

# SEARS

## SOCIAL EMOTIONAL ASSETS AND RESILIENCE SCALES

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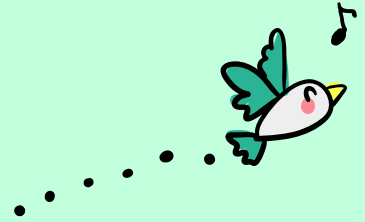
01

# 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"

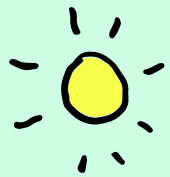
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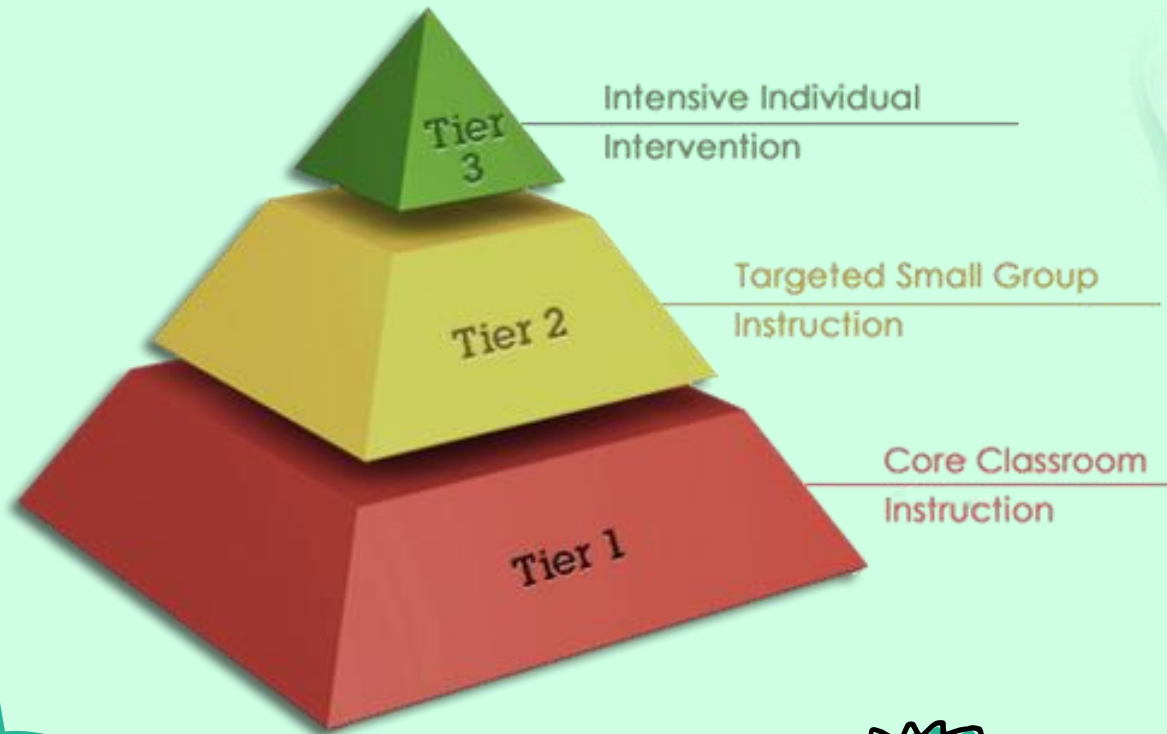
SEARS offers a less stigmatizing and more socially valid method of identifying psychosocial risks in youth compared to traditional behavior rating scales and mental health screeners.

Dowdy et. Al., 2010





# "RESPONSE TO INTERVENTION"





# SEARS OVERVIEW

Qualification level: **B**

## 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

# SEARS-C

Joseph W. Burrell, PhD

## RATING FORM

### DIRECTIONS

Read this booklet a list of 25 sentences that tell how kids sometimes feel. Read each sentence and circle the letter that tells about you the best.

Circle **N** if the sentence is **NEVER** true for you. Circle **S** if the sentence is **SOMETIMES** true for you. Circle **O** if the sentence is **OFTEN** true for you. Circle **A** if the sentence is **ALWAYS** true for you. Circle **U** if the sentence is **UNCERTAIN** for you.

