

**The relation of home and school environment to differential trajectories of externalizing problems****Fanti, Kostas and Henrich, Christopher.** Georgia State University, USA

The present study investigates how the individual's home and school environment, after controlling for the family's socioeconomic status, is associated with the development of externalizing problems. We also investigate whether individuals exhibiting externalizing problems face academic difficulties from grade 1 to grade 6. The study is based on data from the NICHD Study of Early Child-Care and includes a sample of 1223 children (53% male). The quality of the child's home environment was assessed with the HOME inventory from infancy to age 12, and different observations were used to assess the quality of the child's preschool, elementary school, and after school. Academic difficulties were assessed with the Academic Skills Rating Scale, and externalizing problems were based on the mother reports on the Child Behaviour Checklist. Using a semi-parametric group based trajectory analysis, we identified five subgroups of children exhibiting differential trajectories of externalizing problems from age 2 to age 12: (1) 9% of the sample exhibited chronic externalizing problems, (2) 17% exhibited high levels of externalizing problems initially but desisted to low levels by age 12, (3) 14% exhibited moderate levels across time, (4) 36% exhibited moderate levels initially but desisted to low levels over time, and (5) 24% exhibited low level of externalizing problems across time. According to our findings, children who exhibited chronic externalizing problems experienced the more negative home and school environment and the higher academic difficulties over time.