

# DAP administration guide

## Purpose of this guide:

*This guide provides detailed instructions (including a DAP administrator's script) for conducting DAP administration with children.*

## Who are DAP administrators?

Developmental Assets Profile (DAP) administrators are staff, community members or others who are trained as enumerators to facilitate the administration of the DAP.

In order to use the DAP effectively, administrators need to understand the philosophy and approach behind the DAP and be qualified to collect data from young people in ethical and responsible ways.

Individuals selected to be DAP administrators also need a solid understanding of the ethical considerations of engaging with young people. The ethics of engaging with children needs to be a part of the training for all administrators. Each national office also follows the *WV Child Protection Policy* and has specific child protection protocols. In addition, it is helpful for these individuals to have experience in conducting child-friendly activities.

## How many are needed?

To calculate the number of administrators needed, consider that one DAP administrator and two assistants can generally facilitate self or oral administration with a maximum of 25 youth at a time. Experience has shown that it can be helpful to have a roving supervisor who can move assistant administrators around as needed.

If one-to-one interview administration is planned, more DAP administrators will be needed.

If there is a need to conduct the DAP in multiple administrations, it should be conducted no more than one to two weeks apart.

To plan DAP administration, the programme team and DME staff use the DAP implementation plan prepared for each project and programme. See the *DAP Overview and Coordination Guide* for detailed information about developing this plan. It will include:

- a sampling strategy – which will describe how many participants within the project or programme will need to administer the DAP
- a plan for obtaining consent forms from participating youth and parents.

## How will children be selected?

Programme staff, alongside the DME staff, will prepare a list of all of the young people who will be invited to complete the DAP. This list will correspond with the target group of a given project and this will determine whether it is appropriate to use the DAP for 8 to 11 year olds or for 12 to 18 year olds.

## How much time does it take?

The DAP normally takes about one hour to administer – including time for a warm-up activity and an introduction to the DAP and its four-point response scale. Some young people may complete self administration in 20 to 30 minutes while others might require more time. Oral administration normally takes about 45 minutes to one hour but this will depend on the pacing of the group.

The DAP was developed and is owned by Search Institute, a research organisation in the United States, that focuses on young people's healthy development and well-being. World Vision International and Search Institute are in a partnership that allows World Vision to use the DAP in its work around the world within certain guidelines. The guidelines are designed to protect the quality and integrity of the research as well as the intellectual property rights of Search Institute.

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## ✓physical setting

Ensure that the DAP is administered in a physical setting that is comfortable and makes it easy for participating young people to complete their individual surveys free from distractions or interference.

- Choose a location that is **safe and neutral**, like a village club room or community center.
- Choose a location that is **quiet and free from distractions**. This may be in a physical space used for project activities or it may be in a space borrowed just for this purpose.
- Match the **size of the group** with the **size of the space** available. Divide the group into more than one administration when necessary to avoid crowding.
- Direct young people to **sit with enough distance between them**. This also discourages participants from helping each other to complete the survey.
- Wait for all young people to be present before starting DAP administration and then ask an assistant to **manage non-participating youth or latecomers**, so that they do not create distractions.

In any physical setting selected, children need to feel comfortable in the environment as well as a sense of trust with the administrators.

*In Sri Lanka, the DAP was administered to young people in their school classrooms, while in their school uniforms. They later shared that they thought they were taking a test, so they purposely scored high on all the school-related questions. Finding a physical setting is an important factor for young people to feel comfortable and answer honestly.*

## language of ✓administration

Determine how best to accommodate the overall language abilities of the young people completing the DAP survey.

- Select the **optimal language for the written DAP** survey instrument. Normally, this will be the language in which participating youth have the highest literacy – that is the language they can read and write with most confidence and ease.
- Decide on which language will be used to introduce the DAP survey and to explain both how to complete the biographical data section and how to use the four-point scale to respond to each of the 58 items. Normally, this will be the language in which participating youth have the highest fluency – that is the **language they can speak and listen to with the most confidence** (which may, or may not, necessarily be the same language of their highest literacy).
- If the **DAP is to be administered orally**, then individual items should be written in the DAP survey tool in one language (that of highest literacy) and then read in either the same language or in the language of highest fluency (using a prepared master oral administration instrument).
- If the **DAP is to be administered through an interview**, then individual items should be written in the DAP survey tool in one language (that of highest literacy) and then read in either the same language or in the language of highest fluency (using a prepared master oral administration instrument).

*In Armenia, the DAP administrators were surprised to find that youth living in a care facility could not read or write. Assessing literacy skills prior to DAP administration is the key to being prepared.*

## oral or self ✓ administration

Young people's **literacy and fluency skills** may be very distinct in terms of specific language or dialect and DAP administrators will need to work closely with their DME team to determine how best to ensure that participating children find the most comfortable way to respond to the survey.

