

# Adolescents

## Background Items

<b>Name:</b>	<b>About you / About your family</b>
Target construct	Information about the adolescent and their family/living situation
Time	T1
Items	8
Psychometrics:	All items developed for the Kort study, except * (Sagatun et al., 2023)
Norwegian	English
Hvilket år ble du født?	Which year were you born?
Scale: 2000-2012	
Norwegian	English
Hvilken måned ble du født?	Which month were you born?
Scale: Jan-Dec (1-12)	
Norwegian	English
Hvilket kjønn identifiserer du deg som?	Which gender do you identify as?
Scale: Girl, Boy, Non-binary, Do not wish to disclose	
Norwegian	English
Hvilket språk snakker dere mest i familien din?*	Which language does your family speak most?
Scale: Norwegian, Other (open)	
Norwegian	English
Hvilke voksne bor du sammen med?	Which adults do you live with?
Scale: Two parents (The term “parents” includes foster parents); About the same amount of time with two parents who don't live together; Only or mainly with one parent; Other - who (open).	
Norwegian	English
Har forelderen/foreldrene dine/de(n) voksne du bor med universitetsutdannelse?	Do your parents/parent/ the adult(s) you live with have college education?
Scale:	

No; Yes, one; Yes, both; I don't know	
Norwegian	English
Har foreldrene/forelderene din(e) en jobb?	Do your parents/Does your parent have a job?
Scale: No; Yes, one; Yes, both; I don't know	
Norwegian	English
Hvor god råd tror du familien din har sammenliknet med andre?	How well off do you think your family is compared to others
Scale: Worse off; About the same as others; Better off	

### School Nurse - Adolescent Working Alliance

<b>Name:</b>	<b>Working Alliance Inventory – Short Revised (WAI-SR)</b>
Target construct	Assesses three key aspects of the alliance between health nurse and adolescent: 1) agreement on the task of the sessions, 2) agreement on the goals of the sessions, and 3) the development of an affective bond.
Outcomes	Moderating effects of elements on mental health outcomes
Items	12
Time	T2, T3
Psychometrics	Hatcher & Gillaspy, 2006
Translation	We adapted the Norwegian translation from the translation used in Rønnestad (2006). We made changes to the following words to fit the K ort context: "Terapeut" to "helsesykepleier" (from “therapist” to “school nurse”); "Terapi" to "samtaler" (from “therapy” to “consultation”);- "Problemene" to "utfordringene" (from “problems” to “challenges”)

### Difficulties with Emotion Regulation

<b>Name:</b>	<b>Difficulties with emotion regulation scale - short form (DERS - SF)</b>
Target construct	Emotion regulation - overall regulatory ability, and relevant specific strategies
Outcomes	Distal outcome for all elements

Subscales	Awareness/Oppmerksomhet, Clarity/Klarhet, Impulsivity/Impulsivitet, Goals/Mål, Non-accept/Ikke-aksept, Strategies/Strategier
Items:	18, 3 per subscale
Time:	T1, T4
References to psychometrics*:	Kaufman et al., 2016 *Validation study on Norwegian translation in prep
Translation	Dundas, I., Vøllestad, J., Binder, P. E., & Sivertsen, B. (2013). The Five Factor Mindfulness Questionnaire in Norway. <i>Scandinavian Journal of Psychology</i> , 54(3), 250–260. <a href="https://doi.org/10.1111/sjop.12044">https://doi.org/10.1111/sjop.12044</a> Translation adapted/simplified by the Kort group to accommodate adolescents target group. E.g. from “brydd” to “flau” and “anerkjenner” to “aksepterer». New translation validated in master thesis by Sunniva Sleen Jenssen & Emilie Wien Pedersen (2024).

#### Mindful Awareness About Emotions

<b>Name:</b>	<b>Five-Factor Mindfulness Questionnaire (FFMQ-15)</b>
Target construct	Mindfulness
Outcomes	Distal outcome for the mindfulness element
Subscales	Describing, (Non)Judging, (Non)Reactivity
Items:	9, 3 per subscale
Time:	T1, T4
Original scale:	Baer et al., 2012
Psychometrics	Dundas et al., 2013
Translation	Dundas et al., 2013
Alterations:	"forestillingsbilder" to "bilder i hodet" Some additional changes were made to the original translation to use more direct language.

