

Child and Adolescent Wellness Scale (CAWS)

- ▶ The CAWS is:
 - ▶ rooted in the philosophy of the positive psychology movement (Seligman, 2000).
 - ▶ strengths-based
 - ▶ an 80 item measure of childhood psychological health.

CAWS--10 Constructs

Each dimension is theorized or has been shown through research to be uniquely associated with healthy outcomes experienced by children.

- ✓ Adaptability
- ✓ Connectedness
- ✓ Conscientiousness
- ✓ Emotional Self-Regulation
- ✓ Empathy
- ✓ Initiative
- ✓ Mindfulness
- ✓ Optimism
- ✓ Self-Efficacy
- ✓ Social Competence

Adaptability



Respondents' ability to negotiate difficult situations as well as their preparedness for change, flexibility and acceptance.

✓ Sample Items:

- ✓ I am prepared for change
- ✓ I try to find new ways of looking at things
- ✓ I need to be perfect*

CAWS: Adaptability Items

Adaptability (Cronbach's Alpha = .72)

I am open minded.

After an event, I typically find ways to do better

If I can't do something one-way, I'll do it another way.

It's important to be flexible.

I am prepared for change.

I try to find new ways of looking at things.

I am agreeable.

When presented with an obstacle, I just seem to know what to do.

Initiative

- ▶ Initiative as the ability to be motivated from within to direct attention and effort toward a challenging goal. Larson (2000).
- ▶ initiative as a core quality of positive youth development in Western culture. The initiative dimension incorporates the elements of intrinsic motivation, self-determination (Ryan & Deci, 2000) and goal-directed activity; CAWS items under the initiative dimension gauge children and adolescents' levels of perceived engagement and motivation. Initiative is an important aspect of resiliency (Masten, 2001).

CAWS: Initiative Items

Initiative (Cronbach's Alpha = .74)

I feel comfortable directing others when I have a project in mind.

I know what I want and how to get it.

I am not afraid to take a risk when it comes to starting a project.

I set challenging goals.

I am passionate about what I do.

I am not easily discouraged from something I want.

I envision what I want, and make a plan on how to get it.

I have lots of ideas.

Mindfulness

- ▶ Psychological mindfulness, generically referred to as **self-awareness**, is central to the theory of emotional intelligence (Goleman, 1995), as it appears that awareness and attention to one's internal states is a fundamental component of emotional competence. Self-awareness is a cornerstone of SEL (CASEL, 2003). Items on the mindfulness scale of the CAWS elicit individuals' perceptions regarding their sense of self-awareness and intuition, as well as knowledge of their personal strengths and weaknesses.

CAWS: Mindfulness Items

Mindfulness (Cronbach's Alpha = .69)

I know what I am good at and not good at.

I sense what to do next.

I have learned a great deal from past experiences.

I know what I am feeling at the moment.

I am aware of how I make other people feel.

Criticism is hard to take, but it makes me stronger.

I lack confidence in my abilities.

I am realistic about what I can and cannot do.

Conscientiousness

- ✓ One of five robust personality factors (McCrae & Costa, 1999)
- ✓ a child's concern over personal choices and the assumption of responsibility for one's actions.
- ✓ Conscientiousness predicted longevity. It is consistent with responsible decision-making in SEL terms (CASEL, 2003). More recently, Roberts, Walton and Bogg (2005) examined the most comprehensive review of conscientiousness and health to date, and found that conscientiousness relates to both social environmental factors and health-related factors, both contributing substantially from childhood in regards to longevity and quality of life.

CAWS: Conscientiousness Items

Conscientiousness (Cronbach's Alpha = .75)

I blame other people for my problems.

I care about my health.

I am dependable.

I exercise regularly.

I am responsible for my actions.

I finish what I start.

The choices I make are thoughtful ones.

I can admit to mistakes I make.

Optimism

- ▶ Optimism refers to hope and expectancies for the future
 - ▶ linked to good mood, perseverance, achievement, and physical health (Peterson, 2000).
 - ▶ Individuals' level of optimism also has important implications for how well they cope with adversity and stress; research suggests that pessimism leads to self-defeating patterns of behavior that tend to compromise personal health, both psychological and physical (Carver & Scheier, 2002).
 - ▶ Seligman's (1998) research suggests that increasing optimism in children is a worthy target of intervention, leading to improved adjustment and development of healthier explanatory styles.

CAWS: Optimism Items



Optimism (Cronbach's Alpha = .79)

My problems seem to be never ending.

I often feel hopeless.

