Supplemental Materials

Table S1
Descriptive Statistics and Zero-order Correlations between Study Variables

	Demographics and Covariates								T1 Tech Use			T1 Mental Health			Daily Tech Use					Daily Mental Health			
	1. Age at EMA	2. Female Gender	3. White Race/Ethnicity	4. Black Race/Ethnicity	5. Hispanic Race/Ethnicity	6. Other Race/Ethnicity	7. Economic Disadvantage	8. School Absence	9. Phone Ownership	10. Social Media Access	11. Social Media Use Frequency	12. Effortful Control	13. Conduct Problems	14. Psychological Distress	15. Texts Sent	16. Tech for School Work	17. Tech for Communication	18. Tech for Entertainment	19. Tech Creating Content	20. Total Screen Time	21. Inattention/ Hyperactivity	22. Conduct	23. Depression	24. Worry
1.		-.05	-.06	.05	.05	-.02	.09	.04	.32*	.27*	.28*	-.05	.11*	-.08	.08	.14*	.23*	.08	.03	.19*	.06	.05	.02	.09
2.			-.11*	.08	.09	-.04	.05	.08	.07*	.14*	.16*	.08	-.12*	<.01	-.05	<.01	.09	-.04	<.01	.04	.05	-.09	.24*	.21*
3.				-.59*	-.47*	-.37*	-.35*	-.03	-.11*	-.06	-.08	.13*	-.12*	.05	-.07	-.20*	-.18*	-.12*	-.15*	-.22*	<.01	-.09	.08	.05
4.					-.19*	-.15*	.25*	<.01	.14*	.04	.04	-.07	.15*	-.02	.02*	.19*	.21*	.14*	.19*	.25*	.06	.15*	-.01	<.01
5.						-.12*	.17*	.02	<.01	.09	.07	-.03	.01	.02	.01	.05	.01	.02	-.01	.01	-.08	-.03	-.05	-.01
6.							.06	.04	-.01	-.05	<.01	-.10*	-.01	-.08	.08	.02	.01	<.01	.01	.01	<.01	-.01	-.08	-.08
7.								-.06	.04	.07	.07	-.27*	.14*	-.17*	.08	.20*	.16*	.08	.23*	.19*	.02	.09	.06	.07
8.									.06	.03	.02	.06	.03	.03	-.04	-.24*	.06	.16*	-.05	<.01	-.08	-.01	-.07	-.12*
9.										.35*	.38*	-.03	.07	-.02	.13	.04	.17*	.11*	.11*	.15*	.02	.02	.04	.07
10.											.83*	-.05	.21*	-.08	.09	.07	.22*	.08	.15*	.18*	.02	.10*	.08	.05
11.												-.08	.24*	-.06	.16*	.11*	.25*	.05	.19*	.20*	.02	.09	.11	.08
12.													-.33*	.36*	-.05	-.11*	-.15*	-.13*	-.14*	-.17*	-.24*	-.21*	-.17*	-.17*
13.														-.22*	.09	.05	.26*	.12*	.18*	.23*	.20*	.24*	.08	.07
14.															.02	-.09	-.10*	-.12*	-.10	-.14*	-.26*	-.14*	-.12*	-.12*
15.																.17*	.36*	.16*	.26*	.34*	-.02	.03	-.08	-.04
16.																	.26*	.21*	.36*	.56*	.18*	.28*	.16*	.16*
17.																		.37*	.43*	.80*	.18*	.24*	.11*	.13*
18.																			.40*	.74*	.08	.13*	<.01	.04
19.																				.66*	.16*	.26*	.06	.08
20.																					.20*	.29*	.10*	.14*
21.																						.53*	.62*	.66*
22.																							.29*	.36*
23.																								.73*
N	388	388	388	388	388	388	383	381	388	388	384	388	388	388	382	382	379	380	381	382	386	387	388	388
M	13.37	49.74	59.79	19.07	12.89	6.44	31.07	.58	.64	.65	2.71	3.73	.13	4.17	46.88	.79	1.34	1.83	.38	4.18	.82	.08	21.34	18.32
SD	1.14							.31			2.42	.60	.21	.61	160.3	1.17	1.99	1.72	.69	3.85	.88	.17	12.46	17.13
SK	0.17							.28			.10	-.25	2.66	-.85	8.47	4.61	5.18	1.98	3.07	2.28	1.10	3.12	.89	1.10
K	-0.22							-1.36			-1.63	-0.46	8.58	.33	88.36	35.88	47.11	5.80	12.63	7.64	.17	10.34	.79	.75

