

A Dual Factor Approach to Assessing Psychological Wellness in MTSS

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INTRODUCING
THE



**Behavior Intervention
Monitoring Assessment System**

By James L. McDougal, Psy. D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.

What is the BIMAS?

1. **Screening**- *as a brief screening device to detect students in need of further assessment and to identify their respective areas of strengths and needs.*
2. **Student Progress Monitoring**- *To provide feedback about the progress of individual students or clients.*
3. **Program Evaluation** - *To gather evidence that intervention services are effective.*

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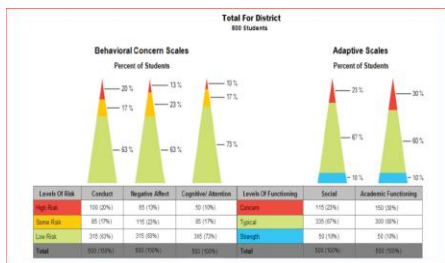
How to use the BIMAS
UNIVERSAL SCREENING AND PROGRESS MONITORING

Tier I

- Screening is "benchmarking" not a one shot approach or practice.
- Universal Screenings should be done across time (ideally 3 times per year) for the....
 - Entire school district
 - Across Buildings
 - Across Grades

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BIMAS System level data -- district



BIMAS system level data across classrooms

Classroom	Behavioral Concern Scales			Adaptive Scales		
	Conduct	Negative Affect	Cognitive Attention	Social	Academic Functioning	Overall
Classroom 1	100	85	50	115	150	100
Classroom 2	100	85	50	115	150	100
Classroom 3	100	85	50	115	150	100
Classroom 4	100	85	50	115	150	100
Classroom 5	100	85	50	115	150	100
Classroom 6	100	85	50	115	150	100
Classroom 7	100	85	50	115	150	100
Classroom 8	100	85	50	115	150	100
Classroom 9	100	85	50	115	150	100
Classroom 10	100	85	50	115	150	100
Classroom 11	100	85	50	115	150	100
Classroom 12	100	85	50	115	150	100
Classroom 13	100	85	50	115	150	100
Classroom 14	100	85	50	115	150	100
Classroom 15	100	85	50	115	150	100
Classroom 16	100	85	50	115	150	100
Classroom 17	100	85	50	115	150	100
Classroom 18	100	85	50	115	150	100
Classroom 19	100	85	50	115	150	100
Classroom 20	100	85	50	115	150	100
Classroom 21	100	85	50	115	150	100
Classroom 22	100	85	50	115	150	100
Classroom 23	100	85	50	115	150	100
Classroom 24	100	85	50	115	150	100
Classroom 25	100	85	50	115	150	100
Classroom 26	100	85	50	115	150	100
Classroom 27	100	85	50	115	150	100
Classroom 28	100	85	50	115	150	100
Classroom 29	100	85	50	115	150	100
Classroom 30	100	85	50	115	150	100
Classroom 31	100	85	50	115	150	100
Classroom 32	100	85	50	115	150	100
Classroom 33	100	85	50	115	150	100
Classroom 34	100	85	50	115	150	100
Classroom 35	100	85	50	115	150	100
Classroom 36	100	85	50	115	150	100
Classroom 37	100	85	50	115	150	100
Classroom 38	100	85	50	115	150	100
Classroom 39	100	85	50	115	150	100
Classroom 40	100	85	50	115	150	100
Classroom 41	100	85	50	115	150	100
Classroom 42	100	85	50	115	150	100
Classroom 43	100	85	50	115	150	100
Classroom 44	100	85	50	115	150	100
Classroom 45	100	85	50	115	150	100
Classroom 46	100	85	50	115	150	100
Classroom 47	100	85	50	115	150	100
Classroom 48	100	85	50	115	150	100
Classroom 49	100	85	50	115	150	100
Classroom 50	100	85	50	115	150	100

PROGRESS MONITORING Tiers II & III

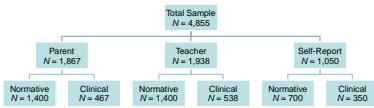
- A smaller group or individual students
 - Identified from Tier I screening using..
 - BIMAS - Standard form
 - or
 - BIMAS FLEX (customized for each student)

BIMAS Technical Information

- Norms development
- Psychometric properties
 - Reliability
 - Validity

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Normative Sample



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Psychometric Properties

- Reliability
 - Internal Consistency
 - Test-Retest (stability)
- Validity
 - Content and sources of information for decision making
 - Construct
 - Scale structure
 - Screening accuracy
 - Concurrent validity
 - Progress monitoring

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Internal Consistency Cronbach's Alpha

Form	Behavioral Concern Scales			Adaptive Scales	
	Conduct	Negative Affect	Cognitive/Attention	Social	Academic Functioning
Parent	.87	.82	.90	.84	.77
Teacher	.91	.85	.91	.85	.81
Self-Report	.88	.85	.87	.83	.75

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BIMAS as a Screening Tool

- Ratings offered by parents, teachers, students (self)
- Clinical samples were identified during the standardization process.
 - Screening criteria were applied thru the use of a Clinical Diagnostic Information Form.

