



CREATING AND EXPANDING THE INTERNATIONAL DEVELOPMENT AND EARLY LEARNING ASSESSMENT (IDELA)

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Overview

Why was IDELA developed?

What does IDELA measure?

How has IDELA been developed and tested?

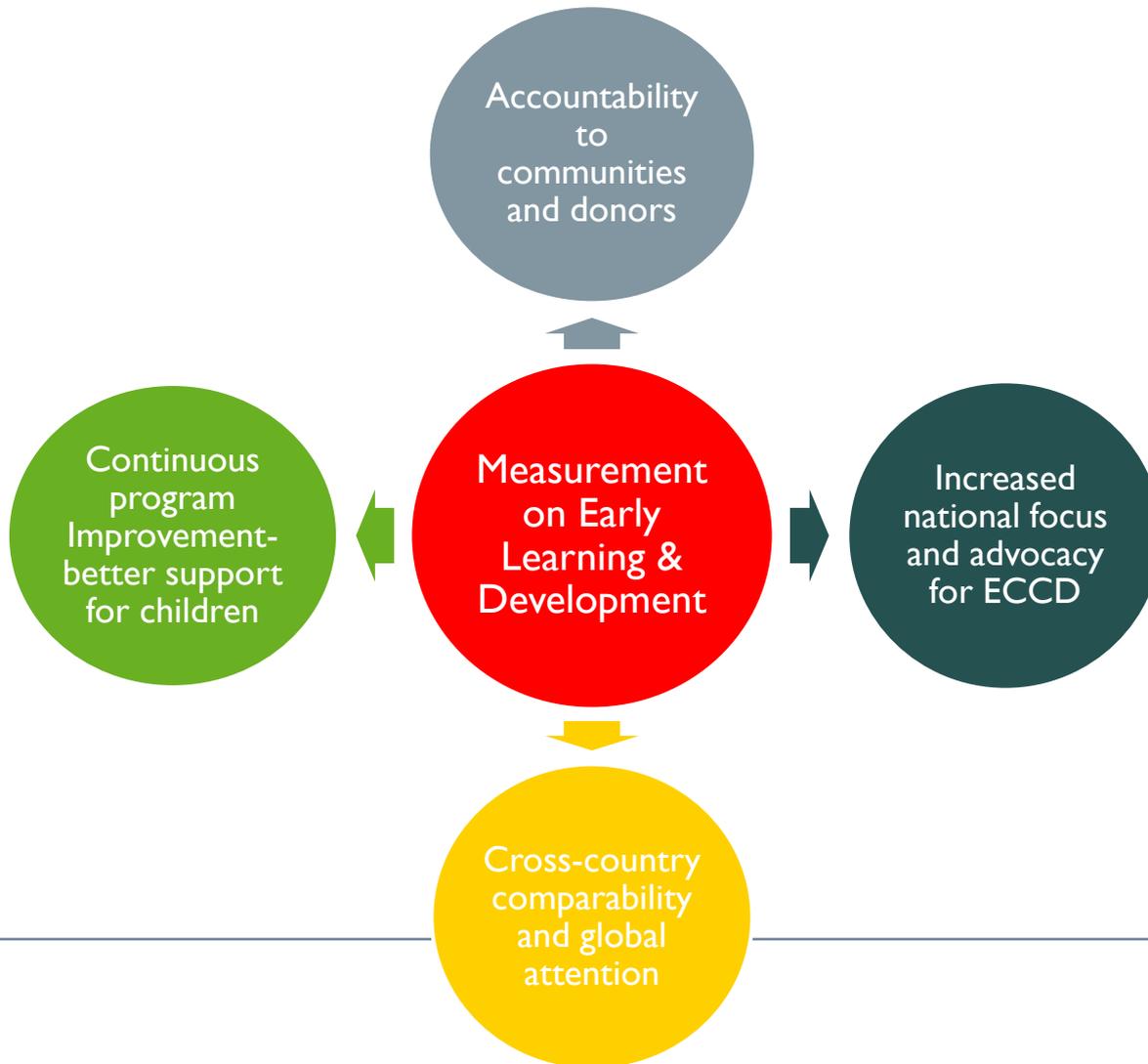
How are we continuing to expand IDELA to assess non-academic skills?

