Hold to Behold: Less Changes in Emotion Regulation Strategies Predicts Better Differentiated Negative Emotions within Adolescents

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Abstract

To adapt to changing situations in daily lives, adolescents vary the intensity of strategies or switch between strategies in regulating their emotions. This emotion regulation variability is thought to be enhanced by emotion differentiation, which refers to how well adolescents distinctively label their emotions. We tested this assumption in five experience sampling method datasets, which repeatedly assessed emotion differentiation and emotion regulation variability in 750 adolescents' daily life (aged 11 to 25, 59% female, 25834 observations). Unexpectedly, moments of higher emotion differentiation were followed by more consistent use of emotion regulation strategies (i.e., lower emotion regulation variability). Reciprocally, moments with high emotion regulation variability were followed by less emotion differentiation. These negative reciprocal temporal influences were present regardless of the types of variability (intensity or switching) and emotions (positive or negative). Our results prompt the need for further research in emotion differentiation, emotion regulation variability, their benefits and interrelationship.

Keywords: Dynamics, Variability, Emotion Differentiation, Emotion Regulation

Word count: 1981 (Introduction and Discussion), 2110 (Methods and Results, excluding tables and figures; 2713 if tables and figures are included)

Statement of relevance

Adolescents go through a crucial period of biological, occupational, social and emotional development. They need to vary the strategies of emotion regulation, either by changing the intensity of strategies or switchin g between strategies, to adapt to changing situations and needs. This emotion regulation variability is expected to be facilitated by emotion differentiation — the ability to identify and label emotions distinctively — because knowing what one feels informs ways of regulating one's emotions. Unexpectedly, in the daily lives among 738 adolescents that we examined, we found that higher emotion differentiation was followed by more consistent use of emotion regulation strategies, rather than increased variability. Furthermore, after moments of high emotion regulation variability, adolescents showed decreased emotion differentiation. Our findings challenged the idea that emotion differentiation facilitates emotion regulation. These results guided future research on the interplay between emotion differentiation and emotion regulation variability, and might help practitioners optimize emotion-related psychoeducation for adolescents.

Research Transparency Statement

General Disclosures

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Study One

Preregistration: The hypotheses and methods were preregistered (https://doi.org/10.17605/OSF.IO/9VX7T) on 2022-05-04 prior to accessing the five datasets used in this study. There was an update of preregistration on 2023-10-19 for the purpose of including more datasets to achieve sufficient power for our hypotheses (for details, see Supplementary Materials 1). Materials: All study materials are publicly available (https://doi.org/10.17605/OSF.IO/CQ6N4 and Supplemental Materials 2). Data: All primary data are publicly available (https://doi.org/10.17605/OSF.IO/CQ6N4). All ready-to-analyze data are available (https://github.com/taktsun/ED_ERV). Analysis scripts: All analysis scripts are publicly available (https://github.com/taktsun/ED_ERV).

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Adolescence is a period full of emotional challenges ranging from pubertal changes, academic or work-related pressure, and transforming interpersonal relationships (Holmbeck et al., 2006). To successfully navigate this transitional period, adolescents need to develop their emotion regulation skills (Klein et al., 2022). Difficulty in doing so is a transdiagnostic factor for psychopathology (Sloan et al., 2017). Putatively adaptive emotion regulation encompasses high variability in using emotion regulation strategies to meet environmental demands, indicating that adolescents can flexibly use the right strategies to cope with changing situations (Aldao et al., 2015). This emotion regulation variability is expected to be facilitated by emotion differentiation – how well emotions are distinctively labelled – because knowing what one feels informs ways of regulating one's emotions (Barrett et al., 2001; Berking et al., 2014; Kashdan et al., 2015; Schwarz & Clore, 1983). Emotion differentiation is increasingly being proposed as an intervention target for improving emotion regulation (Van der Gucht et al., 2019; YE et al., 2023). Before it becomes appropriate to target emotion differentiation in interventions, we need to clarify the temporal sequence between emotion differentiation and emotion regulation variability. However, empirically, it is currently unclear whether emotion differentiation precedes emotion regulation variability in adolescents[1]. This study, therefore, investigates the temporal sequences between adolescents' emotion differentiation and emotion regulation variability in their daily lives.

