

# EMOTIONAL AND BEHAVIOR PROBLEM SCALE-SECOND EDITION (EBPS-2)

Stephen B. McCarney, Ed.D. & Tamara J. Arthaud, Ph.D.

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The *Emotional and Behavior Problem Scale-Second Edition (EBPS-2)* was developed to contribute to the identification and service delivery for emotionally disturbed/behaviorally disordered children and adolescents from 5 through 18 years of age. Two interpretations of the items on the scale are provided.

The Theoretical Interpretation is based on the federal definition of emotional disturbance (IDEA) and represents an educational interpretation. Each subscale is associated with one of the five characteristics of emotional disturbance contained in the federal definition.

The **EBPS-2** Theoretical Interpretation subscales are

- Learning Problems,
- Interpersonal Relations,
- Inappropriate Behavior,
- Unhappiness/Depression, and
- Physical Symptoms/Fears.

The Empirical Interpretation of the items on the scale represents a factor analysis clustering of the items into five “disorders” and represents a more clinical perception of the items contained on the scale. Each subscale is associated with one of the “disorders.”

The **EBPS-2** Empirical Interpretation subscales are

- Social Aggression/Conduct Disorder,
- Social-Emotional Withdrawal/Depression,
- Learning/Comprehension Disorder,
- Avoidance/Unresponsiveness, and
- Aggressive/Self-Destructive.

During development, the **EBPS** was subjected to field testing by 867 teachers from grade levels K-12 which resulted in the 58 items included in the final version of the scale. The **EBPS-2 School Version** was standardized on a total of 3,986 students, distributed across all grade levels, K-12. Demographic characteristics of the standardization population represented national percentages of gender, race, residence, geographic area, and occupation of parents.

Internal consistency of the **EBPS-2 School Version** exceeded .74 for each subscale. The test-retest reliability correlation coefficient was .85 for the total score. Coefficients for inter-rater reliability for the subscales ranged from .25 to .63 for all age levels. Content validity was established through the initial development process. The **EBPS-2** was compared to the Behavior Evaluation Scale-Second Edition School Version (McCarney, 1994) and the Devereux Behavior Rating Scale - School Form (Naglieri, J.A., LeBuffe, P.A., & Pfeiffer, S.I.; 1993) as a measure of concurrent validity. Each subscale reached  $p < .05$  level of confidence when compared to the Behavior Evaluation Scale-2 and the Devereux Behavior Rating Scale - School Form. Item performance correlated positively with total scale performance, further substantiating the internal cohesiveness of the scale as a measure of emotional disturbance.

The **EBPS-2** uses frequency-referenced quantifiers. Each item on the **EBPS-2** is rated on a seven-point scale from (1) NOT IN MY PRESENCE to (7) MORE THAN ONCE AN HOUR. Following completion of the **EBPS-2**, five types of scores may be obtained: frequency rating for each item (reflecting the frequency and severity of the behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing scores), total test quotient (a consistent basis for comparing scores), and a percentile (a global index of behavior in all areas measured within the total scale). Using the subscale standard scores, a profile of the student's behavior across the subscales is constructed for both the Theoretical and Empirical Interpretations.

The **EBPS-2** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, guidance counselor, or other school personnel. The **EBPS-2** complete kit consists of School and Home Version rating forms and technical manuals, and the *Emotional and Behavior Problem Scale IEP and Intervention Manual*.

The *Emotional and Behavior Problem Scale IEP and Intervention Manual* (167 pages, © 1989) includes goals, objectives, and intervention strategies for each behavior on the scale and was designed for the convenient development of the student's IEP and intervention program. The **EBPS-2 Quick Score** computer program converts raw scores to standard scores and a total scale quotient and percentile. The computer program for the *Emotional and Behavior Problem Scale IEP and Intervention Manual* provides an individualized report of IEP goals, objectives, and intervention strategies selected for a student.

