



SYMPOSIUM 12: Instruments to Screen and Assess School Attendance Problems

The School Refusal Assessment Scale-Revised: Psychometric studies carried out in three Spanish-speaking countries

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- 1. What is the SRAS and which are its latest developments?**
- 2. Have the Spanish SRAS-R versions obtained adequate psychometric properties?**
- 3. Which are the strengths and weaknesses of the Spanish SRAS-R versions?**
- 4. Conclusions**



SCHOOL REFUSAL ASSESSMENT SCALE-REVISED (Kearney, 2002)

School Refusal Assessment Scale-Revised (C)

Children sometimes have different reasons for not going to school. Some children feel badly at school, some have trouble with other people, some just want to be with their family, and others like to do things that are more fun outside of school.

This form asks questions about why you don't want to go to school. For each question, pick one number that describes you best for the last few days. After you answer one question, go on to the next. Don't skip any questions.

There are no right or wrong answers. Just pick the number that best fits the way you feel about going to school. Select the number.

Here is an example of how it works. Try it. Select the number that describes you *best*.

Example:

How often do you like to go shopping?

Never	Seldom	Sometimes	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

Now go to the next page and begin to answer the questions.

24-item self-report measure

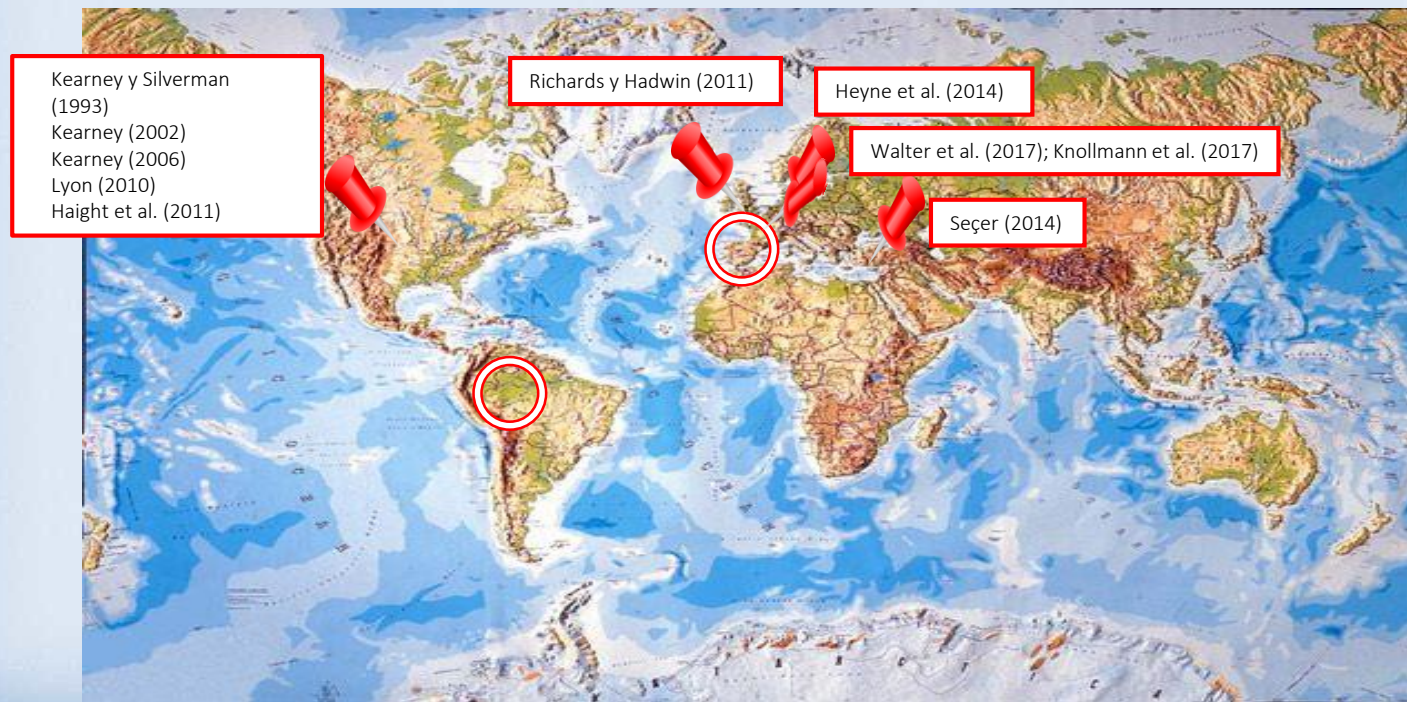
Factor I: Avoidance of school-related stimuli that provoke negative affectivity.

