Tools for Monitoring ALL Students’ Social Emotional Wellness

CASP Winter Wisdom Summit
January 14, 2022
Michael Furlong
OH...

A WISE GUY, EH?
Your Toolkit

Social Emotional Distress Scale (SEDS)

Brief Multidimensional Student Life Satisfaction Scale (MSLSS)

Mental Health Continuum–Short Form (MHC-SF)

Social Emotional Health Survey (SEHS-S-2020)

Domain Strengths

Dual-Factor Model
HERE’S HOW

Norm-based (15 items)
- SEDS
- MSLSS

Criterion Referenced Approach (14 items)
- MHC-SF

Strengths Fostering Approach (36 items)
- SEHS-S-2020
Statewide Cross-sectional
Grades 7-12
120,000 + Students
200+ Schools

4 High Schools
Longitudinal
Grades 9-12
(2017, 2018, 2019)
CALIFORNIA STUDENT WELLNESS STUDY

COVITALITYUCSB.INFO
BI-DIMENSIONAL MENTAL HEALTH MODELS

Normative Approach
Bi-Dimensional Mental Health Model
SEDS and MSLSS

Past Month Distress

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

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>4</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score (0 to 30)</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>Mildly Satisfied</th>
<th>Moderately Satisfied</th>
<th>Strongly Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. my family life as</td>
<td>0</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>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>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>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>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Sums

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score (0 to 25)</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


MENTAL HEALTH CONTINUUM–SHORT FORM
14 ITEMS

CRITERION REFERENCED

EMOTIONAL WELL-BEING
PSYCHOLOGICAL WELL BEING
SOCIAL WELL-BEING
MENTAL HEALTH CONTINUUM–SHORT FORM

Content

EMOTIONAL (EWB)
- 3 items
  - Positive Affect, Quality of Life
    - Happy
    - Interested in life
    - Satisfied with life

SOCIAL (SWB)
- 5 items
  - Social Acceptance, Social Growth, Social Contribution, Social Coherence, Social Integration
    - that our society is a good place, or is becoming a better place, for all people.

PSYCHOLOGICAL (PWB)
- 6 items
  - Self-Acceptance, Personal Growth, Purpose in Life, Environmental Mastery, Autonomy, Positive Relations with Others
    - that your life had a sense of direction to meaning to it.

During the past month, how often did you feel the following ways:

Minimum 1 EWB item and 6 of 11 PWB & SWB items

Responses not fitting Languishing or Flourishing Profiles

Minimum 1 EWB item and 6 of 11 PWB & SWB items

Languishing

Moderate Mental Health (MMH)

Flourishing

Health Continuum

Languishing & Elevated Mental Illness Continuum

Considered Together

If mental illness continua is low (e.g., no DSM diagnosis or T-score below 60 on a symptom screen) then use well-being classification: Languishing, Moderate Mental Health, or Flourishing. Some MMH and Flourishing could have elevated mental illness.

Note: MHC-SF description, items, and scoring available at: https://www.aascu.org/sites/default/files/MHC-SF/English.pdf. The cell sizes in Mental Health Continuum (see, Keyes, 2003) and Mental Illness (see, Kessler et al., 2007) rows illustrate the proportion of adolescents reported in each classification.
ARE CALIFORNIA’S STUDENTS THRIVING?

How Often in Past Month?

**19%**  **35%**  **46%**

**LANGUISHING**
Affective
1 of 3 (Never or 1-2 times)

Psychological and Social
6 of 11 (Never or 1-2 times)

**MODERATE MENTAL HEALTH**
All Others

**FLOURISHING**
Affective
1 of 3 (Almost Everyday or Everyday)

Psychological and Social
6 of 11 (Almost Everyday or Everyday)
Anonymous Surveillance… Helpful but Not Sufficient
HOW DO WE FOSTER STUDENT WELL-BEING?

A missing component: Core Psychosocial Mindset Strengths

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

12 Individual Strengths

Self-Efficacy + Self-Awareness + Persistence = Belief-in-Self (1-9)


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

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

Covitality
SEHS-S (2020) REVISION AND VALIDATION

Rationale
Method
Confirmatory Factor Analyses
Invariance Analyses
Reliability
Criterion Validity
Normative Information
Items and Forms

Enhancement and Standardization of a Universal Social-Emotional Health Measure for Students’ Psychological Strengths

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Abstract
Robust evidence links students’ positive mental health with academic achievement and provides a compelling rationale for developing and refining strength-based assessments. The Social Emotional Health Survey-Secondary (SEHS-S) assesses adolescents’ social and emotional skills and positive psychological dispositions. Previous studies provide reliability and validity evidence; nonetheless, there is a need for continued refinement and validation across diverse groups. The current study revised and standardized the updated SEHS-S-2020 to validate further its use in secondary schools (Grades 9–12) with a large, diverse adolescent sample. Study participants included 72,740 from 113 California schools (structural validation sample), 10,757 students from 15 randomly selected California schools (criterion validation sample), and 707 students from four additional California schools (test-retest sample). Data analyses examined structural validity, measurement invariance, criterion validity, internal consistency, and response stability. Results supported the SEHS-S-2020 validity across diverse groups of youth in various contexts. The discussion focuses on implications for assessing students’ psychosocial assets and universal school-based screening.

