IMPLEMENTING NEW SCREENING METHODS FOR WELL-BEING OF THAI YOUTH IN RANGSIT, PATHUM THANI, THAILAND

Sponsor: SATI Foundation

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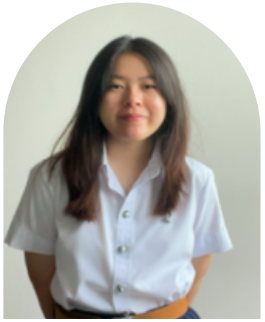

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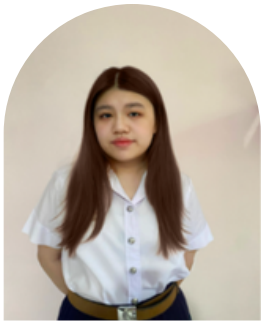

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A huge part of our project was also dealing with the language barrier between the WPI students and the target audience, as well as the SATI Foundation's staff. For this, the Chulalongkorn students in our group were very helpful when it came down to translations or conducting events in Thai. They were usually the primary facilitators during the activities and sponsor meetings. We could not have done it without the support.

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2.1.1 Experiences of Migrant Children	Tracy	Alfredo, Nathan, Tracy
2.2 Child Development	Allison	Alfredo, Allison
2.2.1 Mental Well-Being and Peer-to-Peer Interactions	Allison	Alfredo, Allison
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4.3 Final Remarks	Nathan	Alfredo
5.0 Conclusion	Tracy, Nat	Alfredo
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Abstract

Rates of mental illness are rising in Thai youths. The SATI Foundation helps the larger community. Together, we developed a new screening method for the well-being of the children in Myanmar Rangsit, providing them support sooner, proactively preventing mental health issues, and promoting emotional resilience. We observed SATI's initial screening process and interviewed staff; designed an engaging screening method—a board game—that elicits behavior and reactions; created a form that standardizes emotional intelligence (EQ) criterion; and provided recommendations.

Executive Summary

Introduction

The rates of depression and suicide among Thai youths are ever-rising; however, the stigmas and minimization of mental health in Thailand are still prevalent within the older generation, the education system, and the media (World Health Organization, 2022). The lack of acknowledgment from these influences with power towards youths pushes them further into mental illness, leaving them isolated. There needs to be a safe environment for them to seek help, and empathy needs to be at the forefront to begin helping Thai youths with their well-being.

While there have been attempts at collecting data to identify poor well-being, a more understandable and efficient system for data collection is needed. SATI initially conducted ecological momentary assessments (EMAs), where children were studied through everyday activities and mundane tasks recorded by the children in a journal; the participation rate was low with only two of the three-hundred grade school children turning in the evaluation as told by SATI staff. For the data to be collected successfully, a connection with the children must be formed. Interviews without establishing a relationship, do not gain trust, or information about their daily lives.

The foundation has focused on gathering data to identify and better understand the issues that children face, whether that be bullying, abuse, or other societal factors. We conducted a case study at one of SATI's locations in Rangsit, Pathum Thani.

The goal of the project was to help the SATI Foundation improve their current screening process to better identify the students' well-being.

By doing so, we aided in preventing mental health issues and promoting emotional resilience. To achieve this goal, we accomplished these two objectives:

1. **Observed the current screening and work process at Learning Center of Myanmar**
2. **Designed a screening method—a board game—that caters to the children while promoting engagement and providing opportunities for the staff to measure wellness using emotional intelligence and developmental skills**

We first conducted an initial investigation, taking note of the current screening process utilized by SATI to observe children's behaviors and engagement and then comparing that data with our solution. In addition, we held discussions with the SATI staff where we learned about the purpose behind their current means of collecting data, what developmental skills they were looking to further develop in the children, and feedback about our newly implemented screening and data collection method.

Executive Summary
continued

Background

To begin improving SATI's current screening process, it was important to understand the conditions that could have impacted the well-being of the children. We first explored the history and experiences of Myanmar immigrants in Thailand as our demographic mainly consisted of Burmese immigrants and refugees. Next, we shifted our focus to child development skills and their connection to well-being. Along that, we also considered the effects that community and social circles have on a child's wellness, and we highlighted potential signs of bullying. We concluded with a detailed depiction of how interactive games and activities can be used to assist children in their development and personal growth and how to collect data from the behavior of youths. After obtaining the cultural context, the societal factors, the insight into interactive activities, and the approach to behavioral data collection, we could now establish a significant base of understanding regarding effective screening methods. We found that incorporating screening methods into interactive activities that promote wellness through soft skills provides the most favorable scenario for SATI staff to collect data while also gaining the trust of the children and providing them with a community in Myanmar Rangsit. Considering the children's past, we need to be sensitive to some issues that could be triggering for them. After exploring aspects of child development, we learned what was needed when creating our product that would maintain the necessary traits and values for the children to grow healthy and productively. To make this as effective as possible, we dove into the research of interactive activities that promote wellness. By doing so, we hope to make our game as engaging and beneficial for the children as possible.

Executive Summary
continued

Methods

Our goal was to help the SATI Foundation improve their current screening process to better identify the student's well-being. By doing so, we aided in preventing mental health issues and promoting emotional resilience. To achieve this goal, we accomplished these two objectives:

1. **Observed the current screening and work process at Learning Center of Myanmar**
2. **Designed a screening method—a board game—that caters to the children while promoting engagement and providing opportunities for the staff to measure wellness using emotional intelligence and developmental skills**

To complete each objective and improve upon the screening process, we had to dive into the methodology of how we planned to collect our data. We first investigated the Learning Center of Myanmar through interviews and observations. By collecting this data, we had a starting point and identified what needed to be revised. From there, we assessed the data to identify the areas that were lacking. We designed and proposed a new screening method in the form of a board game. We then play-tested it in a pilot test to determine what needed further improvement.

To improve SATI's current screening process and better identify the student's well-being, it was first necessary to fully understand the existing issues in the screening process through an observational analysis. The data collected includes expressions, communication skills, teamwork, problem-solving ability, creativity, and engagement. The qualitative data collection method was essential to address the nuances that come with interacting with people. It was a more accurate way of studying behaviors and social responses with our sample. We settled on this data collection technique as it provided us valuable insights into the previously gathered information by the staff. An onsite visit was conducted to get first-hand experience with the SATI staff and children.

A minor challenge of these methods was the language barrier, with SATI's students' first and second languages being Burmese and Thai, However, this hurdle was overcome with the help from the BSAC students and some SATI staff members who were consistently translating each comment.

After conducting our initial observations, researching interactive activities for personal growth, and engaging in discussions with the SATI staff regarding the current screening process, we embarked on designing a more efficient method. This approach aimed to enhance both the speed and quantity of data collection while concurrently developing essential skills in children through an engaging and interactive game. The team, along with the SATI staff, recorded data on our data collection sheet while observing the implementation of our designed screening process. Data was collected focusing on nine different subskills falling under three main developmental skills which included social skills, perception, and critical thinking. This data was later organized through thematic coding and presented in radar charts to develop themes and compare individuals to group statistics. This would allow the staff to discover points of interest where students were lacking in a skill further action could be taken. A list of potential red flags in behavior was also provided to the staff to identify specific actions that may need to be addressed.

Executive Summary
continued

Initial Observation Findings

Following our initial observation of the current work process, we determined that the children displayed a strong sense of community but lacked engagement and eagerness to participate in the games. They were distracted by their smartphones and lacked engagement in the activity. In addition to this, personal questions were difficult for students, making them less likely to answer questions. Understanding this, we planned to include these same questions in our game but in a different manner that incentivized the children to answer as it could provide them a benefit in the game. Finally, with our icebreaker, we noticed a language barrier between the children, the staff, and our team. With the older children, who spoke Thai, Burmese, and English, to translate any unclear directions to the younger students.

Directly after the observation, our discussions with the staff informed us that putting a focus on developing social, perspective, and critical thinking skills would be very beneficial as we are not only looking to detect red flags amongst the children but also prevent any further issues such as bullying. By implementing an engaging game that would require students to be communicative and confident in themselves, show compassion towards other players, and use problem-solving skills, we could increase the effectiveness of these skills in the children which would benefit them throughout their lives.

Developing the Game

The team then worked to develop a board game (as seen in Figure E1) where teams competed to race around the board as many times as they could within the time limit by rolling a varying number of die dependent on the placement of the team in the previous minigame. Following the minigame, the first place team would be rewarded with 3 dice, second place with 2 dice, and third place with just 1 die. Using a reward system between the number of dice and the prize for winning the whole game, the team could fully engage each student and produce a healthy competition amongst them. The minigames (see Figure E2) required the use of a variety of crucial social, perspective, and critical thinking skills.

Figure E1: Board game developed for screening

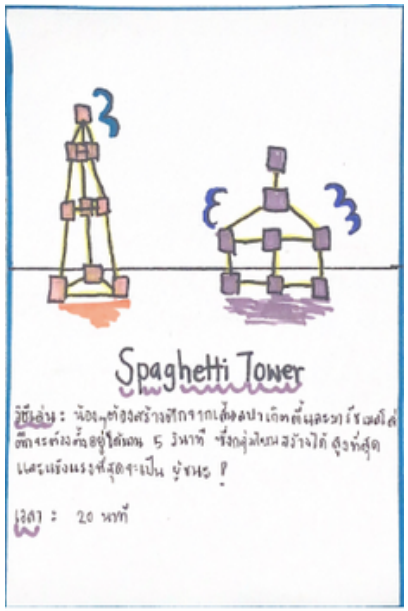

Figure E2: Supplemental mini games for board game

Executive Summary
continued

To record data from the play of these minigames, the team created a data collection form based on a rubric specifying what each developmental skill would look like. Figure E3 shows the data collection form used on February 10th. Staff ranked each student, as well as the team as a whole, on nine different criteria falling under the 3 previously mentioned developmental skills for each minigame played. After facilitating and observing the play of our game while using our data collection form, we used radar charts, seen in Figure E4, and thematic coding to analyze the data and develop themes.

Figure E3: Sample of form during pilot test

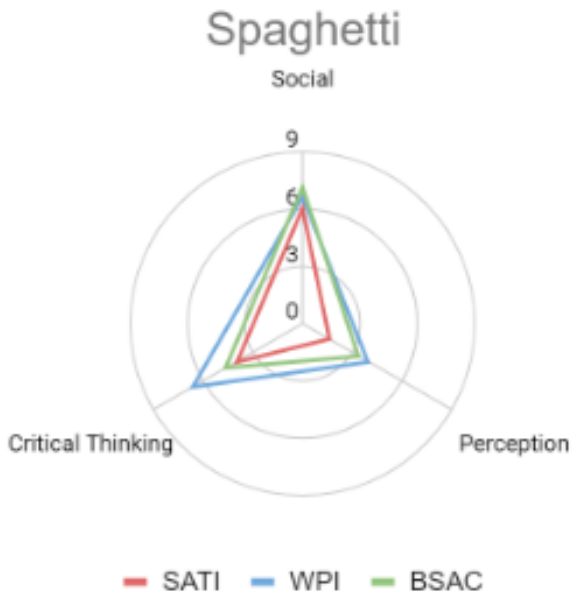

Figure E4: Radar chart results

Playtest Findings

Compiling our data, we found a noticeable increase in engagement because the SATI staff noted that there were not any children on their phones as they were fully immersed in the game, resulting in substantially more data collected compared to the initial observation. Additionally, the games provided a comfortable environment with the youths, allowing them to express themselves more when it came to deeper questions. The board game gave the staff opportunities to see concerning or notable reactions and behaviors of the children, which we call red flags, while also providing the children with a fun and engaging way to interact with their peers. We identified initial confusion and problems with our data collection form with the help of the SATI staff. Completing the forms took too much time; to remedy that, we made it more user-friendly and intuitive and clarified the criteria for each game.

