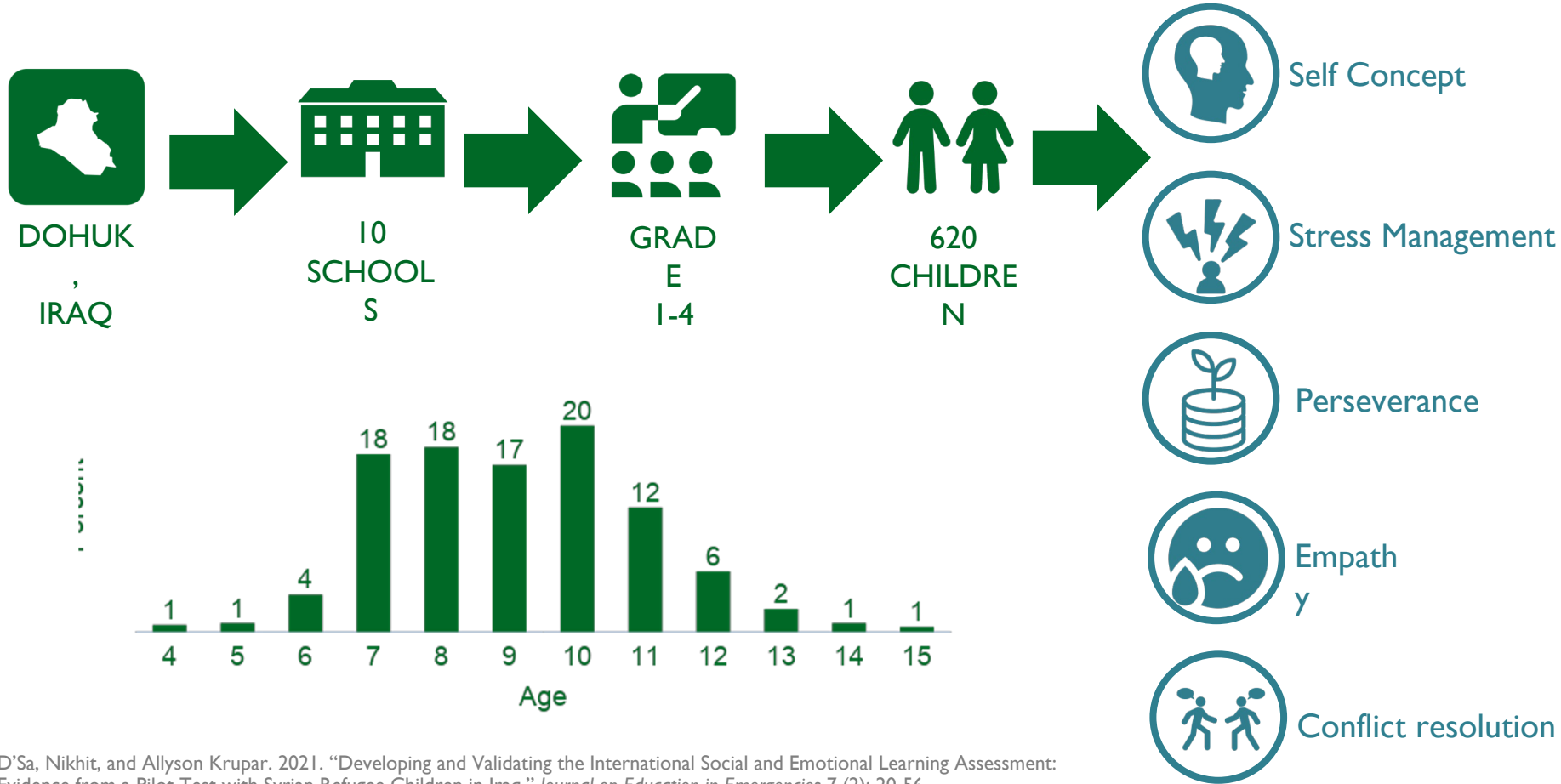







# Developing and Validating the International Social and Emotional Learning Assessment: Evidence from a Pilot Test with Syrian Refugee Children in Iraq



