

# Social Emotional Health Surveys

## Social Emotional Health Survey–Primary

This document provides, in chronological order, the following studies that examined the psychometric properties of the Social Emotional Health Survey–Primary.

**If you are a researcher and want to use/adapt the SEHS-Primary (or other UCSB School Mental Health Collaborative assessments), [please contact us.](#)**

[School Mental Health Collaborative Publications](#)

## Overview SEHS Development and Conceptual Foundations

Paz, J. L., & Kim, E. K. (2022). Cultivating Psychosocial Strengths and Well-Being. In K-A. Allen, M. J. Furlong, D. Vella-Broderick, & S. M. Suldo (Eds.), *Handbook of positive psychology in schools: Supporting process and practice* (pp. 38–55). Taylor & Francis.

This chapter highlights recent advancements in the Covitality framework, which integrates 12 positive psychological mindsets and has led to the development of the Social Emotional Health Survey (SEHS) to assess students' mental health. Key components include: (a) theoretical foundations, (b) the Covitality measurement model, (c) [research findings](#), and (d) school applications. It concludes with a discussion on diversity and how the SEHS promotes student well-being and success.

## Social Emotional Health Survey–Primary

### Original SEHS-Primary Study

The Social Emotional Health Survey–Primary, first published in 2013, was called the Positive Experiences at School Scale and subsequently rebranded as the Social Emotional Health Survey-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.

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This paper presents a study on the Social Emotional Health Survey (PEASS). In this initial article, we refer to this measure as the Positive Experiences at School Scale. However, it is based on the covitality conceptual model, which also underpins the Social Emotional Health Survey for Secondary Education and the Social Emotional Health Survey for Higher Education. To maintain branding consistency, we decided to refer to PEASS as the Social Emotional Health Survey for Primary Education.

The 20 items were created to measure four positive psychology traits in a school context: gratitude, optimism, persistence, and zest. Additionally, the PEASS included five supplementary items to assess students' self-perceptions of their prosocial behavior at school.

The SEHS-Primary items and response formats are found in these article tables:

[Table 1 Standardized factor loadings for the four SEHS-P subscales](#)

[Table 4 Standardized factor loadings for the Prosocial subscale](#)

### Chinese Language Adaptation

Wang, C., Yang, C., Jiang, X., & Furlong, M. (2018). Validation of the Chinese version of the Social Emotional Health Survey–Primary. *International Journal of School & Educational Psychology*, 6(1), 62-74. <https://doi.org/10.1080/21683603.2016.1272026>

Students were asked to rate 20 items on a 4-point scale, ranging from 1 = *never*, 2 = *sometimes*, 3 = *often*, and 4 = *very often*.

### Japanese Language Adaptation

Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., Chan, M., & Furlong, M. J. (2021). Validation of a social emotional wellness survey among Japanese elementary school students. *The Educational and Developmental Psychologist*, 38(1), 121-130. <https://doi.org/10.1080/20590776.2021.1899748>

The present studies used an adapted SEHS-P version from Moffa et al.. The version used in the present study had 21 items and four subscales: *gratitude* (five items, e.g., "Are you thankful when you get to learn new things at school?"); *optimism* (five items, e.g., "When you have a problem at school, do you think it will get better in the future?"); *zest* (six items, e.g., "Do you wake up in the morning excited to go to school?"); and *persistence* (five items, e.g., "When you get a low grade or test score, do you try even harder the next time?"). The six-point response scale for each subscale was: 1 = *not at all true of me* to 6 = *very much true of me*.

### Cross-Cultural Validation: China and California Samples

Chan, M., Yang, C., Furlong, M. J., Dowdy, E., & Xie, J. (2021). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International*

Journal of School & Educational Psychology, 9(2), 158-171.

<https://doi.org/10.1080/21683603.2019.1677539>

The SEHS-P employed for analysis included 14 items measuring gratitude (three items, e.g., Do you feel thankful to go to your school?), optimism (three items, e.g., Do you expect that you will feel happy during class time?), zest (four items, e.g., Do you get really excited about your schoolwork?) and persistence (four items, e.g., Do you finish all of your class assignments?), which together formed an overall covitality factor. A 6-point response scale was used (1 = *no, never*; 2 = *no, almost never*; 3 = *yes, sometimes*; 4 = *yes, often*; 5 = *yes, very often*; and 6 = *yes, always*).

### Korean Language Adaptation and Application

Kim, E. K., & Choe, D. (2022). Universal social, emotional, and behavioral strength and risk screening: Relative predictive validity for students' subjective well-being in schools. *School Psychology Review*, 51(1), 40-54. <https://doi.org/10.1080/2372966X.2020.1855062>

Students rated 16 items on a 4-point Likert scale, ranging from 1 = *almost never* to 4 = *very often*.

### SEHS-Primary Brief Version

Chan, M., Furlong, M. J., & Ruff, E. (2025). Instruments for dual-factor mental health screening in elementary schools: Implications in mental health classification. *Contemporary School Psychology*, 29(2), 333-345. <https://doi.org/10.1007/s40688-024-00521-8>

The 20 SEHS-P items assess *gratitude* (five items, e.g., Do you feel thankful to go to your school? ), *optimism* (five items, e.g., Do you expect that you will feel happy during class time? ), *zest* (five items, e.g., Do you get really excited about your schoolwork? ), and *persistence* (five items, e.g., Do you finish all of your class assignments? ), which summed to provide an overall covitality factor (Furlong et al., 2013). The psychometric properties of the original SEHS-P were satisfactory for U.S. elementary school students and best represented by a second-order model (Chan et al., 2021). We developed an 8-item SEHS-P based on Samples 1 and 2, comprising two items per subscale. A four-point response scale was used (1 = *no, never*, 2 = *yes, some of the time*, 3 = *yes, most of the time*, 4 = *yes, all of the time*). Afterward, we used the factor scores derived from the second-order SEHS-P model to capture covitality as profile indicators in mixture modeling. Among Sample 3, the scale's omega coefficients were 0.77 in 2022 and 0.83 in 2023.

[See this article's online supplemental material for item and scoring information for the 8-item SEHS-P version.](#)