Appendix Exhibit 1. Experimental Stimuli

Condition 1: Sugary drink discouragement



Potter doesn't like sugary drinks, this is true. He wants his friends to drink fewer sugary drinks, too!

"Let's go on a picnic," he said one day. "We can teach my friends why sugary drinks aren't healthy along the way!"



First, they spotted **Toada**, who was drinking a soda.

"Whoa **Toada**, why do you have a frown? Drink less soda and turn that frown upside down! That soda has a lot of sugar that your teeth don't need! Drinking fewer sugary drinks is best for you indeed!"





Next, they found Goose drinking juice with Moose.

"Goose and Moose, you don't need that much juice!

You must be thirsty as you play, but drinking juice is not the best way!"



Across the bridge were the **Skunks** in a bunch, who were having a party and drinking their punch.

Potter said, "Put down that punch! The sugar in punch is not so yummy. In fact, it's no good at all for your tummy!"

In their mommas' pouches were baby **Kangaroos**, who popped out their heads while yelling "boo!"

Potter said, "Put down those juice pouches, they are way too sweet! Too much sugar is bad for you, from your head to your feet!"



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After listening to Potter teach them what to drink...

Toada stopped wanting soda.

Goose and Moose drink less juice.

Skunks in a bunch said no thanks to their punch.

And fewer juice pouches for little **Kangaroos**, because now they know what to do!





Say no to sugary drinks, and you should know, fewer sugary drinks will help you grow!



Condition 2: Water encouragement

<text><text><text><text>

Potter loves water, this is true. He wants his friends to love water, too!

"Let's go on a picnic," he said one day. "We can teach my friends good things about water along the way!"



First, they spotted **Toada**, who had a frown.

"Whoa **Toada**, why do you have a frown? Have some water and turn that frown upside down! Water keeps your teeth clean, it's what you need! Drinking more water is best for you indeed!"





Next, they found **Goose** playing with **Moose**.

"Goose and Moose, you must be thirsty as you play.

When you're thirsty, drinking water is the best way!"



Across the bridge were the **Skunks** in a bunch, who were having a party and eating their lunch.

"Have some water!" said **Potter**. "Water tastes yummy. In fact, it's just right for your tummy!"

In their mommas' pouches were baby **Kangaroos**, who popped out their heads while yelling "boo!"

Potter said, "Drink cool, fresh water, it's pretty neat. Water is good for you, from your head to your feet!"



After listening to **Potter** teach them what to drink... 1 **Toada** drinks water just like his friend Potter. Goose drinks more water while playing with Moose. 0 0 **Skunks** in a bunch have water with lunch. 50

And only water for little **Kangaroos**, because now they know what to do!





Everyone felt happy as can be as they cheered, "Water is best for me!"

Drink water for thirst, and you should know, water is healthy, it helps you grow!

Condition 3: Alternating discouragement and encouragement messages

Condition 3 showed participants a random selection of pages from Conditions 1 and 2 (see above). We maintained appropriate ordering of the pages: the first page participants viewed was either the first page from Condition 1 or the first page from Condition 2 with equal probability; the second page was either the second page from Condition 1 or the second page from Condition 2 with equal probability, and so on.

Condition 4: Integrated discouragement and encouragement messages (Original book) Note: Condition 4 presented 8 pages from the original *Potter the Otter: A Tale About Water* book. We made minor modifications to the presentation of the book to ensure optimal viewing experience in the context of an online survey (e.g., increasing font size and color contrasts as needed).





First, they spotted **Toada** who was drinking soda.

Potter said, "Whoa Toada, that's a lot of sugar which your teeth don't need. Water is best for you indeed."

Next, they found **Goose** playing with **Moose**.

Potter said, "Goose and Moose you don't need that much juice!

You must be thirsty after you play, but drinking water is the best way!"



Across the bridge were the **Skunks** in a bunch, who were laughing and playing while drinking their punch.

Potter said, "The sugar in punch might taste yummy, but water is so much better for your tummy!"



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In their mommas' pouches they found baby **Kangaroos**, who popped out their heads while yelling "boo!"

Potter said, "Put down those juice pouches, they are sugary sweet. Your body needs water from your head to your feet."



After listening to **Potter** teach them about water...

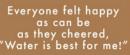
Toada stopped wanting soda.

Goose and Moose drink less juice.

Skunks in a bunch replaced their punch.

And fewer drink pouches for little **Kangaroos**, because now they know what to do!





Drink water for thirst, and you should know, water is healthy, it helps you grow!



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Condition 5: Control messages about school readiness

In January, **Potter's** parents call the school to find out how to enroll **Potter** in Kindergarten and start preparing for school now.

