

Behavior Evaluation Scale - Third Edition: Long (BES-3: L)

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

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The **Behavior Evaluation Scale-Third Edition: Long Version (BES-3:L)** was developed to aid in diagnosis, placement, and planning for behaviorally disordered/emotionally disturbed children and youth. The scale consists of 76 items (school) and 73 items (home), each associated with one of the five characteristics of the definition of behavioral disorders/emotional disturbance included in the Individuals with Disabilities Education Act (IDEA) (PL 101-476) and most state regulations. These characteristics (Bower, 1959) include

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a general pervasive mood of unhappiness or depression; and
- a tendency to develop physical symptoms or fears associated with personal or school problems.

The **BES-3:L School Version (BES-3:L SV)** normative data were gathered from identified behaviorally disordered and regular education students, ages 4 through 19 years old from 29 states. In all, 5,124 students were involved in the process of establishing national norms. Internal consistency of the **BES-3:L SV** was .98 for the total score. Test-retest reliability yielded a correlation coefficient of .93 for the total score. Content validity was established through the initial development process. All five **BES-3:L SV** subscales and the total score were compared to the *Behavior Disorders Identification Scale-Second Edition School Version (BDIS-2 SV)* (McCarney & Arthaud, 2000) subscales and total score. All **BES-3:L SV** subscales except *Learning Problems* were compared to the *Devereux Behavior Rating Scale-School Form (DBRS-SF)* (Naglieri, LeBuffe, & Pfeiffer, 1993). The **BES-3:L SV** total score was also compared to the total score for the *Behavior Rating Profile-Second Edition (BRP-2) Teacher Rating Scale* (Brown & Hamill, 1990).

The **BES-3:L Home Version (BES-3:L HV)** normative data were gathered from identified behaviorally disordered and regular education students, ages 4 through 19 years old from 29 states and the District of Columbia. In all, 4,643 children and youth were involved in the process of establishing national norms. Internal consistency of the **BES-3:L HV** was .98 for the total score. Test-retest reliability yielded a correlation coefficient of .90 for the total score. Content validity was established through the initial developmental process. The scale was compared to the *Behavior Disorders Identification Scale-Second Edition Home Version (BDIS-2 HV)* (McCarney & Arthaud, 2000) subscales and total score. The **BES-3:L HV** total score was also compared to the total score for the *Behavior Rating Profile-Second Edition (BRP-2) Parent Rating Scale* (Brown & Hamill, 1990) as a measure of concurrent validity.

Each item on the **BES-3:L SV** and **HV** is rated using a seven-point scale from (1) NOT PERSONALLY OBSERVED OR IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP to (7) CONTINUOUSLY THROUGHOUT THE DAY. The **BES-3:L** takes a person familiar with the child or youth approximately 20 minutes to complete. Following completion, four types of scores may be obtained: frequency rating for individual items (reflecting the frequency and severity of the behavior), subscale standard score, quotient, and percentile rank (to establish a consistent basis for comparing students). From the subscale standard scores, a profile of the child's or youth's behavior across the subscales is constructed. Age and grade placement norms are available. Examiners may choose to compare ratings obtained for a child or youth to his/her peer group by chronological age or current grade placement.

The **BES:L Intervention Manual** includes goals, objectives, and intervention strategies for the behaviors on the scale and is designed for the convenient development of the student's IEP, as well as classroom intervention. The Parent's Guide contains interventions for parents to implement in the home. The **BES:L Quick Score** computer program converts raw scores to standard, quotient, and percentile scores.

The total **BES-3:L** package consists of **BES-3:L School Version Technical Manual**, **BES-3:L School Version Rating Forms (50)**, **BES-3:L Home Version Technical Manual**, **BES-3:L Home Version Rating Forms (50)**, **Intervention Strategies Documentation Forms (50)**, **BES:L Pre-Referral Checklists (50)**, **BES:L Intervention Manual**, and the **Parent's Guide**.



