This document provides information (content, psychometric properties, and about supporting research) about the Social Emotional Health Survey System. As we continue to refine these measures and document how they can be used in research and applied educational contexts, we invite your questions and comments.

Sample online version of the 2015-2016 SEHS-Secondary survey we are using with partner schools as part of schoolwide complete social emotional health monitoring and screening. Review SEHS-Secondary online

Are you interested in using the SEHS in research or for schoolwide screening? Please contact us.

Michael Furlong, PhD, mfurlong@education.ucsb.edu
Access publications via ResearchGate

Connect to SEHS-S Research
SOCIAL EMOTIONAL HEALTH SURVEY

PRIMARY (SEHS–P)

CONTENT AND SCORING GUIDE

SEHS-P Content and Measurement Model
### Social Emotional Health Survey—Primary (SEHS–P) SCORING

1. I am lucky to go to my school. (1-4)
2. I am thankful that I get to learn new things at school. (1-4)
3. We are lucky to have nice teachers at my school. (1-4)
4. I feel thankful for my good friends at school. (1-4)
5. When I have problems at school, I know they will get better in the future. (1-4)
6. I expect good things to happen at my school. (1-4)
7. Each week, I expect to feel happy in class. (1-4)
8. I expect to have fun with my friends at school. (1-4)
9. I get excited when I learn something new at school. (1-4)
10. I get really excited about my school projects. (1-4)
11. I wake up in the morning excited to go to school. (1-4)
12. I get excited when I am doing my class assignments. (1-4)
13. I finish all my class assignments. (1-4)
14. When I get a bad (low) grade, I try even harder the next time. (1-4)
15. I keep working until I get my schoolwork right. (1-4)
16. I do my class assignments even when they are really hard for me. (1-4)
17. I follow the classroom rules. (1-4)
18. I follow the playground rules at recess and lunch (break times) times. (1-4)
19. I listen when my teacher is talking. (1-4)
20. I am nice to other students. (1-4)

#### Gratitude (range 4-16)

#### Optimism (Range 4-16)

#### Zest (4-16)

#### Persistence (range = 4-16)

#### Summary of Scores

<table>
<thead>
<tr>
<th>Total CoVitality (range = 16-64)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ≤ 37</td>
</tr>
</tbody>
</table>

#### Prosocial scale

<table>
<thead>
<tr>
<th>Prosocial subscale (range = 4-20)</th>
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</thead>
</table>
**SEHS–P Subscale Descriptive Information**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Females ((n = 1,947))</th>
<th>M</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
<th>Total ((n = 3,845))</th>
<th>M</th>
<th>SD</th>
<th>α</th>
<th>Skewness</th>
<th>Kurtosis</th>
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</thead>
<tbody>
<tr>
<td>CoVi Total (14-64)</td>
<td>47.7</td>
<td>8.8</td>
<td>45.6</td>
<td>9.5</td>
<td>46.6</td>
<td>9.5</td>
<td>.89</td>
<td>-.68</td>
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<tr>
<td>Gratitude (4-16)</td>
<td>12.3</td>
<td>3.0</td>
<td>11.7</td>
<td>3.3</td>
<td>12.0</td>
<td>3.2</td>
<td>.71</td>
<td>-.49</td>
<td>-.52</td>
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<td></td>
</tr>
<tr>
<td>Optimism (4-16)</td>
<td>12.2</td>
<td>2.6</td>
<td>11.9</td>
<td>2.7</td>
<td>12.1</td>
<td>2.7</td>
<td>.71</td>
<td>-.61</td>
<td>0.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zest (4-16)</td>
<td>10.2</td>
<td>2.8</td>
<td>9.8</td>
<td>3.0</td>
<td>10.0</td>
<td>2.9</td>
<td>.78</td>
<td>0.09</td>
<td>-.51</td>
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<td></td>
</tr>
<tr>
<td>Persistence (4-16)</td>
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<td>12.2</td>
<td>2.7</td>
<td>12.6</td>
<td>2.8</td>
<td>.80</td>
<td>-.74</td>
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</tr>
<tr>
<td>Prosocial (4-16)</td>
<td>13.4</td>
<td>2.5</td>
<td>12.6</td>
<td>2.7</td>
<td>13.0</td>
<td>2.7</td>
<td>.81</td>
<td>-.86</td>
<td>0.22</td>
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<td></td>
</tr>
</tbody>
</table>

