



## CoVitality Resources

The Social Emotional Health Surveys provide information about students' current, balanced psychological and social wellness. School student care teams use this information to monitor students' overall health and wellness as it relates building a positive, caring, and supportive school climate. By providing students the opportunity to comment on their current life experiences, care teams are also better able to rapidly engage in early prevention efforts. We presume that each school and its mental health professionals employ universal and selected strategies designed to foster student wellness.

In our work with school districts that have used the SEHS-Secondary, natural questions are asked, "Now that we have information about the students' social emotional health, what now?" "Which of the 12 covitality components should we target for prevention and intervention services?" "Is some combination(s) of student covitality strengths better than others to prevent behaviors and psychosocial risk?"

The quick answer to these questions is that years of risk and resilience research has not identified specific patterns of developmental assets that stand out from other patterns. As an aid to interpret and use the results of the SEHS-S, we (Lenzi, Dougherty, Furlong, Sharkey, & Dowdy, 2015)<sup>1</sup> examined how different configurations of SEHS-S psychological and social assets were associated with protective effects of lower levels of youth involvement in risk behaviors (tobacco and alcohol use) and the development of emotional problems (depressive feelings and suicidal thoughts).

The Lenzi et al. (2015) study examined the association between quantity, variety, and configuration of developmental assets with risk behaviors (tobacco and alcohol use) and developing emotional problems (depressive feelings and suicidal thoughts). A sample of 12,040 California high school students completed surveys investigating youth health and risk behaviors, and developmental assets. Analyses showed that adolescents reporting a higher quantity of assets, and possessing them in multiple domains, tended to have a lower likelihood of experiencing behavioral and emotional problems. The negative association between developmental assets and negative outcomes was more consistent when the quantity and variety of assets were taken into account simultaneously. A sufficient amount of strengths, in an

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<sup>1</sup> 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. <http://www.sciencedirect.com/science/article/pii/S0193397315000179>

adequate number of different domains, seems to provide the strongest protection against negative developmental outcomes.

What do the results of the Lenzi et al. (2015) study mean in practical terms?

Implementing interventions that seek to enhance the 12 SEHS-S assets is almost never feasible in most school settings; however, the Lenzi et al. (2015) study suggests that this is unnecessary. A more parsimonious approach can be taken. Interventions aimed at promoting four different SEHS-S components from at least two different domains (e.g., family and peer support, assets included in the belief in others domain; self-awareness and self-efficacy, assets included in the belief in self domain) might be effective in protecting adolescents from a wide range of negative developmental outcomes. This configuration would promote a number of different assets and a variety of skills that, according to our results, would achieve the first tipping point to protect youths from a range of emotional and behavioral problems. Although additional research is needed, our current suggested approach is to implement positive youth development strategies and programs that select from among the 12 SEHS-S individual and social assets while considering how the assets are balance across the four SEHS-S domains. That is, rather than fostering assets in a single domain all at once (e.g., gratitude, zest, and optimism from Engaged Living), it is suggested to foster assets across domains (e.g., persistence, peer support, and gratitude). In subsequent years, strategies can be expanded to include assets for other domains (e.g., empathy). Finally, which assets and which domains are targeted by a school can reflect local needs, interests, and values.

To support ongoing service options and to provoke consideration of other options we provide this list of resources organized by the 12 components of the CoVitality model. Links to brief information articles and descriptions of school/classroom activities are provided. You will note that a key resource is the Center for Greater Good located at the University of California Berkeley. Another key resource in the Collaborative for Academic, Social, and Emotional Learning (CASEL). The last section of this resources list provides links to its comprehensive review of programs/curriculums that could foster the development of Covitality related mindsets.

Of course, implementing programs/curriculums outside of a comprehensive school-based student wellness plan diminishes their potential effectiveness. When your school needs to engage in district or school-level system planning, the following resources offer support for these efforts.

CASEL: Resources for the systemic implementation of social and emotional learning by school districts ([link](#))

School Mental Health Center, University of Maryland: School Health Assessment and Performance Evaluation System ([link](#))

## Belief in Self

### Self-Efficacy

Access	Description	Source
<a href="#">link</a>	How to Help Students Believe in Themselves	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Why We Should Embrace Mistakes in School	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Art & Science of Teaching / Teaching Self-Efficacy with Personal Projects	ASCD (Educational Leadership Journal)
<a href="#">link</a>	Giving Students a Reason to Try	ASCD (Educational Leadership Journal)
<a href="#">link</a>	The Challenge of Motivating Students	ASCD
<a href="#">link</a>	What Research Says About. . . / Encouraging Girls to Pursue Math and Science	ASCD (Educational Leadership Journal)

### Self-Awareness

Access	Description	Source
<a href="#">link</a>	How to Help Teens Become More Self-Compassionate	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How SEL and Mindfulness Can Work Together	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Teaching Self-Aware Minds: Using Brain Science to Boost Social and Emotional Skills	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	<a href="#">How to Teach Happiness at School</a>	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How Does Mindfulness Improve Self-Control?	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Eight Tips for Teaching Mindfulness in High School	<a href="#">Center for Greater Good</a>

