Childhood developmental problems, like being bullied or having attention problems, are common and can have severe lifelong consequences. It is therefore of global concern to investigate what makes some children vulnerable to face difficulties and makes other children resilient. A broad range of candidate factors were investigated by using twin and population cohorts. The studies presented in this thesis focused on two important domains in the field of childhood development: bullying in primary school and the influence of parental age at birth on offspring’s development. For the first domain, I investigated the influence of parental age at birth on bullying’s development. For the first domain, I investigated the influence of parental age at birth on offspring’s development. For the second domain, I examined the influence of parental age on children’s social-emotional and cognitive development. Regarding the second domain, I examined the influence of parental age on children’s social-emotional and cognitive development. I employed advanced statistical approaches to four large Dutch cohorts and found that advanced parental age has no negative effect on children’s development. These findings are of great value to research and society.