

Supplementary table 1. COREQ (COnsolidated criteria for REporting Qualitative research) Checklist for the MindChamp qualitative study

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	6
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	30
Occupation	3	What was their occupation at the time of the study?	30
Gender	4	Was the researcher male or female?	6

Experience and training	5	What experience or training did the researcher have?	6
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	6
Participant knowledge of the interviewer	7	What did the participants know about the researcher? E.g. personal goals, reasons for doing the research	6
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? E.g. Bias, assumptions, reasons and interests in the research topic	6

Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? E.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	7
<i>Participant selection</i>			
Sampling	10	How were participants selected? E.g. purposive, convenience, consecutive, snowball	5
Method of approach	11	How were participants approached? E.g. face-to-face, telephone, mail, email	6

Sample size	12	How many participants were in the study?	5
Non-participation	13	How many people refused to participate or dropped out? Reasons?	20
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? E.g. home, clinic, workplace	6,7
Presence of non participants	15	Was anyone else present besides the participants and researchers?	7
Description of sample	16	What are the important characteristics of the sample? E.g. demographic data, date	5, 21
<i>Data collection</i>			

Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	7
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	7
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	7
Field notes	20	Were field notes made during and/or after the interview or focus group?	7
Duration	21	What was the duration of the inter views or focus group?	7
Data saturation	22	Was data saturation discussed?	5

Transcripts returned	23	Were transcripts returned to participants for comment and/or correction?	7
Domain 3: analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	7
Description of the coding tree	25	Did authors provide a description of the coding tree?	N/A
Derivation of themes	26	Were themes identified in advance or derived from the data?	7
Software	27	What software, if applicable, was used to manage the data?	7

Participant checking	28	Did participants provide feedback on the findings?	7
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? E.g. participant number	Supplementary tables 3-6
Data and findings consistent	30	Was there consistency between the data presented and the findings?	Supplementary tables 3-6
Clarity of major themes	31	Were major themes clearly presented in the findings?	8, 12
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	8, 16, 17, 18, 19

Note. Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care.* 2007. Volume 19, Number 6: pp. 349 – 357

Supplementary table 2. Topic list of semi-structured interviews with participants after the MYmind mindfulness-based intervention

Facilitators and barriers of MYmind

Barriers to participation and at-home practicing

Facilitators to participation and at-home practicing

Perceived effects of MYmind

On children with ADHD

On parents (of children with ADHD)

Relational effects

Supplementary table 3. Example quotations for themes and subthemes of **Facilitators and Barriers** for *Parents*, concerning the family-based MBI MYmind

Subthemes	Facilitators	Barriers
Contextual factors		
Family	<p>“Yes, so he (<i>my son, Ed.</i>) points out to me, that I am stressed by saying: ‘hey mam you're on the highway’ or ‘you're going on the highway’. I say, ‘Oh yeah, I'll just turn off on the highway A3-25’ *laughter*.” <i>M; F05</i></p>	<p>“It took a lot of time and energy to do the mindfulness well. As a result, we had less time to sit on the couch together after dinner, to have a chat, or just turn the TV on, because we still had to do our homework. And this despite the fact that we actually immensely value having family time with the four of us together.” <i>M; F02</i></p>
Where and when	<p>“The location and room were perfect, we found ourselves in a beautiful meditation room.” <i>M; F12</i></p>	<p>“The moment of the training was a let-down, so right in the middle of the week. It really narrowed a lot of options, planning wise, for us. So that was a disappointment. [...]. Like I said earlier, it is really hectic to be there at 6 p.m.” <i>M; F01</i></p>

