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CALIFORNIA STUDENT WELLNESS STUDY: TRACKING STUDENTS' FLOURISHING MENTAL HEALTH

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What is your “Blue Sky”
mental health vision for your school?
Imagine

AIMS

- There is a way to monitor California youths' positive mental wellness carefully

- California Resource

- Validation

- You have choices

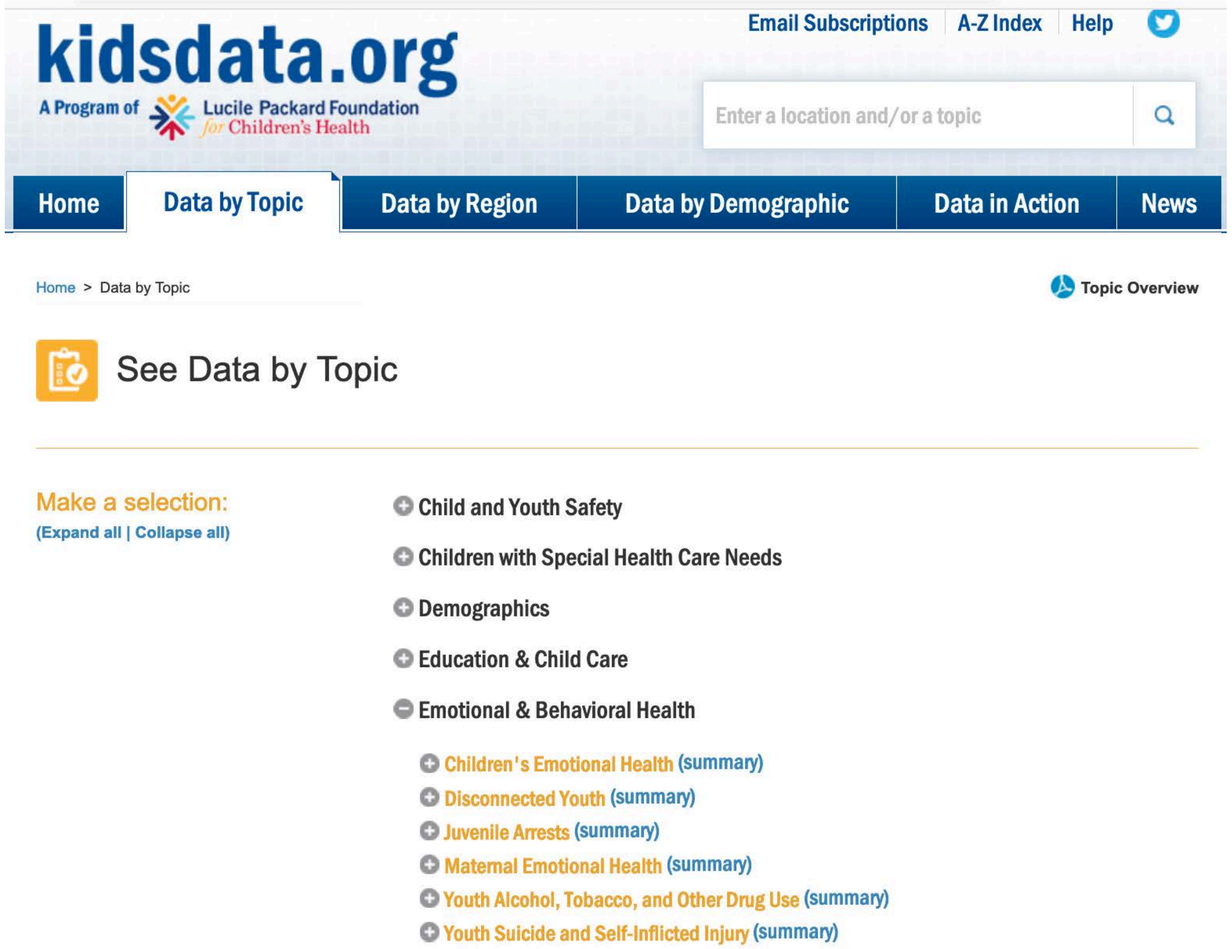
- Comprehensive Plan

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**



kidsdata.org
A Program of Lucile Packard Foundation for Children's Health

- 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

- In 2018, 9.7 hospital discharges

- 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

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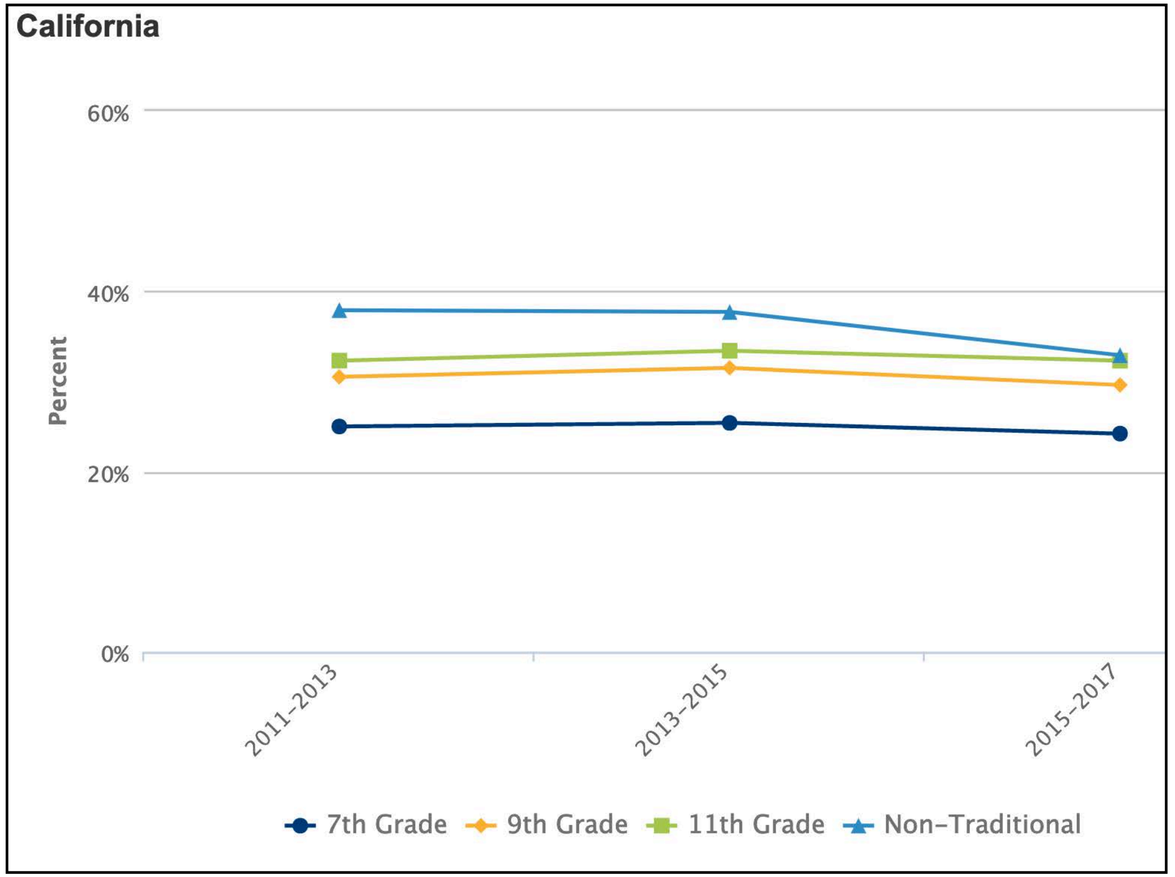
Depression-Related Feelings, by Grade Level

- 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?



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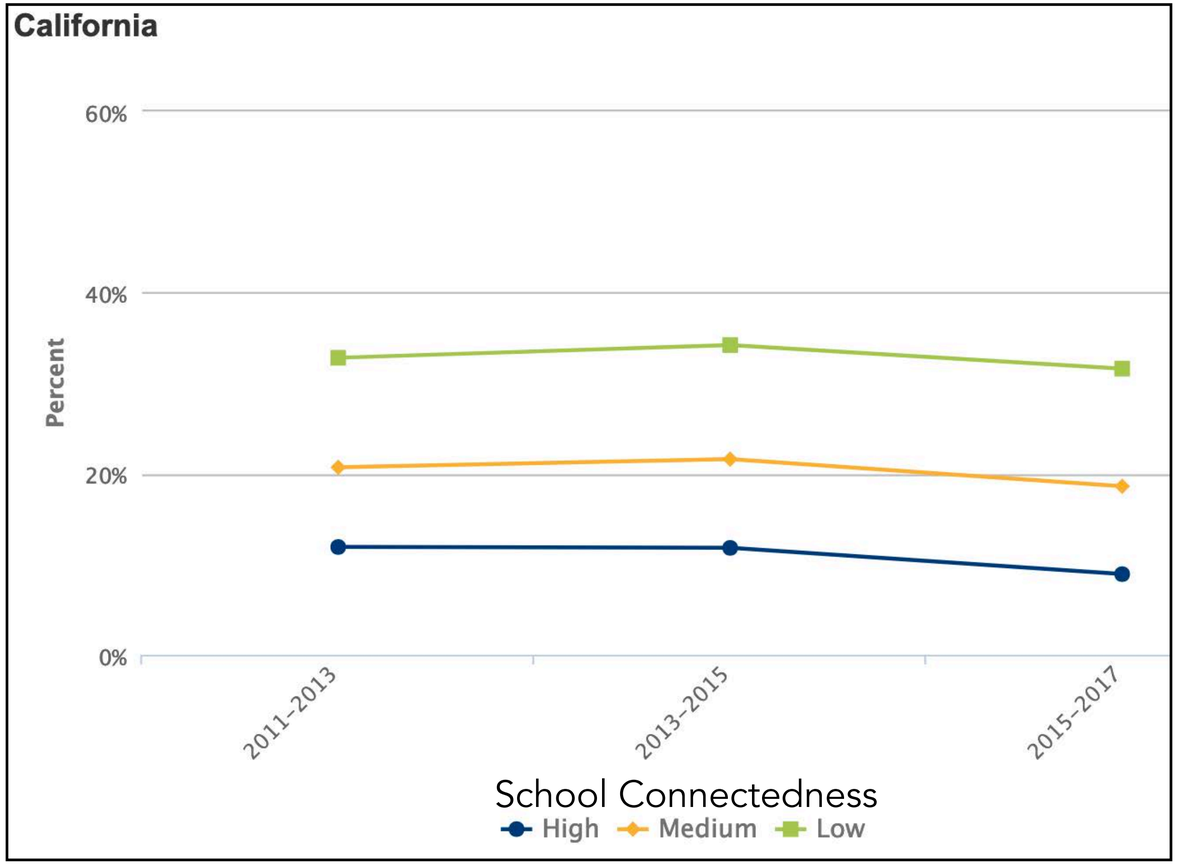
SUICIDAL IDEATION BY YEAR

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



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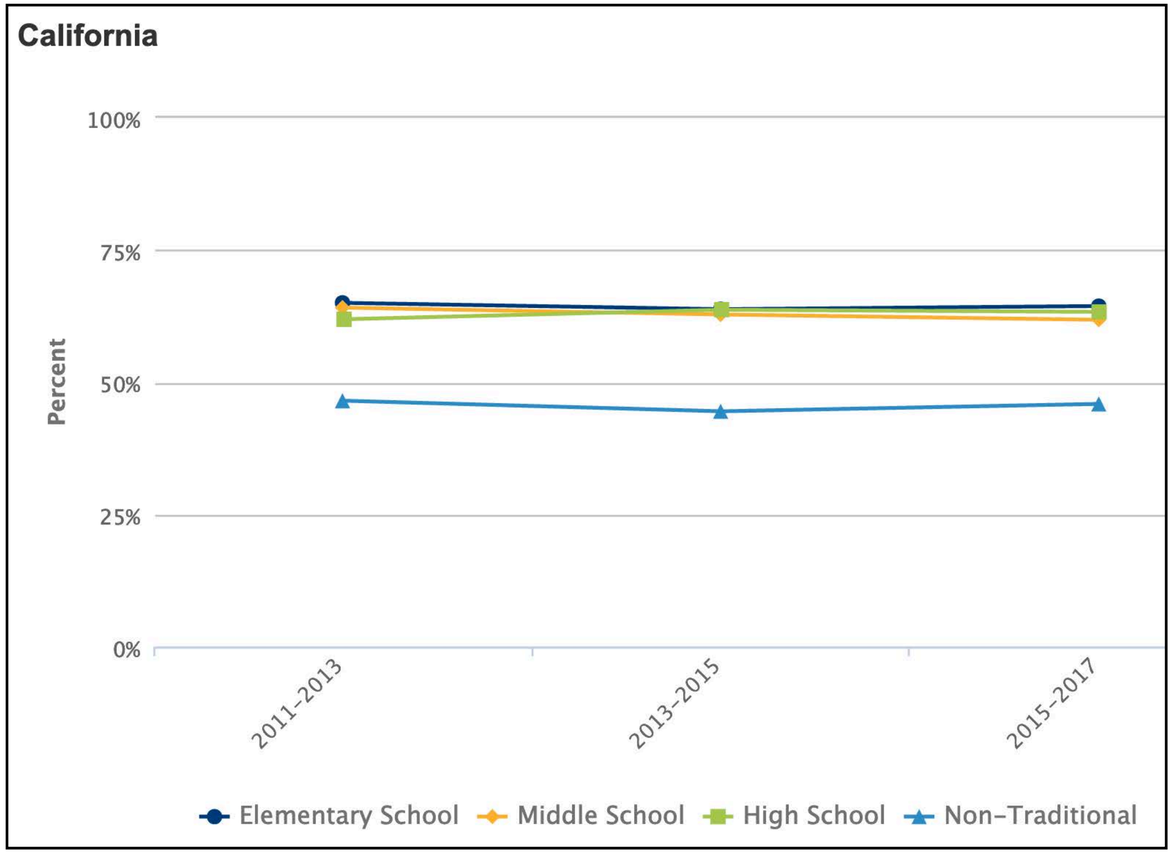
WELL-BEHAVED STUDENTS

- Staff Report
- Students in this school are well-behaved.
- Agree and Strongly Agree



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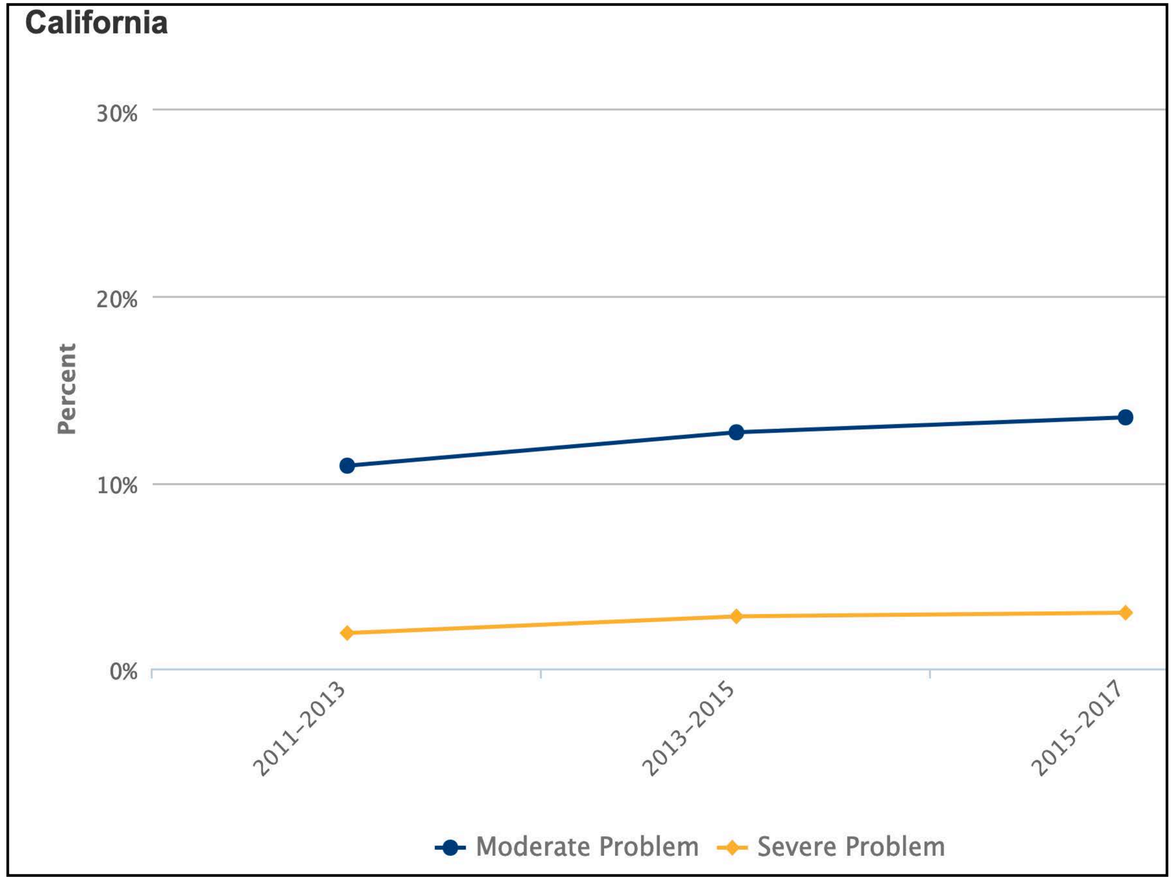
STUDENT DEPRESSION MENTAL HEALTH

- (Staff Report)
- How much of a problem at this school is student depression or other mental health problems?
- Insignificant, Mild, Moderate, Severe



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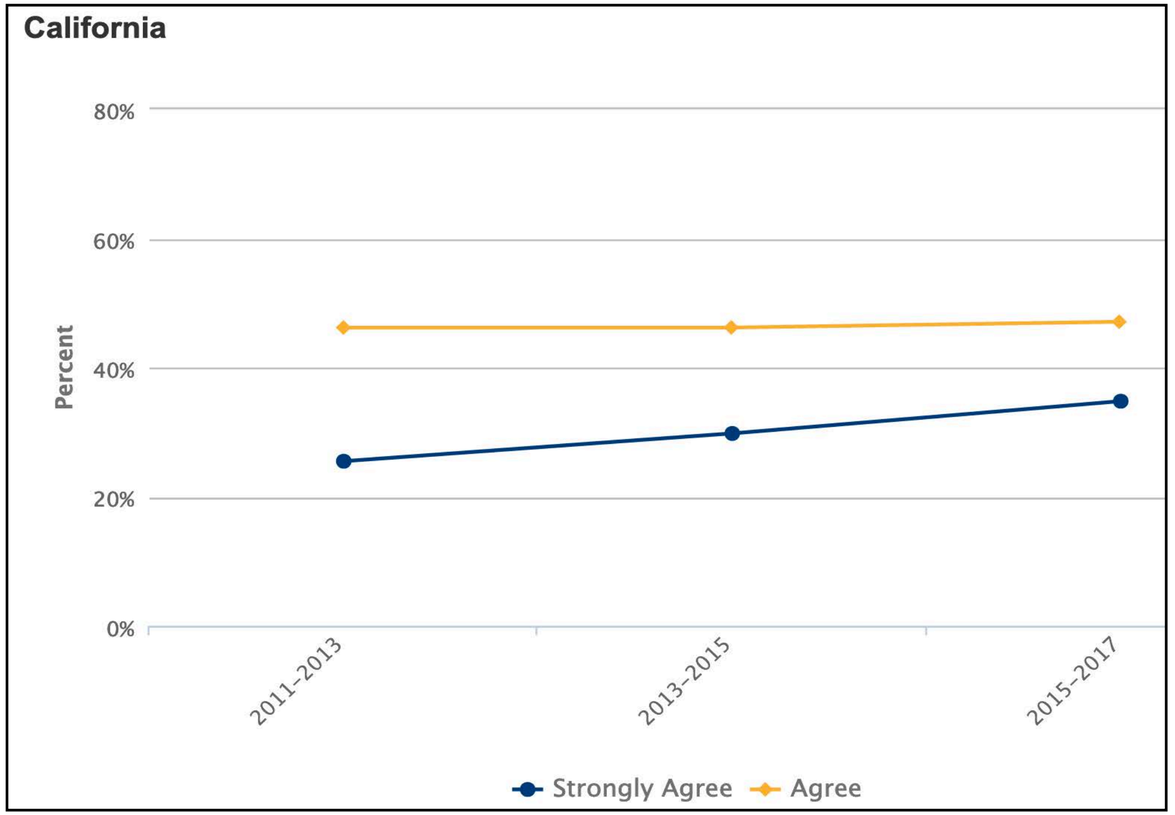
School Emphasizes Helping Students with Emotional and Behavioral Problems

- (Staff Report)
- Emphasizes helping students with their social, emotional, and behavioral problems.



