**Praise Task**

**Orders**

1: Fernanda Selective [set 1], Athena Inaccurate [set 2]

2: Fernanda Inaccurate [set 1], Athena Selective [set 2]

3: Athena Selective [set 1], Fernanda Inaccurate [set 2]

4: Athena Inaccurate [set 1], Fernanda Selective [set 2]

**Introduction**

Experimenter: “Hi [child’s name]! Today you are going to meet some teachers and do some tracing.

Have you tried tracing before? So when you are tracing something, you should try to follow the lines with your marker as closely as possible. Just like this! [Experimenter traces a very simple shape]”.

**Subject’s Turn**

Experimenter: “Now you can try tracing! You can do this one! Here’s a pen. You can tell me when you’re all finished.”

*Give tracing to child.*

Experimenter: “All done? Okay, now you can do one more! You can tell me when you’re all finished.”

*Give tracing to child.*

**Warm Up**

Experimenter: “All done? Okay! I’m going to put these tracings away in these envelopes for now. Now we’re going to look at tracings that other children did!”

*First Set*

Experimenter: “Here’s one tracing [point], and here’s another tracing [point].”

Experimenter: “Which one is better?”

If correct: “That’s right, that one’s better. Why is that one better?”

If incorrect: “Actually, this one is better.”

[Child picks a tracing]

Experimenter: “Okay, you can give that one a sticker!”

*Second Set*

Experimenter: “Let’s look at two more tracings. Here’s one tracing [point] and here’s another tracing [point].”

Experimenter: “Which one is better?”

If correct: “That’s right, that one’s better. Why is that one better?”

If incorrect: “Actually, this one is better.”

Experimenter: “Okay, you can give that one a sticker!”

**Introduce Johnny**

Experimenter: “Great, now you’re going to meet Johnny (*pull out picture of student and point*). Earlier, Johnny was working on his tracings. He showed his tracings to Teacher Jane *(take out picture of Teacher Jane)* and Teacher Susan *(take out picture of Teacher Susan)*. Johnny wants help figuring out which tracings are good because he wants to show them to his class later.

**Watch Videos**

*Each teacher’s video will be shown once. In the first round, children will watch a video, and then will be asked a memory check question. If children respond incorrectly, then the experimenter will replay the video and re-ask the question.*

Experimenter: “First, let’s meet Teacher Jane (Susan)!

*Experimenter brings out picture of Teacher Jane (Susan) and plays first video.*

Experimenter: “Which tracings did Teacher Jane (Susan) say were great? Can you show me? You can point to the tracings on the screen.”

*For Selective teacher:*

If correct: “That’s right, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great.”

If incorrect: “Actually, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great. Let’s watch again!”

*For Inaccurate teacher:*

If correct: “That’s right, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great.”

If incorrect: “That’s right, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great.”

Experimenter: “Now, let’s meet Teacher Susan (Jane)!

*Experimenter brings out picture of teacher Susan (Jane) and plays second video.*

Experimenter: “Which tracings did Teacher Susan (Jane) say were great? Can you show me? You can point to the tracings on the screen.”

*For Selective teacher:*

If correct: “That’s right, Teacher Susan (Jane) said that this one (point), this one (point), and this one (point) were great.”

If incorrect: “Actually, Teacher Susan (Jane)said that this one (point), this one (point), and this one (point) were great. Let’s watch again!”

*For Inaccurate teacher:*

If correct: “That’s right, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great.”

If incorrect: “That’s right, Teacher Jane (Susan) said that this one (point), this one (point), and this one (point) were great.”

**Teacher evaluations of student’s hidden tracings**

*Experimenter brings out the envelopes and pictures of teachers.*

Experimenter: “Remember the tracings you made earlier? *(bring out envelopes)* Teacher Jane and Teacher Susan are close by and they can tell you how you did on them! Does that sound okay?”

Experimenter: I’m going to go ask them. I’ll be right back!

*Experimenter takes envelopes and leaves room for 10 seconds. Returns to room with envelopes (with stickers).*

Experimenter: “Teacher Jane (Susan) looked at this tracing said that this one is great (take out picture of Jane and point to envelope with Jane’s sticker).”

Experimenter: “Teacher Susan (Jane) looked at this tracing and said that this one is great (take out picture of Susan and point to envelope with Susan’s sticker).”

*Experimenter puts teacher’s picture next to each envelope. Counterbalance order of teachers.*

**Subject evaluation of hidden tracings**

*Experimenter removes pictures of teachers from table.*

Experimenter: “Now you can bring back **your best** tracing to show your teacher! Which one do you think is the best?”

Experimenter: “Why do you want to bring this tracing?”

**Subject evaluation of teachers**

*Remove envelopes, bring pictures of teachers to table.*

Experimenter: “One of the teachers wanted to be nice. Who was trying to be nice? Teacher Jane or Teacher Susan?”

Experimenter: “How did you know Teacher Jane (Susan) wanted to be nice?”