California Student Wellness Conference
September 8, 2020

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CALIFORNIA STUDENT WELLNESS STUDY:
TRACKING STUDENTS’ FLOURISHING MENTAL HEALTH

Michael Furlong
[Erin Dowdy]
[Karen Nylund-Gibson]
What is your “Blue Sky” mental health vision for your school?
AIMS

- There is a way to monitor California youths’ positive mental wellness carefully
- California Resource
- You have choices
- Validation
- Comprehensive Plan
ARE CALIFORNIA’S YOUTHS “WELL?”

• What indicators do we have now?
KIDSDATA

- Children's Emotional Health
- Disconnected Youth
- Juvenile Arrests
- Maternal Emotional Health
- Youth Alcohol, Tobacco, and Other Drug Use
- Youth Suicide and Self-Inflicted Injury
by Gender and Grade Level
By Grade Level
by Level of School Connectedness
by Parent Education Level
by Race/Ethnicity
by Sexual Orientation

• Alcohol/Drug Use in Past Month
• Alcohol/Drug Use on School Property in Past Month
• Alcohol Use in Past Month
• Alcohol Use in Lifetime,
• Binge Drinking in Past Month
• Drinking and Driving or Riding with a Driver Who Has Been Drinking
• Cigarette Use in Past Month
• Cigarette Use in Lifetime
• E-Cigarette Use in Past Month
• E-Cigarette Use in Lifetime
• Marijuana Use in Past Month
• Marijuana Use in Lifetime
• Hospitalizations for Mental Health Issues, by Age Group

• Definition: Number of hospital discharges for mental health issues per 1,000 children and youth ages 5-19, by age group

• In 2018, 9.7 hospital discharges
Depression-Related Feelings, by Grade Level

- During the past 12 months, how many times ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
SUICIDAL IDEATION BY YEAR

• Definition

• Estimated percentage of public school students in Grades 9, 11, and non-traditional programs who seriously considered attempting suicide in the previous year.
WELL-BEHAVED STUDENTS

- Staff Report

- Students in this school are well-behaved.

- Agree and Strongly Agree
STUDENT DEPRESSION MENTAL HEALTH

• (Staff Report)

• How much of a problem at this school is student depression or other mental health problems?

• Insignificant, Mild, Moderate, Severe
School Emphasizes Helping Students with Emotional and Behavioral Problems

- (Staff Report)

- Emphasizes helping students with their social, emotional, and behavioral problems.
SUICIDE

- Number of suicides per 100,000 youth ages 15-24
SUICIDE

• Number of suicides youth ages 5-14 and 15-19
ARE CALIFORNIA’S YOUTHS “WELL?”

- Did not drop out
- Was not arrested
- Did not use drugs
- Was not sad

• Dropout?

• Drug Use?

• Arrested?

• Depressed?
IF YOU SCREEN

“When you test, you have a case. When you test, you find something is wrong with people. If we didn’t do any testing, we would have very few cases.”

YOU WILL FIND IT
Can we do this?

Yes, we can!

- Monitor ALL students
- California has valid tools
- Scalable
- Support available
CallWell, DOE
Universal Screening
and Monitoring Guide

CALIFORNIA STUDENT WELLNESS STUDY

Which universal mental wellness screening measure do you use now?
California Student Wellness Study

1. Wellness
2. Life Satisfaction
3. Bi-Dimensional, Dual-Factor
4. Social Emotional Health Surveys
5. Domain Strengths
6. Screening, Monitoring, MTSS Context
CALIFORNIA STUDENT WELLNESS STUDY

www.covitalityucsb.info
STUDY PARTICIPANTS

1. Statewide Cross-sectional
   - Grades 7-12 (>100,000)
   - 200+ Schools, WestEd, CDE
   - MHC-SF (>10,000, 15 randomly selected schools)

2. Longitudinal Study
   - Grades 9-12
   - SEHS-S, SEDS, BMSLSS, PANAS, MHC-SF
   - 3-year Longitudinal (2017, 2018, 2019)
   - Online Qualtrics Format
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
   - California Healthy Kids Survey
   - Connectedness
   - Risk Behaviors

4. Validity Checks
   - Response Honesty
   - Response Consistency
WHAT IS WELLNESS?

[Diagrams showing different aspects of wellness]