Differentiated emotions may facilitate emotion regulation

To study the relation between emotion differentiation and emotion regulation in daily life, researchers often assess emotions and emotion regulation strategies repeatedly over the course of several days, for instance using daily diaries or experience sampling

[1] We followed a recent definition of adolescence as ages 10 to 25 (Sawyer et al., 2018).

method (ESM). These methods allow researchers to better capture life as it is lived with ecological validity (Bolger & Laurenceau, 2013). Using these methods, researchers have shown that emotion differentiation situationally buffers adolescents from momentary depressive feelings (upon perceived stress, Nook et al., 2021; upon rumination, Starr et al., 2017).

However, empirical evidence on how it is directly related to emotion regulation is weaker. Two studies have investigated this association between individuals. While one daily diary study found that individuals with higher differentiation of negative emotions showed greater average use of emotion regulation strategies compared to those with lower emotion differentiation (Barrett et al., 2001), another ESM study that examined separate strategies only found a negative association between negative emotion differentiation and social sharing, but not with the other five strategies examined (Kalokerinos et al., 2019).

Empirical evidence on within-person associations also do not support a directional relationship between emotion differentiation and emotion regulation. A 10-day ESM study showed that on days when university students had higher negative emotion differentiation than usual, they did not concurrently use their emotion regulation strategies any differently (O'Toole et al., 2021). To the best of our knowledge, there was only one study that investigated the *temporal precedence* of emotion differentiation and emotion regulation, potentially because previous studies calculated emotion differentiation as a summary of multiple assessments within individuals before the first within-person index of emotion differentiation was recently developed (Erbas et al., 2021). Using this momentary index, an ESM study specifically investigated the temporal relationships between negative emotion differentiation and social sharing. However, preliminary evidence of lower emotion differentiation predicting subsequently higher social sharing was only seen in two out of four datasets analyzed (Sels et al., 2022). Overall, empirical evidence suggests weak between-person associations between emotion differentiation and the use of emotion regulation strategies, and potentially no concurrent or temporal associations within

individuals.

Emotion Regulation Variability: Dynamics of Multiple Strategies

Previous studies analyzed emotion regulation as multiple distinct strategies. However, this may miss out the dynamics of how adolescents deploy strategies across time, which is referred to as emotion regulation variability. Emotion regulation variability is comprised of endorsement change (i.e., changes in mean intensity of strategies) and strategy switching (i.e., changes between strategies across time)(Lo et al., 2024). As with emotion differentiation, few methods have been available to study within-person emotion regulation variability. Recently, Bray-Curtis dissimilarity, an index commonly used in ecology to quantify changes in biodiversity, has been validated in its detection of within-person emotion regulation variability. This index and its two subcomponents, which reflect endorsement change and strategy switching, were all related to subsequent lower negative emotion intensity (Lo et al., 2024), supporting the idea that higher emotion regulation variability is adaptive in daily life.

The Present Study

Our study examines the temporal relationship between emotion differentiation and emotion regulation variability during adolescence. We pre-registered two within-adolescent temporal hypotheses: In line with the idea that emotion differentiation facilitates emotion regulation, Hypothesis 1 states that greater emotion differentiation at a given moment is related to higher emotion regulation variability at the subsequent moment. Given relevant theoretical discussions, a reversed temporal sequence is not expected Thompson et al. (2021), Hypothesis 2 states that emotion regulation variability at one moment is not associated with emotion differentiation at the following moment. Additionally, we had a between-adolescent hypothesis: Hypothesis 3 states that adolescents with higher emotion differentiation will show higher emotion regulation variability on average. We tested these hypotheses using data from five ESM studies, in which adolescents rated momentary

emotions and emotion regulation strategies multiple times per day. All pre-registered hypotheses concerned the differentiation of *negative* emotions because previous literature mostly investigated negative emotion differentiation. The associations regarding *positive* emotion differentiation were explored without testing specific hypotheses due to a lack of theory.

Methods

This paper follows the Workflow for Open Reproducible Code in Science (Van Lissa et al., 2021). The pre-registration (hypotheses and analysis plan), data and analysis codes of this study are available via (osf.io/9vx7t). A priori power analysis, detailed in Supplemental Materials 1, showed that we had more than 80% power to test our hypotheses.

