

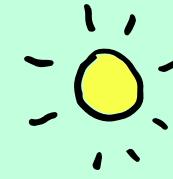
# SEARS

## SOCIAL EMOTIONAL ASSETS AND RESILIENCE SCALES

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By: Besart Hysniu &  
Ansone Janse van Rensburg

A



B



C

# TABLE OF CONTENTS

01

TEST  
INTRODUCTION

02

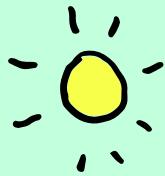
ADMINISTRATION  
& SCORING

03

INTERPRETATION &  
IMPLICATIONS

04

STRENGTHS AND  
LIMITATIONS



01

# TEST INTRODUCTION



# "STRENGTHS-BASED"



Strength-based assessment is defined as a measurement of those emotional and behavioral competencies, skills, and characteristics that create a sense of personal accomplishment; contribute to satisfying relationships with family members, peers, and adults; enhance one's ability to deal with adversity and stress, and promote one's personal and academic development.

Epstein & Sharma, 1998

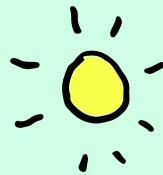


## "STRENGTHS-BASED"

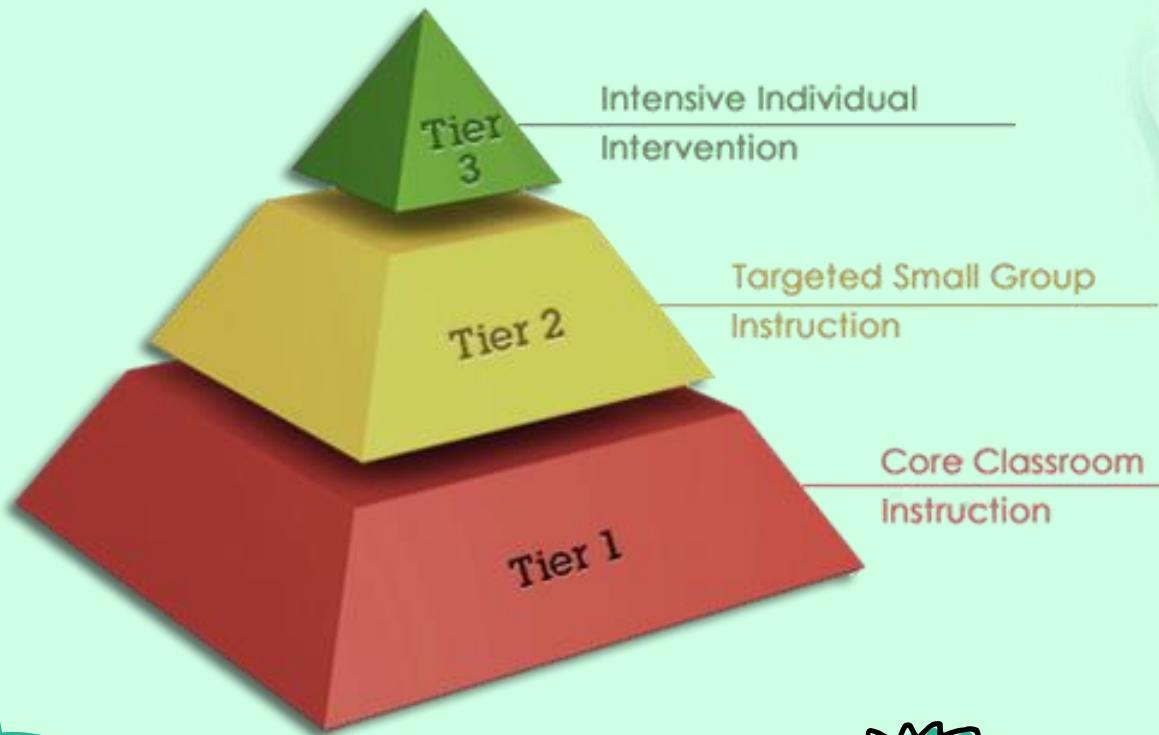


SEARS offers a less stigmatizing and more socially valid method of identifying psychosocial risks in youth compared to traditional behavior rating scales and mental health screeners.

