Karen

1. It was not clear to me what the differences between games is initially from the instructions - I had to go back and look at them a second time. My take away is in game 2 the winning card switches but the reward always stays the same (for each color) and in game 3 the winning card switches and the reward switches? I think I really got hung up on the instructions "The winning card can change each time, because the stars are different" - that implies a relationship between the star value and the winning card that wasn't highlighted for the first two games. I think saying something like **the winning card changes and the reward received changes** is clearer.
   1. As an aside, why are you not equating switching for volatile and noise conditions - my understanding is **both have high levels of switching but in a noisy environment it is completely random. [this could be used to give the instructions!!]**
2. I think the fact order is not fixed isn't super clear in the instructions. Something like:
   1. You will know you are playing a different game when the background color changes and you see a message "XXXX".
   2. Game 1 will not always be the first game you play. The only way to determine what game it is by selecting different options.
3. Most of them were clear except for the switching question. You are asking if the color being rewarded more frequently switched? Or if reward was switching?

Some other things I found confusing:

1. I like how you are setting it up as winning trophies, but from the initial picture, I was very confused on what the two parts were and where you earn trophies. Having a big more of a visual for this would be helpful. One way to do this would be to have a video where an experimenter walks them through the general set up before moving into the text instructions.
2. You may want to change surveys to "questions about you experiences, thoughts, and feelings" - that's how I generally describe these measures to children.
3. Once I started playing the game this became clear, but I got confused during the instructions on whether I would be seeing the amounts on the card before or after I made my selection.
4. I also was confused on whether the winning card is always going to be the bigger number - in the examples it seems like yes?
5. When you say practice answering the questions, I read that as you wanting me to practice selecting responses and it took me a minute to figure out why I couldn't do that. You might want to make it clear when you say practice, you mean in their heads.

Lookit staff

* Maybe you are already set on this design, but FYI that was an OVERWHELMING number of instructions that I just wanted to bash “next” to get through as quickly as possible. By the time I got to some screen in which “In the game, [blank] will be either “green” or “blue” based on your past choices” my simulated 10yo brain was TOTALLY checked out and not trying to understand anything. Do you need to front load so many instructions? For example, I bet you will have children trying to answer the questions you are just showing as samples, and getting frustrated that it is “not working”
* You might consider a video instead of all of those written instructions?
* I did NOT go through the whole thing (I usually do, but rarely for very long studies I do not). Can you provide a list of the emotion related questions? I’m particularly interested in “answer some questions about how they have been thinking and feeling and their relationships with their parent(s)” – including whether you direct the parent to not be present. This seems like a potentially tricky part of the design, because you could want the child to be able to answer without the parent present but the lookit terms of use say “In all study designs, the child must remain in the same room with his or her parent at all times.”

Saideeka

— for adults and kids alike, the difference between the first and the other games are clear, but the second and third game is not. That’s the main issue right now.

— if the number is higher starting off, they would stick with that deck all the time, as reported by one child. almost like the directions didn’t matter

— add an attention check to filter out inattention

— may use different colors of card in different cards to differentiate them

Hannah

Okay, so I actually ended up going through this twice because I think I was actually a little confused the first time.

I think I got a little confused by the “background” part. Maybe you could explicitly point out that changing of the background color in the explanation (e.g., “See! Here, the background is light blue and the cards will give points out like this”). I’m assuming you want to see how quickly kids learn how the backgrounds are associated with points, but honestly the first time I did it I’m not sure I even noticed the background changing. Like, I remembered that you said the sets were associated with backgrounds but for some reason I thought that meant the background immediately behind the cards (again, this is probably just me not paying close enough attention).

I was also confused whether the background color shown in the beginning (i.e., during instructions mirrored what would happen in the test rounds; e.g., is yellow always associated with the stars staying the same or is this just an example?).

Andrea

- I find it confusing that in the beginning, you tell us that which one is the better card can switch, but then when you talk us through the three different decks, it turns out that’s not always true (since it’s not true for the first deck). I would just get rid of the “But they can switch!” frame in the beginning, and save all the explanation about switching for when you get to the three decks.

- When you say “the stars they give are around the same,” for deck 2, my first thought was that you were referring to the blue cards and the green cards - that is, the blue cards and the green cards give around the same number of stars. (And then the opposite is true for deck 3). Since I don’t think that’s what you actually mean based on the pictures, I’d clarify your wording.

- In decks 1 & 2, is it always the case that the better card will give all 15 stars? (Doesn’t look like, it based on the practice, and based on what you say at the beginning).  If not, I would update the pictures accordingly, as if not, you definitely don’t want to give anyone any cues, even implicit ones, that they’re looking for the max/15 stars.

- I’d try to make it clearer that they’re only previewing the 4 questions to start - I know you say that, but then you say “Please answer these questions to your best knowledge” immediately after, so it’s easy to get confused.

A couple smaller suggestions:

- Instead of saying “varies”, I’d say “is different” or “changes"

- Add an in to: “you will be **in** the top 10% of your age.”

- I’d pop out the “important note” into its own frame (and illustrate), rather than have it on slides for each of the three decks. Or, honestly, I might get rid of it entirely - I think it’s clear from the instructions you’re only going to see one card at a time, and then the implications of that are sort of hard to fully grasp until you start practicing, regardless of what you say.