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Professor Earl S. Schaefer  
402A Rosenauer Hall  
University of North Carolina  
Chapel Hill, NC 27514

ETS Test Collection  
Educational Testing Service  
Princeton, New Jersey 08541

012258

SOCIAL ASSETS INVENTORY by Earl S. Schaefer and Marianna Edgerton, 1981.

DESCRIPTION: Designed to evaluate attributes of children other than academic competence and social adjustments as measured by Schaefer's earlier instrument, the CLASSROOM BEHAVIOR INVENTORY - PRESCHOOL FORM (1978) (TC 011351). Includes five subscales: appearance, talents, interpersonal skills, athletics and health. Used with children in preschool or day care settings. Some of the children in the pilot study were handicapped.

ADMINISTRATION: The scale is completed by parents and teachers who rate each item on a five-point scale.

SCORING AND INTERPRETATION: Point values are assigned to each response. Points for items in each subscale are summed.

TECHNICAL INFORMATION: Information on reliability is included in the paper "The Development of the Social Assets Inventory," presented on this fiche.

MATERIALS: Inventory; Report; Scoring Form.

REFERENCES: Schaefer, Earl S.; Edgerton, Marianna D. A METHOD AND A MODEL FOR DESCRIBING COMPETENCE AND ADJUSTMENT: A PRESCHOOL VERSION OF THE CLASSROOM BEHAVIOR INVENTORY. 1978. 28p. ED 183 262.

INVENTORY

## Social Assets Inventory

Card  
(4-5)

Please rate the child on the following talents, abilities, and physical features by circling the number you consider most appropriate. Keep in mind what can reasonably be expected of an average child of the same age. Do not hesitate to use extreme ratings where appropriate.

	Not at All Like	Very Little Like	Somewhat Like	Much Like	Very Much Like	
1. Can express ideas clearly	1	2	3	4	5	(6)
2. Has an attractive appearance	1	2	3	4	5	
3. Is friendly to adults	1	2	3	4	5	
4. Has <u>keen hearing</u>	1	2	3	4	5	
5. Is well-coordinated physically	1	2	3	4	5	
6. Has artistic talent (example: drawing, music, dance, dramatic play)	1	2	3	4	5	
7. Has an attractive face	1	2	3	4	5	
8. Is comfortable talking with adults	1	2	3	4	5	
9. Has healthy, attractive hair	1	2	3	4	5	
10. Is above average in athletic ability	1	2	3	4	5	
11. Makes entertaining conversation	1	2	3	4	5	
12. Has good posture	1	2	3	4	5	
13. Is responsive to adults	1	2	3	4	5	
14. Has healthy skin color and tone	1	2	3	4	5	
15. Is a fast runner	1	2	3	4	5	
16. Is good at telling stories and relating events	1	2	3	4	5	
17. Has pleasing body proportions	1	2	3	4	5	
18. Makes eye contact with adults	1	2	3	4	5	
19. Is physically healthy overall	1	2	3	4	5	
20. Moves quickly and skillfully	1	2	3	4	5	(25)
21. List any handicapping conditions:						(26)

REPORT

The Development of the Social Assets Inventory  
Earl S. Schaefer and Mariann Edgerton

The Social Assets Inventory was developed as a method to evaluate abilities and strengths of children other than academic competence and social adjustment which are rated on the Classroom Behavior Inventory. The pilot form contained 54 items in five scales: Appearance, Talents, Interpersonal Skills, Athletics, and Health. Professionals in the fields of health, education, psychology, and child development contributed suggestions for the original version.

The form was tested in a pilot study of 36 families, each composed of two parents, a preschool child and at least one older sibling. Half of the preschool children were physically handicapped, and all were in preschool or day care settings. Teachers, fathers, and mothers were asked to complete the Social Assets Inventory, along with other forms, to describe both the preschool children and their next older siblings.

The original scales had inter-item reliabilities ranging from .91 to .96 (Table 1). Correlations of ratings by mother, father and teacher showed more agreement between parents than between parents and teacher (Table 2).

