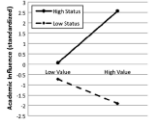
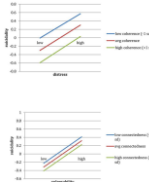
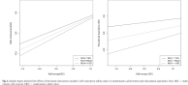
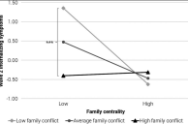

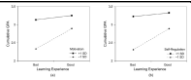
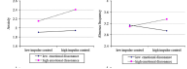
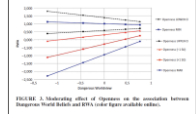



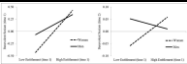
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1	(Masland & Lease, 2016) Characteristics of academically-influential children: achievement motivation and social status. <i>Soc Psychol Educ</i>	2	Appalachian State University	USA	Psychology	Education	N=332 childrens (188 females and 144 males) in four rural schools in the southeastern United States. 73 3rd graders, 119 4th graders, and 140 5th graders participated in the study. According to school records, the sample consisted of 77 % White students, 13 % Black students, and 9 % other ethnicities.	Academic influence	1. interaction between academic expectancy x social status 2. interaction between academic value x social status	No	MPlus	Chi-square test CFI RMSEA SRMR	Yes Sig		The purpose of the current study is to examine the characteristics of academically influential peers, so as to better understand the types of children that influence classmates to perform positive academic behaviors, such as studying for a test or working effort fully on a class project. Structural equation modeling was utilized to test the general hypothesis that the academic motivation and social status of a child interact to explain peer-reported academic influence	The results indicated that children who have high expectations for academic success, who value academic pursuits, and who have high social status are more likely to be nominated as academically influential than children who are not. However, including a moderator in the model affected the relationships between social status and academic influence. Specifically, an interaction between expectancy and status did not improve the fit of the model, whereas an interaction between value and status did result in improved fit. This significant interaction was positive, indicating that high social status magnifies the positive effects of academic values on academic influence.	No
2	(Drum, Brownson, Hess, Burton Denmark, & Talley, 2017) College Students' Sense of Coherence and Connectedness as Predictors of Suicidal Thoughts and Behaviors. <i>Archives of Suicide Research</i>	5	University of Texas at Austin (Authors 1-2-4-5-6)	USA	Counseling and Mental Health Center	Psychology of Education	Participants were selected through a stratified random sample of 101,492 students (...) sample size of 26,742 students who responded to the entire survey	Suicidality	Correctness x vulnerability Distress x coherence Distress x correctness	No	MPlus	RMSEA, CFI TLI	Yes sig		This study aimed to explore the relationship between college students' sense of coherence and connectedness and their development of suicidal thoughts and behaviors.	The findings of this study reveal insight into the complex relationships between these variables as they function in concert with one another. One possible explanation for these results could stem from the degree of proximity of risk and protective factors in contributing to development or prevention of suicidal thoughts and behaviors. For example, the non-significance of the connectedness by vulnerability interaction may indicate that connectedness serves a proximal protective function and therefore does not buffer against the distal risk factor of longstanding vulnerabilities. In contrast, the significant interaction between coherence and vulnerability suggests that coherence, which reflects a dispositional orientation toward the world, provides greater buffering from the effects of such vulnerability. Distress as a result of recent stressors is inherently a more proximal risk factor than longstanding vulnerabilities, and the significant interaction between connectedness and distress indicates that sense of connectedness is most protective against this proximal factor, whereas in the full model the coherence by distress interaction became non-significant.	FIML
3	(Bardach, Lüftenegger, Oczlon, Spiel, & Schober, 2019) Context-related problems and university students' dropout intentions—the buffering effect of personal best goals. <i>Eur J Psychol Educ</i>	5	University of York (A1)	UK	Dpt of education	Psychology of Education	A total of 432 master's degree students participated in the present study (74.3% female, 23.6% male, 2.1% did not want to assign themselves to the categories of male or female). The students came from 12 Austrian universities and were enrolled in a wide range of master's study programs, with the majority (56%) in the humanities or social sciences. Students' mean age was 26.55 (SD = 5.72) years and they had completed 3.35 (SD = 2.43) semesters of their master's degree on average.	Dropout intentions	context-related problems x Personal best goals	Yes 2.3% more variance with interaction	MPlus	Chi-square test CFI TLI RMSEA SRMR	Yes Sig	No	This study investigates the effects of contextual and motivational factors as well as, crucially, their interaction in predicting university students' dropout intentions. We focus on contextrelated problems in students' degree program as contextual factors and students' personal best goals (PB goals) as motivational factors	The results indicated that PB goals were negatively associated with dropout intentions, while context-related problems were positively associated with dropout intentions. In addition, the context-related problems x PB goals interaction effect proved significant and negatively predicted dropout intentions. By showing that the positive relation between contextrelated problems and dropout intentions can be reversed by increasing PB goals, we provide empirical evidence of the buffering effect of PB goals in the face of context-related problems.	FIML

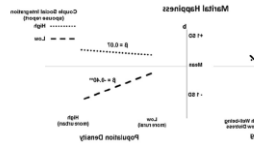
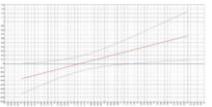
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4	(Putwain et al., 2018) Control-Value Appraisals, Enjoyment, and Boredom in Mathematics: A Longitudinal Latent Interaction Analysis. <i>American Educational Research Journal</i>	6	Liverpool John Moores University	UK	NA	Education	<p>At the first wave of data collection (November), there were 579 participants (50.3% female) in 27 classes (M = 21.4 students per class) drawn from 21 English primary schools. Participants were in Year 6 (the final year of primary schooling), with a mean age of 10.1 years (SD = 0.51). All primary schools in England follow a prescribed National Curriculum, where students follow the same program of learning during a particular phase of education (Department of Education, 2015a). The schools represented a wide range of neighborhoods and were located in areas of high, mid, and low social and economic deprivation. The majority of participants were from a Caucasian ethnic background (n = 482, 83.2%) with small numbers from Asian (n = 7, 1.2%), Black (n = 34, 5.9%), other (n = 17, 2.9%), and mixed heritage (n = 39, 6.7%).</p> <p>There was some participant attrition at the second (n = 445 remaining students) and third waves of data collection (n = 437 remaining students)</p>	<p>Enjoyment</p> <p>Boredom</p>	<p>For Enjoyment = Perceived Control x Intrinsic Value on Enjoyment</p> <p>Perceived Control x Utility Value on Enjoyment</p> <p>For boredom= Perceived Control x Intrinsic Value on Boredom</p> <p>Perceived Control x Achievement Value on Boredom</p> <p>Perceived Control x Utility Value on Boredom</p>	No	MPlus	Chi-square test CFI TLI RMSEA SRMR	No		The present study aimed to examine the role of perceived control and value as proximal antecedents of enjoyment and boredom in primary school children.	Control-value appraisals predicted emotions interactively depending on which specific subjective value was paired with perceived control. Achievement value amplified the positive relation between perceived control and enjoyment, and intrinsic value reduced the negative relation between perceived control and boredom. These longitudinal findings demonstrate that control and value appraisals, and their interaction, are critically important for the development of students' enjoyment and boredom over time.	FIML
5	(Van Zalk & Tillfors, 2017). Co-rumination buffers the link between social anxiety and depressive symptoms in early adolescence. <i>Child Adolesc Psychiatry Ment Health</i>	2	University of Greenwich	UK	Department of Psychology, Social Work and Counselling	Psychiatry	<p>3 times collect</p> <p>N= 526 participants (358 girls; Mage = 14.05)</p>	Depressive symptoms	Latent interaction between social anxiety x co-rumination	No	MPlus	Chi-square test RMSEA CFI TLI	No		We examined whether co-rumination with online friends buffered the link between social anxiety and depressive symptoms over time in a community sample	<p>The only significant interaction that emerged was between Time-1 social anxiety and co-rumination predicting Time-2 depressive symptoms (latent unstandardized estimate = -.13; p < .05). We plotted this interaction by using the two-way interaction effects for unstandardized variables, with depressive symptoms at Time 2 as the outcome (controlling for the effects of Time-1 depressive symptoms), Time-1 social anxiety as the predictor, and Time-1 co-rumination with best friend as the moderator. We used 1 SD above and below the mean when probing the interaction, which is depicted in Fig. 2. As is shown in the figure, adolescents with the combination of high social anxiety and low co-rumination with best friend at Time 1 had the highest levels of Time-2 depressive symptoms.</p> <p>Conclusions: These findings indicate that co-rumination exerted a positive influence on interpersonal relationships by diminishing the influence from social anxiety on depressive symptoms over time.</p>	FIML

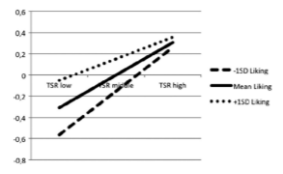
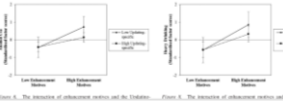
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6	(Guo, Marsh, Parker, Morin, & Yeung, 2015) Expectancy-value in mathematics, gender and socioeconomic background as predictors of achievement and aspirations: A multi-cohort study. <i>Learning and Individual Differences</i>	5	Australian Catholic University (all)	Australia	NA	Education	Two-stage sampling procedure 5179 students (49.3% girls, 50.7% boys), 4972 (50.4% girls, 49.6% boys), and 3470 (50.4% girls, 49.6% boys) formed the three samples in the present study. The average age of these students was 14.4 at the time of TIMSS testing in 1999, 2003 and 2007	Math achievement Educational outcome	MSC xMIV=mathematics self-concept by intrinsic value interaction. MSC xMUV=mathematics self-concept by utility value interaction.	No	MPlus	Chi-square test CFI TLI RMSEA	No		This study drew on expectancy-value theory to examine the relations between mathematics motivation (academic self-concept and task values) and student background variables in predicting educational outcomes	Our findings have important implications for policy, practice, and intervention. First, given the positive effects of the interaction between expectancy and value on educational outcomes, it is important that teachers place emphasis on simultaneously enhancing students' expectancy and value beliefs, with special attention on strengthening self concept selfconcept for those with lower utility value. The results suggested: (a) self-concept is more important for students with lower utility values in predicting their educational outcomes; (b) while boys and girls had similar levels of math self-concept and values, girls tended to have higher mathematics achievement and educational aspirations; (c) family socioeconomic status is more strongly linked to educational aspirations for boys.	FIML Max of 2.9% of NA
7	(Yuen, Fuligni, Gonzales, & Telzer, 2018). Family First? The Costs and Benefits of Family Centrality for Adolescents with High-Conflict Families. <i>Journal of Youth and Adolescence</i>	4	University of Illinois	USA	NA	Psychology	Participants included 428 (49.8% male) ninth and tenth grade adolescents (Mage = 15.02 years, SD = 0.83 years) from Mexican backgrounds who were part of a larger longitudinal study. Adolescents were from households of relatively low socioeconomic status with 63% of mothers and 63.8% of fathers not completing high school and 33.6% of mothers and 19.6% of fathers being unemployed. Of the employed parents, 51.8% of mothers and 56.9% of fathers had unskilled or semi-skilled jobs. The majority (85.5%) of adolescents lived in dual-parent households (i.e., at least two adults in the home). Most (81.5%) adolescents were part of immigrant families	Internalizing symptoms Externalizing symptoms	Conflict x centrality	No	MPlus	Chi-square test CFI RMSEA	Yes		The current study investigated whether low family centrality may be adaptive in negative family contexts (i.e., high family conflict) because youth's self-worth should be less tied to the quality of their family relationships.	Thus, including the interaction term represented a significant improvement in fit over a model with only the main effects of family conflict and family centrality. The full model showed that family centrality predicted fewer internalizing and externalizing symptoms a year later (Fig. 2). Of particular interest, the interaction mirrored that found using daily diary methods: The extent to which adolescents' family centrality predicted their later internalizing (Fig. 3) and externalizing symptoms (Fig. 4), above and beyond baseline levels, was contingent upon their experiences of family conflict. The current study provides a novel perspective on the role that adolescents' family centrality values plays in their psychological well-being. Using both daily diary methodologies and longitudinal questionnaires, we demonstrated that low family centrality, previously considered to be a risk factor, is no longer maladaptive for youth experiencing high family conflict. Although family centrality is generally beneficial, the present findings suggest that youth without these values may not necessarily be at heightened risk. Rather, low family centrality may in fact be an adaptive response to significant family challenges.	FIML

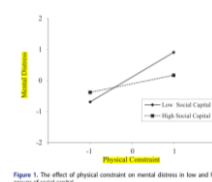
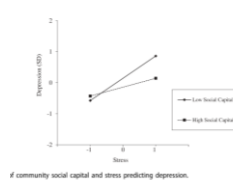
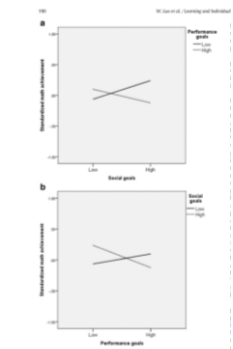
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8	(Scalas, Morin, Marsh, & Nagengast, 2014) Importance models of the physical self: Improved methodology supports a normative-cultural importance model but not the individual importance model. <i>Journal of Personality</i>	4	University of Cagliari	Italy	Department of Education, Psychology, Philosophy	Social Psychology	The study involved participants from four countries: Great Britain (283 females, M age = 21.38, SD = 2.62; 212 males, M age = 22.04, SD=4.19), Turkey (344 females,M age = 20.55, SD = 1.85; 288 males, M age = 21.61, SD = 2.36), Portugal (237 females, M age = 16.49, SD = 1.04; 223 males, M age = 16.71, SD=1.31), and Sweden (156 females, Mage = 36.26, SD=14.18; 88 males,Mage = 35.02, SD=15.11).	Physical self-worth Global self-worth	Many interactions between 4 variables: Body, Sport, Condition, Strength	Yes	MPlus	Chi-square test, CFI ,TLI RMSEA	Yes Many are sig.	Only a table : 	this study first investigates the usefulness of ESEM in providing an improved representation of answers to the revised PSPP, relative to classic CFA approaches (Lindwall et al., 2011). Second, it contrasts different theoretical models of importance (see Figure 1). Regarding this point, ESEM can help to deal with multicollinearity problems, thus providing more adequate tests of the IIWA model. Multicollinearity was a major concern highlighted by Hardy and co-workers (Hardy & Leone, 2008; Hardy & Moriarty, 2006), so we believe that the models presented in this study could represent an interesting compromise, allowing us to build bridges between the differences in perspective of Marsh and Hardy. We note that this is the first time that ESEM has been applied to models of self-esteem determination, and this also represents an original contribution of our research. Third, this study contrasts different models (single constructs, all main effects, and one interaction, and all main effects and all interactions) to provide further tests of the IIWA, showing that single construct models are not only inappropriate from a theoretical point of view but also empirically unconvincing.	We conclude that domain-specific self-concepts are weighted differently and thus differentially affect self-esteem, but these weights do not seem to depend on individual differences in importance. Although awaiting confirmation from further studies, our results suggest the idea that individuals use mainly normative importance processes based on cultural factors in weighting each domain-specific component of self-concept	FIML
9	(Ning & Downing, 2012)Influence of student learning experience on academic performance: The mediator and moderator effects of self-regulation and motivation. <i>British Educational Research Journal</i>	2	City University of Hong Kong	Hong Kong	Institutional Analysis Group	Education	The participants were 384 final-year undergraduate students (161 males, 223 females) from a university in Hong Kong, with an age range from 22 to 24 years (M = 22.14, SD = .97).	Cumulative GPA	Learning experience x Motivation Learning experience x Self-regulation	Yes	NA	Chi-square test , CFI ,TLI RMSEA	No		This study examined the mediator and moderator roles of self-regulation and motivation constructs in the relationship between learning experience and academic success	Structural equation modelling indicated that self-regulation and motivation fully mediated the learning experience—academic performance relation. In addition, hierarchical regression analysis also showed that both self-regulation and motivation had small moderating effects on the link between learning experience and academic performance. That is, the association between learning experience and cumulative GPA was stronger for students with lower levels of self-regulation and motivation. As illustrated in Figure 2a, the positive relationship between learning experience and cumulative GPA appeared stronger for those individuals who reported lower levels of motivation than those with high-levels (i.e., the slope for those with lower levels of motivation showed a steeper gradient). Lifor self-regulation, Figure 2b also showed that the positive relationship between learning experience and cumulative GPA is stronger for those individuals who reported lower levels, rather than higher levels of self-regulation.	No

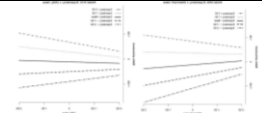
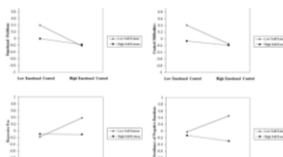
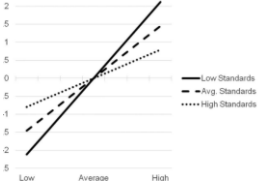
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10	(Diestel & Schmidt, 2010) Interactive effects of emotional dissonance and self-control demands on burnout, anxiety, and absenteeism. <i>Journal of Vocational Behavior</i>	2	University of Dortmund	Germany	Centre for Working Environment and Human Factors	Psychology	A response rate of 60% yielded a final sample of 262 persons completing the questionnaire. The mean age was 40.95 years (SD=10.3; range=20–60), the proportion of women was 76% and 95.8% of participants were full-time employees.	Burnout Anxiety Absence	emotional dissonance x self-control demands	Yes 2%	MPlus	Chi-square test , CFI, RMSEA, SRMR. Gamma hat	Yes Sig		The first study was conducted in an insurance company and focused primarily on interaction effects between ED and two SCDs (impulse control and resisting distractions) on burnout. In study 2, employees of a large civil service institution were surveyed to expand and to cross-validate the findings from the first study in an independent sample, adding a further type of SCD (overcoming inner resistances). Furthermore, we also extended the spectrum of outcomes by introducing anxiety and an absence index.	The present paper connects two recent developments in research on organizational health, namely emotional labor and selfcontrol demands at work, that have not been linked so far and provides strong evidence for the theoretical notion that both ED and SCDs exert their adverse effects on well-being and job strain through the same underlying psychological mechanism. Drawing on two large German samples, we found indications that our results are invariant across different vocational fields increasing the generalizibility of the present research. Moreover, the interaction effects become manifest in a broad spectrum of health-related outcomes and were also reflected by a measure of absence behavior which is not contaminated by common method variance. Finally, in the parts unusually high, effects sizes of the found interaction effects (up to 10%) emphasize the practical relevance of our results.	No
11	(Dallago, Mirisola, & Roccato, 2012) Predicting Right-Wing Authoritarianism via Personality and Dangerous World Beliefs: Direct, Indirect, and Interactive Effects. <i>The journal of social psychology</i>	3	University of Torino(A1-3)	Italy	NA	Social psychology	Sample of 483 people (78.23% women) residing throughout the whole Italian territory, aged between 18 and 68 years old (M = 27.61, SD = 11.38) participated in our research	Right-wing authoritarianism	Dangerous worldview x Openess	No	MPlus	TLI, CFI and RMSEA	Yes Sig.		We sought to extend the Duckitt model, taking into consideration the interactive effect between Openness and dangerous worldview found by Dallago and Roccato (2010). We tested a group of hypotheses concerning the direct and indirect effects exerted by personality and dangerous worldview on RWA, and a single hypothesis on the interactive effect they may exert on our dependent variable.	Neuroticism, and Conscientiousness exerted direct effects on right-wing authoritarianism; the first two relationships were partially mediated by dangerous world beliefs. Most importantly, the relationship between dangerous world beliefs and right-wing authoritarianism was moderated by Openness: dangerous world beliefs significantly influenced right-wing authoritarianism solely for participants high in Openness. Limitations and possible developments of this research are discussed.	No
12	(Raufelder, Regner, & Wood, 2018) Test Anxiety and Learned Helplessness Is Moderated by Student Perceptions of Teacher Motivational Support. <i>Educational psychology</i>	3	University Greifswald	Germany	Education department	Educational psychology	Sample of adolescents (N = 845, aged 13–17 years) in secondary schools in Germany.	Helplessness in school	Teachers as positive motivators x worry Teachers as positive motivators x emotional	No	MPlus	Chi-square test, TLI, CFI and RMSEA	Yes Sig.		The aim of the present study was to examine the interplay between test anxiety (i.e. worry and emotionality) and learned helplessness.	Interesting differences between the two components of test anxiety were identified: emotionality was positively associated with helplessness in school, whereas worry was negatively associated. Using latent moderated structural equations (LMS), the findings revealed that TPM functions as a moderator in the interplay between emotionality and learned helplessness. Despite these results, TPM did not operate as a buffer between emotionality and learned helplessness since helplessness in school was the highest when students perceived some degree of TPM	Listwise because only one case with missing data

