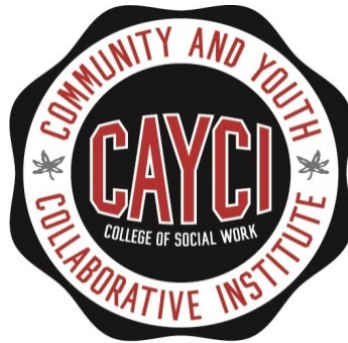


Community and Youth Collaborative Institute
School Experience Surveys



**Technical Report: Student Externalizing
Behavior**
Teacher/Staff Version

Produced By:

Dawn Anderson-Butcher, Anthony J. Amorose, Aidyn Iachini, and Annahita Ball

**Community and Youth Collaborative Institute
College of Social Work
The Ohio State University**



THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Updated: Summer 2015

STUDENT INTERNALIZING BEHAVIOR

Teacher/Staff Version

I. Definition of Construct

Externalizing behaviors are actions that direct problematic energy outward. In other words, a person who shows externalizing behaviors does things that harm others. As such, the Externalizing Behaviors scale assesses 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

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. My students demonstrate poor attention spans.
2. My students demonstrate hyperactivity or restlessness.
3. My students are impulsive.

B. Response Options

Response options for each item include the following:

- 1 = Almost always
- 2 = Frequently
- 3 = Half of the time
- 4 = Sometimes
- 5 = Almost never
- * "Do Not Know"

C. Instructions for Respondents

We are interested in learning about your perceptions of your students' externalizing behaviors. For each of the following statements, please fill in the ONE circle that best represents your answer.

D. Instructions for Scale Administrators

Surveys can be self-administered or administered to teachers/staff in person or online. Explain that the purpose of the survey is to learn more about their perceptions about their students, school, and community. They should select one answer per request, and make a choice based on the answer that best reflects how they feel. They may submit the survey when they have completed it.

If administered in person, look through the finished surveys to make sure that teachers/staff didn't miss any items or questions. Please remember that they do not have to answer every question, but do encourage them to complete as much of the survey as possible, reminding them their answers will help the school know how to best support its students and personnel.

IV. Scoring Procedures

An average of the response scores from the 3 items should be calculated and used as an indicator of student externalizing behavior, with higher scores representing the perception among the school staff that students engage in a lower frequency of externalizing behaviors.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 723 school staff members from various elementary schools (53.3%), middle schools/junior high school (17.2%) and high school (29.5%) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (86.4%), with the remainder reporting non-teaching duties (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (53.8%), 11-20 (25.9%) to over 20 years (20.3%). Staff members (73.0% female) almost all identified themselves as Caucasian (93.9%). The participants varied in age with 10.8% reporting they were under 30 years of age, 40.9% indicated they were 30-44, and 48.3% were 45 years or older. Data on these staff members were collected as part of a needs assessment within each school's improvement planning process. Some data were collected using an online instrument, whereas others were collected via paper/pencil survey. School administrators informed teachers and school staff of the survey and distributed the surveys in a meeting or through mailboxes or provided the staff with a link to the online survey. All completed paper/pencil surveys were returned to a specified location in the building or to a person who was identified as the lead. All versions of the survey were anonymous. The final sample described above, which includes those with no missing data on the scale, omits 15 staff members who responded to one or more of the items with "Do Not Know." Less than 2.0% of the staff members selected the "Do Not Know" response option for any of the scale items.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample ($N = 723$)	3.29	1.05	1.00-5.00	.93
Gender				
Males ($n = 152$)	3.12	1.01	1.00-5.00	.92
Females ($n = 528$)	3.33	1.06	1.00-5.00	.93
Age				
Less than 30 years ($n = 78$)	3.14	1.07	1.00-5.00	.96
30-44 years ($n = 296$)	3.34	1.04	1.00-5.00	.93
45 years and above ($n = 249$)	3.30	1.03	1.00-5.00	.92
Amount of Experience at the School				
1-10 years ($n = 389$)	3.20	1.06	1.00-5.00	.94
11-20 years ($n = 197$)	3.38	1.02	1.00-5.00	.92
More than 20 years ($n = 147$)	3.44	.99	1.00-5.00	.90
Role as Staff Member				
Teaching ($n = 625$)	3.27	1.05	1.00-5.00	.93
Non-Teaching (e.g., support staff, administrators) ($n = 98$)	3.44	.96	1.00-5.00	.91
School Level				
Elementary ($n = 385$)	3.33	1.09	1.00-5.00	.95
Middle School/Junior High ($n = 126$)	3.40	.97	1.00-5.00	.91
High School ($n = 213$)	3.18	.98	1.00-5.00	.89

