

## Thinking and Feeling Study – Twin Interview

Family ID: \_\_\_\_\_

Twin ID: \_\_\_\_\_

Twin's Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Time of Interview: \_\_\_\_\_

Time Taken: \_\_\_\_\_

Tester's Name: \_\_\_\_\_

### **After you have finished**

We would like you to answer a few questions and write a few notes about the session.

- |  |                       |   |   |   |                   |
|--|-----------------------|---|---|---|-------------------|
| 1) How co-operative was the child?                                 | Not very co-operative |   |   |   | Very co-operative |
|  | 1                     | 2 | 3 | 4 | 5                 |
| 2) How well did the child concentrate?                             | Not very well         |   |   |   | Very well         |
|  | 1                     | 2 | 3 | 4 | 5                 |
| 3) Did you think that these tests were within the child's ability? | Not at all            |   |   |   | Definitely        |
|  | 1                     | 2 | 3 | 4 | 5                 |
| 4) Was the testing session interrupted? _____(yes/no)              |                       |   |   |   |                   |

### **Your comments on the session**

We want to know what your general 'feel' about the session was. We are particularly interested if anything odd happened during the testing, or if the child behaved in a peculiar manner.

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**Emotion Attribution Task** – Remember to read stories in random order, marking the order as you go along!

Story	O R D E R	How do you think that X would feel in that situation?	Coding (1-10) (how strongly would X feel this, 1 not very strongly, 10 very strongly)	Coding: 2 = Right or 1 = Partially Right or 0 = Wrong
John decides to play the national lottery and later on discovers he has won the jackpot. (H)				
Ann gets back her exam results. She has got the best possible mark in every single subject. (H)				
Martin has been waiting for a phone-call from his best friend Philip, who lives overseas. The phone rings and it is Philip. (H)				
Mary takes part in the local art competition and comes last. (S)				
Nancy comes home from school and her mum tells her that her pet rabbit is dead. (S)				
Eric's parents are moving and he will have to say good-bye to all of his friends. (S)				
Shaun falls off his chair, but luckily no one is watching. (E-NA)				
Lisa knocks over a painting in a room full of people. (E-PA)				
Roger drops a tray of food and everyone laughs. (E-NeA)				
Mark gets into an argument with his little sister and hits her on the nose. The little sister cries. (G -IH)				
Emily throws a stone at a bottle but misses, and hits a little girl instead. (G – NIH)				
James drops litter and his friend Peter slips on it, falls over, and hurts himself. (G-NIH)				

Story	O R D E R	How do you think that X would feel in that situation?	Coding (1-10) (how strongly would X feel this, 1 not very strongly, 10 very strongly)	Coding: 2 = Right or 1 = Partially Right or 0 = Wrong
Emma's granny is ill in the hospital and she is looking forward to Emma's visit. In the evening Emma remembers that she forgot to go for the visit. (G-NV)				
George has promised to play with his little brother, but decides to go out with his friends instead. His little brother starts crying. (G-NV)				
Henry walks along a road and sees a lonely little boy crying. (Sy)				
Ellie goes to see her friend Sally. Sally tells Ellie that Sally's cat has died. (Sy)				
Jim's best-friend Al has lost his Gameboy Super-Advanced. (Sy)				
Alice finds a snake in her room. (F)				
Hannah finds an angry bee in her car. (F)				
Elliot has broken the school window and is sitting outside the head teacher's office. The head teacher wants to talk to him. (F-P)				
Richard has just heard that the school bully is looking for him and wants to beat him up. (F)				
Gerald has driven into a safari park. His car has broken down and now the largest rhino is charging straight at him. (F)				
Larry is at the break at school. Suddenly his friend Ted walks up to him and calls him an idiot. (A)				
Philip is queuing up for lunch. Another boy in his class, Greg, pushes him out of the queue and gets the last sausage. (A)				
Two girls in front of Elisa are talking. The teacher thinks it is Elisa and gives her a detention. (A)				

**STORY RECALL ALWAYS STRAIGHT AFTER ADMINISTERING THE EMOTION ATTRIBUTION TASK!!!**

Emotion Attribution Story Recall. It is sufficient for the child to remember an event, names not required.– Use Maximum 2 prompts for each category  
‘Is there anything else you can remember?’ (Do not refer to events that took place in the stories, or story characters).

1) Some of the stories involved a person doing something bad. Can you remember any of those stories? (Each guilt or anger story recalled, 1 point per story. Mark G for guilt, A for anger – i.e. G and A scores separately)

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Prompts \_\_\_\_\_(0-2)

Guilt (G) \_\_\_\_\_(0-5)

Anger (A) \_\_\_\_\_(0-3)

2) Some of the stories involved some scary things. Can you remember any of those stories? (Each fear story recalled, 1 point per story)

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Prompts \_\_\_\_\_(0-2)

Fear (F) \_\_\_\_\_(0-5)

3) Some of the stories involved good things. Can you remember any of those stories?  
(Each happy story recalled, 1 point per story)

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Prompts \_\_\_\_\_(0-2)

Happy (H) \_\_\_\_\_(0-3)

Remember to read the stories in random order, marking the order as you go along. Read the moral and conventional stories intermixed, so that you can avoid all of the stories of one type from appearing right after each other. Prompt for yes or no, if child says maybe.

