

# BEHAVIOR DIMENSIONS SCALE

## Second Edition

### (BDS-2)

Stephen B. McCarney, Ed.D.  
&  
Tamara J. Arthaud, Ph.D.  
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The *Behavior Dimensions Scale - Second Edition (BDS-2)* was developed to aid in diagnosis, placement, and planning for children and adolescents demonstrating significant behavior problems which interfere with their success in the school and home environments. The scale is available in a **School Version** (99 items) and a **Home Version** (108 items). Each subscale is associated with one of six disorders of behavior referenced in the DSM-IV™ (1994).

The **BDS-2** subscales are

- Inattentive,
- Hyperactive-Impulsive,
- Oppositional Defiant,
- Conduct Disorder,
- Avoidant Personality,
- Generalized Anxiety, and
- Major Depressive Episode.

The **BDS-2 School Version** was standardized on a total of 3,604 students ages 5 through 18 years of age. The **BDS-2 Home Version** was standardized on a total of 2,315 students ages 5 through 18 years of age. Demographic characteristics of the standardization sample represented national percentages of gender, race, residence, geographic area, and occupation of parents.

Internal consistency of the **BDS-2 SV**, utilizing the coefficient *alpha* (Cronbach, 1951), was .98 for the total score. Test-retest reliability yielded correlation coefficients which exceeded .70 for each of the seven subscales. Content validity was established through the initial development process. The scale was compared to the *Conners' Teacher Rating Scales - Revised* (CTRS-R) (Conners, 2001) and the *Child Behavior Checklist* (CBCL) (Achenbach & Rescorla, 2001) as a measure of concurrent validity. The construct validity of the scale supported strong diagnostic validity. Item performance correlated positively with the total score performance and further substantiated the internal cohesiveness of the scale as a measure of behavior.

The **BDS-2** uses frequency-referenced quantifiers. Each item on the **BDS-2** is rated on a five-point scale from (0) DOES NOT ENGAGE IN THE BEHAVIOR to (4) ONE TO SEVERAL TIMES PER HOUR. Following administration, four 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 students), and a percentile rank (a global index of all behaviors measured). Using the subscale standard scores, a profile of the student's level of functioning across the seven subscales may be constructed.

The **BDS-2** may be completed in approximately 20 minutes by anyone who is familiar with the student: classroom teacher or other school personnel, clinical personnel, parent, or guardian. The **BDS-2** complete kit consists of school and home version rating forms and technical manuals, **Quick Score** computer program, and the *Behavior Dimensions Intervention Manual (BDIM)*. The **BDIM** was designed for the convenient development of the student's IEP and includes goals, objectives, and intervention strategies for the behaviors on the scale.

The **BDS-2** is a valuable tool designed to assist diagnostic personnel in making diagnostic, placement, and programming decisions for children and adolescents. The inclusion of the *Behavior Dimensions Intervention Manual* makes the **BDS-2** a complete program for screening, identifying, and serving students with behavior problems.



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 during instructional situations.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the student's performance of the behavior.
- If the rater does not have first-hand knowledge and is unsure how to rate an item, it is appropriate for the rater to consult with other personnel to get information about the student's ability in order to complete a rating of the student's skills.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- 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.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 25 as an example, the rater would first read, "Does not engage in not listening to or following verbal directions," then "One to several times per month does not listen to or follow verbal directions," then "One to several times per week does not listen to or follow verbal directions," then "One to several times per day does not listen to or follow verbal directions," and finally "One to several times per hour does not listen to or follow verbal directions."
- If the rater has not observed the student engaging in a specific behavior(s), the student should receive the rating **0**  
DOES NOT ENGAGE IN THE BEHAVIOR.
- If the rater has had the opportunity to observe the student demonstrate the behavior one to several times (i.e., one to three times), the rating should be **1**  
ONE TO SEVERAL TIMES PER MONTH.
- If the behavior has been observed one or more times per week, even several times per week (i.e., one to three times), the rating should be **2**  
ONE TO SEVERAL TIMES PER WEEK.
- If the behavior is observed at least once a day or more than one time a day (i.e., one to three times), the rating should be **3**  
ONE TO SEVERAL TIMES PER DAY.
- If the behavior is observed at least once an hour and includes behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **4**  
ONE TO SEVERAL TIMES PER HOUR.