Dowdy et. Al., 2010

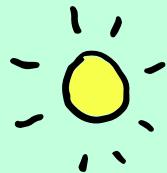


# "RESPONSE TO INTERVENTION"



YEAR





# SEARS OVERVIEW

## Forms (long and short)

SEARS-C (children 8-12)

SEARS-A (adolescents 13-18)

SEARS-T (teachers of students 5-18)

SEARS-P (parents of children and adolescents 5-18)

## Four main areas assessed:

Self-regulation      Social competence

Empathy      Responsibility

Qualification level:

B



SEARS-C  
Kenneth W. Merritt, PhD  
RATING FORM

DIRECTIONS

Inside this booklet is a list of 25 statements that tell how well sometimes feel about each sentence and circle the letter that tells about how you feel.

Circle 'N' if the sentence is **NEVER** true for you. Circle 'S' if the sentence is **SOMETIMES** true for you. Circle 'A' if the sentence is **ALMOST** true for you. Circle 'A' if the sentence is **ALMOST** true for you.

There are no right or wrong answers. Please answer every sentence and do your best.

If you need to change an answer, **DO NOT ERASE**. Make a 'X' through the incorrect answer and circle the correct answer.

EXAMPLE

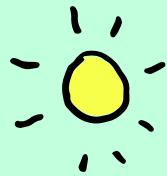
How often does the way I am.....	Never	Sometimes	Often	Always
	9	8	7	6
Never	Always	Often	Sometimes	Never

Rating Scale

Never      Sometimes      Often      Always

Teacher      Parent

Male      Female



## INTENDED POPULATION



Universal population screening (starting at Tier 1)

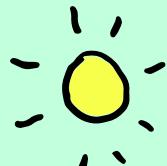
low stigma = early detection of psychosocial risks

early identification of needs = earlier intervention

## MAJOR FEATURES OF SEARS

- Age-appropriate forms (child/adolescent)
- Readability (grade 2/3 reading level)
- Multiple informants (Self-report, Parent, Teacher)
- Easy to administer
- Norm-referenced on representative sample (peer comparisons for child/adolescent)





# PSYCHOMETRIC PROPERTIES



## RELIABILITY

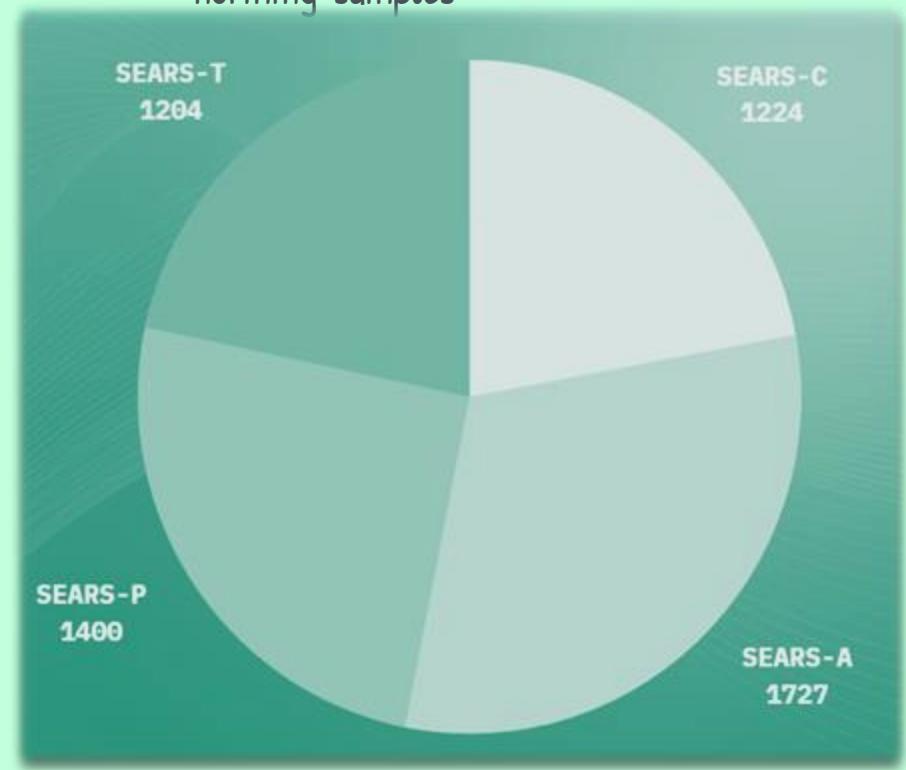
Internal consistency (Chronbach's):

