

SUPPORTING HEALTHY MARRIAGE PROJECT

12-Month Observational Study Protocol

TABLE OF CONTENTS

1. Introduction.....	2
2. Parent(s) Information.....	2
3. Focal Child Information.....	3
4. Co-parenting Interaction.....	7
a. Children younger than 2 years old.....	7
b. Children between 2 years old and 6 years 11 months old.....	11
c. Children between 7 years old and 8 years, 11 months old.....	14
d. Children between 9 years old and 15 years old.....	19
5. Parent-Child Interaction.....	21
a. Children younger than 2 years old.....	22
b. Children between 2 years old, and 6 years, 11 months old.....	26
c. Children between 7 years old and 8 years, 11 months old.....	30
d. Children between 9 years old and 15 years old.....	34
6. Couple Interaction 1: Social Support for [SPOUSE 1].....	37
7. Couple Interaction 2: Social Support for [SPOUSE 2].....	40
8. Couple Interaction 3: Problem Solving Interaction.....	41
9. Attachments (A-N).....	44

Observational Instructions for Conducting Couple, Co-Parenting, and Parent-Child Interactions at 12-Month Follow-Up

[INTERVIEWER INSTRUCTIONS ARE IN CAPITAL LETTERS, SCRIPT IS LOWER CASE.

PRIOR TO IN-HOME VISIT, INTERVIEWER WILL HAVE VERIFIED SEVERAL PIECES OF INFORMATION:

FIRST, THE INTERVIEWER WILL HAVE VERIFIED THE COUPLE’S CURRENT MARITAL STATUS (I.E, SEPARATED OR INTACT) AT FOLLOW-UP.

SECOND, THE INTERVIEWER WILL HAVE VERIFIED WHETHER THE FOCAL CHILD LIVES WITH THE MOTHER OR THE FATHER OR BOTH PARENTS AT FOLLOW-UP. THE FOCAL CHILD WILL HAVE BEEN RANDOMLY SELECTED FROM ALL CHILDREN IN THE HOUSEHOLD AT BASELINE WHO ARE BETWEEN THE AGES OF 0 AND UP TO 15 AT RANDOM ASSIGNMENT PRIOR TO THE OBSERVATIONAL IN-HOME VISIT.

THIRD, THE INTERVIEWER WILL HAVE VERIFIED THE AGE OF THE FOCAL CHILD, SO THAT HE/SHE CAN BRING THE AGE-APPROPRIATE MATERIALS FOR THE INTERACTIONS.]

LASTLY, THE INTERVIEWER WILL HAVE VERIFIED THAT INFORMED CONSENT HAS BEEN OBTAINED.

I. **[INTERVIEWER] RECORD TODAY’S DATE: mm/dd/year**

II. **[INTERVIEWER] RECORD START TIME: _____**

“Hello everyone, and thank you for allowing us to come into your home today! We are going to do some activities with your family today. But first, I have some questions for [PARENT 1] [and, if intact [PARENT 2]].

III. **PARENT(S) NAMES AND DATE OF BIRTH**

Before we get started, I just need to verify that I have the correct family. TO PARENT(S):
“Can you confirm that your name(s) are/is [NAME(S) TAKEN FROM BASELINE/FOLLOW-UP DATA]?”

YES→”Great!” SKIP TO A (BIRTHDATE CONFIRMATION)

NO→”OK, what is/are your name(s)? PROBE: Can you spell that for me?”

RECORD NAMES

SECTION A:

I would also like to make sure that we have your birth date recorded correctly. What is your date of birth? [ASK FOR BOTH PARENTS’ DATES OF BIRTH IF COUPLE IS INTACT, IF COUPLE IS SEPARATED, ONLY PRIMARY PARENT SHOULD PARTICIPATE IN OBSERVATIONAL INTERACTIONS.]

Mother’s Birthday	MM/DD/YYYY
DK	d
Ref	r

Father’s Birthday	MM/DD/YYYY
DK	d
Ref	r

CHECK TO MAKE SURE THAT THE DOBS GIVEN BY PARENTS MATCH THE BIRTHDATE GIVEN ON THE INFORMATION SHEET.

IF ALL DOBS ARE CORRECT, SKIP TO SECTION IV.
IF MOTHER’S DOB OR FATHER’S DOB IS INCORRECT IN INTACT COUPLE OR PRIMARY PARENT’S BIRTH DATE IS INCORRECT FOR SEPARATED COUPLE:

“I’m sorry. I need to check my records before we can continue. Is this the best time to reach you in the future?”

INSTRUCTION: RECORD DATE AND TIME FOR CALL BACK

Yes	
No, Call Back Info	

IV. FOCAL CHILD’S NAME AND DATE OF BIRTH

“Can you confirm that your child’s first name is [NAME TAKEN FROM BASELINE/FOLLOW-UP DATA]?”

YES→”Great!” Skip to IVa.

NO→”OK, what is his/her name? PROBE: Can you spell that for me?”

RECORD NAME.

IVa. “Can you also confirm [FOCAL CHILD’S] date of birth?”

Child’s Birthday	MM/DD/YYYY
DK	d

Ref	r
-----	---

IF CHILD'S INFORMATION IS INCORRECT:

IF SEPARATED COUPLE: "I am sorry, I need to check my records before we can continue. When would be a good time that I could come back to observe you and [CHILD] engaging in some activities?"

RECORD DATE/TIME:

[IF COUPLE IS INTACT] "I am sorry, I need to check my records before [CHILD] can participate in these activities. But, we can continue with the activities involving just [MOTHER] and [FATHER] today. These discussions will take about 30 minutes to complete. Would this be a good time for me to observe you two engaging in some discussions?"

Yes → GO TO COUPLE INTERACTIONS SCRIPT (PAGE 30)

No → SCHEDULE ALTERNATIVE TIME TO CONDUCT OBSERVATIONS

IF CHILD'S INFORMATION IS CORRECT, CONTINUE WITH V.

V. "And is [FOCAL CHILD] here today?"

- Present in house at time of visit
- Not present

IF SEPARATED COUPLE: "I am sorry to see that [CHILD] is not here today. When would be a good time that I could come back to observe you and [CHILD] engaging in some activities?"

RECORD DATE/TIME:

[IF COUPLE IS INTACT] "Even though [CHILD] is not here right now, would this be a good time for me to observe you two engaging in some discussions? These discussions will take about 30 minutes to complete.

Yes → GO TO COUPLE INTERACTIONS [PAGE 30]

No → SCHEDULE ALTERNATIVE TIME TO CONDUCT OBSERVATIONS

VI. "And how is [CHILD] feeling today?"

WAIT FOR ANSWER.

IF PARENT SAYS THAT CHILD IS SICK OR NOT FEELING WELL: "Do you think that [CHILD] is feeling well enough to participate in some activities?"

YES → [IF CHILD IS HEALTHY AND ABLE TO PARTICIPATE, CONTINUE TO VII OR VIII, DEPENDING ON MARITAL STATUS OF PARENTS]

NO → [IF COUPLE IS SEPARATED] “I am so sorry to hear that [CHILD] does not feel well. We should postpone our meeting for a later time when [CHILD] is feeling better. When would be a good time to reschedule?” SCHEDULE DATE AND TIME FOR FOLLOW-UP MEETING. RECORD [DATE/TIME]. Thank you! We look forward to seeing you again on [DATE/TIME].

[IF COUPLE IS INTACT] “I am so sorry to hear that [CHILD] does not feel well. Our activities with [CHILD] can wait for another time. Let’s get started then with some activities involving [WIFE] and [HUSBAND]. And, at the end of these activities, we can set up another time when you think it might be better for [CHILD] to participate in some of these activities. OK?” GO TO COUPLE INTERACTIONS (PAGE 35).

VII. IF THIS IS A SEPARATED COUPLE, SAY TO PARENT:

“OK, let’s get started. First, we would like to videotape you and [CHILD] while you do some short activities together. These are regular things that you and [CHILD] might do together everyday. I’ll talk with you about each activity as we go along and you’ll have a chance to ask questions before and after each activity. Altogether, the activities will take about 10 minutes.”

“While I set up the videotaping equipment, you and [CHILD] can take a little break and you can take care of anything that you think could interrupt our taping. [IF CHILD IS 3 YEARS OR YOUNGER: “Please use this time to feed or change [CHILD] and any other children in the household that might require your attention, or to check on anything else in the (house/apartment); IF CHILD IS OLDER THAN 3: “You can use this time to check on other things in the household that might require your attention.”]

“During the taping itself, we’d like to complete each activity without interruptions. If the phone rings or someone comes to the door, we would appreciate it if someone else took care of it; or, if you wouldn’t mind, I could answer it.”

[IF CHILD IS 3 YEARS OR YOUNGER: “We would also prefer that [CHILD] not use (his/her) pacifier or bottle during the activity.”]

IF OTHER FAMILY MEMBERS ARE PRESENT, ADD:

“Could you please also let other people in the (house/apartment) know that you’ll need some time now with [CHILD] without interruptions? If you wouldn’t mind, if any family members forget and come into this area while we are taping, I will ask them to leave so that you and [CHILD] are not interrupted just for these ten minutes.” [IF THERE ARE OTHER CHILDREN PRESENT, BE SURE TO WORK OUT A STRATEGY WITH THE PARENT FOR OCCUPYING THEM AND KEEPING THEM OUT OF CHILD’S

VIEW. INTERVIEWER SHOULD OFFER CRAYONS AND COLORING BOOK TO OTHER CHILDREN IN THE HOUSEHOLD AS WELL.]

“Do you have any questions?” [RESPOND TO PARENT’S QUESTIONS ACCORDINGLY, IF ANY.]

“Okay, let me get the camera set up. I’ll let you know when I’m ready for you.”

SKIP TO PARENT-CHILD INTERACTION (ACTIVITY II: PAGE 20)

VIII. [INTERVIEWER] IF COUPLE IS INTACT, SAY TO BOTH PARENTS:

“OK, let’s get started. First, we would like to videotape you and [CHILD] all doing some short activities together. I’ll talk with you about each activity as we go along and you’ll have a chance to ask questions before and after each activity. The activities will take about 20 minutes.

While I set up the videotaping equipment, you and [CHILD] can take a little break and you can take care of anything that you think could interrupt our taping. [IF CHILD IS 3 YEARS OR YOUNGER: “Please use this time to feed or change [CHILD] and any other children in the household that might require your attention, or to check on anything else in the (house/apartment).”] [IF CHILD IS OLDER THAN 3: “You can use this time to check on other things in the household that might require your attention.”]

During the taping itself, we’d like to complete each activity without interruptions. If the phone rings or someone comes to the door, we would appreciate if someone else took care of it; or, if you wouldn’t mind, I could answer it. [IF CHILD IS YOUNGER THAN 3: “We would also prefer that [CHILD] not use (his/her) pacifier or bottle during the activities.”]

IF OTHER FAMILY MEMBERS ARE PRESENT, ADD:

“Could you please also let other people in the (house/apartment) know that you’ll need some time now with [CHILD] without interruptions? If you wouldn’t mind, if any family members forget and come into this area while we are taping, I will ask them to leave so that you and [CHILD] are not interrupted.” [IF THERE ARE OTHER CHILDREN PRESENT, BE SURE TO WORK OUT AN AGE-APPROPRIATE STRATEGY WITH THE PARENT FOR OCCUPYING THEM AND KEEPING THEM OUT OF CHILD’S VIEW. INTERVIEWER SHOULD OFFER CRAYONS AND COLORING BOOK TO OTHER CHILDREN IN THE HOUSEHOLD AS WELL.]

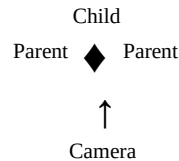
“Do you have any questions?” [RESPOND TO PARENT’S QUESTIONS ACCORDINGLY, IF ANY.]

“Okay, let me get the camera set up. I’ll let you know when I’m ready for you.”

CAMERA SHOULD BE SET UP FOR FIRST INTERACTION AND REMAIN ON DURING THE ENTIRE VISIT, INCLUDING THE INSTRUCTIONS TO PARTICIPANT AND SET-UP. REMEMBER THAT FILMING THE TRANSITIONS AND SETS UPS OF TASKS IS JUST AS IMPORTANT AS FILM THE TASKS THEMSELVES.

