**Position in hierarchy**

1. Childhood SES reflects the social standing of individuals or groups in the social hierarchy during childhood

13. SES can be defined as a representation of an individual’s rela-tive position in an economic-social-cultural hierarchy tied topower, prestige, and control over resources (Weber, 1922)

15. In human societies, social rank is defined, at least in part, by one’s position in the social class hierarchy (Adler et al., 1994; Kraus, Tan, & Tan- nenbaum, 2013; Marmot et al., 1991). Symbols of social class— expressed in a variety of ways including in one’s manners, tastes, and preferences—communicate the social rank of indi- viduals during everyday interactions (Gillath, Bahns, Ge, & Crandall, 2012; Kraus & Keltner, 2009)... Researchers typically define social class as contrasting levels of material and social resources that individuals possess and measure the construct with indices of annual income, educational attain- ment, and occupation status (Kraus & Stephens, 2012; Oakes & Rossi, 2003)... Social class is more than simply one’s level of available materialresources: Social class environments, defined by varying levels ofmaterial and social resources, socialize and produce unique con-ceptions of the self that are expressed in class-specific behavioralprofiles

20. social class—their po- sition in a social hierarchy as shaped by their material resources (e.g., income) and corresponding subjective perceptions of rank vis-a`-vis others (Adler, Epel, Castellazzo, & Ickovics, 2000; Kraus, Piff, & Keltner, 2011; Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012)."

**A measure/proxy for causal mechanisms**

2. First, it is necessary to understand SES as a sociological construct that encompasses differences in physical and psychosocial aspects of the environment capable of influencing cognitive development (Farah et al., 2006). (pg. 33) As Kirby and Hogan (2008) argue, SES is, at best, a proxy measure that in fact represents a spectrum of factors which may or may not have causal effects on reading skills or prerequisite skills.

3. SES is a well-known environmental measure that predicts significant individual differences in cognitive and language development, and even some measures of brain function, such as hemispheric specialization (see Hackman & Farah, 2009, for review). SES is usually assessed via parental education and income levels, and the measure is thus only a proxy for the relevant causal mechanisms operating on cognitive development.

**Result of inequality**

10. This wealth inequality yields differences in people’s relative social ranks that can be referred to by either social class or socioeconomic status (SES)….People oflow SES have reduced access to material resources such as income,wealth, and educational attainment, whereas people of high SES havea high amount of access to these resources (Côté, 2011).

**Material resources**

8. Social class—people’s relative standing in society based on wealth and/or education

12. SES indicates the tangible financial resources one possesses to buffer the stress.

**Perception of position in hierarchy**

5. Subjective socioeconomic status (SSS) is defined as a person’s subjective perceptions of their rank, relative to others, in the socioeconomic hierarchy (Adler, Epel, Castellazzo, & Ickovics, 2000; Kraus, Piff, & Keltner, 2009, 2011; Singh-Manoux, Adler, & Marmot, 2003).

9. Subjective SES is one’s personal belief about their social standing relative to varying comparison groups, such as their community or country. As Adler, Epel, Castellazzo, and Ickovics (2000) explained, subjective SES is not strongly focused on ma-terial gain, but instead on social comparison, a mechanism that shapes one’s thoughts about outside groups.

**Material resources and perception of position in hierarchy**

6. Social class is a multidimensional construct that encompasses people’s objective resources (i.e., income, education, parental education) as well as their subjective assessments of their standing in society (e.g., subjective rank; Adler, Epel, Castel- lazzo, & Ickovics, 2000; Kraus et al., 2009).

7. Following Côté (2011), we therefore broadly defined social class here as “a dimension of the self that is rooted in objective material resources (income, education, and occupational prestige) and corresponding subjective perceptions of rank vis-a ` vis others” (p. 47).

14. Social class is a social category that is defined by an individual’s access to available material resources (e.g., education, income, social capital) and perceptions of rank in society relative to others (Kraus et al., 2012).

19. Social class is a multifaceted construct that is rooted in both objective features of material wealth and access to resources (income, education; Oakes & Rossi, 2003) as well as in concep- tions of socioeconomic status (SES) rank vis-a`-vis others in soci- ety (subjective SES; Adler et al., 2000). These facets of social class all reflect real, material conditions that shape the lives and iden- tities of upper and lower class individuals. Moreover, social class identity influences an individual’s life circumstances and patterns of construal in ways that are similar to other social identity constructs (e.g., ethnicity, nation of origin).

22. SES is typically defined by the conditions of one’s life, including financial and educational resources, as well as one’s perceived standing (Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012). Rela-tive to those who are higher in SES, those who are lower in SEShave less access to material resources and, as a consequence,have fewer choices and more external constraints placed on their behaviors and decisions

**A system of stratification/hierarchy**

16. One of the most prominent systems of hierarchy is socioeconomic status (SES), through which societies rank individuals based on their access to both symbolic and tangible resources such as wealth, education, and prestige (Durkheim, 1893/1984; Marx, 1977; Weber, 1968)... SES is a system of stratification, in which individuals are ranked based on access to material and social resources (Durkheim, 1893/ 1984; Marx, 1977; Weber, 1968).

17. Social class has been defined as “a term used to refer to a status hierarchy associated with levels and types of economic resources, social valuation, and access to societal control and influence, with no one dimension being sufficient to reliably duplicate social class” (Brown, Fukunaga, Umemoto, & Wicker, 1996, p. 159).

21. Social class is a form of social hierarchy that arises from the amount of material resources an individual possesses (Oakes & Rossi, 2003), and one’s perceived social rank in society relative to others (Kraus, Piff, & Keltner, 2009, 2011).

**Defined by indicators**

4. First, one traditional approach to conceptualizing SES is based on resources; the notion being that an important component of SES is the availability of material resources. A second traditional approach to conceptualizing SES is based on status. In contrast to these objective measures, subjective measures of SES assess perceptions of the family’s current economic situation and may not necessarily align with objective measures (Braveman et al., 2005). SES can be conceptualized as a community-level (rather than household-level) variable (Krieger et al., 1997), representing aggregate measures of the characteristics of a broader district in which a child lives (Diez Roux, 2001) such as the percentage of people living in poverty.

11. People’s objective socioeconomic status (SES) can be characterized by their standing in terms of education, income, and occupation relative to others in their commu- nity.

18. So- cioeconomic status and social class emerge from two distinct theoretical traditions (Wohlfarth, 1997). The former is based on the economics literature and is concerned primarily with single or linear combinations of continuous measures of income, years of education, and/or occupational prestige (e.g., Ganzeboom & Treiman, 1996). Social class emerged out of neo-Durkheimian (e.g., Grusky, 2005) or neo-Marxist theories (e.g., Sørensen, 2000) and hypothesizes qualitatively distinct groups of individuals who are relatively homogenous across a range of intersecting domains (rather than linear combinations of those domains), including income and education but also culture and similarities in access to and constraints on resources (see Goldthorpe, 2007 for a review).

23. class is usually defined by parental educational attainment (at least one parent with a bachelor’s or more advanced degree vs. neither parent with a degree; i.e., Grossmann & Varnum, 2011; Na et al., 2010; Stephens, Markus, & Townsend, 2007) or one’s own educational attainment when nonstudent samples are used (i.e., Kraus, Coˆte´, & Keltner, 2010; Stephens et al., 2007)