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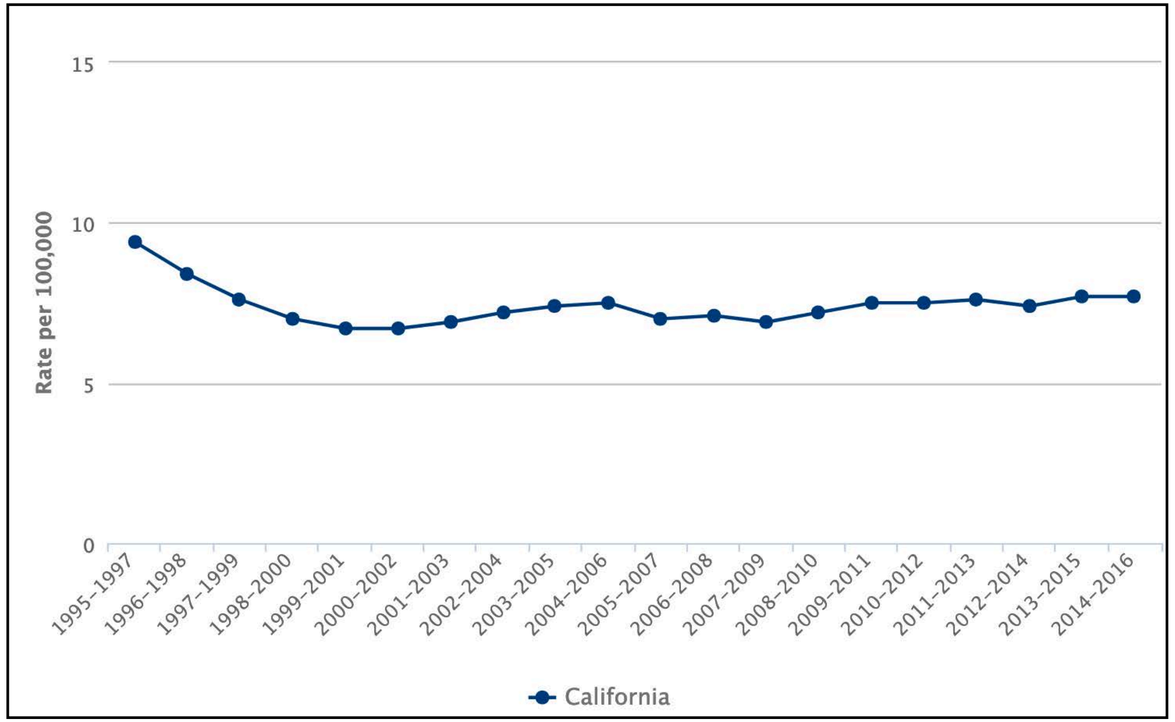
SUICIDE

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



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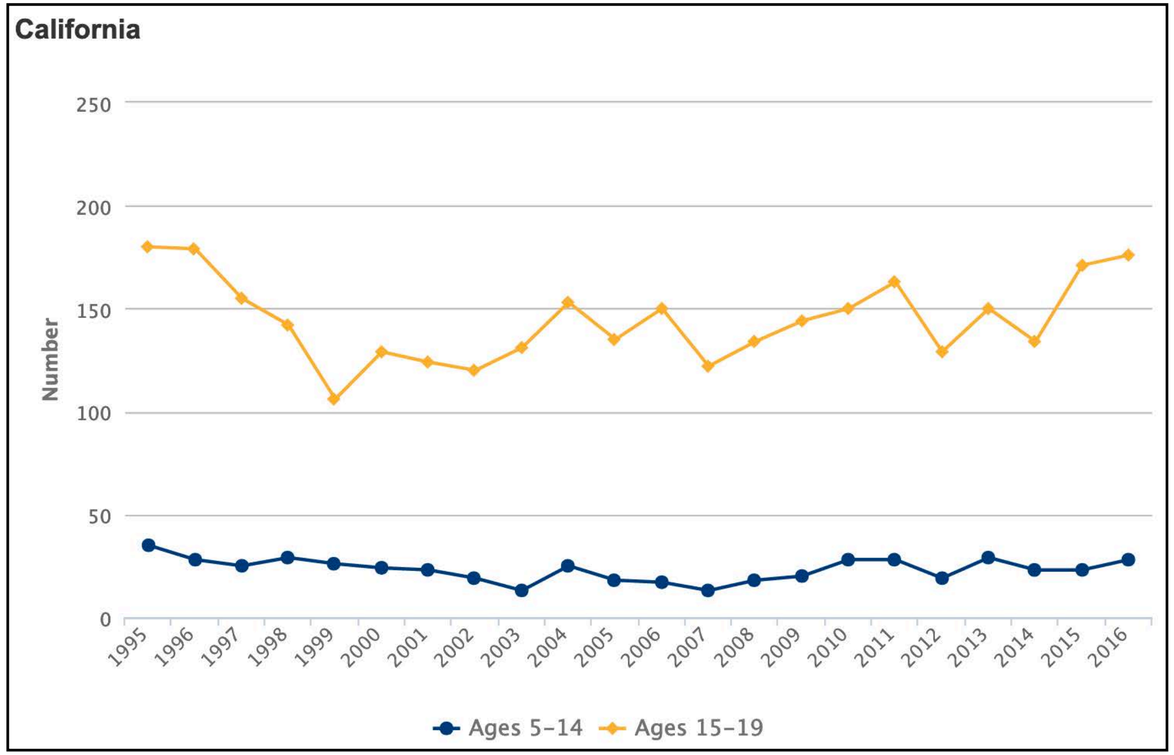
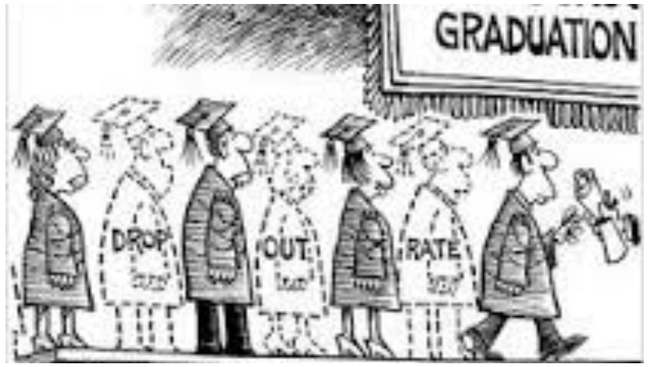
SUICIDE

- 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?

- Arrested?

- Drug Use?

- Depressed?

IF YOU SCREEN

—

YOU WILL FIND IT

"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."

CAN WE DO THIS?

Yes, we can!

- Monitor ALL students

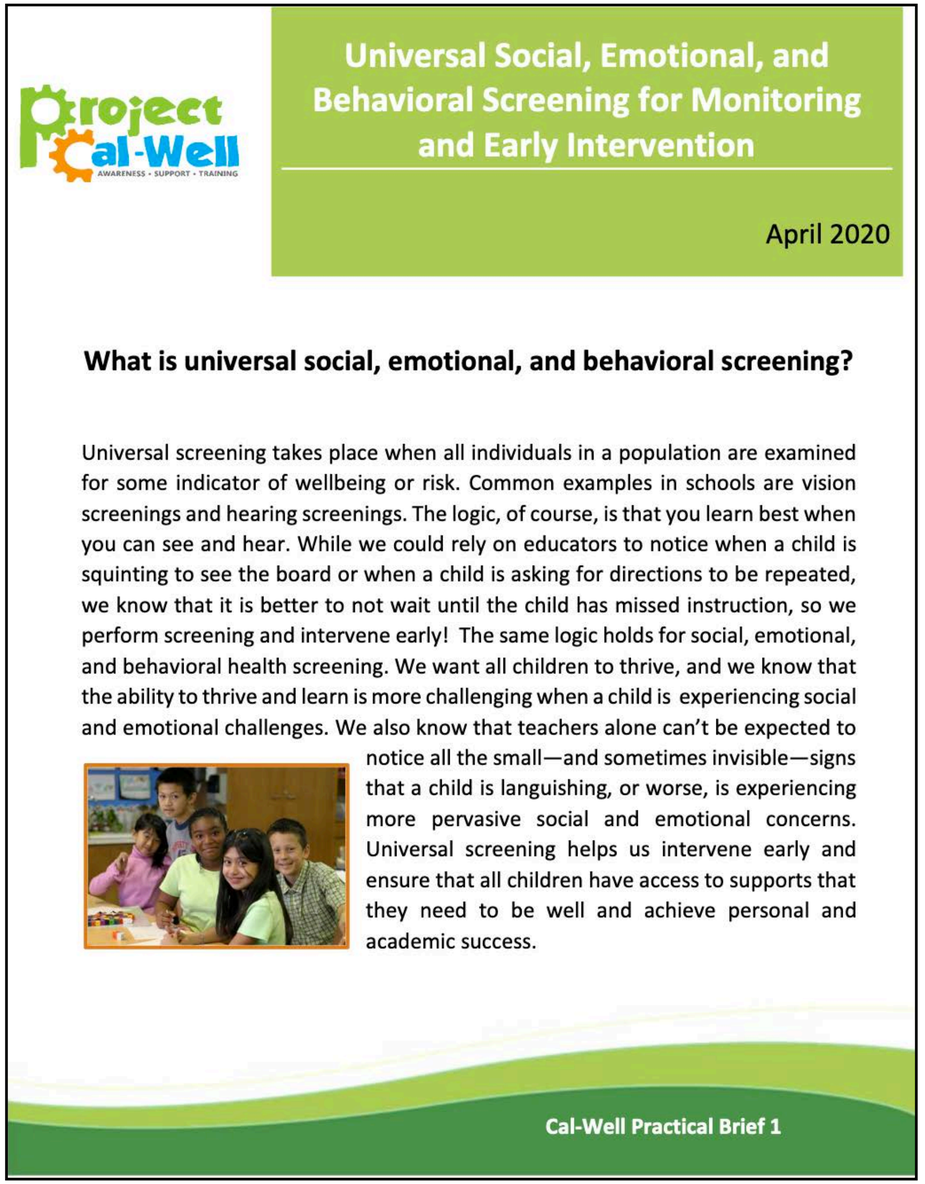
- California has valid tools

- Scalable

- Support available

CallWell, DOE Universal Screening and Monitoring Guide

https://californias3.wested.org/wp-content/uploads/universal-screening.pdf



Project Cal-Well
AWARENESS • SUPPORT • TRAINING

Universal Social, Emotional, and Behavioral Screening for Monitoring and Early Intervention

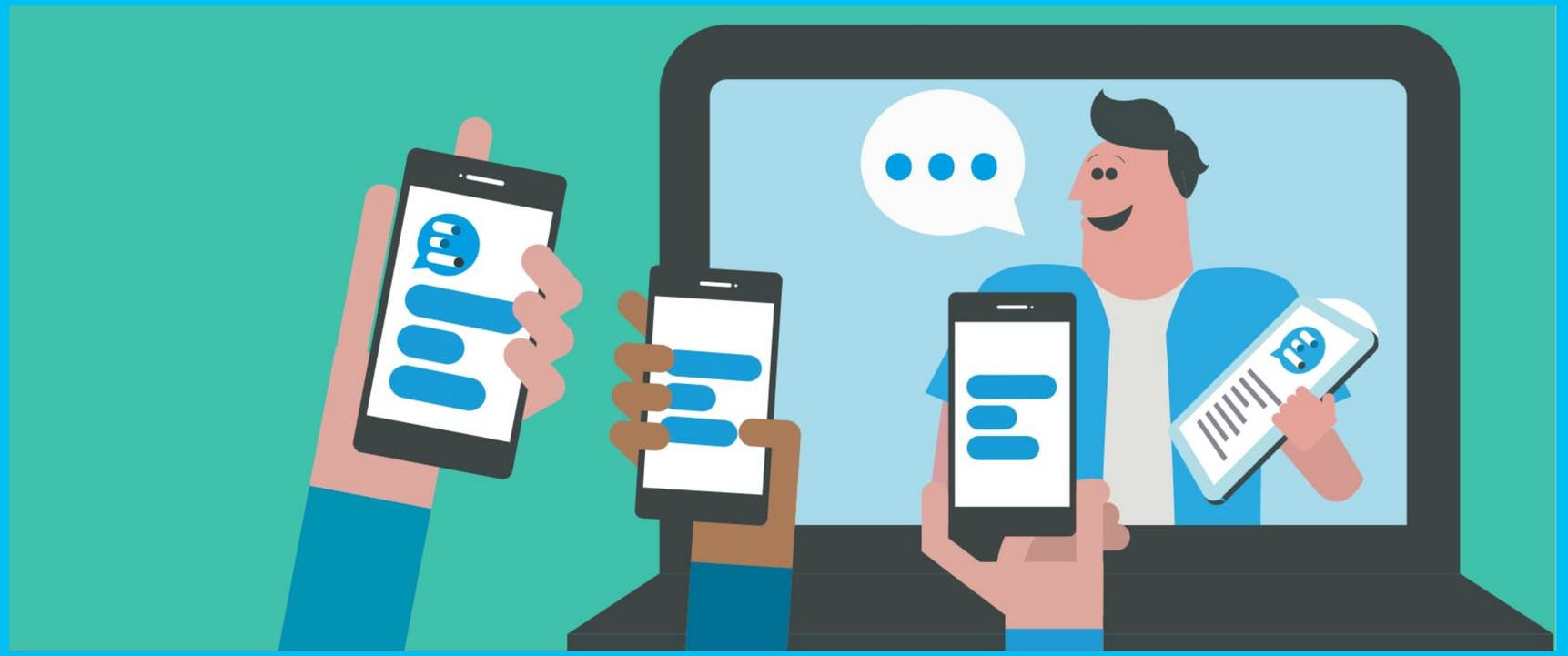
April 2020

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.

CALIFORNIA STUDENT WELLNESS STUDY

Which universal mental wellness screening measure do you use now?



