ACTIVEGAMESCHANGE
Youth socio-emotional development

A State of the Art Analysis Report (WP2)

Socio-emotional development throught active games and sport for young people in conflict with the law a state of the art analysis report with 10 partners in Europe

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With contributions from all European partners

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Table of Contents

Introduction **4**

Socio-Emotional Development through Active Games and Sport for Young People in Conflict with the Law **5**

A State of the Art Analysis Report with 10 Partners in Europe (WP2.1.1) .. **5**
Background and Introduction 5

Part I **8**
Youth Justice Policy in Europe 9
Approaches to Youth Justice in Europe 9
A 'risk management' approach' 10
A child-friendly approach 11
Young People in Conflict with the Law in the Partner Countries 11
Ages of criminal responsibility 12
Youth and juvenile custody institutions 13
Demographic features of juveniles in custody 14

Part II **16**
Social, Emotional, Civic and e-Competencies 17
Social, emotional competencies of young people in conflict with the law 18
Developing social, emotional, civic and e-competencies through active games 20
Positive Youth Development (PYD) 21
Engaging children who are at risk of offending/offended in active games 22

Part III: Assessment Tools Development (WP2.2.5) **26**
Defining the social and emotional competencies to be developed through AG4C 27
Using active games to develop social, emotional, civic and e-competencies – The Contextual Challenges 29
Emotional issues 29
Physical constraints 30
Attitudes and skills of instructors 32
Budgetary constraints 32

Summary **33**

Appendices **34**
Appendix 1 35
Appendix 2 41
Appendix 3 43

References **44**

Introduction

Socio-Emotional Development through Active Games and Sport for Young People in Conflict with the Law

A State of the Art Analysis Report with 10 Partners in Europe (WP2.1.1)

Background and Introduction

More than one million children are incarcerated worldwide at any one time (UNICEF, 2008). In Europe, more than 1 million children each year are involved in criminal proceedings throughout European Union (EU) countries (Unicef, 2007). This Erasmus+ KA3 project entitled Active Games for Change (AG4C) aims to support young people in conflict with the law (in custody and under community supervision) in the acquisition and usage of key competencies to facilitate inclusion, education and employability, by developing an innovative framework of learning environments and materials. This overarching aim will be achieved through the creation and implementation of innovative methods to foster the development of emotional, social and e-competencies as the core purpose of this project. The project has ten European partners: England, Romania, Hungary, Turkey, Spain, Portugal and Italy and include two universities, a ministry of justice and NGOs (non-government organisations). All partner organisations are involved in researching or working as practitioners with young people who have come into contact with youth justice systems in their respective countries.

To achieve its aims, the project is organised into seven Work Packages (WP), which consist of:

- WP1 Managing the Project
- WP2 Methodological Framework
- WP3 Internal Testing
- WP4 Piloting in Settings
- WP5 Validation and Fine Tuning
- WP6 Dissemination, Outreach and Valorisation
- WP7 Evaluation and Active Monitoring

This report will form the basis of the main deliverable of Work Package 2 Methodological Framework of which the first is a State of the Art Analysis Report.

The purpose of this State of the Art Analysis is to present the latest research and practice in the partner countries relating to social, emotional, civic and e- competencies in young people who are in conflict with the law and how these competencies may be developed through the use of active games. To this end, Part I of the report presents an overview of the literature and policy status in the partner countries. Part II provides a theoretical and conceptual evidence base, which indicates the importance of these competencies, particularly for the profile of many young people who are in conflict with the law in the partner countries. An examination of the literature that supports the use of active games to develop social and emotional competencies is presented. In Part III, the methodology for the selection of tools to assess the development of the competencies is considered alongside the contextual challenges of engaging young people within youth justice systems with active games in potentially restrictive environments. These will all inform the development of the active games and tools (such as an App) that will be the vehicle and progress measures for the development of the competencies.

Part I

- **Youth Justice Policy in Europe**
- **Approaches to Youth Justice in Europe**
  - A 'risk management' approach'
  - A child-friendly approach
- **Young People in Conflict with the Law in the Partner Countries**
  - Ages of criminal responsibility
  - Youth and juvenile custody institutions
  - Demographic features of juveniles in custody

Youth Justice Policy in Europe

Youth justice policy in Europe has placed considerable attention on social inclusion and the education and training of youth and are at the heart of the Europe 2020 agenda. A key element of Europe 2020 is the strengthening of democratic participation of citizens, based on a greater awareness of the rights and duties of participatory and responsible citizenship. Another concern brought forward by the EU is the need to promote social inclusion of all citizens of Europe, with particular attention on children and young people at risk. In the wake of recent terrorist attacks, the risk of youth radicalisation is especially relevant for the European Commission. Education and training of young offenders is a crucial step towards preventing radicalisation, since these already vulnerable young people are at higher risk of acquiring extremist views. As stated on the European Agenda on Security (2015, p. 15) and reinforced in Paris Declaration (2015): 'Education, youth participation, interfaith and inter-cultural dialogue, as well as employment and social inclusion, have a key role to play in preventing radicalisation by promoting common European values'. Particularly, focusing on the importance of physical activity and sport as a way to do this is the 24th General Report of the European Committee for the Prevention of Torture (2015, p. 52). This report emphasises that it is 'especially harmful for juveniles, who have a particular need for physical activity and intellectual stimulation' if they are not provided 'with a full programme of education, sport, vocational training, recreation and other purposeful out-of-cell activities'.

The use of active games and sport as a means to support the reintegration of young people in conflict with the law has become an important discourse and endeavour of the Europe 2020 agenda. The funding of the Active Games for Change project is evidence of the European Commission's commitment to this aim. There is a growing body of literature that supports the use of active games and sport within youth justice for the development of social and emotional skills (Hellison, 2018; Parker, 2014) as well as physical activity. Part II examines the literature on the importance of social and emotional competencies for positive outcomes in later life. These are explored further in young people who come into conflict with the law. However, in order to understand the context of youth justice better, it is important to understand the current approaches to youth justice in Europe.

Approaches to Youth Justice in Europe

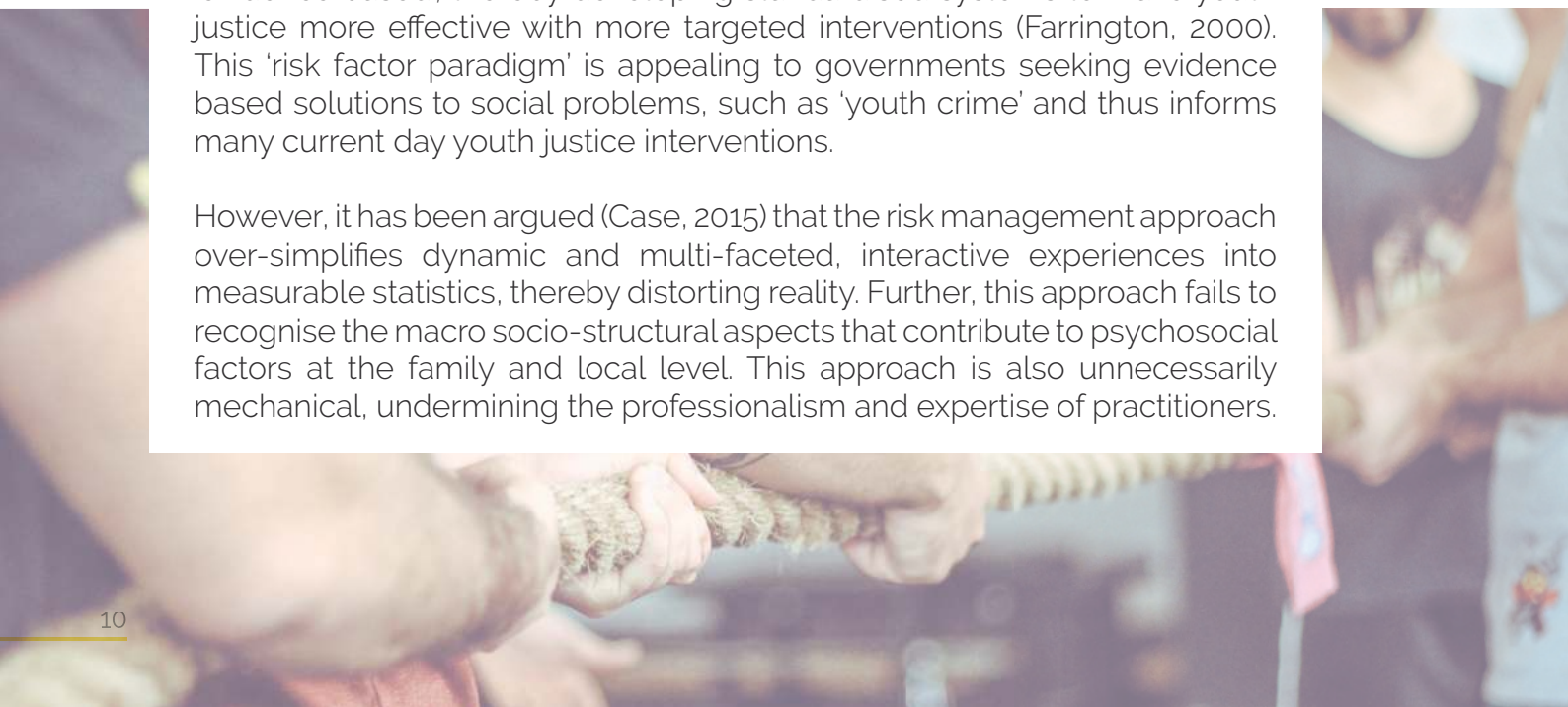
The approaches to youth justice in many Western countries have tended to sit along a continuum with welfare on the one side and justice on the

other. Occupying a position on the continuum is not simplistic either. This is because the approaches taken by a particular country are often the result of a complex matrix that combines historical and cultural notions of childhood, ideologies and theories of crime, modern global agreements (e.g. the United Nations Convention on the Rights of the Child (UNCRC)) and regional commitments (e.g. European Union) as well as political and media pressures. The result of this is that inherent in several juvenile justice systems in Europe, is a perpetual tension between the welfare and justice approaches which manifests in often-contradictory policies and practices. This could be said to be reflected in the varying ages of criminal responsibility whereby the younger the age, the more likely the jurisdiction is to take a punitive or justice approach and the older the age, the more likely a welfare approach. But this too is simplistic because the younger age of criminal responsibility is also approached in different ways (Goldson, 2018) and is itself caught between, for example, a 'risk management approach' and the child-friendly approaches.

