

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

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

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The *Emotional and Behavior Problem Scale-Second Edition: Renormed (EBPS-2:R) School and Home Versions* were developed to aid in diagnosis, placement, and planning 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). Each subscale is associated with one of the five characteristics of emotional disturbance contained in the federal definition. The **EBPS-2:R** 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 clinical perception of the items included on the scale. Each subscale is associated with one of the disorders. The **EBPS-2:R** Empirical Interpretation subscales are

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

During initial 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:R School Version** was standardized on a total of 1,715 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:R School Version** exceeded .92 for each subscale. The test-retest reliability correlation coefficient was .73 for the total score. Coefficients for inter-rater reliability for the subscales ranged from .068 to .88 for all age levels. Content validity was established through the initial development process. The **EBPS-2:R** was compared to the *Behavior Evaluation Scale-Third Edition: Long School Version (BES-3:L SV)* (McCarney & Arthaud, 2005) and the *Scale for Assessing Emotional Disturbance-School Form (SAED)* (Epstein & Cullinan, 1998) as a measure of concurrent validity. Each subscale reached  $p < .05$  level of confidence when compared to the **BES-3:L SV** and the SAED. 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:R** uses frequency-referenced quantifiers. Each item on the **EBPS-2:R** 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:R**, 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:R** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: (e.g., the classroom teacher, guidance counselor, or other school personnel). The **EBPS-2:R** 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:R** 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:R** 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:R** 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.



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.
- 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.

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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						
1	2	3	4	5	6	7

**LEARNING PROBLEMS**

- 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 work (e.g., does not study for tests, does not bring assigned material to class, etc.) (If the student is not yet expected to prepare for work, rate this item 1.)
- 5 6. Does not pay attention in class (e.g., is easily distracted by other students, is more interested in other activities, does not listen, 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

22 Raw Score

**INTERPERSONAL RELATIONS**

- 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 teachers to a level of verbal or physical aggression (e.g., makes derogatory comments, etc.)
- 1 18. Does not interact with teachers (e.g., does not ask questions, seek help, etc.)
- 1 19. Does not interact 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.)

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

- 7 28. Steals or forcibly takes things from other students, teachers, the school building, etc.
- 7 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.)
- 7 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.)
- 7 32. Exhibits extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 7 33. Is unpredictable in behavior (e.g., does not respond consistently to situations in the environment)
- 7 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 wants to do, does the opposite of what he/she is told, etc.)
- 6 35. Becomes overexcited during activities, forgetful
- 7 36. Lies, denies
- 7 37. Destroys school or students' property (e.g., defaces, vandalizes, etc.)
- 7 38. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 7 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.)
- 7 40. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)
- 7 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

- 7 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.)
- 7 44. Becomes upset when a suggestion or constructive criticism is given
- 7 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)
- 7 46. Indicates that no one likes him/her, no one cares about him/her, etc.
- 7 47. Does not smile, laugh, demonstrate happiness
- 7 48. Is tired, listless, unmotivated, not interested in
- 7 49. Shows poor related performance, etc. (e.g., poor appearance, etc.)
- 7 50. Shows poor performance in classroom activities; is dumb, looks unhappy during typical classroom situations
- 7 51. Is pessimistic (e.g., thinks nothing will turn out right)

9 Raw Score

PHYSICAL SYMPTOMS/FEARS

- 7 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.)
- 7 53. Demonstrates self-destructive behavior (e.g., hits or scratches self, destroys clothing or personal property, etc.)
- 7 54. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 7 55. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 7 56. Throws temper tantrums
- 7 57. Becomes pale, may throw up, or passes out when anxious or frightened
- 7 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

**SAMPLE  
School Version Rating Form**

### Learn Comprehension

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	1.32
Social-Emotional Withdrawal/Depression	14	11	2.46
Learning/Comprehension Disorder	12	10	2.16
Avoidance/Unresponsiveness	15	11	2.22
Aggressive/Self-Destructive	7	12	3.70

