Table S.1. Rates of missingness (percentages) for all measures/variables.

Construct	Measure/Variable	Rater	Age	% Missing
Dysregulation	CBCL	Mother	5	3
	CBCL	Mother	6	16
	CBCL	Mother	7	21
	CBCL	Mother	8	19
	CBCL	Mother	9	28
	CBCL	Mother	10	32
	CBCL	Mother	11	23
	CBCL	Mother	12	22
	CBCL	Mother	13	27
Dysregulation	CBCL	Teacher	5	2
	CBCL	Teacher	6	8
	CBCL	Teacher	7	12
	CBCL	Teacher	8	15
	CBCL	Teacher	9	20
	CBCL	Teacher	10	23
	CBCL	Teacher	11	24
	CBCL	Teacher	12	27
	CBCL	Teacher	13	31
Dysregulation	CBCL	Max	5	1
	CBCL	Max	6	6
	CBCL	Max	7	9
	CBCL	Max	8	11
	CBCL	Max	9	16
	CBCL	Max	10	19
	CBCL	Max	11	19
	CBCL	Max	12	20
	CBCL	Max	13	23
Temperament	Unadaptable	Mother	5	5
	Difficult	Mother	5	5
	Resistant to Control	Mother	5	5
Parenting	Parental Warmth	Observer	5	9
	Harsh Control	Mother	5	1
	Effective Control	Mother	5	1
	Reactive Parenting	Mother	5	5
	Proactive Parenting	Mother	5	6

Construct	Measure	Rater	Age	% Missing

	CAQ Sum	Mother	5	1
	CAQ Sum	Mother	6	14
	CAQ Sum	Mother	7	18
	CAQ Sum	Mother	8	18
Stress	CAQ Sum	Mother	9	27
	CAQ Sum	Mother	10	31
	CAQ Sum	Mother	11	21
	CAQ Sum	Mother	12	24
	CAQ Sum	Mother	13	26
Language Ability	Standardized Tests	Self	7-13	8
Social Preference	Sociometric Ratings	Peers	5-8	38
Friendship Outcomes	Best Friend	Self	19-20 & 22-24	9
	Quality of Friendship	Self	19-20	21
Employment & Education	Employment Status	Self	19-24	6
	Longest Period of Unemployment	Self	19-24	36
	Highest Educational Attainment	Self	19-24	34
Criminality	Arrested	Self	27	21
	Age at First Arrest	Self	27	77
	Convicted	Self	27	77
Psychiatric Outcomes	Use of SACA Services	Self	22-24	20
	Problems Due to Drugs	Self	27	26
	Suicidality	Self	20-24	9
	DSM-IV Diagnoses	Self	18	25
	DSM-IV Internalizing Diagnoses	Self	18	28
	DSM-IV Externalizing Diagnoses	Self	18	25

Note: Max dysregulation refers to the combined report of mother and teacher ratings using the highest score per item. CAQ refers to the Changes and Adjustments Questionnaire, and CBCL refers to the Child Behavior Checklist. Age at first arrest and conviction were not applicable for the majority of respondents, resulting in the highest rate of missingness (77%) observed across measures.

Table S.2. Descriptives of Dysregulation by Reporter at Each Age

Rater	Age	N	Mean (sd)	Range
Mother	5	567	1.04 (.64)	0-3.68
Mother	6	491	0.97 (.68)	0-3.65
Mother	7	463	0.95 (.68)	0-3.51
Mother	8	473	0.93 (.75)	0-4.34
Mother	9	421	0.94 (.71)	0-4.47
Mother	10	396	0.93 (.78)	0-4.29
Mother	11	451	0.9 (.72)	0-4.56
Mother	12	459	0.98 (.75)	0-3.97
Mother	13	428	0.96 (.76)	0-4.11
Teacher	5	574	0.6 (.64)	0-3.23
Teacher	6	537	0.8 (.82)	0-3.77
Teacher	7	517	0.8 (.80)	0-4.46
Teacher	8	498	0.82 (.84)	0-4.65
Teacher	9	468	0.74 (.78)	0-4.53
Teacher	10	448	0.82 (.85)	0-4.88
Teacher	11	444	0.78 (.83)	0-4.16
Teacher	12	426	0.74 (.78)	0-3.73
Teacher	13	403	0.78 (.85)	0-4.10
Maximum Score	5	582	1.33 (.76)	0-4.74
Maximum Score	6	550	1.33 (.88)	0-4.18
Maximum Score	7	531	1.3 (.87)	0-4.45
Maximum Score	8	520	1.32 (.95)	0-4.82
Maximum Score	9	491	1.21 (.9)	0-4.71
Maximum Score	10	474	1.23 (.95)	0-4.95
Maximum Score	11	475	1.28 (.9)	0-4.58
Maximum Score	12	468	1.3 (.88)	0-4.27
Maximum Score	13	449	1.28 (.92)	0-4.48

