

**EXPRESSION OF EMOTION IN CHILDREN FROM FOUR ETHNIC GROUPS  
AND MOTHERS' CONCERNS**

**Volume 2**

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Thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of Psychology, Faculty of Arts, Victoria University of Technology, Melbourne, Australia. April, 2000.

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Jackson, Kathleen M., M.A  
Expression of emotion in  
children from four ethnic

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## Appendix A: Ethics Approvals

### Appendix A1: Victorian University of Technology Human Research Ethics Committee approval

**Victoria University of Technology**

Ballarat Road Telephone  
Footscray (03) 9688 4000

PO Box 14428 Facsimile  
MCMC (03) 9689 4069  
Melbourne  
Victoria 8001  
Australia

**Office for Research**

6 Geelong Road  
Footscray  
Victoria 3011

Telephone  
(03) 9688 4710

Facsimile  
(03) 9687 2089

#### MEMORANDUM

**TO:** Professor Sue Moore  
Psychology

**FROM:** Ms. Palmina Fichera  
Secretary, Human Research Ethics Committee

**DATE:** 16 January, 1996

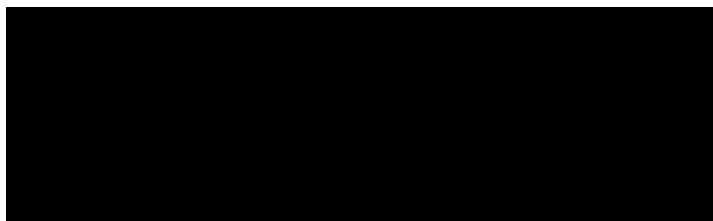
**SUBJECT:** Approval of application involving human subjects



At its meeting on Thursday, 12 December, 1995, the Human Research Ethics Committee considered an application for project *Expression of Emotion in Children from Four Cultures: What Do Mothers Worry About?*.

It was resolved to approve application HRETH 105/95 (HREC 95/253) from 1 December, 1995 to 31 December, 1997.

If you have any further queries, please do not hesitate to contact me on 4704.



Note: Change of title approved November 1999

M O N A S H U N I V E R S I T Y

MEMO



19/6/96

Ms K Jackson  
Education  
CLAYTON CAMPUS

Professor S Moore  
Education  
CLAYTON CAMPUS

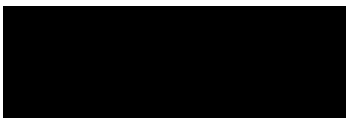
**Re: Project 96/019 - Expression of emotion in children: What do mothers worry about?**

I write in reference to the approval procedure of the above project which was approved by the Standing Committee on Ethics in Research on Humans with provisos, at its Meeting No A 1/96.

The items requiring attention have been resolved to the satisfaction of the Committee. Accordingly this research is approved to proceed. The project has been approved as conforming to NH&MRC Guidelines. This approval is of the project as submitted and if any changes are subsequently made, the Committee should be advised. Please quote the project number above in any further correspondence.

Institutional Ethics Committees are required by the NH&MRC to monitor research projects until completion to ensure that they continue to conform with approved ethics standards. The Committee undertakes this role by means of annual progress reports and termination reports. Please ensure that the Committee is provided with a brief summary of the outcomes of your project when the project has concluded.

The Chief Investigators of approved projects are responsible for the storage and retention of original data pertaining to a project, for a minimum period of five years. You are requested to comply with this requirement.

  
Lyn Gash  
Secretary  
Standing Committee on Ethics  
in Research on Humans

Note: Change of title approved November 1999

TELEPHONE (03) 794 3555  
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DIRECTORATE OF SCHOOL EDUCATION

SOUTH EAST METROPOLITAN REGION

THE HUB OFFICES  
26 McCRAE STREET  
DANDENONG VICTORIA 3175

POSTAL ADDRESS  
PO BOX 5  
DANDENONG VICTORIA 3175

REFERENCE JL:OM96081:DR

29 February 1996

Ms Kathy Jackson  
Lecturer  
Faculty of Education  
School of Graduate Studies  
Monash University  
Clayton Road  
Clayton 3168

Dear Ms Jackson

Thank you for your letter of 7 February 1996 in which you request permission to conduct a research project in schools in South East Metropolitan Region entitled "Expression of emotion in children from four cultures: What do mothers worry about?"

Thank you for the comprehensive project details which you have provided to this office. As these details meet Directorate of School Education guidelines for the conduct of research in schools, I am happy to provide approval for you to approach the principals of schools in this Region, on the understanding that they must agree to the conduct of any research project in their schools.

If you have any further queries, please contact Olive McCahon on 9794 3513.

I wish you well with your research and would be interested to receive a copy of the outcomes.

Yours sincerely

JAN LAKE  
ASSISTANT GENERAL MANAGER (PROGRAMS)  
SOUTH EAST METROPOLITAN REGION

Note: Change of title approved November 1999

## **Appendix B: Semi-structured interview form**

Format to be used when interviewing. Sequence for discussing emotions: Happy, sad, angry, anxious

### Introduction:

Thank you for agreeing to help with my study of children and their emotions. Do you have any questions about the study before we begin?

Now we're going to talk about your son/daughter today. Can you tell me his/her name please. And he/she is how old?

### Question 1.

I would like you to think about a recent occasion when (child's name) seemed (emotion). What happened to make him/her feel this way?

Probes:

What was he/she doing?  
What happened?  
What happened next?

### Question 2.

It would be useful to have the same information about one or two other times when (child's name) has also been (emotion). Can you describe any other recent events which made him/her feel this way?

### Question 3.

In general how do you know when (child's name) is (emotion)?

### Probes (as required):

Can you describe as many of his/her behaviours as possible, even if a certain behaviour happens only sometimes?

What does his/her face look like? Is there anything that you notice about his/her eyes, mouth, general expression?

Does he/she say anything? What is it that he/she is most likely to say? Is there anything different from usual about the way he/she says things when he/she is feeling (emotion)?

Sometimes when people feel (emotion) they don't say anything, they just make some sounds. Does that ever happen with (child's name)? What sort of sound does he/she make?

Another thing that people sometimes do when they are feeling (emotion) is to make some special movements with their hands or feet/ Does (child's name) do this? What does he/she do?

cont'd over



Appendix B cont'd

Is there anything different from usual about the way he/she moves or walks when he/she is feeling (emotion)?

Does he/she try to hurt or damage anyone or anything when he/she is feeling this way?

What does he/she do to try and cope with feeling (emotion)?

Does he/she seek comfort/attention from anyone or anything? Who/What? What sort of attention does he/she want?

Are there any behaviours that he/she shows when he/she doesn't know you are watching, perhaps when he/she is with other children? Are there some behaviours he/she shows only with adults?

Question 4.

Are there any other behaviours that (child's name) show when he/she is feeling (emotion)?

Closing question. (After all emotions have been discussed)

In general, how would you describe (child's name)?

**Appendix C: Demographic data form**  
**Appendix C1: Demographic data form for Anglo-Australians**  
**BACKGROUND INFORMATION**

This information will help me to learn about how similar people who help in this study are to each other

**ABOUT MYSELF**

- 1. I am Australian from an English speaking background.
- 2. I am \_\_\_\_\_ years old.
- 3. I have lived in Australia less than half my life/most of my life/all of my life. (Circle one)
- 4. My post code is \_\_\_\_\_ .

**ABOUT MY FAMILY**

- 5. The child we are talking about today is my son/daughter (Circle one). His/Her birthday is on \_\_\_\_\_ and he/she is \_\_\_\_\_ years old.
- 6. The ages of other children in my family are:

	Ages
Boys	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
	4. <input type="text"/>

	Ages
Girls	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
	4. <input type="text"/>

- 7. The following adult friends and relations also live in my home:

	Relationship to me
Males	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>

	Relationship to me
Females	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>

**ABOUT MY EDUCATION**

Please put a tick in the box next to the correct answer.

- 8. My highest level of education is
  - some primary schooling ..... ☐
  - completed primary school..... ☐
  - some secondary schooling ..... ☐
  - completed secondary schooling ..... ☐
  - post-secondary education (eg. TAFE, trade training) ..... ☐
  - university degree ..... ☐
  - post-graduate degree ..... ☐

**ABOUT MY EMPLOYMENT**

9. Please write down what you have worked as in the last 3-5 years (e.g. housewife, factory hand, salesperson, teacher etc.).

**COMPLETE THE NEXT SECTION ONLY IF YOU HAVE A HUSBAND/PARTNER LIVING WITH YOU**

10. Please put a tick in the box next to the correct answer.

My husband's (partner's) highest level of education is

- some primary schooling ..... ☐
- completed primary school ..... ☐
- some secondary schooling ..... ☐
- complete secondary school ..... ☐
- post-secondary school (e.g. TAFE, trade training) ..... ☐
- university degree ..... ☐
- post-graduate degree ..... ☐

11. In Australia

Please write down what your husband/partner has worked as in the last 3-5 years.

Thank you for providing this information.

Kathy Jackson  
Monash University

Appendix C2: Demographic data form for immigrant women

BACKGROUND INFORMATION

This information will help me to learn about how similar people who help in this study are to each other.

ABOUT MYSELF

- 1. I come from the state of \_\_\_\_\_ in (country of origin)
- 2. I am \_\_\_\_\_ years old.
- 3. I have lived in Australia for \_\_\_\_\_ years.
- 4. My postcode is \_\_\_\_\_.

ABOUT MY FAMILY

- 5. The child we are talking about today is my son/daughter (circle one). His/her birthday is on \_\_\_\_\_ and he/she is \_\_\_\_\_ years old.
- 6. The other children in my family who live with me in Australia are:

	Ages	
Boys	1. <table border="1"><tr><td></td></tr></table>	
	2. <table border="1"><tr><td></td></tr></table>	
3. <table border="1"><tr><td></td></tr></table>		
4. <table border="1"><tr><td></td></tr></table>		

	Ages	
Girls	1. <table border="1"><tr><td></td></tr></table>	
	2. <table border="1"><tr><td></td></tr></table>	
3. <table border="1"><tr><td></td></tr></table>		
4. <table border="1"><tr><td></td></tr></table>		

- 7. The following adult friends and relations also live in my home:

	Relationship to me	
Males	1. <table border="1"><tr><td></td></tr></table>	
	2. <table border="1"><tr><td></td></tr></table>	
3. <table border="1"><tr><td></td></tr></table>		
4. <table border="1"><tr><td></td></tr></table>		

	Relationship to me	
Females	1. <table border="1"><tr><td></td></tr></table>	
	2. <table border="1"><tr><td></td></tr></table>	
3. <table border="1"><tr><td></td></tr></table>		
4. <table border="1"><tr><td></td></tr></table>		

ABOUT MY EDUCATION

Please put a tick in the box next to the correct answer.

- 8. My highest level of education is
  - some primary schooling.....☐
  - completed primary school.....☐
  - some secondary schooling .....☐
  - completed secondary schooling.....☐
  - post-secondary education (e.g. TAFE, trade training)..☐
  - university degree.....☐
  - post-graduate degree.....☐

cont'd over

ABOUT MY EMPLOYMENT

9. Before I came to Australia

Please write down what you worked as before you came to Australia (e.g. housewife, factory hand, salesperson, teacher etc.)

10. In Australia

Please write down what you have worked as since you came to Australia.

**GENERAL INFORMATION ABOUT ME** Please put a tick in the box that best describes you.

11. When I am asked to describe myself I say:

- 'I am (ethnic group)' .....☐
- 'I am (ethnic group)-Australian' .....☐
- 'I am Australian' .....☐

12. I prefer to read newspapers or magazines which:

- are written in (first language) .....☐
- are written in English.....☐
- are in either English or (first language) .....☐
- other .....☐

13. Please put a tick in the correct box to show how comfortable you feel about using ENGLISH in the situations described below:

	Very uncomfortable	Uncomfortable	Neutral or not sure	Comfortable	Very comfortable
- when shopping					
- asking for directions					
- talking at a social function					
- talking to the doctor					
- talking to your child's teacher					

14. Please put a tick to show how many times in the last month you have had a conversation IN ENGLISH with the following people:

	Number of times			
	0	1-4	5-8	9 or more
- neighbour				
- shopkeeper				
- friend who is also an immigrant				
- Australian born friend				
- health professional				
- service provider (e.g. tradesman)				

cont'd over

**COMPLETE THE NEXT SECTION ONLY IF YOU HAVE A  
HUSBAND/PARTNER LIVING WITH YOU IN AUSTRALIA**

15. Please put a tick in the box next to the correct answer  
My husband's (partner's) highest level of education is
- some primary schooling.....☐
  - completed primary school.....☐
  - some secondary schooling .....☐
  - completed secondary school .....☐
  - post-secondary school (e.g. TAFE, trade training) .....☐
  - university degree .....☐
  - post-graduate degree .....☐
16. Before he came to Australia  
Please write down what your husband/partner worked as before he came to Australia (e.g farmer, builder, scientist, manager).
17. In Australia  
Please write down what your husband/partner has worked as since he came to Australia. (If he has not been able to obtain work yet, please write 'Unemployed').

Thank you for providing this information.

Kathy Jackson  
Monash University

## **Appendix D: Pro-formas for letters of introduction**

### **Appendix D1: Interview letter**

(Monash University letterhead)

Emotional expression in children - What do mothers worry about?<sup>a</sup>

Mrs. Kathy Jackson Phone: 9905 9153.

Professor Sue Moore Phone: 9365 2335.

Mrs. Kathy Jackson is a lecturer in the Faculty of Education at Monash University, Clayton, here in Melbourne. She has taught many young children but now trains others to work with both children and adults. Kathy is also studying for a Ph.D. Her supervisor is Professor Sue Moore from Victoria University of Technology.

Kathy has lived in several countries and thinks that children from different countries show their feelings in different ways. She is therefore interested in learning about how children from different cultural groups behave (exactly what they do) when they are sad, happy, angry or anxious.

Kathy wants to talk to (ethnic group) mothers of boys and girls who are between 5 and 9 years old about their children. She will also be talking to (remaining three ethnic groups) mothers to find out what their children do when they feel sad, happy etc.

If you decide to participate in this study you will be helping to promote an understand of what mothers in Australia worry about in relation to their children. Your participation will also allow comparisons to be made between locally born and immigrant mothers whose children are all growing up in Australia. Kathy will need to talk to you for about an hour or an hour and a half. The interview will also be recorded with your permission.

It is important for you to understand that any information you provide will be kept confidential. No-one except you and Kathy will know what you said. Your name will not be written down next to anything you have said and only group results will be reported. Kathy will use the information from the (ethnic group) mothers to develop some questions to ask other mothers, both (locally born) and immigrant, in another part of her study. (In the second part of the study she will ask mothers if their child shows behaviours which have been identified in the first part. She will also ask how much they worry about each behaviour).

If you agree to be part of the group that Kathy talks to but change your mind once the study has begun you can still withdraw from the study at any time.

If you have any questions about the study or would like more information you can ring Kathy (Phone 9905 9153) or Professor Moore (Phone: 9365 2335).

cont'd over

You may also contact any of these people once you have agreed to help in the study if you have any complaints about the way it is being done. (In this situation, you might prefer to contact the Secretary of Monash University Committee on Ethics in Research on Humans, Monash University, Clayton, 3168. The telephone number for this person is 9905 2052).

If you are still willing to help with this study when you have enough information about what you will be asked to do you will need to sign the attached consent form. This is a university requirement and is a way of making certain that you know enough about the study to feel comfortable about participating.

---

a. Change of thesis title approved November 1999.



## Appendix D2: Letter for pilot study

(Monash University letterhead)

March 1997

Dear Parent

Thank you for your interest in my research. You are probably wondering about what is included in the rather large number of pages which have come to you with this letter. Firstly, this letter include a detailed explanation about the study and a consent form that you should fill in if you are willing to help with the study and feel confident that you understand what it is about.

### THE STUDY

Title: Expression of emotion in children - What do mothers worry about?<sup>a</sup>

Researchers: Mrs Kathy Jackson. Phone: 9905 9153  
Professor Sue Moore. Phone 9365 2335

I am Kathy Jackson and I am a lecturer in the Faculty of Education at Monash University, Clayton, here in Melbourne. I have taught many young children but now train others to work with both children and adults. I am also studying for a Ph.D. My supervisor is Professor Sue Moore from Victoria University of Technology.

I have lived in several countries and think that children from different countries show their feelings in different ways. I am therefore interested in learning about how children from different cultural groups behave (exactly what they do) when they are sad, happy, angry or anxious.

I have already asked some (ethnic group) mothers about their children's behaviour when their child is feeling each of these emotions. Now I need several more (ethnic group) mothers who are willing to answer a written questionnaire about children's feelings. Mothers who answer the questionnaire will identify, from a list, which behaviours their child shows and say how much they worry about it. Mothers will not be asked to report how they manage their child when he or she is sad, happy etc.

If your child is 5 to 8 years old you will have useful information for this study. I hope to be able to use the information you give me to help promote an understanding of what it is like to be a mother, either locally born or immigrant, whose child is growing up in Australia. This information is needed so teachers and others can help other families if they are worried about their child.

It is important for you to understand that any information you give will be completely confidential. You do not need to write your name on the questionnaire. The only information that will be reported to other people will be general information about how (ethnic group) mothers feel about a few of their children's behaviours.

cont'd over

If you do decide to help in this study you can withdraw at any time.

If you have any questions or want further information you can contact me (Phone 9905 9153) or Professor Moore (Phone 9365 2335). You may also contact either of us once you have agreed to help in the study if you have any complaints about the way it is being done. (In this situation, you might prefer to contact the Secretary of Monash University Committee on Ethics in Research on Humans, Monash University, Clayton, 3168. The telephone number for this person is 9905 2052).

If you are still willing to help with this study when you have enough information to know what you will be asked to do you will need to sign the attached consent form. This is a university requirement and is a way of making certain that you know enough about the study to feel comfortable about participating.

#### OTHER DOCUMENTS INCLUDED WITH THIS LETTER

The other documents consist of a series of papers which I want you to complete if you are willing to help. These will give me three different kinds of information. Some of this information is about you and your family and some is much more specific and asks you to think about one child in quite a lot of detail.

At the end of each document you will find an additional page which may be blank or may have a few questions on it about the document you have just completed. Please write any comments about statements or questions that were unclear or confusing on this page. This information will help me to improve the documents before I ask other parents to respond to them.

The papers are as follows:

1. What is important to me. This document asks about some things that differ in how important they are to different people.
2. Children's emotions - happiness, sadness, anger and anxiety. This document lists some of the things children do when feeling four emotions and asks you to say how often your child shows these behaviours and how much you worry about them.
3. Background information. This document asks you to give some background information about you and your family.

Remember:

**Check each document when you have finished it to make sure you have answered all the questions.**

If you do decide to help with the study please complete the documents, put them in the enclosed self-addressed envelope and return them to me.

cont'd over

Thank you for helping with this project. Without your help I would not have been able to make any progress with my research.

Yours faithfully

Kathy Jackson

-----  
a. Change of thesis title approved November 1999.

## Appendix D3: Letter for final study

(Monash University letterhead)

September 1997

Dear Parent

Thank you for your interest in my research. You are probably wondering about what is included in the rather large number of pages which have come to you with this letter. Firstly, this letter includes a detailed explanation about the study and a consent form that you should fill in if you are willing to help with the study and feel confident that you understand what it is about.

### THE STUDY

Title: Expression of emotion in children - What do mothers worry about?

Researchers: Mrs Kathy Jackson Phone: 9905 9153

Professor Sue Moore Phone 9365 2335

I am Kathy Jackson and I am a lecturer in the Faculty of Education at Monash University, Clayton, here in Melbourne. I have taught many young children but now train others to work with both children and adults. I am also studying for a Ph.D. My supervisor is Professor Sue Moore from Victoria University of Technology.

I have lived in several countries and think that children from different countries show their feelings in different ways. I am therefore interested in learning about how children from different cultural groups behave (exactly what they do) when they are sad, happy, angry or anxious.

I have already asked some mothers about their children's behaviour when their child is feeling each of these emotions. Now I need several more mothers who are willing to answer a written questionnaire about children's feelings. Mothers who answer the questionnaire will identify, from a list, which behaviours their child shows and say how much they worry about it. Mothers will not be asked to report how they manage their child when he or she is sad, happy etc.

If your child is 5 to 8 years old you will have useful information for this study. I hope to be able to use the information you give me to help promote an understanding of what it is like to be a mother, either locally born or immigrant, whose child is growing up in Australia. This information is needed so teachers and others can help other families they are worried about their child.

It is important for you to understand that any information you give will be completely confidential. You do not need to write your name on the questionnaire. The only information that will be reported to other people will be general information about how a Australian mothers feel about a few of their children's behaviours.

cont'd over

If you do decide to help in this study you can withdraw at any time.

If you have any questions or want further information you can contact me (Phone 9905 9153) or Professor Moore (Phone 9365 2335).

You may also contact either of us once you have agreed to help in the study if you have any complaints about the way it is being done. (In this situation, you might prefer to contact the Secretary of Monash University Committee on Ethics in Research on Humans, Monash University, Clayton, 3168. The telephone number for this person is 9905 2052).

If you are still willing to help with this study when you have enough information to know what you will be asked to do you will need to sign the attached consent form. This is a university requirement and is a way of making certain that you know enough about the study to feel comfortable about participating.

#### OTHER DOCUMENTS INCLUDED WITH THIS LETTER

The other documents consist of a series of papers which I want you to complete if you are willing to help. These will give me three different kinds of information. Some of this information is about you and your family and some is much more specific and asks you to think about one child in quite a lot of detail.

The papers are as follows:

1. Children's emotions - happiness, sadness, anger and anxiety. This document lists some things that children do when they are feeling four emotions and asks you to say how often you see each behaviour and how much you worry about it.
3. What is important to me. This document asks about some things that differ in how important they are to different people.
4. Background information. This document asks you to give some background information about you and your family.

Remember:

**Check each document when you have finished it to make sure you have answered all the questions.**

If you do decide to help with the study please complete the documents, put them in the enclosed self-addressed envelope and return them to me.

Thank you for helping with this project. Without your help I would not have been able to make any progress with my research.

Yours faithfully

Kathy Jackson

**Appendix E: Informed consent form**

(Monash University letterhead)

Expression of emotion in children - What do mothers worry about?<sup>a</sup>

Consent form.

I, (name) , of (address) have read the information above and understand what I will be asked to do in this study.

My questions about the study have been answered.

I know that the information I give will be kept confidential.

I agree to participate in the study.

Signed:

Date:

-----  
a. Change of thesis title approved November 1999.

## **Appendix F: Transcripts of 8 interviews**

### **Appendix F1: Interview with Anglo-Australian mother of boy**

Q: Thanks for agreeing to talk to me about your child. We're going to talk about your seven year old, what's his name?

A: Matthew.

Q: O.K. So we're going to talk about Matthew. What we'll do is, I've got a set of questions here but I don't need to refer to them very often so we'll just sort of treat it like a bit of a chat really, and we'll work through each of the emotions or feeling one at a time, and each time I'll get you to tell me a little sort of event or something recent that's happened, that's made Matthew feel in a particular way and then we'll talk about how you knew that he was feeling that way.

A: O.K.

Q: So we'll start off with happiness which is a nice easy one. So can you just think of some situation recently where Matthew was particularly happy.

A: Yes, on the trampoline the other night, they were all out there, I think there was a couple of the neighbour's children and they were just giggling and jumping, and having a real good time.

Q: And that's the sort of thing that regularly is likely to make him feel pretty good, to be with a bunch of kids and larking about.

A: Yes.

Q: O.K. So you were saying they were all giggling and jumping about. What other clues do you get, in that sort of situation or in other situations where you know that Matthew's happy, from what he's doing, how he looks, how he moves, what he says.

A: Well he's very expressive on his face, his face tells everything. He's happy, he just gets on with things, he doesn't bother me a lot. He's agreeable to do small requests and stuff, he's not ... he won't do anything.

Q: O.K. so there's that sort of obligingness that comes with him being happy.

A: Yes.

Q: Now you said he's very expressive on his face. Can you describe a bit more about what it is about his face that shows that he's happy?

A: Well he has a beaming smile when he's happy. His eyes light up I guess. I think his whole body language. He stands up straight. He talks to you looking you in the eye and...

cont'd over

Q: That's an interesting ... I mean, the smile and the eyes lighting up are the sort of obvious ones, but the posture change is one that hasn't been mentioned to me before, and the direct eye contact. Which is ... it's sort of obvious when you think about it, it's interesting that it's taken me, I don't know I think I've done 15 interviews or something before anybody's mentioned it. What about the way he moves?

A: Yeah. When he's happy his movements are probably a lot freer, when he's not happy the head goes down, the shoulders slump, and the arms get crossed. There's a real definite body language to Matt, as I said, he's very easy to read.

Q: Yes, physically very expressive. And are there any particular phrases that he'll use, anything special that he'll say when he's feeling happy or particularly happy?

A: He might be a bit more expressive with, like I really love you ...

Q: Does he say, he'll tell you he loves you, but sometimes children also say that they're feeling really good. Does he do that at all or not?

A: Not that I can think of.

Q: No, I think children quite often use that I love you as a way of conveying the same message don't they?

A: Yeah.

Q: But some of the, one or two of them I've talked to, mums I've talked to, have said their child says, I'm feeling really good. This is terrific and I've had a lovely day, those sorts of things, the sort of routine things that happen when you talk about their child being happy. And sticking with the verbal stuff, some children also just make particular sounds, or they sing or whistle or anything like that. Does he do that?

A: He dances.

Q: He dances.

A: Physical.

Q: So you were saying that Matthew dances when he's feeling particularly happy. Can you describe the sorts of movements that go in the dance?

A: Feet shuffling. Hands waving. You know. Again, standing up tall and just spinning around.

cont'd over



Q: So he dances. Some children dash round the house, but he dances.

A: Yes. It started off when he was really little. The first Christmas that he knew what was going on, so he was probably, he might have been 18 months, or it might have been the following year when he was 2. He came out and saw all the presents and just did this little jig, and Neil and I were just surprised. And he's sort of followed that through. The feet sort of tap and the arms go and his face is beaming.

Q: That's lovely. He's very expressive isn't he? You said that at the beginning that it's come through, everything you say confirms that very motor oriented sort of expression. Sometimes when children are feeling in a particular way, in this case he's feeling happy, and he's out with his friends and he doesn't know that you're noticing, he might do some things with his friends that perhaps he wouldn't do if he was happy and he was around his parents. Are there any things that he does that are perhaps more extreme or different when he's with his friends compared with what he would do if he was around you?

A: Probably not so much at this age. Maybe as he gets older he will develop special friend things. I think at this age they're still heavily in tune with their family. Probably show their emotions most when they're in that secure situation. But I think that will.

Q: So that seems to imply, you feel that he's a little more controlled when he's with his friends? A little less expressive when he's with his friends and feels more comfortable being totally himself when he's at home.

A: I don't know. He's got his special friends that he's probably very relaxed with, but again, I think if he's at someone's ... when he's here, he's still in that home environment, with his brothers around. But when he's away I think he would be more controlled.

Q: Well happy is an easy one for us to describe and it's always a quick one to whiz through. Let's go to the other extreme then and think about a situation when Matthew's been feeling sad about something recently. Can you think of something and just tell me what happened?

A: Yes, I can think of this morning, where we were getting ready, Charlie has headed off to, on his first camp today, an overnight camp so we were packing the bags and Matthew was left a bit to his own devices to get himself organised and he wasn't very impressed. And he kept coming up and saying, "Can you help me with this?" And I'm going "No I can't help you with this". And he'd go back and sit down for a while and think about it and then come back and sort of make another request. I mean he eventually did get what he needed and knew the situation was that Charlie had to get organised, so he wasn't very impressed.

cont'd over

Q: So he was feeling a bit left out. And I guess it's pretty exciting for his brother going off to camp.

A: Yes.

Q: And he he'd have liked to imagine himself doing something exciting as well. O.K. So he came and asked lots of questions. Were they questions that he really needed to ask do you think?

A: Yes they were. Relating to what he was going to wear to school, what the weather was going to be like.

Q: So it wasn't just attention seeking stuff, more practical stuff.

A: No.

Q: What else was it then than made you have this feeling that he wasn't very happy about what was happening?

A: Umm, well he drops his bottom lip, you know, he sticks that bottom lip out, and you know... But he wasn't extremely upset, he was just sort of pondering the situation this morning.

Q: But you said he went off and had a think about things a few times. When you say he went off and had a think did he just go and sit?

A: Mmm.

Q: Right. Is that how he normally responds if he's feeling a bit unhappy?

A: Yeah. Very much. He isolates himself from everyone. Often we'll find him in his bed covered up.

Q: Right up, with the covers over his head?

A: Yeah. And curled up.

Q: And is there cuddly thing that he has, does he have a toy to cuddle?

A: He has 15 toys that he cuddles, and possibly when he's really annoyed he won't cuddle them. He gets annoyed with them too.

Q: I see. That's more when he's cross, but this was, if he was sick to when he's sad, he'll give them a cuddle.

A: Yeah.

cont'd over

Appendix F1 cont'd

Q: So he'll be in there under his covers with one or more of this toys, getting his security from that.

A: Yeah.

Q: And what about the way he moves about the house when he's feeling a little bit sad?

A: Well he curls up, he immobilises himself.

Q: So he doesn't actually run about the house looking sad, he just goes off and curls up, and that's his regular way of managing.

A: Yeah.

Q: Does he say anything? About how he's feeling?

A: Not at the time.

Q: Later on?

A: He might talk about it later, or often I'll bring it up later if it's something that I think ... if the kids have been fighting and he's sort of ... he's got a very sense of fairness, he really doesn't ... he feels at times that he has got the short end of the stick and he'll talk about that. You know, he'll bring that up and say that he didn't think a particular situation was fair and handled in the right way and talk about it then.

Q: But that's later on, that's when he's recovered more.

A: Yeah.

Q: But when he's feeling really sad he doesn't sort of ever say to you, I'm feeling sad, or unhappy, or whatever.

A: No.

Q: So you have to read it from what he does. Does he have any sounds that he makes?

A: When he's sad?

Q: Mmm.

A: Not really.

cont'd over

Q: No. Does he cry?

A: Cries, yes. Crying is usually when he's been hurt though. He wouldn't tend to cry ... just trying to think. No he wouldn't cry if he's sad.

Q: So he's got this ... he's worked out this strategy of withdrawal and that seems to be his prime way of coping. What about if he was, say with his brother, and things hadn't gone right, and he wasn't angry but he was a bit unhappy about the way things had gone, would there be any other behaviours do you think that you'd see?

A: Yeah, he'd start hitting him.

Q: He hits?

A: Yes.

Q: It's quite interesting isn't it how children go from that sadness into that anger and it's ... I've often found when I've been talking to mums that it's difficult for mums to separate one from the other because they blur into each other so quickly, with children. Which was a bit unexpected for me I think when I first started. Well I think we have a pretty clear idea. He's so specific isn't he, some children I get I have to tease it out a bit more because they're, either what the mother is saying is not very clear or the child has overlapping patterns. But he has this pattern for happy and that for sad and it's so strong and clear.

A: Mmm.

Q: O.K. So let's go on and think about the next one which is angry. Can you tell me a story about or a situation about where he's been angry recently?

A: No, but I'm sure there are countless ones and again when things don't go his way, being the youngest he tends to get a pretty good run, and when he gets angry often he will storm to his room crying and I think when he's angry he tends to grab his toys for comfort. Or recently he's probably started hitting more. He's hit the dog recently when the dog's gone into his room and pulled out a toy and he's come in here and he's chewing it up, he's got very angry with the dog and hit the dog. And then we'll take the dog outside and I can't think of any recent event when he's hit his brother, but it does happen.

Q: So he storms off, you say he storms off down to his room and he'll be crying.

A: If he's angry with me that is. If he's angry with his brother or friends he'll come inside and talk to me about it and tell me what's going on.

cont'd over

- Q: O.K. Let's keep that separate because that's interesting that he's already developed patterns that are quite different according to who he's dealing with. If he's with you and he storms off down to his room and he's crying what's the noise level like when he's crying?
- A: Oh it's not great.
- Q: No. Some kids when they're angry they cry very loudly, it's all part of the I'm really fed up with you message that they're conveying. But he just cries very quietly.
- A: Yes.
- Q: But he stamps his feet as he goes down the hall?
- A: Mmmm.
- Q: Slams the door?
- A: No, he's not a door slammer. That's Charlie.
- Q: And me if I'm honest.
- A: And me, yes. Every time I hear a door slam I go, I know where they get that from.
- Q: So the real thing that you notice is that he storms off down the hall. What about the way he looks when he's angry?
- A: Oh, it's not a pleasant sight. The eyes are usually red with his crying and stuff and again the arms get very, very, you know the fists get clenched and the arms get crossed.
- Q: And crossed tightly from the way you did that.
- A: Yes.
- Q: And the rest of his face, you said his eyes are red, any other facial expression.
- A: The lip, you know ...
- Q: All right, the lip's out as well.
- A: And he has a fairly severe expression on his face.

cont'd over

Appendix F1 cont'd

Q: It's really hard to describe those expressions isn't it? I mean, you're quite good at it...

A: Especially if you don't know the child.

Q: But it's worth thinking about it and sometimes parents surprise themselves what they do know, and they hadn't realised that they knew it when they're talking to me. O.K. So he goes storming off. What does he say?