### Persistence

Access	Description	Source
<a href="#">link</a>	How Teachers Can Help Students Who Fail in Class to Succeed at Life	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	A Simple Story Can Improve Students' Grades in Science	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Two Ways to Foster Grit	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Teaching young kids persistence	<a href="#">Great Schools</a>
<a href="#">link</a>	28 Ways to Build Persistent & Confident Students	<a href="#">Teaching Community</a>
<a href="#">link</a>	The Flow Theory in the Classroom: A Primer	Teacher Thought
<a href="#">link</a>	Five Ways to Boost Student Engagement with Flow Theory	John Spencer Blog

## Belief in Others

### Peer Support

Access	Description	Source
<a href="#">link</a>	When Teens Need Their Friends More Than Their Parents	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Teens Overestimate the Bad Behavior of Peers	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Four Ways Music Strengthens Social Bonds	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Four Ways Social Support Makes You More Resilient	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Peers Supporting an Inclusive School Climate	<a href="#">Inclusive Schools Network</a>
<a href="#">link</a>	In-School Clubs	<a href="#">Mind Your Mind</a>
<a href="#">link</a>	Research Says / For Positive Behavior, Involve Peers	ASCD (Educational Leadership Journal)

### School Support

Access	Description	Organization
<a href="#">link</a>	How Teachers Can Help Immigrant Kids Feel Safe	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Four Ways Teachers Can Show They Care	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Four Ways Teachers Can Reduce Implicit Bias	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Student-teacher relationships: The overlooked ingredient for success	<a href="#">Parenting Science</a>
<a href="#">link</a>	Simple Steps to Improve School Connectedness	<a href="#">Mind Matters (Australia)</a>
<a href="#">link</a>	School Connectedness: Strategies for Increasing Protective Factors Among Youth	U.S. Center for Disease Control and Prevention
<a href="#">link</a>	Fostering School Connectedness: Information for School Districts and Administrators	U.S. Center for Disease Control and Prevention
<a href="#">link</a>	Beyond Icebreakers: Building Student Connectedness	<a href="#">Education World</a>

### Family Coherence

Access	Description	Source
<a href="#">link</a>	Emotion Coaching: One of the Most Important Parenting Practices in the History of the Universe	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	150 Days of Family Engagement Activities	<a href="#">Project Appleseed</a>
<a href="#">link</a>	Helping Your Child Succeed in School	U.S. Dept. Education
<a href="#">link</a>	10 Ideas for Engaging Parents	National Education Association
<a href="#">link</a>	Parents Need to Learn: Five Ways to Engage Parents in Student Learning	<a href="#">ASCD</a>

## Emotional Competence

### Behavioral Self-Control

Access	Description	Source
<a href="#">link</a>	Four Ways to Gain Perspective on Negative Events	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Five Tips for Helping Teens Manage Technology	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Five Ways to Help Misbehaving Kids	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Can Mindfulness Help Kids Learn Self-Control?	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Wish, Outcome, Obstacle, and Plan "...helps students find and fulfill their wishes... WOOP builds self-control	<a href="#">Character Lab</a>
<a href="#">link</a>	Self-Regulation in the Classroom (games and exercises)	Wikispaces
<a href="#">link</a>	Self-Regulated Learning for Academic Success	ASCD

### Empathy

Access	Description	Source
<a href="#">link</a>	How One School is Teaching Empathy After the Election	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	If You're Stressed, You Need Empathic Friends	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Three SEL Skills You Need to Discuss Race in Classrooms	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Stay Empathic without Suffering So Much	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Three Ways for Schools to Help Kids Cultivate Kindness	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Listen with Compassion in the Classroom	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Educating for Empathy	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Roots of Empathy program	<a href="#">Roots of Empathy</a>
<a href="#">link</a>	Building Empathy in Classrooms and Schools	<a href="#">Education Week Teacher</a>
<a href="#">link</a>	The HEROES Project: Dedicated to building the movement toward creating an emotionally wise world through the cultivation of empathy. Feel free to use or adapt any of these materials.	<a href="#">Aileen Fullchange, PhD</a>

### Emotional Regulation

Access	Description	Source
<a href="#">link</a>	Nine Things Educators Need to Know About the Brain	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Four Lessons from "Inside Out" to Discuss with Kids	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Help Teenagers Manage Risk	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	9 Tips for Teaching Emotional Regulation (& Improving Classroom Behavior at the Same Time)	<a href="#">We Are Teachers</a>
<a href="#">link</a>	Zones of Regulation® /Emotional Regulation Activities	<a href="#">School Counseling Files</a>
<a href="#">link</a>	30 Games and Activities for Self-Regulation	<a href="#">Inspired Treehouse</a>
<a href="#">link</a>	Best 25 emotional regulation ideas (quite practical ideas)	Pinterest (provided by child social worker)
<a href="#">link</a>	Emotional regulation lessons	<a href="#">Teachers Pay Teachers</a>

