

RENEWAL APPROVAL REQUEST
Social and Behavioral Studies

AUG 19 2010

CORNELL UNIVERSITY
Institutional Review Board – Human Participants

Institutional Review Board

Click in shaded fields to enter information

0907000377R002

exp. 8-23-10

Name of Investigator:

Marianella Casasola X 4-6-2003

Email address

mc272@cornell.edu

Campus address

B51 Martha Van Renssalaer Hall

School & Department

Human Ecology & Human Development

Administrative Mgr.

Peter Farley

Status:

- Faculty
- Research Associate
- Post-doc
- Ph.D. Candidate
- Grad Student
- Staff
- Undergrad
- Other

Faculty member supervising project (if applicable) _____

Email address _____

Campus address _____

Title of Project:

Emotional Development and Infant Learning from 12 to 24 months

Please be sure to use the same title as that used when this project was previously approved.

Anticipated End Date of Project: December 2011

Other Study Investigators: Name(s) / Affiliation / Location

<u>Gary Evans</u> ✓	Cornell Professor of DEA	E306 MVR
<u>Sara Sepanski</u> ✓	Cornell Graduate Student HD	G86 MVR
<u>Erika Blackburn</u> ✓	Cornell Graduate Student HD	MVR

Other Members of Research Teams (include students): Name(s) / Affiliation / Location

<u>Ryan Allen Parrot</u> ✓	undergraduate	Cornell University
<u>Laura Santacrose</u> ✓	undergraduate	Cornell University
<u>Ashley Jeanlus</u> ✓	undergraduate	Cornell University
<u>Sarah Shearer</u> ✓	undergraduate	Cornell University
<u>Courtney Brown</u> ✓	undergraduate	Cornell University
<u>Jayson Jones</u> ✓	undergraduate	Cornell University
<u>Samantha Negrin</u> ✓	undergraduate	Cornell University
<u>Steven Jae Won Han</u> ✓	undergraduate	Cornell University

Have all investigators and other researchers working on this project successfully passed the IRB, the NIH, or another university's human participants training online? Yes No If not, you need to inform them that Cornell must have written documentation of training in human participant protection.

1. Is this research funded by an outside (non-Cornell) sponsor? Yes No Pending approval

If Yes, what is the name of the sponsor(s)? _____

If you know the project's SPS #(s), please provide: _____

2. Is this research being conducted for a course? Yes No

If Yes, name of course: _____

Name of instructor: _____

3. Is this research being conducted for your thesis or dissertation? Yes No

4. **REQUIRED:** Provide in layman's terms a brief summary description of the hypotheses or goals (if applicable). Limit to one paragraph. (Please copy from original application and revise as appropriate.)

Research has consistently supported the existence of an income achievement gap. The purpose of our study is to examine why and how poverty affects academic outcomes. In particular, we propose a model that places socioemotional understanding as a key mediating variable between income and cognitive outcomes. Poverty is associated with several socioemotional outcomes in children, such as: anxiety and depression, insecure attachment, poor emotion regulation, and diminished feelings of self efficacy. These socioemotional outcomes have been further linked to cognitive development. We hypothesize that socioeconomic status influences emotion knowledge and regulation, which in turn contribute to academic competency. By cross-sectionally examining 12 and 24-month-old children from middle and low incomes, we aim to understand the relationship between poverty, emotion, and cognitive development in its earliest stages.

5. Study Description and Study Progress Report. Clearly report progress on your study to date, including an approximate percentage of the data you have collected. Also provide clear details on your current and future research activities for this protocol. Be sure to include the specific location(s) at which any interaction with human participants will take place.

Approximately 30% of the data have been collected.

This project uses a cross-sectional design with 12 and 24-month-old Caucasian infants. Half of infants are from middle-income families (2-4 times above the poverty line) and half are from low income families (at or below the poverty line). A total of 60 infants will be recruited in order to assure that there is sufficient data on at least 12 infants from each age and income group (48 infants altogether). 50% of the sample will be female.

