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Relationship between Mother-Child Emotion Talk, and Emotional Competence among Pakistani Preschoolers

Zain Khan[1] & Khadeejah Iqbal[2]
[1]University of Azad Jammu & Kashmir, Muzaffarabad, AJK
[2]National University of Sciences and Technology, Islamabad, Pakistan
For Correspondence: Zain Khan. Email: zaink892@gmail.com

Abstract

Background. The present study investigated the link between mother-child emotion talk, and emotional competence (i.e., emotion understanding and emotion regulation) among preschool children. The role of demographic variables including age and number of siblings were also investigated for emotion talk and emotional competence.

Method. The sample comprised of 30 preschoolers aged (48 to 71 months; M = 60.13, SD = 7.56) and their mothers. Children completed emotion understanding; affective knowledge test (AKT) (Denham, 1986), and emotion regulation tasks; locked box task (Goldsmith et al., 1999). Mother-child dyads also engaged in an autobiographical recall task (Cervantes & Callanan, 1998; Neal 2014) discussing two past events which was recorded and coded for emotion labels and explanations using Mind-Mindedness Coding Manual (Meins and Fernyhough, 2015).

Results. Regression analyses indicated that mother emotion talk was significantly associated children emotion talk (β = .38) and use of explanations by children was associated with emotion understanding (β = .43). Number of siblings was significantly positively linked with emotion understanding (β = .47), mother emotion talk (β = .46) and dyadic emotion talk (β = .46) and negatively associated with venting coping strategies (β = -.41) of emotion regulation. Independent samples t-tests showed that older preschoolers have significant higher emotion understanding and used more emotion labels, whereas younger preschoolers used more negative emotion regulation strategies (avoidance and venting).

Discussion & Conclusion. These preliminary findings highlight the associations between maternal use of emotion language, sibling context and children's emotional competence among Pakistani preschoolers. However, the findings should be interpreted with caution due to the small sample size. Future research with larger samples is needed to build on these preliminary findings and inform research on emotion socialization and emotional competence in a non-Western context.

Keywords. Emotion understanding, emotion regulation, mother child emotion talk, preschoolers, emotional competence.

Introduction

Emotions are considered powerful regulators of human experience and are central to the way humans perceive, interpret, and respond to their environment. From early childhood, emotions guide attentions, motivate behaviors, and shape social interactions (Denham, 1998; (Thompson, 2015; Denham & Liverette, 2019). Emotions constitute a systematized response system of biological, experiential, and behavioral components that activates when an event is deemed personally relevant (Ali, 2023). Given their close link to action tendencies, children's ability to understand and regulate emotions becomes essential for adaptive functioning across social and developmental contexts (Herndon et al., 2013).

The ability to understand, express and regulate emotions that aligns with parental and societal expectation is referred to as emotional competence (Saarni et al., 2008). Emotional competence is typically conceptualized as comprising two interrelated components; emotion understanding and emotion regulation (Çoban et al., 2022). Emotion understanding refers to expertise in the meaning of emotion, encompassing two key abilities; emotion recognition and emotion knowledge (Castro et al., 2016). Emotion recognition refers to the ability to identify emotions in oneself and others, whereas emotion knowledge involves understanding emotion labels, causes and contextual appropriateness that helps children to verbalize and discuss emotions (Castro et al., 2016; Denham, 1998; Izard, 2001). Emotion regulation refers to processes involving efforts to modify the internal state and/or the outward expression of sensed emotion (Restoy et al., 2024). The need for regulation becomes salient when the emotional responses are either too intense or insufficient to meet the personal goals or social expectations from the child. In childhood, effective regulation reflects the children's ability to respond to emotional experiences and stressors in ways that promote adaptive functioning in the developmental context (Su & Chen, 2025). Emotion understanding and regulation are closely linked, as understanding emotional meaning and contexts provides an important basis for managing emotional expression, while regulatory experiences further shape children's emotional knowledge.

Emotional competence in early childhood is associated with children's social and academic adjustment in later life. Preschoolers with higher emotional competence tend to have better peer relationships, school readiness and early academic adjustment as well as stronger social adjustment (Denham et al., 2003, 2012; Nakamichi et al., 2019) and better social cooperation and self-control (Izard 2001). In contrast, low emotional competence among preschoolers is linked to aggression, peer rejection, difficulty engaging in school and later internalizing and externalizing problems (Denham, 2006; Ozerova et al., 2023). This highlights that adaptive emotional competence serves as protective factor whereas its deficits represent a risk for later academic life and mental wellbeing.

Emotional competence unfolds within biologically prepared systems, but it is also deeply influenced by socialization and the cultural context. One key mechanism of emotion socialization is mother-child emotion discourse (Eisenberg, 2020). As primary caregivers, mothers often provide the earliest and most frequent context of emotional interactions in early years. Research suggests that mothers' use of emotion labels and explanations during the conversation is positively associated with child emotion talk, as well their emotion understanding (Cervantes & Callanan, 1998) and emotion regulation (Reschke et al., 2023). Preschoolers discuss and explore their emotions through verbal language and it also helps them in emotion regulation (Beck et al., 2012; Thümmler et al., 2022). When mothers elaborate emotions, it fosters child engagement as it allows children to makeup a cohesive story using questions which adds to the event and the meaning and associated with emotion understanding and regulation (Ambrose, 2013).

Emotion talk promotes emotional competence by enhancing children's emotion knowledge through labeling, explanation, and connections to prior experiences, enabling greater awareness of one's own and others' emotions and their consequences (Bassett et al., 2012; Peet et al., 2025). In turn, higher emotion knowledge is associated with more positive socioemotional behaviors and stronger peer relationships (Izard et al., 2011), as it allows

children to interpret emotional cues more accurately and respond in socially appropriate and relationship-enhancing ways (Ferrier et al., 2020). In the long term, supportive mother-child emotion socialization plays a protective role in children's emotional and behavioral development by strengthening their ability to cope with anxiety and other internalizing and externalizing difficulties (Robson et al., 2020; Johnson et al., 2017). In contrast, non-supportive or emotionally dismissive responses are associated with poorer emotion knowledge, weaker social skills, and increased behavioral problems, as shown in meta-analytic evidence (Johnson et al., 2017).