There are right or wrong answers. There are many more sentences to do your best.

If you're not sure of an answer, **UNCERTAIN** (U) is OK. Circle the correct answer and circle the correct answer.

### EXAMPLE

That dog with the big ears is a cat.

Never ☐ Sometimes ☐ Often ☐ Always ☐ Uncertain ☐

Answer: **NEVER** **SOMETIMES** **OFTEN** **ALWAYS**

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# SEARS-C

Joseph W. Burrell, PhD

## SHORT FORM

Print name \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_ Eyes \_\_\_\_\_ Hair \_\_\_\_\_ Skin \_\_\_\_\_

Read each sentence and circle the letter that tells about you the best.

Circle **N** if the sentence is **NEVER** true for you. Circle **S** if the sentence is **SOMETIMES** true for you. Circle **O** if the sentence is **OFTEN** true for you. Circle **A** if the sentence is **ALWAYS** true for you. Circle **U** if the sentence is **UNCERTAIN** for you.

**NEVER** **OFTEN** **SOMETIMES** **ALWAYS** **UNCERTAIN**

Sentence	Never	Sometimes	Often	Always	Uncertain
I am a very happy person.					
I am a very sad person.					
I am a very angry person.					
I am a very nervous person.					
I am a very shy person.					
I am a very outgoing person.					
I am a very confident person.					
I am a very insecure person.					
I am a very proud person.					
I am a very humble person.					
I am a very generous person.					
I am a very selfish person.					
I am a very kind person.					
I am a very cruel person.					
I am a very honest person.					
I am a very dishonest person.					
I am a very brave person.					
I am a very cowardly person.					
I am a very smart person.					
I am a very stupid person.					
I am a very strong person.					
I am a very weak person.					
I am a very healthy person.					
I am a very sick person.					
I am a very happy person.					
I am a very sad person.					
I am a very angry person.					
I am a very nervous person.					
I am a very shy person.					
I am a very outgoing person.					
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I am a very kind person.					
I am a very cruel person.					
I am a very honest person.					
I am a very dishonest person.					
I am a very brave person.					
I am a very cowardly person.					
I am a very smart person.					
I am a very stupid person.					
I am a very strong person.					
I am a very weak person.					
I am a very healthy person.					
I am a very sick person.					

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## 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



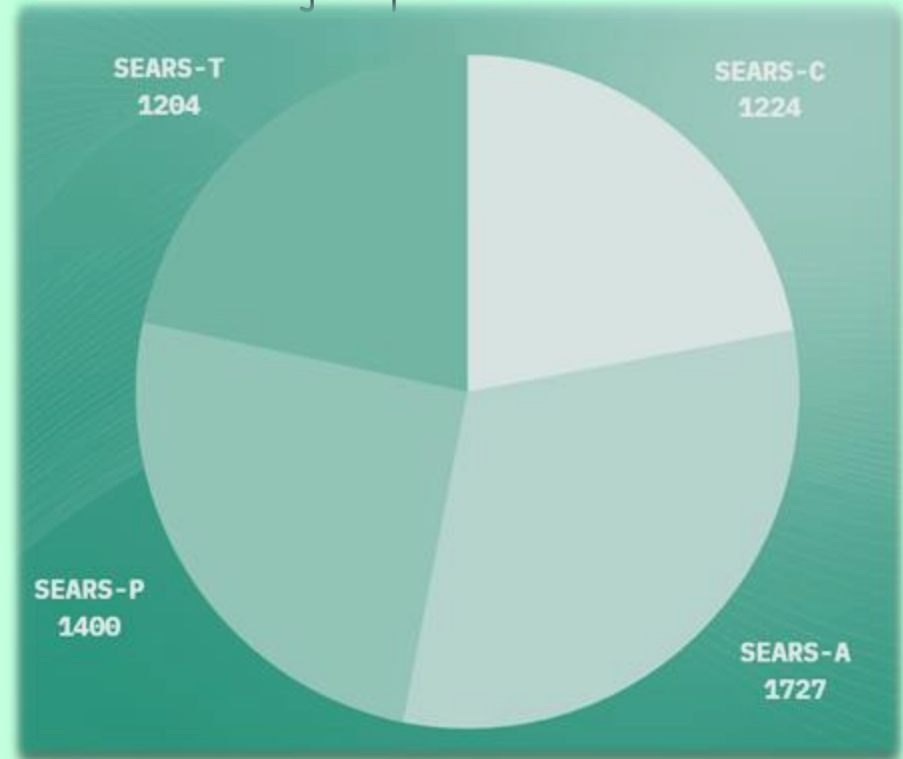
norming samples . . . . .