Three experimental sessions are conducted with each family - two in the Cornell Infant Studies Lab (CISL) in Martha Van Rensselaer Hall and one at the family's home. Each session lasts approximately 1.5 to 2 hours. The sessions are broken down as follows:

VISIT 1 (at the family home): the child and parent participate in the following tasks

1. Free play session: parent and infant play with developmentally appropriate toys. This session is intended to ease the family into the session and measures parent-child interaction.

2. Compliance (Do task): following the parent's directive, the child is asked to sustain a boring activity (cleaning up toys). This task will measure child self regulation.

3. Empathetic responding to stranger: after child has cleaned up, experimenter will pretend to drop a bin of toys on her foot. Child's verbal and behavioral responses will be coded for empathic responding.

4. Spatial play with blocks: parent and child will be given pictures of block constructions and asked to recreate them. This task assesses parental scaffolding and parent-child interaction.

5. *Pretend play: parent and child are play with pretend food. The task measures parental emotional expressiveness.

6. *Find the stickers: experimenter hides a sticker under one of several objects and then covers them all

with a towel; when towel is removed child is asked to find sticker. This task measures working memory.

7. *Matrix reasoning (mother only): this is a subcomponent of the Wechsler Intelligence test. Mothers are asked to solve various spatial reasoning puzzles.

During this same session the parent will complete the following tasks/questionnaires:

1. Consent form

2. Demographics: family background information regarding living conditions, educational background, and employment status

3. Community ladder: parent must identify where she perceives herself to be relative to other people in society

4. Life events checklist: parent uses a calendar as a guide for describing changes within the family in the past 6 months

5. Instability: assesses changes in daycare, family structure, and parental employment over the child's life

6. MacArthur Short Forms I and II supplemented with theory of mind words: assesses what words children can understand and say

7. *Parenting inventory questionnaire: parent completes questions about parenting beliefs, particularly discipline and autonomy

8. Rothbart child temperament (12 mo, IBQ-R; 24 mo, ECBO): this form is left with the parent; she is asked to complete it and return the form at Visit 2

The following are done by the experimenter within the home:

9. Housing scale: experimenter assesses and records living conditions inside and outside of the child's home. Inspection of rooms is entirely optional; parents may refuse.

10. H.O.M.E. survey: measures cognitive stimulation within the home and parental responsiveness

11. Decibel reading to assess noise in the home

VISIT 2 (at the Cornell Infant Studies Lab at MVR Hall): the child participates in following tasks

1. Book reading: parent and child are asked to read a wordless book together ("Frog, Where are You?"). Task measures joint attention and parent language.

2. *AB invisible displacement (24 months olds): children are shown a toy which is then hidden in a box and moved to one side of a table in front of them. A screen goes up and while the child isn't looking another box is put on the opposite side of the table. Children are asked to find the hidden toy. The side on which the toy is hidden changes throughout the task. Task measures inhibition (executive control).

3. *Kovacs effortful control task: children hear a nonsense word and are rewarded with a picture of a baby presented on one side of the room. eventually the side of presentation is switched to assess children's effortful control.

4. Multiple objects: child is presented with several toys to play with for the purpose of measuring attention.

5. *Big/little blocks: children are shown 6 big blocks, 6 little blocks, a big mat, and a small mat. both ages are asked to put the little blocks on the little mat and the big blocks on the big mat. 24 months olds only are then told to switch the rule, putting little blocks on the big mat and big blocks on the little mat to assess inhibitory control.

6. Emotion knowledge: children match emotional faces with emotional voices in a preferential looking paradigm. Proportion of each infant's looking time to correct vs. incorrect stimuli will be measured to assess emotion understanding

7. Snack break: parent and child are offered food and snacks; this allows them a few minutes to relax

8. Barrier task (12 month-olds): the infant is encouraged to play with a toy. When child is engaged with toy an experimenter takes toy away and places it behind a plexiglass barrier so the child can see, but not play with the toy for 30 seconds. This task measures emotion regulation.

