

Imaginarium Situational Judgement Test (pretest and posttest) **(for assessing levels of adaptability in participants)**

Situation Judgement Tests (SJTs) present hypothetical scenarios and ask how you would react to each by choosing among multiple choice answer options (or sometimes by rank ordering answer options in the order of likelihood that you would respond that way). SJTs tend to determine behavioral tendencies (like adaptability), assessing how an individual will behave in a certain situation.

Linking particular answers to levels of a personal characteristic like adaptability is inherently subjective, but the premise is that some possible answers reflect more adaptability than others. Researcher Adam Grim at George Mason University used an SJT in his 2000 paper “Use of Situation Judgment Test to Measure Individual Adaptability in Applied Settings.”

He established the viability of using SJTs to assess levels of adaptability by demonstrating incremental validity beyond the Big Five personality traits and cognitive ability in predicting supervisor ratings of adaptability. His SJT study centered on adults in a military setting, but he provided explicit support for the generalizability of the measure to both military and non-military settings. He did not discuss applicability to the K-12 population, but no literature exists that would preclude or deprecate their use with children. We intend on contacting George Mason University to explore validation of our modified scale for children.

In the Imaginarium, an SJT will be used to detect any improvement in adaptability due to the learning intervention of the Imaginarium session.

As far as scoring answers, in SJTs a group of SMEs review the response options and rate the adaptability of each response by scoring them on a Likert scale. For the Imaginarium, we will follow the validated format that was used by Grim in his study:

- **1 = highly non-adaptive response** (no behavior change, not a functional response, and actions will probably make the situation worse)
- **2 = non-adaptive response** (no behavior change, not functional because response fails to address the problem or acknowledge the change in situation)
- **3 = neutral** (either no behavior change or a functional response that addresses or influences the situation positively, but not both)
- **4 = adaptable response** (behavior change occurs and provides a response that might successfully resolve the problem)

- **5 = highly adaptable response** (behavior change occurs and provides a response that will successfully resolve the problem).

SMEs then rate the SJT answers according to this rubric. Inter-coder reliability scores are determined.

For scoring, Grim uses a “consensual scoring” method. It involves matching the participant’s response profile with the item mean response profile of the SMEs. A respondent’s score on the SJT is a function of the degree of match between the respondent’s answers and the SME group means. This is predicated on both the student answers and the SME answers be in the same form, ie, Likert scale responses for each answer option.

Unlike some other types of tests, where asking the same question more than once introduces unwanted noise and contamination into the test results and process, an SJT is appropriate for asking the same question (in both pre and post tests) because there is no right or wrong answer (at least from the point of view of the student). This is emphasized to students in the test directions, as seen below. Students should not feel that there is an implicit expectation that they should change their answer from the pretest to the posttest, as a “second chance to get it right”.

Instructions

Read each scenario and the question for each carefully. Following the question, there are answer options. There are no right or wrong answers. Please answer what you think you would do in the situation described.

Adaptability Scenarios

#1

Scenario

Every year your school has a school musical show. Several local businesses and donors have always paid the costs of putting on this show. In exchange, these businesses and donors then get to put their advertising on signs and other products at the event. In the past, the teacher who sponsors the show would call the businesses and donors that provided money during the previous year. He did this to see if they would be willing again to pay for the upcoming event. The teacher always raised enough money in order to pay for all of the props and costumes for the show and make it free to all families to attend.

This year the sponsoring teacher is once again in charge of finding businesses and donors willing to pay for the musical. The teacher sponsor calls all the businesses and donors on his list

and raises only half of the money that is needed to pay for even the most basic props and costumes.

Questions

If you were the teacher sponsor, which of the following would you be most likely to do?

- 1 Search for other businesses that have not contributed in the past and ask for donations.
- 2 Cut costs by having parents and teachers donate funds and goods.
- 3 Set up fundraisers like car washes and bake sales to raise enough money for the musical.
- 4 Postpone the musical until more businesses are willing to contribute.
- 5 Ask the principal to pay additional money from school operational funds to make up for the money you are short.
- 6 Call back the same businesses again and ask if they will donate extra money to cover the cost of the party.

#2

Scenario

You are facing a deadline for a large class project and are concerned that you may not complete the project by the time it is due. It is very important to your grade and your teacher that you complete the project by the deadline. It is not possible to get anyone to help you with the work.

Questions

If you were in this situation, which of the following would you be most likely to do?

