

University of California Santa Barbara
Gevirtz Graduate School of Education
International Center for School Based Youth
Development



SOCIAL EMOTIONAL HEALTH SURVEY RESEARCH

Rationale (SEHS-S) Secondary

Renshaw, T. L., Furlong, M. J., Dowdy, E., Rebelez, J., Smith, D. C., O'Malley, ... Strom, I. F. (2014). Covitality: A synergistic conception of adolescents' mental health. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in the schools* (2nd ed., pp. 12–32). New York, NY: Routledge/Taylor & Francis. www.tandfebooks.com/isbn/9780203106525

SEHS-S Psychometric and Validation Studies

Cornick, J., Nylund-Gibson, K., & Furlong, M. J. (2016). *A comprehensive reexamination of the factor structure of the Social Emotional Health Survey–Secondary*. Unpublished manuscript.

Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research*, *117*, 1011–1032. <http://link.springer.com/article/10.1007/s11205-013-0373-0>

Ito, A., Iida, J., Yokohari, A., Aoyama, I., Sugimoto, K., & Endo, H. (2017). *Validation of the Social Emotional Health Survey among Japanese High School Students Part 2*. Ecological Validity. International School Psychology Association 39th Annual Conference Poster Presentation.

Ito, A., Smith, D. C., You, S., Shimoda, Y., & Furlong, M. J. (2015). Validation of the Social Emotional Health Survey–Secondary for Japanese students. *Contemporary School Psychology*, *19*, 243–252. <http://link.springer.com/article/10.1007/s40688-015-0068-4>

Lee, S., You, S., & Furlong, M. J. (2016). Validation of the Social Emotional Health Survey for Korean school students. *Child Indicators Research*, *9*, 73–92. <http://link.springer.com/article/10.1007/s12187-014-9294-y>

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Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., & Furlong, M. J. (submitted). Development of Japanese version of Social Emotional Health Survey. *The Japanese Journal of Psychology*.

Telef, B. B., & Furlong, M. J., (2017). Adaptation and validation of the Social Emotional Health Survey–Secondary into Turkish culture. *International Journal of School & Educational Psychology*, *5*, 255–265. <http://dx.doi.org/10.1080/21683603.2016.1234988>

- You, S., Dowdy, E., Furlong, M. J., Renshaw, T., Smith, D. C., & O'Malley, M. D. (2014). Further validation of the Social and Emotional Health Survey for high school students. *Applied Quality of Life Research*, 9, 997–1015. <http://link.springer.com/article/10.1007/s11482-013-9282-2>
- You, S., Furlong, M. J., Felix, E., & O'Malley, M. D. (2015). Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses. *Psychology in the Schools*, 52, 349–362. <http://onlinelibrary.wiley.com/doi/10.1002/pits.21828/abstract>
- Pineda, D., Piqueras, J. A., Martinez, A., Rodriguez-Jimenez, T., Martínez Gonzalez, A. E., Santamaria, P., & Furlong, M. J. (2017). *A new instrument for covitality: The revised Social Emotional Health Survey–Primary in a Spanish sample of children*. 14th European Conference on Psychological Assessment, Lisbon, Portugal, July.
- Rodriguez-Jimenez, T., Piqueras, J. A., Martínez Gonzalez, A. E., Garcia-Oliva, C., Garcia-Olcina, Mariola M., Leticia Chacon, L., Furlong, M. J., & Marzo, J. C. (2017). *Covitality among adolescents: Psychometric properties of the Social Emotional Health Survey–Secondary for Spanish students*. 14th European Conference on Psychological Assessment, Lisbon, Portugal, July.
- Xie, J., Liu, S., Yang, C., & Furlong, M. J. (2017). Chinese Version of Social and Emotional Health Survey–Secondary. *Chinese Journal of Clinical Psychology*, 25, 1012–1026.

SEHS-Secondary Applications

- Boman P., Mergler A., & Pennell, D. (2017). The effects of covitality on well-being and depression in Australian high school adolescents. *Clinical Psychiatry*, 3, 2:15. doi:10.21767/2471-9854.100045 <http://clinical-psychiatry.imedpub.com/the-effects-of-covitality-on-wellbeing-and-depression-in-australian-high-school-adolescents.php?aid=20436>
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- Fullchange, A., & Furlong, M. J. (2016). An exploration of effects of bullying victimization from a complete mental health perspective. *Sage Open*. (January-March), 1–12. <http://sgo.sagepub.com/content/6/1/2158244015623593>
- Furlong, M. J., Dowdy, E., Carnazzo, K., Boverly, B., & Kim, E. (2014). Covitality: Fostering the building blocks of complete mental health. *NASP Communiqué*, (June issue). Available from www.readperiodicals.com/201406/3346560221.html