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.
- The rater should conduct his/her ratings independently, without conferring with others.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 41 as an example, the rater would first read "Have not personally observed taking things that belong to others," then "Less than once a month takes things that belong to others," then "Approximately once a month takes things that belong to others," then "Approximately once a week takes things that belong to others," then "More than once a week takes things that belong to others," then "Daily at various times takes things that belong to others," and finally, "Continuously throughout the day takes things that belong to others."
- 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.
- If the rater has not personally observed the student demonstrate the behavior or if the behavior/skill is developmentally advanced for the student's age group (e.g., a five-year-old studying for tests or quizzes), the rating should be **1**
**NOT PERSONALLY OBSERVED OR
IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP.**
- If the rater has observed the student for less than one month and has observed the student demonstrate the behavior one time, the rating should be **2**
LESS THAN ONCE A MONTH.
- If the behavior has been demonstrated several times over more than one month with a frequency average of once a month, the rating should be **3**
APPROXIMATELY ONCE A MONTH.
- If the behavior has been demonstrated more than once a month, even several times per month, up to an average of one time a week which means no more than four times per month; the rating should be **4**
APPROXIMATELY ONCE A WEEK.
- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONCE A WEEK.
- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be **6**
DAILY AT VARIOUS TIMES.
- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**
CONTINUOUSLY THROUGHOUT THE DAY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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**TO RATER: Rate every item using the quantifiers (1-7) provided.
Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
OBSERVED OR IS
DEVELOPMENTALLY
ADVANCED FOR AGE
GROUP

1

LESS THAN
ONCE A
MONTH

2

APPROXIMATELY
ONCE A
MONTH

3

APPROXIMATELY
ONCE A
WEEK

4

MORE THAN
ONCE A
WEEK

5

DAILY AT
VARIOUS
TIMES

6

CONTINUOUSLY
THROUGHOUT
THE DAY

7

SUBSCALE 1

- 3 1. Has difficulty attending to academic tasks
- 4 2. Fails classroom tests or quizzes
- 5 3. Does not grasp basic concepts or information related to academic tasks
- 4 4. Performs daily academic tasks or homework at a failing level
- 5 5. Does not follow directions, written or verbal, related to academic tasks
- 4 6. Requires excessive assistance from others (e.g., teachers, aide, peer tutor) when performing academic tasks
- 6 7. Has difficulty organizing or appropriately using necessary work materials (e.g., paper, pencil, books)
- 4 8. Refuses or fails to complete class assignments or homework
- 3 9. Performs school work in a careless manner (e.g., illegible, messy)
- 1 10. Responds too quickly and impulsively to questions about academic material
- 6 11. Demonstrates difficulty or reluctance in beginning tasks
- 4 12. Does not generalize or apply academic skills to new or different tasks or situations

49 Raw Score

SUBSCALE 2

- 1 13. Disrupts the work of others in class
- 1 14. Verbally or physically threatens other students or teachers
- 1 15. Tries to interact with other students but is not accepted by them due to his/her behavior
- 6 16. Does not recognize or respond appropriately to nonverbal cues (e.g., gestures, facial expressions, body movements, etc.) in social situations

- 1 17. Refuses to share or allow others to participate
- 7 18. Seems unable or unwilling to communicate feelings or emotions to others
- 1 19. Physically hurts other students or teachers
- 1 20. Seeks excessive physical attention from others
- 4 21. Responds inappropriately to constructive criticism or comments from others
- 7 22. Avoids interaction with other students or teachers
- 1 23. Makes derogatory comments or inappropriate gestures to other students or teachers
- 1 24. Makes derogatory or critical remarks about other people
- 1 25. Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact
- 1 26. Responds inappropriately to praise or recognition from other students or teachers

34 Raw Score

SUBSCALE 3

- 1 27. Absent or tardy without legitimate reason
- 6 28. Fails to participate verbally or physically in group situations
- 1 29. Demonstrates sudden or dramatic mood changes
- 1 30. Engages in inappropriate sexually related behaviors
- 1 31. Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)
- 1 32. Blames other persons or materials for own failure or difficulty
- 1 33. Does not obey teachers' directives or classroom rules
- 1 34. Deliberately makes false statements

- 1 35. Makes inappropriate noises
- 1 36. Fails to consider or disregards consequences of own behavior
- 1 37. Acts impulsively without apparent self-control
- 1 38. Must have immediate rewards or gratification
- 6 39. Exhibits off-task behaviors (e.g., stares away from task, does not make eye contact, remains on-task for only brief periods of time)
- 1 40. Continues to engage in a behavior when it is no longer appropriate (i.e., fails to adapt or modify behavior to different situations)
- 1 41. Takes things that belong to others
- 1 42. Destroys property (e.g., books, lockers, etc.)
- 1 43. Talks at inappropriate times or makes irrelevant comments
- 1 44. Uses obscene or profane language
- 1 45. Is preoccupied (as demonstrated by words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school

