INTRODUCTION

It has become evident the need to include emotional education in the different educational settings.

It has been demonstrated that social-emotional skills influence the transition processes into adulthood of young people in care (Sala-Rocca, Villalba, Jariot and Rodríguez, 2009).

These skills also favour academic outcomes (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011), and the development of positive ties with friends and family (Lopes, Salovey and Straus, 2003).

METHODOLOGY

To conduct the convergent validity, two tests have been selected considering the DCSE-J components, their criteria of validity and reliability. In particular, these tests are:


DCSE-J includes two scales: emotional regulation and emotional understanding, confirmed by factorial analysis:

1) Emotional Regulation
2) Emotional Understanding

The initial sample was 245 students from the Faculty of Education Sciences of the Autonomous University of Barcelona: 211 (67.0%) were girls, 32 (10.2%) were boys, 2 (0.6%) were others. The average age was 20.80 years (S.D. = 2.211).

PRELIMINARY RESULTS

<table>
<thead>
<tr>
<th></th>
<th>Emotional attention</th>
<th>Emotional clarity</th>
<th>Emotional repair</th>
<th>Assertiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional regulation</td>
<td>0.066</td>
<td>0.113</td>
<td>0.018</td>
<td>0.026</td>
</tr>
<tr>
<td>Emotional understanding</td>
<td>0.041</td>
<td>0.005</td>
<td>0.070</td>
<td>--</td>
</tr>
</tbody>
</table>

Preliminary analysis don’t show correlations between the scales.

Convergent Validity was analysed by means of the Pearson correlation coefficient

REFERENCES


CONCLUSIONS

In the preliminary analysis, the convergent validity seems to have not been confirmed. Nevertheless, there has not been enough time to go deeply into the analysis and it’s necessary to do additional statistics. On the other hand, it is necessary to consider:

1) The tests used to analyse the convergent validity were not situational tests, like the DCSE-J.

2) The target population of the DCSE-J were youth under 18 years, and the sample of the study was an average of 20.80 years (S.D. = 2.211).

However, the feedback provided by participants shows that:

1) It is a simple tool and it awakens the interest of the boys and girls who answer it.

2) It is an interesting tool for children’s care professionals and it could be used at no cost.