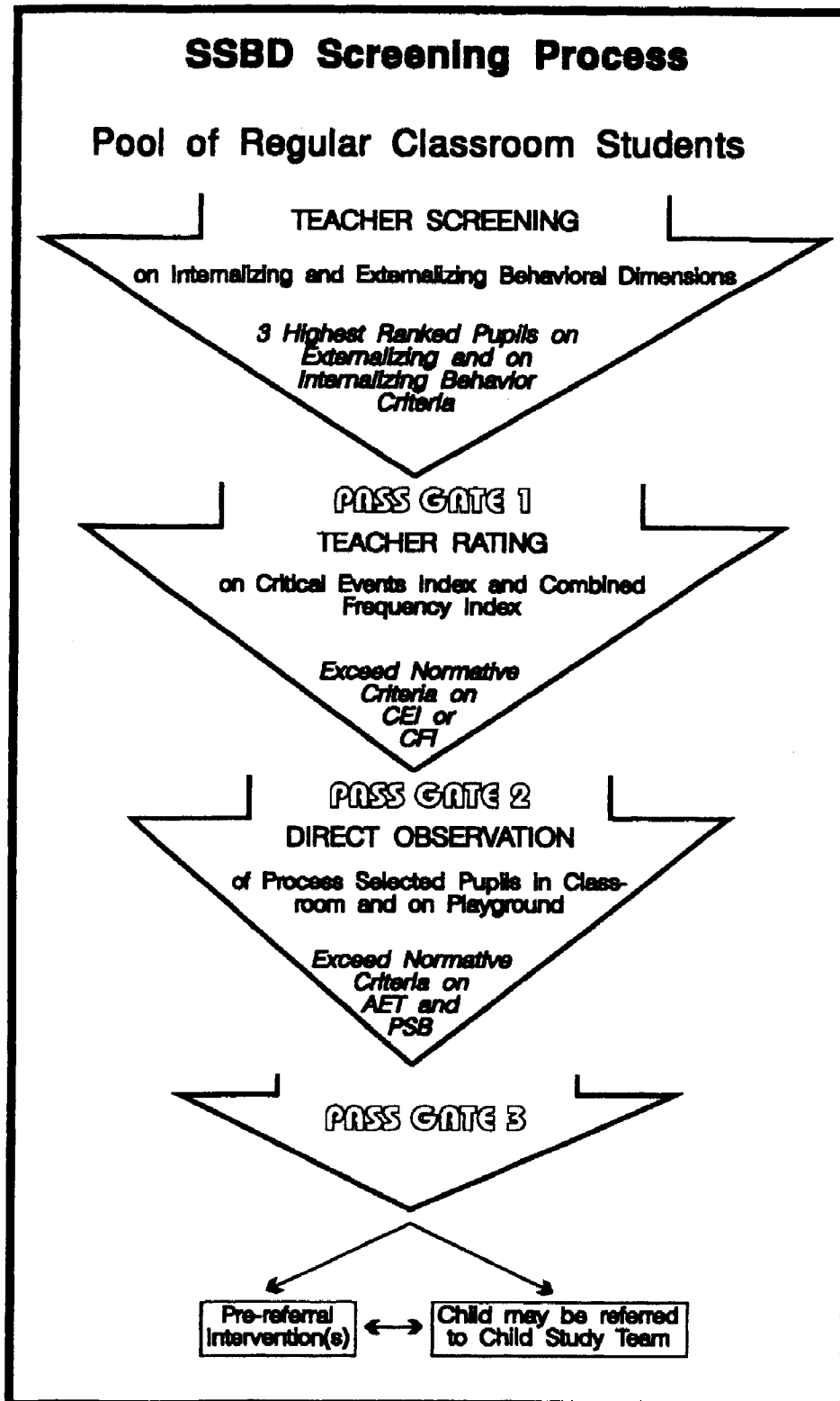


**Systematic
Screening for
Behavior Disorders
(SSBD)**

**AKA:
The Big Yellow
Binder**

Figure 1
Multiple-Gating Assessment Procedure for
Identification of Behavior Disordered Students



SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS (SSBD)

Stage One: Rank Ordering Students on Externalizing and Internalizing Dimensions

| |
|------------------------|
| School _____ |
| Teacher _____ |
| Class _____ Date _____ |

Purpose and Definitions

The purpose of Stage One is to evaluate all the students in your class on two dimensions that describe different types of behavior problems commonly observed in the school setting. These are **externalizing** and **internalizing** behavior problems. The dimensions of externalizing and internalizing account for nearly all of the behavior problems that underlay child adjustment problems in school and for which students are commonly referred to school psychological services.