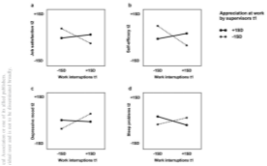
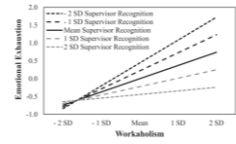
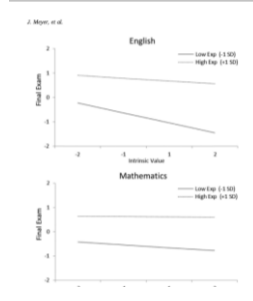
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1 3	(Hammond, Sibley, & Overall, 2014) The Allure of Sexism: Psychological Entitlement Fosters Women's Endorsement of Benevolent Sexism Over Time. <i>Social Psychological and Personality Science</i>	3	University of Auckland (A1-3)	New Zealand	School of Psychology	Psychology	Of the 4,421 participants for whom matched longitudinal data were available, 2,723 were women and 1,698 men. Participants' mean age at Time 2 was 51.00 (standard deviation=15.52).	Benevolent sexism	Entitlement x gender	No	MPlus	No	No		Our study examines the presumed benefits and undermining nature of benevolent ideologies by investigating whether women's endorsement of benevolent sexism arises, at least in part, because benevolent sexism offers women benefits of praise and provision. We tested whether women who are high in psychological entitlement expressed stronger endorsement of benevolent sexism and increasingly endorsed benevolent sexism over time.	<p>The results of the longitudinal analyses are shown in Figure 1 and provided stronger support for our prediction. A significant interaction between psychological entitlement and gender (represented by the solid black circle in Figure 1) predicting Time 2 benevolent sexism (...) demonstrated that the longitudinal association between psychological entitlement and benevolent sexism differed for women and men. We estimated latent simple slopes for the longitudinal association between psychological entitlement and benevolent sexism for men and women by solving the effect of latent entitlement as a function of the moderating effect of manifest gender scores. As displayed in Figure 2 (right side), entitlement was associated with residual increases in benevolent sexism for women (b = .059, SE =.021, z = 2.87, p = .004) but not for men (b = .021, SE = .024, z = -0.87, p =.37). These results indicate, as we predicted, that women higher in psychological entitlement endorse benevolent sexism more strongly across time.</p> <p>As predicted, women's psychological entitlement was more strongly related to endorsement of benevolent sexism than men's psychological entitlement. Moreover, greater psychological entitlement in women, but not men, was associated with increased endorsement of benevolent sexism over 1 year.</p>	FIML

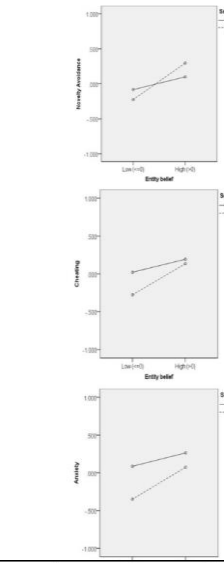
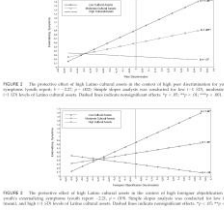
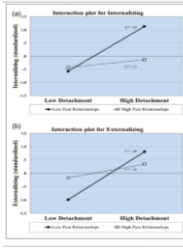
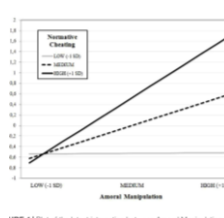
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14	(Barton, Futris, & Nielsen, 2014)With a little help from our friends: Couple social integration in marriage. <i>Journal of Family Psychology</i>	3	University of Georgia (A1-3)	USA	NA	Psychology	<p>The final sample for the current study (N =492)</p> <p>Participant ages ranged from 21 to 86 years (M=51.63, SD= 13.98). Marital duration ranged from less than 1 year to 66 years (M _ 23.39, SD _ 16.23), 34% of the unions reflected remarriages of one or both spouses, and 78% of participants had children. The majority of the sample (74%) identified as White, 22% as Black/ African American, 3% multiracial, and 1% Asian American. Only 3% of participants were Latino/a. Nearly one quarter of respondents (22%) resided in rural areas. Highest level of education completed ranged from grade school to advanced/professional degree, with median level being an associate's degree. Median household income was between \$70,000 and 80,000, with 22% reporting households incomes less than \$50,000 and 37% reporting household incomes greater than \$90,000. With the exception of income (35% missing), all characteristics were missing data from less than 7% of participants</p>	Determinants of Marital Happiness	<p>Financial Well-Being x Social Integration</p> <p>Population Density x Social Integration</p>	No	MPlus	Chi-square test, CFI, TLI and RMSEA	Yes Sig		<p>The present study therefore sought to provide an initial investigation examining the effect of couple social integration in concert with other contextual factors that impinge on marital quality. Specifically, this study examined whether spouses' reports of couple social integration would moderate the association between (a) financial distress and marital happiness (Hypothesis 1 [H1]), and (b) population density and marital happiness (Hypothesis 2 [H2]). In each instance, we hypothesized a significant moderation effect such that higher levels of couple social integration would lessen the negative association between that stressor and marital happiness.</p>	<p>Results from latent interaction structural equation modeling revealed a significant interaction between couple social integration and each contextual factor. Specifically, higher levels of couple social integration buffered marital happiness from lower levels associated with greater financial distress and with residing in more urban areas. These results, along with cultural shifts that have led to lower levels of communal ties and involvement throughout society, suggest couple social integration to be a pertinent construct for marital research and enrichment efforts.</p>	Multiple imputation
15	(Girard, St-Amand, & Chouinard, 2019) Motivational climate in physical education, achievement motivation, and physical activity: a latent interaction model. <i>Journal of teaching in physical education</i>	3	UQTR	Canada	Science de l'AP	Education	843 high school PE students; 410 girls and 433 boys; Mage = 13.87(.94), range = NA; Canada	Mastery goal	<p>Climate × Goals;</p> <p>Perceived Competence × Climate;</p> <p>Perceived Competence × Goals</p>	<p>Yes</p> <p>4%</p>	Mplus	<p>Chi-square test</p> <p>Comparative-fit index</p> <p>Tucker-lewis index</p> <p>Standardized root mean square</p> <p>Log-likelihood ratio test</p>	Yes Sig.		<p>(a) To assess if students' LTPA at the end of the school year is predicted by their perception of the motivational climate in PE, their perceived competence, and their achievement goals in the middle of the school year, and (b) to ascertain if these determinants (motivational climate, perceived competence, and achievement goals) interact with each other to predict LTPA.</p>	<p>One interaction (Perceived Competence × Mastery Goals) reached statistical significance ($\beta = 0.07$, $p < .05$) to predict students' LTPA. The adjusted effect of pursuing mastery goals on students' LTPA is significant only for students who score 1.5 SDs above the average level of perceived competence. In other words, the more students feel competent, the more and more strongly their adoption of mastery goals will predict their LTPA.</p>	<p>Prior to the main analyses, the data were screened for missing values, multicollinearity, and normality. Because a small proportion of data in the overall sample (<3%) were missing, the expectation-maximization algorithm available in Mplus (version 7.4; Muthén & Muthén, Los Angeles, CA) was applied (Little & Rubin, 2002).</p>

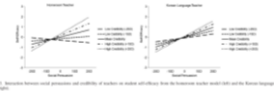
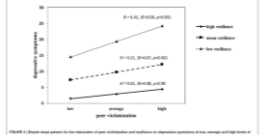
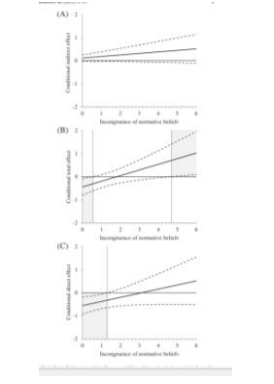
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16	(Raufelder, Scherber, & Wood, 2016)The interplay between adolescents' perceptions of teacher-student relationships and their academic self-regulation: does liking a specific teacher matter ? <i>Psychology in the Schools</i>	3	University Greifswald	Germany	***	Educational psychology	1 088 7th- and 8th-grade students; 586 girls and 501 boys; ; MAge = 13.7(.53), range 12-15; Germany	Intrinsic motivation & academic self-regulation	Quality of students' relationships with teachers x their academic selfregulation	No	Mplus	chi-square test of model fit (χ^2), root mean square error of approximation (RMSEA), comparative fit index (CFI), Tucker-Lewis index (TLI), and standardized root mean square residuals (SRMR).	Yes Sig		To examine whether students' motivation based on liking a specific teacher would moderate the association between their perception of their teacher-student relationships overall and academic self-regulation.	SML only functions as a moderator in the association between the TSR and intrinsic motivation ($B = -0.42$, $SE = 0.13$, $p < .001$; Figure 1). In contrast, SML did not moderate the associations between TSR and identified regulation, introjected regulation, and external regulation. When students who perceive their teacher-student relationships to be poor overall but have at least one relationship with a specific teacher that they like and who motivates them, their intrinsic motivation increases. In other words, experiencing motivation based on liking a single teacher can potentially compensate for the overall low quality of teacher-student relationships related to intrinsic motivation.	FIML
17	(Martins, Bartholow, Cooper, Von Gunten, & Wood, 2018) Associations between executive functioning, affect-regulation drinking motives, and alcohol use and problems. <i>Psychology of Addictive Behaviors</i>	5	University of Missouri (all authors)	USA		Psychology	764 adults; 49.2% girls; Mage = 23.1(2.6), range 21-35; USA	Alcohol use & heavy drinking	Executive functions x Drinking motives Enhancement motives x factor on alcohol use & Enhancement motives x factor on heavy drinking)	No	Mplus	chi-square test, standardized SRMR RMSEA CFI TLI	Yes		To examine the extent to which effects of enhancement and coping drinking motives on alcohol use, heavy drinking, and alcohol-related consequences are moderated by individual differences in three theorized components of EF.	(a) Both enhancement motives and coping motives predicted alcohol use and heavy drinking, (b) both enhancement and coping motives exerted their effects on alcohol-related consequences both directly and indirectly via alcohol use, and (c) shifting-specific abilities were modestly positively associated with heavy drinking. Latent variable interaction analyses failed to provide consistent evidence that better EF abilities attenuate the effects of drinking motives on alcohol use, heavy drinking, and alcohol-related consequences. findings related to this prediction were generally weak in magnitude (i.e., small effect sizes) and inconsistent. Our models showed that enhancement motives more strongly predicted heavy drinking among individuals high versus low in Common EF abilities but that enhancement motives more strongly predicted alcohol use and heavy drinking among those low versus high in Updating-specific abilities. Not only are these interaction results inconsistent, but their empirical strength and theoretical meaning is weakened by the fact that these interactions were but three out of a total of 18 tested. Thus, the current results provide little support for the hypothesis that individual differences in EFs moderate the effects of drinking motives on alcohol use, heavy drinking, and alcohol related consequences.	FIML

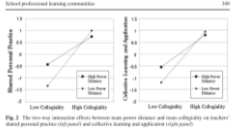
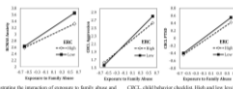
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18	(An & Jang, 2018) The role of social capital in the relationship between physical constraint and mental distress in older adults: a latent interaction model. <i>Aging & mental health</i>	2	Korea Rural Economic Institute	South Korea	Agriculture & rural policy	Health	2,264 community-dwelling adults (NSHAP project) mean ; 74,51 years old ;	Mental distress	Physical constraint x social capital	No	MPlus	Parle pas du SEM dans l'article In assessing the fit of the main effect model, both chi-squares and alternative goodness-of-fit indices were presented because the value of chi-square is highly sensitive to sample size. Alternative indices include rootmean-square error of approximation (RMSEA), comparative fit index (CFI), and standardized root-mean-square residual (SRMR).	Yes	 Figure 1. The effect of physical constraint on mental distress in low and high groups of social capital	the present study explored the buffering effects of social capital (indicated by social cohesion, social ties, and safety) in the relationship between physical constraint (indicated by chronic conditions and functional disability) and mental distress (indicated by symptoms of depression and anxiety).	The latent constructs of physical constraint (b D .54, p < .001) and social capital (b D -.11, p < .01) not only had a direct effect on mental distress, but their interaction was also significant (b D -.26, p < .001).	After removing 70 cases with missing data that had more than 20% missing information and 98 multivariate outliers, the final sample size used in the present analyses was 2264. FIML
19	(An, Jung, & Lee, 2018) Moderating effects of community social capital on depression in later years of life : a latent interaction model. <i>Clinical gerontologist</i>	3	Korea Rural Economic Institute	South Korea	Agriculture & rural policy	Gerontology	2,362 older adults aged 65 and older (Mage = 74.5, SD = 6.69)	Depression	Interaction of community social capital x stress predicting depression.	No	Mplus	Chi-square test RMSEA CFI SRMR	Yes	 Figure 1. The moderating effect of community social capital on the relationship between stress and depression	This study tested the stress-buffering model and examined the buffering role of community social capital on late-life depression.	The main effect model was acceptable: χ^2 (df = 334) = 1596.4, p = .000; RMSEA = .04 (.038 - .042); CFI = .91; and SRMR = .05. And interaction model was significant (D = 35.0, p < .001). The latent constructs of stress (β = .50, p < .001) and community social capital (β = -.14, p < .001) not only had a direct effect on depression, but their interaction was also significant (β = -.21, p < .01).	FIML
20	(Luo, Lee, & Koh, 2015) Do competitive performance goals and cooperative social goals conflict? A latent interaction analysis. <i>Learning and individual differences</i>	3	National Institute of Education	Singapore	Psychology	In this study, the participants were 297 Grade 4 students from 5 primary schools (149 boys) located in middle- to lower-middle-class areas in western Singapore. These students were mostly 10 years old (SD = .08)	Math achievement	Performance goals x social goals	The unique variance in math achievement explained by the interaction term was 5.2% (17.8%–12.6%).	Mplus	Chi-square CFI RMSEA SRMR	Yes Sig.	 Fig 1. The interaction between performance and social goals	we examined whether performance goals and social goals interact with each other in their relationship with math achievement. There are a variety of social goals. However, in this study we focused on social goals that are characterized by social affiliation and social concern, and thus these social goals had a cooperative nature. Performance goals in this study referred to performance approach goals focusing on normative comparison, where students pursue their study for outperforming others, and thus performance goals had a competitive nature	We conducted a latent interaction analysis and found that after controlling for gender and socio-economic status (SES), these two types of goals did not predict math achievement, but there was a negative interaction between them. More specifically, higher social/performance goals were associated with higher math achievement when the other goals were low, and higher social/performance goals were associated with lower math achievement when the other goals were high.	No	

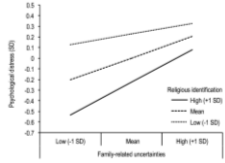
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21	(Trautwein et al., 2012) Probing for the multiplicative term in modern expectancy-value theory : a latent interaction modeling study. <i>Journal of educational psychology</i>	5	Unveristy of Tübingen (1-2-5)	Germany	Oxford university	Education	2508 students which was Grade 13 at the time the study took place); their mean age was 19.6 years (SD // 0.78). girls (55.7% of the sample)	Maths and english achievement	Expectancy x attainment expectancy x utility value	Yes	Mplus	CFI RMSEA SRMR	No		We examined the power of expectancy and value beliefs to predict achievement.	Expectancy and four facets of value beliefs (attainment, intrinsic, and utility value as well as cost) predicted achievement when entered separately into a regression equation. Moreover, in models with both expectancy and value beliefs as predictor variables, the expectancy component as well as the multiplicative term Expectancy // Value were consistently found to predict achievement positively.	Data not at random but use FIML
22	(Borgogna, McDermott, Berry, & Browning, 2020) Masculinity and problematic pornography viewing : the moderating role of self-esteem. <i>Psychology of men & masculinities</i>	4*	University of South Alabama*	USA		Psychology	N=520 male	Problematic pornography viewing: Excessive use, Avoidance of negative emotions, Functional problems, & Control difficulties	Interactions of low and high emotional control x playboy norms and self-esteem	In total, these moderation effects explained variance in problematic pornography viewing beyond the direct effects, accounting for an additional 2% for Functional Problems, 2% for Control Difficulties, 5% for Excessive Use, and 5% for Avoidance of Negative Emotions.	Mplus	CFI TLI RMSEA SRMR	No		The present study examined the role of conformity to masculine roles as predictors of problematic pornography viewing variables in a large sample of men.	Results indicated significant interaction effects. Specifically, the interaction term of Emotional Control _ Self-Esteem predicted Functional Problems ($B_{_} .16, SE_{_} .07, _ .11, p_{_} .01$) and Control Difficulties ($B_{_} .18, SE_{_} .07, _ .11, p_{_} .02$); Playboy _ Self-Esteem negatively predicted Excessive Use ($B_{_} -.16, SE_{_} .06, _ .15, p_{_} .01$) and Avoidance of Negative Emotions ($B_{_} -.24, SE_{_} .07, _ .16, p_{_} .001$); and Self-Reliance _ Self-Esteem predicted functional problems ($B_{_} .14, SE_{_} .07, _ .10, p_{_} .02$). Figures 2 and 3 display the plotted moderation effects and provide the results of simple slopes tests to determine if each slope was significantly greater than zero at low ($_1 SD$) and high ($_1 SD$) levels of selfesteem. In total, these moderation effects explained variance in problematic pornography viewing beyond the direct effects, accounting for an additional 2% for Functional Problems, 2% for Control Difficulties, 5% for Excessive Use, and 5% for Avoidance of Negative Emotions.	FIML
23	(Rice & Liu, 2019) Perfectionism and burnout in R&D teams. <i>Journal of counseling psychology</i>	2	Georgia State university	USA		Psychology	the final sample consisted of 760 workers and 195 leaders. Approximately 56% of workers and 68% of leaders were male. The average age of workers was 32 years (standard deviation [SD] // 6.50), and their average length of employment was 4.53 years (SD // 4.18; median [Mdn] // 3 years). The average age of the leaders was 39 years (SD // 7.80), and their average tenure was 9 years (SD // 7.10; Mdn // 8 years).	Emotional exhaustion Professional efficacy Cynism	Standards x discrepancy	No	Mplus	CAIC _ consistent Akaike information criterion; BIC _ Bayesian information criterion; SABIC _ sample-size adjusted BIC;	Yes		We evaluated whether previously reported latent profiles of burnout among health-care workers (Leiter & Maslach, 2016) would generalize to a new sample of research and development (R&D) workers. We also extended recent reviews (e.g., Harari, Swider, Steed, & Breidenthal, 2018) by using a multilevel approach to the study of perfectionism and burnout in R&D teams in Taiwanese companies.	Model comparisons revealed that the worker Standards \times Discrepancy interaction was not significant in predicting Emotional Exhaustion, $\Delta\chi^2(1, N = 760) = 0.03, p = .858$, or Professional Inefficacy, $\Delta\chi^2(1, N = 760) = 1.28, p = .258$. However, the interaction effect was significant for Cynicism, $\Delta\chi^2(1, N = 760) = 4.26, p = .039$. Analysis of simple slopes revealed a stronger association between Discrepancy and cynicism at low levels of Standards ($\gamma = 0.71$, standard error [SE] = 0.17, $p < .0001$) than at average ($\gamma = 0.49, SE = 0.10, p < .0001$) or high ($\gamma = 0.26, SE = 0.12, p = .033$) levels of Standards (see Figure 3). Those most at risk for cynical work-related attitudes were workers with high perfectionistic concerns (Discrepancy) who had the <i>lowest</i> levels of strivings (Standards). Although the Standards \times Discrepancy interaction was not significant for emotional exhaustion and professional inefficacy, the conditional effect of each predictor was significant ($ps < .0001$) and in the same direction. For both Emotional Exhaustion and Professional Inefficacy, higher discrepancy predicted higher burnout ($\gamma = 0.35, SE = 0.06$, and $\gamma = 0.35, SE = 0.07$, respectively), and higher Standards predicted lower burnout ($\gamma = -0.33, SE = 0.06$, and $\gamma = -0.54, SE = 0.07$, respectively).	FIML

