Therapeutic **A**ctivity **C**oding **S**ystem

(TACS-1.0)

PROCEDURE MANUAL

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Introduction

This Procedure Manual aims to serve as a guide for coding communicative actions in the psychotherapeutic interaction. This system allows the classification of both the patient's and the therapist's actions.

The Therapeutic Activity Coding System (TACS-1.0) was inspired by the need to conceptualize the verbal activities of therapists and patients during relevant episodes of the psychotherapeutic process. The TACS-1.0 was developed under the Fondecyt projects No. 1060768 and 1080136 and has been applied in the analysis of verbal communication during change episodes and stuck episodes. The coding system could also be applied to other types of psychotherapeutic episodes.

In the theoretical dimension, a notion of performative language underlies this classification system, in other words, the understanding of language as not just the reflection of reality but as constituent of reality. From this perspective, saying something is doing something. Therefore, it can be argued that through the therapeutic conversation, verbal acts are carried out by means of which the actors involved mutually influence one another and eventually work towards psychological change.

In keeping with this conceptual proposal, verbal acts are called "communicative actions" in the TACS-1.0 because they fulfill a double purpose of bearing information (communication) and exercising an influence over the other participant and the realities created by both (action).

The focus of the TACS-1.0 analysis is, therefore, the communicative action of therapists and patients contained in "speaking turns" or segments of these turns at speaking. The limits of each speaking turn are defined by the initialization of a verbalization of one of the participants, which ends with the initialization of a verbalization of the other participant.

The classification of the TACS-1.0 takes into account the <u>type</u> of communicative action, as well as its <u>content</u>.

Types of Communicative Actions

Each Communicative Action is analyzed in three dimensions: Basic Form, Technique and Communicative Intention.

<u>Basic Form:</u> This dimension of analysis refers to the formal structure of the verbalization, differentiating among: agreement, assertion, denial, question and direction.

<u>Communicative Intention:</u> This dimension of analysis refers to the communicative purpose expressed by the speaker's words, differentiating among: exploring, attuning and resignifying.

<u>Technique:</u> This dimension of analysis refers to the methodological tools evident in the communicative action, such as: reflection, interpretation, confrontation and

information, among others. Some of these techniques coincide with classic psychotherapeutic techniques (for example: reflection, interpretation) and others are part of everyday communication (for example: justification, advice).

Contents of Communicative Actions

The Contents of these communicative actions remit to the focus of the therapeutic work and include two dimensions: Domain and Reference.

With regard to the <u>Domain</u>, the TACS-1.0 analyzes whether the focus of the therapeutic work is set in the world of ideas (cognitive), the world of action (behavior) or the world of affect (emotion).

With regard to <u>Reference</u>, the TACS-1.0 analyzes whether the verbalization is aimed at: oneself (the patient or the therapist); someone else present in the session (the patient, the therapist or someone else); a third party outside the session; the therapeutic relationship; or the relationship with a third party outside of the session; or if it refers to a neutral subject.

Procedure

General Considerations for Coding

1. The coding of a therapeutic episode should be based on a transcription of the episode that follows the standards established by Mergenthaler & Stinson (1992), regardless of the type of episode to be coded (i.e., change, stuck or some other type).[1] In addition, each of the participants' speaking turns should be numbered sequentially, in order to separate the transcribed paragraphs. The participant who initiates the speaking turn should be indicated with the letter P (for the patient) or T (for the therapist).Overlapping verbalizations are considered separate speaking turns but are indicated by a + sign, in accordance with the transcription standards of Mergenthaler & Stinson previously mentioned.

   <u>Example 1</u>: Transcription According to the Standards of Mergenthaler & Stinson (1992).

212	T1: but in your dreams was there drug use?
213	P1: no - but it felt like there was
214	P2: you mean, you were out of it? flying
215	P1: right - - right **+**P2: you mean, you didn't see yourself doing drugs+ I pay attention to girls in lingerie, get it? - - I've been sort of - - - hornier, to be honest -

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[1] Mergenthaler, E., & Stinson, C.H. (1992) Psychotherapy transcription standards. *Psychotherapy Research*, *2,* 125-142.

> - I've been with C and I spent the weekend with C and it was good and I spent Sunday and the - and I was really - I mean I - - - we messed around a ton - - - but I have been sort of upset because it was fine before - that part was fine - after a lot of backsliding - - well J doesn't know about this situation but - - - e: - - how do you say it e: - - well because I have been with her and I haven't wanted another woman o: variety whatever - - - but: right – I don't know, the other day I found myself at a /?: Cachantun Fashion / and then I sort of thought about it and later in the week (unintelligible) until Sunday and I had a fight with her Sunday night when we went for dinner at a friends house - - and during the week some girls called me, get it? I have called some others

(Fondecyt Project No. 1030482, Therapy IV)

2. The individual performing the coding (hereafter, the coder) should use the Individual Coding Form (see p. 28), which includes the following information: therapy number, session numbers, role (patient or therapist), speaking-turn number, segment number, Basic Form code, Communicative Intention code, Technique code, Content/Reference code and Content/Domain code. The coder should also have the list of TACS-1.0 codes (p. 28).
3. The coder should use the Glossary of Communicative Actions as a resource (pp. 15-23).
4. A minimum of two coders are required for coding.

Steps to Be Followed in Coding

1. The first step in coding communicative actions using the TACS-1.0 is the preparation of the material to be used (see the observations above).
2. Each of the coders should work independently from one another.
3. Each turn or segment should be coded bearing in mind the context of the conversation. Therefore, before commencing the coding of an episode, the full text to be coded must be read entirely. Likewise, in order to code the first turns of the episode, the context of what has been said in previous turns must be kept in mind (even though they may not be part of the episode being analyzed).
4. In addition, when the verbalization of one of the participants is divided into different speaking turns in the transcription because another speaker interrupts, all of the parts of the verbalization should be taken as a whole that comprises the context for the coding of the turn.