Construct validity	Convergent and discriminant validity	Internal consistency reliability	Interrater reliability	
✓	○	✓	✓	 Self Concept
✓	✓	✓	✓	 Stress Management
○	✗	✗	✓	 Perseverance
✓	✓	✓	✓	 Empathy
✓	○	✓	✓	 Conflict resolution

# Teachers' Observations of Learners' Social and Emotional Learning (TOOLSEL): Psychometric evidence for program evaluation in education in emergencies

Ha Yeon Kim, Kalina Gjicali, Michael Wu, and Carly Tubbs Dolan

## Focus:

1. Cognitive, emotional, and behavioral competencies and
2. Challenges in classroom adaptation in EiE settings

## Purpose:

Program evaluation

## Method:

Teacher-report

## Pros:

- + Based on children's behaviors in context
- + Less subject to social desirability bias
- + Low-cost

## Cons:

- Teacher burden
- Observation difficulties



With thanks:



# TOOLSEL:

Psychometric results from testing in an impact evaluation with Syrian refugee children in Lebanon

What does TOOLSEL measure?

**Pro-social behavior and academic engagement**

- 6 items
- “\_\_\_\_\_ is friendly”

**Social problems**

- 5 items
- “\_\_\_\_\_ fights”

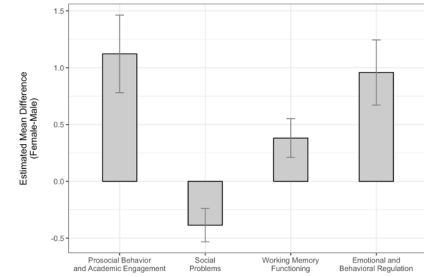
**Working memory functioning**

- 4 items
- “\_\_\_\_\_ follows multiple-step instructions”

**Emotional & behavior regulation**

- 8 items
- “\_\_\_\_\_ waits patiently for her turn”

**There is evidence that TOOLSEL scores are reliable and that they can be compared without bias across gender, age, time, & program type.**



Considerations for use:

- 1 Pilot, adapt, and test** when used with new populations!
- 2 Most appropriate** for small- medium classes where facilitators know children well
- 3 Implement strategies** to improve observation quality and reduce burden.

**There is evidence that TOOLSEL scores are associated as expected with other measures of social, emotional, and cognitive skills and contextual factors (validity).**

	Pro-social & academic engagement	Social problems	Working memory functioning	Emotional/behavioral regulation
Public school victimization	↘	↗	↘	↘
Behavior regulation	↗		↗	↗
Working memory	↗	↘	↗	↗
Inhibitory control				

# Creating a Tool to Measure Children's Wellbeing: A PSS Intervention in South Sudan

Moses Olayemi <sup>a</sup>, Melissa Tucker <sup>b</sup>, Mamour Chuol <sup>c</sup>, Tom Purekal <sup>d</sup>, Arlene Benitez <sup>b</sup>, Wendy Wheaton<sup>c</sup>, and Jennifer DeBoer <sup>a</sup>  
Purdue University <sup>a</sup>, Catholic Relief Services <sup>b</sup>, Gender Equality and Women's Leadership Program (GEWLP) South Sudan <sup>c</sup>, University of Notre Dame <sup>d</sup>, USAID <sup>e</sup>

## Context



2982 Students

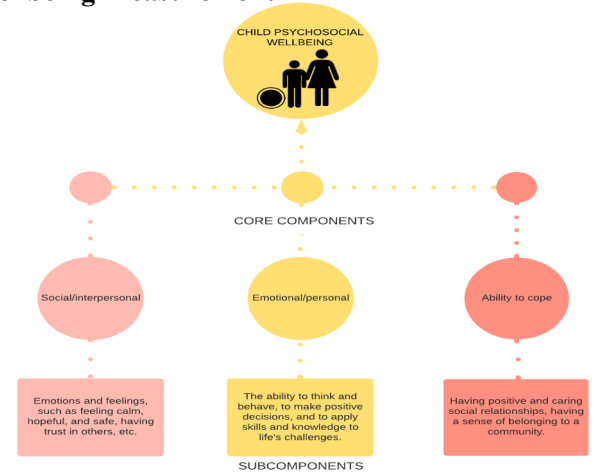
580 Teachers

64 Schools

5 states

Upper Nile, Unity, Jonglei, Central Equatoria, Western Equatoria

## Wellbeing Measurement



## Purpose



Design a contextually relevant, rigorously validated instrument to measure students' wellbeing in a region where research on PSS outcomes in education in emergencies is needed

