

A Working Manual on the Development of the

**CHILD AND ADOLESCENT
SOCIAL SUPPORT SCALE
(2000)**

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Christine Kerres Malecki, Ph.D.
Michelle Kilpatrick Demaray, Ph.D.
Stephen N. Elliott, Ph.D.

For more information contact:

Christine Malecki, Ph.D.
Northern Illinois University
Psychology Department
DeKalb, IL 60115
815-753-1836
cmalecki@niu.edu

OR

Michelle Demaray, Ph.D.
Northern Illinois University
Psychology Department
DeKalb, IL 60115
815-753-7077
mkdemaray@niu.edu

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Chapter 1 INTRODUCTION TO THE CHILD AND ADOLESCENT SOCIAL SUPPORT SCALE

Purpose of the Manual

This manual has been developed to aid in the use and administration of the Child and Adolescent Social Support Scale (CASSS; Malecki, Demaray, & Elliott, 2000). The CASSS is a screening and research self-report measure that can be used to assess the social support perceived by 3rd-12th graders from multiple sources. Social support has been found to be related to a variety of important social-emotional (Jackson & Warren, 2000; Reddy, Rhodes, & Mulhall, 2003), academic (DuBois, Eitel, & Felner, 1994; Malecki & Demaray 2002, Malecki & Demaray 2006) and behavioral (Zimmerman, Ramirez-Valles, Zapert, & Maton, 2000) outcomes for students. This tool for the assessment of social support will be useful to school psychologists, school social workers, and educators.

The CASSS manual assumes that the reader/user possesses knowledge of and training in best practices in social emotional assessment and basic statistical analysis.

History and Overview of the CASSS (2000)

The CASSS (2000) is the result of almost 20 years of work in creating an appropriate, multi-dimensional measure of social support for children and adolescents. First, a dissertation project by Nolten (1994), supervised by Elliott, resulted in the creation of the *Student Social Support Scale* (SSSS). The SSSS was intended for use with children, but Malecki and Elliott (1999) provided evidence for the use of the SSSS with adolescents.

Following these initial studies, a planned revision of the SSSS produced two 40-item versions of the SSSS renamed the *Child and Adolescent Social Support Scale: Levels 1 and 2* (CASSS; Malecki, Demaray, Elliott, & Nolten, 1999). Items from the SSSS (1999) were dropped due to psychometric weaknesses and were also examined for age-level appropriateness. For example, the item that states “My friends play with me at recess” was not appropriate for students in middle or high school. As a result of these revisions, Level 1 of the CASSS (1999) was deemed appropriate for 3rd through 6th graders, and Level 2 was deemed appropriate for 6th through 12th graders. The CASSS (1999) showed evidence of good reliability and validity for use with children and adolescents. Psychometric data on the CASSS (1999) frequency ratings can be found in Malecki and Demaray (2002) while psychometric data for the CASSS (1999) importance ratings are reported in Demaray and Malecki (2003).

Although the CASSS (1999) functioned well as a measure of social support, a number of changes were implemented to the 1999 version of the CASSS to form the updated and more versatile CASSS

(2000). First, the two levels of the CASSS were revised so that there is now only one version, the CASSS (2000), which is appropriate for use with children grades three through twelve. Second, a fifth subscale was added to the CASSS (2000) that taps overall school support. Third, new items have been added to each subscale, and some of the original items have been reworded and/or re-distributed to create an equal number of items pertaining to four types of support (emotional, appraisal, informational, and instrumental) within each subscale. There are twelve items pertaining to each of the five subscales (parent, teacher, classmate, close friend, and school) in the CASSS (2000), which is an increase from the ten items per subscale in the original version of the CASSS (1999).

The Importance of Measuring Social Support

Research in the area of social support has demonstrated that social support plays an undeniable role in children and adolescents' outcomes with regard to:

- social skills (Demaray & Elliott, 2001; Demaray & Malecki, 2002a; Malecki & Elliott, 1999)
- self-concept (Cauce, Felner, and Primavera, 1982; Demaray & Malecki, 2002a; Forman, 1988; Kloomaak & Cosden, 1994; Rothman & Cosden, 1995; Wenz-Gross & Siperstein, 1998)
- academics (Malecki & Demaray, 2003b; Levitt, Guacci-Franco, & Levitt, 1994; Richman, Rosenfeld, and Bowen, 1998)
- drug use and delinquency (Bender & Losel, 1997; Frauenglass, Routh, Pantin, & Mason, 1997; Garnefski & Diekstra, 1996; Lifrak, McKay, Rostain, Alterman, & O'Brien, 1997; Licitra-Kleckler & Waas, 1993; Piko, 2000)
- anxiety (Demaray & Malecki, 2002b; Malecki & Demaray, 2003e; White, Bruce, Farrell, & Kliewer, 1998)
- depression (Cheng, 1997 & 1998; Compas et al., 1986; Demaray & Malecki, 2002a; Licitra-Kleckler & Waas, 1993; Malecki & Demaray, 2003e; Ostrander et al., 1998; Patten et al., 1997)

Many of the conclusions reached by previous investigators were based on examinations of social support as a global construct by assessing overall social support. However, theoretical investigations of the construct of social support indicate that several aspects (e.g., type of support) must be taken into account when examining social support (Winemiller, Mitchell, Sutcliff, & Cline, 1993). The *Child and Adolescent Social Support Scale* (2000) assesses social support in a more comprehensive manner, and thus, will help put an appropriate measurement tool in the hands of school psychologists and educators.

Social Support: A Theoretical Definition

The definition of social support used in the development of the CASSS (2000) is closely tied to Tardy's (1985) model and is broadly construed. Tardy's (1985) model includes five conceptual issues: direction, disposition, description/evaluation, content, and network. *Direction* refers to the notion that social

support is both given and received. *Disposition* is the availability of support in terms of what one has access to, versus the enactment of support or the actual utilization of support resources. Social support is typically described and/or evaluated. The *description* of social support involves investigating what types of social support a person receives and whom they receive it from, while the *evaluation* of social support is the gauging of an individual’s satisfaction with the support he/she receives. The *content* of social support can be separated into four types, which vary depending on the situation: emotional (i.e., trust, love, and empathy), instrumental (i.e., helping behaviors), informational (i.e., giving advice), and appraisal support (i.e., offering evaluative feedback). The fifth conceptual issue identified by Tardy (1985) is the social support network. The *network* consists of the various people who provide support. An individual’s network may include family, friends, neighbors, co-workers, and community professionals. Based on this model, we view social support as an individual’s perceptions of general support or specific supportive behaviors (available or enacted upon) from people in their social network, which enhances their functioning and/or may buffer them from adverse outcomes. The sources of support (social network) measured by the CASSS (2000) include parents, teachers, classmates, close friends, and the school. In addition, the CASSS (2000) taps four types of supportive behaviors from each source including emotional, instrumental, informational, and appraisal support.

Format, Administration, and Scoring

Format and Administration

The CASSS (2000) measures the perceived social support of children and adolescents in grades 3-12. It is a 60-item measure consisting of five 12-item subscales (Parent, Teacher, Classmate, Close Friend, and People in my School). Each item is a statement of one of four types of support (emotional, informational, appraisal, and instrumental). On every subscale, items 1-3 pertain to emotional support, 4-6 informational support, 7-9 appraisal support, and 10-12 instrumental support. Students are asked to read each statement and rate (1) how often they perceive that support and (2) how important it is to them that they perceive that support. The frequency ratings are on a 6-point scale ranging from 1= *never* to 6= *always*. The importance ratings are on a 3-point scale from 1= *not important* to 3= *very important*. An example is below.

My Parent(s)...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
1...show they are proud of me.	1	2	3	4	5	6	1	2	3
2...understand me.	1	2	3	4	5	6	1	2	3

Before starting the ratings, students complete demographic information on the cover page. Instructions are also provided along with an example item showing that two numbers are circled for each item (one for frequency, one for importance).

Scoring the CASSS (2000)

Frequency ratings for each subscale are summed, creating a frequency total score for each of the five subscales. These five subscale scores can then be added to result in an overall total social support score. Likewise, importance ratings are summed for each subscale and then the five importance subscale scores are summed for a total importance scale.

The majority of the research with the CASSS has utilized summed scores, however; researchers or practitioners may also choose to calculate the mean of each subscale (or Total Score) to aid in interpretation.

Although it would be ideal to use full information maximum likelihood methods to handle missing data in a data set (Enders, & Bandalos, 2001), the CASSS can be scored to account for missing data using mean imputation. If a minimum of 10 items have been completed on a subscale, the mean of those scores can be used to substitute the scores for one or two missing item scores for that subscale. If three or more items are missing from a subscale, that subscale is not interpretable and thus cannot be used for calculating a total frequency or importance score, as applicable. If a subscale is not interpretable, then the Total Support score (frequency or importance) also cannot be calculated. See Appendix D for SPSS syntax that may be used to aid in scoring the CASSS.

Table 1

Ranges of Possible Scores on the CASSS (2000)

Total Support	Sum of all 60 item frequency ratings	60 to	360
Parent Support	Sum of 12 Parent item frequency ratings	12 to	72
Teacher Support	Sum of 12 Teacher item frequency ratings	12 to	72
Classmate Support	Sum of 12 Classmate item frequency ratings	12 to	72
Close Friend Support	Sum of 12 Close Friend item frequency ratings	12 to	72
School Support	Sum of 12 School item frequency ratings	12 to	72
Total Importance	Sum of all 60 item importance ratings	60 to	180
Parent Importance	Sum of 12 Parent item importance ratings	12 to	36
Teacher Importance	Sum of 12 Teacher item importance ratings	12 to	36
Classmate Importance	Sum of 12 Classmate item importance ratings	12 to	36
Close Friend Importance	Sum of 12 Close Friend item importance ratings	12 to	36
School Importance	Sum of 12 School item importance ratings	12 to	36

Note: These scores are based on a standard administration of the five core subscales of the CASSS. Total Support and Total Importance scores may vary depending on the number of subscales used.

Uses of the CASSS (2000)

The CASSS (2000) has the potential to be used effectively in both research and practice. Although some of the following suggestions have not been researched, we feel confident that the CASSS (2000) would be appropriate for the following purposes.

Research. The CASSS (2000) elicits information from students that is of interest to researchers across many disciplines. For example, we have been contacted by people in the fields of education, public policy, nursing and health, and psychology that have an interest in using the CASSS for their research. The construct of social support has ties to research being done in the areas of resiliency, school violence, social skills, academic achievement, health, and coping behaviors, among many others. The CASSS (2000) is well-founded in theory, easy to administer and score, and the psychometric reliability and validity data are strong. These features make it ideal for use in research.

Program Evaluation. Many prevention and intervention programs are being implemented in schools across the nation. The CASSS (2000) may be an ideal tool to help determine the effectiveness of these programs. In addition, schools may be interested in the support their students perceive from adults in the school whether or not they have a specific program in place.

Clinical Use. School psychologists, clinical psychologists, and social workers may have an interest in using the CASSS (2000) with individual clients to elicit important information about the support they perceive from adults and peers. They could examine not just the frequency items but could further examine any discrepancies between frequency and importance ratings. For example, a student may rate that his or her teacher “NEVER” makes it okay to ask questions and rates that behavior as “VERY IMPORTANT” to him or her.

These discrepancies may be areas to target for individual interventions. The CASSS (2000) may be a helpful tool to use for large-scale screening of a student body to identify those children that may be at risk (e.g. not perceiving support from adults nor peers).

Further research will examine the use of the CASSS (2000) in the above ways. This manual will be continually updated.

Chapter 2: Standardization and Normative Data

Participants

The majority of the participants included in the present standardization sample were from the Midwest region of the United States and from public schools. However, one study included a public school in the Northeast region of the United States and two of the studies each included a private school. In the sample ($n=5482$), 45.3% of the participants were male ($n=2484$) and 54.7% female ($n=2998$). The sample size and percentage of sample by grade are as follows: 3rd ($n=299$; 5.5%); 4th ($n=225$; 4.1%); 5th ($n=230$; 4.2%); 6th ($n=1037$; 18.9%); 7th ($n=1384$; 25.2%); 8th ($n=1230$; 22.4%); 9th ($n=233$; 4.3%); 10th ($n=202$; 3.7 %); 11th ($n=227$; 4.1%); and 12th ($n=107$; 2.0%) grade. Age data were not collected for most students and thus are not included. Data related to free or reduced lunch status were available for a subset of the sample ($n=2231$), with 852 students (38.2%) of the subsample being eligible for free or reduced lunch. Additionally, data related to special education services were available for another subset of the sample ($n=1673$), of which 173 students (10.3%) were receiving special education services. Table 2 includes a complete description of the relevant demographics of the participants included in this sample.

Currently, we are collecting data for the sole purpose of creating norms for the CASSS. Please stay tuned for more information. The authors have kept email addresses of anyone who has requested the CASSS, and information on its development will be shared when any new versions or new normative data are ready.

Table 2

Descriptive Data for the Normative Sample

	N	Male	Female	Percent of total sample
Total	5482	2484	2998	
3 rd	299	163	136	5.5%
4 th	225	103	122	4.1%
5 th	230	113	117	4.2%
6 th	1037	472	565	18.9%
7 th	1384	666	718	25.2%
8 th	1230	596	634	22.4%
9 th	233	72	161	4.3%
10 th	202	68	134	3.7%
11 th	227	74	153	4.1%
12 th	107	31	76	2.0%
High School (grade unspecified)	308			5.6%
Ethnicity of total sample				
African American	420			7.3%
Asian American	155			2.8%
Caucasian	3395			61.9%
Hispanic/Latino(a)	1212			22.1%
Native American	22			0.4%
Multi-racial	181			3.3%
Other	77			1.4%
(Missing ethnicity data)	38			0.7%
Free/Reduced Lunch	2231			40.7%
Eligible	852	38.2% of subsample		
Ineligible	1379	61.8% of subsample		
Missing data	3251			
Special Education Status	1673			30.5%
Eligible	173	10.3% of subsample		
Ineligible	1500	89.7% of subsample		
Missing data	3809			

Method

All participants were administered the CASSS (2000), consisting of one or more of the following subscales of the measure: Parent, Teacher, Classmate, Close Friend, People in my School, Mother, Father, or Sibling support. Only the Parent, Teacher, Classmate, Close Friend, and People in my School subscales were included in the calculations that appear in this manual as they are the only subscales included in the original version of the CASSS (2000). Each study followed parental consent, student assent and Institutional Review Board guidelines as directed by the home institutions or school districts. In addition to the CASSS, some participants were also administered one or more of the following measures: Behavior Assessment System for Children (BASC; Reynolds & Kamphaus, 1992), Behavior Assessment System for Children, 2nd Edition (BASC-2; Reynolds & Kamphaus, 2004), Social Skills Rating System (SSRS; Gresham, & Elliott, 1990), Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997), Children's Depression Inventory (CDI; Kovacs, 1992), Revised Children's Manifest Anxiety Scale (RCMAS; Reynolds & Richmond, 1985), Life Events Checklist (LEC; Johnson & McCutcheon, 1980), Social Support Scale for Children (SSSC; Harter, 1985), Bully Victim Scale (BVS; Reynolds, 2003), or School Violence Anxiety Scale (SVAS; Reynolds, 2003). In order to establish convergent validity for the CASSS, correlations between the CASSS and a selection of these measures were calculated (Tables 14-16).

Procedure

The sample used for the current reliability and validity analyses is comprised of smaller samples drawn from 27 datasets (Table 3). These data were collected between 2002 and 2013 primarily by the authors of the CASSS and their graduate students; however, one dataset was submitted from an outside researcher.

Table 3

Databases Included in the Normative Sample

	N	Region	Setting	Grades
Database 1	209	Midwest	Suburban public school	6-8
Database 2	101	Midwest	Suburban public schools (2)	9-12
Database 3	115	Midwest	Suburban (3) and rural (1) public schools	9-12
Database 4	795	Midwest	Suburban public school	7-8
Database 5	167	Midwest	Suburban public school	6-8
Database 6	47	Midwest	Suburban public school	9-12
Database 7	71	Midwest	Suburban public school	9-12
Database 8	293	Midwest	Rural public school	9-12
Database 9	46	Midwest	Rural public school	3
Database 10	308	Midwest	Suburban public school	9-12
Database 11	785	Midwest	Suburban public school	6-8
Database 12	61	Midwest	Suburban public school	6-7
Database 13	145	Midwest/ Northeast	Urban (1, MW)and rural public schools (2, MW/NE)	6-8
Database 14	134	Midwest	Semi-rural public school (1)	6-8
Database 15	326	Midwest	Suburban public schools (4)	3-6
Database 16	166	Midwest	Rural (6), suburban and urban schools (5 public, 1 parochial)	6-8
Database 17	355	Midwest	Rural public school	6-8
Database 18	100	Midwest	Suburban public school	6-8
Database 19	35	Midwest	Suburban private school	5-8
Database 20	259	Midwest		9-12
Database 21	27	Midwest	Suburban public school	3-5
Database 22	31	Midwest	Suburban public school	3-5
Database 23	122	Midwest	Rural (3) and suburban (1) public schools	3-5
Database 24	488	Midwest	Rural public school	6-8
Database 25	169	Midwest	Rural (1) and suburban (1) public schools	6-8
Database 26	31	Midwest	Suburban public school	1-3
Database 27	96	Midwest	Suburban public school	3-5
TOTAL	5482			1-12

Normative Data

Mean scores were calculated for the CASSS Total Frequency and subscale frequency scores by grade level and by grade level and gender. These data are presented in Tables 4 and 5.

