

Table 1. Description of the sample

At age 5 (<i>N</i> = 378)		
Age (years); <i>M</i> (<i>SD</i>)		5.7 (0.4)
Age mother (years) <i>M</i> (<i>SD</i>)		39.0 (3.9)
Age father (years); <i>M</i> (<i>SD</i>)		41.0 (5.5)
Sex, %	Male	47.1
SES; %	High	33.8
	Medium-High/Medium	49.5
	Medium-low/Low	16.7
Born in Spain; %	Yes	97.9
Ethnicity; %	Caucasian	92.6
	Latino	3.7
	Others	3.7

SES: Socio-Economic Status

Table 2. Fitting indices for 1- to 4-class GMMs

N. classes	AIC	aBIC	Class: <i>N</i> (weighted)	Class: probability*	Entropy
1	10501.9	10519.4	1: 378	-	-
2	10324.4	10345.7	1: 332 2: 46	1: .995 2: .920	.942
3	10227.2	10252.3	1: 30 2: 40 3: 308	1: .966 2: .927 3: .990	.933
4**	10127.6	10156.5	1: 58 2: 9 3: 274 4: 37	1: .898 2: .990 3: .982 4: .912	.930

Note. aBIC: Sample-Size Adjusted BIC. In bold: selected solution of GMM.

*On-diagonal values for posterior probability of class membership.

**Non-admissible solution (some residual covariance matrices are not positive definite)

Table 3. Parameter estimates for the selected 3-class model

Class	Process	Parameter estimate (<i>p</i>)	
		Intercept (basal at age 5)	Linear trend (slope, change per year)
1	SCDC-Parents	5.49 (<.001)	−0.03 (.810)
	SCDC-Teachers	10.48 (<.001)	−0.59 (<.001)
2	SCDC-Parents	3.26 (<.001)	0.10 (.284)
	SCDC-Teachers	1.86 (<.001)	1.44 (<.001)
3	SCDC-Parents	3.09 (<.001)	−0.06 (.198)
	SCDC-Teachers	1.50 (<.001)	0.07 (.207)

Note: Covariance parameters between mean parameters were all non-statistically significant ($p \geq .246$; detail not shown)

In bold: statistically significant slope parameter ($p < .05$). Class 1: Constant problems, Class 2: School increasers, Class 3:

Normative

Table 4. Comparison of the 3 classes for categorical outcomes at age 12

	Class 1 (<i>N</i> = 30)	Class 2 (<i>N</i> = 40)	Class 3 (<i>N</i> = 308)	Global test		Class comparisons (<i>p</i>)		
	%	%	%	χ^2	<i>p</i>	1 vs 2	2 vs 3	1 vs 3
Sex (% Male)	44.1%	68.7%	45.6%	5.81	.055			
Socioeconomical status								
High	28.1%	28.4%	42.1%	6.94	.139			
Medium-High/Medium	43.9%	55.2%	45.5%					
Medium-low/Low	28.0%	16.4%	12.4%					
Professional consultation (YES)	45.0%	48.3%	17.6%	20.17	<.001	.857	<.001	.002
Professional treatment (YES)	16.4%	24.1%	5.1%	13.79	.003	.504	.001	.018
Disruptive diagnose DSM-5*	24.5%	9.7%	5.3%	20.54	<.001	.238	.349	.003
Problems making friends	85.9%	64.2%	58.4%	10.22	.006	.035	.529	.002
Problems to keep friends	8.1%	12.9%	2.2%	7.21	.027	.613	.010	.138

*: Comparison adjusted for value at age 3; In bold: *p* < .05 values remaining statistically significant after “False discovery rate” correction. Class 1: Constant problems, Class 2: school increasers, Class 3: Normative

