Supplemental Online Materials

These supplemental online materials are for the article, titled *Trait Attributions and Threat Appraisals Explain Why an Entity Theory of Personality Predicts Greater Internalizing Symptoms During Adolescence*. These materials are intended to appear only on a website linked to the article. The overall structure of the online supplemental materials is as follow:

Implicit Theories of Personality Measures and Standardized Factor Loadings

Item	Study 1b	Study 2
1. You can't change people who are jerks in school.	.58***	.69***
2. Some people are just jerks, and not much can be done to change them.	.70***	.72***
3. Bullies and victims are types of people that really can't be changed.	.73***	.72***
4. Bullies can try acting nice, but deep down they're just bullies.	.63***	.55***
5. You can't change whether or not people respect you in school.	.52***	.51***
6. Some people are just not cool, and not much can be done to change that.	.56***	.63***
7. Popular people and unpopular people are types of people that really can't be changed.	.52***	.53***
8. Some people in high school will never be respected by anyone.	.43***	.56***

Intercorrelations among Key Variables (Study 1)

	1	2	3	*N* (Study 1a)
1. Entity theory of personality	---	.18***	.14***	3,282
2. Depressive symptoms	.28***	---	.59***	3,406
3. Global psychological distress	.20***	.66***	---	2,994
N (Study 1b)	3,051	3,046	3,018	---
Mean (Study 1b)	2.95	0.40	2.64	---
Standard deviation (Study 1b)	0.92	0.31	0.87	---

Note. Variables are standardized in Study 1 with means of 0 and standard deviations of 1. Correlations for Study 1a/Study 1b are shown above/below diagonal.

* $p < .05$. ** $p < .01$. *** $p < .001$.

The Association Between an Entity Theory of Personality and Fixed Trait Attribution About the Self

Sample	Attribution Measure	*r*	*n*
1	Recall, Scenario	.26**	150
2	Cyberball	.25***	303
3	Cyberball	.23***	211
4	Social media	.16**	251
5	Social media	.16	84
6	Social media	.25*	62
7	Social media	.17**	320
8	Scenario	.14***	2,877

Note. Recall = Attribution about recalled personal experiences of peer conflict. Scenario = Attribution about a hypothetical scenario of peer conflict. Cyberball = Attribution about social exclusion during the online Cyberball game (e.g., Williams & Jarvis, 2006). Social media = Attribution about few "likes" on an experimental social media interaction (e.g., Lee et al., 2019).

* $p < .05$. ** $p < .01$. *** $p < .001$.

The Path Coefficients for the Association of Entity Theory of Personality to Internalizing Symptoms After Controlling for Gender

Variable	*b*	*SE*
Person-level (level 2)		
Internalizing symptoms		
Threat appraisals	.12***	.03
Female	.05*	.02
Baseline internalizing symptoms	.15***	.02
Threat appraisals		
Fixed trait attribution	.25***	.05
Female	-.05	.09
Baseline internalizing symptoms[a]	.39***	.05
Fixed trait attribution		
Entity theory	.24**	.08
Female	.21	.13
Baseline internalizing symptoms[a]	.33***	.06
Day-level (level 1)		
Threat appraisals		
Daily stressor intensity	.31***	.08
Random slope	.07*	.03
× fixed trait attribution		

Note. $N = 474$ (2,998 daily reports). Female: 0 = *male*, 1 = *female*. Standardized coefficients were not calculated because the random effects model assumes no single variance/covariance matrix for the entire sample. Dummy-coded day variables were included as covariates (Reference day = Monday) to control for the potential day-of-the week effect (Chow, Ram, Boker, Fujita, & Clore, 2005). [a]covariance path

$^{+}p < .10$. $^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$.

Modeling Syntax

```
TITLE: Multilevel Model Syntax
 DATA: FILE IS daily data long.dat;

 VARIABLE: NAMES ARE
 school          !school ID
 nid     !student ID
 gender
 itp1    !an entity theory personality item 1
 itp2    !an entity theory personality item 2
 itp3    !an entity theory personality item 3
 itp4    !an entity theory personality item 4
 itp5    !an entity theory personality item 5
 itp6    !an entity theory personality item 6
 itp7    !an entity theory personality item 7
 itp8    !an entity theory personality item 8
 str     !intensity of daily stressor
 fixself         !fixed trait attribution about the self
 negcontrol_r !daily threat appraisal item 1 (reverse coded)
 neghelpless  !daily threat appraisal item 2
 cditotal        !depressive symptoms total scores
 psstotal        !global psychological stress total scores
 INTb  !baseline internalizing symptoms
 Tuesday
 Wednesday
 Thursday
 Friday
 ;

 USEVARIABLES ARE
 !Person-level var:
    itp1 itp2 itp3 itp4
    itp5 itp6 itp7 itp8
    fixself
    cditotal
    psstotal
    INTb

 !Day-level var:
    str
    negcontrol_r
    neghelpless
    Tuesday
    Wednesday
    Thursday
    Friday
    ;

 WITHIN =
    str
```

```
    Tuesday
    Wednesday
    Thursday
    Friday
;

BETWEEN =
    itp1 itp2 itp3 itp4
    itp5 itp6 itp7 itp8
    fixself
    cditotal
    psstotal
    INTb
;

CLUSTER IS nid;

MISSING ARE ALL (-99999);

DEFINE: CENTER str (GROUPMEAN);
              CENTER itp1 itp2 itp3 itp4
                          itp5 itp6 itp7 itp8 INTb
                          (GRANDMEAN);

ANALYSIS:
    ESTIMATOR=MLR;
    TYPE=TWOLEVEL RANDOM;

MODEL:
%WITHIN%
!day-level measurement model;
    TAPPw BY negcontrol_r neghelpless;

!day-level structural model:
    s | TAPPw ON str;
    TAPPw ON Tuesday
                      Wednesday
                     Thursday
                      Friday;

%BETWEEN%
!person-level measurement mode:
    ITP BY  itp1 itp2 itp3 itp4
               itp5 itp6 itp7 itp8;

    TAPPb BY negcontrol_r neghelpless;

    INT BY cditotal psstotal;

    itp1 WITH itp2;
    itp6 WITH itp7;
```

```
!person-level structural model:
   INT ON TAPPb (a)
            INTb;
   TAPPb ON fixself (b);
   fixself ON ITP (c);
   s ON fixself;

   ITP WITH INTb;
   fixself WITH INTb;
   TAPPb WITH INTb;

  MODEL CONSTRAINT:
  NEW(abc);
  abc=a*b*c;

  OUTPUT: SAMPSTAT CINTERVAL;
```

Supplemental References

Chow, S. M., Ram, N., Boker, S. M., Fujita, F., & Clore, G. (2005). Emotion as a thermostat: representing emotion regulation using a damped oscillator model. *Emotion, 5*, 208-225. https://doi.org/10.1037/1528-3542.5.2.208

Lee, H. Y., Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., … & Yeager, D. S. (in press). Getting fewer "likes" than others on social media elicits emotional distress among victimized adolescents. *Child Development*.

Williams, K. D., & Jarvis, B. (2006). Cyberball: A program for use in research on interpersonal ostracism and acceptance. *Behavior Research Methods, 38*, 174-180. https://doi.org/10.3758/BF03192765