

Research agenda: What kind of design would be optimal to examine the questions at stake

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Questions at stake

We know ...

- how to conceptualize and assess C&SE skills, *but how do these work in conjunction across development?*
- the associations between C&SE skills and outcomes, *but what about causality and reciprocal effects?*
- patterns of normative C&SE skill development, *but what about moderators and diverging individual developmental trajectories?*
- about naturally occurring and accidental C&SE skill change, *but how about obtaining targeted change?*

An ideal design...
... to have results within in a reasonable time

Main characteristics:

- Longitudinal, following at least two cohorts
- Large number of people per cohort
- Broad range of C&SE constructs
- Multiple informants
- Yearly assessment points per cohort
- Different countries

This has never been done before

Why two cohorts?

- Study covers large time span (age 7 – age 18)
- Following two cohorts of different age



7 years

18 years

Cohort 1



13 years

Cohort 2



Why two cohorts?

- Study covers large time span (age 7 – age 18)
- Following two cohorts of different age



7 years

Primary education

18 years

Cohort 1



Secondary education

Cohort 2



13 years



5 years

Why follow a large sample?

- Anticipate drop-out



- Many variables → Power for analyses!

	Low SES	Medium SES	High SES
Boys	 → 	 → 	 → 
Girls	 → 	 → 	 → 

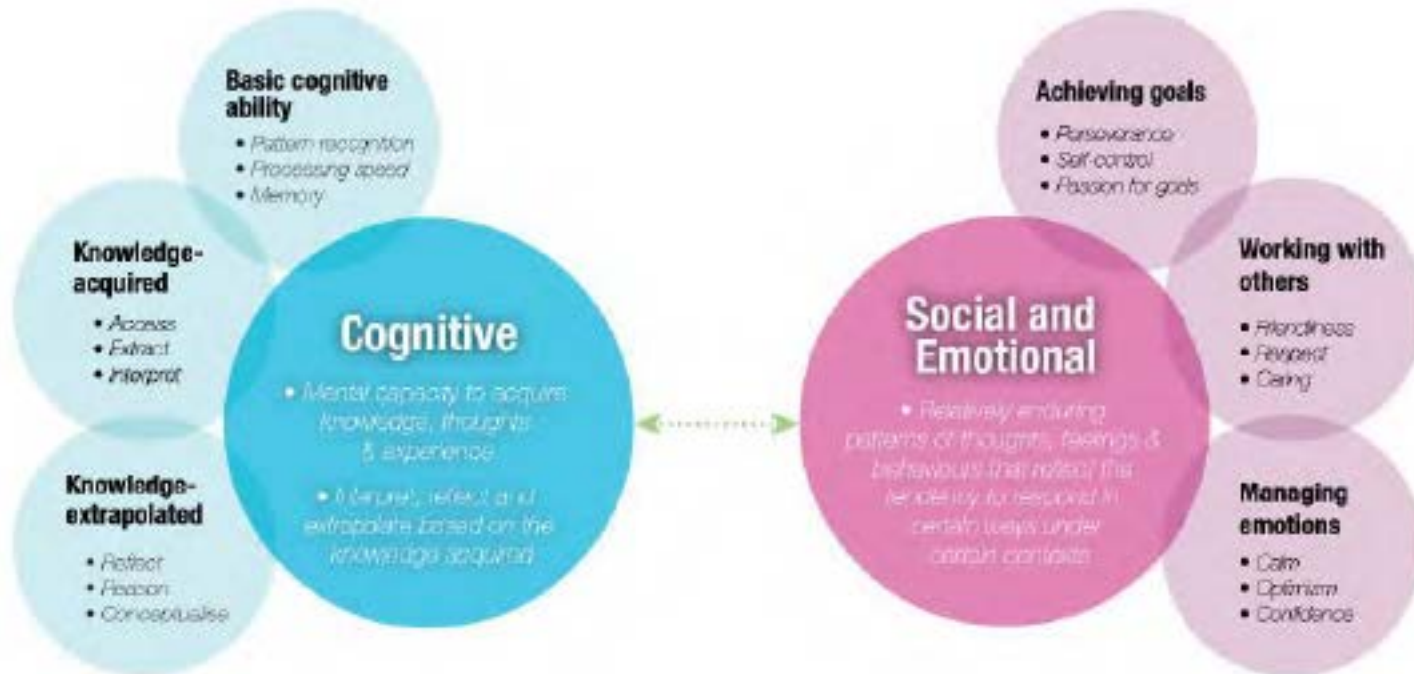
Why such an extensive battery?

