

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

- Cognitive evaluation
- Enduring appraisals...
- Major life domains...
- Not transitory affective state...



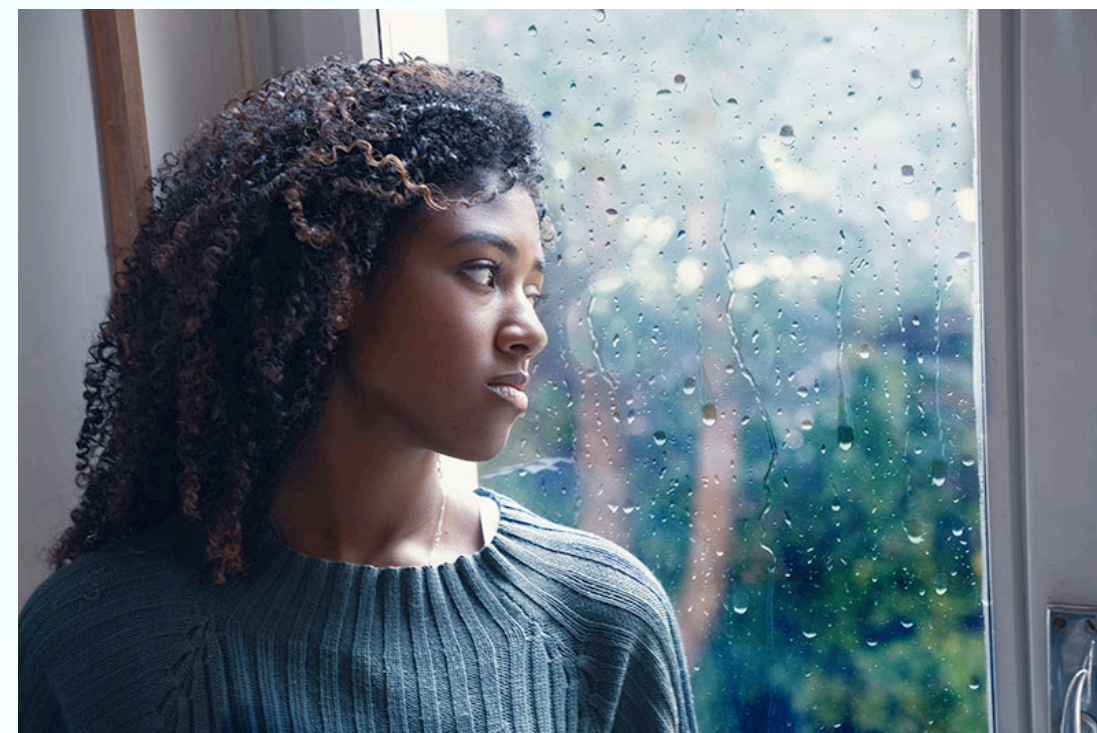
Satisfaction
of one's life as a whole

Huebner (2004)

Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)

What do life satisfaction items add?

Better
Health



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.