Social constructivist theory developed by Vygotsky suggests that human interaction allows the creation of a model of social world in which language plays a pivotal role in construction of reality which explains the link between mother child emotion talk and emotional competence (Hurwitz, 2009). In addition to maternal influence, another vital influence on child's environment is siblings, who are often neglected in family research but may act as core relational subsystem that shape child's emotional competence (McHale et al., 2012). Through interaction and relationships, emotions are socially constructed and get into the at present shape and meaning in larger socio-cultural context (Hoemann et al., 2019). Preschoolers having siblings provide them an opportunity to experience a diverse range of emotions that helps them to have better emotion language which is socially appropriate (Denham, 1998), and helps better emotion understanding (Aslanova et al., 2024). Hence, we aimed to understand the association of siblings with emotional competence and socialization among preschoolers.

Culture also influences emotion socialization through culturally defined "should rules" which prescribe how a person should feel or express given a certain situation (Eisenberg, 2020 ;Raval & Walker, 2019). Even labeling of emotions is done using the given cultural lexicons, affect valuation also differs based on culture (Chan et al., 2022). Research indicates that maternal use of emotion language in mother-child interaction varies across the cultural contexts (Doan & Wang, 2010). However, most of the empirical work on emotion socialization and development has been conducted in Western countries (Denham, 2007). The present study addressed this gap by examining emotional competence and emotion socialization in a non-Western context, Pakistan.

Preschool age presents a critical period for examining emotional competence due to the influence of age on child's development progress (Denham, 1986). During the preschool years children start identifying basic emotion and improve significantly in language, effortful control and motor skills that enhances their ability to regulate emotions in frustration evoking situations (Cole, Martin & Denis, 2004). Preschool age is characterized by rapid emotional and personal development (Fomina et al., 2023; Joukova et al., 2023). Around 3 years of age, children are expected to develop noticeable gains in autobiographical memory although the development even begins earlier (Fivush, 2020; Nelson & Fivush, 2019; Ross et al., 2019) that helps children to engage in emotion laden conversations. By the age of 4 years, children begin to understand personal and other emotions, and this emotional experience is reflected in the process of verbal communication. We aimed to examine the link between early socialization and emotional competence among preschoolers, as the developmental progress makes the preschool period suitable (Bukhalenkova, 2024).

Longitudinal research shows that adequate emotion development in childhood predict a wide range of outcomes in later life, including interpersonal behaviors, achievement, healthy lifestyle, and mental health (Robson et al., 2020), particularly including effective emotion regulation as well as secure, trusting and supportive interpersonal relationships while negatively related with unemployment, depression, anxiety, criminal behaviour, obesity, symptoms of physical illness and substance abuse in adulthood (Fraley, 2002; Raby et al., 2014; Robson et al., 2020). In contrast, early difficulties in emotional competence are associated with heightened emotional reactivity, increased risk of internalizing and externalizing problems, alongside interpersonal difficulties such as poor relationship quality and challenges in social adjustment in later life (Groh et al., 2017). Despite the significance of emotional competence in early childhood, research on young children's emotional competence has been somewhat

sparse in Pakistan. Though recently developed programs have highlighted the need to study effect of interventions aimed at parental socialization of emotion and its effect on self-regulation of emotions (England-Mason & Gonzalez, 2020). A multi-informant prevalence study (Syed & Haidry, 2009) reported that approximately one third (34.4% rated by parents and 35.8% rated by teachers) of Pakistani children fell within the abnormal range on measure of emotional and behavioral difficulties; strength and difficulties questionnaire (SDQ). Additionally, series of studies by Nawaz and Lewis (2014 & 2017) identified delays in social understanding among Pakistani children and less frequent use of mental state language by both mothers and children that there is a lag when it comes to Pakistani children's social understanding skills. These existing evidence from Pakistan highlight the presence of social and emotional problems, but it does not talk about the early socialization processes associated with adaptive emotional competence in Pakistani context.

Hence, the present study aimed to investigate the association between mother-child emotion talk, emotional competence among Pakistani preschoolers (aged 4 to 6 years), while also considering the context of siblings and age. Mother-child dyads are used because the development of emotional competence in children occurs in a socio-cultural context and knowledge is developed through close interaction with experienced adults and much of early socialization is carried out through interaction with mothers (Boiger & Mesquita, 2012). Preschool years represent an important developmental period, as children begin to identify their own and others' emotions and possess sufficient language skills to discuss emotion laden and neutral topics (Neal, 2014), yet there is not substantial empirical work that has examined the link of child's emotion talk with emotional competence. Thus, we also aimed to explore the association of child's emotion talk on emotion understanding and emotion regulation among preschoolers.

Method

Hypothesis

1. Emotion talk is positively related with emotion understanding and constructive coping strategies but negatively related with avoidance and venting coping strategies.
2. Mother emotion is positively associated with child emotion talk.
3. Child emotion talk is positively associated with emotion understanding and constructive coping strategies but negatively related with avoidance and venting coping strategies.
4. There will be a difference between children of 4 years to 4 years 11 months and 5 years to 5 years 11 months on emotion talk, emotion understanding and emotion regulation.
5. Number of siblings of the child is positively related with emotion talk, emotion understanding, and constructive coping strategy but negatively related with venting and avoidance coping strategies.

Participants

Around 63 dyads were approached from Islamabad and Rawalpindi, 50 mothers gave their consent for participation. Twenty dyads could not be assessed due to availability issues and/or withdrawal from the study. Therefore, a **s**ample of 30 Pakistani preschoolers (17 boys, 13 girls; mean age = 60.13 months, *SD* = 7.56) along with their mothers (mother's mean age = 32.7 years, SD = 4.30) were assessed. Dyads were recruited from Islamabad and Rawalpindi through convenient sampling. Children were categorized into younger (4 years-4 years 11 months) and older preschoolers (5 years-5 years 11 months), the number of siblings of the children ranged from 0 to 5 ($M = 3$, $SD = 1.08$) (see appendices for detailed sample characteristics). All participating families spoke Urdu as primary language and children were enrolled in the nurseries to ensure similar learning exposure.

Measures

The Denham's Affective Knowledge Test and instructions for Emotion Talk Task and Locked Box Task were translated and adapted into Urdu using the WHO guidelines of translation and adaptation of instruments (2000) and the Brislin Model (1980) (see Table 2 for descriptive statistics).

