

Teachers' Observations of Learners' Social and Emotional Learning (TOOLSEL)

Teacher training



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Training agenda & objectives

In the following order, the objectives of this training are to:

- 1 Understand *what* the TOOLSEL assesses
- 2 Understand the structure of the TOOLSEL
- 3 Familiarize ourselves with the items in the TOOLSEL
- 4 Practice administering the measure

This session should take approximately 3 hours.

What does the TOOLSEL measure?

The TOOLSEL is a teacher-report survey of children's classroom behaviors that assesses a set of social, emotional, behavioral, and cognitive competencies among primary school-age children in fragile, conflict-affected settings.

It captures student's **prosocial behavior and academic engagement**, **social problems**, **working memory functioning**, and **emotional and behavioral regulation** as observed in natural classroom settings.

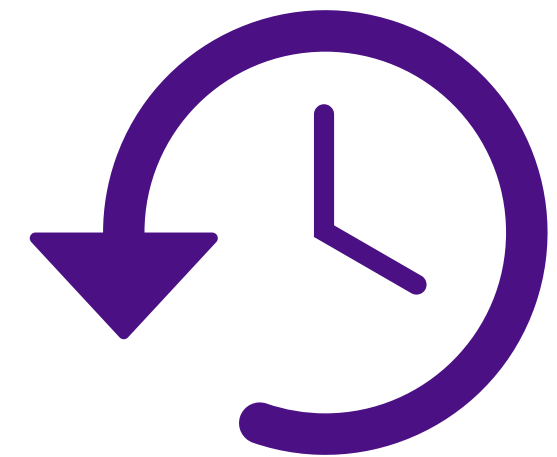


Background: how was the TOOLSEL developed?

The TOOLSEL was designed to address the need for measures that can be used in EiE classrooms to assess the status and improvement of such social and emotional learning (SEL) skills reliably and validly. Given the scarcity of SEL measures developed locally with the Syrian refugee population, the TOOLSEL was assembled from various teacher-report surveys of children's classroom behaviors that were developed and tested in the US.

The TOOLSEL items are drawn from three measures: the Teacher Observation of Child Adaptation-Checklist (TOCA-C), the Social Competence Scale (SCS), and the Classroom Executive Function Survey.

You can find a detailed description of how the TOOLSEL was developed in our paper, "[*Teachers' Observations of Learners' Social and Emotional Learning: Psychometric Evidence for Program Evaluation in Education in Emergencies*](#)" in the Journal of Education in Emergencies.



What does the TOOLSEL measure & why is it important?

Prosocial behavior and academic engagement: successful social adjustment—as indicated by positive social interactions such as prosocial behavior and peer acceptance—is related to concurrent and future academic outcomes, and to social competence, emotional health, and positive school behaviors.

Social problems: social difficulties indicated by aggression, peer rejection, and victimization put children at increased risk of maladaptive social-emotional functioning, both in the present and over time .

Working memory functioning: executive function is a key mechanism for children's self-regulation in school, which is foundational to their learning and school success.

Emotional and behavioral regulation: the capacity to regulate one's emotions and behavior in order to produce adaptive responses to the demands of a situation. The regulation of emotions is related to children's academic success and to their social competence and peer acceptance. Lastly, behavioral regulation—that is, the capacity to modulate behavior to achieve a specific goal—is a foundational skill that enables children to adjust and learn successfully in classroom settings.



Preparing for the administration of the TOOLSEL

All you need to administer the TOOLSEL is the paper survey and a pen/pencil!

Remember:

1. **Your responses are anonymous**, so rest assured that they will not be shared with supervisors, other teachers, or students!
2. Review the actual teacher checklist items, one by one, in advance of administering it.

This training can be conducted by:

- An NGO/external organization delivering teachers the TOOLSEL survey
 - In this case, a representative from the organization delivering the survey can go over each of the items in the TOOLSEL, one by one
- The group of teachers who will be filling out the TOOLSEL
 - If teacher training is already underway and the group of teachers who will be filling out the TOOLSEL are in attendance, this training can also be combined with other trainings

In either case, it is important that teachers go over the meaning of each of the TOOLSEL item to ensure that they have a common understanding of what the behaviors in each item look like in a classroom setting, with examples.

The TOOLSEL should be filled out by:

Teachers who:

- hold regular class session with a fixed set of students
- have observed the student(s) at least 3 times a week in the past 2 weeks

*minimum requirements to fill out the TOOLSEL

Instructions

In the **LAST TWO WEEKS**, would you say the following statements were never, rarely, sometimes, often, or almost always true of this child?

Things to keep in mind:

- Be honest and try to be as objective as possible. This is not a test for children. There's no benefit or harm to child based on your assessment.
- Pay attention to children's behavior **THROUGH OUT** the assessment. Do not rely on just the beginning or the end unless the question specifically asks to do so.
- Be sensitive to the child's needs through out the assessment. If the child is not paying attention or acting out, provide encouragement and support. Then record such behavior in the relevant TOOLSEL tem.
- Even if the assessment has to stop for whatever reason, you can still fill out the TOOLSEL. Make a note what happened if you couldn't finish.

Structure of the items

In the last 2 weeks [your child] concentrates.

How often did the child exhibit these behaviors in the PAST 2 WEEKS?
(Not GENERALLY, but asking about recent experience!)

How would you explain what a child concentrating looks like?

