

The Ready or Not Study: Connecting Viewpoints on Child and Family Wellbeing and Identifying Commonalities Across Diverse Groups.

Creators/Copyright Holders:

Claire Hughes, University of Cambridge, UK.
Elian Fink, Sussex University, UK.
Hana D’Souza, Cardiff University, UK.
Rory T. Devine, University of Birmingham, UK.

March 2024

Other Contributors (in alphabetical order):

Caoimhe Dempsey (University of Cambridge), Miryam Edwards (University of Birmingham), Louise Gray (University of Cambridge), Jean Anne Heng (University of Cambridge), Mikeda Jess (University of Birmingham), Mishika Mehrotra (University of Cambridge).

Funding:

The project was funded through the Economic and Social Research Council (ES/T016175/1)

Table of Contents	Page
Description of Data Collection	2
Data Catalogue	5
Caregiver Interview Protocol Time 1	16
Caregiver Questionnaire Time 1	18
Child Testing Protocol Time 1	23
Caregiver Interview Protocol Time 2	40
Caregiver Questionnaire Time 2	42
Child Testing Protocol Time 2	49
Teacher Questionnaire Time 2	68
References	74

Description of Data Collection

The over-arching aim of this multi-method study was to investigate the relations between children's wellbeing and 'school readiness'. There were four specific objectives:

1. To enrich understanding of the overlap between 'school readiness' and child wellbeing.
2. To examine characteristics that shape children's wellbeing and 'school readiness'.
3. To examine how family characteristics shape children's wellbeing and 'school readiness'.
4. To examine how children's wellbeing and school readiness impact on caregiver wellbeing.

Children and their caregivers in England were recruited to participate in a 12-month longitudinal study while the children were enrolled in Reception Year (i.e., the final year of the Early Years Foundation Stage in England) in Spring/Summer 2021. Children and their primary caregivers were seen on two occasions approximately 12 months apart (Mean Interval = 12.36 months, SD = 1.08 months) using a remote assessment protocol to mitigate the spread of Covid 19. Data collection was timed to take place when children had completed at least one term in Reception Year and then again after completing at least one term in Year 1. At both timepoints, following written consent, caregivers participated in a remote interview lasting approximately 20 minutes and then completed an online questionnaire pack. Children then participated in a remote testing session using videoconference software with a caregiver present. These sessions lasted approximately 45 – 60 minutes. Families received a voucher for participating in each wave of the study. Teachers were invited to complete a short questionnaire about each study child.

Method

Sample

The initial plan for the current study was to track a pre-existing cohort of 200 children from the United Kingdom across the transition from Reception Year to Year 1 and to recruit an additional 250 children to enrich the sample. Restrictions due to the Covid-19 pandemic in 2020 and 2021 meant that the start date for the project was delayed and the opportunity to collect data from the pre-existing cohort was no longer possible as the cohort children had moved beyond Reception Year. We instead recruited a new sample of children for the current study. Monte Carlo simulations with 1000 replications in *Mplus* (Muthén & Muthén, 2017) indicated that a sample size of 250 children would provide sufficient (.81 - .85) power to detect moderate-to-strong cross-lagged effects between two latent variables in a longitudinal model of two time points with three covariates.

Children and their primary caregivers were recruited from across England in the Spring/Summer 2021 via mailings to primary schools and paid targeted social media advertising. To participate in the study, children were required to be enrolled in the first year of primary school in England ('Reception') and have no history of developmental delay. In England, children typically start the reception year of primary school in the September after their 4th birthday. The primary caregiver and participating child had to be able to communicate in English.

We sought to recruit 250 children into the longitudinal study. Just under 500 caregivers expressed an interest in learning more about the study ($N=494$) and 260 of these families

agreed to participate (52.6%). Of these 260 families, 5 families did not provide sufficient information to establish eligibility, 1 child was not attending Reception and 2 families planned to leave England before follow-up.

At Time 1, 252 children (131 girls) aged 5.40 years ($SD = 0.31$) and their caregivers (92.7% mothers, M Age = 38.63 years, $SD = 4.66$) participated in the study. Children were predominantly from two-parent heterosexual households (92.1%). Caregivers were highly educated (83.7% had degree level education). On the subjective ladder of social status, 74.3% of caregivers rated themselves as 6/10 or above on a 10-point scale where 1 indicated the lowest levels of education, income, and status and 10 indicated the highest levels of education, income, and status. According to UK Census ethnic group categories, 80.5% of children were identified as 'White', 13.2% as 'Mixed or multiple ethnicities', 5.9% as 'Asian', 0.4% as 'Black'. Of the 252 families who participated at Time 1, 223 (88.5%) also participated at Time 2. For this group of 223 children, caregiver questionnaires were available for 192 children (86%), and teacher questionnaires were available for 154 children (69%).

Methods

Data for this study were collected using multiple methods: structured caregiver interviews, standardized self-report questionnaires, structured observations, standardized assessments, structured child interviews. The protocols for the caregiver interviews, child testing sessions, caregiver questionnaires, and teacher questionnaire are included as separate documents.

Data Sourcing, Processing and Preparation

The study did not use any existing data sources. All data were collected specifically for this study by the project team. All data have been anonymized and personally identifying information has been removed (e.g., date of birth, postcode). All data were checked by the study team at the time of data entry. To reduce the number of variables in the dataset standardized questionnaire responses are reported as scale scores (and not the original item-level data) based on the scoring procedure for that questionnaire. Where appropriate the reliability of these subscales is reported. For reasons of confidentiality, we have not included transcripts or recordings of parent-child interactions.

Reliability of Interview and Observational Measures

Mind-Mindedness Coding. At Time 1 and Time 2 caregivers completed a short interview about their child. These interviews were transcribed verbatim and coded using the Mind Mindedness coding manual (Meins & Fernyhough, 2015). The lead coder (RTD) trained a team of 8 graduate-level research assistants to identify descriptions for coding using a training set of 45 statements. Kappa values for each coder all exceeded .70 (range: .73 – 1.00). Next, each coder was trained to identify whether descriptions were 'mental' or 'non-mental' using a training set of 30 statements. Kappa values for each coder exceeded .70 (range: .73 – 1.00). Following this initial stage of training, reliability was established by each research assistant coding 30 transcripts independently. Intra-class correlations for the total number of 'mental descriptions' identified all exceeded .70 (range: .72 - .88) as did the intra-class correlations for the total number of 'non-mental descriptions' (range: .76 - .91).

Parent-Child Interaction Coding. At Time 1 and Time 2 caregivers and children participated in the Etch-a-Sketch Online Task (Oliver & Pike, 2021). Each observation was coded using the Parent Child Interactive System (PARCHISY) (Deater-Deckard et al., 1997). Led by CH, two research assistants were trained by a group of four senior coders (all graduate level), who

had previously achieved a good level of inter-rater reliability on a subset of 24 videos. As shown in Table 1 below, with the exception child verbalisation, the average intra-class correlations between the four senior coders were at or above .70 for all subscales.

	Parent subscale	Child subscale	Dyadic subscale
Positive Affect	.92	.85	NA
Negative Affect	.72	.87	NA
Responsiveness	.85	.82	NA
On task	.82	.87	NA
Verbalisation	.71	.62	NA
Positive Control	.84	NA	NA
Negative Control	.70	NA	NA
Autonomy	NA	.87	NA
Reciprocity	NA	NA	.92
Cooperation	NA	NA	.78
Conflict	NA	NA	.85

Table 1: Intra-class correlations between senior coders for each of the PARCHISY subscales.

Six researchers (the four senior coders and two research assistants) each coded 11% of all participant videos and discussed discrepancies together before finalising the scores. The remaining videos were divided equally for coding between the four senior coders, with the two research assistants providing double coding. When codes differed by 1 point, the senior coder's code was used as the final code. When codes differed by 2 points, the average value was used as the final score. When codes differed by more than 2 points, the coders met to resolve the discrepancies and finalise the code.

Data Catalogue

In total 252 caregiver-child pairs are included (i.e., all eligible families who participated at Time 1). Each row in the dataset represents a family. Missing data were recorded as -99. The timepoint (T1 = Reception, T2 = Year 1) is indicated in each variable name and label.

Child Testing Sessions at Time 1 and Time 2

Name	Label	Possible Values
ID	Child ID	Codes used to link data across datasets.
T1CHIFB1	T1 Child HIFAMS 1: On my way to school I feel...	0 = Not Happy (Sad/OK) 1 = Happy
T1CHIFB2	T1 Child HIFAMS 2: When I am in the classroom I feel...	
T1CHIFB3	T1 Child HIFAMS 3: When I am doing my work I feel...	
T1CHIFB4	T1 Child HIFAMS 4: When I am in the playground I feel...	
T1CHIFB5	T1 Child HIFAMS 5: When I think about the other children at school I feel...	
T1CHIFB6	T1 Child HIFAMS 6: When I think about my teacher I feel...	
T1CHIFB7	T1 Child HIFAMS 7: When I think about school I feel...	
T2CHIFB1	T2 Child HIFAMS 1: On my way to school I feel...	
T2CHIFB2	T2 Child HIFAMS 2: When I am in the classroom I feel...	
T2CHIFB3	T2 Child HIFAMS 3: When I am doing my work I feel...	
T2CHIFB4	T2 Child HIFAMS 4: When I am in the playground I feel...	
T2CHIFB5	T2 Child HIFAMS 5: When I think about the other children at school I feel...	
T2CHIFB6	T2 Child HIFAMS 6: When I think about my teacher I feel...	
T2CHIFB7	T2 Child HIFAMS 7: When I think about school I feel...	
T1WVA	T1 WPPSI Receptive Vocabulary Total Score (out of 38)	Total Items Correct 0 – 38
T2WVA	T2 WPPSI Receptive Vocabulary Total Score (out of 38)	
T1FB1	T1 Mary/Simon Story: Attribute First Order False Belief [Pass = Pass Control and Pass Test]	0 = Fail 1 = Pass
T1FB2_A	T1 Mary/Simon Story: Attribute Second-Order False Belief [Pass = Pass Test and Pass Controls]	
T1FB2_E	T1 Mary/Simon Story Explain Second-Order False Belief [Pass = Pass Test and Pass Controls]	
T1EFB_E	T1 Mollie Story: Attribute Emotion Based on False Belief [Pass = Pass Test and Pass Controls]	