Factor II: Escape from aversive social or evaluative situations.

Factor III: Pursuit of attention from significant others.

Factor IV: Pursuit of tangible reinforcement

1. *SRAS-R Which are its latest developments?*



1. SRAS-R Which are its latest developments?

Table 1. Review of validation studies with the SRAS-R

Author/s	Country	Sample	Age	Items omitted	Internal consistency
Kearney (2002)	America	168 School refusers	6-17	-	.56 - .77
Kearney (2006)	America	213 School refusers	6-16	20 and 24	.56 - .78
Lyon (2009)	America	174 Community sample	10-12	16, 20 and 24	Inter-item reliability .40 - .63
Haight et al. (2011)	America	216 School refusers	11-17	19 and 20	.73 - .83
Richards and Hadwin (2011)	United Kingdom	180 Community sample	12-13	7, 17, 18, 19, 22 and 23	.75 - .83
Seçer (2014)	Turkey	480 Community sample	13-18	4, 17, 18, 19 and 20	.86
Heyne et al. (2016)	Netherlands	199 School refusers	7-18	Modified the drafting of certain items	.80 - .87
Walter et al. (2017)	Germany	62 School absentees	11-17	20 and 22	.80 - .84
Knollman et al. (2017)	Germany	156 children		Elimination of several items with problematic content validity	

1. SRAS-R Which are its latest developments?

Table 1. Review of validation studies with the SRAS-R

Author/s	Country	Sample	Age	Items omitted	Internal consistency
González et al. (2016)	Spain	1078 Community sample	8-11	16, 17, 18, 19, 20 and 24	.70 - .87
González et al. (2017)	Chile	2678 Community sample	13-17	-	.71 - .77
González et al. (2018)	Ecuador	1786 Community sample	15-18	16, 17, 18, 19, 20 and 24	.71-.81

González, C., Inglés, C.J., Kearney, C. A., Vicent, M., Sanmartín, R., & García-Fernández, J.M. (2016). School Refusal Assessment Scale-Revised: factorial invariance and latent means differences across gender and age in Spanish children. *Frontiers in Psychology*, 7, 1-10. doi: 10.3389/fpsyg.2016.02011

González, C., Inglés, C.J., Sanmartín, R., Vicent, M., Calderón, C.M., & García-Fernández, J.M. (2018a). Testing factorial invariance and latent means differences of the school refusal assessment scale-revised in Ecuadorian adolescents. *Current Psychology*. doi: 10.1007/s12144-018-9871-1

González, C., Kearney, C.A., Lagos-San Martín, N., Sanmartín, R., Vicent, M., Inglés, C.J., & García-Fernández, J.M. (2017). School Refusal Assessment Scale-Revised Chilean version: factorial invariance and latent means differences across gender and age. *Journal of Psychoeducational Assessment*, 36(8), 835-843. doi: 10.1177/0734282917712173



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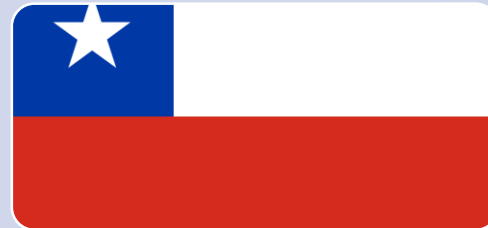
2. Psychometric properties of the SRAS-R in Spanish



1078
Spanish children
8-11 years
($M= 9,36$; $SD= 1,12$)



1786
Ecuadorian adolescents
15-18 years
($M= 16,31$; $SD= 1,01$)



2678
Chilean adolescents
13-17 years
($M= 15,23$; $SD= 1,26$)



Statistical analyses

- CFA
- The Robust Maximum Likelihood (RML), Satorra-Bentler scaled χ^2 and goodness-of fit indexes
- Cronbach's alpha coefficient
- Multigroup Confirmatory Factorial Analysis across gender and age
- Latent mean differences across gender and age
- Pearson product moment correlation coefficient

RESULTS – Psychometric properties

- Model 3b of 12 items: model with best fit.

