

Behavioral Style Questionnaire for 3-7 Year-old Children

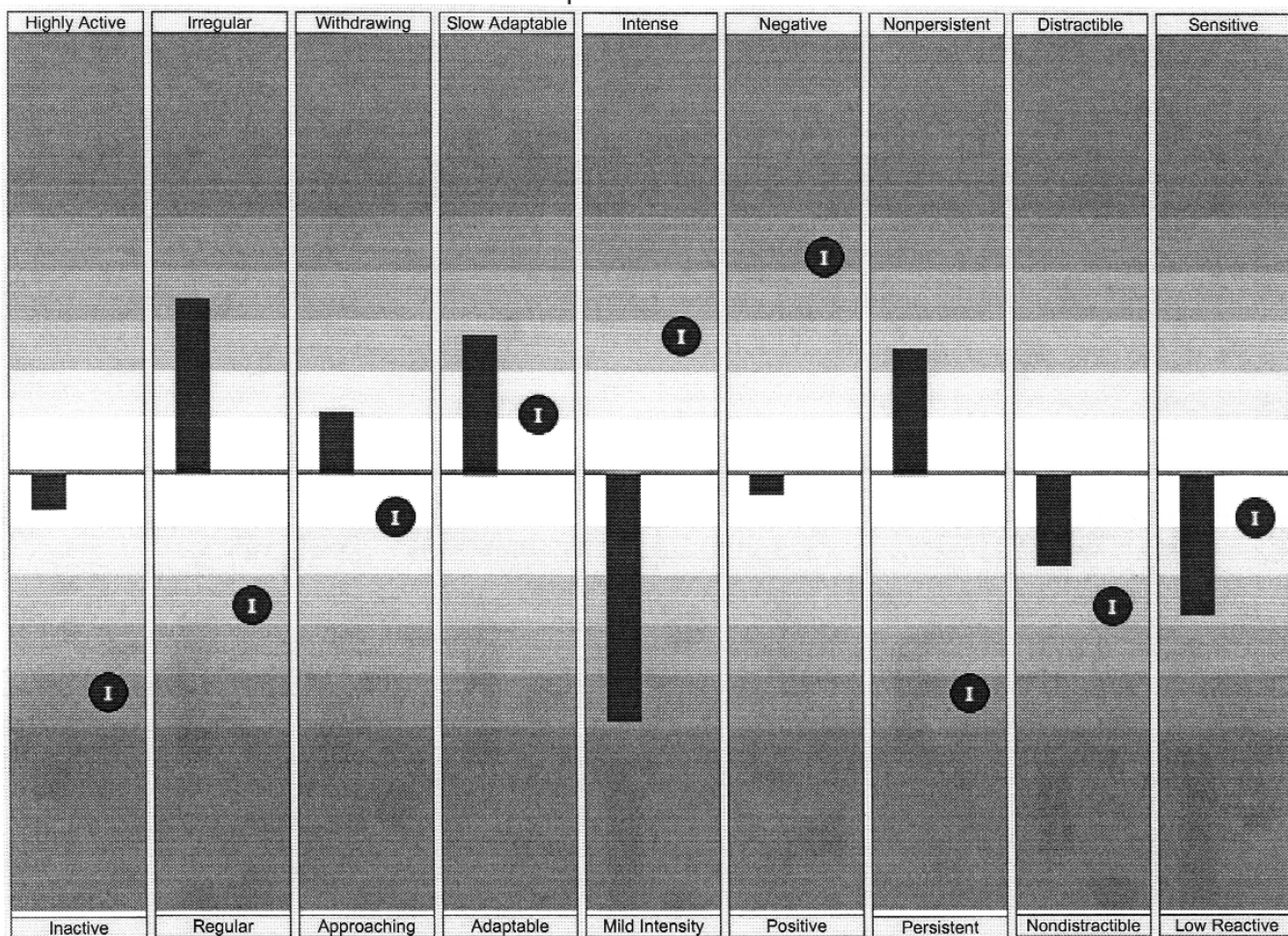
by Sean C. McDevitt, PhD & William B. Carey, MD

Temperament Report: Professional Copy

Child's Name:	Charley Cheese	Gender:	Male
Date of Birth:	10/14/1999	Date of Rating:	10/16/2004
Current Age:	5 years, 0 months	Rated by:	Mother
Professional:	Dr. Carey	Affiliation:	CHOP

This report contains results of the caregiver's ratings of this child's behavioral style or temperament. It tells about the behavioral reactions the rater has observed over a period of time. The report organizes and summarizes these observations. Although usually a clear view, the child's behavior patterns may change over time or the ratings may not be a totally accurate picture of the child's behavior. It is important for the caregiver and the professional to work together to obtain a complete view of the child and the meaning of the results.

