Beyond Academics: Measures for Social-Emotional Learning, Mental Health, and Implementation Quality

27 February 2020

MENAT Measurement Library

Inter-agency Network for Education in Emergencies

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Take this measure selection quiz to help identify the best measure for your purpose and context.

GET STARTED

If you know what you're looking for...

Get started by filtering using the options below.

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Use	Resource Category	Resource Language	Age Group	
Choose some options ▼	Choose some options ▼	Choose some options		To

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ASSESSMENT

The Early Child Behavior Questionnaire-Short Form (ECBQ-S)

Published by Department of Psychiatry-American University of Beirut Medical Center, Ministry of Public Health-Lebanon

Published 13 November 2019

ENGLISH   ARABIC

The Early Childhood Behavior Questionnaire - Short (ECBQ-S) is a parent-report survey that was designed to measure toddlers' emotional and behavioral regulation skills. It is intended to provide data for program evaluation purposes.

ASSESSMENT

Academic Readiness for Children (ARCH)

Published by New York University (NYU), Bahçeşehir University, Hacettepe University

Published 21 October 2019

ARABIC   TURKISH   ENGLISH

The Academic Readiness of Children in Arabic (ARCH-A) and Turkish (ARCH-T) is a measure that was designed to assess 8 domains of school readiness through a combination of child-completed performance tasks and parent-report survey questions.

ASSESSMENT

Social-Emotional Response and Information Scenarios (SERAIS)

Published by International Rescue Committee (IRC), NYU Global TIES for Children

Published 16 October 2019

ASSESSMENT

Social-Emotional Response and Information Scenarios (SERAIS)

Published by International Rescue Committee (IRC), NYU Global TIES for Children

Published 16 October 2019

Use: Program evaluation, Basic research

Resource Category: Social-emotional Skills

Age Group: 5 to 16

Topic(s): Social and Emotional Learning, Psychosocial Support

*This tool is part of the **MENAT Measurement Library**. Learn more about the olive tree stages in our **Measure Review Criteria**. If you'd like to select and adapt a measure, read our **Measure Guidance**.*

Social-Emotional Response and Information Scenarios (SERAIS) is a scenario-based student assessment designed to measure a suite of social and emotional skills among elementary school-aged children. The measure introduces children to six hypothetical social situations, and prompts them to answer a series of questions asking what they would do in that situation in order to measure four constructs: hostile attribution bias, emotional orientation, emotional regulation, and interpersonal negotiation skills. It is intended to provide data for program evaluation purposes. SERAIS was administered to a sample of 3,661 Syrian refugee children ages 5 - 16 who were enrolled in Lebanese formal schools and had access to the International Rescue Committee's SEL-infused non-formal retention support programming in the Bekaa and Akkar regions of Lebanon. Results of the testing indicated that SERAIS is ready for purpose with modest revisions if used in the same context. If used in a new context, the measure requires adaptation of the social situation scenarios and items and further testing. We note that versions of SERAIS have also been adapted and tested in Niger and Nigeria.

Ready for purpose with adaptation for context

Please look at the one-pager for a brief overview of the measure, or download below the package which includes the user guide, enumerator training powerpoint, and technical working paper.

For more information, please contact Roxane Caires at **roxane.caires@nyu.edu**.
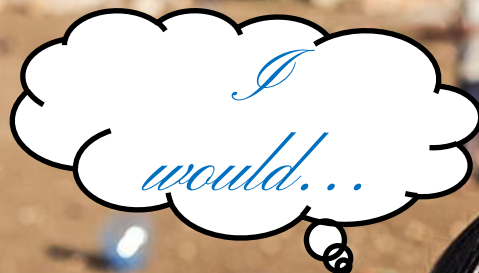
ENGLISH

📄 **SERAIS One-pager** (249.53 KB)

ENGLISH

📄 **SERAIS** (8.74 MB)

SERAIS: Social-Emotional Response and Information Scenarios
Ha Yeon Kim, PhD
Global TIES for Children

I would…

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Cognitive, emotional, and social skills
in social context

> " Imagine your teacher is handing out pencils. You just got a good spot near the front of the line. Then another student just comes in and stands in front of you, takingyour place in line. "

I'd think..

I would ..

I'd feel..

I would not..

What SERAIS measures, for what purpose?

Program Evaluation & Basic Research

Inclination to strategies such as aggression, disengagement, appeal to authority, or resolution-oriented strategies, when having to deal with interpersonal conflicts.