Table 4

Means and Standard Deviations for CASSS Frequency Scores by Grade Level (Combined Gender)

CASSS scores	Elementary (3 rd -5 th grade)			Middle School (6 th -8 th grade)			High School (9 th -12 th grade)		
	M	SD	N	M	SD	N	M	SD	N
Total Frequency	4.53	0.93	312	4.49	0.82	2612	4.30	0.75	475
Parent	4.86	0.87	596	4.67	1.01	3339	4.36	1.14	1045
Teacher	5.05	0.89	692	4.70	1.02	3534	4.25	1.07	1041
Classmate	4.16	1.18	675	4.02	1.15	3514	4.05	1.09	1042
Close Friend	4.85	1.12	697	4.84	1.07	3528	5.04	0.96	1043
People in my School	4.30	1.34	409	3.98	1.22	2948	3.72	1.05	476

Table 5

Means and Standard Deviations for CASSS Frequency Scores by Grade Level and Gender

CASSS Frequency Scores	Elementary (3 rd -5 th grade)						Middle School (6 th -8 th grade)						High School (9 th -12 th grade)					
	Male			Female			Male			Female			Male			Female		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Total Support	4.41	0.92	161	4.65	0.92	151	4.33	0.84	1264	4.64	0.76	1348	4.21	0.76	149	4.34	0.74	326
Parent Support	4.81	0.89	305	4.90	0.84	291	4.65	0.99	1603	4.68	1.02	1736	4.39	1.17	363	4.34	1.12	682
Teacher Support	4.98	0.88	344	5.12	0.89	348	4.59	1.08	1668	4.80	0.95	1866	4.24	1.05	363	4.26	1.08	679
Classmate Support	4.01	1.25	333	4.31	1.09	342	3.81	1.18	1663	4.21	1.09	1851	4.07	1.09	363	4.04	1.08	679
Close Friend Support	4.63	1.17	344	5.07	1.03	353	4.53	1.16	1665	5.12	0.90	1863	4.90	0.97	363	5.12	0.95	680
People in my School Support	4.12	1.39	204	4.49	1.26	205	3.82	1.25	1408	4.12	1.17	1540	3.67	0.96	149	3.75	1.10	327

Mean scores were calculated for the CASSS Total Importance and subscale importance scores by grade level and by grade level and gender. These data are presented in Tables 6 and 7.

Table 6

Means and Standard Deviations for CASSS Importance scores by Grade Level (Combined Gender)

CASSS Importance scores	Elementary (3 rd -5 th grade)			Middle School (6 th -8 th grade)			High School (9 th -12 th grade)		
	M	SD	N	M	SD	N	M	SD	N
Total Importance	2.46	0.42	304	2.29	0.42	1572	2.27	0.40	467
Parent	2.48	0.38	582	2.38	0.43	2298	2.31	0.45	729
Teacher	2.53	0.41	579	2.37	0.48	2473	2.32	0.45	726
Classmate	2.34	0.50	570	2.17	0.52	2481	2.16	0.49	727
Close Friend	2.52	0.46	588	2.40	0.52	2497	2.52	0.49	728
People in my School	2.41	0.56	308	2.12	0.57	1923	2.06	0.53	471

Table 7

Means and Standard Deviations for CASSS Importance Scores by Grade Level and Gender

CASSS Importance Scores	Elementary (3 rd -5 th grade)						Middle School (6 th -8 th grade)						High School (9 th -12 th grade)					
	Male			Female			Male			Female			Male			Female		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Total Importance	2.39	0.42	157	2.53	0.40	147	2.19	0.43	750	2.38	0.38	822	2.19	0.46	145	2.30	0.37	322
Parent subscale	2.44	0.38	295	2.51	0.37	287	2.34	0.45	1092	2.43	0.42	1206	2.27	0.50	233	2.33	0.41	496
Teacher subscale	2.51	0.42	292	2.56	0.39	287	2.30	0.50	1145	2.44	0.45	1328	2.23	0.50	231	2.36	0.43	495
Classmate subscale	2.29	0.51	284	2.38	0.49	286	2.07	0.53	1149	2.26	0.50	1332	2.11	0.54	232	2.18	0.46	495
Close Friend subscale	2.45	0.50	297	2.59	0.41	291	2.24	0.55	1152	2.54	0.44	1345	2.34	0.58	232	2.61	0.41	496
People in my School	2.34	0.56	160	2.49	0.55	148	2.01	0.58	900	2.22	0.54	1023	1.99	0.55	146	2.08	0.52	325

Chapter 3:
RELIABILITY AND VALIDITY OF THE CASSS

Psychometric Data on the CASSS (2000)

Psychometric evidence for the CASSS (2000) is presented in following the tables. All data were calculated from the database described in the previous chapter.

Table 8 displays reliability data for the CASSS Frequency scores by grade level (elementary, middle and high school) and gender. Cronbach’s alpha coefficient scores were calculated for the Total CASSS Frequency score and for each of the subscales (Parent, Teacher, Classmate, Close Friend, and People in my School) by total grade level, and by gender within each grade level. Alphas for the Total Frequency score for each grade level and gender were .97, indicating an excellent level of reliability. Similarly, the ranges for each of the subscales also demonstrate good to excellent reliability: parent (.88-.96), teacher (.90-.96), classmate (.91-.96), close friend (.93-.97), and people in my school (.95-.96).

Table 8

Reliability of CASSS Frequency Scores by Grade Level and Gender

Grade Level	Coefficient Alphas											
	Total Frequency		Parent subscale		Teacher subscale		Classmate subscale		Close Friend subscale		People in my School subscale	
	n	α	n	α	n	α	n	α	n	α	n	α
3 rd -5 th	312	.97	596	.88	692	.91	675	.92	697	.94	409	.95
Male	161	.97	305	.88	344	.90	333	.93	344	.93	204	.95
Female	151	.97	291	.89	348	.91	342	.91	353	.94	205	.95
6 th -8 th	2612	.97	3339	.93	3534	.93	3514	.94	3528	.95	2948	.95
Male	1264	.97	1603	.92	1668	.94	1663	.94	1665	.95	1408	.96
Female	1348	.97	1736	.93	1866	.93	1851	.93	1863	.94	1540	.95
9 th -12 th	475	.97	1045	.96	1042	.96	1042	.96	1043	.97	476	.96
Male	149	.97	363	.96	363	.96	363	.96	363	.97	149	.95
Female	326	.97	682	.95	679	.96	679	.95	680	.96	327	.96

Table 9 displays reliability data for the CASSS Importance scores by grade level (elementary, middle and high school) and gender. Cronbach’s alpha coefficient scores were calculated for the Total CASSS Importance score and for each of the subscales (parent, teacher, classmate, close friend, and people in my school) by total grade level, and by gender within each grade level. Alphas for the Total Importance score for each grade level and gender range from .96 to .97, indicating excellent reliability. Similarly, the ranges for each of the subscales also demonstrate good to excellent reliability: parent (.84-.93), teacher (.88-.93), classmate (.90-.95), close friend (.84-.97), and people in my school (.93-.95).

Table 9

Reliability of CASSS Importance Scores by Grade Level and Gender

Grade Level	Coefficient Alphas											
	Total Importance		Parent subscale		Teacher subscale		Classmate subscale		Close Friend subscale		People in my School subscale	
	n	α	n	α	n	α	n	α	n	α	n	α
3 rd -5 th	304	.97	582	.85	579	.89	570	.91	588	.86	308	.94
Male	157	.96	295	.84	292	.89	284	.91	297	.84	160	.93
Female	147	.97	287	.86	287	.88	286	.91	291	.90	148	.95
6 th -8 th	1572	.97	2298	.86	2473	.91	2481	.91	2497	.93	1923	.94
Male	750	.97	1092	.88	1145	.92	1149	.92	1152	.93	900	.94
Female	822	.97	1206	.84	1328	.91	1332	.90	1345	.92	1023	.93
9 th -12 th	467	.97	729	.90	726	.91	727	.93	728	.95	471	.94
Male	145	.98	233	.93	231	.93	232	.95	232	.97	146	.95
Female	322	.97	496	.88	495	.90	495	.91	496	.92	325	.94

Table 10 displays reliability data for the CASSS Frequency scores by grade (3rd-12th) and gender. Cronbach’s alpha coefficient scores were calculated for the Total CASSS Frequency score and for each of the subscales (parent, teacher, classmate, close friend, and people in my school) by total grade level, and by gender within each grade level. Alphas for the Total Frequency score for each grade level and gender ranged from .94-.98, indicating excellent reliability. Similarly, the ranges for each of the subscales also demonstrate good to excellent reliability: parent (.87-.92), teacher (.88-.96), classmate (.88-.96), close friend (.86-.97), and people in my school (.91-.96).

