

Behavioral Style Questionnaire for 3-7 Year-old Children

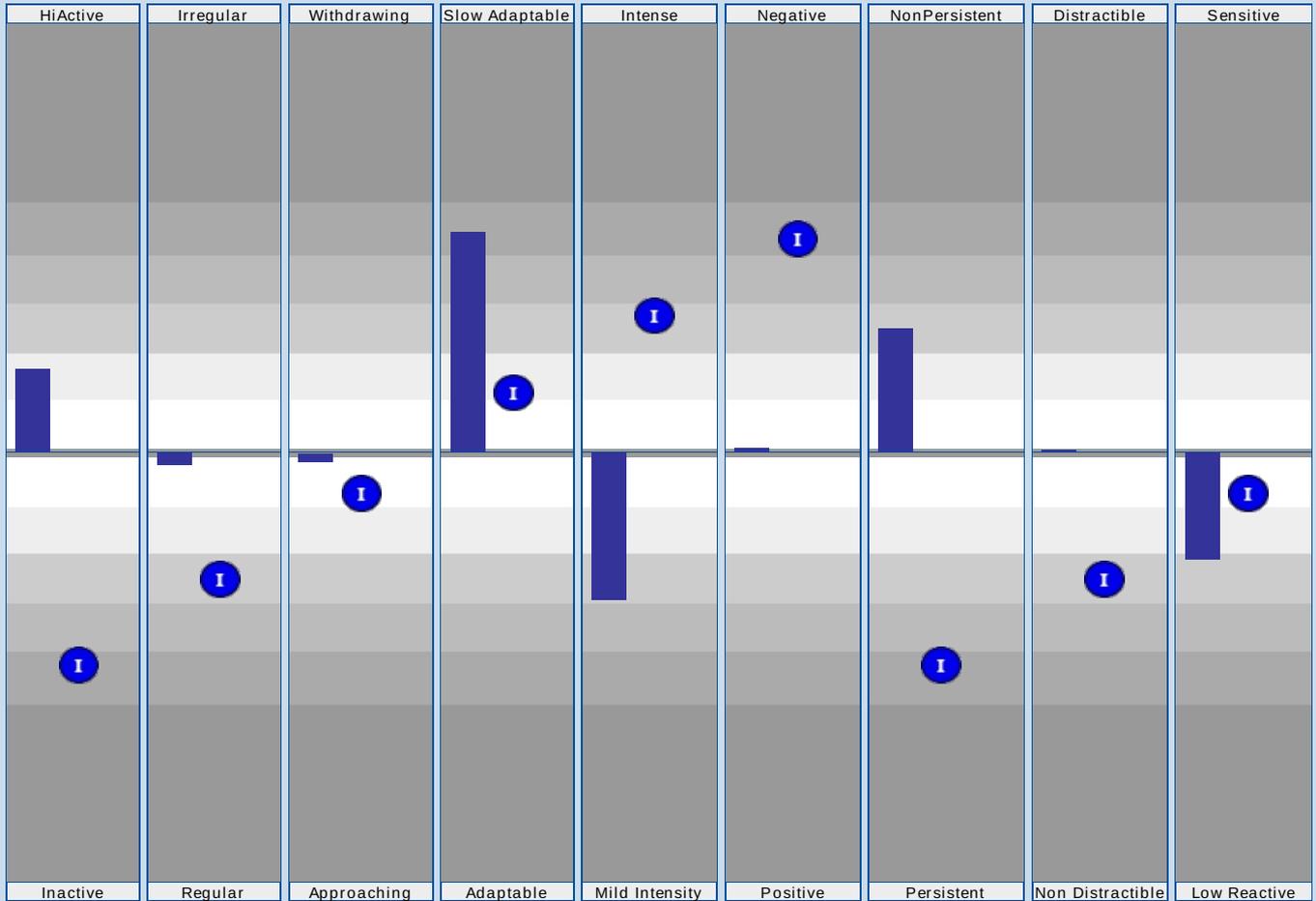
by Sean C. McDevitt, PhD & William B. Carey, MD