I keep on trying, as I know I will get there.

I often think life is meaningless.

I have hope for the future.

It's important to see the humor in things.

I have positive expectations of others.

I believe the world holds great promise.



Self-Efficacy

- A person's beliefs that can produce desired effects by their own abilities and actions.
 - relates to the concept of flow or psychological engagement in a task.
(Csikszentimihalyi, 1990, 1997)
- Self-efficacy theory maintains that efficacy beliefs, developed over time and through experience, are influencing factors of psychological adjustment, psychological problems, and physical health (Maddux, 2002b).
 - Self-efficacy contributes strongly to the construct of resiliency (Masten, 2001).

CAWS: Self-Efficacy Items

Self-efficacy (Cronbach's Alpha = .76)

On difficult tasks, I give up.

Sometimes it helps to have another's opinion.

I take pride in my accomplishments.

Learning new things is fun.

I feel organized in most aspects of my school life.

I am confident and self-assured.

I find ways to accomplish difficult tasks.

I really enjoy being into what I'm doing.

Connectedness Scale

- ✓ Elicits information related to children and adolescents' perceptions of belonging and acceptance in school, their family, and the community.
- ✓ One of the most influential predictors of both positive outcomes and a decreased likelihood that adolescents will engage in harmful behaviors (McNeeley, Clea, Nonnemaker, & Blum, 2002; Resnick et al., 1997).
- ✓ One of the stronger aspects of resiliency as indicated by Masten (2001)
- ✓ Underlies the SEL core competency of relationship skills (CASEL, 2003).

CAWS: Connectedness Items

Connectedness (Cronbach's Alpha = .79)

I belong.

I am cared for and loved.

I feel like I belong at school.

I do not get support from friends and the community.

I am close to one or both of my parents.

I feel supported and listened to in my life.

I have an adult at school that I feel I can trust

My friends are very supportive.

Emotional Self-Regulation

- ✓ A critical aspect of individual functioning, contributing to success in many domains of behavior, particularly social competence (Eisenberg, Fabes, Guthrie, & Reiser, 2002).
- ✓ High negative emotionality has been associated with externalizing problem behavior and adolescent substance abuse/use (Eisenberg et al., 2002). It is listed as a crucial aspect of resiliency (Masten, 2001), and relates to the SEL core competency of self-management (CASEL, 2003).
- ✓ Sample Items:
 - ✓ I feel in control of my emotions
 - ✓ I acknowledge my anger but don't express it with hostility
 - ✓ I get upset when others don't see things my way

CAWS: Emotional Self-Regulation

Emotional Self-regulation (Cronbach's Alpha = .79)

I can stop myself when I am going to say something I will regret.

After leaving a heated argument, I can return and talk to the person I am mad at.

I can remove myself from a frustrating situation.

I value feedback from people about how I handle different tense situations.

I don't let little things upset me.

I feel in control of my emotions.

When I am angry or disappointed with someone, I talk to them about it.

I get upset when others don't see things my way.

Empathy

- ✓ Empathy can be defined as "an affective response that stems from the apprehension or comprehension of another's emotional state or condition, and which is identical or very similar to what the other person is feeling or would be expected to feel" (Eisenberg, 2003, p. 254).
- ✓ Empathy is:
 - believed to evoke altruistic behavior and prosocial responding, each associated with psychological health in their own right
 - predict later positive emotionality and resilience as children age (Eisenberg, 2003).
 - Empathy-related responding is an important aspect of positive development.

CAWS: Empathy Items



<i>Empathy</i>	<i>(Cronbach's Alpha = .73)</i>
All people have value.	
I am grateful for what I have.	
I enjoy differences in people.	
I can see things through other peoples' eyes.	
I accept another's point of view.	
I have concern for the welfare of others.	
I stand up for people who cannot stand up for themselves.	
It's important to forgive each other.	

Social Competence

- ▶ Social competence is a broad construct that incorporates affective, cognitive, and behavioral skills that combine to determine success in interpersonal relationships (Topping, Bremner, & Holmes, 2000).
- ▶ Topping et al. define social competence as “the possession and use of the ability to integrate thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host context and culture” (p. 32).
- ▶ Social competence is widely accepted as an important predictor of resilience in children, as well as academic achievement (Welsh, Parke, Widaman, & O’Neil, 2001; Malecki & Elliott, 2002).
- ▶ It has been noted that aspects of social competence are just as important as intelligence in predicting a successful school experience for children and adolescents (Goleman, 1998; Liff, 2003).