Emotion Understanding: Affect Knowledge Test (AKT; Denham 1986)

Children's emotion understanding was measured with the AKT that has two subscales: affective labelling (recognition of basic emotions) and perspective taking (inference of emotions from social context). The materials needed for administration included four-line drawing felt faces, three hand puppets (a mother, a male child, and a female child; see Fig 1) and 3-4 small blocks. First affective labelling task was administered for receptive knowledge (pointing to a face after hearing the verbal label) and expressive knowledge (providing a label themselves for each face). Children received 2 points for correct identification of emotion, 1 for identifying only the valence and 0 for incorrect response. Scores could range from 0 to 8 for both expressive and receptive knowledge (Denham, 1986). Second, perspective taking ability was assessed using 20 puppet vignettes accompanied by vocal and visual emotion cues. Eight vignettes showed stereotypical situations, and twelve depicted non- stereotypical situations based on parent questionnaires about child's likely emotions in a social situation. Scoring followed the same 0-2 system as for affective labelling; scores ranged 0-16 for stereotypical knowledge and 0-24 for non-stereotypical knowledge. The overall score of AKT labelled as affective aggregate was also measured to be used for further analysis along with the subscales.

Emotion discourse: Past Event Conversations/ Autobiographical Recall

Mother-child emotion talk was assessed using autobiographical recall in which dyad discussed two past events; one when the child was upset and one when the child felt happy. Mothers were instructed to discuss sad event first; avoid routine (e.g. birthday) or scripted events such as movies (Bird and Reese, 2006), events that child also remembered and might elicit children's emotional experience such as a picnic were included (Haden, Haine and Fivush, 1997). The dyad was left alone to talk naturally for 2.5 minutes per event, with a prompt to switch topics and the conversations were audio-taped for coding.

Observational Coding. First step was to transcribe the conversations and then coded for both mother and child emotion talk using Mind-mindedness coding manual (Meins and Fernyhough, 2015). The verbatim was divided into conversational turns and identified as one speaker's utterance followed by the other (Ensor and Hughes, 2008). Emotion labels were coded when the speaker referred to an affective state (happy, sad, afraid, angry, worried, like, interest, fun, surprised, enjoy, excited, upset and feeling better or worse), excluding the repetitions and imitative use of labels. Explanations were coded when a reason for the emotion label was provided, including causes, behavioral results, elicitation to give more information regarding the emotion and interventions to deal with the emotion. For each dyad, the overall mother emotion talk, child emotion talk, and mother-child emotion talk were computed by dividing number of labels and/ explanations by number of conversational turns.

Emotion Regulation: Locked Box Task

The locked box task (PS Lab-TAB; Goldsmith et al., 1999) was utilized to elicit frustration in children and assess emotion regulation (Cole and Deckard, 2009). The materials needed for the task included a transparent plastic box, toys, a padlock with key and a set of keys that does not open the padlock (Fig. 2).

The child was seated on table and chair suiting his size requirements facing the camera to make sure a clear view of the child (Goldsmith et al., 1999). Children were asked to select a toy of which was then placed inside transparent box. The experimenter made sure that the child can open the lock with key, then the child was given an incorrect set of keys. The child was asked to try to open the box for four minutes, while mothers were instructed not to help. After four minutes the right key was provided by researcher saying that she must have given the wrong set of keys, and child was allowed to open the box and play with the toy. Sessions were videotaped and coded for emotion regulation strategies in four one-minute intervals that each consists of six 10-second epochs. Thirteen emotion regulatory behaviors (Jahromi et al., 2008; Jahromi et al., 2012) were observed and grouped into three coping strategies *constructive strategies*

('goal-directed behaviors, social support-orienting to experimenter or parent, social support with and without verbal assistance seeking, self-soothing and other-directed comfort seeking'), *venting strategies* ('vocal venting, physical venting, self-speech and disruptive behavior'), and *avoidance strategies* ('avoidance, distraction, and alternative strategies') (Jahromi et al., 2012).

Fig. 1. Puppets for perspective taking.

Fig. 2. Locked Box Task

Procedure

All assessments were carried out during a home visit by the researcher. Mothers received verbal study information by phone and provided written consent upon the researcher's arrival, verbal assent was taken from children. The session lasted approximately 90 minutes. First, mothers completed the parent questionnaire from Denham Affective Knowledge Test (AKT; Denham 1986), while the child completed the *AKT* with the researcher. Afterwards, the dyad completed the autobiographical recall task which was audiotaped. The session concluded with locked box task (PS Lab-TAB; Goldsmith et al., 1999) which was video-recorded to measure emotion regulation behaviors (see Table 1 for descriptive statistics).

Results

Table 1: *Descriptive Statistics*

Variable	M	SD	α	Range		Skewness
				Min	Max	
Emotion Understanding (AKT)						
Affective Aggregate	42.40	8.52	.88	24	55	–.90
Affective Labeling	12.30	2.59	.68	6	16	–.93
Expressive Knowledge	5.53	1.72	.60	2	8	–.83
Receptive Knowledge	6.77	1.38	.60	3	8	–.89
Affective Perspective Taking	30.10	6.94	.87	14	40	–.64
Stereotypical Knowledge	12.43	2.78	.70	6	16	–.63
Non-stereotypical Knowledge	17.67	4.36	.79	7	24	–.69
Emotion talk task			1.00*			
Mother talk						
Frequency of labels (M)	12.30	6.90		3	33	1.10
Mother emotion talk (labels)	.27	.17		.04	.67	.98
Frequency of explanations (M)	9.83	4.49		2	19	–.12
Mother emotion talk (labels and explanations)	.49	.31		.07	1.39	1.17

Child talk					
Frequency of labels (C)	1.67	2.32	0	10	2.36
Child emotion talk (labels)	.03	.04	.00	.15	1.20
Frequency of explanations (C)	0.70	0.91	.00	3.00	.94
Child emotion talk (labels and explanations)	.05	.05	.00	.17	.88
Mother-child talk					
Frequency of labels (MC)	13.90	8.50	4	41	1.64
Mother-child emotion talk (labels)	.15	.10	.04	.45	1.20
Frequency of explanations (MC)	10.50	4.50	3	21	.04
Mother-child emotion talk (labels and explanations)	.29	.18	.07	.90	1.50
Positive valence labels (mother-child)	8.40	5.60	1	25	1.50
Negative valence labels (mother-child)	5.20	3.70	0	13	.48
Emotion regulation		.87*			
Constructive coping	31.13	8.00	14	47	–.25
Avoidance coping	8.10	5.90	0	19	.25
Venting coping	6.50	5.79	0	22	.90

M = mother, C = child. Two coders transcribed 10% of transcripts, * is kappa statistics.