Knowing the literacy levels of young people, before administration, is key in determining the best way to administer the DAP.

- **Self administration** is generally the most time efficient way to use the DAP and it is also the approach that provides young people with the ability to set their own pace – with some children going faster and usually finishing earlier than others. The risk is that some participant's low literacy skills might get in the way of fully understanding all of the items. This approach has the highest level of confidentiality, which can increase the chances that children will answer all questions honestly.
- **Oral administration** usually takes more time and will require the entire group to move step-by-step through the survey at the same pace in order to ensure that all participants respond to each of the 58 items.
- **Interview administration** is used with youth who are illiterate and requires a DAP administrator to sit one-on-one with each participant. The time required is comparable with the time it takes to complete a household survey. This means that more administrators and more time will be needed to conduct interviews with all of the participating youth. In addition, if individual interviews are used, it is critical that the person administering the survey is someone who has high trust and who the young person believes will in no way compromise the confidentiality of their response. If the administrator knows the young person or has a position of high authority, this can raise questions about whether they will answer honestly.

In all cases, in order for there to be consistency in results, whichever approach is used for Time One administration of the DAP should also be used for Time Two administration. See page 7 for more information on how to administer the DAP for each type of administration.

## ✓ successful administration

**Develop a clear plan** regarding what will happen with the DAP surveys completed by the participants. It is important to decide in advance:

- how completed DAP surveys will be collected and checked by DAP administrators (see page 8 for more information on how the surveys are reviewed after completion)
- who is responsible for carrying all the DAP surveys from the administration site
- who will do the initial scoring and data entry steps with each set of surveys.

## ✓ organising supplies

The DAP is relatively simple to administer and requires the following supplies:

- one **pencil and eraser** for each young person completing the survey
- one **copy of the survey** for each young person (with **extra copies** on hand in case any young person requires a second form)
- an empty plastic water bottle or drinking glass, along with a bottle of colored liquid, sand or seed (to explain the four point scale or it can be substituted with a **visual example of a four-point likert scale**).

Experience has shown that it can be helpful to package all the materials for each group so that they are ready to distribute to each administrator at the site. For example, if four groups of administration are planned, put together four packages of supplies to give to each group.

# Describing the DAP to young people

It is important to provide young people, other project staff, interested parents, local partners, local government and community leaders with a brief description of the DAP prior to administration. This is done so that all involved know what it is, why it is being used and how the results will be used. It is helpful to emphasise that:

- The DAP is **not a 'test'** – there are no wrong answers, just an opportunity for young people to carry out a self-interview regarding some important aspects of their own lives.
- Answers on the DAP should be as accurate as they can be – low scoring of some or all items does not show what a young person is capable of, just where they find themselves at a given point of time in their lives.
- *Time One* DAP scores can be used to help project staff understand both areas of existing strength as well as some key areas for additional growth and support for individuals and the whole group of participating youth. This information can help project staff, local partners, parents and communities to better understand where young people have had their highest success so far and where extra efforts and investment may be required.
- *Time Two* DAP scores, when compared on an individual or group basis with *Time One* scores, can help project staff to see where growth has occurred for participating youth, and where progress has been more limited or setbacks have occurred.
- When DAP scores are compared with other monitoring and evaluation data (such as attendance, behavior, learning achievement or skills application) they can provide a more rich story about how a project seems to be benefiting participants, and where it may need to address key gaps or shortcomings on an individual or group basis.

## Overcoming some common challenges

Other DME staff who have been involved in administering the DAP have frequently encountered a number of common challenges. Here are some examples and how staff creatively overcame them:

- **What if some young people arrive late or do not show up on the scheduled day of administration?** If the team has the time to conduct another administration, it is possible to re-schedule a make-up within one to two weeks of the planned administration.
- **What if I think young people will not understand the individual items?** The survey items have been pilot tested with a wide range of young people in many settings and young people may surprise you with their level of understanding, despite the barriers of low literacy or lack of schooling. Encourage participants to answer as many of the items as they can. Missing responses can be addressed during the data entry and data analysis phases. Also, use oral administration, if you think that low literacy is an issue.
- **What if I think young people will not understand the four-point scale?** Create a visual of the four-point scale. Also consider using the optional introduction to the four-point scale to help more visual concrete learners.
- **What if some of the young people from *Time One* administration drop out of the project before *Time Two* administration?** This is a reality that impacts many projects. When this happens, leave the *Time Two* data blank for this participant. The DME team will have protocols on how this will affect the overall data analysis.
- **What if there are new young people in the project at the time of *Time Two* administration?** The DME team may agree to have these youth complete a survey, but these results should not be included with the data from young people who have completed both *Time One* and *Time Two* administrations.

