Danish University Colleges

Catalogue for the Assessment of Social, Emotional, and Intercultural Competencies

Denk, Albert; Müller, Fabian; Lubaway, Emily; Sälzer, Christine; Kozina, Ana; Vidmar, Masa; Rasmussen, Maria; Maruši, Iris; Jensen, Helle Britta; Nielsen, Birgitte Lund; Vieluf, Svenja; Ojsteršek, Ales; Jurko, Svetlana

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Hand in Hand

Catalogue for the Assessment of Social, Emotional, and Intercultural Competencies

September, 2017
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Svetlana Jurko h

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b Pedagoški inštitut, Educational Research Institute, Ljubljana, Slovenia
c Department of Education, Mid Sweden University, Sundsvall, Sweden
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INTRODUCTION

The HAND in HAND: social and emotional skills for tolerant and non-discriminative societies project will develop an open access systemic policy tool – EU based universal social, emotional and intercultural (SEI) learning program (a program for students and school staff) based on multiculturalism and diversity awareness that fosters inclusion and develops more tolerant and non-discriminative learning environments for all students (including immigrant and refugee students) to prevent discriminative bullying, segregation and early school leaving. The HAND in HAND programme’s overall goal is to help building inclusive societies (classrooms, schools) by improving the social, emotional and intercultural competencies of students and school staff – the whole-school approach. The whole-school approach engages the entire school community (in our case: students of one class, their teachers, counsellors and principal) in a cohesive, collective and collaborative effort. Even though the SEI competencies have proven positive effects on individual-level, class level and school-level outcomes, so far, they are not explicitly included in all national education systems across Europe. The project aims to change the role of SEI competencies in educational settings in consortium countries (Slovenia, Croatia, Germany Sweden, Denmark) and wider.

The HAND in Hand project started with in depth and systematic state of the art analyses in the partner countries (Slovenia, Croatia, Sweden, Germany, Denmark) and wider (EU and international) in relation to SEI competences measurement or SEI program development, resulting in three comprehensive catalogues to be used during the project lifetime (in planning the HAND in HAND assessment and developing the HAND in HAND program) and beyond:

- SEI assessment catalogue
- SEI school staff program catalogue
- SEI students catalogue

The SEI assessment catalogue is divided into two sections.

- **International catalogue**: an international catalogue of scientific assessment tools (open access and available in peer reviewed journals) that measure SEI competencies is presented firstly, followed by
- **national catalogues** of selected SEI measures from the countries participating in the project (Croatia, Germany, Slovenia, Sweden).

The following catalogue contains 169 scientific assessment tools and 15 existing practices in order to measure social, emotional, and intercultural competencies in 8th grade. These tools were collected by the team at Technical University Munich within the framework of the project Hand in Hand - Social and Emotional Skills for Tolerant and Non-Discriminative Societies (A Whole School Approach). The collection is based on a systematic literature review and completed through inputs by four partner institutions (Educational Research Institute, Ljubljana; Institute for Social Research, Zagreb; Mid Sweden University, Sundsvall; German Institute for International Educational Research, Frankfurt).

In order to conduct an interdisciplinary systematic review, we selected the following databases: ERIC (Pedagogy), PsycInfo (Psychology), PSYNDEX (Psychology), Scopus (Natural-, Engineering Science and Medicine) and Web of Science (Natural-, Social Sciences, and Humanities). The date search was limited to articles published between the years 2000 to 2017 (empirical turn from 2000 onward). The document type was restricted to peer-reviewed articles and dissertations only, and the language was set to German and English. The time period of article review was from March 2017 to August 2017. Three researchers with a background in social sciences, psychology, and in education performed this review. We combined several keywords relating to measurement (e.g. “assessment”, “measure”, “psychometric”), to cognition (e.g. “social”, “emotional”, “intercultural”), to the instruments (e.g. “self-report”, “questionnaire”, “interview”) and to the intended actors (e.g. “student”, “teacher”, “school staff”). We excluded keywords relating to disorders (e.g. “behavior disorder”), to irrelevant fields (e.g. “Science and Engineering Indicators”) and to other actor groups.
(e.g. “toddler”). Overall, this search criteria elicited 13,963 articles across all databases. After systematically screening the titles, 494 articles were selected; however, 65 duplicate articles had to be eliminated. The remaining abstracts were screened, and of these articles, 150 of them contained a structured or semi-structured assessment tool relevant to our project. Additionally, four partner institutions contributed 19 assessment tools and 15 existing practices.

This catalogue includes 102 tools for assessing social competences, 73 tools for emotional competences, and 74 for assessing “intercultural” competences. Those tools encompass 146 inventories (e.g. questionnaires, self-reports, surveys) and 13 other types of assessment tools (e.g. interviews, observation tools, vignettes); 108 tools address students and 63 tools target school staff (e.g. teachers, social worker, and principals).

**Index:**

On file?: Yes = Available on hard drive; Yes (link) = Available on webpage; Yes - in article = Available in article; No - article only = Not available; No - Need Access = For purchase on webpage  
S: Social Competence  
E: Emotional Competence  
I: “Intercultural” Competence  
ST: Students  
SS: School Staff  
N: Participants  
NA: Not Available  
α: Cronbach's alpha, measurement of reliability  
r: correlation  
r²: retest reliability

