

# Child Behavior Rating Scale (CBRS)

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## Purpose:

The purpose of this instrument is to examine children's well-being and behavior with other children, adults, and materials in a classroom or virtual classroom setting. **This form should only be completed by teachers who interact regularly with the child.**

## Teacher Instructions:

**You will complete one CBRS for each individual child in your class.**

Please complete all items on this instrument to the best of your ability by choosing the response number that best indicates how frequently the child exhibits the behavior(s) described in a particular item.

Never	Rarely	Sometimes	Frequently/ usually	Always
1	2	3	4	5

The response numbers for items 1-22 indicate the following:

- 1) The child **never** exhibits the behavior described by the item.
- 2) The child **rarely** exhibits the behavior described by the item.
- 3) The child **sometimes** exhibits the behavior described by the item.
- 4) The child **frequently or usually** exhibits the behavior described by the item.
- 5) The child **always** exhibits the behavior described by the item.

**Please read items 12, 13, 20, 21 carefully (marked with asterisk).** They are worded differently than the rest of the items.

There is an item at the end of the scale that asks you to rate how concerned you are about a child's social-emotional well-being.

	Never	Rarely	Sometimes	Frequently/ Usually	Always
1. Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	1	2	3	4	5
3. Completes tasks successfully.	1	2	3	4	5
4. Attempts new challenging tasks.	1	2	3	4	5
5. Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6. Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7. Takes time to do his/her best on a task.	1	2	3	4	5
8. Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9. Sees own errors in a task and corrects them.	1	2	3	4	5
10. Returns to unfinished tasks after interruption.	1	2	3	4	5
11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5
12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	1	2	3	4	5
13. * Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	1	2	3	4	5
14. Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	1	2	3	4	5
15. Takes turns in a game situation with toys, materials, and other things without being told to do so.	1	2	3	4	5
16. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1	2	3	4	5

	Never	Rarely	Sometimes	Frequently/ Usually	Always
17. Does not fuss when he/she has to wait briefly to get attention from teacher or another adult; child may be asked once to wait by teacher or adult.	1	2	3	4	5
18. Calms down after becoming upset, frustrated, or angry.	1	2	3	4	5
19. Adapts when plans change; goes with the flow.	1	2	3	4	5
20. *Is withdrawn from people or activities.	1	2	3	4	5
21. *Appears worried or anxious.	1	2	3	4	5
22. Smiles, laughs, and responds positively to other children or adults.	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
How concerned are you about this child's social-emotional well-being?	1	2	3	4	5

<b>COMMENTS:</b>