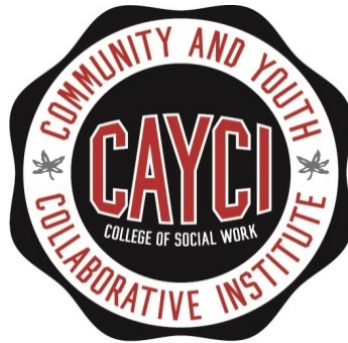


Community and Youth Collaborative Institute
School Experience Surveys



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

Produced By:

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STUDENT INTERNALIZING BEHAVIOR

Teacher/Staff Version

I. Definition of Construct

The *Internalizing Behavior* scale assesses the extent to which students report behaviors and feelings that are sometimes referred to as "inhibited behaviors" (see the work of Thomas Achenbach). These feelings and behaviors are those that are dealt with internally, rather than by acting them out in the home or school. The "Student Internalizing Behaviors" scale is a tool which measures the extent to which teachers/staff believe their students are experiencing these feelings.

II. Relevance for Practice

In the literature, internalizing behaviors have been shown to significantly influence students' success in the classroom (Rapport, Denney, Chung & Hustace, 2001). Specifically, the literature shows a relationship between low self-esteem, lower school achievement, and maladaptive achievement strategies in students who frequently experience internalizing behaviors (Aunola, Stattin & Nurmi, 2000; Ansary & Luthar, 2009).

III. Scale Description and Instructions

A. Items

1. My students are anxious/worried.
2. My students are sad/depressed.
3. My students are afraid.
4. My students are lonely.
5. My students feel like they do not matter.

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' internalizing 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 5 items should be calculated and used as an indicator of student internalizing behaviors, with higher scores representing the perception by the school staff that students engage in a lower frequency of internalizing behaviors.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 661 school staff members from various elementary schools (53.0 %), middle schools/junior high school (16.6 %) and high school (30.3 %) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (86.7 %), with the remainder reporting non-teaching duties (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (54.3 %) or 11-20 (26.0 %) to over 20 years (19.7 %). Staff members (72.8% female) almost all identified themselves as Caucasian (94.7 %). The participants varied in age with 11.5 % reporting they were under 30 years of age, 41.1 % indicated they were 30-44, and 47.4 % 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 42 staff members who responded to one or more of the items with "Do Not Know." Less than 4.1% 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 ($N = 661$)	4.28	.63	1.60-5.00	.88
Gender				
Males ($n = 140$)	4.06	.68	1.60-5.00	.88
Females ($n = 481$)	4.35	.61	1.80-5.00	.88
Age				
Less than 30 years ($n = 76$)	4.31	.54	2.40-5.00	.84
30-44 years ($n = 272$)	4.33	.66	1.80-5.00	.90
45 years and above ($n = 313$)	4.25	.63	1.60-5.00	.87
Amount of Experience at the School				
1-10 years ($n = 359$)	4.30	.61	1.80-5.00	.87
11-20 years ($n = 172$)	4.32	.61	2.00-5.00	.88
More than 20 years ($n = 130$)	4.23	.71	1.60-5.00	.91
Role as Staff Member				
Teaching ($n = 573$)	4.30	.64	1.60-5.00	.89
Non-Teaching (e.g., support staff, administrators) ($n = 88$)	4.22	.60	2.00-5.00	.83
School Level				
Elementary ($n = 350$)	4.41	.61	1.80-5.00	.89
Middle School/Junior High ($n = 110$)	4.26	.53	2.00-5.00	.80
High School ($n = 200$)	4.09	.67	1.60-5.00	.88

Notes. Group specific data omits staff who did not indicate their status. The only two significant ($p > .05$) group comparisons were gender and school level. The effect sizes (η^2) indicated that gender group membership accounted for 3.5% of the variance in the scores while school level group membership accounted for 5.0% of the variance in the scores. Follow-up comparisons showed that all three school levels were significantly different from each other.

C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	½ SD	Excelling	Emerging	Needs Improvement
85.6 %	6.3 %	> 92	92 - 79	<79

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' experiences of the students' internalizing behaviors relative to normed data.

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

Construct ^a	r =
Student Academic Motivation	.360
Student School Connectedness	.328
Student Academic Press	.277
Student Psychological Well-Being	.565
Student Externalizing Behaviors	.478
Student Social Skills	.487
Student Safety	.512
Support for Students' Basic Needs	.387
Families and Caregivers' Support for of Learning	.397
Family History	.363
Family Support for Prosocial Activities	.285
Services and Supports	.084
Community Supports for Positive Youth Development	.212
Learning Supports	.205
Student Physical Activity and Nutrition	.407

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

E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.80 (Scientific Software International, Inc., Chicago). The CFA model specified that the 5 items loaded on a single latent Student Internalizing Behaviors 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-B $\chi^2 = 13.67$, $df = 5$, $p = .018$; RMSEA = .057 (90% CI = .022-. 095), SRMR = .02; CFI = 1.00, TLI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .63. The modification indices did not suggest any major areas of local strain.

Item	Loading	Uniqueness
My students are anxious/worried.	.68	.54
My students are sad/depressed.	.88	.23
My students are afraid	.79	.38
My students are lonely	.89	.20
My students feel like they do not matter	.71	.49

VII. Past and Future Scale Development

An initial version of the Student Internalizing Behaviors scale included 7 additional items: “My students are concerned that others are not nice to them,” “My students are concerned that others are not nice to them,” “My students are shy,” “My students are concerned that others do not like them,” “My students express thoughts of suicide,” “My students experience grief and/or loss,” and “My students have eating problems/disorders.” Results from preliminary analyses indicated that these item did not fit well with the other scale items. Thus, the current recommendation is to use the 5-item version of the measure as described in this report. Future scale development work may consider adding additional items to tap other internalizing behaviors relevant to students. Further, work should involve testing the psychometric properties of the scale with a larger sample of non-teaching staff (e.g., school administrators, support staff). It also may be worth considering modifying items and/or response format to increase the variability in the scores. Finally, work is needed to validate the Spanish version of this tool.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the Student Internalizing Behaviors scale. In the literature, internalizing behaviors have been shown to significantly influence students’ success in the classroom (Rapport, Denney, Chung & Hustace, 2001). Therefore, it is important to understand the extent to which students engage in these behaviors and the extent to which teachers recognize risk factors when they are present.

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 Perceived 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.
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- Rapport, M.D., Denney, C.B., Chung, K. & Hustace, K. (2001). Internalizing behavior problems and scholastic achievement in children: Cognitive and behavioral pathways as mediators of outcomes. *Journal of Clinical Child Psychology, 30*(4), 536-551.

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 Internalizing Behaviors 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.