Save the Children's Global ECCD Portfolio



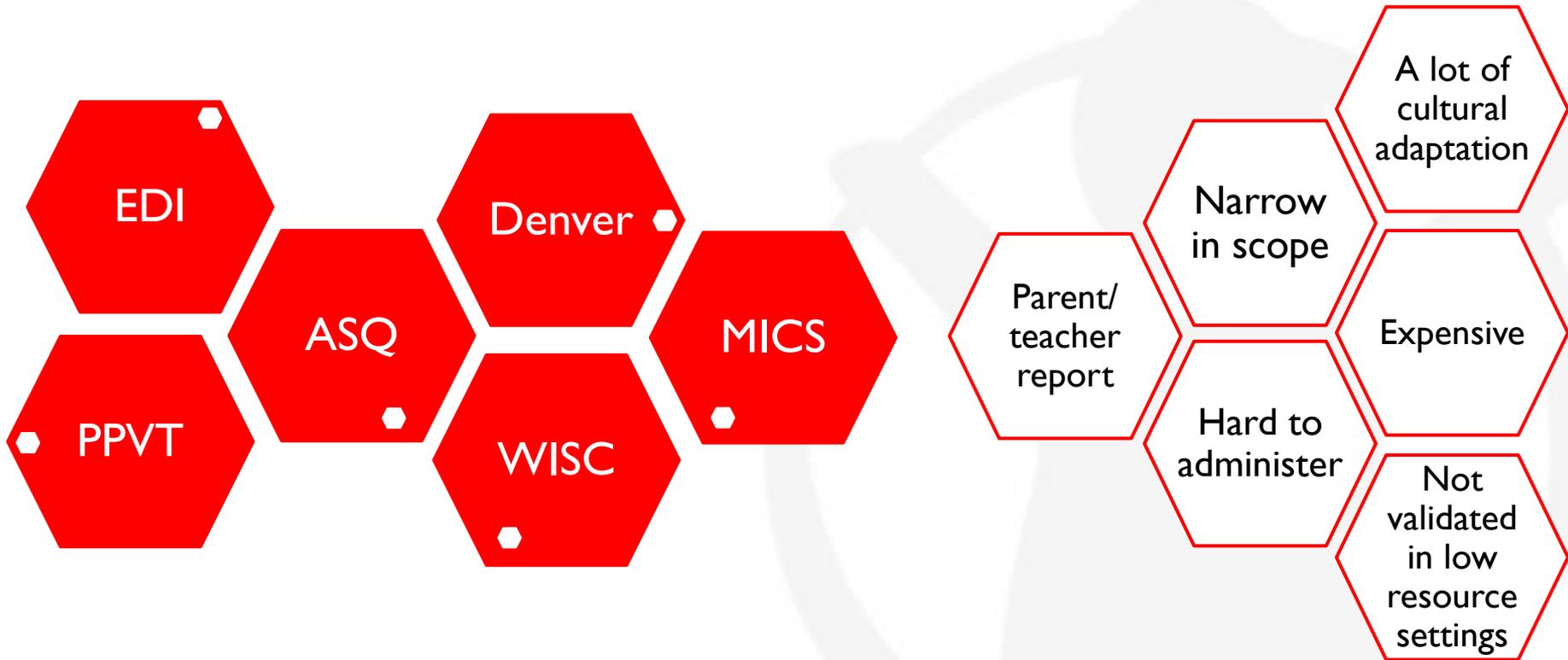
- We work in over 75 countries around the globe
- We reach directly close to 2 million children per year and we indirectly touch the lives of over 10 million children
- We support a wide range of programs - Home based, Community-based, School-based, Parent Education, Intensive Summer Programs, among others

Why was IDELA developed?