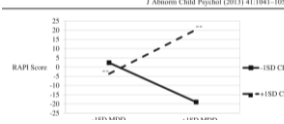
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24	(Stocker et al., 2019) Appreciations by supervisors buffers the impact of work interruptions on well-being longitudinally. <i>International journal of stress management</i>	6	University of Bern + A.4-5-6	Swiss		Psychology	208 employees at seven different companies who participated twice, with a mean time lag of 13.8 months (SD // 5.8), which was individually chosen. The mean age of participants was 43.4 years (SD // 10.4; range // 18 to 66); 37% were women; 7% of participants had completed compulsory schooling, 49% had completed an apprenticeship, 10% had completed high school, and 33% had a university degree.	Job satisfaction Self-efficacy Depressive mood Sleep problems	Buffering effects of appreciation by supervisors on the relationship between work interruptions and a) job satisfaction, b) occupational self-efficacy, c) job-related depressive mood, and d) sleep problems.	No	Mplus	RMSEA CFI	Yes Sig.		This study analyzed the effects of work interruptions as a stressor and appreciation of employees by supervisors as a resource with regard to four parameters of well-being, postulating main effects and interactions.	Figure 1 plots the interaction effects (Stroebe, Gardner, Catley, & Thomas, 2015). The interaction patterns reveal that appreciation is a protective resource in the case of all four outcome variables (Figure 1). Simple slope analyses showed that job interruptions had no effect on job satisfaction when appreciation by supervisors was high ($b = .13, SE = .21, p = .27$), whereas the effect was significant ($b = -.56, SE = .30, p = .03$) when appreciation was low. For self-efficacy and job-related depressive mood, the patterns were very similar; the effect of interruptions was significant only when appreciation by supervisors was low (self-efficacy: $b = -.65, SE = .27, p = .01$; depressive mood: $b = .41, SE = .20, p = .02$) but not when it was high (self-efficacy: $b = .18, SE = .22, p = .21$; depressive mood: $b = -.04, SE = .15, p = .39$). For sleep problems, the pattern was similar to that for depressive mood, but none of the simple slopes for interruptions was significant (low appreciation: $b = .13, SE = .14, p = .18$; high appreciation: $b = -.17, SE = .13, p = .10$), implying that only very high levels of appreciation could attenuate the effects of interruptions. Hence, in terms of simple	FIML
25	(Sandrin et al., 2019) Effects of workaholism on volunteer firefighters' performance: a moderated mediation model including supervisor recognition and emotional exhaustion. <i>Anxiety, stress & coping</i>	6	Université de Tours (1-2)	France	Département de psychologie	Psychology	French volunteer firefighter (829 men and 199 women) mean age was 35.58 years (SD = 11.80) and their average organizational tenure was 13.15 years (SD = 9.68).	Performance	Emotional exhaustion, across low (−1 SD) and high (+1 SD) levels of supervisor recognition, was examined.		Mplus	Chi-square test CFI TLI RMSEA	No		The aim of this study was first to investigate the links between workaholism, emotional exhaustion, and performance among volunteer firefighters. More precisely, building on previous work on the mediating role of psychological health in the relationship between workaholism and performance (Gorgievski, Moriano, & Bakker, 2014), we examined emotional exhaustion as an explanatory mechanism in these relationships among firefighters.	Consistent with our predictions, results revealed that the negative indirect effects of workaholism on performance, through emotional exhaustion, were stronger when supervisor recognition was low.	No
26	(Meyer, Fleckenstein, & Köller, 2019) Expectancy value interactions and academic achievement: differential relationships with achievement measures. <i>Contemporary educational psychology</i>	3	Leibniz Institute for Science and Mathematics Education (IPN)	Germany		Education	N=3637 (54.7% female; age M=19.92 years; academic track N=1315; vocational track N=2322).	Achievement measures	Beliefs x measures of academic achievement (final examinations)	We found small effect sizes. Especially in comparison with the strong effects of expectancy interaction effects the additional amount of explained variance can be seen as minor	Mplus	Chi-square test DF CFI RMSEA SRMR	No		We aimed to replicate and extend their study by using a large, representative sample of students attending upper secondary school in the German federal state Schleswig-Holstein (N=3367). Following Trautwein et al. (2012), we applied latent interaction modelling to test whether the predictive value of expectancy value interactions differs for grades, final examinations, and standardized test scores as measures of achievement in two domains	Our findings suggested measure- and domain-specific differences when using expectancy value beliefs and their interactions to predict academic achievement. Interaction terms predicted final examination results in both English and mathematics.	FIML

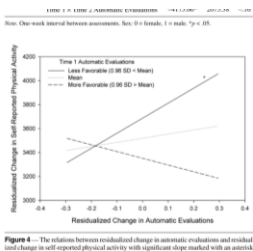
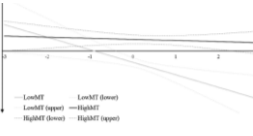
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27	(Luo, Liem, & Lee, 2018) Implicit beliefs of ability and maladaptive learning: does self-efficacy matter ? <i>Educational psychology</i>	3	Nanyang technological university	singapore	National institute of education	Educational psychology	2538 students (Mage = 13.75, SD = 0.46). The sample included 927 boys (36.5%) and comprised 1727 (68.0%) Chinese, 473 (18.6%) Malay, 178 (7.0%) Indian, and 160 (6.3%) others including Eurasian.	Novelty avoidance, cheating, and anxiety	Entity belief x self-efficacy	Compared with Model 1, the percentage variance reduction in the residuals in Model 2 with the addition of the latent interaction term was relatively small: 2.1%, 1.6%, and 1.1% for novelty avoidance, cheating, and anxiety, respectively.	Mplus	Chi-square test CFI TLI RMSEA SRMR	Yes		This study investigated the interaction between self-efficacy and implicit beliefs of ability in their association with maladaptive learning in mathematics.	We conducted latent interaction analysis with gender and previous mathematics achievement controlled and found that higher self-efficacy did not buffer, but enhanced the positive association between entity beliefs of ability and the three maladaptive learning variables. When entity beliefs of ability were higher, the increase in the three maladaptive learning was larger for those with higher self-efficacy than those with lower self-efficacy.	FIML
28	(Cavanaugh, Stein, Supple, Gonzalez, & Kiang, 2018) Protective and promotive effects of latino early adolescents' cultural assets against multiples types of discrimination. <i>Journal of research on adolescence</i>	5	University of north Carolina (chapel hill)	USA		Psychology	N = 174 (Latino mother and adolescents who range between 11 and 14) 51% girls Adolescents, over half of which were girls (51%), were in seventh and eighth grades, and the majority had parents who were born in Mexico (mothers = 88%, fathers = 86%). Mothers and fathers had lived in the United States for an average of 15.67 (SD = 4.61) and 17.08 (SD = 6.43) years, respectively.	Youth externalizing symptoms	Discrimination X cultural assets	No	Mplus	CFI RMSEA SRMR	Yes		Using latent variable interactions, this study examined the moderating effects of cultural assets on the association between multiple types of discrimination and adolescents' adjustment.	Peer discrimination was associated with higher internalizing symptoms, whereas cultural assets predicted higher academic motivation above and beyond racial-ethnic discrimination, demonstrating a promotive effect. Adolescents' Latino cultural assets also protected against higher levels of externalizing symptoms in the context of high peer discrimination and foreigner objectification	FIML
29	(Jager, Yuen, Putnick, Hendricks, & Bornstein, 2015) Adolescent-peer relationships, separation and detachment from parents, and internalizing and externalizing behaviors: linkages and interactions. <i>Journal of early adolescence</i>	5	Arizona state university	USA		Psychology	N=190 14-year-old (X = 13.90, SD = 0.27) European American adolescents (43% female) and their mothers who were from families that were mostly intact (95%), well-educated (80% and 77% of mothers and fathers, respectively, had a college degree or greater), and of a broad range of socioeconomic status with a mean Hollingshead (1975) score of 55.44 (SD = 9.59, range = 29-66).	Internalizing and externalizing (standardized)	Separation x peer relationships Detachment x peer relationships	No	Mplus	Chi-square test CFI RMSEA	Yes		Examines how separation and detachment relate to adolescent-peer relationships and whether positive peer relationships moderate how separation and detachment relate to internalizing and externalizing behaviors.	Positive peer relationships were both associated with lower detachment and sharply attenuated relations between detachment and higher adolescent internalizing and externalizing. Separation from parents was unrelated to peer relationships, and regardless of whether peer relationships were positive, separation was not related to adolescent internalizing and externalizing. We integrate these findings with those from family-focused investigations and discuss their substantive and clinical implications.	FIML
30	(Barbaranelli et al., 2018) Machiavellian ways to academic cheating: a mediational and interaction model. <i>Frontiers in psychology</i>	7	Sapienza University	Italy	Psychology	Psychology	A sample of 223 undergraduate psychology students took part in the study. Most participants were female (68.2%), with a mean age of 21.72 years (SD = 3.68). In terms of students' family educational level, 53% of their mothers and their fathers completed senior high school, and 36% of their mothers and 31% of their fathers have a university degree.	Individual cheating	Amoral Manipulation x Normative Cheating	The inclusion of the latent interaction increased the overall proportion of explained variance in Individual Cheating of about 11.0%, compared with the model where the latent interaction term was not included.	Mplus	Chi-square test RMSEA CFI SRMR	No		This study aims at investigating this phenomenon through a nomological network which integrates different theoretical frameworks and models, such as trait and social-cognitive theories and models regarding the approaches to learning and contextual/normative environment.	The latent interaction of Normative Cheating on the direct effect of Amoral Manipulation over Individual Cheating (H3) was significant (0.317, p < 0.001).	FIML Although we have no theoretical or methodological reasons to suspect that our data were missing not at random, we tested empirically this condition by means of the Little's (1988), evaluating the null hypothesis that data were missing completely at random and they were unrelated to data values.

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3 1	(Won, Lee, & Bong, 2017) Social persuasions by teacher as a source of student self-efficacy: The moderating role of perceived teacher credibility. <i>Psychology in schools</i>	3	Korea university	Korea		Psychology	N=384	Student self-efficacy	Teachers persuasions x teacher credibility	No	Mplus	Chi-square test TLI CFI RMSEA SRMR	Yes		The primary purpose of this study was to ascertain whether the degree to which Korean middle school students perceived their teachers to be credible made a difference in the effectiveness of teachers' persuasion as a source of students' academic self-efficacy	The predictive power of teacher persuasion on student self-efficacy depended on student perceptions of teacher credibility. The regression coefficients of the latent interaction terms on student self-efficacy were positive in both models ($\beta = .21$, $p < .01$, in the homeroom teacher model and $\beta = .14$, $p < .05$, in the Korean language teacher model), indicating that the relationship between teacher persuasion and student self-efficacy became stronger as students reported perceiving greater credibility in the respective teachers	FIML
3 2	(Schütte, Zimmermann, & Köller, 2017) The role of domain-specific ability self-concepts in the value students attach to school <i>Learning and individual differences</i>	3	1-3 Leibniz Institute for science and mathematics education	Germany	Educational research	Psychology	The n=714 (50.6% female), and n=878 students (50.0% female) from Grades 5 and 7, respectively, attended n=82 classes in different educational tracks of the public school system. They were M= 10.87 (SD = 0.57) and M=12.96 (SD=0.59) years old.	Valuing of school	Mathematics self concept x verbal self concept	No	Mplus	Chi-square test CFI RMSEA SRMR	No	No	Expanding the prevalent within-domain perspective, the present study investigated how students' domain-specific ability self-concepts relate to the value they attach to school.	In addition to statistically significant main effects, structural equation modeling revealed the expected latent interaction effect. Response surface methodology demonstrated that students valued school more highly when their ability self-concepts were high in both domains rather than just one; a single low self-concept predisposed students to attach less value to school just as much as low self-concepts in both domains did.	Multiple imputation
3 3	(Ye et al., 2016) Peer victimization and depressive symptoms among rural-to-urban migrant children in china: the protective role of resilience. <i>Frontiers in psychology</i>	6	Beijing Normal University	China	Institute of development psychology	Psychology	A total of 721 adolescents were recruited for the study. The sample included 384 (53.3%) migrant adolescents attending traditional public school and 337 (46.7%) migrant children attending a private migrant school. Of the 721 participants, 277(38.4%) were girls and 444 (61.6%) were boys. The grade distribution was as follows: 251 (34.8%) were enrolled in 4th grade, 221 (30.7%) were enrolled in 5th grade and 246 (34.1%) were enrolled in 6th grade. Four of them did not report their grade. The mean age estimate for children enrolled was 10.22, SD = 1.02	Depressive symptom	Resilience x peer victimization	In terms of variance explained, the residual variance was slightly smaller in Model 2 (0.22) than in Model 1 (0.38).	Mplus	Chi-square test TLI CFI RMSEA	Yes		Peer victimization can have a profound effect on children's wellbeing and is a known risk factor for depression in childhood. Migrant children experience peer victimization at higher rates than non-migrant peers; however, limited research has examined psychological factors that may serve to reduce depression risk for this group. This study utilized a latent interaction model to examine the effect of resilience on the relationship between peer victimization and depressive symptoms.	Peer victimization was significantly and positively associated with depressive symptoms ($B = 0.21$, $SE = 0.07$, $p < 0.001$), whereas resilience was significantly negatively associated with depressive symptoms ($B = -0.84$, $SE = 0.08$, $p < 0.001$). The model demonstrated a significant interaction effect of peer victimization and resilience on depressive symptoms ($B = -0.29$, $SE = 0.07$, $p < 0.001$). To facilitate the interpretation of the interaction effects, we computed the simple slope of the regression of peer victimization on depressive symptoms at low (i.e., one SD below the mean), average, and high (i.e., one SD above the mean) values of resilience (Figure 3). Simple slope analysis revealed that the effect of peer victimization on depressive symptoms was positive and statistically significant at low levels of resilience ($B = 0.41$, $SE = 0.08$, $p < 0.001$) and average levels of resilience ($B = 0.21$, $SE = 0.07$, $p < 0.001$). However, at high levels of resilience, the association between peer victimization and depressive symptoms was non-significant ($B = 0.01$, $SE = 0.08$, $p = 0.90$).	No
3 4	(Baumann et al., 2015) Belief incongruence and the intention-behavior gap in persons with at-risk alcohol use. <i>Addictive Behaviors</i>	6	1,3,4,5,6 University of Medicine Greifswald & German center for cardiovascular research	Germany	Institute of social medicine and prevention	Psychology	Of the 9913 eligible job-seekers, 7920 (80%) responded to the screening. Of the 7396 respondents with evaluable data, 1711 (23%) screened positive for at-risk alcohol use and negative for particularly severe alcohol problems. Of these, 1243 (74%) agreed to participate in the trial. Because questions on the TPB constructs were answered by the participants of the non-stage tailored group only, they constitute this study's sample (n = 433).	Conditional effect	Intention x belief	No	Mplus	Chi-square test CFI RMSEA	Yes	 The Johnson–Neyman (J–N) technique & Simple slope technique	When intentions are expressed, e.g., when filling in a health questionnaire, people may have unrealistic beliefs towards behavior change resulting in strong intentions to change. These may fail to correspond to reality when the behavior actually should be performed. Belief incongruence was tested as a possible source of the intention–behavior gap.	The gap between stated intentions and at-risk alcohol use three months later was larger when the according normative beliefs were incongruent (total effect: $b = -0.44$, $p < 0.05$ for persons with congruent beliefs vs. $b = -0.06$, $p < 0.10$ for persons with incongruent beliefs). When controlling for the mediating effect of changes in intentions, the association between belief incongruence and intention–behavior gap was attenuated (direct effect: $b = -0.56$, $p < 0.01$ for persons with congruent beliefs vs. $b = -0.28$, $p < 0.05$ for persons with incongruent beliefs). Neither behavioral belief incongruence nor control belief incongruence was significantly associated with the intention–behavior gap.	Unclear

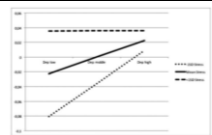
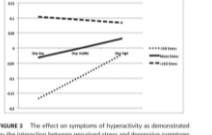
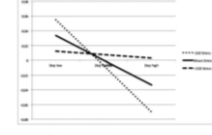
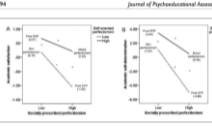
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35	(Ning, Lee, & Lee, 2015) Relationships between teacher value orientations, collegiality, and collaboration in school professional learning communities. <i>Social psychology of education</i>	3	Nanyang Technological University	Singapore	National institute of education	Education	Our sample comprised of 952 teachers from 207 learning teams from 95 schools. Overall, 75.4% of the respondents were female. Approximately 27% of the respondents aged 29 or below, 41% aged 30 to 39, 21% aged 40 to 49, and 11% aged 50 or above. In terms of duration of service, around 37% has been in the teaching service for <5years, 26% for 5 to <10years, and 37% for 10years or more.	Teacher collaboration (shared personal practice & collective learning and application)	Collegiality x power distance The two-way interaction effects between team power distance and team collegiality on teachers' shared personal practice (left panel) and collective learning and application (right panel)	No	Mplus	Yes : for measurement model CFA	No		Unlike past research which has mainly examined whole school or whole department professional learning communities, this study focused on factors related to effective collaborative practices within teacher learning teams. Our main objective was to ascertain the roles of team value orientations (collectivism and power distance) and team collegiality in explaining team collaboration.	Latent interaction analysis identified team power distance as a moderator of the relationship between team collegiality and teacher collaboration. It was found that the positive effects of team collegiality on team collaboration were stronger for teams with lower levels of power distance.	No missing data
36	(Mohammad, Shapiro, Wainwright, & Carter, 2015) Impacts of family and community violence exposure on child coping and mental health. <i>J abnorm child psychol</i>	4	University of Massachusetts	USA	Department of psychology	Psychology	There were 155 mothers with school-age children (n=236). Ninety-one mothers (age, M=34.47, SD=5.91) and their school-age children were retained for the present study because the children met age criteria, (8 to 17-years-old; M=12.32, SD =2.45), that allowed for them to complete critical measures in this study. In cases in which mothers had multiple children (n=35), the oldest child was selected for inclusion to control for sibling effects. Mothers in the study were predominantly young (age range=23-54, M=34.69, SD=6.24), single (94.5 %), and the primary caregiver of two or more children (95.6 % multiple child families). More than 62 % of the sample was housed (n=57), with 37.4 % of the sample consisting of homeless families residing in emergency shelters (n=34). Mothers tended to have less than 12 years of formal education (M=10.68, SD=2.63), and reported an annual family income less than \$15,000 (M=\$11,676, SD=\$4,780), below the income threshold used to determine poverty status in the United States. Girls comprised 54.9 % of the sample (n=50). More than 50 % of the sample of children and adolescents was Puerto Rican or Other Latino (n=45), 25.8 % was European American (n=23), 10.1 % was African American (n=9), and 13.5 % other (n=12).	RCMAS anxiety, CBCL aggression, & CBCL PTSD	Exposure to family abuse x emotionally-regulated coping strategies	No	Mplus	Chi-square test CFI RMSEA WRMR	Yes		The present study was designed to examine the differential effects of multiple types of violence exposure that can emerge and co-occur across ecological settings.	Latent interaction tests revealed that ERC moderated relations between family abuse and anxiety, aggression and PTSD. Emotionally-regulated coping appears to play a protective role for children's mental health in contexts of violence exposure, offering opportunities for intervention and prevention.	The missing data rate was less than 5 % for all study variables except for two items: maternal reports on child's exposure to family physical and sexual abuse had 8.8 % (n=8) and 5.5 % (n=5) missingness rates, respectively. Little's (2011) Missing Completely At Random (MCAR) test indicated that there were no identifiable systematic patterns in missing values, $\chi^2(491)=498.49$, $p=.39$, suggesting that missing data were MCAR. Full Information Maximum Likelihood (FIML) was used to estimate missing data in Mplus.

