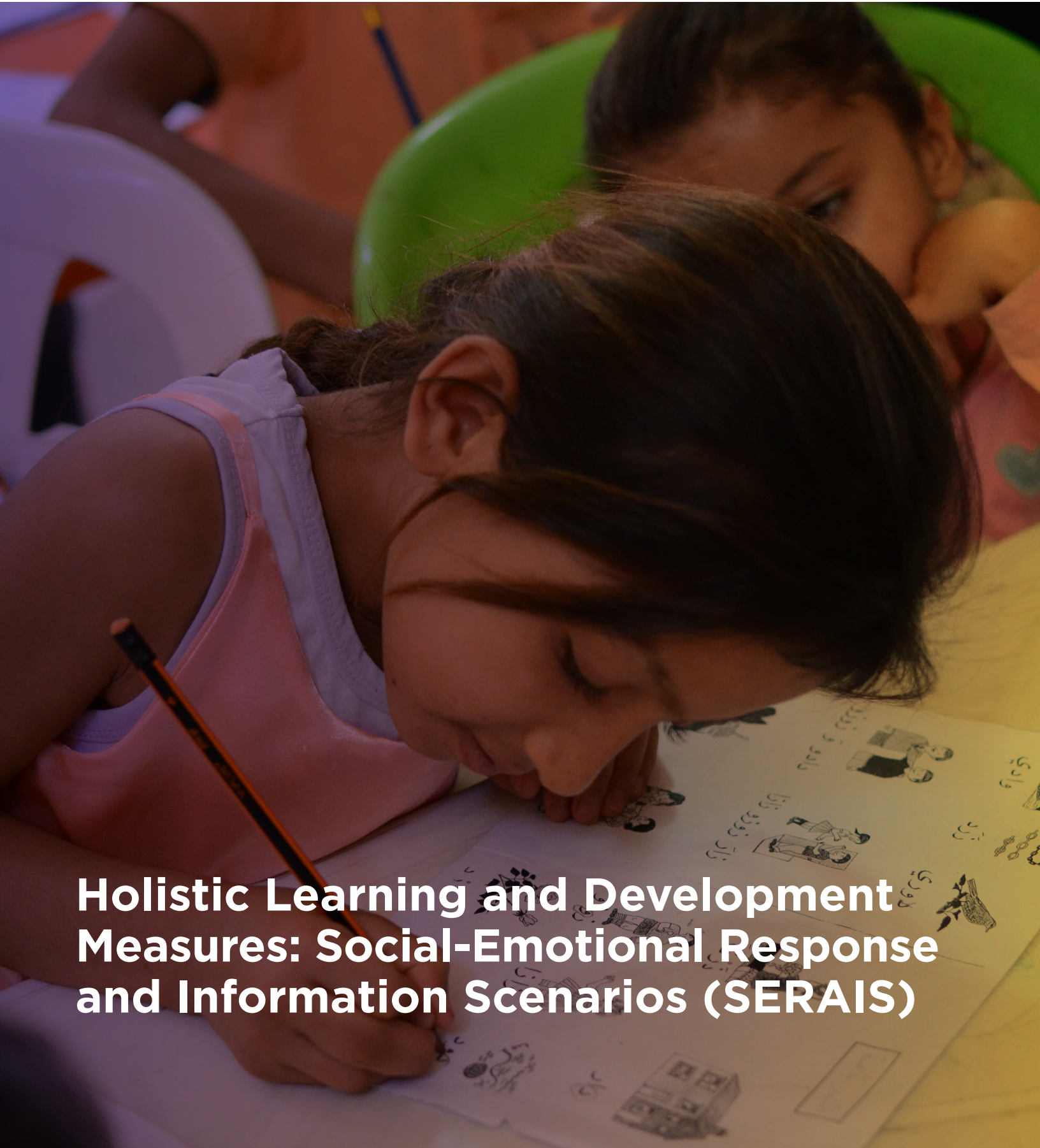


**3EA**

EDUCATION IN EMERGENCIES  
EVIDENCE FOR ACTION

A young girl with dark hair, wearing a pink sleeveless top, is sitting at a desk and drawing on a piece of paper. She is holding a pencil and looking down at her work. In the background, another child is visible, also sitting at a desk. The paper she is drawing on has some illustrations and text in Arabic. The overall scene is a classroom setting.

# Holistic Learning and Development Measures: Social-Emotional Response and Information Scenarios (SERAIS)

## AT A GLANCE



### What You Can Measure: 4 Types of Social and Emotional Development Skills

- Hostile attribution bias
- Emotional orientation: anger, sadness, calmness
- Emotional dysregulation: anger dysregulation, sadness dysregulation
- Interpersonal negotiation strategies



### Type of Measure

- Scenario based
- Self-report



### Materials

- Tool (paper or tablet)
- Stimuli for children
- Tablet or scoring sheet



### Composition

- 6 hypothetical scenarios
- Questions to capture different constructs



### Administrator

- Trained enumerators



### Population

- Children
- Ages 5 to 16



### Where It Has Been Used

- Lebanon
- Niger
- Nigeria



# OVERVIEW

Social-emotional learning (SEL) is a process in which children develop the ability to understand emotions, build positive relationships and make constructive decisions when faced with challenges in life (Zins et al., 2004). SEL has been gaining an increasing policy and practice interest globally as research shows a consistent, positive relationship between children's improved SEL skills and academic outcomes in math and reading (e.g., Durlak et al., 2011; Wigelsworth et al., 2016) as well as adulthood productivity (e.g., Eren & Ozbeklik, 2013). Such a trend is also prominent in low-income, fragile states where SEL can potentially enhance children's psychosocial and educational well-being despite toxic stress rooted in poverty and conflicts. Yet, there is a lack of research tools that can validly measure children's SEL skill development in the region. Social Emotional Response and Information Scenarios (SERAIS) is a scenario-based student assessment tool that measures different SEL skills among children in conflict-affected, emergency settings. It introduces children to six hypothetical scenarios and prompts them to answer a series of questions aimed to measure the following four constructs:

- **Hostile attribution bias:** the tendency to interpret the behavior of others as hostile in intent when it may be ambiguous or benign;
- **Emotional orientation:** the type and intensity of the emotions that a child would experience in a social situation
  - Anger
  - Sadness
  - Calmness
- **Emotion dysregulation:** the ability to modulate the expression of intense emotions in socially challenging situations
  - Sadness dysregulation
  - Anger dysregulation
- **Interpersonal negotiation strategies (INS):** the strategies a child uses to deal with socially challenging situations. The items include seven responses that represent interpersonal negotiation strategies identified by Brion-Meisels & Selman (1984), including:
  - Physical aggression (INS 0–other transforming): orientation to using impulsive, non-communicative, physical aggression as a response to the conflict.