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THE BIMAS Clinical Samples (N=1,355)

Clinical Diagnoses of the samples rated by teachers, parents and students themselves.

Clinical Group	Teacher		Parent		Self		Total N
	N	%	N	%	N	%	
DB	123	22.9	70	15.0	65	18.6	258
ADHD	109	20.3	117	25.1	89	25.4	315
Anxiety	55	10.2	67	14.3	56	16.0	178
Depression	60	11.2	73	15.6	62	17.7	195
PDD	95	17.7	86	18.4	65	18.6	246
LD	45	8.4	--	--	--	--	45
DD	30	5.6	--	--	--	--	30
Other	21	3.9	54	11.6	13	3.7	88
Total	538	100.0	467	100.0	350	100.0	1355

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**Classification Accuracy of
BIMAS–Teacher Scales**

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	85.2%	82.5%
Sensitivity	83.5%	80.1%
Specificity	85.8%	83.4%
Positive Predictive Power	68.4%	64.9%
Negative Predictive Power	93.4%	91.6%

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**Classification Accuracy of
BIMAS–Parent Scales**

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	78.3%	78.6%
Sensitivity	80.1%	73.4%
Specificity	77.7%	80.3%
Positive Predictive Power	54.6%	55.4%
Negative Predictive Power	92.1%	90.1%

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**Classification Accuracy of
BIMAS–Self-Report Scales**

Classification Accuracy Statistic	Full Range of Scores	Cut-Scores
Overall Correct Classification	71.5%	71.8%
Sensitivity	76.3%	67.1%
Specificity	69.1%	74.1%
Positive Predictive Power	55.3%	56.5%
Negative Predictive Power	85.3%	81.9%

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The BIMAS as a Progress Monitoring Tool

- Documenting and Measuring Change/progress
 - BIMAS Standard
 - BIMAS Flex

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BIMAS-Scores for Progress and Outcome Monitoring

- Type of scores
 - % percentages for risk categories
 - % percentiles
 - T-scores for all 5 scales
 - GOAL...
 - DECREASE Behavior Concerns scores
 - INCREASE Adaptive behavior scores

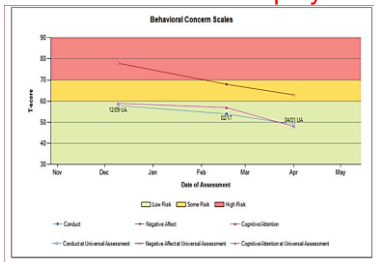
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BIMAS-Scores for Progress and Outcome Monitoring

- Progress vs. Outcome monitoring
- Several methods, but no consensus
- BIMAS indexes of CHANGE
 - visual displays,
 - effect size (ES) estimates,
 - the reliable change index (RCI).

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BIMAS Visual Displays



Reliable Change Index (RCI) (Jacobson & Truax, 1991).

- Has a clinically significant change occurred for a student?
- the RCI formula employs an individual's pre and post scores, the pretest standard deviation for a group of scores, and a reliability estimate for the test.

Summary/Strengths of BIMAS

- BIMAS: empirically-based; sensitive to change (excellent for RtI) ✓
- Standard & Flex ✓
- Big Norm Samples & Good Psychometric Properties ✓
- Powerful Web-based Interface ✓
 - Easy paper & online administration and scoring options ✓
 - Wide Selection of Informative Web-based Reports
- But before we close!!!! ✓

The Preschool Affective Wellness Scale (PAWS)

Kari Neubauer Potthoff, Ph.D.
Private Practice
Achilles N. Bardos, Ph.D.
University of Northern Colorado
&
Edumetrisis, LLC

PAWS Theoretical Underpinnings

- The preschool years are a critical time for the development of key social and emotional skills.
- There is now awareness as to the role of social-emotional development in the early years of schooling.
- Research has supported that preschool-aged children are capable of learning improved social-emotional skills through instructional methods.
- A large number of children are **not** beginning kindergarten with adequate school readiness skills.
- There is a close relationship between social-emotional processes and academic performance.
- Preschool teachers begun to have resources to face the challenge.

Why the PAWS?

- It would be imperative to have a manner in which to measure a preschool child's pro-academic social-emotional skills so as to develop effective early intervention strategies.
- Few preschool-age measures exist which identify pro-social skills linked to positive academic outcomes.

