

BEHAVIOR DISORDERS IDENTIFICATION SCALE

Second Edition: Renormed (BDIS-2:R)

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&
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The *Behavior Disorders Identification Scale-Second Edition: Renormed (BDIS-2:R)* was specifically designed to document those behaviors most indicative of emotionally disturbed/behaviorally disordered students in the school or home environment. The scale consists of 83 items on the **School Version** and 73 items on the **Home Version**. The *Pre-Referral Behavior Checklist* provides a means of calling attention to behavior problems for the purpose of early intervention before formal assessment of the student. Each version of the scale may be purchased separately and used independently as a measure of behavior/emotional disorders. The **BDIS-2:R** is based on the federal definition of serious emotional disturbance included in the Individuals with Disabilities Education Act (IDEA). The subscales are

- Learning Problems,
- Interpersonal Relations,
- Inappropriate Behavior,
- Unhappiness/Depression, and
- Physical Symptoms/Fears.

During development, the **BDIS-2:R** was subjected to field testing at all grade levels (K-12), resulting in the items included in the final version of the scale. The **BDIS-2:R School Version** was standardized on a total of 1,716 students, 5 through 18 years of age, and included identified behaviorally disordered students. The **BDIS-2:R Home Version** was standardized on a total of 1,508 students, 5 through 18 years of age, and included identified behaviorally disordered students. Norms provided are gender and age specific. Demographic characteristics of the 18 state standardization sample represented national percentages of gender, residence, ethnicity, geographic area, and occupation of parents.

Internal consistency reliability of the **BDIS-2:R SV** was above .95 for each of the five subscales, while test-retest reliability yielded correlation coefficients exceeding .50 for each of the subscales. Coefficients for inter-rater reliability of the subscales and total test ranged from .63 to .88. Content validity was established through the initial development process.

The **BDIS-2:R** uses frequency-referenced quantifiers. Each item on the **BDIS-2:R** is rated on a seven-point scale from (1) NOT IN MY PRESENCE to (7) MORE THAN ONCE AN HOUR. Following administration, 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 student's behavior across the subscales is constructed.

The **BDIS-2:R** 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 **BDIS-2:R** complete kit consists of *Pre-Referral Behavior Checklists*, *Pre-Referral Intervention Strategies Documentation Forms*, school and home version rating forms, technical manuals, and the *Teacher's Guide to Behavioral Interventions*. The *Teacher's Guide to Behavioral Interventions* (291 pages) includes goals, objectives, and intervention strategies for the behaviors on the scale and is designed for the convenient development of a student's IEP, as well as classroom intervention. The inclusion of the *Teacher's Guide to Behavioral Interventions* makes the **BDIS-2:R** a complete assessment, diagnostic, and prescriptive program available for students with behavior disorders. The **BDIS-2:R Quick Score** is a Windows®-compatible program which converts raw scores to subscale standard scores, quotient, and percentile. The *Teachers's Guide to Behavioral Interventions* computer program provides an individualized report of goals, objectives, and intervention strategies selected for a student.



H A W T H O R N E
Phone: (800) 542-1673 FAX: (800) 442-9509

PRE-REFERRAL BEHAVIOR CHECKLIST

Stephen B. McCarney

Date: _____

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

School: _____ Grade: _____

City: _____ State: _____ Observed by: _____

Grade(s) repeated: _____ Reason (if known): _____

Special education services the student has received: _____

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

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

COMMENTS

The *Pre-Referral Behavior Checklist* is a checklist only. All behaviors match the behavior on the *Behavior Disorders Identification Scale Second Edition: Renormed School Version Rating Form* but are only checked as having been observed, not given frequency ratings.

