

SUPPLEMENTARY MATERIALS

The assignment of sub-codes allows for even more precise discrimination of the quality of social interaction. For example, consider periods of activity coded in the 3 behavioural dimensions in the following ways:

Examples of play-congruent-states:

a) Joint attention on the object/partner, holding object, positive affect:



| | SE | SM | C |
|--------|-----|-----|-----|
| Parent | 1.2 | 1.1 | 1.1 |
| Child | 1.2 | 1.1 | 1.1 |

b) Joint attention on the object/partner, holding object, neutral affect:



| | SE | SM | C |
|--------|-----|-----|-----|
| Parent | 1.1 | 1.1 | 1.1 |
| Child | 1.1 | 1.1 | 1.1 |

c) Solo object-specific exploration by child, neutral affect



| | SE | SM | C |
|---------------|-----|-----|-----|
| Parent | 1.1 | 1.1 | 1.1 |
| Child | 1.1 | 1.3 | 1.2 |

d) Solo object-specific exploration by child, positive affect



| | SE | SM | C |
|---------------|-----|-----|-----|
| Parent | 1.2 | 1.1 | 1.1 |
| Child | 1.2 | 1.3 | 1.2 |

e) Joint object-specific exploration plus display of positive affect:



| | SE | SM | C |
|---------------|-----|-----|-----|
| Parent | 1.2 | 1.3 | 1.2 |
| Child | 1.2 | 1.3 | 1.2 |

Example of a play-incongruent state:

f) Both holding toy, positive affect, child distracted:



| | SE | SM | C |
|---------------|-----|-----|-----|
| Parent | 1.2 | 1.1 | 1.1 |
| Child | 1.2 | 1.1 | 0 |