Temperament Report: Professional Copy

Child's Name:	Jane Sample	Gender:	Female
Date of Birth:	04/18/2010	Date of Rating:	04/17/2014
Current Age:	3 years, 11 months, 29 days	Rated by:	Mother
Professional:	Sean C. McDevitt, PhD	Affiliation:	AZ Behavioral Health

This report contains results of Mother'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



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. Interpretations printed in *italics* may be somewhat influential.

Activity Level (Somewhat Active) This score indicates a child who exhibits some of the characteristics of high activity. S/He could have difficulty sitting still at times, or engaging in many quieter pursuits. This tendency probably does not affect the child's adjustment, and it should be considered a normal part of his/her temperament profile rather than 'hyperactivity.' Opportunities should be provided for at least some active pursuits. Quiet behavior can be expected when appropriate, but only for somewhat shorter periods. The child's comfort level should be the guideline for choosing active vs. inactive pursuits.

Rhythmicity/Daily Biological Cycles (Midrange) This midrange score indicates a mixed pattern of routines in eating, sleeping and elimination. The child is sometimes consistent and sometimes inconsistent, but neither to a marked degree. The child's level of regularity is typical of youngsters in this age group. Difficulty staying on a schedule or strong needs for routine are not anticipated.

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/Non-adaptable/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/Non-persistent/Rarely Persistent) This youngster's score indicates very 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.

Validity Checks

Missing Data

This record contains 0 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 to determine which is the more accurate view of the infant.

The rater views the child as less active 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	4.15	2.67	2.91	4.08	3.58	3.33	3.70	3.90	3.36
Z Score	0.79	-0.12	-0.09	2.13	-1.44	0.03	1.20	0.01	-1.03

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

Item 01.	1	Item 02.	1	Item 03.	2	Item 04.	2	Item 05.	3	Item 06.	3	Item 07.	4	Item 08.	4	Item 09.	5	Item 10.	5
Item 11.	6	Item 12.	6	Item 13.	1	Item 14.	1	Item 15.	2	Item 16.	2	Item 17.	3	Item 18.	3	Item 19.	4	Item 20.	4
Item 21.	5	Item 22.	5	Item 23.	6	Item 24.	6	Item 25.	1	Item 26.	1	Item 27.	2	Item 28.	2	Item 29.	3	Item 30.	3
Item 31.	4	Item 32.	4	Item 33.	5	Item 34.	5	Item 35.	6	Item 36.	6	Item 37.	1	Item 38.	1	Item 39.	2	Item 40.	2
Item 41.	3	Item 42.	3	Item 43.	4	Item 44.	4	Item 45.	5	Item 46.	5	Item 47.	6	Item 48.	6	Item 49.	1	Item 50.	1
Item 51.	2	Item 52.	2	Item 53.	3	Item 54.	3	Item 55.	4	Item 56.	4	Item 57.	5	Item 58.	5	Item 59.	6	Item 60.	6
Item 61.	1	Item 62.	1	Item 63.	2	Item 64.	2	Item 65.	3	Item 66.	3	Item 67.	4	Item 68.	4	Item 69.	5	Item 70.	5
Item 71.	6	Item 72.	6	Item 73.	1	Item 74.	1	Item 75.	2	Item 76.	2	Item 77.	3	Item 78.	3	Item 79.	4	Item 80.	4
Item 81.	5	Item 82.	5	Item 83.	6	Item 84.	6	Item 85.	1	Item 86.	1	Item 87.	2	Item 88.	2	Item 89.	3	Item 90.	3
Item 91.	4	Item 92.	4	Item 93.	5	Item 94.	5	Item 95.	6	Item 96.	6	Item 97.	1	Item 98.	1	Item 99.	2	Item 100.	2

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:

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