

# UNIVERSITY OF CALIFORNIA SANTA BARBARA

## CENTER FOR SCHOOL-BASED YOUTH DEVELOPMENT

### SOCIAL EMOTIONAL HEALTH SURVEY-SECONDARY(SEHS-S)

#### INTERNATIONAL STUDIES

• 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.

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

• 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.

• 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.

• 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.

• 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.

• 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.

• Castro-Kemp, S., Palikara, O., Gaona, C., Eirinaki, V., & Furlong, M. J. (2019). The role of psychological sense of school membership and postcode as predictors of profiles of socioemotional health in primary school children in England. *School Mental Health*. <https://doi.org/10.1007/s12310-019-09349-7>

• Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (2021). Validating a social emotional wellness survey for Japanese elementary school students. *Educational and Developmental Psychologist, 38*(1), 121-130. <https://doi.org/10.1080/20590776.2021.1899748>

• Arslan, G., Allen, KA. & Tanhan, A. (2021). School bullying, mental health, and wellbeing in adolescents: Mediating impact of positive psychological orientations. *Child Indicators Research, 14*, 1007-1026. <https://doi.org/10.1007/s12187-020-09780-2>

#### 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.

• 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.

• 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.

2016

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.

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.

• 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.

2020

• Wagle, R., Dowdy, E., Furlong, M. J., Nylund-Gibson K., Carter, D., & Hinton, T. (2020). Anonymous vs. self-identified response formats: Implications for mental health screening in schools. *Assessment for Effective Intervention*. Online 30 September 2020. <https://doi.org/10.1177/1534508420959439>

2021

• Furlong, M. J., Dowdy, E., Nylund-Gibson, K., Wagle, R., Carter, D., & Hinton, T. (2021). Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths. *Journal of Well-Being Assessment*. <https://doi.org/10.1007/s41543-020-00032-2>

• 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, 39*, 242-246. <https://doi.org/10.1177/0734282920953236>

• Furlong, M. J., Paz, J. L., Carter, D., Dowdy, E., Nylund-Gibson, K. (2021). Extending validation of a covitality social emotional health measure to middle and junior high school students. Under review.

• Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (in press). Social support profiles associations with adolescents' psychological and academic functioning. *Journal of School Psychology*

• Wagle, R., Dowdy, E., Nylund-Gibson, K., Sharkey, J. D., Carter, D., & Furlong, M. J. (2021). Exploring school belonging constellations within a primary school context. *The Educational and Developmental Psychologist*. First online 25 Aug 2021. <https://doi.org/10.1080/20590776.2021.1964071>

• Chan, M., Yang, C., Furlong, J., Dowdy, E., & Xie, J-S. (2021). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School & Educational Psychology, 9*(2), 158-171. doi:10.1080/21683603.2019.1677539

• Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics are associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42-64. <https://www.journalppw.com/index.php/JPPW/article/view/261/95>

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

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