# APF Study - Clinician - Rd1

Start of Block: Consent

C1 **INFORMATION AND CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Study Title:** Promoting Responsive Interventions for Adolescents with Persistent and Severe Disruptive Behaviors

**Researcher:**
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**Source of funding for the study:** American Psychological Foundation

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

## A. PURPOSE

The purpose of the research is to inform the development of interventions tailored to youths with disruptive behaviors and callous-unemotional (CU) traits. Although youths with CU traits demonstrate improvements in disruptive behaviours through treatment, they tend to continue to show elevated disruptive behaviours after treatment. Furthermore, most treatments do not effectively reduce CU traits themselves (Perlstein et al., 2023). Research is increasingly focusing on how to adapt or enhance treatments for youths with CU traits. The current study seeks to survey researchers, providers, and caregivers on the perceived treatment needs of youths with disruptive behaviors and CU traits.

## B. PROCEDURES

You have the option to take part in this research study because you are 1) a child expert with experience providing care for a youth with disruptive behaviours and/or CU traits; 2) a practice expert with clinical experience working with youths with disruptive behaviours and/or CU traits; or 3) a research expert in disruptive behaviors and/or CU traits. If you participate, you will be asked to complete 3 rounds of surveys, with the goal to obtain group consensus on priority treatment needs. You will be presented with some factors that have been identified to cause, maintain, or worsen disruptive behaviours and/or CU traits in youths. You will be asked to rate which factor(s) are essential and should be prioritized in treatment for this population.

In the first round, you will answer the questions without any knowledge of the responses of other experts. In subsequent rounds, you will be provided with anonymous data that summarizes the responses of the group and will then be given the opportunity to revise your ratings in light of the group judgments. The surveys will be administered using Qualtrics. The first survey will take 20-30 minutes to complete. Subsequent survey rounds will take approximately 15 minutes to complete.

**C. RISKS AND BENEFITS**

You might face certain risks by participating in this research. The risks include possible breach of confidentiality. However, the likelihood of this risk is low. You may decline to answer any question. You may also withdraw from the study at any time without penalty.

This research is not intended to benefit you personally. However, your input will directly inform future intervention development that may benefit youths with disruptive behaviors and CU traits.

**D. CONFIDENTIALITY**

We will not allow anyone to access your information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be coded. That means that the information will be identified by a code only. The researcher will have a list that links the code to your name.

We will protect the information by storing it on a secure server while the study is being conducted. Survey program security features meet those required by federal funding agencies. Your data will be assembled in a password-protected master database containing only your coded identification number and no personal identifying information. The file linking the coded identification number to your identifying information will be kept in a different password-protected file. De-identified survey data may be used to answer future research questions. We intend to publish the results of the research. However, it will not be possible to identify you in the published results.

**F. CONDITIONS OF PARTICIPATION**

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher in writing within 1 month of your survey completion date.

As a compensatory indemnity for participating in this research, you will receive a $25 gift card for each round of completed survey. If you discontinue or withdraw from the study, you are still entitled to receive the $25 gift card. To make sure that research money is being spent properly, auditors from Concordia University or outside will have access to a coded list of participants. It will not be possible to identify you from this list.

There are no negative consequences for not participating, stopping in the middle of the study, or asking us not to use your information.

C3 **G. PARTICIPANT'S DECLARATION**

I have read and understood this form. I have had the chance to ask questions, and all questions have been answered. I agree to participate in this research under the conditions described.

- ○ NAME (1) _____
- ○ TODAY'S DATE (2) _____

C4 SIGNATURE

Captcha Please check the box if you are a clinician or practice expert.

C5 If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

End of Block: Consent

Start of Block: Demographics

Instructions Thank you for agreeing to participate in our research! We truly value your time and input. This survey should take about 20 minutes. You may pause and return to the survey at any time. If you have questions and/or experience any technical difficulties, please contact us at: sparklab@concordia.ca.

Demo Instuctions Instructions: Please answer the following demographic questions.

Gender How do you self-identify in terms of gender?

- ○ Female (or primarily feminine) (1)
- ○ Male (or primarily masculine) (2)
- ○ Non-Binary/Trans/Gender Diverse (3)
- ○ Prefer to self-describe: (4) _____
- ○ Prefer not to answer (5)

Age What is your age?

- ○ Age: (1) _____
- ○ Prefer not to answer (2)

Race How would you describe your race/ethnicity? (select all that apply)

- [ ] Asian (1)
- [ ] Aboriginal/ Indigenous (2)
- [ ] Black (3)
- [ ] Hispanic/ Latino/ Latina/ LatinX (4)
- [ ] Middle Eastern (5)
- [ ] White (6)
- [ ] Another ethnicity not listed: (7) _____
- [ ] Prefer not to answer (8)

Highest Ed What is the highest level of education you have completed?

- ○ Some high school (no diploma) (1)
- ○ High school degree or equivalent (2)
- ○ Trade/ technical/ vocational training (3)
- ○ Some college (4)
- ○ Bachelor's degree (5)
- ○ Master's degree (6)
- ○ Ph.D., Psy.D, or equivalent (7)
- ○ M.D. (8)
- ○ Other (please specify): (9) _____

Degree discipline What discipline was your highest degree in?

