Registry of Efficacy and Effectiveness Studies

Study Title:
Impact of a Mass Media Program in Jordan on Children's Social Emotional Development

Registry ID: 8961.1v1

Section I: General Study Information

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American Economic Association

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Other Registration Number:

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Study Start Date:

2021-12-20

Study End Date:

2022-06-17

Intervention Start Date:

2022-02-06

Timing of entry:

Prior to implementation of the intervention

Brief Abstract:

Ahlan Simsim is a television show developed by Sesame Workshop to specifically target the social and emotional development needs of 5-6-year-old children exposed, directly or indirectly, to displacement. Considering the Jordanian context, the series has been developed with the Syrian refugee crisis in mind. These important social and emotional development skills, when developed early in life, help children successfully navigate multiple social contexts, productively integrate into society, and bolster their opportunity to take advantage of other social, cognitive, and academic opportunities. As part of the ~12-week intervention, 108 KG2 (kindergarten) schools in the regions of Irbid, Balqa and Karak will be exposed to Ahlan Simsim, and another 108 will be exposed to the Kindergarten-2 (KG2) Curriculum designed by the Ministry of Education of Jordan. To prevent the diffusion of the intervention across multiple classrooms of a single school, we will only work with one randomly selected classroom per school. Only the intervention group will watch 26 episodes of 25 minutes each of video episodes of Ahlan Simsim (one per preschool day). We will estimate causal effects of Ahlan Simsim on targeted social and emotional child outcomes. With these estimations, we attempt to answer the following research questions:

• What is the impact of viewing Ahlan Simsim on children’s emotion recognition, identification, and vocabulary, as well as on their self-regulation strategies?
• Are there children that benefit more than others from watching Ahlan Simsim (as defined by ethnic/immigrant-origin background; gender; age)?

A direct comparison of the average development of children in each group will answer the first question. An exploration of potential heterogeneity in these effects associated with individual, classroom, and setting level-characteristics will address the second question.

Keywords:

Mass Media, Social Emotional Learning, Child Development

Comments:

A team from NYU led by Prof. Yoshikawa (PI) is serving as the external evaluator on a study of the mass media program Ahlan Simsim, funded by the MacArthur Foundation and in partnership with Sesame Workshop and the IRC.

Section II starts on the next page.

Section II: Description of Study

Type of Intervention:
Curriculum/Product

Topic Area of Intervention:
Early Childhood Education

Number of intervention arms:
1

Target school level:
Kindergarten

Target school type:
Rural, Urban

Location of Implementation:
International : Asia

Further description of location:
Jordan governorates of Irbid, Balqa and Karak

Brief Description of Intervention Condition:
Ahlan Simsim is a television program developed by Sesame Workshop specifically to target the social and emotional development needs of 5-6-year-old children exposed, directly or indirectly, to displacement. As part of the treatment group, 108 KG2 (kindergarten) schools in the regions of Irbid, Balqa and Karak will receive the ~12-week intervention in which children are exposed to Ahlan Simsim. To prevent the diffusion of the intervention across multiple classrooms of a single school, we will only work with one randomly selected classroom per school. Only the intervention group will watch 26 episodes of 25 minutes each of video episodes of Ahlan Simsim (one per preschool day).

Brief Description of Comparison Condition:
In the control condition, another 108 schools in the regions of Irbid, Balqa and Karak will not receive the Ahlan Simsim intervention and will instead be exposed to the Kindergarten-2 (KG2) Curriculum designed by the Ministry of Education of Jordan.

Comparison condition:
Business-as-usual

Comments:
-

Section III: Research Questions

Confirmatory research questions:
Question 1:
What is the impact of viewing Ahlan Simsim on children’s emotion recognition, identification, and vocabulary, as well as on their self-regulation strategies?

Exploratory research questions:

Question 1:
Are there children that benefit more than others from watching Ahlan Simsim (as defined by ethnic/immigrant-origin background; gender; age)?

Question 2:
Are the main effects of the intervention moderated by compositional features of the classrooms (average levels of child behaviors, ethnicity, and gender) in which it takes place?

Comments:
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Section IV-A: Study Design (Selection)

Study Design:
Randomized Trial (RT)

Comments:
For rq1: A direct comparison of the average development of children exposed to the two conditions for a period of 12 weeks, will answer this research question. All data will be reported at the aggregate level (i.e., treatment and control) and not at the school- or classroom-level. Multi-level estimation models will be used that account for the clustering of children within classrooms and schools.

For rq2: Interaction terms will be added to the RQ1 analytic models to explore potential differences in these effects associated with individual, classroom, and setting level-characteristics. This approach will shed light about for whom, when and under what circumstances these effects are manifested.

Section IV-B: Study Design (Input)

Study Design: Input

Unit of random assignment of intervention:
School

Assignment within sites or blocks:
No

Probability of assignment to treatment:
0.50

Unit outcome data measured:
Student

Intermediate clusters between unit of random assignment and unit of measurement:
No

Comments:
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Design Classification

Based on the responses above, this study has been classified as:
RT: 2-level Cluster Randomized Trial

Section V: Sample Characteristics

Approximate number of students per school: 24

Number of schools in the comparision condition: 108

Number of schools in the intervention condition: 108

Were there certain students that were targeted for the study?
No

Were there certain students that were excluded from the study?
No

Were there certain schools that were targeted for the study?
No

Were there certain schools that were excluded from the study?
No

Comments:
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Section VI: Outcomes (Input)

Confirmatory question 1: Outcome Measure 1

Outcome domain: Student Social, Emotional, & Behavior - emotional recognition, identification, and regulation
Minimum detectable effect size: 0.13
Outcome measure: Modified Affect Knowledge Test
Scale of outcome measure: Continuous
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: 0.7564
Inter-rater reliability: N/A
Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 2

Outcome domain: Student Social, Emotional, & Behavior - emotional recognition, identification, and regulation
Minimum detectable effect size: 0.13
Outcome measure: Social Problem Solving
Scale of outcome measure: Continuous
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: 0.9310

Inter-rater reliability: N/A

Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 3

Outcome domain: Student Social, Emotional, & Behavior - emotional recognition, identification, and regulation

Minimum detectable effect size: 0.13

Outcome measure: International Development and Early Learning Assessment (IDELA)

Scale of outcome measure: Continuous

Normed or state test: No

Test-retest reliability: N/A

Internal consistency: N/A

Inter-rater reliability: N/A

Same outcome measure in treatment and comparison groups: Yes

Section VII: Analysis Plan

Baseline data collected prior to start of intervention:

Yes

Description of baseline data:

Caregiver reports of demographic information, child behavior, and exposure to media.

Covariates you plan to include in the model:

Gender, Race

Covariates you plan to include in the model:

Aggregate of Individual Characteristics

Analytic model:

$$Yij = /beta0 + /beta1(Tx)j + /alpha(individual covariates)ij + /gamma(school covariates) [/varepsilonij + /nuj]$$

Plan to handle cases with missing outcome data:

Impute missing outcome data

Process description:

At this point we cannot assume data will be missed at random. After baseline data collection, and after randomization we will update this registry to account for our Intent To Treat estimates. After that point, we will explore the tenability of missing completely at random, and missing at random assumptions from our data and will update this registry.

Planned multiple comparisons adjustment, confirmatory question 1 :

Yes

Number of planned comparisons to adjust, confirmatory question 1 :

By sub-domain of our scales (in total 7 outcome models)

Correction for multiple comparisons, confirmatory question 1 :

Bonferroni procedure

Comments:

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Section VIII: Additional Information

Links:

No links have been added yet.

Files:

No Files have been added yet.

Comments:

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