**Web:** http://www.handinhand.si/  
**Mail:** hand-in-hand[at]edu.tum.de
<table>
<thead>
<tr>
<th>Instrument information by year of release</th>
<th>Psychometric Properties</th>
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</thead>
<tbody>
<tr>
<td><strong>Instrument</strong></td>
<td><strong>On file?</strong></td>
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<td>Coping With Acculturative Stress in American Schools (CASAS-A)</td>
<td>Yes - in article</td>
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<td>Satisfaction With Migration Life Scale (SWMLS)</td>
<td>Neto &amp; Fonseca (2016); Portugal</td>
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<td>Gatehouse Bullying Scale</td>
<td>Yes</td>
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<tr>
<td>Teacher-Pupil Observation Tool (T-POT)</td>
<td>Yes</td>
</tr>
<tr>
<td>Instrument</td>
<td>Availability</td>
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<td>--------------</td>
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<tr>
<td>Strengths and Difficulties Questionnaire (SDQ)</td>
<td>Yes</td>
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<tr>
<td>Interpersonal Competence Questionnaire (ICQ) - German Language Version</td>
<td>Yes</td>
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<tr>
<td>Kirby Delay-Discounting Rate Monetary Choice Questionnaire</td>
<td>Yes</td>
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<td>Social and Emotional Health Survey (SEHS)</td>
<td>Yes - in article</td>
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<tr>
<td>MIHI (Multifactor Internalized Homophobia Inventory)</td>
<td>Yes - in article</td>
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<td>Revised Olweus Bully/Victim Questionnaire (OBVQ)</td>
<td>Yes - in article</td>
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<tr>
<td>Flebus, G. B., &amp; Montano, A. (2012). The multifactor internalized homophobia inventory. TPM - Testing, Psychometrics, Methodology in Applied Psychology, 19(3), 219–240.</td>
<td>N = 107</td>
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<td>Olweus D. The Revised Olweus Bully/Victim Questionnaire. Bergen: Research Center for Health Promotion; 1996.</td>
<td>N = 713</td>
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<td>Gonçalves et al.</td>
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<tr>
<td><strong>Teacher Efficacy Scale for Classroom Diversity (TESCD)</strong></td>
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<td><strong>Assessment of Students’ Social-Emotional Competencies and Academic Achievement</strong></td>
<td><strong>Yes</strong> - in article</td>
</tr>
<tr>
<td><strong>Communities That Care (CTC) Survey</strong></td>
<td><strong>Yes</strong> - in article</td>
</tr>
<tr>
<td>Instrument</td>
<td>Country</td>
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<td><strong>Engaged Teachers Scale (ETS)</strong></td>
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<td>Yes - in article</td>
<td>Klassen et al. (2013): UK, Canada, Turkey</td>
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<td>Yes - in article</td>
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<td><strong>Interpersonal Relationship Inventory for Early Adolescents</strong></td>
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<tr>
<td>Yes - in article</td>
<td>Tilden et al. (1990): USA</td>
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<td>26</td>
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<td>Yes - in article</td>
<td>N = 147</td>
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<td><strong>Inventory of Teachers’ Perceptions on Socio-Emotional Needs (TEPESSENi)</strong></td>
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<td>X</td>
<td>39</td>
</tr>
<tr>
<td>Yes - in article</td>
<td>N = 266</td>
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<td><strong>Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R)</strong></td>
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<tr>
<td>X</td>
<td>28: 17 knowledge, 11 awareness</td>
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<tr>
<td>X</td>
<td>N = 176</td>
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<td>Multicultural Counseling Knowledge and Awareness Scale (MCKAS)</td>
<td>Yes - in article</td>
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</tr>
<tr>
<td>Instrument</td>
<td>Available</td>
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<tr>
<td>------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Socioemotional Guidance Questionnaire (SEG-Q)</td>
<td>Yes - in article (link)</td>
</tr>
</tbody>
</table>
### Classroom Assessment Scoring System (CLASS)

| N = 224 | α = .87 to .90; r² = .67 | Social validity assessment: Participants completed the CARE Acceptability Questionnaire. High levels of satisfaction with the program (M=4.47, SD=.50) High level of self-perceived improvement (M=4.00, SD=.49) Improvements in their well-being (88%) and self-awareness (96%) and many (63%) also indicated feeling less job stress as a result of the program Seeing improvements in their students (M=3.87, SD=.56) In regard to their pro-social behavior (78%), on-task behavior (75%), and academic performance (58%) |

### Developmental Assets Profile (DAP)

<p>| No need access | The Search Institute (2005): USA | X | X | X | Survey | 58 | Eight (8) dimensions - Adolescent’s internal strengths and external supports and growth, measuring: 1) support, 2) empowerment, 3) boundaries and expectations, 4) constructive use of time, 5) commitment to learning, 6) positive values, 7) social competencies, and 8) positive identity | Scales, P. C. (2011). Youth developmental assets in global perspective: Results from international adaptations of the Developmental Assets Profile. Child Indicators Research, 4(4), 619-645. |
| N = 178 | Internal reliabilities range from .83 till .92 | Where validity was examined, findings were similar to results found for U.S. samples: Good convergent, discriminant, and predictive validity. |</p>
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Language</th>
<th>Country</th>
<th>No need access</th>
<th>Items</th>
<th>Description</th>
<th>Authors</th>
<th>N1</th>
<th>N2</th>
<th>α</th>
<th>Notes</th>
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<td>LKS - Leipzig competence screening</td>
<td>German</td>
<td>Germany</td>
<td>No need access</td>
<td>X</td>
<td>Questionnaire for students and teachers</td>
<td>Hartmann, Methner (2015)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Moderate between scales of Korkman, Kirk, &amp; Kemp (2007).</td>
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<tr>
<td>NEPSY-II theory of mind</td>
<td>English</td>
<td>USA</td>
<td>No need access</td>
<td>X</td>
<td>Action Protocol</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Moderate between scales of Korkman, Kirk, &amp; Kemp (2007).</td>
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<tr>
<td>School Social Behaviors Scale, Second Edition</td>
<td>English</td>
<td>USA</td>
<td>No need access</td>
<td>X</td>
<td>Scaled Questionnaire</td>
<td>Merrell (2002)</td>
<td>64</td>
<td>64</td>
<td>.74</td>
<td>Convergent and discriminant validity with other behavior rating scales: Factorial validity was tested through a confirmatory factor analysis of the final model proposed by Crowley and Merrell (2003).</td>
</tr>
</tbody>
</table>

Three (3) dimensions - Student's 1) emotional-social competence, 2) learning behavior, and 3) working behavior


