**Introduction and Scene Setting:**

Thank you very much for agreeing to be interviewed to be part of my research project. The purpose of this interview today is to explore how children with behaviour problems behave in school, how they respond to classroom management strategies, and how teachers get along with these children and their parents.

Your responses will be confidential. Depending on the amount of information that you are happy to provide, the interview should take no longer than approximately 120 minutes.

The first section asks about children’s disruptive behaviours in the classroom.

* **Description of** **disruptive behaviour** (explain disruptive behaviour to teachers if it is needed: e.g. temper tantrums, interrupting class, aggressiveness)
	1. Generally speaking, what disruptive behaviours does [target child] show?
	2. How often does [target child] show disruptive behaviour (probe for each example given)?
	3. Could you please give me typical examples? Just imagine what happened in the classroom are all filmed and then please describe in detail what we can see in this video which recorded [target child]’ disruptive behaviour (probe for each example given)?

-What do you think are the reasons for [target child’s] disruptive behaviour?

* **CU traits: Clinical Assessment of Prosocial Emotions (CAPE 1.1) Informant Interview**

Introduction: I am going to ask you about \_\_\_\_\_\_\_\_\_\_\_\_\_ emotions and how he/she gets along with other people. I am going to ask you to answer most of these questions with either a “yes” or a “no” answer. However, if you would like to tell me more about an answer, please do so. Also, please try to be as accurate and honest as possible in trying to answer the questions.

1)Lack of Remorse and Guilt

1. Does \_\_\_\_\_\_\_\_ seem to feel bad or guilty if he/she does something wrong or if he/she hurts someone? Yes / No

Please give some examples of this:

If no: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Can you think of anytime recently, say over the past month, when he/she has felt bad or guilty about something? Yes / No

If yes: Please describe this:

Go to #2.

If yes: d. Does he/she only feel bad or guilty if he/she is caught doing something wrong and is going to be trouble? Yes / No

If yes: Please give some examples of this:

2. Does \_\_\_\_\_\_\_ easily admit to being wrong; that is, does he/she accept responsibility for his/her actions and apologize to people he/she has hurt? Yes / No

Please give some examples of this:

If yes, go to #3.

If no: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Can you think of a time recently, say over the past month, when he/she has admitted to being wrong or apologized to someone he/she has hurt Yes / No

If yes: Please describe this:

2)Callous-Lack of Empathy

3. Does \_\_\_\_\_\_\_\_ seem to care and be concerned about the feelings of others? Yes / No

Please give some examples of this:

If yes, go to #4.

If no: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Would you describe \_\_\_\_\_\_\_\_\_\_\_\_ as seeming cold and callous? Yes / No

 If yes: Please give some examples of this:

d. Can you think of anytime recently, say over the past month, when he/she seemed concerned about the feelings of others? Yes / No

If yes: Please describe this:

4. Does \_\_\_\_\_\_\_\_\_ make fun of or tease other people in ways that hurt their feelings? Yes /No

Please give some examples of this:

If no, go to #5.

If yes: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Would you describe \_\_\_\_\_\_\_\_\_ as being mean or cruel? Yes / No

If yes: Please give some examples for this:

5. Does \_\_\_\_\_\_\_\_ do nice things for other people, even if there is nothing in it for him/herself, like trying to cheer someone up? Yes / No

Please give some examples of this:

If yes, go to #6.

If no: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Can you think of anytime recently, say over the past month, when he/she has done something nice for someone? Yes / No

If yes: Please describe this:

3)Unconcerned about Performance

6. Does \_\_\_\_\_\_\_\_\_\_\_\_\_seem to care about how well he/she does at school, work, or in other important activities? Yes / No

Please give some examples of this:

If yes, go to #7.

If no: a. Is this how he/she is most of the time and with most things? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Can you think of anytime recently, say over the past month, when he/she felt really bad because he/she didn’t do something well? Yes / No

If yes: Please describe this:

7. Does \_\_\_\_\_\_\_\_\_\_\_\_\_try his/her best and work hard at most things? Yes / No

Please give some examples of this:

If yes, go to #8.