Time investment	<p>“And well, you also really have a nice moment together, going to the training together. I thought that was nice too.” <i>M; F14</i></p>	<p>“No, it was really a let-down. It cost a lot of time and energy to do everything well.” <i>M; F02</i></p>
<hr/> <p>MBI characteristics</p> <hr/>		
Content of MBI	<p>“The fact that we spoke about something different every week was nice. [...] Yes, the variety.” <i>M; F09</i></p>	<p>“I thought that some things were a bit ‘wishy washy’, which was quite difficult for me. For instance, ‘walking with attention’, that I found really hard.” <i>M; F19</i></p>
Mindfulness teachers	<p>“The way she gave the training was good. The mindfulness teachers are all calm and nice. So that she was anyway. She was able to connect well to the group. She really looked at what was there in the group, which exercises were needed, and she listened really well.” <i>M; F16</i></p>	<p>“I didn’t find the mindfulness teacher that strong on that part. She missed an opportunity there. She could have had a more interrogating role there: ‘Okay, tell me more...’.” <i>M; F06</i></p>
Other participants	<p>“What I found very positive, is the possibility to exchange experiences with others, like ‘what are you up against’, and that so many things were recognisable. It made me think</p>	<p>“I found it regrettable that the training group was so small, as there were only four parents. Then you just have to make the best of it with those four, but I couldn’t emotionally</p>

‘Ah... So I’m not crazy, it isn’t always our fault! No... How nice!’.” *M; F01*

relate to them so well. I didn't have the feeling there was a connection between us.” *M; F06*

Participant characteristics

Personal characteristics
“We had a deadline then (*during the training, Ed.*), so then it (*practicing mindfulness, Ed.*) works. We make a schedule and stick to it obediently.” *M; F09*

“I didn’t manage at all to do the homework. When I am home, I can only focus on one thing. And when I have to do homework when the children are bouncing around me, then that is very demanding. I have a lot of difficulty with processing stimuli.” *F; F10*

View on mindfulness
“It (*mindfulness, Ed.*) is really like a seed that is planted. And maybe, in a few years, he (*my son, Ed.*) will be able to use parts of it.” *M; F06*

“At first I thought it (*mindfulness, Ed.*) was all really strange, I am honest about that, I was really a bit sceptical.” *M; F03*

Note. MBI, mindfulness-based intervention. Identification of quotes: M = mother, F = father, S = son, D = daughter, Fxx = family code. Except for F09 (native English speaker), all quotes are translated from Dutch originally.

Supplementary table 4. Example quotations for Themes and Subthemes of **Facilitators and Barriers** for *Children* with ADHD, concerning the family-based MBI MYmind.

Subthemes	Facilitators	Barriers
Contextual factors		
Family	<p>“What did you think about the homework?” “Well, sometimes I then think ‘yes, hello, go away, I am tired’. But then my dad said, ‘no, you just do it straight after dinner, then you are done quickly’. Then my mother did the meditation with me. And my father did all active practices with me.” <i>S; F14; 11 years</i></p>	<p>“And would you do the training again?” “I don’t think so.”</p> <p>“No? Why not?” “My parents and sister and I can’t eat together then. And... then I can't see dad, then I'll see my dad later.” <i>S; F05; 12 years</i></p>
Where and when	<p>“Most of the time I liked the fact that it (<i>the ride in the car, Ed.</i>) took so long: I could talk and chat about it (<i>the mindfulness training, Ed.</i>) in the car with my dad.” <i>S; F11; 11 years</i></p>	<p>“Well I didn't like it so much because we had to go all the way to Nijmegen in the evening. And then I would be home late, after my normal bedtime.” <i>S; F05; 12 years</i></p>

