# BEHAVIOR DIMENSIONS SCALE Second Edition (BDS-2)

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

The *Behavior Dimensions Scale - Second Edition* (**BDS-2**) was developed to aid in diagnosis, placement, and planning for children and adolescents demonstrating significant behavior problems which interfere with their success in the school and home environments. The scale is available in a **School Version** (99 items) and a **Home Version** (108 items). Each subscale is associated with one of six disorders of behavior referenced in the DSM-IV<sup>TM</sup> (1994).

The **BDS-2** subscales are

- Inattentive,
- Hyperactive-Impulsive,
- Oppositional Defiant,
- Conduct Disorder,
- Avoidant Personality,
- Generalized Anxiety, and
- Major Depressive Episode.

The **BDS-2 School Version** was standardized on a total of 3,604 students ages 5 though 18 years of age. The **BDS-2 Home Version** was standardized on a total of 2,315 students ages 5 through 18 years of age. Demographic characteristics of the standardization sample represented national percentages of gender, race, residence, geographic area, and occupation of parents.

Internal consistency of the **BDS-2 SV**, utilizing the coefficient *alpha* (Cronbach, 1951), was .98 for the total score. Test-retest reliability yielded correlation coefficients which exceeded .70 for each of the seven subscales. Content validity was established through the initial development process. The scale was compared to the *Conners' Teacher Rating Scales - Revised* (CTRS-R) (Conners, 2001) and the *Child Behavior Checklist* (CBCL) (Achenbach & Rescorla, 2001) as a measure of concurrent validity. The construct validity of the scale supported strong diagnostic validity. Item performance correlated positively with the total score performance and further substantiated the internal cohesiveness of the scale as a measure of behavior.

The **BDS-2** uses frequency-referenced quantifiers. Each item on the **BDS-2** is rated on a five-point scale from (0) DOES NOT ENGAGE IN THE BEHAVIOR to (4) ONE TO SEVERAL TIMES PER HOUR. 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 rank (a global index of all behaviors measured). Using the subscale standard scores, a profile of the student's level of functioning across the seven subscales may be constructed.

The **BDS-2** may be completed in approximately 20 minutes by anyone who is familiar with the student: classroom teacher or other school personnel, clinical personnel, parent, or guardian. The **BDS-2** complete kit consists of school and home version rating forms and technical manuals, **Quick Score** computer program, and the *Behavior Dimensions Intervention Manual* (**BDIM**). The **BDIM** was designed for the convenient development of the student's IEP and includes goals, objectives, and intervention strategies for the behaviors on the scale.

The **BDS-2** is a valuable tool designed to assist diagnostic personnel in making diagnostic, placement, and programming decisions for children and adolescents. The inclusion of the *Behavior Dimensions Intervention Manual* makes the **BDS-2** a complete program for screening, identifying, and serving students with behavior problems.



### 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 to complete the rating of a student 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 25 as an example, the rater would first read, "Does not engage in not listening to or following verbal directions," then "One to several times per month does not listen to or follow verbal directions," then "One to several times per week does not listen to or follow verbal directions," then "One to several times per day does not listen to or follow verbal directions," and finally "One to several times per hour does not listen to or follow verbal directions."

 If the rater has not observed the student engaging in a specific behavior(s), the student should receive the rating

DOES NOT ENGAGE IN THE BEHAVIOR.

 If the rater has had the opportunity to observe the student demonstrate the behavior one to several times (i.e., one to three times), the rating should be

1

ONE TO SEVERAL TIMES PER MONTH.

 If the behavior has been observed one or more times per week, even several times per week (i.e., one to three times), the rating should be

2

ONE TO SEVERAL TIMES PER WEEK.

 If the behavior is observed at least once a day or more than one time a day (i.e., one to three times), the rating should be

ONE TO SEVERAL TIMES PER DAY.

 If the behavior is observed at least once an hour and includes behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be

4

ONE TO SEVERAL TIMES PER HOUR.

