

4-YEAR PSYCHOLOGICAL EXAMINATION BEHAVIOR PROFILE

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH

MO. DAY YEAR

4. AGE

5. SEX

MALE FEMALE
1 2

6. RACE

W N OR
 PR OTHER
1 2 3 4 8

7. EXAMINED BY

8. DATE OF EXAM

MO. DAY YEAR

ORIENTATION TO TESTING SITUATION

9. EMOTIONAL REACTIVITY

1 <input type="checkbox"/> Extremely flat; no change in facial expression	2 <input type="checkbox"/> Somewhat flat; little change in emotional tone	3 <input type="checkbox"/> Normal responsiveness; affect appropriate to situation	4 <input type="checkbox"/> Mood more variable than average	5 <input type="checkbox"/> Extreme instability of emotional responses
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10. DEGREE OF IRRITABILITY

1 <input type="checkbox"/> Extremely phlegmatic	2 <input type="checkbox"/> Rarely annoyed or disturbed by any situation	3 <input type="checkbox"/> Normally reactive	4 <input type="checkbox"/> Frequently irritable and fretful	5 <input type="checkbox"/> Extremely irritable and fretful; over-reacts markedly
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ORIENTATION TO EXAMINER

11. DEGREE OF COOPERATION

1 <input type="checkbox"/> Extreme negativism	2 <input type="checkbox"/> Resistive to demands or directions a good deal of the time	3 <input type="checkbox"/> Cooperative with reasonable amount of discomfort and anxiety	4 <input type="checkbox"/> Accepts direction or demands more easily	5 <input type="checkbox"/> Extremely suggestible and conforming
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12. DEGREE OF DEPENDENCY

1 <input type="checkbox"/> Very self-reliant; refuses help; extreme overt confidence	2 <input type="checkbox"/> Rarely needs reassurance	3 <input type="checkbox"/> Dependent in appropriate situations	4 <input type="checkbox"/> Demands more attention than average	5 <input type="checkbox"/> Constant need for attention or help
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ORIENTATION TO TEST MATERIALS

13. DURATION OF ATTENTION SPAN

1 <input type="checkbox"/> Attends to tasks very briefly; highly distractible	2 <input type="checkbox"/> Spends short time with tasks; easily distractible	3 <input type="checkbox"/> Spends adequate amount of time on tasks	4 <input type="checkbox"/> Spends more than average time on tasks	5 <input type="checkbox"/> Highly perseverative; unable to shift attention
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14. GOAL ORIENTATION

1 <input type="checkbox"/> No effort to reach a goal	2 <input type="checkbox"/> Briefly attempts to achieve goal	3 <input type="checkbox"/> Able to keep goal or directions in mind	4 <input type="checkbox"/> Keeps goal and questions in mind	5 <input type="checkbox"/> Compulsive absorption with task
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15. COMMENTS

4-YEAR PSYCHOLOGICAL EXAMINATION BEHAVIOR PROFILE

16. RESPONSE TO DIRECTIONS

- | | | | | |
|---|--|--|---|---|
| 1 <input type="checkbox"/>
Unwilling or
unable to
follow
specific
directions | 2 <input type="checkbox"/>
Some respon-
siveness
to direc-
tions | 3 <input type="checkbox"/>
Responds to
directions;
some self-
initiative
and spon-
taneity | 4 <input type="checkbox"/>
Shows very
little
deviation
from exam-
iner's
directions | 5 <input type="checkbox"/>
Completely
dependent
upon
specific
directions |
|---|--|--|---|---|

ACTIVITY

17. LEVEL OF ACTIVITY

- | | | | | |
|--|---|---|--|---|
| 1 <input type="checkbox"/>
Extreme in-
activity and
passivity;
very little
or no self-
initiated
activity | 2 <input type="checkbox"/>
Little ac-
tivity;
content to
sit still
most of
the time | 3 <input type="checkbox"/>
Normal
amount of
activity | 4 <input type="checkbox"/>
Unusual
amount of
activity and
restlessness;
very seldom
able to sit
quietly | 5 <input type="checkbox"/>
Extreme
over-
activity
and rest-
lessness |
|--|---|---|--|---|

