

# TRANSITION BEHAVIOR SCALE SECOND EDITION (TBS-2)

Stephen B. McCarney, Ed.D.  
& Paul D. Anderson, Ph.D.

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The *Transition Behavior Scale-Second Edition (TBS-2)* is a standardized, educationally relevant measure of predicted success in employment and independent living. Areas of concern identified by the **TBS-2** can be incorporated in the development of the individualized transition plan.

The **TBS-2** measures behavioral characteristics in the areas of

- Work Related,
- Interpersonal Relations, and
- Social/Community Expectations.

During the initial development, the **TBS-2** item pool received meticulous review by educational diagnosticians, guidance counselors, educational personnel, and employers which resulted in the 62 items included on the scale. The **TBS-2** is available in two versions: School Version, a reporting form for educators, and Self-Report Version, a reporting form for students 12-18 years of age.

The *Transition Behavior Scale-Second Edition School Version (TBS-2 SV)* was standardized on 2,624 students. Demographic characteristics of the standardization population closely approximated national percentages for gender, ethnicity, residence, geographic area, and parental occupation.

Internal consistency of the **TBS-2 SV**, utilizing the coefficient alpha (Cronbach, 1951), was .99 for the total scale. Test-retest reliability yielded correlation coefficients exceeding .84 for each of the three subscales. Inter-rater reliability was .90 for the total scale. Content validity was established through the initial development process. The **TBS-2 SV** was compared to the *Adaptive Behavior Evaluation Scale-Revised* (McCarney, 1995), the *Adaptive Behavior Inventory* (Leigh, 1986), and the *AAMR Adaptive Behavior Scale-School Second Edition* (Lambert, Nihira, & Leland, 1993) as measures of criterion-related validity. All correlations were significant at the  $p < .001$  level.

Both versions of the **TBS-2** use frequency-referenced quantifiers. Each item on the **School Version** is rated on a six-point scale of (0) Is Not Developmentally Appropriate For the Student's Age Group, (1) Does Not Demonstrate the Behavior or Skill, (2) Developing the Behavior or Skill, (3) Demonstrates the Behavior or Skill Inconsistently, (4) Demonstrates the Behavior or Skill Most of the Time, and (5) Demonstrates the Behavior or Skill at All times (Consistently). Following administration, six types of scores are obtained: frequency rating for each item (reflecting the frequency and severity of the behavior), subscale raw score (the sum of the frequency ratings), subscale standard score (a consistent basis for comparing students), subscale percentile (a global index of behaviors in the subscale), total scale quotient (a global index of behavioral characteristics within the total scale), and a total scale percentile (a global index of behavioral characteristics within the total scale). The **TBS-2** takes approximately 15 to 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian.

The **TBS-2** complete kit consists of the *Transition Behavior Scale-Second Edition School and Self-Report Version Rating Forms*, *Transition Behavior Scale-Second Edition School Version Technical Manual*, *Transition Behavior Scale-Second Edition Self-Report Version Technical Manual*, and the *Transition Behavior Scale IEP and Intervention Manual*. The *Transition Behavior Scale IEP and Intervention Manual* includes goals, objectives, and intervention strategies for the behaviors on the scale. By carefully following assessment results with intervention, the likelihood of student success in employment and independent living is maximized.

Research has proven that behavior exhibited in school/educational situations is the most reliable source of information in predicting performance in employment and societal transition. The Transition Behavior Scale-Second Edition was carefully designed and tested to prove its validity and reliability and is an extremely efficient and effective resource for screening students involved in transition.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

# 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 in instructional situations.
- The TBS-2 does not require a performance demonstration for each item on the scale. The rater should rely on his/her observations of the student's ability to perform the behaviors on the scale as those behaviors occur naturally in the educational environment.
- Should an educator rating a student have no knowledge of the student's ability to perform a particular item on the scale, it is recommended that another educator be consulted to provide information for that item. No boxes can be left blank.
- The rater should rate the behavior as the behavior or skill occurs naturally in the school environment.
- The rater should rate the student using the quantifiers (0-5) provided. Do not leave any items blank.
- It is not necessary for the rater to complete the rating in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 1 as an example, the rater would first read, "Is not developmentally appropriate to attempt new assignments," then "Does not attempt new assignments," "Developing attempting new assignments," "Demonstrates attempting new assignments inconsistently," "Demonstrates attempting new assignments most of the time," and finally "Demonstrates attempting new assignments at all times (consistently)."
- If the behavior or skill is developmentally beyond what is expected of the student's age group, the rating should be **0**  
IS NOT DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S AGE GROUP.
- If the student does not possess the behavior or skill, or does not demonstrate the behavior or skill, the rating should be **1**  
DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- If the student is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be **2**  
DEVELOPING THE BEHAVIOR OR SKILL.
- If the student has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be **3**  
DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the student has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be **4**  
DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the student consistently demonstrates the behavior or skill successfully in all situations, the rating should be **5**  
DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).

