

**Looking Beyond Challenging Student Behavior:
Utilizing the Teacher Relationship Interview
SUPPLEMENTARY MATERIAL**

September 2022

Teacher Relationship Interview (TRI; Pianta, 1999)

Table S1.

Teacher Relationship Interview Coding Scales

Rating scale	Description
<i>Content scales</i>	
Sensitivity of Discipline*	The teacher is sensitive and proactive in his/her management style.
Secure Base*	The teacher understands that his/her emotional support is linked to the child's social, emotional, and cognitive skills.
Perspective-Taking*	The teacher is aware of the student's internal states, and provides possible reasons for that state.
Agency/Intentionality*	The teacher seeks opportunities to promote the student's growth in either socioemotional or academic domains.
<i>Affect scales</i>	
Positive Affect	The teacher expresses positive feelings (e.g., closeness, joy, love, pride)
Helplessness	The teacher expresses feelings of hopelessness and ineffectiveness.
Anger/Hostility	The teacher expresses anger, hostility or disapproval towards the child.
<i>Process scales</i>	
Neutralizing Negative Affect	The teacher avoids discussing negative emotions.
Global Coherence	The teacher presents experiences in a reasonable and understandable manner.

Note: * these scales cluster together and are labelled “*Sensitive pedagogical practices*” (Spilt & Koomen, 2009).

The interview is coded using the coding manual. Both the interview and manual are available upon request.

Origins of the Teacher Relationship Interview

The TRI is developed by Pianta (1999) and is based on the Adult Attachment Interview (AAI; Main et al., 1985) and the Parent Development Interview (PDI; Button et al., 2001).

Psychometric Research

Research supports the inter-rater agreement (after training) and the validity of the TRI for quantitative assessment (Bosman et al., 2019; Koenen et al., 2019; Spilt & Koomen, 2009; Stuhlman & Pianta, 2002).

Intervention Research

The TRI has been used as a tool to facilitate relationship-focused reflection in the context of teacher coaching to improve teacher-child relationships. For more information, the reader is referred to intervention research on LLInC (Leerkracht Leerling Interactie Coaching in Dutch, in earlier studies called “Relationship-Focused Reflection Program”) conducted by Spilt et al. (2012), Koenen et al. (2021), and Bosman et al. (2021). LLInC is inspired by the work of Pianta (1999).

Case Report

An elaborated version of the interview with teacher A is available upon request.

References

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