Instructions

Step One: Carefully study the definitions and examples of externalizing and internalizing behavior problems presented on pages 3 and 4.

Step Two: Select an externalizing and an internalizing student group from the students in your class.

Get a copy of your class roster. For both externalizing and internalizing dimensions, review the characteristic behavior patterns of ALL students in your class and select the 10 students who most closely match each of the behavior profiles. Second, write the names of the 10 students on each of the forms (internalizing and externalizing) whose characteristic behavior patterns most closely match those behavioral dimensions in Column One. The order or magnitude of the behaviors is not important at this point. The goal is simply to identify the groups of internalizing and externalizing students.

- It is very important that you select the externalizing and internalizing groups according to how they actually behave (i.e., what they say and do) and not according to either the presumed intent of their behavior or what you infer they may be thinking and feeling. The definitions and examples of externalizing and internalizing dimensions should be the sole criteria used to form the externalizing and internalizing groups (n=10 each).
- Even if you feel you do not have 10 students in your class who match the behavioral descriptions, it is important that you go ahead and make that difficult judgment. It is essential that 10 students each be identified for the two dimensions in order to assure that all students are adequately screened for the two behavior patterns.
- Students in the Externalizing and Internalizing lists must be mutually exclusive. That is, a single student can appear on only one of the lists—**not both!** The authors recognize that occasionally a pupil will exhibit behavioral characteristics associated with both externalizing and internalizing behavior patterns. When this occurs, simply judge the student on the dimension (i.e., externalizing or internalizing) which seems to best characterize her/his overall behavior pattern. The accuracy of the screening is often adversely affected by having a student's name on both lists. If a teacher is concerned about a student's behavior problems, then that student is likely to be high ranked on either the externalizing or internalizing behavioral dimension and be eligible for further screening.
- Do not include the names of any students you have known less than one month on either the externalizing or internalizing groups.

Step Three: Rank order each of the students on each of your externalizing and internalizing lists.

Use Column Two to rank order the 10 students listed in Column One who manifest externalizing and internalizing behavior problems according to the degree or extent that their behavior matches the definition of each of the respective dimensions of behavior problems.

The student in your class assigned the rank of number one is the individual who, in your judgement, most exemplifies the externalizing or internalizing behavioral profile described below. The student who receives the rank of 10 is the one who least exemplifies this behavioral profile. Rank order students based on your observations and interactions with them during the past month or longer.

Figure 2 (Example)

Externalizing Behavior Disorders Ranking Form

Teacher _____ Class _____ Date _____

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Non-examples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:

- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing, and
- not following teacher or school imposed rules.

Non-Examples include:

- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher.
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

COLUMN ONE
List Externalizers

| | Student Name |
|--|---------------|
| Most Exemplifying Externalizing Behavior | Billy Smith |
| | Jane Zimmer |
| | Sherris Rowe |
| | Tom Lehner |
| | Britt Kinsten |
| | Rebecca Brown |
| | John Townsend |
| | Ray Beck |
| | Stuart James |
| | Brent Davis |

COLUMN TWO
Rank Order Externalizers

| | Student Name |
|--|------------------|
| Most ↑ Externalizing ↓ Least | 1 Britt Kinsten |
| | 2 Sherris Rowe |
| | 3 Stuart James |
| | 4 Billy Smith |
| | 5 Ray Beck |
| | 6 Brent Davis |
| | 7 Tom Lehner |
| | 8 Rebecca Brown |
| | 9 Jane Zimmer |
| | 10 John Townsend |

Instructions:

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

Rank Ordering on Internalizing Dimension

Internalizing refers to all behavior problems that are directed inwardly (i.e., away from the external social environment) and that represent problems with self. Internalizing behavior problems are often self-imposed and frequently involve behavioral deficits and patterns of social avoidance. **Nonexamples** of internalizing behavior problems would be all forms of social behavior that demonstrate social involvement with peers and facilitate normal or expected social development.

