**Appendix**

**Deliberate Emotion Regulation Script**

“So now you’re going to play the second part of the cake game, only this time you’re going to do something different. Remember when you played the game the first time, and you saw a customer who didn’t like your cake? Some kids get really angry when they see the grumpy customer. You’re still going to try to bake the most delicious cake for the customers, but this time, when you see a grumpy customer who doesn’t like your cake, I want to see how good you are at staying calm, so you don’t get mad.”

“Kids try different things so that the grumpy customers won’t bother them. Some kids try to keep their bodies calm, just like they’re floating in an inner tube. They try to [reflect child’s previous answers about feeling relaxed in their body during cartoon task]. Some kids change the way they think when they see the grumpy customer. Instead of thinking [repeat what child stated in angry cartoon] they think [what child stated in relaxed cartoon] instead. Some kids try to think of the grumpy customers as being really silly or funny instead of grumpy. Or some kids just tell themselves they’re not going to get mad when they see the grumpy customer.”

“When you play the game again, what will you do when you see a grumpy customer?” [prompt them to give strategy and record answer]

“Ok! Good plan! I’m going to watch you play the game again and see how good you are at staying calm and not letting the grumpy customer bother you!”

Table A. *Intercorrelations of individual emotion self-ratings*.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Game 1, Rating 1 | - |  |  |  |  |  |
| 2. Game 1, Rating 2 | .448\*\* | - |  |  |  |  |
| 3. Game 1, Rating 3 | .377\*\* | .711\*\* | - |  |  |  |
| 4. Game 2, Rating 1 | .521\*\* | .609\*\* | .561-- | - |  |  |
| 5. Game 2, Rating 2 | .437\*\* | .410\*\* | .456\*\* | .755\*\* | - |  |
| 6. Game 2, Rating 3 | .198 | .398\*\* | .334 | .404\*\* | .324\* | - |

\* *p* < .05, \*\* *p* < .01. *Note*: For each game, the first two ratings occurred after a negative trial, and the third rating occurred after a positive trial.

