

Webinar Transcript:

How to Measure Social Emotional Competencies in 10 Minutes

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Presenter: Justin Roskopf, Search Institute

Hi everyone and welcome to measuring Social Emotional Competencies in Ten Minutes!

I am Janice Hostager and I'm part of the marketing team here at Search Institute. I'm joined today by Mary Schrader, our Manager of Strategic Partnerships; Lydia Thompson, our Survey and Data Specialist, and our presenter today, Justin Roskopf. So today we'll have about 30 minutes for a presentation followed by some Q&A, but first I want to go over a few housekeeping notes here. First of all, we really do want this to be a discussion so we encourage you to ask any and all questions in the chat box. Mary and Lydia will be responding throughout the webinar and keeping track of some of the questions for the Q&A session toward the end. Second, if you missed something during the presentation, that's no problem! We're recording the webinar and we'll send it out tomorrow along with a certificate of attendance. We also have a bonus we'll be sending out in a couple of days so be on the lookout for that. Finally, we have a short poll at the end of the webinar we'd be so thrilled if you could take a quick minute to fill it out before you leave today. All right, so let's get started! I'm very happy to introduce our speaker today, Justin Roskopf. Justin's a

Senior Research Associate and joined Search Institute in 2011. Justin provides qualitative and quantitative support for Search Institute's research and developmental projects. He also assists schools, programs and organizations with survey implementation and data utilization. So now I will hand it over to Justin to get us started here. Hello, good morning everyone. Thank You Janice for the introduction. So I just wanted to start by quickly getting a sense of who's all on the webinar today, so there should be a poll popping up for you. Okay poll is launched so select one or if you're from a school or after school program, Community Coalition, family serving organization, or some other type of organization. We would love to know who or who are talking to today. Just a few more seconds here, okay so still have a few more so coming in here so I'm just going to close the poll in a second, go ahead and close the poll now. So it looks like school is 22%, after-school programs 18%, Community Coalition 5%, family serving organization 14 percent, and 40 percent fall into the other category. So that's interesting, okay. Great so on today's webinar I'm also joined by Mary and Lydia, as Janice mentioned, so they will be helping out in the chat box with any questions that come up. And for those of you who selected other if you want to provide a description of what type of organization you're coming from that would be great as well. So today I'm going to primarily focus on one of our tools, given that we wanted to be brief, but so that'll be the developmental assets profile which we commonly refer to as the DAP. The DAP

provides an opportunity for young people to voice their own perceived attitudes behaviors and experiences related to social and emotional competencies and developmental assets for those of you are familiar with developmental asset measures including our flagship survey the attitudes behavior survey the DAP is a much different approach to collecting similar types of information at its core. So it's less focused on collecting a single snapshot of the current behaviors of young people including some that are thriving educators and others that are risk behaviors and rather it's more focused on how we can measure the strengths based experiences in a work form in order to continually set benchmarks and monitor progress over time.

So because the DAP was intended to be used multiple times over a school or program year or cycle it was designed with what we call serve principles when we talk about serve we're referring to simple which by that we mean that the items are written and easy to comprehend manner and that they're easy logistically easy and that it has a short time requirement for administration it's also reliable and valid meaning that there's little measurement error and that it's a true measure of what we're intending to measure, in this case developmental assets, and social-emotional competencies and that it's efficient in that it provides a rich amount of useful data given that it's simple in the language used and that it's brief the tools intended to paint the complete picture of developmental asset attainment for youth meaning it looks holistically

across developmental context to better understand youth well-being. As such, we ask questions about perceived support in different environments. As one example, if you're familiar with the developmental assets framework, then you're likely familiar with the phrase that "everybody is an asset builder" so this survey embodies that way of thinking. We also view it as a systematic way to incorporate youth voice into your decision-making processes, so youth engagement with data can be a powerful tool in your continued efforts to be a learning and adaptive organization as you discern how to improve your practice. I also want to note that the developmental assets profile has been reviewed in a number of compendiums and assessment guides, so I listed a couple of them here, but you can see others on our website.