- Comprehensive assessment of individual differences: cognitive + social-emotional skills
- Less to more malleable differences
- Largest common denominator models
- Relate broad set of predictors to a broad set of consequential outcomes

→ where possible: assess via different methods

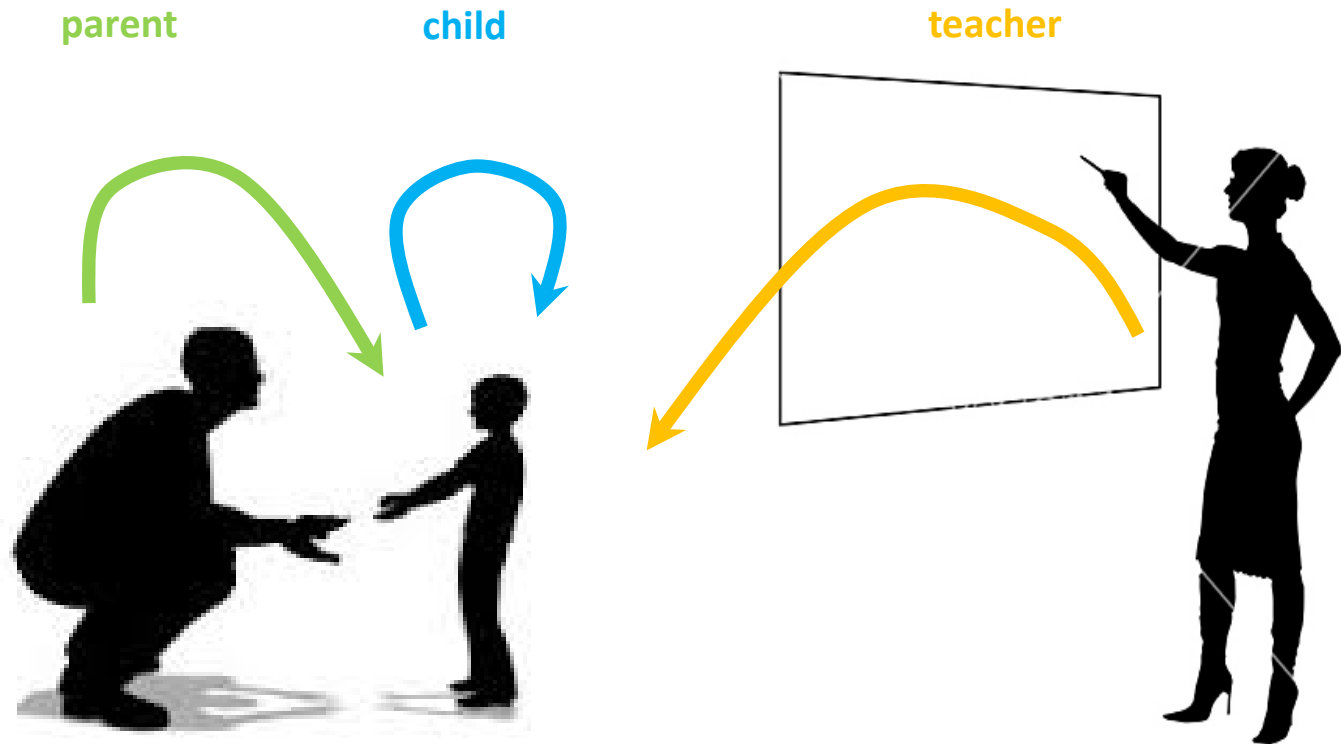
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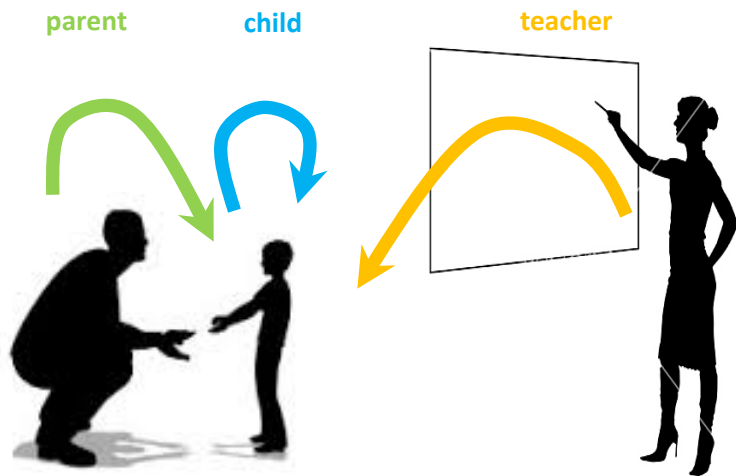
Figure 2.3 Framework of cognitive, social and emotional skills