Goals of the PAWS

Designed to measure:

- Preschool-aged social, emotional, and behavioral variables identified in the current literature as being important contributors to healthy academic transition, behavior, and performance.

The PAWS Dimensions

- Work on the PAWS begun with a doctoral dissertation by the senior author Dr. kari Neubauer-Pothoff
- A extensive literature review indicated that there are multiple and distinct constructs related to positive academic and social outcomes in children.
- Behavior Regulation
 - Attention
 - Maintaining visual and auditory attention
 - On-task behavior
 - Effortful Control
 - Inhibiting competing desires and needs
 - Delayed gratification

The PAWS Dimensions

- Interest/Participation
 - Academic Intrinsic Motivation
 - Self-Initiated academic behavior
 - Observed interest in academic activities
 - Mastery Behavior
 - Persistence with difficult tasks
 - Seeking assistance in problem solving
- Learning-Related Social Skills
 - Affective Social Competence
 - Emotional awareness of self and others
 - Sending effective emotional messages
 - Prosocial Behavior
 - Positive peer interactions
 - Peer acceptance

The PAWS Dimensions

- Academic Social Support
 - Positive Student-Teacher Relationship
 - Teacher responsiveness and sensitivity to the child
 - High frequency of positive student-teacher interactions
 - Home-School Collaboration
 - Teacher and parent/s frequently communicate
 - Parents are actively involved in child's learning

Existing Preschool Measures

- A search and review of existing measures was conducted for assessments which met the following criteria:
 - Use with preschool aged children.
 - Completed as a rating form.
 - Measures social, emotional, and/or academic related adaptive skills.

Existing Preschool Measures

- Achenbach System of Empirically Based Assessment Preschool Forms (ASEBA Preschool)
 - Child Behavior Checklist (CBC)
 - The Caregiver-Teacher Report Form (CTR)
 - Measures: Affective Problems, Anxiety Problems, Pervasive Developmental Disorders, Attention Deficit/Hyperactivity Problems, Oppositional Defiant Problems
 - Ages 1.5 to 5 years

Existing Preschool Measures

- Behavior Assessment System for Children, Second Edition, Preschool Form (BASC-2)
 - Teacher Rating Scales (TRS-P)
 - Parent Rating Scales (PRS-P)
 - Measures: Hyperactivity, Aggression, Depression, Attention Problems, Atypicality, Withdrawal, Somatization, Adaptability, Social Skills, Functional Communication
 - Ages 2 to 5 years

Existing Preschool Measures

- Behavior Rating Inventory of Executive Function- Preschool (BRIEF-P)
 - Teacher Rating Form
 - Parent Rating Form
 - Measures: Inhibit, Shift, Emotional Control, Working Memory, Plan/Organize
 - Ages 2 to 5 years

Existing Preschool Measures

- The Devereux Early Childhood Assessment (DECA)
 - Parent/Teacher Assessment Form
 - Observation Journal
 - Measures: Attachment, Initiative, Self-Control
 - Ages 2 to 5 years

Then why the PAWS?

- The PAWS is a unique preschool assessment too.
 - Strength based
 - Measure constructs related with positive school transition, classroom behavior, and academic performance.
 - Completed by teacher, as emphasis is placed on pro-social academic related behaviors.
 - A parent form is under development to facilitate communication between home and school
 - Measures new constructs (home school communication)

Design and Development of the PAWS

The PAWS constructs

- Attention
- Effortful Control
- Academic Intrinsic Motivation
- Mastery Behavior
- Affective Social Competence
- Prosocial Behavior
- Positive Student-Teacher Relationship
- Home-School Collaboration

PILOT WORK

- Literature Review identified constructs
- Expert Review
 - Sent to 20 “expert reviewers”
 - A final 18 completed the review
 - » 3 early childhood researchers/professors
 - » 4 early childhood school psychologists
 - » 11 preschool teachers

Expert Review

Experts were asked

- whether they felt the item represented the intended construct
- to nominate items which needed elimination.

Feedback was tabulated and editorial changes were made based on a 70% reviewer agreement.



The initial PAWS items

- 71 items were pilot tested with 198 preschoolers
 - Items presented in a Likert-type scale
 - 4 point rating system
 - » Never Occurs, Rarely Occurs, Frequently Occurs, Always Occurs
- Five preschool teachers from a NAEYC accredited Colorado Preschool program.
 - Teachers completed the form and provided feedback on clarity of the instructions, test items, and formatting of the instrument.

