

## Electronic Supplements

Table S1

*Three-Factor Item Mapping and Factor Loading of ESEM Model (Parent Rated SNAP-IV)  
for baseline data.*

Items	Factors		
	Factor 1	Factor 2	Factor 3
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.900</b>		
2. Has difficulty sustaining attention in tasks or play activities	<b>0.699</b>		
3. Does not seem to listen when spoken to directly	<b>0.569</b>		
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.847</b>		
5. Has difficulty organising tasks and activities	<b>0.808</b>		
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.814</b>		
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.736</b>		
8. Is easily distracted	<b>0.633</b>		
9. Is forgetful in daily activities	<b>0.752</b>		
10. Fidgets with hands or feet or squirms in seat	<b>0.361</b>		<b>0.056</b>

11. Leaves seat in classroom or in other situations in which remaining seated is expected		<b>0.049</b>
12. Runs about or climbs excessively in situations in which it is inappropriate	<b>0.342</b>	<b>0.059</b>
13. Has difficulty playing or engaging in leisure activities quietly	<b>0.545</b>	
14. Is “on the go” or often acts as if “driven by a motor”	<b>0.540</b>	<b>0.059</b>
15. Talks excessively	<b>0.994</b>	
16. Blurts out answers before questions have been completed	<b>0.788</b>	
17. Has difficulty awaiting turn	<b>0.816</b>	
18. Interrupts or intrudes on others	<b>0.810</b>	

Note. Only significant loadings are presented for ease of reading.

Table S2

*Two-Factor Item Mapping and Factor Loading of 2-Factor Configural Invariance**(Baseline/Follow-up 1/ Follow-up 2) ESEM Model (Parent Rated SNAP-IV)*

Items	Factors	
	Inattention	Hyperactivity/impulsivity
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.800/ 0.856/ 0.827</b>	
2. Has difficulty sustaining attention in tasks or play activities	<b>0.624 / 0.769/ 0.716</b>	
3. Does not seem to listen when spoken to directly	<b>0.520/ 0.660/ 0.607</b>	
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.789/ 0.848/ 0.904</b>	
5. Has difficulty organising tasks and activities	<b>0.789/ 0.875/ 0.794</b>	
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.738/ 0.786/ 0.752</b>	
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.748/ 0.741/ 0.821</b>	
8. Is easily distracted	<b>0.547/ 0.575/ 0.667</b>	

9. Is forgetful in daily activities	<b>0.720/ 0.746/ 0.732</b>
10. Fidgets with hands or feet or squirms in seat	<b>0.591/ 0.585/ 0.558</b>
11. Leaves seat in classroom or in other situations in which remaining seated is expected	<b>0.670/ 0.662/ 0.664</b>
12. Runs about or climbs excessively in situations in which it is inappropriate	<b>0.912/ 0.893/ 0.857</b>
13. Has difficulty playing or engaging in leisure activities quietly	<b>0.699/ 0.632/ 0.691</b>
14. Is “on the go” or often acts as if “driven by a motor”	<b>0.975/ 0.921/ 0.986</b>
15. Talks excessively	<b>0.888/ 0.841/ 0.852</b>
16. Blurts out answers before questions have been completed	<b>0.731/ 0.625/ 0.713</b>
17. Has difficulty awaiting turn	<b>0.795/ 0.617/ 0.806</b>
18. Interrupts or intrudes on others	<b>0.777/ 0.636/ 0.733</b>

Note. Only significant loadings are presented for ease of reading. Data presented baseline/follow-up 1/ follow-up 2.

