

EMOTIONAL OR BEHAVIOR DISORDER SCALE - Revised (EBDS-R)

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The *Emotional or Behavior Disorder Scale - Revised (EBDS-R)* is based on the National Mental Health and Special Education Coalition definition of emotional or behavioral disorder and the theoretical construct of the federal definition (IDEA). The **EBDS-R: Behavioral Component** includes 64 items, easily observed and documented by educational personnel, and assesses three areas identified in the definition: Academic Progress, Social Relationships, and Personal Adjustment. The **EBDS-R: Vocational Component** includes 54 items, easily observed and documented by educational personnel, and assesses the fourth area identified in the definition: Work Related, Interpersonal Relations, and Social/Community Expectations.

The **EBDS-R: Behavioral Component** was standardized on a total of 4,308 students, ages 5 through 18 years of age. The **EBDS-R: Vocational Component** was standardized on a total of 2,623 students, ages 12 through 18 years of age. Standard scores, quotients, and percentiles are provided by age and gender. Demographic characteristics of the standardization population represented national percentages of gender, race, residence, geographic area, and occupation of parents.

Internal consistency of the **EBDS-R: Behavioral Component** exceeded .97. Test-retest reliability yielded correlation coefficients which exceeded .77 for each of the three subscales. Coefficients for inter-rater reliability of the subscales ranged from .77 to .83 for all age levels. Content validity was established through the initial development process. The scale was compared to the *Behavior Evaluation Scale - 2 School Version* and the *Devereux Behavior Rating Scale - School Form* as a measure of concurrent validity.

Internal consistency of the **EBDS-R: Vocational Component** exceeded .98. Test-retest reliability yielded correlation coefficients exceeding .71 for each of the three subscales. Content validity was established through the initial development process. The scale was compared to the *Adaptive Behavior Inventory* and the *Adaptive Behavior Evaluation Scale - Revised* as a measure of concurrent validity.

The **EBDS-R** uses frequency-referenced quantifiers. Each item on the **EBDS-R: Behavioral Component** is rated on a seven-point scale from (1) NOT IN MY PRESENCE to (7) MORE THAN ONCE AN HOUR. Each item on the **EBDS-R: Vocational Component** is rated on a five-point scale from (0) IS NOT DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S AGE GROUP to (5) DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY). 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 score (a global index of all behaviors measured within the total scale). Using the subscale standard scores, a profile of the student's level of functioning across the subscales may be constructed.

The **EBDS-R** may be completed in 20 minutes by anyone who is familiar with the student: classroom teacher or other school personnel, or clinical personnel. The EBDS-R complete kit consists of rating forms and a technical manual, and the *Emotional or Behavior Disorder Intervention Manual - Revised (EBDIM-R)*. The **EBDIM-R** was designed for the convenient development of a student's IEP and includes goals, objectives, and intervention strategies for the behaviors on the scale.



H A W T H O R N E

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

BEHAVIORAL COMPONENT 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 58 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 but no more than four times per month; the rating should be **4**
MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK.
- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY.
- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be **6**
MORE THAN ONCE A DAY, UP TO ONCE AN HOUR.
- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**
MORE THAN ONCE AN HOUR.

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

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

ACADEMIC PROGRESS

- 1. Does not perform or complete classroom assignments during class time (e.g., does not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)
- 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.)
- 3. Is disorganized to the point of not having necessary materials, loses materials, fails to find completed assignments, fails to follow the steps of the assignment in order, etc. (If it is not developmentally appropriate for the student to have mastered this skill, rate this item 1.)
- 4. Fails to perform assignments independently, continually asks for assistance or repeatedly does not begin, work on, or complete assignments; asks for assistance; etc.)
- 5. Earns failing grades
- 6. Does not complete assignments (If the student is not yet assigned homework, rate this item 1.)
- 7. Does not follow directions (e.g., is easily distracted by other students, does not follow directions, is more interested in other activities, sits and does nothing, etc.)
- 8. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
- 9. Does not follow written directions (If the student does not yet read, rate this item 1.)
- 10. Does not follow verbal directions
- 11. Is reluctant to attempt new assignments or tasks
- 12. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not memorize a poem, does not recall information previously learned, etc.)
- 13. Has difficulty understanding abstract concepts
- 14. Does not comprehend what he/she reads (If the student does not yet read, rate this item 1.)