Executive Summary
continued

We did not get the chance to test our new form; however, the future use of it alongside the flexibility of the board game should provide the SATI staff with better tools to interact with and screen the youths.

Concluding Statements and Suggestions

From the development of our board game, we successfully provided SATI with the initial steps for a new screening process and data collection method. With our screening process, we established baseline criteria for the evaluation of child development, allowing for a standardization that is digestible for volunteers and staff. Additionally, we were able to gather the data for the baseline skills through an engaging, interactive game as well as a list of potential red flags in case children would need more support. After collecting said data, we compressed it down to a comprehensible radar chart to visualize the differences and similarities that a potential individual may have compared to their peers.

With some minor issues still present in our data collection form after testing, we decided to leave SATI with a refurbished data collection form and some other recommendations to improve their data collection in the future. Recommendations are listed in Table E1.

We hope by helping SATI improve their screening process that potential issues can be identified and resolved sooner. From the emphasis on developmental skill building incorporated into our game, we also hope we helped the foundation promote emotional resilience. We also hope to expand on the development of engaging therapy tools for child psychology. Through our research in Thailand, we want to provide new methods of well-being support for those who may not have access to traditional mental health resources. With the team's research, we aim to improve the mental health and wellness support system in Thailand by providing an engaging method of data collection and making the process more accurate and efficient.

Table E1: Mentions the Recommendations Given to the SATI Foundation at the end of the Project

Recommendations	
• Use select minigames for periods of time constraints and the board game for extended sessions • Familiarize with games beforehand • Split children into groups corresponding to the number of facilitators • If understaffed, play games that only require one facilitator • Groups should have 4-6 members (for ease of individual evaluation)	• Each group must have at least one older participant to translate to younger kids if there is a language barrier. • Group evaluation could be done by volunteers or teachers • If space is not a concern, consider active games to assess competitiveness, activity, and engagement. • Utilizing games that require collaboration and creative thinking provides more data

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1 Introduction

The rates of depression and suicide among Thai youths are ever-rising; however, the stigmas and minimization of mental health in Thailand are still prevalent within the older generation, the education system, and the media. The lack of acknowledgment from these systems of power towards youths pushes them further into mental illness, leaving them isolated. There needs to be a safe environment for them to seek help, and empathy needs to be at the forefront in order to begin helping Thai youths with their well-being. We sought to advocate for their well-being and provide more direct resources to learn coping strategies that alleviate stress with our sponsor SATI Foundation.

The SATI Foundation is a non-governmental organization that aims to help the larger community, especially the underprivileged. SATI originates from the Buddhist Pali word for mindfulness, reflecting how the foundation works with children. From financial issues to systematic factors, these children face many challenges to have the same opportunities as typical children. SATI helps children by following their core values: option and empowerment.

Through option and empowerment, SATI validates the children, fostering an environment for them to build their self-esteem and confidence. SATI is more than just helping kids, it's about creating a bond that will outlast their time at the foundation and impact them throughout their lives (The Journal, 2023).

The SATI Foundation is well-established throughout Thailand with various locations; however, they want to keep expanding their support to youths through other avenues. The foundation has focused on gathering data to identify and better understand the issues that children face, whether that be bullying, abuse, or other societal factors.

We conducted a case study at one of SATI's locations in Rangsit, Pathum Thani (Figure 1). While there have been attempts at collecting data to identify poor well-being, a more understandable and efficient system for data collection is needed. SATI initially conducted ecological momentary assessments (EMAs), where children were studied during everyday activities and mundane tasks; the participation rate was low, with only two of the three-hundred grade school children turning in the evaluation. For the data to be collected successfully, a connection with the children must be formed. Interviews without establishing a relationship do not gain trust or information about their daily lives.

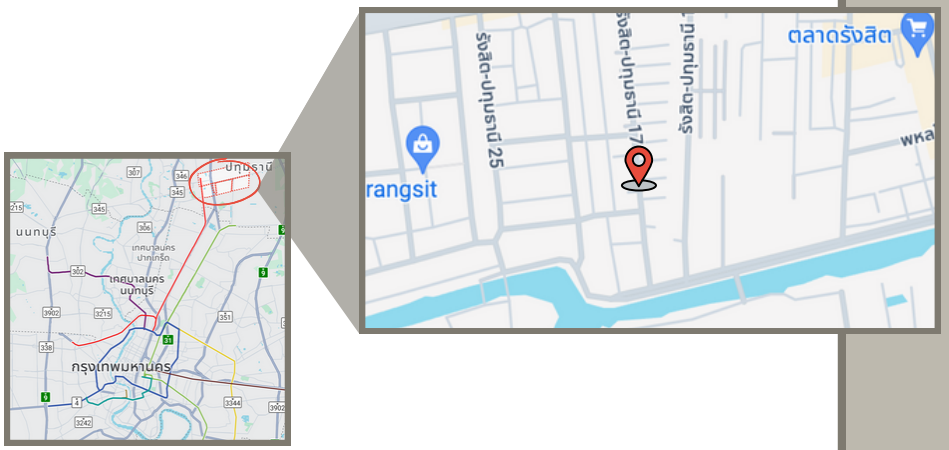


Figure 1: Map of Learning Center of Myanmar

1 Introduction
continued

The **goal** of the project was to help the SATI Foundation improve their current screening process to better identify the students' well-being. By doing so, we aided in preventing mental health issues and promoting emotional resilience. To achieve this goal, we accomplished these two objectives:

1. Observed the current screening and work process at Learning Center of Myanmar
2. Designed a screening method —a board game—that caters to the children while promoting engagement and providing opportunities for the staff to measure wellness using emotional intelligence and developmental skills

2 Background

To begin improving SATI's current screening process, it was important to understand the conditions that could have impacted the well-being of the children. We first explored the history and experiences of Myanmar immigrants in Thailand as our demographic mainly consisted of Burmese immigrants and refugees. Next, we shifted our focus to child development skills and their connection to well-being. Along that, we also considered the effects that community and social circles have on a child's wellness, and we highlighted potential signs of bullying. We concluded with a detailed depiction of how interactive games and activities can be used to assist children in their development and personal growth and how to collect data from the behavior of youths.

2.1 The Children of Burmese Migrants in Rangsit

Mental health issues are often the result of a larger societal conflict, such as trauma from natural catastrophes, economic hardships, or warfare. Since 1962, Myanmar has been overrun by a military junta, causing civil war and poverty to spread throughout the country. While poverty has declined since the establishment of the parliament, events such as COVID and the shift in power back to the military have contributed to a recent increase in poverty. Millions have been displaced from their homes, facing the choice of homelessness and poverty or fleeing to neighboring countries, notably, Thailand (Human Rights Watch, 2023). Many chose to relocate to Thailand since it is the closest country with a prosperous economy and a lot of opportunities. Thailand has experienced economic growth from its tourism industry and manufacturing sectors; it produced a Gross Domestic Product (GDP) of 495.42 billion US dollars in 2022 while Myanmar's came in at 62.6 billion US dollars. Also, there has also been greater Foreign Direct Investment (FDI) in Thailand, reaching 10.2 billion US dollars, and only 1.24 billion US dollars in Myanmar for 2022. At the same time, in the year 2020, there was a clear difference between the minimum monthly wage, with Thailand's reaching 404.58 US dollars and Myanmar's closer to 102.92 US dollars (World Bank FDI, 2022), (World Bank "GDP (current US$)", 2022), (ILO, 2024). Table 1 shows the comparison between Thailand and Myanmar on GDP, FDI, and minimum wage, emphasizing the substantial economic differences.

Table 1: Economic differences between Thailand and Myanmar

	Thailand	Myanmar	Year
Foreign Direct Investment (FDI)	$10.2 billion	$1.24 billion	2022
Gross Domestic Product (GDP)	$495.42 billion	$62.6 billion	2022
Minimum Monthly Wage	14,500 ฿ (USD 404.58)	216,279 K (USD 102.92)	2020

2 Background
continued

Additionally, Figure 2 displays the minimum wage of Thai and Myanmar citizens from 1960 to 2020, according to the International Labour Organization in the Global Wage Report 2022–2023. (World Bank "GDP(current US$)", 2022), showing us a visual of the disparities between Myanmar and Thailand.

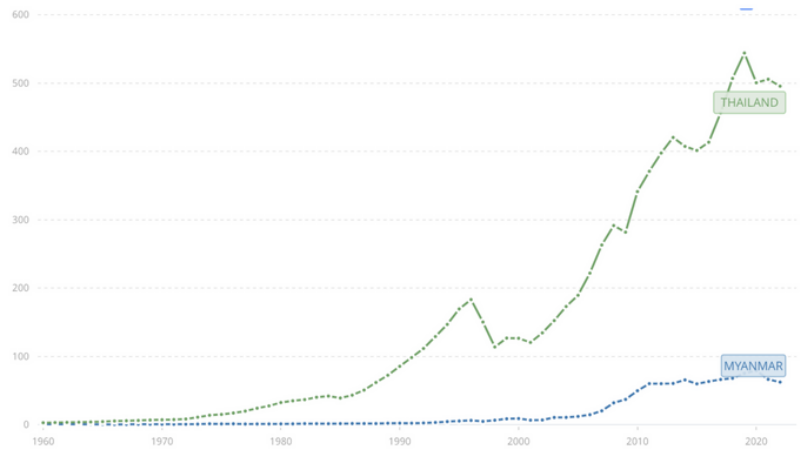


Figure 2: Economic comparison between Thailand and Myanmar from 1960 to 2020

The need for laborers in sectors like agriculture, construction, manufacturing, and service, makes Thailand very attractive for refugees seeking better opportunities and a safer environment to work in (Stange and Sasiwonsaroj, 2020). Migrants from Myanmar have earned millions of baht annually to support their families back home and have gained valuable skills and experiences through their work in Thailand (Human Rights Watch, 2023).