Table 10

Reliability of CASSS Frequency Scores by Grade and Gender

Grade	Coefficient Alphas											
	Total Frequency		Parent subscale		Teacher subscale		Classmate subscale		Close Friend subscale		People in my School subscale	
	n	α	n	α	n	α	n	α	n	α	n	α
3 rd	84	.97	230	.88	269	.91	259	.92	272	.93	123	.94
Male	52	.97	127	.88	146	.90	139	.94	145	.93	72	.93
Female	32	.98	103	.89	123	.92	120	.88	127	.93	51	.94
4 th	113	.97	192	.88	216	.89	210	.93	217	.94	138	.96
Male	55	.96	90	.87	98	.88	94	.93	98	.94	63	.96
Female	58	.97	102	.90	118	.91	116	.93	119	.94	75	.96
5 th	115	.97	174	.89	207	.92	206	.92	208	.95	148	.95
Male	54	.97	88	.89	100	.92	100	.92	101	.94	69	.96
Female	61	.97	86	.88	107	.92	106	.92	107	.96	79	.95
6 th	626	.97	919	.92	996	.93	993	.94	998	.94	712	.95
Male	302	.96	424	.92	453	.93	449	.94	452	.93	334	.96
Female	324	.97	495	.93	543	.93	544	.94	546	.94	378	.95
7 th	999	.97	1278	.92	1345	.93	1339	.94	1342	.95	1135	.96
Male	488	.97	622	.92	645	.93	644	.93	644	.95	550	.96
Female	511	.97	656	.93	700	.93	695	.93	698	.94	585	.95
8 th	987	.97	1142	.93	1193	.93	1182	.93	1188	.95	1101	.95
Male	474	.97	557	.93	570	.94	570	.94	569	.95	524	.95
Female	513	.96	585	.94	623	.92	612	.93	619	.94	577	.95
9 th	139	.97	228	.94	226	.92	225	.94	226	.95	139	.96
Male	44	.97	70	.94	70	.93	70	.95	70	.94	44	.94
Female	95	.97	158	.94	156	.91	155	.94	156	.95	95	.96
10 th	119	.97	181	.93	181	.93	181	.94	181	.96	119	.96
Male	37	.98	62	.92	62	.89	62	.95	62	.96	37	.96
Female	82	.97	119	.94	119	.94	119	.94	119	.95	82	.96
11 th	137	.97	222	.94	222	.94	223	.94	223	.94	138	.95
Male	44	.98	74	.97	74	.96	74	.96	74	.97	44	.95
Female	93	.96	148	.91	148	.93	149	.93	149	.91	94	.95
12 th	80	.97	308	.93	106	.93	106	.92	106	.94	80	.95
Male	24	.94	31	.90	31	.88	31	.86	31	.86	24	.91
Female	56	.98	75	.95	75	.94	75	.93	75	.95	56	.96

Table 11 displays reliability data for the CASSS Importance scores by grade (3rd-12th) and gender. Cronbach's alpha coefficient scores were calculated for the Total CASSS Importance score and for each of the subscales (parent, teacher, classmate, close friend, and people in my school) by total grade level, and by gender within each grade level. Alphas for the Total Importance score for each grade level and gender range from .95 to .99, indicating excellent reliability. Similarly, the ranges for each of the subscales also demonstrate good to excellent reliability: parent (.79-.97), teacher (.84-.94), classmate (.88-.97), close friend (.77-.98), and people in my school (.93-.97).

Table 11

Reliability of CASSS Importance Scores by Grade and Gender

Grade	Coefficient Alphas											
	Total CASSS score		Parent subscale		Teacher subscale		Classmate subscale		Close Friend subscale		People in my School subscale	
	n	α	n	α	n	α	n	α	n	α	n	α
3 rd	79	.97	220	.79	222	.88	215	.91	223	.86	81	.94
Male	48	.97	122	.79	121	.90	115	.92	120	.87	50	.93
Female	31	.96	98	.80	101	.84	100	.88	103	.84	31	.95
4 th	110	.96	188	.86	183	.90	183	.92	188	.83	111	.95
Male	54	.95	86	.87	85	.90	85	.93	88	.77	55	.94
Female	56	.97	102	.85	98	.87	98	.92	100	.92	56	.95
5 th	115	.98	174	.89	174	.89	172	.92	177	.92	116	.94
Male	55	.97	87	.88	86	.86	84	.88	89	.92	55	.94
Female	60	.98	87	.91	88	.92	88	.94	88	.92	61	.94
6 th	295	.97	573	.82	641	.91	643	.92	648	.92	379	.94
Male	143	.97	260	.85	286	.92	284	.92	284	.91	174	.95
Female	152	.97	313	.79	355	.91	359	.91	364	.91	205	.93
7 th	620	.97	919	.87	965	.92	973	.91	985	.93	775	.94
Male	295	.97	441	.87	447	.91	452	.91	460	.93	364	.94
Female	325	.97	478	.85	518	.92	521	.91	525	.92	411	.93
8 th	657	.97	806	.89	867	.91	865	.91	864	.94	769	.93
Male	312	.97	391	.90	412	.92	413	.92	408	.94	362	.94
Female	345	.97	415	.87	455	.90	452	.89	456	.92	407	.93
9 th	135	.97	225	.88	223	.92	223	.92	224	.95	138	.93
Male	43	.98	70	.92	69	.94	70	.94	70	.97	44	.93
Female	92	.96	155	.86	154	.91	153	.90	154	.94	94	.94
10 th	119	.97	181	.90	181	.91	181	.93	181	.94	119	.94
Male	37	.98	62	.91	62	.90	62	.95	62	.95	37	.96
Female	82	.96	119	.90	119	.92	119	.92	119	.92	82	.92
11 th	133	.97	217	.92	216	.92	217	.94	217	.95	134	.94
Male	41	.99	70	.97	69	.96	69	.97	69	.98	41	.97
Female	92	.96	147	.87	147	.88	148	.92	148	.91	93	.92
12 th	80	.97	106	.88	106	.89	106	.91	106	.93	80	.96
Male	24	.97	31	.89	31	.92	31	.91	31	.96	24	.93
Female	56	.98	75	.88	75	.89	75	.91	75	.92	56	.96

Test-retest data were available for a subset of the sample. These data were collected during the same academic year, approximately 8-12 weeks after the first data collection. Data related to test-retest reliability are presented in Table 12.

Table 12

Test-Retest Correlations for Total CASSS score and Subscale Scores

CASSS scores	R	Sig.	N
Total Frequency	.772**	.000	78
Parent subscale	.448**	.000	743
Teacher subscale	.475**	.000	764
Classmate subscale	.638**	.000	79
Friend subscale	.703**	.000	79
School subscale	.547**	.000	79

* $p < .05$, ** $p < .001$

Validity

The validity of the CASSS was established via Pearson Correlations with several behavioral and social-emotional assessments.

Table 13 presents the correlations between the CASSS Total Frequency and subscale scores and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) self-report measure. The SDQ is a broad behavioral screener that has been translated into many languages and has been used around the world.