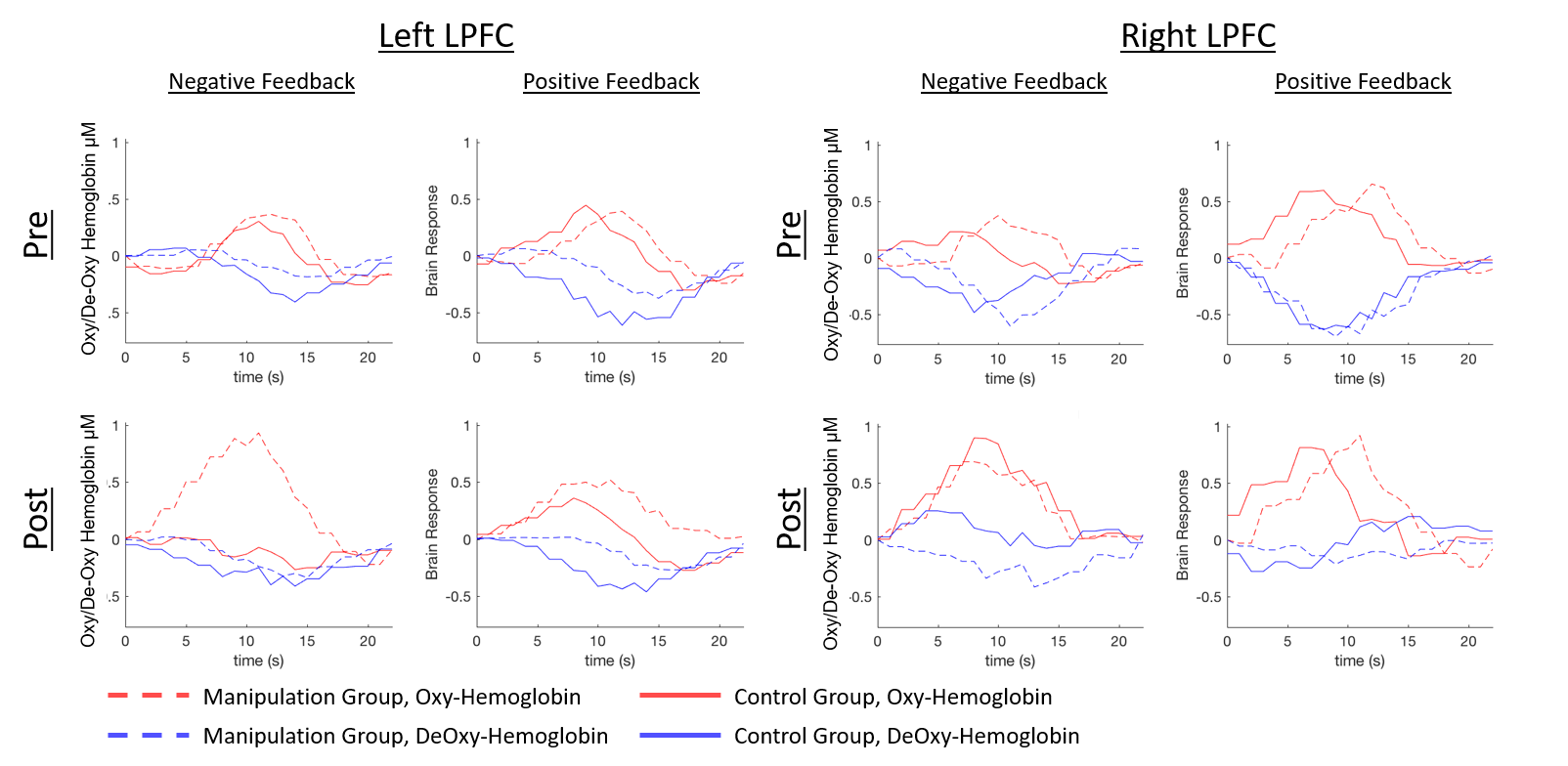


Figure A. Time-series plots of the hemodynamic response function within the left and right lateral prefrontal cortex (LPFC) by time and feedback type.

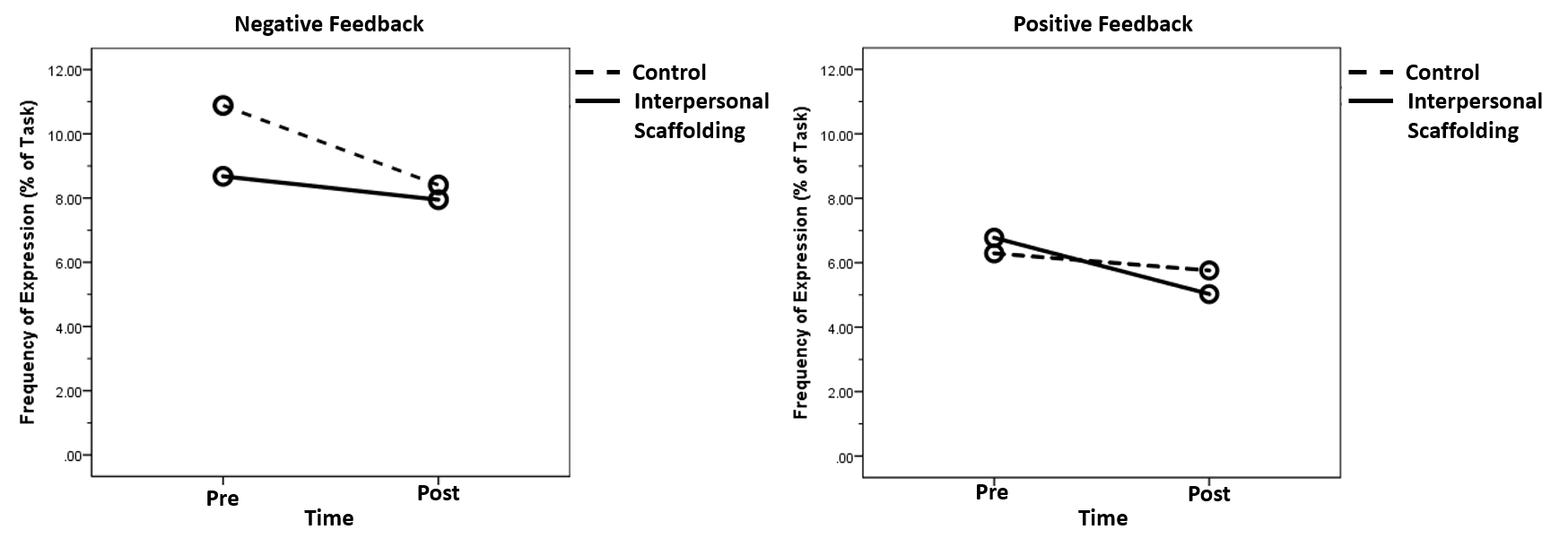


Figure B. Three way interaction plot of negative expression frequency during negative (left) and positive (right) feedback in control (dashed line) and interpersonal scaffolding (solid line) group children the first and second time they played the Incredible Cake Kids game.