

APPENDIX B. DETAILED DESCRIPTIONS OF GLM PRIMARY GOODS, EXAMPLES OF SECONDARY GOODS, AND INCLUDED/EXCLUDED PRIMARY GOODS PROXY MEASURES

Primary goods	Description	Secondary goods	Included Measures	Excluded measures
<p>Life</p>	<p>The need for healthy and quality living, the need to feel safe and secure. It incorporates all the basic physical needs and factors that are important for healthy living and physical functioning: food, water, shelter, and a physically healthy body. Ideal fulfillment of this good would mean that the person presents as a physically healthy person whose physical functioning and living circumstances are of a high standard.</p>	<p>Healthy diet, regular exercise, earning a livelihood, having a safe place to live.</p>	<p>Physical health: ‘What is your estimation of your physical health in general?’; ‘How is your physical health?’; ‘How would you rate your health?’; ‘How satisfied/happy are you with your health?’ of the Personal Wellbeing Index (PWI); ‘How satisfied are you with sports and your own body?’; General Health Rating Index; Clinical health subscale from the Laffrey Health Conception Scale; Health subscales (energy and fatigue, sleep and rest, pain and discomfort and activities of daily living) of the WHO Quality of Life questionnaire (WHOQOL-100); Prevalence of self-reported health complaints/symptoms; BMI-index; Vigor-Activity subscale of the Profile of Mood States; Subject Vitality Scale; Physical Ability subscale from the Self Description Questionnaire; Active Australia Survey (AIHW); Physical activity frequency; Kidscreen-52 physical well-being subscale.</p> <p>Living situation: Home environment scale (e.g. ‘I feel safe at home’; ‘I have a quiet place to study at home’); ‘How satisfied are you with how safe you feel?’ (PWI); Satisfaction with living area (PWI); Living environment/neighborhood scale of the Multidimensional Students Life Satisfaction Scale (MSLSS).</p> <p>Financial situation: ‘How satisfied are you with your standard of living?’ (PWI); ‘How happy are you with the things you own?’ (PWI); ‘How well-off do you think your family is?’; Rating of financial situation of their family compared to others; Family Financial</p>	<p>Parent employment status; Neighborhood aesthetics; Block Booster Environmental Inventory; Perceptions of community trust and safety (e.g. ‘People say hello and often stop to talk to each other’); Self-perceived body image and attractiveness; Eating disorder inventory; Diet habits. (these measures assess contexts that are not specific to one primary good).</p>

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			Resources scale; Household income; Family Affluence Scale; Material Affluence Scale; Adolescent Economic Stress; Perceived Economic Strain Scale; Poverty index; Free/reduced lunch indicator for low SES; Kidscreen-52 financial resources subscale.	
<p>Knowledge</p>	<p>One’s interest in, access to, and possession of information. It is not related to how intelligent someone is, but rather to how well informed an individual feels about things that are important to him/her.</p>	<p>Attending school or training courses, self-study (e.g., reading), mentoring or coaching, attending a treatment program.</p>	<p>Curiosity subscale and Love of learning subscale of the Values in action inventory of strengths for youth; ‘How satisfied are you with things you have learned?’ (PWI); Stretching subscale of the Curiosity and Exploration Inventory-II.</p>	<p>‘Satisfaction with school results’ or other questionnaires related specifically to school education (these measures were included representing the primary good of ‘excellence in work’).</p>
<p>Excellence in work</p>	<p>The need to engage in work, which provides the person with a sense of pride, achievement, satisfaction, and skill development.</p>	<p>Being employed or volunteering in meaningful work, advancing one’s career.</p>	<p>Life achievement: Sense of inadequacy subscale of the Behavior Assessment System for Children; ‘How satisfied are you with what you have achieved in life/your preparation for the future?’ (PWI); ‘How happy are you with the things you want to be good at?’ (PWI).</p> <p>School achievement: Behavioral Engagement subscale of the School Engagement Scale; Classroom involvement of the Classroom Environment Scale; Academic ability of the Self Concept of Ability Scale; Academic and School Competence Scale; School attitude assessment survey-Revised; Academic self-perception of the Patterns of Adaptive Learning Scales; Satisfaction with grades/school performance; ‘How satisfied are you with your achievements in your studies/school results/academic achievement (PWI)?’; Academic subscale of the Self-Efficacy Questionnaire for Children; School Inefficacy Scale; Harter’s Scholastic Competence Scale; Vocational Identity Scale;</p>	<p>School Satisfaction subscale from the MSLSS; School Perception Scale (these are broad school environment questionnaires that do not assess a sense or form of achievement).</p>

