**Coding Book: WOOP Responses**

* **Emotionality - How emotional is this response? (Categories: Wish, Outcome1, Outcome2, Obstacle1, Obstacle 2)**

1. The text only contains action with clear objective goals/markers. There are no emotional consequences stated. This includes entries where the participant mentions wanting more or less of something, since it refers to increasing or improving existing objective standards already known to the participants.

E.g.: “Getting A-B honor roll”, or “Go to bed”

1. The text contains action with subjective goals/markers (Yao et al. 2016, Viglliocco et al., 2014, et kousta et al., 2011) OR includes mention of a significant other with no emotional context explicitly stated. Emotional consequences are implied (potentially through the subjectivity of the goal/marker or through the mention of the significant other)

E.g.: “To be the best scholar I can possibly be”, or “Get a good night’s sleep”

1. Use of the word “feel” and all forms, but no emotion words; emotional because of the way it is framed. (See a list of “feeling” words taken from in the [appendix](#bookmark=id.thvz8e8sowqz).)

E.g.: “Would feel fulfilled”

1. The text contains an emotional context or event (See [appendix](#bookmark=id.thvz8e8sowqz) for a list of emotional events/contexts taken from Holland & Kensinger, 2010 and Berntsen & Rubin, 2004). Text can also include a mention of a significant other within emotional context without explicit use of an emotion word.

E.g.: “I’m on the graduation stage and I’m walking towards getting my diploma. I finally did it, I completed the requirements and got through 4 long and hard-working years. I deserve this and it’s been accomplished.”

1. Includes explicit mention of emotion using an emotion word, referring to both self and/or others. (Emotion words are those words with an intensity rating > 5.0 taken from Strauss & Allen, 2007. See [appendix](#bookmark=id.thvz8e8sowqz) for a full list of emotion words.)

E.g.: “It will make me happy.”

* **Vague vs specific – How clear / easy is it to picture the description in one’s mind? How many details are included? (Categories: Wish, Outcome1, Outcome2, Obstacle1, Obstacle 2)**

Ask the following questions to the responses and add 1 point to the tally for each answer to a question from the response, to a maximum of 5 points (Adapted from Bauer & Larkina, 2015).

1. **Who** - Is there a subject included? This can be self or others. Pronouns are included: I,

myself, me, my, mine.

1. **What** - Is there at least one object included? Pronouns are included when it is referring to a person who is the object of the sentence: he, she, them, it, etc
2. **Describe** - If there is an object, is the object described? Is there an adjective or an adverb being used? Add a single point to the tally for each object/verb being described (no matter how many descriptive words are used per object/verb).In addition, possessive pronouns can act as descriptive words as well, such as my, mine, her, his, etc.
3. **When** - Is a time-related description included?
4. **Where** - Is any physical place description included?
5. **Action** - Is there an action/verb included? Does not include helping or linking verbs: is, has, be, become etc.
6. **How** - Is there a description for how an obstacle is overcome or how an outcome would make one happy?

**Examples:**

1. E.g.: “procrastinate” (action)
2. E.g.: “I procrastinate” (who, action)
3. E.g.: “I procrastinate homework” (who, action, what)
4. E.g.: “I procrastinate English homework” (who, action, what, describe)
5. E.g.: “When I am home after school, I procrastinate my English homework” (where,

when, who, action, what, describe)

* **Destructive vs Constructive (Category: Wish)**

0. The wish may result in harm to the individual/society.

E.g.: “I want to ignore social distancing rules”

1. The wish does not result in harm to the individual/society.

E.g. - “Become a neurosurgeon build a hospital”

* **Avoidance vs Approach (Categories: Wish, Plan)**

1. Implicit or explicit avoidance of a behavior/action. Includes clear instructions to self about not doing something or a mention of an obstacle that needs to be excluded or reduced.

E.g.: “Stop procrastinating” or “Go through the day without breaking down due to all the teachers”

1. Neither avoidance nor approach. Includes responses that involve a maintenance of the status quo.

E.g.: “Maintain good grades”

1. Implicit or explicit approach. Clear wish, plan, action completion or strong positive emotion.

E.g.: “To be positive” or “Win writing contest”

* **Short term vs long term - adjust for the condition: 4 week or 24 hour (Categories: Wish)**

1. In the immediate future, within 24 hours.

E.g.: “I wish to have good grades everyday, specifically tomorrow I would like to do the best on my test.”