Cognitive tendency to interpret others' behavior as hostile

Type and intensity of emotions that the child may experience in socially challenging situations such as feeling angry, sad, and calm
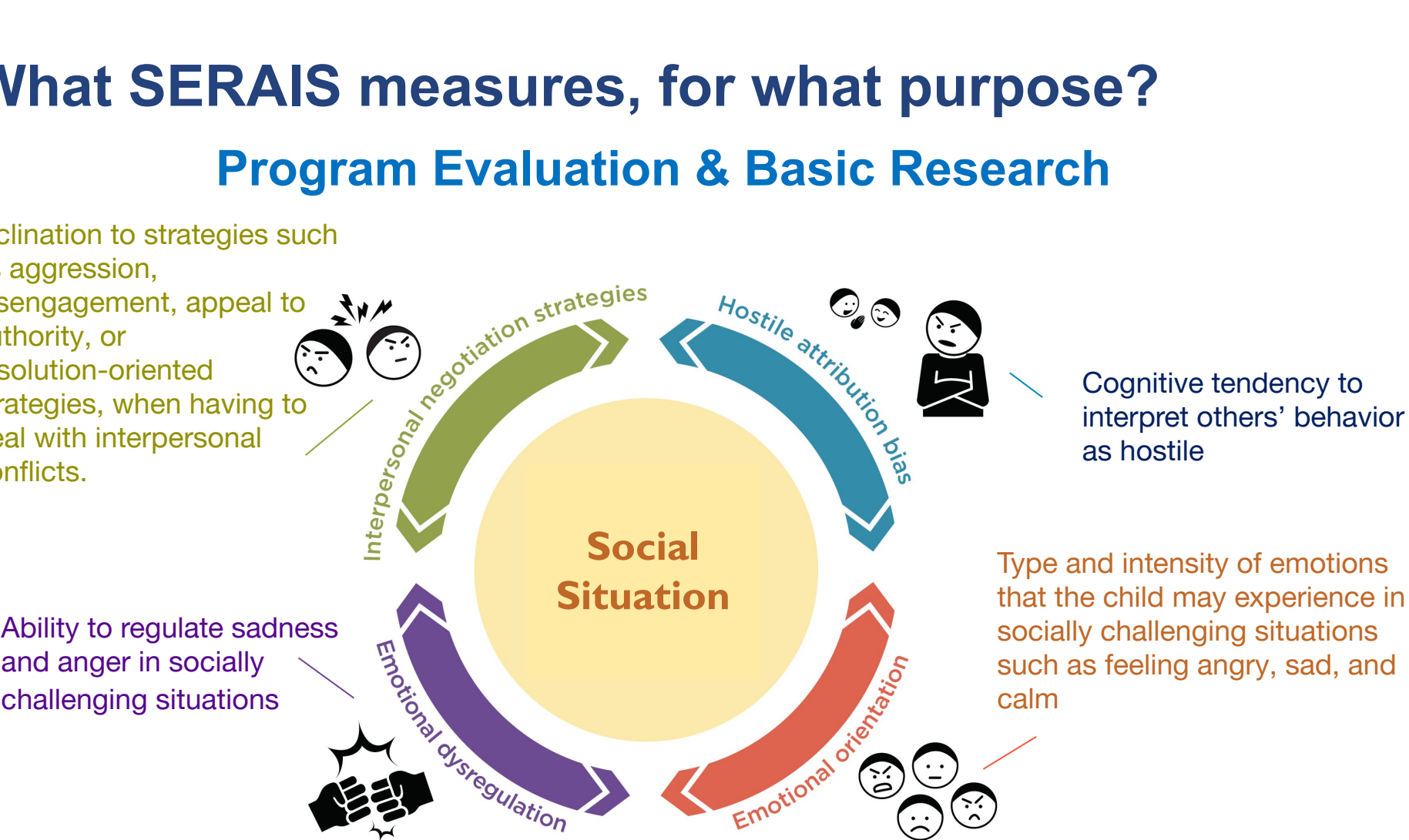
Ability to regulate sadness and anger in socially challenging situations

Social Situation

Interpersonal negotiation strategies

Hostile attribution bias

Emotional dysregulation

Emotional orientation

What is SERAIS?

Scenario-based self-report

**6 social scenarios
13 questions for each**

Appx. 20 minutes

On purpose

A little bit

Maybe

No

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> " Imagine your teacher is handing out pencils. You just got a good spot near the front of the line. Then another student just comes in and stands in front of you, takingyour place in line. "

1. Hostile Attribution Bias

Do you think that the child took your place:

a. On purpose

b. By accident

2. Emotional Orientation

If you were in this situation,

a. Would you feel angry?

b. Would you feel sad?

c. Would you feel calm?

