

Supplementary Online Materials

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Supplementary Table 3-X. Direction and magnitude of the bivariate associations between each domain assessed within the Middle Childhood Survey (small effects shaded in green; medium in orange; large in red; and non-significant associations in grey).

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Supplementary Table 5-X. Prevalence of the Strengths and Difficulties Questionnaire (SDQ) categories on each subscale for girls and boys, as defined by the traditional 3-level and more recent 4-level solutions.

Supplementary Table 1-X. Distributions of the three responses by girls and boys on the items measuring each domain assessed within the Middle Childhood Survey (MCS).

MCS Domain	Item	Girls			Boys		
		Not True %	Somewhat True %	Certainly True %	Not True %	Somewhat True %	Certainly True %
Social Integration	<i>My school is a place where...</i>						
	... I learn to get along with other people	2.5	24.9	72.5	3.5	28.6	67.9
	... Other students accept me as I am	7.0	31.8	61.1	6.1	33.4	60.5
	... People trust me	3.4	31.3	65.3	4.8	36.7	58.5
	... I am popular with other students	19.2	46.4	34.4	14.9	43.9	41.2
	... I know people think a lot of me	20.4	50.7	29.0	19.8	50.4	29.8
	... I get on well with the other students in my class	3.2	31.9	65.0	3.7	34.6	61.7
	... People can depend on me	4.1	31.7	64.2	6.1	39.4	54.5
... Other students are very friendly	4.8	37.7	57.5	4.8	37.4	57.9	
Prosocial Behaviours	I try to be nice to other people. I care about their feelings	0.8	15.4	83.8	1.8	29.7	68.5
	I usually share with others (e.g., CDs, games, food)	6.1	44.7	49.2	9.8	47.0	43.2
	I am helpful if someone is hurt, upset or feeling ill	1.7	22.8	75.6	3.6	36.6	59.8
	I am kind to younger children	1.7	12.3	86.0	2.5	18.1	79.4
	I often volunteer to help others (parents, teachers, children)	4.0	39.0	56.9	8.0	48.9	43.1
Peer Relationship Problems	I would rather be alone than with people of my age	72.6	20.0	7.4	70.5	21.2	8.3
	I have one good friend or more (R)	1.9	8.1	90.1	2.1	7.1	90.9
	Other people my age generally like me (R)	6.2	41.8	52.0	6.5	42.4	51.1
	Other children or young people pick on me or bully me	65.9	24.7	9.4	67.9	22.7	9.3
	I get along better with adults than with people my own age	54.6	36.1	9.4	51.1	37.3	11.6
Supportive Home Relationships	<i>In my home, there is a parent or another adult ...</i>						
	... who listens to me when I have something to say	4.4	29.3	66.3	4.4	31.2	64.4
	... who I can talk to about my problems	8.0	23.0	69.0	8.5	25.6	65.9
	... who wants me to do my best	1.1	10.2	88.7	2.2	13.7	84.2
... who believes that I will be a success	3.1	18.8	78.1	3.6	21.2	75.2	
Supportive School Relationships	<i>At my school, there is a teacher or another adult...</i>						
	... who really cares about me	5.5	31.8	62.6	8.7	37.0	54.3
	... who listens to me when I have something to say	3.0	20.2	76.8	6.5	34.0	59.6
	... who believes that I will be a success	4.9	28.9	66.2	6.6	35.2	58.3
... who tells me when I've done a good job	3.0	20.2	76.8	4.6	25.7	69.8	

