

MALADAPTIVE BEHAVIOR OF MENTALLY RETARDED ADULTS:
A COMPARISON OF TWO MEASURES

by

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B.Sc., THE UNIVERSITY OF VICTORIA, 1977

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in

THE FACULTY OF GRADUATE STUDIES
(FACULTY OF EDUCATION)

We accept this thesis as conforming
to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA
OCTOBER 1981

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ABSTRACT

Since 1973, Adaptive Behavior has been recommended by the American Association of Mental Deficiency as an important measure for classifying mentally retarded subjects. Recently, the literature has supported the use of maladaptive behavior measures to improve further this classification. However, problems result when attempting to assess maladaptive behavior. The AAMD Behavior Scale Part II (ABS) has a recorded interrater reliability of .57. The Maladaptive Behavior Profile, (MBP) a recently developed scale, has no validity and reliability information.

The purpose of this study was to attempt to increase the reliability of the ABS Part II by modifying the scoring procedure. For example, the terms "none", "occasionally", and "frequently" were replaced with "none", "daily", "weekly", "monthly", "yearly". The second purpose of this study was to estimate the reliability of the MBP along with attempting to assess its validity. Also, the items of both scales were analyzed to provide further suggestions for modifications to the scales which will serve to enhance their utility. Finally, this study attempted to estimate the relationship maladaptive behavior (as measured by ABS total scores) had with placement, intelligence, length of institutionalization, sex, age, and etiology.

A sample of 97 mentally retarded ambulatory adults residing in an institution were assessed using the ABS Part II (modified) and the MBP. Two raters familiar with the individual subject independently completed both scales. A sample of 32 subjects, selected from the 97 in sample 1, had the original ABS Part II rated independently by two additional raters. Observations were conducted on these 32 subjects in an attempt

to validate the findings with the MBP. Biodemographic information (age, sex, etiology, etc.) was obtained from the resident's files.

The results of this study revealed an interrater reliability of .706 for the modified version and a .448 interrater reliability coefficient for the original ABS. A rather low interrater reliability coefficient of .336 (severity) and .324 (Intervention) was found for the MBP. The item analysis information for the ABS modified and original and MBP revealed that many of the items were not discriminating among the institutionalized adults in the sample.

Because of the low interrater reliability of the MBP and the Behavior Observation Checklist, a predictive criterion validity study was not conducted. However, a content validity summary provided guidelines for modifying the scale.

Reason for admittance and placement were the only two biodemographic variables that reached significance when correlated with Maladaptive behavior.

In conclusion, the modifications made to the ABS Part II greatly enhanced the reliability. The MBP, while still in the experimental stages, needs further modifications made to format, scoring, and the item pool in order to make it more reliable and effective as a programming instrument.

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ACKNOWLEDGEMENTS

I would like to thank the following people for the contributions they made to my thesis:

Dr. Julianne Conry, Chairperson of the Thesis Committee, for the assessment skills she helped me develop, and her continuing support and advice throughout the study;

Dr. Robert Conry, member of the Thesis Committee, for his assistance with the analysis and interpretation of the data;

Mr. Bob Poutt, member of the Thesis Committee, for his encouragement

Mr. Hayes and the staff and residents of Glendale Lodge for their cooperation;

Dr. Bernice Seyfort, psychologist at Glendale, for her advice and support; and

Ms. Susan Mongrain, psychologist at Woodlands, for her continued assistance and encouragement.

Thanks to the Education Research Service Centre staff for the seemingly endless hours they suffered through.

Special thanks to Dr. Buff Oldridge for the training I received, and the time he unbegrudgingly gave me.

Thanks loads to Ivy for typing the thesis along with her encouragement and humor.

Thanks to my cohorts Jeanine and Geoff for giving new meaning to the team approach to learning.

INTRODUCTION

The American Association on Mental Deficiency (AAMD; Grossman, 1973) defines mental retardation as:

significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (p.148).

Grossman (1973) goes on to define adaptive behavior as:

the effectiveness or degree with which the individual meets the standards of personal independence and social responsibilities expected of his age and cultural group (p.122).

Although the term maladaptive behavior does not appear in the actual definition of mental retardation, Philips (1967) concluded that it is uncommon for a mentally retarded child to present "no emotional maladjustment" (p.29). Nihira et al; (1975) adds that when planning programs for the retarded person, both adaptive behavior and maladaptive behavior should be carefully considered. Foster and Nihira (1969); Gully and Hosch (1979); Roszkowski (1980); Spreat (1980) all document the effectiveness of including maladaptive behavior along with adaptive behavior in optimizing discrimination in classifying mentally retarded subjects.

According to Congdon (1973), maladaptive behavior is an important measure to be used for psychological reports, transfer and placement screening, staffing, and gathering information on resident behavior.

STATEMENT OF PROBLEM

The difficulties of including maladaptive behavior in program development stem from the problems in assessing it. The AAMD has sponsored the construction of a scale (viz. AAMD Adaptive Behavior Scale) for assessing adaptive and maladaptive behavior. Part I of the scale, which mainly

evaluates adaptive behavior, has a recorded interrater reliability coefficient of .86. Part II of the scale deals with Personal Maladaptation and is not as reliable, for the manual records the mean interrater reliability coefficient as .57. One factor that may contribute to this low interrater reliability for Part II, according to Nathan, Millham, Chilcutt, and Atkinson (1980) is each rater has a personal reaction toward the subject that will influence his ratings. Also, raters and informants have varying opportunities to observe the subject. Marks and Rod-Mark (1980) quote a study by Hays and Marks (1980) where a poor correlation between observed behavior and maladaptive behavior as measured on Part II of the ABS was found. According to Irvin et.al. (1979), some domains have too few items serving, possibly to lower the reliability.

One of the goals of this study is to increase this reliability statistic by modifying Part II of the scale. Although it is important to improve the scales presently in use, it is also important to support the construction of new measurement devices.

The Maladaptive Behaviour Profile (MBP) is a new scale that has recently been constructed; however, no reliability or validity studies have been conducted. Thus, this study will also be concerned with estimating the utility of this scale. A promising function of this scale over the ABS Part II is the addition of a profile for determining the subject's behavior programming priorities.

When prevention, intervention, and program planning are being examined, other factors in addition to the relationship adaptive behavior has to maladaptive behavior should be considered. For example, Eyman et al., (1977) examined the relationship between behavior problems and sex, age, and level of retardation. Their study "confirmed a much higher prevalence of behavior

problems in institutions as compared to community placements" (p.137). Likewise, a higher prevalence of behavior disorders occur in those people with a more severe level of retardation (Eyman et.al., 1977; Schroeder et al., 1978). Behavior problems were also found to be more prevalent among residents who were institutionalized longer (Schroeder, 1978). Finally, Eymen et al., (1977) found more retarded males with maladaptive behavior than females. Other variables such as age and etiology may prove to be related to maladaptive behavior. Edgerton, (1979) summarized: "Those people who were in an institution appear to have been so placed because of behavior problems: restlessness, hyperactivity, temper tantrums, tendencies to harm themselves, running away, destructiveness, violences, sexual delinquency" (p.41).

Therefore, this study will also attempt to estimate the relationship maladaptive behavior has with age, etiology, intelligence, length of institutionalization, residential placement, reason for admittance and sex.

BACKGROUND OF PROBLEM

The inclusion of adaptive behavior in the definition of mental retardation has spurred considerable controversy. Many authors support the inclusion of a comprehensive diagnosis (Grossman, 1964; MacMillan et al., 1972; Sattler, 1974; Wilson, 1972). However, others (Benedict, 1972; Clausen, 1972) are still questioning the utility of adaptive behavior in the classification of mental retardation. While Benedict (1972) questions the value of "supplementing, a less than satisfactory classification terminology based on the IQ with an even more vague and less satisfactory classification principle" (viz., adaptive behavior), Clausen (1972) reacts more strongly by contending that the addition of adaptive behavior to the definition "introduces an

element of subjectivity which is detrimental to work in the field" (p.52). He adds that one of the major problems with this definition is the lack of adequate instruments for measuring adaptive behavior.

One of the most popular adaptive behavior scales used today is the AAMD Adaptive Behavior Scale (ABS). The authors of this scale (Nihira et al., 1975) have added a third dimension to Grossman's 1973 definition of Mental Retardation: Personal/Intra-Maladaptation.

Items that measure Intra-Maladaptation are included in Part II of the ABS. These include 265 qualitative descriptions of personality and behavioral disorders which are "relevant to the critical demands of the retardate's social environment" (Nihira, 1973, p.870). However, Nihira (1973) adds that "the practical significance of Intra-Maladaptation as an independent dimension" (p.877) is questionable since Intra-Maladaptation factors strongly load with Personal Independence. On the other hand, in the ABS Manual, Nihira (et al., 1975) concludes that:

"If, the main range of an individual's adaptive difficulty lies in Part Two, this disturbance may well be the reason for failure in phases of Part One, and if the indications of emotional disturbance, etc., derived from Part Two can be brought under control, it is possible that the Part One profile will also change as a result of that intervention" (p.40).

This implies that the strong relationship between Personal Independence and Intra-Maladaptation requires further investigation if prevention and/or decreasing maladaptive behavior are the goal.

A major problem with the ABS Part II is rather low interrater reliabilities. In the 1975 Manual, Nihira et al., (1975) shows the reliabilities ranging from .37 to .77 with a mean of .57. Mongrain (1975) hypothesizes that these low reliability estimates of the ABS Part II result from:

lack of operational definitions of behaviors,
(and) the ambiguity of criteria for assessing
the frequency of occurrence of behaviors. (p.187)

For example, the terms "Occasionally" and "Frequently" are used as estimates of the frequency of specific behavior problems. Raters were found to differ considerably in their interpretation of these terms (Mongrain, 1975).

This ambiguity adds subjectivity to the scale. Before this scale can be considered an objective assessment tool, the reliability statistic must be increased.

Another problem with the ABS and other behavioral assessment tools is that data from them do not specify programming priorities. "The purpose of the active diagnostician, however, is to categorize mentally retarded individuals in such a way as to point to appropriate remediation" (Blackman, 1972, p.69). The ABS Manual does state that a logical step after assessment is behavioral programming, followed by remediation. Likewise, Scheerenberger (1975) speaks of the importance of establishing program priorities, especially in "residential facilities where resources are extremely limited when compared to critical programs which have to be developed and implemented" (p.218). The ABS was designed to describe and evaluate behaviors. Programming priorities can be developed from the information that has been recorded on the scales profile sheets. This programming procedure as outlined by Nihira et al., (1975) is as follows:

1. "Determination of individual needs as they relate to community and agency needs;
2. Establishment of priority rankings of sets of behaviors which require work;
3. Establishment of individualized habilitative programs based on (1) and (2) above" (p.43).

Unfortunately, the ABS doesn't incorporate measures into the scale that will make priorities for behavioral management more evident. If programming

priorities are the aim, perhaps it is time to look towards scales that are specifically designed to do so.

"The Maladaptive Behaviour Profile (MBP) is designed as a tool to aid in the process of deciding upon goal priorities in behavior management" (Woodlands, 1979, p.2). The purpose behind this scale is to clearly illustrate programing priorities. This scale has just recently been developed; hence, no descriptive, reliability, or validity studies have been done. Scheerenberger (1974) stated that profiles of this type can be used by administrators as accountability measures as well as a method of communication. He concludes that:

"the most essential ingredient for effective communication between administrator and staff is a common understanding and acceptance of goals which they are mutually attempting to realize. Programmatic priorities must reflect the facility's overall goals and objectives"(p.4).

It is the purpose of this study to increase the reliability and subsequently improve the utility of one of the most common behavior rating scales, the AAMD Adaptive Behavior Scale Part II. This scale has been widely used for program planning and evaluation of maladaptive behaviors of mentally retarded people. Also, this study proposes to estimate the utility of a newly developed scale, the Maladaptive Behaviour Profile. The purpose of this scale is to outline behavior goal priorities for the mentally handicapped.

STATEMENT OF RESEARCH QUESTIONS

The purpose of this study is to answer the following questions:

- (1) Will the reliability of the ABS Part II increase if it is modified so that the ambiguity of terms decreases?

(2) What is the reliability of the original AAMD Adaptive Behavior Scales Part II and the Maladaptive Behaviour Profile?

(3) What is the validity of the Maladaptive Behaviour Profile?

(4) Will there be a relationship between maladaptive behavior as measured by the ABS Part II (modified) and the MBP and:

- a) placement of the retarded person (institution versus group home),
- b) measured intelligence,
- c) length of institutionalization,
- d) sex,
- e) age,
- f) etiology, and
- g) reason for admittance.

HYPOTHESES

The following hypotheses were formulated:

- (1) the reliability of a modified version of the ABS Part II will be significantly increased over the published version;
- (2) there will be no significant relationship between maladaptive behavior and placement of retarded people;
- (3) there will be no significant relationship between maladaptive behavior and intelligence;
- (4) there will be no significant relationship between maladaptive behavior and length of institutionalization;
- (5) there will be no significant relationship between maladaptive behavior and age;
- (6) there will be no significant relationship between maladaptive behavior and sex;

(7) there will be no significant relationship between maladaptive behavior and etiology.

SUMMARY

When assessing behavior problems it is crucial that valid and reliable tools be used. Unfortunately, Clausen's (1972) concern that there are no adequate assessment tools appears justified, for the mean interrater reliability on the ABS Part II is reported as .57, and has been attributed to the ambiguity of the frequency terms.

The assessment, however, is only the beginning stage, for programing priority profiles such as the MBP, must be developed to give valid and reliable estimates "of a person's maladaptive behavior in such a way that priorities are more evident" (Woodlands, 1979, p.2). Once the priorities are specified, programing can be implemented that will eventually lead to remediation.

Finally, by measuring the relationship maladaptive behavior has with placement, IQ, length of institutionalization, age, sex and etiology one can look towards intervention and prevention of behavior problems in institutionalized mentally retarded subjects.

CHAPTER II

REVIEW OF THE LITERATURE

According to Grossman and Rowitz (1974), a change in the care and services for the mentally retarded (M.R.) came about in the early 1960's. Retarded people were no longer regarded as incapable beings, but rather individuals with a need for development. The major area of focus was behavior problems, because of high incidence in this population. Thus, a surge of behavior modification programs resulted. Program planners were inundated with private and financial support. Grossman et al. (1974) added that by the late 1960's, "it became necessary not only to plan programs but to show that evaluation of these programs was occurring" (p.9). Clark (1969) concluded that while program evaluation was a major decisive factor in effective planning, so were adequate measuring instruments for behavior assessment. Program evaluators not only had to contend with utilizing behavior scales, but by the 1970's, according to Grossman et al. (1974), financial support began to dwindle. Consequently, program accountability was a familiar key phrase, and program planners became concerned with the cost of intervention and intervention priorities.

With the need for specifying priority behaviors for intervention purposes, the 1970's brought continued concern regarding the utility of existing scales for accurately assessing behavior problems. Many authors (Berdine, W. et al., 1977; Bhattacharya S., 1973; Irvin, L., et al., 1979; Schachler, M., et al., 1978; and J. Taylor, 1976) set out to study these scales in the hope to develop better behavioral assessment tools. Irvin et al., (1979) concluded that the problems with rating scales include low reliability and validity. Generally the utility of these scales was under scrutiny.

The 1980's finds us in the position of developing and improving reliable measures that will adequately assess the individual's behavior and hence allowing us to move toward effective behavior programming.

AAMD ADAPTIVE BEHAVIOR SCALE: Psychometric Problems

The ABS is a behavior rating scale used primarily in institutions for the mentally handicapped. It can also be used for emotionally maladjusted and developmentally disabled individuals as well. This scale consists of two parts. The first part assesses personal independence and will not be dealt with in this study. Part Two of the scale was developed to measure personal and social maladaptation. This section of the scale "is the product of extensive survey of the social expectations placed upon retarded persons, both in residential institutions and in the community" (Nihira, et al., 1975, p.7). The following 14 domains are included in this section:

- | | | |
|-------|--|--------------------|
| I. | Violent and Destructive Behavior | (Vio.Des.Beh.) |
| II. | Antisocial Behavior | (Anti.Soc.Beh.) |
| III. | Rebellious Behavior | (Reb.Beh.) |
| IV. | Untrustworthy Behavior | (Untrust.Beh.) |
| V. | Withdrawal | (Withd.) |
| VI. | Stereotyped Behavior and
Odd Mannerisms | (St.Beh.O.Man.) |
| VII. | Inappropriate Interpersonal Manners | (Inapp.Inter.Man.) |
| VIII. | Inappropriate Vocal Habits | (Inapp.Voc.Hab.) |
| IX. | Unacceptable or Eccentric Habits | (Unacc.Ecc.Hab.) |
| X. | Self-Abusive Behavior | (Self-Ab.Beh.) |
| XI. | Hyperactive Tendencies | (Hyper.Tend.) |

- XII. Sexually Abherrant Behavior (Sex.Ab.Beh.)
- XIII. Psychological Disturbances (Psych.Dist.)
- XIV. Use of Medications (Use.Med.)

(Nihira et al., 1975, p.7)

The domain "Use of Medications" is hardly a maladaptive behavior; however, the authors contend that this domain provides information on how a person is adapting to his environment.

The domains of Part Two are all scored by the same method. The rater decides whether or not the subject displays the listed behaviors under each domain. If the subject does display the behavior outlined, the rater must then decide whether it occurs "occasionally" or "frequently".

"'Occasionally' signifies that the behavior occurs once in a while, or now and then and 'frequently' signifies that the behavior occurs quite often, or habitually" (Nihira et al., 1974, p.11). The following is an example of a subdomain and its items:

Demands Excessive Attention or Praise

	<u>Occasionally</u>	<u>Frequently</u>
Wants excessive praise	1	2
Is jealous of attention given others	1	2
Demands excessive reassurance	1	2
Acts silly to gain attention	1	2
Other (specify): _____		
_____ none of above _____	Total	

(Nihira et al., 1974, p.17)

Both Bhattacharya (1973) and Mongrain (1975) concluded that this scoring method is arbitrary. Mongrain (1975) found raters to overlap considerably in their definitions of the terms "occasionally" and "frequently". For example, the raters scoring item eleven (uses Profane or Hostile Language) were found to overlap completely in the scoring criteria. Their

interpretations for "occasionally" ranged from one incident per day to one every four years. However, the raters who selected "frequently" ranged from one incident per day to two per month in their interpretations. While Mongrain (1975) found only one of the forty-four subdomains to overlap completely there were twenty-six with some overlap and only eight with no overlap. With this arbitrariness it is no wonder the reliability of Section Two is low.

Bhattacharya (1973) recommended introducing a 5 point scale with "clear-cut criteria for each point" to rectify this arbitrariness (p.27). His suggestions were incorporated into the modifications made on the ABS in this study.

Another problem with the ABS that may contribute to the subdomains being represented unequally, is described by Mongrain (1975):

The subtests of this scale are of unequal length; and items use different scales. For example, individuals can obtain scores of 0-10 for the item "is withdrawn or shy". For the item "seems to feel persecuted" scores range from 0-14. Thus this pin-pointing of target behaviors is difficult.
(p.185)

AAMD ADAPTIVE BEHAVIOR SCALE (MODIFIED)

As with the original scale, the raters are to select the statements that are representative of the subject's behavior. However, instead of circling "occasionally" or "frequently" the raters select yearly (Y), monthly (M), weekly (W), or daily (D). The raters are to leave the individual item uncircled if the behavior does not occur. If none of the behaviors occur in the subdomain the rater is again instructed to check "None of the above". This 5 point scale was developed to increase the reliability of this instrument.

The following is an example of the scoring modifications:

Demands Excessive Attention or Praise

	<u>Y</u>	<u>M</u>	<u>W</u>	<u>D</u>
Wants excessive praise	1	2	3	4
Is jealous of attention given others	1	2	3	4
Demands excessive reassurance	1	2	3	4
Acts silly to gain attention	1	2	3	4
Other: (specify) _____				
_____ None of above _____				
Total				

(modified from Nihira et al., 1974, p.17)

AAMD ADAPTIVE BEHAVIOR SCALE: Interpretive Problems

Because this scale purports to be useful for program planning and evaluation, it is important for one to be aware of the problems that may arise when interpreting scores from behavior profiles. For example, upon completing Part Two of the ABS, one obtains a profile of an individual's maladaptive behavior. Programing priorities may not be a function of frequency of maladaptive behavior. For instance, a person on occasion may "choke others"; however he may have a high incidence of drooling and nail biting. Thus he would receive a high profile peak for "Unacceptable or Eccentric Habits" and a lower score for "Violent and Destructive Behavior". Which behavior, however, is in greater need of remediation?

MALADAPTIVE BEHAVIOUR PROFILE

The purpose of this scale is not to give a detailed account of the individual's behavior, but to outline goal priorities for behavior programing. The authors of this scale conclude that:

As the Profile is therefore nothing more than organized subjective evaluations of broad classes of behavior, the user should recognize that it can not substitute for precise and objective measurement in behavioral programming.

(Woodlands Psychology Dept., 1979, p.2)

The domain of this profile includes:

Aggression	(Aggres.)
Property Damage	(Prop.Dam.)
Poor Coping with Frustration	(Poor Cope.Frus.)
Social Aggravation	(Soc.Agg.)
Stereotypic Mannerisms	(St.Man.)
Uncooperative	(Uncoop.)
Self-Abuse	(Self-Ab.)
Sexually Inappropriate Behavior	(Sex.Inapp.Beh.)
Inappropriate Toilet Related Habits	(Inapp.Toil.Rel.Hab.)
Other	(Other)

(Woodlands Psychology Dept., 1979, p.2)

The first step towards completing this scale is to decide the problem severity (severe, moderate, mild or none) for each broad class of behavior. The next step is to decide how crucial it is to eliminate this behavior. If a behavior interferes with the individual's learning or disturbs others from learning then it would have an immediate intervention need. On the other hand, an individual may possess severe behavior problems that do not interfere with his learning. In this case the rater may decide the intervention need is eventual or unnecessary. To obtain a person's individual programming priority, one only has to sum the "severity" and "intervention" need score to receive a programming rank. An example of this procedure follows:

	Problem severity	Intervention	Programing Priorities
"Aggression to others"		+	=
	3 2 1 X	4 1 X	= 7 6 5 4 3 2 X
	moderate	Immediate	2nd Priority

The authors of this profile have also included "Specific Maladaptive Behavior Profiles" that relate to each of the 10 broad behavior categories. If an individual receives a priority in the first to sixth category then the rater completes a specific profile for each of the categories with this ranking. This will allow program planners to specify the behavior goals.

Some possible advantages of the MBP are that each general behavior (i.e., aggression, property damage, etc.) is treated independently and the specific items within each category are not added to equal a total score. Bhattacharya (1973) concluded when reviewing the ABS that the additive method is subject to skepticism since no relationship has been determined between the domains or items.

A possible disadvantage of the MBP is that its degree of subjectivity in rating problem severity and intervention need may result in a low reliability statistic. Also, the system of adding severity and intervention scores to equal programming priorities has questionable validity. Finally, as with the ABS Part II, the domains are not composed of an equal number of items.

In conclusion, the aim of this project is to study the utility of the AAMD Adaptive Behavior Scale, Part Two, and the Maladaptive Behaviour Profile. Hopefully, the changes made to the ABS will allow program planners to more effectively utilize this scale for assessment of the mentally retarded individual's maladaptive behavior. A reliable assessment is the basis upon which program planning and evaluation are built. Likewise, the

Maladaptive Behaviour Profile will be studied to determine its effectiveness in outlining goal priorities for the mentally retarded individual.

In summary, the ABS has come under attack in recent years because of the concern for more effective program planning and evaluation. The main concerns for Part Two of the scale have been the low reliability statistic and programing weaknesses. Hopefully by taking Bhattachary's (1973) suggestion and increasing the scoring criteria to a 5 point scale, the problems with the reliability will decrease. However, when deducing an individual's behavior intervention priorities from the profile, considerably more work will have to be done to solve the problem of the unequal lengths of the subdomains and weighting of problem areas.

CHAPTER III

METHOD

This chapter defines the population and describes sampling procedures. The purpose of raters in the study and how they were selected is outlined. Measuring instruments are also described using a step procedure as it related to the data collection. Finally, methods of analyzing the data are presented.

DESCRIPTION OF POPULATION

The population involved in this study consisted of the residents of Glendale Lodge, an institute for the mentally handicapped located in Victoria, B.C. Two hundred and eighty permanent residents live within the 13 lodges of the institution and 24 residents live in a large group home (Lodge 14) separated from the main facility. The people in the group home were transferred from the institution approximately 2 years ago.

SAMPLING PROCEDURE

The following is a list of the sampling procedures.

1. It is important that the population from which the sample was selected be accurately defined. A survey sheet presented in Appendix A was completed to gather biodemographic information about the population. Information on lodge by sex, and ambulation collected on this population are presented in Table 1.
2. All the independently ambulatory males and females 18 years of age and older were sampled from the original 304 individuals in the population. Table 2 illustrates the lodge placement and sex ratio of the 157 residents who qualified for this sample.

TABLE 1

Ambulatory Information for 304 Permanent Residents

Lodge	Total Residents	Ambulatory	Males Non-ambulatory	Ambulatory	Females Non-ambulatory
1	22	9	0	12	1
2	25	24	1	0	0
3	22	7	7	2	6
4	23	0	9	0	14
5	22	0	10	1	11
6	25	25	0	0	0
7	19	10	2	6	1
8	24	0	0	24	0
9	25	0	8	0	17
10	24	9	3	8	4
11	21	0	11	0	10
12	23	13	4	3	3
13	5	3	0	1	1
14	24	15	0	9	0
TOTAL	304	115	55	66	68

3. Because the relationship between maladaptive behavior and institutionalized versus group home residents is to be investigated, the selection of the sample must represent these 2 groups. All of the residents from Lodge 14 (group home) were selected with another 40 males and 40 females randomly selected from the remaining 157 subjects. As can be seen in Table 2, Lodges 3, 5, 7, and 13 had too few subjects for a correlational study, thus, they were excluded from the sampling. Table 3 shows the 103 subjects sampled for this study.

4. Incidents of observed maladaptive behavior were to be used in a practical criterion validation of the MBP and ABS Part II (modified). Because there were too many subjects in sample 1 (103) to make 4 hours observation on each subject, a smaller sample of 32 was selected. The number 32 was chosen because Borg, et al., (1979) stated that "in correlation research it is generally desirable to have a minimum of 30 cases" (p.195).

5. There were 3 sampling methods considered for sample 2. These included:

(1) randomly selecting 32 subjects from sample 1 and using 2 raters to evaluate all 32. The problems with this selection procedure is that the raters are assigned to one lodge; therefore they are not adequately familiar with the behavior of residents on other lodges to complete the ABS Part II and MBP. The advantage of this method is that it would eliminate most of the rater variability.

(2) randomly selecting 32 subjects from sample 1, but have 2 raters for each of the lodges represented in this sampling. This would mean a maximum of 14 raters might be required. Error attributed to rater variability would be too large to justify using this procedure.

(3) finally, the method chosen was to select the three lodges (within the main institution) with the most representation. Table 3 reveals that

TABLE 2

Lodge distribution for 157 Ambulatory Residents 18 Years of Age and Over

Lodge	Total Residents	Males	Females
1	21	9	12
2	23	23	0
3	2	2	0
5	1	0	1
6	25	25	0
7	4	4	0
8	23	0	23
10	17	9	8
12	15	13	2
13	3	2	1
14	23	14	9
TOTAL	157	101	56

TABLE 3
Distribution of Males and Females in SAMPLE 1

Lodge	Total Subjects	Males	Females
1	20	8	12
2	7	7	0
6	13	13	0
8	18	0	18
10	14	6	8
12	8	6	2
14	23	14	9
TOTAL	103	54	49

lodges 1, 8, and 14 met this criteria. However, lodge 14 contained 3 group homes each with its own raters. This would mean 6 raters instead of 2 would have been selected; thus increasing rater variability. Lodge 10 was selected instead, because its frequency of representation was the next strongest. Next, 32 subjects were randomly selected from these 3 lodges in a way that would correspond to the proportion of subjects represented in these lodges. Table 4 illustrates the proportion of subjects selected from each of the 3 lodges in sample 2.

DESCRIPTIONS OF SAMPLES

Sample 1: This sample consisted of 103 ambulatory residents who were 18 years of age and over. Eighty of these subjects resided within 6 lodges of the institution with 23 subjects living in a group home in the community (viz., lodge 14). Table 3 shows the distribution of these subjects by lodge and sex.

Sample 2: Likewise, this sample consisted of 32 ambulatory residents who were 18 years of age and over. Three lodges were represented by lodges 1, 8, and 10 contained within the institution. Table 4 indicates the distribution of the subjects in Sample 2.

PURPOSE OF RATERS

The method chosen to complete the ABS Part II and MBP was by first person assessment. Nihira et al., (1975) defines this method as:

When the individual making the evaluation is both sufficiently familiar with the handicapped person involved and has had enough professional or on-the-job training to judge the relevance of the scale items, the evaluator should fill out the scale item, himself or herself (p.10).

TABLE 4

Distribution of Males and Females in SAMPLE 2

Lodge	<u>Sample 1</u> Subjects	Total Subjects	<u>Sample 2</u> Males	Females
1	20	12	7	5
8	18	11	0	11
10	14	9	3	6
TOTAL	52	32	10	22

SELECTION OF RATERS

Sample 1: Two raters from each of the seven lodges participating in the study were selected from the afternoon shift (1500 hrs to 2300 hrs) of April 1980. It was important that the raters be familiar with the subjects on their lodge, so a minimum of two months lodge working experience was a stipulation. Also, it was necessary that the raters have similar training, so the experimenter attempted to select Child Care Aids as raters. Tables 5 and 6 illustrate the Description of Raters 1 and Raters 2 respectively.

Sample 2: Two Child Care Aids were selected from each of the 3 lodges represented in this sample. These new raters were also selected from the afternoon shift (1500 hrs to 2300 hrs) of May 1980. The same stipulations made for the sample 1 raters was also made for sample 2 raters; however, those participating in sample 1 were not allowed to rate in sample 2, to prevent biasing the reliability estimate.

MEASURING INSTRUMENTS

Data Collection 1, Test Package A: Two test packages for each of the 103 subjects plus one training package for each of the raters was used to gather information. The following materials were included in each package:

- (1) subject information sheet,
- (2) Instruction sheet for ABS Part II (modified) and the modified AAMD Adaptive Behavior Scale Part II,
- (3) Instruction sheet and the Maladaptive Behaviour Profile, and
- (4) Rater Information sheet (adopted from Mongrain, 1975).