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**TO RATER:** Rate the student using the quantifiers (0-5) provided.  
Every item must be rated. **Do not leave any boxes blank.**

IS NOT  
DEVELOPMENTALLY  
APPROPRIATE FOR  
THE STUDENT'S  
AGE GROUP

0

DOES NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL

1

DEVELOPING  
THE BEHAVIOR  
OR SKILL

2

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

3

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME

4

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL AT ALL TIMES  
(CONSISTENTLY)

5

**WORK RELATED**

- 5 17. Is organized (e.g., uses time wisely, does not waste materials, has good work habits, etc.)
- 4 18. Is dependable (e.g., is on time, prepared, ready to work, etc.)
- 4 19. Demonstrates initiative in the absence of directions (e.g., takes appropriate action rather than remaining inactive, uses good judgment, etc.)
- 5 20. Is independent (e.g., can work on own without supervision, with limited encouragement, etc.)
- 5 21. Demonstrates problem-solving skills (e.g., is resourceful, finds alternative ways to deal with situations, etc.)
- 4 22. Is attentive
- 5 23. Is persistent in seeking success (e.g., will stay with a task or activity until successful)
- 4 24. Takes responsibility for his/her own actions (e.g., learns from mistakes, recognizes consequences of inappropriate behavior and responds appropriately, etc.)
- 4 25. Is willing to assume extra responsibilities, tasks, etc.

110 Raw Score

**INTERPERSONAL RELATIONS**

- 5 26. Responds appropriately to typical physical exchanges with peers (being bumped, touched, brushed against, etc.)
- 5 27. Responds appropriately to friendly teasing (e.g., joking, name calling, sarcastic remarks, etc.)
- 5 28. Cares for personal appearance (e.g., grooming, clothing, etc.)
- 4 29. Demonstrates the ability to resolve conflict situations (e.g., discusses, reasons, compromises, etc.)
- 4 30. Participates in extracurricular activities (e.g., sports, clubs, etc.)
- 5 31. Interacts appropriately in work activities (e.g., gets involved in discussions, projects, etc.)

- 5 1. Attempts new assignments
- 5 2. Begins assignments after receiving directions, instructions, etc.
- 4 3. Completes assignments within a specified time period
- 4 4. Completes assignments with at least minimal accuracy
- 4 5. Completes the required number of assignments in a given period of time
- 5 6. Is able to be productive in a group situation (e.g., works at a table with several peers, works at a desk with peers nearby, etc.)
- 4 7. Uses time outside of class appropriately (e.g., performs homework assignments, studies, etc.)
- 5 8. Responds appropriately to redirection in academic situations (e.g., corrects errors on an assignment)
- 5 9. Makes appropriate use of free time (e.g., studies, socializes with peers, etc.)
- 4 10. Follows written directions (e.g., from teachers, principals, etc.)
- 5 11. Has necessary materials for specified activities
- 4 12. Remains on-task for the required length of time
- 3 13. Changes from one activity to another without difficulty (e.g., can stop one activity and begin another, puts materials away and gets ready for another activity, etc.)
- 5 14. Demonstrates short-term memory skills (e.g., follows two- and three-step directions)
- 4 15. Follows directions without requiring repetition, explanations, etc.
- 4 16. Makes responsible decisions on his/her own (e.g., uses common sense, logic, etc.)

IS NOT  
DEVELOPMENTALLY  
APPROPRIATE FOR  
THE STUDENT'S  
AGE GROUP

0

DOES NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL

1

DEVELOPING  
THE BEHAVIOR  
OR SKILL

2

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

3

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME

4

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL AT ALL TIMES  
(CONSISTENTLY)

5

- 5 32. Uses communication skills to maintain positive interpersonal relationships with peers
- 5 33. Demonstrates appropriate hygiene (e.g., wears clean clothing, washes hands, is free from body odor, etc.)
- 5 34. Can be relied upon to work cooperatively with peers (e.g., shares materials, helps a friend, etc.)
- 5 35. Interacts appropriately with a peer(s) in non-academic situations (e.g., free time, cafeteria, etc.)
- 4 36. Demonstrates appropriate behavior in competitive activities
- 4 37. Uses communication skills to maintain positive interpersonal relationships with authority figures
- 3 38. Adjusts easily to new situations (e.g., works with individuals he/she does not know, adjusts to new surroundings, etc.)
- 4 39. Demonstrates stability (e.g., maintains consistent patterns of acceptable behavior, emotions, etc.)
- 4 40. Demonstrates loyalty to friends and organized groups (e.g., is dependable, participates, takes responsibility, etc.)
- 67 Raw Score