CAWS: Social Competence Items

+

Social Competence (Cronbach's Alpha = .72)

I am respectful of others.

I often sense what others are feeling.

Listening is a very important skill.

I enjoy participating in activities with others.

I am easy to be with.

I am not comfortable sharing my feelings.

People say that I am thoughtful.

I have meaningful relationships.

□

Development history of the CAWS

- ▶ Over a decade of research exploring the constructs .
- ▶ Solid reliability coefficients
- ▶ Significant relationship to:
 - ▶ academic achievement

CAWS Reliability coefficients

<i>CAWS Scales</i>	<i>Cronbach's Alpha</i>
Adaptability	.72
Initiative	.74
Mindfulness	.69
Conscientiousness	.75)
Optimism	.79
Connectedness	.79
Emotional Self-regulation	.79
Empathy	.73
Self-efficacy	.76
Social Competence	.72
TOTAL SCALE	.96



CAWS Psychometric
Properties

Validity



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Wellness Paths to Life Satisfaction in Multicultural Adolescents

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Introduction

- Life Satisfaction (LS) or Subjective Well Being (SWB), both reflecting overall happiness, are important outcomes of promoting positive mental health in children and adolescents (Suldo, et al., 2014).
- Research has shown a number of positive outcomes associated with LS, including positive parental support and relationships (Suldo & Huebner, 2004); higher adaptive and interpersonal functioning, self-esteem, hope, GPA, and parental relationships (Gilman & Huebner, 2006); social, emotional and academic competence, and self-efficacy (Suldo & Huebner, 2006).
- LS is also negatively related to risk taking behaviors (Valois et al., 2001); externalizing problems and maladaptive coping behaviors due to stressful life events (Suldo & Huebner, 2004); mental health problems (Valois, et al., 2004); and poor self-rated physical and mental health (Zullig, et al., 2005).
- However, the promotion of LS is better suited towards focusing on factors contributing to happiness, rather LS itself (Ford, 2015).

Purpose

- To explore wellness factors present in the Child and Adolescent Wellness Scale (CAWS; Copeland & Nelson, 2004) that contribute to LS in a multi-cultural sample.

Methods

- Participants & Procedures:** The present investigation examined 1,373 students from Japan (12.7%), Korea (35.8%), Taiwan (17.7%), Thailand (14.9%), and US (18.9%). There were 51.4% males and 48.6% females with a mean age of 15.61 (SD = 2.0). The students completed two pencil/paper measures: the CAWS (150 items) and the **Multidimensional Student Life Satisfaction Scale (MSLSS)**, 2001 Version (Huebner, 2001). The MSLSS consists of 40 items and takes approximately 10 minutes to complete while the CAWS typically takes students approximately 25-30 minutes to complete.
- Measures:** The CAWS and MSLSS employ a Likert-type response scale. The coefficient alpha for the CAWS was 0.94.

Results

Summary of Mean and Standard Deviation for CAWS Total and 10 Dimensions

	All	US	Japan	Korea	Taiwan	Thailand
	M (SD)					
CAWS Total	2.87 (0.3)	2.96 (0.3)	2.73 (0.3)	2.83 (0.3)	2.88 (0.3)	2.93 (0.2)
Adaptability	2.89 (0.3)	2.99 (0.3)	2.63 (0.4)	2.89 (0.3)	2.91 (0.3)	2.94 (0.3)
Connectedness	2.88 (0.4)	3.01 (0.3)	2.79 (0.4)	2.85 (0.4)	2.79 (0.4)	3.00 (0.3)
Conscientiousness	2.87 (0.3)	3.02 (0.3)	2.66 (0.4)	2.81 (0.3)	2.66 (0.4)	2.96 (0.3)
Emotional						
Self-Regulation	2.60 (0.3)	2.66 (0.4)	2.52 (0.4)	2.55 (0.3)	2.52 (0.4)	2.63 (0.3)
Empathy	2.94 (0.4)	3.03 (0.3)	2.81 (0.4)	2.88 (0.4)	2.81 (0.4)	2.98 (0.3)
Initiative	2.78 (0.4)	2.94 (0.3)	2.64 (0.4)	2.71 (0.4)	2.64 (0.4)	2.85 (0.3)
Mindfulness	2.85 (0.3)	2.98 (0.3)	2.71(0.4)	2.81 (0.3)	2.71 (0.4)	2.95 (0.3)
Optimism	2.81 (0.4)	2.79 (0.2)	2.74 (0.4)	2.77 (0.5)	2.74 (0.4)	2.92 (0.3)
Self-Efficacy	2.94 (0.4)	3.00 (0.3)	2.80 (0.4)	2.96 (0.4)	2.89 (0.3)	3.00 (0.3)
Social Competence	2.96 (0.3)	2.98 (0.3)	2.75 (0.4)	3.00 (0.3)	2.75 (0.4)	2.96 (0.3)

- Wellness as measured by the CAWS and the MSLSS as measure of life satisfaction were all positively and statistically significant ranging from low to moderate.
- Regression analysis yielded strong predictive relationships between the CAWS and MSLSS (R = 0.71, p < .0001, R² = 0.51).