Examples include:

- Having low or restricted activity levels
- Not talking with other children
- Being shy, timid, and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games and activities
- Being unresponsive to social initiations by others
- Not standing up for one's self

Nonexamples include:

- Initiating social interactions with peers
- Having conversations
- Playing with others, having normal rates or levels of social contact with peers
- Displaying positive social behavior toward others
- Participating in games and activities
- Resolving peer conflicts in an appropriate manner
- Joining in with others

COLUMN ONE
List Internalizers

| | |
|--|--------------|
| | Student Name |
| Most Exemplifying Internalizing Behavior | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

COLUMN TWO
Rank Order Internalizers

| | | |
|------------------------------------|----|--------------|
| | | Student Name |
| Least ↑ Internalizing ↓ Most | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |

Instructions:

1. Review the definition of internalizing behavior and the list of all students in your class.
2. In Column One, enter the names of the ten students whose characteristic behavior patterns most closely match the internalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits internalizing behavior. The student who exhibits internalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered.

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. **Nonexamples** of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:

- Displaying aggression toward objects or persons
- Arguing
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Having tantrums
- Being hyperactive
- Disturbing others
- Stealing
- Not following teacher- or school-imposed rules

Nonexamples include:

- Cooperating, sharing
- Working on assigned tasks
- Making assistance needs known in an appropriate manner
- Listening to the teacher
- Interacting in an appropriate manner with peers
- Following directions
- Attending to task
- Complying with teacher requests

COLUMN ONE
List Externalizers

| | |
|--|--------------|
| Most Exemplifying Externalizing Behavior | Student Name |
| | |
| | |
| | |
| | |
| | |
| | |
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| | |
| | |

COLUMN TWO
Rank Order Externalizers

| | | |
|----------------------------------|--------------|--|
| Least Externalizing ↑ Most | Student Name | |
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| 10 | | |

Instructions:

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered.

SSBD Stage Two Rating for Externalizing Students

Critical Events Index

Date _____ Teacher _____ School _____

Student _____ Sex _____ Grade _____

Check one: Stage One SSBD Rank: 1 2 or 3

INSTRUCTIONS: Check **each** behavior from the list below that you are aware the student has exhibited during this school year.

- _____ 1. Steals.
- _____ 2. Sets fires.
- _____ 3. Vomits after eating.
- _____ 4. Has tantrums.
- _____ 5. Physically assaults an adult.
- _____ 6. Exhibits painful shyness.
- _____ 7. Exhibits large weight loss or gain over past three months. (Significant weight fluctuation would be in excess of 20% change in body weight.)
- _____ 8. Exhibits sad affect, depression, and feelings of worthlessness to such an extent as to interfere with normal peer and classroom activities.
- _____ 9. Is physically aggressive with other students or adults (hits, bites, chokes, or throws things).
- _____ 10. Damages others' property (academic materials, personal possessions).
- _____ 11. Demonstrates obsessive-compulsive behaviors. (Student cannot get his/her mind off certain thoughts or obsessions.)
- _____ 12. Reports having nightmares or significant sleep disturbances.
- _____ 13. Engages in inappropriate sexual behaviors (masturbation, exhibitionism).