- 15. Requires repeated drill and practice to learn what other students master easily

35 Raw Score

SOCIAL RELATIONSHIPS

- 16. Fights with other students (e.g., scratches, hits, pulls hair, etc.)
- 17. Becomes physically aggressive with teachers (e.g., pushes, pulls away, grabs, etc.)
- 18. Makes inappropriate comments to teachers (e.g., argues, threatens, etc.)
- 19. Makes inappropriate comments to other students (e.g., hits, argues, etc.)
- 20. Does not interact with teachers (e.g., does not make eye contact, ask questions, seek assistance, etc.)
- 21. Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)
- 22. Makes inappropriate comments to other students (e.g., argues, calls names, curses, uses obscenities, makes rude comments, etc.)
- 23. Responds inappropriately to typical physical exchanges with other students (e.g., being bumped, touched, brushed against, etc.)
- 24. Is not accepted by other students (e.g., is ignored, teased, ridiculed, etc.)
- 25. Bothers other students who are trying to work, listen, etc.
- 26. Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc.

13 Raw Score

PERSONAL ADJUSTMENT

- 27. Does not share, allow others to take their turn, participate in activities or games, etc.
- 28. Makes unnecessary physical contact with others (e.g., touches, hugs, etc.)
- 29. Fails to comply with teachers or other school personnel (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)

SAMPLE Behavioral Component Rating Form

BEHAVIORAL AND VOCATIONAL RATING FORMS

Stephen B. McCarney

PROFILE SHEET

SUMMARY OF SCORES

Name of student: Thomas B. Andrews Gender: M

School: Midvale Jr. High

Class: Social Studies Grade: 7

City: Midvale State: PA

Date of rating: 2002 11 19
(year) (month) (day)

Date of birth: 1990 5 12
(year) (month) (day)

Age at rating: 12 6 7
(years) (months) (days)

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

Dates during which observation of student occurred:
From 8/26/02 To 11/19/02

Amount of time spent with student:
Per day 60 min Per week 5 hours

Subscales - Behavioral		Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Academic Progress		35	10	1.11
Social Relationships		13	11	2.37
Personal Adjustment		38	12	1.26
TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
33	102	54	5.06	99 %
Subscales - Vocational		Raw Score	Standard Score (Appendix D)	Standard Score SEM (Appendix F)
Work Related		80	8	1.29
Interpersonal Relations		38	8	1.68
Social/Community Expectations		70	7	1.50
TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix E)	Percentile (Appendix E)	Quotient SEM (Appendix F)	Confidence Interval
23	87	21	4.57	99 %

Standard Scores	Subscales						Quotients	Quotient		Percentiles	Percentile Rank	
	Behavioral Component (BC)			Vocational Component (VC)				BC	VC		BC	VC
	Academic Progress	Social Relationships	Personal Adjustment	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 and page five.

EBDS-R
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VOCATIONAL COMPONENT RATING FORM

Stephen B. McCarney

RATING GUIDELINES

- The student should be rated by persons (e.g. teachers, guidance counselors, employers, supervisors, etc.) with primary observational opportunities and who have familiarity with the student's typical behavior on a regular basis.
- While no established length of time is necessary to observe a student, ratings should be conducted by educators familiar with the student's abilities.
- The rater should rate the behavior as the behavior/skill occurs naturally in the environment.
- 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 each item while rating that 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

IS 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 situations, 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).

