

Hand in Hand

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

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Albert Denk* ^a, Fabian Müller* ^a, Emily Lubaway* ^a, Christine Sälzer ^a, Ana Kozina ^b, Maša Vidmar ^b, Maria Rasmusson ^c, Iris Marušić ^d, Helle Jensen ^e, Birgitte Lund Nielsen ^e, Svenja Vieluf ^f, Aleš Ojsteršek ^g, and Svetlana Jurko ^h

^a TUM School of Education, Technical University of Munich, Munich, Germany

^b Pedagoški inštitut, Educational Research Institute, Ljubljana, Slovenia

^c Department of Education, Mid Sweden University, Sundsvall, Sweden

^d Institute for Social Research in Zagreb, Zagreb, Croatia

^e Via University College, Aarhus, Denmark

^f Deutsche Institut für Internationale Pädagogische Forschung, Frankfurt, Germany

^g Ministry of Education, Science and Sport, Ljubljana, Slovenia

^h Network of Education Policy Centres, Zagreb, Croatia

* Authors equally contributed

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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 – an EU-based universal social, emotional and intercultural (SEI) learning programme (a programme 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 build inclusive societies (i.e. classrooms, schools) by improving the social, emotional and intercultural competencies of students and school staff – a whole-school approach. A whole-school approach engages the entire school community (in our case: students of one class, their teachers, counsellors and the principal) in a cohesive, collective and collaborative effort. Even though SEI competencies have proven positive effects on individual-level, class-level and school-level outcomes, so far they have not been explicitly included in all national education systems across Europe. The project aims to change the role of SEI competencies in educational settings in the 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 (the EU and international) in relation to SEI competency measurements or the SEI programme 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 programme) and beyond, namely:

- **an SEI assessment catalogue**
- an SEI school staff programme catalogue
- an SEI student catalogue

The SEI assessment catalogue is divided into the following 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 first, followed by
- **national catalogues** of selected SEI measures from the countries participating in the project (Croatia, Germany, Slovenia, Sweden).

The following catalogue contains 168 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), PSYINDEX (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, 149 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 73 for assessing “intercultural” competences. Those tools encompass 146 inventories (e.g. questionnaires, self-reports, surveys) and 14 other types of assessment tools (e.g. interviews, observation tools, vignettes); 111 tools address students and 65 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

r_2 : retest reliability

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SCIENTIFIC ASSESSMENT TOOLS

Instrument information by year of release												Psychometric Properties		
Instrument	On file?	Authors (year): Origin	S	E	I	S	S	Type	Items	Dimensions - Content	Author (year). Title.	N =	Reliability	Validity
Coping With Acculturative Stress in American Schools (CASAS-A)	Yes - in article	Castro-Olivo, Palardy, Albeg, & Williamso n (2013). USA	X	X	X	X		Questionn aire	17	Five (5) dimensions - Student's measures of coping with: 1) perceived discrimination, 2) English language learner related stress, 3) familial acculturative gap, and 4) low sense of school and community belonging	Castro-Olivo, S. M., Palardy, G. J., Albeg, L., & Williamson, A. A. (2014). Development and Validation of the Coping with Acculturative Stress in American Schools (Casas-A) Scale on a Latino Adolescent Sample. Assessment for Effective Intervention, 40(1), 3–15.	N = 148	α = .88 and r = .84	Concurrent validity (r = .66) with ASIC; convergent validity with ethnic identity of (r = .45); no significant correlation was found for personal resiliency (divergnt validity)
Cultural Socialization Scale	No - only sample in article	Umaña-Taylor & Fine (2004)	X	X	X	X	X	Scaled Questionn aire	32 (8 / sub scale)	Four (4) dimensions - Person's socialization within: 1) family heritage culture, 2) family mainstream culture, 3) peer heritage culture, and 4) peer mainstream culture	Wang, Y., Benner, A. D., & Kim, S. Y. (2015). The Cultural Socialization Scale: Assessing family and peer socialization toward heritage and mainstream cultures. Psychological Assessment, 27(4), 1452–1462.	N = 252	α = .88 to .94	NA
Comprehensi ve School Climate Inventory (CSCI)	No - need access	Stamler, Scheer & Cohen (2006): USA	X	X	X	X		Inventory Questionn aire and In-depth Profile of the School	NA	Three (3) components - Person's 1) student perceptions, 2) parent perceptions, and 3) school staff perceptions of the socio-ecological environment of their school	Stamler, J. K., Scheer, D. C., & Cohen, J. (2009). Assessing school climate for school improvement: Development, validation and implications of the Student School Climate Survey. New York. New York, NY: Center for Social Emotional Education.	N = 815 6	NA	NA
Cross-Cultural Adaptability Inventory (CCAI)	No - need access	Kelley & Meyers (1995): USA	X	X	X	X		Inventory Questionn aire	50	Four (4) dimensions - Student's 1) flexibility and openness, 2) emotional resilience, 3) perceptual acuity, and 4) personal autonomy	Davis, S. L., & Finney, S. J. (2016). A Factor Analytic Study of the Cross-Cultural Adaptability Inventory. Educational and Psychological Measurement, 66(2), 318–330. Williams, T. R. (2016). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. Journal of Studies in International Education, 9(4), 356–371. Lombardi, M. R. (2010). Assessing Intercultural Competence: A Review. NCSSMST Journal, 16(1), 15–17. Sinicrope, C., Norris, J., & Watanabe,	N = 709	α = .54 to .80	Low correlations with the component they represented or high correlations with other components; no cross-validation

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Short Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS)	Yes	Tennant et al. (2007): UK	X	X	X		Scaled Questionnaire	14	Three (3) dimensions - Student's positive well-being via: 1) psychological functioning, 2) cognitive-evaluative dimensions, and 3) affective-emotional aspects, with a total "Well-Being Index".	Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., . . . Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. Health and quality of life outcomes, 5, 63. https://doi.org/10.1186/1477-7525-5-63	N = 354	$\alpha = .89$ (student sample); 0.91 (population sample)	Content validity by reviewing the frequency of complete responses and the distribution of responses to each item. Criterion validity: Correlations between scores on the WEMWBS and eight other scales.
Student Relationship to School	Yes	Libbey (2004): USA	X	X	X		Questionnaires	1) 9 2) 20 3) 10 4) 35 5) 14 6) 16 7) 18 8) 11 9) NA 10) NA 11) NA 12) 9	Twelve (12) scales - 1) Positive Orientation to School (Jessor, Van Den Bos, Vanderryn, Costa, Turbin, 1995); 2) School Attachment (Mouton, Hawkins, McPherson, and Copley, 1996); 3) Attachment to School (Gottfredson, Fink, and Graham, 1994); 4) School Bonding (Jenkins, 1997); 5) School climate (Simons-Morton and Crump, 2002); 6) School Connection (Commitment, power, belonging, and belief in rules) (Brown and Evans, 2002); 7) School Context (school connection, school regulation, and school facilitation of autonomy) (Eccles, Early, Frasier, Belansky, and McCarthy, 1997); 8) School Engagement (Ryan and Patrick, 2001); 9) School Involvement (Caspi, Moffitt, Wright, and Silva, 1998); 10) Student Satisfaction with School (Samdal, Nutbeam, Wold, and Kannas, 1998); 11) Student Identification with School (Voelkl, 1996); 12) Teacher Support (Rosenfeld, Richman, and Bowen, 2000)	Libbey, H. P. (2004). Measuring Student Relationships to School: Attachment, Bonding, Connectedness, and Engagement. Journal of School Health, 74(7), 274–283.	NA	NA	NA

Teacher-Pupil Observation Tool (T-POT)	Yes	Martin et al. (2010): UK	X	X		X	X	Observation Tool	27	Eight (8) observation criteria - 1) teacher positive behaviour (e.g. use of praise and encouragement); 2) teacher negative behaviour (e.g. criticism, negatively phrased commands); 3) teacher praise (specific and non-specific praise); 4) class compliance / non-compliance (responses to teacher commands and questions); 5) class negative behaviour to the teacher (e.g. verbal or physical aggression); 6) class prosocial behaviour; 7) class off-task behaviour; 8) 'total negatives' (sum of all negative behaviours by teachers and children)	Berry, V., Axford, N., Blower, S., Taylor, R. S., Edwards, R. T., Tobin, K., ... Bywater, T. (2016). The Effectiveness and Micro-costing Analysis of a Universal, School-Based, Social-Emotional Learning Programme in the UK: A Cluster-Randomised Controlled Trial. <i>School Mental Health</i> , 8(2), 238–256. Martin, P. A., Daley, D., Hutchings, J., Jones, K., Eames, C., & Whitaker, C. J. (2010). The Teacher-Pupil Observation Tool (T-POT). <i>School Psychology International</i> , 31(3), 229–249.	N1 = 12; N2 = 107	$\alpha = .78$ (inter-rater)	good internal validity, concurrent validity and discriminant validity
Washington State Healthy Youth Survey (HYS)	Yes	Washington State Department of Health (2002): USA	X	X		X		Survey	101-110	Nine (9) dimensions health assessment - 1) school climate, 2) alcohol, tobacco, and other drug use, 3) family risk and protective factors, 4) demographics, 5) health, 6) quality of life, 7) community risk and protective factors, 8) peer and individual risk and protective factors, and 9) school risk and protective factors	Haggerty, K., Elgin, J., & Woolley, A. (2011). Social-emotional learning assessment measures for middle school youth. Social Development Research Group. University of Washington: Raikes Foundation.	N = 230 000 (apx.)	NA	NA
Brief Self-Control Scale (BSCS)	Yes (link)	Tangney et al. (2004): USA	X	X		X		Scaled Questionnaire	13	Four (4) dimensions - Person's self-regulatory behavior via: 1) thoughts, 2) emotions, 3) impulses, and 4) performance	Tangney, J.P., Baumeister, R.F., & Boone, A.L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. <i>Journal of Personality</i> , 72, 271–322. Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological science</i> , 16(12), 939–944.	N = 351	$\alpha = .89$; .89 (test-retest)	NA
Eysenck I.6 Junior Impulsiveness Subscale (EJI)	Yes (link)	Eysenck, Easting, & Pearson (1984): UK	X	X		X		Inventory, Scaled Questionnaire	77	Three (3) dimensions - Includes yes/no questions about the person doing and saying things, regarding: 1) impulsiveness, 2) venturesomeness, and 3) empathy	Eysenck, S.B., Easting, G., & Pearson, P. (1984). Age norms for impulsiveness, venturesomeness and empathy in children. <i>Personality and Individual Differences</i> , 5, 315–321. Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological science</i> , 16(12), 939–944.	N = 1505	$\alpha = .71$ to .84	NA

Strengths and Difficulties Questionnaire (SDQ)	Yes (link)	Goodman (1997): UK	X	X			X	Questionnaire	25	Four (4) dimensions - Person's 1) emotional symptoms, 2) conduct problems, 3) hyperactivity or inattention, 4) peer relation problems or prosocial behaviour	<p>Goodman R (1997) The Strengths and Difficulties Questionnaire: A Research Note. <i>Journal of Child Psychology and Psychiatry</i>, 38, 581-586.</p> <p>Berry, V., Axford, N., Blower, S., Taylor, R. S., Edwards, R. T., Tobin, K., . . . Bywater, T. (2016). The Effectiveness and Micro-costing Analysis of a Universal, School-Based, Social-Emotional Learning Programme in the UK: A Cluster-Randomised Controlled Trial. <i>School Mental Health</i>, 8(2), 238-256.</p> <p>Plenty, S., Ostberg, V., & Modin, B. (2015). The role of psychosocial school conditions in adolescent prosocial behaviour. <i>School Psychology International</i>, 36(3), 283-300.</p>	N = 403	r = 0.73; r ² = 0.62	<p>Concurrent validity: high correlation between the total scores generated by the SDQ and Rutter questionnaires</p> <p>good discriminant validity demonstrated by high problems scores being associated with increased psychiatric risk</p>
Interpersonal Competence Questionnaire (ICQ) - German Language Version	Yes (link)	Buhrmester, Furman, Wittenberg, & Reis (1988): USA	X	X		X	X	Questionnaire	40	Five (5) dimensions of social competence - Person's 1) initiation of interactions and relationships, 2) assertion of personal interests, 3) self-disclosure of personal information, 4) emotional support of others, and 5) management of interpersonal conflicts	Kanning, U. P. (2006). Development and validation of a German-language version of the Interpersonal Competence Questionnaire (ICQ). <i>European Journal of Psychological Assessment</i> , 22(1), 43-51.	N = 1955	α = .72 to .84	positive correlations between the ICQ scales and the NEO-FFI scales of extraversion, conscientiousness, openness and agreeableness as well as negative correlations between the ICQ scales and neuroticism (NEO-FFI).
Kirby Delay-Discounting Rate Monetary Choice Questionnaire	Yes (link)	Kirby & Maraković, (1996) USA	X	X		X	X	Questionnaire	27	One (1) dimension: Ability to delay gratification	<p>Kirby, K. N., & Maraković, N. N. (1996). Delay-discounting probabilistic rewards: Rates decrease as amounts increase. <i>Psychonomic Bulletin & Review</i>, 3(1), 100-104.</p> <p>Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological science</i>, 16(12), 939-944.</p>	N = 672	NA	NA

Social and Emotional Health Survey (SEHS)	Yes - in article	Furlong, You, Renshaw, Smith & O'Malley (2013): USA	X	X		X		Survey	36	Four (4) dimensions - Social-emotional health relating to the person's: 1) belief in self (via self-efficacy, self-awareness, persistence); 2) belief in others (via school support, family coherence, peer support); 3) emotional competence (via emotional regulation, empathy, behavioral self-control); and 4) engaged living (via gratitude, zest, optimism)	Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary Development and Validation of the Social and Emotional Health Survey for Secondary School Students. <i>Social Indicators Research</i> , 117(3), 1011–1032.	N = 4189	$\alpha = .92$	Has convergent validity with the Percieved School Safety Index of the California School Climate Index, and discriminant validity with the CHKS Core Module A and the US Youth Risk Behavior Surveillance Survey, and concurrent validity between two samples taken from the original sample
MIHI (Multifactor Internalized Homophobia Inventory)	Yes - in article	Flebus & Montano (2012): ITA	X	X		X	X	Inventory Questionnaire	85	Eight (8) dimensions - Feelings, self-perceptions, and life experiences of homosexuals (factors linked to internalized homophobia): 1) fear of coming out, 2) regret about being homosexual, 3) moral condemnation, 4) gay-lesbian parenting, 5) integration in the homosexual community, 6) counter-prejudicial attitudes, 7) homosexual marriage, and 8) stereotypes, varied between two sexes	Flebus, G. B., & Montano, A. (2012). The multifactor internalized homophobia inventory. <i>TPM - Testing, Psychometrics, Methodology in Applied Psychology</i> , 19(3), 219–240.	N = 1077	$\alpha = .61$ to $.90$	content validity was ascertained by the authors who had assembled the items according to hypothetical measurement scales concurrent validity NA
Revised Olweus Bully/Victim Questionnaire (OBVQ)	Yes - in article	Olweus (1996): NOR	X	X		X		Questionnaire	22 each	Two (2) scales - 1) acts of victimization and 2) acts of bullying	Olweus D. The Revised Olweus Bully/Victim Questionnaire. Bergen: Research Center for Health Promotion; 1996. Gonçalves, F. G., Heldt, E., Peixoto, B. N., Rodrigues, G. A., Filipetto, M., & Guimarães, L. S. P. (2016). Construct validity and reliability of Olweus Bully/Victim Questionnaire – Brazilian version. <i>Psicologia: Reflexão e Crítica</i> , 29(1), 343. Kzriakides, L., Kaloziro, K., & Lindsaz, G. (2007). An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch Measurement Model. <i>British Journal of Educational Psychology</i> . DOI: 10.1348/000709905X53499	N = 713	Gonçalves et al. $\alpha = .84$ to $.87$ Kzriakides et al. $\alpha = .87$ to $.92$	construct validity: both QBO scales measures the same construct proposed for the overall instrument