## Methodology

Consortium Team at the Capacity Development Workshop in Kampala, Uganda, March 2019



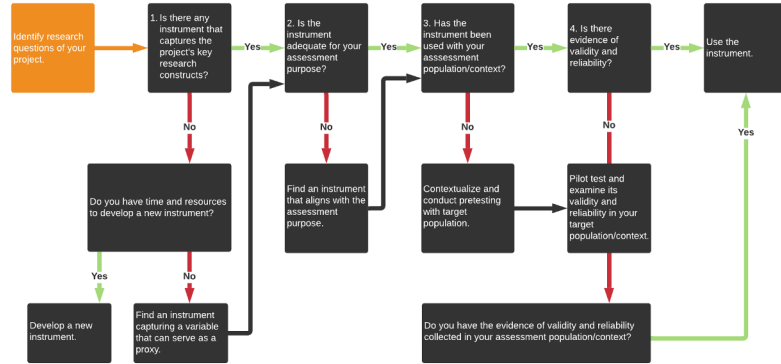
## Acknowledgment

This study was made possible through support provided by the U.S. Agency for International Development (USAID) South Sudan Mission, under the terms of SUPPLEMENT TO AGREEMENT NO. 7200AA18CA00009. The opinions expressed herein are those of the authors and do not necessarily reflect the views of the U.S. Agency for International Development.

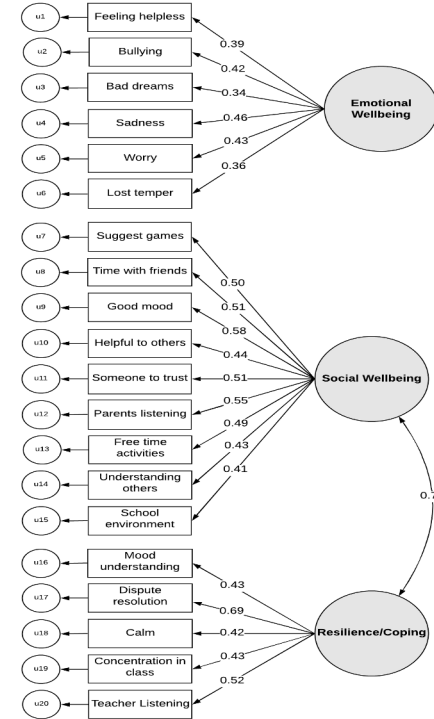
# Creating a Tool to Measure Children's Wellbeing: A PSS Intervention in South Sudan

Moses Olayemi <sup>a</sup>, Melissa Tucker <sup>b</sup>, Mamour Chuol <sup>c</sup>, Tom Purekal <sup>d</sup>, Arlene Benitez <sup>b</sup>, Wendy Wheaton <sup>c</sup>, and Jennifer DeBoer <sup>a</sup>  
 Purdue University <sup>a</sup>, Catholic Relief Services <sup>b</sup>, Gender Equality and Women's Leadership Program (GEWLP) South Sudan <sup>c</sup>, University of Notre Dame <sup>d</sup>, USAID <sup>e</sup>

