**Introduction**

- Emotion socialization (e.g., modeling, coaching, and contingent responses) with positive affect (PA) is important for the development of both emotion regulation (ER) abilities and psychopathology during childhood.
- Parental socialization has been linked to children's developing regulatory abilities and children's overall functioning (Katz et al., 2014; Yap et al., 2008).
- With PA, strategies that up-regulate (savor) and down-regulate (dampen) have been linked to attention and depressive symptoms (Gentzler et al., 2012).
- Individuals with elevated depressive symptoms regulate their emotions differently than those with fewer depressive symptoms (Millgram et al., 2015), which may change how their depressive symptoms manifest over time.

**Methods**

**Participants**
- 96 mother-child dyads (children ages 7-12 years, M = 8.88, SD = 1.44; 52.6% male). 76 dyads had follow-up data.
- Completed in-person surveys, a five-minute discussion task about a positive event the child experienced, and follow-up surveys five months later.

**Measures**

**Mothers' Socialization**
- Positive Events and Responses Survey Adult-report (Gentzler et al., 2015)
- Reported their typical ER responses to 5 vignettes
- Savor (14 subscales; a = .91) and Dampen (3 subscales; a = .55).
- Mothers' PA Regulation during Discussion Task
- Savor ICC = .51
- Parents' Responses to Positive Events Scale (Gentzler et al., 2015)
- Parent-report: typical responses to children's PA in 5 scenarios
- Savor (9 subscales; a = .89) and Dampen (3 subscales; a = .54).
- Youth-report: reported parents' general responses to their PA
- Savor (9 subscales; a = .88) and Dampen (3 subscales; a = .75).
- Parents' Responses to Children's Positive Emotions Scale (Ladouceur et al., 2002)
- Reported typical reactions to children's PA in 12 vignettes
- Encourage PA (a = .67)
- Discourage (discomfort, reprand, explanation; a = .87).
- Mothers' Responses to Children's PA Words during Discussion Task
- Validation (ICC = .69), Elaboration (ICC = .55), Questioning (ICC = .67), and Ignorance (ICC = .71).

**Children's PA Regulation**
- Positive Events and Responses Survey Youth-report (Gentzler & Palmer, 2014)
- Reported their typical ER responses to 5 PA vignettes
- Savor (9 subscales; a = .83) and Dampen (3 subscales; a = .83).
- Children's PA Regulation during Discussion Task
- Savor ICC = .54

**Children's Depressive Symptoms**
- Center for Epidemiological Studies Depression Scale for Children (Weissman et al., 1980)
  - 20 Items
  - Time 1 (T1; a = .75) and Time 2 (T2; a = .82).

**Results**

**Table 1. Partial Correlations among Maternal Socialization and Child Positive Affect Regulation, Controlling for Age and Gender.**

<table>
<thead>
<tr>
<th>Mother Socialization</th>
<th>Savor (PEARS-Y)</th>
<th>Savor (OBS)</th>
<th>Dampen (PEARS-Y)</th>
<th>CES-DC T1</th>
<th>CES-DC T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own Savor (PEARS-A)</td>
<td>.26</td>
<td>-.10</td>
<td>.20</td>
<td>.17</td>
<td>.17</td>
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<tr>
<td>Encourage Savor (PRCPE)</td>
<td>.18</td>
<td>-.02</td>
<td>.25**</td>
<td>.28**</td>
<td>.15</td>
</tr>
<tr>
<td>Encourage Savor (PRCPE-Y)</td>
<td>.69***</td>
<td>-.07</td>
<td>.11</td>
<td>.17</td>
<td>.07</td>
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<tr>
<td>Discuss own Savor (OBS)</td>
<td>.02</td>
<td>.50**</td>
<td>-.02</td>
<td>-.04</td>
<td>.02</td>
</tr>
<tr>
<td>Own Dampen (PEARS-A)</td>
<td>.03</td>
<td>-.04</td>
<td>-.04</td>
<td>.04</td>
<td>-.10</td>
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<tr>
<td>Encourage Dampen (PRCPE)</td>
<td>-.10</td>
<td>-.08</td>
<td>.06</td>
<td>.01</td>
<td>-.11</td>
</tr>
<tr>
<td>Encourage Dampen (PRCPE-Y)</td>
<td>.14</td>
<td>.02</td>
<td>.64***</td>
<td>.35**</td>
<td>.10</td>
</tr>
<tr>
<td>Encourage PA (PRCPS)</td>
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<td>.01</td>
<td>.02</td>
<td>.03</td>
<td>.06</td>
</tr>
<tr>
<td>Discourage PA (PRCPS)</td>
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<td>.06</td>
<td>.13</td>
<td>.14</td>
<td>.21</td>
</tr>
<tr>
<td>Mother validate % (OBS)</td>
<td>-.09</td>
<td>-.06</td>
<td>-.03</td>
<td>-.15</td>
<td>-.03</td>
</tr>
<tr>
<td>Mother elaborate % (OBS)</td>
<td>-.02</td>
<td>.06</td>
<td>-.11</td>
<td>-.02</td>
<td>.08</td>
</tr>
<tr>
<td>Mother question % (OBS)</td>
<td>.08</td>
<td>-.06</td>
<td>-.10</td>
<td>.25**</td>
<td>-.02</td>
</tr>
<tr>
<td>Mother ignore % (OBS)</td>
<td>.05</td>
<td>.10</td>
<td>-.01</td>
<td>-.13</td>
<td>-.05</td>
</tr>
</tbody>
</table>

Note: * p < .05, ** p < .01, *** p < .001. PEARS = Positive Events and Responses Survey; PEARS-Y is adult-report and PEARS is child-report. PRCPE = Parent Responses to Child Positive Events; PRCPE-Y is parent-report and PRCPE-Y is youth-report. OBS = observational data from discussion task. N = 92 to 95 for Time 1 variables; N = 74-75 for correlations with Time 2 depressive symptoms. Correlations with mothers' OBS responses' N was slightly reduced; N = 87-88 with Time 1 data; and N = 70 with Time 2 data.

**Discussion**

- Mothers' modeling of PA regulation was positively related to their children's PA regulation, suggesting important parenting process occur during everyday interactions (Denham et al., 2015).
- As anticipated, children's report of mothers' encouragement of their children to savor and dampen were associated with more child-reported savoring and dampening, respectively.
- However, mothers' report of these behaviors were not related to children's PA regulation, suggesting that children's perceptions may be important to examine (Sessa et al., 2001).
- As expected, children's report of mothers' encouragement of their children to savor was related to children's depressive symptoms at T1, extending findings with prior work (Schwarz et al., 2017).
- Contrary to hypotheses, mothers' report of their own encouragement of their children to savor was related to more children's depressive symptoms at T1.
- It may be that parents are aware of their children's negative mood and are attempting to engage in behaviors to combat their children's depressive symptoms.
- Mothers' questioning their children's PA during the discussion task was also unexpectedly related to more children's depressive symptoms at T1.
- Mothers may be more likely to engage in questioning responses when they know their child is experiencing depressive symptoms in order to help them savor PA.

**Limitations and Future Directions**
- Larger sample to better detect effects (Fritz & MacKinnon, 2007).
- Examining the role of parent and child gender (Root & Denham, 2010).
- Examining other forms of emotion socialization and ER (e.g., situation selection and modification; Gross, 1998).
- Examine PA and NA socialization together (Luebbe & Bell, 2014).