**PRFQ**

**Object**: specific caregivers' ability to mentalize with their children

**Number of Item:** 18

**Likert** **Scale**: 1-5

**Participants**:

* Honest: 263
* Faker: 263

**Study** **Design**: Within subject

**Procedure**: Firstly, we asked participants to respond to the final questionnaire twice: the first time, we asked them to be honest; the second time, we instructed participants to fake good. Henceforth, we will refer to the two conditions as "Honest condition" (H) and "Deceptive condition" (D).

In the Deceptive condition, participants were instructed to imagine that, as a parent, they were going through a Family Court evaluation and being examined by a psychologist using a test to help determine with whom their children will reside. They were asked to answer test items in such a way as to look like a good parent.

**Item:**

1. \_\_The only time I'm certain my child loves me is when he or she is smiling at me.

2. \_\_I always know what my child wants.

3. \_\_I like to think about the reasons behind the way my child behaves and feels.

4. \_\_My child cries around strangers to embarrass me.

5. \_\_I can completely read my child's mind.

6. \_\_I wonder a lot about what my child is thinking and feeling.

7. \_\_I find it hard to actively participate in make believe play with my child.

8. \_\_I can always predict what my child will do.

9. \_\_I am often curious to find out how my child feels.

10. \_\_My child sometimes gets sick to keep me from doing what I want to do.

11. \_\_I can sometimes misunderstand the reactions of my child.

12. \_\_I try to see situations through the eyes of my child.

13. \_\_When my child is fussy he or she does that just to annoy me.

14. \_\_I always know why I do what I do to my child.

15. \_\_I try to understand the reasons why my child misbehaves.

16. \_\_Often, my child’s behavior is too confusing to bother figuring out.

17. \_\_I always know why my child acts the way he or she does.

18. \_\_I believe there is no point in trying to guess what my child feels.

Scale:

- **Pre-mentalizing** mode (PreM), reflecting some impairments in mentalizing, such as malevolent attributions and inability to understand the inner psychological world of the child (e.g., "*My child cries around strangers to embarrass me*"). High scores on this scale represent a non-mentalizing parent.   
- **Certainty about mental states** (CSM), assessing the parental ability to recognize the opacity of the mental states (e.g., "*I always know what my child wants*") In this scale, high scores suggest an intrusive hypermentalizing, e.g., a parent who is no aware that no one can fully understand their children's mind. In contrast, low scores indicate an hypomentalizing mode, e.g., a parent who is uncertain and insecure about his/her children's mental states.   
-**Interest and curiosity** (IC), assessing the interest and the curiosity about children's mental states (e.g., "*I like to think about the reasons behind the way my child behaves and feels*"). Again, high scores reflect intrusive hypermentalizing, while low scores reflect a lack of interest in one's infant's mental states.

**Item:**

PreM1 PreM2 PreM3 PreM4 PreM5 PreM6

C1 C2 C3 C4 C5 C6

IC1 IC2 IC3 IC4 IC5 IC6