

**Supplemental File 1:  
PaRCADS Items**

*Note.* This file contains the original 83 items in the scale. Items 1.8, 3.3, 5.6 and 10.6 were removed in the revised version. In the online administration of the scale, questions were personalised with a target child's name and gender, as indicated by parentheses in the items. **FP** indicates a false positive item. Scoring information is available upon request from the authors.

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**The Parenting to Reduce Child Anxiety and Depression Scale (PaRCADS)**

This survey is about your general approach to parenting [Child name]. Please answer the questions as honestly as possible.

**1. Relationship with [Child name]**

Please indicate how often you do the following:					
1.1. I let [child name] know that I love [him/her].	Almost Never	Rarely	Sometimes	Often	Almost Always
1.2. I show [child name] physical affection (e.g. hugs, kisses, massages, tickles).	Almost Never	Rarely	Sometimes	Often	Almost Always
1.3. I provide encouragement to [child name] to help [him/her] feel good about [himself/herself].	Almost Never	Rarely	Sometimes	Often	Almost Always
1.4. I accept [child name] for who [he/she] is.	Almost Never	Rarely	Sometimes	Often	Almost Always
1.5. I make time to talk to [child name].	Almost Never	Rarely	Sometimes	Often	Almost Always
1.6. I have difficulty giving [child name] my full attention when [he/she] wants to talk to me. <b>(FP)</b>	Almost Never	Rarely	Sometimes	Often	Almost Always
1.7. I spend quality, one-on-one time with [child name].	Almost Never	Rarely	Sometimes	Often	Almost Always
1.8. I show my impatience with [child name] when [he/she] is talking to me. <b>(FP)</b>	Almost Never	Rarely	Sometimes	Often	Almost Always

**2. Involvement in [Child name]'s life**

Please indicate how often you do the following:					
2.1. I do activities together with [child name] that [he/she] finds fun.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.2. I take time to get to know [child name]'s friends.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.3. I show interest in what [child name] is doing at school.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.4. I monitor [child name]'s performance at school (e.g. check on homework, ask teachers about how [he/she] is doing).	Almost Never	Rarely	Sometimes	Often	Almost Always
2.5. I take steps to limit [child name]'s exposure to age-inappropriate material or any bullying on the internet.	Almost Never	Rarely	Sometimes	Often	Almost Always

2.6. I give [child name] opportunities to do things that [he/she] is good at, so as to build [his/her] confidence.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.7. I discourage [child name] from trying new things that might make [him/her] feel stressed. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
2.8. I encourage [child name] to be responsible for some tasks in [his/her] daily life.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.9. I give [child name] the opportunity to lead the way in some activities.	Almost Never	Rarely	Sometimes	Often	Almost Always
2.10. When [child name] is facing a problem, I try to solve it for [him/her]. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always

### 3. [Child name]'s relationships with others

Please indicate how often you do the following:					
3.1. [child name] sees me building strong positive relationships with other people.	Almost Never	Rarely	Sometimes	Often	Almost Always
3.2. I encourage [child name] to spend time with supportive adults outside the family.	Almost Never	Rarely	Sometimes	Often	Almost Always
3.3. I encourage [child name] to spend time with the family rather than [his/her] friends on weekends. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
3.4 I help [child name] develop good social skills.	Almost Never	Rarely	Sometimes	Often	Almost Always
I provide opportunities for [child name] to:					
3.5. ...spend time with supportive extended family members and close family friends.	Almost Never	Rarely	Sometimes	Often	Almost Always
3.6. ...spend time with [his/her] own friends.	Almost Never	Rarely	Sometimes	Often	Almost Always
3.7. ...interact with other people in a safe environment, such as a park, or a community club or an organisation.	Almost Never	Rarely	Sometimes	Often	Almost Always

### 4. Rules and consequences

Now we are going to ask you some questions about rules for [child name].

*Note:* By **rules** we mean any type of established expectations, limits or guidelines for [child]'s behaviour that [he/she] is aware of.

