



Convergent Validity of the Test of Social-Emotional Skills Development in Young people (DCSE-J)

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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-Roca, 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).

GENERAL DESCRIPTION AND OBJECTIVE

It is therefore **necessary to have an instrument** for the assessment of the level of social-emotional skills of young people in care in order to design socio-educational programs tailored to their needs. However, the psychometric **instruments developed** so far present some **difficulties**:

- 1) most of the tests are **of self-report type** and have limited predictive validity,
- 2) most of the social-emotional skills tests **have a high cost**, hindering their use.

Accordingly, **DCSE-J Test (Social-Emotional Skills Development in Young People Test)** was developed (Sala, Filella, Oriol, Ros, Secanilla and Rodríguez, 2015) to respond to this need. The internal structure and internal validity have been administered to a sample of 932 youths; and the temporal stability to a sample of 167 youths.

The aim of this study is to analyse the Convergent Validity of the DCSE-J

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:

- 1) **Trait Meta-Mood Scale (TMMS-24)** by Salovey, Mayer, Goldman, Turvey and Palfai (1995), adapted to Castilian by Fernández-Berrocá, Extremera and Ramos, 2004.
- 2) **The scale of assertiveness of RATHUS** (1973), adapted to Castilian by Carrasco, Clemente and Llavona (1984).

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

| | Emotional attention | Emotional clarity | Emotional repair | Assertiveness |
|-------------------------|---------------------|-------------------|------------------|---------------|
| Emotional regulation | .066 | .113 | .018 | .026 |
| Emotional understanding | .041 | .005 | .070 | -- |

Preliminary analysis don't show correlations between the scales.

Convergent Validity was analysed by means of the **Pearson correlation coefficient**

REFERENCES

Sala-Roca, J., Villalba, A., Jariot, M. & Rodríguez, M. (2009). Characteristics and sociolabour insertion of young people after residential foster. *International Journal of Child & Family Welfare*, 12(1), 22-34.
Sala, J., Filella, G., Oriol, X., Ros, A., Secanilla, E. & Rodríguez, M. (2015). Test de Competències Socioemocionals. Diposit digital UAB.

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.