

Appendix Exhibit 1. Experimental Stimuli

Condition 1: Sugary drink discouragement

Once upon a time there was a little otter named **Potter**.

Potter didn't drink sugary drinks like soda, juice, or punch.

Mama and Papa Otter would say, "**Potter**, don't drink sugary drinks at breakfast, dinner, or lunch!"

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



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

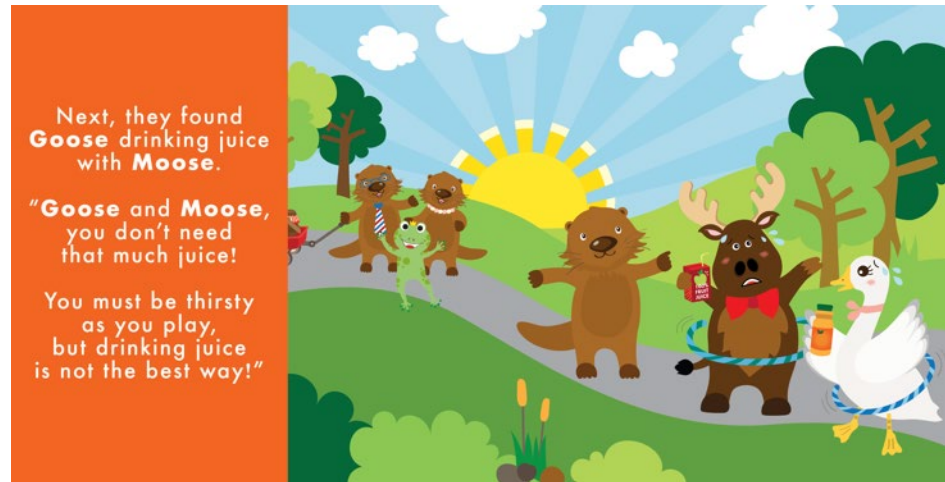
"Let's go on a picnic," he said one day. "We can teach my friends why sugary drinks aren't healthy along the way!"



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!"





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Condition 2: Water encouragement

Once upon a time there was a little otter named **Potter**.

Potter loved to drink water.

Mama and Papa Otter would say, "**Potter**, drink water every day!"

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

An illustration of three cartoon otters sitting at a table. The otter on the left is wearing glasses and a striped tie, holding a glass of water. The otter in the middle is holding a glass of water. The otter on the right is holding a glass of water. There are water bottles on the table. The background is yellow with stylized clouds.

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

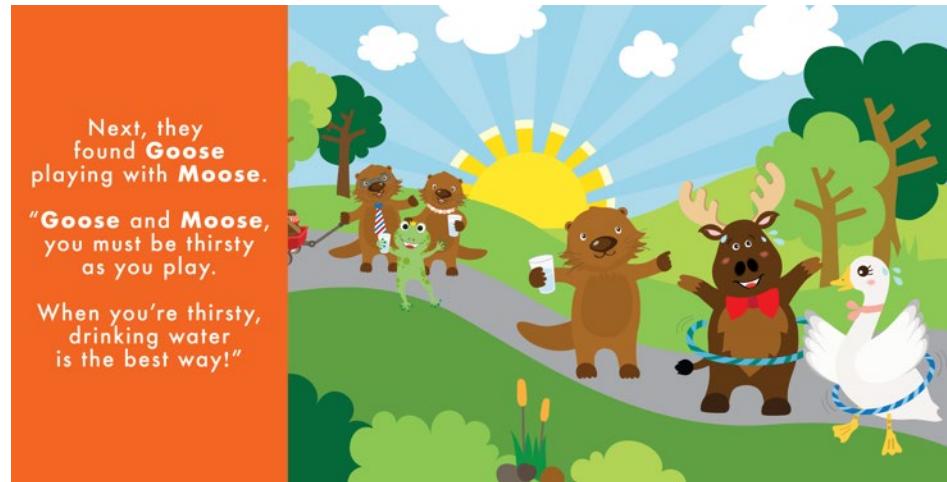
"Let's go on a picnic," he said one day. "We can teach my friends good things about water along the way!"

An illustration of three cartoon otters standing in a grassy area in front of a brown house with a red door and a white picket fence. One otter is pulling a red wagon labeled "POTTER THE OTTER" filled with picnic supplies. The other two otters are holding glasses of water. The background shows green hills and a blue sky with white clouds.