Supportive Community Relationships	<i>In my <u>neighbourhood/community</u> (NOT from your school or family), there is an adult...</i>						
	... who really cares about me	17.6	33.8	48.6	20.3	37.1	42.6
	... who listens to me when I have something to say	20.1	35.9	44.0	21.0	38.4	40.6
	... who believes that I will be a success	20.0	34.4	45.5	20.7	37.4	41.9
	... who tells me when I've done a good job	18.5	29.8	51.7	20.0	31.9	48.0
Empathy	I want to help people who get treated badly	2.4	22.0	75.6	4.6	33.2	62.2
	I often feel worried about people that are not as lucky as me, and feel sorry for them	3.4	30.5	66.1	7.1	38.3	54.6
	I sometimes try to understand my friends better by pretending I am them [†]	39.5	38.9	21.6	41.6	39.2	19.1
	I think people can have different opinions about the same thing	1.3	18.4	80.3	2.9	25.2	71.9
Emotional Symptoms	I get a lot of headaches, stomach-aches or sickness	53.5	34.8	11.6	59.6	31.2	9.2
	I worry a lot	35.3	43.0	21.7	45.4	39.3	15.3
	I am often unhappy, depressed or tearful	71.0	22.3	6.7	74.6	20.0	5.3
	I am nervous in new situations. I easily lose confidence	32.1	45.7	22.1	41.5	43.0	15.5
	I have many fears, I am easily scared	49.4	36.1	14.5	63.4	28.1	8.5
Conduct Problems	I get very angry and often lose my temper	65.7	25.0	9.3	58.7	28.4	12.9
	I usually do as I am told (R)	2.5	38.8	58.7	3.8	48.6	47.7
	I fight a lot. I can make other people do what I want	85.2	12.5	2.3	81.4	15.5	3.1
	I am often accused of lying or cheating	69.7	22.3	8.0	55.6	30.6	13.8
	I take things that are not mine from home, school or elsewhere	90.7	7.7	1.6	86.0	11.4	2.5
Aggression	If I get mad at someone, I might hit them*	75.7	18.5	5.8	55.6	32.2	12.2
	When I am angry, I throw or break things	84.5	11.6	4.0	75.1	17.7	7.2
Attention	I pay close attention when someone asks me to do something*	3.6	43.6	52.8	4.7	49.1	46.2
	It is easy for me to really concentrate on homework problems	16.3	47.8	36.0	20.3	47.0	32.7
	When trying to study, I have difficulty tuning out background noise and concentrating (R)	26.5	45.3	28.3	26.2	45.1	28.6
Inhibitory Control	When I am excited, it's hard for me to wait my turn to speak* (R)	26.6	43.5	29.9	24.7	44.8	30.4
	When someone tells me to stop doing something, it is easy for me to stop ^{††}	8.2	44.7	47.2	10.5	50.5	39.0
	I often say the first thing that comes to mind* (R)	24.6	53.1	22.3	23.9	50.9	25.2
	It's hard for me not to open presents before I'm supposed to (R)	42.6	31.7	25.7	44.5	29.5	26.0
	When I am having a good time I find it hard to go home* (R)	12.5	33.3	54.2	16.6	33.6	49.8
	I often call out answers before the teacher calls my name* (R)	65.3	27.4	7.3	44.5	39.3	16.2
	The more I try to stop myself from doing something I shouldn't, the more likely I am to do it (R)	56.1	33.7	10.2	46.8	39.9	13.3

Hyperactivity / Inattention	I am restless, I cannot stay still for long	35.5	40.7	23.8	30.2	41.6	28.2
	I am constantly fidgeting or squirming	54.7	33.2	12.1	50.7	34.7	14.6
	I am easily distracted, I find it difficult to concentrate	43.7	40.5	15.7	35.3	44.4	20.3
	I think before I do things (R)	5.6	50.1	44.3	9.6	55.2	35.3
	I finish the work I'm doing. My attention is good (R)	4.8	45.3	49.9	6.9	51.0	42.1
Perceptual Sensitivity	I am very aware of noises	10.5	42.8	46.7	11.5	38.8	49.8
	I notice even little changes taking place around me, like lights getting brighter in a room	13.5	40.0	46.5	14.9	38.8	46.3
	I tend to notice little changes that other people do not notice	12.5	49.9	37.6	13.6	48.6	37.9
	I can tell if another person is angry by their expression	2.4	27.0	70.6	3.3	29.3	67.3
Psychotic-Like Experiences	<i>Have you ever...</i>						
	... believed that other people could read your thoughts?*	49.4	37.2	13.4	59.0	29.9	11.1
	... believed that you were being sent special messages through the television?	70.8	21.3	7.9	68.3	22.7	9.0
	... thought that you were being followed or spied upon?	39.7	34.9	25.4	46.3	33.5	20.2
	... heard voices that other people could not hear?	41.9	30.8	27.3	43.8	30.2	26.0
	... felt that you were under the control of some special power?	70.6	19.3	10.1	70.3	19.4	10.3
	... known what another person was thinking even though that person wasn't speaking?	39.3	39.7	21.0	44.8	36.9	18.3
	... felt as though your body had been changed in some way that you could not understand?	56.0	30.0	14.0	54.3	31.5	14.2
	... felt that you had special powers that other people don't have?*	63.4	22.4	14.2	60.7	24.4	15.0
... seen something or someone that other people could not see?	47.9	27.8	24.3	48.1	27.8	24.1	
Agreeableness	I am friendly to others in my school*	0.5	17.6	81.9	0.8	27.3	71.9
	I forgive others when they do something wrong*	2.2	35.4	62.5	4.3	41.2	54.5
	I am kind even to people I don't like*	7.0	44.4	48.6	13.7	54.8	31.4
	I think other people are good and honest	4.7	56.2	39.1	5.2	55.2	39.6
	I like to let other people use my things*	7.0	48.4	44.6	8.4	50.9	40.7
Conscientiousness	I check my work to make sure it is right*	5.4	44.7	50.0	9.9	51.8	38.3
	I like to be on time*	3.9	28.2	67.8	5.5	29.8	64.7
	I keep my room neat and tidy*	14.0	49.3	36.7	19.5	48.9	31.6
	I like to keep my things in order*	9.0	38.5	52.5	13.9	42.8	43.2
	I am messy* (R)	51.7	38.3	10.0	47.5	39.6	12.9