#### SOCIAL/COMMUNITY EXPECTATIONS

- 5 41. Is responsible for appropriate care of personal property
- 5 42. Responds appropriately to environmental cues (e.g., bells, signs, etc.)
- 4 43. Stays in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)
- 4 44. Follows the rules of the classroom
- 5 45. Demonstrates appropriate behavior in non-academic settings (e.g., hallways, restrooms, cafeteria, library, etc.)
- 5 46. Demonstrates appropriate behavior in an academic group setting
- 5 47. Behaves appropriately in the absence of supervision (e.g., instructor is detained)
- 4 48. Responds appropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)
- 4 49. Follows verbal directions (e.g., from teachers, principals, etc.)
- 4 50. Comes to an activity at the specified time
- 4 51. Is in attendance unless legitimate reason is given
- 4 52. Waits appropriately for assistance from a supervisor
- 4 53. Demonstrates appropriate behavior in the presence of a substitute authority figure (e.g., another teacher in the building, substitute bus driver, substitute teacher, etc.)
- 5 54. Demonstrates the ability to follow a routine
- 4 55. Accepts change in an established routine (e.g., change in schedule)
- 5 56. Demonstrates appropriate use of school-related materials (e.g., supplies and equipment)
- 5 57. Demonstrates appropriate care and handling of others' property
- 5 58. Adjusts behavior to expectations of different situations (e.g., free time, assemblies, cafeteria, classroom, etc.)
- 5 59. Is honest (e.g., does not cheat or steal)
- 5 60. Uses supplies or operates equipment and machinery safely
- 5 61. Does not possess or use drugs or alcohol at school
- 3 62. Demonstrates the ability to control temper (e.g., does not resort to verbal or physical aggression when frustrated, angry, etc.)
- 99 Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: Amanda Andrews Gender: 7  
 School: Midvale High School  
 Class: Midvale Grade: 9  
 City: \_\_\_\_\_ State: MO  
 Date of rating: 1997 12 15  
 (year) (month) (day)  
 Date of birth: 1983 10 15  
 (year) (month) (day)  
 Age at rating: 14 2 0  
 (years) (months) (days)

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appendix A)	Percentile (Appendix B)	Standard Score SEM (Appendix D)
Work Related	110	11	51	.45
Interpersonal Relations	67	11	49	.79
Social/Community Expectations	99	10	40	1.77

TOTAL SCORE			
Sum of Subscale SS	Quotient (Appendix C)	Percentile (Appendix C)	Quotient SEM (Appendix D)
32	103	52	1.77

Standard Scores	SUBSCALES			Quotients	Quotient	Percentiles	Percentile Rank
	Work Related	Interpersonal Relations	Social/Community Expectations				
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.

TBS-2 SV  
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 (800) 542-1673

# SELF-REPORT VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The rater should rate his/her behavior as the behavior/skill occurs naturally in the home and school environments.
- The rater should rate himself/herself using the quantifiers (0-4) provided. Do not leave any boxes blank.
- Adults in the school setting can assist the rater with reading items and understanding quantifiers. However, they should not try to influence a rater's ratings.
- It is not necessary for the rater to complete the rating in one day. Several days may elapse before the rating is completed.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 1 as an example, the rater would first read, "Do not attempt new assignments," then "Developing attempting new assignments," "Demonstrate attempting new assignments inconsistently," "Demonstrate attempting new assignments most of the time," and finally "Demonstrate attempting new assignments at all times (consistently)."
- If the rater does not possess the behavior or skill, or does not demonstrate the behavior or skill, the rating should be

0

DO NOT DEMONSTRATE THE BEHAVIOR OR SKILL.

- If the rater is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be

1

DEVELOPING THE BEHAVIOR OR SKILL.

- If the rater has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be

2

DEMONSTRATE THE BEHAVIOR OR SKILL INCONSISTENTLY.

- If the rater has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be

3

DEMONSTRATE THE BEHAVIOR OR SKILL MOST OF THE TIME.

- If the rater consistently demonstrates the behavior or skill successfully in all situations, the rating should be

4

DEMONSTRATE THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).

