



# Progress MONITOR

## BASC-2

### Individual Report

Cecil R. Reynolds    Randy W. Kamphaus

#### Child/Student Information

Name: Timmy Sample  
Sex: Male  
ID:  
Birth Date: 10/08/1998

Rater: Parent - Primary Norms Used: Combined

	Parent	Child/Adolescent	Parent	Child/Adolescent	Parent	Child/Adolescent
<b>Test Date:</b>	09/10/2007		10/10/2007		11/15/2007	
<b>Age:</b>	8:11		9:0		9:1	
<b>Grade:</b>	N/A		N/A		N/A	
<b>School:</b>						
<b>Parent Name:</b>	Sample, Mrs.		Sample, Mrs.		Sample, Mrs.	
<b>Parent Sex:</b>	Female		Female		Female	
<b>Relationship:</b>	Mother		Mother		Mother	
<b>Field A:</b>						
<b>Field B:</b>						

Results contained herein are confidential and should only be viewed by those with proper authorization.

**PEARSON** The BASC-2 Progress Monitor is designed to help monitor the status of behavioral and emotional problems in children and adolescents in preschool through high school. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

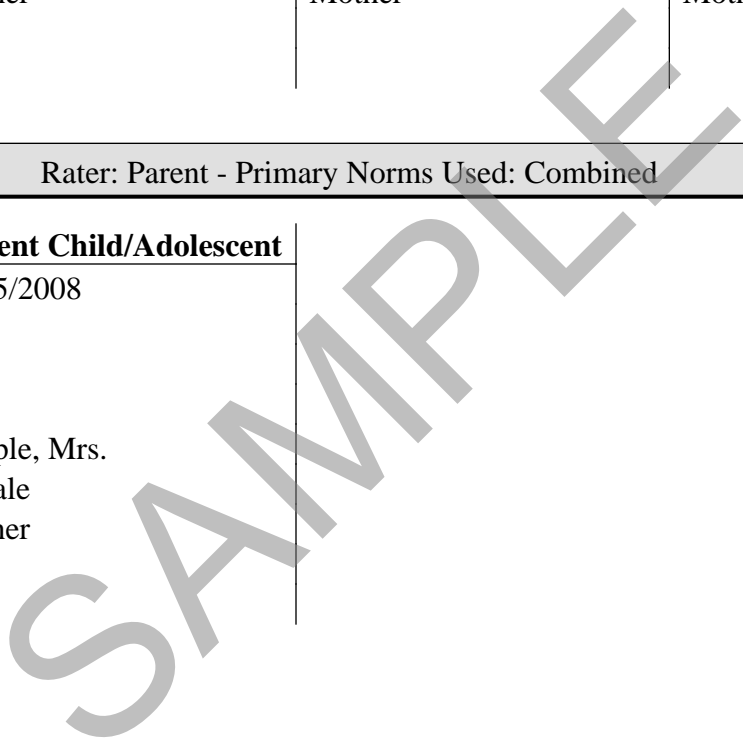
ID: Primary Norms Used: Combined Primary Norms Used: 90%

Rater: Parent - Primary Norms Used: Combined

	Parent Child/Adolescent	Parent Child/Adolescent	Parent Child/Adolescent
<b>Test Date:</b>	12/15/2007	01/15/2008	02/15/2008
<b>Age:</b>	9:2	9:3	9:4
<b>Grade:</b>	N/A	N/A	N/A
<b>School:</b>			
<b>Parent Name:</b>	Sample, Mrs.	Sample, Mrs.	Sample, Mrs.
<b>Parent Sex:</b>	Female	Female	Female
<b>Relationship:</b>	Mother	Mother	Mother
<b>Field A:</b>			
<b>Field B:</b>			