Neuroticism	I get nervous about many things*	20.7	53.9	25.3	27.2	53.5	19.4
	I have bad moods*	24.7	51.2	24.1	23.4	51.0	25.6
	I get angry easily*	53.6	33.7	12.7	49.6	34.4	15.9
	I get upset easily*	49.9	37.1	13.0	59.1	31.2	9.6
	I cry a lot*	69.6	23.7	6.7	81.0	15.9	3.2
Extraversion	I am happy and active*	0.8	24.7	74.5	1.3	25.7	73.0
	I like to be with other people*	1.9	20.0	78.2	2.1	21.7	76.2
	I like to talk with others	1.4	18.5	80.1	1.8	20.6	77.6
	I make friends easily*	8.9	39.1	52.1	8.1	37.0	54.9
	I am a shy person* (R)	42.2	42.0	15.8	52.0	36.1	11.9
Intellect/Openness	I easily learn my school work*	3.6	50.3	46.1	4.8	51.9	43.3
	I know many things	3.1	50.6	46.3	3.5	41.9	54.6
	I know the answers to questions my teacher asks*	2.8	73.8	23.4	3.7	69.1	27.2
	I understand my school work*	2.4	47.0	50.6	3.1	43.8	53.1
	I like learning new things	2.7	26.6	70.7	3.6	26.1	70.3
Self-esteem	There are lots of things I can do well	2.4	35.5	62.1	2.2	28.8	69.0
	I like myself	6.9	30.9	62.2	5.0	26.1	68.8
	I am a nice person	1.0	25.8	73.2	1.7	33.3	65.0
Daytime Sleepiness	I fall asleep or get drowsy during class*	62.3	29.4	8.3	56.7	31.5	11.8
	I am tired and grumpy during the day*	67.4	27.7	4.9	64.2	29.5	6.3
	I am usually alert most of the day* (R)	9.0	46.9	44.1	9.2	43.8	47.0
Connection to Nature	When I feel sad, I like to go outside and enjoy nature	17.1	42.1	40.7	22.4	41.6	36.0
	Being in nature makes me feel peaceful*	7.7	36.0	56.3	12.4	40.2	47.4
	I feel strongly connected with nature*	19.4	45.1	35.5	23.6	45.0	31.4

Note: (R) denotes an item that was subsequently reversed in the computation of domain scores; *denotes item with minor wording change from original scale; †denotes item removed from the modified Empathy scale (3 items) and ††reassigned from the modified Inhibitory Control (6 items) to the modified Attention scale (4 items).

Supplementary Table 2-X. Descriptive statistics for girls and boys (number providing complete data on the subscale, means, standard deviations, minima and maxima), eta squared estimates of the effect size of sex differences, internal consistency coefficients (ordinal α), and scores corresponding to a range of percentiles in the sample distribution for each domain assessed within the Middle Childhood Survey (MCS).