2.1.1 Experiences of Migrant Children

Transitioning into a new country and seeking a better environment and opportunities to work can result in cultural assimilation. This is the process of different cultures, usually those of immigrants, adopting a dominant culture when relocated into a foreign environment and oftentimes losing their own. History, mannerisms, stories, and more are often contorted and forgotten. When moving to a new country or region, this is common, especially when assimilation and an individual's ability to quickly adapt may affect how successful they are socially and economically. The pressure to conform often comes from fear. Fear that without successful integration, immigrants will be inadequate for the competition for resources and opportunities (Ballard, et. al, 2019). The drastic number of immigrants globally, and more specifically in Southeast Asia, have faced a lot of this internal and personal conflict, closely intertwined with generational trauma and mental health. These troubles can be exacerbated by rejection or disrespect towards the culture of a minority group. Thailand deliberately prevents migrant workers from either permanently residing in the country or integrating into Thai society and becoming citizens, as they represent the constitutive "Other" to the state-promoted idea of Thainess (Stange and Sasiwonsaroj, 2020). By othering and alienating, it leaves migrant workers, particularly Burmese migrant workers, and their children, with a sense of shame or rejection towards their own culture. This feeling of shame and rejection can be dependent on how quickly they are able to adopt Thai culture or conceal their identity.

2 Background
continued

Migrants from Myanmar experience isolation and a lack of belonging in the Thai community, resulting in diasporas and pockets of their old ties to home. Children growing up in this environment have a life of dichotomy: at home, they are themselves, but they have a disconnect about their experience and isolation at school; at school, they're among their peers, but they conceal a part of their lives in order to fit in. The social pressure on both sides can cause a lot of mental turmoil. It is unreasonable to expect children to navigate whether to honor or reject their cultural heritage, alone. The decision usually gives in to the need to conform. Many older migrant children prefer using the Thai language with their Myanmar friends in public to prevent any discrimination that may be caused if they were to be identified as Burmese (Stange and Sasiwonsaroj, 2020). Not only do these children experience the loss of their home, or the generational trauma from it, but their experience in Thailand could end in at-risk conditions and situations such as engaging in criminal activities. This invisible barrier shows how imperative our work will be in SATI's screening process to build a sense of community within the Learning Center of Myanmar.

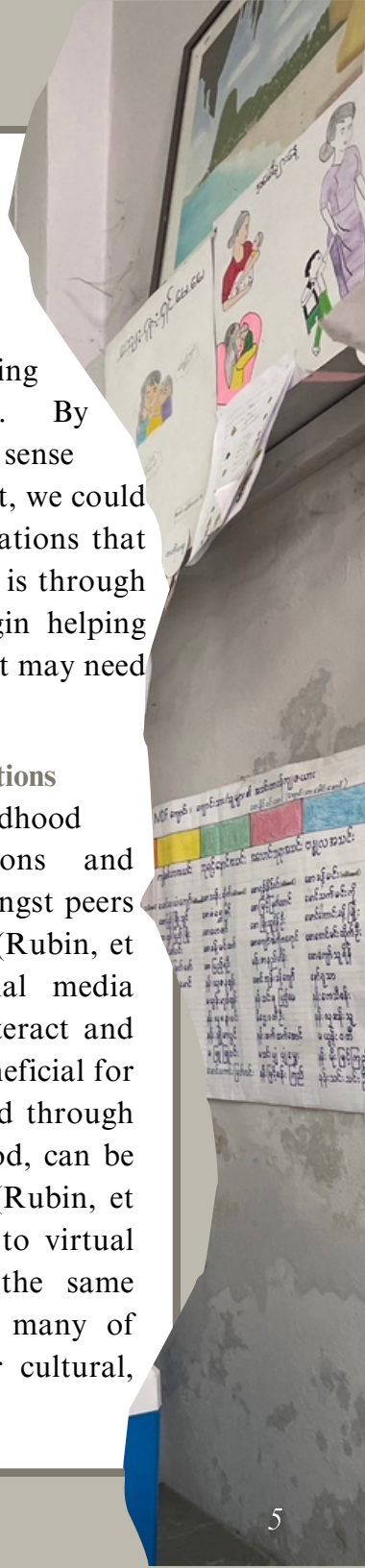
2.2 Child Development

To acquire a holistic understanding of wellness in children, we required knowledge of child development and interpersonal relationships of youth. It is widely accepted that interactions with one's community and network are vital for child development.

It is only through modeling, consistency, and education that children can learn morals, values, and emotional regulation. The famous proverb "It takes a village"' reflects the need for children to grow up in safe environments and communities. SATI reflects this well by providing unconditional and empathetic support. By understanding how to model and bring forth a sense of community that promotes trust and comfort, we could elicit peer-to-peer interactions and social situations that could reflect the children's overall wellness. It is through gaining the children's trust that we can begin helping SATI gather data and identify the children that may need more assistance with their well-being.

2.2.1 Mental well-being and Peer-to-Peer Interactions

An important aspect of mental wellness and childhood development are the physical interactions and interpersonal relationships children form amongst peers as they grow in their respective communities (Rubin, et al., 2008). With international online social media communities, more people have access to interact and bond with others online. While this can be beneficial for networking purposes, the relationships formed through a physical community, such as a neighborhood, can be integral to how someone learns social skills (Rubin, et al., 2008). Physical communities in contrast to virtual ones provide bonding points by sharing the same physical spaces for activities. Furthermore, many of these communities will form around similar cultural, religious, or economic backgrounds.



2 Background
continued

According to Rubin, it can be helpful to simplify and separate community spaces into two types: spaces that have adult supervision or are led by adults, and spaces that are led by peers (Rubin, et al., 2008). As groups of peers observe the interactions of one another, they will often shift their behaviors and traits to fit in and thus become socialized. The formation of behaviors is based on perceived interactions as well as feedback from one's peers and community. In the socialization process, it is important to have both supervised and unsupervised places of physical activity. Adults can provide goals and guidance to help make sure that groups of peers have common external factors to facilitate a healthy and collaborative community. Groups of youths growing bored or misguided can lead to negative socialization, such as bullying or unsafe behaviors. A lack of healthy competition may cause groups of peers to create conflict amongst themselves or others (Rubin, et al., 2008).

2.2.2 Bullying

There is more to peer bullying than boredom or a lack of healthy competition. Various environmental factors may increase the risk of youths becoming bullies or victims of bullying. Some of the leading factors that may cause behavioral issues are the children's socioeconomic background, parental relationships, parent-child dynamics, school environment, and the level of crime in their community. To analyze how these factors influence bullying, the Journal of the American Academy of Child and Adolescent Psychiatry (2009) carried out a study to distinguish the difference in external factors for bullies and bullying victims. Their research concluded that the factors that most commonly resulted in bullying perpetration were a lack of maternal warmth, attending a large school, witnessing or experiencing familial abuse, and experiencing maltreatment. The factor that most commonly resulted in a child being a victim of bullying is child maltreatment, especially if the child experienced forms of victimization in their homes (Bowes, Et al. 2009). While every bullying situation has its own nuanced dynamics, an understanding of what factors put youths at higher risk for perpetuating bullying behaviors or being victims of bullying helps identify which children may be at risk and in need of proper emotional support and intervention.

2.2.3 Emotional Intelligence Education

According to Swindoll: "Life is 10% what happens to you and 90% how you react to it," (2023) but not everyone has the skills and tools to regulate emotions. Emotional intelligence is the development of emotions comprising four main components: perception, understanding, management, and emotional facilitation. The epidemic of mental illness among youth has resulted in a greater awareness of emotional intelligence (EQ). It is such an integral part of life, and it is intertwined with all aspects of life: social skills, academic performance, and mental health (Puertas-Molero, et. al, 2020). Better emotional intelligence allows for more direction and control within students. Figure 2 shows that by developing coping skills, improving EQ, and improving stress management and tolerance, overall well-being can be improved.

Higher EQ promotes better content comprehension than rote memorization. Additionally, it alleviates mental load and rumination, allowing for the reallocation of this mental load to self-fulfillment goals and values. Skills that reflect high EQ, like empathy or patience, are crucial to developing into a well-adjusted adult; however, even as an adult, these skills can be difficult to understand and acquire.

By incorporating scenarios within the screening method to assess a child's soft skills, it welds together an environment that inherently provides natural learning opportunities, which can lead to improved overall well-being as broken down in Figure 3. A screening method embedded into an activity benefits both the children participating in the SATI Foundation.

Figure 3: Depiction of the effects of good emotional regulation

2.3 Interactive Activities Promoting Wellness

Studies have found that interactive activities serve as an engine for the refinement of overall self-esteem and welfare. Individuals who wish to reduce stress, improve mental health, or prevent future well-being issues may experience more benefits by implementing more hands-on activities. These activities can be physical or cognitive.

2.3.1 Accommodating Different Mental Health Approaches

A diversified approach to well-being includes different activities that have a significant influence on our lives. These can affect mental well-being and/or a general feeling of fulfillment. Physical activity and networking are just a few of the many techniques available. Each path has distinct advantages, and when combined, they consist of a wide variety of ways to promote mental health and general well-being.

Exercise and mood adjustments are directly proportional to a rise in blood flow to the brain; they also impact the hypothalamic-pituitary-adrenal axis (HPA) and consequently, the physiologic responsiveness to stress (Sharma et al., 2006). Moreover, the essential outcome of physical activity is positive for the overall well-being and development of children and adults.

2 Background
continued

Even though social activities benefit children's well-being, lifestyle adjustments that emphasize light to moderate movement throughout the day have a more significant outcome. Exercises such as jogging, cycling, swimming, walking, dancing, and gardening work as catalysts towards lowering anxiety, sadness, self-esteem, cognitive performance, and symptoms such as social withdrawal (Sharma et al., 2006). They are all actions that keep people's brain cells on a consistent proactive cycle. With physical activities that use both your body and brain to participate, people are completely engaged in the exercise, leaving no room for distractions. Therefore, physical activity is a powerful tool that will help generate engagement and positive well-being in each individual.

Social support creates a big impact and helps individuals under stress. It is a natural mechanism that helps humans both physically and psychologically. In recent decades, studies from the World Health Organization conducted from 2009 to 2015 have proven that social support greatly influences mental wellness and has established itself as a key factor in stress management (Harandi et al., 2017). Interacting within communities creates a sense of belonging and minimizes the isolating impact of mental health issues. It creates a safe sanctuary where one can discuss weaknesses, receive empathy, and find consolation in the shape of relationships (Harandi et al., 2017). Building strong relationships is essential when trying to create an environment where children can be vulnerable and open up about themselves.

If strong social support is achieved, it will be more likely for children to speak about their lives and things that may be bothering them (Harandi et al., 2017). Thus, socializing is an effective method that can help prevent people from developing long-term mental health issues.

2.4 Behavioral Data Collection In Youth

On the topic of well-being and mental health care, the significance of qualitative and multidisciplinary studies is vital. These studies contribute invaluable insights into the complexities of human experiences and behaviors. By integrating multiple disciplines, researchers, scientists, and psychologists can adeptly navigate elaborate issues all while constructing a theoretical framework and testing hypotheses. Qualitative techniques follow many of the same scientific method criteria as statistical techniques, but they frequently differ in terms of research design, data collection, and data analysis procedures in qualitative research.

