Appendix 2 Examples of the open-ended questionnaire answers’ analysis. Delayed post-test answers are not included.

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| Video example | Four children are in a transition situation. They are supposed to start eating lunch. Whilst waiting for lunch, they start acting restless and overstimulated. The teacher is guiding them to stand in a line, where they wait for the teacher to set their lunch on the table.\*\* | Two children are playing side by side with a toy garage. One of them tries to push another away from the garage and acts aggressively. The other one gets scared and hurt by others’ aggression. The teacher attempts to help them to play together by verbally explaining the situation, the rules, and the other child’s emotions. Eventually, the teacher relocates the aggressive child to another play.\*\* |
| VSQ questions (Maximum points based on reference values) | What kind of support does the adult give to children in terms of emotions and emotion regulation? (Max 2 points) | What do you think the children learned in the situation? (Max 2 points) |
| Pre-test answer example + received points | *“Calmness, talking calmly”* (0 points, does not mention specific activity related supportive actions) | *“Causal relationships”* (0 points, does not clearly mention possibilities to learn emotion regulation skills.) |
| Post-test answer example + received points | *“The adult gave support for restlessness by explaining what happens next and prompting children to think themselves, how they should go and wait in the line”*  (2 points, mentions both verbal and physical ways of activity related support) | *“That the other one gets upset when you push them and that you should not push others. Also, that you should say sorry, if you hurt someone and that with adult support, you can get through conflicts and emotionally difficult situations”* (1 point, mentions possibilities for learning on a general level) |
| The researcher’s analysis (max 2 points) | Activity related support: The adult directs children’s activities continuously, both verbally and physically, for example by turning the child around. The adult attempts to direct children’s attention towards waiting in line, both verbally and physically. | With teacher’s help, the child can:  - learn to understand other’s point of view,  - learn words for emotions and  -understand consequences of one’s own actions.  - to play fairly (taking turns),  - solve conflicts (asking for forgiveness with words and gestures) and  - change one’s own activity and direct attention towards new activities. |

\*\*The video clip examples are not chosen based on finding the most ideal interaction situation in terms of supporting children’s emotion regulation. They are authentic situations from ECEC interactions.