

STUDY PURPOSE

To assess the association of residential mobility with flourishing among school-age children.

BACKGROUND

Residential moves during childhood are disruptive and can be stressful.

Depending on family context, the stress may result in adverse developmental consequences, such as learning and memory impairment and behavior problems, rather than flourishing and engaging in school.

Residential mobility in childhood has been shown to have adverse effects on child health but little is known about the impact of childhood residential mobility on positive childhood development.

DATA

2011/2012 National Survey of Children's Health (NSCH)

- Nationally representative
- Cross-sectional telephone survey
- Parent-reported

Limited analyses to children age 6-17, among whom information on flourishing and residential mobility was collected (N=63,333).

MEASURES

Residential Mobility

"How many times has {child} ever moved to a new address?"

- None, 1-2, 3 or more

Flourishing

Children with all five items endorsed as "usually" or "always" within the two domains were classified as flourishing:

Self-regulation/curiosity

- Interest and curiosity in learning new things
- Finishes tasks and follows through with plans
- Stays calm/in control when faced with a challenge

School Engagement

- Doing well in school
- Doing all required homework

Covariates:

- Age (6-11 years, 12-17 years)
- Sex (male, female)
- Race/ethnicity (Hispanic, Non-Hispanic Black, Non-Hispanic White, Non-Hispanic multi-racial/other)
- Family household structure (two-parent (two biological or adoptive parents), two-parent with one step-parent, single-mother (no father present), all other compositions)
- Parental/caregiver education (no college, some college)
- Family poverty (<200% of the FPL and 200%+ FPL)

METHODS

Multivariable models, accounting for weighting and the complex survey design, model the relative risk of mobility on flourishing and the domains of self-regulation/curiosity and school engagement, controlling for covariates.

Tested interactions of mobility with age, sex, and poverty.

Assessed the association of number of moves with the individual items comprising flourishing.

Stata SE v.14 software was used for all analyses.

RESULTS

45% of children were flourishing:

- 48% of children met all 3 criteria for self-regulation/curiosity
- 80% met criteria for school engagement

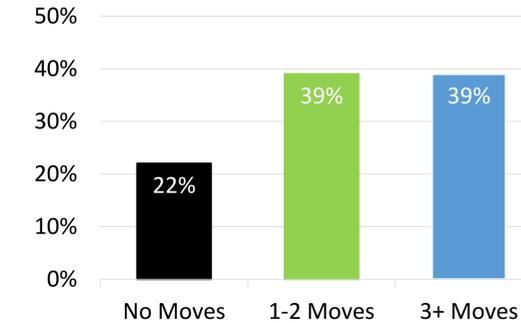
Children with 3+ moves were less likely to:

- Flourish
- Meet all three criteria for self-regulation/curiosity
- Meet both criteria for school engagement

Children with more moves were more likely to:

- Be older (ages 12-17)
- Be Hispanic or Black
- Have a parent with no college education
- Live in a poor household
- Have a two-parent household

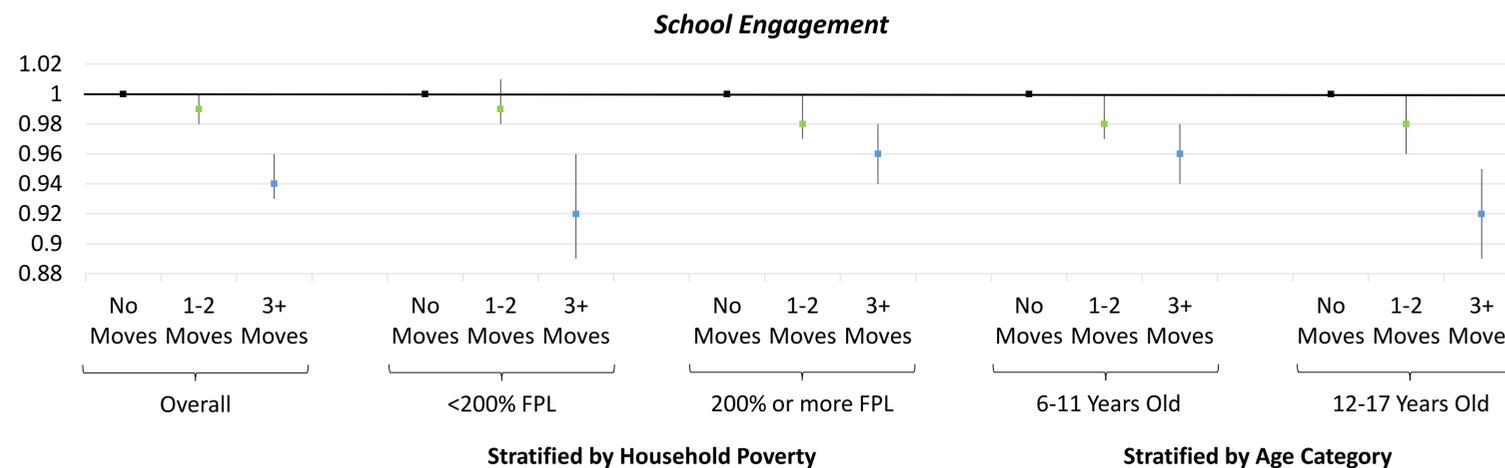
Number of Moves in Child's Lifetime



ADJUSTED RELATIVE RISKS OF OVERALL FLOURISHING, SELF REGULATION/CURIOUSITY, & SCHOOL ENGAGEMENT



ADJUSTED RELATIVE RISK OF SCHOOL ENGAGEMENT STRATIFIED BY POVERTY LEVEL & AGE



*Reference group is 0 moves

‡Adjusted for sex, age, race/ethnicity, parental/caregiver education, family poverty level, and household composition.

DISCUSSION

Having three or more moves in childhood is associated with decreased self-regulation/curiosity and school engagement in US children age 6-17.

There is evidence that the risk of no school engagement associated with moving is strongest for adolescents and those living in poverty.

Overall, residential mobility in childhood is associated with less successful childhood development.

Limitations:

- Assessed number of lifetime moves, but not timing of the moves
- Unable to compare impact of moves in adolescence vs. childhood
- No information on reason for move

Conclusion:

These findings expand previous work to include flourishing and sub-domains of self-regulation/curiosity and school engagement in a recent population-based US sample of school age children.

These findings support place-based policies that reduce residential mobility for low income families and interventions for adolescents with a history of multiple moves that would help them be engaged in school.

ACKNOWLEDGEMENTS

Data obtained from Child and Adolescent Health Measurement Initiative (CAHMI), Data Resource Center of Child and Adolescent Health. www.childhealthdata.org