- Furlong, M. J., Fullchange, A., & Dowdy, E. (2016). Effects of mischievous responding on the results of school-based mental health screening: I love rum raisin ice cream, really, I do! *School Psychology Quarterly*. Published online 21 July 2016. www.ncbi.nlm.nih.gov/pubmed/27441548
- Kim, E. K. (2015). *Complete mental health profiles and quality of life outcomes among Korean adolescents*. Doctoral dissertation, University of California Santa Barbara.
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- Kim, E. K., Dowdy, E., & Furlong, M. J. (2014). Exploring the relative contributions of the strength and distress components of dual-factor complete mental health screening. *Canadian Journal of School Psychology*, 29, 127–140. <http://cjs.sagepub.com/content/29/2/127.abstract>
- Lenzi, M., Furlong, M. J., Dowdy, E., Sharkey, J. D., Gini, G., & Altoè, G. (2015). The quantity and variety across domains of psychological and social assets associated with school victimization. *Psychology of Violence*, 5, 411–421. <http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2015-45377-002>
- 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>
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- Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2018b). *A latent transition analysis of the longitudinal stability of dual-factor mental health in adolescence*. Manuscript under review.
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- Telef, B. B., & Furlong, M. J., (2017, in press). Social and emotional psychological factors associated with subjective well-being: A comparison of Turkish and California adolescents. *Cross-Cultural Research*, 51, 491–520. <https://doi.org/10.1177/1069397117694815>

Wroblewski, A.P., Dowdy, E., Sharkey, J. D., & Kim, E. K. (2018). Social-emotional screening to predict truancy severity: Recommendations for educators. *Journal of Positive Behavior Interventions* First Published April 27, 2018. doi:[10.1177/1098300718768773](https://doi.org/10.1177/1098300718768773)

Elementary Schools (SEHS-P) Primary

Furlong, M. J., You, S., Renshaw, T. L., O'Malley, M. D., & Rebelez, J. (2013). Preliminary development of the Positive Experiences at School Scale for elementary school children. *Child Indicators Research*, 6, 753–775. <http://link.springer.com/article/10.1007/s12187-013-9193-7>

Kim, E., Dowdy, E., Furlong, M. J., & You, S. (2018). Complete mental health screening: Psychological strengths and life satisfaction in Korean students. *Child Indicators Research*, 1–15. First online, 23 May 2018. doi:[10.1007/s12187-018-9561-4](https://doi.org/10.1007/s12187-018-9561-4)

Renshaw, T. R. (2016). Technical adequacy of the Positive Experiences at School Scale with Adolescents. *Journal of Psychoeducational Assessment*. First published online 22 January 2016. <http://jpa.sagepub.com/content/early/2016/01/21/0734282915627920.abstract>

Wang, C., Yang, C., Jiang, X., & Furlong, M. J. (2018). Validation of the Chinese version of the Social Emotional Health Survey-Primary. *International Journal of School & Educational Psychology*, 6, 62–74. <http://dx.doi.org/10.1080/21683603.2016.1272026>

Xie, J., Liu, S., Yang, C., & Furlong, M. J. (2018). Chinese Version of Social and Emotional Health Survey-Primary. *Chinese Journal of Clinical Psychology*. Manuscript under review.

College Age (SEHS-HE) and Adults

Allenden, N., Boman, P., Mergler, A., & Furlong, M. J. (2016, in press). Positive psychology constructs as predictors of depression in retirees. *Ageing & Society*. First online 29 December 2016. doi:<https://doi.org/10.1017/S0144686X16001410>

Jones, C. N., You, S., & Furlong, M. J. (2013). A preliminary examination of covitality as integrated wellbeing in college students. *Social Indicators Research*, 111, 511–526. <http://link.springer.com/article/10.1007/s11205-012-0017-9>

Kia-Keating, M., You, S., Moore, S. Furlong, M. J., & Liu, S. (2017, in press). Structural validity of the Depression, Anxiety, and Stress Scales-21 adapted for U.S. college students. *Emerging Adulthood*.

Furlong, M. J., You, S., Shishim, M., & Dowdy, E. (2017). Development and validation of the Social Emotional Health Survey-Higher Education version. *Applied Research in Quality of Life*, 12, 343–367. <http://link.springer.com/article/10.1007/s11482-016-9464-9>

Zachariah, S., Boman, P., Mergler, A., & Furlong, M. J. (2015). Examining well-being, anxiety, and self-deception in university students. *Cogent Psychology*, 2, 993850, 1–17. www.tandfonline.com/doi/full/10.1080/23311908.2014.993850