Intervention Strategies Documentation Form

Date: _____

Student name: _____ Birthdate: _____ Age: _____

School: _____ Parents: _____

Team members: _____

I. Student History

A. Are the parents aware of your concern? _____

B. Has the student repeated a grade? _____ If so, when? _____

C. Date and results of any previous individual testing? _____

D. Date and results of last hearing screening: _____

E. Date and results of last vision screening: _____

II. Concerns and Interventions

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention Date	S/U	Decision

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention Date	S/U	Decision

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 rely on his/her observation of the student's behavior as it occurs naturally in the educational environment. 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.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 80 as an example, the rater would first read, "Not in my presence throws temper tantrums," then "One time in several months throws temper tantrums," then "Several times, up to one time a month throws temper tantrums," then "More than one time a month, up to one time a week throws temper tantrums," then "More than one time a week, up to once a day throws temper tantrums," then "More than once a day, up to once an hour throws temper tantrums," and finally "More than once an hour throws temper tantrums."
- 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, the rating should be **1**
NOT IN MY PRESENCE.
- If the rater has observed the student for more than one month and has observed the student demonstrate the behavior one time, the rating should be **2**
ONE TIME IN SEVERAL MONTHS.
- 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**
SEVERAL TIMES, UP TO ONE TIME A MONTH.
- If the behavior has been observed to occur 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**
MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK.
- If the behavior has been observed to occur more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY.
- If the behavior has been observed to occur more than one time a day, up to one time per hour; the rating should be **6**
MORE THAN ONCE A DAY, UP TO ONCE AN HOUR.
- If the behavior has been observed to occur more than once an hour and includes behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be **7**
MORE THAN ONCE AN HOUR.

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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 IN MY PRESENCE	ONE TIME IN	SEVERAL TIMES, UP TO ONE TIME	MORE THAN ONE TIME A MONTH, UP TO ONE TIME	MORE THAN ONE TIME A WEEK, UP TO	MORE THAN ONCE A DAY, UP TO ONCE	MORE THAN ONCE
	SEVERAL MONTHS	A MONTH	A WEEK	ONCE A DAY	AN HOUR	AN HOUR
1	2	3	4	5	6	7

SUBSCALE 1

- | | |
|--|---|
| <p>2 1. Does not perform or complete classroom assignments during class time (e.g., does not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)</p> <p>2 2. Does not turn in homework assignments (e.g., does not do the assignment, loses the assignment after completing it, does not bring the assignment to class to turn in, etc.) (If the student does not yet receive homework assignments, rate this item 1.)</p> <p>4 3. Is disorganized to the point of not having necessary materials, losing materials, fails to find completed assignments, fails to follow the steps of the assignment in order, etc. (If it is not developmentally appropriate for the student to have mastered this skill, rate this item 1.)</p> <p>6 4. Completes assignments with little or no regard to neatness (e.g., does not care to do well, rushes through tasks, etc.)</p> <p>2 5. Fails to perform assignments independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete assignments without assistance, etc.)</p> <p>2 6. Earns failing grades on tested performance</p> <p>2 7. Is not motivated by rewards at school (e.g., does not find a reinforcer he/she enjoys)</p> <p>2 8. Does not prepare for assigned activities (e.g., does not study for tests or quizzes, does not read assigned material, etc.) (If the student is not yet expected to prepare for assigned activities, rate this item 1.)</p> <p>6 9. Does not remain on-task (e.g., is easily distracted by other students or the teacher, is more interested in other activities, sits and does nothing, etc.)</p> <p>4 10. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)</p> <p>4 11. Does not follow written directions (If the student does not yet read, rate this item 1.)</p> <p>4 12. Does not follow verbal directions</p> <p>1 13. Is reluctant to attempt new assignments or tasks</p> <p>2 14. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not memorize a poem, does not recall information previously learned, etc.)</p> <p>2 15. Has difficulty understanding abstract concepts</p> <p>2 16. Does not comprehend what he/she reads (If the student does not yet read, rate this item 1.)</p> <p>2 17. Requires repeated drill and practice to learn what other students master easily</p> | <p>1 20. Makes inappropriate comments to teachers (e.g., argues, threatens, calls names, curses, makes rude comments, uses obscenities, etc.)</p> <p>1 21. Does not respond appropriately to compliments or attention (e.g., gets angry, embarrassed, purposely does something inappropriate in response, etc.)</p> <p>1 22. Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)</p> <p>1 23. Agitates and provokes peers to a level of verbal or physical assault (e.g., makes derogatory comments or gestures, touches, etc.)</p> <p>2 24. Has little or no interaction with teachers (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)</p> <p>2 25. Has little or no interaction with peers (e.g., does not talk, share in activities, make friends, etc.)</p> <p>2 26. Makes inappropriate comments to other students (e.g., argues, calls names, curses, uses obscenities, makes rude comments, etc.)</p> <p>1 27. Responds inappropriately to typical physical exchanges with other students (e.g., being bumped, touched, brushed against, etc.)</p> <p>1 28. Responds inappropriately to friendly teasing (e.g., jokes, sarcastic remarks, name calling, etc.)</p> <p>3 29. Is not accepted by other students (e.g., is ignored, teased, ridiculed, etc.)</p> <p>5 30. Bothered other students who are trying to work, listen, etc.</p> <p>3 31. Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc.</p> <p>1 32. Does not share possessions or materials</p> <p>2 33. Does not allow others to take their turn, participate in activities or games, etc.</p> |
|--|---|