Table S.3. Descriptives of Functional Outcomes and Psychiatric Disorders

Continuous Outcomes	N (%)[a]	Mean (sd)
Best Friend	532 (90.94)	0.84 (0.23)
Quality of Friendship	462 (78.97)	4.50 (4.62)
Employment Status	551 (94.19)	1.53 (0.44)
Longest Period of Unemployment	374 (63.93)	9.75 (20.76)
Highest Educational Attainment	386 (65.98)	2.16 (1.18)
Use of SACA Services	470 (80.34)	0.15 (0.41)
Problems Due to Drugs	434 (74.19)	3.16 (4.33)
Suicidality	532 (90.94)	0.22 (0.66)
Arrested	461 (78.80)	0.30 (0.46)
Age at First Arrest	132 (22.65)	19.50 (4.11)
Convicted	135 (23.08)	0.55 (0.50)
DSM-IV Diagnoses	436 (74.53)	1.71 (2.44)
DSM-IV Diagnoses (Internalizing Only)	419 (71.62)	0.61 (1.28)
DSM-IV Diagnoses (Externalizing Only)	436 (74.53)	1.13 (1.66)

Note. N reflects the total sample of respondents for each outcome measure.
[a] Percentages based on total sample of participants (n=585).

Table S.4. Heat Map Correlations of Dysregulation, Externalizing, and Internalizing Scales with Predictors