Note. Total N=388. Table presents correlations, number of participants with present data (N), means (M), standard deviations (SD), skew (SK), and Kurtosis (K) at the person level (averaged across the study period). M for categorical demographic variables is the percent of sample who identify as a member of the demographic category. *= $p \leq .05$

Table S2

Multilevel Models of Daily Associations between Technology and Mental Health Symptoms: Curvilinear Effects (Question 3)

	Conduct					Inattention/Hyperactivity					Depression					Worry				
	b	*SE*	*CI*	*OR*	*p*	*b*	*SE*	*CI*	*IRR*	*p*	*b*	*SE*	*CI*	*β*	*p*	*b*	*SE*	*CI*	*β*	*p*
Texts Sent (in 100s)																				
Daily Linear	.02	.13	-.24, .29	1.02	.86	-.04	.02	-.09, <.01	.96	.08	.57	.47	-.35, 1.48	.12	.23	.58	.46	-.32, 1.47	.08	.21
Daily Quadratic	>-.01	<.01	-.01, <.01	1.00	.69	<.01	<.01	<.01, <.01	1.00	.12	-.01	.01	-.03, .01	-.07	.25	-.02	.01	-.04, <.01	-.07	.08
Person-m Linear	**.58**	**.23**	**.13, 1.03**	**1.79**	**.01**	.10	.09	-.08, .28	1.11	.26	-.77	.65	-2.04, .51	-.10	.24	.69	.99	-1.25, 2.63	.07	.48
Person-m Quadratic	**-.06**	**.02**	**-.10, -.01**	**.94**	**.01**	-.01	.01	-.03, .01	.99	.22	>-.01	.04	-.08, .08	-.01	.92	-.09	.06	-.20, .03	-.13	.14
Tech School Work																				
Daily Linear	**.23**	**.11**	**.01, .44**	**1.26**	**.04**	**.07**	**.02**	**.03, .12**	**1.08**	**<.01***	-.13	.23	-.58, .33	-.02	.58	**.82**	**.37**	**.09, 1.54**	**.09**	**.03**
Daily Quadratic	**-.02**	**.01**	**-.03, >-.01**	**.98**	**.02**	**-.01**	**<.01**	**-.01, >-.01**	**1.00**	**<.01***	.02	.02	-.03, .07	.04	.40	-.04	.03	-.09, .01	-.05	.15
Person-m Linear	.42	.22	-.02, .86	1.52	.06	**.20**	**.09**	.02, .39	1.23	**.03**	1.71	.95	-.14, 3.57	.17	.07	1.36	1.25	-1.09, 3.81	.10	.28
Person-m Quadratic	-.04	.03	-.09, .01	.96	.11	>-.01	.01	-.02, .01	1.00	.69	-.01	.11	-.22, .21	>-.01	.96	.03	.03	-.24, .31	.02	.81
Tech Communication																				
Daily Linear	.15	.10	-.04, .34	1.17	.11	>-.01	.02	-.04, .04	1.00	.97	-.34	.30	-.93, .25	-.08	.25	.32	.31	-.29, .93	.05	.30
Daily Quadratic	-.01	<.01	-.02, <.01	.99	.16	<.01	<.01	>-.01, <.01	1.00	.93	.01	.02	-.02, .04	.03	.60	**-.03**	**.01**	**-.06, <.01**	**-.06**	**.05**
Person-m Linear	.28	.18	-.07, .62	1.32	.11	**.17**	**.08**	.01, .34	1.19	**.04**	.93	.71	-.47, 2.33	.13	.19	.45	.96	-1.44, 2.33	.04	.64
Person-m Quadratic	-.03	.03	-.09, .02	.97	.24	-.02	.02	-.06, .02	.98	.28	-.11	.10	-.31, .09	-.07	.28	-.08	.13	-.33, .17	-.04	.53
Tech Entertainment																				
Daily Linear	.03	.10	-.17, .23	1.03	.78	-.02	.02	-.06, .02	-.42	.33	-.29	.20	-.68, .10	-.08	.14	-.02	.30	-.62, .57	>-.01	.94
Daily Quadratic	>-.01	<.01	-.01, .01	.10	.80	<.01	<.01	>-.01, <.01	.07	.83	.01	.01	-.01, .04	.06	.27	-.01	.01	-.03, .02	-.02	.69
Person-m Linear	.12	.14	-.16, .40	1.13	.40	.13	.07	-.01, .26	.16	.06	.49	.52	-.53, 1.52	.07	.34	.31	.79	-1.23, 1.86	.03	.69
Person-m Quadratic	.01	.03	-.05, .06	1.01	.81	-.01	.02	-.03, .02	-.03	.73	-.06	.11	-.28, .16	-.04	.59	.04	.17	-.30, .37	.02	.83
Tech Creating Content																				
Daily Linear	**.78**	**.21**	**.36, 1.20**	**2.19**	**<.01***	.04	.04	-.03, .11	1.04	.25	**-1.11**	**.38**	**-1.86,-.37**	**-.12**	**<.01***	.03	.66	-1.26, 1.32	<.01	.96
Daily Quadratic	**-.11**	**.03**	**-.18, -.04**	**.90**	**<.01***	>-.01	<.01	-.01, <.01	1.00	.25	**.08**	**.02**	**.03, .12**	**.09**	**<.01***	<.01	.04	-.07, .07	<.01	.94
Person-m Linear	**1.19**	**.40**	**.42, 1.97**	**3.30**	**<.01***	**.80**	**.17**	**.47, 1.14**	**2.23**	**<.01***	**6.30**	**1.59**	**3.18, 9.41**	**.34**	**<.01***	3.17	2.26	-1.27, 7.60	.13	.16
Person-m Quadratic	**-.39**	**.13**	**-.64, -.14**	**.68**	**<.01***	**-.23**	**.06**	**-.36, -.11**	**.80**	**<.01***	**-2.00**	**.47**	**-2.91,-1.08**	**-.28**	**<.01***	-.87	.65	-2.15, .41	-.10	.18
Total Screen Time																				
Daily Linear	.04	.03	-.023, .10	1.04	.22	<.01	.01	-.02, .03	.15	.81	**-.22**	**.08**	-.37, -.07	-.12	**.01**	.03	.12	-.19, .26	.01	.79
Daily Quadratic	<.01	<.01	>-.01,<.01	1.00	.60	<.01	<.01	>-.01, <.01	-.43	.56	**<.01**	**<.01**	<.01, .01	.08	**.01**	>-.01	<.01	-.05, <.01	-.02	.39
Person-m Linear	**.16**	.06	.03, .28	1.17	**.02**	.08	.05	-.01, .17	.22	.08	**.55**	**.25**	.06, 1.04	.17	**.03**	.41	.37	-.32, 1.13	.09	.28
Person-m Quadratic	-.01	<.01	-.02, <.01	.99	.08	>-.01	.01	-.01, .01	-.06	.76	-.02	.02	-.07, .02	-.08	.29	-.01	.03	-.07, .04	-.04	.62