Table 13

CASSS Score Correlations with Strengths and Difficulties Questionnaire Indices by Grade Level

SDQ index scores	CASSS Scores					
	Total Frequency score	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale	People in my School subscale
Emotional Symptoms Index	.04	-.07*	.04	.03	.12**	.01
3 rd -5 th	-.10	-.16	-.14	-.10	-.06	.04
6 th -8 th	-.06	-.15**	-.01	-.08	.07	-.04
Conduct Problems Index	-.11**	-.12**	-.07*	-.08*	-.01*	-.10**
3 rd -5 th	-.07	.08	-.08	-.10	-.18	.02
6 th -8 th	-.32**	-.27**	-.21**	-.27**	-.25**	-.24**
Hyperactivity/ Inattention Index	.07*	.01	.04	.07*	.11**	.04
3 rd -5 th	.03	.01	-.01	.05	-.03	.08
6 th -8 th	.02	-.01	.01	.01	.05*	.01
Peer Problems Index	.07*	.05	.05	.02	.10**	.05
3 rd -5 th	.13	.01	.01	.19*	.15	.11
6 th -8 th	.80	.19	.75	.04	.34	.62
Prosocial Behavior Index	.32**	.16**	.21**	.28**	.33**	.26**
3 rd -5 th	.09	-.04	-.08	.07	.10	.22*
6 th -8 th	.45**	.27**	.32**	.35**	.44**	.38**
Total Emotional/ Behavioral Problems index	.01	-.06	.02	.01	.08*	-.02
3 rd -5 th	.01	-.02	-.10	.03	-.05	.12
6 th -8 th	-.13**	-.16*	-.08*	-.16**	-.03	-.10**

*Data not available for high school grade level. * $p < .05$, ** $p < .001$

Table 14 presents the correlations among the CASSS Total Frequency and subscale scores and the Behavior Assessment Scale for Children, 2nd edition (BASC-2; Reynolds & Kamphaus, 2004) self-report composite scores. The BASC-2 is a broad-band social emotional screener used to assess students in a variety of domains related to emotional, behavioral and school functioning. Table 15 presents correlations among the CASSS Total Frequency and subscale scores and the BASC-2 clinical and adaptive scales.

Table 14

CASSS Score Correlations with BASC-2 Composite Scores

BASC-2 Composite scores	CASSS Scores					
	Total Frequency score	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale	People in my School subscale
School Problems	-.40**	-.32**	-.37**	-.25**	-.20**	-.26**
Internalizing Problems	-.35**	-.40**	-.18**	-.29**	-.13**	-.23**
Inattention/Hyperactivity	-.32**	-.29**	-.28**	-.22**	-.16**	-.22**
Emotional Symptoms Index	-.40**	-.42**	-.20**	-.32**	-.18**	-.27**
Personal Adjustment	.52**	.56**	.27**	.39**	.32**	.35**

** $p < .001$

Table 15

CASSS Score Correlations with BASC-2 Clinical and Adaptive Scales T-Scores

BASC-2 Scales	CASSS Scores					
	Total Frequency score	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale	People in my School subscale
Sensation-seeking	-.04	-.03	-.02	.02	-.01	.01
Somatization	-.16**	-.22**	-.11**	-.17**	-.04	-.12**
Depression	-.39**	-.42**	-.19**	-.33**	-.17**	-.29**
Sense of Inadequacy	-.30**	-.33**	-.19**	-.22**	-.11**	-.19**
Attitude to School	-.41**	-.31**	-.33**	-.28**	-.22**	-.30**
Attitude to Teachers	-.53**	-.40**	-.53**	-.32**	-.26**	-.36**
Atypicality	-.22**	-.21**	-.13**	-.21**	-.10**	-.14**
Locus of Control	-.35**	-.47**	-.19**	-.23**	-.13**	-.23**
Social Stress	-.41**	-.37**	-.18**	-.36**	-.20**	-.27**
Anxiety	-.14**	-.17**	-.07**	-.15**	-.01	-.11**
Attention Problems	-.38**	-.36**	-.28**	-.28**	-.21**	-.28**
Hyperactivity	-.22**	-.21**	-.18**	-.15**	-.08**	-.16**
Relations with Parents	.51**	.72**	.32**	.29**	.28**	.33**
Interpersonal Relations	.42**	.28**	.15**	.47**	.28**	.30**
Self-Esteem	.32**	.36**	.17**	.26**	.12**	.25**
Self-Reliance	.32**	.22**	.15**	.25**	.29**	.22**

** $p < .001$

Table 16 presents the correlations among the CASSS Total Frequency and subscale scores and the Social Support Scale for Children (SSSS; Harter 1985). The SSSS is a self-report measure of social support designed to measure the self-concept and self-worth of children in grades 3-8.

Table 16

CASSS Score Correlations with Social Support Scale for Children

SSSS Scores*	CASSS Scores				
	Total Frequency score	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale
SSSC Total Score	.57**	.47**	.43**	.44**	.44**
SSSC Parent subscale	.45**	.60**	.32**	.28**	.28**
SSSC Teacher subscale	.44**	.31**	.54**	.27**	.23**
SSSC Classmate subscale	.46**	.28**	.21**	.49**	.38**
SSSC Friend subscale	.37**	.19**	.23**	.30**	.43**

*Note. Data only available for 6th-8th grade subsample. ** $p < .001$

Chapter 4: FACTOR ANALYSIS

A factor analysis was conducted to further explore the factor structure of the CASSS and to determine whether or not the items load on the types of support for which they were written. Confirmatory factor analysis was performed through Mplus (Muthén, & Muthén, 1998-2011) on the 60 frequency items from the CASSS using the database described in Chapter 2. In order to control for students who did not take certain subscales of the CASSS, as opposed to those who merely skipped some questions within a subscale, only participants to whom all 5 subscales had been administered were included in the factor analysis. This resulted in an N of 3551. Full information maximum likelihood estimation was used to account for any missing data. However, all covariance coverage statistics exceeded .995, indicating that there was not a significant level of missing data. Missing data patterns were examined and data were found to be missing at random, with no missing data pattern occurring in more than 11 cases.

Using Mplus, a five factor model was extracted, corresponding to the five sources of support. Loadings of items on factors are displayed in Table 17 and communalities are displayed in Table 18. Items are ordered as they appear in the CASSS. The five factors identified are clearly and directly related to the five sources of support assessed by the CASSS: parent, teacher, classmate, close friend, and people in my school. Factor loadings range from 0.747 to 1.466 ($p < .001$ for all items), exceeding the $\geq .70$ criterion and indicating that all items are important to the model. The chi-square test of model fit was found to be significant, 7.718, $p < .001$, due to the very large size of the sample. All other model fit statistics fell in the adequate to good range: Comparative Fit Index (CFI) = 0.922, Tucker-Lewis Index (TLI) = 0.919, Root Mean Square Error of Approximation (RMSEA) = 0.04, and Standardized Root Mean Residual (SRMR) = 0.03.

Table 17

Unstandardized Factor Loadings of CASSS Frequency Items

Items	CASSS Subscales				
	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale	People in my School subscale
My parents...					
1. show they are proud of me.	1.000				
2. understand me.	1.076				
3. listen to me when I need to talk.	1.073				
4. make suggestions when I don't know what to do.	0.963				
5. give me good advice.	1.047				
6. help me solve problems by giving me information.	1.101				
7. tell me I did a good job when I do something well.	0.993				
8. nicely tell me when I make mistakes.	1.231				
9. reward me when I've done something well.	1.147				
10. help me practice my activities.	1.254				
11. take time to help me decide things.	1.253				
12. get me many of the things I need.	0.747				
My teacher(s)...					
1. cares about me.		1.000			
2. treats me fairly.		0.941			
3. makes it OK to ask questions.		0.815			
4. explains things that I don't understand.		0.852			
5. shows me how to do things.		0.859			
6. helps me solve problems by giving me information.		0.872			
7. tells me I did a good job when I've done something well.		0.984			
8. nicely tells me when I make mistakes.		0.977			
9. tells me how well I do on tasks.		0.948			
10. makes sure I have what I need for school.		0.990			
11. takes time to help me learn to do something well.		0.997			
12. spends time with me when I need help.		1.037			
My classmates...					
1. treat me nicely.			1.000		
2. like most of my ideas and opinions.			1.128		
3. pay attention to me.			1.212		
4. give me ideas when I don't know what to do.			1.324		

5. give me information so I can learn new things.	1.409
6. give me good advice.	1.410
7. tell me I did a good job when I've done something well.	1.466
8. nicely tell me when I make mistakes.	1.432
9. notice when I have worked hard.	1.444
10. ask me to join activities.	1.337
11. spend time doing things with me.	1.408
12. help me with projects in class.	1.302
My close friend...	
1. understands my feelings.	1.000
2. sticks up for me if others are treating me badly.	0.953
3. spends time with me when I'm lonely.	1.130
4. gives me ideas when I don't know what to do.	1.060
5. gives me good advice.	1.074
6. explains things that I don't understand.	1.036
7. tells me he or she likes what I do.	1.043
8. nicely tells me when I make mistakes.	1.109
9. nicely tells me the truth about how I do on things.	1.062
10. helps me when I need it.	0.995
11. shares his or her things with me.	0.883
12. takes time to help me solve my problems.	1.118
People in my school...	
1. care about me.	1.000
2. understand me.	1.006
3. listen to me when I talk.	1.028
4. give me good advice.	1.100
5. help me solve my problems by giving me information.	1.089
6. explain things that I don't understand.	1.088
7. tell me how well I do on tasks.	1.134
8. tell me I did a good job when I've done something well.	1.119
9. nicely tell me when I make mistakes.	1.111
10. take time to help me decide things.	1.145
11. spend time with me when I need help.	1.141
12. make sure I have the things I need for school.	1.128