<p>| Social Skills Improvement System Rating Scales (SSIS-Rating Scale) | No need access | Gresham &amp; Elliott (2007): USA | X | X | X | X | Scaled Questionnaire | 144 &amp; 143 | Four (4) dimensions - Student’s 1) social skills (via communication, cooperation, assertion, responsibility, empathy, and engagement); 2) self-control; 3) competing problem behaviors (via externalizing, bullying, hyperactivity or inattention, internalizing, and autism spectrum behaviors); and 4) academic competence (via reading achievement, math achievement, and the motivation to learn) | Gresham, F. M., Elliott, S. N., &amp; Kettler, R. J. (2010). Base rates of social skills acquisition/performance deficits, strengths, and problem behaviors: An analysis of the Social Skills Improvement System—Rating Scales. Psychological Assessment, 22(4), 809-815. | N = 455 | α = good; r² = good | Criterion Validity: The manual demonstrates evidence of adequate criterion validity. Convergent Validity: The SSIS manual reports adequate support for the convergent and discriminant validity of the SSIS rating subscales. Correlations between SSIS and other rating scales demonstrated low or moderate correlations. |
| Delaware School Climate Survey-Student (DSCS-S) | No - article only | Bear et al. (2011): USA | X | X | X | Survey | 76 | Four (4) scales - 1) the school climate scale, 2) the positive, punitive, and social-emotional learning (SEL) techniques scale, 3) the bullying victimization scale, and 4) the student engagement scale | Holst, B., Weber, J., Bear, G. G., &amp; Lisboa, C. (2016). Brazilian cross-cultural adaptation and content validity of the Delaware school climate survey-student (DSCS-S). RELIEVE - Revista Electronica de Investigacion y Evaluacion Educativa, 22(2). | N = 343 | 23 | α = .72 to .92 | Confirmatory factor analyses demonstrated invariance across race/ethnicity, grade levels, and gender groups in samples of North-American students. |
| Multisource Assessment of Social Competence Scale (MASCS) | No - article only | Junttila, Voeten, Kaukiainen, &amp; Vauras (2006): Finland | X | X | X | Four-point Scaled Questionnaire | 41 | Four (4) dimensions - Student's 1) social competence (via cooperating skills, empathy, and disruptiveness); 2) loneliness (both social and emotional loneliness); 3) social anxiety, and 4) social phobia | Junttila, N., Voeten, M., Kaukiainen, A., &amp; Vauras, M. (2006). Multisource assessment of children’s social competence. Educational and psychological measurement, 66(5), 874-895. | N = 191 | α = .68 to .94 | Used the data from the second cohort to cross-validate the modified model. |</p>
<table>
<thead>
<tr>
<th>Instrument</th>
<th>No. of article only</th>
<th>Author(s) / Year</th>
<th>No.</th>
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<td>Scale</td>
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<td>No. Articles</td>
<td>Dimensions</td>
<td>Scales/Questionnaires</td>
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<td>SENNA 1.0</td>
<td>Primi, Santos, John &amp; De Fruyt (2016): Brazil, Belgium &amp; USA</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Inventory Questionnaire</td>
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<td></td>
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<td>Eight (8) scales - 1) Locus of Control Scale, 2) Rosenberg Self-Esteem Scale, 3) Strengths and Difficulties Questionnaire (SDQ), 4) Big Five Inventory (BFI), 5) Self-Efficacy Questionnaire for Children (SEQ-C), 6) Big Five for Children (BF-C), 7) Core Self-Evaluations (CORE), and 8) Grit Scale</td>
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<tr>
<td>Social - Emotional Skills Assessment Scale (SESAS)</td>
<td>Aurora-Adina (2011): Romania</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire</td>
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<td></td>
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<td>Six (6) dimensions - Person's 1) self-awareness (via emotional awareness and self-esteem); 2) emotional management (via self-regulation and self-control); 3) autonomy (via self-efficacy, resilience and responsibility); 4) social awareness (via empathy); 5) interpersonal management (via assertive communication); 6) life skills (via cooperation, problem-solving and positive attitude toward life)</td>
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<td></td>
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<td>Aurora-Adina, I. (2011). Assessing the Social-Emotional Skills in Romanian Teenagers. Procedia-Social and Behavioral Sciences, 30, 876-882.</td>
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<td>Social and Emotional Competency Measurement</td>
<td>Davidson et al. (2016): USA</td>
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<td>Two (2) dimensions - Person's 1) relationship skills (RS) and 2) self-management of emotions (SME)</td>
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<td>One (1) dimensions - Student's withdrawn and/or depressed behaviour (sample items were &quot;Avoids playing with other children&quot; and &quot;Sad, unhappy.&quot;)</td>
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<td>Inventory</td>
<td>Author(s)</td>
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<td>Anti-Racism Behavioral</td>
<td>Pieterse, Utsey &amp; Miller (2015): USA</td>
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<td>X</td>
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<td>LGBT Acceptance Measure</td>
<td>Lennon-Dearing, R., &amp; Delavega, E. (2016): USA</td>
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<td>Multicultural School</td>
<td>Marx &amp; Byrne (2012): USA</td>
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<td>Racial Climate Inventory (RCI)</td>
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<td>Pike (2002): USA</td>
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<td>Measure of the Quality of Educational Leadership Programs for Social Justice</td>
<td>No - article only</td>
<td>O'Malley &amp; Capper (2015): USA</td>
<td>X</td>
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<td>California Healthy Kids Survey—Resilience Module (CHKS)</td>
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<td>California Departme nt of Education (NA): USA</td>
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<td>Child and Adolescent Social Support Scale (CASSS)</td>
<td>Yes - in article</td>
<td>Malecki, Demaray, Elliott &amp; Nolten (2002): USA</td>
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<td>Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R)</td>
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<td>Costa, A. B., Machado, W., Bandeira, D. R., Nardi, H. C. (2016): Brazil</td>
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<td>Swiatek (1995); USA</td>
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<td>Yes - in article</td>
<td>Appleton et al. (2006); USA</td>
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<td>What’s My School Mindset Scale</td>
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</table>

Convergent validity: correlations with measures of general counseling self-efficacy and attitudes toward LGB individuals ranging from .28 to .56

Discriminant validity: absence of relations between the LGB-CSI and measures of social desirability (BIDR), self-deceptive positivity, and impression management