Teacher Efficacy Scale for Classroom Diversity (TESCD)	Yes - in article	Kitsantas (2012): USA			X		X	Scaled Questionnaire	10	One (1) primary measure of teachers' self-efficacy beliefs in their capability to teach students from diverse backgrounds	Kitsantas, A. (2012). Teacher efficacy scale for classroom diversity (tescd): A validation study. <i>Profesorado</i> , 16(1), 35–44.	N = 417	$\alpha = .91$	good construct and concurrent validity
Assessment of Students' Social-Emotional Competencies and Academic Achievement	Yes - in article	Moceri (2015): USA	X	X		X		Report Cards	NA	*Behavioral ratings and comments were only partially able to assess the five core aspects of SEL	Moceri, D. C. (2015). The assessment of students' social-emotional competencies and academic achievement (Dissertation). The State University of New Jersey, Rutgers.	N = 1243	NA	NA
Communities That Care (CTC) Survey	Yes - in article	Quinby, Hanson, Brooke-Weiss, Arthur & Hawkins (2008): USA	X	X		X		Inventory Survey	17	Two (2) components - Includes 1) CTC training implementation assessment tools (participant attendance records, changes in participant attitudes and knowledge from before to after training events, and surveys of CTC board members 5 to 11 months after the CBO training), and 2) a community-based strategic approach to reducing youth involvement in problem behaviors (reducing levels of risk, increasing levels of protection and reducing levels of substance use, delinquency, and other adolescent problem behaviors in communities).	Quinby, R. K., Hanson, K., Brooke-Weiss, B., Arthur, M. W., Hawkins, J. D., & Fagan, A. A. (2008). Installing the Communities That Care prevention system: Implementation progress and fidelity in a randomized controlled trial. <i>Journal of Community Psychology</i> , 36(3), 313-332. Hawkins, J. D., Brown, E. C., Oesterle, S., Arthur, M. W., Abbott, R. D., & Catalano, R. F. (2008). Early effects of Communities That Care on targeted risks and initiation of delinquent behavior and substance use. <i>Journal of Adolescent Health</i> , 43(1), 15-22.	N = 4407	NA	By analysis of coordinators' selfassessments of implementation progress on the nine Phase Five CTC milestones, at a point in time when the majority of communities had progressed only approximately halfway through Phase Five, through Milestone 5.5. Higher ratings of completion of the early benchmarks of Phase Five compared with the later Phase Five benchmarks suggests valid reporting by coordinators.

Engaged Teachers Scale (ETS)	Yes - in article	Klassen et al. (2013): UK, Canada, Turkey	X	X		X	Scaled Questionnaire	16	Three (3) dimensions - Teacher's 1) cognitive engagement, 2) emotional engagement, and 3) social engagement with a) students and b) colleagues	Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). <i>Frontline Learning Research</i> , 1(2), 33–52.	N = 810	$\alpha = .84$ to $.89$	The ETS correlates positively with the UWES and to be positively related to, but empirically distinct from, a measure of teachers' self-efficacy (the TSES).
Interpersonal Relationship Inventory for Early Adolescents	Yes - in article	Tilden et al. (1990): USA	X	X		X	Inventory Questionnaire	26	Two (2) dimensions - Based on Tilden Interpersonal Relationship Inventory (IPRI): 1) social support and 2) conflict	Yarcheski, A. d., Mahon, N., Yarcheski, T., & Hanks, M. (2008). Psychometric evaluation of the interpersonal relationship inventory for early adolescents. <i>Public Health Nursing</i> , 25(4), 375–382.	N = 147	$\alpha = .86$ to $.90$	Construct validity by testing hypotheses derived from theoretical propositions linking support or conflict to general humor, self-esteem, and symptom patterns; the results of the hypotheses were statistically significant and in the predicted direction.
Inventory of Teachers' Perceptions on Socio-Emotional Needs (TEPESSENI)	Yes - in article	Moreira, Pinheiro, Gomes, Cotter & Ferreira (2013): Portugal	X	X		X	Inventory and Scaled Questionnaire	39	Three (3) dimensions - To meet teachers' and school's needs for promoting socio-emotional skills in: 1) the teaching-learning process, 2) dealing with students' socio-emotional deficits, 3) socio-emotional needs related to teacher's initial training	Moreira, P. A., Pinheiro, A., Gomes, P., Cotter, M. J., & Ferreira, R. (2013). Development and evaluation of psychometric properties of an inventory of teachers' perceptions on socio-emotional needs. <i>Psicologia: Reflexão e Crítica</i> , 26(1), 67-76.	N = 266	$\alpha = .85$	Confirmatory analyses revealed a good fit of the model to the data
Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R)	Yes - in article	Ponterotto, J. G., Gretchen, D., Utsey, S. O., Rieger, B. P., & Austin, R. (2002): USA	X		X	X	Scaled Questionnaire	28: 17 knowledge, 11 awareness	Two (2) dimensions - Person's 1) multicultural knowledge and 2) multicultural awareness	Lu, J. (2017). Multicultural Counseling Knowledge and Awareness Scale: Re-Exploration and Refinement. <i>International Journal for the Advancement of Counselling</i> , 39(1), 14–27.	N = 176	$\alpha = .90$	Original scale is the MCAS, which was criticized for low validity. It was revised into the MCKAS, and now this is the MCKAS-R, created to further improve validity; however, there is still little data on overall validity of this scale

Multicultural Counseling Knowledge and Awareness Scale (MCKAS)	Yes - in article	Ponterotto, J. G., Gretchen, D., Utsey, S. O., Rieger, B. P., & Austin, R. (2002): USA	X		X		X	Scaled Questionnaire	32	Two (2) dimensions - Counselor's 1) knowledge (20 items exploring general knowledge about multicultural counseling) and 2) awareness (12 items exploring their Eurocentric worldview bias and assessing their attitudes and beliefs about working with diverse clients)	Cannon, E. P. (2008). Promoting moral reasoning and multicultural competence during internship. <i>Journal of Moral Education</i> , 37(4), 503–518.	N = 525	$\alpha = .80$ to $.90$; $r = .04$	Content validity: was established through multicultural expert ratings of item clarity and domain appropriateness, independent card-sort procedures and the use of a graduate student focus group Convergent validity for Knowledge subscale: indicated by its significant correlation with the Knowledge subscales of the Multicultural Counseling Inventory (MCI) and the Multicultural Awareness-Knowledge-Skills Survey
Personal-Interpersonal Competence Assessment (PICA)	Yes - in article	Seal, Miguel, Alzamil, Naumann, Royce-Davis & Drost (2015): USA	X	X		X		Questionnaire	32	Four (4) dimensions - Student's development regarding: 1) awareness, 2) consideration, 3) connection, and 4) influence	Seal, C. R., Miguel, K., Alzamil, A., Naumann, S. E., Royce-Davis, J., & Drost, D. (2015). Personal-Interpersonal Competence Assessment: A Self-Report Instrument for Student Development. <i>Research in Higher Education</i> . (27).	N = 416	$\alpha = .77$ to $.89$	NA

Social Competence and Behavior Evaluation (SCBE)	Yes - in article	LaFreniere, Dumas, Capuano & Dubeau (1995): USA	X	X		X		Bipolar, Scaled Questionnaire	80	Eight (8) dimensions - Person's social competence, emotional regulation, and expression and adjustment difficulties with: 1) depressive-joyful, 2) anxious-secure, 3) angry-tolerant, 4) isolated-integrated, 5) aggressive-calm, 6) egotistical-prosocial, 7) oppositional-cooperative, and 8) dependent-autonomous	Vidmar, M., Gril, A., & Furman, L. (2016). Adaptation of the Social Competence and Behavior Evaluation Scale for Adolescents: Structural Validity and Reliability. Journal of Psychoeducational Assessment. Advance online publication. https://doi.org/10.1177/0734282916677648	N = 342	$\alpha = .69$ to $.90$	Used indices: Chi-square statistic, Comparative fit index (CFI), Root mean square error approximation (RMSEA), Standardized root mean square residual (SRMR). CFI = .91, SRMR = .030, $\chi^2(75) = 400.22$, $p = .000$, RMSEA = .113, confidence interval [CI] = [.102 – .124]. (after): CFI = .94, SRMR = .025, $\chi^2(69) = 279.31$, $p = .000$, RMSEA = .094, CI = [.083 – .106]
Social Emotional Health Survey (SEHS)	Yes - in article	You et al. (2015): Korea & USA	X	X		X		Survey	32	Three (3) dimensions - Person's 1) belief-in-self (via self-awareness, persistence, and self-efficacy), 2) belief-in-others (via support, school support, and family support), 3) emotional competence (via empathy, emotional regulation, and behavioral self-control), and global life engagement (via gratitude, zest, and optimism)	You, S., Furlong, M., Felix, E., & O'Malley, M. (2015). Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses. <i>Psychology in the Schools</i> , 52(4), 349-362. You, S., Furlong, M. J., Dowdy, E., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Further Validation of the Social and Emotional Health Survey for High School Students. <i>Applied Research in Quality of Life</i> , 9(4), 997-1015. Renshaw, T. L. (2016). Psychometric Properties of the Social and Emotional Health Survey With a Small Sample of Academically At-Risk Adolescents. <i>Journal of Psychoeducational Assessment</i> , 34(5), 487-495.	N = 141 71	$\alpha = .95$	Construct validity with measurement invariance found for younger and older adolescents and for males and females

Socioemotional Guidance Questionnaire (SEG-Q)	Yes - in article (link)	Jacobs & Struyf (2013). Belgium	X	X			X	Questionnaire	71	Three (3) dimensions - Student's 1) organization and coordination at school (climate, vision, principal's support, structure and procedure); 2) support of the teachers at school (cooperation, professionalization, teacher communication, external cooperation, communication with parents); and 3) guidance by the teacher (guiding competencies, narrow task perception, broad task perception)	Jacobs, K., Struyf, E., & Maeyer, S. (2013). The Socio-Emotional Guidance Questionnaire (SEG-Q): Construct Validity and Invariance across Teacher Groups. <i>Journal of Psychoeducational Assessment</i> , 31(6), 538–553.	N1 = 1420; N2 = 1,126	$\alpha = .72$ to .89	only construct validity was examined - see following article -- Jacobs, Struyf, & De Maeyer (2013). The Socio-Emotional Guidance Questionnaire (SEG-Q): Construct Validity and Invariance Across Teacher Groups Some items could be eliminated; the initial SEG-Q should be regarded an invariant measure of integrated SEG
Diagnostic Analysis of Nonverbal Accuracy (DANVA)	No - need media player	Stephen Nowicki Jr. & Marshall Duke (1994): GA, US	X	X				Vignettes	24	Two (2) dimensions - Student's social awareness through: 1) non-verbal reception and 2) expression via a) facial, b) verbal, c) postures, and d) gestures	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 174 + 118	$\alpha = .71$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Storeies (full table on pg 1158)
Achenbach System of Empirically Based Assessment (ASEBA)	No - need access	Achenbach (2000): USA	X	X		X		Questionnaire	99	Four (4) dimensions - Assessment of a student being: 1) emotionally reactive, 2) anxious or depressed, 3) having somatic complaints, and 4) being withdrawn, having attention problems, or aggressive behavior	Achenbach, T., & Rescorla, L. (2013). Achenbach system of empirically based assessment. <i>Encyclopedia of autism spectrum disorders</i> . New York: Springer. Achenbach, T. M., & Rescorla, L. (2001). <i>Manual for the ASEBA school-age forms & profiles</i> .	NA	NA	NA

Behavior Assessment System for Children, Third Edition (BASC-3)	No - need access	Kamphaus & Reynolds (2011): USA	X	X		X		Questionnaire	25-30	<p>Four (4) dimensions on the parent and teacher forms - Adaptive scale, included items that measure: 1) adaptability, 2) leadership, 3) social skills, and 4) study skills</p> <p>Four (4) dimensions on the student self-report form: Adaptive scale includes items that measure: 1) relations with parents, 2) interpersonal relations, 3) self-esteem, and 4) self-reliance</p>	<p>Reynolds, C. R., Kamphaus, R. W., & Vannest, K. J. (2011). Behavior assessment system for children (BASC). In Encyclopedia of clinical neuropsychology. New York: Springer.</p> <p>Stiffler, M. C., & Dever, B. V. (Eds.). (2015). An Example Using the BASC-2 Behavioral and Emotional Screening System (BESS). Cham: Springer.</p>	NA	$\alpha = .80$ to $.90$	<p>Correlations between the BASC Teacher form and the TRF competence subscales ranged from $.52$ to $.82$</p> <p>Correlations between the BASC Parent form and the Child Behavior Checklist (CBCL) competence subscales ranged from $.40$ to $.68$</p> <p>Correlations between the BASC Self form and the Youth Self Report competence subscales ranged from $.15$ to $.39$</p>
Behavioral and Emotional Rating Scale (BERS-2)	No - need access	Epstein; PRO-ED & Incorporated (2004): USA	X	X		X		Scaled Questionnaire	52	Six (6) dimensions - Personal strengths and competencies of a child, measuring: 1) interpersonal strength, 2) involvement with family, 3) intrapersonal strength, 4) school functioning, 5) affective strength, and 6) career strength	<p>Buckley, J. A., & Epstein, M. H. (2004). The Behavioral and Emotional Rating Scale-2 (BERS-2): Providing a Comprehensive Approach to Strength-Based Assessment. The California School Psychologist, 9(1), 21-27.</p> <p>Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. California School Psychologist, 6, 5-17.</p>	N = 84	$\alpha = .95$ $r^2 = .82$ to $.94$	Content validity was examined using research literature on behavioral and emotional skills, strength-based assessment, developmental psychopathology, resilience, and protective factors. Discriminant validity data indicate that the BERS differentiates between children with differing known levels of strength.

