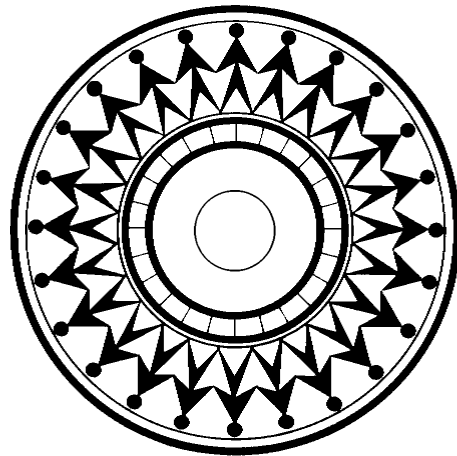


SENSITIVELY ASSESSING CHILDREN'S TESTIMONIAL COMPETENCE, 1997

NDACAN Dataset Number 81 User's Guide



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PREFACE

The study, *Sensitively Assessing Children's Testimonial Competence, 1997* has been given to the National Data Archive on Child Abuse and Neglect for public distribution by Karen Saywitz and Thomas D. Lyon. Funding for the project was provided by the Office on Child Abuse and Neglect, Children's Bureau, U.S. Department of Health and Human Services, Contract #90-CA-1553.

ABSTRACT

Most courts require that all witnesses take an oath, or at least "promise" to tell the truth when testifying. To appreciate the oath, a witness must understand the difference between truths and lies, as well as his or her obligation to tell the truth. The courts, therefore, routinely question child witnesses regarding their understanding of truth and lies before allowing them to testify. This research project examines the most sensitive means by which to measure children's competency to take an oath. Researchers conducted six studies using 475 children ages 4 to 7 years old. Two groups of children were tested: one group (352 children) were maltreated children under the jurisdiction of the Los Angeles County juvenile court, and the other group (123 children) were nonreferred children attending a university preschool. In each study the children were interviewed and tested by an examiner who gave them questions to answer and tasks to perform. The results show at (1) young maltreated child witnesses exhibit serious delays in receptive and productive vocabulary; (2) the children's understanding of the meaning and morality of lying depends on how they are asked to demonstrate their understanding; (3) despite weak vocabularies, most maltreated children understand the meaning and morality of lying by age 5; and (4) young child witnesses may not understand the request "promise to tell the truth".

ACKNOWLEDGEMENT OF ASSISTANCE

All manuscripts which use data made available through the National Data Archive on Child Abuse and Neglect should acknowledge that fact as well as identify the original collector of the data. Users of these data are urged to follow some adaptation of the following statement with the parentheses indicating items to be filled in appropriately or deleted by the individual user.

The data utilized in this publication were made available by the National Data Archive on Child Abuse and Neglect, Cornell University, Ithaca NY; and have been used by permission. Data from the *Sensitively Assessing Children's Testimonial Competence* study, were originally collected by Karen Saywitz and Thomas D. Lyon. Funding for this study was provided by Office on Child Abuse and Neglect, Children's Bureau, U.S. Department of Health and Human Services, Contract #90-CA-1553. Neither the collector of the original data, the funder, the Archive, Cornell University, or its agents or employees bear any responsibility for the analyses or interpretations presented here.

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OVERVIEW

Background

Although the Federal Rules of Evidence and many states have liberalized the statutory prerequisites for testimonial competence, it is still a requirement in most courts that all witnesses take the oath, or at least “promise” to tell the truth. In order to appreciate the oath, a witness must understand the difference between the truth and lies and appreciate her obligation to tell the truth. The courts therefore routinely question child witnesses regarding their understanding of the truth and lies before allowing them to testify (Haugaard & Reppucci, 1992; McGough, 1992; Myers, 1992; Whitcomb, 1992).

The rules of testimonial competence merely require that the witness understands the nature and obligations of the oath. Competence statutes do not specify the questions that must be asked of the witness in order to ascertain testimonial competence. The rules of competence do not require that a witness demonstrate an abstract understanding of the nature of truth and lies. Moreover, the rules of competence do not require a particular level of sophistication in hypothetical reasoning abilities. If a witness recognizes that lying in court is wrong and subjects the liar to punishment, she understands her obligations under the oath, even if she refuses to reason hypothetically on the stand about the aversive consequences to herself should she lie.

Purpose of Project

A recurring theme in developmental psychology is the potential for underestimating children's abilities due to the use of unnecessarily complicated tasks. Researchers exploring competencies first believed to be non-existent before middle childhood have found a number of domains in which young children perform well if the verbal demands of the tasks are minimized and if the tasks are stripped of extraneous complications (Donaldson, 1978; Flavell, Miller, & Miller, 1993; Gelman & Baillargeon, 1983). Children's failure on traditional tasks may reveal less about their understanding of the concepts that the researchers were interested in testing than their difficulty with the way in which the tests were constructed. Examination of the common methods by which children are questioned regarding their competence suggests that the courts have similarly underestimated children's abilities. The goal of this research project was to determine the most sensitive means by which children's competence to take the oath may be measured.

Study 1: Maltreated Children's Understanding of the Meaning of "truth" and "lie"

The purpose of this study was to examine different means for assessing children's understanding of the difference between truth and lies and their obligation to tell the truth. Each child was given five tasks, (a) the identification task, (b) the difference task, (c) the definition task, (d) the morality task, and (e) the Peabody Picture Vocabulary Test-Revised (PPVT-R) (a test of receptive vocabulary). In the identification task, the child was asked to identify statements about pictures of objects as either "the truth" or "a lie." In the difference task, children were tested for

their ability to explain the difference between objects, their understanding of whether telling the truth and telling the lie are different, and their explanation of the difference between the truth and lies. In the definition task, children were asked whether they knew what it meant to tell the truth and to tell a lie, and were asked to define the terms. In the morality task, children were asked whether it was good or bad to tell the truth or lie to an authority figure, why it was good or bad, and whether telling the truth or a lie would make an authority figure happy or mad.

Participants

Participants in this study were awaiting a court appearance in the Los Angeles County Juvenile Court. Each participant had been removed from the custody of his or her parent or guardian due to allegations of abuse and/or neglect, and had been transported from a foster care placement to an area called "shelter care" in the court building. The Department of Children and Family Services (DCFS) and the Presiding Judge of the Juvenile Court gave permission for participants to participate, with the exception of children whose attorneys had objected to their participation in the study. Spanish-speaking participants were excluded only if they were clearly incapable of communicating with the researcher in English or if they were officially recognized as Spanish-speaking, either by social services or by the Juvenile Court. Participants were also excluded if they were awaiting an adjudication hearing (at which the allegations of abuse or neglect are adjudicated) on the day of their appearance in shelter care, due to concerns expressed by children's attorneys that if they testified at such a hearing, they would be questioned regarding their competence to take the oath twice in one day. Participants were asked for their assent to participate; 96 of 106 asked agreed to do so. The final sample consisted of 96 children, ages 4 through 7, with 24 children in each age group.

The composition was chosen to match the population of abused and neglected children under the care of the Los Angeles County Department of Children and Family Services, which is approximately 42% African-American, 33% Latino (including Spanish Speaking), 22% Caucasian, and 3% other (Digre, 1994).

Materials

The materials included nine "surprise doors," eight moral story cards, and the PPVT-R (Peabody Picture Vocabulary Test-Revised). The "surprise doors" were illustrations of familiar objects (e.g. ball, lion, cake) inside a piece of brightly colored cardstock that was folded so that one lifted the top (by means of a small bow) in order to reveal the picture inside. The moral story cards depicted either a boy or a girl speaking to a female adult (a judge, social worker, grandmother, or doctor). A sample script is attached as Appendix A.

Procedure

Researchers reviewed each participant's court records to determine the type of abuse and/or neglect, the number of times the child's placement had been changed, and the amount of time the child had been under the supervision of the juvenile court. In order to determine the type of abuse and/or neglect, the dependency court petition was also reviewed. 85 of the 96 participants'

court files were located. Researchers used the coding scheme for the type and severity of abuse or neglect and the identity of the perpetrator developed by Barnett, Manly, and Cicchetti (1993).

Each child was given five tasks, the identification task, the difference task, the definition task, the morality task, and the PPVT-R (Peabody Picture Vocabulary Test-Revised), a test of receptive vocabulary).

On the *identification task*, children were asked to identify four statements as either the truth or lies, two of which were true and two of which were false. Whether "truth" or "lie" was mentioned first alternated trial by trial. Half of the participants at each age received a truthful trial first and half received a lying trial first.

In the *difference task*, the experimenter told the child that he or she would see two surprise doors and that the child could say whether the doors were the "same" or "different." Participants were given two difference warm-ups to assess their general understanding of "different" and "the same." Then, the experimenter asked about "telling a lie and telling the truth"; whether they were different or the same (the incorrect choice mentioned last).

In the *definition task*, the experimenter suggested that they pretend that the experimenter was a baby and did not know what some words meant, and that the experimenter would say some words and the child would say "what they are." The experimenter gave examples of definitions for "milk" and "dog," and then asked the child to define "cat" and "taking a nap." The experimenter then asked the child, "How about telling a lie. Do you know what it means to tell a lie?" followed by "What does it mean to tell a lie?" and up to two follow-up requests for more information. The same questions were then asked for "telling the truth."

In the *morality task* the child was shown four illustrations and told a brief story regarding each illustrations. The illustrations depicted either a boy or girl speaking to one of four females, who were depicted and described as a doctor, a grandmother, a judge or a "lady who comes to see [the child] at home" (intended to be a social worker). Participants could respond correctly on 0-4 questions regarding the goodness or badness of lying or telling the truth, and 0-4 questions regarding whether an adult would be happy or mad if a child lied or told the truth. Both the children and the adults in the illustrations were drawn without facial expressions and without racial identification. Each child received a block of two stories in which the child lied and a block of two stories in which the child told the truth. Half of the participants at each age received the lie block first and half received the truth block first. Each child received two stories with girl story children and two stories with boy story children, one child of each gender lying and telling the truth. Across children at each age, a equal number of adults were lied to or told the truth.

All children were administered the morality task after the identification, difference and definition tasks, and all children were given the PPVT-R last.

Studies 2 & 3: The Oath Competency Picture Task

The second and third studies attempted to devise a method for testing children's understanding of the meaning of truth and lie that would minimize motivational difficulties in identifying a lie as such. Two story children make true and false statements about an object, hoping to reduce the motivational difficulties faced by children when asked about truth-telling and lying. One story character lies, and the child merely has to identify which story character does so. The participant therefore need not identify the experimenter as a liar, and denying that a lie has been told at all is not an option. Moreover, the task allowed researchers to visually depict truth-telling and lying, through the use of talk bubbles, which reduces the memory demands of the task. These

adaptations were tested on a new sample of referred children in Study 2. Non-referred children were tested in Study 3 using the same methodology.

Participants

Participants in Study 2 were drawn from the same sample as Study 1. The final sample in Study 2 consisted of 96 children, with 48 4-year-olds and 84 5-year-olds. Again, participant's court records were reviewed to determine the type of abuse and/or neglect, the number of times the child's placement had been changed, and the amount of time the child had been under the supervision of the juvenile court. Unlike Study 1, researchers reviewed various supporting documents in the court file, which typically included a police report, an application for petition, and a pre-adjudication social study.

Participants in Study 3 were drawn from a university preschool, which serves nonreferred young children most of whose parents are well-educated and upper middle class. The final sample consisted of 48 children, with 24 3-year-olds and 24 4-year-olds. The ethnic composition of the sample was 2% African-American, 71% Caucasian, and 27% Asian and others. There were no Latinos in the sample.

Materials

The materials for Study 2 and Study 3 included six "reality story" sheets, six "morality story" sheets, and the PPVT-R. The "reality story" sheets were illustrations of two children (either both boys or girls) on either side of a familiar objects (e.g. cat, pizza, teddy bear). Above each child was a "talk bubble," which contained either a copy of the object (reduced slightly) or a different object. Each talk bubble was covered with a brightly colored piece of felt, so that the contents of the talk bubble were not visible unless the felt was lifted. The "morality story" sheets depicted two children (either both boys or girls) on ether side of a female adult (a judge, social worker, grandmother, or doctor). The adults were identical to those depicted in the morality task of Study 1. Both the children and adults in the illustrations were drawn without facial expressions and without racial identification. A sample script is attached as Appendix B.

Procedure

In the *reality stories* task, the experimenter placed a reality story sheet in front of the child and asked the child to identify the object. If the child could not provide a label, the experimenter would give clues. The experimenter would then accept and repeat the label provided by the child. The experimenter then told the child to “Listen to what these boys [girls] say about the [child’s label for object],” and added either that “[o]ne of them will say something wrong and one will say something right” or that “[o]ne of them will tell a lie and one will tell the truth.” Starting with the story child depicted on the left of the picture, the experimenter then told the child what each story child called the object.

After revealing how each story child labeled the object, the experimenter asked the child to identify either the child who was telling a lie, telling the truth, saying something right, or saying something wrong. So that the child could remember how each story child labeled the object, the felt over the talk bubbles remained up during this question.

In the *morality stories* task the experimenter showed the child an illustration depicting either two boys or two girls speaking to one of three females, who were depicted and described as a doctor, a judge, or a “lady who comes to see [the child] at home” (intended to be a social worker). Each story was similarly constructed. The professional was identified, and the child was told the professional “wants to know what happened” to the children. The experimenter then said that one of the children would either “get in trouble” or “say something bad.”

Starting with the story child depicted on the left of the professional, the experimenter told the child whether each story child “tells the truth,” “tells a lie,” “says what’s right”, or “says what’s wrong.” The child was then asked to identify which story child was “gonna get in trouble” or “said something bad,” and was asked to explain his or her response.

The reality and morality stories were counterbalanced so that half of the participants at each age received the reality stories first, and half received the morality stories first. All children were administered the PPVT-R last.

Study 4: Children's Willingness to Discuss the Negative Consequences of Lying

In order to determine children's competence, adults often ask the child to discuss what would happen if she lied on the stand. If the child understands that lying leads to punishment, then she appreciates the importance of telling the truth. Research on children's understanding of the consequences of lying suggests that at least by five years of age, children understand that lies are punished. As with children's understanding of truth and lie, however, there are a number of cases in which children's performance in court falls far below their performance in laboratory research. We believe that this is due in part to children's difficulty with reasoning hypothetically about the unpleasant consequences to them should they lie. The hypothesis of this study was that young children are well aware of the negative consequences of lying, and can demonstrate such an understanding if the questions they are asked are more sensitive to their difficulties with hypothetical reasoning. This study hypothesized that young children are well aware of the

negative consequences of lying, and can demonstrate such an understanding if the questions they are asked are more sensitive to their difficulties with hypothetical reasoning.

Participants

Participants in this study were drawn from the same population as in Studies 1 and 2. 64 of 68 participants asked to participate agreed to do so. The final sample consisted of 64 5- and 6-year-old children (31 girls and 33 boys). The ethnic composition of the sample was 42% Latino, 31% African-American, 23% Caucasian, and 2% other (including Asian and Native-American).

