

Appendix Table 1: Chronic Developmental or Behavioral and Physical Health Conditions in the Fragile Families and Child Wellbeing Study Analysis Sample (2,874)

	Ages condition assessed		# coded positive (based on latest time point condition was assessed)
	9 years	15 years	
Developmental or behavioral conditions			
ADD/ADHD	x	x	442
Autism	x	x	51
Down syndrome	x		3
Developmental delay	x	x	8
Seizure or epilepsy	x	x	46
Cerebral palsy	x		5
Depression		x	301
Any developmental or behavioral condition(s)			661
Physical health conditions			
Sickle cell anemia	x		27
Blind (full or partial)	x		25
Deaf (full or partial)	x		22
Problem with limbs	x	x	99
Heart disease	x	x	81
Diabetes	x	x	27
High blood pressure		x	16
Anemia	x	x	76
Usual activities limited at home, school, or work because of allergies, digestive problems, headaches, ear infections, stuttering, or breathing difficulties		x	240
Any physical health condition(s)			518
Both developmental or behavioral and physical health conditions			
			184

Note: The conditions were assessed from reports by mothers about the types of health conditions their child had, if any. The surveys included specific response choices and those were not necessarily medical terms (e.g., “problem with limbs”). The developmental pediatrician on our team coded the response choices into conditions that are chronic (or likely to be chronic based on the information available) and those that are not, and then categorized the conditions that were chronic (or likely to be chronic) as developmental/behavioral or physical. Some of the conditions coded as behavioral/developmental are developmental disabilities with associated physical impairments (e.g., Down Syndrome and cerebral palsy). This table includes all chronic (or likely to be chronic) conditions reported by the mothers for the children in our sample.

Appendix Table 2: Full Set of Ordinary Least Squares Regression Estimates of Associations Between Adolescent Health Conditions and School Disconnectedness and School Relationship Scales (N = 2,874)

	Disconnected from school	Trouble getting along with others at school	Victimized by Peers
	Coefficient [95% CI]	Coefficient [95% CI]	Coefficient [95% CI]
Any developmental or behavioral health condition(s)	0.505 [0.290 - 0.719]	0.274 [0.164 - 0.385]	0.316 [0.154 - 0.478]
Any physical health condition(s)	0.215 [-0.007 - 0.437]	0.151 [0.031 - 0.270]	0.191 [0.014 - 0.368]
Teen characteristics			
Male	-0.447 [-0.609 - -0.286]	0.040 [-0.050 - 0.131]	0.031 [-0.087 - 0.148]
Age (years)	0.067 [-0.040 - 0.175]	-0.131 [-0.191 - -0.072]	-0.136 [-0.215 - -0.058]
Maternal characteristics			
Age (years)	0.002 [-0.012 - 0.017]	-0.005 [-0.014 - 0.003]	-0.001 [-0.012 - 0.010]
Race-ethnicity			
Non-Hispanic black	0.605 [0.384 - 0.826]	0.281 [0.154 - 0.408]	-0.060 [-0.243 - 0.123]
Hispanic	0.175 [-0.080 - 0.429]	0.126 [-0.023 - 0.274]	-0.169 [-0.359 - 0.021]
Non- Hispanic other	0.317 [-0.158 - 0.793]	0.122 [-0.135 - 0.380]	-0.021 [-0.379 - 0.338]
Foreign born	-0.125 [-0.398 - 0.148]	-0.110 [-0.260 - 0.041]	-0.058 [-0.250 - 0.133]
Education			
High school graduate	-0.205 [-0.495 - 0.085]	-0.091 [-0.251 - 0.068]	-0.140 [-0.345 - 0.065]
Some college	-0.254 [-0.517 - 0.009]	-0.077 [-0.216 - 0.061]	-0.138 [-0.315 - 0.039]
College graduate	-0.561 [-0.873 - -0.249]	-0.265 [-0.442 - -0.089]	-0.188 [-0.405 - 0.029]
Employed	-0.045 [-0.248 - 0.157]	-0.099 [-0.208 - 0.010]	0.017 [-0.134 - 0.169]
Married	-0.237 [-0.410 - -0.063]	-0.118 [-0.219 - -0.016]	-0.046 [-0.182 - 0.090]

Household characteristics				
# children		0.009 [-0.052 - 0.071]	0.007 [-0.027 - 0.042]	0.045 [-0.006 - 0.096]
Income, % of federal poverty line				
< 100%		0.166 [-0.083 - 0.415]	0.071 [-0.066 - 0.208]	0.035 [-0.168 - 0.239]
100-199%		0.168 [-0.050 - 0.387]	0.112 [-0.013 - 0.236]	-0.021 [-0.188 - 0.147]

Notes: Each column presents results from a separate regression model that corresponds to those in Panel B of Table 3. CI = confidence interval. Reference categories: Male (for teen’s gender), non-Hispanic white (for mother’s race-ethnicity), less than high school (for mother’s education), and >200% of the federal poverty line (for household income). The health condition variables are not mutually exclusive.