- Verbal aggression (INS 0–other transforming): orientation to use an impulsive, non-communicative, verbal aggression as a response to conflict.
- Disengagement (INS 0–self transforming): orientation to withdraw from and avoid a conflict situation and disconnect from the other party, without communication
- Appeal to authority (INS 1–other transforming): one-way negotiations in which students rely on adults, such as teachers, to find a resolution to the conflict
- Command (INS 1–other transforming): one way negotiations in which students provide a command to others to find a resolution to conflict or provide fair outcomes
- Ask for reasons (INS 2–self-transforming): engaging in reciprocal interactions where students ask the other party for reasons to understand the perspective or needs of the other person
- Influence/give reasons (INS 2–other transforming): orientation to engage in reciprocal interactions where children communicate their own needs and perspectives to the other person so they can understand their needs

This User Guide will help you:

- Become familiar with the structure of SERAIS;
- Learn different socio-emotional skills that are captured in the scenarios and follow-up questions in SERAIS;
- Understand how to score the items included in SERAIS
- See examples of how to use, visualize and interpret SERAIS data



PHOTO: IRC

# THE STRUCTURE OF SERAIS

SERAIS can be adjusted to measure all of the four constructs included in the tool or to measure only some of these constructs. In both cases, you still need to work with all six scenarios to participants, but the questions you administer depend on the constructs you want to capture. The following sections will provide guidance on how to choose questions that meet your needs.

## 1. The Scenarios

SERAIS includes six scenarios that depict conflicts children could experience in their everyday lives. These scenarios ask children to imagine social situations in which the protagonist is negatively affected by the actions of a peer by physically hurting his/her property or socially excluding him, but it is not clear whether the other person acted intentionally or not because the scenarios are deliberately ambiguous and do not explain why the child may have acted in that way. Table 1 contains the six scenarios of SERAIS used in Lebanon.<sup>1</sup>



PHOTO: KULSOOM RIZVI/IRC

**Table 1. Hypothetical Scenarios with Ambiguous Social Situations**

### Scenario 1

Imagine today is your first day at school. You are sitting next to a child you would like to become friends with. But this child is chatting with someone else and is not talking with you. You are trying to talk to the child but the child is not even looking at you.

### Scenario 2

Imagine that you have finished a beautiful drawing for school. You've worked on it for a long time and you're really proud of it. Another child comes over to look at your drawing. The child is holding a juice box. You turn away for a minute and when you look back the child has spilled juice all over your art project. You worked on the project for a long time and now it's messed up.

### Scenario 3

You are in a playground waiting for your turn for a swing. A child has been on the swing for a long, long time. You would really like to play on the swing.

### Scenario 4

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

### Scenario 5

Imagine that a child is standing next to you drinking water during break. The next thing you know, the child has splashed some water on your face.

### Scenario 6

Your classmates are outside playing a game during a break. You would really like to play with them, but they haven't asked you.

## 2. The Constructs

After hearing each scenario, children are asked a series of questions that reflect four different types of social emotional competencies: hostile attribution bias, emotional orientation, emotion dysregulation, and interpersonal negotiation strategies. These negotiation strategies include verbal aggression, physical aggression, disengagement, command, appeal to authority, ask for reasons and influence/give reasons.

### a. Hostile Attribution Bias



Hostile attribution bias refers to the cognitive tendency to interpret the behavior of others as being driven by a hostile intent in the context of socially challenging but ambiguous situations. Research has shown that people who have a hostile attribution bias are more likely to engage in the use of aggression as a way to solve conflicts than people who assign a benign intent to the actions of others.

 **Time: 6 minutes**

#### How to Measure Hostile Attribution Bias

The six scenarios are followed by multiple choice questions that require the child to indicate why s/he thinks the character in the hypothetical scenario did something negative to him/her (e.g.: “Why did the child do that to you?” Options include an item that represents a hostile attribution (e.g.: The child did it on purpose) and an item that represents a benign attribution (e.g.: It happened by accident).

#### How to Score Hostile Attribution Bias Items

In each of the six scenarios you assign one point to each answer where the child shows a hostile attribution and zero points to answers where the child makes a benign attribution. Table 2 presents the scoring schemes.

Add the points that the child obtained and divide the sum by the number of scenarios answered. If the child answered 5 scenarios, divide the sum score by 5. If the child answered all 6 scenarios, divide the sum score by 6. The result is an average score ranging from 0 to 1 and represents the degree to which the child has a cognitive tendency to interpret the behaviors of others as being driven by a hostile intent or not. Higher scores represent higher hostile attribution bias and lower scores represent lower hostile attribution bias (see Table 3 for an example scoring sheet).

**Table 2. Scoring Scheme for Hostile Attribution Bias**

Scenario 1
<b>Q1. Do you think the child didn't talk to you...</b> a. On purpose? (1 point) OR b. Because the child didn't notice you? (0 points)
Scenario 2
<b>Q1. Do you think the child spilled the juice...</b> a. On purpose? (1 point) OR b. By accident? (0 points)
Scenario 3
<b>Q1. Do you think the child is not sharing the swing...</b> a. On purpose? (1 point) OR b. Because the child didn't see you? (0 points)
Scenario 4
<b>Q1. Do you think the child took your place...</b> a. On purpose? (1 point) OR b. By accident? (0 points)
Scenario 5
<b>Q1. Do you think the child splashed the water...</b> a. On purpose? (1 point) OR b. By accident? (0 points)
Scenario 6
<b>Q1. Do you think they didn't ask you to play...</b> a. On purpose? (1 point) OR b. Because they didn't see you? (0 points)

**Table 3. Example of Scoring Sheet for Hostile Attribution Bias**

Items	Score
Scenario 1	1
Scenario 2	0
Scenario 3	0
Scenario 4	1
Scenario 5	0
Scenario 6	0
<b>Total</b>	<b>2</b>
<b># questions answered</b>	<b>6</b>
<b>Average Score</b> (total # of questions answered)	<b>0.33</b>

Please note that the manifestation of children's hostile attribution bias may differ depending on the specific context and culture they are situated in, as well as the particular developmental stage they are at. The scoring system provided above was used with data obtained with Syrian refugee children in Lebanon. If you are using SERAIS or the hostile attribution scale with a different population or context, we recommend that you refer to *Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S., & Lee, J., 2019) to review the processes needed to adequately adapt and test the validity and reliability of tools for use with a different population and/or context.

