

EARLY CHILDHOOD BEHAVIOR SCALE (ECBS)

Stephen B. McCarney, Ed.D.

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The *Early Childhood Behavior Scale (ECBS)* was developed to contribute to the early identification and service delivery for emotionally disturbed/behaviorally disordered children 36 to 72 months of age. It was specifically designed to objectively and efficiently document those behaviors most indicative of early childhood emotionally disturbed/behaviorally disordered students and the behavior problems which exceed the norm of any student in the school environment. The **ECBS** is based on the federal definition (PL 94-142/IDEA) and the most recently approved definition of ED/BD developed by the National Mental Health and Special Education Coalition.

The **ECBS** subscales are

- Academic Progress,
- Social Relationships, and
- Personal Adjustment.

During development, the **ECBS** was subjected to field testing on children 36 to 72 months of age resulting in the items included in the final version of the scale. The **ECBS** was standardized on a total of 1,314 students including identified behaviorally disordered children. Norms provided are gender and age specific. Demographic characteristics of the standardization sample represent national percentages of gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **ECBS** exceeded .90 for the total scale. Test-retest reliability correlation coefficients exceeded .81 for each of the subscales. Coefficients for inter-rater reliability of the subscales ranged from .81 to .88 for all age levels. Content validity was established through the initial development process. The scale was compared to the *Child Behavior Checklist for Ages 2-3* and the *Child Behavior Checklist for Ages 4-6* as measures of concurrent criterion-related validity. Item performance correlated positively with total scale performance, further substantiating the internal cohesiveness of the scale as a measure of emotionally disturbed/behaviorally disordered.

The **ECBS** uses frequency-referenced quantifiers. Each item on the **ECBS** is rated on a seven-point scale from (0) NOT IN MY PRESENCE to (6) MORE THAN ONCE AN HOUR. Following administration, four types of scores may be obtained: frequency rating for each item (reflecting the frequency and severity of behaviors), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (to establish a consistent basis for comparing students), and a percentile score (a global index of behavior in all areas measured within the total scale). From the subscale standard and percentile scores, a profile of the student's level of functioning across the subscales may be constructed.

The **ECBS** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, or other school personnel. The **ECBS** complete kit consists of *Pre-Referral Early Childhood Behavior Checklists*, School Version Rating Forms and Technical Manual, and the *Early Childhood Behavior Intervention Manual (ECBIM)*.

The *Early Childhood Behavior Intervention Manual* includes goals, objectives, and intervention strategies for all behaviors on the scale and was designed for the convenient development of the child's IEP. The **ECBIM** used in conjunction with the **ECBS** provides a comprehensive assessment, diagnostic, and prescriptive program for emotionally disturbed/behaviorally disordered children. The **ECBS Quick Score** computer program converts raw scores to standard and percentile scores.



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.
- The rater should conduct his/her ratings independently, without conferring with others.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 5 as an example, the rater would first read, "Not in my presence does not follow verbal directions," then "One time did not follow verbal directions," then "Several times did not follow verbal directions," then "More than one time a month, up to one time a week does not follow verbal directions," then "More than one time a week, up to once a day does not follow verbal directions," then "More than once an hour does not follow verbal directions."
- 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 **0**
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 **1**
ONE TIME.
- If the rater has observed the student for more than one month and has observed the student demonstrate the behavior several times over more than one month with a frequency average of once a month, the rating should be **2**
SEVERAL TIMES.
- If the rater has observed the student demonstrate the behavior more than once a month, even several times per month, up to an average of one time a week, but not more than four times per month, the rating should be **3**
**MORE THAN ONE TIME A MONTH,
UP TO ONE TIME A WEEK.**
- If the behavior has been observed to occur more than one time per week, even several times per week, up to one time per day, the rating should be **4**
**MORE THAN ONE TIME A WEEK,
UP TO ONCE A DAY.**
- If the behavior has been observed to occur more than one time a day, up to one time per hour, the rating should be **5**
**MORE THAN ONCE A DAY,
UP TO ONCE AN HOUR.**
- If the behavior has been observed to occur more than once an hour or at an extremely high frequency that it cannot be accurately counted, the rating should be **6**
MORE THAN ONCE AN HOUR.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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TO RATER: Rate the student using the quantifiers (0-6) provided.
Every item must be rated. **Do not leave any boxes blank.**

NOT IN MY PRESENCE	ONE TIME	SEVERAL TIMES	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
0	1	2	3	4	5	6

Academic Progress

- | | |
|--|---|
| <p>4 1. Fails to perform tasks independently (e.g., continually asks for help, does not begin tasks without help, etc.)</p> <p>3 2. Is not motivated by rewards (e.g., does not find a reinforcer he/she enjoys)</p> <p>5 3. Does not remain on task (e.g., is easily distracted by others, more interested in other activities, etc.)</p> <p>4 4. Does not perform tasks at his/her ability level (i.e., expected level for his/her age)</p> <p>4 5. Does not follow verbal directions</p> <p>5 6. Is reluctant to attempt new things</p> <p>3 7. Has difficulty with short-term memory (e.g., does not remember directions, does not remember what he/she was told to do, etc.)</p> <p>3 8. Has difficulty with long-term memory (e.g., does not remember what he/she was told to do, etc.)</p> <p>3 9. Requires excessive practice to learn when he/she can master easily (e.g., remembers names, counting to 10, etc.)</p> <p>4 10. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)</p> | <p>3 14. Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)</p> <p>2 15. Has little or no interaction with peers (e.g., does not talk, share in activities, etc.)</p> <p>2 16. Makes inappropriate comments to peers (e.g., argues, calls names, curses, uses obscenities, makes rude comments, etc.)</p> <p>2 17. Responds inappropriately to typical physical exchanges with other children (e.g., being bumped, touched, pushed, or crushed against, etc.)</p> <p>2 18. Both boys and girls do not share possessions or materials</p> <p>3 21. Does not allow others to take their turn, participate in activities or games, etc.</p> <p>3 22. Makes inappropriate physical contact with others (e.g., touches, hugs, etc.)</p> |
|--|---|