PAWS scales following EFA and Reliabilities

Scale	Chronbach's Alpha
Preschool Affective Wellness Scale	.977
Attention and Impulse Control	.962
Positive Student-Teacher Relationship	.949
Affective Social Communication	.930
Home-School Collaboration	.949
Pro-Social Behavior	.919
Mastery Behavior	.903
Academic Intrinsic Motivation	.873

Assessing preschool mental health wellness: the Preschool Affective Wellness Scale and the Ages and Stages Questionnaires: Social-Emotional
 Katelyn J. Ingelhart, Ed.S., Ashley N. Barlow, Ph.D.
 University of Northern Colorado, Department of School Psychology
 Sarah A. Henricks
 University of South Dakota, School Psychology Program

Methods

Participants and Procedures

- *Parental consent was obtained for each individual student, in order for participation in the study.
- *Preschool students (n=62), from a mid-western state, between 3 to 5 years of age were evaluated by their preschool teachers through an electronic survey of the PAWS and a paper version of the ASQ:SE.

Measures

- *The Preschool Affective Wellness Scale (PAWS) (Potthoff-Neubauer & Bardos, 2015) and the Ages and Stages Questionnaires: Social-Emotional (ASQ:SE) (Squires, Bricker, & Twombly, 2002) are assessments that focus on the social, emotional, and behavioral functioning of preschool age children.
- *The PAWS consists of 71 questions and is designed to detect the social, emotional, and behavioral strengths of children. The items are organized in eight constructs (see Table 1) and primarily based on concepts of positive psychology.
- *The ASQ:SE consists of varying numbers of questions, depending on the age of the student and is designed to detect maladaptive social-emotional features.

NASP 2015

PAWS & ASQ:SE

PAWS Behavioral Constructs	Typical		At-Risk		Effect Size
	Mean	SD	Mean	SD	
Attention	51.87	7.585	42.07	9.192	1.25
Effortful Control	50.74	8.266	40.93	10.879	1.11
Academic Intrinsic Motivation	51.65	7.875	47.27	12.209	0.49
Mastery Behavior	54.76	6.734	49.33	9.069	0.75
Affective Social Competence	53.37	6.961	45.53	9.349	1.05
Prosocial Behavior	53.17	6.594	44.53	7.708	1.28
Student-Teacher Relationship	51.35	8.880	41.27	11.310	1.08
Home-School Collaboration	50.87	8.052	54.67	9.217	0.46

*NOTE: ASQ:SE Typical= 47 (75.4%) At-Risk= 15 (24.6%).

PAWS & ASQ:SE

PAWS Behavioral Constructs	Agreement with ASQ:SE		Disagreement with ASQ:SE	
	Frequency	Percent	Frequency	Percent
Attention	41	65.6	21	34.4
Effortful Control	37	59.4	25	40.6
Academic Intrinsic Motivation	42	67.2	20	32.8
Mastery Behavior	45	71.9	17	28.1
Affective Social Competence	44	70.3	18	29.7
Prosocial Behavior	45	71.9	17	28.1
Student-Teacher Relationship	38	60.9	24	39.1
Home-School Collaboration	40	64.1	22	35.9

PAWS most recent study
Participant Demographics

Gender	Frequency	Percent
Male	490	58.3
Female	348	41.4
Total	838	99.8

Race	Frequency	Percent	Education Type	Frequency	Percent
Black	339	40.4	Special Ed.	326	38.8
Hispanic	256	30.5	Regular Ed.	512	61.0
White	100	11.9	Missing System	2	.2
Asian/Pacific Island	51	6.1	Total	840	100.0
Multicultural	89	10.6			
Total	835	99.4			
Missing System	5	.6			
Total	840	100.0			

Exploratory Factor Analysis was conducted next with the 512 students

PAWS Constructs/scales (alpha .956)

Behavioral Regulation (Attention and Effortful Control behaviors)		Loadings
1. Directs his/her attention toward the teacher when addressed.		.409
5. Follows directions given to him/her.		.597
7. Sustains attention during classroom activities.		.653
11. Tunes out non-relevant information when completing activities.		.825
15. Ignores distractions in the classroom.		.869
19. Postpones own wants to comply with classroom activity.		.962
23. Displays a positive attitude even when unsuccessful or disappointed.		.767
27. Is patient (i.e., stands in line, waits for his/her turn).		.915
29. Adjusts well when classroom routines change.		.790

PAWS Constructs/scales (alpha .87)

Academic Intrinsic Motivation & Mastery Behaviors		Loadings
2. Seems to enjoy being at school.		.719
6. Shows interest in classroom activities.		.727
9. Expresses academic likes and dislikes.		.414
13. Independently initiates activities.		.498
17. Shows excitement and motivation for learning.		.818
25. Continues to work and finishes assigned tasks in the expected time.		.464
21. Enjoys being challenged by difficult tasks.		.459


PAWS Constructs/scales (alpha .93 & .92)

