

WMF Individual subscale items (secondary)

A summary of all the questions asked is provided below:

Mental health and wellbeing

Emotional difficulties (Emotional problems subscale of the Strengths and Difficulties Questionnaire)	<p>I get a lot of headaches, stomach-aches or sickness</p> <p>I worry a lot</p> <p>I am often unhappy, down-hearted or tearful</p> <p>I am nervous in new situations, I easily lose confidence</p> <p>I have many fears, I am easily scared</p>
Behavioural difficulties (Behavioural problems subscale of the Strengths and Difficulties Questionnaire)	<p>I get very angry and often lose my temper</p> <p>I usually do as I'm told</p> <p>I am often accused of lying or cheating</p> <p>I take things that are not mine from home, school or elsewhere</p> <p>I fight a lot, I can make other people do what I want</p>
Difficulties with peers (Peer problems subscale of the Strengths and Difficulties Questionnaire)	<p>I am usually on my own. I generally play alone or keep to myself.</p> <p>I have one good friend or more</p> <p>Other people my age generally like me</p> <p>Other children or young people pick on me or bully me</p> <p>I get on better with adults than with people my own age</p>
Attention difficulties (Hyperactivity/inattention subscale of the Strengths and Difficulties Questionnaire)	<p>I am restless, I cannot stay still for long</p> <p>I am constantly fidgeting or squirming</p> <p>I am easily distracted, I find it difficult to concentrate</p> <p>I think before I do things</p> <p>I finish the work I'm doing. My attention is good.</p>
Positive wellbeing (Short Warwick Edinburgh Mental Wellbeing Scale)	<p>I've been feeling optimistic about the future</p> <p>I've been feeling useful</p> <p>I've been feeling relaxed</p> <p>I've been dealing with problems well</p> <p>I've been thinking clearly</p> <p>I've been feeling close to other people</p> <p>I've been able to make up my own mind about things</p>

Emotional strengths and skills

Managing emotions
(Self-regulation; Trait Emotional
Intelligence Questionnaire –
Adolescent short form)

I find it hard to control my feelings

I change my mind often

I'm able to deal with stress

I can control my anger when I want to

Sometimes, I get involved in things later I wish I could get out of

Problem solving
(Student Resilience Survey)

I try to control my thoughts and not worry too much about things

When I need help, I find someone to talk to

I know where to go for help when I have a problem

Coping with stress
(Perceived Stress Scale)

I try to work out problems by talking about them

In the last month, how often have you felt that you were unable to control the important things in your life?

In the last month, how often have you felt confident about your ability to handle your personal problems?

In the last month, how often have you felt that things were going your way?

In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Goal setting
(Student Resilience Survey)

I have goals and plans for the future

Empathy
(Student Resilience Survey)

I think I will be successful when I grow up

I feel bad when someone gets their feelings hurt

Helping others
(Pro-social behaviour subscale of
the Strengths and Difficulties
Questionnaire)

I try to understand what other people feel

I try to be nice to other people, I care about their feelings

I usually share with others (food, games, pens etc.)

I am helpful if someone is hurt, upset or feeling ill

I am kind to younger children

I often volunteer to help others (parents, teachers, children)

Support networks

Family support (Student Resilience Survey)	At home, there is an adult who is interested in my school work
	At home, there is an adult who believes that I will be a success
	At home, there is an adult who wants me to do my best
	At home, there is an adult who listens to me when I have something to say
Community support (Student Resilience Survey)	Away from school, there is an adult who really cares about me
	Away from school, there is an adult who tells me when I do a good job
	Away from school, there is an adult who believes that I will be a success
	Away from school, there is an adult who I trust
School support (Student Resilience Survey)	At school, there is an adult who really cares about me
	At school, there is an adult who tells me when I do a good job
	At school, there is an adult who listens to me when I have something to say
	At school, there is an adult who believes that I will be a success
Peer support (Student Resilience Survey)	Are there students at your school who would...
	...Choose you on their team at school
	...Tell you you're good at doing things
	...Explain the rules of a game if you didn't understand them
	...Invite you to their home
	...Share things with you
	...Help you if you hurt yourself
	...Miss you if you weren't at school
	...Make you feel better if something is bothering you
	...Pick you for a partner
	...Help you if other students are being mean to you
	...Tell you you're their friend
	...Ask you to join in when you are all alone
...Tell you secrets	
Participation in community (Student Resilience Survey)	Away from school I am a member of a club, sports team, church group, or other group
	Away from school I take lessons in music, art, sports, or have a hobby
Participation in home and school (Student Resilience Survey)	I do things at home that make a difference (i.e., make things better)
	I help my family make decisions
	At school, I help decide things like class activities or rules
	I do things at my school that make a difference (i.e. make things better)