

BEHAVIOR DIMENSIONS SCALE

Second Edition

(BDS-2)

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



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 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 **0**
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 **3**
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.

IMPORTANT * PLEASE NOTE: *** IMPORTANT**

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- 0 10. Has run away from home overnight
- 0 11. Lies, denies, exaggerates, distorts the truth
- 0 12. Deliberately sets fires
- 0 13. Has unexcused absences (e.g., absent from school, skips classes, etc.)
- 0 14. Stays out at night despite parental prohibitions
- 0 15. Has been arrested for breaking and entering into a house, building, or car
- 0 16. Destroys school, teachers', or other students' property (e.g., defaces, damages, vandalizes, etc.)
- 0 17. Deliberately hurts or injures animals
- 0 18. Has forced a sexual encounter with another student or teacher (e.g., exposing, fondling, sexual assault, etc.)
- 0 19. Has used a weapon during a fight
- 0 20. Initiates fights with other students (e.g., scratches, hits, pulls hair, etc.)
- 0 21. Steals or forcibly takes things from students, teachers, school building, other locations, etc.
- 0 22. Physically hurts other students or teachers
- 2 23. Does not respond positively to criticism or disapproval (e.g., gets angry, embarrassed, deliberately does something inappropriate in response, etc.)
- 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)
- 2 25. Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)
- 2 26. Does not interact with others because of fear of not being liked, accepted, etc.
- 2 27. Does not develop close relationships with other males and/or females because of fear of rejection, disapproval, ridicule, etc.
- 2 28. Avoids any social situation that requires increased interpersonal exchanges (e.g., does not join clubs or organizations because he/she would be expected to do more socializing with other students)
- 0 29. Does not participate in classroom activities or special events that are interesting to other students (e.g., does not want to participate in group activities, parties, class plays, field trips, assemblies, etc.)
- 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.)
- 1 31. Does not respond to others' attempts to be friendly, complimentary, sympathetic, 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 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 dance, it would be unsafe to stay out late, he/she might not have a good time, etc.)
- 1 34. Moves about unnecessarily (e.g., is tense, fails to relax, etc.)
- 1 35. Engages in nervous habits (e.g., bites finger nails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 0 36. Engages in excessive or unnecessary body movements (e.g., rocking motions, running, etc.)
- 0 37. Indicates that no one likes him/her, no one cares about him/her, etc.
- 1 38. Frowns, scowls, looks unhappy during typical classroom situations
- 0 39. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 0 40. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 0 41. Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 42. Exhibits loss of appetite because of personal or school experiences
- 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 44. Fails to eat because of personal or school experiences
- 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.)
- 0 46. Demonstrates an increase in appetite
- 0 47. Fails to sleep because of personal or school experiences
- 0 48. Sleeps during school time
- 0 49. Is tired, listless, apathetic, unmotivated, not interested in school
- 0 50. Reacts physically in response to excitement, disappointment, surprise, happiness, fears, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 0 51. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
- 0 52. Moves slowly
- 0 53. Makes statements, written or verbal, that he/she feels worthless
- 0 54. Makes comments that others are disappointed in him/her, have little regard for him/her, etc.
- 0 55. Does not listen to what other students are saying
- 0 56. Is slow to process thoughts or information
- 0 57. Fails to concentrate because of personal or school experiences
- 0 58. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, 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 60. Threatens to hurt self or commit suicide (e.g., verbally, through pictures, written representations of hurting self or committing suicide, etc.)
- 0 61. Has attempted suicide
- 0 62. Has verbally, or through pictures, planned his/her suicide
- 0 63. Says he/she would be better off dead
- 0 64. Expresses thoughts of death (i.e., thinks about dying, thinks about others dying)