Construct validity: findings indicating varying levels of self-efficacy commensurate with status in the field
<table>
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</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>No - article only</td>
<td>Zullig et al. (2010); USA</td>
<td>X</td>
<td>X</td>
<td>Questionnaire</td>
<td>153</td>
<td>Five (5) dimensions - School's 1) order, safety, and discipline, 2) academic outcomes 3) social relationships, 4) school facilities 5), school connectedness; based on the San Diego Effective Schools Student Survey (ESSS), National Education Longitudinal Study (NELS), California School Climate and Safety Survey (CSCSS), NASSP Comprehensive Assessment of School Environments (CASE), and School Development Program (SOP) Zullig, K. J., Koopman, T. M., Patton, J. M., &amp; Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. Journal of Psychoeducational Assessment, 28(2), 139-152.</td>
<td>N = 204</td>
<td>α = .65 to .91</td>
<td>Preliminary analyses support validity + Face validity screening with 7 students</td>
<td></td>
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<tr>
<td>School Climate and School Identification Measure–Student (SCASIM-St)</td>
<td>No - article only</td>
<td>Lee et al. (2017); AUS</td>
<td>X</td>
<td>X</td>
<td>Questionnaire</td>
<td>44</td>
<td>Two (2) dimensions - School's climate: 1) school belongingness or connectedness and 2) social identity</td>
<td>Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., &amp; Smithson, M. (2017). Development of a dual school climate and school identification measure–student (SCASIM-St). Contemporary Educational Psychology, 49, 91–106.</td>
<td>N = 720</td>
<td>α = .94</td>
<td>good convergent validity and criterion validity</td>
</tr>
<tr>
<td>Social Achievement Goal Scale</td>
<td>No article only</td>
<td>Ryan &amp; Shim (2006): USA</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire</td>
<td>12</td>
<td>Three (3) dimensions - Student's 1) social development, 2) social demonstration-approach (popularity), 3) social demonstration-avoid (antisocial)</td>
<td>Herrera López, M., Romero Féliz, E., Ortega Ruiz, R., &amp; Ortiz, O. (2016). Influence of social motivation, self-perception of social efficacy and normative adjustment in the peer setting. Psicothema, 28(1), 32–39.</td>
<td>N = 492</td>
<td>α = .77 to .85</td>
<td>Parallel back-translation procedure with 80 students. The correlation analysis indicated a weak relationship between SDevG and SPopG and a moderate relationship between SAvG and SDevG and between SAvG and SPopG.</td>
</tr>
<tr>
<td>Students’ Self-Regulation &amp; Self-Discipline</td>
<td>No article only</td>
<td>Zimmerman &amp; Kitsantas (2014): USA</td>
<td>X</td>
<td>X</td>
<td>Questionnaire</td>
<td>156 (Stu.) +45 (Tea.)</td>
<td>Two (2) dimensions - Student and teacher measures of 1) self-regulation (SR) and 2) self-discipline (SD); SR based on Motivated Strategies for Learning Questionnaire (MSLQ); Self-Efficacy for Learning Form (SELF), Perceived Responsibility for Learning Scale (PRLS); SD based on: Eysenck Junior Questionnaire Impulsivity subscale, Brief Self-Control Rating Scale, Self-Control Rating Scale teacher report</td>
<td>Zimmerman, B. J., &amp; Kitsantas, A. (2014). Comparing students’ self-discipline and self-regulation measures and their prediction of academic achievement. Contemporary Educational Psychology, 39(2), 145–155.</td>
<td>N = 507</td>
<td>α = .52 to .94 (students), .90 to .93 (teachers)</td>
<td>Statistically significant predictive validity &amp; Satisfactory construct validity</td>
</tr>
<tr>
<td>Instrument</td>
<td>Access</td>
<td>Location</td>
<td>Form</td>
<td>Scaled Questionnaire</td>
<td>Dimensions</td>
<td>Authors</td>
<td>NA</td>
<td>Notes</td>
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<tr>
<td>Trait Meta-Mood Scale–24 (TMMS-24)</td>
<td>Yes - Spanish (link)</td>
<td>Pedrosa et al. (2014): ESP</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire</td>
<td>Three (3) dimensions - Person's 1) attention (amount of attention paid to one's own emotional state), 2) clarity (understanding of one's emotional state), and 3) emotional repair (ability to regulate one's emotional state)</td>
<td>Pedrosa, I., Suarez-Alvarez, J., Lozano, L. M., Muñiz, J., &amp; García-Cueto, E. (2014). Assessing Perceived Emotional Intelligence in Adolescents: New Validity Evidence of Trait Meta-Mood Scale-24. Journal of Psychoeducational Assessment, 32(8), 737–746.</td>
<td>N = 269</td>
<td>α = .78 to .89 all items have a moderate to very high discrimination power</td>
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</tbody>
</table>


