# APPENDIX

**Table 1**

*Scoring Criteria for Adverse Childhood Experiences*

|  |  |
| --- | --- |
| Adverse Childhood Experience | Scoring Procedure |
| Parental separation | In a question asking for parental marital status, answers “divorced” and “legally separated” were coded as 1, and “1st marriage,” “remarried,” “2nd or later married,” “single,” “widowed,” and “never married” were coded as 0. |
| Parental mental illness | The Kessler-6 scale was used to assess the mental health of the cohort member’s parents. The Kessler-6 scale was chosen as a measurement tool over anxiety and depression diagnoses due to diagnosis often requiring mental health literacy and overcoming stigma to seek treatment (Henderson et al., 2013). The Kessler-6 scale measures psychological distress and is a validated screening tool for mental illness (Kessler et al., 2002). Respondents were asked six questions: how often they felt nervous, depressed, hopeless, restless or fidgety, that everything is an effort, and worthless in the last 30 days. The response scale ranged from 1 (“all the time”) to 5 (“none of the time”). Items were reversed and rescaled to a scale ranging from 0 to 4 for analysis, so that higher scores indicated greater levels of psychological distress. Respondents with summed scores of 13 or greater were coded as 1, a positive case of psychological distress according to validated cutoffs (Kessler et al., 2002). Those with scores less than 13 were coded as 0. |
| Parental alcohol misuse | Respondents were asked how frequently they consume alcohol. Answers “every day” and “5-6 times per week” were coded as 1, and “3-4 per week,” “1-2 per week,” “1-2 per month,” and “never” were coded as 0. |
| Domestic violence | Respondents were asked if their partner ever used force in a relationship. Responses of “yes” and “don’t want to answer” were coded as 1, and “no” was coded as 0. |
| Parental drug use | Respondents were asked about recreational drug use in the past year. “Regularly” was coded as 1, and “occasionally,” “cannot define,” and “never” were coded as 0. |
| Physical punishment | Parents were asked how often they smack their child when naughty. “Once or a week or more” and “daily” were coded as 1, and “once a month,” “rarely,” and “never” were coded as 0. |
| Verbal maltreatment | Respondents were asked how often they shout at their child when they are naughty. “Once or a week or more” and “daily” were coded as 1, and “once a month,” “rarely,” and “never” were coded as 0. |

**Table 2**

*Raw Score to Metric Score Conversion Table for SWEMWBS*

|  |  |
| --- | --- |
| Raw Score | Metric Score |
| 7 | 7.00 |
| 8 | 9.51 |
| 9 | 11.25 |
| 10 | 12.40 |
| 11 | 13.33 |
| 12 | 14.08 |
| 13 | 14.75 |
| 14 | 15.32 |
| 15 | 15.84 |
| 16 | 16.36 |
| 17 | 16.88 |
| 18 | 17.43 |
| 19 | 17.98 |
| 20 | 18.59 |
| 21 | 19.25 |
| 22 | 19.98 |
| 23 | 20.73 |
| 24 | 21.54 |
| 25 | 22.35 |
| 26 | 23.21 |
| 27 | 24.11 |
| 28 | 25.03 |
| 29 | 26.02 |
| 30 | 27.03 |
| 31 | 28.13 |
| 32 | 29.31 |
| 33 | 30.70 |
| 34 | 32.55 |
| 35 | 35.00 |

*Note*. Originally published by Stewart-Brown et al. (2013).

**Figure 1**

*Path Diagram of Main Effects Model with Observed Indicators and Covariances*

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Note. The path diagram shows associations between predictors of childhood adversity and school connectedness at ages 11 and 14 and adolescent mental health outcomes (externalizing problems, internalizing problems, and positive mental health). Racial and ethnic minority status, poverty, and sex were included as covariates but are not depicted in the figure for readability. Rectangles represent observed variables, and ovals represent latent variables.

\*Solid lines indicate significance at p < .05. Dashed lines represent non-significant relationships at p > .05. Coefficients of significant relationships are listed with the following significance levels: \**p*<0.05, \*\**p* < 0.01, \*\*\**p* < 0.001

**Figure 2**

*Path Diagram of the Moderation Model with Observed Indicators and Covariances*

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Note. The path diagram shows associations between the predictors of childhood adversity and school connectedness at ages 11 and 14 and adolescent mental health outcomes (externalizing problems, internalizing problems, and positive mental health). The interaction between age 11 school connectedness and childhood adversity is represented by the black circle. Racial/ethnic minority status, poverty, and sex were included as covariates but are not depicted in the figure for readability. Rectangles represent observed variables, and ovals represent latent variables.

\*Solid lines indicate significance at p < .05. Dashed lines represent non-significant relationships at p > .05. Coefficients of significant relationships are listed with the following significance levels: \**p*<0.05, \*\**p* < 0.01, \*\*\**p* < 0.001

**References**

Henderson, C., Evans-Lacko, S., & Thornicroft, G. (2013). Mental illness stigma, help seeking, and public health programs. *American journal of public health*, *103*(5), 777-780.

Kessler, R. C., Andrews, G., Colpe, L. J., Hiripi, E., Mroczek, D.K., Normand, S. L., Walters, E. E., & Zaslavsky, A. M. (2002). Short screening scales to monitor population prevalences and trends in non-specific psychological distress. *Psychological medicine*, *32*(6), 959-976. <https://doi.org/10.1017/s0033291702006074>