Table 18

Communalities of CASSS Items

Items	Parent subscale	Teacher subscale	Classmate subscale	Close Friend subscale	People in my School subscale
1.	.55**	.55**	.48**	.58**	.62**
2.	.55**	.51**	.56**	.50**	.58**
3.	.54**	.52**	.55**	.66**	.61**
4.	.47**	.55**	.57**	.67**	.67**
5.	.55**	.60**	.59**	.66**	.67**
6.	.57**	.55**	.60**	.60**	.68**
7.	.53**	.54**	.56**	.58**	.66**
8.	.57**	.56**	.56**	.58**	.65**
9.	.45**	.53**	.52**	.59**	.65**
10.	.54**	.44**	.50**	.65**	.68**
11.	.62**	.63**	.56**	.52**	.65**
12.	.30**	.53**	.48**	.62**	.54**

**Significant at $p < .001$

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APPENDIX A

Frequently Asked Questions

Q. Do I have to use all the subscales of the CASSS?

A. No. You can use one or more of the subscales, but be sure to adjust your total scores accordingly.

Q. Do I have to use the frequency and importance ratings for each scale?

A. Yes and No. The frequency rating is always used, but the importance rating is optional, but may provide important information about the discrepancy between how often a particular type of support is received compared to how important it is to a person or group of people. For example, if someone rates a low frequency and low importance for an item, it may have very different implications than if they rate the frequency as low, but the importance as high.

Q. How should I handle missing data?

A. Typically, if a subscale is missing more than two data points on either frequency or importance, that scale should not be interpreted. Some past users of the CASSS have used imputed means to calculate subscale scores. SPSS syntax for computing imputed means is included in Appendix D of this manual. If a subscale is not interpretable (either for Frequency or Importance), then the total score (Frequency or Importance, respectively) should not be calculated or interpreted.

Q. Has the CASSS been translated into other languages?

A. Yes, however we do not retain copies of those translations. The authors leave it to the researchers and practitioners using the measure to translate it appropriately, retaining the meaning of the instructions and items with great fidelity.

Q. Has the CASSS been used with special populations (e.g., children with autism, children at risk, etc.)

A. Yes. We know that it has been used with samples that included students with autism, students with 504 plans and/or IEPs, English Language Learners, students with ADHD and other educationally or medically diagnosed disorders.

Q. Have other versions or subscales of the CASSS been created?

A. Yes. Graduate students of Drs. Malecki and Demaray have piloted sibling, mother, and father subscales. Additionally, the CASSS has been revised to assess social support for victimization, social support for college students, and social support for healthy behaviors (Menon & Demaray, 2013).

Q. Is there a fee for using the CASSS?

A. At this time, use of the CASSS is free when used for its intended purpose. We do ask however that you share your CASSS results, along with demographic data and additional measures that you administered with the CASSS. These data are incorporated into our database.

APPENDIX B

Author Contact Information

Please contact us if you need further information. If you intend to use the CASSS (2000) in clinical or research work, please keep us informed of your progress. We would be very interested in your feedback regarding the CASSS (2000). Additionally, we would be interested in your CASSS data, or in translations of the CASSS for continued development of the measure.

Christine Malecki, Ph.D.

Northern Illinois University

Psychology Department

DeKalb, IL 60115

815-753-1836

cmalecki@niu.edu

or

Michelle Demaray, Ph.D.

Northern Illinois University

Psychology Department

DeKalb, IL 60115

815-753-7077

mkdemaray@niu.edu

APPENDIX C

Child and Adolescent Social Support Scale

**CHILD AND ADOLESCENT
SOCIAL SUPPORT SCALE**

(CASSS)

Grades 3 – 12

Christine Kerres Malecki, Michelle Kilpatrick Demaray, and Stephen Elliott

NAME/ID #: _____ AGE: _____ GRADE: _____

MALE or FEMALE (circle one) DATE: _____

TEACHER: _____ SCHOOL: _____

ETHNICITY (circle one)

1 – African-American 2 – Asian
3 – White 4 – Hispanic/Latino(a)
5 – Native American 6 – Other

Instructions:
On the next two pages, you will be asked to respond to sentences about some form of support or help that you might get from either a parent, a teacher, a classmate, or a close friend. Read each sentence carefully and respond to them honestly. There are no right or wrong answers.

For each sentence you are asked to provide two responses. First, rate how often you receive the support described and then rate how important the support is to you. Below is an example. Please read it carefully before starting your own ratings.

Sample Item:

	How Often?						Important?		
	NEVER	ALMOST NEVER	SOME OF THE TIME	MOST OF THE TIME	ALMOST ALWAYS	ALWAYS	NOT IMPORTANT	IMPORTANT	VERY IMPORTANT
1. My teacher(s) helps me solve problems.	1	2	3	4	5	6	1	2	3

In this example, the student describes her 'teacher helps me solve problems' as something that happens 'some of the time' and that is 'very important' to her.

Please ask for help if you have a question or don't understand something. Do not skip any sentences. Please turn to the next page and answer the questions. Thank you!

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My Parent(s)...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not important	Important	Very important
1...show they are proud of me.	1	2	3	4	5	6	1	2	3
2...understand me.	1	2	3	4	5	6	1	2	3
3...listen to me when I need to talk.	1	2	3	4	5	6	1	2	3
4...make suggestions when I don't know what to do.	1	2	3	4	5	6	1	2	3
5...give me good advice.	1	2	3	4	5	6	1	2	3
6...help me solve problems by giving me information.	1	2	3	4	5	6	1	2	3
7...tell me I did a good job when I do something well.	1	2	3	4	5	6	1	2	3
8...nicely tell me when I make mistakes.	1	2	3	4	5	6	1	2	3
9...reward me when I've done something well.	1	2	3	4	5	6	1	2	3
10...help me practice my activities.	1	2	3	4	5	6	1	2	3
11...take time to help me decide things.	1	2	3	4	5	6	1	2	3
12...get me many of the things I need.	1	2	3	4	5	6	1	2	3

My Teacher(s)...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not important	Important	Very important
1...cares about me.	1	2	3	4	5	6	1	2	3
2...treats me fairly.	1	2	3	4	5	6	1	2	3
3...makes it okay to ask questions.	1	2	3	4	5	6	1	2	3
4...explains things that I don't understand.	1	2	3	4	5	6	1	2	3
5...shows me how to do things.	1	2	3	4	5	6	1	2	3
6...helps me solve problems by giving me information.	1	2	3	4	5	6	1	2	3
7...tells me I did a good job when I've done something well.	1	2	3	4	5	6	1	2	3
8...nicely tells me when I make mistakes.	1	2	3	4	5	6	1	2	3
9...tells me how well I do on tasks.	1	2	3	4	5	6	1	2	3
10...makes sure I have what I need for school.	1	2	3	4	5	6	1	2	3
11...takes time to help me learn to do something well.	1	2	3	4	5	6	1	2	3
12...spends time with me when I need help.	1	2	3	4	5	6	1	2	3

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My Classmates...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
1...treat me nicely.	1	2	3	4	5	6	1	2	3
2...like most of my ideas and opinions.	1	2	3	4	5	6	1	2	3
3...pay attention to me.	1	2	3	4	5	6	1	2	3
4...give me ideas when I don't know what to do.	1	2	3	4	5	6	1	2	3
5...give me information so I can learn new things.	1	2	3	4	5	6	1	2	3
6...give me good advice.	1	2	3	4	5	6	1	2	3
7...tell me I did a good job when I've done something well.	1	2	3	4	5	6	1	2	3
8...nicely tell me when I make mistakes.	1	2	3	4	5	6	1	2	3
9...notice when I have worked hard.	1	2	3	4	5	6	1	2	3
10...ask me to join activities.	1	2	3	4	5	6	1	2	3
11...spend time doing things with me.	1	2	3	4	5	6	1	2	3
12...help me with projects in class.	1	2	3	4	5	6	1	2	3

