

Appendix A: Self-Regulation Related Measurement Tools

Pre- and Primary School (Denham, Ji & Hamre 2010)

Aspects of School Context

- Arnett Caregiver Interaction Scale (CIS)
 - This scale evaluates the behavior of child-care providers in their interactions with children. It measures sensitivity, harshness, detachment, and permissiveness
- Assessment Profile for Early Childhood Programs (APECP)
 - Provides a global assessment of preschool classroom environment. Scales include (1) learning environment; (2) scheduling; (3) curriculum (4) teacher-child interaction; and (5) support for individualized learning experiences.
- Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)
 - Designed to assess process quality in an early childhood or school age care group. Looks at the interactions between teachers and children, staff, parents, and other adults; interactions among the children themselves; and the interactions children have with the materials and activities in the classroom.

The following scales are also widely used:

- Classroom Assessment Scoring System (CLASS)
- Preschool Program Quality Assessment, 2nd edition (PQA)
- Early Childhood Classroom Observation Measure (ECCOM)
- School-Age Care Environment Rating Scale (SACERS)
- Student-Teacher Relationship Scale (STRS)
- Assessment of Practices in Early Elementary Classrooms (APEEC)

The Five SEL Core Competencies

- Behavior Assessment System for Children, Second Edition (BASC-2)
 - Standard tool used by teachers, parents, and clinicians to measure behavioral and emotional strengths and weaknesses. It enables us to identify adaptive and problem behaviors in both home and classroom settings.
- Emotion Regulation Checklist
 - Measures the child's self-awareness of emotion, appropriateness of emotional displays, empathy. In particular, it looks at the student's positive emotion strategies (e.g., can recover from stress; is empathetic) and negative emotion strategies (falls to pieces under stress; is

easily irritated)

- **Preschool Self-Regulation Assessment (PSRA)**
 - Designed to assess self-regulation in emotional, attentional, and behavioral domains using a brief, structured battery of tasks. Captures children's emotion regulation and attention/impulsivity.

In addition, the following scales are widely used:

- Challenging Situations Task (CST)
- Denham's Affect Knowledge Test (AKT)
- The Devereux Early Childhood Assessment (DECA)
- Minnesota Preschool Affect Checklist (MPAC)
- Penn Interactive Preschool Play Scales
- Self Description Questionnaire for Preschoolers (SDQP)
- Social Competence and Behavior Evaluation
- Southampton Test of Empathy for Preschoolers (STEP)
- Battelle Developmental Inventory (BDI), 2nd Edition
- Berkeley Puppet Interview (BPI)
- Coping with Emotional Situations
- Emotion Regulation Checklist
- The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (PSPCSAYC)
- Positive and Negative Affect Scale (PANAS)
- Positive and Negative Affect Scale, Child Version (PANAS-C)
- Rothbart Temperament Scales – Infant, Early Childhood, Child
- Social Skills Rating System (SSRS)
- Social Skills Improvement System (SSIS)
- Sociometric Ratings and Nominations
- Assessment of Children's Emotion Skills (ACES)
- Behavioral and Emotional Rating Scale-Second Edition: (BERS), Parent Rating Scale (PRS)
- Youth Rating Scale (YRS)
- Bryant Empathy Scale for Children
- Child/Teacher/Parent Rating Scale
- Children's Emotion Management Scales: Anger and Sadness
- Devereux Student Strengths Assessment (DESSA)
- Emotion Expression Scale for Children (EESC)
- Feelings about School (FAS)

Compendium of SEL and Associated Assessment Measures

- **Multidimensional Self-Concept Scale (MSCS)**
 - Assesses global self-concept and six sub-domains for youth and adolescents: social, competence, affect, academic, family, and physical. Very useful for identifying students who have low self-esteem.
- **Resilience Factory Inventory**
 - Designed to help students understand and work on their own thoughts and behaviors. The key domains covered are:
 - Emotion regulation, looking at how well students can manage their emotions, attention and behavior under pressure
 - Impulse control and delay of gratification
 - Ability to identify the causes of stress
 - Self-efficacy
 - Realistic optimism
 - Empathy
 - Reaching out to others for assistance

The following scales are also widely used:

- Friendship Quality Questionnaire
- How I Feel Scale
- Katz-Gottman Regulation Scale
- Kusché Affect Interview – Revised
- Measure of Prosocial and Aggressive Behavior
- Relationship Questionnaire (Rel-Q)

Academic-related SEL Competencies

- **Behavioral and Emotional Rating Scale: Second Edition (BERS-2)**
 - This is a standard tool designed to be used in schools, clinics, juvenile justice settings and child welfare agencies. It is used to assess a student's personal strengths and the areas that need to be strengthened in regards to: interpersonal relations, involvement with family, intrapersonal resources, school functioning, emotion regulation and career strength.
- **Child Behavior Checklist (CBCL)**
 - Designed to detect emotional and behavioural problems in children and adolescents. Focuses on eight areas: anxious/depressed; depressed; somatic complaints; social problems; thought problems; attention problems; rule-breaking behaviour; aggressive behaviour.

The following tools are also widely used:

- **Preschool Learning Behaviors Scale (PLBS)**
- **The Teacher Rating Scale of School Adjustment (TRSSA)**
- **Learning Behaviors Scale (LBS)**
- **Revised Children's Manifest Anxiety Scale (RCMAS)**
- **Sense of Classroom as a Community Scale – "Feelings about My Classroom"**

Middle and Secondary School (Haggerty, Elgin & Woolley 2011)

- **Strengths and Difficulties Questionnaire (SDQ)**
 - The SDQ is a screening questionnaire for students 3-16 year olds. It is designed to identify emotional problems; conduct problems; hyperactivity/inattention; problems in peer relationships; and problems in prosocial behavior.
- **The Comprehensive School Climate Inventory (CSCI)**
 - After extensive study, six key factors have been identified that go into creating a positive school climate: order and safety -- social and emotional; order and safety -- physical; collaboration and communication; quality of instruction; parent/guardian and community involvement; expectations for student achievement.
- **Communities That Care (CTC) Survey**
- **Developmental Assets Profile (DAP)**
- **Devereux Student Strengths Assessment (DESSA)**
- **School Social Behaviors Scale, Second Edition (SSBS-2)**
- **Social Skills Improvement System Rating Scales (SSIS-Rating Scale)**
- **Washington State Healthy Youth Survey (HYS)**