3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?

b. Yell or stomp your feet?

4. Conflict Resolution

a. Ask the child why they took your place?

b. Say something mean to get back at the child?

c. Tell your teacher the child took your place?

d. Push the child out of the line?

e. Give them an angry look but do nothing?

f. Tell the child to get in line behind you?

g. Let the child know you were there first and it's not fair the child took your place?

Evidence from what context/population, for what?

Bekaa and Akkar regions of Lebanon, in school year 2017-18

- **3,661 Syrian refugee children (ages 5-16)**
- **Enrolled in Lebanese formal schools**
- **Had access to IRC programming**

Developed and used for program evaluation (SEL, Retention Support)

Evidence of reliability and validity

Ready for purpose with adaptation for context

Ready for use in:

- **Rigorous program evaluation studies**
- **Descriptive research**
- **With Syrian refugee children in Lebanon attending Lebanese public schools**

✔Strong Evidence of Reliability
  - ✔Internal Consistency
  - ✔Longitudinal correlation

✔Strong Evidence of Construct Validity
  - ✔Consistent factor structures and high factor loadings
  - ✔Measurement invariance over time and across treatment groups and gender
  - ✔Correlated with child characteristics, risk factors, and other social-emotional constructs in the expected direction (e.g., child age, school victimization experience, behavioral regulation, internalizing symptoms)

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Recommendations for use and adaptation of SERAIS

Careful adaptation and validation required for use with different context and population

- **CONSIDER REVISING SCENARIOS** and items for better aligned measure for the children's social experience and social repertoire for their culture, context, and age
- **CONSIDER FURTHER PILOTING** anger and sadness items to ensure translation and linguistic meaning
- **CONSIDER REVISING** disengagement items to have less negative tone and to remove double-barreled wording.
- **AVOID** gender-sensitive terms and and other cultural/population-specific stereotypes in adaptation
- **DO NOT USE** for screening or formative assessment purposes
- **CHECK BACK FOR UPDATE & SHARE EVIDENCE!!**

THANK YOU

For more on SERAIS, go to:
https://inee.org/resources/social-emotional-response-and-information-scenarios-serais?webform_id=toolkit_resources
& keep in touch!

<u>Gracious support provided by:</u>

spencer

جامعة نيويورك ابوظبي
NYU | ABU DHABI

PORTICUS

دبي العطاء
Dubai Cares

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13

Validating screening questionnaires for internalising and externalising disorders against clinical interviews in 8-17 year-old Syrian refugee children

UK

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Background

- **Syrians make up the majority of the estimated 1.5 million refugees in Lebanon (UNRWA, 2015)**
- **Conflict affected Syrians may experience a wide range of mental health problems, BUT…**
- **While mental health symptoms may be common, they don't necessarily indicate mental disorders (Hassan et al., 2016)**
- **Can we accurately identify children who have mental disorders**
  - To offer treatment to children who might benefit?
  - To estimate prevalence of disorder and so the possible need for mental health services?
- ***How good are brief screening tools in identifying children with mental disorders? Do they work in this population?***

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Aim

To establish reliability and validity of brief screening tools for common mental health problems in Syrian refugee children in Lebanon

DEPRESSION

Center for Epidemiological Studies Depression Scale for Children (CES-DC)

- **Abridged 10-item version**

ANXIETY

Screen for Child Anxiety Related Emotional Disorders (SCARED)

- **Abridged 18-item version**

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Methods

1. **Screening tools translated into Arabic**
2. **Piloted with Syrian refugees and amended**
3. **Data collection as part of cohort study (BIOPATH, N=1596 at baseline, N=1006 at follow up)**
4. **Syrian children aged 8-16 years, left Syria ≤4 years ago**
5. **Living in Informal Tented Settlements (ITS) in Beqaa**
6. **Further data collection in subsample to complete a clinical interview (N=119)**

   - Internal consistency reliability (do the items "hang together"?)
   - Factor analysis (do the items fit the expected pattern for the scale / subscales?)
   - Validity (does the tool predict who has mental disorder?)
   - *NB Insufficient data to look at test-retest or inter-rater reliability*

Methods

- Questionnaires completed as **interview in person** or **via phone**

- **Visual aids**

- Data entered into Qualtrics using tablets

- Clinical interview (MINI KID) completed in **settlement** or **clinic**

- **Clinical supervision** for all cases: consensus diagnosis and CGI-s score assigned
  → Diagnosis + impairment/distress

Child: Anxiety

I'm going to read you a list of sentences that describe how people feel. Listen to each phrase and decide if it is "Not True or Hardly Ever True" or "Somewhat True or Sometimes True" or "Very True or Often True" for you. Then, for each sentence, tell me which response seems to describe you for the last month.