ACTIVITY 1: CO-PARENTING INTERACTION

CAMERA INSTRUCTIONS: FOR CO-PARENTING INTERACTION, MAKE SURE THAT CHILD, BOTH PARENTS, AND ACTIVITY ARE IN VIEW.



SELECT A LOCATION FOR VIDEOTAPING—THIS SHOULD AS MUCH AS POSSIBLE, BE OUT OF THE HOUSEHOLD TRAFFIC. A GOOD PLACE TO SET UP FOR THE CO-PARENTING INTERACTION IS ON THE FLOOR. ASK PARENTS IF IT IS OK TO SET UP CAMERA IN A PARTICULAR AREA OF THE HOUSE/APARTMENT. SET UP THE TRIPOD AND THE LIGHT. ADJUST THE LIGHTING IN THE ROOM AS NEEDED. FOR EXAMPLE, TURN ON INDOOR LIGHTING IN THE ROOM AND CLOSE BLINDS AND DRAW DRAPES AS NEEDED. **BE SURE TO ASK FOR PERMISSION BEFORE ADJUSTING LIGHTING OR BLINDS IN THE ROOM.** ADJUST THE CAMERA SETTING BY USING THE BACK LIGHT FUNCTION AS NEEDED AS WELL.

SKIP TO SECTION CORRESPONDING WITH AGE OF THE FOCAL CHILD AT THE TIME OF THE FOLLOW-UP INTERVIEW.

IF CHILD IS YOUNGER THAN 2 YEARS OLD:

2 ACTIVITIES

FIRST ACTIVITY-5 MINUTE FREE PLAY WITH 3 BAGS OF TOYS

SECOND ACTIVITY-5 MINUTES PARENTS TEACHING NEW SKILL TO CHILD
TOTAL INTERACTION TIME IS 10 MINUTES, DEPENDING ON BABY'S DISPOSITION.

FIRST CO-PARENTING INTERACTION FOR CHILDREN YOUNGER THAN 2 YEARS OLD

FIRST ACTIVITY MATERIALS:

BAG #1: A BOY, A DOG, AND A FROG BOOK

BAG #2: POTS AND PANS SET

BAG #3: BARNYARD AND ANIMALS

MAT

TIMER

HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

CHILD IS PLACED IN A HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR. MAKE SURE THAT CHILD IS SECURE IN THE CHAIR.

IF FAMILY DOES NOT HAVE A HIGH CHAIR, INFANT CAR SEAT, OR CHAIR, ADJUST INSTRUCTIONS FOR A FREE PLAY ON THE FLOOR.

[INTERVIEWER] “The first activity will last 5 minutes. We would like [WIFE] and [HUSBAND] and [CHILD] to spend this time playing with the toys in these three bags. During this activity, feel free to play and take care of [CHILD] as you normally would. We hope that both of you will interact with [CHILD] as you see fit.

The only rules are that you should leave [CHILD] in the chair/floor for the duration of the activity and that you stay in the general area of the mat and that [CHILD] not be sucking on a pacifier or drinking from a bottle because we want to see his or her whole face during the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY.

PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENTS WITH BAG #1 TO THE PARENTS’ LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENTS’ RIGHT.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

SAY TO THE PARENTS: “You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH THE PARENTS OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD’S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENTS ASKS FOR GUIDANCE, SAY, “Feel free to take care of [CHILD] as you normally would if I were not here, but make sure you keep the child in the chair.”

IF BABY IS CRYING, BE CAREFUL NOT TO INTERFERE, OR DISPLAY EMOTIONS ABOUT THIS. NOTE THE TIME. IF BABY CRIES HARD FOR ONE MINUTE, SAY “This can be a frustrating situation, thanks for hanging in there! GIVE PARENTS A FEW MINUTES TO CALM CHILD DOWN. REMEMBER, DO NOT TURN OFF THE CAMERA. IF BABY CONTINUES TO CRY AFTER THREE MINUTES, TERMINATE THE ACTIVITY AND ALLOW PARENTS TO PICK CHILD UP. MAKE A NOTE OF THE TIME WHEN CHILD WAS REMOVED FROM CHAIR.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY:

“Great! That is the end of the first activity.”

RECORD END TIME OF TASK:

YOU MAY ALSO ALLOW THE PARENTS AND CHILD A FEW EXTRA MINUTES TO PLAY WITH AND CLEAN UP THE TOYS, ESPECIALLY IF THE CHILD IS VERY ENGAGED WITH THE TOYS. DO NOT TURN CAMERA OFF.

GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK, FEED, CHANGE A DIAPERS, ETC. AS NEEDED.

SECOND CO-PARENTING INTERACTION FOR CHILDREN YOUNGER THAN 2 YEARS OLD

SECOND ACTIVITY MATERIALS:

-

NEW SKILLS FOR INFANTS LIST (ATTACHMENT M)
(IF PARENTS CHOOSE A SKILL THAT INVOLVES A CUP, PENCIL OR TOY,
PLEASE ASK PARENT(S) TO PROVIDE YOU WITH THIS OBJECT.)

SECOND ACTIVITY SET UP:

TIME: 5 MINUTES

CHILD IS PLACED IN A HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR.
MAKE SURE THAT CHILD IS SECURE IN THE CHAIR.

IF FAMILY DOES NOT HAVE A HIGH CHAIR, INFANT CAR SEAT, OR CHAIR, ADJUST INSTRUCTIONS FOR A FREE PLAY ON THE FLOOR.

[INTERVIEWER] “The second activity lasts 5 minutes. There are lots of different things that children of this age can do and a lot of new things that they are learning every day. For this activity, I would like for you to spend some time teaching [CHILD] a new skill. Here is a list of

some skills that may be new for your child. Please spend a couple of minutes reviewing the list together and pick one skill that [CHILD] does not know how to do yet.”

GIVE PARENTS A COUPLE OF MINUTES TO REVIEW THE LIST.

“Have you picked a skill?

RECORD SKILL THAT PARENTS CHOOSE:

“OK, for the next five minutes, I’d like you to try to teach [CHILD] [INSERT SKILL].”

“Please interact with your [CHILD] as you normally would in a similar situation. We hope that both of you will interact with [CHILD] as you see fit. The only rules are that you should leave [CHILD] in the chair/floor for the duration of the activity and that you stay in the general area of the mat and that [CHILD] not be sucking on a pacifier or drinking from a bottle because we want to see his/ her whole face during the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

SAY TO THE PARENTS: “You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH THE PARENTS OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD’S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENTS ASK FOR GUIDANCE, SAY, “Feel free to take care of [CHILD] as you normally would if I were not here, but make sure you keep the child in the chair.”

IF BABY IS CRYING, BE CAREFUL NOT TO INTERFERE, OR DISPLAY EMOTIONS ABOUT THIS. NOTE THE TIME. IF BABY CRIES HARD FOR ONE MINUTE, SAY “This can be a frustrating situation, thanks for hanging in there! GIVE PARENTS A FEW MINUTES TO CALM CHILD DOWN. REMEMBER, DO NOT TURN OFF THE CAMERA. IF BABY CONTINUES TO CRY AFTER THREE MINUTES, TERMINATE THE ACTIVITY AND

ALLOW PARENTS TO PICK CHILD UP. MAKE A NOTE OF THE TIME WHEN CHILD WAS REMOVED FROM CHAIR.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY: “Great! The time is up.”

RECORD END TIME

GIVE THE PARENTS AND CHILD AN OPPORTUNITY TO TAKE A BREAK, FEED, CHANGE A DIAPERS, ETC. AS NEEDED.

SKIP TO ACTIVITY II (PAGE 20)

IF CHILD IS 2 YEARS OLD-6 YEARS OLD, 11 MONTHS:

2 ACTIVITIES:

FIRST ACTIVITY-5 MINUTE FREE PLAY WITH 3 BAGS OF TOYS

SECOND ACTIVITY-5 MINUTE CHALLENGING PUZZLE ACTIVITY

TOTAL INTERACTION TIME IS 10 MINUTES.

FIRST CO-PARENTING INTERACTION FOR CHILDREN 2 – 6 YEARS, 11 MONTHS OLD

FIRST ACTIVITY MATERIALS:

BAGS OF TOYS

BAG #1: A BOY, A DOG, AND A FROG BOOK

BAG #2: POTS, PANS, WOODEN CARS, AND TRAINS

BAG #3: BARNYARD AND SET OF ANIMALS

MAT

TIMER

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER] “The first activity will last 5 minutes. We would like [WIFE] and [HUSBAND] and [CHILD] to spend this time playing with the toys in these three bags. During this activity, feel free to play and take care of [CHILD] as you normally would. We hope that both of you will interact with [CHILD] as you see fit. The only rule is that you all stay on the mat throughout the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY

PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENTS WITH BAG #1 TO THE PARENTS' LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENTS' RIGHT.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING.

SAY TO THE PARENTS: "You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this."

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT MAKE EYE CONTACT WITH PARENTS OR CHILD THROUGHOUT THE FIVE MINUTES. IF PARENTS ASK A QUESTION, ANSWER THEM: "You should act as you normally would if I was not here."

CHECK CAMERA FRAMING.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY:

"Great! That is the end of the first activity."

RECORD END TIME OF TASK:

YOU MAY ALSO ALLOW THE PARENTS AND CHILD A FEW EXTRA MINUTES TO PLAY WITH AND CLEAN UP THE TOYS, ESPECIALLY IF THE CHILD IS VERY ENGAGED WITH THE TOYS. DO NOT TURN CAMERA OFF.

GIVE THE PARENTS AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SECOND CO-PARENTING INTERACTION FOR CHILDREN 2 – 6 YEARS, 11 MONTHS OLD

SECOND ACTIVITY MATERIALS:

PUZZLE #1
PUZZLE # 2
PUZZLE # 3
TIMER
MAT

SECOND ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER] “The second activity will take about 5 minutes. Let me explain how this activity works.”

MAKE SURE THAT CHILD DOES NOT TOUCH OR SEE THE PUZZLES UNTIL THE SESSION STARTS.

INSTRUCTIONS TO PARENTS AND CHILD:

“I have three puzzles for you to play with. Some of them are pretty hard but I’d like you [CHILD] to do your best.

TO PARENTS: “Try and let [CHILD] work on each puzzle by him/herself, but you can offer any help that you think (he/she) needs”

PLACE PUZZLE #1 ASSEMBLED IN FRONT OF PARENTS AND CHILD.

“Here is the first puzzle. When you complete the first puzzle, I will give you another puzzle.”

AFTER SHOWING THE ASSEMBLED PUZZLE #1 TO CHILD, DISASSEMBLE THE PUZZLE AND SAY: “Here are the pieces of the puzzle. I’d like you to put all the pieces in the right places.”

“Do you have any questions before we begin?”

ANSWER QUESTIONS ACCORDINGLY

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

INSTRUCTIONS TO PARENTS AND CHILD: [INTERVIEWER] “OK, let’s get started. Please sit wherever you are comfortable. Please try to stay on the mat and keep yourselves facing the camera. Feel free to talk with each other and do whatever you would normally do in a situation like this.

SAY TO THE PARENTS AND CHILD: “You may begin now.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

LET [CHILD] WORK ON PUZZLE #1 FOR UP TO 5 MINUTES OR UNTIL PUZZLE IS COMPLETE

HAS CHILD COMPLETED PUZZLE #1 PRIOR TO THE END OF 5 MINUTES?

IF YES: PLACE DISASSEMBLED PUZZLE #2 IN FRONT OF THE CHILD AND REMOVE PUZZLE #1.

CHECK FRAMING OF CAMERA

CHECK TIME

IF CHILD COMPLETES PUZZLE #2 AND THERE IS STILL TIME LEFT, GIVE (HIM/HER) PUZZLE #3 DISASSEMBLED.

END THE TASK AFTER 5 MINUTES, OR WHEN THE PUZZLE IS COMPLETED.

RECORD END TIME OF TASK:

HAS CHILD COMPLETED THE PUZZLE?

YES → SAY INSTRUCTION A
NO → SAY INSTRUCTION B

INSTRUCTION A: “Great Job!”