T1EFB_FB	T1 Mollie Story: Attribute False Belief [Pass = Pass Test and Pass Controls]	
T1SST	T1 Strange Stories Task Item: Why does Brian say this? (Score)	0 = Fail 1 = Partial Credit 2 = Correct
T1SFTS	T1 Silent Film Task Item: Why did the driver lock Harold in the van? (Score)	
T2FB1	T2 Mary/Simon Story: Attribute First Order False Belief [Pass = Pass Control and Pass Test]	0 = Fail 1 = Pass
T2FB2_A	T2 Mary/Simon Story: Attribute Second-Order False Belief [Pass = Pass Test and Pass Controls]	
T2FB2_E	T2 Mary/Simon Story Explain Second-Order False Belief [Pass = Pass Test and Pass Controls]	
T2EFB_E	T2 Mollie Story: Attribute Emotion Based on False Belief [Pass = Pass Test and Pass Controls]	
T2EFB_FB	T2 Mollie Story: Attribute False Belief [Pass = Pass Test and Pass Controls]	
T2SFTS	T2 Strange Stories Task Item: Why does Brian say this? (Score)	0 = Fail 1 = Partial Credit 2 = Correct
T2SST	T2 Silent Film Task Item: Why did the driver lock Harold in the van? (Score)	
T1BAST	T1 Backward Animal Span Total Summed Score	Total Trials Correct
T2BAST	T2 Backward Animal Span Total Summed Score	0 – 6
T1FFPCIS	T1 Fish Flanker Proportion Correct Incongruent Score (Accuracy for Incongruent/Total Incongruent Trials Attempted)	0 – 1
T1FFPCCS	T1 Fish Flanker Proportion Correct Congruent Score (Accuracy for Congruent/Total Congruent Trials Attempted)	
T1FFRCSI	T1 Fish Flanker Rate Correct Score for Incongruent Trials (accuracy per second)	Trials correct/second
T1FFRCSC	T1 Fish Flanker Rate Correct Score for Congruent Trials (accuracy per second)	
T2FFPCIS	T2 Fish Flanker Proportion Correct Incongruent Score (Accuracy for Incongruent/Total Incongruent Trials Attempted)	0 – 1
T2FFPCCS	T2 Fish Flanker Proportion Correct Congruent Score (Accuracy for Congruent/Total Congruent Trials Attempted)	
T2FFRCSI	T2 Fish Flanker Rate Correct Score for Incongruent Trials (accuracy per second)	Trials correct/second
T2FFRCSC	T2 Fish Flanker Rate Correct Score for Congruent Trials (accuracy per second)	Trials correct/second
T1HTKSP1	T1 Head Toes Knees Shoulders Task Part 1	Total trials passed 0
T1HTKSP2	T1 Head Toes Knees Shoulders Task Part 2	–10
T1HTKSP3	T1 Head Toes Knees Shoulders Task Part 3	
T1HTKST	T1 Head Toes Knees Shoulders Task Total	Total trials passed 0 –30
T2HTKSP1	T2 Head Toes Knees Shoulders Task Part 1	Total trials passed 0
T2HTKSP2	T2 Head Toes Knees Shoulders Task Part 2	–10

T2HTKSP3	T2 Head Toes Knees Shoulders Task Part 3		
T2HTKST	T2 Head Toes Knees Shoulders Task Total	Total trials passed 0-30	
T1HARTB1	T1 Child Harter Academic: Good at Puzzles	0 = Not all the time/not really good 1 = All the time/really good	
T1HARTB2	T1 Child Harter Academic: Gets stars on papers		
T1HARTB3	T1 Child Harter Academic: Knows names of colours		
T1HARTB4	T1 Child Harter Academic: Good at counting		
T1HARTB5	T1 Child Harter Academic: Knows alphabet		
T1HARTB6	T1 Child Harter Academic: Knows first letter of name		
T2HARTB1	T2 Child Harter Academic: Good at puzzles		
T2HARTB2	T2 Child Harter Academic: Gets stars on papers		
T2HARTB3	T2 Child Harter Academic: Knows names of colours		
T2HARTB4	T2 Child Harter Academic: Good at counting		
T2HARTB5	T2 Child Harter Academic: Knows alphabet		
T2HARTB6	T2 Child Harter Academic: Knows first letter of name		
T1_PPA	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Positive Affect		1 = None shown 2 = One or two instances 3 = A few or several instances 4 = Moderate amounts 5 = More than half 6 = Substantial amount 7 = Exclusive / constant
T1_PNA	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Negative Affect		
T1_PRS	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Responsiveness		
T1_PVR	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Verbalisation		
T1_POT	T1 Etch-a-Sketch Online Task PARCHISY Caregiver On Task		
T1_PPC	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Positive Control		
T1_PNC	T1 Etch-a-Sketch Online Task PARCHISY Caregiver Negative Control		
T1_CPA	T1 Etch-a-Sketch Online Task PARCHISY Child Positive Affect	1 = None shown 2 = One or two instances 3 = A few or several instances 4 = Moderate amounts 5 = More than half 6 = Substantial amount 7 = Exclusive / constant	
T1_CNA	T1 Etch-a-Sketch Online Task PARCHISY Child Negative Affect		
T1_CRS	T1 Etch-a-Sketch Online Task PARCHISY Child Responsiveness		
T1_CVR	T1 Etch-a-Sketch Online Task PARCHISY Child Verbalisation		
T1_COT	T1 Etch-a-Sketch Online Task PARCHISY Child On Task		
T1_CAU	T1 Etch-a-Sketch Online Task PARCHISY Child Autonomy		
T1_CNC	T1 Etch-a-Sketch Online Task PARCHISY Child Non-Compliance		
T1_DRC	T1 Etch-a-Sketch Online Task PARCHISY Dyadic Reciprocity		1 = None shown

T1_DCP	T1 Etch-a-Sketch Online Task PARCHISY Dyadic Cooperation	2 = One or two instances
T1_DCN	T1 Etch-a-Sketch Online Task PARCHISY Dyadic Conflict	3 = A few or several instances 4 = Moderate amounts 5 = More than half 6 = Substantial amount 7 = Exclusive / constant
T2_PPA	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Positive Affect	1 = None shown 2 = One or two instances
T2_PNA	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Negative Affect	3 = A few or several instances
T2_PRS	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Responsiveness	4 = Moderate amounts
T2_PVR	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Verbalisation	5 = More than half
T2_POT	T2 Etch-a-Sketch Online Task PARCHISY Caregiver On Task	6 = Substantial amount 7 = Exclusive / constant
T2_PPC	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Positive Control	
T2_PNC	T2 Etch-a-Sketch Online Task PARCHISY Caregiver Negative Control	
T2_CPA	T2 Etch-a-Sketch Online Task PARCHISY Child Positive Affect	1 = None shown 2 = One or two instances
T2_CNA	T2 Etch-a-Sketch Online Task PARCHISY Child Negative Affect	3 = A few or several instances
T2_CRS	T2 Etch-a-Sketch Online Task PARCHISY Child Responsiveness	4 = Moderate amounts
T2_CVR	T2 Etch-a-Sketch Online Task PARCHISY Child Verbalisation	5 = More than half
T2_COT	T2 Etch-a-Sketch Online Task PARCHISY Child On Task	6 = Substantial amount 7 = Exclusive / constant
T2_CAU	T2 Etch-a-Sketch Online Task PARCHISY Child Autonomy	
T2_CNC	T2 Etch-a-Sketch Online Task PARCHISY Child Non-Compliance	
T2_DRC	T2 Etch-a-Sketch Online Task PARCHISY Dyadic Reciprocity	1 = None shown 2 = One or two instances
T2_DCP	T2 Etch-a-Sketch Online Task PARCHISY Dyadic Cooperation	3 = A few or several instances
T2_DCN	T2 Etch-a-Sketch Online Task PARCHISY Dyadic Conflict	4 = Moderate amounts 5 = More than half

		6 = Substantial amount 7 = Exclusive / constant
T2TOWREC	T2 Test of Word Reading Efficiency Correct: Number of words read correctly in 45 seconds	Number of words 0 – 42
T2CSYMB	T2 Numeracy Screener (Symbolic Total Score)	Number of trials correct 0 – 56
T2CNSYMB	T2 Numeracy Screener (Non-Symbolic Total Score)	
T2CNSYRC	T2 Numeracy Screener (Symbolic Rate Correct Score)	Number of trials correct/second
T2CNNRC	T2 Numeracy Screener (Non-Symbolic Rate Correct Score)	

Caregiver Interviews and Questionnaires at Time 1 and Time 2

Name	Label	Values
ID	Child ID	Codes used to link data across datasets.
CGEND	Child Gender	0 = Girl, 1 = Boy
T1CAGE	T1 Child Age in Years	Age in years: 4.45 – 6.35 years
T2CAGE	T2 Child Age in Years	Age in years: 5.74 – 7.41 years
T1PAGE	T1 Caregiver Age in Years	Age in years: 25.43 – 54.32 years
Carer	T1 Caregiver Code	1 = Mother, 2 = Father, 3 = Parent/Other
CETH1	T1 Child Ethnicity	1 = Asian, 2 = Black, 3 = Mixed/Multiple Ethnicity, 4 = White, 5 = Other
T1PFAMF	Family Form	1 = Two parent heterosexual 2 = Two parent non-heterosexual 3 = One parent family 4 = Co-parenting
T1PLADR	T1 Caregiver Ladder of Social Standing	1 = Lowest levels of education/income/status 10 = Highest levels of education/income/status
T2PLADR	T2 Caregiver Ladder of Social Standing	
T1PEDUC	T1 Caregiver Highest level of education completed	1=Secondary School, no GCSEs 2=A-C grades at GCSEs 3=A Level Equivalent 4=Bachelor's degree 5=Master's degree 6=PhD/Doctoral
T2PEDUC	T2 Caregiver Highest level of education completed	
T1NADULT	T1 Caregiver Interview: Number of Adults in the Home	Count
T1NCHILD	T1 Caregiver Interview: Number of Children in the Home	

T1NSIBS	T1 Caregiver Interview: Number of Siblings	
T1SIB1AGE	T1 Caregiver Interview: Age of First Sibling (Years)	Age in Years
T1SIB2AGE	T1 Caregiver Interview: Age of Second Sibling (Years)	
T1SIB3AGE	T1 Caregiver Interview: Age of Third Sibling (Years)	
T1SIB4AGE	T1 Caregiver Interview: Age of Fourth Sibling (Years)	
T1SIB5AGE	T1 Caregiver Interview: Age of Fifth Sibling (Years)	
T1PHQ2Q1	T1 Caregiver Questionnaire: PHQ-2 Q1 Little interest or pleasure	0 = Not at all 1 = Several or more days
T1PHQ2Q2	T1 Caregiver Questionnaire: PHQ-2 Q2 Feeling down, depressed or hopeless	
T2PHQ2Q1	T2 Caregiver Questionnaire: PHQ-2 Q1 Little interest or pleasure	
T2PHQ2Q2	T2 Caregiver Questionnaire: PHQ-2 Q2 Feeling down, depressed or hopeless	
T1GAD2Q1	T1 Caregiver Questionnaire: GAD-2 Q1 Feeling nervous, anxious or on edge	0 = Not at all 1 = Several or more days
T1GAD2Q2	T1 Caregiver Questionnaire: GAD-2 Q2 Unable to stop or control worrying	
T2GAD2Q1	T2 Caregiver Questionnaire: GAD-2 Q1 Feeling nervous, anxious or on edge	
T2GAD2Q2	T2 Caregiver Questionnaire: GAD-2 Q2 Unable to stop or control worrying	
T2CRELS	T2 Caregiver Currently in a Relationship	0 = No 1 = Yes
T2CLREL	T2 Caregiver Length of Relationship with Partner in Years	Duration in Years
T2CCOH	T2 Caregiver Cohabits with Partner	0 = No 1 = Yes
T1CSI	T1 Caregiver Questionnaire: Couple Satisfaction Index Total (Alpha = .96)	Summed Total Score [Possible Range: 16 – 97, Higher Scores = Greater Satisfaction]
T2CSI	T2 Caregiver Questionnaire: Couple Satisfaction Index Total (Alpha = .95)	
T1PTR	T1 Caregiver Questionnaire: Parent-Teacher Relationship Scale (Alpha = .90)	Summed Total Score [Possible Range: 0 – 92, Higher scores = better relationship quality]
T2PTR	T2 Caregiver Questionnaire: Parent-Teacher Relationship Scale Total (Alpha = .91)	
T1LECL	T1 Caregiver Questionnaire: Negative Life Events Checklist (Alpha = .54)	Count of Events [Possible Range: 0 - 18]
T1CCL	T1 Caregiver Questionnaire: Covid Disruption (Alpha = .82)	Count of Events [Possible Range: 0 - 25]
T1TTS	T1 Caregiver Questionnaire: Caregiver Experience of Transition to School (Alpha = .60)	Summed Total Score [Possible Range: 0 – 16, Higher Scores = More Positive View of Transition to School]

