



## Social Emotional Distress Survey–Secondary (SEDS-S)

[https://ucsbeducation.az1.qualtrics.com/SE/?SID=SV\\_8Hr0URASn2wiu9f&Q\\_CHL=preview&Q\\_JFE=0&Preview=Survey](https://ucsbeducation.az1.qualtrics.com/SE/?SID=SV_8Hr0URASn2wiu9f&Q_CHL=preview&Q_JFE=0&Preview=Survey)

Contemporary mental health assessment conceptualizations focus on both well-being and distress. This study presents initial validation information for the *Social Emotional Distress Survey–Secondary* (SEDS-S), which was designed for school-based complete mental health screening that employs brief self-report measures of well-being and distress. The SEDS-S structure was investigated using two independent samples of U.S. high school students ( $N = 3,780$ ). Findings from exploratory and confirmatory factor analyses suggested a one-factor model of distress with good model fit. Path analyses revealed significant positive relations of the SEDS-S distress factor with symptoms of anxiety and depression, and a significant negative relation with life satisfaction and strengths scores. Future research directions and use in school-based screening applications are discussed.

The SEDS-S is a 10-item behavioral screening questionnaire designed to measure internalizing distress. Students’ past month symptoms of internalizing distress were measured using a 5-point response scale. To establish substantive validity, clinical literature and existing longer distress measures (e.g., SDQ, BESS, Depression, Anxiety, and Stress Scales–21) were examined to inform the development of items. A primary aim was to have a measure that asked students to comment on their internal psychological experiences as they relate to sad (e.g., In the past month, I felt sad and down) and anxious (e.g., In the past month, I was scared for no good reason) emotional experiences and which could produce a unidimensional measure. The aim was not to differentiate between sad and anxious constructs, but to develop a measure that provided an assessment of internal emotional distress, which is most appropriate for a universal school-based screening tool. Consistent with the goal of efficiency in screening, the aim was to have a measure that provided an index of a student’s overall level of emotional distress that could be used to prioritize the planning of follow-up assessment and support services. We specifically sought fewer items than existing pathology-focused screening measures, and with language appropriate for adolescent students. Internal consistency estimates for the current samples were high ( $\alpha$  School 1 = .91,  $\alpha$  School 2 = .91).

IN THE PAST MONTH...	
1. I had a hard time breathing because I was anxious.	6. I was easily irritated.
2. I worried that I would embarrass myself in front of others.	7. It was hard for me to get excited about anything.
3. I was tense and uptight.	8. I was easily annoyed and sensitive.
4. I had a hard time relaxing.	9. I was scared for no good reason.
5. I felt sad and down.	10. It was hard for me to cope and I thought I would panic.

(1 = not true of me, 2 = a little true of me, 3 = pretty much true of me, 4 = true of me, 5 = very true of me).

This is the response format we are using in our current work: 1 = not at all true, 2 = a little true, 3 = pretty much true, 4 = very true).

## SEDS-S Core Validity Study

### Social Emotional Distress Scale

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*. First online January 5, 2018. <https://doi.org/10.1177/1534508417749871>