MCS Domain (number of items in subscale)		Sample (n)	Mean	SD	Minima	Maxima	η^2	Ordinal α	Scores corresponding to percentiles:				
									10th	25th	50th	75th	90th
Social Integration (8 items)	Girls:	13 355	11.84	3.31	0	16	<0.01	.90	7	10	13	14	16
	Boys:	13 498	11.68	3.45	0	16		.91	7	9	12	15	16
Prosocial Behaviour (5 items)	Girls:	13 622	8.37	1.55	0	10	0.04	.77	6	8 [#]	9	10	10
	Boys:	13 852	7.68	1.82	0	10		.77	5	7 [#]	8	9	10
Peer Relationship Problems (5 items)	Girls:	13 622	1.99	1.79	0	10	<0.01	.71	0	1	2	3 [#]	4
	Boys:	13 852	2.06	1.77	0	10		.68	0	1	2	3 [#]	4
Supportive Home Relationships (4 items)	Girls:	13 380	6.86	1.58	0	8	<0.01	.87	4	6	8	8	8
	Boys:	13 542	6.71	1.69	0	8		.88	4	6	7	8	8
Supportive School Relationships (4 items)	Girls:	13 374	6.52	1.83	0	8	<0.01	.91	4	5	7	8	8
	Boys:	13 541	6.16	1.98	0	8		.90	4	5	7	8	8
Supportive Community Relationships (4 items)	Girls:	13 370	5.14	2.76	0	8	<0.01	.96	0	4	6	8	8
	Boys:	13 539	4.91	2.74	0	8		.96	0	4	5	8	8
Empathy (4 items)	Girls:	13 466	5.97	1.38	0	8	0.02	.58	4	5	6	7	8
	Boys:	13 642	5.52	1.54	0	8		.59	4	4	6	7	7
Empathy (3 items)*	Girls:	13 466	5.15	1.07	0	6	0.03	.68	4	5	6	6	6
	Boys:	13 642	4.74	1.28	0	6		.70	3	4	5	6	6
Emotional Symptoms (5 items)	Girls:	13 621	3.35	2.39	0	10	0.02	.80	0	1	3	5 [#]	7
	Boys:	13 852	2.69	2.18	0	10		.77	0	1	2	4 [#]	6
Conduct Problems (5 items)	Girls:	13 622	1.54	1.68	0	10	0.02	.80	0	0	1	2 [#]	4
	Boys:	13 852	2.07	1.87	0	10		.79	0	1	2	3 [#]	5
Aggression (2 items)	Girls:	13 621	0.50	0.91	0	4	0.04	.81	0	0	0	1	2
	Boys:	13 851	0.89	1.13	0	4		.80	0	0	0	1	3
Attention (3 items)	Girls:	13 469	3.67	1.43	0	6	<0.01	.60	2	3	4	5	6
	Boys:	13 651	3.51	1.41	0	6		.54	2	3	3	4	5
Attention (4 items)*	Girls:	13 469	5.06	1.77	0	8	<0.01	.69	3	4	5	6	7
	Boys:	13 651	4.80	1.77	0	8		.65	3	4	5	6	7
Inhibitory Control (7 items)	Girls:	13 469	8.17	2.88	0	14	<0.01	.76	4	6	8	10	12
	Boys:	13 658	7.69	2.98	0	14		.75	4	6	8	10	12
Inhibitory Control (6 items)*	Girls:	13 469	6.78	2.61	0	12	<0.01	.75	3	5	7	9	10
	Boys:	13 658	6.40	2.74	0	12		.75	3	4	6	8	10
Hyperactivity-Inattention (5 items)	Girls:	13 621	3.34	2.34	0	10	0.01	.77	0	1	3	5 [#]	7
	Boys:	13 851	3.86	2.37	0	10		.76	1	2	4	6 [#]	7