OR Transparent box (24 month-olds): experimenter puts an enticing toy into a transparent box and locks the

box. Child is given a set of incorrect keys and told he/she can play with the toy if he/she can open the box. This task measures emotion regulation

9. Emotion inference I: using a preferential looking paradigm, infants match emotional faces and emotional scenes (i.e. eating an ice cream cone) that are presented on computer screens with emotional voices. We measure infants' looking time to assess degree of contextual emotion understanding.

10. *Child book memory: infants are tested on memory for pictures they saw during the naturalistic book-reading segment with the mother. Using a preferential looking paradigm, these pictures will be pitted against pictures they have never seen before.

11. *Spatial memory task (24 mo): infants are shown a fun game and allowed to play it once. They are then whisked out of the room and required to find their way back to play some more. This task measures child spatial memory.

During the same session the parent will complete the following tasks/questionnaires:

1. Book reading: parent reads book with child

2. Adult emotion recognition: using a laptop computer emotional scenes (video clips) are shown to the parent. Adults are asked to identify which of two emotions was displayed in each scene.

3. Attachment scripts: adult is given 12-14 prompt words that can loosely be put together to create a narrative. The adult is asked to formulate and tell a story using the words. This story is tape-recorded and later analyzed for themes of secure or insecure attachment. 2 stories to be done at this time.

4. *Memory recognition: parents engage in a picture recognition task based on the storybook pages they read with their children earlier in the visit.

5. Perceived parental stress questionnaire: parents complete questions about their feelings and thoughts over the last month

6. Coping with negative emotions questionnaire: parent complete questions about how they deal with difficult situations with their children

7. Parent is given part II of Rothbart temperament questionnaires to take home and return at Visit3.

VISIT 3 (at the Cornell Infant Studies Lab at MVR Hall): the child participates in the following tasks:

1. *Spatial memory (24 mo): as children enter the lab they are prompted with a ball from the fun game they played during Visit 2 and asked to find the toy. The task assesses long-term spatial memory.

2. Distractibility task: child is given an engaging toy to play with. Next to the child a video comes on sporadically with various distracting scenes (i.e. happy baby giggling, Sesame Street scene). Latency to look and duration of looking will be measured to assess how quickly children become distracted by the videos.

3. Emotion inference II: using a preferential looking paradigm, infants match emotional faces and emotional scenes (i.e. eating an ice cream cone) that are presented on computer screens with emotional voices. We measure infants' looking time to assess degree of contextual emotion understanding.

4. *Toy removal: child is encouraged to play with an attractive toy. When child is engaged with toy the mother is told to take it away from the infant and place it out of reach. This task measures emotion regulation.

5. Snack break: parent and child are offered food and snacks; this allows them a few minutes to relax

6. Compliance (Don't task): child is told to do a mundane task (sorting plastic cutlery) while in the presence of several enticing toys which he/she is told not to touch. This task measures self regulation.

7. Free play session: parent and infant are encouraged to play with the previously forbidden toys. This session is intended as a break for the child and allows for further data on mother-child interaction.

8. Empathy with parent: parent is instructed to hit her thumb with a toy hammer and act as if in pain. Child's verbal and behavioral responses will be coded to assess empathic understanding.

9. Delay of gratification task (24 months): an M&M is placed under a glass cup in front of the child. When a bell is rung, the child can retrieve the snack. This task assesses how well children delay gratification (effortful control).

10. *Height and weight data collection: children will be weighed and their height will be measured

During the same session the parent will complete the following tasks/questionnaires:

1. Parenting efficacy questionnaire: measures parental feelings of control in influencing their children

2. *Emotional guidance and value questionnaires: measure parent's beliefs about children's emotional development

3. Memory recall task: parent is asked to verbally describe what she remembers about the book she read with her child during visit 2.

4. Attachment scripts: adult is given 12-14 prompt words that can loosely be put together to create a narrative. The adult is asked to formulate and tell a story using the words. This story is tape-recorded and later analyzed for themes of secure or insecure attachment. 2 stories to be done at this time.