### 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)





# PSYCHOMETRIC PROPERTIES

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## 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

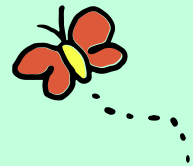
# ADMINISTRATION & SCORING



# 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

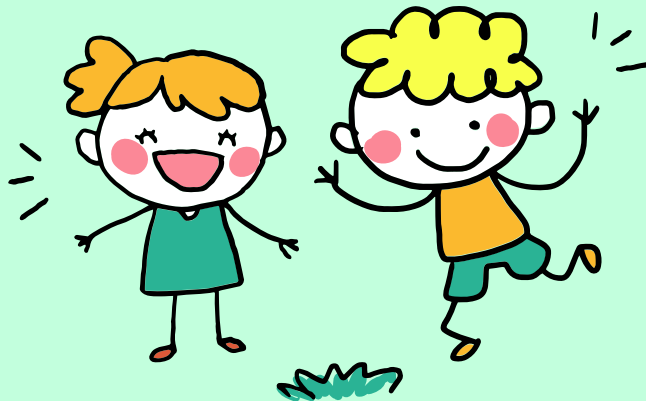
## SELF-REGULATION (SR)

- 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.	Item content redacted for sample report	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



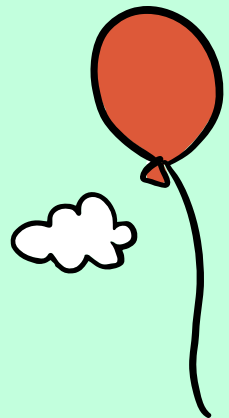
## SEARS-T Scale Overview

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

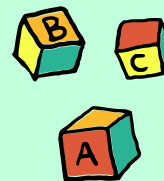
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- The **Self-Regulation (SR)** scale measures self-awareness, meta-cognition, intrapersonal insight, self-management, and direction.
- The **Social Competence (SC)** scale measures the ability to maintain friendships with peers, engage in effective 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

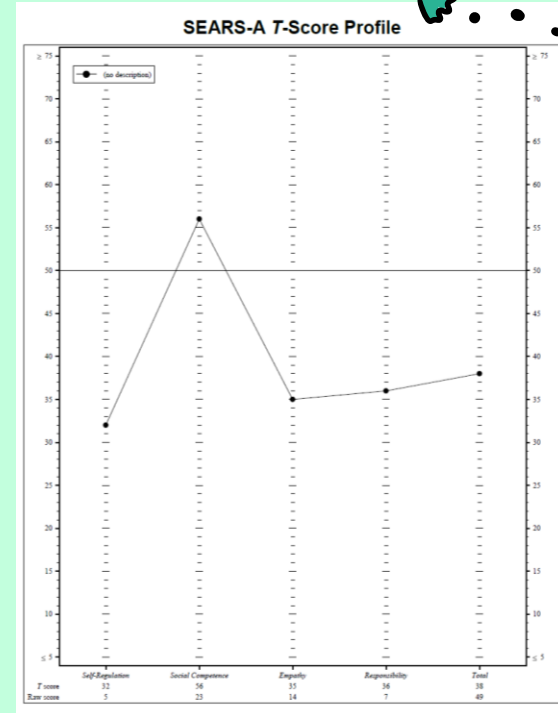
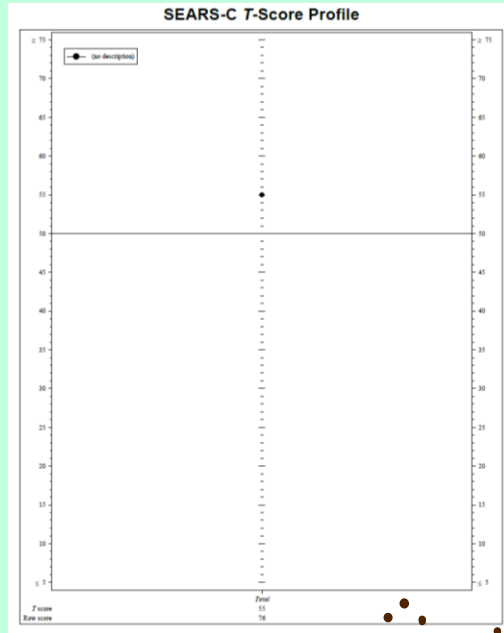