Table 1 presents descriptive statistics indicating substantial variability in mother and child emotion talk variables. Emotion talk was higher in mother than children, whose labels use showed a positively skewed distributions, however, values did not indicate severe deviation from normality. Internal consistency of the emotion understanding subscales (AKT) ranged from acceptable to strong (α = .60 to .88). For AKT, affective labelling showed comparable receptive and expressive scores, whereas affective perspective scores were higher for non-stereotypical knowledge compared to stereotypical knowledge. For emotion regulation, the constructive coping was used most frequently followed by avoidance and venting strategies.

Correlation analysis (Table 2) showed that mothers and children who used higher emotional labels also tended to provide more explanations. Mother-child emotion talk using labels and explanations was also linked positively with more use of positive and negative valence of emotion labels. Mother emotion talk for both labels and explanations were positively associated to child emotion talk. The frequency of explanation provided by the child were positively associated with all subscales of emotion understanding, while affective perspective taking was negatively associated with avoidance coping. Mother and child emotion talk (all subcomponents), frequency of labels by child and use of positive valence emotion labels were positively associated with constructive coping strategy. In contrast, total emotion utterances by mother, and frequency of explanations provided by the dyad were negatively associated with venting coping.

Table 2: *Correlation matrix for Affective Knowledge Test, Mother-Child Emotion Talk and Emotion Regulation (N = 30)*

No.	Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Affective labelling	—																			
2	Affective perspective taking	.49**	—																		
3	Affective aggregate	.71**	.97**	—																	
4	Frequency of labels (M)	-.19	-.01	-.06	—																
5	Mother emotion talk (labels)	-.18	-.12	-.15	.72	—															
6	Frequency of explanations (M)	-.01	.04	.02	**.76****	.72	—														
7	Mother emotion talk (labels and explanations)	-.13	-.14	-.15	.60**	.98	.74**	—													
8	Frequency of labels (C)	-.03	.09	.06	**.56****	.27	.17	.152	—												
9	Child emotion talk (labels)	-.003	.04	.03	.50**	**.52****	.27	**.48****	.87	—											
10	Frequency of explanations (C)	**.42****	**.37****	**.43****	-.14	-.13	-.08	-.11	.32	.37	—										
11	Child emotion talk (labels and explanations)	.14	.20	.21	.35	**.40****	.21	**.38****	.79**	.95**	.62**	—									
12	Frequency of labels (MC)	-.16	.02	-.03	.98**	**.66****	.67**	.53**	.75**	.65**	-.03	.50**	—								
13	Mother-child emotion talk (labels)	-.17	-.15	-.17	.69**	.98**	.66**	.96**	.38*	.65**	-.05	.53**	.67**	—							
14	Frequency of explanations (MC)	.07	.11	.11	.73**	.69**	.98**	.71**	.23	.34	.12	.33	.66**	.64**	—						
15	Mother-child emotion talk (labels and explanations)	-.11	-.15	-.16	.56**	.96**	.68**	.99**	.23	.57**	-.03	.48**	.52**	.97**	.67**	—					
16	Positive valence labels (MC)	-.13	-.04	-.07	**.87****	**.56****	**.56****	**.43****	**.73****	**.61****	-.04	.46**	**.91****	**.57****	**.55****	**.43****	—				
17	Negative valence labels (MC)	.11	.13	.07	.75	**.57****	**.58****	**.48****	**.49****	**.46****	.03	**.34***	**.75****	**.57****	**.59****	**.47****	**.42***	—			
18	Constructive coping	-.04	.03	.01	**.46***	**.47****	**.38***	**.43***	**.40***	**.45***	.04	.36	**.49****	**.49****	**.39***	**.43***	.53**	.22	—		
19	Avoidance coping	-.19	**-.37***	-.36	-.09	-.22	-.20	-.22	.03	-.11	-.18	-.19	-.06	-.19	-.08	-.01	-.18	-.35	.062	—	
20	Venting coping	.01	-.18	-.15	-.33	-.33	**-.40****	-.31	-.07	-.14	-.06	-.12	-.29	-.31	**-.41***	-.28	-.20	-.37	.07	.06	—

*p < .05; ** p < .01; *** p ≤ .001

Table 3: *Regression analysis; mother emotion talk predicting child emotion talk (labels and explanations)*

Variable	B	β	SE	*t*	95% CI	
					LL	*UL*
Constant	.02		.02	1.11	-.02	.06
Mother Emotion talk (labels and explanations)	.07	.38	.03	2.16	.003	.13

A regression analysis (table 3) showed that mother emotional talk significantly positively predicted child emotional talk. The model was significant, F (1, 28) = 4.67, p < .05, and accounted for 14.3% of variance (R^2 = .143) in child emotion talk.

Table 4: *Regression analysis; frequency of explanations by child predicting emotion understanding (affective aggregate from AKT)*

Variable	B	β	SE	*t*	95% CI	
					LL	*UL*
Constant	39.59		1.81	21.88	35.88	43.30
Frequency of explanations by child	4.02	.43	1.59	2.53	.77	7.27

The regression analysis (table 4) showed that the frequency of explanations provided by children in emotion talk task, significantly positively predicted overall emotion understanding. The model was significant, $F(1,28) = 6.41$, $p < .05$, and accounted for 18.6% of variance ($R^2 = .186$) in emotion understanding.

Table 5: *Independent samples t-test for Affective Knowledge Test, Mother-Child Emotion Talk and Emotion Regulation by Age*

	Younger Preschoolers (*n* = 14)		Older Preschoolers (*n* = 16)				95% CI		
Variables	*M*	*SD*	*M*	*SD*	*T* (30)	*df*	*LL*	*UL*	Cohen's *d*
Affective aggregate	38.07	9.80	46.18	4.92	**-2.80***	18.60	-14.1	-2.0	1.04
Mother-child emotion talk (labels)	.10	.06	.18	.12	**-2.29***	22.40	-.15	.00	.84
Mother emotion talk (labels)	.19	.11	.30	.18	**-2.18***	25.3	-.23	-.00	.73
Child emotion talk (labels)	.02	.02	.04	.05	**-2.0***	18.3	-.05	.00	.52
Constructive coping	31	6.71	31.25	9.28	-.08	28	-6.3	5.8	.03
Avoidance coping	10.36	4.30	6.13	6.52	**2.0***	28	.03	8.4	.76
Venting coping	8.64	6.54	4.63	4.44	**2.0***	28	-.12	8.1	.71

*p < .05; ** p < .01; *** p ≤ .001

The differences between younger (4 years-4 years 11 months) and older preschoolers (5 years-5 years 11 months) (see Table 5) were examined using independent sample t-test. Older preschoolers scored significantly higher on emotion understanding (affective aggregate), with a large effect size and greater use of emotion labels than younger preschoolers, whereas younger preschoolers used more avoidance and venting coping strategies.