SCHOOL VERSION SCORING FORM

Subscales and Items

Inattentive

- 6. 1
- 7. 1
- 12. 0
- 13. 0
- 14. 0
- 16. 0
- 23. 0
- 24. 0
- 25. 0
- 26. 0

Raw Score

2

Hyperactive-Impulsive

- 1. 1
- 2. 1
- 3. 1
- 4. 0
- 5. 0
- 8. 0
- 9. 2
- 10. 0
- 11. 1
- 15. 0
- 17. 0
- 18. 2
- 19. 0
- 20. 0
- 21. 0
- 22. 0
- 27. 0
- 28. 0
- 29. 0
- 69. 1
- 70. 1
- 71. 0

Raw Score

10

Oppositional Defiant

- 15. 0
- 30. 2
- 31. 0
- 32. 1
- 33. 0
- 34. 0
- 35. 0
- 36. 0
- 37. 0
- 38. 0
- 39. 0
- 40. 1
- 41. 0
- 42. 0
- 43. 0
- 46. 0
- 51. 0
- 55. 0
- 56. 0
- 57. 0
- 58. 2

Raw Score

6

Conduct Disorder

- 33. 0
- 37. 0
- 43. 0
- 44. 0
- 45. 0
- 46. 0
- 47. 0
- 48. 0
- 49. 0
- 50. 0
- 51. 0
- 52. 0
- 53. 0
- 54. 0
- 55. 0
- 56. 0
- 57. 0

Raw Score

0

Avoidant Personality

- 34. 0
- 58. 2
- 59. 0
- 60. 2
- 61. 2
- 62. 2
- 63. 2
- 64. 0
- 65. 0
- 66. 1
- 67. 2
- 68. 0

Raw Score

13

Generalized Anxiety

- 2. 1
- 7. 1
- 30. 2
- 40. 1
- 69. 1
- 82. 0
- 84. 0
- 92. 0

Raw Score

6

Major Depressive Episode

- 12. 0
- 64. 0
- 72. 0
- 73. 1
- 74. 0
- 75. 0
- 76. 0
- 77. 0
- 78. 0
- 79. 0
- 80. 0
- 81. 0
- 82. 0
- 83. 0
- 84. 0
- 85. 0
- 86. 0
- 87. 0
- 88. 0
- 89. 0
- 90. 0
- 91. 0
- 92. 0
- 93. 0
- 94. 0
- 95. 0
- 96. 0
- 97. 0
- 98. 0
- 99. 0

Raw Score

1

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Andrea Thomas Gender: F
 School: Midvale High School
 Class: science Grade: 9
 City: Midvale State: NY
 Date of rating: 2006 3 30
 (year) (month) (day)
 Date of birth: 1990 8 29
 (year) (month) (day)
 Age at rating: 15 7 1
 (years) (months) (days)
 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 50 min. Per week 4 hrs. 10 min.

| 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) | %ile (Appendix B) | Quotient SEM (Appendix C) | Confidence Interval |
| 68 | 88 | 22 | 10.53 | 99 % |