29 Raw Score

SUBSCALE 4

- 1 46. Creates imaginary or fantasy situations in an attempt to escape from or avoid reality
- 5 47. Demonstrates facial expression of sadness or displeasure (e.g., frowning)
- 7 48. Avoids or has difficulty discussing personal problems (school or non-school related)
- 5 49. Exhibits overly pessimistic or negative attitude (e.g., interprets most situations in a negative manner, fails to acknowledge positive circumstances, etc.)
- 4 50. Exhibits unwarranted self-blame or self-criticism (e.g., expresses feelings of guilt, blames self for things he/she could not control, etc.)
- 1 51. Appears to be generally bored with or disinterested in daily activities (e.g., says he/she does not care what happens, etc.)
- 4 52. Indicates that he/she is not happy through physical expression (e.g., temper tantrums, etc.)
- 1 53. Cries in response to personal or school situations
- 5 54. Fails to demonstrate a sense of humor when appropriate (e.g., smiling or laughing)
- 1 55. Makes comments or writes notes indicating that others do not like him/her
- 4 56. Demonstrates no emotions (e.g., has fixed facial expression, does not react to events that normally would provoke emotional responses, etc.)

- 1 57. Makes derogatory comments about self (e.g., "I'm dumb/ugly," etc.)
- 1 58. Indicates that he/she is not happy through verbal expression (e.g., talks about being unhappy, yells, complains, etc.)
- 1 59. Makes comments or writes notes about suicide
- 7 60. Fails to participate in or demonstrate an interest in special events or interesting activities
- 1 61. Makes statements that he/she feels helpless
- 1 62. Makes comments that others are disappointed in him/her

50 Raw Score

SUBSCALE 5

- 4 63. Exhibits physical problems related to eating (e.g., extreme weight loss or gain, eats non-food items, etc.)
- 1 64. Engages in self-destructive behavior (e.g., hits, scratches, or bites self)
- 5 65. Exhibits excessive fatigue (e.g., seems tired or listless)
- 1 66. Verbalizes fears or concerns about school, home, or personal situations (e.g., afraid of being hurt by other students, afraid to be alone, etc.)
- 1 67. Physically runs away from personal or school experiences
- 1 68. Draws pictures that reflect fears or concerns about school, home, or personal situations
- 1 69. Fails to concentrate, eat, or sleep because of personal or school experiences
- 3 70. Expresses fears or concerns in writing (e.g., notes, letters, written assignments, etc.)
- 6 71. Seems to be upset by or afraid of new situations or changes in routine
- 1 72. Engages in excessive or unnecessary body movements (e.g., rocking motions, running)
- 1 73. Engages in self-stimulating behavior (e.g., hair twisting, nail-biting, twirling objects, etc.)
- 1 74. Performs obsessive or compulsive behaviors (e.g., excessive hand washing, habitual or repetitious movements, etc.)
- 1 75. Complains of physical discomfort (e.g., headaches, stomachaches, minor injuries)
- 3 76. Demonstrates involuntary physical reactions (e.g., shaking, twitching, fainting, etc.) in response to personal or school experiences

30 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Andrea Thomas Gender: 7

School: Midvale Elementary

Class: all subjects Grade: 5

City: Midvale State: PA

Date of rating: 2002 10 4
 (year) (month) (day)

Date of birth: 1990 5 11
 (year) (month) (day)

Age at rating: 12 4 23
 (years) (months) (days)