	Resistant Temperament	Unadaptable Temperament	Difficult Temperament	Proactive Parenting	Reactive Parenting	Harsh Parenting	Warmth Observation	Effective Control	Stress	Peer Acceptance	Language Ability
M5 DP	0.34	0.05	0.29	-0.05		0.08	-0.06		0.18	-0.19	-0.04
M6 DP	0.29		0.23		0.03^	0.06	-0.10		0.25	-0.22	-0.10
M7 DP	0.25		0.19	-0.09	0.11	0.12	-0.07		0.24	-0.31	-0.14
M8 DP	0.32	0.05	0.21		0.08	0.08	-0.11	0.05	0.24	-0.37	-0.16
M9 DP	0.30		0.14	0.03^	0.09	0.07	-0.04	0.12	0.29	-0.34	-0.12
M10 DP	0.31	0.03^	0.23	-0.03^	0.10	0.14	-0.10	0.03	0.26	-0.32	-0.22
M11 DP	0.27	0.03	0.19	0.03	0.08	0.06		0.06	0.27	-0.37	-0.13
M12 DP	0.28	-0.04	0.12			0.08	-0.05	0.05	0.30	-0.34	-0.20
M13 DP	0.28		0.16	0.03	-0.03^	0.12	-0.04		0.24	-0.31	-0.10
T5 DP	0.12	-0.05	0.05	-0.05	0.06	0.05	-0.10	0.04	0.11	-0.43	-0.29
T6 DP	0.20	-0.03^	0.07		0.07		-0.05	0.03^	0.13	-0.52	-0.31
T7 DP	0.17	-0.11		-0.16	0.13	0.05	-0.04	0.08	0.12	-0.47	-0.35
T8 DP	0.07	-0.11	-0.03	-0.05	0.10	0.09	-0.06		0.13	-0.51	-0.39
T9 DP	0.17	-0.08	0.03^			0.12	-0.11	0.03	0.20	-0.49	-0.38
T10 DP	0.14		0.05	-0.07	0.03^	0.04^	-0.09	0.07	0.18	-0.48	-0.42
T11 DP	0.17		0.09	-0.11		0.14	-0.11		0.17	-0.44	-0.40
T12 DP	0.13	-0.05		-0.11		0.09	-0.15	-0.04	0.17	-0.45	-0.46
T13 DP	0.15	-0.07	0.06			0.09	-0.13	-0.03^	0.14	-0.39	-0.42
DP Max 5	0.31		0.24	-0.05	0.03^	0.10	-0.10	0.03	0.18	-0.34	-0.18
DP Max 6	0.30		0.18		0.05		-0.10	-0.04	0.22	-0.46	-0.25
DP Max 7	0.22	-0.06	0.12	-0.15	0.11	0.06	-0.08	0.04	0.21	-0.44	-0.30
DP Max 8	0.21		0.11	-0.04	0.10	0.10	-0.09		0.20	-0.52	-0.34
DP Max 9	0.25	-0.03^	0.11		0.05	0.10	-0.09	0.06	0.26	-0.48	-0.28
DPMax10	0.25		0.16	-0.06	0.06	0.10	-0.10	0.06	0.25	-0.45	-0.37
DPMax11	0.25		0.16	-0.05	0.04	0.10	-0.08		0.26	-0.47	-0.33
DPMax12	0.23	-0.05	0.07	-0.11		0.14	-0.10		0.27	-0.40	-0.35
DPMax13	0.23	-0.04	0.11	0.03		0.13	-0.11	-0.03	0.22	-0.43	-0.29
M5 EXT	0.38		0.27	-0.05		0.10	-0.09	0.05	0.17	-0.25	-0.07
M6 EXT	0.31	-0.04	0.19			0.11	-0.10	0.04	0.24	-0.25	-0.15
M7 EXT	0.27		0.16	-0.10	0.10	0.16	-0.09	0.05	0.24	-0.32	-0.20
M8 EXT	0.31	-0.03	0.17	-0.03^	0.07	0.10	-0.11	0.09	0.23	-0.37	-0.19
M9 EXT	0.29		0.13		0.06	0.13	-0.08	0.13	0.30	-0.34	-0.18
M10 EXT	0.31		0.19	-0.06	0.06	0.18	-0.14	0.08	0.27	-0.36	-0.29
M11EXT	0.27	-0.05	0.15		0.06	0.11	-0.04	0.11	0.26	-0.40	-0.18
M12 EXT	0.28	-0.06	0.11	-0.04		0.11	-0.08	0.08	0.29	-0.36	-0.24
M13 EXT	0.30	-0.05	0.16		-0.03^	0.16	-0.08	0.04	0.24	-0.36	-0.18

