

Social-Emotional and Adaptive Assessment of School-Age Children:

Administration and Interpretation of the Behavioral Assessment System for Children (BASC-3), Social Skills Intervention System (SSIS), and Vineland-3

Presenter:
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Clinical Assessment Consultant
Pearson

Agenda

- Behavioral Assessment System for Children, 3rd Ed. (BASC-3)
- Student Observation System (SOS)
- Structured Developmental History (SDH)
- Parenting Relationship Questionnaire (PRQ)
- BASC-3 Intervention Guide (BIG)
- BASC-3 Behavioral & Emotional Skill-Building Guide
- BASC-3 Flex Monitor
- Behavioral and Emotional Screening System (BESS)



Development and Applications of the BASC-3 Family of Assessments

What is BASC-3?

- A comprehensive set of rating scales and forms including:
 - Teacher Rating Scales (TRS)
 - Parent Rating Scales (PRS)
 - Self-Report of Personality (SRP)
 - Student Observation System (SOS)
 - Structured Developmental History (SDH)
- Together, they help you understand the behaviors and emotions of children and adolescents.

Purpose and Benefits of BASC-3

- Uses a *multidimensional* approach for conducting a comprehensive assessment
 - clinicians can better understand student emotions and behavior from a variety of perspectives
- Strong base of theory and research
- Useful for identifying behavior problems as required by IDEA, and for developing FBAs, BIPs, and IEPs
- Assists with Differential diagnosis (i.e. hyperactivity and attention problems)
- Helps determine educational eligibility for special education
- Aides in design of treatment plans
- Allows clinician to progress monitor using evidence-based interventions
- Highlights emotional and behavioral strengths - Not just problem behavior

Qualification Level: B

Age Range: 2:0 - 21:11 (TRS and PRS); 6:0 through college age (SRP)

Other Languages: Spanish (Parent and Self-Report)

RTI Tiers: RTI Levels 2 and 3

Completion Time: 10-20 minutes (TRS and PRS), 30 minutes (SRP)

Scores/Interpretation: T scores and percentiles, for a general population and clinical populations

Scoring Options: Q-global™ Web-based Administration, Scoring, and/or Reporting, or Manual Scoring.

Publication Date: Available August, 2015



Authors of BASC-3



Randy W. Kamphaus, Ph.D.



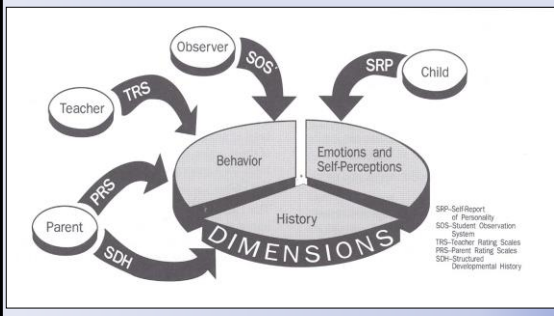
Cecil R. Reynolds, Ph.D.

BASC-3 Revision Goals

- Maintain measurement integrity and quality
- Improve integration of components
- Improve item content, scale reliability, and score inference validity
- Offer new content scales without lengthening the rating scales significantly
- Enhance flexibility of administration and reporting options
- Enhance progress monitoring
- Enhance links and implementation to verified intervention strategies

What is the BASC-3?

A Multidimensional, Multimethod approach to assessing child and adolescent Emotional Disabilities.

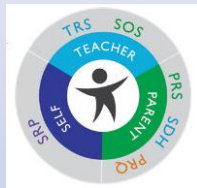


Multi-Dimensional System

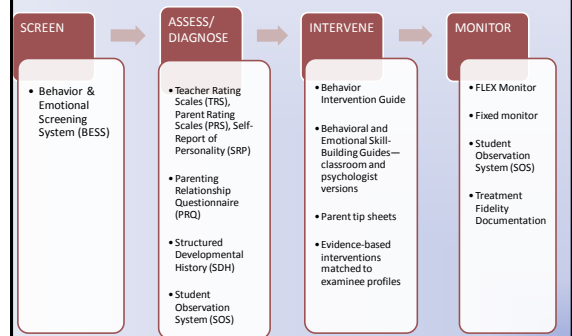
- Multidimensional - Measures different aspects of behavior and personality
- Includes:
 - Positive, adaptive dimensions such as leadership, social skills, and study skills.
 - Negative, clinical dimensions such as aggression, anxiety, and depression.

Multi-Method System

- TRS: Teacher Rating Scales
- PRS: Parent Rating Scales
- SRP: Self-Report of Personality
- SRP-I: Self-Report of Personality Interview (ages 6-7)
- PRQ: Parenting Relationship Questionnaire
- SDH: Structured Developmental History
- SOS: Student Observation System



Comprehensive Diagnostics & Behavior Management



BASC-3 Diagnostic Components

- **SDH: The Structured-Developmental History**
All ages
- **SOS: Student Observation System**
All ages
- **SRP: Self-report of Personality**
SRP-I Ages 6-7 SRP-C Ages 8-11 SRP-A Ages 12-21 SRP-COL Ages 18-25
- **PRS: Parent Rating Scales**
PRS-P Ages 2-5 PRS-C Ages 6-11 PRS-A Ages 12-21
- **TRS: Teacher Rating Scales**
TRS-P Ages 2-5 TRS-C Ages 6-11 TRS-A Ages 12-21
- **PRQ: Parenting Relationship Questionnaire**
Ages 2-18

All Are Available via Paper and Q-Global/Digital
All Forms (Except TRS) are Available in English and Spanish

The American Academy of Pediatrics (AAP) Report on Diagnosis of ADHD

- In 2000, the American Academy of Pediatrics (AAP) noted that ADHD is a common problem and becoming increasingly a controversial one...
- The AAP recommended broad diagnostic work that is largely behaviorally-based.

(AAP Committee on Quality Improvement, 2000)

The American Academy of Pediatrics recommended that...

- The assessment of ADHD should include:
 - information obtained directly from parents/caregivers, as well as a classroom teacher or other school professional, regarding the core symptoms of ADHD in various settings, the age of onset, duration of symptoms and degree of functional impairment.
- Evaluation of a child with ADHD should also include assessment for co-existing conditions: learning and language problems, aggression, disruptive behavior, depression or anxiety.
- As many as one-third of children diagnosed with ADHD also have a **co-existing condition**.

These recommendations apply not just to DSM diagnoses...

- The criteria for classification of a student as *Emotionally Disturbed* under IDEIA requires that we look broadly at children, the context of their behavior, history, and acuteness/chronicity.