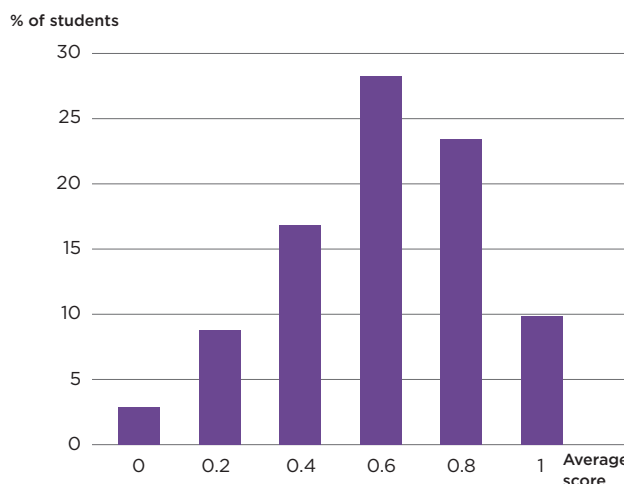
### How to Use Hostile Attribution Bias Scores

You can use the resulting scores for different statistics or information, which include but are not limited to: 1) average score distribution (see Figure 1), 2) average scores by group (see Figure 2), and 3) changes in average scores observed at different time points (see Figure 3).

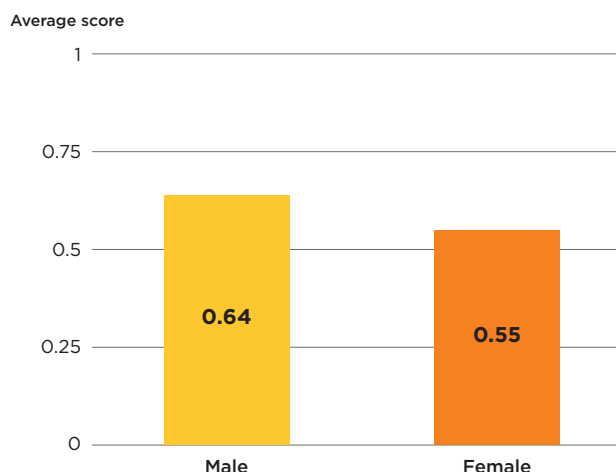
In Figure 1, we observe that the average scores of hostile attribution bias are distributed normally with the highest percent of children gathering around scores .06-.08. In Figure 2, on average, male students exhibit higher levels of hostile attribution bias than female students by .09 points. Figure 3 reflects an experimental research study in which the data are collected for a program evaluation and shows changes in hostile attribution bias average scores from baseline to endline by group. When compared to the control group, the treatment group exhibits a sharper decrease in hostile attribution bias average scores.<sup>2</sup>

For more information on Hostile Attribution Bias, see: Dodge, K. et al. (2015). Hostile attribution bias and aggression in a global context. *Proceedings of the National Academy of Sciences* 112(30): 9310-9315.

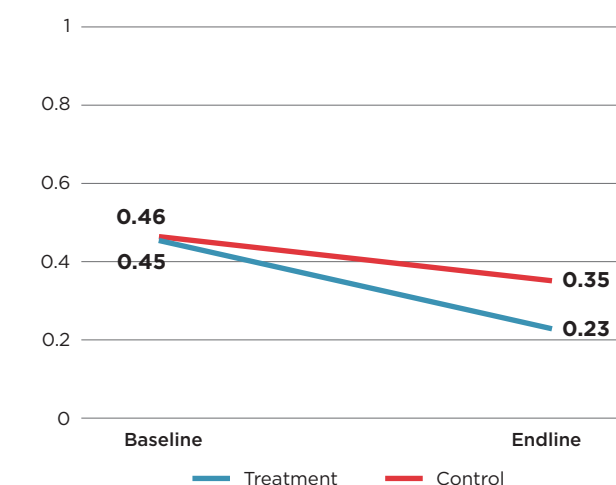
**Figure 1. Hostile Attribution Bias Average Score Distribution**



**Figure 2. Hostile Attribution Bias Average by Gender**



**Figure 3. Baseline and Endline Hostile Attribution Bias Scores by Treatment Status**



## b. Emotional Orientation



Emotional orientation refers to the type and intensity of the emotions that child would experience in a social situation.

 **Time: 3 minutes**

### How to Measure Emotional Orientation

After reading each scenario, ask the child: “If you were in this situation, how calm/sad/angry would you feel?” The question requires the child to indicate the level of intensity with which s/he would experience different emotions when faced with a socially challenging situation, using a 5-point Likert scale: (a) not sad at all, (b) a little sad, (c) somewhat sad, (d) sad, and (e) very sad. Table 4 shows the scoring scheme.

**Table 4. Questions to Assess Emotional Orientation**

If you were in this situation....
<b>1. How angry would you feel?</b> a. Not angry at all b. A little angry c. Somewhat angry d. Angry e. Very angry
<b>2. How sad would you feel?</b> a. Not sad at all b. A little bit sad c. Somewhat sad d. Sad e. Very sad
<b>3. How calm with you feel?</b> a. Not calm at all b. A little bit calm c. Somewhat calm d. Calm e. Very calm

### How to Score Emotional Orientation Items

To assess emotional orientation, you need to estimate three separate scores for the following variables: calmness, sadness and anger. For this, follow these steps:

- **Step 1:** Assign points to the child’s answer for each question (see Table 5 for the scoring scheme).

**Table 5. Scoring Scheme for Emotional Orientation**

Calmness
<b>1. How calm would you feel?</b> a. Not calm at all (0 points) b. A little calm (1 point) c. Somewhat calm (2 points) d. Calm (3 points) e. Very calm (4 points)
Sadness
<b>2. How sad would you feel?</b> a. Not sad at all (0 points) b. A little sad (1 point) c. Somewhat sad (2 points) d. Sad (3 points) e. Very sad (4 points)
Anger
<b>3. How angry would you feel?</b> a. Not angry at all (0 points) b. A little angry (1 point) c. Somewhat angry (2 points) d. Angry (3 points) e. Very angry (4 points)

- **Step 2:** Add all the points that the child obtained for each of calmness, sadness and anger variables across all the six scenarios included in SERAIS. Divide the sum score by the number of scenarios the child answered. If the child only provided answers to four scenarios, divide the sum score by four. If the child provided answers for all six scenarios, divide the sum score by six. The resulting score for each variable represents the intensity of the particular emotion that child would experience in a social situation. Higher scores represent higher levels of emotional intensity. Lower scores represent lower levels of emotional intensity (see Table 6 for an example scoring sheet).



