Omission Drawing Task

**Design:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Better  Condition** | **Worse  Condition** | **Better-Other Condition** | **Baseline Condition** |
| Practice trials: Which drawing is better? | | | |
| Child makes own drawing. | | | |
| E2 thinks the child made a **better** drawing. | E2 thinks the child made a **worse** drawing. | E2 thinks a peer made a **better** drawing. | E1 shows E2 irrelevant item. |
| E2: “Now you can play with puzzles or do some drawing. Which do you want to do?” | | | |

*Notes:*

1. Run Better and Worse Conditions first.
2. Better-Other Condition controls for E2 having a positive belief about anyone. I don’t think it is necessary at first, but it has interesting connections to Rachel’s social comparison paper – children might “try harder” (i.e., choose to work on drawing) if they know that their peers are very good at drawing.

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**Stimuli:**

* Laminated sheets for child to draw on
* Laminated sheets w/ tree drawings
* Pen
* Confederate photo
* Blocks

**Script:**

INTRODUCTION

Child E1

E1: “Hi [child’s name]! Today we are going to do some drawing together! Do you like drawing? Cool!”

E1: “I have a friend named Sharon (bring out picture of E2 and put it in front of child). See? That’s Sharon!”

E1: “I think Sharon might want to play with us later. Does that sound okay?”

*If child says no:*

E1: “Do you think it would be okay if Sharon came in just for a little bit?”

*If child says no again:*

E1: “Do you want to go back to the classroom?”

CHECK QUESTION

E1: “Okay cool! Now let’s look at some other kids’ drawings first, okay?”

[bring out good drawing and bad drawing that will be used in the manipulation phase]

E1: “These kids were drawing trees. Here is this tree (point to drawing) and here is this tree (point to drawing). Which one is better?”

*If child points to better drawing:*

E1: “Yes this one is better. Why is this one better?”

*If child points to worse drawing:*

E1: “Actually, this one is better. Why is this one better?”

E1: “[repeat child’s response] Okay cool!”

CHILD DRAWING

Child E1

E1: “Okay! Now it’s your turn to draw a tree!”

[Give child a piece of paper]

E1: “When you are all done, you can leave it right here, okay? You can let me know when you’re finished! I’ll just working on something else right over here.” [move across the room to a different table, take warm-up drawings with you]

[child works on drawing]

E1: “All done? Great!”

[E1 moves back to main table (standing over the table) and starts shuffling all three drawings together, leaving the good drawing (BETTER Condition) or bad drawing (WORSE Condition) on the top. While E1 is shuffling the papers, E1 calls E2 in.]

MANIPULATION

Child E1

E2

E1: “I think [E2] wants to come in now! [E2], is that you?”

[E2 comes in]

E1: “[E2], this is [child’s name]!”

E2: (sit down next to child) “Hi [child’s name]! I’m [E2]!”

E1: “[child’s name] and I were just making some drawings. [Child’s name] just made a drawing. It’s on the table! I’ll be working over here.”

[E2 sits down next to child and points to the drawing on top of the pile]

E2: “Hm… that’s a cool drawing. Thanks for showing me!”

*If child spontaneously says that they made a different drawing:*

E2: “Oh okay!”

TEST QUESTION

[E1 is pretending to work on something else during this phase]

Child E1

E2

E2: “You know what [child’s name]? Now we can do some drawing or we can play puzzles. Which one do you want to do?” [put drawing paper on table and puzzle box equidistant from child]

*If child does not choose:*

E2: “Do you want to do drawing or puzzles?”

*If child wants to do both:*

E2: “If you had to choose just one, which one do you want to do right now?”

E2: “Cool! Oops, I actually have to go now but I think Colin can do some [blocks or drawing] with you. Before I leave, can you remind me which drawing you made?”

[child shows actual drawing]

E2: “Wow great, thanks for showing me! Now I need to go. Colin, can you do some [blocks or drawing] with [child’s name]?”

E2: “Okay bye, see you later!”

[E2 leaves]

*If drawing:*

E1: “Okay [child’s name], can you draw a flower now? Let me know when you’re all done!”

*If blocks:*

E1: [build a simple tower] “Here, can you try making this block tower?”

[After child is done…]

E1: “Great, that’s the end of my game, thank for playing with me!”