It's time for Kindergarten—hooray! Let's have fun as we learn and play.



Moose gets his vision checked to see if glasses are something he needs. He has to be able to see clearly so he can learn well and read!

It's time for Kindergarten—hooray! Let's have fun as we learn and play.



In May, **Goose** is excited to go to Meet the Teacher night. She finds her new classroom so she can start the school year off right.



The **Skunks** prepare for school by putting together puzzles.

They see how the pieces fit together and talk about shapes and colors.



Kangas teach the little Roos how to count from one to t<u>en.</u>

They also learn their ABCs, then say them over again!



The first day of Kindergarten is here, and everyone is excited!

The students arrive early with time to spare. Their teacher is delighted.

First, they learn to find their seats. Then it's time to make new friends. They play games, do puzzles, and draw. The fun never ends!



Potter has learned a lot and he's ready to learn more. Potter can't wait to have learning adventures galore!

It's time for Kindergarten—hooray! Let's have fun as we learn and play.



Appendix Exhibit 2. Survey measures.			
Construct	Item	Response scale	Source
	Introduction	1	
Prompt	This survey will show you pages of a children's book and ask you some questions.	Text	
	Your feedback is important to us, and there are no right or wrong answers.		
	Please read each question carefully. You will not be able to change your answers after you advance to the next page.		
	Throughout the survey, we will ask you questions about your child. We are interested in children 6 months to 5 years old. Please think about your child in this age range. If you have more than one child in this age range, think of the child in this age range who had the most recent birthday.		
	Write this child's initials in the box here.		
	Whenever we ask you a question about "your child," we want you to think about this child who is between 6 months and 5 years old and who had the most recent birthday.		
Age of focal child	How old is this child?	0= 6-11 months old 1= 12-23 months old 2= 2 years old 3= 3 years old 4= 4 years old 5= 5 years old	
Gender of focal child	What is this child's gender?	1=Boy 2=Girl 3=Transgender 4=Nonbinary	

Appendix Exhibit 2. Survey measures.

		5=Another option not	
		listed: [Text box]	
Frequency of serving beverages	In the past 30 days, how often did you serve this child		Adapted from the BEVQ-PS (Lora et al., 2016)
	Soda or soft drinks (non-diet)	0= Never or less than 1 time per week 1= 1 time per week 2= 2-3 times per week 5= 4-6 times per week 7= 1 time per day 14= 2 times per day 21= 3 or more times per day	
	Juice or juice pouches	0= Never or less than 1 time per week 1= 1 time per week 2= 2-3 times per week 5= 4-6 times per week 7= 1 time per day 14= 2 times per day 21= 3 or more times per day	
	Punch and other fruit-flavored drinks (not 100% juice)	0= Never or less than 1 time per week 1= 1 time per week 2= 2-3 times per week 5= 4-6 times per week 7= 1 time per day 14= 2 times per day 21= 3 or more times per day	
	Plain (unflavored) water, including tap and bottled water	0= Never or less than 1 time per week 1= 1 time per week 2= 2-3 times per week 5= 4-6 times per week 7= 1 time per day 14= 2 times per day 21= 3 or more times per day	
	Next, we will show you several pages of a children's book about a character named Potter the Otter. Please read each page out		

	loud to yourself. When you read,		
	imagine you are reading to your		
	child with initials [initials].		
	Take your time and read slowly.		
	Then, we will ask you some		
	questions about the pages.		
	Between Subject Experiment	<u> </u>	
Experimental	Between Subject Experiment		
Experimental			
stimuli	[Randomize participants to one		
	of 5 conditions:		
	1: Original pages from <i>Potter the</i>		
	Otter: A Tale About Water		
	2: Encouragement only: modified		
	pages from Potter The Otter: A		
	<i>Tale About Water</i> that focus on		
	encouraging water only		
	3: Discouragement only:		
	modified pages from <i>Potter The</i>		
	Otter: A Tale About Water that		
	focus on discouraging sugary		
	drinks only		
	4: Encouragement +		
	discouragement: Random sample		
	of pages from conditions 2 and 3		
	5: Control: pages from <i>Potter</i>		
	Gets Ready for Kindergarten		
	***See Exhibit 1 for stimuli		
	See Exhibit 1 for stilluit		
	Display images for participant's		
	condition]		
	Perceived message effectiveness		
Prompt	Thinking about the pages of the		
	children's book you just read, say		
	how much you agree or disagree		
	with these statements.		
Perceived	The messages in the book made	1=Strongly disagree	Adapted from
encouragement	serving my child water seem	2=Somewhat disagree	(Baig et al.,
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	appealing to me.	3=Neither agree nor	· ·
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		5=Strongly agree	2019)
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	effects of my child drinking	3=Neither agree nor	2019;
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this child from wanting to drink soda, juice, juice pouches, and 5=Very much				
soda, juice, juice pouches, and			-	
		-		
punch?				
Affect and Elaboration				

