Peer relationships play a significant role in the social development of children and it is clear that parents are a primary influence on children's peer relationships. Little is known about toddlers' peer relationships even though at this young age, individual differences in peer interactions can be seen. What accounts for the differences at this early age? Parental factors are one possibility. How parents think about relationships is a critical factor in understanding their parenting behavior. Yet, we do not know how parents think about and interpret toddler behavior. As part of a larger study to understand how parents think about peer interactions, parents of toddlers viewed and narrated a videotape of 2 toddlers playing. The narrations were transcribed by segment and then coded.

For her internship during the summer, 2001, Denise was involved with both transcribing parental narratives and developing a coding system. All work was done under the supervision of Prof. Tovah Klein. Denise read a series of related articles for background, and became familiar with previous transcription coding done in our lab. She then reviewed nearly 100 transcripts to identify themes across parents. Once these themes were defined, in consultation with Prof Klein, Denise worked with a research assistant to develop coding scales. Denise and the research assistant piloted the coding categories, revised them, and again piloted the changes. By the end of the summer, a series of scales were developed to be used for coding the transcripts.

Additionally, Denise was involved in learning how to code videotaped parent-child interactions.