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

				ONE TO SEVERAL TIMES PER WEEK		ONE TO SEVERAL TIMES PER DAY	ONE TO SEVERAL TIMES PER HOUR	
		0	1		2		3	4
	L	<u> </u>		L				Ŀ
1			seated, fidgets, squirms, etc.		0	23.	Does not hear all of what is said (e.g. ings, misses key words such as "do i	
1	2.	Appears restless (e. about, is tense, fails	g., shifts position in seat, paces to relax, etc.)		0	24.	Is unsuccessful in activities requiring games, following oral directions, etc.	
1	3.		g., twirls pencils, plays with thing s on pencils, clicks ballpoint pen s pencils, etc.)		0	25.	Does not listen to or follow verbal dir oral questions and directions frequen	
0	4.		priate behaviors while seated (e. uts feet on desk, touches others nakes noises, etc.)		0	26.	Is disorganized to the point of not har materials, losing materials, failing to signments, failing to follow the steps order, etc.	find completed as-
0			gned area without permission		0	27.	Engages in physically dangerous act on things, runs in hallways, etc.)	ivities (e.g., climbs
1	6.	other students, the	by other activities in the classroot teacher, etc.	om,	0	28.	Has accidents which are a result of in	npulsive or careless
1	7.	Has difficulty attend following a converse	ling (e.g., staying on an assigned ation, etc.)	d task,		20	behavior	rol in group activities
0	8.	Does not wait his/he	er turn in activities or games				Becomes overexcited (e.g., loses cont blurts out answers, forgets rules, both	mes loud, etc.)
2	9.	impatient, fails to wa	to situations without thinking, is ait for a turn or for assistance fro		2	30.	Is easily angered, ann yet or upset yells, throws things, or as, withdraws	(e.g., hits, argues, , etc.)
0	10.		roup situation (e.g., talks to other		0	31.	Responds in a to our ately to typical p with oth in students (e.g., being bump by speciagainst, etc.)	physical exchanges led, touched,
			stay involved in an activity and wo le with peers, or with peers nearb		7	32	Responds inappropriately to friendly	
1	11.	Blurts out answers	without being called on	101		•	sarcastic remarks, name calling, etc.)	
0	12.	not remember two- member sequences	e short-term memory skills e.g., or three-step directions, falls to , does not remember nativals n	re-	0	33.	Makes inappropriate comments to otl teachers (e.g., argues, threatens, call- makes rude comments, uses obsceni	s names, curses,
0	13.	class time (e.g., doe	complete classroom activities of purior purior the activity or does ad will go on to another activity	s not	0	34.	Responds inappropriately to redirect social situations (e.g., gets angry who made errors on assignments, refuses when told to do so, etc.)	en told he/she has
		completing the first,	etc.)		0	35.	Does not follow school rules (e.g., rule throws food in cafeteria, is disruptive	
0	14.	Rushes through act regard to accuracy of	ivities or assignments with little or quality	or no	0	36.	Does not obey teachers' directives or	• •
0	15.	refuses to do what h	teachers or other personnel (e.g. ne/she is told, goes on doing whis s the opposite of what he/she is	at he/	0	37.	Agitates and provokes peers to a leve cal assault (e.g., makes derogatory co tures; touches, etc.)	
0	16.	Changes from one a	nctivity to another without finishi I things away, before it is time to		0	38.	Blames other persons or materials to sibility for his/her mistakes (e.g., tead books, pencils, pens, etc.)	
0	17.	Does not play or wo	rk quietly (e.g., makes unnecess om, burps, hums, taps, etc.)	sary	0	39.	Behaves inappropriately when others praise or attention (e.g., cannot stand gets angry, says it is not fair to him/h	l to lose in a game,
2	18.	Talks to others during	ng quiet activity periods		1	40.	Responds angrily to others' attempts plimentary, sympathetic, etc.	to be friendly, com-
0	19.	Talks beyond what i	s expected or at inappropriate ti	mes	0	41.	Uses obscene or profane language	
0			are trying to work, listen, play, e		0		"Gets back" at others when he/she fe	
0	21.	ing while the teache	er or other students (e.g., begins r is talking, goes up to the teach working with other students, tal	er	<u>ث</u>		has wronged him/her (e.g., hurts then property, etc.)	n, destroys their
			nile they are talking, makes noise		0		Takes things that belong to others in	
0	22.	Intrudes on others (	e.g., during private times; when private times; when private in activities, e		0	44.	Steals by deceit (e.g., claims someon writes his/her name on another stude signment or project, etc.)	