IDEIA's Definition of Emotional Disturbance

- The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors;
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - Inappropriate types of behavior or feelings under normal circumstances;
 - A general pervasive mood of unhappiness or depression;
 - A tendency to develop physical symptoms or fears associated with personal or school problems;
- The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

ISBE's Definition of Emotional Disability

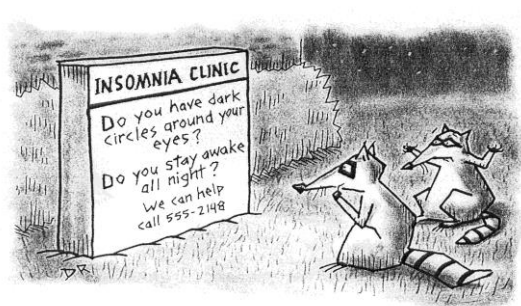
- **Emotional Disability** (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors;
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - Inappropriate types of behavior or feelings under normal circumstances;
 - A general pervasive mood of unhappiness or depression; or
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

Social Maladjustment

- "...there is a final, perhaps fatal flaw in this practice. The "Achilles heel" in this regard may be the problem of co-occurrence or comorbidity..." (p. 903)
- Comorbidities are common in childhood psychopathology and being socially maladjusted does not make one immune from ED's.

Merrell, K.W., & Walker, H.M. (2004). Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field forward. *Psychology in the Schools, 41*, 899-910.

Know who you are evaluating:
"Symptoms" do not mean the same thing for everyone.



Poor Academic Outcomes Associated with Presence of an ED

- **Lower grades and poor attendance rates** (Suldo, Thalji, & Ferron, 2011)
- **Greater incidence of adolescent smoking** (Lewis et al., 2011), **illicit substance use** (Goodman, 2010), and **alcohol**.
- **More mental health disorders in early adulthood** (Johnson, Cohen, & Kasen, 2009; Kinnunen, Laukkanen, & Kylma, 2009).
- **Only 20% of students in special education with emotional and behavioral disorders pursue any type of post-secondary education** (Wagner, Kutash, Duchnowski, & Epstein, 2005).

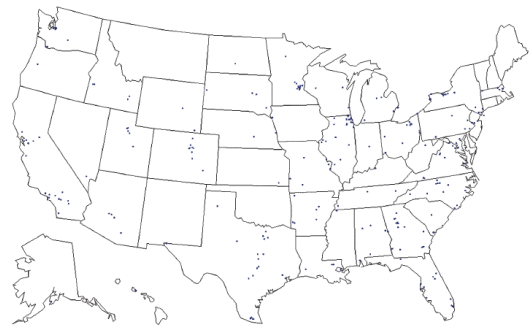


DEVELOPMENT & STANDARDIZATION

Development of the BASC-3

- Items were selected based on:
 - Standardized item loading in SEM analyses (English & Spanish)
 - Item-total correlation
 - Item bias statistics
 - Construct relevance
 - Clinical groups discrimination
- General normative sample was stratified by:
 - Gender by race/ethnicity
 - Gender by geographic region
 - Gender by parent education level

BASC-3 Standardization Sites Map



Development of PRS & SRP Spanish Forms

- Firm experienced in translating psychological tests completed initial translation of all existing items.
- New items evaluated and back-translated by in-house staff.
- Bilingual psychologists from across US reviewed the materials.
- Additional rounds of changes were conducted to come up with standardization item sets.
- Psychometric properties of Spanish items were evaluated prior to making final item selections.



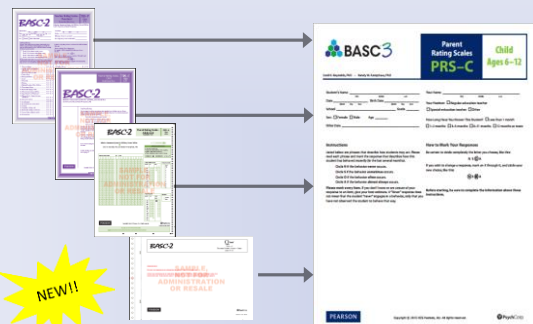
Teacher Rating Scales (TRS) and Parent Rating Scales (PRS)

NEW!!

TRS & PRS – What’s New?

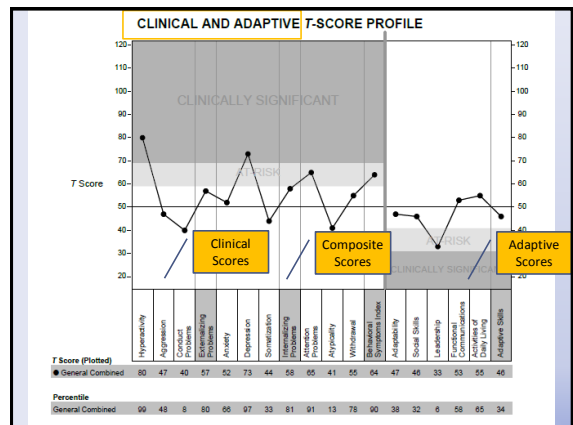
- On average, across the TRS and PRS forms there are 32% new items.
- Significant addition to Developmental Social Disorder items.
- Significant addition to Executive Functioning items
 - Based on research by Dr. Mauricio A. Garcia- Barrera of the University of Victoria, BC, Canada.
 - 4 new EF subscales: Problem Solving, Attentional Control, Behavioral Control, and Emotional Control

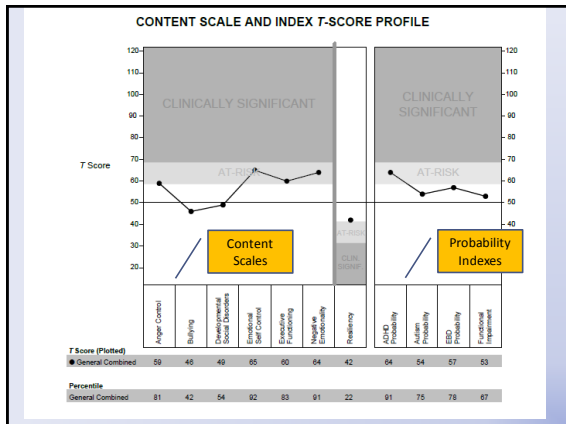
TRS, PRS, and SRP – What’s New?



BASC-3 Scale Types

Scale Type	Description
Clinical	Measures <u>maladaptive behaviors</u> , where high scores indicate problematic levels of functioning.
Adaptive	Measures adaptive behaviors or behavioral <u>strengths</u> , where low scores indicate possible problem areas.
Content	Measures maladaptive or adaptive behaviors. Some unique items, some clinical and adaptive items.
Composite	Comprised of scale groupings that are based on theory and factor analytic results.
Probability Indexes (NEW)	Empirically derived scales comprised of items from other scales that were selected based on their ability to <u>differentiate</u> those with and without behavioral or emotional functioning diagnosis or classification.