18. NATURE OF ACTIVITY

- | | | | | |
|--|--|--|--|---|
| 1 <input type="checkbox"/>
Extreme
rigidity;
unable to
shift
activity or
approach to
task | 2 <input type="checkbox"/>
Some rigidity;
tends to
be inflexible in
most
situations | 3 <input type="checkbox"/>
Flexible
behavioral
patterns;
activity
appropriate
to different
situations | 4 <input type="checkbox"/>
Behavior
frequently
impulsive;
fluid and
sometimes
uncontrollable | 5 <input type="checkbox"/>
Extremely
impulsive;
explosive
and un-
controlled
behavior |
|--|--|--|--|---|

COMMUNICATION

19. NATURE OF COMMUNICATION

- | | | | | |
|--|--|--|--|--|
| 1 <input type="checkbox"/>
Nonverbal
communication;
uses gestures
and pantomime
or either one | 2 <input type="checkbox"/>
Content
completely
confined to
answering
directed
questions | 3 <input type="checkbox"/>
Content
includes
spontaneous
conversation | 4 <input type="checkbox"/>
Answers
questions and
may engage
in some
spontaneous
conversation | 5 <input type="checkbox"/>
Content is
usually
irrelevant
and inap-
propriate;
may at times
seem bizarre |
|--|--|--|--|--|

20. COMMENTS

4-YEAR PSYCHOLOGICAL EXAMINATION MANUAL FOR THE BEHAVIOR PROFILE

(For Form PS-23)

**THE COLLABORATIVE STUDY OF CEREBRAL PALSY, MENTAL RETARDATION AND
OTHER NEUROLOGICAL AND SENSORY DISORDERS OF
INFANCY AND CHILDHOOD**

August 1963

4-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE BEHAVIOR PROFILE
(For Form PS-23)

Introduction: The following description of the 4-year-old child is included to provide a frame of reference for understanding and evaluating behavior patterns at this age level.

The 4-Year-Old:

Characteristics: Talkative
Boastful
Refuses to admit inability
Assertive
Self-praise and self-approval
Physically very active
Bossy and critical of others
Extremely curious
Negativistic
Very imaginative
Develops more fears
Supplies alibis: "My mother does not want me to do this."
"I have no time."
"I said, I don't know, didn't I?"
Cooperative play relationships with peers

The 4-year-old is becoming self-dependent in the area of self-help with his ability to dress, undress, comb his hair and brush his teeth with minimal assistance. He is becoming very interested in his surroundings; displays a great deal of curiosity about people and the world around him; asks millions of questions; and now enters the "why" stage.

He tries out his abilities; likes to play with words and tries them out; and has many ideas which he is unable to carry out. He no longer naps in the afternoon and parallel play has developed into cooperative play with two or three of his peers. He is becoming a social creature and usually enjoys attending nursery school. He is beginning to become conscious of his overall physical development in relation to his peers and is now aware of sex differences. He is interested in the nature of the differences between the sexes and may be worried about them. He is beginning to differentiate between boys' and girls' roles, and often his play is limited to children of the same sex.

His social interest is developing, and he is beginning to have some guilt about his assertiveness, his boasting and his fears. His imagination is very fertile and intense. This rich inner life manifests itself in many problems which are relevant to this age level. Many fears and excessive daydreaming may be the result of the 4-year-old's world of "make believe" and imaginary playmates. He may evidence fear of the dark, dogs, fires, death, body injuries and castration. Fears may be more intense in children who have been made more tense by forceful feedings, severe toilet training, scary stories and warnings. Children who have not yet developed independence and social awareness and rapport may find refuge in this fantasy life.

- I. **Purpose of the Infant Behavior Profile:** To evaluate the qualitative and quantitative aspects of a child's behavior as it is observed in psychological testing and in psychological observation with a view toward detecting possible brain damage.

A review of the relevant literature (Silver, Graham, Buhler, Goldstein, Birch, Gallagher, Michal-Smith, Bender, Strauss, Werner, Kounin, etc.) indicates common behavior characteristics associated with brain injury in children. The behavior described by these authors includes such characteristics as emotional lability, distorted body image, over-reactivity, erratic responses, hyperactivity, distractibility, perseveration, inappropriate behavior and impulsivity. On the basis of these observations, the assumption underlying this scale is that a child with brain injury will manifest an atypical and demonstrable behavioral syndrome when compared with his peers of normal development.