	40	Han mun augus frama hanna auguminht		20	Furnamentia avancaiva au vuonna au badu mavananta
		Has run away from home overnight	0	36.	Engages in excessive or unnecessary body movements (e.g., rocking motions, running, etc.)
0		Lies, denies, exaggerates, distorts the truth  Deliberately sets fires	0	37.	Indicates that no one likes him/her, no one cares about him/her, etc.
0		Has unexcused absences (e.g., absent from school, skips classes, etc.)	1	38.	Frowns, scowls, looks unhappy during typical classroom situations
0	14.	Stays out at night despite parental prohibitions	0	39.	Does not care for personal appearance (e.g., grooming,
0	15.	Has been arrested for breaking and entering into a house, building, or car		40	clothing, etc.) Indicates that he/she does not care or is not concerned
0	16.	Destroys school, teachers', or other students' property (e.g., defaces, damages, vandalizes, etc.)	0	40.	about performance, grades, report cards, graduating, consequences of behavior, etc.
0	17.	Deliberately hurts or injures animals	0	41.	Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was
0	18.	Has forced a sexual encounter with another student or teacher (e.g., exposing, fondling, sexual assault, etc.)	0	42.	Exhibits loss of appetite because of personal or school
0	19.	Has used a weapon during a fight	$\overline{}$		experiences
0	20.	Initiates fights with other students (e.g., scratches, hits, pulls hair, etc.)	0	43.	Has experienced weight loss because of personal or school experiences (If weight loss has occurred within the past month, rate this item 4.)
0	21.	Steals or forcibly takes things from students, teachers, school building, other locations, etc.	0	44.	Fails to eat because of personal or school experiences
0	22.	Physically hurts other students or teachers	0	45.	Has experienced weight gain because of personal or school experiences (If weight gain has occurred within the past month, rate this item 4.)
2	23.	Does not respond positively to criticism or disapproval (e.g., gets angry, embarrassed, deliberately does some-	0	46.	Demonstrates an increase in appetite
		thing inappropriate in response, etc.)	0	47.	Fails to sleep because of priso it or school experiences
0	24.	Has little or no interaction with teachers (i.e., does not talk, make eye contact, ask questions, seek assistance, etc., for fear of saying something incorrect or foolish)	0		Sleeps during school tine
2	25.	Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)	0	49.	Is tired, listless, a lametic, unmotivated, not interested in school
2	26.	Does not interact with others because of fear of not being liked, accepted, etc.	0	50.	Te cts physically in response to excitement, disappointment, surprise, happiness, fears, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
2	27.	Does not develop close relationships with other males and/or females because of fear of rejection, disap roval,	0	51.	Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
		ridicule, etc.	0	52.	Moves slowly
2	28.	Avoids any social situation that equires increased inter- personal exchanges (e.g. does not join clubs or organi- zations because hels in your discovered to do more	0	53.	Makes statements, written or verbal, that he/she feels worthless
0	29.	socializing with the still dents)  Does not participate in classroom activities or special	0	54.	Makes comments that others are disappointed in him/her, have little regard for him/her, etc.
۷		events that are interesting to other students (e.g., does not want to participate in group activities, parties, class	0	55.	Does not listen to what other students are saying
_		plays, field trips, assemblies, etc.)	0	56.	Is slow to process thoughts or information
0	30.	Does not participate in social situations for fear that he/ she would say or do the wrong thing (e.g., feels inept, unappealing, inferior, etc.)	0	57.	Fails to concentrate because of personal or school experiences
1	31.	Does not respond to others' attempts to be friendly, complimentary, sympathetic, etc.	0	58.	Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.
2	32.	Demonstrates fear of becoming embarrassed in front of others (e.g., fears blushing, crying, becoming anxious in front of others, etc.)	0	59.	Does not remain on task (e.g., is easily distracted by other students or the teacher, is more interested in other activities, sits and does nothing, etc.)
0	33.	Makes up excuses to avoid social situations or activities that are new or different for him/her (e.g., says it would be too much trouble to get ready for the junior high school	0	60.	Threatens to hurt self or commit suicide (e.g., verbally, through pictures, written representations of hurting self or committing suicide, etc.)
		dance, it would be unsafe to stay out late, he/she might not have a good time, etc.)	0	61.	Has attempted suicide
1	34.	Moves about unnecessarily (e.g., is tense, fails to relax, etc.)	0	62.	Has verbally, or through pictures, planned his/her suicide
7	35.	Engages in nervous habits (e.g., bites finger nails, twirls	0	63.	Says he/she would be better off dead
ا ت		hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)	0	64.	Expresses thoughts of death (i.e., thinks about dying, thinks about others dying)

## SCHOOL VERSION SCORING FORM

#### **Subscales and Items**

#### Inattentive Hyperactive-Impulsive **Oppositional Defiant** 6. <u>1</u> 1. <u>1</u> 18. <u>2</u> 15. <u>0</u> 40. \_\_\_\_\_\_\_\_\_ 7. <u>1</u> 2. \_\_1\_ 19. <u>*0*</u> 30. <u>2</u> 41. <u>0</u> 12. <u>0</u> 3. 1 20. <u>0</u> 31. <u>0</u> 42. <u>0</u> 4. <u>0</u> 21. <u>0</u> 13. <u>0</u> 32. <u>1</u> 43. <u>0</u> 5. \_\_*0*\_\_ 22. *\_0*\_ 33. \_*0*\_\_ 46. \_\_*0*\_\_ 14. <u>0</u> 8. \_\_*0*\_\_ 27. <u>0</u> 34. <u>0</u> 16. <u>0</u> 51. <u>0</u> 9. *2* 35. <u>0</u> 23. *0* 28. \_\_*0*\_\_ 55. \_\_*0*\_\_ 24. <u>0</u> 10. \_\_*0*\_\_ 29. \_\_*0*\_\_ 56. \_\_*0*\_\_ 36. \_\_*0*\_\_ 57. <u>0</u> 25. <u>0</u> 11. <u>1</u> 69. <u>1</u> 37. <u>0</u> 26. <u>0</u> 15. \_\_*0*\_\_ 38. <u>0</u> 58. <u>2</u> 70. <u>1</u> 17. <u>0</u> 71. \_\_*0*\_\_ 39. <u>0</u> **Raw Score Raw Score**