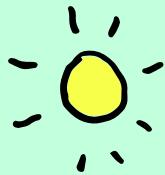
- Total score: .92 to .98
- Scale score: .80 to .95
- Short forms: .82 to .93

Test-retest (2-6 wks):

- SEARS-C: .67 to .81
- SEARS-A: .63 to .89
- SEARS-T: .94 (2 weeks)
- SEARS P: .93 (2 weeks)

norming samples





# PSYCHOMETRIC PROPERTIES



## VALIDITY

Content analysis established through:

- test content analysis,
- internal structure analysis,
- Intercorrelations among scores
- relationships to other scales

Related scales:

- Social Skills Rating Scale (Gresham & Elliott, 1990)
- Positive Affect Scale (Merrell & Walters, 1998)
- Student Life Satisfaction Scale of the Internalizing Symptoms Scales for Children (Huebner, 1991)



02

## ADMINISTRATION & SCORING



# FREE TRAINING!

- Free & on-demand
- Interactive courses, supplemental materials, author videos
- Suitable for individuals & organizations





# ADMINISTRATION



## PROCEDURE

Paper & pencil  
Online  
Long vs Short  
20 min vs. 5 min

## SEARS-CHILD

Gr. 3-6 (ages 8-12)

35 Items

total score

General assessment: Global self-concept

## SEARS-ADOLESCENT

Gr. 7-12 (ages 13-18)  
35 Items  
4 scales & total score

## SEARS-PARENT

Gr. K-12 (ages 5-18)  
Separate norms for K-6 & 7-12  
39 items  
3 scales & total score

## SEARS-TEACHER

Gr. K-12 (ages 5-18)  
Separate norms for K-6 & 7-12  
41 items  
4 scales & total score

## SCORING

Software download  
PARiConnect

# CONSTRUCTS MEASURED

## SELF-REGULATION (SR)

- Self-awareness
- Metacognition
- Intrapersonal insight
- Self-management
- Direction

## RESPONSIBILITY (R)

Ability to:

- Accept responsibility
- Behave conscientiously
- Think before acting



## EMPATHY (E)

Ability to:

- empathize with others' situations or feelings

## SOCIAL COMPETENCE (SC)

Ability to:

- Maintain friendships with peers
- Engage in effective verbal communication
- Feel comfortable around groups of peers

# ITEMS

**SEARS-C-SF: I LIKE DOING THINGS FOR OTHERS**

**SEARS-A-SF: I TRY TO HELP OTHER PEOPLE WHEN THEY NEED HELP**

**SEARS-P: FEELS SORRY FOR OTHER PEOPLE WHEN BAD THINGS HAPPEN TO THEM**

**SEARS-T: LIKES TO DO HIS/HER BEST IN SCHOOL**

Never

Sometimes

Often

Always



# PARiCONNECT C-SF



SEARS-C-SF Score Summary Table					
Scale	Raw score	T score (90% CI)	Percentile	Tier	Score level
Total	17	41 (35-47)	22	1	Average to High Functioning

SEARS-C-SF Item Response Summary	
Item	Response
1. I like doing things for others	Sometimes
2. <i>Item content redacted for sample report</i>	Always
3.	Always
4.	Always
5.	Sometimes
6.	Often
7.	Never
8.	Sometimes
9.	Often
10.	Sometimes
11.	Never
12.	Never

\*\*\* End of Report \*\*\*



# PROGRESS MONITORING REPORT

## SEARS Progress Monitoring Report Overview

The various SEARS short forms are brief, strength-based measures of social strengths and resilience. The SEARS Progress Monitoring Report provides a comparison between a Child's general assessment of his or her own global self-concept and the assessment of that Child's teacher and/or parent over the course of multiple administrations.