A: Well he'll usually, "It's unfair". I don't know why, it must be something that triggers his anger, yeah, It's unfair and he bursts into tears.

Q: Right. And does he shout that, or just ...

A: He says it strongly but not shouting, you know. He makes sure we're in hearing distance and says it to us.

Q: Right. So it's very definite the way he says it.

A: Very definite.

Q: But not a shout.

A: And actually he does, he does something like this with his hands where he goes, It's not fair. You know.

Q: So he makes a gesture.

A: Yeah.

Q: You said that he'll hit his brother and he hit the dog, does anything ever get thrown?

A: No. Not inside.

Q: Outside?

A: I've seen him chasing his brother with sticks.

Q: So he's really after him.

A: Yeah.

cont'd over

Q: Would he use it? Sorry.

A: I'd say I've probably really seen shoes flying around, because there's a trampoline out the back too, and they take their shoes off, and I think I've seen a few shoes flying around.

Q: But it's only outside that he throws things?

A: Yeah.

Q: And when he's chasing his brother with the stick do you think he'd actually whack him with the stick if he could catch him?

A: Yep.

Q: He would. Yeah so he's pretty angry and pretty expressive about it. And you said that's the time, when he's angry like that if he's inside that's the time when he'll, what throw his toys?

A: No, he wouldn't throw ... his toys are precious. He would never ...

Q: So he grabs them and pulls them to him.

A: Yeah.

Q: You did say something about that. O.K. How does he get comfort when he's angry? How does he cope?

A: Well he needs time, he won't take comfort from me, he'll kick me if I go to give him comfort, so we just leave him, give him time out by himself, give him time to think about it.

Q: When he's sort of calmed down a bit, that's the time to do it.

A: Yeah. And it depends, sometimes when they're over tired he'll just go off to sleep and we'll see him the next morning and we might chat about it then.

Q: But sometimes ...

A: Sometimes if he's not really over tired and it's just some situation that's triggered him he will come back out ...

Q: And talk about it then?

cont'd over

A: I don't know about talk about it. But he'll start, he'll come back out sometimes and he's still cross, the arms are still folded, and he'll walk around a bit with the head down and you sort of really have to talk to him and try and get some information out of him, and see if he wants something to eat, or ...

Q: Right, so get him to move on. He doesn't easily move on from it himself. Some children when they've had that time in their room they come out and they're ready for the next stage of life, but it seems as though he comes out still sort of wound up and tense.

A: Yeah. I think it probably depends on the situation. If he feels injustice has been done to him he'll still be angry about it until the thing is resolved, but if he's in the wrong he'll come out sometimes a bit more, you know ...

Q: More ready to sort of ....

A: Yeah.

Q: That's an interesting discrimination, it's not one that I've heard made before but it is ... yes ... he's got this sense of justice, as an issue, seems to be early in him. You sometimes get it in older children don't you, but for seven it's quite early.

A: Mmm.

Q: When he comes out afterwards and perhaps he is a bit calmer and you talk about it, is he able to say that he was really angry or does he still stick with that, "It's not fair" message.

A: He's never said he was angry. That I can think of.

Q: O.K, right, well I think that's probably enough on getting angry. What about the last one, which is when Matthew's feeling anxious about something, a bit concerned about the way something's going to turn out, or not sure where he's going to be. Have you had any situations like that?

A: Well last night as I said, he was up and Ev and Jill's place and we were a lot later than he expected and he said he was very concerned and worried about it when I got there to pick him up.

Q: So he'd been waiting for you and fretting a bit about the fact you didn't come.

A: Yes.

Q: Right, that's quite a good example really. Was that the only way that you knew that he'd been worried, or a bit anxious. Is that the usual pattern with him, that he'll tell you he's worried about something?

cont'd over



A: Yes.

Q: So you don't have ... and that seems to say that's the only time when he actually tells you how he's feeling. "I am worried about the fact that you were late"?

A: Mmm.

Q: If there was something going on at school, that he was a bit anxious about, would he be able to tell you then that he was worried about it?

A: Well, yes it does come up. This year he's had a few problems with the girls in his class wanting to kiss him. Which was to him a real concern. It was a very unacceptable thing for them to be doing, and he did come home and that did come up in conversation.

Q: That he'd been worried about it?

A: Yes. But after he'd ... he'd started taking his toys to school, and he said that once he started taking his toys they didn't want to kiss him any more. So he only spoke after he had resolved the situation. He didn't actually speak about it at the time.

Q: That's interesting. And you had no other clues that he was finding school a bit stressful?

A: No. He loves school. So it was only the playground. He was finding it hard when the situation wasn't controlled.

Q: Yes. And nothing's going to happen that he couldn't cope with.

A: He does have a lot of older friends. Having an older brother, he relates to older boys, so I think that they, and they do tend, they're an interesting group of boys where they do tend to express themselves really coherently. And so I'd say they've discussed it in the playground.

Q: So you suspect that that was a strategy, to actually deal with it within his peer group rather than to bring it home.

A: Yeah.

Q: Very mature isn't it for seven?

A: They're a very mature group. They've really amazed me, the Grade Two and Grade One boys.

cont'd over

Appendix F1 cont'd

Q: And can you think of any other situations where you've realised that he was anxious about something but he hadn't been talking about it? Or doesn't it crop up?

A: No, he's not an anxious kind of child.

Q: So you really would find it hard to describe any behaviours that were really associated with anxiety?

A: Mmm.

Q: I find this really interesting because sometimes you'll get a child who's really anxious and they're hardly ever angry, and now I talk to you and get one who's angry sometimes but never anxious. Just the difference in the way parents say, this child never shows this behaviour but often shows that one. The whole personality thing comes through so early.

A: Yes, it's amazing isn't it? It has amazed me being a mother.

Q: And the contrast between say your seven year old and your nine year old.

A: And their personalities and the way they deal with situations, is like ...

Q: Yes, you wonder how you could have produced two that were so ... that were the same sex and so different. So I think we'll have to leave anxiety because it sounds as though it's not a response pattern that Matthew has. If I was just to ask you to describe him in general terms, what would you say?

A: I'd say he was a very happy, cooperative child the majority of the time.

Q: It's lovely. Everybody should have him....

A: Yeah.

Appendix F2: Interview with Anglo-Australian mother of girl

- Q: First of all thanks for agreeing to talk to me. We're going to talk about your little five year old and her name is?
- A: Kirby.
- Q: Kirby.
- A: That's right.
- Q: So what we're going to do is we're going to talk about what happens, how you know when she's feeling in different ways. What I normally do is I start off by asking can you think of a recent incident say when Kirby was feeling particularly happy and then with that little picture in mind it kind of focus on ...
- A: Kirby's happy all the time.
- Q: I love it when parents say that to me.
- A: She is. She's honestly so ... when was she really happy ... actually yesterday we went to the park and she was pretty excited about that.
- Q: O.K. That's a good clear picture you've got. Is that typical of the sort of thing when you're doing something that's a bit unusual or a bit special.
- A: Yes it is, she does get very excited, but she ... as I said, she's mostly happy all the time, she's a very placid girl. Yes.
- Q: So how do you know?
- A: How do I know she's happy? Because she's smiling, because she's a little chatterbox, talks all the time, she jumps up and down, skips, just those sorts of actions.
- Q: So she's got these physical ways of showing it as well?
- A: Yes.
- Q: What does her face look like apart from her smile, is there anything else that gives you a clue?
- A: Her eyes sparkle I guess.

cont'd over

- Q: The usual things yes. Some of these questions sound silly for some emotions but when you get onto others there are more clues related to eyes and mouth and stuff. You say she's real little chatterbox, is she just chatting about life in general, or what sort of things get said.
- A: No she's a bit of a thinker about past events. And general things I guess as well, no mainly she'll think about things and goes into detail, asks questions, stuff like that.
- Q: When you say to her that you're going to go to the park, does she have any particular kind of comment that she might make, in that first few minutes when she starts to feel really happy about the prospect of something?
- A: Usually, "Is Daddy coming?" And a girlfriend of mine came as well and she wanted to know about that. Usually, "Is Daddy coming?" Is the main thing. Steve works long hours so ...
- Q: So it's a bit special when he can get there?
- A: Yes. Sure.
- Q: Some kids actually say quite explicitly that they're feeling really happy or really excited. Does Kirby do that?
- A: She doesn't come out and say that, no.
- Q: So you have to pick it from these other things.
- A: Yes, she'd never come out and say that.
- Q: What about other things. I think you said she sings.
- A: Or she'll skip or jump or something.
- Q: O.K. let's stick with the singing. Is she singing songs that she knows or is she making up little songs or humming?
- A: No it would be more a song that she knows.
- Q: A song she knows. Some kids just make sounds instead of having particular words, does that ever happen with her?
- A: No. It's always words.

cont'd over

- Q: You say that she skips around and jumps about. Are there any special movements that she makes with her hands or arms when she's doing that?
- A: Umm, goodness. I guess she does. Both hands and arms are sort of going and she's trying to explain, talk louder with her hands.
- Q: Sort of waving her hands round. So all of these things are happening while she's talking to you?
- A: Mmm.
- Q: So she's skipping about ...
- A: Yeah, jumping up and down.
- Q: And what arms are sort of waving about.
- A: Yes.
- Q: But it's more gesture to try and convey the message?
- A: Yes. Oh yes.
- Q: Because sometimes kids, it's the ... the hands are part of the dance movement. But this is to do with the story.
- A: Yes. One hand in particular, like that, I'd say.
- Q: Does she get that from anyone?
- A: I don't know. Maybe I do it. I haven't thought about it. (Laugh)
- Q: I think happy's an easy one so we've sort of whizzed through it and it's a nice one to start with I always think.
- A: Yes, that's one you like to notice isn't it?
- Q: Yes it is. Sometimes children are a bit different when they're with their friends, so I'm just wondering if there's things that you've seen, perhaps when Kirby's playing either with her sisters or with a friend and she's felling really happy and perhaps she's not aware that you're around or noticing or something, is there anything that happens that's a bit different?
- A: She's not as noisy when she's with them, she's quite quiet, I've noticed, even with Emily and Meg, she's sort of you know, has to fight her way to get heard.

cont'd over

Q: So instead of ... lots of kids wind up don't they and get louder ...when they're not under direct supervision.

A: No. Not Kirb. She'll go the opposite way.

Q: I just find this whole business fascinating talking to parents about their children because not only do I find amazing patterns, but you talk about one child and very often a parent will say, not like ... you know the oldest sister or the younger sister.

A: Yes, that's true.

Q: So she goes quiet.

A: Yes, she does. Because I think she's overwhelmed by it. She's also got a hearing problem, and I think with a lot of noise, like in these groups, she gets overwhelmed and can't cope with it, so I guess that's a lot of ...

Q: Background noises get in the way of it.

A: Yes.

Q: That sounds pretty straightforward with happiness, let's go onto the extreme opposite then and think about Kirby being sad. Any recent events, by recent I mean in the last few months.

A: Hmm. She must have been. Nothing major sticks out, no.

Q: Doesn't have to be major.

A: Yeah, I was thinking she was crying today for some reason. She wanted to go with Steve to pick up Emily from yoga and she was sad then.

Q: O.K. So she was crying, what else? What other clues did you get?

A: She was walking slowly. Steve rang and said he was going straight to get her. She wanted to be cuddled on my knee. She always sits on my knee when she's sad, wants a cuddle, and very like, lethargic I guess.

Q: Everything slows down.

A: Yes.

Q: And when she's walking so slowly to you because she's feeling miserable like this, is her head down.

cont'd over

A: It would have been to the side.

Q: Oh, it goes to the side.

A: (Laugh) Yes. "I wanted to go ..." and it goes to the side.

Q: And she tells you what she wanted to do, and she does it in that particular tone?

A: Yep.

Q: So it's a sort of whine in the voice there.

A: Yes.

Q: And that's ... if she's not crying you'd pick it from those other clues?

A: Yes.

Q: Does she ever say to you, "I'm feeling upset or sad" about something, or "I'm not really happy"?

A: No. I have to prompt her.

Q: So you have to get it out of her by these other clues.

A: Yes.

Q: And what about sounds, perhaps not quite crying? Are there any sort of low level sounds that are not actually words that she makes?

A: Umm, no. Just her voice is different I'd say.

Q: Just that whining note.

A: Yes.

Q: What about the speed do you notice any difference in the speed that she speaks?

A: Slower.

Q: Oh it does slower. So absolutely everything slows down with it, and then she wants this cuddle?

A: Yes.

cont'd over

Q: And if you were busy and perhaps gave her a quick cuddle but didn't have time to sit with her for any length of time, does she have anything else that she might cuddle if you weren't available.

A: Yeah, she's got two toys that she loves.

Q: Same two? So it would be one or other of those?

A: Both, both together. No, she always grabs them.

Q: Where would she go if she was to cuddle ...

A: If she was sad?

Q: Yes.

A: Sometimes to her room, or sometimes she'll just sit up on her bench, if I'm busy out here. It depends what I was doing I guess. But her room, or either just close by.

Q: If you can't cuddle her she wants to be really close. What would happen if she was playing with friends or with her sisters and things didn't go right and she was upset? Would there be anything different?

A: No, she'd come to me and tell me. The same actions I guess. With her friends I think she just ignores it. Sometimes she'll go off. I've noticed at kinder if things aren't right, she'll just walk away.

Q: What does she ... say she's walked away at kinder, what happens next?

A: What would she do? Just play with something else. She doesn't stick up for herself.

Q: So she doesn't go and sit somewhere quiet, she'll just go and take up some other ...

A: She'll go and play on the monkey bars or ... no, she doesn't. With Emily and Meg she'd just always come and tell me, the same thing, the whining and walking slowly.

Q: Well, we're progressing well here. What about when she's angry, have you had any episodes when she's angry?

cont'd over



- A: I can't really think of any, but what does she do when she's angry? She'll sometimes stamp her feet, she'll cry or sometimes she'll just scream once or something like that and say, "That was mine". Raises her voice basically.
- Q: And when she cries is it the same as the way she sounds when she's sad? What's different?
- A: It's more high pitched I reckon.
- Q: And the same loudness?
- A: Louder probably.
- Q: It's usually the way, that's why I ask that question. Because it's partly the rage and I always wonder whether it's, "You come and sort this out mum", sort of a cry.
- A: That's true.
- Q: But she will sometimes give that sort of, a bit of a scream, which is not actually a word or anything, and it's not a cry, it's just a yell.
- A: Yes. Yes.
- Q: And when she's talking to you, what happens to her voice, does anything change there when she's angry?
- A: Umm, I can't remember when she was really angry. It would ... I guess like a whine in a way, and she gets ... then goes to sad I guess after the initial anger.
- Q: It's interesting, because some kids go from sad into angry, and others seem to go angry to sad.
- A: No she'd go angry.
- Q: Angry first, then quickly into the sad.
- A: Yes.
- Q: And you said that she'll stamp her feet. Is there anything else that she does?
- A: No that's about it. She's never sort of thrown tantrums or anything. Just recently actually I've noticed she's doing that. In frustration. She doesn't throw things .... nup.

cont'd over

Q: You've just answered one of my other questions, because sometimes children do.

A: Yeah, that's right. I know Meg was prone to do that. No Kirb just ...

Q: Stamps.

A: Yep and that's about it.

Q: Where would she go if she's angry, does she always come to you?

A: Yeah, she never just sits by herself or anything it's always to me.

Q: Some people go off out of the room and slam the door. What would she do if she was angry with you than with her sisters.

A: She doesn't. I can't remember the last time she got cross with me. She's unbelievable. She's so ... compared to the other two, she's just ... she's so easy. Just accepts what I say basically. Go and clean your teeth, off she goes. Go and do this, yep.

Q: Very obliging.

A: Yes. She's unbelievable. She's not very exciting for this is she?

Q: Well it's always useful because it broadens the range. If everybody was high intensity I'd be missing out on the other end of it.

A: No, honestly I can't remember when she was really cross at me.

Q: The other thing that happens too that I find is that there'll be a child who has a sort of happy, sad range and doesn't go into angry very often, or you'll get happy angry and not much sadness. So that the children personalities come together in different ways.

A: She doesn't get angry that often. It's more sad I'd say. But like I said, yeah, recently I've noticed that she does actually, stamp her feet or yell or stuff. But no ...

Q: As a general rule it's just to go quiet.

A: Yes.

cont'd over

Q: What would happen if you weren't around, say you saw her at kinder and she didn't realise that you were there and she was angry. Would there be anything that would be different do you think?

A: Honestly, I don't really know. No. Because I don't think she'd ever get to that stage, I think she'd just take herself off.

Q: Right. Because you said she doesn't stand up for herself.

A: She doesn't. She hardly speaks at kinder.

Q: So if someone was taking a toy or something ...

A: Off her, she might just say, "I was playing with that". I've heard her say that. But she never gets angry. She'd never go and tell the teacher or anything like that. No. She doesn't hardly speak to anybody!

Q: So when she says, I was playing with that, what sort of ...

A: Like a slow whine again, I was playing with that. I've heard her say like that.

Q: Sometimes when kids get angry they get pretty assertive sounding.

A: Not outside the house. No. It's not, I was playing with that. No. She's very ... she lets everyone walk over her I guess.

Q: Well she's just got the sort of happy sad range more doesn't she, by the sound of things.

A: She does, but then in other ways she's got to learn to stand up for herself basically, doesn't she?

Q: Yes, but she's got a few years ahead of her to do that.

A: Yes, I know. But they walk all over her.

Q: Still if you'd have had an awfully extra busy household if you had three super assertive ones. Yes so it's kind of nice that you've got one quiet one in the middle of the three.

A: It is. Yes. In a way because they were so close I've had to ... one's just sort of had to be easy really. They're all very good.

cont'd over

Q: But she's the quiet one.

A: Yes she is.

Q: Let's just think about when Kirby gets anxious. Does that happen and can you think of a recent time when she's been anxious?

A: I know, like the only thing vaguely, is I was a bit late to pick her up from kinder once, last week. Like the other mums went in before me, I'm usually like first there to get her. And I noticed she was like, yeah, a bit anxious that day.

Q: How did you know?

A: She was looking out the door and the look on her face, a bit of a frown.

Q: A worried look.

A: Yes.

Q: Can you think of other situations when she has been anxious, because it is usually that sort of thing where a routine is broken, or sometimes when they're about to do something new, children haven't done something and they're not sure they can cope with it.

A: Actually, yeah, she was playing a game at kinder when I was on duty the other day, and she didn't know the little boy's name, it was a new boy. Because she's so quiet she wasn't vocal enough to ask the teacher what his name was, or say I don't know what his name is, and she sat there, looking at her hands, looking down in her lap.

Q: When you said that, you put your hands together, is that what she did?

A: Yes, she did that. She was just like this, looking down like that.

Q: Looking at her hands. O.K. What about the rest of the way her body looked?

A: I guess her shoulders were a bit slumped, and she was just looking in her lap, she wouldn't have eye contact with the teacher or anyone. And I was on duty and she wouldn't look at me, and she was a bit, she went a bit red I noticed.

Q: That's interesting, because often people go pale when they're anxious, so she goes red?

A: Yeah, she was a bit. Yeah.

cont'd over

Q: Talk about face colour, what happens when she's angry, does her face colour change at all, I should have asked you that before.

A: I don't really know. No.

Q: But for her to go red when she's angry, that's different.

A: Yeah. She was embarrassed I think at kinder really. That she had to speak. She comes home and tells me when she speaks.

Q: Really?

A: Oh yeah.

Q: So it's really quite difficult for her to actually have conversations.

A: I think a lot of the problem is with her hearing though. And ... she's had tubes put in, let me think, two months ago, and she has come out of her shell, but she just couldn't hear, and that was a lot of it. But she has opened up a bit, but she's still pretty reserved.

Q: She probably doesn't trust it quite yet.

A: No, that's it. So I guess it's not really her.

Q: But it's resulted in some behaviours that you've had to learn to read.

A: Exactly. Yes. She was terrible ...

Q: Because she would have been, what, a bit more inclined to tantrum and things like that before she had the grommets?

A: No, just very quiet. Wouldn't speak at all. As I said, she's more talkative now than she's ever been.

Q: That's unusual, because often when children have a hearing loss, they tantrum a bit because they're so frustrated.

A: But I guess she didn't have anything to compare with. This has been going on for years. I think two years since we've been here I picked it up. But her speech wasn't developing and things like that. But I always put it down to them being close, and Emily used to speak for her. But it wasn't so ...

Q: It's good that you got onto it early. So she wouldn't say to you that she was feeling worried about anything would she, or not?

cont'd over

- A: I said when we came home, "Why didn't you answer?" She goes, "I was just thinking about it", or something like that. So she didn't actually say she was worried, no. I said, "It's all right. You can just say you don't know if you don't". I knew that she was anxious, but she would never actually say, I didn't want to say or ... no.
- Q: Does it ever happen that she says to you, "I don't want to do such and such", and you think to yourself because she's a bit worried about it?
- A: No, she never says "I don't want to do anything".
- Q: Because that's another way children deal with it sometimes, is to say, "I don't want to go to school today".
- A: No, she's never like that. She's always keen, never ever said, "I don't want to go to kinder". No. Never said. I think she said she didn't want to go and stay at Steve's mum and dad's once, but ...
- Q: No major deal or anything. If she was feeling like this, this situation you saw at kinder where Kirby just went and sat, do you think that's typical of the way she deals with anxiety?
- A: Yes. Because everyone was looking, and she was in the circle and everyone was looking at her. It's a lot of pressure.
- Q: Oh right. I was just thinking, the little boy was there.
- A: No, it was a game they were playing, she was in the centre and she had to speak and say this name, but no. So there was a bit of pressure there I guess as well.
- Q: It's the perfect anxiety inducing situation really.
- A: That's exactly right. Kids looking at you waiting. But I don't think she'd ever go off by herself if she was worried. If she was anxious.
- Q: What about the cuddly toys if she was at home?
- A: No. See she's ... really sort of growing out of that, rather than just going and get them.
- Q: So that's a residual, you said that she'll cuddle them when she's sad.
- A: Or she's sick or something like that.
- Q: So it's sort of left over from when she was little.

cont'd over

A: Yes.

Q: Do you think she would ever come and want attention when she was worrying? Because you said she does when she's sad.

A: No. I don't think so. She'd think about it herself, but I don't really think she'd ... she wouldn't actually, I probably wouldn't know. That that was the problem that she was worried about something, really, unless I saw it going on.

Q: That's right. Unless you had the whole context.

A: Yes. But if it was something outside and she saw a man say or something like that, she'd never ... I don't know, it depends on the situation I guess. Something like that she probably would. If she saw someone outside, like I've always said, you know, don't talk to strangers, something like that. I think she'd come and tell me a situation like that, but not, nothing like she's worried about going to school next year, or I'm worried that Mia won't be in my class or ... no she'd never actually come out like that.

Q: So she just goes off and works it out herself.

A: Yeah, she does. She really does.

Q: And in the end, do you think she comes to some sort of practical way of solving it, by herself, then, what happens in the end do you think?

A: Oh I know a good thing ... she has done this, I should have thought of this ... she did fire drill at kinder, they were talking about fires. And she was very anxious if there was a fire in the hallway what was going to happen. So she did actually tell me that night that she was worried and she was scared, because how would Daddy get her if there was a fire in the hall and all this sort of thing. So she did actually tell me that night.

Q: That's a really good example. The sort of thing that we were after. I don't think you need to worry about it not coming straight away, because it quite often people talk about it, after you think about it.

A: Yes. And that was the perfect thing and she was really worried. Couldn't go to sleep and I kept saying, what's wrong, and she kept ... then she said, I'm scared that there's going to be a fire. So she did actually say that. And she had to go through it all and Steve had to tell her how it would happen.

cont'd over

Q: And she was worrying enough to be lying awake?

A: Yes, she was petrified. Still is. Nothing can reassure her.

Q: That's a shame, that kinder has given her that fear.

A: In a way it was good, because it's brought it out. Like it was so practical that there could be a fire, but for us to understand that we could get out, and she couldn't understand about smoke alarms and all this stuff. So it was a big drama, but yes, she was very anxious that night.

Q: And you're suggesting that this is something that has been discussed again, since?

A: Oh yes. She's still worried about it.

Q: Each night? Or several nights?

A: Every night, most nights she goes, "What am I going to dream" ... she must have had a bad dream about. And she goes, "What am I going to dream about tonight?" and I have to tell her something nice so she doesn't think about it. So she's still concerned.

Q: So it was keeping her awake. Sometimes children who are anxious also complain of other physical things, like, having tummy aches ...

A: No, she didn't complain about that. She actually did just tell me. And she couldn't go to sleep and she had a bad dream, no, she was ... yeah ...

Q: I'm interested that you say about the bad dream, because nobody has ever mentioned that before to me, and it's obvious.

A: She must have had bad dream about it, because she said, "What can I dream about tonight because I don't want to dream about fires". Yes.

Q: Well, I've done 20 something interviews and you're the first one that's told me that. It's so obvious that if a child is worried about something ...

A: Yes, that they'll dream about it. Yes.

Q: ... we still do it as adults.

A: That's it.

cont'd over



Q: I've got a friend who's 61 who was just telling me about a bad dream.

A: It seems so real, and it must have to her. Yeah. And I can't remember if it was that night, that they were speaking about it at kinder, or whether it was a few days later that she eventually told me. I can't remember if it was actually that session that she'd been.

Q: We were talking before about she might think about it and solve it by herself. But this one she couldn't solve by herself.

A: No. Well see I don't know whether it was like, she goes on Tuesday, and I can't remember if it was Thursday and she'd had a bad dream the night before and remembered about it

Q: It doesn't really matter too much. The bad dream is the important thing. So she's repeatedly checked on how you've managed that. That's a really good one actually and I've glad we've had a chance to talk about that in some detail. Because the rest of her feelings are fairly, like she's happy, and you can say she's happy and she can say that she's sad and she doesn't get angry very often, they're all fairly manageable and then suddenly there's this one we've discovered that's a difficult one for her.

A: Yes. And she's been ... with her ears she's been into hospital and she wasn't anxious at all, she's been a few times. She wasn't concerned at all, nothing like that. But this night, the Friday it's the first time I've ever really seen her like that. You know when you asked before, and the time at kinder, but that was more ... I guess it was anxious, but embarrassed as well I guess in a way.

Q: And being that centre of the group, centre of attention thing.

A: Well no one really likes that, do they?

Q: No. Especially the ones who are less confident in whatever area. If you're feeling really confident you can cope, but if you're having to speak and you're not confident about it.

A: I'm glad I remembered about that fire thing.

Q: Well, we've whipped through this incredibly quickly. Are there any other things that you can think of that relate to any of these four feelings that we might not have touched on so far?

A: No, basically she's just so happy.

cont'd over

Appendix F2 cont'd

Q: I normally finish off by asking people if I asked you to describe your little girl or little boy, what would you say? And I'm always delighted when that's what I get.

A: Yes, she's ... she is, and she's cuddly and affectionate. I call her Cuddles Wilson because whenever I sit down she's on my knee for a cuddle.

Q: Much more so than the other children?

A: Oh, my word. Yes.

Q: Even than the little one, Meg?

A: Meg? Oh ... yep. Yeah, Meg's more ... she's always been more mummy's girl, like, you know, she still is really, but Kirb's more affectionate. Like Meg's quite happy if I'm in the room, playing, but Kirb will sit on my knee. As soon as I sit down. Whenever anyone's here.

Q: And she's very much the same with her dad by the sounds of things, isn't she?

A: Anyone. My girlfriend comes over, she sits on her knee for two hours.

Q: Really?

A: Yes.

Q: Mmm, she's a cuddly little one.

END OF INTERVIEW

Appendix F3: Interview with Indian mother of boy

Q: First of all, I'd like to say thanks for agreeing to help with this. We've decided that we'll talk about your son who's 7. Can you tell me his name?

A: Kevin.

Q: Kevin. O.K. So we're going to talk about Kevin. And what we're going to do is to talk about how you know when Kevin's feeling happy and how you know when he's sad and a couple of other feelings which we'll come to. We'll deal with each one, one at a time. So we'll start off. I'd like you tell me about some situation or something Kevin was doing recently which made him feel fairly happy.

A: On the whole Kevin is a very happy child. The minute he sees me not smiling he'll say, why are you angry mum? What's wrong? So even in the morning when he gets up in the morning, he's such a lovely child. Eight o'clock I wake them up and 8.30 they are out of the door. You know, he'll just jump out of bed, go and brush his teeth, dress up, sit up on the breakfast bar, have his breakfast, he loves his breakfast, and then out the door. So he's a very happy child. A very bubbly child. But of course he doesn't get his way, that's it. Most of the time he's happy. Forever singing, jumping and wants everybody else to be in that mood. But if he doesn't get his way he'll bang things, throw things and of course kick or whatever, he's very aggressive when he's angry.

Q: So he swings from one extreme to the other?

A: Yes.

Q: Let's stick with when he's happy. You've already said he's mainly happy and that he sings and dances about, what else tells you that he's happy. What about say something about the way his face looks, how do you know from his face that he's happy.

A: If you see him his eyes are always, you know, shining. He smiles through his eyes. And of course he'll come in and he kisses. He's very affectionate. Every now and then he'll come in and give you a hug and just wants a bear hug.

Q: And this is just totally spontaneous, when he's happy he'll come and give you a hug, and sometimes a kiss as well.

A: Mmm.

Q: And you said he smiles more with his eyes than with his mouth, it's his eyes that are twinkling?

A: Mmm.

cont'd over

Q: Does he, sometimes children when they're really, really happy, sort of burst out laughing, does he do that, or is he more just smiling?

A: No, he'll not laugh. No. I don't hear him, like, that hearty laugh. He doesn't have that.

Q: Just sort of more twinkly?

A: Yes.

Q: And if there was something that made him especially happy, how would he show that? I mean you say he's normally happy ...

A: He like presents, if I say give him a toy or something, "Thanks mum, you're the best mum in the world", very, flattery words sort of thing. He's very expressive, he'll say what he feels sort of thing.

Q: And, he's already told you how he feels by saying you're the best mum, some children actually say, "This makes me really feel terrific", or at the other end they'll say, "This makes me, I'm really angry" or something, does he say, I'm feeling really happy? Or does he just express it in that way you've ...

A: I don't know. No, he expresses it ...

Q: By saying that you're wonderful ...

A: Yes.

Q: Now, you said that he sings when he's happy. Does he sing a song with words or is he just making little humming noises or what?

A: He sings songs with words, and he makes up his own words. About the situation that just happened.

Q: Now you said to me that you didn't think you could tell me anything that no one else had said, and you already have.

A: He is ... he loves, you know, if anything happens, he loves to ... and he'll try to rhyme anything, in his happy way, try to rhyme, whether it makes sense or not, that doesn't worry him, it's the rhyming.

Q: As I say, you're the first person who's told that that I've spoken to, so it was worthwhile. And he'll actually make up words rather than just make sounds?

A: Yes, something to do with what has made him happy.

cont'd over

Q: I reckon that's very lovely. I've never heard of it. When I think about it, I've heard other children doing it, but in the course of these interviews that I've been doing, no one has told me that before. And because of that it wouldn't have been something that I'd have thought of. Now, as well as his singing, he's dancing about. Can you describe a little bit more about the way he moves when he's dancing about?

A: It's more jumping around, you have to tell him, "Stop bouncing around". I call him fidgety xxxx, "You can't sit down still for one second". He's always like that. My husband calls him "Monkey on hot bricks".

Q: And he jumps, when you think about it, you'd describe it as jumping rather than dancing.

A: Yes.

Q: Does he jump across the furniture or just up and down on the floor.

A: Furniture, up, down, you have to stop him from doing that, from one room to the other.

Q: Right. All round the house then.

A: Yes.

Q: Does anything get damaged when he's doing this?

A: There were incidents, now that we've changed, when they were young I used to allow them, we didn't have this nice, you know, lounge suite and this, then I didn't change it till last year, because I said, I don't want to stop it, everything don't do, don't do, so ... but now I don't allow them to ... he's broken the glass top, singing, I remember he took one of my pans and you know singing and playing in the glass top of the TV in the family room, because you asked if anything got damaged.

Q: That must be pretty scary for him and you when that happened. I don't like broken glass.

A: Luckily it had a base, so nothing happened.

Q: I see, so it was just a big crack.

A: Yes. So he didn't get hurt or anything.

Q: Yes. And that was sort of over exuberance. It doesn't happen now.

cont'd over

A: That was when he was younger, maybe four or so.

Q: Right, I see, so he's more restrained. He's grown out of that.

A: Yes. But now, not that I can think of anything breaking.

Q: The other question I always ask is to do with how Kevin behaves, when he's very happy and perhaps he's playing with another child and doesn't know that you're watching. Is there anything that he does that's different, you know, perhaps outside playing or with a friend and he's very happy?

A: He plays, he gets on very well with friends, but Trevor and myself sometimes sit down and watch him play and he can be talking, as though he's got a lot of people there, talking to people, and making actions and instructing people to go here and there, and even if he has toys, he'll fit the toys' actions and he's into guns and blowing up air crafts and you know. All of a sudden he'll be playing with lego and he'll be talking to himself, and you'll see the air plane going up in the air and he likes to see all the pieces around him, then he'll sit down and make it again sort of thing. Most of the time when we look at him playing, he's talking, talking to himself, and xxxx he's playing so many xxxx.