**Raw Score** 2 10

# ty

Conduc	t Disoraer	Avoidant Personality	Generalized A
33. <u> </u>	50. <u>0</u>	34. <u>0</u>	21_
37. <u>0</u>	51. <u>0</u>	58. <u>2</u>	71_
43. <u>0</u>	52. <u>0</u>	59. <u>0</u>	30. <u>2</u>
44. <u>0</u>	53. <u> </u>	60. <u>2</u>	40. <u>1</u>
45. <u>0</u>	54. <u>0</u>	61. <u>2</u>	69. <u>1</u>
46. <u>0</u>	55. <u>0</u>	62. <u>2</u>	82. <u>0</u>
47. <u>0</u>	56. <u>0</u>	63. <u>2</u>	84. <u> </u>
48. <u>0</u>	57. <u>0</u>	64. <u>0</u>	92. <u> </u>
49. <u>0</u>		65. <u>0</u>	Raw Score
	. 0	66. <i>1</i>	

13

Raw Score	66. <u>1</u>
	67. <u>2</u>
	68. <u>0</u>
	Raw Score

eneralized Anxie					
21_					
7. <u>1</u>					
30. <u>2</u>					
40					
69. <u>1</u>					
82. <u>0</u>					
84. 0					
92					
Raw Score					
6					

<b>Major Depressive Episode</b>					
12. <u>0</u>	85. <u>0</u>				
64. <u> </u>	86. <u>0</u>				
72. <u>0</u>	87. <u>0</u>				
73. <u>1</u>	88. <u>0</u>				
74. <u> </u>	89. <u>0</u>				
75. <u>0</u>	90. <u>0</u>				
76. <u>0</u>	91. <u>0</u>				
77. <u>0</u>	92. <u>0</u>				
78. <u>0</u>	93. <u>0</u>				
79. <u> </u>	94. <u> </u>				
80. <u> </u>	95. <u>0</u>				
81. <u>0</u>	96. <u>0</u>				
82. <u> </u>	97. <u>0</u>				
83. <u>0</u>	98. <u>0</u>				
84. <u> </u>	99. <u> </u>				

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### SCHOOL VERSION RATING FORM

Stephen B. McCarney

# PROFILE SHEET

student: _	Gender: <u></u>					
School:	Midvale High S	chool				
Class:	science		Grade: <i>9</i> _			
City:	Midvale		State: <u>NY</u>			
Date of rat	ing: <u>2006</u> (year)	<u>3</u> (month)	(day)			
Date of bir	th: <u>1990</u> (year)	<u>8</u> (month)	(day)			
Age at rati	ng: <u>15</u> (years)	7 (months)	<u></u>			
Rated by (observer's name): M. Jackson						
Dates during which observation of student occurred:  From 8/21/05 To 3/30/06						
Amount of time spent with student:  Per day						

SUMMARY OF SCORES							
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)				
Inattentive	2	11	1.83				
Hyperactive-Impulsive	10	10	1.39				
Oppositional Defiant	6	10	1.52				
Conduct Disorder	0	11	1.94				
Avoidant Personality	13	7	1.94				
Generalized Anxiety	6	8	2.79				
Major Depressive Episode	1	11	1.65				

TOTAL SCORE								
Sum of Subscale SS	Quotient (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval					
68	88	22	10.53	99 %				

			SI	JBSCALE	S						
		on-Deficit/ vity Disorder									
Standard Scores	Inattentive	Hyperactive- Impulsive	Oppositional Defiant	Conduct Disorder	Avoidant Personality	Generalized Anxiety	Major Depressive Episode	Quotients	Quotient	Percentiles	Percentile Rank
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	K-	•	•	K	•	•	火	105	•	55	•
10	-	*	*	-	-	-	/+	100	-	50	-
9	•	•	•	. `		• /	•	95	•	45	•
8	•	•	•	•			•	90	兔	40	•
7	•	•	•	•	<b>X</b>	•	•	85	~	35	
6	•	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	•	75	•	25	•.
4	•	•	•	•	•	•	•	70	•	20	<i>X</i>
3	•	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	•	55	•	5	•
								50	•	<u>≤</u> 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