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

DOES NOT ENGAGE IN THE BEHAVIOR	ONE TO SEVERAL TIMES PER MONTH	ONE TO SEVERAL TIMES PER WEEK	ONE TO SEVERAL TIMES PER DAY	ONE TO SEVERAL TIMES PER HOUR
0	1	2	3	4
1			0	
1. Moves about while seated, fidgets, squirms, etc.			23. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)	
1			0	
2. Appears restless (e.g., shifts position in seat, paces about, is tense, fails to relax, etc.)			24. Is unsuccessful in activities requiring listening (e.g., in games, following oral directions, etc.)	
1			0	
3. Handles objects (e.g., twirls pencils, plays with things in desk, spins rulers on pencils, clicks ballpoint pens, repeatedly sharpens pencils, etc.)			25. Does not listen to or follow verbal directions (i.e., needs oral questions and directions frequently repeated)	
0			0	
4. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps, makes noises, etc.)			26. Is disorganized to the point of not having necessary materials, losing materials, failing to find completed assignments, failing to follow the steps of the assignment in order, etc.	
0			0	
5. Leaves seat or assigned area without permission			27. Engages in physically dangerous activities (e.g., climbs on things, runs in hallways, etc.)	
1			0	
6. Is easily distracted by other activities in the classroom, other students, the teacher, etc.			28. Has accidents which are a result of impulsive or careless behavior	
1			0	
7. Has difficulty attending (e.g., staying on an assigned task, following a conversation, etc.)			29. Becomes overexcited (e.g., blurts out answers during group activities, etc.)	
0			0	
8. Does not wait his/her turn in activities or games			30. Is easily provoked (e.g., argues, guesses, verbalizes, etc.)	
2			2	
9. Reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from a teacher, etc.			31. Responds inappropriately to friendly teasing (e.g., jokes, name calling, etc.)	
0			0	
10. Does not work in a group situation (e.g., talks to others, interrupts, does not stay involved in an activity and work productively at a table with peers, or with peers near by)			32. Responds inappropriately to physical exchanges (e.g., bumps, poked, touched, etc.)	
1			0	
11. Blurts out answers without being called on			33. Responds inappropriately to inappropriate comments to other students and teachers (e.g., argues, threatens, calls names, curses, makes rude comments, uses obscenities, etc.)	
0			0	
12. Fails to demonstrate short-term memory (e.g., does not remember two- or three-member sequences, forgets directions for a task, etc.)			34. 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.)	
0			0	
13. Does not complete assignments during class time (e.g., does not use class time to complete assignments)			35. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)	
0			0	
14. Rushes to complete assignments with little or no regard to quality			36. Does not obey teachers' directives or classroom rules	
0			0	
15. Fails to cooperate with teachers or other 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.)			37. Agitates and provokes peers to a level of verbal or physical assault (e.g., makes derogatory comments or gestures; touches, etc.)	
0			0	
16. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc.			38. Blames other persons or materials to avoid taking responsibility for his/her mistakes (e.g., teachers, other students, books, pencils, pens, etc.)	
0			0	
17. Does not play or work quietly (e.g., makes unnecessary noise in the classroom, burps, hums, taps, etc.)			39. Behaves inappropriately when others do well or receive praise or attention (e.g., cannot stand to lose in a game, gets angry, says it is not fair to him/her, etc.)	
2			1	
18. Talks to others during quiet activity periods			40. Responds angrily to others' attempts to be friendly, complimentary, sympathetic, etc.	
0			0	
19. Talks beyond what is expected or at inappropriate times			41. Uses obscene or profane language	
0			0	
20. Bothers others who are trying to work, listen, play, etc.			42. "Gets back" at others when he/she feels that someone has wronged him/her (e.g., hurts them, destroys their property, etc.)	
0			0	
21. Interrupts the teacher or other students (e.g., begins talking while the teacher is talking, goes up to the teacher while the teacher is working with other students, talks to other students while they are talking, makes noises, laughs, etc.)			43. Takes things that belong to others in their absence	
0			0	
22. Intrudes on others (e.g., during private times; when people are talking, trying to work, or involved in activities, etc.)			44. Steals by deceit (e.g., claims someone's jacket is his/hers, writes his/her name on another student's homework assignment or project, etc.)	

