Behavior Disorders Identification Scale-Second Edition:Renormed

SCHOOL VERSION RATING FORM

PROFILE SHEET

Name of student: Andrew B. Thomas

School: Midvale Elementary
Class: all subjects
City: Midvale

Gender: Male

Grade: 4
State: PA

Date of rating:	2008	12	11
	(year)	(month)	(day)

Date of birth:	1999	5	11
	(year)	(month)	(day)

Age at rating:	9	7	
	(years)	(months)	(days)

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

Comments: teach all subjects to Andrew in a regular education classroom

SUMMARY OF SCORES

Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Learning Problems	49	10	0.90
Interpersonal Relations	28	11	0.82
Inappropriate Behavior	79	9	0.80
Unhappiness/ Depression	11	12	1.22
Physical Symptoms/ Fears	21	10	1.26

Total Score

Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
52	96	41	2.50	95%

Standard Scores	Learning Problems	Interpersonal Relations	Inappropriate Behavior	Unhappiness/ Depression	Physical Symptoms/Fears	Quotients	Quotient	Percentile	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				X		110		60	
11		X				105		55	
10	X				X	100		50	
9			X			95	X	45	
8						90		40	X
7						85		35	
6						80		30	
5						75		25	
4						70		20	
3						65		15	
2						60		10	
1						55		5	
						50		≤1	

BDIS-2:R SV
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The *Learning Problems* subscale assesses behaviors conducive to learning, study habits, assignment and homework completion, work habits, academic performance, memory and comprehension skills, and skill in following oral and written directions. It represents the students who do not respond to traditional learning experiences and are not successful in learning without special attention or assistance in the school environment. The understanding is that the learning difficulty is **behavioral**, thus constituting its inclusion in the need to consider the failure to learn, without other explanation, as a behavior disorder.

Andrew scored at the mean on the *Learning Problems* subscale.
3. Is disorganized to the point of not having necessary materials, losing materials, fails to find completed assignments, fails to follow the steps of the assignment in order, etc.
4. Completes assignments with little or no regard to neatness (e.g., does not care to do well, rushes through tasks, etc.)
9. 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.)
10. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
11. Does not follow written directions
12. Does not follow verbal directions

The *Interpersonal Relations* subscale assesses social skills conducive to the formation of positive relationships with peers and teachers. Items within this subscale include such behaviors as fighting, inappropriate comments, agitation or provocation of other students, withdrawn behavior, and lack of acceptance by the student's peers. It encompasses the inclusion of behaviors ranging from the inability to make or keep friends to the acting out/aggressive behavior which interferes with resolving conflict, etc. The range of behaviors runs from passivity to aggressiveness as exhibited in varying forms by all age groups, 5.0 years through 18 years.

Andrew scored within one standard deviation above the mean on the *Interpersonal Relations* subscale.
30. Bothers other students who are trying to work, listen, etc.

The *Inappropriate Behavior* subscale is an all encompassing one which represents behavior atypical in the context of the educational environment. It is this area 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.

Andrew scored within one standard deviation below the mean on the *Inappropriate Behavior* subscale.
34. Makes unnecessary comments or noises in the classroom (e.g., talks to other students without permission, calls out answers, interrupts, makes fun of others, hums, taps, burps, etc.)
41. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.
Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)
42. 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.)
44. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from an instructor, etc.)
48. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will result in negative consequences but engages in the behavior anyway)
50. Becomes overexcited (e.g., loses control in group activities, forgets rules, becomes loud, etc.)
55. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)

The *Unhappiness/Depression* subscale provides a measure of the more subtle indicators of emotional/behavioral problems represented by a pervasive mood of dissatisfaction and negative feelings resulting from personal or school-related experiences. This subscale includes behaviors such as avoidance of group activities, self-blame, difficulty accepting suggestions or constructive criticism, suicidal comments, lack of affect (i.e., smiling or laughing), apparent fatigue, apathy, frowning, scowling, and overly critical or pessimistic comments directed at oneself.

Andrew scored within one standard deviation above the mean on the *Unhappiness/Depression* subscale.

The *Physical Symptoms/Fears* subscale provides a measure of behaviors representing a negative reaction to personal or school experiences. In many cases the behaviors demonstrated under this characteristic constitute a phobic level of response to environmental problems. Included in this subscale are behaviors such as complaints about physical illnesses, self-injury, excessive concern related to family or school problems, temper tantrums, nervous habits, unusual speech habits, tremors, stammering, shaking, or excessive fears.