Researchers reviewed each participant's court records to determine the number of items the child's placement had been changed, and the amount of time the child had been under the supervision of the juvenile court. The records of placement changes may have underestimated movements from one foster home to another, but would capture movements from the parent's custody to that of relatives or foster placement. The average child had moved 3 times ($M = 3.06$, $SD = .30$), 31.3% had moved 4 or more times

Materials

Participants were given the vocabulary subtest of the Wechsler Preschool Scale of Intelligence Revised (WPPSI-R), a measure of productive vocabulary that is highly correlated with other measures of verbal intelligence. Like the other studies, Study 4 utilized a stories and ascript which elicited responses from children. A sample script is attached as Appendix C.

Procedure

An experimenter showed the participant pictures of three professionals (a judge, a social worker, and a doctor), explained the role the professional plays (e.g., "The judge listens to what everyone says and then decides how to keep children safe and healthy"), and said that the professional wanted to know if someone had hurt the child. For each professional, the experimenter asked the child five or six questions regarding the consequences of lying, and then asked the child if he or she would ever lie to that professional.

In the first two consequence questions, the experimenter asked the participant what "would happen" and what the professional "would do" if the child lied. The third question asked the child where the professional would "make the [child] go" if the child lied, and was asked only with reference to the judge and the social worker (since doctors do not typically have power over determining where a child will go). The fourth and fifth questions asked the participant what the child's mother would do and what God would do if the child lied. Children in the "self" condition were asked about the consequences they would suffer should they lie, whereas children in the "other" condition were asked about the consequences a story child would suffer.

Participants were given the WPPSI before the main task, and assignment to group was based upon the participant's age, gender, and an approximation of the participant's WPPSI score so that these factors would be equal in both groups.

The sessions were videotaped and the tapes transcribed by one of three transcribers, all of whom were blind to the hypotheses of the study. Two coders who were blind to the hypotheses of the study and blind to the exact questions asked by the experimenter (whether the experimenter referred to the participant or a story child was obscured) independently coded all of the responses as to whether the child failed to respond (either "I don't know" or no response), and, when the participant did provide a response, whether the response was incomprehensible, ambiguous as to valence, or was negatively valenced. Moreover, coders gave each response a qualitative code, which was derived from pilot testing.

Studies 5 & 6: Children's Understanding of Promising as a Guarantee

Most states require all witnesses to take some form of the oath before testifying, although in a number of states child witnesses may simply “promise” to tell the truth. If the elicitation of a promise from the child to tell the truth is to have an effect on the likelihood that the child will do so, it is important that the child understand that promising is meant to increase the likelihood that one will do what one says one will do. In these studies, researchers examined young children’s understanding that a “promise” implies a stronger commitment than a statement that one “will,” “might,” or “won’t” perform some deed.

Participants

Participants in Study 5 study were drawn from the same population as in Studies 1, 2, and 4. 97 of the 102 asked to participate agreed to do so. One child’s interview was interrupted so that the child could be transported back to foster care. The final sample thus consisted of 96 4- to 7-year-old children, 24 in each age group. There were equal numbers of boys and girls in each age group. The ethnic composition for the sample was 43% African-American, 33% Latino, 22% Caucasian, and 2% other (including Asian and Native-American). The number of changes in placement was estimated by reviewing computerized records of juvenile court dispositions.

The 75 participants in Study 6 were drawn from the same university preschool used in Study 3. The final sample consisted of 25 3-year-olds, 26 4-year-olds, and 24 5-year-olds. The ethnic composition of the sample was 5% African-American, 64% Caucasian, 21% Asian, and 8% other (e.g. Pacific Islander, Native American). There were no Latinos in the sample.

Materials

In order to assess the children’s receptive vocabulary, researchers administered the Peabody Picture Vocabulary Test, Revised (PPVT-R). In order to make the task engaging for young children, structured the task was structured as a game. Studies 5 & 6 used the same materials and script. A sample script is attached as Appendix D.

Procedure

The same procedure was used in both Study 5 and Study 6. The experimenter showed the child a large number of brightly colored plastic boxes, and explained that some of the boxes had toys inside of them, and some boxes did not, and that the child could “figure out” which boxes had toys inside by listening to some stories. The child was told a series of stories in which two story characters made discrepant statements regarding whether they would put a toy in their respective boxes, using the words “promise,” “will,” “might,” or “won’t.” Six pairs of words were contrasted: promise/will, promise/might, promise/won’t, will/might, will/won’t, and might/won’t. After placing a box under each story child, the experimenter asked the child to choose which story child’s box had a toy.

Participants were given a total of 12 stories, 2 of each pair of words. The stories were counterbalanced so that children who exhibited a preference for a particular color box, story child, or position (box on right or box on left) would score at chance. At the end of the task, the experimenter and the child opened all of the boxes that the child had picked (all of which contained toys). In each story, the participant was shown two felt children, one red and one blue. Boy participants heard about boy story characters and girl participants heard about girl story characters.

DESCRIPTION OF MACHINE-READABLE FILES

The Archive distributes these data as SAS transport or SPSS portable files. Other file formats and data subsets can be prepared by special request. Please refer to the NDACAN order form or call us for more information.

File Characteristics

The Archive distributes six data files for this project; one for each study. A brief description of each file is provided below. Frequencies and summary statistics are available from the NDACAN web server.

STUDY1 - This data file consists of 96 observations and 82 variables.
STUDY2 - This data file consists of 96 observations and 45 variables.
STUDY3 - This data file consists of 43 observations and 34 variables.
STUDY4 - This data file consists of 64 observations and 48 variables.
STUDY5 - This data file consists of 96 observations and 36 variables.
STUDY6 - This data file consists of 75 observations and 22 variables.

Please contact the Archive directly if you have questions or encounter problems in using this dataset. Do not contact the principal investigator. The Archive has made an agreement with the investigator to field all questions related to the study.

BIBLIOGRAPHY

The references for this document are divided into two sections: The first section is a listing of documents produced from *Sensitively Assessing Children's Testimonial Competence, 1997* study. The second section is a listing publications which were consulted in the construction of this document. Please note that this is not meant to be an exhaustive or representative list of documents produced from and related to the dataset.

Documents Produced from the Dataset

Saywitz, K. & Lyon, T. D. (1997). *Sensitively assessing children's testimonial competence* (National Clearinghouse on Child Abuse and Neglect Information No. CD-24762). Los Angeles: University of Southern California Law School.

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APPENDIX A
STUDY SCRIPTS

Script for Study 1**Form A (Warm, ID(A), Def, Diff, G/Grandmother B/SW G/Dr B/Judge)**

Introduction:

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form A IDENTIFICATION TASK; Lie first; Word List A

Here's what we can do. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. lie; truth mentioned first (Lion/Puppy)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a PUPPY, is that the TRUTH or a LIE?

[I say that's a PUPPY; is that the TRUTH or a LIE?]

2. truth; lie mentioned first (Apple)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

3. truth: truth mentioned first (Truck)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

4. lie: lie mentioned first (Horse/Snake)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a SNAKE, is that a LIE or the TRUTH?

[I say that's a SNAKE. Is that a LIE or the TRUTH?]

Form A DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they are.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[follow-up with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?
Tell me--what is a BANANA?

[followup with:
Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

Form A DIFFERENCE task

Let's do something DIFFERENT. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

FORM A (MORALITY TASK) G/Grandmother B/SW G/Dr B/Judge

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

A1. Grandmother/lie/good first/happy first

Look at THIS girl.

She's talking to her Grandmother.

Her Grandmother wants to know what happened to the girl.

Well, the girl tells her Grandmother a LIE.

The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If her Grandmother finds out the girl told a LIE, how will that make her grandmother FEEL--
HAPPY or MAD?

A2. SW/lie/bad first/mad first

Here's a BOY.
He's talking to a LADY who comes to see him at HOME.
This LADY wants to know what happened to the boy.

Well, the boy tells the Lady a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If this LADY finds out the boy told a LIE, how will that make this lady FEEL--MAD or
HAPPY?

A3. Dr/truth/good first/happy first

Here's a DIFFERENT girl.
She's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the girl.

Well, the girl tells the doctor the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the DOCTOR finds out the girl told the TRUTH, how will that make the doctor FEEL--
HAPPY or MAD?

A4. Judge/truth/bad first/mad first

Here's a DIFFERENT boy.
He's talking to this lady, who is a JUDGE.
The judge wants to know what happened to the boy.

Well, the boy tells the Judge the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the JUDGE FINDS OUT the boy told the TRUTH, how will that make the judge FEEL--MAD or HAPPY?

Form B (Warm, ID(A), Diff, Def, G/Grandmother B/SW G/Dr B/Ju)**Introduction:**

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form B IDENTIFICATION TASK; Lie first; Word List A

Here's what we can do. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. lie; truth mentioned first (Lion/Puppy)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a PUPPY, is that the TRUTH or a LIE?

[I say that's a PUPPY. Is that the TRUTH or a LIE?]

2. truth; lie mentioned first (Apple)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

3. truth: truth mentioned first (Truck)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

4. lie: lie mentioned first (Horse/Snake)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a SNAKE, is that a LIE or the TRUTH?

[I say that's a SNAKE. Is that a LIE or the TRUTH?]

Form B: DIFFERENCE task

Let's do something DIFFERENT. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form B: DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they ARE.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[followup with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?

Tell me--what is a BANANA?

[followup with:

Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?

Tell me--what is a LIE?

[followup with:

Tell me something else about a LIE.]

[followup with:

Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?

Tell me--what is the TRUTH?

[followup with:

Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

FORM B (MORALITY TASK) G/Grandmother B/SW G/Dr B/Judge

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

B1. Grandmother/truth/good first/happy first

Look at THIS girl.
She's talking to her Grandmother.
Her Grandmother wants to know what happened to the girl.

Well, the girl tells her Grandmother the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If her Grandmother finds out the girl told the TRUTH, how will that make her grandmother FEEL--HAPPY or MAD?

B2. Sw/truth/bad first/mad first

Here's a BOY.
He's talking to a LADY who comes to see him at HOME.
This LADY wants to know what happened to the boy.

Well, the boy tells the Lady the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If this LADY finds out the boy told the TRUTH, how will that make this lady FEEL--MAD or HAPPY?

B3. Dr/lie/good first/happy first

Here's a DIFFERENT girl.
She's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the girl.

Well, the girl tells the doctor a LIE.
The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the DOCTOR finds out the girl told a LIE, how will that make the doctor FEEL--HAPPY or MAD?

B4. Judge/bad first/mad first

Here's a DIFFERENT boy.
He's talking to this lady, who is a JUDGE.
The judge wants to know what happened to the boy.

Well, the boy tells the Judge a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the JUDGE FINDS OUT the boy told a LIE, how will that make the judge FEEL--MAD or HAPPY?

Form C (Def, Warm, Diff, ID(A), G/SW B/Dr G/JudgeGrandmother)

DEFINITION task

Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna

tell you the WORDS and you tell me what they ARE.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[followup with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?

Tell me--what is a BANANA?

[followup with:

Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?

Tell me--what is a LIE?

[followup with:

Tell me something else about a LIE.]

[followup with:

Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?

Tell me--what is the TRUTH?

[followup with:

Tell me something else about the TRUTH.]

[followup with:

Can you tell me more about the TRUTH?]

Form C DIFFERENCE task

Let's do something DIFFERENT. I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form C IDENTIFICATION TASK; Lie first; Word List A

Let's do something DIFFERENT. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. lie; truth mentioned first (Lion/Puppy)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a PUPPY, is that the TRUTH or a LIE?

[I say that's a PUPPY. Is that the TRUTH or a LIE?]

2. truth; lie mentioned first (Apple)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

3. truth: truth mentioned first (Truck)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

4. lie: lie mentioned first (Horse/Snake)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a SNAKE, is that a LIE or the TRUTH?

[I say that's a SNAKE. Is that a LIE or the TRUTH?]

FORM C (MORALITY TASK) G/SW B/Dr G/JudgeB/Grandmother

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

C1. Sw/lie/good first/happy first

Look at THIS girl.
She's talking to a LADY who comes to see her at HOME.
This LADY wants to know what happened to the girl.

Well, the girl tells the Lady a LIE.
The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If this LADY finds out the girl told a LIE, how will that make this lady FEEL--HAPPY or MAD?

C2. Dr/lie/bad first/mad first

Here's a BOY.
He's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the boy.

Well, the boy tells the Doctor a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the DOCTOR finds out the boy told a LIE, how will that make the doctor FEEL--MAD or HAPPY?

C3. Judge/truth/good first/happy first

Here's a DIFFERENT girl.
She's talking to this lady, who is a JUDGE.
The judge wants to know what happened to the girl.

Well, the girl tells the Judge the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the JUDGE FINDS OUT the girl told the TRUTH, how will that make the judge FEEL--HAPPY or MAD?

C4. Grandmother/truth/bad first/mad first

Here's a DIFFERENT boy.
He's talking to his Grandmother.
His Grandmother wants to know what happened to the boy.

Well, the boy tells his Grandmother the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If his Grandmother finds out the boy told the TRUTH, how will that make his grandmother FEEL--MAD or HAPPY?

Form D (Warm, Diff, Def, ID(A), G/SW B/Dr G/Judge B/Grandmother)

Introduction:

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form D DIFFERENCE task

I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form D DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they Are.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[followup with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?

Tell me--what is a BANANA?

[followup with:
Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

Form D IDENTIFICATION TASK; Lie first; Word List A

Let's do something DIFFERENT. Let's look at some more of my pictures. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. lie; truth mentioned first (Lion/Puppy)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a PUPPY, is that the TRUTH or a LIE?

[I say that's a PUPPY. Is that the TRUTH or a LIE?]

2. truth; lie mentioned first (Apple)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

3. truth: truth mentioned first (Truck)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

4. lie: lie mentioned first (Horse/Snake)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a SNAKE, is that a LIE or the TRUTH?

[I say that's a SNAKE. Is that a LIE or the TRUTH?]

FORM D (MORALITY TASK) G/SW B/Dr G/Judge B/Grandmother

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

D1. Sw/truth/good first/happy first

Look at THIS girl.

She's talking to a LADY who comes to see her at HOME.

This LADY wants to know what happened to the girl.

Well, the girl tells the Lady the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If this LADY finds out the girl told the TRUTH, how will that make this lady FEEL--HAPPY or MAD?

D2. Dr/truth/bad first/mad first

Here's a BOY.
He's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the boy.

Well, the boy tells the Doctor the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the DOCTOR finds out the boy told the TRUTH, how will that make the doctor FEEL--MAD or HAPPY?

D3. Judge/lie/good first/happy first

Here's a DIFFERENT girl.
She's talking to this lady, who is a JUDGE.
The judge wants to know what happened to the girl.

Well, the girl tells the Judge a LIE.
The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the JUDGE FINDS OUT the girl told a LIE, how will that make the judge FEEL--HAPPY or MAD?

D4. Grandmother/lie/bad first/mad first

Here's a DIFFERENT boy.
He's talking to his Grandmother.
His Grandmother wants to know what happened to the boy.

Well, the boy tells his Grandmother a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If his Grandmother finds out the boy told a LIE, how will that make his grandmother FEEL--MAD or HAPPY?