SAMPLE  
School Version Rating Form

- SAMPLE  
School Version Rating Form**
- 0 45. Has run away from home overnight
- 0 46. Lies, denies, exaggerates, distorts the truth
- 0 47. Deliberately sets fires
- 0 48. Has unexcused absences (e.g., absent from school, skips classes, etc.)
- 0 49. Stays out at night despite parental prohibitions
- 0 50. Has been arrested for breaking and entering into a house, building, or car
- 0 51. Destroys school, teachers', or other students' property (e.g., defaces, damages, vandalizes, etc.)
- 0 52. Deliberately hurts or injures animals
- 0 53. Has forced a sexual encounter with another student or teacher (e.g., exposing, fondling, sexual assault, etc.)
- 0 54. Has used a weapon during a fight
- 0 55. Initiates fights with other students (e.g., scratches, hits, pulls hair, etc.)
- 0 56. Steals or forcibly takes things from students, teachers, school building, other locations, etc.
- 0 57. Physically hurts other students or teachers
- 2 58. Does not respond positively to criticism or disapproval (e.g., gets angry, embarrassed, deliberately does something inappropriate in response, etc.)
- 0 59. Has little or no interaction with teachers (i.e., does not talk, make eye contact, ask questions, seek assistance, etc., for fear of saying something incorrect or foolish)
- 2 60. Has little or no interaction with peers (e.g., does not share in activities, make friends, etc.)
- 2 61. Does not interact with others because he/she is not liked, accepted, etc.
- 2 62. Does not develop positive relationships with and/or female peers because of ridicule, etc.
- 2 63. Avoids or does not participate in organized inter-school activities, clubs or organizations because he/she is expected to do more
- 0 64. 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.)
- 0 65. Does not participate in social situations for fear that he/she would say or do the wrong thing (e.g., feels inept, unappealing, inferior, etc.)
- 1 66. Does not respond to others' attempts to be friendly, complimentary, sympathetic, etc.
- 2 67. Demonstrates fear of becoming embarrassed in front of others (e.g., fears blushing, crying, becoming anxious in front of others, etc.)
- 0 68. Makes up excuses to avoid social situations or activities that are new or different for him/her (e.g., says it would be too much trouble to get ready for the junior high school dance, it would be unsafe to stay out late, he/she might not have a good time, etc.)
- 1 69. Moves about unnecessarily (e.g., is tense, fails to relax, etc.)
- 1 70. Engages in nervous habits (e.g., bites finger nails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 0 71. Engages in excessive or unnecessary body movements (e.g., rocking motions, running, etc.)
- 0 72. Indicates that no one likes him/her, no one cares about him/her, etc.
- 1 73. Frowns, scowls, looks unhappy during typical classroom situations
- 0 74. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 0 75. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 0 76. Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 77. Exhibits loss of appetite because of personal or school experiences
- 0 78. Has experienced weight loss because of personal or school experiences (if weight loss has occurred within the past month, rate this item 4.)
- 0 79. Fails to eat because of personal or school experiences
- 0 80. Has experienced weight gain because of personal or school experiences (if weight gain has occurred within the past month, rate this item 4.)
- 0 81. Demonstrates excessive eating because of personal or school experiences
- 0 82. Exhibits excessive eating because of personal or school experiences
- 0 83. Exhibits excessive drinking because of personal or school experiences
- 0 84. Exhibits excessive use of substances because of personal or school experiences
- 0 85. Exhibits excessive use of substances because of personal or school experiences
- 0 86. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
- 0 87. Moves slowly
- 0 88. Makes statements, written or verbal, that he/she feels worthless
- 0 89. Makes comments that others are disappointed in him/her, have little regard for him/her, etc.
- 0 90. Does not listen to what other students are saying
- 0 91. Is slow to process thoughts or information
- 0 92. Fails to concentrate because of personal or school experiences
- 0 93. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.
- 0 94. 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.)
- 0 95. Threatens to hurt self or commit suicide (e.g., verbally, through pictures, written representations of hurting self or committing suicide, etc.)
- 0 96. Has attempted suicide
- 0 97. Has verbally, or through pictures, planned his/her suicide
- 0 98. Says he/she would be better off dead
- 0 99. Expresses thoughts of death (i.e., thinks about dying, thinks about others dying)