CAWS and MSLSS score correlations

	AD	CD	CS	EM	ER	IN	MD	OP	SE	SC	CAWS	MSLSS
CD	.49	1.0										
CS	.59	.56	1.0									
EM	.56	.62	.54	1.0								
ER	.59	.44	.54	.53	1.0							
IN	.69	.55	.57	.53	.51	1.0						
MD	.63	.50	.55	.54	.61	.69	1.0					
OP	.58	.63	.48	.55	.50	.63	.55	1.0				
SE	.69	.61	.62	.59	.56	.73	.67	.70	1.0			
SC	.63	.64	.58	.70	.56	.56	.60	.58	.62	1.0		
CAWS	.81	.77	.76	.77	.73	.81	.79	.81	.86	.81	1.0	
MSLSS	.54	.75	.51	.57	.46	.56	.51	.67	.65	.58	.74	1.0

Note. AD = Adaptability; CD = Connectedness; CS = Conscientiousness; EM = Empathy; ER = Emotional Self-Regulation; IN = Initiative; MD = Mindfulness; OP = Optimism; SE = Self-Efficacy; SC = Social Competence; CAWS = overall CAWS score; LSFA = Family scale of the MSLSS; LSFR = Friends scale of the MSLSS; LSSE = School scale of the MSLSS; LSLE = Living environment scale of the MSLSS; LSSE = Self scale of the MSLSS; MSLSS = overall MSLSS score
*All values were significant at p < .01.

Conclusions

- In a diverse multi-cultural sample of adolescent students, it would appear that constructs of wellness are predictors of life satisfaction. In addition, this study also adds to the growing body of support for the validity and reliability of the CAWS.

Selected References

- Copeland, E.P. & Nelson, R.B. (2004). *Child and Adolescent Wellness Scale*. In development.
- Huebner, E. S. (2001). *Manual for the Multidimensional Students' Life Satisfaction Scale*. Retrieved from https://ww2.cas.sc.edu/psyc/sites/default/files/directories_files/huebssmanual_0.doc

Wellness and Student Engagement

- ▶ Student Engagement in School Questionnaire (SEQ) (Lam et al., 2014) consists of :
- ▶ Affective Engagement,
- ▶ Behavioral Engagement,
- ▶ Cognitive Engagement

Summary of Characteristics of Participants

	Male	Female	Total
	N (%)	N (%)	N (%)
<i>Ethnicity</i>			
African American	33 (17.19)	29 (15.10)	62 (32.29)
Hispanic	64 (33.33)	44 (22.92)	108 (56.25)
White	11 (5.73)	5 (2.60)	16 (8.33)
Other	4 (2.08)	2 (1.04)	6 (3.12)
<i>Total</i>	112 (58.33)	80 (41.67)	192 (100)

Student Engagement Scale



- ▶ *Affective Engagement.*

- ▶ Nine items that measure student's liking for learning and school (e.g., "I like what I am learning in school.").

- ▶ *Behavioral Engagement.*

- ▶ 12 items that measure students' persistence and effort in learning (e.g., "I try hard to do well in school.").

- ▶ *Cognitive Engagement.*

- ▶ 12 items that measure students' use of meaningful information processing strategies in learning (e.g., "When I study, I try to connect what I am learning with my own experiences.").