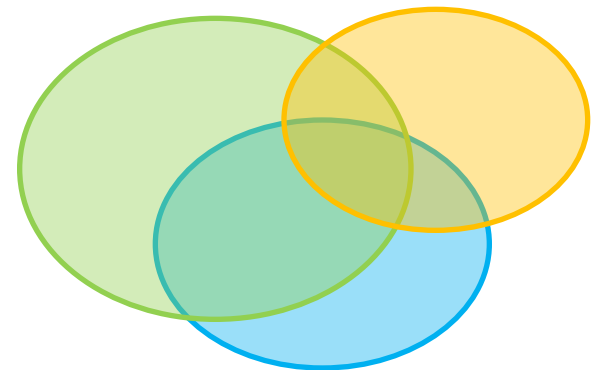
Why multiple informants?

- Stakeholders in reality





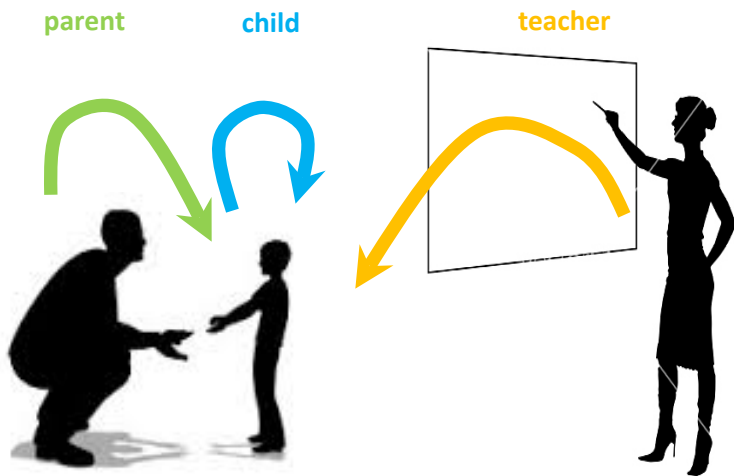
3 unique perspectives



Variance parent report

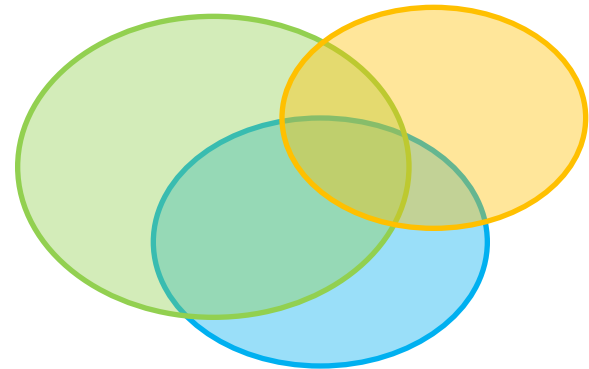
Variance child report

Variance teacher report