The factor analysis, using principal component and varimax rotation procedures, produced five factors with eigenvalues greater than 2 (Table 3). Factor I had high loadings on items in the Athletic Ability scale. Factor II was defined by items from Interpersonal Skills and also items from the Appearance scale (Facial expressions) and from the Talent scale (Dramatic play). The items with the highest loadings were those describing relationship to adults, and since this was an area not covered in the Classroom Behavior Inventory, the revised scale was given that emphasis. Factor III combined high loadings on the Health items plus lower loadings on the Appearance items. Factor IV combined items from the Talent scale and Interpersonal Relations scale, with highest loadings on items describing

verbal and artistic expressiveness. Factor V was defined by grooming items from the Appearance scale. The other items on physical attractiveness had moderate loadings on Factors I, II, III, and V.

In revising the Inventory, four items with high loadings on each of the five factors were chosen to make up the revised scales. In some cases two or more items were combined. In addition, five items from the Appearance scale which inter-correlated highly were retained as a sixth scale since attractiveness was of interest as a correlate of adjustment in handicapped children. The resulting Short Form of the Social Assets Inventory composed of six four-item scales: Verbal and Expressive Talent, was Appearance, Relationship with adults, Health, Athletic ability, and Grooming. The Grooming scale was dropped in the present version.

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Table I

Inter-item Reliability of Scales in Social Assets Inventory - Pilot Form, 1979  
N = 129

Scale	Alpha
Appearance	.92
Talents	.91
Inter-Personal Skills	.91
Athletic Ability	.96
Health	.95

Inter-Rater Reliabilities on the Social Assets Inventory  
N = 57 normal and handicapped children

Scale	Correlations		
	Mother-Father	Mother-Teacher	Father-Teacher
Appearance	48	17	17
Talents	77	76	69
Interpersonal Skills	43	52	47
Athletic Ability	79	64	58
Health	46	33	19

Factor Structure of the Social Assets Inventory - Pilot Form, 1979  
 N = 194 Inventories from fathers, mothers and teacher

Items	Factors				
	I	II	III	IV	V
General athletic ability	86	12	20	25	-01
Physical coordination	82	18	27	21	-10
Catching a ball	82	12	12	29	11
Throwing a ball	82	04	07	23	06
Reaction time	78	17	27	28	03
Gross motor skills	78	13	28	29	-00
Hitting a ball	77	13	21	30	01
Physical strength	71	07	32	08	-05
Running speed	71	22	16	18	06
Poise with adults	06	71	28	12	07
Interesting personality	12	69	34	23	03
Responsiveness to adults	-03	62	10	11	13
Sense of humor	08	59	11	28	06
Facial expressions	03	55	35	22	25
Entertaining conversation	22	55	23	59	-02
Eye contact	23	54	39	27	08
Dramatic play	31	52	04	36	-18
Resistance to disease	26	13	81	14	05
Physical health	31	18	78	09	08
Quick recovery from illness	27	20	75	13	03
Few illnesses	23	05	73	14	05
Keen hearing	04	18	70	25	09
Healthy skin color and tone	14	24	65	19	30
Dental health	22	22	63	14	04
Bright, clear eyes	13	24	59	24	27
Healthy hair	13	22	59	12	33
Keen vision	28	17	58	28	08
Freedom from accidents	34	-01	49	22	23
Body proportions	32	25	49	13	38
Posture	36	33	45	11	27
Clear expression of ideas	26	25	27	80	06
Fluent speech (talks smoothly and easily)	21	31	26	78	06
Pronounces words well	18	24	24	75	13
Storytelling, relating events	24	42	22	70	02
Entertaining conversation	22	55	23	59	-02
Art (Drawing, painting, clay modeling)	35	19	13	59	03
Singing	18	35	15	53	-02
Pleasant speaking voice	19	48	32	48	09

Items	I	II	Factors		V
			III	IV	
Clean, neat clothing	-01	02	13	-01	87
Clean face and hands	-04	-05	04	07	86
Appropriate clothing	10	16	24	-02	78
Hair well groomed	-03	09	15	-02	76
Overall appearance	11	42	48	04	52

Factors: I Athletic Ability  
II Interpersonal Skills (with adults)  
III Health (and appearance)  
IV Verbal and Artistic Expressiveness  
V Grooming

SCORING KEYS

012258-3

Social Assets Inventory  
Scoring Form  
(Short Form, November 1981)

	Total				
I. Verbal and Expressive Talent	1	6	11	16	_____
II. Appearance	2	7	12	17	_____
III. Relationship with Adults	3	8	13	18	_____
IV. Health	4	9	14	19	_____
V. Athletic Ability	5	10	15	20	_____