CREDIBILITY
CONTEXT
PROMISE
CAN YOU MONITOR ALL STUDENTS’ SOCIAL EMOTIONAL WELLNESS???
YOU CAN MONITOR ALL STUDENTS’ SOCIAL EMOTIONAL WELLNESS!!!
ARE CALIFORNIA'S STUDENTS “WELL?”
Children's Emotional Health
Disconnected Youth
Juvenile Arrests
Maternal Emotional Health
Youth Alcohol, Tobacco, and Other Drug Use
Youth Suicide and Self-Inflicted Injury
ARE CALIFORNIA’S YOUTHS “WELL?”
YOU CAN DO THIS.

Student Well-being Teams

100%

California-valid

Scalable

Support
What is universal social, emotional, and behavioral screening?

Universal screening takes place when all individuals in a population are examined for some indicator of wellbeing or risk. Common examples in schools are vision screenings and hearing screenings. The logic, of course, is that you learn best when you can see and hear. While we could rely on educators to notice when a child is squinting to see the board or when a child is asking for directions to be repeated, we know that it is better to not wait until the child has missed instruction, so we perform screening and intervene early! The same logic holds for social, emotional, and behavioral health screening. We want all children to thrive, and we know that the ability to thrive and learn is more challenging when a child is experiencing social and emotional challenges. We also know that teachers alone can’t be expected to notice all the small—and sometimes invisible— signs that a child is languishing, or worse, is experiencing more pervasive social and emotional concerns. Universal screening helps us intervene early and ensure that all children have access to supports that they need to be well and achieve personal and academic success.
Key Terms

Wellness, Complete Mental Health
Life Satisfaction
Bi-Dimensional, Dual-Factor
Social Emotional Health Surveys
Domain Strengths
CALIFORNIA STUDENT WELLNESS STUDY

www.covitalityucsb.info
Two Samples

Statewide Cross-sectional
Grades 7-12
120,000 + Students
200+ Schools

4 High Schools Longitudinal
Grades 9-12
(2017, 2018, 2019)
CSWS SURVEY CONTENT

1. Bi-dimensional Wellness
   Brief Multidimensional Student Life Satisfaction
   Social Emotional Distress Scale

2. Well-Being & Strengths
   Social Emotional Health Survey-Secondary
   Mental Health Continuum-Short Form

3. Climate–Context
   Healthy Kids Core Survey
   School Connectedness
   Risk Behaviors

4. Validity Checks
   Response Honesty
   Response Consistency
WHAT IS WELLNESS?
Normative Approach
Dual-Factor, Bi-dimensional Mental Health

Past Month Distress

Life Satisfaction

Brief Multidimensional Life Satisfaction Scale

<table>
<thead>
<tr>
<th>I would describe my satisfaction with...</th>
<th>Strongly Dissatisfied</th>
<th>Moderately Dissatisfied</th>
<th>Mildly Dissatisfied</th>
<th>Moderately Satisfied</th>
<th>Strongly Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. my family life as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. my friendships as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. my school experience as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. myself as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. where I live as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Sums

| Total Score (0 to 25) | 11 |

Social Emotional Distress Items

<table>
<thead>
<tr>
<th>In the past month...</th>
<th>Not true</th>
<th>A Little True</th>
<th>Pretty much True</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I had a hard time breathing because I was anxious.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I worried that I would embarrass myself in front of others.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I was tense and uptight.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I had a hard time relaxing.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I felt sad and down.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. I was easily irritated.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. It was hard for me to get excited about anything.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I was easily annoyed and sensitive.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. I was scared for no good reason.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. It was hard for me to cope and I thought I would panic.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Sums

| Total Score (0 to 30) | 14 |


N = 99,772

worried that I would embarrass myself in front of others
was easily irritated
hard time relaxing
felt sad and down
easily annoyed and sensitive
tense and uptight
hard for me to cope and I thought I would panic
hard for me to get excited about anything
hard time breathing because I was anxious
scared for no good reason