Learning-Related Social Skills			
Affective Social Competence	Loadings	Prosocial Behaviors	Loadings
3. Seeks help when needed to solve problems.	.384	4. Appears aware of the feelings of others.	.685
8. Knows words to express different feelings.	.847	28. Resolves disagreements with other students.	Failed to load on this factor
12. Appropriately verbalizes his/her feelings.	.969	10. Shows empathy for peers.	.698
16. Effectively expresses his/her emotional needs to adults.	.915	30. Seeks out social interactions.	.414
20. Verbalizes feelings that match his/her behavior.	.744	26. Interacts with peers in an acceptable manner.	.328
24. Effectively expresses his/her emotional needs to peers.	.828	14. Helps his/her peers.	.493
		18. when asked for an item, he/she hands it to a peer	.408
		22. asks peers for items that he/she wants.	.484

PAWS Constructs/scales (alpha .95 & .95)

Academic Social Support			
Student-Teacher relationship	Loadings	Home School collaboration	Loadings
32. I can easily understand and interpret this student's needs.	.749	36. Promptly signs and returns school forms.	.833
33. I can respond in a flexible manner to his/her needs.	.845	37. Attends activities at school.	.655
34. I understand this student's varied skills and abilities.	.665	38. Helps complete school-assigned activities at home.	.797
35. I find this student responds to my teaching, recommendations, and directives.	.443	39. Requests information about their child's school experience and progress.	.658

The PAWS Form



Preschool Affective Wellness Scale (PAWS)
Teacher Form
 (Ages 3 to 5)

Kari Neubauer-Potthoff, Ph.D.
 Achilles N. Bardo, Ph.D.

Instructions: The following is a list of statements that describe a child's behavior at school, your relationship with the child, and the school's relationship with his or her parents. Please read each statement and mark the response that best describes the child's behavior. Please use this past week (or current week if this is Friday) as a reference when rating this student's behavior.

Please mark all items. If you don't know an answer, give your best estimate. If you want to change an answer mark an X through it and mark your new answer.

Also, please tell us.

Are you the student's: Primary Teacher _____ or Teacher's Assistant/Paraprofessional: _____ ?

How long have you known the child? _____ Years _____ Months _____ Weeks

Please indicate what type of preschool setting: _____ Private _____ Public School
 _____ (Charter school)

How many hours a week does the child spend in this educational setting? _____

Child's Gender: _____ Male _____ Female

Today's date: ____/____/____ (mm/dd/yyyy) Birth Date: ____/____/____ (mm/dd/yyyy)

Child's Primary Race: White/Caucasian
 Black/African American
 Asian/Pacific Islander
 American Indian/Alaskan Native
 Multicultural/Multiracial
 Other: _____

Is the child of Hispanic origin: Yes No.

During the past week (this week if today is Friday), this student, in comparison to other students of the same age....

	Never	Rarely	Sometimes	Often	Always
1. directs his/her attention toward the teacher when addressed.	(0)	(1)	(2)	(3)	(4)
2. seems to enjoy being at school.	(0)	(1)	(2)	(3)	(4)
3. Seeks help when needed to solve problems.	(0)	(1)	(2)	(3)	(4)
4. appears aware of the feelings of others.	(0)	(1)	(2)	(3)	(4)
5. follows directions given to him/her.	(0)	(1)	(2)	(3)	(4)
6. shows interest in classroom activities.	(0)	(1)	(2)	(3)	(4)
7. sustains attention during classroom activities.	(0)	(1)	(2)	(3)	(4)
8. knows words to express different feelings.	(0)	(1)	(2)	(3)	(4)
9. expresses academic likes and dislikes.	(0)	(1)	(2)	(3)	(4)
10. shows empathy for peers.	(0)	(1)	(2)	(3)	(4)
11. tunes out non-relevant information when completing activities.	(0)	(1)	(2)	(3)	(4)
12. appropriately verbalizes his/her feelings.	(0)	(1)	(2)	(3)	(4)
13. independently initiates activities.	(0)	(1)	(2)	(3)	(4)
14. helps his/her peers.	(0)	(1)	(2)	(3)	(4)
15. ignores distractions in the classroom.	(0)	(1)	(2)	(3)	(4)
16. effectively expresses his/her emotional needs to adults.	(0)	(1)	(2)	(3)	(4)
17. shows excitement and motivation for learning.	(0)	(1)	(2)	(3)	(4)
18. when asked for an item, he/she hands it to a peer.	(0)	(1)	(2)	(3)	(4)
19. postpones own wants to comply with classroom activity.	(0)	(1)	(2)	(3)	(4)
20. verbalizes feelings that match his/her behavior.	(0)	(1)	(2)	(3)	(4)
21. insists being challenged by difficult tasks.	(0)	(1)	(2)	(3)	(4)
22. asks peers for items that he/she wants.	(0)	(1)	(2)	(3)	(4)

During the past week (this week if today is Friday), this student, in comparison to other students of the same age....