Online CHKS Portal

CalSCHLS

WestEd
Developed by WestEd for the
California Department of Education



California Healthy Kids Middle and High School Surveys

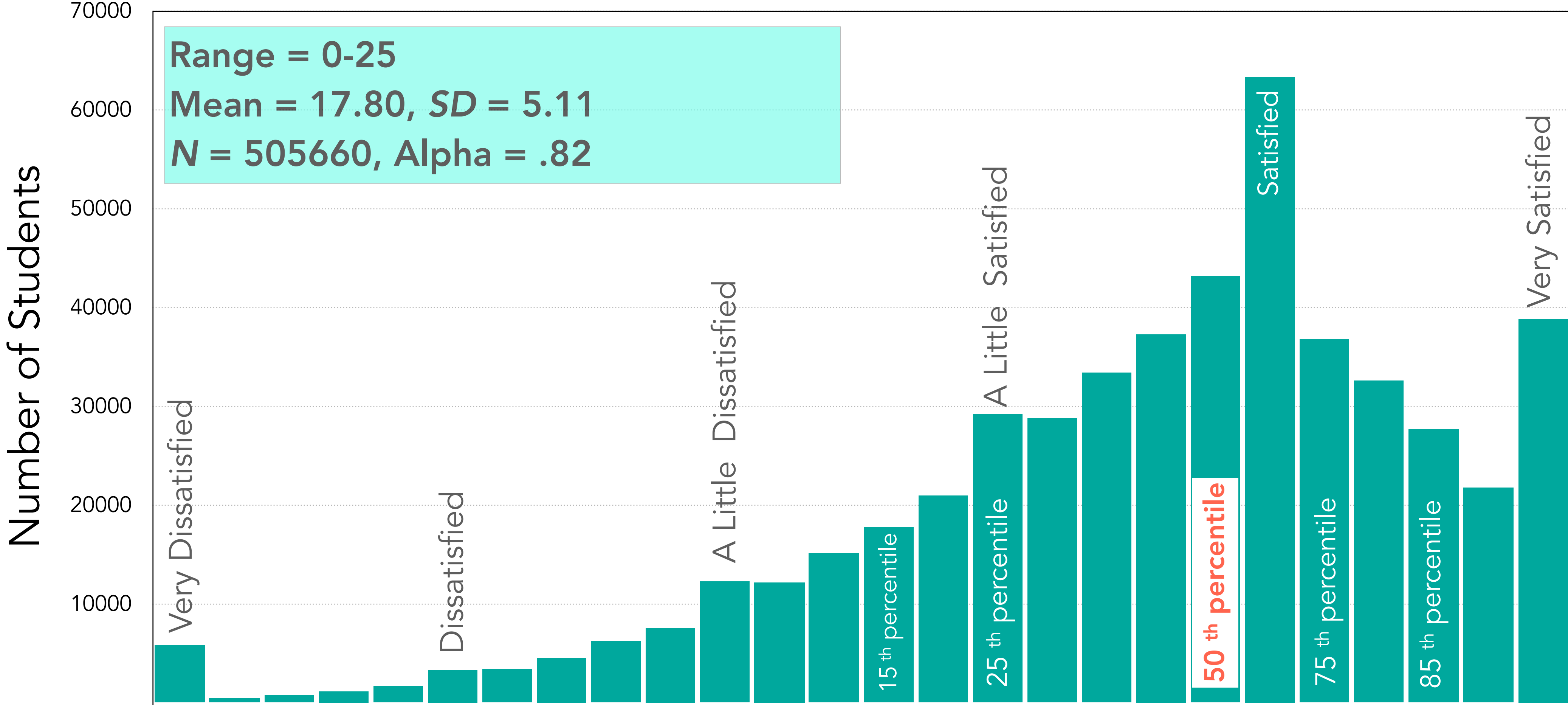
Survey Testing - School BF

Please select Survey ▼

Please confirm this is your school before proceeding with the survey.
Por favor confirma que esta es tu escuela antes de continuar con la encuesta.

TAKE SURVEY

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

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](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



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?

Article

Validating a Brief Student Distress Measure For Schoolwide Wellness Surveillance

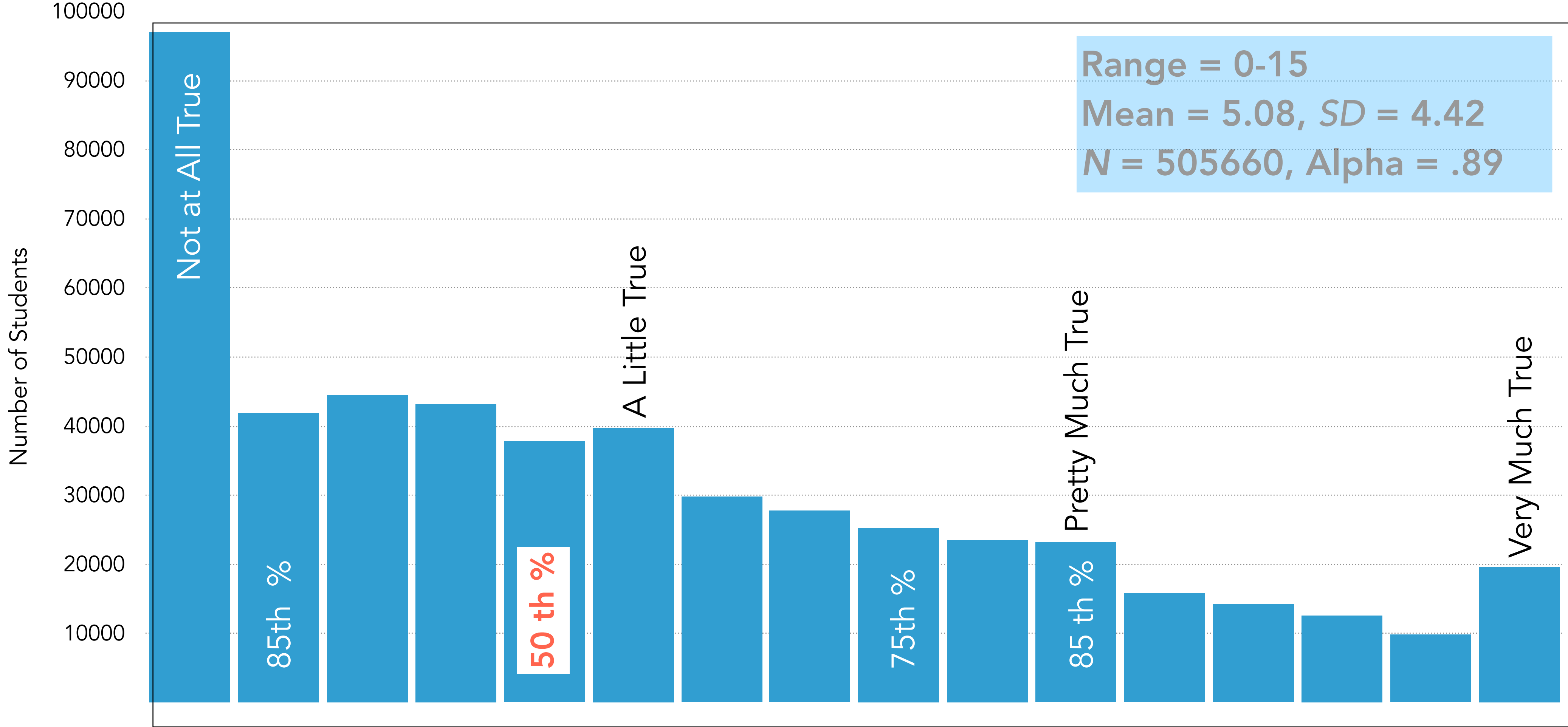
Erin Dowdy, PhD¹, Michael J. Furlong, PhD¹, Karen Nylund-Gibson, PhD¹, Dina Arch, MA¹, Tameisha Hinton, MEd¹, and Delwin Carter, MA¹

