

## CLASSROOM BEHAVIOR INVENTORY (CBI)

This instrument, which is designed to measure social adjustment, adaptive behavior and pre-academic competence in young children, exists in two versions: one a 42-item, the other a 48-item. Although there are ten subscales (sum scores) in each version, with four subscales derived from three items, in the 42-item version, six subscales are derived from five items and in the 48-item version, those six are derived from six items. That remains a problem when analyses using both versions are carried out. To circumvent it, mean subscales have been used in some analyses.

The last time the 42-item was administered (Year 7), 20 additional items were included, and the four subscale scores derived from them. They are referred to as *Child Behavior Toward Teacher (CBT)*.<sup>1</sup>

The CBI items have five possible values: 1 (not at all like), 2 (very little like), 3 (somewhat like), 4 (much like), 5 (very much like). The ten subscales are sum scores:

	48-Item	42-Item
Extraversion	Items 1,9,17,25,33,41	Items 1,9,18,27,35
✓ Creativity/Curios	Items 2,10,18,26,34,42	Items 2,10,19,28,36 5
✓ Independence	Items 3,12,19,28,35,44	Items 3,12,21,29,38 5
Hostility	Items 4,20,36	Items 4,13,30
✓ Verbal Intelligence	Items 5,13,21,29,37,45	Items 5,14,22,31,39 5
✓ Task Orientation	Items 6,14,22,30,38,46	Items 6,15,23,32,40 5
Introversion	Items 15,31,47	Items 7,24,33
Considerateness	Items 7,16,23,32,39,48	Items 8,16,25,34,41
Dependence	Items 8,24,40	Items 17,26,42
✓ Distractibility	Items 11,27,43	Items 11,20,37 3

same scales  
for males +  
females

The CBT items have four possible values: 1 (not at all like), 2 (very little like), 3 (somewhat like), 4 (very much like). The four subscale scores are also sum scores:

Positive Involvement	Items 1,5,9,13,17
Control	Items 2,6,10,14,18
Obedient	Items 3,7,11,15,19
Detachment	Items 4,8,12,16,20

<sup>1</sup> These 20 items had their genesis as part of the **Parent as Educator Inventory (PEI)**, where they were 25 items, called the Report of Child Behavior. Schaefer revised them, deleting the items that dealt with independence, and included the remaining 20 items as part of this assessment of the child. Regardless of what it is called, the measure exists for the children at kindergarten, endpoint, Year 7 and Year 10.

48-item form used in Sept.

Classroom Behavior Inventory  
Earl S. Schaefer, Marianna Edgerton & May Aaronson  
September, 1977

48-item research version

Cover Sheet

Child's Name \_\_\_\_\_ Race \_\_\_\_\_ Sex \_\_\_\_\_

Teacher's Name \_\_\_\_\_

School \_\_\_\_\_

INSTRUCTIONS

Please describe as accurately as possible how the above student behaves in your classroom by circling one of the four responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Please do not confer with anyone about the student before completing this form.

CLASSROOM BEHAVIOR INVENTORY  
Earl S. Schaefer, Marianna Edgerton & May Aaronson  
September, 1977

Card # 5 0 08  
(1-4) — —

ID (5-7) —

In main study? 2  
No=1, yes=2 (8)

		Not at All Like	Very Little Like	Some What Like	Very Much Like	
CBIFKLI CBIFILI CBIF2LI	1. Laughs and smiles easily and spontaneously in class.	1	2	3	4	(9)
	2. Says interesting and original things.	1	2	3	4	
	3. Tries to do things for himself.	1	2	3	4	
	4. Ridicules and mocks others without regard for their feelings.	1	2	3	4	
	5. Understands difficult words.	1	2	3	4	
CBIFKLI CBIFILI CBIF2LI	6. Works earnestly; doesn't take it lightly.	1	2	3	4	(14)
	7. Awaits his turn willingly.	1	2	3	4	
	8. Asks for my help when its not really needed.	1	2	3	4	
	9. Does not wait for others to approach him, but seeks others out.	1	2	3	4	
	10. Shows curiosity about many things.	1	2	3	4	
CBIFKLI CBIFILI CBIF2LI	11. Often cannot answer a question because his mind has wandered.	1	2	3	4	(19)
	12. Works without asking me for help.	1	2	3	4	
	13. Has a good fund of information for a child his age.	1	2	3	4	
	14. Stays with a job until it is finished, even if it is difficult for him.	1	2	3	4	
	15. Has a low, unsteady or uncertain voice when speaking to a teacher or a group of students.	1	2	3	4	