| Standard Scores | SUBSCALES | | | | | | | Quotients | Quotient | Percentiles | Percentile Rank |
|-----------------|--|---------------------------|-------------------------|---------------------|-------------------------|------------------------|--------------------------------|-----------|----------|-------------|-----------------|
| | Attention-Deficit/ Hyperactivity Disorder | | Oppositional Defiant | Conduct Disorder | Avoidant Personality | Generalized Anxiety | Major Depressive Episode | | | | |
| | Inattentive | Hyperactive- Impulsive | | | | | | | | | |
| 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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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 **0**
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 **3**
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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- 0 10. Uses obscene or profane language
- 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 12. Takes things that belong to others in their absence
- 0 13. 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.)
- 0 14. Has run away from home overnight
- 1 15. Lies, denies, exaggerates, distorts the truth
- 0 16. Deliberately sets fires
- 0 17. Has unexcused absences (e.g., absent from school, skips classes, etc.)
- 0 18. Stays out at night despite parental prohibitions
- 0 19. Has been arrested for breaking and entering a house, building, or car
- 0 20. Destroys home; parents', siblings', or others' property (e.g., defaces, damages, vandalizes, etc.)
- 0 21. Deliberately hurts or injures animals
- 0 22. Has forced a sexual encounter with another child, youth, or adult (e.g., exposing, fondling, sexual assault, etc.)
- 0 23. Has used a weapon during a fight
- 0 24. Initiates fights with others (e.g., scratches, hits, pulls hair, etc.)
- 0 25. Steals or forcibly takes things from peers, family, other persons, stores, school, neighborhood, etc.
- 0 26. Physically hurts peers, siblings, or adults
- 0 27. Does not respond positively to criticism or disapproval (e.g., gets angry, embarrassed, deliberately does something inappropriate in response, etc.)
- 0 28. Has little or no interaction with adults other than parents/guardians (i.e., does not talk, make eye contact, ask questions, seek assistance, etc., for fear of saying something incorrect or foolish).
- 2 29. Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)
- 0 30. Does not interact with others because of fear of not being liked, accepted, etc.
- 0 31. Does not develop close relationships with other males and/or females, other than immediate family members, because of fear of rejection, disapproval, ridicule, etc.
- 0 32. Avoids any social situation that requires increased interpersonal 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 33. Does not participate in activities or special events that are interesting to others of his/her age (e.g., does not want to participate in group activities, parties, class plays, field trips, assemblies, etc.)
- 0 34. Does not participate in social situations for fear that he/she would say or do the wrong thing (e.g., feels inept, unappealing, inferior)
- 0 35. Does not respond to attempts on the part of nonfamily members to be friendly, complimentary, sympathetic, etc.
- 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/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 37. 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 dance, it would be unsafe to stay out late, he/she might not have a good time, etc.)
- 0 38. Moves about unnecessarily (e.g., is tense, fails to relax, 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 40. Engages in excessive or unnecessary body movements (e.g., rocking motions, running)
- 0 41. Has trouble sleeping
- 0 42. Indicates that no one likes him/her, no one cares about him/her, etc.
- 0 43. Frowns, scowls, looks unhappy during typical situations
- 0 44. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 0 45. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 0 46. Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc.
- 0 47. Exhibits loss of appetite because of personal or school experiences
- 0 48. Has experienced weight loss because of personal or school experiences (If weight loss has occurred within the past month, rate this item 4.)
- 0 49. Fails to eat because of personal or school experiences
- 0 50. Demonstrates an increase in appetite
- 0 51. Has experienced weight gain because of personal or school experiences (If weight gain has occurred within the past month, rate this item 4.)
- 1 52. Fails to sleep because of personal or school experiences
- 0 53. Sleeps during school time or during the day when home
- 0 54. Reacts physically in response to excitement, disappointment, surprise, happiness, fears, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 0 55. Is tired, listless, apathetic, unmotivated, not interested in school or outside activities
- 0 56. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
- 0 57. Moves slowly
- 0 58. Makes statements, written or verbal, that he/she feels worthless
- 0 59. Makes comments that others are disappointed in him/her, have little regard for him/her, etc.
- 0 60. Does not listen to what others are saying
- 0 100. Is slow to process thoughts or information
- 0 101. Fails to concentrate because of personal or school experiences
- 0 102. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc.
- 0 103. Does not remain on-task (e.g., is easily distracted by others, is more interested in other activities, sits and does nothing, etc.)
- 0 104. Threatens to hurt self or commit suicide (e.g., verbally, through pictures, written representations of hurting self or committing suicide, etc.)
- 0 105. Has attempted suicide
- 0 106. Has verbally or through pictures planned his/her suicide
- 0 107. Says he/she would be better off dead
- 0 108. Expresses thoughts of death (e.g., thinks about dying, thinks about others dying)

HOME VERSION SCORING FORM

Subscales and Items

Inattentive

- 7. 3
- 13. 2
- 14. 2
- 15. 2
- 17. 3
- 18. 1
- 19. 1
- 20. 1
- 26. 1
- 27. 1
- 28. 1
- 29. 0
- 30. 3