<p>| Self-report measure of Emotional Intelligence (SEI) | No - need access | Schutte, Malou, Hall, Haggerty, Cooper, Golden, &amp; Dornheim (1998): Australia | X | X | Questionnaire | 33 | Four (4) dimensions - Person's 1) emotional intelligence, 2) emotional perception, 3) skill at managing other's emotions, and 4) skill at managing self-relevant emotions | Ciarrochi, J., Chan, A. Y., &amp; Bagar, J. (2001). Measuring emotional intelligence in adolescents. Personality and individual differences, 31(7), 1105-1119. | N = 131 | α = .63 to .84 | Mediocre correlation of the SSRI with such areas as self-estimated EI, the Big Five EI scale (0.51), and life satisfaction (Petrides and Furnham, 2000). SSRI correlation with well-being criteria showed the |
| Emotional Quotient Inventory, Youth Version | No need access | Bar-On &amp; Parker (2000): USA | X | X | Inventory Questionnaire | 60 | Five (5) dimensions - Person's emotional quotient, measuring: 1) intrapersonal (ability to understand one's own emotions and to communicate them to others); 2) interpersonal (ability to understand and appreciate emotions in others); 3) stress management (ability to direct and control one's own emotions); 4) adaptability (flexibility and efficiency to resolve conflicts); and 5) general mood (ability to have a positive attitude towards life) | Pegalajar-Palomino, M. d. C., &amp; Colmenero-Ruiz, M. J. (2014). Emotional intelligence in secondary education students in multicultural contexts. Electronic Journal of Research in Educational Psychology, 12(2), 325–342. | N = 94 | α = .84 to .89 | worst outcome with less than 0.20. good construct reliability + correlation with other measures believed to tap similar or related constructs (e.g., NEO-FFI and CDI), and intercorrelations between the various EQ-i:YV scales. |
| California Brief Multicultural Competence Scale (CBMCS) | Yes | Gamst, Dana, Der-Karabetia, Aragon, Arellano, Morrow, &amp; Martens (2004); CA, US | X | Scaled Questionnaire | 21 | Four (4) dimensions - Person's cultural 1) knowledge, 2) sensitivity, 3) awareness, and 4) non-ethnic skill | Larson, K. E., &amp; Bradshaw, C. P. (2017). Cultural competence and social desirability among practitioners: A systematic review of the literature. Children and Youth Services Review, 76, 100–111. | NA | α = .76 to .90 | Demized measures available here |
| Quick Discrimination Index (QDI) | Yes | Ponterotto et al. (1995); USA | X | Inventory Questionnaire | 30 | One (1) dimension - Racial and gender bias among late adolescents and adults | Sinn, S., Brabec, M., Satiani, A., &amp; Rogers-Serin, L. (2003). Validation of a Measure of Ethical Sensitivity and Examination of the Effects of Previous Multicultural and Ethics Courses on Ethical Sensitivity. Ethics &amp; Behavior, 13(3), 221–235. | N = 58 | α = .64 to .73 | REST and QDI scores were moderately correlated |
| Cultural Diversity Awareness Inventory (CDAI) | Yes | Henry, G.B. (1986); USA | X | Questionnaire | 28 | Five (5) dimensions - Teacher/Staff's 1) diversity awareness, 2) classroom environment, 3) family/school interaction, 4) cross-cultural communication, and 5) alternative assessment | Brown, E. L. (2004). What precipitates change in cultural diversity awareness during a multicultural course: The message or the method? Journal of Teacher Education, 55(4), 325 - 340. | NA | α = .90 | R² = .66 | The CDAI was tested for content validity by a panel of experts. Based on their analysis, it was revised and made available in 1995 |</p>
<table>
<thead>
<tr>
<th>Scale Name</th>
<th>In Article</th>
<th>Author(s)</th>
<th>Year(s)</th>
<th>Scales/Dimensions</th>
<th>Summary/Note</th>
<th>N</th>
<th>α</th>
<th>Note/Description</th>
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<tbody>
<tr>
<td>IČČ-ELT-EFL</td>
<td>Yes - in article</td>
<td>Chao, T. C. (2015): Taiwan</td>
<td>X</td>
<td>X</td>
<td>Questionnaire</td>
<td>24</td>
<td>Four (4) dimensions - 1) affective orientations to intercultural communication, 2) capabilities for intercultural communication, 3) perspectives on ELT (English language teaching), and 4) employment of intercultural strategies in ELT</td>
<td>Chao, T. C. (2015). Constructing a self-assessment inventory of intercultural communicative competence in elt for elf teachers. Asian EFL Journal, 17(4), 94–120.</td>
</tr>
<tr>
<td>Majority perceptions of intergroup relations and everyday contacts with immigrant minorities</td>
<td>Yes - in article</td>
<td>van Acker et al. (2014): Belgium &amp; Germany</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire and Diaries</td>
<td>17</td>
<td>Five (5) constructs - Person’s 1) perceived threat; 2) perceived discrimination; 3) intergroup contacts (via daily diary); 4) perspective taking; and 5) experience of the contact situation</td>
<td>van Acker, K., Phalet, K., Deleersnyder, J., &amp; Mesquita, B. (2014). Do “they” threaten “us” or do “we” disrespect “them”: Majority perceptions of intergroup relations and everyday contacts with immigrant minorities. Group Processes &amp; Intergroup Relations, 17(5), 617–628.</td>
</tr>
<tr>
<td>Racial Ethical Sensitivity Test (REST)</td>
<td>Yes - in article</td>
<td>Brabeck et al. (2000): USA</td>
<td>X</td>
<td>X</td>
<td>Interviews</td>
<td>13</td>
<td>Four (4) scenarios - Person's 1) ethical sensitivity, 2) moral judgment, 3) necessary motive or ethical manner, and 4) moral character</td>
<td>Sinn, S., Brabeck, M., Satiani, A., &amp; Rogers-Serin, L. (2003). Validation of a Measure of Ethical Sensitivity and Examination of the Effects of Previous Multicultural and Ethics Courses on Ethical Sensitivity. Ethics &amp; Behavior, 13(3), 221–235. N = 58 α = .84 to .73 REST and QDI scores were moderately correlated.</td>
</tr>
<tr>
<td>Shared Experience in Intercultural Secondary Classrooms</td>
<td>Yes - in article</td>
<td>Torrego (2003): Spain</td>
<td>X</td>
<td>X</td>
<td>Questionnaire</td>
<td>46</td>
<td>Three (3) dimensions - Student's perception of the school's 1) general violence (psychological, physical and structural); 2) disruption in classrooms (vandalism, discipline problems, bullying or bullying in schools, sexual abuse and harassment, absenteeism and dropout); and 3) fraud, corruption, and security issues</td>
<td>Berrocal de Luna, E., Olmedo Moreno, E. M., &amp; Olmos Gomez, Maria del Carmen. (2014). Validation of an evaluation tool for shared experience in intercultural Secondary classrooms through a Structural Equation Model. 4th World Conference on Psychology, Counseling and Guidance (Wcppg-2013), 114, 244–256. NA NA NA</td>
</tr>
<tr>
<td>Instrument</td>
<td>Yes - in article</td>
<td>N</td>
<td>α/ρ</td>
<td>Convergent validity between scores on the WPAS factors and theoretically related measures. Related with the CoBRAS, MRS, and SDO.</td>
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<tr>
<td>White Privilege Attitudes Scale (WPAS)</td>
<td>No - only sample in article</td>
<td>250</td>
<td>.73 to .91</td>
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<tr>
<td>Portfolio of Intercultural Competence (PICSTEP)</td>
<td>No - only sample in article</td>
<td>21</td>
<td>NA</td>
<td>NA</td>
<td></td>
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<tr>
<td>Schoolwide Cultural Competence Observation Checklist (SCCOC)</td>
<td>No - only sample in article</td>
<td>151</td>
<td>NA; r=.97 (policy), r=.89 (practice)</td>
<td>72.1% of variance is explained by the two factors.</td>
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<tr>
<td>Sexual Orientation Counselor Competence scale</td>
<td>No - need access</td>
<td>58</td>
<td>.83 to .85</td>
<td>Instrument reported internal consistency of .9; criterion validity compared to the MCKAS scale.</td>
<td></td>
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<tr>
<td>Coping with Cultural Diversity Scale</td>
<td>No - article only</td>
<td>8</td>
<td>.69 to .86</td>
<td>NA</td>
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<tr>
<td>Cross-Cultural Awareness Index</td>
<td>No - article only</td>
<td>176</td>
<td>NA</td>
<td>Relatively strong interrater reliability.</td>
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<tr>
<td>Equitable Classroom Climates &quot;scale&quot;</td>
<td>No - article only</td>
<td>48</td>
<td>NA</td>
<td>NA</td>
<td></td>
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<thead>
<tr>
<th>Instrument</th>
<th>Yes - in article</th>
<th>N</th>
<th>α/ρ</th>
<th>Convergent validity between scores on the WPAS factors and theoretically related measures. Related with the CoBRAS, MRS, and SDO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Privilege Attitudes Scale (WPAS)</td>
<td>No - only sample in article</td>
<td>250</td>
<td>.73 to .91</td>
<td></td>
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<tr>
<td>Portfolio of Intercultural Competence (PICSTEP)</td>
<td>No - only sample in article</td>
<td>21</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Schoolwide Cultural Competence Observation Checklist (SCCOC)</td>
<td>No - only sample in article</td>
<td>151</td>
<td>NA; r=.97 (policy), r=.89 (practice)</td>
<td>72.1% of variance is explained by the two factors.</td>
</tr>
<tr>
<td>Sexual Orientation Counselor Competence scale</td>
<td>No - need access</td>
<td>58</td>
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<td>Instrument reported internal consistency of .9; criterion validity compared to the MCKAS scale.</td>
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<tr>
<td>Coping with Cultural Diversity Scale</td>
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<td>8</td>
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<td>NA</td>
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<tr>
<td>Cross-Cultural Awareness Index</td>
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<td>176</td>
<td>NA</td>
<td>Relatively strong interrater reliability.</td>
</tr>
<tr>
<td>Equitable Classroom Climates &quot;scale&quot;</td>
<td>No - article only</td>
<td>48</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Notes:**
- **Yes - in article** indicates whether the instrument is present in the article.
- **N** represents the sample size.
- **α** is Cronbach’s alpha, indicating internal consistency.
- **ρ** represents the correlation coefficient.
- **Convergent validity** assesses the instrument's validity against other measures.
- **Relatively strong interrater reliability** indicates the instrument's reliability.