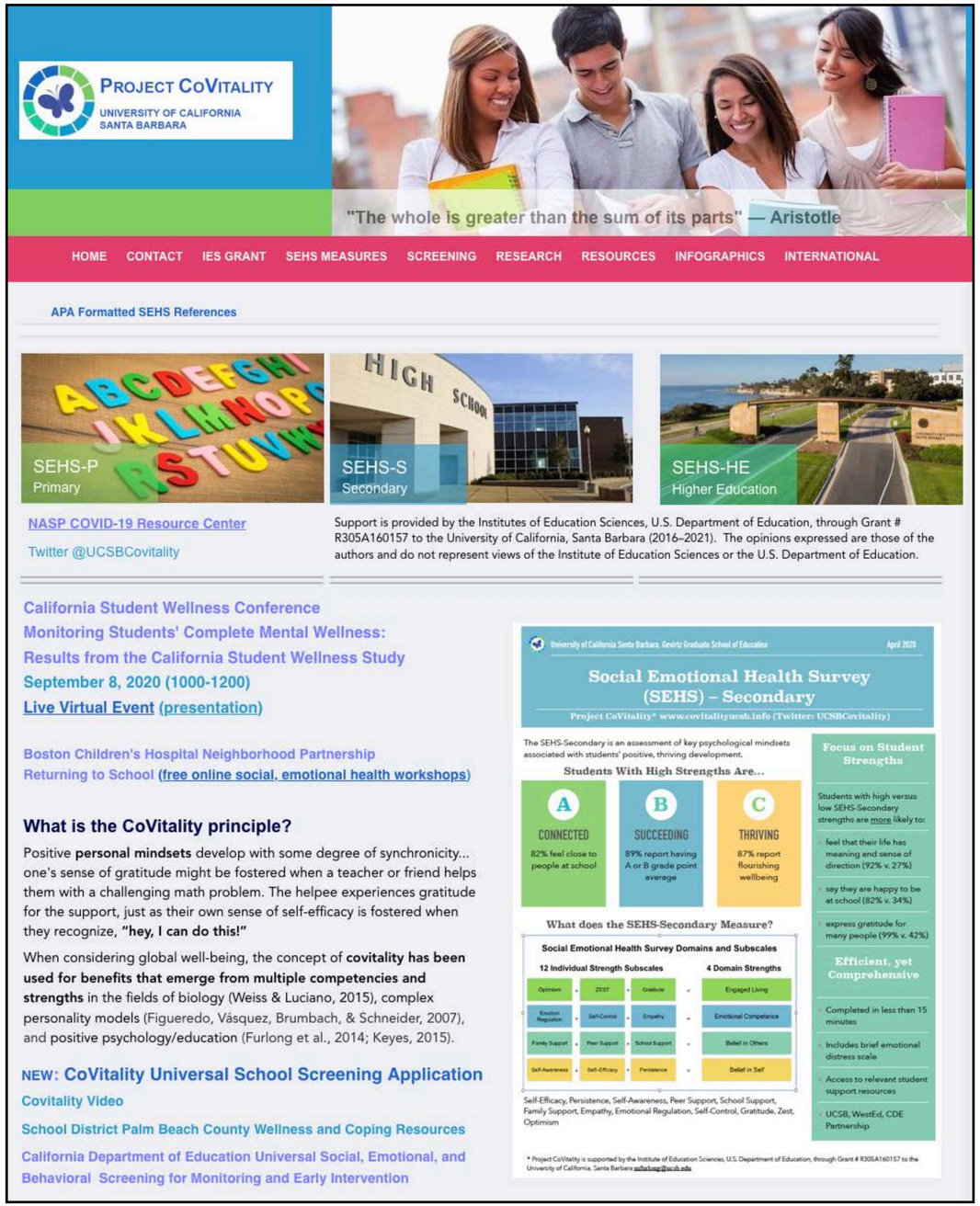
KEY TERMS AND CONCEPTS

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

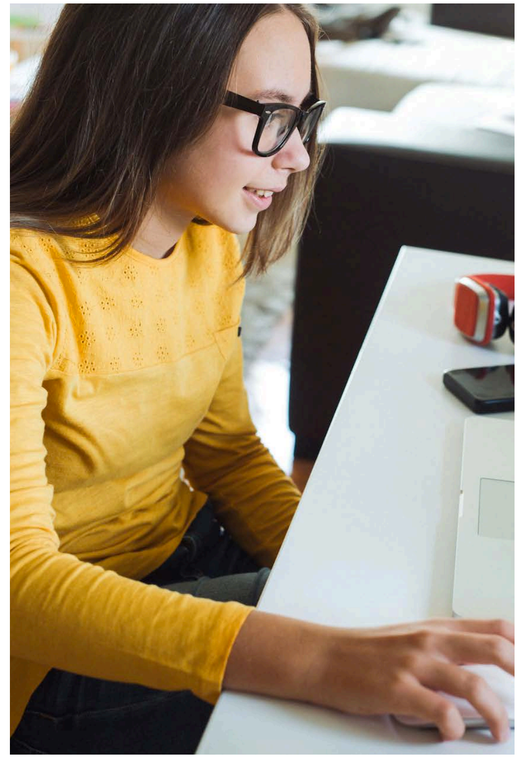
- Social Emotional Health Survey-Secondary
- Mental Health Continuum–Short Form

3. Climate–Context

- California Healthy Kids Survey
- Connectedness
- Risk Behaviors

4. Validity Checks

- Response Honesty
- Response Consistency



Wellness

Catalano, R. F., & Kellogg, E. (2020). Fostering healthy mental, emotional, and behavioral development in children and youth: A national agenda. *Journal of Adolescent Health*, *66*(3), 265-267.

Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). *Thriving, robust equity, and transformative learning & development: A more powerful conceptualization of the contributors to youth success.* Washington, DC: American Institutes for Research and Forum for Youth Investment. Link

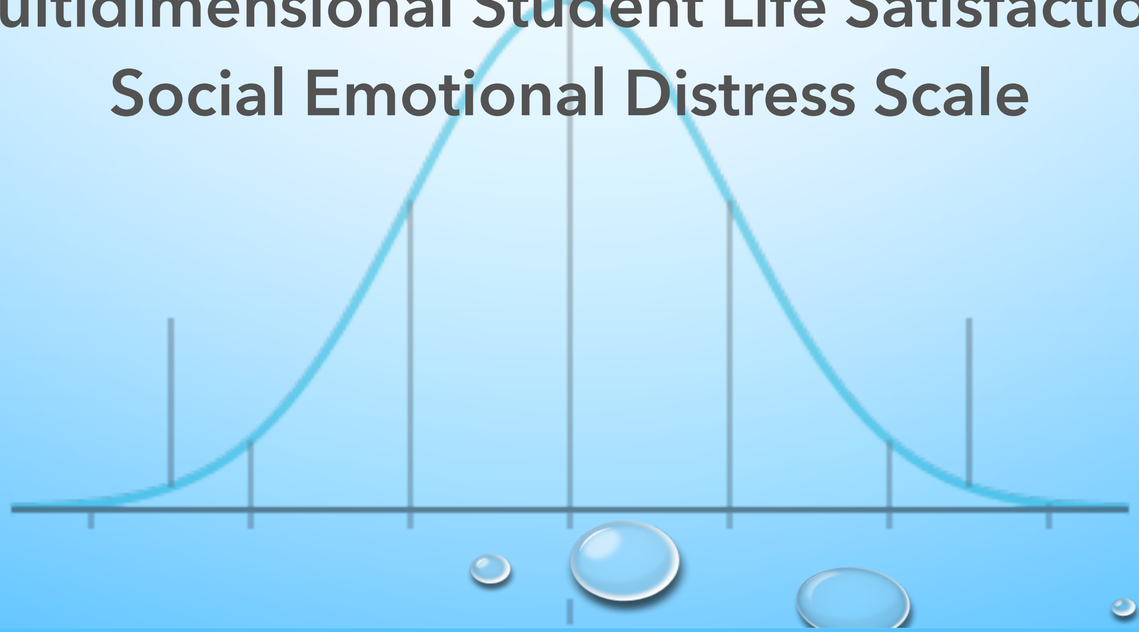
WHAT IS WELLNESS ?

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

I would describe my satisfaction with...	Strongly Dissatisfied	Moderately Dissatisfied	Mildly Dissatisfied	Mildly Satisfied	Moderately Satisfied	Strongly Satisfied
1. my family life as	0	1	2	3	4	5
2. my friendships as.	0	1	2	3	4	5
3. my school experience as	0	1	2	3	4	5
4. myself as	0	1	2	3	4	5
5. where I live as	0	1	2	3	4	5
Sums		1	4	6		
Total Score (0 to 25)						11

Guzmán, J., Green, J. G., Oblath, R., & Holt, M. K. (2019). Life satisfaction mediates the association between mental health risk and perceptions of school functioning among children and adolescents. *Contemporary School Psychology*, 1-11.

High

Low

Past Month Distress

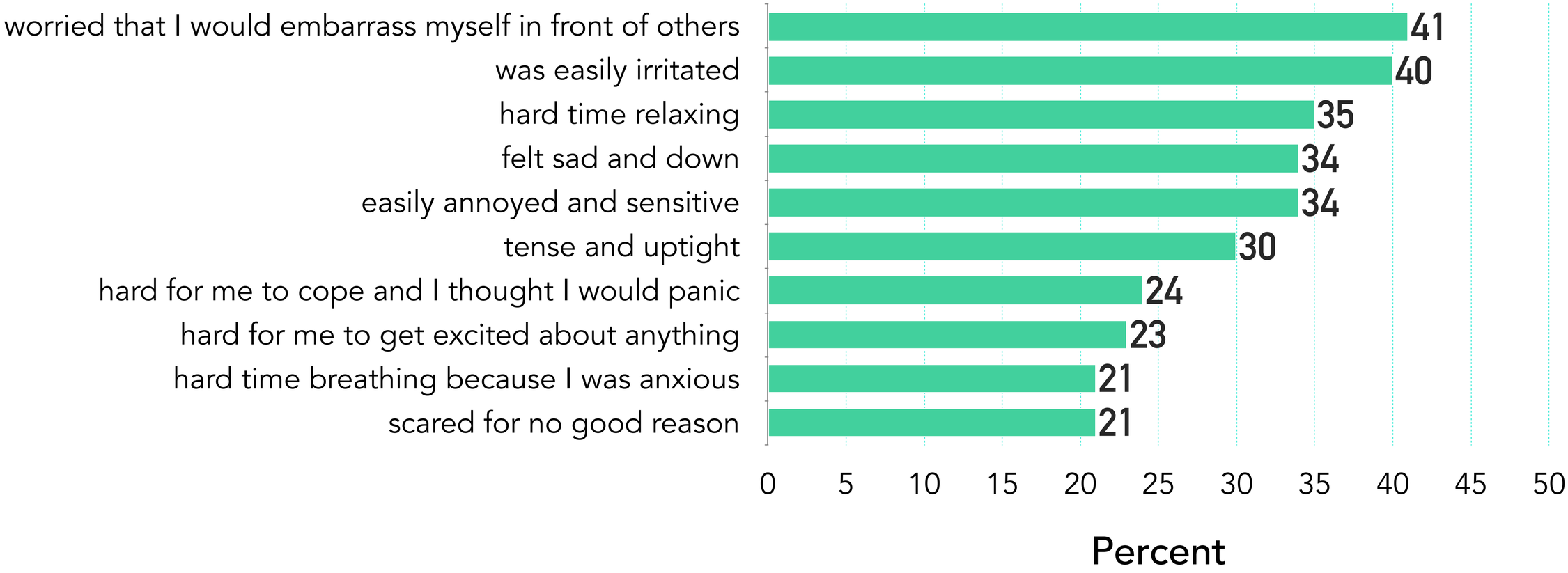
Social Emotional Distress Items

In the past month...	Not true	A Little True	Pretty much True	Very true
1. I had a hard time breathing because I was anxious.	0	1	2	3
2. I worried that I would embarrass myself in front of others.	0	1	2	3
3. I was tense and uptight.	0	1	2	3
4. I had a hard time relaxing.	0	1	2	3
5. I felt sad and down.	0	1	2	3
6. I was easily irritated.	0	1	2	3
7. It was hard for me to get excited about anything.	0	1	2	3
8. I was easily annoyed and sensitive.	0	1	2	3
9. I was scared for no good reason.	0	1	2	3
10. It was hard for me to cope and I thought I would panic.	0	1	2	3
Sums	0	4	4	6
Total Score (0 to 30)				14

Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the social emotional distress survey–secondary to support complete mental health screening. *Assessment for Effective Intervention*, *43*(4), 241-248.

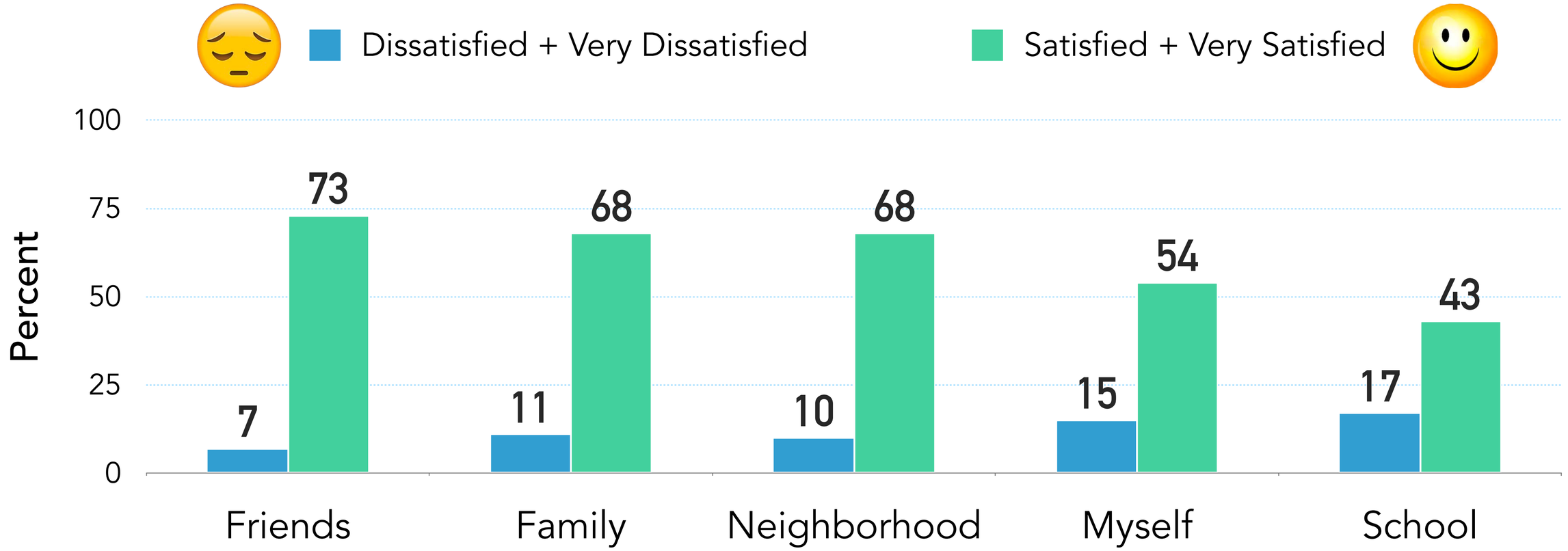
"Pretty Much" + "Very Much Like Me"

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



van Loon, A. W., et al. (2020). Can schools reduce adolescent psychological stress? A multilevel meta-analysis of the effectiveness of school-based intervention programs. *Journal of Youth and Adolescence*, 1-19. https://doi.org/10.1007/s10964-020-01201-5

OVERALL SATISFACTION BMSLSS (N = 10,604)



Kim, E. K., Furlong, M. J., & Dowdy, E. (2019). Adolescents' personality traits and positive psychological orientations: Relations with emotional distress and life satisfaction mediated by school connectedness. *Child Indicators Research*, *12*(6), 1951-1969.

Bi-Dimensional Wellness Dual-Factor Model

CALIFORNIA STUDENT WELLNESS STUDY

Check-in, Any Questions

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Life Satisfaction

Low High

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

Distress

Low

0 1 2 3 4 5 6 7 8 9 10 . . 25 26 27 28 29 30

High

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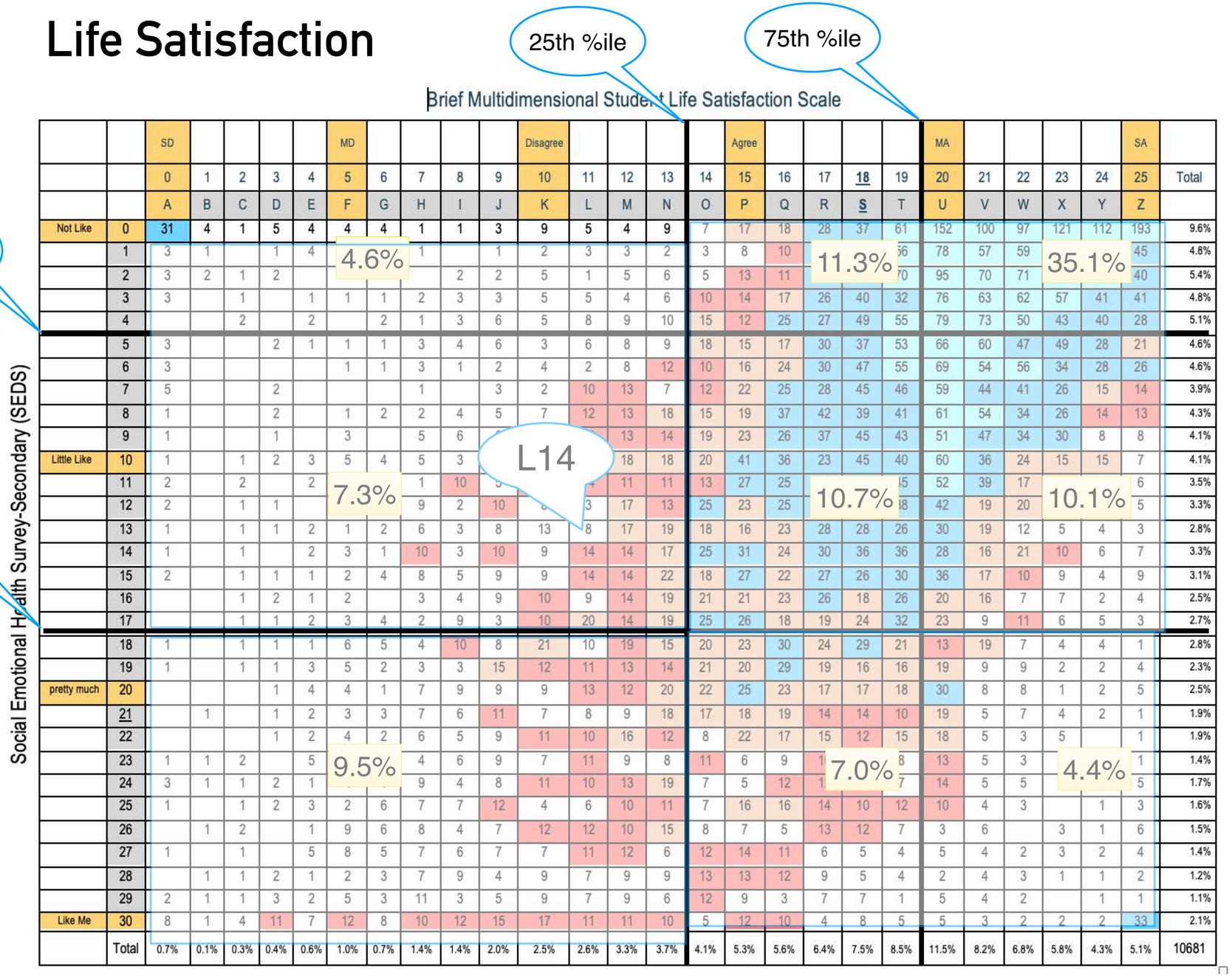
SEDS

