

APPENDIX

Profile of Negative Classroom Behavior

David B. Center

Georgia State University

Atlanta, GA

* This scale is adapted from research conducted by Center and Wascom (1986 & 1987).

Center, D., & Wascom, A. (1986). Teacher perceptions of social behavior in learning disabled and socially normal children and youth. Journal of Learning Disabilities, 19, 420-425.

Center, D., & Wascom, A. (1987). Teacher perceptions of social behavior in behavior disordered and socially normal children and youth. Behavioral Disorders, 12, 200-206.

Profile of Negative Classroom Behavior

David Center

This survey is a measure of negative classroom behavior. This assessment involves rating how often students in your class engage in the behavior described in the survey items and how serious of a problem you consider the behavior to be. When rating a given item, you should try to recall particular situations where your students have demonstrated the behavior. Do not rate a class with which you have had less than 60 days of contact.

Check the appropriate items below:

A. Type of program I teach in:

- 1. Behavior Disordered
- 2. Learning Disabled
- 3. Mentally Retarded
- 4. Interrelated
- 5. Regular Education
- 6. Other (Specify) _____

B. Number of students I teach who are:

- 8. Asian
- 9. Black
- 10. Caucasian
- 11. Hispanic
- 12. Other (Specify) _____

C. The service delivery model I use is:

- 13. Regular class inclusion
- 14. Consulting
- 15. Resource
- 16. Self-Contained
- 17. Special Day School or Center
- 18. Residential School
- 19. Other (Specify) _____

D. Grade level of my program:

- 20. Early Childhood
- 21. Elementary
- 22. Middle School or Junior High
- 23. High School

E. Geographical location of my school:

- 24. Urban School
- 25. Suburban School
- 26. Rural School

Please, use the answer sheet on the back of this page.

PNCB Answer Sheet

Rate your classroom on each PNCB item for **frequency** and **seriousness** and multiply the two ratings. Place the product of the multiplication, from 0-9, in the blank beside the PNCB item number below. For example, $0 \times 0 = 0$ (doesn't occur and isn't a problem) or $3 \times 1 = 3$ (occurs daily and is a nuisance) or $2 \times 3 = 6$ (occurs weekly and is a serious problem).

Frequency

0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

Seriousness

0 = not a problem
 1 = a nuisance
 2 = a problem
 3 = a serious problem

1. _____	18. _____	35. _____	52. _____	69. _____
2. _____	19. _____	36. _____	53. _____	70. _____
3. _____	20. _____	37. _____	54. _____	a. _____
4. _____	21. _____	38. _____	55. _____	b. _____
5. _____	22. _____	39. _____	56. _____	c. _____
6. _____	23. _____	40. _____	57. _____	d. _____
7. _____	24. _____	41. _____	58. _____	e. _____
8. _____	25. _____	42. _____	59. _____	
9. _____	26. _____	43. _____	60. _____	PNCB Analysis:
10. _____	27. _____	44. _____	61. _____	Levels: Categories:
11. _____	28. _____	45. _____	62. _____	A. _____ 1. _____
12. _____	29. _____	46. _____	63. _____	B. _____ 2. _____

- | | | | | | |
|-----------|-----------|-----------|-----------|----------|----------|
| 13. _____ | 30. _____ | 47. _____ | 64. _____ | C. _____ | 3. _____ |
| 14. _____ | 31. _____ | 48. _____ | 65. _____ | D. _____ | 4. _____ |
| 15. _____ | 32. _____ | 49. _____ | 66. _____ | | 5. _____ |
| 16. _____ | 33. _____ | 50. _____ | 67. _____ | | 6. _____ |
| 17. _____ | 34. _____ | 51. _____ | 68. _____ | | |

Profile of Negative Classroom Behavior

David Center

After reading each item, place your rating for your class on the answer sheet provided or in the space adjacent to each item. Rate each PNCB item, from 0-3, for **frequency** and **seriousness** and multiply the two ratings. Place the product of the multiplication, from 0-9, in the blank beside the PNCB item number below. For example, $0 \times 0 = 0$ (doesn't occur and isn't a problem) or $3 \times 1 = 3$ (occurs daily and is a nuisance) or $2 \times 3 = 6$ (occurs weekly and is a serious problem).