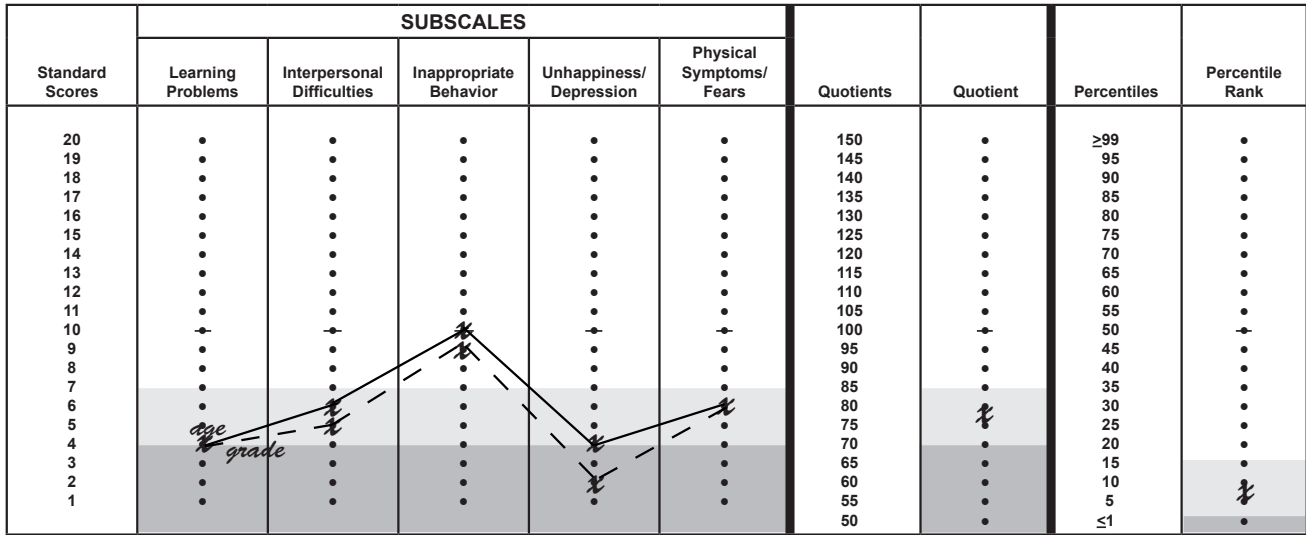
Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:
 From 8/26/02 To 10/04/02

Amount of time spent with student:
 Per day 6 hours Per week 30 hours

SUMMARY OF SCORES					
Subscales	Raw Score	Standard Score		Standard Score SEM	
		Age APPX A	Grade APPX D	Age APPX C	Grade APPX F
1. Learning Problems	49	4	4	2.48	1.88
2. Interpersonal Difficulties	34	6	5	2.40	2.19
3. Inappropriate Behavior	29	10	9	2.43	2.04
4. Unhappiness/Depression	50	4	2	2.43	1.88
5. Physical Symptoms/Fears	30	6	6	2.35	2.32

TOTAL SCALE									
Sum of Subscale SS		Quotient		%ile		Quotient SEM		Confidence Interval	
Age	Grade	Age APPX B	Grade APPX E	Age APPX B	Grade APPX E	Age APPX C	Grade APPX F	Age	Grade
30	26	79	77	8	6	2.53	5.47	99%	99%



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

BES-3:L SV
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HOME VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child or youth should be rated by persons with extended observational opportunities who are familiar with the child's or youth's behavior patterns (e.g., parent, guardian, caregiver, etc.)
- Any number of persons may rate the child or youth. Each person should independently rate (i.e., without conferring with others) the child or youth using a separate form.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 64 as an example, the rater would first read "Have not personally observed throwing a temper tantrum," then "Less than once a month throws a temper tantrum," then "Approximately once a month throws a temper tantrum," then "Approximately once a week throws a temper tantrum," then "More than once a week throws a temper tantrum," then "Daily at various times throws a temper tantrum," and finally, "Continuously throughout the day throws a temper tantrum."
- If the rater has not personally observed the child/youth demonstrate the behavior or if the behavior/skill is developmentally advanced for the child's/youth's age group (e.g., a five-year-old studying for tests or quizzes), the rating should be **1**
**NOT PERSONALLY OBSERVED OR
IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP.**
- If the rater has observed the child/youth for less than one month and has observed the child/youth demonstrate the behavior one time, the rating should be **2**
LESS THAN ONCE A MONTH.
- If the behavior has been demonstrated several times over more than one month with a frequency average of once a month, the rating should be **3**
APPROXIMATELY ONCE A MONTH.
- If the behavior has been demonstrated more than once a month, even several times per month, up to an average of one time a week which means no more than four times per month; the rating should be **4**
APPROXIMATELY ONCE A WEEK.
- If the behavior has been demonstrated more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONCE A WEEK.
- If the behavior has been demonstrated more than one time a day, up to one time per hour; the rating should be **6**
DAILY AT VARIOUS TIMES.
- If the behavior has been demonstrated more than once an hour and included behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**
CONTINUOUSLY THROUGHOUT THE DAY.

