Appendix 1
Description of Variables

Global Life Satisfaction: overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.

Items used (based on a 1 = strongly disagree, to 6 = strongly agree scale):
        -I have a good life
        -My life is just right
        -My life is better than most kids
        -I have what I want in life
        -My life is going well
        -I would like to change many things in my life (reverse scored)
        -I wish I had a different kind of life (reverse scored)
Items are scored and averaged, so that higher mean scores indicate higher levels of life satisfaction. Mean scores range between 1 and 6.

Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.

Items used (based on a 1 = strongly disagree, to 6 = strongly agree scale):
        -My teachers treat me with respect
        -I enjoy my school experiences
        -I am encouraged by my teachers to do my best
        -In the past week I was recognized by my teachers for doing my schoolwork
        -My school focuses on me as a person not just my school performance
Items are scored and averaged, so that higher mean scores indicate higher levels of positive school experiences. Mean scores range between 1 and 6.

Social Ostracism Scale: Items reflect the degree of perceived social isolation. The scale measures two forms of isolation/ostracism: ignoring (paying no attention to the student) or excluding (acknowledging the student but choosing not to interact with them).

Items used (based on a 1 = never, to 5 = always scale):
        -treat me as if I am invisible
        -look through me as if I do not exist
        -have ignored my greetings when walking by one another
        -ignore me during conversation
        -ignore me
        -hang out with me at my home
        -invite me to join their club or organization or association
        -include me in their plans for the holidays
        -make an effort to get my attention
        -invite me to go out to eat with them
        -invite me to join them for weekend activities or hobbies or events
Items are recoded and scored so that higher scores indicate higher levels of perceived ostracism. Scores can range from 0 (fully connected) to 55 (highly ostracized).

Peer Bullying Scale: Students are first presented with a definition of bullying so that they understand what/what does not meet criteria. (the wording has been framed so that students as young as grade 3 can understand). The student is then asked if they have been victimized, or have victimized others during the

current school year. Those who do not endorse this question will have a "not endorsed" label placed in their table.

For those who endorse the item, they are then asked of the type, and how often each type occurs. The items are rated as 1 = never, 2 = less than 1 time per month, 3 = 1-2 times per month, 4 = 1-2 times per month, and 5 = almost every day. The items are phrased "as during this school year, how often do peers":
    ...tease or make fun of you?
    ...bully or pick on you?
    ...hit or push you?
    ...gossip or say mean things about you?
    ...hurt your feelings by excluding you?
    ...call you names that hurt your feelings?
    ...make fun of the way you look?
    ...punch or kick you?
    ...gossip or say mean things when you are not around?
The number of items and their frequency of endorsement are summed, and higher scores denote higher levels of severity. Scores can range from 2 (one time endorsed as being less than 1 time per month) to 45 (all items endorsed as almost every day).

Children's Hope Scale: Assesses goal-directed thinking in which the student has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking).

Items used (based on a 1 = none of the time, to 6 = all of the time):
    -I think I am doing pretty well
    -I can think of many ways to get things in life that are most important to me
    -I am doing just as well as other kids my age
    -When I have a problem I can come up with lots of ways to solve it
    -I think things I have done in the past will help me in the future
    -Even when others want to quit I know that I can find ways to solve the problem
Items are scored so that higher scores indicate higher levels of overall hope. Scores can range from 6 (very low hope) to 36 (very high levels of hope).

Appendix 2
Some Suggestions for Improving Risk and Resiliency Variables

Life Satisfaction
- Have your child pursue a hobby or activity that they can call their own. This would be a new activity entirely of the child's choosing.
- For every self- or other-criticism leveled by your child, they are to generate three positive thoughts about the person or situation (3:1 positive/criticism ratio)
- Regular exercise. Research shows that at least 45 minutes of cardiovascular activity per day enhances health and life satisfaction
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are group focused and directed to a specific goal (e.g., completing a project, learning a new skill, etc.). Specific examples would be Boys/Girl Scouts, martial arts, community arts activities, or events sponsored by your local library/churches.

Positive School Experiences
- Model desired behaviors and commitment/value toward learning and working hard in their daily lives. Student success at school is enhanced when parent(s) are actively involved in school-related activities (e.g., PTA), maintain continued contact with teachers (through e-mail or other means), discuss the importance/value of education to their child, and set long term education goals.
- Help your child find a "school buddy", that is, an adult who your child trusts (whether a teacher or staff member) and that they can check in for 10 minutes prior to school. The buddy would serve as a person your child can go to for guidance, general support, or crisis assistance.
- Monitor your child's TV and internet use
- Encourage active learning; reward your child for asking and answering questions, solving problems and exploring interests.

Possible Peer Bullying (from www.Stopbullying.gov)
- Opening lines of communication before your child is involved in bullying makes it easier for them to tell you when something happens. It is also important to actively work with your child's school to help prevent bullying before it starts, and to inform them of actual bullying events.
- If you know or suspect bullying has occurred, learn how to find out what has happened with your child.
    - Keep all the involved children separate.
    - Get the story from several sources, both adults and kids.
    - Listen without blaming.
    - Don't call the act "bullying" while you are trying to understand what happened.
- Understanding what has happened can also help in communicating with school or community officials about the situation.
- Cyberbullying (i.e., electronic bullying) often requires different strategies than in-person bullying. Learn how to work with your kids to prevent cyberbullying and how to respond when it occurs.
    - Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
    - Tell your child that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behavior, but do not rely solely on these tools.
    - Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Encourage your child to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or cell phones if they confide in you about a problem they are having.
- Don't respond to and don't forward cyberbullying messages.
- Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to web and cell phone service providers.
- Block the person who is cyberbullying.
- Report the incidence to the online service provider or law enforcement, if necessary

Social Isolation/Ostracism
- Work with your teacher to assign peer advocates, a peer mentor, or a buddy who is responsible for interacting with and helping the student in classroom activities and social situations.
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are group focused and directed to a specific goal (e.g., completing a project, learning a new skill, etc.). Specific examples would be Boys/Girl Scouts, martial arts, community arts activities, or events sponsored by your local library/churches.
- Limit TV or other "screen" time.
- Encourage your child to express their feelings. You can do this by asking questions and providing motivation. It helps to be familiar with children's interests so you can discuss topics that are important to them.

Hope
- Help your child establish meaningful and attainable goals. For example, rather than "get good grades", help them to design specific steps that lead to this ultimate goal. Make sure the goal is age appropriate and fits with your child's life experiences.
- Create incentives that can be given whenever they achieve one of the steps to the larger goal.
- Help your child mentally research scripts for what he/she would do should they find their way blocked.
- Teach your child to learn to talk to themselves in positive voice (e.g., I can do this!), rather than a negative voice (I can't do this!).
- Help your child remember when they successfully achieved a goal, particularly when they are in a jam.
- Model and teach your child humor, especially if they encounter impediments along the way.