Wellness and Student Engagement

Mean Raw Scores by Subscale

Dimension	Mean Score	SD
<i>Child and Adolescent Wellness Scale¹</i>		
Adaptability	2.91	0.30
Connectedness	3.10	0.44
Conscientiousness	3.11	0.36
Emotional Self-Regulation	2.72	0.44
Empathy	3.00	0.30
Initiative	3.00	0.39
Mindfulness	3.03	0.35
Optimism	3.07	0.43
Self-Efficacy	3.16	0.39
Social Competence	3.22	0.35
Overall	3.03	0.28
<i>Student Engagement in School Questionnaire²</i>		
Affective	3.24	0.64
Behavioral	3.19	0.62
Cognitive	3.11	0.91
Overall	3.17	0.62

¹CAWS item scores range from 1 to 4

²SEQ item scores range from 1 to 5

Wellness and Student Engagement

Summary of Intercorrelations for Wellness and School Engagement

	AD	CD	CS	EM	ER	IN	MD	OP	SE	SC	CAWS	A	B	C
CD	.27													
CS	.58	.47												
EM	.52	.39	.53											
ER	.30	.30	.50	.29										
IN	.57	.40	.62	.50	.30									
MD	.54	.39	.64	.40	.44	.63								
OP	.42	.60	.52	.34	.42	.43	.49							
SE	.58	.52	.67	.47	.45	.60	.67	.64						
SC	.57	.46	.66	.66	.37	.54	.55	.50	.62					
CAWS	.70	.67	.83	.67	.61	.75	.77	.75	.84	.79				
Affective (A)	.17*	.25	.27	.25	.12 ⁺	.31	.13 ⁺	.12 ⁺	.22	.19	.27			
Behavioral (B)	.32	.27	.49	.23	.39	.44	.35	.35	.39	.28	.49	.61		
Cognitive (C)	.27	.33	.41	.31	.18	.49	.37	.31	.34	.31	.44	.54	.60	
SEQ	.32	.35	.48	.33	.28	.50	.37	.34	.40	.33	.50	.79	.85	.90

Note. AD = Adaptability; CD = Connectedness; CS = Conscientiousness; EM = Empathy; ER = Emotional Self-Regulation; IN = Initiative; MD = Mindfulness; OP = Optimism; SE = Self-efficacy; SC = Social Competence; CAWS = overall CAWS score; SEQ = Student Engagement in School Questionnaire

⁺Value not significant, $p > 0.05$. *Significant at $p < .05$; all other values were significant at $p < .01$



Positive Mental Health in Late Adolescence

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Mental Health in Late Adolescence

- ▶ 300 freshmen
- ▶ The **Satisfaction with Life Scale** is a subjective wellbeing (Diener, Emmons, Larsen, & Griffen, 1985). It uses a 7 point Likert type scale ranging from *Strongly disagree* to *Strongly agree*. Adequate psychometric properties have been established in a number of studies (Diener, Lucas, & Oishi, 2002).
- ▶ The CAWS consisted of 150 items

CAWS and Life Satisfaction

Correlations between Wellness and Life Satisfaction

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>R</i>
Conscientiousness	300	3.07	.26	.38**
Connectedness	300	2.99	.32	.53**
Empathy	300	3.09	.24	.16*
Emotional Self-Regulation	300	2.88	.30	.42**
Self Efficacy	300	2.98	.25	.42**
Initiative	300	2.93	.29	.31**
Adaptability	300	2.99	.25	.26**
Optimism	300	2.83	.23	-.03
Mindfulness	300	3.00	.24	.33**
Social Competence	300	3.04	.26	.17*

* $p < .01$; ** $p < .001$.





Discriminant Validity of Adolescent Wellness Dimensions

PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN
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Discriminant Validity CAWS with clinical sample

- ▶ Describe sample here

Mean Comparisons with One Way ANOVA

CAWS Dimensions	Clinical Sample	Norm Group	F
Adaptability	2.86	3.01	11.03**
Connectedness	2.86	3.20	35.47**
Conscientiousness	2.91	3.11	16.63**
Empathy	2.89	3.12	24.68**
Emotional Self-Regulation	2.67	2.84	11.69**
Initiative	2.84	3.00	9.49*
Mindfulness	2.85	3.05	18.73**
Optimism	2.73	3.11	53.05**
Social Competence	2.97	3.17	18.95**
Self-Efficacy	2.96	3.16	14.81**
Total	2.86	3.08	27.93**

* $p < .01$

** $p < .001$



It takes intuitive sense that adolescents who have experienced significant trauma in their lives would reflect such trauma in more negative ratings on dimensions that have a more emotional base.

Discriminant Validity of Children and Adolescent Wellness Dimensions

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To determine the discriminant validity of the present wellness constructs, the two scales were given to 280 ninth grade students in a diverse southern California high school in counterbalanced order. There are higher numbers of Hispanic subjects, which accounted for 56.25% of the total sample. There are 58.33% males compared to 41.6% females.

Participants had a mean age of 14.7 years ($SD = 0.58$) and ranged from 14 to 16 years old.