**Table 6. Example of Scoring Sheet for Emotional Orientation**

Items	Calmness	Sadness	Anger
Scenario 1	3	3	1
Scenario 2	3	3	1
Scenario 3	2	3	--
Scenario 4	2	2	2
Scenario 5	2	2	2
Scenario 6	3	3	1
<b>Subtotal</b>	<b>15</b>	<b>16</b>	<b>7</b>
<b># questions answered</b>	<b>6</b>	<b>6</b>	<b>5</b>
<b>Score</b> (total # of questions)	<b>2.5</b>	<b>2.66</b>	<b>1.4</b>

Please note that the manifestation of children's emotional orientations may differ depending on the specific context and culture they are situated in, as well as the particular developmental stage they are at. The scoring system provided above was used with data obtained with Syrian refugee children in Lebanon. If you are using SERAIS or the emotional orientation scale with a different population or context, we recommend that you refer to *Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S. & Lee, J., 2019) to review the processes needed to adequately adapt and test the validity and reliability of tools for use with a different population and/or context.

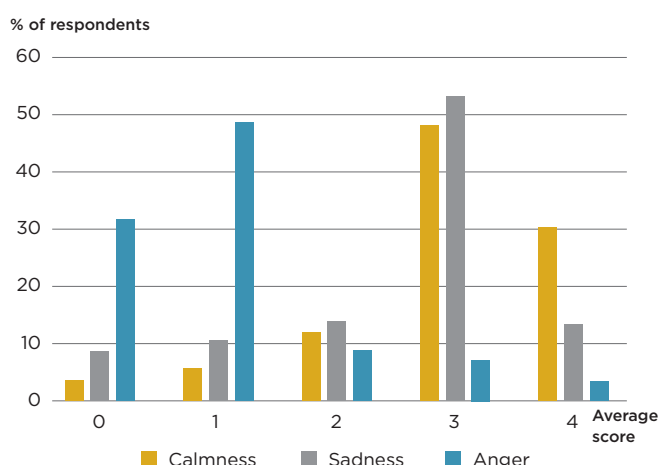
### How to Use Emotional Orientation Scores

You can use the resulting data to describe the type and intensity of different emotions that children experience, with the help from statistics such as 1) average score distribution by different emotion types (see Figure 4), 2) average score comparison by groups such as gender, displacement status, or region (see Figure 5), and 3) changes in average scores at different time points (see Figure 6).

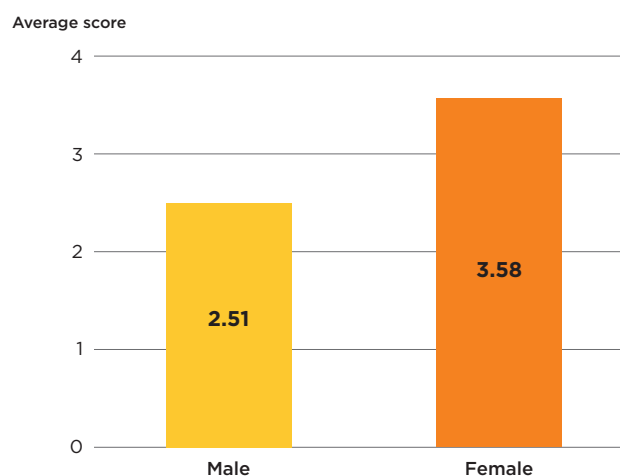
In Figure 4, we observe that for calmness and sadness, a majority of children center around the average scores 3-4. This is in contrast to anger for which a majority of children score 0 or 1. Figure 5 shows, on average, female students score higher in sadness than male. Figure 6 shows that at baseline, participants in the treatment and control groups exhibited similar levels of sadness. At endline, the average sadness score decreased in the treatment group whereas it remained almost the same in the control group.

For more information on emotional orientation, see Di Giunta, L., Iselin, A. M. R., Eisenberg, N., Pastorelli, C., Gerbino, M., Lansford, J. E., & Thartori, E. (2017). Measurement invariance and convergent validity of anger and sadness self-regulation among youth from six cultural groups. *Assessment*, 24(4), 484-502.

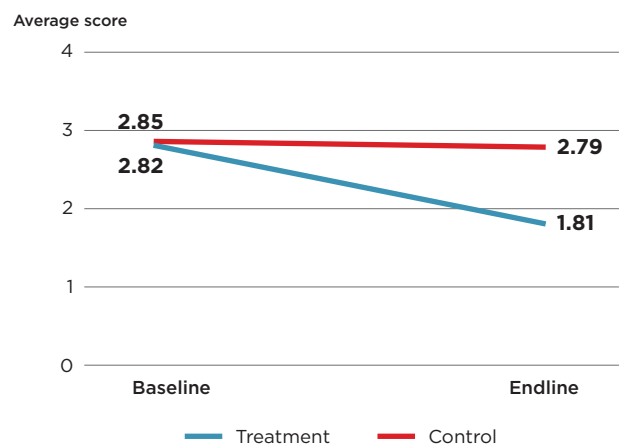
**Figure 4. Emotion Orientation Score Distribution by Emotion Type**



**Figure 5. Average Sadness Scores by Gender**



**Figure 6. Baseline and Endline Sadness Scores by Treatment Status**





## c. Emotion Dysregulation



Emotional dysregulation refers to the ability of a child to modulate the expression of the intense emotions s/he experience in socially challenging situations.

 **Time: 3 minutes**

### How to Measure Emotion Dysregulation

After reading each of the six SERAIS scenarios, ask the child: “What would you do next, in this situation?” The question requires the child to indicate if and how s/he would express the emotion s/he feel when faced with a socially challenging situation, using a 3-point Likert scale: (a) no, (b) maybe, and (c) yes. Table 7 shows the scoring scheme.

### How to Score Emotion Dysregulation Items

To assess emotion dysregulation, you need to estimate two separate scores for sadness dysregulation and anger dysregulation variables. For this, follow these steps:

- **Step 1:** Assign points to the child’s answer for each question (see Table 7 for the scoring scheme).

**Table 7. Scoring Scheme for Emotion Dysregulation**

What would you do next, in this situation?	
Sadness dysregulation	Anger dysregulation
<b>1. Whine or cry?</b>	<b>2. Yell or stomp your feet?</b>
a. No (0 points)	a. No (0 points)
b. Maybe (1 point)	b. Maybe (1 point)
c. Yes (2 points)	c. Yes (2 points)

- **Step 2:** Add all the points that the child obtained for each of sadness and anger dysregulation variables across all the six scenarios included in SERAIS. Divide the sum score by the number of scenarios the child answered. If the child only provided answers to four scenarios, divide the sum score by four. If the child provided answers for all six scenarios, divide the sum score by six. The resulting score for each variable represents their ability to regulate expressions of sadness and anger in a social situation. Higher scores represent higher levels of emotional dysregulation. Lower scores represent lower levels of emotional dysregulation (see Table 8 for an example scoring sheet).