- ○ Clinical psychology (1)
- ○ Counselling psychology (2)
- ○ School psychology (3)
- ○ Psychiatry (4)
- ○ Psychotherapy (5)
- ○ Mental health (6)
- ○ Developmental psychology (7)
- ○ Social work (8)
- ○ Marriage and family therapy (MFT) (9)
- ○ Public health (10)
- ○ Another not listed (please specify:) (12)

_____

X→ X→

Employ status What is your current employment status?

- [ ] Full-time employment (1)
- [ ] Part-time employment (2)
- [ ] Occasional employment (3)
- [ ] On-leave (4)
- [ ] Retired (5)
- [ ] Student (6)
- [ ] Not currently employed (7)

Country_work In which country does your work take place?

_____

Work setting In what type of setting does most of your work take place?

- ○ 2 or 4 year College/University (1)
- ○ Hospital/academic medical hospital (not VA) (2)
- ○ Non-profit research institutions (3)
- ○ Outpatient mental health (4)
- ○ Inpatient mental health (5)
- ○ Elementary or secondary schools or other educational settings (6)
- ○ Counseling or guidance centers (7)
- ○ Private practice (solo or group) (8)
- ○ Corrections/legal settings (9)
- ○ Veteran Affairs Medical Center or military hospital (10)
- ○ Government setting (not VA or correctional) (11)
- ○ Rehabilitation facilities (12)
- ○ Another not listed (please specify:) (13) _____

X→ X→

Work age group What age group(s) do you typically work with? [select all that apply]

- ☐ Young childhood (3- to 5- years-old) (1)
- ☐ Middle childhood (6- to 12-years-old) (2)
- ☐ Adolescence/young adults (13- to 25-years-old) (3)

Yrs exp DB How many years of experience do you have working with youths with disruptive behaviours? (##)

_____

Yrs exp CU CU features are defined as low empathy, low remorse/guilt, unconcern about poor performance in important activities, or shallow emotions. How many years of experience do you have working with youths with CU features? (##)

_____

Tx training Which of the following treatments have you been trained in or have you delivered [select all that apply]?

- [ ] Parent behavioural therapy/behavioural management (individual, group, with or without child participation) (1)
- [ ] Child behavioural therapy (e.g., problem solving skills training, Incredible Years Dinosaur) (2)
- [ ] Cognitive behavioural therapy (CBT) (3)
- [ ] Functional family therapy (4)
- [ ] Multisystemic therapy (5)
- [ ] Family therapy (6)
- [ ] Aggression replacement training (7)
- [ ] Attachment-based therapy (8)
- [ ] Another not listed (please describe:) (9) _____

Activities_clin_DB In which of the following activities have you engaged in relation to disruptive behaviours [select all that apply]:

- [ ] Licensed provider clinically working with youths with disruptive behaviours (1)
- [ ] Board certification or equivalent certification. Specify discipline(s) (2) _____
- [ ] Invited speaker at a conference, workshop, or seminar related to disruptive behaviours (3)
- [ ] Author or co-author of practice guidelines related to disruptive behaviours (4)
- [ ] Author or co-author of clinical education resources related to disruptive behaviours (5)
- [ ] Author or co-author of peer-reviewed publications related to disruptive behaviours (6)
- [ ] Author or co-author of books or book chapters related to disruptive behaviours (7)
- [ ] Investigator, collaborator, or consultant on research grant(s) related to disruptive behaviours (8)
- [ ] None of the above (9)

Activities_clin_CU In which of the following activities have you engaged in relation to callous-unemotional features [select all that apply]:

- [ ] Licensed provider clinically working with youths with callous-unemotional features (1)
- [ ] Invited speaker at a conference, workshop, or seminar related to callous-unemotional features (3)
- [ ] Author or co-author of practice guidelines related to callous-unemotional features (4)
- [ ] Author or co-author of clinical education resources related to callous-unemotional features (5)
- [ ] Author or co-author of peer-reviewed publications related to callous-unemotional features (6)
- [ ] Author or co-author of books or book chapters related to callous-unemotional features (7)
- [ ] Investigator, collaborator, or consultant on research grant(s) related to callous-unemotional features (8)
- [ ] None of the above (9)

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End of Block: Demographics

Start of Block: Delphi

Questionnaire instr Next, you will be asked to rate some factors that cause, maintain, or worsen disruptive behaviours and/or callous-unemotional (CU) features in youths. We want to figure out how to best tailor, adapt, or enhance treatment. We are especially interested in your expert opinion on which factor(s) are essential and should be prioritized in treatment for youths with disruptive behaviours and CU features.

**Disruptive behaviours** include: oppositional or defiant behaviours toward authority figures, physical aggression, relational aggression, truancy (skipping school), stealing, destruction of property, or other criminal/delinquent behaviours.

**Callous-unemotional (CU) features** include: low empathy (eg. disregard for the feelings of others), low remorse/guilt when they do something wrong, lack of concern about poor performance in important activities (eg. school, work), and limited display of emotions or show emotions in ways that seem shallow or insincere.