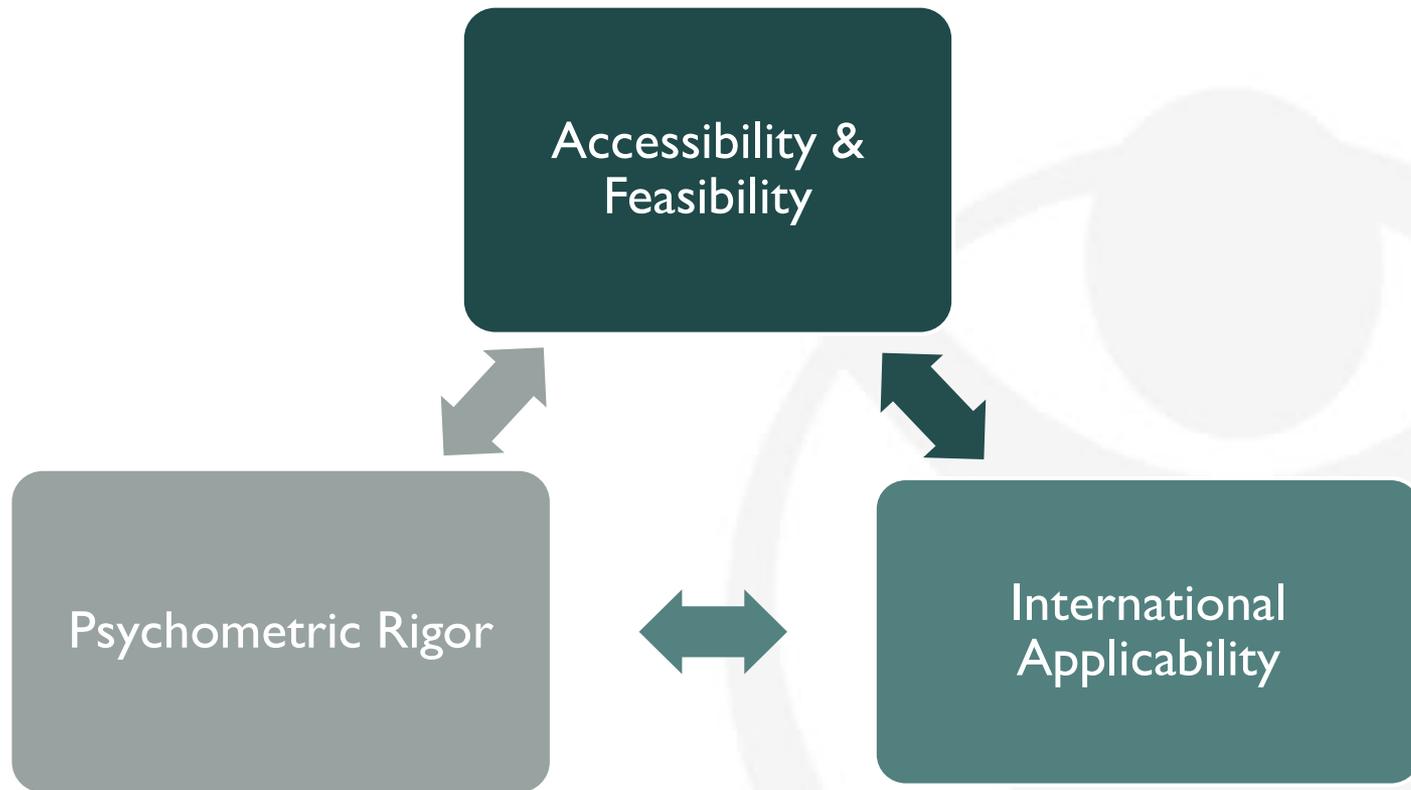


Why develop IDELA?