If no: a. Is this how he/she is most of the time and with most things? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Does he often blame others if he doesn’t do well in something rather than take responsibility for his/her poor performance? Yes / No

 If yes: Please give some examples of this:

d. Can you think of anytime recently, say over the past month, when he/she worked really hard on something that required a lot of effort? Yes / No

If yes: Please describe this:

4)Shallow or Deficient Affect

8. Does \_\_\_\_\_\_\_\_\_\_\_show his/her feelings and emotions openly to others? Yes / No

Please give some examples of this:

If no: a. Is this how he/she is most of the time and with most people? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

 c. Can you think of anytime recently, say over the past month, when he/she has shown a lot of emotion? Yes / No

 If yes: Please describe this:

Go to #9.

If yes: d. Does he/she only show emotions when he/she gets in trouble or doesn’t get his/her way? Yes / No

Please give some examples of this:

e. When he/she shows feelings and emotions, do they seem real, sincere, and genuine? Yes / No

Please give some examples of this:

f. When he/she shows feelings and emotions, is this only when he/she can benefit, like looking sad to avoid getting in trouble or looking mad to get what he/she wants? Yes / No

 Please give some examples of this:

9. When something bad happens to someone else, does he/she seem genuinely upset?

 Yes / No

 Please give some examples of this:

If yes, interview complete.

If no: a. Is this how he/she is most of the time and with most things? Yes / No

b. Has he/she been like this for a long time; that is, for at least a year? Yes / No

c. Can you think of anytime recently, say over the past month, when something bad happened to someone and he/she seemed upset? Yes / No

If yes: Please describe this:

The next section focuses classroom management strategies, including rewards, limit settings well as instructional methods. I am going to ask a few questions about what kinds of strategies do you use in classroom and how does [target child] responses to them.

* **Classroom Management Strategies**
1. What types of reward techniques do you use to [target children]?
2. How does [target child’s name] respond when you reward them?

-Why do you think s/he responded this way?

c) What types of discipline techniques do you use to [target children]?

d) How does [target child] respond when you discipline them?

 - Why do you think s/he responded this way?

e) What types of instructional methods do you use in class

f) How does [target child] respond when you use these instructional methods (probe for each example given)

 - Why do you think s/he responded this way?

If teacher doesn’t mention items below, then probe:

1.How does [target child] respond to direct instruction, lectures, train and practice independently/in groups, and whole‐group instruction (**traditional instructional methods:** teacher‐ and/or subject‐centred principles; teachers use formally structured routines in accordance with curriculum requirements)

2.Why do you think s/he responded this way?

-Probe for each example given

3.How does [target child] respond to your questions, independent learning/searching and discussion activities (**cognitive‐constructivist instructional methods:** teachers consider students’ needs and challenges, scaffolding and guiding their learning)

-Probe for each type of questions given (e.g. open-questions, ask questions in front of the whole class, only ask questions to the [target child])

-Generally speaking, does [target child] initiate questions?

 If yes, please give a typical example

4.Why do you think s/he respond to you this way?

 -Probe for each type of questions given

5.How does [target child] respond to you during group activities/cooperative learning? (**social‐constructivist instructional methods:** These practices value the construction and interpretation of knowledge through an active relating of new information and skills to previous knowledge and experience in collaboration among students. Teachers establish problem‐solving situations within a group of learners)

6.Why do you think s/he responded this way?

-Probe for each example given

g) How does [target child] respond to your feedback

h) Why do you think s/he responded this way

i)How does [target child] perform in play activities

j) Why do you think s/he performs this way?

k)Generally speaking, what kinds of instructional methods do you think are most effective/ineffective to [target child]？

 -Why

In this section, I am going to ask you a few questions about teacher-child relationship, parents-child relationship and the impact of these relationships on children’s performance in the class.

* **Teacher-Child Relationship**
1. How would you describe your relationship with [target child]?
2. How do you think your relationship with [target child]’ influence:

1his/her behaviour in class?

2how well s/he engages with schoolwork?

3how s/he responds to rewards methods?

4how s/he responds to discipline methods?

5how s/he responds to instructional methods?

* **Teacher-Parent Relationship/Interaction**
1. How would you describe your relationship with [target child’ parents]?
2. What kinds of school activities do [target child’s parents] engage in?

-Frequency (prompt each activity mentioned by teachers)

1. How do you think your relationship with [target child]’s parents influence:

1Your relationship with [target child]

2.[target child]’s behavioural performance and adjustment in school?

3. [target child] academic performance in the classroom?

4. Parents’ involvement in school?

That’s all. Thank you for sparing your precious time answering my questions. Is there anything you'd like to add? Please do let me know if you have any concerns, comments or questions.