

# Behavior Evaluation Scale - Third Edition: Short (BES-3: S)

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The *Behavior Evaluation Scale-Third Edition: Short Version (BES-3:S)* was developed to aid in diagnosis, placement, and planning for behaviorally disordered/emotionally disturbed children and youth. The scale consists of 54 items (school) and 52 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:S School Version (BES-3:S 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:S SV** was .97 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:S 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:S SV** subscales except *Learning Problems* were compared to the *Devereux Behavior Rating Scale-School Form (DBRS-SF)* (Naglieri, LeBuffe, & Pfeiffer, 1993). The **BES-3:S 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:S Home Version (BES-3:S 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:S HV** was .97 for the total score. Test-retest reliability yielded a correlation coefficient of .89 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:S 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:S 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:S** 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:S 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:S Quick Score** computer program converts raw scores to standard, quotient, and percentile scores.

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



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# 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 32 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**

- 1. Fails classroom tests or quizzes
- 2. Performs daily academic tasks or homework at a failing level
- 3. Does not follow directions, written or verbal, related to academic tasks
- 4. Has difficulty organizing or appropriately using necessary work materials (e.g., paper, pencil, books)
- 5. Refuses or fails to complete class assignments or homework
- 6. Performs school work in a careless manner (e.g., illegible, messy)
- 7. Demonstrates difficulty or reluctance in beginning tasks

32 Raw Score

**SUBSCALE 2**

- 8. Verbally or physically threatens other students or teachers
- 9. Tries to interact with other students but is not accepted by them due to his/her behavior
- 10. Refuses to share or allow others to participate
- 11. Physically hurts other students or teachers
- 12. Seeks excessive physical attention from others
- 13. Responds inappropriately to constructive criticism or comments from others
- 14. Avoids interaction with other students or teachers
- 15. Makes derogatory comments or inappropriate gestures to other students or teachers
- 16. Demonstrates inappropriate physical or verbal responses to other students' or teachers'

**attempts to interact**

- 17. Responds inappropriately to praise or recognition from other students or teachers

19 Raw Score

**SUBSCALE 3**

- 18. Absent or tardy without legitimate reason
- 19. Fails to participate verbally or physically in group situations
- 20. Demonstrates sudden or dramatic mood changes
- 21. Engages in inappropriate sexually related behaviors
- 22. Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)
- 23. Blames other persons or materials for own failure or difficulty
- 24. Does not obey teachers' directives or classroom rules
- 25. Deliberately makes false statements
- 26. Makes inappropriate noises
- 27. Fails to consider or disregards consequences of own behavior
- 28. Acts impulsively without apparent self-control
- 29. Must have immediate rewards or gratification
- 30. Exhibits off-task behaviors (e.g., stares away from task, does not make eye contact, remains on-task for only brief periods of time)
- 31. Continues to engage in a behavior when it is no longer appropriate (i.e., fails to adapt or modify behavior to different situations)
- 32. Takes things that belong to others
- 33. Destroys property (e.g., books, lockers, etc.)

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

- 1 34. Talks at inappropriate times or makes irrelevant comments
- 1 35. Uses obscene or profane language
- 1 36. 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

- 5 37. Demonstrates facial expression of sadness or displeasure (e.g., frowning)
- 4 38. Exhibits unwarranted self-blame or self-criticism (e.g., expresses feelings of guilt, blames self for things he/she could not control, etc.)
- 4 39. Indicates that he/she is not happy through physical expression (e.g., temper tantrums, etc.)
- 1 40. Cries in response to personal or school situations
- 5 41. Fails to demonstrate a sense of humor when appropriate (e.g., smiling or laughing)
- 1 42. Indicates that he/she is not happy through verbal expression (e.g., talks about being unhappy, yells, complains, etc.)
- 7 43. Fails to participate in or demonstrate an interest in special events or interesting activities

27 Raw Score

#### SUBSCALE 5

- 4 44. Exhibits physical problems related to eating (e.g., extreme weight loss or gain, eats non-food items, etc.)
- 1 45. Engages in self-destructive behavior (e.g., hits, scratches, or bites self)
- 5 46. Exhibits excessive fatigue (e.g., seems tired or listless)
- 1 47. Physically runs away from personal or school experiences
- 1 48. Draws pictures that reflect fears or concerns about school, home, or personal situations
- 1 49. Fails to concentrate, eat, or sleep because of personal or school experiences
- 3 50. Expresses fears or concerns in writing (e.g., notes, letters, written assignments, etc.)
- 1 51. Engages in excessive or unnecessary body movements (e.g., rocking motions, running)
- 1 52. Engages in self-stimulating behavior (e.g., hair twisting, nail-biting, twirling objects, etc.)
- 1 53. Complains of physical discomfort (e.g., headaches, stomachaches, minor injuries)
- 3 54. Demonstrates involuntary physical reactions (e.g., shaking, twitching, fainting, etc.) in response to personal or school experiences

22 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)

