

Supplemental File C

Correlations for Intervention Group Component Scores and Post-Intervention Observed Parenting Practices

CLIFRS Component Scores	Post-Intervention Observed Parenting Practices		
	Time 1	Time 2	Time 3
Clear Directions	.00	Negative Reciprocity -.21*	.04
Skill Encouragement	.04	Skill Encouragement .16*	.10
Emotion Regulation	.15*	Emotion Regulation .19*	.02
Limit Setting	-.19*	Inept Discipline -.06	-.04
Effective Communication	.15*	Effective Communication .10	-.04
Problem Solving	.13	Problem Solving .12	.18*
Monitoring	.00	Monitoring .18*	-.10

Note. Time 1 = 6 months post-baseline, Time 2 = 12 months post-baseline, Time 3 = 30 months post-baseline. These timepoints were selected from among five assessment occasions because they allowed for the examination of predictive validity at termination, at the first follow-up assessment, and at the most distal follow-up. Observation-based items from structured interaction tasks were used to derive variables for skill encouragement (e.g., *Mom broke down tasks as necessary, Mom provided reinforcement for on task behavior*); emotion regulation (e.g., *Mom expresses anger/hostility while disciplining, Mom: Openly angry/irritable/hostile - - Composed/calm/pleasant*), and effective communication (e.g., *Mom was positively responsive to child questions, Mom showed empathy, support*). Monitoring was calculated as mean of 1 observed item (i.e., *Mom knows what child doing on day to day basis*) and 3 items from structured interview (e.g., *Skillful in supervising child carefully during family task, Keeps close track of youngster's behavior outside of lab*). Variables for negative reciprocity, inept discipline, and problem solving were based on prior GenPMTO studies (e.g., DeGarmo et al., 2004). * $p < .05$ (1-tailed).