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

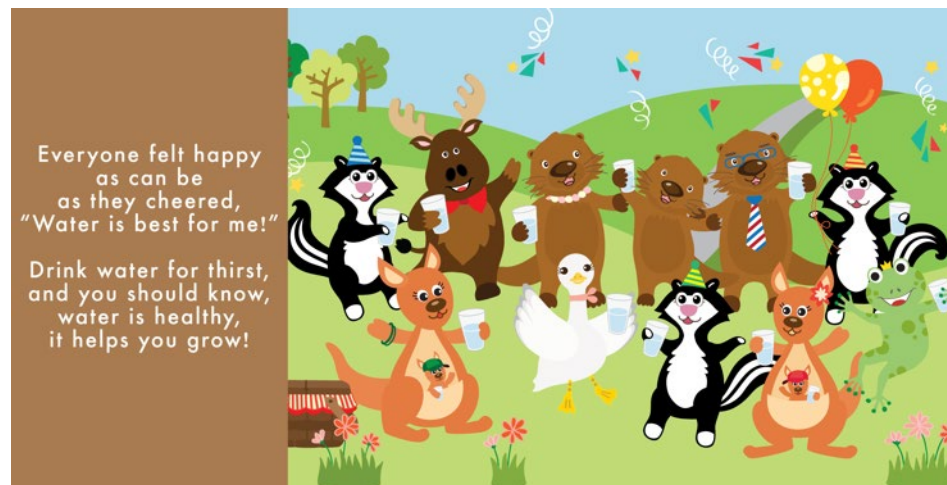
"Whoa **Toada**, why do you have a frown? Have some water and turn that frown upside down! Water keeps your teeth clean, it's what you need! Drinking more water is best for you indeed!"

An illustration of three cartoon otters standing on a path next to a pond. One otter is pulling a red wagon labeled "POTTER THE OTTER" filled with picnic supplies. The other two otters are holding glasses of water. In the pond, a green frog with a sad expression is sitting on a lily pad. The background shows green hills and a blue sky with white clouds.



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Condition 3: Alternating discouragement and encouragement messages

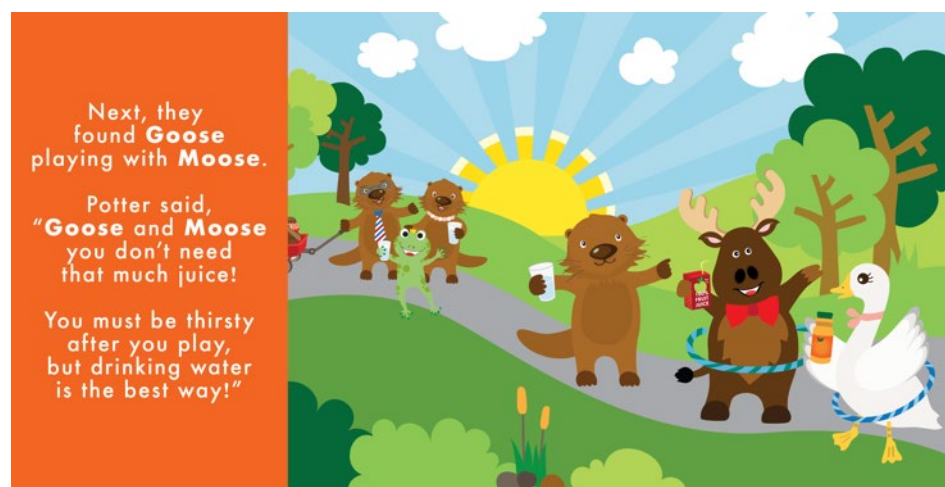
Condition 3 showed participants a random selection of pages from Conditions 1 and 2 (see above). We maintained appropriate ordering of the pages: the first page participants viewed was either the first page from Condition 1 or the first page from Condition 2 with equal probability; the second page was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

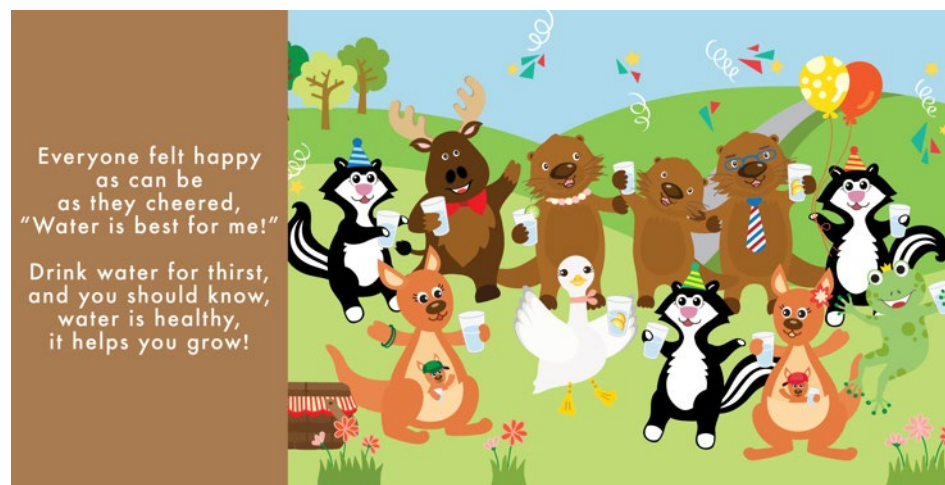
Condition 4: Integrated discouragement and encouragement messages (Original book)

