rainOmission Drawing Task

**Design:**

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| --- | --- | --- | --- |
| **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: “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 picks up drawings and looks at the one on the top. The child can only see the back of the drawings (so, assumes that E2 is looking at their drawing)]

E2: “Let me take a look. Hm… that’s a cool drawing. Thanks for showing me! Oops I have to go now, but I’ll be back in a minute. See you later!”

[E2 leaves; E1 comes back to table]

E1: “Oh oops, this is the drawing that [E2] was looking at!”

[child responds]

E1: “Oh okay, cool! I think [E2] is about to come back in now.”

[E2 comes back in and E1 moves back to table]

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 with blocks. 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 blocks?”

*If child wants to do both:*

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

*If drawing:*

E2: “Okay [child’s name], can you draw a flower now? Let me know when you’re all done!”

*If blocks:*

E2: [build a simple tower] “Here, can you try making this block tower?”

E2: “Great! I have to go now… Okay bye, see you later!”

[E2 leaves]

**Memory Check Question**

E1: “Okay I have another question for you. Remember when [E2] first came in and was looking at the drawings? Which one was she looking at? This one, this one, or this one?”

[child responds]

E1: “That one? And which one did you really make?”

[child responds]

**Evaluation Questions**

E1: “And here’s another child’s drawing. Which drawing is the best drawing of a tree? This one, this one, or this one?”

E1: “Which drawing is the worst, or a not very good drawing of a tree? This one, this one, or this one?”

[put child’s drawing on table; remove other kids’ drawing]

E1: “Okay great! And which drawing is the best drawing of a tree? This one, this one, or this one?”

E1: “Which drawing is the worst, or a not very good drawing of a tree? This one, this one, or this one?”

[Take out another kid’s drawing and put away participant’s drawing. Keep manipulation drawings on the table]

*If children chose the good tree as the “best” and the bad one as the “worst”:*

E1: “Okay! Oh... you know what I just realized? This one [the better one] was actually made by an adult! Oops!”

E1: “Okay great, that’s the end of my game, thanks for playing with me!”