5. Vocabulary IQ: this is a subcomponent of the Wechsler Intelligence test. Mothers are asked to define various words.

6. Entity theory questionnaire: assesses parent's attribution and perception of control over intelligence

7. Chaos questionnaire: assesses conditions and routines within the family home

8. Mental health questionnaire: assesses symptoms of anxiety and depression in a non-clinical population

9. Book reading questionnaire: assesses reading habits of the parent and child

10. Food insecurity questionnaire: assesses degree to which food-access and intake are limited and nutritional quality is compromised

6. Will you ship any biological or diagnostic samples/specimens as part of this research? Yes No

If Yes, please contact the Biological Safety Officer at Environmental Health & Safety (4-4888 or fac2@cornell.edu) for specific shipping requirements.

7. Have there been any changes to your study since last year's approval? Yes No

If Yes, please describe: Changes to the study are indicated by an asterisk in Question 5 and elaborated below.

Visit 1:

-Removed Cup/spoon task, and replaced it with similar Big/little blocks task in Visit 2

- Toy removal was moved from Visit 1 to Visit 3 in the lab. This was done in order to better standardize the task.

- Matrix reasoning part of parental assessment was moved from Visit 3 to Visit 1 in order to alleviate parental burden.

- Parenting Inventory questionnaire added

- Pretend play task added

- Find the stickers task added

Visit 2:

- AB invisible displacement removed for 12 mo. olds

- Spatial memory task removed for 12 mo. olds

- Child and parent memory tasks moved from Visit 3 to Visit 2 due to floor effects at Visit 3

- Kovacs Effortful control task added

- Big/little blocks task added

Visit 3:

- Gift wait task removed

- Spatial memory task removed for 12 mo. olds

- Toy removal task moved from Visit 1 to Visit 3 to allow for better standardization of procedures

- Emotional Guidance and Emotional Value questionnaires added

- Height and weight measurement collection added

8. Has the IRB approved any revisions to study protocols, procedures, questions, or forms since its initial approval or last renewal? Yes No

If Yes, please describe. Also, attach all revised protocols, procedures, or forms, highlighting the changes made.

9. Do you wish to request approval for any revisions (in recruitment, the consent form or process, study design, co-investigators, questions) at this time? Yes No

If Yes, please describe the changes requested. Also, attach the revised documents, highlighting changes from the originals.

We request approval to collect children's height and weight data.

We further request approval for the addition of the Parenting Inventory and Emotional Guidance/Value Questionnaires along with the "Pretend Play", "Kovacs Effortful Control", "Find the Stickers", and "Big/Little Blocks" tasks. Each of these activities is very similar to pre-approved tasks such as free play, preferential looking, and the cup/spoon. Descriptions of each task are provided in Question 5.

10. Please describe:

- a. any adverse events or unanticipated problems involving risks to participants or others this year, and steps taken to remedy the situation, if possible:

There have been no adverse events or unanticipated risks to participants or others.

- b. any withdrawal of participants from the research:

Yes: one participant could not complete all three visits due to scheduling conflicts.

- c. any complaints about the research

We have received no complaints about the research.

11. Have you published any papers pertaining to this research? Yes No

If Yes, please indicate: _____

12. How many participants have taken part since this project was last reviewed? 17

Approximate percent female: 59%

Approximate percent minority: 0%

13. How many additional participants do you intend to recruit? 43

- a. If zero, have you now completed all your data collection? Yes No

If yes, have you separated out *ALL* identifiers from your data? Yes No

14. What is the age range of participants? 1 to 2 years [Note: this must match all attached documents submitted.]

15. How will your participants be recruited? Please be very specific.

Participants are recruited through the Cornell Infant Studies Database, Head Start, Ithaca area doctors' offices, and by word of mouth.

16. Are participants compensated for their time? Yes No

If Yes, please describe the compensation: Parents will be given \$25 at the completion of each session, for a total of \$75 over three sessions.

