

[A0286] ' Project CoVitality: Universal Wellness screening in California '
Universal Monitoring of Students' Positive Mental Wellness: International Approaches

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Assessing Japanese Students Social Emotional Health

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Social Emotional Health Survey System(SEHSS) in Japanese schools

- High School (Iida, Ito, Aoyama, Sugimoto, Endo, Furlong, in press; Iida, Sugimoto, Aoyama, Endo, Yokohari & Ito, 2016; Minami, Iida & Ito, 2018)
- Junior High School (Ito & Shimoda, 2012; Ito & Shimoda, 2013; Ito & Shimoda, 2015; Ito, Smith, You, Shimoda & Furlong, 2015)
- Elementary School (Iida, Watanabe, Ito, Aoyama, Endo, Sugimoto, & Kuwahara, 2018).

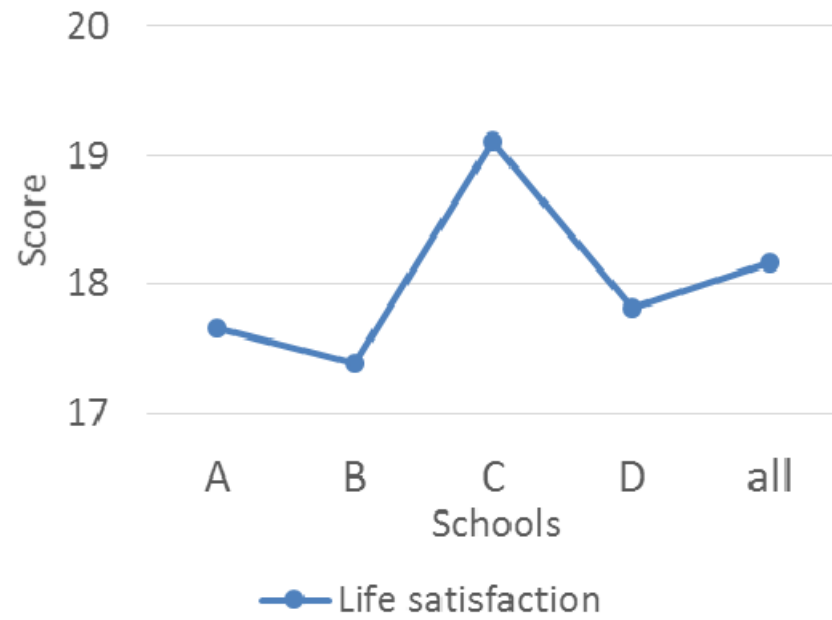
School level...at High Schools

- Japanese high school...many kinds, many academic levels
- Some of them have many difficulties
- We can find positive trait from the SEHSS result
- Positive trait empower teachers and students