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.

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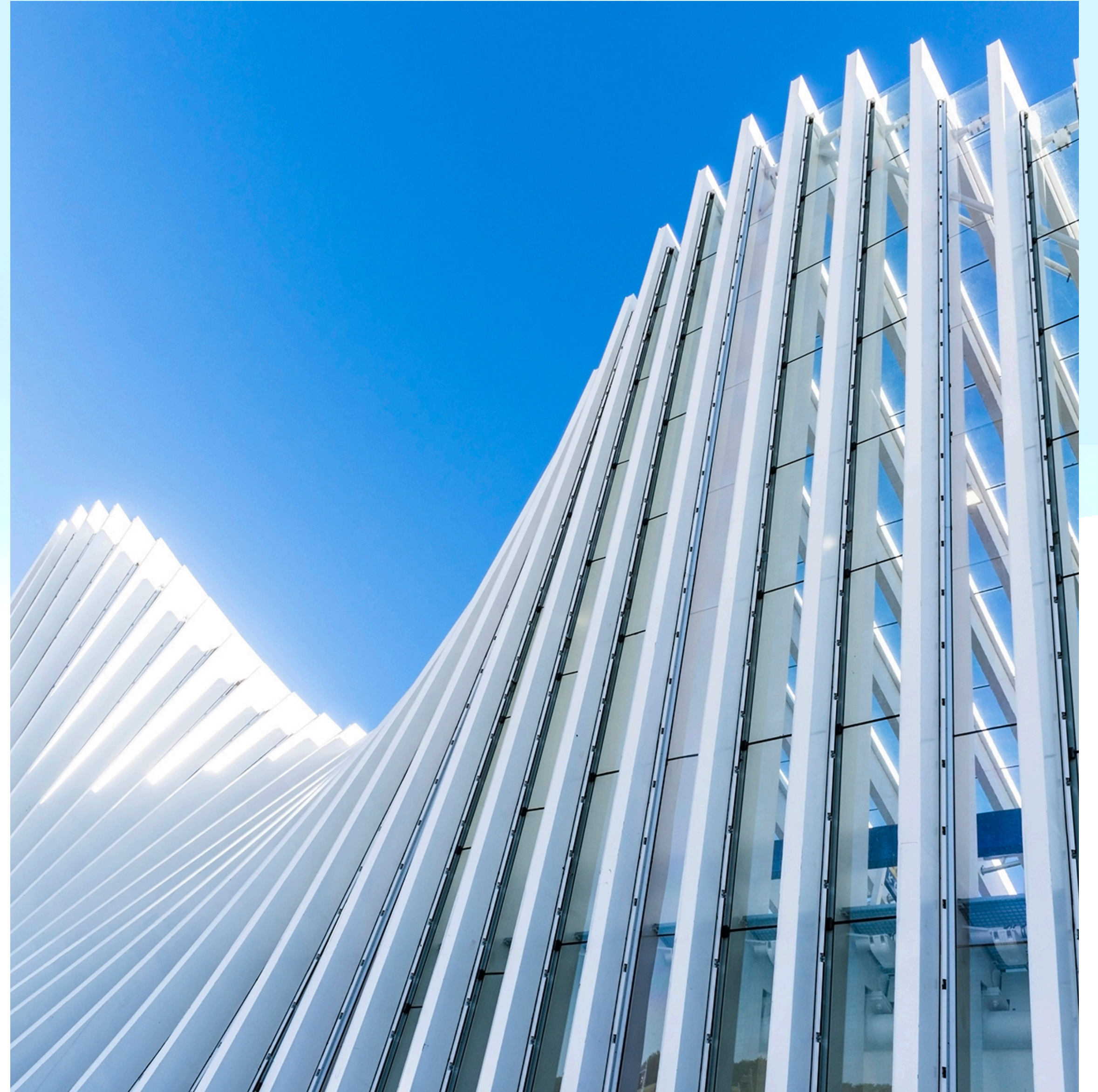
	Not At All True	A Little True	Pretty Much True	Very Much True
I had a hard time relaxing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt sad and down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was easily irritated.	<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"/>

