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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.

1

https://2023.ispaweb.org/

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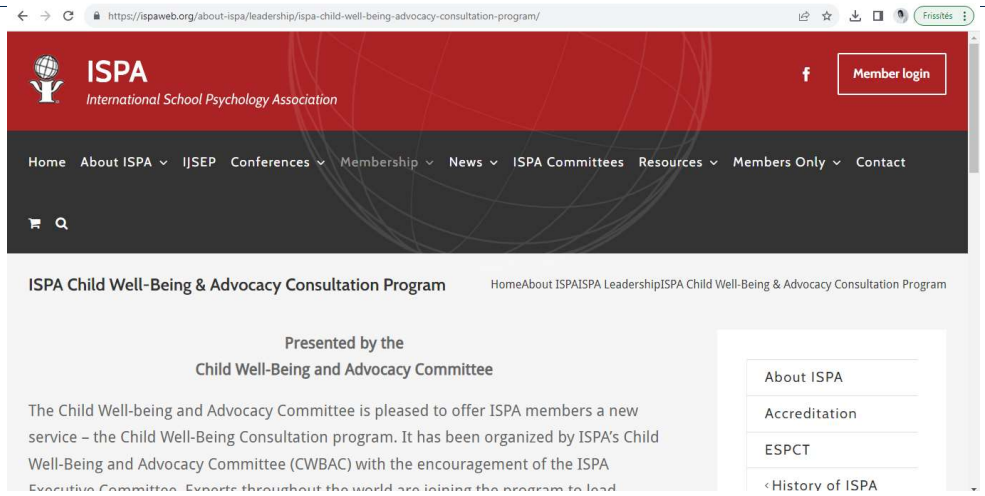
2

https://ispaweb.org/



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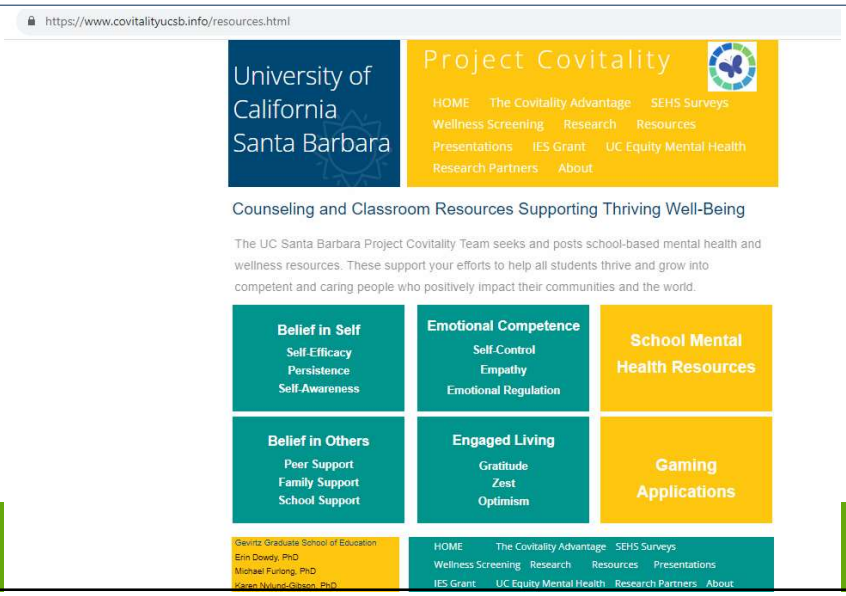
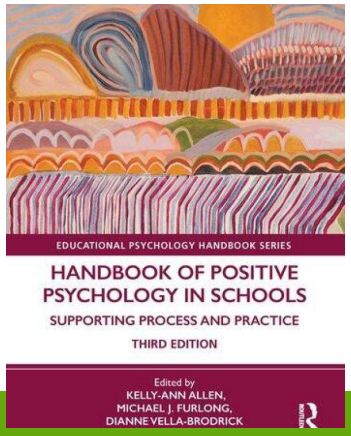
https://www.covitalityucsb.info/



4

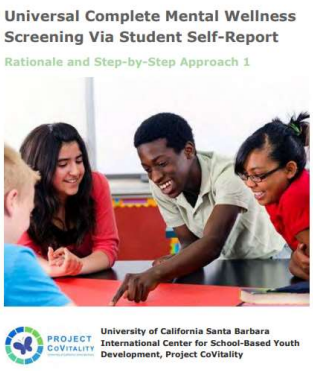
https://www.taylorfrancis.com/books/edit/10.4324/9781003013778/handbook-positive-psychology-schools-kelly-ann-allen-dianne-vella-brodrick-shannon-suldo-michael-furlong



5

Universal Complete Mental Wellness Screening Via Student Self-Report

https://articulateusercontent.com/rise/courses/RYykWIn_sNZAsaQqqKRW1gTGa2pa4Olx/AOgMMvymQZBQXKM5-Coviality%2520UCSB%2520Universal%2520Screening%2520Guide.pdf