TRS/PRS Composite Scales

	Externalizing Problems	Internalizing Problems	School Problems	Adaptive Skills	Behavioral Symptoms Index
TRS-P	Hyperactivity Aggression	Anxiety Depression Somatization		Adaptability Social Skills Functional Comm.	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
TRS-C, TRS-A	Hyperactivity Aggression Conduct Problems	Anxiety Depression Somatization	Learning Problems Attention Problems	Adaptability Social Skills Functional Comm. Leadership Study Skills	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
PRS-P	Hyperactivity Aggression	Anxiety Depression Somatization		Adaptability Social Skills Functional Comm. Activities of Daily Living	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
PRS-C, PRS-A	Hyperactivity Aggression Conduct Problems	Anxiety Depression Somatization		Adaptability Social Skills Functional Comm. Leadership Activities of Daily Living	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal

TRS/PRS Clinical Scales

Clinical Scale	Description
Aggression	The tendency to act in a hostile manner (either verbal or physical) that is threatening to others
Anxiety	The tendency to be nervous, fearful, or worried
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily
Atypicality	The tendency to behave in ways that are considered "odd" or commonly associated with psychosis
Conduct Problems	The tendency to engage in antisocial and rule-breaking behavior, including destroying property
Depression	Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking
Learning Problems	The presence of academic difficulties, particularly understanding or completing homework
Somatization	The tendency to be overly sensitive to and complain about relatively minor physical problems and discomforts
Withdrawal	The tendency to evade others to avoid social contact

BASC-3 TRS & PRS Sample Clinical Scale Items

<ul style="list-style-type: none"> Hyperactivity Acts without thinking <i>Is in constant motion</i> 	<ul style="list-style-type: none"> Anxiety Is fearful <i>Has trouble making decisions</i>
<ul style="list-style-type: none"> Aggression Bullies others <i>Manipulates others</i> 	<ul style="list-style-type: none"> Depression Is negative about things <i>Says, "I can't do anything right"</i>
<ul style="list-style-type: none"> Conduct Problems Disobeys <i>Hurts others on purpose</i> 	<ul style="list-style-type: none"> Somatization Is afraid of getting sick <i>Complains of physical problems</i>

TRS and PRS Sample Clinical Scale Items

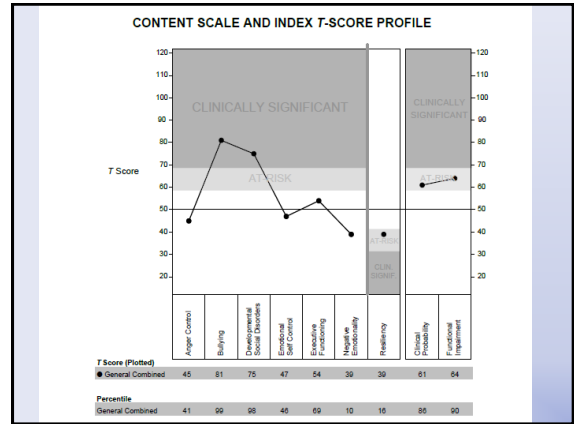
<ul style="list-style-type: none"> Attention Problems Has short attention span <i>Has trouble concentrating</i>
<ul style="list-style-type: none"> Learning Problems Gets failing school grades <i>Demonstrates critical thinking skills</i>
<ul style="list-style-type: none"> Atypicality Seems out of touch with reality <i>Acts as if other children are not there</i>
<ul style="list-style-type: none"> Withdrawal Is fearful <i>Has trouble making decisions</i>

Adaptive Scales

Adaptive Scale	Description
Activities of Daily Living	Skills associated with performing basic, everyday tasks in an acceptable and safe manner
Adaptability	The ability to adapt readily to changes in the environment
Functional Communication	The ability to express ideas and communicate in a way others can easily understand
Leadership	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others
Social Skills	The skills necessary for interacting successfully with peers and adults in home, school, and community settings
Study Skills	The skills that are conducive to strong academic performance, including organizational skills and good study habits

TRS/PRS Content Scales

Content Scale	Description
Anger Control	The tendency to become irritated and/or angry quickly and impulsively, coupled with an inability to regulate affect and self-control
Bullying	The tendency to be intrusive, cruel, threatening, or forceful to get what is wanted through manipulation or coercion
Developmental Social Disorders	The tendency to display behaviors characterized by deficits in social skills, communication, interests, and activities; such behaviors may include self-stimulation, withdrawal, and inappropriate socialization
Emotional Self-Control	The ability to regulate one's affect and emotions in response to environmental changes
Executive Functioning	The ability to control behavior by planning, anticipating, inhibiting, or maintaining goal-directed activity, and by reacting appropriately to environmental feedback in a purposeful, meaningful way
Negative Emotionality	The tendency to react in an overly negative way and to any changes in everyday activities or routines
Resiliency	The ability to access both internal and external support systems to alleviate stress and overcome adversity



Developmental Social Disorders Scale Items

Adaptability	Adjusts easily to new surroundings. Adjusts well to changes in family plans. Adjusts well to changes in plans. Adjusts well to changes in routine.
Atypicality	Acts as if other children are not there. Acts strangely. Babbles to self. Bangs head. Confuses real with make-believe. Seems out of touch with reality. Seems unaware of others. Shows feelings that do not fit the situation.
Developmental Social Disorder	Avoids eye contact. Engages in repetitive movements. Shows basic emotions clearly.
Functional Communication	Communicates clearly. Is able to describe feelings accurately. Is clear when telling about personal experiences. Responds appropriately when asked a question.
Social Skills	Shows interest in others' ideas. Has trouble making new friends.
Withdrawal	Isolates self from others. Prefers to play alone. Quickly joins group activities.

Executive Functioning Indexes

BASC-3 TRS and PRS

EXECUTIVE FUNCTIONING INDEX SUMMARY

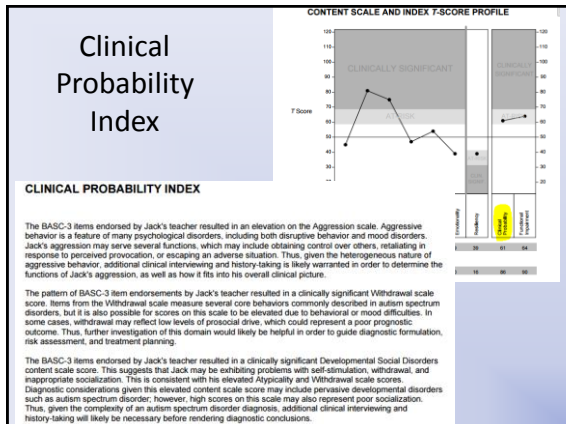
Overall Executive Functioning Index	Problem Solving Index	Attentional Control Index	Behavioral Control Index	Emotional Control Index
Not Elevated	Not Elevated	Elevated	Elevated	Not Elevated
Raw Score: 38	Raw Score: 11	Raw Score: 13	Raw Score: 11	Raw Score: 3

TRS and PRS New Content Scale Items

<ul style="list-style-type: none"> • Anger Control -Loses control when angry -Gets angry easily • Bullying -Tells lies about others -Puts others down • Developmental Social Disorders -Avoids eye contact -Engages in repetitive movements 	<ul style="list-style-type: none"> • Emotional Self Control -Is overly emotional -Overreacts to stressful situations • Executive Functioning -Plans well -Breaks large problems into smaller steps • Negative Emotionality -Reacts negatively -Finds fault with everything Resiliency -Finds ways to solve problems -Is resilient
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Clinical Probability Indexes