#### Mindful Awareness

<b>Name:</b>	<b>Mindful Attention Awareness Scale (MAAS)</b>
Target construct	Mindfulness
Outcomes	Proximal outcomes of the mindfulness element
Items:	5
Time:	T2, T3
Original scale:	Brown & Ryan, 2003.
Psychometrics:	Smith et al., 2017 <sup>a</sup>

Translation	Smith et al., 2017 <sup>a</sup>
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### Trait Emotion Regulation

<b>Name:</b>	<b>The Internation Personality Item Pool (IPIP) Big-Five factor</b>
Target construct	Neuroticism
Outcomes	Predictor of mental health problems
Items:	4
Time:	T1, T4
Original scale:	Goldberg, 1999
Psychometrics:	Donnellan et al., 2006
Translation	Items from MoBa questionnaire (no information about the translation). On the IPIP homepage, the only documented translation of IPIP items is by Engvik & Clausen (2011).

### Fused Thoughts

<b>Name:</b>	<b>Cognitive fusion questionnaire (CFQ)</b>
Target construct	Cognitive fusion. High degree of fusion is associated with psychopathology.
Outcomes	Proximal outcome for psychological flexibility and mindfulness
Items:	7
Time:	T1, T2, T3, T4
Psychometrics:	Gillanders et al. 2014
Translation	Translated and backtranslated by the Kort project group

### Internalizing and Externalizing Symptoms

<b>Name:</b>	<b>Behaviour and feeling survey (BFS)</b>
Target construct	Emotional and behavioral problems - scale developed to monitor treatment response in youth
Outcomes	Proximal and distal mental health outcomes
Subscales	Internalizing problems, Externalizing problems
Items:	12, 6 items per subscale
Time:	Every Saturday for 10 weeks after 1. session (WD) & T1, T4
Psychometrics:	Weisz et al., 2019
Translation	Rognstad et al., 2022

### Daily Functioning

<b>Name:</b>	<b>Everyday functioning (fungering i hverdagen)</b>
Target construct	Impact of mental health challenges on adolescents' day-to-day functioning
Outcomes	Distal outcomes (internalizing problems and externalizing problems)
Items	2, (1 for internalizing problems and 1 for externalizing problems)
Time	T1, T4
Psychometrics	Items developed for this study.
<b>Items and scaling</b>	
Norwegian	English
Hvis du ofte er trist, redd eller nervøs, i hvilken grad påvirker det hverdagen din?	I think other people's emotions vary as much as mine
Hvis du ofte er sint eller krangler med noen, i hvilken grad påvirker det hverdagen din?	I think other people often have difficult and annoying thoughts
Scale: 1-5 (Not at all, To a small extent, To some extent, To a great extent, Not relevant)	

### Health Locus of Control

<b>Name:</b>	<b>The Multidimensional Health Locus of Control Scales</b>
Target construct	Locus of control for mental health, goal attainment, and treatment progress
Outcomes	Distal outcomes of element 2 (What matters to you?)
Subscales	Internal and Others
Items:	15
Time:	T1, T4
Psychometrics:	Wallston, 2005
Translation	The Kort group (back-translated by a psychology researcher who is a native English speaker)

### Avoidance

<b>Name:</b>	<b>Child Avoidance Measure–Self Report (CAMS)</b>
Target construct	Avoidance
Outcomes	Distal outcomes of the element Psychological flexibility
Items:	8

Time:	T1, T4
Psychometrics:	Simon et al., 2024
Translation	The Kort group

### Well-being

<b>Name:</b>	<b>The Short Warwick-Edinburgh Mental Well-being scale (SWEMWBS)</b>
Target construct	Well-being
Outcomes	Distal outcome
Items:	7
Time:	T1, T4
Psychometrics:	Haver et al., 2015
Translation	Smith et al., 2017 <sup>b</sup>

### Loneliness

<b>Name:</b>	<b>The Three-Item Loneliness Scale (T-ILS)</b>
Target construct	Loneliness
Outcomes	Distal outcome, Predictor of mental health problems
Subscales	none
Items:	3
Time:	T1, T4
Psychometrics:	Hughes et al., 2004
Translation	From MoBa Ung – only citation of Norwegian translation: Hysing et al., 2020