   Example 2: Division of the verbalizations of one of the participants (therapist) into different speaking turns due to the interruptions of the other participant (patient)

150	T: well, that is very reasonable
151	P: right
152	T: I mean, no, I think that it is even recommended, but it went much further than

	that
153	P: right
154	T: I mean, it is one thing to avoid places that are unwelcoming and dark or to avoid something like an attack
155	P: right
156	T: or a sexual assault in this case, but it's something else to not be able to take the bus, for example, I mean

(Fondecyt Project No. 1030482, Therapy I)

5. One single speaking turn can be divided into segments in order to code different Basic Forms and/or Communicative Intentions (see Example 3, p. 6).

6. After the individual coding, the coders should evaluate their degree of agreement according to the following four steps:

   a) Review the differences and similarities in the division of the speaking turns, discuss and agree upon a single division of the turns.

   b) Review individually the prior coding of the communicative actions, adjusting it to the speaking-turn division agreed upon in step (a).

   c) Review jointly the individual coding – undertaken in step (b) – recording agreements and disagreements (for the later calculation of reliability, see the TACS-1.0 Individual Coding Form, p. 28).

   d) Resolve the disagreements and record a single coding for the communicative actions (see the TACS-1.0 Final Coding Form, p. 29).

Coding the Types of Communicative Actions

Coding the types of communicative actions, especially for the Basic Forms and Communicative Intentions, facilitates the separation of the speaking turns into smaller segments (when this is needed), and therefore both tasks will be addressed jointly. Techniques and Contents are not used to divide the turns but are only applied to the segments defined by coding the first two types of communicative actions.

Coding Basic Form

This dimension of analysis codes the formal structure of the verbalization, differentiating among: agreement, assertion, denial, question and direction (see Glossary, p. 15).

Coding

1. Any verbalization intelligible as a Basic Form is coded (including "mhm"

when it clearly corresponds to agreement; also we code "of course" or "of course not", etc.). In other words, <u>all</u> turns are coded, except interjections that cannot be interpreted as one of the mentioned basic forms (for example, "uh", "ahh", "mmm", etc.).[2]

<u>Example 3</u>: Applying Point 1 in Coding Basic Forms

Text	Subject	Predicate (verb or adjective)	Complement (of the Predicate)	Coding Basic Form
P: the problem is that he is not very loving *T: You always describe him as not very affectionate.*	Explicit (*you*)	Explicit (*always describe him*)	Explicit (*not very affectionate)*	✓ Assertion
P: the problem is that he is not very loving *T: is not very affectionate*	Implicit (*he*)	Explicit (is)	Explicit (*not very loving*)	✓ Assertion
P: the problem is that he is not very loving *T: not very affectionate*	Implicit (*he*)	Implicit (*is*)	Explicit (*not very affectionate*)	✓ Assertion
P: the problem is that he is not very loving *T: never?*	No Subject	No Predicate	Explicit (*never*)	✓ Question
P: the problem is that he is not very loving *T: aaah*	No Subject	No Predicate	No Compliment (of the Predicate)	**X** (Cannot be Coded)

2. In principle, the rule is to code each speaking turn with one Basic Form, except in cases in which the same turn contains two or more different and consecutive Basic Forms. In cases in which coding the communicative intention divides the turn into two or more segments, each segment should be coded with a Basic Form.

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[2] Interjections are not part of the sentence, but are the *equivalent of a sentence* that express a feeling (*oh*!), an exclamation (*huh?*!) or describe the essence of an action (*bam!*), without lexical or grammatical organization. They are *pre-grammatical signs* that fulfill the three functions of language by being expressive, directive and informative.

Example 4: Coding Basic Form

	Transcription	Basic Form
260	T: Why did you choose Luis then?	Question
261	P: Because he was what was at hand	Assertion
262	T: No, but you chose him (Segment 1) (Segment 2)	Denial / Assertion (Segment 1) (Segment 2)

Explanation of Coding:

Turns 260 and 261 are coded with the only one Basic Form: "question" in turn 260 and "assertion" in turn 261 (see Glossary, p. 15).

Turn 262, on the other hand, has two different Basic Forms. Segment 1 of turn 262 is coded as the Basic Form "denial" ("No") and the second segment of the same turn is coded as the Basic Form "assertion" ("but you chose him") (see Glossary, p. 15).

Coding Communicative Intention

This dimension of analysis codes the communicative purpose expressed by the speaker, in other words, what the participant is trying to achieve with his/her communication. The Communicative Intentions are: exploring, attuning and resignifying (see Glossary, p. 15-19).

This aspect records what the speaker intended to achieve with his/her communication and not whether or not this effect was actually achieved. For example, the therapist could express the Communicative Intention of "resignifying," which would be coded regardless of whether or not the patient is able to accept this new meaning.

Coding

1. The minimum unit of analysis for coding Communicative Intentions is a sentence with a subject (even an implied subject) plus a simple predicate (that includes verbs and/or adjectives) (see Example 5 on p. 8).

   a) The subject of the sentence is the actor who performs the action. The subject may be implied and inferred from the context or the conjugation of the verb (e.g., "then ran out"; who ran out? Answer: he, she or they).
   b) The predicate of the sentence is the verb or adjective that refers to the subject. In some cases, the verb or adjective may be implied and thus be inferred in the context of each speaker (e.g., T: "You called me last week; P: "Yes, I did"; implicit verb: "called").
   c) Communicative Intention cannot be coded in cases in which both the subject and the predicate of the sentence are implicit (e.g., P: "impossible").

    d) Communicative Intention <u>cannot be coded</u> in cases in which the subject or the predicate of the sentence is implicit and the sentence is incomplete or its meaning is unclear (e.g., "right, he/she would, uh, obviously").