The information sheets and scales were placed in the test package envelope

TABLE 5

Description of Raters (1)

Age	N	Sex	N	Education	N	Length of Emp. Years	N	Length of time on present lodge-Yrs.	N	Job Classification	N
20	3	F = 9				0-1	3	0-1	4	Health Care Worker I*	1
21-30	3	M = 0		4 Years College	1	1-2	1	1-2	4	Health Care Worker II*	8
31-40	1			2 Years College	7	2-3	1	2-3			
41-50	0			Elementary		3-4	1	3-4	1		
51-60	2			Unknown	1	4-5					
						5-6					
						6-7	2				
						7-8					
						8-9	1				

* Health Care Worker I

* Health Care Worker II

TABLE 6

Description of Raters (2)

Age	N	Sex	N	Education	N	Length of Emp. Years	N	Length of time on present lodge-Yrs.	N	Job Classification	N
20	1	F =	7	4 Years College	2	0-1	1	0-1	3	Health Care Worker I	1
21-30	7	M =	3	2 Years College	7	1-2	2	1-2	5	Health Care Worker II	9
31-40	1			Secondary School	1	2-3	2	2-3			
41-50				Elementary		3-4		3-4	1		
51-60	1			Unknown		4-5	1	unknown	1		
						5-6	2				
						6-7					
						7-8					
						8-9	1				
						unknown	1				

TABLE 7

Estimated Testing Time for Data Collection 1

Lodge	Subjects	X Time/Test Package	X Nos. Raters/Lodge	= Total time (hrs)
1	20	25 Minutes	2	16.7
2	7	25 "	2	5.8
6	13	25 "	2	10.8
8	18	25 "	2	15.0
10	14	25 "	2	11.7
12	8	25 "	2	6.7
14	23	25 "	2	19.1
TOTAL	103	25	2	85.8

in the order they were to be completed. The ABS and MBP appeared in counter balance order. This procedure controlled for bias that might be attributed to administration order. Contents of this test package appear in Appendix A.

Data Collection 2, Test Package B: Two test packages for each of the 32 subjects plus one training test package for each of the 6 raters were organized as follows:

- (1) subject information sheet,
- (2) Instructions and AAMD Adaptive Behavior Scale Part II (original),
- (3) Rater information sheet.

An example of this test package is also presented in Appendix A.

SUMMARY OF PROCEDURE

1. In February, 1980, biodemographic information was collected on the 304 permanent residents of Glendale Lodge. From this population, a sample of 103 residents was selected to represent ambulatory adults of the population. Sample 2, consisting of 32 subjects was selected from these 103 residents.

2. In March, clearance from the Human Subjects Committee was obtained.

3. Also in March, the raters were selected. The selection criteria were as follows:

- (1) they must be Child Care Aid,
- (2) they must be working the 1500 hrs to 2300 hrs shift for the month of April,
- (3) they must be presently working on the lodges participating in the study, and
- (4) they must have worked at least the two previous months on the lodge they were representing.

TABLE 8

Estimated Testing Time for Data Collection 2

Lodge	Subjects	X Time/Test Package	X Nos. Raters/ Lodge	= Total Time (hrs)
1	12	15 min.	2	6.0
8	11	15 min.	2	5.5
10	9	15 min.	2	4.5
TOTAL	32	15	2	16.0

4. The training of the raters for Data Collection 1 began the first week of April. Each rater practiced by completing the test package on one of the residents not represented in the sample.

Time: This training session lasted approximately 1 hour for each rater. Since there were 17 raters, training time took about 17 hours. The raters were trained individually and, in a few cases, in groups of 2. The experimenter did the training.

5. Data Collection 1 was carried out in April. The experimenter worked on the lodges while the raters completed the scales.

Time: Table 7 shows the estimated time each lodge devoted to Data Collection 1.

Note: the test packages took approximately 25 minutes to complete.

6. The information for Data Collection 2 was collected in May. The experimenter again worked on the lodges while these raters completed the scales.

Time: Table 8 illustrates the estimated time each lodge contributed to the study. Test package B took about 15 minutes to complete per person.

These 6 raters also underwent a training session before they completed the scales. The experimenter also trained these raters at an estimated time of 40 minutes per rater. A total time of 4 hours resulted.

7. Behavioral observations were also conducted on these 32 subjects. This information was to be used as a practical validation measure for the ABS Part II (original), ABS Part II (modified) and the MBP. The experimenter completed 6, 10 minute observations on 4 different occasions on each of the 32 subjects. This was a total of 128 hours of observation time. All

TABLE 9

Behavioral Observation Outline per Subject

Time	Dayshift 0700 - 1400 hrs.	Afternoon Shift	1400 - 2300 hrs.		
Activity Observed	Activity randomly selected	Meal or snack	Washroom routine	Structured activi- ty or free play	
Nos. of observations	6	6	6	6	
Observation time (min.)/ observation	10	10	10	10	
Total Observation time/ activity (min.)	60	60	60	60	
Total observation time/ subject (min.)		240			
(hours)		4			

observations took place between 0700 and 2300 hours. The observations were taken over the whole day to get a comprehensive view of the subject's behavior. Although the raters were working the afternoon shift the month they rated each subject, they alternated between afternoon and day shifts monthly. Thus, they were also informed of the subject's behavior over the whole day. Table 9 shows a more detailed behavioral observation outline. Since these observations were scheduled for the months of June, July, and August, the 32 subjects were each observed at equal intervals throughout the 3 months.

8. To aid in the recording of observations, a maladaptive behavior checklist was developed. The domains of the MBP constitute the behavior descriptions for this checklist. An example of this checklist can be found in Appendix A.

Method of Analysis

Biodemographic Data Analysis: Sample 1, selected from the Glendale population of ambulatory adults, was analyzed to determine how representative it was of this total ambulatory adult population. The analysis program used was the SPSS (version 8.00) (Kirk, 1980), which is supported by the Computing Centre at the University of British Columbia. The following variables were included in this analysis: age, etiology, I.Q., length of institutionalization, placement, and sex. More specifically, the mean, median, and absolute frequencies were determined. This information is provided in Appendix B.

Item and Test Analysis: The LERTAP test analysis package (Nelson, 1974) was especially designed for item/test analysis. This program, which is available in the Computing Centre at the University of British Columbia, was used to analyze both the Maladaptive Behaviour Profile and the original and

modified version of the AAMD Adaptive Behavior Scale. More specifically, information to be sought from this program included: mean, range, standard deviation, intercorrelations, Hoyt estimate of internal consistency and Cronbach's alpha stratified.

Allen and Yen (1979) observed that when developing a new instrument, "the test developer desires to construct a test that discriminates well among examinees with varying levels of the trait" (p.120). An item to total test correlation of .40, as set by Nunnally (1967), was selected as the criterion for discriminating versus non-discriminating items. The stringent .40 criterion, also supported by Mongrain (1975), was used in this study.

Interrater Reliability: Two raters per subject independently scored the items on the scales. An interscorer reliability coefficient (Pearson coefficient) was computed between the total scores for rater 1 and rater 2 of the ABS original and modified scales. This correlation was computed using the SPSS Program.

Interobserver Agreement: is a form of reliability used to determine if the observers "watching the same behavior at the same time will record the same data" (Mitchell, 1979, p.377). The interobserver agreement percentage, according to Mitchell (1979), "is the most common index of the quality of data collected in observational studies" (p.377). The subjects selected were heterogeneous in that their behavior differed considerably. According to Mitchell (1979) there are problems with the interobserver agreement. For example, it treats agreement as an all-or-none happening; thus it can result in an underestimate of the true agreement between observers. Another problem is that it can overestimate the real agreement when behaviors have very high

and very low frequencies. In order to give a clearer indication of observer agreement the behaviors that both observers rated as not occurring were calculated separately in order that an agreement on the actual frequency of occurring behaviors could be computed.

Validity: The eventual method of validating the MBP depended on a number of outcomes. For example, if the reliability of the scale is moderately high along with a strong interobserver agreement percentage, the Behavioral Observational Checklist could serve as a practical validation check against the subtests of the MBP. Because the MBP was not designed as an additive scale, it is not feasible to use the ABS (which is an additive scale) as a criterion validity check. The content validity of the MBP will be discussed in terms of the utility of the scale, reliability, problems with administration and comments from the raters.

Correlational Study: A correlational study to determine the relationship maladaptive behavior has with age, etiology, IQ, length of institutionalization, placement and sex was conducted. Again the SPSS program was selected. Pearson Correlations and Oneway Analysis of Variance was used to analyze the variables to determine their relationship with maladaptive behavior.

CHAPTER IV

RESULTS OF ANALYSIS

This chapter provides the item and test analysis information for the ABS Part II original and modified along with the MBP. Also described is the reliability of the Behavior Observation Checklist and the validity of the MBP. Finally, the correlations between Maladaptive Behavior and the biodemographic variables are presented.

ABS Part II (original)

Item Analysis: Table C1 through C12, found in Appendix C, provide item analysis information for each of the 13 domains of the ABS Part II (original). The 14th domain, Use of Medication, was not analyzed because the raters were not nurses; hence they did not administer medication to the subjects. The correlations between items and domains are given in lieu of the subtest domains to total test domain correlations, so further modifications to the scale can be made by deleting items that don't discriminate among subjects. Also, these subtest domain correlations can be found in Mongrain's (1975) study.

An item to total test correlation criterion of .40 was set by Nunnally (1964) as showing adequate discrimination among subjects. Table 10 provides the percentage of items within each domain that met this stringent .40 criterion. Both item/domain and item/total test correlations for both raters are given. Appendix C contains the actual correlation for each item within each domain. Also provided in Appendix C is the ABS original with the discriminating items coded directly on the scale.

As can be seen from Table 10, the percentage of items that correlate .40 with the total test scores varies from 0% for both raters of Stereo-typed Behavior to 60% on the Hyperactive domain for Rater 1. Note that

TABLE 10

Percentage of items within each domain that met the .40 discrimination criteria for item to domain and item to total test correlation by rater.

Domain	Item/Domain		Item/Total Test	
	%R ₁	%R ₂	%R ₁	%R ₂
Violent and Destructive Behavior	41.9	19.4	39.0	39.0
Antisocial Behavior	17.1	34.4	28.6	17.1
Rebellious Behavior	21.2	3.0	27.3	12.1
Untrustworthy Behavior	54.5	72.7	9.1	9.1
Withdrawal	35.3	52.9	17.6	0
Stereotyped Behavior	20.0	0	0	0
Inappropriate Interpersonal Manners	25.0	75.0	12.5	50.0
Unacceptable Vocal Habits	0	0	25.0	25.0
Unacceptable or Eccentric Habits	27.3	21.2	33.3	15.2
Self-Abusive Behavior	30.0	20.0	50.0	50.0
Hyperactive	60.0	60.0	60.0	0
Sexually Aberrant Behavior	30.0	20.0	50.0	50.0
Psychological Disturbance	12.2	26.8	7.3	17.1

Rater 2 for this same domain had 0% items that met the .40 discrimination index. When considering the item to domain correlations Unacceptable Vocal Habits was found with 0% items meeting the .40 discrimination index. However, the domain Untrustworthy Behavior showed 72.7% of its items for Rater 2 were discriminating at the .40 level.

Additionally, the item analysis information provided the percentage of subjects scoring 0 on each item in every domain. A score of 0 indicated the maladaptive behavior in question was not present. Thus, this was considered the correct or desired response. All items that had between 15% and 85% of the subjects scoring zero can be considered to discriminate adequately between subjects. Table 11 provides the percentage of items within each domain for both raters that fell within this 15% to 85% correct responses range. For Untrustworthy Behavior Rater 1 found 0% of its items within this range. When looking at the actual data on Table C4, in Appendix C, all the items within this domain for Rater 1 had at least 90% of its subjects with a zero score. Rater 2 showing 18.2 percent of its items within this .15 to .85 range revealed 2 out of a possible 11 items falling within this range. However, for the domain Hyperactive, Table 11 shows that 60% and 80% of its items for Rater 1 and 2 respectively fell within this .15 to .85 range. Table C10 (Appendix C) shows that the percentage of subjects with a zero score ranged from 66.7% (item 2) to 93.9% (item 5) for Rater 1. Rater 2 had a range of 43.1% (item 4) to 100.0% (item 5). Appendix C not only lists the percentages for each item of each domain, but also provides further item analysis information including means and standard deviations.

TABLE 11

Percentage of items within each domain that had 15% to 85% of the subjects within the correct response range for both raters

Domain	% Discriminating	
	R ₁	R ₂
Violent and Destructive Behavior	32.3	41.9
Antisocial Behavior	22.9	37.1
Rebellious Behavior	27.3	33.3
Untrustworthy Behavior	0	18.2
Withdrawal	29.4	64.7
Stereotyped Behavior	60.0	26.7
Inappropriate Interpersonal Manners	25.0	62.5
Unacceptable Vocal Habits	62.5	87.5
Unacceptable or Eccentric Habits	27.3	21.2
Self-Abusive Behavior	40.0	60.0
Hyperactive	60.0	80.0
Sexually Aberrant Behavior	9.1	1.4
Psychological Disturbance	17.1	29.3

Test Analysis: ABS Part II (Original).

Tables 12 and 13 show the correlations among domains and total test scores for Rater 1 and Rater 2 respectively. Rater 1 (Table 12) with a sample size of 32 had a critical index of .349. The correlations for domains ranged from -.24 for Withdrawal Behavior correlated with Untrustworthy Behavior to .70 for Antisocial Behavior correlated with Violent and Destructive Behavior. The correlations between domains and total test scores for Rater 1 ranged from .17 for Untrustworthy Behavior to .86 for Rebellious Behavior. All the correlations for domain scores with total test scores reached significance at .05 level except for Withdrawal and Stereotyped Behavior and Odd Mannerisms.

Rater 2 (Table 13) with a sample size of 32, also with an r_{critical} index of .349 showed correlations for domains ranging from -.32 for Stereotyped Behaviors and Odd Mannerisms correlated with Untrustworthy Behavior to .69 for Psychological Disturbances correlated with Antisocial Behavior. The range of domain scores correlated with the total test score ranged from .07 for Withdrawal to .78 for Violent and Destructive Behavior. All the correlations for domain scores with total test scores reached significance at .05 level except for Withdrawal and Stereotyped Behavior. This was the same as for Rater 1.

The test analysis information for the domains for Rater 1 can be found in Table 14. Information given includes mean, range, standard deviation, Hoyt estimate of internal consistency, and standard error of measurement. The mean scores ranged from .64 (Untrustworthy Behavior) to 6.15 (Violent and Destructive Behavior). Note that domains do not have equal numbers of items. Hoyt estimate of internal consistency ranged from .19 (Unacceptable Vocal Habits) to .79 (Violent and Destructive Behavior).

TABLE 12

Correlations among domains and total test scores of the ABS Part II Original (1)

Domains	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Viol. Des. Beh.	1.00													
2 Anti-Soc. Beh.	.70	1.00												
3 Reb. Beh.	.69	.55	1.00											
4 Un. Beh.	.04	.17	.21	1.00										
5 With.	.09	-.03	.19	-.24	1.00									
6 St. Beh., O. Man.	-.03	.03	.21	-.08	.36	1.00								
7 Inapp. Interper. Man.	.41	.63	.36	.05	-.22	.03	1.00							
8 Unacc. Voc. Hab.	.20	.25	.40	-.13	.41	.29	.27	1.00						
9 Unadd. Ecc. Hab.	.69	.51	.64	.05	.27	.27	.09	.26	1.00					
10 Self-Ab. Beh.	.70	.58	.52	.01	.17	.19	.29	.18	.65	1.00				
11 Hyper. Tend.	.52	.67	.58	.01	.04	.43	.48	.30	.44	.34	1.00			
12 Sex. Ab. Beh.	.27	.32	.36	.07	.03	.09	.29	.26	.36	.13	.37	1.00		
13 Psycho. Dist.	.30	.51	.51	.39	-.18	-.19	.45	.32	.12	.28	.26	.22	1.00	
14 ABS Pt. II (1)	.80	.78	.86	.17	.28	.39	.49	.49	.78	.71	.70	.47	.51	1.00

N = 32; $r_{\text{critical}} = .349$ ($p = .05$)

TABLE 13

Correlations among domains and total test scores of the ABS Part II (original) (2)

Domains	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Viol. Des. Beh.	1.00													
2. Anti-Soc. Beh.	.62	1.00												
3. Reb. Beh.	.61	.47	1.00											
4. Un. Beh.	.21	.68	.25	1.00										
5. With.	-.21	-.35	-.06	-.14	1.00									
6. St. Beh., O. Man.	.00	-.38	-.09	-.32	.32	1.00								
7. Inapp. Interper. Man.	.47	.39	.02	.26	.29	-.04	1.00							
8. Unacc. Voc. Hab.	.25	.11	.07	-.17	.19	.13	.18	1.00						
9. Unacc. Ecc. Hab.	.50	.11	.05	-.10	.07	.42	.42	.31	1.00					
10. Self-Ab. Beh.	.60	.38	.35	.05	-.19	.14	.31	.49	.42	1.00				
11. Hyper. Tend.	.23	.38	.39	.16	-.16	-.20	.26	.28	-.02	.38	1.00			
12. Sex. Ab. Beh.	.40	.22	.01	.13	-.10	.07	.57	.42	.43	.18	.19	1.00		
13. Psycho. Dist.	.40	.69	.29	.43	-.06	-.24	.24	.44	.25	.55	.32	.11	1.00	
14. ABS Pt. II (2)	.78	.69	.53	.38	.07	.09	.51	.54	.59	.69	.43	.46	.74	1.00

N = 32 ; $r_{\text{critical}} = .349$ ($p = .05$)

TABLE 14

Test analysis information for domains of the ABS (original), Part II (1)

Domains	* Mean	Range	nos. items	St. Dev.	Hoyt	SEM
Viol. Des. Beh.	6.15	0 - 23	31	5.72	.79	2.58
Antisoc. Beh.	3.88	0 - 15	35	4.27	.70	2.32
Reb. Beh.	5.30	0 - 18	33	4.78	.73	2.44
Un. Beh.	0.64	0 - 10	11	1.82	.76	0.85
Withd.	3.55	0 - 15	17	3.63	.66	2.07
St. Beh. O. Man.	4.64	0 - 14	15	4.45	.69	2.39
Inapp. Inter. Man.	1.36	0 - 6	8	1.98	.52	1.28
Unacc. Voc. Habits	2.12	0 - 7	8	1.96	.19	1.65
Unacc. Ecc. Habits	4.94	0 - 25	33	5.61	.78	2.61
Self-Ab. Beh.	2.33	0 - 11	10	2.76	.63	1.58
Hyper. Tend.	1.58	0 - 6	5	2.12	.59	1.22
Sex. Ab. Beh.	1.67	0 - 14	22	2.78	.70	1.48
Psych. Dist.	5.85	0 - 15	41	5.85	.67	2.65

* The following is an example of the score weights.

2 - Frequently
1 - Occasionally
0 - none
n = 32

This same test analysis information for Rater 2 can be found on Table 15. Here the mean scores ranged from 1.09 (Untrustworthy Behavior) to 6.41 (Psychological Disturbances). Hoyt estimate of internal consistency ranged from .22 (Sexually Aberrant Behavior) to .77 (Withdrawal).

The Summary for the ABS Part II (original) test analysis information can be found in Table 16. The Hoyt estimate of internal consistency treated each domain as a sample test from the total test and gives an average correlation between all sample tests. Rater 1 was found with a Hoyt of .93 while Rater 2 had .88. The reliability of the total test for Rater 1 was .82 (α stratified) while Rater 2 had .75 (α stratified).

Finally, the total scores for all subjects and for both raters were correlated to give an interrater reliability estimate. For the ABS Part II (original) the final outcome is .448.

ABS Part II (modified)

The modifications made to the ABS Part II (original) included changing it from a 3 point scale: "none", "occasionally", and "frequently" to a five point scale: "none", "yearly", "monthly", "weekly", and "daily".

Item Analysis: Tables D1 through D12, found in Appendix D, provide item analysis information for each of the 13 domains of the ABS Part II (modified). As with the original version, the 14th domain, Use of Medication, was not analyzed. As with the ABS original, an item to total test correlation of .40 was used as the discriminating index. Table 17 provides the percentage of items within each domain for each rater that met this criteria and hence appear to discriminate between subjects in the sample. Item to total test correlations that met the .40 criterion varied from 0% for both raters of Withdrawal, Stereotyped Behavior, and Hyperactive

TABLE 15

Test analysis information for domains of the ABS (original), Part II (2)

Domains	Mean	Range *	St. Dev.	Hoyt	SEM
Viol. Des. Beh.	5.94	0 - 19	4.44	.70	2.37
Antisoc. Beh.	4.91	0 - 19	4.69	.76	2.25
Reb. Beh.	5.81	0 - 13	3.23	.47	2.31
Un. Beh.	1.09	0 - 14	2.53	.85	.95
Withd.	5.50	0 - 18	5.03	.77	2.33
St. Beh. O. Man.	2.66	0 - 8	2.29	.27	1.90
Inapp. Inter. Man.	1.78	0 - 9	2.43	.71	1.22
Unacc. Voc. Habits	3.47	0 - 9	2.78	.54	1.77
Unacc. Ecc. Habits	6.06	0 - 18	4.25	.55	2.80
Self-Ab. Beh.	2.53	0 - 9	2.76	.63	1.58
Hyper. Tend.	1.84	0 - 8	2.08	.64	1.11
Sex. Ab. Beh.	1.59	0 - 6	1.66	.22	1.43
Psych. Dist.	6.41	0 - 19	4.98	.73	2.56

* Number of items per domain are found in Table 14.

2 frequently

1 occasionally

0 none

N = 32

TABLE 16

Summary of ABS (original) Part II test analysis

	Hoyt	Strat	SEM
ABS Part II original (1) ^{N=32}	.93	.82	7.70
ABS Part II original (2) ^{N=32}	.88	.74	7.58

Pearson Correlation for total test scores for Rater 1 correlated with
Rater 2

N = 32

$r_{xx} = .448$ (interrater reliability)

TABLE 17

Percentage of items within each domain that met the .40 discrimination criterion for item to domain and item to total test correlations: by rater

Domain	Item/Domain		Item/Total Test	
	% R ₁	% R ₂	% R ₁	% R ₂
Violent and Destructive Behavior	18.2	61.3	12.9	32.3
Antisocial Behavior	49.9	54.3	45.7	34.3
Rebellious Behavior	15.2	27.3	9.1	24.2
Untrustworthy Behavior	54.5	36.4	18.2	18.2
Withdrawal	35.3	47.1	0	0
Stereotyped Behavior	6.7	6.7	0	0
Inappropriate Interpersonal Manners	0	37.5	0	62.5
Unacceptable Vocal Habits	12.5	12.5	0	12.5
Unacceptable or Eccentric Habits	6.1	48.5	0	3.0
Self-Abusive Behavior	20.0	20.0	0	20.0
Hyperactive	40.0	40.0	0	0
Sexually Aberrant Behavior	4.5	9.1	4.5	0
Psychological Disturbances	46.3	48.8	22.0	17.1

to 62.5% for Rater 2 of Inappropriate Interpersonal Manners. For Rater 1, 7 out of 13 domains did not meet the .40 criteria. The item to domain correlations that met this .40 criteria ranged from 0% (Inappropriate Interpersonal Manners, Rater 1) to 61.3% (Violent and Destructive Behavior, Rater 2).

The item analysis information in Appendix D provides the percentage of subjects scoring 0 on each item in every domain. A score of 0 was considered the correct or desired response. The .15 to .85 correct response criteria was selected as adequately discriminating between subjects. Table 18 provides the percentage of items within each domain that fell within this correct response range. Appendix D also contains the individual items and their actual percentage scores along with the items coded on the actual scale. Also, additional item analysis information including means and standard deviations can be found in this Appendix.

Test Analysis: ABS Part II (modified).

Tables 19 and 20 illustrate the correlations among domains and total test scores for Rater 1 and Rater 2 respectively. Rater 1 with a sample size of 98 had a r_{critical} index at .205 for .05 significance. The correlations for domains ranged from -.22 (Withdrawal versus Antisocial Behavior) to .67 (Psychological Disturbances versus Antisocial Behavior). All the correlations of domain scores with total test scores reached significance at .05 level except for Withdrawal. These correlations ranged from .15 for Withdrawal to .78 for Violent and Destructive Behavior.

Rater 2 (Table 21) correlations for domains range from -.23 (Psychological Disturbances versus Stereotyped Behavior) to .71 (Psychological Disturbances versus Untrustworthy Behavior). All the correlations of domain scores with total test scores reached significance at .05 level

TABLE 18

Percentage of items within each domain that had 15% to 85% of the subjects within the correct response range for both raters.

Domains	% discriminating	
	% R ₁	% R ₂
Violent and Destructive Behavior	22.6	25.8
Antisocial Behavior	11.4	20.0
Rebellious Behavior	18.2	18.2
Untrustworthy Behavior	9.1	0
Withdrawal	35.3	41.2
Stereotyped Behavior	26.7	20.0
Inappropriate Interpersonal Manners	0	12.5
Unacceptable Vocal Habits	37.5	50.0
Unacceptable or Eccentric Habits	6.1	9.1
Self-Abusive Behavior	10.0	10.0
Hyperactive	20.0	10.0
Sexually Aberrant Behavior	0	4.5
Psychological Disturbance	17.1	17.1

TABLE 19

Correlations among domains and total test scores of the ABS Part II (modified) (2)

Domains	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.Viol. Des. Beh.	1.00													
2.Anti-Soc. Beh.	.62	1.00												
3.Reb. Beh.	.52	.55	1.00											
4.Un. Beh.	.41	.58	.46	1.00										
5.With.	-.04	-.22	.02	-.09	1.00									
6.St. Beh., O. Man.	.11	-.14	-.13	-.16	.32	1.00								
7.Inapp. Interper. Man.	.47	.53	.47	.27	-.16	.17	1.00							
8.Unacc. Voc. Hab.	.38	.36	.32	.23	.02	.18	.42	1.00						
9.Unacc. Ecc. Hab.	.45	.07	.11	.04	.24	.53	.32	.18	1.00					
10.Self-Ab. Beh.	.56	.28	.31	.11	-.02	.36	.44	.23	.52	1.00				
11.Hyper. Tend.	.23	.32	.15	.17	-.09	.25	.40	.31	.33	.31	1.00			
12.Sex. Ab. Beh.	.27	.04	.19	.10	.10	.33	.25	.19	.42	.38	.30	1.00		
13.Psycho. Dist.	.41	.67	.60	.59	-.16	-.20	.40	.39	-.02	.16	.21	.06	1.00	
14.ABS Pt. II (2)	.78	.74	.71	.55	.15	.26	.64	.44	.54	.57	.45	.40	.68	1.00

N = 98 ; $r_{\text{critical}} = .205$ (p = .05)

TABLE 20

Correlations among domains and total test scores of the ABS Part II (modified) (1)

Domains	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.Viol. Des. Beh.	1.00													
2.Anti-Soc. Beh.	.55	1.00												
3.Reb. Beh.	.29	.64	1.00											
4.Un. Beh.	.35	.63	.54	1.00										
5.With.	-.07	-.19	-.04	-.19	1.00									
6.St. Beh., O. Man.	.07	-.19	-.15	-.19	.23	1.00								
7.Inapp. Interper. Man.	.42	.32	.15	.06	-.06	.24	1.00							
8.Unacc. Voc. Hab.	.20	.45	.34	.10	-.01	.20	.28	1.00						
9.Unacc. Ecc. Hab.	.38	.08	.01	-.06	.16	.34	.24	.29	1.00					
10.Self-Ab. Beh.	.38	.16	.05	.05	-.08	.36	.29	.02	.36	1.00				
11.Hyper. Tend.	.17	.22	.13	.15	-.17	.34	.17	.37	.16	.11	1.00			
12.Sex. Ab. Beh.	.21	.25	.41	.21	.10	.08	.10	.36	.26	.11	.11	1.00		
13.Psycho. Dist.	.26	.62	.59	.71	-.12	-.23	.08	.15	.01	-.00	.06	.28	1.00	
14.ABS Pt. II (1)	.67	.77	.68	.58	.11	.20	.43	.53	.48	.36	.33	.49	.65	1.00

N = 98 ; $r_{\text{critical}} = .205$ (p = .05)

except for Withdrawal and Stereotyped Behaviors.

The test analysis information for the domains for Rater 1 can be found in Table 21. Information given includes: mean, range, standard deviation, Hoyt estimate of internal consistency, and standard error of measurement. The mean scores ranged from 1.41 (Untrustworthy Behavior) to 9.84 (Psychological Disturbances); however the domains do not have equal numbers of items. The Hoyt estimate of internal consistency ranged from .36 (Inappropriate Interpersonal Mannerisms) to .86 (Antisocial Behavior and Psychological Disturbances).

The same test analysis information for Rater 2 can be found in Table 22. Here the mean scores ranged from 1.53 (Untrustworthy Behavior) to 10.63 (Psychological Disturbances). The Hoyt estimate of internal consistency ranged from .38 (Unacceptable Vocal Habits) to .87 (Antisocial Behavior).

The Summary for the ABS Part II (modified) test analysis information can be found in Table 23. Rater 1 had a Hoyt estimate of internal consistency of .90 while Rater 2 had .93. The reliability for the total test for Rater 1 was .70 (α stratified) and .75 (α stratified) for Rater 2.

Finally, the total scores for all subjects and both raters were correlated to give an interrater reliability estimate. For the ABS Part II (modified) the final outcome was .706.

Maladaptive Behaviour Profile: Severity Subtest Analysis

Table 24 provides mean scores, standard deviations, along with correlations of each subtest with the total test of "Severity" for both raters. The mean scores were calculated with a score of one (1) denoting no (none) problem severity. Also included is the percentage of subjects receiving

TABLE 21

Test analysis information for domains of the ABS (modified), Part II (1)

Domains	Mean	Range	St. Dev.	Hoyt	SEM
Viol. Des. Beh.	8.37	0 - 38	8.47	.76	4.13
Antisoc. Beh.	7.42	0 - 51	11.14	.86	4.16
Reb. Beh.	7.69	0 - 34	7.78	.69	4.27
Un. Beh.	1.41	0 - 19	3.35	.73	1.67
Withd.	6.65	0 - 40	8.12	.75	3.91
St. Beh. O. Man.	4.91	0 - 24	5.84	.55	3.79
Inapp. Inter. Man.	1.65	0 - 12	2.85	.36	2.13
Unacc. Voc. Habits	4.07	0 - 19	4.55	.49	3.05
Unacc. Ecc. Habits	7.73	0 - 39	8.65	.68	4.79
Self-Ab. Beh.	2.42	0 - 18	3.71	.56	2.33
Hyper Tend.	2.02	0 - 12	3.38	.60	1.91
Sex. Ab. Beh.	1.93	0 - 16	3.41	.52	2.30
Psych. Dist.	9.84	0 - 77	12.32	.86	4.56

TABLE 22

Test analysis information for domains of the ABS (modified), Part II (2)

Domains	Mean	Range	St. Dev.	Hoyt	SEM
Viol. Des. Beh.	7.85	0 - 41	8.17	.77	3.86
Antisoc. Beh.	9.28	0 - 76	13.03	.87	4.60
Reb. Beh.	7.86	0 - 45	9.66	.81	4.19
Un. Beh.	1.53	0 - 14	3.09	.65	1.74
Withd.	9.16	0 - 48	9.24	.75	4.46
St. Beh. O. Man.	5.27	0 - 21	5.36	.42	3.94
Inapp. Inter. Man.	2.20	0 - 16	3.85	.63	2.19
Unacc. Voc. Habits	3.90	0 - 16	4.16	.38	3.05
Unacc. Ecc. Habits	9.11	0 - 68	10.56	.76	5.08
Self-Ab. Beh.	2.17	0 - 18	3.35	.53	2.19
Hyper. Tend.	1.97	0 - 12	3.40	.56	2.01
Sex. Ab. Beh.	2.01	0 - 18	3.45	.53	2.31
Psych. Dist.	10.63	0 - 66	12.99	.85	4.89

TABLE 23

Summary of ABS (modified) Part II Test Analysis

	Rater	Hoyt	Strat	SEM
ABS Part II (modified)	1	.90	.70	13.37
ABS Part II (modified)	2	.93	.75	13.91

Pearson Correlation for total test scores for Rater 1 correlated with
Rater 2

N = 97 $r_{xx} = .706$ (interrater reliability)

TABLE 24

Subtest information for the MBP: Severity by raters

Subtests	Mean		Standard Dev.				r_{severity}		P
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	
Aggression	2.09	2.0	1.10	1.01	.40	.37	41.1	40.0	
Self-Ab.	1.76	1.54	1.04	.94	.39	.31	58.9	66.7	
Dam. Prop.	1.66	1.63	.89	.92	.46	.40	57.8	62.2	
Poor Cop. Frus.	2.34	2.22	1.07	1.15	.44	.36	28.9	36.7	
Soc. Aggrav.	1.77	2.01	.84	1.10	.36	.52	46.7	44.4	
Stereo. Man.	2.18	2.19	.99	1.20	.23	.40	31.1	41.1	
Uncoop.	2.20	2.27	.91	.98	.49	.50	25.6	24.4	
Sexual	1.30	1.29	.59	.71	.23	.20	75.6	71.1	
Toilet/Elim.	1.72	1.62	1.02	.94	.14	.32	58.9	63.3	

* 4 Severe 3 Moderate 2 Mild 1 None

P score of "none" for problem severity

a score of 1 (none). As with the ABS, a correct response range of .15 to .85 was used to discriminate among subjects. All of the subtests reported percentages within this range. The percentages of "none" scores ranged from 24.4 (Uncooperative, Rater 2) to 75.6 (Sexual, Rater 1).