T1SS LENG	T1 Caregiver Interview: Speech Sample Length (Number of words spoken by caregiver)	Total Number of Words
T1SS MA	T1 Caregiver Interview: Speech Sample Number of Mental Descriptions of Child	Total Number of Descriptions
T1SS NM	T1 Caregiver Interview: Speech Sample Number of Non-Mental Descriptions of Child	
T2SS LENG	T2 Caregiver Interview: Speech Sample Length (Number of words spoken by caregiver)	Total Number of Words
T2SS MA	T2 Caregiver Interview: Speech Sample Number of Mental Descriptions of Child	Total Number of Descriptions
T2SS NM	T2 Caregiver Interview: Speech Sample Number of Non-Mental Descriptions of Child	
T1PHIFB1	'T1 Caregiver Questionnaire HIFAMS Q1: [How target child feels] On the way to school	0 = Not 'Very Happy' 1 = Very Happy
T1PHIFB2	'T1 Caregiver Questionnaire HIFAMS Q2: [How target child feels] In the classroom	
T1PHIFB3	'T1 Caregiver Questionnaire HIFAMS Q3: [How target child feels] Learning	
T1PHIFB4	'T1 Caregiver Questionnaire HIFAMS Q4: [How target child feels] In the playground	
T1PHIFB5	'T1 Caregiver Questionnaire HIFAMS Q5: [How target child feels] Other children at school	
T1PHIFB6	'T1 Caregiver Questionnaire HIFAMS Q6: [How target child feels] Talking about school	
T1PHIFB7	'T1 Caregiver Questionnaire HIFAMS Q7: [How target child feels] Talking about teacher	
T2PHIFB1	'T2 Caregiver Questionnaire HIFAMS Q1: [How target child feels] On the way to school	0 = Not 'Very Happy' 1 = Very Happy
T2PHIFB2	'T2 Caregiver Questionnaire HIFAMS Q2: [How target child feels] In the classroom	
T2PHIFB3	'T2 Caregiver Questionnaire HIFAMS Q3: [How target child feels] Learning	
T2PHIFB4	'T2 Caregiver Questionnaire HIFAMS Q4: [How target child feels] In the playground	

T2PHIFB5	'T2 Caregiver Questionnaire HIFAMS Q5: [How target child feels] Other children at school	
T2PHIFB6	'T2 Caregiver Questionnaire HIFAMS Q6: [How target child feels] Talking about school	
T2PHIFB7	'T2 Caregiver Questionnaire HIFAMS Q7: [How target child feels] Talking about teacher	
T1CSDPRO	T1 Caregiver SDQ Child Prosocial Score (Summed) (Alpha = .71)	Summed Score 0 – 10
T1CSDHYP	T1 Caregiver SDQ Child Hyperactivity Score (Summed) (Alpha = .79)	Higher scores in prosocial scale = more strengths.
T1CSDEMO	T1 Caregiver SDQ Child Emotional Problems Score (Summed) (Alpha = .68)	Higher scores in all other scales = more difficulties.
T1CSDCON	T1 Caregiver SDQ Child Conduct Problems Score (Summed) (Alpha = .60)	
T1CSDPPR	T1 Caregiver SDQ Child Peer Problems Score (Summed) (Alpha = .57)	
T1CSDEXT	T1 Caregiver SDQ Child Externalizing Total Score (Summed) (Alpha = .71).	Summed Score 0 – 20
T1CSDINT	T1 Caregiver SDQ Child Internalizing Total Score (Summed) (Alpha = .67).	Higher scores = more difficulties.
T2CSDPRO	T2 Caregiver SDQ Child Prosocial Summed Total (Alpha = .80)	Summed Score 0 – 10
T2CSDHYP	T2 Caregiver SDQ Child Hyperactivity Summed Total (Alpha = .81)	Higher scores in prosocial scale = more strengths.
T2CSDEMO	T2 Caregiver SDQ Child Emotional Summed Total (Alpha = .69)	Higher scores in all other scales = more difficulties.
T2CSDCON	T2 Caregiver SDQ Child Conduct Problems Summed Total (Alpha = .61)	
T2CSDPPR	T2 Caregiver SDQ Child Peer Problems Summed Total (Alpha = .59)	
T2CSDEXT	T2 Caregiver SDQ Child Externalizing SDQ Total Summed (Alpha = .76)	Summed Score 0 – 20
T2CSDINT	T2 Caregiver SDQ Child Internalizing SDQ Total Summed (Alpha = .72)	Higher scores = more difficulties.
T2CASRT	T2 Caregiver SSIS Child Assertion (Alpha = .657)	Summed Score 0 – 21, Higher scores = more assertive
T2CCOOP	T2 Caregiver SSIS Child Co-Operation (Alpha = .769)	Summed Score 0 – 18, Higher scores = more co-operative
T2CEMPA	T2 Caregiver SSIS Child Empathy (Alpha = .872)	Summed Score 0 – 18, Higher scores = more empathy
T2CCOMM	T2 Caregiver SSIS Child Communication (Alpha = .781)	Summed Score 0 – 21, Higher scores = better communication
T2CRESP	T2 Caregiver SSIS Child Responsibility (Alpha = .807)	Summed Score 0 – 18, Higher scores = more responsible

T2CENGA	T2 Caregiver SSIS Child Engagement (Alpha = .821)	Summed Score 0 – 21, Higher scores = more engagement
T2CSELF	T2 Caregiver SSIS Child Self-Control (Alpha = .781)	Summed Score 0 – 21, Higher scores = more self control
T2CSSIST	T2 Caregiver SSIS Child Social Competence Total (Alpha = .859)	Summed Score 0 – 138, Higher scores = more social competence
T2CCMCP1	T2 Caregiver Competency and Coping Questionnaire - [Child] Academics’	1 = Not as strong academically as most peers 2 3 4 = About equal to peers academically; no better, no worse 5 6 7 = Much stronger academically than most peers
T2CCMCP2	T2 Caregiver Competency and Coping Questionnaire - [Child] Peers’	1 = Not very skilled at maintaining friendships and getting along with peers 2 3 4 = Gets along with peers just as well as they all get along with each other; no better, no worse 5 6 7 = Very skilled at maintaining friendships and getting along with peers
T2CCMCP3	T2 Caregiver Competency and Coping Questionnaire - [Child] Frequency of problems’	1 = Has many more social or personal problems than peers 2 3 4 = Has an average number of problems compared to peer group; no more, no less 5 6 7 = Relatively free from social or personal problems compared to peers
T2CCMCP4	T2 Caregiver Competency and Coping Questionnaire - [Child] Coping with problems’	1 = Does not cope well with problems compared to peers 2 3 4 = Copes about the same as peers; no better, no worse

		5 6 7 = Copes much better than peers
T2PARTD	Family Participation at T2 Dummy Code	0 = Did not participate at Time 2 1 = Participated at Time 2
T2PARTC	Family Participation at T2 Detail Code	-99 = Not eligible 0 = Unresponsive 1 = Declined with reason 2 = Participated

Teacher Questionnaire at Time 2

Name	Label	Values
ID	Child ID	Codes used to link data across datasets.
T2TEACH	Teacher Questionnaire Received at T2	0 = No, 1 = Yes
T2THIFB1	'T2 Teacher Questionnaire HIFAMS: How do you think the pupil feels in the classroom?'	0 = Not 'Very Happy' 1 = Very Happy
T2THIFB2	'T2 Teacher Questionnaire HIFAMS: How do you think learning makes the pupil feel?'	
T2THIFB3	'T2 Teacher Questionnaire HIFAMS: How do you think the other children at school make the pupil feel?'	
T2THIFB4	'T2 Teacher Questionnaire HIFAMS: How do you think the pupil feels in the playground?'	
T2TSDQPB	T2 Teacher Questionnaire SDQ Child Prosocial Behaviour (alpha = .81)	Summed Score 0 – 10
T2TSDQEP	T2 Teacher Questionnaire SDQ Child Emotional Problems (alpha = .797)	Higher scores in prosocial scale = more strengths. Higher scores in all other scales = more difficulties.
T2TSDQCP	T2 Teacher Questionnaire SDQ Child Conduct Problems (alpha = .782)	
T2TSDQHI	T2 Teacher Questionnaire SDQ Child Hyperactivity and Inattention Problems (alpha = .91)	
T2TSDQPP	T2 Teacher Questionnaire SDQ Child Peer Problems (alpha = .631)	
T2TAAC	T2 Teacher Questionnaire Assessment of Child's Academic Ability (Mean) (alpha = .971)	Mean of Items Ranging from 1 (Not as strong as peers) to 7 (Much stronger than peers).
T2TTAR	T2 Teacher Questionnaire Assessment of Reading Skills (Mean)	
T2TTAM	T2 Teacher Questionnaire Assessment of Mathematics Skills (Mean)	
T2BTBSA	T2 Teacher Questionnaire BESSI Behavioural and Social Adjustment (Alpha = .891)	
T2BTLCOG	T2 Teacher Questionnaire BESSI Language and Cognition (Alpha = .662)	

T2BTFSUP	T2 Teacher Questionnaire BESSI Family Support (Alpha = .645)	
T2BTDLS	T2 Teacher Questionnaire BESSI Daily Living Skills (Alpha = .692)	
T2TPSMS	T2 Teacher Questionnaire Peer Social Maturity Scale (Mean) (alpha = .971)	
T2CPP	Is this child eligible for Pupil Premium? [Teacher/Caregiver Report]	0 = No, 1 = Yes
T2CSEN	Does this child have any Special Educational Needs or Disabilities (SEND)? [Teacher/Caregiver Report]	
T2CEAL	Does this child speak English as an Additional Language (EAL)? [Teacher/Caregiver Report]	

Caregiver Interview Protocol Time 1

Participant ID: _____

Read the following statement out to the parent before completing the following steps:

"I'd like to start by confirming we have the correct details for 'child name'".