## Procedure for Instrument Development & Contextualization



## Validity Tests



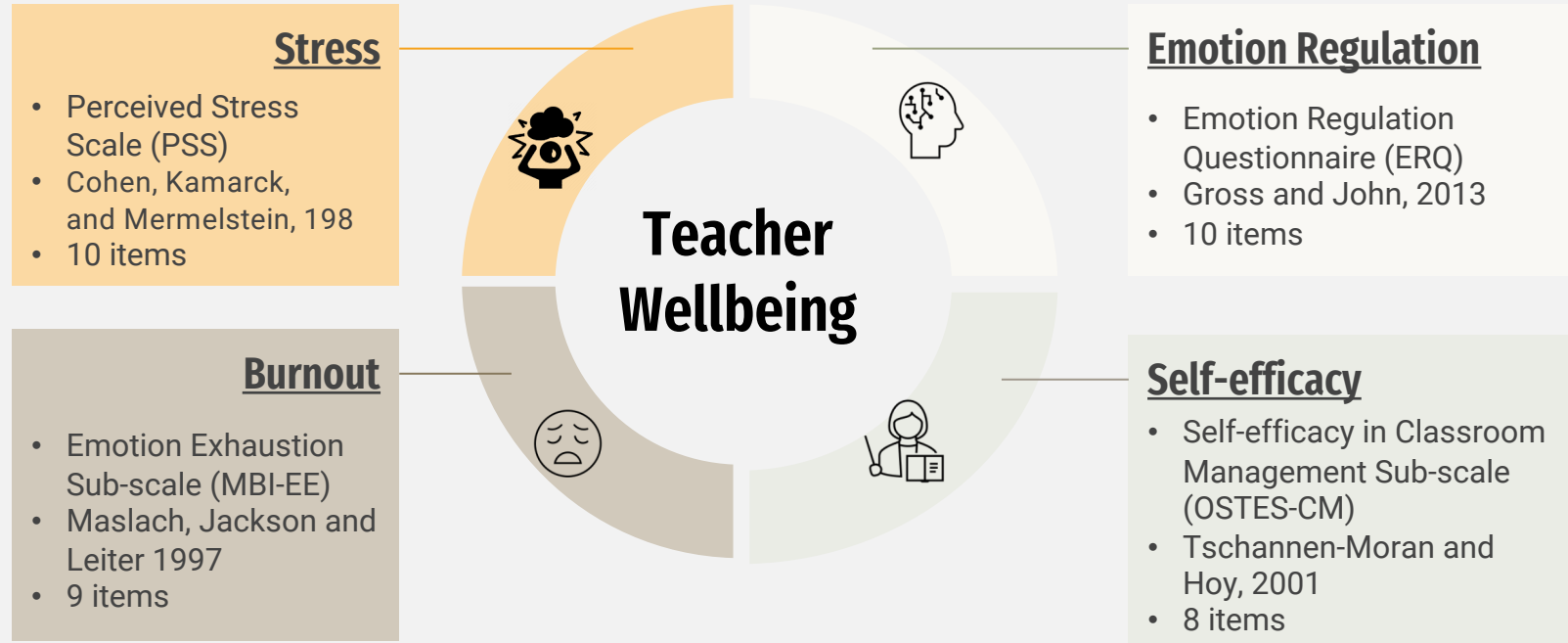
ChiSq = 629.703  
 df = 167  
 p < 0.001  
 RMSEA = 0.043  
 SRMR = 0.043  
 CFI = 0.870  
 TLI = 0.853  
 AGFI = 0.945  
 GFI = 0.956

## Recommendations

1. Overall, the three core domains we measured (emotional wellbeing, social wellbeing, and resilience) emerged as factors in the South Sudanese context, albeit with important changes.
2. The domain of resilience, in particular, is identified as a significant self-regulation factor in South Sudan.
3. Academic and practitioner communities can use our instrument as and when appropriate to assess wellbeing outcomes in South Sudan or similar contexts.
4. We strongly recommend that local collaboration and leadership be a core facet of any work on psychosocial support and, more broadly, on the study of education in conflict settings.

# HOW DO WE KNOW IF TEACHERS ARE WELL? THE WELLBEING HOLISTIC ASSESSMENT TOOL FOR TEACHERS

FERNANDA SOARES, NINA CUNHA, PAUL FRISOLI



Tool validation with a sample of 1,659 Salvadoran Teachers

# HOW DO WE KNOW IF TEACHERS ARE WELL? THE WELLBEING HOLISTIC ASSESSMENT TOOL FOR TEACHERS

FERNANDA SOARES, NINA CUNHA, PAUL FRISOLI



## Contextually Relevant

- Choice of constructs based on experiences of teachers in El Salvador
- Locally adapted through cognitive interviews with Salvadoran teachers





## Feasible

- Short
- Easy to comprehend
- Self-administered
- Minimum assessor training
- Low-cost