	Resistant Temperament	Unadaptable Temperament	Difficult Temperament	Proactive Parenting	Reactive Parenting	Harsh Parenting	Warmth Observation	Effective Control	Stress	Peer Acceptance	Language Ability
T5 EXT	0.11	-0.05	0.03	-0.07	-0.03^	0.11	-0.11	0.10	0.10	-0.40	-0.19
T6 EXT	0.18	-0.04	0.06	-0.04	0.04	-0.04^	-0.06	0.07	0.11	-0.49	-0.22
T7 EXT	0.10	-0.12		-0.13	0.10	0.04^	-0.04	0.11	0.11	-0.46	-0.28
T8 EXT	0.11	-0.13			0.05	0.12	-0.10	0.06	0.15	-0.48	-0.31
T9 EXT	0.18	-0.09		-0.10		0.13	-0.09	0.05	0.19	-0.45	-0.34
T10 EXT	0.11	-0.04	0.03	-0.06		0.04^	-0.06	0.10	0.18	-0.40	-0.35
T11 EXT	0.14		0.07	-0.10		0.10	-0.08	0.03^	0.13	-0.37	-0.31
T12 EXT	0.10	-0.07		-0.11		0.06	-0.15		0.15	-0.35	-0.36
T13 EXT	0.11	-0.08	0.05	-0.03^	-0.06	0.08	-0.14				
M5 INT	0.15	0.12	0.19	-0.04	-0.02^			-0.05	0.14	0.05	0.06
M6 INT	0.11	0.07	0.14			-0.04^	-0.06	-0.08	0.19		
M7 INT	0.07	0.09	0.10	-0.03^	0.07			-0.05	0.17	-0.10	
M8 INT	0.16	0.16	0.19				-0.09		0.21	-0.15	-0.05
M9 INT	0.13	0.08	0.08	0.08	0.07				0.24	-0.14	
M10 INT	0.20	0.12	0.22		0.06	0.05	-0.04	-0.03	0.22	-0.09	-0.09
M11 INT	0.16	0.16	0.18	0.04	0.05			0.03	0.23	-0.12	
M12 INT	0.17	0.04	0.07	0.03^		0.04^		-0.04	0.26	-0.17	-0.09
M13 INT	0.13	0.08	0.06	0.07		0.07	-0.04	-0.05	0.22	-0.12	
T5 INT	-0.03^	0.03		-0.04		-0.09	-0.05		0.06	-0.05	-0.08
T6 INT	0.08	0.07	0.05	0.05	-0.07	-0.09	-0.03	-0.02^	0.11	-0.20	-0.09
T7 INT	0.10			-0.10	0.10	-0.05	-0.04		0.09	-0.15	-0.16
T8 INT	-0.04			-0.05	0.10	0.04^	-0.03^	-0.05	0.06	-0.24	-0.21
T9 INT	0.03	0.04	0.06	0.06			-0.05	-0.04	0.12	-0.22	-0.14
T10 INT	0.05	0.05	0.07				-0.05	0.04	0.12	-0.22	-0.21
T11 INT	0.04			-0.06	0.04	0.06	-0.12		0.18	-0.22	-0.21
T12 INT	0.05	0.06			0.05	0.05	-0.10		0.15	-0.35	-0.24
T13 INT	0.11		0.05		0.11	0.15	-0.07	-0.08	0.10	-0.23	-0.18

Note: All correlations at $p<0.05$, two-tailed. Correlations trending towards significance are represented by ^. Green represents stronger positive correlations, and red indicates stronger negative correlations. DP Max refers to the maximum score dysregulation profile for child ages 5-13, T DP refers to teacher-reported dysregulation profile, T INT refers to teacher-reported internalizing score, T EXT refers to teacher-reported externalizing, M DP refers to mother-reported dysregulation profile, M INT refers to mother-reported internalizing, and M EXT refers to mother-reported externalizing.

Table S.5. Intraclass Correlation Coefficients (ICCs) for Multilevel Models of Dysregulation

Dysregulation Measure	Variance Between Children	Variance Within Children	ICC
Mother Report	0.33	0.18	0.65
Teacher Report	0.31	0.34	0.48
Maximum Score	0.44	0.34	0.56

Note. The ICC is a measure of similarity between two randomly selected measurement points within a randomly chosen child. It reflects the proportion of the total variation in the outcome that is between individuals, or in other words, the proportion of the variance in the outcome explained by individual differences. It is calculated by dividing the variance between children by the total variance.