Classroom Assessment Scoring System (CLASS)	No - need access	Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008): USA	X	X		X	X	Questionnaire	110	Three (3) domains - Classroom's 1) emotional support (via positive climate, negative climate, teacher sensitivity, and regard for student perspective); 2) organization (via behavior management, productivity, and instructional learning formats), and 3) instructional support (concept development, quality of feedback, and language modeling)	<p>Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., . . . Greenberg, M. T. (2017). Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions. <i>Journal of Educational Psychology</i>.</p> <p>Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. <i>Review of educational research</i>, 79(1), 491-525.</p> <p>Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). <i>Classroom Assessment Scoring System (CLASS). Manual K-3</i>. Education Review//Reseñas Educativas.</p>	N = 224	$\alpha = .67$ to 90; $r2 = .67$	<p>Social validity assessment: Participants completed the CARE Acceptability Questionnaire.</p> <p>High levels of satisfaction with the program (M=4.47, SD=.50)</p> <p>High level of self-perceived improvement (M=4.00, SD=.49)</p> <p>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</p> <p>Seeing improvements in their students (M=3.87, SD=.56)</p> <p>In regard to their pro-social behavior (78%), on-task behavior (75%), and academic performance (58%)</p>
Developmental Assets Profile (DAP)	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. <i>Child Indicators Research</i> , 4(4), 619-645.	N = 178 16	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.

LKS - Leipzig competence screening (Leipziger Kompetenz-Screening für die Schule)	No - need access	Hartmann & Methner (2015): Germany	X	X		X	X	Questionnaire, for students and teachers	NA	Three (3) dimensions - Student's 1) emotional-social competence, 2) learning behavior, and 3) working behavior	Hartmann, B. (2004). Entwicklung von Screeningverfahren zur Erfassung sozialer Kompetenzen von Schülerinnen und Schülern. Neue Entwicklungen in der Förderdiagnostik: Grundlagen und praktische Umsetzungen, 186.	NA	NA	NA
NEPSY-II theory of mind (NEPSY-II ToM)	No - need access	Korkman, M., Kirk, U., & Kemp, S. (2007): TX, US	X	X				Action Protocol	15	One (1) dimension - social meaning	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. Psychological Assessment, 25(4), 1154–1166.	N = 122 + 113	$\alpha = .74$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Storeies (full table on pg 1158)
School Social Behaviors Scale, Second Edition (SSBS-2)	No - need access	Merrell (2002): USA	X	X		X		Scaled Questionnaire	64	Two (2) dimensions - Student's 1) social competence and 2) antisocial behavior, including adaptive and positive behaviors	Merrell, K. W. (1993). Using behavior rating scales to assess social skills and antisocial behavior in school settings: Development of the school social behavior scales. School Psychology Review, 22, 115-133. Raimundo, R., Carapito, E., Pereira, A. I., Pinto, A. M., Lima, M. L., & Ribeiro, M. T. (2012). School Social Behavior Scales: An Adaptation Study of the Portuguese Version of the Social Competence Scale from SSBS-2. The Spanish journal of psychology, 15(3), 1473–1484.	N1 = 175 + 344; N2 = 13 + 251	$\alpha =$ good to very good	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)

Social Skills Improvement System Rating Scales (SSIS-Rating Scale)	No - need access	Gresham & Elliott (2007): USA	X	X	X		Scaled Questionnaire	144 & 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., & 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. <i>Psychological Assessment</i> , 22(4), 809-815.	N = 4550	α = good; r^2 = 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.
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Social-Emotional Assets and Resilience Scales (SEARS)	No - need access	Merrell; Romer & Merrell (2011; 2012): USA	X	X	X		Scaled Questionnaire	12 & 52-54	Four (4) dimensions - 1) self-regulation, 2) responsibility, 3) social competence, and 4) empathy	<p>Nese, R. N., Doerner, E., Romer, N., Kaye, N. C., Merrell, K. W., & Tom, K. M. (2012). Social Emotional Assets and Resilience Scales: Development of a strength-based short-form behavior rating scale system. <i>Journal for educational research online</i>, 4(1), 124.</p> <p>Merrell, K. W., Cohn, B. P., & Tom, K. M. (2011). Development and Validation of a Teacher Report Measure for Assessing Social-Emotional Strengths of Children and Adolescents. <i>School Psychology Review</i>, 40(2), 226–241.</p> <p>Tom, K., Merrell, K. W., Endrulat, N. R., Cohn, B., & Felver-Gant, J. C. (2009, February). Assessing positive youth characteristics: Development and structure of the SEARS-P. Annual Meeting of the National Association of School Psychologists, Meeting of the National Association of School Psychologists, Boston.</p> <p>Romer, N., Ravitch, N. K., Tom, K., Merrell, K. W., & Wesley, K. L. (2011). Gender Differences In Positive Social-Emotional Functioning. <i>Psychology in the Schools</i>, 48(10), 958–970.</p>	N = 161 7s, 418t , 167 3s	$\alpha = .83$ to .98	Convergent validity studies with SEARS and other measures have shown positive correlations with test scores.
Strange Stories	No - need access	Happé, (1994); White, Hill, Happé, & Frith (2009): location missing	X	X			Vignettes / Stories	12	Two (2) dimensions - 1) social meaning and 2) social intentions	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 128 + 119	$\alpha = .74$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Stories (full table on pg 1158)
Survey of Academic and Youth Outcomes (SAYO)	No - need access	Stavsky (2015): USA	X	X	X	X	Survey for teachers, students, and school staff	NA	Two (2) dimensions - For teachers and school staff, to measure a student's: 1) social learning competency and 2) emotional learning competency	Stavsky, S. (2015). Measuring Social and Emotional Learning with the Survey of Academic and Youth Outcomes (SAYO). Wellesley: National Institute of Out of School Time.; https://www.niost.org/pdf/MeasuringSELwithSAYO.pdf	NA	NA	NA

Delaware School Climate Survey-Student (DSCS-S)	No - article only	Bear et al. (2011): USA	X	X		X		Survey	78	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., & Lisboa, C. (2016). Brazilian cross-cultural adaptation and content validity of the delaware school climate survey-student (DSCS-S). <i>RELIEVE - Revista Electronica de Investigacion y Evaluacion Educativa</i> , 22(2).	N = 343 23	$\alpha = .72$ to $.92$	Confirmatory factor analyses demonstrated invariance across race/ethnicity, grade levels, and gender groups in samples of North-American
Empathy Assessment Index (EAI)	No - article only	Gerdes, Lietz, & Segal (2011): US	X	X		X	X	Inventory Questionnaire	50-54	Five (5) dimensions - Person's 1) affective response, 2) perspective taking, 3) self-awareness, 4) emotion regulation, and 5) empathic attitudes	Gerdes, K. E., Lietz, C. A., & Segal, E. A. (2011). Measuring Empathy in the 21st Century: Development of an Empathy Index Rooted in Social Cognitive Neuroscience and Social Justice. <i>Social Work Research</i> , 35(2), 83–93.	N1 = 232; N2 = 312	$\alpha = .80$ to $.82$	concurrent validity with the Interpersonal Reactivity Index (IRA, 1980); test-retest validity of $r = .802 - .854$ on most subscales
Match Emotional Prosody to Emotional Face (MEPEF) - subtest of the Comprehensive Affect Testing System (CATS)	No - article only	Weiner, Gregory, Froming, Levy, & Ekman, (2006): location missing	X	X				Vignettes / Images	22	Two (2) dimensions - Student's social awareness through: 1) audio recognition and 2) visual recognition	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 175 + 118	$\alpha = .67$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Storeies (full table on pg 1158)
Multisource Assessment of Social Competence Scale (MASCS)	No - article only	Junttila, Voeten, Kaukiainen, & 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., & Vauras, M. (2006). Multisource assessment of children's social competence. <i>Educational and psychological measurement</i> , 66(5), 874-895. Junttila, N., Vauras, M., Niemi, P. M., & Laakkonen, E. (2012). Multisource assessed social competence as a predictor for children's and adolescents' later loneliness, social anxiety, and social phobia. <i>Journal for educational research online</i> , 4(1), 73.	N = 191	$\alpha = .68$ to $.94$	Used the data from the second cohort to cross-validate the modified model

Peer affiliations and Social Acceptance (PASA)	No - article only	Dishion et al. (2014): USA	X	X		X		Questionnaire for parents, students, and teachers	12	Three (3) constructs - A child, parent, and teacher report to assess youths' peer associates and acceptance (i.e., liking) and rejection (i.e., disliking) by peers in the school environment, measuring: 1) peer affiliations, 2) acceptance, and 3) rejection	Dishion, T. J., Kim, H., Stormshak, E. A., & O'Neill, M. (2014). A brief measure of peer affiliation and social acceptance (PASA): validity in an ethnically diverse sample of early adolescents. <i>Journal of clinical child and adolescent psychology : the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53</i> , 43(4), 601–612.	N = 998	$\alpha = .67$ (child), $.73$ (mother), $.53$ (father), $.80$ (teacher)	Convergent, discriminant, concurrent, and predictive validity of the PASA was satisfactory, although the acceptance and rejection constructs were highly correlated and showed similar patterns of concurrent validity
Questionnaire for Assessment Coexistence shared experiences in Intercultural Secondary Classrooms (QACISC)	No - article only	Olmedo, E., Aguaded, E., Berrocal, E., Buendía, L., Expósito, J., Sánchez, Ch., & Carmona, M. (2014): Spain	X	X		X		Questionnaire	38	Five (5) domains - Student's 1) psychological, physical, and structural violence; 2) problems with insubordination and vandalism toward teacher or classmates; 3) behavior towards classwork; 4) school absenteeism and dropout; 5) coexistence factor	Moreno, E., Luna, E. B. de, Gómez, M., & López, J. E. (2014). Structural equations model (SEM) of a questionnaire on the evaluation of intercultural secondary education classrooms [Modelo de ecuaciones estructurales (SEM) de un cuestionario sobre la evaluación de clases interculturales de educación secundaria]. <i>Suma Psicológica</i> , 21(2), 107–115.	N = 767	$\alpha = .52$ to $.83$	NA
Self-Control Rating Scale (SCRS)	No - article only	Kendall & Wilcox (1979): USA	X	X			X	Scaled Questionnaire	33	Three (3) dimensions - Student's ability to: 1) inhibit behavior, 2) follow rules, and 3) control impulsive reactions	Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological science</i> , 16(12), 939–944.	NA	NA	NA

SENNA 1.0	No - article only	Primi, Santos, John & De Fruyt (2016): Brazil, Belgium & USA	X	X	X		Inventory Questionnaire	209	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	Primi, R., Santos, D., John, O. P., & Fruyt, F. de. (2016). Development of an Inventory Assessing Social and Emotional Skills in Brazilian Youth. <i>European Journal of Psychological Assessment</i> , 32(1), 5–16. Primi, R., Zanon, C., Santos, D., Fruyt, F. de, & John, O. P. (2016). Anchoring Vignettes Can They Make Adolescent Self-Reports of Social-Emotional Skills More Reliable, Discriminant, and Criterion-Valid? <i>European Journal of Psychological Assessment</i> , 32(1, SI), 39–51.	N = 3023	$\alpha = .75$ to .91	Poor discriminant validity.
Social - Emotional Skills Assessment Scale (SESAS)	No - article only	Aurora-Adina (2011): Romania	X	X	X		Scaled Questionnaire	75	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)	Aurora-Adina, I. (2011). Assessing the Social-Emotional Skills in Romanian Teenagers. <i>Procedia-Social and Behavioral Sciences</i> , 30, 876-882.	N = 274	$\alpha = .64$ to .76	Significantly correlations obtained between the SESAS scales and the FFPI and ZKPQ scales, as well as gender related differences, supported the validity of the scale.
Social and Emotional Competency Measurement	No - article only	Davidson et al. (2016): USA	X	X	X		NA	138	Two (2) dimensions - Person's 1) relationship skills (RS) and 2) self-management of emotions (SME)	Davidson, L. A., Crowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D., & Hayes, B. I. (2017). A continuous improvement approach to social and emotional competency measurement. <i>Journal of Applied Developmental Psychology</i> .	N = 5652	$\alpha = .68$ to .74	NA
Withdrawn/depressed behaviour from Head Start REDI	No - article only	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & Bierman, Domitrovich et al. (2008): USA	X	X	X				One (1) dimensions - Student's withdrawn and/or depressed behaviour (sample items were "Avoids playing with other children" and "Sad, unhappy.")	Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. <i>Child Development</i> , 79, 1802–1817.	N = 568	$\alpha = .81$	

Anti-Racism Behavioral Inventory (ARBI)	Yes - in article	Pieterse, Utsey & Miller (2015): USA	X		X	X		Inventory Questionnaire	21	One (1) dimension - Person's antiracism behavior (via individual advocacy, awareness of racism, and institutional advocacy)	Pieterse, A. L., Utsey, S. O., & Miller, M. J. (2015). Development and initial validation of the anti-racism behavioral inventory (ARBI). <i>Counselling Psychology Quarterly</i> , 29(4), 356–381.	N = 513	$\alpha = .91$	validity was supported through inverse associations with measures of symbolic racism and color-blind racial attitudes, as well as positive associations with scores on the Quick Discrimination Index
LGBT Acceptance measure	Yes - in article	Lennon-Dearing, R., & Delavega, E. (2016): USA	X		X			Questionnaire Protocol	10	One (1) dimension - Student's attitude toward LGBT people, considering religious affiliation and political affiliation with following content: a) "Don't Say Gay" = discussing or acknowledging sexual orientation (other than heterosexuality) in the classroom before the ninth grade b) "License to Bully" = expression of anti-gay sentiments in schools as long as the views were religiously or politically based c) "Transphobic Bathroom" = restriction transgender people to using the public restroom that matches the gender listed on their birth certificate d) Attribution of sexual orientation as an innate characteristic; equal job-related benefits for same-sex couples	Lennon-Dearing, R., & Delavega, E. (2016). Do Social Workers Apply "Love Thy Neighbor as Thyself" to Gay, Lesbian, Bisexual, and Transpersons in the South? <i>Journal of Homosexuality</i> , 63(9), 1171–1193.	NA	$\alpha = .87$	NA
LGBT Respect	Yes - in article	Lennon-Dearing, R., & Delavega, E. (2016): USA	X		X			Questionnaire	3	Three (3) domains - Person's 1) LGBT-affirming environment; 2) opinion regarding "Code of Ethics" as a guide for culturally competent practice with LGBT population; 3) capacity to knowingly and comfortably serve clients in the LGBT community	Lennon-Dearing, R., & Delavega, E. (2016). Do Social Workers Apply "Love Thy Neighbor as Thyself" to Gay, Lesbian, Bisexual, and Transpersons in the South? <i>Journal of Homosexuality</i> , 63(9), 1171–1193.	N = 215	$\alpha = .62$	NA
Multicultural School Climate Inventory (MSCI)	Yes - in article	Marx & Byrnes (2012) USA	X		X	X		Inventory Questionnaire	22	Four (4) dimensions - Student's 1) liking school, 2) educator-student relationships, 3) cultural relevancy, and 4) school success	Marx, S., & Byrnes, D. (2012). Multicultural school climate inventory. <i>Current Issues in Education</i> , 15(3), 1–15.	N = 1511	$\alpha = .94$	known-group construct validity: difference between two groups whom would be expected to differ in responses was found --> additional support for validity

