**Conflict resolution protocol**

There are three Powerpoint presentations for the Conflict resolution task. The order of presentation of the conflict resolution scenarios are counterbalanced across these three versions. Each Powerpoint contains the complete task.

1. The researcher must sit to the side of the participant, at a table, to present the task. The first 6 slides introduce the child to the task. Assuming participants have already completed the emotion inference task, the researcher should continue to read the written information aloud, but this can be completed at a faster pace this time.
2. Ensure that the participant is wearing headphones when watching the animations. The volume of the computer should be set at a comfortable volume and the volume should remain constant for all participants.
3. The 7th slide shows the practise conflict scenario animation. Before this animation is played, assuming the participant has already completed the emotion inference task, the researcher must say, “The way this task works is a bit different different, so we’ll have a practice go, so that you get the idea”.
4. When slide 8 shows, it is likely that the participant will try to pick a response here straight away. The researcher should say the following script, “What should Zoti do, watch carefully; Next, you’ll see each of these play as their own animation”, here the researcher should point to each image on the screen in turn but refrain from reading aloud the options. Then continue with the script, “and at the end, you can choose which one you think”.
5. Before playing the first conflict strategy animation, on slide 9, say, “So this one…”. Allow the animation to play. Pause on slide 10 showing a blank screen.
6. Immediately before playing the remaining conflict strategy animations say, “Or this one?”
7. Once the multiple choice array is shown on slide 18, say, “Okay, so what should Zoti do?” and continue to read aloud the key words printed under each option. Point to each option in turn as you read the key word aloud.
8. Participants can point to their choice or say the key word associated with it. The researcher must confirm their selection by verbalising the key word and pointing to the option on the screen.
9. Now the researcher should say, “Okay, and *why* did you pick that?”. The participant should be given plenty of time to verbalise their response.
10. Now the researcher must give an example of a verbal response. If the participant selected “Gives microphone” the researcher must say:  
    “Okay, yes. I might say for example, gives microphone because the child might be a guest at Zoti’s house. Zoti might want to make sure the other child gets a go. Then the child might come over again on another day. So that’s just an example of what you could say. But I like what you said too.”

For any other response the participant gives, the researcher must say:   
“Yes, you’ve done really well there. Good description. So just to give an example of what you could say, I might say (x option selected by participant), or I might say Gives microphone. If I picked Gives microphone I might say gives microphone because the child might be a guest at Zoti’s house. Zoti might want to make sure the other child gets a go. Then the child might come over again on another day. So that’s just an example of what you could say. But I like what you said too.”

1. The participant must now be given the opportunity to ask any questions.
2. For the remainder of the task, the researcher must read aloud, “What should Zoti do? Watch carefully”, each time the multiple choice array is shown the first time. As with the practice trial, the researcher should say aloud, “This one?” just before the first strategy animation plays, and, “Or this one?”, for each of the remaining strategy animations. When the multiple choice array shows the second time, the researcher should always say aloud, “What should Zoti do?”, and then read aloud the key word accompanying each option, pointing to each in turn. The participant’s response must always be confirmed by repeating aloud the key word associated with the option chosen, and pointing to it on the screen. The participant’s strategy choice should be noted every time and their verbal responses must be audio recorded to be transcribed and coded later.
3. If the participant responds by selecting 2 strategy options, the researcher should respond with, “Ahh okay, (strategy 1) and (strategy 2). If you had to pick just one of the options though, which would you pick?”
4. Participants should not be given any feedback after their responses which indicates whether or not the researcher agrees with the justification for their option. They can be given positive encouragement in the form of, “Ok great”, “Ahh yes ok”, “Mmm”, “Good idea, ok”, regardless of whether or not their responses are accurate.
5. Each animation can only be played once. It is therefore important to wait until the participant is attending to the screen fully, before each animation each played. Participants cannot watch the animations more than once even if they are unsure which option to choose.
6. If the participant asks, “What happened in that one?” or “Why did they do that?”, after an animation is shown, the researcher should refrain from giving any further explanations. The researcher could say something like, “Oh I’m not really sure”.