Dear editor and reviewers,

We appreciate the insightful and intentional comments on the second draft of our manuscript, "An Intergenerational Exploration of Discipline, Attachment, and Black Mother-Daughter Relationships Across the Lifespan." In the first revision of the manuscript, we attended to several methodological considerations (e.g., researcher positionality and clarifying research questions), as well as a few reviewer comments about clarifying some of the selected quotes in the results section. We look forward to any additional reviewer feedback as we continue to improve this manuscript.

Best,
Dr. Leath

Introduction and Literature Review

The first paragraph should be more focused – lots of really great information but some of it is not immediately relevant for building the foundation for the study discussed.

- We removed the first few sentences and started by focusing specifically on Black mothers' disciplinary practices.

I think the first paragraph of the discussion (through line 714) might be better suited for the introduction as it outlines a significant gap in research on discipline strategies of Black mothers.

- We moved much of the first paragraph of the Discussion into the opening paragraphs of the Literature Review.

Method

I think the methods would be strengthened by having a positionality statement including identities that the research team who conducted the thematic analysis hold and how that may have impacted interpretation of the data. I appreciate that the race and ethnicities of the study team were included and I think it would be helpful to include more information including status as a parent, or SES, for example, to help the reader understand the researchers' positionalities.

- We included a researcher positionality section in the first paragraph of the 'Coding Analysis' section.
    - The coding team involved the PI and first author (a Black woman), a Black female undergraduate student, and an external auditor (Black female graduate student). Furthermore, the authorship team involved six Black gender diverse scholars from a range of social class (working class to upper middle class based on educational attainment and household income) and professional backgrounds (undergraduate students to a full professor). Collectively, our research interests include identity development, Black family socialization processes, educational access for Black students, social support processes for Black queer youth, health and wellness among Black artists, and stress and coping processes in Black families. In thinking about our positionalities in relation to the current study, we are committed to amplifying strengths-based scholarship on Black family

processes. There were three main phases of data analysis after the pre-coding process (i.e., selecting and finalizing excerpts): (1) identifying preliminary themes through note taking, (2) refining the themes and developing the codebook, and (3) finalizing the codebook and summarizing the narrative findings.

Greater clarity is needed about the specific questions that were asked. It would be helpful to present the questions in the order in which they were asked to the participants or, if possible, include the full protocol as supplementary materials. This would help clarify many questions about the order in which questions were asked and exactly what participants responded to.

- We included the primary questions in the order that we asked them during the interview, and we included an abridged version of the protocol as a supplementary file.

Is there information about mothers' marital status? This information may help us further understand who these women are and to whom the findings may generalize. It also provides information about the context in which these women are now raising their children—this probably has implications for discipline.

- We added mother's relationship status to the demographic information.

Results

Some of the points discussed in RQ2 under the continuity section seem like they should have been addressed when discussing RQ1 because it focuses on the description of the parents' discipline style rather than on whether the mothers would continue with that discipline style. As a reader, I was also looking for more direct quotes to support the continuity theme. As it is currently presented, I don't see that theme as particularly strong.

- We reviewed the excerpts to ensure that the connections were explicit or that our analysis of the quotes made this connection clear. As the reviewer mentioned, the prior version of the quotes focused on what they liked in what their mothers did. We returned to the interview transcripts to pull a bit more about how that informed what they did with their children. It is also important to consider that only **five** women in the sample mentioned 'continuity,' explicitly in their discipline – so it wasn't the most prevalent theme. This might also be what the reviewer is picking up on when they say it wasn't 'the strongest.' However, we thought it was important to capture mothers who said that they've kept many of their practices the same as they transitioned to motherhood.
    - For Florynce – "And for me, now, my ultimate goal and what I hope [with my kids] is to keep our relationship and connection, because I think, especially now with two tweens as they're coming into adolescence, I want there to be communication. And they'll mess up or whatever, but we can work through that. And I take a lot of this from my mom, for sure."
    - For Jada – "I knew, as a mom, I wanted to model a lot of what my parents did with me. I wanted to model that and I work in the education field, so you see quite a bit and I wanted, my children should be rooted in culture and respect and proper etiquette."
    - For Claudette – "And in leaving home and realizing, "Wow, she was telling the truth." That kind of thing. And then it was also meeting other people and realizing, "Your mother said that" or "Your mother did that?" and realizing the

> blessing that I had. People telling me about getting spankings or whippings or beatings, and that's when I realized, "Wow, my parents really did things differently." And of course the icing on the cake was having my own kids. That was definitely the thing that helped me really view her in a different way."