Emotional instr **Instructions:** Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU features. We ask that you make separate ratings for children (ages 3-12) and adolescents (ages 13-18). Your ratings can be the same or different for children versus adolescents.

Please answer these questions based on your expertise as a treatment provider.

If you have questions and/or experience any technical difficulties, please contact us at: sparklab@concordia.ca.

X→ X→

Emotional factors **Emotional Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13-18) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Impaired processing of emotional cues or signals (eg. reduced attention to emotions and difficulty recognizing emotions such as facial expressions) (Emo_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Deficits in empathy (eg. difficulty sharing the feelings of others or feeling concern for others) (Emo_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Impaired ability to regulate emotions (eg. use of unhelpful strategies to manage emotions) (Emo_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Low emotional verbal fluency (eg. difficulty describing feelings in words) (Emo_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Experience of high negative emotions | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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|---|---|
| (anger, frustration) and/or low positive emotions (happy, joy, love) (Emo_5) | |

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Cognitive instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Cognitive factors **Cognitive Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13-18) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) |

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|---|---|---|---|---|---|---|---|---|---|---|
| Deficits in Theory of Mind or perspective taking (eg. difficulty taking someone else's perspective or understanding their feelings) (Cog_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Low sensitivity to punishment (eg. less affected by consequences or punishment) (Cog_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| High sensitivity to reward (eg. strongly motivated by rewards) (Cog_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Moral reasoning impairments (eg. believes it is acceptable to engage in behaviours that benefit self even when it harms others) (Cog_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Endorsing deviant goals/values (eg. believes it is acceptable to use aggression to get what they | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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|---|---|---|---|---|---|---|---|---|---|---|
| want or believes it is acceptable to lie) (Cog_5) | | | | | | | | | | |
| Lower self-esteem (Cog_6) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hostile attribution bias (eg. tendency to interpret others' actions as intentionally hostile) (Cog_7) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Executive function problems (eg. difficulties with self-control, sticking with tasks, or changing focus/adapting to new tasks) (Cog_8) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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Temperament instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Temperament Factors **Temperament and Personality Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13-18) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Ve Hi Pric (5 |

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|---|---|---|---|---|---|---|---|---|---|
| Fearlessness or low behavioural inhibition (eg. low tendency to fear or withdraw from unfamiliar situations) (Temp_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Thrill-seeking/risk-taking (Temp_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Narcissistic personality traits (eg. excessive sense of self-importance, need to be admired, tend to lie, arrogant, manipulative) (Temp_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Low agreeableness (eg. not very kind, friendly, cooperative) (Temp_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Low conscientiousness (eg. not very responsible, organized, careful) (Temp_5) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Difficult temperament (eg. negative mood, less flexible, strong reactions) (Temp_6) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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Parental instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Parental Factors **Parental Factors**
The following factors are related to a youth with a parent who engages in the following behaviours.

| | Children (ages 3-12) | | | | | Adolescents (ages 13- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | Hi Pri (4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Low parental warmth (eg. parent shows low affection or low emotional closeness) (Parent_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Lower sensitivity/ less responsive to child's emotional needs (eg. parent not noticing or responding to child's emotions) (Parent_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Low parental involvement/monitoring (eg. parent not being involved or aware of what child is doing) (Parent_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Negative parenting practices (eg. parent engages in harsh/abusive, hostile, insensitive, or other behaviours that hurt the child) (Parent_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Inconsistent parenting practices (eg. parent frequently changes rules/expectations/response to child) (Parent_5) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Home chaos (eg. a lack of predictability or routine, disorganization in the home) (Parent_6) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| High family/parental conflict (Parent_7) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Parental rejection (eg. parent having negative feelings towards child or is dissatisfied with child) (Parent_8) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Parents' emotion socialization style (eg. parent teaching unhelpful ways to express/manage emotions, or lack of teaching of emotions) (Parent_9) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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|---|---|---|---|---|---|---|---|---|
| Parental negative cognitions about the child (eg. parent believes that their child purposefully misbehaves) (Parent_10) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Insecure or disorganized attachment (eg. parent struggles with building trust with their child, leading child to feel anxious or hesitant about getting close) (Parent_11) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Parent psychopathy/callous-unemotional features (eg. parent who shows little empathy or care for others) (Parent_12) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Parent antisocial behaviours (eg. parent behaving in ways that break rules or harm others) (Parent_13) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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Peer instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Peer Factors **Peer Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13-18) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) |

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|---|---|---|---|---|---|---|---|---|---|---|
| Low quality of friendships (eg. low connection with friends and not feeling supported by friends) (Peer_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Subject to peer victimization (eg. being bullied by peers) (Peer_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| This is a validation question. Please rate this item as LOW PRIORITY for children and adolescents. (Valid_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Affiliation with deviant peers (eg. hanging out with the 'wrong crowd') (Peer_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Peer rejection (eg. not being accepted by peers) (Peer_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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Environmental instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Environment Factors **Environmental/School Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | Hig Prio (4 |
| Neighbourhood deprivation/impoverishment or low socioeconomic status (Env_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| Neighbourhood disorder or community violence exposure (Env_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| Exposure to interpersonal trauma/victimization (eg. exposure to abuse, violence, or neglect) (Env_3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| Low interest/involvement in school (Env_4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

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Behavioural instr Please rate each factor in terms of **priority to address** in treatment for youths with disruptive behaviours and CU.

