**Online supplement**

**From Bad to Worse? Effects of Multiple Adverse Life Course Transitions on Mental Health**

Table S1. Education moderates impact of adverse transitions? First difference regression of MHI-5 by education.

|  |  |  |
| --- | --- | --- |
|  | base | simultaneous events |
|  | primary/ lower secondary | secondary/vocational | tertiary | primary/ lower secondary | secondary/vocational | tertiary |
|  | b/se | b/se | b/se | b/se | b/se | b/se |
| change score age (std.) | -.004 | -.036 | -.020 | -.004 | -.035 | -.020 |
|  | (.048) | (.034) | (.028) | (.048) | (.034) | (.028) |
| *parenthood transitions* |  |  |  |  |  |  |
| got new child | -.083 | -.094 | -.068 | -.084 | -.096 | -.067 |
|  | (.116) | (.069) | (.052) | (.116) | (.069) | (.052) |
| became parent first time | -.014 | .021 | .017 | -.015 | .022 | .017 |
|  | (.199) | (.100) | (.071) | (.199) | (.099) | (.071) |
| *partnership transitions* |  |  |  |  |  |  |
| entered partnership  | .374\*\* | .115 | .080 | .375\*\* | .121 | .080 |
|  | (.133) | (.075) | (.060) | (.133) | (.075) | (.060) |
| became single | -.262 | -.236\* | -.206\* | -.284 | -.112 | -.193\* |
|  | (.135) | (.095) | (.088) | (.145) | (.098) | (.089) |
| repartnered with new  | **1.048\*\*** | **.086** | **.038** | **1.032\*\*** | **.193** | **.045** |
| partner | (.366) | (.203) | (.184) | (.368) | (.204) | (.184) |
| *parental transitions* |  |  |  |  |  |  |
| one or both parents died | -.082 | -.027 | -.055 | -.093 | .038 | -.046 |
|  | (.072) | (.056) | (.046) | (.076) | (.057) | (.047) |
| *employment transitions* |  |  |  |  |  |  |
| entered unemployment | -.184 | -.099 | -.317\*\*\* | **-.205** | **.078** | **-.290\*\*** |
|  | (.114) | (.093) | (.091) | (.124) | (.101) | (.096) |
| left unemployment | .348\*\* | .012 | .050 | .349\*\* | -.003 | .052 |
|  | (.129) | (.112) | (.103) | (.130) | (.112) | (.103) |
| employment -> inactive | .102 | .062 | .142 | .102 | .064 | .142 |
|  | (.117) | (.093) | (.087) | (.117) | (.093) | (.087) |
| inactive -> employment | .108 | -.011 | -.013 | .107 | -.010 | -.013 |
|  | (.107) | (.068) | (.078) | (.107) | (.068) | (.078) |
| *health transitions* |  |  |  |  |  |  |
| became disabled | -.160 | -.449\*\*\* | -.437\*\*\* | -.187 | -.271\*\* | -.396\*\*\* |
|  | (.123) | (.095) | (.101) | (.138) | (.103) | (.113) |
| regained health | .152 | .399\*\*\* | .250\* | .153 | .399\*\*\* | .252\* |
|  | (.111) | (.104) | (.104) | (.111) | (.104) | (.104) |
|  |  |  |  |  |  |  |
| simultaneous transitions |  |  |  | **.080** | **-.709\*\*\*** | **-.126** |
|  |  |  |  | (.187) | (.158) | (.156) |
|  |  |  |  |  |  |  |
| constant | .077 | .179 | .097 | .080 | .164 | .096 |
|  | (.172) | (.125) | (.102) | (.172) | (.124) | (.102) |
| *N* observations | 1836 | 3067 | 3675 | 1836 | 3067 | 3675 |
| *N* individuals | 1167 | 1707 | 1836 | 1167 | 1707 | 1836 |

\* p<0.05; \*\* p<0.01; \*\*\* p<0.001, two-tailed;

**Bold** coefficients differ across educational groups at the p<0.05 level.

Note that the total individual sample is larger than that of table 3 (4,710 versus 4,192) because we used a time-varying indicator of educational level and so individuals can belong to several educational categories.