

SERAIS

April, 2018

3EA

EDUCATION IN EMERGENCIES
EVIDENCE FOR ACTION



Instrument Overview



What is the structure of this measure?

- This measure has **six stories** about hypothetical situations in which something (somewhat) negative happens to a child. They are left purposely ambiguous as to how or why.

Example:

Two students are playing with a ball nearby.
The ball hits you when your back is turned.

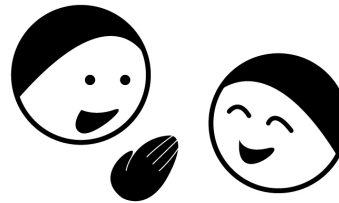
- We then ask the child a series of questions about what they think and how they would feel and react in the situation(s).

Example:

- Did this happen by accident or on purpose?
- How would you react?
- What might you do next?

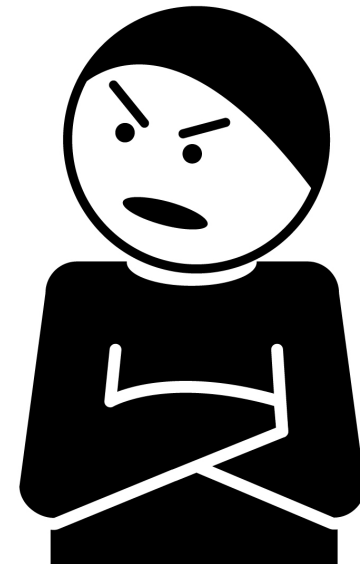
What are we measuring?

Hostile Attribution Bias — the tendency to interpret others' behaviors as having hostile intent, even when the behavior is ambiguous.



Example:

A person with high levels of hostile attribution bias might see two people laughing and immediately interpret this behavior as two people laughing about him/her.



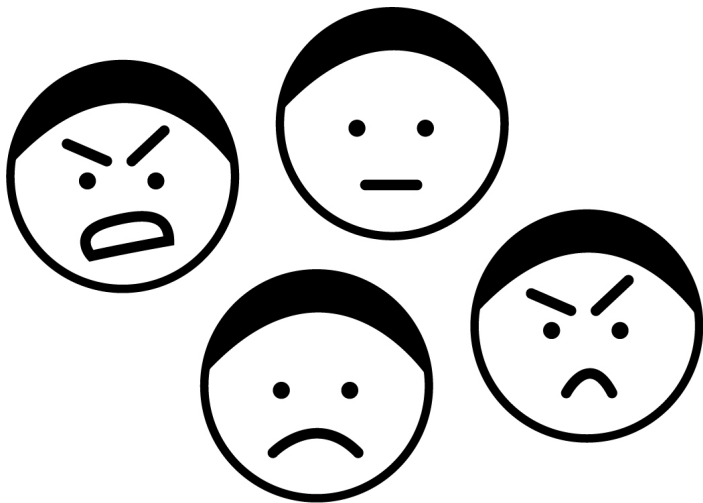
Why are we measuring Hostile Attribution Bias?

- We're interested in aspects of students' tendency to interpret certain social situations hostile or not.
- Higher levels of hostile attribution bias predict more aggressive behavior.

Evidence suggests that hostile attribution bias is linked to “reactive aggression”—impulsive and “hot-blooded” aggression that reflects an retaliation to perceived provocation.

What are we measuring?

Emotional Orientation — the type and intensity of the emotions that child would experience in a social situation.



Example:

A child facing a hostile social situation may feel a range of intensity of negative emotions, e.g., sadness and anger, or feel calm.

Why are we measuring Emotional Orientation?

- We're interested in the level of intensity of the emotion children's are likely to experience when faced with a socially challenging situation — e.g., calmness, sadness and anger.
- Children experience with intense negative emotion may experience symptoms both externally (e.g. aggressive behaviors) and internally (e.g. depressive symptoms).

What are we measuring?

Emotion Dysregulation — the ability to modulate the display/expression of the intense emotions the child may experience in socially challenging situations.

Example:

A child with emotional dysregulation issues may express their emotion in an exaggerated and/or intensive manner in the face of interpersonal challenges, e.g., stomping their feet or yell to show their anger; cry or whine to express their sadness.