A 'risk management' approach'

The early part of the 1990s represented a move towards a more punitive (Muncie, 2008) and 'risk management' approach and culture to tackling youth crime. The risk management approach is concerned with assessing and 'quantifying' risk in a bid to 'predict reoffending' and to 'standardise' decision making by practitioners (Muncie, 2015; Case, 2018). The 'risk management' approach originated from the discipline of medicine where it was used for assessing risk in physical health and then identifying protective factors, which could reduce the risks. It did this by categorising people into groups based on their shared characteristics. Using a similar approach in youth justice, advanced statistical techniques were used to make 'risk assessments' and predict those at greater risk of offending or re-offending, based on a range of factors, such as a disruptive childhood or low socioeconomic status. It was suggested that in doing so, decision making was more accurate and 'evidence based', thereby developing standardised systems to make youth justice more effective with more targeted interventions (Farrington, 2000). This 'risk factor paradigm' is appealing to governments seeking evidence based solutions to social problems, such as 'youth crime' and thus informs many current day youth justice interventions.

However, it has been argued (Case, 2015) that the risk management approach over-simplifies dynamic and multi-faceted, interactive experiences into measurable statistics, thereby distorting reality. Further, this approach fails to recognise the macro socio-structural aspects that contribute to psychosocial factors at the family and local level. This approach is also unnecessarily mechanical, undermining the professionalism and expertise of practitioners.



Case (2015) also critiqued the limited predictability of these assessments, which are by their nature, statistical predictions and do not necessarily reflect real life. Such an approach has given way to debate, which is focused on which interventions are utilised and whether they 'work', instead of how the intervention may or may not benefit the individual. Much of the literature on education within secure settings leans towards such a paradigm.

A child-friendly approach

Reflecting the concurrent tensions and running parallel to the risk factor paradigm since the 1990s is that of a child friendly youth justice movement. As the name suggests, this movement advocates a youth justice that prioritises the protection of children's human rights even when they have contravened the law, with correctional intervention as an absolute last resort (Goldson, 2014). The child friendly youth justice approach is connected to the UNCRC and work on the principle that not only should youth justice be child friendly and child appropriate, but that children and young people are part of the solution. In so doing, practitioners working with the young people recognise the input that children and young people can have on altering on their own situation and hence behaviour. Haines and Case (2015) advocate that in so doing, there is development of trust and relationships, which foster greater opportunity for engagement in interventions.

These continuing dichotomies of risk based and child friendly approaches encapsulate the justice and welfare based tensions that have dominated the latter part of the 20th Century and into current times. These approaches are also reflected in the partner countries approaches to youth justice and how they attempt to re-integrate the young people back into society. An awareness of these is essential in the development of active games within the AG4C project and how these contexts may affect how partner countries perceive the development of the identified social and emotional competencies, even as they have tried to come together on a shared understanding of Europe-wide youth justice policy.

Young People in Conflict with the Law in the Partner Countries

This section aims to provide an overall picture of the young people who face juvenile justice in the partner countries for the purposes of understanding how active games may be used as a tool to develop social and emotional competencies. It outlines the ages of criminal responsibility, types and length of sentences as well as the different form of justice, ranging from

community based approaches to incarceration. The section will finish with the demographic features of young people in the partner countries in AG4C who come into conflict with the law.

Ages of criminal responsibility

The minimum age of criminal responsibility for partner countries ranges from 10 years to 16 years (see Table 1) From a wider European context, amongst all member states of the EU, the United Kingdom and Northern Ireland have the lowest minimum age of criminal responsibility (10 years) and Belgium has the highest (18 years). In Portugal the age of criminal responsibility, the age of criminal majority is 16 years, however there are special disciplinary measures applicable to children aged 16-21 and who have come into conflict with the law (Aebi, Tiago & Burkhardt, 2015).

Country	Age of criminal responsibility
England	10
Hungary	14
Italy	14
Portugal	16
Romania	14
Spain	14
Turkey	12

Table 1 Ages of criminal responsibility in the partner countries of AG4C

In all partner countries, young people who come into conflict with the law encounter youth justice up to the age of 21 (England, Hungary, Italy, Portugal, Romania, Spain and Turkey), however in Italy this can extend to the age of 25. From a wider European context Belgium's community based approach on 'Youth Protection' can remain applicable up to the age of 20. In Greece, youth justice applies up to the age of 25, whilst in Austria this extends to age 27. Further, in Hungary whilst the age of criminal responsibility is 14, the most serious of crimes can be as young as 12. This demonstrates that despite many European countries making efforts to have a more converging approach to youth justice, wide-ranging approaches remain prevalent across Europe. The wide range of ages and approaches to youth justice in the partner countries has implications for the design of active games and sport as they need to be age and development-relevant in order to support the social and emotional competencies.

Youth and juvenile custody institutions

There are two main approaches to managing juvenile offenders across partner countries. In England, Hungary, Romania and Turkey, they are managed by the relevant prison administrations or Ministries of Justice. In Italy, Portugal and Spain other authorities such as education, family or welfare departments manage the outcome of sentencing (Aebi, Tiago & Burkhardt, 2015), dependent on the age of the offender. Because of these different approaches to youth and juvenile justice, it is difficult to present uniform and comparable statistics. The following information relating to partner country institutions and units for youth and juvenile offenders is available and present some of the wide ranging ways in which partner countries manage young people when they have come into conflict with the law.

Country	Type of secure accommodation
England (and Wales)	Three types of secure accommodation, typically dependent on age and vulnerability. 14 secure children's homes (12-15 years) 3 secure training centres (15-17 years) 5 young offender institutions (15-17 and 18-21)
Hungary	Partners report 4 young offender institutions with low and medium security levels and 5 reformatory institutions. Combined they can accommodate up 688 young people
Italy	Partners report 25 centres that host pre-trial young offenders (CPA) 19 penal institutions for minors (IPM) 12 ministerial communities for minor offenders.
Portugal	State custodial facilities educational centres managed by the Directorate General for Reintegration and Prison Service (DGRSP). 6 educational centres. 1 prison for young offenders aged 16-21.
Romania	A total of 44 institutions for young offenders, of which 40 are penitentiaries, 2 are Education Centres and 2 are Detention Centres
Spain	There are 82 Juvenile detention centres with graded levels of custody: closed detention, semi-open detention, open detention, therapeutic detention and weekend custody There are also educational community settings with no deprivation of liberty.
Turkey	Three juvenile prisons that operate an open approach to incarceration. More than half of the juveniles are judged in adult courts (according to Coban,2016). Significant numbers of youth are placed in pre-trial detention (or remand), which are greater than those in post-trial incarceration.

Table 2 Types of secure accommodation in the partner countries in AG4C

These varying forms of juvenile offender settings reflects the range of approaches taken by the partner countries. These have implications for

partners with regards to the design and implementation of active games and would depend on the type of setting that each partner accesses for the purposes of AG4C. Statistics relating to youth and juvenile sentencing have been provided by partners and are reported below for information, however the nature of the information means that the statistics should not be compared between countries (for a comparison between juvenile systems in Europe see Parasanu, 2012).

In England, partners report that in March 2019, 835 young people aged 18 under, were in custody. Secure Children's Homes housed 73 of these, 134 in Secure Training Centres and 628 in Young Offender Institutions. These figures include 246 under 18 year olds on remand (awaiting sentence).

In Hungary, the capacity of reformatory institutions for youth offenders is reported by partners as being 570. A further institution is currently under construction, which will offer 108 places. 2016 figures report 305 inmates in juvenile institutions.

In Italy, partners report that the total number of minors within residential services was 1,490 in February 2018, while the total number of minors under the responsibility of Social Services was 13,346, with 105 attending polyfunctional day centres. This makes a total of 14,836 minors within the juvenile justice system.

In Portugal, occupation rates of Educational Centres housed 195 young offenders in 2014, while in 2018 the number decreased to 156 juvenile offenders (DGRSP, 2018).

In Spain, partners report that in 2017 a total of 13,643 juveniles were sentenced of whom 10,819 were male and 2,824 were female.

In Romania, partners report that 327 juveniles were housed in prison facilities in January 2019.

In Turkey, partners report that in 2017 there were 2491 juvenile inmates and convicts.

Demographic features of juveniles in custody

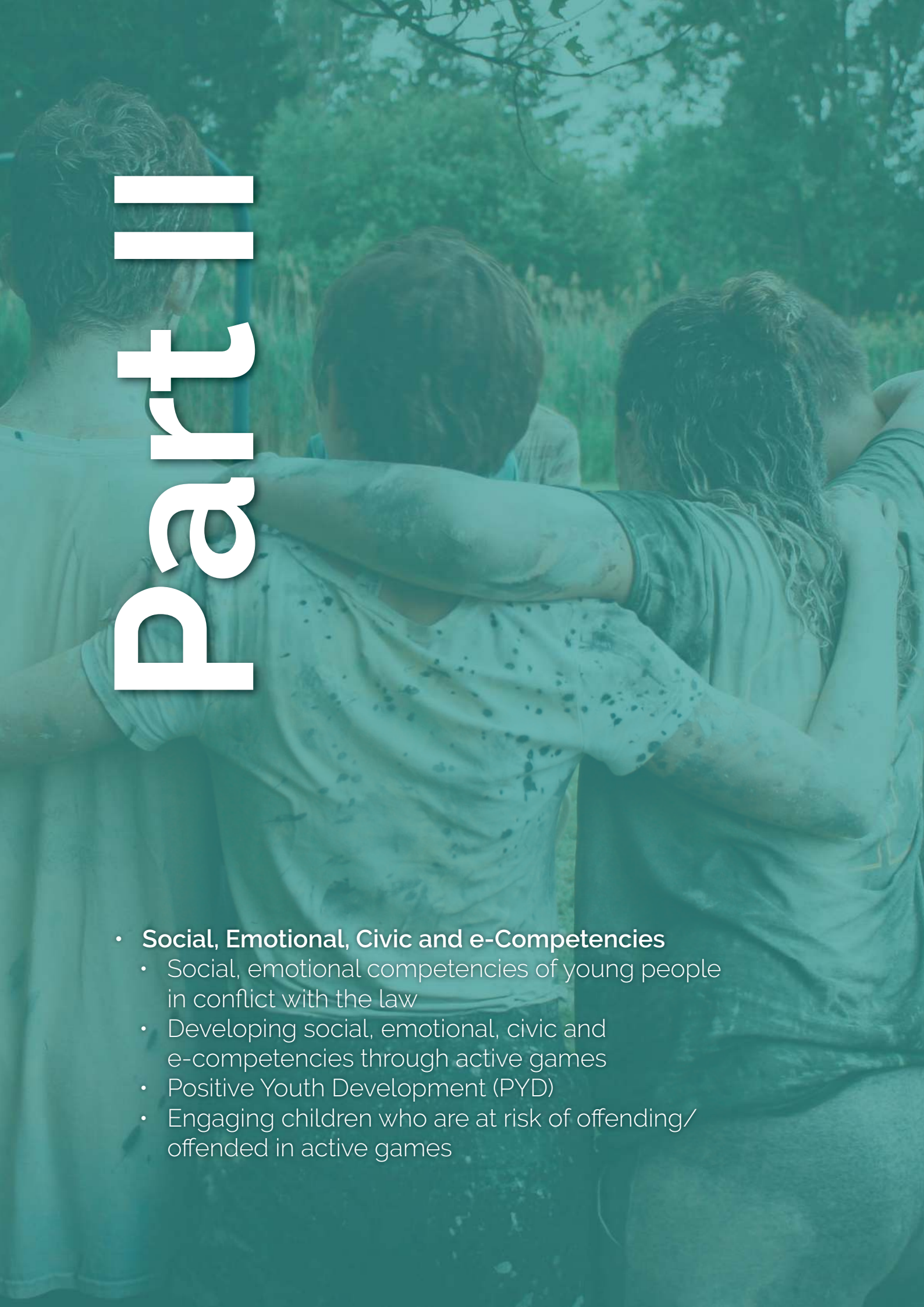
The information about the demographic features of juveniles within custodial settings across partner countries is not collected nor compiled in a uniform way and as such the data are disparate. The following Table 2 however, offers some information as to the age, gender and ethnicity of young people who come into conflict with the law in the partner countries.

