



Verification of the Temporal Stability (Test-Retest) 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 are also **related to better academic outcomes** (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011), and **more positive ties with their friends and their parents** (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. Nevertheless, 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.

The IARS group developed the DCSE-J test to provide a copy-left tool for professionals who work with children in care. The test **was validated by experts** and by **factorial analysis** with a sample of 932 subjects.

The DCSE-J includes two scales: **emotional regulation and emotional understanding** (confirmed by factorial analysis).

This study was designed to assess the **Test-Retest reliability of the Test of Social-Emotional Skills Development in Young People (DCSE-J)**

METHODOLOGY

The **initial sample** was **167 students** from the **Faculty of Education Sciences of the Autonomous University of Barcelona**

144 (87.80%) are girls and 20 (12.19%) are boys



After the analysis of the verification questions, 48 people were discarded

The **final sample** consists of **119 students** (10.1% are boys; 89.9% are girls)

RESULTS

The test-Retest was analysed by means of the **Spearman correlation coefficients**.

The correlation was verified for each skill

- Emotional understanding ($\rho = .558$; $p < .001$)
- Emotional regulation ($\rho = .700$; $p < .001$).

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CONCLUSIONS

The **temporal stability** of the **DCSE-J** is **confirmed**.

DCSE-J scores show evidence of reliability and validity for the **psychoeducational diagnosis of the measurement of social-emotional skills in young people**.

It is proposed as a **copy-left test that allows any professional to use it at no cost**.