The correlations between each subtest and total test of "Severity" is also given in Table 24. Again the criterion of .40, set by Nunnally (1967) as showing adequate discrimination among subjects was used. The subtests that met this criterion for one or both raters included: Aggression, Damages Property, Poor Coping with Frustration, Social Aggravation, Stereotyped Mannerisms, and Uncooperative.

Test analysis information for "MBP: Severity" for both raters is given in Table 25. The scores ranged from 9 to 31 for Rater 1 and 9 to 32 for Rater 2. Note that there were nine subtests and a score of 1 referred to "none". The Hoyt estimate of internal consistency for Rater 1 was .67 and .70 for Rater 2.

Correlations among the 9 subtests of the "MBP: Severity" is given in Tables 26 and 27 for Rater 1 and 2 respectively. Rater 1 with a sample size of 89 had a r_{critical} index of .217 at .05 significance. The subtest correlations ranged from -.08 (Social Aggravation vs. Toilet/Elimination) to .38 (Aggression vs. Poor Coping with Frustration; Uncooperative vs. Social Aggravation). Of the possible 36 across subtest correlations, 15 showed significance at .05 level.

For Rater 2, the correlations ranged from -.13 (Sexual vs. Poor Coping with Frustration) to a high of .49 (Aggression vs. Poor Coping with Frustration). Significance at the .05 level was found for 52.8% of the between subtest correlations.

TABLE 25

Test analysis information for MBP: Severity,(1) (2)

Rater	Hoyt.	SEM
1	.67	2.43
2	.70	2.53

TABLE 26

Correlations among subtests of the MBP: Severity, Rater 1

Subtests	1	2	3	4	5	6	7	8	9
1. Aggres.	1.00								
2. Self-Ab.	0.14	1.00							
3. Dam. Prop.	0.31	0.31	1.00						
4. Poor Cop. Frus.	0.38	0.28	0.33	1.00					
5. Soc. Aggrav.	0.28	0.31	0.16	0.27	1.00				
6. Stereo. Man.	0.02	0.21	0.23	0.06	0.03	1.00			
7. Uncoop.	0.30	0.18	0.30	0.37	0.38	0.30	1.00		
8. Sexual	0.25	0.14	0.07	0.15	0.20	0.03	0.10	1.00	
9. Toil./Elim.	0.15	0.10	0.19	0.03	10.08	0.12	0.08	0.08	1.00

N = 89

$r_{\text{critical}} = .217$

($p = .05$)

TABLE 27

Correlations among subtests of the MBP - Severity, Rater 2

Subtests	1	2	3	4	5	6	7	8	9
1. Aggres.	1.00								
2. Self-Ab.	0.24	1.00							
3. Dam. Prop.	0.13	0.16	1.00						
4. Poor Cop. Frus.	0.49	0.24	0.17	1.00					
5. Soc. Aggrav.	0.35	0.23	0.25	0.34	1.00				
6. Stereo. Man.	0.08	0.16	0.27	0.05	0.32	1.00			
7. Uncoop.	0.32	0.13	0.23	0.22	0.45	0.28	1.00		
8. Sexual	-0.02	0.11	0.07	-0.13	0.07	0.32	0.30	1.00	
9. Toil./Elim.	-0.01	0.00	0.38	0.07	0.14	0.34	0.19	0.28	1.00

N = 89

$r_{\text{critical}} = .217$

($p = .05$)

TABLE 28

Correlation between raters of severity for each subtest.

	Kendall's Tau B	Significance 2-Tailed
1. Aggres.	.645	< .001
2. Self-Ab.	.456	< .001
3. Dam. Prop.	.349	< .001
4. Poor Cop. Frus.	.272	.002
5. Soc. Aggrav.	.324	< .001
6. Stereo. Man.	.228	.012
7. Uncoop.	.275	.002
8. Sexual	.249	.015
9. Toil./Elim.	.477	< .001

N = 89

Interrater reliability is provided in Table 28 for each of the 9 subtests of "Problem Severity". Kendall's Tau B coefficient was computed because the variables were ordinal and a square table was produced. These coefficients ranged from a low of .228 for Stereotypic Mannerisms to a high of .645 for Aggression.

Maladaptive Behaviour Profile: Intervention

Subtest Analysis information covered in Table 29 includes: means, standard deviations, correlations of the 9 subtests with the total test of "Intervention". For the purpose of analysis, the scoring was coded Immediate (3), Eventually (2) and none (1). This was in order to make it an equal interval scale.

Also included in the analysis information was the percentage of subjects scoring "none". Again a correct response range of .15 to .85 was used to discriminate among subjects on each of the 9 subtests. It was found that all of the subtests for both raters fell within this range. The percentages of "none" scores ranged from 25.6 (Uncooperative, Rater 2) to 81.1 (Sexual, Rater 1).

Further discrimination among subjects was obtained by using the discrimination index level of .40. Any subtest that correlated .40 or better with "Intervention" as total test was considered as discriminating among subjects in the sample. The subtests that met this criteria for one or both raters included: Aggression, Damaging Property, Poor Coping with Frustration, Social Aggravation and Uncooperative.

Test analysis information for MBP: Intervention is found in Table 30. The total scores for Rater 1 ranged from 9 to 25 and 9 to 32 for Rater 2.

TABLE 29

Subtests analysis information for the MBP: Intervention (1) (2)

Subtests	Mean		Standard Dev.		$r_{\text{Intervention}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1. Aggression	1.84	2.09	.89	1.10	.34	.40	47.8	41.1
2. Self-Ab.	1.38	1.76	.68	1.04	.39	.39	73.3	58.9
3. Dam. Prop.	1.49	1.66	.71	.89	.33	.46	63.3	57.8
4. Poor Cop. Frus.	1.89	2.34	.79	1.07	.56	.44	37.8	28.9
5. Soc. Aggrav.	1.50	1.77	.66	.84	.42	.36	58.9	46.7
6. Stereo. Man.	1.49	2.18	.66	.99	.34	.23	60.0	31.1
7. Uncoop.	1.74	2.20	.66	.91	.41	.49	37.8	25.6
8. Sexual	1.22	1.30	.49	.59	.34	.23	81.1	75.6
9. Toil./Elim.	1.58	1.72	.81	1.02	.18	.14	62.2	58.9

Intervention 3 immediately
 2 eventually
 1 none

The Hoyt estimate of internal consistency for Rater 1 was .69 and for Rater 2, .70.

Correlations among the 9 subtests of the "MBP: Intervention" is given in Tables 31 and 32 for Raters 1 and 2 respectively. The subtest correlations ranged from a low of $-.03$ (Sexual vs. Damaging Property) to a high of $.43$ (Uncooperative vs. Poor Coping with Frustration). Rater 1 with a sample size of 89 had a r_{critical} index of $.217$ at $.05$ significance. Of the possible 36 across subtest correlations, 17 showed significance at the $.05$ level.

For Rater 2, the correlations ranged from $-.05$ (Toilet/Elimination vs. Aggression) to $.57$ (Poor Coping with Frustration vs. Aggression). Significance at the $.05$ level was reached for 50% of the between subtest correlations.

Interrater reliability for the 9 subtests of "Intervention" can be found on Table 33. The Kendall's Tau B coefficient ranged from a low of $.150$ for Stereotypic Mannerisms to a high of $.632$ for Aggression.

Correlations between "Severity" and "Intervention" for Rater 1 for each subtest is given in Table 34. Kendall's Tau C coefficient ranged from a low of $.444$ for both Stereotypic Mannerisms and Sexual Behavior to a high of $.807$ for Aggression.

The same information for Rater 2 is located in Table 35. Here the Kendall's Tau C ranged from a low of $.421$ (Sexual) to a high of $.848$ (Poor Coping with Frustration).

The correlation between "Severity" and "Intervention" across all subtests for Rater 1 and 2 is $.88$ and $.91$ respectively.

Item Analysis: Tables E1 to E9, found in Appendix E, provide detailed item analysis information for each of the 9 subtests of the MBP. As with the

TABLE 30

Test analysis information for MBP: Intervention (1) (2)

Rater	Hoyt.	SEM
1	.69	1.81
2	.70	1.85

*Note 3 Immediately
 2 Eventually
 1 none

TABLE 31

Correlations among Subtests of the MBP Intervention Rater 1

Subtest	1	2	3	4	5	6	7	8	9
1. Aggression	1.00								
2. Self-Ab.	0.17	1.00							
3. Dam. Prop.	0.34	0.27	1.00						
4. Poor Cop. Frus.	0.34	0.30	0.24	1.00					
5. Soc. Aggrav.	0.21	0.13	0.10	0.42	1.00				
6. Stereo. Man.	-0.02	0.34	0.16	0.27	0.39	1.00			
7. Uncoop.	0.26	0.22	0.10	0.43	0.32	0.14	1.00		
8. Sexual	0.16	0.08	-0.03	0.24	0.31	0.20	0.31	1.00	
9. Toil/Elim.	0.03	0.17	0.17	0.11	0.0	0.12	0.05	0.24	1.00

N = 89

$r_{\text{critical}} = .217$ ($p = .05$)

TABLE 32

Correlations among subtests of the MBP: Intervention, Rater 2

Subtest	1	2	3	4	5	6	7	8	9
1. Aggres.	1.00								
2. Self-Ab.	0.21	1.00							
3. Dam. Prop.	0.19	0.01	1.00						
4. Poor Cop. Frus.	0.57	0.23	0.17	1.00					
5. Soc. Aggrav.	0.36	0.26	0.36	0.42	1.00				
6. Stereo. Man.	-0.03	0.17	0.28	0.03	0.21	1.00			
7. Uncoop.	0.37	0.15	0.07	0.44	0.42	0.16	1.00		
8. Sexual	0.04	0.02	0.21	0.05	0.10	0.35	0.22	1.00	
9. Toil./Elim.	-0.05	0.02	0.39	0.05	0.01	0.34	0.20	0.42	1.00

N = 89 $r_{\text{critical}} = .217$ ($p = .05$)

TABLE 33

Correlation between raters of intervention for each subtest

Subtest	Kendall's Tau B	Significance
1. Aggres.	.632	< .001
2. Self-Ab.	.351	< .001
3. Dam. Prop.	.361	< .001
4. Poor Cop. Frus.	.332	< .001
5. Soc. Aggrav.	.256	.010
6. Stereo. Man.	.150	.142
7. Uncoop.	.201	.041
8. Sexual	.199	.067
9. Toil./Elim.	.435	< .001

TABLE 34

Correlation between severity and intervention for each subtest (1)

Subtest	Kendall's Tau C	Significance 2-Tailed
1. Aggression	.807	.001
2. Self-Ab.	.508	.001
3. Dam. Prop.	.713	.001
4. Poor Cop. Frus.	.541	.001
5. Soc. Aggrav.	.667	.001
6. Stereo. Man.	.444	.001
7. Uncoop.	.679	.001
8. Sexual	.444	.001
9. Toil./Elim.	.773	.001
Across all subtests	.88	

TABLE 35

Correlation between severity and intervention for each subtest (2)

Subtest	Kendall's Tau C	Significance 2-Tailed
1. Aggression	.787	.001
2. Self-Ab.	.561	.001
3. Dam. Prop.	.636	.001
4. Poor Cop. Frus.	.848	.001
5. Soc. Aggrav.	.778	.001
6. Stereo. Man	.696	.001
7. Uncoop.	.725	.001
8. Sexual	.421	.001
9. Toil./Elim.	.627	.001
Across all subtests	.91	

ABS, both original and modified versions, an item to total test correlation of .40 was used as the discrimination index. Table 36 contains the percentage of items for each subtest for both raters that met this criterion; and hence appear to discriminate among subjects in the sample. The item to total test correlations that met this criteria ranged from 0% (Self-Abusive, Rater 2; Damaging Property, Rater 1; Stereotypic Manners, both raters; Toilet Related, both raters; Sexual, both raters) to 90.0% (Poor Coping with Frustration, Rater 2). Significant variability between raters was observed. Note: The item "other" which is the last item within each subtest was included in these correlations. None of the "other" items for both raters correlated more than .30 with the total test; thus it was impossible for a subtest to have 100% of its items discriminating at the .40 level.

The item to subtest correlations that met this .40 criterion can also be found in Table 36. The percentage of items within each subtest that correlated .40 or greater with the total test ranged from 0% (Toilet Related, Rater 2) to 80% (Poor Coping with Frustration, Rater 2 and Uncooperative, Rater 2). Appendix E contains the actual item to domain and total test correlations along with the items coded directly on to the scale.

The item analysis information provided the percent of subjects scoring 0 on each item of every subtest. All items within the correct response range of .15 to .85, and hence appearing to discriminate among subjects, can also be found in Appendix E from Table E1 to E9. Table 37 summarizes the results for each subtest providing the percentage of items within each subtest that had 15% to 85% of the subjects within the correct response range. The range was from 0% (Toilet Related, both raters) to 71.4%

TABLE 36

Percentage of items within each domain that met the .40 discrimination criterion for item to domain and item to total test correlations: by rater.

Subtests	Item/Subtest		Item/Total Test	
	% R ₁	% R ₂	% R ₁	% R ₂
Aggression	42.9	42.9	57.1	42.9
Self-Abusive	20.0	20.0	20.0	0
Damaging Property	14.3	42.9	0	42.9
Poor Coping with Frustration	60.0	80.0	30.0	90.0
Social Aggravation	33.3	66.6	66.0	83.0
Stereotypic Manners	16.7	16.7	0	0
Uncooperative	60.0	80.0	80.0	40.0
Toilet Related	25.0	0	0	0
Sexual	20.0	40.0	0	0

TABLE 37

Percentage of items within each subtest that had 15% to 85% of the subjects within the correct response range for both raters.

Subtests	% Discriminating	
	% R ₁	% R ₂
Aggression	71.4	71.4
Self-Abusive	10.0	10.0
Damaging Property	14.3	14.3
Poor Coping with Frustration	40.0	30.0
Social Aggravation	16.7	33.3
Stereotypic Manners	16.7	16.7
Uncooperative	60.0	80.0
Toilet Related	0	0
Sexual	20.0	20.0

(Aggression, both raters). Appendix E, Table E8 shows that the Toilet Related subtest percentages ranged from 87.6 (item 4, Rater 2) to 99.0 (item 2, Rater 1); thus no item fell within the .15 to .85 correct response discrimination range. Appendix E also contains the MBP scale with the items coded directly.

Test Analysis: MBP

The test analysis information for the subtests for both Rater 1 and 2 is given in Table 38. Information given includes: mean, range, standard deviation, Hoyt estimates of internal consistency, and the standard error of measurement. Because the subtests do not have equal item representation, it is irrelevant to compare mean scores, standard deviations and ranges. The Hoyt estimate of internal consistency ranged from .26 (Sexual) to .78 (Poor Coping with Frustration).

The summary for the MBP test analysis information is given in Table 39. A Hoyt estimate of internal consistency of .84 for Rater 1 resulted, while Rater 2 had a coefficient of .85. The reliability for the total test for Rater 1 was .70 (α stratified) and .69 (α stratified) for Rater 2.

Behavior Observation Checklist:

The percent agreement between Observer 1 and the Examiner (Pair 1) and Observer 2 and the Examiner (Pair 2) for the Behavior Observation Checklist can be found in Table 40. For Pair 1, the percent agreement for the frequencies of observed behaviors was 67.0. However, when the mutually agreed upon nonobserved behaviors were included, the percent agreement for the total checklist was 90.9. Likewise for Pair 2, the percent agreement for observed behaviors only was 71.0; however, this agreement percentage increased to 94.7 when the nonobserved behaviors were included.

TABLE 38

Test analysis information for the subtests of the MBP (1) (2)

Subtests	Mean		Range		St. Dev.		Hoyt		SEM	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1. Aggression	1.26	1.31	0 - 5	0 - 6	1.52	1.58	.67	.69	.81	.81
2. Self-Ab.	.08	.09	0 - 4	0 - 4	.75	.79	.44	.47	.50	.52
3. Dam. Prop.	.60	.53	0 - 3	0 - 5	.98	1.01	.53	.64	.62	.56
4. Poor Cop. Frus.	1.69	1.81	0 - 9	0 - 9	1.88	2.15	.71	.78	.96	.97
5. Soc. Aggrav.	.72	1.0	0 - 5	0 - 5	1.08	1.35	.58	.67	.64	.71
6. Stereo. Man	.67	.84	0 - 3	0 - 4	.98	1.11	.47	.50	.65	.71
7. Uncoop.	1.03	1.26	0 - 4	0 - 4	1.19	1.41	.61	.70	.67	.70
8. Sexual	.16	.27	0 - 2	0 - 2	.47	.55	.38	.26	.32	.41
9. Toil./Elim.	.59	.53	0 - 3	0 - 3	.89	.84	.45	.48	.59	.54

TABLE 39

Test analysis information for MBP Raters (1) (2)

Rater	Hoyt.	SEM	Strat.
1	.84	2.19	.70
2	.85	2.30	.69

TABLE 40

Percent agreement between observers for the Behavioral Observation Checklist

Absolute Frequency of Observed Behaviors		% Agreement of Observed Behaviors		Total number of Behaviors Observers agreed were non existent		Total Behaviors		Total % Agreement	
P_1^*	P_2^*	P_1	P_2	P_1	P_2	P_1	P_2	P_1	P_2
101	67	67.0	71.0	259	297	360	364	90.9	94.7

* Pair 1 = Observer 1 vs. Examiner

Pair 2 = Observer 2 vs. Examiner

N = 32 subjects randomly observed

Validity of the Maladaptive Behaviour Profile:

Initially it was planned to validate the MBP against the observed behaviors recorded on the Behavior Observation Checklist; however, due to the low reliability of the MBP and the moderate Observer Agreement Percentages, the computation of a validity coefficient was inappropriate. A detailed discussion of the findings along with the content validity of the MBP can be found in Chapter 5.

Correlations of Maladaptive Behaviour with the Variables Maladaptive

Behaviour with Age: Age, when correlated with Maladaptive Behaviour (MB) had a $-.165$ correlation (Rater 1) and $-.078$ (Rater 2). Significance was not reached at the selected $.05$ level.

Maladaptive Behavior with IQ: Table 41 shows that there was a $.069$ correlation between MB and IQ for Rater 1 and $.015$ correlations for Rater 2. Significance was not reached in both cases. This indicated that the relationship between IQ and MB was insignificant for this population.

Maladaptive Behavior with Length of Institutionalization: Length of Institutionalization when correlated with MB had a $-.013$ and $-.003$ correlation for Raters 1 and 2 respectively. Significance was not reached at the $.05$ level suggesting an insignificant relationship between MB and length of institutionalization for this population.

Maladaptive Behavior with Sex: Sex was a nominal scale; thus a oneway analysis of variance was performed with the results found in Table 42. Significance was not reached at the $.05$ level for either Rater 1 or 2 or raters combined.

Maladaptive Behavior with Etiology: Because etiology was a 9 point nominal scale, a oneway analysis of variance was selected to analyze this relation-

TABLE 41

Pearson correlation between maladaptive behavior and age and IQ for R_1 , R_2

	R_1	R_2
Age	-.165 P = .055	-.078 P = .228
IQ	.069 P = .263	.015 P = .445
Length of Institutionalization	-.013 P = .457	-.003 P = .489

TABLE 42

Oneway analysis of variance probability for maladaptive behavior and the list of variables for R_1 , R_2 and Raters combined.

Variables	R_1	R_2	Both Raters
Sex	.172	.503	.286
Etiology	.449	.149	.247
Reason for Admittance	.032*	.442	.115
Level of Retardation	.790	.156	.336
Lodge - all	.002*	.085	.032*
- within institution	.001*	.046*	.011*

* reaches significance at .05 level

ship. Table 42 shows that significance between MB and etiology was not reached at the .05 level suggesting their relationship was insignificant for this population.

Maladaptive Behavior with Reason for Admittance: Again a oneway analysis of variance was conducted to determine the relationship between MB and reason for admittance (3 point nominal scale). Table 42 shows that Rater 1 reached significance at the .032 level; however, Rater 2 and both raters combined did not reach significance at the .05 level. Table 44 shows the average ABS (modified) maladaptive behavior scores for each of the 3 levels for Reason for Admittance. For both Rater 1 and 2, the subjects who were admitted because of behavior problems had the highest maladaptive behavior scores. However, because the variability between Rater 2 scores was not as great as was the difference between Rater 1 scores, significance was not reached.

Maladaptive Behavior with Level of Retardation: Level of retardation is a 5 point scale consisting of borderline, mild, moderate, severe and profound levels. However, because the borderline, mild, and moderate levels had only 2.08%, 3.13%, and 9.48% of the subjects from the sample respectively, these three levels were collapsed into one category consisting of 14 subjects. Severe had 26 subjects followed by profound with 54 subjects. Table 42 reveals that significance between these three levels and MB was not reached at the .05 level. The variability attributed to the different raters was not considered. As can be seen from Table 42, when the "within institution" lodges were considered, significance was reached for Rater 1 (.001), Rater 2 (.046) and both raters combined (.011). This suggests that variability of maladaptive behavior exists between subjects placed on the lodges within the institution.

TABLE 43

Average ABS (modified) maladaptive behavior
scores for each lodge for R_1 & R_2

<u>Rater</u>	<u>Lodge</u>						
	1	2	6	8	10	12	14
1	63.18	72.1	61.0	43.9	108.9	77.3	53.1
2	71.24	95.0	45.4	57.5	96.2	49.9	83.0

TABLE 44

Average ABS (modified) maladaptive behavior
scores for reason for admittance

<u>Rater</u>	<u>Reason</u>		
	<u>Not Given</u>	<u>Behavior</u>	<u>Other than Behavior</u>
1	58.93	83.39	62.12
2	66.32	83.06	74.08

SUMMARY

The following is a summary of the results of the research questions asked.

1. The modified ABS Part II was found with a .706 interrater reliability coefficient. The ABS Part II (original) was found with a .448 interrater reliability coefficient compared to the .57 coefficient reported in the manual.

2. The MBP interrater reliability for the "Problem Severity" and Intervention subtest was .336 and .324, respectively.

3. A validity coefficient for the MBP was not computed due to the low interrater reliability of the Scale and the moderate observer agreement on the Behavior Observation Checklist.

4. The following includes a list of the relationships between maladaptive behavior and its relationship to the biodemographic variables.

a) There was a significant relationship at the .05 level between maladaptive behavior and the lodge placement of the retarded people.

b) There was no significant relationship between maladaptive behavior and intelligence.

c) There was no significant relationship between maladaptive behavior and length of institutionalization.

d) There was no significant relationship between maladaptive behavior and age.

e) There was no significant relationship between maladaptive behavior and sex.

f) There was no significant relationship between maladaptive behavior and etiology.

g) There was a significant relationship at the .05 level between maladaptive behavior and reason for admittance.

CHAPTER V

DISCUSSION

AAMD Adaptive Behavior Scale: Reliability

Congdon (1973) stressed the importance of measuring maladaptive behavior for psychological reports, screening, staffing, and gathering information on resident behavior. The manual for the ABS (Nihira et al, 1975) records the mean interrater reliability coefficient for Part II as .57. However, this coefficient is lower than the original edition which recorded a mean interrater reliability coefficient of .67. Because no significant changes were made to the scale (only the answer sheets and booklets were redesigned) the authors of the ABS (revised) attributed this reduction to variables other than the scale itself; for example, raters, situational differences between morning and evening shifts, and/or characteristics of the sample.

In the present study, the ABS Part II was found to have an interrater reliability coefficient of .448. Reasons why this coefficient was lower than that recorded in the manual may include:

- 1) The raters were combined into two groups even though a different rater pair was found on each lodge. Thus, differences between rater pairs were not considered.
- 2) Even though attempts were made to have the rater pairs as similar as possible, there still existed variability in their age, years of work experience, and years of experience with the subjects they evaluated.
- 3) Although the rater pairs completed the scales on the afternoon shift, they did not all work the same days or the same previous shifts; thus

their exposure to the behaviors observed were not necessarily the same.

- 4) Within the recording period, which lasted approximately one month, the rater pairs did not have the same amount of time to observe and work with the subjects. For example, on some lodges the staff members were further assigned to work with small groups of residents and may not have been familiar with a subject's behavior in another group within the same lodge.
- 5) Nathan, Millham, Chilcutt, and Atkinson (1980) concluded that raters have a personal reaction to subjects. This was observed also in the present study. For example, some subjects and staff members (raters) have personality conflicts. Also, many raters felt compelled to justify the subjects' behavior; for example, one rater commented that pacing should not be considered maladaptive because it is an "institutionalized behavior" resulting from the resident's environment. Other comments included "subject x is only aggressive if provoked by subject y, therefore he is not really aggressive", or "x only steals if the office door is left unlocked, therefore it is not the fault of the subject but rather the staff's fault."
- 6) In this present study reliability for the "Use of Medications" domain was not computed because the raters were not nurses; hence they were not all familiar with the medications. However, the 1975 revised ABS did include this domain when computing the mean inter-rater reliability coefficient. Predictably, it was also the domain with the highest recorded reliability coefficient.
- 7) The sample size contained only 32 subjects unlike the standardization sample of 133.

- 8) Finally, there was more homogeneity introduced in the present study because the range of subjects was reduced to include only the ambulatory adults.

Increasing the Utility of the ABS

The ABS has been criticized by Semmel (1972) because some items are inappropriate for institutionalized people. Also Mongrain (1975) added that there is rater bias, low item discrimination, the scoring is arbitrary, the subtests are too long and specific, the manual does not specify the context in which behaviors are to be observed, and there exists ambiguity with terms. It was hypothesized in this study that by introducing a 5 point scoring system (Bhattacharya, 1973) the ambiguity of the terms would be reduced and the reliability would increase. The modified ABS was found to have an interrater reliability coefficient of .706, an increase from the .448 coefficient obtained from the 1975 Edition. The Hoyts internal consistency and Cronbach's Alpha Stratified were not appreciably affected.

Maladaptive Behaviour Profile: Reliability

While moderate internal consistency was found for the Severity and Intervention subtests, a rather poor interrater reliability coefficient of .336 and .324 for Severity and Intervention respectively was observed. The reliability of this scale will be discussed in more detail in the following section.

Maladaptive Behaviour Profile: Validity

The Behavior Observation Checklist was originally to be used as a predictive criterion validity check for the MBP. However, due to the

moderate reliability of this checklist and low interrater reliability of the MBP it is not feasible to calculate a validity coefficient using this method. Also it was not feasible to use the ABS as a congruent criterion validity check with the MBP because of the design of the MBP. For example, the ABS is a frequency scale while the MBP is a problematic scale. Severity is viewed in terms of the problematic nature of the behavior, not in terms of its frequency of occurrence. Also, the MBP was not designed as an additive scale while the ABS was. Because of these problems in assessing the criterion validity of the MBP, its content validity will be discussed instead.

Content Validity of MBP

Advantages of MBP

- 1) This scale defines behavior in terms of its problematic nature, not frequency.
- 2) Operational definitions have been provided.
- 3) Good for use in team meetings for administrators and nursing staff.
- 4) Looks at all the behaviors of the individual and decides which of his/her behaviors are in greater need of intervention.
- 5) The scale provides an account of the location where behaviors were observed.
- 6) The scale is quickly administered; thus economically feasible.

Disadvantages of the MBP

- 1) The MBP was designed to aid in "deciding upon goal priorities in behavior management" (Woodlands, 1979, p.1). It was not designed as a detailed objective measure; however the scale introduces more subjectivity than is needed. For example, the items are scored as prob-

lematic only if the subtest was thought by the rater to be severe and in need of intervention. For program planning and evaluation an inventory of the subject's behavior repertoire is needed because one behavior may be eliminated through programming while others may occur in its place.

- 2) When Severity and Intervention were correlated with each other, a .88 and .91 coefficient for rater 1 and rater 2 respectively was obtained. This high correlation indicated that the same trait was being measured.
- 3) The justification for adding Severity and Intervention was not founded.
- 4) Intervention was assigned the numbers 4 for "immediately" and 1 for "eventually" because when added with Severity a 7 point interval scale for programming Priorities resulted. This weighting is not statistically justified.
- 5) Confusion resulted with the profile sheet (Severity and Intervention) when scored separately from the actual items. Often the items were left blank, although a score between 1 and 7 for programming priorities resulted.
- 6) The last subtest "Other" was left with a mixture of behaviors not included in the previous subtests. Appendix E contains the list of additional items.
- 7) Two problems were noted with the scoring of the "other" items. First, many raters used this section to list the behavior problem, even though the behavior may have been listed on the scale. Second, it

was an item that was often ignored. As an example, when looking over the protocols of "the regurgitators", very few of the raters wrote down "regurgitation" even though they scored it on the ABS.

Correlations

Maladaptive Behavior (MB) correlated with Placement: For one or both raters a .05 significance criteria was obtained when MB was related to lodge placement. However, there was a great deal of variability between the average MB scores for subjects on the lodges even within the institution. When comparing the average MB scores for lodges there does not appear to be a significant difference between within-institution and group home placement. While Eyman et al (1977) stated that there was a higher prevalence of behavior problems within institutions versus community placements, it is suggested by the total scores from the ABS (modified) that the prevalence of behavior problems varies for the lodges within the institution as well. Also, these total scores do not provide detailed information on the types of behaviors occurring. It could be expected that residents within the institution probably experience higher prevalence of certain behaviors when compared with their peers in the community and vice versa. Also, it is probable that the significance reached could have been related to rater variability, since different raters per lodge resulted.

