

# UC SANTA BARBARA

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**SEHS-Secondary 2020  
 Enhanced and Standardized  
 Open access:**  
<https://link.springer.com/article/10.1007/s41543-020-00032-2>

## 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]; ([request updated SEHS-S 2020 technical report](#)).
- **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, Netherlands, 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* (2<sup>nd</sup> ed.). Routledge, Taylor & Francis. [www.routledge.com/Handbook-of-Positive-Psychology-in-Schools-2nd-Edition/Furlong-Gilman-Huebner/p/book/9780415621861](http://www.routledge.com/Handbook-of-Positive-Psychology-in-Schools-2nd-Edition/Furlong-Gilman-Huebner/p/book/9780415621861) Chinese, Korean, and Greek language versions available.
- Allen, K-A., Furlong, M. J., Suldo, S., & Vella-Brodrick, D. (Eds.). (2021, forthcoming). *Handbook of positive psychology in schools* (3<sup>rd</sup> ed.). Routledge, Taylor & Francis.



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

- Arslan, G. (2019). Positive psychological traits, school functioning, and psychological adjustment in elementary schoolchildren. *Journal of Psychologists and Counsellors in Schools*, 29(2), 139–150. <https://doi.org/10.1017/jgc.2018.24>
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- 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.
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## Social Emotional Health Survey – Secondary: Psychometrics and Rationale

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### Social Emotional Health Survey related articles have appeared in these peer-reviewed journals

Acta Technologica Dubnicae	The New Educational Review
Ageing & Society	Assessment for Effective Intervention
Applied Quality of Life Research	Child Indicators Research
Assessment for Effective Intervention	Chinese Journal of Clinical Psychology
Australian Journal of Psychology	Cogent Education
Canadian Journal of School Psychology	Contemporary School Psychology
Children and Youth Services Review	Emerging Adulthood
Clinical Psychiatry	International Journal of Psychology: A Biopsychosocial Approach
Cogent Psychology	International Journal of School & Educational Psychology
Cross-Cultural Research	Journal of Applied Developmental Psychology
International Journal of Education and Social Science	Journal of Community Psychology
International Journal of Research in Counseling and Education	Journal of Happiness Studies
ISPA World Go Round	Journal of Positive Behavior Interventions
Journal of Applied School Psychology	Journal of School Psychology
Journal of Educational and Psychological Consultation	Personality and Individual Differences
Journal of Human Sciences	Practice of Research Grant Papers
Journal of Psychoeducational Assessment	Procedia Computer Science
Pedagogika / Pedagogy	Psychology of Violence
Preventing School Failure	School Mental Health
Psychology in the Schools	School Psychology Quarterly
Sage Open	Signum Temporis
School Psychology International	Social Indicators Research
School Psychology Review	The Korean Journal of School Psychology
Školský psycholog/Školní psychologie	Youth Studies
The Educational and Developmental Psychologist	Japanese Journal of Psychology
Journal of Well-Being Assessment	

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