Form/scale	Raw score	T score (90% CI)	%ile	Tier	Score level
<b>SEARS-A</b>					
Self Regulation (SR)	7	36 (29-43)	8	2	At Risk
Social Competence (SC)	19	49 (43-55)	46	1	Average to High Functioning
Empathy (E)	18	42 (36-48)	25	1	Average to High Functioning
Responsibility (R)	6	34 (27-41)	7	2	At Risk
Total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



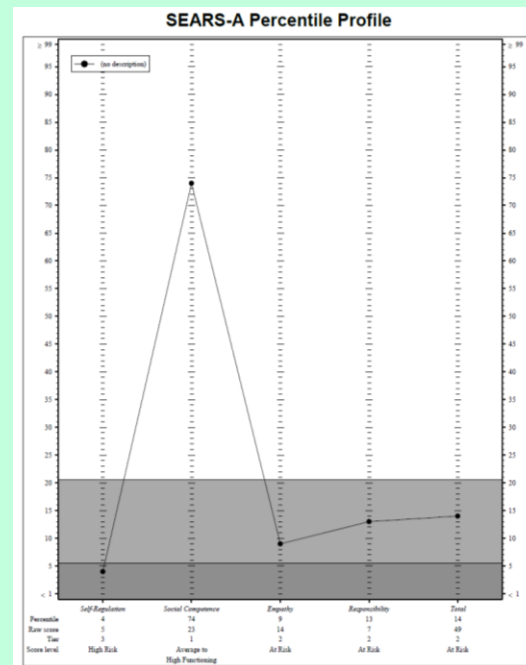
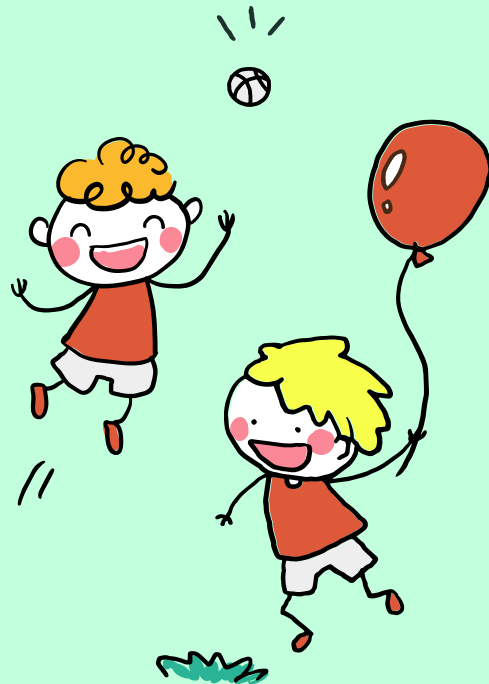
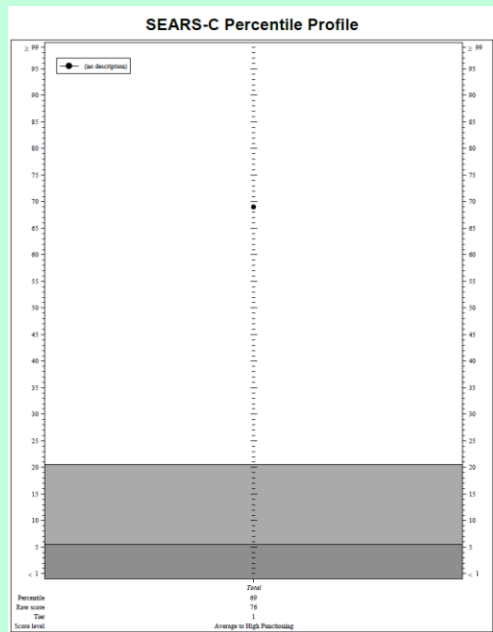
# SEARS-C vs SEARS-A