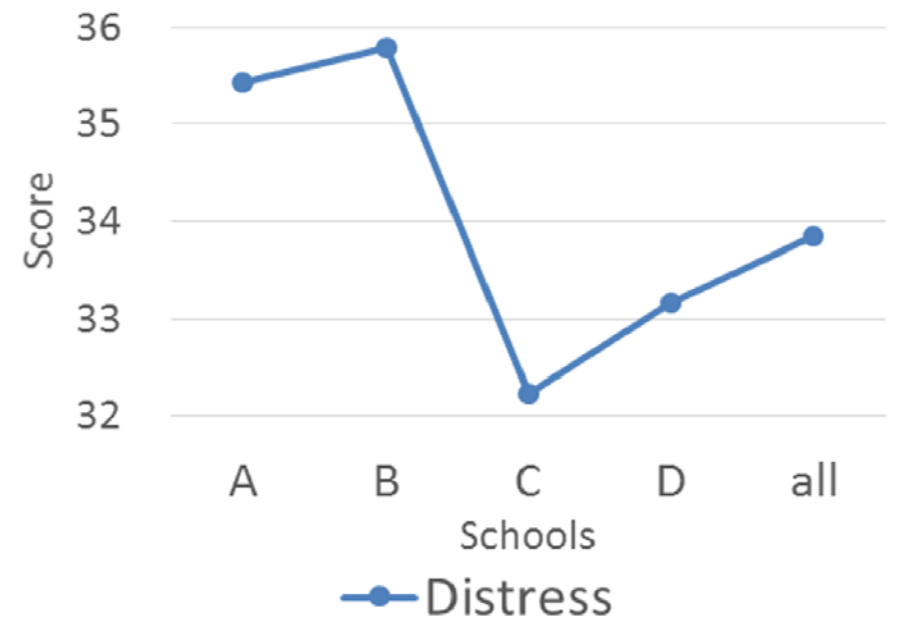
Description of each school

- School A; Middle academic achievement, vocational high school, strict disciplinary guidance, low life satisfaction, and high distress
- School B; **Low academic achievement**, career options are 35% geared for finding a job, 35% for vocational technical schools, and 30% for universities and colleges, **low satisfaction and, high distress**.
- School C; **High academic achievement**, nearly 100% geared for 4-year universities and colleges, **high life satisfaction, and low distress**.
- School D; **Low academic achievement**, career options are geared 35% for finding a job, 35% for vocational and technical schools, and 30% for universities and colleges, over 65% students are women, **low life satisfaction, and low distress**.