Participants and Procedures

This study combines five ESM datasets (see Supplemental Material 1 for details on participants and procedures). Table 1 shows an overview of the demographics per dataset. The five datasets included participants with a mean age of 17.42 years ($SD =$; range: 11 to 25 years), with 59% females (range across datasets: 48% to 78%). All studies, approved by respective ethical committees, were conducted in Belgium and the Netherlands with Dutch-speaking participants. All studies assessed participants either 10 times for 7 days or 5 times for 14 days, resulting in the same 70 observations. As pre-registered, we excluded 33 participants with zero variance in positive emotions, negative emotions or emotion regulation strategies. We further excluded 4 participants with an average reaction time below 500ms because it may indicate careless responding (McCabe et al., 2012). Participants completed an average of 74% observations ($SD = 23\%$). Supplemental Materials 2 has further details on participants and procedures of all datasets.

Measures

The studies differed in how many items were used to assess negative emotions, positive emotions, and emotion regulation strategies, but they all used multiple items with unipolar scales (see Table 1) . Within each dataset, all items were rescaled before analyses to a scale of 0 to 10 to facilitate pooling across studies. Intraclass correlation coefficients (ICC) of all items ranged from .19 to .64, indicating they had adequate within-adolescent variance for further analyses. Supplemental Materials 2 has full item wordings for all ESM measures.

Momentary indices

Intensity of positive emotions, negative emotions, and emotion regulation

We calculated momentary intensities of positive emotions, negative emotions, and emotion regulation as the mean intensities of relevant ESM measures assessed in the respective datasets. Multi-level confirmatory factor analyses using the *lavaan* package (Rosseel, 2012) showed positive and negative emotions loaded separately on two factors as indicated with satisfactory fit indices (See Supplemental Materials 3 for more information). Reliability was satisfactory for all indices within adolescents (positive emotion intensity: .60 to .80; negative emotion intensity: .66 to .76; emotion regulation intensity: .52 to .72) and between adolescents (positive emotion intensity: .88 to .93; negative emotion intensity: .90 to .94; emotion regulation intensity: .68 to .97).

Emotion differentiation

To assess the degree of positive and negative emotion differentiation within adolescents at a specific moment, we calculated the momentary emotion differentiation index from the positive and negative emotion items. This index was mathematically derived from the average consistency variant of ICC, a between-person measure of emotion differentiation commonly used in prior research to assess emotion differentiation. This

index has no lower bound and an upper bound of 0 and it shows good predictive validity because of its negative association with momentary negative emotion intensity (Erbas et al., 2021). The momentary emotion differentiation index measures how consistently intensities of emotions are deviating in the same direction (i.e., positively or negatively) with regard to a person's mean. For example, if an adolescent has an average rating of 5 in each of the four emotions assessed 70 times, a moment when all four emotions are rated at 10 will give a low value of momentary emotion differentiation, whereas a moment when two of the four emotions are rated at 10 and two at 0 will give a high value of momentary emotion differentiation.

Emotion regulation variability

We calculated momentary emotion regulation variability as Bray-Curtis dissimilarity from the emotion regulation items. This momentary index can be partitioned into two subcomponents that respectively detect two qualitatively different and theoretically relevant subcomponents (Aldao et al., 2015): endorsement change (e.g., from not using any strategies to using distraction) and strategy switching (e.g., replacing distraction with reappraisal). Bray-Curtis dissimilarity was calculated by comparing the moment of interest with all other moments the same adolescent reported using the *betapart* package (Baselga et al., 2022; see Github tutorial at Lo, 2023). In this way, Bray-Curtis dissimilarity reflects the within-adolescent deviation from their typical emotion regulation style - in terms of intensity or strategy selection[2]. Before calculating Bray-Curtis dissimilarity, we linearly transformed all emotion regulation intensity ratings by adding a small constant 0.001 to prevent division-by-zero computational errors, so that two moments with all strategies rated 0 can still be compared. The Bray-Curtis dissimilarity

[2] Another method to compute Bray-Curtis dissimilarity is by contrasting each moment with the preceding one. To check the robustness of our results, we ran sensitivity analyses with this successive temporal comparison approach. Results were generally consistent with what we present in the main text. Details can be found in Supplemental Material 6.

index falls between 0 and 1. To improve comparison with other indices, we multiplied the Bray-Curtis dissimilarity index with 10 so it ranges from 0 to 10 .