The association between number of siblings, AKT, and emotion regulation was assessed through bivariate correlation analysis. Higher number of siblings was significantly associated with greater use of labels ($r = .47$, $p < .05$) and explanations ($r = .38$, $p < .05$) by mothers, and increased use of labels ($r = .45$, $p < .05$) and explanations ($r = .38$, $p < .05$) in dyadic emotion talk. Similar positive associations were observed for emotion understanding with affective aggregate ($r = .47$, $p < .05$) and affective perspective ($r = .44$, $p < .05$). Having older siblings was related to higher affective labelling scores ($r = .39$, $p < .05$) and more explanations by mothers ($r = .41$, $p < .05$), and greater mother-child emotion explanations ($r = .44$, $p < .05$). In contrast, venting coping was negatively associated with the number of siblings ($r = –.41$, $p < .05$).

Table 6: *Regression Analysis; Child's Number of Siblings Predicting Mother-Child Emotion Talk, Affective Knowledge Test and Emotion Regulation*

Outcome Variable	B	β	SE	*t*	*p*	95% CI	
						LL	*UL*
Affective Aggregate	3.68	.47	1.32	2.796	.009	0.98	6.37
Affective Perspective Taking	2.82	.44	1.09	2.597	.015	0.60	5.05
Venting Coping strategy	-2.18	-.41	0.92	-2.356	.026	-4.07	-0.28
Frequency of labels (M)	3.00	.47	1.08	2.788	.009	0.80	5.20
Frequency of explanations (M)	1.59	.38	0.73	2.191	.037	0.10	3.07
Frequency of labels (MC)	3.53	.45	1.33	2.648	.013	0.80	6.26
Frequency of explanations (MC)	1.59	.38	0.73	2.179	.038	0.10	3.08
Negative valence labels (MC)	1.77	.51	0.57	3.115	.004	0.60	2.93

A series of regression analyses (Table 6) examined whether having siblings predicted emotion talk, understanding and regulation. Having more siblings significantly predicted emotion understanding with affective aggregate and affective perspective taking. Number of siblings also predicted greater mother and dyadic emotion talk, including frequency of labels, and explanations at both mother and dyadic levels and use of negative valence labels during mother-child emotion talk. Finally, number of siblings negatively predicted venting strategy showing that children with more siblings tend to use less negative emotion regulation strategies.

Discussion

The present study examined the relationship between mother-child emotion talk, and emotional competence (emotion understanding and emotion regulation) of Pakistani preschool children and the way these processes vary by age and number of siblings. Consistent with social constructivist theory, the current findings support a socially constructed pathway of emotional competence in which maternal emotion talk was associated with child emotion talk, and use of emotion by children's explanations is associated with better emotion understanding. In the current study, age and number of siblings were also associated with emotional competence; showing that the development also occurs within a broader family ecology rather than only within mother-child dyadic interaction.

As hypothesized, the findings showed that mothers who used more emotion language using labels and their explanations during autobiographical task was significantly positively associated with greater use of labels and explanations by children. This finding can be supported by theories of language-based emotional learning, which suggest that repeated exposure to emotion labels within emotionally rich and consistently valanced caregiver speech helps children form semantic and emotional associations. Over time, as children repeatedly hear specific emotion words embedded in positive or negative contexts, they are more likely to link those labels with other words and experiences that share similar emotional valence. This process strengthens children's understanding of emotional meaning by allowing them to infer similarities between emotion labels and related affective states, thereby supporting the development of emotion knowledge and more nuanced emotional categorization (Nencheva et al., 2023).

Mother-child dyadic interaction serves as early emotion socialization context through which children learn the vocabulary and scripts about emotions (Ogren & Johnson, 2020; Denham et al., 2012; Farrant et al., 2013). Mothers' use of explanations during interactions tends to increase children's engagement, as these prompts guide the child in building a clearer and more meaningful narrative by encouraging them to add details about what happened and why it mattered (Fivush, 2007; Adler & Oppenheim, 2022). Emotion-focused conversations encourage children to explore, attempt tasks, and persist despite challenges, children who receive frequent emotional validation from their

mothers show greater accuracy in recognizing their own emotions than children who receive less validation (Lambie and Lindberg, 2016) and research identifies that preschoolers are highly sensitive to adults' emotional validation (Jeon & Park, 2024). These evidence from previous research helps to explain the association between mother and child emotion talk found in our study, as emotion conversations not only act as vocabulary exposure but provides an opportunity for shared meaning making process in which children learn to label emotions, explain, and discuss about emotions. Importantly, the use of emotion labels reflect recognition that emotion exists whereas explanation require reasoning about causes and consequences of emotional states displaying a deeper emotion knowledge (Nencheva et al., 2023;Price et al., 2022).

Next, it was hypothesized that child emotion talk associate positively with emotional competence which was partially supported only for emotion understanding. Our findings showed that preschoolers who used more frequency of explanations demonstrated higher level of emotion understanding. This suggest that when children engage actively with emotional content in the conversation involving explanations about the emotion labels, rather than simply reproducing the labels learned, their emotion understanding is facilitated (Nencheva et al., 2023; Farrant et al., 2013). Moreover, it can also be understood within a sociocultural framework that emphasizes the role of everyday conversations in development. Children's emotion understanding improves when they engage in explanatory dialogues, either by listening to adults' explanations or by generating explanations themselves, with gains extending beyond the specific emotions discussed. Such conversations expose children to meaningful ways of interpreting emotions and support active meaning making. By explaining emotions, children practice organizing emotional information, linking causes and consequences, and using shared emotion language, which helps them internalize adults' testimony and construct broader, transferable theories of emotions. Thus, frequent explanatory use of emotion language appears to be associated with better emotion understanding in children (Tenenbaum, 2008).