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Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
OBSERVED OR IS
DEVELOPMENTALLY
ADVANCED FOR AGE
GROUP

1

LESS THAN
ONCE A
MONTH

2

APPROXIMATELY
ONCE A
MONTH

3

APPROXIMATELY
ONCE A
WEEK

4

MORE THAN
ONCE A
WEEK

5

DAILY AT
VARIOUS
TIMES

6

CONTINUOUSLY
THROUGHOUT
THE DAY

7

SUBSCALE 1

- 5 1. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not recall information previously learned, etc.)
- 4 2. Has difficulty understanding abstract concepts (e.g., time, distance, speed, units of measurement, etc.)
- 2 3. Has difficulty understanding what he/she sees, hears, reads, etc.
- 2 4. Requires repeated experiences to learn what others learn easily
- 2 5. Has a short attention span (e.g., does not sit still while a story is being read, does not keep his/her attention on homework assignments, is easily distracted, etc.)

- 2 6. Does not do homework
- 1 7. Does not study or prepare for tests or quizzes
- 2 8. Is careless, irresponsible, disorganized (e.g., loses things, forgets things, does not come home on time, is late for school, does not return things, etc.)

20 Raw Score

SUBSCALE 2

- 6 9. Fights with brothers, sisters, or friends
- 4 10. Makes inappropriate comments to brothers, sisters, or friends (e.g., argues, threatens, curses, calls names, teases, etc.)
- 1 11. Threatens adults (e.g., verbally or physically)
- 1 12. Becomes physically aggressive with adults (e.g., pushes, pulls away, grabs, hits, etc.)
- 1 13. Makes inappropriate comments to adults (e.g., argues, calls names, curses, makes rude comments, uses obscenities, talks back, etc.)
- 1 14. Responds inappropriately to friendly teasing, joking, name calling, or sarcastic remarks, etc.
- 2 15. Does not share possessions or materials
- 2 16. Does not allow others to take their turn, participate in activities or games, etc.
- 1 17. Gets upset when bumped, touched, brushed against, etc.

- 1 18. Does not participate in family, home, or neighborhood activities (e.g., does not participate when people visit, get together for special events, etc.)
- 1 19. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)
- 1 20. Has little or no interaction with peers (e.g., does not talk, share in activities, make friendships, etc.)
- 2 21. Is not accepted by other children or adolescents in the neighborhood
- 1 22. Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc.

25 Raw Score

SUBSCALE 3

- 2 23. Does not change behavior from one situation to another (e.g., gets excited and does not calm down, does not stop one activity and begin another, etc.)
- 1 24. Leaves the house without permission
- 3 25. Blames others for his/her mistakes to avoid taking responsibility
- 2 26. Behaves more appropriately when alone or with one peer than with a group of peers
- 2 27. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait, etc.)
- 3 28. Does not follow directions from parents or other home authority figures (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)
- 3 29. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will get him/her in trouble but engages in the behavior anyway)
- 3 30. Lies, denies, exaggerates, distorts the truth
- 3 31. Gets angry when told he/she is wrong, told to do something a different way, etc.
- 1 32. Behaves inappropriately in the home (e.g., runs in the house, does not sit appropriately on the furniture, yells, etc.)

- 1 23. Does not behave appropriately in the community (e.g., runs in the shopping mall, pushes and makes noises in the line at the movies, yells in stores, etc.)
- 2 24. Behaves inappropriately in the presence of a babysitter, guest, or visitor (e.g., becomes overly excited, cannot be managed by these persons, etc.)
- 1 25. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 3 26. Does not eat at mealtime (e.g., is not ready to eat, is not hungry, does not like what is served, etc.)
- 3 27. Engages in inappropriate behaviors during mealtime (e.g., making noises, playing with food, playing with utensils, etc.)
- 5 28. Refuses to accept decisions made by parents (e.g., does not take "no" for an answer)
- 5 29. Is easily frustrated (e.g., gives up easily, does not put forth his/her best effort, etc.)
- 2 30. 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.)
- 6 31. Does not go to bed on time, does not go to sleep, etc.
- 2 32. Does not get up on time
- 1 33. Steals or forcibly takes things from others
- 1 34. Engages in sexually-related behaviors (e.g., makes sexual comments, sexual gestures; touches self or others, exposes self, etc.)
- 1 35. Uses drugs or alcohol
- 1 36. Destroys other persons' possessions or property in the community (e.g., deliberately destroys or vandalizes property)
- 1 37. Destroys things in the home (e.g., other persons' possessions, furnishings, walls, etc.)
- 1 38. Demonstrates inappropriate behavior while walking or riding to and from school (e.g., fighting, throwing things out of bus windows, etc.)
- 2 39. Cheats in games or other competitive activities
- 1 40. Plays hooky, skips school, etc.
- 1 41. Plays with things that are potentially harmful (e.g., matches, cigarette lighters, knives, medicines, etc.)
- 6 42. Has extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 2 43. Is unpredictable in behavior (e.g., does not respond consistently to situations in or around the home)
- 2 44. Does not accept change in established routine (e.g., change in time he/she will eat, guests in the home, etc.)