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

Dual-Factor Interpretive Approaches



Satisfaction + Distress (reversed) =
Complete Mental Health Index

Low Values = Suboptimal Mental Health

High Values = Optimal Mental Health

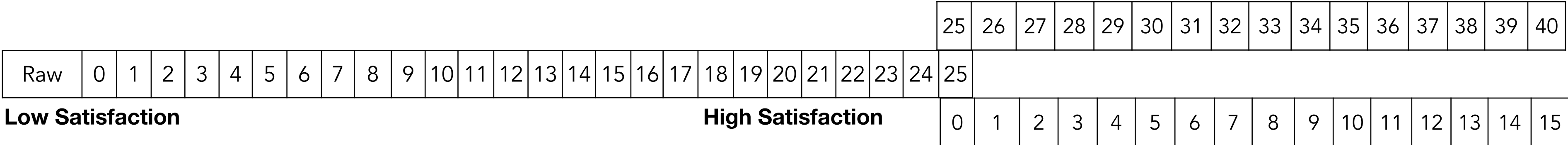
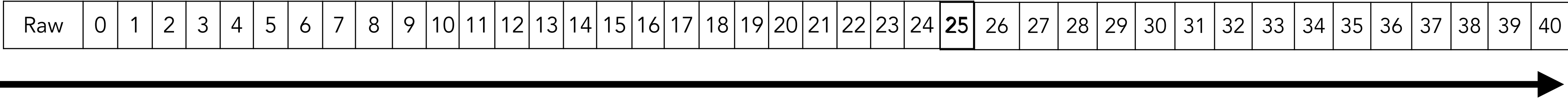
Traditional Metric
Sum Approach