Q: Right. So it sounds as though he's got a very vivid imagination and gets very involved and the story line just comes out in this sort of constant verbal chat.

A: Very often, even in the pool, we were just on holiday and we were sitting down and watching them in the pool, he's, you know, talking, talking to someone.

Q: He sounds as though he's very busy inside his head with all these lovely things that are happening.

A: He keeps us busy, he keeps us on our toes.

Q: I'm sure, even just talking about one of his ways of being, I can see that he's a busy little boy.

A: And Kevin is a child, I keep telling Trevor, sometimes when we don't pay him attention, I feel he does something to get our attention, he's always around. And also if you're not, sometimes you're busy and not rude, but you just say, "Go away", you know, he doesn't like that. I feel he's really nice if you are nice to him and if you pay him ... you know ...

Q: Give him good attention.

cont'd over

- A: Yes, and things like that. If you're nice and calm and give him attention, you have no problem with him. The minute you, because sometimes, because we are busy, both of us working full time, and I say, "Just go away".
- Q: Yes. All mothers do that I'm sure. Yes. And he gets ... he reacts very sensitively I think from what you're saying.
- A: Yes, he's a very sensitive child.
- Q: And doesn't cope with that very well.
- A: I told Trevor, "Please try to be calm", after this holiday, he had a nice holiday he said, you know don't be...normally I used to work only from 9.30 to 2.30, but a colleague of mine she lost her baby, four months pregnant, so I've gone full time. But today because I do have that program I'm going back to work at 2.30. So I said to myself, I'll be calm, very calm and not just rush through things because of time.
- Q: It's difficult though when you're aware of the time pressures, isn't it?
- A: But I talked to Trevor just last night, he's been such a nice child, because we are calm and nice. It all ... I think sometimes a lot of kids behave the way they behave because of the parents. I have a feeling ...
- Q: And there's endless psychological studies that show that.
- A: It's a vicious circle
- Q: Yes, and of course you have some children, perhaps like your Kevin, who are very sensitive and they handle anything negative less easily than a child who is naturally calmer. Perhaps your other child has a different temperament and handles it differently if you have to push him away because you're in a hurry. And there's lots and lots of work has been done on looking at the sort of match between the way the parent is and the way the child is and what it means in terms of how the child behaves. And you're right, it's the time you give, if you can stay calm and be positive and reward when they're being good, then they like to be good.

cont'd over

A: And in their little world like. "Good boy" and things like that, it does help. Today he is a bit upset. He wanted to know why he was not chosen for xxxx he was upset, because he was not chosen. And to make matters worse I ... because I had to pick up Ivan at 4.15 I thought I will not be in time to pick him up at 4.30, so I said to a friend of mine, "Will you take him home, because I might not be there", and she said, "Yes, no problem" and he loves to go to their house. And of course, I got back just on time and I saw her walking our Kevin home, so I said "I will call him". I just got a parking spot, not in the right spot, so I stayed in the car, so he's really upset with me. "Why couldn't you let it be mum, just let me go to their place and play for a little while?". But then look he gave me hell in the car, "Why?" he said. But once I brought him in and gave him afternoon tea he started to calm down.

Q: So it's sort of sudden changes isn't it, that seem to bother him. He seems as though he likes to go along and know what's happening next, that you're going to be consistent. O.K let's go back to what we were talking about, it a more structured way. I think we've probably talked enough about Kevin when he's happy, I always go from that to sadness, because it's a nice extreme contrast. So I wonder if you can tell me now about something that's made Kevin sad, just sad, not sad and angry, and not angry, but just sad in the last few months.

A: I can't think of any ...

Q: That's nice in a way.

A: I'm blank. Today like, when you know, he's ... would upset be sad?

Q: Yes, that's a mild version of it. But sometimes upset has a mix of angry in it, and the way you described what he did in the car sounded more angry. He may of been upset for a second or two then it soon switched into anger.

A: What would make a child sad, I don't know.

Q: Sometimes there's little things, a little thing will go wrong that they hoped would happen, or you know, they have a pet which gets sick, or perhaps they didn't do so well on something at school that they wanted to do well on. Or come home and they've had a disagreement with a friend at school, and they're feeling sad because it hasn't been resolved.

A: Kevin is ... like he gets upset but he is a child, even today like, the minute I brought him in, he stopped.

cont'd over



Q: I was just going to say perhaps we don't need to worry about this too much, because I have sometimes found that when we talk about angry then we start getting this discrimination between something that's made a child angry and sad. The thought comes back into your mind about some things. So let's just leave sadness. I think it's nice if you have a child that you can't think of anything that's been saddening, or made them unhappy. Because we don't like our children to be sad anyway, so if he hasn't been sad that's very nice for him.

A: He's not a child who ... as I said, even if I don't smile, he'll at once ask me, "Why are you angry mum?" You know.

Q: O.K. let's talk about when he's angry. You said before when you were talking about the car that he gave you hell in the car. What sort of things were happening ... was it just asking about ...

A: Yes, he was demanding, "Why not?. But I want to go now, now mum", now. You know. "Today". Because I said, "Look son, we'll arrange another day. You know I'll ask the mother to take you another day". "Why not now? I want to go now", and he wouldn't get out of the car. And then I said, "O.K. this weekend we'll have Carl over here" and then I thought, not the weekend Friday night. And he said, "He'll play with my toys and he'll keep a teddy bear, and you will be after me to settle the room". I said, "Well you'll have to teach your friends when they take out a toy, to put the toy back in it's place. You know. So that you don't have to do it all by yourself when they go". Then I got angry with him, I said to him, "Look I'm talking to you nicely son, and if you don't listen then I'll get angry, and you don't like it when mum gets angry do you?" And then he came out from the car and he's forgotten.

Q: So while he was feeling angry there was going to be nothing that you could do that pleased him, was there, everything you suggested he was rejecting.

A: Yes.

Q: Sensible compromises he couldn't listen to at that stage. And he was constantly repeating his point, really, "Now, why not now?".

A: Demanding.

Q: When you say demanding, there's obviously something different about the way he's saying things when he's demanding from the way he normally talks. What is it about his voice or the way he presents, that makes you use that word, demanding.

cont'd over

- A: Like he'll actually bang, he'll stamp his hand, bang his leg, and shout.
- Q: He was shouting.
- A: Yes. You know, "Now, Why Not? Today!"
- Q: And actually kicking the car seat was he as well?
- A: Yes.
- Q: Is that fairly typical sort of reaction you get. If he was in the house you'd still get that sort of banging and kicking?
- A: Oh yes. And I said, "If I hear another loud step on the floor you'll have it". I'm strict with him. To be honest, I'm not a mother who'll spare the rod and spoil the child. If they need a smack, they get it.
- Q: Right but you obviously have a whole range of strategies that you use before you resort to the smack.
- A: Yes.
- Q: And you described them.
- A: Yes. And I just said to him, "Look you are making mummy angry. Mummy is talking to you nicely and you're not listening. Do you want mummy to get angry?" And I guess I said, "Come on, come out of the car". And then of course I changed the topic. I said, "What do you want for afternoon tea, icecream or a milkshake?" Then he said "Milkshake". So I make them a milkshake.
- Q: Do you find that that's a way that you can help him to stop being angry, is to distract him by something else?
- A: Yes.
- Q: And of course while you're in the car, on the way home, there was really no way out was there?
- A: I tried to tell him bring them here, or I'll ask, but no, he just wanted to go today. And I think it was more because Ivan was not with him in school.
- Q: Yes, he'd had a special day and now he xxx.

cont'd over

A: Yes, he wanted to go. The first thing he asked me why he was not, you know, because his best friend, is I think, all the bright pupils, he's very bright, Kevin. But I think he's got no patience, and even his articulation has problems. He talks very fast.

Q: And does he get fast when he's angry?

A: Yes. You can't even understand. And I told, his last year's teacher said to me the other day, she said, "I know you've been somewhere I asked Kevin, and I didn't understand a word what he said". So I told her where we went, I said, "He couldn't get the..." "we went to Penang, so he couldn't get Penang right. He was forgetting it. So I said to him, "Son you'll have to talk a little slower, maybe because people can't understand you they were frightened to take you there, because they won't have been able to get what you're talking about". Because I keep telling him he has to, I talk very fast, and I think he's got that from me.

Q: Yes, perhaps. It may be just a little bit because he's busy anyway. And things tumble out verbally the same as they do physically. O.K. So you've probably told me a lot about when he's angry, and you said that in the house he'll stamp his foot and you put a stop to that. Again, I need to ask, does anything get broken when he's angry? Does he throw things?

A: When he was small I remember he once threw a cup down. I was out in the garden and I didn't want him to come out, because when they were really small, we had a bad experience with the big fellow. Trevor and I were in the garden and he was there with us in the garden, and we were both there and one second, he was on the road and the car stopped.

Q: They're so quick.

A: And from that day we said we'll never take them out in the garden. So one day I was working in the garden and he wanted to go and watch TV. And the previous night I had guests and my good cups were there on the table, and when I came in he was still watching TV but he was very, you know...and I happened to put something in the bin and I saw the cup, and I picked up the pieces and put them in the bin. But not now.

Q: No, so it was just a developmental thing when he was little he didn't have the control, now he's beginning to have some control.

A: Yes, and of course we stop him. We control him now. Before anything can happen. We warn him.

Q: That's right, and that's the way that he's learning to manage it through your warnings and your guidance.

cont'd over

A: Nothing has been broken.

Q: Apart from nagging at you about how he wants things now, he wants his own way, does Kevin ever actually say to you, I'm really angry about something?

A: No.

Q: No, O.K. Again it's one of those things that some children do and some don't. Let's come back to the question then of what he does if he's angry with a friend, is there anything that he does that's different from the way he expresses himself when he's with you?

A: Umm, he gets on well. The trouble is when his friends come over, Ivan always manages to get his friends to play with him. Ivan is very, is more the calmer and he has a very nice way about him. Kevin seems that rough, tough type and we notice that very often his friends have come, and they all play together, but either they end up playing with Ivan, and maybe because Kevin is like that he's more the lonely one. He plays with friends, but I think he prefers playing on his own. Imaginary play like. You know, this other ...

Q: You don't think he gets over stimulated and then needs to go away and be quiet?

A: No, maybe that ...

Q: Interesting isn't it? That it's a pattern that you've noticed of little things he does.

A: He's more probably xxx. He likes company, he gets on well, like the teachers have never said anything, he's got quite a few friends he goes over. The trouble is, being a working mum, we don't have much time inviting, you know once in the way I do.

Q: So it doesn't happen. I'm interested in this business with Ivan. Merely from the point of view of what causes the children to go to play with Ivan. Because if they go because Kevin's got too excited and things have gone wrong, then we're talking about Kevin getting angry or upset or something.

A: No, no.

Q: It doesn't happen that way?

A: No. Not that way.

Q: So it seems as though that he plays with his friends and when he's ready to have some time he drifts off ...

cont'd over

A: He drifts off somewhere.

Q: And they play with Ivan.

A: He drifts. And there is like no problem.

Q: O.K. That's good. But sometimes children start off well and get a bit too boisterous and then something goes wrong. It's not that at all. O.K. Well then let's just talk about the last of these emotions or feelings that I wanted talk to you about. And that's about anxiety. Does Kevin ever have times when he's a bit anxious or a bit fearful about what's going to happen?

A: He's a xxxx, when he was ... last year it happened, when one day I went late to pick them up from school, he was concerned and frightened. Ivan had tears in his eyes, and Kevin said, "Don't worry".

Q: O.K. So he doesn't get into that sort of situation where he's anxious.

A: Even at night, till now they sleep in one room. Why, because Ivan is not ready to have a room on his own.

Q: That's interesting isn't it? Completely different personalities in these two boys of yours.

A: Even food wise I'll be telling Kevin, eat fast, and I suppose he's such a poor eater. He'll stick to whatever he likes. Like pasta, he likes spaghetti bolognaise but he won't eat xxx, I don't know the difference between the two but you know ... but that's him and if he doesn't like it, he doesn't ...

Q: Absolutely clear about what's right and that's not right. And that's the same ...

A: When he was younger there came a stage where I said "No". He wanted bread, buttered and cheese, peanut butter or jam, he could have that morning, afternoon and night. Because every meal was so tedious, every meal time I had to open the top drawer and the spoon came out sort of thing. And I thought to myself, "Why am I doing this. He won't suffer later if he doesn't..." so he was given bread, butter, whatever he wanted. But now he's xxx, the first time I gave him a pie it was "No" ... I beat him and pushed a piece in his mouth, and now he loves it. He's not ready to try. Like Ivan tries everything, anything. Like today I'll make a curry, he didn't like it, "Curry is not for me". But Ivan will try. Ivan eats, Ivan loves his food. Whereas Kevin. Ivan, I have to tell him "Slow down son", but Kevin I have tell him to eat faster.

cont'd over

Q: So he's very definite really. Things have to be a certain way. If they're that way, they're always going to be O.K. Yes. So that then that seems to me to mean that he doesn't worry, because he knew, for example that when you were late picking him up, you were always there and so that meant you were going to come on this particular day and he didn't have to worry about it. What about ... one time when mothers sometimes say that their children is a bit anxious, is if they're watching some sort of video or something on the TV and there's a story and there's a ghost or a witch or something and the little ones get a bit anxious about what's going to happen. What happens there?

A: Most of the time, like Jurassic Park, I didn't send them but we went to my cousin's place, their cousin's place, they had it on one time, he was glued to the TV. It didn't worry him. But Ivan didn't sit there. Then at times sometimes he'll be watching and he'll come in the kitchen to hold me. You know.

Q: Right. That's the sort of thing I was wondering about.

A: But sometimes I think, "You've seen worse than this". But if he's ... he'll come into the kitchen and hold me.

Q: Because that's the sort of things that very often happens or if you were sitting on the couch he might snuggle in.

A: Yes. But it doesn't happen very often. Because he xxx ask, I think to myself, he's really bold you know, he'll make, not scared.

Q: Yes. He can cope with ... and that's the only clue, is it, that you get that he might be a bit upset, that he'll come out of the room. He doesn't go pale, or any of those sorts ...

A: No, because my kitchen overlooks the family room, so he comes round.

Q: O.K. Well I think probably from the way you're describing him, he's either happy or he's angry. But he's very rarely, in fact so rarely sad that you can't think of an occasion, and only very rarely shows any indication of being anxious at all. I think we can probably stop there, except that I always like to ask people, if you were asked to describe him in general terms, what would you say?

A: He's happy.

Q: That's right. And you started off saying that so that's a good way to finish.

A: Yes, he's a happy child. He takes life, sometimes I wish I could learn from him.

END OF INTERVIEW

Appendix F4: Interview with Indian mother of girl

- Q: This is an interview with an Indian mother whose daughter will be six in December. Thanks for agreeing to be part of the study. I think what we'll do is to just start off talking about happiness first, because that's quite an easy one. Now your little girl, she told me her name and I didn't quite get it.
- A: Kaumudi.
- Q: O.K. I'll try and get it right.
- A: It's a bit difficult.
- Q: Well it's tricky but it's nice if I can make the effort I always think, isn't it. O.K. so if you can just start off by telling me a situation, perhaps something happened recently that made Kaumudi feel really happy. Can you describe the situation, what has happening, what she did.
- A: Just normally when she's happy, she hugs and kisses, that means she is very happy. But when I was expecting this one, the little one, she was very happy, she was looking forward to the baby, she wanted a brother, but she was very enthusiastic, she wanted a brother, that was all. But I brainwashed, I said it's, you know God's will, whatever he will give, we will have to accept. And then she was, normally she believes in me, she has a very, she has blind faith in me. And then it was a girl and I told her, it was a Thursday night when I went into labour, and Friday morning she was born, so she that night she lived with one of our friends, you met Metu?
- Q: Oh yes. I met Metu.
- A: She was there. And I said to my husband, you better tell her that. And she was so happy, she said, "No, I don't want to see the baby I want to go to the school and tell my friends that I've got a baby sister". And then we came from the hospital and the next day we went to the market, the next week we went to the market, and we bought ... she wanted a quilt with Bananas in Pyjamas. And we went and we bought, and we packed and we wrapped as a gift pack, and said, "The baby has bought this for you", and she was very happy, very, very happy. And she was just jumping and she told her teachers and her friends, so that's how she ... for the last three or four months, that was the very ... she was very happy. And then we talked with the family members in India, and she told everybody that the baby has brought that quilt for me.
- Q: Right. So that's a really good situation. And you said she was jumping around?
- A: Yes. And everybody, like our friends were coming and she told everybody that the baby is very good, she brought a quilt for me.

cont'd over

Q: O.K. So she jumps around and she likes to tell the story of what's gone on.

A: Yes. She likes to tell the story.

Q: And obviously as you said, she hugs and kisses you. When you say she jumps around, what exactly does she do? Is she actually jumping, or is she skipping, or is she ...

A: No, normally, she ... like she dances. Circling and all that.

Q: And was there arm movement as well?

A: Yes.

Q: Arm and hand movements as well.

A: Yes, she does that.

Q: O.K. and she sort of what, runs around furniture making these sort of dancing ...

A: No.

Q: No? Just on one spot?

A: No, like she will keep running here, I got this ...

Q: And when she's telling the people the story about what's made her happy, there must be some other things going on that tell people that she's pleased about this, not just that she's telling the story, but something about the way that she tells the story.

A: Yes, she was happy. Because she was very happy, first of all because of the baby, actually we were three mothers pregnant in the prep class, and all the two mothers they had their babies before me and she was a bit disappointed and she was coming every day, see James has got a brother, and you are not ... where is my baby? And the day she was born, she was ... she was happy.

Q: O.K. I know you know she was happy ...

A: But how?

cont'd over



- Q: Let's try and spell it out. This is where it gets tricky, because you know that she was happy and I know that she was happy from the way you're telling me, but I need you to tell me about what it is about the way she's sounds ...
- A: Like she came in the evening to the hospital and she sat with me and I gave the baby in her lap, and she just kissed her, and kissed her and then she kissed me. That was "You have got the baby, now I am happy".
- Q: How does she look? What happens to her face when she's really happy?
- A: She looks very smiley and her eyes ... I think she's a happy child.
- Q: O.K. So her eyes are what?
- A: Like smiling and twinkly ...
- Q: Twinkling ...
- A: Twinkling, yes.
- Q: Right. And she smiles, does she laugh? Sometimes when children are very happy they laugh out loud.
- A: Yes, she laughs at the end.
- Q: So it's not just smiles, it's a laugh as well.
- A: No, she doesn't laugh much.
- Q: No? Just more ...
- A: If it's really something which makes her very happy, then only she laughs. Like sometimes she pulls her hair and that's very funny for her, and she laughs and laughs.
- Q: So the baby pulling her hair?
- A: Yes. Then she laughs. But or sometimes like watching a video, a TV programs, sine she just enjoys she keeps on looking, but only a few things are there which make her laugh.
- Q: Right. I see. So the normal pattern when she's happy is to be very smiley?
- A: Yes. She is smiley.

cont'd over

Q: And what about her voice, is there anything you know about her voice that helps to tell you she's happy? Say you were in another room, and she came to tell you something, what about her voice?

A: She is very excited.

Q: O.K. and how does that affect the way she talks then? Does she go quicker or slower, or louder or softer?

A: Yes. Quicker. Quicker and will high volume.

Q: Right. Loud volume.

A: Yes, high volume. "Mamma, she's doing like this", and then she'll start.

Q: It's interesting because you know all these things, but it's hard to say them. As a mother you recognise them, but I have to try and not ...

A: Yes. To put in words it's a bit difficult.

Q: And I have to try and not tell you the words in case I'm telling you the wrong words. O.K. Does she ... sometimes children say that they're happy and some other children you just know because of what they're doing. Does she say ...

A: No.

Q: She doesn't.

A: No. I'll tell you one incident. Because we are starting from scratch, we had a car in India, and it was bluish green. And one day we were ... we used to walk when we didn't have the car, and she always missed that thing, because ... we were well off there, I mean, my husband was working there and that. So she used to say, "Mumma, when we'll go back to India will uncle give our car back?" And the days are going on, and I said, "O.K. when your father..." my husband was doing a part time course from RMIT, I said, "He's doing studies and then he'll get a job and they will give us a car". That was the only thing which I could make out to console her. And one day he got a job and we bought the car and all that. And I said "Today, you know our car is coming and we have bought the car", and she just ran downstairs and she was happy to see the car, and then she was satisfied. "O.K. now I have a car". But she was not that satisfied, that happy, which I was expecting. I think ... the nature is like her father. He wants something and when he gets that thing, you can't make out he is that happy as what you were expecting.

cont'd over

Q: Right. So it's kind of more inside?

A: Yes. More inside, yes.

Q: It's interesting, isn't it? How people, because very often ...

A: Sometimes she behaves as if she is a mature girl, and not like a kid, like normally I have seen. "Oh, we have got a car, and this and this...". No, she didn't.

Q: Mmm, she just stays quiet.

A: No she didn't do. And I was expecting that she would jump ...

Q: Yes. Especially when she'd been so keen to have one.

A: Yes. She was so keen.

Q: O.K. She's not xxxx. I think probably that you'll say "No" to this as well, but I just wonder, sometimes children, instead of saying things, they have little sounds that they make, you know, quiet chortles or chuckles, you know just little patterns of sound that indicate they're feeling in a particular way. Does that every happen with her when she's happy. Not a scream, you'd get a scream perhaps if the child was angry, but any sort of sounds that you think of that she makes? Does she sing, or ...

A: Not really.

Q: O.K. fine.

A: She doesn't make any sound.

Q: Because some children will sing or hum, those sorts of things sometimes. And you've already said that she comes to you and gives you kisses and cuddles when she's happy. Obviously with the baby. Now this is where it sometimes gets interesting. You've seen these things in her interaction with yourself and with her father. Have you seen her when she's playing perhaps with a friend, and she doesn't know that you're aware of what's happening. Is there anything that she might do when she's playing with a friend, and she's feeling really happy that she doesn't normally do with you. Are there any other things that we haven't talked about?

A: Yes. She does.

Q: So what are they?

cont'd over

A: Ah, she wants to play the character, like she wants to be Simba and if any other kid comes then she wants him or her to be xxxx, and she likes to play with those type of things with other kids. Not with me. When she's playing with me, she wants to play with a dice and all that, those games, which needs help. She won't play with me, or she wants me to tickle her, that's ... she laughs ... or I chase her, then she laughs, because she can't run as fast as me, and then she laughs. And with kids she wants to be bossy, and she wants to like, "If I want to be Simba, I will be Simba" and "You have to be xxxx".

Q: So she gets that more control in that. And that happens in a situation where she's happy with the other child?

A: Like when she was going to kinder, she was very small that time, 3 plus, and she has not gained height for the last six months.

Q: No, she's a little girl isn't she? Little dainty girl.

A: Yes. And at kinder the other kids, like those were Australian, we were very well built and one of them was xxxx and she was to look after Kaumudi, our daughter. Because at that time she was not, she was facing lots of problems because she had come from a joint family, from a very protected environment, and here the language was one of the problems. Everything, she was dependent on me and her father. She was missing us. And the kids there, there was one ... home corner, they used to dress up, and all the girls they used to say, "We are mum and you will be the kid". And she'd say, "Why can't I be a mum, Mumma?" They say you can't be a mum. And I said "Because you are small, they are big, that's why". And then the next day she told her teacher, I want to be a mum, I don't want to be a kid. She knows that the others are doing, and she has to do.

Q: But she likes being in that dominant role with the other ...

A: Yes, she wants ... she wants to be ... the first, she don't want to be second, and I don't want her ... because I never pressure her, because she is very tame. I don't want to pressure her for studies or anything. She has got xxxx, like they had a sports day last year and she just didn't go there, and she was crying and crying, because she was so nervous and her buddy he is in fifth grade, and he said, come Kaumudi, I will look. She does refuse, and the last couple of ... I mean the second last week of the term, they had a whole school concert, and I was a bit afraid I said she wouldn't go on the stage and she will just ... she will start crying. And her teachers were also worried about her. But she was the only one who was twisting and doing .... while the others were standing still, and she was twisting!! (Laugh)

cont'd over

Q: Oh really, so she's got a bit more confidence?

A: Yes, she has. She has definitely.

Q: It's a big change isn't it for little tiny ones.

A: Yes. And the baby changed too.

Q: Especially when you're coping with change as well. It's taking some of your energy and she's got her own things to sort out. It's interesting. Well that's probably enough about how she behaves when she's happy. I'm interested, you were talking about Kaumudi being a bit anxious at times, perhaps that would be a good one to talk about now. I mean you've given me that example about she was very tense and anxious about the athletics and she wouldn't go. Is that a major one that's been recent or are there other things that have made her be anxious?

A: Not actually ...

Q: That's the most vivid one for you?

A: Yes. And I was really worried about her after that.

Q: O.K. Well what happened, what was it that she did that told you that she was feeling anxious?

A: That day? Actually what happened, all the kids, they were sitting, and she was going xxx, and they have this ... each prep kid is, they have a buddy, who is xxxx, that's a very good system, and she has got an Australian boy, he's a very nice boy. His mother, she loves Kaumudi and she has taken photographs. But that day she was talking with me, and I told Kaumudi, go and sit, they were sitting in queue, all the kids, they were sitting in a queue. And I said, "You go and sit with them", with the prep ones, and she just went there and the girl sitting behind ... the two girls were sitting and she wanted to sit in between her, because she knew the first one and she wanted to sit with them, but the other one, she just refused, and that was enough to make her upset. She just came back, she thought, I am all alone, no one is with me. She is a bit ... for any situation I have to make her mentally prepared.

Q: Right. Otherwise she gets very anxious about it?

cont'd over

- A: Yes. Otherwise she gets ... she is a bit nervous type of girl. Like when my ..., I was expecting her (the baby) I knew that if I did not mentally prepare her, she will create a problem. Because for five years she was the centre of attention. Then when I went for the shopping and all that I took her with me, and whatever she used to pick up, the things, I just bought. Because she don't have any choice, so that way .. and when she was going still for the last three months, she needs more time. But she is happy. She doesn't complain or anything.
- Q: So when you say she's a nervous little girl ...
- A: At xxxx situations xxx
- Q: So what does she do, apart from that mental preparation to make her feel ... I guess you're trying to make her feel a bit more confident.
- A: Yes.
- Q: When she's feeling not unconfident, what does she do?
- A: She feels very xxx, not nervous, she feels bad.
- Q: O.K. Does she tell you she feels bad?
- A: Yes. Like they get pupil of the week every week, one kid, and she was not getting it, in the first term, and every Monday she used to wake up with a feeling that, today I will get, might get. And if she is not there, she always, the first reaction was like looking at me, "Today I haven't got". And every day I said, "No", your turn will come. The week you do the very best, you will get it. And one day she got it, and of all the Indian kids, she was only the first one to get it, and it made her very happy, and she came and she told her father "I got pupil of the week". And she was really happy, and that's all, and after that she didn't want to discuss it all. And the thing, when she gets the thing that she needs, the value of that can only till then and when she ... that she didn't get all of the time.
- Q: I see what you mean. She values it until she gets it and then that's it. She's ready to move on.
- A: That's it, and then she wants the next thing.
- Q: You say she woke up every Monday morning thinking today might be the day. Did she talk about that before she went to school, or did she say that she had a tummy ache, how did you know that she was worrying about it?

cont'd over

- A: No, she was not worrying, she was hoping. She was hoping and she was looking forward to get it. As I said, she wants to be the first one every place. Whether she knows or not, she will be waiting for it, xxxx And when they told me that Kaumudi is the only one who xxxxx likes this, so that, xxx like she was, xxx Mumma, today I will get the pupil of the week. She was not that upset that she wouldn't eat or cry, only for a fraction of a second, she would just look at me, you know, "Today again I haven't got" type of thing.
- Q: I see. Right. So when she came home you could tell.
- A: Sometimes she behaves in a very mature manner and then she just forgets and looks for another Monday, looks forward.
- Q: So when she came home she wouldn't be worrying about it, but she'd be just a little bit sad for a moment would she when she came in?
- A: No she forgets ...
- Q: But you said, she'd just look at you and she'd say, "I didn't get it today". How do you think she was feeling then?
- A: With the expression of her eyes?
- Q: Yes. What was it she was telling you then? Was she feeling sad? Angry? Whatever?
- A: Yes.
- Q: Angry.
- A: No, sad. Not sad, disappointed.
- Q: Disappointed leads towards sad doesn't it, but it's not as strong as sad. I think we need to go back to just thinking about that day at the athletics when she was a bit fearful. You had to encourage her to go and join the other children.
- A: Yes, yes.
- Q: Then when she got what seemed to you to be a fairly small problem in terms of where she could sit, she came back to you.
- A: She didn't do that in the whole ... for the last half an hour she went there and it was for three hours.

cont'd over

Q: I see. So she was feeling anxious so she wanted to be near you? Is that what you're trying to say.

A: Yes, I think she was a bit nervous. Scary I think.

Q: Right. Well think of her as being nervous or scared.

A: I think because she wants to do everything perfectly and she could not do any activities like skipping ...

Q: Oh right. She's just too little to do them yet.

A: And catching the ball ... they had really small, you know, for the primary school they don't have very big activities or something difficult. They had all easy, but she was not able to do. And she was feeling, well I am the only one who is not able to do it. I showed her, see that particular, he is not doing, she is not doing, but she said "No. I just don't want to go".

Q: O.K. Right. So that's what she says, she's feeling nervous and scary and she says "No, I'm not going to".

A: But the same thing happened, they had the Olympiad at school, after the Olympics, and she couldn't go that day, because we had to take this one to a temple and all, she couldn't go. And she felt very bad because all the kids they had gold medals, sort of thing and she said, "Why didn't you send me to the school?" I said, "I thought you will not enjoy because last time you were crying". But no, once she's ... once you just brainwash, make her mentally prepared, then she can do anything. But it needs a little bit of a push.

Q: And she needs to see, she actually seemed to have to go through that first experience and then she was ready for participation in the next one wasn't she?

A: Yes.

Q: So it's doing something for the first time that makes her feel nervous and scared. And then, on that first time, she says "No I won't do it". Does she say I won't do it, or I can't?

A: I can't.

cont'd over



Q: I can't do it. And she wants to be with you?

A: Yes. Or she wants me to play with her on the ground. Which I didn't do.

Q: Right. So she really is asking you to interact with her. Does she actually sort of hold onto you. Sometimes children of her age get a bit clingy. They sort of hold onto their mums when they get a bit anxious.

A: No.

Q: No, she just wants to be physically close?

A: Sometimes. Like if you go to someone's house and they are acquaintances, but some new family comes there with the kids, she won't play with those kids. She needs time. And then ... initially I used to push her, go and play, go and play, then it used to take more time. She used to take more time. Now I have started avoiding. I just introduce her with the kids and I just leave, whether she's sitting next to me, and then after ten, fifteen minutes, on her own she starts, and I have told her, you have to make friends, I won't help you. So what she does if she's in the park, she says, I'm Kaumudi, what's your name? And then she'll come running, "Mumma, I've got one friend".

Q: It's interesting that you've come to that strategy, because it's a really good one isn't it, just let her take her time, and get a bit of a feel for what's going on.

A: And just don't look at her, then she will start.

Q: And does she always come ... if ,say, you and your husband are out in this situation, does she always come to you, or is she just as likely to go to him?

A: Most of the time for me.

Q: Most of the time to you.

A: Because, the reason behind this, my husband he always tells the wrong thing. Like if she asks me "What is two plus two?", I'll say four, her father will say five. Just to make her think.

Q: Just to make her think.

A: Yes. And she never believes what he says to her.

Q: I think it's, well you know, it's always mum because mum's been more, you know she's the person who's been available most of the time.

cont'd over

A: Most of the time.

Q: O.K. coming back to this time again when she's feeling sort of nervous and scarey and she's sitting beside you, is there anything about the way she looks that you notice that's different from usual.

A: I think upset. And I think she just doesn't want me to say anything to her, like "Go" or something.

Q: Right. So she just wants to be quiet, but near you?

A: Quiet. Yes. If I say "Go, why are you not playing, see all the others", "Don't say, don't say, I don't want to go, because I can't do".

Q: Right. So she's very aware of the pressure.

A: Yes. So it's better not to talk.

Q: Just let her be quiet.

A: Yes.

Q: Does her colour change at all? Various people I've spoken to say their children go a bit pale ...

A: No.

Q: She just ... no she doesn't.

A: She is pale. (Laugh)

Q: She is pale, yes. Now if you did, and I know you say that you've learnt not to, but thinking back to times perhaps a bit earlier on when you hadn't worked out this strategy, if you did try and make her go and do something, would she go at all, or did she just ... she just sat.

A: She won't go. Yes.

Q: So you couldn't even get her to walk slowly towards the other children?

A: No, she wouldn't go.

cont'd over

Q: She just sits. O.K. And does she have the language to tell you that she's feeling scarey? Does she actually say to you, "I'm scarey?" Or does she just say, "I can't do it".

A: Yes, she says, like, I can't do it. I don't want to.

Q: But she doesn't actually say to you, look I'm feeling a bit frightened or a bit anxious or anything?

A: No.

Q: O.K.

A: She wants to be a part of the event and she's not able to be then she just ignores. Like not, they have their own choice, with her friend as well, but Kim, she is a Chinese girl, and she can't speak English, she is helping Kaumudi but because she is more scarey, quiet and not ... she is a very quiet girl, and Kaumudi thinks, I am more responsible, and she tells me, "No, my teacher said you look after Alice. And I looked after her". I said, "You looked after her?" So she wants to be more responsible, more dominant and xxxx.

