TITLE
PROBLEM BEHAVIOUR CHECKLIST

AIM
To identify the emotional and conduct problems of children

INTRODUCTION

The Problem Behaviour Checklist is a self-report measure that structures caregiver's reports of specific behaviour problems, activities of daily living and instrumental activities of daily living in care recipients and inquiries about the caregiver's understanding of the cause of their problems. The BPC addresses a wide range of behaviour often found across a variety or chronic illnesses, including but not limited to dementia processes. The measures use a simple response format with a single rating of the extent to which each behaviour is a problem, the likelihood that each of six possible attributions is causing the problems and a scale to assess the amount of assistance needed with ADLs and IADLs.

DESCRIPTION OF THE TEST

The Problem Behaviour Checklist was devised to identify the emotional and conduct problems of children. A total of 100 items were prepared in

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the form of symptoms which had to be rated on a three point scale, with 1, 2 and 3 indicative of 'no', 'average' and 'high' problem behaviour. As per ICD-10, specific diagnostic criteria were included separately for emotional, conduct and mixed disorders of conduct and emotions. These 100 items were given to 25 psychologists and 25 psychiatrists. Using the internal consistency method, only those items were chosen on which the rating was the same amongst all the 50 experts. Using this principle, 58 items were selected from a total of 100 items. Thus, there are 58 items in the scale to be responded by the parents with 'most often', 'occasionally' and 'never'. These were then administered to a group of 300 married couples from the normal population, (N=600) and 100 couples from psychiatric (pathological) population (N=200) and the reliability and validity were worked out.

RELIABILITY

Reliability of the Problem Checklist was worked out for both types of population.
All the results are significant at 0.1 level of significance.

VALIDITY

The validity of the checklist was decided by two ways, viz.:

1. **Face Validity -** The Face Validity of the checklist is based on the intensive interviews of 300 couples regarding the extent of behaviour problems in their children as perceived by them. As such, it could safely be assumed that the Problem Checklist has family high face validity.

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2. **Content Validity -** The Content Validity was decided by the 100% acceptance of the item by a panel of 50 experts, and on the basis of experts complete agreement on items. 58 items out of a list of 100 items were selected and 42 items were rejected. Only those items were selected which had shown high discriminating value.

MATERIALS REQUIRED

58 Items Checklist

Pens

Pencil

SUBJECT'S PROFILE

NAME	Chetna
AGE	5 Years
GENDER	Female

PROCEDURE AND ADMINISTRATION

Preparation:

The material required for conduction of the test.

Rapport:

Rapport formation is a fundamental aspect of human communication. Hence, rapport is formed to build trust (which will ensure honesty,

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fairness in answering tests), to understand the subject and show respect by being polite and expressing gratitude.

Before starting the test, a comfortable setting should be ensured.

Providing privacy and security is also essential to rapport formation.

Instruction:

The following instructions are given to the parent of the child, before filling the checklist:

- The parents have to assess the degree of the problems which are related to their child.
- The parents need to read each problem one by one.
- They need to assess whether that problem occurs MOST OFTEN, OCCASIONALLY or NEVER in the case of their child in question.
- They have to mark a tick against the cell below that response mode.

Scoring:

Items indicative of high problem behaviour were given 3 'average' and 'no problem' behaviour were assigned a score of 2 and 1 respectively. Total scores obtained ranged between 58-174, thus indicating that the higher the problem behaviour of the child, and the lower the score, the lower the problem behaviour of the child.

The total score we have obtained after conducting the test is 92.

Interpretation:

According to the score we got, which is 92, z-score (Normal Children) is +1.61. This z-score comes between the range +1.26 to +2.00. This indicates the level as Highly Problem Behaviour.

CONCLUSION:

According to the raw score, z-score, we found out that the subject has high problem behaviour. She has some problems with interacting with others. She also has problems with memory and attention.