Form E (Warm, ID(B), Def, Diff, G/Dr B/Ju G/Grandmother B/Sw)

Introduction:

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form E IDENTIFICATION TASK; Truth first; Word List B

Here's what we can do. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. truth: truth mentioned first (Pig)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

2. lie: lie mentioned first (Sandwich/Carrot)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a CARROT, is that a LIE or the TRUTH?

[I say that's a CARROT. Is that a LIE or the TRUTH?]

3. lie: truth mentioned first (Wagon/Football)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a FOOTBALL, is that the TRUTH or a LIE?

[I say that's a FOOTBALL. Is that the TRUTH or a LIE?]

4. truth: lie mentioned first (Bird)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

Form E DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they ARE.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?
Tell me--what is a CAT?

[followup with:
Tell me something else about a CAT.]

[followup with:
Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?
Tell me--what is a BANANA?

[followup with:
Tell me something else about a BANANA.]

[followup with:
Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

Form E DIFFERENCE task

Let's do something DIFFERENT. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:
Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:
Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:
Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:
Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

FORM E (MORALITY TASK) G/Dr B/Ju G/Grandmother B/Sw

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

E1. Dr/lie/good first/happy first

Look at THIS girl.

She's talking to this lady, who is a DOCTOR.

The DOCTOR wants to know what happened to the girl.

Well, the girl tells the doctor a LIE.

The girl does NOT tell the TRUTH.

Now, (child's name),

Do you think it was GOOD or BAD for her to tell a LIE?

[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the DOCTOR finds out the girl told a LIE, how will that make the doctor FEEL--HAPPY or MAD?

E2. Judge/lie/bad first/mad first

Here's a BOY.

He's talking to this lady, who is a JUDGE.

The judge wants to know what happened to the boy.

Well, the boy tells the Judge a LIE.

The boy does NOT tell the TRUTH.

Now, (child's name),

Do you think it was BAD or GOOD for him to tell a LIE?

[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the JUDGE FINDS OUT the boy told a LIE, how will that make the judge FEEL--MAD or HAPPY?

E3. Grandmother/truth/good first/happy first

Here's a DIFFERENT girl.
She's talking to her Grandmother.
Her Grandmother wants to know what happened to the girl.

Well, the girl tells her Grandmother the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If her Grandmother finds out the girl told the TRUTH, how will that make her grandmother FEEL--HAPPY or MAD?

E4. Sw/truth/bad first/mad first

Here's a DIFFERENT boy.
He's talking to a LADY who comes to see him at HOME.
This LADY wants to know what happened to the boy.

Well, the boy tells the Lady the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If this LADY finds out the boy told the TRUTH, how will that make this lady FEEL--MAD or HAPPY?

Form F (Warm, ID(B), Diff, Def, G/Dr B/Judge G/Grandmother B/Sw)

Introduction:

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form F IDENTIFICATION TASK; Truth first; Word List B

Here's what we can do. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. truth: truth mentioned first (Pig)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

[I say that's a [child's label]. Is that the TRUTH or a LIE?]

2. lie: lie mentioned first (Sandwich/Carrot)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a CARROT, is that a LIE or the TRUTH?

[I say that's a CARROT. Is that a LIE or the TRUTH?]

3. lie: truth mentioned first (Wagon/Football)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a FOOTBALL, is that the TRUTH or a LIE?

[I say that's a FOOTBALL. Is that the TRUTH or a LIE?]

4. truth: lie mentioned first (Bird)

Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

[I say that's a [child's label]. Is that a LIE or the TRUTH?]

Form F DIFFERENCE task

Let's do something DIFFERENT. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form F DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they ARE.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[followup with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?

Tell me--what is a BANANA?

[followup with:

Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

FORM F (MORALITY TASK) G/Dr B/Judge G/Grandmother B/Sw

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

F1. Dr/truth/good first/happy first

Look at THIS girl.
She's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the girl.

Well, the girl tells the doctor the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the DOCTOR finds out the girl told the TRUTH, how will that make the doctor FEEL--
HAPPY or MAD?

F2. Judge/truth/bad first/mad first

Here's a BOY.

He's talking to this lady, who is a JUDGE.
The judge wants to know what happened to the boy.

Well, the boy tells the Judge the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the JUDGE FINDS OUT the boy told the TRUTH, how will that make the judge FEEL--MAD or HAPPY?

F3. Grandmother/lie/good first/happy first

Here's a DIFFERENT girl.
She's talking to her Grandmother.
Her Grandmother wants to know what happened to the girl.

Well, the girl tells her Grandmother a LIE.
The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If her Grandmother finds out the girl told a LIE, how will that make her grandmother FEEL--HAPPY or MAD?

F4. Sw/lie/bad first/mad first

Here's a DIFFERENT boy.
He's talking to a LADY who comes to see him at HOME.
This LADY wants to know what happened to the boy.

Well, the boy tells the Lady a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If this LADY finds out the boy told a LIE, how will that make this lady FEEL--MAD or HAPPY?

Form G (Def, Warm, Diff, ID(B), G/Judge B/Grandmother G/SW B/Dr)

DEFINITION task

Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they ARE.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?
Tell me--what is a CAT?

[followup with:
Tell me something else about a CAT.]

[followup with:
Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?
Tell me--what is a BANANA?

[followup with:
Tell me something else about a BANANA.]

[followup with:
Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

Form G DIFFERENCE task

Let's do something DIFFERENT. I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more. This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:
Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:
Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form G IDENTIFICATION TASK; Truth first; Word List B

Let's do something DIFFERENT. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. truth: truth mentioned first (Pig)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

2. lie: lie mentioned first (Sandwich/Carrot)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a CARROT, is that a LIE or the TRUTH?

3. lie: truth mentioned first (Wagon/Football)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a FOOTBALL, is that the TRUTH or a LIE?

4. truth: lie mentioned first (Bird)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

FORM G (MORALITY TASK) G/Judge B/Grandmother G/SW B/Dr

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

G1. Judge/lie/good first/happy first

Look at THIS girl.

She's talking to this lady, who is a JUDGE.

The judge wants to know what happened to the girl.

Well, the girl tells the Judge a LIE.

The girl does NOT tell the TRUTH.

Now, (child's name),

Do you think it was GOOD or BAD for her to tell a LIE?

[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the JUDGE FINDS OUT the girl told a LIE, how will that make the judge FEEL--HAPPY or MAD?

G2. Grandmother/lie/bad first/mad first

Here's a BOY.
He's talking to his Grandmother.
His Grandmother wants to know what happened to the boy.

Well, the boy tells his Grandmother a LIE.
The boy does NOT tell the TRUTH.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell a LIE?
[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If his Grandmother finds out the boy told a LIE, how will that make his grandmother FEEL--
MAD or HAPPY?

G3. Sw/truth/good first/happy first

Here's a DIFFERENT girl.
She's talking to a LADY who comes to see her at HOME.
This LADY wants to know what happened to the girl.

Well, the girl tells the Lady the TRUTH.
The girl does NOT tell any LIES.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell the TRUTH?
[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If this LADY finds out the girl told the TRUTH, how will that make this lady FEEL--HAPPY or
MAD?

G4. Dr/truth/bad first/mad first

Here's a DIFFERENT boy.
He's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the boy.

Well, the boy tells the Doctor the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?

[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the DOCTOR finds out the boy told the TRUTH, how will that make the doctor FEEL--MAD or HAPPY?

Form H (Warm, Diff, Def, ID(B), G/Judge B/Grandmother G/SW B/Dr)

Introduction:

I've got some surprise doors. If you open a door, you'll see the picture that's underneath. So let's look at ONE of the doors. Go ahead and open it. (Ball)

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Hey, I have a LOT MORE of these surprise doors. Let's look at some more.

Form H DIFFERENCE task

This time, I'm going to show you TWO surprise doors, and you can tell me if they're the SAME or if they're DIFFERENT.

OK. Here's TWO surprise doors. Open them up and see what they are. (two different objects; SOCK and TREE)

[OH, what is this one? And what is this one?]

Now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK. Here's TWO MORE surprise doors. Open them up and see what they are. (two identical objects; CAR and CAR)

[Oh, what is this one? And what is this one?]

OK, now LOOK at the pictures, and tell me, are they the SAME or DIFFERENT?

Tell me--what is DIFFERENT (the SAME) about the pictures.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the pictures.]

[followup with:

Can you tell me MORE about how the pictures are DIFFERENT (the SAME)?]

OK, now I want to ask you about the TRUTH and LIES. I want to know if the TRUTH and LIES are the SAME or DIFFERENT. Are they DIFFERENT or the SAME?

Tell me--what is DIFFERENT (the SAME) about the truth and lies.

[followup with:

Tell me something ELSE that's DIFFERENT (the SAME) about the truth and lies.]

[followup with:

Can you tell me MORE about how the truth and lies are DIFFERENT (the SAME)?]

Form H DEFINITION task

Let's do something DIFFERENT. Now let's pretend that I'm a BABY and that I don't know what some WORDS mean. I'm gonna tell you the WORDS and you tell me what they Are.

LIKE if I said MILK, you could tell me that it's something you DRINK and it's WHITE.

Or if I said DOG, you could tell me that it's an ANIMAL and it likes to go RUFF RUFF.

All right,

--How about CAT. Do you know what a CAT is?

Tell me--what is a CAT?

[followup with:

Tell me something else about a CAT.]

[followup with:

Can you tell me more about a CAT?]

--How about BANANA. Do you know what a BANANA is?

Tell me--what is a BANANA?

[followup with:

Tell me something else about a BANANA.]

[followup with:

Can you tell me more about a BANANA?]

--How about LIE. Do you know what a LIE is?
Tell me--what is a LIE?

[followup with:
Tell me something else about a LIE.]

[followup with:
Can you tell me more about a LIE?]

--How about TRUTH. Do you know what the TRUTH is?
Tell me--what is the TRUTH?

[followup with:
Tell me something else about the TRUTH.]

[followup with:
Can you tell me more about the TRUTH?]

Form H IDENTIFICATION TASK; Truth first; Word List B

Let's do something DIFFERENT. Let's look at some more of my pictures. When we look at a picture, sometimes I'll make up a LIE about the picture; sometimes I'll say something TRUE about the picture. YOU tell me when I'm telling a LIE and when I'm telling the TRUTH.

1. truth: truth mentioned first (Pig)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that the TRUTH or a LIE?

2. lie: lie mentioned first (Sandwich/Carrot)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, some food! What kind of food is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a CARROT, is that a LIE or the TRUTH?

3. lie: truth mentioned first (Wagon/Football)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, a toy! What kind of toy is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a FOOTBALL, is that the TRUTH or a LIE?

4. truth: lie mentioned first (Bird)

OK. Here's ANOTHER surprise door. Open it up and see what it is.

[OH, an animal! What kind of animal is that?]

OK, that's a [child's label].

Now, (child's name), if I say that's a [child's label], is that a LIE or the TRUTH?

FORM H (MORALITY TASK) G/Judge B/Grandmother G/SW B/Dr

I'm going to show you some PICTURES of some GIRLS and BOYS and tell you some STORIES.

H1. Judge/truth/good first/happy first

Look at THIS girl.

She's talking to this lady, who is a JUDGE.

The judge wants to know what happened to the girl.

Well, the girl tells the Judge the TRUTH.

The girl does NOT tell any LIES.

Now, (child's name),

Do you think it was GOOD or BAD for her to tell the TRUTH?

[Was it GOOD or BAD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If the JUDGE FINDS OUT the girl told the TRUTH, how will that make the judge FEEL--HAPPY or MAD?

H2. Grandmother/truth/bad first/mad first

Here's a BOY.
He's talking to his Grandmother.
His Grandmother wants to know what happened to the boy.

Well, the boy tells his Grandmother the TRUTH.
The boy does NOT tell any LIES.

Now, (child's name),
Do you think it was BAD or GOOD for him to tell the TRUTH?
[Was it BAD or GOOD to tell the truth?]

Why was it (GOOD/BAD) to tell the truth?

If his Grandmother finds out the boy told the TRUTH, how will that make his grandmother FEEL--MAD or HAPPY?

H3. Sw/lie/good first/happy first

Here's a DIFFERENT girl.
She's talking to a LADY who comes to see her at HOME.
This LADY wants to know what happened to the girl.

Well, the girl tells the Lady a LIE.
The girl does NOT tell the TRUTH.

Now, (child's name),
Do you think it was GOOD or BAD for her to tell a LIE?
[Was it GOOD or BAD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If this LADY finds out the girl told a LIE, how will that make this lady FEEL--HAPPY or MAD?

H4. Dr/lie/bad first/mad first

Here's a DIFFERENT boy.
He's talking to this lady, who is a DOCTOR.
The DOCTOR wants to know what happened to the boy.

Well, the boy tells the Doctor a LIE.

The boy does NOT tell the TRUTH.

Now, (child's name),

Do you think it was BAD or GOOD for him to tell a LIE?

[Was it BAD or GOOD to tell a lie?]

Why was it (BAD/GOOD) to tell a lie?

If the DOCTOR finds out the boy told a LIE, how will that make the doctor FEEL--MAD or HAPPY?

Script for Studies 2 & 3**MORAL FORM A**

moral with prof abc(JUDGE, SW, DOCTOR) and r/w first

Moral A1 Judge/boys/correct on left(right/wrong)/trouble

Here's a Judge. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says, and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.

LOOK [child's name]

This boy says what's RIGHT.

This boy says what's WRONG.

Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral A2 SW/girls/correct on right(wrong/right)/trouble

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.

LOOK [child's name],

This girl says what's WRONG.

This girl says what's RIGHT.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral A3 Doctor/boys/correct on right(wrong/right)/bad

Here's a Doctor. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This boy says what's WRONG.

This boy says what's RIGHT.

Which boy said something BAD?

Why was it BAD?

Moral A4 Judge/girls/correct on left(truth/lie)/bad

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name]
This girl tells the TRUTH.
This girl tells a LIE.

Which girl said something BAD?

Why was it BAD?

Moral A5 SW/boys/correct on left(truth/lie)/trouble

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.
LOOK [child's name]
This boy tells the TRUTH.
This boy tells a LIE.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral A6 Doctor/girls/correct on right(lie/truth)/bad

Here's a Doctor. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name],
This girl tells a LIE.
This girl tells the TRUTH.

Which girl said something BAD?

Why was it BAD?

MORAL FORM B

moral with prof bca(SW,DOCTOR,JUDGE) and r/w first

Moral B1 SW/boys/correct on left(right/wrong)/trouble

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says,
and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.
LOOK [child's name]
This boy says what's RIGHT.

This boy says what's WRONG.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral B2 Doctor/girls/correct on right(wrong/right)/trouble

Here's a Doctor. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.
LOOK [child's name],
This girl says what's WRONG.
This girl says what's RIGHT.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral B3 Judge/boys/correct on right(wrong/right)/bad

Here's a Judge. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA SAY SOMETHING BAD.
LOOK [child's name],
This boy says what's WRONG.
This boy says what's RIGHT.

Which boy said something BAD?

Why was it BAD?

Moral B4 SW/girls/correct on left(truth/lie)/bad

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name]
This girl tells the TRUTH.
This girl tells a LIE.

