**Supplemental Figure 1. Pairwise Linkage Disequilibrium (R^2) Between Candidate SNPs in NR3C1.** Linkage disequilibrium plots were obtained from Haploview (Barrett et al., 2005). Values displayed in each box indicate the pairwise correlation (R^2) between markers. Shading indicates the degree of correlation as measured by D', following the standard Haploview color scheme: high-confidence associations (LOD ≥ 2) are shaded from light pink to bright red based on the absolute value of D'; low-confidence associations (LOD < 2) are shaded white (D'<1) or blue (D'=1). Each subset of SNPs grouped within a black triangle is considered a "block" based on proximity and inter-correlation criteria defined by Gabriel et al. (2002). LOD is the log of the likelihood odds ratio, a measure of confidence in the value of D'.
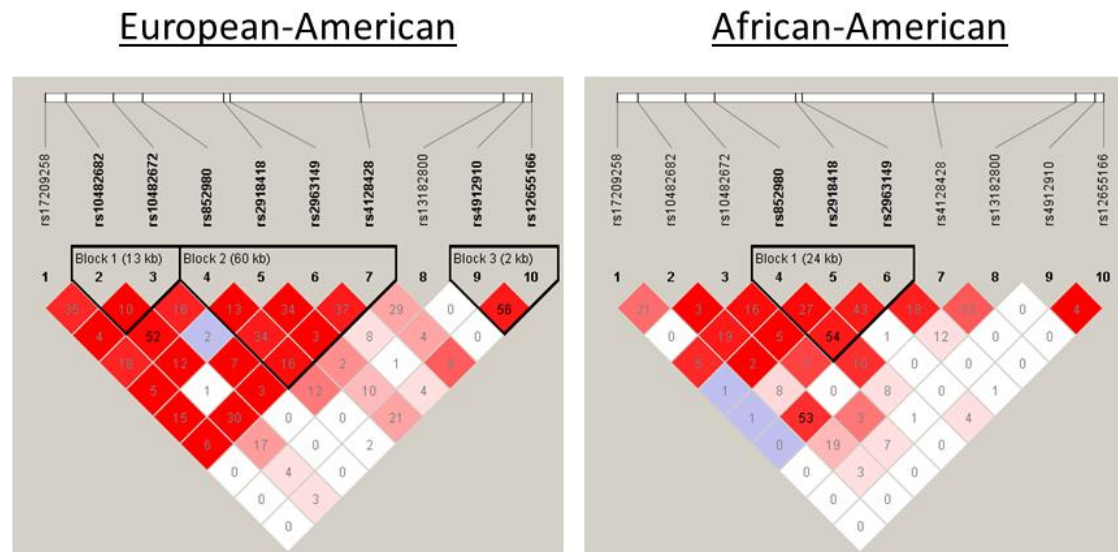
Supplemental Table 1. Goodness-of-fit indicators for structural equation models of gene-by-intervention effects. All chi-square tests of model fit were non-significant (p-values>0.3). CFI is comparative fit index; TLI is Tucker-Lewis index; RMSEA is the root mean square error of approximation. Model 5 estimated mediation of the GxI effect on Adult Externalizing by Adolescent Problem Behavior, controlling for indirect effects via Child Externalizing.

Model	χ^2	*df*	CFI	TLI	RMSEA
(1) GxI-->Child Externalizing	24.32	26	1.00	1.01	0.00
(2) GxI-->Adolescent Problem Behavior	4.47	8	1.00	1.05	0.00
(3) GxI-->Child Externalizing-->Adult Externalizing	29.23	31	1.00	1.01	0.00
(4) GxI-->Adolescent Problem Behavior-->Adult Externalizing	4.60	10	1.00	1.05	0.00
(5) GxI-->Child Externalizing/Adolescent Problem Behavior-->Adult Externalizing	62.40	58	0.99	0.99	0.02

Supplemental Table 2. Participants in the longitudinal Child Development Project (CDP) were recruited from three sites (Knoxville and Nashville, TN; and Bloomington, IN) when the children entered kindergarten in 1987 or 1988. Parents were randomly approached and invited to participate in the study during pre-registration, resulting in 585 children enrolled at the initial kindergarten assessment (52% male; 81% European-American; 17% African-American). Parent ratings on the Child Behavior Checklist and teacher ratings on the Teacher Report Form (Achenbach, 1991) were collected during kindergarten. Scores were averaged across parent and teacher reports. DNA was collected from CDP participants via saliva sample using Oragene collection kits at the age-24 assessment. Saliva samples were genotyped with a modified single nucleotide extension reaction and mass spectrometry [Sequenom MassArray system; Sequenom, San Diego, CA]. PCR and extension primers were designed using MassARRAY Assay Design Version 3.1.2.5. rs10482672 was genotyped successfully in 100 percent of the European American participants, and did not deviate from Hardy-Weinberg equilibrium (minor allele frequency =12.3%). Analyses were conducted with the subsample of European American participants (n=362 with genotypes; 50% male).

Child Development Project Children at Kindergarten Entry (n=362)					
	Regression on Genotype		Mean Scores by rs10482672 'A' Alleles		
	Standardized β	p-value	0 (N=277)	1 (N=81)	2 (N=4)
Achenbach T-Scores					
Broadband					
Externalizing	0.02	0.772	51.5	51.4	55.0
Internalizing	0.13	0.011	49.4	50.9	57.9
Subscales					
Anxious/Depressed	0.15	0.005	53.5	54.5	58.6
Social Problems	0.03	0.547	54.1	54.3	55.9
Somatic Complaints	0.04	0.407	52.8	52.7	57.0
Withdrawn	0.11	0.033	53.9	54.6	59.5
Delinquency	0.07	0.207	54.0	54.4	57.8
Attention Problems	0.02	0.757	53.5	53.4	56.5
Aggression	0.00	0.976	54.8	54.6	55.8