Summary of Characteristics of Participants

	Male N (%)	Female N (%)	Total N (%)
<i>Ethnicity</i>			
African American	33 (17.19)	29 (15.10)	62 (32.29)
Hispanic	64 (33.33)	44 (22.92)	108 (56.25)
White	11 (5.73)	5 (2.60)	16 (8.33)
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<i>Total</i>	112 (58.33)	80 (41.67)	192 (100)

Summary of Intercorrelations for Wellness and School Engagement

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Gender	-															
2. Age	0.03	-														
3. Ethnicity	-0.09	0.03	-													
4. CAWS	0.09	-0.05	0.03	-												
5. AD	-0.02	0.01	0.04	0.75***	-											
6. CD	0.09	<0.01	0.04	0.67***	0.31***	-										
7. CS	0.04	-0.08	-0.01	0.82***	0.62***	0.46***	-									
8. ES	-0.13	0.02	0.11	0.61***	0.37***	0.30***	0.48***	-								
9. EM	0.25***	-0.04	0.08	0.66***	0.52***	0.39***	0.51***	0.29***	-							
10. IN	0.04	-0.06	-0.05	0.75***	0.60***	0.40***	0.63***	0.30***	0.50***	-						
11. MD	0.03	-0.05	0.01	0.77***	0.56***	0.39***	0.61***	0.44***	0.40***	0.63***	-					
12. OP	0.04	-0.09	-0.02	0.74***	0.45***	0.60***	0.52***	0.42***	0.34***	0.43***	0.49***	-				
13. SE	0.13	-0.08	-0.01	0.85***	0.62***	0.52***	0.66***	0.45***	0.47***	0.60***	0.67***	0.64***	-			
14. SC	0.16*	<0.01	0.04	0.78***	0.63***	0.45***	0.62***	0.36***	0.64***	0.54***	0.56***	0.49***	0.63***	-		
15. BUL	-0.13	<-0.01	-0.14	-0.21**	-0.15*	-0.24***	-0.17*	-0.16*	-0.12	<0.12	<0.01	-0.08	-0.21**	-0.18*	-0.21**	-
16. VIC	0.13	0.09	-0.18*	-0.09	-0.04	-0.17*	-0.04	0.02	0.05	0.05	-0.12	-0.23**	-0.10	-0.05	0.59***	-

Note. * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$

OP (Optimism) $\alpha = 0.74$, SE (Self-Efficacy) $\alpha = 0.73$, SC (Social-Competence) $\alpha = 0.69$, BUL (Bullying) $\alpha = 0.75$, VIC (Victimization) $\alpha = 0.75$



Wellness Dimensions Relate to Large-Scale Achievement and Behavioral Outcomes

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Correlations Between Domains of Wellness and Academic Achievement

Wellness Domains	GPA (<i>r</i>)	CST-Math (<i>r</i>)	CST-ELA (<i>r</i>)	Number of Courses Failed (<i>r</i>)
Adaptability	.08*	.14*	.15*	-.06
Connectedness	.19*	.15*	.08*	-.03
Conscientiousness	.25*	.22*	.19*	-.16*
Emotional Self-Regulation	.06	.12*	.08*	-.02
Empathy	.16*	.10*	.23*	-.12*
Initiative	.16*	.20*	.22*	-.10*
Mindfulness	.18*	.20*	.16*	-.07*
Optimism	.22*	.23*	.21*	-.11*
Self-Efficacy	.27*	.24*	.20*	-.15*
Social Competence	.18*	.11*	.14*	-.12*
Total Wellness	.23*	.22*	.22*	-.12*

* $p < .05$

Summary of Regression Analyses Between Total CAWS and Outcomes

Dependent Variables	Grade 7	Grade 8	Grade 9
Grade Point Average	.48*	.37*	.38*
CST-Math	.37*	.46*	.30*
CST-English Language Arts	.25*	.40*	.41*
Courses Failed	.35*	.35*	.27*
Discipline Referrals	.26*	.47*	.28*
Days Absent	.39*	.34*	.31*

* $P < .05$

Benefits of CAWS

- ✓ The CAWS may also serve as a measure of improvement relative to resiliency and PBIS/SEL programs.
 - ✓ Universal screening for the general population to support targeted and more intensive interventions for students who are deficient in specific areas.
- ✓ The CAWS can be used in the general classroom to provide teachers and parents information about students' strengths that can be capitalized in academic and behavioral interventions.
- ✓ The CAWS may also be used as part of a comprehensive psycho-educational evaluation to indicate strengths and related to goals on Individualized Education Plans or Behavioral Support Plans.