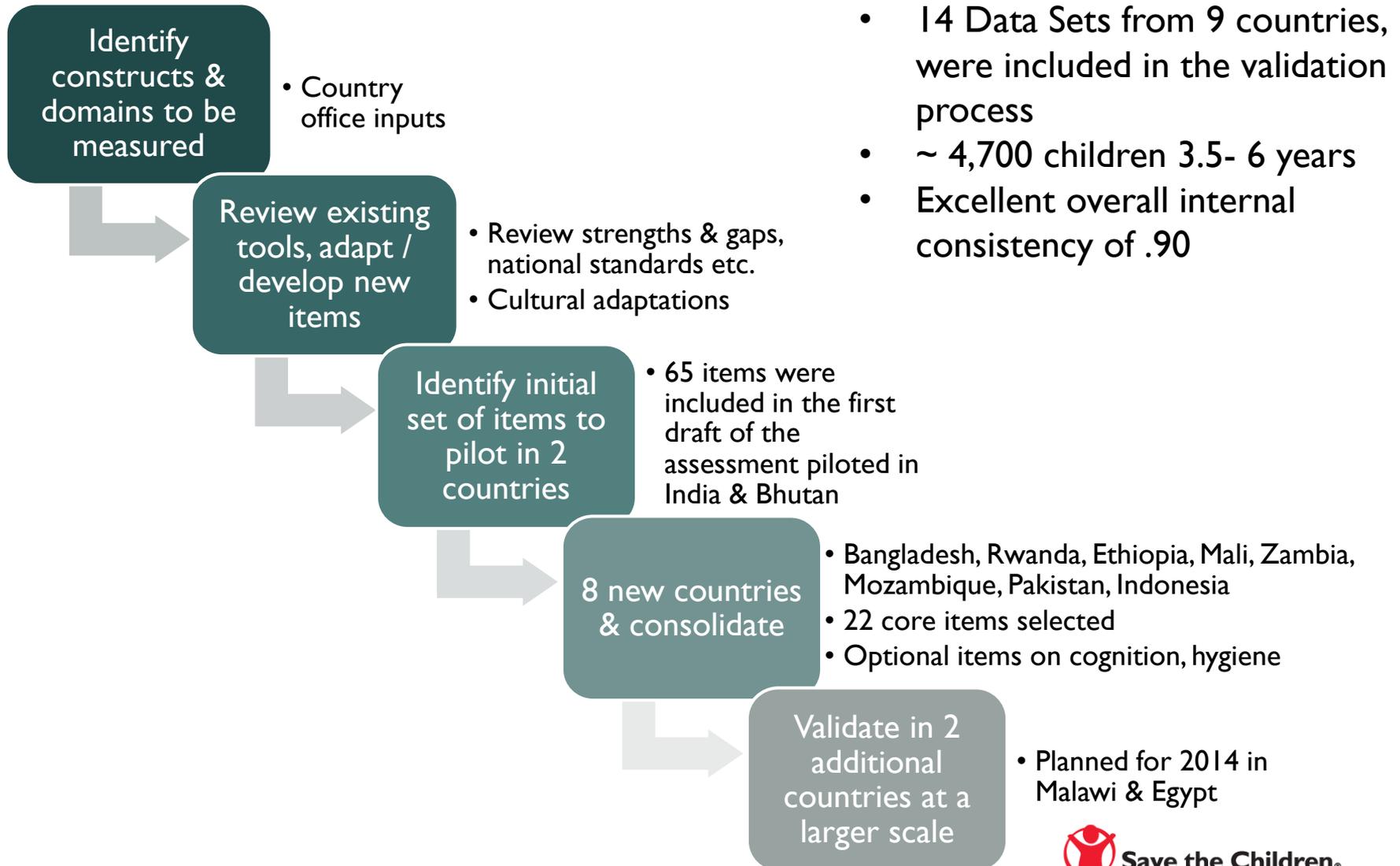
Other tools exist but with limitations



Balance across three key dimensions



The IDELA Validation Journey



IDELA in brief



- 22 items
 - Focuses on motor skills, early literacy, early math and socio-emotional development
- Targeted toward children ages 3.5 – 6 years
- Averages 30 minutes for full administration
- Additional materials include only a book, pencil, paper, and rocks/buttons/blocks for counting
- Digital data collection available and encouraged