Keywords: Social-emotional health survey—secondary; SEHS-S-2020; Strength-based; School-based; Covariability; Universal screening

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3 Department of Education, University of California Santa Barbara, Santa Barbara, CA, USA
Evidence-based Assessment
### 3.0 MEAN ITEM RESPONSE EXAMPLE

#### BELIEF IN SELF DOMAIN

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

**Note:**
- Average Item Response (AIR) for Self-Efficacy: $(1 + 2 + 3) / 3$
- Average Item Response (AIR) for Self-Awareness: $(4 + 5 + 6) / 3$
- Average Item Response (AIR) for Persistence: $(7 + 8 + 9) / 3$
- Average Item Response (AIR) for Belief in Self Total: $(1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9) / 9$
DOMAIN STRENGTHS CALIFORNIA AND EXAMPLE DISTRICT HIGH SCHOOLS

California, Grades 7-12

Example 2018

Percent

SEHS (Bones) Domain Strengths
I HAVE HIGH GOALS AND EXPECTATIONS FOR MYSELF

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

Covitality Bones

<table>
<thead>
<tr>
<th>Covitality Bones</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>98</td>
</tr>
</tbody>
</table>

Wow! x 2

Wow!
STRENGTHS BY MHC-SF MENTAL HEALTH GROUP

Overall MHC-SF Mental Wellness Groups (% by number of SEHS-S-2020 assets)

N = 9943
PSYCHOLOGICAL & SOCIAL WELL-BEING

Explained Variance

- Covitality: 19.5%
- Life Satisfaction: 18.9%
- Distress: 16.3%
- Gender + Latinx: 13.3%

PWB: 46%
SWB: 55%
COVITALITY ZEST BEFORE, DURING, AFTER DISTANCE LEARNING

2019 Before
2020 During
2021 After

On most days, I am...

Energetic
Active
Enthusiastic

Percent Pretty Much and Very Much True

- 2019
- 2020
- 2021
STUDENT DISTRESS BEFORE, DURING, AFTER DISTANCE LEARNING

2019 Before
2020 During
2021 After

In the past month...
During the past month, how often did you feel that:

Society is a Good Place or Becoming a Better Place For All People

This chart shows the responses of students who gave response in 2019, 2020, and 2021, all three years.
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
How Full is California Students' Wellness Tank?

- **STUDENT WELLNESS**
  - ≈ 50%
  - FLOURISHING

- **PRACTICE**
  - INTEGRATION
  - MTSS

- **POLICY**
  - WELLNESS FOCUS
  - 100% MONITORING

- California Healthy Kids Survey
- No More Guessing
- Help Real People
A MTSS Model of CoVitality Implementation
What are Comprehensive Mental Health Services?
The Challenge

**INCREASE**
- Youth suicide risk assessments
- Student hospitalizations
- Special education referrals and assessments
- Staff, time, and emotional fatigue due to crisis responses

**NEED**
- Youth voice and data
- Enhance the district’s MTSS MH framework (prevention & intervention)
- Develop Tier 2 targeted group EBPs and trainings
- Positive school climate approach
- Integrate with existing academic, behavioral, and Social-emotional approaches (RtI/PBIS/SEL)
- Universal screening that would align with the district’s vision statement and mission
Why CoVitality in our Mental Health MTSS Framework?

Primarily because it

- Is Strength Based, Dual Factor Approach
- Emphasizes resiliency and growth
- Provides districtwide and school climate reports
- Offers immediate results for student prevention/intervention to both school site and district administration
- Aligns with SEL & MH Wellness programs
- Is sensitive to Internalized Behaviors
- Provides the ability to follow and compare all data on annual basis
- Able to survey youth whether in classroom or distance learning

Listen to and amplifies the student voice!!
CoVitality (PBIS/MTSS) Site Teams

- Administrators
- Principal
- Assistant Principals
- School Employed Mental Health Staff
  - School Counselors
  - School Psychologists
  - School Social Workers
- School Based Community Mental Health Agency Staff
- Other trained school staff and community collaborators
CoVitality Dashboard

Overall Completion
(403/437)
92%

SEHS-S Completion
(400/427)
94%

SEHS-P Completion
(3/10)
30%

Dual-Factor Risk Groups
For administration period at school/district. Click help icon for details.