INSTRUCTION B: “That’s all the time we have. You did a great job!”
YOU MAY ALLOW THE CHILD AN EXTRA COUPLE OF MINUTES TO FINISH THE PUZZLE, IF NECESSARY, TO AVOID UPSETTING (HIM/HER). DO NOT TURN OFF CAMERA.

GIVE THE PARENTS AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SKIP TO ACTIVITY II (PAGE 20)

IF CHILD IS 7-8 YEARS OLD, 11 MONTHS

2 ACTIVITIES:

FIRST DISCUSSION-5 MINUTE ABOUT FAMILY RULES
SECOND ACTIVITY-5 MINUTE CHALLENGING PUZZLE ACTIVITY

FIRST CO-PARENTING INTERACTION FOR CHILDREN 7 – 8 YEARS, 11 MONTHS OLD

FIRST ACTIVITY MATERIALS:

CARDS WITH DISCUSSION TOPICS (SPECIFIC TO CO-PARENTING INTERACTION) [ATTACHMENT N]
INSTRUCTION CARD [ATTACHMENT F]
TIMER
SPINNER

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER]: “In this first activity, I would like you all to talk to each other for 5 minutes about different rules that families might have. The rules are on the backs of each of these cards [ATTACHMENT N]. You’ll use the spinner to choose which piles of rules to draw from. The blue pile contains rules for kids, the red pile contains rules for parents, and the green pile contains rules about right and wrong behavior. You should take turns spinning to see which piles of cards you choose from. For example, if you [CHILD] spin red, take the first red card and read its rule out loud. If you need help reading the card, someone can help you read the card. Then, I’d like [CHILD] to start the discussion by first saying what he/she thinks about the rule, followed by (MOTHER) saying what she thinks, and then (FATHER) letting everyone know what he thinks. Then each of you should talk about your answers with each other.” “Now, there are not any right and wrong answers here – I just want the three of you to talk about these rules. Please take your time talking about the topic. When you all feel you have said what you want to say about the rule on the card, I’d like the next person to spin the wheel and pick up another card from the pile, and talk about the rule on the card in the same way. Don’t feel that you need to get through all of the cards on the table. If you only have a chance to discuss the rule on one of the cards, that is fine. I’ll let you know when the 5 minutes are up. Any questions?”

WAIT FOR QUESTIONS AND ANSWER ACCORDINGLY

“OK – Let’s try a practice round, so that you can see how it works. Let’s pretend that [CHILD] spins the spinner and it lands on red.”

INTRODUCE THE RED PRACTICE CARD #1

“This practice card says: ‘Kids should be able to decide if they want to go to school.’ So, [CHILD] should repeat what the card says out loud. [ALLOW CHILD TIME TO REPEAT THE

RULE.] “And then, [CHILD] should say what he/she thinks about the rule.” [ALLOW CHILD TIME TO SAY WHAT HE/SHE THINKS.] Next, [MOTHER] should say what she thinks about the rule and then [FATHER] should share his thoughts. The three of you can talk about it while I check the camera.”

GIVE THE PARENTS AND CHILD 2 MINUTES TO TALK TO EACH OTHER.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

WHEN 2 MINUTES ARE UP, SAY TO CHILD, MOTHER, AND FATHER: “Good! Do you have any questions before I start taping?”

ANSWER QUESTIONS ACCORDINGLY.

MAKE SURE THE TOPIC DISCUSSION CARDS ARE IN THE CORRECT ORDER AND THAT THE CARDS ARE LAID FACE DOWN ON THE TABLE WITH CARD ONE ON TOP.

“OK – Let’s get started. I am leaving a card with instructions, just in case you need it (ATTACHMENT F). Now, I’ll just check the camera one more time, then I’ll leave the room and I’ll come back when 5 minutes are up. Do any of you have any questions before we begin?”

“Please do not touch the camera while I am out of the room.”

ANSWER QUESTIONS ACCORDINGLY

CHECK FRAMING ONE LAST TIME

“OK, you may begin now.”

LEAVE THE ROOM.

START STOP WATCH, AND LET ACTIVITY CONTINUE FOR 5 MINUTES.

USE LISTENING EQUIPMENT TO ENSURE THAT SOUND IS WORKING AT START OF THE INTERACTION. CHECK TIME SPORADICALLY.

RECORD END TIME OF TASK:

RETURN TO ROOM AFTER 5 MINUTES. MAKE SURE TO KNOCK BEFORE ENTERING THE ROOM AGAIN.

“Thanks so much! That’s the end of this discussion.”

YOU MAY ALLOW THE PARENTS AND CHILD AN EXTRA COUPLE OF MINUTES TO FINISH UP THEIR DISCUSSION, IF NECESSARY. DO NOT TURN OFF CAMERA.

GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SECOND CO-PARENTING INTERACTION FOR CHILDREN 7 – 8 YEARS, 11 MONTHS OLD

SECOND ACTIVITY MATERIALS:

PUZZLE #1
PUZZLE # 2
PUZZLE # 3
TIMER
MAT

SECOND ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER] “The second activity will take about 5 minutes. Let me explain how this activity works.”

MAKE SURE THAT CHILD DOES NOT TOUCH OR SEE THE PUZZLES UNTIL THE SESSION STARTS.

INSTRUCTIONS TO PARENTS AND CHILD:

“I have three puzzles for you to play with. Some of them are pretty hard but I’d like you [CHILD] to do your best.

TO PARENTS: “Try and let [CHILD] work on each puzzle by him/herself, but you can offer any help that you think (he/she) needs”

PLACE PUZZLE #1 ASSEMBLED IN FRONT OF PARENTS AND CHILD.

“Here is the first puzzle. When you complete the first puzzle, I will give you another puzzle.”

AFTER SHOWING THE ASSEMBLED PUZZLE #1 TO CHILD, DISASSEMBLE THE PUZZLE AND SAY: “Here are the pieces of the puzzle. I’d like you to put all the pieces in the right places.”

“Do you have any questions before we begin?”

ANSWER QUESTIONS ACCORDINGLY

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

INSTRUCTIONS TO PARENTS AND CHILD: [INTERVIEWER] “OK, let’s get started. Please sit wherever you are comfortable. Please try to stay on the mat and keep yourselves facing the camera. Feel free to talk with each other and do whatever you would normally do in a situation like this.

SAY TO THE PARENTS AND CHILD: “You may begin now.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

LET [CHILD] WORK ON PUZZLE #1 FOR UP TO 5 MINUTES OR UNTIL PUZZLE IS COMPLETE

HAS CHILD COMPLETED PUZZLE #1?

IF YES: PLACE DISASSEMBLED PUZZLE #2 IN FRONT OF THE CHILD AND REMOVE PUZZLE #1.

CHECK FRAMING OF CAMERA

CHECK TIME

IF CHILD COMPLETES PUZZLE #2 AND THERE IS STILL TIME LEFT, GIVE (HIM/HER) PUZZLE #3 DISASSEMBLED.

END THE TASK AFTER 5 MINUTES, OR WHEN THE PUZZLE IS COMPLETED.

RECORD END TIME OF TASK:

HAS CHILD COMPLETED THE PUZZLE?

YES→SAY INSTRUCTION A

NO→SAY INSTRUCTION B

INSTRUCTION A: “Great Job!”

INSTRUCTION B: “That’s all the time we have. You did a great job!”

YOU MAY ALLOW THE CHILD AN EXTRA COUPLE OF MINUTES TO FINISH THE PUZZLE, IF NECESSARY, TO AVOID UPSETTING (HIM/HER). DO NOT TURN OFF CAMERA.

GIVE THE PARENTS AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SKIP TO ACTIVITY II (PAGE 20)

IF CHILD IS 9-15 YEARS OLD

ONE CO-PARENTING ACTIVITY:
10-MINUTE PROBLEM SOLVING DISCUSSION

ACTIVITY MATERIALS

LIST WITH AREAS OF FAMILY DISAGREEMENT [ATTACHMENT C]
TIMER

ACTIVITY SET UP:

TIME: 10 MINUTES

[INTERVIEWER] “For the first activity, I’d like you to talk about topics that you disagree on. First, I would like you to identify the three topics that you disagree about the most. Here is a list of topics that children and their parents often have different opinions or disagreements about [ATTACHMENT C]. For the next few minutes, I’d like you to review the list together and pick three topics on which you disagree about the most.”

“Once you’ve picked three topics, please write down next to them how often you disagree on them and how strongly you disagree on them. I will leave the room while you review the list. If you finish going through the list before I come back, just call me and I will return. Any questions?”

ANSWER QUESTIONS ACCORDINGLY.

LEAVE THE ROOM AND RETURN AFTER 3 MINUTES. MAKE SURE TO KNOCK ON DOOR BEFORE ENTERING THE ROOM, IF POSSIBLE.

“OK. Did you have a chance to select three topics?”

IF FAMILY IDENTIFIED THREE TOPICS SKIP TO INSTRUCTION A:

IF FAMILY DOES NOT IDENTIFY TOPICS OF DISAGREEMENT FOLLOW THESE STEPS:

- TALK TO TEEN AND PARENTS ABOUT ANY POSSIBLE AREAS THEY MAY DISAGREE ABOUT, EITHER FROM THE LIST OR OTHERWISE.
- STRESS THAT WE ARE NOT LOOKING FOR SOMETHING THEY HAVE HUGE ARGUMENTS ABOUT, JUST SOME AREA THEY DON’T AGREE ON.

- ASK THE TEEN TO RECALL A DISAGREEMENT HE/SHE HAS HAD WITH HIS/HER PARENT IN THE PAST 2 WEEKS. IF THE TEEN CAN'T OR WON'T NAME AN AREA, TELL THE TEEN THE DISCUSSION WITH THE PARENT SHOULD FOCUS ON HOW DECISIONS ARE MADE IN THEIR FAMILY ABOUT THE TEEN'S ACTIVITIES OUTSIDE OF SCHOOL AND WHETHER THE TEEN AND PARENT HAVE DIFFERING VIEWS ON THIS.

(IT IS IMPORTANT TO REMEMBER THAT ALL CHILDREN AND PARENTS HAVE BEEN INFORMED THAT THEY CAN REFUSE TO ANSWER ANY QUESTIONS).

INSTRUCTION A: “OK, now I would like to videotape the three of you while talking about one of the disagreements that you have selected. The first topic that I would like you to discuss is [INSERT TOPIC]. [CHILD] will start the discussion by telling you about the disagreement that the three of you have and describing his/her side of it, followed by his/her view of your sides of the issue. We'd like the three of you to talk about this issue for 10 minutes, so take the time to talk about all sides of the disagreement.

You should each try to help the others really understand your side of the disagreement, and then try to reach some resolution to the issue that you are all happy with. So you [CHILD] should help your mom and dad understand your point of view and you [FATHER] should help [CHILD] and [MOTHER] understand your point of view, and you [MOTHER] should help [CHILD] and [FATHER] understand your point of view as you work to reach a resolution you are all happy with and you feel like you've said everything you need to say about the topic. Any questions?”

ANSWER QUESTIONS ACCORDINGLY

“While you discuss this topic, I will leave the room again during your discussion, so that you feel as comfortable as possible doing this. As a reminder, everything you say during this discussion will be confidential. If you finish discussing the first topic, move on to the second topic you identified, and talk about it in the same way. Try to stay on these two topics as best you can until I come back. I'm leaving a card with the second topic that you identified, and an instruction card [ATTACHMENT E], just in case you need it. Any questions?”

ANSWER QUESTIONS ACCORDINGLY

“OK – Let's get started. Now, I am going to check on the camera one more time and then leave the room.”

LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING.

“Let’s go ahead and get started. You should do whatever you normally would do when talking about this topic.”

“Please do not touch the camera while I am out of the room.”

“You may begin now.”

LEAVE THE ROOM.

START STOP WATCH, AND LET ACTIVITY CONTINUE FOR 10 MINUTES.

USE LISTENING EQUIPMENT TO ENSURE THAT SOUND IS WORKING AT START OF THE INTERACTION. CHECK TIME SPORADICALLY.

RECORD END TIME OF TASK:

RETURN TO ROOM AFTER 10 MINUTES. MAKE SURE TO KNOCK BEFORE ENTERING THE ROOM AGAIN.

“Thanks so much! That’s the end the 10 minutes. You can take a few extra minutes if you would like to finish up your discussion.”