- II. **Criteria for the Selection of the Dimensions of the 4-Year Behavior Profile:** The dimensions included in this scale extend and expand those included in the 8-Month Profile in order to allow for a differential diagnosis. Emphasis is given to behavior patterns of the "normal" child of four, while special attention is placed upon the characteristics and behavior processes of the brain injured as well as those of the emotionally disturbed child. The work of Murphy, Honzik, MacFarlane and Allen was particularly helpful in determining the dimensions to be covered in the Behavior Profile. The dimensions were selected on the basis of the criteria established for the 8-Month Profile, with allowances made for the more complex behavior of the 4-year-old child.
- A. Relevance to the objectives of the Collaborative Project, i.e., they should be of diagnostic value in differentiating between brain damaged and "normal" children as well as the emotionally disturbed.
 - B. They should be appropriate to the age level and should allow for flexible interpretation of a wide range of variations in the behavior of the "normal" child.
 - C. The findings of this behavior profile should be consistent with the 8-Month Profile and should be adaptable for use at later ages under Study.
 - D. The scale is based on behavior which can be elicited, observed and recorded during the psychological examination, thus eliminating reliance on the mother's report.
 - E. The scale should contain independent parameters with scale points which can be easily interpreted and scored.
 - F. There should be satisfactory reliability when the scale is used by different examiners working with diverse populations.
- III. **The Behavior Profile:** As in the 8-Month Profile, the dimensions are placed on a continuum with scale points from 1 through 5, representing degrees of manifested behavior. Brain injured and emotionally disturbed children should be expected to score more frequently than "normals" on either extreme of all or some of these dimensions. It is not the purpose of this scale to differentiate between the various levels of normal behavior. Its only intent is to identify the "suspect" or abnormal child in terms of the core objective. The full description of the points on each scale is shown in the following sections. The actual rating sheet has only "cue" words at each point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the scale. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual. Use all rating scales quantitatively whether or not the qualitative descriptions are applicable.
- IV. **Directions:** Only one box should be checked with an (X) for each item. If a child's development is considered atypical or the examiner is not confident about a given rating, this should be explained under **Comments**.
- V. **Orientation to Testing Situation:**
- Item 9 – **Emotional Reactivity:** The range is from "extremely flat" to "extreme instability of emotional responses." Disregard initial and isolated emotional reactions.
- 1. Extremely flat; no change in facial expression; responds to all activities in same manner.
 - 2. Somewhat flat; little change in emotional tone; some slight variations at times.
 - 3. Normal responsiveness; affect appropriate to situation.
 - 4. Mood more variable than average; may be motivated internally or exaggerated responsiveness to situation.
 - 5. Extreme instability of emotional responses; marked emotional lability; either internally motivated or overreactive to situations.

V. Orientation to Testing Situation (Cont.)

Item 10 – Degree of Irritability: The range is from "extremely phlegmatic" to "extremely irritable." Evaluate how quickly and how frequently the child becomes irritable.

1. Extremely phlegmatic; not irritable even when provoked.
2. Rarely annoyed or disturbed by any situation; not easily irritated.
3. Normally reactive; occasionally irritated or annoyed but recovers easily.
4. Frequently irritable and fretful; becomes excited and startles easily; may have some difficulty in returning to task.
5. Extremely irritable and fretful; overreacts markedly; behavior may be set off by a minor incident; usually has extreme difficulty in returning to task or may be unable to resume working at any further task.

VI. Orientation to Examiner:

Item 11 – Degree of Cooperation: The range is from "extreme negativism" to "extremely suggestible and conforming." In rating the degree of cooperation or negativism it should be kept in mind that the 4-year-old tends to be self-assertive and somewhat negativistic.

1. Extreme negativism; continually resistant to directions or demands of the situation.
2. Resistive to demands or directions a good deal of the time; willing to comply only when faced with success.
3. Cooperative with reasonable amount of discomfort and anxiety when faced with difficulty or failure.
4. Accepts direction or demands more easily; eager to conform even when faced with failure.
5. Extremely suggestible and conforming; no apparent discomfort when faced with failure.

