

Behavioral *Summary*

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Manual

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INTRODUCTION

The *Behavioral Summary* provides essential screening of behavioral adjustment problems in children and adolescents from kindergarten through 12th grade. It consists of three AutoScore™ Forms: the Parent Report (WPS Product No. W-490A), the Student Report (WPS Product No. W-490C), and the Teacher Report (WPS Product No. W-490B), with the forms ranging in length from 96 to 102 items. The three forms are drawn from the widely used and extensively validated *Personality Inventory for Children, Second Edition* (PIC-2; Lachar & Gruber, 2001), the *Personality Inventory for Youth* (PIY; Lachar & Gruber, 1995), and the *Student Behavior Survey* (SBS; Lachar, Wingenfeld, Kline, & Gruber, 2000). The goal has been to create short, behaviorally focused measurements of problems that children and adolescents may have. Thus, the *Behavioral Summary* draws from the strong research base of the PIC-2, PIY, and SBS to provide an assessment of functioning that is brief, focused on behavioral issues, and useful for diagnostic and treatment planning purposes in multiple settings.

The *Behavioral Summary* is intended for use in schools and special education as well as in other settings where an assessment of possible behavior problems and adjustment issues may be needed in the evaluation process. It offers wide age coverage and focuses attention on a variety of possible behavioral difficulties. Most importantly, it allows for the gathering of information from three important sources: parents or caregivers, teachers, and the identified youth. This makes the *Behavioral Summary* particularly well suited to any evaluation, because the full range of perspectives and possible problems can be considered.

Each of the three forms consists of specific statements that are most relevant to the informant. The Parent and Student Reports are essentially parallel in content, since both parents and children tend to have information about adjustment and behavior in similar settings (e.g., in the home, in the community, on family outings, and so on). The scales for these two instruments—eight Adjustment scales, three Composite scales, and the Total score—are listed in Table 1. The selection of item content and the comparability of the Parent and Student Reports also facilitate the

Table 1
***Behavioral Summary* Scales for the**
Parent Report and the Student Report

Adjustment scales
Impulsivity & Distractibility (ADH)
Defiance (DEFY)
Family Problems (FAM)
Atypical Behavior (ATYP)
Somatic Concern (SOM)
Emotional Problems (EMOT)
Social Withdrawal (WDL)
Social Skill Deficits (SSK)
Composite scales
Externalization (EXT)
Internalization (INT)
Social Adjustment (SOC)
Total (TOT) score

comparison of responses between the two informants. Although it has some overlapping content, the Teacher Report focuses on behavior that can be observed in the classroom and at school, and therefore naturally differs from the Parent and Student Reports. School staff have the unique vantage point of judging how well a given child's behavior matches that of typically developing children in school, which is one of the most important contexts for a child or adolescent. Table 2 presents the scales for the Teacher Report: four Academic Resources scales, seven Adjustment Problems scales, and three Disruptive Behavior scales. Samples of the forms, with the full text of all three item sets, are included at the back of this manual and can be reviewed there.

Each of the forms can be independently used and interpreted without reference to the other two measures and

Table 2
Behavioral Summary Scales for the Teacher Report

Academic Resources
Academic Performance (AP)
Academic Habits (AH)
Social Skills (SS)
Parent Participation (PP)
Adjustment Problems
Health Concerns (HC)
Emotional Distress (ED)
Unusual Behavior (UB)
Social Problems (SP)
Verbal Aggression (VA)
Physical Aggression (PA)
Behavior Problems (BP)
Disruptive Behavior
Attention-Deficit/Hyperactivity (ADH)
Oppositional Defiant (OPD)
Conduct Problems (CNP)

still provide much useful and important documentation of a child's adjustment. In most cases, however, the best application occurs when more than one source of information is evaluated (e.g., Parent and Teacher Reports for younger students; Parent, Student, and Teacher Reports for older students) and when more than one respondent is included for a report (e.g., both mother and father completing the Parent Report, multiple teachers completing the Teacher Report). There is wide consensus within the professional community that student evaluation and academic diagnostic requirements are best met when a multisource approach is taken (Lachar, 2003).

Use of the Behavioral Summary

The forms for the *Behavioral Summary* are short and easy for respondents to complete. The Parent Report and the Student Report each have 96 true/false items and can usually be completed in less than 15 minutes. The Teacher Report has 102 items rated on a 4- or 5-point scale and can usually be completed in less than 20 minutes. Similarly, scoring is relatively simple and quick. Each AutoScore™ Form includes scoring directions, and hand scoring a form generally takes 5 minutes or less once a user has scored the form 5 or 10 times and become familiar with the procedures. Profiling the results takes only a couple of minutes more with the *Behavioral Summary* Profile page, which provides the *T*-score for each scale and an informative visual display

of the findings. A computer scoring disk (WPS Product No. W-490U) that allows a user to score and profile the forms even quicker and that provides comparisons between two respondents is also available. All of these procedures are discussed in detail in chapter 2 of this manual.