Subscale Consistency

Motor Skills

($\alpha = .82$)

- Hopping
- Drawing a human
- Folding paper
- Copying a shape

Early Literacy

($\alpha = .84$)

- Print awareness
- Letter ID
- Phonological awareness
- Oral vocabulary
- Listening comprehension
- Emergent Writing

Early Numeracy

($\alpha = .83$)

- Shape ID
- One-2-one correspondence
- Number ID
- Simple operations
- Sorting
- Pattern completion
- Puzzle completion
- Size/length

Socio-personal

($\alpha = .77$)

- Conflict resolution
- Mixed instructions
- Empathy
- Friends
- Self-awareness
- Personal information

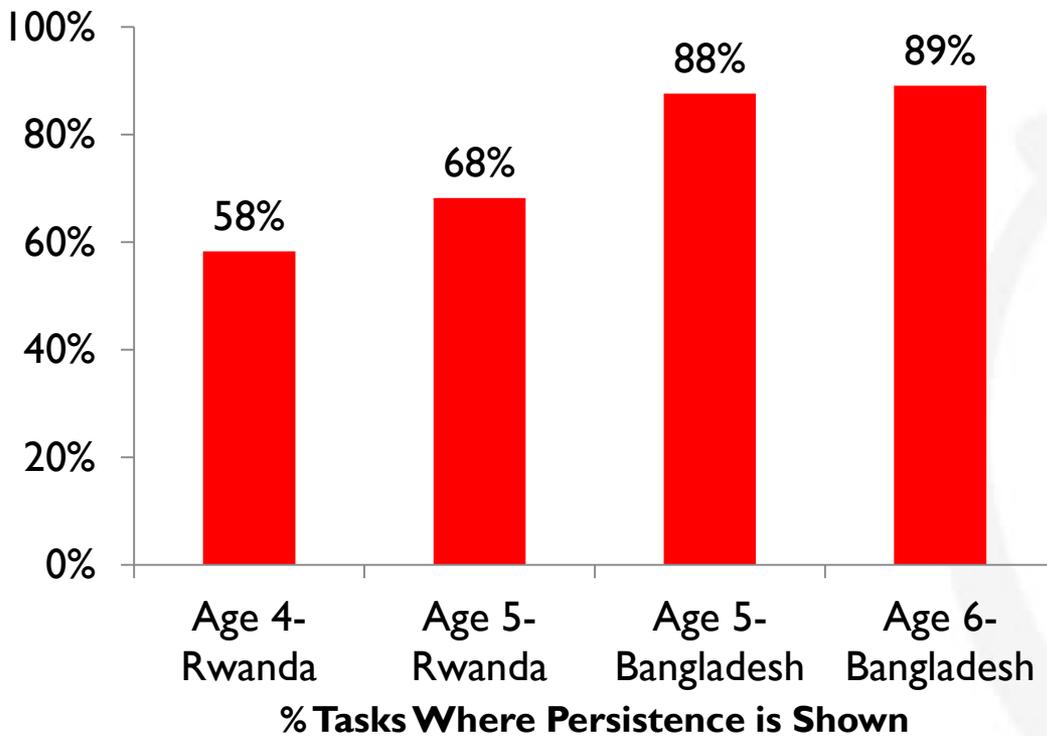
Other

- Persistence

Overall average internal consistency = .90

What is persistence?

Persistence shown when completing complex tasks



What else can IDELA measure?

Adding modules to the core tool

- Complex challenges facing many communities within which we work so our ECCD programs often go beyond core learning and development practices
- Two multifaceted programs in 2014 have pushed us to add modules to the core IDELA
 - Mali: Cognition
 - Malaria treatment and micronutrient supplement distribution through ECCD centers
 - Malawi: Socio-emotional wellbeing
 - Psychosocial support for orphans and vulnerable children (OVC) through ECCD centers

Mali: Focus on malaria and cognition



Why focus on malaria prevention and ECCD?