## **COVER SHEET**

#### **RATING GUIDELINES**

- The child or youth should be rated by a parent, guardian, houseparent, etc., with primary observational opportunities. This person would usually be someone who lives with the child or youth in his/her home or residential setting.
- Ratings should be made conservatively with the lower rating given any time the rater is unsure about how to rate an item. Do not give the child or youth the "benefit of the doubt."
- 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 another person to get information about the child's or youth's ability in order to complete a rating of the child's or youth's behavior.
- The rater should rely on his/her observation of the child's or youth's behavior as it occurs naturally in the home/residential environment.
- It is not necessary to complete the rating of the child or youth 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 27 as an example, the rater would first read, "Does not engage in not listening to or following verbal directions," then "One to several times per month does not listen to or follow verbal directions," then "One to several times per week does not listen to or follow verbal directions," then "One to several times per day does not listen to or follow verbal directions," and finally "One to several times per hour does not listen to or follow verbal directions."

 If the rater has not observed the student engaging in a specific behavior(s), the student should receive the rating

DOES NOT ENGAGE IN THE BEHAVIOR.

 If the rater has had the opportunity to observe the student demonstrate the behavior one to several times (i.e., one to three times), the rating should be

1

ONE TO SEVERAL TIMES PER MONTH.

 If the behavior has been observed one or more times per week, even several times per week (i.e., one to three times), the rating should be

2

ONE TO SEVERAL TIMES PER WEEK.

 If the behavior is observed at least once a day or more than one time a day (i.e., one to three times), the rating should be

ONE TO SEVERAL TIMES PER DAY.

 If the behavior is observed at least once an hour and includes behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be

4

ONE TO SEVERAL TIMES PER HOUR.

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

		T ENGAGE BEHAVIOR	ONE TO SEVERAL TIMES PER MONTH		SEVER PER WE		ONE TO SEVERAL TIMES PER DAY	ONE TO SEVERAL TIMES PER HOUR
		0	1		2		3	4
4	1.	Moves abo	out while seated, fidgets, squirms, etc.		1	26.	Does not hear all of what is said (e.g., ings, misses key words such as "do n	
2	2.		estless (e.g., shifts position in seat, pace ense, fails to relax, etc.)	S	1	27.	Does not listen to or follow verbal dire	ections
3	3.	Handles of	bjects (e.g., twirls, spins, throws, etc.)		1	28.	Is unsuccessful in activities requiring games, following oral directions, etc.)	listening (e.g.,
3	4.	Does not r	emain seated		0	29.	Does not listen to what his/her peers ar	e saying
3	5.		n inappropriate behaviors while seated (eputs feet on chair or table, etc.)	e.g.,	3	30.	Is disorganized with possessions (e.g find toys, clothes, etc.)	., loses or cannot
2	6.		emain in an assigned area (e.g., leaves t al time, leaves play area, leaves the yard		2	31.	Engages in physically dangerous action things, runs in hallways, etc.)	vities (e.g., climbs
3	7.		istracted by other things happening in the children, TV, radio, etc.)	e home	1	32.	Has accidents which are the result of less behavior.	impulsive or care-
2	8.	Does not v	vait his/her turn in activities or games		3	33.	Climbs on things	
2	9.	Grabs thin	gs away from others		1	34.	Runs in the house, does not sit appropriate, yells, etc.	priately on the furni-
3	10.	Does not w out respon	vait for questions to be completed before b ses	olurting	0	35.	Runs in the shopping mall, pushes an	d makes noises in
3	11.		nediately to situations without thinking, Is to wait for a turn or for assistance, etc		0	36.		rol in group activi-
2	12.	Does not f	ollow the rules of games			27	ties, becomes loud, etc.)	one of different city
2	13.		g., forgets things, forgets to return thing do things, etc.)	js,	0	31.	Does not adjust behavior to expectation ations (c, q) ts excited and does not not continue to rules of activities, etc.)	settle down, does
2	14.	ties (e.g., h	ndependently perform chores or respons nas to be reminded, does not begin or co ilities without assistance, etc.)		0		is easily angered, annoyed, or upset (oyells, throws things, cries, withdraws,	etc.)
2	15.	Does not for	ollow directions from parents or other higures (e.g., refuses to do what n /shc is	told,	0	39.	Residual inappropriately to typical plus other students (e.g., being bumpe brushed against, etc.)	hysical exchanges ed, touched,
			oing what he/she was doir a. does the op /she is told, etc.)	posite	1	40.	Responds inappropriately to friendly t sarcastic remarks, name calling, etc.)	easing (e.g., jokes,
2	16.		ngs before receiving directions or institution in the new many things together, performing clipics, u		0	41.	Makes inappropriate comments to per argues, threatens, calls names, curses ments, uses obscenities, etc.)	
3	17.		I questions and directions frequently rep s constant reminders, etc.)	eated	1	42.	when told he/she has done something v	vrong, becomes ar-
1	18.		rough chores or tasks with little or no re work (i.e., careless)	gard to	0	43.	gumentative when told to do something  Does not follow rules in the home or c	ommunity (e.g.,
1	19.		emain on-task to do homework (e.g., is n in other activities, sits and does nothing		$\overline{}$		runs in the house, throws food at the t movie theater, runs in the mall, etc.)	
1	20.	first, witho	rom one activity to another without finish out putting things away, before it is time t			44.	Does not obey the directives of author parents, other relatives, baby-sitters, of author parents, other relatives, baby-sitters, or parents of author parent	
0	21.		ext activity, etc. essive noise (e.g., does not play or work	qui-	0	45.	Agitates and provokes peers and/or si verbal or physical assault (e.g., makes ments or gestures, touches, etc.)	
1	22.	Bothers ot	hers while they are trying to work, play, e	etc.)	1	46.	Blames other persons or materials to sponsibility for his/her mistakes (e.g., parents, books, pencils, pens, etc.)	
2	23.	Talks beyo	and what is expected or at inappropriate	times)	1	47.	Behaves inappropriately when others	do well or receive
3	24.		others (e.g., begins talking while others ils on parents while they are talking to o				praise or attention (e.g., cannot stand gets angry, says it is not fair to him/he	to lose in a game,
1	25.	Intrudes or	n others (e.g., during private times; when , trying to work, or involved in activities, e		0	48.	Responds angrily to others' attempts of plimentary, sympathetic, etc.	to be friendly, com-

