

**Appendix A**

**Overview Dimensions and Subscales of the Teacher Relationship Interview**

Table A

*Dimensions and Subscales of the Teacher Relationship Interview*

Dimension		Subscale	
Content	“what” is narrated during the interview	Sensitive	The teacher is sensitive and proactive in his/her management style.
		Discipline	
		Secure Base	The teacher understands that his/her emotional support is linked to the student’s social, emotional, and cognitive skills.
		Perspective Taking	The teacher is aware of the student’s internal states, and providing possible reasons for these states.
		Intentionality	The teacher seeks opportunities to promote the student’s growth in the social-emotional and academic domains.
Affect	affective valence of the information of the interview	Helplessness	The teacher expresses feelings of hopelessness and ineffectiveness, and refrains from trying new strategies.
		Positive Affect	The teacher expresses positive feelings, including happiness, closeness, joy, love, pride, etc.
		Anger	The teacher is expresses feelings of anger, hostility or disapproval towards the student.
Process	“how” information is represented during the interview	Neutralizing	The teacher avoids discussing negative emotions.
		Negative Affect	
		Coherence	The teacher presents experiences in a reasonable and understandable manner.

*Note.* Sensitive Discipline, Secure Base, Perspective Taking and Intentionality were combined in a new subscale, Sensitive Practices.