For the most part, self, oral and interview administration of the DAP all follow a similar step-by-step process. Use the following script as a guide, adapting as needed for each context. Follow national office protocols to ensure participating youth provide their consent.

## ① words of welcome

It is important to start the DAP administration by welcoming young people and helping to put them at ease. The purpose of the words of welcome are to help participants feel comfortable and to give them a brief description of the steps for taking the DAP survey. These words of welcome will generally be done in the local language of participating youth.

*'Hello, my name is \_\_\_\_\_ and I work with World Vision in \_\_\_\_\_. Today we have the opportunity to complete a short survey. It is a self-interview where you will be asked to answer a number of interesting questions. This is NOT a test. There are no wrong answers. Each of you will answer the questions in different ways based on your own experience or current situation, and we ask you to be as honest with yourself as you can be. Your answers will be kept private – no one who knows you (your teachers, parents or anyone else) – will ever see your responses without your permission.*

*We want you to know that you are free to decide if you want to participate in this interview. You don't have to participate if you don't want to. You don't have to tell us anything you don't want to share or feel comfortable sharing. This will take some time, about one hour, to respond to all the statements. If any of the statements make you feel uncomfortable, you do not need to respond to that statement or you can stop participating in the study.*

*After the interview is over if you have questions about this study, you can ask your \_\_\_\_\_ to help you get in touch with World Vision and us so we can answer any questions you might have.*

*All youth who are participating in this study are volunteering and will not receive any gifts (compensation).*

*Any questions? Is it okay to begin the process now? (FACILITATOR: If anyone says 'no', thank them for their time and let them leave before continuing.)*

*Thank you for agreeing to help us. Before we begin, let's take a moment to get energised by doing a warm-up activity together.'*

## ② icebreaker or warm-up activity

Most DAP administrators have found that it is useful to do an ice-breaking game or activity with the youth who will take the survey. This helps participating young people become more relaxed, focused and engaged. The game should help create a stress-free atmosphere. The game should be short (no more than five minutes), interactive and carried out in the local language of participating youth. Also, the game should not be related to the specific content of the survey, as it might influence the responses.

## ③ biographical data section

The next step involves completing the biographical data section at the top of the DAP survey. At this point, the DAP administrators **hand out the surveys** and then explain each bio-data question, responding to any clarifications needed. The team who drafted the bio-data section will have worked to keep it **as brief as possible** so that it can be completed quickly.

If participants have low literacy, then the DAP administrators may decide to have a few assistants help young people fill in the forms (or the team might choose to complete some portions of this section ahead of time in order to save time).

This step can be explained using the participating youth's local language (highest fluency), but the written components will need to be in the language of their highest literacy.



## 4 introduction to the 58 item

Once the bio-data section has been completed the DAP administrator introduces the 58 survey items that the participants will complete.

*'Each of you will now have the opportunity to interview yourself by thinking about some of the positive things you might have in yourself, your family, friends, neighborhood or the place where you learn.'*

*Thinking about your life right now, or in the past three months, check if each item is:*

- 'Not at All' or 'Rarely True' by checking the first box
- 'Somewhat' or 'Sometimes True' by checking the second box
- 'Very' or 'Often True' by checking the third box
- 'Extremely' or 'Almost Always True' by checking the fourth box.

*Please only check one answer for each item, and remember that there are questions on \_\_\_\_\_. (both sides of the sheet or on multiple sheets). If you do not want to answer an item, leave it blank. But please try to answer all of the items if possible. Remember, there are no wrong answers. Each one of us will have our own unique way of responding to these different questions. Take your time answering each of the items. Some may go quicker and others may go slower. Please feel free to go at your own pace and let one of us know if you have any questions.*

*To keep things simple we use a number of expressions in this survey that are meant to be flexible in their meaning. When a question asks about your parents, this means the adults who are responsible for raising you. When it asks about your school this means the place you go to learn, which might be a school, a learning center or a skills training project. When it asks about your home or community, these refer to the place you currently live and spend your time.'*

## 5 description of the four-point scale

Many participants will not need any further description of the four-point scale, but if you believe that some participants will not understand the choices, then you can use the following extra step. One common way for DAP administrators to explain the four-point scale is to use the following visual device and script. Use one empty drinking glass or plastic bottle and one bottle full of a dark colored liquid (or you can use pictures of the same objects). Use the following script:

*'Some young people like you have found it helpful to have a picture in their mind about the differences between the four boxes you can check. One image that is helpful is to think about this glass as being you and this liquid being the positive thing you are asking yourself about. If the positive thing in your life is:*

- 'Not At All' or 'Rarely True' (the first box) *it might be this much* (fill the glass to almost a quarter full)
- 'Somewhat' or 'Sometimes True' (the second box) *it might be this much* (fill the glass almost half full)
- 'Very' or 'Often True' (the third box), *it might be this much* (fill the glass to almost three quarters full)
- 'Extremely' or 'Almost Always True' (the fourth box) *it might be this much* (fill the glass to almost all the way full).'