		Grummon, Taillie, et al., 2019) (negative emotions); newly developed
		(positive
W/ ' 10	1 NT / / 11	emotions)
Worried?	2=A little bit	
	5=Very much	
Guilty?	1=Not at all	
	2=A little bit	
	-	
Happy?	*	
Trappy:		
	3=Somewhat	
	4=Quite a bit	
	5=Very much	
Reassured?		
The messages in the book made	1=Not at all	Adapted from
me think about the health effects	2=A little bit	(Fathelrahman
of the beverages that my child	3=Some	et al., 2010;
drinks.	4=Quite a bit	Grummon,
	5=Very much	Taillie, et al.,
		2019; Hammond et
		al., 2003)
Credibility, Understandability &	General Satisfaction	, 2000)
The next questions are also about	0=No	Newly
the pages of the children's book	1=Yes	developed
you read		
Had you ever read this book before today?		
	Happy? Reassured? The messages in the book made me think about the health effects of the beverages that my child drinks. Credibility, Understandability & The next questions are also about the pages of the children's book you read	2=A little bit 3=Somewhat 4=Quite a bit 5=Very muchGuilty?1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very muchHappy?1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very muchHappy?1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very muchReassured?1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit

Overall liking-	Overall, how much did you like	1=Not at all	Newly
images	the images in the book?	2=A little bit	developed
inages	the mages in the book.	3=Some	developed
		4=Quite a bit	
		5=Very much	
	Overall, how much did you like	1=Not at all	Newly
	the messages in the book?	2=A little bit	developed
	the messages in the book.	3=Some	developed
		4=Quite a bit	
		5=Very much	
Credibility	The messages in the book were	1=Strongly disagree	Adapted from
	credible.	2=Somewhat disagree	(Moodie et al.,
		3=Neither agree nor	2010)
		disagree	
		4=Somewhat agree	
		5=Strongly agree	
Understandabili	The messages in the book were	1=Strongly disagree	Adapted from
ty	understandable.	2=Somewhat disagree	(Moodie et al.,
-		3=Neither agree nor	2010)
		disagree	,
		4=Somewhat agree	
		5=Strongly agree	
Intentions to	[page break]	[format as slider]	Newly
read	Imagine you had your own copy	1=Not at all likely	developed
	of this book. How likely would		
	you be to read this book to your	7=Very likely	
	child with initials [initials] in the		
	next week?		
Frequency of	Imagine you had your own copy	[display vertically]	Newly
intended	of this book. How often would	0=Never or less than	developed
reading	you read this book to [initials]?	1 time per week	
		1=1-2 times per week	
		3=3-4 times per week	
		5=5-6 times per week	
<u>C1 '1 1</u>	Y · 1 1	7=Every day	
Child	Imagine you had your own copy	1=Not at all	Newly
satisfaction	of this book. How much would	2=A little bit	developed
	[initials] like this book?	3=Some	
		4=Quite a bit	
Likes	What did you like shout this	5=Very much	Nowly
Likes	What did you like about this book?	[Open-ended text]	Newly
Dislikes		[Onon and ad taxt]	developed
DISIIKES	What did you dislike about this book?	[Open-ended text]	Newly
			developed
	Healthfulness		

Prompt	The next questions are about different types of beverages. For each beverage, say how unhealthy or healthy it is for <u>your</u> <u>child</u> with initials {initials} to drink that beverage.		
Healthfulness	Soda or soft drinks (not diet)	1= Unhealthy 7 = Healthy	Adapted from (Bollard et al., 2016)
	Juice and juice pouches	1= Unhealthy 7 = Healthy	Adapted from (Bollard et al., 2016)
	Punch and other fruit-flavored drinks	1= Unhealthy 7 = Healthy	Adapted from (Bollard et al., 2016)
	Plain water	1= Unhealthy 7 = Healthy	Adapted from (Bollard et al., 2016)
	SSB Outcome Expectations		
Prompt	The next statements are about your child with initials [initials] drinking soda, juice, juice pouches, and punch. My child drinking soda, juice, juice pouches, or punch often would		
SSB Negative outcome expectations	Lead my child to gain weight	1= Strongly disagree 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
	Increase my child's risk of dental cavities	1= Strongly disagree 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
SSB Positive outcome expectations	Help my child live a healthier life	1= Strongly disagree 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)