17. Actual duration of participant's participation, through each component of the study, and it total. **Please provide full information for each component of the study.**

Visit 1 will occur in the child's home and will last no longer than 2 hours

Visit 2 will occur in the Infant Studies Lab at Cornell University and will last no longer than 2 hours

Visit 3 will occur in the Infant Studies Lab at Cornell University and will last no longer than 2 hours

Visit 1: Family Home

<u>TASK (P = parent task, C = child task, P&C = parent & child task)</u>	<u>DURATION</u>
<u>Informed consent and overview of study (P)</u>	<u>5 minutes</u>
<u>Demographics and Community Ladder questionnaire (P)</u>	<u>5 minutes</u>
<u>Free play (P&C)</u>	<u>7 minutes</u>
<u>Compliance (do) task (P&C)</u>	<u>7 minutes (12 mo); 10 minutes (24 mo)</u>
<u>Empathy with stranger (P&C)</u>	<u>2 minutes</u>
<u>MacArthur (MCDI) questionnaire (P)</u>	<u>10 minutes</u>
<u>NOTE: As one experimenter works with parent on questionnaires, other experimenter plays with child.</u>	
<u>Spatial play with blocks (P&C)</u>	<u>5 minutes</u>
<u>Pretend Play (P&C)</u>	<u>3 minutes</u>
<u>Find the Sticker (12 mo.) (C)</u>	<u>2 minutes</u>
<u>Instability questionnaire (P)</u>	<u>5 minutes</u>
<u>Life events questionnaire (P)</u>	<u>5 minutes</u>
<u>Matrix reasoning IQ (P)</u>	<u>15 minutes</u>

NOTE: As one experimenter guides parent through questionnaires and matrix reasoning task, other experimenter will do H.O.M.E. survey (3 minutes) and Housing Scale (12 minutes).

Total estimated time 12 month-olds = 71 minutes Actual infant task time = 26 minutes

Total estimated time 24 month-olds = 72 minutes Actual infant task time = 27 minutes

Visit 2: Cornell Infant Studies Laboratory, Martha Van Renssalaer, Cornell University

<u>TASK (P = parent task, C = child task, P&C = parent & child task)</u>	<u>DURATION</u>
<u>Book reading (P&C)</u>	<u>10 minutes</u>
<u>A-not-B Invisible Displacement (24 mo.) (C)</u>	<u>10 minutes</u>
<u>Kovacs Effortful Control (C)</u>	<u>4 minutes</u>
<u>Multiple objects (C)</u>	<u>5 minutes</u>
<u>Big/little blocks task (C)</u>	<u>3 minutes</u>
<u>Food break for child while adult completes emotion recognition task (P)</u>	<u>10 minutes</u>
<u>Child emotion knowledge (C)</u>	<u>2 minutes</u>
<u>Barrier task (12 month-olds) or Transparent box (24 month-olds) (C)</u>	<u>3 minutes (12 mo.); 5 minutes (24 mo.)</u>
<u>Parent attachment scripts (P)</u>	<u>8 minutes</u>
<u>Child emotion inference - Part I (C)</u>	<u>4 minutes</u>
<u>Child book memory task (C)</u>	<u>2 minutes</u>
<u>Adult recognition memory (P)</u>	<u>4 minutes</u>
<u>Perceived stress questionnaire (P)</u>	<u>1 minute</u>
<u>Coping with negative emotions questionnaire (P)</u>	<u>7 minutes</u>
<u>Spatial memory task (24 month) (C)</u>	<u>3 minutes</u>

Total estimated time 12 month-olds = 63 minutes Actual infant task time = 33 minutes

Total time time 24 month-olds = 78 minutes Actual infant task time = 48 minutes

Visit 3: Cornell Infant Studies Laboratory, Martha Van Renssalaer, Cornell University