Index	Teacher Rating Scale			Parent Rating Scale		
	P	C	A	P	C	A
ADHD Probability		*	*		*	*
Emotional Behavior Disorder Probability		*	*		*	*
Autism Probability		*	*		*	*
Functional Impairment	*	*	*	*	*	*
General Clinical Probability	*			*		



BASC-3 Self-Report of Personality

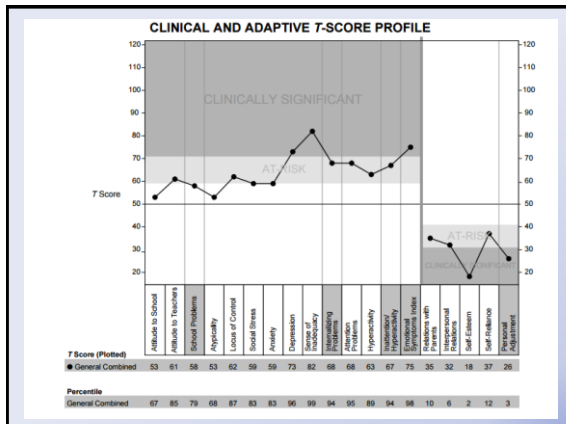
BASC-3 Self-Report of Personality Scales

Scale	Child	Adolescent	College
Composite Scales			
Emotional Symptoms	•	•	•
Inattention/Hyperactivity	•	•	•
Internalizing Problems	•	•	•
Personal Adjustment	•	•	•
School Problems	•	•	X
Clinical and Adaptive Scales			
Alcohol Abuse	X	X	•
Anxiety	•	•	•
Attention Problems	•	•	•
Attitude to School	•	•	X
Attitude to Teachers	•	•	X
Atypicality	•	•	•
Depression	•	•	•
Hyperactivity	•	•	•
Interpersonal Relations	•	•	•
Locus of Control	•	•	•
Relations with Parents	•	•	•
School Maladjustment	X	X	•

BASC-3 Self-Report of Personality Scales (cont.)

Scale	Child	Adolescent	College
Clinical and Adaptive Scales			
Self-Esteem	•	•	•
Self-Reliance	•	•	•
Sensation Seeking	X	•	•
Sense of Inadequacy	•	•	•
Social Stress	•	•	•
Somatization	X	•	•
Content Scales			
Anger Control	X	•	•
Ego Strength	X	•	•
Mania	X	•	•
Test Anxiety	X	•	•
Clinical Index			
Functional Impairment Index	•	•	X

SRP-Interview Form	
Total Score	•



SRP Content Scales and Clinical Index

Scale Type	Description
Anger Control	The tendency to become irritated and angry quickly and impulsively, coupled with an inability to regulate affect and control during such periods
Ego Strength	The expression of a strong sense of one's identity and overall emotional competence, including feelings of self-awareness, self-acceptance, and perception of one's social support network
Mania	The tendency to experience extended periods of heightened arousal, excessive activity (at times with an obsessive focus), and rapid idea generation without the presence of normal fatigue
Test Anxiety	The tendency to experience irrational worry and fear of taking routine structured school tests of aptitude or academic skills regardless of the degree of preparation or study or confidence in one's knowledge of the content to be covered
Functional Impairment Index	Indicates the level of difficulty an examinee has engaging in successful or appropriate behavior across a variety of interactions with others, performing age-appropriate tasks, regulating mood, and performing school-related tasks.

Self-Report of Personality - Interview



**Self-Report
SRP-I**

**Interview
Ages 6-7**

Cecil R. Reynolds, PhD • Randy W. Kamphaus, PhD

Examiner's Name _____ First _____ MI _____ Last _____ Date _____ Month _____ Day _____ Year _____

Child's Name _____ First _____ Middle _____ Last _____ Child's Birth Date _____ Month _____ Day _____ Year _____

Child's Gender Male Female

Instructions

On the pages that follow are statements that describe how some children think, feel, or act. There are three sets of items. For each item set, please read each item aloud. Circle the response given by the child (Yes or No) in the space provided. To change a marked response, write an X through it and circle the correct choice:

(Yes) (No)

Note: For Step A, be sure to administer the initial set of four questions first. Then ask the appropriate follow-up questions based on the responses given to the questions in the initial set. Repeat this procedure for steps D and G.

Step A – Administer these questions:

1. Do you like going to school? Yes No
2. Do you ever get bored at school? Yes No
3. Do you ever get into trouble at school? Yes No
4. Does your teacher ever make you feel bad? Yes No

Step B – Administer the appropriate follow-up questions based on the answer provided to Question 1:

If Yes to Question 1, then ask: If the child responds to Question 1a, go to Step C.

1a. What are some things that you like about school? _____

If there is no response to 1a, or the student says, "I don't know," prompt by asking:

1b. Do you like playing with other kids? Yes No ➡ Repeat Question 1a

If there is no response to 1b, prompt by asking:

1c. Do you like learning new things? Yes No ➡ Repeat Question 1a

If there is no response to 1c, go to Step C.

If No to Question 1, then ask: If the child responds to Question 1d, go to Step C.

1d. What are some things that you don't like about school? _____

If there is no response to 1d, or the student says, "I don't know," prompt by asking:

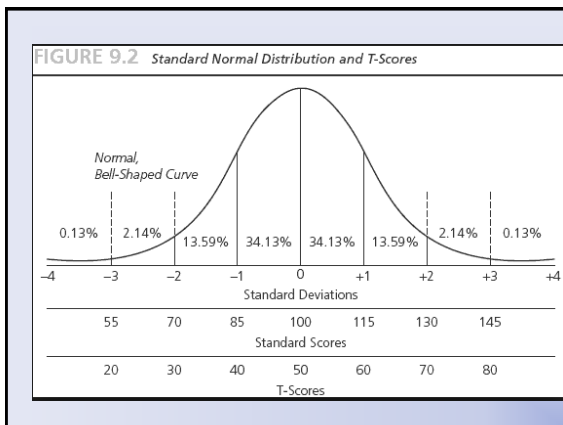
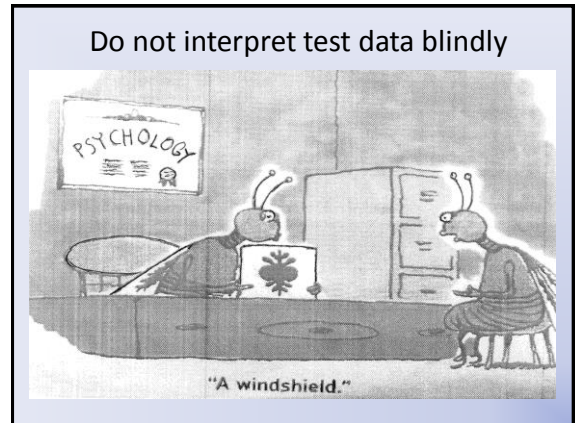
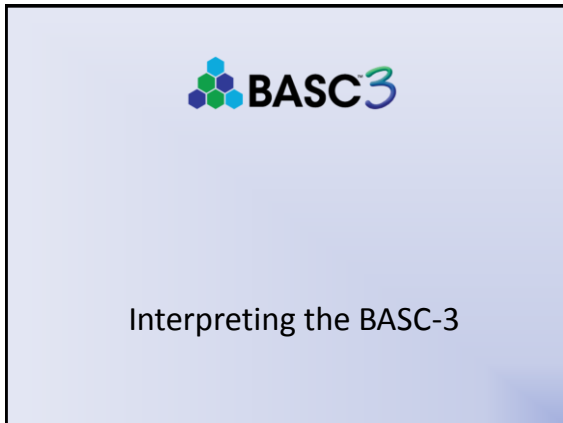
1e. Do you like playing with other kids? Yes No ➡ Repeat Question 1d