Maladaptive Behavior (MB) correlated with IQ: Both measured IQ and the recorded level of mental retardation were correlated with MB and significance was not reached for either variable. Eyman et al (1977) and Schroeder et al (1978) both recorded a higher prevalence of MB the more

severe the retardation. Possible reasons why the present study did not conclude the same results could be because the majority of subjects were at the severe and profound level of retardation and the sample included only ambulatory adults.

Maladaptive Behavior correlated with Length of Institutionalization:

Significance was not reached at the .05 level when MB was correlated with length of institutionalization. Schroeder (1978) commented that a higher prevalence of maladaptive behavior occurred the longer the resident was institutionalized. This was not the case with the institution in the present study. While there may be a higher prevalence of some behaviors (viz. stereotypic), other maladaptive behaviors may be decreasing due to the effectiveness of programming.

Maladaptive Behavior correlated with Sex: Again, no significant

difference was found between males and females when correlated with MB. Eyman et al (1977) concluded that there are more males with MB than females. While on the average, males were not found with significantly more MB than females perhaps if the items and domains were looked at separately, it might be found that the types of maladaptive behavior might vary.

Maladaptive Behavior correlated with Age: When MB was correlated

with age a $-.165$ correlation for rate 1 resulted. This was significant at the .055 level indicating that age is inversely related to maladaptive behavior. It should again be noted that children were not represented in the population.

Maladaptive Behavior correlated with Etiology: No relationship between MB and etiology was evident with this population. It is also possible that some disorders had too few subjects to achieve significance.

Maladaptive Behavior correlated with Reason for Admittance: Significance was reached at the .032 level (Rater 1) when MB was correlated with reason for admittance. The average total score was 20 points higher for the residents admitted for behavior problems than those admitted for other reasons. This suggests that the residents admitted for behavior problems continue to exhibit MB while institutionalized. Significance was not achieved for Rater 2.

RECOMMENDATIONS

The following is an outline of recommendations for improving the Behavior Observation checklist, ABS Part II and the MBP.

Behavior Observation Checklist: Problems and Improvement Suggestions

- 1) The major problem with the scale was the time scheduling of the observations. A 10 minute observation was too lengthy for the amount of behaviors the rater was to observe at one time. Also there was no scheduled time for recording, so one rater may have been recording with the other rater observing; hence behaviors might have been missed. An improvement would be to have both raters observe for 30 seconds and record for 10 seconds.
- 2) Most of the inconsistency between observers occurred with the frequency counts. Perhaps having the behaviors that occurred during the 30 seconds checked off and not the frequencies might increase the inter-rater reliability. Because of the shorter observation time and sub-

sequently incorporating more observation occasions, a frequency count could be obtained more reliably this way.

- 3) By attempting to observe all of the subjects within the same time frame (viz. meal) a generalizability study could be conducted using occasions as a facet. The problem with the 10 minute observation schedule was that the meal may have been completed within 40 minutes only giving time to observe 4 subjects.
- 4) A checklist of behaviors corresponding to the items and not just the subtest would provide the raters with a more efficient scoring method. Also it would draw the observers attention to specific behaviors (viz. pacing and rocking) which were overlooked if the subject was engaging in a number of behaviors at one time.

Further Suggestions for Modifications to the ABS Part II include:

- 1) The low item discrimination found in Mongrain's (1975) study and the present study is perhaps justification for deleting the items that are not discriminating. In Appendix D the items that met the .40 discrimination criterion for item to domain and item to total test can be found. Also the items that fell within the .15 to .85 correct response are also coded. These items are presently being combined to form a more concise scale. Congdon (1973) dropped all but 46 items in the ABS Part I for the profound institutionalized population. However, no interrater reliability information was given.
- 2) The ABS is essentially a frequency scale. However, when intervention and ultimately program planning is to be considered the severity of the behavior should be recorded. For example, a resident may choke another resident only twice a year, but this could be considered a

more severe behavior than if he bites his nails daily. Perhaps a weighting system can be developed.

- 3) More work needs to be undertaken in making the scoring even less arbitrary. For example, if a person engages in a behavior, perhaps 10 times in one week out of the year, how should this be scored? Cyclic behaviors gave raters difficulty when having to score them.
- 4) While observing the raters complete the scale, it was found that many of the items were not read, but rather the domains scanned. This is undoubtedly a function of the length of the scale. Reducing the length of the scale should help and also by having the raters circle a zero for each item rather than leaving it blank may force them to read and consider each item.

Suggestions for Improving the MBP:

- 1) Changing the format of the MBP could serve to increase its utility. By having the rater mark the behaviors in the subject's repertoire a fairly objective account of the behaviors occurring could be collected. This would provide useful information for program planners as well as a method of monitoring changes in the subject's behavior repertoire.
- 2) The recorded severity of each subtest should be completed after the items of each subtest. This will ensure that the raters are associating the general classification with the specific behaviors.
- 3) Because "Intervention" correlated so highly (.88 rater 1 and .91 rater 2) with "Severity" it could be suggesting that these two areas are, at least in the rater's judgement, measuring the same thing.
- 4) The "Programming Priority Profile" is an informative part of the

scale. However, instead of adding "Severity" and "Intervention", which are measuring similar traits as well as being assigned arbitrary weights, the rater could order the subtests in terms of programming priorities.

- 5) Consideration of adding a few extra items outlined in Appendix E might make the scale more complete. The items that did not meet the .40 discrimination index should not be deleted at this time. Some modifications might be in order. Perhaps with a change in the format of the scale, namely scoring the behaviors that occur and therefore removing much of the subjectivity, these items may be found to discriminate among subjects.
- 6) With the modifications made to the scale, it would be possible to develop a more reliable Behavior Observation Checklist to enable programmers to obtain frequency counts on the Behaviors as well as serve to validate the scale.

In conclusion, the modifications made to the ABS Part II served to enhance its interrater reliability. Suggestions have been provided to encourage further modifications to this scale to increase the scales utility. The MBP, a new instrument, also needs format, scoring and item changes to increase its reliability and ultimately its validity.

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APPENDIX A

BIODEMOGRAPHIC SURVEY SHEET

SUBJECT'S NUMBER: _____

LODGE: _____

SEX: _____

BIRTHDATE: _____ AGE: _____

IQ: _____ DATE: _____

TEST ADMINISTERED: _____

LENGTH OF INSTITUTIONALIZATION: _____

ETIOLOGY: _____

REASON FOR ADMITTANCE: _____

TEST PACKAGE A

SUBJECT INFORMATION SHEET

HOSPITAL NUMBER: _____

SEX: _____

BIRTHDATE: _____

RATER'S NAME: _____

DATE OF COMPLETION: _____

COMMENTS: _____

INSTRUCTIONS FOR PART TWO (REVISED)

Part Two contains only one type of item. The following is an example.

(2) Damages Personal Property	Y	M	W	D
Rips, tears or chews own clothing	1	2	3	4
Spoils own property	1	2	3	4
Tears up own magazines, books, or other possessions	1	2	3	4
Other (specify: _____)	1	2	3	4
_____ None of the above				
Total				

Select those of the statements which are true of the individual being evaluated, and circle (1) if the behavior occurs during year (y), but not every month, or (2) if it occurs from 1 to 3 times a month (m), or (3) if it occurs 1 to 6 times a week (w), or (4) if the behavior occurs on a daily (d) basis. Check "None of the Above" where appropriate. In scoring, total each column on the bottom (total) line, and enter the sum of these totals in the circle to the right. When "None of the above" is checked, enter 0 in the circle to the right.

Use the space for "Other" when:

1. The person has related behavior problems in addition to those circled.
2. The person has behavior problems that are not covered by any of the examples listed.

The behavior listed under "Other" must be a specific example of the behavior problem stated in the item.

Some of the items in Part Two describe behaviors which need not be considered maladaptive for very young children (for example, pushing others). The question of whether a given behavior is adaptive or maladaptive depends on the way that particular behavior is viewed by people in our society. Nonetheless, in completing this Scale you are asked to record a person's behavior as accurately as possible, for the moment, ignoring your personal biases; then, when you later interpret the impact of the reported behaviors, you should take into consideration societal attitudes.

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

PART TWO

	Y	M	W	D
[1] Threatens or Does Physical Violence				
Uses threatening gestures	1	2	3	4
Indirectly causes injury to others	1	2	3	4
Spits on others	1	2	3	4
Pushes, scratches or pinches others	1	2	3	4
Pulls others' hair, ears, etc	1	2	3	4
Bites others	1	2	3	4
Kicks, strikes or slaps others	1	2	3	4
Throws objects at others	1	2	3	4
Chokes others	1	2	3	4
Uses objects as weapons against others	1	2	3	4
Hurts animals	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

	Y	M	W	D
[5] Has Violent Temper, or Temper Tantrums				
Cries and screams	1	2	3	4
Stamps feet while hanging objects or slamming doors, etc	1	2	3	4
Stamps feet, screaming and yelling	1	2	3	4
Throws self on floor, screaming and yelling	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

ADD 1-5

	Y	M	W	D
[2] Damages Personal Property				
Rips, tears or chews own clothing	1	2	3	4
Soils own property	1	2	3	4
Tears up own magazines, books, or other possessions	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

II. ANTISOCIAL BEHAVIOR

	Y	M	W	D
[6] Teases or Gossips About Others				
Gossips about others	1	2	3	4
Tells untrue or exaggerated stories about others	1	2	3	4
Teases others	1	2	3	4
Picks on others	1	2	3	4
Makes fun of others	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

	Y	M	W	D
[3] Damages Others' Property				
Rips, tears, or chews others' clothing	1	2	3	4
Soils others' property	1	2	3	4
Tears up others' magazines, books, or personal possessions	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

	Y	M	W	D
[7] Bosses and Manipulates Others				
Tries to tell others what to do	1	2	3	4
Demands services from others	1	2	3	4
Pushes others around	1	2	3	4
Causes fights among other people	1	2	3	4
Manipulates others to get them in trouble	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

	Y	M	W	D
[4] Damages Public Property				
Tears up magazines, books or other public property	1	2	3	4
Is overly rough with furniture (kicks, mutilates, knocks it down)	1	2	3	4
Breaks windows	1	2	3	4
Stuffs toilet with paper, towels or other solid objects that cause an overflow	1	2	3	4
Attempts to set fires	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

	Y	M	W	D
[8] Disrupts Others' Activities				
Is always in the way	1	2	3	4
Interferes with others' activities, e.g., by blocking passage, upsetting wheelchairs, etc	1	2	3	4
Upsets others' work	1	2	3	4
Knocks around articles that others are working with, e.g., puzzles, card games, etc	1	2	3	4
Snatches things out of others' hands	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

Y M W D

III. REBELLIOUS BEHAVIOR

[9] Is Inconsiderate of Others

Keeps temperature in public areas uncomfortable for others, e.g., opens or closes window, changes thermostat	1	2	3	4
Turns TV, radio or phonograph on too loudly	1	2	3	4
Makes loud noises while others are reading	1	2	3	4
Talks too loudly	1	2	3	4
Sprawls over furniture or space needed by others	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[10] Shows Disrespect for Others' Property

Does not return things that were borrowed	1	2	3	4
Uses others' property without permission	1	2	3	4
Loses others' belongings	1	2	3	4
Damages others' property	1	2	3	4
Does not recognize the difference between own and others' property	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[11] Uses Angry Language

Uses hostile language, e.g., "stupid jerk," "dirty pig," etc.	1	2	3	4
Swears, curses, or uses obscene language	1	2	3	4
Yells or screams threats of violence	1	2	3	4
Verbally threatens others, suggesting physical violence	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

II. ANTISOCIAL BEHAVIOR

ADD
6-11

[12] Ignores Regulations or Regular Routines

Has negative attitude toward rules but usually conforms	1	2	3	4
Has to be forced to go through waiting lines, e.g., lunch lines, ticket lines, etc.	1	2	3	4
Violates rules or regulations, e.g., eats in restricted areas, disobeys traffic signals, etc.	1	2	3	4
Refuses to participate in required activities, e.g., work, school, etc.	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[13] Resists Following Instructions, Requests or Orders

Gets upset if given a direct order	1	2	3	4
Plays dead and does not follow instructions	1	2	3	4
Does not pay attention to instructions	1	2	3	4
Refuses to work on assigned subject	1	2	3	4
Hesitates for long periods before doing assigned tasks	1	2	3	4
Does the opposite of what was requested	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[14] Has Impudent or Rebellious Attitude Toward Authority

Resents persons in authority, e.g., teachers, group leaders, ward personnel, etc.	1	2	3	4
Is hostile toward people in authority	1	2	3	4
Mocks people in authority	1	2	3	4
Says that he can fire people in authority	1	2	3	4
Says relative will come to kill or harm persons in authority	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[15] Is Absent From, or Late For, the Proper Assignments or Places

Is late to required places or activities	1	2	3	4
Fails to return to places where he is supposed to be after leaving, e.g., going to toilet, running an errand, etc.	1	2	3	4
Leaves place of required activity without permission, e.g., work, class, etc.	1	2	3	4
Is absent from routine activities, e.g., work, class, etc.	1	2	3	4
Stays out late at night from home, hospital ward, dormitory, etc.	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[16] Runs Away or Attempts to Run Away

	Y	M	W	D
Attempts to run away from hospital, home, or school ground	1	2	3	4
Runs away from group activities, e.g., picnics, school buses, etc.	1	2	3	4
Runs away from hospital, home, or school ground	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[17] Misbehaves in Group Settings

	Y	M	W	D
Interrupts group discussion by talking about unrelated topics	1	2	3	4
Disrupts games by refusing to follow rules	1	2	3	4
Disrupts group activities by making loud noises or by acting up	1	2	3	4
Does not stay in seat during lesson period, lunch period, or other group sessions	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

III. REBELLIOUS BEHAVIOR

ADD

12-17

IV. UNTRUSTWORTHY BEHAVIOR

[18] Takes Others' Property Without Permission

	Y	M	W	D
Has been suspected of stealing	1	2	3	4
Takes others' belongings if not kept in place or locked	1	2	3	4
Takes others' belongings from pockets, purses, drawers, etc.	1	2	3	4
Takes others' belongings by opening or breaking locks	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[19] Lies or Cheats

	Y	M	W	D
Twists the truth to own advantage	1	2	3	4
Cheats in games, tests, assignments, etc.	1	2	3	4
Lies about situations	1	2	3	4
Lies about self	1	2	3	4
Lies about others	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

IV. UNTRUSTWORTHY BEHAVIOR

ADD

18-19

V. WITHDRAWAL

[20] Is Inactive

	Y	M	W	D
Sits or stands in one position for a long period of time	1	2	3	4
Does nothing but sit and watch others	1	2	3	4
Falls asleep in a chair	1	2	3	4
Lies on the floor all day	1	2	3	4
Does not seem to react to anything	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[21] Is Withdrawn

	Y	M	W	D
Seems unaware of surroundings	1	2	3	4
Is difficult to reach or contact	1	2	3	4
Is apathetic and unresponsive in feeling	1	2	3	4
Has a blank stare	1	2	3	4
Has a fixed expression	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[22] Is Shy

	Y	M	W	D
Is timid and shy in social situations	1	2	3	4
Hides face in group situations, e.g., parties, informal gatherings, etc.	1	2	3	4
Does not mix well with others	1	2	3	4
Prefers to be alone	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

V. WITHDRAWAL

ADD

20-22

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

[23] Has Stereotyped Behaviors

	Y	M	W	D
Drums fingers	1	2	3	4
Taps feet continually	1	2	3	4
Has hands constantly in motion	1	2	3	4
Slaps, scratches, or rubs self continually	1	2	3	4
Waves or shakes parts of the body repeatedly	1	2	3	4
Moves or rolls head back and forth	1	2	3	4
Rocks body back and forth	1	2	3	4
Paces the floor	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total				

[24] Has Peculiar Posture or Odd Mannerisms

Y M W D

Holds head tilted	1	2	3	4
Sits with knees under chin	1	2	3	4
Walks on tiptoes	1	2	3	4
Lies on floor with feet up in the air	1	2	3	4
Walks with fingers in ears or with hands on head	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

ADD 23-24 →

VII. INAPPROPRIATE INTERPERSONAL MANNERS

[25] Has Inappropriate Interpersonal Manners

Talks too close to others' faces	1	2	3	4
Blows on others' faces	1	2	3	4
Burps at others	1	2	3	4
Kisses or licks others	1	2	3	4
Hugs or squeezes others	1	2	3	4
Touches others inappropriately	1	2	3	4
Hangs on to others and does not let go	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

VII. INAPPROPRIATE INTERPERSONAL MANNERS

ENTER 25 →

VIII. UNACCEPTABLE VOCAL HABITS

[26] Has Disturbing Vocal or Speech Habits

Giggles hysterically	1	2	3	4
Talks loudly or yells at others	1	2	3	4
Talks to self loudly	1	2	3	4
Laughs inappropriately	1	2	3	4
Makes growling, humming, or other unpleasant noises	1	2	3	4
Repeats a word or phrase over and over	1	2	3	4
Mimics others' speech	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

VIII. UNACCEPTABLE VOCAL HABITS

ENTER 26 →

IX. UNACCEPTABLE OR ECCENTRIC HABITS

[27] Has Strange And Unacceptable Habits

Y M W D

Smells everything	1	2	3	4
Inappropriately stuffs things in pockets, shirts, dresses or shoes	1	2	3	4
Pulls threads out of own clothing	1	2	3	4
Plays with things he is wearing, e.g., shoe string, buttons, etc	1	2	3	4
Saves and wears unusual articles, e.g., safety pins, bottle caps, etc	1	2	3	4
Hoards things, including foods	1	2	3	4
Plays with spit	1	2	3	4
Plays with feces or urine	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

[28] Has Unacceptable Oral Habits

Drools	1	2	3	4
Grinds teeth audibly	1	2	3	4
Spits on the floor	1	2	3	4
Bites fingernails	1	2	3	4
Chews or sucks fingers or other parts of the body	1	2	3	4
Chews or sucks clothing or other inedibles	1	2	3	4
Eats inedibles	1	2	3	4
Drinks from toilet stool	1	2	3	4
Puts everything in mouth	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

[29] Removes or Tears Off Own Clothing

Tears off buttons or zippers	1	2	3	4
Inappropriately removes shoes or socks	1	2	3	4
Undresses at the wrong times	1	2	3	4
Takes off all clothing while on the toilet	1	2	3	4
Tears off own clothing	1	2	3	4
Refuses to wear clothing	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above	1	2	3	4
Total	1	2	3	4

Y M W D

VII. SEXUALLY ABERRANT BEHAVIOR

[30] Has Other Eccentric Habits and Tendencies

Is overly particular about places to sit or sleep	1 2 3 4
Stands in a favorite spot, e.g., by window by door, etc.	1 2 3 4
Sits by anything that vibrates	1 2 3 4
Is afraid to climb stairs or to go down stairs	1 2 3 4
Does not want to be touched	1 2 3 4
Screams if touched	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

IX. UNACCEPTABLE OR ECCENTRIC HABITS

ADD 27-30

X. SELF-ABUSIVE BEHAVIOR

[31] Does Physical Violence to Self

Bites or cuts self	1 2 3 4
Slaps or strikes self	1 2 3 4
Bangs head or other parts of the body against objects	1 2 3 4
Pulls own hair, ears, etc.	1 2 3 4
Scratches or picks self causing injury	1 2 3 4
Soils and smears self	1 2 3 4
Purposely provokes abuse from others	1 2 3 4
Picks at any sores he might have	1 2 3 4
Pokes objects in own ears, eyes, nose, or mouth	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

X. SELF-ABUSIVE BEHAVIOR

ENTER 31

XI. HYPERACTIVE TENDENCIES

[32] Has Hyperactive Tendencies

Talks excessively	1 2 3 4
Will not sit still for any length of time	1 2 3 4
Constantly runs or jumps around the room or hall	1 2 3 4
Moves or fidgets constantly	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

XI. HYPERACTIVE TENDENCIES

ENTER 32

Y M W D

[33] Engages in Inappropriate Masturbation

Has attempted to masturbate openly	1 2 3 4
Masturbates in front of others	1 2 3 4
Masturbates in group	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

[34] Exposes Body Improperly

Exposes body unnecessarily after using toilet	1 2 3 4
Stands in public places with pants down or with dress up	1 2 3 4
Exposes body excessively during activities, e.g., playing, dancing, sitting, etc.	1 2 3 4
Undresses in public places, or in front of lighted windows	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

[35] Has Homosexual Tendencies

Is sexually attracted to members of the same sex	1 2 3 4
Has approached others and attempted homosexual acts	1 2 3 4
Has engaged in homosexual activity	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

[36] Sexual Behavior That Is Socially Unacceptable

Is overly seductive in appearance or actions	1 2 3 4
Hugs or caresses too intensely in public	1 2 3 4
Needs watching with regard to sexual behavior	1 2 3 4
Lifts or unbuttons others' clothing to touch intimately	1 2 3 4
Has sexual relations in public places	1 2 3 4
Is overly aggressive sexually	1 2 3 4
Has raped others...	1 2 3 4
Is easily taken advantage of sexually	1 2 3 4
Other (specify _____)	1 2 3 4
None of the above	

Total

XII. SEXUALLY ABERRANT BEHAVIOR

ADD 33-36

XIII. PSYCHOLOGICAL DISTURBANCES

	Y	M	W	D		Y	M	W	D	
[37] Tends to Overestimate Own Abilities						[42] Has Hypochondriacal Tendencies				
Does not recognize own limitations	1	2	3	4	<input type="radio"/>	Complains about imaginary physical ailments	1	2	3	4
Has too high an opinion of self	1	2	3	4		Pretends to be ill	1	2	3	4
Talks about future plans that are unrealistic	1	2	3	4		Acts sick after illness is over	1	2	3	4
Other (specify _____)	1	2	3	4		Other (specify _____)	1	2	3	4
_____ None of the above	Total					_____ None of the above	Total			
[38] Reacts Poorly to Criticism						[43] Has Other Signs of Emotional Instabilities				
Does not talk when corrected	1	2	3	4	<input type="radio"/>	Changes mood without apparent reason	1	2	3	4
Withdraws or pouts when criticized	1	2	3	4		Complains of bad dreams	1	2	3	4
Becomes upset when criticized	1	2	3	4		Cries out while asleep	1	2	3	4
Screams and cries when corrected	1	2	3	4		Cries for no apparent reason	1	2	3	4
Other (specify _____)	1	2	3	4		Seems to have no emotional control	1	2	3	4
_____ None of the above	Total					Vomits when upset	1	2	3	4
[39] Reacts Poorly to Frustration						Appears insecure or frightened in daily activities	1	2	3	4
Blames own mistakes on others	1	2	3	4	<input type="radio"/>	Talks about people or things that cause unrealistic fears	1	2	3	4
Withdraws or pouts when thwarted	1	2	3	4		Talks about suicide	1	2	3	4
Becomes upset when thwarted	1	2	3	4		Has made an attempt at suicide	1	2	3	4
Throws temper tantrums when does not get own way	1	2	3	4		Other (specify _____)	1	2	3	4
Other (specify _____)	1	2	3	4		_____ None of the above	Total			
_____ None of the above	Total					XIII. PSYCHOLOGICAL DISTURBANCES ADD 37-43 → 				
[40] Demands Excessive Attention or Praise						XIV. USE OF MEDICATIONS				
Wants excessive praise	1	2	3	4	<input type="radio"/>	[44] Use of Prescribed Medication				
Is jealous of attention given to others	1	2	3	4		Uses tranquilizers	1	2	3	4
Demands excessive reassurance	1	2	3	4		Uses sedatives	1	2	3	4
Acts silly to gain attention	1	2	3	4		Uses anticonvulsant drugs	1	2	3	4
Other (specify _____)	1	2	3	4		Uses stimulants	1	2	3	4
_____ None of the above	Total					Other (specify _____)	1	2	3	4
[41] Seems To Feel Persecuted						_____ None of the above	Total			
Complains of unfairness, even when equal shares or privileges have been given	1	2	3	4	<input type="radio"/>	XIV. USE OF MEDICATIONS ENTER 44 → 				
Complains, "Nobody loves me"	1	2	3	4						
Says, "Everybody picks on me"	1	2	3	4						
Says, "People talk about me"	1	2	3	4						
Says, "People are against me"	1	2	3	4						
Acts suspicious of people	1	2	3	4						
Other (specify _____)	1	2	3	4						
_____ None of the above	Total									

MALADAPTIVE BEHAVIOUR PROFILE

PURPOSE

The Maladaptive Behaviour Profile is designed to be a tool to aid in the process of deciding upon goal priorities in behaviour management. For this reason, it does not provide the user with a detailed, objective record of an individual's behaviour. Rather, it helps organize the user's subjective impressions of a person's maladaptive behaviour in such a way that priorities are more clearly evident. As the Profile is therefore nothing more than organized subjective evaluations of broad classes of behaviour, the user should recognize that it can not be a substitute for precise and objective measurement in behavioural programming.

INSTRUCTIONS

Maladaptive behaviours have been categorized into ten broad classes including OTHER. These are listed and defined as follows:

1. Aggression: By means of threatening, verbal or physical behaviour acting hostile toward or hurting another person.
2. Property Damage: Through rough usage, peculiar habit patterns or maliciousness, damaging one's own or other's personal possessions, or public furnishings or property.
3. Poor Coping with Frustration: Responds by either passively withdrawing, excessively complaining or actively tantruming when behaviour or work are corrected, or when activities are restricted or interrupted.
4. Social Aggravation: Is either unpleasant or provocative in interactions with others by demeaning or manipulating them, disrupting their activities or displaying irritating vocal or physical interpersonal habits.
5. Stereotypic Mannerisms: In a ritualistic or repetitive way, displays a peculiar personal habit that is either disruptive, unproductive or socially unacceptable. These behaviours might involve body movements, object manipulation, mouthing, hoarding, posturing or frequenting certain locations.
6. Uncooperative: Disobeys rules or guidelines. Does not respond to commands or instructions in either a group or one-to-one situation.
7. Self-Abuse: Self-inflicted injuries or behaviours which have the potential to cause an injury.
8. Sexually Inappropriate Behaviour: Approaches or attempts to impose sexual acts on others and/or public displays of sexual activity or nudity.

9. Inappropriate toilet related habits: Eliminating elsewhere than on the toilet, handling of feces or using the toilet in a manner not associated with its usage.
10. Other: Please write out as clearly as possible a general description of the maladaptive behaviour of the individual if it is not covered by any of the nine categories above.

On the sheet labelled "General Maladaptive Profile", each of these behaviour categories are listed on the left hand side of the page. After filling in the heading information of resident's name, date of rating, and area in which the resident's behaviour is to be rated, systematically rate each of the behaviour categories. Keeping in mind the above definitions determine:

- A. The degree the resident's behaviour in a particular sphere is seen ^{to be} a problem. This can be judged to be severe, moderate, mild or none. Having made this judgment, circle the number that best describes the degree of the problem.
- B. How important it is that the maladaptive behaviour be eliminated. This may be evaluated in terms of the resident's development (does it inhibit his learning?) or the smooth functioning of the area (does it disrupt others around him?). The judgment to be made is whether programming intervention should be immediate; should eventually be done but not necessarily at this time or, despite the severity level of the behaviour problem, no intervention should be implemented.
- C. Once the two ratings have been made the programming priority profile is drawn in the following way. Within each category add the number circled under "PROBLEM SEVERITY" to the number circled under "INTERVENTION NEED". Then circle the sum result of these two numbers under "PROGRAMMING PRIORITIES". As indicated by the headings the higher the sum the greater the programming priority.

In adding the scores please note that any category that has been given a rating of "X" under either "PROBLEM SEVERITY" or "INTERVENTION NEED" is automatically given a "PROGRAMMING PRIORITY" rating of "none" (X).

- D. After completing the General Profile, the "SPECIFIC MALADAPTIVE BEHAVIOUR PROGRAM PROFILES" are completed for any category that received a priority rating of 1st to 6th. A separate sheet is provided for each of these categories. The area is broken down into a number of more specific types. Having filled out the informational heading, the rater should now check off under "PROBLEM AREA" the specific type of problem exhibited by the resident. This profile can then be used as a guide to more clearly pinpoint the goals for behaviour change programming. Again, let it be noted, that this does not serve as a substitute for observing and recording behaviours of concern in objective and systematic ways. It only gives indications as to where such recording should be directed.

