CAYCI Externalizing Behaviors Scale
Middle/High School Student Version

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I. Definition of Construct

The Externalizing Behaviors scale measures the extent to which students report behaviors that are directed outward, either toward other people or property. This scale includes externalizing behaviors that students typically demonstrate in the school setting.

II. Relevance for Practice

In the literature, externalizing behaviors have been shown to significantly influence the student-teacher relationship poorly (Sanchez-Fowler et al., 2008). Furthermore, students who have display externalized behaviors at school frequently show indicators of low self-esteem, lower school achievement, and maladaptive achievement strategies (Aunola, Stattin & Nurmi, 2000; Ansary & Luthar, 2009).

III. Scale Description and Instructions

A. Items

1. Have you ever gotten in trouble in class?
2. Has your school called home because you were in trouble for your behavior?
3. Have you ever been in a fight?
4. Have you ever skipped schoolwork assignments?
5. Have you ever lied about something important?

Individual Bullying Items

6. Have you ever bullied someone at school?
7. Have you ever been bullied at school?
8. I know what to do if I am being bullied.
9. I know what to do to help someone else who is being bullied.

B. Response Options

Response options for each item include the following:

5 = Never
4 = Seldom
3 = Sometimes
2 = Often
1 = Very Often

C. Instructions for Respondents

These questions ask you about your experiences at school. Please mark how strongly you feel about each sentence.

D. Instructions for Scale Administers

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed on the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As students finish, look thoroughly through the surveys to make sure that they did not miss any items or questions. Please remember that students do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind students that their answers will help the school know how to best support them.
IV. Scoring Procedures

An average of the response scores from the first 5 items should be calculated and used as an indicator of externalizing behaviors, with lower scores indicating that students more commonly exhibit externalizing behaviors. The individual items listed measures important phenomena related to bullying (which is itself related to externalizing behavior), but are not themselves indicator of externalizing behavior so should be excluded from mean score calculations.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to test the psychometric properties of the scale included 2404 elementary school students from around the state of Utah. This included 1397 students in K-3rd grade and 994 students in 4th – 6th grade. The mean age of the students was 8.35 (SD = 2.15). Both males (51.0%) and females (49.0%) were represented. The students identified themselves as White/Non-Hispanic (42.7%), Latino/Latina (31.3%), Mixed/Multi-Racial (17.8%), African American (5.8%), or Asian (1.6%), and 24.1% indicated they received a free or reduced lunch. Data on these students were collected as part of a needs assessment within each school’s improvement planning process. Data were collected using the online instrument.

B. Basic Descriptive Statistics and Relevant Group Differences

<table>
<thead>
<tr>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Sample (N = 2404)</td>
<td>3.20</td>
<td>.68</td>
<td>1-4</td>
<td>.78</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males (n = 1215)</td>
<td>3.06</td>
<td>.71</td>
<td>1-4</td>
<td>.76</td>
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<tr>
<td>Females (n = 1167)</td>
<td>3.35</td>
<td>.62</td>
<td>1-4</td>
<td>.77</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/Non-Hispanic (n = 1026)</td>
<td>3.23</td>
<td>.64</td>
<td>1-4</td>
<td>.74</td>
</tr>
<tr>
<td>Latino/Latina (n=752)</td>
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<td>.70</td>
<td>1-4</td>
<td>.78</td>
</tr>
<tr>
<td>Other (n = 626)</td>
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<td>.72</td>
<td>1-4</td>
<td>.81</td>
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<tr>
<td>Grade Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3rd (n = 1397)</td>
<td>3.27</td>
<td>.64</td>
<td>1-4</td>
<td>.74</td>
</tr>
<tr>
<td>4th -6th (n = 994)</td>
<td>3.11</td>
<td>.72</td>
<td>1-4</td>
<td>.80</td>
</tr>
</tbody>
</table>

Note. Group specific data omits students who did not indicate their status. The groups were significantly different (p<.05), with the exception of race/ethnicity. The effect size (η²) for the grade level comparison indicated that group membership differences accounted for 4.4% of the variance in the scores, where the gender differences account for less than 1.4% of the variance in the scores.

C. Relationship between Externalizing Behavior scores and other Student Perception Constructs

At this time we have not explored this construct in relationship to other measures of validity.

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 6 items loaded on a single latent Externalizing Behavior factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.
The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B² = 66.06, df = 9, p = .00; RMSEA = .051 (90% CI = .040-.063), SRMR = .03; CFI = .99, TLI = .98. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .37. The modification indices did not suggest any major areas of local strain.

<table>
<thead>
<tr>
<th>Item</th>
<th>Loading</th>
<th>Uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever gotten in trouble in class?</td>
<td>.56</td>
<td>.69</td>
</tr>
<tr>
<td>Has your school called home because you were in trouble for your behavior?</td>
<td>.64</td>
<td>.59</td>
</tr>
<tr>
<td>Have you ever been in a fight?</td>
<td>.64</td>
<td>.59</td>
</tr>
<tr>
<td>Have you ever skipped schoolwork assignments?</td>
<td>.55</td>
<td>.70</td>
</tr>
<tr>
<td>Have you ever lied about something important?</td>
<td>.64</td>
<td>.59</td>
</tr>
</tbody>
</table>

VI. Summary
Psychometric results for the Externalizing Behaviors scale will be added following data collection efforts with middle and high school students in the upcoming year. The use of this measure can provide valuable information about middle and high school students’ experiences of externalizing behavior and bullying.

VII. References


VIII. Recommended Citation of Scale
When using the school support for externalizing behaviors scale for program evaluation or research purposes, we recommend using the following citation:


If this scale is used along with additional Community and Youth Collaborative Initiative School Experience Surveys, then the following citation would be appropriate to cover all scales: