



**ELTE | PPK**  
PEDAGÓGIAI ÉS PSZICHOLÓGIAI KAR

MINDEN, AMI  
**EMBER**

# ISPA 2023, július 5-8, Bologna.

A tanuló jóllét vizsgálatának innovatív módszerei

**Dr. Fodor Szilvia**

ELTE PPK, Tanácsadás- és Iskolapszichológia Tanszék

Óvoda- és Iskolapszichológiai Módszertani Bázis, 2023. szeptember 5.

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<https://2023.ispaweb.org/>

The screenshot shows the website for the 44th Annual Conference of the International School Psychology Association (ISPA) in 2023. The page features a navigation menu with links for Home, Conference, Submission of Papers, Accommodation, Registration, Travel, and Contact. The main content area has a background image of a cityscape and contains the following text:

**44th Annual Conference of the International School Psychology Association (ISPA)**  
 Theme: *School psychology in a changing world: Challenges to promote the well-being of school communities*  
 05-08 July, 2023  
 Bologna, Italy

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https://ispaweb.org/

ISPA  
International School Psychology Association

Home About ISPA IJSEP Conferences Membership News ISPA Committees Resources Members Only Contact

ISPA Child Well-Being & Advocacy Consultation Program

Presented by the  
Child Well-Being and Advocacy Committee

The Child Well-being and Advocacy Committee is pleased to offer ISPA members a new service – the Child Well-Being Consultation program. It has been organized by ISPA's Child Well-Being and Advocacy Committee (CWBAC) with the encouragement of the ISPA Executive Committee. Experts throughout the world are joining the program to lead

About ISPA  
Accreditation  
ESPCT  
<History of ISPA

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https://www.covitalityucsb.info/

University of California Santa Barbara

Project Covitality

HOME The Covitality Advantage SEHS Surveys  
Wellness Screening Research Resources  
Presentations IES Grant UC Equity Mental Health  
Research Partners About

Counseling and Classroom Resources Supporting Thriving Well-Being

The UC Santa Barbara Project Covitality Team seeks and posts school-based mental health and wellness resources. These support your efforts to help all students thrive and grow into competent and caring people who positively impact their communities and the world.

Belief in Self  
Self-Efficacy  
Persistence  
Self-Awareness

Emotional Competence  
Self-Control  
Empathy  
Emotional Regulation

School Mental Health Resources

Belief in Others  
Peer Support  
Family Support  
School Support

Engaged Living  
Gratitude  
Zest  
Optimism

Gaming Applications

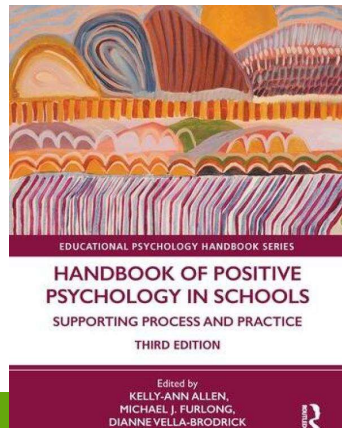
Sevitz Graduate School of Education  
Erin Dowdy, PhD  
Michael Furlong, PhD  
Karen Young-Grisson, PhD

HOME The Covitality Advantage SEHS Surveys  
Wellness Screening Research Resources Presentations  
IES Grant UC Equity Mental Health Research Partners About

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<https://www.taylorfrancis.com/books/edit/10.4324/9781003013778/handbook-positive-psychology-schools-kelly-ann-allen-dianne-vella-brodrick-shannon-suldo-michael-furlong>



## Universal Complete Mental Wellness Screening Via Student Self-Report

[https://articulateusercontent.com/rise/courses/RYykwIn\\_sNZAsaQqqKRW1gTGa2pa4Olx/AOgMMvymQZBQXKM5-Coviality%2520UCSB%2520Universal%2520Screening%2520Guide.pdf](https://articulateusercontent.com/rise/courses/RYykwIn_sNZAsaQqqKRW1gTGa2pa4Olx/AOgMMvymQZBQXKM5-Coviality%2520UCSB%2520Universal%2520Screening%2520Guide.pdf)

Universal Complete Mental Wellness  
Screening Via Student Self-Report  
Rationale and Step-by-Step Approach 1