Never

Rarely

Sometimes

Often

Almost always

1

2

3

4

5



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Let's talk about what each of these statements mean!

	Never	Rarely	Sometimes	Often	Almost always
1. Concentrates	1	2	3	4	5
2. Is friendly	1	2	3	4	5
3. Pays attention	1	2	3	4	5
4. Works hard	1	2	3	4	5
5. Is liked by classmates	1	2	3	4	5
6. Shows empathy & compassion for other's feelings	1	2	3	4	5
7. Gets angry when provoked by other children	1	2	3	4	5
8. Fights	1	2	3	4	5
9. Yells at others	1	2	3	4	5
10. Is rejected by classmates	1	2	3	4	5
11. Teases classmates	1	2	3	4	5
12. Learns up to ability	1	2	3	4	5
13. Remembers lists or items in the correct order	1	2	3	4	5
14. Follows multiple-step instructions	1	2	3	4	5
15. Uses multiple rules to complete a task	1	2	3	4	5
16. Waits to be called on before responding	1	2	3	4	5
17. Can calm down when excited or all wound up	1	2	3	4	5
18. Transitions easily to new activities, tasks, or major parts of the day (e.g., from recess)	1	2	3	4	5
19. Uses self-control techniques	1	2	3	4	5
20. Can wait in line patiently when necessary	1	2	3	4	5
21. Waits patiently for her/his turn	1	2	3	4	5
22. Uses listening skills	1	2	3	4	5
23. Controls temper when there is a disagreement	1	2	3	4	5


Let's go over each question together: Example

EXAMPLE

Description of the child's behavior we want you to observe during assessment



	Never	Rarely	Sometimes	Often	Almost always
Concentrates	1	2	3	4	5



What are some examples of a child who *never* "concentrates" VS a child who *almost always* "concentrates"?

Let's go over each question together: Item 1

	Never	Rarely	Sometimes	Often	Almost always
Concentrates	1	2	3	4	5



What are some examples of a child who "concentrates" *sometimes* VS one who does so *almost always*?

Let's go over each question together: Item 2

	Never	Rarely	Sometimes	Often	Almost always
Is friendly	1	2	3	4	5



What are some examples of a child who "is friendly" *rarely* VS one who "is friendly" *often*?

Let's go over each question together: Item 3

	Never	Rarely	Sometimes	Often	Almost always
Pays attention	1	2	3	4	5



What are some examples of a child who *never* "pays attention" in the classroom
VS one who *almost always* "pays attention"?

Let's go over each question together: Item 4

	Never	Rarely	Sometimes	Often	Almost always
Works hard	1	2	3	4	5



What does this behavior look like in the classroom?

Let's go over each question together: Item 5

	Never	Rarely	Sometimes	Often	Almost always
Is liked by classmates	1	2	3	4	5



What does this look like in the classroom?

Let's go over each question together: Item 6

	Never	Rarely	Sometimes	Often	Almost always
Shows empathy & compassion for other's feelings	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 7

	Never	Rarely	Sometimes	Often	Almost always
Gets angry when provoked by other children	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 8

	Never	Rarely	Sometimes	Often	Almost always
Fights	1	2	3	4	5



What does this behavior look like in the classroom?

Let's go over each question together: Item 9

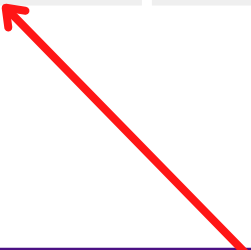
	Never	Rarely	Sometimes	Often	Almost always
Yells at others	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 10

	Never	Rarely	Sometimes	Often	Almost always
Is rejected by classmates	1	2	3	4	5

What does this look like in the classroom?



Let's go over each question together: Item 11

	Never	Rarely	Sometimes	Often	Almost always
Teases classmates	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 12

	Never	Rarely	Sometimes	Often	Almost always
Learns up to ability	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 13

	Never	Rarely	Sometimes	Often	Almost always
Remembers lists or items in the correct order	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 14

	Never	Rarely	Sometimes	Often	Almost always
Follows multiple-step instructions	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 15

	Never	Rarely	Sometimes	Often	Almost always
Uses multiple rules to complete a task	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 16

	Never	Rarely	Sometimes	Often	Almost always
Waits to be called on before responding	1	2	3	4	5



What does this behavior look like in the classroom?

Let's go over each question together: Item 17

	Never	Rarely	Sometimes	Often	Almost always
Can calm down when excited or all wound up	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 18

	Never	Rarely	Sometimes	Often	Almost always
Transitions easily to new activities, tasks, or major parts of the day (e.g., from recess)	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 19

	Never	Rarely	Sometimes	Often	Almost always
Uses self-control techniques	1	2	3	4	5



What does this behavior look like in the classroom?

Let's go over each question together: Item 20

	Never	Rarely	Sometimes	Often	Almost always
Can wait in line patiently when necessary	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 21

	Never	Rarely	Sometimes	Often	Almost always
Waits patiently for her/his turn	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 22

	Never	Rarely	Sometimes	Often	Almost always
Uses listening skills	1	2	3	4	5

What does this behavior look like in the classroom?

Let's go over each question together: Item 23

	Never	Rarely	Sometimes	Often	Almost always
Controls temper when there is a disagreement	1	2	3	4	5

What does this behavior look like in the classroom?

Thank you!