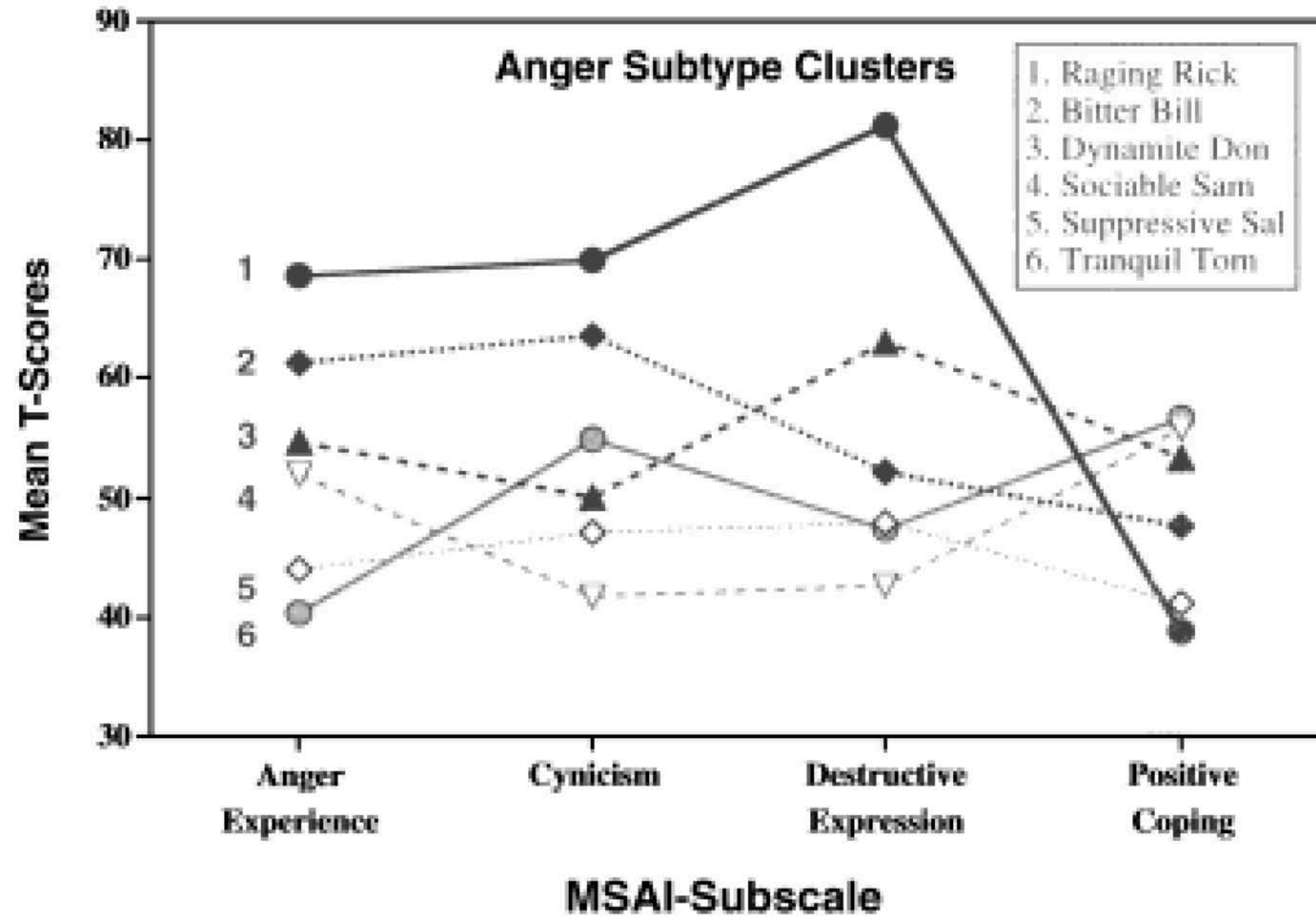






# School Anger Inventory



Furlong, M. J., & Smith, D. C. (1998). Raging Rick to Tranquil Tom: An empirically based multidimensional anger typology for adolescent males. *Psychology in the Schools, 35*, 229-245. doi:10.1002/(SICI)1520-6807(199807)35:3<229::AID-PITS4>3.0.CO;2-I

FIGURE 1. Mean MSAI subscale *T* scores for each cluster (Clusters 1–3 have some extreme scores [high or low]; Clusters 4–6 are variations of adjusted profiles within the average range).



# Raging Rick

Table 2  
*Characteristics of the Youth Anger Profiles on the Buss-Perry Aggression Scale (BPAQ), the Conners Teacher Rating Scale (CTRS), Grade Point Average, and Special Education Enrollment*

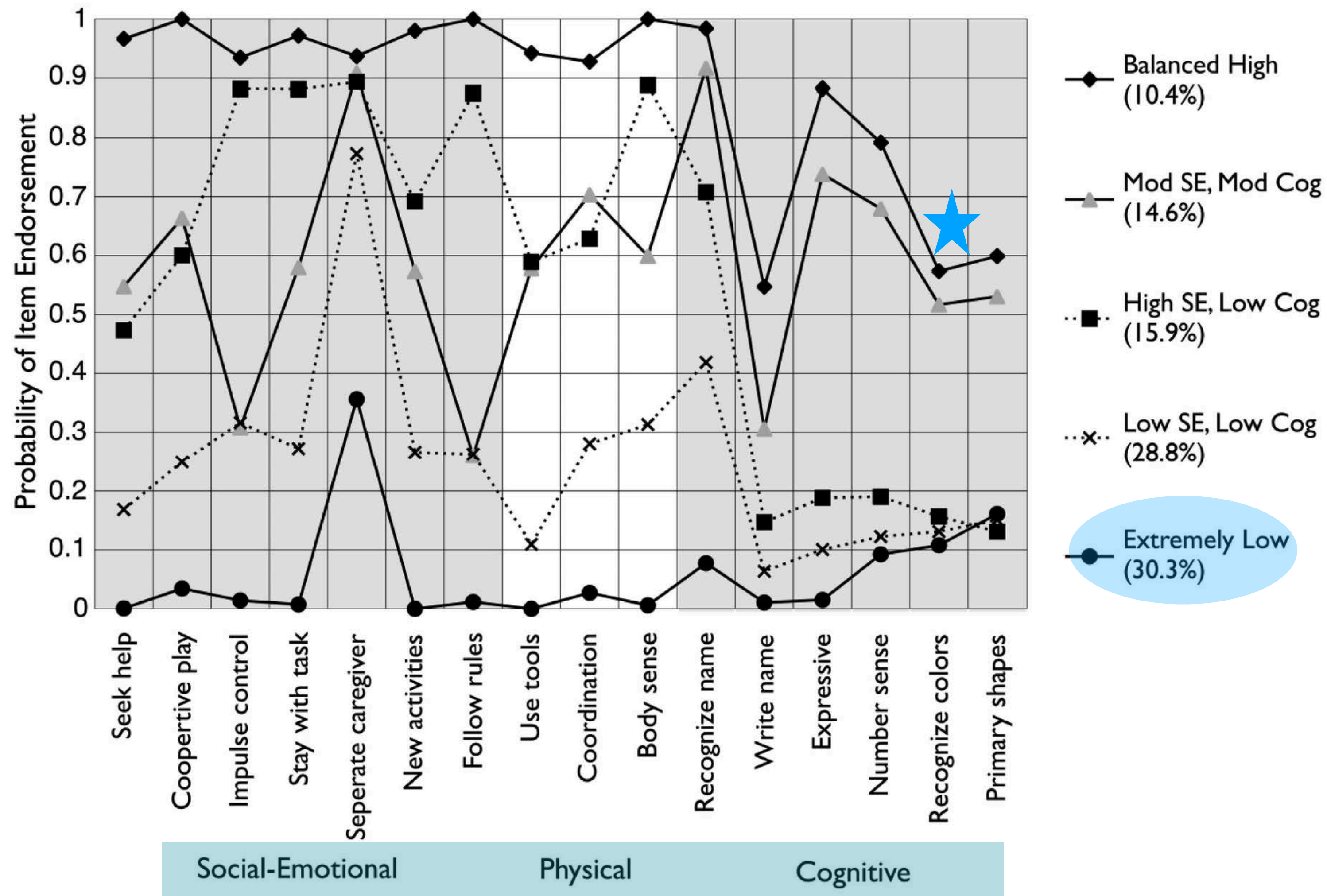
		Clusters						<i>F</i>	<i>p</i>
		(1) Raging Rick (Extreme)	(2) Bitter Bill (Cynical)	(3) Dynamite Don (Impulsive)	(4) Sociable Sam (Prosocial)	(5) Suppressive Sal (Arousal)	(6) Tranquil Tom (Coping)		
BPAQ Anger	<i>M</i>	25.7	19.6 <sub>a</sub>	20.2 <sub>a</sub>	17.3 <sub>a</sub>	18.5 <sub>a</sub>	17.9 <sub>a</sub>	7.42	.001
	<i>SD</i>	5.8	3.5	4.0	3.2	4.0	3.2		
BPAQ Hostility	<i>M</i>	26.3 <sub>b</sub>	22.4 <sub>ab</sub>	23.4 <sub>ab</sub>	20.5 <sub>a</sub>	21.0 <sub>a</sub>	21.5 <sub>a</sub>	3.44	.005
	<i>SD</i>	5.1	5.8	3.6	4.2	4.1	3.8		
BPAQ Physical	<i>M</i>	39.0	27.2 <sub>a</sub>	27.5 <sub>a</sub>	21.2 <sub>a</sub>	22.6 <sub>a</sub>	21.3 <sub>a</sub>	15.57	.001
	<i>SD</i>	3.8	5.5	6.9	6.1	6.4	5.3		
BPAQ Verbal	<i>M</i>	18.3 <sub>b</sub>	14.5 <sub>a</sub>	16.1 <sub>ab</sub>	13.7 <sub>a</sub>	13.8 <sub>a</sub>	14.1 <sub>a</sub>	4.39	.001
	<i>SD</i>	2.5	2.2	3.7	2.8	3.6	2.6		
CTRS Conduct	<i>M</i>	12.83 <sub>b</sub>	5.9 <sub>a</sub>	7.4 <sub>ab</sub>	3.0 <sub>a</sub>	4.3 <sub>a</sub>	4.5 <sub>a</sub>	5.09	.001
	<i>SD</i>	8.8	4.6	7.5	4.8	5.5	4.6		
CTRS Hyperactivity	<i>M</i>	10.3 <sub>b</sub>	6.5 <sub>ab</sub>	8.4 <sub>ab</sub>	3.3 <sub>a</sub>	5.4 <sub>ab</sub>	5.7 <sub>ab</sub>	4.48	.001
	<i>SD</i>	5.4	5.2	7.3	4.3	5.5	4.7		
CTRS Attention	<i>M</i>	12.3 <sub>b</sub>	12.2 <sub>b</sub>	9.3 <sub>ab</sub>	5.4 <sub>a</sub>	6.4 <sub>ab</sub>	8.9 <sub>ab</sub>	6.71	.001
	<i>SD</i>	4.6	5.3	6.8	5.7	5.7	5.8		
Grade point average	<i>M</i>	2.2 <sub>a</sub>	2.6 <sub>a</sub>	2.4 <sub>a</sub>	2.8 <sub>a</sub>	2.9 <sub>a</sub>	2.6 <sub>a</sub>	2.93	.014
	<i>SD</i>	0.5	0.5	0.7	0.7	0.7	0.6		
Special Education		33.3%	36.0%	17.4%	8.6%	9.1%	12.1%	$\chi^2$ 14.26	.014