# SCHOOL VERSION SCORING FORM

## Subscales and Items

**Inattentive**

- 6. 1
- 7. 1
- 12. 0
- 13. 0
- 14. 0
- 16. 0
- 23. 0
- 24. 0
- 25. 0
- 26. 0

Raw Score

2

**Hyperactive-Impulsive**

- 1. 1
- 2. 1
- 3. 1
- 4. 0
- 5. 0
- 8. 0
- 9. 2
- 10. 0
- 11. 1
- 15. 0
- 17. 0
- 18. 2
- 19. 0
- 20. 0
- 21. 0
- 22. 0
- 27. 0
- 28. 0
- 29. 0
- 69. 1
- 70. 1
- 71. 0

Raw Score

10

**Oppositional Defiant**

- 15. 0
- 30. 2
- 31. 0
- 32. 1
- 33. 0
- 34. 0
- 35. 0
- 36. 0
- 37. 0
- 39. 0
- 40. 1
- 41. 0
- 42. 0
- 43. 0
- 46. 0
- 51. 0
- 55. 0
- 56. 0
- 57. 0
- 58. 2

Raw Score

6

**Conduct Disorder**

- 33. 0
- 37. 0
- 43. 0
- 44. 0
- 45. 0
- 46. 0
- 47. 0
- 48. 0
- 49. 0
- 50. 0
- 51. 0
- 52. 0
- 53. 0
- 54. 0
- 55. 0
- 56. 0
- 57. 0

Raw Score

0

**Avoidant**

- 61. 2
- 62. 2
- 63. 2
- 64. 0
- 65. 0
- 66. 1
- 67. 2
- 68. 0

Raw Score

13

**ADHD**

- 7. 1
- 30. 2
- 40. 1
- 69. 1
- 82. 0
- 84. 0
- 92. 0

Raw Score

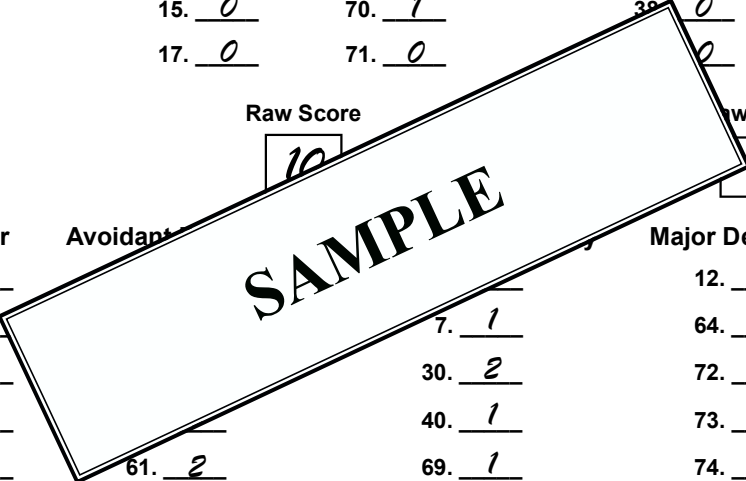
6

**Major Depressive Episode**

- 12. 0
- 64. 0
- 72. 0
- 73. 1
- 74. 0
- 75. 0
- 76. 0
- 77. 0
- 78. 0
- 79. 0
- 80. 0
- 81. 0
- 82. 0
- 83. 0
- 84. 0
- 85. 0
- 86. 0
- 87. 0
- 88. 0
- 89. 0
- 90. 0
- 91. 0
- 92. 0
- 93. 0
- 94. 0
- 95. 0
- 96. 0
- 97. 0
- 98. 0
- 99. 0