Note. Associations between each type of technology use and each mental health domain are tested in separate multilevel models alongside daily and person-level quadratic terms, and covariates of daily school attendance and person-level mean school attendance, age, gender, economic disadvantage, and dummy coded race/ethnicity. Significant (p≤.05) relations bolded. Coefficients which met FDR-corrected significance marked with an asterisk. Raw regression coefficients (standard errors) reported.

Table S3

Multilevel Interactions between Age and Daily Technology Use for Daily Mental Health Symptoms (Question 4)

	Conduct					Inattention/Hyperactivity					Depression					Worry				
	b	*SE*	*CI*	*OR*	*p*	*b*	*SE*	*CI*	*IRR*	*p*	*b*	*SE*	*CI*	*β*	*p*	*b*	*SE*	*CI*	*β*	*p*
Texts Sent (in 10s)																				
Daily Interaction	<.01	<.01	-.01, .01	1.00	.92	<.01	<.01	>-.01, <.01	1.00	.78	-.01	.02	-.04, .02	-.02	.47	**-.03**	**.01**	**-.05, <.01**	**-.03**	**.05**
Person-m interaction	.01	.01	-.02, .03	1.01	.53	-.01	.01	-.03, <.01	.99	.09	-.03	.03	-.10, .03	-.03	.33	-.09	.07	-.23, .05	-.06	.23
Tech School Work																				
Daily Interaction	.06	.05	-.03, .15	1.06	.18	>-.01	.01	-.03, .02	1.00	.71	**.28**	**.12**	**.03, .52**	**.05**	**.03**	.37	.33	-.28, 1.01	.04	.27
Person-m interaction	**-.24**	**.10**	**-.44, -.04**	**.79**	**.02**	.02	.05	-.07, .11	1.02	.64	-.58	.54	-1.63, .47	-.07	.28	.07	.81	-1.52, 1.65	.01	.93
Tech Communication																				
Daily Interaction	.05	.04	-.02, .12	1.06	.12	.01	.01	-.01, .02	1.01	.43	-.09	.09	-.26, .08	-.03	.29	-.02	.11	-.23, .19	>-.01	.86
Person-m interaction	-.16	.11	-.37, .05	.85	.14	-.07	.04	-.14, -.01	.93	.08	**-.75**	**.33**	**-1.39, -.11**	**.13**	**.02**	**-.90**	**.43**	**-1.74, -.05**	**-.11**	**.04**
Tech Entertainment																				
Daily Interaction	.04	.03	-.01, .09	1.05	.08	**-.01**	**.01**	**-.61, -.05**	**.99**	**.05**	-.09	.06	-.21, .02	-.04	.10	-.10	.07	-.24, .04	-.03	.15
Person-m interaction	**-.22**	**.05***	**-.32, -.11**	**.80**	**<.01**	-.05	.03	-.17, .02	.95	.13	**-.60**	**.25**	**-1.08, -.11**	**-.10**	**.02**	**-.80**	**.38**	**-1.54, -.05**	**-.10**	**.04**
Tech Creating Content																				
Daily Interaction	-.01	.07	-.14, .13	.99	.90	**-.03**	**.01**	**-.05, >-.01**	**.97**	**.03**	.23	.22	-.21, .67	.03	.30	-.39	.27	-.92, .14	-.03	.14
Person-m interaction	-.10	.20	-.49, .29	.90	.61	.12	.10	-.06, .31	1.13	.21	-.93	.93	-2.75, .90	-.06	.32	.69	1.13	-1.52, 2.90	.03	.54
Total Screen Time																				
Daily Interaction	**.03**	**.01**	**<.01, .06**	**1.03**	**.05**	>-.01	<.01	-.01, <.01	1.00	.12	-.02	.05	-.10, .07	-.01	.72	.02	.06	-.10, .13	.01	.76
Person-m interaction	**-.09**	**.03**	**-.15, -.02**	**.92**	**.01**	>-.01	.02	-.04, .03	1.00	.90	-.25	.17	-.57, .08	-.08	.14	-.27	.25	-.75, .22	-.07	.28

