**The Emotional Day-Night Task (EDNT) – Yeshua & Berger (Under Review)**

An adapted emotional day-night task was used, partially based on Ramon et al.’s (2011) task.

* There were six stimuli: three day images and three night images, each in an happy, angry or neutral version.
* Each block was composed of 36 trials: 18 day (six happy, angry and neutral) and 18 night (six happy, angry and neutral) trials.

***Congruency***

Each block was congruent or incongruent. The participant was asked to press the "day" button (“P”) when they saw a sun image or the "night" button (“Q”) when they saw a night image. In the incongruent condition, the participant was instructed to press the "day" button when they saw a night image or the "night" button when they saw a sun image.

***Go/No-go***

In each block the participant was asked to inhibit their behavioral response to a specified no-go stimulus, which could be one out of the three face stimuli: a happy sun/moon, an angry sun/moon, or a neutral (no-face) sun/moon. A no-go stimulus was present in 33% of the trials in each block (n = 12). The other 67% of trials had an equal distribution of the other stimuli.

**Procedure**

* Stimuli acquaintance – “Now we are going to play a game! What is it? A sun or a moon? Correct! Sun. When do we see the sun, at day or at night? Correct! At day. And what is it? A sun or a moon? Correct! Moon. When do we see the moon, at day or at night? Correct! At night. So, every time we’ll see a sun, we’ll press ‘day’ here [show key] with this finger [show index finger of right hand] and every time we’ll see a moon, we’ll press ‘night’ here [show key] with this finger [show index finger of left hand].”
* Congruency practice – “Let’s practice!” \*\*Remind the participant of the rules and keys. ***If necessary, can be repeated.***
* No-go acquaintance – “You were great! Now let’s make it a little bit more difficult. Sometime the sun and moon will have faces. Look, is this face happy or angry? Correct! Angry. And this face, happy or angry? Correct! Happy. So sometimes they will have a happy face, an angry face or no face at all.”
* No-go practice – “Let’s practice! So, we said if we see a sun, we press ‘day’ and if we see a moon, we press ‘night’ [remind the participant of the designated fingers and buttons]. However, if they have an angry face, we won’t press at all! Let’s try!” ***If necessary, can be repeated.***
* Three congruent blocks – “Great! From now on there will be no feedback. Every once in a while the instructions will change - I will tell you when. Try to respond as accurately and quickly as you can. Let's begin!”
* Incongruent practice – “You were great! Now we’ll make the game a little bit harder. When you see a sun you will press ‘night’ [remind the participant of the designated key and finger] and when you see a moon you will press ‘day’ [remind the participant of the designated key and finger].”
* Incongruent practice – “Let’s practice!”
* Incongruent block - “Great! From now on there will be no feedback. I remind you, when you see a sun, press ‘night’. When you see a moon, press ‘day. And now, when you see a [xxx] face, don’t press at all. Try to respond as accurately and quickly as you can. Let's begin!”
* End – “That’s all! You were great!”

At the start, participants had two training sessions with 3.5 seconds per image as a time limit and were given feedback, for a total of 12 trials, with an optional repeating of the training. After training, in order to prevent a learning effect, the blocks were short – only 36 images per block. All trials in each block were randomized. Moreover, the order of the blocks was randomized. The children performed a total of 144 trials.

**Design**

For children, the design had four blocks: three congruent blocks with one emotional face as the no-go stimulus in each block (e.g., an angry sun / angry moon as the no-go stimulus), and a fourth incongruent block with one emotional face as the no-go stimulus.

Ramon, D., Geva, R., & Goldstein, A. (2011). Trait and state negative affect interactions moderate inhibitory control performance in emotionally loaded conditions. *Personality and Individual Differences*, *51*(2), 95-101.