Disconnected from school scale: Teens were asked how much they agreed with each of the following statements by providing a rating of 1 (“strongly agree”), 2 (“agree”), 3 (“disagree”), or 4 (“strongly disagree”): “I feel close to people at my school,” “I feel like I am part of my school,” “I am happy to be at my school,” and “I feel safe at my school.” We summed responses to the four questions. The possible range of scores was 4 (strongly agree with all 4 statements) to 16 (strongly disagree with all), with a higher score indicating more school disconnection.

Trouble getting along with others at school scale: Teens were asked how often they have trouble getting along with teachers and how often they have trouble getting along with other students (never, sometimes, or often). Each “never” was assigned a 1, “sometimes” a 2, and “often” a 3. The possible range of scores was 2 (“never” for both) to 6 (“often” for both), with higher scores representing more trouble getting along with others.

Victimized by peers scale: Teens were asked how often in the last month kids at their school do the following: “Pick on you or say mean things to you,” “hit you or threaten to hurt you physically,” “take things, like your money or lunch, without asking,” and “purposely leave you out of activities.” The response choices were “never,” “once a week,” “several times a week,” or “about every day.” We created a peer victimization scale that summed the responses. Each “never” was assigned a 0, “less than once a week” a 1, “once a week” a 2, “several times a week” a 3, and “about every day” a 4. The possible range of scores was 0 (“never” for all 4) to 16 (“about every day” for all), with higher scores representing more peer victimization.

Appendix Table 3: Adjusted Ordinary Least Squares Regression Estimates of Associations Between Adolescent Health Conditions and School Disconnectedness and Relationship Scales, Alternative Model Specifications (N = 2,874)

	Disconnected from school	Trouble getting along with others at school	Victimized by peers
	Coefficient [95% CI]	Coefficient [95% CI]	Coefficient [95% CI]
Main results (from Table 3, Panel B; presented for ease of comparison)			
Any developmental or behavioral health condition(s)	0.51 [0.29 - 0.72]	0.27 [0.16 - 0.39]	0.32 [0.15 - 0.48]
Any physical health condition(s)	0.22 [-0.01 - 0.44]	0.15 [0.03 - 0.27]	0.19 [0.02 - 0.37]
Separately analyzing depression			
Depression	0.63 [0.32 - 0.94]	0.14 [-0.01 - 0.29]	0.49 [0.24 - 0.73]
Any other developmental or behavioral health condition(s)	0.30 [0.05 - 0.55]	0.25 [0.12 - 0.38]	0.20 [0.02 - 0.37]
Any physical health condition(s)	0.19 [-0.03 - 0.41]	0.15 [0.03 - 0.27]	0.17 [-0.01 - 0.34]
Separately analyzing ADD/ADHD			
ADD/ADHD	0.31 [0.05 - 0.57]	0.29 [0.15 - 0.42]	0.14 [-0.04 - 0.33]
Any other developmental or behavioral health condition(s)	0.58 [0.30 - 0.86]	0.11 [-0.03 - 0.25]	0.50 [0.28 - 0.73]
Any physical health condition(s)	0.19 [-0.03 - 0.41]	0.16 [0.04 - 0.28]	0.16 [-0.01 - 0.34]
Separately analyzing autism			
Autism	0.59 [-0.06 - 1.23]	0.04 [-0.29 - 0.38]	0.50 [-0.15 - 1.15]
Any other developmental or behavioral health condition(s)	0.44 [0.22 - 0.66]	0.26 [0.15 - 0.38]	0.26 [0.09 - 0.42]
Any physical health condition(s)	0.22 [-0.01 - 0.44]	0.15 [0.03 - 0.27]	0.19 [0.02 - 0.37]
Separately analyzing activity limitations variable (defined in next row)			
Activities at home, school, or	0.53	0.21	0.31