28 Raw Score

38 Raw Score

Social Relationships

- 2 11. Fights with other children (e.g., scratches, hits, pulls hair, etc.)
- 2 12. Becomes physically aggressive with adults (e.g., pushes, pulls away, grabs, etc.)
- 2 13. Makes inappropriate comments to adults (e.g., argues, threatens, calls names, curses, makes rude comments, uses obscenities, etc.)

Personal Adjustment

- 0 23. Engages in inappropriate behaviors related to bodily functions (e.g., talks about bodily functions, masturbates, urinates on restroom floor, smears feces in restroom, etc.)
- 2 24. Exhibits extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 3 25. Is unpredictable in behavior (e.g., does not respond consistently to situations in the environment)
- 0 26. Has difficulty separating from parents (e.g., cries, throws fits, screams, etc.)

SAMPLE
School Version Rating Form

- SAMPLE
School Version Rating Form**
- 3 27. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance)
- 2 28. Needs immediate rewards/reinforcers in order to demonstrate appropriate behavior
- 4 29. Behaves in a manner inappropriate for the situation (e.g., laughs in a situation where other students would be alarmed or upset, shows no emotion during activities where other students would be laughing and enjoying themselves, etc.)
- 3 30. Becomes overexcited (e.g., loses control in group activities, forgets rules, becomes loud, etc.)
- 4 31. Does not accept changes in established routine (e.g., is upset by changes in the daily schedule, behaves inappropriately when the daily routine is disrupted, etc.)
- 2 32. Does not change behavior from one situation to another (e.g., gets excited playing outdoors and does not calm down when he/she comes indoors, does not stop one activity and begin another, etc.)
- 2 33. Does not participate in activities or special events that are interesting to his/her (e.g., does not participate in group activities or parties, does not play with others, etc.)
- 3 34. Does not smile or show happiness
- 3 35. Is tired, not interested, unmotivated
- 3 36. Frowns, scowls, looks unhappy during typical classroom situations
- 0 37. Deliberately hurts self or damages own property or clothing (e.g., hits or scratches self, destroys clothing or personal property, etc.)
- 2 38. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 0 39. Speaks in an unnatural voice (e.g., falsetto voice, mechanical voice, etc.)
- 0 40. Speaks incoherently (e.g., statements are disconnected, unrelated, bizarre and unintelligible, etc.)
- 2 41. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 3 42. Throws temper tantrums
- 4 43. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 3 44. Fails to stay in an assigned area for the specified time period (e.g., classroom, building, play area, etc.)
- 4 45. Makes unnecessary comments or noises (e.g., talks to others, interrupts, makes fun of others, hums, taps, burps, etc.)
- 2 46. Forcibly takes things from others
- 3 47. Behaves differently than others do when told to do something (e.g., does the opposite of what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)
- 2 49. Makes sexually-related comments or engages in behavior with sexual overtones (e.g., uses sexual references when talking, makes suggestive sexual comments, makes sexually-related gestures, touches self or others, exposes self, etc.)
- 2 50. Destroys other people's property (e.g., destroys toys, clothes, etc.)
- 2 51. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 3 52. Responds inappropriately to redirection (e.g., gets angry when asked to correct a mistake, refuses to comply with redirection, etc.)
- 4 53. Does not follow rules (e.g., runs in the classroom, throws food, is disruptive when others are talking, etc.)

74 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Austin P. Williams Gender: M

School: Midvale Elementary

Class: _____ Grade: PK

City: _____ State: PA

Date of rating: 94 / 09 / 27
(year) (month) (day)

Date of birth: 90 / 05 / 16
(year) (month) (day)

Age at rating: 4 / 4 / 9
(years) (months) (days)

$$\boxed{48} + \boxed{4} = \boxed{52}$$

Total Months

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Raw Score SEM (Table 7)
1. Academic Progress	38	3	3.53
2. Social Relationships	28	6	3.58
3. Personal Adjustment	74	3	5.65

TOTAL SCORE	
Sum of Subscale SS	Percentile (Appendix B)
12	4

Rated by (observer's name): B. Royzer

Dates during which observation of the student occurred:

From 8/94 To 9/94

How well the student is known by the rater (indicate type of interactions): _____

preschool self-contained classroom

Standard Scores	Subscales			Percentiles	Percentile Rank
	Academic Progress	Social Relationships	Personal Adjustment		
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	●	●	●	5	●
0	●	●	●	≤1	●

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

ECBS SV
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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, a pat on the back, a thumbs up, a nod, a smile, etc.)

2. Reinforce the child for communicating his/her needs to others independently.

3. Reinforce the child for communicating his/her needs to others when necessary: (a) what he/she is doing, asking for teacher assistance when 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 others 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 he/she will be expected to do. The contract will be made with the child and the teacher. The contract have

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.

SAMPLE
Early Childhood Behavior Intervention Manual