Life Satisfaction



		SD					MD					Disagree				Agree						MA					SA	
		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	Total
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
Not Like	0	31	4	1	5	4	4	4	1	1	3	9	5	4	9	7	17	18	28	37	61	152	100	97	121	112	193	9.6%
	1	3	1		1	4			1		1	2	3	3	2	3	8	10			56	78	57	59			45	4.8%
	2	3	2	1	2					2	2	5	1	5	6	5	13	11			70	95	70	71			40	5.4%
	3	3		1		1	1	1	2	3	3	5	5	4	6	10	14	17	26	40	32	76	63	62	57	41	41	4.8%
	4			2		2		2	1	3	6	5	8	9	10	15	12	25	27	49	55	79	73	50	43	40	28	5.1%
	5	3			2	1	1	1	3	4	6	3	6	8	9	18	15	17	30	37	53	66	60	47	49	28	21	4.6%
	6	3					1	1	3	1	2	4	2	8	12	10	16	24	30	47	55	69	54	56	34	28	26	4.6%
	7	5			2				1		3	2	10	13	7	12	22	25	28	45	46	59	44	41	26	15	14	3.9%
	8	1			2		1	2	2	4	5	7	12	13	18	15	19	37	42	39	41	61	54	34	26	14	13	4.3%
	9	1			1		3		5	6				13	14	19	23	26	37	45	43	51	47	34	30	8	8	4.1%
Little Like	10	1		1	2	3	5	4	5	3				18	18	20	41	36	23	45	40	60	36	24	15	15	7	4.1%
	11	2		2		2			1	10				11	11	13	27	25			15	52	39	17			6	3.5%
	12	2		1	1				9	2	10			17	13	25	23	25			18	42	19	20			5	3.3%
	13	1		1	1	2	1	2	6	3	8	13	8	17	19	18	16	23	28	28	26	30	19	12	5	4	3	2.8%
	14	1		1		2	3	1	10	3	10	9	14	14	17	25	31	24	30	36	36	28	16	21	10	6	7	3.3%
	15	2		1	1	1	2	4	8	5	9	9	14	14	22	18	27	22	27	26	30	36	17	10	9	4	9	3.1%
	16			1	2	1	2		3	4	9	10	9	14	19	21	21	23	26	18	26	20	16	7	7	2	4	2.5%
	17			1	1	2	3	4	2	9	3	10	20	14	19	25	26	18	19	24	32	23	9	11	6	5	3	2.7%
	18	1		1	1	1	6	5	4	10	8	21	10	19	15	20	23	30	24	29	21	13	19	7	4	4	1	2.8%
	19	1		1	1	3	5	2	3	3	15	12	11	13	14	21	20	29	19	16	16	19	9	9	2	2	4	2.3%
pretty much	20				1	4	4	1	7	9	9	9	13	12	20	22	25	23	17	17	18	30	8	8	1	2	5	2.5%
	21		1		1	2	3	3	7	6	11	7	8	9	18	17	18	19	14	14	10	19	5	7	4	2	1	1.9%
	22				1	2	4	2	6	5	9	11	10	16	12	8	22	17	15	12	15	18	5	3	5		1	1.9%
	23	1	1	2		5			4	6	9	7	11	9	8	11	6	9	1		8	13	5	3			1	1.4%
	24	3	1	1	2	1			9	4	8	11	10	13	19	7	5	12	1		7	14	5	5			5	1.7%
	25	1		1	2	3	2	6	7	7	12	4	6	10	11	7	16	16	14	10	12	10	4	3		1	3	1.6%
	26		1	2		1	9	6	8	4	7	12	12	10	15	8	7	5	13	12	7	3	6		3	1	6	1.5%
	27	1		1		5	8	5	7	6	7	7	11	12	6	12	14	11	6	5	4	5	4	2	3	2	4	1.4%
	28		1	1	2	1	2	3	7	9	4	9	7	9	9	13	13	12	9	5	4	2	4	3	1	1	2	1.2%
	29	2	1	1	3	2	5	3	11	3	5	9	7	9	6	12	9	3	7	7	1	5	4	2		1	1	1.1%
Like Me	30	8	1	4	11	7	12	8	10	12	15	17	11	11	10	5	12	10	4	8	5	5	3	2	2	2	33	2.1%
	Total	0.7%	0.1%	0.3%	0.4%	0.6%	1.0%	0.7%	1.4%	1.4%	2.0%	2.5%	2.6%	3.3%	3.7%	4.1%	5.3%	5.6%	6.4%	7.5%	8.5%	11.5%	8.2%	6.8%	5.8%	4.3%	5.1%	10681

Languishi

11.9%

9.3%
Troubled

67.2%
Complete Mental Health

11.4%
SBC

COMPLETE MENTAL HEALTH (CMH) TROUBLED (TROU)

	Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)								
	BMSLSS top 25%			BMSLSS Middle 50%			BMSLSS lowest 25%		
	High Life Satisfaction			Mid Life Satisfaction			Low Life Satisfaction		
SEDS Distress Level	Low	Mid	High	Low	Mid	High	Low	Mid	High
DFM Group ID	A1	A2	A3	B1	B2	B3	C1	C2	C3
N	1400	1442	249	965	2723	965	209	1234	1230
%	13.4%	13.8%	2.4%	9.3%	26.1%	9.3%	2.0%	11.8%	11.8%
Demographics									
Males [a]	47.6%	35.6%	32.1%	56.9%	36.0%	21.5%	57.4%	43.8%	22.3%
Non-English home language [b]	30.1%	28.9%	32.1%	35.1%	30.3%	27.0%	46.2%	32.7%	23.7%
Eligible free lunch program [c]	46.3%	41.0%	48.2%	50.5%	47.1%	46.2%	57.0%	53.0%	47.8%
Children of colors (non-White) [d]	59.3%	55.8%	66.5%	64.9%	60.7%	59.9%	75.0%	66.1%	56.0%
Latinx self-identification [e]	48.9%	46.2%	58.9%	51.8%	46.4%	45.8%	58.7%	50.2%	43.5%
Identifies as not straight [f]	5.3%	10.1%	16.5%	6.5%	14.0%	27.1%	16.9%	21.5%	37.1%
Identifies as transgender or unsure [g]	1.9%	2.5%	7.6%	2.4%	2.6%	7.3%	8.8%	7.4%	10.1%
Mental Health									
Flourishing mental health [h]	85.8%	76.8%	64.3%	54.9%	40.9%	27.9%	24.9%	16.9%	6.9%
YRBS sadness item [i]	3.2%	17.6%	44.9%	5.4%	32.8%	71.9%	12.9%	49.4%	85.6%
YRBS suicide Item [j]	1.1%	5.6%	20.9%	2.4%	12.3%	37.2%	8.2%	25.8%	56.9%
Behavior Risk									
Identifies as gang member [k]	1.8%	1.9%	5.6%	2.8%	3.7%	3.5%	8.9%	6.4%	4.3%
Carried gun [l]	0.4%	0.3%	1.2%	0.3%	0.5%	0.3%	1.5%	2.7%	1.1%
Marijuana use [m]	4.4%	8.0%	8.5%	9.3%	11.3%	14.1%	13.5%	21.4%	23.6%
Alcohol use [n]	5.6%	11.7%	15.3%	9.8%	15.0%	19.0%	11.5%	20.7%	24.2%
Safety, victimization									
Feels safe school [o]	78.7%	73.3%	67.9%	64.0%	57.9%	46.8%	41.1%	39.9%	31.8%
Made fun of teased [p]	9.4%	25.7%	37.8%	12.7%	31.3%	46.3%	10.1%	36.8%	58.6%
Physical fight [q]	3.4%	5.7%	7.3%	6.3%	6.7%	8.6%	11.6%	14.4%	13.2%
School Social Engagement									
Caring teacher/adult [r]	75.7%	72.0%	75.8%	56.5%	56.4%	56.9%	42.3%	41.5%	38.3%
Do things make a difference at school [s]	47.3%	41.2%	53.8%	24.3%	25.3%	33.9%	17.4%	18.4%	20.0%
Feel I am part school [t]	76.5%	69.7%	70.7%	51.1%	51.4%	47.8%	29.0%	28.1%	23.3%
Academic Engagement									
Bored, uninterested [u]	1.6%	1.9%	2.8%	2.4%	3.0%	4.4%	4.3%	5.5%	8.5%
Course grades Bs and higher [v]	69.9%	72.6%	63.6%	56.2%	63.8%	64.7%	40.9%	46.9%	53.4%
Behind in schoolwork [w]	0.4%	4.0%	8.4%	0.3%	5.1%	8.2%	3.3%	8.4%	14.4%
Enjoy working with classmates [x]	79.2%	72.6%	72.4%	59.0%	52.5%	49.9%	33.6%	36.4%	30.3%
SEL Indicators									
N SEHS strengths 8+ [y]	82.7%	45.1%	18.2%	76.7%	36.7%	11.9%	75.5%	31.0%	8.8%
High goals [z]	94.0%	93.2%	95.6%	78.5%	77.9%	78.6%	46.6%	58.7%	60.4%
Successful career [aa]	98.1%	97.2%	96.3%	89.1%	89.5%	88.5%	56.9%	68.5%	66.4%
Trust solve problems [bb]	86.0%	83.6%	85.9%	67.3%	63.9%	63.0%	45.4%	47.4%	44.1%

YRBS Sadness Item
CMH = 3.2%
TROU = 85.6%

YRBS Suicide Ideation
CMH = 1.1%
TROU = 56.9%

Caring Teacher
CMH = 75.7%
TROU = 38.3%

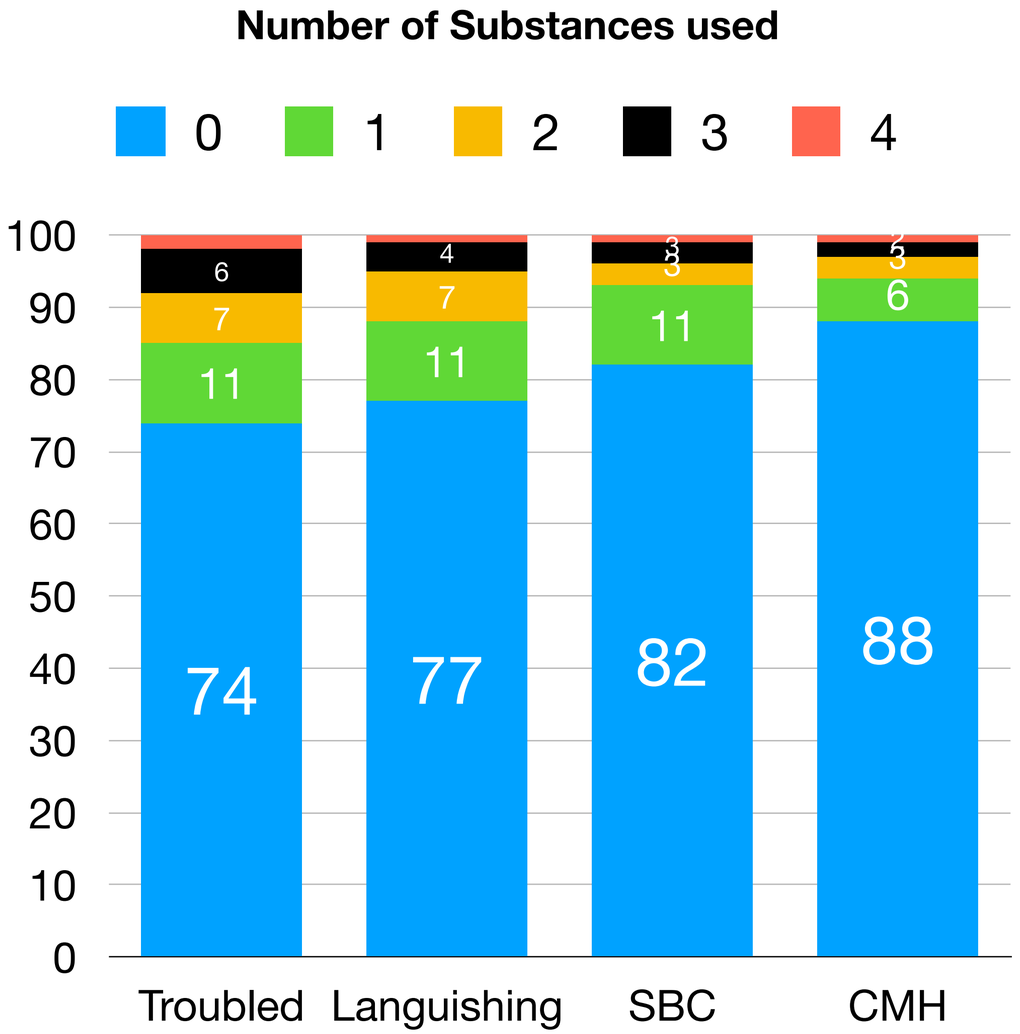
Feel Part of School
CMH = 76.5%
TROU = 23.3%

Feel Safe at School
CMH = 78.7%
TROU = 31.8%

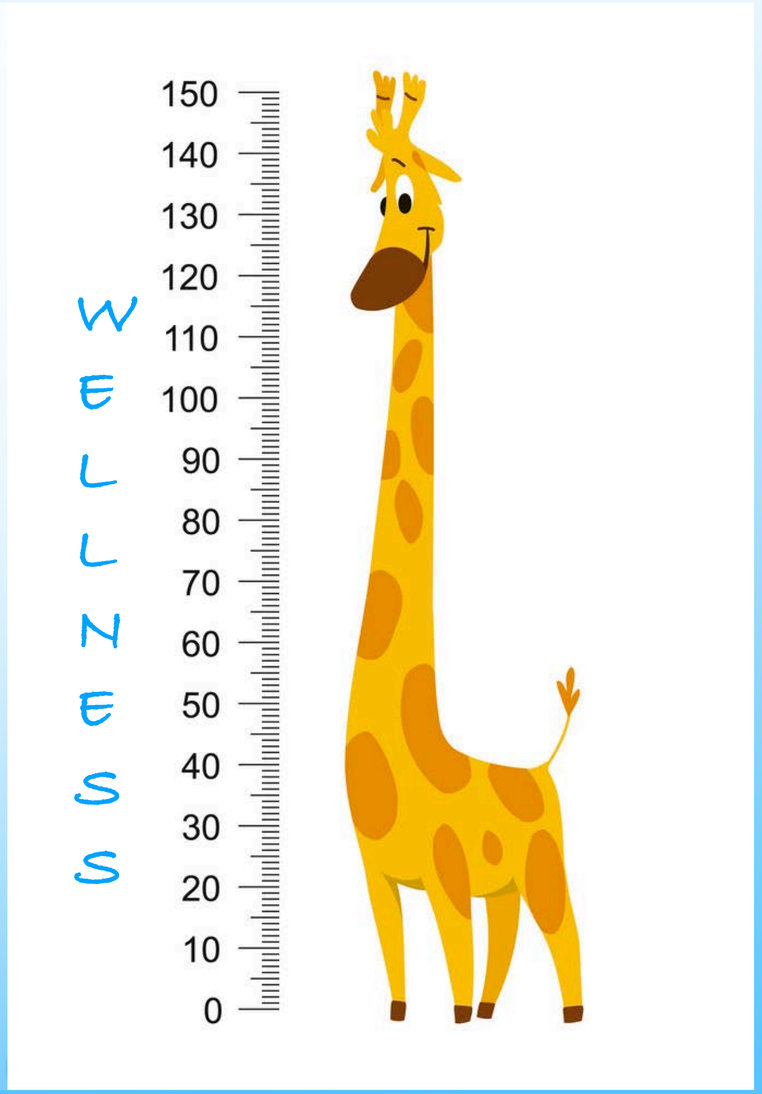
Identifies not straight
CMH = 5.3%
TROU = 37.1%

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)



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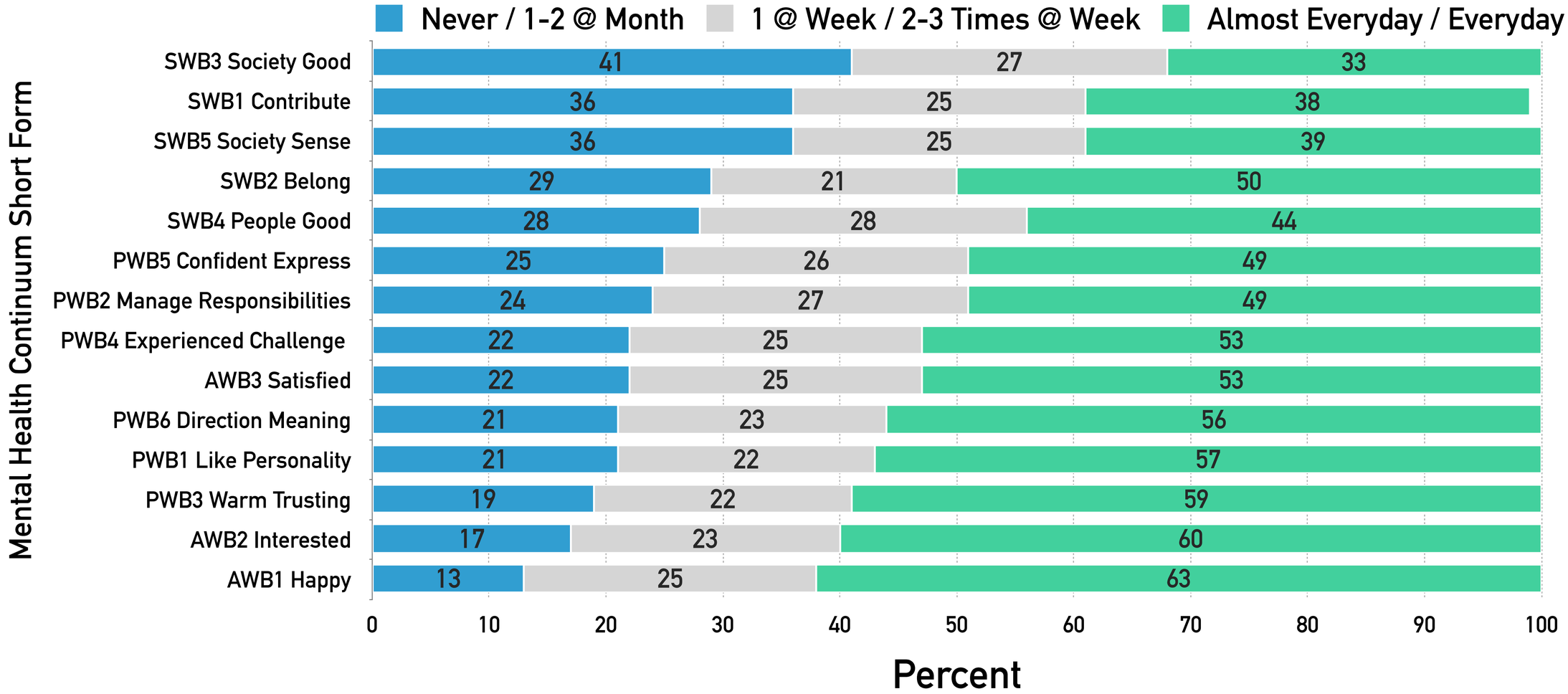
MHC-SF RESPONSES (N = 10,604)