Raw Score

1



# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: Andrea Thomas Gender: 7  
 School: Midvale High School  
 Class: science Grade: 9  
 City: Midvale State: UT  
 Date of rating: 2006 3 30  
 (year) (month) (day)  
 Date of birth: 1990 8 29  
 (year) (month) (day)  
 Age at rating: 15 7 1  
 (years) (months) (days)  
 Rated by (observer's name): M. Jackson  
 Dates during which observation of student occurred:  
 From 8/21/05 To 3/30/06  
 Amount of time spent with student:  
 Per day 50 min. Per week 4 hrs. 10 min

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Standard Score SEM <small>(Appendix C)</small>
Inattentive	2	11	1.83
Hyperactive-Impulsive	10	10	1.39
Oppositional Defiant	6	10	1.52
Conduct Disorder	0	11	1.94
Avoidant Personality	13	7	1.94
Generalized Anxiety	6	8	2.79
Major Depressive Episode	1	11	1.65

TOTAL SCORE				
Sum of Subscale SS <small>(Appendix B)</small>	Quotient <small>(Appendix B)</small>	%ile <small>(Appendix B)</small>	Quotient SEM <small>(Appendix C)</small>	Confidence Interval
68	88	22	10.53	99 %

Standard Scores	SUBSCALES							Quotients	Quotient	Percentiles	Percentile Rank
	Attention-Deficit/ Hyperactivity Disorder		Oppositional Defiant	Conduct Disorder	Avoidant Personality	Generalized Anxiety	Major Depressive Episode				
	Inattentive	Hyperactive-Impulsive									
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.

**BDS-2 SV**  
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# HOME VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The child or youth should be rated by a parent, guardian, houseparent, etc., with primary observational opportunities. This person would usually be someone who lives with the child or youth in his/her home or residential setting.
- Ratings should be made conservatively with the lower rating given any time the rater is unsure about how to rate an item. Do not give the child or youth the "benefit of the doubt."
- If the rater does not have first-hand knowledge and is unsure how to rate an item, it is appropriate for the rater to consult with another person to get information about the child's or youth's ability in order to complete a rating of the child's or youth's behavior.
- The rater should rely on his/her observation of the child's or youth's behavior as it occurs naturally in the home/residential environment.
- It is not necessary to complete the rating of the child or youth 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 27 as an example, the rater would first read, "Does not engage in not listening to or following verbal directions," then "One to several times per month does not listen to or follow verbal directions," then "One to several times per week does not listen to or follow verbal directions," then "One to several times per day does not listen to or follow verbal directions," and finally "One to several times per hour does not listen to or follow verbal directions."
- If the rater has not observed the student engaging in a specific behavior(s), the student should receive the rating **0**  
DOES NOT ENGAGE IN THE BEHAVIOR.
- If the rater has had the opportunity to observe the student demonstrate the behavior one to several times (i.e., one to three times), the rating should be **1**  
ONE TO SEVERAL TIMES PER MONTH.
- If the behavior has been observed one or more times per week, even several times per week (i.e., one to three times), the rating should be **2**  
ONE TO SEVERAL TIMES PER WEEK.
- If the behavior is observed at least once a day or more than one time a day (i.e., one to three times), the rating should be **3**  
ONE TO SEVERAL TIMES PER DAY.
- If the behavior is observed at least once an hour and includes behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **4**  
ONE TO SEVERAL TIMES PER HOUR.

