

UC SANTA BARBARA

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Project Covitality:

A school mental wellness and thriving student development initiative

The Social Emotional Health Survey System includes three conceptually linked measures that assess core psychological and social mindsets associated with positive youth development from childhood through the post-high school transition. Developed primarily for use in schools — the contexts in which most youth receive mental health services — the three forms are:

- **Primary** (20 items assessing gratitude, persistence, optimism, zest, prosocial behavior);
- **Secondary** (36 items assessing belief in self [self-efficacy, persistence, self-awareness], belief in others [peer support, school support, family support], emotional competence [empathy, behavior self-control, emotional regulation], engaged living [gratitude, zest, optimism]; and
- **Higher Education** (36 items assessing belief in self [self-efficacy, persistence, self-awareness], belief in others [peer support, campus support, family support], emotional competence [empathy, behavior self-control, cognitive reframing], engaged living [gratitude, zest, optimism].

All three SEHS measures assess the general construct called Covitality. Covitality is the integrated, combined influences of the individual SEHS subscales; that is, the whole is greater than the sum of its parts.

The first public presentation about the SEHS Covitality model was made in 2011 at the International Association of School Psychologist conference in Velore, India. Since that time, the UC Santa Barbara Project Covitality team has conducted research to carefully build a body of evidence exploring these measures' psychometric properties and validity for use with diverse groups of children, adolescents, and young adults. **Aided by funding by the U.S. Office of Education Institute of Education Sciences (Grant # R305A160157)**, the UC Santa Barbara Covitality team is carrying out longitudinal and cross-sectional studies to further refine the Secondary form (four-year project: 2016-2020). In addition, talented colleagues in Australia, Indonesia, China, Korea, Japan, Mexico, Spain, Turkey, Italy, Slovakia, England, and other countries have made substantial, important contributions. The following is a list of articles and reports that provide the psychometric evidence base for the SEHS measures, how these measures are being used for research, and their use for universal schoolwide mental wellness screening. This list is updated on a regular basis.

SOCIAL EMOTIONAL HEALTH SURVEY RESEARCH

Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in schools* (2nd ed.). New York, NY: Routledge, Taylor & Francis. www.routledge.com/Handbook-of-Positive-Psychology-in-Schools-2nd-Edition/Furlong-Gilman-Huebner/p/book/9780415621861
 Chinese and Korean language versions available.



Social Emotional Health Survey – Primary (first called Positive Experiences at School Scale)

- Chan, M., Yang, C., Furlong, M. J., Dowdy, E., & Xie, J.-S. (2019). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School and Educational Psychology*. Manuscript under review
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- Kim, E., Dowdy, E., Furlong, M. J., & You, S. (2018). Complete mental health screening: Psychological strengths and life satisfaction in Korean students. *Child Indicators Research*, 1–15. First online, 23 May 2018. <https://doi.org/10.1007/s12187-018-9561-4>
- Iida, J., & Ito, A. (2019, July). *Validation of the Social Emotional Health Survey-Primary among Japanese Elementary school students*. 40th Annual Conference of the International School Psychology Association. Poster Presentation, Tokyo, Japan.
- Liu Hai-ning, Han Bu-xin, Li Xiao-min, Wang Lu-yao, & Xiao Qiao-ling. (2016). Reliability and validity of Social Emotional Health Survey-Elementary in Chinese children. *Chinese Journal of Clinical Psychology*, 24, 450–457. doi:10.16128/j.cnki.1005-3611.2016.03.015
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- Pineda, D., Piqueras, J. A., Martínez, A., Rodríguez-Jiménez, T., Martínez González, A. E., Santamaría, P., & Furlong, M. J. (2017). *A new instrument for covitality: The revised Social Emotional Health Survey-Primary in a Spanish sample of children*. 14th European Conference on Psychological Assessment, Lisbon, Portugal, July.
- Piqueras, J. A., Martínez-Martínez, A., Botiá, M. D., & Pineda, D. (2019). *Adaptation and validation of the Social Emotional Health Survey-Primary for Spanish-speaking students*. In preparation.
- Renshaw, T. R. (2017). Technical adequacy of the Positive Experiences at School Scale with adolescents. *Journal of Psychoeducational Assessment*, 35, 323–335. <https://doi.org/10.1177/0734282915627920>
- Telef, B. B. (2016). Validity and reliability study of Positive Experiences at School Scale (Okulda Pozitif Yaşantılar Ölçeği geçerlik ve güvenirlik çalışması). *Journal of Human Sciences*, 13(2), 2475–2487. <https://j-humansciences.com/ojs/index.php/IJHS/article/view/3562>
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- Wilkins, B., Boman, P., & Mergler, A. (2015). Positive psychological strengths and school engagement in primary school children. *Cogent Education*, 2(1), 1–11. <http://www.tandfonline.com/doi/full/10.1080/2331186X.2015.1095680>
- Xie, J., Liu, S., Yang, C., & Furlong, M. J. (2018). Chinese version of Social and Emotional Health Survey-Primary. *Chinese Journal of Clinical Psychology*.



Social Emotional Health Survey – Secondary: Psychometrics and Rationale

- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research*, 117, 1011–1032. <http://link.springer.com/article/10.1007/s11205-013-0373-0>
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- Lee, S., You, S., & Furlong, M. J. (2016). Validation of the Social Emotional Health Survey for Korean school students. *Child Indicators Research*, 9, 73–92. <http://link.springer.com/article/10.1007/s12187-014-9294-y>
- Pan Yan-Gu, Zhang Da-Jun, Chen Wan-Fen, & Liu Guang-Zeng. (2016). Preliminary validation of the Social and Emotional Health Survey in Chinese secondary school students. *Chinese Journal of Clinical Psychology*, 24, 680–683. https://www.researchgate.net/publication/307882691_Preliminary_Validation_of_the_Social_and_Emotional_Health_Survey_in_Chinese_Secondary_School_Students
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- You, S., Furlong, M. J., Felix, E., & O'Malley, M. D. (2015). Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses. *Psychology in the Schools*, 52, 349–362. <http://onlinelibrary.wiley.com/doi/10.1002/pits.21828/abstract>



Social Emotional Health Survey – Secondary Applications

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- Dowdy, E., Furlong, M. J., Raines, T. C., Price, M., Murdock, J., ... Boverly, B. (2014). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational and Psychological Consultation*, 25, 1–20. www.tandfonline.com/doi/full/10.1080/10474412.2014.929951
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Social Emotional Health Survey – Higher Education (SEHS-HE) and Adults

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Other Studies Using the Social Emotional Health Surveys

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