Note. Associations between each type of technology use and each mental health domain are tested in separate multilevel models alongside daily and person-level interaction terms, and covariates of daily school attendance and person-level mean school attendance, age, gender, economic disadvantage, and dummy coded race/ethnicity. Significant relations bolded. Interaction coefficients which met FDR-corrected significance level marked with an asterisk. Raw regression coefficients (standard errors) reported.

Table S4

Multilevel Interactions between Gender and Daily Technology Use for Daily Mental Health Symptoms (Question 4)

	Conduct					Inattention/Hyperactivity					Depression					Worry				
	b	*SE*	*CI*	*OR*	*p*	*b*	*SE*	*CI*	*IRR*	*p*	*b*	*SE*	*CI*	*β*	*p*	*b*	*SE*	*CI*	*β*	*p*
Texts Sent (in 10s)																				
Daily Interaction	<.01	.02	-.03, .03	1.00	.97	-.01	<.01	-.01, <.01	.99	.14	.06	.04	-.03, .14	.05	.18	.05	.05	-.05, .14	.02	.37
Person-m interaction	**.06**	**.03**	**.01, .11**	**1.06**	**.02**	.02	.01	>-.01, .04	1.02	.06	.07	.10	-.12, .27	.04	.45	.09	.13	-.15, .34	.03	.46
Tech School Work																				
Daily Interaction	-.13	.10	-.32, .06	.88	.18	<.01	.02	-.04, .03	1.00	.98	.25	.27	-.27, .78	.04	.35	-.16	.48	-1.09, .78	-.02	.74
Person-m interaction	.21	.23	-.25, .67	1.23	.37	-.03	.09	-.21, .16	.97	.76	.23	1.16	-2.05, 2.5	.01	.85	.71	1.48	-2.19, 3.61	.03	.63
Tech Communication																				
Daily Interaction	.04	.07	-.11, .18	1.04	.61	-.02	.02	-.05, .02	.98	.28	-.05	.30	-.64, .54	-.01	.87	-.27	.29	-.83, .29	-.03	.35
Person-m interaction	.42	.23	-.03, .87	1.52	.07	.13	.10	-.07, .32	.113	.20	**1.98**	**.97**	**.08, 3.88**	**.18**	**.04**	1.40	1.13	-.81, 3.60	.09	.22
Tech Entertainment																				
Daily Interaction	**.17**	**.08**	**.01, .33**	**1.19**	**.04**	.01	.02	-.03, .05	1.01	.68	.21	.20	-.19, .60	.04	.30	.08	.31	-.53, .69	.01	.80
Person-m interaction	.13	.20	-.25, .52	1.14	.50	.09	.09	-.09, .27	1.09	.31	.07	.70	-1.31,1.45	.01	.92	-.04	1.09	-2.17, 2.09	>-.01	.97
Tech Creating Content																				
Daily Interaction	.05	.13	-.20, .29	1.05	.70	.02	.04	-.05, .09	1.02	.58	.41	.60	-.77, 1.59	.03	.50	-.61	.65	-1.87, .65	-.03	.35
Person-m interaction	.59	.47	-.33, 1.51	1.80	.21	.29	.21	-.13, .70	1.33	.17	3.09	2.13	-1.09,7.26	.11	.15	1.13	2.44	-3.66, 5.91	.03	.65
Total Screen Time																				
Daily Interaction	.03	.03	-.02, .09	1.03	.25	<.01	<.01	-.02, .02	1.00	.99	.14	.11	-.08, .36	.06	.20	-.01	.15	-.29, .28	>-.01	.97
Person-m interaction	.13	.08	-.04, .29	1.14	.12	.05	.04	-.03, .14	1.05	.21	.56	.40	-.24, 1.35	.11	.17	.46	.51	-.53, 1.45	.07	.36