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- Home Version Rating Form**
- SAMPLE**
- 0 49. Uses obscene or profane language
- 1 50. "Gets back" at others when he/she feels that someone has wronged him/her (e.g., hurts them, destroys their property, etc.)
- 0 51. Takes things that belong to others in their absence
- 0 52. Steals by deceit (e.g., claims someone's jacket is his/hers, writes his/her name on another student's homework assignment or project, etc.)
- 0 53. Has run away from home overnight
- 1 54. Lies, denies, exaggerates, distorts the truth
- 0 55. Deliberately sets fires
- 0 56. Has unexcused absences (e.g., absent from school, skips classes, etc.)
- 0 57. Stays out at night despite parental prohibitions
- 0 58. Has been arrested for breaking and entering a house, building, or car
- 0 59. Destroys home; parents', siblings', or others' property (e.g., defaces, damages, vandalizes, etc.)
- 0 60. Deliberately hurts or injures animals
- 0 61. Has forced a sexual encounter with another child, youth, or adult (e.g., exposing, fondling, sexual assault, etc.)
- 0 62. Has used a weapon during a fight
- 0 63. Initiates fights with others (e.g., scratches, hits, pulls hair, etc.)
- 0 64. Steals or forcibly takes things from peers, family, other persons, stores, school, neighborhood, etc.
- 0 65. Physically hurts peers, siblings, or adults
- 0 66. Does not respond positively to criticism or disapproval; gets angry, embarrassed, deliberately does something inappropriate in response, etc.)
- 0 67. Has little or no interaction with adults other than parents/guardians (i.e., does not talk, make eye contact, seek assistance, etc. in appropriate situations, incorrect or foolish).
- 2 68. Has little or no interaction with peers; does not share in group activities
- 0 69. Does not like to be the center of attention; does not like not being liked
- 0 70. Does not get along with other males and/or females; avoids family members, because of fear of rejection, disapproval, ridicule, etc.
- 0 71. Avoids a social situation that requires increased interpersonal exchanges (e.g., does not join clubs or organizations because he/she would be expected to do more socializing with other children or youth)
- 0 72. Does not participate in activities or special events that are interesting to others of his/her age (e.g., does not want to participate in group activities, parties, class plays, field trips, assemblies, etc.)
- 0 73. Does not participate in social situations for fear that he/she would say or do the wrong thing (e.g., feels inept, unappealing, inferior)
- 0 74. Does not respond to attempts on the part of nonfamily members to be friendly, complimentary, sympathetic, etc.
- 0 75. Demonstrates fear of becoming embarrassed in front of persons other than family members (e.g., fears blushing, crying, becoming anxious in front of others, etc.) Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 76. Makes up excuses to avoid social situations or activities that are new or different for him/her (e.g., says it would be too much trouble to get ready for the junior high dance, it would be unsafe to stay out late, he/she might not have a good time, etc.)
- 0 77. Moves about unnecessarily (e.g., is tense, fails to relax, etc.)
- 0 78. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 0 79. Engages in excessive or unnecessary body movements (e.g., rocking motions, running)
- 0 80. Has trouble sleeping
- 0 81. Indicates that no one likes him/her, no one cares about him/her, etc.
- 0 82. Frowns, scowls, looks unhappy during typical situations
- 0 83. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 0 84. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 0 85. Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 86. Exhibits loss of appetite because of personal or school experiences
- 0 87. Has experienced weight loss because of personal or school experiences (if weight loss has occurred within the past month, rate this item 4.)
- 0 88. Fails to eat because of personal or school experiences
- 0 89. Demonstrates loss of interest in school or school activities within the past month
- 0 90. Has lost interest in school or school activities within the past month
- 0 91. Has lost interest in school or school activities within the past month
- 0 92. Has lost interest in school or school activities within the past month
- 0 93. Has lost interest in school or school activities within the past month
- 0 94. Is tired, listless, apathetic, unmotivated, not interested in school or outside activities
- 0 95. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
- 0 96. Moves slowly
- 0 97. Makes statements, written or verbal, that he/she feels worthless
- 0 98. Makes comments that others are disappointed in him/her, have little regard for him/her, etc.
- 0 99. Does not listen to what others are saying
- 0 100. Is slow to process thoughts or information
- 0 101. Fails to concentrate because of personal or school experiences
- 0 102. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.
- 0 103. Does not remain on-task (e.g., is easily distracted by others, is more interested in other activities, sits and does nothing, etc.)
- 0 104. Threatens to hurt self or commit suicide (e.g., verbally, through pictures, written representations of hurting self or committing suicide, etc.)
- 0 105. Has attempted suicide
- 0 106. Has verbally or through pictures planned his/her suicide
- 0 107. Says he/she would be better off dead
- 0 108. Expresses thoughts of death (e.g., thinks about dying, thinks about others dying)

# HOME VERSION SCORING FORM

## Subscales and Items

### Inattentive

- 7. 3
- 13. 2
- 14. 2
- 15. 2
- 17. 3
- 18. 1
- 19. 1
- 20. 1
- 26. 1
- 27. 1
- 28. 1
- 29. 0
- 30. 3