Racial Climate Inventory (RCI)	Yes - in article	Pike (2002): USA	X		X	X	X	Inventory Questionnaire	40 (faculty scale 21, student scale 19)	Two (2) scales - School's racial climate via: 1) faculty's perceptions of racial climate and 2) student's in the school o social work perceptions of racial climate	Pike, C. K. (2002). Measuring racial climate in schools of social work: Instrument development and validation. Research on Social Work Practice, 12(1), 29–46.	N = 182	$\alpha = .95$ (faculty), .96 (student)	performed well in preliminary analyses of convergent construct and known-groups validity
Acculturative Stress Inventory for Children (ASIC)	Yes - in article	Suarez-Morales et al. (2007): USA	X		X	X		Inventory and Scaled Questionnaire	12	Two (2) dimensions - Based on the Societal, Attitudinal, Familial, and Environmental Acculturative Stress Scale for Children (SAFE-C), measuring: 1) perceived discrimination and 2) immigration-related experiences	Suarez-Morales, L., Dillon, F., & Szapocznik, J. (2007). Validation of the Acculturative Stress Inventory for Children. Cultural Diversity and Ethnic Minority Psychology, 13(3), 216–224.	N = 139	$\alpha = .72$ to .93	Face validity for acculturative stress & Sufficient estimates of convergent, discriminant, and predictive validity were obtained.
Implicit Factors Survey (IFS)	Yes - in article	Grady et al. (2011): USA	X		X	X		Survey	67	Six (6) constructs - Person's 1) community, 2) diversity, 3) faculty advising, 4) support services, 5) field and 6) academic experiences	Grady, M. D., Powers, J., Despard, M., & Naylor, S. (2011). Measuring the Implicit Curriculum: Initial Development and Results of an MSW Survey. Journal of Social Work Education, 47(3), 463–487.	N = 64	NA	NA

Student Measure of Culturally Responsive Teaching (SMCRT)	Yes - in article	Dickson, G. L., Chun, H., & Fernandez, I. T. (2016): USA	X		X	X		Questionnaire	21	Three (3) constructs - Teacher's 1) diverse teaching practice, 2) cultural engagement, and 3) diverse language affirmation	Dickson, G. L., Chun, H., & Fernandez, I. T. (2016). The development and initial validation of the student measure of culturally responsive teaching. Assessment for Effective Intervention, 41(3), 141–154.	N = 748	$\alpha = .90$	series of tests to provide scale validity: EFA and CFA; invariance test across subgroups of gender, Latinos versus non-Latinos, and immigrants; internal consistency; and correlational analysis for the relationships with teacher support and sense of belonging (convergent validity) --> SMCRT is a psychometrically sound measure of middle school-aged students' perceptions of their teachers' CRT practice
Measure of the Quality of Educational Leadership Programs for Social Justice	No - article only	O'Malley & Capper (2015): USA	X		X		X	Questionnaire	33	Six (6) quality measures - 1) Preliminary (consent, screening questions, and definitions); 2) Social Justice Context of the Program (priorities of the principal preparation and safe school practices taught); 3) Respondent's Inclusion of LGBTIQ Themes (in courses as well as strategies and resources used to integrate the topic in courses); 4) Program Effectiveness regarding LGBTIQ Topics; 5) Institutional Climate (including gender options on student and faculty records, LGBTIQ research agendas, "out" LGBTIQ faculty, and use of LGBTIQ scholarship); and 6) respondent demographics (including the influence of LGBTIQ inclusion on employment)	O'Malley, M. P., & Capper, C. A. (2015). A Measure of the Quality of Educational Leadership Programs for Social Justice: Integrating LGBTIQ Identities Into Principal Preparation. Educational Administration Quarterly, 51(2), 290–330.	N = 218	NA	NA

Unfair Treatment by Authorities Scale, taken from the Adolescent Discrimination Index (ADI)	No - article only	Unfair Treatment by Authorities scale - Crystal, Killen & Ruck (2010): US ; ADI - Fisher, Wallace, and Fenton (2000)	X		X	X		Five-point Scaled Questionnaire	8	One (1) dimension - Adolescent's perception of unfair treatment by authorities	Crystal, D. S., Killen, M., & Ruck, M. D. (2010). Fair Treatment by Authorities Is Related to Children's and Adolescents' Evaluations of Interracial Exclusion. <i>Applied Developmental Science</i> , 14(3), 125–136.	N = 683	$\alpha = .75$	Not available
California Healthy Kids Survey—Resilience Module (CHKS)	Yes	California Department of Education (NA): USA	X			X		Scaled Survey	65	Two (2) dimensions - Student's 1) externally situated strengths (e.g., the presence of caring relationships, high expectations, and opportunities to participate in meaningful activities); and 2) internally-situated strengths (e.g., social competence, autonomy, sense of meaning, and purpose)	Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. <i>California School Psychologist</i> , 6, 5–17.	NA	$\alpha = .55$ to .88	NA
Colorado Trust's Bullying Prevention Initiative Student Survey	Yes	Csuti (2008): USA	X			X		Survey	11	One (1) dimension - Student's perception of bullying and bullying-related behaviors	Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: lessons from assessing classroom implementation of steps to respect: a bullying prevention program over a one-year period. <i>Prevention science</i> , 15(2), 165-176.	N = 1424	$\alpha = .69$ to .88	NA
Academic Self-Efficacy Scale (ASES)	Yes - in article	Ansong et al. (2016): Ghana	X			X		Scaled Questionnaire	8	Three (3) dimensions - Student's 1) academic self-efficacy, 2) cross-cultural differences, and 3) gender differences	Ansong, D., Eisensmith, S. R., Masa, R. D., & Chowa, G. A. (2016). Academic Self-Efficacy Among Junior High School Students In Ghana: Evaluating Factor Structure And Measurement Invariance Across Gender. <i>Psychology in the Schools</i> , 53(10), 1057-1070.	N = 4289	$\alpha = .74$ (baseline), .79 (follow-up)	NA

Attitudes Toward Mainstreaming Scale (ATMS)	Yes - in article	Berryman & Neal (1980): USA	X			X	Scaled Questionnaire	18	Three (3) dimensions - Person's 1) presumption of learning capability, 2) general integration issues, 3) presumption of limited capacity	Yuen, M., & Westwood, P. (2002). Teachers' attitudes toward integration: Validation of a Chinese version of the Attitudes Toward Mainstreaming Scale (ATMS). <i>Psychologia</i> , 45(1), 1–11. Berryman, J. D., & Neal Jr, W. R. (1980). The Cross Validation of the Attitudes Toward Mainstreaming Scale. <i>Educational and Psychological Measurement</i> , 40(2), 469–474.	N = 310	$\alpha = .64$ to $.82$	Cross-Validation: High coefficients of teachers from & not from the the school guidance team.
Child and Adolescent Social Support Scale (CASSS)	Yes - in article	Malecki, Demaray, Elliott & Nolten (2002): USA	X		X		Scaled Questionnaire	40	One (1) dimension - Student's social support network (via parent, teacher, friend, classmate and school), rated on both frequency and importance	Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). <i>Psychology in the Schools</i> , 39(1), 1-18.	N = 1110	$\alpha = .95$; $r^2 = .70$	Moderate to high intercorrelations among the subscales Correlation between CASSS and the SSSC: .70
Freedom Writers Student Engagement Survey (FWSES)	Yes - in article	Powers et al. (2015): USA & Korea	X			X	Scaled Survey	51	One (1) dimension - Student engagement	Powers, K., Shin, S.-H., Hagans, K. S., & Cordova, M. (2015). The Impact of a Teacher Professional Development Program on Student Engagement. <i>International Journal of School & Educational Psychology</i> , 3(4), 231–240.	N = 19 + 342	$\alpha = .79$ to $.94$	Prior studies proved predictive and construct validity.
Relationship and Motivation (REMO) Scale	Yes - in article	Raufelder Drury, Jagenow, Hoferichter & Bukowski (2013): Germany & Canada	X		X	X	Scaled Questionnaire	39	Two (2) dimensions - Student's perceptions of: 1) peers as motivators of school performance and 2) teachers as motivators of school performance (based on the Achievement Motivation Questionnaire for Students 7th to 13th grade and the Learning and Achievement Scale)	Raufelder, D., Drury, K., Jagenow, D., Hoferichter, F., & Bukowski, W. (2013). Development and Validation of the Relationship and Motivation (REMO) Scale to Assess Students' Perceptions of Peers and Teachers as Motivators in Adolescence. <i>Learning and Individual Differences</i> , 24, 182–189.	N = 1088	$\alpha = .73$ to $.82$	P-REMO subscale PPM significantly associated with standardized scales. Evidence of convergent validity. Low correlations for discriminant validity.
Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R)	Yes - in article	Costa, A. B., Machado, W., Bandeira, D. R., Nardi, H. C. (2016): Brazil	X		X	X	Scaled Questionnaire	18	One (1) dimension - Person's prejudice against sexual and gender diversity	Costa, A. B., Machado, W. d. L., Bandeira, D. R., & Nardi, H. C. (2016). Validation Study of the Revised Version of the Scale of Prejudice Against Sexual and Gender Diversity in Brazil. <i>Journal of Homosexuality</i> , 63(11), 1446–1463.	N = 8184	$\alpha = .93$	Confirmatory analyses revealed a good fit of the model to the data (CFI = .98; RMSEA = .05 [.04, .05]) adequate criterion validity

Social Coping Questionnaire (SCQ)	Yes - in article	Swiatek (1995): USA	X		X		Questionnaire	34	Four (4) dimensions - Strategies to cope with the negative stereotypes and social stressors, measuring: 1) denying giftedness, 2) social interaction, 3) humor, 4) conformity, 5) peer acceptance	Swiatek, M. A., & Cross, T. L. (2016). Construct Validity of the Social Coping Questionnaire. <i>Journal for the Education of the Gifted</i> , 30(4), 427–449.	N = 339	$\alpha = .61$ to $.77$	Construct validity: Eight statistically significant correlations with the Myers-Briggs Type Indicator (MBTI).
Student Engagement Instrument (SEI)	Yes - in article	Appleton et al. (2006): USA	X		X		Scaled Questionnaire	35	Two (2) dimensions - Student's 1) levels of cognitive engagement (e.g., perceived relevance of school), (2) psychological engagement (e.g., perceived connection with others at school)	Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument. <i>Journal of School Psychology</i> , 44(5), 427–445.	N = 1931	NA	NA
What's My School Mindset Scale	Yes - in article	Blackwell (2012): USA	X		X	X	Scaled Questionnaire	19	Nine (9) dimensions - School 1) teacher's participation in leadership and decision-making, 2) openness to feedback, 3) accepting change as a normal condition of the school, 4) sharing knowledge, 5) continuous improvement, 6) communities of practice, 7) beneficial professional development, 8) students' needs met or working to identify ways to meet them, and 9) a school-wide pride	Hanson, J., Bangert, A., & Ruff, W. (2016). Exploring the Relationship between School Growth Mindset and Organizational Learning Variables: Implications for Multicultural Education. <i>Journal of Educational Issues</i> , 2(2), 222–243.	N = 69	$\alpha = .92$	NA
Comprehensive Assessment of Spoken Language (CASL)	No - need access	Carrow-Woolfolk, (1999): location missing	X					60	One (1) dimension - Social meaning through pragmatic judgement	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 60 + 109	$\alpha = .96$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Stories (full table on pg 1158)
Devereux Student Strengths Assessment (DESSA)	No - need access	LeBuffe, Shapiro, & Naglieri (2008): USA	X		X	X	Scaled Questionnaire	72	Eight (8) dimensions - Student's strengths, measuring: 1) optimistic thinking, 2) self-management, 3) goal-directed behavior, 4) self-awareness, 5) social-awareness, 6) personal responsibility, 7) decision making, and 8) relationship skills	Nickerson, A. B., & Fishman, C. (2009). Convergent and divergent validity of the Devereux Student Strengths Assessment. <i>School Psychology Quarterly</i> , 24(1), 48. Naglieri, J. A., Lebuffe, P., & Shapiro, V. B. (2011). Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSA-mini. <i>Psychology in the Schools</i> , 48(7), 660–671.	N = 227	$\alpha = .87$ to $.93$	Correlations between scales and composites provide evidence of construct validity

Child-Adolescent Teasing Scale (CATS)	No - article only	Vessey et al. (2008): USA	X		X		Scaled Questionnaire	70	Three (3) dimensions - Student's perceived teasing, measured via: 1) personality and behavior teasing, 2) family and environment teasing, 3) school-related teasing, and 4) teasing about my body	Vessey, J. A., Horowitz, J. A., Carlson, K. L., & Duffy, M. (2008). Psychometric evaluation of the child-adolescent teasing scale. <i>The Journal of school health</i> , 78(6), 344–350.	N = 666	$\alpha = .94$	Tests of association with other instruments: The PSC (.16 ($p < .01$)) and the PHCSCS (.45 ($p < .001$)).
Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehavior subscale	No - article only	Bonell, Allen, Christie, Elbourne, Fletcher, Grieve et al. (2014): UK	X		X		Scaled Questionnaire	NA	Several domains - Violence and aggression at school	Bonell, C., Allen, E., Christie, D., Elbourne, D., Fletcher, A., Grieve, R., ... & Viner, R. M. (2014). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): study protocol for a cluster randomised controlled trial. <i>Trials</i> , 15(1), 381.	N = 6000 (approx.)	NA	NA
Lesbian, Gay, and Bisexual Affirmative Counseling Inventory (LGB-CSI)	No - article only	Dillon, F. R., & Worthington, R. L. (2003): USA	X			X	Inventory Questionnaire	32	Five (5) dimensions - Person's 1) application of [LGB] knowledge, 2) advocacy skills, 3) self-awareness, 4) relationship, and 5) assessment skills	Dillon, F. R., & Worthington, R. L. (2003). The Lesbian, Gay, and Bisexual Affirmative Counseling Self-Efficacy Inventory (LGB-CSI): Development, validation, and training implications. <i>Journal of Counseling Psychology</i> , 50(2), 235–251.	N1: 336 N2: 310 N3: 80 N4: 36 N5: 726	$\alpha = .86$ to $.97$ (1st study); $.87$ to $.96$ (2nd study); $.86$ to $.96$ (3rd study); $.70$ to $.96$ (4th study)	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