If there is no response to 1e, prompt by asking:

1f. Do you like learning new things? Yes No ➡ Repeat Question 1d

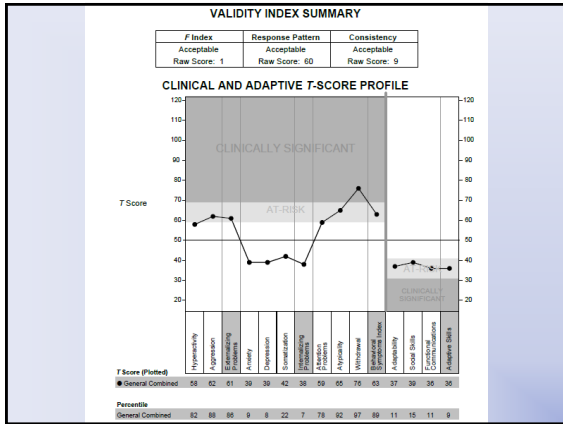
If there is no response to 1f, go to Step C.

50



BASC-3 Scale & Composite Score Classification

Classification		T-Score Range
Adaptive Scales	Clinical Scales	
Very high	Clinically Significant	70 and Above
High	At-Risk	60-69
Average	Average	41-59
At-Risk	Low	31-40
Clinically Significant	Very Low	30 and below



Choosing the Right Norms

- BASC-3 Offers:
 - Same Gender Norms (male or female)
 - Combined Gender Norms (male + female)
 - ADHD Norms
 - General Clinical Norms

Choosing the Right Norms

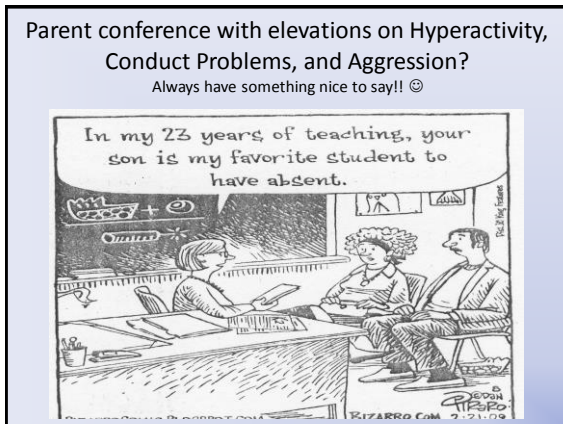
- General National Norms
 - Does Rob have problems with depression relative to other children his age?
- Sex-based Norms
 - How does Michelle’s hyperactivity compare to that of other girls?
- Clinical Norms
 - How severe is Natalie’s psychoticism in comparison to other children diagnosed with mental health disorders of childhood, including ED’s?
- ADHD Norms
 - How severe are Kent’s symptoms of depression in comparison to other children diagnosed with ADHD

TRS, PRS, and SRP Validity Indexes

- F Index
- L Index (SRP)
- V Index (SPR)
- Consistency Index
- Number of Omitted/Unscorable Items
- Patterned Responses

VALIDITY INDEX SUMMARY

F Index	Response Pattern	Consistency
Acceptable	Acceptable	Acceptable
Raw Score: 0	Raw Score: 130	Raw Score: 10



SCORING & REPORTING OPTIONS

BASC-3 Administration and Reporting Options

Hand-scoring administration/scoring - Paper

- One record form to replace hand scoring, computer entry, and scanned forms.
- Separate worksheets for manual scoring.

Digital Administration/ Scoring

- Pay per reports (Includes on-screen administration, scoring and reporting.)
- Unlimited Scoring Subscriptions (Includes scoring and reporting. Does not include on-screen administration.)

Three Options

Hand Scoring	Hybrid	All Digital
<ul style="list-style-type: none"> Administration: Paper Scoring & Reporting: Paper – hand-score 	<ul style="list-style-type: none"> Administration: Paper Scoring & Reporting: Q-g unlimited subscription 	<ul style="list-style-type: none"> Administration: Q-global Scoring & Reporting: Q-global scoring

BASC-3 Hand-Scoring Option

- Hand Score Worksheet replaces carbonless forms
- 4 page, 11x17 folded sheet
- Transfer responses to worksheet
- Sum responses and look up T scores

What is Q-global?

- Q-global is a web-based system used to administer and score the **TRS, PRS, SRP, SDH, and SOS** forms.
- Digital Administration
 - On-Screen Administration (TRS, PRS, SRP)
 - Remote On-Screen Administration (TRS, PRS)
- Manual-Entry
 - Responses from paper forms can be entered into Q-global for online scoring and reporting.
 - Unlimited-Use Options

Delivery: Manual Entry

On-Screen Administration

Launch with Test Session Lock

Test Session Lock will block examinees from accessing your computer during And after testing. When finished, press Ctrl + Shift + Q to unlock.

To use this feature, you must download and install Test Session Lock (one time only).

Remote On-Screen Administration

BASC-3 Q-Global Report Features

- Validity Indexes
- Clinical, Adaptive, and Content Scales
- Clinical Probability Indexes
- Executive Functioning Indexes
- Clinical, Adaptive, and Content Scale Narratives
- Target Behaviors For Intervention
- Critical Items
- DSM-5 Diagnostic Considerations
- Items By Scale
- Item Responses

Advanced Clinical Section

- Validity Index Narratives
- Clinical Summary
- DSM-5 Diagnostic Criteria

DSM-5 Diagnostics Consideration Report

- Outcomes are aligned with DSM-5 to help support diagnostic efficiency

Autism Spectrum Disorder

List of Symptoms

Symptoms for Area 1: Social Communication and Interaction Deficits	Relevant BASC-3 TRS-P, PRS and Samantha I. Swander's Responses
X Has impaired emotional/social responsiveness	7 Encourages others to do that best. (Never) 15 Communicates clearly. (Sometimes) 47 Refuses to talk. (Sometimes) 81 Compliments others. (Never) 83 Shows feelings that do not fit the situation. (Never)
— Shows notable deficits in nonverbal communication	
X Has difficulty in developing peer relationships appropriate to developmental level	37 Avoids other children. (Sometimes) 52 Has trouble making new friends. (Often) 73 Acts as if other children are not there. (Often)
Symptoms for Area 2: Restricted, Repetitive Behaviors	
— Engages in stereotyped, repetitive motor movements, speech, or use of objects (e.g., finger flapping, lining up toys)	
X Rigidly adheres to routines/habits	40 Adjusts well to changes in routine. (Sometimes) 102 Gets very upset when things are lost. (Never)
— Has interests that are abnormally restricted, fixated, or intense	
— Has extreme (hyperactivity) or indifferent (hypoactivity) responses to sensory input	