Furlong and Smith

*Note.* Clusters in each row with the same lettered subscript denote no significant difference between the respective clusters' means. Scheffe's post hoc comparisons were made. (1) Extreme Anger subtype; (2) Cynical subtype; (3) Impulsive subtype; (4) Prosocial subtype; (5) Low Arousal-Low Coping subtype; (6) Low Arousal-High Coping subtype.



# Kindergarten Readiness (KSEP)

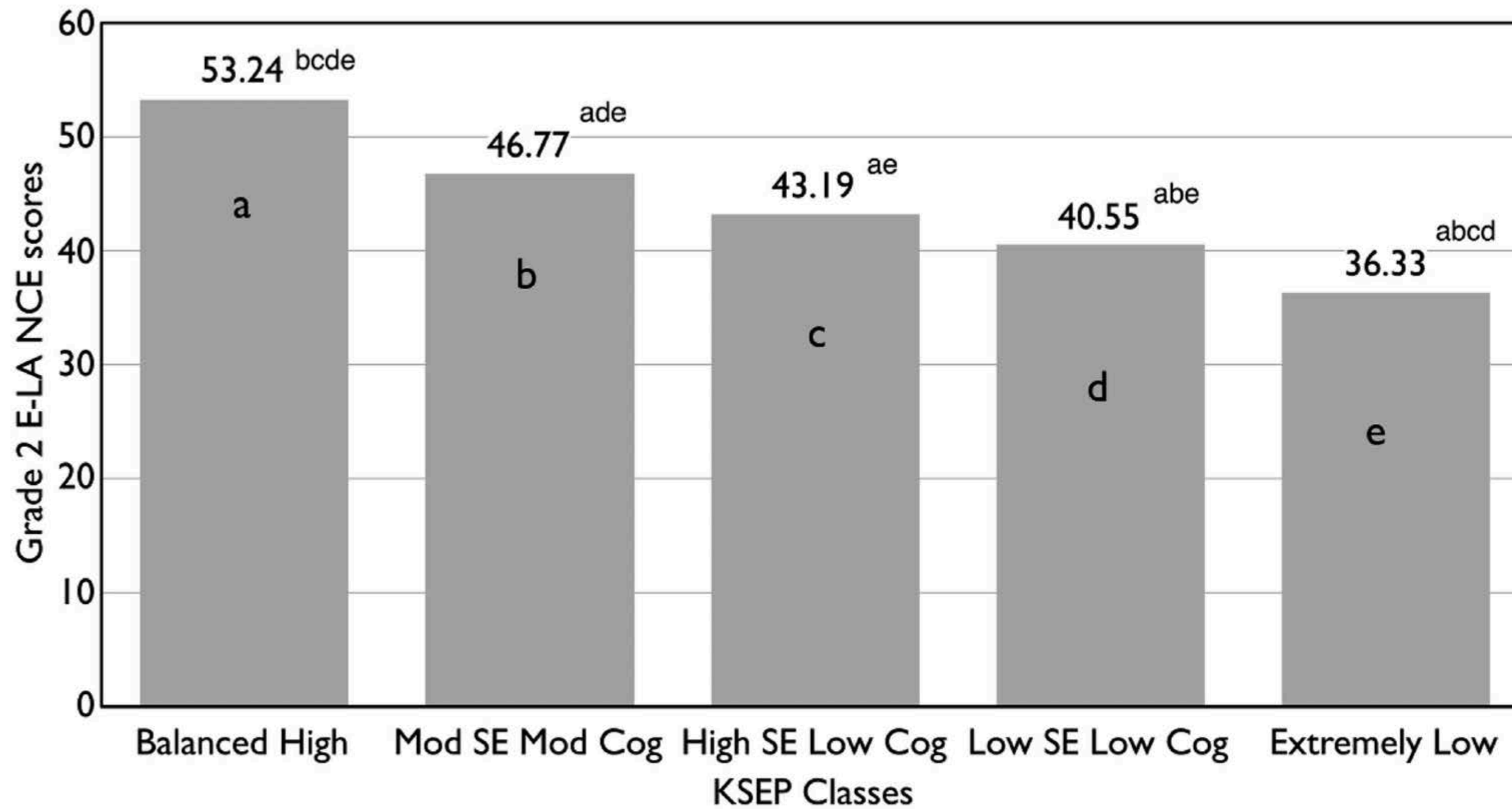


Quirk, M., Nylund-Gibson, K., & Furlong, M. J. (2013). Exploring patterns of Latino/a children's school readiness at kindergarten entry and their relations with Grade 2 achievement. *Early Childhood Research Quarterly, 28*, 437-449. doi:10.1016/j.ecresq.2012.11.002

Figure 3. Item-probability plot of kindergarten readiness classes from the unconditional latent class analysis.