Program Implementation Checklist (PIC)	No - article only	Low, Brown, Smith (2008): USA	X			X	Inventory Checklist	NA	Two (2) dimensions - 1) student lesson engagement and 2) teacher lesson adherence	Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: lessons from assessing classroom implementation of steps to respect: a bullying prevention program over a one-year period. <i>Prevention science</i> , 15(2), 165-176.	N = 128	$\alpha = .86$.	NA
School Climate	No - article only	Zullig et al. (2010): USA	X		X		Questionnaire	153	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 (SDP)	Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. <i>Journal of Psychoeducational Assessment</i> , 28(2), 139-152.	N = 2049	$\alpha = .65$ to .91	Preliminary analyses support validity + Face validity screening with 7 students
School Climate and School Identification Measure—Student (SCASIM-St)	No - article only	Lee et al. (2017): AUS	X		X		Questionnaire	44	Two (2) dimensions - School's climate: 1) school belongingness or connectedness and 2) social identity	Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., & Smithson, M. (2017). Development of a dual school climate and school identification measure—student (SCASIM-St). <i>Contemporary Educational Psychology</i> , 49, 91–106.	N = 7209	$\alpha = .94$	good convergent validity and criterion validity
School Environment Survey	No - article only	Csuti (2008) & Low, Van Ryzin, Brown, Smith & Haggerty (2014): USA	X		X		Survey	27	Four (4) dimensions - School's 1) anti-bullying policies and strategies, 2) climate, 3) staff bullying intervention, and 4) bullying-Related Problems	Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: lessons from assessing classroom implementation of steps to respect: a bullying prevention program over a one-year period. <i>Prevention science</i> , 15(2), 165-176.	NA	$\alpha = .82$ to .95	NA
Self-Esteem, Academic Self-Concept, and Aggression	No - article only	Taylor et al. (2007)	X		X		Interviews , Questionnaire and School Records	NA	Six (6) dimensions - Student's 1) aggression, 2) self-esteem, 3) self-concept of academic abilities, 4) academic performance, 5) threat to self-concept, and 6) aggression-related controls	Taylor, L. D., Davis-Kean, P., & Malanchuk, O. (2007). Self-esteem, academic self-concept, and aggression at school. <i>Aggressive Behavior</i> , 33(2), 130–136.	N = 842	$\alpha = .78$ to .81	High in face validity

Social Achievement Goal Scale	No - article only	Ryan & Shim (2006): USA	X		X	Scaled Questionnaire	12	Three (3) dimensions - Student's 1) social development, 2) social demonstration-approach (popularity), 3) social demonstration-avoid (antisocial)	Herrera López, M., Romera Félix, E., Ortega Ruiz, R., & Ortiz, O. (2016). Influence of social motivation, self-perception of social efficacy and normative adjustment in the peer setting. <i>Psicothema</i> , 28(1), 32–39.	N = 492	$\alpha = .77$ to .85	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.
Social and School Connectedness in Early Secondary School	No - article only	Bond et al. (2007): Australia	X		X	Questionnaire	NA	Seven (7) dimensions - Student's school and social connectedness: 1) mental health status, 2) substance use, 3) academic outcomes, 4) social connectedness, 5) interpersonal conflict, 6) school connectedness, and 7) family measures	Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., & Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. <i>Journal of Adolescent Health</i> , 40(4), 357-e9.	N = 2678	NA	NA
Students' Self-Regulation & Self-Discipline	No - article only	Zimmermann & Kitsantas (2014): USA	X		X	Questionnaire	156 (Stu.) +45 (Tea.)	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	Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. <i>Contemporary Educational Psychology</i> , 39(2), 145–155.	N = 507	$\alpha = .52$ to .94 (students), .90 to .93 (teachers)	Statistically significant predictive validity & Satisfactory construct validity
Teacher Self-Efficacy Scale	No - article only	Kann (2009): TUR	X		X	Scaled Questionnaire	13	Three (3) dimensions - Teacher's self-efficacy in 1) organizing, 2) planning, and 3) evaluating	Kan, A. (2009). Effect of Scale Response Format on Psychometric Properties in Teaching Self-Efficacy. <i>Egitim Arastirmalari-Eurasian Journal of Educational Research</i> , 8(34), 215–228.	N = 307	$\alpha = .87$ - .93	item validity via item-total test correlation: .55 - .78
Zulliger Test in the Comprehensive System (Zulliger-SC)	No - article only	Zulliger (1969): Suisse	X		X	Testing Protocol	NA	Five (5) dimensions - Person's adequacy of 1) reality perception, 2) affects 3) self-perception, 4) interpersonal relationships, and 5) cognitive processing	Villemor-Amaral, A. E. d., Pavan, P. M. P., Tavella, R. R., Cardoso, L. M., & Biasi, F. C. (2016). Validity Evidence of the Z-Test-SC for Use With Children. <i>Paidéia (Ribeirão Preto)</i> , 26(64), 199–206.	N = 103	NA	Descriptive statistics (in article)

Multicultural Counseling Self-Efficacy Scale--Racial Diversity Form (MCSE-RD)	No - need access	Sheu & Lent (2007): location missing		X	X		Scaled Questionnaire	37	Three (3) dimensions - Counselor's 1) self-efficacy, 2) counseling competency, and 3) social desirability	Larson, K. E., & Bradshaw, C. P. (2017). Cultural competence and social desirability among practitioners: A systematic review of the literature. <i>Children and Youth Services Review</i> , 76, 100–111.	NA	NA	
General academic self efficacy scale of the Patterns of Adaptive Learning Scales (PALS)	Yes (link)	Midgley et al., (2000): USA		X		X	Scaled Questionnaire	5	One (1) dimension - Student's self-reported confidence in the ability to do school work	Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., . . . Urdan, T. (2000). <i>Manual for the Patterns of Adaptive Learning Scales</i> . Ann Arbor, MI: University of Michigan Dever, B. V., & Kim, S. Y. (2016). Measurement equivalence of the PALS academic self-efficacy scale. <i>European Journal of Psychological Assessment</i> , 32(1), 61–67.	NA	$\alpha = .78$	good construct and discriminant validity
Trait Meta-Mood Scale--24 (TMMS-24)	Yes - Spanish (link)	Pedrosa et al. (2014): ESP		X		X	Scaled Questionnaire	24	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)	Pedrosa, I., Suárez-Álvarez, J., Lozano, L. M., Muñoz, J., & García-Cueto, E. (2014). Assessing Perceived Emotional Intelligence in Adolescents: New Validity Evidence of Trait Meta-Mood Scale-24. <i>Journal of Psychoeducational Assessment</i> , 32(8), 737–746.	N = 2693	$\alpha = .78$ to .89	all items have a moderate to very high discrimination power
Educational Stress Scale for Adolescents (ESSA)	Yes - in article	Sun et al. (2011): Australia & China		X		X	Scaled Questionnaire	16	Five (5) dimensions - Student's 1) pressure from study, 2) workload, 3) worries about grades, 4) self-expectation, and 5) despondency	Sun, J., Dunne, M. P., Hou, X.-y., & Xu, A.-q. (2011). Educational Stress Scale for Adolescents. <i>Journal of Psychoeducational Assessment</i> , 29(6), 534–546. Çelik, I. (2013). Social Emotional Learning Skills and Educational Stress. <i>Educational Research and Reviews</i> , 10(7), 799–803.	N = 238	$\alpha = .66$ to .87	ESSA total score was significantly correlated with the AESI scores

Emotion Regulation Index for Children and Adolescents (ERICA)	Yes - in article	Biesecker and Easterbrooks (2001): USA	X	X		Scaled Questionnaire	17	Three (3) dimensions - Student's emotion regulation via: 1) emotional control, 2) emotional self-awareness, and 3) situational responsiveness	MacDermott, S. T., Gullone, E., Allen, J. S., King, N. J., & Tonge, B. (2010). The Emotion Regulation Index for Children and Adolescents (ERICA): A Psychometric Investigation. <i>Journal of Psychopathology and Behavioral Assessment</i> , 32(3), 301–314.	N = 1389	$\alpha = .81$	Convergent validity for the ERICA is reported with measures of self-conscious emotions, empathy, childhood depressive symptomatology, and the perceived parenting dimensions of Care and Overprotection. Construct validity assessment using Principal Components Analysis and Confirmatory Factor Analysis yielded three factors: (1) Emotional Control, (2) Emotional Self-Awareness, and (3) Situational Responsiveness.
Point-light Walker (PLW)	No - need access	Heberlein, Adolphs, Tranel, & Damasio (2004): location missing	X			Vignettes (recognition of emotion in faces)	20	One (1) dimension - Person's social awareness through emotional recognition in faces (happy, sad, angry, scared)	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 173	$\alpha = .60$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Stories (full table on pg 1158)
Self-report measure of Emotional Intelligence (SEI)	No - need access	Schutte, Malou, Hall, Haggerty, Cooper, Golden, & 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., & Bajgar, J. (2001). Measuring emotional intelligence in adolescents. <i>Personality and Individual Differences</i> , 31(7), 1105–1119.	N = 131	$\alpha = .63$ 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 & 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., & Colmenero-Ruiz, M. J. (2014). Emotional intelligence in secondary education students in multicultural contexts. <i>Electronic Journal of Research in Educational Psychology</i> , 12(2), 325–342.	N = 94	$\alpha = .84$ 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.
Difficulties in Emotion Regulation Scale (DERS)	No - article only	K. L. Gratz & L. Roemer (2004)		X	X		Scaled Questionnaire	36	Six (6) dimensions - Person's emotional regulation via: 1) strategies, 2) nonacceptance, 3) impulses, 4) goals, 5) awareness, and 6) clarity	Weinberg, A., & Klonsky, E. D. (2009). Measurement of emotion dysregulation in adolescents. <i>Psychological Assessment</i> , 21(4), 616–621.	N = 428	$\alpha = .76$ to $.89$; $r = .04$ to $.68$	good construct validity, but potential problems with discriminant validity
NEO-Five Factor Inventory (NEO-FFI)	No - article only	Costa, P. T., & McCrae, R. R. (1992). US		X			Inventory Questionnaire	60	Five (5) factors - Person's 1) neuroticism, 2) extraversion, 3) openness, 4) agreeableness, and 5) conscientiousness	Matsumoto, D., LeRoux, J. A., Robles, Y., & Campos, G. (2007). The Intercultural Adjustment Potential Scale (ICAPS) predicts adjustment above and beyond personality and general intelligence. <i>International Journal of Intercultural Relations</i> , 31(6), 747–759.	N = 35	$\alpha = .74$ to $.83$	From 2004 revision manuscript (on file): "shown validity and utility in a number of different contexts" and languages
Postures Accuracy	No - article only	Heberlein, Gläesche, & Adolphs (2007): location missing		X			Vignettes (recognition of emotion in faces)	24	One (1) dimension - Person's social awareness through emotional recognition in faces (happy, sad, angry, scared)	McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. <i>Psychological Assessment</i> , 25(4), 1154–1166.	N = 173 + 118	$\alpha = .80$	Moderate between scales of DANVA, MEPEF, CATS, CASL, PLW, and Strange Stories (full table on pg 1158)
Schutte Emotional Intelligence Scale (SEIS)	No - article only	Schutte et al. (1998)		X		X	Scaled Questionnaire	62	Four (4) dimensions - Person's 1) empathic sensitivity, 2) utilization of emotions, 3) emotional awareness and evaluation, and 4) regulation and management of emotions	Arslan, S., & Yigit, M. F. (2016). Investigation of the Impact of Emotional Intelligence Efficacy on Teachers' Multicultural Attitudes. <i>Journal of Education and Practice</i> , 7(11), 147–157.	N = 315	$\alpha = .74$	Similar to Turkish translation

California Brief Multicultural Competence Scale (CBMCS)	Yes	Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow, & Martenson (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., & 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	$\alpha = .75$ to $.90$	itemized measures available here
Multicultural Awareness-Knowledge-Skills (MAKSS)	Yes	M. D'Andrea, J. Daniels, & R. Heck (1991): HI, US		X		Questionnaire	60	Three (3) dimensions - Person's multicultural 1) awareness, 2) knowledge, and 3) skills	Kocarek, C. c., Talbot, D., Batka, J., & Anderson, M. (2001). Reliability and validity of three measures of multicultural competency. Journal of Counseling and Development, 79(4), 486–496.	N = 78	$\alpha = .49$ to $.91$	strong relation between subscales of the same measure on MCAS and GSEDS (.45-.71)
Multicultural Counseling Awareness Scale: form B (MCAS)	Yes	Ponterotto, Reiger, Barrett, Harris, & Sparks (1996): NE, US		X	X	Questionnaire	45	Three (3) dimensions - Person's multicultural 1) awareness, 2) knowledge, and 3) skills	Kocarek, C. c., Talbot, D., Batka, J., & Anderson, M. (2001). Reliability and validity of three measures of multicultural competency. Journal of Counseling and Development, 79(4), 486–496.	N = 79	$\alpha = .83$ to $.91$	strong relation between subscales of the same measure on MAKSS and GSEDS (.45-.71)
Quick Discrimination Index (QDI)	Yes	Ponterotto et al. (1995): USA		X	X	Inventory Questionnaire	30	One (1) dimension - Racial and gender bias among late adolescents and adults	Sirin, S., Brabeck, M., Satiani, A., & 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 & Behavior, 13(3), 221–235.	N = 58	$\alpha = .64$ to $.73$	REST and QDI scores were moderately correlated
Cultural Diversity Awareness Inventory (CDAI)	Yes (link)	Henry, G.B. (1986): USA		X	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	$\alpha = .90$ $r^2 = .66$	The CDAI was tested for content validity by a panel of experts. Based on their analysis, it was revised and made available in 1995

