



Assessment Tool

Temperament and Atypical Behavior Scale

Early Childhood Indicators of Developmental Dysfunction

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Instructions for administering the TABS Assessment Tool:

Please refer to Chapter 3 of the **TABS Manual** for important information before administering the TABS Assessment Tool. Complete (or have rater complete) the information in Section I. Read and discuss directions for Section II with the rater, making sure that he or she understands how to respond to the items. Ask the rater to return the Assessment Tool for scoring and interpretation when he or she has completed Section II.

I. CHILD INFORMATION

Name of child _____ Sex: Female Male
Date of birth _____ Age in years and months _____

Please note that portions of this form have been blurred intentionally.

List any previously identified problems or diagnoses for this child.

- 1. _____
- 2. _____
- 3. _____

II. TABS INDICATORS

The following 55 items list some of the most frequent problems in temperament and self-regulation that parents and professionals observe in young children. Read each numbered item and check **No** if the behavior is not a problem. Check **Yes** if the behavior is a problem. For those items marked **Yes**, check **Need Help** if there is special concern and assistance is needed to cope with the behavior. Return this form to the individual administering this Assessment Tool for scoring and interpretation.

Name of rater: _____ Date Assessment Tool completed: _____

Relationship to child: _____

DETACHED			
	No	Yes	Need Help
1. Consistently upset by changes in schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Emotions don't match what is going on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to look through or past people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Seems looking you in the eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Acts like others are not there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hardly ever starts on own to play with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Words and events are too hard to figure out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Seems to be in "own world"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Often stares into space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. "Tunes out," loses contact with what is going on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Plays with toys in strange ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plays with toys as if confused by how they work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Makes strange throat noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Disturbed by too much light, noise, or touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Disoriented in crowded places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Stares at lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Clearly interested in toy/object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Flaps hands over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Shakes head over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Wanders around without purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detached Raw Score	—————→		<input type="checkbox"/>
HYPER-SENSITIVE/ACTIVE			
21. Upset by every little thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Often difficult to soothe when upset and crying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Has wide swings in mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Gets angry too easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Too easily frustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Has wild temper tantrums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Frequently irritabile, "touchy," or fussy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Can't wait at all for food or toy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Demands attention continually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Controls adult's behavior, "is the boss"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No	Yes	Need Help
31. Awakes too often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Mostly on the go, "in high gear"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Doesn't sit still	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Too "grabby," impulsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Almost always refuses to do what is told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Throws or breaks things on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Shies, hits, kicks others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hyper-sensitive/active Raw Score	→		<input type="checkbox"/>

UNDERREACTIVE

38. Rarely smiles, giggles, or laughs at funny things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Doesn't pay attention to sights and sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Doesn't seem to watch moving objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Shows no surprise to new events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Doesn't react to own name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Doesn't care when others are hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Doesn't play much at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Doesn't enjoy playing with mother or caregiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Can't speak when toy is taken away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Almost never babbles or tries to talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Doesn't react to sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underreactive Raw Score	→		<input type="checkbox"/>

DYSREGULATED

49. Often cries too long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Often frightened by dreams or the nighttime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Screams in sleep and can't be comforted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Can't comfort self when upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Wakes up often and doesn't fall back asleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Doesn't have a regular sleep schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Too often needs help to fall asleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dysregulated Raw Score	→		<input type="checkbox"/>

III. RESULTS

Add the items marked Yes in each of the four subtests, and place the totals in the appropriate boxes marked Raw Score (e.g., *Detached Raw Score*) after each subtest. Transfer those totals to the spaces under the column titled Raw Scores below. Add the four raw scores to calculate the *Temperament & Regulatory Index (TRI)*, and place it in the space provided. Determine percentiles and standard scores (or T-scores) of each of these raw scores by using the Conversion Table in the appendix in the **TABS Manual**. (Refer to Chapter 3 of the manual for a discussion of score conversions.) Although not intended for routine assessment purposes, subtest scores might be useful for research or highly specialized clinical purposes. If using subtest scores, carefully review Chapter 4 for information about subtest reliability and the reliability of differences between subtests. If the child's TRI indicates that he or she may be at risk for atypical development, early intervention and/or further assessment may be necessary.

	Raw Scores	Percentiles	Standard Scores or T-scores
Detached	_____	_____	_____
Hyper-sensitive/active	_____	_____	_____
Underreactive	_____	_____	_____
Dysregulated	_____	_____	_____
Temperament & Regulatory Index (TRI) (total of four factor raw scores)	_____	_____	_____



NOTES