

APPENDIX A

Participation Consent Form (Mother)

ID: ____

Dear Participant,

I, Tripti Kathuria, pursuing my Doctorate in the Department of Human Development and Family Studies, Faculty of Family and Community Sciences (Home Science), M. S. University of Baroda. The purpose of the study is to examine socialization practices and children's social and emotional behavior. Several methods of data collection will be used: interview, lab observations, and questionnaires.

Please put your signature on the consent form if you are willing to be a part of the study with following conditions:

- ❖ For completing the study, you and your child are required to participate in a 45-minute session of guided observation in the lab that will be videotaped. The lab observation consists of different tasks that will evoke emotional reactions of your child (e.g., disappointment, enjoyment).
- ❖ Further, your participation in an interview and to fill out questionnaires will take approximately 60 minutes.
- ❖ You can end and/or interrupt your participation at any time during the assessment.
- ❖ The confidentiality of records is assured that no names will occur on any of the collected material. The audio-taped interview and video recording will be destroyed after five years.

Name:

Name of the child:

Date:

Age of the child:

Phone / Mobile no.:

Signature:

Address:

Thank you for your interest and participation!

* All translated research tools are available with the research candidate of the dissertation.

APPENDIX B

Participation Consent Form (Significant caregiver)

ID: _____

Dear Participant,

I, Tripti Kathuria, pursuing my Doctorate in the Department of Human Development and Family Studies, Faculty of Family and Community Sciences (Home Science), M. S. University of Baroda. The purpose of the study is to examine socialization practices and children's social and emotional behavior. Several methods of data collection will be used: interview, lab observations, and questionnaires.

Please put your signature on the consent form if you are willing to be a part of the study with following conditions:

- ❖ For completing the study your participation in an interview and to fill out questionnaires will take approximately 60 minutes.
- ❖ You can end and/or interrupt your participation at any time during the assessment.
- ❖ The confidentiality of records is assured that no names will occur on any of the collected material. The audio-taped interview will be destroyed after five years.

Name:

Signature:

Date:

Relationship to child:

Phone / Mobile no.:

Thank you for your interest and participation!

APPENDIX C
Socio-demographic Information

Date: _____

ID: _____

1. Gender of the child: Female __Male__

2. Age of the child: _____ months

3. Date of birth of the child (month/day/year): __

4. Age of the mother: _____ years

5. How many children do you have? _____

6. Gender of the other children:

7. Age of the other children:

8. What is your marital status?

☐ 1 married (first marriage)

☐ 2 remarried

☐ 3 divorced

☐ 4 widowed

9. What is your family structure?

☐ 1 Nuclear ☐ 2 Joint ☐ 3 Extended modified

9. How many people live in your household? _____

10. (a) What is the highest level of education that you attained?

- ☐ 1 No schooling
- ☐ 2 Primary educations
- ☐ 3 Secondary school
- ☐ 4 Trade/technical/vocational/business school
- ☐ 5 Some higher (college/university) education (incomplete)
- ☐ 6 Higher education (Completed: BA, BS, etc.)
- ☐ 7 Post-graduate degree (Completed: MA, MS, MBA, etc.)
- ☐ 8 Doctoral degree (Completed: PhD, EdD, etc.) or Professional degree

(b) In which city did you attain your education? _____

11. Are you a member of a minority ethnic group? _____

12. How long have you lived in the Vadodara? _____year

13. Do you work out of home?

- ☐ Yes ☐ No

14. If yes, do you work full-time or part-time basis?

- ☐ 1. full-time ☐ 2. part-time

15. What kind of job do you have? Is it

- ☐ 1 in academics (school teacher, college teacher, counselor)?
- ☐ 2 a craft or trade?
- ☐ 3 in industry (manufacturing/corporates)?
- ☐ 4 in commerce (retail/wholesale trade)?

- () 5 in financial services (banking, insurance, real estate)?
- () 6 in the public sector (local, state, and federal government)?
- () 7 in another sector or freelance?