Total Difficulties (20 items)	Girls:	13 621	10.22	6.13	0	40	<0.01	.89	3	6	9	14 [#]	19
	Boys:	13 851	10.68	6.01	0	40		.87	3	6	10	15 [#]	19
Perceptual Sensitivity (4 items)	Girls:	13 475	5.63	1.74	0	8	<0.01	.70	3	4	6	7	8
	Boys:	13 663	5.58	1.80	0	8		.71	3	4	6	7	8
Psychotic-like experiences (9 items)	Girls:	13 404	5.79	4.43	0	18	<0.01	.90	0	2	5	9	12
	Boys:	13 572	5.53	4.49	0	18		.91	0	2	5	9	12
Extraversion (5 items)	Girls:	13 600	7.98	1.77	0	10	<0.01	.78	5	7	8	9	10
	Boys:	13 819	8.09	1.75	0	10		.75	6	7	8	9	10
Neuroticism (5 items)	Girls:	13 720	3.63	2.37	0	10	<0.01	.82	1	2	3	5	7
	Boys:	14 013	3.33	2.18	0	10		.78	1	2	3	5	6
Conscientiousness (5 items)	Girls:	13 601	7.16	2.13	0	10	0.01	.78	4	6	7	9	10
	Boys:	13 820	6.64	2.23	0	10		.77	4	5	7	8	9
Agreeableness (5 items)	Girls:	13 598	7.56	1.78	0	10	0.02	.77	5	6	8	9	10
	Boys:	13 817	7.06	1.90	0	10		.76	5	6	7	9	10
Intellect/Openness (5 items)	Girls:	13 598	7.23	1.88	0	10	<0.01	.85	5	6	7	9	10
	Boys:	13 817	7.30	1.94	0	10		.84	5	6	7	9	10
Self-esteem (3 items)	Girls:	13 487	4.87	1.21	0	6	<0.01	.72	3	4	5	6	6
	Boys:	13 682	4.94	1.17	0	6		.70	3	4	5	6	6
Daytime Sleepiness (3 items)	Girls:	13 464	1.49	1.35	0	6	<0.01	.67	0	0	1	2	3
	Boys:	13 640	1.59	1.40	0	6		.63	0	0	1	3	4
Connection to Nature (3 items)	Girls:	13 463	3.88	1.76	0	6	<0.01	.88	1	3	4	6	6
	Boys:	13 638	3.56	1.84	0	6		.87	1	2	4	5	6

Note: * Indicates the revised version of the scale with modified number of items (see Footnote 1); [#] For the Strengths and Difficulties Questionnaire subscales, scores corresponding to the 80th percentile (i.e., equating to the cut-off describing a “Borderline” rating) were, for girls and boys respectively: Emotional Symptoms = 5 and 4; Peer Relationship Problems = 3 and 3; Conduct Problems = 3 and 4; Hyperactivity-Inattention = 5 and 6; Prosocial Behaviour (20th percentile) = 7 and 6; and Total Difficulties = 15 and 16.

Supplementary Table 3-X. Direction and magnitude of the bivariate associations between each domain assessed within the Middle Childhood Survey (small effects shaded in green; medium in orange; large in red; and non-significant associations in grey).