I'm going to touch briefly about the developmental assets framework, which is at the core of what the developmental assets profile measures. So what are assets? The developmental assets framework is a heavily cited youth development framework that was built not only for practitioners, but for any individual who interacts with young people. The 40 assets stem from a grand scale meta-analysis of research across diverse fields of study from psychology to prevention with the goal of better understanding what young people need to succeed. The language use is intentionally simplistic and meant to resonate with any individual regardless of the engagement levels they have with youth. Again, the goal is to encourage anyone to see themselves in the role of an asset builder. You can think of assets as 40 essential building blocks that are

grouped into eight overarching categories. Those eight categories are the core measures of the DAP. I'll go into a little bit more detail on those in a few minutes, but broadly the internal assets we consider to be the tools connection to social and emotional learning. So it measures competencies that are built through SEL. The second piece are the external assets which are the tools that connect our research, to our developmental assets research, to our new research on developmental relationships. So you can think of it as a start to the bridge here. I'm going to briefly cover a little bit of just some of the trends that we typically see when we're conducting Studies on developmental assets. So we know from countless studies that assets serve as protective factors, and by that we mean that the more assets a young person has access to, the less likely they are to participate in adverse activities or behaviors. So on his slide here we list four risk behaviors that we commonly assess in our flagship survey, the Attitudes and Behavior Survey, that I briefly mentioned earlier, you'll see four groupings in each area. And those groups are really just divided by asset levels, so those with the fewest number of assets reported on the survey, that being zero to ten, or in the blueish bar on the left, and we see that they're more likely to be involved in the the named risk behaviors. So like problem alcohol abuse and violence, whereas when you look at those who have the highest of asset attainment, 31 to 40 assets, that percentage goes significantly down to in some cases 0%. On the other hand, we also

see a trend that promotes thriving indicators, so as developmental assets increase, we tend to see more involvement in things that we see as positive outcomes. So success in school, so getting high GPA, valuing diversity, maintaining good health, things like that, so again, looking at those two cohorts 0 to 10 and 31 to 40, we see quite a divergent trend in those who report having those outcomes. And again, this data is based on our Attitudes and Behavior survey; the core of the Developmental Assets Profile is focused entirely on strengths based items, and primarily the Developmental Assets framework. The first slide here showing data is that we just wanted to highlight that these trends exist across differences. So you'll see these trend lines and really there's not a significant difference between how youth of different racial or ethnic categories reported their asset levels, and how those correlate to the number of high risk behaviors or thriving behaviors that they have. Social and emotional learning is the foundation of the development of social awareness, self-control, and the interpersonal skills that are vital for life success. As mentioned briefly, we view the internal assets as measures of social emotional competencies, and the more relational categories of the external assets as measuring the levers through which they are developed. So these are the eight categories that we assess with the developmental assets profile. Again, as mentioned, there are 40 developmental assets within the framework. If you want more information on the full framework or the underlying research around it, please visit our website. You'll find resources there that can

help you with that.

The left-hand column here are those that are the external assets. So things such as support, empowering youth, setting boundaries and expectations, providing constructive uses of their time. The internal assets, more of the social emotional competency components, are a commitment to being a lifelong learner, positive values, social competencies, and also having a positive identity. So in summary on the data sides, well when we see more assets out of the 40 developmental assets when we see more we tend to see increase thriving reduce risk and higher resilience. In a number of studies we've found that this holds true across differences such as socioeconomic status, race or ethnicity, as I showed earlier, special education status, family composition, gender, English proficiency as well. So I'm going to open up another poll here just want to get a sense of: do you currently use the developmental assets profile or another measure of social emotional competencies in your organization? Okay so watch the poll here, we have a lot of people who actually are using it so that's great, we'll wait just a few more seconds here, so people get a chance to answer, you currently use developmental assets profile or another measure another SEL measure in your organization. Okay so we've got, most people have voted now, so I'll go ahead and close the poll and then launch the results. So it looks like 44% have used to measure and 56 have not. Great, thank you, Janice. So I'm going to cover some basic information about what you can expect from the developmental assets profile, including the experience and using it along with a couple available options that we have to make it more