<u>Example 5</u>: Applying Point 1 in Coding Communicative Intention

Text	Subject	Predicate (verb or adjective)	Complement (of the Predicate)	Coding Communicative Intention
P: the problem is that he is not very loving *T: You always describe him as not very affectionate.*	Explicit (*you*)	Explicit (*always describe him*)	Explicit (*not very affectionate*)	✓ Attuning
P: the problem is that he is not very loving *T: is not very affectionate*	Implicit (*he*)	Explicit (is)	Explicit (*not very loving*)	✓ Exploring
P: the problem is that he is not very loving *T: not very affectionate*	Implicit (*he*)	Implicit (*is*)	Explicit (*not very affectionate*)	✓ Exploring
P: the problem is that he is not very loving *T: never?*	No Subject	No Predicate	Explicit (*never*)	**X** (Cannot be coded)
P: the problem is that he is not very loving *T: aaah*	No Subject	No Predicate	No Compliment (of the Predicate)	**X** (Cannot be coded)

2. In principle, the rule is to code each speaking turn with a Communicative Intention, except in cases in which the same turn contains two or more <u>different</u> and consecutive Communicative Intentions, or in cases in which the turn has been divided into two or more segments in the coding of the Basic Forms (see Example 3 on p. 6).

Example 6: Coding Communicative Intention

	Transcription	Communicative Intention
260	T: Why did you choose Luis then?	Exploring
261	P: Because he was what was at hand	Exploring
262	T:　No,　　　　　but you chose him 　　(Segment 1)　　　　(Segment 2)	-----　　　　/　　Resignifying (Segment 1)　　　(Segment 2)

Explanation of Coding:

Turn 260 presents the Communicative Intention "exploring" because the therapist's communicative purpose is to solicit an explanation from the patient (see Glossary, p. 15-16).

Turn 261 also presents the Communicative Intention "exploring" because the patient's communicative purpose is to provide the information requested (see Glossary, p. 15-16).

Turn 262 presents two segments defined by the coding of Basic Form (see point 2 of "Coding Communicative Intention"). However, the first segment does not meet the minimum requirements to be coded for Communicative Intention, since it has neither a subject nor a predicate. Therefore, only the second segment of turn 262 ("But you chose him") is coded for Communicative Intention. In this case, the Communicative Intention is "resignifying," because the therapist's communicative purpose is to question what the patient had just said (see Glossary, p. 18-19).

Coding Technique

This dimension of analysis codes the methodological resources evident in the communicative action. The Techniques are: justification, self-disclosure, confrontation, advice, imagery, information, interpretation, narration, labeling, paradox, reflection, reinforcement, summary and role playing (see Glossary, p. 19-21).

Coding

1. The unit of analysis for Technique is the speaking turn or the segments of the turn established in the coding of Basic Form and/or Communicative Intention. In order to be coded for Technique, the minimum unit of analysis must include a subject and a predicate, and at least one of these must be presented explicitly. Technique does not divide a turn into segments. If two or more Techniques are present in the same turn, the coder selects the one that best supports the communicative purpose (Communicative Intention) expressed in the verbalization being analyzed.
2. Not all turns can be assigned a Technique. In general, if there is a doubt as to whether or not a Technique is present in a given turn, then it is not

coded (in order to avoid false positives).

<u>Example 7:</u> Coding Technique

	Transcription	Technique
260	T: Why did you choose Luis then?	---
261	P: Because he was what was at hand	Justification
262	T: No, but you chose him (Segment 1) (Segment 2)	----- / Confrontation (Segment 1) (Segment 2)

Explanation for Coding:

In turn 260, use of a particular communicative Technique is not observed, therefore it is not coded (see point 2 of "Coding Technique").

In turn 261, the coder must bear in mind the previously coded Communicative Intention, which for this speaking turn was "exploring," in other words, the communicative purpose of this verbalization is characterized by claiming, providing or clarifying information. As a result, the Technique "justification" best supports this purpose, because it offers a basis or an explanation for the content that it expresses (see Glossary, p. 20).

Turn 262 presents two segments defined in the coding of Basic Form (see point 1 in "Coding Technique"). However, the first segment does not meet the minimum conditions for being coded for Technique, since there is neither an explicit subject nor an explicit predicate. Thus, only the second segment of turn 262 ("but you chose him") is coded for Technique. In this case, the Technique is "confrontation," because the therapist confronts the patient with her own assertion (see Glossary, p. 19).

Coding the Contents of Communicative Actions

Coding the Contents of therapeutic communication is performed by answering the question: What is the focus of the therapeutic work? The Contents are differentiated into two dimensions: Domain and Reference (see Glossary, pp. 21-22). Coding for Domain looks at the predicate of the sentence, while coding for Reference examines the subject.

Coding the contents does not divide the speaking turn into segments but is applied to those segments defined in the coding of Basic Form and Communicative Intention.

Coding the Domain

In terms of the <u>Domain</u>, the coder analyzes whether the focus of the therapeutic work is set in the world of ideas (cognitive), the world of action (behavior) or the world of affect (emotion) (see Glossary, p. 21).

Coding

1. The unit of analysis for the Domain is the speaking turn or the segments of the turn established in the coding of Basic Form and/or Communicative Intention. At the same time, in order to code its Domain, the turn must include a subject and a predicate, at least one of which must be explicit. The Domain does not divide a turn into segments.
2. The coder identifies whether the focus of the therapeutic work pertains primarily to:

> a. the world of ideas (cognitive),
> b. the world of action (behavioral), or
> c. the world of affect (emotional).

Some verbs, adverbs and conjunctions can help differentiate among the dimensions of Domain (cognitive, behavioral or emotional). For example, verbs like "I think" or "I believe" or a causal conjunction like "because" can all indicate that the focus of the therapeutic work is primarily the world of ideas. Action verbs like "he ran" or "he/she said" can indicate that the focus of the therapeutic work is primarily the world of action or behavior. Likewise, emotional verbs or adverbs such as "to feel," "it hurt me," or "sadly" can indicate that the focus of the therapeutic work is primarily the world of affect.