Temperament Profile



Note: **Bars indicate temperament ratings**; Circles indicate general impressions.

Child's Name: Charley Cheese
Date of Rating: 10/16/2004

Interpretation of Temperament Profile

The person who rated the child believes that he or she is somewhat difficult to manage. Refer to the validity section for additional information about this protocol. The interpretations below indicate how temperament was rated on the nine dimensions. Scales printed in **bold** are the ones most likely to be apparent to others and to influence interaction with the environment.

Activity Level (Midrange) This score indicates an activity level consistent with expectations for a youngster of this age level. The balance of high and low activity behaviors indicates that the child rarely should have difficulty in adjustment due to overly active or inactive behavioral style.

Rhythmicity/Daily Biological Cycles (High/Arrhythmic/Not Regular) This high score indicates a significant tendency toward irregularity in patterns of eating, sleeping and elimination. These children often have needs which are unscheduled or unanticipated by adults due to their lack of predictability. Such children may be hungry between meals or may refuse to eat at meals. Similar lack of schedule may be seen with sleep; naps may be taken even though adequate rest was obtained the night before. This irregularity should be accepted as part of his/her temperament but social rules can be imposed to control it. For example, if the child is not sleepy at bedtime, s/he could be allowed to stay awake but quietly in his/her own room.

Approach/Withdrawal (Midrange) This record indicates a balance between a tendency to move toward and to move away from new people, situations, or experiences. At times, this child appears comfortable with novelty, at other times s/he may withdraw while sizing up the situation and deciding when s/he is comfortable. Quick approach does not necessarily indicate interest nor does slow approach indicate dislike. Only after the initial response to novelty wears off will parents be able to evaluate his/her interest in the new thing.

Adaptability (High/Nonadaptable/Gradual) This child's score indicates slowness to change behavior in meeting the expectations of others. These youngsters may have difficulty altering their usual reactions, or may require an extended period to adjust. In a situation that may pose a challenge to the child, such as a new school, several periods of brief exposure, or gradually increasing exposure, are needed. 'Sink or swim' approaches may lead to more difficulties for this child.

Intensity (Low/Mild) This low score indicates a mild level of emotional expression, although not necessarily a mild level of feelings inside. Children in this range may respond quietly or meekly in nearly all situations. Parents should be aware that the needs and concerns of this child may be valid and deeply felt even though they are quietly expressed. Complaints of any kind, but especially physical illness, should be taken seriously and investigated before being dismissed.

Mood (Midrange) This score indicates a child who generally has a balance of positive and negative expression of emotion. At times, the child may react in a placid and positive manner; at other times s/he may appear moody and cranky. These reactions may be related largely to the situation rather than a temperamental trait or personality disposition.

Persistence (Low/Nonpersistent/Rarely Persistent) This youngster's score indicates low persistence, giving up or interrupting tasks before completing them. S/He is most comfortable with brief periods of involvement and may need to be watched to ensure that tasks are eventually completed. Parents should give reminders when necessary and focus on the quality of the work rather than on the number of work periods required to finish.

Distractibility (Midrange) This score indicates a child of average range in distractibility. S/He is likely to show a mixture of responding to or ignoring distractions that could interrupt ongoing behavior. S/He is probably not seen as having difficulty staying on task, nor is s/he likely to change activities frequently in response to distractions.

Sensory Threshold (Low/Nonsensitive) This record indicates a child relatively unaffected by (does not notice) sensory stimulation such as bright light, loud noises, taste, textures or minor changes in appearance. S/He may need higher levels of input before changes in his/her behavior are seen. S/He may miss cues or implied meanings. Repetition is needed to learn rules and socially accepted responses.