- _____ 14. Is self-abusive (biting, cutting or bruising self, head banging).
- _____ 15. Attempts to **seriously** physically injure another using weapons or objects.
- _____ 16. Suddenly cries or displays highly inappropriate affect in normal situations.
- _____ 17. Complains of **severe** headaches or other somatic complaints such as stomach aches, nausea, dizziness, or vomiting.
- _____ 18. Talks of killing himself/herself. Reports having suicidal thoughts or being preoccupied with death.
- _____ 19. Exhibits thought disorders, or gets lost in own thoughts.
- _____ 20. Ignores teacher warnings or reprimands.
- _____ 21. Makes lewd or obscene gestures.
- _____ 22. Shows evidence of physical abuse.
- _____ 23. Shows evidence of drug use.
- _____ 24. Reports being sexually abused.
- _____ 25. Uses obscene language.
- _____ 26. Exhibits cruelty to animals.
- _____ 27. Is teased, neglected, and/or avoided by peers.
- _____ 28. Has severely restricted activity levels.
- _____ 29. Is enuretic (inadequate bladder control or bed wetting).
- _____ 30. Is encopretic (inadequate bowel control).
- _____ 31. Sexually molests other children.
- _____ 32. Has auditory or visual hallucinations.
- _____ 33. Has severe lack of interest in activities which were previously of interest.

Please specify any serious behavior not appearing on this list.

_____ 34. _____

_____ 35. _____

_____ TOTAL CRITICAL EVENTS

Combined Frequency Index for Adaptive and Maladaptive Behavior

Instructions: The numbers 1 through 5 are a continuous scale and are used to indicate your estimate of the frequency with which each item occurs for a given student. Circle a number between 1 and 5 to represent the frequency of a given item. Complete the scale in relation to your observations of the student during the **past 30 days**.

ADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1 . . . 2 . . . 3 . . . 4 . . . 5 (1) Follows established classroom rules.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (2) Is considerate of the feelings of others.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (3) Produces work of acceptable quality given her/his skill level.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (4) Gains peers' attention in an appropriate manner.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (5) Expresses anger appropriately (e.g., reacts to situation without becoming violent or destructive).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (6) Cooperates with peers in group activities or situations.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (7) Makes assistance needs known in an appropriate manner (e.g., asks to go to the bathroom, raises hand when finished with work, asks for help with work, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (8) Is socially perceptive (e.g., "reads" social situations accurately).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (9) Does seat-work assignments as directed.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (10) Compliments peers regarding their behavior or personal attributes (e.g., appearance, special skills, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (11) Complies with teacher requests and commands.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (12) Initiates positive social interactions with peers.

Total Adaptive Behavior Score

MALADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1 . . . 2 . . . 3 . . . 4 . . . 5 (1) Requires punishment (or threat of same) before she/he will terminate an inappropriate activity or behavior.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (2) Refuses to participate in games and activities with other children at recess.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (3) Behaves inappropriately in class when corrected (e.g., shouts back, defies the teacher, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (4) Responds inappropriately when other children try to interact socially with her/him.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (5) Child tests or challenges teacher-imposed limits (e.g., classroom rules).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (6) Uses coercive tactics to force the submission of peers; manipulates, threatens, etc.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (7) Creates a disturbance during class activities (e.g., is excessively noisy, bothers other students, out of seat, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (8) Manipulates other children and/or situations to get his/her own way.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (9) Is overly affectionate with both peers and adults (e.g., touching, hugging, kissing, hanging on, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (10) Is excessively demanding (e.g., requires or demands too much individual attention).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (11) Pouts or sulks.

Total Maladaptive Behavior Score

SSBD Stage Two Rating for Internalizing Students

Critical Events Index

Date _____ Teacher _____ School _____

Student _____ Sex _____ Grade _____

Check one: Stage One SSBD Rank: 1 2 or 3

INSTRUCTIONS: Check **each** behavior from the list below that you are aware the student has exhibited during this school year.

- _____ 1. Steals.
- _____ 2. Sets fires.
- _____ 3. Vomits after eating.
- _____ 4. Has tantrums.
- _____ 5. Physically assaults an adult.
- _____ 6. Exhibits painful shyness.
- _____ 7. Exhibits large weight loss or gain over past three months. (Significant weight fluctuation would be in excess of 20% change in body weight.)
- _____ 8. Exhibits sad affect, depression, and feelings of worthlessness to such an extent as to interfere with normal peer and classroom activities.
- _____ 9. Is physically aggressive with other students or adults (hits, bites, chokes, or throws things).
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- _____ 11. Demonstrates obsessive-compulsive behaviors. (Student cannot get his/her mind off certain thoughts or obsessions.)
- _____ 12. Reports having nightmares or significant sleep disturbances.
- _____ 13. Engages in inappropriate sexual behaviors (masturbation, exhibitionism).