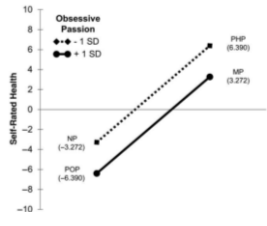
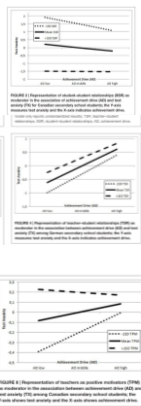
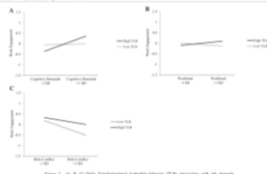
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37	(Memery, Angell, Megicks, & Lindgreen, 2015) Unpicking motives to purchase locally-produced food: analysis of direct and moderation effects. <i>European Journal of Marketing</i>	4	Bournemouth university	UK	Business school	Marketing	Respondents were resident in England, and filtered through several questions to ensure compliance with the study's requirements, i.e. over 18 years of age; sole/joint responsibility to purchase food/drink in the household. In total 1,223 questionnaires were collected, representing a 15 per cent response rate.	Use	IPQ (intrinsic product quality) x HC (health consciousness) LC (local support) x LI (local identity)	No	Mplus	AIC Adj BIC	Yes	No	This study aims to investigate how attributes associated with local food (intrinsic product quality; local support) motivate purchase behaviour.	<p><i>Moderation effects: values</i> It follows that whilst the direct effects provide support for previous research in this domain, the study's primary contribution comes from <i>unpicking</i> these relationships through looking at potential sources of heterogeneity in consumer responses/ motivations. Introducing these moderating effects, through consumer <i>values</i>, offers deeper exploration of consumer motivations. This approach is in keeping with contemporary research in the context (Steenkamp and de Jong, 2010). Despite predicting two latent interaction effects between $IPQ \times HC$ and $LC \times LI$, only the latter was found to be significant. The latent interaction between IPQ and HC on <i>past use</i> was expected to amplify in situations in which the respondent exhibited higher levels of HC (Tregear and Ness, 2005; Weatherell <i>et al.</i>, 2003). However, findings from this investigation cannot support this assertion. A potentially enlightening study by Roininen <i>et al.</i> (2006) explored a range of characteristics associated with different types of food using a qualitative laddering technique. Although local produce was not associated as being "high in fat", it was also not thought to be as healthy as organic or conventionally manufactured foods. As such, highly health-conscious consumers may be directed towards alternative food products than those produced locally. This is an interesting finding in its own right, as it evidences a break away from the commonly held health conscious stereotype of the typical local food consumer.</p> <p>The moderating effect of <i>local support</i> with <i>local identity</i> is equally interesting. It was predicted that higher levels of identity with a local area would amplify the effect <i>local support</i> had with <i>past use</i>. This hypothesis was accepted. At higher levels of <i>local identity</i>, the support people have for their local area consequently resulted in enhanced levels of behaviour (i.e. past use). This is important because it shows that encouraging people to support their local area – retailers, producers and the wider community – has the potential to drive sales <i>but</i> can be further optimised if that person <i>feels</i> more strongly connected to his or her community. This is less easily accomplished from a marketing perspective with decades of sociology research contemplating the components of community attachment (Kasarda and Janowitz, 1974). Nonetheless, it does pinpoint an area that marketers can draw upon when attempting to drive sales.</p> <p><i>Moderation effects: personal characteristics/situational variables</i> In addition to analysing how <i>values</i> may moderate relationships within the model, inquiries also establish how personal characteristics (<i>age; gender</i>) and the situational variable, <i>location</i>, played a role in determining <i>past use</i>. Previous research has proposed that differences may influence behaviour between different types of consumer (Megicks <i>et al.</i>, 2012; Weatherell <i>et al.</i>, 2003). It was proposed that <i>gender, age</i> and <i>location</i> would all moderate the relationship between <i>local support</i> and <i>past use</i>. Female and older respondents were found to exhibit a stronger relationship between the two variables than male and younger respondents. From this, it can be concluded that Self-Conceptual and Socioemotional Selectivity Theories are an appropriate lens for explaining this. Support is not found for the moderating influence of <i>location</i>. Also predicted was that the <i>local support</i> → <i>past use</i> parameter would be stronger for rural shoppers. For this, the sociological Linear Development Model was used to underpin the hypothesis (Kasarda and Janowitz, 1974). In this theory, urbanisation is thought to dilute the need for meaningful community attachment and relationships. Sampson (1988) also found this concept to hold. However, as mentioned in the conceptual section of this paper, both studies put forward a second explanation for attachment, which, to some degree, may explain the results of this investigation. Kasarda and Janowitz (1974) felt that community attachment could be experienced in <i>urbanised</i> areas, although, at the time, it was rare, and rural areas were more likely to exhibit community spirit. The authors suggested this <i>could</i> be the result of increasing residential transience. Urban areas have historically seen a greater turnover in community residents, hindering the opportunity to build local relationships. Nonetheless, as Johnson and Scott (1997) point out, rural communities have also been changing. They have witnessed a greater influx of (previously) urban dwellers looking for a second house or retirement home. The so-called concept of <i>localisation</i> has further narrowed the bridge between locations. These changes may explain why significant differences are not observed in the empirical model.</p> <p>It was also proposed that <i>intrinsic product quality</i> would be a more important driver of <i>past use</i> for older respondents. Again, the established Socioemotional Selectivity Theory was drawn upon to explain this effect. The narrower time horizon perspective that older people experience was predicted to heighten the importance placed in the <i>intrinsic</i> aspects of local food. This concept has been explored in previous studies with older consumers (Angell <i>et al.</i>, 2012; Gunter, 1998; Mason and Bearden, 1978). However, no support was found for this hypothesis. A possible explanation for this is, once again, the narrowing in perspective between younger and older people. The assumption that older people were more likely to focus on <i>IPQ</i> is perhaps less substantiated in modern day society than it was in the past. Widespread initiatives in both the UK and the USA (and elsewhere in the world) have focused on educating people about healthy eating and living (e.g. The Children and Young People's Health Outcomes Forum; WHO Europe; and the CDC). These have tended to be geared more towards younger people with an emphasis on promoting dietary control (e.g. five portions of fruit and vegetables per day). Nonetheless, it would be necessary to continue measuring this relationship over time. It has been suggested that a re-definition of "older age" is required to take account of changes in longevity (higher average death age). It might also be that ageing in the twenty-first-century onsets later in life than the commonly employed threshold of 55 years (Moschis <i>et al.</i>, 2004).</p>	No
38	(Lechner, Tomasik, Silbereisen, & Wasilewski, 2014) Religiosity reduces family-related uncertainties but exacerbates their association with distress. <i>The international journal of the psychology of religion</i>	4	University of Jena 1-3	Germany	Center for applied developmental science	psychology	major family-related developmental tasks, such as leaving the parental home, union formation, and childbearing, are negotiated (Buchmann & Kriesi, 2011), we included only adults 20 years of age and older (N D 2,571)	Psychological distress	Family-related uncertainties x psychological distress at varying levels of religious identification	Yes: small	mplus	CFI SRMR RMSEA SRMR	Yes		The present study investigated the role of religiosity in dealing with family-related uncertainties (e.g., uncertainty concerning fertility decisions or the stability of family relationships) that arise from current social change in industrialized nations.	The interaction was significant and in the expected direction, evincing the expected stress-exacerbating effect of religiosity in relation to family-related uncertainties. Figure 1 illustrates this pattern. Family-related uncertainties had a substantial association with distress at higher (C1 SD) levels of religious identification (* D .31, p < .001) but a much weaker association at lower (21 SD) levels (* D .10, p < .05). However, it must be noted that due to the strong main effect of religious identification, individuals with higher (C1 SD) religious identification still had lower distress at C1 SD above the mean of family-related uncertainties than individuals with lower (21 SD) religious identification. The estimated crossing point of the model-implied regression lines for these two levels of religious identification was at C2.2 SD above the mean of family-related uncertainties, a value that only very few participants in the sample actually achieved.	FIML

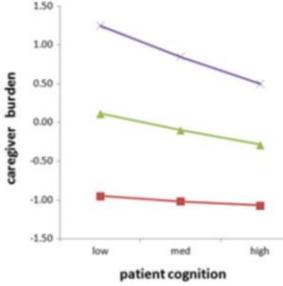
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39	(Lien, Wu, Chen, & Wang, 2014) Trust transfer and the effect of service quality on trust in the healthcare industry. <i>Managing service quality: an international journal</i>	4	Thompson River university	Canada	Marketing	Health	N=483 Among the respondents, 51.5 percent were females and 80.1 percent of the respondents were aged 19-59. In total, 41 percent of the respondents had a bachelor or graduate degree and 50.1 percent of them had chronic diseases. Over half of the respondents (54.2 percent) came to the hospital for diagnosis or treatment in the internal medicine and 44.5 percent of them had a relationship with the hospital for more than five years.	Trust	Trust in the original Hospital x Image Congruence Trust in the original Hospital x Switching costs	No	Mplus	Chi-square test RMSEA RMR CFI TLI	No	No	The purpose of this paper is to examine the effect of service quality (interaction, physical environment, and outcome quality) on trust, to investigate the trust transfer in the healthcare industry, to explore the moderating effects of image congruence and switching costs on the trust transfer, and to assess the effect of trust on patients’ willingness of recommendation.	<table><thead><tr><th>Hypotheses</th><th>Estimate (path coefficient)</th><th>SE</th><th>p-level</th></tr></thead><tbody><tr><td>H1a: interaction quality → trust in the hospital</td><td>0.428</td><td>0.120</td><td>0.000***</td></tr><tr><td>H1b: physical environment quality → trust in the hospital</td><td>-0.020</td><td>0.121</td><td>0.880</td></tr><tr><td>H1c: outcome quality → trust in the hospital</td><td>0.023</td><td>0.145</td><td>0.000***</td></tr><tr><td>H2: trust in the hospital → trust in the allied hospitals</td><td>0.923</td><td>0.068</td><td>0.000***</td></tr><tr><td>H3: trust in the original hospital × (image congruence) → trust in the allied hospitals</td><td>0.387</td><td>0.101</td><td>0.000***</td></tr><tr><td>H4: trust in the original hospital × (switching costs) → trust in the allied hospitals</td><td>-0.175</td><td>0.130</td><td>0.180</td></tr><tr><td>H5a: trust in the allied hospitals → willingness to recommend allied hospitals</td><td>0.499</td><td>0.095</td><td>0.000***</td></tr><tr><td>H5b: trust in the original hospital → willingness to recommend allied hospitals</td><td>0.448</td><td>0.090</td><td>0.000***</td></tr></tbody></table> <p>Notes: ***p < 0.001. Table IV: Summary of hypotheses testing results.</p>	Hypotheses	Estimate (path coefficient)	SE	p-level	H1a: interaction quality → trust in the hospital	0.428	0.120	0.000***	H1b: physical environment quality → trust in the hospital	-0.020	0.121	0.880	H1c: outcome quality → trust in the hospital	0.023	0.145	0.000***	H2: trust in the hospital → trust in the allied hospitals	0.923	0.068	0.000***	H3: trust in the original hospital × (image congruence) → trust in the allied hospitals	0.387	0.101	0.000***	H4: trust in the original hospital × (switching costs) → trust in the allied hospitals	-0.175	0.130	0.180	H5a: trust in the allied hospitals → willingness to recommend allied hospitals	0.499	0.095	0.000***	H5b: trust in the original hospital → willingness to recommend allied hospitals	0.448	0.090	0.000***	No
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40	(McCarty et al., 2013) Early adolescent growth in depression and conduct problem symptoms as predictors of later substance use impairment. <i>J abnorm child psychol</i>	7	University of Washington and seattle children’ s hospital	USA	Center for child health, behavior and development	Psychology	Students eligible for screening included 6th graders who had a 3rd grade reading comprehension level or higher. Of the 2,920 eligible students, 2,187 (74.9 %) were screened. A stratified random sample of 807 students was selected for longitudinal follow-up with students scoring high (> 0.5 SD above sample mean) on depressive and/or conduct problem scores over-sampled according to a ratio of1:1:1:2 from the four psychopathology screening groups Of those selected, 521 (64.6 %) students and their parents/guardians consented to participate in the DPP. At baseline, participants were 12.0 years-old on average (range 11–13.6), 51.6 % male and included 1.4 % Native Americans, 24.9 % Black, 24.1 % Asian/Pacific Islanders, and 10.1 % Hispanics; the remaining 39.5 % were Caucasian. Nearly half (48.1 %) were raised in households with a total income under \$50,000. n-home interviews were conducted with participating students and parents/guardians (76 % biological mothers, 15 % biological fathers, 9 % other relatives)	RAPI score	Growth in MDD x growth in CD symptoms	No	Mplus	Chi-square test CFI RMSE	Yes		During adolescence, risk factors such as conduct problems and depression exist within a developmental context, and vary over time. Though internalizing and comorbid pathways to substance use have been theorized , the degree to which developmental increases in depressive symptoms and conduct problems elevate risk for substance use impairment among adolescents, in either an additive or potentially a synergistic fashion, is unclear.	The interaction between growth in MDD and growth in CD symptoms uniquely predicted later substance use impairment. Results indicated that adolescents whose parents reported increases in bothMDD and CD symptoms from 6th to 9th grade reported the most substance userelated impairment in 12th grade (Fig. 3), relative to adolescents whose parents reported increases in only MDD or CD, or neither.	All participants contributed at least some data to these analyses (65.6 % had no missing data); no cases were dropped owing to missing data because fullinformation maximum likelihood estimates were utilized.																																				

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4 1	(Hyde, Elavsky, Doerksen, & Conroy, 2012) The stability of automatic evaluations of physical activity and their relations with physical activity. <i>Journal of sport& exercise psychology</i>	4	Pennsylvania State university	USA	1-2-4 : kinesiology	Psychology	Participants (N = 164, 75 women, 87 men, 2 did not report sex) were recruited from an undergraduate kinesiology course and 100% provided permission to use data from a class project for research purposes.	Residualize d change in self-reported physical activity	Time 1 × Time 2 Automatic Evaluations	No	Mplus	Chi-square test CFI TLI RMSEA	Yes	 <small>Figure 4 – The relation between residualized change in automatic evaluations and residualized change in self-reported physical activity with significant slope residualized with an overall</small>	First, we aimed to establish the stability of automatic evaluations of physical activity. Second, we evaluated how changes in automatic	Change in automatic evaluations significantly predicted greater increases in physical activity when automatic evaluations at Time 1 were at least 0.96 SD less favorable than the sample mean (b = 1256.34, SE = 635.26, p = .05). Change in automatic evaluations did not significantly predict change in self-reported physical activity when automatic evaluations at Time 1 were at the sample mean (b = 346.19, SE = 545.07, p = .53) or more favorable than the sample mean (0.96 SD more favorable than the mean: b = –564.00, SE = 528.68, p = .29). The second model tested the relation between change in automatic evaluations and level of average daily step counts during the monitoring period. It was also statistically significant, F(4, 144) = 4.06, p < .004, R2 = .10. As seen in the bottom half of Table 3, men took over 1,400 fewer steps/day than women and automatic evaluations at neither Time 1 nor 2 predicted average daily step counts. Similar to the previous model, the interaction between automatic evaluations from the two occasions was statistically significant.	Data were treated as missing if participants reported engaging in more than 7 days of physical activity (n = 1, < 1%). Other missing data: FIML
4 2	(Silvia, Nusbaum, Berg, Martin, & O'Connor, 2009). Openness to experience, plasticity, and creativity: Exploring lower-order, high-order, and interactive effects. <i>Journal of research in personality</i>	5	University of North Carolina	USA	Psychology	Psychology	Our sample consisted of 189 students—150 women and 39 men—enrolled in General Psychology at the University of North Carolina at Greensboro. (A total of 202 people participated, but some people were excluded due to extensive missing data and limited language proficiency.) The sample was primarily Caucasian (69%) and African–American (26%), based on self-reported ethnicity.	Creativity	Plasticity x stability	No	MPlus	CFI RMSEA SRMR	No	No	We explored lower-order, higher-order, and interactive effects of personality on creativity. At the lower-order level, we appraised the role of the Big Five in predicting creativity. At the higher-order level, we appraised the role of plasticity and stability in predicting creativity. Finally, we examined latent interactions between plasticity and stability, an issue that has not been examined thus far in the Huge Two literature.	Our analyses found no evidence for latent interactions: stability and flexibility did not significantly interact for any of the outcomes. (Standardized effects are unavailable for these models.) It thus appears that the Huge Two factors exert independent main effects, but not joint effects, on creativity. none of the interaction models found a significant effect, so it appears that plasticity and stability exert independent effects on these facets of creativity.	FIML Very few observations were missing; most analyses had complete cases.
4 3	(Gucciardi, Stamatis, & Ntoumanis, 2017) Controlling coaching and athlete thriving in elite adolescent netballers: the buffering effect of athletes' mental toughness. <i>Journal of science and medicine in sport</i>	3	Curtin university	Australia	Physiotherapy and exercise science	Sport	In total, 232 female netballers aged 11–17 years (14.97 + 1.52) took part in this study. Netballers had between 1 and 15 years of experience in the sport (7.50 + 2.28) participating in between 1 and 10 h of netball activities that were supervised by their coach (5.08 h + 2.53).	Thriving (learning)	Controlling coach interpersonal style x Mental toughness	The inclusion of the latent interaction term accounted for additional 5% and 2% of the explained variance in learning (Model 1 = 41%, Model 2 = 46%) and vitality (Model 1 = 49%, Model 2 = 51%).	MPlus	Chi-square test, CFI, TLI, RMSEA	Yes		The purposes of this study were to examine the association between controlling coach behaviours and athlete experiences of thriving and test the buffering effect of mental toughness on this relation.	Latent moderated structural models indicated that (i) controlling coach behaviours were inversely related with experiences of vitality and learning; (ii) mental toughness was positively associated with psychological experiences of both dimensions of thriving; and (iii) mental toughness moderated the effect of coach's controlling interpersonal style on learning but not vitality experiences, such that the effect was weaker for individuals who reported higher levels of mental toughness. The inverse effect of controlling coaching on experiences of learning was stronger when mental toughness was lower (B = –.54, 95% CI = –.88, –.20) but not when higher (B = –.12, 95% CI = –.28, .04). With regard to the vitality component of thriving, the effects of mental toughness (B = .64, 95% CI = .44, .85) and coach controlling interpersonal style (B = –.24, 95% CI = –.40, –.09) were significant, but not their interaction (B = .15, 95% CI = –.10, .40).	FIML


