Project Covitality:
A school mental wellness and thriving student development initiative

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.

The first public presentation about the SEHS Covitality model was made in 2011 at the International Association of School Psychologist conference in Velore, India. Since that time, the UC Santa Barbara Project Covitality team has conducted research to carefully build a body of evidence exploring these measures’ psychometric properties and validity for use with diverse groups of children, adolescents, and young adults. **Aided by funding by the U.S. Office of Education Institute of Education Sciences (Grant # R305A160157)**, the UC Santa Barbara Covitality team is carrying out longitudinal and cross-sectional studies to further refine the Secondary form (four-year project: 2016-2020). In addition, talented colleagues in Australia, Indonesia, China, Korea, Japan, Mexico, Netherlands, Spain, Turkey, Italy, Slovakia, England, and other countries have made substantial, important contributions. The following is a list of articles and reports that provide the psychometric evidence base for the SEHS measures, how these measures are being used for research, and their use for universal schoolwide mental wellness screening. This list is updated on a regular basis.

**SOCIAL EMOTIONAL HEALTH SURVEY RESEARCH**


Social Emotional Health Survey – Primary (first called Positive Experiences at School Scale)


Social Emotional Health Survey – Secondary: Psychometrics and Rationale


Social Emotional Health Survey System Publications (17 Nov 2020)


Social Emotional Health Survey – Secondary Applications


17-Novt-2020


Social Emotional Health Survey System Publications (17 Nov 2020)


17-Novt-2020


Other Studies Using the Social Emotional Health Surveys


Naples, L. N. (2019, March). *Neurodivergence in early childhood: Deriving a dual-factor model of educational well-being through a design-based research pilot program.* A Dissertation submitted to The Faculty of The Graduate School of Education and Human Development of The George Washington University. Washington, DC. Contact: laurenhunter@email.gwu.edu


Petrina, A. (2016). Analisi di dati Facebook: Studio delle relazioni tra attività in Facebook e scale psicologiche di benessere e personalità (Analysis of Facebook data: Study of relations between Facebook activities and psychological scales of well-being and personality). Link


Timofejeva, T., Svence, G., & Petrilute, A. (2017). Theoretical and practical study of the concept of social and emotional health by Michael J. Furlong applied to the selection of teenagers and youth. Signum Temporis, 8(1), 67–75. link


**Related School Mental Health and Wellness Resources**


Social Emotional Health Survey related articles have appeared in these peer-reviewed journals

- Acta Technologica Dubnicae
- Ageing & Society
- Applied Quality of Life Research
- Assessment for Effective Intervention
- Australian Journal of Psychology
- Canadian Journal of School Psychology
- Children and Youth Services Review
- Clinical Psychiatry
- Cogent Psychology
- Cross-Cultural Research
- International Journal of Education and Social Science
- International Journal of Research in Counseling and Education
- ISPA World Go Round
- Journal of Applied School Psychology
- Journal of Educational and Psychological Consultation
- Journal of Human Sciences
- Journal of Psychoeducational Assessment
- Pedagogika / Pedagogy
- Preventing School Failure
- Psychology in the Schools
- Sage Open
- School Psychology International
- School Psychology Review
- Školský psícholog/Školní psychology
- The Educational and Developmental Psychologist
- Journal of Well-Being Assessment

The New Educational Review
Assessment for Effective Intervention
Child Indicators Research
Chinese Journal of Clinical Psychology
Cogent Education
Contemporary School Psychology
Emerging Adulthood
International Journal of Psychology: A Biopsychosocial Approach
International Journal of School & Educational Psychology
Journal of Applied Developmental Psychology
Journal of Community Psychology
Journal of Happiness Studies
Journal of Positive Behavior Interventions
Journal of School Psychology
Personality and Individual Differences
Practice of Research Grant Papers
Procedia Computer Science
Psychology of Violence
School Mentality
School Psychology Quarterly
Signum Temporis
Social Indicators Research
The Korean Journal of School Psychology
Youth Studies
Japanese Journal of Psychology

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