1. Confirm child date of birth and gender.
2. Confirm living situation: Number and ages of siblings, number of other adults.
3. Confirm name of school and name of child's current teacher.

Number of adults in the home: _____

Number of children in the home: _____

Number of siblings: _____

Age of each sibling: _____

Read the following questions out to the parent:

"We're interested in the health and well-being of all the children in our study and how this might shape their experiences at school. Can I ask..."

1. Has your child ever been diagnosed with a mental health or neurodevelopment condition by a psychiatrist, paediatrician or psychologist? If yes, please specify.
2. Does your child have a statement of special educational needs and disabilities? If yes, please specify.

Five Minute Speech Sample (Sher-Censor, 2015)

- Tell the parent you would like them to talk to you for 5 minutes about their child.
- Tell them, *"I would really like to hear who your child is as a person and how the two of you get along."*
- Tell them that you will not respond to them while they are talking, because you don't want to influence what they choose to tell you/lead them in a specific direction. Offer to turn off your camera and/or their camera if this makes them more comfortable.
- Let them know that you will sit quietly if they pause, to let them think, and that if they are quiet for more than 20-30 seconds you may give them a brief prompt to see if they have anything else to say.

- Let them know they can choose to end before the 5 minutes are up if they wish, otherwise you will let them know when it has been 5 minutes.
- Tell them they can use their phone/laptop clock as a rough guide.
- Ask their permission to record; start recording; reminding them of the instructions: *“I would really like to hear who your child is as a person and how the two of you get along.”*
- Start your timer. If they go quiet for more than 20-30 seconds, you can prompt them by repeating either or both parts of the instructions in italics.
- Stop them at a good moment after the 5 minutes is up, if they are still talking.
- Let them know you will be emailing them shortly with the links to their parent questionnaire and the link for the main call.

Caregiver Questionnaire Time 1

Demographics

Please enter your unique ID number provided to you by the researcher.

Please enter the child's date of birth (DD/MM/YYYY)

Please enter your own date of birth (DD/MM/YYYY)

What is your relationship to the child?

Ladder of Social Standing (Singh-Manoux et al., 2003)

Example

Think of this ladder as representing where people stand in the United Kingdom. At the top of the ladder are the people who are the best off - those who have the most money, the most education and the most respected jobs. At the bottom are the people who are worst off - who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?

The lowest rung = 1; the highest rung = 10

What is the highest degree or level of school you have completed?

(If currently enrolled, the highest degree received.)

- Secondary school, no GCSEs
- 5A*-C grades at GCSE
- A levels/ BETC equivalent
- Bachelor's degree
- Master's degree
- PhD

Couple Satisfaction Index (Funk & Rogge, 2007)

Example

Q1 Please indicate the degree of happiness, all things considered, of your relationship.

- Extremely unhappy
- Fairly unhappy
- A little unhappy
- Happy
- Very happy
- Extremely happy
- Perfect

How I Feel About My School (Caregiver Version) (Allen et al., 2018)

Some questions may appear very similar to others; however, there are slight differences in the wording of each question. Please fill in ALL the questions, even if they appear to be asking the same thing.

There are no right or wrong answers. However, we would like the answers to be YOURS, and not your child's. Please complete this questionnaire WITHOUT showing it to your child.

Example Item.

How do you think your child feels on the way to school? [Very Unhappy/Unhappy/Neither happy nor unhappy/Happy/Very Happy]

Child's Strengths and Difficulties (Goodman et al., 2000)

Example

For each item, please mark the box for **Not True**, **Somewhat True** or **Certainly True**. It would help us if you answered all items as best you can even if you are not absolutely certain of the answer. Please give your answers on the basis of the child's behaviour over the last six months.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent-Teacher Relationship Scale (Vickers & Minke, 1995)

Example

Please think about your relationship to your child's teacher. For each item, indicate how frequently it describes your interactions and relationship with the teacher.

	Almost never	Once in a while	Sometimes	Frequently	Almost always
We cooperate with each other (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COVID-19 Family Stressor Scale (Prime et al., 2021)

Example

In the 12 months since we last saw you, have any of the following changes occurred in your household?

	Not True	Somewhat True	Very True
Significant decrease (over 10%) in household income (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Patient Health Questionnaire (PHQ2) (Spitzer et al., 1999)

Example

Over the last 2 weeks, how often have you been bothered by any of the following problems? Please select an option to indicate your answer.

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Anxiety Disorder Questionnaire 2 (GAD2) (Kroenke et al., 2007)

Example

Over the last 2 weeks, how often have you been bothered by any of the following problems? Please select an option to indicate your answer.

	Not at all	Several days	More than half the days	Nearly every day
Feeling nervous, anxious or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recent Life Events (Brugha et al., 1985)

Example

In the past 12 months...

	Yes	No
Have you had a serious illness or been seriously injured?? (1)	<input type="radio"/>	<input type="radio"/>

Caregiver's Experience of Transition to School

Please rate your experience of your child starting school on the following statements.

Very Negative / Negative / Neutral / Positive / Very Positive

1. My experiences during my child's transition to school have been...
2. My child starting school has impacted my social relationships and support
3. My experiences and interactions with my child's school and teacher have been...
4. My child starting school has impacted my working hours, time pressure and daily responsibilities

**Child Testing Session Time 1
Research Protocol**

This research protocol includes:

List of tasks included in the Child Testing Session (Video conference-based)

Researcher instructions

Researcher script for running the session, including:

Individual task protocols.

List of materials required for each task, where necessary.

List of Tasks

Task	Type/Modality	Estimated Time
Fish Flanker	Screen	5 – 6 min
Second Order False Belief (Chocolate Story)	Screen	2 – 4 min
Head Toes Knees Shoulder task	Physical	8-10 min
WPPSI Receptive Verbal Ability task	Screen	4-6 min
Emotion False Belief (Nasty surprise)	Screen	2min
Silent Film task	Screen	2 min
Backwards Animal Span task	Screen	2 min
How I Feel About My School	Screen	5 min
Harter Pictorial Scale (Cognitive scale)	Screen	3 mins
Strange story task	Screen	5 min
Etch-a-sketch Online task	Screen	7 mins

Note: WPPSI = Wechsler Preschool and Primary Scale of Intelligence

Researcher Instructions

What is needed for the Video conference Session:

- Task materials: PowerPoint slide, links to external stimuli (Gorilla.sc website link).
- Scoring sheet for researcher and secondary coder.
- Ensure parents have study pack ready.

Prior to the testing session:

- Ensure that your laptop is charged, and you are in a quiet and well-lit room.
- Join the Video conference session 5-10 minutes early, with enough time to have everything set up to run smoothly.
- Have the Participant ID to hand, as the parent will need to enter this for the Fish Flanker task.
- If parents do not show up to the Video conference session, allow 10-minutes before contacting the parent to confirm attendance before asking them if they need to reschedule the session.

At the start of the testing session, complete the following:

- Introduce yourself to the parent and child.
- Thank the family for their time and guide parent to where to place the laptop/view of the child.
- Check WIFI connection is stable.
- Let parent know that if their call disconnects, re-click the Video conference link and we will be waiting on the call for their return.
- Introduce the sticker chart and explain how you will be working through some games, and every time one is completed, the child can place a sticker on that activity on their chart.
- Read out the follow statements:
 1. Safeguarding statement:
 - “For the safety of your child, we ask that you do not leave your child alone during the course of the Video conference call. If you need to leave the room at any point, for example to go to the toilet or attend to other family members, please take your child with you. If your child is left alone

at any point, I will turn off my camera and microphone until you return.

Are you happy to continue?"

2. Video conference recording/data storage statement:

- “Parents/ caregivers can withdraw their child from the study without prejudice up until September 30th 2021. To withdraw you will need to contact the study lead and we will delete your data from our records. Contact details for the study lead are available in your Parent Information Sheet, or I can provide these to you.
- All survey data and video conference recordings will be kept fully anonymous and they’ll be stored securely where only the University System Administrator and those of us in the research team will have access to the data. There is a link in your Parent Information Sheet that provides general information about how the University of Cambridge use personal data.”

3. Parental involvement statement:

- "Before we start our session, I'd like to tell you a bit about the games and tasks. During the games and tasks, we are really interested in learning about what children [name's] age can do. Many of our tasks and games are used with older children and even with adults, so we don't expect children to get everything right. In fact, sometimes we are interested in the mistakes that children make. We understand that it is tempting to help out, but it's really important that you remain as quiet as possible as we are trying to learn about what children can do by themselves."
- Ask parent “Are you happy for me to start recording?”
- Researcher administering to go into speaker view on Video conference.

During the testing session:

- Record the Video conference session.
- After each game has finished, let the parent and child know to add a sticker to the sticker chart as a short break.
- Between games, ask the child if they are happy to keep going, need a break, or want to stop.

Task 1: Fish Flanker (Rueda et al., 2004)

Materials needed:

1. Link to Gorilla task (copy and paste into the chat box): [Link omitted]
2. 'Dot' Stickers for keyboard

Researcher Script:

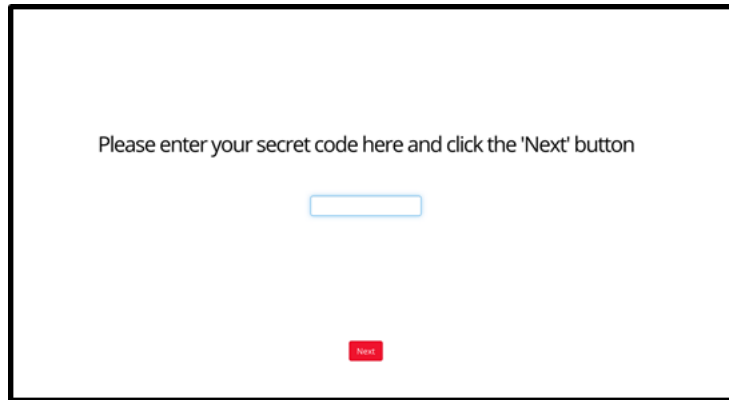
(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

Now we are going to play a game called 'Feed the Fish!' **[Slide 1]** In this game, you're going to see fish like these. **[Slide 2]** Your job, in a minute, will be to feed the fish by pressing a button in the direction the middle fish is looking. **[Slide 3]** We're going to use two buttons - the '1' and the '0'. Mum/Dad, please can you help [child] to place a little dot sticker on the number 1 button, and another little dot sticker on the '0' button. (If you have a number pad on the right of your keyboard, please ignore this and use the numbers in the row along the top). **[Slide 4]** Now we can see a lot of fish, but you only need to look at where the middle fish is looking. You need to ignore the other fish and just look at the middle one. The other fish will sometimes be facing the same way as the middle fish and sometimes they'll be facing a different way. Just ignore them. When the middle fish is facing this way, we press the 0, because it's on the same side. **[Slide 5]** When the middle fish is facing this way, we press the 1, because it's on the same side. Ok, so are you happy that you know which 2 buttons you will be using? Great! [Stop screenshare]

-END SCRIPT-

- Now send the link in the Chat function on Video conference: *[Link here]*
- Tell parents to share their screen.
- The first page you will see is this. Tell the parent to click 'Start'
- The next page you will see is the page for participant ID.
- The next page you will see is the first page of the task stimuli.