**Sources:**
<table>
<thead>
<tr>
<th>Ethnic Identity Scale (EIS)</th>
<th>No - article only</th>
<th>EIS: Urman˜a-Taylor, Yazedjian, &amp; Bamaca-Gomez (2004).</th>
<th>X</th>
<th>X</th>
<th>Scaled Questionnaire</th>
<th>17</th>
<th>Three (3) dimensions - Person's ethnic 1) exploration, 2) resolution, and 3) affirmation</th>
<th>Yoon, E. (2011). Measuring ethnic identity in the Ethnic Identity Scale and the Multigroup Ethnic Identity Measure-Revised. Cultural Diversity and Ethnic Minority Psychology, 17(2), 144–155.</th>
<th>N = 289</th>
<th>α = .34 to .92 (previous study); .76 to .91 (this study)</th>
<th>Comparative Fit Index = .95, GFI = .86, CFI = .91, RMSEA = .09</th>
</tr>
</thead>
</table>

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*Note: The table provides a summary of various psychological assessments and their pertinent details, including the number of participants (N), reliability (α), and validity indices.*
<p>| Intercultural Development Inventory (IDI) | No article only | Bennett (1986, 1993, 2004, 2013); USA | X | X | Observations | 50 (+ 10) | Six (6) positions along a continuum of increasing sensitivity to cultural difference - 1) denial, 2) defense, 3) minimization, 4) acceptance, 5) adaptation, and 6) integration; based on Bennetts's Developmental Model of Intercultural Sensitivity (DMIS) | Hammer, M. R., Bennett, M. J., &amp; Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. International Journal of Intercultural Relations, 27(4), 421–443. | N = 226 | α = .80 to .85 | Validity testing of the IDI scales with the Worldmindedness scale and the Intercultural Anxiety scale Correlation coefficients estimated (n=553; p=0.01) |
| Intercultural Development Inventory (IDI) | No article only | Bennett (1986, 1993, 2004, 2013); USA | X | X | Observations | 51 (+ 10) | Six (6) positions along a continuum of increasing sensitivity to cultural difference - 1) denial, 2) defense, 3) minimization, 4) acceptance, 5) adaptation, and 6) integration; based on Bennetts's Developmental Model of Intercultural Sensitivity (DMIS) | Hammer, M. R. (2011). Additional cross-cultural validity testing of the Intercultural Development Inventory. International Journal of Intercultural Relations, 35(4), 474–487. | N = 476 | α = .66 to .79 | “the IDI is very sensitive to individual differences, and the IDI does not underestimate the more ethnocentric orientations. In short, the IDI is an equally robust and valid assessment for both individuals and groups” |</p>
<table>
<thead>
<tr>
<th>Study Title</th>
<th>No. of Articles</th>
<th>Authors, Year of Publication</th>
<th>Scale/Questionnaire</th>
<th>N</th>
<th>α</th>
<th>r²</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship Between Personal Characteristics, Multicultural Attitudes, and Self-Reported Multicultural Competence</strong></td>
<td>No article only</td>
<td>Reynolds &amp; Rivera (2012): USA</td>
<td>Scaled Questionnaire</td>
<td>128</td>
<td>Three (3) dimensions - Person's 1) characteristics, 2) multicultural attitudes, and 3) multicultural competence; based on two subscales of Personality Research Form, Rosenberg Self-Esteem Scale, two subscales of Sixteen Personality Factor Questionnaire (16PF), Quick Discrimination Index subscales, Multicultural Counseling Knowledge and Awareness Scale</td>
<td>Reynolds, A. L., &amp; Rivera, L. M. (2012). The relationship between personal characteristics, multicultural attitudes, and self-reported multicultural competence of graduate students. Training and Education in Professional Psychology, 6(3), 167–173.</td>
<td>N = 129</td>
</tr>
<tr>
<td><strong>Revised Educational Context Perception Questionnaire (ECPQ II)</strong></td>
<td>No article only</td>
<td>Du Mérac, É. (2017): Italy</td>
<td>Questionnaire</td>
<td>26</td>
<td>Six (6) dimensions - Student's perception of classroom: 1) cohesion, 2) didactics, 3) mutual appreciation, 4) psychological insecurity with teachers and 5) psychological insecurity with classmates, and 6) discrimination</td>
<td>Du Mérac, É. (2017). The revised educational context perception questionnaire (ECPQ II): Psychometric proprieties [Le proprietà psicométriche del questionario revisionato della percezione del contesto educativo (ECPQ II)]. Journal of Educational, Cultural and Psychological Studies, 2017(15), 53–72.</td>
<td>N = 107</td>
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<tr>
<td>Socio-cultural Adaptation Scale (SCAS)</td>
<td>No - article only</td>
<td>Ward &amp; Kennedy (1999): SGP</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire</td>
<td>29</td>
<td>Two (2) dimensions - Person's behavioral domain of acculturation outcomes, covering 1) generic acculturation situations and 2) acculturation situations pertaining to the specific context and population</td>
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<tr>
<td>Teacher Cultural Beliefs Scale (TCBS)</td>
<td>No - article only</td>
<td>Hachfeld, Hahn, Schroeder, Anders, Stanat, &amp; Kunter (2011): Germany/US</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaire</td>
<td>10</td>
<td>Two (2) factors - Teacher's 1) multicultural beliefs and 2) egalitarian beliefs</td>
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<tr>
<td>Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS)</td>
<td>No - article only</td>
<td>Petrović, Jokić, &amp; Leutwyler (2016): Serbia</td>
<td>X</td>
<td>X</td>
<td>Scaled Questionnaires</td>
<td>30</td>
<td>Four (4) dimensions - Teacher's 1) diversity of contact, 2) sense of self efficacy, 3) behavioral intentions to engage in social justice, and 4) autonomous motivation for teaching</td>
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# PARTNER INPUTS (scientific assessment tools and existing practises)