Admin	Child		Rater 1			Rater 2		
	Date	%ile	Date	%ile	Rater	Date	%ile	Rater
1	01/19/11	6	01/12/11	2	(T) Mrs. H.	01/23/11	13	(P) Mother
2	02/16/11	6	02/09/11	10	(T) Mrs. H.	04/26/11	42	(P) Mother
3	03/09/11	31	02/23/11	16	(T) Mrs. H.			
4	03/30/11	45	03/16/11	29	(T) Mrs. H.			
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								



# PARICONNECT SEARS-T

## SEARS-T Scale Overview

The SEARS-T is a strength-based, multidimensional measure of a student's social strengths and resilience. The SEARS-T consists of 41 items tapping a teacher's perceptions of the student's self-regulation, responsibility, social competence, and empathy. The SEARS-T has the following four scales:

- The **Self-Regulation (SR)** scale measures self-awareness, meta-cognition, intrapersonal insight, self-management, and direction.
- The **Social Competence (SC)** scale measures the ability to maintain friendships with peers, engage in effective verbal communication, and feel comfortable around groups of peers.
- The **Empathy (E)** scale measures the ability to empathize with others' situations and feelings.
- The **Responsibility (R)** scale measures the ability to accept responsibility, behave conscientiously, and think before acting.

## SEARS-T Score Summary Table

Scale	Raw score	T score (90% CI)	Percentile	Tier	Score level
Self-Regulation (SR)	6	33 (29-37)	5	3	High Risk
Social Competence (SC)	20	49 (45-53)	49	1	Average to High Functioning
Empathy (E)	4	35 (30-40)	8	2	At Risk
Responsibility (R)	10	36 (32-40)	12	2	At Risk
SEARS-T total score	40	37 (34-40)	12	2	At Risk

# SEARS-T vs. SEARS-P

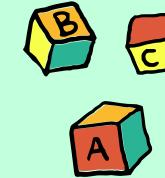
## SEARS-T Scale Overview

The SEARS-T is a strength-based, multidimensional measure of a student's social strengths and resilience. The SEARS-T consists of 41 items tapping a teacher's perceptions of the student's self-regulation, responsibility, social competence, and empathy. The SEARS-T has the following four scales:

- The **Self-Regulation (SR)** scale measures self-awareness, meta-cognition, intrapersonal insight, self-management, and direction.
- The **Social Competence (SC)** scale measures the ability to maintain friendships with peers, engage in effective verbal communication, and feel comfortable around groups of peers.
- The **Empathy (E)** scale measures the ability to empathize with others' situations and feelings.
- The **Responsibility (R)** scale measures the ability to accept responsibility, behave conscientiously, and think before acting.

## SEARS-T Score Summary Table

Scale	Raw score	T score (90% CI)	Percentile	Tier	Score level
Self-Regulation (SR)	6	33 (29-37)	5	3	High Risk
Social Competence (SC)	20	49 (45-53)	49	1	Average to High Functioning
Empathy (E)	4	35 (30-40)	8	2	At Risk
Responsibility (R)	10	36 (32-40)	12	2	At Risk
SEARS-T total score	40	37 (34-40)	12	2	At Risk



- The **Self-Regulation and Responsibility (SR/R)** scale measures self-awareness, meta-cognition, intrapersonal insight, self-management and direction, and the ability to accept responsibility and think before acting.
- The **Social Competence (SC)** scale measures the ability to maintain friendships with peers, engage in effective verbal communication, and feel comfortable around groups of peers.
- The **Empathy (E)** scale measures the ability to understand and relate to others' situations and feelings

## SEARS-P Score Summary Table

Scale	Raw score	T score (90% CI)	Percentile	Tier	Score level
Self-Regulation and Responsibility (SR/R)	33	45 (41-49)	35	1	Average to High Functioning
Social Competence (SC)	11	33 (28-38)	6	2	At Risk
Empathy (E)	9	36 (30-42)	11	2	At Risk
SEARS-P total score	53	39 (36-42)	13	2	At Risk