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

All Others

46%

FLOURISHING

Affective

1 of 3 (Almost Everyday or Everyday)

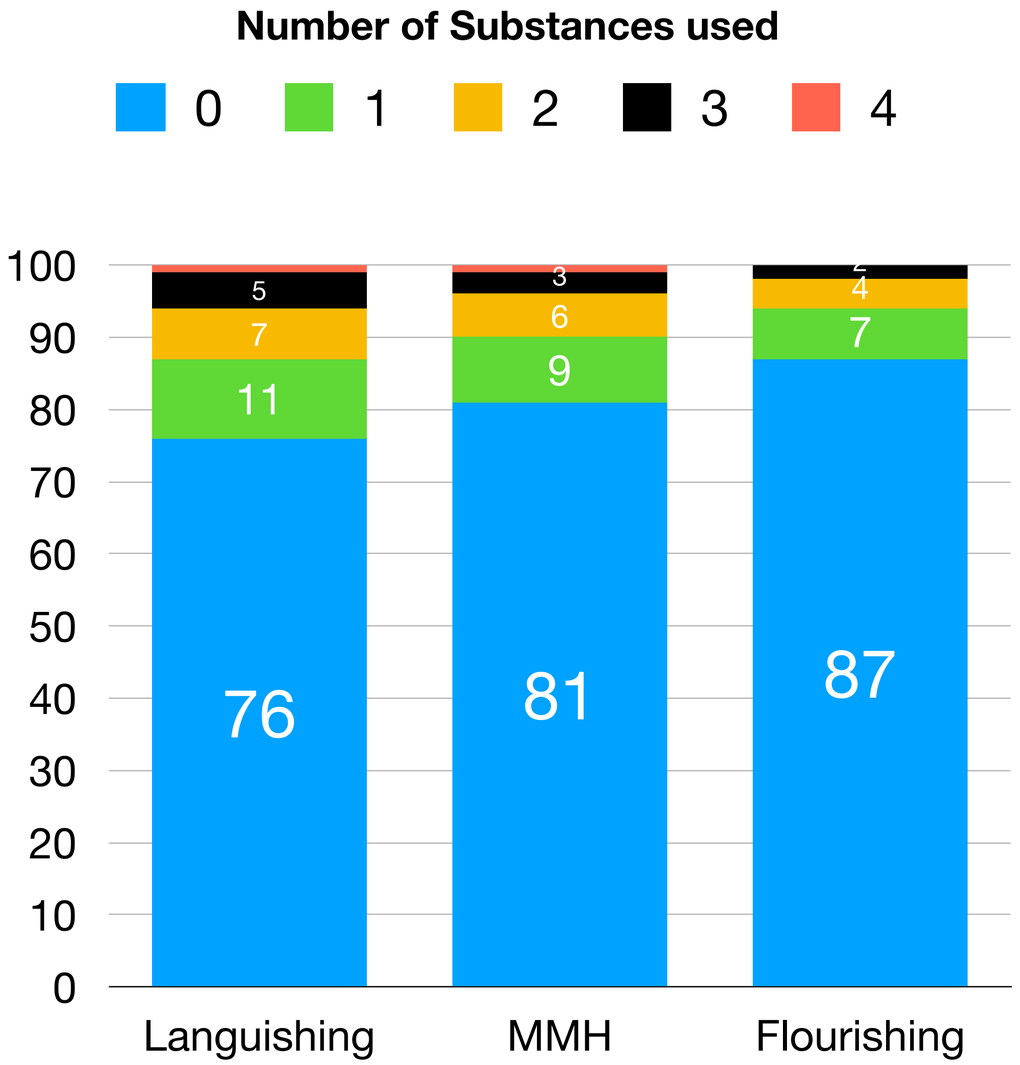
Psychological and Social

6 of 11 (Almost Everyday or Everyday)

Keyes, C. L. (2006). Mental health in adolescence: Is America's youth flourishing?. *American Journal of Orthopsychiatry*, *76*(3), 395-402. (6, 55, 40)

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.



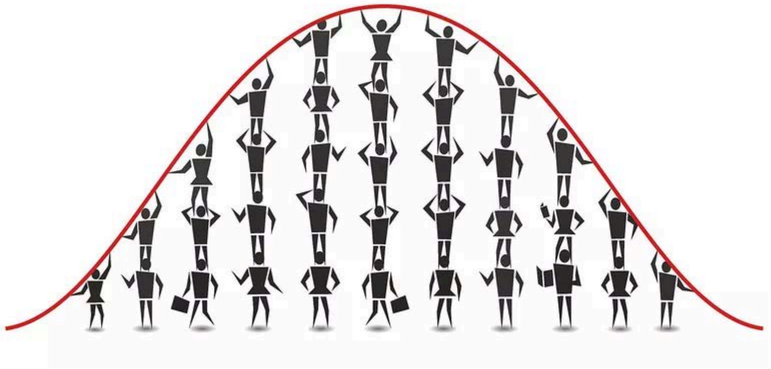
CALIFORNIA STUDENT WELLNESS STUDY

SUMMARY

50-60% OF STUDENTS ARE "WELL"

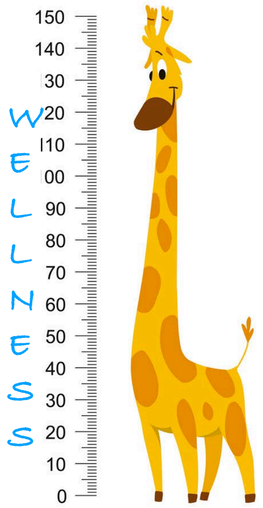
STUDENTS REPORT SOME DISTRESS

SOCIAL WELL-BEING IS A PARTICULAR CONCERN



NORM-BASED

CO-NORMED: DISTRESS & WELLNESS

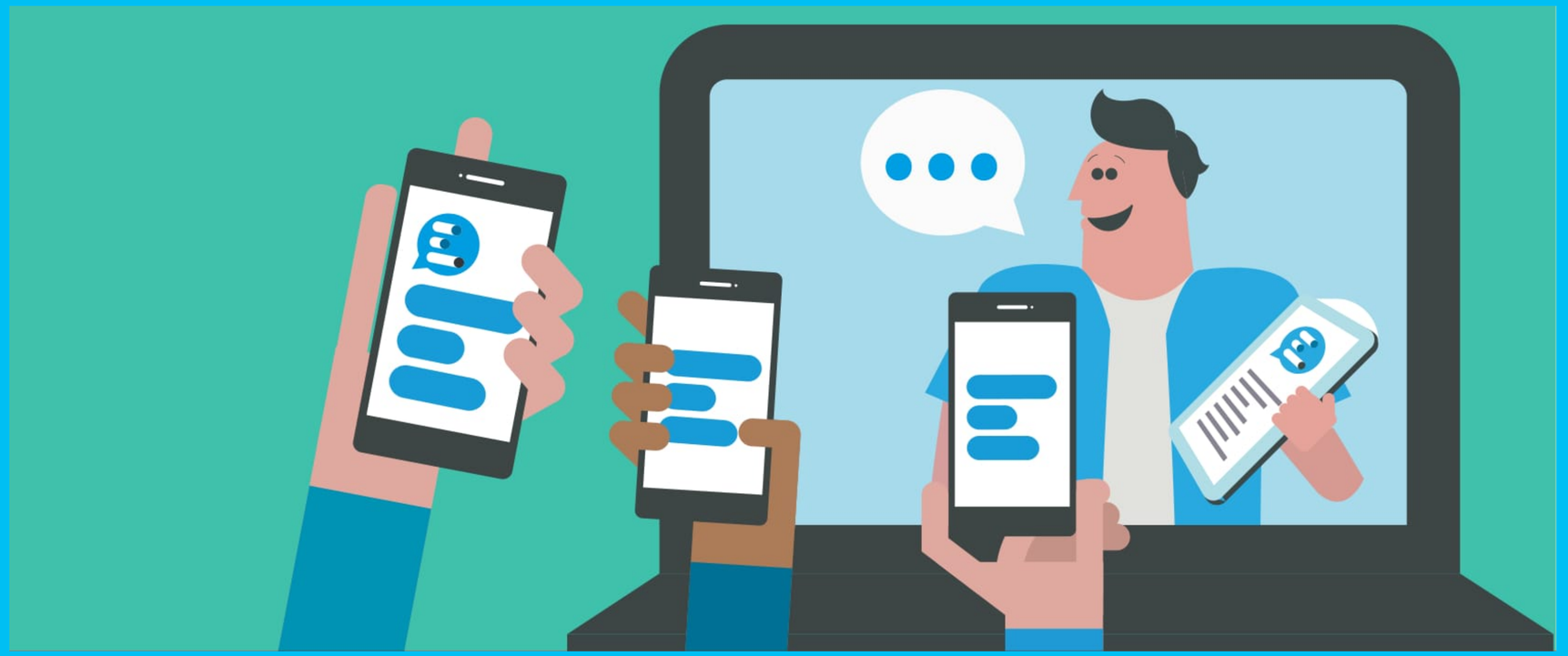


CRITERION-BASED REFERENCE

DEFINE ESSENTIAL WELLNESS CRITERION

CALIFORNIA STUDENT WELLNESS STUDY

Which approach to universal mental wellness screening appeals most to you?



Surveillance…

Necessary but not sufficient

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HOW CAN WE FOSTER STUDENT WELL-BEING?

A missing component:
Core Psychological Mindset Strengths

—

Surveillance…

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12 Individual Strengths						Domain Strengths
Self-Efficacy (1-3)	+	Self–Awareness (4-6)	+	Persistence (7-9)	=	Belief-in-Self (1-9)
Family Support	+	Peer Support	+	School Support	=	Belief-in-Others (10-18)
Emotion Regulation	+	Self-Control	+	Empathy	=	Emotional Competence (19-27)
Optimism	+	ZEST	+	Gratitude	=	Engaged Living (28-36)

Covitality

Evidence-based Assessment

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

SOCIAL EMOTIONAL HEALTH SURVEY-SECONDARY(SEHS-S)

KEY VALIDATION STUDIES

Schools use the SEHS-S to foster students' well-being.This is a brief list of its validation studies.

INTERNATIONAL STUDIES

2015
Ito, A., Smith, D. C., You, S., Shimoda, Y., & Furlong, M. J. (2015). Validation of the Social Emotional Health Survey–Secondary for Japanese students. *Contemporary School Psychology, 19,* 243–252.

2016
ItLee, S., You, S., & Furlong, M. J. (2016). Validation of the Social Emotional Health Survey for Korean school students. *Child Indicators Research, 9,* 73–92.

2016
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.

2017
Telef, B. B., & Furlong, M. J. (2017). Adaptation and validation of the Social Emotional Health Survey-Secondary into Turkish culture. International *Journal of School & Educational Psychology, 5,* 255–265.

U.S. STUDIES

2014
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.

2014
You, S.,Dowdy, E., Furlong, M. J., Renshaw, T., Smith, D. C., & O'Malley, M. D. (2014). Further validation of the Social and Emotional Health Survey for high school students. *Applied Quality of Life Research, 9,* 997–1015.

2015
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.

2015
Lenzi, M., Dougherty, D., Furlong, M. J., Dowdy, E., & Sharkey, J. D. (2015). The configuration protective model: Factors associated with adolescent behavioral and emotional problems. *Journal of Applied Developmental Psychology, 38,* 49–59.

2017
Furlong, M. J., Fullchange, A., & Dowdy, E. (2017). Effects of mischievous responding on the results of school-based mental health screening: I love rum raisin ice cream, really, I do! *School Psychology Quarterly, 32,* 320–335.

2017
Xie, J., Liu, S., Yang, C., & Furlong, M. J. (2017). Chinese Version of Social and Emotional Health Survey–Secondary. *Chinese Journal of Clinical Psychology, 25,* 1012–1026.

2018
Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43,* 241–248.

2019
Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2019). An empirical approach to complete mental health classification in adolescents. *School Mental Health, 11,* 438–453.

2019
Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (2019). Development of Japanese version of Social Emotional Health Survey. *The Japanese Journal of Psychology, 90,* 32–41.

2019
Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2019). A latent transition analysis of the longitudinal stability of dual-factor mental health in adolescence. *Journal of School Psychology, 73,* 56–73.

2019
Piqueras, J. A., Rodriguez-Jimenez, T., Marzo, J. C., Rivera-Riquelme, M., Martinez-Gonzalez, A. E., Falco, R., & Furlong, M. J. (2019). Social Emotional Health Survey-Secondary (SEHS-S): A universal screening measure of Social-Emotional strengths for Spanish-speaking adolescents. *International Journal of Environment Research Public Health, 16,* 4982.

2020
Furlong, M. J., Dowdy, E., Nylund-Gibson, K., Wagle, R., Carter, D., & Hinton, T. (2020). Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths. Manuscript under review.

2020
Hinton, T., Dowdy, E., Nylund-Gibson, K., Furlong, M. J., & Carter, D. (2020). Examining the Social Emotional Health Survey-Secondary for use with Latinx youth. *Journal of Psychoeducational Assessment.* Manuscript under review.

2020
Wagle, R., Dowdy, E., Furlong, M. J., Nylund-Gibson K., Carter, D., & Hinton, T. (2020, in press). Anonymous vs. self-identified response formats: Implications for mental health screening in schools. *Assessment for Effective Intervention.*

See more, learn more:
covitalityucsb
mfurlong@ucsb.edu

SEHS-S (2020) TECHNICAL REPORT

Rationale

Method

Confirmatory Factor Analyses

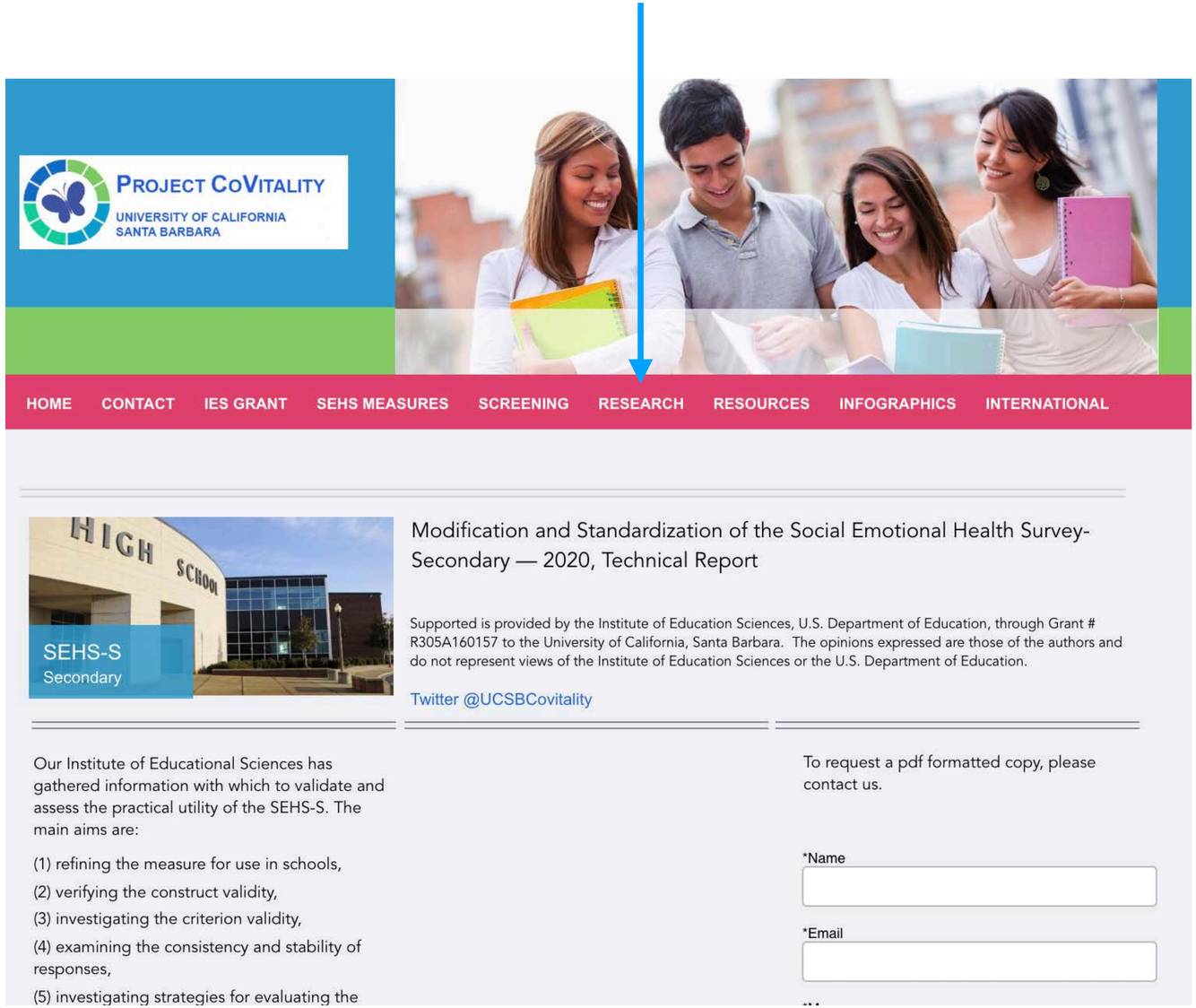
Invariance Analyses

Reliability

Criterion Validity

Normative Information

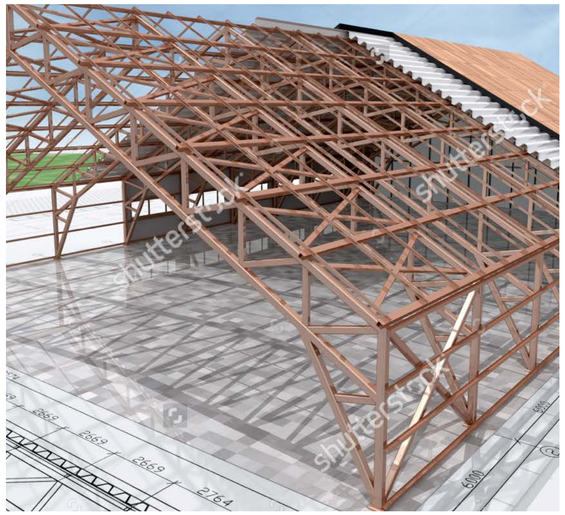
Items and Forms



Furlong, M. J., Nylund-Gibson, K., Dowdy, E., Wagle, R., Hinton, T., & Carter, D. (2020). *Modification and standardization of Social Emotional Health Survey-Secondary— 2020 edition*. University of California Santa Barbara, International Center for School Based Youth Development.