Combine BMSLSS & SEDS Total Scores

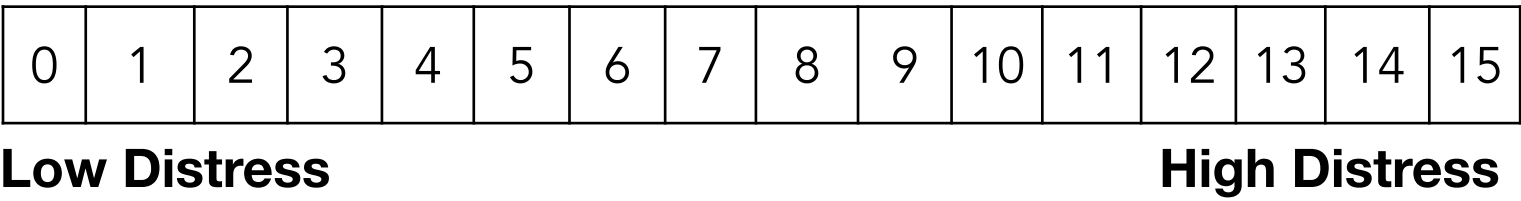
Low Values = Suboptimal Mental Health

High Values = Optimal Mental Health



Distress Reversed Score

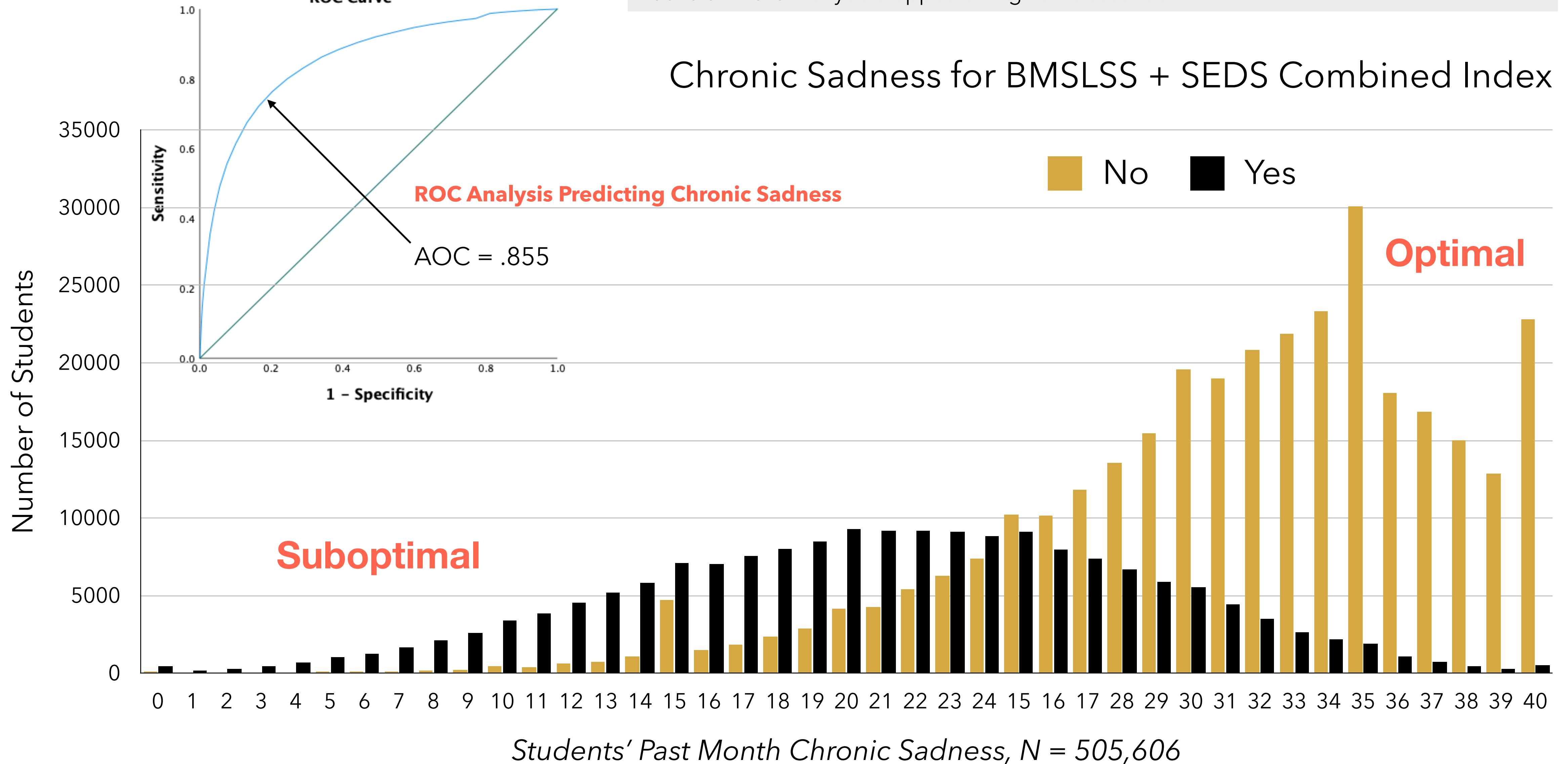
$r \text{ BMSLSS-SEDS} = -.47$



Original Distress Score

During the past **12 months**, did you ever feel so sad or hopeless almost every day for **two weeks or more** that you stopped doing some usual activities

Chronic Sadness for BMSLSS + SEDS Combined Index



Traditional Approach

Simple, viable method

But

Unrecognized Assumptions

41 ≠ 416



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	
High Satisfaction	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
	16	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16
	15	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15
	14	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14
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	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