For example, they are typically sampled on purpose rather than at random, and the design typically represents a constant process that alternates between collecting data and interpretation. Qualitative methodologies that are rigorously achieved have the potential to significantly contribute to the scientific framework for psychological services studies. However, the requirements for applying them are not always obvious, especially for people who have not been taught such procedures (Palinkas, 2014). The most popular data-collecting procedures include individual semi-structured interviews, focus groups, evaluations of documents, and participant observation. On the other hand, mixed-method designs are the combination of qualitative methods and quantitative methods to achieve gathering, mutual benefit, growth, development, and sampling (Palinkas, 2014).

2.5 Chapter Summary

After obtaining the cultural context, the societal factors, the insight to interactive activities, and the approach to behavioral data collection, we could now establish a significant base of understanding regarding effective screening methods. We found that incorporating screening methods into interactive activities that promote wellness through soft skills provides the most favorable scenario for SATI staff to collect data while also gaining the trust of the children and providing them with a community in Myanmar Rangsit. Considering the children's past, we need to be sensitive to some issues that could be triggering for them. After exploring aspects of child development, we learned what was needed when creating our product that would maintain the necessary traits and values for the children to grow healthy and productively. To make this as effective as possible, we dove into the research of interactive activities that promote wellness. By doing so, we hope to make our game as engaging and beneficial for the children as possible.

3 Methods

Our goal was to help the SATI Foundation improve its current screening process to better identify the student's well-being. By doing so, we aided in preventing mental health issues and promoting emotional resilience. To achieve this goal, we accomplished these two objectives:

1. Observed the current screening and work process at Learning Center of Myanmar
2. Designed a screening method—a board game—that caters to the children while promoting engagement and providing opportunities for the staff to measure wellness using emotional intelligence and developmental skills

We go into the methodology needed to complete each objective and improve upon the screening process. We first investigated the Learning Center of Myanmar through interviews and observations. By collecting this data, we had a starting point and identified what needed to be revised. From there, we assessed the data to identify the areas that were lacking. We designed and proposed a new screening method in the form of a board game. We then play-tested it in a pilot test to determine what needed further improvement.

3.1 Understand Current Screening Process

To improve SATI's current screening process and better identify the student's well-being, it was first necessary to fully understand the existing issues in the screening process through an observational analysis. The data collected includes expressions, communication skills, teamwork, problem-solving ability, creativity, and engagement. The qualitative data collection method was essential to address

the nuances that come with interacting with people, it was a more accurate way of studying behaviors and social responses with our sample. We settled on this data collection technique as it provided us with valuable insights into the previously gathered information by the staff. An onsite visit was conducted to get first-hand experience with the SATI staff and children.

The SATI staff facilitated card games featuring questions spanning from surface-level to more profound inquiries. Simultaneously, the staff assessed for the presence of any red flags. While the 25 children played, we listened and observed, taking notes in the process. The children were split into groups of three, according to the number of staff facilitating the session. BSAC students took notes on the verbal reactions while WPI students focused on non-verbal cues and body language due to the language barrier.

We made specific notes on the engagement of the participants. The team furthered their understanding of the current screening methods as well as the current educational environment through discussions with the SATI staff members in text messages, interviews, and weekly meetings.

3 Methods
continued

The group held meetings with teachers, psychiatrists, and the founder of SATI to gain a better understanding of the expectations and the best methods of collecting data when interacting with migrant children. Through these discussions, we gathered information about the children regarding their typical behaviors, likes and dislikes, and demographics. Another essential point in the discussion was learning specific observations the staff looked for in what their data collection. A minor challenge of these methods was the language barrier, with SATI's students' first and second languages being Burmese and Thai. However, this hurdle was overcome with the help from the BSAC students and some SATI staff members who were consistently translating each comment.

3.2 Design Activities/Games for a More Effective Screening Method

After conducting our initial observations, researching interactive activities for personal growth, and engaging in discussions with the SATI staff regarding the current screening process, we embarked on designing a more efficient method. This approach aimed to enhance both the speed and quantity of data collection while concurrently developing essential skills in children through an engaging and interactive game.

3.2.1 Observation as a Data Collection Method

By utilizing aspects of physical and social activities researched, we aimed to create a screening method that collects more data by providing a positive, comfortable, and trustworthy environment for youths. Our activities had forms of movements and exercise, or physical activity, as it is proven to increase overall well-being. Another important aspect we considered was team-based activities. We increased the social aspects in the youths by giving them an activity that forces them to interact and work as a team. This will promote better interpersonal relationships among the children and provide them with soft skills to interact positively with other people that will last well into the future. Building off of SATI's initial screening process, depicted in Figure 4, it was clear there is no concrete way to determine the red flags. Even though they had it built into their screening process, no actual criteria were used during the analysis that would identify the red flags. From this, we saw that they lacked a standard process of identification and relied on personal opinion. Our aim was to standardize the screening process, by creating a baseline of comparison and identification while defining standard criteria so that data would be consistent, regardless of the observer.

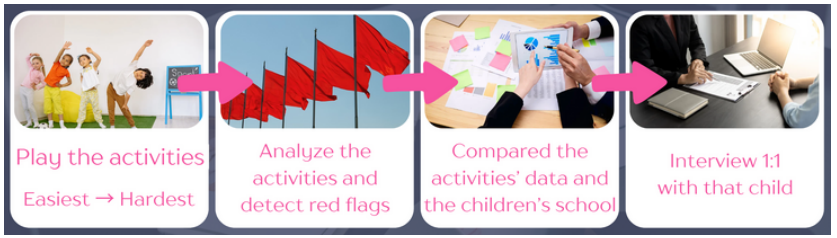


Figure 4: Flowchart of SATI's original work process

While there are a multitude and endless number of traits needed and a whole spectrum of ways to measure this all, we needed to have a starting point. We played into the heap of sand paradox, which retorts to a vague qualifier with unclear boundaries as to at what point it becomes valid (Hyde & Raffman, 2018), where the most famous example comes from a heap of sand. "...soritical reasoning appears to show both that no number of grains make a heap and that any number of grains make a heap" (Hyde & Raffman, 2018). Embracing this logic, we came to the conclusion that we needed to pick traits and create a scale with criteria that applies to this instance and context.

We divided up the soft skills we planned to include and measured them into three main categories: social, perception, and critical thinking. The criteria for these traits were based on research done for mental well-being. The team brainstormed the criteria based on what we observed from the visits as well as our background research, such as SATI's core values, which were explained to us during our meetings with the staff, as well as information regarding peer interactions and behavioral development (Rubin, et al., 2008). In collaboration with our sponsors, we discussed and revised the criteria based on staff feedback to ensure that our methodology would be based around collecting the correct data for our sponsors. Shown in Figure 5 is the radar chart we use to visualize the scale.

Each soft skill had three components. Our social skills consisted of communication, teamwork, and leadership. Our critical thinking skills involved decision-making, strategy and problem- solving. And lastly, perception indicated an awareness of emotional regulation, humility, and confidence. All of these components were rated on a scale from zero to nine.

Figure 5: Depiction of our arbitrary scale used for our mini-games

3.2.2 Process Used for New Screening Method

The first limitation we had to keep in mind was the time available to SATI for each session. Sessions were conducted once a month for an hour. Within that time frame, we were to design our screening game to last 50 minutes. For our pilot test of the game, we were allowed 1 hour and 30 minutes. In Table 2, we broke down our schedule.

Table 2: Timetable of our first trial visit

Time	Description
14:30 - 14:35	Divide children into 3 groups
14:35 - 14:45	Ice breaker game
14:45 - 15:45	Board game activities
15:45 - 15:55	Ask for feedback

3 Methods
continued

For the actual process, we observed the children while they were playing our planned activities. The kids were first assessed as a group to establish a baseline by filling out a form, as seen in Figure 6. Later, this baseline was used to assess the skills in future sessions on an individual level, where this data would be compared to the group's average. If the child is not meeting the group average in any skill, then staff may recommend further evaluation of that individual so the child can receive the necessary support. Figure 7 explains in detail our work process and provides insight on the order in which the evaluations occurred.

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เกม: Matching

Group___	Criteria			
	N/A	1	2	3
การสื่อสาร (Communication)				
การทำงานเป็นทีม (Teamwork)				
การวางแผน (Planning strategy)				
การตัดสินใจ (Decision making)				
ความมั่นใจ (Confidence)				

Figure 6: Group evaluation form

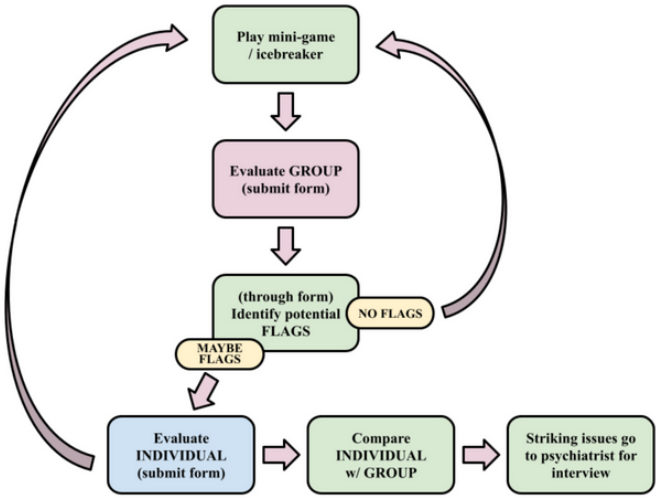

Figure 7: Flow chart of our planned work process

Each team and staff member scored all the students. We then averaged our scores and graphed the results. Our team visualized these skills using a radar chart to compare outliers quickly and to compare criteria with different scales of measurement. The characteristics of a radar chart are simply: the higher the number or farther out each axis or point is, the more adept their skills are. Figure 8 depicts how this would be represented, with the numbers increasing from zero to nine as one gets further from the center of the triangle.

When evaluating the individual, if their skills are significantly lower than those on a game's average radar chart, it can be an indication for the staff that this individual may require personalized attention and treatment to investigate potential issues with well-being for the staff. As observers, we rated the kids as they took part in the activity by the criteria and looked for possible red flags. Table 3 lists the criteria that were used to identify potential red flags defined by the Association for Children's Mental Health.

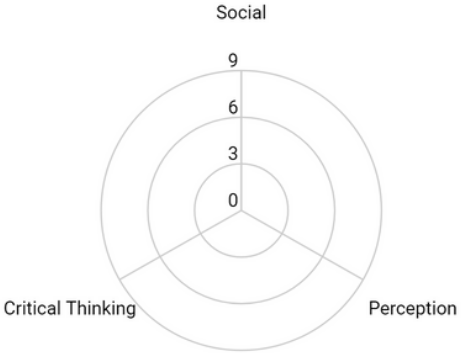

Figure 8: Blank radar chart

Table 3: List of potential red flag behaviors

Potential red flags	
• Hyperactivity or constant movement beyond regular playing • Frequent, unexplainable temper tantrums • Unusual fears or worries • Difficulty engaging in activities that are normal for your child's age • Difficulties with concentration, attention, or organization • Sudden outbursts or explosive emotional reactions • Prolonged negative mood and attitude • Inability to cope with problems • Violence towards oneself, others, animals, or property • Refusal to go to school on a regular basis	• Deliberate disobedience or aggression • Inability to complete tasks on an ongoing basis • Opposition to authority figures and little or no remorse for breaking rules • Extreme perfectionism • Extreme mood swings with no apparent cause • Speaking rapidly to the point of difficulty to understand or interrupt • Inability to get along with others in most situations • Worries about everything, even minor things, on an ongoing basis • Becomes easily bored or angered

4 Results and Analysis

Our goal is to assist the SATI Foundation to improve their screening and data collection process and better identify the student's well-being while providing opportunities to learn and improve developmental skills. The team unanimously decided to move forward with using games as a way to conduct initial screening and data collection. It was an attempt to tackle the language barriers, and low literacy levels that had previously made collecting data difficult. Then we developed a way to gather group and individual data that could be used by third parties other than the SATI staff by simplifying. Each visit had provided us with important key information and findings such as our observations, data collection form, screening process, and game implementations were discussed in this chapter.