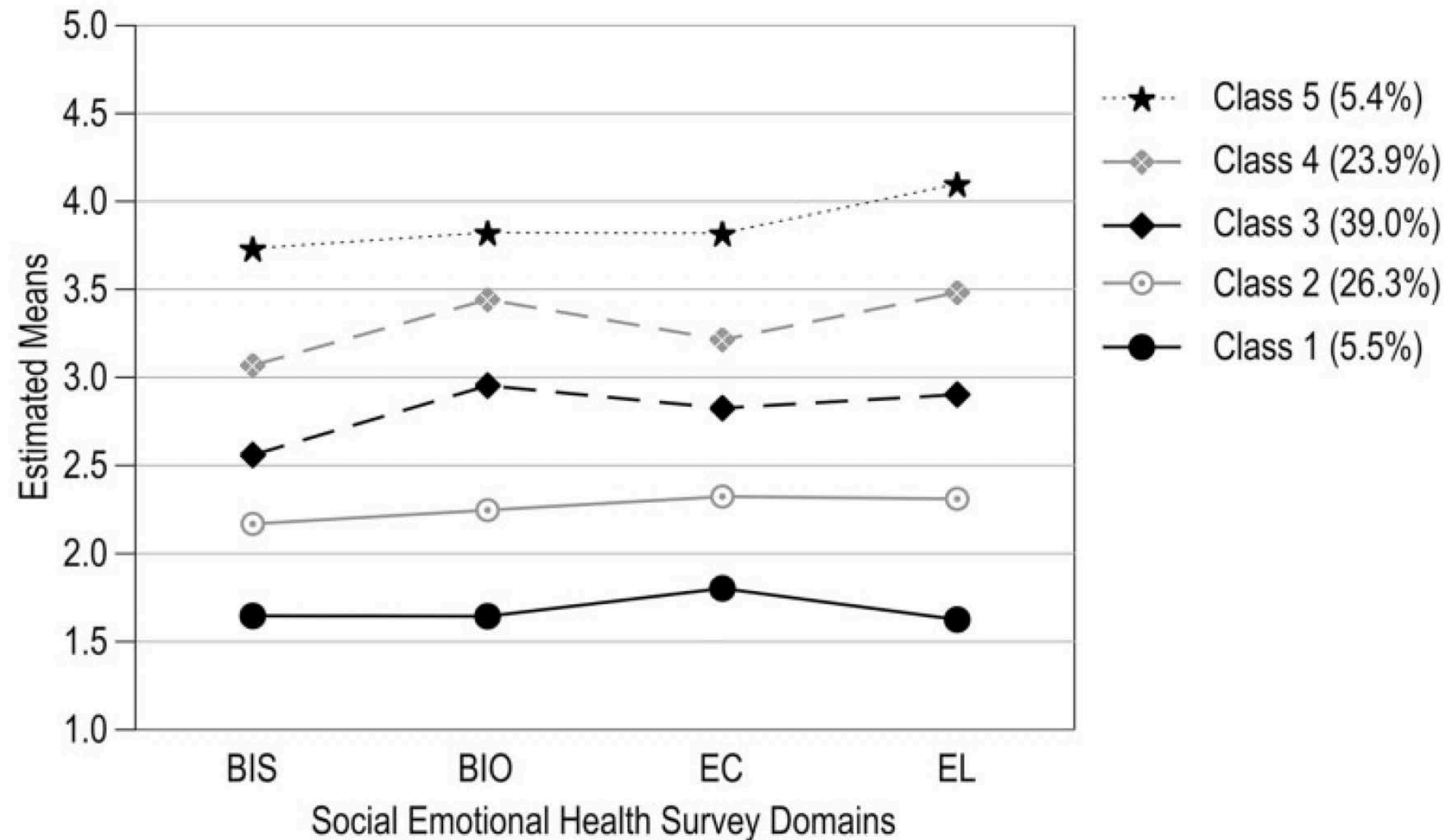
# Grade 2 ELA

QUIRK, GRIMM, FURLONG, NYLUND-GIBSON, AND SWAMI





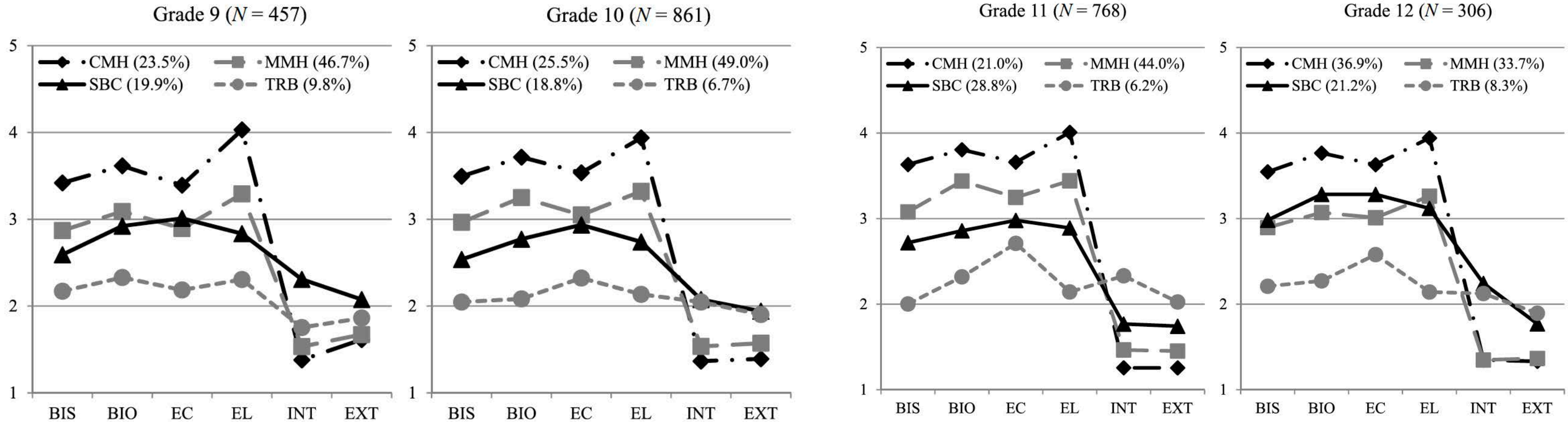
# Social Emotional Health Survey Secondary



**Figure 1.** Covitality profile plot (BIS = Belief in Self, BIO = Belief in Others, EC = Emotional Competence, EL = Engaged Living).