Child's Name: Charley Cheese
 Date of Rating: 10/16/2004

Validity Checks

Missing Data

This record contains 1 missing items. This is considered complete data and based on a sufficient number of behavioral observations to be representative of current and recent behavior.

Social Desirability

This profile is based on data with appropriate levels of consistency and a balanced profile of high and low scores. The professional can be relatively confident that these ratings represent an accurate view of this youngster's temperament profile. Additional interviewing, observation, and discussion are always useful in clarifying the total picture and identifying sources of stress or concern.

Ratings/Perceptions Discrepancies

The following temperament categories show discrepant ratings and perceptions of temperament. Usually these are discussed with the caregiver to determine which is the more accurate view of the child.

The rater views the child as less active than rated. The rater views the child as more regular than rated. The rater views the child as more intense than rated. The rater views the child as more negative than rated. The rater views the child as more persistent than rated.

Temperament Category Scores

Category	Activity	Rhythmicity	Approach	Adaptability	Intensity	Mood	Persistence	Distractibility	Threshold
Category Score	3.31	3.89	3.55	3.50	3.00	3.18	3.70	3.20	3.18
Z Score	-0.34	1.67	0.59	1.32	-2.34	-0.19	1.20	-0.85	-1.33

Raw Scores for Each Questionnaire Item (note: blank items are printed as zeroes).

Item 01.	3	Item 02.	3	Item 03.	3	Item 04.	3	Item 05.	3	Item 06.	3	Item 07.	3	Item 08.	3	Item 09.	3	Item 10.	3
Item 11.	3	Item 12.	3	Item 13.	3	Item 14.	3	Item 15.	3	Item 16.	3	Item 17.	3	Item 18.	3	Item 19.	3	Item 20.	3
Item 21.	3	Item 22.	3	Item 23.	3	Item 24.	3	Item 25.	3	Item 26.	3	Item 27.	3	Item 28.	3	Item 29.	3	Item 30.	3
Item 31.	3	Item 32.	3	Item 33.	3	Item 34.	3	Item 35.	3	Item 36.	3	Item 37.	3	Item 38.	3	Item 39.	3	Item 40.	3
Item 41.	3	Item 42.	3	Item 43.	3	Item 44.	3	Item 45.	3	Item 46.	3	Item 47.	3	Item 48.	3	Item 49.	3	Item 50.	3
Item 51.	3	Item 52.	3	Item 53.	3	Item 54.	3	Item 55.	3	Item 56.	3	Item 57.	3	Item 58.	3	Item 59.	3	Item 60.	3
Item 61.	3	Item 62.	3	Item 63.	3	Item 64.	3	Item 65.	3	Item 66.	3	Item 67.	3	Item 68.	3	Item 69.	3	Item 70.	3
Item 71.	3	Item 72.	3	Item 73.	3	Item 74.	3	Item 75.	3	Item 76.	3	Item 77.	3	Item 78.	3	Item 79.	3	Item 80.	3
Item 81.	3	Item 82.	3	Item 83.	3	Item 84.	3	Item 85.	3	Item 86.	3	Item 87.	3	Item 88.	3	Item 89.	3	Item 90.	3
Item 91.	3	Item 92.	3	Item 93.	3	Item 94.	3	Item 95.	3	Item 96.	3	Item 97.	3	Item 98.	3	Item 99.	3	Item 100.	0

Raw Scores for General Impressions of Temperament

Category	Activity	Rhythmicity	Approach	Adaptability	Intensity	Mood	Persistence	Distractibility	Threshold	Manageability
Raw Score	1	2	3	4	5	6	1	2	3	4

This profile information is based on research in temperament and on scores on the Behavioral Style Questionnaire © by Sean C. McDevitt, Ph.D., and William B. Carey, M.D., 1975-95. All rights reserved.