We also found significant correlation in our study between mother-child emotion talk (using both labels and explanations) and the use of positive emotion regulatory strategies such as constructive coping strategy. Conversely, a higher frequency of explanations provided by mothers and dyad was also associated with lesser use of venting coping strategy to regulate emotions in our sample. Parental use of emotion language plays a key role in helping children acquire adaptive strategies for managing their emotions. (Zimmer-Gembeck et al., 2021). When mothers have emotion focused discussion with children, they express and encourage emotional expression in children that helps in the development of emotional regulation skills and facilitates effective coping with emotions (Rolo et al., 2024). Notably, our study also showed that the use of positive and negative valence emotion labels was positively associated with constructive coping strategy, indicating that exposure to a range of emotion vocabulary help children develop adaptive regulatory skills. In frustration evoking tasks, maternal attempts at discussing the situation, providing reframing are associated with less expressed anger and sadness which shows the influential effects of mother child emotion talk on discussion of situations. This means that using emotion labels and explanations in mother-child interaction both by mother (Peet et al., 2023) and child enhance children's ability to behave in constructive ways when faced with a frustration evoking situation. Parents often intentionally talk about emotions with their children, as they view this as an important way to strengthen their children's ability to regulate emotions (Kulkofsky & Koh, 2009), though the cultural beliefs about emotions are not explored in the current study, it can be explored in future research to examine the way culture shapes emotion talk of the dyad in Pakistani context.

Age-related differences were also evident in our study supporting the hypothesis of difference between younger and older preschooler; older preschoolers used more emotion labels and had better emotion understanding than younger preschoolers, which is consistent with developmental research showing that emotion language and ability to recognize and label emotions in various situations is more advanced with increase in age (Shablack et

al., 2020; Denham et al., 2012; Rivera, 2008; Neil, 2014). In case of emotion regulation, our findings support previous results that older preschoolers tend to use fewer avoidance and venting strategies than younger preschoolers (Sanchis-Sanchis et al., 2020). The emotion regulation and ability to behave in socially appropriate ways increases with age (Neil, 2014), children start relying on their personal capacity to make efforts to resolve the task like effortful planning to open the lock.

The hypothesis regarding number of siblings was also supported in the current study showing that children with more siblings tend to have better emotion understanding, use lesser venting coping strategies and mother-child dyad used more emotion labels. These findings can be understood from a social constructivist perspective; as siblings provide a vital relational context through which children encounter diverse emotional experiences and learn to construct scripts about emotion (Kramer, 2014) and enhance their emotion understanding and regulation through siblings' interaction (Aslanova et al., 2024). It is essential for children's emotional competence that they are allowed to experience a range of emotions that is provided with presence of siblings, while being encouraged to express positive feelings and guided in managing negative emotions in socially appropriate ways (Denham, 1998). Better emotional competence of the children with more siblings in the current study also aligns with horizontal socialization theories as children learn not only from adults but also through reciprocal interactions with siblings who occupy similar hierarchical positions (Corsaro & Everitt, 2023 ; Sawyer et al., 2002). Mothers may also engage in more elaborative emotional conversation with older siblings, indirectly increasing emotional exposure for preschoolers in household (Howe et al., 2005; Mitchell & Reese, 2022) that explains the positive association between number of siblings and increased use of mother-child emotion labels. Hence, siblings function as a natural socialization system that supports both the development of emotion language and emotional competence among preschoolers.

The current study offers meaningful insights into emotion socialization among Pakistani preschoolers; however, the very small sample size (N = 30) substantially limits the generalizability of the findings. As such, the results should be interpreted with caution and viewed as an exploratory study that provides preliminary directions for future research. Additionally, variations in children's language abilities, maternal education or socioeconomic status, important factors in emotion talk and emotional competence were not accounted for and may have influenced the findings, further underscoring the need for larger, more robust studies in this area. Future research should also focus on father-child dyadic interaction and sibling influence beyond only looking at number of siblings by accounting for factors like birth order, and/or age spacing. We attempted to address the problem of most studies coming from Western countries, however, the current study did not explore cultural beliefs about use of emotional language with the child, that can provide useful insight about early socialization in a particular cultural context. Despite these limitations, the current study highlighted the role of children's emotional language as an active influence on their socialization. Our findings extend predominantly western research by showing that conversational processes support emotional competence in Pakistani context using standardized measures and naturalistic mother-child emotion talk.

Conclusion

The process of socialization plays a vital role in emotion development of preschoolers. In early socialization of emotions, the interaction of preschoolers with the environmental factors is associated with the emotional competence. Among them, the use of emotion talk in mother-child interaction has been found positively with constructive ways of emotion regulation. Further, diverse exposure to emotional experience gives children a chance to socialize in diverse situations, associated with more frequency of emotion talk of the dyad, and emotion understanding of child. Children use this diverse experience in regulating the emotions, linked with lesser use of venting strategy when face frustrating situation.

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Conflict of Interest

The authors declare that there is no conflict of

interest.

Availability of data

The data supporting the findings of current study are available upon request to corresponding author.

Ethical Approval

The study was conducted as partial fulfillment of degree and approved at National University of Science and Technology, Islamabad, Pakistan

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Appendices

Instructions for Mother-child Language interaction

(ماں اور بچے کی بات چیت کے لیے ہدایات)

آپ کو ماضی کے دو ایسے واقعات کے بارے میں بات کرنی ہے جو آپ کے بچے کے ساتھ پیش آئے
ایک واقعہ ایسے وقت کا ہونا چاہئے جب آپ کا بچہ خوش تھا۔ اور دوسرا واقعہ اس وقت کا جب بچہ اداس تھا۔
پہلے آپ وہ واقعہ بیان کریں گے جو کہ پریشان کن تھا اور اس کے بعد خوشگوار واقعہ بیان کریں۔
آپ کے پاس ہر واقعہ بیان کرنے کے لئے دو منٹ تیس سیکنڈ ہوں گے۔
اور کسی ایسے واقعہ کا انتخاب کریں جو آپ کے بچے کو بھی یاد ہو۔
اس بات کو یقینی بنائیں کہ ایسے واقعات کے بارے میں بات نہ کریں جو روٹین کا حصہ ہوں (جیسے سالگرہ) یا ایسے واقعات جن کی اپنی کوئی کہانی ہو جیسے کہ فلم وغیرہ۔
اور ایسے واقعات کا انتخاب بھی نہ کریں جو آج ہوئے ہوں۔
اور وقت مکمل ہونے پر ریسرچر آپ کو آگاہ کرے گا کہ اب آپ دوسرے واقعہ سے متعلق بات شروع کر دیں۔
بچے سے اسی انداز میں بات کریں جیسے کہ آپ گھر میں کرتی ہیں۔