YOU MAY ALLOW THE PARENTS AND CHILD AN EXTRA COUPLE OF MINUTES TO FINISH UP THEIR DISCUSSION, IF NECESSARY. DO NOT TURN OFF CAMERA.

GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SKIP TO ACTIVITY II (PAGE 20)

ACTIVITY II: PARENT-CHILD INTERACTION

[IF COUPLE IS SEPARATED] “Great, let’s start the activity!” SKIP TO SECTION WITH AGE OF FOCAL CHILD

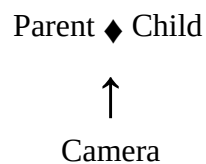
[IF COUPLE INTACT] “For the next activity, I will only need [CHILD] and [PRIMARY CAREGIVER]. Who would you consider to be the primary caregiver of [CHILD]? ALLOW PARENTS TO SELF-IDENTIFY WHO IS PRIMARY CAREGIVER. IF PARENTS ARE UNABLE TO DECIDE, ALLOW PARENTS TO FLIP A COIN TO SELECT THE PRIMARY CAREGIVER OF CHILD.

ALLOW SPOUSE WHO IS NOT THE PRIMARY CAREGIVER TO LEAVE THE ROOM. SKIP TO SECTION WITH CORRESPONDING AGE OF FOCAL CHILD.

CAMERA SET-UP

FOR THE PARENT-CHILD INTERACTION, THE PRIMARY CARETAKER AND THE CHILD MUST BE INCLUDED IN THE FRAME. TRY TO BE SURE TO HAVE A CLEAR VIEW OF THE ACTIVITY THAT THE PARENT AND THE CHILD WILL CONDUCT. ZOOM IN AS CLOSE AS POSSIBLE, BUT CONTINUE TO KEEP THE CHILD, THE PARENT, AND THE ACTIVITY IN THE FRAME. IN THE EVENT THAT THE CHILD LEAVES THE ROOM, THE CAMERA SHOULD REMAIN FOCUSED ON THE PARENT UNTIL THE CHILD RETURNS.

POSITION THE CHILD AND THE PARENT TO THE RIGHT OR LEFT OF THE CAMERA'S FOCUS SO THAT BOTH THE PARENT AND THE CHILD CAN BE SEEN IN THE VIDEOTAPE.



IF CHILD IS UNDER 2 YEARS OLD:

TWO ACTIVITIES

FIRST ACTIVITY-5 MINUTES FREE PLAY WITH 3 BAGS OF TOYS

SECOND ACTIVITY-5 MINUTES PARENTS TEACHING NEW SKILL TO CHILD

TOTAL INTERACTION TIME IS 10 MINUTES, DEPENDING ON BABY'S DISPOSITION.

FIRST PARENT-CHILD INTERACTION FOR CHILDREN UNDER 2 YEARS OLD

FIRST ACTIVITY MATERIALS:

3 BAGS OF TOYS

BAG #1: GOODNIGHT GORILLA BOOK

BAG #2: DIFFERENT SHAPED BLOCKS

BAG #3: A SET OF PEOPLE FIGURES

MAT

TIMER

HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

CHILD IS PLACED IN A HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR. MAKE SURE THAT CHILD IS SECURE IN THE CHAIR.

IF FAMILY DOES NOT HAVE A HIGH CHAIR, INFANT CAR SEAT, OR CHAIR, ADJUST INSTRUCTIONS FOR A FREE PLAY ON THE FLOOR.

[INTERVIEWER] “The first activity will last 5 minutes. We would like you and [CHILD] to spend this time playing with the toys in these three bags. During this activity, feel free to play and take care of [CHILD] as you normally would. We hope that both of you will interact with [CHILD] as you see fit.

The only rules are that you should leave [CHILD] in the chair/floor for the duration of the activity and that you stay in the general area of the mat and that [CHILD] not be sucking on a pacifier or drinking from a bottle because we want to see his or her whole face during the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY.

PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENT WITH BAG #1 TO THE PARENT’S LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENT’S RIGHT.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

SAY TO THE PARENT: “You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH THE PARENT OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD’S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENT ASKS FOR GUIDANCE, SAY, “Feel free to take care of [CHILD] as you normally would if I were not here, but make sure you keep the child in the chair.”

IF BABY IS CRYING, BE CAREFUL NOT TO INTERFERE, OR DISPLAY EMOTIONS ABOUT THIS. NOTE THE TIME. IF BABY CRIES HARD FOR ONE MINUTE, SAY “This can be a frustrating situation, thanks for hanging in there! GIVE PARENTS A FEW MINUTES TO CALM CHILD DOWN. REMEMBER, DO NOT TURN OFF THE CAMERA. IF BABY CONTINUES TO CRY AFTER THREE MINUTES, TERMINATE THE ACTIVITY AND ALLOW PARENTS TO PICK CHILD UP. MAKE A NOTE OF THE TIME WHEN CHILD WAS REMOVED FROM CHAIR.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY:

“Great! That is the end of the first activity.”

RECORD END TIME OF TASK:

YOU MAY ALSO ALLOW THE PARENT AND CHILD A FEW EXTRA MINUTES TO PLAY WITH AND CLEAN UP THE TOYS, ESPECIALLY IF THE CHILD IS VERY ENGAGED WITH THE TOYS. DO NOT TURN CAMERA OFF.

GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK, FEED, CHANGE A DIAPERS, ETC. AS NEEDED.

SECOND PARENT-CHILD INTERACTION FOR CHILDREN UNDER 2 YEARS OLD

SECOND ACTIVITY MATERIALS

NEW SKILLS FOR INFANTS LIST (ATTACHMENT M)
(IF PARENT CHOOSES A SKILL THAT INVOLVES A CUP, PENCIL OR TOY,
PLEASE ASK PARENT TO PROVIDE YOU WITH THIS OBJECT.)

SECOND ACTIVITY SET UP:

TIME: 5 MINUTES

CHILD IS PLACED IN A HIGH CHAIR, INFANT CAR SEAT, OR RECLINER CHAIR.
MAKE SURE THAT CHILD IS SECURE IN THE CHAIR.

IF FAMILY DOES NOT HAVE A HIGH CHAIR, INFANT CAR SEAT, OR CHAIR, ADJUST INSTRUCTIONS FOR A FREE PLAY ON THE FLOOR.

[INTERVIEWER] “The second activity lasts 5 minutes. There are lots of different things that children of this age can do, and a lot of new things that they are learning every day. For this activity, I would like for you to spend some time teaching [CHILD] a new skill. Here is a list of some skills that may be new for your child. Please spend a couple of minutes reviewing the list together and pick one skill that [CHILD] does not know how to do yet.”

GIVE PARENT A COUPLE OF MINUTES TO REVIEW THE LIST.

“Have you picked a skill?”

RECORD SKILL THAT PARENT CHOOSE:

“OK, for the next five minutes, I’d like you to try to teach [CHILD] [INSERT SKILL].”

“Please interact normally with [CHILD], like you would in a similar situation. We hope The only rules are that you should leave [CHILD] in the chair/floor for the duration of the activity and that you stay in the general area of the mat and that [CHILD] not be sucking on a pacifier or drinking from a bottle because we want to see his or her whole face during the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

SAY TO THE PARENT: “You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH THE PARENT OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD’S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENT ASKS FOR GUIDANCE, SAY, “Feel free to take care of [CHILD] as you normally would if I were not here, but make sure you keep the child in the chair.”

IF BABY IS CRYING, BE CAREFUL NOT TO INTERFERE, OR DISPLAY EMOTIONS ABOUT THIS. NOTE THE TIME. IF BABY CRIES HARD FOR ONE MINUTE, SAY “This can be a frustrating situation, thanks for hanging in there! GIVE PARENTS A FEW MINUTES TO CALM CHILD DOWN. REMEMBER, DO NOT TURN OFF THE CAMERA. IF BABY CONTINUES TO CRY AFTER THREE MINUTES, TERMINATE THE ACTIVITY AND ALLOW PARENTS TO PICK CHILD UP. MAKE A NOTE OF THE TIME WHEN CHILD WAS REMOVED FROM CHAIR.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY: “Great! The time is up.”

RECORD END TIME

[IF COUPLE IS SEPARATED] “Thank you so much for being part of our study. I am finished observing you and [CHILD] now. GIVE PARTICIPANT HIS/HER CHECK AND GIFT UPON LEAVING THE HOME

[IF COUPLE INTACT] GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK, FEED, CHANGE A DIAPERS, ETC. AS NEEDED.

SKIP TO ACTIVITY III (PAGE 35)

IF CHILD IS 2-6 YEARS OLD, 11 MONTHS:

2 ACTIVITIES:

FIRST ACTIVITY-5 MINUTES FREE PLAY WITH 3 BAGS OF TOYS

SECOND ACTIVITY-5 MINUTES CHALLENGING ETCH-A-SKETCH ACTIVITY

FIRST PARENT-CHILD INTERACTION FOR CHILDREN 2-6 YEARS, 11 MONTHS OLD

FIRST ACTIVITY MATERIALS:

THREE BAGS OF TOYS

BAG #1: GOODNIGHT GORILLA BOOK

BAG #2: DIFFERENT SHAPED BLOCKS

BAG #3: A SET OF PEOPLE FIGURES

MAT

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER] “The first activity will last 5 minutes. We would like [PARENT] and [CHILD] to spend this time playing with the toys in these three bags. During this activity, feel free to play and take care of [CHILD] as you normally would. The only rule is that you all stay on the mat throughout the activity. I am going to stay in the room just to make sure that the camera is working correctly. I will not be interacting with you or [CHILD] at all throughout the activity. Do you have any questions?”

ANSWER QUESTIONS ACCORDINGLY

PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENT WITH BAG #1 TO THE PARENT LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENT RIGHT.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING.

SAY TO THE PARENT: “You can now go ahead and get started, and do whatever you normally would do with [CHILD] in a situation like this.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT MAKE EYE CONTACT WITH PARENT OR CHILD THROUGHOUT THE FIVE MINUTES. IF PARENTS ASKS A QUESTION, ANSWER THEM: “You should act as you normally would if I was not here.”

CHECK CAMERA FRAMING.

CHECK THE TIME.

AT THE END OF 5 MINUTES SAY:

“Great! That is the end of the first activity.”

RECORD END TIME OF TASK:

YOU MAY ALSO ALLOW THE PARENT AND CHILD A FEW EXTRA MINUTES TO PLAY WITH AND CLEAN UP THE TOYS, ESPECIALLY IF THE CHILD IS VERY ENGAGED WITH THE TOYS. DO NOT TURN CAMERA OFF.

GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SECOND PARENT-CHILD INTERACTION FOR CHILDREN 2-6 YEARS, 11 MONTHS OLD

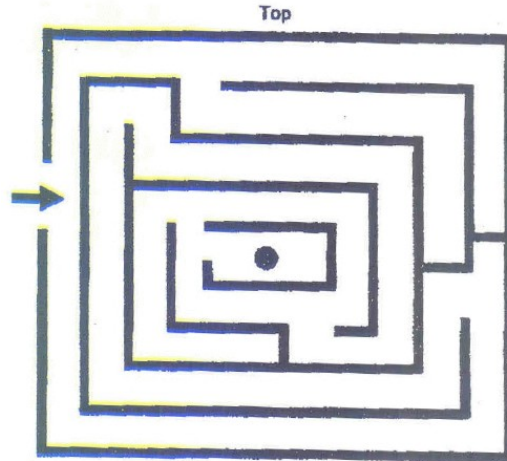
SECOND ACTIVITY MATERIALS:

ETCH-A-SKETCH

MAT

TIMER

Etch-A-Sketch that has been altered by taping a maze to the screen like the figure below:



[THIS DEPICTION OF THE MAZE LAY-OVER IS AN EXAMPLE OF HOW THE ETCH-A-SKETCH WILL BE ADAPTED FOR THIS TASK. THE INTERVIEWER SHOULD HAVE UP TO THREE LAY-OVER MAZES WHICH VARY DEPENDING UPON THE AGE OF THE FOCAL CHILD, IN CASE THE MAZE IS TOO EASY AND THE CHILD AND PARENT COMPLETE THE MAZE QUICKLY.]