Very true or often true

Somewhat true or sometimes true

Not true or hardly ever true
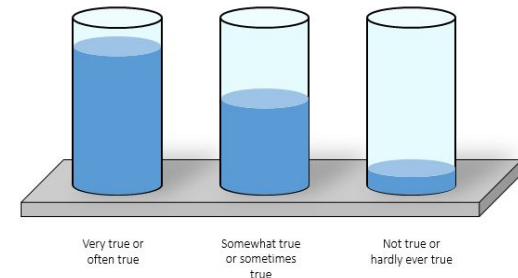
Results: CES-DC

Screen for depression

Exploratory Factor Analysis	1 factor ✓
Cronbach's alpha	.89 ✓
Area Under Curve	.74 ✓
Sensitivity	.81 ✓
Specificity	.56
Positive Predictive Value	.35
Negative Predictive Value	.91 ✓

Results: CES-DC

Below cut-off / screened negative

Above cut-off / screened positive

Results: CES-DC

No depression | Depression
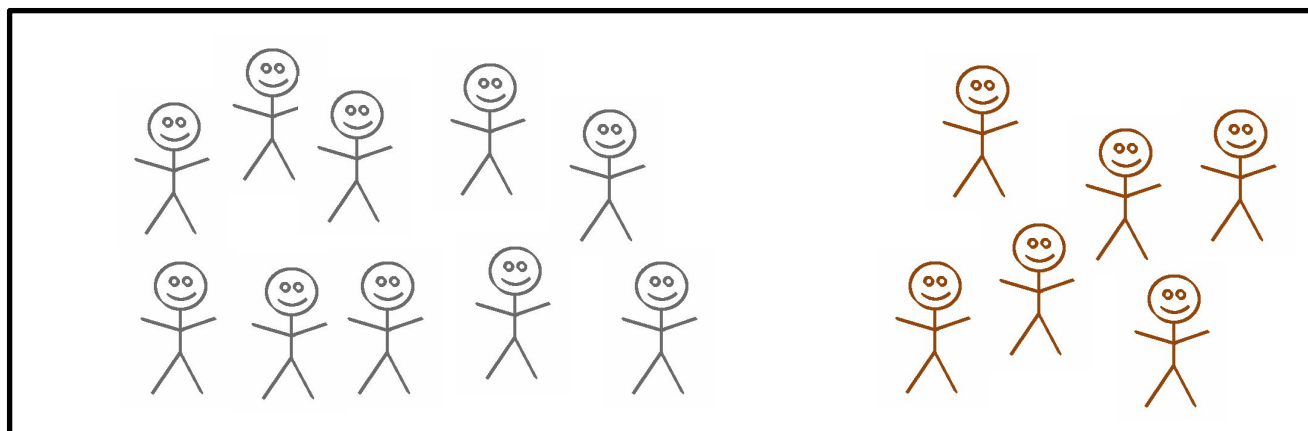
Below cut-off / screened negative