## Croatia

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description</th>
<th>Authors and Years (Croatia or USA)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning behaviour - School Readiness Questionnaire</strong></td>
<td>Learning behaviour (Sample items were “This child is ready for the cognitive demands of school” and “This child seems enthusiastic about learning new things.”)</td>
<td>Novak, M., Mihić, J., Bašić, J., &amp; Nix, R.L. (2016). Croatia &amp; Bierman, Domitrovich et al. (2008): USA</td>
<td>N = 568 α=.92 NA</td>
</tr>
<tr>
<td><strong>ADHD Rating Scale</strong></td>
<td>Inattention – 8 items. Hyperactivity – 8 items. (Sample items were “Is easily distracted” and “Has trouble following directions.”) Hyperactivity subscale (Sample items were “Has trouble waiting her/his turn” and “Does physically dangerous things without thinking.”)</td>
<td>Novak, M., Mihić, J., Bašić, J., &amp; Nix, R.L. (2016): Croatia &amp; DuPaul (1991): USA</td>
<td>N = 568 Inattention α=.94 Hyperactivity α=.95 NA</td>
</tr>
<tr>
<td>Teacher Observation of Classroom Adaptation–Revised</td>
<td>Novak, M., Mihić, J., Bašić, J., &amp; Nix, R.L. (2016): Croatia &amp; Werthamer-Larsson, Kellam, &amp; Wheeler (1991): USA</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Peer problems subscale - Strengths and Difficulties Questionnaire</td>
<td>Novak, M., Mihić, J., Bašić, J., &amp; Nix, R.L. (2016): Croatia &amp; Goodman, 1997; Goodman et al. (2010): USA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Withdrawn/depressed behaviour from Head Start REDI</td>
<td>Novak, M., Mihić, J., Bašić, J., &amp; Nix, R.L. (2016): Croatia &amp; Bierman, Domitrovich et al. (2008): USA</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intercultural competence (adapted Cultural Intelligence Questionnaire)</td>
<td>based on van Dyne et al., 2012, adapted for adolescents by Miriam Schwarzenthal: Germany</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Multicultural Awareness Scale (MAS)</td>
<td>Yes, in article Awang-Rozaimie et al. (2012): MYS</td>
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<td>Cross-Cultural World-Mindedness Scale (CCWMS)</td>
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<td>De-Karabetian (1993): USA</td>
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<td>Anxiety Scale for Students</td>
<td>Kozina</td>
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<td>Aggression Scale for Students</td>
<td>Kozina</td>
<td>2014</td>
<td>Self-report</td>
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<tr>
<td>Social Competence and Behavior Evaluation Preschool Edition</td>
<td>LaFreniere, Dumas, Zupančič, Grill, Kavčič</td>
<td>2001</td>
<td>Adult-report</td>
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<td>Social Anxiety Scale for Adolescents</td>
<td>Puklek Levpušček</td>
<td>2008</td>
<td>Self-report</td>
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</tbody>
</table>
### Assessment actual and desired classroom climate 2:

#### Interpersonal relations (perception of social contacts, teacher support and student engagement), system (perception of rules clarity)

Total score: classroom climate

http://www.center-pds.si/Katalogtestov/Vprasa%C5%A1%5%A1alnik/izau%C4%8Ditele/Merjenjerazredneklima-MRK.aspx

N = 106

Due to low reliability of dimensions (see Klemenčič, 2016) use of total score is advised

### Existing practices

#### Vprašalnik prednosti in težav (adaptation of Strengths and Difficulties Questionnaire)


Self-report (11-17 years) or adult-report for 2-17 years. It has follow-up questions for use after intervention


N = NA

NA

NA

Due to low reliability of dimensions (see Klemenčič, 2016) use of total score is advised

#### Čustva, ki jih doživljaš v šoli (Emotions experienced at school)

Muršič et al. (2010, 2016): Slovenia

Self-report (age span not defined, but used on lower secondary students)

http://www.theewc.org/content/download/1751/13473/file/OSNOVE%20SISTEMSKE%20PRISTOPA%20K%20ME-DVROSTNI%20EMOCIJE%20IN%20NASILJE%20IN%20DEVALVACIJA%20PROJEKTA%20ONasVIZ.pdf

