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| **Domain:** | Substance Use-related Psychosocial Risk Factors |
| **Measure:** | Externalizing Problems |
| **Definition:** | This measure assesses the participant’s externalizing, or disruptive, behaviors. |
| **Purpose:** | Childhood externalizing behavior is a risk factor for adult crime, violence, and substance abuse. |
| **Essential PhenX Measures:** | Current Age Gender |
| **Related PhenX Measures:** | Attention-Deficit/Hyperactivity Disorder Symptoms Temperament Personality Traits Disinhibiting Behaviors - Impulsivity Sensitivity to Reward and Punishment Crime and Delinquency |
| **Collections:** | Personality Substance Use-related Psychosocial Risk Factors |
| **Keywords:** | Assessment, Conduct Disorder, DBDRS, Disruptive Behavior Disorder Rating Scale, Disruptive Behaviors, Oppositional Defiant Disorder, ODD, SAA, Substance Use-related Psychosocial Risk Factors |

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| **Protocol Release Date:** | February 24, 2012 |
| **PhenX Protocol Name:** | Externalizing Problems |
| **Protocol Name from Source:** | The Expert Review Panel has not reviewed this measure yet. |
| **Description:** | The Disruptive Behavior Disorders Rating Scale(DBDRS) is a proxy-administered (parent or teacher) questionnaire that is based on *Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition (*DSM-IV*) diagnostic criteria for attention-deficit/hyperactivity disorder (ADHD), oppositional-defiant disorder (ODD), and conduct disorder (CD). As such, it includes subscales for inattention, hyperactivity-impulsivity, oppositional defiance, and conduct disorder. Each item is rated on a 4-point scale ranging from 0 ("not at all") to 3 ("very much"). Users can generate composite scores or scores for individual subscales. |
| **Specific Instructions:** | The Disruptive Behavior Disorders Rating Scale includes items on attention-deficit/hyperactivity disorder (ADHD). However, they have been excluded from this protocol. Please refer to the Attention-Deficit/Hyperactivity Disorder Symptoms measures in the Psychiatric domain in the Toolkit.  Externalizing Behaviors in older adolescents and adults can be measured using the Crime and Delinquency protocols in the Psychosocial Domain. |
| **Protocol:** | **Disruptive Behavior Disorders Rating Scale**  Instructions:  Check the column that best describes your/this child. Please write DK next to any items for which you don’t know the answer.  1. Has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  2. Often argues with adults  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  3. Often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  4. Has been physically cruel to people  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  5. Has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  6. Often truant from school, beginning before age 13 years  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  7. Is often spiteful or vindictive  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  8. Often blames others for his or her mistakes or misbehavior  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  9. Has deliberately destroyed others’ property (other than by fire setting)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  10. Often actively defies or refuses to comply with adults’ requests or rules  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  11. Often initiates physical fights with others who do not live in his or her household (e.g., peers at school or in the neighborhood)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  12. Is often angry and resentful  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  13. Is often touchy or easily annoyed by others  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  14. Often loses temper  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  15. Has forced someone into sexual activity  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  16. Often bullies, threatens, or intimidates others  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  17. Has been physically cruel to animals  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  18. Often stays out at night despite parental prohibitions, beginning before age 13 years  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  19. Often deliberately annoys people  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  20. Has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  21. Has deliberately engaged in fire setting with the intention of causing serious damage  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  22. Has broken into someone else’s house, building, or car  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  23. Has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)  [ ] 0 Not at all  [ ] 1 Just a little  [ ] 2 Pretty much  [ ] 3 Very much  **Scoring**  There are two scoring approaches that can be used. The first relies on counting symptoms for each disorder using the Disruptive Behavior Disorders (DBD) rating scale and the second employs the use of average scale scores. Within each of these approaches, one has the option of using either the continuous/count score that is created, or of creating a diagnostic (0/1) assessment, depending on research needs. A continuous score provides more variance for predictive capacity; a diagnostic may have more clinical significance. Diagnosis using the scale score method involves comparing the target child’s scale scores on the DBD Rating Scale to established norms. The scale score method is preferable for diagnosis of females (e.g., using a 2 standard deviation cutoff), as the symptom counting method often results in underdiagnosis of female children.  *Method 1: Counting Symptoms*  To determine if a child meets the symptom criteria for DSM-IV [*Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition] diagnoses of Oppositional Defiant Disorder [ODD] or Conduct Disorder as measured by the DBD Parent/Teacher Rating Scale, count the number of symptoms that are endorsed "pretty much" or "very much" by either parent or teacher in each of the following categories: Note that impairment and other criteria must be evaluated in addition to symptom counts.  Some impairment from the symptoms must be present in two or more settings (e.g., school, home).  Oppositional Defiant Disorder  \_\_\_\_\_\_\_\_\_Oppositional Defiant Disorder (items 2, 7, 8, 10, 12, 13, 14, 19)  A total of 4 or more items must be endorsed as "pretty much" or "very much" on either the parent or the teacher DBD to meet criteria for Oppositional Defiant Disorder.  Conduct Disorder  \_\_\_\_\_\_\_\_\_\_Conduct Disorder - aggression to people and animals (items 4, 11, 15, 16, 17, 23)  \_\_\_\_\_\_\_\_\_\_Conduct Disorder - destruction of property (items 9, 21)  \_\_\_\_\_\_\_\_\_\_Conduct Disorder - deceitfulness or theft (items 3, 5, 22)  \_\_\_\_\_\_\_\_\_\_Conduct Disorder - serious violation of rules (items 1, 6, 18)  For a Continuous/Count Measure  Add up the number of symptoms across all disorders to obtain the Externalizing symptom count score.  For a Diagnostic Measure  A total of 3 or more items in any category or any combination of categories must be endorsed as "pretty much" or "very much" on either the parent or the teacher DBD to meet diagnostic criteria for Conduct Disorder.  *Method 2: Using Scale Scores*  Scale scores for the ODD dimensions for teacher ratings on the DBD are reported in Pelham et al. (1992), Teacher ratings of DSM-III-R [*Diagnostic and Statistical Manual of Mental Disorders,* 3rd Edition, Revised] symptoms for the disruptive behavior disorders: *Journal of the American Academy of Child and Adolescent Psychiatry, 31*, 210-218. The scores for DSM-IV scales are the same as for the DSM-III-R scales reported in that paper.  For a Continuous/Count Measure  To create a continuous measure of externalizing behavior, ***compute the average rating for the items*** for the externalizing scale (listed below) using the following scoring: Not at all = 0, Just a little = 1, Pretty Much = 2, Very much = 3.  **Scale**  \_\_\_\_\_\_\_\_\_Oppositional / Defiant (items 2, 7, 8, 10, 12, 13, 14, 19)  For a Diagnostic Measure  To determine a diagnostic measure based on how a child’s scores compare to normative data, ***compute the average rating for the items*** for the externalizing scale as above. Then, using the information from the table of norms in Pelham et al. (1992), determine where the child falls in relation to other children. A variety of cutoff scores can be used (e.g., 2 standard deviations above the mean). |
| **Selection Rationale:** | The Disruptive Behavior Disorders Rating Scale is a well-established protocol with good psychometric properties that is based on diagnostic criteria from the *Diagnostic and Statistical Manual of Mental Disorders*, 4th Edition (*DSM-IV*). |
| **Source:** | Parent/Teacher Disruptive Behavior Disorder Rating Scale. Center for Children and Families. Florida International University. |
| **Life Stage:** | Adolescent Child |
| **Language of source:** | English, Spanish |
| **Participant:** | Parents and/or teachers of children aged 4-14 years (preschool through grade 8) |
| **Personnel and Training Required:** | None |
| **Equipment Needs:** | None |
| **Standards:** | |  |  |  |  | | --- | --- | --- | --- | | **Standard** | **Name** | **ID** | **Source** | | Common Data Element (CDE) | Psychosocial Disruptive Behavior Disorders Questionnaire Assessment Score | 3371900 | [CDE Browser](https://cdebrowser.nci.nih.gov/CDEBrowser/search?elementDetails=9&FirstTimer=0&PageId=ElementDetailsGroup&publicId=3371900&version=1.0) | |
| **General references:** | Barkley, R. A. (1997). *Defiant children: A clinician’s manual for assessment and parent training* (2nd ed.). New York, NY: Guilford.  Molina, B., & Pelham, W. (2003). Childhood predictors of adolescent substance use in a longitudinal study of children with ADHD. *Journal of Abnormal Psychology, 112*, 497-507.  Molina, B., Pelham, W., Gnagy, E., Thompson, A., & Marshal, M. (2007). Attention-deficit hyperactivity disorder risk for heavy drinking and alcohol use disorder is age-specific. *Alcoholism: Clinical and Experimental Research, 31*, 643-654.  Molina, B., Smith, B., & Pelham, W. (2001). Factor structure and criterion validity of secondary school teacher ratings of ADHD and ODD. *Journal of Abnormal Child Psychology, 29*, 71-82.  Oldehinkel, A., & Hartman, C., (2004). Temperament profiles associated with internalizing and externalizing problems in preadolescence. *Development and Psychopathology, 16,* 421-440.  Pelham, W. E., Gnagy, E. M., Greenslade, K. E., & Milich, R. (1992). Teacher rating of *DSM-III-R* symptoms for disruptive behavior disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, *31*(2), 210-218.  Pelletier, J., Collett, B., Gimpel, G., & Crowley, S. (2006). Assessment of disruptive behaviors in preschoolers: Psychometric properties of the Disruptive Behavior Disorders Rating Scale and School Situations Questionnaire. *Journal of Psychoeducational Assessment*, *24*(1), 3-18. |
| **Mode of Administration:** | Self-administered questionnaire |
| **Derived Variables:** | None |
| **Requirements:** | |  |  | | --- | --- | | **Requirement Category** | **Required** | | Major equipment | No | | Specialized training | No | | Specialized requirements for biospecimen collection | No | | Average time of greater than 15 minutes in an unaffected individual | No | |
| **Process and Review:** | The Expert Review Panel has not reviewed this measure yet. |