



Social Emotional Health Survey-Secondary-2020 (SEHS-S-2020)¹

The SEHS-S-2020 assessment tool measures the Covitality construct, which refers to the positive mental health resulting from the interplay of multiple positive psychological building blocks. This principle considers that psychosocial strengths are adaptive self-schemas linked to youth resilience and thriving development. However, these psychosocial strengths have the most impact when they co-occur in harmony rather than being isolated strengths (Furlong et al., 2020; Paz & Kim, 2022), that is, “the whole is greater than the sum of its parts.”

By fostering the balanced development of multiple core psychosocial strengths such as gratitude, empathy, and persistence, adolescents can promote positive interpersonal transactions within their socio-ecological systems, contributing to optimal developmental outcomes. The 36-item Social Emotional Health Survey-Secondary (SEHS-S-2020) has 12 subscales measuring psychosocial strengths derived from the social-emotional learning (SEL) and positive youth development (PYD) literature (Furlong, Dowdy et al., 2021; Furlong, Paz et al., 2023; Hinton et al., 2022; Ito et al., 2015; Piqueras et al., 2019; You, Dowdy et al., 2014; You, Furlong et al., 2015). The 12 subdomains are associated with four correlated positive social-emotional health domains that assess the higher-order Covitality construct.

The first domain, Belief in Self, consists of three subscales grounded in constructs from self-determination theory literature: self-efficacy, self-awareness, and persistence. The second domain, Belief in Others, includes three subscales derived from constructs found in childhood resilience literature: school support, peer support, and family support. The third domain, Emotional Competence, consists of three subscales based on constructs drawn from the SEL scholarship: emotion regulation, empathy, and behavioral self-control. The final domain, Engaged Living, includes three subscales grounded in constructs derived from the positive youth psychology literature: gratitude, zest, and optimism.

Research supports the cumulative resilience advantage as measured by the 12 SEHS-S subdomains. Students with more SEHS-S strengths report positive mental well-being and low emotional risk behaviors (Lenzi, Dowdy, et al., 2015; Lenzi, Furlong, et al., 2015; Moore et al., 2019). The SEHS-S research grounding and positive asset emphasis provide an alternative to emotional problem-focused universal school mental health screeners.

¹ 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://link.springer.com/article/10.1007/s41543-020-00032-2>

The following pages have the SEHS-S-2020 student response form and scoring procedures. There are also forms to record subdomain profiles, which provide comparative normative information based on data collected from 94,134 California students in Grades 6-12.

Social Emotional Health Survey-Secondary (SEHS-S-2020)

Directions: You are invited to complete this survey about how you have felt over the past few weeks. Read each item and choose the response that best describes you. There are no right or wrong answers. You can skip questions you don't want to answer.		Not at all true 1	A little true 2	Pretty much true 3	Very much true 4
1	I can work out my problems.	Not at all true	A little true	Pretty much true	Very much true
2	I can do most things if I try.	Not at all true	A little true	Pretty much true	Very much true
3	There are many things that I do well.	Not at all true	A little true	Pretty much true	Very much true
4	There is a purpose to my life.	Not at all true	A little true	Pretty much true	Very much true
5	I understand why I do what I do.	Not at all true	A little true	Pretty much true	Very much true
6	I understand my moods and feelings.	Not at all true	A little true	Pretty much true	Very much true
7	When I do not understand something, I ask the teacher again and again until I understand.	Not at all true	A little true	Pretty much true	Very much true
8	I try to answer all the questions asked in class.	Not at all true	A little true	Pretty much true	Very much true
9	When I try to solve a math problem, I will not stop until I find a final solution.	Not at all true	A little true	Pretty much true	Very much true
10	At my school, there is a teacher or some other adult who always wants me to do my best.	Not at all true	A little true	Pretty much true	Very much true
11	At my school, there is a teacher or some other adult who listens to me when I have something to say.	Not at all true	A little true	Pretty much true	Very much true
12	At my school, there is a teacher or some other adult who believes that I will be a success.	Not at all true	A little true	Pretty much true	Very much true
13	My family members really help and support one another.	Not at all true	A little true	Pretty much true	Very much true
14	My family really gets along well with each other.	Not at all true	A little true	Pretty much true	Very much true
15	There is a feeling of togetherness in my family.	Not at all true	A little true	Pretty much true	Very much true
16	I have a friend my age who really cares about me.	Not at all true	A little true	Pretty much true	Very much true