Note. Associations between each type of technology use and each mental health domain are tested in separate multilevel models alongside daily and person-level interaction terms, and covariates of daily school attendance and person-level mean school attendance, age, gender, economic disadvantage, and dummy coded race/ethnicity. Significant relations bolded. Interaction coefficients which met FDR-corrected significance level marked with an asterisk. Raw regression coefficients (standard errors) reported.

Table S5

Multilevel Interactions between Economic Disadvantage and Daily Technology Use for Daily Mental Health Symptoms (Question 4)

	Conduct					Inattention/Hyperactivity					Depression					Worry				
	b	*SE*	*CI*	*OR*	*p*	*b*	*SE*	*CI*	*IRR*	*p*	*b*	*SE*	*CI*	*β*	*p*	*b*	*SE*	*CI*	*β*	*p*
Texts Sent (in 10s)																				
Daily Interaction	-.01	.02	-.05, .02	.99	.40	-.01	<.01	-.02, <.01	.99	.17	-.04	.03	-.10, .03	-.06	.29	-.01	.03	-.07, .05	-.01	.78
Person-m interaction	-.03	.02	-.07, .02	.98	.25	-.01	.01	-.03, .02	.99	.56	.02	.05	-.09, .13	.02	.72	-.15	.09	-.33, .03	-.13	.10
Tech School Work																				
Daily Interaction	.04	.10	-.15, .23	1.04	.70	-.02	.02	-.06, .02	.98	.43	.11	.27	-.42. .64	.01	.68	-.43	.45	-1.31, .45	-.03	.34
Person-m interaction	-.29	.29	-.85, .28	.75	.32	-.11	.12	-.34, .12	.89	.34	-.11	1.33	-2.71,2.50	-.01	.94	-1.38	1.67	-4.65, 1.90	-.08	.41
Tech Communication																				
Daily Interaction	-.02	.10	-.22, .18	.98	.84	-.01	.02	-.05, .04	1.00	.79	.02	.21	-.38, .42	<.01	.91	-.16	.28	-.71, .39	-.02	.56
Person-m interaction	.09	.23	-.36, .55	1.10	.69	.07	.11	-.15, .29	1.07	.53	.93	.89	-.81, 2.66	.09	.29	.25	1.07	-1.84, 2.33	.02	.82
Tech Entertainment																				
Daily Interaction	.08	.06	-.05, .20	1.08	.23	.01	.02	-.03, .05	1.01	.65	-.18	.18	-.54, .17	-.04	.31	-.24	.26	-.75, .26	-.03	.35
Person-m interaction	-.16	.19	-.52, .21	.85	.40	-.03	.08	-.19, .13	.97	.72	.10	.74	-1.36, 1.55	.01	.90	-1.48	1.03	-3.51, .55	-.10	.15
Tech Creating Content																				
Daily Interaction	-.10	.14	-.37, .18	.91	.50	**-.10**	**.04**	**-.18, .02**	**.90**	**.01**	.17	.59	-.98, 1.31	.02	.78	-.42	.63	-1.66, .81	-.02	.50
Person-m interaction	-.25	.49	-1.20, .71	.78	.61	.17	.23	-.28, .62	1.18	.46	1.27	2.56	-3.73, 6.28	.05	.62	1.06	2.35	-3.54, 5.65	.03	.65
Total Screen Time																				
Daily Interaction	.02	.03	-.05, .09	1.02	.56	>-.01	.01	-.02, .02	1.00	.83	<.01	.12	-.24, .24	<.01	.99	-.15	.16	-.46, .16	-.04	.34
Person-m interaction	-.07	.09	-.24, .11	.94	.46	-.01	.04	-.10, .07	.99	.75	.08	.40	-.71, .86	.02	.85	-.48	.52	-1.50, .53	-.08	.35

Note. Associations between each type of technology use and each mental health domain are tested in separate multilevel models alongside daily and person-level interaction terms, and covariates of daily school attendance and person-level mean school attendance, age, gender, economic disadvantage, and dummy coded race/ethnicity. Significant relations bolded. Interaction coefficients which met FDR-corrected significance level marked with an asterisk. Raw regression coefficients (standard errors) reported.