N = 10,604

Bi-Dimensional Wellness
Dual-Factor Model
Life Satisfaction

High

Low

Distress

High

Low

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Well
Complete Mental Health

SBC

Languishing

Not Well
Troubled

Well
SBC

Languishing

Not Well

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<table>
<thead>
<tr>
<th>Social Emotional Distress Scale</th>
<th>Low (50.9%)</th>
<th>Moderate (25.9%)</th>
<th>Elevated (23.2%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>14 16 18</td>
<td>10 12 14</td>
<td>6 8 10</td>
<td>172</td>
</tr>
<tr>
<td>24</td>
<td>16 18 20</td>
<td>12 14 16</td>
<td>8 10 12</td>
<td>173</td>
</tr>
<tr>
<td>23</td>
<td>18 20 22</td>
<td>14 16 18</td>
<td>10 12 14</td>
<td>211</td>
</tr>
<tr>
<td>22</td>
<td>20 22 24</td>
<td>16 18 20</td>
<td>12 14 16</td>
<td>269</td>
</tr>
<tr>
<td>21</td>
<td>22 24 26</td>
<td>18 20 22</td>
<td>14 16 18</td>
<td>337</td>
</tr>
<tr>
<td>20</td>
<td>24 26 28</td>
<td>20 22 24</td>
<td>16 18 20</td>
<td>418</td>
</tr>
<tr>
<td>19</td>
<td>26 28 30</td>
<td>22 24 26</td>
<td>18 20 22</td>
<td>359</td>
</tr>
<tr>
<td><strong>High (60.2%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>6 8 10</td>
<td>4 6 8</td>
<td>2 4 6</td>
<td>309</td>
</tr>
<tr>
<td>17</td>
<td>8 10 12</td>
<td>6 8 10</td>
<td>4 6 8</td>
<td>271</td>
</tr>
<tr>
<td>16</td>
<td>10 12 14</td>
<td>8 10 12</td>
<td>6 8 10</td>
<td>240</td>
</tr>
<tr>
<td>15</td>
<td>12 14 16</td>
<td>10 12 14</td>
<td>8 10 12</td>
<td>243</td>
</tr>
<tr>
<td>14</td>
<td>14 16 18</td>
<td>12 14 16</td>
<td>10 12 14</td>
<td>191</td>
</tr>
<tr>
<td>13</td>
<td>16 18 20</td>
<td>14 16 18</td>
<td>12 14 16</td>
<td>181</td>
</tr>
<tr>
<td>12</td>
<td>18 20 22</td>
<td>16 18 20</td>
<td>14 16 18</td>
<td>154</td>
</tr>
<tr>
<td>11</td>
<td>20 22 24</td>
<td>18 20 22</td>
<td>16 18 20</td>
<td>135</td>
</tr>
<tr>
<td>10</td>
<td>22 24 26</td>
<td>20 22 24</td>
<td>18 20 22</td>
<td>121</td>
</tr>
<tr>
<td>9</td>
<td>24 26 28</td>
<td>22 24 26</td>
<td>20 22 24</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>26 28 30</td>
<td>24 26 24</td>
<td>22 24 26</td>
<td>58</td>
</tr>
<tr>
<td>7</td>
<td>30 32 34</td>
<td>28 30 32</td>
<td>26 28 30</td>
<td>62</td>
</tr>
<tr>
<td>6</td>
<td>32 34 36</td>
<td>30 32 34</td>
<td>28 30 32</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>34 36 38</td>
<td>32 34 36</td>
<td>30 32 34</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>36 38 40</td>
<td>34 36 38</td>
<td>32 34 36</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>38 40 42</td>
<td>36 38 40</td>
<td>34 36 38</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>40 42 44</td>
<td>38 40 42</td>
<td>36 38 40</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>42 44 46</td>
<td>40 42 44</td>
<td>38 40 42</td>
<td>4</td>
</tr>
<tr>
<td><strong>Life Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (25.5%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>58</td>
</tr>
<tr>
<td>10</td>
<td>3 5 7</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>62</td>
</tr>
<tr>
<td>9</td>
<td>5 7 9</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>7 9 11</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>9 11 13</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>11 13 15</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>13 15 17</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>15 17 19</td>
<td>1 3 5</td>
<td>1 3 5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td>254 124 156 152 128 185 178 152 186 155 170 164 151 128 148 150 121 128 148 150 151 128 164 100 103 167 92 161 67 85 82 125 4154</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMPLETE MENTAL HEALTH (CMH) TROUBLED FEMALES

YRBS Sadness Item
CMH = 12%
Troubled = 92%

YRBS Suicide Ideation
CMH = 4%

Feel Part of School
CMH = 68%
Troubled = 29%

Enjoys Working Classmates
CMH = 68%
Troubled = 26%
Surveillance...

Necessary but not sufficient
HOW DO WE FOSTER STUDENT WELL-BEING?

A missing component: Core Psychosocial Mindset Strengths

Surveillance…

Flourishing Mental Health

- Life Satisfaction
- Social Well-Being
- Psychological Well-Being
- Affective Well-Being

Screen, Monitor, Track, and Care
Social Emotional Health Survey-Secondary

12 Individual Strengths

- Self-Efficacy
- Self-Awareness
- Persistence


Emotion Regulation + Self-Control + Empathy = Emotional Competence (19-27)

Optimism + ZEST + Gratitude = Engaged Living (28-36)

Domain Strengths

- Belief-in-Self (1-9)
- Covitality

Covitality
Evidence-based Assessment

UNIVERSITY OF CALIFORNIA SANTA BARBARA
CENTER FOR SCHOOL-BASED YOUTH DEVELOPMENT

SOCIAL EMOTIONAL HEALTH SURVEY—SECONDARY (SEHS-5)

KEY VALIDATION STUDIES
Schools use the SEHS-5 to foster students’ well-being. This is a brief list of its validation studies.