	O R D E R	Is it okay for the boy to do this?	On a scale from 1-10, how bad is it for the boy to do that? 1 is not bad at all. 10 is very bad.	Why is it bad for the boy to...?	Code: 1 = reference to victim's welfare, 0 = no mention of welfare	If there was no rule about ..., would it be okay for the boy to ...?	If the teacher in the school said anyone can ..., would it be okay for this boy to ...?
<b>MORAL</b>	1-16	0 = Yes, 1 = No	(1 – 10)	(verbatim text)	(0 or 1)	0 = Yes, 1 = No	0 = Yes, 1 = No
1) A boy hits another boy in the playground							
2) A boy runs up behind another boy and pushes him straight over							
3) A boy runs up to the school piano and starts to smash it with a hammer							
4) A boy goes into the playground and smashes the swing up with a crowbar							
5) A boy runs up to a dog lying on the grass and kicks it							
6) A boy walks over to another boy and tears up the picture that he has been drawing							
7) A boy shouts ridiculous names at a disabled person							
8) A boy stole some money from his gran's savings							

	O R D E R	Is it okay for the boy to do this?	On a scale from 1-10, how bad is it for the boy to do that? 1 is not bad at all. 10 is very bad.	Why is it bad for the boy to...?	Code: 1 = reference to victim's welfare, 0 = no mention of welfare	If there was no rule about ..., would it be okay for the boy to ...?	If the teacher in the school said anyone can ..., would it be okay for this boy to ...?
<b>CONVENTIONAL</b>	1-16	0 = Yes, 1 = No	(1 – 10)	(verbatim text)	(0 or 1)	0 = Yes, 1 = No	0 = Yes, 1 = No
1) During a lesson one boy starts talking to another boy							
2) Whilst the teacher is talking to him, the boy turns his back on the teacher							
3) A boy turns up to school dressed in a skirt							
4) A boy stands up and walks out of the classroom during the middle of the lesson							
5) A boy goes into the playground and takes off all his clothes							
6) A boy decides to eat his lunch in the middle of the lesson.							
7) A boy shouts a swear word in the middle of a lesson							
8) A boy wears nail polish to school							

Theory of Mind Stories – Remember to read the stories in random order!!!

I'm going to read you three short stories. Make sure you listen to the story, because when I have finished each one I'll ask you a question about what you've heard

**Prompts: Only ask for clarification of initial response (e.g., Can you tell me more about that?)**

1) Jill wanted to buy a kitten, so she went to see Mrs. Smith, who had lots of kittens she didn't want. Now Mrs. Smith loved the kittens, and she wouldn't do anything to harm them, though she couldn't keep them all herself. When Jill visited she wasn't sure she wanted one of Mrs. Smith's kittens, since they were all males and she had wanted a female. But Mrs. Smith said, "If no one buys the kittens I'll just have to drown them!"

Q: Why did Mrs. Smith say that?

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Score: \_\_\_\_\_(0 - 2)

Mental State Attribution: **MS1** / **MS2** / **MS3** / **MSx** / **not applicable** / (select one)



2) During the war, the Red army captures a member of the Blue army. They want him to tell them where his army's tanks are; they know they are either by the sea or in the mountains. They know that the prisoner will not want to tell them, he will want to save his army, and so he will certainly lie to them. The prisoner is very brave and very clever, he will not let them find his tanks. The tanks are really in the mountains. Now when the other side ask him where his tanks are, he says, "They are in the mountains".

Q: Why did the prisoner say that?

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Score: \_\_\_\_\_(0 - 2)

Mental State Attribution: **MS1** / **MS2** / **MS3** / **MSx** / **not applicable** / (select one)

3) Simon is a big liar. Simon's brother Jim knows this, he knows that Simon never tells the truth! Now yesterday Simon stole Jim's ping-pong bat, and Jim knows Simon has hidden it somewhere, though he can't find it. He's very cross. So he finds Simon and he says, "Where is my ping-pong bat? You must have hidden it either in the cupboard or under your bed, because I've looked everywhere else. Where is it, in the cupboard or under your bed?" Simon tells him the bat is under his bed.

Q: Why will Jim look in the cupboard for the bat?

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Score: \_\_\_\_\_(0 - 2)

Mental State Attribution: **MS1** / **MS2** / **MS3** / **MSx** / **not applicable** / (select one)