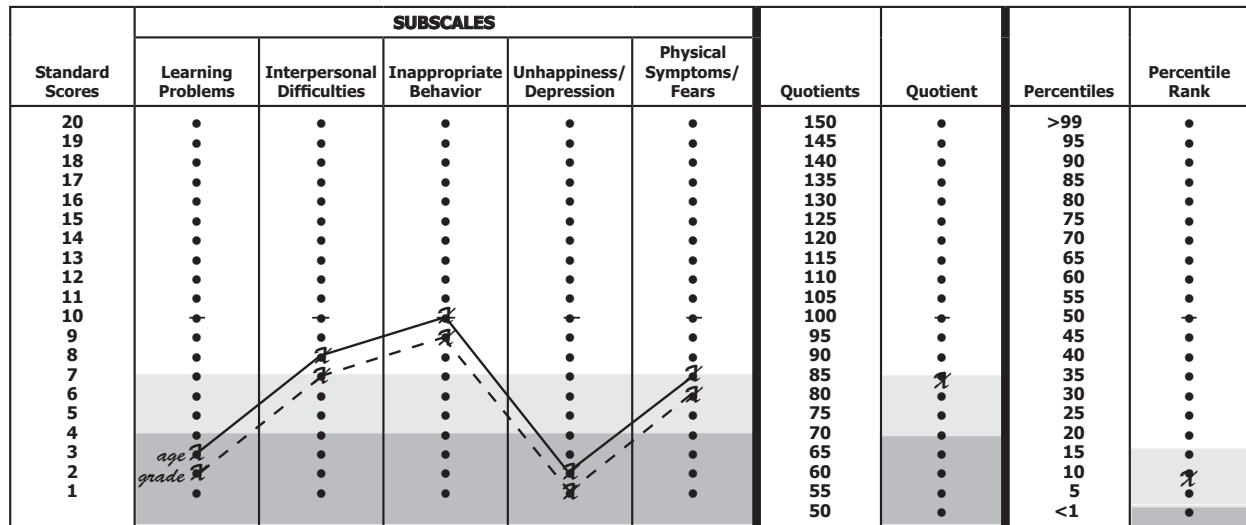
Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:  
 From 8/26/02 To 10/14/02

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	32	3	2	1.58	1.90
2. Interpersonal Difficulties	19	8	7	1.80	1.80
3. Inappropriate Behavior	29	10	9	1.46	1.58
4. Unhappiness/Depression	27	2	1	2.08	2.32
5. Physical Symptoms/Fears	22	7	6	1.90	1.98

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
30	25	79	76	8	5	4.24	5.20	95 %	95 %



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

BES-3:S SV  
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# BEHAVIOR EVALUATION SCALE: SHORT 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)

**TO OBSERVER: Check each behavior you have observed the student demonstrate during the past month.**

## LEARNING PROBLEMS

- |                                                                                                                                    |                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1. Fails classroom tests or quizzes                                                                       | <input type="checkbox"/> 9. Tries to interact with other students but is not accepted by them due to his/her behavior |
| <input type="checkbox"/> 2. Performs daily academic tasks or homework at a failing level                                           | <input type="checkbox"/> 10. Refuses to share or allow others to participate                                          |
| <input type="checkbox"/> 3. Does not follow directions, written or verbal, related to academic tasks                               | <input type="checkbox"/> 11. Physically hurts other students or teachers                                              |
| <input type="checkbox"/> 4. Has difficulty organizing or appropriately using necessary work materials (e.g., paper, pencil, books) | <input type="checkbox"/> 12. Seeks excessive physical attention from others                                           |
| <input type="checkbox"/> 5. Refuses or fails to complete class assignments or homework                                             | <input type="checkbox"/> 13. Responds inappropriately to constructive criticism or comments from others               |
| <input type="checkbox"/> 6. Performs school work in a careless manner (e.g., illegible, messy)                                     | <input type="checkbox"/> 14. Avoids interaction with other students or teachers                                       |
| <input type="checkbox"/> 7. Demonstrates difficulty or reluctance in beginning tasks                                               | <input type="checkbox"/> 15. Makes derogatory comments or inappropriate gestures to other students or teachers        |

## INTERPERSONAL DIFFICULTIES

- |                                                                                         |                                                                                                                                           |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 8. Verbally or physically threatens other students or teachers | <input type="checkbox"/> 16. Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact |
|                                                                                         | <input type="checkbox"/> 17. Responds inappropriately to praise or recognition from other students or teachers                            |

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# 1 Fails classroom tests or quizzes

## Goals:

1. The student will improve his/her performance on classroom tests.
2. The student will improve his/her performance on classroom quizzes.

## Objectives:

1. The student will perform classroom tests with \_\_\_\_\_% accuracy.
2. The student will perform classroom quizzes with \_\_\_\_\_% accuracy.
3. The student will meet a \_\_\_\_\_% level of mastery on classroom tests.
4. The student will meet a \_\_\_\_\_% level of mastery on classroom quizzes.

## Interventions:

1. 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.

2. Present concepts following the (1) Who, (2) What, (3) Where, (4) When, (5) How, and (6) Why outline.

3. 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 improved test or quiz scores.

4. Have the student maintain a performance record for each subject in which he/she is experiencing difficulty.

5. Provide the student with a set of prepared notes that summarize the material to be tested.

6. Have the student take a sample test or quiz before the actual test.

7. Have the student question anything he/she does not understand while taking tests or quizzes.

8. Deliver all directions, questions, explanations, and instructions in a clear, concise manner

and at an appropriate rate for the student.

9. Reduce the emphasis on competition. Students who compete academically and fail may cease to try to succeed and do far less than they are capable of achieving.

10. Reinforce those students who demonstrate improved test or quiz scores. (It may be best to reinforce privately rather than publicly.)

11. Identify the student's most effective learning mode and utilize it when giving tests or quizzes.

12. Have the student prepare for tests using the "Who, What, Where, When, How, and Why" format.

13. Teach the student skills for studying for tests/quizzes.

14. Develop tests and quizzes for the student using the "Who, What, Where, When, How, and Why" format.

15. Reduce the emphasis on formal testing by grading the student on daily performance.

16. Teach and encourage the student to practice basic study skills (e.g., reading for the main point, note taking, summarizing, highlighting, studying in an appropriate environment, using