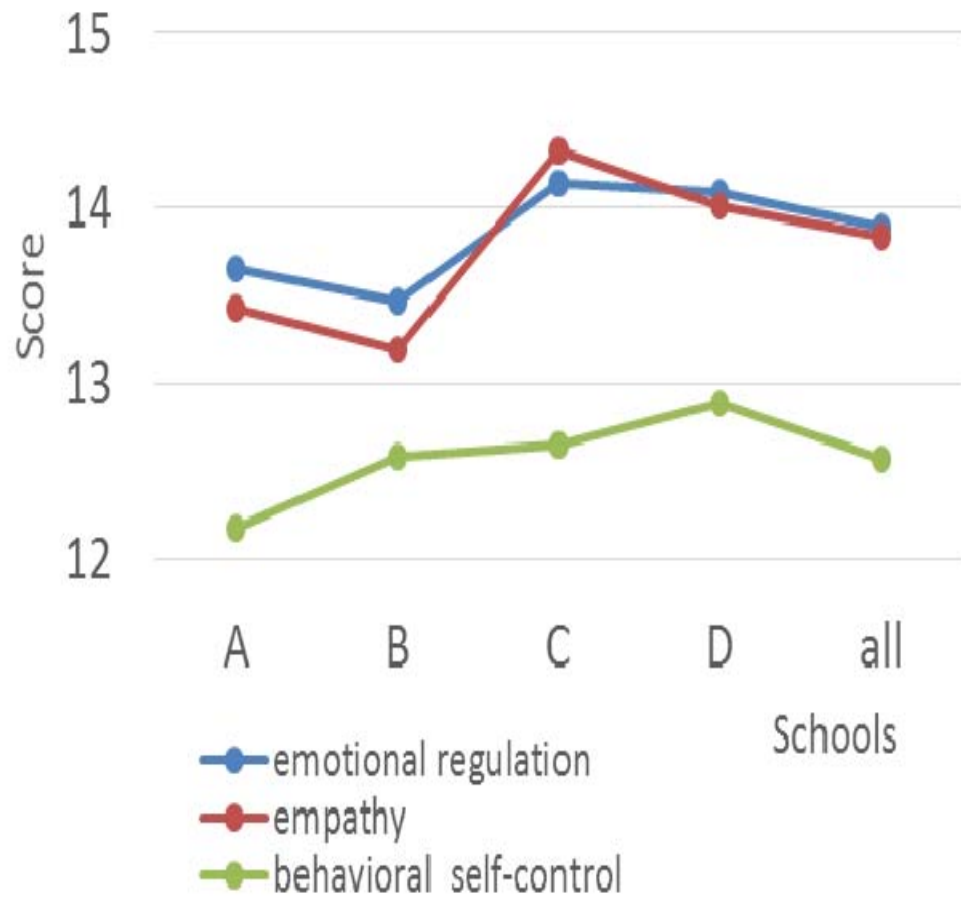
Life satisfaction score of each school



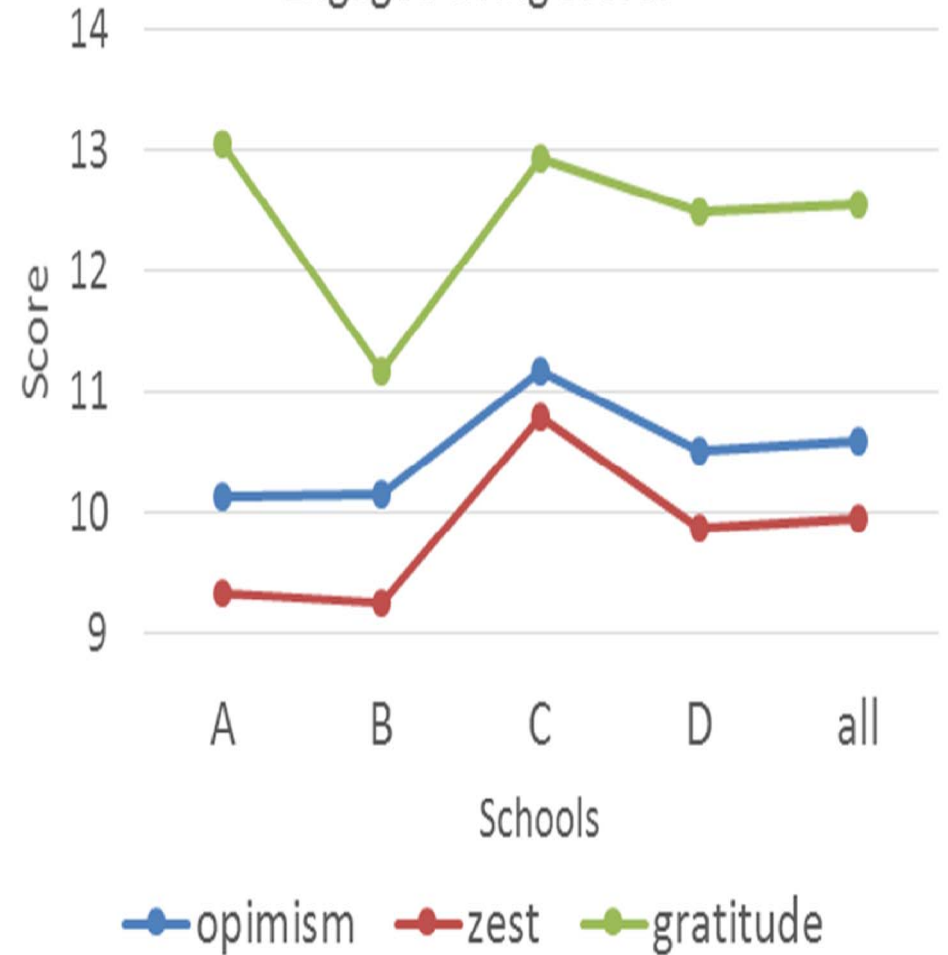
Distress score of each school



Emotional competence scores

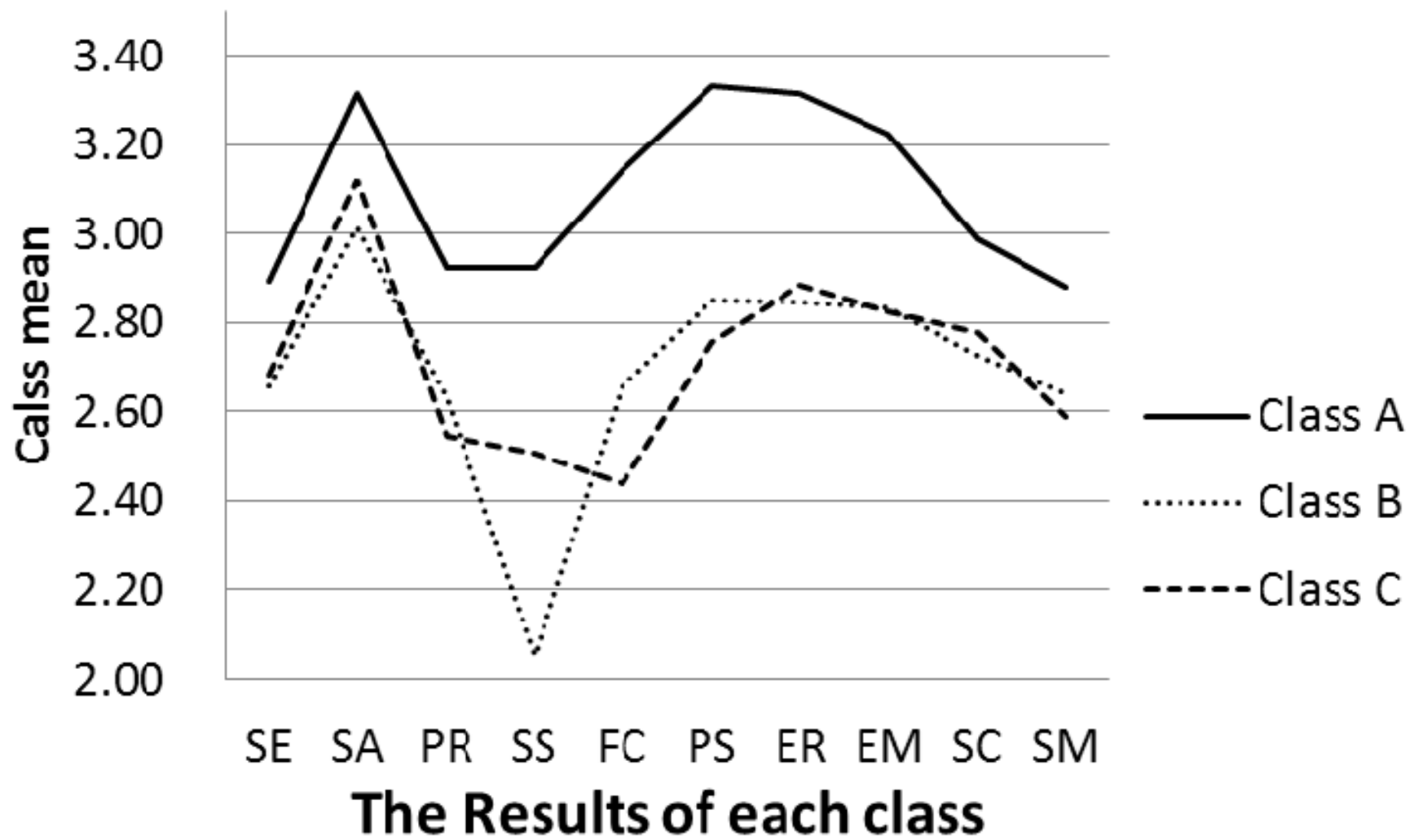


Engaged living scores



Class level...at Junior high schools

- Each class has each classroom climate
- Teacher can find the “target” from the results



Class mean differences

Domain	Scale	Abbreviations	item num	Max	Min	Differences	Effect Size (d)
Belief in Self	Self Efficacy	SE	3	2.97	2.53	0.45	0.8
	Self Awareness	SA	3	3.37	2.77	0.60	0.9
	Persistence	PR	8	2.93	2.36	0.56 ***	1.4
Belief in Others	School Support	SS	6	3.27	2.05	1.22 ***	1
	Famly Coherence	FC	3	3.31	2.44	0.88 **	1.2
	Peer Support	PS	3	3.38	2.57	0.81 **	1
Self Emotional Competence	Emotional Regulation	ER	3	3.32	2.79	0.53	0.9
	Empathy	EM	3	3.23	2.58	0.64 *	1
	Self Control	SC	5	3.07	2.56	0.51	1
Meaningful Engagement	Meaningful School Engagement	SM	3	3.08	2.23	0.85 ***	1.2

.05>*, .01>** , .001>***

Promotion and prevention

- Not only students but teachers can not have high self-esteem at low academic high school
- Positive traits empower them
- Teachers tend to focus on student behavior, but positive traits results may enhance focusing on potential/possibilities of students