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			GPA scores.	
Excellence in play	The need to engage in leisure or fun activities that provide the person with a sense of pride, achievement, satisfaction, or skill development.	Participating in sports, playing an instrument, arts, and crafts	'How satisfied are you with what you do in your free time?' (PWI); 'I am satisfied with the role that leisure plays in my life'; 'How happy do you feel with leisure time in general?'.	Specific participation in activities such as reading, playing in a soccer team, gaming etc. (these activities can serve as secondary goods for several kinds of primary goods (play, relatedness, pleasure) and as such were excluded).
Excellence in agency	The need to formulate one's own goals and seek ways to realize them in actions and activities of their own choice. It encompasses the need for autonomy, self-directedness, personal power, control, and mastery.	Developing and following through with life plans, being assertive, and achieving a form of independence.	<p>Goal pursuit: Engaged life subscale of the Three Routes to Well-Being Scale; Agency subscale of the Hope Scale.</p> <p>Control: Perceived choice in one's actions subscale of the Self-Determination Scale; Inventory for the Measurement of Self Efficacy and Externality; Perceived internal and external control of the Mastery Scale; Personal control scale.</p>	The Life Orientation Test; Visions about future instrument (these measure optimism and future believes, which is deemed too specific).
Inner peace	The need for freedom from emotional turmoil and stress. It includes emotional self-regulation and achieving a state of emotional balance.	Exercise, meditation, self-regulation skills, counseling or other activities that help manage emotions and stress.	<p>Mental health: 'What is your estimation of your mental health in general?'; 'How is your mental health?'; Perceived Stress Scale; Depression Anxiety and Stress Scale total score; Hospital Anxiety and Depression Scale total score; Emotional subscale of the Strengths and Difficulties questionnaire; Internalizing subscale of the Youth Self Report; The Youth Internalizing Behavior Screener.</p>	Emotional self-efficacy scales, Mindfulness Children and Adolescent Mindfulness Measure, Self-Report Coping Scale (these measures assess skills while the mental

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			<p>Anxiety: Kuwait University Anxiety Scale; Anxiety subscale of the Depression Anxiety and Stress Scale; Anxiety subscale of the Behavior Assessment System for Children; Anxiety subscale of the Hospital Anxiety and Depression Scale; Spielberger State-Trait Anxiety Inventory short form; Anxious subscale of the Behavior Problems Index.</p> <p>Depression: Depression subscale of the Hospital Anxiety and Depression Scale; Center for Epidemiologic Studies – Depression scale; Depression subscale of the Depression Anxiety and Stress Scale; Depression subscale of the Behavior Assessment System for Children; Multidimensional Child and Adolescent Depression Scale; Child Depression Inventory; Depressed subscale of the Behavior Problems Index; Short Mood and Feelings Questionnaire; Reynolds Adolescent Depression Scale-2 Beck Depression Inventory-II.</p>	<p>health questionnaires tap into the actual state of mind).</p>
<p>Relatedness</p>	<p>The need to establish affectionate, mutual bonds with an intimate partner, family members, and close friends.</p>	<p>Spending time with family and/or friends, having an intimate relationship with another person.</p>	<p>Family: Family subscale of the Vaux’ Social Support Appraisals Scale; Parent relations subscale of the Behavior Assessment System for Children; Parent/Mother/Father subscales of the Inventory of Parent and Peer Attachment; Communication with mother/father subscale of the Parent-Adolescent Relationship Questionnaire; Relationship with Parents subscale of the Self-Description Questionnaire; Family Cohesion Scale; Parent Involvement; Family Support Scale; Self-Report Family Inventory; Family support subscale of the Social and Emotional Health Survey; ‘How satisfied are you with your family?’ (MSLSS); ‘How satisfied are you with your family environment/mother/father?’; Family subscale of the Multidimensional Students Life Satisfaction Scale (MSLSS); Family subscale of the multidimensional Scale of Perceived Social Support; Parent subscale of The Child and Adolescent Social Support Scale; Child version of the Father/Mother-Adolescent Conflict Scale;</p>	<p>Parenting style questionnaires; Classroom Environment Scale Affiliation subscale; Social self-efficacy, Social skills; Loneliness Scale in school (too specific).</p>

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			<p>(Parent-Adolescent) Conflict Issues Checklist; Ease of talking about problems or concerns with: father, mother, stepfather, stepmother, grandparents, brother or stepbrother, and sister or stepsister (average score).</p> <p>Peers: Peer subscale of the Vaux' Social Support Appraisals Scale; Interpersonal subscale of the Behavior Assessment System for Children; Friend subscale of the Multidimensional Scale of Perceived Social Support; Close Friend Support subscale of the Social Support Scale for Children; Peer support subscale of the Social and Emotional Health Survey; Peer subscale of the Inventory of Parent and Peer Attachment; Peer support subscale of the Student Engagement Instrument; Loneliness and Aloneness Scale for Children and Adolescents; Network of Relationship Inventory; Close friendship subscale of the Harter's self-perception profile for adolescents; Friends subscale of the Multidimensional Students Life Satisfaction Scale (MSLSS); Peers subscale of The Child and Adolescent Social Support Scale; 'How satisfied are you with: the relationships with school peers/your friends/your classmates/your love life?' (PWI/MSLSS); Peer relationships scale; Number of close friends; Number of reciprocal friendships.</p> <p>General/others: Vaux' Social Support Appraisals Scale total score; School support subscale of the Vaux' Social Support Appraisals Scale; Love subscale of the Values in action inventory of strengths for youth; De Jong Gierveld Loneliness Scale; (Revised) Loneliness Scale and short form; 'How satisfied are you with your personal relationships/relationships with other people?' (PWI); Satisfaction with family and friends; 'How satisfied are you with the</p>	