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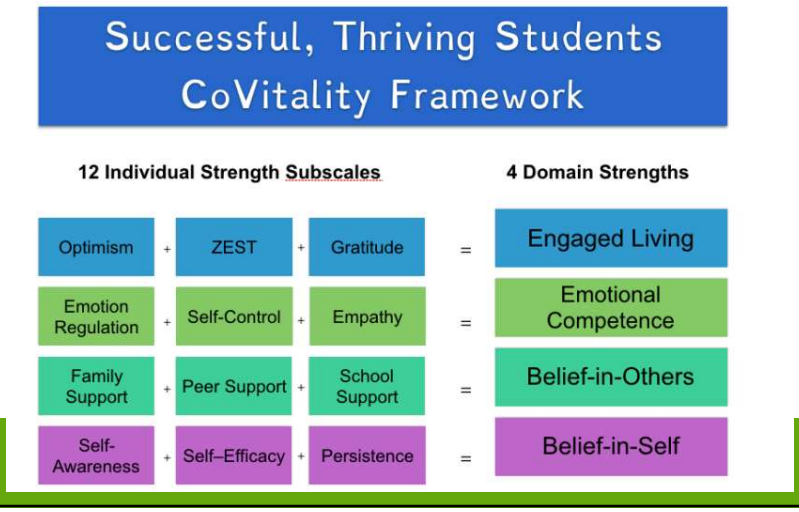
Modification and Standardization of Social Emotional Health Survey-Secondary — 2020 Edition



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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)

Terrible
Unhappy
Mostly Dissatisfied

Mixed (about equally satisfied and dissatisfied

Mostly Satisfied
Please
Delighted

English

Please describe your level of satisfaction below

CHKS Online Item Format

I would describe my satisfaction with...

	Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
my **family life** as...	○	○	○	○	○	○
my **friendships** as...	○	○	○	○	○	○
my **school experience** as...	○	○	○	○	○	○
myself as...	○	○	○	○	○	○
where I live as...	○	○	○	○	○	○

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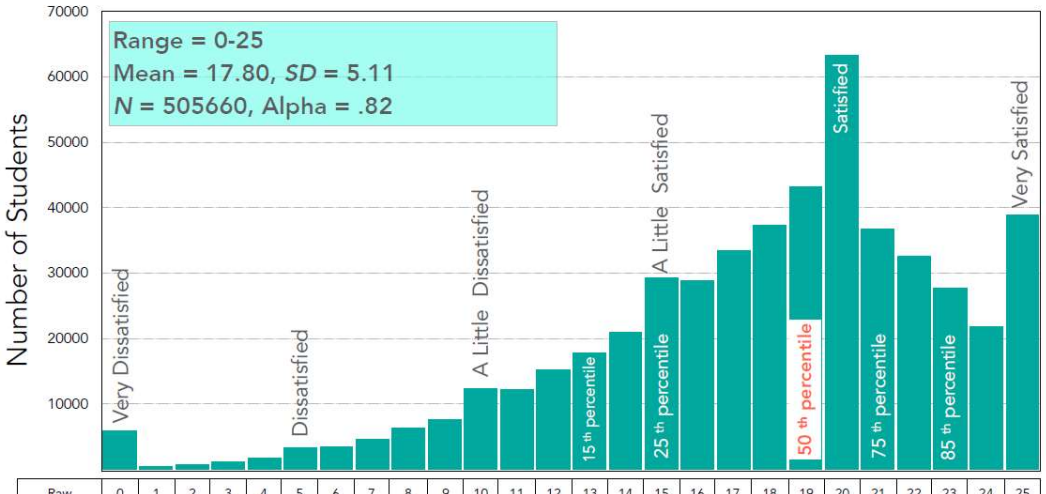
BMSLSS Total Raw Score Distribution



Raw	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
T-Value	15	18	20	22	23	25	27	29	31	33	35	37	39	41	43	45	47	49	50	52	54	56	58	60	62	64
Z-value	-3.48	-3.29	-3.09	-2.89	-2.70	-2.50	-2.31	-2.11	-1.92	-1.72	-1.53	-1.33	-1.13	-0.94	-0.73	-0.55	-0.35	-0.16	0.04	0.23	0.43	0.63	0.82	1.02	1.21	1.41

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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/10.1177/1534508422113

Emotional Distress

Social Emotional Distress Survey-Secondary

Article

Validating a Brief Student Distress Measure For Schoolwide Wellness Surveillance

Assessment for Effective Intervention 2022, Vol. 48(3) 159–169
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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 (chronic sadness 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 Latinx 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.

WestEd

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?