Report Options for BASC-3 Q-Global

Include Report Options

Use Examinee Name

Clinical and Adaptive Scales

- Validity Index Summary Table
- T Score Profile (Composites and Scales)
- Score Tables (Composites and Scales)
- Validity Index Narratives and Item Lists
- Narratives (Composites and Scales)

Intervention Recommendations

Content Scales and Indexes

- T Score Profile
- Score Tables
- Content Scale Narratives
- Clinical Summary Narratives

DSM-5 Diagnostic Considerations

Target Behaviors for Intervention

Critical Items

Items by Scale/Index

- Clinical and Adaptive Scales
- Content Scales and Indexes

Item Responses

Select Confidence Level

68% 90% 95%

Select Primary Norm Group

General Combined

General Gender-Specific

Clinical Combined

Clinical Gender-Specific

ADHD Combined

ADHD Gender-Specific

Select up to four additional Norm Groups for Comparison

General Combined

General Gender-Specific

Clinical Combined

Clinical Gender-Specific

ADHD Combined

ADHD Gender-Specific

Assign a new BASC-3 assessment

The screenshot shows the 'Assign New Assessment' button highlighted with a red box. A red arrow points from this button to the 'Assign New Assessment' button in the next screenshot.

Select the Appropriate BASC-3 Rating Scale

The screenshot shows the 'Assign New Assessment' dialog box. The 'BASC-3 PRS-Child' option is selected and highlighted with a red box. A red arrow points from the 'Assign' button in the previous screenshot to this dialog box.

Administering the BASC-3 on Q-global

The screenshot shows the 'Assessment Details' page for Barbara Sample-Gordon. The 'Manual Entry' option under 'Delivery' is selected and highlighted with a red box. A red arrow points from this option to the 'Manual Entry' option in the next screenshot.

Administering the BASC-3: Manual Entry

The screenshot shows the 'Manual Entry' dialog box. The 'Show Item' checkbox is checked and highlighted with a red box. A red arrow points from this checkbox to the 'Manual Entry' option in the previous screenshot.

Administering the BASC-3: On-Screen Administration

The screenshot shows the 'On-Screen Administration' dialog box. The 'Start Assessment' button is highlighted with a red box. A red arrow points from this button to the 'Start Assessment' button in the next screenshot.

On-Screen Administration allows the BASC-3 to be administered on web-enabled devices.

Administering the BASC-3: Remote On-Screen Administration

The screenshot shows the 'Remote On-Screen Administration' dialog box. The 'Start Date' and 'Expiration Date' fields are highlighted with a red box. A red arrow points from this box to the 'Start Assessment' button in the previous screenshot.

Select the link effective dates and enter the rater name and email.

Remote On-Screen Administration: Sample Email

Assessment Invitation Email

View Templates: All Templates
 Apply Template: Rater Invitation Email
 Type: System Generated

Recipient First Name: Jim
 Recipient Last Name: Sample-Gordon
 Recipient Email Address: jimsg@gmail.com

Buttons: Delete Template, Save, Save as New Template, Send Invitation, Close

Preview Email Content:

Dear (recipient_first_name),

You have been requested to complete the (product_name) for (examinee_first_name) (examinee_last_name).

To complete the form, please click the following link:
 (rosa_production_url)

NOTE: In some cases, select email editors may alter the link above, causing it to display an incomplete ("active") link (i.e. part of the link is not underlined). Should you experience difficulties in accessing the form(s), ensure that the complete link text - including any part of it that is not underlined - is displaying in the browser window.

Follow the directions on the screen. If you have any questions, please contact your Assessment Administrator (DO NOT REPLY TO THIS EMAIL).

Remote On-Screen Administration Email

Dear Jim,

You have been requested to complete the BASC-3 PRS-Child for Barbara Sample-Gordon.

To complete the form, please click the following link:

[Click here](#)

NOTE: In some cases, select email editors may alter the link above, causing it to display an incomplete ("active") link (i.e. part of the link is not underlined). Should you experience difficulties in accessing the form(s), ensure that the complete link text - including any part of it that is not underlined - is displaying in the browser window.

Follow the directions on the screen. If you have any questions, please contact your Assessment Administrator (DO NOT REPLY TO THIS EMAIL).

Jarett Lehner
 9526813000
jarett.lehner@pearson.com

Regards,

Remote On-Screen Administration: Beginning the BASC-3

Welcome to the BASC-3 PRS-C

We will first collect some demographic information. After that, you will be given more specific instructions for this assessment before moving on to the questions.

Please choose the language (English or Spanish) you prefer for this administration above.

Por favor seleccione el idioma (inglés o español) en que prefiere contestar este cuestionario en la parte superior de esta página.

To continue, click the >> button at the bottom of the screen.

English

>>

Remote On-Screen Administration: Beginning the BASC-3

Your First Name: Jim

Your Middle Initial:

Your Last Name: Sample-Gordon

Your Gender:
 Male
 Female

Relationship to Child:
 Mother
 Father
 Guardian
 Other

Remote On-Screen Administration: Raters are presented with Instructions

Instructions

This form contains phrases that describe how children may act. Please read each phrase and select the response that describes how this child has behaved recently (in the last several months).

Select **Never** if the behavior **never** occurs.
 Select **Sometimes** if the behavior **sometimes** occurs.
 Select **Often** if the behavior **often** occurs.
 Select **Almost always** if the behavior **almost always** occurs.

Please mark every item. If you don't know or are unsure of your response to an item, give your best estimate. A "Never" response does not mean that the child "never" engages in a behavior, only that you have no knowledge of it occurring.

Click on >> to continue.

<< >>

Missing Items

Sorry, you cannot continue until you correct the following:

- Issue 1
 - Please mark every item. If you don't know or are unsure of your response to an item, give your best estimate.

Email notification for Clinician after BASC-3 is completed

Dear Jarett,

Barbara Sample-Gordon has completed the assigned BASC-3 PRS-Child. The results are now available on Q-global.

Jens UAT Account

You can login at
https://qa1.qglobal.pearsonclinical.com/qa/login.seam?country/language=en_us-us*2000
 (We encourage you to bookmark this URL.)