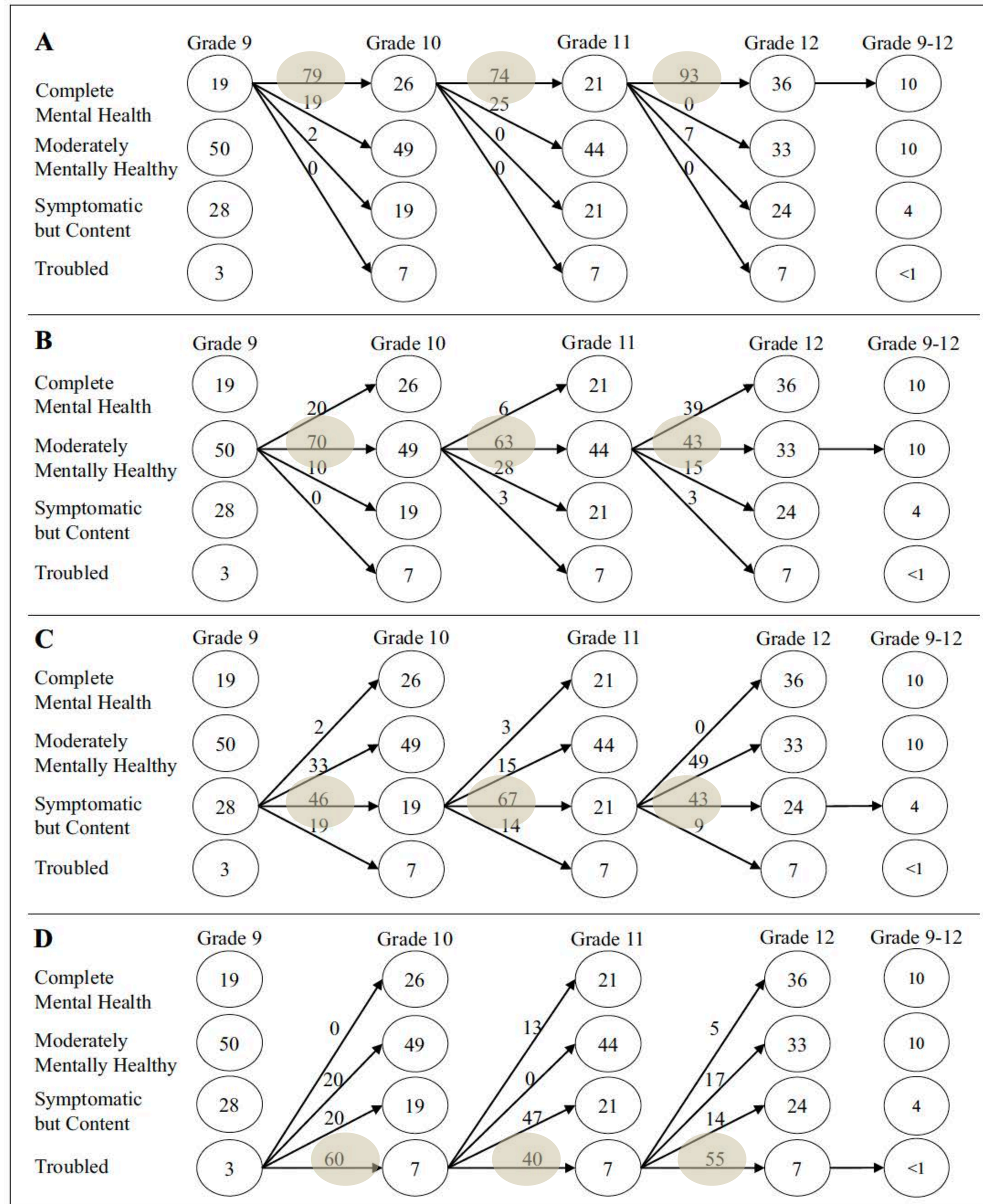
# Dual Factor Mental Health Model



**Fig. 1.** Dual-factor mental health profile plots displaying estimated means for the four-class solution for each of Grade 9 through Grade 12. Class size information is presented in the legend.

Note. BIS = belief in self, BIO = belief in others, EC = emotional competence, EL = engaged living, INT = internalizing distress, EXT = externalizing distress. CMH = complete mental health class, MMH = moderately mentally healthy class, SBC = symptomatic but content class, TRB = troubled class. The mean-value range for BIS, BIO, and EC was 1 to 4; for EL was 1 to 4.67; and for INT and EXT was 1 to 3.





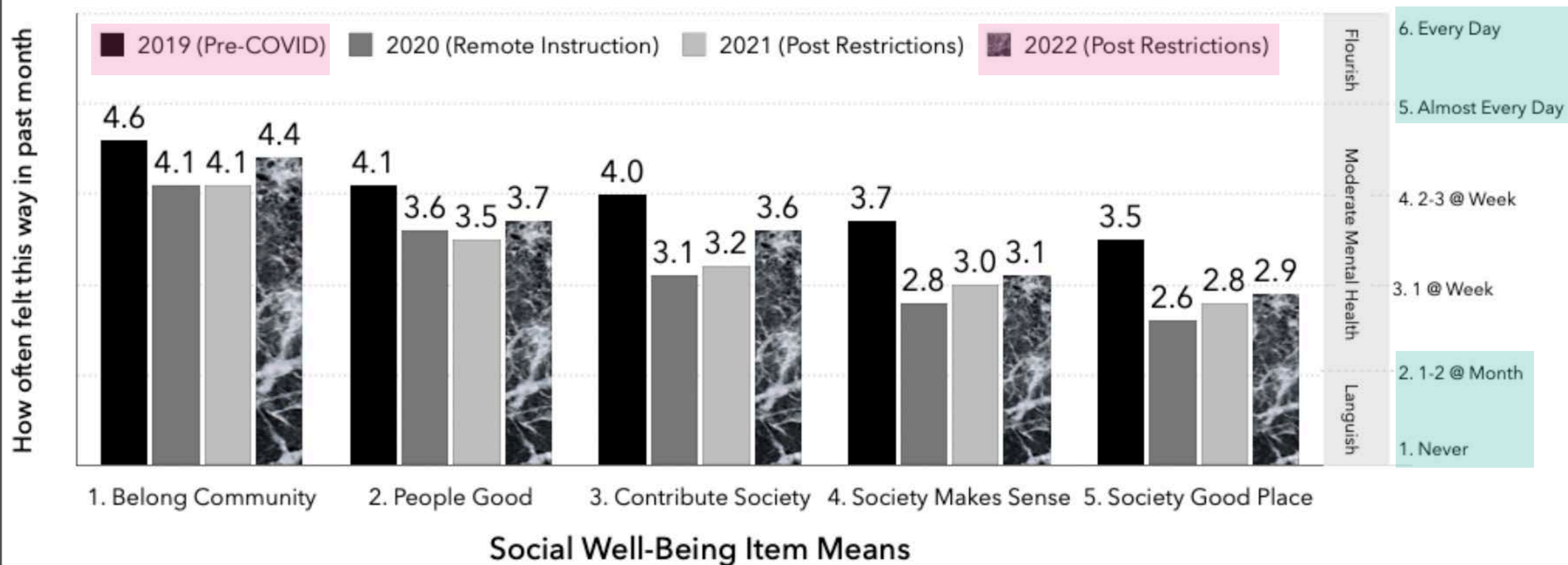
# DFM Transitions

Fig. 2. Four-year stability patterns for each of the (A) complete mental health, (B) moderately mentally healthy, (C) symptomatic but content, and (D) troubled classes, respectively, based on the final estimated LTA model from Grade 9 to Grade 12. Numbers in circles refer to percent of students in each mental health class. Numbers above arrows indicate the percentage of students who transition from one mental health class to another.



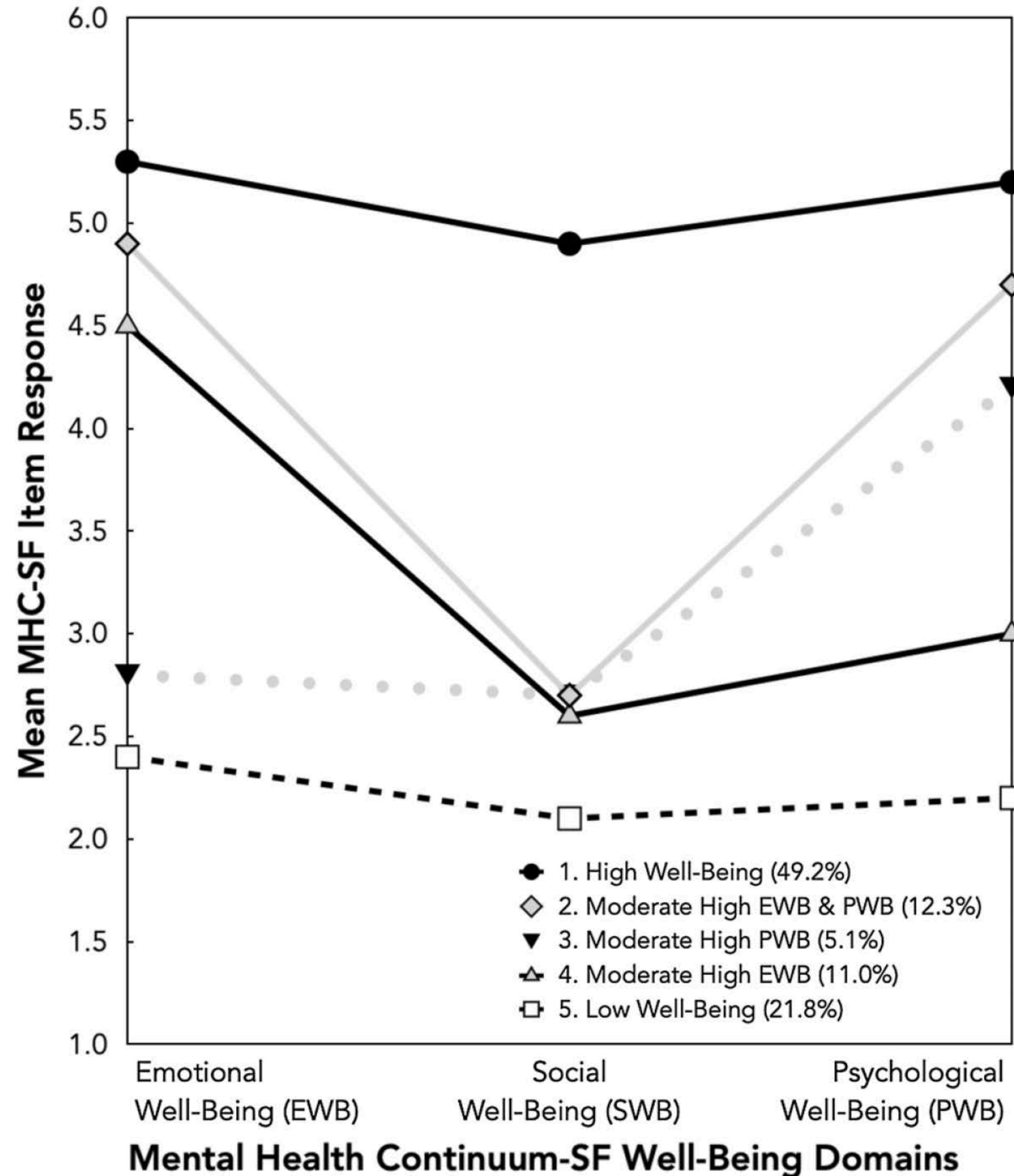
# Diminished Social Well-Being

1. Belong community = You belong to a community (like a social group, school neighborhood, etc.) [*integration*]
2. People good = People are basically good [*acceptance*]
3. Contribute society = You had something important to contribute to society [*contribution*]
4. Society makes sense = The way our society works makes sense to you [*coherence/interest*]
5. Society good place = Our society is a good place for becoming a better place for all people [*actualization/growth*]