	TT 1 1111	1 ~ 1 1	
	Help my child grow	1= Strongly disagree	Adapted from
			(Roberto et al.,
		7 = Strongly agree	2016; VanEpps
			& Roberto,
			2016)
	Keep my child from being thirsty	1= Strongly disagree	Adapted from
			(Roberto et al.,
		7 = Strongly agree	2016; VanEpps
		7 – Stioligiy agree	
			& Roberto,
			2016)
	Water Outcome Expectations		
Prompt	The next statements are about		
	your child with initials [initials]		
	drinking <u>plain water</u> .		
	My child drinking plain water		
	often would		
Water	Lead my child to gain weight	1= Strongly disagree	Adapted from
Negative			(Roberto et al.,
outcome		7 = Strongly agree	2016; VanEpps
expectations			& Roberto,
expectations			2016)
	In ansage way shild's visit of doutsi	1 - Cturn alar dias and	/
	Increase my child's risk of dental	1= Strongly disagree	Adapted from
	cavities		(Grummon,
		7 = Strongly agree	Taillie, et al.,
			2019)
Water	Help my child live a healthier life	1= Strongly disagree	Adapted from
Positive			(Roberto et al.,
outcome		7 = Strongly agree	2016; VanEpps
expectations			& Roberto,
_			2016)
	Help my child grow	1= Strongly disagree	Adapted from
			(Roberto et al.,
		7 = Strongly agree	2016; VanEpps
		, ~	& Roberto,
			2016)
	Keep my child from being thirsty	1= Strongly disagree	Adapted from
	Reep my enne nom being unisty		(Roberto et al.,
		 7 = Strongly agree	2016; VanEpps
		/ - Subligly agree	
			& Roberto,
	N		2016)
D (Norms		
Prompt	The next statements are about		
	not serving your child soda,		
	juice, juice pouches, or punch.		

	Say how much you disagree or		
.	agree with each statement.		
Injunctive	People who are important to me	1 = Strongly disagree	Adapted from
norms- SSBs	think I should not serve my	2 = Somewhat	(Zoellner et al.,
	child soda, juice, juice pouches,	disagree	2012)
	or punch.	3 = Neither agree nor	
		disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
	People who are important to me	1 = Strongly disagree	Adapted from
	would approve of me not	2 = Somewhat	(Zoellner et al.,
	serving my child soda, juice,	disagree	2012)
	juice pouches, or punch.	3 = Neither agree nor	
		disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
	People who are important to me	1 = Strongly disagree	Adapted from
	want me to not serve my child	2 = Somewhat	(Zoellner et al.,
	soda, juice, juice pouches, or	disagree	2012)
	punch.	3 = Neither agree nor	
		disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
Prompt	The next statements are about		
1	serving your child <u>more</u> plain		
	water. Say how much you		
	disagree or agree with each		
	statement.		
Injunctive	People who are important to me	1 = Strongly disagree	Adapted from
norms- Water	think I should serve my child	2 = Somewhat	(Zoellner et al.,
	more plain water.	disagree	2012)
		3 = Neither agree nor	,
		disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
	People who are important to me	1 = Strongly disagree	Adapted from
	would approve of me serving	2 = Somewhat	(Zoellner et al.,
	my child more plain water.	disagree	2012)
		3 = Neither agree nor	/
		disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
	People who are important to me	1 = Strongly disagree	Adapted from
	want me to serve my child more	1 = Strongly disagree $2 =$ Somewhat	(Zoellner et al.,
	plain water.	disagree	(20enner et al., 2012)
	Piulli Water.	albugice	2012)

	Т	$2 - N_{a}$	
		3 = Neither agree nor disagree	
		4 = Somewhat agree	
		5 = Strongly agree	
	Intentions to Limit Sugary Drink		
Prompt	Intentions to Limit Sugary Drin		Adapted from
p-	The next statements are about the		(Conner &
	next week (7 days).		Sparks, 1995),
			and (Grummon,
	For each beverage, tell us how		Taillie, et al.,
	likely you are to <u>limit</u> how often		2019)
	you serve your child with		
	initials [initials] that beverage in		
	the next week. By <u>limit</u> , we mean either:		
	mean enner.		
	1) If you serve your child that		
	beverage, reducing how often		
	you serve your child that		
	beverage		
	or		
	2) If you do not serve your child		
	that beverage, continuing to not		
	serve that beverage.		
	In the next week, how likely are		
	you to <u>limit</u> how often you serve		
	your child		
Intentions to	Soda?	1=Not at all likely	
limit			
		7=Very likely	
	Juice or juice pouches?	1=Not at all likely	
		7=Very likely	
	Punch or fruit-flavored drinks?	1=Not at all likely	
		 7=Very likely	
Water	The next question is also about		
intentions	the next week (7 days). Now we		
prompt	are interested in how likely you		
	are to increase how often you		
	serve your child with		
	initials [initials] plain water .		