The Carey Temperament Scales Report Writer is provided by:

Behavioral-Developmental Initiatives,
 14636 North 55th Street, Scottsdale, AZ 85254
 800-405-2313; 602-494-2688 fax; <http://www.b-di.com>

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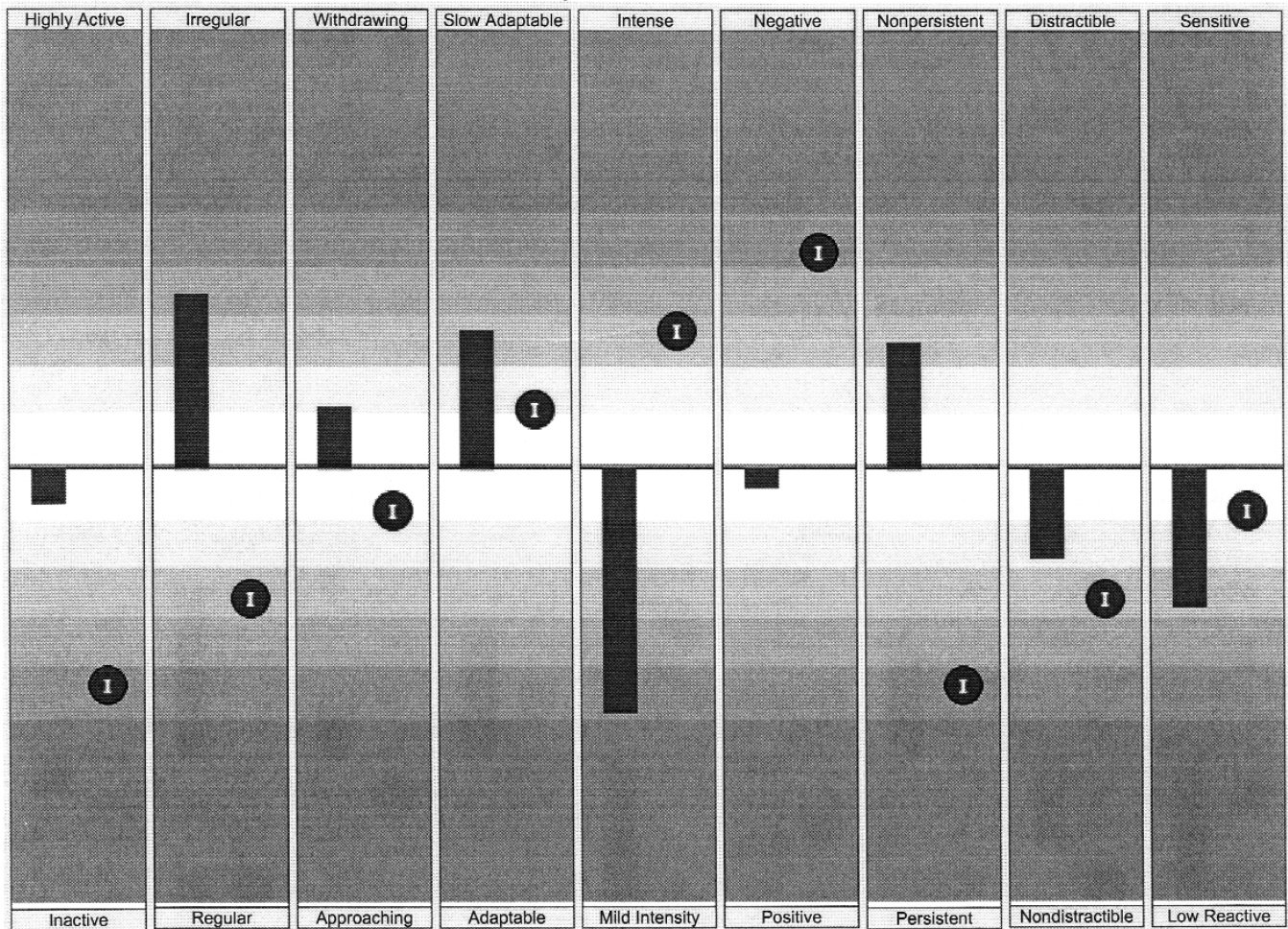
Temperament Report: Caregiver Copy

Child's Name:	Charley Cheese	Gender:	Male
Date of Birth:	10/14/1999	Date of Rating:	10/16/2004
Current Age:	5 years, 0 months	Rated by:	Mother
Professional:	Dr. Carey	Affiliation:	CHOP

This report is designed to give you and any professional with whom you and may be working a meaningful view of the child's temperament.