Directions: You are invited to complete this survey about how you have felt over the past few weeks. Read each item and choose the response that best describes you. There are no right or wrong answers. You can skip questions you don't want to answer.		Not at all true 1	A little true 2	Pretty much true 3	Very much true 4
17	I have a friend my age who talks with me about my problems.	Not at all true	A little true	Pretty much true	Very much true
18	I have a friend my age who helps me when I'm having a hard time.	Not at all true	A little true	Pretty much true	Very much true
19	I accept responsibility for my actions.	Not at all true	A little true	Pretty much true	Very much true
20	When I make a mistake, I admit it.	Not at all true	A little true	Pretty much true	Very much true
21	I can deal with being told no.	Not at all true	A little true	Pretty much true	Very much true
22	I feel bad when someone gets their feelings hurt.	Not at all true	A little true	Pretty much true	Very much true
23	I try to understand what other people go through.	Not at all true	A little true	Pretty much true	Very much true
24	I try to understand how other people feel and think.	Not at all true	A little true	Pretty much true	Very much true
25	I can wait for what I want.	Not at all true	A little true	Pretty much true	Very much true
26	I don't bother others when they are busy.	Not at all true	A little true	Pretty much true	Very much true
27	I think before I act.	Not at all true	A little true	Pretty much true	Very much true
28	Each day, I look forward to having a lot of fun.	Not at all true	A little true	Pretty much true	Very much true
29	I usually expect to have a good day.	Not at all true	A little true	Pretty much true	Very much true
30	Overall, I expect more good things to happen to me than bad things.	Not at all true	A little true	Pretty much true	Very much true
31	On most days, I am grateful.	Not at all true	A little true	Pretty much true	Very much true
32	On most days, I feel energetic.	Not at all true	A little true	Pretty much true	Very much true
33	On most days, I feel appreciative.	Not at all true	A little true	Pretty much true	Very much true
34	On most days, I feel energetic.	Not at all true	A little true	Pretty much true	Very much true
35	On most days, I feel active.	Not at all true	A little true	Pretty much true	Very much true
36	On most days, I feel enthusiastic.	Not at all true	A little true	Pretty much true	Very much true

