

DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE *

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Devereux Foundation Institute for Research and Training

Student's Name _____ Teacher's Name _____
Student's Sex _____ Age _____ Academic Subject _____
Grade _____ School _____ Date of Rating _____

RATING GUIDE

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| 1. Base rating on student's <u>recent and current</u> behavior. | Consider only the behavior of the student over the past month. |
| 2. Compare the student with normal children his age. | The standard for comparison should be the average youngster in the normal classroom situation. |
| 3. Base rating on your own experience with the student. | Consider only your own impression. As much as possible, ignore what others have said about the student and their impressions. |
| 4. Consider each question <u>independently</u> . | Make no effort to describe a consistent behavioral picture or personality. It is known that children may show seemingly contradictory behavior. |
| 5. Avoid interpretations of "unconscious" motives and feelings. | As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the student's mind. |
| 6. Use <u>extreme</u> ratings whenever warranted. | Avoid tending to rate near the middle of all scales. Make use of the full range offered by the scales. |
| 7. Rate each item quickly. | If you are unable to reach a decision, go on to the next item and come back later to those you skipped. |
| 8. Rate <u>every</u> question. | Attempt to rate each item. If you are unable to rate a particular item because it is not appropriate to the child in question, or because of lack of information, <u>circle the item number.</u> |

YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A STUDENT. FOR ITEMS 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently 5	Often 4	Occasionally 3	Rarely 2	Never 1
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COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, HOW OFTEN DOES THE CHILD...

<u>Rating</u>	<u>Item</u>	<u>Rating</u>	<u>Item</u>
<input type="checkbox"/>	1. Start working on something before getting the directions straight?	<input type="checkbox"/>	14. Tell stories which are exaggerated and untruthful?
<input type="checkbox"/>	2. Say that the teacher doesn't help him enough (i. e. , won't show him how to do things, or answer his questions)?	<input type="checkbox"/>	15. Give an answer that has nothing to do with a question being asked?
<input type="checkbox"/>	3. Bring things to class that relate to current topic (e.g. , exhibits, collections, articles, etc.)?	<input type="checkbox"/>	16. Break classroom rules (e.g. , throw things, mark up desk or books, etc.)?
<input type="checkbox"/>	4. Tell stories or describe things in an interesting and colorful fashion (e.g. , has an active imagination, etc.)?	<input type="checkbox"/>	17. Interrupt when the teacher is talking?
<input type="checkbox"/>	5. Speak disrespectfully to teacher (e.g. , call teacher names, treat teacher as an equal, etc.)?	<input type="checkbox"/>	18. Quickly lose attention when teacher explains something to him (e.g. , becomes fidgety, looks away, etc.)?
<input type="checkbox"/>	6. Initiate classroom discussion?	<input type="checkbox"/>	19. Offer to do things for the teacher (e.g. , erase the board, empty the pencil sharpener, open the door, get the mail, etc.)?
<input type="checkbox"/>	7. Act defiant (i. e. , will not do what he is asked to do, says: "I won't do it")?	<input type="checkbox"/>	20. Makes you doubt whether he is paying attention to what you are doing or saying (e.g. , looks elsewhere, has blank stare or faraway look, etc.)?
<input type="checkbox"/>	8. Seek out the teacher before or after class to talk about school or personal matters?	<input type="checkbox"/>	21. Introduce into class discussion personal experiences or things he has heard which relate to what is going on in class?
<input type="checkbox"/>	9. Belittle or make derogatory remarks about the subject being taught (e.g. , "spelling is stupid")?	<input type="checkbox"/>	22. Get openly disturbed about scores on a test (e.g. , may cry, get emotionally upset, etc.)?
<input type="checkbox"/>	10. Get the point of what he reads or hears in class?	<input type="checkbox"/>	23. Show worry or get anxious about knowing the "right" answers?
<input type="checkbox"/>	11. Have to be reprimanded or controlled by the teacher because of his behavior in class?	<input type="checkbox"/>	24. Look to see how others are doing something before he does it (e.g. , when teacher gives a direction, etc.)?
<input type="checkbox"/>	12. Poke, torment, or tease classmates?	<input type="checkbox"/>	25. Complain teacher never calls on him (e.g. , that teacher calls on others first, etc.)?
<input type="checkbox"/>	13. Annoy or interfere with the work of his peers in class?	<input type="checkbox"/>	26. Make irrelevant remarks during a classroom discussion?

FOR ITEMS 27-47 USE THE RATING SCALE BELOW:

Extremely	Distinctly	Quite a bit	Moderately	A little	Very slightly	Not at all
7	6	5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE IS THE CHILD...