- Avoid common rater bias
- Increase reliability & validity
- Different methods

3 unique perspectives



Variance parent report

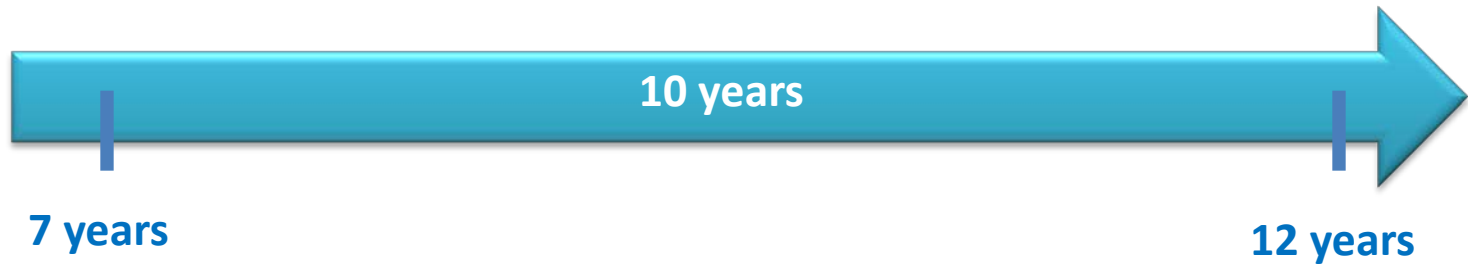
Variance child report

Variance teacher report

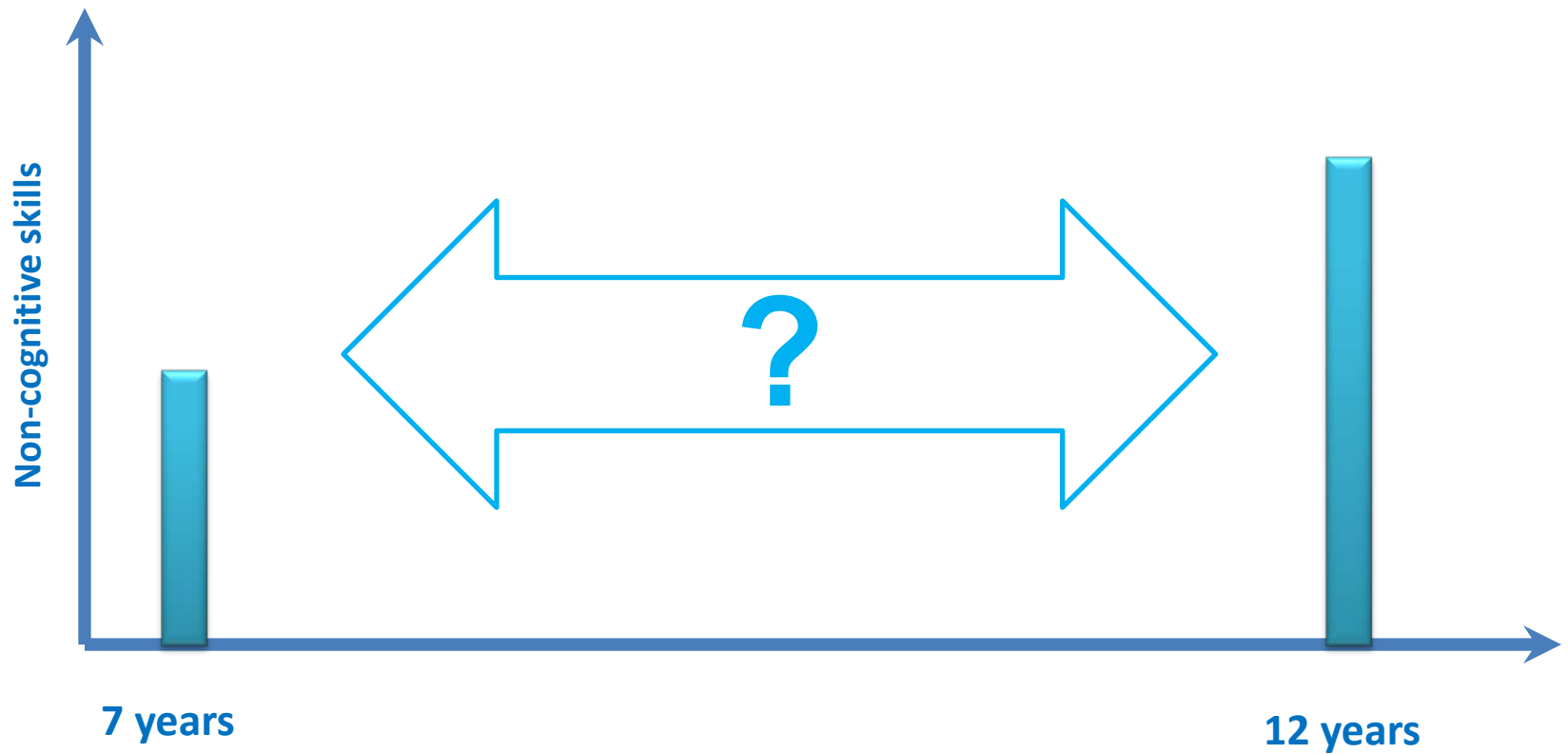
Why yearly assessment points?