My Close Friend...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
1...understands my feelings.	1	2	3	4	5	6	1	2	3
2... sticks up for me if others are treating me badly.	1	2	3	4	5	6	1	2	3
3... spends time with me when I'm lonely.	1	2	3	4	5	6	1	2	3
4...gives me ideas when I don't know what to do.	1	2	3	4	5	6	1	2	3
5...gives me good advice.	1	2	3	4	5	6	1	2	3
6...explains things that I don't understand.	1	2	3	4	5	6	1	2	3
7...tells me he or she likes what I do.	1	2	3	4	5	6	1	2	3
8...nicely tells me when I make mistakes.	1	2	3	4	5	6	1	2	3
9...nicely tells me the truth about how I do on things.	1	2	3	4	5	6	1	2	3
10...helps me when I need it.	1	2	3	4	5	6	1	2	3
11...shares his or her things with me.	1	2	3	4	5	6	1	2	3
12...takes time to help me solve my problems.	1	2	3	4	5	6	1	2	3

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People in my School...	How Often?						Important?		
	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
1... care about me.	1	2	3	4	5	6	1	2	3
2... understand me.	1	2	3	4	5	6	1	2	3
3...listen to me when I need to talk.	1	2	3	4	5	6	1	2	3
4... give me good advice.	1	2	3	4	5	6	1	2	3
5... help me solve my problems by giving me information.	1	2	3	4	5	6	1	2	3
6... explain things that I don't understand.	1	2	3	4	5	6	1	2	3
7... tell me how well I do on tasks.	1	2	3	4	5	6	1	2	3
8... tell me I did a good job when I've done something well.	1	2	3	4	5	6	1	2	3
9... nicely tell me when I make mistakes.	1	2	3	4	5	6	1	2	3
10... take time to help me decide things.	1	2	3	4	5	6	1	2	3
11...spend time with me when I need help.	1	2	3	4	5	6	1	2	3
12... make sure I have the things I need for school.	1	2	3	4	5	6	1	2	3

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Appendix D

SPSS scoring syntax for the CASSS

***MISSING VALUES SYNTAX.

****CASSS Missing Values.

****Parent frequency and importance.

```
COMPUTE junkmcaspf = mean.10 (caspf_01, caspf_02, caspf_03, caspf_04, caspf_05, caspf_06,  
caspf_07, caspf_08, caspf_09, caspf_10, caspf_11, caspf_12) .  
EXECUTE.
```

```
If (MISSING(caspf_01)) caspf_01 = junkmcaspf.  
If (MISSING(caspf_02)) caspf_02 = junkmcaspf.  
If (MISSING(caspf_03)) caspf_03 = junkmcaspf.  
If (MISSING(caspf_04)) caspf_04 = junkmcaspf.  
If (MISSING(caspf_05)) caspf_05 = junkmcaspf.  
If (MISSING(caspf_06)) caspf_06 = junkmcaspf.  
If (MISSING(caspf_07)) caspf_07 = junkmcaspf.  
If (MISSING(caspf_08)) caspf_08 = junkmcaspf.  
If (MISSING(caspf_09)) caspf_09 = junkmcaspf.  
If (MISSING(caspf_10)) caspf_10 = junkmcaspf.  
If (MISSING(caspf_11)) caspf_11 = junkmcaspf.  
If (MISSING(caspf_12)) caspf_12 = junkmcaspf.  
EXECUTE.
```

```
COMPUTE junkmcaspi= mean.10 (caspi_01, caspi_02, caspi_03, caspi_04, caspi_05, caspi_06, caspi_07,  
caspi_08, caspi_09, caspi_10, caspi_11, caspi_12).  
EXECUTE.
```

```
If (MISSING(caspi_01)) caspi_01 = junkmcaspi.  
If (MISSING(caspi_02)) caspi_02 = junkmcaspi.  
If (MISSING(caspi_03)) caspi_03 = junkmcaspi.  
If (MISSING(caspi_04)) caspi_04 = junkmcaspi.  
If (MISSING(caspi_05)) caspi_05 = junkmcaspi.  
If (MISSING(caspi_06)) caspi_06 = junkmcaspi.  
If (MISSING(caspi_07)) caspi_07 = junkmcaspi.  
If (MISSING(caspi_08)) caspi_08 = junkmcaspi.  
If (MISSING(caspi_09)) caspi_09 = junkmcaspi.  
If (MISSING(caspi_10)) caspi_10 = junkmcaspi.  
If (MISSING(caspi_11)) caspi_11 = junkmcaspi.  
If (MISSING(caspi_12)) caspi_12 = junkmcaspi.  
EXECUTE.
```

**This syntax can then be repeated to address missing data for the rest of the subscales.

**Scoring syntax.

*Scores Frequency items.

```
COMPUTE parfreq= SUM.12(caspf_01, caspf_02, caspf_03, caspf_04, caspf_05, caspf_06, caspf_07, caspf_08, caspf_09, caspf_10, caspf_11, caspf_12) .
```

```
EXECUTE .
```

```
COMPUTE teafreq = SUM.12(castf_01, castf_02, castf_03, castf_04, castf_05, castf_06, castf_07, castf_08, castf_09, castf_10, castf_11, castf_12).
```

```
EXECUTE .
```

```
COMPUTE clafreq = SUM.12(cascf_01, cascf_02, cascf_03, cascf_04, cascf_05, cascf_06, cascf_07, cascf_08, cascf_09, cascf_10, cascf_11, cascf_12).
```

```
EXECUTE .
```

```
COMPUTE frifreq = SUM.12(casff_01, casff_02, casff_03, casff_04, casff_05, casff_06, casff_07, casff_08, casff_09, casff_10, casff_11, casff_12).
```

```
EXECUTE .
```

```
COMPUTE schfreq = SUM.12(cassf_01, cassf_02, cassf_03, cassf_04, cassf_05, cassf_06, cassf_07, cassf_08, cassf_09, cassf_10, cassf_11, cassf_12).
```

```
EXECUTE .
```

```
COMPUTE CASSFREQ = SUM.5(parfreq, teafreq, clafreq, frifreq, schfreq) .
```

```
EXECUTE .
```

*Scores Importance Items.

```
COMPUTE parimp = SUM.12(caspi_01, caspi_02, caspi_03, caspi_04, caspi_05, caspi_06, caspi_07, caspi_08, caspi_09, caspi_10, caspi_11, caspi_12) .
```

```
EXECUTE .
```

```
COMPUTE teaimp = SUM.12(casti_01, casti_02, casti_03, casti_04, casti_05, casti_06, casti_07, casti_08, casti_09, casti_10, casti_11, casti_12).
```

```
EXECUTE .
```

```
COMPUTE claimp = SUM.12(casci_01, casci_02, casci_03, casci_04, casci_05, casci_06, casci_07, casci_08, casci_09, casci_10, casci_11, casci_12).
```

```
EXECUTE .
```

```
COMPUTE friimp = SUM.12(casfi_01, casfi_02, casfi_03, casfi_04, casfi_05, casfi_06, casfi_07, casfi_08, casfi_09, casfi_10, casfi_11, casfi_12).
```

```
EXECUTE .
```

```
COMPUTE schimp = SUM.12(cassi_01, cassi_02, cassi_03, cassi_04, cassi_05, cassi_06, cassi_07, cassi_08, cassi_09, cassi_10, cassi_11, cassi_12) .
```

```
EXECUTE .
```

```
COMPUTE CASSIMP = SUM.5(parimp, teaimp, claimp, friimp, schimp) .
```

```
EXECUTE .
```

(Disclaimer: The CASSS missing data and scoring syntax are provided as a courtesy to users of the CASSS. The authors of the CASSS cannot provide technical assistance beyond the syntax provided above and cannot be held responsible for accurate scoring of the CASSS.)

