**Supplementary Materials**

Byrd, AL, Lee, AH, Frigoletto, OA, Zalewski, M & Stepp SD. Applying new RDoC dimensions to the development of emotion regulation: Examining the influence of maternal emotion regulation on within-individual change in child emotion regulation

**Table S1**. Models testing associations between between-person differences and within-individual change in child emotion regulation domains and teacher-reported internalizing and externalizing problems

**Figure S1**. Group trajectories of maternal emotion regulation difficulties across the 12-month study protocol

**Table S1**. Models testing associations between between-person differences and within-individual change in child emotion regulation domains and teacher-reported internalizing and externalizing problems

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **χ2** | **df** | ***p*** | **CFI** | **RMSEA** |   | **Intercept** *(between-person)* | **Slope** *(within-individual)* |
|   | β | *S.E.* | *p* | β  | *S.E.* | *p* |
| **1. Executive Control**  (*Dimensional Card Sort*) | 14.83 | 21 | 0.83 | 1.00 | <.001 | **INT**  | -0.02 | 0.18 | 0.89 | -0.11 | 0.24 | 0.63 |
| 17.27 | 21 | 0.69 | 1.00 | <.001 | **EXT**  | -0.06 | 0.14 | 0.65 | **-0.33** | **0.13** | **0.01** |
| **2. Delay of Gratification**  *(Gift Delay)* | 22.84 | 21 | 0.35 | 0.94 | 0.04 | **INT**  | 0.28 | 0.17 | 0.11 | -0.34 | 0.19 | 0.08 |
| 29.63 | 21 | 0.10 | 0.72 | 0.08 | **EXT**  | 0.02 | 0.45 | 0.97 | -0.30 | 0.37 | 0.42 |
| **3. Regulation of Frustration** (*Locked box/Knotted sack*) | 33.47 | 21 | 0.04 | 0.70 | 0.10 | **INT**  | -0.47 | 0.32 | 0.14 | -0.02 | 0.20 | 0.91 |
| 31.87 | 21 | 0.06 | 0.70 | 0.09 | **EXT**  | -0.46 | 0.39 | 0.24 | 0.32 | 0.25 | 0.20 |
| **4. Emotion Knowledge**  *(Affective Perspective Taking)* | 14.91 | 20 | 0.78 | 1.00 | <.001 | **INT**  | 0.24 | 0.13 | 0.07 | 0.07 | 0.17 | 0.70 |
| 26.80 | 20 | 0.15 | 0.93 | 0.07 | **EXT**  | 0.07 | 0.15 | 0.64 | 0.03 | 0.15 | 0.86 |

*Note*. Each row represents a separate model predicting either teacher-reported internalizing or externalizing problems. Significant effects are bolded. Coefficients are standardized parameter estimates (β) of the association between between-person differences (intercept) and within-individual change (slope) in child emotion regulation domains and teacher-reported internalizing or externalizing problems. All models control for the effects of change in maternal emotion regulation difficulties, baseline internalizing or externalizing symptoms, child age-based estimated IQ, child sex, and family receipt of public assistance. INT=internalizing problems; EXT=externalizing problems.



**Figure S1**. Group trajectories of maternal emotion regulation difficulties across the 12-month study protocol.

*Note*. Figure depicts observed group means at each assessment (baseline, 4 months, 8 months, and 12 months) for the multigroup latent curve growth model. Overall model fit was good (*χ*2(21) = 24.25, *p* = .28, CFI = .97, TLI = .97 RMSEA = .08) and slopes significantly differed between groups. Mothers in the DBT (slope: b = -9.22, *p* < .01) and WLC (slope: b = -4.58, *p* < .01) groups demonstrated greater improvements in ER difficulties across 12 months relative to mothers in the HC group, who showed no significant changes in ER difficulties (slope: b = - 0.12, *p* = .82; DBT vs. HC: Δχ2=10.28, *p*<.05; WLC vs. HC: Δχ2=8.69, *p*<.05). Mothers in the DBT group showed significantly steeper improvements in ER difficulties when compared to mothers in the WLC group (DBT vs. WLC: Δχ2=4.07, *p*<.05). DBT=dialectical behavioral therapy; WLC=waitlist control; HC=healthy control; mo=months**.**