valuable for your context. So in general, the Developmental Assets Profile is a great tool for grades 4 through 12. There are different versions of it one that we call the preteen version, and another that's the adolescent version, and the survey itself will actually populate that based on the grade level that a young person selects, which hopefully simplifies the process. There are 58 items in total all that follow on the same Likert scale. Those 58 items are, as I mentioned earlier, entirely focused on measuring those eight asset categories across five different developmental contexts. So developmental context, we essentially mean areas in which young people can obtain or develop assets. So things like school, in the programs or communities, at home, with their peers, and then their own personal perspective as well. It is a ten minute tool for most young people on average it'll take about 10 minutes, that will vary depending on if you're working with. Those who are younger on that spectrum so maybe perhaps grade four versus those who are working with potentially grade 12, or just by the reading level in general, its online, but there is paper available. The process for that is that you would still have access to the online survey, you just need to perform some data entry to get that into the online survey itself. The core survey languages that are offered are Spanish and English, and young people can select that, and there are, I want to mention as well, there are a number of international studies that we've conducted over the last 10 years or so, and because of that work we've also created 30 different language versions of it, all in various

formats. Some are more ready than others, but you can certainly reach out to us to see if a language is available. That work has actually been conducted in, now, over 60 countries which has been wonderful to see the framework really resonate across context. The survey itself, as I mentioned earlier, was designed to measure change over time. So it's really not necessarily used as a snapshot tool and more as a way to monitor or evaluate impact of the work that you or others are doing with young people. Again it's entirely strengths based. We do have some demographic question options, including expanded gender options, and there are I'm going to go into in the next few slides, some ways that you can customize the experience as well. So things that you can add on, and even some of your own customizations. The only requirement that we have is that your final report that we create needs to have a minimum of 30 youth. So who are the organizations that typically use this? Frankly it's it's pretty widespread, most commonly I would say are the first two groups listed on this slide, so schools and youth serving organizations, those who are considered out-of-school time or in school programming or mentoring organizations things like that, but we've also been increasingly working with juvenile justice programs, family serving organizations, and health care agencies as well. Overall, we've conducted the survey with millions of young people and found it to be continuously valid and reliable across different contexts. One of the first modules that I wanted to briefly mention is what we call the youth and program strength survey, so this is essentially the Developmental

Asset Profile with a module that focuses on the experience of young people in that setting. So for example, like program quality climate type questions, things like that.

So it measures the framework that's highlighted by the National Research Council and Institute of Medicine in their book that's titled Community Programs to Promote Youth Development.

So what they found in their research was that there are eight elements that go into ensuring that a program or school setting is of a high quality nature.

Those eight are what I've listed on the slide here, so things like safety both physical and emotional safety, having a structure, supportive relationships, positive social norms, support for efficacy or mattering, promoting skill building providing a sense of belonging, and aligning their efforts across multiple contexts. So for example, if you are a school aligning some of the work that you do with local youth serving organizations as well as having a parent engagement component, so as mentioned previously, the DAP looks at multiple asset building contexts. So this module really provides your organization with specific measures about how youth experience their time with you. One thing of note, with this module is that we wrote it specifically for middle and high school students, we have had some organizations test it with younger populations as well, but note that the reading level would be around a sixth grade reading level. Another module, or in this case option for the survey, is what we call the instant individual results. So this is really something that we can turn on on our side that provides you

with an individual data dashboard so you can see an individual young person's results on the DAP. So this is great for organizations who have a rolling enrollment, who can't get all of the young people to sit in a group setting to conduct the survey, so maybe common in juvenile justice programs or for individual accounts

as well. So it's really just a brief summary of an individual's results.

We're also continually updating some of the supporting documentation that we have for the tool, so right here is just an image of our DAP user guide, which also on the slide you can get a sense of what's inside that document, but just want to note that it is a pretty hefty document that goes into a lot of variables that you can encounter during the administration process and hopefully can get you prepared to conduct the survey in a way that we believe is equitable and appropriate for your setting

Of note also is that we have Lydia here at Search who can help you with any questions that you have about that process as well. So I want to ask another question here of those who are attending: What is your most important reason for measuring social and emotional competencies right now? Okay so great if you want to vote right now it is open and so select whether and that's it's the most important reason for measuring social emotional competencies is evaluating your work with young people, providing a youth perspective, meeting funder expectations, mobilizing the community or stakeholders, or others. So we just have about 30% of the people have voted, so

just a few more seconds here to get more people more of an opportunity to cast their vote. Okay if you haven't voted just put your answer in real quick here before I close the poll. Gonna get it, and I'm gonna go ahead and close it right now

and it looks like evaluating the work with young people is what most people use the measurement tool for, and that is 59%, providing a youth perspective is 18%, meet funder expectations 3%, mobilize a community of stakeholders 13%, and 8% fell into the other category. Great thank you, Janice. So yeah how can the DAP be used? These are some of the ways that we typically see organizations who work with young people use the data that comes from the tool. So it's not surprising to see that many of you have a need to