Other demographic information about the students who provided responses to the SEHS-P

Mean age = 11.1 years

Grade:
- 4\(^{th}\) n = 347 (21.3%)
- 5\(^{th}\) n = 373 (22.9%)
- 6\(^{th}\) n = 454 (27.9%)
- 7\(^{th}\) n = 255 (15.7%)
- 8\(^{th}\) n = 198 (12.2%)

Participants were from 31 schools in six districts located in central California.

The SEHS-P has been used, as shown with students in Grades 7 and 8. The Social Emotional Health Survey –Secondary (SEHS-P) has been used for research and schoolwide complete mental health screening with Grades 7 and 8 also. If you are using a SEHS survey with students in Grades 7 and 8, please get in touch and we’ll be happy to share with you some factors to consider in deciding which measure best meets your interests and goals.

Please check back periodically because we will update this information as additional schools contribute to the larger SEHS-P data pool and additional information is available about the range and distributions of students’ responses. We also continue to conduct studies to better understand the psychometric properties of the SEHS-P and how it can be used to enhance school-based social emotional health programs and services.

The SEHS-P is available in Spanish, Korean, Japanese, Turkish, and Chinese.
SOCIAL EMOTIONAL HEALTH SURVEY
SECONDARY (SEHS–S)

SEHS-S Content and Measurement Model
### Social Emotional Health Survey—Secondary (SEHS-S) SCORING

1. I can work out my problems. (1-4)
2. I can do most things if I try. (1-4)
3. There are many things that I do well. (1-4)
4. There is a purpose to my life. (1-4)
5. I understand my moods and feelings. (1-4)
6. I understand why I do what I do. (1-4)
7. When I do not understand something, I ask the teacher again and again until I understand.
8. I try to answer all the questions asked in class. (1-4)
9. When I try to solve a math problem, I will not stop until I find a final solution. (1-4)

**Belief-in-Self (range 9-36)**

10. At my school, there is a teacher or some other adult who always wants me to do my best.
11. At my school, there is a teacher or some other adult who listens to me when I have something to say. (10-12 = 1-4
12. At my school, there is a teacher or some other adult who believes that I will be a success.
13. My family members really help and support one another. (1-4)
14. There is a feeling of togetherness in my family. (1-4)
15. My family really gets along well with each other. (1-4)
16. I have a friend my age who really cares about me. (1-4)
17. I have a friend my age who talks with me about my problems. (1-4)
18. I have a friend my age who helps me when I’m having a hard time. (1-4)

**Belief-in-Others (Range 9-36)**

19. I accept responsibility for my actions. (1-4)
20. When I make a mistake I admit it. (1-4)
21. I can deal with being told no. (1-4)
22. I feel bad when someone gets his or her feelings hurt. (1-4)
23. I try to understand what other people go through. (1-4)
24. I try to understand how other people feel and think. (1-4)
25. I can wait for what I want. (1-4)
26. I don’t bother others when they are busy. (1-4)
27. I think before I act. (1-4)

**Emotional Competence (9-36)**

28. Each day I look forward to having a lot of fun. (1-4)
29. I usually expect to have a good day. (1-4)
30. Overall, I expect more good things to happen to me than bad things. (1-4)
31. Since yesterday how much have you felt GRATEFUL. (1-5)
32. Since yesterday how much have you felt THANKFUL. (1-5)
33. Since yesterday how much have you felt APPRECIATIVE. (1-5)
34. How much do you feel ENERGETIC right now? (1-5)
35. How much do you feel ACTIVE right now? (1-5)
36. How much do you feel LIVELY right now? (1-5)

**Engaged Living (range = 9-42)**

**Summary Scores**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief-in-Self</td>
<td></td>
</tr>
<tr>
<td>Belief-in-Others</td>
<td></td>
</tr>
<tr>
<td>Emotional Competence</td>
<td></td>
</tr>
<tr>
<td>Engaged Living</td>
<td></td>
</tr>
<tr>
<td>Total Covitality (range = 36-150)</td>
<td></td>
</tr>
</tbody>
</table>