Which girl said something BAD?

Why was it BAD?

Moral B5 Doctor/boys/correct on left(truth/lie)/trouble

Here's a Doctor. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.
LOOK [child's name]
This boy tells the TRUTH.
This boy tells a LIE.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral B6 Judge/girls/correct on right(lie/truth)/bad

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name],
This girl tells a LIE.
This girl tells the TRUTH.

Which girl said something BAD?

Why was it BAD?

MORAL FORM C

moral with prof cab(DOCTOR, JUDGE, SW) and r/w first

Moral C1 Doctor/boys/correct on left (right/wrong)/trouble

Here's a Doctor. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says, and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.
LOOK [child's name]
This boy says what's RIGHT.
This boy says what's WRONG.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral C2 Judge/girls/correct on right (wrong/right)/trouble

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.
LOOK [child's name],
This girl says what's WRONG.
This girl says what's RIGHT.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral C3 Lady/boys/correct on right (wrong/right)/bad

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This boy says what's WRONG.

This boy says what's RIGHT.

Which boy said something BAD?

Why was it BAD?

Moral C4 Doctor/girls/correct on left (truth/lie)/bad

Here's a Doctor. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA SAY SOMETHING BAD.

LOOK [child's name]

This girl tells the TRUTH.

This girl tells a LIE.

Which girl said something BAD?

Why was it BAD?

Moral C5 Judge/boys/correct on left (truth/lie)/trouble

Here's a Judge. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.

LOOK [child's name]

This boy tells the TRUTH.

This boy tells a LIE.

Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral C6 Lady/girls/correct on right (lie/truth)/bad

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This girl tells a LIE.

This girl tells the TRUTH.

Which girl said something BAD?

Why was it BAD?

MORAL FORM D

moral with prof abc(JUDGE, SW, DOCTOR) and t/l first

Moral D1 Judge/boys/correct on left(truth/lie)/trouble

Here's a Judge. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says, and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.

LOOK [child's name]

This boy tells the TRUTH.

This boy tells a LIE.

Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral D2 SW/girls/correct on right(lie/truth)/trouble

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.

LOOK [child's name],

This girl tells a LIE.

This girl tells the TRUTH.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral D3 Doctor/boys/correct on right(truth/lie)/bad

Here's a Doctor. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA SAY SOMETHING BAD.

LOOK [child's name]

This boy tells the TRUTH.

This boy tells a LIE.

Which boy said something BAD?

Why was it BAD?

Moral D4 Judge/girls/correct on left(right/wrong)/bad

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name],
This girl says what's RIGHT.
This girl says what's WRONG.

Which girl said something BAD?

Why was it BAD?

Moral D5 SW/boys/correct on left(right/wrong)/trouble

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.
LOOK [child's name]
This boy says what's RIGHT.
This boy says what's WRONG.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral D6 Doctor/girls/correct on right(wrong/right)/bad

Here's a Doctor. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name]
This girl says what's WRONG.
This girl says what's RIGHT.

Which girl said something BAD?

Why was it BAD?

MORAL FORM E

moral with prof bca(SOCIAL WORKER, DOCTOR, JUDGE) and t/l first

Moral E1 SW/boys/correct on left (truth/lie)/trouble

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says, and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.

LOOK [child's name]

This boy tells the TRUTH.

This boy tells a LIE.

Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral E2 Doctor/girls/correct on right (lie/truth)/trouble

Here's a Doctor. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.

LOOK [child's name],

This girl tells a LIE.

This girl tells the TRUTH.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral E3 Judge/boys/correct on right (lie/truth)/bad

Here's a Judge. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This boy tells a LIE.

This boy tells the TRUTH.

Which boy said something BAD?

Why was it BAD?

Moral E4 SW/girls/correct on left (right/wrong)/bad

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This girl says what's RIGHT.

This girl says what's WRONG.

Which girl said something BAD?

Why was it BAD?

Moral E5 Doctor/boys/correct on left (right/wrong)/trouble

Here's a Doctor. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.
LOOK [child's name]
This boy says what's RIGHT.
This boy says what's WRONG.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral E6 Judge/girls/correct on right (wrong/right)/bad

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA SAY SOMETHING BAD.
LOOK [child's name]
This girl says what's WRONG.
This girl says what's RIGHT.

Which girl said something BAD?

Why was it BAD?

MORAL FORM F

moral with prof cab(DOCTOR, JUDGE, SOCIAL WORKER) and t/l first

Moral F1 Doctor/boys/correct on left (truth/lie)/trouble

Here's a Doctor. She wants to know what happened to these boys.
Well, ONE of these boys is GONNA GET IN TROUBLE for what he says, and YOU'LL tell ME which boy is GONNA GET IN TROUBLE.
LOOK [child's name]
This boy tells the TRUTH.
This boy tells a LIE.
Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral F2 Judge/girls/correct on right (lie/truth)/trouble

Here's a Judge. She wants to know what happened to these girls.
Well, ONE of these girls is GONNA GET IN TROUBLE for what she says.
LOOK [child's name],
This girl tells a LIE.

This girl tells the TRUTH.

Which girl is gonna get in TROUBLE?

Why will SHE get in trouble?

Moral F3 Lady/boys/correct on right (truth/lie)/bad

Here's a Lady who comes to visit these boys at home. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA SAY SOMETHING BAD.

LOOK [child's name]

This boy tells the TRUTH.

This boy tells a LIE.

Which boy said something BAD?

Why was it BAD?

Moral F4 Doctor/girls/correct on left (right/wrong)/bad

Here's a Doctor. She wants to know what happened to these girls.

Well, ONE of these girls is GONNA SAY SOMETHING BAD.

LOOK [child's name],

This girl says what's RIGHT.

This girl says what's WRONG.

Which girl said something BAD?

Why was it BAD?

Moral F5 Judge/boys/correct on left (right/wrong)/trouble

Here's a Judge. She wants to know what happened to these boys.

Well, ONE of these boys is GONNA GET IN TROUBLE for what he says.

LOOK [child's name]

This boy says what's RIGHT.

This boy says what's WRONG.

Which boy is gonna get in TROUBLE?

Why will HE get in trouble?

Moral F6 Lady/girls/correct on right (wrong/right)/bad

Here's a Lady who comes to visit these girls at home. She wants to know what happened to these

girls.

Well, ONE of these girls is GONNA SAY SOMETHING BAD.

LOOK [child's name]

This girl says what's WRONG.

This girl says what's RIGHT.

Which girl said something BAD?

Why was it BAD?

REALITY FORM A

Reality with correct first, r/w first

Reality A1(cat/puppy)boys/correct on left/who's right

Here's a picture. Look at this animal--what kind of animal is this?

OK, that's a (child's label)

LISTEN to what these boys say about the (child's label). One of them will say something WRONG and one will say something RIGHT, and YOU'LL tell ME which boy says something RIGHT.

THIS boy looks at the (child's label) and says [lift felt] "IT'S a (child's label)."

THIS boy looks at the (child's label) and says "IT'S a PUPPY."

Which boy said something RIGHT?

Reality A2(pizza/hotdog) girls/correct on right/who's wrong

Here's another picture. Look at this food--what kind of food is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS girl looks at the (child's label) and says "IT'S a HOT DOG."

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl said something WRONG?

Reality A3(teddy bear/book) boys/correct on right/who's right

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS boy looks at the (child's label) and says "IT'S a BOOK."
THIS boy looks at the (child's label) and says "IT'S a (child's label)."

Which boy said something RIGHT?

Reality A4(truck/plane) girls/correct on left/who lied

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS girl looks at the (child's label) and says "IT'S a (child's label)."
THIS girl looks at the (child's label) and says "IT'S a PLANE."

Which girl told a LIE?

Reality A5(apple/banana) boys/correct on left/who truth

Here's another picture. Look at this food--what kind of food is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS boy looks at the (child's label) and says "IT'S a (child's label)."
THIS boy looks at the (child's label) and says "IT'S a BANANA."

Which boy told the TRUTH?

Reality A6(horse/snake) girls/correct on right/who lie

Here's another picture. Look at this animal--what kind of animal is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS girl looks at the (child's label) and says "IT'S a SNAKE."
THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl told a LIE?

REALITY FORM B

Reality with correct first, t/l first

Reality B1(cat/puppy)boys/correct on left/who truth

Here's a picture. Look at this animal--what kind of animal is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will tell a LIE and one will tell the TRUTH, and YOU'LL tell ME which boy tells the TRUTH.

THIS boy looks at the (child's label) and says "IT'S a (child's label)."
THIS boy looks at the (child's label) and says "IT'S a PUPPY."

Which boy told the TRUTH?

Reality B2(pizza/hotdog) girls/correct on right/who lied

Here's another picture. Look at this FOOD. What kind of FOOD is this?

OK, that's a [child's label].

LISTEN to what these girls say about the [child's label].

ONE will tell a LIE and one will tell the TRUTH.

THIS girl looks at the [child's label] and says "It's a HOTDOG."
THIS girl looks at the [child's label] and says "It's a [child's label]."

WHICH girl told a LIE?

Reality B3(teddy bear/book) boys/correct on right/who truth

Here's another picture. Look at this TOY. What kind of TOY is this?

OK, that's a [child's label].

LISTEN to what these boys say about the [child's label].

ONE will tell a LIE and one will tell the TRUTH.

THIS boy looks at the [child's label] and says "It's a BOOK."
THIS boy looks at the [child's label] and sayd "It's a [child's label]."

WHICH boy told the TRUTH?

Reality B4(truck/plane) girls/correct on left/who's wrong

Here's another picture. Look at this TOY. What kind of TOY is this?
OK, that's a [child's label].
LISTEN to what these girls say about the [child's label].
ONE will say something WRONG and one will say something RIGHT.

THIS girl looks at the [child's label] and says "It's a [child's label]."
THIS girl looks at the [child's label] and said "It's a PLANE."

WHICH girl said something WRONG?

Reality B5(apple/banana) boys/correct on left/who's right

Here's another picture. Look at this FOOD. What kind of FOOD is this?
OK, that's a [child's label].
LISTEN to what these boys say about the [child's label].
ONE will say something WRONG and one will say something RIGHT.

THIS boy looks at the [child's label] and says "It's a [child's label]."
THIS boy looks at the [child's label] and says "It's a BANANA."

WHICH boy said something RIGHT?

Reality B6(horse/snake) girls/correct on right/who's wrong

Here's another picture. Look at this ANIMAL. What kind of ANIMAL is this?
OK, that's a [child's label].
LISTEN to what these girls say about the [child's label].
ONE will say something WRONG and one will say something RIGHT.

THIS girl looks at the [child's label] and says "It's a SNAKE."
THIS girl looks at the [child's label] and says "It's a [child's label]."

WHICH girl said something WRONG?

REALITY FORM C

Reality with incorrect first, r/w first

Reality C1(cat/puppy)boys/correct on left/who's wrong

Here's a picture. Look at this animal--what kind of animal is this?

OK, that's a (child's label)

LISTEN to what these boys say about the (child's label). One of them will say something WRONG and one will say something RIGHT, and YOU'LL tell ME which boy says something WRONG.

THIS boy looks at the (child's label) and says [lift felt] "IT'S a (child's label)."

THIS boy looks at the (child's label) and says "IT'S a PUPPY."

Which boy said something WRONG?

Reality C2(pizza/hotdog) girls/correct on right/who's right

Here's another picture . Look at this food--what kind of food is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS girl looks at the (child's label) and says "IT'S a HOT DOG."

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl said something RIGHT?

Reality C3(teddy bear/book) boys/correct on right/who's wrong

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS boy looks at the (child's label) and says "IT'S a BOOK."

THIS boy looks at the (child's label) and says "IT'S a (child's label)."

Which boy said something WRONG?

Reality C4(truck/plane) girls/correct on left/who truth

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

THIS girl looks at the (child's label) and says "IT'S a PLANE."

Which girl told the TRUTH?

Reality C5(apple/banana) boys/correct on left/who lied

Here's another picture. Look at this food--what kind of food is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS boy looks at the (child's label) and says "IT'S a (child's label)."

THIS boy looks at the (child's label) and says "IT'S a BANANA."

Which boy told a LIE?

Reality C6(horse/snake) girls/correct on right/who truth

Here's another picture. Look at this ANIMAL--what kind of ANIMAL is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS girl looks at the (child's label) and says "IT'S a SNAKE."

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl told the TRUTH?

REALITY FORM D

Reality with incorrect first, t/l first

Reality D1(cat/puppy)boys/correct on left/who lied

Here's a picture. Look at this animal--what kind of animal is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will tell a LIE and one will tell the TRUTH, and YOU'LL tell ME which boy tells a LIE.

THIS boy looks at the (child's label) and says [lift felt] "IT'S a (child's label)."

THIS boy looks at the (child's label) and says "IT'S a PUPPY."

Which boy told a LIE?

Reality D2(pizza/hotdog) girls/correct on right/who truth

Here's another picture. Look at this food--what kind of food is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS girl looks at the (child's label) and says "IT'S a HOT DOG."

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl told the TRUTH?

Reality D3(teddy bear/book) boys/correct on right/who lied

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label).

LISTEN to what these boys say about the (child's label). One of them will tell a LIE and one will tell the TRUTH.

THIS boy looks at the (child's label) and says "IT'S a BOOK."

THIS boy looks at the (child's label) and says "IT'S a (child's label)."

Which boy told a LIE?

Reality D4(truck/plane) girls/correct on left/who right

Here's another picture. Look at this toy--what kind of toy is this?

OK, that's a (child's label)

LISTEN to what these girls say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS girl looks at the (child's label) and says [lift felt] "IT'S a (child's label)."

THIS girl looks at the (child's label) and says [lift felt] "IT'S a PLANE."

Which girl said something RIGHT?

Reality D5(apple/banana) boys/correct on left/who wrong

Here's another picture. Look at this food--what kind of food is this?

OK, that's a (child's label)

LISTEN to what these boys say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS boy looks at the (child's label) and says [lift felt] "IT'S a (child's label)."

THIS boy looks at the (child's label) and says "IT'S a BANANA."

Which boy said something WRONG?

Reality D6(horse/snake) girls/correct on right/who right

Here's another picture. Look at this ANIMAL--what kind of ANIMAL is this?

OK, that's a (child's label).

LISTEN to what these girls say about the (child's label). One of them will say something WRONG and one will say something RIGHT.

THIS girl looks at the (child's label) and says "IT'S a SNAKE."

THIS girl looks at the (child's label) and says "IT'S a (child's label)."

Which girl said something RIGHT?

Script for Study 4

Let's say that YOU are walking into the courtroom because the judge wants to talk with you. A judge is a person who is in charge of the court. The judge listens to what everyone says and then decides how to keep children safe and healthy. The judge wants to know about something that happened to YOU. The judge wants to know if somebody hurt YOU.

(Child's name), If YOU told a LIE to the judge, what would happen?

If YOU told a LIE to the judge, what would the judge DO?

If YOU told a LIE to the judge, where would the judge make you GO?

If YOU told a LIE to the judge, what would your MOTHER do?

If YOU told a LIE to the judge, what would GOD do?

Would YOU ever tell a LIE to the judge?

