

# TRANSITION BEHAVIOR SCALE THIRD EDITION (TBS-3)

Stephen B. McCarney, Ed.D.

Tamara J. Arthaud, Ph.D.

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The *Transition Behavior Scale-Third Edition (TBS-3)* is a standardized, educationally relevant measure of predicted success in employment and independent living. Areas of concern identified by the **TBS-3** can be incorporated in the development of the individualized transition plan.

The **TBS-3** measures behavioral characteristics in the areas of

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

During the initial development, the **TBS-3** item pool received meticulous review by educational diagnosticians, guidance counselors, educational personnel, and employers which resulted in the 62 items included on the scale. The **TBS-3** is available in two versions: School Version, a reporting form for educators, and Self-Report Version, a reporting form for students 12-18 years of age.

The *Transition Behavior Scale-Third Edition School Version (TBS-3 SV)* was standardized on 1,967 students. Demographic characteristics of the standardization population closely approximated national percentages for gender, ethnicity, residence, geographic area, and parental occupation.

Internal consistency of the **TBS-3 SV**, utilizing the coefficient *alpha* formula (Cronbach, 1951), was .94 for the total score. Test-retest reliability yielded correlation coefficients exceeding .72 for each of the three subscales. Inter-rater reliability was .75 for the total score. Content validity was established through the initial development process. The **TBS-3 SV** was compared to the *Adaptive Behavior Evaluation Scale-Revised Second Edition: 13-18 Years* (McCarney & Arthaud, 2006), and the *Adaptive Behavior Scale-School Second Edition (ABS-S:2)* (Lambert, Nihira, & Leland, 1993) as measures of criterion-related validity. All correlations were significant at the  $p < .001$  level.

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

The **TBS-3** complete kit consists of the *Transition Behavior Scale-Third Edition School and Self-Report Version Rating Forms*, *Transition Behavior Scale-Third Edition School Version Technical Manual*, *Transition Behavior Scale-Third Edition Self-Report Version Technical Manual*, and the *Transition Behavior Scale IEP and Intervention Manual*. The *Transition Behavior Scale IEP and Intervention Manual* includes goals, objectives, and intervention strategies for the behaviors on the scale. By carefully following assessment results with intervention, the likelihood of student success in employment and independent living is maximized.

Research has proven that behavior exhibited in school/educational situations is the most reliable source of information in predicting success in employment and societal transition. The *Transition Behavior Scale-Third Edition* is a valid and reliable resource for screening students involved in transition.



H A W T H O R N E

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

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student 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 for the rater to complete the rating in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 1 as an example, the rater would first read, "Is not developmentally appropriate to attempt new assignments," then "Does not attempt new assignments," "Developing attempting new assignments," "Demonstrates attempting new assignments inconsistently," "Demonstrates attempting new assignments most of the time," and finally "Demonstrates attempting new assignments at all times (consistently)."
- If the behavior or skill is developmentally beyond what is expected of the student's age group, the rating should be **0**  
**IS NOT DEVELOPMENTALLY APPROPRIATE FOR THE STUDENT'S AGE GROUP.**
- If the student does not possess the behavior or skill, or does not demonstrate the behavior or skill, the rating should be **1**  
**DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.**
- If the student is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be **2**  
**DEVELOPING THE BEHAVIOR OR SKILL.**
- If the student has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be **3**  
**DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.**
- If the student has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be **4**  
**DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.**
- If the student consistently demonstrates the behavior or skill successfully in all situations, the rating should be **5**  
**DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).**

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Item #04710

TBS-3 SV

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800 Gray Oak Drive

Columbia, MO 65201



**H A W T H O R N E**

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

IS NOT  
DEVELOPMENTALLY  
APPROPRIATE FOR  
THE STUDENT'S  
AGE GROUP

0

DOES NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL

1

DEVELOPING  
THE BEHAVIOR  
OR SKILL

2

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

3

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME

4

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL AT ALL TIMES  
(CONSISTENTLY)