HOW DID WE MEASURE WELLNESS?
Normative Approach

Brief Multidimensional Student Life Satisfaction Scale
Social Emotional Distress Scale
Dual-Factor, Bi-dimensional Mental Health

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>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. my friendships as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</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>
<td>5</td>
</tr>
<tr>
<td>4. myself as</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</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>
<td>5</td>
</tr>
</tbody>
</table>

Sums: 1 4 6
Total Score (0 to 25) 11

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: 0 4 4 3 6
Total Score (0 to 30) 14


PAST MONTH EMOTIONAL DISTRESS...SEDS (N = 99,772)

- worried that I would embarrass myself in front of others: 41%
- was easily irritated: 40%
- hard time relaxing: 35%
- felt sad and down: 34%
- easily annoyed and sensitive: 34%
- tense and uptight: 30%
- hard for me to cope and I thought I would panic: 24%
- hard for me to get excited about anything: 23%
- hard time breathing because I was anxious: 21%
- scared for no good reason: 21%

OVERALL SATISFACTION BMSLSS (N = 10,604)

Bi-Dimensional Wellness
Dual-Factor Model
CALIFORNIA STUDENT WELLNESS STUDY

Check-in, Any Questions
<table>
<thead>
<tr>
<th>SEDS</th>
<th>Languishing</th>
<th>Troubled</th>
<th>SBC</th>
<th>Complete Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>L14</td>
<td>11.9%</td>
<td>9.3%</td>
<td>67.2%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

**Social Emotional Health Survey-Secondary (SEDS)**

**Brief Multidimensional Student Life Satisfaction Scale**

<table>
<thead>
<tr>
<th>SD</th>
<th>MD</th>
<th>Degree</th>
<th>Agree</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**25th %ile**

**75th %ile**
## Complete Mental Health (CMH) Troubled (TROU)

<table>
<thead>
<tr>
<th>Item</th>
<th>CMH</th>
<th>TROU</th>
</tr>
</thead>
<tbody>
<tr>
<td>YRBS Sadness Item</td>
<td>3.2%</td>
<td>85.6%</td>
</tr>
<tr>
<td>YRBS Suicide Ideation</td>
<td>1.1%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Caring Teacher</td>
<td>75.7%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Feel Part of School</td>
<td>76.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Feel Safe at School</td>
<td>78.7%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Identifies not straight</td>
<td>5.3%</td>
<td>37.1%</td>
</tr>
</tbody>
</table>

### Demographics
- **Male:** 47.6%, 31.6%, 32.2%, 56.4%, 56.6%, 51.3%, 51.7%, 51.8%, 51.9% (92.9%)
- **Non English home language:** 30.1%, 28.9%, 32.1%, 35.1%, 30.2%, 27.0%, 46.8%, 32.7%, 23.3%
- **Eligible free lunch program:** 40.3%, 41.6%, 48.2%, 50.5%, 47.1%, 49.6%, 57.9%, 53.8%, 47.8%
- **Children of color (non-white)**: 59.3%, 51.8%, 66.5%, 64.8%, 68.9%, 65.9%, 59.9%, 59.9%, 59.9%
- **Latino self-identification:** 48.9%, 40.2%, 58.9%, 51.1%, 46.4%, 45.8%, 58.7%, 50.2%, 43.5%
- **Identifies as not straight:** 4.3%, 10.1%, 18.6%, 8.8%, 14.6%, 27.3%, 16.9%, 21.8%, 37.0%
- **Identifies in transgender or unsure:** 1.9%, 5.3%, 7.6%, 2.4%, 2.6%, 7.3%, 8.8%, 7.4%, 10.1%