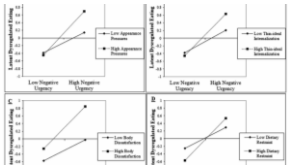
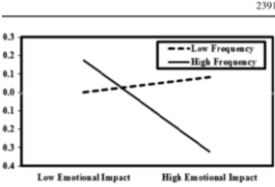
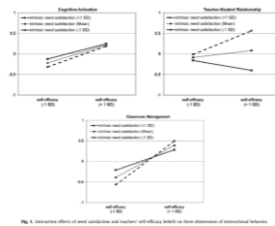
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44	(Klopack, Sutton, Simons, & Simons, 2019) Disentangling the effects of boys’ pubertal timing: the importance of social context. <i>Journal of youth and adolescence</i>	4	1-2-4 University of Georgia	USA		Psychology	N=310	Delinquent behavior	Many : PT × deviant peers PT × PSE PT × harsh parenting PT × NCE	No	Mplus	Chi-square test, RMSEA, CFI	No	No	The current study utilizes Latent Moderated Structural Equation Modeling (LMS) to analyze effects of interactions between pubertal timing and social contextual factors on criminal behavior and social competence.	LMS models : <table><tr><th></th><th>I</th><th>II</th><th>III</th><th>IV</th><th>V</th><th>VI</th><th>VII</th></tr><tr><td>Delinquent behavior on</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> Pubertal timing</td><td>0.15*</td><td>0.16*</td><td>0.31*</td><td>0.30*</td><td>0.56*</td><td>0.40*</td><td>0.46*</td></tr><tr><td> Deviant peers</td><td></td><td>0.14</td><td>0.18</td><td>0.03*</td><td>-0.03*</td><td>0.07</td><td>-0.25*</td></tr><tr><td> PSE</td><td></td><td>-0.08</td><td>-0.09</td><td>-0.56*</td><td>-0.02*</td><td>-0.08</td><td>-0.05</td></tr><tr><td> Harsh parenting</td><td></td><td>0.13</td><td>0.12</td><td>-0.02*</td><td>0.62*</td><td>0.17</td><td>0.64*</td></tr><tr><td> NCE</td><td></td><td>-0.11*</td><td>-0.10*</td><td>0.00</td><td>0.01*</td><td>-0.24*</td><td>-0.10*</td></tr><tr><td>PT × Deviant peers</td><td></td><td></td><td>1.30*</td><td></td><td></td><td></td><td>-1.23*</td></tr><tr><td>PT × PSE</td><td></td><td></td><td></td><td>-3.74*</td><td></td><td></td><td>-0.23</td></tr><tr><td>PT × Harsh parenting</td><td></td><td></td><td></td><td></td><td>2.84*</td><td></td><td>2.91*</td></tr><tr><td>PT × NCE</td><td></td><td></td><td></td><td></td><td></td><td>-0.87*</td><td>-0.46*</td></tr><tr><td>Social competence on</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td> Pubertal timing</td><td>0.28*</td><td>0.27*</td><td>0.25*</td><td>0.38</td><td>0.11</td><td>0.22</td><td>0.17</td></tr><tr><td> Deviant peers</td><td></td><td>-0.33*</td><td>-0.36*</td><td>-0.28</td><td>-0.18</td><td>-0.32</td><td>-0.08</td></tr><tr><td> PSE</td><td></td><td>0.42*</td><td>0.46*</td><td>0.75*</td><td>0.44*</td><td>0.47*</td><td>0.38*</td></tr><tr><td> Harsh parenting</td><td></td><td>0.12</td><td>0.14</td><td>0.14</td><td>-0.14</td><td>0.13</td><td>-0.25*</td></tr><tr><td> NCE</td><td></td><td>-0.05</td><td>-0.05</td><td>-0.06</td><td>-0.06</td><td>-0.03</td><td>-0.01</td></tr><tr><td>PT × Deviant peers</td><td></td><td></td><td>-0.07</td><td></td><td></td><td></td><td>0.79</td></tr><tr><td>PT × PSE</td><td></td><td></td><td></td><td>0.55*</td><td></td><td></td><td>-0.27</td></tr><tr><td>PT × Harsh parenting</td><td></td><td></td><td></td><td></td><td>-0.85*</td><td></td><td>-1.04*</td></tr><tr><td>PT × NCE</td><td></td><td></td><td></td><td></td><td></td><td>0.12</td><td>0.39*</td></tr><tr><td>Delinquency with social ability</td><td></td><td>-0.06*</td><td>-0.05*</td><td>-0.05*</td><td>0.00</td><td>0.00</td><td>-0.05*</td></tr></table> <i>N</i> = 310 <i>PT</i> pubertal timing, <i>PSE</i> positive school experience, <i>NCE</i> neighborhood collective efficacy		I	II	III	IV	V	VI	VII	Delinquent behavior on								Pubertal timing	0.15*	0.16*	0.31*	0.30*	0.56*	0.40*	0.46*	Deviant peers		0.14	0.18	0.03*	-0.03*	0.07	-0.25*	PSE		-0.08	-0.09	-0.56*	-0.02*	-0.08	-0.05	Harsh parenting		0.13	0.12	-0.02*	0.62*	0.17	0.64*	NCE		-0.11*	-0.10*	0.00	0.01*	-0.24*	-0.10*	PT × Deviant peers			1.30*				-1.23*	PT × PSE				-3.74*			-0.23	PT × Harsh parenting					2.84*		2.91*	PT × NCE						-0.87*	-0.46*	Social competence on								Pubertal timing	0.28*	0.27*	0.25*	0.38	0.11	0.22	0.17	Deviant peers		-0.33*	-0.36*	-0.28	-0.18	-0.32	-0.08	PSE		0.42*	0.46*	0.75*	0.44*	0.47*	0.38*	Harsh parenting		0.12	0.14	0.14	-0.14	0.13	-0.25*	NCE		-0.05	-0.05	-0.06	-0.06	-0.03	-0.01	PT × Deviant peers			-0.07				0.79	PT × PSE				0.55*			-0.27	PT × Harsh parenting					-0.85*		-1.04*	PT × NCE						0.12	0.39*	Delinquency with social ability		-0.06*	-0.05*	-0.05*	0.00	0.00	-0.05*	FIML
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45	(Fischer & Hänze, 2018) Bias hypotheses under scrutiny: investigating the validity of student assessment of university teaching by means of external observer ratings. <i>Assessment & evaluation in higher education</i>	2	University of Kassel	Germany	Psychology	Education	79 teachers giving 80 different courses (one teacher used the option of participating twice, with a lecture and a seminar). The courses were 48 lectures and 32 seminars and varied considerably in number of participants M%59.8, SD%62.8, Min% 8, Max%386 students at the beginning of the semester). 1,716 students took part in the entry survey as well as the final survey and were thus included in this study. They were on average M%23.2 years old (SD% 4.3) and had been studying for M%4.2 (SD%2.6) semesters; 59% were female.	Student involvement in multilevel SEM with interaction at level 2	Student involvement x teacher enthusiasm	No	Mplus	NA	No	No	To advance the discussion on the validity of student evaluations of university teaching, student ratings of two teaching dimensions – student involvement and rapport – were compared with corresponding observer ratings.	The results showed that the teaching dimension of rapport is closely connected to teacher characteristics like enthusiasm and humour, and that a first impression of an instructor already forecasts that end. Beyond these genuine relations, our analyses suggested that the positive teacher characteristics of enthusiasm or humour led to more favourable ratings. It was teacher enthusiasm, too, that seemed to impede the students’ assessment of student involvement. However, no impairing moderation effect was found for the other teacher variables or for the teaching dimension of rapport. Hence, our findings remain inconclusive with regard to the influence of teacher characteristics. Regarding the student characteristics, however, our analyses rendered a clear picture: there was no indication for bias far and wide, even though certain relations could have been expected.	FIML																																																																																																																																																																																
46	(Jung & Schroder-Abe, 2019) Prosocial behavior as a protective factor against peers’ acceptance of aggression in the development of aggressive behavior in childhood and adolescence. <i>Journal of adolescence</i>	2	University of Potsdam	Germany		Psychology	Of the total of 1663 children and adolescents, 1489 (50% female) participated at the first measurement wave and 1299 (50% female) took part at the second measurement wave. Participants’ mean age at T1 was 13.4 years (SD=2.01; range=9.9–19.5), with the majority attending one of the secondary schools in Germany (67.1%), 31.8% of participants attending elementary school, and only a subset attending other school types, such as schools for children with special needs (1.1%). At T2, participants mean age was 14.9 years (SD=2.00; range=11.3–20.9), indicating a mean time gap of approximately 18 months between T1 and T2. Most participants were in sec	Aggressive behavior	Peer’s acceptance of aggression x prosocial behavior	No	Mplus	Chi-square test RMSEA CFI SRMR	Yes	No	Although peers’ acceptance of aggression is a major risk for the development of aggressive behavior, not all individuals who are situated within an aggression approving peer group engage in aggression. The present longitudinal study examined prosocial behavior as a moderator of the link between peers’ acceptance of aggression and individual physical aggression.	Latent moderated structural equation modeling revealed significant main effects of peers’ acceptance of aggression at T1 and prosocial behavior at T1 on aggressive behavior at T2. Most importantly, a significant interaction between both constructs indicated that the increase in individual aggression with peers’ acceptance of aggression depended on participants’ level of prosocial behavior. Applying the Johnson-Neyman technique, peers’ acceptance of aggression was found to promote aggression only for participants with low levels of prosocial behavior, but not for moderately or highly prosocial individuals.	Results indicated that participants with missing data at T1 were older (p < .001) but did not differ on the remaining variables (all ps > .05). Missing data was handled using the full information maximum likelihood procedure in Mplus which has been shown to be superior to conventional methods for dealing with missing data																																																																																																																																																																																

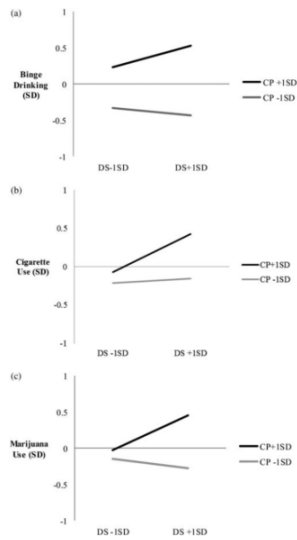
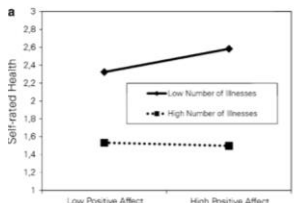
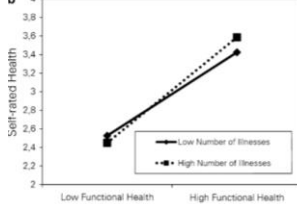
	Article	Nb Aut	U1	P1	D1	FIELD	Information about the sample (e.g., description, gender, age, country)	Dependant variable of the SEM model (can be just a single example)	Variables involved in interaction (can be just a single example)	Effect size or variance explain in the interaction	Statistical software	Model fit without interaction	Signification of the latent interaction (log-lik also known as D test)	Interpretation and visualisation. If possible: an example	General aim of the study	Results and elements about interaction	Information about missing data
47	(Latsch, 2018) Does perceived stress moderate the association between depressive symptoms and socioemotional and behavioural strengths and difficulties in adolescence? <i>Stress Health</i>	1	University of Greiswald	Germany		Psychology	N=1088 The data were collected on two separate occasions: first, in the year 2011 (T1) when participants were early adolescent students in 8th grade (N = 1,088; Mage = 13.70, SD = 0.53; 54% girls), and second, 1.5 years later (2013; T2) when the same participants were in 9th grade (Mage = 15.32, SD = .49; 55% girls) and thus in the middle of adolescence. Due to the very small proportion of ethnic minority residents in Brandenburg (2.6%), the sample could not be refined by the ethnic background of informants. Likewise, data about the socioeconomic status of the students' parents could not be collected due to German laws that prohibit asking participants to disclose personal information about another person.	Depressive symptoms	The effect on conduct problems as demonstrated by the interaction between perceived stress and depressive symptoms (Dep) The effect on symptoms of hyperactivity as demonstrated by the interaction between perceived stress and depressive symptoms (Dep). The effect on prosocial behavior as demonstrated by the interaction between perceived stress and depressive symptoms (Dep)	No	Mplus	Chi-square test, RMSEA, CFI, TLI & SRMS	Yes	 <p>FIGURE 2 The effect on conduct problems as demonstrated by the interaction between perceived stress and depressive symptoms (Dep). The Y-axis shows conduct problems. Dep = depressive symptoms.</p>  <p>FIGURE 3 The effect on symptoms of hyperactivity as demonstrated by the interaction between perceived stress and depressive symptoms (Dep). The Y-axis shows symptoms of hyperactivity. Dep = depressive symptoms.</p>  <p>FIGURE 4 The effect on prosocial behavior as demonstrated by the interaction between perceived stress and depressive symptoms (Dep). The Y-axis shows prosocial behavior. Dep = depressive symptoms.</p>	This study aims—based on the cognitive vulnerability-transactional stress theory—to examine perceived stress in early adolescence as a potential moderator in the association between depressive symptoms and socioemotional and behavioural strengths and difficulties from early to middle adolescence.	Results of latent moderated structural equations indicate that perceived stress functions as a moderator in the above-mentioned association and dominates the interaction if perceived strongly. The model showed a satisfactory fit (χ^2 (df = 39, N = 1,088) = 107.26; $p < .001$; comparative fit index = .99; Tucker-Lewis index = .97; root mean square error of approximation = .04 (.03-.05); standardized root mean square residuals = .03). The difference test revealed a degree of significance (χ^2 (df = 4, N = 1,088) = 10.1247, $p < .05$), which means that the less restricted Model 2 (with interaction terms) fits the data better than Model 1b (without interaction terms).	To account for missing data, the models were estimated with full information maximum likelihood in Mplus.
48	(Gaudreau, Franche, & Gareau, 2016) A latent mediated moderation of perfectionism, motivation, and academic satisfaction: advancing the 2 x2 model of perfectionism through substantive-methodological synergy. <i>Journal of psychoeducational assessment</i>	3	University of Ottawa	Canada	Psychology	Psycho ed	A sample of 583 undergraduate students (85.1% female) ranging in age from 16 to 52 years (M = 20.48, SD = 3.22) participated in this study. Participants were enrolled in psychology (53%), sciences (17%), or other programs (30%).	Life satisfaction = Academic satisfaction Academic self-determination	SOP (self-oriented perfectionism) x SPP (socially prescribed perfectionism)	No	Mplus	The four-factor CFA model provided an acceptable fit to the data, maximum likelihood robust estimator (MLR) $\chi^2 = 789.07$, $p < .001$, comparative fit index (CFI) = .913, non-normed fit index (NNFI) = .901, standardized root mean square residual (SRMR) = .065, root mean square error of approximation (RMSEA) = .072, RMSEA 90% confidence interval (CI) = [.067, .077].	Yes	 <p>FIGURE 2 The effect on conduct problems as demonstrated by the interaction between perceived stress and depressive symptoms (Dep). The Y-axis shows conduct problems. Dep = depressive symptoms.</p>	The 2 x 2 model of perfectionism conceptualizes perfectionism as the within-person combinations of self-oriented and socially prescribed perfectionism to define four subtypes of perfectionism. This model posits that each subtype is distinctively associated with self-determined motivation and psychological adjustment	The residual variance of academic satisfaction was 1.394, thus indicating that SOP and SPP accounted for 6% of variance in academic satisfaction. The interactive model resulted in a log likelihood of -15,578.16 with 58 parameters (scaled correction 1.1518). The addition of the SOP x SPP term resulted in a significant improvement, $\Delta\chi^2 = -9.65$, $\Delta df = 1$, $p < .001$. The residual variance of academic satisfaction was 1.340, thus indicating that the interaction accounted for 3.9% of unique variance in academic satisfaction. This model was retained as the best fitting and most parsimonious model. The SOP x SPP (B = 0.098, 95% CI = [0.037, 0.160], SE = 0.031, $p = .002$, $\beta = .158$) was significantly associated with academic satisfaction after controlling for the effects of SOP (B = 0.279, 95% CI = [0.168, 0.390], SE = 0.057, $p < .001$, $\beta = .357$) and SPP (B = -0.336, 95% CI = [-0.480, -0.193], SE = 0.073, $p < .001$, $\beta = -.340$). The null model resulted in a log likelihood of -14,537.940 with 43 parameters (scaled correction 1.2038). The residual variance of self-determination was 15.663. The main effect model resulted in a log likelihood of -14,509.569 with 45 parameters (scaled correction 1.1934). The addition of the two main effects resulted in a significant improvement, $\Delta\chi^2 = -58.51$, $\Delta df = 2$, $p < .001$. The residual variance of self-determination was 13.502, thus indicating that the main effects of SOP and SPP accounted for 13.9% of variance in self-determination. The interactive model resulted in a log likelihood of -14,501.410 with 46 parameters (scaled correction 1.1905) and a significant improvement in model fit, $\Delta\chi^2 = -15.39$, $\Delta df = 1$, $p < .001$. The residual variance of self-determination was 12.664, thus indicating that the SOP x SPP accounted for 5.2% of unique variance in self-determination. This model was retained as the best fitting and most parsimonious model. The SOP x SPP (B = 0.383, 95% CI = [0.189, 0.578], SE = 0.099, $p < .001$, $\beta = .185$) was significantly associated with self-determination after controlling for the effects of SOP (B = 1.242, 95% CI = [0.888, 1.597], SE = 0.187, $p < .001$, $\beta = .479$) and SPP (B = -1.788, 95% CI = [-2.258, -1.318], SE = 0.240, $p < .001$, $\beta = -.547$).	No