21

Raw Score

### Hyperactive-Impulsive

- 1. 4
- 2. 2
- 3. 3
- 4. 3
- 5. 3
- 6. 2
- 8. 2
- 9. 2
- 10. 3
- 11. 3
- 12. 2
- 16. 2
- 21. 0
- 22. 1
- 23. 2
- 24. 3
- 25. 1
- 31. 2
- 32. 1
- 33. 3
- 34. 1
- 35. 0
- 36. 0
- 37. 0
- 43. 0
- 44. 0
- 77. 0
- 78. 0
- 79. 0

3

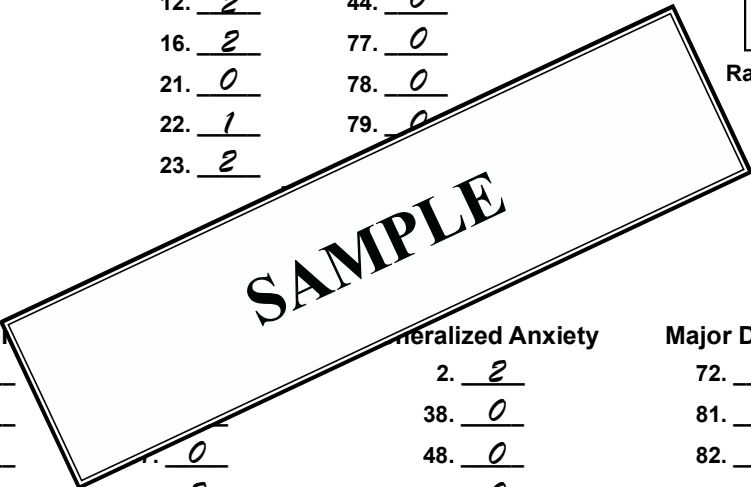
Raw Score

### Oppositional Defiant

- 15. 2
- 22. 1
- 38. 0
- 39. 0
- 40. 1
- 41. 0
- 42. 1
- 43. 0
- 44. 0
- 45. 0
- 46. 1
- 47. 1
- 48. 0
- 49. 0
- 50. 1
- 59. 0
- 63. 0
- 65. 0
- 66. 0

8

Raw Score



### Conduct Disorder

- 41. 0
- 45. 0
- 50. 1
- 51. 0
- 52. 0
- 53. 0
- 54. 1
- 55. 0
- 56. 0
- 57. 0
- 58. 0
- 59. 0
- 60. 0
- 61. 0
- 62. 0
- 63. 0
- 64. 0
- 65. \_\_\_\_\_

2

Raw Score

### Generalized Anxiety

- 67. 0
- 68. 2
- 69. 0
- 70. 0
- 71. 0
- 72. 0
- 73. 0
- 74. 0
- 75. 0
- 76. 0
- 2. 2
- 38. 0
- 48. 0
- 77. 0
- 80. 0
- 91. 1
- 94. 0
- 101. 0

3

Raw Score

### Major Depressive Episode

- 72. 0
- 81. 0
- 82. 0
- 83. 0
- 84. 0
- 85. 0
- 86. 0
- 87. 0
- 88. 0
- 89. 0
- 90. 0
- 91. 1
- 92. 0
- 93. 0
- 94. 0
- 95. 0
- 96. 0
- 97. 0
- 98. 0
- 99. 0
- 100. 0
- 101. 0
- 102. 0
- 103. 0
- 104. 0
- 105. 0
- 106. 0
- 107. 0
- 108. 0

1

Raw Score

# HOME VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name: Thomas Andrews Gender: M

School: Midvale Elementary Grade: 2

City: Midvale State: PA

Date of rating: 2005 12 13  
 (year) (month) (day)

Date of birth: 1997 11 10  
 (year) (month) (day)

Age at rating: 8 1 3  
 (years) (months) (days)

Rated by: M. Jackson

Relationship to the child: mother

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Inattentive	21	7	1.63
Hyperactive-Impulsive	45	5	1.39
Oppositional Defiant	8	9	2.32
Conduct Disorder	2	10	3.95
Avoidant Personality	3	9	3.07
Generalized Anxiety	3	9	3.69
Major Depressive Episode	1	11	2.43