..... 3

GENERAL - MALADAPTIVE BEHAVIOUR PROFILE

RESIDENT NAME: _____

DATE OF RATING: _____
Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____

COMMUNITY _____ OVERALL _____

MALADAPTIVE BEHAVIOUR	PROBLEM SEVERITY					INTERVENTION NEED				PROGRAMMING PRIORITIES						
	SEVERE	MODERATE	MILD	NONE		IMMEDIATE	EVENTUAL	NONE		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	ONE
I Aggression to Others	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
II Self-Abusive	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
III Damaging Property	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
IV Poor Coping with Frustration	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
V Social Aggravation	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
VI Stereotypic Manners	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
VII Uncooperative	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
VIII Sexual	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
IX Toilet/Elimination	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X
X Other	3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X

COMMENTS:

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>AGGRESSIVE</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Uses Hostile language toward others (swears, curses, etc.)	
Threatens others with physical harm (verbally, physically)	
Pushes or shoves others around	
Strikes out at others (hits, kicks, slaps, head butts, etc.)	
Mauls others (bites, pinches, scratches, grasps, etc.)	
Uses objects as weapons against others (throws at, hits with)	
Other:	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD ____ SCHOOL ____ VOCATIONAL ____ RECREATIONAL ____
COMMUNITY ____ OVERALL ____

TYPE OF <u>SELF-ABUSIVE</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Use of hands, legs and feet (slapping, poking, hair pulling, pinching, scratching, picking), kicking	<input type="checkbox"/>
Use of mouth and vocal cords (biting, sucking, screaming until hoarse).	<input type="checkbox"/>
Use of objects (hits, pokes, cuts, aggravates skin or throws oneself or bangs one's head against an object).	<input type="checkbox"/>
Purposely provokes abuse from others.	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>PROPERTY DAMAGING</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
DESTRUCTIVE TO OWN PROPERTY (rips, chews, soils, breaks, etc., own clothing and/or personal possessions)	
DESTRUCTIVE TO OTHER'S PROPERTY (rips, chews, soils, breaks, etc., other's clothing and/or personal possessions)	
DESTRUCTIVE TO FURNITURE (kicks, mutilates, knocks down, takes apart, etc., bureaus, tables, beds, chairs, etc.)	
DESTRUCTIVE TO APPLIANCES (fiddles with, takes apart, breaks, etc., T.V., phonograph, toaster, coffee maker, etc.)	
DESTRUCTIVE TO BUILDING (breaks windows, pulls drapes, writes on or peels walls, stuffs toilets, etc.)	
ATTEMPTS OR SETS FIRES	
OTHER:	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>POOR COPING WITH FRUSTRATION</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
REACTS TO CORRECTION OR CRITICISM BY WITHDRAWAL (pouts, does not talk, becomes moody, stays apart from others)	
REACTS TO CORRECTION OR CRITICISM BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	
REACTS TO CORRECTION OR CRITICISM BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	
REACTS TO PROHIBITIONS, OPPOSITION, OR RESTRICTIONS BY WITHDRAWAL (pouts, does not talk, becomes moody, stays apart from others etc.)	
REACTS TO PROHIBITION, OPPOSITION OR RESTRICTIONS BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	
REACTS TO PROHIBITION, OPPOSITION OR RESTRICTIONS BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY WITHDRAWAL (pouts, becomes moody, silent, stays apart, etc.)	
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	
OTHER	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____

COMMUNITY _____ OVERALL _____

TYPE OF AGGRAVATING SOCIAL MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
DEFEATING OTHERS OUT OF SPITE OR MISCHIEVOUSNESS (taunting, teasing, making fun of, telling exaggerated stories about, gossiping about others)	
MANIPULATING OTHERS TO GAIN ONE'S ENDS OR CAUSES OTHERS HARM (tells others what to do, demands service from others, causes fights among others, sets others up for trouble, etc.)	
DISRUPTING OTHERS ACTIVITIES (always in the way, upsets others work, knocks about articles others using, snatches things from others, etc.)	
VEXATING TO OTHERS IN VOCAL HABITS (makes irritating noises, talks too loud, mimics others, laughs or giggles inappropriately, etc.)	
VEXATING TO OTHERS IN INTERPERSONAL HABITS (talking or standing too close to others, excessive touching or hanging onto others, hugs, kisses or squeezes others, burps or blows at others, etc.)	
OTHER	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROFILE PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year
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AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____

COMMUNITY _____ OVERALL _____

TYPE OF <u>STEREOTYPICAL</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
REPETITIVE/RITUALISTIC BODY MOVEMENTS (body rocking, head weaving, hand flapping, finger motions tics, pacing patterns, etc.)	
REPETITIVE/RITUALISTIC MANIPULATION OF OBJECTS (Twirling shiny objects, twisting string, shaking, banging objects for sound, stroking, etc.)	
REPETITIVE/RITUALISTIC MOUTHING OF OBJECTS (sucks fingers, chews clothing, licks objects, etc.)	
HOARDS PARTICULAR OR VARIOUS OBJECTS (stuffs items in clothes, saves and hides unusual items)	
ADOPTS PECULIAR POSTURES OR PARTICULAR PLACES TO REMAIN (walks on toes, tilts head, walks with hand on head, stands by favorite spot, sits by anything that vibrates, etc.)	
OTHER	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD ____ SCHOOL ____ VOCATIONAL ____ RECREATIONAL ____
COMMUNITY ____ OVERALL ____

TYPE OF UNCOOPERATIVE MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Does not respond to requests (does the opposite, ignores it, hesitates, refuses, etc.).	
Uncooperative in Group Situation (does not stay in assigned place, talks about unrelated topics, does not take turns, not follow rules.)	
Uncooperative in a one-to-one situation (does not stay in seat, throws objects, does not pay attention, etc.).	
Not reliable to follow rules or carry out responsibilities (needs to be reminded or corrected often, fails to return on time, late, leaves without permission, etc.).	
Other (specify)	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

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 /

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 /

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 Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
 COMMUNITY _____ OVERALL _____

TYPE OF <u>TOILET RELATED</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Use of toilet (drinking from it, washing in it, sticking head in it or plugging it).	
Feces (eliminating on the floor despite the fact the individual is toilet trained completely or to a routine; eating, smearing, digging, etc., feces whether trained or not).	
Urine (urinating on the floor, in radiators, etc., or while still clothed despite the fact the individual is toilet trained either completely or to a routine).	
Other	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING: _____
 Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
 COMMUNITY _____ OVERALL _____

TYPE OF <u>SEXUAL</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Masturbates in public (individually or with others openly)	
Inappropriate homosexual behaviour (engages in public homosexual act; approaches and attempts homosexual acts with others who are either unwilling or defenseless).	
Inappropriate heterosexual acts. (hugs or caresses intensely, removes other's clothing to touch intimately, has raped others, has had sexual relations in public.)	
Exposes self unnecessarily (undresses in public places, lifts dress up, after using the toilet walks into a living area without fully redressing.)	
Other (specify)	

RATER INFORMATION SHEET

NAME: _____

AGE: _____ SEX: _____

JOB CLASSIFICATION: _____

EDUCATION LEVEL: (Specify) _____

OTHER RELEVANT TRAINING: _____

LENGTH OF TIME WORKING AT GLENDALE LODGE:

(to April 1, 1980) _____

LENGTH OF TIME ON PREVIOUS LODGE: _____

TEST PACKAGE B

SUBJECT INFORMATION SHEET

HOSPITAL NUMBER: _____

SEX: _____

BIRTHDATE: _____

RATER'S NAME: _____

DATE OF COMPLETION: _____

COMMENTS: _____

INSTRUCTIONS FOR PART TWO

Part Two contains only one type of item. The following is an example.

(2) Damages Personal Property	Occasionally	Frequently
Rips, tears, or chews own clothing	①	2
Soils own property	1	②
Tears up own magazines, books, or other possessions	1	②
Other (specify _____)	1	2
_____ None of the above	Total 1	4

Select those of the statements which are true of the individual being evaluated, and circle (1) if the behavior occurs occasionally, or (2) if it occurs frequently. Check "None of the Above" where appropriate. In scoring, total each column on the bottom (Total) line, and enter the sum of these totals in the circle to the right. When "None of the above" is checked, enter 0 in the circle to the right. In the above example, the first statement is true occasionally, and the last two statements are true frequently; therefore, a score of 5 has been entered.

"Occasionally" signifies that the behavior occurs once in a while, or now and then, and "Frequently" signifies that the behavior occurs quite often, or habitually.

Use the space for "Other" when:

- 1 The person has related behavior problems *in addition* to those circled.
- 2 The person has behavior problems that are *not* covered by any of the examples listed.

The behavior listed under "Other" must be a specific example of the behavior problem stated in the item.

Some of the items in Part Two describe behaviors which need not be considered maladaptive for very young children (for example, pushing others). The question of whether a given behavior is adaptive or maladaptive depends on the way that particular behavior is viewed by people in our society. Nonetheless, in completing this Scale you are asked to record a person's behavior as accurately as possible, ignoring, for the moment, your personal biases, then, when you later interpret the impact of the reported behaviors, you should take into consideration societal attitudes.

PAGE TWO

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

	Occasionally	Frequently
[1] Threatens or Does Physical Violence		
Uses threatening gestures	1	2
Indirectly causes injury to others	1	2
Spits on others	1	2
Pushes, scratches or punches others	1	2
Pulls others' hair, ears, etc	1	2
Bites others	1	2
Kicks, strikes or slaps others	1	2
Throws objects at others	1	2
Chokes others	1	2
Uses objects as weapons against others	1	2
Hurts animals	1	2
Other (specify: _____)	1	2
None of the above		
Total		

	Occasionally	Frequently
[5] Has Violent Temper, or Temper Tantrums		
Cries and screams	1	2
Stamps feet while hanging objects or slamming doors, etc	1	2
Stamps feet, screaming and yelling	1	2
Throws self on floor screaming and yelling	1	2
Other (specify: _____)	1	2
None of the above		
Total		
I VIOLENT AND DESTRUCTIVE BEHAVIOR		
ADD	1-5	

[2] Damages Personal Property

Rips, tears or chews own clothing	1	2
Soils own property	1	2
Tears up own magazines, books, or other possessions	1	2
Other (specify: _____)	1	2
None of the above		
Total		

[3] Damages Others' Property

Rips, tears, or chews others' clothing	1	2
Soils others' property	1	2
Tears up others' magazines, books, or personal possessions	1	2
Other (specify: _____)	1	2
None of the above		
Total		

[4] Damages Public Property

Tears up magazines, books or other public property	1	2
Is overly rough with furniture (kicks, mutilates, knocks it down)	1	2
Breaks windows	1	2
Stuffs toilet with paper, towels or other solid objects that cause an overflow	1	2
Attempts to set fires	1	2
Other (specify: _____)	1	2
None of the above		
Total		

II. ANTISOCIAL BEHAVIOR

[6] Teases or Gossips About Others

Gossips about others	1	2
Tells untrue or exaggerated stories about others	1	2
Teases others	1	2
Picks on others	1	2
Makes fun of others	1	2
Other (specify: _____)	1	2
None of the above		
Total		

[7] Bosses and Manipulates Others

Tries to tell others what to do	1	2
Demands services from others	1	2
Pushes others around	1	2
Causes fights among other people	1	2
Manipulates others to get them in trouble	1	2
Other (specify: _____)	1	2
None of the above		
Total		

[8] Disrupts Others' Activities

Is always in the way	1	2
Interferes with others' activities, e.g., by blocking passage, upsetting wheelchairs, etc	1	2
Upsets others' work	1	2
Knocks around articles that others are working with, e.g., puzzles, card games, etc	1	2
Snatches things out of others' hands	1	2
Other (specify: _____)	1	2
None of the above		
Total		

Occasionally Frequently

[9] Is Inconsiderate of Others

Keeps temperature in public areas
uncomfortable for others, e.g., opens or
closes window, changes thermostat 1 2
Turns TV, radio or phonograph on too
loudly 1 2
Makes loud noises while others are reading 1 2
Talks too loudly 1 2
Sprawls over furniture or space needed
by others 1 2
Other (specify _____) 1 2
None of the above Total 1 2

[10] Shows Disrespect for Others' Property

Does not return things that were borrowed 1 2
Uses others' property without permission 1 2
Loses others' belongings 1 2
Damages others' property 1 2
Does not recognize the difference between
own and others' property 1 2
Other (specify _____) 1 2
None of the above Total 1 2

[11] Uses Angry Language

Uses hostile language, e.g., "stupid",
"jerk," "dirty pig," etc. 1 2
Swears, curses, or uses obscene language 1 2
Yells or screams threats of violence 1 2
Verbally threatens others, suggesting physical
violence 1 2
Other (specify _____) 1 2
None of the above Total 1 2

II. ANTISOCIAL BEHAVIOR

ADD
6-11

III. REBELLIOUS BEHAVIOR

Occasionally Frequently

[12] Ignores Regulations or Regular Routines

Has negative attitude toward rules but
usually conforms 1 2
Has to be forced to go through waiting
lines, e.g., lunch lines, ticket lines, etc. 1 2
Violates rules or regulations, e.g., eats in
restricted areas, disobeys traffic signals,
etc. 1 2
Refuses to participate in required activities,
e.g., work, school, etc. 1 2
Other (specify _____) 1 2
None of the above Total 1 2

[13] Resists Following Instructions,
Requests or Orders

Gets upset if given a direct order 1 2
Plays dead and does not follow instructions 1 2
Does not pay attention to instructions 1 2
Refuses to work on assigned subject 1 2
Hesitates for long periods before doing
assigned tasks 1 2
Does the opposite of what was requested 1 2
Other (specify _____) 1 2
None of the above Total 1 2

[14] Has Impudent or Rebellious
Attitude Toward Authority

Resents persons in authority, e.g.,
teachers, group leaders, ward personnel,
etc. 1 2
Is hostile toward people in authority 1 2
Mocks people in authority 1 2
Says that he can fire people in authority 1 2
Says relative will come to kill or harm
persons in authority 1 2
Other (specify _____) 1 2
None of the above Total 1 2

[15] Is Absent From, or Late For, the
Proper Assignments or Places

Is late to required places or activities 1 2
Fails to return to places where he is
supposed to be after leaving, e.g., going to
toilet, running an errand, etc. 1 2
Leaves place of required activity without
permission, e.g., work, class, etc. 1 2
Is absent from routine activities, e.g.,
work, class, etc. 1 2
Stays out late at night from home, hospital
ward, dormitory, etc. 1 2
Other (specify _____) 1 2
None of the above Total 1 2

Occasionally Frequently

[16] Runs Away or Attempts to Run Away

Attempts to run away from hospital, home, or school ground.	1	2
Runs away from group activities, e.g., picnics, school buses, etc.	1	2
Runs away from hospital, home, or school ground	1	2
Other (specify _____)	1	2
None of the above		
Total		

[17] Misbehaves in Group Settings

Interrupts group discussion by talking about unrelated topics	1	2
Disrupts games by refusing to follow rules	1	2
Disrupts group activities by making loud noises or by acting up	1	2
Does not stay in seat during lesson period, lunch period, or other group sessions	1	2
Other (specify _____)	1	2
None of the above		
Total		

III. REBELLIOUS BEHAVIOR

ADD

12-17

IV. UNTRUSTWORTHY BEHAVIOR

[18] Takes Others' Property Without Permission

Has been suspected of stealing	1	2
Takes others' belongings if not kept in place or locked	1	2
Takes others' belongings from pockets, purses, drawers, etc.	1	2
Takes others' belongings by opening or breaking locks	1	2
Other (specify _____)	1	2
None of the above		
Total		

[19] Lies or Cheats

Twists the truth to own advantage	1	2
Cheats in games, tests, assignments, etc.	1	2
Lies about situations	1	2
Lies about self	1	2
Lies about others	1	2
Other (specify _____)	1	2
None of the above		
Total		

IV. UNTRUSTWORTHY BEHAVIOR

ADD

18-19

V. WITHDRAWAL

[20] Is Inactive

Occasionally Frequently

Sits or stands in one position for a long period of time	1	2
Does nothing but sit and watch others	1	2
Falls asleep in a chair	1	2
Lies on the floor all day	1	2
Does not seem to react to anything	1	2
Other (specify _____)	1	2
None of the above		
Total		

[21] Is Withdrawn

Seems unaware of surroundings	1	2
Is difficult to reach or contact	1	2
Is apathetic and unresponsive in feeling	1	2
Has a blank stare	1	2
Has a fixed expression	1	2
Other (specify _____)	1	2
None of the above		
Total		

[22] Is Shy

Is timid and shy in social situations	1	2
Hides face in group situations, e.g., parties, informal gatherings, etc.	1	2
Does not mix well with others	1	2
Prefers to be alone	1	2
Other (specify _____)	1	2
None of the above		
Total		

V. WITHDRAWAL

ADD

20-22

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

[23] Has Stereotyped Behaviors

Drums fingers	1	2
Taps feet continually	1	2
Has hands constantly in motion	1	2
Slaps, scratches, or rubs self continually	1	2
Waves or shakes parts of the body repeatedly	1	2
Moves or rolls head back and forth	1	2
Rocks body back and forth	1	2
Paces the floor	1	2
Other (specify _____)	1	2
None of the above		
Total		

[24] Has Peculiar Posture or Odd Mannerisms

	Occasionally	Frequently
Holds head tilted	1	2
Sits with knees under chin	1	2
Walks on tiptoes	1	2
Lies on floor with feet up in the air	1	2
Walks with fingers in ears or with hands on head	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS ADD 23-24 →

VII. INAPPROPRIATE INTERPERSONAL MANNERS

[25] Has Inappropriate Interpersonal Manners

	Occasionally	Frequently
Talks too close to others' faces	1	2
Blows on others' faces	1	2
Burps at others	1	2
Kisses or licks others	1	2
Hugs or squeezes others	1	2
Touches others inappropriately	1	2
Hangs on to others and does not let go	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VII. INAPPROPRIATE INTERPERSONAL MANNERS ENTER 25 →

VIII. UNACCEPTABLE VOCAL HABITS

[26] Has Disturbing Vocal or Speech Habits

	Occasionally	Frequently
Giggles hysterically	1	2
Talks loudly or yells at others	1	2
Talks to self loudly	1	2
Laughs inappropriately	1	2
Makes growling, humming, or other unpleasant noises	1	2
Repeats a word or phrase over and over	1	2
Mimics others' speech	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VIII. UNACCEPTABLE VOCAL HABITS ENTER 26 →

IX. UNACCEPTABLE OR ECCENTRIC HABITS

Occasionally Frequently

[27] Has Strange And Unacceptable Habits

	Occasionally	Frequently
Smells everything	1	2
Inappropriately stuffs things in pockets, shirts, dresses or shoes	1	2
Pulls threads out of own clothing	1	2
Plays with things he is wearing, e.g., shoe string, buttons, etc.	1	2
Saves and wears unusual articles, e.g., safety pins, bottle caps, etc.	1	2
Hoards things, including tools	1	2
Plays with spit	1	2
Plays with feces or urine	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

[28] Has Unacceptable Oral Habits

	Occasionally	Frequently
Drools	1	2
Grinds teeth audibly	1	2
Spits on the floor	1	2
Bites fingernails	1	2
Chews or sucks fingers or other parts of the body	1	2
Chews or sucks clothing or other inedibles	1	2
Eats inedibles	1	2
Drinks from toilet stool	1	2
Puts everything in mouth	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

[29] Removes or Tears Off Own Clothing

	Occasionally	Frequently
Tears off buttons or zippers	1	2
Inappropriately removes shoes or socks	1	2
Undresses at the wrong times	1	2
Takes off all clothing while on the toilet	1	2
Tears off own clothing	1	2
Refuses to wear clothing	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

[30] Has Other Eccentric Habits and Tendencies

Is overly particular about places to sit or sleep	1	2
Stands in a favorite spot, e.g., by window, by door, etc.	1	2
Sits by anything that vibrates	1	2
Is afraid to climb stairs or to go down stairs	1	2
Does not want to be touched	1	2
Screams if touched	1	2
Other (specify _____)	1	2
None of the above		
Total		

IX. UNACCEPTABLE OR ECCENTRIC HABITS → ADD 27-30 →

X. SELF-ABUSIVE BEHAVIOR

[31] Does Physical Violence to Self

Bites or cuts self	1	2
Slaps or strikes self	1	2
Bangs head or other parts of the body against objects	1	2
Pulls own hair, ears, etc.	1	2
Scratches or picks self causing injury	1	2
Soils and smears self	1	2
Purposely provokes abuse from others	1	2
Picks at any sores he might have	1	2
Pokes objects in own ears, eyes, nose, or mouth	1	2
Other (specify _____)	1	2
None of the above		
Total		

X. SELF-ABUSIVE BEHAVIOR → ENTER 31 →

XI. HYPERACTIVE TENDENCIES

[32] Has Hyperactive Tendencies

Talks excessively	1	2
Will not sit still for any length of time	1	2
Constantly runs or jumps around the room or hall	1	2
Moves or fidgets constantly	1	2
Other (specify _____)	1	2
None of the above		
Total		

XI. HYPERACTIVE TENDENCIES → ENTER 32 →

[33] Engages in Inappropriate Masturbation

Has attempted to masturbate openly	1	2
Masturbates in front of others	1	2
Masturbates in group	1	2
Other (specify _____)	1	2
None of the above		
Total		

[34] Exposes Body Improperly

Exposes body unnecessarily after using toilet	1	2
Stands in public places with pants down or with dress up	1	2
Exposes body excessively during activities, e.g., playing, dancing, sitting, etc.	1	2
Undresses in public places, or in front of lighted windows	1	2
Other (specify _____)	1	2
None of the above		
Total		

[35] Has Homosexual Tendencies

Is sexually attracted to members of the same sex	1	2
Has approached others and attempted homosexual acts	1	2
Has engaged in homosexual activity	1	2
Other (specify _____)	1	2
None of the above		
Total		

[36] Sexual Behavior That is Socially Unacceptable

Is overly seductive in appearance or actions	1	2
Hugs or caresses too intensely in public	1	2
Needs watching with regard to sexual behavior	1	2
Lifts or unbuttons others' clothing to touch intimately	1	2
Has sexual relations in public places	1	2
Is overly aggressive sexually	1	2
Has raped others	1	2
Is easily taken advantage of sexually	1	2
Other (specify _____)	1	2
None of the above		
Total		

XII. SEXUALLY ABIRRRANT BEHAVIOR → ADD 33-36 →

XIII. PSYCHOLOGICAL DISTURBANCES

Occasionally Frequently

[37] Tends to Overestimate Own Abilities

Does not recognize own limitations 1 2

Has too high an opinion of self 1 2

Talks about future plans that are unrealistic 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[38] Reacts Poorly to Criticism

Does not talk when corrected 1 2

Withdraws or pouts when criticized 1 2

Becomes upset when criticized 1 2

Screams and cries when corrected 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[39] Reacts Poorly to Frustration

Blames own mistakes on others 1 2

Withdraws or pouts when thwarted 1 2

Becomes upset when thwarted 1 2

Throws temper tantrums when does not get own way 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[40] Demands Excessive Attention or Praise

Wants excessive praise 1 2

Is jealous of attention given to others 1 2

Demands excessive reassurance 1 2

Acts silly to gain attention 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[41] Seems To Feel Persecuted

Complains of unfairness, even when equal shares or privileges have been given 1 2

Complains, "Nobody loves me" 1 2

Says, "Everybody picks on me" 1 2

Says, "People talk about me" 1 2

Says, "People are against me" 1 2

Acts suspicious of people 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[42] Has Hypochondriacal Tendencies

Complains about imaginary physical ailments 1 2

Pretends to be ill 1 2

Acts sick after illness is over 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

[43] Has Other Signs of Emotional Instabilities

Changes mood without apparent reason 1 2

Complains of bad dreams 1 2

Cries out while asleep 1 2

Cries for no apparent reason 1 2

Seems to have no emotional control 1 2

Vomits when upset 1 2

Appears insecure or frightened in daily activities 1 2

Talks about people or things that cause unrealistic fears 1 2

Talks about suicide 1 2

Has made an attempt at suicide 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

XIII. PSYCHOLOGICAL DISTURBANCES

ADD
37-43

XIV. USE OF MEDICATIONS

[44] Use of Prescribed Medication

Uses tranquilizers 1 2

Uses sedatives 1 2

Uses anticonvulsant drugs 1 2

Uses stimulants 1 2

Other (specify _____) 1 2

None of the above

Total 1 2

XIV. USE OF MEDICATIONS

ENTER
44

RATER INFORMATION SHEET

NAME: _____

AGE: _____ SEX: _____

JOB CLASSIFICATION: _____

EDUCATION LEVEL: (Specify) _____

OTHER RELEVANT TRAINING: _____

LENGTH OF TIME WORKING AT GLENDALE LODGE:

(to April 1, 1980) _____

LENGTH OF TIME ON PREVIOUS LODGE: _____

Behavioral Checklist: Maladaptive Behaviour Profile

Administration:

1. Observer must familiarize self with operational definitions and items on the MBP Scale.
2. Complete Information at top of checklist before beginning.
3. Observe subject at 10 minute intervals.
4. Record behavior observed under "specify" in appropriate category.
5. Record the frequency of each behavior.
6. If behavior occurs more than 15 times in 10 minutes, record "C" for "continual".

BEHAVIORAL CHECKLIST

Subject's nos. _____

Lodge _____

Sex _____

Date _____

Time _____

Occasion

day shift _____

supper _____

Afternoon routine _____

activity _____

DOMAINS

Nos. of Occurrence

1. Aggression to Others
specify:
2. Self-Abusive
specify:
3. Damaging Property
specify:
4. Poor Coping with Frustration
specify;
5. Social Aggravation
specify:
6. Stereotypic Manners
specify:
7. Uncooperative
specify:
8. Sexual
specify:
9. Toilet/elimination
specity:
10. Other

APPENDIX B

TABLE B₁

Sex Frequency

	Absolute Frequency		Relative Frequency	
	<u>Population</u>	<u>Sample</u>	<u>Population</u>	<u>Sample</u>
Male	96	52	63.6	53.6
Female	55	45	36.4	46.4

population, N = 151 ambulatory adults

sample, N = 97

TABLE B₂

Age Distribution in Years

	<u>Population</u>	<u>Sample</u>
range	18.00-73.00	18.08-73.00
mean	32.5	33.71
medium	27.45	28.25

TABLE B₃

IQ Distribution

	<u>Population</u>	<u>Sample</u>
range	1-72	4-72
mean	19.29	21
median	15.94	17.50
missing cases	9	6
untestable	3	3
not reliable	1	0

TABLE B₄

IQ Tests Given and Frequency

	<u>Population</u>	<u>Sample</u>
not given	7.9	8.24
Stanford-Binet	31.8	34.02
WISC	0.7	1.03
WAIS	2.0	3.09
Cattel	42.4	38.14
Leiter	11.9	12.37
PPVT a	2.0	2.06
WAIS Verbal	1.3	1.03

TABLE B₅

Distribution by Etiology

	Relative frequency	
	<u>Population</u>	<u>Sample</u>
0 Following Infections and intoxications	8.7	7.29
1 Following trauma or physical agen	6.0	6.25
2 With disorders of metabolism or nutrition	3.3	3.13
3 Associated with gross brain disease (postnatal)	2.0	3.13
4 Unknown prenatal influences	22.7	29.17
5 With chromosomal abnormality	19.3	16.67
6 Gestational disorders	5.3	5.21
7 Psychiatric disorder	2.0	2.08
8 Environmental	0	0
9 Other	30.7	27.08

TABLE B₆

Level of Mental Retardation by Frequency

	Relative Frequency	
	<u>Population</u>	<u>Sample</u>
Borderline mental retardation	1.3	2.08
Mild mental retardation	2.0	3.13
Moderate mental retardation	7.3	9.48
Severe mental retardation	23.3	27.08
Profound mental retardation	66.0	58.33

TABLE B₇

Length of Institutionalization in months by Frequency

	<u>Population</u>	<u>Sample</u>
range	1 - 671.0	2 - 660.0
mean	138.40	161.75
median	104.00	113.50

TABLE B₈

Reason for Admittance

	Relative Frequency	
	<u>Population</u>	<u>Sample</u>
information not given	30.5	32.7
behavior	13.2	19.4
other than behavior	56.3	48.0

APPENDIX C

TABLE C1

Item analysis information for the ABS Part II (original)oby raters: Violent and Destructive Behavior.

Item	Mean		Standard Deviation		r domain		r total test		P*	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.73	.31	.84	.64	.67	.26	.57	.44	51.5	78.1
2	.09	.22	.29	.49	.07	.50	.08	.45	90.9	81.3
3	.00	.06	-.00	.25	.00	.37	.00	.44	100.0	93.8
4	.55	.63	.75	.71	.53	.33	.43	.41	60.6	50.0
5	.15	.16	.51	.45	.46	.55	.42	.44	90.9	87.5
6	.12	.19	.33	.54	.65	.06	.45	.01	87.9	87.5
7	.76	.50	.79	.67	.53	.57	.32	.52	45.5	59.4
8	.06	.22	.24	.49	.09	.11	.03	.06	93.9	81.3
9	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
10	.06	.03	.24	.18	.34	.21	.27	.09	93.9	96.9
11	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
12	.09	.0	.38	-.0	-.16	.0	.09	.0	93.9	100.0
13	.46	.56	.75	.76	.54	.35	.62	.38	69.7	59.4
14	.33	.41	.69	.62	.60	.33	.55	.48	78.8	65.6
15	.24	.31	.56	.64	.58	.46	.52	.42	81.8	78.1
16	.03	.06	.17	.25	-.13	-.14	-.21	-.11	97.0	93.8
17	.06	.06	.24	.25	.65	.04	.62	.18	93.9	93.8
18	.0	.09	-.0	.30	.0	-.06	.0	-.06	100.0	90.6
19	.12	.22	.42	.49	.51	.50	.56	.49	90.9	81.3
20	.0	.03	-.0	.18	.0	-.04	.0	.23	100.0	96.9
21	.12	.19	.42	.47	.51	.28	.56	.06	90.9	84.4
22	.36	.06	.74	.25	.41	.04	.50	.40	78.8	93.8
23	.03	.03	.17	.18	-.10	-.04	-.06	.00	97.0	96.9
24	.09	.03	.38	.18	-.17	-.04	-.15	-.07	93.9	96.9
25	.0	.03	-.0	.18	.0	-.04	.0	.23	100.0	96.9
26	.06	.03	.35	.18	.12	-.12	.10	-.24	97.0	96.9
27	.61	.78	.86	.83	.29	.49	.34	.53	63.6	46.9
28	.30	.06	.68	.25	.02	.13	-.10	-.01	81.8	93.8
29	.27	.19	.67	.47	.12	.23	.12	.11	84.8	84.4
30	.21	.34	.60	.65	.63	.07	.69	.12	87.9	75.0
31	.24	.13	.66	.42	.16	.31	.38	.40	87.9	90.6

* P = Percentage of subjects scoring zero

TABLE C2

Item analysis information for the ABS Part II (original): Antisocial Behavior

Item	Mean		Standard Dev.		r_{domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.0	.13	-.0	.42	.0	.37	.0	.13	100.0	90.6
2	.0	.25	-.0	.62	.0	.20	.0	.11	100.0	84.4
3	.27	.25	.63	.44	.44	.16	.42	-.07	81.8	75.0
4	.27	.22	.63	.49	.49	.07	.47	.07	81.8	81.3
5	.03	.03	.17	.18	.01	.08	-.06	.03	97.0	96.9
6	.06	.09	.35	.39	.14	.55	.09	.25	97.0	93.8
7	.30	.28	.68	.52	.12	.45	-.13	.18	81.8	75.0
8	.27	.22	.63	.55	-.04	.48	.06	.62	81.8	84.4
9	.36	.34	.67	.70	.63	.24	.69	.43	75.8	78.1
10	.0	.09	-.0	.30	.0	.18	.0	.34	100.0	90.6
11	.06	.03	.35	.18	.14	.52	.09	.23	97.0	96.9
12	.27	.0	.67	-.0	.25	.0	.57	.0	84.8	100.0
13	.15	.34	.51	.60	.55	.71	.43	.74	90.9	71.9
14	.03	.22	.17	.55	.26	.40	.34	.65	97.0	84.4
15	.0	.16	-.0	.52	.0	.35	.0	.52	100.0	90.6
16	.0	.03	-.0	.18	.0	.16	.0	.29	100.0	96.9
17	.27	.47	.55	.72	.45	.17	.61	.34	84.8	64.6
18	.0	.06	-.0	.35	.0	.49	.0	.23	100.0	96.9
19	.0	.09	-.0	.29	.0	-.06	.0	-.08	100.0	93.8
20	.06	.0	.24	-.0	.23	.0	-.01	.0	93.9	100.0
21	.18	.16	.53	.37	.11	.02	.11	-.21	87.9	84.4
22	.0	.16	-.0	.37	.0	.02	.0	-.10	100.0	84.4
23	.30	.13	.68	.42	.41	.11	.65	.18	81.8	90.6
24	.12	.03	.46	.18	.27	.20	.40	.09	93.9	96.9
25	.0	.03	-.0	.18	.0	.52	.0	.23	100.0	96.9
26	.09	.09	.38	.30	.11	.64	.32	.60	93.9	90.6
27	.0	.06	-.0	.25	.0	.53	.0	.23	100.0	93.8
28	.03	.06	.17	.25	-.04	.38	.06	.33	97.0	93.8
29	.18	.34	.58	.60	.23	.07	.44	.12	90.9	71.9
30	.12	.03	.49	.18	.36	.20	.53	.09	93.9	96.9
31	.15	.09	.44	.30	.09	.25	-.02	.15	87.9	90.6
32	.15	.19	.44	.40	.16	.41	-.05	.18	87.9	81.3
33	.06	.13	.35	.34	.22	.27	.04	.17	97.0	87.5
34	.12	.06	.42	.25	.25	.27	-.04	.26	90.9	93.8
35	.0	.03	-.0	.18	.0	.01	.0	.22	100.0	96.9

TABLE C3

Item analysis information for the ABS Part II (original): Rebellious Behavior

Items	Mean		Standard Dev.		r_{domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.79	.28	.82	.52	.53	.23	.48	.22	45.5	75.0
2	.09	.16	.38	.37	.09	.22	.11	-.11	93.9	84.4
3	.18	.03	.58	.18	.68	-.04	.66	-.25	90.9	96.9
4	.42	.31	.66	.54	.36	.14	.50	.01	66.7	71.9
5	.06	.03	.35	.18	.07	.18	.07	.09	97.0	96.9
6	.55	.31	.62	.54	.20	-.11	.15	.15	51.5	71.9
7	.15	.59	.44	.76	.47	-.18	.40	.01	87.9	56.3
8	.39	.81	.79	.82	.47	-.04	.63	.08	78.8	43.8
9	.06	.16	.24	.45	.12	.20	.02	.08	93.9	87.5
10	.59	.53	.80	.57	.40	.06	.35	-.07	69.7	50.0
11	.24	.13	.66	.34	.55	.32	.67	.12	87.9	87.5
12	.12	.13	.49	.42	.24	.31	.24	.42	93.9	90.6
13	.06	.06	.24	.25	.07	.31	.13	.49	93.9	93.8
14	.21	.19	.55	.47	.19	.34	.57	.34	84.8	84.4
15	.0	.13	-.0	.34	.0	.19	.0	.02	100.0	87.5
16	.03	.0	.17	-.0	.03	.0	-.03	.0	97.0	100.0
17	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
18	.06	.0	.35	-.0	.30	.0	.30	.0	97.0	100.0
19	.06	.13	.24	.34	.21	.04	.23	-.14	93.9	87.5
20	.03	.03	.17	.18	.07	.36	.10	.45	97.0	96.9
21	.09	.28	.38	.52	.34	.53	.23	.29	93.9	75.0
22	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
23	.06	.0	.35	-.0	-.05	.0	-.06	.0	97.0	100.0
24	.06	.09	.35	.30	.07	.10	-.01	.07	97.0	90.6
25	.24	.13	.56	.34	-.09	.07	-.07	.13	81.8	87.5
26	.09	.06	.38	.25	.02	.10	.04	-.26	93.9	93.8
27	.0	.06	-.0	.25	.0	-.02	.0	.12	100.0	93.8
28	.09	.16	.38	.52	.34	.01	.58	-.00	93.9	90.6
29	.0	.16	-.0	.45	.0	-.12	.0	.13	100.0	87.5
30	.0	.06	-.0	.25	.0	.19	.0	.39	100.0	93.8
31	.39	.04	.66	.62	.26	.33	.29	.58	69.7	65.6
32	.27	.22	.57	.42	.48	.05	.64	.18	78.8	78.1
33	.0	.19	-.0	.59	.0	.33	.0	.32	100.0	90.6

TABLE C4

Item analysis information for the ABS Part II (Original): Untrustworthy Behavior.