Related Resources

- Furlong, M. J. (2015). Introduction to special issue school-based approaches to promote complete mental health: School psychologists working to foster students' thriving well-being. *Contemporary School Psychology, 19*, 231–232. <http://link.springer.com/article/10.1007/s40688-015-0078-2>
- Fullchange, A., Furlong, M. J., Gilman, R., & Huebner, E. S. (in press). Interventions for subjective well-being. In L. Theodore (Ed.), *Handbook of applied interventions for children and adolescents* (chapter 32). New York, NY: Springer. www.springerpub.com/handbook-of-applied-interventions-for-children-and-adolescents.html
- Furlong, M., Froh, J., Muller, M., & Gonzalez, V. (2014). The role of student engagement in engaged living and psychological and social well-being: The centrality of connectedness/relatedness. In D. J. Shernoff & J. Bempechat (Eds.), *National Society for the Study of Education Yearbook—Engaging youth in schools: Empirically-based models to guide future innovations*. New York, NY: Columbia Teachers College. <https://searchworks.stanford.edu/view/10572754>
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). *Handbook of positive psychology in the schools* (2nd ed.). New York, NY: Routledge, Taylor & Francis. www.routledge.com/Handbook-of-Positive-Psychology-in-Schools-2nd-Edition/Furlong-Gilman-Huebner/p/book/9780415621861
- Garcia, L. M. (2017). *Second step and parental involvement: Effects on students' belief-in-self and belief-in-others* (Doctoral dissertation, California State University, Fresno).
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- Huebner, E. S., & Furlong, M. J. (2016). Measuring youth well-being. In S. Suldo (Ed.), *Promoting students' happiness: Positive psychology intervention strategies in school-based practice* (chapter 2), New York, NY: Guilford. www.guilford.com/books/Promoting-Student-Happiness/Shannon-Suldo/9781462526802/reviews
- Kim, E. K., Furlong, M. J., Zi, J. N., & Huebner, E. S. (in press). Child well-being. In S. Hart & B. Nastasi (Eds.), *International handbook on child rights in school psychology*. New York, NY: Springer.
- Moore, S., Dowdy, E., & Furlong, M. J. (2017). Using the Depression, Anxiety, Stress Scales–21 with U.S. adolescents: An alternate models analysis. *Journal of Psychoeducational Assessment, 35*, 581–598. <http://jpa.sagepub.com/content/early/2016/05/28/0734282916651537.abstract>

Other studies using the Social Emotional Health Surveys

SEHS-Primary and Secondary

- Arslan, G. (in press). Social exclusion, social support and psychological wellbeing at school: A study of mediation and moderation effect. *Child Indicators Research*.
- Azuela, D., May, B., & Ortega, R. (2016). *Grantee research outcome: High school to community college – preparing for transition*. California State University East Bay. Available from <https://www.socialpublishersfoundation.org/knowledge-base/grantee-research-outcome-high-school-to-community-college-preparing-for-transition/>
- Bittner, Igor: The relationship between social-emotional health and depression of secondary-school students. [Diploma thesis]. Pan-European University. Faculty of Psychology. Department of school and work psychology. Supervisor: prof. PhDr. Eva Gajdošová, PhD. Qualification level: Master. Bratislava, FP PEVŠ, 2017, 72 p.
- Gajdošová, E., Bisaki, V., & Sodomová, S. (2016). An inclusive secondary school in Bratislava. *Acta Technologica Dubnicae*, 6(3), 44–65. Retrieved 27 Dec. 2016, from doi:10.1515/atd-2016-0019
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- Micháľková, Jana (2017). Social emotional health, personality and school achievement in adolescents. [Master thesis]. Paneuropean university. Faculty of psychology. Supervisor: Prof. PhDr. Eva Gajdošová, PhD. Bratislava: FPS, 2017, 62 p.
- Mošovská, Katarína: Attitudes of adolescents to themselves, to their family and to school depending on level of social and emotional health [Master thesis]– Paneuropean university in Bratislava. Faculty of psychology; Institute of school and organizational psychology. – Thesis supervisor: Prof. PhDr. Eva Gajdošová, PhD. Degree of classification: Master (Mgr.). – Bratislava: FP, 2017. 60 pages
- Pan Yan-Gu, Zhang Da-Jun, Chen Wan-Fen, Liu Guang-Zeng (2016). Preliminary validation of the Social and Emotional Health Survey in Chinese secondary school students. *Chinese Journal of Clinical Psychology*, 24, 680–683. doi:10.16128/j.cnki.1005-3611.2016.04.024
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- Renshaw, T. R. (2016). Technical adequacy of the Positive Experiences at School Scale with Adolescents. *Journal of Psychoeducational Assessment*. First published online 22 January 2016. <http://jpa.sagepub.com/content/early/2016/01/21/0734282915627920.abstract>
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- Wilkins, B., Boman, P., & Mergler, A. (2015). Positive psychological strengths and school engagement in primary school children. *Cogent Education*, 2(1), 1–11. <http://www.tandfonline.com/doi/full/10.1080/2331186X.2015.1095680>

College Age (SEHS-HE) and Adults

- Gdovin, Stanislav: Social-emotional health of students of Paneuropean Univesity. [Major thesis]. Paneuropean University in Bratislava. Faculty of Psychology; Department of school and work psychology. Supervisor: prof. PhDr. Eva Gajdošova, PhD. Bratislava, 2017, 86 pages.