1. Highest Risk 14
2. Moderate Risk 12
3. Vulnerable 18
4. Languishing 21
5. Getting By 82
6. Moderate Thriving 144
7. High Thriving 73
8. Inconsistent-H 18
9. Inconsistent-M 21

Reporting (Click on the report icon to download your report)

- School Climate
- Student Profile by Grade Level
- Aggregate Response
- Data Export

Powered by Mosaic Network, Inc.
CoVitality Student Strengths Profile

Secondary Profile

Elementary Profile
### CoVitality Qualitative Data

#### Student Comments

<table>
<thead>
<tr>
<th>ID</th>
<th>Student Name</th>
<th>CoVitality Interview</th>
<th>Email</th>
<th>School</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John Smith</td>
<td>Yes</td>
<td><a href="mailto:john@email.com">john@email.com</a></td>
<td>ABC School</td>
<td>Learning is fun!</td>
</tr>
<tr>
<td>2</td>
<td>Jane Doe</td>
<td>Yes</td>
<td><a href="mailto:jane@email.com">jane@email.com</a></td>
<td>XYZ College</td>
<td>Enjoying the class.</td>
</tr>
</tbody>
</table>

#### Student Interview Form

CoVitality Interview Form (2019-2020)

- **Student Name:** John Doe
- **Gender:** Male
- **School:** ABC School
- **Email:** john@email.com
- **Additional Comments:** Learning is fun!
Results and Insights

- Mental Wellness “gauge” for the development of Tier 1 School-Wide Supports, Tier 2 Targeted & Tier 3 Individual Interventions
- Analysis- Individual, Site & District
  - Student Profiles and Comments *Elevated Students
  - Parent Communique
  - Teacher Communique
  - School Climate Summary Report
  - District Year End Analysis Report
  - Board Summary Report
- Determine Follow-up and Monitor Progress
  - Student Tracking
  - Student Interventions
  - Targeted Group Interventions
  - School-wide Activities
Your Student's Well-Being Summary!

SUMMER 2021

Your school district is committed to supporting the whole child, which includes promoting the social and emotional well-being of all students. This includes deepening student relationships with their peers and teachers, building resilience, and strengthening their connection to school.

In this email are a few pieces of information we have collected for you that give insights into your child’s strengths. We have also provided a fun and healthy activity to do with your child over the summer to maintain the great strengths they have shown over the year.

David has shown great strengths over the school year, particularly in the following areas:

- Gratitude
  - Defined as a feeling of being thankful and appreciative.
- Persistence
  - Defined as the ability to stick with something and accomplish a goal, even after multiple attempts and failures.

With these strengths, your child is more resilient and ready to learn. Thank you for all you do to support the healthy growth of your child!

We have also selected a fun and healthy activity for you to do with your child over summer break.

OPTIMISM

Together with your child, write a few sentences about what your child envisions as their best self. Then, ask them to close their eyes and imagine what they write as vividly as they can.

If you have any questions or need further information, please contact the Student Services & Support Department at 950-353-9999 or email us at support@yourenvironment.org.
TEACHER COMMUNIQUE

PERSONAL SUMMARY
Grade 6th
Gender: Male
School: Hollister High School
Date of Survey: 4/26/2021
Response Validity: Valid

CORE STRENGTH AREAS
School Support
Family Coherence
Self-Efficacy
Emotional Regulation
Test
Crustathy
Empathy
Self-Awareness

AREAS FOR GROWTH
Optimism
Self-Control

COVITALITY RISK LEVEL
The combination of this student's normalized personal and low average social-emotional strengths (CoVitality) is in the Getting
By category for priority of mental health status. This indicates that
the student has no area of immediate concern, but could benefit
from school-wide activities that foster 6S/9 subdomains.

COVITALITY SCORE SUMMARY

<table>
<thead>
<tr>
<th>CoVitality Domain</th>
<th>Student's Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills</td>
<td>5.0</td>
<td>Low Average</td>
</tr>
<tr>
<td>Emotional Competence</td>
<td>6.0</td>
<td>Low Average</td>
</tr>
<tr>
<td>Optimism</td>
<td>6.0</td>
<td>Low Average</td>
</tr>
<tr>
<td>Self-Control</td>
<td>6.0</td>
<td>Low Average</td>
</tr>
<tr>
<td>Broader Learning</td>
<td>5.0</td>
<td>Low Average</td>
</tr>
<tr>
<td>Total CoVitality</td>
<td>26.0</td>
<td>Total CoVitality</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS
FOR YOUR STUDENTS
Our team of experts has curated evidence-based recommendations to best support your students and help them reach their full potential. Below are suggested activities to do with your students in the classroom or on their survey results.