## Psychometrically Rigorous

- Valid 
  - Content-related evidence
  - Criterion-related evidence
  - Evidence for dimensional structure
- Reliable 
  - Internal consistency reliability



# Evaluating the 3Cs Program for Caregivers of Young Children Affected by the Armed Conflict in Colombia

## Authors

Lina María González Ballesteros, José M. Flores, Ana María Ortiz Hoyos, Amalia Londoño Tobón, Sascha Hein, Felipe Bolívar Rincon, Oscar Gómez, and Liliana Angélica Ponguta

## 3Cs: Contigo, Conmigo, Con Todos



A reconciliation and resilience-promotion intervention for caregivers of young children enrolled in ECD centers in Colombia

## 01 WHAT DID WE DO?

We developed, implemented, & pragmatically evaluated the 3Cs program

## 02 WHY?

Ecological and resilience-building interventions in Colombia are notably sparse

## 03 HOW?

\*Skills-building program (SBP)\*

All parents, grandparents and educators (caregivers) were eligible

\*Psychotherapy intervention (PTI)\*

## 04 WHERE?

14 municipalities acutely affected by the country's armed conflict and by forced displacement



## 05 WITH WHOM?

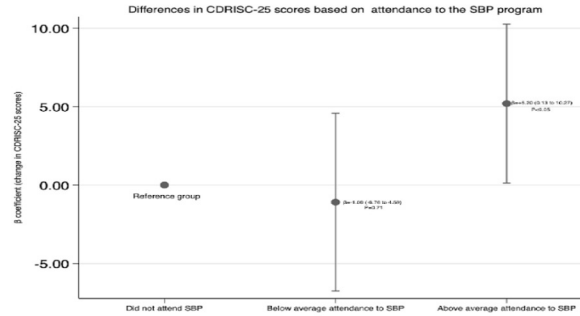
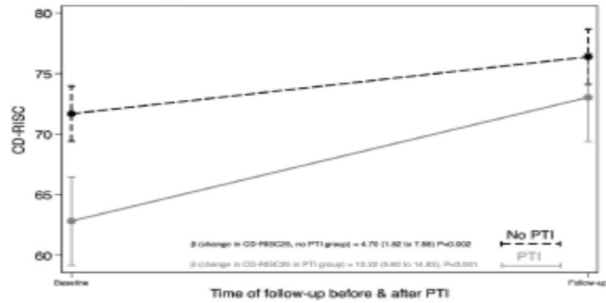
de cero a Siempre



Parents who self-reported to be victims of the armed conflict and had a negative screen for depression, PTSD, and/or anxiety

# WHAT DID WE FIND?

Figure 1: Changes in Pre-Post Intervention CD-RISC-25 Scores



- **Victims** of the armed conflict in Colombia are **willing to participate** in programs that promote resilience
- We saw statistically significant **improvements in CD-RISC** in both intervention arms

# WHAT DO WE STILL NEED TO KNOW?

- Are changes in **resilience sustained** over time?
- How do changes in resilience impact **behavior, wellbeing** and other **outcomes** among different caregivers?
- What are the **impacts** of caregiver participation and outcomes on **children**?