Frequency

0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

Seriousness

0 = not a problem in my class
 1 = a nuisance in my class
 2 = a problem in my class
 3 = a serious problem in my class

- ___ 1. I have students who do not complete tasks or activities.
- ___ 2. I have students who cannot complete work within time limits.
- ___ 3. I have students who don't pay attention when instructions are being given.
- ___ 4. I have students who can't or won't follow instructions.
- ___ 5. I have students who don't perform up to their ability level in one or more instructional areas.
- ___ 6. I have students who deliberately make distracting noises.
- ___ 7. I have students who speak-out without permission.
- ___ 8. I have students who do not stay in their seat.
- ___ 9. I have students who seek attention in inappropriate ways.
- ___ 10. I have students who leave the classroom without permission.
- ___ 11. I have students who react with more anger than a situation calls for.

Frequency**Seriousness**

0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

0 = not a problem in my class
 1 = a nuisance in my class
 2 = a problem in my class
 3 = a serious problem in my class

- ___ 12. I have students who are too dependent on others.
- ___ 13. I have students who are physically aggressive when they take issue with someone.
- ___ 14. I have students who put themselves down.
- ___ 15. I have students who take advantage of others.
- ___ 16. I have students who are pessimistic.
- ___ 17. I have students who interrupt others.
- ___ 18. I have students who give the impression that they are experts on everything.
- ___ 19. I have students who are impatient.
- ___ 20. I have students who argue or talk-back when given instructions.
- ___ 21. I have students who talk negatively about others when they are not present.
- ___ 22. I have students who insult others.
- ___ 23. I have students who use threat and intimidation to get what s/he wants.
- ___ 24. I have students who make others feel they are competing with them.
- ___ 25. I have students who reject or criticize other people before knowing much about them.
- ___ 26. I have students who hurt other people while striving to reach their goals.
- ___ 27. I have students who talk repeatedly about their problems and worries.

Frequency

0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

Seriousness

0 = not a problem in my class
 1 = a nuisance in my class
 2 = a problem in my class
 3 = a serious problem in my class

- ___ 28. I have students who get into arguments.
- ___ 29. I have students who are sore losers.
- ___ 30. I have students who give unsolicited advice.
- ___ 31. I have students who order rather than request people to do something.
- ___ 32. I have students who make embarrassing comments.
- ___ 33. I have students who won't interact with peers or participate in their activities.
- ___ 34. I have students who make fun of others.
- ___ 35. I have students who take or use things that aren't theirs without permission.
- ___ 36. I have students who blame others for their problems.
- ___ 37. I have students who hurt others' feelings when teasing them.
- ___ 38. I have students who speak in a whining tone.
- ___ 39. I have students who dominate conversations they have.
- ___ 40. I have students who are sarcastic.
- ___ 41. I have students who tell people what they think people want to hear.
- ___ 42. I have students who refuse to change their opinions or beliefs.
- ___ 43. I have students who criticize people when they talk to them.
- ___ 44. I have students who complain about trivial matters.

Frequency

- 0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

Seriousness

- 0 = not a problem in my class
 1 = a nuisance in my class
 2 = a problem in my class
 3 = a serious problem in my class

- ___ 45. I have students who perceive insults or criticism when none were intended.
- ___ 46. I have students who mistakenly think they are being treated unjustly or unfairly.
- ___ 47. I have students who use facial expressions (e.g., rolling eyes) or sounds (e.g., sighs) that offend others.
- ___ 48. I have students who easily become angry.
- ___ 49. I have students who try to manipulate others to do what they want.
- ___ 50. I have students who allow others to do things for them without reciprocating.
- ___ 51. I have students who act like they are superior to other people.
- ___ 52. I have students who do not reveal their feelings.
- ___ 53. I have students who brag about their accomplishments and abilities.
- ___ 54. I have students who seem bored when interacting with others.
- ___ 55. I have students who gloat when they win.
- ___ 56. I have students who talk too much about themselves.
- ___ 57. I have students who explain things in too much detail.
- ___ 58. I have students who make sounds (e.g., burping, sniffing) that disturb others.
- ___ 59. I have students who criticize behaviors or practices of other people which they engage in themselves.