Please indicate to what extent you do the following:					
4.1. I have set specific, defined rules for [child name]'s behaviour.	Yes, for almost everything	Yes, for many things	Yes, for some things	Hardly, only for a few things	No, not at all
4.2. I have set specific, defined consequences for times when [he/she] does not follow the rules.	Yes, for almost everything	Yes, for many things	Yes, for some things	Hardly, only for a few things	No, not at all
4.3. [Child name] was involved in developing the rules.	Yes, for almost everything	Yes, for many things	Yes, for some things	Hardly, only for a few things	No, not at all

4.4. I have talked with [him/her] about the reasons behind the rules.	Yes, for almost everything	Yes, for many things	Yes, for some things	Hardly, only for a few things	No, not at all
4.5. I review or adjust the rules to adapt to [child name]'s maturity and responsibility.	Yes, for almost everything	Yes, for many things	Yes, for some things	Hardly, only for a few things	No, not at all

Please indicate how often you do the following:						
4.6. If [child name] gets upset with me for enforcing consequences, I let [him/her] get away with breaking the rule to keep peace. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
4.7. My partner and I present different messages and expectations to [child name] regarding rules and discipline. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	Not applicable, I don't have a partner.
4.8. I try to understand [child name]'s perspective when [he/she] feels that a rule or consequence is unfair.	Almost Never	Rarely	Sometimes	Often	Almost Always	
4.9. I set a good example for [child name] by following rules and laws myself.	Almost Never	Rarely	Sometimes	Often	Almost Always	

## 5. Health habits

Please indicate how often you do the following:						
5.1. I encourage [child name] to eat a healthy, balanced diet, including plenty of fresh vegetables and water.	Almost Never	Rarely	Sometimes	Often	Almost Always	
5.2. In my home, treats (e.g. chips, biscuits, chocolates, or soft drinks, etc.) are readily accessible to [child name]. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
5.3. I practise good health habits (i.e. healthy diet, regular exercise, good sleep habits).	Almost Never	Rarely	Sometimes	Often	Almost Always	
5.4. I encourage [child name] to sleep and wake up at roughly the same time each day (even on weekends).	Almost Never	Rarely	Sometimes	Often	Almost Always	
5.5. I allow [child name] to watch TV or use an electronic device in bed before going to sleep. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
5.6. I encourage [child name] to nap during the day when [he/she] is tired. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	

5.7. I help [child name] to engage in physical activities (e.g. by transporting [him/her] to sports or dance classes, riding a bike or walking with [him/her], encouraging [him/her] to participate in sports at school, etc.).	Almost Never	Rarely	Sometimes	Often	Almost Always
5.8. I limit the amount of time [child name] spends watching TV or using electronic devices (e.g. the computer, mobile phones and game consoles) at home.	Almost Never	Rarely	Sometimes	Often	Almost Always

## 6. Home environment

Please indicate how often you do the following:						
6.1. When I have a disagreement with [child name], I discuss the issue and possible solutions with [him/her].	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.2. When [child name] misbehaves, I point out [his/her] negative personal qualities (e.g. lazy, spoilt, selfish, etc). <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.3. I encourage [child name] to judge [his/her] actions as 'good' or 'bad', rather than judge [himself/herself] as a 'good' or 'bad' person.	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.4. When there is a conflict between family members, I encourage everyone to just brush it off and forget about it. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.5. If I feel angry with others at home, I try to resolve the issue after I have calmed down.	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.6. I help [child name] learn ways to manage conflict, such as through staying calm and listening to others' concerns.	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.7. I discourage family members from putting down or teasing one another.	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.8. I smack [child name] when I'm angry. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	
6.9 When I have an argument with my partner, I criticise him/her in a personal way in front of [child name]. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	Not applicable, I don't have a partner.
6.10 When I have an argument with my partner, I get [child name] to be on my side. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always	Not applicable, I don't have a partner.