Adolescent Discrimination Distress Index (ADDI)	Yes - in article	Fisher et al. (2000): USA			X	X		Inventory Questionnaire	15	Three (3) contexts - Adolescent's perceived discrimination-related distress or discrimination, in: 1) institutional settings, 2) educational settings, and 3) peer contexts	Sangalang, C. C., Chen, A. C. C., Kulis, S. S., & Yabiku, S. T. (2015). Development and validation of a racial discrimination measure for Cambodian American adolescents. <i>Asian American Journal of Psychology</i> , 6(1), 56–65. Fisher, C. B., Wallace, S. A., & Fenton, R. E. (2000). Discrimination Distress During Adolescence. <i>Journal of Youth and Adolescence</i> , 29(6), 679–695.	N = 177	$\alpha = .72$	NA
Attitudes Toward Lesbian, Gay Men, and Bisexuals (ATLGB) Scale	Yes - in article	Ensign et al. (2011)	X		X	X	X	Scaled Questionnaire	30	Three (3) scales - 1) Attitudes Toward Gay Men (ATG), 2) Attitudes Toward Lesbians (ATL), and 3) Attitudes Toward Bisexuals (ATB).	Ensign, K. A., Yiamouyiannis, A., White, K. M., & Ridpath, B. D. (2011). Athletic Trainers' Attitudes Toward Lesbian, Gay, and Bisexual National Collegiate Athletic Association Student-Athletes. <i>Journal of Athletic Training</i> , 46(1), 69–75.	N = 1117	$\alpha = .96$	NA
Critical Consciousness Scale (CCS)	Yes - in article	Diemer et al. (2017): USA			X	X		Scaled Questionnaire	22	Three (3) dimensions - Student's critical reflection of 1) perceived inequality and 2) egalitarianism; and the student's critical action of 3) sociopolitical participation	Diemer, M. A., Rapa, L. J., Park, C. J., & Perry, J. C. (2017). Development and Validation of the Critical Consciousness Scale. <i>Youth & Society</i> , 49(4), 461–483.	N = 326	$\alpha = .85$ to $.90$	NA
Diversity and Oppression Scale (DOS)	Yes - in article	Windsor et al. (2015): USA			X		X	Scaled Questionnaire	25	Four (4) dimensions - Social Worker's 1) cultural diversity self-confidence, 2) diversity and oppression, 3) social worker/client congruence, and 4) social worker responsibilities	Windsor, L. C., Shorkey, C., & Battle, D. (2015). Measuring Student Learning in Social Justice Courses: The Diversity and Oppression Scale. <i>Journal of Social Work Education</i> , 51(1), 58–71.	N = 329	$\alpha = .61$ to $.90$	Significant correlations with existing scales measuring social justice, oppression, cultural competence, counselor burnout, empathy, and social desirability bias.
Everyday Discrimination Scale (EDS)	Yes - in article	Clark et al. (2004): USA			X	X		Scaled Questionnaire	9	One (1) construct - Person's perceived racism	Clark, R., Coleman, A. P., & Novak, J. D. J. D. (2004). Brief Report: Initial Psychometric Properties of the Everyday Discrimination Scale in Black Adolescents. <i>Journal of Adolescence</i> , 27(3), 363–368.	N = 120	$\alpha = .87$	Correlation analyses indicated that the Everyday Discrimination Scale score was significantly related to internalizing and externalizing symptoms ($ps < 0.0002$).

Exploring and Assessing Intercultural Competence	Yes - in article	Fantini & Tirmizi (2006): UK, Ecuador and Switzerland		X	X		Questionnaire and Interviews	41	A comprehensive construct of intercultural competence and intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work. Quantitative & Qualitative Measurements.	Fantini A. and Tirmizi A. Exploring and Assessing Intercultural Competence, 2006. http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1001&context=worldlearning_publications	N = 28	$\alpha = .80$ (beginning), $.89$ (end)	Component Variance Explained: 69.53% (beginning), 85.53% (end)
Global Competency and Intercultural Sensitivity Index (ISI)	Yes - in article	Lee Olson & Kroeger (2001): USA		X		X	Inventory Questionnaire	58 (-9)	One (1) construct - Person's Intercultural Sensitivity (The survey drew on Milton Bennett's Developmental Model of Intercultural Sensitivity and definitions of global competency from Wilson, Stohl, Singer, and Hanvey)	Lee Olson, C., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. Journal of studies in international education, 5(2), 116-137.; Williams, T. R. (2016). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. Journal of Studies in International Education, 9(4), 356-371. Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of Theory, research, and practice (Technical report for the foreign language program evaluation project). Second Language Studies, 26(1), 1-58.	N = 52	NA	NA
ICC-ELT-EFL	Yes - in article	Chao, T. C. (2015): Taiwan		X		X	Questionnaire	24	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	Chao, T. C. (2015). Constructing a self-assessment inventory of intercultural communicative competence in elt for efl teachers. Asian EFL Journal, 17(4), 94-120.	N = 422	$\alpha = .93$?
Intercultural Sensitivity Scale (ISS)	Yes - in article	Chen and Starosta (2000): USA		X	X	X	Scaled Questionnaire	24	Five (5) constructs - Person's 1) interaction engagement, 2) respect of cultural differences, 3) interaction confidence, 4) interaction enjoyment, and 5) interaction attentiveness	Drandic, D. (2016). Intercultural Sensitivity of Teachers. Croatian Journal of Education-Hrvatski Casopis Za Odgoj I Obrazovanje, 18(3), 837-857.	N = 414	$\alpha = .86$	moderate correlations between ISS and other related measures
Majority perceptions of intergroup relations and everyday contacts with immigrant minorities	Yes - in article	van Acker et al. (2014): Belgium & Germany		X	X		Scaled Questionnaire and Diaries	17	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	van Acker, K., Phalet, K., Deleersnyder, J., & 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 & Intergroup Relations, 17(5), 617-628.	N = 123	$\alpha = .68$ to $.89$	NA

Multicultural Counseling Self-Efficacy Scale – Racial Diversity Form (MCSE-RD)	Yes - in article	Sodowsky et al. (1994): USA			X	X	Scaled Questionnaire	37	Three (3) dimensions - Counselor's 1) self-efficacy, 2) multicultural counseling competency, and 3) social desirability	Sheu, H.-B. (2005). Development and initial validation of the multicultural counseling self-efficacy scale-racial diversity form (Dissertation). Graduate School of the University of Maryland. Sodowsky, G. R., Taffe, R. C., Gutkin, T. B., & Wise, S. L. (1994). Development of the Multicultural Counseling Inventory: A self-report measure of multicultural competencies. <i>Journal of Counseling Psychology</i> , 41(2)(137).	N = 181	$\alpha = .87$	Convergent and discriminant validity by differential relations of MCSE-RD scores to general counseling self-efficacy, multicultural counseling competency, and social desirability.
Multicultural Teaching Competency Scale (MTCS)	Yes - in article	Spanierman et al. (2011): Canada & USA			X	X	Scaled Questionnaire	16	Two (2) dimensions - Teacher's 1) multicultural teaching skill and 2) multicultural teaching knowledge	Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., ... Navarro, R. (2011). The Multicultural Teaching Competency Scale: Development and Initial Validation. <i>Urban Education</i> , 46(3), 440–464.	N = 506	$\alpha = .88$	Positively associated TMAS, negatively associated with CoBRAS, SDO failed to reach significance.
Personal Beliefs About Diversity Scale	Yes - in article	Pohan & Aguilar (2001): USA			X	X	Scaled Questionnaire	15	Seven (7) dimensions - Teachers' beliefs about diversity: 1) race/ethnicity, 2) gender, 3) social class, 4) sexual orientation, 5) disabilities, 6) language, and 7) immigration	Pohan, C. A., & Aguilar, T. E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. <i>American Educational Research Journal</i> , 38(1), 159–182.	N = 756 & 539	$\alpha = .81$	Preliminary review by three professors
Professional Beliefs About Diversity Scale	Yes - in article	Pohan & Aguilar (2001): USA			X	X	Scaled Questionnaire	25	Seven (7) dimensions - Teachers' beliefs about diversity: 1) race/ethnicity, 2) gender, 3) social class, 4) sexual orientation, 5) disabilities, 6) language, and 7) religion	Pohan, C. A., & Aguilar, T. E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. <i>American Educational Research Journal</i> , 38(1), 159–182.	N = 756 & 539	$\alpha = .89$	Preliminary review by three professors
Racial Ethical Sensitivity Test (REST)	Yes - in article	Brabeck et al. (2000): USA			X	X	Interviews	13	Four (4) scenarios - Person's 1) ethical sensitivity, 2) moral judgment, 3) necessary motive or ethical manner, and 4) moral character	Sirin, S., Brabeck, M., Satiani, A., & 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. <i>Ethics & Behavior</i> , 13(3), 221–235.	N = 58	$\alpha = .64$ to $.73$	REST and QDI scores were moderately correlated
Shared Experience in Intercultural Secondary Classrooms	Yes - in article	Torrego (2003): Spain			X	X	Questionnaire	48	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	Berrocal de Luna, E., Olmedo Moreno, E. M., & 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 (Wcpag-2013), 114, 244–256.	NA	NA	NA

White Privilege Attitudes Scale (WPAS)	Yes - in article	Pinterits et al. (2009): USA			X	X		Scaled Questionnaire	28	Four (4) dimensions - Person's 1) willingness to confront white privilege, 2) anticipated costs of addressing white privilege, 3) white privilege awareness, and 4) white privilege remorse	Pinterits, E. J., Poteat, V. P., & Spanierman, L. B. (2009). The White Privilege Attitudes Scale: Development and Initial Validation. <i>Journal of Counseling Psychology</i> , 56(3), 417–429.	N = 250	$\alpha = .73$ to .91	Convergent validity between scores on the WPAS factors and theoretically related measures. Correlated with the CoBRAS, MRS, and SDO.
Portfolio of Intercultural Competence (PICSTEP)	No - only sample in article	Dervin & Kuoppala (2015): Finland			X	X		Short Stories, Essays, and Discussion	NA	Three (3) components - Person's 1) short writing on intercultural encounters, 2) reflective critical essays, and 3) group discussion	Dervin, F., & Hahl, K. (2015). Developing a Portfolio of Intercultural Competences in Teacher Education: The Case of a Finnish International Programme. <i>Scandinavian Journal of Educational Research</i> , 59(1), 95–109.	N = 21	NA	NA
Schoolwide Cultural Competence Observation Checklist (SCCOC) - survey component	No - only sample in article	Nelson, Bustamante, Wilson, & Onwuegbuzie, (2008).			X	X		Survey Checklist	33	Two (2) constructs - School's cultural competency regarding 1) policy and 2) practice	Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing Schoolwide Cultural Competence: Implications for School Leadership Preparation. <i>Educational Administration Quarterly</i> , 45(5), 793–827.	N = 151	NA; $r = .97$ (policy), $r = .89$ (practice)	72.1% of variance is explained by the two factors
Sexual Orientation Counselor Competence scale	No - need access	(Bidell, 2005)			X		X	Scaled Questionnaire	42	Three (3) dimensions - Counselor's sexual orientation 1) attitudes, 2) skills, and 3) knowledge	Grove, J. (2009). How competent are trainee and newly qualified counsellors to work with Lesbian, Gay, and Bisexual clients and what do they perceive as their most effective learning experiences? <i>Counselling and Psychotherapy Research</i> , 9(2), 78–85.	N = 58	$\alpha = .83$ to .85	Instrument reported internal consistency of .9; criterion validity compared to the MCKAS scale
Coping with Cultural Diversity Scale	No - article only	Coleman & Casali (1994): USA			X	X		Structured Interviews	54	Three (3) scales - Person's 1) separation, 2) assimilation/acclulturation, and 3) multicultural background; 9 Hypothetical situations involving cross-cultural contact	Hamm, J. V., & Coleman, H. L. K. (2001). African American and White adolescents' strategies for managing cultural diversity in predominantly White high schools. <i>Journal of Youth and Adolescence</i> , 30(3), 281–303.	N = 8	$\alpha = .69$ to .86	NA
Cross-Cultural Awareness Index	No - article only	Ingulsrud et al. (2002): Japan			X	X		Portfolio Assessment	NA	Six (6) analyses - Person's cross-cultural competence (via critical text analysis): 1) physical, 2) global, 3) personal (3) cross-cultural recognition, 4) reflection on recognition of Japan, 5) reflection on my past, and 6) reflection on my future	Ingulsrud, J. E., Kai, K., Kadowaki, S., Kurobane, S., & Shiobara, M. (2002). The assessment of cross-cultural experience: measuring awareness through critical text analysis. <i>International Journal of Intercultural Relations</i> , 26(5), 473–491.	N = 176	NA	Relatively strong interrater reliability
Equitable Classroom Climates "scale"	No - article only	Kelly (2002)			X		X	Scaled Questionnaire	20+	NA	Kelly, C. A. (2002). Creating equitable classroom climates: An investigation of classroom strategies in mathematics and science instruction for developing preservice teachers' use of democratic social values. <i>Child Study Journal</i> , 32(1), 39–52.	N = 48	NA	NA

Ethnic Identity Scale (EIS)	No - article only	EIS; Uman~a-Taylor, Yazedjian, Bamaca-Gomez (2004)			X		X	Scaled Questionnaire	17	Three (3) dimensions - Person's ethnic 1) exploration, 2) resoulution, and 3) affirmation	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.	N = 289	$\alpha = .34$ to .92 (previous study); .76 to .91 (this study)	Comparative Fit Index = .95, GFI = .86, CFI = .91, RMSEA = .09
Four Factor Model of Cultural Intelligence (CQ)	No - article only	Ang, S., Van Dyne, L., Koh, C., & Ng, K. Y. (2004): MI, US			X			Questionnaire	20	Four (4) dimensions - Person's cultural intelligence, measured via: 1) cognitive, 2) metacognitive, 3) behavioral, and 4) motivational	Ward, C. b., Fischer, R., Zaid Lam, F., & Hall, L. (2009). The convergent, discriminant, and incremental validity of scores on a self-report measure of cultural intelligence. Educational and Psychological Measurement, 69(1), 85–105. Wang, L., Wang, K. T., Heppner, P. P., & Chuang, C.-C. (2016). Cross-National Cultural Competency Among Taiwanese International Students. Journal of Diversity in Higher Education.	N = 346 + 102	$\alpha =$ acceptable	discriminant validity of $r=.04$
Graduate Students' Experiences with Diversity Survey (GSEDS)	No - article only	Kocarek, C., Talbot, D., Batka, J., & Anderson, M. (2001): MI/OK, US			X			Survey	52~	Three (3) dimensions - Graduate Student's 1) knowledge, 2) skills, and 3) comfort with diversity	Kocarek, C. c., Talbot, D., Batka, J., & Anderson, M. (2001). Reliability and validity of three measures of multicultural competency. Journal of Counseling and Development, 79(4), 486–496.	N = 83	$\alpha = .81$ to .92	strong relation between subscales of the same measure on MAKSS and GSEDS (.45-.71)
Implicit Association Test (IAT)	No - article only	Greenwald, McGhee & Schwartz (1998): USA			X	X		Scaled Questionnaire	NA	Two (2) constructs - Person's 1) Self-reported racial discrimination (via verbal slurs, exclusion, and physical harm) and 2) economic discrimination (via recommended budget cuts for Jewish, Asian, and Black student organizations)	Rudman, L. A., & Ashmore, R. D. (2007). Discrimination and the implicit association test. Group Processes & Intergroup Relations, 10(3), 359–372. Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. (1998). Measuring individual differences in implicit cognition: the implicit association test. Journal of Personality and Social Psychology, 74(6).	N = 45 & 304	$\alpha = .82$ to .84	A recent metaanalysis (Poehlman, Uhlmann, Greenwald, & Banaji, 2004) supported the IAT's temporal stability, internal consistency, and criterion validity (e.g. the IAT predicted voting, Scholastic Aptitude Test [SAT] scores, and consumer choice).