TOTAL SCORE	Sum of Subscale SS	Quotient <small>(Appendix E)</small>	Percentile <small>(Appendix E)</small>	Quotient SEM <small>(Appendix F)</small>	Confidence Interval <small>(Chapter 3)</small>
	54	102	55	5.84	95 %

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: male

School: Midvale Elementary

Class: all day K Grade: K

City: Midvale State: PA

Date of rating: 2010 5 25  
(year) (month) (day)

Date of birth: 2004 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 9/10 To 5/11

Amount of time spent with student:

Per day 6 hours Per week 30 hours

THEORETICAL INTERPRETATION SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Learning Problems	22	11	1.08
Interpersonal Relations	13	11	1.14
Inappropriate Behavior	33	10	1.10
Unhappiness/Depression	9	12	1.48
Physical Symptoms/Fears	7	12	1.92

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval (Chapter 3)
56	103	60	3.54	95 %

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	χ
11	χ	χ	.	χ	χ	105	χ	55	.
10	.	.	χ	.	.	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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# HOME VERSION RATING FORM

Stephen B. McCarney

## RATING GUIDELINES

- The child/youth should be rated by parents, guardians, houseparents, etc., with primary observational opportunities who live with the child/youth in his/her home or living quarters.

- Any number of persons may rate the child/youth. Each person should independently rate (i.e., without conferring with others) the child/youth using a separate rating form.

- It is recommended that the rater read each quantifier with the item before rating the item. Using item 38 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 child/youth in one day. Several days may elapse before the rater is able to complete the scale.

- If the rater has not personally observed the child/youth demonstrate the behavior, the rating should be

1

NOT IN MY PRESENCE.

- If the rater has observed the child/youth for more than one month and has observed the child/youth 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.

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Item #04631

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800 Gray Oak Drive

Columbia, MO 65201



H A W T H O R N E

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



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

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

LEARNING PROBLEMS

- 7 1. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not recall information previously learned, etc.)
- 7 2. Has difficulty understanding abstract concepts (e.g., time, distance, speed, units of measurement, etc.)
- 7 3. Has difficulty understanding what he/she sees, hears, reads, etc.
- 7 4. Requires repeated experiences to learn what others learn easily
- 7 5. Does not do homework (If your child does not yet receive homework assignments, rate the item 1.)
- 2 6. Does not independently perform responsibilities (e.g., has trouble starting, does not begin or complete tasks without assistance)
- 7 7. Does not complete quizzes or tests (If you are asked to take tests or quizzes, rate the item 1.)

8 Raw Score

INTERPERSONAL RELATIONS

- 2 8. Fights with brothers, sisters, or friends
- 2 9. Makes inappropriate comments to brothers, sisters, or friends (e.g., argues, threatens, curses, calls names, teases, etc.)
- 7 10. Leaves the house without permission
- 7 11. Makes inappropriate comments to adults (e.g., argues, calls names, curses, makes rude comments, uses obscenities, talks back, etc.)
- 7 12. Does not share possessions or materials
- 7 13. Does not allow others to take their turn, participate in activities or games, etc.

- 7 14. Gets upset when bumped, touched, brushed against, etc.
- 7 15. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)
- 7 16. Has little or no interaction with peers (e.g., does not talk, share in activities, make friendships, etc.)
- 7 17. Is not accepted by other children or adolescents in the neighborhood

12 Raw Score

SAMPLE Home Version Rating Form

- 7 18. Behaves inappropriately from one situation to another (e.g., gets excited and does not calm down, does not stop one activity and begin another, etc.)
- 7 19. Becomes physically aggressive with adults (e.g., pushes, pulls away, grabs, hits, etc.)
- 7 20. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait, etc.)
- 7 21. Does not follow directions from parents or other home authority figures (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.)
- 7 22. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will get him/her in trouble but engages in the behavior anyway)
- 7 23. Lies, denies, exaggerates, distorts the truth
- 7 24. Gets angry when told he/she is wrong, told to do something a different way, etc.
- 2 25. Behaves inappropriately in the home (e.g., runs in the house, does not sit appropriately on the furniture, yells, etc.)