# WHAT ARE THE IMPLICATIONS OF OUR WORK?

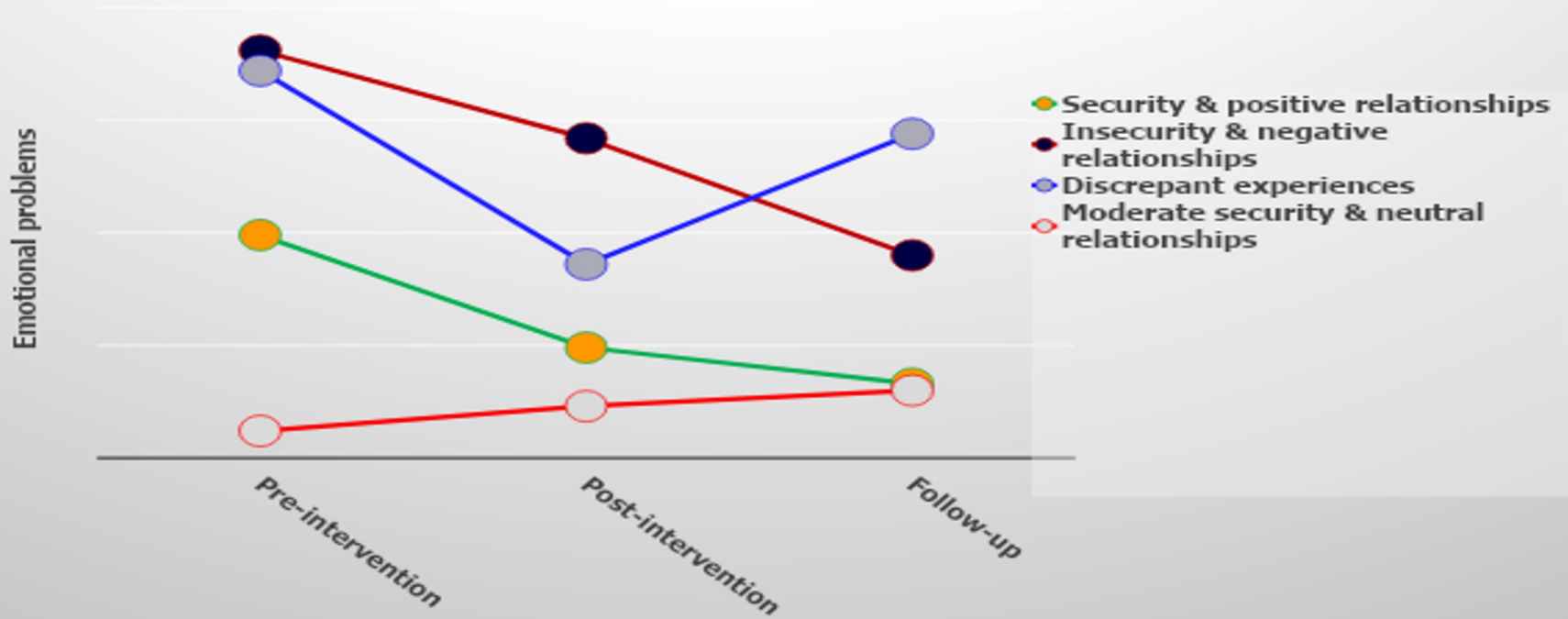
- **Evidence-based** programming and policy formulation
- **Interdisciplinary** and **intersectoral** approaches to **EiE practice** and research

# Family Relationships and Intervention Effectiveness among War-affected Children

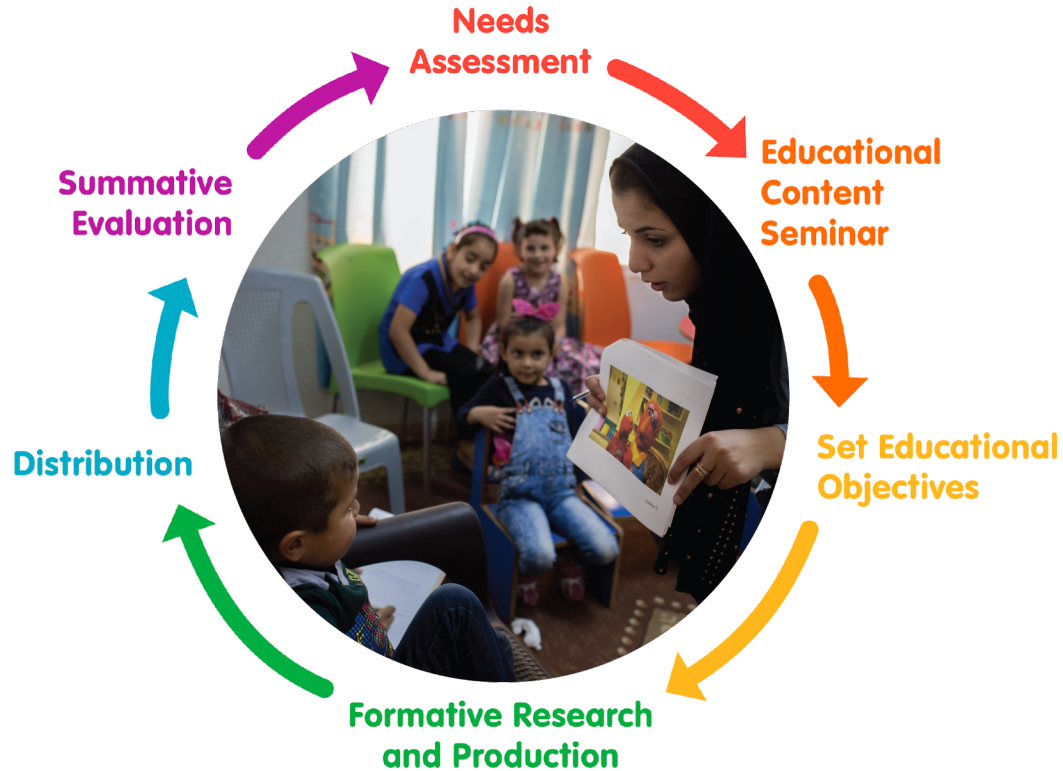
- 482 Palestinian children
- 11-13-year-old boys and girls
- Intervention and control groups (waiting list), 2009
- TRT: Structured psychosocial intervention
- Parents: 336 mothers  
316 Fathers