16. Total yearly household income: _____ yearly

17. What economic status do you consider yourself to have? Where would you put yourself on this scale?

1	2	3	4	5
Low	Lower middle	Middle	Upper middle	Upper

If you have a partner/spouse, please answer the following questions:

18. What is the highest level of education that your partner attained?

- () 1 No schooling
- () 2 Primary education
- () 3 Secondary school
- () 4 Some trade/technical/vocational/business school
- () 5 Some higher (college/university) education (Incomplete)
- () 6 Higher education, tertiary degree (Completed: BA, BS, etc.)
- () 7 Post-graduate degree (Completed: MA, MS, MBA, etc.)
- () 8 Doctoral degree (Completed: PhD, EdD, etc.) or Professional degree

19. In which city did he/she attain his education? _____

22. How long has your partner/spouse lived in the Vadodara? _____years

23. Does your partner/spouse work?

☐ Yes ☐ No

24. If yes, does your partner/spouse work full-time or part-time basis?

☐ full-time ☐ 2part-time

25. What kind of job does your partner/spouse have? Is it

☐ 1 in academics (school teacher, college teacher, counselor)?

☐ 2 a craft or trade?

☐ 3 in industry (manufacturing)?

☐ 4 in commerce (retail/wholesale trade)?

☐ 5 in financial services (banking, insurance, real estate)?

☐ 6 in the public sector (local, state, and federal government)?

☐ 7 in another sector or freelance?

APPENDIX D

Self-Construal Scale

Date: _____

ID: _____

Instructions: This is a questionnaire that measures a variety of feelings and behaviours in various situations. Listed below are several statements. Read each one as if it referred to you. Beside each statement write the number that best matches your agreement or disagreement. Please respond to every statement. Thank you.

1= strongly disagree**4= don't agree or disagree****5= agree somewhat****2= disagree****6= agree****3= somewhat disagree****7= strongly agree**

____01. I enjoy being unique and different from others in many respects.

____02. I can talk openly with a person who I meet for the first time, even when this person is much older than I am.

____03. Even when I strongly disagree with group members, I avoid an argument.

____04. I have respect for the authority figures with whom I interact.

____05. I do my own thing, regardless of what others think.

____06. I respect people who are modest about themselves.

____07. I feel it is important for me to act as an independent person.

____08. I will sacrifice my self-interest for the benefit of the group I am in.

____09. I'd rather say "No" directly, than risk being misunderstood.

- ____10. Having a lively imagination is important to me.
- ____11. I should take into consideration my parents' advice when making education/career plans.
- ____12. I feel my fate is intertwined with the fate of those around me.
- ____13. I prefer to be direct and forthright when dealing with people I've just met.
- ____14. I feel good when I cooperate with others.
- ____15. I am comfortable with being singled out for praise or rewards.
- ____16. If my brother or sister fails, I feel responsible.
- ____17. I often have the feeling that my relationships with others are more important than my own accomplishments.
- ____18. Speaking up during meeting or in group is not a problem for me
- ____19. I would offer my seat in a bus (or public place) to old person.
- ____20. I act the same way no matter who I am with.
- ____21. My happiness depends on the happiness of those around me.
- ____22. I value being in good health above everything.
- ____23. I will stay in a group if they need me, even when I am not happy with the group.
- ____24. I try to do what is best for me, regardless of how that might affect others.
- ____25. Being able to take care of myself is a primary concern for me.
- ____26. It is important to me to respect decisions made by the group.
- ____27. My personal identity, independent of others, is very important to me.

____28. It is important for me to maintain harmony within my group.

____29. I act the same way at home that I do outside.

____30. I usually go along with what others want to do, even when I would rather do something different.

APPENDIX E

Socialization Goals

Date: _____

ID: _____

In bringing up your child, how important are the following goals to you?