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)	<p>Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 27(4), 421–443.</p> <p>Straffon, D. A. (2003). Assessing the intercultural sensitivity of high school students attending an international school. <i>International Journal of Intercultural Relations</i>, 27(4), 487–501.</p> <p>Lombardi, M. R. (2010). Assessing Intercultural Competence: A Review. <i>NCSSMST Journal</i>, 16(1), 15–17.</p>	N = 226	$\alpha = .80$ to .85	<p>Validity testing of the IDI scales with the Worldmindedness scale and the Intercultural Anxiety scale</p> <p>Correlation coefficients estimated(n=553; p=0,01)</p>
Multigroup Ethnic Identity Measure - Revised (MEIM-R)	No - article only	Phinney (1992); revised scale - Phinney & Ong (2007)			X		X	Questionnaire	6	Two (2) constructs - Person's ethnic 1) exploration and 2) commitment	Yoon, E. (2011). Measuring ethnic identity in the Ethnic Identity Scale and the Multigroup Ethnic Identity Measure-Revised. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 17(2), 144–155.	N = 289	$\alpha = .74$ to .81	Comparative Fit Index CFI = .98, SRMR = .05, RMSEA = .04
Pro-Black and Anti-Black Attitudes Questionnaire	No - article only	Katz & Hass (1988): USA			X	X		Questionnaire		Five (5) attitudes - Regarding 1) shifting standards effect, 1) anti-black attitudes, 2) pro-black attitudes, 3) implicit prejudice, 4) implicit stereotyping, and 5) funding a black student union	Biernat, M., Collins, E. C., Katzarska-Miller, I., & Thompson, E. R. (2009). Race-Based Shifting Standards and Racial Discrimination. <i>Personality and Social Psychology Bulletin</i> , 35(1), 16–28.	N = 136 & 81	$\alpha = .75$ to .81	NA

Race-Related Events Scale (RES)	No - article only	Waelde, Pennington, Mahan C., Mahan R., Kabour, & Marquett (2010): US		X			Scaled Inventory	22	One (1) construct - Race related stress	Waelde, L. C., Pennington, D., Mahan, C., Mahan, R., Kabour, M., & Marquett, R. (2010). Psychometric properties of the Race-Related Events Scale. Psychological Trauma: Theory, Research, Practice, and Policy, 2(1), 4–11.	N = 408	$\alpha = .86$; $r^2 = .66$	has "internal consistency, temporal stability, and validity"
Relationship Between Personal Characteristics, Multicultural Attitudes, and Self-Reported Multicultural Competence	No - article only	Reynolds & Rivera (2012): USA		X		X	Scaled Questionnaire	128	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	Reynolds, A. L., & 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.	N = 129	$\alpha = .75$ to .93	Prior studies have found convergent and discriminant validity.
Revised Educational Context Perception Questionnaire (ECPQ II)	No - article only	Du Mérac, É. (2017): Italy		X	X	X	Questionnaire	26	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	Du Mérac, É. (2017). The revised educational context perception questionnaire (ECPQ II): Psychometric properties [Le proprietà psicometriche del questionario revisionato di percezione del contesto educativo (ECPQ II)]. Journal of Educational, Cultural and Psychological Studies, 2017(15), 53–72.	N = 1079	$\alpha = .70$ to .91	CFA: good fit for the six-factor model: χ^2 (260, N = 1079) = 847.704, $p < 0.001$; RMSEA = 0.046, 90% CI [0.042; 0.049], $p = 0.98$; CFI = 0.936; TLI = 0.926; SRMR = 0.044 construct validity: CFA on a random split-half sample: χ^2 (260, N = 543) = 565.387, $p < 0.001$; RMSEA = 0.047, 90% CI (0.041; 0.052), $p = 0.86$; CFI = 0.929; TLI = 0.918; SRMR = 0.047 --> good fit

Social Connectedness in Mainstream Society (SCMN)	No - article only	Yoon (2006): US			X	X	X	Questionnaire	5	One (1) construct - Immigrant's acculturation	Yoon, Jung, Lee, & Felix-Mora (2012). Validation of Social Connectedness in Mainstream Society and the Ethnic Community Scales.	N = 334	$\alpha = .92$ (previous study); .90 to .92 (this study)	construct validity of the SCMN and the SCETH (parallel scales) as related but distinct structures; convergent and discriminant validity in relation to acculturation and enculturation
Social Connectedness in the Ethnic Community (SCETH)	No - article only	Yoon (2006): US			X	X	X	Questionnaire	5	One (1) construct - Immigrant's enculturation	Yoon, E., Jung, K. R., Lee, R. M., & Felix-Mora, M. (2012). Validation of Social Connectedness in Mainstream Society and the Ethnic Community Scales. Cultural Diversity and Ethnic Minority Psychology, 18(1), 64–73.	N = 334	$\alpha = .94$ (previous study); .95 (this study)	construct validity of the SCMN and the SCETH (parallel scales) as related but distinct structures; convergent and discriminant validity in relation to acculturation and enculturation
Social Emotional Learning Skills Scale (SELSS)	No - article only	Kabakci et al. (2010): Turkey			X	X		Scaled Questionnaire	40	Four (4) dimensions - Person's skills with 1) problem solving, 2) communication, 3) self-esteem, and 4) coping with stress	Çelik, I. (2013). Social Emotional Learning Skills and Educational Stress. Educational Research and Reviews, 10(7), 799–803.	N = 238	$\alpha = .88$	NA
Socio-cultural Adaptation Scale (SCAS)	No - article only	Ward & Kennedy (1999): SGP	X	X		X	X	Scaled Questionnaire	29	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	Ward, C., & Kennedy, A. (1999). The measurement of sociocultural adaptation. International Journal of Intercultural Relations, 23(4), 659–677. Chi, R., & Suthers, D. (2015). Assessing intercultural communication competence as a relational construct using social network analysis. International Journal of Intercultural Relations, 48, 108–119.	N = 84 to 191	$\alpha = .75$ to .91	evidence of construct validity indicated by significant correlations between sociocultural and psychological adjustment as measured by the Zung Self-rating Depression Scale
Teacher Cultural Beliefs Scale (TCBS)	No - article only	Hachfeld, Hahn, Schroeder, Anders, Stanat, & Kunter (2011). Germany/ US			X		X	Scaled Questionnaire	10	Two (2) factors - Teacher's 1) multicultural beliefs and 2) egalitarian beliefs	Hachfeld, A., Hahn, A., Schroeder, S., Anders, Y., Stanat, P., & Kunter, M. (2011). Assessing teachers' multicultural and egalitarian beliefs: The Teacher Cultural Beliefs Scale. Teaching and Teacher Education, 27(6), 986–996	N1 = 433; N2 = 340	NA; $r = .54$	Used a path model with two subscales of the TCBS as predictors for the other subscales; results were consistent with expectations

Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS)	No - article only	Petrović, Jokić, & Leutwyler (2016): Serbia		X	X	Scaled Questionnaires	30	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	Petrović, D., Jokić, T. b., & Leutwyler, B. (2016). Motivational aspects of teachers' intercultural competence: Development and psychometric evaluation of new scales for the assessment of motivational orientation. Psihologija, 49(4), 393–413.	N = 330	$\alpha = .86$ to .89	The three scales together account for 50.49% of variance
Teacher Multicultural Attitudes Scale (TMAS)	No - article only	Ponterotto et al. (1998)		X	X	Scaled Questionnaire	20	One (1) construct - Teacher's multicultural attitudes	Arslan, S., & Yigit, M. F. (2016). Investigation of the Impact of Emotional Intelligence Efficacy on Teachers' Multicultural Attitudes. Journal of Education and Practice, 7(11), 147–157.	N = 315	$\alpha = .89$	Consistent with similar Turkish scale

PARTNER INPUTS (scientific assessment tools and existing practises)

Croatia												
Social Competence Scale - Teacher Version	Fast Track Project: Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia	X	X		X		Prosocial/Communication Skills- 6 items Emotional Regulation Skills – 7 items	The Scale contains three subscales: Prosocial/Communication Skills (Sample items were "Shares with others" and "Is helpful to others."), Emotional Regulation Skills (Sample items were "Controls temper when there is a disagreement" and "Accepts things not going her/his way."), and Academic Skills.	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016). PATHS in Croatia : A school-based randomised- controlled trial of a social and emotional learning curriculum. International journal of psychology, 52(2), 87-95.; http://fasttrackproject.org/techrept/s/sct/ Some items were adapted from the Kendall and Wilcox (1979) and Gersten (1976) assessments. New items were also developed.	N = 568	Prosocial behaviour $\alpha=.88$. Emotion regulation $\alpha=.89$	NA
Learning behaviour - School Readiness Questionnaire	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & Bierman, Domitrovich et al. (2008): USA				X		8	Learning behaviour (Sample items were "This child is ready for the cognitive demands of school" and "This child seems enthusiastic about learning new things.")	Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school	N = 568	$\alpha=.92$	NA
ADHD Rating Scale	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & DuPaul (1991): USA				X		Inattention – 8 items. Hyperactivity – 8 items.	Inattentive-Impulsive subscale (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.")	DuPaul, G. (1991). Parent and teacher ratings of ADHD symptoms: Psychometric properties in a community-based sample. Journal of Clinical Child Psychology, 20, 245–253.	N = 568	Inattention $\alpha=.94$ Hyperactivity $\alpha=.95$	NA

Teacher Observation of Classroom Adaptation–Revised	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & Werthamer-Larsson, Kellam, & Wheeler (1991): USA					X		NA	Authority Acceptance subscale - measure of Oppositional behaviour (Sample items were “Ignores or refuses to obey adults” and “Breaks things on purpose.”). - measure of Physical aggression (Sample items were “Threatens to hit or beat up other children” and “Physically attacks people.”)	Werthamer-Larsson, L., Kellam, S. G., & Wheeler, L. (1991). Effect of first-grade classroom environment on shy behavior, aggressive behavior, and concentration problems. American Journal of Community Psychology, 19, 585–602.	N = 568	Oppositional behaviour α=.91 Physical aggression α=.93	NA
Peer problems subscale - Strengths and Difficulties Questionnaire	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & Goodman, 1997; Goodman et al. (2010): USA	X			X		Peer problems subscale	5	Peer problems subscale (Sample items were “Picked on or bullied by other youth” and “Would rather be alone than with other youth.”)	Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38, 581–586. Goodman, A., Lamping, D.L., Ploubidis, G.B. (2010). When to use broader internalising and externalising subscales instead of the hypothesised five subscales on the Strengths and Difficulties Questionnaire (SDQ): data from British parents, teachers and children. Journal of Abnormal Child Psychology, 38, 1179–1191.	N = 568	α=.65	NA
Withdrawn/depressed behaviour from Head Start REDI	Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016): Croatia & Bierman, Domitrovich et al. (2008): USA	X	X		X			NA	Withdrawn/depressed behaviour (Sample items were “Avoids playing with other children” and “Sad, unhappy.”)	Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. Child Development, 79, 1802–1817.	N = 568	α=.81	NA

Germany

Germany														
Test to Measure Intercultural Competence (TMIC)		Schnabel (2015): Germany	X		X	X		Multimethod instrument: A situational judgment test (TMIC-SJT) that complements a Likert-scale-based self-appraisal scale (TMIC-SA)	NA	Onion model: malleable ability-based intercultural competences are located in the heart of this model, whereas traits, attitudes, or (cultural) intelligence are situated in an outer layer of the onion model	Schnabel, D., Kelava, A., Seifert, L., & Kuhlbrodt, B. (2015). Konstruktion und Validierung eines multimethodalen berufsbezogenen Tests zur Messung interkultureller Kompetenz. Diagnostica, 61(1), 3–21. chnabel, D., Kelava, A., Seifert, L., & Kuhlbrodt, B. (2015). Konstruktion und Validierung eines multimethodalen berufsbezogenen Tests zur Messung interkultureller Kompetenz. Diagnostica, 61(1), 3–21.	N = 641	NA	NA
Intercultural competence (adapted Cultural Intelligence Questionnaire)		based on van Dyne et al., 2012, adapted for adolescents by Miriam Schwarzenthal: Germany			X	X		Questionnaire	4	Cultural intelligence (CQ) – the capability to function effectively in intercultural settings. Four primary factors of Four primary factors: metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ.	Four Factor Model of Cultural Intelligence: Vvan Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. Social and Personality Psychology Compass, 6(4), 295–313.	NA	NA	NA
Wuerzburg Intercultural Competence Inventory (WIKI-KJ) (Würzburger Interkulturelle Kompetenz-Inventar)		Reinders, Gniewosz, Gresser & Schnurr (2011): Germany			X	X		Questionnaire	NA	Measurement of intercultural competence / Four major competence dimensions: intercultural contact frequency, adaptivity of contact behaviors, openness to intercultural contact and intercultural knowledge transfer.	Reinders, H., Gniewosz, B., Gresser, A., & Schnurr, S. (2011). Erfassung interkultureller Kompetenzen bei Kindern und Jugendlichen: das Würzburger Interkulturelle Kompetenz-Inventar (WIKI-KJ). Diskurs Kindheits-und Jugendforschung, 6(4), 429-452.	N = 976	NA	NA
Multicultural Awareness Scale (MAS)	Yes, in article	Awang-Rozaimie et al. (2012): MYS			X	X	X	Questionnaire	12	self awareness as the awareness on cultural differences from one's perspectives and cultural awareness as awareness on social-cultural differences such as on family, gender, age, religion, and custom and belief	Awang-Rozaimie, A.-S., Sahari, S.-H., & Ali, A. J. (2012). Multicultural awareness and urban communities:: Validating a multicultural awareness scale. Journal of Asian Behavioural Studies, 6(2), 49–62.	N = 87	.78	content validity (item clarity) was tested by experts -> professor in sociology, PhD holder in intercultural study, two Malaysian natives with master's degress in TESL and MBA, community leader)

