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## 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 child is encouraged to learn fixed texts (songs). (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 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 they 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)

##### 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)

##### 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 pretend play and imitation

- The child has toys to practice fine motor skills. (DO)
- The child imitates their siblings or other children. (Q)
- The child regularly plays with their siblings, cousins or other children. (Q)
- The child simulates things or situations when playing with their dolls.(Q)
- The child has toys that encourage creative expression (modelling clay, crayons, etc.). (DO)

##### 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)

##### 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)
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*Organisation of the social context and physical environment (OSCP E) 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: Questionnaire