



Student ID:

Term: Fall 2022

Grade:

The **CoVitality-S**, secondary level screener is a social emotional health survey administered to students in grades 6 through 12. Understanding and supporting students’ social emotional needs is closely tied to improved academic and social outcomes.

CoVitality offers a snapshot in time for each student that encourages self-reflection in the areas of: **Belief-in-self, Belief-in-others, Emotional Competence, and Engaged Living**. The Strengths Profile below summarizes your responses to questions in each area. After reviewing your full Wellness Report, it is recommended that students choose one area (Subdomain) from the Enhance or Growth columns that you want to improve, and utilize your Strengths to support working on that area. Improving just one area typically has a positive effect on other areas. **The more strengths we have, the more prepared we are to effectively manage unexpected challenges and psychological stressors.** To see a list of the questions associated with each Subdomain, and strategies for building more strengths, visit the SCSD Guidance & Counseling web page, and select Mental Health Resources, or click [HERE](#).

STRENGTHS PROFILE

Strengths	Areas to Enhance	Areas for Growth
School Support Family Coherence	Self-efficacy Emotion Regulation Persistence Gratitude Empathy Self-control Self-awareness	Peer Support Zest Optimism

CoVitality-S Subdomains

Belief-in-Self		Belief-in-Others	
Self-Awareness	Perceiving and attending to the private and public aspects of one’s self	Peer Support	Appraising the caring and helpful nature of one’s relationships with peers
Persistence	Working diligently to accomplish one’s goals, including maintaining interest in the face of adversity and failure	School Support	Appraising the caring and helpful nature of one’s relationships with teachers
Self-Efficacy	Sensing one’s ability to act effectively to meet environmental demands	Family Coherence	Appraising the caring and helpful nature of one’s relationships with family
Emotional Competence		Engaged Living	
Empathy	Perceiving, sharing, and considering the emotional states expressed by others	Gratitude	Sensing thankfulness that arises in response to one’s benefitting from some kind of transactional means
Emotional Regulation	Effectively expressing one’s positive emotions (e.g., happiness) and managing one’s negative emotions	Zest	Experiencing one’s life in the present moment as exciting and energizing
Self-Control	Effectively expressing and managing one’s behavior within given contexts	Optimism	Expecting the occurrence of good events and beneficial outcomes in one’s future



Psychological Distress

The CoVitality screener also helps students to identify Psychological Distress they may be experiencing. Responses are categorized into three levels: Low Indication, Average Indication and High Indication.

Psychological Distress Level	Low Indication
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Overall Emotional Wellness

The CoVitality screener combines a student’s reported Strengths Profile and Psychological Distress to determine Overall Emotional Wellness. Students whose responses combine to indicate a level of “Struggling” will have met with a member of the mental health team to explore possible supports prior to the communication of this report. There are four zones. Excelling, Thriving, Striving, and Struggling.

Overall Emotional Wellness	Striving
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Please see below for the table that indicates Overall Emotional Wellness. This table illustrates the intersection of the Strengths Profile from page one in the left column and Psychological Distress, in the top row.

	Low Indication of Psychological Distress	Average Indication of Psychological Distress	High Indication of Psychological Distress
Low Indication Strengths Profile	Striving	Struggling	Struggling
Average Indication Strengths Profile	Thriving	Striving	Struggling
High Indication Strengths Profile	Excelling	Striving	Struggling

Additional Wellness Information

Overall Life Satisfaction

This was your reported overall level of life satisfaction on a scale of 1 to 100.

Overall Life Satisfaction	75
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School Connectedness

School connectedness aligns directly with the mission of the SCSD of “*engaging students at a personal level*”. Students with high levels of school connectedness have shown to have higher school grades, feel safer at school, and are less likely to be engaged in developmentally risky behaviors.

Your responses related to your feeling of connectedness and safety at school are reported in four zones: High, Average, Low Average, and Low.

School Connectedness	Low Average
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