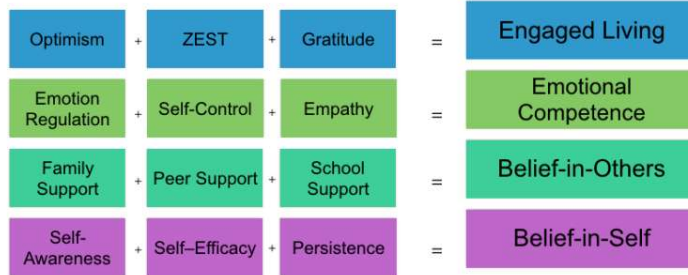


## Modification and Standardization of Social Emotional Health Survey-Secondary — 2020 Edition

### Successful, Thriving Students CoVitality Framework

12 Individual Strength Subscales

4 Domain Strengths



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## Norming the Brief Multidimensional Student Life Satisfaction Scale: Dual-Factor Mental Health Framework



2023 International School Psychology Association Conference, Bologna, Italy

Michael Furlong  
July 6, 2023

UC SANTA BARBARA

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## Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)

*What do life satisfaction items add?*

**Better  
Health**



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## BMSLSS and SEDS Items

**Brief Multidimensional Life Satisfaction Scale**  
I would describe my satisfaction with my...

1. Family life
2. Friendships
3. School experience
4. Myself
5. Where I live

**Social Emotional Distress Scale**  
In the past month...

1. It was hard for me to get excited about anything.
2. It was hard for to cope and I thought I would panic.
3. I felt sad and down.
4. I had a hard time relaxing.
5. I was easily irritated.



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## Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)



English ▾

Please describe your level of satisfaction below

CHKS Online Item Format

I would describe my satisfaction with...

Terrible  
Unhappy  
Mostly Dissatisfied

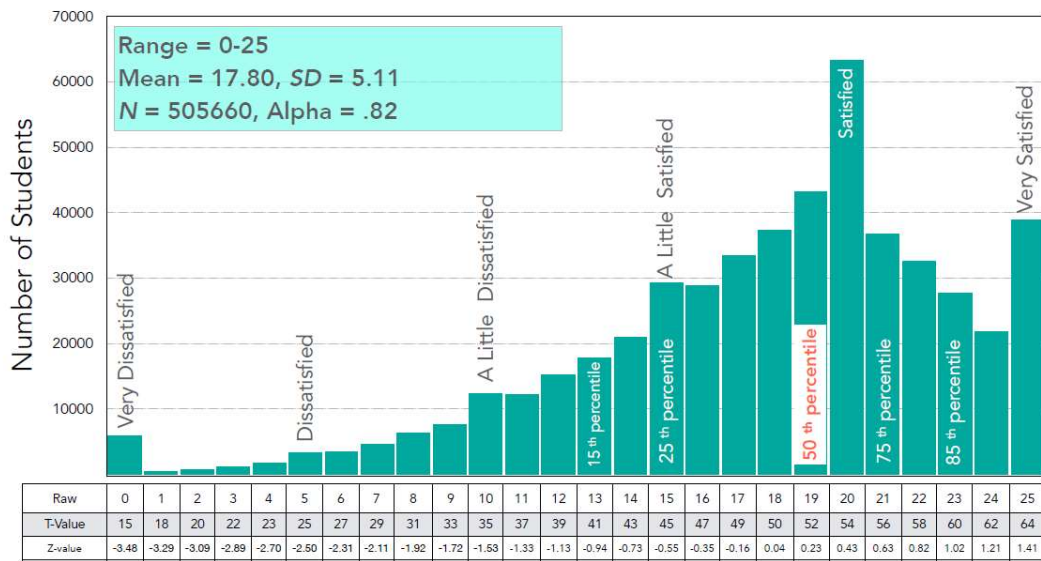
Mixed (about equally satisfied and dissatisfied)

Mostly Satisfied  
Please  
Delighted

	Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
my <b>family life</b> as...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my <b>friendships</b> as...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my <b>school experience</b> as...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>myself</b> as...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>where I live</b> as...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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BMSLSS Total Raw Score Distribution



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Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention*, 43, 241–248. <http://doi.org/doi:10.1177/1534508417749871>

Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Arch, D., Hinton, T., & Carter, D. (2022). Validating a Brief Student Distress Measure For Schoolwide Wellness Surveillance. *Assessment for Effective Intervention* (2022). <https://doi.org/10.1177/15345084221113>

# Emotional Distress

Social Emotional Distress Survey-Secondary



District: Survey Testing 7  
 School: Survey Testing – School BF  
 CHKS Online Item Format

English ▾

Over the past 30 days, how true do you feel these statements are about you?

