which the parent inhibits, discourages, or constrains the adolescent’s independence in thought and action.

10. Encourages Independence (EI): assesses the extent to which the parent encourages the adolescent’s independence in thought and action.

11. Emotional Manipulation (EM): assesses the degree to which the parent manipulates or undermines his/her relationship with the adolescent (or the teen him/herself) through emotional tactics. Also includes behaviors coded #12, #13, and #14.

12. Guilt Induction (GI): assesses the extent to which the parent tries to appeal to the adolescent’s sense of guilt or responsibility for the feelings and behavior of others.

13. Invalidating Feelings (IF): measures the extent to which a parent discounts or invalidates the adolescent’s feelings, beliefs, opinion, values, etc.

14. Unworthiness Assault (UA): assesses the extent to which a parent attacks the adolescent’s character and worthiness.

III. Problem Solving Scales

1. Effective Process (EF): behavior that actively assists the general problem-solving process.

2. Disruptive Process (DS): behavior that actively hinders or obstructs the problem-solving process.

3. Other Problem Solving Codes:
   a. Number of Cards Skipped
   b. Number of Cards Discussed
c. Number of Total Adolescent Solutions

d. Number of Total Parent Solutions
IV. Dyadic Scales

1. Monitoring Process (MP): the extent to which there is a transfer of information (concerning the adolescent's life and daily activities) from adolescent to mother; family structured rules or regulations that facilitate such a transfer.

2. Relationship Quality (RQ): the observer’s evaluation of the quality of the dyad’s relationship.

3. Synchrony (SY): assesses the harmony, interconnectedness, responsiveness, reciprocity, engagement, mutual focus, and shared affect of the dyad.

V. Global Impression Codes

1. Appropriate Comportment (AP): Reflects the extent to which the teen displays appropriate, mature behavior during and outside the task.

2. Adolescent Autonomy (AA): The observer’s subjective evaluation of the teen’s level of autonomy.

3. Overall Problem Solving (PS): The observer’s subjective evaluation of the quality of the dyad’s overall problem solving.

4. Relationship Functionality (RF): The observer’s subjective rating of the ease, openness, and comfort observed in the relationship between the parent and the adolescent.

5. Emotional Environment (EE): This scale assesses the observer’s evaluation of the healthiness or adaptiveness of the family’s emotional environment.
Examination of the intraclass correlations from the reliability videotapes indicated that there were several codes with less than satisfactory reliability. Further investigation provided possible explanations for low intraclass correlations, such as low frequency of occurrence and overlap of code definitions which may have resulted in confusion regarding the scoring of evidence. In addition, the molar codes (IA, EM, and HS) may have had low reliability because they are dependent on the values of the component codes (i.e., the evidence used to rate NT, CV, and II is used to create the code for IA; each piece of evidence additively contributes to the molar code).

Inhibits Autonomy (IA): This scale assesses the control exerted by the parent in order to inappropriately limit the amount of self-direction that the child has. This control is evident through intrusiveness (e.g., over involved in child’s behavior), constraining the child’s ability to express her or his thoughts or opinions (e.g., limit or control the child’s self-expression), or by inhibiting the child’s independence (e.g., focus on what the child cannot do because of perception that the child is incapable).

Emotional Manipulation (EM): This scale assesses the degree to which the parent manipulates or undermines the adolescent or his/her relationship with the adolescent through emotional tactics. Indicators include the use of guilt induction (e.g., appeal to adolescent’s sense of responsibility for feelings or behavior of others), invalidating feelings (e.g., discount feelings, beliefs, values, and opinions), and unworthiness assault of the adolescent (e.g., attack on the adolescent’s sense of worth).

Hostility (HS): This scale assesses the extent to which hostile, angry, critical, or disapproving behavior is directed toward the other actor’s actions, appearance, or state. Hostility may be in the form of contempt (e.g., disgust, disdain, derision, and scorn) or verbal attack (e.g., attaching the adolescent’s character - attacking something that is part of the adolescent’s personality or nature).