BMSLSS

High Satisfaction

Low Satisfaction

4-Node Dual-Factor Method

ADAPTING THE DUAL-FACTOR MODEL FOR UNIVERSAL SCHOOL- BASED MENTAL HEALTH SCREENING

Bridging the Research to Practice Divide^{1,2}

*Michael J. Furlong, Erin Dowdy, Stephanie Moore
and Eui Kyung Kim*

The perspective that mental health encompasses a balance of wellness–health and distress–illness has deep historical roots in applied psychology. Jahoda (1958), widely cited, made prescient observations more than 60 years ago discussing *positive psychology* and noting that mental health is a human value and right. Some 40 years ago, Veit and Ware (1983) operationalized this concept in the *Mental Health Inventory*, as a measure of psychological distress and well-being intended for use with general, not clinical populations. Ryff’s (1989) vital contributions formulated a subjective well-being (SWB) model that incorporated hedonic (emotional) and eudemonic (psychological and social) dimensions. Following these pioneering efforts and building on Seligman and Csikszentmihalyi’s (2000) positive psychology resurgence in the late 1990s, Greenspoon and Saklofske (2001) contributed the paper, *Toward an Integration of Subjective Well-Being and Psychopathology*, that inspired essential, meaningful research under the mental health *dual-factor system* concept. Building on this research, Suldo and Shaffer (2008) further explored the dual-factor system and contributed the paper, *Looking Beyond Psychopathology: The Dual-Factor Model of Mental Health in Youth*. This research specialization is uniquely pertinent to school practices grounded in positive psychology (Seligman et al., 2009) and positive education principles (Waters & Loton, 2019). It recognizes the value of a balanced mental health conceptualization and, at its inception, considered school-aged children’s perspectives.

Despite its intuitive appeal and a body of research examining the dual-factor mental health model, it is not yet validated as a practical application for applied school mental health practice—this is a pressing need. It is crucial because there are increasing calls for the standardization of measures and procedures for educational research. As exemplified by the United States Institute of Education Sciences requirement, all grant submissions must include common measures to support cross-study comparisons (Schneider, 2020). The current chapter proposes and presents evidence

Criterion Response

Method

California Index



Life Satisfaction

*Brief Multidimensional Student
Life Satisfaction Scale*



English ▾

Please describe your level of satisfaction below

Life Satisfaction = 3

I would describe my satisfaction with...