### Self-compassion

<b>Name:</b>	<b>Self-compassion scale youth version (SCS-Y)</b>
Target construct	Self-compassion - thought to be associated with mental health
Outcomes	Proximal outcome for the mindfulness element (and psychoeducation about self-confidence)
Subscales	2 subscales: Kindness and Judging
Items:	6
Time:	T1, T4
Psychometrics:	Neff et al., 2021
Translation	Translated by the Kort project group

**Individual Characteristics (background)**

<b>Name:</b>	<b>Sleep</b>
Target construct	Sleep Quality
Outcomes	Proximal and distal outcomes - sleep quality is associated with mental health problems
Items:	5
Time:	T1, T4
Psychometrics:	The GuideMe study (Sagatun et al., 2023)
<b>Items and Scaling</b>	
Norwegian	English
Hvor ofte har du i løpet av de siste 4 ukene..	How often during the past 4 weeks have you..
Hatt vanskelig for å sovne om kvelden?	Had difficulties falling asleep at night?
Vært våken gjentatte ganger om natten?	Repeatedly been awake during the night?
Våknet for tidlig og ikke fått sove igjen?	Woken up too early and not fallen back to sleep?
Vært så søvnig/trett at det har gått ut over skolen eller fritida di?	Been so tired that it has had a negative influence on school or your spare time?
Vært redd om natten og/eller hatt mareritt?	Been afraid at night and/or had nightmares?
Scale: 1-3 (Never, Sometimes, Often)	
<b>Attitudes toward Attending School Name</b>	<b>Anxiety about attending school</b>
Target construct	The degree to which the adolescent is anxious about attending school
Outcomes	Distal outcomes for all elements, especially linked to those who worked on goals related to school attendance/school as social setting
Items	1
Time	T1, T4
Psychometrics	None. Items developed for this study.
<b>Items and scaling</b>	
Norwegian	English
Jeg gruer meg til å gå på skolen	I am anxious about going to school
Scale: 1-5 (Completely agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Completely disagree)	
<b>Name:</b>	<b>Alcohol Consumption</b>
Target construct	Alcohol consumption

Outcomes	Distal outcome. Binge drinking is associated with emotional dysregulation and psychopathology.
Items	1-2
Time	T1, T4
Psychometrics	None. Items developed for this study.
<b>Items and scaling</b>	
Norwegian	English
Hender det at du drikker noen form for alkohol?	
Scale: 1-5 (Never, Only tried it a few times, Sometimes but not monthly, 1-3 times per month, Every week	
Hvor mange ganger har du drukket så mye at du har følt deg beruset de siste 12 månedene	How many times have you had so much to drink that you felt intoxicated in the past 12 months
Scale: 1-5 (None, Once, 2-5 times, 6-10 times, 11 times or more)	
<b>Name:</b>	<b>The Past Week: Friends</b>
Target construct	Well-being
Outcomes	Distal outcome
Items	4
Time	T1, T4
Psychometrics	Sagatun et al., 2023

### **Mental Health Literacy**

<b>Name:</b>	<b>Mental Health Literacy</b>
Target construct	The individual´s perceptions of their own and others´ thoughts, feelings and bodily sensations (how they fluctuate, and how they are interconnected)
Outcomes	Distal outcomes of the Psychoeducation element
Items:	5
Time:	T1, T4
Psychometrics	None. Items developed for this study.
Norwegian	English
Jeg tror at andres følelser kan svinge like mye som mine	I think other people´s emotions vary as much as mine
Jeg tror at andre ofte har vanskelige og plagsomme tanker	I think other people often have difficult and annoying thoughts



Jeg kan skille mellom tanker, følelser og opplevelser i kroppen	I can tell the difference between thoughts, feelings and bodily sensations
Jeg vet hvordan følelser og tanker påvirker hvordan jeg oppfører meg	I know how feelings and thoughts affect my behavior
Scale: 1-5 (Completely agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Completely disagree)	

### Daily Diary Items

Adolescents receive a link to a form including the following items every day for 70 days (10 weeks), starting the day after the first Kort consultation. Items without references to psychometrics were developed for this study.