Country	Total in custody[1] (2019)	Age	Gender	Ethnicity/Nationality
England (and Wales)	835	4.5% - 10 to 14 years 12.5% - 15 years 29% - 16 years 54% 17 years	97% male 3% female	50% white 48% as BME (Black, Asian, Mixed) 2% unknown ethnicity
Hungary	305	Not provided	86% male 14% female	Not available
Italy	1,490	1% under 14 years 8% 14 years 17% 15 years 25% 16 years 27% 17 years 22% 18+ years	89% male 11% female	74% Italian 26% non-Italian
Portugal	195	84% 16 years old or above, average age of 16 years	88% male 12% female	90% Portuguese 10% non-Portuguese
Romania	327	Not provided	95% male 5% female	Not provided
Spain	4.152	15% 14 years 23% 15 years 30% 16 years 32% 17 years	89% male 11% female	71% Spanish 29% non-Spanish
Turkey	2,491	Data not available	97% male 3% female	Data not available

Table 3 Demographic features of juveniles in custody in the partners countries of AG4C

Whilst not directly comparable, as the methods and criteria for collection of data for these figures is unknown, the statistics do suggest that the majority of youthful offenders are male, many have dropped out of school and are aged 15-17 years of age and, ethnic minorities appear over-represented in the juvenile systems. Many also have social, emotional, behavioural and learning difficulties (see later Part II). More generally, the research indicates that young people who offend are also more likely to have parents who have been incarcerated (Farrington, Ttofi, Crago, & Coid, 2015) and more likely to have been exposed to drugs and alcohol abuse (Manly, Oshri, Lynch, Herzog, & Wortel, 2013). This suggests that the overall profile of young people who come into conflict with the law have some similarity in the partner countries, particularly in terms of gender split, age and even ethnicity/nationality. Many of the variations however may be considered against the different approaches to youth justice in Europe.

[1] Custody means different things in different countries. For example, in Spain there are a range of custodial measures from open detention to therapeutic. The figures in this table refer to any type of custody.



Part II

- **Social, Emotional, Civic and e-Competencies**
  - Social, emotional competencies of young people in conflict with the law
  - Developing social, emotional, civic and e-competencies through active games
  - Positive Youth Development (PYD)
  - Engaging children who are at risk of offending/ offended in active games

Social, Emotional, Civic and e-Competencies

Social and emotional competence in young children has clear links to positive outcomes in adult life and higher levels of wellbeing within the general population; these competencies also tend to result in higher academic achievement and a successful career trajectory (Sklad, Diekstra, De Ritter, Ben,& Gravesteijn, 2012; Klapp, Belfield, Bowden, Levin, Shand & Zander, 2017; Jones, Barnes, Bailey & Doolittle, 2017). These competencies tend to include the ability to regulate emotions, manage social relationships and responsible decision-making, which can all serve as protective factors to dealing with change as well as being predictors of academic success (Heckman and Kautz, 2012). These social and emotional competencies provide children and young people with the skills to form secure trusting relationships, demonstrate perseverance, engage in problem solving, demonstrate emotional intelligence and self-awareness alongside the capacity to cope in adverse situations. (McLauglin, Aspen & Clarke, 2017). Conversely, according to a meta-analysis of the literature by Gutman & Schoon (2013) found that an absence or delay in this skill development has a correlation with poorer academic outcomes, reduced financial stability in adulthood and an increase in the likelihood of engaging in criminal behaviours. McLauglin Aspen & Clarke (2017) go on to suggest that these skills are usually developed in very young children who have experienced sensitive care-giving and educational experiences that have provided opportunities for children to have the motivation and inclination to practice their developing skills.

It is important to note however the need to be tentative about making the context of receiving sensitive care giving as a deterministic factor in the development of social and emotional competence. Vaida (2016) suggests that it is possible to develop emotional competencies throughout the age span as long as an individual is 'capable' of emotion, Vaida goes on to suggest that these competencies can be learned, and as a result of this learning there are significant social and physical improvements for the individual. Thus, this supports Klapp et al's (2017) argument that a focus on skill development is necessary as when emotional competency is focused upon and developed throughout childhood, there is a reduction in the likelihood of children and young people engaging in risk taking activities such as violence and drug misuse or criminal involvement.

There is a broad consensus within the literature about the areas of social and emotional competence, which can, and should be focused upon

within educational settings. These include ideas around emotional literacy (including self-awareness); social skills and problem solving; empathy; self-regulation (McLauglin, Aspen & Clarke, 2017; Tarasova, 2016; Parhomenko, 2014; Heckman & Kautz, 2012). The importance of initial social competence on subsequent relations is highlighted by Akfırat, Önalan, Fatma (2006) in their suggestion that well-developed social skills enables individuals to interact positively with others, thus receiving positive evaluation from others which in turn further reinforces the social competence of those engaged in the exchange. This is further highlighted by Vaida's (2016) suggestion that there is an interdependent link between social-emotional competencies and emotional intelligence. The importance of the context around interactions is reinforced by Parhomenko's (2014) argument that social and emotional competencies do not operate in isolation; that we also need to consider the role of intrapersonal factors such as self-concept, self-esteem and temperament and how these will influence both motivation and engagement with these social exchanges. The literature thus emphasises the importance of the development of social and emotional competencies, which in turn can manifest in civic competencies, through early interactions. For young people who are in conflict with the law, family, socioeconomic, education and other background issues are not always in perfect harmony to create the optimum conditions required for the development of the competencies discussed. The following section explores the literature on the background features of young people who offend and which appear common across the partner countries.

Social, emotional competencies of young people in conflict with the law

Compared to the general population, for young people in conflict with the law, the issues of family breakdown, poverty, social class and other circumstantial situations are compounded by a higher prevalence of drug and alcohol misuse, higher rates of mental health problems and higher levels of learning difficulties (Kroll, Rothwell, Bradley, Shah, Bailey and Harrington, 2002; Hall, 2000; Chitsabesen, Kroll, Bailey, Kenning, Schneider, MacDonald and Theodosiou, 2006; Hughes, 2012; Hughes, Williams, Chitsabesan, Walesby, Mounce, Clasby, Jacobs, Knoppers, & Webb, 2015).

These are exacerbated by additional emotional problems such as anxiety and depression (Abram, Teplin, McCllelland & Dulcan, 2003; Lader, Singleton & Metzer, 2000), behavioural problems (Pliszka, Greenhill, Crismon, Carlson, Connors, McCracken & Tropac, 2000; Young, Moss, Sedgwick, Fridman, & Hodgkins, 2015) and language and communication difficulties (Snow, Woodward, Mathis, & Powell, 2016) which are also more prevalent. There

are higher rates of co-morbidity in the prevalence of these problems that also tend to be related to disrupted attachments and other traumatic life events (Loeber & Farrington, 2000; Gudjonsson, Sigurdsson, Sigfusdottir, & Young, 2014). This demonstrates that the young people who end up in youth justice systems are less likely to have developed the social, emotional or civic competencies discussed in the previous section. This could explain why they have engaged in the risk taking behaviours they are more prone to in the absence of, for example, emotional literacy, self-awareness and regulation. Developing social, emotional and civic competencies would be important life skills for young people who find themselves in youth justice systems.

In addition to poverty and socioeconomic backgrounds, the proportion of young people from black and minority ethnic (BME) backgrounds cannot be ignored and is notable in all the partner countries in this project (see Table 3). In England, there has been a dramatic drop in custodial sentences for young people in recent years but this has not been evidenced for those from BME backgrounds (Muncie, 2015). Whilst not the direct focus of this study, this is noteworthy because the educational experiences of those within the secure estate may thus have some similarities, which are specific to ethnicity and cultural differences in their attitudes to active games. Nevertheless, sport and active games have been shown to be an effective way in which social and emotional competencies may be developed within the educational arena.

The use of digital technologies for education in prison have a chequered use and application. The result from a recent UK review of education in prison (Coates, 2016) found that the equipment and use of ICT technologies was outdated. Equipment was often old and located in a locked environment with limited access. This is despite calls for digital literacy being as important as ensuring literacy to support those serving custodial sentences to develop the life skills needed for successful rehabilitation and employment (Champion and Edgar, 2013). There is now an appetite to develop new media technologies in prison environments to prevent long term and deep social exclusion from society, which goes well beyond their sentence (Jewkes and Reisdorf, 2016). The AG4C project aims to develop an App as part of the methodological framework, which will support the development of social

and emotional competencies. There are a range of constraints to the use of digital technologies in prison environments (see Coates, 2016 for an outline) and the AG4C project team will work with the pilot secure settings to ensure that the technology is compatible to these.