SCHOOL SUPPORT
Teachers and students talked about the importance of getting to
know one another on a personal level. Finding shared interests can
help facilitate conversations and build relationships. Ask students
questions about themselves to discover what you share in common
with them. A recent study found that when a teacher found five
similarities with their students' responses in a "Get to Know You"
survey, teachers rated those relationships more positively.17 When
teachers learned about those commonalities, their students earned
higher grades in class. See additional information here

OPTIMISM
Breakdown the goals—especially long-term ones—into steps.
Research has suggested that students with low hope frequently
think goals have to be accomplished all-at-once, possibly
because they haven't had the parental guidance on how to
achieve goals in steps. Teaching them how to see their goals as a
series of steps will also give students reasons to celebrate their
successes along the way—a great way to keep motivation high!
**School Summary**

**Fall 2020**

PREPARED BY COVITALITY

**UNIVERSAL SCREENING SOLUTION**
Social Emotional Health Survey Domains & Strength Areas

SEHS-S Domains
The graph below shows the average T-Score of each of the 4 domain areas.

SEHS-S Strength Areas
The graph below shows the average scores of each of the SEHS strength areas.

SD15-S Domain Analysis
Average T-Scores grouped by Grade/Gender/Ethnicity.
THE DUAL FACTOR APPROACH

The Covitality framework employs a unique dual-factor approach to assessing students’ social emotional well-being. Expanding beyond the traditional deficit-based methodology, recent studies have found that examining a combination of students’ psychological distress and subjective well-being offers a more accurate picture of adolescent well-being (Kim et al., 2014). This dual-factor framework allows students to be sorted into logical mental health groupings and gives school staff an efficient way to prioritize follow-ups. Additionally, having this expanded picture of student’s provides insights on which strengths might serve as protective factors in the future and ultimately improved development outcomes (You, Disney et al., 2014).

District Wide Strength Areas by Grade Level

References


<table>
<thead>
<tr>
<th>Tier I</th>
<th>Universal Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District and School Wide Mental Wellness Activities (students, staff, parents)</td>
</tr>
<tr>
<td></td>
<td>• Review School Climate Reports</td>
</tr>
<tr>
<td></td>
<td>• Examples: SEL curriculum; bullying prevention (K-5, 5 lessons); CoVitality SEL Resources <a href="https://www.covitalityucsb.info/">https://www.covitalityucsb.info/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Targeted Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Targeted Group Interventions</td>
</tr>
<tr>
<td></td>
<td>• Review school site CoVitality Aggregate Report, At Risk &amp; Elevated student data</td>
</tr>
<tr>
<td></td>
<td>• Examples: Check In, Check Out; Mentoring; Girl or Boy Talk; CBT; Trauma Focused; Mindfulness; Social Skills Training; Anger Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier III</th>
<th>Intensive Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intensive Individual Interventions</td>
</tr>
<tr>
<td></td>
<td>• Review your school site’s CoVitality At Risk &amp; Elevated Student Interviews and follow up on linkages of services/supports on campus and in community.</td>
</tr>
<tr>
<td></td>
<td>• Examples: Student Study Team, 504 plans, ERMHS, Community MH Agency</td>
</tr>
<tr>
<td>Tier Intervention</td>
<td>Define</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>What are our strengths?</td>
</tr>
<tr>
<td>Tier I (Schoolwide, &quot;School Climate&quot;)</td>
<td>Present resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier Intervention</th>
<th>Define</th>
<th>Analyze</th>
<th>Implement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are our strengths?</td>
<td>Why is it occurring?</td>
<td>What are we going to do about it?</td>
<td>When will we meet our goal?</td>
</tr>
<tr>
<td>Tier II (Selected groups of students &quot;At Risk&quot;)</td>
<td>Present resources</td>
<td>Needed resources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier Intervention</th>
<th>Define</th>
<th>Analyze</th>
<th>Implement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are our strengths?</td>
<td>Why is it occurring?</td>
<td>What are we going to do about it?</td>
<td>When will we meet our goal?</td>
</tr>
<tr>
<td>Tier III (Select students, &quot;Elevated&quot;)</td>
<td>Present resources</td>
<td>Needed resources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dr. S K Coats (2017) coatslep@gmail.com
WHEN ALL YOU HAVE IS A DINGY: USING CoVi IN YOUR DAILY PRACTICE

“Architecture starts when you carefully put two bricks together. There it begins.”

Presented by:
Meagan O’Malley, PhD, NCSP
Associate Professor, CSU Sacramento
Meagan.omalley@csus.edu
How do school psychologists spend their time? 2015 NASP Member Survey