Table S3

*Bi-Two-Factor Item Mapping and Factor Loading of ESEM Model (Parent Rated SNAP-IV) for baseline data*

Items	Factors		
	General Factor	Factor 1	Factor 2
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.710</b>		
2. Has difficulty sustaining attention in tasks or play activities	<b>0.524</b>	<b>0.502</b>	
3. Does not seem to listen when spoken to directly	<b>0.437</b>	<b>0.504</b>	
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.701</b>		
5. Has difficulty organising tasks and activities	<b>0.726</b>	<b>0.300</b>	
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.646</b>		
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.706</b>		
8. Is easily distracted			
9. Is forgetful in daily activities	<b>0.651</b>	<b>0.345</b>	

10. Fidgets with hands or feet or squirms in seat	<b>0.709</b>
11. Leaves seat in classroom or in other situations in which remaining seated is expected	<b>0.721</b>
12. Runs about or climbs excessively in situations in which it is inappropriate	<b>0.840</b>
13. Has difficulty playing or engaging in leisure activities quietly	
14. Is “on the go” or often acts as if “driven by a motor”	
15. Talks excessively	
16. Blurts out answers before questions have been completed	
17. Has difficulty awaiting turn	
18. Interrupts or intrudes on others	

Note. Only significant loadings are presented for ease of reading. There were no significant correlations on the third factor.

Table S4

*Two-Factor Item Mapping and Factor Loading of 2-Factor Configural Invariance**(Baseline/Follow-up 1/ Follow-up 2) ESEM Model (Teacher Rated SNAP-IV)*

Items	Factors	
	Inattention	Hyperactivity/impulsivity
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.834/ 0.736/ 0.864</b>	
2. Has difficulty sustaining attention in tasks or play activities	<b>0.847/ 0.805/ 0.849</b>	
3. Does not seem to listen when spoken to directly	<b>0.726/ 0.785/ 0.766</b>	
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.825/ 0.903/ 1.00</b>	
5. Has difficulty organising tasks and activities	<b>0.926 / 1.00/ 0.998</b>	
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.831/ 0.778/ 0.841</b>	
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.805/ 0.851/ 0.829</b>	
8. Is easily distracted	<b>0.862/ 0.745/ 0.794</b>	
9. Is forgetful in daily activities	<b>0.945/ 0.940/ 0.880</b>	

10. Fidgets with hands or feet or squirms in seat	0.416/	<b>0.436/ 0.791/ 0.585</b>
11. Leaves seat in classroom or in other situations in which remaining seated is expected		<b>0.623/ 0.800/ 0.709</b>
12. Runs about or climbs excessively in situations in which it is inappropriate		<b>0.667/ 0.739/ 0.517</b>
13. Has difficulty playing or engaging in leisure activities quietly		<b>0.778/ 0.836/ 0.666</b>
14. Is “on the go” or often acts as if “driven by a motor”		<b>0.863/ 0.871/ 0.868</b>
15. Talks excessively		<b>0.932/ 0.901/ 0.898</b>
16. Blurts out answers before questions have been completed		<b>0.931/ 0.943/ 0.917</b>
17. Has difficulty awaiting turn		<b>0.931/ 0.907/ 0.963</b>
18. Interrupts or intrudes on others		<b>0.953/ 0.942/ 0.949</b>

Note. Only significant loadings are presented for ease of reading. Data presented baseline/ follow-up 1/ follow-up 2.



Table S5

*Three-Factor Item Mapping and Factor Loading of ESEM Model (Teacher Rated SNAP-IV) for baseline data.*

Items	Factors		
	Factor 1	Factor 2	Factor 3
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.815</b>		
2. Has difficulty sustaining attention in tasks or play activities	<b>0.746</b>		<b>0.322</b>
3. Does not seem to listen when spoken to directly	<b>0.734</b>		
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.944</b>		
5. Has difficulty organising tasks and activities	<b>1.017</b>		
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.886</b>		<b>0.147</b>
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.966</b>		<b>0.399</b>
8. Is easily distracted	<b>0.725</b>		<b>0.245</b>
9. Is forgetful in daily activities	<b>0.980</b>		