1	2	3	4	5	6
Very unimportant	Unimportant	Quite unimportant	Quite important	Important	Very important

___My child understands his/her own emotions.

___My child can control his/her anger and dissatisfaction so as not to make other people embarrassed or unhappy.

___My child can express his/her emotions and the reasons behind in front of seniors or authority figures.

___My child will not throw temper tantrum toward me.

___My child will show his/her achievement to people.

___My child learns to be modest.

___My child will not get angry easily.

___My child can control his/her emotions so as to maintain harmonious interpersonal relationship.

___When receiving a present from the senior member of the family, my child will express happiness and gratefulness.

___My child can express negative feelings in relation to the senior members of the family.

___My child can control his/her own emotion in public places.

___My child can express his/her own emotion naturally.

___My child is proud of his/her own merits.

___My child will feel shameful for his/her own mistakes.

___My child will consider others' feeling before expressing his/her own emotions.

___My child feels that he/she is better than others.

___My child will not feel pressure because of other's emotions.

___My child's emotional state will not be affected by others' emotion.

___No matter who he/she is facing, my child has the courage to express his/her anger or dissatisfaction.

___My child considers other people's feelings before he/she shows his/her pride in his/her achievement.

APPENDIX F

Emotion Regulation Checklist

Date: _____

ID: _____

Please evaluate the following statements regarding the child's behaviour or general demeanour on a 4-point scale:

1 = Rarely/Never 2 = Sometimes 3 = Often 4 = Almost Always

- | | | | | |
|---|---|---|---|---|
| 1. Is a cheerful child. | 1 | 2 | 3 | 4 |
| 2. Has wild mood swings. | 1 | 2 | 3 | 4 |
| 3. Responds positively when adults approach
in a friendly or neutral way. | 1 | 2 | 3 | 4 |
| 4. Moves easily from one activity to another; doesn't
become angry, anxious, upset, or overly excited
when changing activities. | 1 | 2 | 3 | 4 |
| 5. Gets over it quickly when upset or unhappy. | 1 | 2 | 3 | 4 |
| 6. Is easily frustrated. | 1 | 2 | 3 | 4 |
| 7. Responds positively when another child
approaches in a friendly or neutral way. | 1 | 2 | 3 | 4 |
| 8. Is likely to have angry outbursts or throw tantrums. | 1 | 2 | 3 | 4 |
| 9. Is able to wait for what he/she wants. | 1 | 2 | 3 | 4 |

10. Seeing others unhappy gives him/her pleasure.	1	2	3	4
11. Can keep excitement under control.	1	2	3	4
12. Is whiny or clingy with adults.	1	2	3	4
13. Is likely to have outbursts of energy and excitement that are disruptive.	1	2	3	4
14. Responds angrily when an adult sets limit.	1	2	3	4
15. Is able to say when he/she is feeling sad, angry or made, fearful or afraid.	1	2	3	4
16. Seems sad or without energy.	1	2	3	4
17. When your child tries to play with others, he/she is overly excited.	1	2	3	4
18. Seems unemotional.	1	2	3	4
19. When another child attempts in a friendly or neutral way to get your child to play, he/she responds negatively.	1	2	3	4
20. Is impulsive; does things without thinking.	1	2	3	4
21. Shares in feelings of others; shows concern when others are upset or unhappy.	1	2	3	4

22. Displays excitement or enthusiasm that upsets
or intrudes on others. 1 2 3 4
23. When another child acts aggressively toward your child
he/she reacts appropriately (e.g., expresses anger, fear,
frustration distress but does not return aggression). 1 2 3 4
24. When your child tries to get others to play,
he/she shows negative emotion (anger, fear,
frustration, distress). 1 2 3 4

APPENDIX G

Early Childhood Behaviour Questionnaire

Date: _____

ID: _____

Instructions: Please read carefully before starting.