5

**WORK RELATED**

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

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

110 Raw Score

**INTERPERSONAL RELATIONS**

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

SAMPLE  
School Version Rating Form

IS NOT  
DEVELOPMENTALLY  
APPROPRIATE FOR  
THE STUDENT'S  
AGE GROUP

0

DOES NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL

1

DEVELOPING  
THE BEHAVIOR  
OR SKILL

2

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

3

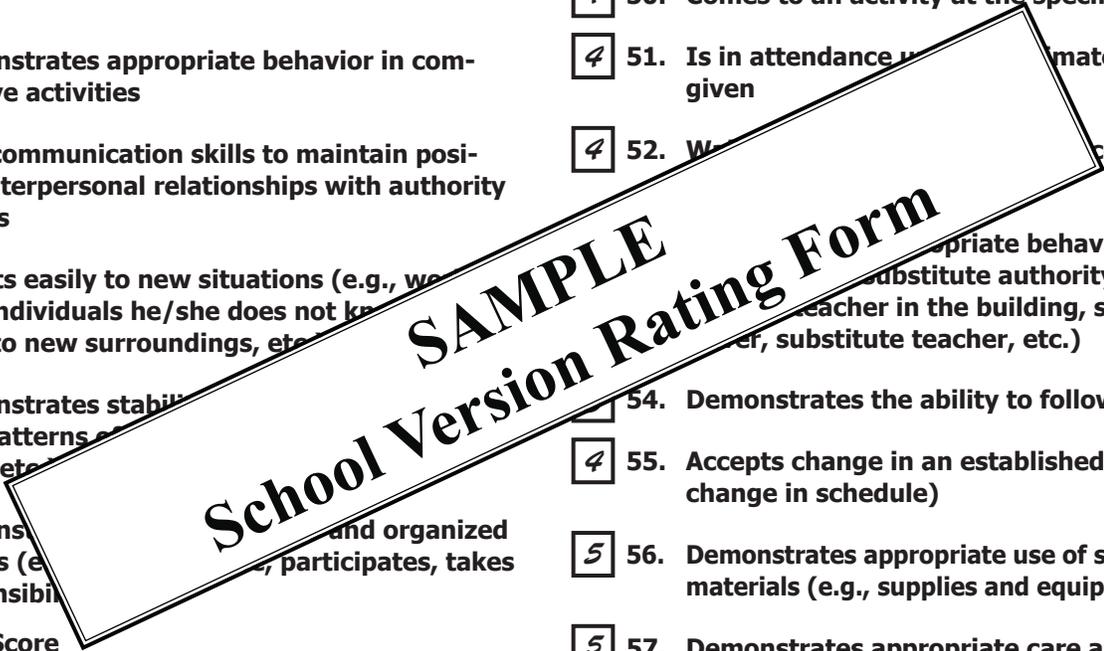
DEMONSTRATES  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME

4

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL AT ALL TIMES  
(CONSISTENTLY)

5

- 5 32. Uses communication skills to maintain positive interpersonal relationships with peers
- 5 33. Demonstrates appropriate hygiene (e.g., wears clean clothing, washes hands, is free from body odor, etc.)
- 5 34. Can be relied upon to work cooperatively with peers (e.g., shares materials, helps a friend, etc.)
- 5 35. Interacts appropriately with a peer(s) in non-academic situations (e.g., free time, cafeteria, etc.)
- 4 36. Demonstrates appropriate behavior in competitive activities
- 4 37. Uses communication skills to maintain positive interpersonal relationships with authority figures
- 3 38. Adjusts easily to new situations (e.g., works with individuals he/she does not know, adjusts to new surroundings, etc.)
- 4 39. Demonstrates stable and consistent patterns of behavior in various situations, etc.
- 4 40. Demonstrates responsibility in groups and organized groups (e.g., participates, takes responsibility, etc.)
- 5 46. Demonstrates appropriate behavior in an academic group setting
- 5 47. Behaves appropriately in the absence of supervision (e.g., instructor is detained)
- 4 48. Responds appropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)
- 4 49. Follows verbal directions (e.g., from teachers, principals, etc.)
- 4 50. Comes to an activity at the specified time
- 4 51. Is in attendance when appropriate reason is given
- 4 52. Works independently or with a partner from a
- 4 54. Demonstrates appropriate behavior in the absence of a substitute authority figure (e.g., substitute teacher in the building, substitute bus driver, substitute teacher, etc.)
- 4 55. Demonstrates the ability to follow a routine
- 4 56. Accepts change in an established routine (e.g., change in schedule)
- 5 57. Demonstrates appropriate use of school-related materials (e.g., supplies and equipment)
- 5 58. Demonstrates appropriate care and handling of others' property
- 5 59. Adjusts behavior to expectations of different situations (e.g., free time, assemblies, cafeteria, classroom, etc.)
- 5 60. Is honest (e.g., does not cheat or steal)
- 5 61. Uses supplies or operates equipment and machinery safely
- 5 62. Does not possess or use drugs or alcohol at school
- 3 62. Demonstrates the ability to control temper (e.g., does not resort to verbal or physical aggression when frustrated, angry, etc.)