# Intervention Effectiveness According to Family Types



# Using a Participatory Approach to Create SEL Programming: The Case of Ahlan Simsim





# Ahlan Simsim Cast



MA'ZOOZA



TETA NOOR



HADI



ABU'L FIHEM



BULBUL, HASSOON,  
& REESHEH



THE DABKE DANCERS

THE MUPPETS

# Developing a Culturally Relevant Measure of Resilience for War-Affected Adolescents in Eastern Ukraine

**Aim:** to describe the development and psychometric properties of the first measure of resilience for war-affected adolescents in eastern Ukraine

## Why?

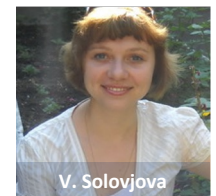
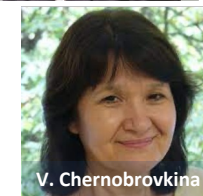
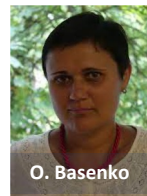
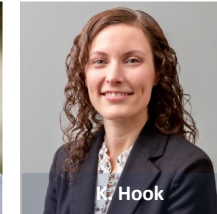
- In 2019, 1.6 billion children (69%) were living in a conflict-affected country
- Validated resiliency measures for program implementation purposes, especially in emergency settings are required

## What?

- identify the main cultural characteristics of resilience, and these constructs
- test statistically local model of resilience



## Research Team



## Resiliency Screener for Youth (KMARS-Y) development and validation

67 young adolescents (age 9-18 years) leaving nearby frontline were interviewed

Additionally, 10 Focus group with 53 young adolescents were conducted

### Local resilience characteristics resulted from qualitative study

- family support
- helping others
- communicating with friends
- conflicting with others
- networking skills
- isolation
- happiness
- optimism
- physical health
- self-confidence
- persistence and
- curiosity

### Testing resilience model

Sample (N=218) mean age 13,98, (57% girls)

Exploratory and confirmatory factor analysis were done

5 factors model, 27 variables were extracted from initial questionnaire (146 items) using the Exploratory Structural Equation Modeling (ESEM) procedure

**family support ( $\omega = 0.89$ ),  
optimism ( $\omega = 0.87$ ),  
persistence ( $\omega = 0.87$ ),  
health ( $\omega = 0.86$ ) and  
social networking ( $\omega = 0.87$ ).**

good test-retest reliability

Bifactorial model with "general" resiliency factor and "family support" as only one most significant factor that mostly fits with Masten's model

Family factors as universal, but at the same time as unique in its manifestation as only one significant relational and contextual factor

Compared to Ungar's socio-cultural model (Ungar 2011), is mostly characterized through **absence of** important relational and context variables, such as **community support** (Kuterovich-Jagodich 2003), and **spirituality** (Durakovich-Belko et.al. 2003; Klasen et.al. 2010).