**Table 8. Example of Scoring Sheet for Emotion Dysregulation**

Items	Sadness	Anger
Scenario 1	1	1
Scenario 2	1	1
Scenario 3	1	--
Scenario 4	2	2
Scenario 5	2	2
Scenario 6	1	1
<b>Subtotal</b>	<b>8</b>	<b>7</b>
<b># questions answered</b>	<b>6</b>	<b>5</b>
<b>Score</b> (total # of questions)	<b>1.3</b>	<b>1.4</b>

Please note that the manifestation of children’s emotion dysregulation may differ depending on the specific context and culture they are situated in, as well as the particular developmental stage they are at. The scoring system provided above was used with data obtained with Syrian refugee children in Lebanon. If you are using SERAIS or the emotion dysregulation scale with a different population or context, we recommend that you refer to *Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S. & Lee, J., 2019) to review the processes needed to adequately adapt and test the validity and reliability of tools for use with a different population and/or context.



PHOTO: JACOB RUSSELL/IRC

How to Use Emotion Dysregulation Scores

You can use the resulting data to describe the extent to which the child would display his or her sadness or anger in a dysregulated manner, including information or statistics such as 1) average score distribution (see Figure 7), 2) average score comparison by group such as gender, age or region (see Figure 8), and 3) changes in average scores at different time points (see Figure 9).

In Figure 7, we observe that a majority of children higher levels of anger dysregulation, reflected on higher percentages of children on scores 1.5-2 points. This is in contrast to sadness dysregulation for which a majority of children scores less than 1.0 point. Figure 8 shows, on average, male students score higher in anger dysregulation than female students. Figure 9 shows that at baseline, participants in the treatment and control groups exhibited similar levels of sadness dysregulation. At endline, the average score decreased in the treatment group whereas it remained almost the same in the control group.

For more information on emotion dysregulation, see Di Giunta, L., Iselin, A. M. R., Eisenberg, N., Pastorelli, C., Gerbino, M., Lansford, J. E., ... & Thartori, E. (2017). Measurement invariance and convergent validity of anger and sadness self-regulation among youth from six cultural groups. *Assessment*, 24(4), 484-502.



PHOTO: PETER BIRO/IRC

Figure 7. Emotion Dysregulation Average Score Distribution

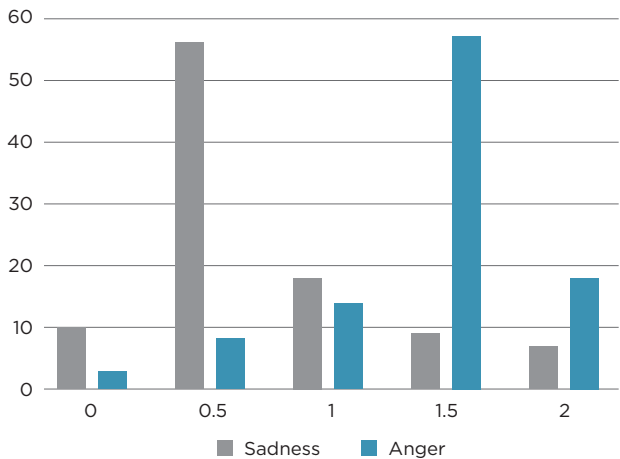


Figure 8. Anger Dysregulation Average by Gender

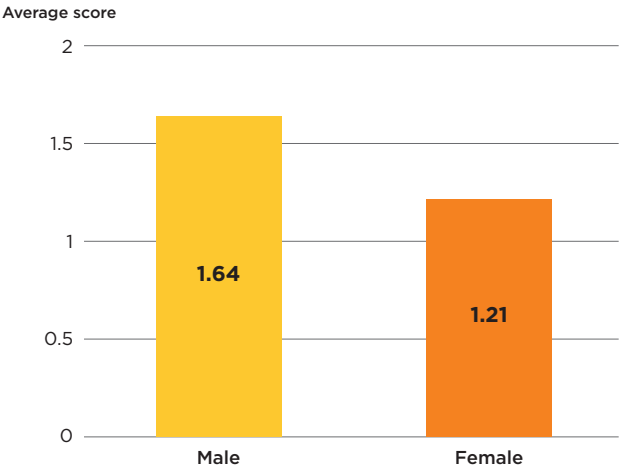
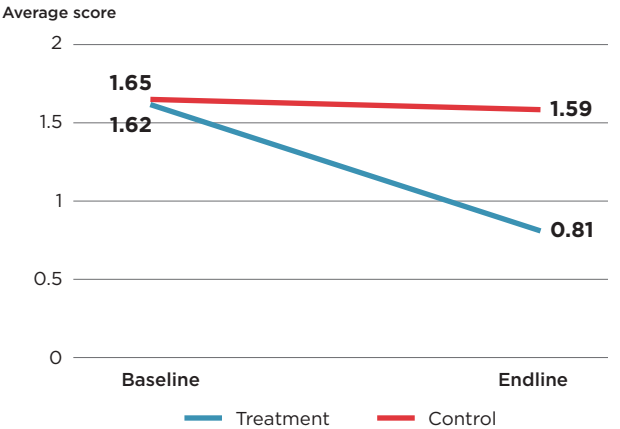


Figure 9. Baseline and Endline Sadness Dysregulation Scores by Treatment Status



## d. Interpersonal Negotiation Strategies



Interpersonal Negotiation Strategies (INS) aims to capture participants' self-reported orientation to deal with socially challenging situations. We followed the framework developed by Brion-Meisels and Selman (1984) to develop items that represent different developmental INS levels (0=Impulsive, egocentric, fight or flight, non-communitive, 1=Command, one way negotiation, non-reciprocal; 2=reciprocal, exchange oriented and 3=mutual collaborative negotiations) and two interpersonal orientation strategies (self-transforming and other-transforming).

### How to Measure Interpersonal Negotiation Strategies

After reading each scenario, ask the child: "What would you do next?" The question requires participants to indicate whether they would engage in aggression, disengagement or problem solving, using a Likert scale of 3 points (no, maybe, yes). Immediately after, ask children to identify their preferred choice of strategy. Table 9 shows examples of the questions and multiple option answers the instrument uses to assess participants' interpersonal negotiation strategies.