Intentions to increase water	In the next week, how likely are you to <u>increase</u> how often you serve your child with [initials] <u>plain water</u> ?	1=Not at all likely 7=Very likely	Adapted from (Conner & Sparks, 1995), and (Grummon Taillie, et al., 2019)
	Reading Beliefs and Practices		
Prompt	The next questions ask about your reading practices with your child with initials {Initials}. Tell us how often the following occur.		
Participation	When we read, I ask my child a lot of questions.	1=Never 2=Sometimes 3=Often 4=Always	(DeBaryshe & Binder, 1994)
	When we read, we talk about the pictures as much as we read the words.	1=Never 2=Sometimes 3=Often 4=Always	Adapted from (DeBaryshe & Binder, 1994)
	When we read, I have my child point out different letters or numbers that are printed in the book.	1=Never 2=Sometimes 3=Often 4=Always	(DeBaryshe & Binder, 1994)
	I try to make the story more real to my child by relating the story to his or her life.	1=Never 2=Sometimes 3=Often 4=Always	(DeBaryshe & Binder, 1994)
Prompt	[page break] Say how much you agree or disagree with the next statements.		
Participation	When we read, I want my child to help me tell the story.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	(DeBaryshe & Binder, 1994)
	When we read, I want my child to ask questions about the book.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	(DeBaryshe & Binder, 1994)
Resources	Even if I would like to, I'm just too busy to read to my child.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree	(DeBaryshe & Binder, 1994)

	1	4 6/ 1	
		4=Strongly agree	
	My child owns or has access to	1=Strongly disagree	(DeBaryshe &
	very few books.	2=Somewhat disagree	Binder, 1994)
		3=Somewhat agree	
		4=Strongly agree	
	There is no quiet place in the	1=Strongly disagree	(DeBaryshe &
	house to read to my child.	2=Somewhat disagree	Binder, 1994)
		3=Somewhat agree	
		4=Strongly agree	
	I have other things to do as a	1=Strongly disagree	(DeBaryshe &
	parent that get in the way of me	2=Somewhat disagree	Binder, 1994)
	reading to my child.	3=Somewhat agree	, ,
	8 5	4=Strongly agree	
	I do not have time to read to my	1=Strongly disagree	Newly
	child.	2=Somewhat disagree	developed
		3=Somewhat agree	ueveropeu
		4=Strongly agree	
	My child does not have time to	1=Strongly disagree	Newly
	sit down and read with me.	2=Somewhat disagree	developed
	sit down and read with me.	3=Somewhat agree	developed
		e	
Durant		4=Strongly agree	
Prompt	Say how much you disagree or agree with the next statements.		
Efficacy	As a parent, I play an important	1=Strongly disagree	Newly
-	role in my child's reading.	2=Somewhat disagree	developed
		3=Somewhat agree	Ĩ
		4=Strongly agree	
	I would like to read with my	1=Strongly disagree	Newly
	child, but I do not know where to	2=Somewhat disagree	developed
	find books.	3=Somewhat agree	arterepta
	ind cooks.	4=Strongly agree	
	I would like to read with my	1=Strongly disagree	Newly
	-	i Subligiy disagice	INCWIY
	child but I do not know when to	2=Somewhat disagree	developed
	child, but I do not know <u>when</u> to	2=Somewhat disagree	developed
	child, but I do not know <u>when</u> to do it.	3=Somewhat agree	developed
	do it.	3=Somewhat agree 4=Strongly agree	-
	do it. I would like to read with my	3=Somewhat agree 4=Strongly agree 1=Strongly disagree	Newly
	do it. I would like to read with my child, but I do not know <u>where</u> to	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree	-
	do it. I would like to read with my	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree	Newly
	do it. I would like to read with my child, but I do not know <u>where</u> to do it.	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree	Newly developed Newly
	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because I do not know how to encourage	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree	Newly developed
	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree	Newly developed Newly
	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because I do not know how to encourage	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree	Newly developed Newly
Reading	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because I do not know how to encourage	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree	Newly developed Newly
Reading confidence	do it. I would like to read with my child, but I do not know <u>where</u> to do it. I do not read to my child because I do not know how to encourage her/him to sit still.	3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree 1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed Newly developed