## 7. Managing emotions

Please indicate how often you do the following:					
7.1. I teach [child name] 'feeling words' by labelling my own and [his/her] emotions as they happen in everyday life.	Almost Never	Rarely	Sometimes	Often	Almost Always
7.2. I encourage [child name] to maintain a sense of humour in everyday situations.	Almost Never	Rarely	Sometimes	Often	Almost Always
7.3. I help [child name] to manage [his/her] strong emotions by encouraging [him/her] to forget about them. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
7.4. When [child name] is upset, I encourage [him/her] to toughen up. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
7.5. I monitor movies or news programs that [child name] is exposed to, to see if they could be distressing to [him/her].	Almost Never	Rarely	Sometimes	Often	Almost Always
7.6. When [child name] is feeling angry, I tell [him/her] to stop it. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
7.7. I encourage [child name] to have an accepting and realistic view of [himself/herself].	Almost Never	Rarely	Sometimes	Often	Almost Always

## 8. Setting goals and dealing with problems

Please indicate how often you do the following:					
8.1. I encourage [child name] to work towards realistic goals and to follow through with them.	Almost Never	Rarely	Sometimes	Often	Almost Always
8.2. When [child name] gets stuck on a problem, I explore options with [him/her] so that [he/she] can find a way through it.	Almost Never	Rarely	Sometimes	Often	Almost Always
8.3. When talking with [child name] about a problem [he/she] has dealt with, I praise [his/her] problem-solving efforts, rather than focusing on the outcome.	Almost Never	Rarely	Sometimes	Often	Almost Always
8.4. I help [child name] learn from [his/her] mistakes.	Almost Never	Rarely	Sometimes	Often	Almost Always
8.5. [Child name] sees me giving up on tasks that prove to be too difficult. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always

8.6. When [child name] tries a challenging new task or activity and is not at first successful, I encourage [him/her] to move on to something else. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
8.7 When [child name] feels discouraged while working towards a goal, I remind [child name] of the times when [he/she] managed to overcome obstacles successfully.	Almost Never	Rarely	Sometimes	Often	Almost Always
8.8 I encourage [child name] to approach a trusted school staff member about any problems [he/she] has at school.	Almost Never	Rarely	Sometimes	Often	Almost Always

### 9. Dealing with negative emotions

The following section includes questions about sadness, anxiety and anger. Everybody experiences these emotions at times. People may describe sadness, anxiety or anger as feeling “stressed”, “irritable”, “nervous”, “on edge”, “worried” or “scared”. Although these emotions may be unpleasant, they can be quite useful in helping us to avoid dangerous situations or solve everyday problems.

Please indicate how often you do the following:					
9.1. I make time to listen and talk with [child name] when [he/she] is upset.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.2. I ensure that [child name] has sufficient rest and time to do relaxing activities.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.3. I help [child name] accept that [he/she] can control some things, but not everything that happens in life.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.4. When something is bothering [child name], I tell [him/her] that it’s not such a big deal. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
9.5. When [child name] is anxious about something, I talk with [him/her] about what might have caused these feelings.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.6. When I am struggling with problems in my own life, I turn to [child name] for support. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
9.7. I encourage [child name] to face situations that [he/she] is afraid of.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.8. If [child name] takes steps to manage [his/her] anxiety, I praise [him/her] for doing it.	Almost Never	Rarely	Sometimes	Often	Almost Always
9.9. I help [child name] learn the strategies that [he/she] can use for calming [himself/herself] down.	Almost Never	Rarely	Sometimes	Often	Almost Always

9.10. I step in to help [child name] at the very first sign of stress or anxiety. <i>(FP)</i>	Almost Never	Rarely	Sometimes	Often	Almost Always
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**10. Getting help when needed**

Please indicate how likely you would be to do the following:					
If I noticed a persistent change in [child name]'s mood or behaviour, I would:					
10.1. ...encourage [child name] to talk to me about what's going on for [him/her].	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely
10.2. ...encourage [child name] to get over it and move on. <i>(FP)</i>	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely
10.3. ...try to determine whether the change in mood or behaviour is caused by a temporary situation, or an ongoing problem.	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely
10.4. ...support [child name] in seeking professional help.	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely
If I were experiencing problems with depression or anxiety myself, I would:					
10.5. ...seek professional help.	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely
10.6. ...set a good example for [child name] by dealing with the problems on my own. <i>(FP)</i>	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very likely