Let's say that a social worker who works with the judge has come to visit YOU. A social worker helps the judge in the court room. The social worker's job is to make sure that children are safe and healthy. The social worker wants to know about something that happened to YOU. The social worker wants to know if somebody hurt YOU.

(Child's name), If YOU told a LIE to the social worker, what would happen?

If YOU told a LIE to the social worker, what would the social worker DO?

If YOU told a LIE to the social worker, where would the social worker make you GO?

If YOU told a LIE to the social worker, what would your MOTHER do?

If YOU told a LIE to the social worker, what would GOD do?

Would YOU ever tell a LIE to the social worker?

Let's say that YOU are going to a doctor's office to see the doctor. A doctor helps us when we are not feeling well. The doctor

helps to make sure that children are feeling safe and healthy.
The doctor wants to know about something that happened to YOU.
The doctor wants to know if somebody hurt YOU.

(Child's name), If YOU told a LIE to the doctor, what would happen?

If YOU told a LIE to the doctor, what would the doctor DO?

If YOU told a LIE to the doctor, what would your MOTHER do?

If YOU told a LIE to the doctor, what would GOD do?

Would YOU ever tell a LIE to the doctor?

Let's say that THIS BOY is walking into the courtroom because the judge wants to talk with the boy.
A judge is a person who is in charge of the court. The judge listens to what everyone says and then decides how to keep children safe and healthy. The judge wants to know about something that happened to THE BOY. The judge wants to know if somebody hurt THE BOY.

(Child's name), If the BOY told a LIE to the judge, what would happen?

If the BOY told a LIE to the judge, what would the judge DO?

If the BOY told a LIE to the judge, where would the judge make the boy GO?

If the BOY told a LIE to the judge, what would his MOTHER do?

If the BOY told a LIE to the judge, what would GOD do?

Would YOU ever tell a LIE to the judge?

Let's say that a social worker who works with the judge has come to visit THIS BOY.
A social worker helps the judge in the court room. The social worker's job is to make sure that children are safe and healthy.
The social worker wants to know about something that happened to THE BOY.
The social worker wants to know if somebody hurt THE BOY.

(Child's name), If the BOY told a LIE to the social worker, what would happen?

If the BOY told a LIE to the social worker, what would the social worker DO?

If the BOY told a LIE to the social worker, where would the social worker make the boy GO?

If the BOY told a LIE to the social worker, what would his MOTHER do?

If the BOY told a LIE to the social worker, what would GOD do?

Would YOU ever tell a LIE to the social worker?

Let's say that THIS BOY is going to a doctor's office to see the doctor. A doctor helps us when we are not feeling well. The doctor helps to make sure that children are feeling safe and healthy. The doctor wants to know about something that happened to THE BOY. The doctor wants to know if somebody hurt THE BOY.

(Child's name), If the BOY told a LIE to the doctor, what would happen?

If the BOY told a LIE to the doctor, what would the doctor DO?

If the BOY told a LIE to the doctor, what would his MOTHER do?

If the BOY told a LIE to the doctor, what would GOD do?

Would YOU ever tell a LIE to the doctor?

Let's say that THIS GIRL is walking into the courtroom because the judge wants to talk with the girl. A judge is a person who is in charge of the court. The judge listens to what everyone says and then decides how to keep children safe and healthy. The judge wants to know about something that happened to THE GIRL. The judge wants to know if somebody hurt THE GIRL.

(Child's name), If the GIRL told a LIE to the judge, what would happen?

If the GIRL told a LIE to the judge, what would the judge DO?

If the GIRL told a LIE to the judge, where would the judge make the girl GO?

If the GIRL told a LIE to the judge, what would her MOTHER do?

If the GIRL told a LIE to the judge, what would GOD do?

Would YOU ever tell a LIE to the judge?

**Let's say that a social worker who works with the judge has come to visit THIS GIRL.
A social worker helps the judge in the court room. The social worker's
job is to make sure that children are safe and healthy.
The social worker wants to know about something that happened to THE GIRL.
The social worker wants to know if somebody hurt THE GIRL.**

(Child's name), If the GIRL told a LIE to the social worker, what would happen?

If the GIRL told a LIE to the social worker, what would the social worker DO?

If the GIRL told a LIE to the social worker, where would the social worker make the girl GO?

If the GIRL told a LIE to the social worker, what would her MOTHER do?

If the GIRL told a LIE to the social worker, what would GOD do?

Would YOU ever tell a LIE to the social worker?

**Let's say that THIS GIRL is going to a doctor's office to see the doctor.
A doctor helps us when we are not feeling well. The doctor
helps to make sure that children are feeling safe and healthy.
The doctor wants to know about something that happened to THE GIRL.
The doctor wants to know if somebody hurt THE GIRL.**

(Child's name), If the GIRL told a LIE to the doctor, what would happen?

If the GIRL told a LIE to the doctor, what would the doctor DO?

If the GIRL told a LIE to the doctor, what would her MOTHER do?

If the GIRL told a LIE to the doctor, what would GOD do?

Would YOU ever tell a LIE to the doctor?

Script Studies 5 & 6

Study 5 (form A*: Might\Won't, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two girls: a **BLUE** girl and a **RED** girl.

The **BLUE** girl says: I **MIGHT** put a toy in my box.

The **RED** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **MIGHT** (put a toy in my box).

and the **RED** girl said: I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **MIGHT** put a toy in my box.

The **RED** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **MIGHT** (put a toy in my box)

and the **RED** girl said I **PROMISE** (I'll put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)
 (Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WON'T** put a toy in my box.
 The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)
 and the **BLUE** girl said: I **PROMISE** (I'll put a toy in my box).
 Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** girl says: I **WILL** put a toy in my box.

The **BLUE** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WILL** (put a toy in my box)
 and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, left correct)

The **BLUE** girl says: I **WILL** put a toy in my box.

The **RED** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. . (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box)
 and the **RED** girl said: I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **WILL** put a toy in my box.

The **RED** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box).

and the **RED** girl said: I **PROMISE** (I'll put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WON'T** put a toy in my box.

The **BLUE** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)

and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** girl says: I **PROMISE** I'll put a toy in my box.

The **BLUE** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **PROMISE** (I'll put a toy in my box)

and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, left correct)

The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

The **RED** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **PROMISE** (I'll put a toy in my box)

and the **RED** girl said: I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **MIGHT** put a toy in my box.

The **RED** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **MIGHT** (put a toy in my box)

and the **RED** girl said: I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)
(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WON'T** put a toy in my box.
The **BLUE** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)
and the **BLUE** girl said: I **WILL** (put a toy in my box).
Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)
(Here comes another story.)

(Right speak first, right correct)

The **RED** girl says: I **PROMISE** I'll put a toy in my box.
The **BLUE** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **PROMISE** (I'll put a toy in my box)
and the **BLUE** girl said: I **WILL** (put a toy in my box).
Which girl's box has a toy?

What is a **PROMISE**?

(form A: Might\Won't, Male)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two boys: a **BLUE** boy and a **RED** boy.

The **BLUE** boy says: I **MIGHT** put a toy in my box.

The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **MIGHT** (put a toy in my box)

and the **RED** boy said: I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** boy says: I **MIGHT** put a toy in my box.

The **RED** boy says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **MIGHT** (put a toy in my box)

and the **RED** boy said: I **PROMISE** (I'll put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** boy says: I **WON'T** put a toy in my box.

The **BLUE** boy says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WON'T** (put a toy in my box)

and the **BLUE** boy said: I **PROMISE** (I'll put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** boy says: I **WILL** put a toy in my box.

The **BLUE** boy says: I **MIGHT** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WILL** (put a toy in my box)

and the **BLUE** boy said: I **MIGHT** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, left correct)

The **BLUE** boy says: I **WILL** put a toy in my box.

The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **WILL** (put a toy in my box)

and the **RED** boy said: I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** boy says: I **WILL** put a toy in my box.
 The **RED** boy says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box.

Now **REMEMBER**:

The **BLUE** boy said: I **WILL** (put a toy in my box)
 and the **RED** boy said: I **PROMISE** (I'll put a toy in my box).
 Which boy's box has a toy?

 (Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** boy says: I **WON'T** put a toy in my box.
 The **BLUE** boy says: I **MIGHT** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WON'T** (put a toy in my box)
 and the **BLUE** boy said: I **MIGHT** (put a toy in my box).
 Which boy's box has a toy?

 (Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** boy says: I **PROMISE** I'll put a toy in my box.
 The **BLUE** boy says: I **MIGHT** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **PROMISE** (I'll put a toy in my box)
 and the **BLUE** boy said: I **MIGHT** (put a toy in my box).
 Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, left correct)

The **BLUE** boy says: I **PROMISE** I'll put a toy in my box.

The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **PROMISE** (I'll put a toy in my box)

and the **RED** boy said: I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **RED** boy says: I **WILL** put a toy in my box.

The **BLUE** boy says: I **MIGHT** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WILL** (put a toy in my box)

and the **BLUE** boy said: I **MIGHT** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** boy says: I **WON'T** put a toy in my box.

The **BLUE** boy says: I **WILL** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WON'T** (put a toy in my box)
and the **BLUE** boy said: I **WILL** (put a toy in my box).
Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** boy says: I **PROMISE** I'll put a toy in my box.

The **BLUE** boy says: I **WILL** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **PROMISE** (I'll put a toy in my box)

and the **BLUE** boy said: I **WILL** (put a toy in my box).

Which boy's box has a toy?

What is a **PROMISE**?

(form B*: Promise\Might, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two girls: a **BLUE** girl and a **RED** girl.

The **BLUE** girl says: I **PROMISE** put a toy in my box.

The **RED** girl says: I **MIGHT** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said I **PROMISE** (put a toy in my box)
and the **RED** girl said: I **MIGHT** (I'll put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **WON'T** put a toy in my box.

The **RED** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said I **WON'T** (put a toy in my box)

and the **RED** girl said: I **PROMISE** (I'll put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **MIGHT** put a toy in my box.

The **BLUE** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said I **MIGHT** (put a toy in my box).

and the **BLUE** girl said: I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, right correct)

The **RED** girl says: I **WILL** put a toy in my box.

The **BLUE** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WILL** (put a toy in my box)

and the **BLUE** girl said I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, left correct)

The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

The **RED** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **PROMISE** (I'll put a toy in my box).

and the **RED** girl said I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **WON'T** put a toy in my box.

The **RED** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said I **WON'T** (put a toy in my box)

and the **RED** girl said: I **MIGHT** (put a toy in my box).
Which girl's box has a toy?

(Here's **ANOTHER** story.
LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **MIGHT** put a toy in my box.
The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)
Now **REMEMBER**:
The **RED** girl said I **MIGHT** (put a toy in my box)
and the **BLUE** girl said: I **PROMISE** (I'll put a toy in my box).
Which girl's box has a toy?

(Here's **ANOTHER** story.
LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
(Here comes another story.)

(Right speak first, right correct)

The **RED** girl says: I **PROMISE** I'll put a toy in my box.
The **BLUE** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)
Now **REMEMBER**:
The **RED** girl said: I **PROMISE** (I'll put a toy in my box)
and the **BLUE** girl said I **WON'T** (put a toy in my box).
Which girl's box has a toy?

(Here's **ANOTHER** story.
LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
(Here comes another story.)

(Left speak first, left correct)

The **BLUE** girl says: I **WILL** put a toy in my box.

The **RED** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box)

and the **RED** girl said I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **WON'T** put a toy in my box.

The **RED** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said I **WON'T** (put a toy in my box)

and the **RED** girl said: I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WILL** put a toy in my box.

The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said I **WILL** (put a toy in my box)

and the **BLUE** girl said: I **PROMISE** (I'll put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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(Right speak first, right correct)

The **RED** girl says: I **MIGHT** put a toy in my box.

The **BLUE** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **MIGHT** (put a toy in my box)

and the **BLUE** girl said I **WON'T** (put a toy in my box.).

Which girl's box has a toy?

What is a **PROMISE**?

Study 5 (form B: PROMISE\MIGHT, Male)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two boys: a **BLUE** boy and a **RED** boy.

The **BLUE** boy says: I **PROMISE** I'll put a toy in my box.

The **RED** boy says: I **MIGHT** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **PROMISE** (I'll put a toy in my box)
and the **RED** boy said I **MIGHT** (put a toy in my box).
Which boy's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
(Here comes another story.)

(Left speak first, right correct)

The **BLUE** boy says: I **WON'T** put a toy in my box.
The **RED** boy says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said I **WON'T** (put a toy in my box)
and the **RED** boy said: I **PROMISE** (I'll put a toy in my box).
Which boy's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
(Here comes another story.)

(Right speak first, left correct)

The **RED** boy says: I **MIGHT** put a toy in my box.
The **BLUE** boy says: I **WILL** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said I **MIGHT** (put a toy in my box)
and the **BLUE** boy said: I **WILL** (put a toy in my box).
Which boy's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)
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(Right speak first, right correct)

The **RED** boy says: I **WILL** put a toy in my box.

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NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WILL** (put a toy in my box)

and the **BLUE** boy said I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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(Left speak first, left correct)

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Which boy's box has a toy?

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Which boy's box has a toy?

(Here's **ANOTHER** story.

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and the **BLUE** boy said: I **PROMISE** (I'll put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **PROMISE** I'll (put a toy in my box)

and the **BLUE** boy said I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **WILL** (put a toy in my box)
 and the **RED** boy said I **MIGHT** (put a toy in my box).
 Which boy's box has a toy?

 (Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)
 (Should we do another one? Let's do another one.)
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(Left speak first, right correct)

The **BLUE** boy says: I **WON'T** put a toy in my box.
 The **RED** boy says: I **WILL** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said I **WON'T** (put a toy in my box)
 and the **RED** boy said: I **WILL** (put a toy in my box)
 Which boy's box has a toy?

 (Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)
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Now **REMEMBER**:

The **RED** boy said I **WILL** (put a toy in my box)
 and the **BLUE** boy said: I **PROMISE** (I'll put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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The **RED** boy says: I **MIGHT** put a toy in my box.

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NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **MIGHT** (put a toy in my box)

and the **BLUE** boy said I **WON'T** (put a toy in my box).

Which boy's box has a toy?

What is a **PROMISE**?

(form C*: Promise\Won't, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two girls: a **BLUE** girl and a **RED** girl.

The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

The **RED** girl says: I **WON'T** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **PROMISE** (I'll put a toy in my box)

and the **RED** girl said: I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Left speak first, right correct)

The **BLUE** girl says: I **MIGHT** put a toy in my box.

The **RED** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WILL** (put a toy in my box)

and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WON'T** put a toy in my box.

The **BLUE** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)

and the **BLUE** girl said: I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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(Right speak first, right correct)

The **RED** girl says: I **PROMISE** I'll put a toy in my box.

The **BLUE** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **PROMISE** (I'll put a toy in my box)

and the **BLUE** girl said: I **WILL** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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Which girl's box has a toy?

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The **RED** girl said: I **WON'T** (put a toy in my box)

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Which girl's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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Now **REMEMBER**:

The **RED** girl said: I **WILL** (put a toy in my box)

and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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(Left speak first, left correct)

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NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box)

and the **RED** girl said: I **WON'T** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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The **BLUE** girl said: I **WILL** (put a toy in my box)

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Which girl's box has a toy?