## Mental Health Continuum-Short Form



- 1. High Well-Being (49.2%)
- ◇ 2. Moderate High EWB & PWB (12.3%)
- ▼ 3. Moderate High PWB (5.1%)
- ▲ 4. Moderate High EWB (11.0%)
- 5. Low Well-Being (21.8%)

Moore, S., Dowdy, E., Nylund-Gibson, K., & Furlong, M. J. (2019). An empirical approach to complete mental health classification in adolescents. *School Mental Health, 11*(3), 438–453. doi:10.1007/s12310-019-09311-7

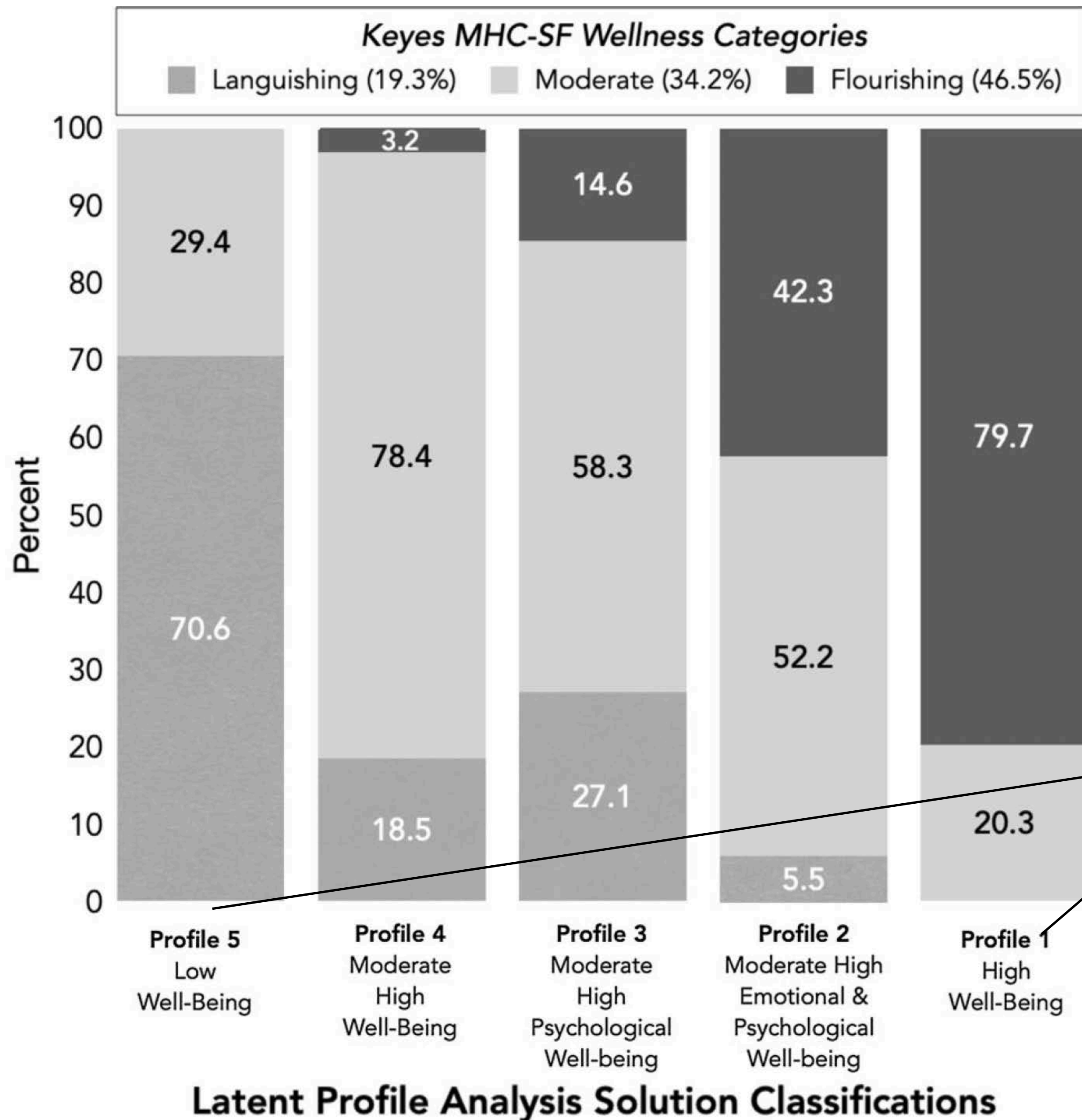


**Table 3** Fit statistics for LPA class enumeration (n = 10,880)

	<i>k</i>	LL	BIC	saBIC	CAIC	AWE	BLRT <i>p</i>	VLMR-LRT <i>p</i>	<i>BF</i>	<i>cmP</i>
Model 1	1	−58,891.76	117,844.71	117,825.64	117,850.71	117,923.89	–	–	<.001	<.001
	2	−49,425.82	98,953.62	98,826.79	98,963.62	99,085.60	<.001	<.001	<.001	<.001
	3	−45,535.66	91,214.09	91,036.53	91,228.09	91,398.86	<.001	<.001	<.001	<.001
	4	−44,034.34	<b>88,252.24</b>	<b>88,023.95</b>	<b>88,270.24</b>	<b>88,489.80</b>	<.001	<.001	<.001	<.001
	5	−43,450.04	87,124.43	86,845.41	87,146.43	87,414.79	<.001	<.001	<.001	<.001
	6	−43,017.39	86,299.92	85,970.17	86,325.92	86,643.07	<.001	<.001	<.001	<.001
	7	−42,598.02	85,501.98	85,121.49	85,531.98	85,897.91	<.001	<.001	<.001	<.001
	8	−42,244.11	84,834.95	84,403.73	84,868.95	85,283.68	<.001	<.001	<b>1</b>	<b>1</b>
Model 2	1	−58,891.76	117,844.70	117,825.64	117,850.70	117,923.89	–	–	<.001	<.001
	2	−47,842.72	95,818.01	95,653.13	95,831.01	95,989.58	<.001	<.001	<.001	<.001
Model 4	1	−45,301.13	90,694.04	90,665.44	90,703.04	90,812.82	–	–	<.001	<.001
	2	−44,004.33	88,141.23	87,976.36	88,154.23	88,312.80	<.001	<.001	<.001	<.001
	3	−43,100.80	86,374.96	86,159.36	86,391.96	86,599.33	<.001	<.001	<.001	<.001
	4	−42,628.32	85,470.80	85,204.46	85,491.80	85,747.95	<.001	<.001	<.001	<.001
	5	−41,991.62	<b>84,238.19</b>	<b>83,921.12</b>	<b>84,263.19</b>	<b>84,568.13</b>	<.001	<.001	<.001	<.001
	6	−41,712.25	83,720.24	83,352.44	83,749.24	84,102.98	<.001	<b>&lt;.001</b>	<.001	<.001
	7	−41,518.19	83,372.91	82,954.38	83,405.91	83,808.44	<.001	.017	<.001	<.001
	8	−41,352.88	83,083.08	82,613.82	83,120.08	83,571.40	<.001	.022	<b>1</b>	<b>1</b>