- 1 Ask for an extension of the deadline.
- 2 Let your teacher know that you may not meet the deadline.
- 3 Work as many hours as it takes to get the job done by the deadline.
- 4 Explore different ways to do the project so it can be completed by the deadline.
- 5 On the day it is due, hand in what you have done so far.
- 6 Do the most critical parts of the project by the deadline and complete the remaining parts after the deadline.
- 7 Tell your teacher that the deadline is unreasonable.
- 8 Give your teacher an update and express your concern about your ability to complete the project by the deadline.
- 9 Do not hand in the project and accept a failing grade on it.

#3

Scenario

You have a good friend who you often do things with on the weekends or after school. He or she is not a very good student. He or she often comes to school late, fails to pay attention in class, and often skips his or her homework. Since it is not your responsibility to try to make him or her a better student, you let his or her teacher and his or her parents worry about it. You also don't want to be critical to your friend, who might take it the wrong way and stop being friends with you.

You and your friend have just been assigned a large and important group project at school along with two others. Everyone in the group will receive the same grade on this project. In the first meeting of the group, your friend ignores the project and talks about the fun things he or she did last weekend. He or she will probably keep the group from focusing on the project and getting a good grade if he or she keeps it up.

Questions

If you were in this situation, which of the following would you be most likely to do?

- 1 Assume that your friend will shape up and don't worry about it this time.
- 2 Criticize your friend in front of other group members about his or her poor attitude so that others don't think you are giving him a break because he or she is your friend.
- 3 Wait until the weekend when you are hanging out with your friend and ask him or her to help you out by not preventing the group from focusing on the project.
- 4 Warn your friend that if he or she keeps it up, it could lead to you dropping him or her as a friend.
- 5 Report the problem to your teacher and let them handle the situation so it doesn't interfere with your friendship.

#4

Scenario

You are eating lunch in the school cafeteria. You are placing hot chicken wings onto your plate when you accidentally drop a chicken wing into the drink of another student in the cafeteria line (who is new to the school and who you don't know). This student does not notice that there is now a chicken wing floating in his or her drink.

Questions

If you were in this situation, which of the following would you be most likely to do?

- 1 Walk away from the cafeteria line before the student notices the floating chicken wing.
- 2 Go directly to where the drinks are served and get another one for the student before she notices the chicken wing.
- 3 Apologize for your accident and offer to buy the student another drink.

- 4 Intentionally spill the student's drink before he or she notices the chicken wing and then offer to buy him or her another drink.

Moral Dilemma/Common Good Scenario

Can use either scenario #5, #6, or both

#5 (this question is more oriented towards a moral dilemma)

You are coming to the end of your workday in a coal mine. An unexpected blast collapses the main tunnel to the outside, trapping you and five others. Unless the rubble is removed from the entrance, the oxygen supply will soon run out, resulting in the deaths of you and the five other workers. You can trigger a controlled explosion that will free up access to the main tunnel. If you do so, you and four of the workers will be able to get out of the mine, but the other worker who had been isolated by the rubble beside the explosives will die.

How likely would you be to trigger the explosion? (Likert scale)

(adapted from Qualtrics.com moral dilemma web site:

https://harvard.qualtrics.com/SE/?SID=SV_9LxLDVm3iuM43nC)

Common good alternative

#6 (this question is more oriented towards common good)

Your birthday is on Saturday. As a present from your parents, they have offered to take you to the mall on Saturday and shop for clothes or anything you want, up to a certain dollar amount. You and your best friend do volunteer work for in an organization that helps starving poor children around the world. Your contact at that organization has asked you and your friend to help with a fundraising event all day Saturday. They are short of volunteers and really need your help. Your friend cannot help, he/she is out of town with his/her parents. Your parents are busy people. It will be at least 3 weeks before they have time in their schedule to take you to the mall again. Unfortunately, there is a cool outfit at the mall that you want to wear to a party that is happening on Sunday.

How likely are you to do the following? (Likert scale)

- 1) Skip going to the mall, go volunteer instead on Saturday, and plan a trip to the mall in 3 weeks when your parents can take you. This means you will not have the outfit you wanted.
- 2) Go to the mall and buy the outfit but donate the rest of the money your parents promised to you to the organization. This means you can only buy the outfit and nothing else.
- 3) Skip going to the mall, go volunteer instead on Saturday, and, in addition, donate to the organization all of the money that your parents promised you could spend at the mall.