Interpretation of results is both straightforward and powerful. Chapter 3 of this manual provides detailed language to describe findings on a scale-by-scale and score-by-score basis for all three forms. The interpretation guidelines are closely linked to the extensive validation data provided for the instrument (see chapter 5). Thus users can be assured that test reports can be supported with very useful, specific, and evidence-based language.

To demonstrate possible uses of the *Behavioral Summary*, a variety of case examples are provided in chapter 4.

Technical Materials Supporting Test Use

Chapter 5 of this manual summarizes the research supporting the use of the *Behavioral Summary* and includes detailed documentation. As to normative comparisons, the total nonreferred standardization sample comprised more than 7,000 children—over 2,000 children for each of the forms, with each sample reflecting a good approximation of the national population for gender, ethnicity, and parent educational level ($N = 2,306$ for the Parent Report, $N = 2,327$ for the Student Report, and $N = 2,612$ for the Teacher Report). Tables 3 to 5 in chapter 5 provide detailed information about each sample. In addition, a large sample of over 4,000 clinically referred cases was used in test development and validation, with well over 1,000 per form ($N = 1,551$ for the Parent Report, $N = 1,178$ for the Student Report, and $N = 1,315$ for the Teacher Report.). Tables 9 to 11 in chapter 5 provide detailed information about these clinical samples.

Basic psychometric properties for the *Behavioral Summary* are sound. Internal consistency (alpha) estimates for the broad Composite scales range from .83 to .94 for both the normative and the clinically referred samples. The test-retest results for these scales were also solid, ranging from .80 to .91 across all samples and reports. For the shorter scales focused on narrower content, results ranged more widely and varied somewhat by report, but all were within a range appropriate for interpretation—from .70 to .90 for internal consistency and .78 to .88 for test-retest reliability. Tables 6 to 8 in chapter 5 provide complete details.

Validation evidence is also quite substantial and broadly defined. While validity cannot be characterized through citation of a few correlation coefficients or mean differences, chapter 5 does provide a broad summary of the validation evidence. As examples, each *Behavioral Summary* form proved a useful validation for the other two forms, taking into account the anticipated reduction in relationship strength attributed to differences among types of informants. Over 500 each of the Parent, Teacher, and Student Reports were used in these analyses. Chapter 5

provides a multimethod, multitrait analysis of some of this evidence, documenting a powerful combination of convergent and divergent validity (Campbell & Fiske, 1959) inherent in these data. Beyond that, information from other concurrent measures, such as other self-report inventories, clinician ratings summarizing diagnostic interviews, academic and diagnostic classification, and results from other behavioral measures, were also considered.

Principles of Use

The *Behavioral Summary* is intended for use with children or adolescents who have been referred to school counselors or psychologists, or other mental health or special education specialists, for the evaluation of behavioral adjustment problems. Used as part of a full evaluation, the *Behavioral Summary* is intended to supplement the information obtained through direct observation and interviews with the child and parents, and the assessment information obtained through the administration of individually administered measures, such as multidimensional intelligence and academic achievement tests.

The use of the *Behavioral Summary*, as with any measure of emotional and social adjustment, assumes familiarity with the manual and with basic principles of tests

and measurements. This knowledge involves an understanding of the proper interpretation of test scores and the limitations associated with the results of psychological and educational testing. Although the test can be administered by support staff, it should be scored and interpreted by an individual who has an appropriate understanding of the limitations of using objective measures of adjustment. Users should take precautions to safeguard the confidentiality of test results. Appropriate adult informants are individuals who know the child or adolescent well enough to accurately respond to the items. The Parent Report should be completed by a parent or other caregiver (e.g., a grandparent or guardian); the Teacher Report should be completed by a teacher, counselor, or other member of the school staff who has known the student long enough to have had an adequate exposure to the student's day-to-day classroom behavior (generally a few weeks may be considered sufficient).

Although the *Behavioral Summary* is designed for use across a wide age range and a variety of contexts, it is not intended to be the only instrument employed in an assessment or a substitute for sound judgment that is based upon various sources of information about the individual, such as direct observation of the child or adolescent or interviews with other students and adult observers.