Table S.6. Model building process

	Maximum Score	Mother Report	Teacher Report
Temperament			
Difficult	+*	+*	--
Resistant to control (RTC)	+*	+*	+*
Unadaptable	--	--	--
Modeling decision	Higher RTC significantly predicted higher initial levels of dysregulation, across measures. Likelihood ratio tests showed significantly improved model fit with the inclusion of this predictor relative to a model with only the respective growth parameters (Max: $\chi^2 = 529.7$, df = 1, $p < 0.001$; Mother: $\chi^2 = 324.7$, df = 1, $p < 0.001$; Teacher: $\chi^2 = 418.1$, df = 1, $p < 0.001$).		
Parenting Practices			
Harsh	+ *	--	--
Reactive	--	--	--
Proactive	--	--	-*
Effective	--	--	--
Warmth	--	--	-*
Modeling decision	Parenting practices were not significantly associated with change in mother-reported dysregulation. Harsh parenting was significantly associated with growth in the maximum dysregulation score, and model fit improved with the inclusion of this predictor ($\chi^2=4196.3$, df = 1, $p< 0.001$). Both proactive and warm parenting were associated with reductions in teacher-reported dysregulation. Based on the AIC and BIC fit statistics^, warmth was retained because lower values demonstrate better fit (AIC = 7613.8 and BIC = 7647.8 for warmth, AIC =7929.6 and BIC = 7963.9 for proactive). Model fit improved with the inclusion of this predictor, relative to the model with just temperament and growth parameters ($\chi^2 = 604.4$, df = 1, $p < .001$)		
Stress	--	--	--
Parenting X Child Temperament			
Warm Parenting X RTC	NA	--	NA
Harsh Parenting X RTC	NA	--	NA

	Maximum Score	Mother Report	Teacher Report
Stress X Parenting			
Warm Parenting X RTC	--	--	--
Harsh Parenting X RTC	--	--	--
Early Social Preference	-*	-*	-*
Modeling decision	Early social preference is associated with reduction in dysregulation, but the effect of harsh parenting diminished and is no longer significant. Early social preference is still significantly predictive if harsh is dropped from the model, but the full model with harsh parenting still included fits significantly better than the reduced model (χ^2 = 2687.6, df = 1, p< .001).	Early social preference is associated with reduction in dysregulation, and the full model with early social preference fits significantly better than the reduced model with only RTC and growth parameters (χ^2 = 1718.5, df = 1, p < .001)	Early social preference is associated with reduction in dysregulation, but the effect of warm parenting diminished and is no longer significant. Early social preference is still significantly predictive if warmth is dropped from the model, and the full model with social preference fits significantly better than the reduced model (χ^2 = 484.1, df = 1, p< .001).
Early Language Ability	-*	--	-*
Modeling decision	More advanced early language ability is associated with reduction in dysregulation, and the inclusion of this predictor significantly improves model fit (χ^2 = 2122, df = 1, p < .001).		More advanced early language ability is associated with reduction in dysregulation, and the inclusion of this predictor significantly improves model fit (χ^2 = 385.4, df = 1, p < .001).

Note. *significant predictors based on conventional p values. + or – reflect the direction of effect. --non-significant effect. Temperament was used to predict the intercept. All other predictors predicted change in dysregulation. Parenting X temperament was only tested for mother-reported dysregulation, which showed no main effect of parenting.

Table S.7. Summary Heat Map of Correlations between Dysregulation, Externalizing, and Internalizing Scales and Outcomes

	Best Friend	Friend Support	Employment Status	Long Unemp.	Promotions	Fired/Laid Off	Arrested	Convicted	Young Age at Arrest	Highest Education	SACA	Suicidality	Drug Problem	DIS	DIS INT	DIS EXT
M DP		-0.17		0.09^		0.17	0.19			-0.16		0.11	0.16	0.22	0.15	0.21
T DP	-0.13	-0.23		0.15		0.27	0.31	0.15^	-0.16^	-0.39	0.13	0.18	0.16	0.19		0.22
DP Max	-0.12	-0.23		0.12		0.25	0.27		-0.18	-0.30		0.16	0.17	0.24	0.15	0.23
M Cat		-0.12		0.11		0.14	0.08^		-0.15^	-0.13		0.13	0.10	0.15	0.08^	0.15
T Cat		-0.16	-0.07^	0.17		0.19	0.23			-0.27	0.15	0.27	0.11	0.08^		
M EXT		-0.16		0.10		0.19	0.21		-0.15^	-0.23	0.08^	0.11	0.22	0.26	0.14	0.29
T EXT	-0.14	-0.17	-0.08^	0.10		0.23	0.36		-0.21	-0.33	0.15	0.15	0.17	0.16		0.22
M INT		-0.12					0.08^					0.17	0.09^	0.24	0.22	0.18
T INT	-0.11	-0.16	-0.08	0.14		0.21				-0.26	0.10	0.17		0.13	0.16	