Example of page shown

-START SCRIPT-

Ok, let's practice! Keep your fingers ready on the '1' and the '0'! [run practice phase on Gorilla]. Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can.

Now you've practiced, let's have a go for real. You won't see the tick marks this time.

-END SCRIPT-

Wait for child to complete all trials until the 'Task finished' page loads.

-START SCRIPT-

Well done! We've finished this activity!

-END SCRIPT-

Task 2: Second Order False-Belief (Hughes et al., 2000)

Read out the following statement to the child:

Now let's do another game. I'm going to tell you a little story.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age do.

Researcher Script:

(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

[Slide 1] Dad has given Mary and Simon some chocolate to share, 'go and put it away now', says dad, 'you can have some after dinner'. [Slide 2] Simon and Mary run into the kitchen and put the chocolate in the fridge, then they go out to play. [Slide 3] A little later, Simon comes in for a glass of water. He goes to the fridge and sees the chocolate. He wants to keep the chocolate all for himself, so he takes the chocolate out of the fridge and puts it in his bag. [Question 1]: Where does Mary think the chocolate is? [Question 2]: Where has Simon put the chocolate really? [Slide 4] Oh look! Mary is playing by the window; she can see everything that Simon is doing. She sees him put the chocolate in his bag! Simon is so busy hiding the chocolate he doesn't see Mary watching him. Later, mum calls Simon and Mary in for dinner. She says that they can have some of the chocolate. So, Simon and Mary coming running into the kitchen. [Question 3] Where does Simon think Mary will look for the chocolate? [Question 4] Why does Simon think that? [Question 5] Where is the chocolate really? [Question 6] Where was the chocolate first of all?

-END SCRIPT-

Task 3: Head Toes Knees Shoulders (Ponitz et al., 2009)

Read out the following statement to the child:

Now we're going to do a different game.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age do these tasks.

Researcher instructions:

- Stop screen share.
- Switch off speaker view and pin the child's camera view.
- Request parents for child to step away from camera so that the child's entire body is in view.
- Administer Head Toes Knees Shoulder task according to task protocol.

Task 4: WPPSI Receptive Vocabulary

Wechsler, D. (2018). *Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV)*. Pearson Assessment.

Read out the following statement to the child:

Now we're going to do a game with some pictures.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. We use these pictures with children who are older than name, so we don't expect children this age to get them all right. So [parent], please try to stay as quiet as you can. We're really interested in learning about how many pictures children [name]'s age recognise.

Researcher instructions:

- Do not offer feedback after child answers each item.

-START SCRIPT-

I'm going to show you some pictures, and say a word, and I would like you to point at the picture that matches the word. Now Mum/Dad, you will see numbers below each picture. Please say out the number under the picture that [child name] points to, no matter which image it is! Let's practice.

- Restart screen share and administer Receptive Vocabulary task in accordance to task protocol.

-END SCRIPT-

Task 5: Happy (Nasty surprise) (Harris et al., 1989)

Read out the following statement to the child:

Now we're going to listen to another story.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves.

Researcher Script:

(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

This is Molly [**Slide 1**]. Molly's mother has given her a packet of sweets. Molly loves to eat sweets! Molly puts her packet of sweets on the table and goes for a walk [**Slide 2**]. While Molly is outside, [**Slide 3**] Jessica decides to play a trick on her. [**Slide 4**] Jessica takes all the sweets out of the packet and replaces them with beans! Then Jessica puts the packet back on the table just as Molly left it. [**Question 1**]: Now tell me, does Molly like sweets? [**Question 2**]: What's really in the packet? [**Slide 5**]: Molly comes back from her walk and she's very hungry. She sees her packet of sweets on the table. [**Question 3**]: So, how does Molly feel when she first looks at the packet of sweets on the table but before she eats some food from it? [**Slide 6**]: Does she feel happy? Does she feel angry? Does she feel just alright? Or does she feel sad? [**Question 4**]: What does Molly think is inside the packet before she opens it? [**Slide 7**]

-END SCRIPT-

Task 6: Silent Film Task (Devine & Hughes, 2013)

-START SCRIPT-

Now we're going to watch a short film clip. This clip is from an old silent film. Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. This is a very old film so there are no sounds. It's like miming. The clips are also in black and white. I'm going to show you the clip one time and after that I'll ask you a question about the clip. If you're not sure about the answer, you can guess. All you have to do is watch the clip very carefully. **[Slide 1]:** In this clip there is a man called Harold. This is Harold. **[Slide 2]:** OK, are you ready? Let's watch really carefully. When the clip is finished I'll ask you a question. **[Slide 3]:** [Play Clip] **[Slide 4]: Question:** Why did the driver lock Harold in the van? [*transcribe answer verbatim*] **Attention Check Question:** Was Harold wearing a hat?

-END SCRIPT-

Task 7: Backwards Animal Span (Obradović et al., 2018)

Read out the following statement to the child:

Now we're going to play an animal game.

Read out the following statement to the parent:

Now remember [parent name], we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age do.

-START SCRIPT-

In this game you are going to see some animals on the screen one by one. Your job is to remember these animals and then tell me what animals you saw but be careful because I want you to tell me backwards. Let's try an example. Look very carefully because it will be quick! **[Show each animal and name it as you show it]**. What should you say? I showed you a cow and a sheep. That means when it's your turn you say, 'sheep' and then 'cow', because its backwards. Just say the animals backwards, when I ask you. If you make a mistake, you can change it. When you're happy, we can do the next one. Let's try another example. What should you say? That's right! [pig] and [cat] because you always say the animals backwards. Are you ready to practice?

Researcher instructions:

- After each trial say: "Let's do another one" [do not give positive or negative feedback].
- After practice trials, say "Now we're going to try the game for real."
- Stop rule: If child gets two in a row wrong.

Task 8: How I Feel About My School (HIFAMS) (Allen et al., 2018)

Read out the following statement to the child:

Now I'd love to hear how you feel about your school, [child]! I have a few questions here about school, and three faces: Happy, Ok or Sad. When I read out the question, please can you point or tell me which face shows how you feel?

Read out the following statement to the parent:

[Parent name], we're really interested in learning about children's opinions and experiences, so it would be really helpful if you can remain as quiet as possible during this task.

- Administer HIFAMS task according to protocol, advancing to each slide according to each question.

Example of a HIFAMS item:

On my way to school I feel....



Task 9: Harter Pictorial Scale (Cognitive/Academic Scale) (Harter & Pike, 1984)

Read out the following statement to the child:

“I have something here that’s kind of like a picture game and it’s called WHICH CHILD IS THE MOST LIKE ME. I’m going to tell you about what each of the children in the picture is doing, and I want you to tell me which of these children is the most like you (Child’s Name).”

-START SCRIPT-

In this one, (Use mouse to point to the picture on the right) this child doesn’t like pizza, and this child (Points to the picture on the left) does like pizza. Now, I want you to tell me which of these children is the most like you (Child’s Name).

- After the child has pointed to the picture appropriate for him/her, point to the circles directly below that picture and emphasize the key qualifying words to help the child refine his/her choice further. Thus, if the child points to the likes ice cream/pizza picture in response to the question concerning which is more like him/her, you would say: Do you like pizza a lot? (point to the larger circle) Or just a little bit? (point to the smaller circle)
- Occasionally a child will point to the middle of the two pictures and say that both are like him/her. You should then say: Yes, sometimes we do feel both ways, but if you had to pick one of these children is the way you are most of the time, which one would you choose?

Sample Item

In this one, this child (left) isn’t very good at puzzles, and this child (right) is pretty good at puzzles. Now, I want you to tell me which of these children is the most like (child’s name).

Option 1: Are you really good at puzzles, or pretty good at puzzles?

Option2: Are you sort of good at puzzles, or not very good at puzzles?

-END SCRIPT-

Task 10: Strange Story (Happé, 1994)

Read out the following statement to the child:

Now I'm going to show you a short story on the screen.

Read out the following statement to the parent:

As before [parent name], we want to see how children do in this game by themselves, so please stay as quiet as you can during the task.

-START SCRIPT-

I will read the story for you once and it will stay on the screen. All you have to do is listen very carefully. After the story, there will be a question. Just give the best answer you can think of. If you don't know, try guessing. Are you ready to listen?

Brian is always hungry. Today at school it is his favourite meal – sausages and beans. He is a very greedy boy, and he would like to have more sausages than anybody else, even though his mother will have made him a lovely meal when he gets home! But everyone is allowed two sausages and no more. When it is Brian's turn to be served, he says, 'Oh please can I have four sausages because I won't be having any dinner when I get home!'

Is it true what Brian says? Why does Brian say this? What is Brian's favourite meal?

-END SCRIPT-

Task 11: Etch-a-Sketch (Oliver & Pike, 2021)

Read out the following statement to the parent:

Mum/Dad, could you click on the etch-a-sketch weblink I've sent you so that you have the webpage open in front of you? You will probably find it easiest for [Child Name] to be sitting on your left so they are nearest to the keys they will be using.

Researcher Instruction

- Check positioning of parent and child so that child is on the left, and to ensure valid video capture; ask them to reposition, if necessary, until parent and child are squarely in the middle of the screen.

-START SCRIPT-

Ok, so now I'm going to talk to you [Child Name].

This is called an 'etch-a-sketch' and it's a toy that you can use to draw pictures. Your Mum/ Dad [present parent] might have had an etch-a-sketch toy when they were little! The game is to use the etch-a-sketch to copy the picture you see on screen. The way it works is that your Mum/Dad can draw lines that go up and down by pressing the 'O' and 'M' keys on the keyboard, and you can draw lines that go side to side by pressing the 'A' and 'D' keys.

Mum/Dad, can you point these out so you can both see where they are?

[Check in for confirmation]

But with this game there is an extra special rule – you are not supposed to touch each others' keys! So [Child Name] you are not allowed to press the up and down keys.

... and your Mum/Dad mustn't touch your side-to-side keys. Do you both understand?

[Wait for confirmation]

You will have five minutes to have a go at drawing these pictures together. So that I don't distract you I will switch off my video and sound, though I will still be here, and I'll only speak if I need to ask you to move back in to shot if you move out of the screen at all.

Otherwise, I will speak to you to tell you when the time is up. You can then decide if you have finished or if you wish to carry on a bit longer with it.

Does that sound alright? Do you have any questions before you get started?

Okay, you can get started then!

-END SCRIPT-

- Switch off audio and video and start timer.
- After 5 minutes, switch on audio and video and say “Hello again, that’s your time done – how are you getting on?”

Explain they can keep playing on the link as long as they want to, and use it another time if they like, but that we are going to stop recording and say goodbye now.

Caregiver Interview Research Protocol Time 2

Read the following statement out to the parent before completing the following steps:

"I'd like to start by confirming we have the correct details for 'child name'".

1. Confirm child date of birth and gender.
2. Confirm living situation: Number and ages of siblings, number of other adults.
3. Confirm name of school and name of child's current teacher.