Above cut-off / screened positive
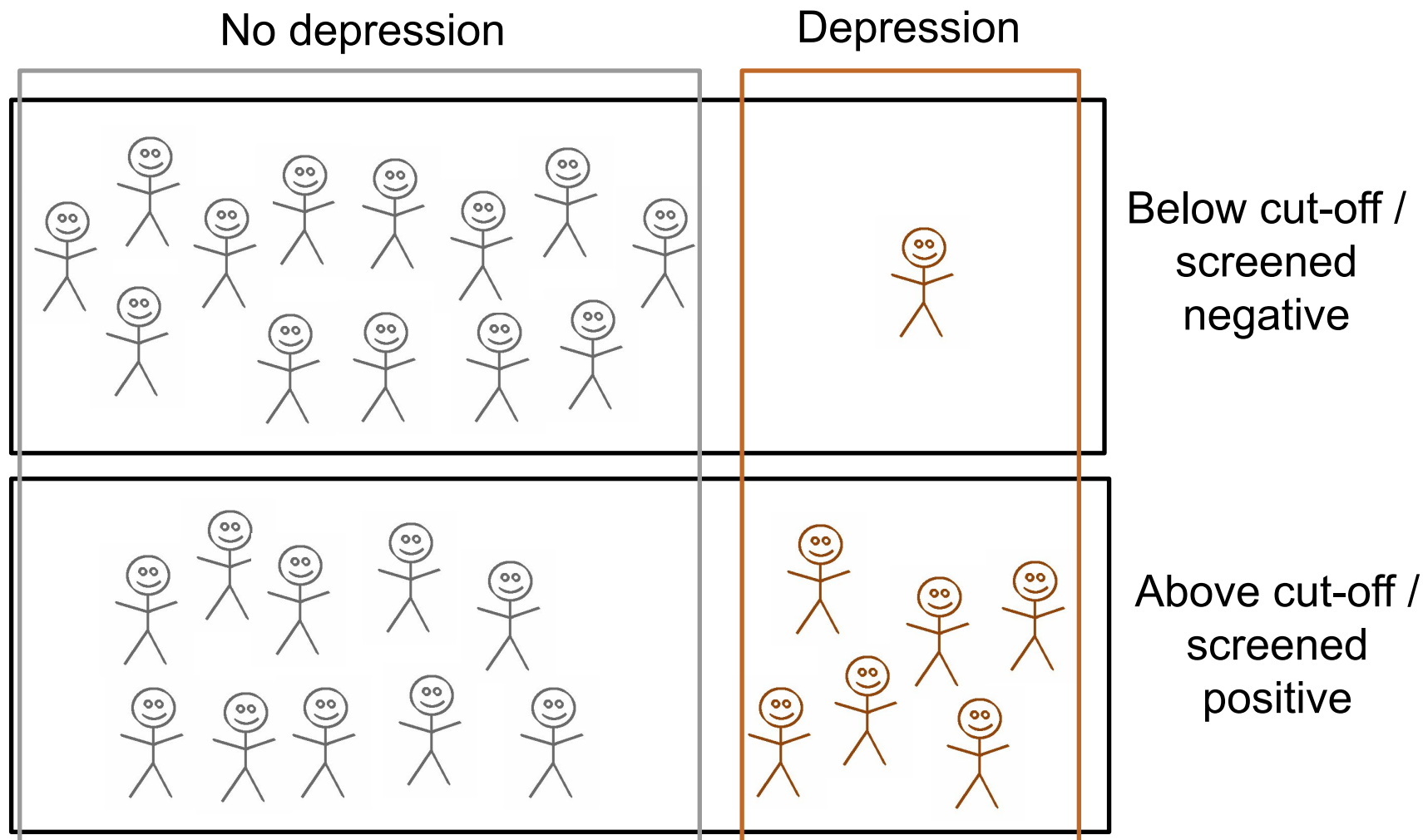
Results: CES-DC