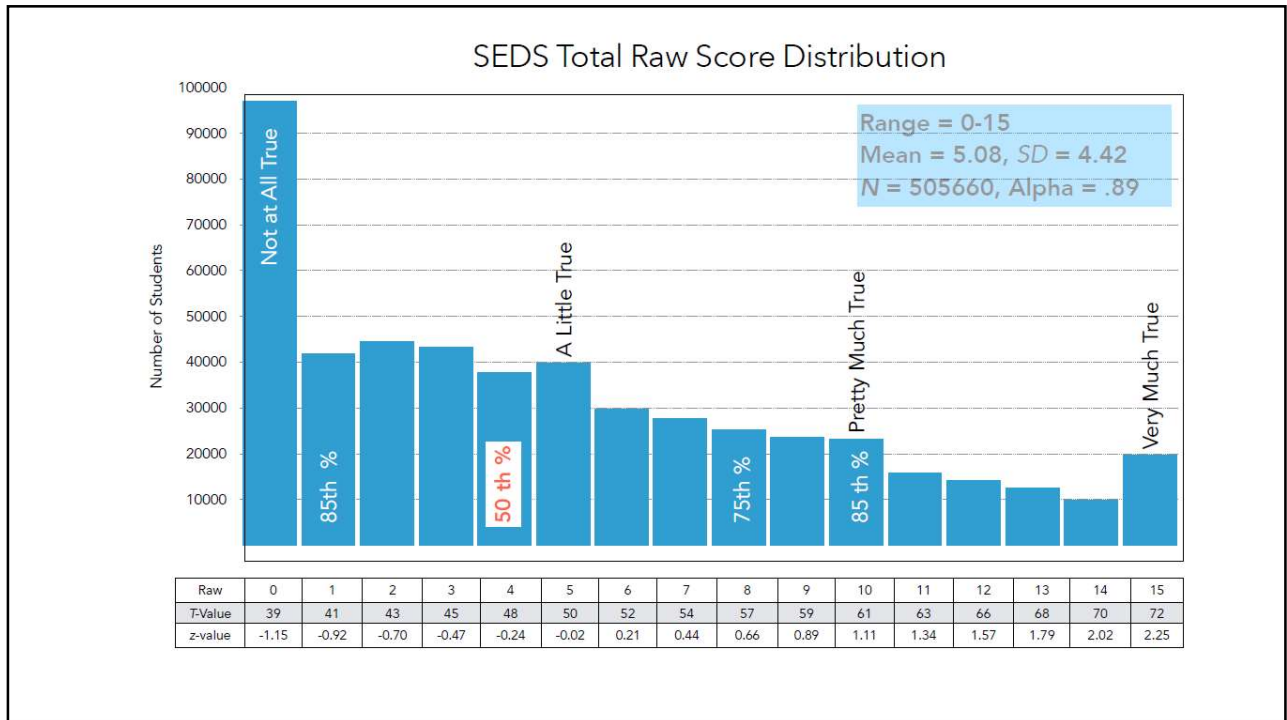
**Validating a Brief Student Distress Measure For Schoolwide Wellness Surveillance**

Erin Dowdy, PhD, Michael J. Furlong, PhD, Karen Nylund-Gibson, PhD, Dina Arch, MA, Tameisha Hinton, MEd, and Delwin Carter, MA

**Abstract**  
 The original Social Emotional Distress Survey-Secondary (SEDS-S) assesses adolescents' past month's experiences of psychological distress. Given the continued need for and use of brief measures of student social-emotional distress, this study examined a five-item version (SEDS-S-Brief) to evaluate its use for surveillance of adolescents' wellness in schools. Three samples completed the SEDS-S-Brief. Sample 1 was a cross-sectional sample of 105,771 students from 113 California secondary schools; responses were used to examine validity evidence based on internal structure. Sample 2 consisted of 10,770 secondary students who also completed the Social Emotional Health Survey-Secondary-2020, Mental Health Continuum-Short Form, Multidimensional Student Life Satisfaction Scale, and selected Youth Risk Behavior Surveillance items (depressive distress and suicidal ideation). Sample 2 responses examined validity evidence based on relations to other variables. Sample 3 consisted of 773 secondary students who completed the SEDS-S-Brief annually for 3 years, providing response stability coefficients. The SEDS-S-Brief was invariant across students based on sex, grade level, and Latino status, supporting its use across diverse groups in schools. Additional analyses indicated moderate to strong convergent and discriminant validity characteristics and 1- and 2-year temporal stability. The findings advance the field toward comprehensive mental health surveillance practices to inform services for youth in schools.