Analysis

We conducted all analyses in this paper in R (R Core Team, 2023). After preparing each dataset, data were pooled into an overall dataset for analysis. To distinguish temporal effects (Hypothesis 1 & 2) from individual differences (Hypothesis 3), we separated observations of indices (negative emotion intensity, negative emotion differentiation, emotion regulation variability) into two components. The within-adolescent component, which can vary at each time point, is the raw score minus the person-mean . The between-adolescent component, which indicate an adolescent's time-invariant difference from others, is the person-mean minus the grand-mean (Bolger & Laurenceau, 2013).

To test our hypotheses, we ran multilevel models. In model 1A, which corresponded to Hypothesis 1, emotion differentiation was the predictor and emotion regulation variability was the outcome. In model 2A, which corresponded with Hypothesis 2, emotion regulation variability was the predictor and emotion differentiation was the outcome. In the two multilevel models, observations (Level 1) were nested within participants (Level 2). Participants (Level 2) were further nested within datasets (Level 3) to account for between-dataset differences (see Boedhoe et al., 2019 for related methodological discussion). The outcome variables at each moment were predicted by the within-adolescent components at Level 1 and between-adolescent components at Level 2. We added momentary negative emotion intensity and momentary emotion regulation as covariates, because we wanted to examine the relationships between predictor and outcome variables above and beyond negative emotion intensities (Dejonckheere et al., 2019; O'Toole et al., 2021). We added time as a covariate, centered with the 35.5th observation as zero, to control for any systematic time trends in the data. Age and gender were also added as time-invariant covariates. Time-varying within-adolescent components of the

predictor and control variables were entered as both fixed and random effects. Random intercepts and slopes were allowed to covary. Between-adolescent components and centered time were entered as fixed effects. We included a first-order autocorrelation structure on the residuals. We used the *nlme* package (Pinheiro et al., 2022) to estimate multilevel models with the quasi-Newton optimizer. To test the hypotheses, we were primarily interested in whether the fixed effects differed significantly from zero, as indicated by a 95% confidence interval. Hypotheses 1 (emotion differentiation predicting subsequent emotion regulation variability) and 2 (emotion regulation variability not predicting subsequent emotion differentiation) were tested by examining the significance of the fixed effects of the within-adolescent components of the predictor variables in model 1A and 2A. Hypothesis 3 (emotion differentiation being positively associated with emotion regulation variability between adolescents), was tested by examining the significance of the fixed effect of between-adolescent components in model 2A.

Note that in all datasets the frame of reference for rating emotion regulation strategies was about regulating the negative emotions between the previous and current assessment (e.g., "Since the last beep, to change my negative feelings, I have sought for distraction"), whereas emotion items were assessed in terms of "right now" during each assessment (Figure 1). Therefore, associations between momentary emotion regulation variability and emotion differentiation index derived from the same assessment indicate temporal relationships. As such, to examine Hypothesis 1 (i.e., emotion differentiation facilitating subsequent emotion regulation variability; Model 1A to 1C), we used the lagged momentary emotion differentiation index as the predictor (and lagged momentary negative emotion intensity as covariate), and momentary emotion regulation variability as the outcome. In contrast, to examine Hypothesis 2 (i.e., emotion regulation variability does not affect subsequent emotion differentiation; Model 2A and 2B), momentary emotion regulation variability as the predictor and the momentary emotion differentiation index as the outcome both came from the same assessment.

Additionally, we ran several exploratory analyses. First, to delineate how emotion differentiation is associated with strategy switching and endorsement change (i.e., the two subcomponents of emotion regulation variability), we ran three exploratory models. In model 1B, strategy switching was defined as the outcome and emotion differentiation the predictor (controlling for endorsement change) and in model 1C, endorsement change was the outcome and emotion differentiation the predictor (controlling for strategy switching). Both models had the same covariates as model 1A. In model 2B, emotion differentiation was the outcome and both subcomponents (strategy switching and endorsement change) were entered as simultaneous predictors. Model 2B had the same covariates as Model 2A. Second, we also tested for the associations regarding positive emotions. For this, we repeated all the above analyses by swapping negative emotion differentiation with positive emotion differentiation in all models.

