552 healthy youth were assessed multiple times from 4 months to 14 years of age to assess the relationships between academic achievement at 14 years old and a variety of variables (home environment, temperament, intelligence). Many variables contributed to academic achievement in adolescence (directly, indirectly, or both), including: information processing efficiency in infancy, general mental development in toddlerhood, behavior difficulties in early childhood, intelligence in middle childhood, and maternal education.

**Key Findings:**
- General cognitive ability, as measured by IQ at 8 years old, was the strongest predictor of academic achievement at 14 years.
- Controlling for other variables, children who habituated more efficiently at 4 months and scored higher on a measure of development at 18 months had higher IQs at 8 years and academic achievement at 14 years.
- Behavior difficulties at 3 years of age undermined academic achievement (even after accounting for other variables).
- Maternal education directly and indirectly (through mental development and IQ at 8 years) predicted academic achievement at 14 years.

**Implications for Programs:**
- Programs could offer classes that help military parents manage behavior difficulties in young children.
- Programs could offer informational courses on how to stimulate cognitive development in young children.

**Implications for Policies:**
- Policies could recommend funding for early intervention programs to improve information processing in military children and avert behavioral difficulties.
- Policies could allocate funding to train military family workers in effective means of facilitating cognitive development in young children.

**Avenues for Future Research:**
- Additional research could focus on interventions that help increase cognitive functioning in young children to determine their effectiveness.
- Future studies could follow children longitudinally into adulthood to determine how these variables impact later achievement.
English infants were assessed at 4, 6, 18, and 36 months, as well as at 8 and 14 years of age. Assessments included: 4 months - habituation (total time looking at a stimulus), 6 months - temperament, enriched parenting and home environment, 18 months - development, 36 months - behavior, 8 and 14 years - intelligence and academic achievement. Structural equation modeling was used to test relations among habituation efficiency, child socioemotional functioning, enriched parenting, home environment, maternal education, child cognitive development, and adolescent achievement.

552 full-term healthy, normal birth weight infants (56% boys) participated. Average maternal age at child’s birth = 28.90 (SD=4.81) years. Maternal education completed: 37% secondary school, 26% completed college preparatory school, 14% completed college. No other relevant demographic variables were reported. The sample consisted of all English children with undisclosed race/ethnicity/socioeconomic data; it is unknown how these findings would generalize to a U.S. military population. No outcome variables beyond academic achievement were measured at 14 years; additional indications of adjustment may have been helpful.

Research Design and Sample

- The design of the study (e.g., research plan, sample, recruitment) used to address the research question was... Excellent (★★★★) reporter indicated the research plan.

Research Methods

- The research methods (e.g., measurement, analysis) used to answer the research question were... Excellent (★★★★) reporter indicated the research plan and correctly interpreted the data.

Limitations

- The limitations of this study are... Limited (★★★) reporter did not provide a comprehensive set of limitations.

Implications

- The implications of this research to programs, policies and the field, stated by the authors, are... Limited (★★★) reporter did not provide a comprehensive set of implications.

Overall Quality Rating

Excellent (★★★★)