Affective Knowledge Test

How My Child Feels

میرا بچہ کیسا محسوس کرتا ہے))

(Affective Knowledge Test-Parent Questionnaire)

(سوالنامہ برائے والدین)

آپ کا بچہ مندرجہ ذیل صورتحال میں کیسا محسوس کرے گا۔ درست جواب کے گرد دائرہ لگائیے۔ (اگر آپ نے ایسی صورتحال نہیں دیکھی تو اندازہ لگائیے کہ آپ کا بچہ کیسا محسوس کرے گا۔)

1. سکول جانا۔ (اداس/خوش)
2. ائیرپورٹ جانا، جہاز وغیرہ کو دیکھنا۔ مگر والدین میں سے کسی ایک کو سفر پر جاتے ہوئے دیکھنا۔ (اداس/خوش)
3. آپ کے بچے کا پسندیدہ کھانا کونسا ہے جو اسے بہت خوش کر دیتا ہے۔_____
   آپ کے بچے کو کونسا کھانا سب سے کم پسند ہے۔_____
4. اپنے بچے کو کھانے کے لیے اندر بلانا جبکہ وہ باہر کھیل رہا ہو۔ (خوش/غصہ)
5. ایک بڑے مگر نقصان نہ پہنچانے والے کتے کو دیکھنا۔ (خوش/ڈرا ہوا)
6. پانی میں تیرنے کے لیے جانا۔ (خوش/ڈرا ہوا)
7. جب دوسرے بچے آپ کے بچے کو کھیلنے نہ دیں۔ (غصہ/اداس)
8. جب بچے کو بتایا جائے کہ اسے گھر رہنا ہے جبکہ گھر کے باقی سب لوگ آئس کریم کھانے جا رہے ہیں۔ (غصہ/اداس)
9. بہن/بھائی مارے اور کہے کہ اگر امی یا ابو کو بتایا تو دوبارہ مارے گا/گی۔ (غصہ/ڈرا ہوا)
10. مار کھانا۔ (غصہ/ڈرا ہوا)
11. شرارت کرنے پر والدین کہیں کہ اگر دوبارہ ایسا کیا تو وہ اسے (بچے/بچی کو) سزا دیں گے۔ (اداس/ڈرا ہوا)
12. کسی قریبی دوست یا رشتہ دار کی موت دیکھی ہو۔ (اداس/ڈرا ہوا)

Puppet Measure

Teaching Phase (تربیتی مرحلہ)	Receptive (جذبات کو سمجھنا) _____ شکل کی طرف اشارہ کریں۔				Expressive (جذبات کا اظہار کرنا) اس کو کیسا لگ رہا ہے۔			
	اداس	خوش	غصہ	ڈراہوا	اداس	خوش	غصہ	ڈراہوا

Score 2 = correct emotion, 1 = wrong emotion, correct valence, 0 = wrong emotion, check box ( ) when teaching phase is complete

Puppet Situations Part 1 Script: (stereotypical)

(بہن / بھائی) **خوش**	**عائشہ / عمر:** اسلام و علیکم میں عائشہ / عمر ہوں۔ یہ میری / میرا بہن / بھائی ہے۔ ارے واہ! اس نے مجھے آئس کریم دی۔ یم (yum) مزیدار	
(بہن / بھائی) **اداس**	**عائشہ / عمر:** ہم گھر جا رہے ہیں۔ **بہن / بھائی:** میں تمہیں دھکا دے کر نیچے گرا دوں گا۔ **عائشہ: / عمر** آئی درد ہو رہا ہے آئی	
(بہن / بھائی) **شدید غصہ**	**:** میں نے ابھی ابھی ایک ٹاور بنایا ہے۔ مجھے یہ بنا کر بہت خوشی ہو رہی ہے۔ یہ اچھا لگ رہا ہے نا؟ **عائشہ / عمر** **بہن:** نہیں، مجھے لگتا ہے یہ بہت گندا لگ رہا ہے۔ میں ابھی اسے توڑتا ہوں۔ دھڑام **/ بھائی**	
(بچہ / بچی) **ڈراہوا**	شش عائشہ / عمر سو رہا / رہی ہے۔ **عائشہ / عمر:** اوہ میں خواب دیکھ رہا / رہی ہوں کہ ایک شیر میرا پیچھا کر رہا ہے۔ اوہ نہیں!!!	
(بہن / بھائی) **خوش**	**عائشہ / عمر:** امی آ گئی۔ امی مجھے چڑیا گھر لے کر جا رہی ہیں۔ چلو عائشہ / عمر۔ چلو جانور دیکھنے چلیں۔ اوہ مجھے ہاتھی کتنے پسند ہیں۔ ہم جا رہے ہیں۔ بائے بائے	
(بچہ / بچی) **اداس**	**عمر / عائشہ:** میں اپنی سائیکل چلانے جا رہا / رہی ہوں۔ ارے میری سائیکل کہاں ہے؟ کوئی اسے لے گیا۔ وہ یہاں نہیں ہے۔ کسی نے چوری کر لی۔	
(بچہ / بچی) **ڈراہوا**	عائشہ / عمر بالکل اکیلا / اکیلی ہے۔ **عائشہ / عمر:** یہاں بہت اندھیرا ہے۔ یہاں میرے ساتھ کوئی بھی نہیں ہے۔ اووو۔	
(ماں / بچہ) **شدید غصہ**	**عائشہ / عمر:** مجھے گوبھی کھانا پسند نہیں۔ **امی:** تمہیں یہی کھانا پڑے گا۔ بس **عائشہ / عمر:** اخ! (Ugh) نہیں نہیں	

Puppet Situations Part 2 Script: (Non-stereotypical)