In order to code the Domain, the coder should step back from what the participants are saying in a literal sense and ask: What are they really talking about?

Example 8: Coding the Domain

	Transcription	Content / Domain
260	T: Why did you choose Luis then?	Action
261	P: Because he was what was at hand	Ideas
262	T: No, but you chose him (Segment 1) (Segment 2)	----- / Action (Segment 1) (Segment 2)

Explanation for Coding:

To get a general idea of the Domain, we ask: **What** are the patient and the therapist talking about in this extract?[3] We might say that they are talking about "the patient's choice of partner." Choosing a partner is an action, so the Domain should be coded as "action." The Domain of turn 260 was coded as "action" because the focus of the therapeutic work is the choice of partner made by the patient. The explicit use of the verb "choose" indicates that the therapeutic work is set in the world of behavior (see Glossary, p. 21).

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[3] An extract can be made up of one or more speaking turns.

However, the Domain of turn 261 is coded as "ideas" because even though the conversation still centers around the topic of the patient's choice in partner, the use of the causal conjunction "because" reveals that the therapeutic work has shifted to the representation that the patient has of the behavior in question (see Glossary, p. 21).

Turn 262 presents two segments defined in the coding of Basic Form (see point 1 in "Coding the Domain"). However, the first segment does not meet the minimum conditions for being coded for the Domain, since there is neither an explicit subject nor predicate. Therefore, only the second segment of turn 262 ("but you chose him") is coded for the Domain. In this case, the Domain is once again "action," because the focus of the therapeutic work returns to the patient's action of choosing a partner. As in the first turn coded in this extract, the verb "chose" indicates that the therapeutic work is set in the world of behavior (see Glossary, p. 21).

Coding Reference

Coding for <u>Reference</u> (see Glossary, pp. 22-23) examines who is the protagonist of the Domain for the therapeutic work – whether it be action, thought or emotion – taking the speaker as the point of reference. For example, if the therapist says "but you chose him", then the protagonist is the patient who is a "present other" for the therapist. On the other hand, if the patient declares "I chose him," then she is still the protagonist, but as the speaker, she refers to "herself" and not an "other."

<u>Coding</u>

1. The unit of analysis for Reference is the speaking turn or the segments of the turn established in the coding of Basic Form and/or Communicative Intention. The Reference <u>does not divide</u> a speaking turn into segments. In order to be coded for Reference, the speaking turn must include a subject and a predicate, and at least one of these must be presented explicitly.
2. When the subject is implicit in the speaking turn, a useful strategy for coding the Reference is for the coder to say the turn out loud, explicitly identifying the implied subject. For example, P: "well, he either ignores me" T: "+or gets really upset" P: "right". In coding the therapist's speaking turn, "or gets really upset" becomes "or *he* gets really upset."
3. Based on the grammatical structure of the speaking turn, the coder identifies whether the focus of the therapeutic work refers to:

   a) Self: First-person singular ("I") or first-person plural as a social group ("we women").
   b) Present other: Second-person singular/plural ("you" or "you all"), <u>not including the therapeutic relationship</u>.
   c) A third party: Third-person singular/plural, either in or outside the session ("he/she/them"), <u>not including the therapeutic relationship</u>.

d) The therapeutic relationship: First-person plural <u>referring to the present relationship</u> ("we have been talking in this session") or relations between the first- and second-person singular <u>in present tense</u> ("I with you, you with me, here and now"; e.g.: "T: You are doing with me here the same thing you do with your husband").

e) A relationship with a third party: First-person plural, <u>either in or outside the session</u> "we, with my husband").

f) A neutral reference: one in which the subject is generalized, freeing the action from any particular agent (e.g.: "it keeps happening, because these things don't stop in one night, or from one day to the next")

<u>Example 9:</u> Coding Reference

	Transcription	Content / Reference
260	T: Why did you choose Luis then?	Present Other
261	P: Because he was what was at hand	Self
262	T: No, but you chose him (Segment 1) (Segment 2)	----- / Present Other (Segment 1) (Segment 2)

Explanation for Coding:

For a general approximation, we ask: **who** is the protagonist of the therapeutic environment? We find our answer by taking the speaker of each turn as a point of reference. In the three speaking turns of our example, the patient is the protagonist; it is the speaker who changes.

In turn 260, in which the speaker is the therapist, the Reference is coded as "present other" since the protagonist of the therapeutic work is the patient, who from the perspective of the therapist is an "other" in the session (see Glossary, p. 22).

In turn 261, in which the speaker is the patient, the Reference is coded as "self" because, as the protagonist of the therapeutic work, the patient is referring to herself (see Glossary, p. 22), to why <u>she chose her partner</u>.

Turn 262 presents two segments defined in the coding of Basic Form (see point 1 in "Coding Reference"). However, the first segment does not meet the minimum conditions for being coded for Reference, since there is neither an explicit subject nor an explicit predicate. Thus, only the second segment of turn 262 ("but you chose him"), in which the therapist is the speaker, is coded for Reference. In this case, this segment of the speaking turn is coded as "present other," because the protagonist of the therapeutic work is still the patient, who is an "other" in the session from the perspective of the therapist (see Glossary, p. 22).

Example 10: Comprehensive Coding

Transcription	Basic Form	Communicative Intention	Technique	Domain	Reference
260. T: Why did you choose Luis then?	1. Question	1. Exploring	1. ----	1. Action	1. Present Other
261. P: Because he was what was at hand	1. Assertion	1. Exploring	1. Justification	1. Ideas	1. Self
262. T: No$_1$, but / you chose him$_2$	1. Denial 2. Assertion	1. ---- 2. Resignifying	1. ---- 2. Confrontation	1. ---- 2. Action	1. ---- 2. Present Other

Glossary of Communicative Actions

This glossary is structured around the four dimensions of analysis: Basic Form; Communicative Intention; Communicative Technique; and Content. A general definition is given for each of these dimensions, with a specific definition and an example for each of the various manifestations within these four dimensions.

