



## About the BASC™-3 Rating Scales™

Teacher Rating Scales

Parent Rating Scales

Self-Report of Personality

Student Observation System

Structured Developmental History

## About the **BASC™-3**

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# About the BASC–3 TRS, PRS, SRP, SOS, and SDH

## 1 Brief Description

The Behavior Assessment System for Children, Third Edition (BASC™–3) is a multimethod, multidimensional system used to evaluate the behavior and self-perceptions of children and young adults ages 2 through 25 years. The BASC–3 system includes the following components:

- Behavioral and Emotional Screening System (BESS)
- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Self-Report of Personality (SRP)
- Structured Developmental History (SDH)
- Student Observation System (SOS)
- Behavior Intervention Guide
- Behavioral and Emotional Skill Building Guide - part of the BASC–3 family of products
- Flex Monitor
- Parenting Relationship Questionnaire (PRQ™)

Typically, emotional and behavioral difficulties have various facets. Consequently, these difficulties need to be assessed from a number of different viewpoints. Clinicians tend to obtain such views in a fairly ad hoc manner, using a variety of measures, observations, or other data that may prove difficult to integrate into a total picture. This is why the integrated assessment approach of the BASC–3 components is so desirable. Together, the BASC–3 components offer a comprehensive system for identifying, evaluating, monitoring, and remediating behavioral and emotional problems in children and adolescents. Each component can be used individually or in whatever combination is best suited to the situation at hand.

This document focuses on the TRS, PRS, SRP, SOS, and SDH components. Additional information on the other components can be found in the Q-global Resource Library.

## 2 Quick Facts

<b>Author:</b>	Randy W. Kamphaus, PhD, Cecil R. Reynolds, PhD
<b>Publisher:</b>	Pearson
<b>Date of Publication:</b>	2015
<b>Appropriate Ages:</b>	TRS & PRS: 2:0 to 21:11 (ages 19-21 appropriate if still receiving services in secondary educational setting) SRP: 6:0 through college age SOS: school-based setting (no age limits) SDH: None
<b>Norm Groups:</b>	1=General Combined (GC) 2=General Gender-Specific (GG) 3=Clinical Combined (CC) 4=Clinical Gender-Specific (CG) 5=ADHD Combined (AC) 6=ADHD Gender-Specific (AG)
<b>Minimum Reading Level:</b>	PRS: Fourth grade level SRP: Second grade level
<b>Administration Time:</b>	TRS & PRS: 10-20 minutes SRP: 30 minutes SDH: 30+ minutes based on size of medical and family history SOS: 15 minutes of observation
<b>Administration Options:</b>	Manual Entry ( <b>ME</b> ) On-screen administration ( <b>OSA</b> ) Remote on screen administration ( <b>ROSA</b> )
<b>Pricing Model:</b>	Pay per Report (ME, OSA & ROSA) Subscription (ME only)
<b>Scales:</b>	TRS: 5 Composite Scales 15 Primary Scales  PRS: 4 Composite Scales 14 Primary Scales  TRS & PRS: 7 Content Scales 5 Clinical Probability Indexes 5 Executive Functioning Indexes  SRP: 5 Composite Scales 18 Primary Scales 4 Content Scales 1 Clinical Probability Index  TRS & PRS: 3 Validity Indexes  SRP: 5 Validity Indexes
<b>Report Options:</b>	BASC-3 Report (Individual Report) BASC-3 Multirater Report BASC-3 Progress Report BASC-3 Report with Intervention Recommendations

### 3 Administration & Pricing Options Overview

#### Administration Options

Q-global™ offers the following administration options for the examiner for the BASC–3 Rating Scales.

1. *Manual Entry (ME)*: The test is administered using the paper-pencil format and the raw scores or item responses are manually entered into the Q-global software.
2. *On-screen administration (OSA)*: The test is administered to the examinee on-screen on a web enabled computer via the Q-global software. OSA may be administered with or without 'Test Session Lock'.

Select 'with Test Session Lock' if you want to administer an assessment on a web-enabled computer AND lock the testing session preventing the examinee from exiting the assessment. Test Session Lock is recommended for examiners who want to restrict an examinee from accessing an internet browser, programs or files stored on the computer.

**Note:** Test Session Lock is not available for mobile devices, including tablets, and is not intended to replace a proctor for those assessments requiring supervision during an administration. We strongly recommend using Chrome, Firefox or Safari.

3. *Remote on screen administration (ROSA)*: The examinee or rater is sent an email invitation with a link to launch and administer the test at a remote location. ROSA is available for specific tests.