Read the following questions out to the parent:

"We're interested in the health and well-being of all the children in our study and how this might shape their experiences at school. Can I ask..."

1. Has your child ever been diagnosed with a mental health or neurodevelopment condition by a psychiatrist, paediatrician or psychologist? If yes, please specify.
2. Does your child have a statement of special educational needs and disabilities? If yes, please specify.

Five Minute Speech Sample (Sher-Censor, 2015)

- Tell the parent you would like them to talk to you for 5 minutes about their child.
- Tell them, *"I would really like to hear who your child is as a person and how the two of you get along."*
- Tell them that you will not respond to them while they are talking, because you don't want to influence what they choose to tell you/lead them in a specific direction. Offer to turn off your camera and/or their camera if this makes them more comfortable.
- Let them know that you will sit quietly if they pause, to let them think, and that if they are quiet for more than 20-30 seconds you may give them a brief prompt to see if they have anything else to say.
- Let them know they can choose to end before the 5 minutes are up if they wish, otherwise you will let them know when it has been 5 minutes.
- Tell them they can use their phone/laptop clock as a rough guide.
- Ask their permission to record; start recording; reminding them of the instructions: *"I would really like to hear who your child is as a person and how the two of you get along."*
- Start your timer. If they go quiet for more than 20-30 seconds, you can prompt them by repeating either or both parts of the instructions in italics.

- Stop them at a good moment after the 5 minutes is up, if they are still talking.
- After they complete the 5 minutes, ask them the follow-up question:
- Additional question (applicable at Time 2)
“As children grow and life gets busier, difficult situations can arise. Over the next 2-3 minutes we'd like you to tell us about a problem you had with your child recently and how you dealt with it.”
- Let them know you will be emailing them shortly with the links to their parent questionnaire and the link for the main call.

Caregiver Questionnaire Time 2

Demographics

Please enter your unique ID number provided to you by the researcher.

Please enter the child's date of birth (DD/MM/YYYY)

Please enter your own date of birth (DD/MM/YYYY)

Where is your gender?

- Female
- Male
- Transgender Female
- Transgender Male
- Non-binary (please specify if desired) _____
- Other (Please specify if desired) _____
- Prefer not to say

What is your relationship to the child?

Ladder of Social Standing (Singh-Manoux et al., 2003)

Example

Think of this ladder as representing where people stand in the United Kingdom.

At the top of the ladder are the people who are the best off - those who have the most money, the most education and the most respected jobs. At the bottom are the people who are worst off - who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?

The lowest rung = 1; the highest rung = 10

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

What is the highest degree or level of school you have completed? *(If currently enrolled, the highest degree received.)*

- Secondary school, no GCSEs
- 5A*-C grades at GCSE
- A levels/ BETC equivalent
- Bachelor's degree
- Master's degree
- PhD

Are you currently in a relationship? Yes / No

Where is your partner's gender?

- Female
- Male
- Transgender Female
- Transgender Male
- Non-binary (please specify if desired) _____
- Other (Please specify if desired) _____
- Prefer not to say

Do you currently live with your partner?

- Yes
- No

How long have you and your partner been together?

Couple Satisfaction Index (Funk & Rogge, 2007)

Example

Q1 Please indicate the degree of happiness, all things considered, of your relationship.

- Extremely unhappy
- Fairly unhappy
- A little unhappy
- Happy
- Very happy
- Extremely happy
- Perfect

How I Feel About My School (Caregiver Version) (Allen et al., 2018)

Some questions may appear very similar to others; however, there are slight differences in the wording of each question. Please fill in ALL the questions, even if they appear to be asking the same thing.

There are no right or wrong answers. However, we would like the answers to be YOURS, and not your child's. Please complete this questionnaire WITHOUT showing it to your child.

Example Item.

How do you think your child feels on the way to school? [Very Unhappy/Unhappy/Neither happy nor unhappy/Happy/Very Happy]

Competence and Coping Questionnaire (Mischel et al., 1988)

Please read each of the following items carefully and select your response on the scale.

We would like your impression of how your child is doing academically, compared to his/her peers using the following scale:

1	2	3	4	5	6	7
Not as strong		About equal to			Much stronger	
Academically		Peers Academically;			Academically	
As most peers		No better, no worse			Than most peers	

Child's Strengths and Difficulties (Goodman et al., 2000)

Example

For each item, please mark the box for **Not True**, **Somewhat True** or **Certainly True**. It would help us if you answered all items as best you can even if you are not absolutely certain of the answer. Please give your answers on the basis of the child's behaviour over the last six months.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Skills Improvement System (SSIS) (Gresham & Elliott, 2008)

Example

Please read each item and think about your child's behaviour during the past two months. Then decide how often your child displays the behaviour.

	Never	Seldom	Often	Always
Expresses feelings when wronged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent-Teacher Relationship Scale (Vickers & Minke, 1995)

Example

Please think about your relationship to your child's teacher. For each item, indicate how frequently it describes your interactions and relationship with the teacher.

	Almost never	Once in a while	Sometimes	Frequently	Almost always
We cooperate with each other (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Patient Health Questionnaire (PHQ2) (Spitzer et al., 1999)

Example

Over the last 2 weeks, how often have you been bothered by any of the following problems? Please select an option to indicate your answer.

	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Anxiety Disorder Questionnaire 2 (GAD2) (Kroenke et al., 2007)

Example

Over the last 2 weeks, how often have you been bothered by any of the following problems? Please select an option to indicate your answer.

	Not at all	Several days	More than half the days	Nearly every day
Feeling nervous, anxious or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Child Testing Session Time 2
Research Protocol**

This research protocol includes:

List of tasks included in the Child Testing Session (Video conference-based)

Researcher instructions

Researcher script for running the session, including:

Individual task protocols.

List of materials required for each task, where necessary.

List of Tasks

Task	Type/Modality	Estimated Time
Fish Flanker	Screen	5 – 6 min
Second Order False Belief (Chocolate Story)	Screen	2 – 4 min
Head Toes Knees Shoulder task	Physical	8-10 min
WPPSI Receptive Verbal Ability task	Screen	4-6 min
Emotion False Belief (Nasty surprise)	Screen	2min
Silent Film task	Screen	2 min
Backwards Animal Span task	Screen	2 min
How I Feel About My School	Screen	5 min
Harter Pictorial Scale (Cognitive scale)	Screen	3 min
Strange story task	Screen	5 min
Test of Word Reading TOWRE task	Screen	2 min
Etch-a-sketch Online task	Screen	7 min

Note: WPPSI = Wechsler Preschool and Primary Scale of Intelligence. TOWRE = Test of Word Reading Efficiency.

Researcher Instructions

What is needed for the Video conference Session:

- Task materials: PowerPoint slide, links to external stimuli (Gorilla.sc website link).
- Scoring sheet for researcher and secondary coder.
- Ensure parents have study pack ready.

Prior to the testing session:

- Ensure that your laptop is charged, and you are in a quiet and well-lit room.
- Join the Video conference session 5-10 minutes early, with enough time to have everything set up to run smoothly.
- Have the Participant ID to hand, as the parent will need to enter this for the Fish Flanker task.
- If parents do not show up to the Video conference session, allow 10-minutes before contacting the parent to confirm attendance before asking them if they need to reschedule the session.

At the start of the testing session, complete the following:

- Introduce yourself to the parent and child.
- Thank the family for their time and guide parent to where to place the laptop/view of the child.
- Check WIFI connection is stable.
- Let parent know that if their call disconnects, re-click the Video conference link and we will be waiting on the call for their return.
- Introduce the sticker chart and explain how you will be working through some games, and every time one is completed, the child can place a sticker on that activity on their chart.
- Read out the follow statements:
 1. Safeguarding statement:
 - “For the safety of your child, we ask that you do not leave your child alone during the course of the Video conference call. If you need to leave the room at any point, for example to go to the toilet or attend to other family members, please take your child with you. If your child is left alone

at any point, I will turn off my camera and microphone until you return.

Are you happy to continue?"

2. Video conference recording/data storage statement:

- “Parents/ caregivers can withdraw their child from the study without prejudice up until September 30th 2022. To withdraw you will need to contact the study lead and we will delete your data from our records. Contact details for the study lead are available in your Parent Information Sheet, or I can provide these to you.
- All survey data and video conference recordings will be kept fully anonymous and they’ll be stored securely where only the University System Administrator and those of us in the research team will have access to the data. There is a link in your Parent Information Sheet that provides general information about how the University of Cambridge use personal data.”

3. Parental involvement statement:

- "Before we start our session, I'd like to tell you a bit about the games and tasks. During the games and tasks, we are really interested in learning about what children [name's] age can do. Many of our tasks and games are used with older children and even with adults, so we don't expect children to get everything right. In fact, sometimes we are interested in the mistakes that children make. We understand that it is tempting to help out, but it's really important that you remain as quiet as possible as we are trying to learn about what children can do by themselves."
- Ask parent “Are you happy for me to start recording?”
- Researcher administering to go into speaker view on Video conference.

During the testing session:

- Record the Video conference session.
- After each game has finished, let the parent and child know to add a sticker to the sticker chart as a short break.
- Between games, ask the child if they are happy to keep going, need a break, or want to stop.

Task 1: Fish Flanker (Rueda et al., 2004)

Materials needed:

1. Link to Gorilla task (copy and paste into the chat box): [Link omitted]
2. ‘Dot’ Stickers for keyboard

Researcher Script:

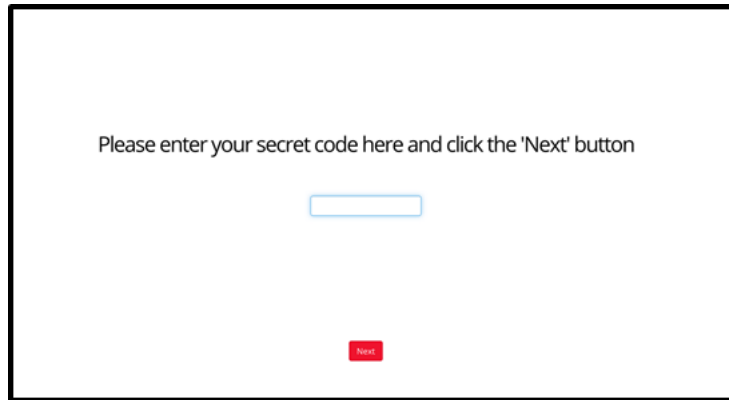
(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

Now we are going to play a game called ‘Feed the Fish!’ **[Slide 1]** In this game, you’re going to see fish like these. **[Slide 2]** Your job, in a minute, will be to feed the fish by pressing a button in the direction the middle fish is looking. **[Slide 3]** We’re going to use two buttons - the ‘1’ and the ‘0’. Mum/Dad, please can you help [child] to place a little dot sticker on the number 1 button, and another little dot sticker on the ‘0’ button. (If you have a number pad on the right of your keyboard, please ignore this and use the numbers in the row along the top). **[Slide 4]** Now we can see a lot of fish, but you only need to look at where the middle fish is looking. You need to ignore the other fish and just look at the middle one. The other fish will sometimes be facing the same way as the middle fish and sometimes they’ll be facing a different way. Just ignore them. When the middle fish is facing this way, we press the 0, because it’s on the same side. **[Slide 5]** When the middle fish is facing this way, we press the 1, because it’s on the same side. Ok, so are you happy that you know which 2 buttons you will be using? Great! [Stop screenshare]

-END SCRIPT-

- Now send the link in the Chat function on Video conference: *[Link here]*
- Tell parents to share their screen.
- The first page you will see is this. Tell the parent to click ‘Start’
- The next page you will see is the page for participant ID.
- The next page you will see is the first page of the task stimuli.