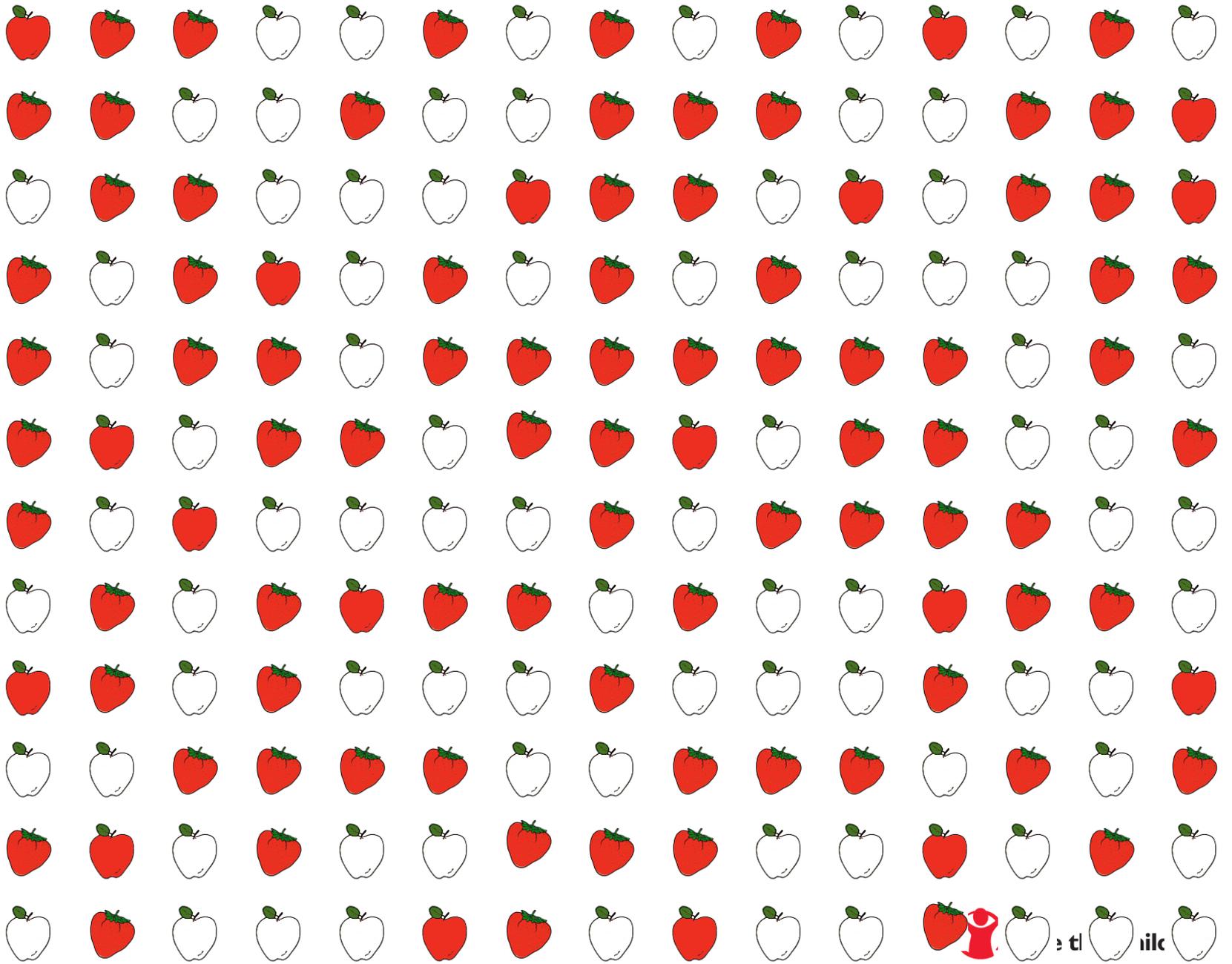
- 293 million preschool children worldwide have anemia. Malaria is a major cause of anemia in sub-Saharan Africa
- 88% of children under 5 in Sikasso have anemia and malaria accounts for 51% of all under 5 outpatient visits

Why focus on cognition and learning?