Cross-Cultural World-Mindedness Scale (CCWMS)	No	Der-Karabetian (1993): USA		X	X	X	Questionnaire	26	attitudes towards race, religion, world government, war, patriotism, and global education; World-mindedness is defined as "positive attitudes towards issues such as immigration, world government, and world economic justice"	Lombardi, M. R. (2010). Assessing Intercultural Competence: A Review. NCSSMST Journal, 16(1), 15–17.	NA	.80 - .85	NA
Intercultural Sensitivity Inventory (ISI)	Yes	Bhawuk & Brislin (1992): NPL, HI		X	X	X	Questionnaire	46	person's ability to modify behavior in culturally appropriate ways when coming into contact with diverse cultures cultural constructs of individualism, collectivism, and flexibility and open-mindedness	Lombardi, M. R. (2010). Assessing Intercultural Competence: A Review. NCSSMST Journal, 16(1), 15–17.; Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of Theory, research, and practice (Technical report for the foreign language program evaluation project). Second Language Studies, 26(1), 1–58.	N = 46 + 93	.82 - .84	expert ratings about cross-cultural interaction --> adequate validity
The Assessment of Intercultural Competence (AIC)	Yes	Federation of the Experiment in International Living (FEIL): USA		X	X	X	self-assessment tool: self and other-reported procedures and interviews lasting approximately one hour		measures how inter-cultural sojourners change over time dimensions of inter-cultural competence (knowledge, attitude, skills, and awareness), characteristics of intercultural competence, domains of intercultural competence (relationships, communication, and collaboration), language proficiency, and developmental level	Lombardi, M. R. (2010). Assessing Intercultural Competence: A Review. NCSSMST Journal, 16(1), 15–17.; Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of Theory, research, and practice (Technical report for the foreign language program evaluation project). Second Language Studies, 26(1), 1–58.	NA	.70	NA

Behavioral Assessment Scale for Intercultural Competence (BASIC)	No - article only	Koester & Olebe (1988) Ruben & Kealey (1979): USA & Canada			X	X		Rating Scales	8	Display of respect (1), interaction posture (2), orientation to knowledge (3), empathy (4), selforiented role behavior (5), interaction management (6), tolerance for ambiguity (7)	Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of Theory, research, and practice (Technical report for the foreign language program evaluation project). Second Language Studies, 26(1), 1–58. https://prezi.com/gbdpjlsdixfw/the-basics-of-intercultural-competence/	NA	NA	NA
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Slovenia

Lestvica anksioznosti za učence in dijakke (Anxiety scale for students)	Kozina (2014): Slovenia	X	X				Self-report	14	The scale measures cognitive and emotional aspects of anxiety. 3 dimensions: Emotions, Decision, Worrying (total score: general anxiety)	http://www.center-pds.si/Katalogtestov/Klini%C4%8Dnites ti/Lestvicaanksioznostizau%C4%8Denc eindijake%E2%80%93AN-UD.aspx	N = 10427	.71 - .90	Studies support factor structure, convergent (corr with another anxiety measure) and discriminant (corr with aggression) validity (see Kozina, 2014a)
Lestvica agresivnosti za učence in dijakke (Aggression scale for students)	Kozina (2014): Slovenia	X	X				Self-report	18	Measures general reactive aggression. 4: Verbal aggression, inner aggression, body aggression, aggression towards authority (total score: general aggression)	http://www.center-pds.si/Katalogtestov/Klini%C4%8Dnites ti/Lestvicaagresivnostizau%C4%8Denc eindijake%E2%80%93AG-UD.aspx	N = 10427	.56 - .91	Studies support factor structure, convergent (corr with another aggression measure) and discriminant (corr with anxiety) validity (see Kozina, 2014b)
Vprašalnik o socialnem vedenju otrok (adaptation of Social Competence and Behavior Evaluation Preschool Edition)	LaFreniere, Dumas, Zupančič, Gril, Kavčič (2001): USA, France	X	X				Adult-report questionnaire for children, (self-report adolescent version in preparation)	80	Assesses patterns of social competence, emotion regulation and expression and adjustment difficulties. - 8 bipolar scales: joyful–depressive, secure–anxious, tolerant–angry, integrated–isolated, calm–aggressive, prosocial–egotistical, cooperative–oppositional, autonomous–dependent - 3 summary scales: Social competence (e.g. shares things with other children), Internalizing Behaviour (e.g. remains isolated, separate from the group), Externalizing Behaviour (e.g. gets into conflicts with children)	http://www.center-pds.si/Katalogtestov/Osebnostnivpra%C5%A1alniki/Vpra%C5%A1alnikosocialnemvedenjuotrok-SV-O.aspx	N = 496 (2001) N = 709 (2014; updated norms)	.76 - .95	Slovenian and foreign studies support factor structure, convergent, discriminative & predictive validity (corr with child's sociometric status etc.) (see LaFreniere et al., 2001)
Lestvica socialne anksioznosti za mladostnike (Social anxiety Scale for adolescents)	Puklek Levpušček (2008): Slovenia	X	X				Self-report	28	Assesses adolescent's experience of fear, worry and tension in social situations as well as withdrawal passiveness in social situations. 2: Worry and fear of negative social evaluation, Anxiety and distance in social situations (total score: general social anxiety)	http://www.center-pds.si/Katalogtestov/Klini%C4%8Dnites ti/Lestvicasocialneanksioznostizamlado snike-LS.aspx	N = 1300	.71 - .90	Convergent validity supported (see Puklek Levpušček, 2008)

Merjenje razredne klime – Razredno okolje	Zabukovec (1998): Slovenia	X	X				Teacher-report, student-report; Lower secondary school (version for primary and upper secondary also exist)	21	Assesses 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/Vpra%C5%A1alnik_izau%C4%8Ditelje/Merjenje_razredne_klime-MRK.aspx	N = 106	.49 - .79	Due to low reliability of dimensions (see Klemenčič, 2016) use of total score is advised
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Existing practices

Vprašalnik prednosti in težav (adaptation of Strengths and Difficulties Questionnaire)	Goodman et al. (major contribution s to the Slo version: Marija Anderluh, Andrej Marusic, Peter Janjušević, Jerneja Terčon, Bernarda Dobnik Renko) (1997, 1998, 2010): UK	X	X		X		Self-report (11-17 years) or adult-report for 2-17 years, It has follow-up questions for use after intervention	25	Brief behavioural screening questionnaire, with positive and negative attributes. 5 dimensions: emotional symptoms (e.g. I worry a lot), conduct problems (e.g. I get very angry and often lose my temper), hyperactivity/inattention (I am restless, I cannot stay still for long), peer relationship problems (e.g. Other children or young people pick on me or bully me), prosocial behaviour (e.g. I am helpful if someone is hurt, upset or feeling ill).	http://www.sdqinfo.com/py/sdqinfo/b3.py?language=Slovene	NA	NA	NA
Čustva, ki jih doživljaš v šoli (Emotions experienced at school)	Muršič et al. (2010, 2016): Slovenia		X		X		Self-report (age span not defined, but used on lower secondary students)	28	Assesses which pleasant and unpleasant emotions students experience at school 4: Insecure social integration (e.g. fear, exclusion, shame, humiliation, defiance; e.g. In school I often feel fear, I feel threatened.) , Supportive social integration (satisfaction and pride, trust, respect, compassion; e.g. In the school I often experience satisfaction and pride ,because I am successful at things and other notice it.), Dehumanization of others and possessiveness (e.g. loneliness, envy, disappointment; e.g. At	http://www.theewc.org/content/download/1751/13473/file/OSNOVE%20SISTEMSKEGA%20PRISTOPA%20K%20MEDVRSTNI%20K%20NASILJU%20IN%20EVALVACIJA%20PROJEKTA%201NasVIZ.pdf	N = 300	NA	NA

								school I'm often lonely), Boredom and ill-wishing (e.g. boredom; I am often bored at school, because I'm interested in other things.)					
Tvoj pogled na čustva (Your understanding of emotions)	Muršič et al. (2010, 2016): Slovenia		X		X		Self-report (age span not defined, but used on lower secondary students)	23	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).	http://www.theewc.org/content/download/1751/13473/file/OSNOVE%20SISTEMSKEGA%20PRISTOPA%20K%20MEDVRSTNI%C5%A0KEMU%20NASILJU%20IN%20EVALVACIJA%20PROJEKTA%201NasVIZ.pdf	N = 300	NA	NA
Lestvice medvrstniškega nasilja v šoli – (adapted from Scales of peer bullying at school)	Cheng et al., 2011, Chen et al., 2012; adapted in Pečjak 2014; Jakin, 2013: Taiwan	X	X		X		Self-report (no age defined)	45	In the last six months witnessed, experienced or caused peer bullying 4: Verbal bullying, physical bullying, relational bullying and cyber bullying	http://journals.sagepub.com/doi/pdf/10.1177/0143034311404130 ; https://www.researchgate.net/publication/241714642_Validation_of_the_perceived_school_bullying_severity_scale	N = 333	NA	NA
Vprašalnik kognitivne in čustvene empatije (adapted from How I Feel in Different Situations test)	Feshbach et al., 1991 (adapted in Jakin, 2013): USA	X	X		X		Self-report	12	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	http://www.mss.si/datoteke/dokumenti/diplomske/2013/Jakin_Sasa-Vloga.pdf	NA	NA	NA

Lestvica zaznane socialne podpore v razredu (Scale of perceived social support in a class)	Musek Lešnik (2008): Slovenia	X	X		X	Self-report (9-18 years)	25	Assesses level of social support a student perceives in own classroom (e.g. I can count in my classmates).	http://www.ipsos.si/lestvice%20vprasa%20demo/web-content/Materiali/LES%20LZSPP%20azn%20soc%20podpora%20v%20razredu.html	NA	NA	NA
Lestvica šolske klime za dijake (School climate scale for students)	Kozina (2011): Slovenia	X	X		X	Student-report (upper secondary)	22	Assesses school climate. 4: relationships – students (understanding and cooperation among students), relationships – teachers (e.g. teachers help students, take time for students), relationships – school (e.g. positive school atmosphere), school organization (general school organization and additional activities for students)		N = 3343	NA	NA
Lestvica odnosne kompetentnosti pri učiteljih (Teacher's relational competence scale)	Vidmar & Kerman (2016): Slovenia	X	X		X	Self-report (teachers)	11	Assesses teachers' relational competence 2: Respect of individuality (e.g. I take into consideration that each student experiences a given situation from a different perspective), Responsibility for the relationship (e.g. If I find myself in repeated conflicts with a certain student or a group of students, I consider my behaviour and usually modify it accordingly).	http://www.pei.si/UserFilesUpload/file/digitalna_knjiznica/SP/2016/SP_XXVII_2016_1-2/index.html#p=42	N = 562	NA	NA
Analyses of teachers' diaries	Bešter & Medvešek (2016): Slovenia			X	X	Teacher diaries on impressions and thoughts on the classroom/school events, interpersonal relations and students behavior, parent-teacher relations, reflection of own pedagogical approaches	NA	Diaries analysed based on model by Deardorff. 4: attitudes toward others/those who are different; knowledge and understanding and specific skills, intercultural reflection, constructive interaction	http://www.sodobna-pedagogika.net/wp-content/uploads/2016/07/2016_2_3_Bešter_ang.pdf	N = 21	NA	NA
Flanders Interaction analysis system	Flanders, in Calhoun (1994): USA	X	X		X	Observational	NA	Assessing teacher verbal interaction by designating every three seconds which of the following 10 categories of behavior is occurring: accepts feelings, praise or	http://login.ezproxy1.lib.asu.edu/login?url=http://search.proquest.com.ezproxy1.lib.asu.edu/docview/304128564?accountid=4485	NA	NA	NA

									encouragement, accepts or uses ideas of students, asks questions, lectures, gives directions, criticizes or justifies authority, student talk-response, student talk-initiation, and silence or confusion. 4: Teacher Talk (Directness, Indirectness) and Student Talk				
Samoocenjevalni vprašalnik emocionalne kompetentnosti (adapted from Emotional Intelligence, Skills and Competences Questionnaire)	Taksić (1998, 2002): Croatia	X	X			X	Self-report	45	Accesses emotional intelligence in accordance with the model of Mayer & Salovey, 1997. 3 dimensions: ability to perceive & understand emotions, ability to express & label emotions, ability to manage emotion	https://www.academia.edu/27807005/The importance of emotional intelligence competence in positive psychology	NA	NA	NA
Vprašalnik medvrstniškega nasilja (adapted from Bullying: Elementary teachers' attitudes and intervention strategies)	Yoon & Kerber, 2003; adapted in Pečjak, 2014: USA	X	X			X	Self-report, Six bullying scenarios	NA	Teachers' perceptions of three types of bullying (physical, verbal, and social exclusion): Likert scale about teachers' attitudes, including seriousness, empathy for victims, and likelihood of intervention, and open question about teachers' intervention strategies (coding categories provided).	https://www.researchgate.net/publication/269760709 Bullying Elementary Teachers' Attitudes and Intervention Strategies	NA	NA	NA

Sweden

Questionnaire assessing health and living conditions (adults)	The Public Health Agency of Sweden (2016): Sweden		X		X	Questionnaire	62	Perceived health and well-being (item 9-14)	https://www.folkhalsomyndigheten.se/documents/statistik-uppfoljning/enkater-undersokningar/nationella-folkhalsoenkaten/2016/Questionnaire-2016.pdf	NA	NA	NA
Health Behaviour in School-aged Children 2013/2014	The Public Health Agency of Sweden (2016): Sweden	X	X		X	Questionnaires for students aged 11, 13 and 14 years old. This is a part of the international survey Health Behaviour in School-aged Children.	94	Social relations, habits, psychological health	In Swedish: https://www.folkhalsomyndigheten.se/publicerat-material/publikationsarkiv/s/skolbarns-halsovanor-i-sverige-201314/ The international study: http://www.hbsc.org/methods/index.html	N = 8000	NA	NA
The military draft, an evaluation of non-cognitive social interactive ability		X				A certified psychologist who conducts a structured interview with the draftee	NA	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	The measure is used in this study: http://www.ifau.se/globalassets/pdf/se/2008/wp08-25.pdf	NA	NA	NA

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