Basic Form

This dimension of analysis refers to the formal structure of the verbalization, differentiating among: agreement, assertion, denial, question and direction.

Agreement: Recognizes the truth of another's statement (e.g., "Right," "Yes," "Of course," "That could be," "mhm").

Assertion: Expresses something that is considered to be true (e.g., "but he/she still misses her, it could be different," "not making any promises," "impossible").

Denial: Refusal to recognize something said by another as a true statement (e.g., "No," "No way").

Question: A request for specific information (e.g., "And what was he/she complaining about then?" "And how did that feel at that time?").

Direction: Encourages the other towards cognitive, emotional or behavioral action (e.g., "Think about what I just told you," "Hold on to that feeling," "Look at your husband when you are talking to him").

Communicative Intention

This dimension of analysis refers to the communicative purpose expressed by the speaker's words, differentiating among: exploring, attuning and resignifying.

Exploring: This communicative action aims to: a) ask for or provide contents that are unknown to the participants; b) to clarify contents; and/or c) to direct attention and efforts towards a specific topic of conversation.

Contents are <u>asked for</u> when information is required about knowledge, events or feelings, or about the causes of or motives for a content or a behavior. Contents are <u>provided</u> when giving information required by the other that is focused on knowledge, events or feelings, when new contents are given in the

form of stories or descriptions of past or present experiences, or when a feeling (or emotional state) is described.

Examples of communicative action that **explore** by asking for or providing contents:

- T: "How would you describe your husband so that I can get an idea of him?"
- T: "When was the last time that you had a relapse?"
- P (to another P): "What you are telling me doesn't make you feel ashamed?"
- T: "Can you explain what you meant by that?"
- P: "What do you think could be causing my insomnia? T: "It could be related to stress"
- T: "How old was your mother?" P: "My mother was 36 then"
- T: "What are you afraid of"? P: "I am so afraid of him"
- P: "During the last week I did what you told me and it was a good experience"
- P: "That's how I feel right now, helpless"
- P: "So sad, that's how I feel right now"

Clarifying means to develop the description, presentation or discovery of certain contents, when the truthfulness of an assertion made by the other is questioned or when corroborating something that has been stated (an opinion, facts or new contents given or requested by the other).

Examples of communicative action that **explore** by clarifying contents:

- T: "If I understand correctly, you dropped out" P: "No, I'm just taking this semester off"
- T: "In other words, you don't count that sort of thing?"
- P: "Just for that, nothing else, I am sure of that"

Attention and efforts are directed towards a specific topic of conversation, when an issue is addressed or an issue that had been previously discussed is returned to with relevant contents or when the limits of a given content are defined.

Examples of communicative action that **explore** by directing attention and efforts towards a specific topic of conversation:

- P: "I am going to tell you something that happened to me last weekend"
- T: "I want to go back to something you said at the beginning of the session"
- P: "You have listed several things, but let's look at the first one"
- T: "That's really another issue, and it would be like moving on to something else"

Differential Coding of Exploring
Exploring is different from attuning because the focus is on filling out, giving or clarifying information in a precise fashion and not on mutual understanding.

Exploring is different from resignifying because the focus is in the information requested or given and not in attributing new meanings to this information.

> **Attuning:** This communicative action aims to: a) understand or be understood by the other; b) harmonize with the other; and/or c) provide feedback.

In order to <u>understand or be understood by the other</u>, comprehension for one's own actions, thoughts or feelings may be requested; one's own comprehension can be verified by a careful examination of one's understanding of what the other has said; and the other may be told how his/her actions or thoughts are being perceived.

Examples of communicative actions that **attune** by understanding or being understood by the other:

- P: "I need you to understand what I am trying to explain"
- T: "Let me see if I understand, what you are trying to say is that…"
- T: "In other words, you think that the conflict had something to do with…"
- T: "I understand now, in other words, at the end of that time"

In order to harmonize with the other, emotional connection to his/her reality can be expressed.

Examples of communicative actions that **attune** by harmonizing with the other:

- T: "I can put myself in your shoes, and it must be a really complicated situation for you"
- T: "You must be very happy that your daughter is graduating"

In order to <u>provide feedback to the other</u>, validation or discouragement of his/her behavior, understandings or feelings can be presented. For example, enthusiasm can be shown with regard to the other's potential, or the changes that the other has experienced with regard to a previous state can be identified and recognized. Feedback can also be given by drawing attention to the other's feeling or by acknowledging the emotional impact that he/she has had. For example, by examining a given intervention's emotional and/or cognitive impact on the other or by showing the emotional and/or cognitive impact the intervention by the other has had on oneself.

Examples of communicative action that **attune** by providing feedback:

- P (to another P): "What you are thinking about doing is very bad"
- T: "I think that you acted in the best way possible"
- T: "You are young, and you have more possibilities for making another group of friends"
- T: "That speaks well of your process, because you have been able to confront difficult situations"
- P "I see that he looks better, but a little sad"
- T: "What do you think about what X said, that by telling him about this it will start to disappear?
- T: "Did that make sense to you, what I just told you?"
- T: "Ah, you feel like I am pressuring you?"

- P: "What you just said bothered me"
- P: "Because you told me, I felt as if I didn't have the right to ask"
- T: "You felt restricted, inhibited with him, repressed perhaps"

Differential Coding of Attuning

Attuning is different from exploring because the focus is on achieving mutual comprehension, with an important emotional component, and not in collecting, giving or clarifying information.

Attuning is different from resignifying because the focus is on understanding the other and his/her meanings and not on changing them.

Resignifying: This communicative action aims to: a) generate or b) consolidate new meanings.

To generate a new meaning, a new perspective can be offered over a content, a content can be questioned, opposing contents can be presented, certain contents can be related to one another; or total or partial approval or validation can be given to an idea presented by the other.