<b>Name:</b>	<b>Daily sleep quality</b>
Target construct	Sleep quality
Outcomes	Mental health and well-being
Items	1
<b>Items and scaling</b>	
<b>Norwegian</b>	<b>English</b>
Hvordan sov du natt til i dag?	How did you sleep last night?
Scale: 1-5 (Poorly, Somewhat poorly, OK, Well, Very well)	
<b>Name:</b>	<b>Daily Emotions (PANAS - items selected to measure both positive and negative emotions)</b>
Target construct	Emotion intensity/fluctuations
Outcomes	Mental health/well-being (mediating the effect of emotion regulation strategies)
Items	10
<b>Items and scaling</b>	
<b>Norwegian</b>	<b>English</b>
Tenk på dagen i dag. I hvilken grad har du vært:	Think about today. To what degree have you been:
Glad	Happy
Irritert	Irritated
Avslappet	Relaxed
Sint	Angry
Nervøs	Nervous
Trist	Sad

Engasjert	Engaged/Committed
Stressa	Stressed
Sliten	Tired
Stolt	Proud
Scale: 1-5 (Very little, A little, Medium, Quite a lot, A lot)	
<b>Name:</b>	<b>Functional Emotion Regulation</b>
Target construct	Emotion regulation
Outcomes	Mental health/well-being (mediating the effect of emotion regulation strategies)
Items	1
<b>Scaling and Items</b>	
Norwegian	English
Jeg synes jeg har håndtert følelsene mine på en måte som fungerte bra for meg i dag.	I think I handled my emotions in a way that worked well for me today.
Scale: 1-5 (Not at all, A little, Somewhat, Quite a bit, Very much)	

Name:		Emotion Regulation Strategies	
Target construct		Emotion Regulation Strategies	
Outcomes		Mental health and well-being	
Items		7	
Scaling and items			
Have you done any of the following today?			
Norwegian	English	Target ER strategy	Origin/psychometrics
Lagt merke til hvordan jeg har følt meg	Noticed how I felt	Awareness	Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004)
Skjult hvordan jeg har følt meg	Hid how I felt <sup>1</sup>	Suppression	Multidimensional Scale of Emotion regulation for Adolescents (MSERA), subscale: Expression of negative emotions. (Rodriguez-

			Alcantara & Barcelata, 2020).
Hatt problemer med å slutte å tenke på noe	Had difficulties stopping thinking about something	Rumination	Adolescents' Emotion Regulation Strategies Questionnaire (Rådman et al., 2024).
Prøvd å tenke annerledes om en situasjon eller om meg selv	Tried to think differently about a situation or myself <sup>2</sup>	Cognitive restructuring	Trait emotion regulation strategy measures (McMahon & Naragon-Gainey, 2020).
Blitt irritert på meg selv for en følelse jeg hadde	Been annoyed with myself because of a feeling I had	Non-acceptance	The Difficulties in Emotion Regulation Scale Short Form (DERS-SF) (Kaufman et al., 2016).
Distrahert meg selv fra en følelse	Distracted myself from my feelings <sup>3</sup>	Distraction	Trait Emotion Regulation Strategy Measures (McMahon et al., 2020).
Har tenkt på noe som fikk meg til å føle meg bra	Thought of something that made me feel good	Savoring	Developed for the Kort study
Scale: 1-5 (Never, Rarely, Sometimes, Often, Very often)			

<sup>1</sup>Adapted from original item: *I change the way I thought about what caused my feelings;*

<sup>2</sup>Adapted from original item: *I changed the way I thought about what caused my feelings;*

<sup>3</sup>Adapted from original item: *I engaged in activities to distract myself from my feelings.*

We adapted the item to be more general, allowing participants to define distraction. For example, scrolling on social media may not be directly interpreted as engaging in an activity.

### Element-Specific Items

Adolescents receive the following element-specific items every weekend after their school nurse submits a consultation record indicating the use of an element. School nurses in the care as usual condition are not asked to report the use of elements.