*K* number of classes, *LL* model log likelihood, *BIC* Bayesian information criterion, *saBIC* sample size adjusted BIC, *CAIC* consistent Akaike information criterion, *AWE* approximate weight of evidence criterion, *BLRT* bootstrapped likelihood ratio test, *VLMR-LRT* Vuong–Lo–Mendell–Rubin adjusted likelihood ratio test, *p p* value, *BF* Bayes factor, *cmP* correct model probability; **Bold** = best fit statistic for each individual statistic. Model 1 indicates fixed variance across classes and no covariances specified. Model 2 indicates within-class variance are specified; Model 3 (within-profile covariance specified) was not listed because the models did not converge after 1 class. Model 4 indicates covariances specified for the overall model and fixed variance across classes





**Table 6** Mean and standard errors of distal outcomes across mental health profiles (response range 1–4)

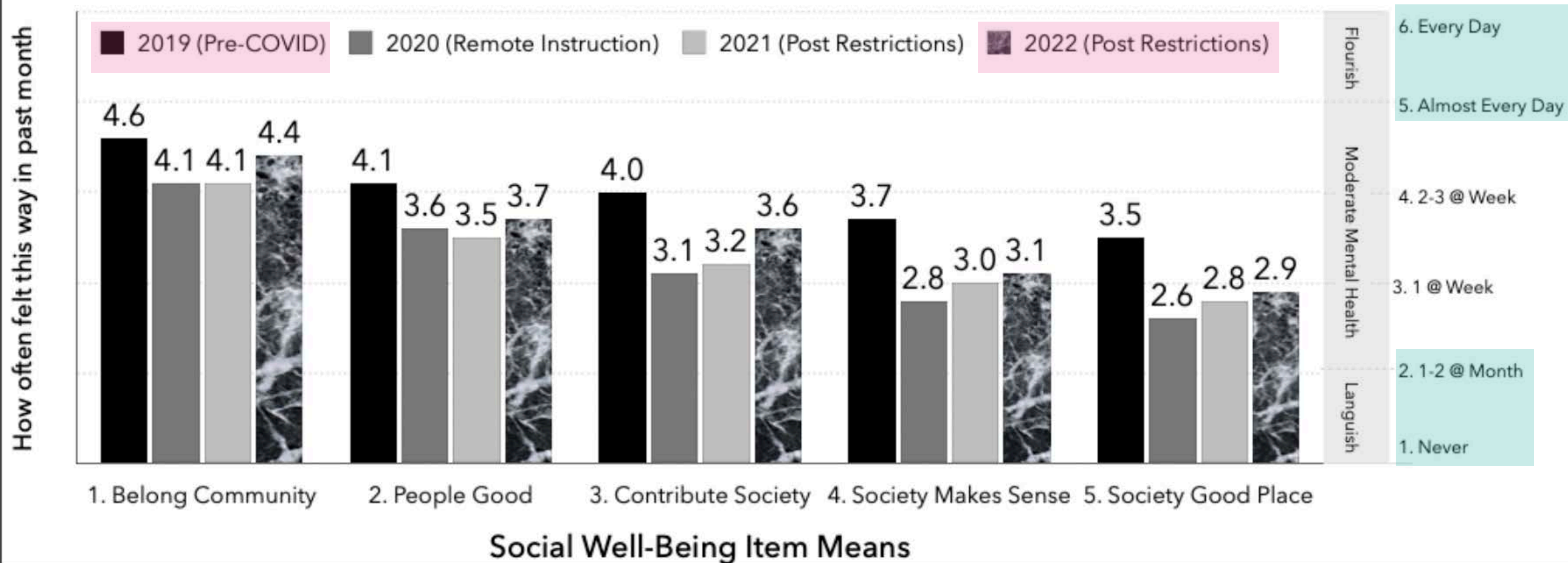
Mental health profiles	Psycho-logical strengths	Psychological distress
1. High well-being	3.17 (.02) <sup>a</sup>	1.64 (.04) <sup>c</sup>
2. Moderate high EWB and PWB	2.95 (.02) <sup>b</sup>	1.83 (.06) <sup>b</sup>
3. Moderate high PWB	2.75 (.03) <sup>c</sup>	2.52 (.07) <sup>a</sup>
4. Moderate high EWB	2.59 (.02) <sup>d</sup>	1.89 (.03) <sup>b</sup>
5. Low well-being	2.33 (.01) <sup>e</sup>	2.45 (.03) <sup>a</sup>

*PWB* psychological well-being, *EWB* emotional well-being; means that do not share superscripts differ at  $p < .01$  on pairwise Wald tests of equality for distal outcomes across profiles



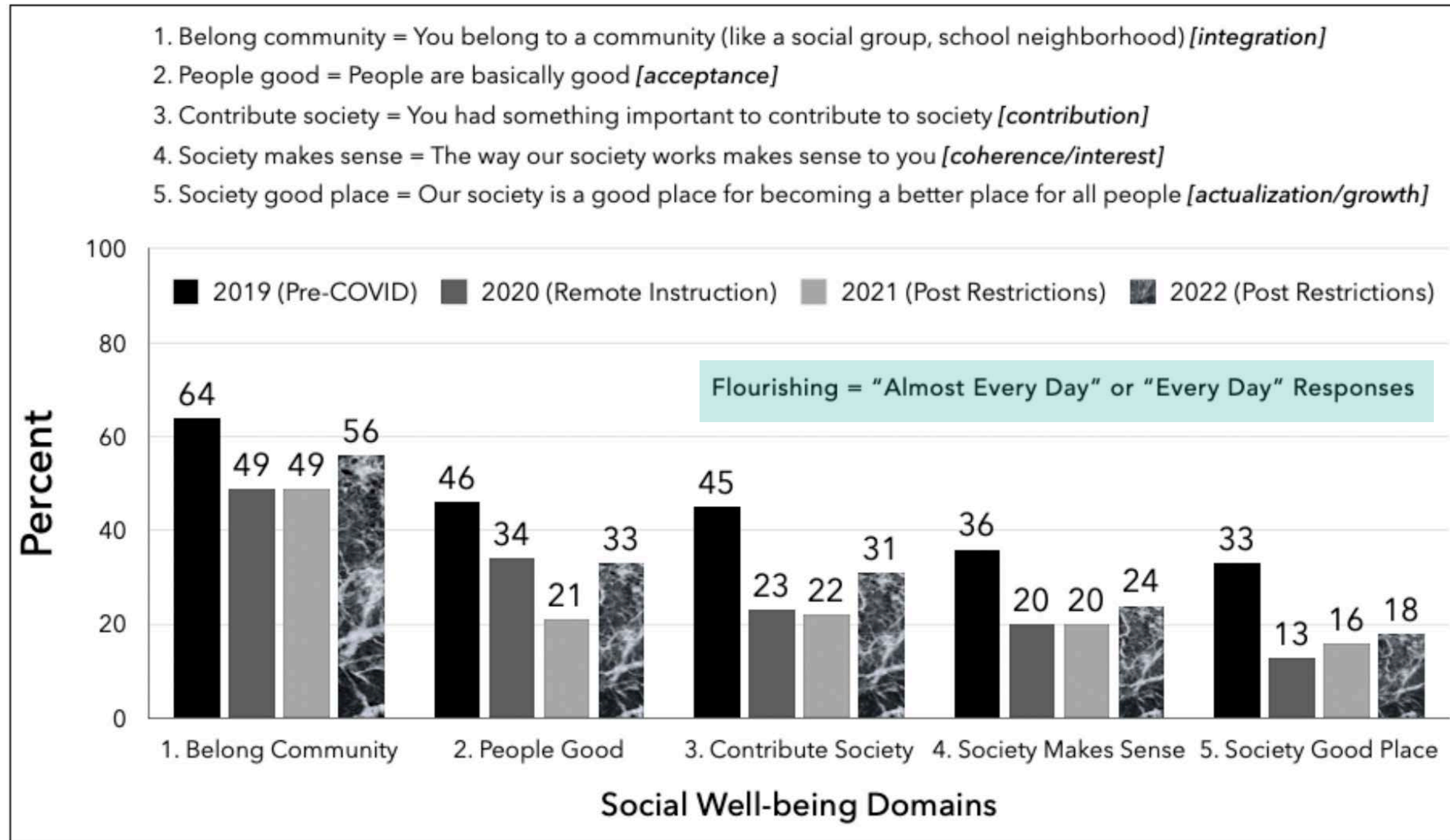
# Diminished Social Well-Being

1. Belong community = You belong to a community (like a social group, school neighborhood, etc.) [*integration*]
2. People good = People are basically good [*acceptance*]
3. Contribute society = You had something important to contribute to society [*contribution*]
4. Society makes sense = The way our society works makes sense to you [*coherence/interest*]
5. Society good place = Our society is a good place for becoming a better place for all people [*actualization/growth*]