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

- 7 26. Does not behave appropriately in the community (e.g., runs in the shopping mall, pushes and makes noises in the line at the movies, yells in stores, etc.)
- 7 27. Behaves inappropriately in the presence of a baby-sitter, guest, visitor, etc.
- 7 28. Refuses to accept decisions made by parents (e.g., does not take "no" for an answer)
- 7 29. Behaves inappropriately when riding in the car (e.g., refuses to wear a seat belt, throws things out of the window, fights with others, etc.)
- 7 30. Does not go to bed on time, does not go to sleep, etc.
- 7 31. Does not get up on time
- 7 32. Steals or forcibly takes things from others
- 7 33. Destroys other persons' property in the community (e.g., destroys or vandalizes property)
- 7 34. Destroys things belonging to other persons (e.g., walls, etc.)
- 7 35. Plays hooky, skips school, etc.
- 7 36. Has extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 7 37. Is unpredictable in behavior (e.g., does not respond consistently to situations in or around the home)
- 21 Raw Score
- UNHAPPINESS/DEPRESSION
- 7 38. Throws temper tantrums
- 7 39. Threatens to hurt self or commit suicide
- 7 40. Does not participate in family, home, or neighborhood activities (e.g., does not participate when people visit, get together for special events, etc.)
- 7 41. Indicates that no one likes him/her, no one cares about him/her, etc.
- 7 42. Does not smile, laugh, or demonstrate happiness
- 7 43. Frowns, scowls, looks unhappy
- 7 44. Is pessimistic (i.e., thinks nothing will turn out right)
- 7 45. Is overly critical of self and abilities (e.g., says he/she is dumb, stupid, ugly, is not good at sports, etc.)
- 8 Raw Score
- 7 46. Talks back, argues, or disagrees unnecessarily (e.g., walks away, stomps, slams door, shakes head, etc.)
- 7 47. Makes statements that are disconnected, unrelated, or bizarre and unintelligible
- 7 48. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 7 49. Deliberately hurts self or damages own property or clothing
- 7 50. Demonstrates phobic-type reactions (e.g., fear of school, meeting people, trying new experiences, etc.)
- 7 51. Is uncomfortable with new situations (e.g., first day of school, swimming lessons, dancing, etc.)
- 7 52. Complains of not feeling good to keep from going to school or doing things he/she does not want to do
- 7 53. Is tired, listless, apathetic, unmotivated (e.g., has little or no interest in home-related activities, does not care about school, grades, graduating, consequences of behavior, etc.)
- 9 Raw Score

# EMPIRICAL INTERPRETATION

## Scoring Form

Social Aggression/ Conduct Disorder		Social-Emotional Withdrawal/Depression	
8.	<u>2</u>	24.	<u>1</u>
9.	<u>2</u>	25.	<u>2</u>
10.	<u>1</u>	26.	<u>1</u>
11.	<u>1</u>	27.	<u>1</u>
13.	<u>1</u>	28.	<u>1</u>
14.	<u>1</u>	29.	<u>1</u>
18.	<u>1</u>	37.	<u>1</u>
20.	<u>1</u>	38.	<u>1</u>
21.	<u>1</u>	46.	<u>1</u>
23.	<u>1</u>	48.	<u>2</u>
		15.	<u>1</u>
		16.	<u>1</u>
		17.	<u>1</u>
		36.	<u>1</u>
		40.	<u>1</u>
		41.	<u>1</u>
		42.	<u>1</u>
		43.	<u>1</u>
		44.	<u>1</u>
		45.	<u>1</u>
		50.	<u>1</u>

24

Raw Score

**SAMPLE  
Home Version Rating Form**

Learn  
Comprehension

1.	<u>1</u>
2.	<u>1</u>
3.	<u>1</u>
4.	<u>1</u>
5.	<u>1</u>
6.	<u>2</u>
47.	<u>1</u>
51.	<u>1</u>

