

Reviewer Comments:

Reviewer #1: Abstract, page 2, line 3-4: the tool depicts more than social networks. Later au describes the tool as more comprehensive than 'social networks' solely.

Page 10, line 10-11. How do au's define kaleidoscope? Large word for an undefined concept.

Page 12, line 18. Prefer "influence" instead of "impact", a word that implies researcher apriori value.

Interesting well-written manuscript.

Reviewer #2: Very well written manuscript- a pleasure to read. An interesting application of the genogram tool with children. My only comments would be to introduce the issues with children much earlier- the introduction to the manuscript really focuses on adults- need to say why important for children. The analysis description is very limited- fine for qualitative and descriptive- but need to say that the analysis was conducted according to the responses to the questions asked- this is not a case of emergent analysis, but present categories 9which is fine-just tell the reader)

PA Bolding for headings not appropriate; need to review numbers and time in APA. Also anthropomorphism needs to be corrected.

Reviewer #3: This innovative and creative study addresses an important area in relation to health promotion and disease prevention and tests the feasibility of using a methodology that has been effectively used with adults. The stated basis for the study is the colored eco-genetic relationship map (CEGRM) which is a hybridized genogram assessment tool that combines the ecomap, family genogram, and genetic pedigree, to produce a unique participant generated picture of an adult's social networks, and information exchange patterns. This exploratory methodological study used a qualitative descriptive design with children. The procedures state that they did not use the adult approach to the CEGRM, but rather had children begin by drawing their family with no specific directive as to how family was defined. Once the drawing was completed the children were asked to add other sources of support and or information outside the family. Once this was complete they were asked to label a source of support, add other outside sources of support and where they would go if they had questions about being healthy. The children in the study were instructed to place a green circle next to each identified source, a star where they would go above all others and a red circles next to the sources to whom they would not go and a red star next to

the last person to whom they would listen. This same process was repeated for a second and third set of health related questions. Children were also permitted to add to their drawings as needed. Although selected elements of the CEGRM are used and it may have provided the intellectual stimulus for this study there is too little in common with CEGRM methodology to support that this is a children's version of the CEGRM.

The author needs to do a more thorough presentation in the formulation of the theoretical/conceptual framework, as well as, the operational definitions used in the study. The results indicate potentially valuable and useful information; however, this information is not presented in a meaningful way that connects to the prior research or overall potential usefulness of these data. Finally the discussion section is vague and underdeveloped. Potentially these results may prove useful and derive more meaning once placed within the appropriate theoretical context and viewed as an effective use of children's drawing as a means of allowing children to use internal sensory cues for the retrieval of information and experiences. Review of the literature on cognitive development, social networks and perhaps the health belief model may provide useful for the author to better frame the study and explain the study results.

CHECKLIST FOR STYLE

TITLE PAGE --

Remove abbreviations from the title.

Supply professional title for each author.

Supply running head of less than 50 characters (no abbreviations).

REFERENCES --

Update REFERENCE LIST using APA 5th Ed. format. In particular, Insert space between each author's first initials.

Insert comma between each author's name and first initial.

After the 6th author's name and initial, use et al. to indicate the remaining authors of the article (e.g., Lanie; Koehly).

Update IN-TEXT CITATIONS using APA 5th Ed. Format (The Publication Manual of the American Psychological Association, 5th Edition, pp. 208-209). In particular:

For 6 or more authors, use only the first author's name with et al. (e.g., Peters, Kenen... 2004).

FIGURES -- Remember that we can include color figures on the Editor's Web site.