As you read each description of the child's behaviour below, please indicate how often the child did this during the last two weeks by circling one of the numbers in the right column. These numbers indicate how often you observed the behaviour described during the last two weeks.

		less	about	more			
	very	than half	half	than half	almost		does not
<u>never</u>	<u>rarely</u>	<u>the time</u>	<u>the time</u>	<u>the time</u>	<u>always</u>	<u>always</u>	<u>apply</u>
1	2	3	4	5	6	7	NA

The "Does Not Apply" column (NA) is used when you did not see the child in the situation described during the last two weeks. For example, if the situation mentions the child going to the doctor and there was no time during the last two weeks when the child went to the doctor, circle the (NA) column. "Does Not Apply" (NA) is different from "NEVER" (1). "Never" is used when you saw the child in the situation, but the child never engaged in the behaviour mentioned in the last two weeks. Please be sure to circle a number or NA for every item.

When engaged in play with his/her favourite toy, how often did your child

7. play for more than 10 minutes? 1 2 3 4 5 6 7 NA

8. continue to play while at the same time responding to your remarks or questions? 1 2 3 4 5 6 7 NA

When told that loved adults would visit, how often did your child

9. get very excited? 1 2 3 4 5 6 7 NA

During quiet activities, such as reading a story, how often did your child

10. fiddle with his/her hair, clothing, etc.? 1 2 3 4 5 6 7 NA

While playing indoors, how often did your child

11. like rough and rowdy games? 1 2 3 4 5 6 7 NA

When being gently rocked or hugged, how often did your child

12. seem eager to get away? 1 2 3 4 5 6 7 NA

When encountering a new activity, how often did your child

13. get involved immediately? 1 2 3 4 5 6 7 NA

When engaged in an activity requiring attention, such as building with blocks,**how often did your child**

14. tire of the activity relatively quickly? 1 2 3 4 5 6 7 NA

During everyday activities, how often did your child

15. pay attention to you right away when you called to him/her?

1 2 3 4 5 6 7 NA

16. seem to be irritated by tags in his/her clothes?

1 2 3 4 5 6 7 NA

17. become bothered by sounds while in noisy environments?

1 2 3 4 5 6 7 NA

18. seem full of energy, even in the evening?

1 2 3 4 5 6 7 NA

While in a public place, how often did your child

19. seem afraid of large, noisy vehicles? 1 2 3 4 5 6 7 NA

When playing outdoors with other children, how often did your child

20. seem to be one of the most active children?

1 2 3 4 5 6 7 NA

When told “no”, how often did your child

21. stop the forbidden activity? 1 2 3 4 5 6 7 NA

22. become sadly tearful? 1 2 3 4 5 6 7 NA

Following an exciting activity or event, how often did your child

23. seem to feel down or blue? 1 2 3 4 5 6 7 NA

While playing indoors, how often did your child

24. run through the house? 1 2 3 4 5 6 7 NA

Before an exciting event (such as receiving a new toy), how often did your child

25. get very excited about getting it? 1 2 3 4 5 6 7 NA

When s/he asked for something and you said “no”, how often did your child

26. have a temper tantrum? 1 2 3 4 5 6 7 NA

When asked to wait for a desirable item (such as ice cream), how often did your child

27. wait patiently? 1 2 3 4 5 6 7 NA

When being gently rocked, how often did your child

28. smile? 1 2 3 4 5 6 7 NA

While being held on your lap, how often did your child

29. mold to your body? 1 2 3 4 5 6 7 NA

When a familiar adult, such as a relative or friend, visited your home, how often did your child

30. want to interact with the adult? 1 2 3 4 5 6 7 NA

When asked to do so, how often was your child able to

31. be careful with something breakable? 1 2 3 4 5 6 7 NA

When visiting a new place, how often did your child

32. not want to enter? 1 2 3 4 5 6 7 NA

When s/he was upset, how often did your child

33. cry for more than 3 minutes, even when being comforted?

1 2 3 4 5 6 7 NA

34. become easily soothed? 1 2 3 4 5 6 7 NA

When you were busy, how often did your child

35. find another activity to do when asked? 1 2 3 4 5 6 7 NA

When around large gatherings of familiar adults or children, how often did your child

36. enjoy playing with a number of different people?

