Appendix Table 8. AES item-level dimensionality and item response theory (IRT) [a,b,c]

	Standardized factor loadings[b]	Item-to-subscale total correlation	Alpha with item removed	a	b1	b2	b3
				IRT parameters[c]			
Factor 1: Care team accessibility/communication							
5. Members of the care team ask me if I have questions or concerns about my child's ADHD.	0.74	0.71	0.87	2.05	-1.64	-0.79	-0.19
10. Members of the care team listen to my concerns.	0.95	0.85	0.82	4.18	-1.85	-1.52	-0.56
16. Members of the care team answer my questions in a timely manner.	0.87	0.85	0.82	3.10	-1.91	-1.28	-0.27
17. I can reach members of the care team by telephone or email if I need to.	0.82	0.74	0.86	2.43	-1.94	-1.37	-0.50
13. Members of the care team give me enough time to say what I think is important.	0.94	0.89	0.80	4.96	-1.72	-1.17	-0.44
Factor 2: Patient/Family-Centered Care							
7. The care team understands what I hope to gain from my child's ADHD care.	0.91	0.89	0.91	4.79	-1.54	-0.94	-0.17
12. The care team understands the goals that I have for my child	0.94	0.87	0.91	4.18	-1.81	-1.02	-0.20
8. Members of the care team and I decided how to treat my child's ADHD together.	0.87	0.85	0.91	3.80	-1.43	-0.85	-0.18
15. Members of the care team want the best for my child.	0.91	0.82	0.92	3.67	-2.02	-1.58	-0.52
6. I trust my child's care team.	0.90	0.87	0.91	4.02	-1.50	-0.96	-0.14
9. Members of the care team respect me.	0.89	0.83	0.92	4.37	-2.07	-1.46	-0.58
Factor 3: Communication among members of care team							
18. Members of my child's care team communicate with each other about how my child is doing.	0.90	0.84	0.88	1.99	-0.99	-0.14	0.68
19. Members of the care team communicate directly with my child's teachers	0.93	0.92	0.74	4.26	-0.33	0.24	0.78
				IRT parameters[c]			

	Standardized factor loadings[b]	Item-to-subscale total correlation	Alpha with item removed	a	b1	b2	ꞵ	b3
						IRT parameters[c]		
	Standardized factor loadings[b]	Item-to-subscale total correlation	Alpha with item removed	a	b1	b2		b3
20. My child's teacher communicates with the care team about how my child is doing in school.	0.89	0.9	0.78	4.01	-0.29	0.26		0.83
21-28. Aggregate of "I understand how impact of ADHD on child" items[a]	0.83	0.84	0.88	3.20	-0.17	0.30		0.68
22. I have the information I need to make decisions about my child's ADHD care.	0.92	0.86	0.88	4.50	-1.17	-0.61		0.32
24. I am confident that I can answer my child's questions about his/her ADHD.	0.85	0.85	0.88	4.01	-1.26	-0.54		0.38
26. I know what to do each day to help my child with ADHD.	0.81	0.83	0.89	3.02	-1.09	-0.26		0.81
27. I understand the possible risks and benefits of different ADHD treatment options.	0.91	0.86	0.88	3.76	-1.14	-0.35		0.71

[a] Count of "very much" response to four "understand impact" items: All items start with "I understand how ADHD may impact…" item 21: my children's behavior; item #23: how

my child performs in school; item #25: my child's relationships with adults; item #28: my child's relationships with other children.

[b] Fit statistics for a 4-factor CFA model with weighted least squares means and variance adjusted estimator: Comparative fit index (CFI) = 0.99; Tucker Lewis Index (TLI) = 0.99;

Root mean square error of approximation (RMSEA) = 0.