<u>TASK (P = parent task, C = child task, P&C = parent & child task)</u>	<u>DURATION</u>
<u>Spatial (long-term) memory task (24 mo.) (C)</u>	<u>2 minutes</u>
<u>Parenting efficacy, Emotional guidance, Emotion value questionnaires (P)</u>	<u>8 minutes</u>
<u>Adult recall memory task (P)</u>	<u>5 minutes</u>
<u>Parent attachment scripts (P)</u>	<u>8 minutes</u>
<u>Distractibility (C)</u>	<u>6 minutes</u>
<u>Emotion inference II (C)</u>	<u>4 minutes</u>
<u>Toy removal (P&C)</u>	<u>3 minutes</u>
<u>Food break (P&C)</u>	<u>5 minutes</u>
<u>Compliance (Don't) (P&C)</u>	
<u>Note: parent completes mental health, chaos, book reading, entity theory, and food insecurity questionnaires during this task</u>	<u>8 minutes</u>
<u>Free play (P&C)</u>	<u>5 minutes</u>
<u>Empathy with parent (P&C)</u>	<u>2 minutes</u>
<u>Snack delay (24 mo.) (C)</u>	<u>4 minutes</u>
<u>Adult IQ test (P)</u>	<u>15 minutes</u>
<u>Height and weight data collection (C)</u>	<u>1 minute</u>

Total estimated time 12 month-olds = 70 minutes Actual infant task time = 29 minutes

Total time time 24 month-olds = 76 minutes Actual infant task time = 35 minutes

18. Will your participant sample include Cornell University students? Yes No

If Yes:

a. do you plan to recruit participants from classes that you personally teach? Yes No

Federal regulations discourage investigators from collecting data from their own students. Explain why it is necessary for you to collect data from your own students. Please be very specific in your explanation.

b. will participants be obtained from the Psychology Dept. SUSAN website? Yes No

c. will participants be obtained from the University Registrar? Yes No

19. Will prisoners or juveniles in detention centers or on probation be participants? Yes No

20. Does this study involve secondary data analysis or analyses of limited (HIPAA) data? Yes No

If Yes, provide a brief description in the field below of each dataset and *indicate from which databank(s) or sources the data will be (has been) obtained.* For each dataset, please include the following information:

a. Can the names or identities of participants in the dataset be deduced from the data fields? _____

b. Is the dataset public-use (no restrictions on use) **OR** is the dataset restricted/limited access? (If restricted/limited access, attach a copy of the licensing agreement you signed with the distributor, as well as a copy of your data

security plan.) _____

- c. Are you planning to merge geographic, company, census, community or other potentially identifying data into an individual-level dataset during the course of this project? (If so, attach a description of how you plan to protect the data from unauthorized use.) _____
- d. Will anyone other than you have access to any restricted/limited access dataset(s)? (If so, provide their names, and ensure that they have completed the required education in the use of human participants. Submit copies of affidavits or similar documents they were required to sign with the distributor.) _____

21. Is confidentiality promised to the participants? Yes No If No, please explain. _____

a. If confidentiality is promised, will access to names be under your exclusive control? Yes No
If No, who else will have access to the names, and what will be done to protect the confidentiality of the subjects? _____

b. Where will the names be recorded (e.g., on test protocols, on a separate list with code numbers, in a computer file, etc.)? **Names will be recorded on a list alongside subject identification numbers. The list will be stored in a locked file cabinet.**

c. For what purpose(s) will names be recorded? **Names will be recorded in the event that the study becomes longitudinal.**

d. If confidentiality is promised, what additional steps are you taking to keep their data secure? **Names will be kept in a locked filing cabinet. To ensure confidentiality, only randomly assigned identification numbers will appear on all questionnaires and videos.**

e. Will names of participants be included in any publication based on this study? Yes No
If Yes, for what reason(s)? _____