- SRAS-R 18 items (omitted items: 16, 17, 18, 19, 20 and 24)

Spain



- SRAS-R 18 ítems

- FI: 1-9
- FII: 2-22; 6-22
- FIII: 3-11; 7-23

- Goodness of fit indices (R-CFI; TLI; R-RMSEA; SRMR).

Ecuador



- Model 3b obtained the best goodness-of-fit indexes

- SRAS-R 24 items correlation 3-11
- Goodness of fit indices (R-CFI; TLI; R-RMSEA; SRMR).

Chile



RESULTS – Psychometric properties

- **Cronbach's Alpha:**
.74, .75, .72 and .70.

Measurement and structural invariance of the SRAS-R-C across gender and age

Spain



- **Cronbach's Alpha:**
.77, .81, .75 and .71.

Measurement and structural invariance of the SRAS-R-C across gender and age

Ecuador



- **Cronbach's Alpha:**
.75, .72, .77 and .71.

Measurement and structural invariance of the SRAS-R-C across gender and age

Chile



RESULTS - Latent means differences across gender and age

- **Boys** scored significantly higher **FIV**.
- **11 years** obtained higher scores than 8 and 9 year-olds on **FIV**.
- **8 and 9 years** obtained higher scores than 11 year-olds on **FII** and **FIII**.

Spain



- **Girls** scored significantly higher on **FI**.
- **Boys** scored significantly higher **FIV**.
- **17–18 years** obtained higher scores than 15–16-year-olds on **FI** and **FII**.

Ecuador



- **Boys** scored significantly in **FII** and **FIV**.
- **16–17 years** obtained higher scores than 13–15 years on **FI** and **FII**.

Chile



RESULTS – Correlations between factors

- Statistically significant and **positive correlations**:

High magnitude (FI - FII)
Moderate magnitude (FI – FIII;
FII - FIII)
Low magnitude (FIV and FIII).

Spain



- Statistically significant and **positive correlations**:

High magnitude (FI and FII-FIII)
Moderate magnitude (FII - FIII)
Low magnitude (FIV and FI - FIII).

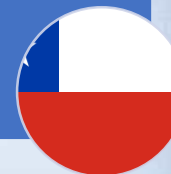
Ecuador



- Statistically significant and **positive correlations**:

High magnitude (FI - FII)
Moderate magnitude (FI and FII -
FIII)
Low magnitude (FII and FIII - FIV).

Chile



RESULTS – Convergent validity

- FI, FII and FIII SRAS-R obtained positive correlations: Negative affect (PANAS-C) and Pessimism (YLOT).
- FIV obtained positive correlations: Positive affect and optimism

Spain



- FI, FII and FIII SRAS-R obtained positive correlations: Social anxiety (SAS-A), Anxiety, Depression and Stress (DASS-21) and school anxiety (SAI).
- FIV obtained negative correlations: Social Anxiety and school anxiety


Ecuador



3. Strengths and weaknesses of the Spanish SRAS-R versions

- Adequate indices of internal consistency.
- The most commonly used assessment scale.
- It's based on the reinforcement theory.
- Measurement and structure invariance of the scale across gender and age.



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- Three Vs four-factor structure.
 - Some written style could make difficult the understanding of the scale (e.g. conditional styles or comparatives).
 - The necessity of removing certain items to reach a reasonable adjustment.

These works offer the first Spanish validations of the SRAS-R in Spain, Ecuador and Chile.

Early detection will be encouraged as a prevention mechanism.

SRB do not affect in the same measure across gender and age. Greater risk groups should be controlled

thank you!

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