work were limited because of allergies, digestive problems, headaches, ear infections, or breathing difficulties	0.19 [0.19 - 0.87]	0.05 [0.05 - 0.37]	0.05 [0.05 - 0.57]
Any developmental or behavioral health condition(s)	0.46 [0.25 - 0.68]	0.26 [0.15 - 0.38]	0.30 [0.13 - 0.46]
Any other physical health condition(s)	0.06 [-0.19 - 0.31]	0.11 [-0.04 - 0.25]	0.14 [-0.08 - 0.35]
Eliminating activity limitations variable from physical health conditions			
Any developmental or behavioral health condition(s)	0.53 [0.32 - 0.74]	0.29 [0.18 - 0.40]	0.34 [0.18 - 0.50]
Any physical health condition(s) <i>except</i> activity limitations at home, school, or work because of allergies, digestive problems, headaches, ear infections, or breathing difficulties	0.12 [-0.14 - 0.37]	0.13 [-0.02 - 0.28]	0.17 [-0.04 - 0.39]
Excluding seizures/epilepsy from developmental/behavioral conditions			
Any developmental or behavioral health condition(s) <i>except</i> seizures/epilepsy	0.51 [0.29 - 0.72]	0.29 [0.18 - 0.40]	0.30 [0.14 - 0.47]
Any physical health condition(s)	0.22 [-0.00 - 0.44]	0.15 [0.03 - 0.27]	0.20 [0.02 - 0.37]
Reclassifying seizures/epilepsy as a physical health condition			
Any developmental or behavioral health condition(s) <i>except</i> seizures/epilepsy	0.53 [0.31 - 0.74]	0.31 [0.20 - 0.42]	0.32 [0.16 - 0.48]
Any physical health condition(s) or seizures/epilepsy	0.136 [-0.11 - 0.38]	0.126 [-0.01 - 0.27]	0.187 [-0.02 - 0.39]
Adding a measure for having more than one health condition (any type)			
Any developmental or behavioral health condition(s)	0.39 [0.16 - 0.63]	0.27 [0.14 - 0.39]	0.18 [0.03 - 0.34]
Any physical health condition(s)	0.20 [-0.02 - 0.42]	0.15 [0.03 - 0.27]	0.17 [-0.00 - 0.35]
More than one health condition	0.46	0.03	0.56

	[0.02 - 0.91]	[-0.18 - 0.24]	[0.15 - 0.96]
Adding a measure for having both types of conditions			
Any developmental or behavioral health condition(s)	0.45 [0.21 - 0.69]	0.31 [0.18 - 0.43]	0.35 [0.17 - 0.53]
Any physical health condition(s)	0.14 [-0.11 - 0.40]	0.19 [0.05 - 0.34]	0.24 [0.03 - 0.45]
Both developmental and physical conditions	0.22 [-0.28 - 0.73]	-0.13 [-0.39 - 0.12]	-0.15 [-0.53 - 0.24]

Notes: In each panel, the columns present estimates from regression models that correspond to those in Panel B of Table 3. CI = confidence interval. Models control for all teen, maternal, and household characteristics in Table 1. The health condition variables are not mutually exclusive.

Disconnected from school scale: Teens were asked how much they agreed with each of the following statements by providing a rating of 1 (“strongly agree”), 2 (“agree”), 3 (“disagree”), or 4 (“strongly disagree”): “I feel close to people at my school,” “I feel like I am part of my school,” “I am happy to be at my school,” and “I feel safe at my school.” We summed responses to the four questions. The possible range of scores was 4 (strongly agree with all 4 statements) to 16 (strongly disagree with all), with a higher score indicating more school disconnection.

Trouble getting along with others at school scale: Teens were asked how often they have trouble getting along with teachers and how often they have trouble getting along with other students (never, sometimes, or often). Each “never” was assigned a 1, “sometimes” a 2, and “often” a 3. The possible range of scores was 2 (“never” for both) to 6 (“often” for both), with higher scores representing more trouble getting along with others.

Victimized by peers scale: Teens were asked how often in the last month kids at their school do the following: “Pick on you or say mean things to you,” “hit you or threaten to hurt you physically,” “take things, like your money or lunch, without asking,” and “purposely leave you out of activities.” The response choices were “never,” “once a week,” “several times a week,” or “about every day.” We created a peer victimization scale that summed the responses. Each “never” was assigned a 0, “less than once a week” a 1, “once a week” a 2, “several times a week” a 3, and “about every day” a 4. The possible range of scores was 0 (“never” for all 4) to 16 (“about every day” for all), with higher scores representing more peer victimization.