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 Rodriguez, 2009).

These skills are also related to better academic outcomes (Duriak, 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

Test

3-4 weeks

Re-Test

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 (p = .558; p < .001)
- Emotional regulation (p = .700; p < .001).

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.

REFERENCES