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

Lenzi, M., Dougherty, D., Furlong, M. J., Dowdy, E., & Sharkey, J. D. (2015). The configuration protective model: Factors associated with adolescent behavioral and emotional problems. *Journal of Applied Developmental Psychology, 38*, 49–59.

DOMAIN STRENGTHS

SEHS-S Response Options

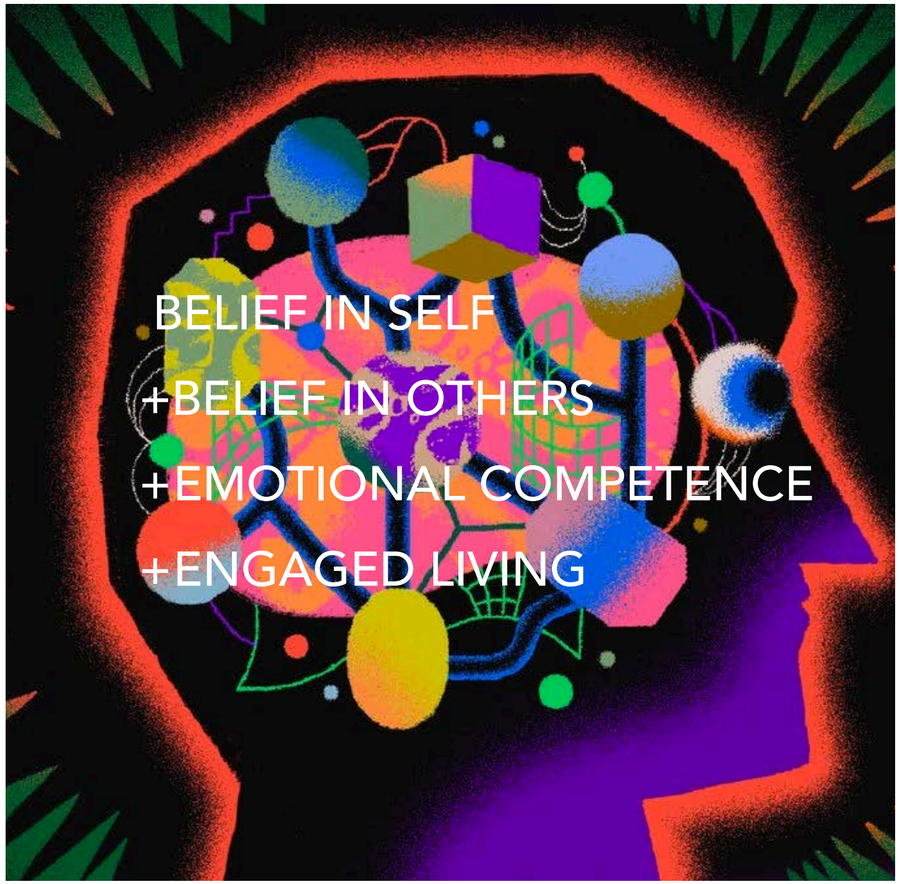
1 = Not at true

2 = A little true

3 = Pretty much true ⟵ **Strength = > 3.0**

4 = Very much true

COVITALITY BONES



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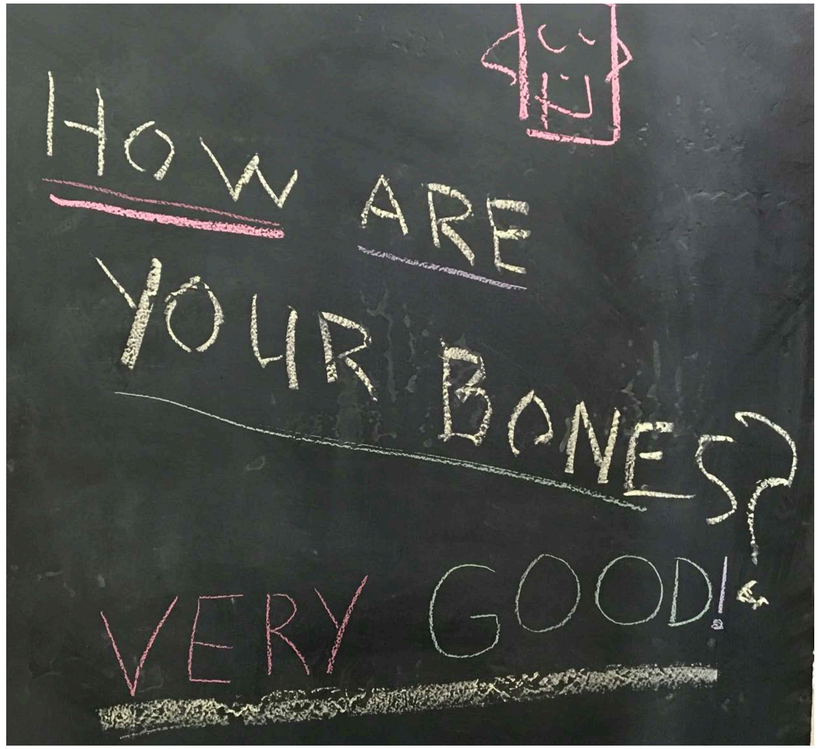
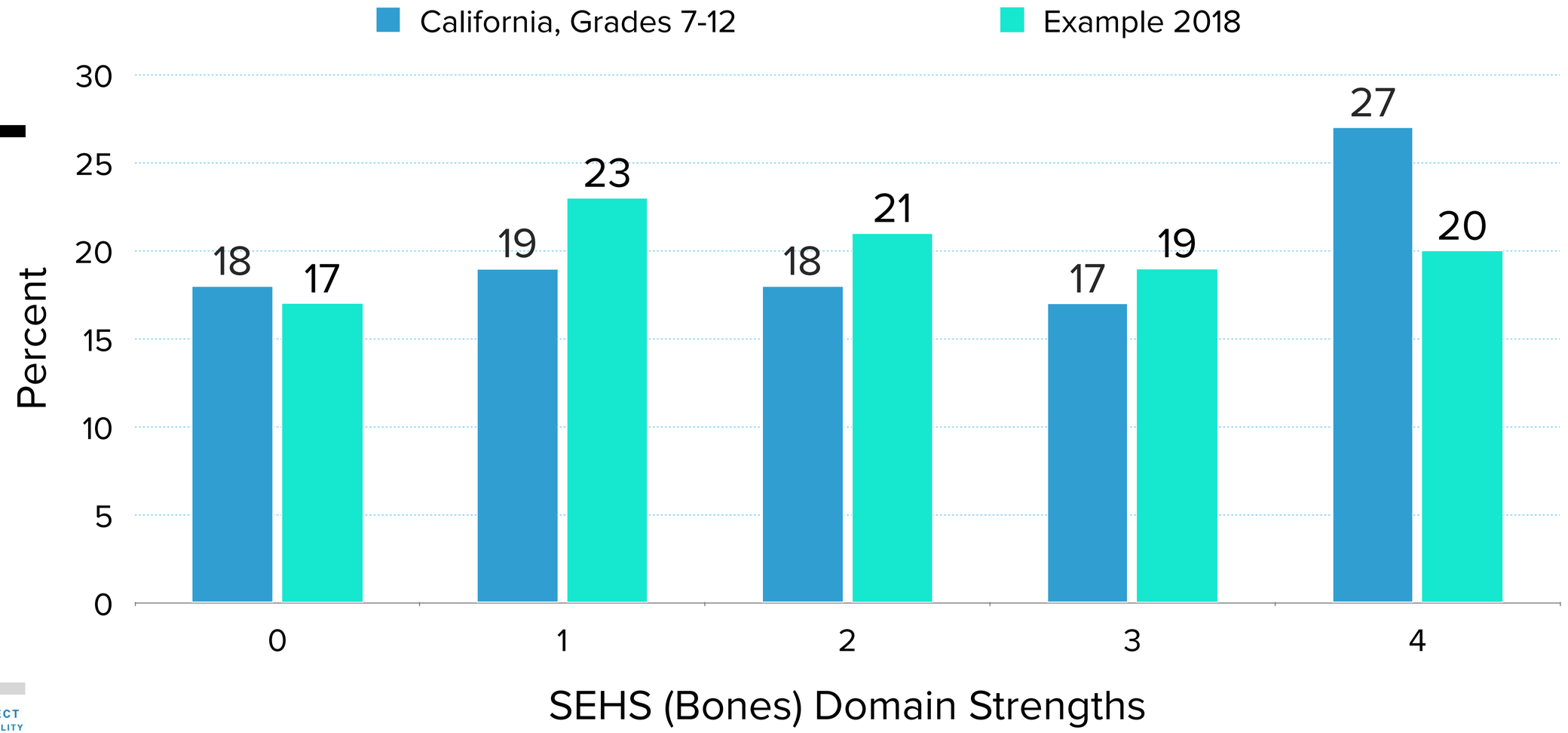
BELIEF IN SELF DOMAIN[50]

3.0 MEAN ITEM RESPONSE EXAMPLE



1. I can work out my problems. (1-4)		4
2. I can do most things if I try. (1-4)		3
3. There are many things that I do well. (1-4)		1
Self-Efficacy	average item response (AIR) = (1+2+3) / 3	AIR
4. There is a purpose to my life. (1-4)		2
5. I understand my moods and feelings. (1-4)		4
6. I understand why I do what I do. (1-4)		3
Self-Awareness	average item response (AIR) = (4+5+6) / 3	AIR
7. When I do not understand something, I ask the teacher again and again until I understand. (1-4)		4
8. I try to answer all the questions asked in class. (1-4)		3
9. When I try to solve a math problem, I will not stop until I find a final solution. (1-4)		3
Persistence	average item response (AIR) = (7+8+9) / 3	AIR
27		
Belief in Self Total	average item response (AIR) = (1+2+3+4+r5+6+7+8+9) / 9	3.0

NUMBER OF DOMAIN STRENGTHS **CALIFORNIA** AND **EXAMPLE** DISTRICT HIGH SCHOOLS



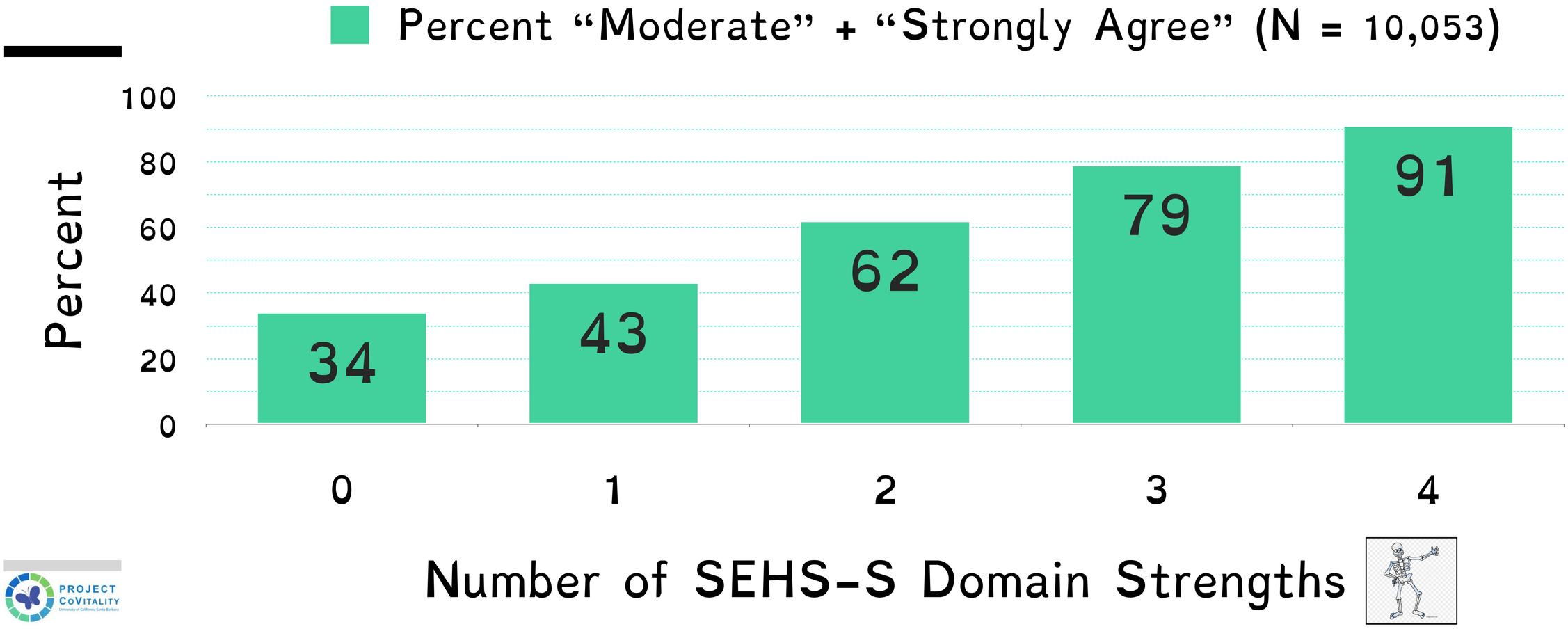
ARE COVITALITY BONES ASSOCIATED WITH STUDENT WELLNESS?

CALIFORNIA STUDENT WELLNESS STUDY

Check-in, Any Questions

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

"MY LIFE IS GOING WELL"



ARE COVITALITY BONES ASSOCIATED WITH STUDENT DISTRESS?

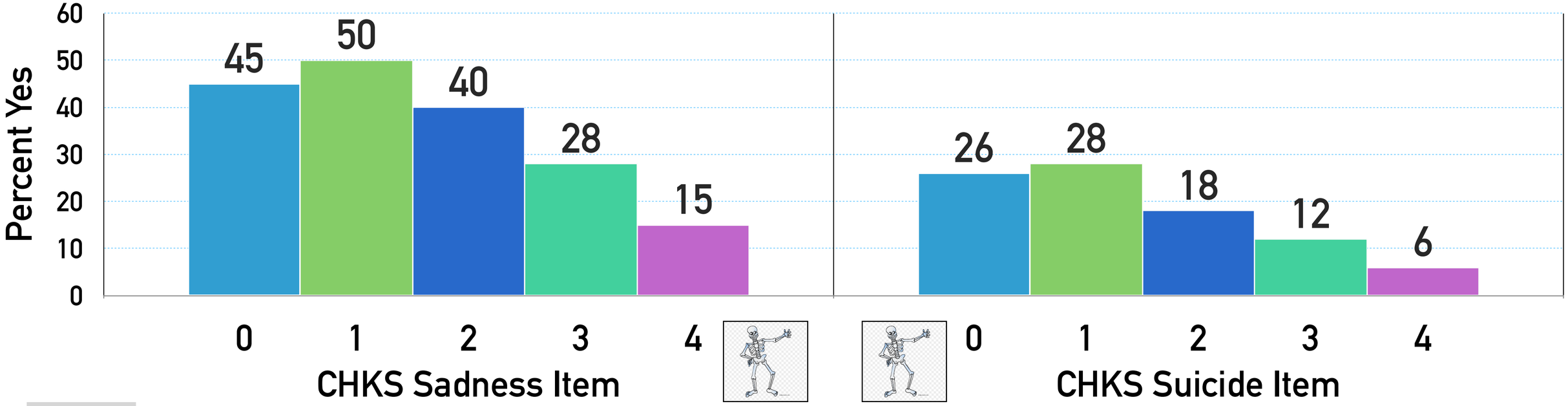
Number SEHS Domain Strengths

0 1 2 3 4

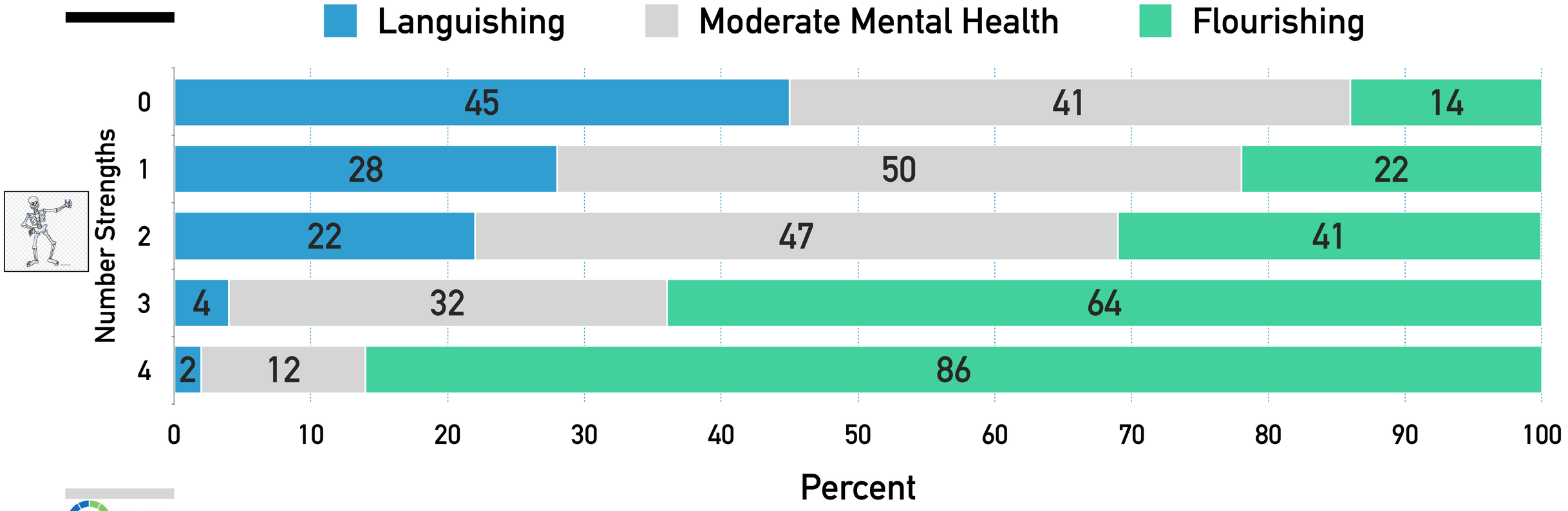
PAST MONTH EMOTIONAL DISTRESS...CHKS – YRBS ITEMS

"...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..."



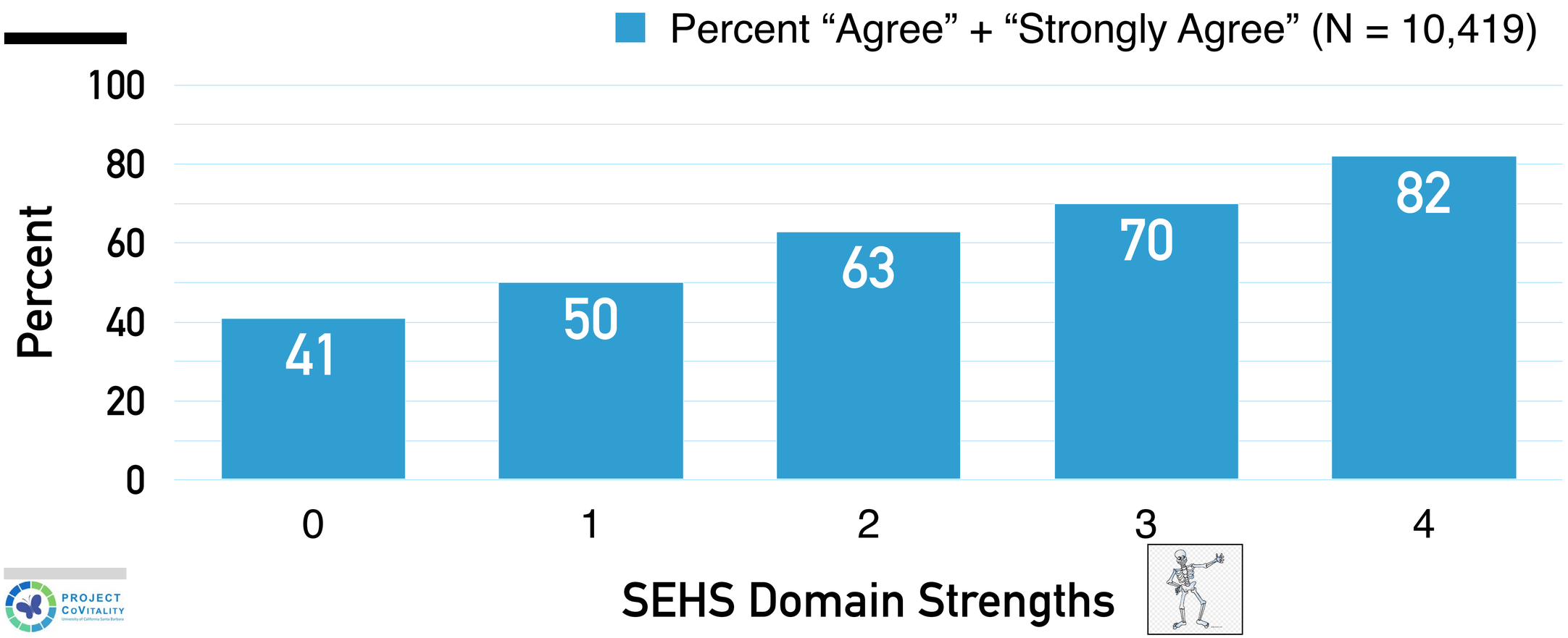
STRENGTHS BY MHC-SF GROUPS (N = 10,432)



ARE COVITALITY BONES ASSOCIATED WITH SCHOOL CONTEXT?

Furlong, M. J., O'Brennan, L. M., & You, S. (2011). Psychometric properties of the Add Health School Connectedness Scale for 18 sociocultural groups. *Psychology in the Schools, 48*, 986–997.

I FEEL CLOSE TO PEOPLE AT THIS SCHOOL



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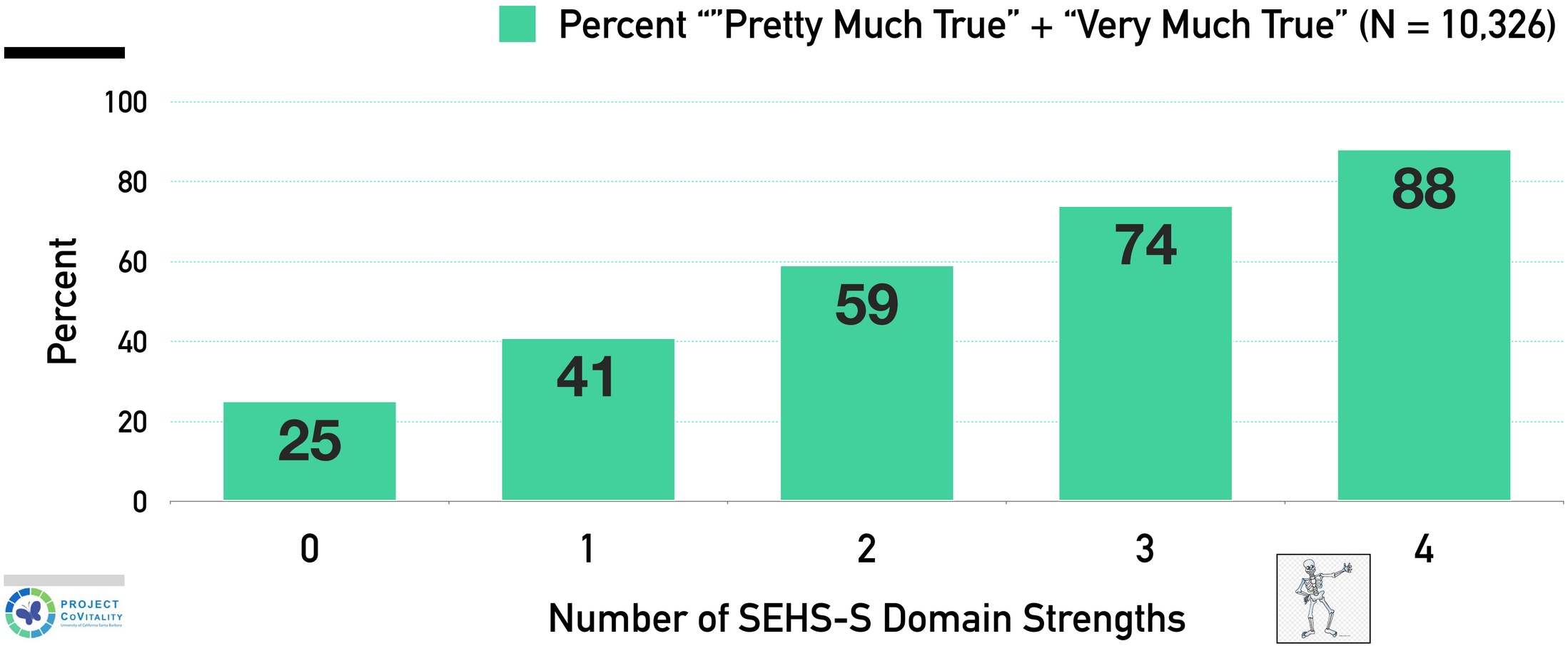
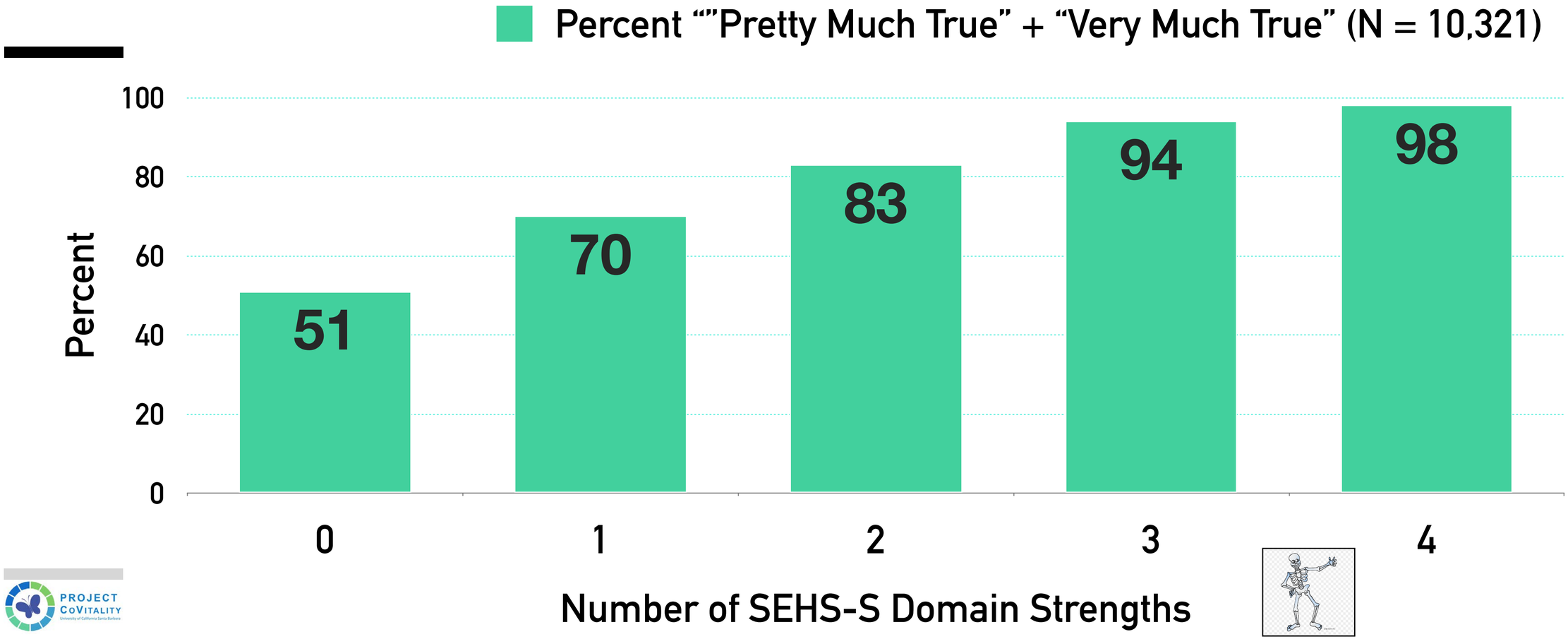
E. Scott Huebner Life Satisfaction Measures
https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php

WHEN I NEED HELP I FIND SOMEONE TO TALK



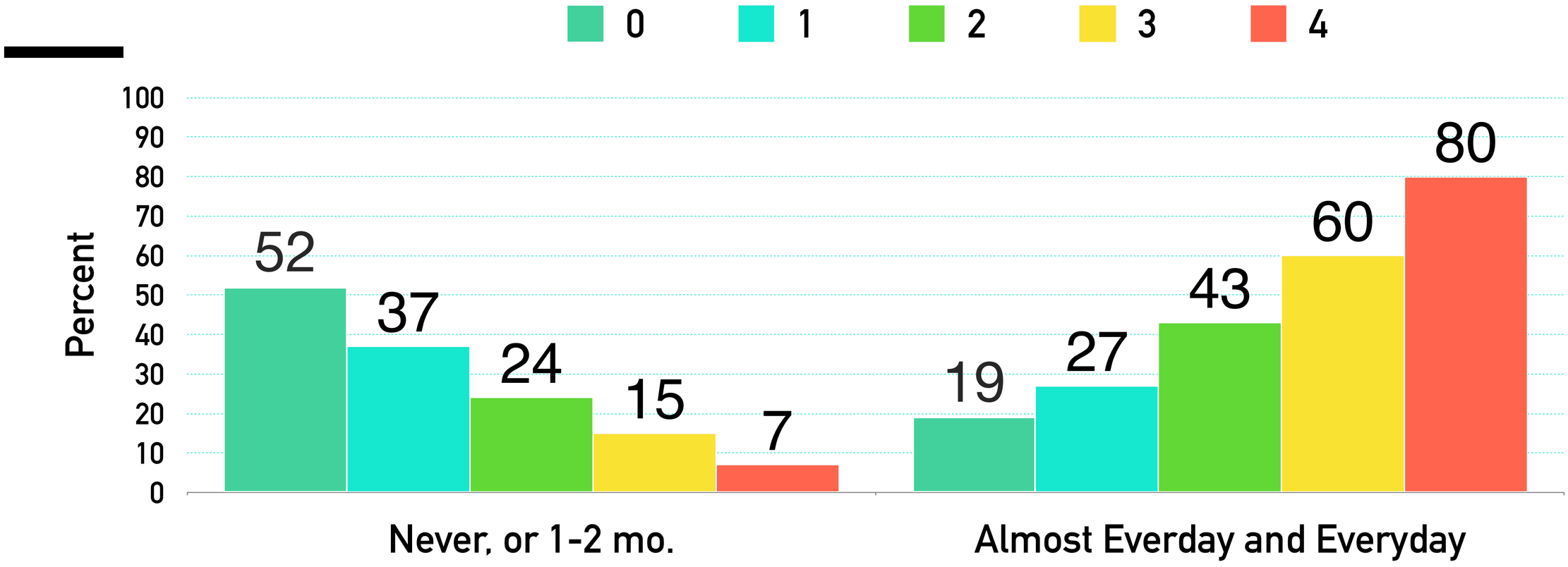
E. Scott Huebner Life Satisfaction Measures
https://sc.edu/study/colleges_schools/artsandsciences/psychology/our_people/directory/huebner_scott.php