The **EBPS-2** is a valuable tool designed to assist school personnel in making diagnostic, placement, and programming decisions for emotionally disturbed/behaviorally disordered children and adolescents. The strong reliability and validity of the scale make the **EBPS-2** an efficient and effective means of measuring student behavior for educational decision making. The companion Emotional and Behavior Problem Scale IEP and Intervention Manual is a must for use in program development and intervention strategies for emotionally disturbed/behaviorally disordered students.



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# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- Any number of persons may rate the student. Each person should independently rate (i.e., without conferring with others) the student using a separate rating form.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 56 as an example, the rater would first read, "Not in my presence throws temper tantrums," then "One time in several months throws temper tantrums," then "Several times, up to one time a month throws temper tantrums," then "More than one time a month, up to one time a week throws temper tantrums," then "More than one time a week, up to once a day throws temper tantrums," then "More than once a day, up to once an hour throws temper tantrums," and finally "More than once an hour throws temper tantrums."
- It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.
- If the rater has not personally observed the student demonstrate the behavior, the rating should be **1**  
**NOT IN MY PRESENCE.**
- If the rater has observed the student for more than one month and has observed the student demonstrate the behavior one time, the rating should be **2**  
**ONE TIME IN SEVERAL MONTHS.**
- If the behavior has been demonstrated several times over more than one month with a frequency average of once a month, the rating should be **3**  
**SEVERAL TIMES, UP TO ONE TIME A MONTH.**
- If the behavior has been demonstrated more than once a month, even several times per month, up to an average of one time a week which means no more than four times per month; the rating should be **4**  
**MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK.**
- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be **5**  
**MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY.**
- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be **6**  
**MORE THAN ONCE A DAY, UP TO ONCE AN HOUR.**
- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**  
**MORE THAN ONCE AN HOUR.**

**IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT**

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**TO RATER: Rate every item using the quantifiers (1-7) provided.  
Every item must be rated. Do not leave any boxes blank.**

	ONE TIME IN SEVERAL MONTHS	SEVERAL TIMES, UP TO ONE TIME A MONTH	MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK	MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY	MORE THAN ONCE A DAY, UP TO ONCE AN HOUR	MORE THAN ONCE AN HOUR	
NOT IN MY PRESENCE	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

LEARNING PROBLEMS

INTERPERSONAL RELATIONS

- 1** 1. Does not perform or complete classroom assignments during class time (e.g., will not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)
- 1** 2. Does not turn in homework assignments (e.g., does not do the assignment, loses the assignment after completing it, does not bring the assignment to class to turn in, etc.) (If the student is not yet assigned homework, rate this item 1.)
- 4** 3. Fails to perform assignments independently (e.g., continually asks for assistance or reassurance; will not begin, work on, or complete assignments without assistance; etc.) (If it is not developmentally appropriate for the student to have mastered this skill, rate this item 1.)
- 1** 4. Performs classroom tests or quizzes at a failing level (If the student is not yet expected to take tests or quizzes, rate this item 1.)
- 1** 5. Does not prepare for assigned activities (e.g., does not study for tests or quizzes, does not read assigned material, etc.) (If the student is not yet expected to prepare for assigned activities, rate this item 1.)
- 6** 6. Does not remain on-task (e.g., is easily distracted by other students or the teacher, is more interested in other activities, sits and does nothing, etc.)
- 1** 7. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
- 1** 8. Is reluctant to attempt new assignments or tasks
- 2** 9. Has difficulty with short-term or long-term memory (e.g., cannot remember directions, cannot memorize a poem, cannot recall information previously learned, etc.)
- 2** 10. Has difficulty understanding abstract concepts
- 1** 11. Does not comprehend what he/she reads (If it is not developmentally appropriate for the student to have mastered this skill, rate this item 1.)
- 2** 12. Requires repeated drill and practice to learn what other students master easily