4.1 Initial Observations on SATI

The team used games to conduct initial screening and collect data to tackle the language barriers and raise the low literacy levels that had previously made collecting data difficult. The visit on January 20th was an essential part of giving us insight into the children and helped us get a better understanding of SATI's work process. From what we observed on that day, the children were cheerful and playful, but some **lacked confidence and communication skills because they could not speak Thai**. During the game, the team took note of a variety of dynamics, focusing on the attention and engagement of the children due to various reasons, the **language barrier** between students and staff, and why the SATI work process may not be working as effectively as it could.

4.1.1 Communication Limitations

Through the observation, the team discovered a list of limitations including space for activities, **language barriers, time concerns, and the number of children**. We presented a pictionary game as the ice breaker to bring out the children's creativity in a fun way that would get everyone involved. This proved to be successful in terms of engaging the children, but some issues came up, such as **space in the classroom** with the large number of children participating, communication issues due to a **language barrier**, and a strict **time constraint** to get to other activities.

During the game, we discovered that most of the children could not speak Thai fluently. The main game, facilitated by the SATI staff, was "What are my Favorite Things". In this game, children picked a random, unique card that provided them with a question such as "Who is your favorite actor?" SATI's goal of this game is to observe the student's answers that could imply something deeper about their home life or personal well-being. However, due to the language barrier, **a lot of time was spent translating back and forth with the Burmese-speaking children** who did not understand Thai.

4 Results and Analysis
continued

Each student answered one at a time, making the activity **very lengthy**. From observing the body language of each student during this activity and **all students with a phone pulling it out multiple times**, we were able to determine that the children were **bored** due to a **lack of engagement** with each individual.

Another limitation included the student's **inability to read the Thai language**. During the Pictionary icebreaker, the students tended to copy the pictures that were displayed due to the fact that they could not read the term written above it. Because of this, during the production of our screening method, we knew that we would have to incorporate time for students to explain directions to each other to avoid any language barriers or illiteracy issues.

4.1.2 Screening Process Methods

According to the SATI staff, the EMAs and interviews took too long to discover red flags in children's behavior. After observing the high level of engagement from our interactive ice breaker and speed of which data could be collected through games, we were able to determine that a game would be the best method of screening. We also noticed that by participating in the games, staff members were able to build personal connections and relationships with the students. From this, we designed our game to create more engagement, allowing the staff to develop a stronger bond with the children and produce more opportunities for the children to talk about their personal lives. Therefore, using games to increase the engagement of children can help expedite the screening and data collection process.

In addition to this, children did not feel comfortable answering direct questions about themselves in the SATI game. Observing body language such as being hunched over and having their hands in their laps helped us to draw this conclusion. After observing this, it was clear that engagement was low and the best method of collecting data in the future would be to perform a screening through interactive games where the kids would feel most comfortable. This would allow the staff to observe and determine red flags in children when they are truly being themselves, then address these flags in one on one interviews at a later time.

4.2 Activity for Screening

After observations from the initial visit, we designed a board game to promote teamwork and other necessary soft skills to prevent bullying and discrimination due to the age difference among the students. Moreover, board games helped in screening the red flag and data collection on children's personal lives. With our evaluation guidelines provided, the staff were able to evaluate at the same standard.

4 Results and Analysis
continued

4.2.1 Student Engagement

During the implementation of our board game screening method, the team determined that students were highly engaged, much more than in the previous initial observation. Throughout the screening, WPI students took note of the children's body language and attention. When directions were being explained, all students kept their eyes on the facilitator and remained quiet, paying close attention to the words. During each minigame, all students were eager to participate with each making contributions to complete the task for their team to win. This contributed to the competition aspect of our game as students had an incentive to beat their peers. Additionally, following the screening process, the team met with the SATI staff to hold a discussion. During this discussion, it was mentioned by the staff that none of the students pulled out their phones a single time. This is notable due to the fact that in the initial observation, students used their phones constantly and children in general in this day in age seem to be addicted to their screens. Immersing the children in the game was, in itself, an accomplishment that will add to collecting quality data in an efficient manner for SATI in the future.

4.2.2 Limitations to Group and Individual Evaluation Forms

We found that some information was overlooked and inaccurate as a result of timing constraints and staffing shortages. We noticed that the staff were having a difficult time finishing the evaluation form by the end of each mini game. The staff members found the evaluation form more challenging because they had never completed the form before and were therefore unfamiliar with the criteria. Another reason was due to lack of staff. We found that there were only 3 staff available to do the evaluation, which was not enough. One individual had to do multiple tasks: being facilitator and observer. We found that this was not effective since they might overlook some information if they are concentrating on something else besides the evaluation form. The form we made had the purpose of simplifying and standardizing children's skills. The specific form that we initially developed provided group and individual data regarding social, perception, and critical thinking skills. With the criteria guidelines we provided to the staff, they were able to use this as a baseline to navigate and evaluate in the same perspective. However, the staff were not able to

complete it in time since some games ended too fast. In a matching game, for instance, we expected children to show communication and support one another throughout the game. Nevertheless, the game finished within one minute since the older kids took the leader position while younger kids followed and sat without saying anything. Thus, information was overlooked and inaccurate as a result of timing constraints and staffing shortages.

4.2.3 Criteria Mismatch

After analyzing the data collected by SATI staff, the form that we provided on February 10, 2024, the sponsor told us that some scoring criteria weren't matched with some games, the criteria was too broad, and we should identify it clearly before starting the activity. Figure 9 is an illustration of the form, and the check marks exhibit the subskills that we expected the game to be.

To avoid the issue of criteria being too broad and not relating to the specific minigame, we improved our evaluation form by making it focus on only the criteria that matched the game, as shown in Appendix F. The team also rewrote some descriptions for the scoring that were unclear, such as the confidence subskill in the Ninja game. We elaborated more on physical movement, rather than something like physical expression as seen in a game like cabbage, as it is more specific to the play style of that game. We made criteria details more specific by providing examples of what could be seen in the game.

For example, in the Ninja game, when observing body language under the confidence criteria, observers should look for students copying their friends poses and actions.

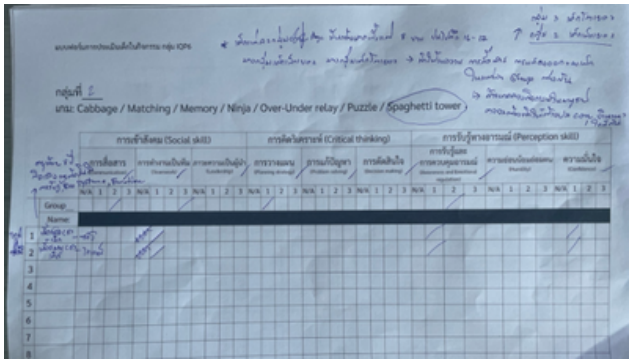

Figure 9: Old evaluation form

Students that demonstrate these actions would receive the lowest scores.

After the staff finished the evaluation form, the raw data was analyzed with all the data from each group being averaged and developed into a radar chart. The result on the radar chart shows all groups' evaluations made by SATI staff, BSAC, and WPI. The average of WPI's grading showed significantly higher in every criteria with the groups scoring between a six and nine on each minigame while BSAC and the SATI staff scored the groups between a 2 and 6 in each minigame. It was determined that this difference was the result of a language barrier between the Thai and Burmese speaking students. WPI students graded solely based on body language, facial expressions, and engagement while SATI staff and BSAC were able to observe conversations and verbal interactions between the students.

This difference in observation has caused a skew in the data collected in Appendix E-2. However, by separating each observing party on the chart, SATI can use whatever data they choose. This radar chart will be used as a baseline for comparing individuals to the group and for tracking progress of students improving these skills over time.

4.3 Final Remarks

After concluding all of our methods and collecting all necessary data, we were able to summarize our final claims. Firstly, games needed to be engaging through the use of games and avoid any potential issues in communication and language barriers. This can be avoided by providing opportunities for students to help each other understand directions, which will also, in turn, build a stronger bond between the students. Second, data criteria descriptions for each game needed to be specific to the minigame and exclude any irrelevant criteria points. Through providing an updated data collection form, the staff will be able to easily observe and accurately collect all necessary data regarding the behaviors of the children. Then, with our online data collection forms, staff will be able to easily further analyze data and track progress in order to make clear comparisons between the participating students. As a final point, games should be adjustable to fit the needs of the staff. By providing recommendations of how the games can be altered to focus on a variety of different skills and developments, the staff will be able to change the games to build a stronger relationship with the students.

5 Conclusion

From the development of our board game, we successfully provided SATI with the initial steps for a new screening process. With our screening process, we established baseline criteria for evaluating factors that could guide SATI staff to identify social behaviors from the children, allowing for a standardization that is digestible for the volunteers and staff. Additionally, we were able to gather the data for the baseline skills through an engaging, interactive game as well as a list of potential red flags in case children need more support. After collecting the data, we compressed it down to a comprehensible radar chart to visualize the differences and similarities that a potential individual may have compared to their peers.

As stated before, we wished we had more time with the children to iterate and retest our board game after play-testing it on February 10th, but unfortunately, that was not possible with the SATI schedule. Our team further simplified data collection forms and matched the criteria that are expected from each game. From our changes, the improved form is recommended for future screenings. Additionally, a list of recommendations regarding the game were provided, as seen in Table 4. Evaluation is recommended to be divided up to volunteers while SATI staff focus on facilitating, or watching for red flags. Due to time constraints, we were unable to finalize the details of the game and screening work process. While we did share most of the games we prepared for them, we recommend switching out games that had less engagement. Additionally, we advise to move on to the next step of our proposed process: collecting individual data on a long-term scale and comparing their radar chart with the group's radar chart.

We have provided the SATI staff with a new evaluation form that automatically compiles and compares the data. We redefined the criterion to specific mini-games We also encourage expanding the mini-game selection to cater to different audiences. After individual data collection, one can determine whether or not the screening process was more efficient and more accurate in identifying children who needed support. Consideration could be made to having the data collected long-term and tracking progress in our skills and wellness in relation to when they started.