28 Raw Score

SUBSCALE 3

- | | |
|---------------------|---|
| <p>49 Raw Score</p> | <p>5 34. Makes unnecessary comments or noises in the classroom (e.g., talks to other students without permission, calls out answers, interrupts, makes fun of others, hums, taps, burps, etc.)</p> <p>1 35. Has unexcused absences (e.g., absent from school, skips classes, etc.)</p> <p>1 36. Has unexcused tardiness (e.g., late to school, late to class, late to activities, etc.)</p> <p>3 37. Makes unnecessary physical contact with others (e.g., touches, hugs, etc.)</p> <p>2 38. Blames other persons or materials to avoid taking responsibility for his/her mistakes (e.g., teachers, other students, books, pencils, pens, etc.)</p> |
|---------------------|---|

SUBSCALE 2

- | | |
|--|--|
| <p>1 18. Fights with other students (e.g., scratches, hits, pulls hair, etc.)</p> <p>1 19. Becomes physically aggressive with teachers (e.g., pushes, pulls away, grabs, etc.)</p> | <p>1 39. Steals or forcibly takes things from other students, teachers, the school building, etc.</p> <p>1 40. Behaves inappropriately when others do well or receive praise or attention (e.g., cannot stand to lose in a game, gets angry, says it is not fair to him/her, etc.)</p> |
|--|--|

- 7 41. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)
- 5 42. Behaves in a manner inappropriate for the situation (e.g., laughs in a situation where other students would be alarmed or upset, shows no emotion during activities where other students would be laughing and enjoying themselves, etc.)
- 2 43. Tries to avoid situations, assignments, responsibilities (e.g., indicates he/she is sick, injured, does not feel well; requests to leave the classroom to get materials from locker, use the restroom, go to the nurse's office or counselor's office, etc.)
- 6 44. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from an instructor, etc.)
- 1 45. Exhibits extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 3 46. Is unpredictable in behavior (e.g., does not respond consistently to situations in the environment)
- 3 47. Fails to comply with teachers or other school personnel (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.)
- 5 48. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will result in negative consequences but engages in the behavior anyway)
- 1 49. Makes sexually-related comments or engages in behavior with sexual overtones (e.g., uses sexual references when talking, makes suggestive sexual comments, makes sexually-related gestures, touches self or others, exposes self, etc.)
- 5 50. Becomes overexcited (e.g., loses control in group activities, forgets rules, becomes loud, etc.)
- 1 51. Lies, denies, exaggerates, distorts the truth
- 1 52. Brings inappropriate or illegal materials to school (e.g., magazines, weapons, drugs, alcohol, etc.)
- 1 53. Destroys school or other students' property (e.g., defaces, damages, vandalizes, etc.)
- 1 54. Cheats (e.g., copies from other students, uses notes during tests or quizzes, copies other students' classwork or homework, etc.)
- 5 55. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 1 56. Responds inappropriately to redirection in academic and social situations (e.g., gets angry when told he/she has made errors on assignments, refuses to return to seat when told to do so, etc.)
- 1 57. Does not accept changes in an established routine (e.g., is upset by changes in a schedule, changes in the way assignments are to be performed; behaves inappropriately when a student teacher or substitute teacher is in the classroom, etc.)
- 3 58. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)
- 3 59. Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.
- 3 60. Needs immediate rewards/reinforcement in order to demonstrate appropriate behavior
- 3 61. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 1 62. Engages in inappropriate behaviors related to bodily functions (e.g., talks about bodily functions, masturbates, urinates on restroom floor, smears feces in restroom, etc.)