- 1** 13. Fights with other students (e.g., scratches, hits, pulls hair, etc.)
- 1** 14. Becomes physically aggressive with teachers (e.g., pushes, pulls away, grabs, etc.)
- 1** 15. Makes inappropriate comments to teachers (e.g., argues, threatens, calls names, curses, makes rude comments, uses obscenities, etc.)
- 1** 16. Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)
- 1** 17. Agitates and provokes peers to a level of verbal or physical assault (e.g., makes derogatory comments or gestures, touches, etc.)
- 1** 18. Has little or no interaction with teachers (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)
- 2** 19. Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)
- 1** 20. Makes inappropriate comments to other students (e.g., argues, calls names, curses, uses obscenities, makes rude comments, etc.)
- 1** 21. Responds inappropriately to typical physical exchanges with other students (e.g., being bumped, touched, brushed against, etc.)
- 1** 22. Is not accepted by other students (e.g., is ignored, teased, ridiculed, etc.)
- 1** 23. Does not share possessions or materials
- 1** 24. Does not allow others to take their turns, participate in activities or games, etc.

13 **Raw Score**

INAPPROPRIATE BEHAVIOR

- 5** 25. Makes inappropriate comments or unnecessary noises in the classroom (e.g., talks to other students without permission, calls out answers, interrupts, makes fun of others, hums, taps, burps, etc.)
- 1** 26. Has unexcused absences (e.g., absent from school, skips classes, etc.)
- 1** 27. Has unexcused tardiness (e.g., late to school, late to class, late to activities, etc.)

22 **Raw Score**

NOT IN MY PRESENCE	ONE TIME IN SEVERAL MONTHS	SEVERAL TIMES, UP TO ONE TIME A MONTH	MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK	MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY	MORE THAN ONCE A DAY, UP TO ONCE AN HOUR	MORE THAN ONCE AN HOUR
1	2	3	4	5	6	7

- 1 28. Steals or forcibly takes things from other students, teachers, the school building, etc.
- 1 29. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)
- 1 30. Tries to avoid situations, assignments, responsibilities (e.g., indicates he/she is sick, injured, does not feel well; requests to leave the classroom to get materials from locker, use the restroom, go to the nurse's office or counselor's office, etc.)
- 4 31. Behaves impulsively, without self-control (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from an instructor, etc.)
- 1 32. Exhibits extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 1 33. Is unpredictable in behavior (e.g., does not respond consistently to situations in the environment)
- 1 34. Does not follow directives from teachers or other school personnel (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)
- 6 35. Becomes overexcited (e.g., loses control in group activities, forgets rules, becomes loud, etc.)
- 1 36. Lies, denies, exaggerates, distorts the truth
- 1 37. Destroys school or other students' property (e.g., defaces, damages, vandalizes, etc.)
- 1 38. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 1 39. Responds inappropriately to redirection in academic and social situations (e.g., gets angry when told he/she has made errors on assignments, refuses to return to seat when told to do so, etc.)
- 1 40. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)
- 1 41. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 4 42. Does not change behavior from one situation to another (e.g., gets excited at recess and cannot calm down when he/she enters the building, cannot stop one activity and begin another, etc.)

33 Raw Score

#### UNHAPPINESS/DEPRESSION

- 1 43. Does not participate in classroom activities or special events that are interesting to other students (e.g., does not want to participate in group activities, parties, class plays, field trips, assemblies, etc.)
- 1 44. Becomes upset when a suggestion or constructive criticism is given
- 1 45. Threatens to hurt self or commit suicide (e.g., verbally as well as through pictures and written representations of hurting self or committing suicide)
- 1 46. Indicates that no one likes him/her, no one cares about him/her, etc.
- 1 47. Does not smile, laugh, or demonstrate happiness
- 1 48. Is tired, listless, apathetic, unmotivated, not interested in school
- 1 49. Is overly critical of self in school-related performance, abilities, personal appearance, etc. (e.g., says he/she cannot perform activities; is dumb, stupid, ugly, etc.)
- 1 50. Frowns, scowls, looks unhappy during typical classroom situations

- 1 51. Is pessimistic (e.g., thinks nothing will turn out right)

9 Raw Score

#### PHYSICAL SYMPTOMS/FEARS

- 1 52. Indicates concern regarding problems or situations in the home or fails to deal with classroom requirements because of out-of-school situations (e.g., may not be able to concentrate because of family problems, peer relations, personal relationships, etc.)
- 1 53. Demonstrates self-destructive behavior (e.g., hits or scratches self, destroys clothing or personal property, etc.)
- 1 54. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 1 55. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 1 56. Throws temper tantrums
- 1 57. Becomes pale, may throw up, or passes out when anxious or frightened
- 1 58. Demonstrates phobic-type reactions (e.g., fear of school, speaking in front of a group, uncomfortable changing clothes for physical education, etc.)

