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Developing contextually-relevant SEL measures in Honduras: Exploring new ways in which to measure skills for children

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Contextually Relevant Social And Emotional Wellbeing Tools (CREST)

Systems Mapping & Ecosystem Diagnostic

2022

Desk review, key informant interviews, and ecosystem mapping to understand how child SEL & TWB assessments can be used.

Stage 1: Qualitative Study

2022

Rapid focus group discussions with students, parents, and teachers to understand their definitions and prioritizations of child SEL and TWB.

Stage 2: Assessment Creation

2023-24

Validate Stage 1 analysis with students, parents, teachers, and education experts. Choose assessment domains and create draft assessments.

Stage 3: Assessment Validation

2023-24

Pilot assessment with primary grade children & teachers to understand psychometric properties and refine assessments & processes.

Dissemination & Research Translation

2024

Work through the education ecosystem in each country to disseminate & embed the learning through workshops & meetings.



Methods



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Focus Groups Participants

226 STUDENTS; 118 PARENTS; 78 TEACHERS

Students

- ✓ Drawing conflicting situations w/ peers or parents
- ✓ Explaining of their drawings and how they approached the situation

Parents

- ✓ Reflections on situations that their children had faced.
- ✓ Writing the situations.
- ✓ Sharing

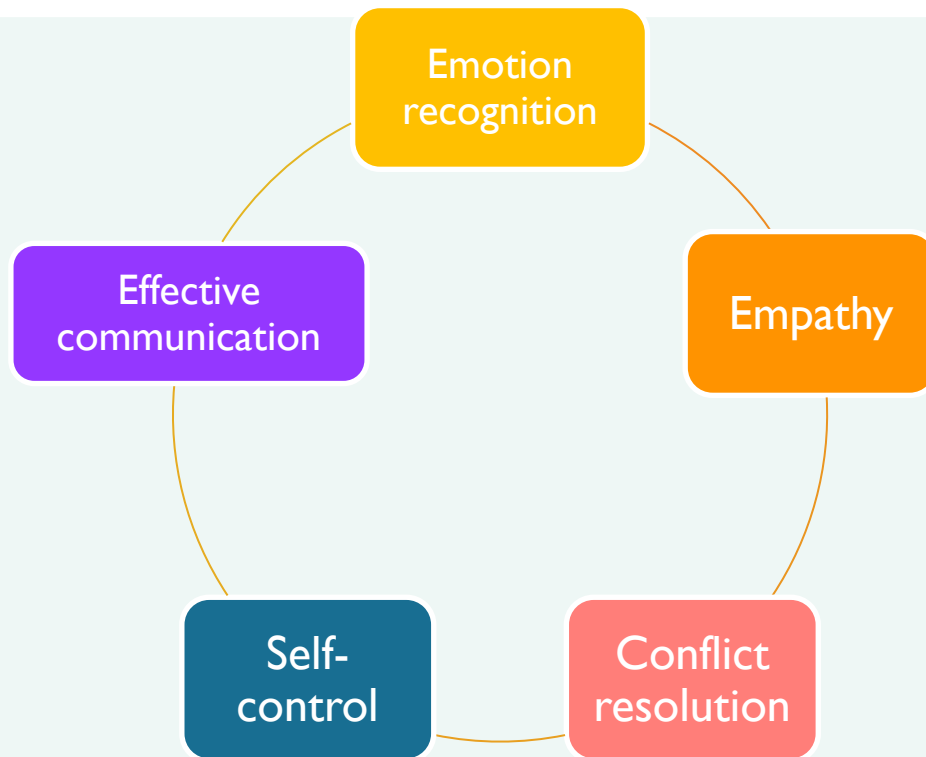
Teachers

- ✓ Teachers described situations or problems that their students have faced among students and with significant adults.

Results SEL



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CONFLICT RESOLUTION



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SEL SKILL	CONFLICT RESOLUTION
Participants' definition	The ability to find effective and fair solutions in situations of disagreement. This skill involves being able to identify the problem and recognize one's own responsibility for it.

EFFECTIVE COMMUNICATION



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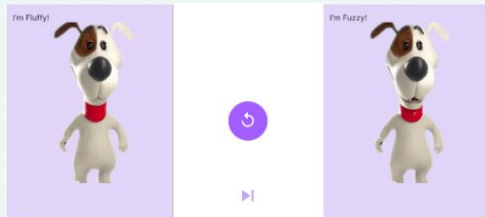
SEL SKILL

SELF- CONTROL

Participants'
definition

Ability to express their feelings and needs in a clear and assertive manner.