Examples of communicative actions that **resignify** by generating a new meaning:

- Patient in the role of co-therapist: "You know what is happening? when you want to use [drugs] and you talk about it, the desire goes away a little, but when you keep quiet about it you keep thinking about it and the desire just grows."
- T: ¨But we might also think that you didn't want to show that."
- P: ¨Yes, I think so, because I remember that someone once told me that my marriage wasn't the best and it hurt me."
- P: "But you know what? Maybe all this time I have been thinking about the short term."
- T: ¨However, during the evaluation one of the things that you said, and that in fact was one of the reasons why you were committed, was that it was really difficult for you to stop drinking with your friends."
- T: "There is a P that steamrolls through life and another P that no one sees. She is the one who suffers."
- P: "I think that all that about being serious and boring has to do with how my father raised me."

In order to consolidate a meaning, new elements can be added to a new, but previously accepted content to delve more deeply into it, make it more consistent and/or complete. The central aspect of a given content can be acknowledged or it can be put into practice in a context different from that originally expressed; or the implications or consequences of the content could be pointed out.

Examples of communicative actions that **resignify** by consolidating a meaning:

- P: ¨Yes, because in addition to having dreamed about drugs or parties, I have also found myself daydreaming about it, and that could be a sign that I have desires to do drugs.”
- P: "Deep down, deep down, I never wanted to stop being a little girl.”
- T: "You are telling me that you want to do something, but that you really don't dare. So I think that happens in other parts of your life and I think that it is happening here, it is happening to you right now at this very moment."
- T: ¨You hide your emotions and that makes you distant from others.”

Differential Coding of Resignifying
Resignifying is different from exploring because the focus is on assigning or developing new meanings, and not in collecting, giving or clarifying information.

Resignifying is different from attuning because the focus is on transforming meanings and not in understanding the other.

Technique

This dimension of analysis refers to the methodological resources evident in the communicative action. Some of these Techniques coincide with classic psychotherapeutic techniques (for example: reflection, interpretation) and others are part of everyday communication (for example: justification, advise).

Advice: Methodological resource used to persuade the other to take a determined course of action, to provide instruction or assign a task. **Persuasion** cites a fact or an idea in order to convince the other to believe or do something (e.g., “you shouldn't allow him to do that, because if you let him, he will keep treating you like that”); **instruction** is provided by citing an idea during the session to indicate how to do something (e.g., “look closely at your husband's face while you are telling him how you feel”); and a **task** is an activity that is assigned with specific objectives in mind (e.g., T: "The next time that you walk through downtown, I want you to go as slowly as you can”).

Confrontation: Methodological resource used to confront the other or oneself with certain assertions (e.g., “it is very difficult to keep up the same lifestyle as before and do the same things you used to do”; “whether it is difficult or not, that is just the way it is, period.”)

Imagery: Mental representation of a past or present situation that is real or imaginary (e.g., T: "Imagine how you are going to act at that moment”).

Information: Methodological resource for providing knowledge given to be true (e.g., T: "It is important for children to have limits”).

Interpretation: Methodological resource used for a given content to be

understood, expressed and translated into a new form of expression (e.g., "it seems that, thinking about what you told me about being prepared, of taking care of your image, you were sort of afraid of someday looking like your father, and that is why you take care of your image").

Justification: Methodological resource used to provide a basis for an argument, an example, a generalization or a justification for a given content. An **argument** cites a reason or motive for believing in or insisting on an idea or a content (e.g., "I have been wanting to do drugs because I have been very tired and unmotivated"); an **example** is a fact or an idea that is cited to prove or illustrate a content (e.g., "in other words, for example, I'm not going to go out at night anymore"; "for example, when you made the decision about the telephone"); a **generalization** is a conclusion that is made by assigning a certain set of characteristics to a specific group (e.g., "I'm not going to cry, because men never cry"); and a **justification** is an excuse or an explanation for actions that attempts to convince the listener (e.g., "it's just that he/she might get depressed if I tell him/her that I want to do drugs").

Labeling: Methodological resource used to assign a name to an idea, event or action that has been introduced (e.g., "it is not shame, it's fear).

Narration: Methodological resource used to cite contents in the form of a series of events that have occurred over a given period of time (e.g., "That time what happened was that he told me that he didn't want us to be together anymore, and I was terrified, and I asked him to please give us another chance. Since then he started coming home really late, nearly every night"; "then when I go out with my brother, he always runs, he won't let me take his hand").

Paradox: Methodological resource used to issue a declaration that appears to be true but that contains a contradiction in logic and therefore appears absurd to common sense (e.g., "if you don't feel like getting up, don't get up, or shower. And on the third day you are going to want to get up").

Reflection: Methodological resource used as a mirror to display the emotional, cognitive and/or behavioral states of the other (e.g., "Also, you look like you are bored and tired").

Reinforcement: Methodological resource used to encourage or validate the other. Encouragement instills in the other the conviction that he/she is able to undertake a given action (e.g., "but let's see, you are able to reflect on which could be the correct path"). To validate the other is to strengthen his/her personal image (e.g., "this means, you have really shown that you are able to exercise the role of mother").

Role playing: Methodological resource used to act out a situation, with different participants playing different roles in a given scene (e.g., "T: talk as if you were

your nose, P: as a nose, my main job is to breathe").

Self-disclosure: Methodological resource used by the therapist or the patient playing the role of co-therapist to reveal personal information (e.g., P: "in my case, when I have dreams about doing drugs, I share them the next day" T: "I understand because as a father myself, I would also be worried").

Summary: Methodological resource used to synthesize the contents expressed by the other or by oneself (e.g., "T: in summary, according to what we have talked about, one could say that you think that your work is fairly routine").

Content

The Contents of communicative actions remit to the focus of the therapeutic work and include two dimensions: Domain and Reference.

Domain: This dimension of analysis defines whether the focus of the therapeutic work is set in the world of ideas (cognitive), the world of action (behavioral) or the world of affect (emotional).