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49	(Schellenberg et al., 2019) Testing the dualistic model of passion using a novel quadripartite approach: a look at physical and psychological well-being. <i>Journal of personality</i>	6	1-3 University of Ottawa	Canada	Psychology	Psychology	A total of 1,218 undergraduates participated in this study (Mage519.40 years, SD53.75 years). There were more female (n5878) than male (n5338) participants, and most participants identified as being White (58.90%) or Filipino (13.80%). Gender was not reported by two participants.	Self-rated health	Harmonious passion x Obsessive passion	Yes. The effect sizes were particularly large, especially when pure HP was compared with pure OP	Mplus	CFA : MLR, CFI, TLI, RMSEA	Yes		Passion research has focused extensively on the unique effects of both harmonious passion and obsessive passion (Vallerand, 2015). We adopted a quadripartite approach (Gaudreau & Thompson, 2010) to test whether physical and psychological well-being are distinctly related to subtypes of passion with varying within-person passion combinations: p ure harmonious passion, pure obsessive passion, mixed passion, and non-passion.	The interactive model resulted in a log likelihood of – 53,833.499, which was not a significant improvement in model fit compared to the main effects model (Dv251.3720, Ddf51, p5.241) and accounted for only 0.30% of additional variance in self-rated health. Therefore, we interpreted the results from the main effects model	FIML
50	(Hoferichter, Raufelder, & Eid, 2015) Socio-motivational moderators- two sides of the same coin? Testing the potential buffering role of socio-motivational relationships on achievement drive and test anxiety among german and Canadian secondary school students. <i>Frontiers in psychology</i>	3	1-3 free university of berlin	Germany	Education and psychology	Psychology	One thousand and eightyeight students (54% girls, Mage = 13.71, SD= 0.53, age span 12–15 years) from the state of Brandenburg and 389 students from Québec (55.9% girls, Mage = 13.43, SD = 0.82, age span 12–16 years) were asked about their socio-motivational relationships with their teachers and peers, their drive for achievement, and TX.	Test anxiety	AD x SSR AD x TSR	No	Mplus	Chi-square test, RMSEA, CFI, TFI	Yes		The current cross-national study investigates the potential buffering role of sociomotivational relationships for the association of achievement drive (AD) and test anxiety (TX) in secondary school students from Canada and Germany	The analyses revealed the two-sided role socio-motivational relationships can have for students with different levels of AD; intensifying or mitigating feelings of TX. Thereby, the results of this study extend the buffering hypothesis by Cohen and Wills (1985). Crossnational differences between Canada and Germany were found concerning the studied moderators on the association of AD and TX: While for German students teacher–student relationships acted as moderator, for Canadian students student–student relationships and teachers acting as positive motivators displayed a moderator role.	No
51	(Breevaart & Bakker, 2018) Daily job demands and employee work engagement: the role of daily transformational leadership behavior. <i>Journal of occupational health psychology</i>	2	Erasmus university rotterdam	Netherlands	Work and organizational psychology	Psychology	The sample includes 219 women (80.8%) and 52 men (19.2%), with a mean age of 46.25 (SD // 11.25), ranging from 24 to 63 years. Most participants were married or cohabiting (80.8%), finished higher vocational training (79.7%), and had a permanent contract (99.6%). On average, participants had 22.33 (SD // 11.07) years of work experience and worked in the current organization for a period of 17.34 (SD // 10.78) years.	Work engagement	Daily Transformational leadership behavior (TLB) interactions x job demands (cognitive demands, workload, and role-conflict)	No	Mplus	Chi-square test, CFI, RMSEA & SRMR	Yes		Using job demands–resources (JD-R) theory, the present study integrates the challenge stressorhindrance stressor framework and leadership theory to investigate the relationship between daily transformational leadership behavior and employee work engagement. We hypothesized that daily transformational leadership behavior (a) sustains employee work engagement on days characterized by high challenge job demands, and (b) protects work engagement on days characterized by high hindrance job demands.	our hypothesized model including the interaction between daily cognitive demands and daily transformational leadership fitted better to the data than the model includ ing the main, but not the interaction effect. This means that—as predicted—transformational leadership changes the meaning of cognitive demands. the model including the interaction between daily workload and daily transformational leadership behavior fitted better to our data than the main effect model. Thus, it seems that cognitive demands and workload are particularly experienced as challenging on the days that the leader shows high (vs. low) transformational leadership behavior. the fit of our hypothesized model (M1) increases compared with the null model, indicating that the model including the interaction between daily role-conflict and daily transformational leadership behavior fitted better to the data than the model including only the main effect.	No

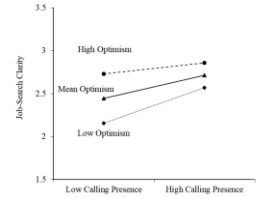
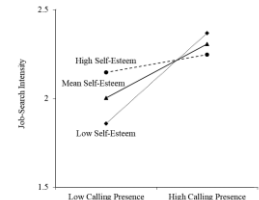
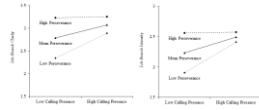
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5 2	(Wang et al., 2018) Caregiver burden in Alzheimer's disease: Moderation effects of social support and mediation effects of positive aspects of caregiving <i>International journal of geriatric psychiatry</i>	7	1-27Shanxi Medical University	China	Health statistics, school of public health	Psychiatry	Of our sample of 243 pairs of patients with AD and their caregivers, 210 (86.4%) fulfilled the study inclusion criteria. The mean age of caregivers was 51.06 years (standard deviation [SD] = 14.71, range = 2085). Most caregivers (61.4%) were women. More than 80% of caregivers worked or were retired; only a small proportion was unemployed. The average CBI score was 49.5 (SD = 15.9), suggesting a relatively heavy caregiver burden. Some caregivers experienced mild anxiety and depression, with average SAS and SDS scores of 45.6 (SD = 13.5) and 46.0 (SD = 13.5), respectively. Details are shown in Table 1. Univariate analysis shows that gender (P < 0.001), age (P < 0.001), educational level (P < 0.001), employment status (P < 0.001), and family size (P < 0.001) may affect caregiver burden, caregiver anxiety, and caregiver depression; therefore, these factors were included as covariates in the model. Marital status (P > 0.05) was not significantly correlated with caregiver burden, anxiety, or depression.	Caregiver burden Caregiver anxiety Caregiver depression	LMS was used to test whether the relationship between patient cognitive function, patient depression, and caregiver burden, caregiver anxiety, and caregiver depression x moderated by social support	Yes. It is important to note that the effect size of mediating and moderating effects is lower in non-experimental studies. However, if small effects are meaningful or can be accumulated, they can have important theoretical significance.46 Our study demonstrated small mediating and moderating effects, but these findings have some practical significance.	Mplus	Chi-square test, CFI, TLI, RMSEA	No		Although there are many studies on the relationship between patientrelated factors and negative caregiver outcomes, the specifics of this relationship are poorly understood. We aimed to examine whether caregiver social support moderated the relationship between patient factors and negative outcomes for caregivers of community-dwelling older adults with Alzheimer's disease (AD), and whether positive aspects of caregiving mediated this relationship.	Social support significantly moderated the effects of AD patient cognitive function (P < 0.001) and depression (P = 0.001) on caregiver burden. Positive aspects of caregiving completely mediated the association between patient depression and caregiver burden (P = 0.006), caregiver anxiety (P = 0.007), and caregiver depression (P = 0.034). The moderating effects were statistically significant in 2 models: termed the “cognition model” (Figures 1 and 2) and the “depression model” (Figures 3 and 4), respectively. Family size (y = 0.130, t = 3.740, P < 0.001), patient cognitive function (y = −0.196, t = −4.206, P < 0.001), and patient depression (y = 0.097, t = 2.021, P = 0.043) were included in the cognition model. The interaction between social support and patient cognitive function (y = 0.147, t = 3.898, p < 0.001) was statistically significant for caregiver burden, indicating that the effect of patient cognitive function on caregiver burden is moderated by social support.	No
5 3	(Lätsch, 2017) Do perceived helpfulness and competition in classroom contexts moderate or mediate the association between perceived stress and socio-emotional strengths and difficulties from early to middle adolescence? <i>Learning and individual differences</i>	1	University of Greifswald	Germany		Psychology	1088 students (Time 1: Mage = 13.70, SD = 0.53; Time 2: N= 845, Mage = 15.32, SD = 0.49) in German secondary schools	Emotional steenghts and difficulties	Stress x helpfulness Stress x competition	No	Mplus	Chi-square test, RMSEA, CFI, SRMR	Yes	No	The highly competitive educational context of modern Western societies increases students' workload and their willingness to compete with others to acquire specialized knowledge and skills that support lifelong learning, which often goes along with higher perceived stress and socio-emotional and behavioral difficulties. However, less is known about whether helpfulness and competition function as potential moderators or mediators in the association between perceived stress and socio-emotional strengths and difficulties considering potential gender differences.	As the dependent variables are not normally distributed in LMS, the χ^2 -values and other fit indices cannot be assessed. For this reason, a model (model 1a) without interaction terms and algorithm has been designed to estimate the model fit(χ^2 (df = 115, N = 1088) = 316.982; p < 0.001; CFI = 0.94; RMSEA = 0.04 (0.04–0.05); SRMR = 0.05) in the first step. This model included direct paths from perceived stress, helpfulness and competition on socio-emotional and behavioral strengths and difficulties. Next, model 1b was extended through the latent interaction terms (stress x helpfulness and stress x competition) Model 2 was then compared with model 1b by conducting a χ^2 difference test based on log likelihood values and scaling correction factors obtained with the maximum likelihood estimation with robust standard errors (MLR) (Satorra & Bentler, 2001). Results (χ^2 (df = 10) = 8.42, p > 0.05) indicated that model 1b fits the data better than model 2 (moderation: with interaction terms). In other words, helpfulness and competition do not function as moderators.	FIML

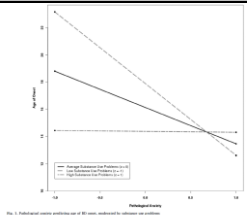
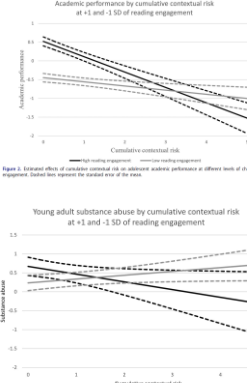
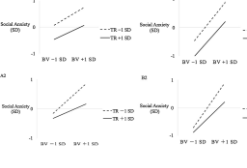
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54	(Duan & Mu, 2018) Validation of a Chinese version of the stress overload scale-short and its use as a screening tool for mental health status. <i>Quality life res</i>	2	Wuhan university	China	Sociology	Health	A total of 1364 participants took part in this study. The first sample (Sample 1) comprised 560 participants (29.3% female) from communities aged between 22 and 59 (Mage = 40.00, SD = 7.60). These participants were recruited from ten communities in southwestern China from September to December 2015. The second sample (Sample 2) comprised 554 college students (59.7% female) aged 18–25 (Mage = 21.94, SD = 1.43). The SOS-SC, Depression Anxiety Stress Scale, and Multidimensional Scale of Perceived Social Support were adopted. Data were collected via an online questionnaire platform from October to November 2016.	Wellbeing	SOS x SC	The entire model explained 44.16% of the variance in depression.	NA	CFI SRMR RMSEA	No	No	Although stress emerges when environmental demands exceed personal resources, existing measurement methods for stress focus only on one aspect. The newlydeveloped Short Stress Overload Scale (SOS-S) assesses the extent of stress by assessing both event load (i.e., environmental demands) and personal vulnerability (i.e., personal resources). The present study was designed to evaluate the psychometric properties of the Chinese version of Stress Overload Scale-Short (SOS-SC), and further examine its roles in screening mental health status.	Latent moderated structural equations demonstrated that the relationship between SOS-SC and depression is moderated by social support (Sample 2), further validating the SOS-SC. The results indicated that social support significantly moderated the relationship between SOS-SC and depression (Fig. 2). Specifically, both SOS-SC (B = 0.495, p < .001) and the MSPSS (B = −0.336, p < .001) significantly contributed to depression. The interaction of SOS-SC and the MSPSS was also a significant predictor, in a negative direction (B = −0.131, p < .01). The entire model explained 44.16% of the variance in depression.	No
55	(Kidwell, Hankey, Nelson, Espy, & Nelson, 2017) Child executive control as a moderator of the longitudinal association between sleep problems and subsequent attention-deficit/hyperactivity disorder symptoms. <i>Journal of pediatric psychology</i>	5	University Nebraska Lincoln	USA	Society and pediatric psychology	Psychology	271 children initially recruited at age 3 years through flyer distribution at two Midwestern study sites for a longitudinal study spanning preschool to elementary school. There were no significant recruitmentsite differences in gender, ethnicity, or socioeconomic status (SES; p's>.05). To be eligible for the study, the primary language spoken at home had to be English. In terms of race and ethnicity, the sample was regionally representative with 73.43% of children reported as European American, 7.38% as Hispanic/Latino, 5.17% as African American, and 14.02% as multiracial. Participant recruitment was stratified by both gender (49.4% female) and sociodemographic risk, with 46.5% of the sample considered at-risk based on qualification for Medicaid/Children's Health Insurance Program (CHIP) or by falling below the federal poverty guidelines.	Inattention Hyperactivit y	3-year-old sleep problems x ADHD symptoms in 4 th grade sleep problems x EC	No	Mplus	RMSEA, CFI, TLI, SRMR, Chi-square test	Yes	No	To examine the longitudinal associations among sleep, executive control (EC), and attention-deficit/hyperactivity disorder (ADHD) symptoms in childhood.	Latent moderated structural equation models demonstrated that sleep problems at 3 years and EC deficits at 4.5 years were associated with ADHD symptoms in 4th grade. EC moderated the relationship between sleep problems and hyperactivity/impulsivity, such that children with both sleep problems and poor EC were particularly at risk for hyperactivity/impulsivity.	FIML

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56	(Racine & Martin, 2017) Integrating eating disorder-specific risk factors into the acquired preparedness model of dysregulated eating: a moderated mediation analysis. <i>Eating behaviors</i>	2	Ohio University	USA	Psychology	Psychology	313 female college students.	Eating expectancies Dysregulated eating	ED risk factors x direct and/or indirect effect of negative urgency on dysregulated eating	No	Mplus		Yes	The conditional indirect effect of negative urgency on dysregulated eating through eating expectancies was estimated at low (-2 SD, -1 SD), medium (mean), and high (+1 SD, +2 SD) moderator levels in order to understand the nature of the moderated mediation effect.	Tests of the acquired preparedness model demonstrate that the personality trait of negative urgency (i.e., the tendency to act impulsively when distressed) predicts the expectation that eating alleviates negative affect, and this eating expectancy subsequently predicts dysregulated eating. Although recent data indicate that eating disorder-specific risk factors (i.e., appearance pressures, thin-ideal internalization, body dissatisfaction, dietary restraint) strengthen negative urgency-dysregulated eating associations, it is unclear whether these risk factors impact associations directly or indirectly (i.e., through eating expectancies).	Eating expectancies mediated the association between negative urgency and dysregulated eating, and the indirect effect of negative urgency on dysregulated eating through eating expectancies was conditional on level of each eating disorder risk factor. Appearance pressures, thin-ideal internalization, body dissatisfaction, and dietary restraint significantly moderated the association between eating expectancies and dysregulated eating, while only dietary restraint moderated the direct effect of negative urgency on dysregulated eating. Findings suggest that the development of high-risk eating expectancies among individuals with negative urgency, combined with sociocultural pressures for thinness and their consequences, is associated with the greatest risk for dysregulated eating.	FIML
57	(Racine & Martin, 2016) Exploring divergent trajectories: Disorder-specific moderators of the association between negative urgency and dysregulated eating. <i>Appetite</i>	2	Ohio university	USA	Psychology	Psychology	Participants were 313 undergraduate women enrolled in an introductory psychology course at a Midwestern university. Participants were between the ages of 18e39 (M (SD) % 19.23 (2.04)) years with body mass indexes (BMIs) ranging from 17.11 to 54.73 (M (SD) % 23.47 (4.20)). Participants primarily identified as Caucasian (90.4%), with 3.3% identifying as African American, 2.3% as Asian, 0.7% as American Indian or Alaskan Native, and 3.3% as bi- or multiracial.	Latent dysregulated eating	Negative Urgency x appearance pressures Negative Urgency x Thin-ideal internalization Negative Urgency x body dissatisfaction Negative Urgency x dietary restraint	Interactions accounted for an additional 3 to 5% of the variance in dysregulated eating, over and above the main effects of negative urgency, all dual-pathway model risk factors, and BMI.2	Mplus	Chi-square test, CFI, SRMR, RMSEA	Yes		The current study examined interactions among negative urgency and eating disorder-specific risk factors specified in the well-established dual-pathway model of bulimic pathology (i.e., appearance pressures, thin-ideal internalization, body dissatisfaction, dietary restraint)	Negative urgency was significantly associated with dysregulated eating, depressive symptoms, and problematic alcohol use. However, interactions among negative urgency and dual-pathway model variables were specific to dysregulated eating and accounted for an additional 3e5% of the variance beyond main effects. Findings suggest that eating disorder-specific risk factors may shape negative urgency into manifesting as dysregulated eating versus another form of psychopathology.	FIML
58	(Noser & Steele, 2016) Emotional impact of teasing moderates the association between teasing frequency and self-worth in youth. <i>J. child fam stud</i>	2	University of Kansas	USA	Clinical child psychology program	Psychology	Age [M (SD)] 10.22 (.97) Sex [% (n)] Male 51 (206) Female 49 (199) Race/ethnicity [% (n)] White 59.8 (242) Black 6.7 (27) Hispanic 4.0 (16) Asian 5.7 (23) American Indian 9.4 (38) Other 12.1 (49) Did not report 2.5 (10)	Self-worth	Teasing frequency x emotional impact	No	Mplus	CFI, TLI, RMSEA	Yes	 2 Predicted values for self-worth illustrating the interaction of teasing frequency and emotional impact at values that are one standard deviation above and below their respective means	The purpose of the present study was to examine the moderating role of emotional impact on the relationship between teasing frequency and self-worth in a community sample of youth.	Latent moderated structural equation modeling indicated that emotional impact moderated the association between teasing frequency and self-worth (b = -.15, p = .04). Probing of the interaction revealed that among youth who experienced frequent teasing, self-worth was lower when emotional impact was high (b = -.25, t = 2.34, p = .02). Findings demonstrate that emotional impact moderated the relationship between teasing frequency and self-worth.	FIML
59	(Holzberger, Philipp, & Kunter, 2014) Predicting teachers' instructional behaviors: The interplay between self-efficacy and intrinsic needs. <i>Contemporary educational psychology</i>	3	Institute for school-quality and educational research	Germany	Psychology	Psychology	data was collected on 155 secondary-mathematics teachers (53% male; aged 28–64 years [M = 48, SD = 8.14]; teaching experience three to 42 years [M = 22, SD = 9.55]) and 3483 grade 10 students (43% male, aged 13–18 years [M = 15, SD = 0.57], on average 22 students per class), coming from 107 schools (71 intermediate-track schools and 36 highest-track schools).	Instructional behavior	Need satisfaction x teachers' self-efficacy beliefs	Yes. Finally, with an incremental R-square of two and five percentage points, the effect size for the interaction term in our study might at first seem rather small; however, comparable effects sizes have been reported in previous research examining latent interactive effects	Mplus	Chi-square test, CFI, RMSEA, SRMR	No	 Fig. 3. Interaction of need satisfaction and self-efficacy on the relationship between classroom management and instructional behaviors	As a first research question we asked whether (a) teachers' self-efficacy and intrinsic needs are interrelated and (b) whether these constructs both predict instructional behaviors.	We then entered the latent interaction term in each of the three models (see Table 3; Models M 1.2, M 2.2, M 3.2). No significant interaction effect was shown for cognitive activation (b = .03, p > .05). A significant ordinal interaction between need satisfaction and self-efficacy was substantiated when predicting teacher–student relationships (b = .21, p < .05) and classroom management (b = .14, p < .05).	The rate of nonresponse ranged from 3% to 13%. After testing to ensure that missing values occurred at random rather than systematically (Schafer & Graham, 2002), we used the NORM software (version 2.03; Schafer, 2000) for multiple imputation.