67 Raw Score

**SOCIAL/COMMUNITY EXPECTATIONS**

- 5 41. Is responsible for appropriate care of personal property
- 5 42. Responds appropriately to environmental cues (e.g., bells, signs, etc.)
- 4 43. Stays in an assigned area for the specified time period (e.g., classroom, building, school grounds, etc.)
- 4 44. Follows the rules of the classroom
- 5 45. Demonstrates appropriate behavior in non-academic settings (e.g., hallways, restrooms, cafeteria, library, etc.)
- 5 58. Demonstrates appropriate care and handling of others' property
- 5 59. Adjusts behavior to expectations of different situations (e.g., free time, assemblies, cafeteria, classroom, etc.)
- 5 60. Is honest (e.g., does not cheat or steal)
- 5 61. Uses supplies or operates equipment and machinery safely
- 5 62. Does not possess or use drugs or alcohol at school
- 3 62. Demonstrates the ability to control temper (e.g., does not resort to verbal or physical aggression when frustrated, angry, etc.)

99 Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: Amanda Andrews Gender: 7  
 School: Midvale High School  
 Class: Social Studies Grade: 8  
 City: Midvale State: PA

Date of rating: 2011 / 12 / 15  
 (year) (month) (day)

Date of birth: 1997 / 10 / 15  
 (year) (month) (day)

Age at rating: 14 / 2 / 0  
 (years) (months) (days)

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Work Related	110	12	.78
Interpersonal Relations	67	12	1.44
Social/Community Expectations	99	11	1.06

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
35	108	71	3.42	95 %

Standard Scores	SUBSCALES			Quotients	Quotient	Percentiles	Percentile Rank
	Work Related	Interpersonal Relations	Social/Community Expectations				
20	•	•	•	150	•	≥99	•
19	•	•	•	145	•	95	•
18	•	•	•	140	•	90	•
17	•	•	•	135	•	85	•
16	•	•	•	130	•	80	•
15	•	•	•	125	•	75	•
14	•	•	•	120	•	70	✗
13	•	•	•	115	•	65	•
12	✗	✗	•	110	✗	60	•
11	•	•	✗	105	•	55	•
10	•	•	•	100	•	50	•
9	•	•	•	95	•	45	•
8	•	•	•	90	•	40	•
7	•	•	•	85	•	35	•
6	•	•	•	80	•	30	•
5	•	•	•	75	•	25	•
4	•	•	•	70	•	20	•
3	•	•	•	65	•	15	•
2	•	•	•	60	•	10	•
1	•	•	•	55	•	5	•
				50	•	≤1	•

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

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# SELF-REPORT VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The rater should rate his/her behavior as the behavior/skill occurs naturally in the home and school environments.
  - The rater should rate himself/herself using the quantifiers (0-4) provided. Do not leave any boxes blank.
  - Adults in the school setting can assist the rater with reading items and understanding quantifiers. However, they should not try to influence a rater's ratings.
  - It is not necessary for the rater to complete the rating in one day. Several days may elapse before the rating is completed.
  - It is recommended that the rater read each quantifier with the item before rating the item. Using item 1 as an example, the rater would first read, "I do not try to do work that is new to me," then "I am developing trying to do work that is new to me," "I try inconsistently to do work that is new to me," "I try most of the time to do work that is new to me," and finally "I try at all times to do work that is new to me (consistently)."
  - If the rater does not possess the behavior or skill, or does not demonstrate the behavior or skill, the rating should be
- 0**
- DO NOT DEMONSTRATE THE BEHAVIOR OR SKILL.**
- If the rater is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be
- 1**
- DEVELOPING THE BEHAVIOR OR SKILL.**
- If the rater has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be
- 2**
- DEMONSTRATE THE BEHAVIOR OR SKILL INCONSISTENTLY.**
- If the rater has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be
- 3**
- DEMONSTRATE THE BEHAVIOR OR SKILL MOST OF THE TIME.**
- If the rater consistently demonstrates the behavior or skill successfully in all situations, the rating should be
- 4**
- DEMONSTRATE THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).**

