

Future Events Interview

ABC Brain Games Study

Note. The Future Events Interview and coding system are adapted for use with children based on Levine B, Svoboda E, Hay JF, Winocur G, Moscovitch M. Aging and Autobiographical Memory: Dissociating Episodic From Semantic Retrieval. 2002. *Psychology and Aging*. 17;677-689.

Citations:

Miller, A. L. (2016). Future Events Interview. Unpublished. University of Michigan

Miller, A. L. (2016). Future Events Coding Scheme. Unpublished. University of Michigan

TURN ON AUDIO RECORDER- NO MICROPHONE

Say into audio recorder, *before* starting questions “Today is [Date], This is [RA initials] ABC Brain Games, Participant ID”

1. Now we’ll do a different type of game. I’d like you tell me about things that might happen to you in the future, but that haven’t happened yet. These have to be things that could actually happen, nothing made up that couldn’t really happen like flying or going to the moon.
2. These things could happen when you go home tonight, or tomorrow, next week, next month, next winter/summer, or even next year. I’ll ask you to describe:
 - a. One regular, everyday thing and
 - b. One special thing you may be really excited about.
3. For each thing you describe, imagine what it will really be like when it is happening, and tell me everything you can about it. Use as many details as you can to describe it.
4. It doesn’t matter what you decide to talk about, but you should pick something that you can describe well. For example, you could tell me about going to the grocery store, or getting a haircut, or playing with a pet.
5. **Do you have any questions so far?** [answer by repeating any part of the script]
Great, let’s choose the first thing you’ll tell me about!
6. **Look at this list.** [show List of TYPICAL Events] **You can choose something from this list or you can choose something that is not on the list.**
 - a. **Here are some typical events you could tell me about:** [read off and point to each item]
7. **OK, what did you choose to talk about for your TYPICAL event?** [record typical event on the Data form]
 - a. If they pick something not on the list, record it on data form. Use your judgement to make sure it is a reasonable thing that could happen in kids’ life
If the child picks something that is not within the guidelines, use the following prompt: **That sounds like a great story to tell! Could you think of anything like what you’ve seen on the sheet?** [refer to the List of Events]
8. **Sounds great. I’ll take some notes to help me remember what you picked, and to help me remember your story because I’ll ask you some questions about each thing after you describe it. We’ll also audiotape what we talk about so I can just listen.**

9. **So, you picked [TYPICAL EVENT] to tell me about as something that might happen in the future. Go ahead and tell me about it. Remember, tell me about it using as much detail as you can.** [note time on stopwatch but do not use timer]

General probe: ask after EACH story after child is finished with description or after 3 minutes have elapsed

- a. **Is there anything else you can tell me about that?**
- b. **What else?**

10. **OK, now let's pick something that is really special [motion to SPECIAL List of Events] or exciting like Christmas or your Birthday, or going on a special trip.**

- a. **Here are some special events you could tell me about:** [read off and point to each item]

OK, what did you choose to talk about? [record typical event on the Data form]

- b. If they pick something not on the list, record it on data form. Use your judgement to make sure it is a reasonable thing that could happen in kids' life
If the child picks something that is not within the guidelines, use the following prompt: **That sounds like a great story to tell! Could you think of anything like what you've seen on the sheet?** [refer to the List of Events]

11. **So, you picked [SPECIAL EVENT] as the second thing to describe that might happen in the future. Remember, tell me about it using as much detail as you can. Go ahead and tell me about it.** [note time on stopwatch but do not use timer]

General probe: ask after EACH story after child is finished with description or after 3 minutes have elapsed

- a. **Is there anything else you can tell me about that?**
- b. **What else?**

12. **So, the first thing you described to me was [TYPICAL EVENT]. I'll ask you a few more questions about it. If you've already told me, you can just remind me what you said.** [note: allow space after each question for child to provide more info even if they give simple one word answers but do not prompt child with "anything else?"]

- a. **What is the place going to be like?**
- b. **Who else is going to be there?**
- c. **What will you do when this is happening?**
- d. **How will you feel when this is happening?**
- e. **How soon do you think this might happen?**

[show the response options; read off and point to each option]

Tonight? Tomorrow? Next week? Next month? Next (season)? Next year?

13. **OK, that was great! So, the second thing you described to me was [SPECIAL EVENT]. I'll ask you a few more questions about it. If you've already told me, you can just remind me what you said.** [note: allow space after each question for child to provide more info even if they give simple one word answers but do not prompt child with "anything else?"]

- a. What is the place going to be like?
- b. Who else is going to be there?
- c. What will you do when this is happening?
- d. How will you feel when this is happening?
- e. How soon do you think this might happen?
[show the response options; read off and point to each option]
- f. Tonight? Tomorrow? Next week? Next month? Next (season)? Next year?

14. Thank you so much for helping me with all of those tasks/activities! I just have a few more questions to ask you after a short break, but I'm going to turn my camera off now