Q: It's lovely that's she's got a little friend that she can look after and feel as if she's doing something important. As I said before when I was talking about her being happy, have you seen her, like say you were with friends, and she meets a new family, and she's feeling a bit anxious and scarey, but she's still brave enough to go over, and talk to them, but you're aware that she's feeling a bit scarey, what does she do? Is there anything that she does that is a little bit different from the way she would do things with you?

A: Like, she will sit with me and she will keeping looking at those people, and with a smile. With a friendly smile. The only thing is she is not, that time, she is not prepared to initiate. She just wants to sit and after some time she will go, like two steps, then four ...

Q: Oh right. Slowly, slowly.

A: Slowly, slowly. And keep on watching them, but I don't ... initially I used to think that she should go immediately, but now I thought no, this is her way.

Q: It's just the way she is.

A: Yes, it's the way how she is.

cont'd over

Q: So she very slowly moves forward. What happens if she's sitting next to you and perhaps a child comes over towards her and invites her to join in?

A: Then she goes.

Q: Then she goes. So she's not so anxious that she can't join in?

A: No. Then she goes.

Q: It's interesting isn't it? She just needs someone to help her get started. O.K. Well that's fine, that's very interesting, the way she handles that. And interesting the way you've worked out this really good strategy of letting her take her time. Well let's think about when she's sad now. Can you think of a situation ...

A: When she's sad?

Q: When she's been sad, in the last few months?

A: Not too ... like, everyday they are sad, every day ... but no, she hasn't been that sad that it takes time to recover, not that. It's just sometimes, if I'm angry or something, she just comes out and starts watching TV or something. She diverts ....

Q: Attention, yes.

A: Actually, we needed this situation, because when we came from India her grandfather, she was very attached to him, and my first sister. Whenever I used to get angry there they used to pick her up and just take her away so that she never had seen that phase that mummy is getting angry. When we came here we stayed at one of our friends house for 21 days, and one day she just ... I think she broke xxx, she did something wrong, and those people they just made xxxx, which is not good I think, but it was their way, and then, she was just three years, and I just beat her a lot, I was very upset because I was homesick and all that.

Q: Oh sure, it's very distressing isn't it ...

A: I just wanted to get rid of all that, and I just xxxx and after some time she said, Mumma, when we xxxxx don't cry there. But now I will not cry because my grandfather is not here to look after ... and we felt very bad. We felt very bad, we thought why did we do that? And then after xxx changes, we wanted her, if we are angry she should not take it seriously, she should just ... and now she has started doing that. Like if we are angry she just goes in there and she is least bothered. Which we want. Because she is a bit ... I said very xxxx...personality.

cont'd over

Q: So she goes off, when she's feeling a bit sad she goes off quietly and sits down and watches TV. Are there any other ways that she has of showing you that she's sad?

A: Sad or angry?

Q: Sad for the moment. We'll come to angry in a minute.

A: Yeah, when she starts to cry. With big tears. And then she tells me, "I'm sad ..."

Q: She tells you.

A: Yes. She tells me. "I'm sad because you did, you were rude to me" or something.

Q: That's interesting, she actually tells you what saddens, whereas the other things we've talked about you know but she doesn't say. But sad ...

A: Yes. "I'm sad because I was kissing you and you just pushed me away. That's why I'm sad".

Q: O.K. So she tells you and she cries. Is there anything about the way she moves, walks, when she's sad?

A: No.

Q: She doesn't go slower?

A: No. She just sits. Or she will cry in front of me so that I can pay attention. You are crying so ... She wants me to ... that time when she's sad, she doesn't want to sit at one place and cry, she wants me to pay attention, and I'll try to kiss her and to say sorry, if I kiss her that means I'm sorry, for my baby. That's all.

Q: O.K. Does she ever go and cuddle up to anything, like a cuddly toy, or anything special like that?

A: Yes. She likes her dolls.

Q: And when she's feeling sad?

A: No. Then she wants to cuddle me.

Q: O.K. She just wants to cuddle you. Sometimes you've probably met children where ...

cont'd over

A: No, she doesn't do that. A toy for her is a toy.

Q: Right. It's not a comfort.

A: No, it's not a comfort.

Q: What about when she's playing with other children, and perhaps something goes wrong, and she feels a bit sad, even just momentarily, are there any things that she does then that are perhaps different from the way she handles sadness when she's with you?

A: Yeah, when she was ... she came, she was a bit insecure and that time whenever she used to get angry she used to cry. But now for the last two or three, no I think for the last six months it's a big change. She fights them back. And I've told ... actually she used, every day she used to come with a complaint, "She pushed me, and I was crying, she did this thing, and I was..." every day her teacher used to tell me she cried because of this. She couldn't find this thing in her box, that's when she was crying. There was no juice, that's why she was crying. There was no grapes, I mean this type of grapes. Then I said "No, if you will cry I will let you cry. You have to face on your ... if someone is fighting with you, you fight back. But don't tell me", and now she is doing that.

Q: Standing up for herself.

A: Yes. Like, you know one girl is there and she dabs I think, like Kaumudi is doing this thing, this thing and she used to feel very bad. And what they do during their big lunch, she likes animals, my daughter, a lot. Any snail or flies or whatever! (Laugh) She just can't kill anything. And there are lots of snails in their playground, and one girl was killing, and my daughter was picking in her hands and putting them back or something. I don't know what ... they were playing with the snails. And that girl went to the teacher and said that Kaumudi is picking up the snails. And the teacher must have said, "No don't pick them, because they may be dirty, and you just watch". And now she ... next day she was telling me, "Mumma, Sanchinee was picking at the snail and I told the teacher, but now these days I am not doing when she is there, because she can dob me!" So I said ... then she asked me, "Now I am clever". I said "You are clever". "And I just pick when she is not there, when she is not around". I said, "Yes, that's all right".

Q: So she just, really when she's feeling sad, the two main things are that she cries or she'll go off and watch TV or she'll want a cuddle.

A: No, when she is sad, then she cries, and she watches TV when I am angry, when I'm getting angry and she's not.

cont'd over

Q: How do you think she is? When you're angry and she goes off to watch TV, is she angry, sad or neutral? Or something else?

A: Sometimes she is scared when she does something wrong, and sometimes she is neutral.

Q: O.K. So she's not actually sad.

A: Yes.

Q: O.K. so the crying then, really her main way of showing you that she's sad, is that she cries or she says, I am sad.

A: Yes.

Q: Right. Well let's just finish off with angry, we've been hovering around being angry, talking about when she's angry. Does she get angry? What sort of things make her get angry?

A: She isn't ... I think she's not angry much. No. She doesn't get angry much. Yeah, like ... I don't know how ... she gets angry with very small things like when we are sitting in the car, I want to buckle up her belt, and if she's, her father starts the car she gets angry, Can't you wait for me, I am still ... I haven't done or something, that's all. So not really ...

Q: Right. So it's fairly low level.

A: Very low level yes.

Q: That's interesting.

A: No, she don't get angry,

Q: So when she says those, if we just think about that very, more irritation than anything isn't it ...

A: Yes, she gets irritated.

Q: Well let's talk about irritated then. Because ...

A: Yes, she gets irritated.

cont'd over

Q: What does she do and how do you know that's she's feeling ...

A: Like if she's going to the school and she wants to put her jacket in a particular way and I'm not in that way, and she'll go, walk like this, this way, and that's all, and then I'll do and that's all.

Q: So it's just a forceful way of speaking?

A: Yes.

Q: Something about the way she says things isn't it?

A: Yes. Forceful. You are not doing it the way I want it to be done. That way.

Q: That's interesting. So she's really a worrier isn't she rather than a child who gets angry, from what you say. O.K. what about when she's with other children, does she get angry with other children at all, that you've seen?

A: Yes. She does.

Q: Right, and what does she do when she's with them that shows she's angry?

A: She has got one doll, one talking doll, and she doesn't want anyone to ... she don't want anyone to touch that one. And, "Don't touch it", that's the only thing she says.

Q: So again, it's both what she says and how she says it. What would happen do you think if someone did take that doll?

A: She'd fight.

Q: She actually will fight?

A: She'll fight.

Q: Right. And when you say she fights, what does she do?

A: She'll just ....

Q: She grabs it back.

A: Yes, she does. And "Don't do..."like, with very, because she knows she is physically not that well built, she is strong, but not, I mean ...

cont'd over



Q: Not big.

A: Not big. So she just cries. "Don't do this". In a very determined, very firm way. "Don't do it". She says that.

Q: But she doesn't actually hit the child?

A: No, never. She don't hit.

Q: O.K. So let's just finish off then by thinking about how would you describe her, in general terms. If we hadn't had this conversation, we were just meeting each other for the first time, and I was asking you to describe her in general terms. How would you sum her up? How would you describe her to me? What would you say in general about her? Do you think she's happy, progressing well ...

A: Yes, she is happy, responsible, a bit irritating, not for me, but for her, irritated, what's the right word for that?

Q: Irritable, yes.

A: Irritable, yes. And very kind hearted. You just can't push her and she ... this is hers, to put on her legs, and she loves these things, anklets. And today in the morning for the first time I put on her, to play with her (the baby?), and she ... when she woke up I thought, Oh, she may get angry. And I asked her, "Are you angry, because I gave the thing to play", she said "No". And if she's crying and I'm doing something she wants me to pick her up and she just doesn't want ... like this, she is kindhearted, or if I am sick or something, she's worried about that.

END OF INTERVIEW

Appendix F5: Interview with Chinese mother of boy

Q: This is an interview with a Chinese mother who has a son aged 7. Thanks for coming along and agreeing to talk, it's kind of short notice for you but it's great that you could help out. As I said before, what we're going to do is just run through each of these four different feelings and try and work out how you know they're feeling in particular ways. And I like to start off with happy, so can you just think of a situation where your Kenneth was particularly happy. It doesn't have to have been a really major event but just some situation which made him happy and can you describe what happened.

A: Do you mean what things can make him happy?

Q: Yes. If you can think of something that made him happy recently.

A: Please him. If he ask something and you please him and do it for him ...

Q: Right, can you tell me something that has pleased him particularly lately.

A: Just like, "Mum I want to watch the video", I say "No". If you say "Yes", he will be happy. Sit down, calm down, watch the video and everything, so that's happy because he's quiet. Something if you, Mum I want to go out, I want to go this, and you do it for him, he's happy. Smiling and jumping and singing, he's happy. He's a very happy boy.

Q: And so already you've told me the answers to some of my questions, that he smiles and he's jumping and he's singing. Any other things he does?

A: What else. If he does something, you say, you show your appreciation to him, he's happy. He give me a kiss, "I love you".

Q: And gives you a bit of a cuddle?

A: Yes.

Q: Right, cuddle and a kiss he wants to give you, and he says "I love you". O.K.

A: He always draw me a car, Mum, here mum, I love you very much. Kenneth.

Q: Right, so he gives that to you as a little present?

A: Not as a present, sometimes he's just done it when he has free time, you know, and put a sticker on the fridge, and then suddenly, "Look, I've done that for you. Have a look".

cont'd over

Q: So he's got lots of ways of showing that he's happy. Let's come back to his smiling, is there anything else you notice about his face when he's really happy.

A: Oh, he makes lots of noise, ha, ha, ha, ha, you know. He's noisy.

Q: And those noises, they're not actually laughing noises, are they laughing noises or just some noises that he makes.

A: Sometimes laughing, sometimes he makes a noise, both.

Q: Yes, I've known children to do that. It's so much happiness they have to make a noise.

A: Yes, sometimes screaming, when he's xxxx he's happy too.

Q: And gets so happy that you'll find him screaming as part of the game?

A: Mmm.

Q: I think you've mostly answered all these questions about him being happy. Jumping, you said that he jumps about when he's happy. Any other kinds of things you notice about his movement when he's happy?

A: No.

Q: O.K. fine. Sometimes children if they're not jumping about, they race about, they run about or they wave their arms about, or those sorts of things.

A: No.

Q: No, he doesn't do that.

A: No, he doesn't do that, no. Just jump, sing the song, yes. That's what he does all the time.

Q: Well as I say you've answered all my questions except for the very last one. If Kenneth was playing with some friends and he was really happy and he didn't know you were watching is there anything else he might do, that you haven't already described. Sometimes people are different with their friends.

A: They just you know, pushing each other, tickle each other and what else ... talking, smiling. Not much different with me, no.

cont'd over

- Q: No, not much different. But the tickling is different isn't it?
- A: Yeah, tickling yeah. Tickle, tickle! (Laugh)
- Q: Yes, I haven't had anyone tell me that one before, but it is fun, that behaviour that goes with being happy. Let's go onto one that's a little different. Right at the opposite extreme, what about when he's sad, what sorts of things make him sad?
- A: If I scold him, say "No", very firm answer "NO", or sometimes accuse, you know, have you done something wrong? And I haven't got the exact answer, just maybe. Have you done it? Just, Have you done it? And he's just said, "No", and angry all together. What else. When he's been punished, very sad.
- Q: He's very sad when he's been punished. Right, well let's think about that then, a situation when you had punish him, and he was very sad. What was it about his behaviour that told you he was sad?
- A: Crying and you know, fight back, "Mum, NO, Mum!" He's a very energetic boy. He's not ... he won't calm down, very big strong action. Yeah, crying, screaming, "NO, I haven't done it, no, no, no, not me!".
- Q: And was his voice was bit louder than usual?
- A: Louder, very loud. And what else, oh, sometimes there's screaming, not for the sad, just for the angry. That's xxx to me. And then quiet.
- Q: So he cries ...
- A: Cries or screams then, and you know ...
- Q: And then goes quiet.
- A: Yeah.
- Q: Is there a sequence, does he cry, then scream and then go quiet. Or, does he cry and then go quiet, or scream and go quiet ... so sometimes he cries and go quiet, sometimes he screams and ...
- A: Always cry, scream, "No, not me!" And then if you say, "Yes you", he just ignores you and then quiet.

cont'd over

Q: O.K. right. So there's always that pattern.

A: Yes.

Q: So when he's feeling like that he says, "No, it wasn't me that did it" and he's inclined to scream. So when he goes quiet does he do anything else, besides go quiet?

A: Umm, he tries to escape from that situation. He's a very clever boy. Maybe he, goes back to his room, reading, or watch the telly, and then starts to please himself again.

Q: Right. So he goes away?

A: Mmm.

Q: Does he have any thing that helps him to cope, any soft toys or anything that he ...

A: Yes, sometimes he gets the soft toys, a little mouse, Jerry, that's in the Walt Disney cartoon ...

Q: Yes, I know Jerry. Tom and Jerry.

A: So he loves that one, whenever he goes, if we have a tour or whatever, he takes him. So he likes those toys very much.

Q: So if he's sad ...

A: He goes and gets them ...

Q: He goes and cuddles his toy. Sometimes children do that instead of getting a cuddle from their parents and sometimes children do both.

A: No normally, you know, for the toys, if he cries or is sad, no he won't give me a cuddle any more.

Q: So he goes and uses his toy to cuddle. And you said that he'll go and just watch TV quietly or read a book or something like that.

A: Yes.

cont'd over

- Q: When he's walking from the room, say you've been in some family room and he's going to go off to his bedroom because he's feeling sad, is there anything that you notice about the way he moves. When he's sad.
- A: When he's sad ... not different ...
- Q: No, nothing special. Sometimes children walk a bit slowly or something, but if he doesn't that's just another variation.
- A: Just normal.
- Q: He just goes along. The really important thing that you notice is the sort of pattern of crying and screaming then going quiet. Not other movements.
- A: No.
- Q: Again, thinking about when he's with other children, let's say he was playing with a friend and things didn't go right and he was feeling a bit sad, would there be any behaviours that were a bit different?
- A: Things go wrong with his friend?
- Q: Yeah, he doesn't know you're there and he's playing with his friend, what would he do, is there anything that's different? The way he'll ...
- A: He will say, "I don't want to play with you again". Or "That's not my fault, it's your fault".
- Q: Mmm. So instead of crying he makes comments.
- A: Yes.
- Q: Sometimes when I talk to people, they find it difficult to separate out sad behaviour from angry behaviour because there's some overlaps. So I'd like you to stop thinking about him being sad now and think about something that's made him angry.
- A: He's got a very strong reaction when he's angry. He throws things sometimes, he's really angry and he will keep telling me, "It's not MY fault!"
- Q: Like that, very loud?
- A: Yes. Very loud and very so he's, you know, even if he's look at me ...

cont'd over

Q: Right, now I have to describe it for the tape. Your teeth were a bit clenched were they?

A: Mmm. Very staring ... not staring, just very angry. And then he, if you say, you don't accept his excuse or answer, he just runs away. So, it's not my matter, he's winning, none of my business. And he just runs away. And runs away and goes out of the house and play in the back yard, or whatever, and do whatever pleases himself. If he's really angry and been arguing with you, and so he's angry, emotional and if you don't accept him, or give him a punish, and he'll start cry and everything, then he will try and please himself again.

Q: O.K. So he's got two reactions from the sounds of things. When he's really angry he might run outside ...

A: Sometimes.

Q: Or he might start crying and then you get into that sort of going quiet and sorting things out that way.

A: Because sometimes, he's really angry, he always argue with me the points ... something must be wrong, he's done it, and he argues with me, you know, mmm, blah blah blah and that, and I say, no, that's your fault. He say," O.K. if you don't accept my point, my excuse, that's your problem, not my problem" and he just run away. Or you say, "You've been naughty, or you show me that attitude I don't like, because I'm your mum you have to respect me", to give him any punishment or whatever, he start crying and then screaming and then jump onto things and then try to be quiet, or run away from the situation, watch the telly, that's the situation.

Q: Is he more likely to be crying when it's something with his relationship with you, and more likely to be just simply angry and run away if it's not to do with your relationship? I'm just wondering if there are differences in the sorts of events.

A: Certainly it does the difference, if he show his anger, he always utter a view first. And very strong reaction. If you do not say anything, he stamp, yell, or MUM, that's not ... and sometimes he's a bit naughty and he'll just throw the toys. And then if you ask him to come back again and talk to him again, and he hasn't got the point from you, he'll say, "That's not my fault, I haven't done anything wrong". Still angry, you know what I mean. And then you say, if you're naughty, you haven't give him any punishment, but warn him, "I will give you punishment", he is still angry and try to protect himself, and start crying. Crying with a very angry attitude.

cont'd over

Q: And crying very loud?

A: Yes. Very loud.

Q: Is that different from crying when he's sad?

A: Yes. If he's said, sometimes it will be a whisper ...

Q: Just little quiet sobs.

A: Yes. But sometimes he does loud when he's sad, but when he's angry never quiet.

Q: So he might cry loudly when he's sad, but never going to cry quietly when he's angry. Always big loud cries. So he's just crying with rage really. Now you said he throws his toys, does anybody ever get hurt or anything ever get damaged?

A: No. Normally he just throws the very soft ones, he knows how to do it. Otherwise he will be in trouble again! Just throw the ball or a soft toy or a pillow. And that's just occasionally, not all the time.

Q: Yes. When he's really feeling terribly angry. What about, you know, you said he runs out of the house. What about the way he's actually putting his feet down, is he very ... sometimes children sort of stamp when they're really angry, does he do that, or does he just run out?

A: Not always. Very occasionally.

Q: So he's more likely to just run out of the door?

A: Actually he loves the garden very much. He loves outside.

Q: Right, so it solves all his problems, going outside.

A: Yes.

Q: If he was angry and he was playing with a friend, and he got angry about something, is there any different that he might do?

A: Oh, fighting each other!

Q: Oh right. He will fight with his friends. Physical fight or just an argument.

cont'd over



A: Argument first I think. Then physical fight.

Q: Punches and ...

A: Yeah. But not serious. I watch them.

Q: Yes. That's why I ask. Because they don't know, when they don't that you're watching they are different sometimes. So he'll have a bit of a fight. Some children and I'm sure you've seen it, actually fight very seriously and they kick ...

A: No ...

Q: None of that.

A: No. Not my boys. They quite well behaved.

Q: So it's a sort of punching but not real hard.

A: Not real hard. If I say, "No, if you real hard punch whoever, they will get hurt".

Q: And they don't really want to do that.

A: No.

Q: What happens as the fight goes on, how long does it last and how does it end typically?

A: xxxx xxxx fight, and then he'll say, "I don't want to play with you again, I don't want to play with you" and just run away.

Q: So it's just a few hits and then run away.

A: Yes, that's all. It won't last too long. They don't have tension.

Q: I think they don't have enough anger either. Does he ever say to you, how he's feeling, quite explicitly. Some children do and some don't. Some will say, "I'm really angry", or "I'm really happy", or "I'm really sad". Does he ...

A: He does say to me.

Q: All of those?

A: "I'm very angry about you mum, at you mum, because I haven't done it. You say I did it, no, no, no, no".

cont'd over

- Q: Does he do that in terms of when he's sad, does he tell you, "I'm sad" or do you have to work that out?
- A: He'll tell me, "I'm not happy, I'm unhappy today". Might be at school, or what happened with his brother, you know.
- Q: And going right back to the beginning, when he's happy?
- A: Happy, sometimes.
- Q: Not so often.
- A: No. "Today I got a sticker today from the school, because I am the good boy, best boy, good isn't it. Best listener in his class".
- Q: And he will say that that's made him really happy? "I'm really happy because I got my sticker".
- A: Yes. He'll just join me and say, "Mum, look at this?" He is proud.
- Q: I always love it when teachers give children, little children, those sorts of stickers, because it's such a little thing for the teacher, and such a big thing for the child.
- A: Yes, that's right. And last year he got a sticker book, when he gets the sticker, he's been good, he keeps the sticker and he won't throw it away. He'll just keep it in the book, and he makes his own book, not buy one from anywhere. He made his own book, just get some white paper, and use the stapler, or stick it on, and just keep all of the stickers. When he's been xxxx, so I am good today, he's been proud of that, and he take it off from the clothes and stick it in the book.
- Q: What a lovely idea. They'll just be lost and then they get forgotten. O.K. Well he sounds as though he's pretty well organised with those ones. Let's think then about the last one, which is anxious. What sort of situations make him feel anxious or fearful.
- A: Anxious or fearful. I think he's crying and hold my hand, asking mum, tell me he doesn't want me to go or you know, whatever, he's anxious. He's in an anxious situation, he'll just hold my hand. Mum, don't go.
- Q: Right. So he's really insisting that you stay with him. When does this happen, what sort of things make him do that.

cont'd over

- A: Sometimes he has nightmares. And after that he's quite anxious. He feels unsafe. He says, mum stay with me. I want you to stay in my room, don't go. That's the only one.
- Q: That's the only one. What about when he's watching TV, does he ever get a bit frightened?
- A: No. He's very brave. You won't believe this, we went to have, you know the picture in the cinema, the Jurassic Park, he was only four or five, and it's quite terrible the dinosaurs. And I used ... hand cover his eyes, and he said, "Mum, don't do that. I'm not scared!" He's so brave, you know. No, not at all. I think just ... what else make him anxious. The relationship with the family, he gets hurt from his father, or you know, he needs to play the piano, he's not playing piano well, and you know, scold or yell, or warned by his big brother or me, and he's just a little bit anxious. "Don't tie me up here, I want to go ahead, I don't want to stay here for ages. I want to watch my telly, after my practice". He gets anxious. What else ... mmm ... Oh, the other thing. He's too easy to have a nasal bleeding. He had a problem, so actually he's been seen by many doctors and xxx cauterise him, last time was really bad before they cauterisation, it's been three, four hours, so he's anxious about this.
- Q: Of course. That would be frightening for him when it went on and on.
- A: Sometimes he feel sick and when he's not well, he's anxious. You know because he's asthmatic. And when he's quite short of breath, he knows.
- Q: That is frightening. My husband's asthmatic.
- A: It's terrible. He's anxious, "I want Tom, I want Tom".
- Q: O.K. so apart from what he says, and this hanging onto you and wanting you to be with him, what other clues do you have about him being anxious, is there anything else? How does he look for example?
- A: I think he will get his soft toys, Jerry, you know, cuddle. He's got a very small friend, he's been with him since he was born, that tiny little one who still cover up for with the toys, when he's in the bed, xxxx and he gets them. Just around him.
- Q: Lots of children seem to do that. They have some sort of cuddly thing that makes them feel better. And you said before that he'll tell you that, "I'm very angry", or "I'm really sad", does he have words to describe this feeling of being anxious?

cont'd over

A: Umm, no. "Just hold me tight".

Q: Right, yes. Because I think for children it's a harder one to find a label for, a word for. I mean, angry and sad are sort of ...

A: When he's anxious, he really wants someone with him. I think I'm always just the first choice for him and he always hold me tight and asks, you know, stay with me.

Q: So he's clinging onto you. He's not actually cuddling you, but he's holding on.

A: Yes. Holding on.

Q: So you can't get away.

A: Or even sometimes we have outdoor activities, he hasn't tried it, it's just like, monkey bar or whatever. He xxx. He really want to try but he's anxious or distressed you know, he can't do it. So he will ask me, Mum, come close to me and ask me always be with him. That means he's distressed and anxious.

Q: That's right. That's obviously the most important clue you get is this sort of demand that he's with you all the time. And anything else he does is added onto that. That's his first thing that he does, everything else is added on.

A: Mmm.

Q: Have you ever seen him, when you think he might have been a bit anxious and he's been with his friends, say they're climbing on the monkey bars or something like that and you think it might be a bit frightening for him. Is there anything different about the way he copes?

A: I think if he had trouble with his friends and it make him anxious, he will start crying. If he hasn't got me with him, so he feel unsafe, he's anxious.

Q: Then he'll cry?

A: Yes. Cry ... I think quietly, not aloud. So he's unsafe.

Q: Sometimes children also show their feelings by their skin colour. Does his skin colour change at all?

A: No. No flushing face, no turning pale or whatever, no. I do, if I am angry, I get flushed face.

cont'd over

Q: Right. And if I'm very anxious about something I go very pale. So some of us do and some don't. But his is just fairly unchanging.

A: Mmm.

Q: I think we can finish there except that I would like to ask you, in general, how you would describe him, if we hadn't had any of this conversation, what would you say to describe your little boy.

A: My little boy is very happy, easy to happy, very easy to happy, if you please him he's happy, smiling all the time, but I think he's bad tempered too. If you would scold him or say you've done something wrong he won't accept it straight away. Always try to protect himself first. I haven't done it, not my fault, just your problem not my problem, and then you try to explain to him again, or tell him again, you really done something wrong, and then he will keep quiet. Don't accuse him straight away otherwise he'll be angry. That's his response. But just let him calm down or whatever, think about it in his room and he'll come and say sorry to you. That's his character.

Q: That's right. That's what I was thinking. And so you've learnt a way of managing that response that he has, that very strong response. By just giving him a bit more time. But he's active and energetic ...

A: Very. Sometimes if he's done something really wrong, I can't wait I have to give him the punishment straight away. Because if you just leave it for an hour, or just ... O.K., easy, "Oh, no I haven't done it, why do you give me punishment?".

Q: So there are times when you have to just sort of cope with that really strong reaction because it seems important that you deal with it straight away.

A: Yes.

Q: But that kind of strong reaction is part of the energy that he has, isn't it?

A: Yes, I think so, because when he was little, xxxxx sticking to the chair, so active, I think he is hyperactive.

Q: Do you actually think he is worth the label ...

A: No.

Q: No. But other people thought ...

cont'd over

A: Label him like this.

Q: So it sounds as though he was always a child who was sort of running about, when he was a pre-schooler, he was dashing about. Did he sleep much?

A: Yes, when he was little. But now, normally he went to bed about 9.30 and a half hour reading time with me. Normally he goes to bed before ten and then wakes up every day, 8, after 8 because he goes to school at 9. So it's quite close, where we live, so normally he wakes quarter past eight.

Q: Right. So he has a good long sleep.

A: Ten hours.

Q: That's good for a seven year old. It's interesting isn't it, that other people were worrying about him being active, but you could see it was just, he was active but he wasn't hyperactive.

A: No, I observe him all right.

Q: That's good, because I think too many people get labelled as being hyperactive these days.

END OF INTERVIEW

Appendix F6: Interview with Chinese mother of girl

- Q: This is an interview with a Chinese mother whose little girl is six and a half. Thanks for agreeing to talk to me.
- A: My little Sarah is five years old.
- Q: Sorry. Five years old, your son is six and a half.
- A: Yes.
- Q: Sorry, I made a mistake. O.K. we're talking about Sarah and she's five. Now, what we're going to do is to talk about how she feels, how you know how she's feeling and we'll start off with when she's happy. And I always think the best way to start this is for you to tell me about some event, something that happened recently which made Sarah very happy.
- A: Actually she's a happy girl. She's always happy and when she's happy she always laughing and singing and play by herself.
- Q: Plays by herself. Can you think of any sort of specific situation which has made her feel really happy in the last week or month?
- A: Let's say if you play with her she'll be happy, tickle her or something, she's really happy.
- Q: But she's happy just if you're joining in some activity that she wants you to?
- A: Yes.
- Q: And she laughs. Does she actually laugh or just smile?
- A: She laughs.
- Q: She laughs out loud.
- A: Yes.
- Q: O.K. Because lots of children just have a big smile but they don't actually laugh too much. O.K. and she sings I think you said.
- A: Yes.

cont'd over

Q: Are there some other things that she does that give you clues to how she's feeling. We need to go through some of the different things she might do and you can tell me whether she does do those things or not. When she's laughing, is there anything else about her face that helps you to know besides the laugh, that she's feeling happy?

A: No.

Q: Nothing special? O.K. And nothing about her eyes?

A: No.

Q: No, it's just this big jolly laugh she has. Does she say anything, are there any special things that she might say when she's happy?

A: When she's happy, she will say, "I'm very happy".

Q: She does.

A: Yes, she will.

Q: Some children do and some don't, so I'm always intrigued whether they actually tell you, I'm really happy. And when she tells you that, is there anything about her voice that helps you to know as well?

A: No.

Q: She doesn't sound different from usual?

A: No.

Q: Because she's usually happy, you're used to her voice sounding happy I suppose. Now you said she sings, sometimes children sing words and sometimes they just make a little sound and that's the clue, what does Sarah do?

A: She always sings the words. A song that she learned from school or learned from Sunday School.

Q: Right, so she will go around singing. And what about the way she moves, she dances about a bit, are there any other things that she does?

cont'd over



Appendix F6 cont'd

A: Not really much. When she watches TV or some dancing program, she will dance with it.

Q: I see, right. And she actually dances rather than skips. It's a dancing movement rather than a skipping one?

A: xxxxx.

Q: Does she move her arms about when she's dancing?

A: Yes. Learn from the TV.

Q: O.K, right. It's amazing what they learn from the TV isn't it?

A: Yes.

Q: If she's feeling happy, perhaps when she's playing with someone else in the family, will she come to you and want some attention.

A: No.

Q: No, she's quite ... O.K. doesn't want any particular attention. And when she's playing, and perhaps she doesn't know that you're watching, and she's really happy are there any other things she might do, that she doesn't normally do if she's around her mum? Sometimes children behave differently don't they?

A: Sometimes when she's happy and dancing, if she saw us watching her, then she will be silent.

Q: She stops. O.K. and if she was playing, say she was playing with her brother, and she didn't know you were about, is there anything different that she would do?

A: Not different.

Q: Not different, the same sorts of things.

A: Yes.

Q: O.K. Because sometimes children behave one way around mum and a different way around their friends. Well I think happiness is an easy thing to talk about and that's why I like to start with it. Let's move on then and think about something that makes Sarah sad, and how do you know that she's sad. Can you think of a time recently when she's been sad, even just briefly, about something.

cont'd over

A: Mostly she is hurt or something, I think something which her brother, take her toys away and then she will be unhappy.

Q: And how do you know that she's unhappy?

A: She will come to me and ask me ...

Q: To do what?

A: Just hug her or something.

Q: She wants a hug. Does she want a kiss as well or just a hug?

A: Just a hug.

Q: And does she want you to help her solve her problem, or does she just want a hug?

A: I think she just want me to know what's happened.

Q: Are there any other things that she does, or anything about the way that she looks, or what she says, that tell you that she's unhappy.

A: She will cry mostly.

Q: Sometimes she'll cry. Most times. Most little girls do that, most little boys do it as well. O.K. so she cries. Does she say anything special?

A: Yes, she will say, if her brother hurts her, she will let me know.

Q: But, you said when she's happy, she will come to you and say, "I'm really happy". Does she come and say, "I'm sad".

A: Yes.

Q: She actually tells you that.

A: Yes.

Q: Because that's interesting, sometimes mums know that their children are sad, but the child doesn't actually say. So she's one who tells you.

