

Socioeconomic Status and Internalizing Symptoms in Chilean Children: Does Reserve Capacity Matter?

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5 V g h f U W h

Informed by the reserve capacity model, we examined pathways between socioeconomic status (SES) and internalizing symptoms (IS) in 1119 Chilean 10-year-olds. Mediators included parental disciplinary style and reserverá

| GcW]cYWcbc a]W'ghUh i g | GhfYgg | FYgYf jY'WUdUW]hm fYgc i fWYg | 9 a ch]cbU'UbX Wc [b]h]jY'Wcd]b[| =bhYf a YX]UhY'dUh\g† | <YU'h\`c i hWc a Y | |
|-------------------------|-----------------------------|--|--|-----------------------|--------------------|---------------------|
| Maternal Education | Negative disciplinary style | Parental engagement; Home environment | Parent-child engagement; Home environment | Self-esteem | Conduct problems | Depressive symptoms |

*Intermediate paths as related to behavioral functioning in children.

construct were 'child has a special place to keep belongings' and 'parent uses an endearing term to address child.'

Home environment

Eight items from the HOME inventory pertaining to the home's physical environment for nurturing. Items were based on parental report, with each item having a no (0) or yes (1) response option. Using CFA, we created a latent construct using eight items (factor loadings ranged from .40-.57).

($B=.24$, $p<.001$). In turn, a more positive home environment was related to a less negative parental disciplinary style ($B=.50$, $p<.001$), which related to more frequent IS ($B=.31$, $p<.001$). The model explained 35% of the variance in boys' IS.

For girls, SES was indirectly related to IS through the presence or absence of reserve capacity resources. As hypothesized, higher SES was positively associated with a more positive home environment ($B=.24$, $p=.01$), which in turn, was related to greater parent-child engagement ($B=.30$, $p=.01$). Greater parent-child engagement was related to girls' higher self-esteem ($B=.73$, $p<.001$), which related to less frequent conduct problems ($B=-.35$, $p<.01$). More frequent conduct problems were related to more frequent IS ($B=.56$, $p<.001$). Self-esteem was directly, but marginally related to less frequent IS ($B=-.13$, $p=.05$). The model explained 47% of the variance for girls' IS.

For boys and girls, higher maternal education was directly related to less frequent IS ($B=-.10$, $p<.001$; $B=-.10$, $p=.06$ respectively). Neither iron assignment, IDA during infancy, maternal age nor maternal depression significantly related to IS. These covariates were excluded from the analysis for more parsimonious models.

These findings

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