THE TASK CAN BE CONDUCTED ON THE FLOOR USING A MAT TO DEFINE A WORKING SPACE FOR THE PARENT AND CHILD. IF IT APPEARS DIFFICULT FOR THE PARENT AND CHILD TO WORK ON THE FLOOR, A TABLE AND CHAIRS MAY BE USED FOR THIS ACTIVITY.

SECOND ACTIVITY SETUP:

TIME: 5 MINUTES

[INTERVIEWER] “This activity should take about 5 minutes. I have an etch-a-sketch with a maze for [PARENT] and [CHILD] to solve. I have three mazes for you to solve, which I will give to you one at a time. ”

PICK UP THE ETCH-A-SKETCH AND SHOW THE PARENT AND CHILD HOW THE KNOBS WORK, SAY: “Here is how the etch-a-sketch works. This knob sends the line this way and that knob sends it that way.”

GIVE THE PARENT THE ETCH-A-SKETCH.

“To solve the maze, I would like both of you to try to get the line to go from the arrow to the circle without crossing any of the lines of the maze. I’d like [PARENT] to control this knob and [CHILD] to control that knob.

ASSIGN PARENT AND CHILD DIFFERENT KNOBS ACCORDINGLY.

[PARENT] can offer any help that you think [CHILD] needs. Feel free to talk with [CHILD] and do whatever you would normally do. Please try to stay on the mat and keep yourself and [CHILD] facing the camera.

Do you have any questions before you begin?”

ANSWER QUESTIONS ACCORDINGLY.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

“OK, let’s get started. Remember, [PARENT] can give [CHILD] any help that you think he/she needs. If you solve this maze quickly, I have another maze for you to try. ”

“You can begin now.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH PARENT OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD’S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENT ASKS FOR GUIDANCE, SAY: “Just feel free to help (CHILD) as you normally would.”

CHECK THE TIME.

IF PARENT AND CHILD COMPLETE THE MAZE BEFORE THE 5 MINUTES ARE UP, SAY:

“OK, you’re finished with that one. Here’s another maze.”

CHECK FRAMING OF CAMERA

WHEN THE 5 MINUTES ARE UP CHECK WHETHER THE PARENT AND CHILD COMPLETED THE MAZE.

YES, MAZE IS COMPLETED → SAY INSTRUCTION A
NO, MAZE IS NOT COMPLETED → SAY INSTRUCTION B

INSTRUCTION A: “Great! You both finished the maze! That is the end of this activity.”

INSTRUCTION B: “That’s all the time we have. You did a great job!”

YOU MAY ALLOW PARENT AND CHILD AN EXTRA MINUTE TO FINISH PLAYING WITH ETCH-A-SKETCH. DO NOT TURN OFF CAMERA.

RECORD END TIME OF TASK:

[IF COUPLE IS SEPARATED] “Thank you so much for being part of our study. I am finished observing you and [CHILD] now.” GIVE PARTICIPANT HIS/HER CHECK AND GIFT UPON LEAVING THE HOME

[IF COUPLE INTACT] GIVE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK, FEED CHILD, ETC.

SKIP TO ACTIVITY III (PAGE 35)

IF CHILD IS 7-8 YEARS OLD, 11 MONTHS:

2 ACTIVITIES:

FIRST ACTIVITY: 5 MINUTES: DISCUSSION TASK

SECOND ACTIVITY: 5 MINUTES: CHALLENGING ETCH-A-SKETCH TASK

FIRST PARENT-CHILD INTERACTION FOR CHILDREN 7-8 YEARS, 11 MONTHS OLD

FIRST ACTIVITY MATERIALS:

CARDS WITH DISCUSSION TOPICS (SPECIFIC TO PARENT-CHILD INTERACTION) [ATTACHMENT L]
INSTRUCTION CARD [ATTACHMENT F]
TIMER
SPINNER

FIRST ACTIVITY SET UP:

TIME: 5 MINUTES

[INTERVIEWER] “In this first activity, I would like you both to talk to each other for 5 minutes about different rules that families might have. The rules are on the backs of each of these cards [ATTACHMENT L]. You’ll use the spinner to choose which piles of rules to draw from. The blue pile contains rules for kids, the red pile contains rules for parents, and the green pile contains rules about right and wrong behavior. You should take turns spinning to see which piles of cards you choose from. For example, if you [CHILD] spin red, take the first red card and read its rule out loud. If you need help reading the card, someone can help you read the card. Then, I’d like [CHILD] to start the discussion by first saying what he/she thinks about the rule, followed by [PARENT] saying what she/he thinks. Then each of you should talk about your answers with each other.”

“Now, there are not any right and wrong answers here – I just want the you both to talk about these rules. Please take your time talking about the topic. When you both feel you have said what you want to say about the rule on the card, I’d like the other person to spin the wheel and pick up another card from the pile, and talk about the rule on the card in the same way. Don’t feel that you need to get through all of the cards on the table. If you only have a chance to

discuss the rule on one of the cards, that is fine. I'll let you know when the 5 minutes are up. Any questions?"

WAIT FOR QUESTIONS AND ANSWER ACCORDINGLY

"OK – Let's try a practice round, so that you can see how it works. Let's pretend that [CHILD] spins the spinner and it lands on red."

INTRODUCE THE RED PRACTICE CARD #1

"This practice card says: 'Kids should be able to decide when they should wake up in the morning.' So, [CHILD] should repeat what the card says out loud. [ALLOW CHILD TIME TO REPEAT THE RULE.] "And then, [CHILD] should say what he/she thinks about the rule." [ALLOW CHILD TIME TO SAY WHAT HE/SHE THINKS] Next, [PARENT] should say what she thinks about the rule. The two of you can talk about it while I check the camera."

GIVE THE PARENT AND CHILD 2 MINUTES TO TALK TO EACH OTHER.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

WHEN 2 MINUTES ARE UP, SAY TO CHILD AND PARENT: "Good! Do you have any questions before I start taping?"

ANSWER QUESTIONS ACCORDINGLY.

MAKE SURE THE TOPIC DISCUSSION CARDS ARE IN THE CORRECT ORDER AND THAT THE CARDS ARE LAID FACE DOWN ON THE TABLE WITH CARD ONE ON TOP.

"OK – Let's get started. I am leaving a card with instructions, just in case you need it [ATTACHMENT F]. Now, I'll just check the camera one more time, then I'll leave the room and I'll come back when 5 minutes are up. Do any of you have any questions before we begin?"
ANSWER QUESTIONS ACCORDINGLY

CHECK FRAMING ONE LAST TIME

"Please do not touch the camera while I am out of the room."

"OK, you may begin now."

LEAVE THE ROOM.

START STOP WATCH, AND LET ACTIVITY CONTINUE FOR 5 MINUTES.

USE LISTENING EQUIPMENT TO ENSURE THAT SOUND IS WORKING AT START OF THE INTERACTION. CHECK TIME SPORADICALLY.

RECORD END TIME OF TASK:

RETURN TO ROOM AFTER 5 MINUTES. MAKE SURE TO KNOCK BEFORE ENTERING THE ROOM AGAIN.

“Thanks so much! That’s the end of this discussion.”

YOU MAY ALLOW THE PARENT AND CHILD AN EXTRA COUPLE OF MINUTES TO FINISH UP THEIR DISCUSSION, IF NECESSARY. DO NOT TURN OFF CAMERA.

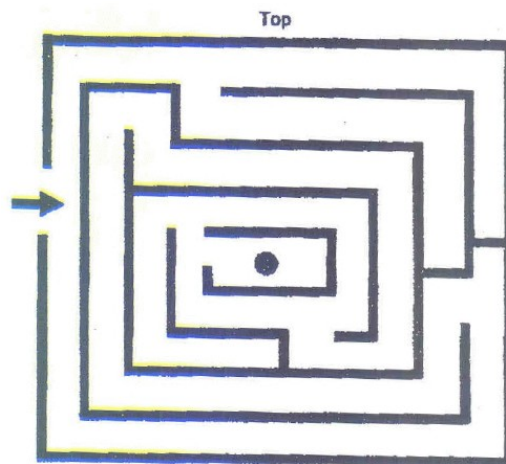
GIVE THE PARENT AND CHILD AN OPPORTUNITY TO TAKE A BREAK AS NEEDED.

SECOND PARENT-CHILD INTERACTION FOR CHILDREN 7-8 YEARS, 11 MONTHS OLD

SECOND ACTIVITY MATERIALS:

- ETCH-A-SKETCH
- MAT
- TIMER

Etch-A-Sketch that has been altered by taping a maze to the screen like the figure below:



[THIS DEPICTION OF THE MAZE LAY-OVER IS AN EXAMPLE OF HOW THE ETCH-A-SKETCH WILL BE ADAPTED FOR THIS TASK. THE INTERVIEWER WILL HAVE THREE LAY-OVER MAZES, WHICH VARY DEPENDING UPON THE AGE OF THE FOCAL CHILD, IN CASE THE MAZE IS TOO EASY AND THE CHILD AND PARENT COMPLETE THE MAZE QUICKLY.]

THE TASK CAN BE CONDUCTED ON THE FLOOR USING A MAT TO DEFINE A WORKING SPACE FOR THE PARENT AND CHILD. IF IT APPEARS DIFFICULT FOR THE PARENT AND CHILD TO WORK ON THE FLOOR, A TABLE AND CHAIRS MAY BE USED FOR THIS ACTIVITY.

“This activity should take about 5 minutes. I have an etch-a-sketch with a maze for [PARENT] and [CHILD] to solve. I have three mazes for you to solve, which I will give to you one at a time. ”

PICK UP THE ETCH-A-SKETCH AND SHOW THE PARENT AND CHILD HOW THE KNOBS WORK, SAY: “Here is how the etch-a-sketch works. This knob sends the line this way and that knob sends it that way.”

GIVE THE PARENT THE ETCH-A-SKETCH.

“To solve the maze, I would like both of you to try to get the line to go from the arrow to the circle without crossing any of the lines of the maze. I’d like [PARENT] to control this knob and [CHILD] to control that knob.

ASSIGN PARENT AND CHILD DIFFERENT KNOBS ACCORDINGLY.

[PARENT] can offer any help that you think [CHILD] needs. Feel free to talk with [CHILD] and do whatever you would normally do. Please try to stay on the mat and keep yourself and [CHILD] facing the camera.

“Do you have any questions before you begin?”

ANSWER QUESTIONS ACCORDINGLY.

CHECK CAMERA: LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING

“OK, let’s get started. Remember, [PARENT] can give (CHILD) any help that you think he/she needs. If you solve this maze quickly, I have another maze for you to try. ”

SAY TO THE PARENT AND CHILD: “You can begin now.”

START THE STOPWATCH, LET ACTIVITY CONTINUE FOR 5 MINUTES.

RECORD START TIME OF TASK:

DO NOT INTERACT WITH PARENT OR CHILD IN ANY WAY. TRY NOT TO CATCH THE CHILD'S EYE IF (HE/SHE) IS LOOKING AT YOU. IF PARENT ASKS FOR GUIDANCE, SAY: "Just feel free to help (CHILD) as you normally would."

CHECK THE TIME.

IF PARENT AND CHILD COMPLETE THE MAZE BEFORE THE 5 MINUTES ARE UP, SAY: "OK, you're finished with that one. Here's another maze."

CHECK FRAMING OF CAMERA

WHEN THE 5 MINUTES ARE UP CHECK WHETHER THE PARENT AND CHILD COMPLETED THE MAZE.

YES, MAZE IS COMPLETED → SAY INSTRUCTION A
NO, MAZE IS NOT COMPLETED → SAY INSTRUCTION B

INSTRUCTION A: "Great! You both finished the maze! That is the end of this activity."

INSTRUCTION B: "That's all the time we have. You did a great job!"
YOU MAY ALLOW PARENT AND CHILD AN EXTRA MINUTE TO FINISH PLAYING WITH ETCH-A-SKETCH. DO NOT TURN OFF CAMERA.

RECORD END TIME OF TASK:

[IF COUPLE IS SEPARATED] "Thank you so much for being part of our study. I am finished observing you and [CHILD] now. GIVE PARTICIPANT HIS/HER CHECK AND GIFT UPON LEAVING THE HOME.