- If you have only two assessment-points: what happens in-between?
- Assess non-linear change
- Necessary for three main reasons:
 - Who deviates from normative change patterns?
 - Why do individuals follow a different pattern?
 - What are the mechanisms behind such developments?

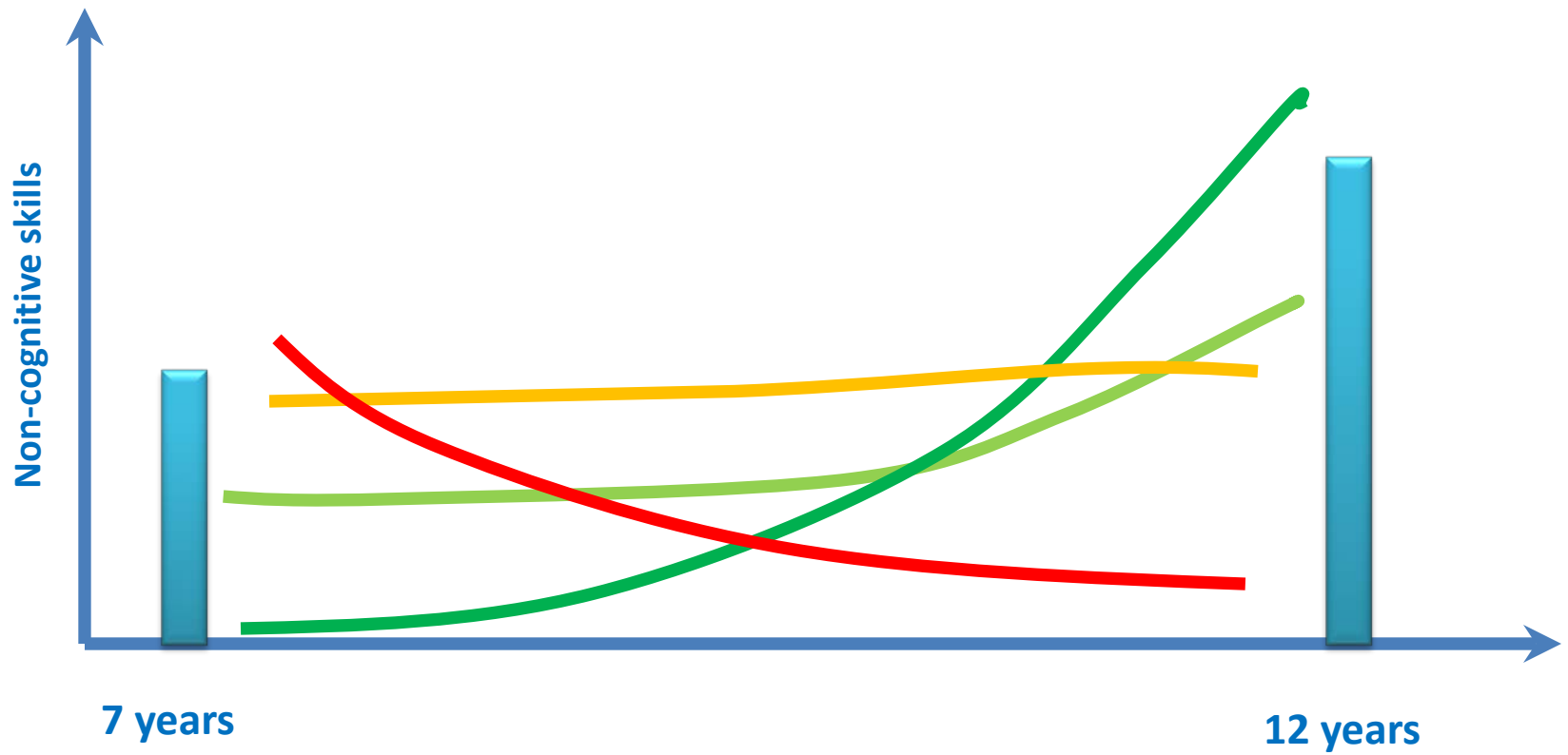
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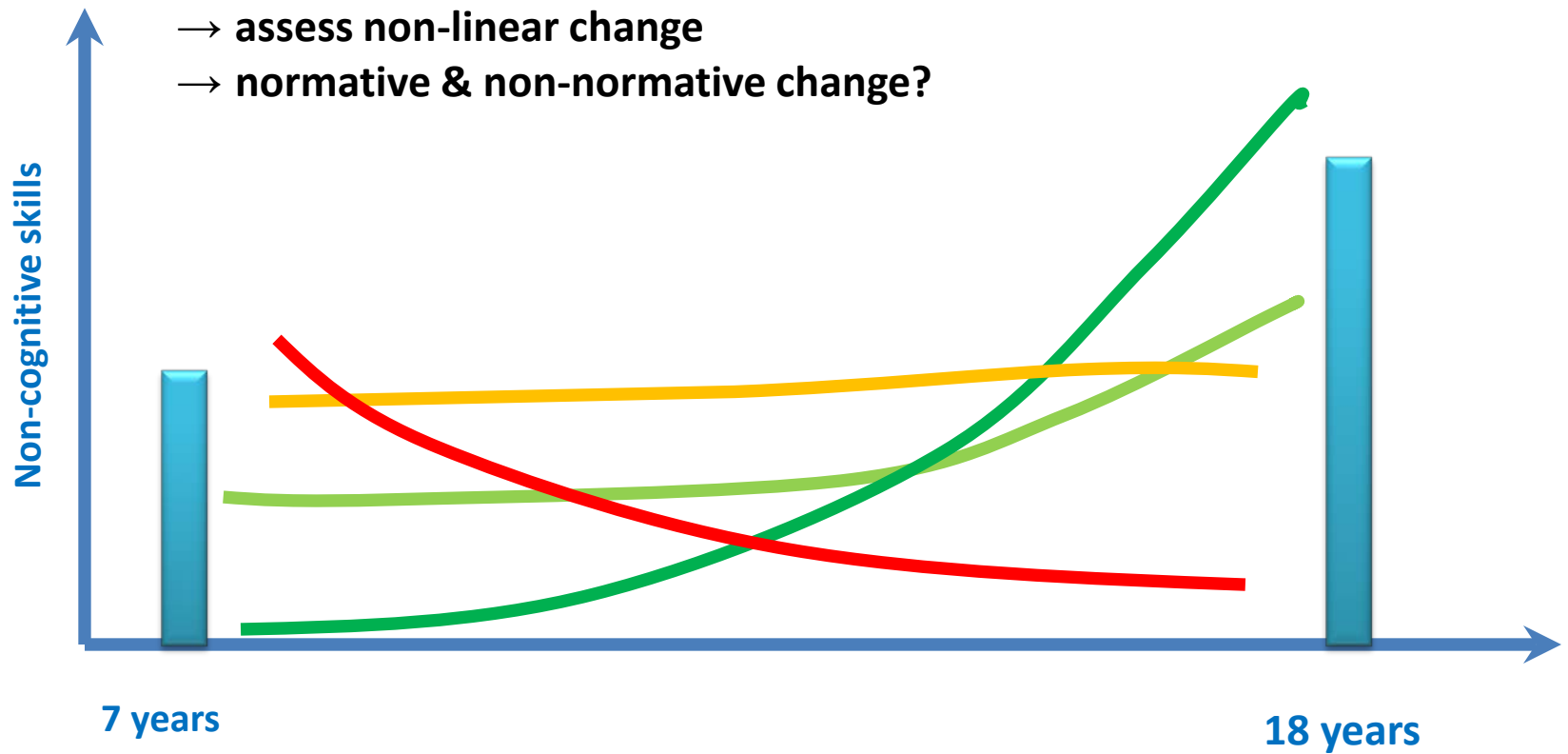