### Mental Health
- **YRBS mental health:** 85.8%, 78.8%, 64.3%, 54.4%, 45.9%, 27.9%, 24.6%, 16.9%, 6.9%
- **YRBS suicide item:** 2.2%, 7.7%, 69.8%, 5.4%, 53.5%, 29.5%, 22.5%, 49.6%, 68.0%
- **YRBS removal item:** 1.1%, 1.9%, 0.0%, 3.4%, 12.3%, 27.3%, 8.2%, 58.0%, 56.9%
- **Behavior risk:** 0.0%, 4.4%, 2.1%, 0.3%, 8.9%, 3.3%, 1.8%, 2.9%, 1.9%
- **Marijuana use:** 9.4%, 9.0%, 8.5%, 9.3%, 11.2%, 14.1%, 12.5%, 24.2%, 26.5%
- **Alcohol use:** 9.0%, 11.7%, 15.3%, 9.8%, 13.9%, 10.9%, 11.3%, 20.7%, 24.2%
- **Safety, victimization:** 78.7%, 72.3%, 67.9%, 64.9%, 57.9%, 40.8%, 41.1%, 39.9%, 31.8%
- **Feel safe at school:** 9.4%, 35.7%, 73.8%, 12.7%, 51.5%, 36.1%, 10.1%, 36.0%, 58.4%
- **Physical fight:** 3.4%, 7.7%, 7.3%, 6.3%, 6.7%, 8.0%, 11.6%, 4.4%, 11.3%

### School Social Engagement
- **Caring teacher:** 79.7%, 72.1%, 67.9%, 64.9%, 57.9%, 40.8%, 41.1%, 39.9%, 31.8%
- **Does things make a difference at school:** 72.3%, 47.1%, 53.6%, 38.1%, 23.3%, 34.2%, 29.7%, 8.0%, 20.2%
- **Feel part of school:** 76.5%, 60.7%, 70.7%, 51.1%, 51.4%, 47.8%, 28.8%, 28.3%, 23.3%

### Academic Engagement
- **Drew, envisioned:** 1.6%, 1.9%, 2.8%, 2.4%, 3.0%, 4.4%, 4.5%, 3.7%, 8.5%
- **Course grades by self higher:** 47.4%, 53.3%, 57.8%, 62.5%, 51.3%, 50.6%, 33.7%, 33.7%, 33.7%
- **Failed in schoolwork:** 34.3%, 44.9%, 64.4%, 51.3%, 5.1%, 9.2%, 3.3%, 8.4%, 14.4%
- **Fears from classmate:** 39.2%, 52.0%, 62.4%, 50.9%, 52.7%, 49.9%, 33.0%, 36.0%, 39.3%

### Bullying
- **NLD not relevant:** 84.7%, 63.1%, 18.2%, 70.7%, 56.7%, 11.9%, 73.5%, 21.0%, 8.8%
- **Self bullying:** 84.0%, 50.2%, 50.6%, 76.3%, 79.0%, 17.9%, 79.0%, 21.0%, 8.8%
- **Successful remedy:** 98.1%, 92.7%, 96.3%, 94.8%, 85.5%, 85.5%, 96.4%, 85.5%, 84.4%
- **Trust safer problem:** 98.0%, 91.6%, 85.9%, 87.1%, 81.9%, 81.0%, 42.4%, 47.8%, 48.5%
Past Month Substance Use by DFM Groups

- Number of the following substances used on one or more days:
  - Cigarettes
  - E-cigs, vaping
  - Alcohol
  - Marijuana
- 82.9% of students indicated that had not used any of these substances in the past month.
Criterion Metric: Mental Health Continuum–Short Form (MHC–SF)
MHC–SF RESPONSES (N = 10,604)

Mental Health Continuum–Short Form: Social (SWB), Psychological (PWB), Affective (AWB)
ARE CALIFORNIA’S STUDENTS THRIVING?

How Often in Past Month? Mental Health Continuum-Short Form

19% LANGUISHING

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

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

35% MODERATE MENTAL HEALTH

Affective
All Others

Psychological and Social
6 of 11 (Almost Everyday or Everyday)

46% FLOURISHING

Affective
1 of 3 (Almost Everyday or Everyday)

Psychological and Social
6 of 11 (Almost Everyday or Everyday)

Past Month Substance Use by MHCSF Groups

- Number of the following substances used on one or more days:
  - Cigarettes
  - E-cigs, vaping
  - Alcohol
  - Marijuana

- 82.9% of students indicated that had not used any of these substances in the past month.

Number of Substances used:

- Languishing: 76
- MMH: 81
- Flourishing: 87
CALIFORNIA STUDENT WELLNESS STUDY

SUMMARY

NORM-BASED
CO-NORMED: DISTRESS & WELLNESS

50-60% OF STUDENTS ARE “WELL”
STUDENTS REPORT SOME DISTRESS
SOCIAL WELL-BEING IS A PARTICULAR CONCERN

CRITERION-BASED REFERENCE
DEFINE ESSENTIAL WELLNESS CRITERION
Which approach to universal mental wellness screening appeals most to you?
Surveillance...
Necessary but not sufficient
HOW CAN WE FOSTER STUDENT WELL-BEING?