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Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)

and the **BLUE** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **PROMISE** (I'll put a toy in my box)
 and the **BLUE** girl said: I **MIGHT** (put a toy in my box).
 Which girl's box has a toy?

What is a **PROMISE**?

(form C: Promise\Won't, Male)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.
 We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two boys: a **BLUE** boy and a **RED** boy.

The **BLUE** boy says: I **PROMISE** I'll put a toy in my box.

The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **PROMISE** (I'll put a toy in my box)
 and the **RED** boy said: I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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The **BLUE** boy says: I **MIGHT** put a toy in my box.

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(Should we do another one? Let's do another one.)
(Here comes another story.)

(Left speak first, left correct)

The **BLUE** boy says: I **WILL** put a toy in my box.
The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)
Now **REMEMBER**:
The **BLUE** boy said: I **WILL** (put a toy in my box)
and the **RED** boy said: I **WON'T** (put a toy in my box).
Which boy's box has a toy?

(Here's **ANOTHER** story.
LISTEN to what the children say, and you can **PICK** which box has a toy.)
(Should we do another one? Let's do another one.)
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LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

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(Right speak first, left correct)

The **RED** boy says: I **WON'T** put a toy in my box.

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The **RED** boy said: I **PROMISE** (I'll put a toy in my box)

and the **BLUE** boy said: I **MIGHT** (put a toy in my box).

Which boy's box has a toy?

What is a **PROMISE**?

(form D*: Will\Might, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two girls: a **BLUE** girl and a **RED** girl.

The **BLUE** girl says: I **WILL** put a toy in my box.

The **RED** girl says: I **MIGHT** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box)

and the **RED** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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The **BLUE** girl says: I **WON'T** put a toy in my box.

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What is a **PROMISE**?

(form D: Will\Might, Male)

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LISTEN to what the children say, and you can **PICK** which box has a toy.)

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The **RED** boy said: I **PROMISE** (I'll put a toy in my box)

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Which boy's box has a toy?

What is a **PROMISE**?

(form E*: Will\Won't, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

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Here's the **FIRST** story.

Here's two girls: a **BLUE** girl and a **RED** girl.

The **BLUE** girl says: I **WILL** put a toy in my box.

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Now **REMEMBER**:

The **BLUE** girl said: I **WILL** (put a toy in my box)

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Which girl's box has a toy?

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The **RED** girl says: I **WON'T** put a toy in my box.

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 Which girl's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)

(Should we do another one? Let's do another one.)

(Here comes another story.)

(Right speak first, left correct)

The **RED** girl says: I **WON'T** put a toy in my box.
 The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** girl said: I **WON'T** (put a toy in my box)
 and the **BLUE** girl said: I **PROMISE** (I'll put a toy in my box).
 Which girl's box has a toy?

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The **RED** girl says: I **WILL** put a toy in my box.
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The **RED** girl said: I **WILL** (put a toy in my box)
 and the **BLUE** girl said: I **MIGHT** (put a toy in my box).
 Which girl's box has a toy?

What is a **PROMISE**?

(form E: Will\Won't, Male)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**.

We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.

Here's two boys: a **BLUE** boy and a **RED** boy.

The **BLUE** boy says: I **WILL** put a toy in my box.

The **RED** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **BLUE** boy said: I **WILL** (put a toy in my box)

and the **RED** boy said: I **WON'T** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.)

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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The **BLUE** boy says: I **WILL** put a toy in my box.

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NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

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and the **RED** boy said: I **PROMISE** (put a toy in my box).

Which boy's box has a toy?

(Here's **ANOTHER** story.

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Which boy's box has a toy?

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Now **REMEMBER**:

The **RED** boy said: I **WILL** (put a toy in my box)
and the **BLUE** boys said: I **MIGHT** (put a toy in my box).
Which boy's box has a toy?

What is a **PROMISE**?

(form F*: Promise\Will, Female)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**. We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

(Left speak first, left correct)

Here's the **FIRST** story.
 Here's two girls: a **BLUE** girl and a **RED** girl.
 The **BLUE** girl says: I **PROMISE** I'll put a toy in my box.
 The **RED** girl says: I **WILL** put a toy in my box.

NOW ONE of the girls is gonna put a **TOY** in her box. (*Taking board and applying boxes.*)
 Now **REMEMBER**:
 The **BLUE** girl said: I **PROMISE** (I'll put a toy in my box)
 and the **RED** girl said: I **WILL** (put a toy in my box).
 Which girl's box has a toy?

(Here's **ANOTHER** story.
LISTEN to what the children say, and you can **PICK** which box has a toy.)
 (Should we do another one? Let's do another one.)
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(Left speak first, right correct)

The **BLUE** girl says: I **WON'T** put a toy in my box.
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 Now **REMEMBER**:
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 and the **RED** girl said: I **MIGHT** (put a toy in my box).

Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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Now **REMEMBER**:

The **RED** girl said: I **MIGHT** (put a toy in my box)

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Which girl's box has a toy?

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Which girl's box has a toy?

(Here's **ANOTHER** story.

LISTEN to what the children say, and you can **PICK** which box has a toy.)

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Which girl's box has a toy?

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Which girl's box has a toy?

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Which girl's box has a toy?

What is a **PROMISE**?

5 (form F: Promise\Will, Male)

I have a bunch of little boxes. Let me show you. Some of the boxes have **TOYS** inside of them (opening up box). Some of the boxes don't have **ANYTHING INSIDE**. We can play a game with these boxes. Here's what we'll do: I'll tell you **STORIES** about boys and girls. You'll **LISTEN** to what they say, and you can **FIGURE OUT** which boxes have **TOYS** inside. OK?

You can **PICK** which box has a toy, and when we're **DONE** with the stories, we can open the boxes to see if there are **TOYS** inside.

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The **BLUE** boy said: I **PROMISE** I'll (put a toy in my box)

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Which boy's box has a toy?

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The **BLUE** boy says: I **WON'T** put a toy in my box.

NOW ONE of the boys is gonna put a **TOY** in his box. (*Taking board and applying boxes.*)

Now **REMEMBER**:

The **RED** boy said: I **WILL** (put a toy in my box)
and the **BLUE** boy said: I **WON'T** (put a toy in my box).
Which boy's box has a toy?

What is a **PROMISE**?

APPENDIX B

Codebook Information

Codebook for Study 1

SUBNUM	Subject Number	Format: F8.2
	There are gaps in sequence because participants who could not complete the procedure due to interruptions (or for other reasons) were assigned subject numbers in this study, although they did not contribute data to the study. In subsequent studies, only those participants who contributed data were assigned subject numbers.	
SYSTEMDA	Number of days between petition date and interview date	Format: F8.2
	The number of days the child had been in the dependency court system at the time she was interviewed (excluding periods during which dependency jurisdiction had been terminated)	
MOVEMENT	Times child was moved from one placement to another	Format: F8.2
	The number of times the child was moved from one placement to another. For example, if the child had been removed from home and placed in foster care, she would receive a 1. If she had been removed from home, placed in foster care, and then placed with a relative, she would receive a 2.	
LIEFIRST	Flag if identification trial was a true statement	Format: F8.2
	Whether the first identification trial was a true or a false statement (to control for order effects).	
	Value Label	
	.00 First statement false	
	1.00 First statement true	
IDFIRST	Flag if first task was the identification task	Format: F8.2
	Value Label	
	.00 First task identification	
	1.00 First task definition or difference task	
DEFFIRST	Definition and difference task order	Format: F8.2
	Value Label	
	.00 Definition task before difference task	
	1.00 Difference task before definition task	

EXPER	Experimenter questioning child	Format: F8.2
	Value Label	
	1.00 Female experimenter A	
	2.00 Male experimenter A	
	3.00 Female experimenter B	
GENDER	Child's Gender	Format: F8.2
	Value Label	
	.00 Girl	
	1.00 Boy	
ETHNICIT	Child's Ethnicity	Format: F8.2
	Value Label	
	.00 Caucasian	
	1.00 African American	
	2.00 Latino	
	3.00 Other	
HOMELAN	Language spoken in child's home	Format: F8.2
	Value Label	
	.00 English	
	1.00 Spanish	
	2.00 English and Spanish	
	3.00 Other	
AGEYEAR	Child's age in years	Format: F8.2
AGEMO	Child's age in months	Format: F8.2
PVTRAW	Child's raw score on the PPVTR	Format: F8.2
PPVTSCAL	Child's scaled score on the PPVTR If below 41, entered as 41.	Format: F8.2
PPVTINC	Flag if child failed to complete PPVTR	Format: F8.2
	Whether the child failed to complete the PPVT-R, or scored below 41 on PPVTSCAL, for reasons other than a refusal to continue with the task	
	Value Label	
	.00 Completed PPVTR	
	1.00 Failed to complete or scored below 41	

IDTOTAL	Number of correct responses to the four identification trials	Format: F8.2
	The number of correct responses to the 4 identification trials. If a child answered “both” or “I don’t know,” and no response to the forced-choice question could be elicited, the child was given a .5 for that particular trial.	
IDTRUE	Correct responses to the 2 true statement identification trials	Format: F8.2
	The number of correct responses to the 2 identification trials in which the experimenter made a true statement.	
IDFALSE	Correct responses to the 2 false statement identification trials	Format: F8.2
	The number of correct responses to the 2 identification trials in which the experimenter made a false statement.	
MORALGB	Correct responses re good/bad tell lie/truth	Format: F8.2
	The number of correct responses to the 4 questions during the morality task that asked whether it was good or bad to tell a lie/tell the truth.	
TGOOD	Correct responses re good or bad to tell the truth	Format: F8.2
	The number of correct responses to the 2 questions during the morality task that asked whether it was good or bad to tell the truth.	
LIEBAD	Correct responses re good or bad to tell a lie	Format: F8.2
	The number of correct responses to the 2 questions during the morality task that asked whether it was good or bad to tell a lie	
MORALHM	Correct responses to the 4 questions re lie/truth make happy/mad	Format: F8.2
	The number of correct responses to the 4 questions during the morality task that asked whether lying/telling the truth to an authority figure would make her happy or mad.	
THAPPY	Correct responses re telling truth make happy/mad auth fig	Format: F8.2
	The number of correct responses to the two questions during the morality task that asked whether telling the truth to an authority figure would make her happy or mad.	
LIEMAD	Correct responses re tell lie make happy/mad auth fig	Format: F8.2
	The number of correct responses to the two questions during the morality task that asked whether telling a lie to an authority figure would make her happy or mad.	

TRUTHGEX	Points earned explaining good/bad lie/truth morality task	Format: F8.2
	<p>The number of points earned when explaining responses to the two questions during the morality task that asked whether it was good or bad to tell the truth to an authority figure. Children could score a maximum of four points (2 2-point responses)</p> <p>Each of the two explanations could earn up to 2 points. If a child’s response could be scored in different ways, the highest score was awarded.</p> <p>2 points: child referred to the importance of the information to the authority figure or the consequences of telling the truth or telling a lie</p> <p>1 point: child simply referred to the morality/immorality of telling the truth or telling a lie, using terms other than “bad” or “good” (e.g. “It’s wrong to tell a lie”)</p> <p>0 points: The child simply said “because,” repeated some of the words in the question (e.g. “because it is bad”), said “I don’t know,” refused to answer, or provided an irrelevant or incomprehensible response.</p>	
LIEBADEX	Points earned explain good/bad lie/truth to auth fig	Format: F8.2
	<p>The number of points earned when explaining responses to the two questions during the morality task that asked whether it was good or bad to tell a lie to an authority figure. Children could score a maximum of four points (2 2-point responses).</p>	
LIENUM2P	Number of times child provided 2 point response in auth fig	Format: F8.2
	<p>The number of times the child provided a 2 point response when explaining responses to the two questions during the morality task that asked whether it was good or bad to tell a lie to an authority figure.</p>	
TRUTHNUM	Number of times child provided 2 point resp in good/bad lie to auth	Format: F8.2
	<p>The number of times the child provided a 2 point response when explaining responses to the two questions during the morality task that asked whether it was good or bad to tell a lie to an authority figure.</p>	

MORALEX	Highest score earned explaining all 4 morality questions	Format: F8.2
	<p>The highest score earned when explaining responses to the four questions during the morality task that asked whether it was good or bad to tell the truth/tell a lie to an authority figure. (For example, if a child earned 1 point on one explanation, but 2 points on another, that child would receive two points.)</p> <p>Note that the scoring is similar to that used for the other explanation variables (TRUTHGEX - TRUTHNUM), except that a distinction is made between describing the effects of lying on the authority figure's decision-making and the negative consequences of lying more generally.</p> <p>3 points: child referred to the importance of the information to the authority figure, that is, how it would affect the authority figure's actions or decisions (but not simply that it would make the authority figure angry or punitive)</p> <p>2 points: child referred to the consequences of telling the truth or telling a lie</p> <p>1 point: child simply referred to the morality/immorality of telling the truth or telling a lie, using terms other than "bad" or "good" (e.g. "It's wrong to tell a lie")</p> <p>0 points: The child simply said "because," repeated some of the words in the question (e.g. "because it is bad"), said "I don't know," refused to answer, or provided an irrelevant or incomprehensible response.</p>	
GRANDMA	Correct responses in grandma morality questions	Format: F8.2
	<p>The number of correct responses (out of 2 possible) to the morality task trial in which the child was asked whether telling the truth/telling a lie to a grandmother would be bad or good and would make the grandmother happy or mad.</p>	
SW	Correct responses in social worker morality questions	Format: F8.2
	<p>The number of correct responses (out of 2 possible) to the morality task trial in which the child was asked whether telling the truth/telling a lie to a social worker would be bad or good and would make the social worker happy or mad.</p>	
DOCTOR	Correct responses in doctor morality questions	Format: F8.2
	<p>The number of correct responses (out of 2 possible) to the morality task trial in which the child was asked whether telling the truth/telling a lie to a doctor would be bad or good and would make the doctor happy or mad</p>	
JUDGE	Correct responses in judge morality questions	Format: F8.2
	<p>The number of correct responses (out of 2 possible) to the morality task trial in which the child was asked whether telling the truth/telling a lie to a judge would be bad or good and would make the judge happy or mad.</p>	

DIFFWARM Highest score earned explaining warm up trials Format: F8.2

The highest score earned when explaining responses to the two warm-up trials on the difference task, in which children were shown a pair of different objects and a pair of identical objects, and asked whether they were the “same” or “different.”

Each of the two explanations could earn up to 2 points. If a child’s response could be scored in different ways, the highest score was awarded.

2 points: The child mentioned aspects of the objects that were different/the same. Does not include responses where the child simply said the pictures as a whole were the same or different.

1 point: The child simply named the objects.

0 points: The child simply said the pictures were the same or different, gave an irrelevant or incomprehensible answer, failed to answer, or said “I don’t know.”

DIFFEXP Points earned in explaining truth/lie same/diff Format: F8.2

The number of points earned when explaining the response to the question whether telling the truth and telling a lie were the same or different

If a child’s response could be coded in different ways, the highest score was awarded.