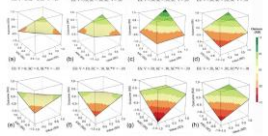
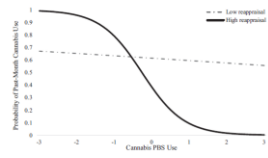
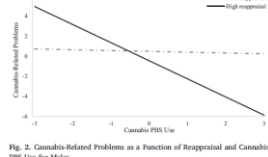
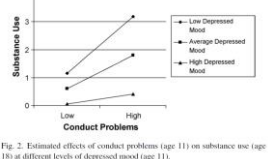
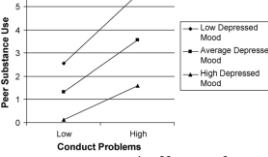
	Article	Nb Aut	U1	P1	D1	FIELD	Information about the sample (e.g., description, gender, age, country)	Dependant variable of the SEM model	Variables involved in interaction	Effect size or variance explain in the interaction	Statistical software	Model fit without interaction	Signification of the latent interaction (log-lik also known as D test)	Interpretation and visualisation. If possible: an example	General aim of the study	Results and elements about interaction	Information about missing data
60	(Maslowsky & Schulenberg, 2013) Interaction matters: Quantifying conduct problem x depressive symptoms interaction and its association with adolescent alcohol, cigarette, and marijuana use in a national sample. <i>Development and psychopathology</i>	2	University of Wisconsin	USA	NA	Psychology	<p>The total number of 8th, 10th, and 12th graders included in the study was N = 257 273.</p> <p>8th Grade (N = 127 272) (male = 48,7% ; 59,6% white, 14,9% black, 11,6% hispanic, 13,8% other)</p> <p>10th Grade (N = 114 251) (48,8% male; 67,5% white; 12,7% black; 10,3% hispanic; 9,5% other)</p> <p>12th Grade (N = 15 750) (47,6% male; 68,3% white; 13,9% black; 9,2% hispanic; 8,7% other)</p>	<p>Use of cigarettes</p> <p>Use of alcohol (including binge drinking)</p> <p>Use of marijuana</p>	CP (conduct problems) x DS (depressive symptoms)	<p>With regard to alcohol use, the interaction also had its largest effect in 8th graders, where it explained 6% of the variance in alcohol use.</p> <p>In 12th-grade students, the interaction was negative and the effect was smaller, explaining just 1% of the variance.</p> <p>Among 8th graders, CPDS explained 24% of the variance in each of these behaviors, whereas the association was much smaller among 10th and 12th graders.</p>	Mplus	<p>Chi-square test</p> <p>CFI</p> <p>TLI</p> <p>RMSEA</p>	Yes	 <p>Figure 3. The interaction of conduct problems (CP) and depressive symptoms (DS) predicting (a) binge drinking, (b) cigarette use, and (c) marijuana during the past 30 days in the full sample of 8th, 10th, and 12th grade students combined. The association of the interaction with alcohol use was not significant.</p>	To estimate the association of conduct problems, depressive symptoms, and their interaction to the use of alcohol (including binge drinking), cigarettes, and marijuana.	The interaction of conduct problems with depressive symptoms was a strong predictor of substance use, particularly among younger adolescents. With few exceptions, adolescents with high levels of both conduct problems and depressive symptoms used substances most frequently. Conduct problems were a strong positive predictor of substance use, and depressive symptoms were a weak positive predictor. Whereas conduct problems are often thought to be a primary predictor of substance use, this study revealed that depressive symptoms potentiate the relation of conduct problems to substance use. Therefore, substance use prevention efforts should target both depressive symptoms and conduct problems.	No
61	(Schuz, Wurm, Schollgen, & Tesch-Romer, 2011) What do people include when they self-rate their health? Differential associations according to health status in community-dwelling older adults. <i>Qual Life Res</i>	4	German Centre of Gerontology	Germany	NA	Health	<p>1 174 individuals over 65 years of age (M age = 73.78, SD = 5.21; 49.4% were female)</p>	Self-rated health	<p>Number of illnesses x functional status</p> <p>Number of illnesses x positive affect</p> <p>Number of illnesses x functional negative affect</p> <p>Number of illnesses x depressive symptoms</p> <p>Number of illnesses x coping</p> <p>Number of illnesses x health-related control beliefs</p> <p>Number of illnesses x physical activity</p>	<p>This model explains 59.8% of the variance in self-rated health.</p> <p>Not change in R²</p>	Mplus	NA	No	  <p>Fig. 1a Interaction of number of illnesses and positive affect. 1b Interaction of number of illnesses and functional health</p>	To determine whether predictors of self-rated health vary according to physical health status in order to interpret self-rated health data.	Self-rated health was predicted by positive affect, depressive symptoms, control beliefs, and physical functioning. Moderated effects were found for positive affect and physical functioning, suggesting that there are stronger associations with positive affect in healthier individuals and stronger associations with physical functioning in less healthy individuals.	No

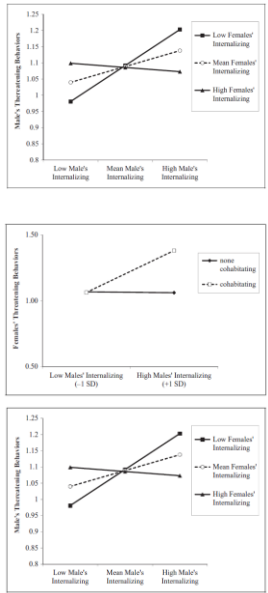
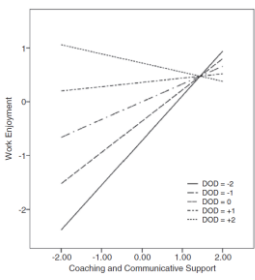
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62	(Diestel & Schmidt, 2011) The moderating role of cognitive control deficits in the link from emotional dissonance to burnout symptoms and absenteeism. <i>Journal of occupational health psychology</i> Study 1	2	Technical university of Dortmund	Germany	Working environment and human factors	Psychology	Study 1 : A total of 452 employees completed the questionnaire. This number accounts for 63.8% of the total sample. The age of participants varied between 17 and 64 years (M = 43.12, SD = 9.69). 58.2% of the employees involved were women and 64.8% were employed on a fulltime basis. Study 2 : The sample of the second study consisted of service employees of a civil service institution of a federal state in Germany. At Time 1, 551 employees completed the questionnaire, yielding a response rate of 86% while at Time 2, 341 employees took part in the survey (response rate: 79.7%). In sum, a final sample of 193 participants was identified to complete the questionnaire on both survey times. For all participating employees, absence data of the 12 months before the first and after the second survey was available. Age varied between 19 and 59 years (M = 42.12, SD = 9.45). Of the sample, 58% were women and 89.1% were employed on a full-time basis.	Study 1: emotional exhaustion and depersonalization Study 2: Burnout and absenteeism at T2	Study 1: CCDs (cognitive control deficits) x ED (emotional dissonance) Study 2: emotional dissonance (T1) X cognitive control deficits (T1).	Study 1: the incremental amounts of variance explained by the interaction effects were 8% (exhaustion) and 10% (depersonalization), respectively. Study 2: the increases in explained variance due to the significant interactions were 4% for both burnout symptoms and approximately 5% for sum of days absent and 2% for absence frequency.	Mplus Idem	Chi-square test RMSEA SRMR CFI	Yes	<p>Study 1:</p> <p>Figure 1: Study 1: Interaction effects of emotional dissonance and cognitive control deficits on burnout symptoms.</p> <p>Study 2:</p> <p>Figure 2: Study 2: Lagged interaction effects of emotional dissonance (Time 1) and cognitive control deficits (Time 1) on burnout symptoms (Time 2) and absence behavior (Time 2).</p>	The present study examines whether cognitive control deficits (CCDs) as a personal vulnerability factor amplify the relationship between emotional dissonance (ED; perceived discrepancy between felt and expressed emotions) and burnout symptoms (emotional exhaustion and depersonalization) as well as absenteeism.	Study 1: Latent moderated structural equation modeling revealed that the adverse impacts of ED on both burnout symptoms and absence behavior were amplified as a function of CCDs. After controlling for biographical data (age, gender, and working time status), ED and CCDs were found to positively relate to both burnout symptoms. Moreover, and theoretically more important, significant interaction effects between ED and CCDs were identified to result in higher proportions of explained variance in both burnout symptoms than accounted for by the main effects. The signs of the parameters indicate that the positive relations of ED to exhaustion and depersonalization were amplified as a function of CCDs. Study 2: LMS estimations revealed significant lagged interactive effects of ED and CCDs on both burnout symptoms and both absence indices at a later point in time. As in Study 1, the signs of the coefficients indicate that the positive longitudinal relations of ED at Time 1 to all four outcomes at Time 2 were amplified as a function of CCDs at Time 1. The positive longitudinal relations of ED (Time 1) to both burnout symptoms at Time 2 were stronger when high levels of CCDs (Time 1) were reported (one SD above the mean) as compared to low levels of CCDs (one SD below the mean). For both absence indices, the same pattern of results was found: with high levels of CCDs (Time 1), the positive relation of ED (Time 1) to absence behavior (Time 2) was stronger as compared to low levels of CCDs. Thus, the lagged positive effects of ED on both burnout symptoms and absenteeism were strengthened by CCDs. Neither both burnout symptoms nor absenteeism increase ED or CCDs over time as main or interaction effects. The high effect sizes of the interactions (up to 10% of explained variance) emphasize the practical relevance of CCDs in performing emotional labor.	No
63	(Putwain, Wood, & Pekrun, 2020) Achievement Emotions and Academic Achievement: Reciprocal Relations and the Moderating Influence of Academic Buoyancy. <i>Journal of Educational Psychology</i>	3	Liverpool John Moores University	UK	School of education	Educational psychology	At Time 1, data were collected from 1,242 students (633 male, 609 female; mean age = 9.3 years, <i>SD</i> = .49) from 24 English primary schools (45 different classrooms). The ethnic backgrounds of participants were Asian = 246 (19.8%), black = 58 (4.7%), white = 876 (70.5%), Chinese = 11 (0.9%), other = 22 (1.8%), and mixed heritage = 29 (2.3). T2 <i>n</i> = 979, T3 <i>n</i> = 863, and T4 <i>n</i> = 734	Math test performance	Enjoyment X academic buoyancy Boredom X academic buoyancy Anxiety X academic buoyancy	Yes	MPlus	Chi-square test CFI TLI RMSEA SRMR	Yes	<p>Figure 3a</p> <p>The Moderating Effect of the T₁ Academic Buoyancy × Anxiety Interaction on T₂ Mathematics Test Performance</p> <p>Figure 3b</p> <p>The Moderating Effect of the T₁ Academic Buoyancy × Anxiety Interaction on T₂ Mathematics Test Performance</p> <p>Note: Anxiety represented on the x-axis and slopes plotted for +1SD anxiety (dotted line).</p>	In this study we examined reciprocal relations between three achievement emotions (enjoyment, boredom, and anxiety) and test performance in the context of mathematics, and whether academic buoyancy moderated relations between these emotions and test performance.	A structural equation model showed negative relations of anxiety to subsequent test performance, and negative relations of test performance to subsequent anxiety. Test performance also predicted enjoyment and boredom, but not vice versa. A latent-interaction structural equation model showed buoyancy moderated relations between anxiety and test performance. Test performance was highest when anxiety was low and buoyancy high.	FIML

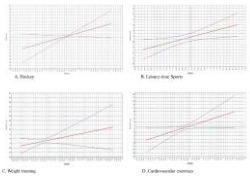
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64	(Dalla Rosa, Vianello, Galliani & Duffy, 2020) Moderators of Career Calling and Job-Search Behaviors Among Unemployed Individuals. <i>The Career Development Quarterly</i>	4	University of Padova	Italia		Psychology	The sample comprised 315 Italian unemployed job seekers (170 women, 145 men), of whom 31% were new entrants and 69% were jobless workers. Their ages ranged from 17 to 62 years ($M = 33.78$, $SD = 11.14$). Participants' highest level of education was as follows: elementary and middle school (12.2%), high school (51.3%), bachelor's degree (16.3%), master's degree (15.1%), and postgraduate degree (2.9%).	Job-search clarity Job-search intensity	Optimism X calling Self-esteem X calling Perseverance X calling	The variance accounted for (ΔR) by the interaction terms were .06 (optimism), .10 (self-esteem), and .22 (perseverance) for job-search clarity and .01 (optimism), .03 (self-esteem), and .07 (perseverance) for job-search intensity. These effects are larger than those yielded by the primary analysis.	MPLUS	Chi-square test CFI RMSEA SRMR	No	 <p>FIGURE 1. Significant Two-Way Interactions of Calling and Optimism in the Prediction of Job-Search Clarity</p>  <p>FIGURE 2. Significant Two-Way Interactions of Calling and Self-Esteem in the Prediction of Job-Search Intensity</p>  <p>FIGURE 3. Significant Two-Way Interactions of Calling and Perseverance in the Prediction of Job-Search Clarity (Top) and Job-Search Intensity (Bottom)</p>	To examine the relationship between calling, job-search clarity, and job-search intensity and to test whether optimism, self-esteem, and perseverance moderate the relation between calling, job-search clarity, and job-search intensity.	Perceiving a calling was positively related with job-search clarity and intensity, and these relations were stronger in individuals with lower levels of optimism, self-esteem, and perseverance. This study suggests that perceiving a calling is an important personal resource that is related to a clearer job-search goal and to more intense job-search activities and can support job seekers in personal adverse conditions. Optimism moderated the effect of calling on job-search clarity, but not on job-search intensity. Unexpectedly, the relation between calling and job-search clarity was positive and steeper when optimism was average or low. The positive effect of calling on job-search clarity was statistically significant for job seekers with low and average levels of optimism. The relation between calling and job-search clarity was not statistically different from zero for those with high levels of optimism. Self-esteem moderated the effect of calling on job-search intensity, but not on job-search clarity. The relation between calling and job-search intensity was positive and stronger when self-esteem was average or low. The relation between calling and job-search intensity was statistically significant for job seekers with low and average levels of self-esteem. Perseverance moderated the effect of calling on job-search clarity and intensity. The relations between calling and job-search clarity and intensity were positive and stronger when perseverance was average or low. The relation between calling and job-search clarity and intensity was null at high levels of perseverance. The relation between calling and job-search clarity was significantly different from zero among job seekers with low and average levels of perseverance. The relation between calling and job-search clarity was not significant for those with high perseverance. The relation between calling and job-search intensity was significant among job seekers with low and average levels of perseverance; it was not significant for those with high perseverance.	FIML
65	(Oliveira, Jackson, Murphy & Bradford, 2019) Are Trustworthiness and Legitimacy 'Hard to Win, Easy to Lose'? A Longitudinal Test of the Asymmetry Thesis of Police-Citizen Contact. <i>Journal of Quantitative Criminology</i>	4	London School of Economics and Political Science	UK		Criminology	5700 residents were sent a survey booklet by mail—after several reminders and weeks, an adjusted response rate of 40% was achieved (n = 2120). Two years later, a follow-up panel survey was undertaken in 2009 aiming to examine whether attitudes and experiences of crime and policing had changed over the two-year intervening period. After a series of reminders, a total of 1190 usable responses were returned. Considering the adjusted response rate (for respondents who had died or moved address between waves 1 and 2), an attrition rate of 35% was achieved.	Procedural fairness (T2) Police effectiveness (T2) Duty to obey (T2)	Process evaluation X procedural fairness (T1) Outcome evaluation X procedural fairness (T1) Process evaluation X police effectiveness (T1) Outcome evaluation X police effectiveness (T1) Process evaluation X duty to obey (T1) Outcome evaluation X duty to obey (T1)	No	MPLus	Chi-square test RMSEA CFI TLI	No	No	Test the asymmetry thesis of police-citizen contact that police trustworthiness and legitimacy are affected more by negative than by positive experiences of interactions with legal agents by analyzing changes in attitudes towards the police after an encounter with the police and test whether prior attitudes moderate the impact of contact on changes in attitudes towards the police.	The association between both process and outcome evaluation of police-citizen encounters and changes in attitudes towards the police is asymmetrical for trust in police effectiveness, symmetrical for trust in procedural fairness, and asymmetrical (in the opposite direction expected) for duty to obey the police. Little evidence of heterogeneity in the association between encounters and trust in procedural fairness and duty to obey, but prior levels of perceived effectiveness moderate the association between outcome evaluation and changes in trust in police effectiveness. The statistical effect of process evaluation on trust in procedural fairness at T2 does not vary by levels of trust in procedural fairness at T1. In terms of outcome evaluation, the impact of police-citizen encounters does not seem to be homogeneous: the statistical effect is different depending on previous levels of trust in police effectiveness (at T1). Unlike our prediction in hypothesis 5B, the interaction term is negative, which means that the impact of police-citizen contact on trust in police effectiveness is lower among respondents with higher prior levels of trust in police effectiveness. The more one expects the police to be effective, the less outcome evaluation seems to make a difference—alternatively, the impact of contact is stronger among respondents with lower levels of trust in police effectiveness. In terms of perceived police legitimacy, only outcome evaluation is associated with changes in duty to obey at an average level of duty to obey the police at T1. Crucially, the model indicates little evidence of heterogeneity in the association. The fact that both interaction terms are virtually zero suggests that the impacts of both process and outcome evaluations on changes in one's normative duty to obey the police are the same regardless of people's prior levels of perceived police legitimacy.	FIML

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66	(Prisciandaro, Mellick, mitaro & Tolliver, 2019) An evaluation of the impact of co-occurring anxiety and substance use disorder on bipolar disorder illness outcomes in STEP-BD. <i>Journal of Affective Disorders</i>	4	Medical University of South Carolina	USA		Psychiatry	A maximum sample of 4,107 individuals was available from baseline STEP-BD data, however effective sample sizes varied slightly across analyses due to missing data.	Age of bipolar disorder onset, lifetime history of suicide, violence, or legal problems, past-year rapid cycling, past-year %time spent depressed, elevated, irritable, or anxious, and functional impairment (across life domains; i.e., social relationships, work/school, and recreational activity)	Pathological anxiety x Substance use problem	No	MPlus	NA	Interaction models were retained and probed only if they provided superior parsimony-adjusted fit to the data (indicated by a smaller Bayesian Information Criterion; BIC) (Schwarz, 1978) relative to non-interaction models. Interaction models that significantly improved parsimony-adjusted model fit ($\Delta BIC > 10$) (Raftery, 1995) were probed with simple slopes (Preacher et al., 2006).		The present manuscript utilized baseline data from the Systematic Treatment Enhancement Program for Bipolar Disorder (STEP-BD) (Sachs et al., 2003) to investigate cross-sectional independent and simultaneous contributions of lifetime anxiety disorders and substance use disorders on bipolar disorder clinical variables.	Modeled independently, pathological anxiety and substance use problems were significantly associated with several variables. Yet when modeled simultaneously, pathological anxiety's associations with functional impairment, past-year rapid cycling and past-year %time spent anxious and depressed remained while most variables' associations with substance use problems became non-significant. The only significant latent-factor interaction evidenced was for age of bipolar disorder onset.	80% of tested statistical models had < 1.5% missing data; in contrast, models involving past-year rapid cycling and LIFE-RIFT had <3 % and 7% missing data, respectively
67	(Mason et al., 2019) Associations of Cumulative Family Risk With Academic Performance and Substance Involvement: Tests of Moderation by Child Reading Engagement. <i>Substance Use & Misuse</i>	8	University of South Carolina	USA		Psychology	Population register data as well as parent-report and adolescent-report data from 6,963 participants of the 1986 Northern Finland Birth Cohort study	Adolescent academic performance Adolescent substance use Young adult substance abuse	cumulative family risk X child reading engagement	Taken together, variables in the model explained an estimated 7% of the variance in substance use, 14% of the variance in academic performance, and 40% of the variance in substance abuse.	MPlus	Chi-square test CFI RMSEA	No		This study tested child reading engagement with parents at home as a moderator of cumulative family risk associations with adolescent substance use and academic performance as well as young adult substance abuse.	Results showed that child reading engagement moderated the associations of cumulative family risk with both adolescent academic performance and young adult substance abuse, but not with adolescent substance use. The highest levels of academic performance were observed under conditions of low risk and high reading engagement. Interestingly, cumulative family risk had a small positive association with substance abuse when reading engagement was low and a negative association with the young adult outcome when reading engagement was high. Moderation tests revealed complex interaction forms that may have implications for both theory and family-based preventive interventions.	FIML
68	(Wu, Zhang, Cheng & Hu, 2018) Bullying and Social Anxiety in Chinese Children: Moderating Roles of Trait Resilience and Psychological Suzhi. <i>Child Abuse & Neglect</i>	4	Southwest University	China		Psychology	Data for 1903 children (884 boys, 826 girls, and 193 children of unknown sex; age: M= 10.85, SD = 0.98 years) from 12 schools in 7 provinces distributed across the three main economic zones of China were analyzed (i.e., Jilin Province in the eastern economic zone; Henan and Anhui Province in the central economic zone; and Yunnan, Sichuan, and Guizhou Province in the western economic zone). Of these children, 626 (32.9%), 647 (34.0%), and 630 (33.1%) were pupils in the fourth, fifth, and sixth grades, respectively.	Social anxiety	trait resilience X bullying victimization psychological suzhi X bullying victimization	In boys, interactions accounted for 17% of the variance in social anxiety. In girls, interactions accounted for 12% of the variance in social anxiety.	MPlus	CFI TLI RMSEA SRMR	Yes		This study explores the correlation between bullying victimization and social anxiety in a Chinese context and determines the moderating roles of psychological suzhi (a mental quality characterized by being steady, essential and implicit that affects adaptive, developmental, and creative behavior) and trait resilience among victims of bullying.	Regarding underlying processes, trait resilience moderated the effect of bullying victimization on social anxiety only in girls. Further assessment of the latent interaction effects indicated that the protective effect of trait resilience was stronger for girls experiencing high, relative to low, levels of bullying victimization, and psychological suzhi buffered against the detrimental effects of bullying on children's social anxiety. Most notably, unlike the moderating effect of resilience, the buffering effect of psychological suzhi against social anxiety was most prominent when bullying victimization was low. Findings underscore the importance of enhancing trait resilience and psychological suzhi in interventions designed to reduce children's social anxiety.	Considering the missing data and the possible multivariate non-normality of measures, the maximum likelihood robust estimator was used.