	SI	PB	PRP	SHR	SSR	SCR	Em3	ES	CP	Agg	At4	IC6	HI	TD	PS	PLE	Ex	N	C	Agr	IO	SS	DS	CN
SI	1	.40	-.52	.44	.49	.36	.30	-.31	-.36	-.25	.38	.06	-.32	-.50	.09	-.10	.56	-.31	.29	.49	.35	.54	-.35	.20
PB	.40	1	-.19	.33	.34	.25	.50	-.04	-.36	-.29	.36	.08	-.30	-.29	.22	.02	.35	-.12	.36	.59	.33	.39	-.29	.30
PRP	-.52	-.19	1	-.28	-.23	-.15	-.15	.42	.38	.28	-.24	-.14	.25	.66	.05	.24	-.49	.38	-.12	-.28	-.22	-.36	.31	.01 [‡]
SHR	.44	.33	-.28	1	.47	.31	.32	-.20	-.32	-.25	.31	.10	-.28	-.36	.10	-.10	.31	-.19	.25	.34	.33	.40	-.31	.17
SSR	.49	.34	-.23	.47	1	.38	.29	-.13	-.26	-.18	.29	.06	-.25	-.29	.08	-.05	.27	-.13	.24	.36	.28	.37	-.26	.19
SCR	.36	.25	-.15	.31	.38	1	.17	-.13	-.14	-.09	.20	-.01 [*]	-.15	-.19	.05	.00 [‡]	.27	-.12	.19	.26	.16	.28	-.15	.20
Em3	.30	.50	-.15	.32	.29	.17	1	.01 [*]	-.27	-.23	.27	.04	-.21	-.20	.28	.07	.21	-.05	.24	.42	.27	.28	-.24	.30
ES	-.31	-.04	.42	-.20	-.13	-.13	.01 [*]	1	.37	.27	-.29	-.23	.35	.75	.14	.32	-.43	.63	-.11	-.14	-.24	-.31	.36	.04
CP	-.36	-.36	.38	-.32	-.26	-.14	-.27	.37	1	.64	-.49	-.42	.55	.76	.03	.28	-.26	.52	-.36	-.45	-.33	-.36	.47	-.10
Agg	-.25	-.29	.28	-.25	-.18	-.09	-.23	.27	.64	1	-.37	-.36	.42	.54	.02	.24	-.20	.40	-.26	-.37	-.24	-.25	.39	-.06
At4	.38	.36	-.24	.31	.29	.20	.27	-.29	-.49	-.37	1	.39	-.62	-.57	.08	-.19	.27	-.34	.47	.45	.47	.39	-.46	.18
IC6	.06	.08	-.14	.10	.06	-.01 [*]	.04	-.23	-.42	-.36	.39	1	-.47	-.44	-.16	-.33	-.02	-.30	.21	.17	.15	.07	-.33	-.04
HI	-.32	-.30	.25	-.28	-.25	-.15	-.21	.35	.55	.42	-.62	-.47	1	.76	-.00 [‡]	.24	-.21	.41	-.47	-.36	-.45	-.34	.47	-.10
TD	-.50	-.29	.66	-.36	-.29	-.19	-.20	.75	.76	.54	-.57	-.44	.76	1	.07	.37	-.46	.66	-.37	-.41	-.43	-.46	.55	-.05
PS	.09	.22	.05	.10	.08	.05	.28	.14	.03	.02	.08	-.16	.00 [‡]	.07	1	.28	.06	.10	.14	.13	.20	.13	-.08	.21
PLE	-.10	.02	.24	-.10	-.05	.00 [‡]	.07	.32	.28	.24	-.19	-.33	.24	.37	.28	1	-.12	.28	-.07	-.07	-.06	-.09	.24	.18
Ex	.56	.35	-.49	.31	.27	.27	.21	-.43	-.26	-.20	.27	-.02	-.21	-.46	.06	-.12	1	-.35	.20	.36	.29	.47	-.31	.14
N	-.31	-.12	.38	-.19	-.13	-.12	-.05	.63	.52	.40	-.34	-.30	.41	.66	.10	.28	-.35	1	-.19	-.24	-.22	-.30	.38	-.02
C	.29	.36	-.12	.25	.24	.19	.24	-.11	-.36	-.26	.47	.21	-.47	-.37	.14	-.07	.20	-.19	1	.36	.37	.32	-.35	.22
Agr	.49	.59	-.28	.34	.36	.26	.42	-.14	-.45	-.37	.45	.17	-.36	-.41	.13	-.07	.36	-.24	.36	1	.32	.43	-.34	.28
IO	.35	.33	-.22	.33	.28	.16	.27	-.24	-.33	-.24	.47	.15	-.45	-.43	.20	-.06	.29	-.22	.37	.32	1	.42	-.39	.14
SS	.54	.39	-.36	.40	.37	.28	.28	-.31	-.36	-.25	.39	.07	-.34	-.46	.13	-.09	.47	-.30	.32	.43	.42	1	-.36	.20
DS	-.35	-.29	.31	-.31	-.26	-.15	-.24	.36	.47	.39	-.46	-.33	.47	.55	-.08	.24	-.31	.38	-.35	-.34	-.39	-.36	1	-.13
CN	.20	.30	.01 [‡]	.17	.19	.20	.30	.04	-.10	-.06	.18	-.04	-.10	-.05	.21	.18	.14	-.02	.22	.28	.14	.20	-.13	1

Note: All correlations significant at the $p < 0.01$ level (2-tailed), except where indicated by * ($p < 0.05$, 2-tailed) or by [‡] (non-significant); Pearson's $r = 0.1$ designates small effects, $r = 0.3$ medium effects, and $r = 0.5$ large effects (as per Cohen, 1992); **SI**=Social Integration, **PB**=Prosocial Behaviour, **PRP**=Peer Relationship Problems, **SHR/SSR/SCR**=Supportive Home/School/Community Relationships, **Em3**=Empathy (3-item revised scale), **ES**=Emotional Symptoms, **CP**=Conduct Problems, **Agg**=Aggression, **At4**=Attention (4-item revised scale), **IC6**=Inhibitory Control (6-item revised scale), **HI**=Hyperactivity-Inattention, **TD**=Total Difficulties, **PS**=Perceptual Sensitivity, **PLE**=Psychotic-like experiences, **E**=Extraversion, **N**=Neuroticism, **C**=Conscientiousness, **Agr**=Agreeableness, **IO**=Intellect/Openness, **SS**=Self-Satisfaction, **DS**=Daytime Sleepiness, **CN**=Connection to Nature

Supplementary Table 4-X. Direction and magnitude of the bivariate associations between each domain assessed within the Middle Childhood Survey for girls (upper diagonal) and boys (lower diagonal; small effects shaded in green; medium in orange; large in red; and non-significant associations in grey).