Developing social, emotional, civic and e-competencies through active games

Fatmanur (2010) emphasises the positive impact of engaging in sporting activities on psychological, cultural and behavioural development of individuals in addition to the physical progress usually expected. Other research has demonstrated the following themes in considering the potential of sport and activity to educate young people: respect for self and others alongside personal responsibility, self-regulation, communication skills, motivation and self-awareness (Fatmanur, 2010; Yıldız, Emre ve Çetin Zeynep, 2018; Ubago-Jiménez, González-Valero, Puertas-Molero & García-Martínez, 2019). These are all areas which are covered within the social and emotional competencies outlined in the previous section. Juval & Dandona (2012) suggest that part of the reason that this development occurs is due to the opportunity that physical activity provides for individuals to interact in a collaborative manner whilst working towards a common goal. They go on to suggest that through engaging in sport and physical activity, participants learn to develop self-regulation skills and sport provides an arena to express and channel stronger emotions (such as aggression) in a more socially appropriate manner. This is further reinforced by the finding from Mehmet, Bade ve Öztürk & Musa (2016) that when comparing children who participate in sports to children who do not participate, those who engage in sporting activities have higher levels of self-regulation. Juval and Dandona (2012) however indicate the need for caution in treating sport and physical activity as a panacea for social and emotional development in their finding that certain personality traits such as perfectionism and over-competitiveness can also influence a young athlete's self-concept. This therefore emphasises the need for ongoing interpersonal interactions with a supportive other to help mitigate against the potential detrimental impact on self-concept.

Hellison (2010) recognised the link between engaging in physical activity and developing core social and emotional competencies through the Teaching Personal and Social Responsibility model (TPSR). Sport can play a crucial role in the acquisition of values in young people because it provides a unique context, where there is opportunity for great social interaction between usually motivated students (Jacobs, Knoppersb, & Webb, 2013). Several European institutions acknowledge the potential of physical education and sport as a means of developing social, ethical and moral competencies,

such as:

- active citizenship (Banks, 2008)
- cooperation attitudes (Bailey, 2005)
- personal qualities, such as emotion regulation (Hellison, 2010)
- social skills such as teamwork, loyalty, self-sacrifice, ethical behaviour and perseverance to achieve the goals (Rudd & Stoll, 2004)

Parker, Meek and Lewis (2014) go on to emphasise the recognition within the wider literature of the social, psychological and emotional benefits of engaging in sporting pursuits with Juval & Dandona (2012) emphasising the potential of sport in providing a forum for individuals to take risks and learn how to manage both winning and losing. In order to optimise the potential of sporting activity in developing these skills, Hellison (2018) suggested that there needed to be a holistic approach to engaging learners with physical activity. Within this approach, educators need to ensure that there is protected time for relationship building and reflection alongside ensuring that the voices of the participants are heard throughout which is achieved through group meetings; explicit explanation of the desired outcomes of the activity (including the social and emotional competency development) and individualised programmes which recognise individual needs.

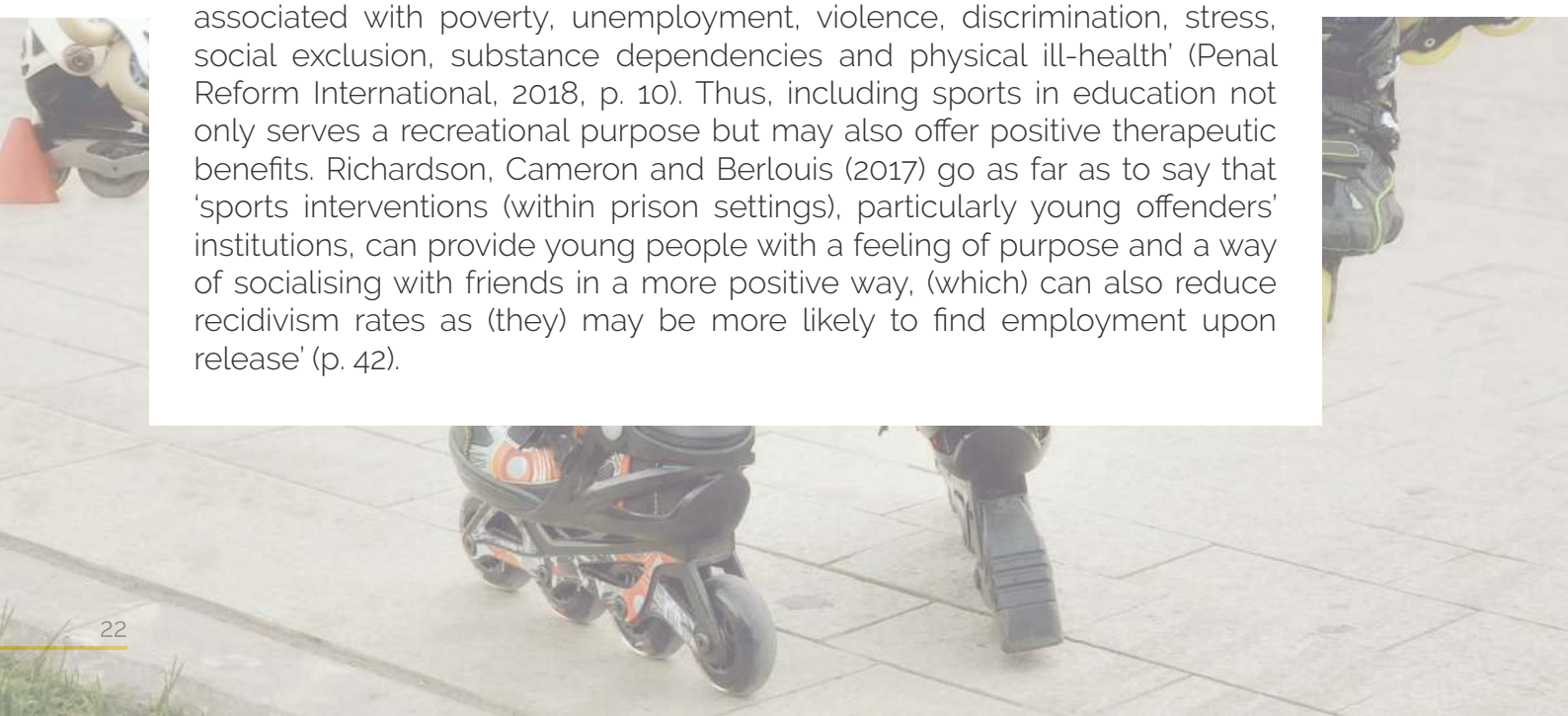
Positive Youth Development (PYD)

A further framework that has gained much traction in recent times in the concept of Positive Youth Development (PYD). Hamilton (1999) suggests the concept of PYD has been used in at least three interrelated but nevertheless different ways, as a developmental process, as a philosophy or approach to youth programming and as instances of youth programs and organisations focused on fostering the healthy or positive development of youth. In the decade following Hamilton's discussion of PYD, several different models of the developmental process believed to be involved in PYD were used to frame descriptive or explanatory research across the adolescent period (Benson et al, 2006). All of these models of the developmental process reflect ideas associated with what are termed relational developmental systems of human development (Overton, 2010) with these theoretical models emphasising that development involves mutually influential relations between individuals and their contexts. Within these theoretical models, one key approach to understanding PYD focused on the five Cs: Competence, Confidence, Connection, Character, and Caring (Lerner et al, 2005). Researchers theorised that young people whose lives incorporated these Five Cs would be on a developmental path that results in the development of a Sixth C: Contributions to self, family, community, and to the institutions of a civil society. In addition, those young people whose lives contained lower

amounts of the Five Cs would be at higher risk for a developmental path that included personal, social, and behavioral problems (Lerner, 2004).
Snyder (2012), however, argued this relationship between PYD and problem behaviors is not always so simple and uniform due to the plasticity of development whereby some children from certain homes, schools, and communities that lack resources can show themselves to be resilient and resistant to problems. Likewise (Ibid.) added others who come from environments filled with resources and support can be drawn nevertheless into numerous troubles. Therefore, on the whole, PYD researchers hypothesised that the availability of activities that supported the Five C's would help steer young people toward a life of successful contributions (Benson et al, 2011).

Engaging children who are at risk of offending/ offended in active games

Recently, attention has begun to focus on the importance of embedding sport and physical activity in penal settings as part of an effort to promote both young peoples' physical/mental health and well-being (Elger, 2009; Meek & Lewis, 2012) while contributing to social control and to reduce reoffending (Lewis & Meek, 2012). One way that this introduction to sport and physical activity (SPA) can support efforts to reduced re-offending is through the provision of opportunities to enter further education and employment (Meek, 2018). SPA can also be used to try and improve communities where current conditions are likely to increase the likelihood of criminal activity and intervene to prevent those at risk of offending, doing so (Nichols, 2010). It can further be utilised as an offender management tool (e.g., Martos-García, Devís-Devís, & Sparkes, 2009; Sabo, 2001) that could strengthen the rehabilitation process (Leberman, 2007). This is because young people often enter the secure setting with existing mental health conditions and have not been receiving treatment or support. Indeed, 'poor mental health is often associated with poverty, unemployment, violence, discrimination, stress, social exclusion, substance dependencies and physical ill-health' (Penal Reform International, 2018, p. 10). Thus, including sports in education not only serves a recreational purpose but may also offer positive therapeutic benefits. Richardson, Cameron and Berlouis (2017) go as far as to say that 'sports interventions (within prison settings), particularly young offenders' institutions, can provide young people with a feeling of purpose and a way of socialising with friends in a more positive way, (which) can also reduce recidivism rates as (they) may be more likely to find employment upon release' (p. 42).



However, assuming that young people in conflict with the law will positively engage with active games or sport within the youth justice system is too simplistic a view. This is because young people who offend are often disengaged with education and learning and if the sport or active games opportunities are presented as such, it is unlikely to be successful. Thus, it is important to focus on re-engaging young people, for which it is necessary to understand the construct of engagement. Engagement itself is a complex multidimensional construct and consists of three main components, the behavioral, the cognitive and the emotional (affective) (Fredricks et al., 2004). Engagement has been shown to be a protective factor for delinquency and problem behaviours, such as truanting, substance abuse and offending behaviour (Hirschfield & Gasper, 2011; Wang & Fredricks, 2014). Many of the characteristics in young people who offend relate to disengagement, for example, withdrawal and disruptive or distracted behaviours (Earl et al., 2017; Graham et al., 2016; Little, 2015). ahmed Shafi (2019) found that young people who offend oscillate between both active and passive forms of disengagement. Therefore, it is necessary to employ a range of strategies for re-engagement that respond to both the social and emotional conditions of the young person. She also found that the secure custodial setting was a defining feature in the social and emotional interactions of the young people in custody. This further supports the evidence that points to the need to meet the social and emotional needs of young people in conflict with the law. One way in which this may be done is to use the medium of active games, which can be viewed as a less threatening and more relaxed form of interaction. However, these games would also need to fit within the constraints of the setting and its structures in order for them to become an integral part of the offering in a secure custodial setting.