Sample Items



Conflict Resolution

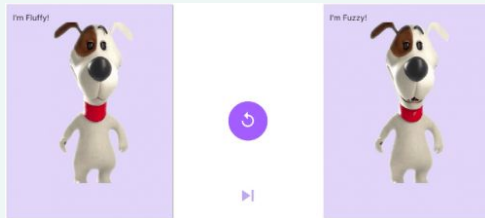
"One day, while walking down the hallway, I accidentally bumped into a girl and she fell. **I quickly realized my mistake and helped her up, and sincerely apologized to her.** After that, we continued walking together and talking friendly. I was glad I was able to fix things with her and remain friends." (Student)

"Un día, mientras caminaba por el pasillo, accidentalmente choqué con una niña y ella se cayó. **Me di cuenta rápidamente de mi error y la ayudé a levantarse, y le pedí disculpas sinceras.** Después de eso, seguimos caminando juntos y hablando amistosamente. Me alegré de haber podido arreglar las cosas con ella y seguir siendo amigos." (Estudiante)

Conflict Resolution

- Si algo me sale mal, intento corregir mi error y pido disculpas / **If something goes wrong, I try to correct my mistake and apologize.**
- Si algo me sale mal, intento corregir mi error sin pedir disculpas / **If something goes wrong, I try to correct my mistake but I don't apologize**

Sample Items



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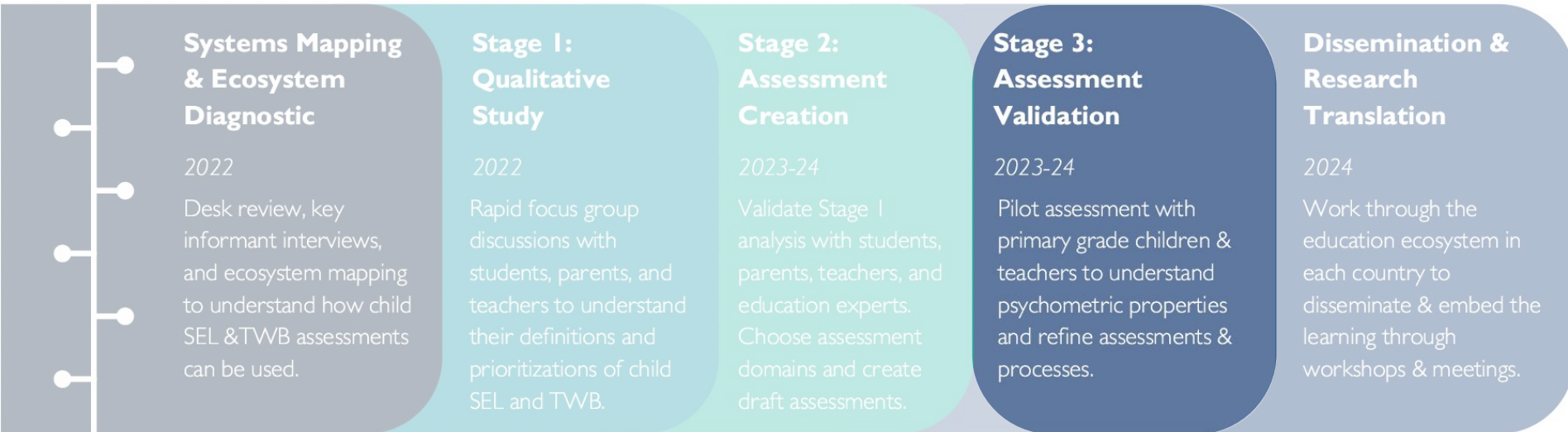
Effective Communication

"One day, in the classroom, **I saw a girl worried because she did not understand the teacher's explanations. Then I saw how another girl sat with her and listened attentively while she explained her concerns.** She asked her questions to understand her better and offered her help to explain to her what she didn't understand. I realized that the girl was able to understand her classmate's concerns and support her in her learning." (Teacher)

"Un día, en el aula, **vi a una niña preocupada porque no entendía las explicaciones del maestro. Entonces vi como otra niña se sentó con ella y escuchó atentamente mientras le explicaba sus preocupaciones.** Le hizo preguntas para entenderla mejor y le ofreció su ayuda para explicarle lo que no entendía. Me di cuenta de que, la niña pudo comprender las preocupaciones de su compañera y apoyarla en su aprendizaje." (Docente)

- Si un amigo o amiga tiene problemas con una tarea, le pregunto primero si necesita que lo ayude / **If a friend is having trouble with an assignment, I ask him or her first if he or she needs help.**
- Si un amigo o amiga tiene problemas con una tarea, me apresuro para ayudarlo, sin preguntarle / **If a friend is having trouble with a task, I rush to help them, without asking**

Contextually Relevant Social And Emotional Wellbeing Tools (CREST)