Name:	Positive activities
Target construct	Positive emotions
Items:	3
Time:	U_WD (Every Saturday for 10 weeks)
References to psychometrics:	None. Items developed for this study.
Scaling and Items	
Norwegian	English

Tenk på uken som har gått: Har du gjort noen positive aktiviteter som du og helsesykepleier avtalte?	Think about the past week. Have you engaged in any positive activities that you and your school nurse had planned?
Tenk på uken som har gått: Har du gjort noen andre positive aktiviteter (aktiviteter som gir deg glede, mening eller mestring)?	Think about the past week. Have you engaged in any other positive activities (activities that give you joy, meaning, or a sense of accomplishment)?
Scale: 1-3 (No, Yes, Not sure)	
Synes du det var nyttig?	Did you think it was useful?
Scale: 1-5 (Not at all, To a small extent, To some extent, To a great extent, Not relevant)	
<b>Name:</b>	<b>Psychological Flexibility</b>
Target construct	Cognitive Restructuring
<b>Norwegian</b>	<b>English</b>
Tenk på uken som har gått. Har du: lagt merke til tankefeller	Think about the past week. Have you noticed any mind traps
Tenk på uken som har gått. Har du: Lagt merke til tanker, følelser eller kroppslige situasjoner i en situasjon	Think about the past week. Have you noticed any thoughts, feelings or sensations in a situation?
Øvd på å utfordre tankefeller	Think about the past week. Have you practiced challenging maind traps
Øvd på å finne alternative tanker	Think about the past week. Have you practiced finding alternative thoughts?
Scale: 1-3 (No, Yes, Not sure)	
Synes du det var nyttig?	Did you think it was useful?
Scale: 1-5 (Not at all, To a small extent, To some extent, To a great extent, Not relevant)	
<b>Name:</b>	<b>Here and Now</b>
Tenk på uken som har gått. Har du brukt.. Fokusøvelse (fokusere på ting du kan se, høre osv.)	Think about the past week. Have you practiced... The Focus exercise (focusing on things you can se, hear, etc.)?
Tenk på uken som har gått. Har du brukt.. 4-4 pust (telle på inn- og utpust)	Think about the past week. Have you practiced... 4-4 breathing (counting on the in and out breath)
Tenk på uken som har gått. Har du brukt.. Kroppsskanning (fokusere på ulike deler av kroppen)	Think about the past week. Have you practiced... Body scan (focusing on different parts of the body)

Tenk på uken som har gått. Har du brukt.. Surfe bølgen (fremkalle og utforske en følelse)	Think about the past week. Have you practiced... Surfing the wave (conjuring and exploring an emotion)
Scale: 1-3 (No, Yes, Not sure)	
Synes du det var nyttig?	Did you think it was useful?
Scale: 1-5 (Not at all, To a small extent, To some extent, To a great extent, Not relevant)	

### Weekly Diary Items

Adolescents receive a link to a form including the following items every Saturday for 70 days (10 weeks), starting the first Saturday after the first Kort consultation.

Name:	Emergent/Exceptional Events
Target construct	Identifying events occurring in the past week that were perceived as exceptional
Outcomes	Possible mediator for proximal and distal outcomes
Items:	1-5*
Time:	U_WD (Every Saturday for 10 weeks)
Psychometrics:	None. Items developed for this study.
Scaling and Items	
Norwegian	English
Har det skjedd noe den siste uken som har gjort at den skiller seg fra en vanlig uke?	Has something occurred in the past week that made it stand out, compared to a regular week?
Scale: Yes/No (If Yes, routing to the following 4 items)	
Jeg var syk	I was sick
Jeg hadde problemer hjemme	I had problems at home
Jeg hadde problemer på skolen	I had problems at school
Jeg hadde problemer med venner	I had problems with friends
Jeg hadde det ekstra bra eller gøy	I felt extra good or had more fun than usual
Scale: 1-5 (Yes, one day, Yes, Two days, Yes, three-four days, Yes, five days, No)	

\*No further questions if checking "No" on the first question

### Rewards

Questionnaire	Number of questionnaires	Value
Daily Diary (DD)	70	NOK 5
T1, T2, T3, T4	4	NOK 60
Weekly Diary (WD)	10	NOK 6
Total (per adolescent)	74	NOK 650
Total (all adolescents, N=300)	22200	NOK 180000