N = 300

NA

NA

Due to low reliability of dimensions (see Klemenčič, 2016) use of total score is advised
<table>
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<tr>
<th>Tool</th>
<th>Description</th>
<th>Type</th>
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<th>Age Span</th>
<th>Methodology</th>
<th>Notes</th>
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<tr>
<td><strong>Tvoj pogled na čustva (Your understanding of emotions)</strong></td>
<td>Muršič et al. (2010, 2016): Slovenia</td>
<td>Self-report (age span not defined, but used on lower secondary students)</td>
<td>23</td>
<td>Assesses what belief students have about specific and general emotional states and processes: 4: Recognitions and understanding of emotions (e.g. I usually know which emotions I am experiencing), Hiding emotions (e.g. Some emotions are forbidden, e.g. we should not be angry or jealous), Causing emotions and impulsivity (e.g. If someone says something bad to me, this causes unpleasant emotion for me, e.g. it makes me angry or sad), Importance of emotions (e.g. School can help us in understanding our own emotions and emotions of other people).</td>
<td><a href="http://www.theewc.org/content/download/1751/13473/file/OSNOVE%20SISTE%20MSKEGA%20PRISTOPA%20K%20ME%20DVRSTNI%C5%A0KEMU%20NASILJU%20IN%20EVALVACIJA%20PROJEKT%201NasVIZ.pdf">http://www.theewc.org/content/download/1751/13473/file/OSNOVE%20SISTE%20MSKEGA%20PRISTOPA%20K%20ME%20DVRSTNI%C5%A0KEMU%20NASILJU%20IN%20EVALVACIJA%20PROJEKT%201NasVIZ.pdf</a></td>
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<tr>
<td><strong>Lestvice medvrstniškega nasilja v šoli – (adapted from Scales of peer bullying at school)</strong></td>
<td>Cheng et al., 2011, Chen et al., 2012; adapted in Pedjak 2014; Jakin, 2013; Taiwan</td>
<td>Self-report (no age defined)</td>
<td>45</td>
<td>In the last six months witnessed, experienced or caused peer bullying 4: Verbal bullying, physical bullying, relational bullying and cyber bullying</td>
<td>N = 333</td>
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<td><strong>Vprašalnik kognitivne in čustvene empatije (adapted from How I Feel in Different Situations test)</strong></td>
<td>Feshbach et al., 1991 (adapted in Jakin, 2013): USA</td>
<td>Self-report</td>
<td>12</td>
<td>Empathy in children and preadolescents. 2: affective (e.g. “When somebody tells me a nice story, I feel as if the story is happening to me”) and cognitive (e.g., “I can sense how my friends feel from the way they behave”) dimensions of empathy.</td>
<td><a href="http://www.mss.si/datoteke/dokumenti/diplomske/2013/Jakin_Sasa-Vloga.pdf">http://www.mss.si/datoteke/dokumenti/diplomske/2013/Jakin_Sasa-Vloga.pdf</a></td>
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<td>Lestvica zaznane socialne podpore v razredu (Scale of perceived social support in a class)</td>
<td>Musek Lešnik (2008): Slovenia</td>
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<td>Self-report (9-18 years)</td>
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<td>Lestvica šolske klime za dijake (School climate scale for students)</td>
<td>Kozina (2011): Slovenia</td>
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<td>Student-report (upper secondary)</td>
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<td>Lestvica odnosne kompetentnosti pri učiteljih (Teacher's relational competence scale)</td>
<td>Vidmar &amp; Kerman (2016): Slovenia</td>
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<td>Self-report (teachers)</td>
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<td>Analyses of teachers’ diaries</td>
<td>Bešter &amp; Medvešek (2016): Slovenia</td>
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<td>X</td>
<td>Teacher diaries on impressions and thoughts on the classroom/school events, interpersonal relations and students behavior, parent-teacher relations, reflection of own pedagogical approaches</td>
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<td>Year(s)</td>
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<tr>
<td>Samoocenjevalni vprašalnik emocionalne kompetentnosti (adapted from Emotional Intelligence, Skills and Competences Questionnaire)</td>
<td>Takić (1998, 2002); Croatia</td>
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<td>Self-report</td>
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<tr>
<td>Vprašalnik medvrstniškega nasilja (adapted from Bullying: Elementary teachers' attitudes and intervention strategies)</td>
<td>Yoon &amp; Kerber, 2003; adapted in Pečjak, 2014: USA</td>
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<td>Self-report, Six bullying scenarios</td>
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<td>Study</td>
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<td>Author</td>
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<tr>
<td>The military draft, an evaluation of non-cognitive social interactive ability</td>
<td>A certified psychologist who conducts a structured interview with the draftee</td>
<td>NA</td>
<td>1-9 scale, psychological endurance, emotional stability, the ability to take initiative, social outgoingness, sense of responsibility, and ease to adjust to a military environment</td>
<td>The measure is used in this study: <a href="http://www.ifau.se/globalassets/pdf/se/2008/wp08-25.pdf">http://www.ifau.se/globalassets/pdf/se/2008/wp08-25.pdf</a></td>
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### Alphabetical list of assessment tools in the catalogue

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<td>13. Behavioral Assessment Scale for Intercultural Competence (BASIC)</td>
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<td>14. Brief Self-Control Scale (BSCS)</td>
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<td>17. Child and Adolescent Social Support Scale (CASSS)</td>
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<td>18. Child-Adolescent Teasing Scale (CATS)</td>
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<td>19. Classroom Assessment Scoring System (CLASS)</td>
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<td>20. Colorado Trust’s Bullying Prevention Initiative Student Survey</td>
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<td>21. Communities That Care (CTC) Survey</td>
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<td>22. Comprehensive Assessment of Spoken Language (CASL)</td>
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<td>23. Comprehensive School Climate Inventory (CSCI)</td>
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<tr>
<td>24. Coping With Acculturative Stress in American Schools (CASAS-A)</td>
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<td>25. Coping with Cultural Diversity Scale</td>
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<td>26. Critical Consciousness Scale (CCS)</td>
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<tr>
<td>27. Cross-Cultural Adaptability Inventory (CCAI)</td>
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<td>Cross-Cultural Awareness Index</td>
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<td>Cross-Cultural World-Mindedness Scale (CCWMS)</td>
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<td>Cultural Socialization Scale</td>
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<td>32</td>
<td>Čustva, ki jih doživljaja v šoli (Emotions experienced at school)</td>
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<td>Delaware School Climate Survey-Student (DSCS-S)</td>
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<td>Diagnostic Analysis of Nonverbal Accuracy (DANVA)</td>
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<td>Diversity and Oppression Scale (DOS)</td>
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<td>Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehaviour subscale</td>
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<td>Emotional Quotient Inventory, Youth Version</td>
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<td>Equitable Classroom Climates &quot;scale&quot;</td>
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<td>Four Factor Model of Cultural Intelligence (CQ)</td>
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<td>Freedom Writers Student Engagement Survey (FWSES)</td>
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<td>Gatehouse Bullying Scale</td>
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<td>General academic self efficacy scale of the Patterns of Adaptive Learning Scales (PALS)</td>
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93 Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form (MCSE-RD)
94 Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form (MCSE-RD)
95 Multicultural Personality Questionnaire (MPQ)
96 Multicultural School Climate Inventory (MSCI)
97 Multicultural Teaching Competency Scale (MTCS)
98 Multigroup Ethnic Identity Measure - Revised (MEIM-R)
99 Multisource Assessment of Social Competence Scale (MASCS)
100 NEO-Five Factor Inventory (NEO-FFI)
101 NEPSY-II theory of mind (NEPSY-II ToM)
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104 Personal Beliefs About Diversity Scale
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110 Professional Beliefs About Diversity Scale
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112 Questionnaire assessing health and living conditions (adults)
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