

SOCIAL EMOTIONAL HEALTH SURVEY VALIDATION AND APPLICATIONS RESEARCH

Allen, K-A., Furlong, M. J., Suldo, S., & Vella-Brodrick, D. (Eds.). (2022). Handbook of positive psychology in schools (3rd ed.). Routledge, Taylor & Francis.

The Social Emotional Health Survey System includes three conceptually linked measures that assess core psychological and social mindsets associated with positive youth development from childhood through the post-high school transition. Developed primarily for use in schools — the contexts in which most youth receive mental health services — the three forms are:

- Primary (20 items assessing gratitude, persistence, optimism, zest, prosocial behavior).
- Secondary (36 items assessing belief in self [self-efficacy, persistence, self-awareness], belief in others [peer support, school support, family support], emotional competence [empathy, behavior self-control, emotional regulation], engaged living [gratitude, zest, optimism]).
- Higher Education (36 items assessing belief in self [self-efficacy, persistence, self-awareness], belief in others [peer support, campus support, family support], emotional competence [empathy, behavior self-control, cognitive reframing], engaged living [gratitude, zest, optimism]).

All three SEHS measures assess the general construct called Covitality. Covitality is the integrated, combined influences of the individual SEHS subscales; that is, the whole is greater than the sum of its parts.

Social Emotional Health Survey – Primary

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Social Emotional Health Survey – Higher Education (SEHS-HE)

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