22. Will any data be gathered through photographic, video or sound-recording devices? Yes No

If yes, answer a.-d. below, and be sure to include all this information on your consent form(s) as well as **provide a separate signature line for the participants to agree to be video/audio taped and/or photographed.**

a. What types of recording devices will be used and what will be recorded? **Digital video recorders will be used for tasks throughout the experiment.**

b. Please provide scientific justification for gathering data using the device(s) enumerated above. **The tasks we are using in this study require very specific coding procedures. Data will be collected on activity durations, latencies to react, and various speech patterns and gestures. These measures cannot be assessed accurately on-line. Thus, video cameras are necessary to obtain the richest and most nuanced data that can be analyzed for reliability across raters.**

c. What will be done with the still photos, video or audio recordings after the study has concluded? (I.e., used in publications, presentations, etc.) **The videos will be used for coding purposes only. They will never be incorporated into publications or presentations.**

d. When, if ever, do you plan to destroy these records (specify when for each type)? **These records will never be destroyed. The data can be used to study other aspects of child development.**

e. How will you protect the confidentiality of the materials produced by such devices (if so promised)? (Remember that faces alone reveal identity, even if captions with names are not provided.)

The videos will be kept in a locked room. The only means of identification on the videos will be randomly assigned identification numbers. Only members of the research team will have access to these videos.

23. Sometimes research findings are presented in a manner that permits knowledgeable readers to infer the identity of a person used as a participant, even if names are omitted. Do you expect to present findings that may possibly provide such clues? Yes No Confidentiality not promised

If Yes, explain how you will protect the identity of participants, or alternatively how you will explain to them that their confidentiality cannot be absolutely protected. This information should also be conveyed to participants on the study consent form.

24. Are you currently using a written consent/assent procedure? Yes No

If **yes**, please attach a photocopy of each version of consent/assent form you are distributing.

If **no**, please provide explanation and/or script of oral consent process:

25. Has this study been reviewed (or will it be reviewed) by another institution's Institutional Review Board (IRB)?

Yes No

If already reviewed, attach a copy of the approval/deferral notification you received from that IRB. If this study **will be submitted to another IRB**, please indicate below the name of the institution.

If individuals from other institutions are collaborating on this research, please attach the current (unexpired) human participant's approval notification from their institutions.

Financial Conflict of Interest Disclosure (non-student investigators only)

In order to fulfill the requirements of federal regulations, investigators conducting research involving human participants at Cornell must disclose known *significant financial interests* that would reasonably appear to be affected by the research project. Significant financial interests include:

- An equity interest that, when aggregated for the investigator and the investigator's spouse and dependent children exceeds \$10,000 in value, or represents more than 5% ownership interest in a single entity
- Salary, royalties, or other payments that, when aggregated for the investigator and the investigator's spouse and dependent children over the next twelve months are expected to exceed \$10,000

1. Have you and all key *faculty* personnel on this project completed the Annual Disclosure Statement? Yes No
2. Have you and all key personnel disclosed all significant financial interests (including those of spouses and dependent children) that would reasonably appear to be affected by this research project? Yes No
3. Do any of the investigators, their spouses or dependent children, have any significant financial interests that would reasonably appear to be affected by this research? Yes No
4. Do any of the investigators, their spouses or dependent children, have any financial interest or other relationship with any company or entity that sponsors or supports this research? Yes No

If you answered Yes to either #3 or #4, the Chair of the IRB must receive a letter from your dean or director stating in summary form how any potential financial conflict of interest involving this research project has been reduced, managed or eliminated. *The IRB is not able to review this project until receipt of the dean's/director's letter.* Please address the letter to: IRB Chair, ORIA, 395 Pine Tree Road, Suite 320, Ithaca, New York 14850.

Approximate date the IRB Chair can expect to receive the letter: _____

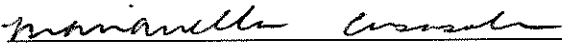
**Review of your application will be delayed
if you do not submit the correct number of copies or the requested study instruments.**

Signature Page

This page is to be signed by the investigator(s). If the investigator is an undergraduate, graduate student, or doctoral student, the faculty supervisor must also sign in the lower box.