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			<p>relationships with teachers?'. Relatedness with teachers; Teacher-student relationship subscale of the My Class Scale; Multidimensional Scale of Perceived Social Support total score; Perceived Social Support Scale; Social Support Scale; Others subscale of the multidimensional Scale of Perceived Social Support; Teacher subscale of The Child and Adolescent Social Support Scale Social Support subscale of the short form of the Interpersonal Relationship Inventory; Brief Version of the Satisfaction with Social Support Scale for Children and Adolescents; Ease of talking about problems or concerns with: boy/girlfriend, a friend of the opposite gender, a friend of the same gender, teacher, school nurse and coach or other adult who supervises the child's hobby (average score); Positive relations with others subscale of the Ryff's Short Measurement of Psychological Well-Being; Bonding subscale of the modified Chinese Positive Youth Development Scale; Interpersonal Relation Scale; Number of relationships that the adolescent judges to be important or very important; Adults in my area/neighbors perception subscale adapted from the Multidimensional Students Life Satisfaction Scale (MSLSS).</p>	
<p>Community</p>	<p>The need to belong to social groups, to feel connected to groups that reflect one's interests, concerns, and values. It entails the feeling of being part of, being able to rely on, and contributing to a wider social or cultural network.</p>	<p>Belonging to a service club, volunteer group, or sports team.</p>	<p>Social Connectedness Scale; General Belongingness Scale; 'How satisfied are you with groups of people you belong to?'(PWI); Multi-Group Ethnic Identity Measure–Revised; Sense of Community Index.</p>	<p>The Neighborhood Quality scale (also includes other items than with regard to community feeling); Questionnaire of the need to belong (having the need is not the same as satisfying or working towards it).</p>

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<p>Spirituality</p>	<p>The need to discover a sense of meaning and purpose in life. This could involve seeking religious inspiration and affiliation, a spiritual connection with a transcendent being or reality, or simply the experience of being part of a greater whole.</p>	<p>Participating in religious activities (e.g., going to church, prayer), participating in groups that share a common purpose (e.g., environmental groups).</p>	<p>Religion/Spirituality: ‘What is your level of religiosity in general?’; ‘What is the strength of your religious belief when compared to other persons?’; ‘How satisfied are you with spirituality/religion?’; ‘How often do you go to a place of worship such as a church?’; ‘I consider myself to be a spiritual person’; Intrinsic Religious Motivation scale; Religiousness/Spirituality subscale of the Values in action inventory of strengths for youth; Brief Islamic Religiosity Measure; Spirituality/connectedness with nature.</p> <p>Meaning/purpose: Love of Life Scale; Youth Purpose scale; Revised Youth Purpose Survey; Purpose in life subscale of the Ryff’s Short Measurement of Psychological Well-Being; Meaning of Life Questionnaire; Meaningful life subscale of the Three Routes to Well-Being Scale; Meaning subscale of the Orientations to Happiness Scale; Life Engagement Test; Meaning and purpose in life subscale of the WHO Quality of Life questionnaire (WHOQOL-100).</p>	<p>How important is spirituality/religion to your life? (Importance is not the same as the actual level of spirituality/religiosity).</p>
<p>Creativity</p>	<p>The need for novelty, innovation, and individuality in one’s life. It does not just refer to the ability to produce artistic work, it may also be present in the way a person solves problems, or the way they appreciate beauty or nature. It is essentially the expression of oneself through creative forms of activity.</p>	<p>Painting, gardening, photography, and other types of artistic expression, participating in new or novel activities.</p>	<p>Creativity subscale of the Values in action inventory of strengths for youth; Embracing subscale of the Curiosity and Exploration Inventory-II; Change subscale of the Personality Research Form-E.</p>	<p>Appreciation of Beauty and Excellence subscale of the Values in action inventory of strengths for youth (involves the love of art in a broad sense, which could be related to other primary goods as well).</p>
<p>Pleasure</p>	<p>The need to feel good in the here and now. It includes a range of feelings and sensations, such as</p>	<p>Socializing with friends, enjoyment of food, watching</p>	<p>Brief Sensation Seeking Scale; Sensation seeking subscale of the Behavior Assessment System for Children; ‘How satisfied are you with how you enjoy yourself?’ (PWI); Pleasant life subscale of the</p>	<p>Specific experiences or activities such as entertainment or sexual experiences (that could</p>

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	joy, merriment, delight, elation, and hedonic pleasure.	movies, sex, thrill-seeking activities.	Three Routes to Well-Being Scale; Pleasure subscale of the Orientations to Happiness Scale.	satisfy other primary goods as well).

Note. The detailed descriptions of the primary and secondary goods are based on the descriptions of Ward, Purvis, Willis, and colleagues (Purvis, 2010; Purvis et al., 2014; Ward, 2002a, 2002b; Willis et al., 2013).