Social Emotional Health Survey–Secondary (SEHS-S-2020) Items and Scoring

1. I can work out my problems. (0-3)	
2. I can do most things if I try. (0-3)	
3. There are many things that I do well. (0-3)	
	Self-Efficacy (Sum 0-9)
4. There is a purpose to my life. (0-3)	
5. I understand my moods and feelings. (0-3)	
6. I understand why I do what I do. (0-3)	
	Self-Awareness (Sum 0-9)
7. When I do not understand something, I ask the teacher again and again until I understand. (0-3)	
8. I try to answer all the questions asked in class. (0-3)	
9. When I try to solve a math problem, I will not stop until I find a final solution. (0-3)	
	Persistence (Sum 0-9)
BELIEF IN SELF (SUM 0-27)	
10. At my school, there is a teacher or some other adult who always wants me to do my best. (0-3)	
11. At my school, there is a teacher or some other adult who listens to me when I have something to say. (0-3)	
12. At my school, there is a teacher or some other adult who believes that I will be a success.	
	School Support (Sum 0-9)
13. My family members really help and support one another. (0-3)	
14. There is a feeling of togetherness in my family. (0-3)	
15. My family really gets along well with each other. (0-3)	
	Family Support (Sum 0-9)
16. I have a friend my age who really cares about me. (0-3)	
17. I have a friend my age who talks with me about my problems. (0-3)	
18. I have a friend my age who helps me when I'm having a hard time. (0-3)	
	Peer Support (Sum 0-9)
BELIEF IN OTHERS (SUM 0-27)	
19. I accept responsibility for my actions. (0-3)	
20. When I make a mistake, I admit it. (0-3)	
21. I can deal with being told no. (0-3)	
	EMOTIONAL REGULATION (SUM 0-9)
22. I feel bad when someone gets their feelings hurt. (0-3)	
23. I try to understand what other people go through. (0-3)	
24. I try to understand how other people feel and think. (0-3)	
	EMPATHY (SUM 0-9)
25. I can wait for what I want. (0-3)	
26. I don't bother others when they are busy. (0-3)	
27. I think before I act. (0-3)	
	SELF-CONTROL (SUM 0-9)
EMOTIONAL COMPETENCE (SUM 0-27)	
28. Each day, I look forward to having a lot of fun. (0-3)	
29. I usually expect to have a good day. (0-3)	
30. Overall, I expect more good things to happen to me than bad things. (0-3)	
	OPTIMISM (SUM 0-9)
31. On most days, I feel grateful. (0-3)	
32. On most days, I feel thankful. (0-3)	
33. On most days, I feel appreciative. (0-3)	
	GRATITUDE (SUM 0-9)
34. On most days, I feel energetic. (0-3)	
35. On most days, I feel active. (0-3)	
36. On most days, I feel enthusiastic. (0-3)	
	ZEST (SUM 0-9)
ENGAGED LIVING (SUM 0-27)	

Domain Summary Scores	
Belief in Self (Sum = 0-27)	
Belief in Others (Sum = 0-27)	
Emotional Competence (Sum = 0-27)	
Engaged Living (Sum = 0-27)	
Total Covitality (Sum 0-108)	

SEHS-S-2020 Combined Covitality Score

Range: 0-108, Mean = 70.16, Md = 71, SD = 20.96, N = 94,134, alpha = .95

Social Emotional Health Survey-Secondary-2020 Subdomains and Domains Profile

Green shading shows values between the 25th and 75th Percentiles

	Self-Efficacy	Self-Awareness	Persist	Peer	School	Family	Empathy	Emotional Regulation	Self-Control	Optimism	Gratitude	Zest	
9													9
8													8
7													7
6													6
5													5
4													4
3													3
2													2
1													1
0													0

Social Emotional Health Survey-Secondary-2020 Domains

	Belief in Self	Belief in Others	Emotional Competence	Engaged Living	
27					27
26					26
25					25
24					24
23					23
22					22
21					21
20					20
19					19
18					18
17					17
16					16
15					15
14					14
13					13
12					12
11					11
10					10
9					9
8					8
7					7
6					6
5					5
4					4
3					3
2					2
1					1
0					0

Covitality Total Score Raw Values and Percentile Rank Zones

	5 th %tile		15 th %tile		25 th %tile		50 th %tile		75 th %tile		85 th %tile		95 th %tile	
0-34	35	36-47	48	49-56	57	58-70	71	72-84	85	86-92	93	94-102	103	104-108

Social Emotional Health Survey-Secondary-2020 Validation Studies

- 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://link.springer.com/article/10.1007/s41543-020-00032-2>
- Furlong, M. J., Paz, J. L., Carter, D., Dowdy, E., Nylund-Gibson, K. (2022). Extending validation of a covitality social emotional health measure for middle school students. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-022-00411-x>
- 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*. <https://doi.org/10.1177/0734282920953236>
- Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (2019). Development of the Japanese version of Social Emotional Health Survey. *Japanese Journal of Psychology*, 94, 795–809.
- Iida, J., Takizawa, Y., Okayasu, T., & Furlong, M. J. (2024). Japanese cultural adaptation and validation of the social emotional health survey-secondary for junior high school students. *Frontiers in Education*, 9:1277294. <https://doi.org/10.3389/feduc.2024.1277294>
- 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. <https://www.mdpi.com/1660-4601/16/24/4982>

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Linktree

See [Covitality Counseling and Classroom Resources](#) for more information about the 12 SEHS domains