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).



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Condition 5: Control messages about school readiness

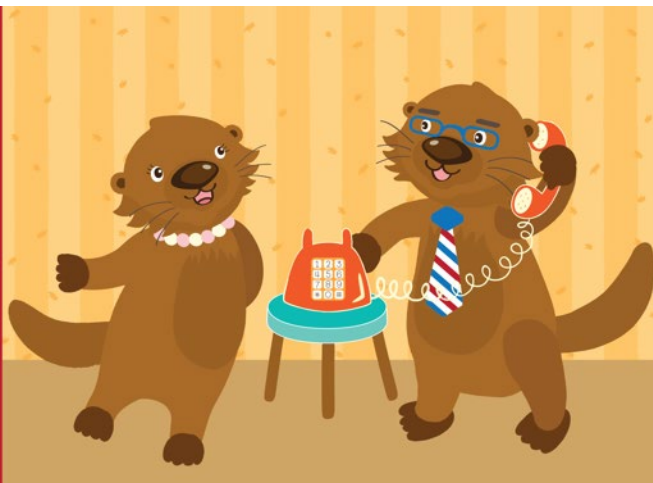
Potter and friends are turning five. Time to get ready for school!

But before they start Kindergarten, there's a lot to do.




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 ten.

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



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Appendix Exhibit 2. Survey measures.

Construct	Item	Response scale	Source
Prompt	<p>Introduction</p> <p>This survey will show you pages of a children’s book and ask you some questions.</p> <p>Your feedback is important to us, and there are no right or wrong answers.</p> <p>Please read each question carefully. You will not be able to change your answers after you advance to the next page.</p> <p>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 <u>who had the most recent birthday</u>.</p> <p>Write this child’s initials in the box here.</p> <p>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.</p>	Text	
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	

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		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		

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	<p>loud to yourself. When you read, imagine you are reading to your child with initials [initials].</p> <p>Take your time and read slowly. Then, we will ask you some questions about the pages.</p>		
Between Subject Experiment			
Experimental stimuli	<p>[Randomize participants to one of 5 conditions: 1: Original pages from <i>Potter the Otter: A Tale About Water</i> 2: Encouragement only: modified pages from <i>Potter The Otter: A Tale About Water</i> that focus on encouraging water only 3: Discouragement only: modified pages from <i>Potter The Otter: A Tale About Water</i> 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 Gets Ready for Kindergarten</i> ***See Exhibit 1 for stimuli</p> <p>Display images for participant's condition]</p>		
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 encouragement	The messages in the book made serving my child water seem appealing to me.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	Adapted from (Baig et al., 2019; Grummon, Hall, et al., 2019)
	The messages in the book made me feel sure about the health effects of my child drinking water.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree	Adapted from (Baig et al., 2019; Grummon,

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		4=Somewhat agree 5=Strongly agree	Hall, et al., 2019)
	The messages in the book made me want to serve my child water.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	Adapted from (Baig et al., 2019; Grummon, Hall, et al., 2019)
Perceived encouragement -child	Imagine you read this book out loud to your child with initials [initials]. How much would the messages in the book make this child want to drink water?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	Newly developed
Prompt	Say how much you agree or disagree with these statements.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	
Perceived discouragement	The messages in the book made serving my child soda, juice, juice pouches, or punch seem less appealing to me.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	Adapted from (Baig et al., 2019; Grummon, Hall, et al., 2019)
	The messages in the book made me concerned about the health effects of my child drinking soda, juice, juice pouches, or punch.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	Adapted from (Baig et al., 2019; Grummon, Hall, et al., 2019)
	The messages in the book discouraged me from wanting to serve my child soda, juice, juice pouches, or punch.	1=Strongly disagree 2=Somewhat disagree 3=Neither agree nor disagree 4=Somewhat agree 5=Strongly agree	Adapted from (Baig et al., 2019; Grummon, Hall, et al., 2019)
Perceived discouragement -child	Imagine you read this book out loud to your child with initials [initials]. How much would the messages in the book discourage this child from wanting to drink soda, juice, juice pouches, and punch?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	Newly developed
Affect and Elaboration			