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**TO RATER:** Rate yourself using the quantifiers (0-4) provided.  
Every item must be rated. **Do not leave any boxes blank.**

DO NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL

0

DEVELOPING  
THE BEHAVIOR  
OR SKILL

1

DEMONSTRATE  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

2

DEMONSTRATE  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME

3

DEMONSTRATE  
THE BEHAVIOR OR  
SKILL AT ALL TIMES  
(CONSISTENTLY)

4

**WORK RELATED**

- 2 1. I attempt new assignments
- 2 2. I begin assignments after receiving directions, instructions, etc.
- 2 3. I complete assignments within a specified time period
- 3 4. I complete assignments with an acceptable level of accuracy
- 2 5. I complete the required number of assignments in a given period of time
- 3 6. I am able to be productive in a group situation (e.g., work at a table with several peers, work at a desk with peers nearby, etc.)
- 2 7. I use time outside of class appropriately (e.g., perform homework assignments, study, etc.)
- 3 8. I respond appropriately to redirection in academic situations (e.g., correct errors on an assignment)
- 1 9. I make appropriate use of free time
- 3 10. I follow written directions (e.g., from teachers, principals, etc.)
- 3 11. I have the necessary materials for specified activities
- 2 12. I remain on-task for the required length of time
- 4 13. I change from one activity to another without difficulty (e.g., can stop one activity and begin another, put materials away and get ready for another activity, etc.)
- 3 14. I demonstrate short-term memory skills (e.g., follow two and three-step directions)
- 2 15. I follow directions without requiring repetition, explanations, etc.
- 3 16. I make responsible decisions on my own (e.g., use common sense, logic, etc.)
- 2 17. I am organized (e.g., use time wisely, do not waste materials, have good work habits, etc.)

- 3 18. I am dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
- 3 19. I demonstrate initiative in the absence of directions (e.g., take appropriate action rather than remaining inactive, use good judgment, etc.)
- 2 20. I am independent (e.g., can work on own without supervision, with limited encouragement, etc.)
- 3 21. I demonstrate problem-solving skills (e.g., am resourceful, find alternative ways to deal with situations, etc.)
- 3 22. I am attentive
- 3 23. I am persistent in seeking success (e.g., will stay with a task or activity until successful)
- 3 24. I take responsibility for my own actions (e.g., learn from mistakes, recognize consequences of inappropriate behavior and respond appropriately, etc.)
- 2 25. I am willing to assume extra responsibilities, tasks, etc.

64 Raw Score

**INTERPERSONAL RELATIONS**

- 3 26. I respond appropriately to typical physical exchanges with peers (being bumped, touched, brushed against, etc.)
- 3 27. I respond appropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)
- 4 28. I care for my personal appearance (e.g., grooming, clothing, etc.)
- 3 29. I demonstrate the ability to resolve conflict situations (e.g., discuss, reason, compromise, etc.)
- 1 30. I participate in extracurricular activities (e.g., sports, clubs, etc.)
- 1 31. I interact appropriately in work activities (e.g., get involved in discussions, projects, etc.)
- 3 32. I use communication skills to maintain positive interpersonal relationships with peers
- 4 33. I demonstrate appropriate hygiene (e.g., clean hands and face, free of body odor, change clothing when appropriate, etc.)