TOTAL SCORE				
Sum of Subscale SS (Appendix B)	Quotient (Appendix B)	%ile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
60	89	24	5.99	99 %

Standard Scores	SUBSCALES							Quotients	Quotient	Percentiles	Percentile Rank
	Attention-Deficit/Hyperactivity Disorder		Oppositional Defiant	Conduct Disorder	Avoidant Personality	Generalized Anxiety	Major Depressive Episode				
	Inattentive	Hyperactive-Impulsive									
20	•	•	•	•	•	•	•	•	≥99	•	
19	•	•	•	•	•	•	•	•	95	•	
18	•	•	•	•	•	•	•	•	90	•	
17	•	•	•	•	•	•	•	•	85	•	
16	•	•	•	•	•	•	•	•	80	•	
15	•	•	•	•	•	•	•	•	75	•	
14	•	•	•	•	•	•	•	•	70	•	
13	•	•	•	•	•	•	•	•	65	•	
12	•	•	•	•	•	•	•	•	60	•	
11	•	•	•	•	•	•	•	•	55	•	
10	•	•	•	•	•	•	•	•	50	•	
9	•	•	•	•	•	•	•	•	45	•	
8	•	•	•	•	•	•	•	•	40	•	
7	•	•	•	•	•	•	•	•	35	•	
6	•	•	•	•	•	•	•	•	30	•	
5	•	•	•	•	•	•	•	•	25	•	
4	•	•	•	•	•	•	•	•	20	•	
3	•	•	•	•	•	•	•	•	15	•	
2	•	•	•	•	•	•	•	•	10	•	
1	•	•	•	•	•	•	•	•	≤1	•	

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

**BDS-2 HV**  
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 (800) 542-1673

# 1 Moves about while seated, fidgets, squirms, etc.

## Goals:

1. The student will engage in appropriate behaviors while seated.
2. The student will sit appropriately in his/her seat.

## Objectives:

1. The student will demonstrate appropriate in-seat behavior by sitting quietly with his/her feet on the floor under the desk, keeping all four legs of the chair in contact with the floor, for \_\_\_\_ minutes at a time.
2. The student will refrain from tipping his/her chair for \_\_\_\_ minutes at a time.
3. The student will refrain from tipping his/her desk while seated for \_\_\_\_ minutes at a time.
4. The student will keep his/her feet on the floor while seated for \_\_\_\_ minutes at a time.
5. The student will sit quietly while seated for \_\_\_\_ minutes at a time.
6. The student will refrain from touching others as they walk by on \_\_\_\_ out of \_\_\_\_ trials.
7. The student will refrain from tapping objects such as a pencil, paper clip, eraser, ruler, etc., for \_\_\_\_ minutes at a time.

## Interventions:

1. Reinforce the student for sitting appropriately in his/her seat: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

2. Speak to the student to determine if he/she is doing wrong (a) if the task is too easy, (b) what he/she should do to sit appropriately, and (c) if the task is too difficult.

3. Remind the student to sit in your seat. Meet task expectations.

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

4. Reinforce those students in the classroom who sit appropriately in their seats.

5. Reinforce the student for sitting appropriately in his/her seat based on the length of time he/she can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.

6. Write a contract with the student specifying what behavior is expected (e.g., sitting appropriately in his/her seat) and what reinforcement will be made available when the terms of the contract have been met.

7. Communicate with parents about the student's behavior at home, phone, or in writing. Communicate with parents about the student's behavior at school.

8. Discuss the appropriateness of the task with the student (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is adequate.

9. Choose a peer to model for the student appropriate ways in which to sit in his/her seat.

10. Have the student question any directions, explanations, and instructions he/she does not understand.

11. Have desks and/or chairs that can be fastened to the floor or which are designed to prevent tipping.

12. Provide the student with a specific description of appropriate in-seat behavior (e.g., face forward, feet on floor, back straight, etc.).

13. Implement logical consequences for students who fail to sit appropriately in their seats (e.g., the student would have to sit on the floor, stand next to his/her desk to work, sit in a chair without a desk, etc.).

14. Maintain consistent expectations for having the student sit appropriately in his/her seat.

**SAMPLE**  
**Behavior Dimensions Intervention Manual**