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Affect	How much did the messages in the book make you feel...		(Brewer et al., 2019; Grummon, Taillie, et al., 2019) (negative emotions); newly developed (positive emotions)
	Worried?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	
	Guilty?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	
	Happy?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	
	Reassured?	1=Not at all 2=A little bit 3=Somewhat 4=Quite a bit 5=Very much	
Thinking about beverages' health effects	The messages in the book made me think about the health effects of the beverages that my child drinks.	1=Not at all 2=A little bit 3=Some 4=Quite a bit 5=Very much	Adapted from (Fathelrahman et al., 2010; Grummon, Taillie, et al., 2019; Hammond et al., 2003)
Credibility, Understandability & General Satisfaction			
Previous experience with Potter	The next questions are also about the pages of the children's book you read	0=No 1=Yes	Newly developed
	Had you ever read this book before today?		

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

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Prompt	The next questions are about different types of beverages. For each beverage, say how unhealthy or healthy it is for <u>your 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)

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	Help my child grow	1= Strongly disagree ... 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
	Keep my child from being thirsty	1= Strongly disagree ... 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
Water Outcome Expectations			
Prompt	The next statements are about your child with initials [initials] drinking <u>plain water</u>. My child drinking <u>plain water</u> often would...		
Water 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 (Grummon, Taillie, et al., 2019)
Water 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)
	Help my child grow	1= Strongly disagree ... 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
	Keep my child from being thirsty	1= Strongly disagree ... 7 = Strongly agree	Adapted from (Roberto et al., 2016; VanEpps & Roberto, 2016)
Norms			
Prompt	The next statements are about <u>not</u> serving your child <u>soda, juice, juice pouches, or punch.</u>		

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

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

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Intentions to increase water	In the next week, how likely are you to increase how often you serve your child with [initials] plain water ?	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)

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		4=Strongly agree	
	My child owns or has access to very few books.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	(DeBaryshe & Binder, 1994)
	There is no quiet place in the house to read to my child.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	(DeBaryshe & Binder, 1994)
	I have other things to do as a parent that get in the way of me reading to my child.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	(DeBaryshe & Binder, 1994)
	I do not have time to read to my child.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	My child does not have time to sit down and read with me.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
Prompt	Say how much you disagree or agree with the next statements.		
Efficacy	As a parent, I play an important role in my child's reading.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	I would like to read with my child, but I do not know where to find books.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	I would like to read with my child, but I do not know <u>when</u> to do it.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	I would like to read with my child, but I do not know <u>where</u> to do it.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
	I do not read to my child because I do not know how to encourage her/him to sit still.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree 4=Strongly agree	Newly developed
Reading confidence	I am confident in my ability to read stories with my child.	1=Strongly disagree 2=Somewhat disagree 3=Somewhat agree	Adapted from (Formby, 2014)

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

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frequency of reading to child	example, another parent or a grandparent) read to this child?	3=3-4 times per week 5=5-6 times per week 7=Every day	
Demographics & Health Behaviors			
Prompt	The next questions are about 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 https://www.census.gov/programs-surveys/ahs.html
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)