#### Pricing Options

Pearson offers two pricing options for scoring and reporting on Q-global for the BASC–3 Rating Scales.

1. Pay per-report generated. BASC–3 Report usages can be used for PRQ, TRS, PRS, SRP, SOS, and SDH forms.
2. Annual subscription: offers unlimited-use for scoring and reporting for 'Manual Entry' (ME) ONLY. This option is ideal for high volume users. OSA and ROSA administrations incur the 'Pay per report' charge.

**Important note:** Each subscription is per user for the product only and will begin on the date of order processing unless otherwise requested.

## 4 Scoring and Reporting Rules

### Administration Scorability Rules

The administration of this assessment cannot be scored if any of the following conditions are true:

#### All forms:

- Identification number is missing or invalid or first or last name of examinee is missing or invalid.
- Birth date is missing or invalid
- Test date is missing or invalid
- Birth date is later than the administration date
- Gender is missing or invalid

#### TRS All Forms:

- Teacher's First Name is missing or invalid
- Teacher's Last Name is missing or invalid

#### TRS - Preschool Form

- The TRS-Preschool form was selected and the examinee's age is less than 2:0 or greater than 5:11
- The number of omits or invalid test responses is greater than 22

#### TRS - Child Form

- The TRS-Child form was selected and the examinee's age is less than 6:0 or greater than 11:11
- The number of omits or invalid test responses is greater than 30

#### TRS - Adolescent

- The TRS-Adolescent form was selected and the examinee's age is less than 12:0 or greater than 21:11
- The number of omits or invalid test responses is greater than 30

#### PRS All Forms:

- Parent/Guardian's First Name is missing or invalid
- Parent/Guardian's Last Name is missing or invalid
- Administration Language is missing or invalid

#### PRS - Preschool Form

- The PRS-Preschool form was selected and the examinee's age is less than 2:0 or greater than 5:11
- The number of omits or invalid test responses is greater than 24

#### PRS - Child Form

- The PRS-Child form was selected and the examinee's age is less than 6:0 or greater than 11:11
- The number of omits or invalid test responses is greater than 28

## 4 Scoring and Reporting Rules *continued*

### PRS - Adolescent Form

- The PRS-Adolescent form was selected and the examinee's age is less than 12:0 or greater than 21:11
- The number of omits or invalid test responses is greater than 28

### SRP - Interview Form

- Name of examiner is missing or invalid
- The SRP-Interview form was selected and the examinee's age is less than 6:0 or greater than 7:11

### SRP - Child Form

- The SRP-Child form was selected and the examinee's age is less than 8:0 or greater than 11:11
- The number of omits or invalid test responses is greater than 28
- Administration Language is missing or invalid

### SRP - Adolescent Form

- The SRP-Adolescent form was selected and the examinee's age is less than 12:0 or greater than 21:11
- The number of omits or invalid test responses is greater than 32
- Administration Language is missing or invalid

### SRP - College Form

- The SRP-College form was selected and the examinee's age is less than 18:0 or greater than 25:11
- The number of omits or invalid test responses is greater than 32
- Administration Language is missing or invalid

If an administration is unscorable, you must fill in the appropriate responses or raw scores before you can score the instrument.

### Report Invalidity Rules

Report invalidity rules describe circumstances in which a valid interpretation cannot be made. Common examples are too many missing responses, a client's age that is outside the appropriate range, an abnormal score on an assessment's validity index, and an uninterpretable profile configuration.

This report is invalid if any of the following conditions are true:

- Identification number is missing or invalid or first or last name of examinee is missing or invalid.

Unless you have modified your default system settings, you will always be asked whether or not you want to print an invalid report. An on-screen message will briefly describe the invalidity condition and the data you will receive if you print the report. For example, an invalid report might include a printout of raw and transformed scores, but the scores would not be plotted and no interpretation would be attempted.

### Scale Invalidity Rules

A scale cannot be interpreted if three or more items on the scale are omitted or invalid. All valid scales will be reported and the invalid scales will be identified with an asterisk.

## 5 Data Export Labels

**Note:** BASC–3 Report (Individual Report) and BASC–3 Report with Intervention Recommendations are separate exports. Export for each of these reports to obtain data for both.