<table>
<thead>
<tr>
<th>Professional Practice</th>
<th>N</th>
<th>Percent of Respondents Who Engaged in This Practice</th>
<th>Mean Number of Cases (Std. Dev.)</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Initial Evaluations for Special Education</td>
<td>864</td>
<td>91.4%</td>
<td>27.5 (27.5)</td>
<td>0–300</td>
</tr>
<tr>
<td>No. of Reevaluations for Special Education</td>
<td>862</td>
<td>93.3%</td>
<td>32.1 (25.0)</td>
<td>0–150</td>
</tr>
<tr>
<td>No. of Inservice Programs Conducted</td>
<td>829</td>
<td>66.7%</td>
<td>2.7 (4.5)</td>
<td>0–50</td>
</tr>
<tr>
<td>No. of Parent Groups or Presentations</td>
<td>822</td>
<td>30.5%</td>
<td>1.6 (7.5)</td>
<td>0–115</td>
</tr>
<tr>
<td>No. of Students Counseled Individually: Behavior/Mental Health</td>
<td>793</td>
<td>71.6%</td>
<td>10.2 (16.4)</td>
<td>0–160</td>
</tr>
<tr>
<td>No. of Students Counseled Individually: Academic or Study Skills</td>
<td>679</td>
<td>44.9%</td>
<td>5.8 (15.2)</td>
<td>0–130</td>
</tr>
<tr>
<td>No. of Counseling Groups (not sessions): Behavior/Mental Health</td>
<td>694</td>
<td>43.8%</td>
<td>2.8 (9.7)</td>
<td>0–100</td>
</tr>
<tr>
<td>No. of Counseling Groups (not sessions):</td>
<td>593</td>
<td>18.0%</td>
<td>1.0 (5.6)</td>
<td>0–80</td>
</tr>
</tbody>
</table>

“Much of psychological and psychoeducational report writing is focused on identifying areas of deficit and psychopathology [Brenner & Holzberg, 2000; Tallent, 1993]. This is the nature of report writing where access to services is predicated upon a classification of psychopathology.....When writing psychoeducational reports, it will be important to emphasize positive features of a child’s background and functioning [Michaels, 2006; Rhee, Furlong, Turner, & Harari, 2001; Snyder et al., 2006]. The inclusion of positive aspects of a child’s functioning and a discussion of a child’s resiliency is important to caregivers who intuitively understand that children are not defined by a simplistic label.” (p. 68)
Tenets from Resilience Science

• The processes of, capacity for, or pathways and patterns of positive adaptation during or following significant threats or disturbances.

• Resilience = Competence despite adversity.

• Individual Pathways: Individuals with the same set of risks may have different outcomes (multifinality).

• Protective factors support healthy outcomes in the context of risk.
The Relationship Between Covitality and Resilience

- Covitality attenuates the relationship between bullying victimization and loneliness (Wang et al., 2020).
- Covitality moderates the relationship between bullying experiences and emotional and behavioral problems (Arslan et al., 2021).
- Higher covitality is associated with decreased suicidal thoughts for sexual and gender minority students; however, it does not attenuate the impact of bullying victimization on suicidal thoughts (O’Malley et al., 2021).
**Pathogenesis**

*noun*

path-ə-gen-e-sis  |  \pa-thə-je-nə-səs\ 

**Definition of pathogenesis**

: the origination and development of a disease

---

**Salutogenesis**

*noun*

sa-lut-o-gen-e-sis  |  \sə-lút-ə-je-nə-səs\ 

**Definition of salutogenesis**

: an approach to human health that examines the factors contributing to the promotion and maintenance of physical and mental well-being rather than disease with particular emphasis on the coping mechanisms of individuals which help preserve health despite stressful conditions
What tools do school psychologists most commonly use? The top 15!

Table 5
Average usage per month and percentage of participants using targeted assessment instruments.