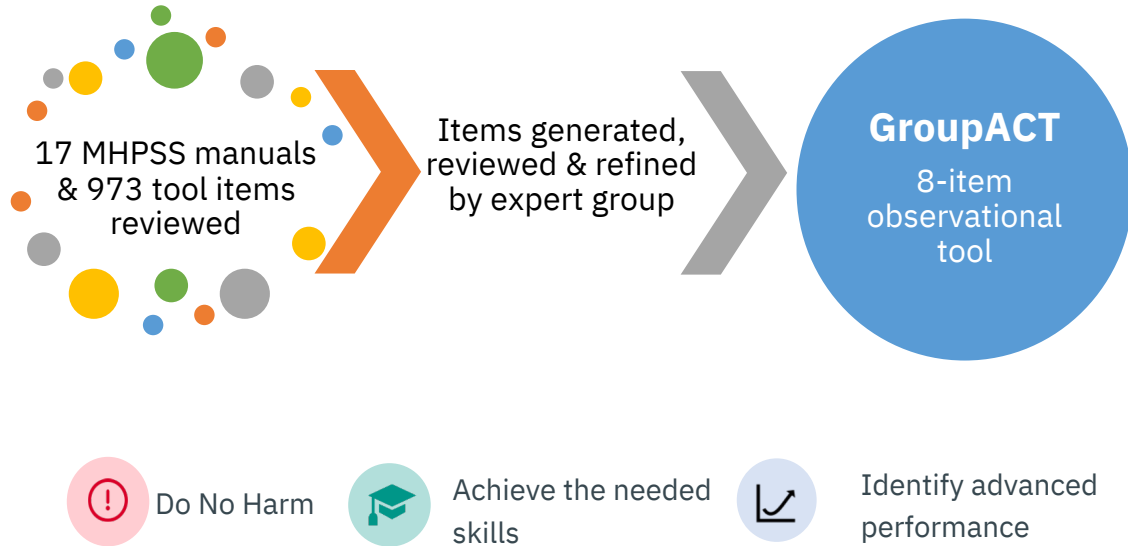
In humanitarian settings, mental health  
and psychosocial support services  
(MHPSS)

Are often  
delivered in  
group-based  
formats

Have shown  
success when  
delivered by  
non-  
specialists  
(e.g.,  
educators,  
community  
members)

Lack tools for  
assessing  
group  
facilitation  
competencies

## Developing the Group facilitation Assessment of Competencies Tool (GroupACT)



# EQUIP: Ensuring Quality in Psychological Support

*Range of competency assessment tools in multiple languages  
E-learning courses and other resources  
Flexible use  
Works offline*



← Back

## GroupACT: Group Facilitation Skills

GROUPACT: GROUP FACILITATION SKILLS / POST-TRAINING / [VIGNETTE #1](#)

### Trainee demo



Online mode

[Saved to the device](#)

1/7 Competencies Completed

Select the level and attributes observed for this competency

	ANY HARMFUL BEHAVIOUR	ANY OR NONE	ALL BASIC SKILLS	ANY ADVANCED SKILLS
Group guidelines and/or ground rules	<input checked="" type="radio"/> LEVEL 1	<input type="radio"/> LEVEL 2	<input type="radio"/> LEVEL 3	<input type="radio"/> LEVEL 4
Group participation	<p>RISK OF HARM</p> <p><input checked="" type="checkbox"/> Does not intervene when group members are not empathetic, hurtful, or hostile towards one another</p> <p><input type="checkbox"/> Shares member information from private session as an example of empathy or non-empathy</p>	<p>BASIC HELPING SKILLS</p> <p><input checked="" type="checkbox"/> Encourages and fosters empathy amongst group members (eg, points out displays of empathy towards one another)</p> <p><input type="checkbox"/> Exemplifies empathy (eg, nods head, says 'uh-huh')</p>	<p>ADVANCED HELPING SKILLS</p> <p><input type="checkbox"/> Provides summarising statements and interpretations</p> <p><input checked="" type="checkbox"/> Uses prompts (eg, "How do you feel after you shared with us?")</p>	

Fostering empathy amongst group members

Collaborative problem solving

Addressing logistical barriers to participation