Example of page shown:

-START SCRIPT-

Ok, let's practice! Keep your fingers ready on the '1' and the '0'! [run practice phase on Gorilla]. Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can.

Now you've practiced, let's have a go for real. You won't see the tick marks this time.

-END SCRIPT-

- Wait for child to complete all trials until the 'Task finished' page loads.

-START SCRIPT-

Well done! We've finished this activity!

-END SCRIPT-

Task 2: Second Order False-Belief (Hughes et al., 2000)

Read out the following statement to the child:

Now let's do another game. I'm going to tell you a little story.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age do.

Researcher Script:

(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

[Slide 1] Dad has given Mary and Simon some chocolate to share, 'go and put it away now', says dad, 'you can have some after dinner'. [Slide 2] Simon and Mary run into the kitchen and put the chocolate in the fridge, then they go out to play. [Slide 3] A little later, Simon comes in for a glass of water. He goes to the fridge and sees the chocolate. He wants to keep the chocolate all for himself, so he takes the chocolate out of the fridge and puts it in his bag. [Question 1]: Where does Mary think the chocolate is? [Question 2]: Where has Simon put the chocolate really? [Slide 4] Oh look! Mary is playing by the window; she can see everything that Simon is doing. She sees him put the chocolate in his bag! Simon is so busy hiding the chocolate he doesn't see Mary watching him. Later, mum calls Simon and Mary in for dinner. She says that they can have some of the chocolate. So, Simon and Mary coming running into the kitchen. [Question 3] Where does Simon think Mary will look for the chocolate? [Question 4] Why does Simon think that? [Question 5] Where is the chocolate really? [Question 6] Where was the chocolate first of all?

-END SCRIPT-

Task 3: Head Toes Knees Shoulders (Ponitz et al., 2009)

Read out the following statement to the child:

Now we're going to do a different game.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age do these tasks.

Researcher instructions:

- Stop screen share.
- Switch off speaker view and pin the child's camera view.
- Request parents for child to step away from camera so that the child's entire body is in view.
- Administer Head Toes Knees Shoulder task according to task protocol.

Task 4: Harter Pictorial Scale (Harter & Pike, 1984)

Read out the following statement to the child:

“I have something here that’s kind of like a picture game and it’s called WHICH CHILD IS THE MOST LIKE ME. I’m going to tell you about what each of the children in the picture is doing, and I want you to tell me which of these children is the most like you (Child’s Name).”

Read out the following statement to the parent:

[Parent name], in this game we’ll be asking about experiences that [child name] shares with you. This is in no way measuring your actions, behaviours or relationship with each other, we’re just interested in [child name]’s perception and understanding of their family life. It would be really helpful if you can remain as quiet as possible during this task. Does that sound okay? Are you happy for us to continue?

Researcher Instruction

- Restart screen share

-START SCRIPT-

In this one, (Use mouse to point to the picture on the right) this child doesn’t like ice cream and this child (Points to the picture on the left) does like ice cream. Now, I want you to tell me which of these children is the most like you (Child’s Name).

- After the child has pointed to the picture appropriate for him/her, point to the circles directly below that picture and emphasize the key qualifying words to help the child refine his/her choice further. Thus, if the child points to the likes ice cream picture in response to the question concerning which is more like him/her, you would say: Do you like ice cream a lot? (point to the larger circle) Or just a little bit? (point to the smaller circle)
- Occasionally a child will point to the middle of the two pictures and say that both are like him/her. You should then say: Yes, sometimes we do feel both ways, but if you had to pick one of these children is the way you are most of the time, which one would you choose?

Sample Item

In this one, this child (left) isn't very good at puzzles, and this child (right) is pretty good at puzzles. Now, I want you to tell me which of these children is the most like (child's name).

Option 1: Are you really good at puzzles, or pretty good at puzzles?

Option2: Are you sort of good at puzzles, or not very good at puzzles?

-END SCRIPT-

Task 5: WPPSI Receptive Vocabulary

Wechsler, D. (2018). *Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV)*. Pearson Assessment.

Read out the following statement to the child:

Now we're going to do a game with some pictures.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves. We use these pictures with children who are older than name, so we don't expect children this age to get them all right. So [parent], please try to stay as quiet as you can. We're really interested in learning about how many pictures children [name]'s age recognise.

Researcher instructions:

- Restart screen share.
- Do not offer feedback after child answers each item.

-START SCRIPT-

I'm going to show you some pictures, and say a word, and I would like you to point at the picture that matches the word. Now Mum/Dad, you will see numbers below each picture. Please say out the number under the picture that [child name] points to, no matter which image it is! Let's practice.

-END SCRIPT-

- Administer Receptive Vocabulary task in accordance to task protocol.

Task 6: Happy (Nasty surprise) (Harris et al., 1989)

Read out the following statement to the child:

Now we're going to listen to another story.

Read out the following statement to the parent:

Now remember, we want to see what [child name] can do by themselves.

Researcher Script:

(Note: Advance to the numbered slide accordingly based on the script)

-START SCRIPT-

This is Molly [**Slide 1**]. Molly's mother has given her a packet of sweets. Molly loves to eat sweets! Molly puts her packet of sweets on the table and goes for a walk [**Slide 2**]. While Molly is outside, [**Slide 3**] Jessica decides to play a trick on her. [**Slide 4**] Jessica takes all the sweets out of the packet and replaces them with beans! Then Jessica puts the packet back on the table just as Molly left it. [**Question 1**]: Now tell me, does Molly like sweets? [**Question 2**]: What's really in the packet? [**Slide 5**]: Molly comes back from her walk and she's very hungry. She sees her packet of sweets on the table. [**Question 3**]: So, how does Molly feel when she first looks at the packet of sweets on the table but before she eats some food from it? [**Slide 6**]: Does she feel happy? Does she feel angry? Does she feel just alright? Or does she feel sad? [**Question 4**]: What does Molly think is inside the packet before she opens it? [**Slide 7**]

-END SCRIPT-

Task 7: Silent Film Task (Devine & Hughes, 2013)

-START SCRIPT-

Now we're going to watch a short film clip. This clip is from an old silent film. Now remember, we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. This is a very old film so there are no sounds. It's like miming. The clips are also in black and white. I'm going to show you the clip one time and after that I'll ask you a question about the clip. If you're not sure about the answer, you can guess. All you have to do is watch the clip very carefully. **[Slide 1]:** In this clip there is a man called Harold. This is Harold. **[Slide 2]:** OK, are you ready? Let's watch really carefully. When the clip is finished I'll ask you a question. **[Slide 3]:** [Play Clip] **[Slide 4]: Question:** Why did the driver lock Harold in the van? [*transcribe answer verbatim*] **Attention Check Question:** Was Harold wearing a hat?

-END SCRIPT-

Task 8: Backwards Animal Span (Obradović et al., 2018)

Read out the following statement to the child:

Now we're going to play an animal game.

Read out the following statement to the parent:

Now remember [parent name], we want to see what [child name] can do by themselves. So [parent], please try to stay as quiet as you can. We're really interested in learning about how children [name]'s age

-START SCRIPT-

In this game you are going to see some animals on the screen one by one. Your job is to remember these animals and then tell me what animals you saw but be careful because I want you to tell me backwards. Let's try an example. Look very carefully because it will be quick! **[Show each animal and name it as you show it]**. What should you say? I showed you a cow and a sheep. That means when it's your turn you say, 'sheep' and then 'cow', because its backwards. Just say the animals backwards, when I ask you. If you make a mistake, you can change it. When you're happy, we can do the next one. Let's try another example. What should you say? That's right! [pig] and [cat] because you always say the animals backwards. Are you ready to practice?

Researcher instructions:

- After each trial say: "Let's do another one" [do not give positive or negative feedback].
- After practice trials, say "Now we're going to try the game for real."
- Stop rule: If child gets two in a row wrong.

Task 9: How I Feel About My School (HIFAMS) (Allen et al., 2018)

Read out the following statement to the child:

Now I'd love to hear how you feel about your school, [child]! I have a few questions here about school, and three faces: Happy, Ok or Sad. When I read out the question, please can you point or tell me which face shows how you feel?

Read out the following statement to the parent:

[Parent name], we're really interested in learning about children's opinions and experiences, so it would be really helpful if you can remain as quiet as possible during this task.

- Administer HIFAMS task according to protocol, advancing to each slide according to each question.

Example of a HIFAMS item:

On my way to school I feel....



Task 10: Strange Story (Happé, 1994)

Read out the following statement to the child:

Now I'm going to show you a short story on the screen.

Read out the following statement to the parent:

As before [parent name], we want to see how children do in this game by themselves, so please stay as quiet as you can during the task.

-START SCRIPT-

I will read the story for you once and it will stay on the screen. All you have to do is listen very carefully. After the story, there will be a question. Just give the best answer you can think of. If you don't know, try guessing. Are you ready to listen?

Brian is always hungry. Today at school it is his favourite meal – sausages and beans. He is a very greedy boy, and he would like to have more sausages than anybody else, even though his mother will have made him a lovely meal when he gets home! But everyone is allowed two sausages and no more. When it is Brian's turn to be served, he says, 'Oh please can I have four sausages because I won't be having any dinner when I get home!'

Is it true what Brian says? Why does Brian say this? What is Brian's favourite meal?

-END SCRIPT-

Task 11: Test of Word Reading Efficiency (TOWRE) (Torgesen et al., 1999)

Read out the following question to the parent:

Does [child name] wear glasses for reading? If so, can you get them for this game?

Read out the following statement to the child:

We want to learn about how many words children your age can read. I'm going to show you a list of words for just under one minute (45 seconds). We use these words with children and adults so we don't expect you to know all the words. We just want you to try your best. So if you don't know a word try guessing or just skip to the next word.

Read out the following statement to the parent:

[Parent name], we need you to stay as quiet as possible during this game. I understand it's tempting to help out but it's really important that [child name] does this game alone as we want to know about what children their age can read.

-START SCRIPT-

Let's practice. I'm going to give you 10 seconds to read as many of these words as you can. I'm going to time you so I'll be really quiet. Remember to try to read as quickly as possible. Are you ready? So, please read the words starting at the top and work your way to the bottom.

Researcher Instruction

- Get timer ready. Set it to 10s.
- Show practice slide [On, My, Bee, Old, Warm, Bone, Most, Spell]
- Record number of words read correctly in 10s practice.

To Child:

OK! Thanks for doing that. So remember, you have to read as quickly as you can. Don't worry if you're not sure about some words because we use these words with older kids and adults too. Just try your best. So, please read the words starting at the top and work your way to the bottom.