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



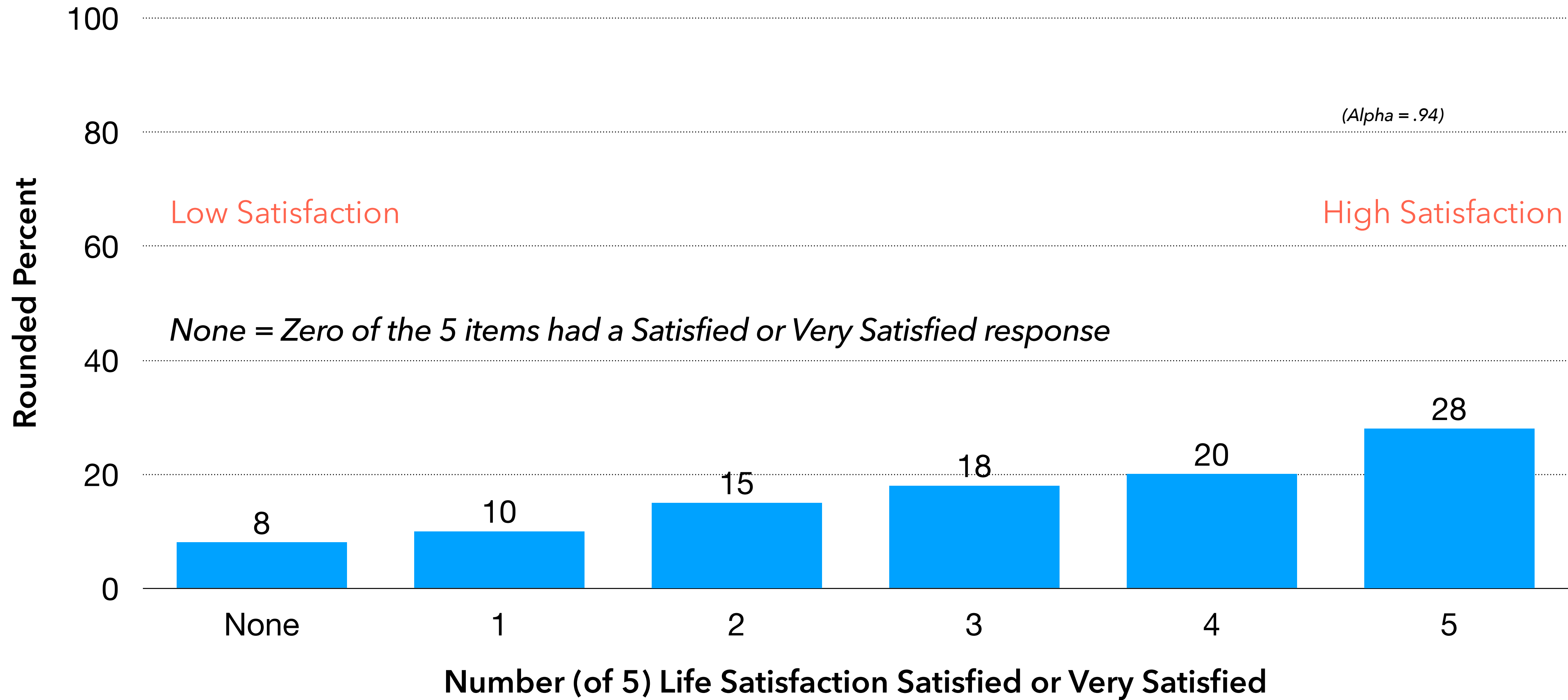
No



Yes

Life Satisfaction Items

Number (out of 5) Items Responded "Satisfied" or "Very Satisfied"




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*, 48(3), 159-169. <https://doi.org/10.1177/1534508422113>

Emotional Distress

Social Emotional Distress Survey-Secondary


Article



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Validating a Brief Student Distress Measure For Schoolwide Wellness Surveillance

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District: Survey Testing 7

School: Survey Testing - School BF

Distress = 1

English ▾

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

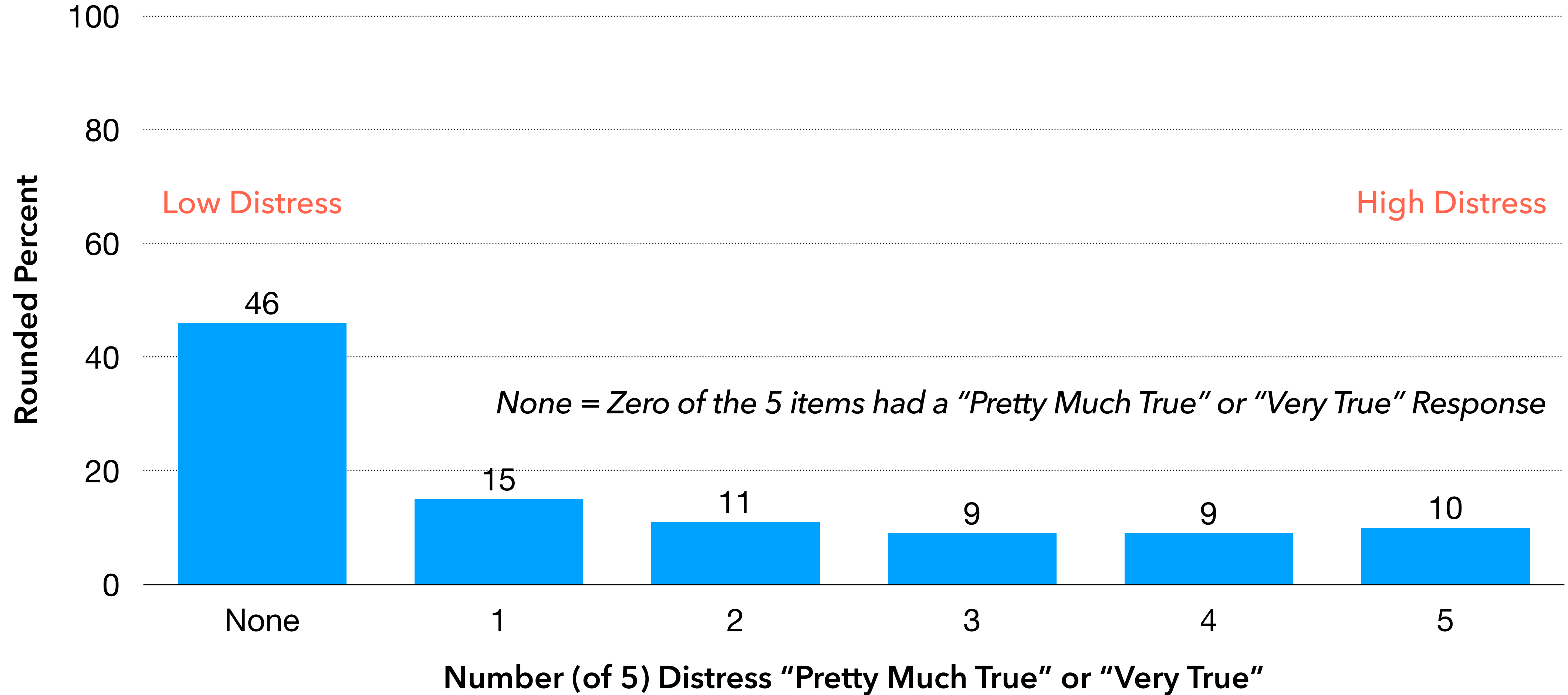
	Not At All True	A Little True	Pretty Much True	Very Much True
I had a hard time relaxing.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I felt sad and down.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>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

