

STUDENT WELLNESS AND EDUCATION SURVEY

# Grades 6-12: Social and Emotional Development

## Mental fitness

Mental fitness encompasses the psychological needs for competence, autonomy, and relatedness.

### Levels of mental fitness

High level of mental fitness %

Moderate level of mental fitness %

Low level of mental fitness %

### Mental fitness needs

Need for autonomy highly satisfied %

Need for competence highly satisfied %

Need for relatedness highly satisfied %

### Life domains of mental fitness

Students reporting "Really true for me."

Needs highly satisfied by family %

I feel free to express myself at home %

I have a choice about when and how to do my household chores %

I feel I do things well at home %

I feel my parents think that I am good at things %

My parents like me and care about me %

I like to spend time with my parents %

Needs highly satisfied by friends %

I feel free to express myself with my friends %

I have a choice about which activities to do with my friends %

I feel I do things well when I am with my friends %

I feel my friends think I am good at things %

My friends like me and care about me %

I like to spend time with my friends %

Needs highly satisfied by school %

I feel free to express myself at school %

I have a choice about when and how to do my schoolwork %

I feel I do things well at school %

I feel my teachers think I am good at things %

My teachers like me and care about me %

I like to be with my teachers %

## Social factors

### Resilience

Resilience is a strength that will help youth bounce back from adversity, but it is not solely something residing inside the individual. Rather, it is a socio-ecological model where individual strengths, along with one's caregivers and community, make it possible for a youth to find and access the right supports, programs and services for their needs. Below are students reporting "A lot."

High and moderate levels of resilience %

I am able to solve my problems %

I know where to go for help %

Education is important to me %

I try to finish what I start %

I have people I look up to %

My parents know a lot about me %

My family stands by me %

My friends stand by me %

I have opportunities to develop skills %

I am treated fairly in my community %

I feel I belong at my school %

I enjoy my traditions %

### Pro-social behaviours

Pro-social behaviours are actions intended to benefit others. Below are students reporting 4, 5 or 6 on a scale ranging from 1 to 6, where 1 is “Definitely not like me” and 6 is “Definitely like me.”

High level of pro-social behaviour %

I do favours for people %

I lend things to people %

I help people %

I compliment people %

I share things with people %

### Oppositional behaviours

Oppositional behaviours are disruptive actions that can be a nuisance to the individual or to others. Below are students reporting 3, 4, 5 or 6 on a scale ranging from 1 to 6, where 1 is “Definitely not like me” and 6 is “Definitely like me.”

High level of oppositional behaviour %

I cut classes or skip school %

I make other people do what I want %

I disobey my parents %

I talk back to my teachers %

I get into fights %

I often say mean things to people to get what I want %

I take things that are not mine %

### Bullying

A student is being bullied when another student, or a group of students, say or do unpleasant things to them. It is also bullying when a student is teased repeatedly in a way they do not like or when they are deliberately left out of things.

Victim of bullying, last 2 months %

Physical attacks %

Verbal attacks %

Cyber-attacks %

Exclusion %

Theft/vandalism %

Comments on personal features %

Sexual comments/gestures %

Bullied another student, last 2 months %

**Responses when victim of bullying**

Among students who have been bullied

I ignored it %

I stood up to the bully or fought back %

I tried talking to the bully %

I told an adult at the school about it %

I told an another adult outside of school about it %

I told another student about it %

I called a helpline or other support service %

**Responses when witness of bullying**

Among students who saw or heard another student being bullied

I ignored it %

I stood up to the bully or fought back %

I tried talking to the bully %

I told an adult at the school about it %

I told another adult outside of school about it %

I told another student about it %

I tried to help the person being bullied %

## Mental health

### General mental health

Life satisfaction (scale from 0-10) Number

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Perceived mental health, very good or excellent %

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### Mental health risk factors

Spends 3 hours or more per day on social media %

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Lonely, most or all of the time %

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Difficulty sleeping, most or all of the time %

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### Anxiety and depression

Symptoms of anxiety %

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Symptoms of depression %

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Symptoms of anxiety or depression %

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## Resources

### Mental and emotional support

Needed to see someone for a mental or emotional problem %

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Needed to see someone for a mental or emotional problem, but did not see someone %

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### Reasons for not seeing someone

I am waiting for my first appointment %

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I did not feel help was available %

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I thought the problem would go away on its own %

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I was told the wait time would be too long %

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I felt uncomfortable going for help %

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I did not know where to go to get help %

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Other %

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**Awareness of resources**

Aware of the LINK Program %

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And has used it %

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But has not used it %

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Aware of Bridge the GAPP %

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And has used it %

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But has not used it %

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Aware of Kids Help Phone %

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And has used it %

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But has not used it %

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## About this Table

### Content and description

This table presents data collected from students in grades 6 to 12 through the New Brunswick Student Wellness and Education Survey (SWES). It contains self-reported information regarding the social and emotional development of New Brunswick students in grades 6 to 12. Topics include mental fitness, social factors like resilience, pro-social behaviours, oppositional behaviours and bullying, mental health, and resources for mental and emotional health.

The questionnaire comprises modules, which means that certain questions are asked every other cycle.

### Why it is important

Only when we understand who our students are and what their needs are can we better plan for services and allocate resources to meet their health and educational needs.

### Availability of the data

The information in this data table is available by school district, school sector and overall New Brunswick, by the seven (7) New Brunswick health zones and 33 communities created by the NBHC, as well as by demographic groups. More information is available on our [New Brunswick Student Wellness and Education Survey](#) page.

### Note about demographic groups:

In 2023, the NBHC undertook a review of the demographic questions in its surveys to more accurately report on the experience of citizens who identify with particular groups. As such, starting in 2024, all demographic groups (characteristics) have been adjusted to reflect this change. Data tables and indicator pages were adjusted to allow for trending where applicable.

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### Caption

n/a = Not applicable / not available

S = Data suppressed due to confidentiality requirements and/or small sample size

 Above-average performance

 Below-average performance