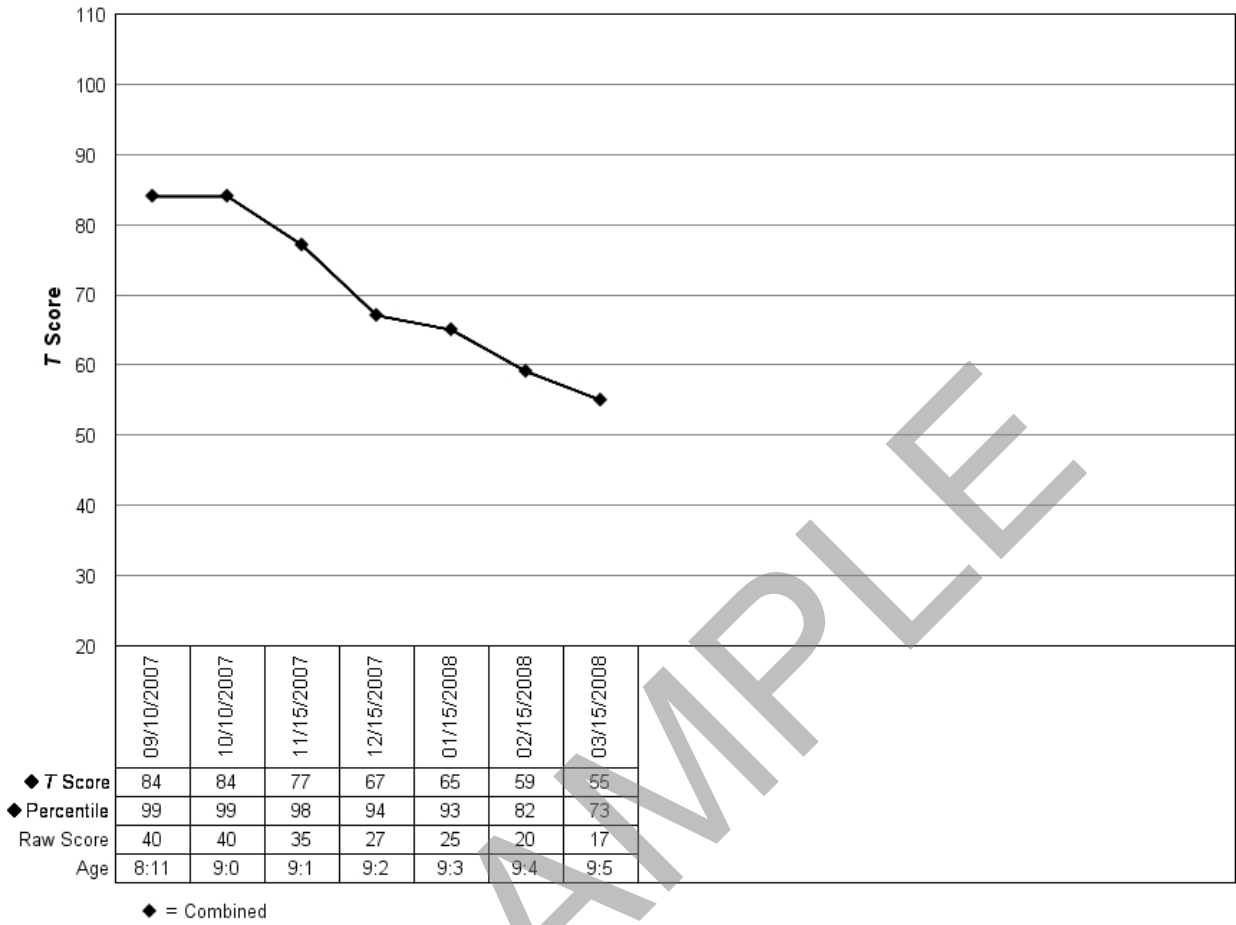
Rater: Parent - Primary Norms Used: Combined

	Parent Child/Adolescent
<b>Test Date:</b>	03/15/2008
<b>Age:</b>	9:5
<b>Grade:</b>	N/A
<b>School:</b>	
<b>Parent Name:</b>	Sample, Mrs.
<b>Parent Sex:</b>	Female
<b>Relationship:</b>	Mother
<b>Field A:</b>	
<b>Field B:</b>	



ID: Primary Norms Used: Combined Confidence Interval: 90%

**Parent Form, Externalizing and ADHD Problems, Norm Group: Ages 5-9**



ID: \_\_\_\_\_ Primary Norms Used: Combined Confidence Interval: 90%

**Parent Form, Externalizing and ADHD Problems, Norm Group: Ages 5-9**

						Comparison to Baseline			Comparison to Previous Tests		
Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Tests	Difference	Sig Level	Tests	Difference	Sig Level
T1: 09/10/2007	8:11	40	84	99	79-89	---	---	---	---	---	---
T2: 10/10/2007	9:0	40	84	99	79-89	T2-T1	+0	NS	---	---	---
T3: 11/15/2007	9:1	35	77	98	72-82	T3-T1	-7	NS	T3-T2	-7	NS
T4: 12/15/2007	9:2	27	67	94	62-72	T4-T1	-17	.05	T4-T3	-10	.05
T5: 01/15/2008	9:3	25	65	93	60-70	T5-T1	-19	.05	T5-T4	-2	NS
T6: 02/15/2008	9:4	20	59	82	54-64	T6-T1	-25	.05	T6-T5	-6	NS
T7: 03/15/2008	9:5	17	55	73	50-60	T7-T1	-29	.05	T7-T6	-4	NS

SAMPLE

ID:	Primary Norms Used: Combined	Confidence Interval: 90%
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### Rater Comments

T1: 09/10/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy is often difficult to handle, especially when he doesn't want to stop what he is doing, like playing or watching TV. The worst time is just before bedtime, when he will get upset and throw a fit. We've tried everything, but nothing seems to work.

T2: 10/10/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Not much has changed. We still have an awful time trying to get him to do what he is told. He goes from content to upset at the drop of a hat; sometimes for reasons we can't understand, like when he is playing with his cars. One minute, he is playing with them, and the next, he is upset with them and throwing them. Lately, he's been getting into more trouble at school and having problems playing with friends.

T3: 11/15/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy's attention span has definitely improved and he seems to be doing better in school with staying focused. More of the assignments he brings home to show us are finished. He's still fairly aggressive and still acting out at times. The new Rx seems to be better for him.

