STUDY ON SOCIAL AND EMOTIONAL SKILLS
- AN OVERVIEW -

Dr Miloš Kankaraš
Project Manager
Directorate for Education and Skills, OECD
Study topics

Assessment of SE skills
Children’s social and emotional skills will be assessed

Skill-related factors at home
Relevant characteristics of family environment

Skill-related factors in school
Relevant characteristics of school and wider community environment

Background characteristics
Students and family background

Life outcomes
Academic achievement, health and personal well-being
Selected skills

- **19** skills selected for the initial testing
- **15** skills will be included in the main study
- Grouped in **5** broad domains plus “compound” skills

**The ‘Big Five’ Domains**

- **Task Performance**
  - Critical Thinking
  - Meta-Cognition
  - Self-Efficacy

- **Emotional Regulation**

- **Compound Skills**
  - Collaboration
  - Open-Mindedness
  - Trust
  - Creativity
  - Tolerance
  - Curiosity
  - Energy
  - Assertiveness
  - Social Ability
  - Empathy

- **Engaging with Others**

- **The ‘Big Five’ Domains**
Our Formula For Data Quality

Combining methods
1. Students’ reports
2. Reports by informed others
3. Behavioural indicators
4. Administrative data
5. Anchoring vignettes

Combining sources
Information from:
1. Students
2. Parents
3. Teachers
4. Principals

Combining contexts
1. Family environment
2. School environment
3. Peer environment
4. Wider community
Contextual information

**Children**
- Socio-demographic background
- Daily activities
- Relations with parents
- Relations with peers
- Personal well-being
- School life
- Perceptions of social and emotional skills

**Parents**
- Family background
- Home environment
- Parents skills and well-being
- Parent-child relations
- Parental styles
- Parent’s attitudes and opinions

**Teachers**
- Teachers’ background
- Teaching pedagogical practices
- School climate
- Role of social and emotional skills in teachers’ education and work practices
- Perceptions of social and emotional skills

**Principals**
- School structure and organisation
- Student body and teachers
- School resources
- School climate
- Role of social and emotional skills in school programme
- Principal’s attitudes and opinions
## Structure of Instruments

<table>
<thead>
<tr>
<th>STRUCTURE OF INSTRUMENTS</th>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART A: Contextual questionnaire</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>PART B: Assessment of students’ skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect assessment</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>Direct assessment</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>
Direct Assessment instruments

• Self-reports on typical behaviour

• **Main characteristics:**

  – Respondents report about their usual or typical behaviours, perceptions and feelings

  – Each construct/skill is assessed through the use of multiple “indicators” or “items” – statements of typical behaviour

  – Information from all indicators/items is used to create one overall score per respondent

  – Fast, online administration
TRIANGULATION

• Three different, and mutually independent sources of information about students' SE skills:
  - Students, parents and teachers
  - Direct assessment: students’ reports
  - Indirect assessment: reports by parents and teachers
    - Found to be reliable and valid methods
    - Found to add new information to one another
• Possibility of mutual validation and increased reliability of estimates of students’ SE skills
• Efficient: use of the same instruments and items across the three informants
ANCHORING VIGNETTES

• Innovative assessment option
• Used for improving the cross-cultural comparability
• “Reference bias” can exist across nations and cultures
• Anchoring vignettes provide common reference point
• AV ratings are used to recalibrate results across cultures based on this common standard
ANCHORING VIGNETTES: EXAMPLE FOR CONSCIENTIOUSNESS

<table>
<thead>
<tr>
<th>Vignette statements</th>
<th>Completely agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Completely disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>+</strong> [Mia] studies hard and gets very good grades. She always does her homework, finishes her assignments, and is never late to class. [Mia] is a hard-working person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>0</strong> [Peter] usually gets good grades. He sometimes has trouble paying attention in class, but usually completes his homework on time. [Peter] is a hard-working person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>-</strong> [Tom] often forgets to do his homework, is sometimes late to class, and does not care about his grades. [Tom] is a hard-working person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
BEHAVIOURAL INDICATORS

- Concrete behaviours that are characteristic of persons with particular skills
- Provide more real-life context for SE skills
- Easy to understand and to relate to by policy makers and non-experts
- Useful for testing and improving the validity of direct and indirect assessment measures
- Interesting possibility of comparing concrete behaviours across contexts/informants
Sample selection

Target population
Two age groups of school students: 10-year-olds and 15-year-olds

Sample size
3,000 students for each of the two age groups in each participating city or country

Sample design
1. Initial random selection of schools
2. A follow-up random selection of students within selected schools
Final list of participants confirmed:

- 11 participants from 4 continents
- Students speaking 11 languages, including 3 minority languages French, Swedish and Spanish
- 1st & 2nd languages for ~ 4 billion people (would need adaptations in some cases)
- 3 sites using two language forms (Ottawa, Houston & Helsinki)
- 3 sites using two Spanish language forms (dialects)
Participating cities and countries

- Ottawa, Canada
- Houston, USA
- Manizales, Colombia
- Bogota, Colombia
- Rome, Italy
- Sintra, Portugal
- Helsinki, Finland
- Moscow, Russia
- Daegu, South Korea
- Turkey
- Suzhou, China
Additional information

Online administration
Centrally managed online platform for assessment of students' SE skills

Class-based administration
Possible administration of direct assessment at the class level

Follow-up of children
Cities and countries can decide to follow-up children and have possibility of longitudinal data in the next wave

Both cities and countries
The study will include a diverse list of participants, including different administrative units/policy levels

Use of administrative data
Existing administrative data could be useful as behavioral correlates and outcomes

Anchoring vignettes
Anchoring vignettes will be used to improve comparability of results across cultures
Phases of the study

2016/2017
Design & preparation
Conceptual frameworks, survey documentation, instrument development

2018
Item trials
Testing of initial set of direct and indirect set of items.

2018
Field test
Full test of instruments and study procedures.

2019
Main study
Delivery of the main study

2020
Analysis & Reporting
Data analyses and report drafting
KEY DOCUMENTS PREPARED

• **Conceptual framework** - published:
  – Defining the concepts, their internal structure, development/malleability, cross-cultural comparability

• **Assessment framework** – updated draft prepared:
  – Why is this study needed/what are objectives:
  – What are study topics?
  – How will factors of interest be measured?
  – Who will conduct the study and when will the study be conducted?

• **Technical Standards** – Field Test version shared with participants:
  – Defining procedures, methodologies and standards that will guide study implementation
FOUR EMPIRICAL PHASES COMPLETED

• Cognitive interviews conducted in December 2017
• Online study of parents conducted in February 2018
• Item Trials administered in April/May 2018 in 6 participating sites – 300 students per cohort
• Field Test being completed - 500 students per cohort
Contact us

Directorate for education and skills

Study on Social and Emotional Skills

Milos.Kankaras@oecd.org

Visit our website: http://www.oecd.org/education/ceri/TheStudyOnSocialAndEmotionalSkills.htm

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