



Please enter your 6-digit Wylie ISD Student ID number.

Please enter your name.

#### Texas Education Code

Sec. 28.002. REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:

(B) health, with emphasis on:

(i) physical health, including the importance of proper nutrition and exercise;

(ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and

(iii) suicide prevention, including recognizing suicide-related risk factors and warning signs

#### Texas Education Code

Sec. 37.0832. BULLYING PREVENTION POLICIES AND PROCEDURES

(5) require districts to:

(A) collect information annually through student surveys on bullying, including cyberbullying; and

(B) use those survey results to develop action plans to address student concerns regarding bullying, including cyberbullying;

#### Research measurement & rationale for the section below:

The following questionnaires are designed to assess temporal focus of emotions (Capable of communicating & coping with their feelings)

PCT TEKS:

(2) Responsibility. The student understands how personal beliefs and feelings influence our sense of responsibility. The student is expected to:

(A) examine how personal beliefs, thoughts, and feelings about self can build responsibility;

(B) identify and describe personal role models who demonstrate what it means to be accountable for words and actions;

(C) discuss the benefits of practicing self-control; and

(D) compare the benefits of responsible behavior with the consequences of irresponsible behavior.

(3) Caring. The student understands how characteristics of caring impact personal relationships. The student is expected to:

(A) evaluate one's personal attitudes and mindsets about self and others;

(B) discuss how feelings, decision making, and personal behaviors can influence relationships with others;

Health TEKS:

(F) describe the relationships between emotions and stress; and

(D) describe methods of communicating emotions;

(A) analyze the interrelationships of physical, mental, and social health;

Please select an answer for each feeling.

"In the past few weeks, I have felt..."

|          | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|----------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| Joyful   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Cheerful | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Happy    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Lively   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Proud    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

|           | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|-----------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| Miserable | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Mad       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Afraid    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Scared    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Sad       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

Thinking of last week, have you...

|                                 | Never                 | Sometimes             | About half<br>the time | Most of the<br>time   | Always                |
|---------------------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| Felt fit and well               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Felt full of energy             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Felt sad                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Felt lonely                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Had enough time for<br>yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

|                                                                  | Never                 | Sometimes             | About half<br>the time | Most of the<br>time   | Always                |
|------------------------------------------------------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| Been able to do the<br>things that you want<br>in your free time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Parents/guardians<br>treated you fairly                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Had fun with your<br>friends                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Felt confident at<br>school                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Been able to pay<br>attention at school                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

Research measurement & rationale for the section below:

The following questionnaires are designed to assess a relationship between emotions and eating habits (as an outcome of emotional management and skills).

PCT TEKS:

(2) Responsibility. The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. The student is expected to:

(B) discuss how feelings, decision making, and personal behaviors can influence relationships with others; and

(C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

Health TEKS:

(A) analyze the interrelationships of physical, mental, and social health;

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;
- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health;
- (F) describe the relationships between emotions and stress

Please pick an answer for each question

|                                 | Never                 | Sometimes             | About half<br>the time | Most of the<br>time   | Always                |
|---------------------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| I eat more when I<br>am worried | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| I eat more when I<br>am sad     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| I eat more when I<br>am angry   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| I eat more when I<br>am happy   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

Research measurement & rationale for the section below:

The following questionnaires are designed to assess Big Five personality traits (including Openness, Agreeableness, Extraversion, Conscientiousness, and Neuroticism) as a predictor of educational outcomes, repetitive and persistent behavioral and emotional problems, and and prosocial behavior (Behavior through which people benefit others such as helping, cooperating, comforting, and sharing).

PCT TEKS:

(3) Caring. The student understands how characteristics of caring impact personal relationships. The student is expected to:

- (A) evaluate one's personal attitudes and mindsets about self and others;
- (B) discuss how feelings, decision making, and personal behaviors can influence relationships with others; and
- (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.

Health TEKS:

- (D) describe methods of communicating emotions;

For each item, choose the answer that best describes you.

|                                            | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|--------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| I like to spend time<br>with other people. | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I share my things<br>with other people.    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I like to be active.                       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I like to be around<br>others.             | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I do my work<br>carefully.                 | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I concentrate on my<br>work in class.      | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

  

|                                                   | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|---------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| I get angry easily.                               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I know when others<br>need my help.               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I am nice to all of<br>my classmates.             | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I am polite when I<br>talk to others.             | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I like to learn new<br>things.                    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I am restless. I<br>cannot stay still for<br>long | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

|                                                            | Disagree completely   | Disagree              | Neither agree nor disagree | Agree                 | Agree completely      |
|------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I get very angry and often lose my temper                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I usually do as I am told                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I worry a lot                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I am often unhappy, depressed or tearful                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I am easily distracted. I find it difficult to concentrate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I am nervous in new situations. I easily lose confidence   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

|                                                                | Disagree completely   | Disagree              | Neither agree nor disagree | Agree                 | Agree completely      |
|----------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I am often accused of lying or cheating                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I take things that are not mine from home, school or elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I have many fears. I am easily scared                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| It's easy for me to talk about my feelings to other people     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