A missing component: Core Psychological Mindset Strengths

Surveillance...
12 Individual Strengths

- Self-Efficacy (1-3) + Self-Awareness (4-6) + Persistence (7-9) = Belief-in-Self (1-9)
- Emotion Regulation + Self-Control + Empathy = Emotional Competence (19-27)
- Optimism + ZEST + Gratitude = Engaged Living (28-36)
Evidence-based Assessment

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

**SOCIAL EMOTIONAL HEALTH SURVEY—SECONDARY (SEHS-S)**

**U.S. STUDIES**


**KEY VALIDATION STUDIES**


See more, learn more: covitality@ucsb.edu
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 # R305A160437 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.

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*Name: 

*Email: 

...
WHAT IS YOUR COVITALITY METAPHOR?

SYNCHRONICITY  
RHYTHM, COORDINATION, MOMENTUM

FOUNDATION  
SCAFFOLDING, SUPPORT STRENGTH

NEW INGREDIENTS  
YUMMY, NUTRITIOUS, LIFE SUSTAINING

DYNAMIC RENEWAL  
BUILD, SUSTAIN, CHALLENGE, FOSTER

DOMAIN STRENGTHS

SEHS-S Response Options

1 = Not at true

2 = A little true

3 = Pretty much true  Strength = > 3.0

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

#### 3.0 MEAN ITEM RESPONSE EXAMPLE

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (1-4)</th>
<th>Mean Item Response (AIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can work out my problems.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. I can do most things if I try.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. There are many things that I do well.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td></td>
<td><strong>AIR</strong></td>
</tr>
<tr>
<td>Average item response (AIR) = (1+2+3) / 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is a purpose to my life.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. I understand my moods and feelings.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. I understand why I do what I do.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Awareness</strong></td>
<td></td>
<td><strong>AIR</strong></td>
</tr>
<tr>
<td>Average item response (AIR) = (4+5+6) / 3</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>4</td>
<td></td>
</tr>
<tr>
<td>8. I try to answer all the questions asked in class.</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.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td></td>
<td><strong>average item response (AIR) = (7+8+9) / 3</strong></td>
</tr>
<tr>
<td>Average item response (AIR) = (7+8+9) / 3</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td><strong>Belief in Self Total</strong></td>
<td></td>
<td><strong>average item response (AIR) = (1+2+3+4+5+6+7+8+9) / 9</strong></td>
</tr>
<tr>
<td>Average item response (AIR) = (1+2+3+4+5+6+7+8+9) / 9</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>
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>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>
ARE COVITALITY BONES ASSOCIATED WITH STUDENT WELLNESS?
CALIFORNIA STUDENT WELLNESS STUDY

Check-in, Any Questions
“MY LIFE IS GOING WELL”

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

Number of SEHS-S Domain Strengths
ARE COVITALITY BONES ASSOCIATED WITH STUDENT DISTRESS?
"...sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?"

"...considered suicide in past year..."

(Results from 105,383 participants)
STRENGTHS BY MHC–SF GROUPS (N = 10,432)

- **Languishing**: 45, 28, 22, 12
- **Moderate Mental Health**: 41, 50, 47, 32
- **Flourishing**: 14, 22, 41, 86

Percentages:
- 0 Strengths: 86%
- 1 Strength: 64%
- 2 Strengths: 47%
- 3 Strengths: 32%
- 4 Strengths: 22%
ARE COVITALITY BONES ASSOCIATED WITH SCHOOL CONTEXT?
I FEEL CLOSE TO PEOPLE AT THIS SCHOOL

**Percent “Agree” + “Strongly Agree” (N = 10,419)**

<table>
<thead>
<tr>
<th>SEHS Domain Strengths</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>82</td>
</tr>
</tbody>
</table>

WHEN I NEED HELP I FIND SOMEONE TO TALK

Percent “Pretty Much True” + “Very Much True” (N = 10,326)

Number of SEHS-S Domain Strengths

<table>
<thead>
<tr>
<th>Percent</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>41</td>
<td>59</td>
<td>74</td>
<td>88</td>
</tr>
</tbody>
</table>
I HAVE HIGH GOALS AND EXPECTATIONS FOR MYSELF