Subthemes	Facilitators	Barriers
Time investment	<p>“Did you find the training long?” “No, I didn’t. I didn’t really mind it at all when it lasted another hour.” <i>S; F11; 11 years</i></p>	<p>“How did you find it to do the homework during the training?” “Yeah, yeah, that didn’t work.” “No, why not?” “We sometimes didn’t have time for it, we often weren’t able to complete the homework.” <i>S; F07; 10 years</i></p>
MBI characteristics		
Content of MBI	<p>“That yoga she (<i>my daughter, Ed.</i>) found real fun, as you get to move around then. So, well, that’s no issue then.” <i>M of 10-year old D; F09</i></p>	<p>“And what my daughter found the most difficult, is that they (<i>the mindfulness teachers, Ed.</i>) scored the children. [...] We never finished everything every week. So she would say that another child got full marks and she didn’t. That was a problem for her, that was painful. She has that in everyday life, so with sports and competitions. And she doesn’t win much, so that scoring was difficult for her.” <i>M of 10-year old D; F09</i></p>
Mindfulness teachers	<p>“Well she (<i>the mindfulness teacher, Ed.</i>) never got angry or something. If at times it became somewhat chaotic during</p>	<p>“He (<i>my son, Ed.</i>) found that very bothersome, when he was corrected to lay still. Or when he made a sound and</p>

Subthemes	Facilitators	Barriers
	<p>the training, she would just continue as normal. You know, she would just go back to the practice in a mindful way. I thought they did that very well. Handling all these busy children.” <i>S; F19; 15 years</i></p>	<p>then to be told ‘You have to be silent!’. That’s how he told it. And that he finds very bothersome.” <i>M of 12-year old S; F05</i></p>
<p>Other participants</p>	<p>“I really enjoyed doing the training ... being with the other children and so I did not stand out so much and I liked that ... I wasn’t different or anything, but was simply who I was and so were the other children....” <i>D; F01; 9 years</i></p>	<p>“The children whom I was in the group with were not exactly calm.” “How did you feel about that?” “I became also a bit busy because of that...” <i>S; F05; 12 years</i></p>
<p>Participant characteristics</p>		
<p>Personal characteristics</p>	<p>“He (<i>my son, Ed.</i>) likes doing stuff with other children. He is just very social.” <i>M of 10-year old S; F04</i></p>	<p>“It is called Sluggish Cognitive Tempo, so it is a little bit different to ADHD. So her (<i>my daughters’, Ed.</i>) holding on to information, her ‘processing’, is very difficult. So I think it was just too much for her.” <i>M of 10-year old D; F09</i></p>

Subthemes	Facilitators	Barriers
View on mindfulness	<p>“Then later I asked why he (<i>my son, Ed.</i>) actually participated: ‘I dragged you along because I am your father, but apart from that, did you have a reason for yourself?’ And then he (<i>my son, Ed.</i>) said, ‘Yes, I wanted to get rid of my medication.’” <i>F of 11-year old S; F11</i></p>	<p>“He finds it horrible. And if I try to do a mindfulness exercise with him, I only receive aversion, and resistance.” <i>M of 12-year old S; F05</i></p>
Child age	<p>“Especially having to understand the relationship between cause and effect, that is far easier to grasp for the older children. So the improvement that was being discussed by the mindfulness teachers was, I thought, more visible in the older children.” <i>M of 9-year old D; F01</i></p>	<p>“I think that it is because she (<i>my daughter, Ed.</i>) is mentally too young. Too young to understand what it was really about. And what it was really for. And holding on to all that information.” <i>M of 10-year old D; F09</i></p>

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Supplementary table 5. Example quotations for themes of **Effects** from the family-based MBI MYmind for *Parents*.

Themes	Effects
No / adverse effects	“Before the training I bought a book with mindfulness exercises and already wasn’t that excited. But I can understand the underlying thoughts of mindfulness, being more aware, focusing and the present moment, but we didn’t really notice effects ourselves.” <i>F; F07</i>
Awareness / Insight	“And how he (<i>my son, Ed.</i>) handles certain things. That’s what I detect and see in my son now. I keep getting better and better in seeing how he deals with things and what kind of help he needs.” <i>F; F10</i>
Acceptance	“We realized that it is extremely important that we let her (<i>my daughter, Ed.</i>) be herself and not always try to fit her in the perfect picture as everyone expects. As she is quite hyperactive of course, we always tried to temper her behaviour. And there is nothing really wrong with that, but on the other hand, she is just how she is.” <i>M; F03</i>
Emotion regulation / reactivity	“My son says that I’m more calm and that I do not get angry that easy anymore.” <i>M; F12</i>
Cognitive functioning	“Before the mindfulness training I looked at my work as an impossible pile to work through, now I divide my work in smaller tasks. This method gives me a much better overview and I feel more calm. This makes that I am better at planning my work and estimating the quantity. I can now take a certain distance. Taking distance from the mindfulness perspective gives me peace in several areas.” <i>F; F07</i>