Item 12 – Degree of Dependency: The range is from "very self-reliant" to "constant need for attention or help." In this category we are including both overtly demanding children and those who do not verbalize their dependency needs but appear to need considerable emotional support.

1. Very self-reliant; refuses help; extreme overt confidence.
2. Rarely needs reassurance; primarily absorbed with test materials; little attention demanded.
3. Dependent in appropriate situations; enjoys attention but can function easily without it; adequately confident.
4. Demands more attention than average; needs frequent help, reassurance, approval and encouragement.
5. Constant need for attention or help; cannot function without continual approval or support.

VII. Orientation to Test Materials:

Item 13 – Duration of Attention Span: The range is from "attends to tasks very briefly" to "highly perseverative."

1. Attends to tasks very briefly; highly distractible, fleeting and sporadic attention; lack of concentration interferes significantly with test performance.
2. Spends short time with tasks; easily distractible; frequently needs help in maintaining attention; brief attention may interfere somewhat with test performance.
3. Spends adequate amount of time on tasks; able to concentrate until successful or until failure is clear.
4. Spends more than average time on tasks; eventually is able to turn to new activity.
5. Highly perseverative; unable to shift attention; fixated at one task; requires examiner's intervention in order to change activity.

Item 14 – Goal Orientation: The range is from "no effort to reach a goal" to "compulsive absorption with task."

1. No effort to reach a goal; extremely lacking in persistence or unable to keep goal or questions in mind.
2. Briefly attempts to achieve goal; easily forgets goal or question or fails to persist; less than average ability to continue to completion.
3. Able to keep goal or directions in mind; able to persist until completion; able to "give up" when appropriate.
4. Keeps goal and questions in mind; persists for more than usual amount of time; continues effort beyond necessary point.
5. Compulsive absorption with task; unwilling or unable to "give up;" resists or ignores examiner's attempts to change activity.

Item 16 – Response to Directions: The range is from "unwilling or unable to follow specific directions" to "completely dependent upon specific directions." This category takes into account the child who is unable to follow directions but who is not necessarily negativistic.

1. Unwilling or unable to follow specific directions; activities completely internally motivated.
2. Some responsiveness to directions but a good deal of activities internally motivated.
3. Responds to directions; some self-initiative and spontaneity.
4. Shows very little deviation from examiner's directions; shows very little initiative and spontaneity.
5. Completely dependent upon specific directions; no initiative or spontaneous behavior.

VIII. Activity:

Item 17 – Level of Activity: The range is from "extreme inactivity and passivity" to "extreme over-activity and restlessness." Note the amount of activity and motor restlessness that the child demonstrates during the testing session. One expects a certain amount of restlessness towards the end of the examination.

1. Extreme inactivity and passivity; very little or no self-initiated activity.
2. Little activity; content to sit still most of the time.
3. Normal amount of activity; able to sit quietly when interested; may fidget and become restless at times; may demonstrate a high energy level which is normal for this age.
4. Unusual amount of activity and restlessness; very seldom able to sit quietly.
5. Extreme overactivity and restlessness; can't sit still; constantly in motion; appears propelled by internal drives; activities may not be in response to external stimulation.

Item 18 – Nature of Activity: The range is from "extreme rigidity" to "extremely impulsive."

1. Extreme rigidity; unable to shift activity or approach to task; cannot vary or adapt responses; stays with one aspect of task.
2. Some rigidity; tends to be inflexible in most situations but does shift approach in some instances; at times can change to appropriate response to task.
3. Flexible behavioral patterns; activity appropriate to different situations.
4. Behavior frequently impulsive; fluid and sometimes uncontrollable.
5. Extremely impulsive; explosive and uncontrolled behavior.

IX. Communication:

Item 19 – Nature of Communication: The range is from "nonverbal communication" to "content is usually irrelevant and inappropriate." Note responses to test materials as well as spontaneous communications.

1. Nonverbal communication; uses gestures and pantomime or either one.
2. Content completely confined to answering directed questions.
3. Content includes spontaneous conversation and answers to specific questions.
4. Answers questions and may engage in some spontaneous conversation but material seems irrelevant and inappropriate at times.
5. Content is usually irrelevant and inappropriate; may at times seem bizarre.