21

Raw Score

Hyperactive-Impulsive

- 1. 4
- 2. 2
- 3. 3
- 4. 3
- 5. 3
- 6. 2
- 8. 2
- 9. 2
- 10. 3
- 11. 3
- 12. 2
- 16. 2
- 21. 0
- 22. 1
- 23. 2
- 24. 3
- 25. 1
- 31. 2
- 32. 1
- 33. 3
- 34. 1
- 35. 0
- 36. 0
- 37. 0
- 43. 0
- 44. 0
- 77. 0
- 78. 0
- 79. 0

45

Raw Score

Oppositional Defiant

- 15. 2
- 22. 1
- 38. 0
- 39. 0
- 40. 1
- 41. 0
- 42. 1
- 43. 0
- 44. 0
- 45. 0
- 46. 1
- 47. 1
- 48. 0
- 49. 0
- 50. 1
- 59. 0
- 63. 0
- 65. 0
- 66. 0

8

Raw Score

Conduct Disorder

- 41. 0
- 45. 0
- 50. 1
- 51. 0
- 52. 0
- 53. 0
- 54. 1
- 55. 0
- 56. 0
- 57. 0
- 58. 0
- 59. 0
- 60. 0
- 61. 0
- 62. 0
- 63. 0
- 64. 0
- 65. _____

2

Raw Score

Avoidant Personality

- 42. 1
- 66. 0
- 67. 0
- 68. 2
- 69. 0
- 70. 0
- 71. 0
- 72. 0
- 73. 0
- 74. 0
- 75. 0
- 76. 0

3

Raw Score

Generalized Anxiety

- 2. 2
- 38. 0
- 48. 0
- 77. 0
- 80. 0
- 91. 1
- 94. 0
- 101. 0

3

Raw Score

Major Depressive Episode

- 72. 0
- 81. 0
- 82. 0
- 83. 0
- 84. 0
- 85. 0
- 86. 0
- 87. 0
- 88. 0
- 89. 0
- 90. 0
- 91. 1
- 92. 0
- 93. 0
- 94. 0
- 95. 0
- 96. 0
- 97. 0
- 98. 0
- 99. 0
- 100. 0
- 101. 0
- 102. 0
- 103. 0
- 104. 0
- 105. 0
- 106. 0
- 107. 0
- 108. 0

1

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
 (year) (month) (day)

Date of birth: 1997 11 10
 (year) (month) (day)

Age at rating: 8 1 3
 (years) (months) (days)

Rated by: M. Jackson

Relationship to the child: mother

| 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 % |

| Standard Scores | SUBSCALES | | | | | | | Quotients | Quotient | Percentiles | Percentile Rank |
|-----------------|--|---------------------------|-------------------------|---------------------|-------------------------|------------------------|--------------------------------|-----------|----------|-------------|-----------------|
| | Attention-Deficit/ Hyperactivity Disorder | | Oppositional Defiant | Conduct Disorder | Avoidant Personality | Generalized Anxiety | Major Depressive Episode | | | | |
| | Inattentive | Hyperactive- Impulsive | | | | | | | | | |
| 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 | • | • | • | • | • | • | • | • | 30 | • | |
| 5 | • | • | • | • | • | • | • | • | 25 | • | |
| 4 | • | • | • | • | • | • | • | • | 20 | • | |
| 3 | • | • | • | • | • | • | • | • | 15 | • | |
| 2 | • | • | • | • | • | • | • | • | 10 | • | |
| 1 | • | • | • | • | • | • | • | • | 5 | • | |
| | • | • | • | • | • | • | • | • | ≤1 | • | |

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

BDS-2 HV
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1 Moves about while seated, fidgets, squirms, etc.

Goals:

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

Objectives:

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 _____ minutes at a time.

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.).

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.
- Meet task expectations.

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. Have the student question any directions, explanations, 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.