INDIVIDUAL STUDENT PROFILE REPORT

STUDENT ID	1705

GRADE	7th
GENDER	Male
SCHOOL	EBIA Screening
DATE	09/07/16
RESPONSES	Valid

WHAT WAS USED?

CoVitality-S

CoVitality Secondary (CoVitality-S) is a social emotional health survey used to screen for complete mental health to help increase positive developmental outcomes and robust psychological wellbeing.

STRENGTHS PROFILE

CoVitality-S Subdomain Results

This student's CoVitality-Secondary *strengths profile* is shown in the chart below. Information about the CoVitality-S subdomains is provided to explore recommended areas for targeted intervention and support to build upon the student's personal assets.

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

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COVITALITY DOMAIN RESULTS

CoVitality Domain Results

To evaluate a student's complete social emotional health, resulting scores on measures of psychological distress (PD) and personal strengths (CoVitality-S) are combined. The combination of this student's **Normal** personal distress and **Low Average** social emotional strengths (Covitality) falls in the **5. Getting By** complete mental health priority status, which indicates that the student has no areas of immediate concern, but could benefit from schoolwide activities that foster the SEHS-S subdomains.

Score Summary

CoVitality Domain	Raw	T-Score	Description
Belief-in-Self (BIS)	21	42	Low Average
Belief-in-Others (BIO)	28	52	High Average
Emotional Competence (EC)	23	44	Low Average
Engaged Living (EL)	26	49	Low Average
Covitality (CoVi)	98	46	Low Average

Psychological Distress (PD)	Raw	T-Score	Description
Total PD	30	58	Normal

Complete Mental Health	CoVi	Total PD	Priority Status
Complete MH Priority	Low Average	Normal	5. Getting By

Overall Life Satisfaction	Score	T-Score	Description
Life Satisfaction (1-100)	59	45	Low Average

School Connectedness	Raw	T-Score	Description
Total School Connectedness	18	53	High Average

Belief-in-Self assesses a youth's overall sense of self and personal competence. This construct is drawn from the social-emotional learning research and includes self-efficacy, self-awareness, and persistence. This student's T-score (42) was in the Low Average range. Students with Low or Low average scores are not yet developing an optimal positive mindset about their personal competence.

Belief-in-Others assesses a youth's general appraisal of the quality of their social supports and general level of interpersonal trust and connectedness. The subscales comprise school support, peer support, and family coherence, constructs derived from the research on childhood resilience. This student's T-score (52) was in the High Average range. Students with High average or High scores are developing a positive sense of bonding, trust, and support in their interpersonal relationships.

Emotional Competence is linked with the social emotional learning research and is at the core of a youth's ability to successfully manage emotions to enhance interpersonal relationships and to reach desired goals.

Emotional regulation, empathy, and behavioral regulation are the subscales included in this third domain, all of which are positively related to social and academic success. This student's T-score (44) was in the Low Average range. Students with Low or Low Average scores do not yet express confidence in the personal capacity to use core social emotional skills to manage and express their emotional experiences.

Engaged Living is composed of constructs primarily derived from positive youth psychology research, and includes gratitude, zest, and optimism. These three subscales assess personal assets that are closely linked with a youth's happiness and enthusiastic participation in school, family, and community activities. This student's T-score (49) was in the Low Average range. Students with Low or Low Average scores are not yet experiencing an optimal balanced appreciation for what life has provided them, enthusiasm in their daily activities, and have less positive aspirations for the future.

ADDITIONAL SURVEY RESULTS

Overall Life Satisfaction
When asked to describe their overall satisfaction with life on a scale from 1 to 100, this student indicated a score of 59 corresponding to a T-score of 45, which is in the Low Average range. Overall life satisfaction, related to youth's happiness, has been shown to be a useful global indicator of mental health and predicts positive engagement and school success.

School Connectedness
School connectedness is the students' perceptions that their teachers care about them as a person and student, which is a known protective factor against involvement in risk behaviors and promotes positive development. This student's school connectedness T-score (53) was in the High Average range. Youths with high levels of school connectedness have been shown to have higher school grades, to feel safer at school, and to be less likely to engage in developmental risky behaviors.

Response Analysis
When asked how many of the questions were answered "honestly," this student indicated Most questions. In typical surveys of high school students, 90% indicate that they answered "all" or "most" items honestly. In addition, the survey included 7 items that are used to evaluate the authenticity of responses. This student's score (0) indicates that their CoVitality responses and scores can be considered **Valid**.

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