Domain of Ideas: In this Domain, the focus of the therapeutic work is primarily the world of thought and is of a cognitive nature.

Examples:

- T: "I have the impression that what I just told you *made sense to you*."
- P: "But you know that it goes beyond a matter of being a bother, *I am really like that*, I don't like to waste other people's time."
- T: "You are going to tell me that you didn't have any other possibility of looking for a different partner. Now look *you would have to think about this, think about it a little*. Maybe you don't like *the idea* much, but you chose a man that you already knew had these characteristics."

Domain of Action: In this Domain, the focus of the therapeutic work is primarily on conduct and is of a behavioral nature.

Examples:

- T: "Now when I *was talking to you* and I was taking you down another path than the one that you were taking me down, you *started to look* at the time."
- P: "I didn't want *to go* to the doctor, I was denying myself; that no, that this was going to have a solution, and I started *to read* about the issue; I started *to investigate*."
- T: "If you, the older one, *is put in charge* by mom or dad to go somewhere with him, you have to be extra careful, right? And so if he wants *to run* a block ahead, you have *to say no*, because I am responsible."
- P: "When they start *to argue* I prefer *to not get involved*."

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Domain of Affect: In this Domain, the focus of the therapeutic work is primarily the world of emotions, feelings and/or emotional states.

Examples:

- P: "But if I always have that doubt, that in reality it is me, or something happened to me when I was little and that that is why I can't and I am not able *to feel some sort of pleasure*; I think that then, I don't know, I *would be really sad*."
- T: "And *what happens to you* when he *doesn't like you*?"
- T: "Stay with that, *get connected to what you are feeling* right now."

Reference: This dimension of analysis defines whether the verbalization is aimed at oneself; a present other; a third party; the relationship with a third party; the therapeutic relationship; or if it refers to a neutral subject.

Reference to Oneself: The verbalization refers to oneself and is formulated in the first-person singular or first-person plural as a social group.

Example:

- P: "*I* try to be as honest as possible and *I* just don't, maybe, realize that it is really like that. Of course, *my* personality is like that. *I'm* just like that, but it's not that *I* am contradictory at all, no."

- P: "The thing is that *we*, the police, never stop being the police, not when *we* are working, not when *we* are at home."

Reference to the Present Other: The verbalization refers to a present other and is formulated in the second-person singular or plural. This category does not include verbalizations referring to the therapeutic relationship.

Example:

- Patient to other patient: *"You* should pay attention to what she tells you."
- T: "Have *you all* ever though about that?"

Reference to a Third Party: The verbalization refers to a third party, either within or outside of the session, and is formulated in the third-person singular or plural. This category does not include verbalizations referring to the therapeutic relationship.

Example:

- P: *"*She has never admitted that *he* molested her."
- P: *They* don't understand me and aren't patient with me."

Reference to the Therapeutic Relationship: The verbalization refers to the current relationship of the patient(s) with the therapist and is formulated first-person plural or in first- and second-person singular in present tense.

Examples:

- T: "*We* were talking about that in the last session".
- P: "*With you I* am able to realize things that I hadn't seen before"
- P: "*With me you* are direct, not like the others"
- T: "*Let's* focus on what *we* are talking about here and now."
- Patient to other patient: "When I point out that thing that you do then you criticize me."

Reference to the Relationship with a Third Party: The verbalization refers to the relationship with a third party within or outside of the session and is formulated in the first-person plural.

Example:

- P: "*We, my husband and I,* are not able to come to agreement on that issue."

Neutral Reference: The verbalization is undefined because the subject is omitted, thus freeing the action from any particular agent.

Example:

- P: "*It keeps happening*, because things just don't change from one day to the next"

MANUAL FOR FILLING OUT THE CODING FORMS

The following Procedure Manual aims to serve as a guide for filling out the Individual and Final Coding Forms of the TACS-1.0.

The forms do not include information on the type of episode being coded (change, stuck, etc.) but rather try to provide a blind coding of this information.

The coder must remember to fill in the blanks for the information on: coder's name, date, therapy number, session number and episode number.

In order to fill out the Coding Forms, the following information must be kept in mind with regard to each specific column.

1. First Column: *Speaking Turn*

1.1 The number of the speaking turn being coded should be written in the first column of the Individual Coding Form and the Final Coding Form. This speaking turn corresponds to the paragraph number in the transcription.

1.2 An Arabic number should be used (e.g.: 240, if the episode begins with paragraph number 240 of the transcription) and so on, in proper order until the end of the session.

1.3 If there is more than one segment in a given speaking turn, the same number of speaking turn should be repeated and used for all these subdivisions (see the third and fourth rows corresponding to speaking turn 242).

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240													
241													
242													
242													
243													

2. Second Column: *Role*

2.1 The number corresponding to the role of the participant who is speaking should be written in the second column of the Individual Coding Form and the Final Coding Form. The roles of the participants in a given episode may be:

1= Patient/s
2= Therapist Nº1
3= Therapist Nº2
4= Co-therapist (patient that takes the role of therapist in group therapy)

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1												
241	2												
242	1												
242	1												
243	2												

2.2 No cells should be left blank in this column.

3. Third Column: *Segment*

3.1 The number of the subdivisions within each speaking turn should be written in the third column of the Individual Coding Form and the Final Coding Form.

    1= First or only segment
    2= Second segment
    3= Third segment, etc.

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1	1	✔										
241	2	1	X										
242	1	1	✔										
242	1	2	✔										
243	2	1	✔										

3.2 No cells should be left blank in this column.

3.3 Only in the case of the Individual Coding Form: the agreement or disagreement between the coders with regard to division should be noted in the gray sub-column. The symbol (✔) stands for agreement and the symbol (**X**) for disagreement.

4. Fourth Column: *Basic Form*

4.1 The "Basic Form" identified for each segment of the episode, in accordance with the TACS-1.0 Coding Manual (see Glossary, p. 15), should be written in the fourth column of the Individual Coding Form and the Final Coding Form.

