**Extended Data**

**Verbal script for *Braintools* assessment procedure**

**When family arrive**

-          *Greet family, be sure to use their names, ask them how they are and form a good rapport with them. Lots of smiles.*

-          “Hello, I am *>you name<*/Nice to see you again (*if you have already seen them*).  Thank you for agreeing to come to see us today/consenting to participate (*if they have done already*)”

-          “This is .....” (*Introduce the team*).

-          “Would you like some water or juice?”

**Once family are settled**

-          “I am going to tell you a little bit about what you and *>child’s name<*will be doing today.”

-          “The session involves a fun, interactive video that your child will watch.” “This is made up of women singing nursery rhymes, pictures of faces and cartoons. These videos will be presented on a special TV that can detect where your child is looking on the screen.  Towards the end, your child will watch a cartoon with sounds overplayed, which cartoon do they prefer: Chota Bheem or Doremon?” *\*\*\*tell the other researcher who is running the script\*\*\**

-          “While they are watching the TV, we are going to place a soft hat on their head. This hat has little rings containing gel. This gel will easily wash out and we will give you a sachet of shampoo to do this. The cap is made up of small sensors that can detect your child’s naturally occurring brain activity (just like a thermometer measures temperature). The hat will be on your child’s head for the entire session, however if your child does not like it we can take it off immediately. Two of the sensors will need to be placed on your child’s ear using a clip. This is really gentle and comfortable *\*\*\*Show ear clip\*\*\**but if he/she does not like it we can use little stickers behind their ear instead.”

-          “Would you like me to show you the hat?” *\*\*\* Show demo hat to mum if she wants \*\*\**

-      “You or your child can withdraw from participation at any time and you can have a break at any time. Just let me know.”

-      “All the information collected will be kept confidential and protected”

- “ When he/she watches TV or is around bright lights do they have any kind of reaction?”

-      “Do you have any questions?”

o  *Answer any questions that the family may have*

**Signing the consent form**

-      “Here is a consent form. This form is asking if you have understood everything I explained to you, if you understand that the data will be kept safely and confidentially, if you agree to participate in the study, and if you understand that you can refuse to participate at any point.”

*Help them to fill out the form if necessary. They need to sign or fingerprint signature.*

**When we put the hat on**

*Speak directly to child. Second tester distracts the child with bubbles or put a video on before.*

-      “Hey! Look at the special hat! We are going to put this on your head now! It might feel a bit cold but it will warm up soon”

*Put hat on – continuously praise the child*“good boy/good”, “Good Job!” “Well done!”

*(If ear clip is being used), “we are just going to wipe your ear lobe clean”, other researcher will wipe and clip ear quickly. (If sticker are being used) tell them*“we are going to wipe behind your ear and then put these stickers on, good job!”

*Let child get accustomed to the hat while we make sure the connection is ok.*

**Setting up eye-tracking**

*Speak directly to child*

*-* “Look at the screen now.” *Give lots of praise*“good job” “well done”

*Other researcher will move them around until their face appears on the screen in the correct location. If their eyes do not appear then remind them to*“keep looking at the screen”

*Once the eyes have been detected, tell them*“good job!”*and other researcher will move onto the calibration.*

-      “Look at the screen now,*watch the swirls”, if it cannot detect all the eyes then tell them to “*keep looking, watch the swirls”

**Running video stimuli**

-      “We are going to show you a video now, make sure you watch carefully… you might be able to see some animals. When you do, tell me!”

-      *Throughout the task be sure to praise them*“Good job!”*. If they get bored, remind them about the animals.*

**Auditory task**

*When the video stimuli have finished, there will be a pause for the researcher to being the auditory task (this is where the chosen cartoon will be shown). At this point make sure the child is comfortable and ready to go. Tell them* “we are going to be really quiet now for about 7 minutes, no talking. Watch <catroons name>, they are also being quiet!”

**At the end of the stimuli**

-      “Well done! Good Job! You did really well!”

-      “We are going to take the cap off now!” *If there are stickers then tell them*“we will use a little bit of oil to remove them”

**Questionnaires**

-      “We are now going to run through some questionnaires to find out a little bit more about your child, yourself and your family. Some of these questions are a little bit sensitive, therefore you do not want to answer then you do not have to. Please answer to the best of your ability, there are no wrong answers”.

*Help parent them fill out each questionnaire by asking it to them in an interview style, but sure that the parent understands each question.*

**At the end of the session**

*Thank family, give tokens, and remind them of the second visit in a couple of week’s time.*