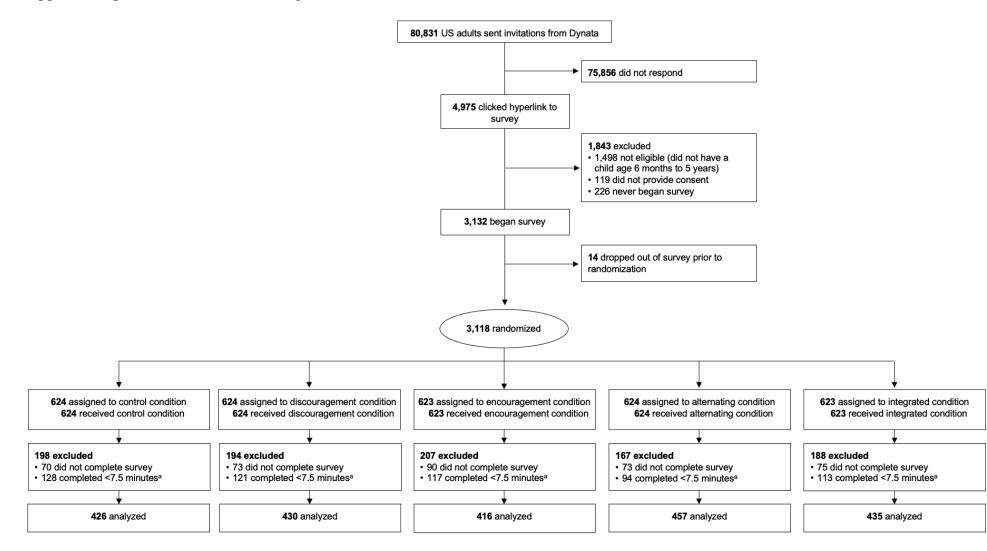
		4=Strongly agree		
Knowledge	My child knows the names of	1=Strongly disagree	(DeBaryshe &	
	many things she/he has seen in	2=Somewhat disagree	Binder, 1994)	
	books.	3=Somewhat agree		
		4=Strongly agree		
	My child learns lessons and	1=Strongly disagree	(DeBaryshe &	
	morals from the stories we read.	2=Somewhat disagree	Binder, 1994)	
		3=Somewhat agree		
		4=Strongly agree		
	Reading helps children learn	1=Strongly disagree	(DeBaryshe &	
	about things they never see in	2=Somewhat disagree	Binder, 1994)	
	real life (like dinosaurs).	3=Somewhat agree		
		4=Strongly agree		
	My child learns important life	1=Strongly disagree	(DeBaryshe &	
	skills from books (like how to	2=Somewhat disagree	Binder, 1994)	
	follow a recipe).	3=Somewhat agree		
		4=Strongly agree		
Books as tools	My child can learn healthy habits	1=Strongly disagree	Newly	
	from books (like brushing her/his	2=Somewhat disagree	developed	
	teeth).	3=Somewhat agree		
		4=Strongly agree		
	My child copies behaviors she/he	1=Strongly disagree	Newly	
	learns about in books (like	2=Somewhat disagree	developed	
	sharing).	3=Somewhat agree		
		4=Strongly agree		
Prompt	The next questions are also			
	about your reading practices			
	with your child with initials			
	{initials}.			
Frequency	During a typical week, how often	0=Never or less than	Newly	
	do you read to this child?	1 time per week	developed	
		1=1-2 times per week		
		3=3-4 times per week		
		5=5-6 times per week		
		7=Every day		
Amount	When you read to this child, how	[Allow only	Newly	
	long do you usually spend	numerical answers,	developed	
	reading?	with minimum of 0		
	Enter the number of minutes you	and maximum of 480		
	usually spend reading in the box.	(8 hours)]		
	If you don't read to this child,			
	enter the number "0" in the box.			
Other	During a typical week, how often	0=Never or less than	Newly	
caregivers	do other adult caregivers (for	1 time per week	developed	
		1=1-2 times per week		

frequency of	example, another parent or a	2-2 1 times per week	
reading to child	grandparent) read to this child?	3=3-4 times per week 5=5-6 times per week	
reading to child grandparent) read to this child		7=Every day	
	Demographics & Health Behavi		
Prompt	The next questions are about		
Tompt	you and your household.		
Caregiver relationship to child	What is your relationship to the child with initials [initials]?	1=Parent 2=Grandparent 3=Aunt/Uncle 4=Other legal guardian 5= Other:	NA
Source of drinking water	Where do you usually get your water for drinking?	[Randomize order of responses 1-3] 1=Unfiltered tap water 2=Filtered tap water 3=Bottled water 4=Somewhere else:	American Housing Survey, US Census Bureau <u>https://www.ce</u> <u>nsus.gov/progra</u> <u>ms-</u> <u>surveys/ahs.ht</u> <u>ml</u>
Perceptions of local tap water	Rate your agreement with the following statement: My local tap water is safe to drink.	1=Strongly disagree 2=Somewhat disagree 3=Neither disagree nor agree 4=Somewhat agree 5=Strongly agree	Health Styles survey, as cited in (Onufrak et al., 2012)
Financial situation	How would you describe your household's financial situation right now? Would you say that:	 1 = You are having difficulty paying the bills, no matter what you do 2 = You have money to pay the bills, but only because you have cut back on things 3 = You have enough money to pay the bills, but little spare money to buy extra or special things 4 = After paying the bills, you still have enough money for 	(DeFrank et al., 2009)