## School Nurses

Name:	Background Information
Target construct:	Professional background, demographics
Outcomes:	Perceptions of worklife, workload
Items:	7
Time:	T1: After initial training
Psychometrics:	None. Items developed for this study.
Scaling and Items	
Norwegian	English
Hvilket kjønn identifiserer du deg som?	Which gender do you identify as?
Scale: 1-4 (Woman, Man, Non-Binary, Do not wish to disclose)	
Hvor gammel er du?	How old are you?
Hvor mange år har du vært helsesykepleier?	How many years have you been a school nurse?
Hvor stor stillingsprosent har du i skolehelsetjenesten?	What percentage of full-time employment do you have in the school health service?
Hvor stor stillingsprosent har du på denne skolen?	What percentage of full-time employment do you work at this school?
Scale: Open number format	
Hvilken utdannelse har du fullført?	Which education(s) have you completed?
Scale: 1-4 (Nursing Bachelor´s degree, School nurse specialication (60-90 ECTS), Master's degree in Public Health Nursing, Other (open text format))	

Hvor er skolehelsetjenesten lokalisert på skolen?	Where in the school is the school health service located?
Scale: 1-4 (Near the teacher or administration team room, In the school building but in a different part than school employees, In a separate building on the schoolgrounds, Other (open text format))	
<b>Name:</b>	<b>School Nurse Self-Efficacy</b>
Target construct:	Professional Self-Efficacy
Outcomes:	Professional Self-Efficacy
Items:	5
Time:	T1, T2 (Post training, 6 months later)
Psychometrics:	Sagatun et al., 2023
<b>Norwegian</b>	<b>English</b>
Jeg klarer alltid å løse vanskelige problemer på jobben hvis jeg prøver hardt nok	I always manage to solve difficult problems at work if I try hard enough
Hvis noen motarbeider meg på jobben, så kan jeg finne måter og veier til å få det som jeg vil	If someone works against me at my job, I can find ways and means to get what I want
Jeg føler meg trygg på at jeg ville kunne takle uventede hendelser på jobben på en effektiv måte	I feel confident that I would handle unexpected events at work in an effective manner
Jeg beholder roen når jeg møter vanskeligheter på jobben fordi jeg stoler på mestringsevnen min	I keep calm when I encounter obstacles at work because I trust in my coping skills
Hvis jeg er i knipe på jobben, så finner jeg vanligvis en vei ut av det	If I am in a bind at work, I usually find a way out of it
Scale: 1-4 (Completely false, Somewhat false, Somewhat correct, Completely correct)	I had problems at home
Jeg hadde problemer på skolen	I had problems at school
Jeg hadde problemer med venner	I had problems with friends
Jeg hadde det ekstra bra eller gøy	I felt extra good or had more fun than usual
Scale: 1-5 (Yes, one day, Yes, Two days, Yes, three-four days, Yes, five days, No)	
<b>Name:</b>	<b>Readiness for implementation scale (MFE)</b>
Target construct	School nurses' job satisfaction, job stress, openness to change and capacity for implementation, and implementation climate
Outcome:	Implementability

Items:	18
Respondents:	All school nurses
Time:	T1, T2
Psychometrics:	Engell et al., 2021

<b>Name:</b>	<b>Measure of Innovation-Specific Implementation Intentions (MISII)</b>
Target construct:	School nurses' intentions about using Kort elements
Outcomes:	Implementability
Items:	Three items per element. School nurses are allocated to 3 elements, receiving 9 items each, of a total of 21 items
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	T1, T2
Psychometrics:	Moullin et al., 2018
Translation	Translation by Karina Egeland and colleagues in collaboration with Moullin et al. Our adaptation (asking about each element, not the entire intervention) was approved by the MISII developers
<b>Name:</b>	<b>Measure of intervention acceptability (AIM), appropriateness (IAM) and feasibility (FIM)</b>
Target construct:	School nurses' perceptions about Kort
Outcomes:	Implementability
Items:	12 (4 items in each subscale)
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	T1, T2
Psychometrics:	Weiner et al., 2017
Translation	Engell et al., 2021
<b>Name:</b>	<b>Intervention Usability Scale (IUS)</b>
Target construct:	School health nurses perceptions of the usability of the intervention
Outcome:	Implementability
Items:	10
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	T1, T2
Psychometrics:	Lyon et al., 2021
Translation:	Engell et al., 2021



