

EARLY CHILDHOOD BEHAVIOR SCALE

SCHOOL VERSION RATING FORM

Stephen B. McCarney, Ed.D.

PROFILE SHEET

Name: William P. Austin
 School: Midvale Elementary
 Class:
 City:

Gender: Male

Grade: PK
 State: PA

SUMMARY OF SCORES

	Raw Score	Standard Score (Table A)	Standard Score SEM (Table 7)
Date of rating: <u>1994</u> (year) <u>9</u> (month) <u>27</u> (day)	38	3	3.53
Date of birth: <u>1990</u> (year) <u>5</u> (month) <u>16</u> (day)	28	6	3.58
Age at rating: <u>4</u> (years) <u>4</u> (months) <u>9</u> (days)	74	3	5.65

Subscales

Academic Progress

Social Relationships

Personal Adjustment

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

Total Scale

Dates during which observation of student occurred:

From: 08/01/1994

To: 09/01/1994

%ile (Table B)	Sum of Subscale SS	SEM (Table 7)
<u>4</u>	<u>12</u>	<u>7.94</u>

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		X		30	
5				25	
4				20	
3	X		X	15	
2				10	
1				5	
0				≤ 1	X

The *Academic Progress* subscale represents the students who do not respond to traditional educational experiences and are not successful in learning without major modifications in instruction, materials, or testing. The understanding is that the learning difficulty is behavioral, thus constituting its inclusion in the need to consider the failure to learn, without any other explanation, as a behavioral disorder.

William scored more than two standard deviations below the mean on the *Academic Progress* subscale.

1. Fails to perform tasks independently (e.g., continually asks for help, does not begin tasks without help, etc.)
3. Does not remain on task (e.g., is easily distracted by others, more interested in other activities, etc.)
4. Does not perform tasks at his/her ability level (i.e., expected level for his/her age)
5. Does not follow verbal directions
6. Is reluctant to attempt new things
10. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)

The *Social Relationships* subscale encompasses the inclusion of behaviors ranging from the inability to make or keep friends to the acting out/aggressive behavior which interferes with daily interactions, sharing, problem solving, resolving conflict, etc. The range of behaviors runs from passivity to aggressiveness as exhibited in varying forms by all age groups, 36 through 71 months old.

William scored more than one standard deviation below the mean on the *Social Relationships* subscale.

The *Personal Adjustment* subscale is an all encompassing one which represents behavior atypical in the context of the educational environment. It is this subscale which represents attendance, stealing, predictability, sexual behavior, cheating, rule following, etc. Much of this characteristic deals with the inability to conform to expected patterns of behavior necessary for social/employment success in society. Stability, responsibility, dependability, etc., are behaviors measured by this characteristic. This subscale also measures the more subtle indicators of emotional/behavioral problems represented by a pervasive mood of dissatisfaction resulting from personal or school-related experiences. This characteristic provides the means to identify the underlying negative feelings of children and youth which, if serious enough, produce overt behaviors at some point in their lives.

William scored more than two standard deviations below the mean on the *Personal Adjustment* subscale.

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.)
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.)
43. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
45. Makes unnecessary comments or noises (e.g., talks to others, interrupts, makes fun of others, hums, taps, burps, etc.)
48. Fails to comply with adults (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.)
53. Does not follow rules (e.g., runs in the classroom, throws food, is disruptive when others are talking, etc.)

ECBS QUICK SCORE

BEHAVIORS OF CONCERN SAMPLE