Results

Descriptive Statistics

On average, adolescents showed relatively high intensity of positive emotions but low intensity of negative emotions and emotion regulation (Table 2). Emotion differentiation indices showed higher within-adolescent than between-adolescent variance compared with emotion regulation variability indices. Correlations between indices are shown in Supplemental Materials 3.

Confirmatory Analyses

In contrast with Hypothesis 1, model 1A (Table 3) results showed negative within-adolescent associations between negative emotion differentiation and subsequent emotion regulation variability. This indicates that higher negative emotion differentiation at one moment was related to lower emotion regulation variability within adolescents at the subsequent moment. In contrast with Hypothesis 2, model 2A indicated that higher

emotion regulation variability at one moment was significantly associated with decreases in negative emotion differentiation at the subsequent moment.

In contrast with Hypothesis 3, results revealed no between-adolescent association between negative emotion differentiation and emotion regulation variability (model 2A, Table 3). These results suggest the average level of emotion differentiation and emotion regulation variability of adolescents were not related.

To summarize, none of the three hypotheses were supported. In terms of within-adolescent temporal relationships, emotion differentiation and emotion regulation variability hinder each other subsequently. In terms of individual differences, there was no relationship between emotion differentiation and emotion regulation variability.

Exploratory Analyses

Associations Between Negative Emotion Differentiation and Subcomponents of Emotion Regulation Variability (Strategy Switching and Endorsement Change)

Model 1B and 1C respectively showed that higher negative emotion differentiation was associated with lower subsequent strategy switching and endorsement change. Results indicated that the better adolescents differentiate their emotions at one moment, the less they subsequently deviate from their usual emotion regulation tendency – both in terms of intensity and strategy selection. Model 2B showed that decreases in negative emotion differentiation were driven by both endorsement change and strategy switching. Results indicated that the more adolescents deviated from their usual tendency in emotion regulation, either in terms of endorsement change or strategy switching, the worse they subsequently differentiated their emotions.

Between adolescents, only endorsement change in emotion regulation was negatively associated with emotion differentiation, whereas strategy switching was not significantly related with negative emotion differentiation. In other words, adolescents with better

emotion differentiation tend to exhibit greater stability in deploying emotion regulation strategies compared to those with lower emotion differentiation, but they do not differ significantly in their propensity to switch between strategies.

Associations Between Positive Emotion Differentiation and Emotion Regulation Variability

Our exploratory analyses showed that temporal relationships between emotion regulation variability and differentiation of positive emotions were largely similar as that with negative emotions (see Table 3). The negative reciprocal temporal relationships hold for the full index as well as for the subcomponents of emotion regulation variability. In other words, the better adolescents differentiated their positive emotions at one moment, the less they subsequently deviated from their usual emotion regulation style. Reciprocally, the more adolescents deviated from their usual tendency in emotion regulation, either in terms of endorsement change or strategy switching, the worse they subsequently differentiated their positive emotions. No between-adolescent associations were revealed between positive emotion differentiation and emotion regulation variability.

Discussion

Using five ESM datasets that encompassed over 25000 observations in 750 adolescents, we tested whether higher emotion differentiation was related to higher subsequent emotion regulation variability. Contrary to our expectations, we discovered that when adolescents had better differentiation between their positive or negative emotions at a given moment, they tended to be more stable in their use of emotion regulation strategies subsequently (i.e., lower subsequent emotion regulation variability). Reciprocally, the more adolescents deviated from their typical emotion regulation strategies (i.e., the higher their emotion regulation variability), the less they differentiated their emotions at the next moment. These negative reciprocal temporal influences were robust. They were present independently in two emotion regulation variability subcomponents

(endorsement change or strategy switching), and regardless of whether emotion differentiation was operationalized with positive or negative emotions. Overall, those results do not support the hypothesis that emotion differentiation facilitates subsequent emotion regulation variability on a momentary level in adolescents.

