1) Have any data been collected for this study already?
No, no data have been collected for this study yet.

2) What's the main question being asked or hypothesis being tested in this study?
Question 1: Will 3-year-old children identify high-status people when asked who is in charge?
Hypothesis 1: We predict that children will be significantly more likely to identify high-status individuals as in-charge compared to chance.

Question 2: Will 3-year-old children differentially share resources with high versus low status individuals?
Hypothesis 2: We have no specific prediction for this question.

Question 3: Will 3-year-old children prefer high versus low status individuals?
Hypothesis 3: We have no specific prediction for this question.

3) Describe the key dependent variable(s) specifying how they will be measured.
There will be 16 vignettes total used in this study (4 vignettes for 4 different dimensions of social status: wealth, physical dominance, decision making power, and prestige), divided into two sets (Set A and Set B). Each 3-year-old participant will hear either Set A or Set B (2 vignettes for each dimension of social status; wealth, physical dominance, decision-making power, prestige). Children will be randomly assigned to one of three conditions: the identity condition, resource condition, or preference condition.

In each condition we ask children to select either a high or low status target (identity—to say who is in charge; resource—to say who they want to share a resource with; preference—to say who they like best). In each condition we will count the number of times within each domain (e.g. wealth) they pick the high-status person (over the low-status person), resulting in scores from 0 (if they never picked the high-status person) to 2 (always picking the high-status person) for each of the 4 social status types. Additionally, a composite score will be calculated between 0-8 for the total number of times they pick the high-status person.

4) How many and which conditions will participants be assigned to?
Participants will be randomly assigned to one of three conditions: the identity condition where they will be asked who is in charge, the resource condition where they will be asked to distribute resources, or the preference condition where they will be asked who they like best.

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.
To test each question, we will count the total number of times (out of 8) that children pick the high-status person across all status dimensions. We will run three one-sample t-tests (one for the identity condition, one for the preference condition, and one for the resource condition) to compare kids’ answers to chance responding (4/8).

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.
We will only include children who complete the entire study. Additionally, we will only include children who participate in the study without their parent in the room. If a child is not able to understand or speak English fluently, has a major cognitive delay or limitation that impacts participation (e.g., severe autism that impairs language skills, is blind and cannot see the stimuli, etc.), or if a child refuses to participate we will not include their data (if they produce any) in analyses.

7) How many observations will be collected or what will determine sample size? No need to justify decision, but be precise about exactly how the number will be determined.
We are running a total of 72 children who complete the experiment. To count, participants need to complete all trials. This will include 24 children randomly assigned to the identity condition, 24 children randomly assigned to the resource condition, and 24 children randomly assigned to the preference condition. We will aim for approximately half male and half female children and we will not be selecting participants based on race, SES, or other demographic variables.

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)
We also wish to pre-register some secondary analyses:
1) To determine whether 3-year-olds treat the four status dimensions differently, we will conduct three generalized estimating equations (GEE) with an unstructured covariance matrix since our design is repeated measures and response options could only range from 0-2. One GEE will examine whether children treat the status dimensions differently when identifying status, one GEE will examine whether children treat the status dimensions differently
when evaluating who they like best, and one GEE will examine whether children treat the status dimensions differently when deciding who to give resources to. If we do not find significant results, no further tests will be run. If, however, we do find significant differences across status dimensions, we will run pairwise comparisons with Bonferroni corrections comparing which status dimensions were treated differently.

2) Additionally, if any of the aforementioned GEEs are significant, we will also break down each question by status dimension to see if children treated each type of status differently than chance. Specifically, we would run goodness of fit tests comparing each status dimension to chance (there would be a 25% likelihood of 0, 50% likelihood of 1 and 25% likelihood of 2) using a Bonferroni correction.

We are pre-registering that we will have four different counterbalance orders that are not of theoretical interest. There are two sets of items (Set A and Set B) each presented in one of two orders.