2 points: The child gave an example of a lie or a truthful statement, e.g. “You did something but you said your brother did it.” The child explained the difference in terms of whether what one says matches reality. For example, “When you lie you say something that is wrong/that isn’t true/that didn’t really happen.” (Note: this excludes responses that refer to what is right or wrong in a purely moral sense, e.g. “It is wrong to lie” is not the same as “When you tell a lie you say something wrong.” “It is wrong to lie” is awarded one point.)

1 point: The child simply referred to the consequences or morality of telling a lie/the truth, or equating telling lies and telling the truth with being good or bad or doing good or bad things.

0 points: The child simply said that they are not the same or different, gave an irrelevant or incomprehensible answer, gave no answer, or said “I don’t know.”

DIFFQUAL Qualitative version of deffexp variable Format: F8.2

Similar to DIFFEXP, except that responses are defined more narrowly so that a qualitative analysis of children’s explanations can be conducted.

7 = The child explained the difference in terms of whether what one says matches reality. For example, “When you lie you say something that is wrong/that isn’t true/that didn’t really happen.”

6 = The child gave an example of a lie or a truthful statement, e.g. “You did something but you said your brother did it.”

5 = The child simply referred to the consequences or morality of telling a lie/the truth.

4 = The child equated telling lies and telling the truth with being good or bad or doing good or bad things.

3 = The child simply said that they are not the same or different.

2 = The child gave an irrelevant or incomprehensible answer.

1 = The child gave no answer, or said “I don’t know.”

DIFFPUN	Flag if explanation of difference referred to phys punish	Format: F8.2
	Whether the child's explanation to the question whether telling the truth and lies are the same or different includes reference to physical punishment, e.g. spanking, hitting, "whupping."	
	Value Label	
	.00 no reference to physical punishment	
	1.00 reference to physical punishment	
DIFONLYO	Flag if explanation of difference only referred to one term	Format: F8.2
	Whether the child's explanations to the question whether telling the truth and lies are the same or different only referred to one of the terms (truth or lie).	
	Value Label	
	.00 refers to both terms	
	1.00 only mentions lie	
	2.00 only mentions truth	
DIFFVIOL	Flag if explanation of difference referred to other violence	Format: F8.2
	Whether the child's explanation to the question whether telling the truth and lies are the same or different included reference to violence exclusive of physical punishment (e.g. killing, shooting, punching, but not spanking, hitting or "whupping").	
DIFFUSE	Flag if child used terms correctly in warm up difference tasks	Format: F8.2
	Whether the child correctly stated in the difference task warm-ups that that the different pair of pictures were "different" and that the identical pair were "the same."	
	Value Label	
	.00 did not use the terms correctly	
	1.00 did use the terms correctly	
DIFFQUES	Flag if child correctly stated lie and truth were different	Format: F8.2
	Whether the child correctly stated that telling the truth and telling a lie were different.	
	Value Label	
	.00 incorrect	
	1.00 correct	
DEFKNOWL	Flag if child knew what it meant to tell a lie	Format: F8.2
	Whether the child answered yes when asked if she knew what it meant to tell a lie on the definition task.	

DEFLLIE	Points earned when defining lie	Format: F8.2
	The number of points earned when defining what it meant to tell a lie. Note that the coding is similar to that for the difference task.	
	If a child's response could be coded in different ways, the highest score was awarded.	
	2 points: The child gave an example of a lie or a truthful statement, e.g. "You did something but you said your brother did it." The child defined truth or a lie in terms whether what one says matches reality. For example, "When you lie you say something that is wrong/that isn't true/that didn't really happen." (Note: this excludes responses that refer to what is right or wrong in a purely moral sense, e.g. "It is wrong to lie" is not the same as "When you tell a lie you say something wrong." "It is wrong to lie" is awarded one point.)	
	1 point: The child simply referred to the consequences or morality of telling a lie/the truth, or equating telling lies and telling the truth with being good or bad or doing good or bad things.	
	0 points: The child gave an irrelevant or incomprehensible answer, gave no answer, or said "I don't know."	
DEFKNOWT	Flag if child knew what it meant to tell truth	Format: F8.2
	Whether the child answered yes when asked if she knew what it meant to tell the truth on the definition task.	
DEFTRUE	Points earned defining truth	Format: F8.2
	The number of points earned when defining what it meant to tell a lie. See 45 DEFLLIE	
DEFONE	Points earned defining truth and lie	Format: F8.2
	The sum of points earned for defining the truth and defining a lie (45 + 47)	
DEFQUAL	Qualitative version of deflie variable	Format: F8.2
	Similar to DEFLLIE, except that responses are defined more narrowly so that a qualitative analysis of children's explanations can be conducted.	
	6 = The child defined the words in terms of whether what one says matches reality. For example, "When you lie you say something that is wrong/that isn't true/that didn't really happen."	
	5 = The child gave an example of a lie or a truthful statement, e.g. "You did something but you said your brother did it."	
	4 = The child simply referred to the consequences or morality of telling a lie/the truth.	
	3 = The child equated telling lies and telling the truth with being good or bad or doing good or bad things.	
	2 = The child gave an irrelevant or incomprehensible answer.	
	1 = The child gave no answer, or said "I don't know."	

DEFTQUAL Qualitative version of deftrue variable Format: F8.2

Similar to DEFTRUE, except that responses are defined more narrowly so that a qualitative analysis of children’s explanations can be conducted. See DEFQUAL.

DEFPUN Flag if def of truth or lie referred to phys punishment Format: F8.2

Whether the child’s definition of either the truth or lie includes reference to physical punishment, e.g. spanking, hitting, “whupping.”

Value	Label
.00	no reference to physical punishment
1.00	reference to physical punishment

DEFVIOL Flag if definition of truth or lie referred other violence Format: F8.2

Whether the child’s definition of the truth or lie included reference to violence exclusive of physical punishment (e.g. killing, shooting, punching, but not spanking, hitting or “whupping”).

Variables ABUSE1 through ABUSE6 are based on the classification scheme for type of child maltreatment devised by Barnett, Manly, and Cicchetti (1993). Each variable indicates how many allegations of that type of maltreatment were found in the child’s dependency court petition.

ABUSE1	Allegations of physical abuse	Format: F8.2
ABUSE2	Allegations of sexual abuse	Format: F8.2
ABUSE3	Allegations of failure to provide	Format: F8.2
ABUSE4	Allegations of lack of supervision	Format: F8.2
ABUSE5	Allegations of emotional maltreatment	Format: F8.2
ABUSE6	Allegations of moral/legal/educational maltreatment	Format: F8.2

Variables SEVER1 through SEVER22 are based on an elaboration of the classification scheme for type of child maltreatment devised by Barnett, Manly, and Cicchetti (1993). Each variable indicates how many allegations of that type of maltreatment were found in the child’s dependency court petition.

SEVER1	Alleg of physical abuse	Format: F8.2
SEVER2	Alleg of physical abuse - unprotective parent	Format: F8.2
SEVER3	Alleg of sexual abuse	Format: F8.2
SEVER4	Alleg of sexual abuse unprotective parent	Format: F8.2
SEVER5	Alleg of failure to provide (ftp), exclusive of SEVER 6 to 14	Format: F8.2
SEVER6	Alleg of ftp, substance abuse	Format: F8.2
SEVER7	Alleg of ftp, drug baby	Format: F8.2
SEVER8	Alleg of ftp, mental disability	Format: F8.2
SEVER9	Alleg of ftp, medical care	Format: F8.2
SEVER10	Alleg of ftp, child with special psychological needs	Format: F8.2
SEVER11	Alleg of ftp, necessities of life	Format: F8.2
SEVER12	Alleg of ftp, jail	Format: F8.2
SEVER13	Alleg of ftp, dirty child and or home	Format: F8.2

SEVER14	Alleg of ftp, left with unrelated caretaker	Format: F8.2
SEVER15	Alleg of lack of supervision (los) exclusive of SEVER16 & 17	Format: F8.2
SEVER16	Alleg of los, substance abuse	Format: F8.2
SEVER17	Alleg of los, mental disability	Format: F8.2
SEVER18	Alleg of los emotional maltreat exclusive of SEVER19	Format: F8.2
SEVER19	Alleg of emotional maltreatment, violent confrontations	Format: F8.2
SEVER20	Alleg of moral/legal/educational maltreatmt excluding SEVER21 & 22	Format: F8.2
SEVER21	Alleg of mle failure to send child to school	Format: F8.2
SEVER22	Alleg of mle exposure to drug use paraphernalia	Format: F8.2

INCOME AFDC and or food stamp status Format: F8.2

Whether welfare records indicated that the child's family had received some sort of support since 1990.

Value Label

- .00 AFDC or AFDC and food stamps
- 1.00 Food stamps but not AFDC (AFDC either rejected or no information)
- 2.00 Not receiving AFDC or food stamps (failed to apply or no information)
- 3.00 Unknown (child not found in welfare database)

FAMNUM Number of persons in child's household Format: F8.2

Based on child welfare records.

Codebook for Study 2

SUBNUM	Subject Number	Format: F8
EXPER	Experimenter questioning child	Format: F8
	Value Label	
	1 Female experimenter A	
	2 Male experimenter A	
	3 Female experimenter B	
	4 Female experimenter C	
GENDER	Child's Gender	Format: F8
	Value Label	
	0 female	
	1 male	
ETHNIC	Child's Ethnicity	Format: F8
	Value Label	
	0 White	
	1 African-American	
	2 Latino	
	3 Other	
HOMELAN	Language spoken in child's home	Format: F8
	Value Label	
	0 English	
	1 Spanish	
	2 English and Spanish	
	3 other	
SCHOOL	School attendance	Format: F8
	Value Label	
	0 no	
	1 yes, but not everyday	
	2 yes, everyday (weekends)	
AGEYEAR	Child's age in years	Format: F8
AGEMO	Child's age in months	Format: F8

SYSTEMDA	Days between petition filed date and interview date	Format: F8
	The number of days the child had been in the dependency court system at the time she was interviewed (excluding periods during which dependency jurisdiction had been terminated).	
MOVEMENT	Times child moved from one placement to another	Format: F8
	The number of times the child was moved from one placement to another. For example, if the child had been removed from home and placed in foster care, she would receive a 1. If she had been removed from home, placed in foster care, and then placed with a relative, she would receive a 2.	
FORM	Number of form administered	Format: F8
MORALFIR	Order of morality and reality tasks	Format: F8
	Value Label 0 morality first 1 reality first	
TROUBFIR	Order of get in trouble and did something bad	Format: F8
	Whether the child heard the “get in trouble” question first or the “did something bad” question first on the morality task. Value Label 0 trouble first 1 bad first	
MORALPRO	Order of professionals in moral task stories	Format: F8
	Value Label 0 form a 1 form b 2 form c	
RIGHTFIR	Order of right/wrong truth/lie stories	Format: F8
	Whether the child heard the set of three right/wrong stories first on the morality and reality tasks, or the set of three truth/lie stories first. Value Label 0 right first 1 truth first	

CORRFIR	Order of truthful/untruthful child	Format: F8
	Whether the child was asked about the truthful child first or the untruthful child first on the first trial of the reality task.	
	Value Label	
	0 correct first	
	1 incorrect first	
PPVTRAW	Child's raw score on the PPVTR	Format: F8
PPVTSCAL	Child's scaled score on the PPVTR	Format: F8
	The child's scaled score on the PPVT-R. If below 41, entered as 41.	
PPVTINC	Flag if child failed to complete PPVTR	Format: F8
	Whether the child failed to complete the PPVT-R, or scored below 41 on PPVTSCAL, for reasons other than a refusal to continue with the task.	
	Value Label	
	0 Completed	
	1 Failed to complete	
REALTOT	Correct responses to 6 reality stories	Format: F8.2
	The number of correct responses to the six "reality" stories. If a child answered "both" or "I don't know," and no response to the forced-choice question could be elicited, the child was given a .5 for that particular story.	
REALBOTH	Times answered both to reality stories	Format: F8
	The number of times the child answered "both" to a reality story (whether or not a forced choice response was ultimately elicited).	
REALDK	Times answered don't know in reality stories	Format: F8
	The number of times the child answered "I don't know" or refused to give a response to a reality story (whether or not a forced choice response was ultimately elicited).	
REALTL	Correct responses to truth/lie reality	Format: F8
	The number of correct responses to the three "reality" stories in which the terms "truth" and "lie" were used.	

REALRW	Correct responses to right/wrong reality	Format: F8.2
	The number of correct responses to the three “reality” stories in which the terms “right” and “wrong” were used.	
REALTRU	Correct responses identify truthful character	Format: F8.2
	The number of correct responses to the three “reality” stories in which the child was asked to identify the truthful character.	
REALLIE	Correct responses identify untruth character	Format: F8.2
	The number of correct responses to the three “reality” stories in which the child was asked to identify the untruthful character.	
MORALTOT	Correct responses to six morality stories	Format: F8.2
MORALTL	Correct responses to truth/lie morality	Format: F8.2
	The number of correct responses to the three “morality” stories in which the story children were described as telling the “truth” or telling a “lie.”	
MORALRW	Correct responses to right/wrong moral	Format: F8.2
	The number of correct responses to the three “morality” stories in which the story children were described as saying what is “right” or “wrong.”	
TROUBLE	Correct responses to who would get in trouble	Format: F8.2
	The number of correct responses to the three “morality” stories in which the child was asked to identify the character who would get in “trouble.”	
BAD	Correct responses to who did something bad	Format: F8.2
	The number of correct responses to the three “morality” stories in which the child was asked to identify the character who said something “bad.”	
MORALBOT	Times answered both to morality stories	Format: F8
	The number of times the child answered “both” in response to a morality story (whether or not a forced choice response was ultimately elicited).	
MORALDK	Times answered don't know to morality	Format: F8
	The number of times the child answered “I don’t know” in response to a morality story (whether or not a forced choice response was ultimately elicited).	

INCOME AFDC and or food stamp status Format: F8

Whether welfare records indicated that the child's family had received some sort of support since 1990.

Value Label

0 AFDC or AFDC and food stamps

1 Food Stamps but not AFDC (AFDC either rejected or no information)

2 Not receiving AFDC or food stamps (failed to apply or no information)

FAMNUM Number of persons in child's household Format: F8

Based on welfare records, the number of persons in the child's household.

Variables ABUSE1 through ABUSE6 are based on the classification scheme for type of child maltreatment devised by Barnett, Manly, and Cicchetti (1993). Each variable indicates how many allegations of that type of maltreatment were found in the child's dependency court petition.

ABUSE1 Allegations of physical abuse Format: F8

ABUSE2 Allegations of sexual abuse Format: F8

ABUSE3 Allegations of failure to provide Format: F8

ABUSE4 Allegations of lack of supervision Format: F8

ABUSE5 Allegations of emotional maltreatment Format: F8

ABUSE6 Allegations of moral/legal/educational maltreatment Format: F8

FALIVE Father residing with child Format: F8

Whether the child's father was residing with the child when the dependency court petition was filed (includes fathers who had been residing with child pre-incarceration).

COMLIVE Male companion of mom residing with child Format: F8

Whether a male companion of the mother was residing with the child when the dependency court petition was filed.

