



The *Academic Progress* subscale represents the student who does not respond to traditional educational experiences and is 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 other explanation, as a behavioral disorder.

Thomas scored at the mean on the *Academic Progress* subscale.

7. 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.)
8. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)

The *Social Relationships* subscale encompasses the inclusion of behaviors ranging from the inability to make or keep friends to the acting out/aggressive behaviors which interfere 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, 5 through 18 years old.

Thomas scored within one standard deviation above 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 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. This area 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.

Thomas scored within one standard deviation above the mean on the *Personal Adjustment* subscale.

# EBDS-R QUICK SCORE

## BEHAVIORS OF CONCERN SAMPLE

### BEHAVIORAL COMPONENT

# EMOTIONAL OR BEHAVIOR DISORDER SCALE-REVISED

## VOCATIONAL COMPONENT

Stephen B. McCarney

### PROFILE SHEET

#### SUMMARY OF SCORES

<b>Name:</b> Thomas B. Andrews	<b>Gender:</b> Male	<b>Raw Score</b>	<b>Standard Score</b> (Appendix D)	<b>Standard Score SEM</b> (Appendix F)
<b>School:</b> Midvale Jr. High	<b>Grade:</b> 7	<b>Subscales</b>		
<b>City:</b> Midvale	<b>State:</b> PA	<b>Work Related</b>	80	8 0.50
<b>Date of rating:</b> <u>2002</u> / <u>11</u> / <u>19</u>	(year) (month) (day)	<b>Interpersonal Relations</b>	38	8 0.65
<b>Date of birth:</b> <u>1990</u> / <u>5</u> / <u>12</u>	(year) (month) (day)	<b>Social/Community Expectations</b>	70	7 0.58
<b>Age at rating:</b> <u>12</u> / <u>6</u> / <u>7</u>	(years) (months) (days)	<b>Total Scale</b>		
		<b>Sum of Subscale SS</b>	<b>Quotient</b> (Appendix E)	<b>Confidence Interval</b>
		23	87	68%
			<b>Percentile</b> (Appendix E)	<b>Quotient SEM</b> (Appendix F)
			21	1.77

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	X	X		90		40	
7			X	85	X	35	
6				80		30	
5				75		25	
4				70		20	X
3				65		15	
2				60		10	
1				55		5	
0				50		≤ 1	

The *Work Related* subscale provides a measure of responsibility, productivity, compliance, organization, persistence, flexibility, and dependability. It includes such behaviors as attempting and completing assignments, working productively with peers, following written directions, remaining on-task, being organized, and taking responsibility for one's actions.

Thomas scored within one standard deviation below the mean on the *Work Related* subscale.

2. Begins assignments after receiving directions, instructions, etc.
3. Completes assignments within a specified time period
4. Completes assignments with at least minimal accuracy
5. Completes the required number of assignments in a given period of time
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.)
7. Responds appropriately to redirection in academic situations (e.g., corrects errors on an assignment)
8. Follows written directions (e.g., from teachers, principals, etc.)
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 own actions (e.g., learns from mistakes, recognizes consequences of inappropriate behavior and responds appropriately, etc.)
23. Is willing to assume extra responsibilities, tasks, etc.

The *Interpersonal Relations* subscale provides a measure of cooperation, communication, being a team member, stability, loyalty, and adjustability. It includes such behaviors as responding appropriately to typical physical exchanges with peers, caring for personal appearance, using positive communication skills, working cooperatively, adjusting to new situations, and demonstrating loyalty to friends and organized groups.

Thomas scored within one standard deviation below the mean on the *Interpersonal Relations* subscale.

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.)

# EBDS-R QUICK SCORE

## BEHAVIORS OF CONCERN SAMPLE

### VOCATIONAL COMPONENT

The *Social/Community Expectations* subscale provides a measure of responsibility, compliance, dependability, flexibility, honesty, and self-control. It includes such behaviors as care of personal responsibility, following rules, following verbal directions, being on time, accepting change in routines, adjusting to different situations, honesty, and the ability to control one's temper.

Thomas scored at one standard deviation below the mean on the *Social/Community Expectations* subscale.

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 classroom
39. Demonstrates appropriate behavior in an academic group setting
40. Behaves appropriately in the absence of supervision (e.g., instructor is detained)
41. Follows verbal directions (e.g., from teachers, principals, etc.)
42. Comes to an activity at the specified time
43. Is in attendance unless legitimate reason is given
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
54. Demonstrates the ability to control temper (e.g., does not resort to verbal or physical aggression when frustrated, angry, etc.)

# EBDS-R QUICK SCORE BEHAVIORS OF CONCERN SAMPLE VOCATIONAL COMPONENT