Possible Explanations of the Interplay between Emotion Differentiation and Emotion Regulation Variability

There are several possible mechanisms that could explain negative associations between emotion differentiation and emotion regulation variability. A first explanation is that emotion differentiation could directly dampen emotional intensity, which may lower adolescents' needs to regulate their emotions or change their emotion regulation strategies, resulting in lower variability. Supporting the potential direct effect within adolescents, an ESM study indicated that higher negative emotion differentiation is concurrently associated with lower negative emotion intensity (Erbas et al., 2021). Furthermore, four experimental studies demonstrated that labeling and distinguishing emotions can lower both positive and negative emotions (Lieberman et al., 2011). Alternatively, emotion differentiation may lower emotional intensity through emotion regulation strategies. Indeed, ESM research shows that individuals with higher negative emotion differentiation could dampen negative emotions with a lesser extent of strategy deployment, unlike those with lower differentiation (Kalokerinos et al., 2019). This might explain the between-adolescent negative associations between emotion differentiation and regulation endorsement change, but further research is required to test whether this explains our within-adolescent results.

The second explanation is that emotion differentiation and emotion regulation variability may compete for similar resources outside the emotion system, so that when one process is more active, the other is less so. For example, Lewczuk et al. (2022) suggested that emotion regulation requires effort and leads to fatigue. If differentiating emotions similarly requires effort, heightened emotion differentiation might limit how much emotion

regulation strategies can vary. This resource competition seems to apply regardless of types of emotion (positive or negative) and regulation variability (endorsement change or strategy switching), as indicated by the consistent negative temporal relationships in our various models. Overall, future studies should aim to explain the negative reciprocal relationships between the two processes and test these possible mechanisms.

Open questions in emotion regulation variability

As research on emotion regulation variability in daily life is still in its infancy, several open questions linger about emotion regulation variability. Developmentally, middle adolescents are less likely to regulate their sadness and anger than younger and older adolescents (Zimmermann & Iwanski, 2014). If they use strategies around the lower bounds of ESM measures, it is easier to have all-or-nothing changes resulting in high emotion regulation variability. Relatedly, the developing repertoire of emotion regulation strategies throughout adolescence may also impact adolescents' emotion regulation variability (Elkjær et al., 2022). We could not have tested these age differences due to differences in study designs between datasets, but exploring the developmental trajectory of emotion regulation variability merits future investigation.

Furthermore, emotion regulation variability and its subcomponents may exhibit complex relations with other emotion characteristics. For instance, a recent study showed that when emotions are either less intense or more intense than usual, emotion regulation variability is highest - specifically, only endorsement change, but not strategy switching (Maciejewski et al., 2023). This suggests that there may be an optimal level of when and how to vary emotion regulation.

Outside of the emotion regulation system, it is also theorized that context and changes of context are related to emotion regulation variability. For example, adolescents may have limited choices of emotion regulation strategies while they are commuting to school but are more likely to adjust their strategies upon changes of context (e.g., arriving

home from school). Additionally, emotion regulation variability may reflect different processes in combination with stable versus changing contexts (see Kalokerinos & Koval, 2022). Further research that shows how developmental factors, emotion characteristics, and daily life contexts influence emotion regulation variability and its subcomponents may ultimately enrich our understanding of the interplay between emotion differentiation and emotion regulation variability .

Strengths and Limitations

A strength of this study lies in using five datasets to combine data that covered a wide age range of adolescents, enhancing the robustness and generalizability of our findings. On the flip side, there is heterogeneity across datasets, as studies differed in their sample characteristics, ESM protocols, and items used. To mitigate heterogeneity, we have included dataset-level random intercepts in our analyses, but more research should be conducted in how different study characteristics may impact results. In contrast to other studies about the individual differences in emotion differentiation and emotion regulation variability, a strength of our study is the use of within-adolescent dynamic indices. This allowed us to summarize and compare emotion differentiation and emotion regulation variability despite the heterogeneity of ESM measures. More importantly, these within-adolescent indices enabled us to test the temporal precedence of the two processes.

