



Pediatric Behavior Rating Scale™

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Teacher Score Report

Client name: Sample Client

Client ID: PAR Sample

Gender: Female

Date of birth: 10/31/2005

Age: 17

Grade: 11th Grade

Rater name: Ms Jones

Test date: 09/21/2023

This report is confidential and is intended for use by qualified professionals who have sufficient knowledge of psychometric testing and of the PBRs. *This report should not be released to the respondent or to any individuals who are not qualified to interpret the results.*

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Version: 1.11.030

PBRs-Teacher Scale Summary Table

Scale/Index	Raw score	T score	%ile	Qualitative label
Atypical (ATY)	22	110	>99	Clinically Significant
Irritability (IRR)	24	78	97	Clinically Significant
Grandiosity (GRAND)	14	110	>99	Clinically Significant
Hyperactivity/Impulsivity (HYPER)	17	70	93	Clinically Significant
Aggression (AGG)	20	110	>99	Clinically Significant
Inattention (INATT)	18	69	92	At Risk
Affect (AFF)	26	110	>99	Clinically Significant
Social Interactions (SOC)	14	80	98	Clinically Significant
Total Bipolar Index (TBX)	155	101	>99	Clinically Significant

PBRs-Teacher Inconsistency Score Table

Inconsistency raw score	Cumulative percentage	Protocol classification
4	0-98	Acceptable

PBRs-Teacher Scale Description Table

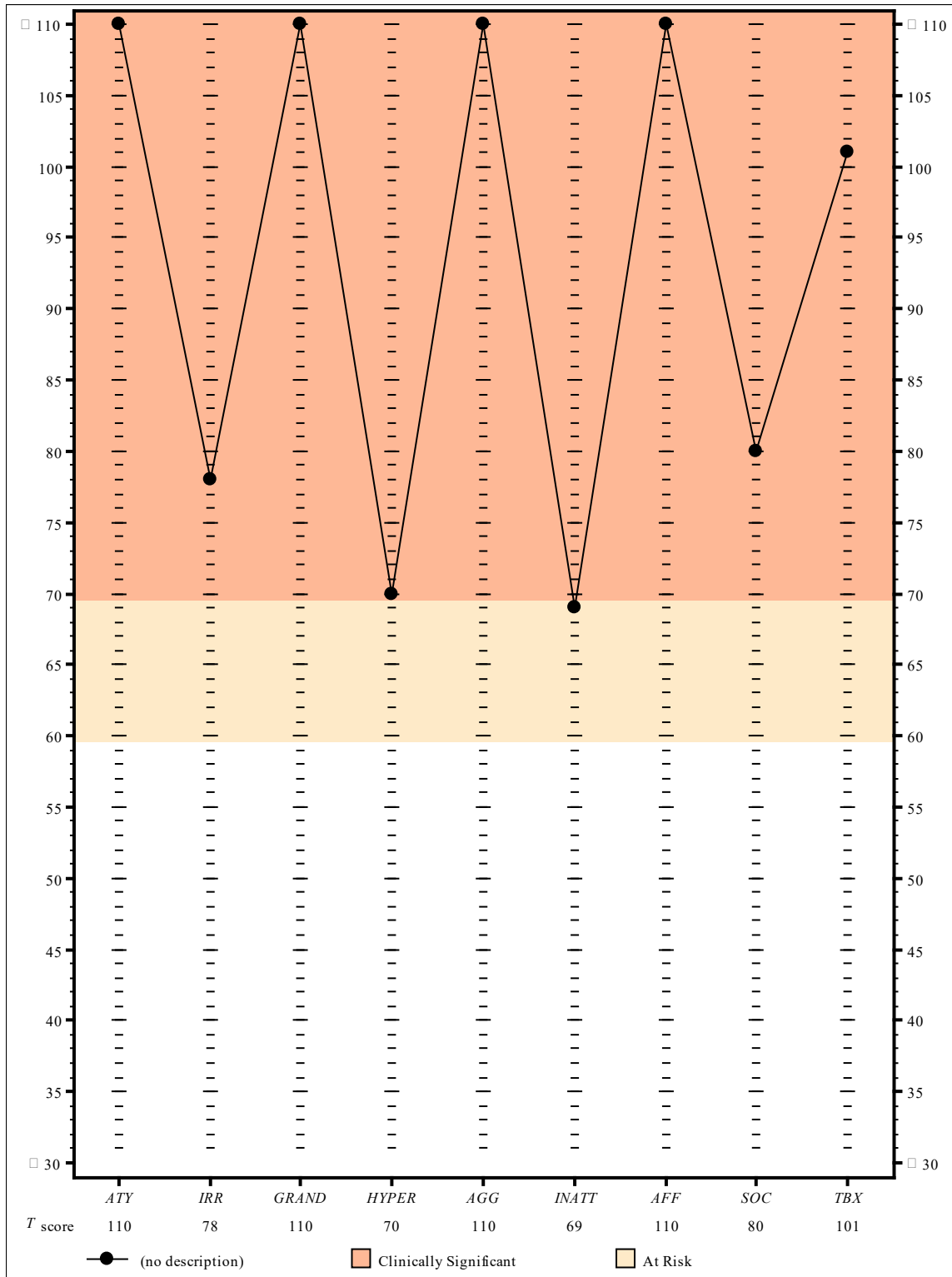
Scale	Description
Atypical (ATY)	Behaviors frequently associated with psychotic disorders (e.g., bizarre beliefs, hallucinations, delusions, self-harm, excessive fears)
Irritability (IRR)	Persistent and chronic irritability that permeates most aspects of the child's life (e.g., emotional dysregulation, behavioral/emotional outbursts, demandingness)
Grandiosity (GRAND)	Elevated sense of self and mood (e.g., not taking responsibility for actions, exaggerating, stealing)
Hyperactivity/Impulsivity (HYPER)	Classic description of overactivity and impulsivity (e.g., difficulty sitting still, acts without thinking about consequences, always on the go)
Aggression (AGG)	Aggression targeting other people, animals, and/or objects
Inattention (INATT)	Traditional scale for inattention and distractibility (e.g., difficulty focusing, difficulty sustaining attention)
Affect (AFF)	Mood changes (e.g., mood disturbances, suicidal ideation, cognitive distortions)
Social Interactions (SOC)	Ability to interact with peers (e.g., ability to make friends, relate to others, engage in social interactions)