[IF COUPLE INTACT] GIVE PARENT AN OPPORTUNITY TO TAKE A BREAK, FEED CHILD, ETC.

SKIP TO ACTIVITY III (PAGE 35)

IF CHILD IS 9-15 YEARS OLD

ONE PARENT-CHILD ACTIVITY:

10-MINUTE PROBLEM SOLVING DISCUSSION

ACTIVITY MATERIALS

LIST WITH AREAS OF FAMILY DISAGREEMENT [ATTACHMENT D]
TIMER

SETUP OF ACTIVITY:

"For this activity, I'd like you to talk about topics that you disagree on. First, I would like you to identify the three topics that you disagree about the most. Here is a list of topics that children

and their parents often have different opinions or disagreements about [ATTACHMENT D]. For the next few minutes, I'd like you to review the list together and pick three topics on which you disagree on the most."

"Once you've picked three topics, please write down next to them how often you disagree on them and how strongly you disagree on them. I will leave the room while you review the list. If you finish going through the list before I come back, just call me and I will return. Any questions?"

ANSWER QUESTIONS ACCORDINGLY.

LEAVE THE ROOM AND RETURN AFTER 3 MINUTES. MAKE SURE TO KNOCK ON DOOR BEFORE ENTERING THE ROOM, IF POSSIBLE.

"OK. Did you have a chance to select three topics?"

IF PARENT AND CHILD IDENTIFIED THREE TOPICS GO TO INSTRUCTION A:

IF PARENT AND CHILD DO NOT IDENTIFY TOPICS OF DISAGREEMENT FOLLOW THESE STEPS:

- TALK TO TEEN AND PARENT ABOUT ANY POSSIBLE AREAS THEY MAY DISAGREE ABOUT, EITHER FROM THE LIST OR OTHERWISE.
- STRESS THAT WE ARE NOT LOOKING FOR SOMETHING THEY HAVE HUGE ARGUMENTS ABOUT, JUST SOME AREA THEY DON'T AGREE ON.
- ASK THE TEEN TO RECALL A DISAGREEMENT HE/SHE HAS HAD WITH HIS/HER PARENT IN THE PAST 2 WEEKS. IF THE TEEN CAN'T OR WON'T NAME AN AREA, TELL THE TEEN THE DISCUSSION WITH THE PARENT SHOULD FOCUS ON HOW DECISIONS ARE MADE IN THEIR FAMILY ABOUT THE TEEN'S ACTIVITIES OUTSIDE OF SCHOOL AND WHETHER THE TEEN AND PARENT HAVE DIFFERING VIEWS ON THIS.

(IT IS IMPORTANT TO REMEMBER THAT ALL CHILDREN AND PARENTS HAVE BEEN INFORMED THAT THEY CAN REFUSE TO ANSWER ANY QUESTIONS).

INSTRUCTION A: "OK, now I would like to videotape the two of you while talking about one of the disagreements that you have selected. The first topic that I would like you to discuss is [INSERT TOPIC]. [CHILD] will start the discussion by telling you about the disagreement that the three of you have and describing his/her side of it, followed by his/her view of your sides of the issue. We'd like the three of you to talk about this issue for 10 minutes, so take the time to talk about all sides of the disagreement.

You should each try to help the others really understand your side of the disagreement, and then try to reach some resolution to the issue that you are all happy with. So you [CHILD] should help your [mom/dad] understand your point of view and you [PARENT] should help [CHILD] understand your point of view, as you work to reach a resolution you are all happy with and you feel like you've said everything you need to say about the topic. Any questions?"

ANSWER QUESTIONS ACCORDINGLY

"While you discuss this topic, I will leave the room again during your discussion, so that you feel as comfortable as possible doing this. As a reminder, everything you say during this discussion will be confidential. If you finish discussing the first topic, move on to the second topic you identified, and talk about it in the same way. Try to stay on these two topics as best you can until I come back. I'm leaving a card with the second topic that you identified, and an instruction card [ATTACHMENT E], just in case you need it. Any questions?"

ANSWER QUESTIONS ACCORDINGLY

"OK – Let's get started. Now, I am going to check on the camera one more time and then leave the room. Please do not touch the camera while I am out of the room."

LOOK IN THE VIEW FINDER OF THE CAMERA AND MAKE SURE THAT EACH PERSON IS IN VIEW. IF THERE IS AN ISSUE WITH THE LIGHTING, OR THE FRAMING IS NOT QUITE RIGHT, MAKE ADJUSTMENTS AS NEEDED. IF THERE ARE SOUNDS THAT COULD INTERFERE WITH THE RECORDING (E.G. TV, RADIOS, DISHWASHERS, ETC.) ASK IF YOU CAN TURN IT OFF OR DOWN DURING THE TAPING.

"OK, so go ahead and get started, and do whatever you normally would do when talking about this topic."

"OK, you may begin now."

LEAVE THE ROOM.

START STOP WATCH, AND LET ACTIVITY CONTINUE FOR 10 MINUTES.

USE LISTENING EQUIPMENT TO ENSURE THAT SOUND IS WORKING AT START OF THE INTERACTION. CHECK TIME SPORADICALLY.

RECORD END TIME OF TASK:

RETURN TO ROOM AFTER 10 MINUTES. MAKE SURE TO KNOCK BEFORE ENTERING THE ROOM AGAIN.

"Thanks so much! That's the end the 10 minutes. You can take a few extra minutes if you would like to finish up your discussion."

YOU MAY ALLOW THE PARENT AND CHILD AN EXTRA COUPLE OF MINUTES TO FINISH UP THEIR DISCUSSION, IF NECESSARY. DO NOT TURN OFF CAMERA.

[IF COUPLE IS SEPARATED] “Thank you so much for being part of our study. I am finished observing you and [CHILD] now. GIVE PARTICIPANT HIS/HER CHECK AND GIFT UPON LEAVING THE HOME.

[IF COUPLE INTACT] GIVE PARENT AN OPPORTUNITY TO TAKE A BREAK, FEED CHILD, ETC.

SKIP TO ACTIVITY III (PAGE 35)

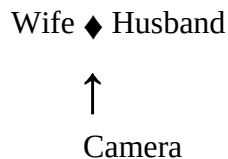
COUPLE INTERACTIONS (3)

ACTIVITY III: COUPLE SOCIAL SUPPORT TASK

CAMERA INSTRUCTION:

SET UP CAMERA FOR CO-PARENTING INTERACTION. THE WIFE AND HUSBAND MUST BE INCLUDED IN THE FRAME. TRY TO BE SURE TO HAVE A CLEAR VIEW OF THE FACE AND UPPER BODY OF EACH SPOUSE. ZOOM IN AS CLOSE AS POSSIBLE, BUT CONTINUE TO KEEP THE WIFE’S AND HUSBAND’S FACE AND UPPER BODY IN THE FRAME. IN THE EVENT THAT ONE OF THE SPOUSES LEAVES THE ROOM OR MOVES OUT OF THE FRAME, THE CAMERA SHOULD REMAIN FOCUSED ON THE REMAINING SPOUSE, UNTIL THE OTHER SPOUSE RETURNS.

POSITION WIFE AND HUSBAND SO THAT THEY ARE SITTING SIDE-BY-SIDE AND CAN BOTH BE SEEN IN THE VIDEOTAPE. SPOUSES SHOULD BE ANGLED TOWARD EACH OTHER AND THE CAMERA. FOR EXAMPLE,



FIRST SOCIAL SUPPORT DISCUSSION (SPOUSE 1 TOPIC)

SPOUSE 1 TALKS ABOUT SOMETHING SHE/HE WOULD LIKE TO CHANGE ABOUT HER/HIMSELF

FIRST SOCIAL SUPPORT DISCUSSION MATERIALS:

SOCIAL SUPPORT TOPIC LIST [ATTACHMENT B]

SOCIAL SUPPORT DISCUSSION #1- PRE-QUESTIONNAIRE (ATTACHMENT G)

SOCIAL SUPPORT DISCUSSION #1- POST-QUESTIONNAIRE (ATTACHMENT H)
CRAYONS AND COLORING BOOKS TO OCCUPY CHILDREN

TIME: 7 MINUTES

FIRST SOCIAL SUPPORT DISCUSSION INTRUCTIONS

[INTERVIEWER] “Next we would like to videotape only the two of you while you have a conversation about something you would each like to change about yourselves. [IF CHILD IS 8 YEARS OLD OR YOUNGER] “I’m going to ask [CHILD] to play with [CARETAKER] in a separate room during this activity.” [IF CHILD IS OLDER THAN 8 YEARS OLD]. “[CHILD], Do you think that you could go to your room or play outside while we do some more activities with your mom and dad?” [CARETAKER WILL TAKE CARE OF OLDER CHILDREN IF PARENTS DESIRE].

CARETAKER WILL TAKE CHILD TO A SEPARATE ROOM

“What you would like to change about yourself could be almost anything, like your work habits, your career, something about your personality or your appearance, some problem you have, friendships or relationships within your family -- and the important thing is that whatever you discuss is something you want to change about yourself, and that it is not really a problem in your marriage -- it should be more of a personal thing that you want to change. You’re going to take turns in sharing with your partner. Can each of you come up with something that you personally would like to work on or change?”

YES...SAY INSTRUCTION A

NO....SAY INSTRUCTION B

INSTRUCTION A: “Ok, so what is the topic that each of you is thinking about sharing with each other?”

CHECK TO MAKE SURE THIS IS NOT A PROBLEM WITHIN THE MARRIAGE.

ASK: “Is that a source of conflict between you two?”

IF YES...ASK “Can you please think of a different topic that is not a problem within the marriage and is something you want to change about yourself?”
(REPEAT THIS PROCESS UNTIL THEY FIND A TOPIC THAT IS NOT A PROBLEM WITHIN THEIR MARRIAGE. HAND THEM THE SOCIAL SUPPORT LIST (ATTACHMENT B) TO HELP THEM THINK OF A DIFFERENT TOPIC. WHEN THEY PICK A TOPIC THAT’S NOT A PROBLEM WITHIN THE MARRIAGE, WRITE IT DOWN AND READ INSTRUCTION C)

IF NO...PLEASE READ INSTRUCTION C.

INSTRUCTION B: “Here is a list of personal issues (HAND THEM THE SOCIAL SUPPORT TOPIC LIST [ATTACHMENT B]) that other people tend to say they want to change about themselves. Please read through it and let me know if it helps you think of something to share with each other”

ONCE THEY’VE PICKED A TOPIC, ASK: “Is that a source of conflict between you two?”

IF YES...ASK THEM TO PICK ANOTHER TOPIC. REPEAT THIS PROCESS UNTIL THEY HAVE PICKED A TOPIC THAT IS NOT A PROBLEM IN THEIR MARRIAGE.

IF NO...THEN WRITE DOWN THE TOPIC SELECTED BY EACH SPOUSE AND SAY INSTRUCTION C.

INSTRUCTION C: “OK, before we start, I’d like you both to fill out this short questionnaire.” HAND EACH MEMBER OF THE COUPLE THE “SOCIAL SUPPORT DISCUSSION #1- PRE-QUESTIONNAIRE” (ATTACHMENT G)

COLLECT IT FROM COUPLE WHEN THEY HAVE FINISHED.

“Great, so I’m going to flip a coin and randomly select who will start the conversation.”¹

FLIP A COIN AND TELL THE COUPLE WHO WILL START FIRST.

"Ok, so [SPOUSE 1] will start.

So now I would like you to spend the next 7 minutes talking about [SPOUSE 1’s topic]. During this time, [SPOUSE 2], you can respond however you want to, but we do want you to be involved in some way in the discussion. There’s no need to explain names or places for the researchers, this is a private conversation between the two of you.”

CHECK FRAMING OF CAMERA.

“When 7 minutes are up, I will come back and ask you to switch roles. Remember to focus on [SPOUSE 1’s topic] or matters closely related to it until I return. I’m going to start the camera and you can begin as soon as I close the door. Please do not touch the camera while I am out of the room.”

RECORD START TIME.

