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Resumo	Socioemotional skills are essential for students' development at school. However, school support has barely generated debates. We aimed to analyze the evidence of the internal structure and convergent-discriminant validity of the scores of the forced-choice version of the Inventory of Supporting for Socio-Emotional Skills (ISSE). In total, 443 middle



and high school students (54% of whom were girls) participated in this study. Results indicated that the revised instrument was consistent with its two-dimension theoretical model (support and demand); the forced-choice version showed an appropriate internal structure and no bias by acquiescence. Moreover, based on a multitrait-multimethod matrix, the scores of the Likert forced-choice version showed convergent and discriminant validity. This study contributes to the literature by proposing a multidimensional heteroevaluative instrument to assess support for socioemotional development in the forced-choice format, which reduces response bias.

Fomento