A: Yes.

cont'd over

- Q: And when she tells you that she's sad, how does she say it, is there anything different about the way she says thing, perhaps the tone in her voice.
- A: Yes, she will be different.
- Q: What happens?
- A: She will say something with a sad voice.
- Q: And what makes you know that it's a sad voice?
- A: Something like a cry, or some voice it's in sad...
- Q: Let me try and give you some other things that some children do that tell, sometimes they speak more slowly, sometimes they speak more quietly, one or two that I've heard about actually whisper, those sorts of things. Does your Sarah do any of those things when she's sad?
- A: Her voice will ... I can't do it ...
- Q: Just take your time, take your time. Can you show me, can you talk the way that she might talk?
- A: She says something like a very sad, like she's going to cry her voice ...
- Q: Oh right. I know what you mean, you can hear that she's nearly crying from the sound of her voice. Yes, that is hard to describe, even if English was your first language that would be hard to describe. I think in English we say something like, we can hear the tears in her voice, so that's a hard one. But I know what you mean, you know from, I think it's actually the pitch of the voice, or the tone of the voice that changes and you're aware that the tears are going to come soon.
- A: Yes.
- Q: No one else has said that to me when I've been talking to them, perhaps they all thought it was too hard to say. And you said that she comes and she gets a bit of a hug and she wants you to know. What about the way she moves, Sarah moves when she's feeling sad, is there anything that's different about the way she walks, or the way she moves around the house?
- A: She won't, she'll just come to me, come close to me.
- Q: Comes close to you. And say she was playing in another room with her brother, and she wanted you and she was feeling sad, how would she get across the room, would she hurry, or what would she do?

cont'd over

A: She would walk to me quietly.

Q: Just quietly. Nothing special. She doesn't go more slowly or anything, she just comes.

A: Yes.

Q: O.K. Besides coming to you for a hug, does she have anything else that she cuddles sometimes when she's feeling sad. Sometimes children cuddle their soft toy or something like that.

A: No, she won't.

Q: She doesn't, it's always mum.

A: It's a little bit different in here, the children. Because Asian we mostly don't give soft toys.

Q: No. But sometimes, one or two of the Chinese mums have said that their child has a little blanket that was left over from xxx

A: Yes. But in a little one when they are younger, two years old.

Q: So Sarah's given all that away and she comes and gets a hug. O.K. What about if she was sad about something and she didn't know you were there, is there anything that she might do that was different, when she was sad.

A: Sometimes it will be different if I'm not here because she knows that and she will be stronger to fight with it. If we are ... if I'm here she will cry and let me pay attention to her. If her father comes she will cry more loudly.

Q: Get him to solve it.

A: Yes.

Q: If she was playing, say she was playing at school or outside and you were watching and you could see that something had gone wrong and she was feeling sad, what would happen then? What would she do, and she didn't come to you, she was just coping with it by herself. Is there anything that she would do that's different?

A: Sometimes she will be strong enough to face those problems. Sometimes she will feel sad and then she will cry a lot.

Q: Even when you're not around?

cont'd over

A: Yes.

Q: Because sometimes children cry if they know that mum's there to help them but when they're with their friends they kind of are stronger as you say, and they don't cry. But she's still ... at five of course she still cries. Sometimes older children, they cry in one situation not in the other. When she cries when she's sad, you said she cries more loudly if her father is coming?

A: Yes.

Q: She normally cries softly does she then when you're ... if there's only you and her it's a soft sort of a cry?

A: Yes.

Q: Right O.K. But for dad there's more performance put on. O.K. Right, I think we've probably covered all the things for sadness, let's think now about when she's angry. And sometimes people find that difficult because sometimes do some of the same things when they're angry as they do when they're sad. So it doesn't matter if the same things happen, we'll talk about them. They might happen in a slightly different way and we'll try and sort that out. So let's think now about something that happened in the last few weeks that perhaps made Sarah a bit angry.

A: Sometimes she'll play with her brother, getting something, she'll want to get something, and her brother don't want to let her have it, she will be angry and will ... the voice will be more loudly, and then she will like to grab it.

Q: So she will grab for whatever the toy is.

A: Yes.

Q: O.K. so you know by her voice and by her action that she will grab the toy. What else tells you that she's angry? Let's start with her face, is there anything about her face that changes? That gives you a clue that's angry.

A: Not much.

Q: Can you think of anything at all?

A: No.

Q: O.K. So it's just her voice. Sometimes children go a bit red in the face, or they frown or something like that.

cont'd over

A: She doesn't.

Q: O.K. She just shouts. And is there anything special is Sarah is likely to say when she's angry? You know she says, "I'm happy", or she says to you, "I'm sad", when she's angry does she have anything special that she says?

A: Mostly she won't let me know when she's angry, she mostly angry with her brother, if she wants to get those things she will talk with her brother, and get those things.

Q: O.K. Right. When she's with her brother, does she say to him, "I'm angry".

A: No, no.

Q: She doesn't say that. If she was angry with you she wouldn't say, "I'm angry".

A: No.

Q: O.K. So she does it for happy and sad but not for angry.

A: Yes.

Q: Sometimes when children are feeling angry, instead of saying things that they're angry, they make a little sound, they're so angry that they don't want to speak and the only way to do it is to make some sound.

A: She won't.

Q: She doesn't. Right, so it's just the shouting with her.

A: Mmm.

Q: If she's angry with her brother and she comes to you, how does she move, what is it about the way she walks, is there anything that's different?

A: It will be a little bit quickly.

Q: Anything else? No? She doesn't stamp her feet at all?

A: Uh uh!

Q: And when she's ... sometimes children throw things or slam doors or those sorts of things, does she do any of those?

cont'd over

A: No.

Q: She doesn't hurt herself, she doesn't hurt her brother?

A: No.

Q: She sounds a very good little girl.

A: She is a very good girl.

Q: You said that sometimes she comes to you, but mostly she stays and she just sort of argues with her brother?

A: Yes.

Q: So she's got ... it's really her anger is quite...a small way of expressing it isn't it, just shouting and coming quickly to you. O.K. well let's move on to the last feeling that I wanted to talk about when Sarah is a bit anxious or fearful about something. When children are anxious they're normally a bit worried about something and they're not quite sure how it's going to turn out. Can you think of a situation where she's been anxious in the last month, or recently?

A: Sometimes she will fear to go to the toilet, because in the evening it's dark in the house, she will ask her brother to go with her together.

Q: So she's a little bit scared when it's dark. Apart from asking her brother, how else do you know that she's frightened or anxious?

A: Sometimes she will let us know if she's afraid of something, or fear of something, she will let us know, or tell us. For example, she'll say to her father that ... "I'm so scared when you are old, when you died, I'm very unhappy and also a little bit scared".

Q: O.K. So she worries about that. But she talks about it, she doesn't just keep quiet?

A: Yes.

Q: That's nice because some children get really quiet, don't they, and don't talk about what's worrying them. O.K. so she talks about what's worrying her, or sometimes she asks for help. What would happen, what would she do, do you think if her brother wouldn't take her to the toilet or perhaps he was busy doing something else. How would she cope then, what would she do?

cont'd over

A: She will not go, and then I will help her. Sometimes I will call her name so she will not be scared.

Q: Right. I see. So she's not a person who asks over and over. Because sometimes children, mothers have told me that their children when they're anxious they ask the same question lots of times. Does that ever happen with her?

A: No.

Q: Right. So she asks for help and normally she gets help so she doesn't ...

A: Yes.

Q: Right. Now if she was, not in that situation so much where she's frightened of the dark and has to go to the toilet, some of the things that make children a bit anxious are if they're watching a video and there's something, like a witch or something that's a bit frightening and they're not quite sure what's going to happen, then they get a bit worried and anxious. Does that happen with Sarah at all?

A: Yes. Once she saw the video of dinosaurs and she was afraid. And she let me know she's afraid. And then we will talk to her. Dinosaurs has gone. A few days later she will not be afraid. Sometimes she will remember and be afraid again.

Q: I see. And when she's talking to you and that film is on the video, does she want to come and be close to you?

A: Yes. For evening she will sleep with us. She need to sleep with us.

Q: Right. And does she often sleep with you or is it just on those evenings when she's been a bit frightened?

A: She often sleep with us, after her sleep then we will put her back to her bed.

Q: I see so it's just the early part of the evening. And she goes to sleep. So when she's anxious and you're talking about how the dinosaurs have gone, does she ... before you start talking and you start to feel she's a bit anxious, some children want to come over and be really close when they're anxious, perhaps tuck in close. Does Sarah do that at all?

A: No.

Q: So she sounds to me as though she learnt to cope with things by asking. Instead of worrying she asks and then you help solve it and it's better.

cont'd over



A: That's nice, because it means you can be clear about what's happening with her and not have to work it out.

Q: I actually think, she's a very interesting little girl because she's learnt at quite an early age it seems to me how to talk about what's happening with her and not have to show it in some other ways. Sometimes little children haven't learnt that it's O.K. to talk so then they slam doors, or hug in when they're frightened, but it sounds as though she ... you talk a lot at home and solve problems that way. That makes it easier for my questions, because she doesn't have lots of behaviours that she shows. Let's finish then, I know this has been quite quick. When you think about Sarah, what would you say, how would you normally describe her to someone you didn't know.

A: She's a good girl, aggressive, the only way she's lazy.

Q: That's a problem I think for children who are growing up, immigrant children who are growing up in Australia, because you expect them to do homework, and I guess she's learning from school that other children don't do homework.

END OF INTERVIEW

Appendix F7: Interview with Turkish mother of boy

Q: Thanks for agreeing to be interviewed, we're going to talk about your five year old son, and we've chosen the naughtiest one, and his name is ...

A: Hutku.

Q: Hutku. Did I get it near enough, I'll try. It's difficult. When Hutku is feeling happy will be the first thing we need to talk about. Can you tell me about some thing that's happened recently that made Hutku feel really happy?

A: Two days ago he started to ride a bicycle with two wheels and he was very happy.

Q: Was that the first time he'd ridden his bicycle with two wheels?

A: Yes.

Q: Now, you knew that he was happy, but you get those clues from things that he does and the way he looks and the way he moves, can you tell me what those clues are that tell you that he is happy?

A: He smiles, for him to want to try that again, be on the bike.

Q: That's fine. It's hard to think about it, because we just know that our children are happy, and we haven't thought about it. Now you said that your little boys smiles and he wants to try riding the bike again. Does he say anything when he's really happy? Are there particular things he might say?

A: No.

Q: No? He doesn't say, like some children say, tell their parents, "I'm really happy", or "I'm really excited", or "This is terrific", or "I'm having a great time", he doesn't say any of those sort of things?

A: No.

Q: O.K. So you've said that there's this thing about his face, that's a big smile, does anything happen to his eyes?

A: They seem to shine.

Q: And what happens to his mouth?

A: He smiles.

cont'd over

Q: Just the smile. He doesn't laugh?

A: No.

Q: No, some children when they're really excited they laugh. But Hutku doesn't. What about the way that he moves. Let's think, if you're not thinking just about the bicycle situation, but in general when he's happy, is there anything different about the way he moves, the way he walks?

A: He will come and hug me. I have a scarecrow at home and he actually told me that he likes to see it.

Q: So those are the sorts of things that he does. He comes and gives you a hug. Does he want you to kiss him?

A: Yes.

Q: He does. So it's hugs and kisses. What about when he's coming to you, let's say he's been riding his bicycle and perhaps you were inside, and he wants to come and tell you about how it was good. How would he move, from the bicycle to inside? Would he just walk, or would there be something different...

A: Walk.

Q: He would walk, he doesn't run. Right. Some children skip or jump when they're really happy.

A: Sometimes.

Q: Sometimes?

A: Sometimes.

Q: Right, O.K. not just with the bicycle, but any time. Which ... does he skip and jump or just do one?

A: Skip.

Q: He skips. Yes, little ones do often skip. Another thing that parents have told me sometimes is that when their children are happy they sing or they hum, or those sorts of sounds, which are not actually talking to you, but still using their voice. Does Hutku do any of those things?

A: Sometimes he sings.

cont'd over

Q: What sort of things does he sing? Does he sing songs that he knows, or does he make up a little song?

A: Some songs that he knows.

Q: Sometimes when children are really happy and they are playing with other children, they behave in a way that's different from the way they behave with say, mum and dad there. Have you seen Hutku when he's been with other children and playing, and he doesn't know you're watching, is there anything that he does that's a little bit different, that tells you that he's happy?

A: He runs along and he tries to cuddle them.

Q: Isn't that lovely. I don't know how you could describe him as the naughty one! Cuddling and things. That was very quick, he's just got a few ways of showing how he feels, a big smile, a little bit of skipping, a little bit of hugging. Let's think then about the second way of feeling and that was feeling sad, can you tell me about a situation or something that's made Hutku a bit sad, in the last few weeks or months.

A: More so than being sad, he tends to be angry.

Q: O.K. So we can talk about angry in a few minutes. And a lot of parents tell me that, that they have children who are happy or they're angry but they don't get sad very often. But if we really work at it, sometimes we can think of something that's made a child sad. It doesn't have to be anything really important, they might be sad because they wanted to watch a video and you said, "No it's bedtime", or those sorts of ... just little things. One mother told me that her little girl's pet, caged bird, had died and she had been sad, just for a few minutes she'd been quite sad about that. So can you think of just little things, perhaps one or two little things that make Hutku feel very sad, or quite sad.

A: They attend piano lessons and when they can't ... when he can't perform he seems to be saddened by that. Close to angry but perhaps sad.

Q: So that's when he can't perform for you, or when he can't get to play the piano because his brother is playing?

A: No, in the piano lessons when the teacher says, "Would you play Hutku?" And if he do wrong he doesn't want to try again. And he looks sad.

Q: Now you gave a really good demonstration then of what he looks like, but that doesn't go on my tape. So you tell me in words instead of by showing if you can.

cont'd over

A: He bows his head, puts his chin down to his chest and he doesn't want to look at us.

Q: His eyes look down.

A: Doesn't want to make eye contact with teacher or us.

Q: And how long does that last?

A: It depends on my reaction. If I find some words to make him comfortable and xxxx to understand, have to keep on encouraging him. Maybe ten minutes.

Q: So he can be quite sad then can't he. You said he puts his head down to chest and he doesn't want to look at you. Does he say anything?

A: "Yes. I will not do this again. I won't try".

Q: I won't try.

A: "You don't help me".

Q: And sometimes children say, "I won't do this again", and sometimes they actually mean they can't do it again. There's a little bit of difference in English between won't and can't. Does he say "I will not do it again", or "I cannot do it".

A: I will not.

Q: I will not, O.K. so he's definite about that. He doesn't want to try because it makes him feel bad. So he says, he makes those comments, and when he's making those comments is his head still down.

A: Yes.

Q: I see right. And what about the way he sits. Does anything happen to his body?

A: xxx xxx

Q: Shrugs his shoulders, yeah, they're sort of down.

A: Yes.

Q: And apart from that is he sitting still?

A: Yes. He's still.

cont'd over

Q: Some of the children fiddle with their hands when they're a bit upset.

A: Suck his fingers.

Q: Oh suck the thumb. Yes, that's a way of feeling secure. Some children, I know that this doesn't happen when he's at his piano lesson, but sometimes when children are feeling sad they might have some person that they go to, or some thing that they need to cuddle. Do those things happen with Hutku?

A: If it's ... if I initiate it, he's sad, then he will go and sit in the corner, otherwise if it's just something general then he will come to me.

Q: And when he comes to you, he wants another hug does he?

A: Yes and also he'll suck ...

Q: He still sucks his thumb. Right. Does he have any other way of getting comfort when he's sad? Does he cuddle a toy for example.

A: No.

Q: You must know people who's children have a little toy that they cuddle ...

A: Yes.

Q: And he doesn't do that?

A: He has a toy but he doesn't cuddle.

Q: No, not when he's feeling sad. If he was feeling sad and he was going to sit in the corner is there anything about the way he walks when he's sad that's different.

A: He runs.

Q: He runs.

A: Yes.

Q: So he runs away from the situation, the thing that's made him sad, and goes in the corner.

A: Yes.

cont'd over

- Q: And when he's in the corner, he just sits?
- A: No. His head will be down again and he'll just sit in the corner. He seems to hide himself in the corner. His head to the corner.
- Q: Oh, actually facing the wall?
- A: Actually he goes to the corner of the couch and he puts his head down ...
- Q: On the corner, I see.
- A: On the corner.
- Q: And then covers up his eyes?
- A: Yes.
- Q: Sometimes children do that and they're crying and sometimes children are just doing it because they feel sad...does he cry?
- A: Yes.
- Q: Right. He still cries. I find this really interesting because Australian children, Australian born little boys at five seem to have already learnt that it's not O.K. to cry and I think that's really sad. I'm always glad when I hear that little boys are still allowed to cry whether they're five or eight or whatever. So he has a little cry. When he's crying, does he cry quietly, or loudly?
- A: Quiet.
- Q: Quietly yes. Most kids do when they're sad, and perhaps differently when they're xxxx. And he will stay there for how long?
- A: Two minutes.
- Q: Two minutes, O.K. and then what does he do?
- A: He bends, he sits.
- Q: He stays on the couch, but not hiding.
- A: Not hiding.
- Q: And how long will he sit, just sit?

cont'd over

A: Maybe two minutes.

Q: Two minutes again, right and then what happens after that?

A: Then he gets up and plays a game.

Q: Right, so it's a fairly short period of time usually. Let's come to the question about if Hutku was playing with other children and something made him sad, what would he do then?

A: He'll come and tell me.

Q: He comes to you. O.K. If he didn't know you were there, what might he do?

A: He'll tell the child minder ...

Q: I see, so he still asks some adult if he can.

A: Yes.

Q: Does he cry in front of other children?

A: No.

Q: Only at home?

A: Yes.

Q: I also learnt piano when I was little and I remember that feeling of not being good and feeling quite miserable. You said that Hutku is more often angry than he's sad, so let's talk about being angry now, because I think that's what makes you call him the naughty one. Can you tell me about something that happened, some situation that happened recently where he was angry?

A: It tends to happen when it's time to go to bed. Night time.

Q: Right. He doesn't want to go?

A: No.

Q: O.K. How do you know that he's angry?

A: He doesn't want to go to bed. He'll fight with me.

cont'd over



Q: Right. Does he make fists, you made fists then?

A: Yes.

Q: O.K.

A: I ask him to do and he will hit the couch. He'll start crying, it's not crying, but like crying.

Q: O.K. Very loud crying sort of noises.

A: Yes. Sort of noise.

Q: Right, there's a whole bunch of things there that we need to talk about a little bit more. The first thing you said was that, he said, "I don't want to go to bed". What is it about the way he says that that tells you he's angry?

A: He says it in a fierce way. "No".

Q: Right, he says, "No" and he says it fiercely. Fierce is hard for me to know, to understand. So let's keep on with this.

A: Just, I don't want to ...

Q: O.K. it is hard. Let me offer you some things that sometimes mothers say. Instead of saying fierce they say, he shouts, or he speaks very loudly ...

A: Mmm. He speaks very loudly.

Q: Sometimes children when they are angry also speak more quickly.

A: No.

Q: No, he doesn't, just very loud?

A: Just very loud.

Q: Right. So then you said, he makes fists and he hits the couch. Does he ever hit anything else?

A: No.

cont'd over

Q: No. Some children throw things ...

A: No.

Q: Never?

A: Not never, yes, but if he's angry with his brother he throws something to him.

Q: Right. So that's different, when he's angry with you he wouldn't throw things but he will throw things at his brother. Does anything ever get broken, does he throw something and it gets broken?

A: No.

Q: So what sort of things does he throw?

A: Toys.

Q: Just small toys. O.K. So he hits things and ...

A: And the clothes.

Q: Right. Throws the clothes.

A: Especially he throws the clothes.

Q: I find that really interesting because it means that they're choosing, the child is choosing something that won't get smashed. So they're not so angry that they can't still make a sensible decision. O.K. There was something else that you said ...

A: He makes noises.

Q: Oh, he makes loud noises. You talked about how he sort of pretends to be crying but he's not.

A: Pretends, yes.

Q: What about if you say to him, he said to you, "I don't want to go to bed", and you say, "But you have to go", then how does he move, when perhaps he's going off to his bedroom and he's still angry? Is there anything, I mean, it might just be the same, sometimes it's different.

cont'd over

A: Actually he runs to the bed and jump in.

Q: What happens with the door, does he slam doors?

A: No.

Q: No. Just runs through and jumps on his bed. O.K. Right now, you've already said when he's with his brother, he's angry with his brother, he'll throw things at his brother, is there anything else that he will do that's different? With his brother than it is with you, when he's angry?

A: He pulls xxxx ...

Q: That's interesting, because you're the first mother who's told me that one, when it's quite a common one with children, but ... I'm sure other children do it, but their mum's haven't thought to tell me about it. O.K. And what does he do to try and manage, or try and cope when he's really angry? He's angry with you, and he's gone off ... he's run off to his room and jumped on the bed, how does he stop being angry?

A: I just explain to him that he's going to bed and he'll wake up early, and he'll ...

Q: Right, and...

A: And I give him his toys. And then he lies down to go to sleep. And he plays with his toys.

Q: When you're trying to explain to him about he has to do things, are there any times when he's still too angry, he doesn't want to hear you talking to him? Does that happen sometimes?

A: Yes.

Q: What does he do then?

A: Just continues to protest. For example he won't want to take his clothes off, well I try to take his clothes off ...

Q: And he's very stiff and won't help?

A: Yes.

cont'd over

Q: Does he have his hands in fists when you're trying?

A: No.

Q: Are there ever times when you get hit? When he hits you? When he's angry?

A: Yes.

Q: Pushes you away?

A: Yes.

Q: All those things. How do you manage that then, what do you do and what does he do? So he's still pushing at you and still very angry. What do you do then?

A: I cuddle him. And then I cuddle him till he stops.

Q: It's wonderful a cuddle isn't it. So then after he's calmed down then you can talk to him?

A: Yes.

Q: Sometimes children get anxious and fearful about something, that they're not sure what's going to happen. Can you think of a situation when that's happened with Hutku? Can you tell me about it?

A: In slumber hall, it's like a game they turn the light off and they say to each other, "The monster's coming, the ghost is coming", and it's a combination of fear and excitement.

Q: That's a kind of hard one for you to know when he's frightened and when he's excited. Do you think you can tell which part of it is the fear? How he looks when he's afraid or should we talk about a different situation?

A: There are other occasions when he'll wake up in the middle of the night, and he'll say, I'm afraid mum.

Q: So he actually says I'm frightened.

A: Yes.

Q: So perhaps he's had a bad dream or something's frightened him.

A: Mmm.

cont'd over

Q: O.K. if you go into him then and he still seems to be frightened, is there anything about him, the way he looks, or the way he's lying in his bed, or anything like that that tells you that he's frightened?

A: He cries.

Q: Some children go very pale when they're frightened.

A: No.

Q: It's a hard one because, I think, every mother I've spoken to has found this a hard one to describe. We know when our children are angry and when they're sad, when they're happy, but we don't always seem to know clearly when they're afraid. Has there been situations during the day, anything that's made him afraid during the day, like, was he a bit worried when he first started kinder, did he get anxious about that, or does he get anxious or frightened when they're watching a video, perhaps when there's monsters?

A: Yes.

Q: So it's the video. O.K. let's think about that one then, and see if there are any other things. First of all, you said he'll tell you when he's afraid, sometimes he cries. Are there any thing, any other things that happen when he's watching a video and he's afraid?

A: He wants to sit close to myself or his father. Like in the corner.

Q: He comes right, tucked in.

A: Yes.

Q: Does he want a hug, or just to be close?

A: Just to be close.

Q: Lots of children do that. In fact I heard about one child who got under the couch when the video got too scary. So he says that. Is there anything you notice about his face?

A: He pays attention.

Q: Oh right. Very concentrated.

cont'd over

A: Concentrating yes.

Q: That's interesting. And anything about his expression, apart from that concentration?

A: No.

Q: O.K. Sometimes when people are feeling afraid, there's something about the way they hold themselves, about their body or their hands, is there anything you notice about him when he's afraid.

A: He sits in this fashion, pulling his legs towards him and holding his legs.

Q: So his chest is down near his knees. O.K. Remember I asked before whether he cuddled anything, any toys or anything when he was sad, does he cuddle anything when he's afraid.

A: Just occasionally.

Q: Occasionally. What ... have you ever seen him when he's been with other children and the situation has got a bit frightening? Sometimes children, you know they're at kinder and the other children are climbing up high and perhaps he's frightened of climbing that high.

A: No.

Q: I think we try and protect the children from things that make them frightened, so it's harder to describe. O.K. I think we've probably finished now, apart from, I always like to finish up by asking mothers, how would you describe Hutku generally? If we weren't talking about his emotions, what sort of person is he really?

A: He's very good ... he loves to achieve or he wants to

Q: So if he starts something he wants to make sure it's finished.

A: He's the type that needs encouragement when he's unable to perform.

Q: He likes the piano.

A: Mmm. If he can't do something he won't attempt it again.

Q: Even with encouragement?

cont'd over

Appendix F7 cont'd

A: No. If I encourage him, he continues.

Q: Right, but if you're not there, he stops?

A: Mmm.

Q: How is he different from his brother?

A: If I explain to the other child not to do something he won't continue to do that but with him he says "I have to do it".

Q: So they're really quite different aren't they?

A: Yes.

Q: Thank you very much.

END OF INTERVIEW

Appendix F8: Interview with Turkish mother of girl

Q: What we're going to do, to start off with, I'm going to ask you to tell me about a situation, a time recently when your little girl was very happy.

A: Quite often she's very happy.

Q: Are there any special things that make her really happy, like new toys ...?

A: Especially when I give her a Barbie doll she's happy. I purchased a ring the other day and she was very happy. When I'm buying her something she's happy. But the ring in particular made her very happy, and when we saw friends at the shopping centre she showed all of them.

Q: Great. Well let's think about that situation. You knew she was very happy, what did she do that made you know that she was happy?

A: "I love you Mum". "You're the best Dad".

Q: So she tells you straight.

A: And from the facial expression.

Q: O.K. what is it about her facial expression, what does her face look like when she's very happy?

A: It's like I've given her something very valuable, she smiles. Actually she's not the type to smile all the time.

Q: But she smiles when she's really happy?

A: Yes. That's right.

Q: Is there anything else that she does that tells you she's happy?

A: I can understand when my son is happier much easier than my daughter. Mainly because he's older, he can explain it to me, through language.

Q: But you see it in her face?

A: Yes. Mainly from her face, but when she says "I love you mum".

cont'd over



- Q: Sometimes when people are feeling really happy they don't say anything but they just make some sounds, does she ever do that?
- A: No. She's not like that. Yesterday she said to me, "Mum can you please take me to the park?", and I said, "Today I can't". And she was very upset and she was pulling a face and frowning, and I said, "But tomorrow we can go to my friends house", and she's waiting impatiently for that. I told her we're going at 1.30.
- Q: O.K. So she'll be happy to go.
- A: Yes. She says that she going to play with her friends so she's very happy.
- Q: Now she's waiting quietly, but perhaps sometimes when she's really happy, she moves or does something with her body or her arms or her feet that's a bit different from usual. Does she do anything that you notice that helps you to understand that she's really happy?
- A: Yes. She will put her arms around my neck and kiss me, that's how I know.
- Q: When she's happy and she doesn't, perhaps she doesn't know that you're watching perhaps she's playing with friends or with her brother, is there anything there that she might do when she's happy that she doesn't do when she's with you?
- A: When she's playing with her friends she xxx. I will call her but she won't even listen because she's so involved with her friends. She's really happy when she's playing with her friends.
- Q: So when she's playing with her friends she doesn't always notice when you call her?
- A: That's correct.
- Q: Can you think of anything else that she does when she's happy that we haven't talked about so far?
- A: When I'm upset they seem to be upset as well. That's what I've observed, that's what I've noticed.

cont'd over

- Q: So we need to talk about some of those times when Eda is feeling not so happy, and perhaps we can talk about when she notices that you're feeling upset and how she reacts to that. So perhaps we can talk now about that situation, where perhaps you're feeling a bit sad, or not very well or something and your little girl, how do you think she feels when you're feeling like that?
- A: I have a little frown on my face and she'll say to me, "Mum what's wrong?" Her facial expression will change. She's very sensitive, she will cry immediately.
- Q: So she's sad when she thinks that you are upset about something.
- A: That's correct.
- Q: Are there other times when she's sad? Can you think of another time, perhaps something that happened recently when she was sad?
- A: Recently I was unwell, and not only Eda but my son came up to me and they said "Mumma what's wrong. Why are you crying?". They wanted to understand why I was feeling this way, and I couldn't explain it to them. And I didn't want to explain it to them, there was things that you don't say.
- Q: When you think about that situation, I want us to think about the difference between being sad and worried. So would you say that the children were sad, more sad or more worried about you when you were not well?
- A: No, it was ... they were sad.
- Q: O.K. Let's just think then about how you knew they were sad. You said her face changes when she's happy, she has a smile, those pretty brown eyes are all full of fun, when she's sad what happens to her face?
- A: She will cry. She cries.
- Q: If she doesn't cry, let's say she's not quite sad enough to cry, how do you know that she's sad?
- A: I can understand her facial expression, I can.
- Q: Let's think again about her face, what happens about her face that makes you know that she's sad?
- A: She won't smile and she doesn't speak. The way she looks at you, you know she's sad. She will come to you when she's upset or sad.

cont'd over

Q: And what about that mouth, what happens to the mouth?

A: She won't smile.

Q: Does her mouth go down or just straight?

A: Just normal, straight. But it will be a fairly serious look.

Q: A serious look. And she gives you a hug?

A: Yes.

Q: Is there anything special that she might say when she's feeling sad?

A: She will respond for example if she's had some sort disagreement with her brother, she'll respond to him. But if it's a different type of sadness, when she feels sad for me, she won't say anything.

Q: So she just gives you a hug but doesn't say anything?

A: Yeah.

Q: When she's with her brother and she's sad about something he's done, what sort of thing might she say to him?

A: She'll call him a maniac (laugh) and they'll throw things at each other. I don't like you she'll say to him.

Q: So she's sad and angry ...

A: That's correct. When I say to her, "Don't say or do those things because he's your brother", she turns around to me and says, "Oh you love him more, don't you", that sort of thing. And he says the same to me as well.

Q: So we've moved away from talking about her being sad into talking about Eda being angry. Let's go back to when she's just sad, not sad and angry, just sad.

A: It's all right because xxxx.

Q: When she's sad, you said she doesn't say anything much but she might give you a hug. Is there anything about the way she moves or what she does with her body or her hands or feet, legs, that might be different?

A: No.

cont'd over

Q: Nothing special no. So it's mainly from her face that you know and from the hug.

A: Yes. She hugs me. There's no real action apart from that. Whereas my son is the opposite to her. He will make it very obvious that he's happy. You can even see the smile in his eyes.

Q: How old is your son?

A: Nine.

Q: He's an interesting one as well. What does Eda do to try and cope when she's sad. What does she do to manage, or to try and cope with it?

A: She'll keep to herself in her bedroom, or she will play. When she's really upset she will just sit in front of the TV and watch cartoons, all by herself.

Q: Is there a special way she sits?

A: She'll sit on her legs, just on the floor. That's her little spot there.

Q: Right, she's got her own spot there for sitting. On the corner of the couch there. Right, so she really goes away and is quite private when she's feeling sad.

A: It's like she's just into herself.

Q: Does she have anything that she cuddles at that time?

A: No, she doesn't have anything like that. She will play with her toys, for hours she could play with her dolls in her room, just quietly by herself.

Q: Just before we go back to talking about being angry again, are there any other things that Eda does when she's sad that we haven't talked about?

A: That's all. Perhaps it's xxxx. I'm sure she does but I just can't recall them. Each day she does new things, new behaviour ... she can grasp many things from people that she needs, but she will give me that sort of response as well.

Q: The response that she sees in other people.

A: Yes.

Q: This is one of the reasons why I'm doing this study, because I think children here are learning from the other Australian children as well as from their mums and I'm interested in what they learn.

cont'd over

- A: Of course. Of course. She will play with one of the neighbours and she will come back and would have learnt Indian words, they're meeting such a lot of children.
- Q: Let's stop thinking about when Eda's sad and think about when she's angry. You started to say that when she's angry with her brother, she throws things and she tells him that she doesn't like him. Let's think just briefly about a situation when she was angry, perhaps with her brother, or perhaps with someone else ...
- A: I know that she's at fault because she normally takes his toys. My son is older and I say to her, "Please don't, you know, he's your brother". They fight often. It's not a rare thing, it does happen. But the situation where they say, "I like", to one another is very often as well. When she is happy with her brother she will say, she will call him "Brother, darling brother", but when she's unhappy with him or angry with him, she will call him Tunna and he's a little bit chubby and she will call him "Fat Tunna".
- Q: OK. So she calls him names when she is angry. What else does she do that lets you know that she's angry?
- A: I don't know ... sometimes throw things mainly and other times xxx to each other. I can understand when she is angry. Take a period of 15 minutes when they'll playing with each other again. Both my children, my daughter and my son, they're both lonely children. And I can point it down to that.
- Q: So you can point it down to the fact that they don't have enough friends and then they get angry with each other?
- A: That's correct, because they don't have too many friends and they're together and they fight.
- Q: I'm going to go away from what I'm really here to talk about this morning, but I'm just interested in this, but do you think that's partly because of being immigrants in Australia, that it's difficult for the children to have friends?
- A: Ahh ... I know it's outside the topic a little, but I actually prefer my children to play with my family and friends. For example, in kinder she's not that happy.
- Q: And she's not happy because there are not family friends at the same kinder?
- A: I believe so. Yes. She doesn't have any other foreign friends. There are children there, but she won't play with them.
- Q: So she likes to just play with the ones that she knows, that you like and that you know as well.

cont'd over

A: Yes.

