

Supplementary Online Content

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eTable 1. Characteristics of Control and Full Intervention Groups at Baseline and at Age 30 Follow-Up, Full SSDP Sample (reproduced from Hawkins, et al., 1999).

eTable 2. Sensitivity Table.

eFigure. Results: Child developmental outcomes (2002-2011) for offspring whose parents were in the control group (grey) or in the Raising Healthy Children intervention (black) as children in grades 1-6, 1980-1986.

This supplementary material has been provided by the authors to give readers additional information about their work.

eTable 1. Characteristics of Control and Full Intervention Groups at Baseline and at Age 30 Follow-Up, Full SSDP Sample (reproduced from Hawkins, et al., 1999).

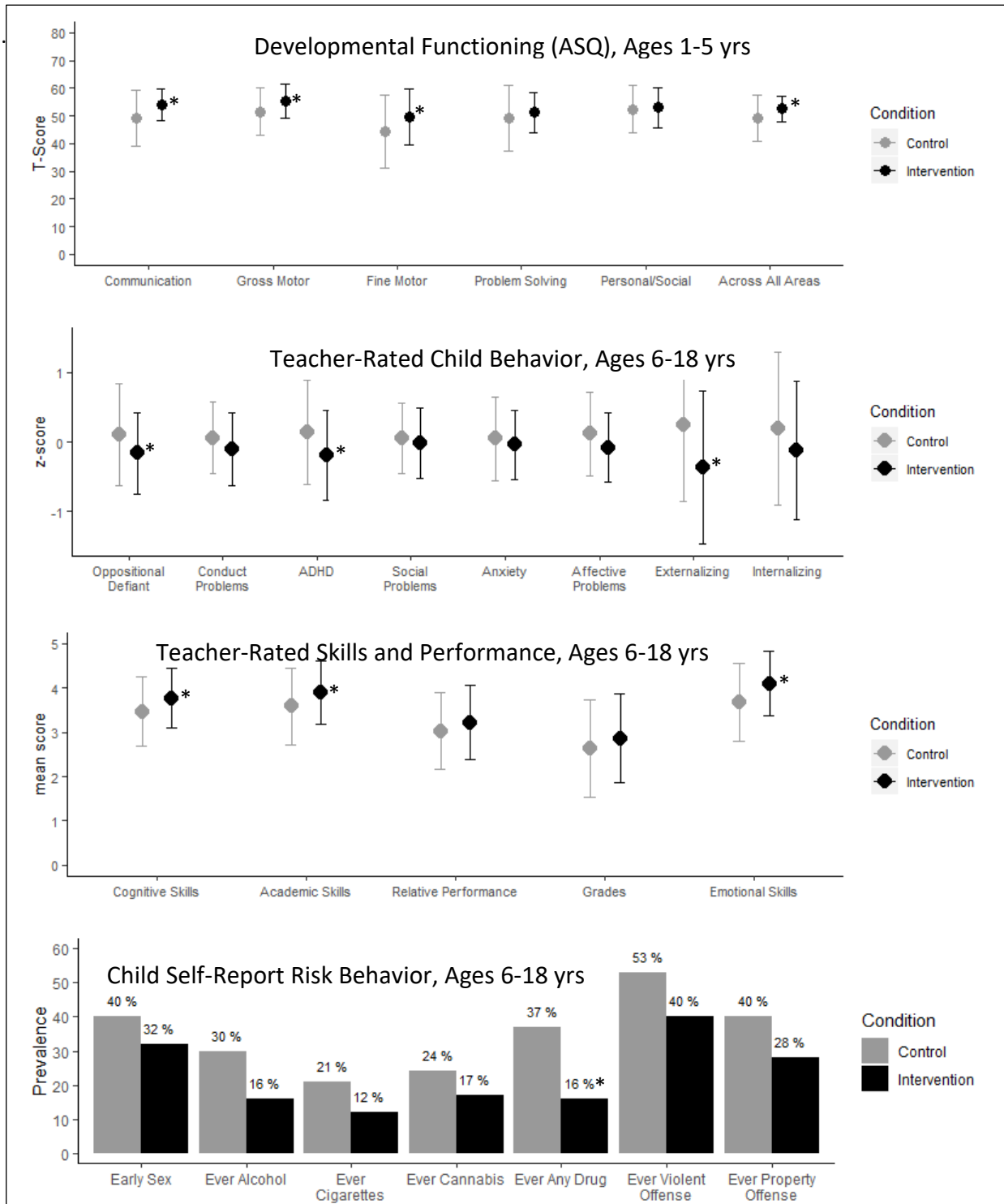
<u>Full Sample</u>	<u>Baseline (1985)</u>				<u>Age 30 follow-up (2005)</u>			
	<u>Control</u>	<u>Full</u>	<u>statistic</u>	<u>p-value</u>	<u>Control</u>	<u>Full</u>	<u>Statistic</u>	<u>p-value</u>
Gender (male)	53.3%	52.7%	$\chi^2=0.00$	1.000	52.2%	53.1%	$\chi^2=0.02$	0.962
Caucasian (v. other)	46.2%	49.3%	$\chi^2=0.22$	0.640	48.9%	51.5%	$\chi^2=0.12$	0.732
Percent eligible for school lunch program	56.1%	55.5%	$\chi^2=0.00$	0.989	53.2%	53.8%	$\chi^2=0.00$	1.000
Percent single-parent families	59.8%	59.3%	$\chi^2=0.00$	1.000	59.6%	58.9%	$\chi^2=0.00$	1.000
Percent of G2 born to a G1 teen mother	19.3%	8.9%	$\chi^2=6.56$	0.004	21.5%	10.0%	$\chi^2=6.46$	0.011
Mean years living in town (by age 12)	10.6	11.1	t(318)=1.16	0.246	10.8	11.2	t(279)=0.90	0.370
Neighborhood disorganization	0.026	0.039	t(336)=0.15	0.882	0.014	0.051	t(299)=0.38	0.702