 Time: 5 minutes

**Table 9. Examples of Questions to Assess Interpersonal Negotiation Strategies**

Scenario 1			
A. What would you do next, in this situation?			
a. Ask the child why he/she is not talking to you	No=0	Maybe=1	Yes=2
b. Tell your teacher the child is not talking to you	No=0	Maybe=1	Yes=2
c. Say something mean about the child to another friend so they child can hear it	No=0	Maybe=1	Yes=2
d. Slam your books on the child's desk	No=0	Maybe=1	Yes=2
e. Just sit quietly and don't say anything	No=0	Maybe=1	Yes=2
f. Tell the child he/she shouldn't ignore you	No=0	Maybe=1	Yes=2
g. Say ho to the child and ask if he/she want to be friends	No=0	Maybe=1	Yes=2
Scenario 2			
A. What would you do after the girl spilled juice on your project?			
a. Ask the child why she spilled the juice	No=0	Maybe=1	Yes=2
b. Say something mean to get back at the child	No=0	Maybe=1	Yes=2
c. Tell your teacher what the child did	No=0	Maybe=1	Yes=2
d. Spill juice on the child	No=0	Maybe=1	Yes=2
e. Ignore the child and just clean up the drawing yourself	No=0	Maybe=1	Yes=2
f. Tell the child how you feel about the ruined drawing	No=0	Maybe=1	Yes=2
g. Tell the child to clean up and fix your drawing	No=0	Maybe=1	Yes=2

## How to Score Interpersonal Negotiation Strategies

The items were developed using the conceptual framework of Brion-Meisels & Selman. We recommend scoring the tool at the item level. Seven separate scores are obtained to assess children's orientation towards different interpersonal negotiation strategies:

- 1) Physical aggression (INS 0-other transforming),
- 2) Verbal aggression (INS 0-other transforming),
- 3) Disengagement (INS 1-self-transforming)
- 4) Command (INS 1-other transforming), 5) Appeal to authority (INS 1-other transforming), 6) Ask for reasons (INS 2-self-transforming), 7) Influence/give reasons (INS 2-other transforming). See table 10 for scoring scheme identifying how items in the measure reflect different interpersonal negotiation strategies.

To estimate interpersonal negotiation strategies scores, follow these steps:

- **Step 1:** For each of variables, obtain a total score by adding all the points answers received across six scenarios (see Table 10 for scoring scheme)
- **Step 2:** Divide the total by the number of questions answered. If the child only provided answers to questions in four questions, divide the total score by four. If the child provided answers for all six scenarios, divide the total score by six. The resulting score for each variable represents an orientation toward a particular interpersonal negotiation strategy. Higher scores represent a higher orientation towards the chosen strategy. Lower scores represent a lower orientation (see Table 11 for scoring scheme).

Please note that the manifestation of children's interpersonal negotiation strategies may differ depending on the specific context and culture they are situated in, as well as the particular developmental stage they are at. The scoring system provided above was used with data obtained with Syrian refugee children in Lebanon. If you are using SERAIS or the interpersonal negotiation strategies scale with a different population or context, we recommend that you refer to *Guide for Choosing and Contextualizing Assessment Measures in Educational Contexts: A Decision Making Tree* (Diazgranados, S. & Lee, J. 2019) to review the processes needed to adequately adapt and test the validity and reliability of tools for use with a different population and/or context.



PHOTO: NED COLT/IRC

**Table 10. Scoring Scheme for Interpersonal Negotiation Strategies**

INS level	Interpersonal orientation	Item	Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5	Scenario 6
INS 0	Other-transforming	Verbal aggression	C	C	C	C	C	C
		Physical aggression	D	D	D	D	D	D
	Self-transforming	Disengage	E	E	E	E	E	E
INS 1	Other-transforming	Command	F	F	F	F	F	F
		Appeal to authority	B	B	B	B	B	B
INS 2	Self-transforming	Ask for reasons	A	A	A	A	A	A
	Other-transforming	Influence, give reasons	G	G	G	G	G	G



**Table 11. Scoring Scheme for Interpersonal Negotiation Strategies**

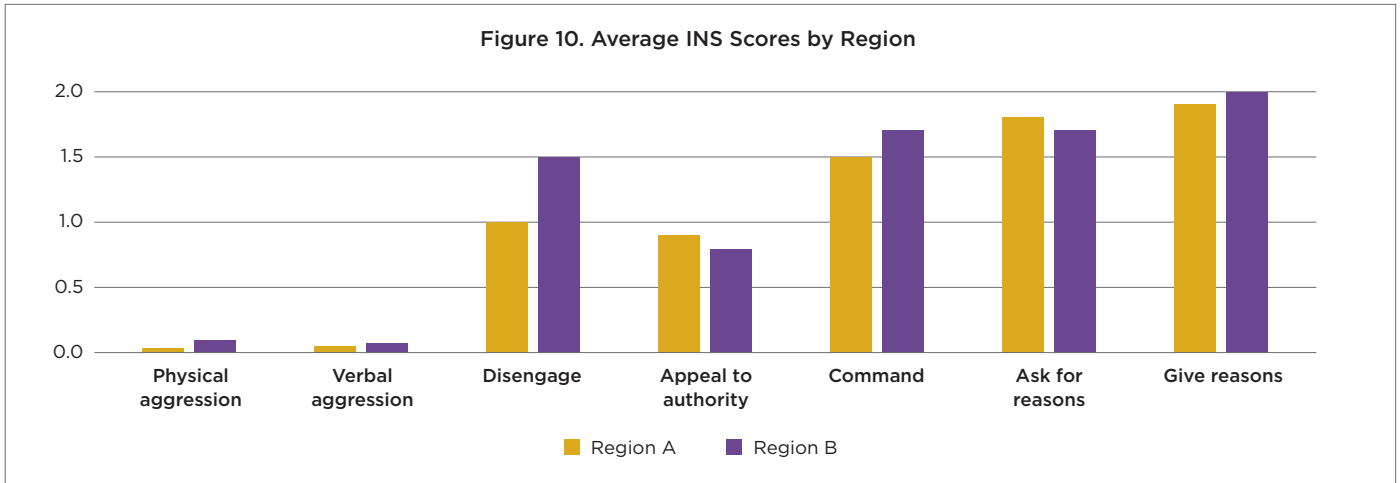
INS level	INS 0			INS 1		INS 2	
Interpersonal orientation	Other-transforming	Self-transforming		Other-transforming		Self-transforming	Other-transforming
Item	Verbal aggression	Physical aggression	Disengage	Command	Appeal to authority	Ask for reasons	Influence, give reasons
Scenario 1	0	0	1	2	1	2	2
Scenario 2	0	0	2	2	1	2	2
Scenario 3	0	0	1	2	0	2	2
Scenario 4	0	--	2	2	0	2	2
Scenario 5	0	0	1	2	0	2	2
Scenario 6	0	0	1	2	0	2	2
Subtotal	0	0	8	12	2	12	12
# Questions answered	6	6	6	5	6	6	6
Total	0.00	0.00	1.33	2.40	0.33	2.00	2.00

**Note:** The table shows INS developmental level and interpersonal orientations to illustrate how responses correspond to the theory used to develop coding scheme. However, answers should be coded at the item level. If you are interested to obtain scores that reflect the conceptual framework underlying this framework, we suggest you conduct a confirmatory factor analysis to confirm that in your context and with your population, the data behaves in the way hypothesized by Brion-Meisels & Selman (1984)



PHOTO: IRC

Figure 10. Average INS Scores by Region



### How to Use Interpersonal Negotiation Strategies Scores

You can use interpersonal negotiation strategies scores to generate descriptive information or statistics that show, for instance, average score by group such as gender, age or region (see Figure 10), and 2) changes in average scores at different time points (see Figure 11).