Table S6

Multilevel Interactions between T1 Mental Health Risk and Daily Technology Use for Daily Mental Health Symptoms (Question 4)

	Conduct					Inattention/Hyperactivity					Depression					Worry				
	b	*SE*	*CI*	*OR*	*p*	*b*	*SE*	*CI*	*IRR*	*p*	*b*	*SE*	*CI*	*β*	*p*	*b*	*SE*	*CI*	*β*	*p*
Texts Sent (in 10s)																				
Daily Interaction	>-.01	.01	-.01, .01	1.00	.43	<.01	<.01	-.01, .01	1.00	.57	>-.01	.03	-.06, .06	>-.01	.90	-.05	.07	-.19, .09	-.02	.46
Person-m interaction	.02	.02	-.01, .05	1.02	.26	.01	.01	>-.01, .03	1.01	.12	-.13	.08	-.28, .02	-.05	.08	<.01	.16	-.32, .32	<.01	.99
Tech School Work																				
Daily Interaction	-.03	.10	-.22, .15	.97	.73	<.01	.02	-.04, .04	1.00	.98	-.33	.27	-.86, .19	-.03	.21	**-1.02**	**.52**	**-2.04, -.01**	**-.06**	**.05**
Person-m interaction	-.13	.23	-.59, .32	.88	.57	-.11	.09	-.28, .07	.90	.24	-.22	1.15	-2.47,2.03	-.02	.85	1.38	1.57	-1.70, 4.45	.07	.38
Tech Communication																				
Daily Interaction	-.03	.09	-.20, .15	.98	.78	-.10	.02	-.04, .03	.99	.71	.23	.28	-.32, .78	.03	.42	-.17	.33	-.80, .47	-.02	.61
Person-m interaction	-.27	.22	-.70, .17	.77	.23	**.18**	**.09**	**.01, .36**	**1.20**	**.04**	.37	1.16	-1.90, 2.64	.03	.75	.20	1.33	-2.41, 2.81	.01	.88
Tech Entertainment																				
Daily Interaction	**.25**	**.08**	.10, .40	1.28	**<.01**	<.01	.02	-.03, .04	1.00	.85	**-.58**	**.19**	**-.94, -.21**	**-.10**	**<.01**	-.27	.28	-.84, .30	-.03	.35
Person-m interaction	**-.57**	**.13**	**-.82,-.32**	**.57**	**<.01***	.04	.09	.13, .21	1.04	.65	1.03	.93	-.78, 2.85	.08	.27	-.26	1.29	-2.78, 2.26	-.09	.84
Tech Creating Content																				
Daily Interaction	.02	.14	-.25, .28	1.02	.91	-.05	.04	-.13, .03	.95	.25	-.65	.79	-2.19, .90	-.04	.41	-.76	1.42	-3.55, 2.03	-.03	.59
Person-m interaction	-.55	.44	-1.41,.31	.58	.21	**.49**	**.21**	**.09, .90**	**1.63**	**.02**	2.57	2.87	-3.05, 8.19	.09	.37	**5.18**	**2.62**	**.04, 10.32**	**.14**	**.05**
Total Screen Time																				
Daily Interaction	.02	.03	-.04, .09	1.02	.43	-.01	.01	-.03, .02	.99	.63	-.20	.11	-.41, .02	-.07	.08	-.31	.18	-.66, .05	-.07	.09
Person-m interaction	-.15	.08	.31, .02	.87	.08	.05	.04	-.03, .13	1.05	.19	.49	.44	-.37, 1.35	.09	.27	.56	.51	-.44, 1.55	.08	.27

Note. Associations between each type of technology use and each mental health domain are tested in separate multilevel models alongside daily and person-level interaction terms, and covariates of daily school attendance and person-level mean school attendance, age, gender, economic disadvantage, and dummy coded race/ethnicity. Significant relations bolded. Interaction coefficients which met FDR-corrected significance level marked with an asterisk. Raw regression coefficients (standard errors) reported.