4.2 Only in the case of the Individual Coding Form: the agreement or disagreement between the coders with regard to the coding for Basic Form should be noted in the gray sub-column. The symbol (✔) stands

for agreement and the symbol (**X**) for disagreement.

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1	1	✔	Assertion	✔								
241	2	1	✔	Question	✔								
242	1	1	X	Agreement	X								
242	1	2	✔	Assertion	✔								
243	2	1	✔	Question	✔								

5. Fifth Column: *Communicative Intention*

5.1 The "Communicative Intention" identified for each segment of the episode, in accordance with the TACS-1.0 Coding Manual (see Glossary, pp. 15-19), should be written in the fifth column of the Individual Coding Form and the Final Coding Form.

5.2 Only in the case of the Individual Coding Form: the agreement or disagreement between the coders with regard to the coding of the Communicative Intention should be noted in the gray sub-column. The symbol (✔) stands for agreement and the symbol (**X**) for disagreement.

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1	1	✔	Assertion	✔	Exploring	✔						
241	2	1	✔	Question	✔	Exploring	✔						
242	1	1	✔	Agreement	✔	Exploring	✔						
242	1	2	X	Assertion	X	Attuning	X						
243	2	1	✔	Question	✔	Exploring	✔						

6. Sixth Column: *Technique*

6.1 The "Technique" identified for each segment of the episode, in accordance with the TACS Coding Manual (see Glossary, pp. 19-21), should be written in the sixth column of the Individual Coding Form and the Final Coding Form.

6.2 Only in the case of the Individual Coding Form: the agreement or disagreement between the coders with regard to coding of the Technique should be noted in the gray sub-column. The symbol (✔) stands for agreement and the symbol (**X**) for disagreement.

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1	1	✔	Assertion	✔	Exploring	✔	Advice	✔				
241	2	1	✔	Question	✔	Exploring	✔	Reflection	✔				
242	1	1	✔	Agreement	✔	Exploring	✔	Advice	✔				
242	1	2	✔	Assertion	X	Attuning	✔	----	✔				
243	2	1	X	Question	✔	Exploring	X	Summary	X				

7. Seventh Column: *Content*

7.1 The "Domain" and the "Reference" identified for each segment of the episode, in accordance with the TACS Coding Manual (see Glossary, p. 21-23), should be written in the seventh column of the Individual Coding Form and the Final Coding Form.

7.2 Only in the case of the Individual Coding Form: the agreement or disagreement between the coders with regard to the coding of the Domain and the Reference should be noted in the gray sub-column. The symbol (✔) stands for agreement and the symbol (X) for disagreement.

Turn	Role	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔
240	1	1	✔	Assertion	✔	Exploring	✔	Advice	✔	Affect	✔	Self	✔
241	2	1	✔	Question	✔	Exploring	✔	Reflection	✔	Affect	✔	Present Other	✔
242	1	1	✔	Agreement	✔	Exploring	✔	Advice	✔	Affect	✔	Self	✔
242	1	2	✔	Assertion	X	Attuning	✔	----	✔	Ideas	✔	Self	✔
243	2	1	X	Question	✔	Exploring	X	Summary	X	Affect	✔	Present Other	✔

Final Coding Form

After filling out the Individual Coding Form and recording the agreements and disagreements between the coders, the disagreements will be addressed one by one for each column, in order to come to a consensus for the final coding. The results of this phase, called reconciliation, will be recorded on the Final Coding Form, which also incorporates all the original coding in which the coders were in agreement.

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TACS-1.0 INDIVIDUAL CODING FORM

Coded by: _____   **Date:** _____

Therapy Nº: [　　]   **Session Nº:** [　　]   **Episode Type:** [　　]   **Episode Nº:** [　　]

Role	Turn	Segment		Basic Form		Intention		Technique		Content			
										Domain		Reference	
		Code	✔	Code	✔	Code	✔	Code	✔	Code	✔	Code	✔

Dimension	Categories	Code
BASIC FORM	Agreement	1
	Assertion	2
	Denial	3
	Question	4
	Direction	5
INTENTION	Exploring	1
	Attuning	2
	Resignifying	3
TECHNIQUE	Justification	1
	Self-disclosure	2
	Confrontation	3
	Advice	4
	Imagery	5
	Information	6
	Interpretation	7
	Narration	9
	Labeling	10
	Paradox	11
	Reflection	12
	Reinforcement	13
	Summary	14
	Role Playing	15
CONTENT/ DOMAIN	Actions	1
	Ideas	2
	Affect	3
CONTENT/ REFERENCE	Self	1
	Present Other	2
	Third Party	3
	Therapeutic Rel.	4
	Rel. With 3º Party	5
	Neutral	6

TACS-1.0 FINAL CODING FORM

Coded by: _____ **Date:** _____

Therapy Nº: [ ]   **Session Nº:** [ ]   **Episode Type:** [ ]   **Episode Nº:** [ ]

Role	Turn	Segment Code	Basic Form Code	Intention Code	Technique Code	Domain Code	Reference Code

Dimension	Categories	Code
BASIC FORM	Agreement	1
	Assertion	2
	Denial	3
	Question	4
	Direction	5
INTENTION	Exploring	1
	Attuning	2
	Resignifying	3
TECHNIQUE	Justification	1
	Self-disclosure	2
	Confrontation	3
	Advice	4
	Imagery	5
	Information	6
	Interpretation	7
	Narration	9
	Labeling	10
	Paradox	11
	Reflection	12
	Reinforcement	13
	Summary	14
	Role Playing	15
CONTENT/ DOMAIN	Actions	1
	Ideas	2
	Affect	3
CONTENT/ REFERENCE	Self	1
	Present Other	2
	Third Party	3
	Therapeutic Rel.	4
	Rel. With 3º Party	5
	Neutral	6