Table 4: a list of recommendations for SATI and other future use

Recommendations	
• Use select mini games for periods of time constraints and the board game for extended sessions • Familiarize with games and rubric beforehand • Split children into groups corresponding to number of facilitators • If understaffed, play games that only require one facilitator • Groups should have 4-6 members (for ease of individual evaluation)	• Each group must have at least one older kid to translate to younger kids if there is a language barrier. • Group evaluation could be done by volunteers or teachers • If space is not a concern, consider active games to assess competitiveness, activity, and engagement. • Utilizing games that require collaboration and creative thinking because they provide more data

We hope we contributed to the prevention of mental health issues and promotion of emotional resilience by providing learning opportunities that welcome growth. We also hope to expand on the development of engaging therapy tools for child psychology. Through our research in Thailand, we want to provide new methods of well-being support for those who may not have access to traditional mental health resources. With the team's research, we aim to improve the mental health and wellness support system in Thailand by providing an engaging method of data collection and making the process more accurate and efficient.

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Appendix A

The school's location

Inside the building

Appendix B

Players roll the die to work their way around the board. When a team lands on a present they receive a prize chosen by SATI. When a team lands on another picture, a random minigame is chosen to play. Winner of the minigame will receive 3 dice to roll on their next turn while the second place team gets 2 dice and the third place team gets 1.

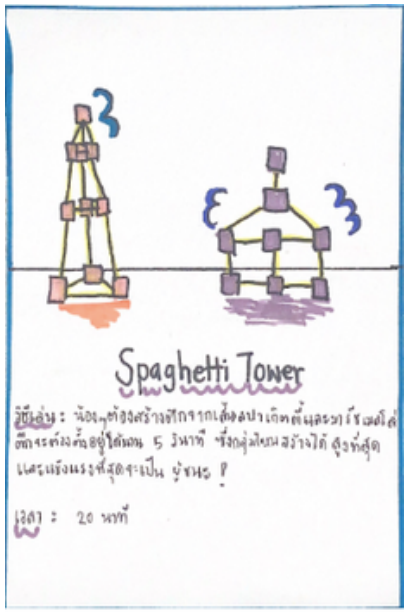
Appendix C

Rules: The kids stand in a circle and do a countdown. When the game starts, they pose with their arms up. They must try to hit the arms of their peers. They can only hit between the hand and elbow. If the arm is hit, they lose it. If they lose both arms, they are out.

Time: 10 minutes

Rules: The ball of cabbage is made up of paper with questions and is passed around in a circle while music plays. When the music stops, the child holding the cabbage ball must pull off a “leaf” and follow the instructions or answer the question on the paper.

Time: 20 minutes



Rules: The children will build towers using spaghetti and marshmallows. The tower must stand for 5 seconds. The team that can build the tallest tower wins!

Time: 20 minutes

Appendix C

Rules: A ping pong ball will be placed under one cup. This cup will be mixed around with two other cups. The children will try to follow the cup with their eyes and choose which cup has the ball. There will be 3 rounds total

Time: The game will take 5 minutes, with 30 minutes of response time

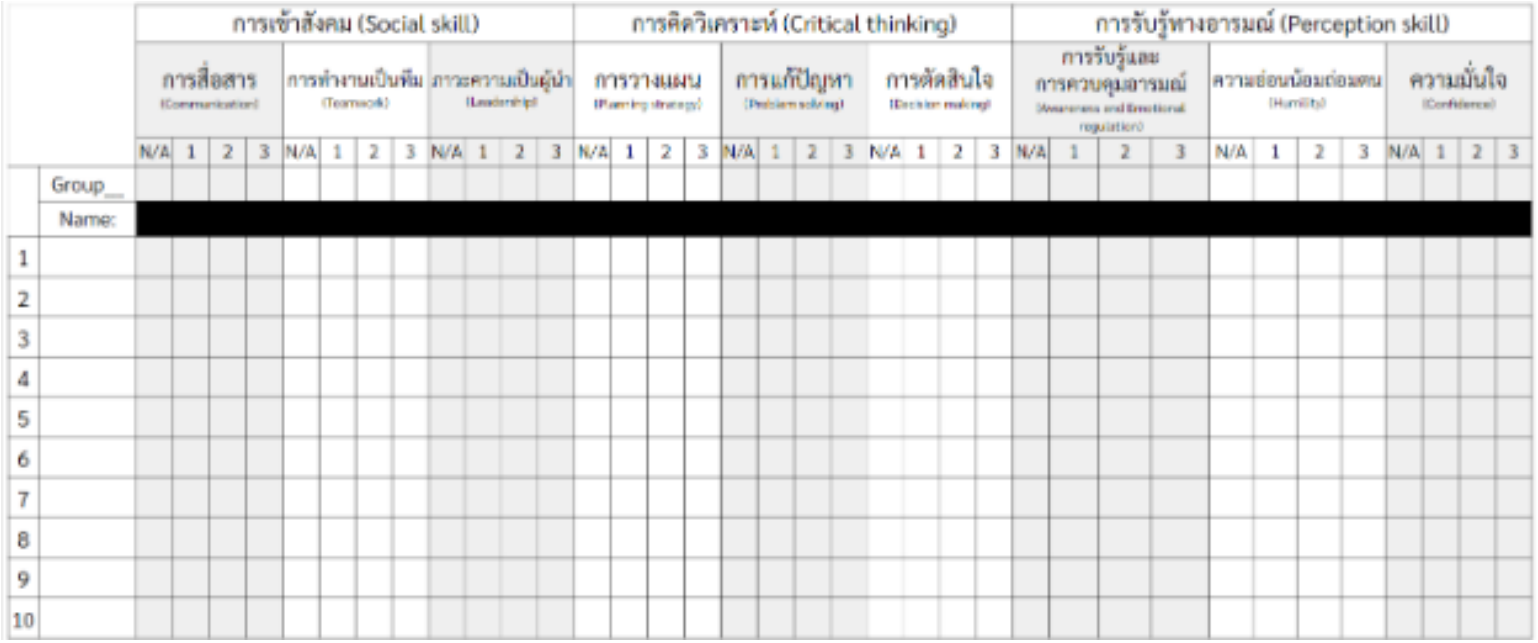
Rules: Work together to match together pictures of a similar theme. There are seven pairs total.

Time: 3 minutes

Appendix D

Conducting Activities for Pilot Test

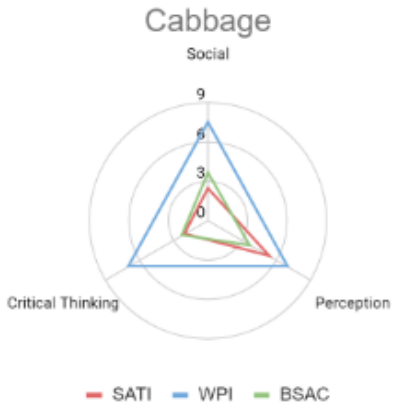
Appendix E

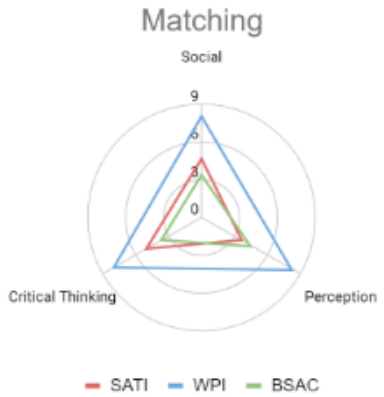


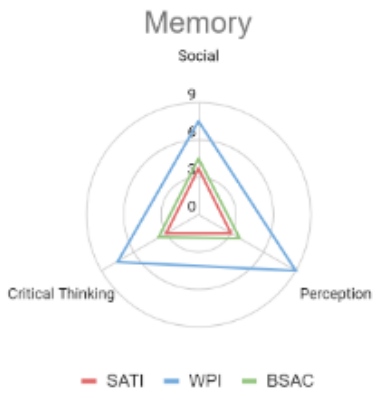
		การเข้าสังคม (Social skill)												การคิดวิเคราะห์ (Critical thinking)												การรับรู้ทางอารมณ์ (Perception skill)											
		การสื่อสาร (Communication)				การทำงานเป็นทีม (Teamwork)				ภาวะความเป็นผู้นำ (Leadership)				การวางแผน (Planning strategy)				การแก้ปัญหา (Problem solving)				การตัดสินใจ (Decision making)				การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)				ความอ่อนน้อมถ่อมตน (Humility)				ความมั่นใจ (Confidence)			
		N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3
	Group__																																				
	Name:																																				
1																																					
2																																					
3																																					
4																																					
5																																					
6																																					
7																																					
8																																					
9																																					
10																																					

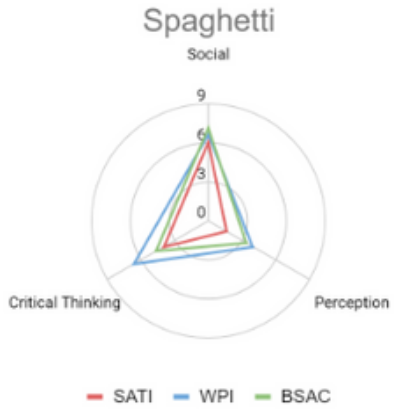
The group will be evaluated first and if the staff notice any red flags in children, then they will list down the individual's name or characters and do the check lists.