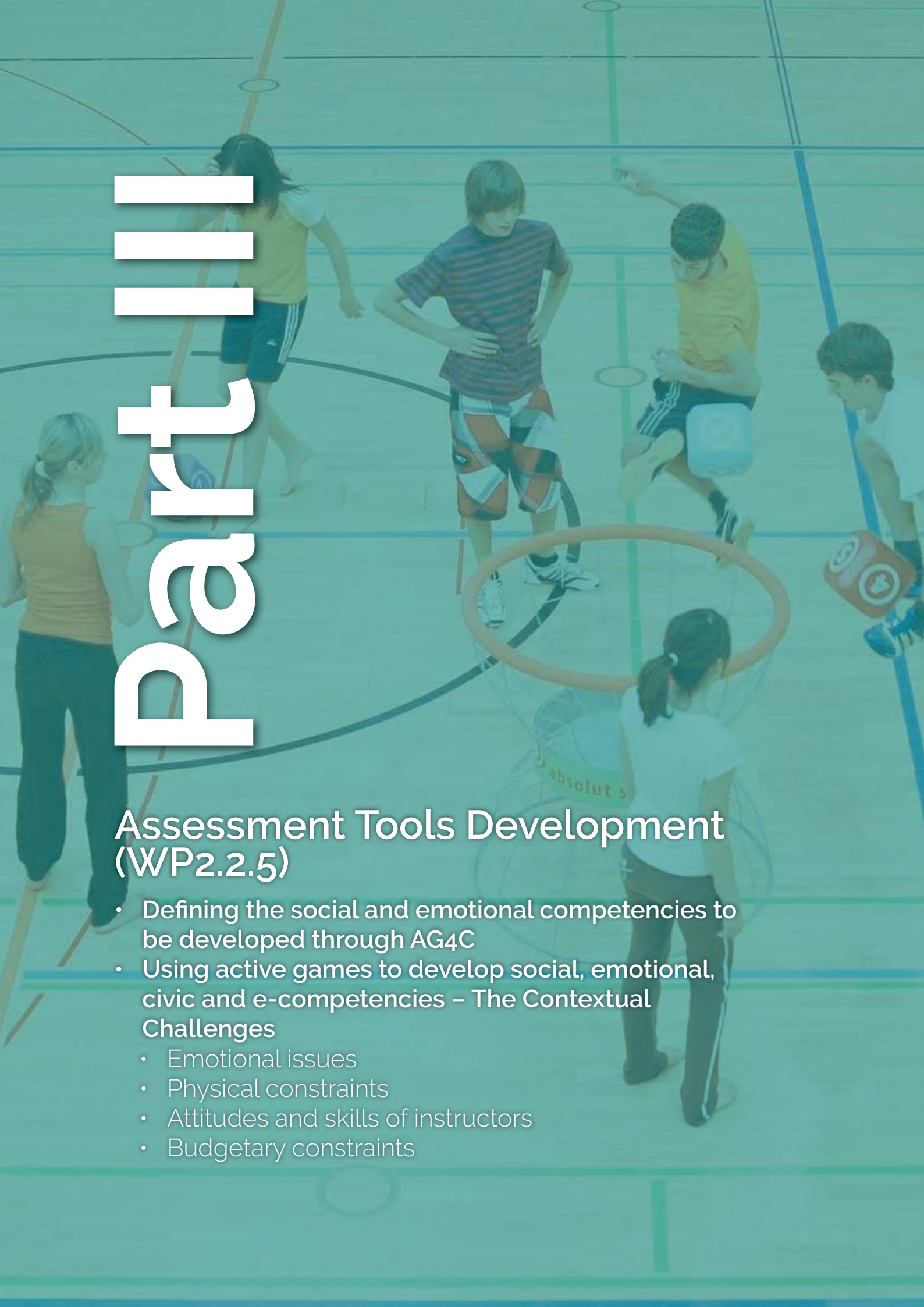
Given that the affective (emotional) component of engagement has been shown to predict behavioural engagement (Li and Lerner, 2014), it becomes important to acknowledge the emotional barriers that a young person might face when presented with learning opportunities. With regards to team sports and games, this could, for example, refer to supporting the emotional and self-regulation of the young people in terms of helping them to manage anxiety at their own performance compared to others. Helping managing the feelings when the young person falls short of their expected performance as well as how to empathise with others in that position is another aspect that would require support with young offenders. Thus attending to the emotional needs of the young people is essential even to engage them with the active games and points to the importance of skills of the pedagogue. Hellison's (2010) framework alongside features of PYD (Lerner, 2004) provide some useful and practical tools to helps support the teaching of personal and social responsibility and PYD through physical activity. These will inform the development of the activities for the AG4C Project.

Wider support

Once engaged in active games and sport whilst in the youth justice system, supporting young people to continue accessing their chosen sport or activity upon release, may increase the likelihood of desistance due to the development of support networks outside of prison (Gallant, Sherry and Nicholson, 2015). It also provides an opportunity for offenders to fill their time with a positive alternative to offending (Meek and Lewis, 2014). Similarly, community programmes designed to engage young people must provide opportunities for participants to continue with the chosen activity (Bullough, Davies and Barrett, 2015) once they are older than the targeted age group or the lifetime of the initial programme is complete. Such programmes provide those at risk of offending with wider support networks and are most effective when they are included as part of a broader strategy aiming to reduce youth offending (Chamberlain, 2013). In many cases, sport acts as an initial hook that allows participants to be engaged in a broader programme addressing wider issues (Kelly, 2012).

Whilst there is a recognition that further research is required in relation to the impact of sport SPA on effective rehabilitation and the reduction of re-offending (Chamberlain, 2013; Meek and Lewis, 2014; Gallant, Sherry and Nicholson, 2015), participants of SPA programmes in prison settings have reported that benefits derived from involvement in the programmes contributed to their avoidance of re-offending upon release (Meek and Lewis, 2014; Gallant, Sherry and Nicholson, 2015). This can be achieved through a holistic approach to developing social and emotional competencies for longer-term benefits for the young people.

The next sections of this paper report on the methodology of the selection of the tools for the assessment of the social and emotional competencies and the subsequent creation of the active games designed to develop them.



Part III

Assessment Tools Development (WP2.2.5)

- **Defining the social and emotional competencies to be developed through AG4C**
- **Using active games to develop social, emotional, civic and e-competencies – The Contextual Challenges**
  - Emotional issues
  - Physical constraints
  - Attitudes and skills of instructors
  - Budgetary constraints

Defining the social and emotional competencies to be developed through AG4C

In order to establish the assessment tool/s for the social and emotional competencies the SPECTRUM (Social, Psychological, Emotional, Concepts of self and Resilience: Understanding and Measurement) assessment tools from the Education Endowment Foundation (UK) were utilised as a basis for exploration (Wigelsworth, Humphrey & Stephens, 2017). This resource is based upon a literature review conducted by Wigelsworth, Humphrey & Stephens (2017) and conceptual mapping from 4 key sources of reference within an academically rigorous framework; their report provides additional information on how the sources were established and analysed. A total of 86 tools for measuring non-academic and essential skills were identified; each of these tools focused on measuring outcomes for children and adolescents

Each of the tools were evaluated for inclusion in the project using the following criteria: conceptual domain fidelity; target age range; opportunities and barriers to its inclusion for the AG4C project (i.e. accessibility; translations already available; cost; time taken to administer and score). Appendix 1 provides detail of the tools analysed. A short-list of potential assessment tools was drawn up, (Appendix 2), and discussed with the wider team in order to triangulate perspectives on both focus on relevant social and emotional competencies and the potential for use with the AG4C population.

The **Warwick-Edinburgh well-being scale** (WEMWBS) was established as being a 'best-fit' to meeting the above criteria. This is a free tool which was initially designed to monitor the impact of programmes and interventions around well-being. In addition to this, this scale has already been validated for multi-cultural use and has been translated into Dutch, French, German, Greek, Italian, Japenese, Spanish and Brazilian therefore meeting the first language needs of many of the partners involved in this project. The questions in the tool were cross-referenced to the core social emotional competencies identified by CASEL: Self-awareness; self-management; social awareness; relationship skills and responsible decision making (Durlak et al, 2007) (see Figure below) to ensure that all competencies correlated with at least one question (see Appendix 3 for this mapping). Additional qualitative questions were also posed to further elicit data on the core competencies of Social Awareness which only had one question addressing this in the Warwick-Edinburgh scale (see Appendix 3). The CASEL framework was selected due to its clear links between research, policy and practice underpinned by a collaborative approach with a range of expertise including practitioners,

academics and policy makers. This framework reflects the competencies identified in the literature pertaining to young people in conflict with the law and will be used to underpin the active games designed in this project. This framework also maps on to three of the eight key competencies identified by the European Commission (2006) and updated in 2018, namely *Learning to Learn, Social and Civic Competences and Sense of Initiative and Entrepreneurship.*

Figure 1 CASEL's Five Core Social and Emotional Competencies adapted from https://casel.org/what-is-sel/ and used as a basis for the social and emotional competencies to be developed through the AG4C project

The tool also uses positively phrased sentences which helps to enhance self-efficacy and optimise engagement from learners. As this tool was originally designed for monitoring impact of projects and interventions, it has an evidence base for use pre- and post- interventions in order to establish whether or not the specific social and emotional competencies identified have been impacted by engaging in the AG4C programme.

[2] See http://data.consilium.europa.eu/doc/document/ST-5464-2018-ADD-2/EN/pdf

Using active games to develop social, emotional, civic and e-competencies – The Contextual Challenges

Emotional issues

Recent research by ahmed Shafi (2018, 2019) has highlighted how the secure custodial setting is a defining feature for young people who are incarcerated. It shaped their emotional reactions and interactions with staff and peers. The study found that the emotions of young people who were incarcerated, were complex. Figure 2 below indicates the various features that had the greatest impact on the young people who were in secure custodial settings. This shows that in addition to Being Locked Up, emotions were the biggest impact on educational and learning experiences. This is in accordance to the literature on engagement, which posits emotions as central to effective engagement.