	Not At All True	A Little True	Pretty Much True	Very Much True
I had a hard time relaxing.	○	○	○	○
I felt sad and down.	○	○	○	○
I was easily irritated.	○	○	○	○
it was hard for me to cope and I thought I would panic.	○	○	○	○
it was hard for me to get excited about anything.	○	○	○	○

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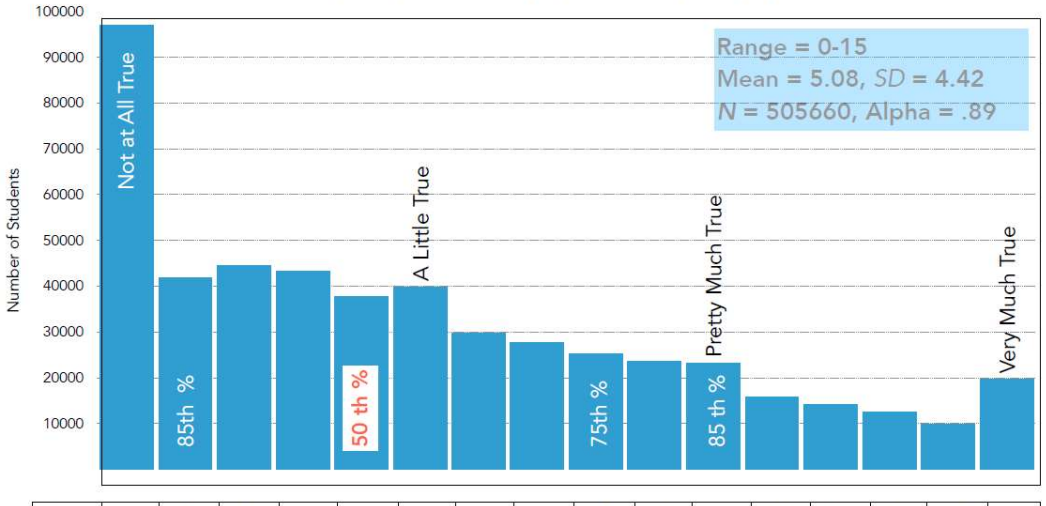
SEDS Total Raw Score Distribution



Raw	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T-Value	39	41	43	45	48	50	52	54	57	59	61	63	66	68	70	72
z-value	-1.15	-0.92	-0.70	-0.47	-0.24	-0.02	0.21	0.44	0.66	0.89	1.11	1.34	1.57	1.79	2.02	2.25

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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 Pattens Only 41 Values

SEDS

BMSLSS

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

High Satisfaction

Low Satisfaction

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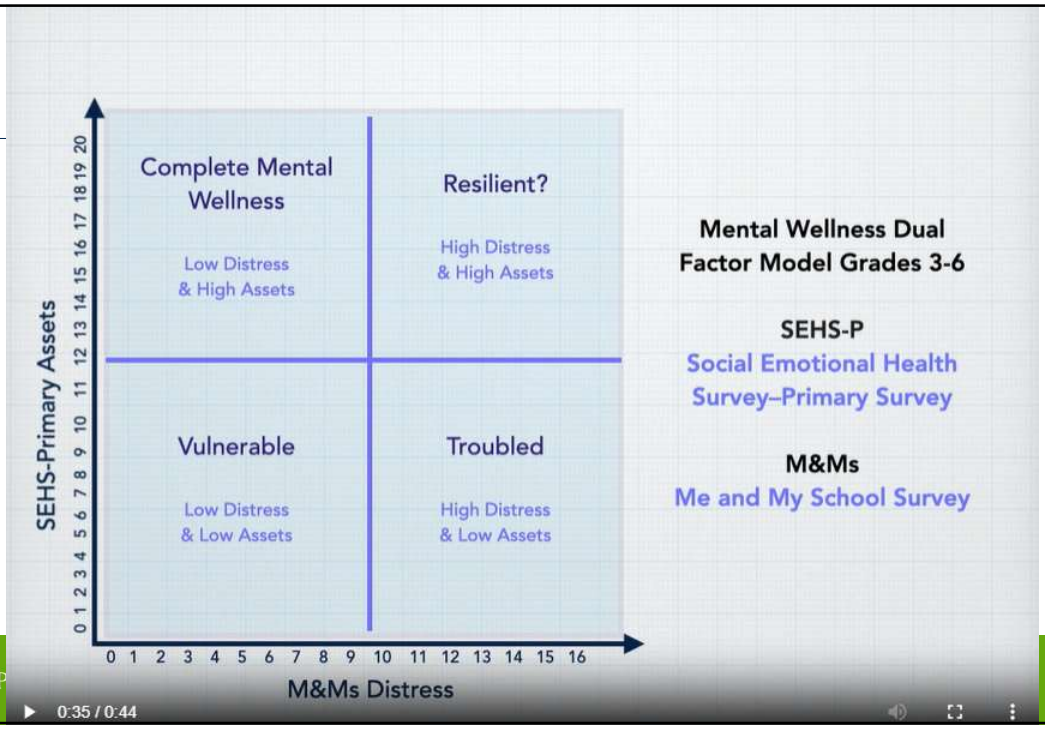

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Shannon M. Suldo & Emily J. Shaffer (2008) Looking Beyond Psychopathology: The Dual-Factor Model of Mental Health in Youth, School Psychology Review, 37:1, 52-68

To link to this article: https://doi.org/10.1080/02796015.2008.12087908

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