

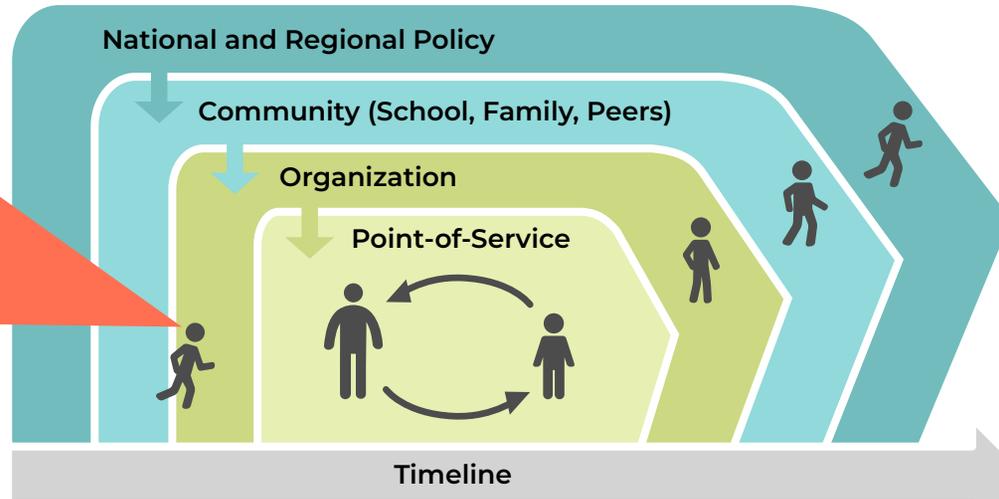
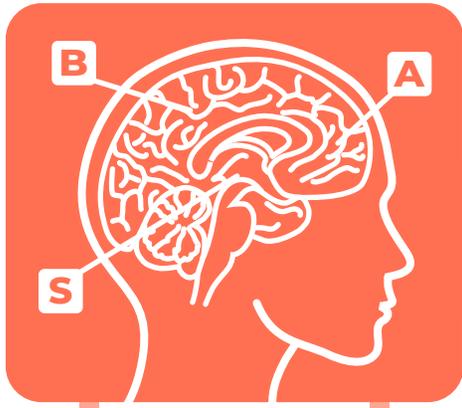
I. MPC_n Framework

The Multilevel Person-in-Context Neuroperson framework depicts social and emotional learning (SEL) for individuals in nested contexts.

The Q-ODM toolbox provides organizations with (I) the conceptual framework, (II) guiding questions, (III) measurement supports, and (IV) analytical strategies necessary to demonstrate outcomes resulting from high-quality practices at the point-of-service (POS).

II. Evaluation Questions

Design is guided by seven key research questions to connect quality services to short- and long-term outcomes.



S Schemas
Children and youth enter a setting with certain learned, automatic ways of viewing other people and events. Schemas influence basic regulation skills and their attachments to others.

B Beliefs
Children's beliefs about themselves and the world, tied to notions of good and bad, influence their behavior and combine to form attitudes, goals, and plans.

A Awareness
How children control their attention, and which schemas and beliefs are currently active, influences whether they will respond to a situation mindlessly or skillfully, with intention.



- 1 What is the prevalence of low and high quality across settings?
- 2 Which indicators of high quality are missing across settings?
- 3 What is the distribution of low and high student skill across settings?
- 4 What is the distribution of student low baseline skill within each setting?
- 5 Is exposure to high-quality instructional practices associated with greater skill change compared to exposure to low-quality instructional practices?
- 6 Do students exposed to high-quality instructional practices, who were in the lower-skill subgroup at baseline, gain as much or more than students who were in the higher-skill subgroup?
- 7 Do students exposed to high-quality instructional practices and who experience substantial SEL skill growth demonstrate improvements in academic performance and other school-related outcomes in subsequent years?

III. Measurement

Measurement supports include assessment tools and guidance on the data needed to demonstrate outcomes of high quality. SEL skills must be measured at least twice to show that quality leads to growth.



Organization quality encompasses management practices and job satisfaction while quality staff instruction focuses on the point of service.

Growth of social and emotional learning skills is determined by measuring skills at two time points (the first typically occurring before the school year begins).