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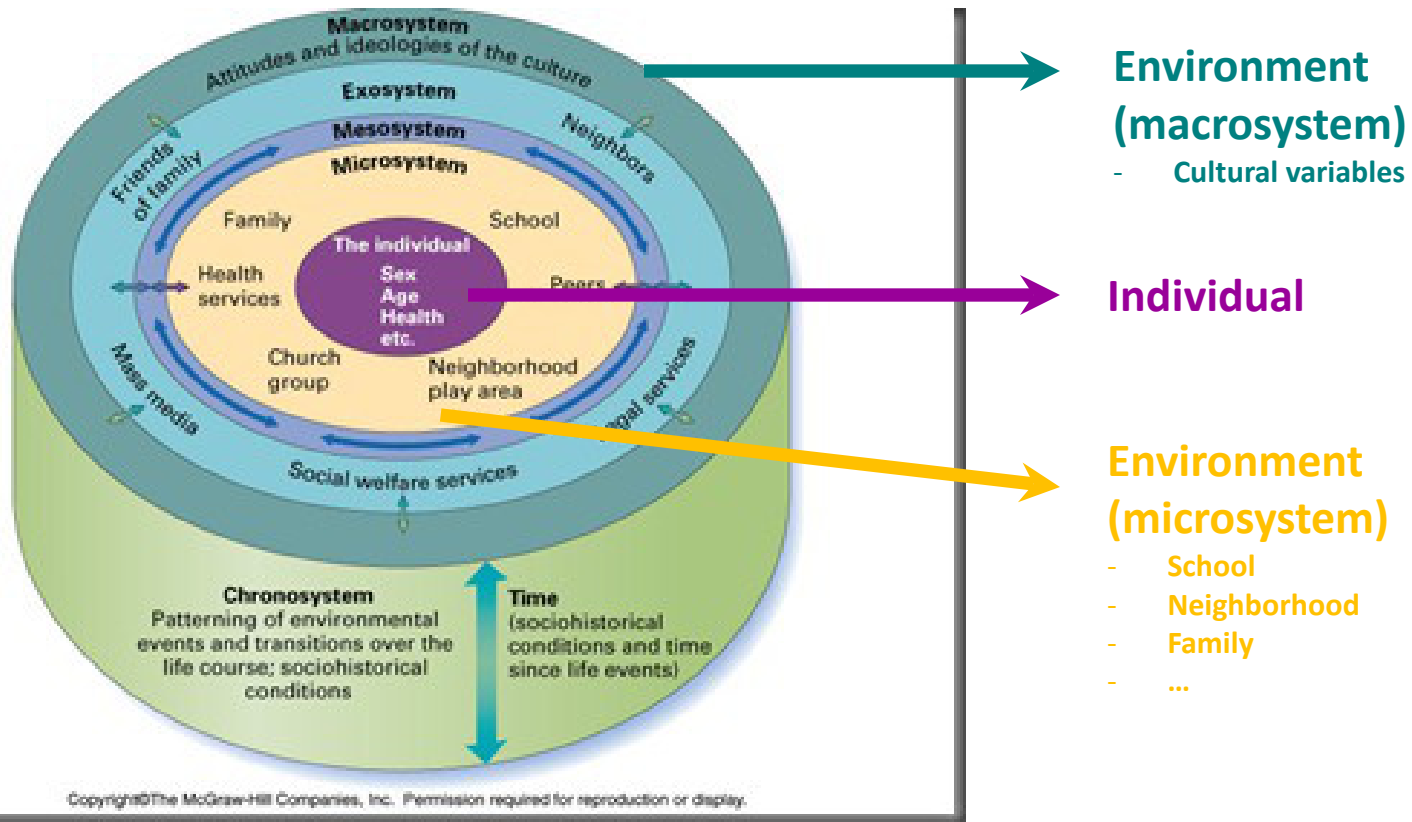
Why yearly assessment points?



Why studies in different countries?

- So far: focus on the person and development of the person
- Explaining development: focus on the environment (family, interpersonal, school)
- → variability in environments is recommended
- Different family/educational/societal systems across the globe: a natural “experimental” environment

Why studies in different countries?



Summary:

- Exciting and ambitious research program
- Large benefits for all stakeholders
- Will provide crucial information to understand and support development of youth in their transition to adulthood
- Outcomes that really matter