1 2 3 4 5 6 7 NA

Appendix H

Emotion Socialization Interview

Instructions for interviewer

Use the name of the child when presenting the different situations.

Important: Ask follow-up questions and comments

Some mothers may give short answers and you should ask additional questions.

Examples: The mother says: "I try to convince my child to calm down" or "I try to make my child feel better."

Follow-up questions: "Could you tell me more about how you would convince your child? Or how would you go about soothing your child?"

In some scenarios, moms would say, "I don't think my child would be upset or afraid in this situation" or they said, "Something like this has not happened to me and my child before, so I don't know".

Follow-up comment: "But just imagine that you found yourself in such a situation, tell us what you think you would say and do in that situation."

I will present some situations in which XX (*name of the child*) experiences an emotion. Take a bit of time to remember or to imagine such a situation. I will ask you about your reaction in such situations.

1. Your child is afraid of injections and becomes quite shaky and teary while the nurse is getting his or her shot ready. How would you react? – *Give the mother some time* – How would you react? (What would you say and do?)
2. Your child gets into a disagreement with a friend or a sibling, gets angry and hits him or her. – *Give the mother some time* – How would you react? (What would you say and do?)
3. Your child just received a wonderful, very desirable toy, and reacts very happy. – *Give the mother some time* – How would you react? (What would you say and do?)
4. Your child is being left alone with a babysitter/family member and becomes quite nervous and upset when you are about to leave. – *Give the mother some time* – How would you react? (What would you say and do?)
5. Your child is participating in some group activity with his/her friends and proceeds to make a mistake and then looks embarrassed. – *Give the mother some time* – How would you react? (What would you say and do?)
6. You take away a toy from your child, because he/she was misusing it or not sharing correctly, and he/she becomes angry and throws a temper tantrum. – *Give the mother some time* – How would you react? (What would you say and do?)
7. You are praising one of your children for a good mark on a school assignment. Your child becomes jealous and calls his or her sibling a bad name. – *Give the mother some time* – How would you react? (What would you say and do?)
8. Your child is playing with a friend. The friend starts crying and your child tries to console him or her. – *Give the mother some time* – How would you react? (What would you say and do?)

9. Your child becomes sad because he/she is hurt and can't go to the friend's birthday party.
– *Give the mother some time* – How would you react? (What would you say and do?)
10. You tell your child that his/her friend will be coming over for a visit, and he becomes visibly excited. – *Give the mother some time* – How would you react? (What would you say and do?)
11. During a get-together, the child was asked to get the water bottle from kitchen. Half way through the living room, water bottle falls. Everyone looks at the child, and he/she feels shame. *Give the mother some time* – How would you react? (What would you say and do?).

Appendix I

Criteria of Child Competence Interview

Version 1

The actual script is in bold font, with comments in regular font. Questions in italics should be used if the mother does not give a detailed answer to the earlier questions

First, please think of a child that you know who is doing well.

The child should be between 2 and 5 years old. We do not need to talk about the very best child, just a child that is doing well. I do not need to know the child's name.

Give the mother time to come up with a concrete child. If she is not able to think of such a child, ask her to imagine one!

Now let's talk about that child.

Audio record the answers to the following questions

1. Is the child you are thinking of a boy or a girl?

2. How old is that child?

3. How (in what way) is that child doing okay?

If needed, you may prompt. For example, you may say: **‘What other things make you know the child is doing well?’** Or **‘In what ways is the child okay?’** Write down the prompt.

4.If the person is difficult to interview, you can help further but only if the interview is difficult:

a.) What do you see this child do that makes you think s/he is doing well?

b.) Is this child doing well at home or in daycare or with other people?

5.How is that child? Is that child usually sad, happy, or angry? (If necessary, ask again.)

6.In what way does this child not do well? (If necessary, ask what reason.)

OK. You told me about a boy/girl of (age) x yrs./mos. Now let's talk about a boy/girl (select a child of opposite gender) between the ages of 2 and 5 years old who is also doing well.

Repeat 2-6.