<table>
<thead>
<tr>
<th>Assessment instrument and overall rank by average usage per month</th>
<th>Type and rank</th>
<th>Minimum-maximum</th>
<th>M</th>
<th>SD</th>
<th>% Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher Rating Scales, BASC-3</td>
<td>RS 1</td>
<td>0–60</td>
<td>3.65</td>
<td>4.92</td>
<td>90.9</td>
</tr>
<tr>
<td>2. Wechsler Intelligence Scale for Children-Fifth Edition</td>
<td>COG 1</td>
<td>0–50</td>
<td>3.49</td>
<td>4.84</td>
<td>79.7</td>
</tr>
<tr>
<td>3. Parent Rating Scales, BASC-3</td>
<td>RS 2</td>
<td>0–40</td>
<td>3.10</td>
<td>3.62</td>
<td>89.9</td>
</tr>
<tr>
<td>4. Developmental history interview completed with parent or caregiver</td>
<td>IN 1</td>
<td>0–30</td>
<td>2.91</td>
<td>3.96</td>
<td>69.3</td>
</tr>
<tr>
<td>5. Curriculum-Based Measurement (CBM) oral reading fluency probes</td>
<td>ACH 1</td>
<td>0–77</td>
<td>2.88</td>
<td>8.55</td>
<td>29.3</td>
</tr>
<tr>
<td>6. CBM reading comprehension probes</td>
<td>ACH 2</td>
<td>0–51</td>
<td>2.22</td>
<td>6.10</td>
<td>29.5</td>
</tr>
<tr>
<td>7. Unstructured interview with child or adolescent</td>
<td>IN 2</td>
<td>0–30</td>
<td>2.19</td>
<td>3.63</td>
<td>50.5</td>
</tr>
<tr>
<td>8. Kaufman Test of Educational Achievement, Third Edition</td>
<td>ACH 3</td>
<td>0–60</td>
<td>1.94</td>
<td>5.05</td>
<td>62.0</td>
</tr>
<tr>
<td>9. CBM early literacy probes</td>
<td>ACH 4</td>
<td>0–76</td>
<td>1.92</td>
<td>6.44</td>
<td>26.6</td>
</tr>
<tr>
<td>10. Wechsler Individual Achievement Test, Third Edition</td>
<td>ACH 5</td>
<td>0–70</td>
<td>1.82</td>
<td>5.30</td>
<td>47.1</td>
</tr>
<tr>
<td>11. Self-Report of Personality, BASC-3</td>
<td>SELF 1</td>
<td>0–45</td>
<td>1.81</td>
<td>3.77</td>
<td>76.1</td>
</tr>
<tr>
<td>12. Woodcock-Johnson IV Tests of Achievement</td>
<td>ACH 6</td>
<td>0–55</td>
<td>1.78</td>
<td>3.95</td>
<td>49.7</td>
</tr>
<tr>
<td>13. CBM Math computation probes</td>
<td>ACH 7</td>
<td>0–51</td>
<td>1.78</td>
<td>5.36</td>
<td>27.7</td>
</tr>
<tr>
<td>14. Observation, interval recording</td>
<td>OB 1</td>
<td>0–20</td>
<td>1.59</td>
<td>2.75</td>
<td>60.3</td>
</tr>
<tr>
<td>15. Problem-solving interview (completed with teacher)</td>
<td>IN 3</td>
<td>0–40</td>
<td>1.58</td>
<td>3.63</td>
<td>52.7</td>
</tr>
</tbody>
</table>

BASC-3 Self Report (A) Scales & Composites

SCALES
- Attitude to School
- Attitude to Teachers
- Sensation Seeking
- Atypicality
- Locus of Control
- Social Stress
- Anxiety
- Depression
- Sense of Inadequacy
- Somatization
- Attention Problems
- Hyperactivity
- Relations with Parents
- Interpersonal Relations
- Self-Esteem
- Self-Reliance

COMPOSITES
- School Problems
- Internalizing Problems
- Inattention/Hyperactivity
- Emotional Symptoms Index
- Personal Adjustment
CHAT: Why is ‘factors associated with resilience’ not a standard subcategory of our psychoeducational assessment report templates? Should it be? Why or why not?
Section 3030 of Title 5 of the California Code of Regulations: Assessment

(f) The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136. In assessing each pupil under this article, the assessment shall be conducted in accordance with Sections 300.304 and 300.305 of Title 34 of the Code of Federal Regulations.
Section 3030 of Title 5 of the California Code of Regulations: Written Reports

56327. The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

(a) Whether the pupil may need special education and related services.
(b) The basis for making the determination.
(c) The relevant behavior noted during the observation of the pupil in an appropriate setting.
(d) The relationship of that behavior to the pupil’s academic and social functioning.
(e) The educationally relevant health and development, and medical findings, if any.
(f) For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
(g) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
(h) The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Section 56136.
Section 3030 of Title 5 of the California Code of Regulations: IEP Development

56341.1. (a) When developing each pupil’s individualized education program, the individualized education program team shall consider the following:

(1) The strengths of the pupil.
(2) The concerns of the parents or guardians for enhancing the education of the pupil.
(3) The results of the initial assessment or most recent assessment of the pupil.
(4) The academic, developmental, and functional needs of the child.
CHAT: To comply with IDEA, all IEP templates contain a blank for student strengths. When this section comes up during IEP meetings, what are the kinds of things that come up?
What IS strength-based psychoeducational assessment?

• I like the idea, BUUUUUTTTTT
  • I never learned a framework for assessing for psychosocial strengths
  • All my psychosocial instruments use a pathogenic frame
  • I was trained only to rule out psychosocial barriers as a cause of learning issues
  • Even if I collected information on psychosocial strengths, I wouldn’t know how to integrate the data into my case conceptualization and report

CAN YOU DO IT WRONG IF NOBODY KNOWS WHAT YOU’RE DOING?
What is strength-based assessment?

• “The identification of personal assets and environmental resources. This movement...seeks to expand the focus of psychology from repairing deficits to building positive qualities in people.”
  - Lewis, Huebner, Reschly, & Valois (2009)

• “Strength-based assessment is the measurement of emotional and behavioral assets and characteristics that enhances an individual's sense of accomplishment and promotes his or her social and academic development.”
  - Nichols & Graves (2018)
What is strength-based assessment...

• A philosophy
• A framework, process, or procedure
• A specific tool

.....or just platitudes?