Q: O.K. Let's just think about them, you feel your son and your daughter spend a lot of time together and that sometimes is one of the things that makes them have a fight and get angry with each other. Now let's go back to the sort of things about her body, about Eda's body that tell you she is angry. What does she look like, how does she move, those sorts of things?

A: She doesn't really use her hands and feet in any particular way, but it's her facial expression. She's very expressive with her face and she will frown, and be upset. She won't go to an extreme, whereas my son is the opposite, he becomes furious, he will throw himself. He'll stamp his feet. He will throw whatever he can grasp, he will frown. I know very quickly when he's upset.

Q: He makes it very obvious.

A: Whereas my daughter, she's been very quiet since she's been born. She's very quiet, keeps to herself.

Q: Right. So she's just got a different personality.

A: Yes. They're very different.

Q: So you'd know more from the way she looks rather than that she flings herself around.

A: Yes.

Q: And what does Eda do to try and cope when she's feeling angry?

A: She's sad obviously when she's angry, and she'll want to go out of the house. She'll say to me, "Let's go somewhere. Inside the house I feel closed up, cooped up", that's what she says to me.

Q: I'm the same. I want to get out. Right, so that's how she copes. Is there anything else about when she's angry that we haven't talked about or perhaps that you've seen with her brother, or with her dad when she's angry.

A: No.

Q: You've given me a good description of what she's like. She seems a very, a self contained little girl. She just is in herself and she's quiet and it's just her face.

cont'd over

- A: Yes. She thinks that she keeps everything within. And to herself. For example there is a two and half year old who will hit her and bite her but she won't fight back. She won't hit her. She'll say, "Oh that's a baby" and won't hit back.
- Q: Let's just think about the last way that she might feel sometimes that I want to talk to you about. And that's that she might sometimes feel a little bit anxious or a little bit fearful about something.
- A: I can explain the fear aspect in this manner. My son he irritates me a lot and he makes very angry, so there are times when I hit him, and when I do she feels that as well, she feels a little fear. I raise my voice and scream, I try not to hit in any way but there are ... she will run to her room. For example, 11 o'clock, 11.30 at night, I'll say, "Come on go to your room, go to bed now", and when they don't listen of course I scream. I think they are both a little fearful and run to their rooms. They do fear me when I'm angry. I won't hit them often but I'll be angry.
- Q: When you say that they run, if we think about Eda, if she runs to her room, what does she do when she gets there. If it's not bed time and she's just run there because you are cross and she's a bit frightened, what would she do when she got to her bedroom.
- A: She'll play.
- Q: So when she gets in her bedroom she feels safe again and relaxed.
- A: She will play basically is the answer. But if it is bedtime 10 p.m. onwards, then they will go to bed and then I will tuck them in and I will kiss them and they'll start laughing. If it's early hours, not bedtime, after she plays a while, she'll come back out, I won't enter her room.
- Q: So in her room it's O.K. She feels good. In the few moments before she runs to her room how do you know that she's frightened? What is it about the way she looks, the way she moves and so on that makes you know she is frightened?
- A: From her facial expression basically. I know because I say to them when I'm really furious, I'm going to hit you, to Tunna and that's when she'll go through that phase and go to her bedroom. I'll be there, I'll be in here, and I actually have like a pin and as soon as I pretend to open the drawer, they will say, "O.K. Mum we don't want you to get the xxxx" and they run.
- Q: Is that what she does? She ...
- A: That's what my daughter does. My son will do that as well.

cont'd over

- Q: Can you put that into words so that we can have it on our tape?
- A: They will lift their hands up in the air and they will have an expression of fear on their face ...
- Q: And mouth open?
- A: Yeah.
- Q: And quick breath in?
- A: Yes.
- Q: You did it. I think we all do that. I think that's a mixture of sort of fear and cries isn't it. What's going to happen.
- A: Yes.
- Q: When Eda is frightened, let's assume that she couldn't go to her room, let's say you were out somewhere and she got a bit of a fright, she was feeling a bit fearful, what might she say, or what might she do as well as that, which would help you to know that she was frightened.
- A: I can't imagine this being outside.
- Q: It's just something you've seen at home.
- A: Yes. I wouldn't do that outside.
- Q: No, of course you wouldn't, but sometimes, like I'm frightened of dogs and when I was a little girl I used to get that frightened reaction to a dog. I just wondered about that.
- A: I haven't yet observed that same sort of fear outside. For example when we're out and she's playing with friends and I call her name, she doesn't even acknowledge me, so I haven't experienced that.
- Q: Are there any times when she is feeling a bit anxious at home when she comes to get some attention from you or from her dad? Would she come to you for a hug when she was feeling a bit anxious?
- A: All the time. Very often. Both of them actually.

cont'd over



- Q: Right so they like their hugs, your two. Sometimes when people feel a bit anxious they don't actually say anything, but they just make some sounds, does that ever happen with Eda?
- A: No. She may when she's playing. Like she'll speak to herself. But if one comes over, one little girl xxxxxx. She thinks she's fearful, I think she's scared.
- Q: I should have asked you about that when she was angry as well, does she ever just make a sound when she's angry?
- A: No.
- Q: So she'll either use words or she's just quiet.
- A: Yes. With her brother yes, she will scream and shout, but with me I think it's more fear and she won't respond. It differs.
- Q: Yes, of course it does, that's why I ask about when she's with her brother.
- A: There are times when she is really xxxx Tunna to do. She learns something every day.
- Q: Yes. Of course she does. Such a lot of learning. Are there any times, and it seems unlikely, are there any times when Eda actually hurts anybody else or damages things in the home?
- A: No she doesn't.
- Q: I think that's probably enough specific things about the different feelings. I'd like to just ask you a general question now. How would you describe Eda and how she gets on with other children, just in general?
- A: She's very ... she will play and conform very well. She'll ... I'll go out for hours and visit with friends because she wants to go too. There will be no screaming, no carrying on, they'll just play very well for hours. Because there are girls her age among my friends. There are also boys her age and she won't want to play with them.
- Q: So she's a little girl who likes little girls.
- A: Because they're more expressive with their toys than boys. She finds girls more agreeable and she can conform to them better. Her teacher really, really likes her.

cont'd over

Q: So she's, it sounds as though you're really very happy that she's growing nicely.

A: I'm not sure of that but I know that I'm unable to provide everything that they want.

Q: I think that's true of every mum that was ever born.

A: And unless you fulfil all their desires they're not totally happy!

Q: That's right. But then if you do fulfil all their desires they just want something else anyway.

A: Yes.

Q: That's all the questions I wanted to ask you but I do have some information that would be helpful if you could fill this in. But it's in English, so I'll get Gulsum to go over it with you. Together if you've got time, it shouldn't take very long. This is just some background information ...

END OF INTERVIEW

## Appendix G: Tables showing interview responses by ethnic group

### Appendix G1

Table G1

Interview responses for happiness, by ethnic group

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Hugs	3	3	4	3
Kisses	1	3	3	2
Smiles	6	4	5	4
Laughs or giggles	3	2	4	0
Eyes crinkle up	0	0	1	0
Eyes shine	3	4	0	1
Face looks bright, has pleasant expression	2	1	0	2
Looks straight at other person	1	0	0	1
Sings or whistles	2	3	4	1
Says something complimentary e.g. "You're the best Mum"	0	1	1	4
Speaks more quickly than usual	3	1	4	0
Talks more than usual	6	3	5	0
Voice gets higher pitch/tone	2	1	0	0
Says "I'm so happy" or similar	2	1	3	1
Can't wait turn to speak	1	0	0	0
Makes happy sound, no words. Shouts or screams with pleasure	1	0	2	0
Goes quiet	1	0	0	0
Says "I'm pleased/proud"	2	0	0	0
Says "I love you"	1	0	1	0
Uses "cute" or babyish tone	1	0	0	0
Speaks more loudly than usual	1	2	2	0
Skips or dances	4	5	7	2
Jumps or hops	1	4	3	3
Moves quickly or energetically	2	0	3	1
Moves freely, in relaxed manner				
Runs around	2	0	0	1
Climbs over furniture or runs from one room to another	1	1	0	1
Accidentally breaks objects	0	1	0	0

cont'd over

Table G1 (cont'd)

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Has lots of energy but doesn't know what to do with it	0	2	0	0
Stands up tall or straight	2	0	0	0
Play fights	1	0	1	0
Uses more gestures than usual	2	0	0	0
Walks slowly	0	0	0	1
Makes "High 5" gesture with fist in air	1	0	0	0
Puts arm around other as walks	3	0	0	0
Wants to be a leader in games	0	2	0	0
Plays independently	3	0	0	0
Wants other to share pleasure e.g. join in activity	0	0	0	2
Willing to help others	3	2	0	0
Maintains good mood despite minor irritations	0	0	1	0
Does as asked immediately	2	0	1	0
Concentrates better than usual, becomes involved in games	1	0	1	1
Is very "bubbly"	1	0	0	0
Is more loving	0	0	0	1

Note: Similar responses combined. Total score for some behaviours may therefore exceed n for ethnic group.

a. Anglo-A. = Anglo-Australian

## Appendix G2

Table G2

Interview responses for sadness, by ethnic group

Behavioural descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Cuddles or hugs someone in the family	3	2	4	2
Want to be close to parent, without cuddles	2	1	3	0
Goes away to be by self e.g. goes to own room	4	0	3	1
Wants a kiss	0	0	1	0
Cuddles soft toy, quilt or pet	5	0	3	0
Asks for things all the time	0	0	2	0
Lies on bed, head and body completely covered	3	0	0	0
Pulls away from physical contact e.g. hug	1	0	0	0
Eyes lacklustre or dull	2	1	1	1
Face expressionless	0	0	1	0
Giggles briefly	0	0	0	0
Face “falls” or looks serious	0	1	0	1
Looks angry or sour	0	0	1	1
Eyes fill with tears	1	0	0	0
Mouth in straight line or turned down	3	0	0	1
Avoids eye contact or covers eyes	0	0	0	2
Chin drops	0	0	0	1
Says “I’m not happy” or “I’m sad” or similar	1	2	2	0
Cries quietly or softly	3	3	10	5
Says “I’m upset”	0	0	0	1
Says “You hurt my feelings” or “You make me feel bad”	1	0	0	0
Speaks with whining tone	1	0	0	0
Doesn’t talk much, gives short answers	1	1	0	0
Doesn’t say what is bothering him/her until asked	1	1	1	0
Voice sounds as if tears are near	0	0	1	0
Cries loudly, shouts or screams	0	0	3	0
Speaks slowly and/or softly	0	0	2	0

cont’d over

Table G2 (cont'd)

Behavioural descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Talks about saddening event only a few days later	0	1	0	0
Sighs repeatedly	1	0	0	0
Voice changes in tone or pitch	1	0	1	0
Talks about upsetting event	1	0	0	1
Says “You won’t help me”	0	0	0	1
Asks why event occurred	0	0	0	1
Speaks rudely or calls others names	0	0	0	3
Doesn’t speak at all	0	0	0	1
Sits quietly	3	2	?	1
Shoulders droop or slump	2	1	0	1
Walks or moves slowly	3	2	2	0
Leans forward	1	0	0	0
Holds head down or to one side	2	0	0	1
Sucks thumb	0	0	0	1
Grumpy	0	2	0	0
Disobeys, won’t do as asked	0	0	1	0
Rejects anything that is offered e.g. food	0	1	0	0
Hits others	1	0	0	0
Does something to distract self e.g. Plays with toys, does homework, falls asleep	2	0	5	1

Note: Similar responses combined. Total score for some behaviours may therefore exceed n for ethnic group.

a. Anglo-A. = Anglo-Australian

### Appendix G3

Table G3

Interview responses for anger by ethnic group

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Goes to room	4	4	3	2
Sits on sofa	0	0	1	1
Cuddles soft toy/pillow or similar object	1	0	1	0
Seeks comfort from parent	0	0	1	0
Face screwed up	1	0	0	0
Frowns	0	1	1	1
Clenches teeth	1	0	1	1
Stares hard or glares	1	0	1	0
Face goes red	0	0	1	0
Eyes go red	2	0	0	1
Lower lip pouts	1	0	0	0
Eyes narrow	1	0	0	0
Mouth in hard firm line	1	0	0	0
Head down	2	0	0	0
Contemptuous tone of voice	1	0	0	0
Shouts or speaks loudly	4	3	6	2
Screams, grunts or groans	4	2	3	3
Speaks in high pitched voice	0	0	2	0
Speaks more quickly than usual	1	1	2	0
Cries loudly	3	3	4	2
Rejects attempts to find solution to problem, demands to do what wants	1	1	0	1
Refuses to do as asked	0	2	0	2
Says "I hate you" or something similar	2	2	0	0
Says "I'm really angry" or something similar	3	1	2	1
Speaks forcefully	1	1	0	0
Cries quietly	1	2	1	0
Blames others e.g. "I didn't do it, he did"	1	0	2	0
Says "You don't love me"	0	0	1	0
Tells everyone about what made him/her angry	0	1	0	0
Doesn't speak at all, sulks	3	0	1	0

cont'd over

Table G3 (cont'd)

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Calls others rude names	0	0	1	0
Speaks very slowly and clearly	1	0	1	0
Whining voice tones	1	0	0	0
Argues or talks back	3	0	2	0
Says “I don’t like you” or “ I won’t play with you”	0	0	1	0
Raises issue again later	2	0	0	0
Tells tales	2	0	0	0
Demands instant attention	1	0	0	0
Bangs things or slams doors	4	4	4	0
Thumps walls or furniture with fist	1	1	0	2
Stamps foot	1	2	1	1
Walks very briskly	0	2	2	0
Walks in a heavy-footed manner	5	1	3	0
Kicks	4	2	1	0
Clenches fists	4	0	0	3
Hold arms tightly, close to body	1	0	0	0
Body very tense	0	0	0	2
Waves arms about	0	0	0	1
Overturns furniture	1	1	0	2
Throws unbreakable objects	4	4	1	3
Gets into physical fights	3	1	1	0
Smashes or damages something e.g. toys	0	2	0	2
Hits or punches others	4	2	3	1
Grabs objects that he/she wants	0	1	0	0
Pushes, pinches or smacks other person	1	0	1	2
Hurts self e.g. pulls own hair	0	0	0	1
Threatens to hurt others	1	0	0	1
Pulls others hair	0	0	0	1
Does something to distract him/herself	1	0	3	1
e.g. reads books, goes outside				
Grumpy	1	0	0	0

Note: Similar responses combined. Total scores for some behaviours may therefore exceed n for ethnic group.

a. Anglo-A = Anglo-Australian



Appendix G4

Table G4  
Interview responses for Anxiety by ethnic group

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Seeks extra hugs	0	1	0	1
Cuddles soft toy/blanket	0	0	3	0
Clings to parent	2	3	2	0
Sits close to parent not clinging	0	4	5	2
Does nothing	1	1	1	0
Follows parent around	0	0	1	0
Has tears in eyes	0	1	0	0
Sad, tense look about face	0	1	3	0
Goes pale	1	0	0	0
Mouth forms thin, white line	1	0	0	1
Frowns	1	0	0	0
Doesn't look at people, avoids eye contact	2	0	0	0
Goes red	1	0	0	0
No smile	0	0	1	0
Asks repeatedly about feared event	3	2	2	1
Says "I don't feel well" or "I have a stomach ache"	2	2	1	0
Says "I can't/won't/ don't know if I can do it"	2	4	1	0
Asks someone to help cope with situation	0	0	1	1
Says "I'm scared/frightened about..." or similar	0	0	4	0
Cries	1	0	2	2
Speaks quietly	1	0	2	0
Doesn't talk, goes quiet	1	0	1	1
Talks about event only after it has happened	1	0	0	0
Cries loudly as feared event draws near	0	1	1	0
Doesn't talk about event	2	0	0	0

cont'd over

Table G4 (cont'd)

Descriptor	Ethnic group			
	Anglo-A <sup>a</sup>	Indian	Chinese	Turkish
Vomits	0	1	0	0
Muscles tight and tense	1	0	0	0
Breathes quickly	0	0	0	1
Sits very still	0	0	0	1
Shoulders slump	1	0	0	0
Deliberately annoys others	1	0	0	0
Awake during night thinking about event	1	0	0	0
Complains of des about event	1	0	0	0
Cannot concentrate	2	0	0	0
Tries to delay or avoid feared event	0	1	1	0
Refuses to do feared activity	0	1	1	0
Pretends feared event won't happen	1	0	0	0
Picks at food or wants more sweet food than usual	1	0	0	
Does something to distract self e.g. plays, watches TV	0	0	0	1

Note: Similar responses combined. Total scores for some behaviours may therefore exceed n for ethnic group.

a. Anglo-A = Anglo-Australian

**Appendix H: Demographic data for interview, pilot and final samples**

Table H  
Demographic Data for Interview, Pilot and Final Samples.

Demographic characteristic	Phase of study		
	Interview	Pilot	Final
<u>Mother age</u>	<u>M (SD)</u>	<u>M (SD)</u>	<u>M (SD)</u>
Anglo-A <sup>a</sup>	39.7 (4.5)	38.8 (4.0)	38.5 (4.3)
Indian	35.4 (4.4)	35.0 (1.4)	34.1 (4.3)
Chinese	41.0 (4.5)	36.0 (5.6)	37.7 (2.8)
Turkish	28.0 (2.4)	36.4 (3.5)	30.6 (4.3)
<u>Child age</u>			
Anglo-A <sup>a</sup>	7.0 (1.3)	7.2 (1.4)	6.8 (1.0)
Indian	5.9 (1.8)	7.4 (1.3)	7.4 (1.1)
Chinese	6.7 (0.7)	7.3 (2.3)	7.2 (1.1)
Turkish	6.3 (1.6)	5.3 (0.3)	6.9 (1.0)
<u>Length of residence in Australia<sup>b</sup></u>			
Indian	4.7 (2.5)	6.8 (3.0)	5.6 (2.5)
Chinese	4.7 (2.5)	3.7 (1.5)	5.6 (2.8)
Turkish	7.1 (2.7)	10.7 (3.1)	8.6 (2.6)
<u>Mother's modal education level</u>			
Anglo-A	Post-grad <sup>c</sup>	Post-grad	Post-grad
Indian	Post-grad	Post-grad	Graduate
Chinese	Post-grad	Post-grad	Post-secondary
Turkish	Primary	Primary <sup>d</sup> Post-grad <sup>d</sup>	Post-secondary

a. Anglo-A = Anglo-Australian    b. Immigrants only  
c. Post-grad = Post-graduate degree or diploma    d. Bimodal

Appendix I: Questionnaires used in the final study

Appendix I1: The Children's Emotions questionnaire

CHILDREN'S EMOTIONS - HAPPINESS

Below is a short story which describes an event that might have made your child happy some time in the last six months. After you have read the story you will be asked some questions about it.

Read the story below:

It is your child's birthday. He/She has just opened his/her present. It is exactly what he/she wanted. You tell him/her that you will be cooking his/her favourite dinner. His/Her best friends are also coming to dinner. Your child is very happy. What does he/she do that helps you to know that he/she is happy?

Think about the behaviours your child would show in the situation described in the story or in a similar situation. Behaviours that your child might show when he/she is happy are listed on the next two pages.

Please answer in TWO ways to each description of children's "happy" behaviours.

1. Put a cross in COLUMN 2 to indicate HOW OFTEN your child shows the behaviour described.
- ★ 2. You are probably pleased when you see many of these happy behaviours. But it is possible that some of them upset or worry you. Circle the number in COLUMN 3 to show HOW MUCH YOU WORRY about the behaviour or WOULD WORRY if you saw it.

(cont'd over)

COLUMN 1		COLUMN 2				COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS HAPPY		HOW OFTEN I SEE THIS BEHAVIOUR				HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT.  <i>Circle an option between</i> 1 = NEVER and 9 = ALMOST ALWAYS
		Never	Once or twice a month	Once or twice a week	Once a day	More than once a day
1. Concentrates well on activity.						1 2 3 4 5 6 7 8 9
2. Body is very relaxed.						1 2 3 4 5 6 7 8 9
3. Shouts or screams with pleasure.						1 2 3 4 5 6 7 8 9
4. Skips or dances.						1 2 3 4 5 6 7 8 9
5. Fidgety, has lots of energy but doesn't know how to use it.						1 2 3 4 5 6 7 8 9
6. Speaks more quickly than usual.						1 2 3 4 5 6 7 8 9
7. Face looks "bright", has a pleasant expression.						1 2 3 4 5 6 7 8 9
8. Eyes shine.						1 2 3 4 5 6 7 8 9
9. Jumps over furniture or runs around inside the house.						1 2 3 4 5 6 7 8 9
10. Moves quickly or energetically.						1 2 3 4 5 6 7 8 9
11. Smiles.						1 2 3 4 5 6 7 8 9
12. Looks straight at other people.						1 2 3 4 5 6 7 8 9
13. Talks more than usual.						1 2 3 4 5 6 7 8 9
14. Speaks more loudly than usual.						1 2 3 4 5 6 7 8 9
15. Plays well without close parental supervision.						1 2 3 4 5 6 7 8 9
16. Sings or whistles.						1 2 3 4 5 6 7 8 9

(cont'd over)

COLUMN 1		COLUMN 2					COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS HAPPY		HOW OFTEN I SEE THIS BEHAVIOUR					HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT
		Never	Once or twice a month	Once or twice a week	Once a day	More than once a day	<i>Circle an option between</i> 1 = NEVER and 9 = ALMOST ALWAYS
17. Stands up tall or straight.							1 2 3 4 5 6 7 8 9
18. Says something complimentary e.g. "You're the best Mum in the world" or "I love you."							1 2 3 4 5 6 7 8 9
19. Jumps or hops about.							1 2 3 4 5 6 7 8 9
20. Says "I'm so happy" or something similar.							1 2 3 4 5 6 7 8 9
21. Puts arm around others as walks.							1 2 3 4 5 6 7 8 9
22. Giggles or laughs.							1 2 3 4 5 6 7 8 9
23. Pretends to fight others.							1 2 3 4 5 6 7 8 9
24. Kisses someone in the family.							1 2 3 4 5 6 7 8 9
25. Gives someone in the family a hug.							1 2 3 4 5 6 7 8 9
26. Gestures more than usual.							1 2 3 4 5 6 7 8 9
27. Remains calm in spite of minor disappointments.							1 2 3 4 5 6 7 8 9
28. Wants others to share in pleasure e.g. join in games.							1 2 3 4 5 6 7 8 9
29. Voice sounds a bit higher or tone of voice changes.							1 2 3 4 5 6 7 8 9
30. Plays imaginary games.							1 2 3 4 5 6 7 8 9
31. Does as he/she is asked immediately.							1 2 3 4 5 6 7 8 9

CHILDREN'S EMOTIONS - SADNESS

Below is a short story which describes an event that might have made your child sad some time in the last six months. After you have read the story you will be asked some questions about it.

Read the story below:

Your child has asked if a friend can come and play and you have agreed. But when you invite the friend to come, he/she cannot, because he/she has already arranged to do something else. Your child is sad that his/her friend cannot come. What does he/she do that helps you to know that he/she is sad?

Think about the behaviours your child would show in the situation described in the story or in a similar situation. Behaviours that your child might show when he/she is sad are listed on the next two pages.

Please answer in TWO ways to each description of children's "sad" behaviours.

1. Put a cross in COLUMN 2 to indicate HOW OFTEN your child shows the behaviour described.
2. Circle the number in COLUMN 3 to show HOW MUCH YOU WORRY about the behaviour when you see it or WOULD WORRY if you saw it.

(cont'd over)

COLUMN 1		COLUMN 2					COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS SAD	HOW OFTEN I SEE THIS BEHAVIOUR					HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT	
	Never	Once or twice a month	Once or twice a week	Once a day	More than once a day		
						1 2 3 4 5 6 7 8 9	
						1 2 3 4 5 6 7 8 9	
						1 2 3 4 5 6 7 8 9	
						1 2 3 4 5 6 7 8 9	
						1 2 3 4 5 6 7 8 9	
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						1 2 3 4 5 6 7 8 9	

Circle an option between  
1 = NEVER and  
9 = ALMOST ALWAYS

(cont'd over)



COLUMN 1	COLUMN 2				COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS SAD	HOW OFTEN I SEE THIS BEHAVIOUR				HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT  <i>Circle an option between</i> 1 = NEVER and 9 = ALMOST ALWAYS
	Never	Once or twice a month	Once or twice a week	Once a day	More than once a day
17. Repeatedly asks for things.					1 2 3 4 5 6 7 8 9
18. Shoulders slump or droop.					1 2 3 4 5 6 7 8 9
19. Sighs repeatedly.					1 2 3 4 5 6 7 8 9
20. Does something to distract himself/herself e.g. reads book, falls asleep.					1 2 3 4 5 6 7 8 9
21. Cuddles soft toy.					1 2 3 4 5 6 7 8 9
22. Goes away to be by himself/herself e.g. lies on bed.					1 2 3 4 5 6 7 8 9
23. Doesn't talk much, gives short answers.					1 2 3 4 5 6 7 8 9
24. Walks or moves slowly.					1 2 3 4 5 6 7 8 9
25. Looks angry or sour.					1 2 3 4 5 6 7 8 9
26. Sits, doing nothing.					1 2 3 4 5 6 7 8 9
27. Speaks slowly and/or softly.					1 2 3 4 5 6 7 8 9

CHILDREN'S EMOTIONS - ANGER

Below is a short story which describes an event that might have made your child angry some time in the last six months. After you have read the story you will be asked some questions about it.

Read the story below:

Your child is playing with a friend. The friend takes a toy that your child was using and refuses to give it back. Your child tried repeatedly to get the toy back but he/she has no luck. Your child is angry with his/her friend. What does he/she do that helps you to know that he/she is angry?

Think about the behaviours your child would show in the situation described in the story or in a similar situation. Behaviours that your child might show when he/she is angry are listed on the next three pages.

Please answer in TWO ways to each description of children's "angry" behaviours.

1. Put a cross in COLUMN 2 to indicate HOW OFTEN your child shows the behaviour described.
2. Circle the number in COLUMN 3 to show HOW MUCH YOU WORRY about the behaviour when you see it or WOULD WORRY if you saw it.

COLUMN 1		COLUMN 2					COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS ANGRY	HOW OFTEN I SEE THIS BEHAVIOUR					HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT	
	Never	Once or twice a month	Once or twice a week	Once a day	More than once a day		
						Circle an option between 1 = NEVER and 9 = ALMOST ALWAYS	
1. Walks more quickly than usual.						1 2 3 4 5 6 7 8 9	
2. Frowns.						1 2 3 4 5 6 7 8 9	
3. Says "I hate you" or something similar.						1 2 3 4 5 6 7 8 9	
4. Threatens to hurt others.						1 2 3 4 5 6 7 8 9	
5. Hits or punches others.						1 2 3 4 5 6 7 8 9	
6. Looks down.						1 2 3 4 5 6 7 8 9	
7. Calls others rude names.						1 2 3 4 5 6 7 8 9	
8. Argues or talks back.						1 2 3 4 5 6 7 8 9	
9. Rejects attempts to find a solution to the problem.						1 2 3 4 5 6 7 8 9	
10. Blames others e.g. Says "It's your fault".						1 2 3 4 5 6 7 8 9	
11. Stares hard or glares.						1 2 3 4 5 6 7 8 9	
12. Stays silent.						1 2 3 4 5 6 7 8 9	
13. Shouts or speaks loudly.						1 2 3 4 5 6 7 8 9	
14. Cries quietly with anger.						1 2 3 4 5 6 7 8 9	
15. Kicks.						1 2 3 4 5 6 7 8 9	
16. Thumps walls or furniture with fist.						1 2 3 4 5 6 7 8 9	

COLUMN 1		COLUMN 2				COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS ANGRY		HOW OFTEN I SEE THIS BEHAVIOUR				HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT  <i>Circle an option between</i> 1 = NEVER and 9 = ALMOST ALWAYS
		Never	Once or twice a month	Once or twice a week	Once a day	More than once a day
17. Speaks very slowly and clearly.						1 2 3 4 5 6 7 8 9
18. Says "You don't love me" or similar.						1 2 3 4 5 6 7 8 9
19. Voice gets higher.						1 2 3 4 5 6 7 8 9
20. Closes lips tightly.						1 2 3 4 5 6 7 8 9
21. Distracts himself/herself with other activity e.g. drawing.						1 2 3 4 5 6 7 8 9
22. Body gets very tense.						1 2 3 4 5 6 7 8 9
23. Cries loudly with rage.						1 2 3 4 5 6 7 8 9
24. Stamps foot or walks with very heavy step.						1 2 3 4 5 6 7 8 9
25. Clenches teeth.						1 2 3 4 5 6 7 8 9
26. Goes off to bedroom.						1 2 3 4 5 6 7 8 9
27. Demands to do what he/she wants.						1 2 3 4 5 6 7 8 9
28. Face goes red.						1 2 3 4 5 6 7 8 9
29. Slams doors.						1 2 3 4 5 6 7 8 9
30. Speaks more quickly than usual.						1 2 3 4 5 6 7 8 9
31. Eyes go red.						1 2 3 4 5 6 7 8 9
32. Cuddles soft toy, pillow or something similar.						1 2 3 4 5 6 7 8 9

COLUMN 1		COLUMN 2					COLUMN 3								
BEHAVIOUR SHOWN WHEN CHILD IS ANGRY		HOW OFTEN I SEE THIS BEHAVIOUR					HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT  <i>Circle an option between 1=NEVER and 9 = ALMOST ALWAYS</i>								
		Never	Once or twice a month	Once or twice a week	Once a day	More than once a day									
33. Overturns furniture.							1	2	3	4	5	6	7	8	9
34. Pushes, pinches or smacks other person.							1	2	3	4	5	6	7	8	9
35. Hurts self, e.g. pulls own hair, pinches self.							1	2	3	4	5	6	7	8	9
36. Smashes or damages something e.g. toys.							1	2	3	4	5	6	7	8	9
37. Clenches fists.							1	2	3	4	5	6	7	8	9
38. Says "I'm really angry" or "I'm mad" or similar.							1	2	3	4	5	6	7	8	9
39. Refuses to do as asked.							1	2	3	4	5	6	7	8	9
40. Gets into physical fights.							1	2	3	4	5	6	7	8	9
41. Throws unbreakable objects.							1	2	3	4	5	6	7	8	9
42. Sits on sofa.							1	2	3	4	5	6	7	8	9

CHILDREN'S EMOTIONS - ANXIETY

Below is a short story which describes an event that might have made your child anxious some time in the last six months. After you have read the story you will be asked some questions about it.

Read the story below:

Your child knows that tomorrow his/her teacher is going to ask him/her to do some important work at school. If he/she does not do that work well, he/she will have to work with children who are often unkind to him/her. He/She is anxious about what will happen. What does your child do that helps you to know that he/she is anxious?

Think about the behaviours your child would show in the situation described in the story or in a similar situation. Behaviours that your child might show when he/she is anxious are listed on the next two pages.

Please answer in TWO ways to each description of children's "anxious" behaviours.

1. Put a cross in COLUMN 2 to indicate HOW OFTEN your child shows the behaviour described.
2. Circle the number in COLUMN 3 to show HOW MUCH YOU WORRY about the behaviour when you see it or WOULD WORRY if you saw it.

(cont'd over)

COLUMN 1		COLUMN 2				COLUMN 3
BEHAVIOUR SHOWN WHEN CHILD IS ANXIOUS		HOW OFTEN I SEE THIS BEHAVIOUR				HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT
		Never	Once or twice a month	Once or twice a week	Once a day	More than once a day
1. Speaks softly.						
2. Tries to delay or avoid feared event.						
3. Says "I'm frightened/worried about..."						
4. Picks at food or wants more sweet food than usual.						
5. Cuddles soft toy or blanket.						
6. Vomits.						
7. Shoulders slump.						
8. Is restless.						
9. Says "I'm not feeling well" or "I have a stomach ache" or similar.						
10. Doesn't look at people, avoids eye contact.						
11. Stays silent.						
12. Muscles tense.						
13. Awake during the night thinking about feared event.						
14. Sits close to parent, but does not cling.						
15. Asks someone to help cope with the situation.						
16. Closes lips tightly.						

COLUMN 1 BEHAVIOUR SHOWN WHEN CHILD IS ANXIOUS	COLUMN 2 HOW OFTEN I SEE THIS BEHAVIOUR					COLUMN 3 HOW MUCH I WORRY ABOUT THIS BEHAVIOUR or WOULD WORRY IF I SAW IT
	Never	Once or twice a month	Once or twice a week	Once a day	More than once a day	
17. Goes pale.						1 2 3 4 5 6 7 8 9
18. Seeks extra hugs.						1 2 3 4 5 6 7 8 9
19. Deliberately annoys others.						1 2 3 4 5 6 7 8 9
20. Sad or tense look about the face.						1 2 3 4 5 6 7 8 9
21. Cries.						1 2 3 4 5 6 7 8 9
22. Does nothing.						1 2 3 4 5 6 7 8 9
23. Breathes quickly.						1 2 3 4 5 6 7 8 9
24. Refuses to do feared activity.						1 2 3 4 5 6 7 8 9
25. Asks repeatedly about feared event.						1 2 3 4 5 6 7 8 9
26. Complains about dreams concerning feared event.						1 2 3 4 5 6 7 8 9
27. Says "I won't do it" or "I can't do it."						1 2 3 4 5 6 7 8 9
28. Fiddles with things.						1 2 3 4 5 6 7 8 9
29. Cannot concentrate.						1 2 3 4 5 6 7 8 9
30. Hugs or clings to parent.						1 2 3 4 5 6 7 8 9
31. Does something to distract himself/herself e.g. plays, watches TV.						1 2 3 4 5 6 7 8 9



Now, I would like you to change your focus, and answer some questions about your own values. Please answer the questions below.