## PARiCONNECT T-SCORE PROFILES



# SEARS-C vs SEARS-A

## PARiCONNECT PERCENTILE PROFILES





03

# INTERPRETATION & APPLICATIONS





# INTERPRETATION



## 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)



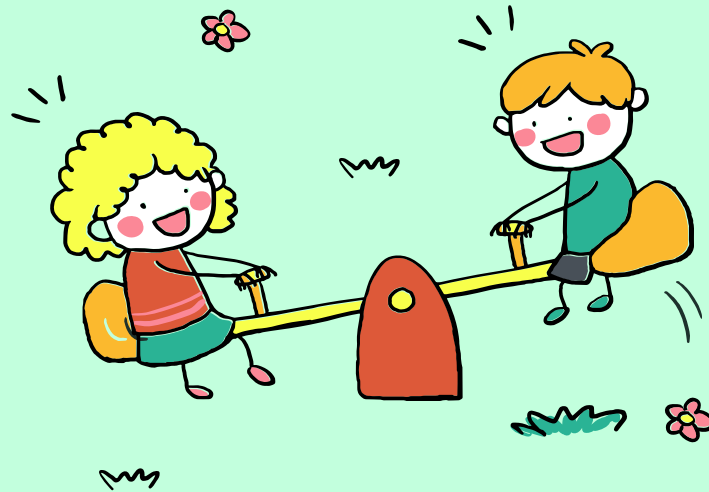


# APPLICATIONS

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

**#3. PROGRESS  
MONITORING**

Improvement over the  
course of an intervention



**#5. RESEARCH**

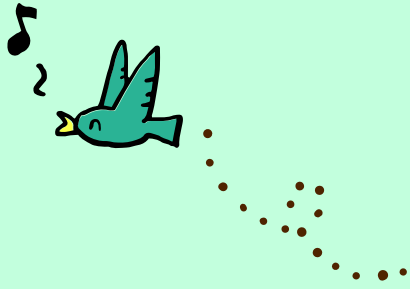
Effectiveness and validity of  
interventions and assessments

**#2. SCREENING**

For individuals or groups

**#4. TAILORING  
INTERVENTIONS**

Adjust intervention  
approach to utilize their  
strengths



04

# STRENGTHS & LIMITATIONS



# STRENGTHS

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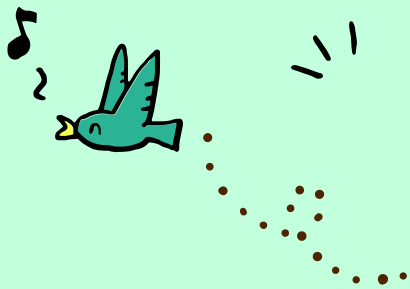


## Positive Education

Incorporates positive psychology into schools

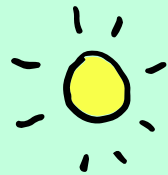
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- Focus on building positive qualities
- Contribute to sense of accomplishment and satisfaction
- Empower students and families
- Optimism and hope
- Collaborative approach
- Foster resilience



# POTENTIAL LIMITATIONS

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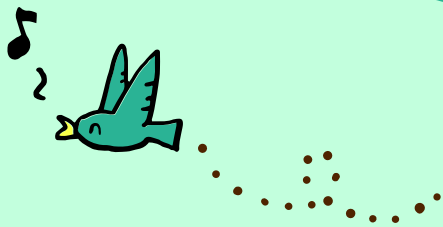
## Temporal stability concerns

- 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

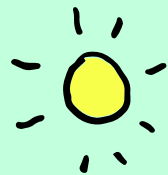
- Issues with effective RTI implementation
- One-size-fits-all approach criticism
- Potential delays in assessment for some children





# CONCLUSION

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- 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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