

Consequential Validity and Social, Emotional, Behavioral Screeners: A Transformativist Approach



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Background

- **Consequential validity** is defined as the **social and personal consequences** of test use (whether intended/unintended, positive/negative, short/long-term, immediate/delayed)

Problem

- Evaluation of **consequences** (Messick, 1998) is **historically neglected** in test development
- Traditional psychometric validation relies heavily on quantitative methods and **prioritizes researchers' voices** over participants

A TRANSFORMATIVIST APPROACH

- can help research teams **explicitly evaluate consequences** during screener development
- **Uses mixed-methods**
- can **empower participant voices**

The goal of Project ESSY is to **INTEGRATE** child, community, and context in school-based universal screening assessment to result in more **EQUITABLE** assessment practices.

A central facet of our approach to development and evaluation is consequential validity.

Find out More



Our Development Process Embeds a Transformativist Approach

- Seeks and incorporates **participant feedback early** in screener development and at **multiple times**
- Iteratively evaluates potential consequences
- Seeks feedback from **advisory boards** (school based; interdisciplinary)
- Interviews **key groups affected** by the use and outcomes
- Triangulates feedback to **minimize researcher bias**
- **Member checks** after quantitative validation
- Integrates qualitative feedback to create an **efficient** screener that incorporates **contextual factors**, shifts the focus away from within child deficits, and addresses issues of **bias**