- _____ 14. Is self-abusive (biting, cutting or bruising self, head banging).
- _____ 15. Attempts to **seriously** physically injure another using weapons or objects.
- _____ 16. Suddenly cries or displays highly inappropriate affect in normal situations.
- _____ 17. Complains of **severe** headaches or other somatic complaints such as stomach aches, nausea, dizziness, or vomiting.
- _____ 18. Talks of killing himself/herself. Reports having suicidal thoughts or being preoccupied with death.
- _____ 19. Exhibits thought disorders, or gets lost in own thoughts.
- _____ 20. Ignores teacher warnings or reprimands.
- _____ 21. Makes lewd or obscene gestures.
- _____ 22. Shows evidence of physical abuse.
- _____ 23. Shows evidence of drug use.
- _____ 24. Reports being sexually abused.
- _____ 25. Uses obscene language.
- _____ 26. Exhibits cruelty to animals.
- _____ 27. Is teased, neglected, and/or avoided by peers.
- _____ 28. Has severely restricted activity levels.
- _____ 29. Is enuretic (inadequate bladder control or bed wetting).
- _____ 30. Is encopretic (inadequate bowel control).
- _____ 31. Sexually molests other children.
- _____ 32. Has auditory or visual hallucinations.
- _____ 33. Has severe lack of interest in activities which were previously of interest.

Please specify any serious behavior not appearing on this list.

_____ 34. _____

_____ 35. _____

_____ TOTAL CRITICAL EVENTS

Combined Frequency Index for Adaptive and Maladaptive Behavior

Instructions: The numbers 1 through 5 are a continuous scale and are used to indicate your estimate of the frequency with which each specific behavior occurs for a given student. Circle a number between 1 and 5 to represent the frequency of a given item. Complete the scale in relation to your observations of the student during the past 30 days.

ADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1 . . . 2 . . . 3 . . . 4 . . . 5 (1) Follows established classroom rules.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (2) Is considerate of the feelings of others.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (3) Produces work of acceptable quality, given her/his skill level.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (4) Gains peers' attention in an appropriate manner.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (5) Expresses anger appropriately (e.g., reacts to situations without becoming violent or destructive).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (6) Cooperates with peers in group activities or situations.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (7) Makes assistance needs known in an appropriate manner (e.g., asks to go to the bathroom, raises hand when finished with work, asks for help with work, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (8) Is socially perceptive (e.g., "reads" social situations accurately).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (9) Does seat-work assignments as directed.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (10) Compliments peers regarding their behavior or personal attributes (e.g., appearance, special skills, etc.).
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (11) Complies with teacher requests and commands.
- 1 . . . 2 . . . 3 . . . 4 . . . 5 (12) Initiates positive social interactions with peers.

Total Adaptive Behavior Score

MALADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- | | |
|-----------------------------------|--|
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (1) Requires punishment (or threat of same) before she/he will terminate an inappropriate activity or behavior. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (2) Refuses to participate in games and activities with other children at recess. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (3) Behaves inappropriately in class when corrected (e.g., shouts back, defies the teacher, etc.). |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (4) Responds inappropriately when other children try to interact socially with her/him. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (5) Child tests or challenges teacher-imposed limits (e.g., classroom rules). |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (6) Uses coercive tactics to force the submission of peers; manipulates, threatens, etc. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (7) Creates a disturbance during class activities (e.g., is excessively noisy, bothers other students, out of seat, etc.). |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (8) Manipulates other children and/or situations to get his/her own way. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (9) Is overly affectionate with both peers and adults (e.g., touching, hugging, kissing, hanging on, etc.). |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (10) Is excessively demanding (e.g., requires or demands too much individual attention). |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | (11) Pouts or sulks. |