7 Raw Score

# EMPIRICAL INTERPRETATION

## Scoring Form

### Social Aggression/ Conduct Disorder

13. 1      34. 1  
15. 1      35. 6  
16. 1      36. 1  
17. 1      38. 1  
20. 1      39. 1  
21. 1      40. 1  
24. 1      42. 4  
25. 5      44. 1  
29. 1      54. 1  
31. 4      56. 1  
33. 1

**36**

Raw Score

### Social-Emotional Withdrawal/Depression

18. 1      49. 1  
19. 2      50. 1  
22. 1      51. 1  
32. 1      52. 1  
43. 1      55. 1  
46. 1      58. 1  
47. 1

**14**

Raw Score

### Learning/ Comprehension Disorder

3. 4  
8. 1  
9. 2  
10. 2  
11. 1  
12. 2

**12**

Raw Score

### Avoidance/Unresponsiveness

1. 1  
2. 1  
4. 1  
5. 1  
6. 5  
7. 1  
26. 1  
27. 1  
30. 1  
41. 1  
48. 1

**15**

Raw Score

### Aggressive/Self-Destructive

14. 1  
23. 1  
28. 1  
37. 1  
45. 1  
53. 1  
57. 1

**7**

Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

### EMPIRICAL INTERPRETATION SUMMARY OF SCORES

Subscales	Raw Score	Standard Score <small>(Appendix D)</small>	Standard Score SEM <small>(Appendix F)</small>
Social Aggression/Conduct Disorder	36	10	.58
Social-Emotional Withdrawal/Depression	14	11	1.24
Learning/Comprehension Disorder	12	10	.93
Avoidance/Unresponsiveness	15	11	1.18
Aggressive/Self-Destructive	7	11	1.63

TOTAL SCORE	Sum of Subscale SS <u>53</u>	Quotient <small>(Appendix E)</small> <u>96</u>	Percentile <small>(Appendix E)</small> <u>42</u>	Quotient SEM <small>(Appendix F)</small> <u>2.85</u>
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Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Social Aggression/Conduct Disorder	Social-Emotional Withdrawal/Depression	Learning/Comprehension Disorder	Avoidance/Unresponsiveness	Aggressive/Self-Destructive				
20	.	.	.	.	.	150	.	≥99	.
19	.	.	.	.	.	145	.	95	.
18	.	.	.	.	.	140	.	90	.
17	.	.	.	.	.	135	.	85	.
16	.	.	.	.	.	130	.	80	.
15	.	.	.	.	.	125	.	75	.
14	.	.	.	.	.	120	.	70	.
13	.	.	.	.	.	115	.	65	.
12	.	.	.	.	.	110	.	60	.
11	.	.	.	.	.	105	.	55	.
10	✗	✗	✗	✗	✗	100	✗	50	✗
9	.	.	.	.	.	95	✗	45	✗
8	.	.	.	.	.	90	.	40	✗
7	.	.	.	.	.	85	.	35	.
6	.	.	.	.	.	80	.	30	.
5	.	.	.	.	.	75	.	25	.
4	.	.	.	.	.	70	.	20	.
3	.	.	.	.	.	65	.	15	.
2	.	.	.	.	.	60	.	10	.
1	.	.	.	.	.	55	.	5	.
						50	.	≤1	.