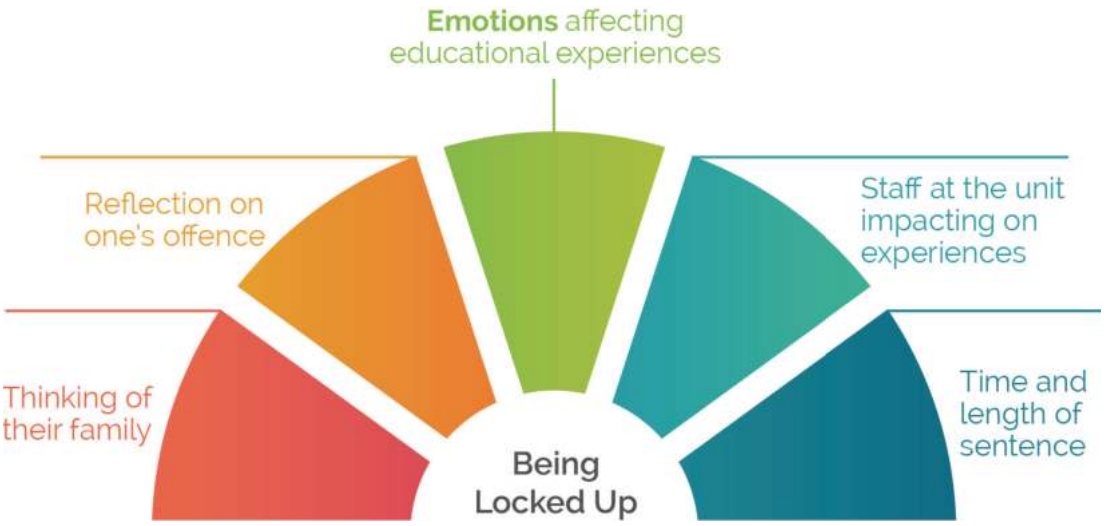


Figure 2 Being locked up as a defining feature for incarcerated young people (ahmed Shafi, 2019)

The data derived from the ethnographic study, which consisted of in-depth qualitative case studies of 16 incarcerated young people, showed how complex these emotions were. The diagram below further highlights the complexity of the emotions, which manifested in a sense of fear and uncertainty, resentment and frustration. Emotions also triggered a range of additional reactions which were expressed as a 'don't care approach', being defensive or a negative reaction to any authority.

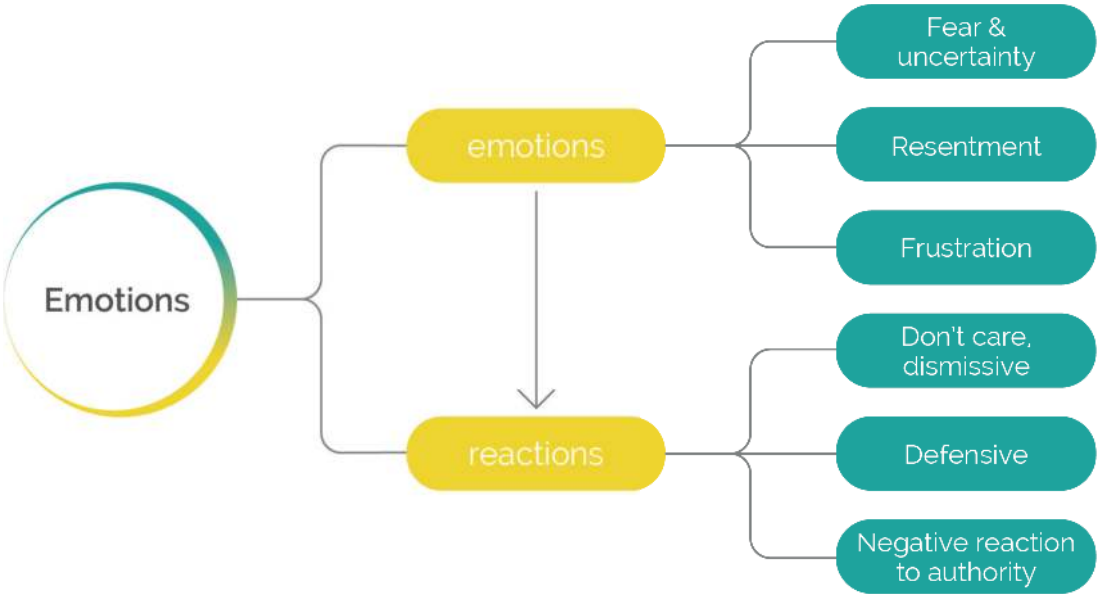


Figure 3 The complex nature of emotions from young people who were incarcerated (ahmed Shafi (2019)

The complexity of these emotions demonstrate how the secure custodial setting in particular has a considerable impact on the emotional state and subsequent social interactions with peers and staff at the settings. Recognition of these heightened emotions when introducing active games and sport as a means to develop social emotional competencies are thus important and need to be central in the design of games.

Physical constraints

Other contextual challenges include the physical space available, particularly in secure custodial settings and indeed for active games for young people serving community sentences. An analysis of such challenges was carried out by each of the partner countries. Each country completed a template to indicate the types of space available and the challenges they could envisage. In summary, all partner countries offered at least basic physical outdoor space either in the confines of the secure setting or in the community. The basis of this facility varied from the obligation to provide fresh air and natural daylight to a genuine need to ensure that outdoor space or other indoor facilities were available for active games and sport as an integral feature of the secure setting and its rehabilitative activities. Most of the partners reported that their countries institutions provided some sports and active games facilities, ranging from basic board games only to gymnasiums and sports halls. This was typically dependent on the size of the facility, local budgets and physical indoor and outdoor space. The following table 4

indicates the availability of space and facilities in the secure settings of the partners' countries.

Country	Availability of space and facilities	WiFi or other electronic devices
England	Good	No Wifi. Devices available for use under supervision
Hungary	Limited outdoor	No Wifi. Limited devices
Italy	Good	No Wifi. Limited devices
Portugal	Good	No Wifi. Limited devices
Romania	Developing	No Wifi. Limited devices
Spain	Good	No Wifi. Limited devices
Turkey	Varied	Wifi in some prisons and under supervision. Limited devices

Table 4 The availability of space and facilities for AG4C activities

The analysis of available facilities in the setting affiliated with the partner in AG4C suggested that in Portugal, there appear to be 'good general sports facilities' and that because teachers are employed by the Ministry of Education, they tend to take an educational view of sport and active games. However, they may not all have outdoor areas for such activities though if the sentence allows some young people can go outside the secure setting for sports activities. This was echoed in Italy and Spain who also take an educational and welfare approach to young people in custody. Young people in custody have a range of sports facilities on site and therefore are not permitted to leave for such activities. There is however, no research on the social and emotional competencies of incarcerated young people nor that of the use of sports in prison, which indicates that this is quite under-researched. Romania has undergone a range of recent reform and as a result, a range of sports facilities in their institutions which means that the young people do not have to leave the site. Romanian prisons have a range of professionals including educators and psychologists who assess young people on arrival and support their needs. However, as with many of the systems, because of the range of reforms and the limited resources, change has been challenging. Hungary takes a rather more restrictive approach and much of the outdoor space is to enable fresh air for up to one hour per day, though sport activity and the development of social skills are encouraged. Turkey is also going through much penal reform in recent years in a bid to emulate other European systems. A new policy on sport in prison has just been released and indicates a political willingness to implement this, hence

their engagement with this AG4C project. As is it so new, the availability of facilities is very varied throughout the country, but the ambition is to improve this.

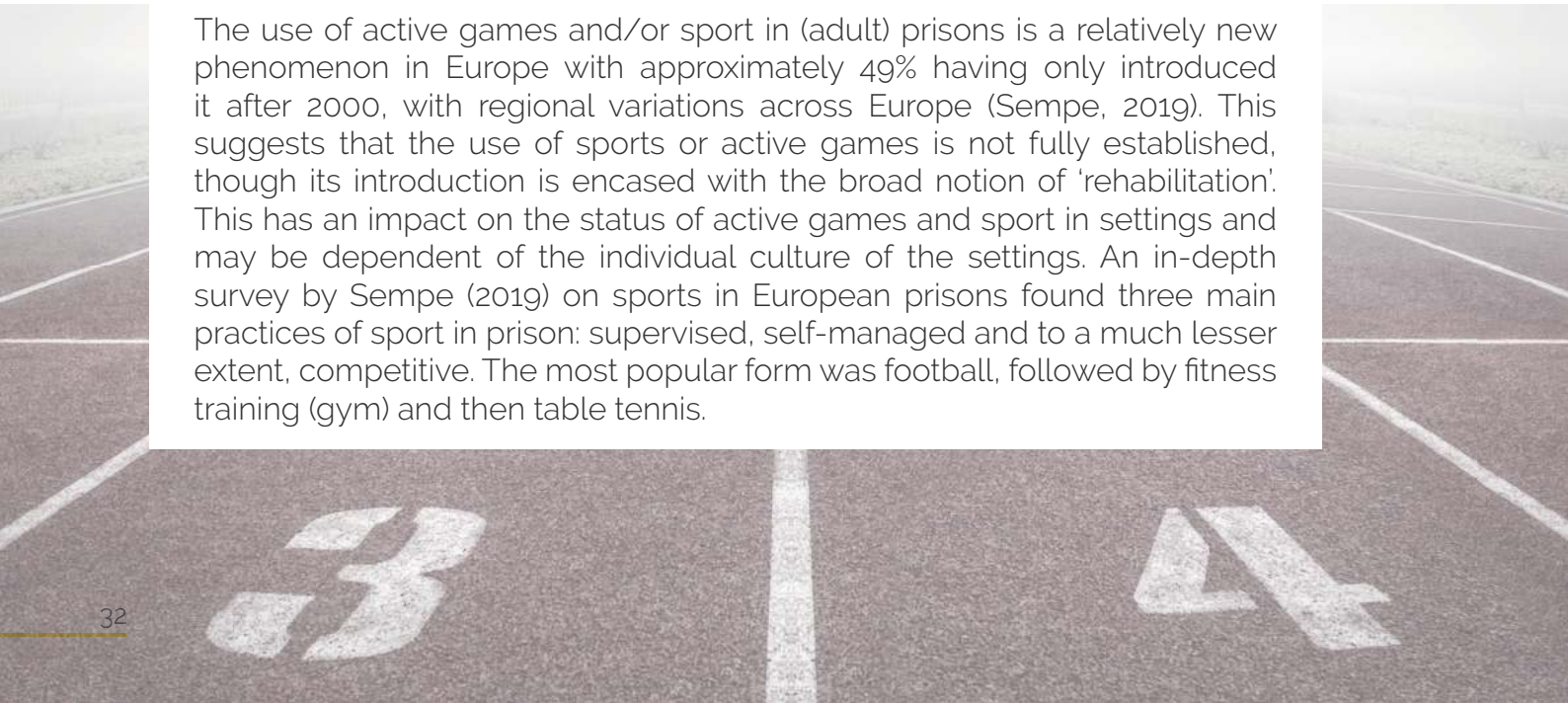
There was no reported access to Wifi or internet facilities except under close supervision and only for traditional educational activities based in classrooms. This presents some challenges for the design of the App for use with the active games and sport in order to engage and measure development and progress of the social, emotional, civic and e-competencies. This is an area that will require some structural, innovative and funding changes to the partner institutions.