"…most mothers described eliminating or reducing the types of punitive discipline they experienced with their mothers during childhood but retaining many of the family values or traditions." It's unclear why quotes supporting this statement would be considered mixed because family values and traditions are not disciplinary strategies.

- This was a great point. We meant that they retained family values and practices around discipline. This sentence has been modified (i.e., "Similar to Sojourna, most of the mothers described eliminating or reducing the types of punitive discipline they experienced with their mothers during childhood but retaining many of the family values around discipline that were consistent with how they wanted to guide their children.).

I think RQ3 is important, but I don't see strong evidence for an explicit connection between disciplinary strategies and current relationship status, especially in the progressing and strained descriptions. The quotes provided for the progressing and strained categories are more of a description of the relationship without connection to discipline—perhaps the authors need to clarify the exploratory nature of this question further or reframe how the results are presented.

- We think this is a great point, so we reiterate the exploratory nature of question RQ3 in a few places in the revision (see below).
    - While we recognize that a range of factors inform parent-child relationships across the lifespan, we aimed to explore discipline as a context for attachment between Black mothers and daughters. – p. 8
    - A multitude of factors inform mother-daughter relationships across the lifespan, so we focused on the interview protocol questions that asked them draw connections be-tween their mother's disciplinary styles and their sense of attachment and connection to them as adults. We also asked them about what they remembered thinking about their mother's discipline – as a child – and what they thought about their mother's practices now – as an adult daughter with children. – p. 14
    - Lastly, our third main finding involved drawing exploratory connections between adult daughters' prior disciplinary experiences and their current relationships with their mothers. – p. 20
    - Although discipline is not the only factor that informs mother-daughter relationships, the ways that parents choose to engage their children in moments of stress and conflict during childhood, likely has a significant influence on the overall communication and connection patterns within the relationship well into adulthood (Afifi et al,. 2017; Bes-ser & Priel, 2005; Huang et al., 2009). Still, it is important to note that punitive discipline experiences during childhood was not directly linked to a strained or progressing relationship dynamic with their mothers in adulthood. – p. 20

- Like RQ2, we also returned to the transcripts to pull from other places in the interview where they made explicit connections between their prior disciplinary experiences and the current dynamics with their mothers.
    - For Angela – "Well my mom, she was a yeller and a cusser. And if you didn't do something she wanted done, you were getting a whooping. You were scared all the time because you didn't know what her reactions were going to be. It was annoy-ing. It was scary at times. I think I had a lot of anxiety. Just not even knowing what was going to happen every day. I'm just doing everything possible not to be my mother and to make sure that my kids know that I'm there for them through everything. And I want them to understand that they can express themselves. They have an opinion. They can be heard. So they don't go out here thinking that they're not worthy of whatever it may be that they want in this world. I'm trying to do the exact opposite of what was done for me."
    - For Imani – we added more context and analysis – "When describing the discipline she experienced from her mother during childhood, Imani discussed being frequently 'grounded' from going out with friends when her mother considered her too disrespectful or defiant. To Imani, she was often trying to communicate her needs as a child and her mother was unwilling to hear her out. Her mother's willingness to listen actively and patiently in adulthood had improved their relationship considerably."
    - For Henrietta – "And it took a long time to fix that teenage rough patch. She didn't really yell or anything like that, it was just very…it was a nag. Kinda authoritative. My mom wanted me to follow this mold of going to school, having a career, and traveling, doing all of that. But she wanted me to do it her way versus my way, so we clashed and she would of-ten take things away or refuse to talk with me. Now, it's completely different."

The number for multiple categories in the text doesn't match Table 1 and Table 2.

- Thank you for bringing this to our attention. We have revised Table 1 and Table 2 to correspond with the text in the Results section.