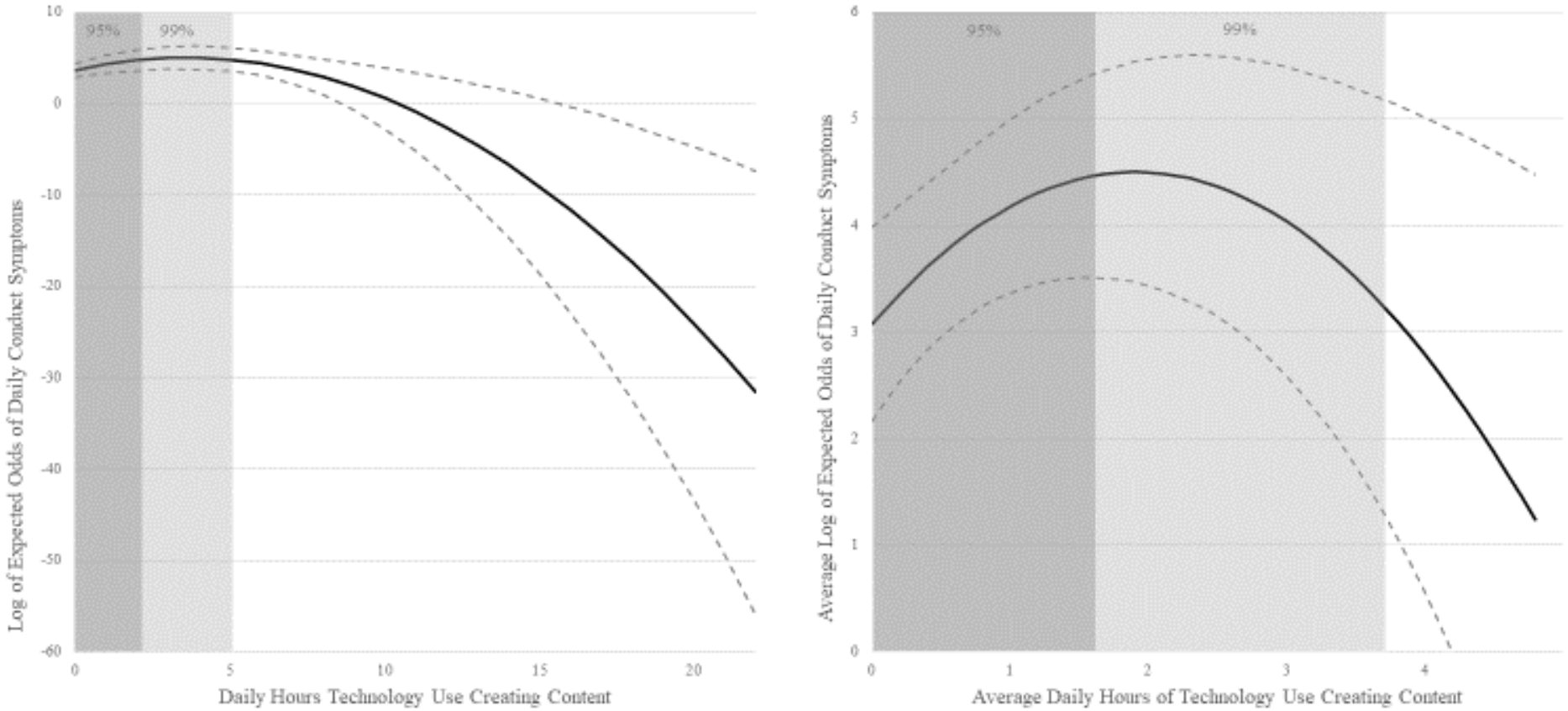

Figure S1. Quadratic Associations- Time spent on Technology Creating Content and Daily Conduct Problem Symptoms. Left panel depicts within-person daily quadratic association of daily technology use creating content (X axis) and the log of the expected odds of experiencing a daily conduct problem symptom (Y axis). Right panel depicts between-person average quadratic associations between technology use creating content (X axis) and the average log of expected odds of experiencing a daily conduct problem symptom (Y axis). *Dashed lines* represent the 95% confidence interval. The full ranges of reported hours of technology use creating content are depicted; *grey shading* reflects the 95th and 99th percentiles for technology use creating content.