Appendix E-2









Data Collection Form Response on Radar Chart from Pilot Test

Appendix E-3

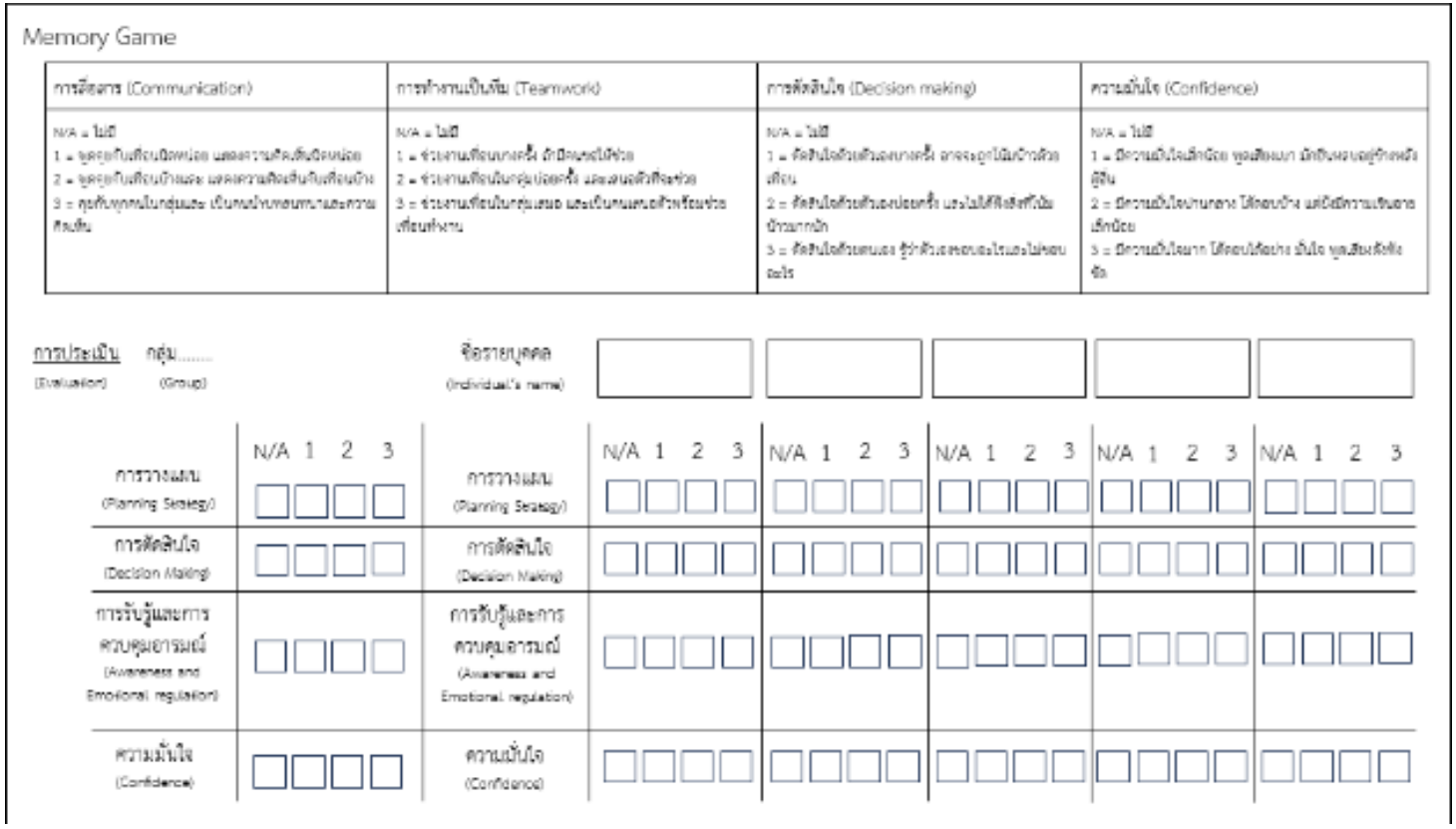
Games	Average	Social Skill	Critical Thinking	Perception Skill
Matching game	SATI	4.67	5	3.67
	BSAC	3.33	3.67	4.5
	WPI	8	8	8.25
Ninja game	SATI	0	2.33	4
	BSAC	1.83	3.67	4.33
	WPI	0	4.5	7.67
Memory game	SATI	3.67	3	3
	BSAC	4.5	3.67	3.83
	WPI	7.5	7.5	9
Cabbage	SATI	2.47	2	5.33
	BSAC	3.67	2.25	3.67
	WPI	7.56	7	6.92
Spaghetti tower	SATI	6	4	1.67
	BSAC	7.17	4.67	3.33
	WPI	6.67	6.67	4

	Highest score		Lowest score

Average Group Scores for Each Game

Appendix F

Future Use Forms



Memory Game

การสื่อสาร (Communication)	การทำงานเป็นทีม (Teamwork)	การตัดสินใจ (Decision making)	ความมั่นใจ (Confidence)
N/A = ไม่มี 1 = พูดคุยกับเพื่อนน้อยหน่อย แสดงความคิดเห็นน้อยน้อย 2 = พูดคุยกับเพื่อนบ้างและ แสดงความคิดเห็นกับเพื่อนบ้าง 3 = คุยกับทุกคนในกลุ่มและ เป็นคนนำบทสนทนาและความคิดเห็น	N/A = ไม่มี 1 = ช่วยงานเพื่อนบางครั้ง ถ้ามีคนขอให้ช่วย 2 = ช่วยงานเพื่อนในกลุ่มบ่อยครั้ง และเสนอตัวที่จะช่วยเพื่อนทำงาน 3 = ช่วยงานเพื่อนในกลุ่มเสมอ และเป็นคนแสดงตัวพร้อมช่วยเพื่อนทำงาน	N/A = ไม่มี 1 = ตัดสินใจด้วยตัวเองบางครั้ง อาจจะถูกโน้มน้าวด้วยเพื่อน 2 = ตัดสินใจด้วยตัวเองบ่อยครั้ง และไม่ได้ให้ความสำคัญกับความคิดเห็นของคนอื่นมากนัก 3 = ตัดสินใจด้วยตนเอง รู้ว่าตัวเองชอบและไม่ชอบอะไร	N/A = ไม่มี 1 = มีความมั่นใจเล็กน้อย พูดเสียงเบา มักยืนหลบอยู่ข้างหลังผู้อื่น 2 = มีความมั่นใจปานกลาง ได้ตอบบ้าง แต่ยังมีความเขินอายเล็กน้อย 3 = มีความมั่นใจมาก ได้ตอบได้อย่างมั่นใจ พูดเสียงดังฟังชัด

การประเมิน (Evaluation) กลุ่ม..... (Group)

ชื่อรายบุคคล (Individual's name)

	N/A	1	2	3		N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3
การวางแผน (Planning Seategy)	☐	☐	☐	☐	การวางแผน (Planning Seategy)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
การตัดสินใจ (Decision Making)	☐	☐	☐	☐	การตัดสินใจ (Decision Making)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	☐	☐	☐	☐	การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ความมั่นใจ (Confidence)	☐	☐	☐	☐	ความมั่นใจ (Confidence)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Appendix F

Future Use Forms

Matching Game

การสื่อสาร (Communication)	การทำงานเป็นทีม (Teamwork)	การวางแผน (Planning strategy)
N/A = ไม่มี 1 = พูดคุยกับเพื่อนนิดหน่อย แสดงความคิดเห็นนิดหน่อย 2 = พูดคุยกับเพื่อนบ้างและ แสดงความคิดเห็นกับเพื่อนบ้าง 3 = คุยกับทุกคนในกลุ่มและ เป็นคนนำบทสนทนาและความคิดเห็น	N/A = ไม่มี 1 = ช่วยงานเพื่อนบางครั้ง ถ้ามีคนขอให้ช่วย 2 = ช่วยงานเพื่อนในกลุ่มบ่อยครั้ง และเสนอตัวที่จะช่วย 3 = ช่วยงานเพื่อนในกลุ่มเสมอ และเป็นคนเสนอตัวพร้อมช่วยเพื่อนทำงาน	N/A = ไม่มี 1 = วางแผนในการเล่นเกมบางครั้ง แต่ไม่ได้เสนอความคิดเห็นในการวางแผน 2 = วางแผนในการเล่นเกมบ่อยครั้ง และเสนอความคิดในการวางแผน 3 = วางแผนในการเล่นเกมกับ เพื่อนเสมอ
การตัดสินใจ (Decision making)	**ความมั่นใจ (Confidence)**	
N/A = ไม่มี 1 = ตัดสินใจด้วยตัวเองบางครั้ง อาจจะถูกโน้มน้าวด้วยเพื่อน 2 = ตัดสินใจด้วยตัวเองบ่อยครั้ง และไม่ได้ตัดสินที่โน้มน้าวมากนัก 3 = ตัดสินใจด้วยตนเอง รู้ว่าตัวเองชอบอะไรและไม่ชอบอะไร	N/A = ไม่มี 1 = มีความมั่นใจเล็กน้อย พูดเสียงเบา มักยืนหงอนอยู่ข้างหลังผู้อื่น 2 = มีความมั่นใจปานกลาง ได้ตอบบ้าง แต่ยังมีความเขินอายเล็กน้อย 3 = มีความมั่นใจมาก ได้ตอบได้อย่าง มั่นใจ พูดเสียงดังฟังชัด	

การประเมิน (Evaluation) กลุ่ม..... (Group)

	N/A	1	2	3
การสื่อสาร (Communication)				
การทำงานเป็นทีม (Teamwork)				
การวางแผน (Planning Strategy)				
การตัดสินใจ (Decision Making)				
ความมั่นใจ (Confidence)				

ชื่อรายบุคคล (Individual's name)					
การสื่อสาร (Communication)					
การทำงานเป็นทีม (Teamwork)					
การวางแผน (Planning Strategy)					
การตัดสินใจ (Decision Making)					
ความมั่นใจ (Confidence)					

Appendix F

Future Use Forms

Ninja

การวางแผน (Planning strategy)	การตัดสินใจ (Decision making)	การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	ความมั่นใจ (Confidence)
N/A = ไม่มี 1 = วางแผนในการเล่นเกมบางครั้ง แต่ไม่ได้เสนอความคิดเห็นในการวางแผน 2 = วางแผนในการเล่นเกมบ่อยครั้ง และเสนอความคิดในการวางแผน 3 = วางแผนในการเล่นเกมกับ เพื่อนเสมอ	N/A = ไม่สามารถตัดสินใจด้วยตัวเอง มักจะถูกโน้มน้าวหรือตอบตามเพื่อนเสมอ 1 = ตัดสินใจด้วยตัวเองบางครั้ง อาจจะถูกโน้มน้าวด้วยเพื่อน 2 = ตัดสินใจด้วยตัวเองบ่อยครั้ง และไม่ได้ฟังสิ่งที่โน้มน้าวมากนัก 3 = ตัดสินใจด้วยตนเอง รู้ว่าตัวเองชอบอะไรและไม่ชอบอะไร	N/A = ไม่สามารถควบคุมอารมณ์ของ ตัวเองได้ 1 = รับรู้ถึงอารมณ์ของตัวเอง แต่ไม่สามารถควบคุมอารมณ์ได้ และแสดงออกมาอย่างไม่ถูกต้อง 2 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถควบคุมอารมณ์ได้ปานกลาง แสดงอารมณ์ เมื่อโกรธหรือไม่พอใจ ออกมาเล็กน้อย ทางสีหน้าหรือท่าทาง 3 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถ ควบคุมอารมณ์ได้ดี ไม่แสดงสีหน้าหรือท่าทางเมื่อโกรธหรือไม่พอใจ	N/A = ไม่มี 1 = มีความมั่นใจเล็กน้อย พูดเสียงเบา มักยืนหลบอยู่ข้างหลังผู้อื่น 2 = มีความมั่นใจปานกลาง ได้ตอบบ้าง แต่ยังมีความเขินอายเล็กน้อย 3 = มีความมั่นใจมาก ได้ตอบได้อย่าง มั่นใจ พูดเสียงดังฟังชัด