- 5 45. Fails to accept failure, losing, or being unsuccessful
- 6 46. Does not independently perform chores or responsibilities (e.g., has to be reminded, does not begin or complete responsibilities without assistance, etc.)
- 3 47. Is not motivated by rewards (e.g., cannot find a reward he/she enjoys)

87

Raw Score

SUBSCALE 4

- 1 58. Threatens to hurt self or commit suicide
- 4 59. Indicates that no one likes him/her, no one cares about him/her, etc.
- 3 60. Does not smile, laugh, or demonstrate happiness
- 4 61. Frowns, scowls, looks unhappy
- 2 62. Is pessimistic (i.e., thinks nothing will turn out right)
- 4 63. Is overly critical of self and abilities (e.g., says he/she is dumb, stupid, ugly, not good at sports, etc.)
- 4 64. Throws temper tantrums

22

Raw Score

SUBSCALE 5

- 2 65. Moves about unnecessarily (e.g., walks around, rocks, shakes head, etc.)
- 2 66. Makes statements that are disconnected, unrelated, or bizarre and unintelligible
- 5 67. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 1 68. Speaks in an unnatural voice (e.g., high voice, low voice, etc.)
- 1 69. Deliberately hurts self or damages own property or clothing
- 3 70. Demonstrates phobic-type reactions (e.g., fear of school, meeting people, trying new experiences, etc.)
- 1 71. Is uncomfortable with new situations (e.g., first day of school, swimming lessons, dancing, etc.)
- 2 72. Complains of not feeling good to keep from going to school or doing things he/she does not want to do
- 2 73. Is tired, listless, apathetic, unmotivated (e.g., has little or no interest in home-related activities; does not care about school, grades, graduating, consequences of behavior, etc.)