INTERNATIONAL STUDIES

2015

2016

2016

2017

U.S. STUDIES

2014

2014

2015

2015

2017

See more, learn more: eval@psych.ucla.edu

Year 2017
2016

Year 2019
2019

2019

2019

2020

2020

2020
Modification and Standardization of the Social Emotional Health Survey—Secondary — 2020, Technical Report

Our Institute of Educational Sciences has gathered information with which to validate and assess the practical utility of the SEHS-S. The main aims are:

1. Refining the measure for use in schools,
2. Verifying the construct validity,
3. Investigating the criterion validity,
4. Examining the consistency and stability of responses,
5. Investigating strategies for evaluating the

Supported is provided by the Institute of Education Sciences, U.S. Department of Education, through Grant # R305A160137 to the University of California, Santa Barbara. The opinions expressed are those of the authors and do not represent views of the Institute of Education Sciences or the U.S. Department of Education.

Twitter @UCSBCoVitality

To request a pdf formatted copy, please contact us.

Name: 
Email: 

WHAT IS YOUR COVITALITY METAPHOR?
BUILD
SUSTAIN
CHALLENGE
FOSTER

DYNAMIC RENEWAL
RESILIENCE CHALLENGE MODEL

DOMAIN STRENGTHS/BONES

SEHS–S Response Options

1 = Not at true

2 = A little true

3 = Pretty much true  Strength = > 3.0 average response

4 = Very much true
### BELIEF IN SELF DOMAIN

#### 3.0 MEAN ITEM RESPONSE EXAMPLE

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can work out my problems. (1-4)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. I can do most things if I try. (1-4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. There are many things that I do well. (1-4)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is a purpose to my life. (1-4)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. I understand my moods and feelings. (1-4)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. I understand why I do what I do. (1-4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. When I do not understand something, I ask the teacher again and again until I understand. (1-4)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8. I try to answer all the questions asked in class. (1-4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9. When I try to solve a math problem, I will not stop until I find a final solution. (1-4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Belief in Self Total</strong></td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

Average item response (AIR) = (sum of responses) / 9
NUMBER OF DOMAIN STRENGTHS CALIFORNIA AND EXAMPLE DISTRICT HIGH SCHOOLS

- California, Grades 7-12
- Example 2018

<table>
<thead>
<tr>
<th>SEHS (Bones) Domain Strengths</th>
<th>California, Grades 7-12</th>
<th>Example 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
<td>20</td>
</tr>
</tbody>
</table>
ARE COVITALITY BONES ASSOCIATED WITH STUDENT WELLNESS?
“MY LIFE IS GOING WELL”

Percent “Moderate” + “Strongly Agree” (N = 10,053)

Number of Covitality Bones

Percent

0 1 2 3 4

34 43 62 79 91
ARE COVITALITY BONES ASSOCIATED WITH STUDENT DISTRESS?
...sad or hopeless...

<table>
<thead>
<tr>
<th>Covitality Bones</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

...considered suicide...

<table>
<thead>
<tr>
<th>Covitality Bones</th>
<th>Percent Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

(N = 105,383)
ARE COVITALITY BONES ASSOCIATED WITH SCHOOL CONTEXT?
Yes!
WHEN I NEED HELP I FIND SOMEONE TO TALK WITH

Percent “Pretty Much True” + “Very Much True” (N = 10,326)
I HAVE HIGH GOALS AND EXPECTATIONS FOR MYSELF

Percent ""Pretty Much True"" + "Very Much True"" (N = 10,321)

Wow!
Wow! x 2

Percent

Covitality Bones

51
70
83
94
98

0 1 2 3 4

0
20
40
60
80
100
SOCIETY IS A GOOD PLACE, OR IS BECOMING A BETTER PLACE FOR ALL PEOPLE

Percent

0 1 63 54 42 3 4 66

Never, or 1-2 mo. Almost Everyday and Everyday

Covitality Bones
During the past month, how often did you feel that society was a good place, or is becoming a better place for all people?

- Never or 1-2 times
- 1@ Week / 2-3 Times @ Week
- Almost EveryDay / Everyday

**2018**
- Never: 35
- Almost EveryDay / Everyday: 30

**2019**
- Never: 34
- Almost EveryDay / Everyday: 31

**2020**
- Never: 57
- Almost EveryDay / Everyday: 14

Percentages are shown in the chart.
ALL ARE IMPORTANT FOR PSYCHOLOGICAL & SOCIAL WELL-BEING
Naples, L. N. (2019, March). *Neurodivergence in early childhood: Deriving a dual-factor model of educational well-being through a design-based research pilot program*. A Dissertation submitted to The Faculty of The Graduate School of Education and Human Development of The George Washington University. Washington, DC. Contact: lhunternaples@gmail.com
Contributions

- **STUDENT WELLNESS**: ≈ 50-60%
- **PRACTICE**: INTEGRATION, MTSS
- **POLICY**: WELLNESS FOCUS, 100% MONITORING

Work Hard, Have Fun, Be Good, Do Good, Spread Good, Be Well
TRANSITION TO SUSAN