- Research has reported an association between improved health and cognition in children
- Items need to focus more on attention, memory, thinking and understanding – Assessing information and processing ability rather than learned knowledge

Mali: Cognition items tested

Task	Construct	Source	Original Adaptation
Rapid naming (RAN) objects	Spoken language, lexical retrieval and access; foundation skill for literacy	Adapted from standardised tests for this age group (e.g., CTOPP, PhAB) and a large experimental literature using this task.	Adaptation of instructions – teaching and practice to familiarise children with pictures and animal names. Pictures of animals taken from teaching materials used in local pre-schools
Digit span (forwards)	Verbal short-term memory/ phonological memory		
Head-Shoulders-Knees-Toes	Sustained attention/ Executive functioning		Many children struggled to pass practice trials. Shortened test section.
Red apples task	Attention/ Executive functioning	Used by Breckenbridge for pre-schoolers, ECAB (see BJDP paper) and also by Gooch (see recent JCPP paper)	Very difficult task and apples were unfamiliar. Simplified task by adding more distinct distractors.



Modified visual search



Mali: Reflection and integration with IDELA

Task	Construct	Original Adaptation	IDELA Adaptation
Rapid naming (RAN) objects	Spoken language, lexical retrieval and access; foundation skill for literacy	Adaptation of instructions – teaching and practice to familiarise children with pictures and animal names. Pictures of animals taken from teaching materials used in local pre-schools	Too resource intensive
Digit span (forwards)	Verbal short-term memory / phonological memory		Reduced number of trials down to one per digit span; stop rule still applies
Head-Shoulders-Knees-Toes	Sustained attention / Executive functioning	Many children struggled to pass practice trials. Shortened test section.	Reduced number of trials and introduced stop rule after practice items
Red apples task	Attention / Executive functioning	Piloting Very difficult task and apples were unfamiliar. Simplified task by adding more distinct distractors.	Too resource intensive

Modified sustained attention



Malawi: Focus on HIV/AIDS and socio-emotional wellbeing

- **Why focus on HIV/AIDS and ECCD?**
 - Malawi has one of the highest HIV/AIDS rates in the world and significant proportions of children in rural communities have lost one or more caretakers to the disease.
 - Young children who are without appropriate care, and who are affected or infected by HIV and AIDS are at risk of never achieving their developmental potential.
- **What focus on socio-emotional wellbeing and learning?**
 - Children experiencing chronic stress encounter more difficulties learning in school
 - Typical ECCD programs do not have specific focus on helping children understand and process emotions