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

- 0 strengths: 51%
- 1 strength: 70%
- 2 strengths: 83%
- 3 strengths: 94%
- 4 strengths: 98%

E. Scott Huebner Life Satisfaction Measures
https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php
PEOPLE ARE BASICALLY GOOD

E. Scott Huebner Life Satisfaction Measures
https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php
**SOCIETY IS A GOOD PLACE, OR IS BECOMING A BETTER PLACE FOR ALL**

<table>
<thead>
<tr>
<th>Number of SEHS-S Domain Strengths</th>
<th>Never, or 1-2 mo.</th>
<th>Almost Everyday and Everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>63</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>54</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
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<tr>
<td>6</td>
<td>17</td>
<td>42</td>
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<tr>
<td>7</td>
<td>29</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>66</td>
</tr>
</tbody>
</table>

E. Scott Huebner Life Satisfaction Measures

https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php
SOCIETY IS A GOOD PLACE OR IS BECOMING A BETTER PLACE FOR ALL

How often in the past month?

- **Never**: 24%
- **1-2 @ month**: 17%
- **1@ week**: 14%
- **2-3 @ week**: 13%
- **Almost Every day**: 17%
- **Everyday**: 15%

E. Scott Huebner Life Satisfaction Measures
https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php
ALL ARE IMPORTANT

Covitality 19.5% 46%
Life Satisfaction 18.9% 14.0%
Distress 16.3% 18.1%
Gender + Latinx 0.3% 0.6%

PWB 55%
SWB 13.3%
SCHOOLS MONITOR WELLNESS
CALIFORNIA STUDENT WELLNESS STUDY

Check-in, Any Questions
DISTRICTS TAKE ACTION!

- Laguna Unified School District
- Visalia Unified School District
- San Dieguito Schools
- El Capitan High (Merced)
- Marin County Schools
- Santa Cruz City Schools
- North Monterey County Unified School District
- Baldwin Park Unified School District
- 18 States, 20+ Countries

SECONDARY

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
WELLNESS RESOURCES

General Mental Wellness
Belief in Self
Belief in Others
Emotional Competence
Engaged Living
SEL Resources
CLOSEGAP

The first child-facing emotional wellness platform that captures how kids feel and helps parents and educators respond.
### Screening and Monitoring

- **UCSB Covitality Information**
- **Screening**
- **CSWS Infographics**

<table>
<thead>
<tr>
<th>Measures</th>
<th>Content</th>
<th>Purpose</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEHS</td>
<td>SEL strengths</td>
<td>Tier 1</td>
<td>Michael Furlong, PhD, University of California Santa Barbara</td>
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<tr>
<td></td>
<td></td>
<td>Tier 2</td>
<td><a href="#">Link</a></td>
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<tr>
<td>BSLSS</td>
<td>Life Satisfaction</td>
<td>Tier 1</td>
<td>Scot Huebner, PhD, University of South Carolina. <a href="#">Link</a></td>
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<td>SEDS</td>
<td>Distress</td>
<td>Tier 1</td>
<td>Erin Dowdy, PhD., University of California Santa Barbara. <a href="#">Link</a></td>
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<tr>
<td>MHC-SF</td>
<td>Well-being</td>
<td>Tier 2</td>
<td>Corey Keyes, PhD, Emory College <a href="#">Link</a></td>
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<tr>
<td>PANAS</td>
<td>Past week emotional experiences</td>
<td>Tier 1</td>
<td>Watson and Clark <a href="#">Link</a></td>
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<tr>
<td></td>
<td></td>
<td>Tier 2</td>
<td></td>
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<tr>
<td>Mood Meter</td>
<td>Emotion trackers</td>
<td>Tier 2</td>
<td>Mark Brackett, PhD, <a href="#">Link</a></td>
</tr>
<tr>
<td>Peckrun</td>
<td>Achievement emotions</td>
<td>Tier 2</td>
<td>Reinhard Pekrun, PhD, University of Munich <a href="#">Link</a></td>
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<td></td>
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<td>Elementary <a href="#">Link</a> Secondary <a href="#">Link</a></td>
</tr>
</tbody>
</table>
SUMMARY AND RECOMMENDATIONS
Wellness a Process … a Journey … not an End Point
DISCUSSION, COMMENTS, QUESTIONS?