	SI	PB	PRP	SHR	SSR	SCR	Em3	ES	CP	Agg	At4	IC6	HI	TD	PS	PLE	Ex	N	C	Agr	IO	SS	DS	CN
SI	1	.38	-.55	.44	.49	.35	.26	-.34	-.38	-.26	.38	.08	-.33	-.53	.07	-.13	.56	-.34	.28	.48	.36	.55	-.36	.16
PB	.43	1	-.20	.30	.31	.23	.44	-.10	-.34	-.28	.36	.09	-.30	-.31	.19	.00 [‡]	.35	-.16	.33	.57	.33	.39	-.29	.26
PRP	-.50	-.18	1	-.30	-.26	-.18	-.15	.44	.40	.29	-.25	-.14	.27	.67	.06	.24	-.49	.40	-.15	-.30	-.25	-.39	.33	.01 [‡]
SHR	.45	.35	-.26	1	.46	.32	.26	-.24	-.34	-.25	.32	.13	-.29	-.38	.06	-.13	.31	-.23	.25	.33	.30	.42	-.31	.14
SSR	.49	.35	-.20	.48	1	.37	.24	-.18	-.26	-.17	.29	.07	-.26	-.31	.05	-.08	.27	-.16	.23	.34	.29	.38	-.27	.15
SCR	.36	.26	-.13	.29	.39	1	.14	-.16	-.16	-.11	.20	.02 [*]	-.16	-.22	.04	-.03	.27	-.15	.17	.26	.17	.28	-.17	.17
Em3	.33	.51	-.15	.35	.30	.19	1	-.01 [‡]	-.23	-.20	.24	.04	-.19	-.19	.26	.06	.20	-.06	.22	.37	.26	.25	-.21	.26
ES	-.29	-.04	.42	-.18	-.12	-.11	-.01 [‡]	1	.42	.32	-.33	-.24	.38	.78	.15	.33	-.44	.66	-.15	-.19	-.27	-.35	.40	.01 [‡]
CP	-.35	-.33	.36	-.31	-.25	-.12	-.26	.39	1	.61	-.49	-.43	.55	.76	.03	.29	-.28	.55	-.37	-.45	-.33	-.38	.48	-.09
Agg	-.24	-.25	.27	-.24	-.16	-.07	-.21	.30	.65	1	-.36	-.33	.39	.53	.03	.25	-.23	.41	-.25	-.35	-.24	-.26	.39	-.04
At4	.38	.36	-.22	.31	.29	.20	.27	-.28	-.48	-.38	1	.42	-.62	-.57	.06	-.22	.27	-.36	.48	.45	.48	.40	-.47	.17
IC6	.03	.05	-.14	.07	.03	-.05	.01 [‡]	-.26	-.41	-.36	.35	1	-.48	-.44	-.15	-.34	-.02	-.31	.23	.20	.17	.09	-.34	.00 [‡]
HI	-.31	-.27	.23	-.26	-.23	-.13	-.20	.36	.53	.43	-.61	-.46	1	.76	.00 [‡]	.26	-.22	.42	-.47	-.37	-.46	-.37	.49	-.10
TD	-.48	-.28	.65	-.34	-.27	-.16	-.21	.75	.77	.56	-.55	-.44	.76	1	.09	.38	-.48	.69	-.38	-.43	-.45	-.50	.57	-.05
PS	.11	.24	.05	.14	.11	.07	.31	.12	.02	.01 [‡]	.09	-.17	-.01 [‡]	.06	1	.29	.04	.12	.12	.09	.17	.10	-.06	.20
PLE	-.08	.03	.24	-.08	-.03	.03	.07	.32	.29	.25	-.17	-.33	.22	.36	.27	1	-.11	.30	-.11	-.10	-.07	-.12	.25	.17
Ex	.56	.37	-.48	.32	.28	.27	.23	-.41	-.26	-.19	.27	-.02 [*]	-.21	-.46	.07	-.11	1	-.37	.21	.36	.29	.48	-.32	.11
N	-.28	-.11	.36	-.15	-.11	-.10	-.06	.60	.53	.44	-.33	-.30	.41	.65	.09	.26	-.33	1	-.22	-.28	-.24	-.34	.40	-.04
C	.29	.35	-.09	.24	.23	.19	.24	-.11	-.34	-.24	.46	.18	-.45	-.35	.15	-.04	.20	-.18	1	.35	.36	.33	-.37	.19
Agr	.50	.60	-.27	.34	.36	.27	.45	-.13	-.43	-.36	.44	.13	-.34	-.39	.15	-.04	.37	-.22	.35	1	.32	.44	-.35	.26
IO	.35	.34	-.20	.35	.28	.15	.29	-.22	-.33	-.26	.47	.14	-.45	-.42	.22	-.04	.29	-.19	.37	.33	1	.42	-.40	.14
SS	.54	.41	-.33	.39	.37	.27	.32	-.27	-.35	-.26	.39	.05	-.33	-.43	.17	-.06	.47	-.26	.32	.44	.42	1	-.37	.19
DS	-.33	-.29	.30	-.30	-.25	-.14	-.26	.35	.46	.39	-.45	-.31	.45	.53	-.10	.23	-.30	.36	-.34	-.32	-.38	-.34	1	-.13
CN	.23	.32	.00 [‡]	.19	.21	.23	.32	.03	-.08	-.05	.17	-.08	-.09	-.05	.22	.19	.18	-.01 [‡]	.23	.28	.15	.21	-.12	1