WHEN YOU’RE OUTSIDE THE ROOM, RAISE THE VOLUME OF THE RECORDING MACHINE TO ENSURE THAT THE SOUND QUALITY IS GOOD,

¹ Bradbury and Pasch selected the order in which the spouses spoke at random: Pasch, Lauri & Bradbury, Thomas. 1998. “Social Support and Conflict” *Journal of Consulting and Clinical Psychology* 66:2, 219-230. Bradbury et. al. also selected spouses at random for the order of social support conversations: Gonzaga, Gian., Campos, Belinda., Bradbury, Thomas. 2007. “Similarity, Convergence, and Relationship Satisfaction in Dating and Married Couples” *Journal of Personality and Social Psychology*, 93:1, 34-48

WHEN 7 MINUTES HAVE PASSED, KNOCK AND ASK PARTNERS TO DO THE SOCIAL SUPPORT DISCUSSION #1- POST-QUESTIONNAIRE (ATTACHMENT H)

RECORD END TIME.

“Sorry to interrupt, this is all the time we have for this discussion. Before you start the next discussion, I’m going to ask you to answer this brief questionnaire on the basis of the conversation you just had about [SPOUSE 1’s topic].”

HAND THEM THE SOCIAL SUPPORT DISCUSSION #1- POST-QUESTIONNAIRE (ATTACHMENT H)

WHILE THE COUPLE IS FINISHING THE POST-INTERACTION QUESTIONNAIRE, CHECK TO MAKE SURE THAT THE CAMERA IS WORKING AND IN FOCUS FOR THE NEXT INTERACTION

WHEN THEY ARE FINISHED WITH THE POST-INTERACTION QUESTIONNAIRE, READ THE INSTRUCTIONS FOR SPOUSE 2 INTERACTION.

SECOND SOCIAL SUPPORT DISCUSSION (SPOUSE 2 TOPIC)

SPOUSE 2 TALKS ABOUT SOMETHING SHE/HE WOULD LIKE TO CHANGE ABOUT HER/HIMSELF

SECOND SOCIAL SUPPORT DISCUSSION MATERIALS:

SOCIAL SUPPORT TOPIC LIST [ATTACHMENT B]

SOCIAL SUPPORT DISCUSSION #2- PRE-QUESTIONNAIRE (ATTACHMENT I)

SOCIAL SUPPORT DISCUSSION #2- POST-QUESTIONNAIRE (ATTACHMENT J)

CRAYONS AND COLORING BOOKS TO OCCUPY CHILDREN

TIME: 7 MINUTES

SECOND SOCIAL SUPPORT DISCUSSION INTRUCTIONS

“Ok, now it’s time for [SPOUSE 2] to talk about (TOPIC) while [SPOUSE 1] responds in any way he/she sees fit. “I’m going to ask you to discuss [SPOUSE 2’s] (TOPIC) for 7 minutes. Please remember to stay on that general topic, and don’t continue the conversation you just had about [SPOUSE 1’s] topic. Before you start though, I’m going to ask you to fill out this short questionnaire.” HAND EACH MEMBER OF COUPLE A SEPARATE COPY OF QUESTIONNAIRE FOUND IN APPENDIX I. WAIT FOR COUPLE TO FINISH AND THEN COLLECT.

“Great, now we can get started. Remember to focus on [SPOUSE 2’s topic] or matters closely related to it until I return. You can begin as soon as I close the door. Please do not touch the camera while I am out of the room.”

CHECK CAMERA.

RECORD START TIME AND EXIT THE ROOM: 7 MINUTES

WHEN YOU'RE OUTSIDE THE ROOM, RAISE THE VOLUME OF THE RECORDING MACHINE TO ENSURE THAT THE SOUND QUALITY IS GOOD.

WHEN 7 MINUTES HAVE PASSED, KNOCK AND ENTER

RECORD END TIME BUT KEEP CAMERA ON.

"This is all the time we have for this discussion. As before, I'm going to ask you to answer this brief questionnaire on the basis of the conversation you just had about [SPOUSE 2's topic]." (ATTACHMENT J)

HAND THEM THE POST-INTERACTION #2 QUESTIONNAIRES [ATTACHMENT J] [We are considering only having one post-interaction questionnaire, which is administered after both of the social support tasks.]

WHILE COUPLE IS FINISHING THE POST INTERACTION QUESTIONNAIRE CHECK TO MAKE SURE THAT THE CAMERA IS WORKING AND IN FOCUS

ACTIVITY IV: COUPLE PROBLEM SOLVING TASK

CAMERA INSTRUCTIONS ARE THE SAME AS IN THE SOCIAL SUPPORT TASK

ONE DISCUSSION

COUPLE TALKS ABOUT A SOURCE OF CONFLICT IN THEIR RELATIONSHIP

MATERIALS:

TOPICS THAT MARRIED COUPLES TYPICALLY ARGUE ABOUT LIST [ATTACHMENT A].

PROBLEM SOLVING POST-QUESTIONNAIRE (ATTACHMENT K)

TIME: 7 MINUTES

INSTRUCTIONS FOR THIRD INTERACTION:

"Now we are going to have one more discussion. This time I'd like you two to identify one topic of disagreement and discuss it for 7 minutes to make some progress on the issue. Here is a list of topics that are common sources of conflict among married couples.

HAND THEM THE LIST OF *TOPICS THAT MARRIED COUPLES TYPICALLY ARGUE ABOUT* [ATTACHMENT A]. For the next three minutes, I'd like you to review the list together to select a topic that you consider to be a frequent source of conflict in your relationship. The

topic that you select should not be an issue that you have huge arguments about, I am looking for you to select some area that you just don't agree on. If there is a topic of disagreement that you do not see on the list, feel free to add a topic to the list as well."

"Once you've picked a topic, please rate the extent to which this topic is a source of conflict between both of you. I will leave the room while you review the list. If you finish going through the list before I come back, just call me and I will return. Any questions?"

ANSWER QUESTIONS ACCORDINGLY.

TURN ON THE CAMERA AND LEAVE THE ROOM

RECORD START TIME

WHEN YOU'RE OUTSIDE THE ROOM, RAISE THE VOLUME OF THE RECORDING MACHINE TO ENSURE THAT THE SOUND QUALITY IS GOOD.

REENTER ROOM AFTER 3 MINUTES. MAKE SURE TO KNOCK BEFORE ENTERING THE ROOM AGAIN "OK. Did you have a chance to select three topics?"

IF COUPLE IDENTIFIED A TOPIC GO TO INSTRUCTION A:

IF COUPLE DID NOT IDENTIFY A TOPIC OF DISAGREEMENT FOLLOW THESE STEPS:

- TALK TO COUPLE ABOUT ANY POSSIBLE AREAS THEY MAY ARGUE ABOUT, EITHER FROM THE LIST OR OTHERWISE.
- STRESS THAT WE ARE NOT LOOKING FOR SOMETHING THEY HAVE HUGE ARGUMENTS ABOUT, JUST SOME AREA THEY DON'T AGREE ON.
- ASK THE COUPLE TO RECALL A DISAGREEMENT THEY HAD IN THE PAST 2 WEEKS.

(REMEMBER THAT RESPONDENTS HAVE BEEN TOLD AT THE BEGINNING THAT THEY CAN REFUSE TO ANSWER ANY QUESTIONS THEY DON'T FEEL COMFORTABLE WITH.)

INSTRUCTION A: [HELP COUPLE CLARIFY WHAT EACH IS SAYING. FOR EXAMPLE: "So, Mr. A. you believe that Mrs. A. is making unreasonable demands when she asks you to look after the children the moment you walk in from work. And Mrs. A., you think that Mr. A. should be more willing to relieve you and leave you free to make dinner, and that you'd like him to be more involved with the kids."]

"OK I am going to videotape you discussing this topic for 7 minutes, just as I did during the other two discussions. You should try to use this discussion as an opportunity to work toward a solution, even if you cannot solve the problem."

CHECK CAMERA VIEW

RECORD START TIME

“I will return in 7 minutes. Please do not touch the camera while I am out of the room.”

LEAVE ROOM AFTER MAKING SURE SOUND IS LOUD ENOUGH. AFTER SEVEN MINUTES, RETURN, BUT REMEMBER TO KNOCK FIRST.

RECORD END TIME

“That’s the end of the time. You can end your discussion now. One more request is for you both to fill out this questionnaire about the discussion you just had [ATTACHMENT K].”

“Now that we have finished, we would like to give you the [compensation] that we promised to you and [FOCAL CHILD]. Thank you so much for helping us in this study.” GIVE PARTICIPANTS THEIR CHECKS AND GIFT UPON LEAVING THE HOME.

ATTACHMENT A

Topics that Married Couples Typically Disagree About ²

We would like you to select one topic of disagreement between you two that you would feel comfortable discussing for 7 minutes to make some progress on the issue. Once you have identified this topic, please rate ON A SCALE FROM 1-100 rate the extent to which this issue is a source of CONFLICT OR DISAGREEMENT between both of you. At the low end of the scale (0-20) are issues that raise little conflict or disagreement, and at the high end (80-100) are issues that raise intense conflict or disagreements between you.

Division of workload in the family	
Management of money in the family	
Our sexual relationship	
Our relationships with our in-laws	
The amount of time we spend together as a couple	
The need for time alone for either of us	
The quality of time we spend together as a couple	
The way we communicate with each other	
Willingness to work for improvement in our relationship	
Decisions about our leisure/travel time as a family	
Step-children	
Trust	
Our work	
Friends	
Personal habits	
Religion	
Children	
Independence	
Drug/alcohol overuse or abuse	
Jealousy/infidelity	
My own or my partner's personality characteristics	
Moods and tempers	
Showing affection/intimacy	
Making decisions/solving problems	
Unrealistic expectations	
Other (specify):	

ATTACHMENT B

² Adapted from Philip Cowan and Carolyn Pape Cowan, Schoolchildren and Their Families Project, 2000

Issues that Some People Want to Change About Themselves

Please use this list to help you think about something that you might want to change about yourself. Please take a few minutes to review the list, and then let the interviewer know the topic that you have chosen. You may also feel free to pick a topic that does not appear on the list.

- Losing weight
- Changing eating habits
- Quitting smoking
- Exercising
- Working on appearance
- Drinking less
- Having more energy
- Being more assertive
- Being more sensitive
- Improving self-image
- Learning to trust others more

- Learning to accept others more
- Having more self-confidence or self-respect
- Changing negative attitudes toward people
- Having more self-control
- Learning to control temper or mood at work
- Being more responsible
- Being more optimistic
- Being less aggressive
- Being more patient
- Being more outgoing
- Communicating better with others
- Feeling less guilty about things

- Learning to worry less
- Being more organized and efficient
- Being able to manage time better
- Learning to make better decisions
- Do more reading or writing
- Making decisions involving school
- Improving study habits
- Clarifying career decisions and goals
- Taking work less seriously
- Staying motivated at work, pursuing goals
- Being more committed to projects at work

(Provided by Dr. Thomas Bradbury)

ATTACHMENT C

List of Topics for Dyad and Triad, Co-Parenting Discussions

Here is a list of different areas that children and parents often disagree about. Look over this list and circle the three topics that you often disagree about the most. Keep in mind that these topics concern the child's behavior (for example, child's own personal appearance, child's spending habits), not someone else's.

- Money (e.g., spending, allowance, savings)
- Friends (e.g., choice of friends, activities with friends)
- Grades/Schoolwork/Homework/Study habits
- Chores
- Misbehavior (e.g., lying, swearing, talking back, breaking rules, fighting)
- Trouble with the law
- Trouble at school
- Family time together
- Alcohol, Smoking and/or Drugs
- Dating
- Brothers or sisters
- Religion/Going to church/participation in religious activities
- Phone
- Personal appearance (clothes, haircuts, jewelry, etc.)
- Use of computer
- Movie and/or TV watching
- Videogames
- Food (e.g., eating habits)
- Music
- Sleep (e.g., bedtime, times to wake up)
- Jobs/work/employment
- Attitudes and/or respect among family members
- Rules in the house (e.g., curfew)
- Activities outside of school
- How you spend your free time
- Transportation and/or use of family car
- Other (please specify): _____

ATTACHMENT D

List of Topics for Dyad and Triad, Parent-Child Discussions

Here is a list of different areas that children and parents often disagree about. Look over this list and circle the three topics that you often disagree about the most. Keep in mind that these topics concern the child's behavior (for example, child's own personal appearance, child's spending habits), not someone else's.