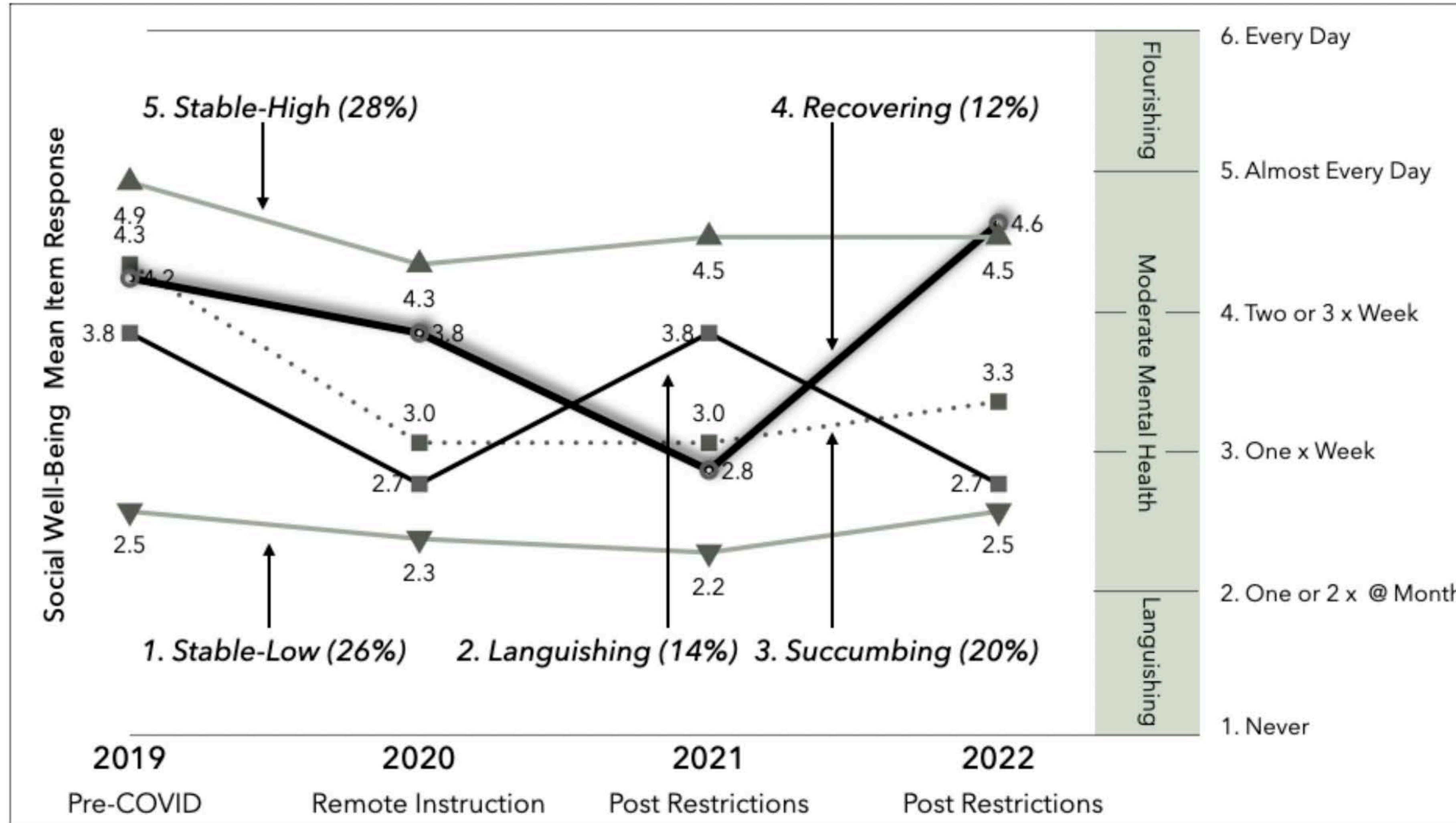


# % Almost/Every Day





# Social Well-Being COVID-19



Furlong, M. J., Chan, M., Dowdy, E., & Nylund Gibson, K. (2023). Diminished adolescent social well-being during the COVID-19 pandemic. *Child Indicators Research*. Under Review.



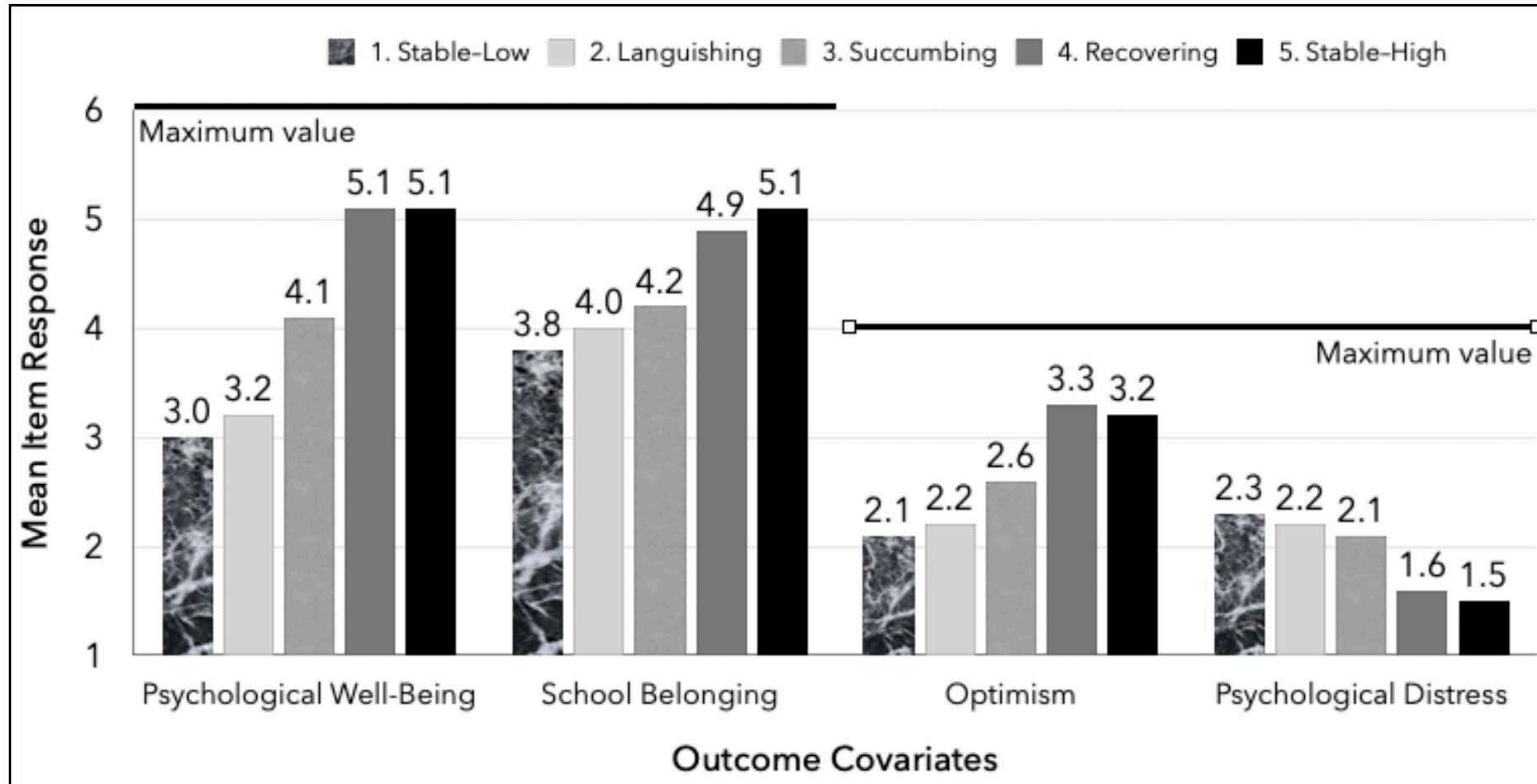
Fit Statistics for LPA Class Enumeration ( $N = 1,299$ )