<u>Rating</u>	<u>Item</u>	<u>Rating</u>	<u>Item</u>
<input type="checkbox"/>	27. Unable to change from one task to another when asked to do so (e.g., has difficulty beginning a new task, may get upset or disorganized, etc.)?	<input type="checkbox"/>	35. Able to apply what he has learned to a new situation?
<input type="checkbox"/>	28. Oblivious to what is going on in class (i.e., not "with it," seems to be in own "private" closed world)?	<input type="checkbox"/>	36. Sloppy in his work (e.g., his products are dirty or marked up, wrinkled, etc.)?
<input type="checkbox"/>	29. Reliant upon the teacher for directions and to be told how to do things or proceed in class?	<input type="checkbox"/>	37. Likely to know the material when called upon to recite in class?
<input type="checkbox"/>	30. Quickly drawn into the talking or noise-making of others (i.e., stops work to listen or join in)?	<input type="checkbox"/>	38. Quick to say work assigned is too hard (e.g., "you expect too much," "I can't get it," etc.)?
<input type="checkbox"/>	31. Outwardly nervous when a test is given?	<input type="checkbox"/>	39. Responsive or friendly in his relationship with the teacher in class (vs. being cool, detached or distant)?
<input type="checkbox"/>	32. Unable to follow directions given in class (i.e., need precise directions before he can proceed successfully)?	<input type="checkbox"/>	40. Likely to quit or give up when something is difficult or demands more than usual effort?
<input type="checkbox"/>	33. Sensitive to criticism or correction about his school work (e.g., gets angry, sulks, seems "defeated", etc.)?	<input type="checkbox"/>	41. Slow to complete his work (i.e., has to be prodded, takes excessive time)?
<input type="checkbox"/>	34. Prone to blame the teacher, the test, or external circumstances when things don't go well?	<input type="checkbox"/>	42. Swayed by the opinion of his peers?
		<input type="checkbox"/>	43. Difficult to reach (e.g., seems pre-occupied with his own thoughts, may have to call him by name to bring him out of himself)?
		<input type="checkbox"/>	44. Unwilling to go back over his work?

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM SITUATION, TO WHAT DEGREE DOES THE CHILD...

<input type="checkbox"/>	45. Like to be close to the teacher (e.g., hug or touch the teacher, sit or stand next to teacher, etc.)?	<input type="checkbox"/>	47. Rush through his work and therefore make unnecessary mistakes?
<input type="checkbox"/>	46. Have difficulty deciding what to do when given a choice between two or more things?		

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DESB PROFILE

Student's Name _____ Teacher's Name _____

Student's Sex _____ Age _____ Academic Subject _____

Grade _____ School _____ Date of Rating _____

Behavior Factor	Factor Item Raw Scores	Tot'l Raw Sc.	Raw Score in Standard Score Units					
			-1SD	0	+1SD	+2SD		
1. Classroom Disturbance	needs control 11 ____ 13 ____ interfere teases 12 ____ 30 ____ drawn in		CLASS DISTURB	4	8	12	16	20
2. Impatience	starts 1 ____ 44 ____ go back sloppy 36 ____ 47 ____ rushes		IMPAT.	4	8	12	16	20
3. Disrespect-Defiance	disrespect 5 ____ 9 ____ subject defy t'ch'r. 7 ____ 16 ____ rules		DISRESP. DEFY	4	8	12	16	20
4. External Blame	t'ch'r. help 2 ____ 34 ____ blames called on 25 ____ 38 ____ too hard		EXTERNAL BLAME	4	8	12	16	20
5. Achievement Anxiety	test scores 22 ____ 31 ____ testing right answ. 23 ____ 33 ____ sensitive		ACHIEVE ANXIETY	4	8	12	16	20
6. External Reliance	see others 24 ____ 42 ____ swayed rely t'ch'r. 29 ____ directions 32 ____ 46 ____ choices		EXTERNAL RELY	5	10	15	20	25
7. Comprehension	understands 10 ____ 37 ____ recites applies 35 ____		COMPRE- HENSION	3	6	9	12	15
8. Inattentive - Withdrawn	lose attn. 18 ____ 28 ____ oblivious not atnd. 20 ____ 43 ____ reachable		INATTENT WITHDR.	4	8	12	16	20
9. Irrelevant - Responsiveness	exagg. story 14 ____ 17 ____ interrupt answers 15 ____ 26 ____ irrel. talk		IRRELEV. RESP.	4	8	12	16	20
10. Creative Initiative	brings in 3 ____ 6 ____ start disc. act. imag. 4 ____ 21 ____ talk exper.		CREAT. INITIAT.	4	8	12	16	20
11. Need Closeness to Teacher	seeks t'ch'r. 8 ____ 39 ____ friendly helps 19 ____ 45 ____ phys. close		N. CLOSE TCHR	4	6	12	18	24
Additional Items		27 Unable change		1	2	3	4	5
		40 Quits		1	2	3	4	5
		41 Slow Work		1	2	3	4	5

ADDED COMMENTS

Use space below to record any additional descriptions of this child's behavior which you think are striking or characteristic, or may not be sufficiently covered by the scales.