Practical Implications

Our study provides two considerations for practitioners in emotion-focused psychoeducation (e.g., Metz et al., 2013). First, combining emotion differentiation and regulation variability training in one session could be counterproductive, as our within-adolescent results indicate these processes hinder each other in daily life. Second, adolescents may present different training needs, as our between-adolescent findings suggest that adolescents may be weaker in either negative emotion differentiation or strategy endorsement change, but not typically in both. However, we emphasize that our current

findings are correlational, thus cannot inform the expected relationship between the processes after interventions.

Conclusion

To conclude, this well-powered study is the first to test how emotion differentiation and emotion regulation variability temporally influence each other in adolescents' daily lives. Our findings suggest that, at least in the short term, emotion differentiation and emotion regulation variability hinder each other, regardless of the type of variability (endorsement change or strategy switching) or valence of emotions (positive or negative). In terms of individual differences, adolescents with better negative emotion differentiation had lower fluctuations in emotion regulation intensity, but did not differ in overall strategy switching. These results prompt reconsideration of existing theoretical frameworks that posit that emotion differentiation facilitates emotion regulation.

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Table 1

Overview of Study Characteristics of Included Datasets

	G(F)ood together (Verhagen et al., 2022)	**Emotions in daily life 2011 (Koval et al., 2013)**	**3-wave longitudinal study (Erbas et al., 2018)**	**Emotions in daily life (van Roekel & Trompetter, 2023)**	**Outside-in (Braet et al., 2023)**
Institute	Radboud University, the Netherlands	KU Leuven, Belgium	KU Leuven, Belgium	Tilburg University, the Netherlands	Ghent University, Belgium
N after exclusion criteria applied	83	97	202	178	218
Age M (SD), range	16.4 (0.7), 15.0 — 18.0	19.1 (1.3), 18.0 — 24.0	18.3 (1), 17.0 — 24.0	20.9 (1.7), 18.0 — 25.0	13.5 (0.6), 11.0 — 15.0
Female	57%	63%	55%	78%	48%
Observations per day	10	10	10	5	5
Number of days	7	7	7	14	14
Interval scheme	Semi-random	Stratified-random	Stratified-random	Quasi-random	Fixed
Positive emotions	4 items: Content Relaxed Joyful Energetic	2 items: Relaxed Happy	3 items: Happy Relaxed Cheerful	7 items: Enthusiastic Content Energetic Calm Powerful Cheerful Grateful	3 items: Happy Calm Enthusiastic
Negative emotions	5 items: Irritated Worried Depressed Insecure Lonely	4 items: Angry Anxious Depressed Sad	6 items: Angry Anxious Depressed Sad Lonely Stress	6 items: Angry Irritated Depressed Sad Nervous Bored	6 items: Angry Insecure Afraid Sad Stressed Bored
Emotion regulation strategies	5 items: Rumination Reappraisal Suppression Acceptance Social Sharing	6 items: Rumination Reappraisal Distraction Reflection Suppression Social Sharing	6 items: Rumination Reappraisal Distraction Worry Suppression Social Sharing	7 items: Rumination Distraction Avoidance Problem Solving Acceptance Co-Brooding Social Sharing	8 items: Rumination Reappraisal Distraction Self-Compassion (Support) Self-compassion (Cheer-up) Expression Suppression Social Sharing

Table 2

Descriptive Statistics of Momentary Indices of the Pooled Dataset (N=778)

Momentary index	Mean	Within-adolescent SD	Between-adolescent SD
Positive emotion intensity	5.78	1.53	1.65
Positive emotion differentiation	-1.98	3.06	0.76
Negative emotion intensity	1.46	0.98	1.16
Negative emotion differentiation	-2.15	4.80	0.82
Emotion regulation intensity	2.28	1.06	1.62
Emotion regulation variability (full index)	4.03	1.13	1.78
Endorsement change subcomponent	2.35	1.13	1.47
Strategy switching subcomponent	1.68	0.75	1.05

Table 3

Fixed Effect Estimates in Within-Adolescent Temporal Associations and Between-Adolescent Differences Between Emotion Differentiation and Emotion Regulation Variability

