**Supplemental Material**

**Path Analysis Model**

 **Model 1 with the Deprivation Items Coded Absent only if both Raters Noted It As Missing.** This model is identical to Model 1 in the primary manuscript. The only difference in this model is the alternative calculation of the deprivation variable. As noted in the manuscript, this alternative composition includes a score on each of the indicators only if both coders noted the item as absent from the child’s environment. In this model, we estimated the effects of deprivation and threat among participants prior to age 6 on internalizing and externalizing problems at age 17 through verbal abilities at age 14. Deprivation and threat as well as internalizing and externalizing problems were allowed to covary. Additionally, this model includes SES as a predictor of internalizing and externalizing problems and biological sex as a predictor of each variable in the model. The overall model fit was excellent, *χ2*(4) = 3.33, *p* = .50; CFI= 1; RMSEA= <.001, 90%CI [.00, .06]; SRMR = .02.

In this model, greater experiences of deprivation were associated with significantly lower verbal abilities at age 14, *ß* = -.26, *p* < .001. Scores on the threat index were not associated with verbal abilities at age 14, *ß* = -.05, *p* = .34. Lower verbal abilities were significantly associated with greater externalizing problems, *ß* = -.16, *p* < .01, but not internalizing problems, *ß* =-.01, *p* = .90.

Greater experiences of deprivation before age 6 were not directly associated with increased externalizing, *ß* = .01, *p* = .91, or internalizing, *ß* = .01, *p* = .91, problems at age 17. However, consistent with the main study hypothesis, the indirect effect of greater deprivation on higher externalizing problems via lower verbal abilities at age 14 was significant, *β* = 0.18, 95% CI [0.05, .36]. In contrast, greater experiences of threat before age 6 were directly associated with significantly higher externalizing, *ß* = .20, *p* < .01, and internalizing, *ß* = .19, *p* < .01, problems at age 17 and the indirect effect from greater threat to higher externalizing problems via lower verbal abilities was non-significant, *β* =0.07, 95% CI [-.05, 0.28]. There were no significant indirect effects of deprivation or threat on internalizing problems via verbal abilities, *β* =0.007, 95% CI [-0.10, .12] and *β* = 0.003, 95% CI [-0.05, .09], respectively.

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Table 1. *Bivariate correlations among items comprising the deprivation and threat composites*

|  |  |  |
| --- | --- | --- |
|  | **Deprivation** | **Threat** |
|  | **Y1 Toys** | **Y1 Play Area** | **Y1 Books** | **Y1 Children’s Books** | **Y2 Toys** | **Y2 Play Area** | **Y2 Books** | **Y2 Children’s Books** | **Y1 Overt Hostility** | **Y1 Negative Physical Action**  | **Y2 Overt Hostility** | **Y2 Negative Physical Action** | **Harsh Physical Discipline** | **Physical Abuse** |
| **Y1 Toys** | - |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Y1 Outside Play Area** | .71\*\*\* | - |  |  |  |  |  |  |  |  |  |  |  |  |
| **Y1 Books** | .31\*\*\* | .30\*\*\* | - |  |  |  |  |  |  |  |  |  |  |  |
| **Y1 Children’s Books** | .49\*\*\* | .45\*\*\* | .64\*\*\* | - |  |  |  |  |  |  |  |  |  |  |
| **Y2 Toys** | .15\*\*\* | .17\*\*\* | .13\*\*\* | .20\*\*\* | - |  |  |  |  |  |  |  |  |  |
| **Y2 Outside Play Area** | .17\*\*\* | .22\*\*\* | .23\*\*\* | .17\*\*\* | .34\*\*\* | - |  |  |  |  |  |  |  |  |
| **Y2 Books** | .08 | .07 | .23\*\*\* | .19\*\*\* | .30\*\*\* | .29\*\*\* | - |  |  |  |  |  |  |  |
| **Y2 Children’s Books** | .15\*\*\* | .17\*\*\* | .23\*\*\* | .25\*\*\* | .36\*\*\* | .24\*\*\* | .67\*\*\* | - |  |  |  |  |  |  |
| **Y1 Overt Hostility** | .29\*\*\* | .21\*\*\* | .04 | .12\*\*\* | .07 | -.02 | .11\* | .15\*\*\* | - |  |  |  |  |  |
| **Y1 Negative Physical Action** | .27\*\*\* | .22\*\*\* | .04 | .13\*\*\* | .05 | -.03 | .06 | .14\*\*\* | .38\*\*\* | - |  |  |  |  |
| **Y2 Overt Hostility** | -.04 | -.06 | .10\* | .10\* | .13\*\*\* | .08 | .16\*\*\* | .12\* | .05 | .12\* | - |  |  |  |
| **Y2 Negative Physical Action** | -.05 | -.01 | .03 | -.05 | .00 | .10\* | .08 | -.00 | .06 | .05 | .33\*\*\* | - |  |  |
| **Harsh Physical Discipline** | -.03 | .03 | .05 | -.01 | .01 | .09 | .08 | .07 | .10\* | .02 | .16\*\*\* | .05 | - |  |
| **Physical Abuse** | .12\*\*\* | .02 | .11\* | .10\* | .13\*\*\* | .13\*\*\* | .20\*\*\* | .16\*\*\* | .08 | .07 | .12\*\*\* | .04 | .26\*\*\* | - |
| *Note.* \**p* < .05, \*\**p* < .01, *\*\*\*p* < .001. Y1 = Year 1, Y2 = Year 2 |