	Not at All Like	Very Little Like	Some What Like	Very Much Like	
16. Tries not to do or say anything that would hurt another.	1	2	3	4	(24)
17. Always has something to say in a group.	1	2	3	4	
18. Thinks up interesting things to do.	1	2	3	4	
19. Likes to go ahead with things he can do on his own.	1	2	3	4	
BIFKLZO BIFILZO BIFLZO 20. Tries to get even with a child with whom he is angry.	1	2	3	4	
21. Can draw reasonable conclusions from information given him.	1	2	3	4	(29)
22. Listens carefully and follows instructions.	1	2	3	4	
23. Gives other children an opportunity to express their views.	1	2	3	4	
24. Asks me to do even simple things for him.	1	2	3	4	
25. Likes to talk or socialize with the teacher before or after class.	1	2	3	4	
26. Asks questions that show an interest in ideas.	1	2	3	4	(34)
27. Is quickly distracted by events in or outside the classroom.	1	2	3	4	
28. Keeps busy for long periods of time without my attention.	1	2	3	4	
29. Uses a large and varied vocabulary.	1	2	3	4	
BIFKL30 BIFIL30 BIFL30 30. Works carefully and does his best.	1	2	3	4	
31. Tends to withdraw and isolate himself, even when he is supposed to be working in a group.	1	2	3	4	(39)
32. Is agreeable and easy to get along with.	1	2	3	4	
33. Is almost always light hearted and cheerful.	1	2	3	4	
34. Uses materials in imaginative ways.	1	2	3	4	
35. Tries to figure things out for himself before he asks questions.	1	2	3	4	

	<u>Not at All Like</u>	<u>Very Little Like</u>	<u>Some What Like</u>	<u>Very Much Like</u>	
36. Gets angry quickly when others do not agree with his opinion.	1	2	3	4	(44)
37. Grasps important ideas without having every detail spelled out.	1	2	3	4	
38. Pays attention to what he is doing and is not easily distracted.	1	2	3	4	-
39. Respects the rights of other children.	1	2	3	4	
40. Wants my help for problems he could solve alone.	1	2	3	4	
41. Tries to be with another person or group of people.	1	2	3	4	(49)
42. Wants to know more about things that are presented in class.	1	2	3	4	
43. Sometimes pays attention; other times must be spoken to constantly.	1	2	3	4	
44. Can look out for himself; doesn't usually ask for help.	1	2	3	4	
45. Tests new ideas against what he already knows.	1	2	3	4	
46. Attends to the task to be done.	1	2	3	4	(54)
47. Is usually sad, solemn, and serious looking.	1	2	3	4	
48. Shows sympathy for others.	1	2	3	4	(56)

CBI FKL 48

CBI FIL 48

CBI F2 L 48

## CBI

Sept. 1977

## Scoring Form

								Total
Extraversion	CBI FK EXL CBI FI EXL CBI F2 EXL	1	9	17	25	33	41	
Creativity and Curiosity		2	10	18	26	34	42	
Distractibility	CBI FK DIL CBI FI DIL CBI F2 DIL		11		27		43	
Independence		3	12	19	28	35	44	
Hostility		4		20		36		
Verbal Intelligence		5	13	21	29	37	45	
Task Orientation	CBI FK TAL CBI FI TAL CBI F2 TAL	6	14	22	30	38	46	
Introversion			15		31		47	
Considerateness		7	16	23	32	39	48	
Dependence		8		24		40		