Note: All correlations at $p<0.05$, two-tailed. Green represents stronger positive correlations, and red indicates stronger negative correlations. M DP refers to mother-reported dysregulation score, T DP refers to teacher-reported dysregulation score, and DP Max refers to the maximum score. M Cat refers to mother-reported categorical measure of dysregulation. T Cat refers to teacher-reported categorical measure of dysregulation. M EXT refers to mother-reported externalizing, T EXT refers to teacher-reported externalizing, M INT refers to mother-reported internalizing, and T INT refers to teacher-reported internalizing score. Correlations trending towards significance are represented by ^. DIS refers to the Diagnostic Interview Schedule, which was used to determine the number of psychiatric disorders for which participants met full or partial diagnostic criteria.

Table S.8. Correlations among Mother and Teacher Reported Internalizing, Externalizing, and Primary Dysregulation Measures

	Mother Dysregulation[a]	Teacher Dysregulation[a]	Maximum Score[a]	Mother Internalizing[a]	Mother Externalizing[a]	Teacher Internalizing[a]	Teacher Externalizing[a]
Mother Dysregulation[a]	1.00[b]						
Teacher Dysregulation[a]	0.48[c]	1.00[d]					
Maximum Score[a]	0.86[b]	0.82[d]	1.00[e]				
Mother Internalizing[a]	0.80[b]	0.22[c]	0.59[b]	1.00[b]			
Mother Externalizing[a]	0.87[b]	0.53[c]	0.80[b]	0.63[b]	1.00[b]		
Teacher Internalizing[a]	0.34[c]	0.63[d]	0.56[d]	0.35[c]	0.27[c]	1.00[d]	
Teacher Externalizing[a]	0.37[c]	0.88[d]	0.70[d]	0.11[c]	0.52[c]	0.36[d]	1.00[d]

Note: Each cell includes the total sample size of unique participants. All correlations are significant at $p < 0.05$, two-tailed.

[a] Represents the average score across child ages 5 to 13.

[b] Indicates a sample size of 583 participants.

[c] Indicates a sample size of 580 participants.

[d] Indicates a sample size of 581 participants.

[e] Indicates a sample size of 584 participants.

Table S.9. Correlation Between Dysregulation Measures

	Average Mother	Average Teacher	**Max DP**	**Evenly Weighted Mother**	**Evenly Weighted Teacher**	Continuous T-Score Mother DP	Continuous T-Score Teacher	Multiplicative Mother DP	Multiplicative Teacher DP	Categorical Score Mother DP	Categorical Score Teacher DP
Average Mother DP	1.00^c										
Average Teacher DP	0.47^a	1.00^b									
Max DP	0.85^a	0.81^b	1.00^d								
Evenly Weighted Mother DP	1.00^c	0.47^a	0.86^c	1.00^c							
Evenly Weighted Teacher DP	0.47^a	1.00^b	0.82^b	0.48^a	1.00^b						
Continuous T-Score Mother DP	0.97^c	0.44^a	0.83^c	0.98^c	0.45^a	1.00^c					
Continuous T-Score Teacher DP	0.46^a	0.95^b	0.79^b	0.47^a	0.96^b	0.46^a	1.00^b				
Multiplicative Mother DP	0.97^c	0.46^a	0.83^c	0.97^c	0.47^a	0.98^c	0.46^a	1.00^c			
Multiplicative Teacher DP	0.45^a	0.97^b	0.80^b	0.46^a	0.98^b	0.44^a	0.96^b	0.46^a	1.00^b		
Categorical Score Mother DP	0.71^c	0.32^b	0.62^d	0.71^c	0.32^b	0.76^c	0.33^b	0.79^b	0.32^b	1.00	
Categorical Score Teacher DP	0.32^c	0.66^b	0.55^d	0.32^c	0.66^b	0.33^c	0.74^b	0.33^c	0.73^b	0.29^d	1.00