Frequency

- 0 = doesn't occur in my class
 1 = occurs monthly in my class
 2 = occurs weekly in my class
 3 = occurs daily in my class

Seriousness

- 0 = not a problem in my class
 1 = a nuisance in my class
 2 = a problem in my class
 3 = a serious problem in my class

- ___ 60. I have students who deceive others for personal gain.
- ___ 61. I have students who hold grudges.
- ___ 62. I have students who seek revenge when they believe they have been wronged.
- ___ 63. I have students who will cheat to get what they want.
- ___ 64. I have students who will steal to get what they want.
- ___ 65. I have students who have a documented history of carrying weapons.
- ___ 66. I have students who use profanity and/or obscenities when they talk.
- ___ 67. I have students who use drugs or alcohol at school.
- ___ 68. I have students who exhibit gender inappropriate behavior.
- ___ 69. I have students who exhibit sexual behavior inappropriate for their age.
- ___ 70. I have students who engage in public sexual displays.

Others:

- ___ a. _____
- ___ b. _____
- ___ c. _____
- ___ d. _____
- ___ e. _____

Problem Level Analysis of the PNCB

The larger the number of problems and the more serious they are the more structured and specialized your behavior management plan needs to be.

Problem Levels:

A. 0 indicates no problem:

The number of items with a score of 0 _____

Percent of total ($\#/70 \times 100$) _____
 (If you added items increase 70 by
 the number of items added)

B. 1 or 2 indicates a mild problem:

The number of items with a score of 1 or 2 _____

Percent of total ($\#/70 \times 100$) _____

C. 3 or 4 indicates a moderate problem:

The number of items with a score of 3 or 4 _____

Percent of total ($\#/70 \times 100$) _____

D. 6 or 9 indicates a serious problem:

The number of items with a score of 6 or 9 _____

Percent of total ($\#/70 \times 100$) _____

Place No, Mild, Mod or Ser, from above, in the blanks below:

Largest problem level by percent _____

Smallest problem level by percent _____

Problem Category Analysis of the PNCB

Classification of Behaviors:

<i>Conduct Behavior (15):</i>	6, 7, 8, 9, 10, 12, 18, 19, 38, 44, 51, 57, 68, 69, 70
<i>Dangerous Behavior (4):</i>	13, 23, 65, 67
<i>Emotional Behavior (15):</i>	11, 14, 16, 25, 27, 29, 36, 42, 45, 46, 48, 52, 55, 61, 62
<i>Moral Behavior (14):</i>	15, 21, 26, 34, 35, 37, 41, 49, 50, 59, 60, 63, 64, 66
<i>Task Behavior (5):</i>	1, 2, 3, 4, 5
<i>Social Behavior (17):</i>	17, 20, 22, 24, 28, 30, 31, 32, 33, 39, 40, 43, 47, 53, 54, 56, 58

Category Averages:

Compute the average for the items in each classification category by adding the ratings for the items in each category and dividing the sum by the number of items in the category. If you have added items of your own to the scale, decide which category each one belongs in and include it in the computation. Round your averages to the nearest whole number. Place the results in the blanks below or in the blanks on the answer sheet

- | | | | |
|-----------------------|-------|-----------------------|-------|
| 1. Conduct Behavior | _____ | 4. Dangerous Behavior | _____ |
| 2. Emotional Behavior | _____ | 5. Moral Behavior | _____ |
| 3. Social Behavior | _____ | 6. Task Behavior | _____ |

An average rating of from 0-2 represents a mild level of concern.

An average rating of from 3-4 represents a moderate level of concern.

An average rating of 5 or above represents a serious level of concern.

Culminating Activity

Drawing on the material covered in this class (EXC 704), devise a comprehensive classroom management program. Devise a plan based on the Profile of Negative Classroom Behavior that you completed on your classroom. If you do not have a classroom or your profile indicates no need for a behavior management plan, you should request a profile to use for planning purposes. If your problems are largely at the mild to moderate level draw mostly on the material in Part One for your plan. If your problems are largely at the moderate to serious level draw mostly on the material in Part Two for your plan. Include a copy of the summary sheet from the PNCB with your plan. Employ the following outline:

- A. Focus of this plan:
 - 1. Problem Level:
 - 2. Type of Program:
 - 3. Age Range:

- B. Motivation:
 - 1. Academic and task related behavior
 - a. Subject areas
 - b. Task behaviors (list problems from PNCB, Cat. 6)
 - b. Application of Strategy or strategies to (a) & (b)
 - 2. Prosocial classroom behavior
 - a. Focus behaviors (list problems from PNCB, Cat. 3)
 - b. Application of Strategy or strategies to (a)

- C. Problem Behaviors:
 - 1. Routine conduct behavior
 - a. Target behaviors (list problems from PNCB, Cat. 1)
 - b. Application of Strategy or strategies to (a)
 - 2. Dangerous behavior
 - a. Target behaviors (list problems from PNCB, Cat. 4)
 - b. Application of Strategy or strategies to (a)

The plan should be typed and follow the above outline. If you are required to maintain a portfolio, keep a copy of this plan for your portfolio.

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An illustrative example follows. **DO YOUR OWN WORK. DO NOT MIMIC THE EXAMPLE!** You should reference your procedures to the appropriate chapter and procedure in the manual. If you

deviate from the chapter guidelines, fully explain what you are going to do.

An Example of a Plan Based on Basic Techniques (Part I)

A. Focus of this Plan

1. Level: Mild to Moderate
2. Type of Program: Self-contained EBD
3. Age Range: Ages 9 to 12

B. Motivation

1. Academic and task related behavior

a. The specific subjects that I will need to motivate performance in are:

1. Reading
2. Math
3. Language Arts

b. Motivation Strategies:

My program will employ a program to provide recognition of academic accomplishment based on the material in Chapter Two. This program will make use of various awards, such as, an honors list and letters of commendation. It will also provide rewards for students who are recognized for their accomplishments, such as, special privileges and discount coupons from various community enterprises, such as, video rentals and miniature golf. Awards will be given to the three students with the highest achievement and to the three who show the most improvement from one grading period to the next.

I will employ curriculum adjustment to help my students progress in their academic work. This will be based on the material in Chapter Two. I will use the developmental curriculum model to selectively target my task at the most appropriate developmental level of each student. Where necessary I will also make various curriculum adaptations, such as, use of advance organizers and alternative products.

I will make use of social reinforcement for task completion and accurate performance on academic tasks. I will follow the guidelines for Attention for Compliance presented in Chapter Three.

I will also employ a Surprise Token program based on the material in Chapter Three. This program will focus on reinforcing students for being on-task during independent work. Tokens will be exchangeable for reinforcers on a reward menu compiled using student input about desired rewards.

2. Prosocial classroom behavior

a. Focus behaviors:

1. Cooperation in groups
2. Comply with instructions
3. Disagree without arguing
4. Show respect for others

b. Motivation Strategies:

I will use cooperative learning groups based on the material in Chapter Seven. These groups will be employed to promote group cohesion and cooperation among the students in setting and meeting group task goals. I will make use of a group contingency contract for each cooperative group to reward the group for appropriate group participation and achievement of group task goal(s). I will follow the guidelines for contracting presented in Chapter Three.

I will develop a group program on Social Decision Making based on the material in Chapter Seven. The objective of this group will be to encourage more reflective responding to interpersonal interactions related to prosocial focus behaviors and to teach appropriate interpersonal responses reflective of these behaviors. I will make use of social reinforcement for appropriate participation by individuals in this group and to reinforce use of the behaviors taught in the group. Reinforcement will follow the guidelines for Attention for Compliance presented in Chapter Three.

B. Problem Behaviors:

1. Routine conduct problems

a. Specific Behaviors:

1. Speaking without permission
2. Leaving the classroom without permission
3. Making distracting noises.
4. Complaining about trivial matters
5. Being out of seat without permission

b. Intervention Strategies:

I will establish clear expectations for responsible behavior in my classroom (based on

behaviors in (a) above) following the guidelines in Chapter Two. This will consist of a printed set of positively stated responsible behaviors that will be given to each student.

I will use the process of Proximity Control discussed in Chapter Two to help reduce minor problem behaviors in my classroom. This will entail arranging my room to increase the level of visual proximity control present in my classroom. I will also make use of signal control, such as calling the student's name and using a hand signal for quiet or on-task, and physical proximity control to help a student who is engaged in minor problem behavior to control his or her behavior.

I will make use of social reinforcement for appropriate compliance with the expectations for responsible behavior following the guidelines for Attention for Compliance presented in Chapter Three. I will establish a group consequence for appropriate conduct behavior related to my expectations (class rules) for conduct behavior. This program will be based on the material in Chapter Three. The program will also employ graphic feedback on the group's behavior.

2. Dangerous behavior

a. Specific Behavior(s):

1. Physical aggression and intimidation

b. Intervention Strategies:

I will conduct an emotional self-management program with my students based on the material in Chapter Six. This program will be designed to help them better assess their emotional state as well as the emotional state of others. They will also learn to use techniques, such as, Passive Concentration and Time-out from Aversiveness, to manage their own states of negative emotional arousal. I will make use of social reinforcement for appropriate participation by individuals in this program following the guidelines for Attention for Compliance presented in Chapter Three.

When there is a significant interpersonal problem between two or more students, I will, where appropriate, use the Conflict Resolution process described in Chapter Seven to help the students attempt to find a solution that satisfies all parties.

For individual problems that do not yield to any of the above programs, I will consider using an individually designed behavior modification program based on the material in Chapter Four.

Index of Negative Student Behavior

David B. Center

Georgia State University

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Center, D., & Wascom, A. (1986). Teacher perceptions of social behavior in learning disabled and socially normal children and youth. Journal of Learning Disabilities, 19, 420-425.

Center, D., & Wascom, A. (1987). Teacher perceptions of social behavior in behavior disordered and socially normal children and youth. Behavioral Disorders, 12, 200-206.

Index of Negative Student Behavior

David Center

Student: _____

Date: _____

This survey is a measure of anti-social behavior. This assessment involves rating how often a student engages in the behavior described in the survey items. Rate how often the student demonstrates the behaviors in those situations where they might occur. When rating a given item, you should try to recall particular situations where the student has demonstrated the behavior. Do not rate a student with whom you have had less than 60 days of contact. Your cooperation is greatly appreciated. Thank you.

Check the appropriate items below:

A. Sex:

- _____ 1. Male
 _____ 2. Female

B. Race:

- _____ 3. Black
 _____ 4. Caucasian
 _____ 5. Hispanic
 _____ 6. Oriental
 _____ 7. Other (Specify)

C. Age:

- _____ 8. Years old

D. Category:

- _____ 9. Behavior Disordered
 _____ 10. Learning Disabled
 _____ 11. Mentally Retarded
 _____ 12. Socially Normal
 _____ 13. Other (Specify)

E. Service Model:

- _____ 14. Inclusion
 _____ 15. Resource
 _____ 16. Self-contained
 _____ 17. Other (Specify)

F. Geographical Location

- _____ 18. Urban School
 _____ 19. Suburban School
 _____ 20. Rural School

(Over)

INSB ANSWER SHEET

After reading each item, place your rating for the student on the answer sheet provided. Rate the student using his or her **normal peers** (same age, sex, and race), as a frame of reference, using the following scale.

0 = much less frequently than peers

1 = less frequently than peers

2 = about the same as peers

3 = more frequently than peers

4 = much more frequently than peers

1. _____ 18. _____ 35. _____ 52. _____ 69. _____

2. _____ 19. _____ 36. _____ 53. _____ 70. _____

3. _____ 20. _____ 37. _____ 54. _____ a. _____

4. _____ 21. _____ 38. _____ 55. _____ b. _____

5. _____ 22. _____ 39. _____ 56. _____ c. _____

6. _____ 23. _____ 40. _____ 57. _____ d. _____

7. _____ 24. _____ 41. _____ 58. _____ e. _____

8. _____ 25. _____ 42. _____ 59. _____

9. _____ 26. _____ 43. _____ 60. _____

Category means from

10. _____ 27. _____ 44. _____ 61. _____

INSB Analysis page:

11. _____ 28. _____ 45. _____ 62. _____ 1. _____

12. _____ 29. _____ 46. _____ 63. _____ 2. _____

13. _____ 30. _____ 47. _____ 64. _____ 3. _____

14. _____ 31. _____ 48. _____ 65. _____ 4. _____

15. _____ 32. _____ 49. _____ 66. _____ 5. _____

16. _____ 33. _____ 50. _____ 67. _____ 6. _____

17. _____ 34. _____ 51. _____ 68. _____

Index of Negative Student Behavior

David Center

After reading each item, place your rating for the student on the answer sheet provided. Rate the student using his or her **normal peers** (same age, sex, and race), as a frame of reference, using the following scale.

0 = much less frequently than peers

1 = less frequently than peers

2 = about the same as peers

3 = more frequently than peers

4 = much more frequently than peers

- ___ 1. The student does not complete tasks or activities.
- ___ 2. The student cannot complete work within time limits.
- ___ 3. The student doesn't pay attention when instructions are being given.
- ___ 4. The student can't or won't follow instructions.
- ___ 5. The student doesn't perform up to ability level in one or more instructional areas.
- ___ 6. The student deliberately makes distracting noises.
- ___ 7. The student speaks-out without permission.
- ___ 8. The student does not stay in his/her seat.
- ___ 9. The student seeks attention in inappropriate ways.
- ___ 10. The student leaves the classroom without permission.
- ___ 11. The student reacts with more anger than a situation calls for.
- ___ 12. The student is too dependent on others.
- ___ 13. The student is physically aggressive when s/he takes issue with someone.

- 0 = much less frequently than peers
1 = less frequently than peers
2 = about the same as peers
3 = more frequently than peers
4 = much more frequently than peers

- ___ 14. The student puts him/herself down.
- ___ 15. The student takes advantage of others.
- ___ 16. The student is pessimistic.
- ___ 17. The student interrupts others.
- ___ 18. The student gives the impression of being an expert on everything.
- ___ 19. The student is impatient.
- ___ 20. The student argues or talks-back when given instructions.
- ___ 21. The student talks negatively about others when they are not present.
- ___ 22. The student insults others.
- ___ 23. The student uses threat and intimidation to get what s/he wants.
- ___ 24. The student makes others feel they are competing with him/her.
- ___ 25. The student rejects or criticizes other people before knowing much about them.
- ___ 26. The student hurts other people while striving to reach personal goals.
- ___ 27. The student talks repeatedly about problems and worries.
- ___ 28. The student gets into arguments.
- ___ 29. The student is a sore loser.
- ___ 30. The student gives unsolicited advice.
- ___ 31. The student orders rather than requests people to do something.