Appendix E

CASSS Authors' Related Publications

- Demaray, M. K. & Elliott, S. N. (2001). Perceived social support by children with characteristics of attention-deficit/hyperactivity disorder. *School Psychology Quarterly, 16*, 68-90.
- Demaray, M. K. & Malecki, C. K. (2002a). Critical levels of perceived social support associated with student adjustment. *School Psychology Quarterly, 17*, 213-241.
- Demaray, M. K. & Malecki, C. K. (2002b). The relationship between perceived social support and maladjustment for students at risk. *Psychology in the Schools, 39*, 305-316.
- Demaray, M. K. & Malecki, C. K. (2003a). Importance ratings of socially supportive behaviors by children and adolescents. *School Psychology Review, 32*, 108-131.
- Demaray, M. K. & Malecki, C. K. (2003b). Perceptions of the frequency and importance of social support by students classified as bullies, victims, and bully/victims in an urban middle school. *School Psychology Review, 32*, 471-489.
- Demaray, M. K., Malecki, C. K., Brown, S. E., & Hodgson, K. K., (2003). *The role of students' rating of the importance of socially supportive behaviors in the relationship between social support and self-concept*. Manuscript submitted for publication.
- Demaray, M. K., Malecki, C.K., Davidson, L., Hodgson, K. K., & Rebus, J. (2004). *The relationship between social support and student adjustment: A longitudinal analysis*. Manuscript submitted for publication.
- Elliott, S. N., Malecki, C. K., & Demaray, M. K. (2001). New directions in social skills assessment and intervention for elementary and middle school students. *Exceptionality, 9*, 19-32.
- Malecki, C. K. & Demaray, M. K. (2002). Measuring perceived social support: Development of the Child and Adolescent Social Support Scale. *Psychology in the Schools, 39*, 1-18.
- Malecki, C. K. & Demaray, M. K. (2003a). *Does social support mediate student adjustment for victims of bullying in schools?* Manuscript submitted for publication.
- Malecki, C. K. & Demaray, M. K. (2003b). *Social support as a buffer in the relationship between socioeconomic status and academic performance*. Manuscript submitted for publication.
- Malecki, C. K. & Demaray, M. K. (2003c). The role of social support in the lives of bullies, victims, and victim/bullies. In D. Espelage & S. Swearer (Eds.), *Bullying in American Schools: A social ecological perspective on prevention and intervention*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Malecki, C. K. & Demaray, M. K. (2003d). Weapon carrying and perceptions of social support in an urban middle school. *Journal of Emotional and Behavioral Disorders, 11*, 169-178.

- Malecki, C. K. & Demaray, M. K. (2003e). What type of support do they need? Investigating student adjustment as related to emotional, informational, appraisal, and instrumental support. *School Psychology Quarterly, 18*, 231-252.
- Malecki, C. K. & Demaray, M. K. (2004). *Investigating the relations between social support source and student adjustment*. Manuscript submitted for publication.
- Malecki, C. K. & Elliott, S. N. (1999). Adolescents' ratings of perceived social support and its importance: Validation of the Student Social Support Scale. *Psychology in the Schools, 36*, 473-483.
- Menon, V., & Demaray, M. K. (2013). Child and Adolescent Social Support Scale for healthy behaviors: Scale development and assessment of the relation between targeted social support and body size dissatisfaction. *Children's Health Care, 42*(1), 45-66.

Appendix F

Publications Using the Child and Adolescent Social Support Scale (CASSS)

The CASSS has been requested over 360 times since 2000. These requests have come from over 40 countries. Below is a list of some, though not necessarily all, of the publications that have used the CASSS, or variations thereof.

- Ahmed, W., Minnaert, A., van der Werf, G., Kuyper, H. (2010). Perceived social support and early adolescents' achievement: The mediational roles of motivational beliefs and emotions. *Journal of Youth and Adolescence*, 39, 36-46. DOI 10.1007/s10964-008-9367-7
- Alderfer, M. A., & Hodges, J. A. (2010). Supporting siblings of children with cancer: A need for family-school partnerships. *School Mental Health*, 2, 72-81. DOI 10.1007/s12310-010-9027-4
- Ali, S. R., & McWhirter, E. H. (2006). Rural Appalachian youth's vocational/educational postsecondary aspirations: Applying social cognitive career theory. *Journal of Career Development*, 33(2), 87-111. doi: 10.1177/0894845306293347
- Ang, R. P. (2005). Development and validation of the teacher-student relationship inventory using exploratory and confirmatory factor analysis. *The Journal of Experimental Education*, 74(1), 55-73.
- Brausch, A. M. & Gutierrez, P. M. (2010). Differences in non-suicidal self-injury and suicide attempts in adolescents. *Journal of Youth and Adolescence*, 39, 233-242. DOI 10.1007/s10964-009-9482-0
- Chen, JK., & Wie, HS. (2011). The impact of school violence on self-esteem and depression among Taiwanese junior high school students. *Social Indicators Research*, 100(3), 479-498. DOI: 10.1007/s11205-010-9625-4
- Cheng, S., Cheung, K. C. C., & Cheung, C. (2008). Peer victimization and depression among Hong Kong adolescents. *Journal of Clinical Psychology*, 64(6), 766-776. DOI: 10.1002/jclp.20489
- Choi, S., & Cho, Y. (2013). Influence of psychological and social factors on bystanders' roles in school bullying among Korean-American students in the United States. *School Psychology International*, 34, 67-81. doi: 10.1177/0143034311430406
- Connors-Burrow, N. A., Johnson, D. L., Whiteside-Mansell, L., McKelvey, L., & Gargus, R. A. (2009). Adults matter: Protecting children from the negative impacts of bullying. *Psychology in the Schools*, 46(7), 593-604. DOI: 10.1002/pits.20400
- Dennis, J. M., Phinney, J. S., & Chuateco, L. I. (2005). The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation college students. *Journal of College Student Development*, 46(3), 223-236. DOI: 10.1353/csd.2005.0023

- DeSantis King, A. L., Huebner, S., Suldo, S. M., & Valois, R. F. (2006). An ecological view of school satisfaction in adolescence: Linkages between social support and behavior problems. *Applied Research in Quality of Life*, 1(3-4), 279-295. doi 10.1007/s11482-007-9021-7
- Fertman, C. I., & Primack, B. A. (2009). Elementary Student Self Efficacy Scale development and validation focused on student learning, peer relations, and resisting drug use. *Journal of Drug Education*, 39, 23-28. doi: 10.2190/DE.39.1.b
- Flashpohler, P. D., Elfstrom, J. L., Vanderzee, K. L., & Sink, H. E. (2009). Stand by me: The effects of peer and teacher support in mitigating the impact of bullying on quality of life. *Psychology in the Schools*, 46(7), 636-649. DOI: 10.1002/pits.20404
- Gini, G., Carli, G., & Pozzoli, T. (2009). Social support, peer victimization, and somatic complaints: A mediational analysis. *Journal of Pediatrics and Child Health*, 45, 358-363. doi:10.1111/j.1440-1754.2009.01501.x
- Heath, N. L., Ross, S., Toste, J. R., Charlebois, A., & Nedecheva, T. (2009). Retrospective analysis of social factors and nonsuicidal self-injury among young adults. *Canadian Journal of Behavioural Science*, 41(3), 180-186. doi 10.1037/a0015732
- Herzer, M., Zeller, M. H., Rausch, J. R., & Modi, A. C. (2011). Perceived social support and its association with obesity-specific health-related quality of life. *Journal of Developmental and Behavioral Pediatrics*, 32(3), 188-195.
- Kerns, K. A., Brumariu, L. E., & Abraham, M. M. (2008). Homesickness at summer camp associations with the mother-child relationship, social self-concept, and peer relationships in middle childhood. *Merril-Palmer Quarterly*, 54(4), 473-498. DOI: 10.1353/mpq.0.0010
- Kim, D., Kang, I., & Lee, S. (2007). Social support, self-concept and self-efficacy as correlates of adolescents' physical activity and eating habits. *Korean Journal of Family Medicine*, 28(4), 292-301.
- Kingston, D., Sword, W., Krueger, P., Hanna, S., & Markle-Reid, M. (2012). Life course pathways to prenatal maternal stress. *Journal of Obstetric, Gynecologic, & Neonatal Nursing: Clinical Scholarship for the Care of Women, Childbearing Families, & Newborns*, 41(5), 609-626. doi: 10.1111/j.1552-6909.2012.01381.x
- Lannegrand-Willems, L., Cosnefroy, O., & Lecigne, A. (2012). Prediction of various degrees of vocational secondary school absenteeism: Importance of the organization of the educational system. doi: 10.1177/0143034311418912
- Lemberger, M. E., & Clemens, E. V. (2012). Connectedness and self-regulation as constructs of the student success skills program in inner-city African American elementary school students. *Journal of Counseling & Development*, 90(4), 450-458. doi: 10.1002/j.1556-6676.2012.00056.x
- Leung, G. S. M., & Xuesong, H. (2010). Resourcefulness: A protective factor buffer against the academic stress of school-aged children. *Educational Psychology*, 30(4), 395-410. DOI 10.1080/01443411003682574

- Lifintseva, A. A. & Ryaguzova, E. V. Adaptation of "The scale of social support for children and adolescents." K. Malecki [electronic resource] // Clinical psychology and special of 2013. Number 2. URL: <http://psyjournals.ru/psyclin/2013/n2/62059.shtml> (date accessed: 05.11.2013).
- Mares, J., Jezek, S., & Tomasek, F. (2005). CASSS-CZ: The Czech version of the Social Support Questionnaire for Children and Adolescents. *The New Educational Review*
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Appendix G

Dissertations using the Child and Adolescent Social Support Scale (CASSS)

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