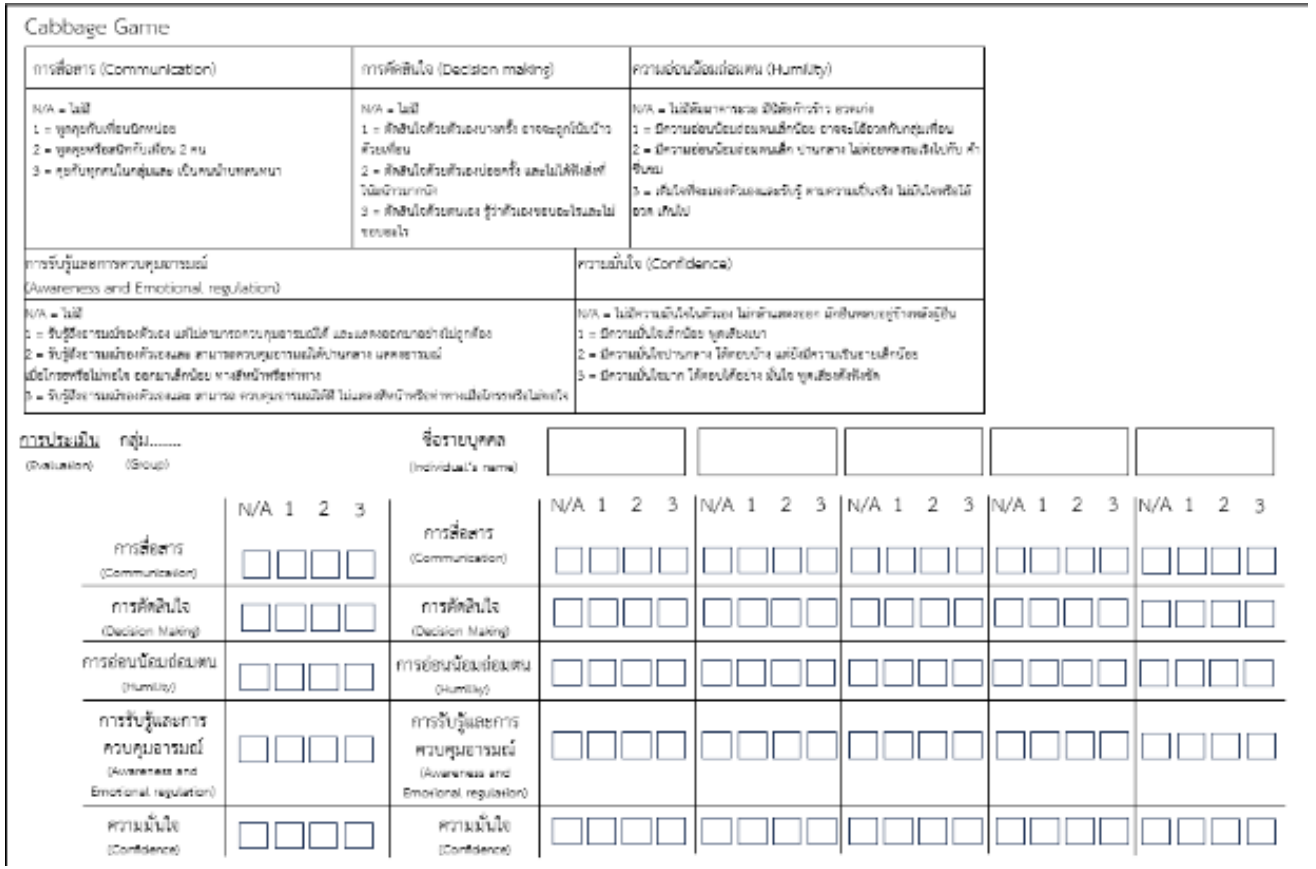
การประเมิน (Evaluation) กลุ่ม..... (Group)

ชื่อรายบุคคล (Individual's name)

	N/A 1 2 3		N/A 1 2 3	N/A 1 2 3	N/A 1 2 3	N/A 1 2 3	N/A 1 2 3
การวางแผน (Planning Strategy)		การวางแผน (Planning Strategy)					
การตัดสินใจ (Decision Making)		การตัดสินใจ (Decision Making)					
การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)		การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)					
ความมั่นใจ (Confidence)		ความมั่นใจ (Confidence)					

Appendix F

Future Use Forms



Cabbage Game

การสื่อสาร (Communication)	การตัดสินใจ (Decision making)	ความอ่อนน้อมถ่อมตน (Humility)
N/A = ไม่มี 1 = พูดคุยกับเพื่อนนิดหน่อย 2 = พูดคุยพร้อมกับเพื่อน 2 คน 3 = คุยกับทุกคนในกลุ่มและ เป็นคนนำบทสนทนา	N/A = ไม่มี 1 = ตัดสินใจด้วยตัวเองบางครั้ง อาจจะถูกโน้มน้าวด้วยเพื่อน 2 = ตัดสินใจด้วยตัวเองบ่อยครั้ง และไม่ได้ให้ใครมาโน้มน้าวมากนัก 3 = ตัดสินใจด้วยตนเอง รู้ว่าตัวเองชอบอะไรและไม่ชอบอะไร	N/A = ไม่มีพฤติกรรมนี้ให้เห็นเลย 1 = มีความอ่อนน้อมถ่อมตนนิดหน่อย อาจจะโอ้อวดกับกลุ่มเพื่อน 2 = มีความอ่อนน้อมถ่อมตนดี บางครั้ง ไม่ค่อยพูดถึงเรื่องตัวเองกับ คำชมต่างๆ 3 = เห็นใจเพื่อนและตัวเองและรับรู้ ความเป็นจริง ไม่มีใครที่ได้ดีกว่าใคร เท่าเทียม

การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	ความมั่นใจ (Confidence)
N/A = ไม่มี 1 = รับรู้ถึงอารมณ์ของตัวเอง แต่ไม่สามารถควบคุมอารมณ์ได้ และแสดงออกมาอย่างไม่ถูกต้อง 2 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถควบคุมอารมณ์ได้บางครั้ง แสดงอารมณ์เมื่อใครพร้อมใจ ออกมาเล็กน้อย ทางสีหน้าหรือท่าทาง 3 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถ ควบคุมอารมณ์ได้ดี ไม่แสดงสีหน้าหรือท่าทางเมื่อใครหรือไม่พอใจ	N/A = ไม่มีความมั่นใจในตัวเอง ไม่กล้าแสดงออก มักสิ้นหวังและรู้สึกหดหู่ง่าย 1 = มีความมั่นใจเล็กน้อย ขาดสิ่งแรก 2 = มีความมั่นใจปานกลาง ให้คะแนนบ้าง แต่ยังมีความเขินอายเล็กน้อย 3 = มีความมั่นใจมาก ให้คะแนนได้อย่าง มั่นใจ ขาดสิ่งที่ดีเด่น

การประเมิน (Evaluation) กลุ่ม..... (Group) ชื่อรายบุคคล (Individual's name)

	N/A 1 2 3		N/A 1 2 3	N/A 1 2 3	N/A 1 2 3	N/A 1 2 3	N/A 1 2 3
การสื่อสาร (Communication)	☐☐☐☐	การสื่อสาร (Communication)	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐
การตัดสินใจ (Decision Making)	☐☐☐☐	การตัดสินใจ (Decision Making)	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐
การอ่อนน้อมถ่อมตน (Humility)	☐☐☐☐	การอ่อนน้อมถ่อมตน (Humility)	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐
การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	☐☐☐☐	การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐
ความมั่นใจ (Confidence)	☐☐☐☐	ความมั่นใจ (Confidence)	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

Appendix F

Future Use Forms

Spaghetti Tower

การสื่อสาร (Communication)	การทำงานเป็นทีม (Teamwork)	ภาวะความเป็นผู้นำ (Leadership)	การตัดสินใจ (Decision making)
N/A = ไม่มี 1 = พูดคุยกับเพื่อนนิดหน่อย 2 = พูดคุยหรือคนิดกับเพื่อน 2 คน 3 = คุยกับทุกคนในกลุ่มและ เป็นคนนำบทสนทนา	N/A = ไม่มี 1 = ช่วยงานเพื่อนบางครั้ง ถ้ามีคนบอกให้ทำ 2 = ช่วยงานเพื่อนในกลุ่มบ่อยครั้ง และเสนอตัวที่จะทำ 3 = ช่วยงานเพื่อนในกลุ่มเสมอ และเป็นคนเสนอตัวพร้อมช่วยเพื่อนทำงาน	N/A = ไม่มี 1 = มีความเป็นผู้นำบางครั้ง แต่ส่วนมากเป็นผู้ตาม 2 = มีความเป็นผู้นำบ่านกลาง แต่ถ้ามีความสามารถในการเป็นผู้นำ 3 = มีความเป็นผู้นำสูง สามารถแบ่งหน้าที่ให้เพื่อนในกลุ่มได้	N/A = ไม่มี 1 = ตัดสินใจด้วยตัวเองบางครั้ง อาจจะถูกโน้มน้าวด้วยเพื่อน 2 = ตัดสินใจด้วยตัวเองบ่อยครั้ง และไม่ได้ฟังสิ่งที่โน้มน้าวมากนัก 3 = ตัดสินใจด้วยตนเอง รู้ว่าตัวเองชอบอะไรและไม่ชอบอะไร
การวางแผน (Planning strategy)	การแก้ปัญหา (Problem solving)	การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)	
N/A = ไม่มี 1 = วางแผนในการเล่นเกมบางครั้ง แต่ไม่ได้เสนอความคิดเห็นในการวางแผน 2 = วางแผนในการเล่นเกมบ่อยครั้ง และเสนอความคิดในการวางแผน 3 = วางแผนในการเล่นเกมกับเพื่อนเสมอ	N/A = ไม่มี 1 = มีการเสนอแนวทางการแก้ปัญหา เป็นบางครั้ง ถ้ามีคนถามความคิดเห็น 2 = มีการเสนอแนวทางการแก้ปัญหา บ่อยครั้งด้วยตนเองและเมื่อมีคนถาม 3 = มีการเสนอแนวทางการแก้ปัญหา ด้วยตนเองเสมอ	N/A = ไม่มี 1 = รับรู้ถึงอารมณ์ของตัวเอง แต่ไม่สามารถควบคุมอารมณ์ได้ และแสดงออกมาอย่างไม่ถูกต้อง 2 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถควบคุมอารมณ์ได้บ่านกลาง แสดงอารมณ์เมื่อโกรธหรือไม่พอใจ ออกมาเล็กน้อย ทางสีหน้าหรือท่าทาง 3 = รับรู้ถึงอารมณ์ของตัวเองและ สามารถ ควบคุมอารมณ์ได้ดี ไม่แสดงสีหน้าหรือท่าทางเมื่อโกรธหรือไม่พอใจ	

การประเมิน (Evaluation) กลุ่ม..... (Group)

	N/A	1	2	3	ชื่อรายบุคคล (Individual's name)	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3	N/A	1	2	3
การสื่อสาร (Communication)					การสื่อสาร (Communication)																				
การทำงานเป็นทีม (Teamwork)					การทำงานเป็นทีม (Teamwork)																				
ภาวะความเป็นผู้นำ (Leadership)					ภาวะความเป็นผู้นำ (Leadership)																				
การวางแผน (Planning Strategy)					การวางแผน (Planning Strategy)																				
การแก้ไขปัญหา (Problem Solving)					การแก้ไขปัญหา (Problem Solving)																				
การตัดสินใจ (Decision Making)					การตัดสินใจ (Decision Making)																				
การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)					การรับรู้และการควบคุมอารมณ์ (Awareness and Emotional regulation)																				