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

**DO NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL**

0

**DEVELOPING  
THE BEHAVIOR  
OR SKILL**

1

**DEMONSTRATE  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY**

2

**DEMONSTRATE  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME**

3

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

4

**WORK RELATED**

- |  |  |
|--|--|
| <p><b>4</b> 1. I try to do work that is new to me</p> <p><b>3</b> 2. I start working on assignments after I have been given directions, instructions, etc.</p> <p><b>3</b> 3. My work is finished when it is supposed to be done</p> <p><b>4</b> 4. I get a passing grade on the work I finish</p> <p><b>4</b> 5. I can do my work when I have other people close to me (e.g., work at a table with several peers, work at a desk with peers nearby, etc.)</p> <p><b>2</b> 6. I do not waste my time when I am not in class (e.g., do homework, study, etc.)</p> <p><b>3</b> 7. I do not get upset when I am told/asked to change something in school (e.g., correct on an assignment)</p> <p><b>4</b> 8. I do not waste time when I want to do</p> <p><b>3</b> 9. I follow directions (e.g., follow)</p> <p><b>3</b> 10. I make good choices by myself (e.g., use common sense, logic, etc.)</p> <p><b>3</b> 11. I keep working until it is time to stop</p> <p><b>2</b> 12. I can stop one activity and start another one without a problem (e.g., can stop one activity and begin another, put materials away and get ready for another activity, etc.)</p> <p><b>2</b> 13. I can follow two or three-step directions without asking for the directions to be repeated</p> <p><b>2</b> 14. I follow directions without needing them to be repeated, explained, etc.</p> <p><b>3</b> 15. I make good choices by myself (e.g., use common sense, logic, etc.)</p> <p><b>1</b> 16. I am organized (e.g., have a place for materials, do not waste time, have good work habits, etc.)</p> <p><b>3</b> 17. I do the things I am supposed to do when I am supposed to do them (e.g., in attendance, on time, prepared, ready to work, etc.)</p> | <p><b>3</b> 18. I get started on things I am supposed to do without someone telling me to begin (e.g., get busy rather than doing nothing, make good choices, etc.)</p> <p><b>4</b> 19. I can work by myself (e.g., can work on own without supervision, with limited encouragement, etc.)</p> <p><b>4</b> 20. I figure out ways to solve problems (e.g., find different ways to deal with situations, etc.)</p> <p><b>3</b> 21. I pay attention</p> <p><b>3</b> 22. I will keep working on an activity until I have finished it</p> <p><b>3</b> 23. I accept things I have done and my mistakes, accept consequences, and try to take on extra responsibilities, etc.</p> |
|--|--|

SAMPLE  
 Self-Report Version Rating Form

Raw Score

**INTERPERSONAL RELATIONS**

- 3** 25. I do not get upset or angry when others accidentally bump, touch, or brush against me
- 3** 26. I do not get upset or angry at friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)
- 3** 27. I care about the way I look (e.g., comb hair, wear clean clothing, etc.)
- 3** 28. I figure out ways for others to get along when they are upset (e.g., discuss, reason, compromise, etc.)
- 4** 29. I join in activities outside the classroom (e.g., sports, clubs, etc.)
- 3** 30. I get along well with others in classroom/work activities (e.g., get involved in discussions, projects, etc.)
- 3** 31. I keep friends by talking kindly to them
- 4** 32. I keep myself clean (e.g., clean hands, face, and hair; free of body odor; change clothing when appropriate; etc.)

**DO NOT  
DEMONSTRATE  
THE BEHAVIOR  
OR SKILL**

**0**

**DEVELOPING  
THE BEHAVIOR  
OR SKILL**

**1**

**DEMONSTRATE  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY**

**2**

**DEMONSTRATE  
THE BEHAVIOR OR  
SKILL MOST OF  
THE TIME**

**3**

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

**4**

**3** 33. My friends/classmates know I am easy to work with in the classroom (e.g., share materials, help a friend, etc.)

**4** 34. I get along with others outside of the classroom (e.g., free time, cafeteria, etc.)

**3** 35. I am a good sport in competitive activities

**3** 36. I speak respectfully when talking to teachers and other adults

**3** 37. I do not get upset in new situations (e.g., work with individuals I do not know, adjust to new surroundings, etc.)

**3** 38. I am well-behaved and not easily upset by others

**4** 39. I am a loyal friend and group member (e.g., I am dependable, participate, take responsibility, etc.)

Raw Score

**SOCIAL**

**4** 40. I take care of things that belong to me (e.g., bike, car, etc.)

**3** 41. I follow rules and directions given by signs or sounds, (e.g., bells, sirens, "Don't Walk," etc.)

**2** 42. I stay where I have been told to stay until it is time to leave (e.g., classroom, building, school grounds, etc.)