10. Fidgets with hands or feet or squirms in seat	<b>0.815</b>	<b>0.545</b>	<b>0.490</b>
11. Leaves seat in classroom or in other situations in which remaining seated is expected		<b>0.726</b>	<b>0.183</b>
12. Runs about or climbs excessively in situations in which it is inappropriate		<b>0.655</b>	<b>0.229</b>
13. Has difficulty playing or engaging in leisure activities quietly		<b>0.794</b>	<b>0.182</b>
14. Is “on the go” or often acts as if “driven by a motor”		<b>0.902</b>	
15. Talks excessively		<b>0.995</b>	
16. Blurts out answers before questions have been completed		<b>1.009</b>	
17. Has difficulty awaiting turn		<b>0.992</b>	<b>0.182</b>
18. Interrupts or intrudes on others		<b>1.019</b>	<b>0.230</b>

Note. Only significant loadings are presented for ease of reading.

Table S6

*Bi-Two-Factor Item Mapping and Factor Loading of 2 ESEM Model (Teacher Rated SNAP-IV) for baseline data.*

Items	Factors		
	General Factor	Factor 1	Factor 2
1. Fails to give close attention to details or makes careless mistakes in schoolwork	<b>0.670</b>	<b>0.496</b>	
2. Has difficulty sustaining attention in tasks or play activities	<b>0.838</b>	<b>0.411</b>	
3. Does not seem to listen when spoken to directly	<b>0.664</b>	<b>0.440</b>	
4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties	<b>0.673</b>	<b>0.591</b>	
5. Has difficulty organising tasks and activities	<b>0.630</b>	<b>0.639</b>	
6. Avoids tasks (e.g., schoolwork, homework) that requires sustained mental effort	<b>0.599</b>	<b>0.579</b>	
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, or books)	<b>0.438</b>	<b>0.673</b>	
8. Is easily distracted	<b>0.847</b>	<b>0.410</b>	
9. Is forgetful in daily activities	<b>0.558</b>	<b>0.614</b>	

10. Fidgets with hands or feet or squirms in seat	<b>0.851</b>	
11. Leaves seat in classroom or in other situations in which remaining seated is expected	<b>0.824</b>	
12. Runs about or climbs excessively in situations in which it is inappropriate	<b>0.765</b>	
13. Has difficulty playing or engaging in leisure activities quietly	<b>0.818</b>	<b>0.324</b>
14. Is “on the go” or often acts as if “driven by a motor”	<b>0.827</b>	<b>0.337</b>
15. Talks excessively	<b>0.720</b>	<b>0.525</b>
16. Blurts out answers before questions have been completed	<b>0.686</b>	<b>0.596</b>
17. Has difficulty awaiting turn	<b>0.697</b>	<b>0.646</b>
18. Interrupts or intrudes on others	<b>0.678</b>	<b>0.689</b>

Note. Only significant loadings are presented for ease of reading.

Table S7

*Association between combined parent and teacher SNAP-IV scores and diagnosis from DAWBA and clinician for ADHD/Hyperkinetic disorder*

<b>SNAP-IV</b>	<b>DAWBA ICD-10</b>	<b>DAWBA DSM-5</b>	<b>Clinical diagnosis</b>
<b>scales</b>	<b>HKD present</b>	<b>ADHD present</b>	<b>ADHD present</b>
	OR(95% CI),p=	OR(95% CI),p=	OR(95% CI),p=
Inatt - p	3.12(1.32-7.40), p=0.010	3.13(1.31-7.44),p=0.010	1.01(0.33-2.98),p=0.989
Hyp / imp - p	2.36(1.06-5.22),p=0.034	3.82 (1.55-9.40),p=0.003	2.74(0.96-7.77),p=0.059
Inatt - t	1.04(0.50-2.16),p= 0.912	1.60(0.73-3.50),p=0.238	1.87(0.65-5.44),p=0.248
Hyp/ imp – t	2.01(1.05-3.86),p=0.036	1.60(0.80-3.22),p=0.185	1.45(0.55-3.77),p=0.445

Note. Inatt = inattention. Hyp = hyperactivity. Imp = impulsivity