Depression

Below cut-off / screened negative

Above cut-off / screened positive

Sensitivity = 81%
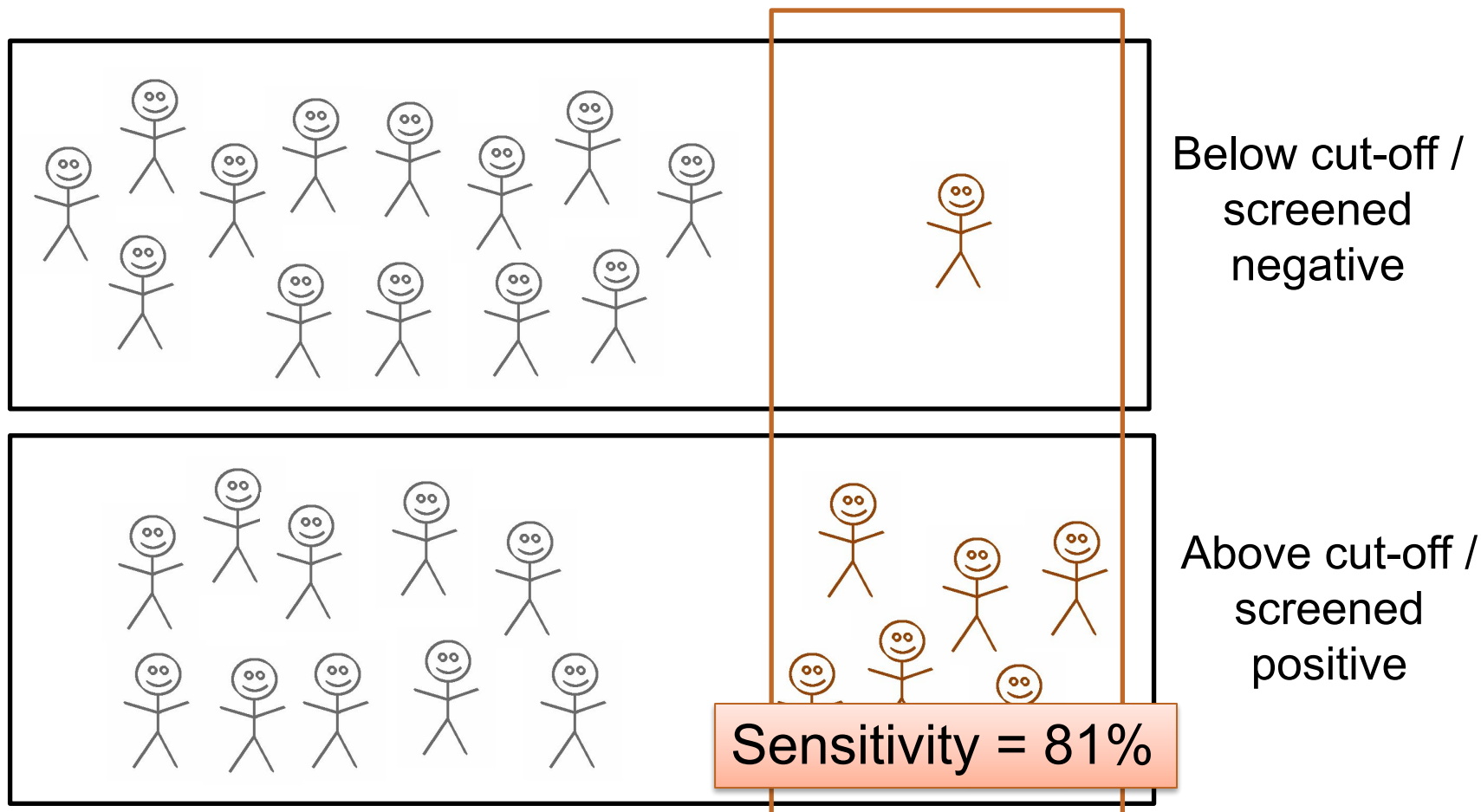
Results: CES-DC

No depression

Specificity = 56%

Below cut-off / screened negative

Above cut-off / screened positive

Results: CES-DC

No depression   Depression

FALSE POSITIVES

PPV= 35%

Above cut-off / screened positive

Results: CES-DC

No depression   Depression

NPV= 91%

FALSE NEGATIVES
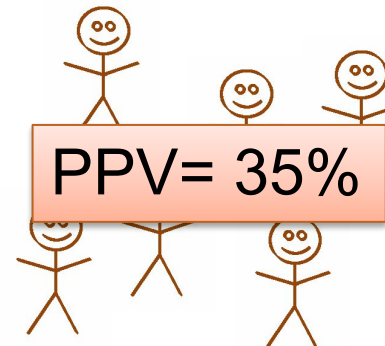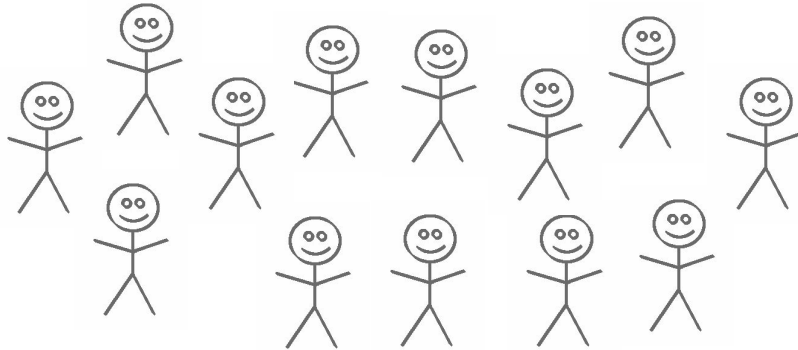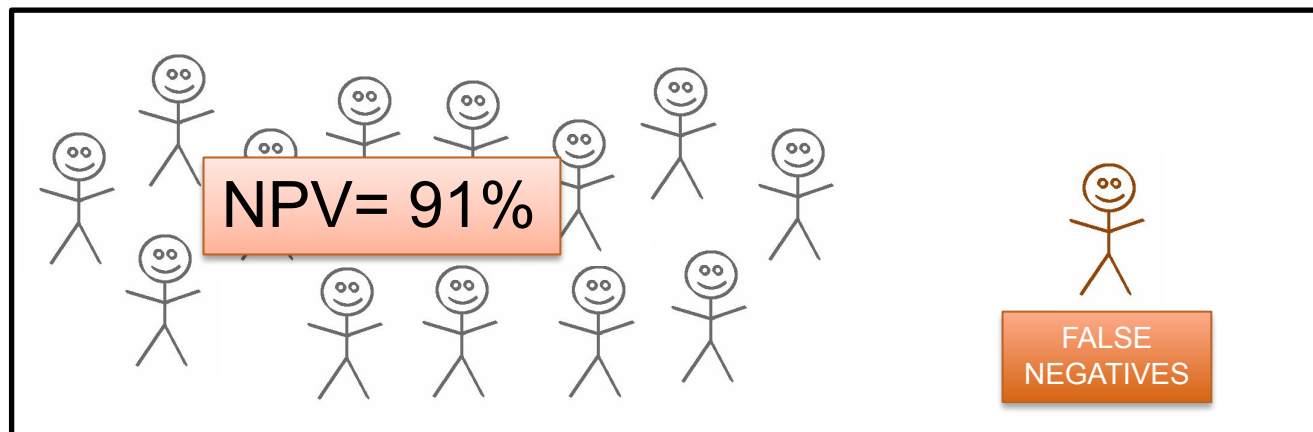
Below cut-off / screened negative
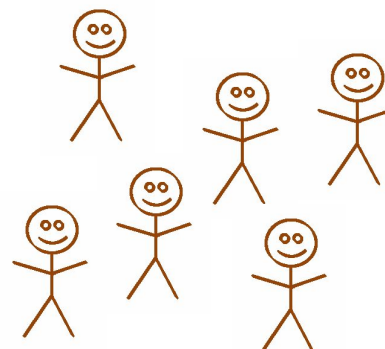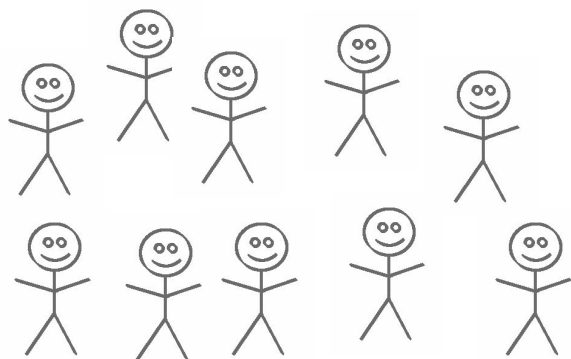
Results: SCARED