_	,				
0	_	. Uses obscene or profane language	0		Moves about unnecessarily (e.g., is tense, fails to relax, etc.)
1	] 11 -	. "Gets back" at others when he/she feels that someone has wronged him/her (e.g., hurts them, destroys their property, etc.)	0	39.	Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
0	12	. Takes things that belong to others in their absence	0	40.	
0	13	<ul> <li>Steals by deceit (e.g., claims someone's jacket is his/hers, writes his/her name on another student's homework assignment or project, etc.)</li> </ul>		41.	(e.g., rocking motions, running)  Has trouble sleeping
0	14	. Has run away from home overnight	0	42.	Indicates that no one likes him/her, no one cares about him/
7	T 15	. Lies, denies, exaggerates, distorts the truth	$\vdash$		her, etc.
0	<b>1</b> 6	. Deliberately sets fires			Frowns, scowls, looks unhappy during typical situations
	17	. Has unexcused absences (e.g., absent from school, skips	0	44.	Does not care for personal appearance (e.g., grooming, clothing, etc.)
6	」 ] 18	classes, etc.)  Stays out at night despite parental prohibitions	0	45.	about performance, grades, report cards, graduating, conse-
		. Has been arrested for breaking and entering a house, build-		46	quences of behavior, etc.
	」 	ing, or car	0	46.	Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved one.
	J	Destroys home; parents', siblings', or others' property (e.g., defaces, damages, vandalizes, etc.)	0	47.	involved, etc.  Exhibits loss of appetite because of personal or school experiences
0	╡	Deliberately hurts or injures animals		48.	
0	<u> </u>	. Has forced a sexual encounter with another child, youth, or adult (e.g., exposing, fondling, sexual assault, etc.)		40.	experiences (If weight loss has occurred within the past month, rate this item 4.)
0	╡	. Has used a weapon during a fight	0	49.	Fails to eat because of personal or school experiences
0	╡	. Initiates fights with others (e.g., scratches, hits, pulls hair, etc.)	0	50.	Demonstrates an increase in appetite
0	] 25	<ul> <li>Steals or forcibly takes things from peers, family, other persons, stores, school, neighborhood, etc.</li> </ul>	0	51.	Has experienced weight gain because of personal or school experiences (1 reight gain has occurred within the past
0	26	. Physically hurts peers, siblings, or adults		52.	month, rate this item 4.)
0	27	<ul> <li>Does not respond positively to criticism or disapproval (e.g., gets angry, embarrassed, deliberately does something inap- propriate in response, etc.)</li> </ul>	7		Sleeps during school time or during the day when home
0	28	. Has little or no interaction with adults other than pare, its guardians (i.e., does not talk, make eye contact ask questions, seek assistance, etc., for fear of saying symething	0	10	Rea to hysically in response to excitement, disappoint- i, en., surprise, happiness, fears, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
_	٦	incorrect or foolish).	10	55.	Is tired, listless, apathetic, unmotivated, not interested in school or outside activities
2	-	. Has little or no interaction with o er (r.g., does not tal f, share in activities, make friends e c:)	0	56.	Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
0	30	Does not interact with others because of fear of not being liked, accepted, etc.		57	Moves slowly
0	31	. Does not develop close relationships with other males and/			Makes statements, written or verbal, that he/she feels worthless
	_	or females, other than immediate family members, because of fear of rejection, disapproval, ridicule, etc.			Makes comments that others are disappointed in him/her,
0	32	. Avoids any social situation that requires increased interper-	0		have little regard for him/her, etc.
		sonal exchanges (e.g., does not join clubs or organizations because he/she would be expected to do more socializing with other children or youth)	0	60.	Does not listen to what others are saying
	٦ 22	Does not participate in activities or special events that are	0	100.	Is slow to process thoughts or information
0	] "	interesting to others of his/her age (e.g., does not want to participate in group activities, parties, class plays, field trips,	0	101.	Fails to concentrate because of personal or school experiences
Г	7 2/	assemblies, etc.)  Does not participate in social situations for fear that he/she	0	102.	Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.
	]	would say or do the wrong thing (e.g., feels inept, unappeal- ing, inferior)	0	103.	Does not remain on-task (e.g., is easily distracted by others, is more interested in other activities, sits and does nothing,
0	35	. Does not respond to attempts on the part of nonfamily members to be friendly, complimentary, sympathetic, etc.		104.	etc.)  Threatens to hurt self or commit suicide (e.g., verbally,
0	36	. Demonstrates fear of becoming embarrassed in front of persons other than family members (e.g., fears blushing, crying, becoming anxious in front of others, etc.)Indicates that he/			through pictures, written representations of hurting self or committing suicide, etc.)
		she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.		105.	Has attempted suicide
Го	37	. Makes up excuses to avoid social situations or activities that	0	106.	Has verbally or through pictures planned his/her suicide
	٦ ,	are new or different for him/her (e.g., says it would be too much trouble to get ready for the junior high dance, it would	0	107.	Says he/she would be better off dead
		be unsafe to stay out late, he/she might not have a good time, etc.)	0	108.	Expresses thoughts of death (e.g., thinks about dying, thinks about others dying)