- 3 63. Does not change behavior from one situation to another (e.g., gets excited at recess and does not calm down when he/she enters the building, does not stop one activity and begin another, etc.)

79 Raw Score

SUBSCALE 4

- 1 64. 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.)
- 1 65. Blames self for situations beyond his/her control (e.g., classroom situations, accidents, death, divorce, etc.)
- 2 66. Becomes upset when a suggestion or constructive criticism is given
- 1 67. Threatens to hurt self or commit suicide (e.g., verbally as well as through pictures and written representations of hurting self or committing suicide)
- 1 68. Indicates that no one likes him/her, no one cares about him/her, etc.
- 1 69. Does not smile, laugh, or demonstrate happiness
- 1 70. Is tired, listless, apathetic, unmotivated, not interested in school
- 1 71. Is overly critical of self in school-related performance, abilities, personal appearance, etc. (e.g., says he/she cannot perform, activities, is dumb, stupid, ugly, etc.)
- 1 72. Frowns, scowls, looks unhappy during typical classroom situations
- 1 73. Is pessimistic (e.g., thinks nothing will turn out right)

11 Raw Score

SUBSCALE 5

- 1 74. Indicates concern regarding problems or situations in the home or fails to deal with classroom requirements because of out of school situations (e.g., may not be able to concentrate because of family problems, peer relations, personal relationships, etc.)
- 1 75. Deliberately hurts self or damages own property or clothing (e.g., hits, scratches self; destroys clothing or personal property, etc.)
- 7 76. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 2 77. Speaks in an unnatural voice (e.g., falsetto voice, mechanical voice, etc.)
- 2 78. Speaks incoherently (e.g., statements are disconnected, unrelated, bizarre and unintelligible, etc.)
- 4 79. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)
- 1 80. Throws temper tantrums
- 1 81. Reacts physically in response to excitement, disappointment, surprise, happiness, fears, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 1 82. Becomes pale, may throw up, or passes out when anxious or frightened
- 1 83. Demonstrates phobic-type reactions (e.g., fear of school, speaking in front of a group; uncomfortable changing clothes for physical education, etc.)

21 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Andrew B. Thomas Gender: M

School: Midvale Elementary

Class: all subjects Grade: 4

City: Midvale State: PA

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

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

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

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

Dates during which observation of student occurred:
From 9/08 To 12/08

Amount of time spent with student:
Per day 6 hrs. Per Week 30 hrs.

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
1. Learning Problems	49	10	.90
2. Interpersonal Relations	28	11	.82
3. Inappropriate Behavior	79	9	.80
4. Unhappiness/Depression	11	12	1.22
5. Physical Symptoms/Fears	21	10	1.26

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

How well the student is known by the observer
(indicate type of interactions): teach all subjects to Andrew in a regular education classroom

Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Learning Problems	Interpersonal Relations	Inappropriate Behavior	Unhappiness/Depression	Physical Symptoms/Fears				
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.