Andrew scored at the mean on the *Physical Symptoms/Fears* subscale.
76. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
79. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)

BDIS-2:R QUICK SCORE
SCHOOL VERSION
BEHAVIORS OF CONCERN SAMPLE

Behavior Disorders Identification Scale-Second Edition:Renormed

HOME VERSION RATING FORM

PROFILE SHEET

Name of student: Andrew B. Thomas

School: Midvale Elementary
Class: all subjects
City: Midvale

Gender: Male

Grade: 4
State: PA

Date of rating:	2008	4	6
	(year)	(month)	(day)

Date of birth:	1998	9	2
	(year)	(month)	(day)

Age at rating:	9	7	4
	(years)	(months)	(days)

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

Comments:

SUMMARY OF SCORES

Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Learning Problems	13	13	1.58
Interpersonal Relations	17	12	1.38
Inappropriate Behavior	46	12	0.86
Unhappiness/ Depression	8	13	1.82
Physical Symptoms/ Fears	10	12	2.04

Total Score

Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
62	114	83	3.42	95%

Standard Scores	Learning Problems	Interpersonal Relations	Inappropriate Behavior	Unhappiness/ Depression	Physical Symptoms/Fears	Quotients	Quotient	Percentile	Percentile Rank
20						150		≥ 99	
19						145		95	
18						140		90	
17						135		85	
16						130		80	X
15						125		75	
14						120		70	
13	X			X		115		65	
12		X	X		X	110	X	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	

BDIS-2:R HV
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The *Learning Problems* subscale assesses behaviors conducive to learning, ability to control bodily movements, academic performance, memory and comprehension skills, and skill in maintaining attention to a task. It represents the children or youth who do not respond to traditional learning experiences and are not successful in learning without special attention or assistance in the home environment from parents or guardians. The understanding is that the learning difficulty is **behavioral**, thus constituting its inclusion in the need to consider the failure to learn, without other explanation, as a behavior disorder.

Andrew scored at one standard deviation above the mean on the *Learning Problems* subscale.
2. Has difficulty understanding abstract concepts (e.g., time, distance, speed, units of measurement, etc.)

The *Interpersonal Relations* subscale assesses social skills conducive to the formation of positive relationships with other persons in the home or residential setting. Items within this subscale include such behaviors as fighting, inappropriate comments, agitation or provocation of others, difficulties within the community, ignoring consequences of one's behavior, difficulties at meal times, and refusal to follow household directions or rules. It encompasses the inclusion of behaviors ranging from the inability to make or keep friends to the acting out/aggressive behavior which interferes with resolving conflict, etc. The range of behaviors runs from passivity to aggressiveness as exhibited in varying forms by all age groups, 5.0 years through 18 years.

Andrew scored within one standard deviation above the mean on the *Interpersonal Relations* subscale.

The *Inappropriate Behavior* subscale is an all encompassing one which represents behavior atypical in the context of the home environment. It is this area which represents participation in family activities, stealing, sexually-related behavior, cheating, etc. Much of this characteristic deals with the inability to conform to expected patterns of behavior necessary for social/employment success in society. Stability and trustworthiness, etc., are behaviors measured by this characteristic.

Andrew scored within one standard deviation above the mean on the *Inappropriate Behavior* subscale.
28. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait, etc.)
41. Behaves inappropriately when riding in the car (e.g., refuses to wear a seat belt, throws things out of the window, fights with others, etc.)

The *Unhappiness/Depression* subscale provides a measure of the more subtle indicators of emotional/behavioral problems represented by a pervasive mood of dissatisfaction and negative feelings resulting from personal or school-related experiences. This subscale includes behaviors such as self-blame or criticism, difficulty accepting suggestions or constructive criticism, lack of affect (e.g., smiling or laughing), frowning, scowling, and overly critical or pessimistic comments directed at oneself.

Andrew scored at one standard deviation above the mean on the *Unhappiness/Depression* subscale.

The *Physical Symptoms/Fears* subscale provides a measure of behaviors representing a negative reaction to personal or school experiences. In many cases the behaviors demonstrated under this characteristic constitute a phobic level of response to environmental problems. Included in this subscale are behaviors such as complaints about physical illnesses, apparent fatigue, avoidance of work and responsibilities, and forgetfulness.

Andrew scored within one standard deviation above the mean on the *Physical Symptoms/Fears* subscale.