Regards,
 Pearson

*This is an auto-generated email. Please do not reply to this email address.
 If you have questions, please contact Technical Support at catechnicalsupport@pearson.com or call 800-249-0659 Monday through Friday from 7:00 AM - 6:00 PM CST.*

Generating Reports

Examinee Group Administration Report

Generate Reports

- Generate a report for one Examinee.
- Generate a report type that includes more than one Examinee. Reports that include more than one Examinee are processed in a queue for later download. [Download processed reports here.](#)

Select an Examinee with reportable assessment records.

Advanced Examinee Search

Include Sub-Accounts

Page 1 of 22 10 1 View 1 - 10 of 220

System ID	Last Name	First Name	Examinee ID	Birth Date	Gender
1 9163832	Sample-Gordon	Barbara	9457362	10/30/2004	Female
2 9162874	Rivers	Parker	000000000	07/20/2005	Male
3 9065470	Examinee	Sample	000000000	06/01/2005	Female
4 9065523	Examinee2	Sample	000000001	05/01/2004	Male
5 8217767	DEBUGGER	Age 10		01/15/2003	Female

Generating Reports (Cont.)

Examinee Group Administration Report

Report Configuration

Generate Report Cancel

Examinee: Sample-Gordon, Barbara
 Examinee ID: 9457362
 Assessment: BASC-3 PRS-Child
 Status: Report Generated
 Report: BASC-3 Report

Format: Adobe (pdf)
 Records Selected: 1
 Inventory Needed: 0
 Available Inventory: 468 report usage(s). Buy Now

Include:

- Use Examinee Name
- Clinical and Adaptive Scales
- Validity Index Summary Table
- T Score Profile (Composites and Scales)
- Score Tables (Composites and Scales)

Select Confidence Level
 Confidence Level: 68% 90% 95%

Select Primary Norm Group

- General Combined
- General Gender-Specific
- Clinical Combined

BASC 3
 Behavior Assessment System for Children, Third Edition (BASC™-3)
 BASC-3 Parent Rating Scales - Child
 Interpretive Summary Report
 Child #: Reynolds, PhD, & Kamphaus, PhD

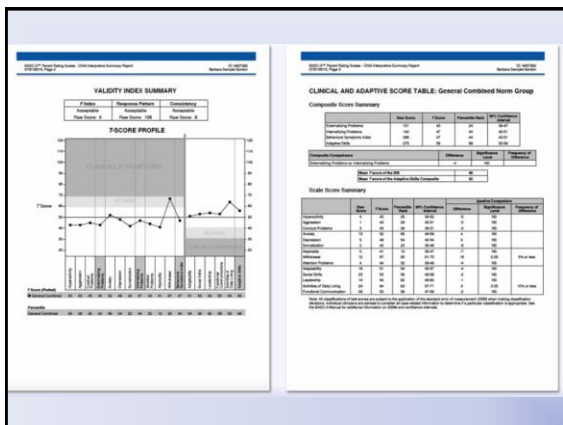
Child Information
 ID: 9457362
 Name: Barbara Sample-Gordon
 Gender: Female
 Birth Date: 10/30/2004
 Age: 10

Test Information
 Test Date: 07/13/2015
 Tester Name: Jim Sample-Gordon
 Tester Gender: Male
 Relationship: Father
 Administration Language: English

Norm Group: General Combined

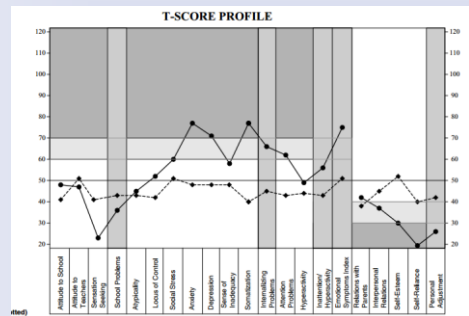
© Pearson
 Copyright © 2015 Pearson Education, Inc. All rights reserved. Portions of this work were previously published in the PRS, PARS, and BASC-3 manuals in Part I, II, and/or other portions of Pearson Education, Inc., as follows:
 [1] 101-101 (091)

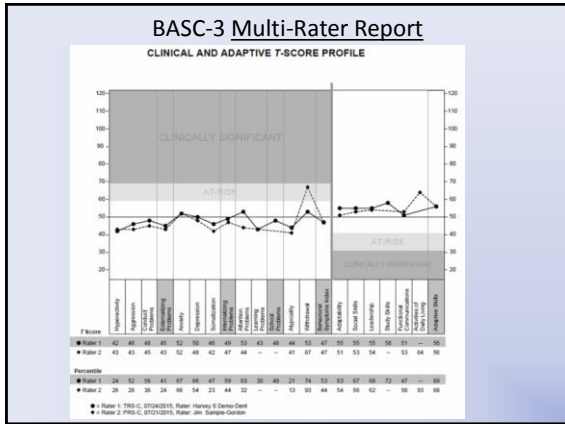
ALWAYS LEARNING PEARSON



BASC-3 Progress Report

- Available for use with the TRS, PRS and SRP.





Intervention Recommendations

BASC-3 TRS-P INTERVENTION RECOMMENDATIONS

Note: Information contained in the Intervention Summary section of this report is based on the BASC-3 Behavior Intervention Guide, authored by Kimberly J. Vannest, Cecil R. Reynolds, and Randy W. Kamphaus.

Primary Improvement Areas	Secondary Improvement Areas	Adaptive Skill Strengths
- Withdrawal (Anxiety)	- Atypicality - Functional Communication - Adaptability - Aggression - Social Skills	- None

- Includes detailed, effective Intervention Strategies
- Provides guidelines for **preparing, implementing, and evaluating** each intervention strategy.

Q-global Resource Library

ADDITIONAL BASC-3 COMPONENTS

- Student Observation System (SOS)
- Structured Developmental History (SDH)
- Parenting Relationship Questionnaire (PRQ),
- Behavioral and Emotional Screening System (BESS),
- BASC-3 Intervention Guide (BIG)
- BASC-3 Behavioral and Emotional Skill-Building Guide
- BASC-3 Flex Monitor

STUDENT OBSERVATION SYSTEM (SOS)

Student Observation System (SOS)

- Momentary Time Sampling
 - 3-second intervals, 30 seconds apart, for 15 minutes
- Digital administration through Q-global
 - Enables users to have all BASC-3 results in the same place
- Paper form is available and can be entered into Q-global

Student Observation System (cont.)

- Digital Administration: Smartphone or Tablet

Prompt to observe

Record observations

Complete Part A



STRUCTURED DEVELOPMENTAL HISTORY (SDH)

Structured Developmental History

- Gathers information from a wide range of development areas and milestones.

Person Answering Questions	Child's Residence	Friendships
Referral Information	Family Relations	Recreation/Interests
Parents	Pregnancy	Behavior/Temperament
Primary Caregivers	Birth	Educational History
Child Care	Development	Additional Comments
Family History	Medical History	
Brothers/Sisters	Family Health	



Structured Developmental History (cont.)

- Digital Administration: Tablet or Desktop/Laptop

Parent Information

Check boxes for various sections

Structured Developmental History (cont.)

