Outcome Measure	Socio-Moral Reasoning (So-Moral)
Sensitivity to Change	Unknown. An emerging measure.
Population	Paediatric
How to obtain	Contact the authors
Domain	Social Cognition
Type of Measure	Objective Social Skills Task
Time to administer	
Description	The So-Moral is a task that presents a series of age appropriate moral dilemmas. All dilemmas were developed to ensure that they were social situations that young people were likely to have experienced.

The So-Moral is a computer-based task (hard copy version also available) where dilemmas are presented using static pictures taken from the first

person point-of-view. The task is comprised of five screens:

    (1) an orientation screen (providing a brief overview of the nature of the dilemma),

    (2) three screens presenting the dilemma, and

    (3) a question screen.

The dilemmas screens are structured where the first picture provides background in relation to the characters, the second picture presents the core component of the dilemma and the final picture presents the actual dilemma. For example, an opening orientation screen instructs participants that this dilemma is related to cheating at a game. The first picture presents participants with background information, namely that they are losing at the game of pool and their friend is laughing at all the balls they have left on the table. The second picture in this dilemma shows the friend talking to a couple of girls and not paying attention to the game. In the final picture, participants are presented with the dilemma of whether they should cheat by placing some of their pool balls in the pocket while their friend is looking away. Alternative response options are "Do?" or "Don't" |
| Properties | RELIABILITY: Interrater: Cronbach's alpha ranged from .83 to .94 (Dooley, Beauchamp et al. 2010)

VALIDITY: Construct: Scores increase with developmental age from childhood to late adolescence (Chiasson, Vera-Estay et al. 2017). Negative emotional responses to socioemotional dilemmas correlated with empathy (The Index of Empathy for Children and Adolescents (IECA: Bryant, 1982) and prosocial behaviour (the Social-Emotional Questionnaire for Children (SEQ-C: Wall, Williams, Morris & Bramham, In Press) and positive emotions negatively correlated likewise. Level of moral maturity correlated with empathy and negatively correlated with aggressive behaviours (Form of Aggression Scale: FAS) and oppositional defiant symptoms (Child Behaviour Checklist: CBCL) (Dooley, Beauchamp et al. 2010) in 51 typically developing children. 25 adolescents with TBI had lower levels of moral maturity than 66 TD adolescents and this was correlated to low empathy (Beauchamp, Dooley et al. 2013). Additional references that address the validity of the So-Moral test can be found in the reference list. |
| Advantages | (1) Engaging for children and adolescents;

(2) Has normative data;

(3) Computer based and hard copy; and

(4) Addresses an area that does not have sensitive measurement tools for this population. |
| Disadvantages | An emerging measure, not yet widely used. |

References

Beauchamp, M., et al. (2013). "A preliminary investigation of moral reasoning and empathy after traumatic brain injury in adolescents." Brain Injury **27, 896-902**.

Beauchamp, M.H.**,** Vera-Estay, E., Morasse, F., Anderson, V., & Dooley, J. (2019) Moral reasoning and decision-making in adolescents who sustain traumatic brain injury. *Brain Injury, 33(1),* 32-39.

Chiasson, V., et al. (2017). "Assessing social cognition: age-related changes in moral reasoning in childhood and adolescence." The Clinical Neuropsychologist **31**(3): 515-530.

Dooley, J. J., et al. (2010). " The Measurement of Sociomoral Reasoning in Adolescents with Traumatic Brain Injury: A Pilot Investigation." Brain Impairment **11**(2): 152-161.

Garon, M., Forgeot d'Arc, B., Lavallée, M.M., Estay, E. V., **Beauchamp, M. H.** (2018). Visual Encoding of Social Cues Contributes to Moral Reasoning in Autism Spectrum Disorder: An Eye-tracking Study. *Frontiers in Human Neuroscience, 12,* 409.

Garon M., Lavallée M., Vera-Estay E., Beauchamp M.H. (2018). Visual encoding of social cues predicts moral decision-making and moral maturity. *PlosOne. 13(7),* e0201099.

Vera, E., Seni, A., Champagne, C., & **Beauchamp, M.H.** (2016). All for one: Combined contributions of demographic factors, executive functioning and social cognition to moral reasoning in childhood. *Frontiers in Psychology, 7,* 227.

Vera-Estay, E., Dooley, J., & **Beauchamp, M.H.** (2015). Cognitive underpinnings of sociomoral reasoning in adolescence: The contribution of executive functions. *Journal of Moral Education, 44 (1),* 17-33.

Associated work inspired by the SoMoral:

Zarglayoun, H., Laurendeau-Martin, J., Tato, A., Vera-Estay, E., Blondin, A., Lamy-Brunelle, A., Chaieb, S., Morasse, F., Dufresne, A., Nkambou, R., **Beauchamp, M.H.** (2022). Assessing and optimizing socio-moral reasoning skills: Findings from the MorALERT serious video game. *Frontiers in Psychology,* doi: 10.3389/fpsyg.2021.767596. eCollection 2021.

Morasse, F., Vera, E., Beauchamp, M.H**.** (2021). Using Virtual Reality to Optimize Assessment of Sociomoral Skills. *Virtual Reality.* 25:123-132.