### School Nurse Consultation Report

<b>Name:</b>	<b>Working Alliance Inventory Short Form (WAI-SF)</b>
Target constructs:	School nurses' perceptions about their working alliance with adolescents
Outcomes:	Working alliance
Items:	12
Respondents:	All school nurses
Time:	After each consultation with an adolescent participating in Kort
Psychometrics:	Hatcher & Gillaspy, 2006
Translation	Rønnestad, 2006. We made changes to the following words to fit the Kort context: "Terapeut" to "helsesykepleier" (from "therapist" to "school nurse");- "Terapi" to "samtaler" (from "therapy" to "consultation");- "Problemene" to "utfordringene" (from "problems" to "challenges")
<b>Name:</b>	<b>Perceived Usefulness of the Consultation</b>
Target constructs:	School nurses' perceptions of how useful the consultation was for the adolescent
Outcomes:	Appropriateness
Items:	1
Respondents:	All school nurses
Time:	After each consultation with an adolescent participating in Kort
Psychometrics:	Item developed for the Kort study
<b>Norwegian</b>	<b>English</b>
I hvilken grad tror du ungdommen opplevde den siste samtalen som nyttig?	To which degree do you think the adolescent experienced the consultation as useful?
Scale: 1-4 (Not at all, Somewhat, To a moderate degree, Very much)	
<b>Name:</b>	<b>Use of Elements in Consultation</b>
Target construct:	Fidelity and dosage
Outcomes:	Dose-response, Intervention fidelity

Items:	1
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	After each consultation with an adolescent participating in Kort
Psychometrics:	Item developed for the Kort study
<b>Norwegian</b>	<b>English</b>
Hvilke elementer jobbet dere med i dag?	Which elements did you use today?
Scale: 1-5 (Element 1: What Matters To You?, Element 2: Exploring thoughts, feelings and bodily sensations, Element 3: Positive Activities, Element 4: Psychological Flexibility, Element 5: Here and Now)	
<b>Name:</b>	<b>Element 1 What Matters To You? (HEVD)</b>
Target construct:	Setting realistic, measurable goals
Outcomes:	Fidelity and dosage of Element 1
Items:	5-9
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	After consultations, if checked for this element
Psychometrics:	Items developed for the Kort study
<b>Norwegian</b>	<b>English</b>
Hvilke HEVD-mål jobbet du og ungdommen med i samtalen? Du kan redigere målene hvis dere har satt nye eller endret mål.*	Which HEVD goals did you and the adolescent work on in the consultation? You can edit the goals if you have set new goals or revised them.*
Scale: Open text format	
Hva var ungdommens scoring på mål 1?	What was the adolescent's score on goal 1?
Hva var ungdommens scoring på mål 2?	What was the adolescent's score on goal 2?
Scale: Numeric drop-down menu (1-10)	
I hvilken grad opplever du at dere hadde	To what extent do you perceive that you had progress with the following functions:

fremgang med disse funksjonene:	
Eierskap til egne mål	Ownership to one's own goals
Motivasjon	Motivation
Måltrettet plan	Targeted plan
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
I hvor stor grad gjennomførte dere:	To what extent did you work on:
Aktivitet 1: Sette personlige mål - hva er viktig for ungdommen?	Activity 1: Setting personal goals – what matters to the adolescent?
Aktivitet 2: Følge opp målene ungdommen setter seg og reflektere	Activity 2: Follow up and reflect on the adolescent's goals
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
<b>Name</b>	<b>Element 2: Exploring thoughts, feelings and bodily sensations</b>
Outcome:	Fidelity and dosage of Element 2
Items:	4
Respondents:	School nurses in the Kort conditions (not CAU)
Time:	After consultations, if checked for this element
Psychometrics:	Items developed for the Kort study
<b>Norwegian</b>	<b>English</b>
I hvilken grad opplever du at dere hadde fremgang med disse funksjonene:	To what extent do you perceive that you had progress with the following functions:
Kunnskap om psykisk helse	Knowledge about mental health
Normalisering av følelser og tanker	Normalization of feelings and thoughts
Kjennskap til egne følelser og tanker	Awareness of one's own feelings and thoughts
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
I hvor stor grad gjennomførte dere Aktivitet 1: Utforske	To what extent did you work on Activity 1: Exploring thoughts, feelings and bodily sensations