Behavioural Factors **Behavioural Factors**

| | Children (ages 3-12) | | | | | Adolescents (ages 13-1 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | High Priority (4) | Very High Priority (5) | Very Low Priority (1) | Low Priority (2) | Medium Priority (3) | Hig Prio (4 |
| Aggressive/defiant/conduct problem behaviours (Bx_1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| Low prosocial behaviours (eg. lack of helping, sharing, cooperating with others) (Bx_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| This is a validation question. Please rate this item as VERY LOW PRIORITY for children and adolescents. (Valid_2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

**End of Block: Delphi**

**Start of Block: Feedback and Additional Questions**

Factor feedback Do you have any feedback or questions regarding any of the factors you just rated (e.g., wording was unclear, difficult to distinguish between factors, some factors have sub-parts that should be separated, etc.)?

_____

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Additional factors Are there additional factors that we have not asked about that you feel is essential to include in treatment?

_____

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Rank_Ch If you can only choose 3 factors to address in treatment for children (ages 3-12) with disruptive behaviours and CU features, which 3 would you choose?

*Note: Only factors you previously rated as "High priority" and "Very high priority" will appear. If no factors appear (ie. you did not rate any factor as "High priority" or "Very high priority"), please continue to the next question.*

*Display This Choice:*

*If Emotional factors#1 [ Impaired processing of emotional cues or signals (eg. reduced attention to emotions and difficulty recognizing emotions such as facial expressions) ] (Recode) >= 4*

☐ Impaired processing of emotional cues or signals (e.g., reduced attention to emotions and difficulty recognizing emotions such as facial expressions) (1)

*Display This Choice:*

*If Emotional factors#1 [ Deficits in empathy (eg. difficulty sharing the feelings of others or feeling concern for others) ] (Recode) >= 4*

☐ Deficits in empathy (e.g., difficulty sharing the feelings of others or feeling concern for others) (2)

*Display This Choice:*

*If Emotional factors#1 [ Deficits in empathy (eg. difficulty sharing the feelings of others or feeling concern for others) ] (Recode) >= 4*

☐ Impaired ability to regulate emotions (e.g., use of unhelpful strategies to manage emotions) (3)

*Display This Choice:*

*If Emotional factors#1 [ Low emotional verbal fluency (eg. difficulty describing feelings in words) ] (Recode) >= 4*

☐ Low emotional verbal fluency (e.g., difficulty describing feelings in words) (4)

*Display This Choice:*

*If Emotional factors#1 [ Experience of high negative emotions (anger, frustration) and/or low positive emotions (happy, joy, love) ] (Recode) >= 4*

☐ Experience of high negative emotions (anger, frustration) and/or low positive emotions (happy, joy, love) (5)

*Display This Choice:*

*If Cognitive factors#1 [ Deficits in Theory of Mind or perspective taking (eg. difficulty taking someone else's perspective or understanding their feelings) ] (Recode) >= 4*

☐ Deficits in Theory of Mind or perspective taking (e.g., difficulty taking someone else's perspective or understanding their feelings) (6)

*Display This Choice:*

*If Cognitive factors#1 [ Low sensitivity to punishment (eg. less affected by consequences or punishment) ] (Recode) >= 4*

☐ Low sensitivity to punishment (e.g., less affected by consequences or punishment) (7)

*Display This Choice:*

*If Cognitive factors#1 [ High sensitivity to reward (eg. strongly motivated by rewards) ] (Recode) >= 4*

☐ High sensitivity to reward (e.g., strongly motivated by rewards) (8)

*Display This Choice:*

*If Cognitive factors#1 [ Moral reasoning impairments (eg. believes it is acceptable to engage in behaviours that benefit self even when it harms others) ] (Recode) >= 4*

☐ Moral reasoning impairments (e.g., believes it is acceptable to engage in behaviors that benefit self even when it harms others) (9)

*Display This Choice:*

*If Cognitive factors#1 [ Endorsing deviant goals/values (eg. believes it is acceptable to use aggression to get what they want or believes it is acceptable to lie) ] (Recode) >= 4*

☐ Endorsing deviant goals/values (e.g., believes it is acceptable to use aggression to get what they want or believes it is acceptable to lie) (10)

*Display This Choice:*

*If Cognitive factors#1 [ Lower self-esteem ] (Recode) >= 4*

☐ Lower self-esteem (11)

*Display This Choice:*

*If Cognitive factors#1 [ Hostile attribution bias (eg. tendency to interpret others' actions as intentionally hostile) ] (Recode) >= 4*

☐ Hostile attribution bias (e.g., tendency to interpret others' actions as intentionally hostile) (12)