	یہ ہیں عائشہ / عمر اور انکی امی۔		
	خوش: عائشہ / عمر: ہم سکول جا رہے ہیں۔ مجھے یہاں اچھا لگتا ہے۔ ہمیں یہاں بہت مزہ آتا ہے۔	**اداس: عائشہ / عمر:** ہم سکول جا رہے ہیں۔ مجھے یہ جگہ بالکل نہیں پسند۔ مجھے امی یاد آتی ہیں۔ آپ نہ جائیں، امی۔	
	(ماں / بچہ)		
	خوش: عائشہ / عمر: ہم ائیر پورٹ جا رہے ہیں۔ امی سفر پر جا رہی ہیں۔ کتنا مزہ آئے گا جہازوں کو دیکھ کر۔ واہ! زبردست	**اداس: عائشہ / عمر:** ہم ائیر پورٹ جا رہے ہیں۔ امی سفر پر جا رہی ہیں۔ میں نہیں چاہتا / چاہتی کہ امی جائیں۔ امی نہ جائیں!!	
	(ماں / بچہ) **: عائشہ / عمر:** اسلام وعلیکم امی: آپ کیا پکا رہی ہیں۔		
	شدید غصہ: امی): پسندیدہ کھانے کا نام) **عائشہ / عمر:** اخ (Ugh! Yuck) میں نہیں کھاؤں گا / گی۔	**خوش: امی)** سب سے کم پسندیدہ کھانے کا نام) **عائشہ / عمر:** یم (yum) یہ تو بہت مزے کا ہے۔	
	(ماں / بچہ) **: امی: عائشہ / عمر** اندر آجاؤ کھانا کھالو۔		
	خوش: عائشہ / عمر: میں جھولا جھول رہا / رہی ہوں لیکن مجھے بھوک بھی لگی ہے۔ اور امی کھانا بھی مزے کا بناتی ہیں۔ میں اندر جاتا / جاتی ہوں۔ اچھا، امی۔	**شدید غصہ: عائشہ / عمر:** میں جھولا جھول رہا / رہی ہوں۔ مجھے ابھی اور جھولا لینا ہے۔ میں باہر رہنا چاہتا / چاہتی ہوں۔ نہیں نہیں میں اندر نہیں آؤں گا / گی۔	
	(بچہ / بچی)		
	ڈرا ہوا: عائشہ / عمر: دیکھو اتنا بڑا کتا آ رہا ہے۔ وہ ڈراؤنا لگ رہا ہے۔ اس کے دانت کتنے بڑے ہیں۔	**خوش: عائشہ / عمر:** دیکھو اتنا بڑا کتا آ رہا ہے۔ وہ کتنا پیارا لگ رہا ہے۔ مجھے دیکھ کر مسکرا رہا ہے۔	
	(بہن / بھائی)		
	خوش: عائشہ / عمر: آج بہت گرمی ہے۔ اور ہم تیرنے جا رہے ہیں۔ تیرنے میں بہت مزہ آتا ہے۔ مجھے پانی میں رہنا اچھا لگتا ہے۔	**ڈرا ہوا: عائشہ / عمر:** آج بہت گرمی ہے۔ اور ہم تیرنے جا رہے ہیں۔ مجھے یہ پانی نہیں پسند! یہ بہت گہرا ہے۔ اوہ پانی میرے منہ پر پڑ رہا ہے۔ مجھے یہاں سے باہر نکالو۔	
	(بہن / بھائی) **عائشہ / عمر:** ہم بلاکس سے کھیل رہے ہیں۔ ہم اس سے ایک گھر بنا رہے ہیں۔ **بہن / بھائی:** میں علی کے ساتھ کھیلنے جا رہا / رہی ہوں اور تم نہیں آسکتی / سکتے۔ بچارے / بچاری تم۔		
	شدید غصہ: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**اداس:** (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	
	(ماں / بچہ (**امی:** ہم آئس کریم لینے جا رہے ہیں۔ مگر تم گھر پہ ہی رہو گے / گی۔ بائے بائے		
	شدید غصہ: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**اداس:** (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	

	(بہن / بھائی (**بہن / بھائی:** تم برے بہن / بھائی ہو۔ اگر تم نے امی ابو کو بتایا کہ میں نے تمہیں مارا ہے تو میں تمہیں پھر ماروں گا۔ اور زور سے۔		
	شدید غصہ: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**ڈرا ہوا:** (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	
	(ماں / بچہ (**امی:** تم نے برا کام کیا، (امی نے بچے کو ہلکا سا تھپڑ لگایا۔)		
	شدید غصہ: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**ڈرا ہوا:** (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	
	(ماں / بچہ) عائشہ / عمر نے امی کا جوتا اٹھایا اور پہن لیا۔ **امی:** میں نے تم سے کہا تھا کہ میرا جوتا نہ اٹھانا، اس کے بعد اگر تم نے ایسا کیا تو میں سزا دوں گی۔		
	اداس: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**ڈرا ہوا:** (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	
	(ماں / بچہ (**امی:** آپ کے دادا ابو فوت ہو گئے ہیں اور اب آپ کبھی ان سے نہیں مل سکو گے۔		
	اداس: (عائشہ / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	**ڈرا ہوا:** (عائش / عمر اپنے جذبات کا عملی طور پر اظہار کرتا / کرتی ہے)	

Attractive Toy in a Transparent Box

(شفاف ڈبے میں دلکش کھلونا)

(تین سے پانچ سال کے بچوں کے لیے ہدایات) **(Instructions for children age 3 to 5)**

ان میں سے کونسا کھلونا آپ کو زیادہ پسند ہے۔ گڑیا، گیند یا گاڑی۔

ٹھیک ہے، اب ہم ایک کھیل کھیلتے ہیں۔ میں گیند (پسندیدہ کھلونا) کو اس ڈبے میں رکھوں گا / گی۔ اور پھر ڈبے کو لاک (Lock) کر دوں گا / گی۔

آپ اس ڈبے کو ان چابیوں سے کھول سکتے / سکتی ہیں۔ اور جب آپ ڈبہ کھول لیں تو آپ ان کھلونوں سے کھیل سکتے / سکتی ہیں۔ ٹھیک ہے؟

شاید میں نے آپ کو غلط چابیاں دے دی تھیں۔ آئیں ان چابیوں سے کھولنے کی کوشش کرتے ہیں۔

(چھ سے آٹھ سال کے بچوں کے لیے ہدایات) **(Instructions for children age 6 to 8)**

مجھے یہ یاد نہیں آ رہا کہ یہ تالا کس چابی سے کھلتا ہے۔

آپ ان چابیوں سے کھولنے کی کوشش کر سکتے / سکتی ہیں۔

اور جب آپ ڈبہ کھول لیں، تو جس کھلونے سے چاہیں کھیل سکتے / سکتی ہیں۔

کیا تالا نہیں کھل رہا؟