Then: **OK. You told me about two children who are doing well.**

Some children do well in life and some children do not do well in life.

Now, please think of a child between 2 and 5 years of age that you know who is not doing well (in life).

Give the mother time to come up with a concrete child. If she is not able to think of such a child, ask her to imagine one!

7. Is the child you are thinking of a boy or a girl?

8. How old is that child?

9. How (in what way) is that child not doing well?

If needed, you may prompt. For example, you may say: **‘What other things make you know the child is doing not well?’** Or **‘In what ways is the child not okay?’** Write down the prompt.

10. If the person is difficult to interview, you can help further but only if the interview is difficult:

a.) What do you see this child do that makes you think s/he is not doing well?

b.) Is this child not doing well at home or in school or with other people?

11. How is that child? Is that child usually sad or happy or angry? (If necessary, ask again.)

12. In what way does this child do well? (If necessary, ask what reason.)

OK. You told me about a boy/girl of (age)x yrs/mos. Now let's talk about a boy/girl
(select child of opposite gender) **between the ages of 2 and 5 years' old who is also not**
doing well.

Repeat questions 7-12.

Criteria of Child Competence Interview

Version 2

The actual script is in bold font, with comments in regular font. Questions in italics should be used if the mother does not give a detailed answer to the earlier questions

Some children do well in life and some children do not do well in life.

First, please think of a child that you know who is not doing well.

The child should be between 2 and 5 years old. We do not need to talk about the very best child, just a child that is doing well. I do not need to know the child's name.

Give the mother time to come up with a concrete child. If she is not able to think of such a child, ask her to imagine one!

Now let's talk about that child.

Audio record the answers to the following questions

1. Is the child you are thinking of a boy or a girl?

2. How old is that child?

3. How (in what way) is that child doing not well?

If needed, you may prompt. For example, you may say: **‘What other things make you know the child is not doing well?’** Or **‘In what ways is the child not doing okay?’** Write down the prompt.

4. If the person is difficult to interview, you can help further but only if the interview is difficult:

a.) What do you see this child do that makes you think s/he is not doing well?

b.) Is this child not doing well at home or in daycare or with other people?

5. How is that child? Is that child usually sad, happy, or angry? (If necessary, ask again.)

6. In what way does this child do well? (If necessary, ask what reason.)

OK. You told me about a boy/girl of (age) x yrs./mos. Now let's talk about a boy/girl (select a child of opposite gender) between the ages of 2 and 5 years' old who is also not doing well.

Repeat 2-6.

Then: **OK. You told me about two children who are not doing well.**

Now, please think of a child between 2 and 5 years of age that you know who is doing well (in life).

Give the mother time to come up with a concrete child. If she is not able to think of such a child, ask her to imagine one!

7. Is the child you are thinking of a boy or a girl?

8. How old is that child?

9. How (in what way) is that child doing well?

If needed, you may prompt. For example, you may say: **‘What other things make you know the child is doing well?’** Or **‘In what ways is the child doing okay?’** Write down the prompt.

10. If the person is difficult to interview, you can help further but only if the interview is difficult:

a.) What do you see this child do that makes you think s/he is doing well?

b.) Is this child doing well at home or in school or with other people?

11. How is that child? Is that child usually sad or happy or angry? (If necessary, ask again.)

12. In what way does this child not doing well? (If necessary, ask what reason.)

OK. You told me about a boy/girl of (age) yrs./mos. Now let's talk about a boy/girl (select child of opposite gender) between the ages of 2 and 5 years' old who is also doing well.

Repeat questions 7-12.

Note

The original interview was developed by Durbrow and Masten (Durbrow, 1999). This version is translated into English, modified and adapted by Pamela Cole (Cole, Tamang, & Shreshta, 2006) and slightly modified by Wolfgang Friedlmeier.