T4: 12/15/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, We started a different dosage of his new Rx. It definitely seems to be much better for him than the first one we tried. He's not as grouchy at the end of the day. The higher level seems to be helping too. When he does act up, he's been better about listening and doesn't act angry or throw fits as much.

T5: 01/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Family that hadn't seen Timmy in a while told us that he was a completely different kid over the holidays. We had a few rough patches, but we were out of our routine. He seems more flexible and able to handle those types of changes, though, compared to before.

T6: 02/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, School seems to be going much better. We get more positive news these days. The quick, angry reactions that used to happen almost all the time don't happen as much. They also seem less intense, more normal.

T7: 03/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy definitely pays better attention and he doesn't get upset as much or as quickly as he used to. He still acts stubborn from time to time, usually when he wants something he can't have. There's more negotiation and less aggression on his part now.

ID:	Primary Norms Used: Combined	Confidence Interval: 90%
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### Examiner Comments

T1: 09/10/2007, Mrs. Sample, Parent Child/Adolescent, Tim's parents note that they have trouble with him at home, particularly when transitioning from a preferred activity to a non-preferred activity. Focusing on Tim's attention span and self-control issues will likely yield the most positive effects on his behavior both at home and in school. In addition to behavioral modification, the family pediatrician and parents have decided to also initiate drug therapy.

T2: 10/10/2007, Mrs. Sample, Parent Child/Adolescent, Parents report that Tim is responding to treatment but that he is exhibiting heightened adverse behaviors when the prescribed stimulant wears off. Suggesting additional intervention methods for use at home to deal with tantrums and defiant behavior to supplement those being used in the classroom. Pediatrician and parents have decided to change medication due to adverse side effects.

T3: 11/15/2007, Mrs. Sample, Parent Child/Adolescent, Tim's parents and teachers report that his attention span and self-control are improving. The underlying defiance persists to a greater extent, but is improving as well. Suggesting additional behavioral modification strategies to both teachers and parents to help remediate the more disruptive behaviors. Note: pediatrician has increased dosage level of prescribed medication.

T4: 12/15/2007, Mrs. Sample, Parent Child/Adolescent, Parents report that the new dosage level prescribed by the family pediatrician has improved Tim's behavior. Use of the new intervention strategies, particularly the use of a token system, at home and in school has also been more effective in controlling and remediating aggressive and defiant behaviors. Tim seems to be responding to the sense of control monitoring his behavior provides.

T5: 01/15/2008, Mrs. Sample, Parent Child/Adolescent, The token system was faded at school but remained in place at home over break. Have also supplied parents with information about modifying tasks to increase Tim's on-task time for homework.

T6: 02/15/2008, Mrs. Sample, Parent Child/Adolescent, Parents noted that Tim's focus and self-control behaviors have increased. Token system was faded at home. Providing additional information on social skills training in turn taking, sharing, and interrupting others to parents in order to supplement in-class interventions.

T7: 03/15/2008, Mrs. Sample, Parent Child/Adolescent, Classroom disruptions have been limited and interactions with other students have improved. Tim's defiant/oppositional behaviors have also diminished. Suggesting monitoring behavior for maintenance of preferred behaviors. Also suggesting the continued use of self-talk and self-monitoring of behavior after social skills training.

ID: \_\_\_\_\_ Primary Norms Used: Combined Confidence Interval: 90%

### Item Responses for Parent Child/Adolescent, Externalizing and ADHD Problems

Item Responses N = Never, S = Sometimes, O = Often, A = Almost always	T1	T2	T3	T4	T5	T6	T7
1. Omitted Item	S	S	S	O	O	O	O
2. Omitted Item	O	A	O	O	O	S	S
3. Omitted Item	O	S	S	S	S	S	N
4. Omitted Item	O	O	S	S	S	S	S
5. Omitted Item	O	O	O	O	O	S	S
6. Omitted Item	O	O	O	O	S	S	N
7. Omitted Item	O	O	S	S	S	S	S
8. Omitted Item	O	O	O	S	S	S	S
9. Omitted Item	S	S	S	O	O	O	O
10. Omitted Item	O	O	O	O	O	S	S
11. Omitted Item	O	S	S	S	S	S	S
12. Omitted Item	O	O	S	S	S	S	S
13. Omitted Item	O	A	O	O	O	S	N
14. Omitted Item	O	O	O	S	S	S	S
15. Omitted Item	O	O	O	O	O	S	S
16. Omitted Item	O	O	O	S	S	S	S
17. Omitted Item	O	O	O	O	S	S	S
18. Omitted Item	S	S	S	O	O	O	O
19. Omitted Item	O	O	O	S	S	S	S
20. Omitted Item	O	O	O	S	S	S	S

T1: 09/10/2007  
T2: 10/10/2007  
T3: 11/15/2007  
T4: 12/15/2007  
T5: 01/15/2008  
T6: 02/15/2008  
T7: 03/15/2008



**Special Note:**

The content of the test items is included in the actual reports. To protect the integrity of the test, the item content does not appear in this sample report.