←————→
←————→

No Yes

Distress Items

Number of Items (out of 5) With "Pretty Much True" or "Very True" Response



Item Response Count

Distress Pretty Much True or Very Much True

		<u>Distress</u> Pretty Much True or Very Much True					
		0	1	2	3	4	5
		LOW		MID		HIGH	
<u>Satisfaction</u> Satisfied or Very Satisfied	5	HIGH	OPTIMAL				
	4						
	3	MID					
	2						
	1	LOW					SUBOPTIMAL
	0						

Item Response Count

Distress Pretty Much True or Very Much True

		<u>Distress</u> Pretty Much True or Very Much True					
		0	1	2	3	4	5
			LOW	MID		HIGH	
<u>Satisfaction</u> Satisfied or Very Satisfied	5	HIGH	39%	6%		3%	
	4						
	3	MID	15%	10%		9%	
	2						
	1	LOW					7%
	0		7%		5%		

Dual-Factor Student Wellness Profile

How is it related to other students assets and risk?

Chronic Sadness:

(124) During the past 12 months, did you ever feel so sad or hopeless every day for two weeks or more that you stopped doing some usual activities? (Yes/No)

School Belonging:

(21) I feel I am part of this school (Agree + Strongly Agree)

		Emotional Distress Indicator			
		Number of SEDS Distress Items Pretty Much/Very Much True			
		0-1 Low	2-3	4-5 High	
Life Satisfaction Wellness Indicator	Number of BMSLSS Satisfied/Strongly	4-5 High	Optimal 8% Highest Satisfaction Lowest Distress	38%	66%
		2-3	24%	57%	83%
		0-1 Low	28%	68%	Suboptimal 89% Lowest Satisfaction Highest Distress

		Emotional Distress Indicator			
		Count of SEDS Distress Items Pretty Much or Very Much True			
		0-1 Low	2-3	4-5 High	
Life Satisfaction Wellness	Number of BMSLSS Satisfied or Strongly	4-5 High	Optimal Mental Health 69% Highest Satisfaction Lowest Distress	61%	57%
		2-3	39%	37%	32%
		0-1 Low	29%	23%	Suboptimal Mental Health 18% Lowest Satisfaction Highest Distress



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Helping schools and communities build positive environments for student success

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[Dashboards](#)

District CalSCHLS data dashboard available — [read more](#) or [see demo](#).

<https://calschls.org/>



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Research Partners About

Recent Presentations

July 6, 2023: International School Psychology Association, Bologna, Italy

◀ Norming the Brief Multidimensional Life Satisfaction Scale for School-wide Wellness Screening in the Dual-Factor Mental Health Model

[Slides from Oral Presentation in Bologna](#)

[Brief Social Emotional Distress Validation Paper \(journal article\)](#)

[Adapting the Dual-Factor Model for Universal School-Based Mental Health Screening \(book chapter\)](#)

◻ [Perspectives on Student Wellbeing: Life Satisfaction California Healthy Kids Survey \(clinical resource\)](#)



Pre-recorded presentation with extended information not presented at the conference


◀ Diminished Adolescent Social Well-Being During the COVID-19 Pandemic

Slides from ISPA Oral Talk

[Full manuscript with completed study rationale, method, results, and discussion](#)




Jen Grief Green Boston University




Stress: A Course for Teens

[START COURSE](#) [DETAILS](#) ▾



This course was designed by researchers at Boston University Wheelock College of Education & Human Development in partnership with Medway Public Schools.




Mental Health: A Course for Teens

[START COURSE](#) [DETAILS](#) ▾

This course was designed by researchers at Boston University Wheelock College of Education & Human Development.

Welcome

This module is designed to provide you with information about common mental health



Substance Use: A Course for Teens

[START COURSE](#) [DETAILS](#) ▾

This course was designed by researchers at Boston University Wheelock College of Education & Human Development.

Welcome

Adolescence is a time of growth and development. These years are an important

<https://www.bu.edu/schoolmentalhealth/modules/>



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