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.061	.34	.35	.75	.89	.35	-.03	.30	97.0	81.3
2	.15	.24	.51	.51	.56	.65	.10	.65	90.9	78.1
3	.09	.06	.38	.35	.78	.91	.00	.23	93.9	96.9
4	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
5	.15	.16	.51	.35	-.08	.91	.48	.23	90.9	96.9
6	.03	.13	.17	.42	.91	.73	-.03	.23	97.0	90.6
7	.0	.13	-.0	.34	.0	.45	.0	.06	100.0	87.5
8	.09	.03	.38	.18	.37	.92	.08	.23	93.9	96.9
9	.03	.06	.17	.25	.91	.72	-.03	.23	97.0	93.8
10	.03	.03	.17	.18	.91	.92	-.03	.23	97.0	96.9
11	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0

TABLE C5

Item analysis information for the ABS Part II (Original): Withdrawal

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.70	.88	.92	.94	.13	.59	-.40	-.15	60.6	50.0
2	.52	.50	.83	.76	.03	.50	.02	-.06	69.7	65.6
3	.49	.34	.75	.60	.48	.00	.40	.03	66.7	71.9
4	.18	.06	.53	.25	.24	.14	.54	.14	87.9	93.8
5	.15	.28	.51	.58	.66	.75	.40	.11	90.9	78.1
6	.06	.16	.35	.52	.13	.11	-.01	-.01	97.0	90.6
7	.09	.19	.38	.47	.34	.53	-.02	-.23	93.9	84.4
8	.21	.34	.55	.70	.59	.47	.23	-.06	84.8	78.1
9	.06	.25	.35	.62	.44	.56	-.01	.12	97.0	84.4
10	.06	.16	.35	.52	.44	.60	-.01	-.15	97.0	90.6
11	.09	.31	.38	.69	.08	.06	.30	.15	93.9	81.3
12	.12	.13	.49	.49	.23	.19	.16	.12	93.9	93.8
13	.12	.47	.42	.76	.07	.30	-.14	.12	90.9	68.8
14	.03	.22	.17	.61	.53	.28	.32	.09	97.0	87.5
15	.15	.59	.51	.80	.34	.45	.11	.14	90.9	59.4
16	.46	.63	.79	.87	.22	.43	.25	.21	72.7	62.5
17	.06	.0	.35	-.0	.13	.0	-.01	.0	97.0	100.0

TABLE C6

Item analysis information for the ABS Part II (original): Stereotyped Behavior and Odd Mannerisms.

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.12	.09	.49	.29	.18	-.20	-.22	-.18	93.9	93.8
2	.21	.0	.60	-.0	.32	.0	.14	.0	87.9	100.0
3	.58	.44	.87	.76	.57	.19	.11	.30	66.7	71.9
4	.55	.16	.87	.45	.58	.08	.28	.22	69.7	87.5
5	.42	.22	.79	.61	.60	.34	.20	.03	75.8	87.5
6	.18	.13	.58	.42	.29	.32	.33	.02	90.9	90.6
7	.39	.34	.79	.70	.32	.27	.09	-.20	78.8	78.1
8	.52	.28	.83	.63	.17	-.32	.18	.05	69.7	81.3
9	.52	.50	.87	.88	.19	.10	.12	-.19	72.7	75.0
10	.27	.03	.67	.18	.31	.28	.08	.01	84.8	96.9
11	.33	.13	.74	.42	.19	.17	.26	.08	81.8	90.6
12	.12	.09	.42	.39	.15	-.06	.23	-.07	90.9	93.8
13	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
14	.06	.0	.35	-.0	.10	.0	.34	.0	97.0	100.0
15	.36	.0	.78	-.0	.28	.0	.07	.0	81.8	100.0

TABLE C7

Item analysis information for the ABS Part II (original): Inappropriate Interpersonal Manners

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.12	.25	.49	.57	.25	.48	.01	.23	93.9	81.3
2	.0	.03	-.0	.18	.0	.49	.0	.29	100.0	96.9
3	.06	.16	.35	.52	.26	.22	.34	-.03	97.0	90.6
4	.18	.19	.53	.47	.23	.49	.14	.41	87.9	84.4
5	.30	.31	.68	.59	.52	.63	.26	.42	11.8	75.0
6	.03	.25	.17	.57	-.12	.60	-.21	.42	97.0	81.3
7	.55	.44	.87	.67	.56	.68	.57	.50	69.7	65.6
8	.12	.16	.49	.52	.04	-.13	.30	.10	93.9	90.6

TABLE C8

Item analysis information for the ABS Part II (original): Unacceptable Vocal Habits

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.33	.47	.74	.76	.06	.12	.54	.07	81.9	68.8
2	.21	.34	.55	.65	.15	.25	-.08	.30	84.8	75.0
3	.12	.41	.49	.76	.37	.38	-.04	.45	93.9	75.0
4	.24	.59	.61	.80	.14	.42	.39	.29	84.8	59.4
5	.64	.66	.93	.90	-.10	.19	.48	.14	66.7	62.5
6	.27	.59	.63	.76	.01	.38	.03	.35	81.8	56.3
7	.18	.41	.53	.71	-.08	.24	-.13	.40	87.9	71.9
8	.12	.0	.49	-.0	.22	.0	-.01	.0	93.9	100.0

TABLE C9

Item analysis information for the ABS Part II (original): Unacceptable or Eccentric Habits

Item	Mean		Standard Dev.		r_{domain}		r_{total}		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.09	.22	.29	.61	.34	.13	.41	.16	90.9	87.5
2	.09	.06	.38	.25	.30	.13	.27	.15	93.9	93.8
3	.03	.31	.17	.54	.62	.54	.53	.40	97.0	71.9
4	.46	.59	.83	.84	.50	.45	.51	.21	75.8	62.5
5	.09	.03	.38	.18	.38	.22	.32	.27	93.9	96.9
6	.21	.19	.60	.59	.80	-.07	.64	.40	87.9	90.6
7	.0	.09	-.0	.39	.0	.26	.0	.54	100.0	93.8
8	.09	.06	.38	.35	.53	.45	.43	.29	93.9	96.9
9	.18	.19	.58	.45	-.14	-.07	-.03	.20	90.9	87.5
10	.09	.13	.38	.50	.38	-.15	.32	-.01	93.9	93.8
11	.0	.25	-.0	.67	.0	-.05	.0	-.03	100.0	87.5
12	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
13	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
14	.21	.13	.600	.42	-.10	.32	.06	.33	87.9	90.6
15	.09	.19	.38	.54	.20	.70	.17	.41	93.9	87.5
16	.06	.13	.35	.49	.60	.29	.53	.18	97.0	93.8
17	.12	.06	.49	.25	.49	.35	.34	.02	93.9	93.8
18	.06	.06	.35	.35	-.06	-.04	-.06	-.04	97.0	96.9
19	.21	.19	.60	.54	.38	-.27	.49	.07	87.9	87.5
20	.12	.25	.42	.57	.37	.30	.33	.30	90.9	81.3
21	.33	.53	.69	.88	.37	.23	.52	.23	78.8	71.9
22	.33	.28	.74	.52	.70	.62	.73	.37	81.8	75.0
23	.09	.0	.29	-.0	.54	.0	.58	.0	90.9	100.0
24	.09	.16	.29	.45	.05	.20	-.04	.47	90.9	87.5
25	.21	.13	.55	.42	.23	.01	.25	.11	84.8	90.6
26	.03	.09	.17	.39	.10	.51	-.06	.33	97.0	93.8
27	.52	.75	.87	.92	.24	.00	.24	-.14	72.7	56.3
28	.27	.19	.64	.54	.16	-.14	.20	.13	84.8	87.5
29	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
30	.091	.22	.28	.61	-.02	-.14	.0	-.24	93.9	87.5
31	.27	.41	.63	.71	.16	.03	.00	.01	81.8	71.9
32	.18	.13	.58	.34	.25	.01	.12	-.03	90.9	87.5
33	.30	.06	.73	.35	.46	.45	.57	.22	84.8	96.9

TABLE C10

Item analysis information for the ABS Part II (original): Self-Abusive Behavior

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.18	.25	.53	.62	.18	.37	.44	.26	87.9	84.4
2	.52	.47	.83	.72	.43	.40	.50	.46	69.7	65.6
3	.39	.22	.75	.49	.59	.12	.58	.17	75.8	81.3
4	.12	.16	.42	.52	.39	.30	.49	.42	90.9	90.6
5	.42	.53	.71	.76	.27	.39	.94	.27	69.7	62.5
6	.33	.22	.69	.49	.55	.22	.66	.47	78.8	81.3
7	.09	.09	.38	.39	.29	.48	.32	.50	93.9	93.8
8	.15	.47	.44	.80	.22	.36	.14	.36	87.9	71.9
9	.06	.0	.35	-.0	-.15	.0	-.06	.0	97.0	100.0
10	.06	.124	.35	.49	.12	.32	.07	.40	97.0	93.8

TABLE C11

Item analysis information for the ABS Part II (original): Hyperactive

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.18	.38	.53	.66	-.01	.17	.00	.26	87.9	71.9
2	.64	.53	.93	.84	.70	.66	.59	.36	66.7	68.8
3	.27	.28	.63	.58	.46	.59	.52	.37	81.8	78.1
4	.36	.66	.78	.79	.54	.53	.58	.25	81.8	53.1
5	.12	.0	.49	-.0	.07	.0	.35	.0	93.9	100.0

TABLE C12

Item analysis information for the ABS Part II (original): Sexually Aberrant Behavior

Item	Mean		Standard Deviation		r domain		r total test		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.12	.28	.42	.68	-.01	.21	.13	.18	90.9	84.4
2	.27	.53	.67	.80	.52	.15	.45	.01	84.8	65.6
3	.0	.06	-.0	.35	.0	-.17	.0	-.15	100.0	96.9
4	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
5	.24	.28	.56	.58	-.05	-.06	.63	.45	81.8	78.1
6	.18	.03	.53	.18	.50	.16	.48	.27	87.9	96.9
7	.06	.03	.35	.18	.74	-.06	.20	.03	97.0	96.9
8	.18	.03	.53	.18	.50	.16	.41	.27	87.9	96.9
9	.03	.13	.17	.49	.09	.01	-.06	.23	97.0	93.8
10	.15	.06	.51	.35	.62	.17	.11	.11	90.9	96.9
11	.15	.0	-.44	-.0	.71	.0	.03	.0	87.9	100.0
12	.06	.0	.35	-.0	.16	.0	-.06	.0	97.0	100.0
13	.09	.0	.38	-.0	.13	.0	-.08	.0	93.9	100.0
14	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
15	.09	.13	.38	.34	.66	.19	.16	.38	93.9	87.5
16	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
17	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
18	.0	.0	.0	-.0	.0	.0	.0	.0	100.0	100.0
19	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
20	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
21	.03	.0	.17	-.0	-.04	.0	-.06	.0	97.0	100.0
22	.0	.03	-.0	.18	.0	.40	.0	.29	100.0	96.9

TABLE C13

Item analysis information for the ABS Part II (original): Psychiatric Disturbance.

Item	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.06	.13	.35	.42	.24	.48	.04	.37	97.0	90.6
2	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
3	.0	.09	-.0	.39	.0	.41	.0	.26	100.0	93.8
4	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
5	.0	.13	-.0	.42	.0	-.05	.0	.04	100.0	90.6
6	.09	.47	.38	.67	.37	.22	.05	.29	93.9	62.5
7	.55	.47	.75	.62	.47	.58	.11	.37	60.6	59.4
8	.09	.28	.38	.46	.23	.17	.35	.15	93.9	71.9
9	.12	.0	.59	-.0	.21	.0	-.01	.0	93.9	100.0
10	.06	.09	.35	.39	.24	.43	.04	.42	97.0	93.8
11	.15	.19	.51	.40	.17	.26	.27	.22	90.9	81.3
12	.82	.53	.92	.72	.43	.45	.71	.48	51.5	59.4
13	.52	.53	.76	.72	-.01	.27	.29	.23	63.6	59.4
14	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
15	.12	.16	.42	.45	.40	.55	.04	.64	90.9	87.5
16	.18	.19	.53	.47	.22	.58	-.06	.60	87.9	84.4
17	.27	.16	.67	.45	.40	.64	.09	.55	84.8	87.5
18	.36	.44	.65	.76	.15	.32	.43	.35	72.7	71.9
19	.42	.16	.83	.52	.02	-.15	.24	-.10	78.8	90.6
20	.06	.06	.24	.25	.23	.58	-.09	.36	93.9	93.8
21	.03	.03	.17	.18	.32	-.23	-.03	-.15	97.0	96.9
22	.06	.03	.24	.18	.21	.36	-.06	.23	93.9	96.9
23	.06	.06	.24	.35	.21	.33	-.06	.23	93.9	96.9
24	.03	.03	.17	.18	.32	.36	-.03	.23	97.0	96.9
25	.0	.03	-.0	.18	.0	.36	.0	.23	100.0	96.9
26	.03	.0	.17	-.0	-.03	.0	-.06	.0	97.0	100.0
27	.15	.28	.44	.63	.13	.14	-.10	.20	87.9	81.3
28	.18	.13	.53	.34	.18	.15	-.03	.12	87.9	87.5
29	.03	.03	.17	.18	.12	.28	-.06	.32	97.0	96.9
30	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
31	.79	.94	.89	.95	.58	.40	.54	.54	51.5	46.9
32	.0	.03	-.0	.18	.0	.36	.0	.23	100.0	96.9
33	.0	.06	-.0	.35	.0	-.05	.0	-.02	100.0	96.9
34	.15	.41	.51	.76	.10	-.10	.26	-.00	90.9	75.0
35	.03	.06	.17	.25	.16	.52	.04	.52	97.0	93.8
36	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
37	.12	.19	.42	.47	.03	-.18	.16	-.22	90.9	84.4
38	.06	.0	.24	-.0	.01	.0	-.18	.0	93.9	100.0
39	.06	.03	.35	.18	.24	.43	.04	.27	97.0	96.9
40	.0	.0	-.0	-.0	.0	.0	.0	.0	100.0	100.0
41	.18	.0	.58	-.0	.29	.0	.16	.0	90.9	100.0

PART TWO

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

		Occasionally	Frequently			Occasionally	Frequently
[1] Threatens or Does Physical Violence							
@ # *	Uses threatening gestures	1	2	@ # *	Cries and screams	1	2
@ #	Indirectly causes injury to others	1	2	@ # *	Stamps feet while banging objects or slamming doors, etc.	1	2
*	Spits on others	1	2	@ # *	Stamps feet, screaming and yelling	1	2
	Pushes, scratches or pinches others	1	2	@ # *	Throws self on floor, screaming and yelling	1	2
@ #	Pulls others' hair, ears, etc.	1	2		Other (specify _____)	1	2
@ # *	Bites others	1	2		None of the above	Total	1 2
@ # *	Kicks, strikes or slaps others	1	2				
	Throws objects at others	1	2				
	Chokes others	1	2				
#	Uses objects as weapons against others	1	2				
@ #	Hurts animals	1	2				
	Other (specify _____)	1	2				
	None of the above	Total	1 2				

I. VIOLENT AND
DESTRUCTIVE BEHAVIOR

ADD
1-5

II. ANTISOCIAL BEHAVIOR

[2] Damages Personal Property							
@ *	Rips, tears or chews own clothing	1	2	@ #	Gossips about others	1	2
@ *	Soils own property	1	2	@ #	Tells untrue or exaggerated stories about others	1	2
@ #	Tears up own magazines, books, or other possessions	1	2	@ # *	Teases others	1	2
	Other (specify _____)	1	2	@ #	Picks on others	1	2
	None of the above	Total	1 2	@ #	Makes fun of others	1	2
					Other (specify _____)	1	2
					None of the above	Total	1 2
[3] Damages Others' Property							
	Rips, tears, or chews others' clothing	1	2	@ # *	Tries to tell others what to do	1	2
	Soils others' property	1	2	@ # *	Demands services from others	1	2
	Tears up others' magazines, books, or personal possessions	1	2	@ #	Pushes others around	1	2
	Other (specify _____)	1	2	@ #	Causes fights among other people	1	2
	None of the above	Total	1 2	@ #	Manipulates others to get them in trouble	1	2
					Other (specify _____)	1	2
					None of the above	Total	1 2
[4] Damages Public Property							
	Tears up magazines, books or other public property	1	2	@ # *	Is always in the way	1	2
@ #	Is overly rough with furniture (kicks, mutilates, knocks it down)	1	2	@ #	Interferes with others' activities, e.g., by blocking passage, upsetting wheelchairs, etc.	1	2
@	Breaks windows	1	2	@ #	Upsets others' work	1	2
@ #	Stuffs toilet with paper, towels or other solid objects that cause an overflow	1	2	@ # *	Knocks around articles that others are working with, e.g., puzzles, card games, etc.	1	2
	Attempts to set fires	1	2	#	Snatches things out of others' hands	1	2
	Other (specify _____)	1	2		Other (specify _____)	1	2
	None of the above	Total	1 2		None of the above	Total	1 2

12

@ = item to domain correlations that meet the .40 discrimination index
= item to total test correlations that meet the .40 discrimination index
* = items that fall within the .15 to .85 difficulty range

INSTRUCTIONS FOR PART TWO

Part Two contains only one type of item. The following is an example.

[2] Damages Personal Property	Occasionally	Frequently
Rips, tears, or chews own clothing	(1)	2
Soils own property	1	(2)
Tears up own magazines, books, or other possessions	1	(2)
Other (specify _____)	1	2
_____ None of the above	Total 1	4

Select those of the statements which are true of the individual being evaluated, and circle (1) if the behavior occurs occasionally, or (2) if it occurs frequently. Check "None of the Above" where appropriate. In scoring, total each column on the bottom (Total) line, and enter the sum of these totals in the circle to the right. When "None of the above" is checked, enter 0 in the circle to the right. In the above example, the first statement is true occasionally, and the last two statements are true frequently; therefore, a score of 5 has been entered.

"Occasionally" signifies that the behavior occurs once in a while, or now and then, and "Frequently" signifies that the behavior occurs quite often, or habitually.

Use the space for "Other" when:

1. The person has related behavior problems *in addition* to those circled.
2. The person has behavior problems that are *not* covered by any of the examples listed.

The behavior listed under "Other" must be a specific example of the behavior problem stated in the item.

Some of the items in Part Two describe behaviors which need not be considered maladaptive for very young children (for example, pushing others). The question of whether a given behavior is adaptive or maladaptive depends on the way that particular behavior is viewed by people in our society. Nonetheless, in completing this Scale you are asked to record a person's behavior as accurately as possible, ignoring, for the moment, your personal biases; then, when you later interpret the impact of the reported behaviors, you should take into consideration societal attitudes.

Occasionally Frequently

[9] Is Inconsiderate of Others

Keeps temperature in public areas
uncomfortable for others, e.g., opens or
closes window, changes thermostat
@ # Turns TV, radio or phonograph on too
loudly 1 2 @ # *
@ # Makes loud noises while others are reading 1 2
@ # Talks too loudly 1 2
@ # Sprawls over furniture or space needed
by others 1 2
Other (specify _____) 1 2
None of the above Total 2 @ # *

[10] Shows Disrespect for Others' Property

@ # Does not return things that were borrowed 1 2
@ # Uses others' property without permission 1 2
@ # Loves others' belongings 1 2
@ # Damages others' property 1 2
@ # Does not recognize the difference between
own and others' property 1 2 @ # *
Other (specify _____) 1 2 @ # *
None of the above Total 2 @ # *

[11] Uses Angry Language

@ # Uses hostile language, e.g., "stupid",
"jerk," "dirty pig," etc. 1 2
@ # Swears, curses, or uses obscene language 1 2
@ # Yells or screams threats of violence 1 2
@ # Verbally threatens others, suggesting physical
violence 1 2
Other (specify _____) 1 2
None of the above Total 2 #

II. ANTISOCIAL BEHAVIOR

ADD

6-11

@

III: REBELLIOUS BEHAVIOR

Occasionally Frequently

[12] Ignores Regulations or Regular Routines

Has negative attitude toward rules but
usually conforms 1 2
Has to be forced to go through waiting
lines, e.g., lunch lines, ticket lines, etc. 1 2
Violates rules or regulations, e.g., eats in
restricted areas, disobeys traffic signals,
etc. 1 2
Refuses to participate in required activities,
e.g., work, school, etc. 1 2
Other (specify _____) 1 2
None of the above Total 2

[13] Resists Following Instructions,
Requests or Orders

Gets upset if given a direct order 1 2
Plays dead and does not follow instructions 1 2
Does not pay attention to instructions 1 2
Refuses to work on assigned subject 1 2
Hesitates for long periods before doing
assigned tasks 1 2
Does the opposite of what was requested 1 2
Other (specify _____) 1 2
None of the above Total 2

[14] Has Impudent or Rebellious
Attitude Toward Authority

Resents persons in authority, e.g.,
teachers, group leaders, ward personnel,
etc. 1 2
Is hostile toward people in authority 1 2
Mocks people in authority 1 2
Says that he can fire people in authority 1 2
Says relative will come to kill or harm
persons in authority 1 2
Other (specify _____) 1 2
None of the above Total 2

[15] Is Absent From, or Late For, the
Proper Assignments or Places

@ Is late to required places or activities 1 2
Fails to return to places where he is
supposed to be after leaving, e.g., going to
toilet, running an errand, etc. 1 2
@ Leaves place of required activity without
permission, e.g., work, class, etc. 1 2
Is absent from routine activities, e.g.,
work, class, etc. 1 2
Stays out late at night from home, hospital
ward, dormitory, etc. 1 2
Other (specify _____) 1 2
None of the above Total 2

Occasionally Frequently

[16] Runs Away or Attempts to Run Away

* Attempts to run away from hospital, home, or school ground	1	2
Runs away from group activities, e.g., picnics, school buses, etc.	1	2
# Runs away from hospital, home, or school ground	1	2
Other (specify _____)	1	2
None of the above		
Total		

[17] Misbehaves in Group Settings

@ # Interrupts group discussion by talking about unrelated topics	1	2
# * Disrupts games by refusing to follow rules	1	2
# * Disrupts group activities by making loud noises or by acting up	1	2
# * Does not stay in seat during lesson period, lunch period, or other group sessions	1	2
Other (specify _____)	1	2
None of the above		
Total		

III. REBELLIOUS BEHAVIOR

ADD

12-17

IV. UNTRUSTWORTHY BEHAVIOR

[18] Takes Others' Property Without Permission

@ # Has been suspected of stealing	1	2
# * Takes others' belongings if not kept in place or locked	1	2
@ # Takes others' belongings from pockets, purses, drawers, etc.	1	2
# Takes others' belongings by opening or breaking locks	1	2
Other (specify _____)	1	2
None of the above		
Total		

[19] Lies or Cheats

@ Twists the truth to own advantage	1	2
@ Cheats in games, tests, assignments, etc.	1	2
@ Lies about situations	1	2
@ Lies about self	1	2
@ Lies about others	1	2
Other (specify _____)	1	2
None of the above		
Total		

IV. UNTRUSTWORTHY BEHAVIOR

ADD

18-19

V. WITHDRAWAL

[20] Is Inactive

Occasionally Frequently

Sits or stands in one position for a long period of time	1	2
Does nothing but sit and watch others	1	2
Falls asleep in a chair	1	2
Lies on the floor all day	1	2
Does not seem to react to anything	1	2
Other (specify _____)	1	2
None of the above		
Total		

[21] Is Withdrawn

Seems unaware of surroundings	1	2
Is difficult to reach or contact	1	2
Is apathetic and unresponsive in feeling	1	2
Has a blank stare	1	2
Has a fixed expression	1	2
Other (specify _____)	1	2
None of the above		
Total		

[22] Is Shy

Is timid and shy in social situations	1	2
Hides face in group situations, e.g., parties, informal gatherings, etc.	1	2
Does not mix well with others	1	2
Pretends to be alone	1	2
Other (specify _____)	1	2
None of the above		
Total		

V. WITHDRAWAL

ADD

20-22

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS

[23] Has Stereotyped Behaviors

Drums fingers	1	2
Taps feet continually	1	2
Has hands constantly in motion	1	2
Slaps, scratches, or rubs self continually	1	2
Waves or shakes parts of the body repeatedly	1	2
Moves or rolls head back and forth	1	2
Rocks body back and forth	1	2
Paces the floor	1	2
Other (specify _____)	1	2
None of the above		
Total		

[24] Has Peculiar Posture or Odd Mannerisms

	Occasionally	Frequently
Holds head tilted	1	2
Sits with knees under chin	1	2
Walks on tiptoes	1	2
Lies on floor with feet up in the air	1	2
Walks with fingers in ears or with hands on head	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS → ADD 23-24 → @

VII. INAPPROPRIATE INTERPERSONAL MANNERS

[25] Has Inappropriate Interpersonal Manners

	Occasionally	Frequently
# Talks too close to others' faces	1	2
# Stares at others' faces	1	2
# Burps at others	1	2
# Kisses or licks others	1	2
@ # * Hugs or squeezes others	1	2
@ # Touches others inappropriately	1	2
@ Hangs on to others and does not let go	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VII. INAPPROPRIATE INTERPERSONAL MANNERS → ENTER 25 → @

VIII. UNACCEPTABLE VOCAL HABITS

[26] Has Disturbing Vocal or Speech Habits

	Occasionally	Frequently
Giggles hysterically	1	2
# Talks loudly or yells at others	1	2
# Talks to self loudly	1	2
@ # * Laughs inappropriately	1	2
@ # * Makes growling, humming, or other unpleasant noises	1	2
@ Repeats a word or phrase over and over	1	2
Mimics others' speech	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

VIII. UNACCEPTABLE VOCAL HABITS → ENTER 26 → @

IX. UNACCEPTABLE OR ECCENTRIC HABITS

[27] Has Strange And Unacceptable Habits

	Occasionally	Frequently
Smells everything	1	2
Inappropriately stuffs things in pockets (shirts, dresses or shoes)	1	2
Pulls threads out of own clothing	1	2
Plays with things he is wearing, e.g., shoe string, buttons, etc	1	2
Saves and wears unusual articles, e.g., safety pins, bottle caps, etc	1	2
Hoards things, including foods	1	2
Plays with spit	1	2
Plays with feces or urine	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

[28] Has Unacceptable Oral Habits

	Occasionally	Frequently
Drools	1	2
Grinds teeth audibly	1	2
Spits on the floor	1	2
Bites fingernails	1	2
Chews or sucks fingers or other parts of the body	1	2
Chews or sucks clothing or other inedibles	1	2
Eats inedibles	1	2
Drinks from toilet stool	1	2
Puts everything in mouth	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

[29] Removes or Tears Off Own Clothing

	Occasionally	Frequently
Tears off buttons or zippers	1	2
Inappropriately removes shoes or socks	1	2
Undresses at the wrong times	1	2
Takes off all clothing while on the toilet	1	2
Tears off own clothing	1	2
Refuses to wear clothing	1	2
Other (specify _____)	1	2
None of the above		
Total	1	2

Occasionally Frequently

[30] Has Other Eccentric Habits and Tendencies

* Is overly particular about places to sit or sleep 1 2
 * Stands in a favorite spot, e.g., by window, by door, etc. 1 2
 Sits by anything that vibrates 1 2
 Is afraid to climb stairs or to go down stairs 1 2
 Does not want to be touched 1 2
 Screams if touched 1 2
 Other (specify) 1 2
 _____ None of the above

Total

IX. UNACCEPTABLE OR ECCENTRIC HABITS

ADD 27-30

@ #

X. SELF-ABUSIVE BEHAVIOR

[31] Does Physical Violence to Self

Bites or cuts self 1 2
 * Slaps or strikes self 1 2
 # * Bangs head or other parts of the body against objects 1 2
 @ # Pulls own hair, ears, etc. 1 2
 @ Scratches or picks self causing injury 1 2
 Soils and smears self 1 2
 Purposely provokes abuse from others 1 2
 Picks at any sores he might have 1 2
 Pokes objects in own ears, eyes, nose, or mouth 1 2
 Other (specify) 1 2
 _____ None of the above

Total

X. SELF-ABUSIVE BEHAVIOR

ENTER 31

XI. HYPERACTIVE TENDENCIES

[32] Has Hyperactive Tendencies

Talks excessively 1 2
 @ * Will not sit still for any length of time 1 2
 Constantly runs or jumps around the room or hall 1 2
 @ * Moves or fidgets constantly 1 2
 Other (specify) 1 2
 _____ None of the above