Codebook for Study 3

SUBNUM	Subject Number	Format: F8.2
GENDER	Child's Gender	Format: F8.2
	Value Label	
	.00 Girl	
	1.00 Boy	
ETHNIC	Child's Ethnicity	Format: F8.2
	Value Label	
	.00 Caucasian	
	1.00 African American	
	2.00 Latino	
	3.00 Other	
HOMELAN	Language spoken in child's home	Format: F8.2
	Value Label	
	.00 English	
	1.00 Spanish	
	2.00 English and Spanish	
	3.00 Other	
SCHOOL	Days per week child attends school	Format: F8.2
AGEYEAR	Child's age in years	Format: F8.2
AGEMO	Child's age in months	Format: F8.2
FORM	Number of form administered	Format: F8.2
MORALFIR	Order of morality and reality tasks Whether the child heard the morality task first or the reality task first	Format: F8.2
	Value Label	
	.00 Morality task first	
	1.00 Reality task first	

TROUBFIR	Order of trouble and bad questions	Format: F8.2
	Whether the child heard the “get in trouble” question first or the “did something bad” question first on the morality task.	
	Value Label	
	.00 Trouble question first	
	1.00 Bad question first	
MORALPRO	Order of professionals in moral task stories	Format: F8.2
	The order of the professionals in the moral task stories.	
	Value Label	
	.00 Form A	
	1.00 Form B	
	2.00 Form C	
RIGHTFIR	Order of right/wrong truth/lie stories	Format: F8.2
	Whether the child heard the set of three right/wrong stories first on the morality and reality tasks, or the set of three truth/lie stories first.	
	Value Label	
	.00 Right/wrong first	
	1.00 Truth/lie first	
CORRFIR	Order of truthful/untruthful child	Format: F8.2
	Whether the child was asked about the truthful child first or the untruthful child first on the first trial of the reality task.	
	Value Label	
	.00 Truthful child first	
	1.00 Untruthful child first	
PPVTRAW	Child's raw score on the PPVTR	Format: F8.2
PPVTSCAL	Child's scaled score on the PPVTR	Format: F8.2
	The child’s scaled score on the PPVT-R. If below 41, entered as 41.	

PPVTINC	Flag if child failed to complete PPVTR	Format: F8.2						
	Whether the child failed to complete the PPVT-R, or scored below 41 on PPVTSCAL, for reasons other than a refusal to continue with the task.							
	<table border="0"> <tr> <td style="padding-right: 10px;">Value</td> <td>Label</td> </tr> <tr> <td>.00</td> <td>Completed</td> </tr> <tr> <td>1.00</td> <td>Failed to complete</td> </tr> </table>		Value	Label	.00	Completed	1.00	Failed to complete
Value	Label							
.00	Completed							
1.00	Failed to complete							
REALTOT	Correct responses to 6 reality stories	Format: F8.2						
	The number of correct responses to the six “reality” stories. If a child answered “both” or “I don’t know,” and no response to the forced-choice question could be elicited, the child was given a .5 for that particular story.							
REALTL	Correct responses to the truth lie stories	Format: F8.2						
	The number of correct responses to the three “reality” stories in which the terms “truth” and “lie” were used.							
REALRW	Correct responses to right/wrong reality	Format: F8.2						
	The number of correct responses to the three “reality” stories in which the terms “right” and “wrong” were used.							
REALTRU	Correct responses identify truthful character	Format: F8.2						
	The number of correct responses to the three “reality” stories in which the child was asked to identify the truthful character.							
REALLIE	Correct responses identify untruth character	Format: F8.2						
	The number of correct responses to the three “reality” stories in which the child was asked to identify the untruthful character.							
REALBOTH	Times answered both to reality stories	Format: F8.2						
	The number of times the child answered “both” to a reality story (whether or not a forced choice response was ultimately elicited).							
REALDK	Times answered don't know in reality stories	Format: F8.2						
	The number of times the child answered “I don’t know” or refused to give a response to a reality story (whether or not a forced choice response was ultimately elicited).							

MORALTOT	Correct responses to six morality stories The number of correct responses to the six “morality” stories.	Format: F8.2
MORALTL	Correct responses to truth/lie morality The number of correct responses to the three “morality” stories in which the story children were described as telling the “truth” or telling a “lie.”	Format: F8.2
MORALRW	Correct responses to right/wrong moral The number of correct responses to the three “morality” stories in which the story children were described as saying what is “right” or “wrong.”	Format: F8.2
TROUBLE	Correct responses to who would get in trouble The number of correct responses to the three “morality” stories in which the child was asked to identify the character who would get in “trouble.”	Format: F8.2
BAD	Correct responses to who did something bad The number of correct responses to the three “morality” stories in which the child was asked to identify the character who said something “bad.”	Format: F8.2
MORALBO	Times answered both to morality stories The number of times the child answered “both” in response to a morality story (whether or not a forced choice response was ultimately elicited).	Format: F8.2
MORALDK	Times answered don't know to morality The number of times the child answered “I don’t know” in response to a morality story (whether or not a forced choice response was ultimately elicited).	Format: F8.2
DSES	Father socioeconomic status	Format: F8.2
MSES	Mother socioeconomic status	Format: F8.2

Codebook for Study 4

SUBNUM	Subject Number	Format: F8
EXPER	Experimenter questioning child	Format: F8
	Value Label	
	1 Female B	
	2 Female C	
GENDER	Child's Gender	Format: F8
	Value Label	
	0 female	
	1 male	
ETHNIC	Child's Ethnicity	Format: F8
	Value Label	
	0 White	
	1 African-American	
	2 Latino	
	3 Other	
HOMELAN	Language spoken in child's home	Format: F8
	Value Label	
	0 English	
	1 Spanish	
	2 English and Spanish	
	3 other	
SCHOOL	School Attendance	Format: F8
	Value Label	
	0 no	
	1 yes, but not everyday	
	2 yes, everyday (weekdays)	
AGEYEAR	Child's Age in Years	Format: F8
AGEMO	Child's Age in Months	Format: F8
MOVEMENT	Number of Placement changes	Format: F8

The number of times the child was moved from one placement to another. For example, if the child had been removed from home and placed in foster care, she would receive a 1. If she had been removed from home, placed in foster care, and then placed with a relative, she would receive a 2.

FORM	Condition assigned	Format: F8
	Value Label	
	0 self	
	1 other	
ORDER	Order of professionals in scenarios	Format: F8
	Value Label	
	0 lie a - judge, social, doctor	
	1 lie b - social, doctor, judge	
	2 lie c - doctor, judge, social	
WPPSCA	Scaled score on WPPSI	Format: F8
WPPRAW	Raw score on WPPSI	Format: F8
JUDGE1V	Answer to 1st judge question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
JUDGE1R	Flag if answered 1st judge question	Format: F8.2
	Value Label	
	0 No response or don't know	
	1 Response	
JUDGE2V	Answer to 2nd judge question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
JUDGE2R	Flag if answered 2nd judge question	Format: F8.2
	Value Label	
	0 No response or don't know	
	1 Response	

JUDGE3V	Answer to 3rd judge question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
JUDGE3R	Flag if answered 3rd judge question	Format: F8.2
	Value Label	
	0 no response or I don't know	
	1 response	
JUDGE4V	Answer to 4th judge question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
JUDGE4R	Flag if answered 4th judge question	Format: F8.2
	Value Label	
	0 no response or I don't know	
	1 response	
JUDGE5V	Answer to 5th judge question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
JUDGE5R	Flag if answered 5th judge question	Format: F8.2
	Value Label	
	0 no response or I don't know	
	1 response	

SOC1V	Answer to 1st SW question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
SOC1R	Flag if answered 1st SW question	Format: F8.2
	Value Label	
	0 no response/ I don't know	
	1 response	
SOC2V	Answer to 2nd sw question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
SOC2R	Flag if answered 2nd SW question	Format: F8.2
	Value Label	
	0 no response/ I don't know	
	1 response	
SOC3V	Answer to 3rd sw question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
SOC3R	Flag if answered 3rd SW question	Format: F8.2
	Value Label	
	0 no response/ I don't know	
	1 response	
SOC4V	Answer to 4th sw question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	

SOC4R Flag if answered 4th SW question Format: F8.2

Value Label

0 no response/ I don't know
1 response

SOC5V Answer to 5th sw question Format: F8

Value Label

0 no response/I don't know
1 response, but no valence
2 negative consequence
3 incomprehensible response

SOC5R Flag if answered 5th SW question Format: F8.2

Value Label

0 no response/ I don't know
1 response

DOC1V Answer to 1st Dr question Format: F8

Value Label

0 no response/I don't know
1 response, but no valence
2 negative consequence
3 incomprehensible response

DOC1R Flag if answered 1st Dr question Format: F8.2

Value Label

0 no response/ I don't know
1 response

DOC2V Answer to 2nd dr question Format: F8

Value Label

0 no response/I don't know
1 response, but no valence
2 negative consequence
3 incomprehensible response

DOC2R Flag if answered 2nd Dr question Format: F8.2

Value Label

0 no response/I don't know
1 response

DOC3V	Answer to 3rd dr question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
DOC3R	Flag if answered 3rd Dr question	Format: F8.2
	Value Label	
	0 no response/I don't know	
	1 response	
DOC4V	Answer to 4th Dr question	Format: F8
	Value Label	
	0 no response/I don't know	
	1 response, but no valence	
	2 negative consequence	
	3 incomprehensible response	
DOC4R	Flag if answered 4th Dr question	Format: F8.2
	Value Label	
	0 no response/I don't know	
	1 response	
EVERLIEJ	Flag if child would ever lie to a judge	Format: F8
	Value Label	
	0 No	
	1 Yes	
EVERLIES	Flag if child would ever lie to a SW	Format: F8
	Value Label	
	0 No	
	1 Yes	
EVERLIED	Flag if child would ever lie to a Dr	Format: F8
	Value Label	
	0 No	
	1 Yes	
NORESP	Times failed to respond to conseq of lying	Format: F8

Codebook for Study 5

SUBNUM	Subject Number	Format: F8
GENDER	Child's Gender	Format: F8
	Value Label	
	0 girl	
	1 boy	
ETHNIC	Child's Ethnicity	Format: F8
	Value Label	
	0 White	
	1 African-American	
	2 Latino	
	3 other	
HOMELAN	Language spoken in child's home	Format: F8
	Value Label	
	0 English	
	1 Spanish	
	2 English and Spanish	
	3 other	
SCHOOL	School Attendance	Format: F8
	Value Label	
	0 no	
	1 yes, but not everyday	
	2 yes, every weekday	
AGEYEAR	Child's age in years	Format: F8
AGEMO	Child's age in months	Format: F8
MOVEMENT	Times child changed placements	Format: F8

FORM	Form administered to child	Format: F8
	Value Label	
	1 male-a	
	2 male-b	
	3 male-c	
	4 male-d	
	5 male-e	
	6 male-f	
	7 female-a	
	8 female-b	
	9 female-c	
	10 female-d	
	11 female-e	
	12 female-f	
PPVTRAW	Child's raw score on the PPVTR	Format: F8
PPVTSCAL	Child's scaled score on the PPVTR	Format: F8
	The child's scaled score on the PPVT. If the child's scaled score was below the lowest possible score listed in the scoring manual, entered as the lowest score	
PPVTINC	Flag if child failed to complete PPVTR	Format: F8
	Whether the child failed to complete the PPVT-R, or scored below 41 on PPVTSCAL, for reasons other than a refusal to continue with the task.	
	Value Label	
	0 Completed PPVT-R	
	1 Failed to complete or scored below 41	
MIGWONT1	Answer to 1st might/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
PROMMIG1	Answer to 1st promise/might story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	

PROMWNT1	Answer to 1st promise/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
WILLMIG1	Answer to 1st will/might story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
WILWONT1	Answer to 1st will/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
PROMWIL1	Answer to 1 st promise/will story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
MIGWONT2	Answer to 2nd might/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
PROMMIG2	Answer to 2nd promise/might story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
PROMWNT2	Answer to 2nd promise/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
WILLMIG2	Answer to 2nd will/might story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	

WILWONT2	Answer to 2nd will/won't story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
PROMWIL2	Answer to 2nd promise/will story	Format: F8
	Value Label	
	0 incorrect	
	1 correct	
TOTAL	Sum of child's scores	Format: F8
BOTH	Times child answered both	Format: F8
DK	Times child answered I don't know	Format: F8
MIGWONTT	Number correct on might/won't stories	Format: F8
	Value Label	
	0 none correct	
	1 one correct	
	2 both correct	
PROMMIGT	Number correct on promise/might stories	Format: F8
	Value Label	
	0 none correct	
	1 one correct	
	2 both correct	
PROMWILT	Number correct on promise/will stories	Format: F8
	Value Label	
	0 none correct	
	1 one correct	
	2 both correct	
PROMWNTT	Number correct on promise/won't stories	Format: F8
	Value Label	
	0 none correct	
	1 one correct	
	2 both correct	

WILLMIGT Number correct on will/might stories

Format: F8

Value	Label
0	none correct
1	one correct
2	both correct

WILWONTT Number correct on will/won't stories

Format: F*

Value	Label
0	none correct
1	one correct
2	both correct

Codebook for Study 6

SUBNUM	Subject Number	Format: F8
GENDER	Child's Gender	Format: F8.2
	Value Label	
	.00 Boy	
	1.00 Girl	
ETHNIC	Child's Ethnicity	Format: F8.2
	Value Label	
	.00 White	
	1.00 African American	
	2.00 Latino	
	3.00 Asian American	
	4.00 Other	
HOMELAN	Language spoken in child's home	Format: F8.2
	Value Label	
	.00 English	
	1.00 Spanish	
	2.00 English and Spanish	
	3.00 Chinese, Japanese, Korean or other Asian	
	4.00 Other	
SCHOOL	School Attendance	Format: F8.2
	Value Label	
	1.00 Less than 5 days per week	
	2.00 5 days per week	
AGEYEAR	Child's age in years	Format: F8.2
AGEMO	Child's age in months	Format: F8.2
FORM	Form administered to child	Format: F8.2
	Value Label	
	1.00 A	
	2.00 B	
	3.00 C	
	4.00 D	
	5.00 E	
	6.00 F	

PPVTRAW	Child's raw score on the PPVTR	Format: F8.2
PPVTSCAL	Child's scaled score on the PPVTR	Format: F8.2
PPVTINC	Flag if child failed to complete PPVTR	Format: F8.2
	Value Label	
	.00 Completed	
	1.00 Failed to complete or scored below 41	
MIGWONT	Correct responses to might/won't stories	Format: F8.2
PROMMIG	Correct responses to promise/might stories	Format: F8.2
PROMWONT	Correct responses to promise/won't stories	Format: F8.2
WILLMIG	Correct responses to will/might stories	Format: F8.2
WILLWONT	Correct responses to will/won't stories	Format: F8.2
PROMWILL	Correct responses to promise/will story	Format: F8.2
TOTAL	Sum of child's scores	Format: F8.2
BOTH	Times child answered both	Format: F8.2
DK	Times child answered I don't know	Format: F8.2