WHAT IS IMPORTANT TO ME.

Indicate whether or not you agree with the views listed below by marking a number in the section on the right. According to the scale **1 = STRONGLY DISAGREE** and **7 = STRONGLY AGREE**.

1. I would help within my means if a relative told me that s/he was in financial difficulties.	1	2	3	4	5	6	7
2. When faced with a difficult personal problem, it is better to decide what to do yourself, rather than follow the advice of others.	1	2	3	4	5	6	7
3. I like to live close to my good friends.	1	2	3	4	5	6	7
4. It does not matter to me how my country is viewed in the eyes of other nations.	1	2	3	4	5	6	7
5. One of the pleasures of life is to have close personal relationships with others.	1	2	3	4	5	6	7
6. I am responsible for what happens to me.	1	2	3	4	5	6	7
7. It is important to me to have a close relationship with my workmates.	1	2	3	4	5	6	7

(cont'd over)

Remember:

1 = STRONGLY DISAGREE      7 = STRONGLY AGREE

8. I would rather struggle through a personal problem by myself, than discuss it with my friends.	1	2	3	4	5	6	7
9. It is desirable that aging parents live at home with their children.	1	2	3	4	5	6	7
10. The most important thing in my life is to make myself happy.	1	2	3	4	5	6	7
11. When faced with a difficult personal problem, one should consult widely with one's friends and relatives.	1	2	3	4	5	6	7
12. Aging parents should have their own place to live.	1	2	3	4	5	6	7
13. One of the pleasures of life is to feel that one is part of a large group of people.	1	2	3	4	5	6	7
14. I tend to do my own thing, and most people in my family do the same.	1	2	3	4	5	6	7
15. It is desirable that children live at home with their parents until they get married.	1	2	3	4	5	6	7
16. I like to live in cities, where there is anonymity.	1	2	3	4	5	6	7

**Appendix J: English use**

Appendix J1

Table J1  
Frequency of Conversation in English

Conversation	ANOVA			Direction of difference
	F	df	p	
With neighbour	4.12	2, 84	.02	I > C <sup>a</sup>
With shopkeeper	1.72	2, 84	.19	<u>n.s.</u>
With immigrant friend	2.29	2, 84	.11	<u>n.s.</u>
With Australian friend	7.55	2, 83	.001	I > T <sup>b</sup>
With health professional	2.74	2, 84	.07	<u>n.s.</u>
With service provider	18.50	2, 83	.0001	I, C > T

Note : df = 2 throughout  
a. I = Indian, C = Chinese    b. T = Turkish  
n.s. = not significant

Appendix J2

Table J2  
Comfort Speaking English

Activity	F	ANOVA p	Direction of difference
Shopping	25.33	.0001	I, C > T <sup>a</sup>
Asking directions	18.60	.0001	I, C > T
Doing business by phone	17.74	.0001	I > C, T; C > T
Talking at a social function	7.90	.001	I > T
Talking to the doctor	17.86	.0001	I > C, T
Talking to child's teacher	17.86	.0001	I, C > T

Note: df = 2, 84 throughout  
a . I = Indian, C = Chinese, T = Turkish

**Appendix K: Mean scores for emotions by ethnic group**

Appendix K1

Table K1  
Mean Scores for Happiness Items by Ethnic Group

Item	Descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 32)	Indian (n = 15)	Chinese (n = 29)	Turkish (n = 33)
	<u>Function 1</u>				
21	Puts arm around others as walks	2.13 (1.16)	1.20 (1.42)	1.86 (1.51)	0.39 (0.75)
22	Giggles or laughs	3.38 (0.91)	2.47 (1.41)	3.07 (1.07)	2.06 (1.12)
30	Plays imaginary games	2.56 (1.48)	2.20 (1.42)	2.48 (1.30)	1.18 (1.33)
11	Smiles	3.66 (0.70)	3.27 (1.03)	3.62 (0.73)	2.85 (0.97)
16	Sings or whistles	2.66 (1.36)	2.40 (1.55)	2.79 (0.98)	1.88 (1.29)
26	Gestures more than usual	1.91 (1.25)	1.67 (1.68)	2.03 (1.18)	1.18 (1.21)
15	Plays well without close parental supervision	3.31 (0.86)	2.80 (1.21)	3.17 (1.07)	2.61 (0.97)
13	Talks more than usual	2.59 (1.19)	2.40 (1.35)	2.86 (0.92)	2.06 (1.27)
17	Stands up tall or straight	2.66 (1.31)	2.40 (1.45)	2.28 (1.31)	1.64 (1.34)
23	Pretends to fight others	1.28 (1.17)	0.93 (1.16)	1.41 (1.32)	0.76 (1.12)
05	Fidgety, has lots of energy, but doesn't know how to use it	1.28 (1.22)	1.73 (1.33)	1.38 (1.47)	2.00 (1.22)
14	Speaks more loudly than usual	2.28 (1.33)	2.47 (1.36)	2.62 (1.05)	2.09 (1.23)
	<u>Function 2</u>				
12	Looks straight at other people	3.47 (0.95)	2.80 (1.52)	2.55 (1.48)	2.33 (1.11)
25	Gives someone in the family a hug	3.50 (0.76)	2.87 (1.19)	2.86 (1.03)	2.39 (0.97)
02	Body is very relaxed	3.34 (0.83)	2.47 (1.41)	2.76 (1.27)	2.27 (1.01)
24	Kisses someone in the family	3.41 (0.84)	2.27 (1.53)	2.83 (1.20)	2.39 (1.03)
01	Concentrates well on activity	3.06 (0.88)	2.73 (1.16)	2.55 (1.18)	2.42 (0.90)
07	Face looks “bright”, has pleasant expression	3.28 (0.92)	2.73 (1.22)	2.93 (1.07)	2.42 (0.94)
10	Moves quickly or energetically	2.84 (1.11)	2.80 (1.21)	2.34 (1.17)	2.12 (1.19)
20	Says “I’m so happy” or similar	2.13 (1.13)	2.27 (1.03)	2.72 (1.13)	2.03 (1.13)
04	Skips or dances	2.59 (1.07)	2.00 (1.31)	2.17 (1.36)	2.06 (1.09)
					cont'd over

cont'd over

Table K1 (cont'd)

Item	Descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 32)	Indian (n = 15)	Chinese (n = 29)	Turkish (n = 33)
09	Jumps over furniture or runs around inside the house	1.59 (1.16)	2.07 (1.49)	2.10 (1.37)	1.45 (1.42)
29	Voice sounds a bit higher or tone of voice changes	2.16 (1.35)	2.07 (1.33)	2.48 (1.12)	2.03 (1.16)

a. Anglo-A = Anglo-Australian

## Appendix K2

Table K2  
Mean Scores for Sadness Items by Ethnic Group

Item	Sadness descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 32)	Indian (n = 14)	Chinese (n = 31)	Turkish (n = 36)
	<u>Function 1</u>				
03	Giggles briefly	0.25 (0.51)	1.36 (1.45)	0.97 (1.25)	0.00 (0.00)
09	Closes lips tightly or mouth turns down at corners	1.22 (1.10)	1.07 (1.44)	1.16 (0.97)	0.33 (0.63)
06	Cries quietly	0.78 (0.61)	0.71 (0.91)	0.52 (0.77)	1.22 (1.17)
04	Face “falls” or looks serious	1.81 (0.82)	1.14 (0.95)	1.39 (1.15)	1.81 (0.95)
27	Speaks slowly and/or softly	0.75 (0.88)	1.14 (1.35)	1.10 (1.14)	0.56 (0.94)
08	Voice changes in tone or pitch	1.31 (1.03)	1.14 (1.10)	1.26 (1.21)	1.53 (1.06)
	<u>Function 2</u>				
05	Eyes lacklustre or dull	0.50 (0.67)	0.79 (1.12)	0.84 (0.82)	1.64 (0.96)
21	Cuddles soft toy	1.31 (1.12)	0.64 (1.01)	1.23 (1.26)	0.50 (0.91)
07	Cuddles or hugs sibling or parent	2.03 (1.09)	1.29 (1.38)	1.35 (1.38)	1.31 (1.12)
26	Sits, doing nothing	0.38 (0.49)	1.21 (1.37)	1.00 (1.13)	0.78 (0.96)
10	Speaks rudely or calls others names	1.25 (1.08)	0.57 (0.94)	1.00 (1.18)	0.64 (0.80)
11	Wants to be close to parent without cuddling	1.00 (1.02)	1.71 (1.44)	1.74 (1.32)	1.25 (1.25)
14	Pulls away from hugs or other touch	0.50 (0.72)	0.86 (1.23)	0.58 (0.72)	0.83 (1.11)
01	Lies on bed, head and body completely covered	0.38 (0.55)	0.57 (0.94)	0.45 (0.68)	0.44 (0.65)

a. Anglo-A = Anglo-Australian

### Appendix K3

Table K3  
Mean Scores for Anger Items by Ethnic Group

Item	Anger descriptor	Ethnic group			
		Anglo-A <sup>a</sup> ( n = 30)	Indian (n = 15)	Chinese (n = 32)	Turkish (n = 35)
<u>Function 1</u>					
31	Eyes go red	0.23 (0.50)	0.27 (0.46)	1.41 (1.10)	0.86 (1.03)
28	Face gets red	0.60 (0.67)	0.40 (0.51)	1.00 (1.05)	1.20 (1.11)
14	Cries quietly	0.57 (0.57)	0.60 (1.12)	0.97 (0.86)	1.03 (1.12)
30	Speaks more quickly than usual	0.90 (0.96)	0.67 (0.62)	1.41 (1.21)	1.26 (1.12)
18	Says “You don’t love me” or similar	0.67 (0.66)	0.60 (0.51)	1.00 (1.08)	1.11 (1.16)
12	Stays silent	0.60 (0.81)	0.40 (0.51)	0.84 (0.95)	0.89 (1.11)
33	Overturms furniture	0.13 (0.35)	*	0.22 (0.49)	0.23 (0.73)
<u>Function 2</u>					
13	Shouts or speaks loudly	1.83 (0.83)	1.20 (1.08)	1.81 (1.12)	1.00 (1.26)
10	Blames others	1.27 (0.83)	1.00 (0.93)	1.81 (1.09)	1.11 (1.30)
05	Hits or punches others	0.93 (0.94)	0.40 (0.83)	0.91 (1.12)	0.40 (0.81)
34	Pushes, pinches or smacks other person	0.93 (0.78)	0.27 (0.46)	0.94 (1.29)	0.43 (0.92)
35	Hurts self e.g. pulls own hair, pinches self	*	0.00 (0.00)	0.38 (0.61)	0.14 (0.49)
40	Gets into fights	0.37 (0.61)	0.27 (0.59)	0.66 (0.94)	0.34 (0.64)
15	Kicks	0.63 (0.61)	0.33 (0.62)	1.06 (1.13)	0.71 (1.15)
19	Voice gets higher	1.33 (0.96)	1.20 (0.86)	1.59 (1.19)	1.37 (1.17)

a. Anglo-A = Anglo-Australian    \* = insufficient responses



# Appendix K4

Table K4  
Mean Scores for Anxiety Items by Ethnic Group

Item	Anxiety descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 30)	Indian (n = 13)	Chinese (n = 30)	Turkish (n = 33)
<u>Function 1</u>					
22	Does nothing	0.13 (0.35)	0.54 (0.78)	0.77 (1.14)	0.24 (0.50)
24	Refuses to do feared activity	0.40 (0.56)	1.00 (1.41)	1.03 (1.07)	0.42 (0.61)
27	Says “I won’t do it” or “I can’t do it”.	0.97 (0.61)	0.85 (0.80)	1.43 (0.97)	0.79 (0.96)
13	Awake during the night thinking about feared even	0.30 (0.60)	0.31 (0.63)	0.77 (0.97)	0.33 (0.48)
14	Sits close to parent, but does not cling	0.93 (0.69)	0.77 (0.83)	1.40 (1.22)	0.85 (1.03)
01	Speaks softly	0.73 (0.91)	1.23 (1.24)	1.33 (1.09)	0.97 (1.13)
09	Says “I’m not feeling well” or “I have a stomach ache” or similar	1.00 (0.69)	0.69 (0.85)	0.63 (0.93)	0.88 (0.89)
11	Stays silent	0.67 (0.80)	0.85 (1.14)	0.97 (0.89)	0.73 (0.80)
<u>Function 2</u>					
21	Cries	0.97 (0.72)	1.15 (0.90)	1.30 (0.99)	1.67 (1.16)
17	Goes pale	0.17 (0.38)	0.23 (0.44)	0.23 (0.50)	0.67 (1.02)
10	Doesn’t look at people, avoids eye contact	0.80 (0.71)	0.31 (0.63)	1.00 (1.14)	0.42 (0.71)
19	Deliberately annoys others	0.97 (0.76)	0.54 (0.78)	0.93 (1.11)	0.58 (0.83)
05	Cuddles soft toy or blanket	0.90 (1.06)	0.77 (1.17)	1.10 (1.37)	0.42 (0.94)
08	Is restless	0.90 (0.71)	1.00 (0.91)	0.73 (1.08)	1.30 (1.05)
23	Breathes quickly	0.27 (0.52)	0.46 (1.13)	0.60 (0.93)	0.55 (0.97)
26	Complains about dreams concerning feared event	0.40 (0.62)	0.54 (0.66)	0.63 (0.67)	0.64 (0.93)
04	Picks at food or wants more sweet food than usual	0.60 (0.81)	0.69 (1.11)	0.57 (1.14)	0.94 (1.30)

a. Anglo-A = Anglo-Australian

**Appendix L: Emotional behaviours, without and with demographics**

**Appendix L1**

Table L1  
Happiness, Without and With Demographic Variables.

Without demographic variables		With demographic variables	
Item	Happiness descriptor	Item	Happiness descriptor
<u>Function 1</u>		<u>Function 1</u>	
21	Puts arm around others as walks	-	Mother's age
22	Giggles or laughs	21	Puts arm around others as walks
30	Plays imaginary games	22	Giggles or laughs
11	Smiles	11	Smiles
16	Sings or whistles	30	Plays imaginary games
26	Gestures more than usual	19	Jumps or hops about
15	Plays well without close parental supervision	16	Sings or whistles
13	Talks more than usual	07	Face looks "bright", has pleasant expression
17	Stands up tall or straight	15	Plays well without close parental supervision
23	Pretends to fight others	08	
05	Fidgety, has lots of energy, but doesn't know how to use it	26	Gestures more than usual
14	Speaks more loudly than usual	13	Talks more than usual
		23	Pretends to fight others
		05	Fidgety, has lots of energy but doesn't know how to use it
<u>Function 2</u>		<u>Function 2</u>	
12	Looks straight at other people	12	Looks straight at other people
25	Gives someone in the family a hug	25	Gives someone in the family a hug
02	Body is very relaxed	02	Body is very relaxed
24	Kisses someone in the family	24	Kisses someone in the family
01	Concentrates well on activity	20	Says "I'm so happy" or similar
07	Face looks "bright", has pleasant expression	01	Concentrates well on activity
10	Moves quickly or energetically	04	Skips or dances
20	Says "I'm so happy" or similar	09	Jumps over furniture or runs around inside the house
04	Skips or dances	14	Speaks more loudly than usual

cont'd over

Table L1 (cont'd)

Without demographic variables		With demographic variables	
Item	Happiness descriptor	Item	Happiness descriptor
09	Jumps over furniture or runs around inside the house	29	Voice sound a bit higher or tone of voice changes
29	Voice sound a bit higher or tone of voice changes	27	Remains calm in spite of minor disappointments
		06	Speaks more quickly than usual

Appendix L2

Table L2  
Sadness, Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Sadness descriptor	Item	Sadness descriptor
<u>Function 1</u>		<u>Function 1</u>	
03	Giggles briefly	-	Mother's age
09	Closes lips tightly or mouth turns down at corners	05	Eyes lacklustre or dull
06	Cries quietly	09	Closes lips tightly or mouth turns down at corners
04	Face "falls" or looks serious	21	Cuddles soft toy
27	Speaks slowly and/or softly	06	Cries quietly
08	Voice changes in tone or pitch	10	Speaks rudely or calls others names
		14	Pulls away from hugs or other touch
		08	Voice changes in tone or pitch
<u>Function 2</u>		<u>Function 2</u>	
05	Eyes lacklustre or dull	03	Giggles briefly
21	Cuddles soft toy	26	Sits, doing nothing
07	Cuddles or hugs sibling or parent	04	Face "falls" or looks serious
26	Sits, doing nothing	11	Wants to be close to parent without cuddling
10	Speaks rudely or call others names	27	Speaks slowly and/or softly
11	Wants to be close to parent without cuddling	07	Cuddles or hugs sibling or parent
14	Pulls away from hugs or other touch	01	Lies on bed, head and body completely covered
01	Lies on bed, head and body completely covered	22	Goes away to be by himself/herself e.g. lies on bed

Appendix L3

Table L3  
Anger, Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Anger descriptor	Item	Anger descriptor
<u>Function 1</u>		<u>Function 1</u>	
31	Eyes go red	-	Mother's education
28	Face goes red	28	Face goes red
14	Cries quietly with anger	14	Cries quietly with anger
30	Speaks more quickly than usual	04	Threatens to hurt others
18	Says "You don't love me" or similar	18	Says "You don't love me" or similar
12	Stays silent	38	Says "I'm really angry" or "I'm mad" or similar
33	Overturns furniture		
<u>Function 2</u>		<u>Function 2</u>	
13	Shouts or speaks loudly	-	Mother age
10	Blames others e.g. Says "It's your fault"	31	Eyes go red
05	Hits or punches others	35	Hurts self e.g. pulls own hair, pinches self
34	Pushes, pinches or smacks other person	10	Blames others e.g. Says "It's your fault"
35	Hurts self e.g. pulls own hair, pinches self	27	Demands to do what he/she wants
40	Gets into physical fights	13	Shouts or speaks loudly
15	Kicks	15	Kicks
19	Voice gets higher	34	Pushes, pinches or smacks other person
		40	Gets into physical fights
		05	Hits or punches others
		30	Speaks more quickly than usual
		24	Stamps foot or walks with very heavy step
		36	Smashes or damages something e.g. toys
		19	Voice gets higher
		16	Thumps wall or furniture with fist
		06	Looks down

## Appendix L4

Table L4  
Anxiety, Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Anxiety descriptor	Item	Anxiety descriptor
<u>Function 1</u>		<u>Function 1</u>	
22	Does nothing	-	Mother's age
24	Refuses to do feared activity	17	Goes pale
27	Says "I won't do it" or "I can't do it"	27	Says "I won't do it" or "I can't do it"
13	Awake during the night thinking about feared event	31	Does something to distract himself/herself e.g. plays, watches TV
14	Sits close to parent but does not cling	08	Is restless
01	Speaks softly	05	Cuddles soft toy or blanket
09	Says "I'm not feeling well" or "I have a stomach ache" or similar	14	Sits close to parent but does not cling
11	Stays silent	04	Picks at food or wants more sweet food than usual
<u>Function 2</u>		<u>Function 2</u>	
21	Cries	29	Cannot concentrate
17	Goes pale	22	Does nothing
10	Doesn't look at people, avoids eye contact	15	Asks someone to help cope with the situation
19	Deliberately annoys others	21	Cries
05	Cuddles soft toy or blanket	01	Speaks softly
08	Is restless	13	Awake during the night thinking about feared event
23	Breathes quickly	20	Sad or tense look about the face
26	Complains about dreams concerning feared event	09	Says "I'm not feeling well" or "I have a stomach ache" or similar
04	Picks at food or wants more sweet food than usual	23	Breathes quickly
		26	Complains about dreams concerning the feared event
		11	Stays silent

## Appendix M: Emotional behaviours of boys and girls

### Appendix M1

Table M1

Mean Scores for Happiness for Turkish Boys and Girls

Item	Happiness Descriptor	Boys (n = 18)	Girls (n = 15)
		<u>M (SD)</u>	<u>M (SD)</u>
01	Concentrates well on activity	2.28 (0.83)	2.60 (0.99)
02	Body is very relaxed	2.44 (1.10)	2.07 (0.88)
03	Shouts or screams with pleasure	1.67 (1.24)	2.00 (1.25)
04	Skips or dances	1.72 (1.18)	2.47 (0.83)
05	Fidgety, has lots of energy but doesn't know how to use it	2.39 (1.29)	1.53 (0.99)
06	Speaks more quickly than usual	1.72 (1.27)	2.20 (1.15)
07	Face looks 'bright', has pleasant expression	2.28 (1.02)	2.60 (0.83)
08	Eyes shine	2.28 (1.02)	2.60 (0.83)
09	Jumps over furniture or runs around inside the house	1.33 (1.46)	1.60 (1.40)
10	Moves quickly or energetically	1.83 (1.29)	2.47 (0.99)
11	Smiles	2.89 (0.96)	2.80 (1.01)
12	Looks straight at other people	2.22 (1.11)	2.47 (1.13)
13	Talks more than usual	1.89 (1.41)	2.27 (1.10)
14	Speaks more loudly than usual	2.00 (1.24)	2.20 (1.26)
15	plays well without close parental supervision	2.61 (0.98)	2.60 (0.99)
16	Sings or whistles	1.22 (1.17)	2.67 (0.98)
17	Stands up tall or straight	1.33 (1.03)	2.00 (1.60)
18	Says something complimentary e.g. "You're the best Mum in the world" or "I love you"	2.17 (0.86)	2.93 (0.96)
19	Jumps or hops about	1.61 (1.14)	2.00 (1.13)
20	Says "I'm so happy" or something similar	1.72 (1.02)	2.40 (1.18)
21	Puts arm around others as walks	0.39 (0.70)	0.40 (0.83)
22	Giggles or laughs	1.56 (1.04)	2.67 (0.90)
23	Pretends to fight others	0.83 (1.10)	0.67 (1.18)
24	Kisses someone in the family	2.06 (1.00)	2.80 (0.94)
25	Gives someone in the family a hug	2.22 (0.88)	2.60 (1.06)

cont'd over

Table M1 (cont'd)

Item	Happiness Descriptor	Boys (n = 18)	Girls (n = 15)
		<u>M (SD)</u>	<u>M (SD)</u>
26	Gestures more than usual	1.61 (1.29)	0.67 (0.90)
27	Remains calm in spite of minor disappointments	1.78 (1.17)	1.73 (1.33)
28	Wants others to share in pleasure e.g. join in games	2.61 (0.78)	2.80 (1.01)
29	Voice sound a bit higher or tone of voice changes	1.83 (1.15)	2.27 (1.16)
30	Plays imaginary games	0.89 (1.18)	1.53 (1.46)
31	Does as he/she is asked immediately	2.00 (0.91)	2.60 (1.30)



## Appendix M2

Table M2  
Mean Scores for Sadness for Chinese Boys and Girls

Item	Sadness Descriptor	Boys (n = 18)	Girls (n = 13)
		<u>M</u> ( <u>SD</u> )	<u>M</u> ( <u>SD</u> )
01	Lies on bed, head and body completely covered	0.39 (0.70)	0.54 (0.66)
02	Cries loudly, shouts or screams	1.56 (1.34)	0.92 (1.50)
03	Giggles briefly	1.11 (1.28)	0.77 (1.24)
04	Face “falls” or looks serious	1.67 (1.08)	1.00 (1.15)
05	Eyes lacklustre or dull	0.94 (0.87)	0.69 (0.75)
06	Cries quietly	0.78 (0.88)	0.15 (0.38)
07	Cuddles or hugs sibling or parent	1.61 (1.33)	1.00 (1.41)
08	Voice changes in tone or pitch	1.44 (1.29)	1.00 (1.08)
09	Closes lips tightly or mouth turns down at corners	1.11 (1.02)	1.23 (0.93)
10	Speaks rudely or calls others names	1.39 (1.20)	0.46 (0.97)
11	Wants to be close to parent without cuddling	2.22 (1.26)	1.08 (1.12)
12	Says “I’m not happy” or “I’m sad”	1.67 (1.24)	0.92 (0.95)
13	Doesn’t talk about sad situation until asked about it	1.06 (0.87)	1.23 (1.01)
14	Pulls away from hugs or other touch	0.78 (0.81)	0.31 (0.48)
15	Stays silent	1.00 (1.08)	0.85 (0.90)
16	Says “You make me feel bad” or similar	1.22 (1.00)	0.69 (0.85)
17	Repeatedly asks for things	1.78 (1.35)	1.15 (1.07)
18	Shoulders slump or droop	1.33 (1.19)	0.92 (1.12)
19	Sighs repeatedly	1.17 (1.42)	0.62 (0.96)
20	Does something to distract himself/herself e.g. reads book, falls asleep	1.06 (1.26)	0.92 (1.12)
21	Cuddles soft toy	0.89 (1.08)	1.69 (1.38)
22	Goes away to be by himself/herself e.g. lies on bed	1.00 (0.97)	0.69 (1.03)
23	Doesn’t talk much, gives short answers	1.78 (1.00)	1.23 (1.24)
24	Walks or moves slowly	1.56 (0.86)	1.00 (1.00)
25	Looks angry or sour	1.61 (1.14)	1.31 (1.38)
26	Sits, doing nothing	1.44 (1.20)	0.38 (0.65)
27	Speaks slowly and/or softly	1.50 (1.20)	0.54 (0.78)

### Appendix M3

Table M3  
Anger Behaviours of Anglo-Australian Boys and Girls

Item	Anger Descriptor	Boys (n = 12)	Girls (n = 18)
		<u>M</u> ( <u>SD</u> )	<u>M</u> ( <u>SD</u> )
01	Walks more quickly than usual	1.25 (0.87)	1.33 (1.08)
02	Frowns	1.50 (0.90)	1.94 (1.00)
03	Says "I hate you" or something similar	1.08 (0.79)	0.94 (0.94)
04	Threatens to hurt others	0.75 (1.14)	0.72 (0.96)
05	Hits or punches others	1.00 (0.95)	0.89 (0.96)
06	Looks down	0.92 (0.67)	1.11 (0.90)
07	Calls others rude names	1.17 (0.94)	1.06 (1.00)
08	Argues or talks back	2.17 (0.94)	1.83 (0.92)
09	Rejects attempts to find a solution to the problem	1.17 (0.58)	1.22 (0.94)
10	Blames others e.g. Says "It's your fault"	1.33 (0.89)	1.22 (0.81)
11	Stares hard or glares	0.75 (0.62)	1.17 (1.10)
12	Stays silent	0.33 (0.49)	0.78 (0.94)
13	Shouts or speaks loudly	1.83 (0.83)	1.83 (0.86)
14	Cries quietly with anger	0.50 (0.52)	0.50 (0.62)
15	Kicks	0.75 (0.62)	0.56 (0.62)
16	Thumps walls or furniture with fist	0.67 (0.78)	0.22 (0.43)
17	Speaks very slowly and clearly	0.25 (0.45)	0.33 (0.59)
18	Says "You don't love me" or similar	0.67 (0.65)	0.67 (0.69)
19	Voice gets higher	1.50 (1.00)	1.22 (0.94)
20	Closes lips tightly	0.75 (0.75)	0.94 (0.80)
21	Distracts himself/herself with other activity e.g. drawing	0.75 (0.75)	1.50 (0.86)
22	Body gets very tense	1.17 (0.83)	1.22 (0.88)
23	Cries loudly with rage	1.08 (0.79)	1.11 (0.90)
24	Stamps foot or walks with very heavy step	1.08 (0.90)	1.17 (0.71)
25	Clenches teeth	0.42 (0.67)	0.50 (0.79)

cont'd over

Table M3 (cont'd)

Item	Anger Descriptor	Boys (n = 12)	Girls (n = 18)
		<u>M (SD)</u>	<u>M (SD)</u>
26	Goes off to bedroom	1.25 (0.87)	1.11 (0.76)
27	Demands to do what he/she wants	1.08 (0.79)	1.50 (0.99)
28	Face goes red	0.50 (0.52)	0.67 (0.77)
29	Slams doors	1.08 (0.51)	0.78 (0.65)
30	Speaks more quickly than usual	1.17 (1.03)	0.72 (0.89)
31	Eyes go red	0.17 (0.39)	0.28 (0.57)
32	Cuddles soft toy, pillow or something similar	0.83 (0.94)	1.00 (1.03)
33	Overturms furniture	0.17 (0.39)	0.11 (0.32)
34	Pushes, pinches or smacks other person	0.75 (0.75)	1.06 (0.80)
35	Hurts self, e.g. pulls own hair, pinches self	0.17 (0.39)	0.00 (0.00)
36	Smashes or damages something e.g. toys	0.50 (0.52)	0.11 (0.32)
37	Clenches fists	0.50 (0.52)	0.33 (0.49)
38	Says "I'm really angry" or "I'm mad" or similar	1.00 (0.60)	0.89 (0.58)
39	Refuses to do as asked	1.33 (0.49)	1.39 (0.85)
40	Gets into physical fights	0.50 (0.67)	0.28 (0.57)
41	Throws unbreakable objects	0.58 (0.51)	0.28 (0.46)
42	Sits on sofa	0.67 (0.65)	1.06 (1.00)

# Appendix M4

Table M4  
Mean Scores for Anxiety for Indian Boys and Girls

Item	Anxiety Descriptor	Boys (n = 6)	Girls (n = 7)
		<u>M</u> ( <u>SD</u> )	<u>M</u> ( <u>SD</u> )
01	Speaks softly	0.50 (0.55)	1.85 91.35)
02	Tries to delay or avoid feared event	0.33 (0.52)	0.29 (0.49)
03	Says “I’m frightened/worried about...”	0.33 (0.52)	1.14 (1.21)
04	Picks at food or wants more sweet food than usual	0.33 (0.52)	1.00 (1.41)
05	Cuddles soft toy or blanket	0.33 (0.82)	1.14 (1.35)
06	Vomits	0.17 (0.41)	0.14 (0.38)
07	Shoulders slump	0.33 (0.52)	0.29 (0.49)
08	Is restless	0.50 (0.55)	1.43 (0.98)
09	Says “I’m not feeling well” or “ I have a stomach ache” or similar	0.33 (0.52)	1.00 (1.00)
10	Doesn’t look at people, avoids eye contact	0.00 (0.00)	0.57 (0.79)
11	Stays silent	0.50 (0.55)	1.14 (1.46)
12	Muscles tense	0.17 (0.41)	0.29 (0.76)
13	Awake during the night thinking about feared event	0.17 (0.41)	0.43 (0.79)
14	Sits close to parent, but does not cling	0.67 (0.52)	0.86 (1.07)
15	Asks someone to help cope with the situation	0.17 (0.41)	1.29 (1.11)
16	Closes lips tightly	0.00 (0.00)	0.14 (0.38)
17	Goes pale	0.33 (0.52)	0.14 (0.38)
18	Seeks extra hug	0.83 (0.75)	0.43 (0.79)
19	Deliberately annoys others	0.17 (0.41)	0.86 (0.90)
20	Sad or tense look about the face	0.33 (0.52)	1.57 (1.27)
21	Cries	0.67 (0.82)	1.57 (0.79)
22	Does nothing	0.33 (0.52)	0.71 (0.95)
23	Breathes quickly	0.17 (0.41)	0.71 (1.50)
24	Refuses to do feared activity	0.50 (0.55)	1.43 (1.81)
25	Asks repeatedly about feared event	0.00 (0.00)	0.86 (0.90)

cont’d over

Table M4 (cont'd)

Item	Anxiety Descriptor	Boys (n = 6)	Girls (n = 7)
		<u>M</u> ( <u>SD</u> )	<u>M</u> ( <u>SD</u> )
26	Complains about dreams concerning feared event	0.50 (0.55)	0.57 (0.79)
27	Says “I won’t do it” or “I can’t do it”	0.83 (0.75)	0.86 (0.90)
28	Fiddles with things	1.00 (0.89)	0.57 (0.53)
29	Cannot concentrate	0.50 (0.55)	0.71 (0.76)
30	Hugs or clings to parent	1.17 (0.98)	0.86 (0.69)
31	Does something to distract himself/herself e.g. plays, watches TV	0.83 (0.75)	1.29 (1.11)