**Important: Before using this scale, read the section titled *Rating Guidelines* on page one.**

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# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: Andrew Thomas Gender: M

School: Midvale Elementary

Class: all day K Grade: K

City: Midvale State: PA

Date of rating: 1998 5 25  
(year) (month) (day)

Date of birth: 1992 7 21  
(year) (month) (day)

Age at rating: 5 10 4  
(years) (months) (days)

Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:  
From 9/97 To 5/98

Amount of time spent with student:  
Per day 6 Per week 30

THEORETICAL INTERPRETATION SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Learning Problems	22	10	.77
Interpersonal Relations	13	11	.85
Inappropriate Behavior	33	9	.77
Unhappiness/Depression	9	11	1.18
Physical Symptoms/Fears	7	12	1.87

TOTAL SCORE			
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)
53	96	41	2.85

How well the student is known by the observer  
(indicate type of interactions): \_\_\_\_\_

Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Learning Problems	Interpersonal Relations	Inappropriate Behavior	Unhappiness/Depression	Physical Symptoms/Fears				
20	.	.	.	.	.	150	.	≥99	.
19	.	.	.	.	.	145	.	95	.
18	.	.	.	.	.	140	.	90	.
17	.	.	.	.	.	135	.	85	.
16	.	.	.	.	.	130	.	80	.
15	.	.	.	.	.	125	.	75	.
14	.	.	.	.	.	120	.	70	.
13	.	.	.	.	.	115	.	65	.
12	.	.	.	.	.	110	.	60	.
11	.	.	.	.	.	105	.	55	.
10	.	.	.	.	.	100	.	50	.
9	.	.	.	.	.	95	.	45	.
8	.	.	.	.	.	90	.	40	.
7	.	.	.	.	.	85	.	35	.
6	.	.	.	.	.	80	.	30	.
5	.	.	.	.	.	75	.	25	.
4	.	.	.	.	.	70	.	20	.
3	.	.	.	.	.	65	.	15	.
2	.	.	.	.	.	60	.	10	.
1	.	.	.	.	.	55	.	5	.
						50	.	≤1	.

**Important: Before using this scale, read the section titled *Rating Guidelines* on page one.**

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### III. Goals, Objectives, and Interventions

#### 1 Fails to perform tasks independently

**Goal:**

1. The child will independently perform tasks.

**Objectives:**

1. The child will attempt to perform a given task before asking for teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
2. The child will read necessary directions, instructions, explanations, etc., before asking for teacher assistance on \_\_\_\_ out of \_\_\_\_ trials.
3. The child will independently complete \_\_\_\_ out of \_\_\_\_ tasks per school day.
4. The child will ask for teacher assistance only if necessary when performing tasks on \_\_\_\_ out of \_\_\_\_ trials.
5. The child will work for \_\_\_\_ minutes without requiring assistance from the teacher on \_\_\_\_ out of \_\_\_\_ trials.

**Interventions:**

**1.** Reinforce the child for communicating his/her needs to others only when necessary (a) give the child a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, (etc.), or (b) give the child an intangible reward (e.g., praise, handshake, smile, etc.)

**2.** Reinforce the child for performing tasks independently.

**3.** Speak to the child to explain: (a) what he/she is doing wrong (e.g., asking for teacher assistance when not necessary) and (b) what he/she should be doing (e.g., asking for teacher assistance when necessary).

- 4.** Establish classroom rules:
- Share..
  - Work quietly.
  - Keep hand and feet to yourself.

Review rules often. Reinforce the child for following the rules.

**5.** Reinforce those children in the classroom who communicate their needs to otherw when necessary.

**6.** Reinforce the child for communicating his/her needs to others based on the number of times he/she can be successful. As the child demonstrates success, gradually increase the number of times required for reinforcement.

**7.** Write a contract with the child specifying what behavior is expected (e.g., asking for teacher assistance) and what reinforcement will be made available when the terms of the contract have been met.

**8.** Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the child's progress and so that they may reinforce the child at home for completing assignments at school.

**9.** Choose a peer to model for the child communication of needs to others.

**10.** Evaluate the appropriateness of expecting the child to communicate his/her needs to others when necessary.

**11.** Maintain mobility throughout the classroom in order to determine the child's needs.

**12.** Offer the child assistance throughout the day.

**13.** Make certain that directions, explanations, and instructions are delivered on the child's ability level.

**14.** In order to detect the child's needs, communicate with the child as often as opportunities permit.