eTable 2. Sensitivity Table. Analyses including "cannot classify" participants into the full treatment group. Differences in children of parents who were in full intervention in grades 1-6 compared to control. Analyses across all ages, all seven waves of assessment of G3					
	Standardized Beta			p <	FDR sig?
Developmental Functioning (ASQ)					
Ages 1-5 yrs ^a					
Communication		.53		0.01	Y
Gross Motor		.48		0.01	Y
Fine Motor		.45		0.01	Y
Problem Solving		.19		0.34	N
Personal Social		.11		0.53	N
Across All Areas		.48		0.01	Y
Teacher-Rated Child Behavior					
Ages 6-18 yrs ^d					
Oppositional Defiant (OD)		-.31		0.02	Y
Conduct Problems (CD)		-.18		0.22	N
Attention Deficit/(ADHD)		-.38		0.01	Y
Social Problems (SOCP)		-.14		0.45	N
Anxiety (ANX)		-.19		0.20	N
Affective Problems (AFP)		-.33		0.03	N
Externalizing (OD, CD, ADHD)		-.31		0.02	Y
Internalizing (SOCP, ANX, AFP)		-.30		0.07	N
Teacher Rated Skills and Performance					
Ages 6-18 ^a					
Cognitive skills		0.34		0.02	Y
Academic skills		0.32		0.02	Y
Relative acad. performance		0.19		0.14	N
Grades (mostly Fs to As, 0 to 4)		0.16		0.24	N
Emotional skills		0.44		0.01	Y
Child Self-Report Risk Behavior					
Ages 6-18 ^e					
	OR			p <	FDR sig?
Early sex (< 17yrs)		0.50		0.14	N
Ever drank alcohol		0.44		0.05	N
Ever smoked cigarettes		0.55		0.21	N
Ever smoked marijuana		0.69		0.42	N
Ever tried any drug		0.25		0.01	Y
Ever vio (fight, hit, beat, rob)		0.64		0.18	N
Ever nonvio (theft, drug sales)		0.70		0.49	N

Note. All analyses controlling for maternal age at childbirth and cohort clustering. Rows in bold indicate significance after applying Benjamini-Hochberg False-Discovery Rate (FDR) multiple comparisons adjustment. **a:** Mean score across all ages available for each measure, and across all 7 waves; **b:** Beta

for standardized outcome (STDY); **c**: Statistically significant after applying FDR adjustment? FDR significance level: 0.0211; **d**: Standardized within age. **e**. cumulative across waves. **f**. Odds Ratio

eFigure. Results: Child developmental outcomes (2002-2011) for offspring whose parents were in the control group (grey) or in the Raising Healthy Children intervention (black) as children in grades 1-6, 1980-1986



* Statistically significant at $p < .05$ or better after applying Benjamini-Hochberg multiple comparisons adjustment. Error bars reflect standard deviation units around each mean.