

Dynamics of Attachment and Emotion Regulation in Daily Life: Codebook for the Variables Used in Analyses

| Variable name | Description | Published datasets in which the variable is found | | | |
|-------------------|--|--|---|---|---|
| | | AT_ER_MPLUS (<i>N</i> _{participants} = 122, <i>N</i> _{observations} = 4637) | AT_ER_MPLUS2 (<i>N</i> _{participants} = 122, <i>N</i> _{observations} = 4637) | MPLUS_FEMALE (<i>N</i> _{participants} = 108, <i>N</i> _{observations} = 4130) | Basic_data (<i>N</i> _{participants} = 122, <i>N</i> _{observations} = 4637) |
| KANDI_ID | Id number (randomly generated, no identification information) | X | X | X | X |
| DTIME | discrete time (1 hour and 43 min blocks 1= <i>first block</i> to 92 = <i>last block</i>) | X | X | X | X |
| aika | time of receiving EMA questionnaires in hours from the beginning of the study | X | X | X | X |
| REAPPRAISAL | I thought about the situation in a more positive way (1 = <i>not at all</i> to 5 = <i>very much</i>) | X | X | X | |
| RUMINATION | I thought over and over again about the negative situation and feelings (1 = <i>not at all</i> to 5 = <i>very much</i>) | X | X | X | |
| SUPPRESSION | I avoided showing my situation-elicited negative feelings (1 = <i>not at all</i> to 5 = <i>very much</i>) | X | X | X | |
| security1 | I feel loved (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| security2 | I feel like I have someone to rely on (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| SECURITY | state attachment security (average of above state attachment security items) | X | X | X | |
| anxiety1 | I feel a strong need to be unconditionally loved right now (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| anxiety2 | I want to share my feelings with someone (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| ANXIETY | state attachment anxiety (average of above state attachment anxiety items) | X | X | X | |
| avoidance1 | If someone tried to get close to me, I would try to keep my distance (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| avoidance2 | The idea of being emotionally close to someone makes me nervous (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | X | X | X | |
| AVOIDANCE | state attachment avoidance (average of above state attachment avoidance items) | X | X | X | |
| TRAIT AVOIDANCE | Trait attachment avoidance (average of 18 avoidance items, see below) | X | X | X | X |
| TRAIT ANXIETY | Trait attachment anxiety (average of 18 anxiety items, see below) | X | X | X | X |
| TRAIT NEUROTICISM | Neuroticism (average of 9 neuroticism items, see below) | X | X | X | X |
| SES | Financial strain (average of SESP1 and SESP2, see below) | X | X | X | X |
| AGE | age in years | X | X | X | X |
| LAG_SECURITY | state attachment security at t-1 | X | X | X | |
| LAG_ANXIETY | state attachment anxiety at t-1 | X | X | X | |

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|----------------|---|---|---|---|---|
| LAG_AVOIDANCE | state attachment avoidance at t-1 | X | X | X | |
| opiskelu | education status (1 = university student, 2 = open university student, 3 = other student, 4 = other) | | | | X |
| reagointi | reaction time to answer in minutes after receiving EMA questionnaire | | | | X |
| AVO_1R-AVO_18R | Trait attachment avoidance items (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>) | | | | X |
| ANX_1-ANX_18 | Trait attachment anxiety items (1 = <i>strongly disagree</i> to 7 = <i>strongly agree</i>). | | | | X |
| NEUR_1-NEUR_9R | Neuroticism items (1 = <i>describes me poorly</i> to 5 = <i>describes me very well</i>) | | | | X |
| SEX | Gender (0 = <i>girl</i> , 1 = <i>boy</i>) | | | | X |
| SESP1 | Do you or your family have difficulties in regularly paying coming bills? (0–1, higher values indicate less difficulties) | | | | X |
| SESP2 | How much money do you and your family have just before the next payday? (0–1, higher values indicate more money) | | | | X |
| aika2 | time of answering the EMA questionnaires in hours from the beginning of the study | | | | X |