1. In the next 1-2 weeks upto a month. Includes those responses which do not have any specified timeline but seem like it would be in the near future.

E.g.: “To pass my classroom presentation”

1. Not in the immediate future but can be ongoing/semester-long. This also includes responses that do not specifically mention a time-frame but do not seem like they would be limited to the immediate future.

E.g.: “Get good grades in social studies”

1. Includes the responses referring to “end of high school” goals.

E.g.: “Have a car, go to college, and have scholarships”, or “Passing high school”

1. If referring to a profession or intimacy related long-term goal.

E.g: “Become a neurosurgeon build a hospital”

* **Feasibility** - **Given our knowledge and time-frame, is this wish or plan feasible?** **(Categories: Wish, Plan)**

1. Not feasible at all within the time-frame

E.g.: ”Become a neurosurgeon build a hospital”

1. Not that feasible, involves a lot more influence of external factors than internal effort; also includes anything that has a non-zero chance of occurring

E.g.: ”I would like to be rich”

1. May be feasible with seemingly equal amounts of personal effort and influence of external factors

E.g.: “I would like to turn in all of my work, as well as open my fellow students eyes towards special education and how it isn’t a joke.”

1. May require more personal effort than external influence

E.g.: “Get all my "C"s to "B"s”

1. Easily feasible which depends entirely on personal effort (and possible within time-frame)

E.g.: “Sticking to a routine”

* **Indirect vs Direct (Categories: Wish, Outcome1, Outcome2, Action)**

1. No use of pronoun or action (verb) with wish/outcome/plan  
   E.g.: “Not procrastinate”
2. No use of pronoun (therefore dissociation with action) but includes indirect actions within the statement and may also contain would/should/could (not will/shall/can)  
   E.g.: “Get good grades”
3. Includes “would/should/could”, but also includes both a pronoun (unlike code 2). May also include words like “imagine”, “see myself”, “hope” instead of/along with the “would/should/could”  
   E.g.: “I would like to graduate High School” or “I imagine being happy”
4. Use of will/shall/can without pronouns  
   E.g.: “Will get good grades”
5. Clear use of “will/shall/can” OR clearly visualizing action/goal, AND includes pronouns

E.g.: “I will make the boys jv or freshman school basketball team” OR “I'm drawing a fully colored beautiful picture digitally or on paper”

* **Internal obstacle (Categories: Obstacle1, Obstacle2)**

0. No mention of internal obstacle

E.g.: “Not enough time”

1. Internal obstacle  
   E.g.: “Forgetting to do work on time”

* **External obstacle (Categories: Obstacle1, Obstacle2)**

0. No mention of external obstacle  
 E.g.: “I have no inner obstacles that I fight. I do whatever I want lol”

1. External obstacle  
   E.g.: “Money” or “Where i live and my mother”

* **Engagement with obstacle (Categories: Obstacle1, Obstacle2)**

0. Does not include an obstacle (either external or internal), or refusal to state one. Level

of description does not matter.

E.g. “nothing would stop me” or “I don’t think there is”

1. Obstacle(either external or internal) mentioned, but no engagement with obstacles: no use of pronouns or action(verb) that connects self to the obstacle.

E.g. “Money” or “anxiety”

1. Either the use of pronouns for oneself or action(verb) that connects self to the obstacle (either external or internal). Having is a 2

E.g. “having anxiety” or “my procrastination”

1. Both use of pronoun and action(verb) that connects self to the obstacle (either external or internal).

E.g. “My inability to start something” or “I am a procrastinator”

\*Use context to determine if the pronoun refers to self when in doubt.\*

* **Degree of responsibility taken by the student/child over obstacle (Categories: Obstacle1, Obstacle2)**

1. No responsibility taken by individual  
   E.g.: “Money”
2. Balanced attribution of control/responsibility   
   E.g.: “Not having time to study”
3. Individual takes full control over obstacle  
   E.g.: “Not trying hard enough”

* **Define plan-obstacle fit (Category: Plan)**

0. No fit between the plan and the obstacle mentioned  
 E.g.: If Obstacle is “I have a short attention span”, and Plan is “Listen to music”

1. The plan matches/is relevant to the obstacle  
   E.g.: If Obstacle is “I don’t have transportation to ocoee high school and i live very far away and my mom wants me to stay here” and Plan is “Sign up for the mvp bus program”

* **Thought present: If the plan itself involves a change in cognition over physical action**

0. No mental change is stated to be one of the outcomes of wish.  
 E.g.: “If this would end already”.

1. A mental change is specifically stated to be one of the outcomes of wish fulfillment. Any mental process--such as *being happier*, or less stressed--counts.  
   E.g.: “If I keep my organization at its best, I will always be able to stick up for myself and the people that need the most help.”