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evaluate the work that you're doing with young people given that that's become such a large requirement of funding and other sources. But yeah, so program evaluation is certainly one, again the tool was really intended to monitor progress over time, whether that's impact or just getting a sense of, you know, how some of our programmatic efforts are being received by young people. Other things that we've noted are for those who work in the advocacy or policymaking space, that some of the data here can help provide a background information on perhaps one of the policies that you're advocating for. We also see it commonly used in the prevention space as well,, so one of the modules that I didn't touch on earlier but it's important to note, is that we do have a what we call the drug-free community for core measures module. So it allows

community initiatives who receive drug-free community grants to measure the things that they're required to report on for their grant. So things such as 30 day use of specific drugs such as tobacco, marijuana, alcohol and prescription drugs that were not prescribed to them, and also perceived risk by both the young people and their peers and perceived approval or disapproval by parents as well. Community mobilization--that's another key one that came up. It sounds like Janice it was 13% or so? Individual counseling again that's most commonly used if you're using the individual results dashboard. Guiding your practice, change school culture or climate, setting baseline data and funding things like that. So one of the the benefits that we view is critical is getting you a report that is really all-encompassing and informative and can hopefully help bring you to action. So this is just a snapshot of the cover of a report, but I'm going to go into a little bit of some of the things that you can see. So overall within the report, we want to give you a sense of where are we at with our young people. So on the left, you'll see a pie chart there and that composite asset score is just essentially overall looking at the developmental assets framework where our young people at. So are they thriving which would be that green range or are they challenged meaning that they're not experiencing enough assets which is the red range there. So just a painting an overall picture, and then we slowly start to kind of go down into the more detailed information. So figure 2 there on the right is looking at external and internal asset scores, so external asset

scores are again those relational elements. So the things that we do in working with young people to help promote assets. The internal asset scores are really more of the social and emotional competencies, so the things that we're helping to build within young people. Then from those areas, we break it down even further into the eight asset categories that I briefly touched on earlier. So again you'll get an average score similar to what we saw in the previous slide. So for example, external assets was twenty two point six. Everything is scored on a zero to thirty range. The closer they are to 30 the more they are experiencing that asset category. So they'll get that average score at the aggregate level but then we also break it down into four quartiles that tend to have similar outcomes as one another. So those in the challenged range the box that's highlighted in red there tend to relate back to very early on when I talked about those in the zero to ten asset range. They tend to look more like that group, so you tend to see

them potentially participating in more risk behaviors than those who maybe in the green or purple range there. So you also will be able to see, you know, which percentage of young people fall within each of those quartiles here for each of the asset categories. But then we also want to give you a sense of "does this trend hold true across differences?" so these are some of the demographics that we look at within the developmental assets profile. So gender, grade, race ethnicity are the three areas that we tend to break data down. Again this will

be influenced by the number of young people you have participating in your study. So the more young people you have, more likely we will be able to report on each of these areas. But this will help you get a sense of our females experiencing time in the program or at school differently than our male population who completed the survey. You'll also be able to look at these by each of those 8 asset categories as well, so in general one example is that we tend to see females are higher on the commitment to learning construct for example.

And males are higher on the positive identity constructs, so we tend to see some trends based on just looking through these tables here. So that that's only a brief snapshot of what's in the report there's also the entire back third of the report is really built around helping you take your data to action, so there's a number of worksheets back there and just some ideas and how you can get going with your data. This is a list of some of the things that we go into detail on within the report of things that we we definitely want organizations to use their data to do. But encouraging individual actions so identify ways that all stakeholders can really contribute to the overall strategy. Establish accountability for those strategies, so assign individuals to lead those tasks and the plans for going forward using the data engage your stakeholders. So oftentimes when data like like this is collected by an organization it tends to fall within the hands of a small number of individuals, usually adults who work within the organization, so we encourage you to find