BDIS-2:R SV
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HOME VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by a parent, guardian, houseparent, etc., with primary observational opportunities. This person would usually be someone who lives with the child in his/her home or residential setting.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- The rater should rely on his/her observation of the child's behavior as it occurs naturally in the home/residential environment.
- It is not necessary to complete the rating of a child 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 57 as an example, the rater would first read, "Not in my presence throws temper tantrums," then "One time in several months throws temper tantrums," then "Several times, up to one time a month throws temper tantrums," then "More than one time a month, up to one time a week throws temper tantrums," then "More than one time a week, up to once a day throws temper tantrums," then "More than once a day, up to once an hour throws temper tantrums," and finally "More than once an hour throws temper tantrums."
- If the rater has not personally observed the student demonstrate the behavior, the rating should be
1
NOT IN MY PRESENCE
- If the rater has observed the student for more than one month and has observed the student demonstrate the behavior one time, the rating should be
2
ONE TIME IN SEVERAL MONTHS.
- 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
SEVERAL TIMES, UP TO ONE TIME A MONTH.
- If the behavior has been observed to occur 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
MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK.
- If the behavior has been observed to occur more than one time per week, even several times per week, up to one time per day; the rating should be
5
MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY.
- If the behavior has been observed to occur more than one time a day, up to one time per hour; the rating should be
6
MORE THAN ONCE A DAY, UP TO ONCE AN HOUR.
- If the behavior has been observed to occur more than once an hour and includes behavior with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be
7
MORE THAN ONCE AN HOUR.

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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 IN MY PRESENCE	ONE TIME IN SEVERAL MONTHS	SEVERAL TIMES, UP TO ONE TIME A MONTH	MORE THAN ONE TIME A MONTH, UP TO ONE TIME A WEEK	MORE THAN ONE TIME A WEEK, UP TO ONCE A DAY	MORE THAN ONCE A DAY, UP TO ONCE AN HOUR	MORE THAN ONCE AN HOUR
1	2	3	4	5	6	7

SUBSCALE 1

- 1 1. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not recall information previously learned, etc.)
- 3 2. Has difficulty understanding abstract concepts (e.g., time, distance, speed, units of measurement, etc.)
- 1 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.)
- 1 6. Does not do homework (If your child does not yet receive homework assignments, rate the item 1.)

- 1 16. Does not allow others to take their turn, participate in activities or games, etc.
 - 2 17. Gets upset when bumped, touched, brushed against, etc.
 - 1 18. Cheats in games or other competitive activities
 - 2 19. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)
 - 2 20. Has little or no interaction with peers (e.g., does not talk, share in activities, make friendships, etc.)
 - 1 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.
- 17 Raw Score

SUBSCALE 3

- 1 7. Does not independently perform chores or responsibilities (e.g., has to be reminded, does not begin or complete responsibilities without assistance, etc.)
 - 1 8. Does not study or prepare for tests or quizzes (If your child is not yet expected to take tests or quizzes, rate this item 1.)
 - 1 9. 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.)
- 13 Raw Score

- 1 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. Threatens adults (e.g., verbally or physically)
- 1 25. Becomes physically aggressive with adults (e.g., pushes, pulls away, grabs, hits, etc.)
- 1 26. Blames others for his/her mistakes or to avoid responsibility
- 2 27. Behaves more appropriately when alone or with one peer than with a group of peers
- 3 28. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait, etc.)
- 1 29. 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.)
- 1 30. 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)
- 1 31. Lies, denies, exaggerates, distorts the truth
- 1 32. Gets angry when told he/she is wrong, told to do something a different way, etc.

SUBSCALE 2

- 2 10. Fights with brothers, sisters, or friends
- 1 11. Makes inappropriate comments to brothers, sisters, or friends (e.g., argues, threatens, curses, calls names, teases, etc.)
- 1 12. Leaves the house without permission
- 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 (e.g., jokes, sarcastic remarks, name calling, etc.)
- 1 15. Does not share possessions or materials

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

- 1 45. Fails to accept failure, losing, or being unsuccessful
- 1 46. Is not motivated by rewards (e.g., does not find a reward he/she enjoys)