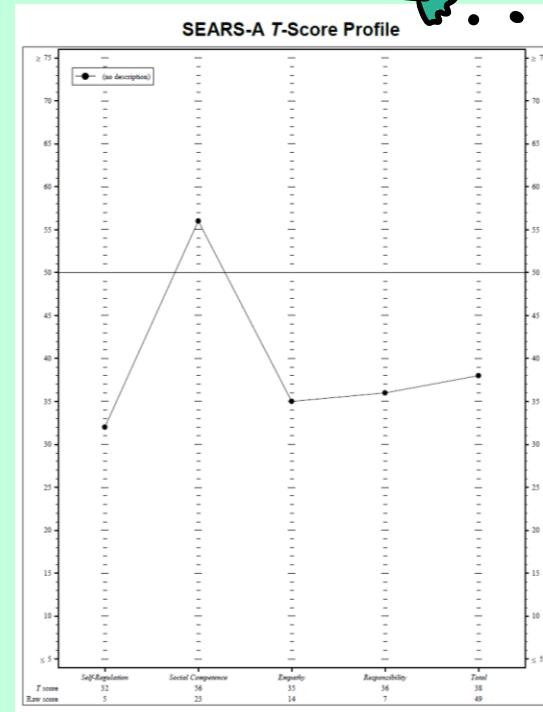
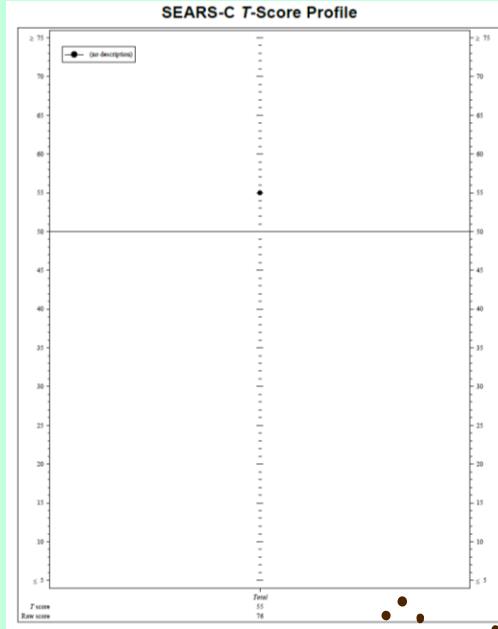
# INTEGRATED SCORE REPORT TABLE



Form/scale	Raw score	T score (90% CI)	%ile	Tier	Score level
<b>SEARS-A</b>					
<b>Self Regulation (SR)</b>	7	36 (29-43)	8	2	At Risk
<b>Social Competence (SC)</b>	19	49 (43-55)	46	1	Average to High Functioning
<b>Empathy (E)</b>	18	42 (36-48)	25	1	Average to High Functioning
<b>Responsibility (R)</b>	6	34 (27-41)	7	2	At Risk
<b>Total (Total)</b>	50	39 (35-43)	14	2	At Risk
<b>SEARS-T</b>					
<b>Self Regulation (SR)</b>	8	35 (31-39)	8	2	At Risk
<b>Social Competence (SC)</b>	17	46 (42-50)	37	1	Average to High Functioning
<b>Empathy (E)</b>	15	61 (56-66)	88	1	Average to High Functioning
<b>Responsibility (R)</b>	7	32 (28-36)	6	2	At Risk
<b>Total (Total)</b>	47	40 (37-43)	18	2	At Risk

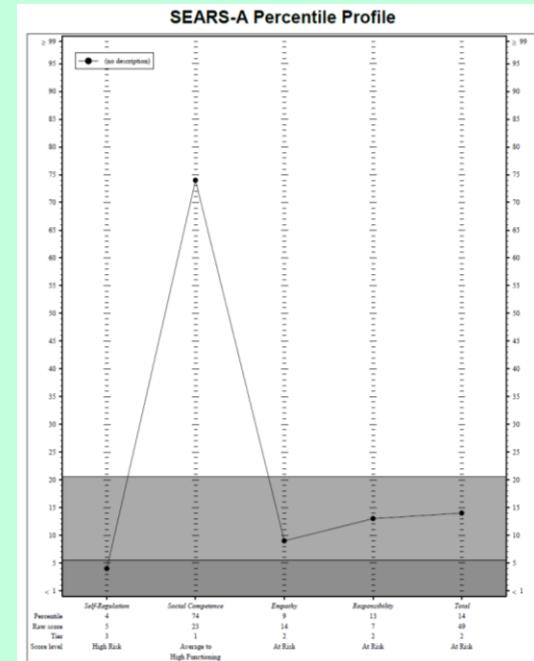
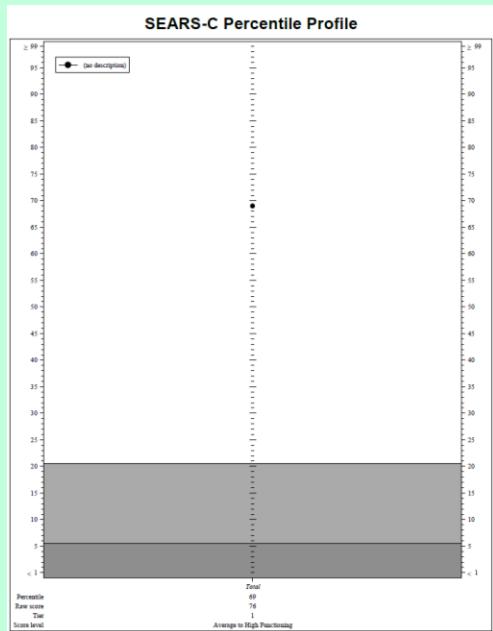
# SEARS-C vs SEARS-A