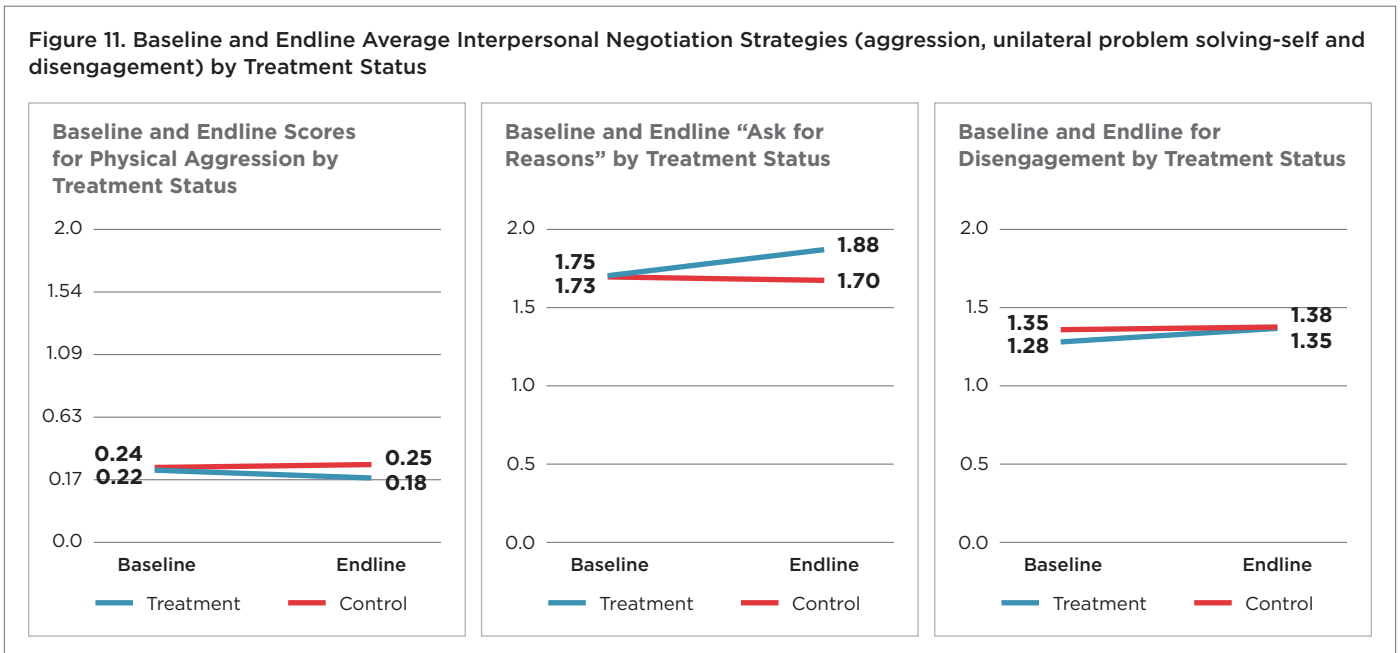
Figure 10 shows that, on average, students from Region A exhibit lower disengagement scores than students from Region B. Figure 11 illustrates how the tool can be used to assess the impact of an intervention on children's interpersonal negotiation strategies in the context of experimental or quasi-experimental research designs. The figure shows that, when compared to the control group, the treatment group showed a greater decrease

in the use of physical aggression, a greater increase in the use of other interpersonal negotiation strategies such as asking for reasons and disengagement.

For more information on interpersonal negotiation strategies, see:

- Brion-Meisels, S., & Selman, R.L (1984). Early adolescent development of new interpersonal strategies: Understanding and intervention. *Psychology Review*, 13, 278-291
- Leadbeater, B.J; Hellner, I; Allen, J & Aber, L (1989). Assessment of Interpersonal Negotiation Strategies in Youth and Engaged in Problem Behaviors. *Developmental Psychology*, 25 (3) 465-472

Figure 11. Baseline and Endline Average Interpersonal Negotiation Strategies (aggression, unilateral problem solving-self and disengagement) by Treatment Status



### 3. Other Resources

Other resources included in the Appendix

- Appendix 1 contains the full instrument of SERAIS
- Power point to Train Enumerators

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For questions or to get more information, please contact:

**Silvia Diazgranados Ferrans, Ed.D**

Senior Researcher, Education,  
International Rescue Committee  
[silvia.diazgranadosferrans@rescue.org](mailto:silvia.diazgranadosferrans@rescue.org)

**Ha Yeon Kim, Ph.D**

Associate Director for Research,  
Global TIES for Children, New York University  
[hayeon@nyu.edu](mailto:hayeon@nyu.edu)



This User Guide was developed by members of the 3EA Measurement Consortium and reviewed by members of the INEE PSS-SEL Measurement Reference Group to promote usability and exchange between diverse stakeholders.

For more information, please refer to <https://inee.org/measurement-library>.

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### REFERENCES

Brion-Meisels, S., & Selman, R.L (1984). Early adolescent development of new interpersonal strategies: Understanding and intervention. *Psychology Review*, 13, 278-291.

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Di Giunta, L., Iselin, A. M. R., Eisenberg, N., Pastorelli, C., Gerbino, M., Lansford, J. E. & Thartori, E. (2017). Measurement invariance and convergent validity of anger and sadness self-regulation among youth from six cultural groups. *Assessment*, 24(4), 484-502

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### ENDNOTES

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<sup>1</sup> Please note, social situation scenarios may need to be adapted to reflect the context and culture when it is used with different population and in different settings (See Diazgranados, S. & Lee, J., 2019).

<sup>2</sup> Please note that statistical analysis would be needed to determine whether the changes observed are statistically significant and to determine the size of the effect (in standardized terms such as effect sizes or unstandardized terms such as change in points).

# APPENDIX 1: INSTRUMENT OF SERAIS

## 3EA Lebanon Measures Year 2 (school year 2017-2018)

Assembled by Ha Yeon Kim (2017) from Parenting Across Cultures hostile attribution bias measure (Dodge et al., 2015); Social Problem Solving measure initially used for Fast Track and revised by Aber et al. (1995) for multiple choice items; conflict-resolution style questionnaire response choices (Slaby & Guerra, 1988); and in consultation with literature on interpersonal negotiation strategies (INS) developmental level and coding manual (Brion-Miesels & Selman, 1984; Leadbeater et al, 1989; Selman et al., 1986)

## 3EA Children's Stories 2.0

Okay, now I need you to use your imagination. I will ask you about stories about a situation you may encounter, and I want you to tell me what you think about it and how you would react if something similar happens to you. If you don't feel like answering any of the questions, it's okay, you just have to tell me!