## Engaged Living

### Gratitude

Access	Description	Source
<a href="#">link</a>	How to Teach Gratitude to Tweens and Teens	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	What Don't We Know about Gratitude and Youth?	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Three Activities to Help Students Deepen Their Gratitude	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Stop the Culture of Complaining in Schools	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Three Gratitude Lessons for K-8 Classrooms	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Foster Gratitude in Schools	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Gratitude Works Program is part of NASP's effort to promote students' resilience, optimism, and academic success	<a href="#">National Association of School Psychologists</a>
<a href="#">link</a>	31 Gratitude Exercises That Will Boost Your Happiness (+PDF)	<a href="#">Positive Psych Program</a>
<a href="#">link</a>	The Gratitude Program for Kids	<a href="#">Health &amp; Happiness</a>
<a href="#">link</a>	Growing with Gratitude	<a href="#">Kids Matter (Australia)</a>
<a href="#">link</a>	Curriculum: Thanks! A Strengths-Based Gratitude Curriculum for Tweens and Teens. Four lessons to help students understand the meaning of gratitude and how to cultivate it in their everyday lives.	<a href="#">Center for Greater Good</a>

### Zest

Access	Description	Source
<a href="#">link</a>	Build Connections: "... helps students understand how their existing interests relate to the content they learn in school. (curiosity)	<a href="#">Character Lab</a>
<a href="#">link</a>	Tips for Helping Kids Adopt a Growth Mindset	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Help Students Feel Powerful at School	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How to Nurture Empathic Joy in Your Classroom	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Seven Ways to Help High Schoolers Find Purpose	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Can Schools Help Students Find Flow?	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	How Awe Can Help Students Develop Purpose	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Five Tips for Teaching Advisory Classes at Your School	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Meaningful Participation resources	<a href="#">Calif. Dept. Education</a>
<a href="#">link</a>	Service-Learning Curriculum Ideas	<a href="#">Wisc. Dept. Pub. Instruc.</a>
<a href="#">link</a>	High School Activities	<a href="#">Education</a>
<a href="#">link</a>	Friday Fun	<a href="#">Education World</a>

### Optimism

Access	Description	Source
<a href="#">link</a>	How to Help Students Develop Hope	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Can Positive Thinking Really Make Dreams Come True?	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Rethinking Optimism: Fostering confidence in children is easier than you think	<a href="#">Center for Greater Good</a>
<a href="#">link</a>	Back to School with Hope, Optimism, and, Maybe, Something More?	<a href="#">Six Seconds</a>
<a href="#">link</a>	Aussie Optimism is an evidence-based mental health promotion program for children in primary and lower secondary schools. Aussie Optimism is based on Seligman's theories of learned helplessness, and more generally on Positive Psychology. As such, Aussie Optimism focuses on building competencies in children, rather than alleviating problems.	<a href="#">Curtin University</a> <a href="#">Aussie Optimism Program</a>
<a href="#">link</a>	Sowing Seeds of Hope	ASCD (Educational Leadership Journal)

## General Social Emotional Learning Curriculum

There are a number of general programs or curriculums that can be used to foster the development of students' positive psychological and social mindsets. The resources listed below describe options that can be used for schoolwide and classroom contexts as well as by psychologists, counselors, and social workers when supporting with individuals and small groups.

Access	Description	Source
<a href="#">link</a>	The Collaborative for Academic, Social, and Emotional Learning is a leading authority on fostering the social emotional development of children and adolescents. The two resources listed below provide link to the latest reviews of SEL programs that can be used for universal (prevention) and targeted (interventions) in school contexts.	<a href="#">CASEL Resources</a>
<a href="#">link</a>	2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School	<a href="#">CASEL</a>
<a href="#">link</a>	2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School	<a href="#">CASEL</a>
<a href="#">link</a>	OJJDP Model Programs “The Office of Juvenile Justice and Delinquency Prevention’s (OJJDP’s) Model Programs Guide (MPG) contains information about evidence-based juvenile justice and youth prevention, intervention...”	U.S. Dept. of Justice
<a href="#">link</a>	Book: Personal Well-Being Lessons for Secondary Schools: Positive psychology in action for 11- to 14-year-olds 1st Edition	Authors: Llona Boniwell & Lucy Ryan
<a href="#">link</a>	Curriculum: Promoting Student Happiness Positive Psychology Interventions in Schools	Author: Shannon Suldo
<a href="#">link</a>	Curriculum Activities: Reach Out is Australia’s leading online mental health organization for young people and their parents. Classroom lesson plans can be downloaded for covitality-related topics such as self-efficacy and optimism. The Reach Out web site also provide school resources and information about youth mental health and wellness.	<a href="#">Reach Out</a>
<a href="#">link</a>	Positive Psychology Exercises to do With Clients or Students	<a href="#">Positive Psychology Program</a>
<a href="#">link</a>	Kids Matter Primary is a mental health and wellbeing initiative for Australian primary schools. It provides proven methods, resources and support to identify and implement whole-school strategies to improve student mental health and wellbeing. This site provides information related to programs and services in elementary schools.	<a href="#">Kids Matter (Australia)</a>
<a href="#">link</a>	Mind Matters (adolescent): A mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. We call it a “framework,” in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances.	<a href="#">Mind Matters (Australia)</a>



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