	Never	Rarely	Sometimes	Often	Always
22. asks peers for items that he/she wants.	(0)	(1)	(2)	(3)	(4)
23. displays a positive attitude even when unsuccessful or disappointed.	(0)	(1)	(2)	(3)	(4)
24. effectively expresses his/her emotional needs to peers.	(0)	(1)	(2)	(3)	(4)
25. continues to work and finishes assigned tasks in the expected time.	(0)	(1)	(2)	(3)	(4)
26. interacts with peers in an acceptable manner.	(0)	(1)	(2)	(3)	(4)
27. is patient (i.e. stands in line, waits for his/her turn).	(0)	(1)	(2)	(3)	(4)
28. resolves disagreements with other students.	(0)	(1)	(2)	(3)	(4)
29. adjusts well when classroom routines change.	(0)	(1)	(2)	(3)	(4)
30. seeks out social interactions.	(0)	(1)	(2)	(3)	(4)
31. interacts with peers in an acceptable manner.	(0)	(1)	(2)	(3)	(4)
My relationship with the student					
32. I can easily understand and interpret this student's needs.	(0)	(1)	(2)	(3)	(4)
33. I can respond in a flexible manner to his/her needs.	(0)	(1)	(2)	(3)	(4)
34. I understand this student's varied skills and abilities.	(0)	(1)	(2)	(3)	(4)
35. I find this student responds to my teaching, recommendations, and directions.	(0)	(1)	(2)	(3)	(4)
Home/School Communication					
36. promptly signs and returns school forms.	(0)	(1)	(2)	(3)	(4)
37. attends activities at school.	(0)	(1)	(2)	(3)	(4)
38. helps complete school-assigned activities at home.	(0)	(1)	(2)	(3)	(4)
39. requests information about their child's school experience and progress.	(0)	(1)	(2)	(3)	(4)

Thank you for completing this survey.
Please make sure you responded to all questions.

Child and Adolescent Wellness Scale (CAWS)

ELLIS P. COPELAND, PH.D.
R. BRETT NELSON, PH.D.
ACHILLES N. BARDOS, PH.D.



Child and Adolescent Wellness Scale (CAWS)

- ▶ The CAWS is:
 - ▶ an 80 item measure of childhood psychological health.
 - ▶ rooted in the philosophy of the positive psychology movement (Seligman, 2000).
 - ▶ strengths-based



CAWS-10 Constructs

Each dimension is theorized or has been shown through research to be uniquely associated with healthy outcomes experienced by children.

- ✓ Adaptability
- ✓ Connectedness
- ✓ Conscientiousness
- ✓ Emotional Self-Regulation
- ✓ Empathy
- ✓ Initiative
- ✓ Mindfulness
- ✓ Optimism
- ✓ Self-Efficacy
- ✓ Social Competence



Adaptability

Respondents' ability to negotiate difficult situations as well as their preparedness for change, flexibility and acceptance.

✓ Sample Items:

- ✓ I am prepared for change
- ✓ I try to find new ways of looking at things
- ✓ I need to be perfect*



CAWS: Adaptability Items

Adaptability (Cronbach's Alpha = .72)

- I am open minded.
- After an event, I typically find ways to do better
- If I can't do something one-way, I'll do it another way.
- It's important to be flexible.
- I am prepared for change.
- I try to find new ways of looking at things.
- I am agreeable.
- When presented with an obstacle, I just seem to know what to do.



Initiative

- ▶ Initiative as the ability to be motivated from within to direct attention and effort toward a challenging goal. Larson (2000).
 - ▶ A core quality of positive youth development in Western culture.
 - ▶ Incorporates the elements of intrinsic motivation, self-determination (Ryan & Deci, 2000) and goal-directed activity
 - ▶ Initiative is an important aspect of resiliency (Masten, 2001).
 - ▶ CAWS items gauge children and adolescents' levels of perceived engagement and motivation.



CAWS: Initiative Items

<i>Initiative (Cronbach's Alpha = .74)</i>
I feel comfortable directing others when I have a project in mind.
I know what I want and how to get it.
I am not afraid to take a risk when it comes to starting a project.
I set challenging goals.
I am passionate about what I do.
I am not easily discouraged from something I want.
I envision what I want, and make a plan on how to get it.
I have lots of ideas.

Mindfulness

- ▶ Psychological mindfulness (or **self-awareness**)
 - ▶ Central to the theory of emotional intelligence (Goleman, 1995)
 - ▶ Awareness and attention to one's internal states is a fundamental component of emotional competence. Self-awareness is a cornerstone of SEL (CASEL, 2003).
 - ▶ Items on the CAWS mindfulness scale gauge individuals' sense of self-awareness and intuition, and personal strengths and weaknesses.