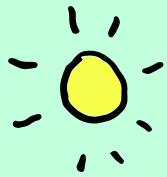
## PARiCONNECT T-Score Profiles



# SEARS-C vs SEARS-A

## PARiCONNECT PERCENTILE PROFILES





03

## INTERPRETATION & APPLICATIONS





# INTERPRETATION

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## Collect data from multiple sources

- SEARS-C or SEARS-A (Self-report)
- SEARS-T (Teacher report)
- SEARS-P (Parent report)

## Analyze T-Scores and percentiles

- Higher scores: Greater social-emotional assets and resilience
- Lower scores: Potential deficits

(Average to High Functioning | At Risk | High Risk)

## Agreement or discrepancy patterns

- Analyze ratings on relevant items 0 (Never) or 1 (Sometimes) as potential red flags

## Intervention planning and progress evaluation

- Systematic individualized support
- Use short forms for progress monitoring (i.e. opportunities for positive interactions with peers)

# APPLICATIONS

**#1. ASSESSMENT,  
EVALUATION, DECISION-  
MAKING AND  
INTERVENTION PLANNING**

**#3. PROGRESS  
MONITORING**

Improvement over the  
course of an intervention



**#2. SCREENING**

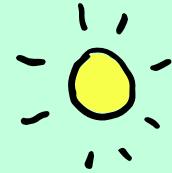
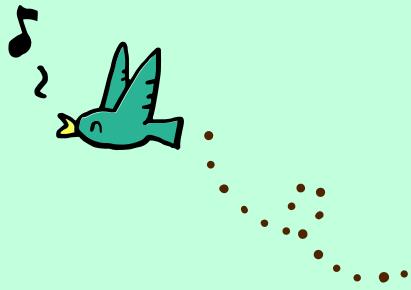
For individuals or groups

**#4. TAILORING  
INTERVENTIONS**

Adjust intervention  
approach to utilize their  
strengths

**#5. RESEARCH**

Effectiveness and validity of  
interventions and assessments



04

## STRENGTHS & LIMITATIONS

# STRENGTHS



## Positive Education

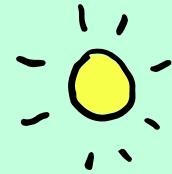
Incorporates positive psychology into schools

- Focus on building positive qualities
- Contribute to sense of accomplishment and satisfaction
- Empower students and families
- Optimism and hope
- Collaborative approach
- Foster resilience



# POTENTIAL LIMITATIONS

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## Temporal stability concerns

- Short time intervals (2 to 6 weeks)
- Need for long-term stability research
- Declining reliability over short term
- Parent and Teacher forms lack retest data for weeks 4 and 6

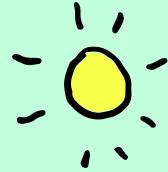
## General concerns with RTI

- Issues with effective RTI implementation
- One-size-fits-all approach criticism
- Potential delays in assessment for some children





# CONCLUSION



- SEARS: Strength-based approach to assess social-emotional assets & resilience
- Use in response-to-intervention framework
- Age-appropriate forms, easy administration & scoring
- Favorable reliability & validity with some limitations
- Fosters resilience through a systems perspective
- Explored purpose, use, population, features, interpretation, psychometrics & research areas
- Encouraging strengths-based approaches in SEL



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A  
B  
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