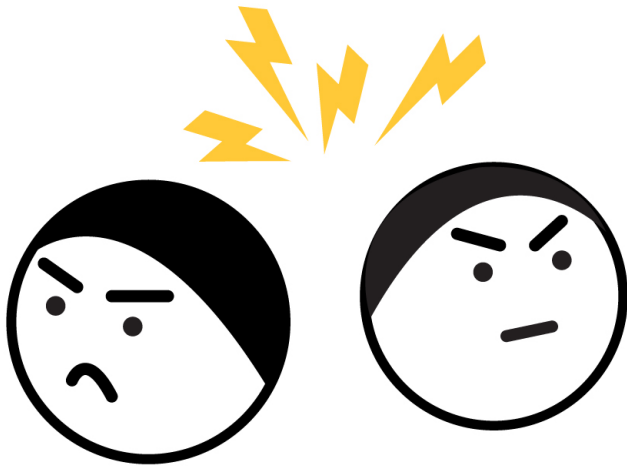


Why are we measuring Emotion Dysregulation?

- We're interested in children's ability to control the expression of the emotion children's are likely to experience when faced with a socially challenging situation — e.g., expression of anger and sadness.
- Children struggling with emotion regulation may have hard time focusing on the task at hand, and may not use positive social strategies in conflict situations.

What are we measuring?

Conflict Resolution Strategies — Interpersonal strategies children use as a reaction to socially challenging situations.



Example:

A child in the face of conflict with another child may react aggressively, ask adults to resolve the conflict, avoid the conflict situation, or try to communicate with the other child to express how they feel and to understand why this happened.

Why are we measuring Conflict Resolution Strategies?

- We're interested in distinct behavioral strategies that children intend to use when experiencing inter-personal conflict.
- Children struggling with conflict resolution may experience later psychosocial maladjustment in childhood and youth.

Research indicates that frequent and unresolved peer/family conflict can raise children's later risk of low self-esteem, and other stress-induced problems such as depression.

Administration Instruction



Remember...

- Ensure the child that there is no right or wrong answer.
- Explain the measures before beginning:

“I am going to read a few stories about children just like you! Listen carefully, because I’m going to ask a few questions about it. Like I said before, there will be no right or wrong answers, and no one else, but you and me, will know who you are and what you said. Are you ready?”

Keep in mind while reading...

- Please don't show the tablet screen when you are reading the story.
- **GENDER** — DO NOT indicate the gender of the child in the story, just use "CHILD" (gender neutral).
- **Be consistent in tone of voice when you read the possible behavioral choices** (no right or wrong answer!)



Story #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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that the child is not talking to you:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

Ask the child why he/she is not talking to you?	No	Maybe	Yes
Tell your teacher why the child is not talking to you?	No	Maybe	Yes
Say something mean about the child to another friend so the child can hear it?	No	Maybe	Yes
Slam your books on the child's desk?	No	Maybe	Yes
Just sit quietly and not say anything?	No	Maybe	Yes
Tell the child he/she shouldn't ignore you?	No	Maybe	Yes
Say hi to the child and ask if he/she wants to be friends?	No	Maybe	Yes

Story #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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that the child is not talking to you:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

Ask the child why he/she spilled the juice?	No	Maybe	Yes
Tell your teacher what the child did?	No	Maybe	Yes
Spill juice on the child?	No	Maybe	Yes
Slam your books on the child's desk?	No	Maybe	Yes
Ignore the child and just clean up the drawing yourself?	No	Maybe	Yes
Tell the child how you feel about the ruined drawing?	No	Maybe	Yes
Tell the child to clean up and fix your drawing?	No	Maybe	Yes

Story #3

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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that the child is not talking to you:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

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

Story #4

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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that the child is taking your place:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

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

Story #5

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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that the child is splashing water:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

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

Story #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.

Use the whole scale

Part 1: Hostile Attribution Bias

Q: Do you think that your friends are not asking you:	(a) On purpose	or	(b) Because the child didn't notice you?
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Part 2: Emotional Orientation

If you were in this situation,	(a)	(b)	(c)	(d)	(e)
Q: Would you feel angry?	not at all	a little bit	somewhat angry	angry	very angry
Q: Would you feel sad?	not at all	a little bit	somewhat sad	sad	very sad
Q: Would you feel calm?	not at all	a little bit	somewhat calm	calm	very calm

Give all three options: YES, NO, MAYBE

Part 3: Emotion Dysregulation

Q: What would you do next, in this situation?

Whine or cry?	No	Maybe	Yes
Yell or stomp your feet?	No	Maybe	Yes

Part 4: Conflict Resolution

Ask them why they didn't ask you to play?	No	Maybe	Yes
Tell your teacher they didn't ask you to play?	No	Maybe	Yes
Say something mean to get back at them?	No	Maybe	Yes
Do something to ruin their game, like trip them?	No	Maybe	Yes
Give them a mean look and walk away?	No	Maybe	Yes
Tell them they should play with you?	No	Maybe	Yes
Ask them nicely if you can play, too?	No	Maybe	Yes





Questions & Answers

Thank you.