Themes	Effects
Calmness / relaxation	<p>“That is also mindfulness; just having a walk through the forest, being aware of the steps you take, becoming aware of your environment, and just listening to all the sounds you hear. And yes, it did, it really helped me feel more calm.” <i>M; F03</i></p>
Relational changes	<p>“She (<i>my daughter, Ed.</i>) needs me to stop and think about what is going on with her. And try to approach her differently. And that’s what it has made me do. I’m not saying that this is what happens all the time. I do get fed up.” <i>M; F09</i></p>
Generalisation	<p>“Yes, and I also notice that I try to apply mindfulness at work. I consciously give people a compliment, instead of saying ‘you can do better’, for yes, things can always be better, but you see the effect of giving a compliment. And ehm, these are things that I consciously apply, and I think that I have taken that with me from the mindfulness training.” <i>M; F01</i></p>

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Supplementary table 6. Example quotations for themes of **Effects** from the family-based MBI MYmind for *Children* with ADHD.

Themes	Effects
No / adverse effects	<p>“No, I already told mom that mindfulness is not working for me. I really don’t get... how it should help because ehm ... when I’m angry I won’t immediately sit down in lotus position and do the exercises while I’m still angry or mad at something.” <i>D; F09; 10 years</i></p>
Awareness / Insight	<p>“I am much calmer now through the insights I gained, I think.” “You also said you noticed an effect regarding others, can you tell me more about that?” “Yes, people like to interact with me more than before.”</p> <p>“Do you mean the children at your school or...?” “Yes, but also my sisters, my father and my mother, and actually everyone else.” <i>S; F11; 11 years</i></p>
Acceptance	<p>“You said you feel different than other kids.” “Yes.” “And you hoped that through the mindfulness training no one would notice you are different anymore.” “Yes.” “Do you think the training has helped you with that?” “Well, it doesn’t bother me anymore. I am who I am, and they are who they are, and it doesn’t matter. And I find it much nicer to be myself now, because now I can be goofy, and maybe they find me strange, but maybe they act different from who they actually are, and I don’t. I am just myself, and if I want three scoops of ice cream I will.” <i>D; F20; 12 years</i></p>

Themes	Effects
Emotion regulation / reactivity	<p>“Great, do you also have fewer fights with your father now?” “A lot less actually.” “How does that feel?” “This is much better. I think I owe that to myself, but also to my dad. Because we are both really impulsive and explode really easily. That happens a lot less now through the mindfulness.” <i>S; F11; 11 years</i></p>
Cognitive functioning	<p>“I think I have become calmer after the training. I also noticed that my concentration is better now.” “When do you notice you can concentrate better?” “During tests and at school during classes.” <i>S; F19; 15 years</i></p>
Calmness / relaxation	<p>“Ehm, well, then I do this * <i>demonstrates taking a breathing space</i> * and even when you do it less than a minute you are calmed down and you can go ahead again, but if I don’t, then ehm, how will I put it, yes I will bounce around or I will get very sad or angry or something.” <i>D; F02; 9 years</i></p>
Relational changes	<p>“Well I think that she (<i>my mother, Ed.</i>) feels more how I feel. That she understands me better.” <i>D; F20; 12 years</i></p>
Generalisation	<p>“And the breathing exercise you are still doing. Do you think you will keep using it?” “Yes, I think so, it does help me. Today I didn’t use it, but it’s school holidays, so I don’t really need it. But for example, I had an exam week two weeks ago, then I really used it throughout the whole week. Really a lot.” <i>S; Fam19; 15 years</i></p>

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