	k	LL	AIC	BIC	saBIC	BLRT $p$	VLMR-LRT $p$
Model 1	1	-5494.43	11004.85	11045.93	11020.52	—	—
	2	-5116.29	10258.57	10325.32	10284.03	< .001	< .001
	3	-5057.08	10150.16	10242.59	10185.41	< .001	< .001
	4	-5044.45	10134.90	10253.01	10179.95	< .001	.003
	5	-5032.07	10120.14	10263.92	10174.97	.013	.504
	6	-5017.58	10101.16	10270.62	10165.79	< .001	.435
	7	-5004.89	10085.78	10280.91	10160.20	.013	.702
Model 2	1	-5208.52	10439.04	10495.52	10460.58	—	—
	2	-5066.33	10164.66	10246.82	10195.99	< .001	< .001
	3	-5047.33	10136.65	10244.49	10177.78	< .001	.486
	4	-5023.08	10098.17	10231.67	10149.09	< .001	.022
	<b>5</b>	<b>-5013.04</b>	<b>10088.08</b>	<b>10247.26</b>	<b>10148.79</b>	<b>.012</b>	<b>.276</b>
	6	-5002.98	10077.96	10262.81	10148.46	.013	.430
	7	-4994.48	10070.95	10281.48	10151.25	.050	.140
Model 3	1	-5208.52	10439.04	10495.52	10460.58	—	—
	2	-5063.68	10165.36	10262.92	10202.57	< .001	< .001
	3	-5030.57	10115.14	10253.78	10168.02	< .001	.326
	4	-5004.84	10079.67	10259.39	10148.22	.013	.111
	5	-4982.73	10051.46	10272.26	10135.67	.020	.485
Model 4	1	-5208.52	10439.04	10495.52	10460.58	—	—
	2	-5049.46	10144.92	10263.02	10189.96	< .001	< .001
	3	-4997.98	10065.95	10245.67	10134.49	< .001	.076

*Note.* K – number of classes; LL = model log-likelihood; AIC = consistent Akaike information criterion; BIC = Bayesian information criterion; saBIC = sample size adjusted BIC; BLRT = bootstrapped likelihood ratio test; VLMR-LRT = Vuong-Lo-Mendell-Rubin adjusted likelihood ratio test;  $p$  =  $p$ -value; Bold = the selected model. Model 1 indicates fixed variance across classes, and no covariances are specified. Model 2 indicates adjacent covariances are specified for the overall model; Model 3 indicates class-specific adjacent covariances across classes. Model 4 indicates class-specific adjacent covariances and variances across classes.



# 2022 Mental Health Status







[www.covitalityucsb.info](http://www.covitalityucsb.info)

[mfurlong@ucsb.edu](mailto:mfurlong@ucsb.edu)







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

HAMMILL INSTITUTE  
ON DISABILITIES

Article

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

Erin Dowdy, PhD<sup>1</sup>, Michael J. Furlong, PhD<sup>1</sup>, Karen Nylund-Gibson, PhD<sup>1</sup>, Dina Arch, MA<sup>1</sup>, Tameisha Hinton, MEd<sup>1</sup>, and Delwin Carter, MA<sup>1</sup>

**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.

Assessment for Effective Intervention  
2023, Vol. 48(3) 159–169  
© Hammill Institute on Disabilities 2022

Article reuse guidelines:  
sagepub.com/journals-permissions  
DOI: 10.1177/15345084221138947  
aei.sagepub.com

SAGE



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?**

	0	1	2	3
	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"/>



# Number of Responses for 416 BMSLSS by SEDS Response Patterns (N = 632,388)

**SEDS** →

**BMSLSS** ↑

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
25	31278	5610	3887	2965	1700	1668	866	564	385	356	380	168	160	108	61	764	50920
24	10608	4972	3562	2441	1520	1074	614	424	311	198	172	104	70	58	32	71	26231
23	10486	5978	5139	3803	2593	1853	1180	809	580	431	354	188	153	94	44	122	33807
22	9644	6062	6081	4904	3645	2867	1900	1392	993	845	554	361	264	199	94	234	40039
21	9004	6004	6444	5584	4590	3756	2737	2065	1553	1203	924	517	417	303	163	300	45564
20	23077	8868	9259	8685	6860	7092	4284	3251	2497	1967	1811	943	764	526	337	806	81027
19	7462	5062	6265	6295	5651	5311	3833	3181	2693	2158	1860	1082	849	594	401	589	53286
18	4724	3374	4565	5100	4919	4940	3855	3371	2847	2435	2164	1273	988	787	532	791	46665
17	3520	2292	3197	3918	3920	4235	3523	3339	2997	2686	2347	1449	1295	991	647	1052	41408
16	2618	1541	2258	2935	3182	3664	3139	2976	2825	2641	2386	1555	1346	1019	671	1207	35963
15	4531	1406	1889	2407	2688	3844	2808	2738	2685	2593	2589	1654	1443	1229	816	1472	36792
14	1366	679	1092	1549	1881	2253	2090	2251	2301	2230	2243	1517	1342	1197	826	1454	26271
13	985	477	749	1081	1325	1800	1699	1781	1886	1875	2027	1329	1279	1155	889	1464	21801
12	823	327	503	753	1005	1402	1294	1383	1548	1592	1868	1257	1201	1133	870	1585	18544
11	541	217	333	521	710	963	920	1067	1191	1356	1437	1096	1110	1024	797	1445	14728
10	1872	352	368	511	576	1327	784	965	1046	1195	1427	965	1017	911	774	1709	15799
9	329	117	167	257	322	482	461	625	724	753	1004	746	787	759	674	1273	9480
8	276	95	106	178	198	331	352	414	530	609	739	643	629	672	601	1208	7581
7	156	67	72	117	130	225	234	269	339	419	557	413	461	511	470	1034	5474
6	177	39	60	90	102	149	161	200	229	296	355	334	376	381	353	912	4214
5	544	90	99	100	112	275	152	142	152	206	328	213	279	282	294	841	4109
4	146	25	38	46	55	55	68	65	85	109	168	148	170	174	185	572	2109
3	114	35	29	31	35	41	33	26	52	68	99	97	107	117	110	392	1386
2	108	40	27	33	19	29	14	24	35	37	40	59	71	86	68	214	904
1	110	17	25	27	16	19	11	11	20	15	27	22	22	42	38	134	556
0	5448	269	197	206	122	186	92	63	64	60	101	48	80	60	63	671	7730
Total	129947	54015	56411	54537	47876	49841	37104	33396	30568	28333	27961	18181	16680	14412	10810	22316	632388



# Cell Responses per 1000 Students

Based on 632,388 Participating Students

			Not Like Me					A Little Like Me					Pretty Much Like Me					Very Much Like Me	
				25th			50th				75th								
			0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Very Satisfied		25	49	9	6	5	3	3	1	1	1	1	1					1	81
		24	17	8	6	4	2	2	1	1									41
		23	17	9	8	6	4	3	2	1	1	1	1						53
		22	15	10	10	8	6	5	3	2	2	1	1	1					63
	75th	21	14	9	10	9	7	6	4	3	2	2	1	1	1				72
Satisfied		20	36	14	15	14	11	11	7	5	4	3	3	1	1	1	1	1	128
	50th	19	12	8	10	10	9	8	6	5	4	3	3	2	1	1	1	1	84
		18	7	5	7	8	8	8	6	5	5	4	3	2	2	1	1	1	74
		17	6	4	5	6	6	7	6	5	5	4	4	2	2	2	1	2	65
		16	4	2	4	5	5	6	5	5	4	4	4	2	2	2	1	2	57
Little Satisfied	25th	15	7	2	3	4	4	6	4	4	4	4	4	3	2	2	1	2	58
		14	2	1	2	2	3	4	3	4	4	4	4	2	2	2	1	2	42
		13	2	1	1	2	2	3	3	3	3	3	3	2	2	2	1	2	34
		12	1	1	1	1	2	2	2	2	2	3	3	2	2	2	1	3	29
		11	1		1	1	1	2	1	2	2	2	2	2	2	2	1	2	23
Little Dissatisfied		10	3	1	1	1	1	2	1	2	2	2	2	2	2	1	1	3	25
		9	1				1	1	1	1	1	1	2	1	1	1	1	2	15
		8						1	1	1	1	1	1	1	1	1	1	2	12
		7									1	1	1	1	1	1	1	2	9
		6											1	1	1	1	1	1	7
Dissatisfied		5	1										1					1	6
		4																1	3
		3																1	2
		2																	1
		1																	1
Very Dissatisfied		0	9															1	12
			205	85	89	86	76	79	59	53	48	45	44	29	26	23	17	35	988



Note. Empty cels combined account for 12 students