HEART

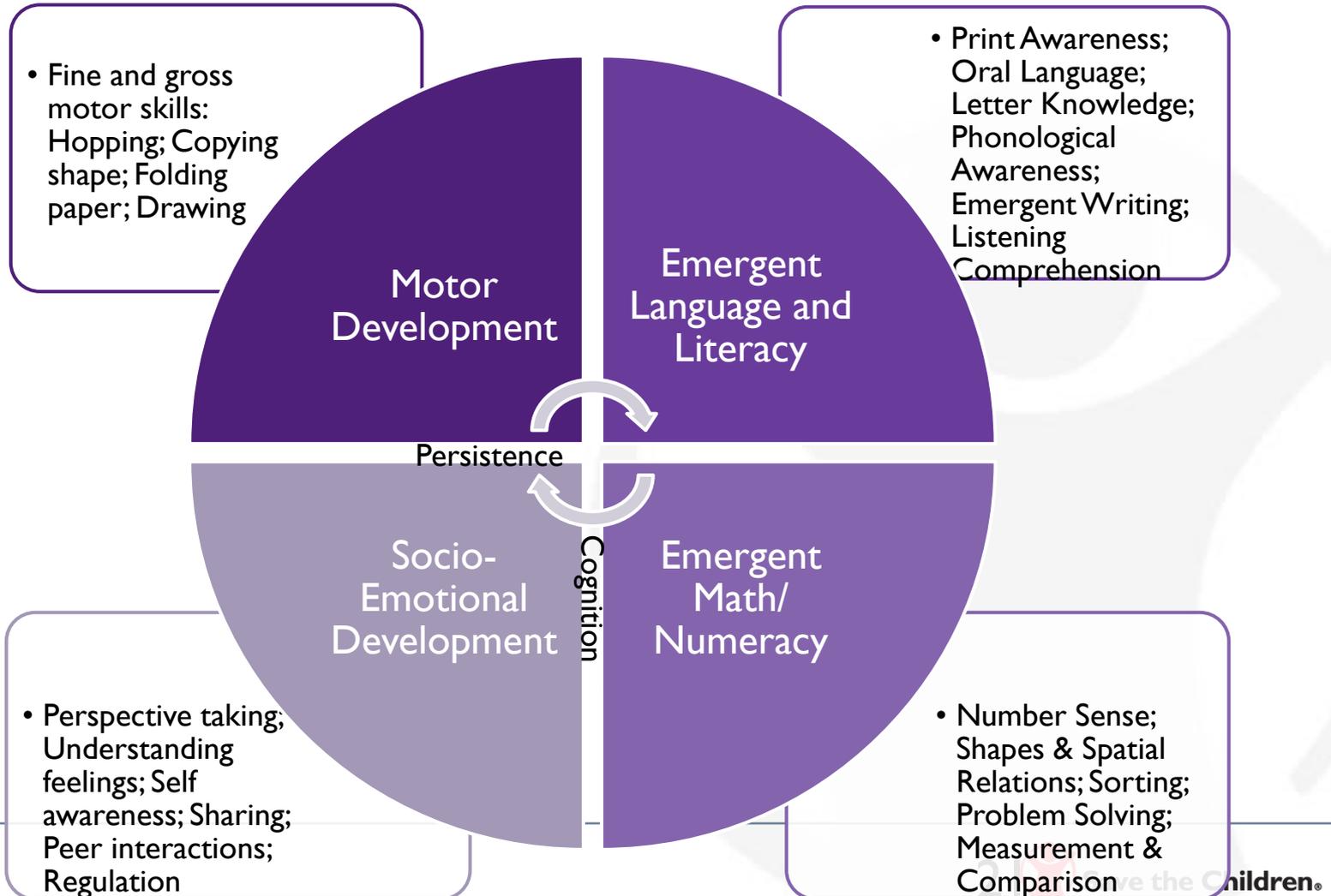
Malawi: Socio-emotional/Psychosocial questions tested

Task	Construct	Original Item	IDELA Adaptation
Understanding feelings	Emotional recognition and coping strategies	Expanded to ask children to identify things that make them happy, sad and angry and how they cope with each feeling	Removing sad emotion because it upset some children too much
Expressing preference	Verbal expression; emergent sense of self	Asking children to name items they like to eat and play with	
Recognizing personal strengths	Self-confidence; emergent sense of self	Asking children to list personal strengths	Categorizing response options and counting number identified
Free drawing	Creative and verbal self expression	5 minutes of free drawing time with blank paper and crayons and asking child to describe drawing	
SEARS-PRE (Teacher observation)	Observation of socio-emotional wellbeing and resilience of young children	Adapted SEARS-Pre tool developed by Dr. Girija Kaimal of Drexel University	Additional question removed and answer categories re-translated

Free drawing from Malawi



What does IDELA measure?



Conclusion

- We have culled existing research and spent 4 years testing and modifying to determine core IDELA items
 - Strong internal validity for 4 distinct development areas
- But we are continuing to work on expanding core tool to include non-academic modules
 - Allowing for integration with programs focus on health, psychosocial wellbeing and possibly others in the future
- **Questions for the audience:**
 - Does anyone have suggestions for non-academic assessment tools that we might try? And academic partners we might work with to adapt them?
 - Does anyone have lessons learned from attempting a similar process of adapting Western tools for use in developing settings?



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