Attitudes and skills of instructors

It is not just the provision of facilities or resources that are important, but also the attitudes of society and indeed staff at the settings that play an important part in the successful implementation of any interventions. This includes the general approach to what may be perceived as recreational activities when serving sentences. Further, the status that games and sport may have in the educational systems and justice systems of the partner countries can also have an impact. These issues are all in addition to the individual young people and their own personal view of active games and sport.
In addition to attitudes are the skills, experiences and disposition of instructors or teachers. There is traditionally a high turnover of staff in secure custodial settings and the training and development of staff in secure custodial setting is varied (Jeanes et al, 2009). This has implications for the delivery of interventions and indeed the success of those interventions, particularly in the light of emotional needs of young people in custody (ahmed Shafi, Templeton, Pritchard and Huang, under review).

Budgetary constraints

The use of active games and/or sport in (adult) prisons is a relatively new phenomenon in Europe with approximately 49% having only introduced it after 2000, with regional variations across Europe (Sempe, 2019). This suggests that the use of sports or active games is not fully established, though its introduction is encased with the broad notion of 'rehabilitation'. This has an impact on the status of active games and sport in settings and may be dependent of the individual culture of the settings. An in-depth survey by Sempe (2019) on sports in European prisons found three main practices of sport in prison: supervised, self-managed and to a much lesser extent, competitive. The most popular form was football, followed by fitness training (gym) and then table tennis.



However, this same study found that sports did not have a separate budget line. This suggests that partners in this project could experience some challenges in resources and facilities. Further, it can prevent difficulties in terms of forward planning of programmes if budget lines are to be shared with other rehabilitative interventions. These tensions have extended to the availability of staff and supervision of sports activities.
Thus, the games that are developed have not only to focus on the development of social and emotional competencies, but that these have to take account of the human and physical aspects of the youth justice contexts in the partner countries.

Summary

This State of the Art Analysis for the Active Games for Change Erasmus Project has presented the background of the youth justice contexts for the partner countries in order to enable a deeper understanding of some of the contextual challenges in achieving the aims and purpose of the project. This report also critically examines the literature on social and emotional competencies in general and more specifically for the profile of many young people who come into conflict with the law. Similarities in the demographic and background features of young people who come into conflict with the law indicate that the development of social and emotional competencies is warranted. The literature pertaining to the use of sport and active games to develop such competencies is also explored and whilst the research on its effectiveness for young people in youth justice setting is limited, the extant literature posits that using sports and active games can be an effective way to support the development of social and emotional competencies. However, what is clear is that this can only be so, if the design of the games is sensitive not only to the emotional needs of the young people who are in the youth justice system, but also fit within the contextual challenges and restraints of each partner country. The games must also demonstrate that they can tangibly indicate the development of competencies through the tools selected by the AG4C team to assess them. In doing so, this State of the Art Analysis Report presents the conceptual and methodological basis through which to develop the games.

Appendices

Appendix 1

	DESC	Age	Pros	Cons	Contenter
Adolescent emotion regulation Ques 80 likert	Designed to measure emotion regulation strategies in cognitive, behavioural, physiological, and social response domains; intensity or duration emotional features and pleasant or unpleasant emotional valances	12-17	Looks easy to admin / score?	$68 80 Q Lang access	
Basic Empathy scale 20 likert	The instrument is made up of two subscales detecting two different components of empathetic responsiveness: the affective empathy subscale, measuring the emotional congruence with another person's emotions, and the cognitive empathy subscale, measuring ability to understand another person's emotions.	9-18	Age range app	Only one domain Access/costs unclear	
BECK self-concept inventory for youth 20 likert	Measures perceptions about self-competence, potency, and positive self-worth in children and adolescents	7-19	Age range / 5-10 mins	Cost £250 (25 booklets)	Yes?
Brief adolescent prosocial perceptions scales	Scale of prosociality for use with a wide range of age groups up to age 16, in a range of settings, that includes both a self-report and parental-report version. It provides an assessment both of young peoples' self-perceptions and their parents' perceptions of the extent to which they are disposed towards prosocial behaviour and acts.	11-16	10 mins FREE	Can't find it?!	
California healthy kids survey – resilience 51 likert	The RYDM measures both internal assets (personal strengths) and external resources (protective factors), all of which have been linked to positive developmental outcomes.	12-17		20 mins $150	
Child and adolescent social support scale 40 likert	CASSS is a measure of perceived social support.	8-12 or 12-18	FREE		
Child Behaviour scale 38 likert	This instrument requires teachers to rate children's behaviour on a 3 point scale, considering the applicability of each item to the child	5-13	Available in journal / covers range of domains	Age limit / teacher report	

	DESC	Age	Pros	Cons	Contenter
Child self-control Rating scale 33 (alternate structure?)	EI / SE competence	8-12	Article £30	Access?	
Childrens self-efficacy for peer interaction scale 22 likert	Perceptions of self SE competence Imperatives; Rules; Requests; Negotiation; Verbal aggression	8-11	Covers app domains	Age range Dated / access?	
Culture free self-esteem inventory 67 items	Academic self-esteem; General self-esteem; Parental/home self-esteem; Social self-esteem; Personal self-esteem. Elicits perceptions of characteristics relating to specific domains within an adolescent's personal and everyday experiences	13-18 (also others)	10 mins	£34 single purchase? No uk norms	
Difficulties in emotional regulation scale 36 likert	The Difficulties in Emotion Regulation Scale (DERS) is a well validated and widely used self-report measure for assessing emotion regulation problems among adolescents and adults.	11-17	Free? Copy in shared drive	Scoring	Yes
Elementary social behaviour assessment 12 likert		5-12	Free	Wrong age group (Norway)	
Emotional awareness questionnaire	The EAQ was developed with the aim of identifying how children and adolescents feel or think about their feelings. The current version of the EAQ is designed with a six-factor structure describing six aspects of emotional functioning: Differentiating Emotions, Verbal Sharing of Emotions, Bodily Awareness of Emotions, Acting Out Emotions, Analyses of Emotions, Attention to Others' Emotions.	8-16	Free?	Only emotions (what about social ....)	Would also need another
EPOCH measure of adolescent well being 20 likert	The EPOCH Measure of Adolescent Well-being assesses five positive psychological characteristics: Engagement, Perseverance, Optimism, Connectedness and Happiness.	11-18	Free?	Well- being doesn't include all elements of SEC	
Lawrences' self-esteem 16 likert		4-13	Pay for journal	Limited age range	

	DESC	Age	Pros	Cons	Contenter
Measure of adolescent coping strategies 34 likert	Adolescent coping strategies Stoicism/distraction; Acting out; Rumination; Seeking social support; Self-care	11-16			
Myself as learner 20 likert	Enjoyment in problem solving; Academic self-efficacy; Learning self-efficacy; Careful Learning style; Anxiety; Access to and use of vocabulary in problem solving; Confidence in dealing with new work; Confidence in problem-solving ability; Verbal ability/fluency; Confidence in general ability	9-16		£60	yes
Pattern of adaptive learning survey 14 likert	This instrument is designed to assess pupils' mastery, performance-approach and performance-avoidance goal orientations. There are different versions for different school levels with the main difference being a more domain-general approach for elementary school pupils to reflect their general experience of remaining in the same class across different subjects.	5-18	Looks to measure some interesting areas	Doesn't measure all SEC	?
Positive youth development form 34 likert	The short PYD student questionnaire measures the 5 C's (Competence, Connection, Confidence, Caring and Character) and was developed as part of the 4-H Study of Positive Youth Development.	10-18	Accessible?	Available in journal – is it broad enough?	
Youth Life Orientation Test; Life Orientation TEst	A measure of optimism and pessimism that is reliably able to assess important expectations that children have about their lives.	8-12	Free – likert scale. Easy to admin/ score Only 16 questions	Just focuses on levels of optimism/ pessimism, therefore not sure whether covers enough of a range	
Weinberger Adjustment Inventory Self-Restraint Scale	Measured social-emotional adjustment Looks at distress (12 items); restraint (12 items); defensiveness (11 items); impulsiveness 10 subscales with 84 questions in total. Provides percentile ranks. 30 mins to administer. Is a 'short version which takes about 10 mins to administer	10 -17 years	Free Likert scale Standardised	Takes a while to administer but covers relevant areas. *www.selfdefiningmemories.com/WAI_Scoring_Manual.pdf*	Y

	DESC	Age	Pros	Cons	Contenter
Warwick-Edinburgh Well-being scale	Monitoring well-being in general population.	13yrs – 74 yrs	Free (need to register to use) Designed to monitor impact of programmes/ interventions around well-being. Validated for multi-cultural use. Already translated into other languages Dutch, French, German, Greek, Italian, Japanese, Spanish and Brazilian. *https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/researchers/languages/Standardised*	Doesn't start at 10 years Can't see the actual questionnaire until registered	Y
Walker-McConnell Scale of Social behaviour and school adjustment	Designed to measure 'social skills deficits' Teacher –report Likert scale	6-18yrs	Standardised	43 items, but there is a standardised shortened version (approx. 5 mins to complete) Looks like you've got to pay and doesn't look like it covers enough for our purposes	Y
UCLA loneliness scale	Assesses loneliness	12-21yrs		Too narrow for our needs.	
Trait emotional-intelligence questionnaire form	Looks at variety of social and emotional skills; interpersonal, emotional regulation, self-esteem, motivation etc.. 153 items, 25 mins to complete		Free (but suggest voluntary contribution), 7 point likert scale, covers many dimentions. There is a short version with 30 items	Have to submit forms for scoring. Over 150 questions It is translated but the link does not currently work.	?
Social Aptitudes Scale	ASD focused for behaviours that are poorly developed				N
The Shapiro Control Inventory	Measuring feelings/sense of control for children	9-15yrs	Standardised. 32 items, 10 mins to complete	Access inventory through a journal which we do not subscribe to.	