- Low ≤ 85
- Low Average = 86-106
- High Average = 107-127
- High = ≥ 128
Psychometric Characteristics of SEHS Total Covitality Score (Range 36-150) by Sociocultural Group

<table>
<thead>
<tr>
<th>Sociocultural group</th>
<th>Mean</th>
<th>SD</th>
<th>alpha</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino/a</td>
<td>105.3</td>
<td>21.8</td>
<td>.95</td>
<td>-.50</td>
<td>0.37</td>
</tr>
<tr>
<td>Black</td>
<td>106.9</td>
<td>24.8</td>
<td>.96</td>
<td>-.76</td>
<td>0.50</td>
</tr>
<tr>
<td>Blended</td>
<td>106.7</td>
<td>22.0</td>
<td>.95</td>
<td>-.59</td>
<td>0.36</td>
</tr>
<tr>
<td>Asian</td>
<td>108.0</td>
<td>21.1</td>
<td>.95</td>
<td>-.56</td>
<td>0.63</td>
</tr>
<tr>
<td>White</td>
<td>109.5</td>
<td>20.8</td>
<td>.95</td>
<td>-.53</td>
<td>0.37</td>
</tr>
<tr>
<td>Total</td>
<td>106.4</td>
<td>21.9</td>
<td>.95</td>
<td>-.55</td>
<td>0.42</td>
</tr>
</tbody>
</table>

Note. The sample included students from 17 high schools in eight urban and suburban California school districts in communities located from San Diego to San Francisco, who completed the survey in the 2012-13 academic year. Seven of these 17 schools were large comprehensive high schools with student enrollments of 1,500 or more, three had enrollments of 1,000-1,499, and seven had enrollments less than 1,000. All 22,703 students attending these schools were invited to participate in the present study, with 14,171 (61.2%) providing usable SEHS responses. The sample was balanced across grades (27.7% ninth, 24.9% tenth, 24.4% eleventh, and 23.1% twelfth) and gender (51.2% females, 48.8% males). The students were all between the ages 14 to 18 years (M = 16.0, SD = 1.2). With respect to sociocultural heritage, the students were asked their preferred sociocultural group self-identification. A majority of the students identified as Latino/a (57.8%), 17.2% as White, 8.2% as having a Blended (two or more groups) background, 7.6% as Black, 6.3% as Asian, 1.6% as Native Hawaiian/Pacific Islander, 0.7% as Alaskan/Native American, and 0.7% did not answer. This sample is generally representative of California’s high school demographics, although it slightly overrepresented the Latino/a students, who make up 50.7% of the statewide student population, and underrepresents White students (26.8%; California Department of Education [CDE], 2013). School accountability report cards indicated the percentage of English Learners at each school ranged from 7% to 68% (Md = 23%) and 38% to 92% (Md = 51%) of the students were listed a being from families that were considered to be economically disadvantaged (neither of the student's parents had a high school diploma and/or the student was eligible for the free or reduced-price lunch program).

The SEHS-S has been used, as shown with students in Grades 7-12. The Social Emotional Health Survey –Secondary (SEHS-S) has been used for research and schoolwide complete mental health screening with Grades 7 and 8 also. If you are using a SEHS survey with students in Grades 7 and 8, please get in touch and we’ll be happy to share with you some factors to consider in deciding which measure best meets your interests and goals.

Please check back periodically because we will update this information as additional schools contribute to the larger SEHS-S data pool and additional information is available about the range and distributions of students’ responses. We also continue to conduct studies to better understand the psychometric properties of the SEHS-S and how it can be used to enhance school-based social emotional health programs and services.

The SEHS-S is available in Spanish, Korean, Japanese, Chinese, Greek, and Thai.
We co-administered the original three SEHS-S Zest items along with the three GQ-6 items listed just above to a sample of more than 1,500 students in Grades 9-12. The correlation for the GQ-6 and the Gratitude Adjectives from was .62. A preliminary, simple PCA with all 6 items returns just one factor. Please check back periodically as we will carry out a full CFA analysis with the GQ-6 items in the interest of having a SEHS-S that has more applicability for cross-national research.

