

Behaviour Rating Scale

A Postive affect

The degree to which the child displays positive affect in response to either the test materials or to the tester and caregiver. Positive affect includes smiling, laughing or making sounds that are perceived as expression of excitement, happiness or pleasure. The ratings refer to both duration and intensity.

B.Negative affect

The degree to which the child displays negative affect in response to either the test materials or to the tester or caregiver. Negative affect includes fussing, pouting, whining, crying and vocal or physical expressions of anger. The ratings refer to both duration and intensity.

C Sothability when upset

The amount of external support required to calm the child once the child becomes upset. If the child does not become upset during the test session, you score this item –99.

D Hypersensivity to test materials and stimuli

The child's excitability or sensitivity to the stimulation provided by the test material, the environment (e.g. lighting, background noise) or by you or the caregiver as you interact with the child. A hypersensitive child's disposition or organisation might be so disrupted by the sights and sounds of the testing situation that she or he cannot attend to the tasks.

A less sensitive child may have an adverse reaction to only one or two types of stimuli, have a mild reaction to some stimuli, or not be disrupted at all by the stimuli.

E Energy

Behaviour that is vigorous, robust, animated or expressive.

F. Adaptation to change in test materials

The child's ability to repeatedly relinquish material used for one item and accepts the material for the next item. A child who has difficulty making the transition may become upset to varying degrees when the examiner tries to induce him or her to relinquish material. A child who easily makes the transition from one material to another will show interest in the new material, even though she or he was interested in what she or he was playing with, and readily relinquish the old material for the new material presented.

G. Interest in test materials and stimuli

The amount of interest the child displays in the materials or stimuli. This does not mean the amount of enthusiasm, persistence, or overall attention the child displays towards the materials: but rather, the degree to child the child initially attends to a material or the examiner during each item administration

H Initiative with tasks

The extent of the child's initiative in exploring the materials or her or his environment

I Exploration of objects and/or surroundings

The degree, to which the child actively seeks out new aspects of objects or the environment, including the child's visual, auditory and tactile.

J Attention to tasks

The degree to which the child remains focused on the tasks presented by the examiner: in other words, the degree to which the child sustains interest in the tasks.

K Persistence in attempting to complete tasks

The degree to which the child persists at tasks in attempting to complete them. Persistence should be distinguished from perserveration, in which the child repeats a part of the task without the aim of completing the entire task.

L Enthusiasm towards tasks

The degree, to which the child exhibits deep concentration, coupled with excitement or delight, in the materials or tasks.

M Fearfulness

The extent to which the child shows fear towards the tester when the tester makes a social or physical approach towards the child or when the tester presents material to the child. For example, a fearful child might try to hide behind her or his caregiver, bury her or his head in the caregiver's lap, or be hesitant to even go into the room with the tester. A less fearful child may exhibit fear only when the examiner gets too close.

N Frustration with inability to complete tasks

The degree to which the child becomes frustrated when she or he is unable to understand or complete a task.

O Orientation to tester

The degree to which the child accepts you from the time that you arrive at the home to the time that you leave. A responsive child accepts your presence and your approaches towards her or him. An avoidant child may turn his or her face or close his or her eyes when you approach or when you present test materials. A resistant child may push you away when you touch or hold him or her or become rigid and arch his or her back when you hold him or her. A resistant child may also push test materials away when they are presented.

P Social engagement

The extent to which the child willingly attempts to engage you or the caregiver in social interaction. The child may or may not use the materials to initiate interaction.

Q Co-operation

The degree to which the child willingly responds to your requests to perform the tasks.

R Gross-motor movement required by tasks

The appropriateness of the child's movements and co-ordination in her or his arms, legs and/or trunk, in response to the demands of the tasks. If however you are unable to do the gross motor section of the McCarthy this can be ascertained by watching the child's general movements.

S Fine-motor movement required by task

The appropriateness of the child's movement and co-ordination in her or his fingers and hands, in response to the demands of the tasks.

T Control of movement

The child's control of her or his muscle movement, including his or her posture when in a relaxed state, moving from one position to another, or moving towards the material.

U Hypotonicity

Reduced muscle tone exhibited in the child's motor movements. The reduced muscle tone may be restricted to certain parts of the body.

V Hypertonicity

A stiffness or rigidity exhibited in the child's motor movements. The stiffness or rigidity may be restricted to certain parts of the body.

W Tremulousness

Tremors in the child's motor movements. Tremors may appear as intermittent spastic muscle movements or constant trembling of the limbs or other parts of the body.

X Slow and delayed movements

Movement that appears sluggish or temporally delayed. This item also addresses the quality of movement and amount of time the child takes to move towards the test materials or to change positions.

Y Frenetic movement

Movement that appears overly quick or erratic and addresses the quality of movement and amount of time the child takes to move toward the test materials or to change positions.

Z Hyperactivity

Behaviour that is superfluous and impulsive. The hyperactive child may squirm or kick and an older child may hop out of the chair and walk around during item administration.