Total

XI. HYPERACTIVE TENDENCIES

ENTER 32

XII. SEXUALLY ABERRANT BEHAVIOR

Occasionally Frequently

[33] Engages in Inappropriate Masturbation

* Has attempted to masturbate openly 1 2
 Masturbates in front of others 1 2
 Masturbates in group 1 2
 Other (specify) 1 2
 _____ None of the above

Total

[34] Exposes Body Improperly

Exposes body unnecessarily after using toilet 1 2
 Stands in public places with pants down or with dress up 1 2
 Exposes body excessively during activities, e.g., playing, dancing, sitting, etc. 1 2
 Undresses in public places, or in front of lighted windows 1 2
 Other (specify) 1 2
 _____ None of the above

Total

[35] Has Homosexual Tendencies

Is sexually attracted to members of the same sex 1 2
 Has approached others and attempted homosexual acts 1 2
 Has engaged in homosexual activity 1 2
 Other (specify) 1 2
 _____ None of the above

Total

[36] Sexual Behavior That Is Socially Unacceptable

Is overly seductive in appearance or actions 1 2
 Hugs or caresses too intensely in public 1 2
 Needs watching with regard to sexual behavior 1 2
 Lifts or unbuttons others' clothing to touch intimately 1 2
 Has sexual relations in public places 1 2
 Is overly aggressive sexually 1 2
 Has raped others 1 2
 Is easily taken advantage of sexually 1 2
 Other (specify) 1 2
 _____ None of the above

Total

XII. SEXUALLY ABERRANT BEHAVIOR

ADD 33-36

XIII. PSYCHOLOGICAL DISTURBANCES

	Occasionally	Frequently	
[37] Tends to Overestimate Own Abilities			
@ # Does not recognize own limitations	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Has too high an opinion of self	1	2	
@ # Talks about future plans that are unrealistic	1	2	
Other (specify _____)	1	2	
None of the above	Total		
[38] Reacts Poorly to Criticism			
@ # Does not talk when corrected	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Withdraws or pouts when criticized	1	2	
@ # Becomes upset when criticized	1	2	
@ # Screams and cries when corrected	1	2	
Other (specify _____)	1	2	
None of the above	Total		
[39] Reacts Poorly to Frustration			
@ # Blames own mistakes on others	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Withdraws or pouts when thwarted	1	2	
@ # Becomes upset when thwarted	1	2	
@ # Shows temper tantrums when does not get own way	1	2	
Other (specify _____)	1	2	
None of the above	Total		
[40] Demands Excessive Attention or Praise			
@ # Wants excessive praise	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Is jealous of attention given to others	1	2	
@ # Demands excessive reassurance	1	2	
@ # Acts silly to gain attention	1	2	
Other (specify _____)	1	2	
None of the above	Total		
[41] Seems To Feel Persecuted			
@ # Complains of unfairness, even when equal shares or privileges have been given	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Complains, "Nobody loves me"	1	2	
@ # Says, "Everybody picks on me"	1	2	
@ # Says, "People talk about me"	1	2	
@ # Says, "People are against me"	1	2	
@ # Acts suspicious of people	1	2	
Other (specify _____)	1	2	
None of the above	Total		
[42] Has Hypochondriacal Tendencies			
@ # *Complains about imaginary physical ailments	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Pretends to be ill	1	2	
@ # Acts sick after illness is over	1	2	
@ # Other (specify _____)	1	2	
None of the above	Total		
[43] Has Other Signs of Emotional Instabilities			
@ # *Changes mood without apparent reason	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Complains of bad dreams	1	2	
@ # Cries out while asleep	1	2	
@ # Cries for no apparent reason	1	2	
@ # Seems to have no emotional control	1	2	
@ # Vomits when upset	1	2	
@ # Appears insecure or frightened in daily activities	1	2	
@ # Talks about people or things that cause unrealistic fears	1	2	
@ # Talks about suicide	1	2	
@ # Has made an attempt at suicide	1	2	
Other (specify _____)	1	2	
None of the above	Total		
XIII. PSYCHOLOGICAL DISTURBANCES			
		ADD	37-43
<div style="border: 1px solid black; width: 40px; height: 20px; float: right;"></div>			
XIV. USE OF MEDICATIONS			
[44] Use of Prescribed Medication			
@ # Uses tranquilizers	1	2	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto;"></div>
@ # Uses sedatives	1	2	
@ # Uses anticonvulsant drugs	1	2	
@ # Uses stimulants	1	2	
Other (specify _____)	1	2	
None of the above	Total		
XIV. USE OF MEDICATIONS			
		ENTER	44
<div style="border: 1px solid black; width: 40px; height: 20px; float: right;"></div>			

APPENDIX D

TABLE D1

Item analysis information for the ABS Part II (modified): Violent and Destructive Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.45	.57	.97	1.1	.38	.49	.50	.55	79.6	75.5
2	.26	.21	.78	.69	.44	.44	.27	.42	88.8	88.8
3	.09	.09	.46	.43	.34	.27	.20	.28	95.9	94.9
4	.67	.71	1.23	1.25	.36	.32	.25	.31	73.5	72.4
5	.36	.25	1.01	.78	.40	.40	.23	.32	87.8	89.9
6	.17	.27	.64	.73	.31	.32	.11	.17	92.9	85.7
7	.78	.81	1.19	1.15	.34	.45	.24	.44	92.9	85.7
8	.28	.13	.78	.51	-.4	.30	.34	.22	87.8	92.9
9	.05	.03	.30	.23	.34	.37	.29	.28	96.9	98.0
10	.04	.02	.32	.14	.38	.30	.31	.49	98.0	98.0
11	.0	.01	.0	.10	.0	.40	.0	.49	100.0	99.0
12	.06	.10	.35	.53	-.12	-.13	-.03	-.04	96.9	95.9
13	.65	.50	1.21	1.06	.45	.33	.39	.33	74.5	77.6
14	.55	.62	1.27	1.21	.23	.27	.23	.18	82.7	75.5
15	.31	.30	.92	.93	.41	.36	.41	.44	88.8	89.8
16	.06	.0	.35	.0	-.01	.0	-.09	.0	96.9	100.0
17	.20	.18	.73	.71	.38	.23	.31	.28	91.8	91.8
18	.04	.12	.40	.65	.14	.25	.19	.26	99.0	95.9
19	.25	.24	.84	.79	.30	.30	.32	.36	90.8	90.8
20	.04	.0	.28	.0	-.06	.0	-.08	.0	98.0	100.0
21	.26	.13	.80	.55	.45	.23	.45	.18	89.8	92.9
22	.27	.16	.75	.53	.42	.36	.34	.25	86.7	90.8
23	.01	.09	.10	.43	-.02	.03	-.03	.14	99.0	94.9
24	.11	.18	.47	.37	.03	.20	.01	.17	93.9	94.9
25	.01	.01	.10	.10	-.00	.40	.15	.49	99.0	99.0
26	.11	.0	.54	.0	.09	.0	-.04	.0	94.9	100.0
27	.92	.96	1.33	1.41	.26	.46	.40	.48	64.3	65.3
28	.29	.28	.85	.74	.29	.35	.36	.37	88.8	86.7
29	.52	.50	1.09	.98	.32	.43	.30	.40	79.6	76.5
30	.33	.38	.86	.93	.31	.46	.18	.50	86.7	84.7
31	.25	.11	.80	.52	-.08	-.08	-.04	-.04	90.8	93.9

TABLE D2

Item analysis information for the ABS Part II (modified): Antisocial Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.26	.22	.89	.84	.28	.39	.22	.25	91.8	92.9
2	.26	.27	.88	.78	.56	.55	.43	.43	91.8	88.8
3	.50	.69	1.18	1.33	.32	.48	.28	.34	83.7	76.5
4	.24	.27	.86	.83	.49	.43	.53	.44	92.9	89.8
5	.06	.19	.43	.74	.10	.31	.12	.18	98.0	92.9
6	.03	.0	.30	.0	.01	.0	.02	.0	99.0	100.0
7	.41	.51	1.24	1.16	.66	.58	.51	.46	84.7	82.7
8	.37	.47	1.05	1.20	.48	.45	.41	.36	88.8	85.7
9	.41	.25	1.02	.84	.37	.15	.43	.16	84.7	90.8
10	.14	.17	.64	.63	.50	.53	.38	.37	94.9	91.8
11	.19	.14	.74	.59	.58	.62	.54	.45	92.9	93.9
12	.02	.08	.20	.57	-.00	.10	.08	.11	99.0	98.0
13	.35	.20	1.02	.85	.28	.36	.26	.32	88.8	93.9
14	.11	.19	.59	.74	.43	.16	.29	.26	95.9	92.9
15	.14	.14	.59	.59	.52	.43	.50	.29	93.9	93.9
16	.12	.12	.56	.56	.36	.26	.27	.21	94.9	94.9
17	.41	.48	1.03	1.14	.28	.38	.46	.50	84.7	83.7
18	.04	.12	.40	.69	-.03	.00	.05	-.04	99.0	96.9
19	0.0	.15	-.00	.72	0.0	.22	0.0	.12	100.0	94.9
20	.12	.30	.61	.99	.30	.52	.24	.29	95.9	90.8
21	.26	.34	.88	1.05	.15	.39	.17	.28	91.8	89.8
22	.31	.34	1.0	1.07	.66	.50	.52	.34	90.8	89.8
23	.27	.17	.82	.76	.36	.42	.30	.37	89.8	93.9
24	.06	.12	.43	.69	-.06	.09	.00	.15	98.0	96.9
25	.20	.26	.75	.93	.39	.46	.44	.40	92.9	91.8
26	.35	.31	.98	.97	.59	.45	.49	.37	87.8	88.8
27	.07	.14	.41	.70	.65	.52	.47	.43	96.9	94.9
28	.12	.18	.54	.69	.52	.55	.44	.50	94.9	91.8
29	.34	.82	1.10	1.60	.09	.25	.14	.39	90.8	78.6
30	.05	.0	.36	.0	-.05	.0	-.01	.0	98.0	100.0
31	.26	.52	.78	1.08	.17	.51	.07	.41	89.8	78.6
32	.36	.43	.91	.90	.62	.59	.49	.43	85.7	78.6
33	.27	.32	.78	.82	.57	.59	.47	.49	88.8	85.7
34	.23	.36	.73	.82	.50	.68	.50	.54	89.8	81.6
35	.02	.0	.20	.0	-.02	.0	.04	.0	99.0	100.0

TABLE D3

Item analysis information for the ABS Part II (modified): Rebellious Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.41	.50	1.09	1.11	.50	.66	.50	.45	86.7	80.6
2	.09	.13	.54	.62	.20	.27	.31	.24	96.9	94.9
3	.02	.09	.20	.52	.30	.29	.13	.30	99.0	95.9
4	.69	.45	1.26	1.08	.41	.64	.30	.35	74.5	82.7
5	.12	.03	.69	.30	.04	.13	.12	.01	96.9	99.0
6	.52	.80	1.15	1.37	.45	.60	.52	.52	81.6	69.4
7	.58	.62	1.21	1.30	.35	.61	.18	.50	79.6	79.6
8	.93	.93	1.5	1.46	.27	.48	.18	.33	70.4	67.3
9	.34	.28	.93	.81	.27	.46	.26	.34	87.8	87.8
10	.50	.69	1.17	1.39	.19	.28	.12	.24	83.7	78.6
11	.21	.33	.80	.95	.04	.43	.29	.44	92.9	87.8
12	.14	.0	.72	0 .0	-.06	.0	-.03	.0	95.9	100.0
13	.13	.21	.67	.79	.30	.35	.41	.19	95.9	91.8
14	.27	.21	.83	.65	.30	.23	.34	.21	89.8	88.8
15	.03	.03	.30	.30	.06	-.05	.05	.02	99.0	99.0
16	.06	.05	.38	.30	.41	.25	.21	.31	96.9	96.9
17	.03	.04	.30	.32	.28	.21	.13	.14	99.0	98.0
18	.06	.0	.35	- .0	.16	.0	.26	.0	96.9	100.0
19	.14	.14	.63	.66	.34	.19	.16	.16	94.9	94.9
20	.21	.12	.80	.63	.24	.43	.18	.17	92.9	95.9
21	.20	.19	.70	.71	.38	.46	.11	.26	91.8	91.8
22	.07	.10	.41	.49	.18	.39	.02	.23	96.9	94.9
23	.0	.0	- .0	- .0	.0	.0	.0	.0	100.0	100.0
24	.0	.04	- .0	.40	.0	.16	.0	.12	100.0	99.0
25	.18	.26	.58	.71	-.07	.14	.05	.18	88.8	85.7
26	.02	.07	.14	.46	.17	.03	.05	.05	98.0	96.9
27	.01	.02	.10	.14	-.05	.18	-.00	.49	99.0	98.0
28	.06	.10	.45	.55	.11	-.00	.14	.04	98.0	95.9
29	.36	.24	1.04	.87	.40	.22	.37	.46	87.8	92.9
30	.31	.16	.85	.64	.34	.22	.28	.36	87.8	92.9
31	.60	.61	1.19	1.28	.05	.32	.26	.41	77.6	79.6
32	.38	.37	.99	1.03	.13	.21	.26	.40	85.7	87.8
33	.0	.03	- .0	.30	.0	.37	.0	.13	100.0	99.0

TABLE D4

Item analysis information for the ABS Part II (modified): Untrustworthy Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.18	.25	.63	.83	.56	.38	.43	.19	90.8	90.8
2	.37	.29	.96	.85	.28	.38	.49	.35	85.7	88.8
3	.15	.17	.62	.67	.51	.24	.33	.52	93.9	92.9
4	.0	.01	-.0	.10	.0	.28	.0	.49	100.0	99.0
5	.04	.18	.40	.77	-.04	.04	.11	.07	99.0	93.9
6	.06	.08	.43	.42	.65	.47	.36	.18	98.0	95.9
7	.12	.15	.62	.62	.26	.38	.30	.35	95.9	92.9
8	.05	.09	.36	.41	.65	.47	.33	.22	98.0	94.9
9	.18	.11	.69	.47	.58	.51	.33	.26	92.9	93.9
10	.11	.11	.57	.52	.58	.41	.21	.36	95.9	94.9
11	.13	.08	.67	.47	.24	.20	.20	.21	95.9	96.9

TABLE D5

Item analysis information for the ABS Part II (modified): Withdrawal

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	1.50	1.75	1.88	1.96	.37	.55	-.08	-.03	60.2	55.1
2	.56	.78	1.31	1.48	.47	.36	.09	.08	83.7	77.6
3	.70	.67	1.39	1.34	.30	.18	.15	.17	78.6	77.6
4	.08	.14	.57	.63	-.02	.07	.17	.38	98.0	93.9
5	.15	.35	.75	1.09	.47	.47	.09	.07	95.9	89.8
6	.06	.22	.45	.89	.00	.11	.01	-.03	98.0	93.9
7	.18	.38	.82	1.12	.39	.45	-.05	.11	94.9	88.8
8	.63	.59	1.35	1.31	.67	.43	.17	.17	80.6	81.6
9	.31	.20	.99	.79	.57	.35	.10	.09	90.8	92.9
10	.29	.28	.93	.95	.53	.43	.04	.23	90.8	91.8
11	.12	.62	.61	1.39	.34	.45	-.02	.14	95.9	82.7
12	.03	.18	.30	.80	.06	.10	.01	-.05	99.0	94.9
13	.34	.37	1.01	1.05	.30	.27	.00	-.01	88.8	87.8
14	.03	.08	.30	.51	.07	.37	-.10	.11	99.0	96.9
15	.65	.89	1.42	1.57	.37	.37	.17	.08	81.6	74.5
16	.93	1.61	1.65	1.90	.42	.41	.04	-.12	74.5	57.1
17	.08	.06	.57	.45	.26	.42	-.04	.14	98.0	98.0

TABLE D6

Item analysis information for the ABS Part II (modified): Stereotyped Behavior and Odd Mannerisms

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.12	.17	.69	.80	.22	.13	.00	.06	96.9	94.9
2	.0	.09	- .0	.58	.0	.06	.0	.05	100.0	96.9
3	.59	.57	1.41	1.41	.46	.44	.01	.09	84.7	85.7
4	.27	.38	.97	1.11	.39	.23	.12	.22	92.9	88.8
5	.34	.37	1.07	1.13	.34	.32	.21	.18	90.8	89.8
6	.28	.33	1.00	1.07	.38	.19	.14	.21	92.9	90.8
7	.64	.61	1.43	1.38	.21	.15	.16	.09	82.7	82.7
8	.66	.55	1.42	1.33	.25	.13	.01	.13	80.6	84.7
9	.67	.81	1.48	1.60	-.04	-.20	.09	-.14	82.7	79.6
10	.29	.33	1.04	1.04	.26	.20	.10	.15	92.9	90.8
11	.30	.18	1.01	.77	.13	.33	.07	.16	91.8	93.9
12	.12	.19	.69	.81	.05	.18	-.11	.00	96.9	92.9
13	.0	.05	- .0	.42	.0	.12	.0	.31	100.0	98.0
14	.14	.19	.72	.75	.21	.21	.01	.04	95.9	92.9
15	.49	.44	1.32	1.23	.14	-.08	.15	-.01	87.8	87.8

TABLE D7

Item analysis information for the ABS Part II (modified): Inappropriate Interpersonal Manners

Item	Mean		Standar Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.18	.28	.80	.91	.26	.16	.24	.41	94.9	90.8
2	.08	.01	.47	.10	.02	.29	.04	.49	98.0	99.0
3	.12	.07	.61	.46	-.06	.25	.13	.33	95.9	96.9
4	.20	.27	.82	.87	.32	.37	.35	.41	93.9	90.8
5	.43	.48	1.18	1.20	.28	.62	.24	.47	87.8	85.7
6	.16	.35	.80	1.04	.12	.53	.01	.50	95.9	88.8
7	.20	.58	.77	1.32	.25	.41	.17	.35	92.9	82.7
8	.27	.17	.97	.76	-.01	.13	.21	.03	92.9	94.9

TABLE D8

Item analysis information for the ABS Part II (modified): Unacceptable Vocal Habits

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.10	.20	.58	.76	.31	.06	.13	.14	96.9	91.8
2	.52	.54	1.25	1.25	.30	.29	.36	.43	84.7	82.7
3	.44	.29	1.19	1.01	.40	.23	.33	.07	87.8	91.8
4	.48	.78	1.20	1.46	.32	.45	.17	.38	85.7	75.5
5	.97	.92	1.62	1.57	-.03	-.03	.16	.36	72.4	71.4
6	1.07	.66	1.69	1.39	.46	.09	.36	.12	70.4	79.6
7	.37	.43	1.06	1.22	.19	.20	.31	.17	88.8	88.8
8	.12	.08	.69	.57	-.05	.01	.13	.11	96.9	98.0

TABLE D9

Item analysis information for the ABS Part II (modified): Unacceptable or Eccentric Habits

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.09	.18	.54	.77	.04	-.50	.10	.23	96.9	93.9
2	.03	.18	.30	.71	.22	.19	.23	.14	99.0	92.9
3	.16	.15	.73	.63	.39	.59	.32	.34	94.9	93.9
4	.28	.48	1.00	1.39	.48	.37	.27	.22	92.9	84.7
5	.18	.13	.80	.67	.26	.11	.34	.37	94.9	95.9
6	.35	.26	1.10	.97	.13	.06	.18	.26	90.8	92.9
7	.18	.13	.80	.70	.24	.43	.09	.19	94.9	95.9
8	.19	.25	.73	.85	.33	.37	.24	.21	92.9	90.8
9	.32	.40	1.03	1.13	.13	-.08	.14	.09	90.8	87.8
10	.22	.37	.89	1.09	.15	.09	.05	-.01	93.9	88.8
11	.14	.12	.72	.65	.10	.16	-.06	.08	95.9	95.9
12	.16	.15	.73	.71	.17	.44	.07	.30	94.9	94.9
13	.07	.10	.50	.55	.10	.40	.02	.17	98.0	95.9
14	.27	.32	.97	1.07	.14	.65	.10	.35	92.9	91.8
15	.12	.27	.69	.95	.28	.43	.08	.23	96.9	91.8
16	.17	.18	.77	.78	.35	.64	.15	.29	94.9	93.9
17	.13	.16	.67	.76	.47	.53	.16	.32	95.9	94.9
18	.15	.26	.75	.97	.25	.40	.03	.16	95.9	92.9
19	.20	.45	.89	1.23	.29	-.03	.14	.01	94.9	87.8
20	.37	.25	.88	.80	.20	.46	.35	.17	82.7	88.8
21	.25	.53	.89	1.24	.26	.45	.21	.31	91.8	82.7
22	.40	.40	1.08	1.06	.32	.47	.19	.46	86.7	86.7
23	.14	.21	.63	.83	.23	.56	.17	.31	94.9	92.9
24	.22	.25	.71	.83	.28	.49	.14	.19	89.8	89.8
25	.27	.20	.83	.80	.24	.51	.17	.22	89.8	92.9
26	.11	.0	.64	.0	.24	.0	.23	.0	96.9	100.0
27	.80	.92	1.55	1.67	.25	.03	.31	.25	78.6	76.5
28	.41	.57	1.22	1.41	.04	.16	-.06	.23	89.8	85.7
29	.04	.05	.40	.42	.19	.10	.14	.11	99.0	98.0
30	.25	.18	.96	.75	.07	-.03	.06	.03	93.9	92.9
31	.48	.40	1.25	1.16	.11	.07	.20	.02	86.7	88.8
32	.29	.36	.94	1.12	.15	-.04	.08	.02	91.8	89.8
33	.29	.15	1.04	.66	.14	-.06	.03	-.07	92.9	93.9

TABLE D10

Item analysis information for the ABS Part II (modified): Self-Abusive Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.20	.14	.72	.66	.20	.36	.33	.36	90.8	94.9
2	.45	.44	1.22	1.13	.15	.11	.23	.21	82.7	84.7
3	.37	.27	.97	.74	.31	.35	.19	.43	95.7	86.7
4	.31	.10	.96	.55	.40	.38	.18	.58	89.8	95.9
5	.34	.36	.98	1.01	.26	.45	.10	.34	87.8	87.8
6	.14	.27	.64	.79	.26	.23	.21	.22	94.9	87.8
7	.17	.11	.67	.47	.32	.12	.22	.21	92.9	93.9
8	.22	.12	.86	.95	.35	.19	.18	.11	92.9	88.8
9	.02	.05	.20	.42	.04	.23	-.08	.31	99.0	98.0
10	.10	.12	.58	.63	.23	-.02	-.10	-.05	96.9	95.9

TABLE D11

Item analysis information for the ABS Part II (modified): Hyperactive

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.42	.37	1.16	1.10	.18	.29	.35	.39	87.8	88.8
2	.71	.45	1.37	1.19	.70	.61	.20	.33	76.5	85.7
3	.21	.21	.85	.84	.34	.27	.09	.23	93.9	92.9
4	.67	.82	1.41	1.60	.53	.48	.26	.34	80.6	78.6
5	.0	.12	1.0	.69	.0	.10	.0	-.05	100.0	96.9

TABLE D12

Item analysis information for the ABS Part II (modified): Sexually Aberrant Behavior

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.27	.53	.91	1.28	.36	.25	.20	.20	91.8	84.7
2	.30	.43	.97	1.13	.35	.34	.17	.08	90.8	86.7
3	.18	.11	.75	.64	.41	.46	.13	.22	93.9	96.9
4	.04	.0	.40	- .0	-.03	.0	-.11	.0	99.0	100.0
5	.40	.30	1.09	.92	.14	.21	.24	.22	86.7	89.8
6	.07	.15	.33	.62	.00	.16	.02	.21	94.9	92.9
7	.07	.01	.44	.10	.23	.45	.34	.49	96.9	99.0
8	.08	.11	.51	.55	.34	.25	.23	.20	96.9	94.9
9	.0	.0	- .0	- .0	.0	.0	.0	.0	100.0	100.0
10	.01	.02	.10	.14	.00	.39	.02	.39	99.0	98.0
11	.04	.02	.25	.14	-.02	.39	.13	.39	96.9	98.0
12	.02	.02	.14	.14	.07	.39	-.05	.39	98.0	98.0
13	.01	.0	.10	- .0	-.06	.0	.05	.0	99.0	100.0
14	.01	.04	.10	.40	.18	.12	.23	.13	99.0	99.0
15	.09	.15	.52	.68	.21	.15	.37	.16	96.9	94.9
16	.16	.03	.74	.30	.32	.15	.42	.04	94.9	99.0
17	.0	.0	- .0	- .0	.0	.0	.0	.0	100.0	100.0
18	.0	.0	- .0	- .0	.0	.0	.0	.0	100.0	100.0
19	.04	.0	.40	- .0	.22	.0	.20	.0	99.0	100.0
20	.0	.0	- .0	- .0	.0	.0	.0	.0	100.0	100.0
21	.09	.08	.58	.59	.13	.22	.17	.07	96.9	96.9
22	.04	.0	.40	- .0	.06	.0	.04	.0	99.0	100.0

TABLE D13

Item analysis information for the ABS Part II (modified) Psychiatric Disturbance

Item	Mean		Standard Dev.		r_{Domain}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.15	.18	.68	.75	.44	.58	.32	.46	94.9	93.9
2	.12	.18	.69	.78	.23	.59	-.01	.35	96.9	93.9
3	.15	.21	.65	.80	.54	.56	.50	.46	93.9	92.9
4	.0	.0	.0	.0	.0	.0	.0	.0	100.0	100.0
5	.14	.46	.57	1.19	.45	.32	.23	.27	93.9	86.7
6	.35	.49	.91	1.12	.39	.32	.22	.31	86.7	82.7
7	.78	.61	1.26	1.21	.58	.63	.45	.42	70.4	76.5
8	.67	.29	1.22	.93	.32	.15	.39	.33	74.5	89.8
9	.02	.03	.20	.30	.02	-.05	.05	-.08	99.0	99.0
10	.29	.32	.92	.93	.54	.65	.40	.42	90.8	88.8
11	.34	.37	.91	.97	.38	.45	.17	.30	86.7	85.7
12	.79	.96	1.28	1.40	.52	.43	.54	.32	69.4	62.2
13	1.05	.83	1.42	1.23	.29	.28	.47	.47	61.2	64.3
14	.05	.03	.36	.30	-.04	-.05	.09	-.05	98.0	99.0
15	.33	.35	.99	1.10	.62	.68	.38	.51	89.8	90.8
16	.51	.44	1.20	1.13	.57	.57	.29	.36	83.7	85.7
17	.25	.39	.85	1.11	.61	.69	.44	.54	91.8	88.8
18	.64	.69	1.31	1.35	.14	.24	.21	.20	79.6	77.6
19	.06	.02	.45	.50	.09	-.01	.20	-.07	98.0	98.0
20	.14	.21	.64	.75	.74	.60	.35	.36	94.9	91.8
21	.09	.04	.52	.28	.63	.31	.27	.06	96.9	98.0
22	.12	.16	.60	.60	.58	.49	.21	.30	95.9	92.9
23	.14	.09	.63	.46	.68	.48	.24	.29	94.9	95.9
24	.09	.07	.52	.41	.71	.43	.29	.24	96.9	96.9
25	.12	.17	.61	.73	.37	.41	.19	.25	95.9	93.9
26	.0	.04	.0	.40	.0	-.02	.0	.03	100.0	99.0
27	.40	.42	1.01	1.04	.47	.42	.29	.32	85.7	83.7
28	.13	.29	.60	.84	.34	.39	.12	.38	94.9	87.8
29	.09	.06	.48	.35	.61	.43	.25	.34	95.9	96.9
30	.0	.05	.0	.30	.0	.06	.0	.01	100.0	96.9
31	.81	.93	1.36	1.47	.36	.50	.41	.42	71.4	68.4
32	.11	.04	.57	.32	.06	-.05	.13	-.07	95.9	98.0
33	.12	.00	.58	.00	-.04	.00	-.02	.00	94.9	100.0
34	.32	.21	.93	.73	-.01	-.04	.10	.08	88.8	90.8
35	.13	.24	.60	.84	.56	.20	.44	.18	94.9	91.8
36	.03	.07	.23	.41	.28	.19	.08	.07	98.0	96.9
37	.19	.36	.81	1.13	-.08	.18	.14	.12	93.9	90.8
38	.06	.13	.35	.67	.45	.30	.26	.21	96.9	95.9
39	.04	.01	.28	.10	.49	.43	.44	.20	98.0	99.0
40	.0	.01	.0	.10	.0	.43	.0	.20	100.0	99.0
41	.0	.09	.0	.54	.0	.01	.0	.06	100.0	96.9

INSTRUCTIONS FOR PART TWO (REVISED)

Part Two contains only one type of item. The following is an example.

(2) Damages Personal Property	Y	M	W	D
Rips, tears or chews own clothing	1	2	3	4
Spoils own property	1	2	3	4
Tears up own magazines, books, or other possessions	1	2	3	4
Other (specify: _____)	1	2	3	4
_____ None of the above	Total			

Select those of the statements which are true of the individual being evaluated, and circle (1) if the behavior occurs during year (y), but not every month, or (2) if it occurs from 1 to 3 times a month (m), or (3) if it occurs 1 to 6 times a week (w), or (4) if the behavior occurs on a daily (d) basis. Check "None of the Above" where appropriate. In scoring, total each column on the bottom (total) line, and enter the sum of these totals in the circle to the right. When "None of the above" is checked, enter 0 in the circle to the right.

Use the space for "Other" when:

1. The person has related behavior problems in addition to those circled.
2. The person has behavior problems that are not covered by any of the examples listed.

The behavior listed under "Other" must be a specific example of the behavior problem stated in the item.

Some of the items in Part Two describe behaviors which need not be considered maladaptive for very young children (for example, pushing others). The question of whether a given behavior is adaptive or maladaptive depends on the way that particular behavior is viewed by people in our society. Nonetheless, in completing this Scale you are asked to record a person's behavior as accurately as possible, for the moment, ignoring your personal biases; then, when you later interpret the impact of the reported behaviors, you should take into consideration societal attitudes.