	Negative Emotions *b* [95% *CI*]	Positive Emotions *b* [95% *CI*]	Model
Within-adolescent temporal hypotheses			
H1: Higher emotion differentiation is associated with subs equently higher emotion regulation variability (N = 751, n = 25851)			
Emotion differentiation → Emotion regulation variability	**-0.009 [-0.014, -0.005]**	**-0.009 [-0.014, -0.004]**	1A
Emotion differentiation → Strategy switching	**-0.004 [-0.007, -0.002]**	**-0.004 [-0.007, -0.000]**	1B
Emotion differentiation → Endorsement change	**-0.008 [-0.012, -0.004]**	**-0.007 [-0.012, -0.003]**	1C
H2: Emotion regulation variability is not associated with subsequent changes in emotion differentiation (N = 750, n = 25830)			
Emotion regulation variability → Emotion differentiation	**-0.514 [-0.731, -0.296]**	**-0.276 [-0.496, -0.057]**	2A
Strategy switching → Emotion differentiation	**-0.432 [-0.730, -0.133]**	**-0.306 [-0.525, -0.086]**	2B
Endorsement change → Emotion differentiation	**-0.550 [-0.771, -0.328]**	**-0.262 [-0.480, -0.043]**	2B
Between-adolescent hypothesis			
H3: Higher emotion differentiation is associated with higher emotion regulation variability (N= 750)			
Emotion differentiation←→Emotion regulation variability	-0.035 [-0.072, 0.001]	-0.012 [-0.039, 0.015]	2A
Emotion differentiation←→rategy switching	0.055 [-0.008, 0.118]	-0.004 [-0.052, 0.044]	2B
Emotion differentiation←→Endorsement change	**-0.091 [-0.140, -0.042]**	-0.018 [-0.055, 0.019]	2B

Note: Significant effects are displayed in bold. →: temporal precedence; ←→: between-adolescent association; n: number of ESM assessments with complete observations of all indices required for modeling; N: number of adolescents; b: unstandardized effect; CI: confidence interval; H1 – H3: Hypotheses 1 to 3. Negative emotions and positive emotions were analyzed in separate models. Small differences in n and N between models exist due to different availability of indices as required in the different models. For brevity, we displayed the smaller n and N of the models grouped under the same hypotheses. H1 was tested using three negative emotion models and three positive emotion models because of three outcome variables (emotion regulation variability and its two subcomponents). H2 was tested using two models for positive emotions and two models for negative emotions. Two subcomponents were included together in model 2B . Full model results with estimates of covariates (emotion intensity, emotion regulation intensity, time, gender, and age) are available in Supplemental Material 5.

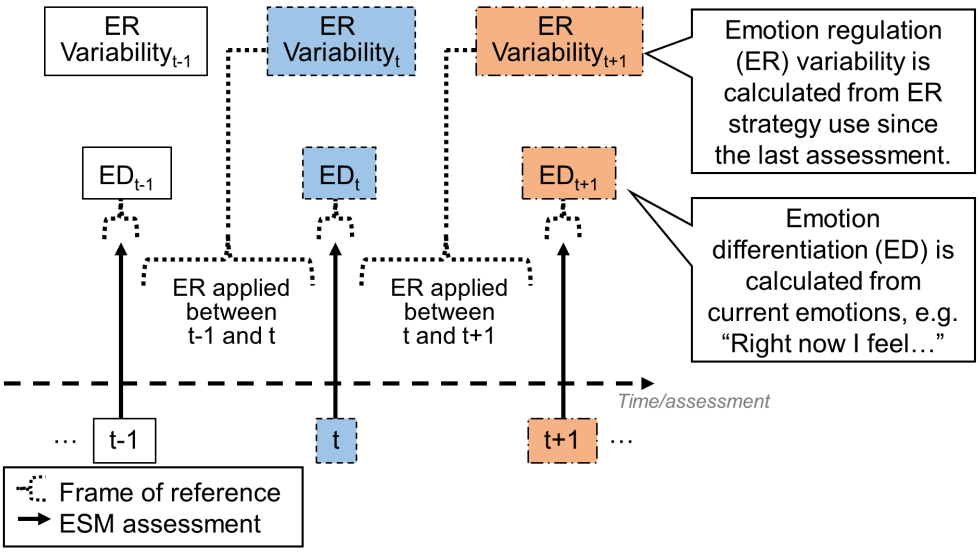

Figure 1

t refers to the moment of interest. Tiles with similar colours and borders belong to the same moment.