PBRs-Teacher Critical Items

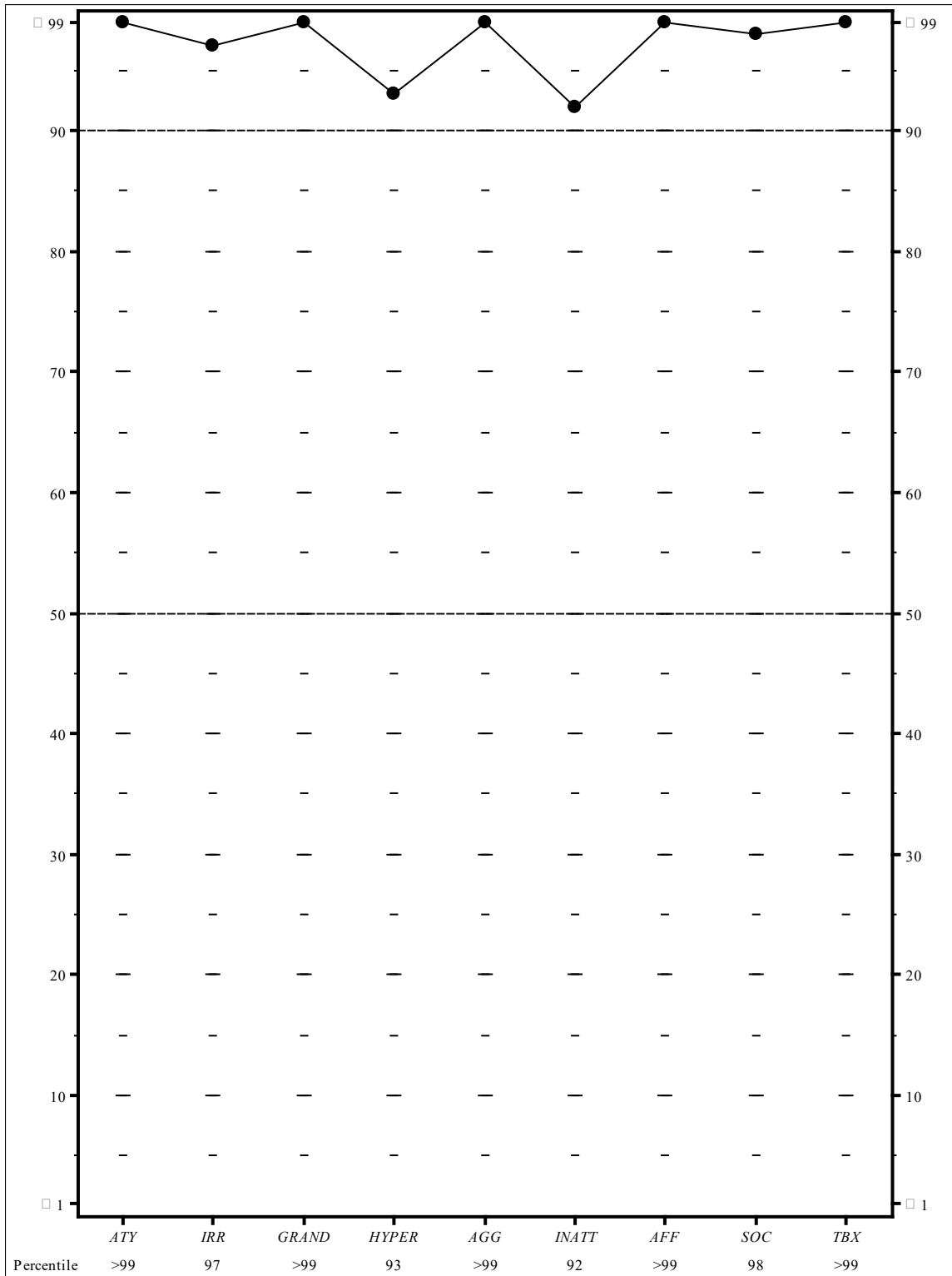
Item		Response
4.	Is physically aggressive ... <i>[Redacted for Sample Report]</i>	Always
X.	...	Often
X.	...	Always
X.	...	Always
X.	...	Always
X.	...	Often
X.	...	Sometimes
X.	...	Often
X.	...	Often
X.	...	Sometimes
X.	...	Often
X.	...	Never
X.	...	Always
X.	...	1
X.	...	1

Note. Items with bolded responses warrant special attention.

PBRB-Teacher T-Score Profile



PBRs-Teacher Percentile Profile



Item Responses

Item #	Response	Item #	Response	Item #	Response
1	Often	35	Sometimes	69	1
2	Always	36	Often	70	Always
3	Often	37	Sometimes	71	Often
4	Always	38	Sometimes	72	Sometimes
5	Often	39	Never	73	Never
6	Always	40	Often	74	Often
7	Often	41	Sometimes	75	Sometimes
8	Always	42	Sometimes	76	Never
9	Often	43	Often	77	Often
10	Always	44	Sometimes	78	Sometimes
11	Often	45	Often	79	1
12	Always	46	Sometimes	80	Always
13	4-5	47	Often	81	Often
14	Always	48	Sometimes	82	Sometimes
15	Often	49	Often	83	Never
16	Always	50	Sometimes	84	Often
17	Often	51	Never	85	Sometimes
18	Always	52	Often	86	Always
19	Often	53	Sometimes	87	Often
20	Always	54	Always	88	Sometimes
21	Often	55	Always	89	Often
22	Always	56	Never	90	Sometimes
23	Often	57	Often	91	Never
24	Always	58	Sometimes	92	Never
25	Often	59	Always	93	Never
26	Always	60	Never	94	Sometimes
27	Sometimes	61	Often	95	Sometimes
28	Never	62	Sometimes		
29	Sometimes	63	Always		
30	Never	64	Often		
31	Sometimes	65	Sometimes		
32	Never	66	Always		
33	Often	67	Never		
34	Often	68	Often		

*** End of Report ***