Note: All correlations significant at the $p < 0.01$ level (2-tailed), except where indicated by * ($p < 0.05$, 2-tailed) or by ‡ (non-significant); Pearson's $r = 0.1$ designates small effects, $r = 0.3$ medium effects, and $r = 0.5$ large effects (as per Cohen, 1992); **SI**=Social Integration, **PB**=Prosocial Behaviour, **PRP**=Peer Relationship Problems, **SHR/SSR/SCR**=Supportive Home/School/Community Relationships, **Em3**=Empathy (3-item revised scale), **ES**=Emotional Symptoms, **CP**=Conduct Problems, **Agg**=Aggression, **At4**=Attention (4-item revised scale), **IC6**=Inhibitory Control (6-item revised scale), **HI**=Hyperactivity-Inattention, **TD**=Total Difficulties, **PS**=Perceptual Sensitivity, **PLE**=Psychotic-like experiences, **E**=Extraversion, **N**=Neuroticism, **C**=Conscientiousness, **Agr**=Agreeableness, **IO**=Intellect/Openness, **SS**=Self-Satisfaction, **DS**=Daytime Sleepiness, **CN**=Connection to Nature

Supplementary Table 5-X. Distribution of the Strengths and Difficulties Questionnaire (SDQ) categories on each subscale for girls and boys, as defined by the traditional 3-level and more recent 4-level solutions.

SDQ subscale	Girls			Boys			
	Normal (%)	Borderline (%)	Abnormal (%)	Normal (%)	Borderline (%)	Abnormal (%)	
Emotional Symptoms	80.7	7.6	11.7	88.4	5.3	6.3	
Peer Relationship Problems	81.9	13.0	5.1	80.6	14.6	4.8	
Conduct Problems	87.2	6.1	6.7	79.4	9.3	11.3	
Hyperactivity-Inattention	81.0	8.4	10.6	75.0	10.6	14.4	
Prosocial Behaviour	94.3	3.4	2.3	87.1	7.8	5.1	
Total Difficulties	80.8	10.9	8.3	79.0	12.2	8.8	

SDQ subscale	Close to Average (%)	Slightly Raised (%)	High (%)	Very High (%)	Close to Average (%)	Slightly Raised (%)	High (%)	Very High (%)
	Emotional Symptoms	70.2	10.6	7.6	11.7	80.2	8.2	5.3
Peer Relationship Problems	67.9	14.0	8.3	9.8	65.8	14.8	9.5	9.9
Conduct Problems	87.2	6.1	3.5	3.2	79.4	9.3	5.7	5.6
Hyperactivity-Inattention	81.0	8.4	5.6	5.1	75.0	10.6	6.9	7.5
Prosocial Behaviour [#]	94.3	3.4	1.5	0.8	87.1	7.8	3.1	2.0
Total Difficulties	76.8	10.1	4.9	8.3	74.8	11.2	5.2	8.8

Note: [#]For the Prosocial Behaviour subscale, the 4-level classification labels are “Close to Average”, “Slightly Lowered”, “Low”, and “Very Low”.