- Money (e.g., spending, allowance, savings)
- Friends (e.g., choice of friends, activities with friends)
- Grades/Schoolwork/Homework/Study habits
- Chores
- Misbehavior (e.g., lying, swearing, talking back, breaking rules, fighting)
- Trouble with the law
- Trouble at school
- Family time together
- Alcohol, Smoking and/or Drugs
- Dating
- Brothers or sisters
- Religion/Going to church/participation in religious activities
- Phone
- Personal appearance (clothes, haircuts, jewelry, etc.)
- Use of computer
- Movie and/or TV watching
- Videogames
- Food (e.g., eating habits)
- Music
- Sleep (e.g., bedtime, times to wake up)
- Jobs/work/employment
- Attitudes and/or respect among family members
- Rules in the house (e.g., curfew)
- Activities outside of school
- How you spend your free time
- Transportation and/or use of family car
- Other (please specify): _____

ATTACHMENT E

Instruction card to be left with parent(s) and child for 9 year olds and older

1. Describe the disagreement that you have with your parent(s).
2. State your side of the disagreement.
3. State your parent's side of the disagreement.
4. Discuss the disagreement so that you and your parents understand each other's point of view.
5. Try to resolve the disagreement and come to a resolution.
6. If you finish discussing the first disagreement before time is up, talk about the second topic of disagreement, and repeat steps 1 - 5.

ATTACHMENT F

Instruction card to be left with parent (s) and child for 7-8 year olds.

1. Read the rule given on the card you selected.
2. Share how you feel about the rule.
3. State how your parent (s) feel about the rule.
4. Discuss the differences so that you and your parents understand each other's point of view.
5. Try to come to a resolution and/or understanding about the rule.
6. If you finish discussing the rule before time is up, choose another card to discuss in the same way.

ATTACHMENT G

Social Support Discussion # 1 – Pre-Questionnaire

Below is a list of words that describe feelings that people have. For each word, fill in the circle that best describes how you feel right now, at the present moment, as you think about the discussion you are about to have.³

	Not at all	Somewhat	Very Much
Excited			
Angry			
Valued			
Scared			
Hostile			
Supportive			
Irritable			
Helped/Supported			
Inspired			
Nervous			
Respected			

1. In the past, how often have you and your spouse talked about this topic?

Not at All						Somewhat
Extensively ⁴						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In this discussion you and your spouse will discuss an issue that your spouse wants to change. How much does this issue affect you?⁵

Not at All					Somewhat	A
Great Deal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>						

3. Do you think your spouse will be able to make the desired changes?

Definitely Not				Somewhat
Definitely Yes ⁶				

³ Note that these questionnaires will be formatted with bubbles to fill in, in their final form.

⁴ Bradbury, Gonzaga, & Campos (2007) Scale is 1-5.

⁵ PANAS Question Item (W PRE SS H's topic)

⁶ The original PANAS question has a 1-9 scale, and it only lists the extremes "Definitely Not" and "Definitely Yes" but it does not list a middle category. (Perhaps the middle should be more like "Not sure")

ATTACHMENT H

Social Support Discussion # 1 – Post-Questionnaire

Below is a list of words that describe feelings that people have. For each word, fill in the circle that best describes how you feel right now, at the present moment, as you think about the discussion you just completed.

	Not at all	Somewhat	Very Much
Excited			
Angry			
Valued			
Scared			
Hostile			
Supportive			
Irritable			
Helped/Supported			
Inspired			
Nervous			
Respected			

1. How does this discussion compare with other discussions you and your spouse have had about this topic?⁷

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

2. How do the feelings that you had during this discussion compare with the feelings that you usually have when you discuss this topic?⁸

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

3. How do the things you said in this discussion compare with the things you usually say when you discuss this topic?⁹

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

⁷ Bradbury, Thomas. 1994. "Unintended Effects of Marital Research on Marital Relationships" *Journal of Family Psychology* 8:2, 187-201.

⁸ Bradbury, 1994

⁹ Bradbury, 1994

4. How satisfied are you with the discussion?¹⁰

Not at All Satisfied Satisfied Very Satisfied

ATTACHMENT I

Social Support Discussion # 2 – Pre-Questionnaire

1. In the past, how often have you and your spouse talked about this topic?

Not at All Somewhat

Extensively

2. In this discussion you and your spouse will discuss an issue that your spouse wants to change. How much does this issue affect you?¹¹

Not at All Somewhat A Great Deal

3. Do you think your spouse will be able to make the desired changes?

Definitely Not Somewhat

Definitely Yes

¹⁰ PANAS questionnaire item (W POST PD W's topic)

¹¹ PANAS Question Item (W PRE SS H's topic)

ATTACHMENT J

Social Support Discussion # 2 – Post-Questionnaire

Below is a list of words that describe feelings that people have. For each word, fill in the circle that best describes how you feel right now, at the present moment, as you think about the discussion you just completed.

	Not at all	Somewhat	Very Much
Excited			
Angry			
Valued			
Scared			
Hostile			
Supportive			
Irritable			
Helped/Supported			
Inspired			
Nervous			
Respected			

1. How does this discussion compare with other discussions you and your spouse have had about this topic?

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How do the feelings that you had during this discussion compare with the feelings that you usually have when you discuss this topic?

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How do the things you said in this discussion compare with the things you usually say when you discuss this topic?

Very Similar	Somewhat Similar	Very
Different		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How satisfied are you with the discussion?

Not at All Satisfied
Satisfied

Satisfied

Very

0 0 0 0 0 0 0

ATTACHMENT K

Problem Solving – Post-Questionnaire

Not at all Somewhat Very Much

- Excited
- Angry
- Valued
- Scared
- Hostile
- Supportive
- Irritable
- Helped/Supported
- Inspired
- Nervous
- Respected

1. How does this discussion compare with other discussions you and your spouse have had about this topic?

Very Similar Somewhat Similar Very Different

2. How do the feelings that you had during this discussion compare with the findings you usually have when you discuss this topic?

Very Similar Somewhat Similar Very Different

3. How do the things you said in this discussion compare with the things you usually say when you discuss this topic?

Very Similar Somewhat Similar Very Different

4. To what degree were you and your spouse able to work productively on the topic in the discussion?

Not at All Somewhat Very Much

5. How satisfied are you with the outcome of the discussion?

Not at All Satisfied Satisfied Very Satisfied

ATTACHMENT L

Rules for Families: 7-8 Year Old Parent-Child Interaction

Blue cards, parent-child interaction:

- Kids should be responsible for their own belongings.
- Kids should be able to wear whatever they want.
- Kids should be able to eat only what they like.

Red cards, parent-child interaction:

- Parents should let their children decide their own punishment.
- Parents should set limits on what television their children can watch.
- Parents should decide who their children can be friends with.

Green cards, parent-child interaction:

- It's OK for kids not to tell their parents when they get into trouble at school.
- Sometimes it's OK to tattle.
- Sometimes it's OK to give your friend the right answer on a test.

[SOURCE: NICHD Study on Early Child Care]

ATTACHMENT M

New Skills for Infants

Please choose a skill you want to teach to your child.

How to bat a dangling object

How to hold a toy with both hands

How to vocalize single syllables, such as ba, pa, da, ma, na

How to transfer an object from one hand to the other

How to bang an object on a table

How to bang two objects together

How to turn pages in a stiff book

How to pick up small objects with thumb and index finger

How to use their index finger to point (at you or at other objects)

How to imitate an action (clapping, give me five, crossing arms)

How to say a word such as dada, mama

How to remove a sock, hat, or shoe (laces undone)

How to drink from an open cup

How to say a new word and learn its meaning (cup, shoes, table, floor, carpet)

How to point to some body parts (nose, ears, eyes, eyebrows, etc.)

How to make an animal sound (cat, dog, rooster, pig)

To hold a pencil with thumb and fingers (adult-like grasp)

To understand the meaning of two (two toys, two arms, two eyes, etc.)

To point to big or small objects upon request (a small toy or a big toy)

To say a sentence. For example, "My mom loves me" or "I like toys" or "I am happy."

To understand the meaning of plural words (sock vs. socks, car vs. cars, etc.)

ATTACHMENT N

Rules for Families: 7-8 Year Old Co-parenting Interaction

Blue cards, co-parenting interaction:

- Kids should not be asked to do household chores.
- Kids should always obey their teachers.
- Kids should be able to decide their own bedtime.

Red cards, co-parenting interaction:

- Parents should make sure their children turn their homework in on time.
- Parents should always know what their children are doing when the children are playing outside.
- Parents shouldn't give children money every time they ask for it.

Green cards, co-parenting interaction:

- It's OK to do something wrong if all of your friends are doing it.
- Kids shouldn't fight with their friends.
- It's OK for kids to have messy rooms

[SOURCE: NICHD Study on Early Child Care]

SUPPORTING HEALTHY MARRIAGE PROJECT

OMB Control Number: 0970-0299

Expiration Date: 5/31/2009

Research ID: _____

Agreement to take part in the Supporting Healthy Marriage Study

You are invited to take part in an important project called Supporting Healthy Marriage. This project will study programs to help couples learn how to get along with each other. The programs will also help couples be better parents. They will also help couples get services to improve their employment or health. A research company called MDRC is doing the study. The federal government is paying for the study.

This study is testing ways to help married couples get along.

This study will offer a new program [Local Program] to married couples. [Local program] will not have room for all couples who want to take part. Some couples will get to be part of [Local Program] but some couples will not. We will pick the couples who will get to be part of the [Local program] randomly, like flipping a coin. If we do not pick you, you can still get other services on your own.

If you agree to be in the study, researchers will collect information about you and your children.

The information you share with the study team is important. It could help make these services available to other couples like you. At the start of the study, you and your spouse will be asked to answer some questions in private. These questions will ask you how well you get along with your spouse, how happy or sad you are, and what makes you upset.

If you agree to be in the study, you and your spouse will be interviewed one or more times over the next seven years by a survey company called Abt Associates. Abt Associates is part of the research team for this study. You will be asked about your marriage, how well you are getting along with your spouse, your experiences with [Local program], and your children. You might also be asked to let us do some activities with your children. You do not have to answer any question that you don't want to answer. You will get [gift amount] for each interview.

If you agree to be in the study, [Local Program] program will share information with the research team about the services you get over the next five years as well. We might also collect data from [State] about things like your wages and benefits. We might also collect data from [State] about services your children get, and your children's school test scores.

Taking part in the study is your choice. You may stop being in the study at any time. If you stop being in the study, we will use any information that we have collected before then.

Your Answers Will Be Kept Private

Only the study staff will be able to see information you give them. Your name will never appear in any public document. All the study staff is trained to protect privacy. Information gathered from [State] about you or your children will be marked with a code number, not names. We also have a Confidentiality Certificate (CC) from the US government that adds special protection for the research information about you. It says we do not have to identify you, even under a court order or subpoena. Still, if keeping your answers private would put you, someone else or your child in serious danger, then we will have to tell government agencies to protect you or the other person. And, the government may see your information if it audits us.

Consent to Take Part in the Supporting Healthy Marriage Study

I understand that:

- [Local Program] will not have room for all couples. A random selection process will decide if I can get [Local Program] services.
- If I cannot get [Local Program] services, I will still be part of the study. I can still get other program services in our community.
- I will be contacted by the study team later for an interview. Some of the questions will be about personal things and my feelings. I can refuse to answer any question.
- The study team might use my name or Social Security number to collect data from government agencies.
- All information will be kept confidential, except as required by law or if I request otherwise in writing. However, if a person on the study team or in the program feels that keeping information confidential would result in danger to me or another person, they will have to tell appropriate agencies to protect me or the other person.

I agree to:

- Allow a random selection process to decide if I can get [Local Program] services.
- Answer some questions now and give the study team information about how to reach me for an interview later.
- Let the study team collect information on [Local Program] services that I receive.
- Let state and local agencies give information about me to the study team.
- Let the study team collect information about my children from me and from sources like state and local agencies.
- Allow schools to release my children’s test scores.

I can call [NAME OF PERSON] toll-free at [TELEPHONE NUMBER] at MDRC to ask any questions I may have or to ask about not being part of the study anymore.

Participant

Name of Participant (Printed)

Signature of Participant

Date

Name of Person Administering this Form (Printed)

Signature of Person Administering this Form

Date