It is usually easiest to make a mark on the glass or bottle in advance so you know how high to fill it for each of the four-point scale responses.

## ⑥ ongoing self facilitation administration

If young people are going to read and answer the DAP items in their own (called self administration), then the role of the DAP administrator is to:

- Provide **overall supervision** of the group, making sure that young people are not distracted by others, and that they complete their own survey. Have extra pencils and sharpeners in case they are needed.
- Be available to **answer any questions**. DAP administrators may need to clarify and explain the instructions, or show a participant how to use the check-off boxes. If a young person says that they do not understand an item the administrator can read it to them and encourage them to do their best to answer it. The administrator can ask them what they think it means and be supportive if their answer seems to be on track. Please **do not re-word or re-phrase any items**. If a young person still does not understand after going through the above steps, just let them leave it blank and encourage them to move on.
- Have a plan in place to manage latecomers. Let **non-participants or late participants** who try to join the group know that one of the administrators will talk to them later. Ask them to wait outside to give the others a chance to complete the survey.
- Stay with all participants until they have finished, **excusing early finishers** from the administration site once you have checked their bio-data section for completeness, and have scanned their survey to make sure that they have not mistakenly left out major sections.

## ⑥ ongoing oral facilitation administration

If the plan is to use the oral administration approach then the DAP administrator will need to carefully follow these five key steps:

- Let participants know that the group will be **going step-by-step** through each of the items. Ask them to not go ahead on their own, but to follow your direction. Those assisting the administration may need to monitor this request at the beginning, letting everyone know that it is not a race and asking them for their patience and support so everyone will have a chance to complete the survey. Remind them that this is not a test.
- **Read each item at least twice**. This may include once in their local language and once in the language in which the item is written. Consider switching administrators half way through the survey so that one person does not get overly tired reading through all the items.
- **Repeat the four response options** for the first three to four items until you are sure that participating youth understand and remember the options. Refer to a visual representation of the four response options that participants can look at as they answer each item. Use the script:

*'Thinking about your life now or in the past three months is it 'Not at All' or 'Rarely True', 'Somewhat' or 'Sometimes True', 'Very' or 'Often True', 'Extremely' or 'Almost Always True', that I \_\_\_\_\_.'* (Read the item.)

- **Check with the group** if they are ready to go to the next item and keep an eye open for participants who may need more time or further repetition of the item.
- **Remember**, the tone of your voice and the way you read the questions will have an impact on participating youth. Try to use a calm and relaxed voice and continue to create an atmosphere in which young people feel comfortable giving honest answers versus trying to please you or guess which answers you might be looking for.

# Initial handling of DAP data

DAP administrators are responsible for carrying out **initial data quality checks** on each DAP survey. Administrators can assist successful data handling by carrying out a number of quick checks as young people complete their surveys and hand them in.

- Ensure that surveys are not left where any other person can see them. Administrators or assistants should never read a survey or make comments about one. The initial data quality check is about checking for completeness.
- Check to make sure that **all portions of the biographical data section are filled in**. Ask participants to make any corrections or additions as necessary. If the DAP is being used to track changes over time in the same individuals, information in this biographical data section is essential for ensuring that the *Time One* and *Time Two* surveys can be matched and then compared.
- Check to make sure that the young person has attempted to **answer most of the 58 items** on the survey. In some cases, participants may not realise that the survey covers multiple pages (or that it covers two sides of the same page). If they have left a large section blank, then draw this to their attention and encourage them to do their best to finish it. Do not ask young people to fill in individual questions that they might have left blank as they may have a reason for not responding to particular questions. Small amounts of missing data can be dealt with during the data entry and scoring process.
- Carefully place **all the completed DAP surveys** into an envelope or folder and follow any special instructions for ensuring that they get safely into the hands of the DME team who will be responsible for scoring and data entry.

Field guides	Key content areas
<b>DAP Overview and Coordination</b>	Covers the essential 'why's' and 'how's' of DAP use - and situates the use of the DAP within overall DME systems and processes
<b>DAP Language Versioning</b>	Outlines the step-by-step process for developing a reliable local language version of the 58-item DAP survey
<b>DAP Administration</b>	Provides detailed instructions (including a DAP administrator's script) for the use of the DAP with participating youth
<b>DAP Management and Analysis</b> - under development	Covers the themes of (i) data screening; (ii) scoring; (iii) data entry, and (iv) initial data quality checks Provides step-by-step guidance for the analysis of DAP data and the use of qualitative methods to interpret quantitative DAP data sets
<b>DAP Application</b> - under development	Covers the ways in which DAP data can be applied by the project staff, local partners, community members, youth and other key stakeholders

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