**Supplemental Material: Interview Scripts**

***Doll Interview Script***

***PREP***

*Select two dolls. Dolls should match each other in hair and clothing style, but should be distinguished from each other in clothing color. All dolls have the same skin tone (tan/beige). Boys should see “boy” dolls and girls should see “girl” dolls.*

***INTRO***

***For boys:***

(*Show doll #1 to child.*) This is Randy. Randy is [child’s age] years old. Randy is a boy. Randy lives with his family. Randy’s family is poor, which means they don’t have very much money. This is the house that Randy lives in (show house stimulus 1).

*(Show doll #2 to child.)* This is Jay. Jay is also [child’s age] years old. Jay is a boy. Jay lives with his family. Jay’s family has more money than Randy’s family. Jay’s family is not poor. This is the house that Jay lives in (show house stimulus 2).

***For girls:***

(*Show doll #1 to child.*) This is Anna. Anna is [child’s age] years old. Anna is a girl. Anna lives with her family. Anna’s family is poor, which means they don’t have very much money. This is the house that Anna lives in (show house stimulus 1).

*(Show doll #2 to child.)* This is May. May is also [child’s age] years old. May is a girl. May lives with her family. May’s family has more money than Anna’s family. They are not poor. This is the house that May lives in (show house stimulus 2).

***VALIDITY CHECK***

*(Show doll #1 to child)*

1. What is this child’s name?
2. How old is [Randy/Anna]?
3. Does [Randy/Anna] live with [his/her] family?
4. Is [Randy/Anna] poor or not poor?

*(Show doll #2 to child)*

1. What is this child’s name?
2. How old is [Jay/May]?
3. Does [Jay/May] live with [his/her] family?
4. Is [Jay/May] poor or not poor?

*For each question:*

*If child answers correctly:* That’s right! *(Repeat fact about doll)*

*If child answers incorrectly:* That’s not quite right. *(State fact about doll)*

***QUESTION LIST***

***Narrative****:* One of the children is very smart. [He/she] is one of the smartest children in [his/her] school. The other child is not as smart.

***Question:***Which child do you think is very smart?

***Open-ended follow-up****:* Why do you think [doll’s name] is the smart child?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:* One of the children was sad because [his/her] mom got fired from her job. [His/her] mom has not been able to find a different job. The child is worried.

***Question****:* Which child do you think is worried about [his/her] mom finding a job?

***Open-ended follow-up****:* Why do you think [doll’s name’s] mom cannot find a job?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative (4-5-year olds****):* One of the children can count really, really high! [He/she] is so good at counting.

***Question:***Which child do you think is good at counting?

***Open-ended follow-up****:* Why do you think [doll’s name] is good at counting?

*(If child is unable to answer, move on. Do not push child to give a response.)*

*OR*

***Narrative (6-8-year olds****):* One of the children can add big numbers really fast! [He/she] is so good at math.

***Question:***Which child do you think is good at math?

***Open-ended follow-up****:* Why do you think [doll’s name] is good at math?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative:*** One of the children had a play date. All of [his/her] friends came over to play. The child has lots and lots of friends, and they all like [him/her] very much.

***Question:***Which child do you think has lots of friends?

***Open-ended follow-up****:* Why do you think [doll’s name] has lots of friends?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:*  Both children like to go to the playground. One of the [boys/girls] hit a little child at the playground. The little child cried.

***Question****:* Which child do you think hit a little child?

***Open-ended follow-up****:* Why do you think [doll’s name] hit a little child?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative:*** One of the children has a normal family. The other child’s family is different from normal families.

***Question:***Which child do you think has a normal family?

***Open-ended follow-up****:* Why do you think [doll’s name] has a normal family?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:*  One of the children is good at reading. [He/she] can read anything! The other child is not very good at reading. Reading is very hard for him/her.

***Question****:* Which child do you think is *not* good at reading?

***Open-ended follow-up****:* Why do you think [doll’s name] is not good at reading?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:* One of the children saw some kids [he/she] knows on the playground. The kids teased [him/her] and called [him/her] mean names. The child was very sad.

***Question:***Which child do you think got teased?

***Open-ended follow-up****:* Why do you think [doll’s name] got teased?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative:*** One of the children is just normal. The other child is not very normal. [He/she] is different from other children.

***Question:***Which child do you think is the normal child?

***Open-ended follow-up****:* Why do you think [doll’s name] is the normal child?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative:*** One of the children has a mean family. It is scary for other people to be around the child’s family.

***Question:***Which [boy/girl] do you think has a mean family?

***Open-ended follow-up****:* Why do you think [doll’s name] has a mean family?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:*  One of the children has a hard time at school. [He/she] does not understand the teacher and is often confused.

***Question****:* Which child do you think has a hard time at school?

***Open-ended follow-up****:* Why do you think [doll’s name] has a hard time at school?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:* One of the children is very shy. [He/she] does not know how to make friends or talk to other people. Other children do not talk to the child very much because [he/she] is so shy.

***Question:***Which child do you think is shy?

***Open-ended follow-up****:* Why do you think [doll’s name] is shy?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:* One of the children always works hard at school. [He/she] always does [his/her] best. The other child does not work so hard at school. [He/she] sometimes does not do [his/her] best.

***Question:***Which child do you think works hard?

***Open-ended follow-up****:* Why do you think [doll’s name] is the child who works hard?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative:*** One of the children went to see [his/her] dad at work. Everyone there said nice things about [his/her] dad and [his/her] dad seemed happy. The child knew that [his/her] dad has a good job.