“Like many things that drive schools’ practice, this quest to assess/identify strengths is another one that puzzles me. I learned the danger of collecting data to deliver “Valentines.”...Not to trivialize the issue, but I’ve seen so many variations of ‘your child reads well below other students, but they seem to like art.” (Anonymous, NASP Community Listserve, 2019)
What are the procedures for strength-based psychoeducational assessment?

Table of Contents, Search term “strength”
Appears 7 times

• Strengths, Limitations, and Misconceptions Associated with Intelligence Tests 277
• Strengths of the WISC–V
• Strengths of the WPPSI–IV
• Strengths of the SB5
• Strengths of the DAS–II
• Strengths of the WJ IV COG
• Strengths of the KABC–II NU
Training in **strength**-based intervention and **assessment** methodologies in APA-accredited psychology programs (Nichols & Graves, 2017)

- 32 school psychology faculty responded (doctoral programs only)
- The majority of school psychology faculty (83.9%) think that strength-based practices are very beneficial.
- Yet, across all respondents, those reporting to be ‘very familiar’ with specific salutogenic instruments reach a maximum of about 30% [not disaggregated to school psych only]

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Not Familiar</th>
<th>Somewhat Familiar</th>
<th>Very Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Emotional Rating Scale (BERS-2)</td>
<td>35.71 50</td>
<td>39.29 55</td>
<td>25.00 35</td>
</tr>
<tr>
<td>Social Emotional Assets and Resiliency Scales (SEARS)</td>
<td>56.03 79</td>
<td>28.37 40</td>
<td>15.60 22</td>
</tr>
<tr>
<td>Behavioral Assessment for Children of African Heritage (BACAII)</td>
<td>75.89 107</td>
<td>18.44 26</td>
<td>5.67 8</td>
</tr>
<tr>
<td>Devereux Students Strengths Assessment (DESSA)</td>
<td>55.47 76</td>
<td>29.20 40</td>
<td>15.33 21</td>
</tr>
<tr>
<td>Strengths Assessment Inventory (SAI-Y)</td>
<td>84.06 116</td>
<td>15.94 22</td>
<td>0.00 0</td>
</tr>
<tr>
<td>Resiliency Scales for Children &amp; Adolescents (RSCA)</td>
<td>83.82 114</td>
<td>14.71 20</td>
<td>1.47 2</td>
</tr>
<tr>
<td>Child &amp; Youth Resilience Measure (CYRM)</td>
<td>84.88 114</td>
<td>15.56 21</td>
<td>0.00 0</td>
</tr>
<tr>
<td>Strengths and Difficulties Questionnaire (SDQ)</td>
<td>62.04 85</td>
<td>27.74 38</td>
<td>10.22 14</td>
</tr>
<tr>
<td>Multidimensional Students’ Life Satisfaction Scale (MSLSS)</td>
<td>64.49 89</td>
<td>19.57 27</td>
<td>15.94 22</td>
</tr>
<tr>
<td>Social Skills Improvement System (SSIS)</td>
<td>34.53 48</td>
<td>34.53 48</td>
<td>30.94 43</td>
</tr>
<tr>
<td>Behavior Assessment System for Children (BASC-2)</td>
<td>8.57 12</td>
<td>19.29 27</td>
<td>72.14 101</td>
</tr>
</tbody>
</table>
CHAT: How have you incorporated salutogenic concepts into your assessment methods, reports, and eligibility determination conversations?
Developing a Grounded Theory of Strengths-Based Psychoeducational Assessment
Our Diagnostic Assessment Clinic

- Between 75-100 k-12 clients per year
- ~20 LEAs
- 40 graduate student trainees use the clinic each year
- 7 licensed/credentialled supervising clinicians (LP, LEP, NCSP)
- Comprehensive psychoeducational assessments

https://www.csus.edu/center/counseling-diagnostic-services/
Phase 1

Research Question(s):
• Does the use of the CoVitality Social Emotional Health Survey -Secondary (CoVi-S) contribute unique strengths-related information to traditional psychoeducational assessment procedures?
• What effect does deliberate training on the inclusion of a strengths-focused measure have on trainee attitudes and skill?

Methods:
• Content analysis of psychoeducational reports from CCDS
• Semi-structured Interviews with trainees after completing assessments

Participants:
• N = 11 as of December 2021
Preliminary Findings, Phase 1

• Boosting quality of salutogenic recommendations that target classroom, social, and family context, in addition to individual internal experience.

• Boosting integration of developmental history and referral question with social-emotional strengths information, linking to positive orientations of caregivers.

• Strong correspondence to BASC-3 profiles. Complementary framing and verbiage.

• Give salutogenic, family-friendly language for caregiver conference meetings.

• Deepening trainee recognition of strengths

• Deepening empathic connection to parents
Research Question:
• What effect does using the CoVitality Social Emotional Health Survey -Secondary (CoVi-S) have on case conceptualization in the context of school-based psychoeducational assessment?
• What effect does using the CoVi measure have on practitioners’ attitudes, knowledge, and skills?
• What effect does using CoVi have on the IEP process?