PART TWO

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

	Y	M	W	D
[1] Threatens or Does Physical Violence				
@ # * Uses threatening gestures	1	2	3	4
@ # Indirectly causes injury to others	1	2	3	4
@ # Spits on others	1	2	3	4
* Pushes, scratches or pinches others	1	2	3	4
@ # Pulls others' hair, ears, etc	1	2	3	4
@ # Bites others	1	2	3	4
@ # * Kicks, strikes or slaps others	1	2	3	4
Throws objects at others	1	2	3	4
@ # Chokes others	1	2	3	4
@ # Uses objects as weapons against others	1	2	3	4
@ # Hurts animals	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

	Y	M	W	D
[5] Has Violent Temper, or Temper Tantrums				
@ # * Cries and screams	1	2	3	4
Stamps feet while hanging objects or slamming doors, etc	1	2	3	4
@ # * Stamps feet, screaming and yelling	1	2	3	4
@ # * Throws soil on floor, screaming and yelling	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

I. VIOLENT AND DESTRUCTIVE BEHAVIOR

ADD 1-5

II. ANTISOCIAL BEHAVIOR

[2] Damages Personal Property				
@ # * Rips, tears or chews own clothing	1	2	3	4
@ # * Soils own property	1	2	3	4
@ # Tears up own magazines, books, or other possessions	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[6] Teases or Gossips About Others				
@ # Gossips about others	1	2	3	4
@ # Tells untrue or exaggerated stories about others	1	2	3	4
@ # Teases others	1	2	3	4
@ # Picks on others	1	2	3	4
@ # Makes fun of others	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[3] Damages Others' Property				
Rips, tears, or chews others' clothing	1	2	3	4
Soils others' property	1	2	3	4
Tears up others' magazines, books, or personal possessions	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[7] Bosses and Manipulates Others				
@ # * Tries to tell others what to do	1	2	3	4
@ # * Demands services from others	1	2	3	4
@ # Pushes others around	1	2	3	4
@ # Causes fights among other people	1	2	3	4
@ # Manipulates others to get them in trouble	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[4] Damages Public Property				
Tears up magazines, books or other public property	1	2	3	4
@ # Is overly rough with furniture (kicks, mutilates, knocks it down)	1	2	3	4
@ # Breaks windows	1	2	3	4
@ # Stuffs toilet with paper, towels or other solid objects that cause an overflow	1	2	3	4
@ # Attempts to set fires	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[8] Disrupts Others' Activities				
@ # Is always in the way	1	2	3	4
@ # Interferes with others' activities, e.g., by blocking passage, upsetting wheelchairs, etc	1	2	3	4
@ # Upsets others' work	1	2	3	4
@ # Knocks around articles that others are working with, e.g., puzzles, card games, etc	1	2	3	4
@ # Snatches things out of others' hands	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

12

@ = item to domain correlations that meet the .40 discrimination index
 # = item to total test correlations that meet the .40 discrimination index
 * = item that fall within the .15 to .85 difficulty range

Y M W D

III. REBELLIOUS BEHAVIOR

[9] Is Inconsiderate of Others

- Keeps temperature in public areas uncomfortable for others, e.g., opens or closes window, changes thermostat
- @ Turns TV, radio or phonograph on too loudly
- @ # Makes loud noises while others are reading
- @ # Talks too loudly
- @ # Sprawls over furniture or space needed by others
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

[10] Shows Disrespect for Others' Property

- @ # Does not return things that were borrowed
- @ # Uses others' property without permission
- @ # Loves others' belongings
- @ # Damages others' property
- * Does not recognize the difference between own and others' property
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

[11] Uses Angry Language

- @ # * Uses hostile language, e.g., "stupid", "jerk", "dirty pig," etc.
- @ # * Swears, curses, or uses obscene language
- @ # * Yells or screams threats of violence
- @ # * Verbally threatens others, suggesting physical violence
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

II. ANTISOCIAL BEHAVIOR

ADD

6-11

[12] Ignores Regulations or Regular Routines

- @ # * Has negative attitude toward rules but usually conforms
- @ # * Has to be forced to go through waiting lines, e.g., lunch lines, ticket lines, etc.
- @ # * Violates rules or regulations, e.g., eats in restricted areas, disobeys traffic signals, etc.
- @ # * Refuses to participate in required activities, e.g., work, school, etc.
- Other (specify _____)
- None of the above

Y M W D

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

[13] Resists Following Instructions, Requests or Orders

- @ # * Gets upset if given a direct order
- @ # * Plays dead and does not follow instructions
- @ # * Does not pay attention to instructions
- @ # * Refuses to work on assigned subject
- @ # * Hesitates for long periods before doing assigned tasks
- @ # * Does the opposite of what was requested
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

[14] Has Impudent or Rebellious Attitude Toward Authority

- @ # Resents persons in authority, e.g., teachers, group leaders, ward personnel, etc.
- @ # Is hostile toward people in authority
- @ # Mocks people in authority
- @ # Says that he can fire people in authority
- @ # Says relative will come to kill or harm persons in authority
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

[15] Is Absent From, or Late For, the Proper Assignments or Places

- @ Is late to required places or activities
- @ Fails to return to places where he is supposed to be after leaving, e.g., going to toilet, running an errand, etc.
- @ Leaves place of required activity without permission, e.g., work, class, etc.
- @ Is absent from routine activities, e.g., work, class, etc.
- @ Stays out late at night from home, hospital ward, dormitory, etc.
- Other (specify _____)
- None of the above

1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4

Total

		Y M W D				V. WITHDRAWAL			
		[16] Runs Away or Attempts to Run Away				[20] Is Inactive			
	*	Attempts to run away from hospital, home, or school ground				1 2 3 4			
	#	Runs away from group activities, e.g. picnics, school buses, etc.				1 2 3 4			
	#	Runs away from hospital, home, or school ground				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[17] Misbehaves in Group Settings				[21] Is Withdrawn			
@	#	Interrupts group discussion by talking about unrelated topics				1 2 3 4			
	*	Disrupts games by refusing to follow rules				1 2 3 4			
	#	Disrupts group activities by making loud noises or by acting up				1 2 3 4			
	*	Does not stay in seat during lesson period, lunch period, or other group sessions				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[22] Is Shy				[23] Has Stereotyped Behaviors			
		Is timid and shy in social situations				1 2 3 4			
		Hides face in group situations, e.g. parties, informal gatherings, etc.				1 2 3 4			
		Does not mix well with others				1 2 3 4			
		Prefers to be alone				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[19] Lies or Cheats				[20] Is Inactive			
@	#	Twists the truth to own advantage				1 2 3 4			
	*	Cheats in games, tests, assignments, etc.				1 2 3 4			
@	#	Lies about situations				1 2 3 4			
@	#	Lies about self				1 2 3 4			
@	#	Lies about others				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[21] Is Withdrawn				[22] Is Shy			
		Seems unaware of surroundings				1 2 3 4			
		Is difficult to reach or contact				1 2 3 4			
		Is apathetic and unresponsive in feeling				1 2 3 4			
		Has a blank stare				1 2 3 4			
		Has a fixed expression				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[23] Has Stereotyped Behaviors				[24] Is Inactive			
		Drums fingers				1 2 3 4			
		Taps feet continually				1 2 3 4			
		* Has hands constantly in motion				1 2 3 4			
		Slaps, scratches, or rubs self continually				1 2 3 4			
		Waves or shakes parts of the body repeatedly				1 2 3 4			
		* Moves or rolls head back and forth				1 2 3 4			
		* Rocks body back and forth				1 2 3 4			
		Paces the floor				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			
		[24] Is Inactive				[25] Is Withdrawn			
		Sits or stands in one position for a long period of time				1 2 3 4			
		Does nothing but sit and watch others				1 2 3 4			
		Falls asleep in a chair				1 2 3 4			
		Lies on the floor all day				1 2 3 4			
		Does not seem to react to anything				1 2 3 4			
		Other (specify _____)				1 2 3 4			
		None of the above				Total			

III. REBELLIOUS BEHAVIOR → ADD 12-17 → []

IV. UNTRUSTWORTHY BEHAVIOR → ADD 18-19 → []

V. WITHDRAWAL → ADD 20-22 → []

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS → ADD 23-25 → []

[24] Has Peculiar Posture or Odd Mannerisms

Y M W D

Holds head tilted	1	2	3	4
Sits with knees under chin	1	2	3	4
Walks on tiptoes	1	2	3	4
Lies on floor with feet up in the air	1	2	3	4
Walks with fingers in ears or with hands on head	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

VI. STEREOTYPED BEHAVIOR AND ODD MANNERISMS ADD 21-24 →

VII. INAPPROPRIATE INTERPERSONAL MANNERS

[25] Has Inappropriate Interpersonal Manners

# Talks too close to others' faces	1	2	3	4
# Blows on others' faces	1	2	3	4
# Burps at others	1	2	3	4
@ # Kisses or licks others	1	2	3	4
@ # Hugs or squeezes others	1	2	3	4
@ # Touches others inappropriately	1	2	3	4
@ # Hangs on to others and does not let go	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

VII. INAPPROPRIATE INTERPERSONAL MANNERS ENTER 25 →

VIII. UNACCEPTABLE VOCAL HABITS

[26] Has Disturbing Vocal or Speech Habits

# Giggles hysterically	1	2	3	4
# Talks loudly or yells at others	1	2	3	4
@ # Talks to self loudly	1	2	3	4
@ # Laughs inappropriately	1	2	3	4
@ # Makes growling, humming, or other unpleasant noises	1	2	3	4
@ # Repeats a word or phrase over and over	1	2	3	4
@ # Mimics others' speech	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

VIII. UNACCEPTABLE VOCAL HABITS ENTER 26 →

IX. UNACCEPTABLE OR ECCENTRIC HABITS

[27] Has Strange And Unacceptable Habits

Y M W D

Smells everything	1	2	3	4
Inappropriately stuffs things in pockets, shirts, dresses or shoes	1	2	3	4
Pulls threads out of own clothing	1	2	3	4
Plays with things he is wearing, e.g., shoe string, buttons, etc	1	2	3	4
Saves and wears unusual articles, e.g., safety pins, bottle caps, etc	1	2	3	4
Hoards things, including tools	1	2	3	4
Plays with spit	1	2	3	4
Plays with feces or urine	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[28] Has Unacceptable Oral Habits

Drools	1	2	3	4
Grinds teeth audibly	1	2	3	4
Spits on the floor	1	2	3	4
Bites fingernails	1	2	3	4
Chews or sucks fingers or other parts of the body	1	2	3	4
Chews or sucks clothing or other inedibles	1	2	3	4
Eats inedibles	1	2	3	4
Drinks from toilet stool	1	2	3	4
Puts everything in mouth	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[29] Removes or Tears Off Own Clothing

@ # Tears off buttons or zippers	1	2	3	4
@ # Inappropriately removes shoes or socks	1	2	3	4
@ # Undresses at the wrong times	1	2	3	4
@ # Takes off all clothing while on the toilet	1	2	3	4
@ # Tears off own clothing	1	2	3	4
@ # Refuses to wear clothing	1	2	3	4
Other (specify _____)	1	2	3	4
None of the above				
Total	1	2	3	4

[10] Has Other Eccentric Habits and Tendencies

Y M W D

- * Is overly particular about places to sit or sleep 1 2 3 4
- * Stands in a favorite spot (e.g. by window by door, etc.) 1 2 3 4
- Sits by anything that vibrates 1 2 3 4
- Is afraid to climb stairs or to go down stairs 1 2 3 4
- Does not want to be touched 1 2 3 4
- Screams if touched 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

IX. UNACCEPTABLE OR ECCENTRIC HABITS

ADD

27-30

@ #

X. SELF-ABUSIVE BEHAVIOR

[31] Does Physical Violence to Self

- * Bites or cuts self 1 2 3 4
- * Slaps or strikes self 1 2 3 4
- # * Bangs head or other parts of the body against objects 1 2 3 4
- @ # Pulls own hair, ears, etc. 1 2 3 4
- @ Scratches or picks self causing injury 1 2 3 4
- Soils and smears self 1 2 3 4
- Purposely provokes abuse from others 1 2 3 4
- Picks at any sores he might have 1 2 3 4
- Pokes objects in own ears, eyes, nose or mouth 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

X. SELF-ABUSIVE BEHAVIOR

ENTER

31

XI. HYPERACTIVE TENDENCIES

[32] Has Hyperactive Tendencies

- @ * Talks excessively 1 2 3 4
- * Will not sit still for any length of time 1 2 3 4
- Constantly runs or jumps around the room or hall 1 2 3 4
- @ * Moves or fidgets constantly 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

XI. HYPERACTIVE TENDENCIES

ENTER

32

XII. SEXUALLY ABERRANT BEHAVIOR

Y M W D

[33] Engages in Inappropriate Masturbation

- * Has attempted to masturbate openly 1 2 3 4
- Masturbates in front of others 1 2 3 4
- Masturbates in group 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

[34] Exposes Body Improperly

- Exposes body unnecessarily after using toilet 1 2 3 4
- Stands in public places with pants down or with dress up 1 2 3 4
- Exposes body excessively during activities, e.g., playing, dancing, sitting, etc. 1 2 3 4
- Undresses in public places, or in front of lighted windows 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

[35] Has Homosexual Tendencies

- Is sexually attracted to members of the same sex 1 2 3 4
- Has approached others and attempted homosexual acts 1 2 3 4
- Has engaged in homosexual activity 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

[36] Sexual Behavior That is Socially Unacceptable

- Is overly seductive in appearance or actions 1 2 3 4
- Hugs or caresses too intensely in public 1 2 3 4
- # Needs watching with regard to sexual behavior 1 2 3 4
- Lifts or unbuttons others' clothing to touch intimately 1 2 3 4
- Has sexual relations in public places 1 2 3 4
- Is overly aggressive sexually 1 2 3 4
- Has raped others 1 2 3 4
- Is easily taken advantage of sexually 1 2 3 4
- Other (specify) _____ 1 2 3 4
- None of the above

Total

XII. SEXUALLY ABERRANT BEHAVIOR

ADD

33-36

XIII. PSYCHOLOGICAL DISTURBANCES

[37] Tends to Overestimate Own Abilities

	Y	M	W	D
@ # Does not recognize own limitations	1	2	3	4
@ # Has too high an opinion of self	1	2	3	4
@ # Talks about future plans that are unrealistic	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[38] Reacts Poorly to Criticism

	Y	M	W	D
@ # Does not talk when corrected	1	2	3	4
@ # Withdraws or pouts when criticized	1	2	3	4
@ # Becomes upset when criticized	1	2	3	4
@ # Screams and cries when corrected	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[39] Reacts Poorly to Frustration

	Y	M	W	D
@ # Blames own mistakes on others	1	2	3	4
@ # Withdraws or pouts when thwarted	1	2	3	4
@ # Becomes upset when thwarted	1	2	3	4
@ # Throws temper tantrums when does not get own way	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[40] Demands Excessive Attention or Praise

	Y	M	W	D
@ # Wants excessive praise	1	2	3	4
@ # Is jealous of attention given to others	1	2	3	4
@ # Demands excessive reassurance	1	2	3	4
@ # Acts silly to gain attention	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[41] Seems To Feel Persecuted

	Y	M	W	D
@ # Complains of unfairness, even when equal shares or privileges have been given	1	2	3	4
@ # Complains, "Nobody loves me"	1	2	3	4
@ # Says, "Everybody picks on me"	1	2	3	4
@ # Says, "People talk about me"	1	2	3	4
@ # Says, "People are against me"	1	2	3	4
@ # Acts suspicious of people	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[42] Has Hypochondriacal Tendencies

	Y	M	W	D
Complains about imaginary physical ailments	1	2	3	4
Pretends to be ill	1	2	3	4
Acts sick after illness is over	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

[43] Has Other Signs of Emotional Instabilities

	Y	M	W	D
Changes mood without apparent reason	1	2	3	4
Complains of bad dreams	1	2	3	4
Cries out while asleep	1	2	3	4
Cries for no apparent reason	1	2	3	4
Seems to have no emotional control	1	2	3	4
Vomits when upset	1	2	3	4
Appears insecure or frightened in daily activities	1	2	3	4
Talks about people or things that cause unrealistic fears	1	2	3	4
Talks about suicide	1	2	3	4
Has made an attempt at suicide	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

XIII. PSYCHOLOGICAL DISTURBANCES

ADD

37-43

XIV. USE OF MEDICATIONS

[44] Use of Prescribed Medication

	Y	M	W	D
Uses tranquilizers	1	2	3	4
Uses sedatives	1	2	3	4
Uses anti-convulsant drugs	1	2	3	4
Uses stimulants	1	2	3	4
Other (specify) _____	1	2	3	4
None of the above				
Total				

XIV. USE OF MEDICATIONS

ENTER

44

APPENDIX E

TABLE E1

Item Analysis information for the MBP: Aggression (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.16	.17	.36	.37	.28	.37	.42	.39	84.5	83.5
2	.20	.24	.40	.43	.61	.64	.54	.51	80.4	76.3
3	.28	.25	.45	.43	.59	.52	.43	.48	72.8	25.3
4	.34	.31	.48	.47	.52	.58	.51	.49	66.0	69.1
5	.16	.23	.36	.42	.30	.27	.32	.34	84.5	77.3
6	.05	.07	.22	.26	.26	.34	.37	.34	94.8	92.8
7	.08	.05	.28	.22	.07	.05	.13	-.03	91.8	94.8

Items scored 0 - behavior not problematic

1 - behavior problematic

TABLE E2

Item Analysis information for the MBP: Self-Abusive (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.20	.20	.40	.40	.59	.34	.41	.29	80.4	80.4
2	.09	.09	.29	.29	.12	.46	.28	.28	90.7	90.7
3	.07	.08	.26	.28	.23	.29	.20	.35	92.8	91.8
4	.03	.04	.17	.20	.16	.10	.21	.11	96.9	95.9
5	.02	.03	.14	.17	.12	.06	.06	.09	97.9	96.9

TABLE E3

Item Analysis information for the MBP: Damaging Property (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.23	.23	.42	.42	.40	.44	.27	.46	77.3	77.3
2	.08	.10	.28	.31	.26	.64	.29	.52	91.8	89.7
3	.12	.08	.33	.28	.32	.27	.34	.30	87.6	91.8
4	.03	.03	.17	.17	.15	.35	.34	.49	96.9	96.9
5	.06	.05	.24	.22	.34	.51	.28	.35	93.8	94.8
6	.01	.02	.10	.14	.15	.15	.27	.12	99.0	97.9
7	.06	.01	.24	.10	.23	.26	.22	.25	93.8	99.0

TABLE E4

Item Analysis information for the MBP: Poor Coping with Frustration (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.17	.22	.37	.41	.39	.52	.37	.56	83.5	78.4
2	.06	.13	.24	.34	.45	.57	.34	.50	93.8	86.6
3	.36	.30	.48	.46	.62	.49	.69	.60	63.9	70.1
4	.14	.16	.35	.36	.35	.39	.29	.42	85.6	84.5
5	.05	.10	.22	.31	.50	.52	.36	.40	94.8	89.7
6	.37	.40	.49	.49	.62	.41	.62	.51	62.9	59.8
7	.10	.13	.31	.34	.37	.55	.34	.48	98.9	86.6
8	.04	.10	.20	.31	.42	.55	.36	.44	95.9	89.7
9	.27	.22	.45	.41	.43	.46	.59	.50	73.2	78.4
10	.12	.05	.33	.22	-.26	-.06	-.07	.01	87.6	94.8

TABLE E5

Item Analysis information for the MBP: Social Aggravation (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.06	.12	.24	.33	.36	.51	.39	.55	93.8	87.6
2	.08	.13	.28	.34	.35	.50	.43	.58	91.8	86.6
3	.14	.13	.35	.34	.48	.32	.58	.41	85.6	86.6
4	.28	.31	.45	.47	.36	.52	.46	.56	72.2	69.1
5	.11	.24	.32	.43	.41	.56	.41	.55	88.7	76.3
6	.04	.06	.20	.24	-.08	-.05	.03	.05	95.9	93.8

TABLE E6

Item Analysis information for the MBP: Stereotypic Manners (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.23	.22	.42	.41	.42	.44	.19	.31	77.3	78.4
2	.06	.12	.24	.33	.26	.21	.29	.24	93.8	87.6
3	.05	.09	.22	.29	.20	.30	.04	.20	94.8	90.7
4	.06	.09	.24	.30	.21	.12	.30	.24	93.8	90.7
5	.14	.18	.35	.38	.20	.39	.10	.12	85.6	82.5
6	.12	.13	.33	.34	.16	.09	.24	.16	87.6	86.6

TABLE E7

Item Analysis information for the MBP: Uncooperative (1) (2)

Item	Mean		Standard Dev.		r _{subtest}		r _{subtest}		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.47	.41	.50	.50	.49	.53	.63	.58	52.6	58.8
2	.13	.26	.34	.44	.51	.66	.53	.46	86.6	74.2
3	.19	.17	.39	.37	.47	.48	.51	.31	81.4	83.5
4	.17	.34	.37	.48	.33	.51	.44	.29	83.5	66.0
5	.07	.08	.26	.28	.05	.07	.15	.05	92.8	91.8

TABLE E8

Item Analysis information for the MBP: Toilet Related (1) (2)

Item	Mean		Standard Dev.		r _{subtest}		r _{total test}		P	
	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂	R ₁	R ₂
1	.06	.10	.24	.31	.16	.20	.16	.11	93.8	89.7
2	.01	.02	.10	.14	-.03	-.07	.29	.01	99.0	97.9
3	.04	.02	.20	.14	.20	.22	.20	.06	94.9	97.9
4	.05	.12	.22	.33	.51	.19	.12	.28	94.8	87.6

TABLE E9

Item Analysis information for the MBP: Sexual (1) (2)

Item	Mean		Standard Dev.		r_{subtest}		$r_{\text{total test}}$		P	
	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2	R_1	R_2
1	.03	.02	.17	.14	.17	.09	.12	.10	96.9	97.9
2	.10	.07	.31	.26	.18	.26	.17	.21	89.7	92.8
3	.18	.16	.38	.36	.36	.44	.23	.34	82.5	84.5
4	.20	.25	.40	.43	.43	.45	.14	.24	80.4	75.3
5	.08	.03	.28	.17	.04	.04	.30	.01	91.8	96.9

GENERAL - MALADAPTIVE BEHAVIOUR PROFILE

RESIDENT NAME: _____

DATE OF RATING: _____
 _____ Month _____ Day _____ Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____

COMMUNITY _____ OVERALL _____

MALADAPTIVE BEHAVIOUR		PROBLEM SEVERITY					INTERVENTION NEED				PROGRAMMING PRIORITIES						
		SEVERE	MODERATE	MILD	NONE		IMMEDIATE	EVENTUAL	NONE		FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	ONE
I Aggression to Others	@ *	3	2	1	X	+ @*	4	1	X	=	7	6	5	4	3	2	X
II Self-Abusive	*	3	2	1	X	+ *	4	1	X	=	7	6	5	4	3	2	X
III Damaging Property	@ *	3	2	1	X	+ @*	4	1	X	=	7	6	5	4	3	2	X
IV Poor Coping with Frustration	@ *	3	2	1	X	+ @*	4	1	X	=	7	6	5	4	3	2	X
V Social Aggravation	@ *	3	2	1	X	+ @*	4	1	X	=	7	6	5	4	3	2	X
VI Stereotypic Manners	@ *	3	2	1	X	+ *	4	1	X	=	7	6	5	4	3	2	X
VII Uncooperative	@ *	3	2	1	X	+ @*	4	1	X	=	7	6	5	4	3	2	X
VIII Sexual	*	3	2	1	X	+ *	4	1	X	=	7	6	5	4	3	2	X
IX Toilet/Elimination	*	3	2	1	X	+ *	4	1	X	=	7	6	5	4	3	2	X
X Other (not computed)		3	2	1	X	+	4	1	X	=	7	6	5	4	3	2	X

COMMENTS:

@ = item to subtest correlations that met the .40 discrimination index

* = items that fell within the .15 to .85 difficulty range

I

SPECIFIC - MALADAPTIVE BEHAVIOUR PROBLEM PROFILE

RESIDENT NAME: _____

DATE OF RATING: _____
 Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____

COMMUNITY _____ OVERALL _____

TYPE OF <u>AGGRESSIVE</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Uses Hostile language toward others (swears, curses, etc.)	# *
Threatens others with physical harm (verbally, physically)	@ # *
Pushes or shoves others around	@ # *
Strikes out at others (hits, kicks, slaps, head butts, etc.)	@ # *
Mauls others (bites, pinches, scratches, grasps, etc.)	*
Uses objects as weapons against others (throws at, hits with)	
Other:	

- @ = item to subtest correlations that met the .40 discrimination index
 # = item to total test correlations that met the .40 discrimination index
 * = items that fell within the .15 to .85 difficulty range

II

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>SELF-ABUSIVE</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Use of hands, legs and feet (slapping, poking, hair pulling, pinching, scratching, picking), kicking	@ # *
Use of mouth and vocal cords (biting, sucking, screaming until hoarse).	@
Use of objects (hits, pokes, cuts, aggravates skin or throws oneself or bangs one's head against an object).	
Purposely provokes abuse from others.	
Other (specify)	

111

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>PROPERTY DAMAGING</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
DESTRUCTIVE TO OWN PROPERTY (rips, chews, soils, breaks, etc., own clothing and/or personal possessions)	@ # *
DESTRUCTIVE TO OTHER'S PROPERTY (rips, chews, soils, breaks, etc., other's clothing and/or personal possessions)	@ #
DESTRUCTIVE TO FURNITURE (kicks, mutilates, knocks down, takes apart, etc., bureaus, tables, beds, chairs, etc.)	
DESTRUCTIVE TO APPLIANCES (fiddles with, takes apart, breaks, etc., T.V., phonograph, toaster, coffee maker, etc.)	#
DESTRUCTIVE TO BUILDING (breaks windows, pulls drapes, writes on or peels walls, stuffs toilets, etc.)	@
ATTEMPTS OR SETS FIRES	
OTHER:	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF <u>POOR COPING WITH FRUSTRATION</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
REACTS TO CORRECTION OR CRITICISM BY WITHDRAWAL (pouts, does not talk, becomes moody, stays apart from others)	@ # *
REACTS TO CORRECTION OR CRITICISM BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	@ #
REACTS TO CORRECTION OR CRITICISM BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	@ # *
REACTS TO PROHIBITIONS, OPPOSITION, OR RESTRICTIONS BY WITHDRAWAL (pouts, does not talk, becomes moody, stays apart from others etc.)	# *
REACTS TO PROHIBITION, OPPOSITION OR RESTRICTIONS BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	@ #
REACTS TO PROHIBITION, OPPOSITION OR RESTRICTIONS BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	@ # *
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY WITHDRAWAL (pouts, becomes moody, silent, stays apart, etc.)	@ #
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY EXCESSIVE COMPLAINING (argues about fairness, blames others, claims to be picked on etc.)	@ #
REACTS TO INTERRUPTIONS OR INTERFERENCE OF ACTIVITIES BY TANTRUMING (yells, cries, screams, bangs things, stamps feet, etc.)	@ # *
OTHER	

V

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF AGGRAVATING SOCIAL MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
DEMEANING OTHERS OUT OF SPITE OR MISCHIEVOUSNESS (taunting, teasing, making fun of, telling exaggerated stories about, gossiping about others)	@ #
MANIPULATING OTHERS TO GAIN OWN ENDS OR CAUSES OTHERS HARM (tells others what to do, demands service from others, causes fights among others, sets others up for trouble, etc.)	@ #
DISRUPTING OTHERS ACTIVITIES (always in the way, upsets others work, knocks about articles others using, snatches things from others, etc.)	@ #
VEXATING TO OTHERS IN VOCAL HABITS (makes irritating noises, talks too loud, mimics others, laughs or giggles inappropriately, etc.)	@ # *
VEXATING TO OTHERS IN INTERPERSONAL HABITS (talking or standing too close to others, excessive touching or hanging onto others, hugs, kisses or squeezes others, bumps or blows at others, etc.)	@ # *
OTHER	

SPECIFIC - MALADAPTIVE BEHAVIOUR PROFILE

PRESIDENT NAME: _____

DATE OF RATING: / /
 Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
 COMMUNITY _____ OVERALL _____

TYPE OF STEREOTYPICAL MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
REPETITIVE/RITUALISTIC BODY MOVEMENTS (body rocking, head weaving, hand flapping, finger motions tics, pacing patterns, etc.)	<div style="text-align: center;">@ *</div>
REPETITIVE/RITUALISTIC MANIPULATION OF OBJECTS (Twirling shiny objects, twisting string, shaking, banging objects for sound, stroking, etc.)	
REPETITIVE/RITUALISTIC MOUTHRING OF OBJECTS (sucks fingers, chews clothing, licks objects, etc.)	
HOARDS PARTICULAR OR VARIOUS OBJECTS (stuffs items in clothes, caves and hides unusual items)	
ADOPTS PECULIAR POSTURES OR PARTICULAR PLACES TO REMAIN (walks on toes, tilts head, walks with hand on head, stands by favorite spot, sits by anything that vibrates, etc.)	<div style="text-align: center;">*</div>
OTHER	

SPECIAL - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year	

AREA OF RATING: WARD ____ SCHOOL ____ VOCATIONAL ____ RECREATIONAL ____
COMMUNITY ____ OVERALL ____

TYPE OF <u>UNCOOPERATIVE</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Does not respond to requests (does the opposite, ignores it, hesitates, refuses, etc.).	@ # *
Uncooperative in Group Situation (does not stay in assigned place, talks about unrelated topics, does not take turns, not follow rules.)	@ # *
Uncooperative in a one-to-one situation (does not stay in seat, throws objects, does not pay attention, etc.).	@ # *
Not reliable to follow rules or carry out responsibilities (needs to be reminded or corrected often, fails to return on time, late, leaves without permission, etc.).	@ # *
Other (specify)	

VIII

SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING: _____
 Month Day Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
 COMMUNITY _____ OVERALL _____

TYPE OF <u>SEXUAL</u> MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Masturbates in public (individually or with others openly)	
Inappropriate homosexual behaviour (engages in public homosexual act; approaches and attempts homosexual acts with others who are either unwilling or defenseless).	
Inappropriate heterosexual acts. (hugs or caresses intensely, removes other's clothing to touch intimately, has raped others, has had sexual relations in public.)	@ *
Exposes self unnecessarily (undresses in public places, lifts dress up, after using the toilet walks into a living area without fully redressing.)	@ *
Other (specify)	

IX
SPECIFIC - MALADAPTIVE BEHAVIOUR PROGRAM PROFILE

RESIDENT NAME: _____

DATE OF RATING:

Month	Day	Year

AREA OF RATING: WARD _____ SCHOOL _____ VOCATIONAL _____ RECREATIONAL _____
COMMUNITY _____ OVERALL _____

TYPE OF TOILET RELATED MALADAPTIVE BEHAVIOUR	CHECK OFF (✓) THE AREAS WHERE THE PERSON'S BEHAVIOUR IS REGARDED AS PROBLEMATIC
Use of toilet (drinking from it, washing in it, sticking head in it or plugging it).	
Feces (eliminating on the floor despite the fact the individual is toilet trained completely or to a routine; eating, smearing, digging, etc., feces whether trained or not).	
Urine (urinating on the floor, in radiators, etc., or while still clothed despite the fact the individual is toilet trained either completely or to a routine).	
Other	0

Maladaptive Behavior Profile Additional Items

1. Aggressive
2. Self-Abusive
3. Property Damage
 - Damage to Communal Property
4. Poor Coping with Frustration
 - Crys or becomes aggitated for no apparent reason
5. Social Aggravation
 - Unacceptable Oral Habits (drools, grinding teeth, spitting, regurgitation, playing with saliva, etc.)
6. Stereotypic Mannerisms
 - Oral Behaviours (chewing motion, tongue protrusion, hyperventilates, swallows air, etc.)
7. Uncooperative
8. Toilet Related
9. Sexual
10. Other
 - Untrustworthy Behaviour (lies, cheats, steals, etc.)
 - Excentric Habits
 - Eating (spitting food out, stuffing food in mouth, eats with mouth open, picks food off fingers, picks food off floor, etc.)
 - Activity level
 - Withdrawn, Fidgits, Hyperactive
 - Hypocondrial Tendencies