		special things that you	
		want	
Annual	Which of the following	1= Less than \$10,000	Population
household	categories best describes your	2 = \$10,000 to	Assessment of
income	total household income in the last	\$14,999	Tobacco and
	12 months? It's fine to make	3 = \$15,000 to	Health Study
	your best guess.	\$24,999	(2014)
	y g	4 = \$25,000 to	()
		\$34,999	
		5 = \$35,000 to	
		\$49,999	
		6= \$50,000 to	
		\$74,999	
		7 = \$75,000 to	
		\$99,999	
		8 = \$100,000 to	
		\$149,999	
		9= \$150,000 to	
		\$199,999	
		10 = \$200,000 or more	
Number of	How many people depend on this	# of people [restricted	USDHHS 2016
household	income, including you?	to 1-20]	2010
members who	, 6,	. 1	
depends on this			
income			
Number of	How many children under the	# of children	NA
children	age of 18 live in your household?	[restricted to 0-20]	
Marital status	What is your current marital	1=Single, never	Adapted from
	status?	married	US Census
		2=Married or living	2010
		with a partner	
		3=Widowed	
		4=Divorced	
		5=Separated	
SNAP	In the last 12 months, did you or	0=No	National Health
	any member or your household	1=Yes	and Nutrition
	receive Supplemental Nutrition		Examination
	Assistance Program (SNAP)		Surveys
	benefits? These benefits are		(NHANES)
	sometimes also called Food		
	Stamps.		
WIC	In the last 12 months, did you or	0=No	Adapted from
	any member or your household	1=Yes	NHANES
	receive benefits from the		
	Women, Infants, and Children		
	(WIC) program?		

Education	What is the highest level of school you have completed?	1=Less than high school or U.S. high school equivalent (GED) 2=High school diploma or U.S. high school equivalent (GED) 3=Some college 4=2-year college degree 5=4-year college degree 6=Master's degree, graduate degree, or more	
Race of participant	What is your race? Please check all that apply.	[Select all that apply] 1=White 2=Black or African American 3=American Indian or Alaska Native 4=Asian 5=Pacific Islander 6=Another race:	NA
Hispanic ethnicity of participant	Are you of Hispanic, Latino, or Spanish origin?	0 = No 1= Yes	2010 Census
Age of parent/caregive r	What is your age?		NA
Parent/caregive r gender	What is your gender?	1=Man 2=Woman 3=Transgender 4=Nonbinary 5=Another option not listed: [Text box]	NA
Final	Anything else you want to tell us?	Open-ended text	

Appendix Figure 1. CONSORT flow diagram.



Characteristic **Impact of beverage** *p* for interaction^b messages^a Child age 6-11 months 0.005 0.10 12-23 months 0.72 2 years 0.703 years 0.53 4 years 0.59 5 years 0.73 Frequency of serving water to child Never or less than 1 time per week < 0.001 0.10 1–6 times per week 0.22 1-<2 times per day 0.38 ≥ 2 times a day 0.90 Frequency of serving sugary drinks to child Never or less than 1 time per week 0.395 0.65 1–6 times per week 0.68 1-<2 times per day 0.51 >2 times a day 0.48 Educational attainment Some college or less 0.66 0.169 College degree or more 0.51 Race White 0.58 0.871 Black or African American 0.59 American Indian or Alaska Native 0.39 Asian or Pacific Islander 0.32 Other/multiracial^c 0.58 Ethnicity Not Latino(a) 0.54 0.539 Latino(a) 0.61 Survey Language English 0.60 0.076 Spanish 0.30 Enrolled in SNAP or WIC Not enrolled in either < 0.001 0.77 Enrolled in at least 1 0.40Household income, annual <\$50,000 0.52 0.281 0.63 ≥\$50,000

Appendix Table 1. Interaction of experimental group and participant characteristics in predicting perceived discouragement from serving one's child sugary drinks, n=2,164 parents of children ages 6 months to 5 years

Notes: Boldface indicates statistical significance, p < 0.05.