### HOME VERSION SCORING FORM

#### **Subscales and Items**

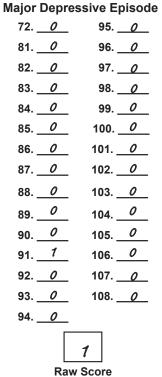
#### Inattentive Hyperactive-Impulsive 7. <u>3</u> 1. <u>4</u> 24. \_\_3\_ 13. <u>2</u> 2. <u>2</u> 25. <u>1</u> 14. *2* 3. *3* 31. <u>2</u> 15. <u>2</u> 4. <u>3</u> 32. <u>1</u> 17. <u>3</u> 5. <u>3</u> 33. <u>3</u> 18. <u>1</u> 6. <u>2</u> 34. <u>1</u> 19. <u>1</u> 8. <u>2</u> 35. \_\_*0*\_\_ 20. 1 9. 2 36. *0* 26. <u>1</u> 10. \_\_\_3\_\_ 37. <u>0</u> 27. <u>1</u> 11. \_\_3\_ 43. <u>*0*</u> 44. <u>0</u> 28. <u>1</u> 12. \_\_2\_ 77. <u>0</u> 29. \_ *0*\_\_ 16. <u>2</u> 21. *0* 30. *3* 78. *0* 22. <u>1</u> 79. <u>0</u> 21 23. <u>2</u> **Raw Score**

#### **Oppositional Defiant** 15. <u>2</u> 46. <u>1</u> 22. <u>1</u> 47. <u>1</u> 38. *0* 48. <u>*0*</u> 39. <u>0</u> 49. <u>0</u> 40. <u> </u> 50. <u>1</u> 41. <u>0</u> 59. *0* 42. <u>1</u> 43. *0* 65. *0* 44. <u>0</u> 66. *0* 45. <u>0</u> 8 **Raw Score**

45 Raw Score

<b>Conduct Disorder</b>	<b>Avoidant Personality</b>	<b>Generalized Anxiety</b>	N
41. <u>0</u> 57. <u>0</u>	42. <u>1</u>	2. <u>2</u>	
45. <u>0</u> 58. <u>0</u>	66. <u>0</u>	38. <u>0</u>	
50. <u>1</u> 59. <u>0</u>	67. <u>0</u>	48. <u> </u>	
51. <u>0</u> 60. <u>0</u>	68. <u>2</u>	77. <u>0</u>	
52. <u>0</u> 61. <u>0</u>	69. <u>0</u>	80. <u> </u>	
53. <u>0</u> 62. <u>0</u>	70. <u>0</u>	91. <u>1</u>	
54. <u>1</u> 63. <u>0</u>	71. <u>0</u>	94. <u> </u>	
55. <u>0</u> 64. <u>0</u>	72. <u>0</u>	101. <u> </u>	
56. <u>0</u> 65	73. <u>0</u>		
	740_	3	
2	75. <u>0</u>	Raw Score	
Raw Score	76. <u>0</u>		
	3		