* **Irrelevant vs relevant wish w.r.t. task (Please mark as relevant if even remotely relevant to the task) Category: Wish**

0. The response is not relevant to the task asked of participant (i.e., “Please write down an academic wish”)

E.g.: “I want anime stuff.”

1. The response is relevant to the task asked of participant (i.e., “Please write down an academic wish”)

E.g.: “To successfully achieve all grades above 90%”

* **Irrelevant vs relevant outcome response w.r.t. wish (Please mark as relevant if even remotely relevant to the wish) (Categories: Outcome1, Outcome2)**

0. The response (to the outcome question) is not relevant to the wish previously stated

E.g.: “I like pizza a lot” w.r.t. the wish response of “Get straight a’s”

1. The response (to the outcome question) is relevant to the wish previously stated

E.g.: “It would make me feel accomplished” w.r.t. the wish response of “Get good grades in social studies”

* **Irrelevant vs relevant obstacle response w.r.t. outcome (Please mark as relevant if even remotely relevant to the outcome) (Categories: Obstacle1, Obstacle 2)**

0. The response (to the obstacle question) is not relevant to the outcome previously stated

E.g.: “where I live and my mother” w.r.t. the outcome response of “more focus on school”

1. The response (to the obstacle question) is relevant to the outcome previously stated

E.g.: “Procrastination” w.r.t. the outcome response of “studying makes me happy”

**Irrelevant vs relevant obstacle response w.r.t. wish (Please mark as relevant if even remotely relevant to the wish) (Categories: Obstacle1, Obstacle 2)**

0. The response (to the obstacle question) is not relevant to the wish previously stated

E.g.: “No disorder” w.r.t. the wish response of “good”

1. The response (to the obstacle question) is relevant to the wish previously stated

E.g.: “I get distracted when i don't feel like doing the work which is most of the time” w.r.t. the wish response of “To finish my works on time, and to have a good grade”

**Wish for oneself (Category: Wish)**

0. The wish is not for the benefit of the person writing it. It may be too vague to understand or be a wish directed for another person only.

E.g.: “They work there best to help students”

1. The wish is for the benefit of the person writing it, or both the participant and another person. It MAY contain the use of “I would like” or similar phrases that imply self want.

E.g.: “To get higher grades”

**Wish for other (Category: Wish)**

0. Either does not mention another person, or does so without the wish being directed towards pleasing or helping another person.

E.g.: “I would like to be rich”

1. Explicit mention of another person who they are trying to please and/or help through fulfillment of the wish. This may also include a wish for oneself within the statement.

E.g.: “I think that in four weeks to school will be good and the teacher teach us better i hope the students are learning they were suppose to learn.”

**Outcome present in wish response (Category: Wish)**

0. No explicit mention of the outcome of the wish is made.

E.g.: “Get more money”

1. The desired outcome of their wish is explicitly mentioned. Only put yes if there is an explicit emotion mentioned/implied. It has to be distinct from wish.

E.g.: “I Think That i will have my grade up to all A so i can make my mother and uncle happy”

**Appendix**

* **Emotionality**

3. List of feeling words taken from XYZ below. The words in Red may be more emotionally intense and may be moved to #5 later.