Short-term (near-transfer) outcomes can be measured, for example, using school grades, test scores, and disciplinary records. When these improve, it raises the likelihood of far-transfer outcomes (e.g., college).

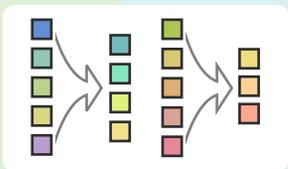
IV. Analysis

QTurn employs **pattern-centered analysis**, treating individuals and situations as integrated wholes.

Four Steps

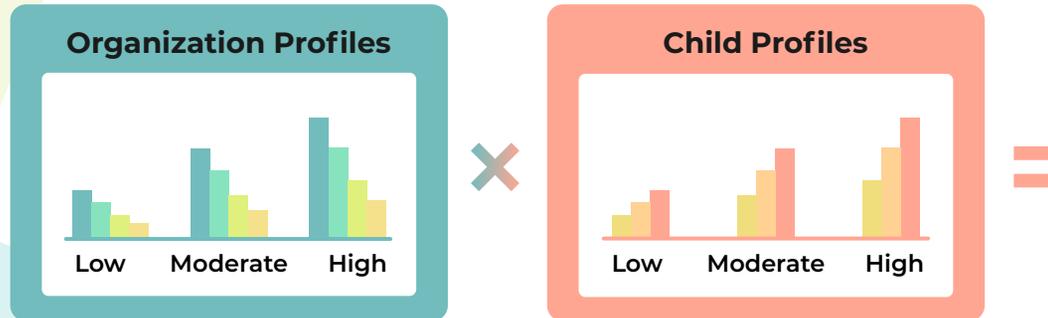
1. Recalibrate measurement tools
2. Quasi-absolute scaling
3. Profile analysis
4. Path and prodigal impact modeling

1. Recalibration



First, guided by the framework, relevant items are selected from among those measured.

3. Profile Analysis

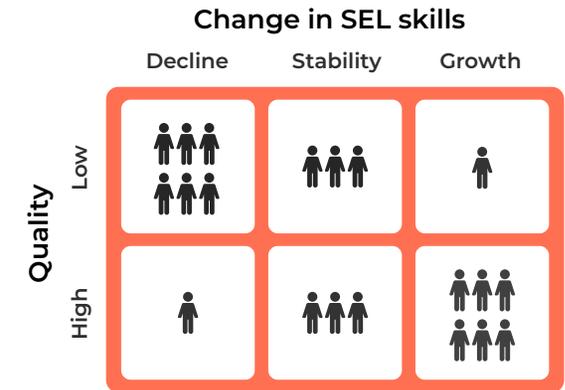


Using cluster analysis and related techniques, scores on multiple domains of quality (depicted here as different colored bars) are used to categorize organizations as low, moderate, or high in quality. These groupings are called profiles.

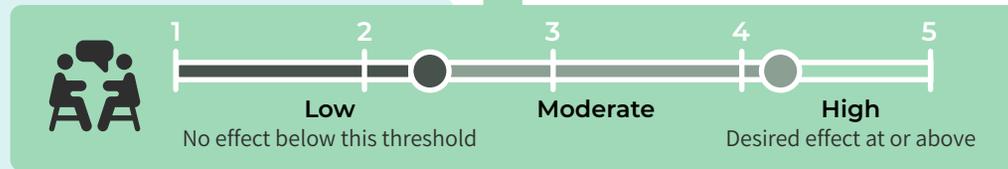
For each time point, children are grouped based on their SEL scores into low, moderate, and high skill levels. Next, after aligning profiles across time points, children are identified based on changes in their profile membership over time.

4. Path & Prodigal Impact Models

The impact of quality on SEL skill growth is gauged by examining the proportion of children who moved to a higher skill level in high- vs. low-quality organizations (using cross-tabulation and chi-square tests).



2. Quasi-Absolute Scaling



In the second step, through conversations with experts and experienced staff, threshold scores for low, medium, and high quality are identified. "High" is the threshold at or above which desired effects are expected. For example, on a five-point scale, a score of 4.1 may be sufficient. This step provides a foundation for creating the program and child profiles.

Equity Effects

The prodigal impact model is a path model involving only those children who began with lower SEL skills (at time one). Children should show more skill growth in high quality compared to children with a higher baseline.