Appendix J

Socialization Sources

We talked about your reactions to some situations in which your child experiences an emotion. You can imagine that mothers respond to the same situation in many ways:

They might try to distract the child instead of calming the child down. This means that a mother might redirect the child's attention to something fun, so the child would stop being distressed, and another mother might talk about how the child is feeling and try to reassure the child. One mother might reveal a little annoyance that the child is getting a bit out of control and another mother might try to remain very calm and excuse the child for being a bit out of control.

Now, I would like to talk with you about how you think you came up with this type of responses to your child's emotions.

1. When it comes to reacting to your child's emotions, how did you learn how to react?

Follow-up questions:

If the mother only mentions her relationship history with her own child, ask additional questions such as "besides your relationship history with your child, are there any other sources of information you use to respond to your child's emotion?"

If the mother is hesitant, give some further questions: For example, do you draw from your own childhood experiences, did you learn from your parents, your friends, through reading, through discussions with other mothers, or something else?

2. When you have questions about child-rearing, how do you get information?

If the mother is hesitant, give some further questions: For example, do you talk to your family members, search online, talk to a friend, or something else?

3. Of all these possible sources of information on child-rearing, which is the most important source for you? Why?

If the mother is hesitant, give some further questions: For example, do you talk to your family members, search online, talk to a friend, or something else?

4. What/who are your most important parenting role models? Why?

If the mother is hesitant, give some further questions: For example, are your parents a model, a talk show host, a book author?

5. Thinking back about your own childhood, how important are those own experiences for your child-rearing practices now?

How is your child-rearing similar or different to your mother's child-rearing when you were a child?

Appendix K

Behavior Observation

ENTRANCE/HALLWAY

Reception of the family

EX1 (and EX2) welcomes the mother and the child. She directs them into the conference/interview room. EX1 brings a toy for the child with her to the conference room.

CONFERENCE ROOM

EX1 (or EX2) explains the mother the procedures that will follow in detail to make sure that the parent understands and agrees in participation.

EX1 (EX2): *“This is the consent form. We will give several tasks and games to the child and you. We will evoke some emotional reactions (disappointment, joy, contentment) and videotape these events. You can act with your child as usual. We will also run an interview with you at the end of the session.”*

EX1 (EX2) asks the mother to fill out the following forms:

- Consent form (WRITE DOWN THE SUBJECT NUMBER on the sheet afterwards)
- Socio-demographic information

Preference Task

EX1 leaves shortly and comes back with the tray of toys.

EX1: *“While your mom is filling out the paper work for us can you (the child) tell me which toy you like the most and which one you like the least.”*

EX1 places the favourite and least favourite toy next to one another.

EX1: *“You will get a prize at the end!”*

EX1 writes down a short note about the child’s choices; mention clearly if the child has difficulty to identify the “least favourite” toy or the “favourite” toy. **Write this info at the last page on the mother’s socio-demographic sheet-directly after the child has made his/her choices or eventually after mother and child have left.**

WARMING UP

EX1 involves the child into a playful interaction in the conference room for about 5 to 10 minutes while the mother is filling out the questionnaires. Once the mother has finished and the child is in good contact with EX1

EX1 presents the instruction for the Rouge Test to the mother.

Important Aspects

Before moving into the observation room

No food or toys or coats, etc. in the observation room

The child should sit in his/her own chair – the chair with the cushions.

Delay of gratification

Important: We code the child’s reaction from the moment the cookie is on the table.

Make sure that you just place the questionnaire, pen, and cookie, and leave the room.

EX1: *“Here is a gems and you will get it to share with your mother if you like– but not immediately. Before you get it, your mother has to do some paperwork and when she is done, you can get it. I leave the cookie here on the table and as I said you can take it when your mother has finished her task.*

EX1 comes back (gems, the questionnaire and a pen for the mother), hand the questionnaire and pen to the mother.

EX1 places the gems/sweet treat on the center of the table in clear view for the child

EX1 LEAVES (*EX2 starts the stop watch*)

WAIT 4 minutes, ringing the door bell

EX1 comes back

EX1 praises the child and brings a nice price for the child. She asks the child to go back to the playroom and the mother will be interviewed in the conference room.