*Display This Choice:*

*If Cognitive factors#1 [ Executive function problems (eg. difficulties with self-control, sticking with tasks, or changing focus/adapting to new tasks) ] (Recode) >= 4*

☐ Executive function problems (e.g., difficulties with self-control, sticking with tasks, or changing focus/adapting to new tasks) (13)

*Display This Choice:*

*If Temperament Factors#1 [ Fearlessness or low behavioural inhibition (eg. low tendency to fear or withdraw from unfamiliar situations) ] (Recode) >= 4*

☐ Fearlessness or low behavioural inhibition (e.g., low tendency to fear or withdraw from unfamiliar situations) (14)

*Display This Choice:*

*If Temperament Factors#1 [ Thrill-seeking/risk-taking ] (Recode) >= 4*

☐ Thrill-seeking/risk-taking (15)

*Display This Choice:*

*If Temperament Factors#1 [ Narcissistic personality traits (eg. excessive sense of self-importance, need to be admired, tend to lie, arrogant, manipulative) ] (Recode) >= 4*

☐ Narcissistic personality traits (e.g., excessive sense of self-importance, need to be admired, tend to lie, arrogant, manipulative) (16)

*Display This Choice:*

*If Temperament Factors#1 [ Low agreeableness (eg. not very kind, friendly, cooperative) ] (Recode) >= 4*

☐ Low agreeableness (e.g., not very kind, friendly, cooperative) (17)

*Display This Choice:*

*If Temperament Factors#1 [ Low conscientiousness (eg. not very responsible, organized, careful) ] (Recode) >= 4*

☐ Low conscientiousness (e.g., not very responsible, organized, careful) (18)

*Display This Choice:*

*If Temperament Factors#1 [ Difficult temperament (eg. negative mood, less flexible, strong reactions) ] (Recode) >= 4*

☐ Difficult temperament (e.g., negative mood, less flexible, strong reactions) (19)

*Display This Choice:*

*If Parental Factors#1 [ Low parental warmth (eg. parent shows low affection or low emotional closeness) ] (Recode) >= 4*

☐ Low parental warmth (e.g., parent shows low affection or low emotional closeness) (20)

*Display This Choice:*

*If Parental Factors#1 [ Lower sensitivity/ less responsive to child's emotional needs (eg. parent not noticing or responding to child's emotions) ] (Recode) >= 4*

☐ Lower sensitivity/ less responsive to child's emotional needs (e.g., parent not noticing or responding to child's emotions) (21)

*Display This Choice:*

*If Parental Factors#1 [ Low parental involvement/monitoring (eg. parent not being involved or aware of what child is doing) ] (Recode) >= 4*

☐ Low parental involvement/monitoring (e.g., parent not being involved or aware of what child is doing) (22)

*Display This Choice:*

*If Parental Factors#1 [ Negative parenting practices (eg. parent engages in harsh/abusive, hostile, insensitive, or other behaviours that hurt the child) ] (Recode) >= 4*

☐ Negative parenting practices (e.g., parent engages in harsh/abusive, hostile, insensitive, or other behaviors that hurt the child) (23)

*Display This Choice:*

*If Parental Factors#1 [ Inconsistent parenting practices (eg. parent frequently changes rules/expectations/response to child) ] (Recode) >= 4*

☐ Inconsistent parenting practices (e.g., parent frequently changes rules/expectations/response to child) (24)

*Display This Choice:*

*If Parental Factors#1 [ Home chaos (eg. a lack of predictability or routine, disorganization in the home) ] (Recode) >= 4*

☐ Home chaos (e.g., a lack of predictability or routine, disorganization in the home) (25)

*Display This Choice:*

*If Parental Factors#1 [ High family/parental conflict ] (Recode) >= 4*

☐ High family/parental conflict (26)

*Display This Choice:*

*If Parental Factors#1 [ Parental rejection (eg. parent having negative feelings towards child or is dissatisfied with child) ] (Recode) >= 4*

☐ Parental rejection (e.g., parent having negative feelings towards child or is dissatisfied with child) (27)

*Display This Choice:*

*If Parental Factors#1 [ Parents' emotion socialization style (eg. parent teaching unhelpful ways to express/manage emotions, or lack of teaching of emotions) ] (Recode) >= 4*

☐ Parents' emotion socialization style (e.g., parent teaching unhelpful ways to express/manage emotions, or lack of teaching of emotions) (28)

*Display This Choice:*

*If Parental Factors#1 [ Parental negative cognitions about the child (eg. parent believes that their child purposefully misbehaves) ] (Recode) >= 4*

☐ Parental negative cognitions about the child (e.g., parent believes that their child purposefully misbehaves) (29)

*Display This Choice:*

*If Parental Factors#1 [ Insecure or disorganized attachment (eg. parent struggles with building trust with their child, leading child to feel anxious or hesitant about getting close) ] (Recode) >= 4*

☐ Insecure or disorganized attachment (e.g., parent struggles with building trust with their child, leading child to feel anxious or hesitant about getting close) (30)