Notes. Group specific data omits staff who did not indicate their status. All group comparisons were non-significant ($p > .05$), with the exception of gender and amount of experience at the school which were each significant ($p < .05$). The effect sizes (η^2) indicated that group membership accounted for 1.0% or less of the variance in the scores.

C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	½ SD	Excelling	Emerging	Needs Improvement
65.8%	10.5%	> 76	76 - 55	<55

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 staffs' experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus ½ SD percentage. Based on these cut points, schools may determine where they stand on staffs' perceptions of students' externalizing behaviors relative to normed data.

D. Relationships between Student Externalizing Behaviors Score and Other Staff Perception Constructs

Construct ^a	r =
Student Academic Motivation	.262
Student School Connectedness	.093
Student Academic Press	.088
Student Internalizing Behaviors	.489
Student Psychological Well-Being	.485
Student Social Skills	.459
Student Safety	.264
Support for Students' Basic Needs	.383
Families and Caregivers' Support for of Learning	.273
Family History	.566
Family Support for Prosocial Activities	.382
Services and Supports	.006
Community Supports for Positive Youth Development	.063
Learning Supports	.174
Student Physical Activity and Nutrition	.300

Notes. ^a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). All relationship greater than |.17| are significant ($p < .05$).

E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 3 items loaded on a single latent Academic Press 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.

Given this model was just identified, the overall fit of the model to the data was perfect, S-B $\chi^2 = 0$, $df = 0$, $p = 1.00$. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .81.

Item	Loading	Uniqueness
My students demonstrate poor attention spans.	.87	.24
My students demonstrate hyperactivity or restlessness.	.96	.07
My students are impulsive.	.86	.26

II. Past and Future Scale Development

An initial version of the *Student Externalizing Behavior* scale included 2 additional items: “My students have an inability to control anger” and “My students are physically aggressive.” Results from preliminary analyses indicated that this item did not fit well with the other scale items. Thus, the current recommendation is to use the 3-item version of the measure as described in this report. Future scale development work should involve testing the psychometric properties of the scale with a larger sample of non-teaching staff (e.g., school administrators, support staff). Further, it may be worth considering adding items to other externalizing behaviors (e.g., anger management).

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the *Student Externalizing Behavior* scale. The use of this measure could provide valuable information about students who are exhibiting externalizing behaviors at school and teachers’/staff’s perception of these behaviors. As research has shown, 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). It is important for educators to be aware of this link to enable additional supports for this population.

VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Initiative School Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.
- Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2012). The development of the School Experiences Scale. *Research on Social Work Practice*, 2(2), 186-194.
- Ansary, N.S. & Luthar, S.S. (2009). Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance. *Development and Psychopathology*, 21, 319-341.
- Aunola, Stattin & Nurmi, (2000). Adolescent achievement strategies, school adjustment, and externalizing and internalizing problem behaviors. *Journal of Youth & Adolescence*, 29(3), 289-306.
- 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.
- Sanchez-Fowler, L.T., Banks, T.I., Anhalt, K., Der, H.H., & Kalis, T. (2008). The association between externalizing behavior problems, teacher-student relationship quality, and academic performance in young urban learners. *Behavioral Disorders*, 33(3), 167-183.

IX. Recommended Citation of Scale

When using the 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 Community Surveys: Teacher/School Staff Student Externalizing Behavior Scale. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Community 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 Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.