Poster 56: # R305A16057 (2016–2020)

Goal

- Define, standardize, and accumulate additional validation evidence for the Social Emotional Health Survey–Secondary (SEHS-S).

SEHS–Secondary

- 36-items, self-report, (3 items per subscale; 4 domain strengths).

Cross-sectional Sample

- 296 California secondary schools (N = 119,476), Gr. 7-12, 51.2% female, 48% Latinx, 34% White, 14% Asian American, 3% Black, 3% American Indian

Longitudinal Sample

- 4 California high schools (Gr. 9-12), 2017, 2018, 2019, (N = 600).

Short-term Stability Sample

- Subset from longitudinal sample (N = 159).

Measures

- SEHS–Secondary, Social Emotional Distress Scale (SEDS), Mental Health Continuum–Short Form (MHC–SF), Positive and Negative Affect Scale (PANAS), Brief Multidimensional Life Satisfaction Scale (BMDLSS), California Healthy Kids Survey (CHKS), CDC school connectedness, academics.

Psychometric Results: SEHS–S (2020)

- Measures students’ personal strengths strongly linked with positive appraisals of life satisfaction (BMDLSS).
- Positively related to school connectedness (CDC Scale).
- Related to external mental health measures (MHC–SF and PANAS).
- Negatively related to social emotional distress, substance use, and suicidal ideation (SEDS, California Healthy Kids Survey).

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