	DESC	Age	Pros	Cons	Contenter
The Self-motivation inventory for children	Measures levels of self-motivation. Particularly in conditions where there is less extrinsic reinforcement			Probably too narrow a focus for our needs Can't seem to access for free	N
The resilience scale for early adolescents	"I keep up even under the most difficult circumstances. Standardised in Turkey. Looks at teacher/ peer etc. influenced resilience.			Theoretical frameworks appears to differ from ours therefore not as relevant.	
The Mood questionnaire	Designed to measure mood in children. Looks at somatic complaints as well as emotions		Free – originally Spanish design so already translated	Needs an element of self-awareness in children. Quite simplistic 'I feel happy; I feel sad…' etc..	
The General Regulatory Focus questionnaire	Looks at goal setting and types of goals that would interest the child.	14-18yrs	Free	Age range at upper end of what we need and too goal focused; too specific	
The Expression and Emotion Scale for children	Lack of emotion awareness and lack of motivation to demonstrate negative emotions			Difficult to access via a journal and doesn't really tap into the emotional profile of our target group.	
The Com-prehensive Quality of Life Scale - School	46 questions 15 minutes. Explores perceptions of quality of life. Health, productivity, intimacy, sense of well-being	11-18 yrs	Free – likert scale	Cant seem to find the link to access online	
The child and youth resilience measure	Measure of individual and systems level resources which can help build a youths resilience	9-23 yrs	28 items – filled in by an adult who is closest to the child Based on Ungars work. Also got very child friendly self-report items.	Focused more on resilience than emotions.	
The career locus of control scale for adolescents	Looks at external and internal locus of control factors	15-16yrs		Very narrow age range	

	DESC	Age	Pros	Cons	Contenter
The adolescent self-regulatory inventory	Short and long-term regulation	11-16yrs	Free, standardised, likert	Only been standardised on a relatively small sample within one school in one country	
Teacher rating of academic achievement motivation.	Insight into students motivation Only focuses on motivation so less relevant	8-11 yrs	Free		N
Tangney self control scale	General capacity for self/ impulse control	11-16yrs	Likert scale Free		N
Student's life satisfaction scale	Brief measure of global life satisfaction	11-14 yrs	Only 7 items Free		N
Student Engagement Instrument	Measures cognitive and affective engagement	8-18 yrs	Free 33 items likert scale		N too narrow
SDQ	Emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems, prosocial behaviour	4-17 years	Completed by student, parent and teacher Likert	Already translated into multiple languages *http://www.sdqinfo.com/py/sdqinfo/b0.py*	Y
Stirling Children's wellbeing scale	Positively worded evaluation of children's life wellbeing including interpersonal measures	8-15 years	12 items Likert scale	More general overview of ehwb scales *https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-practice-unit/files/pub_and_resources_resources_for_profs_mental_health_toolkit.pdf*	N
Social emotional and character wellbeing scale	Social emotional skills and character, pro social behaviours, respect at home and school	4-11 years		Too young Free	N
Social skills improvement system-rating scales	Measures academic competence, social skills and problem behaviours	4-18 years	Uses triangulation parent, teacher, student Measures academic competence, social skills and problem behaviours Likert £275 Cost prohibitive		N because of cost

	DESC	Age	Pros	Cons	Contenter
Social competence inventory	Measures social skills and behaviour	7-10 years	Likert teacher and parent report Free		No, too young
Shorter warwick-Edinburgh mental well-being scale	Positively worded subjective measure of wellbeing	6-18 years	Likert Free		No because not competency based

Appendix 2

Tool	Description
Difficulties in emotional regulation scale 36 likert	The Difficulties in Emotion Regulation Scale (DERS) is a well validated and widely used self-report measure for assessing emotion regulation problems among adolescents and adults.
Myself as learner 20 likert	Enjoyment in problem solving; Academic self-efficacy; Learning self-efficacy; Careful Learning style; Anxiety; Access to and use of vocabulary in problem solving; Confidence in dealing with new work; Confidence in problem-solving ability; Verbal ability/fluency; Confidence in general ability
Weinberger Adjustment Inventory Self-Restraint Scale	Measured social-emotional adjustment Looks at distress (12 items); restraint (12 items); defensiveness (11 items); impulsiveness 10 subscales with 84 questions in total. Provides percentile ranks. 30 mins to administer. Is a 'short version which takes about 10 mins to administer
Warwick-Edinburgh Well-being scale	Monitoring well-being in general population. *https://www2.uwe.ac.uk/services/Marketing/students/pdf/Wellbeing-resources/well-being-scale-wemwbs.pdf*
Trait emotional-intelligence questionnaire form	Looks at variety of social and emotional skills; interpersonal, emotional regulation, self-esteem, motivation etc.. 153 items, 25 mins to complete
SDQ	Emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, prosocial behaviour
Holistic student assessment (HSA)	Short version 10 minutes (longer 15-20) 31-60 items Various languages •Academic Motivation •Action Orientation •Assertiveness •Critical Thinking •Emotion Control •Empathy •Learning Interest •Optimism •Perseverance •Reflection •Relationships with Peers •Trust

Age	Pros	Cons
11-17 years	Free? Copy in shared drive	Scoring
9-16 years		£60
10 -17 years	Free Likert scale Standardised	Takes a while to administer but covers relevant areas. *http://www.selfdefiningmemories.com/WAI_Scoring_Manual.pdf*
13 – 74 years	Free (need to register to use) Designed to monitor impact of programmes/ interventions around well-being. Validated for multi-cultural use. Already translated into other languages Dutch, French, German, Greek, Italian, Japanese, Spanish and Brazilian. *https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/researchers/languages/* Standardised	Doesn't start at 10 years Can't see the actual questionnaire until registered
	Free (but suggest voluntary contribution), 7 point likert scale, covers many dimentions. There is a short version with 30 items	Have to submit forms for scoring. Over 150 questions It is translated but the link does not currently work.
4-17 years	Completed by student, parent and teacher Likert	Already translated into multiple languages *http://www.sdqinfo.com/py/sdqinfo/b0.py*
10-18 years	Cost? Have emailed to try and find out Journal article in shared drive	

From the CASEL website
http://measuringsel.casel.org/assessment-guide/measure/holistic-student-assessment-hsa/

Example questions
https://measuringsel.casel.org/wp-content/uploads/2018/09/HSA_Scale_Overview_and_Sample_Items_No_SDQ.pdf

e.g.
Social and Emotional Competency Survey for Students (SEL-C)

Appendix 3

Qualitative and Quantitative Data mapping onto CASEL competencies AG4C

WEMWBS Scale Item	CASEL competency
I've been feeling optimistic about the future	Self-management
I've been feeling useful	Self-awareness
I've been feeling relaxed	Self-awareness
I've been feeling interested in other people	Social awareness
I've had energy to spare	Self-management
I've been dealing with problems well	Responsible decision-making
I've been thinking clearly	Responsible decision-making
I've been feeling good about myself	Self-awareness
I've been feeling close to other people	Relationship skills
I've been feeling confident	Self-awareness
I've been able to make up my own mind about things	Responsible decision-making
I've been feeling loved	Relationship skills
I've been interested in new things	Self-management
I've been feeling cheerful	Self-awareness

WEMWBS Scale Item	
How did working with others help you to achieve the end goal of the games?	Relationship Skills, Social Awareness
How did you overcome any difficulties that you felt in achieving the end goal of the games?	All areas: Self-Management, Responsible Decision-Making, Self-Awareness, Relationship Skills, Social Awareness

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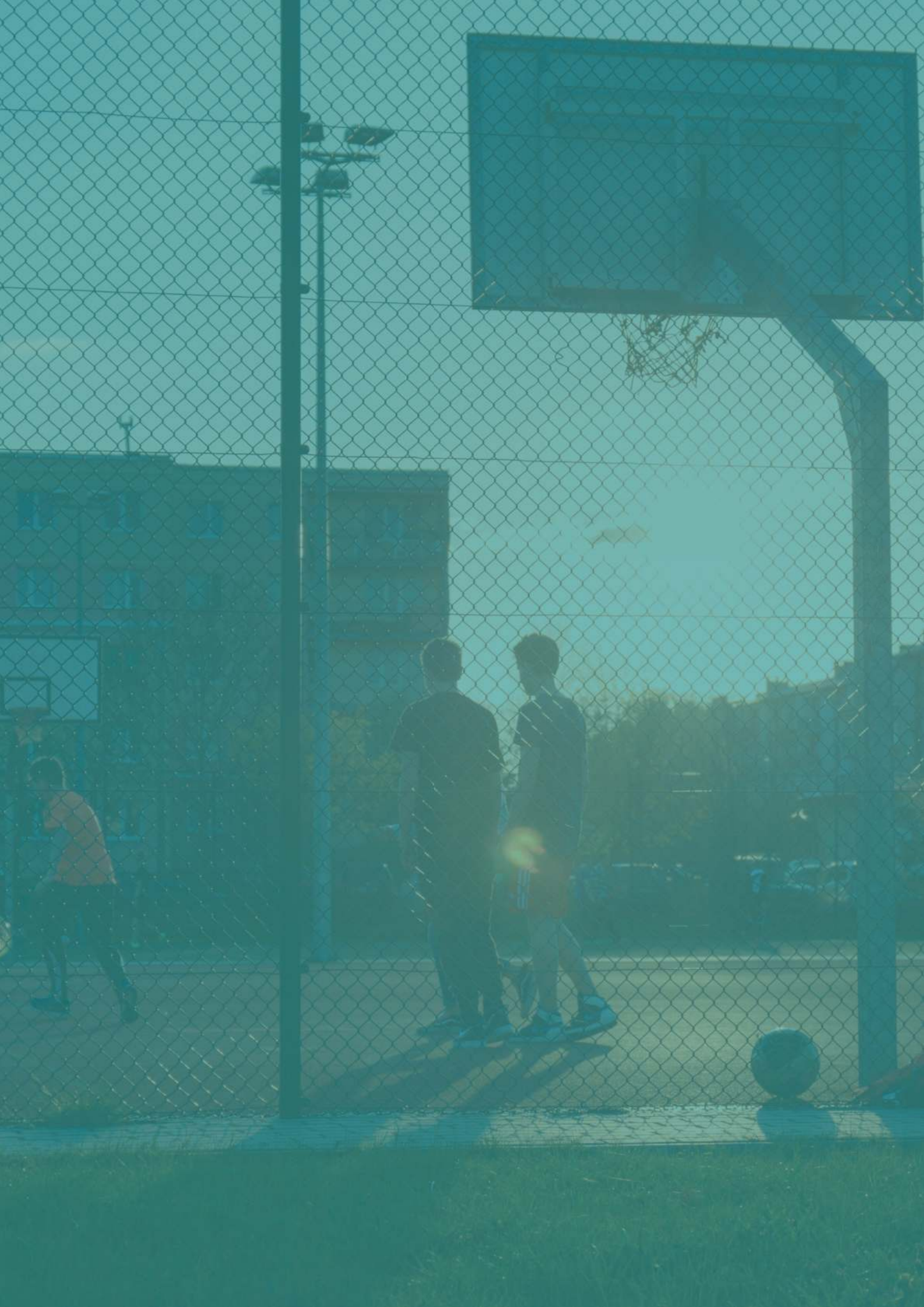
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