TO RATER: Rate every item 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

IS 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 1. Attempts new assignments
- 4 2. Begins assignments after receiving directions, instructions, etc.
- 3 3. Completes assignments within a specified time period
- 4 4. Completes assignments with at least minimal accuracy
- 3 5. Completes the required number of assignments in a given period of time

- 4 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. Responds appropriately to redirection in academic situations (e.g., corrects errors on an assignment)
- 4 8. Follows written directions (e.g., from teachers, principals, etc.)
- 3 9. Has necessary materials for specified activities

- 10. Remains on-task for the required length of time
- 11. 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.)
- 12. Demonstrates short-term memory skills (e.g., follows two- and three-step directions)
- 13. Follows directions without requiring repetition, explanations, etc.
- 14. Makes responsible decisions on his/her own (e.g., uses common sense, logic, etc.)
- 15. Is organized (e.g., uses time wisely, does not waste materials, has good work habits, etc.)
- 16. Is dependable (e.g., in attendance, on time, prepared, ready to work, etc.)
- 17. Demonstrates initiative in the absence of directions (e.g., takes appropriate action rather than remaining inactive, uses good judgment, etc.)
- 18. Is independent (e.g., can work on own without supervision, with limited encouragement, etc.)
- 19. Demonstrates problem-solving skills (e.g., is resourceful, finds alternative ways to deal with situations, etc.)

- 20. Is attentive
- 21. Is persistent in seeking success (e.g., will stay with a task or activity until successful)
- 22. Takes responsibility for his/her actions, learns from mistakes, recognizes and corrects inappropriate behavior (e.g., tardiness, etc.)

- 23. Is willing to accept criticism

80

- ### SOCIAL RELATIONS
- 24. Responds appropriately to typical physical exchanges with peers (e.g., being bumped, touched, brushed against, etc.)
 - 25. Cares for personal appearance (e.g., grooming, clothing, etc.)
 - 26. Demonstrates the ability to resolve conflict situations (e.g., discusses, reasons, compromises, etc.)
 - 27. Interacts appropriately in work activities (e.g., gets involved in discussions, projects, etc.)
 - 28. Uses communication skills to maintain positive interpersonal relationships with peers
 - 29. Demonstrates appropriate hygiene (e.g., clean hands and face, free of body odor, changes clothing when appropriate, etc.)
 - 30. Can be relied upon to work cooperatively with peers (e.g., shares materials, helps a friend, etc.)
 - 31. Uses communication skills to maintain positive interpersonal relationships with authority figures

- 32. Adjusts easily to new situations (e.g., works with individuals he/she does not know, adjusts to new surroundings, etc.)
- 33. Demonstrates stability (e.g., maintains consistent patterns of acceptable behavior, emotions, etc.)
- 34. Demonstrates loyalty to friends and organized groups (e.g., is dependable, participates, takes responsibility, etc.)