^aDifference in predicted means between participants who randomized to any beverage message condition and participants randomized to the control condition. The outcome variable, perceived discouragement from serving one's child sugary drinks, was standardized prior to analysis; impacts can be interpreted in units of standard deviations of the outcome.

^bp for interaction is from *t*-tests (for moderators with 2 levels) or Wald tests (for moderators with more than 2 levels) examining the joint significance of the coefficients on all interaction terms. ^cIncludes participants who marked "other race" or who marked multiple races.

SNAP, Supplemental Nutrition Assistance Program; WIC, Special Supplemental Nutrition Assistance Program for Women, Infants, and Children.

Characteristic	Impact of beverage messages ^a	<i>p</i> for interaction ^b	
Child age	messages		
6–11 months	0.34	0.163	
12–23 months	0.48	0.105	
	0.48		
2 years 3 years	0.58		
4 years	0.58		
	0.68		
5 years	0.08		
Frequency of serving water to child	0.05	<0.001	
Never or less than <1 time per week	0.05 0.25	<0.001	
1–6 times per week			
1 - <2 times per day	0.68		
≥ 2 times a day	0.90		
Frequency of serving sugary drinks to child	0.65	0.255	
Never or <1 time per week	0.65	0.355	
1–6 times per week	0.69		
1-<2 times per day	0.63		
≥ 2 times a day	0.47		
Educational attainment			
Some college or less	0.64	0.575	
College degree or more	0.58		
Race			
White	0.58	0.916	
Black or African American	0.61		
American Indian or Alaska Native	0.61		
Asian or Pacific Islander	0.35		
Other/multiracial ^c	0.65		
Ethnicity			
Not Latino(a)	0.61	0.926	
Latino(a)	0.60		
Survey language			
English	0.63	0.071	
Spanish	0.33		
Enrolled in SNAP or WIC			
Not enrolled in either	0.74	0.021	
Enrolled in at least 1	0.50		
Household income, annual			
<\$50,000	0.57	0.465	
≥\$50,000	0.64		

Appendix Table 2. Interaction of Experimental Group and Participant Characteristics in Predicting Perceived Encouragement for Serving One's Child More Water, n=2,164 Parents of Children Ages 6 Months to 5 Years

Notes: Boldface indicates statistical significance, p < 0.05.

^aDifference in predicted means between participants who randomized to any beverage message condition and participants randomized to the control condition. The outcome variable, perceived discouragement from serving one's child sugary drinks, was standardized prior to analysis; impacts can be interpreted in units of standard deviations of the outcome.

^bp for interaction is from *t*-tests (for moderators with 2 levels) or Wald tests (for moderators with more than 2 levels) examining the joint significance of the coefficients on all interaction terms. ^cIncludes participants who marked "other race" or who marked multiple races.

SNAP, Supplemental Nutrition Assistance Program; WIC, Special Supplemental Nutrition Assistance Program for Women, Infants, and Children.

Appendix Table 3. Impact of Sugary Drink Discouragement, Water Encouragement, and Combined Discouragement and
Encouragement Messages on Other Outcomes, <i>n</i> =2,164 Parents of Children Ages 6 Months to 5 Years

	Positive emotions	Perceptions that sugary drinks are unhealthy	Perceptions that water is healthy	Social norms to limit serving sugary drinks	Social norms to increase serving water	Expectation s sugary drinks lead to negative outcomes	Expectation s water leads to positive outcomes
Message topic	В	В	В	В	В	В	В
Sugary drink discouragement	-0.07^{B}	0.24 ^{AB}	-0.03 ^A	-0.02^{A}	-0.03 ^A	0.12 ^A	0.07 ^A
Water encouragement	0.11 ^A	0.18 ^A	0.05 ^A	0.03 ^A	0.09 ^A	0.08^{A}	0.15 ^A
Combined discouragement and encouragement	0.15 ^A	0.31 ^B	0.05 ^A	0.04 ^A	0.05 ^A	0.18 ^A	0.14 ^A

Notes: Table shows unstandardized regression coefficients (Bs) for each message topic on other outcomes. Outcomes were standardized prior to analysis. Boldface indicates a statistically significant impact of the message topic compared to the control, p<0.05. Within each column, coefficients with different superscript letters are significantly different from one another in pairwise comparisons, p<0.05. For example, the effect on positive emotions of messages focused on discouragement of sugary drinks only (shown with superscript letter B) was significantly different than the effect of the encouragement only messages and the effect of the combined discouragement and encouragement messages; the latter 2 effects did not differ from one another (both shown with superscript letter A).

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