Table 5. Comparison of the 3 classes for continuous outcomes at age 12

	Class 1 (<i>N</i> = 30)	Class 2 (<i>N</i> = 40)	Class 3 (<i>N</i> = 308)	Global test		Classes 1 vs 2		Classes 2 vs 3		Classes 1 vs 3	
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>F</i>	<i>p</i>	<i>p</i>	<i>g</i>	<i>p</i>	<i>g</i>	<i>p</i>	<i>g</i>
CGAS Global functioning*	62.9 (10.3)	67.0 (8.8)	72.6 (9.1)	16.23	<.001	.149	0.43	.003	0.62	<.001	1.06
CAS Children aggression scale*	220.5 (38.8)	223.5 (32.4)	193.5 (13.1)	18.75	<.001	.630	0.09	<.001	1.82	.001	1.59
ICU Callous-Unemotional traits total*	22.4 (10.5)	34.7 (12.6)	18.6 (8.8)	15.09	<.001	<.001	1.05	<.001	1.73	.198	0.42
CBCL DSM-Oriented scales											
Oppositional defiant*	58.7 (11.7)	53.8 (10.6)	48.7 (9.7)	16.53	<.001	.303	0.44	.002	0.52	<.001	1.02
Anxiety*	56.8 (12.6)	50.8 (10.1)	49.4 (9.6)	11.18	<.001	.054	0.53	.238	0.14	.005	0.75
CBCL Empirically-Based scales											
Anxious/Depressed*	55.3 (11.8)	50.9 (9.0)	49.6 (9.8)	12.91	<.001	.062	0.43	.149	0.13	.004	0.57
Withdrawn/Depressed*	51.9 (11.8)	49.3 (7.3)	49.5 (9.9)	6.78	<.001	.963	0.27	.342	0.02	.548	0.24
Somatic Complaints*	53.5 (12.6)	47.0 (5.7)	50.4 (10.2)	6.03	.001	.024	0.70	.004	0.35	.257	0.30
Social Problems	59.5 (16.8)	51.9 (9.8)	49.5 (8.8)	3.55	.030	.092	0.57	.239	0.27	.015	0.27
Thought Problems	57.2 (16.9)	53.0 (13.9)	49.6 (8.7)	2.60	.076						
Attention Problems*	61.6 (11.1)	55.5 (12.3)	48.4 (8.5)	19.05	<.001	.143	0.52	.006	0.79	<.001	1.50
Rule-Breaking Behavior	58.7 (13.5)	51.6 (13.6)	49.0 (9.2)	6.65	.002	.042	0.52	.255	0.26	<.001	1.00
Aggressive Behavior*	60.3 (12.1)	54.2 (11.4)	48.6 (9.5)	28.92	<.001	.112	0.52	.001	0.57	<.001	1.20
Internalizing problems*	54.5 (12.9)	49.3 (8.4)	49.7 (9.6)	14.74	<.001	.069	0.49	.901	0.04	.045	0.48
Externalizing problems*	60.4 (12.1)	53.8 (12.3)	48.6 (9.4)	26.87	<.001	.102	0.54	.003	0.53	<.001	1.22
Total problems *	60.6 (13.3)	53.1 (9.7)	48.8 (9.2)	31.62	<.001	.035	0.66	.001	0.46	<.001	1.22
SDQ Teachers											
Emotional problems*	2.2 (1.8)	2.8 (2.2)	1.2 (1.8)	12.36	<.001	.127	0.31	<.001	0.88	.005	0.55
Conduct problems*	2.0 (1.9)	3.3 (1.9)	0.7 (1.1)	36.50	<.001	<.001	0.70	<.001	2.16	.008	1.08
Hiperactivity-inattention*	5.4 (2.9)	5.6 (3.1)	1.8 (2.1)	37.06	<.001	.450	0.09	<.001	1.70	<.001	1.61
Peer problems*	1.9 (1.5)	2.4 (2.4)	1.0 (1.5)	6.13	.001	.281	0.25	.003	0.83	.009	0.57
Prosocial behavior*	3.2 (2.5)	5.0 (2.3)	1.9 (1.9)	20.91	<.001	.003	0.77	<.001	1.58	.013	0.68
Total difficulties*	11.4 (5.3)	14.1 (5.8)	4.7 (4.5)	41.66	<.001	.012	0.48	<.001	2.03	<.001	1.47
SDQ Parents											

Emotional problems*	1.4 (1.7)	0.8 (1.1)	1.0 (1.4)	3.35	.020	.130	0.42	.590	0.12	.188	0.29
Conduct problems*	1.4 (1.5)	1.1 (1.2)	0.8 (1.1)	16.75	<.001	.589	0.17	.063	0.34	.062	0.54
Hiperactivity-inattention*	4.6 (2.5)	3.6 (2.9)	2.0 (1.9)	23.90	<.001	.362	0.36	.005	0.83	<.001	1.37
Peer problems*	1.8 (1.7)	0.9 (1.7)	0.7 (1.2)	4.13	.007	.138	0.54	.404	0.22	.009	0.95
Prosocial behavior*	2.3 (1.4)	1.6 (1.5)	1.1 (1.3)	6.50	<.001	.108	0.49	.085	0.35	<.001	0.88
Total difficulties*	9.2 (5.2)	6.5 (5.1)	4.4 (3.9)	26.01	<.001	.118	0.53	.016	0.54	<.001	1.22

*: Comparison adjusted for value at age 3; In bold: $p < .05$ values remaining statistically significant after “False discovery rate” correction; g : Hedges’ g effect size.

Class 1: Constant problems, Class 2: school increasers, Class 3: Normative