følelser, tanker og kroppslige reaksjoner	
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
<b>Name</b>	<b>Element 3: Positive Activities</b>
Outcome:	Fidelity and dosage of Element 3
Items:	6
Respondents:	School nurses in Kort condition 1 (Positive Activities)
Time:	After consultations, if checked for this element
Psychometrics:	Items developed for the Kort study
<b>Norwegian</b>	<b>English</b>
I hvilken grad opplever du at dere hadde fremgang med disse funksjonene:	To what extent do you perceive that you had progress with the following functions:
Bli bevisst positive aktiviteter i eget liv	Become aware of positive activities in your life
Realistisk plan for å fremme positive aktiviteter i hverdagen	Realistic plan to enhance positive activities in your life
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
I hvor stor grad gjennomførte dere:	To what extent did you work on:
Aktivitet 1: Hva er positive aktiviteter?	Activity 1: What are positive activities?
Aktivitet 2: Utforske positive aktiviteter i ungdommens liv	Activity 2: Exploring positive activities in the adolescent's life
Aktivitet 3: Planlegge positive aktiviteter i ungdommens hverdag	Activity 3: Plan positive activities in the adolescent's everyday life
Aktivitet 4: Følge opp gjennomføringen og eventuelt justere eller endre aktiviteter	Activity 4: Follow up on actualizing and/or adjusting the planned activities
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
<b>Name</b>	<b>Element 4: Psychological Flexibility</b>

Outcome:	Fidelity and dosage of Element 4
Items:	7
Respondents:	School nurses in Kort condition 2 (Psychological flexibility)
Time:	After consultations, if checked for this element
Psychometrics:	Items developed for the Kort study
<b>Norwegian</b>	<b>English</b>
I hvilken grad opplever du at dere hadde fremgang med disse funksjonene:	To what extent do you perceive that you had progress with the following functions:
Kjennskap til egne tankefeller	Awareness of one's own mind traps
Bryte tankefeller	Breaking mind traps
Erfare gode alternativer	Experience good alternatives
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
I hvor stor grad gjennomførte dere:	To what extent did you work on:
Aktivitet 1: Hva er psykisk fleksibilitet	Activity 1: What is psychological flexibility?
Aktivitet 2: Utforske situasjoner, tanker, følelser, kroppslige reaksjoner og hva man gjør	Activity 2: Explore situations, thoughts, feelings, sensations and actions
Aktivitet 3: Utfordre tankefeller	Activity 3: Challenging mind traps
Aktivitet 4: Finne gode alternativer og lag en plan	Activity 4: Find good alternatives and make a plan
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
<b>Name</b>	<b>Element 5: Here and Now</b>
Outcome:	Fidelity and dosage of Element 5
Items:	8
Respondents:	School nurses in Kort condition 3 (Here and Now)
Time:	After consultations, if checked for this element

Psychometrics:	Items developed for the Kort study
<b>Norwegian</b>	<b>English</b>
I hvilken grad opplever du at dere hadde fremgang med disse funksjonene:	To what extent do you perceive that you had progress with the following functions:
Øke tilstedeværelse	Increase awareness
Regulere/håndtere stress	Regulating/coping with stress
Regulere/håndtere utfordrende følelser	Regulating/coping with challenging emotions
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	
I hvor stor grad gjennomførte dere:	To what extent did you work on:
Aktivitet 1: Hva er Her og nå?	Activity 1: What is Here and now?
Aktivitet 2: Fokusøvelse	Activity 2: Focus exercise
Aktivitet 3: 4-4 pust	Activity 3: 4-4 breathing
Aktivitet 4: Kroppsskanning	Activity 4: Body scan
Aktivitet 5: Surfe bølgen	Activity 5: Surfing the wave
Scale: 1-5 (Not at all, To a slight extent, To a moderate extent, To a great extent, To a very great extent)	

\*Setting and/or revising goals and scoring them is a standard part of all Kort consultations. Adolescents articulate 1-2 goals at a time.

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