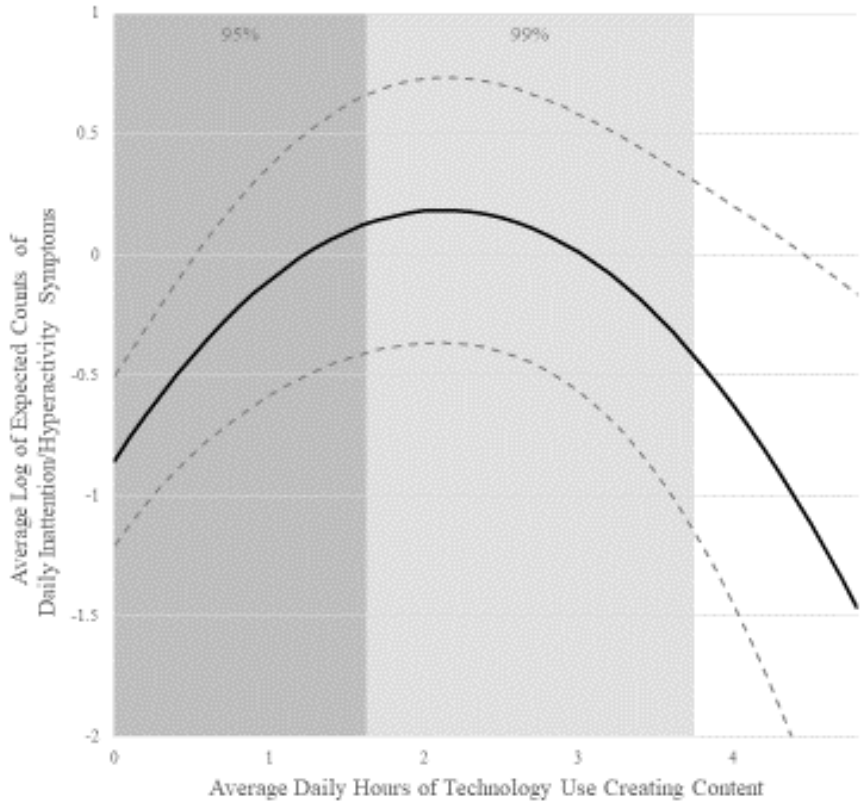

Figure S2. Quadratic Associations- Time spent on Technology Creating Content and Daily Inattention/Hyperactivity Symptoms. Figure depicts between-person average quadratic associations between technology use creating content (X axis) and the average log of expected counts of daily inattention/hyperactivity symptoms (Y axis). *Dashed lines* represent the 95% confidence interval. The full ranges of reported hours of technology use creating content are depicted; *grey shading* reflects the 95th and 99th percentiles for technology use creating content.

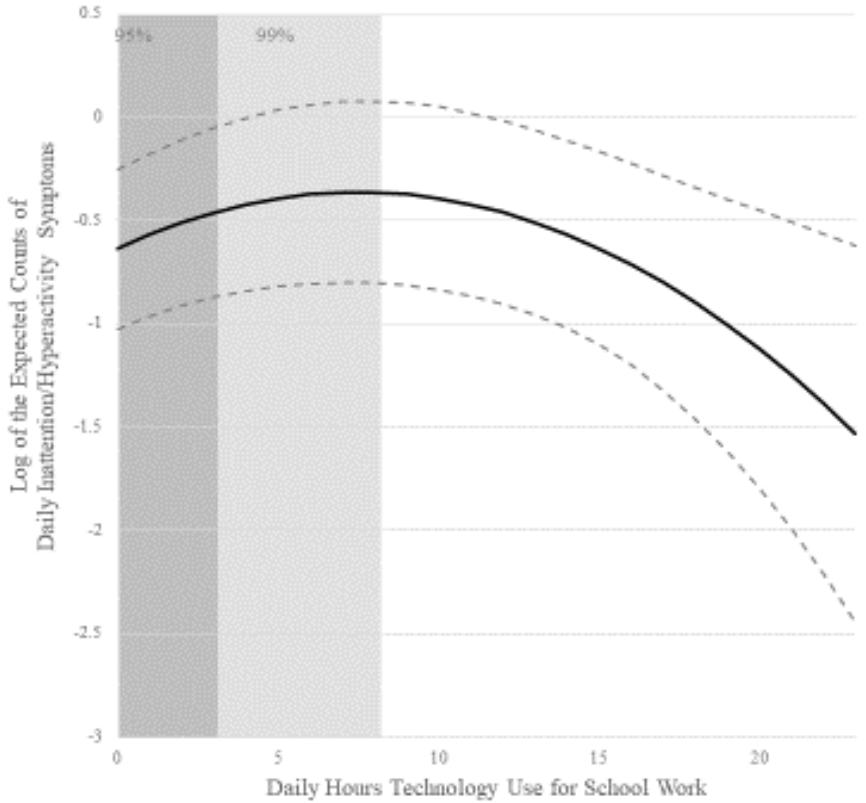

Figure S3. Quadratic Associations- Time spent on Technology for School Work and Daily Depressive Symptoms. Left panel depicts within-person daily quadratic association of daily technology use creating content (X axis) and the log of the expected odds of experiencing a daily conduct problem symptom (Y axis). Right panel depicts between-person average quadratic associations between technology use creating content (X axis) and the average log of expected odds of experiencing a daily conduct problem symptom (Y axis). *Dashed lines* represent the 95% confidence interval. The full ranges of reported hours of technology use creating content are depicted; *grey shading* reflects the 95th and 99th percentiles for technology use creating content.