CAWS: Mindfulness Items

<i>Mindfulness (Cronbach's Alpha = .69)</i>
I know what I am good at and not good at.
I sense what to do next.
I have learned a great deal from past experiences.
I know what I am feeling at the moment.
I am aware of how I make other people feel.
Criticism is hard to take, but it makes me stronger.
I lack confidence in my abilities.
I am realistic about what I can and cannot do.

Conscientiousness

- ✓ One of five robust personality factors (McCrae & Costa, 1999)
- ✓ A child's concern over personal choices and the assumption of responsibility for one's actions.
- ✓ Conscientiousness
 - ✓ Relates to both social environmental factors and health-related factors
 - ✓ Longevity and quality of life.
 - ✓ Consistent with responsible decision-making in SEL terms (CASEL, 2003).



CAWS: Conscientiousness Items

Conscientiousness (Cronbach's Alpha = .75)

I blame other people for my problems.

I care about my health.

I am dependable.

I exercise regularly.

I am responsible for my actions.

I finish what I start.

The choices I make are thoughtful ones.

I can admit to mistakes I make.



Optimism

- ▶ Optimism refers to hope and expectancies for the future
 - ▶ Linked to good mood, perseverance, achievement, and physical health (Peterson, 2000).
 - ▶ Those with higher levels of optimism fare better when coping with adversity and stress
 - ▶ Research suggests that pessimism leads to self-defeating patterns of behavior that tend to compromise personal health, both psychological and physical (Carver & Scheier, 2002).
 - ▶ Seligman's (1998) research suggests that increasing optimism in children is a worthy target of intervention, leading to improved adjustment and development of healthier explanatory styles.



CAWS: Optimism Items

Optimism (Cronbach's Alpha = .79)	
My problems seem to be never ending.	
I often feel hopeless.	
I keep on trying, as I know I will get there.	
I often think life is meaningless.	
I have hope for the future.	
It's important to see the humor in things.	
I have positive expectations of others.	
I believe the world holds great promise.	

Self-Efficacy

- ✓ A person's beliefs that can produce desired effects by their own abilities and actions.
 - relates to the concept of flow or psychological engagement in a task. (Csikszentmihalyi, 1990, 1997)
- ✓ Efficacy beliefs, developed over time and through experience, are influencing factors of psychological adjustment, psychological problems, and physical health (Maddux, 2002b).
- ✓ Self-efficacy contributes strongly to the construct of resiliency (Masten, 2001).

CAWS: Self-Efficacy Items

Self-efficacy (Cronbach's Alpha = .76)	
On difficult tasks, I give up.	
Sometimes it helps to have another's opinion.	
I take pride in my accomplishments.	
Learning new things is fun.	
I feel organized in most aspects of my school life.	
I am confident and self-assured.	
I find ways to accomplish difficult tasks.	
I really enjoy being into what I'm doing.	

Connectedness Scale

- ✓ Elicits information related to children and adolescents' perceptions of belonging and acceptance in school, their family, and the community.
- ✓ Substantial predictor of positive outcomes and a decreased likelihood that adolescents will engage in harmful behaviors (McNeeley, Clea, Nonnenmaker, & Blum, 2002; Resnick et al., 1997).
- ✓ Stronger aspects of resiliency as indicated by (Masten, 2001)
- ✓ Underlies the SEL core competency of relationship skills (CASEL, 2003).



CAWS: Connectedness Items

Connectedness (Cronbach's Alpha = .79)
I belong.
I am cared for and loved.
I feel like I belong at school.
I do not get support from friends and the community.
I am close to one or both of my parents.
I feel supported and listened to in my life.
I have an adult at school that I feel I can trust
My friends are very supportive.



Emotional Self-Regulation

- ✓ A critical aspect of individual functioning, contributing to success in many domains of behavior, particularly social competence (Eisenberg, Fabes, Guthrie, & Reiser, 2002).
- ✓ High negative emotionality has been associated with externalizing problem behavior and adolescent substance abuse/use (Eisenberg et al., 2002).
- ✓ Listed as a crucial aspect of resiliency (Masten, 2001)
- ✓ Corresponds to the SEL core competency of self-management (CASEL, 2003).



CAWS: Emotional Self-Regulation

<i>Emotional Self-regulation (Cronbach's Alpha = .79)</i>
I can stop myself when I am going to say something I will regret.
After leaving a heated argument, I can return and talk to the person I am mad at.
I can remove myself from a frustrating situation.
I value feedback from people about how I handle different tense situations.
I don't let little things upset me.
I feel in control of my emotions.
When I am angry or disappointed with someone, I talk to them about it.
I get upset when others don't see things my way.

