

Supplemental Table 1

Overview of E-CRI Impairment Ratings

0: No Impairment	Child is able to engage in predominantly harmonious relationships and age expectable activities/ routines. Exemplars: “ <i>very cooperative in public; easy going with peers</i> ”
1: Minimal Impairment	Child is able to engage in predominantly harmonious relationships and age expectable activities and routines with minor or occasional irritability-related disruptions in functioning. Disruptions are transient manner and/or occur in developmentally-expectable contexts. Exemplars: “ <i>gets irritable if very tired and have to leave somewhere; grumpiness interferes with sibling on occasion</i> ”
2: Moderate Impairment	Irritability causes notable impairment in ability to engage in predominantly harmonious relationships and/or age expectable activities and routines. At this level, irritability actively interferes with functioning. Disruptions are moderately intense, prolonged and/or frequent. Impairment in functioning is noted as problematic but not completely predominant. Exemplars: “ <i>his tantrums make me stressed and anxious;</i> ” “ <i>tantrums at times of transition slow things down</i> ”
3: Severe Impairment	Irritability leads to complete or almost complete inability to engage in predominantly harmonious and/or age expectable activities and routine. Child is very functionally impaired and these impairments are pervasive. Exemplars: “ <i>Bedtime is always interrupted due to irritable mood;</i> ” “ <i>screams, whines & kicks when doesn’t get her way.</i> ”

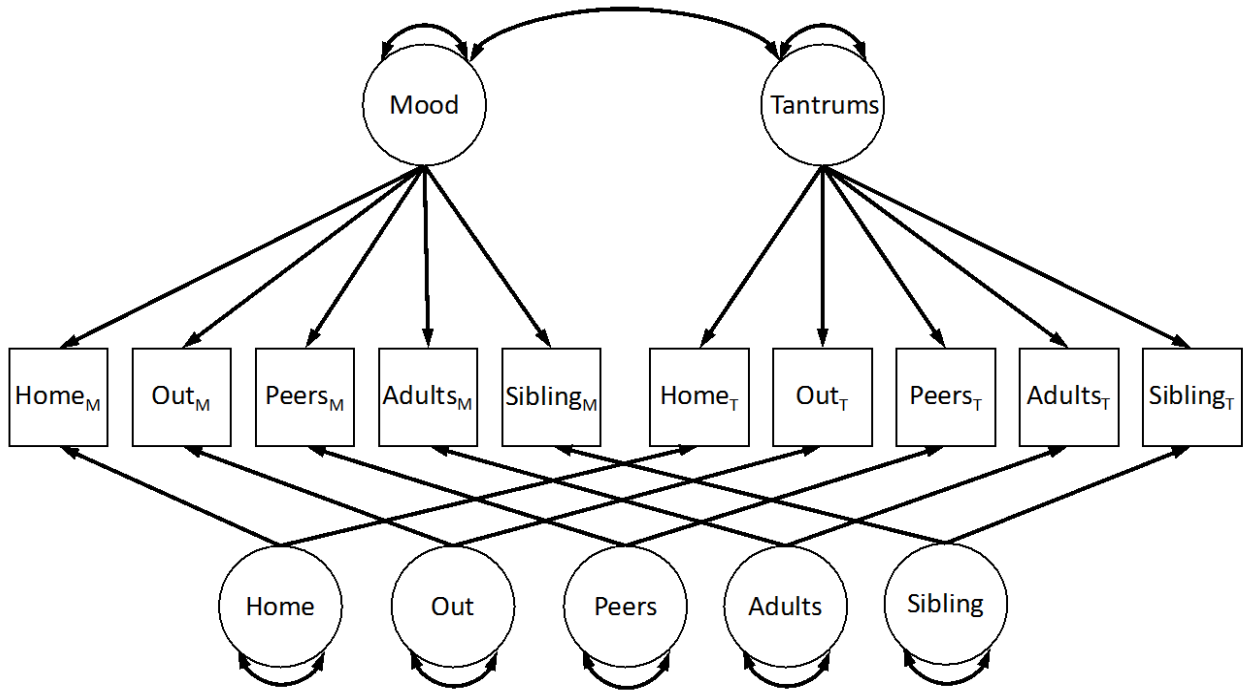
E-CRI Introduction

The interview was introduced to families as follows:

“We are interested in how young children learn to manage their emotions. Learning how to manage emotions is one of the biggest “jobs” that young children have because they are just discovering the world. As children learn to do new things, act independently, and discover that they can’t always have their way, this can lead to strong reactions. These types of angry or frustrated outbursts some families call “tantrums,” “fits,” “meltdowns,” or “acting out...” and are different for every child. As young children test out their growing independence, they may also get moody (including grumpy, grouchy, cranky, or “showing attitude”). We want to learn about how your child manages his/her angry or irritable moods and behaviors...”

Supplemental Table 2
E-CRI Impairment Rating Descriptives Across Samples

	EmoGrow					W2W					Chi-square	p
	0	1	2	3	M	0	1	2	3	M		
Tantrums: Home Life	2.6% (4)	62.9% (95)	31.1% (47)	3.3% (5)	1.351	35.8% (118)	47.0% (155)	16.1% (53)	1.2% (4)	0.827	63.59	<.0001
Moods: Home Life	8.6% (13)	67.5% (102)	21.2% (32)	2.6% (4)	1.179	30.9% (102)	51.8% (171)	16.4% (54)	0.9% (3)	0.873	29.57	<.0001
Tantrums: Out and About	39.1% (59)	48.3% (73)	9.9% (15)	2.6% (4)	0.762	64.4% (212)	27.7% (91)	6.7% (22)	1.2% (4)	0.447	27.45	<.0001
Moods: Out and About	43.7% (66)	49.7% (75)	6.0% (9)	0.7% (1)	0.636	59.0% (194)	32.5% (107)	8.2% (27)	0.3% (1)	0.498	13.49	.0037
Tantrums: Relationships with siblings	9.1% (12)	59.1% (78)	28.8% (38)	3.0% (4)	1.258	59.9% (100)	35.9% (60)	3.0% (5)	1.2% (2)	0.455	94.68	<.0001
Moods: Relationships with siblings	34.8% (46)	48.5% (64)	15.2% (20)	1.5% (2)	0.833	62.3% (104)	34.1% (57)	3.0% (5)	0.6% (1)	0.419	28.46	<.0001
Tantrums: Relationships with peers	57.6% (87)	35.8% (54)	6.0% (9)	0.7% (1)	0.497	85.8% (272)	11.7% (37)	2.2% (7)	0.3% (1)	0.170	45.62	<.0001
Moods: Relationships with peers	61.6% (93)	33.1% (50)	4.6% (7)	0.7% (1)	0.444	85.8% (272)	12.6% (40)	1.6% (5)	0.0% (0)	0.158	35.86	<.0001
Tantrums: Relationships with nonparental/other	56.3% (85)	36.4% (55)	6.0% (9)	1.3% (2)	0.523	74.6% (244)	20.5% (67)	4.3% (14)	0.6% (2)	0.309	16.55	.0009
Moods: Relationships with nonparental/other	54.3% (82)	35.8% (54)	9.3% (14)	0.7% (1)	0.563	72.5% (237)	22.9% (75)	4.0% (13)	0.6% (2)	0.327	16.54	.0009
Tantrums: Childcare/school life	78.8% (108)	17.5% (24)	2.9% (4)	0.7% (1)	0.255	75.8% (113)	21.5% (32)	2.0% (3)	0.7% (1)	0.275	0.90	.8262
Moods: Childcare/school life	67.2% (92)	27.0% (37)	5.1% (7)	0.7% (1)	0.394	77.2% (115)	19.5% (29)	3.4% (5)	0.0% (0)	0.262	4.36	.2249



Supplemental Figure 1. Path diagram for Multi-Trait Multi-Method E-CRI Structure