## Appendix N: Emotional behaviours of younger and older children

### Appendix N1

Table N1

Mean Scores for Happiness Items for Younger and Older Indian Children

Item	Happiness descriptor	Age of children	
		< 7 years ( n = 4)	≥ 7 years (n = 11)
		<u>M (SD)</u>	<u>M (SD)</u>
01	Concentrates well on activity	2.00 (0.82)	3.00 (1.18)
02	Body is very relaxed	1.50 (1.29)	2.82 (1.33)
03	Shouts or screams with pleasure	2.50 (1.73)	2.27 (1.19)
04	Skips or dances	2.00 (1.41)	2.00 (1.34)
05	Fidgety, has lots of energy but doesn't know how to use it	0.50 (1.00)	2.18 (1.17)
06	Speaks more quickly than usual	1.00 (1.15)	2.00 (1.61)
07	Face looks "bright", has pleasant expression	2.50 (1.29)	2.82 (1.25)
08	Eyes shine	1.75 (1.50)	2.73 (1.27)
09	Jumps over furniture or runs around inside the house	1.75 (1.71)	2.18 (1.47)
10	Moves quickly or energetically	2.75 (1.26)	2.82 (1.25)
11	Smiles	3.00 (1.41)	3.36 (0.92)
12	Looks straight at other people	2.25 (2.06)	3.00 (1.34)
13	Talks more than usual	2.25 (1.71)	2.45 (1.29)
14	Speaks more loudly than usual	2.50 (1.73)	2.45 (1.29)
15	Plays well without close parental supervision	2.25 (1.26)	3.00 (1.18)
16	Sings or whistles	2.00 (1.63)	2.55 (1.57)
17	Stands up tall or straight	1.50 (1.29)	2.73 (1.42)
18	Says something complimentary e.g. "You're the best Mum in the world" or "I love you"	2.00 (0.82)	2.36 (1.03)
19	Jumps or hops about	2.75 (1.26)	2.45 (1.69)
20	Says "I'm so happy" or something similar	2.25 (0.96)	2.27 (1.10)
21	Puts arm around others as walks	1.00 (1.41)	1.27 (1.49)
22	Giggles or laughs	2.50 (1.73)	2.45 (1.37)
23	Pretends to fight others	1.75 (1.26)	0.64 (1.03)

cont'd over

Table N1 (cont'd)

Item	Happiness descriptor	Age of children	
		< 7 years ( n = 4)	≥ 7 years (n = 11)
		<u>M (SD)</u>	<u>M (SD)</u>
24	Kisses someone in the family	2.00 (0.82)	2.36 (1.75)
25	Gives someone in the family a hug	2.50 (1.29)	3.00 (1.18)
26	Gestures more than usual	1.75 (1.50)	1.64 (1.80)
27	Remains calm in spite of minor disappointments	0.50 (1.00)	1.73 (1.10)
28	Wants others to share in pleasure e.g. join in games	2.00 (1.41)	2.64 (1.50)
29	Voice sounds a bit higher or tone of voice changes	2.25 (1.71)	2.00 (1.26)
30	Plays imaginary games	1.75 (0.96)	2.36 (1.57)
31	Does as he/she is asked immediately	2.50 (1.29)	1.91 (1.38)

## Appendix N2

Table N2

### Mean Scores for Sadness Items for Younger and Older Chinese Children

Item	Sadness descriptor	Age of children	
		< 7 years (n = 12)	≥ 7 years (n = 19)
		<u>M (SD)</u>	<u>M (SD)</u>
1	Lies on bed, head and body completely covered	0.33 (0.65)	0.53 (0.70)
2	Cries loudly, shouts or screams	1.42 (1.56)	1.21 (1.36)
3	Giggles briefly	1.00 (1.41)	0.95 (1.18)
4	Face “falls” or looks serious	1.25 (1.22)	1.47 (1.12)
5	Eyes lacklustre or dull	0.92 (0.90)	0.79 (0.79)
6	Cries quietly	0.58 (0.79)	0.47 (0.77)
7	Cuddles or hugs sibling or parent	1.58 (1.62)	1.21 (1.23)
8	Voice changes in tone or pitch	1.17 (1.27)	1.32 (1.20)
9	Closes lips tightly or mouth turns down at corners	1.42 (0.90)	1.00 (1.00)
10	Speaks rudely or calls others names	0.83 (1.03)	1.11 (1.29)
11	Wants to be close to parent without cuddling	2.00 (1.41)	1.58 (1.26)
12	Says “I’m not happy” or “I’m sad”	1.33 (1.23)	1.37 (1.16)
13	Doesn’t talk about sad situation until asked about it	1.00 (0.85)	1.21 (0.98)
14	Pulls away from hugs or other touch	0.50 (0.67)	0.63 (0.76)
15	Stays silent	1.17 (0.94)	0.79 (1.03)
16	Says “You make me feel bad” or similar	0.92 (0.79)	1.05 (1.08)
17	Repeatedly asks for things	1.50 (1.09)	1.53 (1.39)
18	Shoulders slump or droop	1.42 (1.24)	1.00 (1.11)
19	Sighs repeatedly	0.58 (0.90)	1.16 (1.42)
20	Does something to distract himself/herself e.g. reads book, falls asleep	0.75 (0.75)	1.16 (1.38)
21	Cuddles soft toy	1.25 (1.22)	1.21 (1.32)
22	Goes away to be by himself/herself e.g. lies on bed	0.67 (0.65)	1.00 (1.15)
23	Doesn’t talk much, gives short answers	1.17 (0.83)	1.79 (1.23)
24	Walks or moves slowly	1.17 (0.72)	1.42 (1.07)
25	Looks angry or sour	1.33 (1.15)	1.58 (1.30)
26	Sits, doing nothing	0.67 (0.89)	1.21 (1.23)
27	Speaks slowly and/or softly	1.08 (1.16)	1.11 (1.15)



### Appendix N3

Table N3

#### Mean Scores for Anger Items for Younger and Older Turkish Children

Item	Anger descriptor	Age of children	
		< 7 years (n = 19)	≥ 7 years (n = 16)
		<u>M (SD)</u>	<u>M (SD)</u>
01	Walks more quickly than usual	1.56 (1.26)	1.19 (0.91)
02	Frowns	1.79 (1.36)	1.81 (0.91)
03	Says “I hate you” or something similar	1.11 (1.29)	0.69 (0.87)
04	Threatens to hurt others	0.16 (0.50)	0.44 (0.73)
05	Hits or punches others	0.53 (0.96)	0.25 (0.58)
06	Looks down	1.00 (1.25)	0.75 (0.93)
07	Calls others rude names	0.74 (1.24)	0.56 (0.73)
08	Argues or talks back	1.26 (1.15)	1.94 (0.85)
09	Rejects attempts to find a solution to the problem	0.89 (1.15)	0.75 (0.86)
10	Blames others e.g. Says “It’s your fault”	1.21 (1.47)	1.00 (1.10)
11	Stares hard or glares	1.53 (1.02)	1.44 (0.73)
12	Stays silent	0.84 (1.30)	0.94 (0.85)
13	Shouts or speaks loudly	1.21 (1.47)	0.75 (0.93)
14	Cries quietly with anger	1.16 (1.26)	0.88 (0.96)
15	Kicks	0.74 (1.37)	0.69 (0.87)
16	Thumps walls or furniture with fist	0.53 (1.26)	0.38 (0.81)
17	Speaks very slowly and clearly	1.05 (1.61)	0.81 (1.22)
18	Says “You don’t love me” or similar	1.42 (1.35)	0.75 (0.77)
19	Voice gets higher	1.37 (1.34)	1.38 (0.96)
20	Closes lips tightly	0.37 (0.83)	0.56 (0.89)
21	Distracts himself/herself with other activity e.g. drawing	1.00 (1.15)	1.19 (1.22)
22	Body gets very tense	0.79 (1.18)	0.88 (0.62)
23	Cries loudly with rage	1.32 (1.20)	1.19 (1.11)
24	Stamps foot or walks with very heavy step	0.95 (1.03)	1.06 (1.00)
25	Clenches teeth	0.53 (0.84)	0.63 (0.81)

cont'd over

Table N3 (cont'd)

Item	Anger descriptor	Age of children	
		< 7 years (n = 19)	≥ 7 years (n = 16)
		<u>M (SD)</u>	<u>M (SD)</u>
26	Goes off to bedroom	1.05 (0.97)	0.81 (0.98)
27	Demands to do what he/she wants	1.58 (1.46)	1.75 (0.68)
28	Face goes red	1.26 (1.33)	1.13 (0.81)
29	Slams doors	0.84 (1.30)	1.06 (0.93)
30	Speaks more quickly than usual	1.37 (1.26)	1.13 (0.96)
31	Eyes go red	0.89 (1.15)	0.81 (0.91)
32	Cuddles soft toy or something similar	1.00 (1.20)	0.25 (0.45)
33	Overturms furniture	0.37 (0.96)	*
34	Pushes, pinches or smacks other person	0.53 (1.12)	0.31 (0.60)
35	Hurts self e.g. pulls own hair, pinches self	*	0.25 (0.68)
36	Smashes or damages something e.g. toys	0.42 (1.02)	0.25 (0.58)
37	Clenches fists	0.58 (1.07)	0.50 (0.52)
38	Says "I'm really angry" or "I'm mad" or similar	0.68 (1.06)	0.56 (0.73)
39	Refuses to do as asked	1.42 (1.26)	1.63 (0.72)
40	Gets into physical fights	0.32 (0.58)	0.38 (0.72)
41	Throws unbreakable objects	0.53 (1.31)	0.25 (0.45)
42	Sits on sofa	0.89 (0.94)	1.06 (0.93)

\* = insufficient responses

## Appendix N4

Table N4

Mean Scores for Anxiety Items for Younger and Older Anglo-Australian Children

Item	Anxiety descriptor	Age of children	
		< 7 years (n = 18)	≥ 7 years (n = 14)
		<u>M</u> ( <u>SD</u> )	<u>M</u> ( <u>SD</u> )
01	Speaks softly	0.94 (0.90)	0.46 (0.88)
02	Tries to delay or avoid feared event	1.06 (0.66)	0.62 (0.77)
03	Says "I'm frightened/worried about..."	1.06 (0.75)	0.77 (0.44)
04	Picks at food or wants more sweet food than usual	0.65 (0.93)	0.54 (0.66)
05	Cuddles soft toy or blanket	1.18 (1.24)	0.54 (0.66)
06	Vomits	*	0.00 (0.00)
07	Shoulders slump	0.76 (0.75)	0.23 (0.44)
08	Is restless	0.94 (0.66)	0.85 (0.80)
09	Says "I'm not feeling well" or "I have a stomach ache" or similar	1.12 (0.70)	0.85 (0.69)
10	Doesn't look at people, avoids eye contact	1.12 (0.70)	0.38 (0.51)
11	Stays silent	0.94 (0.90)	0.31 (0.48)
12	Muscles tense	0.76 (0.66)	0.38 (0.51)
13	Awake during the night thinking about feared event	0.24 (0.56)	0.38 (0.65)
14	Sits close to parent but does not cling	1.12 (0.78)	0.69 (0.48)
15	Asks someone to help cope with the situation	1.00 (0.71)	0.46 (0.52)
16	Closes lips tightly	0.24 (0.56)	0.23 (0.44)
17	Goes pale	0.24 (0.44)	*
18	Seeks extra hugs	1.82 (1.19)	1.15 (0.55)
19	Deliberately annoys others	1.00 (0.79)	0.92 (0.76)
20	Sad or tense look about the face	1.00 (0.79)	0.77 (0.73)
21	Cries	1.18 (0.73)	0.69 (0.63)
22	Does nothing	0.12 (0.33)	0.15 (0.38)
23	Breathes quickly	0.29 (0.59)	0.23 (0.44)
24	Refuses to do feared activity	0.41 (0.62)	0.38 (0.51)
25	Asks repeatedly about feared event	1.06 (1.09)	0.54 (0.66)

cont'd over

Table N4 (cont'd)

Item	Anxiety descriptor	Age of children	
		< 7 years	≥ 7 years
		(n = 18)	(n = 14)
		<u>M (SD)</u>	<u>M (SD)</u>
26	Complains about dreams concerning feared event	0.47 (0.62)	0.31 (0.63)
27	Says “I won’t do it” or “I can’t do it”	1.12 (0.49)	0.77 (0.73)
28	Fiddles with things	1.35 (1.00)	0.38 (0.87)
29	Cannot concentrate	0.88 (0.86)	0.23 (0.44)
30	Hugs or clings to parent	1.47 (1.07)	0.92 (0.86)
31	Does something to distract himself/herself e.g. plays, watches TV	1.35 (1.00)	0.77 (0.73)

\* = insufficient responses

**Appendix O: Mean scores for concern about emotions by ethnic group**

Appendix O1

Table O1  
Mean Scores for Happiness Worry Items by Ethnic Group

Item	Happiness Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 32)	Indian (n = 13)	Chinese (n = 26)	Turkish (n = 32)
	<u>Function 1</u>				
17	Stands up tall or straight	1.03 (0.18)	2.92 (2.99)	2.88 (2.66)	1.03 (0.18)
12	Looks straight at other people	1.19 (0.74)	2.92 (3.17)	3.23 (2.75)	1.09 (0.39)
02	Body is very relaxed	1.19 (0.54)	2.77 (2.80)	2.96 (2.69)	1.16 (0.51)
04	Skips or dances	1.13 (0.42)	2.77 (2.92)	2.69 (2.48)	1.09 (0.30)
16	Sings or whistles	1.13 (0.42)	2.46 (2.76)	2.88 (2.75)	1.03 (0.18)
22	Giggles or laughs	1.03 (0.18)	2.85 (2.94)	2.65 (2.64)	1.16 (0.37)
13	Talks more than usual	1.50 (1.37)	3.38 (2.47)	2.73 (2.54)	1.25 (0.67)
08	Eyes shine	1.06 (0.25)	2.54 (2.73)	2.77 (2.69)	1.13 (0.71)
07	Face looks “bright,” has pleasant expression	1.09 (0.30)	2.54 (2.73)	2.81 (2.74)	1.13 (0.71)
15	Plays well without close parental supervision	1.13 (0.34)	3.15 (2.85)	2.65 (2.65)	1.34 (0.94)
03	Shouts or screams with pleasure	1.88 (1.39)	3.00 (2.68)	2.96 (2.22)	1.19 (0.47)
18	Says something complimentary e.g. “You’re the best Mum in the world” or “I love you”	1.03 (0.18)	2.31 (2.78)	2.96 (2.92)	1.13 (0.55)
24	Kisses someone in the family	1.03 (0.18)	2.54 (2.96)	2.65 (2.64)	1.13 (0.55)
26	Gestures more than usual	1.31 (0.82)	2.46 (2.96)	2.85 (2.59)	1.09 (0.30)
14	Speaks more loudly than usual	2.06 (1.74)	3.92 (2.25)	3.27 (2.60)	1.66 (1.52)
10	Moves quickly or energetically	1.81 (1.31)	3.15 (3.08)	3.77 (2.73)	1.66 (1.60)

cont’d over

Table O1 (cont'd)

Item	Happiness Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 32)	Indian (n = 13)	Chinese (n = 26)	Turkish (n = 32)
21	Puts arm around others as walks	1.06 (0.25)	2.38 (2.63)	2.58 (2.53)	1.22 (0.61)
11	Smiles	1.03 (0.18)	2.23 (3.00)	2.62 (2.67)	1.09 (0.39)
29	Voice sounds a bit higher or tone of voice changes	1.38 (0.71)	3.46 (2.47)	2.77 (2.70)	1.66 (1.68)
05	Fidgety, has lots of energy but doesn't know how to use it	3.31 (2.31)	3.85 (2.79)	3.85 (2.68)	1.41 (0.87)
25	Gives someone in the family a hug	1.03 (0.18)	2.46 (2.96)	2.50 (2.55)	1.25 (0.80)
20	Says "I'm so happy" or something similar	1.09 (0.30)	2.46 (2.96)	2.77 (2.63)	1.41 (1.48)
27	Remains calm in spite of minor disappointments	2.16 (2.19)	3.23 (2.83)	2.88 (1.95)	1.41 (1.10)
28	Wants others to share in pleasure e.g. join in games	1.50 (1.80)	2.54 (2.93)	2.77 (2.63)	1.38 (1.04)
30	Plays imaginary games	1.31 (0.69)	2.54 (2.76)	2.69 (2.69)	1.56 (1.54)
19	Jumps or hops about	1.38 (0.91)	2.54 (2.73)	2.77 (2.66)	1.81 (1.79)
31	Does as he/she is asked immediately	2.19 (1.97)	2.85 (2.61)	2.77 (2.78)	1.38 (1.56)
06	Speaks more quickly than usual	2.72 (3.78)	3.08 (3.01)	3.31 (2.48)	1.53 (1.50)
01	Concentrates well on activity	2.09 (5.29)	2.77 (2.62)	3.23 (2.97)	1.41 (1.16)
<u>Function 2</u>					
23	Pretends to fight others	2.84 (2.19)	2.46 (2.33)	4.08 (2.48)	2.19 (1.69)
09	Jumps over furniture or runs around inside the house	4.28 (5.80)	3.38 (2.90)	4.08 (2.62)	2.13 (2.08)

a. Anglo-A = Anglo-Australian

## Appendix O2

Table O2  
Mean Scores for Sadness Worry Items by Ethnic Group

Item	Sadness Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 33)	Indian (n = 12)	Chinese (n = 26)	Turkish n = 27)
<u>Function 1</u>					
16	Says “You make me feel bad” or similar	4.88 (2.93)	2.25 (1.96)	4.54 (2.77)	2.22 (2.04)
10	Speaks rudely or calls others names	5.61 (2.57)	1.92 (1.68)	4.77 (2.87)	3.30 (2.69)
15	Stays silent	5.06 (2.75)	2.08 (1.68)	4.35 (2.81)	2.67 (2.40)
17	Repeatedly asks for things	4.24 (2.24)	3.00 (2.49)	4.42 (2.30)	2.19 (1.69)
14	Pulls away from hugs or other touch	5.27 (3.04)	2.33 (2.02)	4.35 (3.06)	3.07 (2.23)
26	Sits, doing nothing	4.70 (2.78)	2.67 (2.23)	4.08 (2.64)	2.63 (2.24)
23	Doesn’t talk much, gives short answers	4.27 (2.49)	2.83 (2.04)	4.27 (2.44)	2.56 (2.04)
18	Shoulders slump or droop	3.67 (2.52)	2.42 (2.31)	3.77 (2.52)	2.07 (1.69)
24	Walks or moves slowly	3.73 (2.17)	2.42 (2.02)	4.04 (2.25)	2.30 (2.03)
12	Says “I’m not happy” or “I’m sad”	3.64 (2.41)	2.83 (2.44)	4.15 (2.66)	2.07 (2.00)
01	Lies on bed, head and body completely covered	4.61 (2.83)	2.75 (2.38)	4.04 (3.10)	3.26 (2.64)
05	Eyes lacklustre or dull	4.12 (2.63)	2.33 (1.83)	3.62 (2.71)	2.96 (2.28)
<u>Function 2</u>					
20	Does something to distract himself, herself e.g. reads book, falls asleep	2.21 (1.56)	2.08 (1.51)	4.00 (2.35)	1.52 (0.94)
09	Closes lips tightly or mouth turns down at corners	3.33 (2.04)	2.75 (2.22)	3.96 (2.65)	1.41 (1.05)
11	Wants to be close to parent without cuddling	2.70 (2.04)	2.42 (1.73)	3.62 (2.73)	1.81 (1.39)

a. Anglo-A = Anglo-Australian

### Appendix O3

Table O3  
Mean Scores for Anger Worry Items by Ethnic Group

Item	Anger Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 24)	Indian (n = 14)	Chinese (n = 28)	Turkish n = 27)
<u>Function 1</u>					
13	Shouts or speaks loudly	5.38 (2.50)	4.07 (2.76)	5.86 (2.35)	1.81 (1.82)
04	Threatens to hurt others	7.42 (2.32)	2.36 (2.34)	5.25 (3.18)	2.67 (2.72)
40	Gets into physical fights	7.25 (2.77)	2.79 (2.58)	5.61 (3.34)	2.70 (2.66)
09	Rejects attempts to find a solution to the problem	5.96 (2.42)	2.93 (2.37)	5.36 (2.67)	2.59 (2.21)
14	Cries quietly with anger	5.67 (2.32)	3.36 (2.56)	4.96 (2.82)	2.70 (2.25)
35	Hurts self e.g. pulls own hair, pinches self	7.71 (2.65)	2.93 (3.29)	5.96 (3.53)	3.74 (3.64)
24	Stamps foot or walks with very heavy step	5.29 (2.24)	3.43 (2.65)	5.04 (2.35)	2.93 (2.63)
31	Eyes go red	3.92 (2.72)	2.57 (2.53)	5.18 (2.75)	2.67 (2.60)
18	Says “You don’t love me” or similar	5.33 (3.12)	3.93 (2.46)	5.29 (2.98)	3.41 (2.96)
25	Clenches teeth	4.04 (2.37)	2.50 (2.53)	4.39 (2.96)	2.70 (2.97)
26	Goes off to bedroom	3.63 (2.50)	3.07 (2.59)	4.36 (2.86)	2.56 (2.49)
20	Closes lips tightly	3.25 (1.89)	2.57 (2.47)	3.61 (2.67)	2.37 (2.37)
03	Says “I hate you” or something similar	5.79 (2.78)	3.64 (2.62)	4.93 (2.87)	4.00 (3.20)
32	Cuddles soft toy, pillow or something similar	2.54 (2.13)	2.64 (2.62)	3.25 (2.76)	2.00 (2.09)
<u>Function 2</u>					
30	Speaks more quickly than usual	2.79 (2.02)	3.29 (2.73)	5.14 (2.29)	3.33 (2.59)
38	Says “I’m really angry” or “I’m mad”	3.04 (2.20)	3.43 (2.79)	4.89 (2.83)	3.41 (2.89)
34	Pushes, pinches or smacks other person	7.33 (2.24)	3.00 (2.91)	6.25 (3.27)	4.07 (3.38)
42	Sits on sofa	2.46 (1.84)	3.36 (2.34)	3.71 (2.51)	3.07 (2.73)
21	Distracts himself/herself with other activity e.g. drawing	2.21 (1.61)	2.79 (2.39)	3.46 (2.57)	2.30 (2.60)
cont’d over					

cont'd over



Table O3 (cont'd)

Item	Anger Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 24)	Indian (n = 14)	Chinese (n = 28)	Turkish n = 27)
06	Looks down	2.88 (1.80)	3.07 (2.62)	4.04 (2.46)	2.78 (2.42)
19	Voice gets higher	3.71 (2.63)	4.07 (2.64)	5.00 (2.65)	3.56 (2.71)
a. Anglo- A = Anglo-Australian					

# Appendix O4

Table O4  
Mean Scores for Anxiety Worry Items by Ethnic Group

Item	Anxiety Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 30)	Indian (n = 12)	Chinese (n = 28)	Turkish (n = 30)
	<u>Function 1</u>				
29	Cannot concentrate	4.93 (2.21)	3.58 (3.34)	5.14 (2.35)	1.90 (1.77)
13	Awake during night thinking about feared event	6.13 (2.84)	4.25 (3.57)	5.57 (3.13)	2.27 (1.72)
24	Refuses to do feared activity	5.37 (2.51)	3.50 (3.53)	5.25 (2.49)	2.30 (2.29)
16	Closes lips tightly	3.27 (2.00)	2.50 (2.54)	3.96 (2.71)	1.57 (1.28)
10	Doesn't look at people, avoids eye contact	4.93 (2.38)	2.42 (2.23)	4.71 (2.79)	2.23 (1.63)
20	Sad or tense look about face	4.97 (2.31)	4.08 (3.58)	5.46 (2.55)	3.17 (2.28)
14	Sits close to parent, but does not cling	3.63 (2.09)	3.42 (3.18)	4.18 (2.68)	2.20 (1.61)
03	Says "I'm worried/frightened about.."	4.17 (2.59)	3.67 (2.93)	4.43 (2.57)	2.43 (1.87)
25	Asks repeatedly about feared event	4.63 (2.36)	3.33 (3.06)	4.71 (2.75)	2.70 (2.41)
27	Says "I won't do it" or I can't do it"	4.77 (1.89)	3.67 (2.84)	5.29 (2.27)	3.40 (2.91)
02	Tries to delay or avoid feared event	4.60 (2.14)	3.17 (2.66)	4.04 (2.33)	2.47 (2.27)
28	Fiddles with things	3.97 (2.01)	2.50 (2.11)	4.39 (2.47)	2.67 (2.66)
31	Does something to distract himself/herself e.g. plays, watches TV	3.13 (1.68)	3.67 (2.96)	3.71 (2.43)	2.23 (2.22)
30	Hugs or clings to parent	3.83 (2.28)	3.00 (2.70)	4.00 (2.79)	2.37 (2.31)
23	Breathes quickly	4.33 (2.77)	2.83 (3.16)	4.86 (3.09)	3.07 (2.24)
18	Seeks extra hugs	3.40 (1.98)	2.83 (2.69)	3.86 (2.99)	2.33 (2.37)
21	Cries	5.73 (1.96)	4.50 (3.15)	5.50 (2.60)	4.00 (2.82)
08	Is restless	4.40 (2.40)	4.08 (3.09)	4.50 (2.92)	3.13 (2.58)
05	Cuddles soft toy or blanket	3.10 (2.19)	2.25 (2.26)	2.89 (2.51)	1.83 (1.42)
01	Speaks softly	3.03 (2.27)	2.92 (2.68)	3.57 (2.33)	2.47 (2.10)
					cont'd over

cont'd over

Table O4 (cont'd)

Item	Anxiety Worry descriptor	Ethnic group			
		Anglo-A <sup>a</sup> (n = 30)	Indian (n = 12)	Chinese (n = 28)	Turkish (n = 30)
	<u>Function 2</u>				
09	Says "I'm not feeling well" or "I have a stomach ache" or similar	5.90 (2.14)	3.58 (2.94)	4.96 (3.14)	3.07 (2.39)
07	Shoulders slump	4.40 (2.21)	2.75 (2.67)	3.57 (2.66)	2.03 (1.85)
11	Stays silent	5.07 (2.95)	4.00 (2.89)	4.25 (2.63)	2.40 (1.81)
26	Complains of dreams about feared event	5.57 (2.69)	4.00 (3.19)	4.64 (2.86)	3.17 (2.25)
22	Does nothing	4.33 (2.96)	3.42 (3.29)	3.39 (2.57)	2.00 (2.30)
19	Deliberately annoys others	5.47 (2.37)	3.25 (2.96)	4.54 (2.87)	3.40 (2.51)
17	Goes pale	5.13 (2.73)	2.83 (3.21)	4.43 (3.38)	2.87 (2.60)
15	Asks someone to help cope with the situation	4.00 (2.60)	3.83 (2.76)	3.43 (2.69)	2.40 (2.18)

a. Anglo-A = Anglo-Australian

**Appendix P: Worry about emotion, without and with demographics**

Appendix P1

Table P1  
Happiness Worry Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Happiness descriptor	Item	Happiness descriptor
<u>Function 1</u>		<u>Function 1</u>	
17	Stands up tall or straight	-	Mother's age
12	Looks straight at other people	05	Fidgety, has lots of energy, but doesn't know how to use it
02	Body is very relaxed	03	Shouts or screams with pleasure
04	Skips or dances	06	Speaks more quickly than usual
16	Sings or whistles	09	Jumps over furniture or runs around inside the house
22	Giggles or laughs	31	Does as he/she is asked immediately
13	Talks more than usual	<u>Function 2</u>	
08	Eyes shine	29	Voice sounds a bit higher or tone of voice changes
07	Face looks "bright", has pleasant expression	13	Talks more than usual
15	Plays well without close parent supervision	14	Speaks more loudly than usual
03	Shouts or screams with pleasure	27	
18	Says something complimentary e.g. "You're the best Mum in the world" or "I love you"		
24	Kisses someone in the family	Remains calm in spite of minor disappointments	
26	Gestures more than usual		
14	Speaks more loudly than usual		
10	Moves quickly or energetically		
21	Puts arm around others as walks		
11	Smiles		
29	Voice sounds a bit higher or tone of voice changes		
05	Fidgety, has lots of energy but doesn't know how to use it		

cont'd over

Table P1 (cont'd)

Without demographic variables		With demographic variables	
Item	Happiness descriptor	Item	Happiness descriptor
25	Gives someone in the family a hug		
20	Says “I’m so happy’ or something similar		
27	Remains calm in spite of minor disappointments		
28	Wants others to share in pleasure e.g. join in games		
30	Plays imaginary games		
19	Jumps or hops about		
31	Does as he/she is asked immediately		
06	Speaks more quickly than usual		
01	Concentrates well on activity		
	<u>Function 2</u>		
23	Pretends to fight others		
09	Jumps over furniture or runs around inside the house		

## Appendix P2

Table P2

### Sadness Worry Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Sadness descriptor	Item	Sadness descriptor
<u>Function 1</u>		<u>Function 1</u>	
16	Says “You make me feel bad” or similar	-	Mother’s age
10	Speaks rudely or calls others names	16	Says “You make me feel bad” or similar
15	Stays silent	09	Closes lips tightly or mouth turns down at corners
17	Repeatedly asks for things	17	Repeatedly asks for things
14	Pulls away from hugs or other touch	15	Stays silent
26	Sits, doing nothing	02	Cries loudly, shouts or screams
23	Doesn’t talk much, gives short answers	26	Sits, doing nothing
18	Shoulders slump or droop	23	Doesn’t talk much, gives short answers
24	Walks or moves slowly	14	Pulls away from hugs or other touch
12	Says “I’m not happy” or “I’m sad”	24	Walks or moves slowly
01	Lies on bed, head and body completely covered	18	Shoulders slump or droop
05	Eyes lacklustre or dull	12	Says “I’m not happy” or I’m sad”
		01	Lies on bed, head and body completely covered
<u>Function 2</u>		<u>Function 2</u>	
20	Does something to distract himself/herself e.g. reads book, falls asleep	10	Speaks rudely or calls others names
09	Closes lips tightly or mouth turns down at corners	13	Doesn’t talk about sad situation until asked
11	Wants to be close to parent without cuddling	05	Eyes lacklustre or dull

Appendix P3

Table P3  
Anger Worry, Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Anger descriptor	Item	Anger descriptor
<u>Function 1</u>		<u>Function 1</u>	
13	Shouts or speaks loudly	-	Mother's age
04	Threatens to hurt others	13	Shouts or speaks loudly
40	Gets into physical fights	40	Gets into physical fights
09	Rejects attempts to find a solution to the problem	09	Rejects attempts to find a solution to the problem
14	Cries quietly with anger	14	Cries quietly with anger
35	Hurts self e.g. pulls own hair, pinches self	24	Stamps foot or walks with a very heavy step
24	Stamps foot or walks with very heavy step	18	Says "You don't love me" or something similar
31	Eyes go red	26	Goes off to bedroom
18	Says "You don't love me" or similar	20	Closes lips tightly
25	Clenches teeth	32	Cuddles soft toy, pillow or something similar
26	Goes off to bedroom		
20	Closes lips tightly		
03	Says "I hate your" or something similar		
32	Cuddles soft toy, pillow or something similar		
<u>Function 2</u>		<u>Function 2</u>	
30	Speaks more quickly than usual	04	Threatens to hurt others
38	Says "I'm really anger" or "I'm mad" or similar	30	Speaks more quickly than usual
34	Pushes, pinches or smacks other person	15	Kicks
42	Sits on sofa	38	Says "I'm really angry" or "I'm mad" or similar
21	Distracts himself/herself with other activity e.g. drawing	42	Sits on sofa

cont'd over

Table P3 (cont'd)

Without demographic variables		With demographic variables	
Item	Anger descriptor	Item	Anger descriptor
06	Looks down	21	Distracts himself/herself with other activity e.g. drawing
19	Voice gets higher	06	Looks down
		19	Voice gets higher
		03	Says "I hate you" or something similar



Appendix P4

Table P4  
Anxiety Worry, Without and With Demographic Variables

Without demographic variables		With demographic variables	
Item	Anxiety descriptor	Item	Anxiety descriptor
	<u>Function 1</u>		<u>Function 1</u>
29	Cannot concentrate	-	Mother's age
13	Awake during the night thinking about feared event	29	Cannot concentrate
24	Refuses to do feared activity	13	Awake during the night thinking about feared event
16	Closes lips tightly	24	Refuses to do feared activity
10	Doesn't look at people, avoids eye contact	10	Doesn't look at people, avoids eye contact
20	Sad or tense look about the face	16	Closes lips tightly
14	Sits close to parent but does not cling	09	Says "I'm not feeling well" or "I have a stomach ache" or similar
03	Says "I'm frightened/worried about..."	11	Stays silent
25	Asks repeatedly about feared event	07	Shoulders slump
27	Says "I won't do it" or "I can't do it:	20	Sad or tense look about the face
02	Tries to delay or avoid feared event	02	Tries to delay or avoid feared event
28	Fiddles with things	03	Says "I'm frightened/worried about ..."
31	Does something to distract himself/herself e.g. plays, watches TV	25	Asks repeatedly about feared event
30	Hugs or clings to parent	14	Sits close to parent but does not cling
23	Breathes quickly	12	Muscles tense
18	Seeks extra hugs	26	Complains about dreams concerning feared event
		27	Says "I wont' do it" or "I can't do it" or
		22	Does nothing
		28	Fiddles with things
		21	Cries
		30	Hugs or clings to parent

cont'd over

Table P4 (cont'd)

Without demographic variables		With demographic variables	
Item	Anxiety descriptor	Item	Anxiety descriptor
		23	Breathes quickly
		05	Cuddles soft toy or blanket
		18	Seeks extra hugs
		31	Does something to distract himself/herself e.g. plays, watches TV
		15	Asks someone to help cope with the situation
		08	Is restless
		01	Speaks softly
	<u>Function 2</u>		<u>Function 2</u>
09	Says "I'm not feeling well" or "I have a stomach ache" or similar	-	Mother's education
07	Shoulders slump		
11	Stays silent		
26	Complains of dreams concerning feared event		
22	Does nothing		
19	Deliberately annoys others		
17	Goes pale		
15	Asks someone to help cope with the situation		