46 Raw Score

SUBSCALE 4

- 1 57. Throws temper tantrums
- 1 58. Threatens to hurt self or commit suicide
- 1 59. Does not participate in family, home, or neighborhood activities (e.g., does not participate when people visit, get together for special events, etc.)
- 1 60. Indicates that no one likes him/her, no one cares about him/her, etc.
- 1 61. Does not smile, laugh, or demonstrate happiness
- 1 62. Frowns, scowls, looks unhappy
- 1 63. Is pessimistic (i.e., thinks nothing will turn out right)
- 1 64. Is overly critical of self and abilities (e.g., says he/she is dumb, stupid, ugly, is not good at sports, etc.)

8 Raw Score

SUBSCALE 5

- 1 65. Moves about unnecessarily (e.g., walks around, rocks, shakes head, etc.)
- 1 66. Makes statements that are disconnected, unrelated, or bizarre and unintelligible
- 2 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
- 1 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.)
- 1 72. Complains of not feeling good to keep from going to school or doing things he/she does not want to do
- 1 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.)

10 Raw Score

HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Andrew B. Thomas Gender: M
 School: Midvale Elementary Grade: 4
 City: Midvale State: PA
 Date of rating: 2008 4 6
 (year) (month) (day)
 Date of birth: 1998 9 2
 (year) (month) (day)
 Age at rating: 9 7 4
 (years) (months) (days)

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
1. Learning Problems	13	13	1.58
2. Interpersonal Relations	17	12	1.38
3. Inappropriate Behavior	46	12	.86
4. Unhappiness/Depression	8	13	1.82
5. Physical Symptoms/Fears	10	12	2.04

Rated by (observer's name): M. Thomas
 Relationship to child: mother

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

Please indicate what you consider to be the **primary** problems the child or youth demonstrates in and around the home in following directions, obeying rules, etc.:

Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Learning Problems	Interpersonal Relations	Inappropriate Behavior	Unhappiness/Depression	Physical Symptoms/Fears				
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.

BDIS-2:R HV
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IV. Interventions

1 Does not perform or complete classroom assignments during class time

1. Reinforce the student for attempting and completing class assignments: (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 with the student to explain (a) what he/she is doing wrong (e.g., not completing assignments) and (b) what he/she should be doing (e.g., completing assignments during class).

3. Establish classroom rules (e.g., work on-task; work quietly; remain in your seat; finish task; meet task expectations; etc.). Review rules often and reinforce students for following rules.

4. Reinforce those students in the classroom who attempt and complete assignments during class time.

5. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. As the student demonstrates success, gradually increase the amount of work required for reinforcement.

6. Write a contract with the student specifying what behavior is expected (e.g., attempting and completing class assignments) and what reinforcement will be made available when the terms of the contract have been met.

7. Have the student keep a chart or graph representing the number of class assignments completed.

8. Evaluate the appropriateness of the task to determine if: (a) the task is too easy, (b) the task is too difficult, and (c) the length of time scheduled for the task is appropriate.

9. Assign a peer to help the student with class assignments.

10. Assess the degree of task difficulty in comparison with the student's ability to perform the task.

11. Assign the student shorter tasks (e.g., modify a 20-problem math activity to 4 activities of 5 problems each to be done at various times during the day). Gradually increase the number of problems over time.

12. Present tasks in the most attractive, interesting manner possible.

13. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or quiet place away from distractions). This is used as a means of reducing stimuli and not as a form of punishment.

14. Interact frequently with the student. Maintain involvement with class assignments (e.g., ask the student questions; ask the student's opinions; stand close to the student; seat the student near the teacher's desk; etc.).

15. Allow the student additional time to complete class assignments.

16. Supervise the student during class assignments in order to maintain on-task behavior.

17. Deliver directions orally to increase the probability of the student's understanding of class assignments.

18. Repeat directions to increase the probability of understanding.

19. Encourage the student to ask for clarification of directions for classroom assignments.

20. Follow a less desirable task with a highly desirable task; make the completion of the first task necessary to perform the second.