**Table 1**. Table of weight-adjusted mean scores of exposure, mediator, and outcome variablesa

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Entire sample (n=1173)** |  | **Boys (n=559)** |  | **Girls (n=614)** |
|   | *Mean* | *SD* |  | *Mean* | *SD* |  | *Mean* | *SD* |
| **Exposure** |  |  |  |  |  |  |  |   |
| Maternal depressive symptoms | 1.28 | .91 |  | 1.28 | .87 |  | 1.28 | .94 |
|   |  |  |  |  |  |  |  |   |
| **Outcomes** |  |  |  |  |  |  |  |   |
| Mathematics scores  | 74.36 | 13.54 |  | 74.23 | 13.18 |  | 74.46 | 13.88 |
| Reading scores | 71.88 | 14.36 |  | 68.92\* | 13.68 |  | 74.55\* | 14.58 |
| Writing scores | 73.97 | 12.46 |  | 69.81\* | 11.52 |  | 77.87\* | 12.38 |
|   |  |  |  |  |  |  |  |   |
| **Mediators** |  |  |  |  |  |  |  |   |
| Peer Victimizationb | -.00 | .07 |  | .02\* | .07 |  | -.02\* | .07 |
| Cognitive engagement | 6.84 | 1.25 |   | 6.49\* | 1.26 |   | 7.17\* | 1.18 |
| Behavioral engagement | 8.02 | 1.27 |  | 7.59\* | 1.33 |  | 8.41\* | 1.12 |
| Emotional engagement  | 8.09 | 1.46 |  | 7.82\* | 1.41 |  | 8.33\* | 1.47 |

\*Significant at p≤.05

a Data were compiled from the final master file of the Québec Longitudinal Study of Child Development (1998–2010), ©Gouvernement du Québec (Government of Québec), Institut de la Statistique du Québec (Québec Institute of Statistics)

b Latent variable of peer victimization created using parent, teacher, and child-reported peer victimization from 6-10 years

**Table 2.** Indirect and direct effects (standardized $β$[95% confidence intervals]) of maternal depressive symptoms on children’s academic performance adjusted for covariatesa,b

|  |  |  |  |
| --- | --- | --- | --- |
|  | Boys |  | Girls |
|  | Mathematics |
| Total effect | -.08 [-.25;.09] |  | -.04 [-.17;.09] |
| Direct effect | -.05 [-.20;.10] |  | .08 [-.05;.20] |
| Indirect effect |  |  |  |
|  via Peer victimization | .00 [-.01;.03] |  | -.01 [-.03;.00] |
|  via Cognitive engagement | -.01 [-.05;.01] |  | -.05\* [-.11;-.01] |
|  via Behavioral engagement | -.01 [-.05;.03] |  | -.05\* [-.11;-.01] |
|  via Emotional engagement  | -.00 [-.03;.01] |  | -.00 [-.02;.01] |
|  | Reading |
| Total effect | -.01 [-.18;.17] |  | -.14 [-.28;.01] |
| Direct effect | .02 [-.15;.19] |  | -.03 [-.16;.10] |
| Indirect effect |  |  |  |
|  via Peer victimization | .00 [-.01;.02] |  | -.01 [-.03;.01] |
|  via Cognitive engagement | -.02 [-.06;.01] |  | -.05\* [-.11;-.01] |
|  via Behavioral engagement | -.01 [-.05;.03] |  | -.04\* [-.08;-.00] |
|  via Emotional engagement  | -.00 [-.02;.01] |  | -.01 [-.03;.01] |
|  | Writing |
| Total effect | -.08 [-.19;.04] |  | -.21\* [-.36;-.06] |
| Direct effect | -.07 [-.17;.04] |  | -.10 [-.23;.03] |
| Indirect effect |  |  |  |
|  via Peer victimization | .01 [-.03;.01] |  | -.02 [-.04;.00] |
|  via Cognitive engagement | -.01 [-.04;.01] |  | -.05\* [-.10;-.01] |
|  via Behavioral engagement | -.00 [-.03;.02] |  | -.04\* [-.08;-.00] |
|  via Emotional engagement  | -.00 [-.01;.01] |  | -.01 [-.02;.00] |

\*p$\leq $.05

a SES, mother-child interactions (stimulation and verbalization), family functioning, maternal age, anxiety, antisocial behavior, and verbal IQ, and children’s school readiness, depression and anxiety symptoms, hyperactivity, inattention, physical aggression, and peer victimization

b Data were compiled from the final master file of the Québec Longitudinal Study of Child Development (1998–2010), ©Gouvernement du Québec (Government of Québec), Institut de la Statistique du Québec (Québec Institute of Statistics)