Screen for anxiety

Exploratory Factor Analysis	**4 factors**
Cronbach's alpha	**.84** ✓
Area Under Curve	**.69**
Sensitivity	**.80** ✓
Specificity	**.53**
Positive Predictive Value	**.63**
Negative Predictive Value	**.72**

ROC Curve

Diagonal segments are produced by ties.
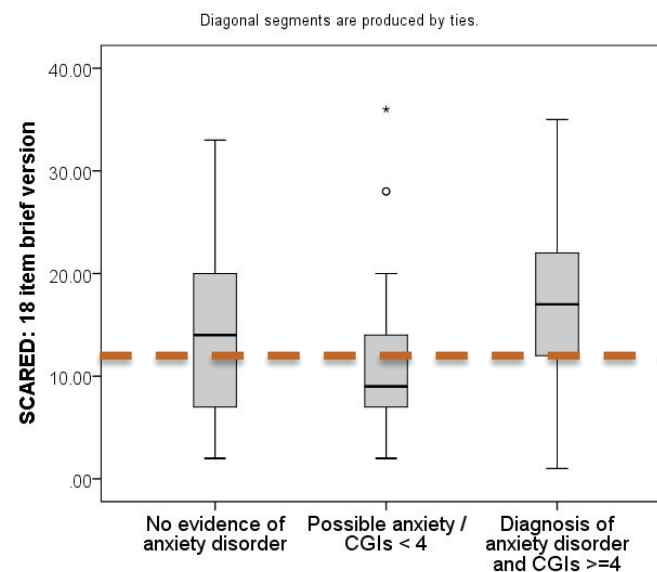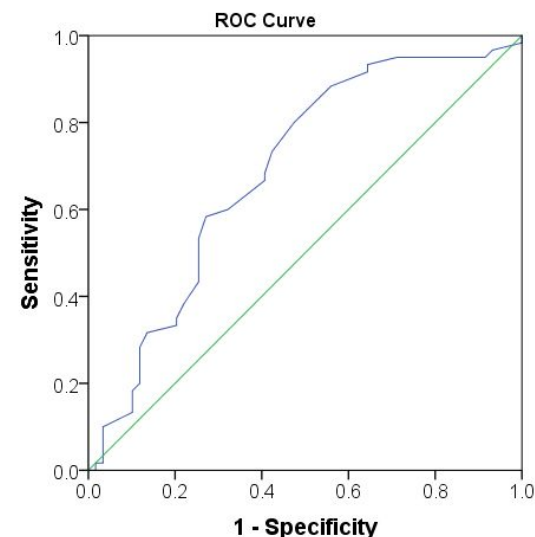
Discussion: SCARED

What might explain relatively poor performance of (abridged version of) SCARED in this population?