9

Raw Score

Avoidance/Unresponsiveness

7.	<u>1</u>
22.	<u>1</u>
30.	<u>1</u>
31.	<u>1</u>
35.	<u>1</u>
52.	<u>1</u>
53.	<u>1</u>

7

Raw Score

Aggressive/Self-Destructive

12.	<u>1</u>
19.	<u>1</u>
32.	<u>1</u>
33.	<u>1</u>
34.	<u>1</u>
39.	<u>1</u>
49.	<u>1</u>

7

Raw Score

# HOME 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	24	12	1.02
Social-Emotional Withdrawal/Depression	11	12	1.38
Learning/Comprehension Disorder	9	12	1.60
Avoidance/Unresponsiveness	7	12	2.20
Aggressive/Self-Destructive	7	12	2.08

TOTAL SCORE	Sum of Subscale SS	Quotient <small>(Appendix E)</small>	Percentile <small>(Appendix E)</small>	Quotient SEM <small>(Appendix F)</small>	Confidence Interval <small>(Chapter 3)</small>
	60	118	88	4.34	95 %

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	X
17	.	.	.	.	.	135	.	85	.
16	.	.	.	.	.	130	.	80	.
15	.	.	.	.	.	125	.	75	.
14	.	.	.	.	.	120	X	70	.
13	.	.	.	.	.	115	.	65	.
12	X	X	X	X	X	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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# HOME VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of child: Andrea Jackson Gender: 7  
 School: Midvale Elementary Grade: 1  
 City: Midvale State: PA

Date of rating: 1998 10 29  
 (year) (month) (day)  
 Date of birth: 1992 7 21  
 (year) (month) (day)  
 Age at rating: 6 3 8  
 (years) (months) (days)

Rated by (observer's name): M. Jackson  
 Relationship to child: Mother

THEORETICAL INTERPRETATION SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Learning Problems	8	12	1.58
Interpersonal Relations	12	12	1.60
Inappropriate Behavior	21	12	1.02
Unhappiness/Depression	8	12	1.88
Physical Symptoms/Fears	9	12	1.92

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval (Chapter 3)
60	112	79	3.80	95 %

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 Does not perform or complete classroom assignments during class time

**Goal:**

1. The student will complete classroom assignments during class time.

**Objectives:**

1. The student will complete a task before going on to the next task on \_\_\_\_ out of \_\_\_\_ trials.
2. The student will complete \_\_\_\_ out of \_\_\_\_ assigned tasks per day.
3. The student will attempt \_\_\_\_ out of \_\_\_\_ assigned tasks per day.
4. The student will remain on-task for \_\_\_\_ out of \_\_\_\_ minutes per class period.
5. The student will use the time provided on assigned tasks to complete \_\_\_\_ tasks per day.

**Interventions:**

1. Reinforce the student for attempting and completing class assignments: (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 with the student about what he/she is doing wrong (e.g., not attempting assignments) and what reinforcement is available (e.g., completing assignments).

Review the student's progress and reinforce students for following the directions.

4. Reinforce those students in the classroom who attempt and complete assignments during class time.

5. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. As the student demonstrates success, gradually increase the amount of work required for reinforcement.

6. Write a contract with the student specifying what behavior is expected (e.g., attempting and completing class assignments) and what reinforcement will be made available when the terms of the contract have been met.

7. Have the student represent the number of assignments completed during class time.

**SAMPLE Emotional and Behavior Problem Scale IEP and Intervention Manual**

Assess the degree of task difficulty in comparison with the student's ability to perform the task.

11. Assign the student shorter tasks (e.g., modify a 20 problem math activity to 4 activities of 5 problems each to be done at various times during the day). As the student demonstrates success, gradually increase the number of problems over time.

12. Present tasks in the most attractive and interesting manner possible.

13. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or quiet place away from distractions). This is used as a means of reducing stimuli and not as a form of punishment.

14. Interact frequently with the student to maintain involvement with class assignments (e.g., ask the student questions, ask the student's opinions, stand close to the student, seat the student near the teacher's desk, etc.).