Empathy

- ✓ "An affective response that stems from the apprehension or comprehension of another's emotional state or condition, and which is identical or very similar to what the other person is feeling or would be expected to feel" (Eisenberg, 2003, p. 254).
- ✓ Empathy is:
 - believed to evoke altruistic behavior and prosocial responding, each associated with psychological health in their own right
 - predict later positive emotionality and resilience as children age (Eisenberg, 2003).
 - an important aspect of positive development.

CAWS: Empathy Items

<i>Empathy (Cronbach's Alpha = .73)</i>
All people have value.
I am grateful for what I have.
I enjoy differences in people.
I can see things through other peoples' eyes.
I accept another's point of view.
I have concern for the welfare of others.
I stand up for people who cannot stand up for themselves.
It's important to forgive each other.

Social Competence

- ▶ A broad construct that incorporates affective, cognitive, and behavioral skills that combine to determine success in interpersonal relationships (Topping, Bremner, & Holmes, 2000).
- ▶ "The possession and use of the ability to integrate, thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host context and culture" (Topping et al., p. 32).
- ▶ Widely accepted as an important predictor of resilience in children, as well as academic achievement (Welsh, Parke, Widaman, & O'Neil, 2001; Malecki & Elliott, 2002).
- ▶ Aspects of social competence are just as important as intelligence in predicting a successful school experience for children and adolescents (Goleman, 1998; Liff, 2003).



CAWS: Social Competence Items

Social Competence (Cronbach's Alpha = .72)
I am respectful of others.
I often sense what others are feeling.
Listening is a very important skill.
I enjoy participating in activities with others.
I am easy to be with.
I am not comfortable sharing my feelings.
People say that I am thoughtful.
I have meaningful relationships.



Development history of the CAWS


- ▶ Over a decade of research exploring the constructs and their psychometric properties
 - ▶ Discriminant validity
 - ▶ Relationship to wellness in adolescents
 - ▶ Relationship to academic achievement
- ▶ Initial CAWS included 150 items,
 - ▶ now an 80 item self administered version
 - ▶ A 40 item version for Teachers and Parents
- ▶ A young adult version (Journey to Wellness) utilizes most of the same CAWS items



Discriminant Validity of Adolescent Wellness Dimensions

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Mean Comparisons with One Way ANOVA

CAWS Dimensions	Clinical Sample	Norm Group	F
Adaptability	2.86	3.01	11.03**
Connectedness	2.86	3.20	35.47**
Conscientiousness	2.91	3.11	16.63**
Empathy	2.89	3.12	24.68**
Emotional Self-Regulation	2.67	2.84	11.69**
Initiative	2.84	3.00	9.49*
Mindfulness	2.85	3.05	18.73**
Optimism	2.73	3.11	53.05**
Social Competence	2.97	3.17	18.95**
Self-Efficacy	2.96	3.16	14.81**
Total	2.86	3.08	27.93**


* p<.01
** p<.001




Wellness Paths to Life Satisfaction in Multicultural Adolescents
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Methods

- Participants & Procedures:** The present investigation examined 1,373 students from Japan (12.7%), Korea (35.8%), Taiwan (17.7%), Thailand (14.9%), and US (18.9%). There were 51.4% males and 48.6% females with a mean age of 15.61 (SD = 2.0). The students completed two pencil/paper measures: the CAWS (150 items) and the Multidimensional Student Life Satisfaction Scale (MSLSS), 2001 Version (Huebner, 2001). The MSLSS consists of 40 items and takes approximately 10 minutes to complete while the CAWS typically takes students approximately 25-30 minutes to complete.



CAWS Descriptive Statistics

Ethnicity	Frequency	%
African American	4	1.6
Hispanic	35	13.7
Asian	10	3.9
Native American	3	1.2
White/European	173	67.8
Other	22	8.6
Total	247	96.6
Missing	8	3.1
Total	255	100.0

CAWS Psychometric Properties Reliability (80 item version)

CAWS Scales	Cronbach's Alpha
Adaptability	.72
Initiative	.74
Mindfulness	.69
Conscientiousness	.75
Optimism	.79
Connectedness	.79
Emotional Self-regulation	.79
Empathy	.73
Self-efficacy	.76
Social Competence	.72
TOTAL SCALE	.96

Benefits of CAWS

- ✓ The CAWS may also serve as a measure of improvement relative to resiliency and PBIS/SEL programs.
 - ✓ Universal screening for the general population to support targeted and more intensive interventions for students who are deficient in specific areas.
- ✓ The CAWS can be used in the general classroom to provide teachers and parents information about students' strengths that can be capitalized in academic and behavioral interventions.
- ✓ The CAWS may also be used as part of a comprehensive psycho-educational evaluation to indicate strengths and related to goals on Individualized Education Plans or Behavioral Support Plans.