<b>Story I</b>						
Imagine today is your first day at school. You are sitting next to a child you would like to become friends with. But this child is chatting with someone else and is not talking with you. You are trying to talk to the child but the child is not even look at you.						
<b>1. Hostile Attribution Bias</b>						
Do you think that the child is not talking to you:						
a. On purpose						
b. Because the child didn't notice you						
<b>2. Emotional Orientation</b>						
If you were in this situation,						
a. Would you feel angry?	Not at all	A little bit	Somewhat angry	Angry	Very angry	
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad	
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm	
<b>3. Emotion Dysregulation</b>						
What would you do next, in this situation?						
a. Whine or cry?	No	Maybe	Yes			
b. Yell or stomp your feet?	No	Maybe	Yes			
<b>4. Conflict Resolution</b>						
a. Ask the child why he/she is not talking to you?	No	Maybe	Yes			
b. Tell your teacher the child is not talking to you?	No	Maybe	Yes			
c. Say something mean about the child to another friend so the child can hear it?	No	Maybe	Yes			
d. Slam your books on the child's desk?	No	Maybe	Yes			
e. Just sit quietly and don't say anything?	No	Maybe	Yes			
f. Tell the child he/she shouldn't ignore you?	No	Maybe	Yes			
g. Say hi to the child and ask if he/she want to be friends?	No	Maybe	Yes			



## Story II

Imagine that you have finished a beautiful drawing for school. You've worked on it for a long time and you're really proud of it. Another child comes over to look at your drawing. The child is holding a juice box. You turn away for a minute and when you look back the child has spilled juice all over your art project. You worked on the project for a long time and now it's messed up.

### 1. Hostile Attribution Bias

Do you think that the child spilled the juice:

- a. On purpose
- b. By accident

### 2. Emotional Orientation

If you were in this situation,

a. Would you feel angry?	Not at all	A little bit	Somewhat angry	Angry	Very angry
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm

### 3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?	No	Maybe	Yes
b. Yell or stomp your feet?	No	Maybe	Yes

### 4. Conflict Resolution

a. Ask the child why she spilled the juice?	No	Maybe	Yes
b. Say something mean to get back at the child?	No	Maybe	Yes
c. Tell your teacher what the child did?	No	Maybe	Yes
d. Spill juice on the child?	No	Maybe	Yes
e. Ignore the child and just clean up the drawing yourself?	No	Maybe	Yes
f. Tell the child how you feel about the ruined drawing?	No	Maybe	Yes
g. Tell the child to clean up and fix your drawing?	No	Maybe	Yes

## Story III

You are in a playground and waiting for your turn for a swing. A child has been on the swing for a long, long time and doesn't seem to want to share the swing with you. You would really like to play on the swing.

### 1. Hostile Attribution Bias

Do you think that the child is not sharing the swing:

- a. On purpose
- b. Because the child didn't see you

### 2. Emotional Orientation

If you were in this situation,

a. Would you feel angry?	Not at all	A little bit	Somewhat angry	Angry	Very angry
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm

### 3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?	No	Maybe	Yes
b. Yell or stomp your feet?	No	Maybe	Yes

### 4. Conflict Resolution

a. Ask the child why he's not sharing the swing?	No	Maybe	Yes
b. Tell your teacher the child is not sharing the swing?	No	Maybe	Yes
c. Say something mean to the child?	No	Maybe	Yes
d. Push the child off the swing?	No	Maybe	Yes
e. Just walk away?	No	Maybe	Yes
f. Tell the child it's your turn and he/she should stop?	No	Maybe	Yes
g. Ask the child that it's okay if you can swing next?	No	Maybe	Yes

### Story IV

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, taking your 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?	Not at all	A little bit	Somewhat angry	Angry	Very angry
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm

#### 3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?	No	Maybe	Yes
b. Yell or stomp your feet?	No	Maybe	Yes

#### 4. Conflict Resolution

a. Ask the child why they took your place?	No	Maybe	Yes
b. Say something mean to get back at the child?	No	Maybe	Yes
c. Tell your teacher the child took your place?	No	Maybe	Yes
d. Push the child out of the line?	No	Maybe	Yes
e. Give them an angry look but do nothing?	No	Maybe	Yes
f. Tell the child to get in line behind you?	No	Maybe	Yes
g. Let the child know you were there first and it's not fair the child took your place?	No	Maybe	Yes

### Story V

Imagine that a child standing next to you drinking water during break. The next thing you know, the child has splashed some water on your face.

#### 1. Hostile Attribution Bias

Do you think that the child splashed water:

- a. On purpose
- b. By accident

#### 2. Emotional Orientation

If you were in this situation,

a. Would you feel angry?	Not at all	A little bit	Somewhat angry	Angry	Very angry
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm

#### 3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?	No	Maybe	Yes
b. Yell or stomp your feet?	No	Maybe	Yes

#### 4. Conflict Resolution

a. Ask the child why she splashed water on you?	No	Maybe	Yes
b. Tell your teacher what the child did?	No	Maybe	Yes
c. Say something mean to get back at the child?	No	Maybe	Yes
d. Splash water on the child?	No	Maybe	Yes
e. Ignore the child and walk away?	No	Maybe	Yes
f. Tell the child how you feel?	No	Maybe	Yes
g. Tell the child to go get you a towel?	No	Maybe	Yes

## Story VI

Your classmates are outside playing a game during a break. You would really like to play with them, but they haven't asked you.

### 1. Hostile Attribution Bias

Do you think that they didn't ask you to play:

- a. On purpose
- b. Because the child didn't see you

### 2. Emotional Orientation

If you were in this situation,

a. Would you feel angry?	Not at all	A little bit	Somewhat angry	Angry	Very angry
b. Would you feel sad?	Not at all	A little bit	Somewhat sad	Sad	Very sad
c. Would you feel calm?	Not at all	A little bit	Somewhat calm	Calm	Very calm

### 3. Emotion Dysregulation

What would you do next, in this situation?

a. Whine or cry?	No	Maybe	Yes
b. Yell or stomp your feet?	No	Maybe	Yes

### 4. Conflict Resolution

a. Ask them why they didn't ask you to play?	No	Maybe	Yes
b. Tell your teacher they didn't ask you to play?	No	Maybe	Yes
c. Say something mean to get back at them?	No	Maybe	Yes
d. Do something to ruin their game, like trip them over?	No	Maybe	Yes
e. Glare at them and walk away?	No	Maybe	Yes
f. Tell them they should play with you?	No	Maybe	Yes
g. Ask them nicely if you can play, too?	No	Maybe	Yes