	Not At All True	A Little True	Pretty Much True	Very Much True
I had a hard time relaxing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt sad and down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was easily irritated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it was hard for me to cope and I thought I would panic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it was hard for me to get excited about anything.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Satisfaction + Distress (reversed) =  
Complete Mental Health Index

Low Values = Suboptimal Mental Health  
High Values = Optimal Mental Health

Traditional Metric  
Sum Approach



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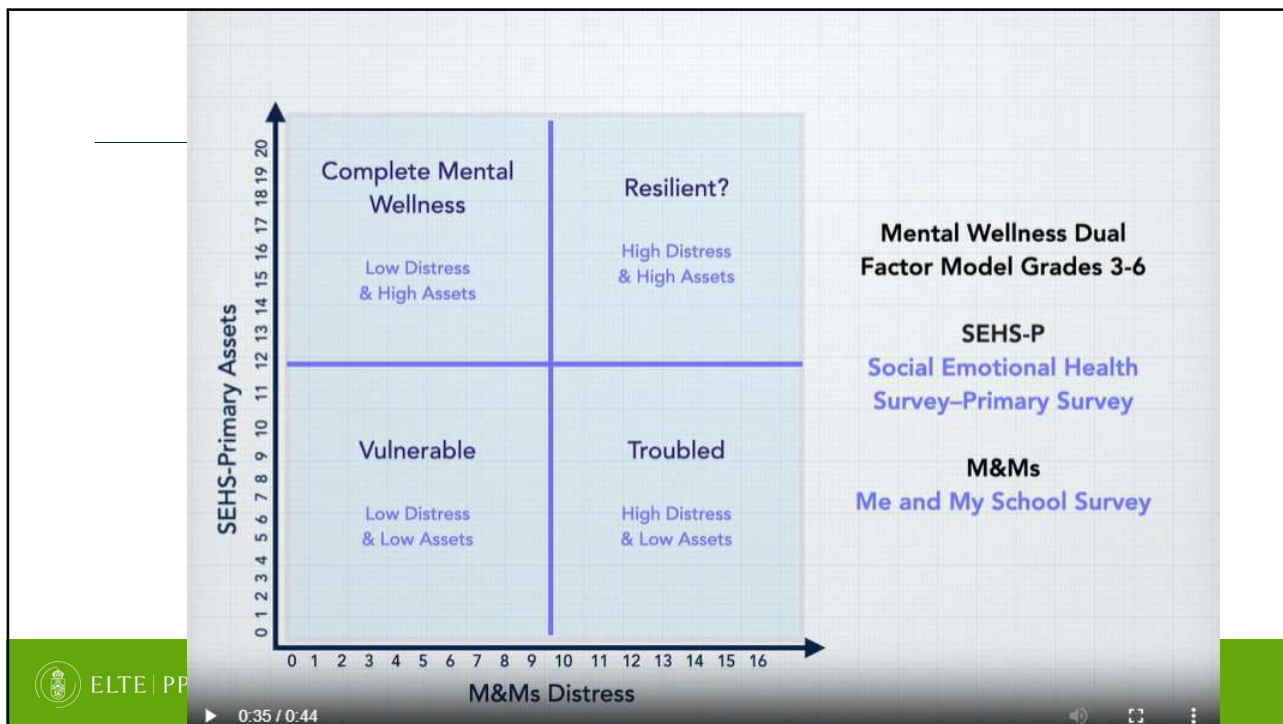
416 Unique Patterns Only 41 Values

**SEDS**

		Low Distress															High Distress																										
		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
High Satisfaction	25	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	24	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
	23	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		
	22	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0			
	21	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0				
	20	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
	19	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0						
	18	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0							
	17	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0								
	16	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0									
Low Satisfaction	15	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0										
	14	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0											
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	12	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	12	11	10	9	8	7	6	5	4	3	2	1	0													
	11	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	11	10	9	8	7	6	5	4	3	2	1	0														
	10	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	10	9	8	7	6	5	4	3	2	1	0															
	9	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	9	8	7	6	5	4	3	2	1	0																
	8	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	8	7	6	5	4	3	2	1	0																	
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	6	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	6	5	4	3	2	1	0																			
5	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	5	4	3	2	1	0																					
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3	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	3	2	1	0																							
2	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	2	1	0																								
1	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	1	0																									
0	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	0																										

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Shannon M. Suldo & Emily J. Shaffer (2008) Looking Beyond Psychopathology: The Dual-Factor Model of Mental Health in Youth, *School Psychology Review*, 37:1, 52-68  
 To link to this article: <https://doi.org/10.1080/02796015.2008.12087908>

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