38 Raw Score

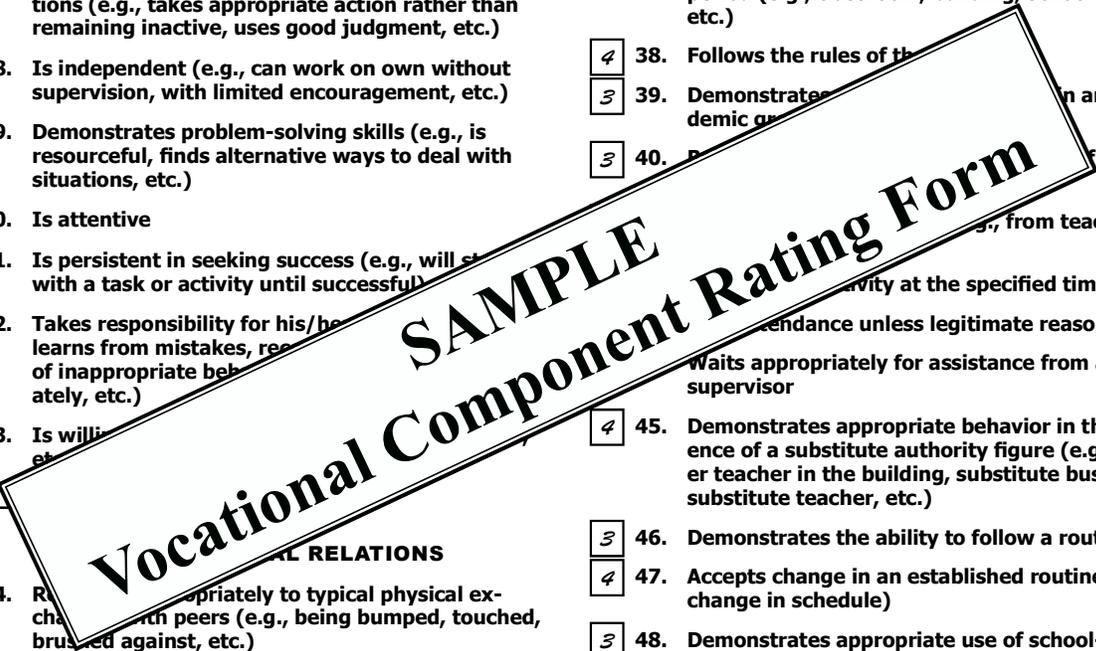
SOCIAL/COMMUNITY EXPECTATIONS

- 35. Is responsible for appropriate care of personal property
- 36. Responds appropriately to environmental cues (e.g., bells, signs, etc.)
- 37. Stays in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)
- 38. Follows the rules of the school
- 39. Demonstrates appropriate behavior in an academic or work setting
- 40. Responds appropriately to supervision

- 41. Responds appropriately to supervision, from teachers, parents, etc.
- 42. Responds appropriately to supervision, from teachers, parents, etc. at the specified time
- 43. Responds appropriately to supervision, from teachers, parents, etc. unless legitimate reason is given
- 44. Waits appropriately for assistance from a supervisor

- 45. Demonstrates appropriate behavior in the presence of a substitute authority figure (e.g., another teacher in the building, substitute bus driver, substitute teacher, etc.)
- 46. Demonstrates the ability to follow a routine
- 47. Accepts change in an established routine (e.g., change in schedule)
- 48. Demonstrates appropriate use of school-related materials (e.g., supplies and equipment)
- 49. Demonstrates appropriate care and handling of others' property
- 50. Adjusts behavior to expectations of different situations (e.g., free time, assemblies, cafeteria, classroom, etc.)
- 51. Is honest (e.g., does not cheat or steal)
- 52. Uses supplies or operates equipment and machinery safely
- 53. Does not possess or use drugs or alcohol at school
- 54. Demonstrates the ability to control temper (e.g., does not resort to verbal or physical aggression when frustrated, angry, etc.)

70 Raw Score



III. Behavioral Component

1 Does not perform or complete classroom assignments during class time

Goals:

1. The student will complete classroom assignments or tasks during class time.
2. The student will improve his/her task-related behavior.
3. The student will improve his/her academic performance.
4. The student will complete assignments or tasks during the time provided.

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 remain on-task for ____ out of ____ minutes per class period.
4. The student will use the time provided to work on assigned tasks to complete ____ tasks per day.
5. The student will begin assignments after receiving directions or instructions on ____ out of ____ occasions.
6. The student will work on assignments in a given period of time on ____ occasions.
7. The student will complete assignments with assistance in a given time period on ____ out of ____ occasions.
8. The student will independently complete assignments in a given time period on ____ out of ____ occasions.
9. The student will ask for clarification of directions or instructions on ____ out of ____ occasions.
10. The student will begin the assignment after receiving directions or instructions on ____ out of ____ occasions.
11. The student will complete assignments in a given time period on ____ out of ____ occasions.
12. The student will complete assignments with assistance in a given time period on ____ out of ____ occasions.
13. The student will complete a task in a given time period on ____ out of ____ occasions.

**Emotional or Behavior Disorder
Intervention Manual Revised**

Interventions:

1. Teach the student direction-following skills (e.g., listen carefully, write down important points, ask for clarification, wait until all directions are received before beginning, etc.).

2. Practice direction-following skills on nonacademic tasks.

3. Establish assignment rules:

- Listen to directions.
- Wait until all directions have been given.
- Ask questions about anything you do not understand.
- Begin the assignment only when you are certain about what you are supposed to do.
- Make certain you have all materials necessary, etc.

4. Deliver directions/instructions before handing out materials.

5. Maintain a consistent daily routine in the classroom.

6. Allow natural consequences to occur (e.g., may not participate in extracurricular sports, may not earn graduation credit, etc.) due to the student's failure to complete classwork.

7. 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 length of each task and decrease the number of tasks.