I find it hard to control my feelings

☐☐☐☐☐

I find it hard to know exactly what emotion I'm feeling

☐☐☐☐☐

Disagree completely

Disagree

Neither agree nor disagree

Agree

Agree completely

I would rather be alone than with people of my age

☐☐☐☐☐

I have at least one good friend

☐☐☐☐☐

Other students pick on me or bully me

☐☐☐☐☐

I get along better with adults than with people my own age

☐☐☐☐☐

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

☐☐☐☐☐

I usually share my things with others

☐☐☐☐☐

|                                                            | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|------------------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| I am helpful if someone is hurt, upset or feeling ill      | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I often offer to help others (parents, teachers, students) | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I always try to be in a good mood                          | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| When I feel sad, I try to do something to change my mood   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I'm very good at understanding how other people feel       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| It's easy for me to understand how I feel                  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

|                                                    | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|----------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| It's easy for me to talk about my feelings         | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I can make other people feel better when I want to | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I pay a lot of attention to my feelings            | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I'm comfortable with the way I look                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I'm happy with my life                             | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I feel good about myself                           | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

|                                                                              | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|------------------------------------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| I believe that things will<br>work out fine in my life                       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I'm a very motivated<br>person                                               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Sometimes, I think my<br>whole life is going to be<br>miserable              | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I try to control my<br>thoughts and not worry<br>too much about things       | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I don't know how to show<br>the people close to me<br>that I care about them | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

  

|                                                                            | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|----------------------------------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| I'm unable to change the<br>way other people feel                          | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I change my mind often                                                     | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Sometimes, others<br>complain that I treat<br>them badly                   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I often find it hard to see<br>things from someone<br>else's point of view | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| I'm able to "put myself in<br>someone's shoes" and<br>feel their emotions  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

Research measurement & rationale for the section below:

The following questionnaires are designed to assess cyber-behaviors (online aggression and victimization)

**PCT TEKS:**

(4) Citizenship. The student understands how the character trait of citizenship impacts personal relationships. The student is expected to:

- (A) discuss the roles and responsibilities of citizens;
- (B) explain how one's personal actions can impact the perception of others;
- (C) describe how justice, fairness, and freedom are related; and
- (D) identify and practice a variety of conflict-resolution skills and strategies.

**Health TEKS:**

(14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the lifespan.

Thinking about the last few months at school, how often do the following things happen to you?

|                                                              | Never                 | Once                  | Sometimes             | Most days             | Everyday              |
|--------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Other kids say mean things to me by texts or online messages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other kids threaten me over the phone                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other kids post mean things of me online                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                             | Never                 | Once                  | Sometimes             | Most days             | Everyday              |
|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I say mean things to other kids by texts or online messages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I threaten other kids over the phone                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I post mean things of other kids online                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Research measurement & rationale for the section below:**

The following questionnaires are designed to assess sports/school activities to explore its conjunctional influences on the outcomes of character education program.

**Texas Education Code**

Sec. 21.462. RESOURCES REGARDING STUDENTS WITH MENTAL HEALTH OR SUBSTANCE ABUSE CONDITIONS. The agency, in coordination with the Health and Human Services Commission, shall establish and maintain an Internet

website to provide resources for school district or open-enrollment charter school employees regarding working with students with mental health conditions or who engage in substance abuse. The agency must include on the Internet website information about:

(1) grief-informed and trauma-informed practices;

(2) building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;

(3) positive behavior interventions and supports; and

(4) a safe and supportive school climate.

Added by Acts 2017, 85th Leg., R.S., Ch. 522 (S.B. 179), Sec. 9, eff. September 1, 2017.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 1.06, eff. December 1, 2019.

**How many sports** did you play competitively in the **past year**?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4 or more

Please indicate the **approximate number of times you attended or participated** in any of the entertainment events indicated below in the **past year**:

*amusement park, play, movie, concert, show, circus, museum, festival, pageant, other*

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4 or more

Please indicate **how many** school activities, clubs and organizations (such as the ones indicated below) that you participated in in the **past year**:

*chorus, band, volunteer organizations, language clubs, honor societies, debate clubs, yearbook, newspaper, student council, other*

☐ 0 - I did not participate in any school activities

☐ 1

☐ 2

☐ 3

☐ 4 or more

Have you **watched sports** in the **past year** (either attending in person or watching on TV/Internet/Phone)?

☐ Yes

☐ No

Approximately **how frequently** do you watch sports (either attending in person, or watching on TV/Internet/Mobile)?

☐ Less than once a week

☐ Once a week

☐ 2-3 times a week

☐ 4-6 times a week

☐ Daily

My **favorite** sport **team OR athlete** is

For each item, choose the answer that best describes you.

|                                                                                         | Disagree<br>completely | Disagree              | Neither<br>agree nor<br>disagree | Agree                 | Agree<br>completely   |
|-----------------------------------------------------------------------------------------|------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| This team/athlete's<br>successes are my<br>successes                                    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| When someone<br>praises this<br>team/athlete, it feels<br>like a personal<br>compliment | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| When someone<br>criticizes this<br>team/athlete, it feels<br>like a personal<br>offense | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |



We thank you for your time spent taking this survey.  
Your response has been recorded.