**3** 43. I follow the rules of the classroom

**3** 44. I am well-behaved outside the classroom (e.g., hallway, restroom, cafeteria, library, etc.)

**3** 45. I behave when I am in a group during school activities

**3** 46. I do not act up when the person in charge is not around

**3** 47. I do not get upset when I am told/asked to change my behavior outside the classroom (e.g., be quiet, move on to class, etc.)

**3** 48. I do what I am told to do

**3** 49. I am not late

**4** 50. I do not play hooky from school or work

**3** 51. I wait quietly for my teacher or supervisor

**3** 52. I do not substitute

**4** 53. I do not get upset when my schedule changes

**4** 55. I take care of school materials (e.g., supplies and equipment)

**4** 56. I take good care of things that belong to other people.

**3** 57. I can change my behavior for different situations (e.g., classroom/job, assembly, cafeteria, church, etc.)

**3** 58. I am honest (e.g., do not cheat or steal)

**4** 59. I am careful when using supplies or equipment (i.e., safe)

**4** 60. I do not have or use drugs or alcohol at school

**3** 61. I can control my temper (e.g., do not use hurtful words or harm others when frustrated, angry, etc.)

Raw Score

**SAMPLE  
Self-Report Version Rating Form**

# SELF-REPORT VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name: Thomas Andrews Gender: M  
 School: Midvale High School Grade: 11  
 City: Midvale State: PA  
 Date of rating: 2011 12 15  
 (year) (month) (day)  
 Date of birth: 1994 7 15  
 (year) (month) (day)  
 Age at rating: 17 5 0  
 (years) (months) (days)

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Standard Score SEM <small>(Appendix C)</small>
Work Related	73	10	2.55
Interpersonal Relations	49	11	2.81
Social/Community Expectations	68	10	2.61

TOTAL SCORE				
Sum of Subscale SS	Quotient <small>(Appendix B)</small>	Percentile <small>(Appendix B)</small>	Quotient SEM <small>(Appendix C)</small>	Confidence Interval
31	103	60	12.72	99 %

Standard Scores	SUBSCALES			Quotients	Quotient	Percentiles	Percentile Rank
	Work Related	Interpersonal Relations	Social/Community Expectations				
20	•	•	•	150	•	≥99	•
19	•	•	•	145	•	95	•
18	•	•	•	140	•	90	•
17	•	•	•	135	•	85	•
16	•	•	•	130	•	80	•
15	•	•	•	125	•	75	•
14	•	•	•	120	•	70	•
13	•	•	•	115	•	65	•
12	•	•	•	110	•	60	•
11	•	•	•	105	•	55	•
10	•	•	•	100	•	50	•
9	•	•	•	95	•	45	•
8	•	•	•	90	•	40	•
7	•	•	•	85	•	35	•
6	•	•	•	80	•	30	•
5	•	•	•	75	•	25	•
4	•	•	•	70	•	20	•
3	•	•	•	65	•	15	•
2	•	•	•	60	•	10	•
1	•	•	•	55	•	5	•
				50	•	≤1	•

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

TBS-3 S-RV  
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# III. Goals, Objectives, and Interventions

## 1 Attempts new assignments

### Goal:

1. The student will attempt new assignments.

### Objectives:

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

### Interventions:

1. Present the task in the most interesting, attractive manner possible.

2. Maintain mobility to provide assistance for the student.

3. Structure time units so the student can begin with the first few items exactly how long he/she has to complete the task. Gradually reduce the amount of assistance over time.

4. Provide enough time for the student to demonstrate the amount of time given for the activity.

5. Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).

6. Have the student repeat the directions verbally to the teacher.

7. Give a signal (e.g., clapping hands, turning lights off and on, etc.) before giving verbal directions.

8. Provide the student with a predetermined signal when he/she is not beginning a task (e.g., verbal cue, hand signal, etc.).

9. Tell the student that directions will only be given once.

10. Rewrite directions at a lower level.

11. Provide a schedule of daily events so he/she knows exactly what and how much there is to do in a day.

12. Follow a less desirable task with a highly desirable task; make the completion of the first task necessary to perform the second.

13. Provide the student with shorter tasks given more frequently.

14. Provide the student with a schedule of daily events so he/she knows exactly what and how much there is to do in a day.

15. Prevent the student from becoming overstimulated by an activity (e.g., frustrated, angry, etc.).

16. Specify exactly what is to be done for the completion of a task (e.g., make definite starting and stopping points, identify a minimum requirement, etc.).

17. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).

**Sample  
TBS IEP and Intervention Manual**