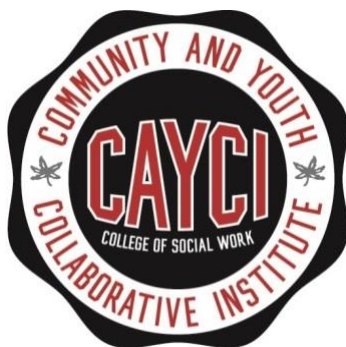


Community and Youth Collaborative Institute
School Experience Surveys – Technical Report



CAYCI Social Skills Scale
Middle/High School Student Version

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SOCIAL SKILLS

Middle & High School Student Version

I. Definition of Construct

The Social Skills scale assesses student perceptions of their ability to engage in positive social interactions with others.

II. Relevance for Practice

Research has shown that development of social skills promotes overall positive youth development and that social relationships promote success in school (Lynch & Simpson, 2010; Parke, 1998).

III. Scale Description and Instructions

A. Items

1. I respect others.
2. I am responsible.
3. I work well with others.
4. I am a good friend.

B. Response Options

Response options for each item include the following:

- 1 = Not at all
- 2 = A little
- 3 = Some
- 4 = A lot
- 5 = Very much

C. Instructions for Respondents

The following questions ask you about your social skills. For each of the following statements, please fill in ONE circle that best represents your answer.

D. Instructions for Scale Administrators

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed within 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 4 items should be calculated and used as an indicator of social skills, with higher scores reflecting greater levels of experienced social skills.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to test the psychometric properties of the scale included 3512 middle school (6-8th grade; 32.8%) and high school (9th-12th grade; 65.1%) students from around the states of Ohio & Utah. The participants included 1739 males (49.5%) and 1721 (49.0%) females. The students identified themselves as White/Non-Hispanic (67.3%), African American (2.4%), Latino/Latina (15.7%), Asian (4.2%), Native Hawaiian/Other Pacific Islander (1.8%), Mixed/Multi-Racial (3.0%), American Indian/Alaskan Native (1.4%), or other (2.7%), and 36.1% 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

| Sample | Mean | SD | Range | α |
|-----------------------------------|------|-----|-------|----------|
| Full Sample ($N = 3512$) | 4.13 | .74 | 1-5 | .79 |
| Gender | | | | |
| Males ($n = 1739$) | 4.05 | .77 | 1-5 | .78 |
| Females ($n = 1721$) | 4.23 | .69 | 1-5 | .81 |
| Race/Ethnicity | | | | |
| White/Non-Hispanic ($n = 2362$) | 4.20 | .70 | 1-5 | .79 |
| Other ($n = 1150$) | 3.99 | .74 | 1-5 | .80 |
| School-Type | | | | |
| Middle School ($n = 1151$) | 4.20 | .73 | 1-5 | .80 |
| High School ($n = 2288$) | 4.11 | .72 | 1-5 | .78 |

Note. Group specific data omits students who did not indicate their status. The groups were significantly different ($p < .05$); however, the effect sizes (η^2) for these comparisons indicated that group membership accounted for less 2% of the variance in the scores.

C. Maximum Value Percentages and Classification of Scores

| Percentages | | Classification of Scores | | |
|---------------|------------------|--------------------------|----------|-------------------|
| Maximum Value | $\frac{1}{2} SD$ | Excelling | Emerging | Needs Improvement |
| 82.4% | 7.7% | 90+ | 89-75 | <75 |

Note. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which students' experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus $\frac{1}{2} SD$ percentage. Based on these cut points, schools may determine where they stand on students' experiences of social skill relative to normed data.

C. Relationship between Social Skills scores and Other Student Perception Constructs

| Construct ^a | $r =$ |
|------------------------|-------|
| Academic Motivation | .49* |
| School Connectedness | .44* |
| Academic Press | .36* |
| Support for Learning | .43* |

| Construct ^a | <i>r</i> = |
|----------------------------------|------------|
| College and Career Readiness | .48* |
| Internalizing Behaviors | .21* |
| Externalizing Behaviors | .40* |
| Parent Involvement and Support | .37* |
| Family and Community Connections | .50* |
| Peer Relationships | .60* |
| Safety | .46* |
| Diversity | .34* |

Notes. ^a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant ($p < .01$).

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 9.2 (Scientific Software International, Inc., Chicago). The CFA model specified that the 4 items loaded on a single latent Social Skills factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled.

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-B $\chi^2 = 4.35$, $df = 2$, $p = .11$; RMSEA = .060 (90% CI = .042-.081), SRMR = .01; CFI = 1.00, IFI = 1.00. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .54-.61. The modification indices did not suggest any major areas of local strain.

| Item | Loading | Uniqueness |
|--------------------------|---------|------------|
| I respect others. | .75 | .44 |
| I am responsible. | .73 | .46 |
| I work well with others. | .74 | .46 |
| I am a good friend. | .79 | .40 |

VI. Past and Future Scale Development

The current recommendation is to use the 4-item version of the measure as described in this report. Future scale development work may include further modifying the items and/or adding items to increase the variability in the scores and tap other aspects of social skills, thus enhancing the overall quality of the measure. Finally, work is needed to validate the Spanish version of this scale, and to test for invariance in the factor structure across relevant groups and time.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the Social Skills scale with middle and high school students. The use of this measure could provide valuable information about how to enhance positive youth development as well as higher success in school as a result of social relationships.

VIII. References

- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Lynch, S.A. & Simpson, C.G. (2010). Social skills: Laying the foundation for success. *Dimensions of Early Childhood*, 38(2), 3-12.
- Parke, R.D. (1998). Social relationships and academic success. *Thrust for Educational Leadership*, 28(1), 32.34.

IX. Recommended Citation of Scale

When using the Social Skills scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys: Social Skills Scale in Middle School and High School. Columbus, OH: College of Social Work, The Ohio State University.

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

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.