*Display This Choice:*

*If Parental Factors#1 [ Parent psychopathy/callous-unemotional features (eg. parent who shows little empathy or care for others) ] (Recode) >= 4*

☐ Parent psychopathy/callous-unemotional traits (e.g., parent who shows little empathy or care for others) (31)

*Display This Choice:*

*If Parental Factors#1 [ Parent antisocial behaviours (eg. parent behaving in ways that break rules or harm others) ] (Recode) >= 4*

☐ Parent antisocial behaviors (e.g., parent behaving in ways that break rules or harm others) (32)

*Display This Choice:*

*If Peer Factors#1 [ Low quality of friendships (eg. low connection with friends and not feeling supported by friends) ] (Recode) >= 4*

☐ Low quality of friendships (e.g., low connection with friends and not feeling supported by friends) (33)

*Display This Choice:*

*If Peer Factors#1 [ Subject to peer victimization (eg. being bullied by peers) ] (Recode) >= 4*

☐ Subject to peer victimization (e.g., being bullied by peers) (34)

*Display This Choice:*

*If Peer Factors#1 [ Affiliation with deviant peers (eg. hanging out with the 'wrong crowd') ] (Recode) >= 4*

☐ Affiliation with deviant peers (e.g., hanging out with the 'wrong crowd') (35)

*Display This Choice:*

*If Peer Factors#1 [ Peer rejection (eg. not being accepted by peers) ] (Recode) >= 4*

☐ Peer rejection (e.g., not being accepted by peers) (36)

*Display This Choice:*

*If Environment Factors#1 [ Neighbourhood deprivation/impoverishment or low socioeconomic status ] (Recode) >= 4*

☐ Neighbourhood deprivation/impoverishment or low socioeconomic status (37)

*Display This Choice:*

*If Environment Factors#1 [ Neighbourhood disorder or community violence exposure ] (Recode) >= 4*

☐ Neighbourhood disorder or community violence exposure (38)

*Display This Choice:*

*If Environment Factors#1 [ Exposure to interpersonal trauma/victimization (eg. exposure to abuse, violence, or neglect) ] (Recode) >= 4*

☐ Exposure to interpersonal trauma/victimization (e.g., exposure to abuse, violence, or neglect) (39)

*Display This Choice:*

*If Environment Factors#1 [ Low interest/involvement in school ] (Recode) >= 4*

☐ Low interest/involvement in school (40)

*Display This Choice:*

*If Behavioural Factors#1 [ Aggressive/defiant/conduct problem behaviours ] (Recode) >= 4*

☐ Aggressive/defiant/conduct problem behaviors (41)

*Display This Choice:*

*If Behavioural Factors#1 [ Low prosocial behaviours (eg. lack of helping, sharing, cooperating with others) ] (Recode) >= 4*

☐ Low prosocial behaviours (e.g., lack of helping, sharing, cooperating with others) (42)

Page Break

Rank_Adol Similarly, if you can only choose 3 factors to address in treatment for adolescents (ages 13-18) with disruptive behaviours and CU features, which 3 would you choose?

*Note: Only factors you previously rated as "High priority" and "Very high priority" will appear. If no factors appear (ie. you did not rate any factor as "High priority" or "Very high priority"), please continue to the next question.*

*Display This Choice:*

*If Emotional factors#2 [ Impaired processing of emotional cues or signals (eg. reduced attention to emotions and difficulty recognizing emotions such as facial expressions) ] (Recode) >= 4*

☐ Impaired processing of emotional cues or signals (e.g., reduced attention to emotions and difficulty recognizing emotions such as facial expressions) (1)

*Display This Choice:*

*If Emotional factors#2 [ Deficits in empathy (eg. difficulty sharing the feelings of others or feeling concern for others) ] (Recode) >= 4*

☐ Deficits in empathy (e.g., difficulty sharing the feelings of others or feeling concern for others) (2)

*Display This Choice:*

*If Emotional factors#2 [ Impaired processing of emotional cues or signals (eg. reduced attention to emotions and difficulty recognizing emotions such as facial expressions) ] (Recode) >= 4*

☐ Impaired ability to regulate emotions (e.g., use of unhelpful strategies to manage emotions) (3)

*Display This Choice:*

*If Emotional factors#2 [ Low emotional verbal fluency (eg. difficulty describing feelings in words) ] (Recode) >= 4*

☐ Low emotional verbal fluency (e.g., difficulty describing feelings in words) (4)

*Display This Choice:*

*If Emotional factors#2 [ Experience of high negative emotions (anger, frustration) and/or low positive emotions (happy, joy, love) ] (Recode) >= 4*

☐ Experience of high negative emotions (anger, frustration) and/or low positive emotions (happy, joy, love) (5)

*Display This Choice:*

*If Cognitive factors#2 [ Deficits in Theory of Mind or perspective taking (eg. difficulty taking someone else's perspective or understanding their feelings) ] (Recode) >= 4*

☐ Deficits in Theory of Mind or perspective taking (e.g., difficulty taking someone else's perspective or understanding their feelings) (6)

*Display This Choice:*

*If Cognitive factors#2 [ Low sensitivity to punishment (eg. less affected by consequences or punishment) ] (Recode) >= 4*

☐ Low sensitivity to punishment (e.g., less affected by consequences or punishment) (7)

*Display This Choice:*

*If Cognitive factors#2 [ High sensitivity to reward (eg. strongly motivated by rewards) ] (Recode) >= 4*

☐ High sensitivity to reward (e.g., strongly motivated by rewards) (8)

*Display This Choice:*

*If Cognitive factors#2 [ Moral reasoning impairments (eg. believes it is acceptable to engage in behaviours that benefit self even when it harms others) ] (Recode) >= 4*

☐ Moral reasoning impairments (e.g., believes it is acceptable to engage in behaviors that benefit self even when it harms others) (9)

*Display This Choice:*

*If Cognitive factors#2 [ Endorsing deviant goals/values (eg. believes it is acceptable to use aggression to get what they want or believes it is acceptable to lie) ] (Recode) >= 4*

☐ Endorsing deviant goals/values (e.g., believes it is acceptable to use aggression to get what they want or believes it is acceptable to lie) (10)

*Display This Choice:*

*If Cognitive factors#2 [ Lower self-esteem ] (Recode) >= 4*

☐ Lower self-esteem (11)

*Display This Choice:*

*If Cognitive factors#2 [ Hostile attribution bias (eg. tendency to interpret others' actions as intentionally hostile) ] (Recode) >= 4*

☐ Hostile attribution bias (e.g., tendency to interpret others' actions as intentionally hostile) (12)

*Display This Choice:*

*If Cognitive factors#2 [ Executive function problems (eg. difficulties with self-control, sticking with tasks, or changing focus/adapting to new tasks) ] (Recode) >= 4*

☐ Executive function problems (e.g., difficulties with self-control, sticking with tasks, or changing focus/adapting to new tasks) (13)

*Display This Choice:*

*If Temperament Factors#2 [ Fearlessness or low behavioural inhibition (eg. low tendency to fear or withdraw from unfamiliar situations) ] (Recode) >= 4*

☐ Fearlessness or low behavioural inhibition (e.g., low tendency to fear or withdraw from unfamiliar situations) (14)

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*If Temperament Factors#2 [ Thrill-seeking/risk-taking ] (Recode) >= 4*

☐ Thrill-seeking/risk-taking (15)

*Display This Choice:*

*If Temperament Factors#2 [ Narcissistic personality traits (eg. excessive sense of self-importance, need to be admired, tend to lie, arrogant, manipulative) ] (Recode) >= 4*

☐ Narcissistic personality traits (e.g., excessive sense of self-importance, need to be admired, tend to lie, arrogant, manipulative) (16)

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*If Temperament Factors#2 [ Low agreeableness (eg. not very kind, friendly, cooperative) ] (Recode) >= 4*

☐ Low agreeableness (e.g., not very kind, friendly, cooperative) (17)

*Display This Choice:*

*If Temperament Factors#2 [ Low conscientiousness (eg. not very responsible, organized, careful) ] (Recode) >= 4*

☐ Low conscientiousness (e.g., not very responsible, organized, careful) (18)

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*If Temperament Factors#2 [ Difficult temperament (eg. negative mood, less flexible, strong reactions) ] (Recode) >= 4*

☐ Difficult temperament (e.g., negative mood, less flexible, strong reactions) (19)

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*If Parental Factors#2 [ Low parental warmth (eg. parent shows low affection or low emotional closeness) ] (Recode) >= 4*

☐ Low parental warmth (e.g., parent shows low affection or low emotional closeness) (20)

*Display This Choice:*

*If Parental Factors#2 [ Lower sensitivity/ less responsive to child's emotional needs (eg. parent not noticing or responding to child's emotions) ] (Recode) >= 4*

☐ Lower sensitivity/ less responsive to child's emotional needs (e.g., parent not noticing or responding to child's emotions) (21)

*Display This Choice:*

*If Parental Factors#2 [ Low parental involvement/monitoring (eg. parent not being involved or aware of what child is doing) ] (Recode) >= 4*

☐ Low parental involvement/monitoring (e.g., parent not being involved or aware of what child is doing) (22)

*Display This Choice:*

*If Parental Factors#2 [ Negative parenting practices (eg. parent engages in harsh/abusive, hostile, insensitive, or other behaviours that hurt the child) ] (Recode) >= 4*

☐ Negative parenting practices (e.g., parent engages in harsh/abusive, hostile, insensitive, or other behaviors that hurt the child) (23)

*Display This Choice:*

*If Parental Factors#2 [ Inconsistent parenting practices (eg. parent frequently changes rules/expectations/response to child) ] (Recode) >= 4*

☐ Inconsistent parenting practices (e.g., parent frequently changes rules/expectations/response to child) (24)

*Display This Choice:*

*If Parental Factors#2 [ Home chaos (eg. a lack of predictability or routine, disorganization in the home) ] (Recode) >= 4*

☐ Home chaos (e.g., a lack of predictability or routine, disorganization in the home) (25)