Total Maladaptive Behavior Score

Figure 7
Stage Two Decision Rules for Internalizers

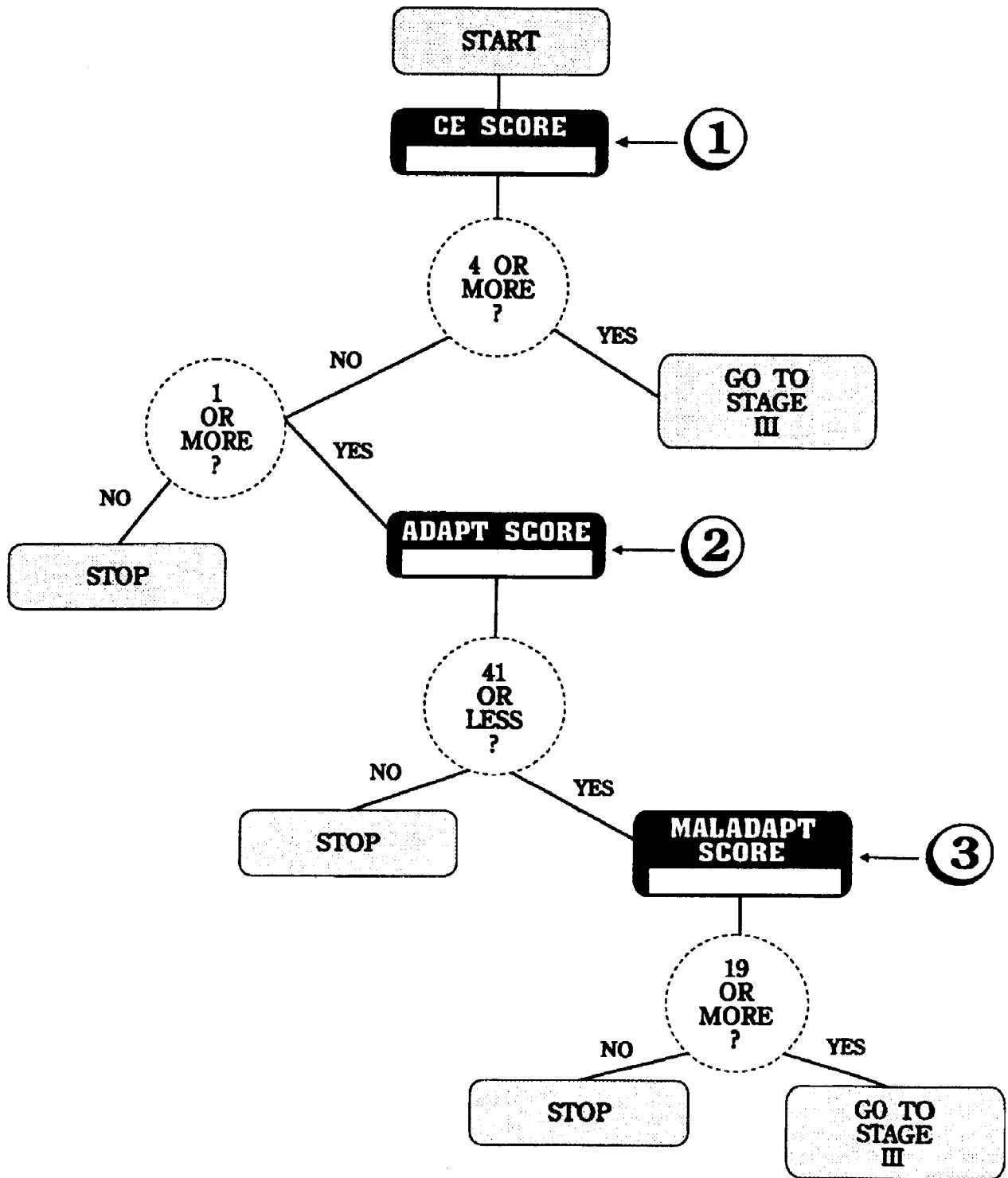


Figure 9
Stage Three Decision Rules for Externalizers