**Raw Score** 



### HOME VERSION RATING FORM

Stephen B. McCarney

# PROFILE SHEET

Name: Thomas Andrews Gender: M

School: Midvale Elementary Grade: 2

City: Midvale State: PA

Date of rating: 2005 12 13 (day)

Date of birth: 1997 11 10

Age at rating:  $\frac{8}{\text{(years)}} = \frac{1}{\text{(months)}} = \frac{3}{\text{(days)}}$ 

Rated by: M. Jackson

Relationship to the child: \_\_\_\_\_\_\_\_

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)	
Inattentive	21	7	1.63	
Hyperactive-Impulsive	45	5	1.39	
Oppositional Defiant	8	9	2.32	
Conduct Disorder	2	10	3.95	
Avoidant Personality	3	9	3.07	
Generalized Anxiety	3	9	3.69	
Major Depressive Episode	1	11	2.43	

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	%ile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
60	89	24	5.99	99 %

	SUBSCALES										
	Attention-Deficit/ Hyperactivity Disorder										
Standard Scores	Inattentive	Hyperactive- Impulsive	Oppositional Defiant	Conduct Disorder	Avoidant Personality	Generalized Anxiety	Major Depressive Episode	Quotients	Quotient	Percentiles	Percentile Rank
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	•	•	•	•	•	•	<b>X</b>	105	•	55	•
10	+	-	* _	*	<u>+</u>	· ·	-	100	-	50	-
9	•	•	1	•	<del>*</del>	<del></del>	•	95	•	45	•
8		•	<b>/</b> •	•	•	•	•	90	<b> </b>	40	•
7	X_	•	•	•	•	•	•	85	•	35	•
6		· :/	•	•	•	•	•	80	•	30	•
5	•	×	•	•	•	•	•	75	•	25	<b>X</b>
4	•	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	•	55	•	5	•
								50	•	<u>≤</u> 1	•

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

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#### Moves about while seated, fidgets, squirms, etc. 1

#### Goals:

- 1. The student will engage in appropriate behaviors while seated.
- 2. The student will sit appropriately in his/her seat.

#### **Objectives:**

. <b>J</b>	
1.	The student will demonstrate appropriate in-seat behavior by sitting quietly with his/her feet
	on the floor under the desk, keeping all four legs of the chair in contact with the floor, for
	minutes at a time.
2.	The student will refrain from tipping his/her chair for minutes at a time.
3.	The student will refrain from tipping his/her desk while seated for minutes at a time.
4.	The student will keep his/her feet on the floor while seated for minutes at a time.
5.	The student will sit quietly while seated for minutes at a time.
6.	The student will refrain from touching others as they walk by on out of trials.
7.	The student will refrain from tapping objects such as a pencil, paper clip, eraser, ruler, etc., for

#### **Interventions:**

1. Reinforce the student for sitting appropriately in his/her seat: (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.).

minutes at a time.

- **2.** Speak to the student to explain (a) what he/she is doing wrong (e.g., tipping chair) and (b) what he/she should be doing (e.g., sitting appropriately in his/her chair).
  - **3.** Establish classroom rules:
    - Work on-task.
    - Work quietly.
    - Remain in your seat.
    - Finish task.

Review rules often. Reinforce the student for following the rules.

- **4.** Reinforce those students in the classroom who sit appropriately in their seats.
- 5. Reinforce the student for sitting appropriately in his/her seat based on the length of time he/she can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.
- **6.** Write a contract with the student specifying what behavior is expected (e.g., sitting appropriately in his/her seat) and what reinforcement will be made available when the terms of the contract have been met.

- 7. Communicate with parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for sitting appropriately in his/her seat at school.
- **8.** Evaluate the appropriateness of the task to determine (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is adequate.
- 9. Choose a peer to model for the student appropriate ways in which to sit in his/her seat.
- 10. He we the student question any directions, expl. nations, and instructions he/she does not understand.
  - **11.** Have desks and/or chairs that can be fastened to the floor or which are designed to prevent tipping.
  - **12.** Provide the student with a specific description of appropriate in-seat behavior (e.g., face forward, feet on floor, back straight, etc.).
  - 13. Implement logical consequences for students who fail to sit appropriately in their seats (e.g., the student would have to sit on the floor, stand next to his/her desk to work, sit in a chair without a desk, etc.).
  - **14.** Maintain consistent expectations for having the student sit appropriately in his/her seat.