ways to engage the young people themselves as well as their families with the results from the survey. Communicate your approach and priorities as well as celebrate early wins so make sure that you're making clear to young people that you actually act on the data and heard what they said. This is a youth voice survey, after all, so make it known to them that we heard you loud and clear, and these are the things we're going to do because of that. Build the capacity for success: don't assume that everyone already has the skills or mindset to do this work. So think about what tools you need to equip them with to make sure that they can do it going forward. Address inevitable challenges; understand that there's going to be barriers that come up, so make sure that you identify those and work together to overcome them. Monitor your progress and then provide feedback. So we think of this as a tool for a learning organization. It's not going to provide all of the answers right out of the box. It requires conversations and interpretation of the results within your context, so make sure that you are monitoring that. And then also we recommend as I mentioned in that program quality framework, that you network with other organizations who are doing similar work.

Remember that the developmental assets framework is built on the premise that everyone is an asset builder. So find ways to engage organizations beyond your own. Search Institute also has a number of resources that we can provide to support you and your work as well, so some of the things that we do are what we call data walkthroughs. Those

going to happen in a webinar, they can happen in a phone call, they can happen in person. We can conduct custom analysis as well. We do allow for organizations to add customized measures, so things that may be important to their organization but aren't currently measured on the DAP. We're certainly open to including those on the tool. We can do custom analysis if it's requested. We can also conduct data planning and data presentation sessions

as well, so help walk you through the results and an interpretation process

that gets you to action. So some organizations find that that works best happens when there's a third party involved in the mix. We also have professional learning options including workshops, training of trainers or organizations on developmental assets, and development of relationships among other things. So I encourage you to look at those on our website. We also have a number of publications that can help support this work as well, and overall if the developmental assets profile doesn't feel like the exact fit, I still encourage you to reach out to learn more about our other strengths based measurements tools, including some of the stuff that we'll be launching in 2020. So there's a number of options. Today we wanted to be brief and focused primarily on the Developmental Assets Profile, but we're happy to answer questions about any of the other resources we have to offer. So with that, are there any questions? okay questions on my screen, so Mary kindly enough gave me hers so one of the

questions was around "sometimes we don't see the improvement of depth scores that we would expect. How could we benchmark against other organizations so the developmental assets are something that are highly fluid?" Again they're based on things that we develop through the relationships that we build with young people, so sometimes those can shift and sometimes they don't. In terms of comparing to other organizations, that gets a little bit tricky because they are so contextually based that I don't know that there's really a fair way to hold up a benchmark and say this is what we need to strive to be. All young people are coming in with different supports in their lives, at home, outside of home etc. So I always think that the best approach is to set your own baseline and benchmark against that. And again note that sometimes holding it stable can be considered a win, especially if you're working with a preteen population. Relationships tend to be somewhat strained at times during those years especially, so again, having stability there can actually be considered a win. I also think that it's important to focus in on a couple of categories instead of looking overall, so looking at, you know, your unique placement with that young person, so the type of work that you do which are the Asset categories that you can directly impact and benchmark against those. There was a question around "did I hear correctly that the survey is designed to be used multiple times throughout the year. Can you elaborate on why that would be helpful for an organization?" Yeah, again we see these things as highly volatile things that can shift quite frequently based on how

they're engaging with the adults within the organization. So at minimum, we think it would be best used as a pre and a post. So looking at some of the Developmental Assets that young people are coming in with before an intervention or before a program year and then benchmarking at a later date. So potentially at the end of the program year would be sufficient, but getting a sense of did the strategies that we tried to employ with those young people actually work. Another question was "I'm curious if there is a solution to not having a continuous population? An example, beginning and end participant in the survey are not the same." That's a tricky one. There is an option on the survey for use for you to use an identifier for young people and those could be something that are known to the young person or something that you provide on the day of, but one way you can get around that is that if you do have a highly mobile population is to use an identifier and ask us in our process when we're doing the analysis and building the report to only include those who have matching IDs on the pre in the post, so that way you are making a direct comparison over time. Any other questions that are coming in? It looks like there's a some pricing questions those that information is definitely on our website. If you go to [Searchinstitute.org/surveys](https://searchinstitute.org/surveys), all that is readily available. There is a fee a flat fee for up to a hundred participants. Another question is "have you done any correlation studies between the Aces trauma survey and the DAP? I would imagine that higher Ace scores would correlate to deficient DAP scores. Is that your guess as well?" We have not looked at the