***Question:*** Which child do you think has a dad with a good job?

*(If child says he/she is unsure, say, “that’s okay, just tell me your best guess.”)*

***Open-ended follow-up****:* Why do you think [doll’s name’s] dad has a good job?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Narrative****:* Both children live with their parents. *One* of the children has parents who fight all the time. They yell at each other and sometimes they yell at the [boy/girl], too.

***Question:***Which [boy/girl] do you think has parents who yell?

***Open-ended follow-up****:* Why do you think [doll’s name’s] parents yell all the time?

*(If child is unable to answer, move on. Do not push child to give a response.)*

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***Follow-up Question Set (Open-ended questions)***

*Note: these questions will be asked when the child is finished with the question sets from the previous section (regardless of whether child completed all question sets) so long as child is willing and able to answer them.*

Which child do you think will have a better job when [he/she] is a grown up? Why?

Which child do you think has to work harder to learn at school? Why?

Are things fair for [Randy/Anna] and [Jay/May]? Why?

Which child would you like to be friends with? Why?

Which child is more like you?

***Puppet Interview Script***

***PREP***

*Gather the puppets and put them on your hands. If possible, position yourself with your elbows resting on a table or other surface. This will make it easier to hold the puppets straight.*

*Insert pre-query statements (you know what? Well, you know what? Etc.) at your discretion.*

*Use follow-up/acknowledgment devices routinely (as much as every question). Choose follow-up/acknowledgement devices that are appropriate to the probe and that reflect no value judgments about the child’s response (that is, do not sympathize with a sad answer or applaud a happy answer). For example:*

*“That’s like me too.”*

*“That’s like my mom/dad/parents/sister/brother/friend.”*

*“That’s like my school too.”*

*“Me too.”*

*“Mine too.”*

*“Me neither.”*

*“I think so too.”*

*“Yeah, I think so too.”*

*Children may respond verbally (e.g., “I’m like that one” or “I like ice cream”) or non-verbally (e.g., by pointing to a puppet). When children respond non-verbally, interviewers should verbalize their response for coding purposes. For example, if the child points to Iggy, the interviewer may say, “oh, you like ice cream.”*

*If a child’s answer is unclear, repeat both prompts and ask the child to answer again.*

***INTRO***

Interviewer: [Child’s name], I want to introduce you to two friends of mine. This is Iggy…

Right hand (R): Hi, [child’s name]!

Interviewer: And this is Ziggy…

Left hand (L): Hi, [child’s name]!

L: It’s nice to meet you!

R: We are going to tell you some things about ourselves.

L: And we want to hear about you, too!

R: We are going to ask some questions about people who are poor and people who are not poor.

L: We will tell you what we think.

R: And then we will ask what you think!

***INTERVIEW***

R: I really like ice cream.

L: I don’t like ice cream so much.

R: What about you?

L: I have an older brother.

R: I don’t have an older brother.

L: What about you?

R: I like chocolate cake.

L: I don’t like chocolate cake so much.

R: What about you?

L: My parents have enough money.

R: My parents don’t have enough money.

L: What about you?

R: I think most poor children do a good job in school.

L: I think most poor children don’t do a good job in school.

R: What do you think?

R: I think it is hard for poor people to get good jobs.

L: I think it is not hard for poor people to get good jobs.

R: What about you?

R: I have enough books to read.

L: I do not have enough books to read.

L: What about you?

R: I know I will get a good job when I am a grown-up!

L: I do not know if I will get a good job when I am a grown-up.

R: What about you?

L: My parents have as much money as other parents.

R: My parents have less money than other parents.

R: What about you?

R: I think most poor children feel sad about being poor.

L: I think most poor children do not feel sad about being poor.

L: What do you think?

L: I think I go to a good school.

R: I do not think I go to a good school.

R: What about you?

L: I have enough nice toys.

R: I do not have enough nice toys.

R: What about you?

R: My parents worry about money.

L: My parents do not worry about money.

R: What about you?

L: I think that most poor children will still be poor when they grow up.

R: I think that most poor children will not be poor when they grow up.

R: What about you?

L. I do not think that I can get good grades at school.

R. I think that I can get good grades at school.

L: What about you?

R: I think that I will be poor when I grow up.

L: I think that I will not be poor when I grow up.

L: What about you?

L: I think I can learn a lot at school.

R: I do not think I can learn a lot at school.

L: What about you?

L: My family always has enough to eat.

R: My family does not always have enough to eat.

L: What about you?

R: I think I live in a safe neighborhood.

L: I think that the neighborhood I live in is not safe.

R: What about you?

L: I think that a rich child could learn more than me.

R: I think that I can learn as much as a rich child.

L: What about you?

L: I think being poor makes people feel sick.

R: I think being poor does not make people feel sick.

L: What about you?

PROBE if yes: Why does being poor make people feel sick?

R: I think I could get rich someday.

L: I do not think I could get rich someday.

L: What about you?

***OPEN-ENDED***

Do you think that poor children can do a good job at school? Why/why not?

Do you think you can do a good job at school? Why/why not?

What do you think it feels like to be poor?

What needs to happen so that no one will be poor?

**CLOSING**

R: You know what? That was all that we wanted to talk about. We’re all done talking with you.

L: Thank you so much for talking with us.

R: We really enjoyed talking with you and getting to know all about you.

L: Yeah! I really enjoyed it too.

R: But before we go, is there anything that you want to ask us?