19

Raw Score

HOME VERSION RATING FORM

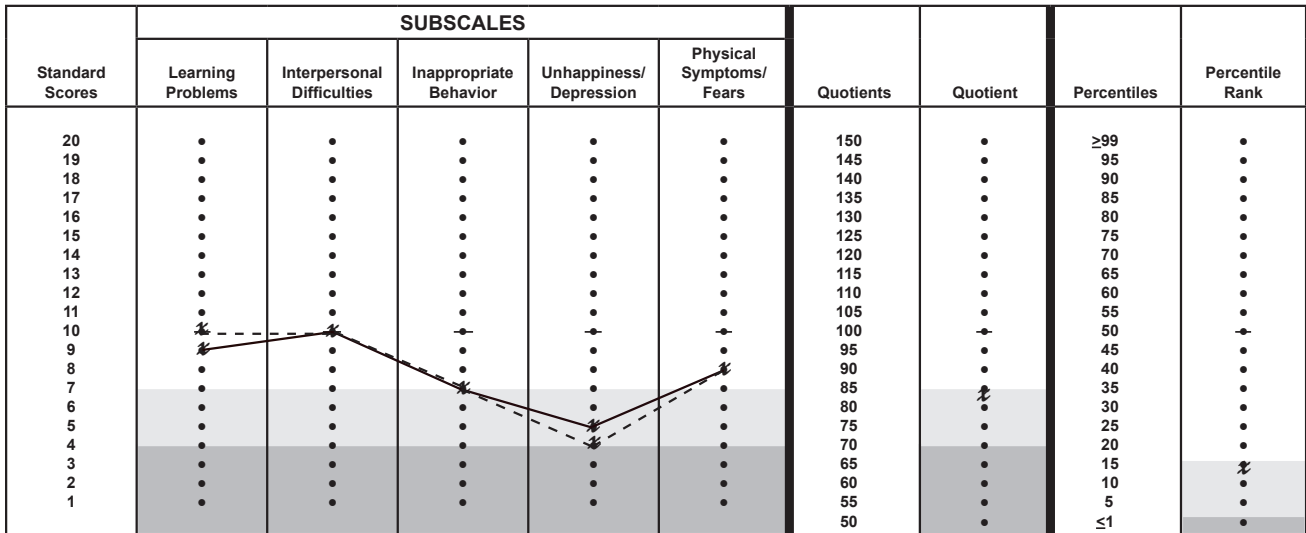
Stephen B. McCarney

PROFILE SHEET

Name: Andrea Thomas Gender: 7
 School: Midvale Elementary Grade: 4
 City: Midvale State: PA
 Date of rating: 2003 1 31
 (year) (month) (day)
 Date of birth: 1992 11 16
 (year) (month) (day)
 Age at rating: 10 2 15
 (years) (months) (days)
 Rated by: M. Jackson
 Relationship to the child: mother

SUMMARY OF SCORES					
Subscales	Raw Score	Standard Score		Standard Score SEM	
		Age APPX A	Grade APPX D	Age APPX C	Grade APPX F
1. Learning Problems	20	9	10	2.37	2.45
2. Interpersonal Difficulties	25	10	10	2.32	2.45
3. Inappropriate Behavior	87	7	7	2.48	1.55
4. Unhappiness/Depression	22	5	4	2.32	3.10
5. Physical Symptoms/Fears	19	8	8	2.32	2.45

TOTAL SCORE									
Sum of Subscale SS		Quotient		%ile		Quotient SEM		Confidence Interval	
Age	Grade	Age APPX B	Grade APPX E	Age APPX B	Grade APPX E	Age APPX C	Grade APPX F	Age	Grade
39	39	83	84	13	15	2.53	5.47	99%	99%



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

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 (800) 542-1673

BEHAVIOR EVALUATION SCALE: LONG PRE-REFERRAL CHECKLIST

Date: _____

Name of student: _____ Birthdate: _____ Age: _____ Gender: _____

School: _____ Grade: _____

City: _____ State: _____ Observed by: _____

Observer's position: _____ Student know to observer: _____
(from) (to)

Length of time each day with student: _____
(hours) (minutes)

COMMENTS

The **BES-3: Long Pre-Referral Checklist** is a checklist only. All behaviors match the behaviors on the **BES-3: Long School Version Rating Form** but are only checked as having been observed, not given frequency ratings.

II. Goals, Objectives, and Interventions

1 Has difficulty attending to academic tasks

Goal:

1. The student will remain on task.

Objectives:

1. The student will demonstrate on-task behavior by sitting quietly at his/her seat, looking at his/her materials, and performing the task for _____ minutes at a time.
2. The student will remain on task for _____ minutes at a time.
3. The student will remain on task long enough to complete the task on _____ out of _____ tasks.
4. The student will remain on task through its completion on _____ out of _____ tasks.
5. The student will maintain eye contact with the teacher for _____ minutes at a time.

Interventions:

1. Reinforce the student for attending to academic tasks in the classroom: (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., failing to attend to tasks) and (b) what he/she should be doing (e.g., attending to tasks).

- 3.** Establish classroom rules:
- Work on-task.
 - Work quietly.
 - Remain in your seat.
 - Finish task.
 - Meet task expectations.

Review rules often. Reinforce students for following the rules.

4. Reinforce those students in the classroom who demonstrate on-task behavior.

5. Reinforce the student for attending to tasks 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 (establish a reasonable length of time to stay on task) and what reinforcement will be made available when the terms of the contract have been met.

7. Communicate with the 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 attending to academic tasks in the classroom.

8. Choose a peer to model attending to academic tasks for the student.

9. Have the student question any directions, explanations, or instructions he/she does not understand.

10. Evaluate the auditory and visual stimuli in the classroom to determine what level of stimuli the student can respond to in an appropriate manner.

11. Reduce the auditory and visual stimuli to a level at which the student can successfully function. As the student demonstrates that he/she can successfully tolerate the reduced levels of auditory and visual stimuli, gradually allow auditory and visual stimuli to increase.

12. Seat the student so that he/she experiences the least amount of auditory and visual stimuli possible.

13. Provide the student with a quiet place in which to work where auditory and visual stimuli is reduced. This is used to reduce distracting stimuli and not as a form of punishment.

14. Seat the student away from those peers who create the most auditory and visual stimulation in the classroom.