*Display This Choice:*

*If Parental Factors#2 [ High family/parental conflict ] (Recode) >= 4*

☐ High family/parental conflict (26)

*Display This Choice:*

*If Parental Factors#2 [ Parental rejection (eg. parent having negative feelings towards child or is dissatisfied with child) ] (Recode) >= 4*

☐ Parental rejection (e.g., parent having negative feelings towards child or is dissatisfied with child) (27)

*Display This Choice:*

*If Parental Factors#2 [ Parents' emotion socialization style (eg. parent teaching unhelpful ways to express/manage emotions, or lack of teaching of emotions) ] (Recode) >= 4*

☐ Parents' emotion socialization style (e.g., parent teaching unhelpful ways to express/manage emotions, or lack of teaching of emotions) (28)

*Display This Choice:*

*If Parental Factors#2 [ Parental negative cognitions about the child (eg. parent believes that their child purposefully misbehaves) ] (Recode) >= 4*

☐ Parental negative cognitions about the child (e.g., parent believes that their child purposefully misbehaves) (29)

*Display This Choice:*

*If Parental Factors#2 [ Insecure or disorganized attachment (eg. parent struggles with building trust with their child, leading child to feel anxious or hesitant about getting close) ] (Recode) >= 4*

☐ Insecure or disorganized attachment (e.g., parent struggles with building trust with their child, leading child to feel anxious or hesitant about getting close) (30)

*Display This Choice:*

*If Parental Factors#2 [ Parent psychopathy/callous-unemotional features (eg. parent who shows little empathy or care for others) ] (Recode) >= 4*

☐ Parent psychopathy/callous-unemotional traits (e.g., parent who shows little empathy or care for others) (31)

*Display This Choice:*

*If Parental Factors#2 [ Parent antisocial behaviours (eg. parent behaving in ways that break rules or harm others) ] (Recode) >= 4*

☐ Parent antisocial behaviors (e.g., parent behaving in ways that break rules or harm others) (32)

*Display This Choice:*

*If Peer Factors#2 [ Low quality of friendships (eg. low connection with friends and not feeling supported by friends) ] (Recode) >= 4*

☐ Low quality of friendships (e.g., low connection with friends and not feeling supported by friends) (33)

*Display This Choice:*

*If Peer Factors#2 [ Subject to peer victimization (eg. being bullied by peers) ] (Recode) >= 4*

☐ Subject to peer victimization (e.g., being bullied by peers) (34)

*Display This Choice:*

*If Peer Factors#2 [ Affiliation with deviant peers (eg. hanging out with the 'wrong crowd') ] (Recode) >= 4*

☐ Affiliation with deviant peers (e.g., hanging out with the 'wrong crowd') (35)

*Display This Choice:*

*If Peer Factors#2 [ Peer rejection (eg. not being accepted by peers) ] (Recode) >= 4*

☐ Peer rejection (e.g., not being accepted by peers) (36)

*Display This Choice:*

*If Environment Factors#2 [ Neighbourhood deprivation/impoverishment or low socioeconomic status ] (Recode) >= 4*

☐ Neighbourhood deprivation/impoverishment or low socioeconomic status (37)

*Display This Choice:*

*If Environment Factors#2 [ Neighbourhood disorder or community violence exposure ] (Recode) >= 4*

☐ Neighbourhood disorder or community violence exposure (38)

*Display This Choice:*

*If Environment Factors#2 [ Exposure to interpersonal trauma/victimization (eg. exposure to abuse, violence, or neglect) ] (Recode) >= 4*

☐ Exposure to interpersonal trauma/victimization (e.g., exposure to abuse, violence, or neglect) (39)

*Display This Choice:*

*If Environment Factors#2 [ Low interest/involvement in school ] (Recode) >= 4*

☐ Low interest/involvement in school (40)

*Display This Choice:*

*If Behavioural Factors#2 [ Aggressive/defiant/conduct problem behaviours ] (Recode) >= 4*

☐ Aggressive/defiant/conduct problem behaviors (41)

*Display This Choice:*

*If Behavioural Factors#2 [ Low prosocial behaviours (eg. lack of helping, sharing, cooperating with others) ] (Recode) >= 4*

☐ Low prosocial behaviours (e.g., lack of helping, sharing, cooperating with others) (42)

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GC Email Please provide the email address where you would like to receive your gift card (this email will only be used for sending you the gift card).

_____

Page Break

GC Email confirm Please confirm that **${GC Email/ChoiceTextEntryValue}** is the correct email address to receive your gift card.

- ○ I confirm that the email address is correct (4)
- ○ No this is not correct (enter the correct email below): (7)

_____

Interview To complement our survey, we will be conducting individual interviews to guide the development of a novel intervention for youths with disruptive behaviours and CU features. May we contact you at a future date to see if you would be interested in participating in an interview?

- ○ Yes, you may contact me again (1)
- ○ No, thank you (2)

Referral We are also interested in the perspectives of other treatment providers and caregivers and would appreciate your help in reaching out to these experts. If you know of any individual or local organization/practice that we may reach out to, please provide their contact information below.

_____

**End of Block: Feedback and Additional Questions**