Note: All correlations are significant at $p < 0.05$, two-tailed. Each variable is averaged across child ages 5-13. Averages refer to simple means of the AAA subscales of the CBCL and TRF. Evenly weighted measures refer to our measure of dysregulation, in which the average item rating per subscale was summed. Multiplicative measures refer to the product of the re-scaled average item rating for each subscale, multiplied together. All values have been rounded to two decimal places, so although average and evenly weighted DP are highly correlated, they are not perfectly correlated as shown above. The three primary measures of dysregulation have been bolded. [a] Indicates a sample size of 579 unique participants. [b] Indicates a sample size of 581 unique participants. [c] Indicates a sample size of 582 unique participants. [d] Indicates a sample size of 584 unique participants.

Table S.10. Heat Map of Correlations of Multiplicative Dysregulation with Adjustment Outcomes

	Best Friend	Friend Support	Employment Status	Long Unemp.	Promotions	Fired Laid Off	Arrested	Convicted	Young Age at Arrest	Highest Ed.	SACA	Suicidality	Drug Prob.	DIS	DIS INT	DIS EXT
M5 Multi		-0.23				0.14				-0.10^		0.09		0.09		
M6 Multi		-0.15				0.15	0.15			-0.16		0.09^	0.13	0.16	0.12	0.16
M7 Multi						0.13	0.13	-0.18^		-0.17			0.12	0.18		0.20
M8 Multi		-0.11	-0.11	0.12		0.17	0.11			-0.19		0.09^	0.12	0.00	0.10^	0.18
M9 Multi		-0.12	-0.09^			0.11^	0.11	-0.24	-0.22	-0.11^		0.13		0.12		0.12
M10 Multi		-0.15				0.15	0.12		-0.18					0.15		0.16
M11 Multi	-0.09^	-0.17				0.19	0.19		-0.19	-0.17		0.11	0.16	0.17	0.11	0.16
M12 Multi		-0.14		0.14		0.12	0.16		-0.21	-0.18		0.11	0.20	0.23	0.16	0.21
M13 Multi		-0.08				0.11^	0.17			-0.14		0.12	0.13	0.19	0.15	0.17
Avg M Multi		-0.17				0.16	0.17			-0.15		0.13	0.16	0.20	0.13	0.20
T5 Multi	-0.09	0.18	-0.08^	0.13		0.15	0.11			-0.23		0.13		0.10		0.09^
T6 Multi	-0.11	-0.21			0.09^	0.15	0.18			-0.26		0.12				0.11
T7 Multi	-0.10	-0.18	-0.09	0.22		0.17	0.13		-0.17^	-0.28		0.16		0.13		0.14
T8 Multi		-0.20	-0.12	0.16		0.25	0.20			-0.24	0.12	0.25		0.13	0.10	0.12
T9 Multi	-0.14	-0.13	-0.09^	0.14		0.23	0.30			-0.25		0.18	0.15	0.12		0.12
T10 Multi	-0.12	-0.20		0.21		0.24	0.16	0.20	-0.21	-0.28		0.13		0.09^		0.09^
T11 Multi	-0.09^	-0.20				0.29	0.24			-0.32	0.16	0.11	0.18	0.09^		0.12
T12 Multi	-0.09^	-0.12		0.12		0.12	0.15			-0.31	0.12	0.17	0.10^			
T13 Multi	-0.09^	-0.09^	-0.09^		0.19	0.13	0.32			-0.33	0.12	0.09^	0.09^	0.20		0.25
Avg T Multi	-0.12	-0.23	-0.08^	0.17		0.27	0.29		0.15^	-0.37	0.13	0.21	0.15	0.17		0.19

Note: All correlations at $p<0.05$, two-tailed. Correlations trending towards significance are represented by ^. Green represents stronger positive correlations, and red indicates stronger negative correlations. M Multi refers to mother-reported dysregulation score, when the average item rating for each subscale is re-scaled and multiplied. T Multi refers to teacher-reported dysregulation score, when the average item rating for each subscale is re-scaled and multiplied. Avg M and Avg T Multi refer to the average multiplicative score for mother reported and teacher reported AAA scales across ages 5 – 13.