When the SEHS-S has been administered via an online survey, the items have been presented in random order. The factor structure has been the same as when the items are presented in sequence as presented here.
SOCIAL EMOTIONAL HEALTH SURVEY

HIGHER EDUCATION (SEHS-HE)

Between January 2014 and June 2015 we developed a SEHS higher education (HE) version. Considering the SEHS-S items and content, and after reviewing research that associated the SEHS psychological dispositions to college students’ academic success and subjective well-being, pilot items were drafted. These items were pilot tested with a sample of about 100 undergraduates and used in cognitive interviews to identify the need for item modifications.

In the spring of 2014, 72 SEHS-HE items were completed by a random sample of more than 771 students in years 1 through 4. These data were examined via an EFA and CFA with the results supporting the SEHS measurement model. We used these analyses to identify the top four loading items for each of the 12 SEHS subscales. During November-December 2014, we administered the survey to a random sample of 1,403 students with the analyses showing full factorial invariance for a final 36-item version for males and females that fit the SEHS-HE theoretical model. An additional data set was collected in April 2015 (N = 441) assessed the stability of the SEHS-HE. A manuscript describing this careful five-phase measurement development process is now undergoing peer-review.
Social Emotional Health Survey—Higher Education

Prompt: How true do you feel that these statements are about you personally? Response (for all items)
1 = Very much unlike me  2 = Unlikely me  3 = Somewhat unlike me
4 = Somewhat like me  5 = Like me  6 = Very much like me

Belief-in-Self

Self-Efficacy
1. I trust my own ability to overcome challenges that I face in my life.
2. Generally, I feel capable of overcoming obstacles.
3. I will be able to achieve most of the goals that I have set for myself.

Persistence
4. I do not stop my work even if it is very difficult.
5. I persist on tasks that I cannot immediately complete.
6. I stay focused while studying despite distractions.

Self-Awareness
7. I am able to identify the motivations behind my actions.
8. I recognize my moods and feelings.
9. I have a good sense of why I have certain feelings most of the time.

Belief-in-Others

Family Support
10. My family continues to love and support one another in tough situations.
11. There is a sense of togetherness within my family.
12. My family gets along well with each other.

Institutional Support
13. Outside of my friends, there are other people on campus who care about my well-being.
14. I feel like there is a strong feeling of togetherness on my campus.
15. I feel like I belong at this university.

Peer Support
16. I have a friend at my college who cares about me.
17. I have a friend who gives me the emotional support I need.
18. I can talk to my friends about pretty much anything.

Emotional Competence

Cognitive Reappraisal
19. When I feel down, I try to focus on the positives.
20. I can lift my mood by redirecting my thoughts to positive ideas.
21. I am able to think about the alternatives to a problem under stressful situations.

Empathy
22. I am aware of others’ hardships.
23. I feel badly when my friends are put down.
24. I feel for my friends who are afraid or nervous about graduating.

Self-Regulation
25. I think about potential consequences before I act.
26. I can wait for what I want.
27. I think before I act.

Engaged Living

Gratitude
28. I appreciate the relationships I have developed throughout my life.
29. I appreciate those who are close to me.
30. When I reflect on my life, there is much to be grateful for.

Zest
31. My friends describe me as full of life.
32. I approach life with excitement and energy.
33. I feel energetic in my life right now.

Optimism
34. I am able to stay positive even when facing uncertain situations.
35. Each day I look forward to having a lot of fun.
36. I usually expect to have a good day.
SOCIAL EMOTIONAL HEALTH SURVEY RESEARCH DOCUMENTATION

Rationale (SEHS-S) Secondary


SEHS-S Psychometric and Validation Studies


SEHS-S Applications


Elementary Schools (SEHS-P) Primary


College Age (SEHS-HE)


Related Resources


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PRIOR to using, please contact: Michael Furlong, PhD, mfurlong@education.ucsb.edu