The report organizes and summarizes your observations. The interpretations below indicate how temperament was rated on the nine dimensions. In most cases, this report represents a clear view of a child's temperament. Occasionally, however, ratings may not represent a totally accurate view. By working with your professional you may obtain a more complete view of your child's temperament.

Temperament Profile



Note: Blue colored bars indicate temperament ratings; Circles indicate general impressions.

Child's Name: Charley Cheese
Date of Rating: 10/16/2004

Interpretation of Temperament Profile

Overall, Charley was seen as somewhat difficult to manage. Scales printed in **bold** are the ones most likely to be apparent to others and to influence the way Charley interacts with others and in most situations.

Activity Level (Midrange) Charley enjoys a wide range of activities, both active and inactive. Help him find activities which take full advantage of this wide-ranging activity potential. It is unlikely that his activity level is causing problems for Charley at this time.

Daily Biological Cycles (Rhythmicity) (Not predictable) Charley may not be hungry at mealtimes and eat differing amounts at each meal. He may need snacks. Charley may not be sleepy at bedtime and may need different amounts of sleep each night. This could cause him to become more tired than you realize. Scheduling can be difficult. Try to avoid fights over finishing at meals and potty training. Toilet training requires a lot of maturity when bowel movements occur at different times each day. You may find that Charley is better able to 'go with the flow' when the family schedule goes out the window.

First Reaction (Approach/Withdrawal) (Midrange) At times Charley appears comfortable with novelty, while at other times he may withdraw until sizing up the situation. You may notice, for instance that he is quite willing to meet new people but may be wary of new foods; likes new clothes but is wary of new persons. In any case, only after the novelty wears off can you evaluate his interest. It is unlikely that reactions to newness are causing problems for this child at this time.

Adaptability (Gradual) Charley adapts gradually to situations which require changes in his behavior, such as changes in schedule, moving from one activity to another, or changing activities to suit your wishes. He may require extended periods of time to adjust. When introducing Charley to a new experience, help him adjust by providing several periods of brief exposure to the experience. Avoid using the 'sink or swim' approach which will only cause more difficulties. Keeping a predictable routine helps Charley know what to expect next. A child who adapts gradually has a strong sense of self which, if properly shaped, helps protect him from being swayed by others.

Intensity of Expression (Mild) Although Charley has mild emotional reactions, remember that he may not be experiencing mild feelings inside. He may respond quietly or meekly in nearly all situations. Be aware that his needs may be real and strongly felt even though they are expressed quietly. Complaints of any kind, but especially those of physical illness, should be taken seriously and investigated carefully.

Predominant Mood (Midrange) Charley has a balance of positive and negative moods. You can probably consider his mood to be a good indicator of how he is feeling about something. It is unlikely that mood is causing a problem for Charley at this time.

Persistence Level (Rarely Persistent) Charley may tend to give up or interrupt tasks before completing them. He is more comfortable with brief periods of involvement and may need your support to ensure that tasks are eventually completed. Focus on the quality of Charley's work rather than on the amount of time it may take him to complete it. Give reminders when necessary. This trait is helpful in situations where there are constant interruptions.

Distraction Level (Mid range) Charley shows a mixture of sometimes being distracted and sometimes not. Distractions may include sights, sounds, irrelevant events, nearby conversations, etc. It is unlikely that distraction level is causing problems for this child at this time.

Sensory Reactivity (Threshold) (Nonreactive) Charley may not notice or be affected by bright lights, strong odors, loud noise, taste, texture or minor changes in appearance. You may need to use a louder voice, bigger movements or a stronger touch to bring about changes in his behavior. You will probably need to drill Charley on family rules for a while to help him remember them. He may also miss cues, implied meanings or emotional changes in others. Unflappable may describe Charley.

This profile information is based on research in temperament and on scores on the Behavioral Style Questionnaire © by Sean C. McDevitt, Ph.D., and William B. Carey, M.D., 1975-95. All rights reserved. If your perceptions of Charley vary with the above information, please discuss these differences with your professional. In general, the stronger the temperament characteristic is, the more you will be aware of that trait.

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