- **Items endorsed at high frequency confounded by culture or context? e.g.**
  - I am afraid to be alone in the house
  - I worry about how well I do things
  - I feel shy with people I don't know well
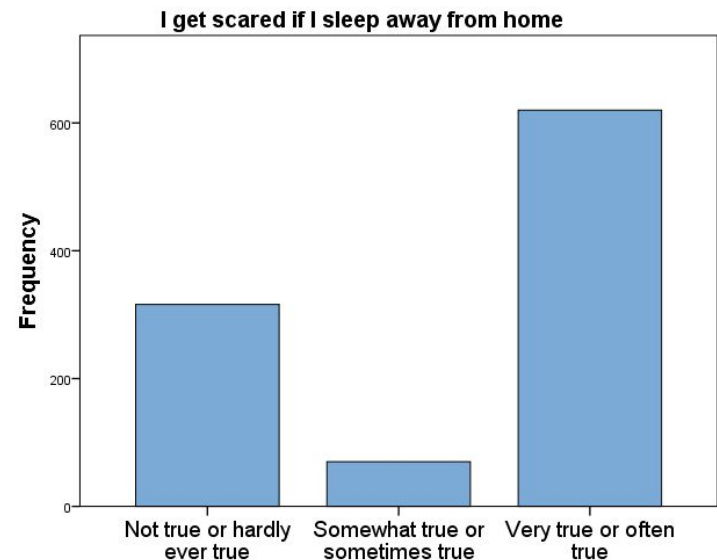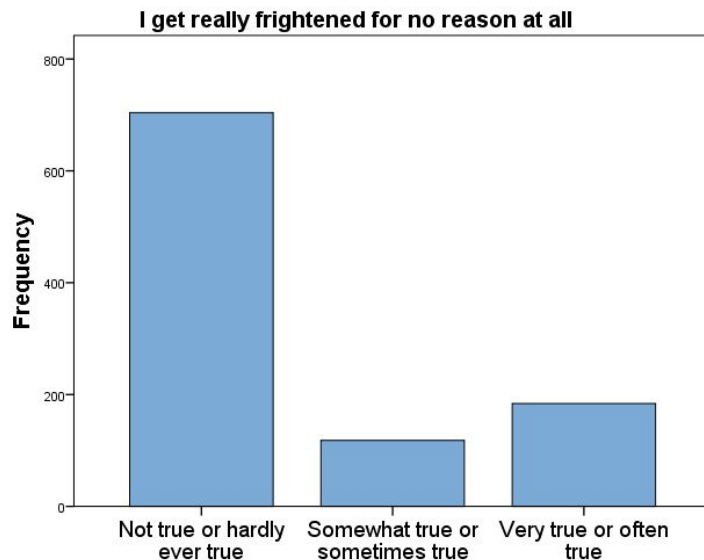
General discussion

- **<u>CES-DC</u>: Possible to select a cut off that achieves *good sensitivity* and identifies most cases**
    - But this results in *low specificity* and high number of *false positives*
    - If used for screening into service, need *further assessment* to determine diagnosis
    - If used to estimate prevalence, significant proportion of false positives will *inflate prevalence*
        - Need to adjust cut offs to balance false positives and false negatives
    - Difficult to differentiate *cases* from children who report some symptoms but without significant impairment
        - Do the latter need clinical services?
- **<u>SCARED</u>: Doesn't differentiate between cases and non-cases**
    - Not currently recommended for use in this population

- **Important to evaluate reliability and validity *in the population* in which a tool is to be used!**

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Thanks to

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- Tania Bosqui
- Alaa Hijazi

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- Laura Murray
- Paul Bolton
- Stephanie Skavenski

Program Implementation Quality (PIQ) Measurement

Thank you!

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Q&A

Q&A

The following Q&A questions were not addressed during the webinar. Presenters have provided responses to the remaining questions. All other Q&A can be found in the webinar recording.

Has Classbook been used for analyzing the fidelity or dosage of holistic development measures? As an attendance tracking application, it measures dosage.

Is this applicable in public schools or in NFE centers? Do you have permission from MEHE? We have not yet used it in public schools or introduced the measure to MEHE. Currently, it has only been tested and used successfully in IRC remedial centers in Lebanon.

Class-Book: I download the APP, and the versión in spanish is not available . Do you know if it is going to be available at any time soon? When you download the application, it should display in the language of your phone. If your phone is in Spanish, but the app is still in English—please do let me (Autumn Brown) know.

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Thank You

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