- 0 = much less frequently than peers
1 = less frequently than peers
2 = about the same as peers
3 = more frequently than peers
4 = much more frequently than peers

- ___ 32. The student makes embarrassing comments.
- ___ 33. The student won't interact with peers or participate in their activities.
- ___ 34. The student makes fun of others.
- ___ 35. The student takes or uses things without permission.
- ___ 36. The student blames others for his/her problems.
- ___ 37. The student hurts others' feelings when teasing them.
- ___ 38. The student speaks in a whining tone.
- ___ 39. The student dominates conversations.
- ___ 40. The student is sarcastic.
- ___ 41. The student tells people what s/he thinks they want to hear.
- ___ 42. The student refuses to change his/her opinions or beliefs.
- ___ 43. The student criticizes people when talking to them.
- ___ 44. The student complains about trivial matters.
- ___ 45. The student perceives insults or criticism when none were intended.
- ___ 46. The student mistakenly thinks s/he is being treated unjustly or unfairly.
- ___ 47. The student uses facial expressions (e.g., rolling eyes) or sounds (e.g., sighs)
that offend others.
- ___ 48. The student easily becomes angry.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- ___ 49. The student tries to manipulate others to do what s/he want.
- ___ 50. The student allows others to do things for him/her without reciprocating.
- ___ 51. The student acts superior to other people.
- ___ 52. The student does not reveal his/her feelings.
- ___ 53. The student brags about his/her accomplishments or abilities.
- ___ 54. The student seems bored when interacting with others.
- ___ 55. The student gloats when s/he wins.
- ___ 56. The student talks too much about him/herself.
- ___ 57. The student explains things in too much detail.
- ___ 58. The student makes sounds (e.g., burping, sniffing) that disturb others.
- ___ 59. The student criticizes behaviors or practices of others which s/he engages in.
- ___ 60. The student deceives others for personal gain.
- ___ 61. The student holds grudges.
- ___ 62. The student seeks revenge when s/he believe s/he has been wronged.
- ___ 63. The student cheats to get what s/he wants.
- ___ 64. The student steals to get what s/he wants.
- ___ 65. The student has a documented history of carrying a weapon.

- 0 = much less frequently than peers
1 = less frequently than peers
2 = about the same as peers
3 = more frequently than peers
4 = much more frequently than peers

- ___ 66. The student uses profanity and/or obscenities when talking.
- ___ 67. The student uses drugs or alcohol at school.
- ___ 68. The student exhibits gender inappropriate behavior.
- ___ 69. The student exhibits sexual behavior inappropriate for his/her age.
- ___ 70. The student engages in public sexual displays.

Others:

- ___ a. _____
- ___ b. _____
- ___ c. _____
- ___ d. _____
- ___ e. _____

Problem Category Analysis of the INSB

Classification of Behaviors:

<i>Conduct Behavior (15):</i>	6, 7, 8, 9, 10, 12, 18, 19, 38, 44, 51, 57, 68, 69, 70
<i>Dangerous Behavior (4):</i>	13, 23, 65, 67
<i>Emotional Behavior (15):</i>	11, 14, 16, 25, 27, 29, 36, 42, 45, 46, 48, 52, 55, 61, 62
<i>Moral Behavior (14):</i>	15, 21, 26, 34, 35, 37, 41, 49, 50, 59, 60, 63, 64, 66
<i>Task Behavior (5):</i>	1, 2, 3, 4, 5
<i>Social Behavior (17):</i>	17, 20, 22, 24, 28, 30, 31, 32, 33, 39, 40, 43, 47, 53, 54, 56, 58

Category Averages:

Compute the average for the items in each classification category by adding the ratings for the items in each category and dividing the sum by the number of items in the category. If you have added items of your own to the scale, decide which category each one belongs in and include it in the computation. Round your averages to the nearest whole number. Place the results in the blanks below or in the blanks on the answer sheet

- | | | | |
|-----------------------|-------|-----------------------|-------|
| 1. Conduct Behavior | _____ | 4. Dangerous Behavior | _____ |
| 2. Emotional Behavior | _____ | 5. Moral Behavior | _____ |
| 3. Social Behavior | _____ | 6. Task Behavior | _____ |

An average rating of from 0-2 represents a mild level of concern.

An average rating of from 3-4 represents a moderate level of concern.

An average rating of 5 or above represents a serious level of concern.