DO NOT DEMONSTRATE THE BEHAVIOR OR SKILL	DEVELOPING THE BEHAVIOR OR SKILL	DEMONSTRATE THE BEHAVIOR OR SKILL INCONSISTENTLY	DEMONSTRATE THE BEHAVIOR OR SKILL MOST OF THE TIME	DEMONSTRATE THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY)
0	1	2	3	4
3 10. I can be relied upon to work cooperatively with peers (e.g., share materials, help a friend, etc.)			3 23. I behave appropriately in the absence of supervision (e.g., instructor is detained)	
4 11. I interact appropriately with a peer(s) in non-academic situations (e.g., free time, cafeteria, etc.)			4 24. I respond appropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)	
3 12. I demonstrate appropriate behavior in competitive activities			4 25. I follow verbal directions (e.g., from teachers, principals, etc.)	
3 13. I use communication skills to maintain positive interpersonal relationships with authority figures			3 26. I come to an activity at the specified time	
2 14. I adjust easily to new situations (e.g., work with individuals I do not know, adjust to new surroundings, etc.)			3 27. I am in attendance unless there is a legitimate reason to be absent	
3 15. I demonstrate stability (e.g., maintain consistent patterns of acceptable behavior, emotions, etc.)			3 28. I wait appropriately for assistance from a supervisor	
3 16. I demonstrate loyalty to friends and organized groups (e.g., am dependable, participate, take responsibility, etc.)			3 29. I demonstrate appropriate behavior in the presence of a substitute authority figure (e.g., another teacher in the building, substitute bus driver, substitute teacher, etc.)	
			3 30. I demonstrate the ability to follow a routine	
			2 31. I accept change in an established routine (e.g., change in schedule)	
<u>43</u> Raw Score			3 32. I demonstrate appropriate use of school-related materials (e.g., supplies and equipment)	
<b>SOCIAL/COMMUNITY EXPECTATIONS</b>				
4 17. I am responsible for the appropriate care of my personal property			4 33. I demonstrate appropriate care and handling of others' property	
3 18. I respond appropriately to environmental cues (e.g., bells, signs, etc.)			3 34. I adjust my behavior to the expectations of different situations (e.g., classrooms, recess, etc.)	
3 19. I stay in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)			3 35. I am honest (e.g., do not cheat or steal)	
3 20. I follow the rules of the classroom			3 36. I use supplies or operate equipment and machinery safely	
3 21. I demonstrate appropriate behavior in non-academic settings (e.g., hallways, restrooms, cafeteria, library, etc.)			4 37. I do not possess or use drugs or alcohol at school	
3 22. I demonstrate appropriate behavior in an academic group setting			3 38. I demonstrate the ability to control my temper (e.g., do not resort to verbal or physical aggression when frustrated, angry, etc.)	
			<u>70</u> Raw Score	

Figure 7



# SELF-REPORT VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

### SUMMARY OF SCORES

Name: Amanda Andrews Gender: 7  
 School: Midvale High School Grade: 9  
 City: Midvale State: MO  
 Date of rating: 1997 12 15  
 (year) (month) (day)  
 Date of birth: 1982 8 15  
 (year) (month) (day)  
 Age at rating: 15 4  
 (years) (months) (days)

Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	%ile <small>(Appendix B)</small>	Standard Score SEM <small>(Appendix D)</small>
Work Related	<u>64</u>	<u>4</u>	<u>5th</u>	<u>.80</u>
Interpersonal Relations	<u>43</u>	<u>6</u>	<u>10th</u>	<u>1.01</u>
Social/Community Expectations	<u>70</u>	<u>8</u>	<u>21st</u>	<u>.84</u>
.....				
<b>Total Score</b>				
	<u>18</u>	<u>80</u>	<u>9th</u>	<u>2.68</u>

Standard Scores	Subscales			Quotients	Quotient	Percentiles	Percentile Rank
	Work Related	Interpersonal Relations	Social/Community Expectations				
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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Figure 8

# III. Goals, Objectives, and Interventions

## 1 Attempts new assignments

### Goal:

1. The student will attempt new assignments.

### Objectives:

1. The student will attempt new assignments/activities with physical assistance on \_\_\_\_ out of \_\_\_\_ trials.
2. The student will attempt new assignments/activities with verbal prompts on \_\_\_\_ out of \_\_\_\_ trials.
3. The student will attempt new assignments/activities with peer assistance on \_\_\_\_ out of \_\_\_\_ trials.
4. The student will independently attempt new assignments/activities on \_\_\_\_ out of \_\_\_\_ trials.
5. The student will attempt new assignments/activities within \_\_\_\_ (indicate a given time period).

### Interventions:

1. Present the task in the most interesting, attractive manner possible.
2. Maintain mobility to provide assistance for the student.
3. Structure time units so the student knows exactly how long he/she has to work and when the work must be finished.
4. Provide the student with more than enough time to finish an activity. As the student demonstrates success, decrease the amount of time given to finish an activity.
5. Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).
6. Have the student repeat the directions verbally to the teacher.
7. Give a signal (e.g., clapping hands, turning lights off and on, etc.) before giving verbal directions.
8. Provide the student with a predetermined signal when he/she is not beginning a task (e.g., verbal cue, hand signal, etc.).
9. Tell the student that directions will only be given once.
10. Rewrite directions at a lower reading level.
11. Deliver simple, verbal directions.
12. Help the student with the first few items on a task. Gradually reduce the amount of assistance over time.
13. Follow a less desirable task with a highly desirable task; make the completion of the first task necessary to perform the second.
14. Provide the student with shorter tasks given more frequently.
15. Provide the student with a schedule of daily events so he/she knows exactly what and how much there is to do in a day.
16. Prevent the student from becoming over-stimulated by an activity (e.g., frustrated, angry, etc.).
17. Specify exactly what is to be done for the completion of a task (e.g., make definite starting and stopping points, identify a minimum requirement, etc.).
18. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).