Investigator(s)

I certify that the information I provide in this application is correct and complete. **I also pledge that I will not change any of the procedures, forms, or protocols used in this study without first seeking review and approval from the Cornell University Institutional Review Board – Human Participants.**



Signature of Investigator (1)

8/14/2010

Date

Signature of Investigator (2)

Date

Faculty Supervisor:

NOTE: A research proposal by a graduate or undergraduate student **must** have the following statement signed by a faculty supervisor.

"I have examined this completed form and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human participants. I will take responsibility for informing the student of the need for the safekeeping of all raw data (e.g., test protocols, tapes, questionnaires, interview notes, etc.) in a University office or computer file."

Print Name and Title of Faculty Supervisor

Signature of Faculty Supervisor

Date

Office Phone

Please also attach a letter describing how you will provide continuing supervision over the student. Review of the proposal will begin after receipt of your letter.

Child Consent Form

Emotional Development and Infant Learning from 12 to 24 months

You and your child are invited to be in a research study about infant learning and emotional development. We are asking that your child take part because your child is in the age group we want to study. We ask that you read this form carefully and ask any questions you may have before agreeing to participate and allowing your child to take part in this study.

The study: The purpose of this study is to discover how children's emotional development is related to their ability to learn. The study includes three sessions. Two of these sessions will take place in the Cornell Infant Studies Laboratory (CISL) in Martha Van Rensselaer Hall at Cornell. A third session will take place in your home. Each will be no longer than 90 minutes and will be videotaped. If you agree to allow your child to be in this study, your child will take part in several enjoyable activities. Your child will play with toys, watch videos, and read a book with you. When you are not playing with your child, we ask that you fill out some questionnaires about your family history as well as watch and respond to videos. These tasks should take between 30 to 50 minutes for each session. Your child will be in your sight at all times.

Risks and benefits: During one set of tasks in this study your child may become mildly frustrated. However, this frustration is no more than your child would experience in every day life. However, you are free to stop the session at any time without penalty.

Compensation: For each session you and your child complete you will earn \$25, totaling \$75 over all three sessions. **This money will be given to you upon completion of the third session. Should you not complete all three sessions we will compensate you for tasks completed.**

Confidentiality: The records of this study will be kept private. Instead of using names, randomly assigned identification numbers are the only information that will appear on surveys and videos. After completion of the project all questionnaires and videos will be kept in a locked file. Only researchers will view the videos. We intend to keep your name and contact information on file in the event that we do a follow-up study in the future.

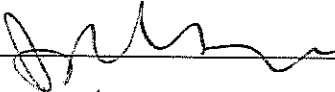
Voluntary Participation: Participation in this study is completely voluntary. You or your child may stop the study at any point if you or your child becomes uncomfortable. If you become concerned about your child at any point, you can ask us to stop the experiment. Your decision whether or not to allow your child to take part will not affect your current or future relationship with Cornell University. You are free to withdraw your child at any time without affecting your relationship with the University.

Please feel free to ask any questions you have now, or at any point in the future. The researcher for this study is Dr. Marianella Casasola. You may reach her at 607-254-1388, or mc272@cornell.edu. If you have any questions or concerns about your child's rights as a research subject, you may contact the Cornell Institutional Review Board (IRB) at 607-255-5138, or you may access their website at <http://www.ird.cornell.edu>. You may also report your concerns or complaints anonymously through [Ethicspoint](#) or by calling toll free at 1-866-293-

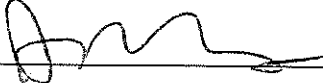
3077. Ethicspoint is an independent organization that serves as a liaison between the University and the person bringing the complaint so that anonymity can be ensured. You will be given a copy of this consent form for your records.

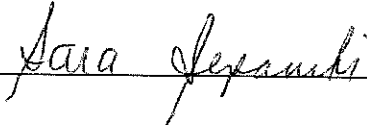
Please enter your child's name and sign below if you give consent for your child to participate in this study.

Your child's name: _____

Your signature:  Date 6/22/10

In addition to agreeing to participate, I also consent to my child and me being video-taped.

Your Signature  Date 6/22/10

Researcher's Signature  Date 6-22-10