- Dynamic Digital Assessment

Structured Developmental History (SDH)

- Based on PRS scale scores
- Content is automatically modified based on PRS elevations



PARENT RELATIONSHIP QUESTIONNAIRE (PRQ)

Parenting Relationship Questionnaire (PRQ)

Qualification Level: B

Age Range: 2:0-18:11

Reading Level: 3rd Grade

Other Languages: Spanish


RTI Tiers: RTI Levels 2 and 3

Completion Time: 10-15 minutes


Scores/Interpretation: T scores and percentiles, for a general population

Scoring Options: Q-global™ Web-based Administration, Scoring, and/or Reporting, or Manual Scoring.

Publication Date: Available August, 2015



- Assesses parent perspective of the relationship between the parent and his/her child.






BASC-3 PRQ Rationale

- Parent-child relationship influences:
 - academic outcomes
 - language development
 - readiness to learn
 - self-esteem
 - social competence
 - loneliness
 - Affect
- Helpful when implementing behavioral/emotional interventions that require any level of parental involvement.
- Useful in family counseling or other settings where it is important to assess parent/child relationship dynamics.

BASC-3 PRQ Scales

- Attachment
- Communication
- Discipline Practices
- Involvement
- Parenting Confidence
- Relational Frustration
- Satisfaction With School






BEHAVIOR INTERVENTION GUIDE

BASC-3 Behavior Intervention Guide

Kimberly Vannest, Cecil R. Reynolds, R.W. Kamphaus

- 78 – Interventions across 11 of the most common problems of children and youth.
- Step-by-step-procedures (prep – implement-evaluate)
- Considerations for practice and troubleshooting.
- Elementary and Secondary illustrations.
- Annotated bibliographies of research studies.




- Aggression
- Conduct
- Hyperactivity
- Attention
- Academic Problems
- Anxiety
- Depression
- Somatization
- Adaptability
- Functional Communication Problem
- Social Skills Problems

101

BASC-3 Behavior Intervention Guide

- Comprehensive set of empirically-based interventions for a variety of behavioral and emotional problems.
- Organized around scales on BASC-3 TRS, PRS, and SRP forms
- Components include:
 - Behavior Intervention Guide (Paper and Digital)
 - Parent Tip Sheets
 - Documentation Checklist
 - Intervention Summary software report for TRS, PRS, and SRP





BEHAVIORAL AND EMOTIONAL SKILLS BUILDING GUIDE

Behavioral and Emotional Skill-Building Guide



- Includes strategies for **classroom and small-group use**
- Groups may be conducted by guidance counselors, psychologists, social workers, interns, and other trained personnel
- Focus on building skills for *all* students, rather than individualized “interventions” that take too much teacher time



FLEX MONITOR



BASC-3 Flex Monitor:

English and Spanish

- The BASC-3 Flex Monitor can be used to monitor behavioral and emotional functioning over a desired period of time
- A psychometrically sound way of developing customized behavior rating scales and self-report of personality forms
- Reliability data and standardized scores are obtainable for each unique form that is developed.

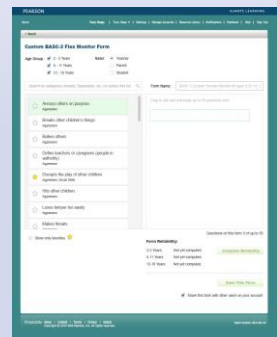


BASC-3 Flex Monitor

- Users have the ability to:
 - Choose an existing monitoring form.
 - Create a new, unique form using an item bank.
 - Choose a rater (Teacher, Parent, or Student).
 - Generate progress monitoring reports to evaluate change over time.

BASC-3 Flex Monitor – How will it work?

- Items can be filtered/searched.
- Users can compute the estimated reliability of the form, based on the standardization data sample.
- Reports include T-scores generated based on standardization samples
- Normative and Intra-individual comparisons





BASC-3 Behavioral and Emotional Screening System (BESS)

Qualification Level: B

Age Range: 2:0 - 18:11 (Teacher and Parent); 8:0 - 18:11 (Self-Report)

Reading Level: Parent Form — TBD; Student Form — TBD

Other Languages: Spanish (Parent and Self-Report)

RTI Tiers: RTI Level 1


Completion Time: 5-10 minutes

Scores/Interpretation: T scores, percentiles, for a general population

Scoring Options: Q-global™ Web-based Administration, Scoring, and/or Reporting, or Manual Scoring.


Publication Date: Available August 2015

Brief, universal screening system for measuring behavioral and emotional strengths and weaknesses in children and adolescents.



BASC-3 Behavioral and Emotional Screening System (BESS)

- Used for group-wide screening in schools (e.g., Tier 1 tool)
- Ensure we intervene early in high-risk students
 - Early intervention prevents the development of many ED's and thus, promotes successful schooling.
- Components include:
 - Q-global administration, scoring, and reporting
 - Manual
 - Record forms



BASC-3 BESS Key Features

- Brief forms - can be quickly completed without the need for specialized administrator training
- Spanish-language versions of Parent and Student Forms
- Customizable cut scores used to classify scores based on a desired T-score or number of children in a specific outcome category.
- Q-global administration, scoring and reporting, with both individual and group-level reporting options.
- Group-level reports that provide an *overall, aggregated view of behavioral and emotional performance of a group*, and are directly linked to the Behavioral and Emotional Skill Building Guide.
- Normative samples closely matched to U.S. population census estimates

BESS Student Form Results

Validity Indexes

F Index	Response Pattern	Consistency
Acceptable	Acceptable	Acceptable
Raw Score: 0	Raw Score: 21	Raw Score: 5

Behavioral and Emotional Risk Index

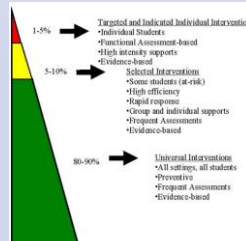
Raw Score	T Score	Percentile	Classification
44	70	95	Elevated Risk

Classifications Normal Risk: 0-60 Elevated Risk: 61-70 Extremely Elevated Risk: 71 and higher

- 20 to 60: "Normal" level of risk
- 61 to 70: "Elevated" level of risk
- 71 or higher: "Extremely Elevated" level of risk

How to: Universal Screening

- What time of year do you do Universal Screening?
- How often do you screen?
- Who is the best informant? – Parents? Teachers? Child?
- Do you need consent?



Additional BASC-3 Training Opportunities

• **Free Training webinars:**

www.pearsonclinical.com

• **Online Introductory Training:**

www.PearsonClinical.com/BASC-3Training

– Enter Code: newBASC3



MASP Conference Discount

- 10% off Promo Code
- Valid through November 22nd – TZ3Z



Resources/Information

Questions?

Lynsey Psimas, PhD, NCSP
312-241-8406

Lynsey.Psimas@pearson.com

More Information?

www.pearsonclinical.com/BASC-3

Customer Service

ClinicalCustomerSupport@Pearson.com

1-800-627-7271