Researcher Instruction

- Get timer ready. Set it to 45s.
- Switch to slide containing word list (is...stop)
- Record number of words read correctly in 45s.

-END SCRIPT-

Task 12: Etch-a-Sketch (Oliver & Pike, 2021)

Materials needed:

Link to task: <https://thenurturelab.itchaskitch.com>

Sticker chart with boat stimuli (Time 2 only)

Read out the following statement to the parent:

Mum/Dad, could you click on the etch-a-sketch weblink I've sent you so that you have the webpage open in front of you? You will probably find it easiest for [Child Name] to be sitting on your left so they are nearest to the keys they will be using.

Researcher Instruction

- Check positioning of parent and child so that child is on the left, and to ensure valid video capture; ask them to reposition, if necessary, until parent and child are squarely in the middle of the screen.

-START SCRIPT-

Ok, so now I'm going to talk to you [Child Name].

This is called an 'etch-a-sketch' and it's a toy that you can use to draw pictures. Your Mum/ Dad [present parent] might have had an etch-a-sketch toy when they were little! The game is to use the etch-a-sketch to copy the boat you see on the back of your sticker chart. The way it works is that your Mum/Dad can draw lines that go up and down by pressing the 'O' and 'M' keys on the keyboard, and you can draw lines that go side to side by pressing the 'A' and 'D' keys.

Mum/Dad, can you point these out so you can both see where they are?

[Check in for confirmation]

But with this game there is an extra special rule – you are not supposed to touch each other's keys! So [Child Name] you are not allowed to press the up and down keys.

... and your Mum/Dad musn't touch your side-to-side keys. Do you both understand?

[Wait for confirmation]

You will have five minutes to have a go at drawing the boat together. So that I don't distract you I will switch off my video and sound, though I will still be here, and I'll only speak if I need to ask you to move back in to shot if you move out of the screen at all. Otherwise, I will speak to you to tell you when the time is up. You can then decide if you have finished or if

you wish to carry on a bit longer with it. Does that sound alright? Do you have any questions before you get started? Okay, you can get started then!

-END SCRIPT-

- Switch off audio and video and start timer.
- After 5 minutes, switch on audio and video and say “Hello again, that’s your time done – how are you getting on?”

Explain they can keep playing on the link as long as they want to, and use it another time if they like, but that we are going to stop recording and say goodbye now.

Teacher-Child Questionnaire Time 2

Background Information

Please enter your unique teacher ID number, given to you by the researcher.

Please enter your pupil's unique ID number, given to you by the researcher.

Pupil circumstances

	Yes	No	Don't know
Is this child eligible for Pupil Premium?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does this child speak English as an Additional Language (EAL)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does this child have any Special Educational Needs or Disabilities (SEND)? If yes, please state why. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How I Feel About My School (Teacher Version) (Allen et al., 2018)

Example

Please select the response that you think best describes the pupil's feelings.

Please complete this questionnaire without consulting the child in question. We are asking for your opinion about how the child feels.

	Very unhappy (1)	Unhappy (2)	Neither happy nor unhappy (3)	Happy (4)	Very happy (5)
How do you think the child feels in the classroom? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Strengths and Difficulties (Goodman et al., 2000)

Example

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain of the answer. Please give your answers on the basis of the child's behaviour over the last six months or this school year.

	Not true	Somewhat true	Certainly true
Considerate of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Brief Early Skills and Support Index (Hughes et al., 2015)

Example

According to your understanding of the child, please indicate to what extent you agree with the description below.

This child...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Is good at waiting patiently when this is required (e.g. turn taking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Peer Social Maturity Scale (Peterson et al., 2007)

Example

Please rate this child relative to the children of the **same age** in your class.

	Very much less mature	Less mature	A little less mature	About Average	A little more mature	More Mature	Very much more mature
Skill and willingness to make social overtures, join groups, or welcome others into own activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment of Academic Ability (Mischel et al., 1988)

We would like your impression of how this child is doing academically, compared to his/her classmates using the following scale:

1	2	3	4	5	6	7
Not as strong Academically As most peers		About equal to Peers Academically; No better, no worse			Much stronger Academically Than most peers	

Please give ratings for the following areas of the curriculum:

- Word reading (e.g., decoding words)
- Comprehension (e.g., listening, recognizing phrases)
- Writing (e.g., letters, spelling, sentences)
- Number knowledge (e.g., counting, number order)
- Addition / Subtraction (e.g., add/subtract one- and two-digit numbers)
- Geometry (e.g., recognizing common shapes, describing positions)

References

- Allen, K., Marlow, R., Edwards, V., Parker, C., Rodgers, L., Ukoumunne, O. C., Seem, E. C., Hayes, R., Price, A., & Ford, T. (2018). 'How I Feel About My School': The construction and validation of a measure of wellbeing at school for primary school children. *Clinical Child Psychology and Psychiatry*, *23*(1), 25–41.
<https://doi.org/10.1177/1359104516687612>
- Brugha, T., Bebbington, P., Tennant, C., & Hurry, J. (1985). The List of Threatening Experiences: A subset of 12 life event categories with considerable long-term contextual threat. *Psychological Medicine*, *15*(1), 189–194.
<https://doi.org/10.1017/S003329170002105X>
- Deater-Deckard, K., Pylas, M., & Petrill, S. (1997). *Parent-Child Interactive System (PARCHISY)*. King's College London.
- Devine, R. T., & Hughes, C. (2013). Silent Films and Strange Stories: Theory of Mind, Gender, and Social Experiences in Middle Childhood. *Child Development*, *84*(3), 989–1003. <https://doi.org/10.1111/cdev.12017>
- Funk, J. L., & Rogge, R. D. (2007). Testing the Ruler with Item Response Theory: Increasing Precision of Measurement for Relationship Satisfaction With the Couples Satisfaction Index. *Journal of Family Psychology*, *21*(4), 572–583. <https://doi.org/10.1037/0893-3200.21.4.572>
- Goodman, R., Ford, T., Simmons, H., Gatward, R., & Meltzer, H. (2000). Using the Strengths and Difficulties Questionnaire (SDQ) to screen for child psychiatric disorders in a community sample. *British Journal of Psychiatry*, *177*(6), 534–539.
<https://doi.org/10.1192/bjp.177.6.534>
- Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System (SSIS)*. Pearson.

- Happé, F. G. E. (1994). An advanced test of theory of mind: Understanding of story characters' thoughts and feelings by able autistic, mentally handicapped, and normal children and adults. *Journal of Autism and Developmental Disorders*, 24(2), 129–154. <https://doi.org/10.1007/BF02172093>
- Harris, P. L., Johnson, C. N., Hutton, D., Andrews, G., & Cooke, T. (1989). Young Children's Theory of Mind and Emotion. *Cognition and Emotion*, 3(4), 379–400. <https://doi.org/10.1080/02699938908412713>
- Harter, S., & Pike, R. (1984). The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children. *Child Development*, 55(6), 1969–1982. <https://doi.org/10.2307/1129772>
- Hughes, C., Adlam, A., Happé, F., Jackson, J., Taylor, A., & Caspi, A. (2000). Good Test-Retest Reliability for Standard and Advanced False-Belief Tasks across a Wide Range of Abilities. *Journal of Child Psychology and Psychiatry*, 41(4), 483–490. <https://doi.org/10.1111/1469-7610.00633>
- Hughes, C., Daly, I., Foley, S., White, N., & Devine, R. T. (2015). Measuring the foundations of school readiness: Introducing a new questionnaire for teachers - The Brief Early Skills and Support Index (BESSI). *British Journal of Educational Psychology*, 85(3), 332–356. <https://doi.org/10.1111/bjep.12076>
- Kroenke, K., Spitzer, R. L., Williams, J. B., Monahan, P. O., & Lowe, B. (2007). Anxiety disorders in primary care: Prevalence, impairment, comorbidity, and detection. *Annals of Internal Medicine*, 146, 317–325.
- Meins, E., & Fernyhough, C. (2015). *Mind-Mindedness Coding Manual*. (2.2). University of York.

- Mischel, W., Shoda, Y., & Peake, P. K. (1988). The Nature of Adolescent Competencies Predicted by Preschool Delay of Gratification. *Journal of Personality and Social Psychology, 54*, 687–696.
- Muthèn, L. K., & Muthèn, B. O. (2017). *Mplus: Statistical Analysis With Latent Variables. User's Guide*. (8th ed.). Muthèn & Muthèn.
- Obradović, J., Sulik, M. J., Finch, J. E., & Tirado-Strayer, N. (2018). Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. *Journal of Applied Developmental Psychology, 55*, 4–13.
<https://doi.org/10.1016/j.appdev.2017.03.003>
- Oliver, B. R., & Pike, A. (2021). Introducing a Novel Online Observation of Parenting Behavior: Reliability and Validation. *Parenting, 21*(2), 168–183.
<https://doi.org/10.1080/15295192.2019.1694838>
- Peterson, C. C., Slaughter, V. P., & Paynter, J. (2007). Social maturity and theory of mind in typically developing children and those on the autism spectrum. *Journal of Child Psychology and Psychiatry, 48*(12), 1243–1250. <https://doi.org/10.1111/j.1469-7610.2007.01810.x>
- Ponitz, C. C., McClelland, M., Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology, 45*(3), 605–619.
<https://doi.org/10.1037/a0015365>.
- Prime, H., Wade, M., May, S. S., Jenkins, J. M., & Browne, D. T. (2021). The COVID-19 Family Stressor Scale: Validation and Measurement Invariance in Female and Male Caregivers. *Frontiers in Psychiatry, 12*, 669106.
<https://doi.org/10.3389/fpsy.2021.669106>

- Rueda, M. R., Fan, J., McCandliss, B., Halparin, J. D., Gruber, D. B., Lercari, L. P., & Posner, M. I. (2004). Development of attentional networks in childhood. *Neuropsychologia*, *42*, 1029–1040.
<https://doi.org/doi.org/10.1016/j.neuropsychologia.2003.12.012>
- Sher-Censor, E. (2015). Five Minute Speech Sample in developmental research: A review. *Developmental Review*, *36*, 127–155. <https://doi.org/10.1016/j.dr.2015.01.005>
- Singh-Manoux, A., Adler, N. E., & Marmot, M. G. (2003). Subjective social status: Its determinants and its association with measures of ill-health in the Whitehall II study. *Social Science & Medicine*, *56*(6), 1321–1333. [https://doi.org/10.1016/S0277-9536\(02\)00131-4](https://doi.org/10.1016/S0277-9536(02)00131-4)
- Spitzer, R. L., Kroenke, K., & Williams, J. B. W. (1999). Validation and Utility of a Self-report Version of PRIME-MD: The PHQ Primary Care Study. *JAMA*, *282*(18), 1737–1744. <https://doi.org/10.1001/jama.282.18.1737>
- Torgesen, J. K., Rashotte, C. A., & Wagner, R. K. (1999). *TOWRE: Test of word reading efficiency*. Pro-Ed.
- Vickers, H. S., & Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly*, *10*(2), 133–150.
<https://doi.org/10.1037/h0088300>