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69	(Jackson, 2015) Cognitive closure and risk sensitivity in the fear of crime. <i>Legal and Criminological Psychology</i>	1	London School of Economics	UK	Department of Methodology and Mannheim Centre for Criminology	Criminology	The achieved sample in Italy was 522, with a response rate of 28% (16 years and over). The total number completed interviews in Bulgaria were 1,008, with a response rate of 63% (18 years and over). The sample consisted of 1,021 respondents, comprised of Lithuanian inhabitants aged 16 and over, with a response rate of 37%.	Frequency and impact of worry about crime	Perceived likelihood of victimization x perceived consequence of victimization; (H4 oui) Perceived likelihood of victimization x perceived control over risk of victimization; (H5 non) Perceived likelihood of victimization x need for cognitive closure (H9 oui)	No	MPlus	Chi-square test CFI TLI RMSEA	Yes		This study was designed to answer two questions. First, does the risk sensitivity model of worry about crime replicate in three European countries? Second, can the model be extended to include need for cognitive closure?	First, perceived likelihood, control, and consequence were statistically significant additive predictors of worry about crime. Among individuals who saw the personal consequences of victimization to be especially high, a lower level of perceived likelihood was needed to predict relatively frequent worry about crime. The fitted slope of perceived likelihood also decreased slightly as levels of perceived control increased, but this was not statistically significant. Second, the association between subjective probability judgements and worry about crime was stronger among people who associated the uncertain event with serious personal consequences and among people who had a high need for cognitive closure. Third, need for cognitive closure was associated with greater perceived consequences of victimization, but not with different perceptions of the likelihood and controllability of personal victimization. Finally, among those who perceived the probability of victimization to be high in the next 12 months, people with a high need for cognitive closure, and people who construe the consequences to be severe, are expected to worry more than people with a low need for cognitive closure and who construe victimization to be less personally consequential.	FIML
70	(Talley, Brown, Stevens & Littlefield, 2014) Does Sexual Self-Concept Ambiguity Moderate Relations Among Perceived Peer Norms for Alcohol Use, Alcohol-Dependence Symptomatology and HIV Risk-Taking Behavior? <i>Journal of studies on alcohol and drugs</i>	4	Texas Tech University	USA	Department of Psychological Sciences	Psychology	The current sample consists of 351 women ranging in age from 18 to 30 ($M = 20.96$, $SD = 2.92$).	alcohol-dependence symptoms	perceived peer descriptive norms for alcohol involvement x sexual self-concept ambiguity,	No	MPlus	Chi-square test CFI RMSEA	No		The current study examines the relation between peer descriptive norms for alcohol involvement and alcohol dependence symptomatology and whether this relation differs as a function of sexual self-concept ambiguity (SSA). This study also examines the associations among peer descriptive norms for alcohol involvement, alcohol-dependence symptomatology, and lifetime HIV risk-taking behavior and how these relations are influenced by SSA.	There was a significant latent variable interaction between SSA and descriptive norms for peer alcohol use. There was a stronger positive relationship between peer descriptive norms for alcohol and alcohol-dependence symptomatology when SSA was higher compared with when SSA was lower. Both latent variables exhibited positive simple associations with alcohol-dependence symptoms. Peer descriptive norms for alcohol involvement directly and indirectly influenced HIV risk-taking behaviors, and the indirect influence was conditional based on SSA.	FIML
71	(Kim-Spoon, Ollendick & Seligman, 2012) Perceived Competence and Depressive Symptoms Among Adolescents: The Moderating Role of Attributional Style. <i>Child Psychiatry Hum Dev</i>	3	Virginia Polytechnic Institute and State University	USA	Department of psychology	Psychology	The sample included 431 adolescents (210 boys and 221 girls) who participated in a larger longitudinal study. Mean age of the participants in the 8th grade (Time 1) was 13.62 years ($SD = .60$). Approximately 89% of the sample was Caucasian, 3% African-American, 3% bi- or multi-racial, and the rest were small percentages of other ethnic groups (e.g., American Indian and Hispanic).	Depressive symptoms	Depressive attributional style x multiple domains of perceived competence (social acceptance, physical appearance and athletic competence)	No	MPlus	Chi-square test CFI TLI	Yes		This longitudinal study examined the interactive effects of depressive attributional style and multiple domains of perceived competence on depressive symptoms among 431 adolescents.	Our structural equation modeling with latent factor interactions indicated that (1) for girls with a higher depressive attributional style, lower perceived competence in physical appearance was predictive of depressive symptoms over a 2.5 year period, and (2) regardless of gender, among adolescents with a higher depressive attributional style, lower athletic competence was predictive of higher depressive symptoms 6 months later, which in turn were related to higher depressive symptoms 2 years later. Significant main effects suggested that lower levels of perceived social acceptance were associated with higher subsequent levels of depressive symptoms but only for boys. These findings have implications for understanding the roles of perceived competence and attributional style in predicting depressive symptoms among adolescent girls and boys	The FIML methods allow data from all individuals to be included regardless of their pattern of missing data and are more appropriate than other commonly used methods such as mean substitution

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7 2	(Guo et al., 2016) Probing the Unique Contributions of Self-Concept, Task Values, and Their Interactions Using Multiple Value Facets and Multiple Academic Outcomes. <i>AERA Open</i>	1 2	Australian Catholic University	Australia	Institute for Positive Psychology and Education	Education	The data set used in the present study (see Gaspard et al., 2015) is part of the larger Motivation in Mathematics (MoMa) project. The current study's sample was drawn from ninth-grade high school students from 82 classes in 25 academic track schools (Gymnasium schools) in the German state of Baden-Württemberg in 2012. A total of 1,978 students who had active parental consent participated in the study (53.5% female; age, M = 14.62).	academic achievement, self-rated effort, and teacher reported engagement.	self-concept and task values (intrinsic, attainment, utility, low cost and global values)	No	MPlus	Chi-square test CFI TLI RMSEA	AIC BIC	graphical depictions of the interaction effects (3-D response surface displays; Myers, Montgomery, & Anderson-Cook, 2009; see Figure 2) using the RSA package (Schönbrodt, 2015) in R (R Core Team, 2013). 	The present study examined the unique contributions of the four major value beliefs and self-concept on achievement, self-reported effort, and teacher-rated behavioral engagement in mathematics. In particular, we examined the multiplicative effects of self-concept and task values on educational outcomes using the latent moderated structural equation approach.	Latent interactions between self-concept and global value were consistently found to be significant and positive, thus providing support for synergistic relationships in predicting the three outcomes. However, controlling for interaction between self-concept and global value, interaction between self-concept and specific value components did not have additional predictive power except for self-concept-by-low cost interaction on achievement.	For the variables considered here, the percentage of missing data was low (2.9% at maximum). Full information maximum likelihood (FIML) estimation was used to cope with the missing data. In FIML, the parameters of a statistical model are estimated in the presence of missing data, and all of the information of the observed data is used to inform the parameters' values and standard errors (Enders, 2010).
7 3	(Blanchard, Stevens, Cann & Littlefield, 2019) Regulate yourself: Emotion regulation and protective behavioral strategies in substance use behaviors. <i>Addictive Behaviors</i>	4	Texas Tech University	USA	Department of Psychological Sciences	Psychology	Participants (N=643 who self-identified as 64% women, 67% White, 15% Hispanic/Latinx) consisted of undergraduate students taking introductory psychology courses from a large, southwestern university.	Alcohol and cannabis consumption and related problems	Reappraisal x protective behavioral strategies	No	MPlus	Chi-square test CFI RMSEA	No	 Fig. 1. First-Month Cannabis Use as a Function of Reappraisal and Cannabis PBS Use for Males.  Fig. 2. Cannabis-Related Problems as a Function of Reappraisal and Cannabis PBS Use for Males.	The purpose of the current study was threefold: examine select psychometric properties of the Emotion Regulation Questionnaire (Gross & John, 2003), determine whether specific ER strategies were related to alcohol- and cannabis-related outcomes, and explore whether significant interactions exist between ER strategy and PBS use predicting substance use and related problems.	Examination of ER strategies and PBS interacting to predict use and use disorder criteria for alcohol and cannabis indicated significant latent variable interactions between reappraisal and cannabis-specific PBS in predicting past-month cannabis use and CUD criteria. Results demonstrated significant interactions for males across both, past-month cannabis use (i.e., Reappraisal b=0.01, p=.99; PBSM-short form b=-1.16, p < .001; Interaction b=-0.95, p < .01), as well as CUD criteria (i.e., Reappraisal b=-0.47, p=.05; PBSM-s b=-0.94, p < .001; Interaction b=-0.86, p < .01). These interactions indicate that, for males, those higher in reappraisal who use more cannabis-specific PBS had lower probabilities of past-month use and fewer cannabis-related problems, whereas for those low in reappraisal, more PBS was not associated with outcomes. No other significant interactions were found.	Listwise deletion
7 4	(Mason, Hitchings et Spoth, 2008) The interaction of conduct problems and depressed mood in relation to adolescent substance involvement and peer substance use <i>Drug and alcohol dependence</i>	3	University of Washington	USA	Department of Psychology	Psychology	Of the 883 eligible families, 49% (N= 429) agreed to participate and completed the Wave 1 assessment in the fall of 1993. Participating families had an average of three children when the study began, and most were dual-parent in structure (83%). The target child was a girl in 52% (n = 222) of families. Most mothers (56%) and fathers (52%) reported having some post-high school education. The median annual household income in the sample was \$32,000 in 1993. As a reflection of the region in which the study was conducted, over 95% of the sample was White.	Substance use and problem substance use at age 18 Peer substance use at age 16	Conduct problem at age 11 x Depressed mood at age 11	No	MPlus	Chi-square test CFI TLI	Yes	 Fig. 3. Estimated effects of conduct problems (age 11) on substance use (age 18) at different levels of depressed mood (age 11).  Fig. 4. Estimated effects of conduct problems (age 11) on peer substance use (age 16) at different levels of depressed mood (age 11).	Thus, this study examined the interaction of conduct problems and depressed mood at age 11 in relation to substance use and problem use at age 18, and possible mediation through peer substance use at age 16.	The link between the conduct problems X depressed mood interaction and adolescent substance use was negative and statistically significant. Unexpectedly, positive associations of conduct problems with substance use were stronger at lower levels of depressed mood. A significant negative interaction in relation to peer substance use also was observed, and the estimated indirect effect of the interaction on adolescent use through peer use as a mediator was statistically significant. Findings illustrate the complexity of multiproblem youth.	FIML

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7 5	(Lindwall et al., 2011) The Importance of Importance in the Physical Self: Support for the Theoretically Appealing but Empirically Elusive Model of James <i>Journal of Personality</i>	5	University of Gothenburg	Sweeden	Dpt. Psychology	Psychology	the samples include university students from Great Britain (283 females, M age = 21.38, SD = 2.62; 212 males, M age = 22.04, SD = 4.19) and Turkey (344 females, M age = 20.55, SD = 1.85; 288 males, M age = 21.61, SD = 2.36), high school students from Portugal (237 females, M Age = 16.49, SD = 1.04; 223 males, M age = 16.71, SD = 1.31), and university students and health club members from Sweden (156 females, M age = 36.26, SD = 14.18; 88 males, M age = 35.02, SD = 15.11).	Global self-esteem And physical self-worth	Competence x Importance	No	mpLus	Chi-square test CFI TLI SRMR RMSEA	Yes	No	This study tested James's theoretical assumption that the importance people attribute to different physical self-domains, in combination with perceived competence in those domains, influences higher order self-concepts.	A new version of an instrument, the Physical Self-Perception Profile-Revised (PSPPR), was used to measure perceived competence and importance of physical self-domains, along with global self-esteem. Competence-importance interactions contributed significantly to higher order self-concepts in 3 of 4 PSPP subdomains. The same result was found in the structural equation modeling analyses and latent interaction analyses. Idiographic analyses showed that domains rated as intraindividually more important explained more global self-esteem variance compared with less important domains. In general, support for James's hypothesis was found across the different analyses.	No
7 6	(Chow, Claxton et van Dulmen, 2015) Testing Dyadic Mechanisms the Right Way: A Primer Into Moderated Actor–Partner Interdependence Model With Latent Variable Interactions <i>Emerging Adulthood</i>	3	Eastern Michigan University	USA	Dpt Psychology	Psychology	Participants included 336 couples across three samples collected over several years (Spring 2007–Spring 2013). In order to be eligible for participation, couples were required to be in a romantic relationship, have no children, and be unmarried. Same-sex couples were excluded from the analysis (as same-sex dyads are indistinguishable). The sample was primarily Caucasian/White (86%), with an average age of 20.07 (SD $\frac{1}{4}$ 1.76) years old.	Threatening Behaviors	internalizing problems x cohabitating (1) Cohabitation Status X Male's Internalizing Problems, (2) Cohabitation Status X Females' Internalizing Problems, (3)Males' X Females' Internalizing Problems.	No	MPlus	Chi-square test CFI TLI RMSEA	Yes		The main purpose of this article was to illustrate the application of the moderated APIM to research on dating relationships during emerging adulthood, while presenting how different types of moderators could be modeled as latent interactions with recent advancement in the LMS approach.	We found that for cohabitating couples, compared to noncohabitating couples, females were more likely to display threatening behaviors, regardless of their internalizing problems levels. Interestingly, we also found that gender significantly moderated the interaction effect of cohabitation status and males' internalizing problems on females' threatening behaviors (see Figure 3). With a latent interaction between two partners' internalizing problems, we demonstrated that the effect of females' internalizing problems on their involvement in threatening behaviors was nonsignificant when their partner was lower in internalizing problems (see Figure 4). In contrast, the effect of females' internalizing problems on their own threatening behaviors was stronger when their partner was higher in internalizing problems. Together, results showed that females displayed highest levels of threatening behaviors when both partners experienced higher psychological maladjustment. Surprisingly, we found that more internalizing problems were related to the display of more threatening behaviors for males, especially when their partner was lower in internalizing problems (see Figure 5). These results extend previous findings in the literature (e.g., Capaldi et al., 2012) by showing that the association between internalizing problems and threatening behaviors is not only a function of one's own level of internalizing problems but also a function of one's partner's level of internalizing problems.	In appendix code but not in the text
7 7	(Müller et al., 2013) Super-leadership and work enjoyment: direct and Moderated influences <i>Psychological Reports: Employment Psychology & Marketing</i>	8	University of Koblenz-Landau	Germany	Dpt of psychology	Psychology	198 German employees from different occupations participated in the study; 103 employed women and 95 employed men; The average age of the participants was 36.2 yr. (SD = 11.4).	Work enjoyment	super-leadership scale x organizational decentralization CCS x DOD FPAR x DOD Where “coaching and communicative support” (CCS), “degree of decentralization” (DOD), “facilitation of personal autonomy and responsibility” (FPAR)	No	MPlus	Chi-square test RMSEA CFI TLI SRMR	Yes		To analyze relationships between super-leadership and subordinates' work enjoyment and exploring moderating effects of the organizational context on the relationships between super-leadership and work enjoyment.	Latent moderator structural equation analysis revealed that the two factors of super-leadership, “coaching and communicative support” and “facilitation of personal autonomy and responsibility,” had direct positive effects on subordinates' work enjoyment. Organizational decentralization moderated the effect of “coaching and communicative support” on work enjoyment but not the relations involving “facilitation of personal autonomy and responsibility.”	The amount of missing data was really small (0.1%); therefore, the missing data were simultaneously replaced when estimating model parameters.

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78	(Huard Pelletier, Girard, Lemoyne, 2020) Adolescent hockey players' predispositions to adopt sport and exercise behaviours: An ecological perspective. <i>Plos One</i>	3	UQTR	Canada	Department of Human Kinetics	Sports	416 players (98% males), aged 12 to 17 years old (15.35 ± 1.9 years)	Sport and exercise behaviours	six interactions were tested one by one: 1) Worth x Enabling, 2) Worth x Reinforcing, 3) Able x Enabling, 4) Able x Reinforcing, 5) Worth x Able, and 6) Enabling x Reinforcing	Yes Table 3 displays regression coefficients, results of the log-likelihood ratio test and explained variance added by the interaction for all models.	MPlus	Chi-square test CFI TLI RMSEA	Yes		This study aims to identify the predisposing, enabling and reinforcing factors that potentially influence 4 categories of active behaviours using the Youth Physical Activity Promotion model (YPAP).	Findings reveal that there are different behavioural patterns based on the type of activity. The interaction between attitudes and environmental factors was a key predictor for each type of behaviour. Perceived competence was associated with more recreational activities, whereas the support of parents and coaches determined involvement in ice hockey.	Because of the very low level of missing data on most measures (less than 5%), all analyses were conducted with the Expectation Maximization algorithm