I HAVE HIGH GOALS AND EXPECTATIONS FOR MYSELF



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

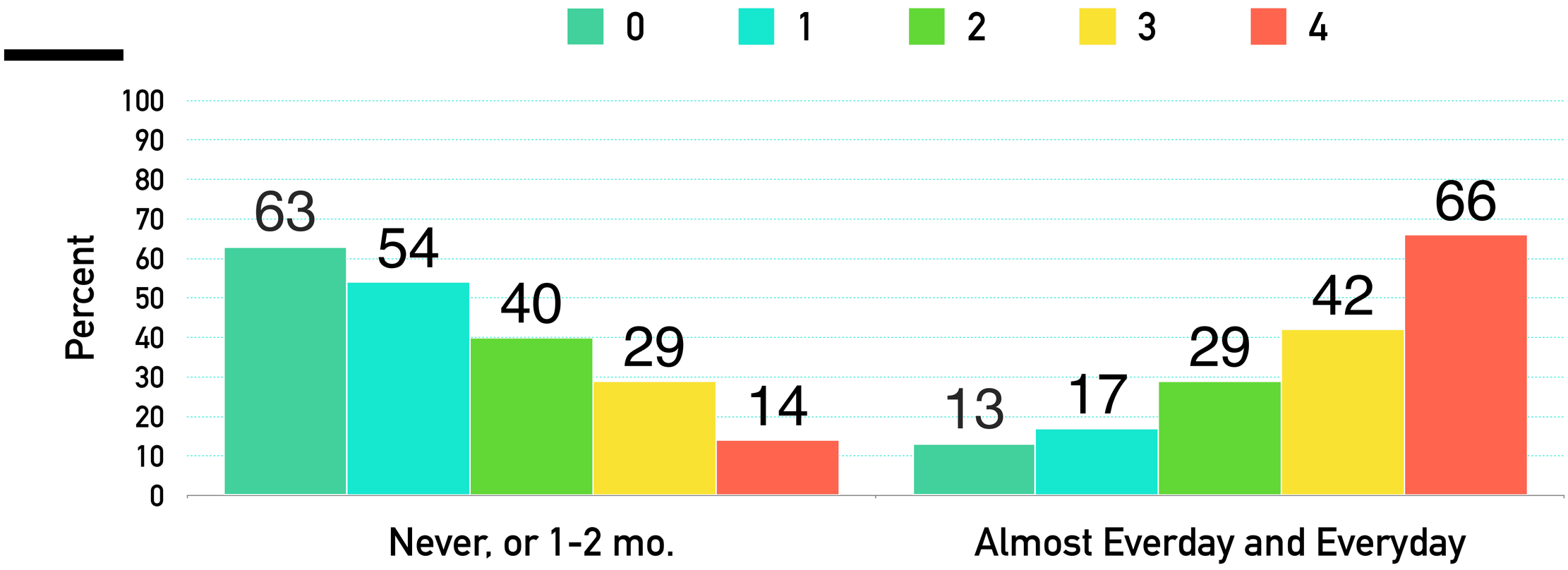
PEOPLE ARE BASICALLY GOOD



Number of SEHS-S Domain Strengths

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



E. Scott Huebner Life Satisfaction Measures
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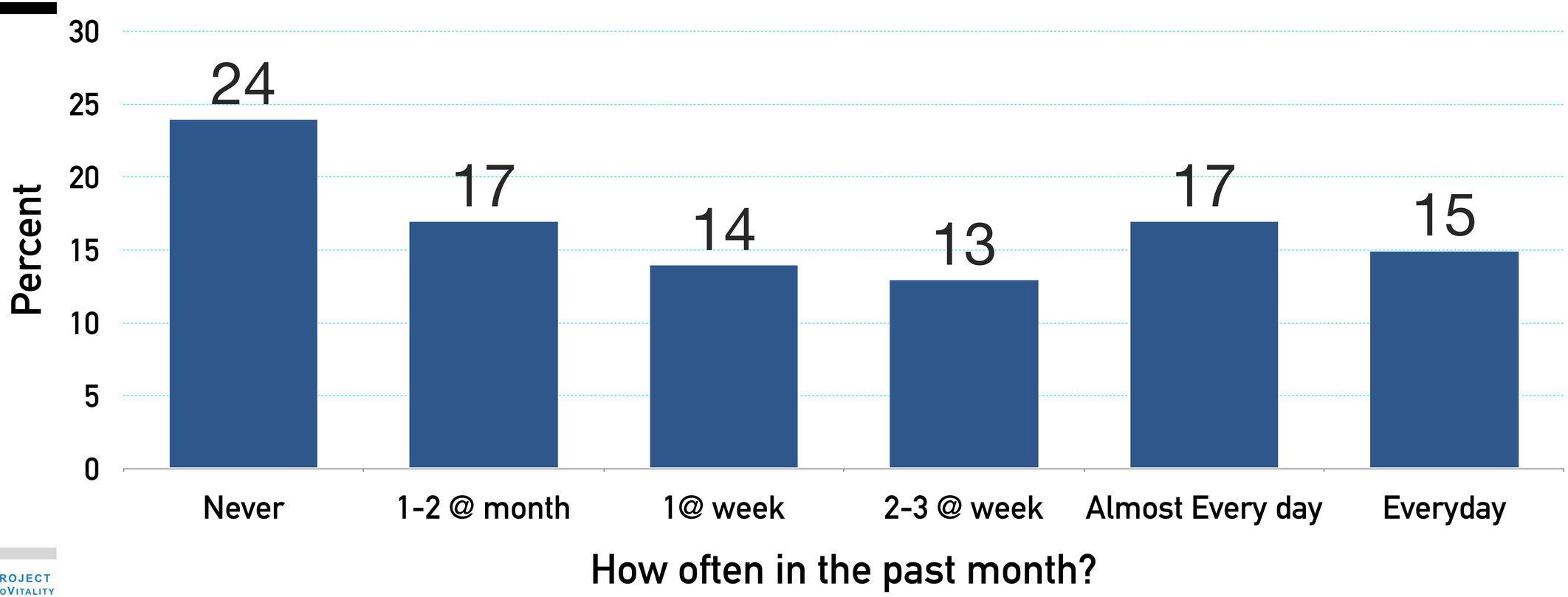
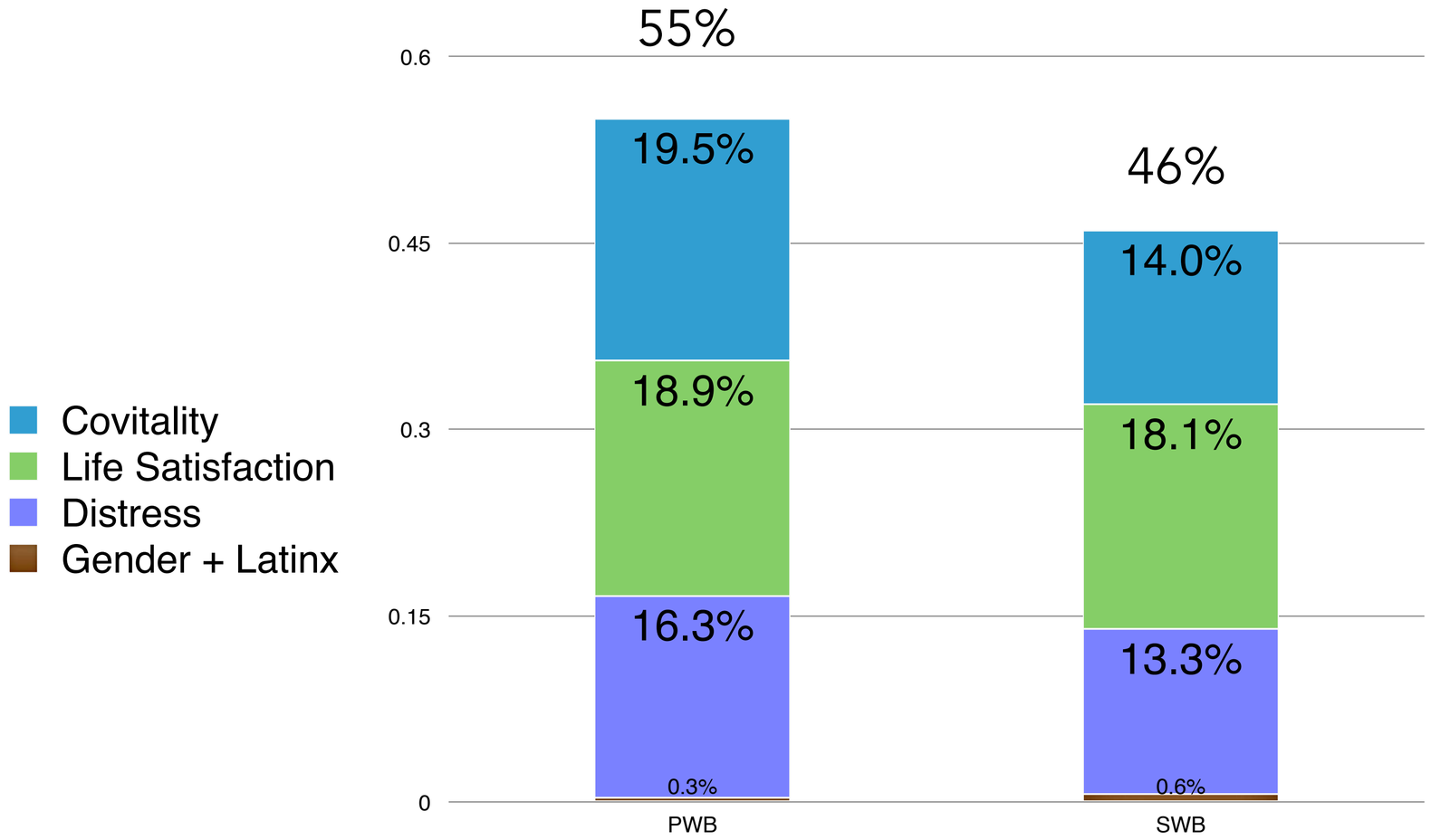
SOCIETY IS A GOOD PLACE OR IS BECOMING A BETTER PLACE FOR ALL



ALL ARE IMPORTANT



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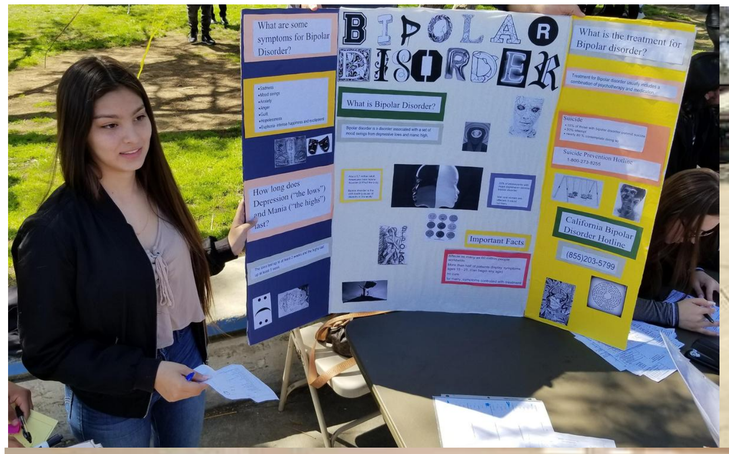
SCHOOLS MONITOR WELLNESS

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



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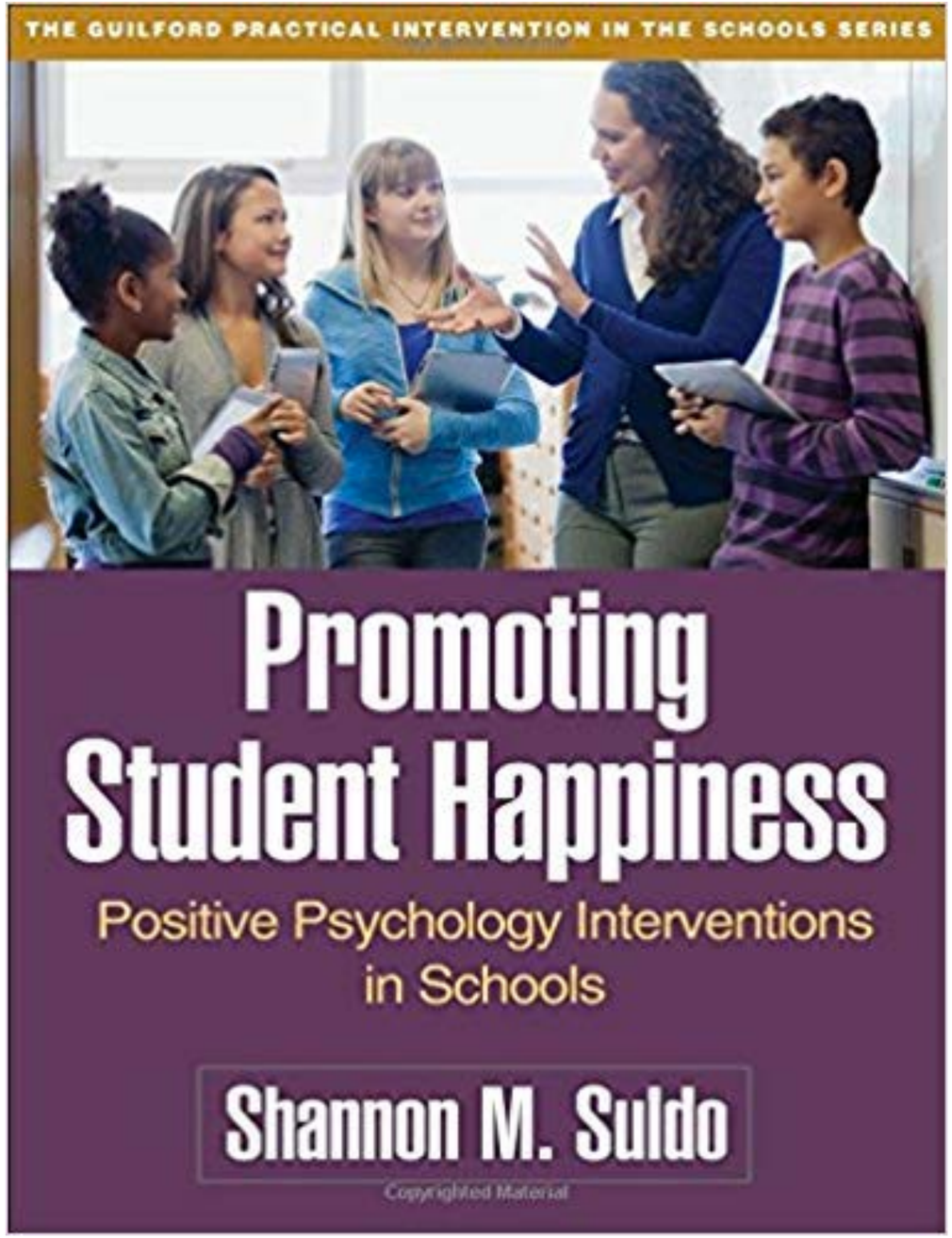
SEHS-S



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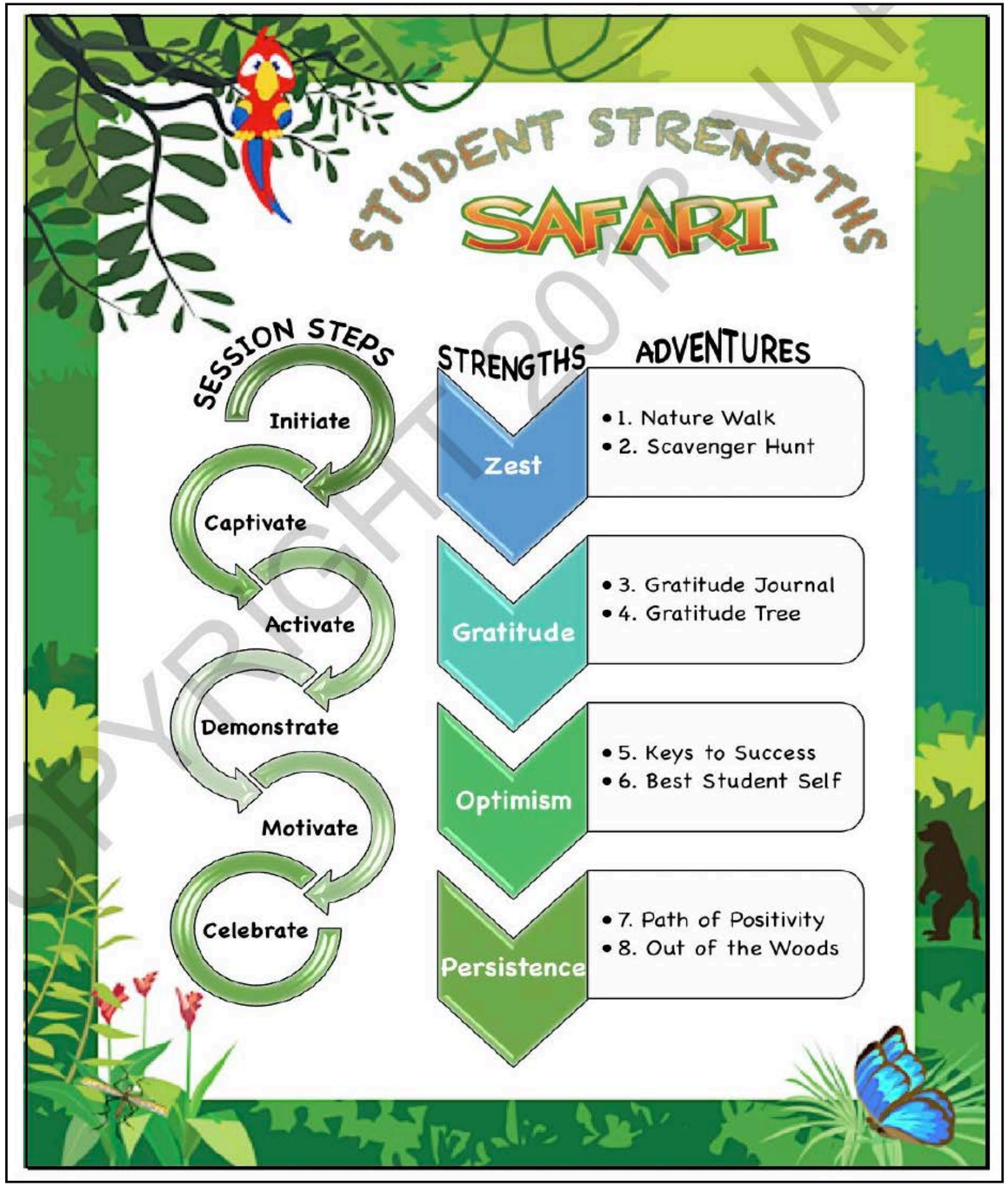
Contact: lhunternaples@gmail.com

SEHS-P



HIGHER EDUCATION

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SEHS-HE

Applied Research Quality Life
DOI 10.1007/s11482-016-9464-9

Development and Validation of the Social Emotional Health Survey–Higher Education Version

Michael J. Furlong[1] · Sukkyung You[2] · Mark Shishim[3] · Erin Dowdy[4]

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Abstract We report on the development of the Social Emotional Health Survey-Higher Education (SEHS-HE), a multidimensional measure of covitality (the combinatorial effects of multiple positive psychological constructs). Scale development was carried out over 18 months involving five phases: conceptual grounding and item pool generation; cognitive interviews and item refinement; pilot survey and item reduction; structural validation survey and analyses; and, validity and stability analyses. Starting with a pool of 72 items, item selection and reduction was carried out using a sample of 771 college students. A second sample of 1,413 students (63.5 % female, mean age 20.0 years) completed the refined 48-item measure. Confirmatory factor analyses found acceptable fit for the SEHS-HE higher-order *covitality* latent structure. A final set of 36 items consisted of four latent traits (each comprised of three measured subscales): *belief-in-self* (subscales: self-efficacy, persistence, self-awareness), *belief-in-others* (subscales: family support, institutional support, peer support), *emotional competence* (subscales: cognitive reappraisal, empathy, self-regulation), and *engaged living* (subscales: gratitude, zest, optimism). Complete invariance was found for males and females with small effect size differences on latent mean scores. Evidence supported

Electronic supplementary material The online version of this article (doi:10.1007/s11482-016-9464-9) contains supplementary material, which is available to authorized users.

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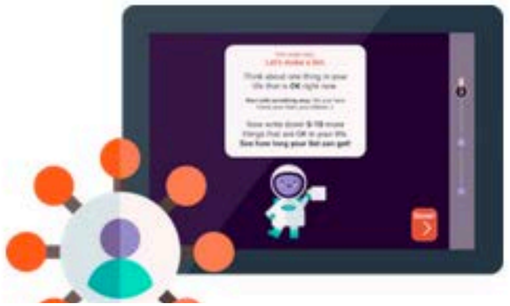
WELLNESS RESOURCES

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.

HOW IT WORKS



SCREENING AND MONITORING

- UCSB Covitality Information
- Screening
- CSWS Infographics

Measures	Content	Purpose	Source
SEHS	SEL strengths	Tier 1 Tier 2	Michael Furlong, PhD, University of California Santa Barbara Link Link
BSLSS	Life Satisfaction	Tier 1	Scot Huebner, PhD, University of South Carolina. Link
SEDS	Distress	Tier 1	Erin Dowdy, PhD., University of California Santa Barbara. Link
MHC-SF	Well-being	Tier 2	Corey Keyes, PhD, Emory College Link
PANAS	Past week emotional experiences	Tier 1 Tier 2	Watson and Clark Link
Mood Meter	Emotion trackers	Tier 2	Mark Brackett, PhD, Link
Peckrun	Achievement emotions	Tier 2	Reinhard Pekrun, PhD, University of Munich Elementary Secondary

SUMMARY AND RECOMMENDATIONS

mfurlong on iPhone 2020

Work Hard, Have Fun, Be Good, Do Good, Spread Good, Be Well

BE WELL

Project CAL WELL

STUDENT WELLNESS	PRACTICE	POLICY
≈ **50-60%**	INTEGRATE WITH	ANNUAL WELLNESS SURVEILLANCE **(K-16)**
FLOURISHING	MTSS APPROACH	SOCIAL WELL-BEING EMERGING CONCERN

Wellness a Process …a Journey… not an End Point

DISCUSSION,
COMMENTS,
QUESTIONS?