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| **Domain:** | Social Environments |
| **Measure:** | School Social Environment |
| **Definition:** | This measure is a questionnaire to assess an adolescent respondent's perceptions of the quality and character of his or her school social environment, which in educational literature most frequently is referenced as school climate. |
| **Purpose:** | This measure can be used to evaluate the quality of a school's social environment by collecting information on an adolescent's self-perception of his or her school life experiences. School social environments that adversely affect the mental health of young people may externalize disorders. Hicks et al. (2009) found consistent patterns of gene-environment interplay between externalizing disorders (antisocial behavior and substance use) and several environmental risk factors, including academic achievement and engagement, antisocial and prosocial peer affiliations, mother-child and father-child relationship problems, and stressful life events. Except for parent relationship problems, these measured risk factors may be influenced markedly by exposure to unique school social environments (often referenced as school climate) every school day for up to 13 formative years, during which children and adolescents may be particularly susceptible. |
| **Essential PhenX Measures:** | Current Age |
| **Related PhenX Measures:** |  |
| **Collections:** |  |
| **Keywords:** | Social Environments, schools, teacher relationships, school connectedness, academic support, order and discipline, school physical environment, school social environment, perceived exclusion/privilege, academic satisfaction |

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| **Protocol Release Date:** | October 8, 2010 |
| **PhenX Protocol Name:** | School Social Environment |
| **Protocol Name from Source:** | This section will be completed when reviewed by an Expert Review Panel. |
| **Description:** | The protocol includes 39 self-administered questions developed by Zullig et al. (2010). The items are scored with a five-point Likert scale, from strongly disagree to strongly agree, and include eight subscales: teacher relationships, school connectedness, academic support, order and discipline, school physical environment, school social environment, perceived exclusion/privilege, and academic satisfaction. The respondent reviews a list of items and chooses the answer that best relates to herself or himself. |
| **Specific Instructions:** | None |
| **Protocol:** | **Teacher Relationships**1. Teachers understand my problems[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree2. Teachers and staff seem to take a real interest in my future[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree3. Teachers are available when I need to talk with them [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree4. It is easy to talk with teachers [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree5. Students get along well with teachers [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree6. At my school, there is a teacher or some other adult who notices when I'm not there[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree7. Teachers at my school help us children with our problems [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree8. My teachers care about me [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree9. My teacher makes me feel good about myself [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**School Connectedness**10. My schoolwork is exciting [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree11. Students can make suggestions on courses that are offered [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree12. Students are publicly recognized for their outstanding performances in speech, drama, art, music, etc. [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree13. If this school had an extra period during the day, I would take an additional academic class [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree14. This school makes students enthusiastic about learning [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree15. Students are frequently rewarded or praised by faculty and staff for following school rules[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**Academic Support**16. I usually understand my homework assignments [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree17. Teachers make it clear what work needs to be done to get the grade I want[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree18. I believe that teachers expect all students to learn [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree19. I feel that I can do well in this school [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree20. My teachers believe that I can do well in my school work [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree21. I try hard to succeed in my classes [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**Order and Discipline**22. Classroom rules are applied equally[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree23. Problems in this school are solved by students and staff [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree24. Students get in trouble if they do not follow school rules [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree25. The rules of the school are fair [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree26. School rules are enforced consistently and fairly [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree27. My teachers make it clear to me when I have misbehaved in class [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree28. Discipline is fair [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**School Physical Environment**29. The school grounds are kept clean [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree30. My school is neat and clean [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree31. My school buildings are generally pleasant and well maintained [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree32. My school is usually clean and tidy[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**School Social Environment**33. I am happy with kinds of students who go to my school [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree34. I am happy, in general, with the other students who go to my school [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**Perceived Exclusion/Privilege**35. At my school, the same person always gets to help the teacher [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree36. At my school, the same kids get chosen every time to take part in after-school or special activities[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree37. The same kids always get to use things, like a computer, a ball or a piano, when we play[ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree**Academic Satisfaction**38. I am happy about the number of tests I have [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree39. I am happy about the amount of homework I have [ ] Strongly disagree [ ] Disagree [ ] Neither agree nor disagree [ ] Agree [ ] Strongly agree |
| **Selection Rationale:** | The Zullig et al. (2010) scale was selected from among many available because it is a validated and reliable protocol that measures several traditional subcomponents of the more-comprehensive school social environment and that is easy and inexpensive to administer. |
| **Source:** | Zullig, K.¿J., Collins, R., Ghani, N., Patton, J.¿M., Huebner, E.¿S., & Ajamie, J. (2014). Psychometric support of the School Climate Measure in a large, diverse sample of adolescents: A replication and extension. *Journal of School Health, 84*(2), 82–90.Zullig, KJ, Huebner, ES, & Patton, JM. (2011). Relationships among school climate domains and school satisfaction: further validation of the School Climate Measure. Psychology in the Schools Volume 48, Number 2, 133-145. DOI: 10.1002/pits.20532Zullig, K., Koopman, T., Patton, J., & Ubbes, V. (2010). School climate: Historical review, instrument development, and school assessment. *Journal of Psychoeducational Assessment, 28*(2), 139–152. |
| **Life Stage:** | AdolescentChild |
| **Language of source:** | English |
| **Participant:** | Adolescents, aged 12 to 18 years old |
| **Personnel and Training Required:** | None |
| **Equipment Needs:** | The respondent will need a copy of the questionnaire. |
| **Standards:** |

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| **Standard** | **Name** | **ID** | **Source** |
| Common Data Element (CDE) | School Social Environment Assessment Description Text | 3139351 | [CDE Browser](https://cdebrowser.nci.nih.gov/CDEBrowser/search?elementDetails=9&FirstTimer=0&PageId=ElementDetailsGroup&publicId=3139351&version=1.0) |
| Logical Observation Identifiers Names and Codes (LOINC) | School social environ proto | 63030-1 | [LOINC](http://s.details.loinc.org/LOINC/63030-1.html?sections=Web) |

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| **General references:** | Hicks, B. M., South, S. C., DiRago, A. C., Iacono, W. G., & McGue, M. (2009) Environmental adversity and increasing genetic risk for externalizing disorders. *Archives of General Psychiatry,* *66*(6), 640–648. Jacobson, K. C., & Rowe, D. C. (1999). Genetic and environmental influences on the relationships between family connectedness, school connectedness, and adolescent depressed mood: Sex differences. *Developmental Psychology, 35,* 926–939.McNeely, C., & Falci, C. (2004). School connectedness and the transition into and out of health-risk behavior among adolescents: A comparison of social belonging and teacher support. *Journal of School Health, 74,* 284–292. |
| **Mode of Administration:** | Self-administered questionnaire |
| **Derived Variables:** | None |
| **Requirements:** |

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| **Requirement Category** | **Required** |
| Major equipment | No |
| Specialized training | No |
| Specialized requirements for biospecimen collection | No |
| Average time of greater than 15 minutes in an unaffected individual | No |

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| **Process and Review:** | This section will be completed when reviewed by an Expert Review Panel. |