Methods:
• Semi-structured interviews with practicing school psychologists who have used CoVi-S in one or more psychoeducational assessments
• N = 8 as of January 2021
Preliminary Themes, Phase 2

- Reception by parents/caregivers is positive; less jargon, more common sense. Discussion of ‘resonance’ with families.
- Professional rejuvenation; a sense of feeling refreshed
- Helpful for informing goals, specifically for ERMHS
Preliminary Themes, Future Considerations, Phase 2

- Guidance for defending strength-based instruments in litigious cases
- Guidance regarding the incremental validity associated with using a strengths-based instrument in addition to more traditional pathogenic instruments
- Guidance for integrating results of strength-based measures into case interpretation
Will you help? Are you willing to try out the CoVi instrument in your psychoeducational evaluations?

- We could use your help to better understand:
  - When the CoVi instrument is most/least useful to the psychoeducational assessment process
    - Data collection, data synthesis, report writing, eligibility determination, and intervention assignment/delivery/monitoring
  - How educators, parents, and students respond to the CoVi data in the context of the psychoeducational assessment process and IEP meetings
  - As a school psychologist, your satisfaction with the instrument as well as your satisfaction with (or critiques of) strength-based assessment
Field Trial, Phase 2

Methods:

• Semi-structured interviews with licensed/credentialled clinicians

Please volunteer to be a part of this study:

CoVi Template for your Reports!

CoVi Secondary (CoVi-S)

The CoVi Secondary (CoVi-S) is a self-report social-emotional health survey used to screen for complete mental health. The CoVi-S yields a single higher-order composite, CoVi-S, as well as four subscale composite scores: Belief-in-Self, Belief-in-Others, Emotional Competence, and Engaged Living. Measures of psychological distress (PD), School Connectedness (SC), and Life Satisfaction (LS) are also obtained, providing detail about a XXX complete mental health. A Response Analysis of XXX self-report indicates their scores are considered [VALID/INVALID] for interpretation.

CoVi-S (CoVi). XXX's overall personal strengths (CoVi-S) composite score (ENTER T Score) is in the (enter descriptor range) indicating [pull language from student profile report]. Specific areas of strength and opportunities for growth are described below.

Belief-in-Self. Belief-in-Self assesses a youth’s overall sense of self and personal competence. This composite comprises items gauging self-efficacy, self-awareness, and persistence. XXX's T-score (ENTER T Score) was in the (enter descriptor range) range.

Belief-in-Others. Belief-in-Others assesses a youth’s general appraisal of the quality of their social supports and general level of interpersonal trust and connectedness. This composite comprises items gauging school support, peer support, and family cohesiveness. XXX's Belief-in-Others T-score (ENTER T Score) was in the (enter descriptor range) range. [For customized interpretation, pull language from student profile report]

Emotional Competence. Emotional Competence is linked with the social emotional learning research and is at the core of a youth’s ability to successfully manage emotions to enhance interpersonal relationships and to reach desired goals. Emotional Competence includes items evaluating emotional regulation, empathy, and self-control, all of which are positively related to social and academic success. XXX's Emotional Competence T-score (ENTER T Score) was in the (enter descriptor range) range. [For customized interpretation, pull language from student profile report]

Engaged Living. Engaged Living is derived from positive youth psychology research, and includes gratitude, zest, and optimism. These three subscales assess personal assets that are closely linked with a youth’s happiness and enthusiastic participation in school, family, and community activities. XXX's Engaged Living T-score (ENTER T Score) was in the (enter descriptor range) range. [For customized interpretation, pull language from student profile report]

Psychological Distress. Psychological Distress refers to internal psychological experiences as they relate to sad and anxious emotional experiences. XXX's Psychological Distress T-score (ENTER T Score) was in the (enter descriptor range) range. [For customized interpretation, pull language from student profile report]

Overall Life Satisfaction. Overall life satisfaction, related to youth’s happiness, has been shown to be a useful global indicator of mental health and predicts positive engagement and school success. XXX was asked to describe his overall satisfaction with life on a scale from 1 to 100. XXX’s Overall Life Satisfaction rating corresponds to a T-score (ENTER T Score), in the (enter descriptor range) range. [For customized interpretation, pull language from student profile report]

School Connectedness. School connectedness refers to a student’s perceptions that their teachers care about them as a person and student, and is a recognized protective factor against involvement in risk
Social Emotional Health Resources

The UC Santa Barbara Project Covitality Team seeks out and posts school-based mental health and wellness resources. We do this to support your efforts to help all students thrive and grow into competent and caring people who positively impact their communities and the world.

Linking CoVi to

Report
Recommendations

IEP Goals

ERMHS Goals
“Knowing is not enough; we must apply. Willing is not enough; we must do.” -Goethe
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