

Parental Reactions to Children's Positive Emotions Scale®

Dear researchers:

Thank you for your inquiry about the **Parental Reactions to Children's Positive Emotions Scale**. This scale was adapted from Coping with Children's Negative Emotions Scale (CCNES, Fabes et al. 1990) to assess parental reactions to children's positive emotions (Song, Yang, Doan, & Wang (2019). It includes five hypothetical situations in which children experience positive emotions of happiness, excitement, proud, and desire (e.g., "my child expresses happiness and a lot of excitement because other children invited him/her to join them in a game"). The situations are common in school-age children's lives. For each situation, six types of parental reactions are listed: a) maternal distress reactions (e.g., "feel uncomfortable about my child's reaction"), b) punitive reactions (e.g., "tell my child to stop or he/she won't be allowed to go play in the game"), c) expressive encouragement (e.g., "tell my child it is OK to express his or her excitement when he/she is happy"), d) emotion-focused dampening (e.g., "calm my child"), e) problem-focused reactions (e.g., "suggest my child accept the invitation politely through saying 'thank you' and start playing"), and f) minimization reaction (e.g., "tell my child that he/she is being a baby"). Parents are asked to rate the likelihood that they would respond with each type of reactions on a 7-point scale ranging from 1 (very unlikely) to 7 (very likely). Scores for each type of reactions are averaged across the five situations.

此问卷是根据Coping with Children's Negative Emotions Scale (CCNES, Fabes et al. 1990) 改编的用于测量家长对于孩子表达正面情绪的反应问卷，用在Song, Yang, Doan, & Wang (2019)文章中。

References

Fabes, R. A., Eisenberg, N., & Bernzweig, J. (1990). *Coping with children's negative emotions scale (CCNES): Description and scoring*. Tempe, AZ: Arizona State University.

Song, Q., Yang, Y., Doan, S. N., & Wang, Q. (2019). Savoring or dampening? Maternal reactions to children's positive emotions in cultural contexts. *Culture and Brain*, 7(2), 172-189. doi:10.1007/s40167-019-00080-3

Both English and Chinese versions of the scale are provided here. I would very much appreciate your feedback and would like to hear about your research findings with this scale.

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4. If my child shows a strong desire for a video game at a family friend's house, I would:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| a) encourage my child to express his or her desires. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) tell my child that if he/she doesn't stop, he/she will be sent home. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) feel uncomfortable about my child's reaction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d) tell my child to ask for the game politely. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e) calm my child. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f) tell my child that he/she is over-reacting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. If my child does well on a swim test and tells me proudly that he/she has received a medal, I would:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| a) feel unhappy because of my child's reaction | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) calm my child. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) tell my child that he/she should not make such a big deal out of it | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d) encourage my child to express his or her pride. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e) point to my child that his/her good swimming performance comes from persistent practice and he/she should keep up practicing for the next swim test | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f) tell my child to stop or I will not give him/her a prize | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Scoring:

Expression encouragement: 1d; 2b; 3a; 4a; 5d

Problem focused reactions: 1a; 2c; 3f; 4d; 5e

Punitive reactions: 1e; 2e; 3b; 4b; 5f

Emotion focused reactions: 1f; 2a; 3e; 4e; 5b

Minimizing reactions: 1b; 2f; 3d; 4f; 5c

Maternal distress: 1c; 2d; 3c; 4c; 5a

Savoring subscale: average of emotion encouragement & problem focused reactions

Damning subscale: average of punitive reactions, emotion focused reactions, & minimizing reactions

4. 如果我的孩子在亲戚朋友家里对一个电子游戏表现出强烈的欲望。我会：

- | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|
| a) 鼓励我的孩子表现出他/她的欲望 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) 告诉我的孩子不要这样，不然他/她就会被送回家 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) 对于孩子的反应感到不自在 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d) 告诉我的孩子要礼貌地表示要这个电子游戏 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e) 让孩子冷静下来 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f) 告诉我的孩子他/她反应过度了 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. 如果我的孩子在游泳考试中表现优异，并且自豪地告诉我他/她收到了一枚奖牌。我会：

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| a) 因为孩子的反应而不开心 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) 让孩子冷静下来 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) 告诉我的孩子他/她不应把这当个大事 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d) 鼓励我的孩子表现出他/她的自豪来 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e) 向孩子指出他/她优异的游泳成绩得益于不懈的练习，他/她应该为下次的游泳考试继续练习 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f) 告诉我的孩子不要这样，不然我就不会给他/她奖品了 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

评分标准：

Expression encouragement: 1d; 2b; 3a; 4a; 5d 的平均值

Problem focused reactions: 1a; 2c; 3f; 4d; 5e 的平均值

Punitive reactions: 1e; 2e; 3b; 4b; 5f 的平均值

Emotion focused reactions: 1f; 2a; 3e; 4e; 5b 的平均值

Minimizing reactions: 1b; 2f; 3d; 4f; 5c 的平均值

Maternal distress: 1c; 2d; 3c; 4c; 5a 的平均值

Savoring subscale: emotion encouragement 和 problem focused reactions 的平均值

Damning subscale: punitive reactions, emotion focused reactions, 和 minimizing reactions 的平均值