

COPING WITH TODDLERS' NEGATIVE EMOTION SCALE (CTNES)

Spinrad, T. L., Eisenberg, N., Gaertner, B., Popp, T., Smith, C. L., Kupfer, A., et al. (2007). Relations of maternal socialization and toddlers' effortful control to children's adjustment and social competence. *Developmental Psychology*, 43, 1170-1186.

*The Toddler CCNES was adapted from the child version of the CCNES (Fabes, Eisenberg, & Bernzweig, 1990) for use in the current study.

Fabes, R. A., Eisenberg, N., & Bernzweig, J. (1990). *Coping with Children's Negative Emotions Scale: Description and scoring*. Available from: <http://ccnes.org>. Arizona State University.

<u>Variable</u>	<u>Label</u>	<u>Value</u>
ctn1 to ctn12 (a-f or a-g for each item #)	Coping with Toddlers' Negative Emotions Scale (CTNES) m3, m5, m7 (some d3,d5—lab)	1 = Very unlikely 2 = (in between 1 and 3) 3 = (in between 2 and 4) 4 = Medium 5 = (in between 4 and 6) 6 = (in between 5 and 7) 7 = Very Likely
dis	CTNES: distress reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
pun	CTNES: punitive reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
expr	CTNES: expressive encouragement subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
emot	CTNES: emotion-focused reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
prob	CTNES: problem-focused reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
min	CTNES: minimizing reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)
grant	CTNES: granting wish reactions subscale m3, m5, m7 (some d3,d5—lab)	(average of items)

CTNES (* = reversed item)

Distress Reactions (DR): These items reflect the degree to which parents experience distress when children express negative affect.

Scoring: Mean of 1A, 2C*, 3F, 4G, 5B, 6A, 7G, 8C, 9A, 10A*, 11A, 12A

Punitive Reactions (PR): These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children.

Scoring: Mean of 1B, 2D, 3E, 4A, 5C, 6B, 7A, 8A, 9D, 10B, 11D, 12D

Expressive Encouragement (EE): These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate children's negative emotional states.

Scoring: Mean of 1C, 2F, 3G, 4B, 5G, 6C, 7E, 8D, 9E, 10E, 11G, 12F

Emotion-Focused Reactions (EFR): These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings).

Scoring: Mean of 1D, 2A, 3C, 4D, 5A, 6D, 7C, 8E, 9G, 10C, 11F, 12C

Problem-Focused Reactions (PFR): These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor).

Scoring: Mean of 1E, 2E, 3B, 4F, 5F, 6E, 7F, 8B, 9C, 10F, 11B, 12B

Minimization Reactions (MR): These items reflect the degree to which parents minimize the seriousness of the situation or devalue the child's problem or distressful reaction.

Scoring: Mean of 1F, 2B, 3D, 4C, 5D, 6G, 7D, 8G, 9B, 10G, 11E, 12E

Granting Wish Reactions (GWR): These items reflect the degree to which parents grant children's wishes in order to avoid or remove the problem that caused the child's distress.

Scoring: Mean of 1G, 3A, 4E, 5E, 6F, 7B, 8F, 9F, 10D, 11C,

CTNES: For the following items, please rate the likelihood that you would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each question, please fill in a circle for **each** item (a-g).

1. If my child becomes angry because he wants to play outside and cannot do so because he is sick, I would:

- a. Feel upset myself
- b. Tell my child we will not get to do something else fun (i.e., watch t.v., play games) unless he stops behaving like
- c. Tell my child it's ok to be angry
- d. Soothe my child and/or do something with him to make him feel better
- e. Help my child find something he wants to do inside.
- f. Tell my child that he is making a big deal out of nothing
- g. Let my child play outside

2. If my toddler spilled something and made a big mess on the carpet, and then gets upset and cries, I would:

- a. Comfort my child by picking him up and/or trying to get him to forget about the accident
- b. Tell my child that he is overreacting or making a big deal out of nothing
- c. Remain calm and not let myself get upset
- d. Send my child to his room for making a mess
- e. Help my child find a way to clean up the mess
- f. Tell my child that it is ok to be upset

3. If my child loses some prized possession (for example, favorite blanket or stuffed animal) and reacts with tears, I would:

- a. Go and buy my child a new item
- b. Help my child think of other places to look for the toy
- c. Distract my child with another toy to make him feel better
- d. Tell my child that it is not that important
- e. Tell my child it is his fault for not being careful with the toy
- f. Feel upset myself
- g. Tell my child it is okay to feel sad about the loss

4. If my child is afraid of going to the doctor or of getting shots and becomes quite shaky and teary, I would:

- a. Tell him to shape up or he won't be allowed to do something he likes to do (i.e., go to playground)
- b. Tell my child that it is ok to be nervous or afraid
- c. Tell my child that it's really no big deal
- d. Comfort my child before and/or after the shot
- e. Leave the doctor's office and reschedule for another time
- f. Help him think of ways to make it less scary, like squeezing my hand when he gets a shot
- g. Get nervous myself

5. If my child is going to spend the afternoon with a new babysitter and becomes nervous and upset because I am leaving him, I would:

- a. Distract my child by playing and talking about all of the fun he will have with the sitter
- b. Feel upset or uncomfortable because of my child's reactions
- c. Tell my child that he won't get to do something else enjoyable (i.e., go to playground, get a special snack) if he doesn't stop behaving like that
- d. Tell him that it's nothing to get upset about
- e. Change my plans and decide not to leave my child with the sitter
- f. Help my child think of things to do that will make it less stressful, like me calling him once during the evening
- g. Tell my child that it's ok to be upset

6. If my child becomes upset and cries because he is left alone in his bedroom to go to sleep, I would:

- a. Become upset myself
- b. Tell my child that if he doesn't stop crying, we won't do something fun when he wakes up
- c. Tell my child it's okay to cry when he is sad
- d. Soothe my child with a hug or kiss
- e. Help my child find ways to deal with my absence (hold a favorite stuffed animal, turn on a nightlight, etc)
- f. Stay with my child or take him out of the bedroom to be with me until he falls asleep
- g. Tell him that there is nothing to be afraid of

7. If my child becomes angry because he is not allowed to have a snack (i.e., candy, ice cream) when he wants it, I would:

- a. Send my child to his room
- b. Give my child the snack that he wanted
- c. Distract child by playing with other toys or games
- d. Tell him that there is no reason to be upset
- e. Tell my child it's okay to feel angry
- f. Help my child think of something to eat that he is allowed to have between meals
- g. Feel angry at my child's behavior

8. If my child becomes upset because I removed something that my child should have not been playing with, I would:

- a. Tell my child that if he touches it again he will not be allowed to do something enjoyable
- b. Help my child think of something else to do that is fun
- c. Become upset myself
- d. Tell my child it's okay to feel angry
- e. Distract my child with something else interesting
- f. Give my child what he wants
- g. Ignore my child's upset reactions and take the object away

9. If my child wants me to play with him and I cannot do so right then (i.e., I am on the phone, in the middle of a conversation with someone), and my child becomes upset, I would:

- a. Feel upset myself
- b. Tell my child that there is nothing to be upset about
- c. Help my child find something to do while he waits for me to play with him.
- d. Tell my child I won't play with him later if he doesn't stop behaving like that
- e. Tell my child it's okay to be upset
- f. Stop what I'm doing so I can play with my child
- g. Soothe my child and talk to him to make him feel better

10. If my child is playing with a puzzle or shape sorter toy and cannot fit a piece correctly, and gets upset and cries, I would:

- a. Remain calm and not let myself get anxious
- b. Take the toy away from my child
- c. Comfort my child with a pat or a kiss
- d. Put the piece in for my child
- e. Tell my child it's okay to get frustrated and upset
- f. Help my child figure out how to put the piece in correctly
- g. Tell my child it's nothing to cry about

11. If my child has climbed onto a piece of playground equipment and gets stuck, and becomes nervous and begins to cry, I would:

- a. Become anxious myself
- b. Help my child figure out how to get down from the climber
- c. Take my child down from the climber
- d. Tell my child he shouldn't have gone up by himself.
- e. Tell my child its nothing to get upset about
- f. Comfort my child with words or a pat
- g. Tell my child it's okay to be afraid

12. If my child fell down and scraped himself while trying to get a favorite toy, I would:

- a. Become upset myself
- b. Help my child figure out how to feel better (getting a band-aid)
- c. Distract my child with something else
- d. Tell my child that he should be more careful
- e. Tell my child its nothing to get upset about
- f. Tell my child it's okay to cry