Aces survey with the Developmental Assets Profile. A lot of the types of things that are measured on Aces we do look at on the Attitudes and Behavior survey, which is one that I mentioned early on that was kind of the flagship survey for when we first developed the Developmental Assets Framework. However, we haven't made the direct comparison between the DAP and any Aces assessments, but I would agree that I would assume that

ACEs are certainly a contextual factor that can influence the development of Developmental Assets, doesn't necessarily mean that they would have more but could certainly influence how they obtain those. Another question was "Is there a set time that you recommend that a youth would take a pre versus a post step assessment?" Yeah that's a great question. I believe that, you know, that's that's going to be very contextually based, but for the most part if it's a true pre- and post-assessment, you're going to want to provide the pre assessment as early in your engagement with them as possible. And then your post assessment at some point after the intervention or after a complete cycle or close to that period. There's no best time in general, so again it is going to be contextual based. If you're a school district, for example, earlier in the school year for the pre and later in the school year for the post would be fine. Another question was "Is the tool available to print out and use it with our own data platform?" That's something we can talk through. We typically use our own platform, especially if you're looking to Search to provide the analysis and the report. But we can

certainly speak to you about that. "How long will it take from data entry to have our report? Is it real-time feedback or some time required for processing?" Overall it's fairly brief. We do state up to two weeks on our website, but for the most part we can work with you. If there's a date that you need it by. "Is there a good summary of the correlation causation for this framework?" There are a lot of good documentation or good white papers and such on our website and in peer-reviewed journals, so I would suggest starting there to see if there's one that best aligns with your context because so many have been conducted. "Can you talk more about the thirty minimum requirement? What if the program only works with a small number of students or youth? What are the options for using the DAP?" Yeah that that's a great question. Typically just for our reporting we want there to be a statistical basis for how you're interpret results, and for us that threshold is 30. If you have less than that number we can certainly work with you. It may mean that we need to suppress some of the demographic information, for example so gender. We may have to just completely remove that from the report so we may be able to just provide an aggregate report and another option could be individual instant results as well. Another question was around only has 25 students in grades 4 through 9 so I guess that would be similar response in that it could still be an option but we may have to suppress that grade level data. "There's a great emphasis on developing youth assets. Don't you think the priority should be on training adults?" yeah I agree with that I think that the

framework speaks to that in that it's not something that we expect young people to come in with or that they're developing on their own.

I think it's on us as adults who are working with young people to help build relationships with them that facilitates the development of the social emotional social and emotional competencies and also working with their peers as well.

"What tools are there to help program staff to implement SEL with this with the youth that they work with?" Search Institute does have a number of publications that definitely highlight some activities that you could conduct in the classroom or in an out-of-school time space so I would start there.

There's also some free resources on our website that could help with that, including some parent engagement stuff with our parent further (Keep Connected) website. "Are there items on the DAP that demonstrate behavioral change or do the items serve as indicators of possible behavioral change?" Some of the items do reflect behaviors, yes, so more of the internal assets would capture that. "Is there a set time that you recommend that a youth would take a pre versus post?" That one we covered earlier. If there's one or two more here...

"Do you see schools using the DAP with a sample of students or with entire grade levels or schools? Which would you recommend?" That's a great question. I would say that it heavily varies based on the purpose for collecting data in general, so overall if you're looking to make sweeping proclamations about how young people are experiencing their time in that school, then I would say try to aim for a census. If you have the

capability to do a randomized sample that can certainly be fine as well. Overall, census would be great, aiming for that is good, but my recommendation would be to work within the confines of what you need the data to actually say or do. Great, so I think there's a significant number of questions here which will make sure that we get back to any folks who we didn't answer the questions today, but thank you for those, those were all excellent questions and things that are very important to talk about. So yeah, Mary or Lydia we'll be in touch and can engage with you further about that. Perfect, thank you so much today, Justin for our presentation today, we really appreciate it. And thank you all of you for joining us. Watch your email for the recording as well as a couple of other bonuses in the next few days that we have that should be delivered via email. So thanks again for joining us and have a great day!