|  |  |  |
| --- | --- | --- |
| Understanding | Deprived | Relaxed |
| Great | Neutral | Satisfied |
| Playful | Reserved | Wonderful |
| Confident | Alarmed | Serene |
| Gay | Anguish | Free and Easy |
| Courageous | Weary | Bright |
| Reliable | Dejected | Sunny |
| Energetic | Desolate | Blessed |
| At Ease | Bored | Merry |
| Easy | Desperate | Reassured |
| Lucky | Preoccupied | Elated |
| Liberated | Injured | Jubilant |
| Comfortable | Pessimistic | Concerned |
| Amazed | Cold | Impulsive |
| Fortunate | Worried | Considerate |
| Optimistic | Offended | Affected |
| Free | Unhappy | Keen |
| Delighted | Disinterested | Free |
| Provocative | Afflicted | Affectionate |
| Encouraged | Lonely | Fascinated |
| Sympathetic | Lifeless | Earnest |
| Sore | Timid | Sure |
| Impulsive | Aching | Sensitive |
| Clever | Shaky | Intrigued |
| Interested | Victimized | Intent |
| Gleeful | Mournful | Certain |
| Satisfied | Restless | Absorbed |
| Thankful | Heartbroken | Rebellious |
| Frisky | Dismayed | Inquisitive |
| Content | Doubtful | Inspired |
| Receptive | Appalled | Unique |
| Important | Cowardly | Attracted |
| Animated | Humiliated | Nosy |
| Quiet | Quaking | Determined |
| Accepting | Wronged | Dynamic |
| Festive | Menaced | Passionate |
| Spirited | Alienated | Snoopy |
| Certain | Wary | Tenacious |
| Kind | Touched | Admiration |
| Ecstatic | Brave | Engrossed |
| Thrilled | Sympathy | Enthusiastic |
| Daring | Hardy | Drawn towards |
| Close | Warm | Confident |
| Challenged | Curious | Irritated |
| Unpleasant | Bold | Lousy |
| Reinforced | Secure | Incapable |
| Powerless | Stupefied | Enraged |
| Perplexed | Forced | Doubtful |
| Useless | Offensive | Alone |
| Diminished | Detestable | Discouraged |
| Embarrassed | Disillusioned | Uncertain |
| Hesitant | Paralyzed | Repugnant |
| Vulnerable | Insulting | Fatigued |
| Unbelieving | Indecisive | Empty |
| Positive | Prepared |  |

4. List of emotional events: Some contexts/events including emotion without use of explicit emotion word (taken from Holland & Kensinger, 2010 and Berntsen & Rubin, 2004) are:

1. Beginning of important life stages/life events (for e.g., weddings, menarche, college graduation, new relationship)
2. Circumstances surrounding significant injuries/illnesses (e.g., car crashes, first-time fractures etc)
3. Events requiring significant moral decision-making (e.g., choosing to terminate pregnancy, etc.)
4. Public events high in emotional intensity - more relevant if there is a personal link (e.g., Supreme Court Ruling on same-sex marriage, 9/11 attacks, etc.
5. Cultural life script events - wedding, first job, birth of first child (see Berntsen & Rubin, 2004)

5. List of “Emotion” words below. Emotion words are words with emotional intensity rating > 5.0 taken from Strauss & Allen, 2007. In addition, we’ve added a few more words that feel like they are more colloquially emotional within a more recent context, and perhaps specific to the age-group we studied (in Blue).

|  |  |  |
| --- | --- | --- |
| Angry | Mad | Rage |
| Aggression | Violent | Mean |
| Enemy | Hatred | Hate |
| Nervous | Anxious | Tense |
| Uneasy | Fearful | Terror |
| Horror | Danger | Afraid |
| Scared | Cheerful/Cheery | Enjoy |
| Joy | Smile | Comfort |
| Enjoying | Friendly | Happy |
| Peace | Pleasant | Accomplishment |
| Proud | Love | Peaceful |
| Pleased | Succeed | Freedom |
| Humorous | Glory | Glorious |
| Faithful | Harmonious | Triumph |
| Carefree | Honour | Excellence |
| Devoted | Lively | Precious |
| Angel | Cry | Sad |
| Gloom | Grief | Tragic |
| Hopeless | Disappointment | Surprised |
| Amazed | Shocked | Excited |
| Lust | Murder | Pain |
| Hurt | Suicide | Upset |
| Failure | Desire | Agony |
| Misery | Fright | Despair |
| Massacre | Nightmare | Jealous |
| Cancer | Suffer | Evil |
| Hopeful | Ashamed | Tender |
| Killing | Rejected | Cruel |
| Calm | Vicious | Assault |
| Intense | Torture | Hostile |
| Tortured | Guilt | Criticised |
| Relieved/Relief | Attacker | Bad |
| Miracle | Threat | Shy |
| Wicked | Confused | Weakness |
| Annoy | Dissatisfied | Disapproval |
| Troubled | Arrogant | Attack |
| Crash | Punishment | Ugly |
| Threaten | Corpses | Bitter |
| Inferior | Risk | Eternal |
| Poverty | Eager | Contempt |
| Provoke | Awkward | Awful |
| Blame | Stressed | Overstimulated |
| Breakdown | Overwhelmed | Worried |
| Emotionally unstable |  | Envy |