**Supplementary files**

**Etxadi-Gangoiti scale**

**Stimulation of cognitive and linguistic development (SCLD) subscale**

**Promotion of cognitive and linguistic development**

- The child is encouraged to learn new things (Q)
- The parents facilitate learning of new words by articulating slowly and clearly. (Q)
- The child is encouraged to learn simple spatial relationships (in front, behind, up, down). (Q)
- When they play they mention things or events that are not present. (Q)
- The child is encouraged to learn colours. (Q)
- They play imitation games of something that is not present (for example, a car). (Q)
- The parents let the child do things by themselves, with a little support. (Q)
- The parents correct the child when they pronounce a word incorrectly, teaching them. (Q)
- The parents encourage the child to say things, and take time to listen to them. (Q)
- They read or tell a story at bedtime. (Q)

**Promotion of psychomotor skills.**

- The child does simple puzzles with their parents, siblings or other children. (Q)
- The child does simple puzzles by themselves. (Q)
- The child owns three or more puzzles. (DO)

**Promotion of social skills**

- The parents teach the child to ask for things verbally, not only by indicating them with a gesture. (Q)
- The parents teach the child how to be polite (please, thank-you, etc.). (Q)

**Stimulation of social and emotional development (SSED) subscale**

**Promotion of independence and self-esteem**

- The child is encouraged to use cutlery, wash their hands and brush their teeth. (Q)
- He/She is allowed to put on some of their clothes by themselves. (Q)
- The parents teach the child to tidy away their toys without help. (Q)
- The parents show respect for the child’s opinions and encourage them to express them. (Q)
- The child has some day-to-day responsibilities. (Q)
- The parents do not give in when the child becomes stubborn about something. (Q)
- The parents have enough patience not to take over doing things for the child to be faster. (Q)
- The parents encourage the child not to give up when performing a task, even when they do not get it right at first. (Q)
- The parents maintain a rule despite the child not generally abiding by it. (Q)
- The child receives recognition when they do things well. (Q)

**Optimal frustration practice**

- When the child does something wrong they are made to realise straight away. (Q)
- The parents clearly and consistently make the child aware of what they may and may not do. (Q)
- The child is given a brief explanation and understands when something is not allowed. (Q)
- The parents make the child see the consequences of their poor behaviour. (Q)
- Parents keep to a predictable timetable in daily habits of the child (meals, baths, etc.) (Q)
- Parents show the child how they feel about his/her good or bad behaviour. (Q)

**Social and emotional quality of the interaction**

- The mother answers verbally to the questions or requests of the child during the interview. (DO)
- The mother talks to the child at least twice during the visit. (DO)
- The mother tends to deal with verbally the child’s vocalisations (DO)
- The parents introduce the interviewer to the child. (DO)
- The family expresses emotions naturally. (Q)
- The parents express affection to the child, hugging and kissing him/her. (DO)

**Absence of physical punishment**

- The parents do not use physical punishment. (Q)
- The child has not received physical punishment more than once in the week prior to the interview. (I)
- The child can express negative feelings without being punished. (I)
- The mother does not scold or reprimand the child more than once during the interview. (DO)
- The parents pick up/hold the child for at least 10 minutes every day. (Q)
### Organisation of the social context and physical environment (OSCPE) subscale

#### Paternal involvement
- The father gives practical and emotional support to the mother in the process of bringing up the child. (Q)
- The father bathes or washes the child regularly. (I)
- The father participates in the feeding of the child. (I)
- The father makes a clear contribution to the housework. (Q)
- The father regularly plays with the child. (I)
- The father attended medical appointments during the pregnancy/was involved in the adoption process. (Q)
- The father took some paternal leave. (I)

#### Low exposure to family conflict
- The child has witnessed an argument between his/her parents that included insults. (Q)
- Arguments between the couple include insults and threats. (Q)
- The child has witnessed an argument between his/her parents in which they have threatened each other. (Q)

#### Lower frequency of family conflict
- Arguments between the parents deteriorate into shouting matches. (Q)
- The parents regularly argue. (Q)
- The parents regularly argue in front of the child. (Q)

#### Relationship with the extended family
- The family interacts with the mother’s family. (Q)
- The family interacts with father’s family. (Q)

#### Social support
- The parents trust the child’s paediatrician and feel that he/she looks after their child well. (Q)
- The parents can receive help from the extended family when they need it. (Q)
- The father takes charge of the child when he/she behaves badly. (Q)

#### Diversity of experiences
- The child has been taken to a different playground in the last year. (I)
- The child has been travelled further than 80 km from their home during the last year. (I)
- The parents watch children’s TV programmes with the child. (I)

#### Low frequency of stressful events
- Having a child has been an economic burden for the parents. (Q)
- The family has gone through stressful events in the previous two years. (Q)

#### Low parental perception of stress
- The parents think that taking care of their child requires more time and energy than they have available. (Q)
- The parents state that the child’s behaviour is often bad or that they find it stressful. (Q)

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I: Interview; DO: direct observation; Q: Questionarie