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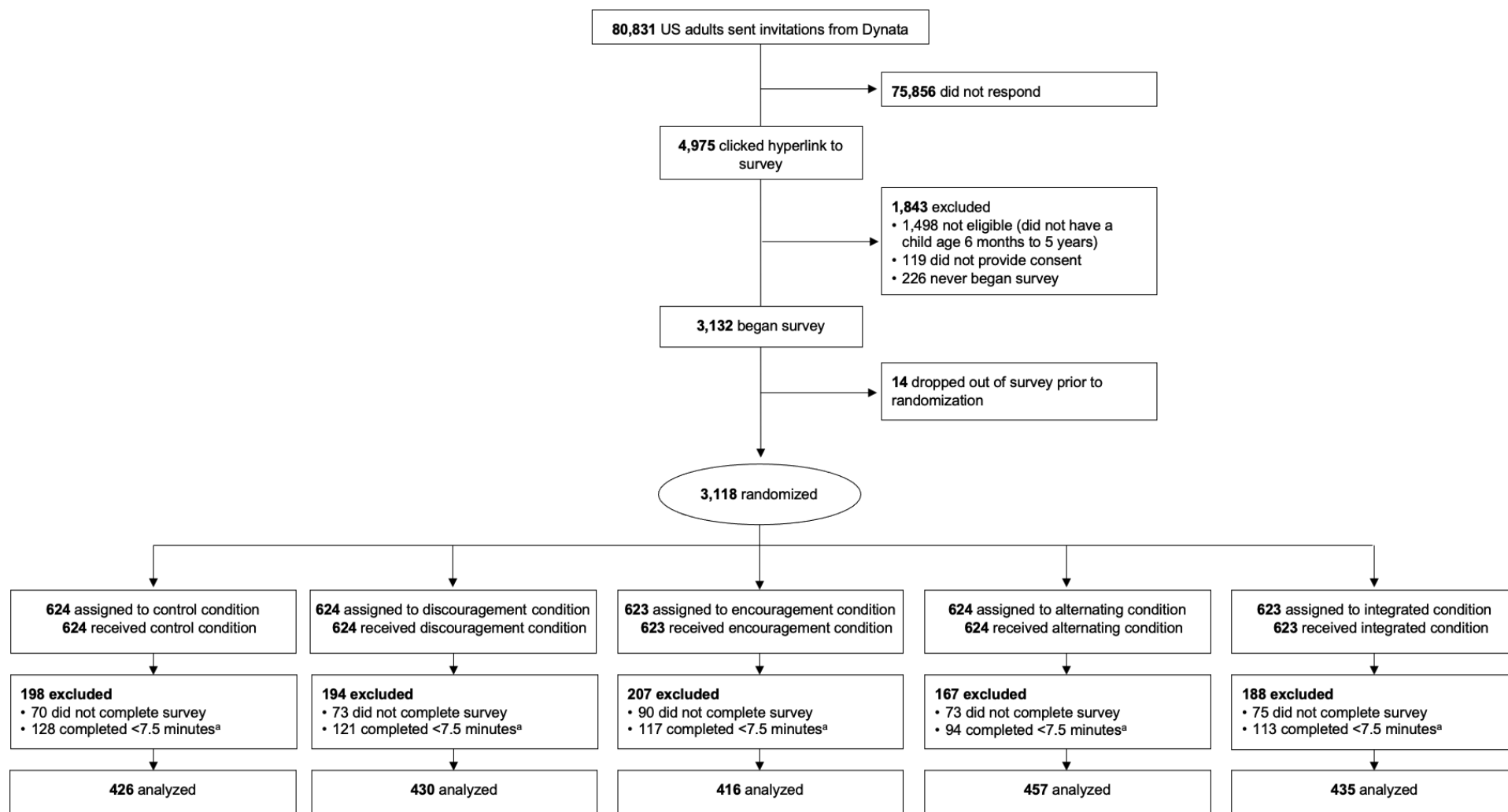
		special things that you want	
Annual household income	Which of the following categories best describes your total household income in the last 12 months? It's fine to make your best guess.	1= Less than \$10,000 2= \$10,000 to \$14,999 3= \$15,000 to \$24,999 4= \$25,000 to \$34,999 5= \$35,000 to \$49,999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

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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/caregiver	What is your age?	_____	NA
Parent/caregiver 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	

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Appendix Figure 1. CONSORT flow diagram.



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

Characteristic	Impact of beverage messages ^a	p for interaction ^b
Child age		
6–11 months	0.10	0.005
12–23 months	0.72	
2 years	0.70	
3 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	0.10	<0.001
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	0.65	0.395
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	0.77	<0.001
Enrolled in at least 1	0.40	
Household income, annual		
<\$50,000	0.52	0.281
≥\$50,000	0.63	

Notes: Boldface indicates statistical significance, $p<0.05$.

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^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.

^b*p* 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 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

Characteristic	Impact of beverage messages ^a	<i>p</i> for interaction ^b
Child age		
6–11 months	0.34	0.163
12–23 months	0.48	
2 years	0.80	
3 years	0.58	
4 years	0.62	
5 years	0.68	
Frequency of serving water to child		
Never or less than <1 time per week	0.05	<0.001
1–6 times per week	0.25	
1– <2 times per day	0.68	
≥2 times a day	0.90	
Frequency of serving sugary drinks to child		
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	

Notes: Boldface indicates statistical significance, $p<0.05$.

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^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.

^b*p* 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.

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

Message topic	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	Expectations sugary drinks lead to negative outcomes	Expectations water leads to positive outcomes
B	B	B	B	B	B	B	B
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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