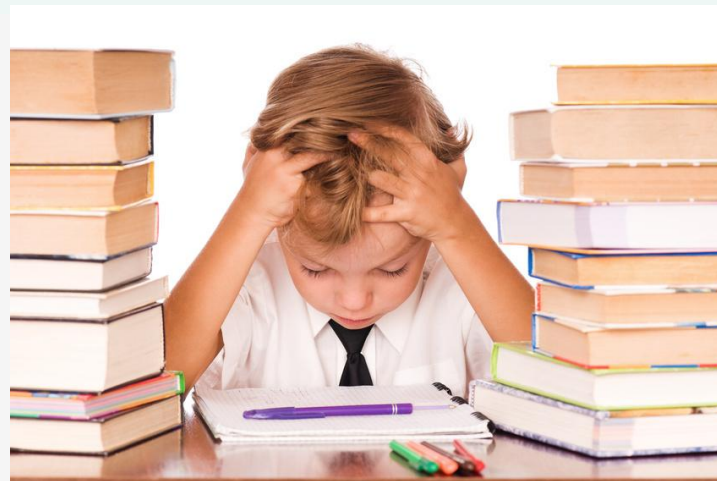


CFA

Start with a theoretical model...

```
model_0 <- "  
empathy =~ empa1+empa2+empa3+empa4+empa5+empa6+  
           empa7+empa8+empa9+empa10  
conflict =~ conf11+conf12+conf15+conf13+conf14+  
           conf16+conf17+conf18+conf19+conf20  
selfcontrol =~ self21+self22+self23+self24+  
              self25+self26+self27+self28+self29+self30  
communication =~ comm32+comm33+comm34+comm35+  
                comm31+comm37+comm38+comm39+comm40  
"
```

Not converging....





Next Step

Theoretical Review of Items

Some items seem too confusing

Empathy

- Sometimes, I know that my teacher is tired because he or she has a lot of work to do.
- Sometimes, I don't know why my teacher seems tired

Some items seem to overlap

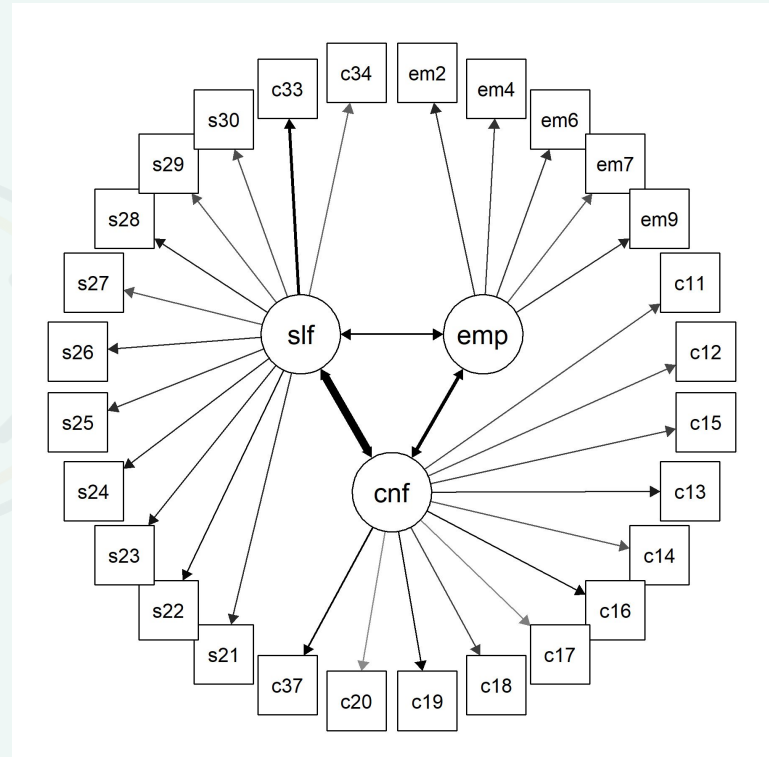
Conflict Resolution

- When I have a problem with a friend at school, I **talk with him** or her to solve it.
- When I have a problem with a friend at school, I **tend to ignore it**

Communication

- If a classmate teases me, I tell him or her that it makes me feel bad **and ask him or her to stop.**
- If a classmate makes fun of me, I feel bad but I **don't say anything**

New Model



- Empathy: 5 ítems
- Self-control: 12 ítems
- Conflict resolution: 11 ítems

Adequate fit (Hu & Bentler, 1999)

RMSEA 0.022 < 0.06 ✓

CFI 0.986 > 0.95 ✓

TLI 0.985 > 0.95 ✓

SRMR 0.09 ~ 0.08

Cronbach's alpha = 0.84 ✓