Supplementary Materials for "Reassessing the Bilingual Advantage in Theory of Mind and its Cognitive Underpinnings" by Thien-Kim Nguyen \& Janet Wilde Astington

Parental Questionnaire
Identification code (for lab use only): $\qquad$
Child's date of birth: Day $\qquad$ Month $\qquad$ Year $\qquad$
Sex (please circle): BOY GIRL

## Part I. Parents' Education, Occupation, and Income

1. Circle each parent's highest level of education completed:

| Mother |  |  | Father |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| High School | College | University | High School | College | University |
| Year 1 | Year 1 | Certificate | Year 1 | Year 1 | Certificate |
| 2 | 2 | Bachelor | 2 | 2 | Bachelor |
| 3 | 3 | Master | 3 | 3 | Master |
| 4 | 4 | Doctorate | 4 | 4 | Doctorate |
| 5 | DEC |  | 5 | DEC |  |
| DES | Certificate |  | DES | Certificate |  |

2. Annual family income after taxes (please select one):

- Less than $\$ 15,000$
- More than $\$ 20,000$ but less than $\$ 30,000$
- More than $\$ 40,000$ but less than $\$ 50,000$
- More than $\$ 60,000$ but less than $\$ 70,000$
- More than $\$ 80,000$ but less than $\$ 90,000$
- More than $\$ 15,000$ but less than $\$ 20,000$
- More than $\$ 30,000$ but less than $\$ 40,000$
- More than $\$ 50,000$ but less than $\$ 60,000$
- More than $\$ 70,000$ but less than $\$ 80,000$
- More than \$90,000


## Part II. Exposure to Different Languages

1. Has your child been acquiring English from birth or before 8 months of age? YES NO
2. Has your child been acquiring French from birth or before 8 months of age? YES NO
3. Estimate the overall amount of English, French, and/or other language(s) (list which languages) that your child has been exposed to since birth. These estimates may include language exposure from television, music, book readings, and other forms of media.

|  | Percentage <br> of Exposure |
| :--- | :--- |
| English |  |
| French |  |
| Other: |  |
| Other: |  |

Table A1.
Descriptive Statistics of Verbal Ability by Language Group.

| Variable | Language group |  |  | Language group effects |
| :---: | :---: | :---: | :---: | :---: |
|  | English monolingual | French monolingual | Bilingual |  |
| PPVT ${ }^{\text {a }}$ |  |  |  |  |
| Age equivalent in months |  |  |  |  |
| Mean (SE) | 58.63 (3.52) | $N / A$ | 46.54 (2.76) | $t(46)=2.70, p<.01$ |
| Range | 27.00-104.00 | $N / A$ | 21.00-68.00 |  |
| Standard scores |  |  |  |  |
| Mean (SE) | 111.77 (2.82) | $N / A$ | 99.62 (2.00) | $t(46)=3.50, p<.001$ |
| Range | 91.50-140.50 | $N / A$ | 84.00-118.00 |  |
| ÉVIP ${ }^{\text {b }}$ |  |  |  |  |
| Age equivalent in months |  |  |  |  |
| Mean (SE) | $N / A$ | 58.44 (3.64) | 44.83 (2.28) | $t(46)=3.17, p<.01$ |
| Range | $N / A$ | 38.00-111.00 | 24.00-69.00 |  |
| Standard scores |  |  |  |  |
| Mean (SE) | $N / A$ | 111.38 (3.07) | 98.58 (2.91) | $t(46)=3.02, p<.01$ |
| Range | $N / A$ | 94.00-157.00 | 77.00-143.00 |  |

Note. $n=24$ for each language group.
${ }^{\text {a }}$ PPVT performance for English monolinguals is the average of PPVT scores in the two test sessions. PPVT performance for bilinguals is the PPVT score in the English test session. ${ }^{\mathrm{b}}$ ÉVIP performance for French monolinguals is the average of ÉVIP scores in the two test sessions. ÉVIP performance for bilinguals is the ÉVIP score in the French test session.

Table A2.
Means and Standard Errors on Performance on Cognitive Measures by Language of Testing and Language Group.

|  | Language of testing |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  | English |  | French |  |
| Language group | English <br> monolingual | Bilingual | French <br> monolingual | Bilingual |
| FB scores |  |  |  |  |
| Mean | 2.75 | 3.08 | 3.00 | 3.00 |
| $S E$ | 0.51 | 0.58 | 0.59 | 0.54 |
| Stroop scores |  |  |  |  |
| Mean | 23.88 | 23.75 | 20.92 | 20.75 |
| SE | 1.85 | 1.93 | 2.26 | 2.62 |
| BWS scores | 1.50 | 1.75 |  | 1.21 |
| Mean | 0.45 | 0.47 | 0.45 | 1.58 |
| $S E$ |  |  |  | 0.50 |

Note. The scores reported for the bilinguals in the above table are double than what they actually are because the original score is only one half of the total score. For example, an English monolingual may have scored 5 points on English false-belief tasks out of a range of 0 to 8 points over two sessions, whereas the bilingual participant was tested on false-belief understanding in English only once; so, if the bilingual child scored 3 points out of a range of 0-4 points in that session, the score was doubled to 6 points to make it comparable to the range of scores for the monolinguals.