Demographic Data	Description	Special Values
(if applicable)		
FirstName	Examinee's first name	
MiddleName	Examinee's middle name	
LastName	Examinee's last name	
ID	Examinee's ID number	
Gender	Examinee's gender	1 = Male 2 = Female
BirthDate	Examinee's date of birth	
AdministrationDate	Date of administration	
AgeAtAssessment	Examinee's age at administration (in YY:MM format)	
Form	Form administered	1 = TRS-P 2 = TRS-C 3 = TRS-A 4 = PRS-P 5 = PRS-C 6 = PRS-A 7 = SRP-I 8 = SRP-C 9 = SRP-A 10 = SRP-COL
Examiner	Examiner/Service Provider name	
School	Examinee's school	

## 5 Data Export Labels *continued*

Demographic Data	Description	Special Values
Grade	Examinee's current grade	All TRS forms, All PRS forms, SRP-C, and SRP-A Forms (these fields are not on SRP-COL) 96=preschool 0=kindergarten 1=1st 2=2nd 3=3rd 4=4th 5=5th 6=6th 7=7th 8=8th 9=9th 10=10th 11=11th 12=12th  SRP-COL Only 13=First year 14=Second year 15=Third year 16=Fourth year 17="Fifth year or above"
Custom1	User-defined field 1	
Custom2	User-defined field 2	
Custom3	User-defined field 3	
Custom4	User-defined field 4	
Language	The language in which the test was administered	1=English 2=Spanish
RaterFirstName	Rater's first name	
RaterMI	Rater's middle initial	
RaterLastName	Rater's last name	
RaterGender	Rater's gender	1=Male 2=Female
Position	Rater's position	1=Regular-education teacher 2=Special-education teacher 3=Other

## 5 Data Export Labels *continued*

Demographic Data	Description	Special Values
PositionOther	Rater's position - text box the user fills in if "other" is selected for Rater's Position	
TimeKnown	How long the rater has known the child	1=Less than 1 month 2=1-2 months 3=3-5 months 4=6-11 months 5=12 months or more
RaterGender	Rater's gender	1=Male 2=Female
Relation	Rater's relationship to the child	1=Mother 2=Father 3=Guardian 4=Other
RelationOther	Rater's relationship to the child - text box the user fills in if "other" is selected for Rater's relationship to the child.	
Concerns	Concerns the user has about the child	
ConcernVision	Vision concerns - text box the user fills in if "Vision" is selected for the concerns the rater has about the child	
ConcernHearing	Hearing concerns - text box the user fills in if "Hearing" is selected for the concerns the rater has about the child	
ConcernEatHabit	Eating habit concerns - text box the user fills in if "Eating Habits" is selected for the concerns the rater has about the child	
Enrollment	Examinee's School Enrollment time	
StrengthsComment	General Comments - Strengths question	
ConcernsComments	General Comments - Concerns question	
ConfidenceLevel	Confidence level selected	1=68% 2=90% 3=95%
NormGroup	First norm group selection. <b>Note.</b> This selection is used for derived scores throughout the report.	1=General Combined (GC) 2=General Gender-Specific (GG) 3=Clinical Combined (CC) 4=Clinical Gender-Specific (CG) 5=ADHD Combined (AC) 6=ADHD Gender-Specific (AG)

## 5 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
basc3_aa_raw	Alcohol Abuse (AA) - Raw Score	
basc3_ad_raw	Adaptability (AD) - Raw Score	
basc3_dl_raw	Activities of Daily Living (DL) - Raw Score	
basc3_ag_raw	Aggression (AG) - Raw Score	
basc3_ax_raw	Anxiety (AX) - Raw Score	
basc3_ap_raw	Attention Problems (AP) - Raw Score	
basc3_as_raw	Attitude to School (AS) - Raw Score	
basc3_at_raw	Attitude to Teachers (AT) - Raw Score	
basc3_ay_raw	Atypicality (AY) - Raw Score	
basc3_cp_raw	Conduct Problems (CP) - Raw Score	
basc3_dp_raw	Depression (DP) - Raw Score	
basc3_fc_raw	Functional Communication (FC) - Raw Score	
basc3_ha_raw	Hyperactivity (HA) - Raw Score	
basc3_ir_raw	Interpersonal Relations (IR) - Raw Score	
basc3_le_raw	Leadership (LE) - Raw Score	
basc3_lp_raw	Learning Problems (LP) - Raw Score	
basc3_lc_raw	Locus of Control (LC) - Raw Score	
basc3_rp_raw	Relations with Parents (RP) - Raw Score	
basc3_sa_raw	School Maladjustment (SA) - Raw Score	
basc3_se_raw	Self Esteem (SE) - Raw Score	
basc3_sr_raw	Self Reliance (SR) - Raw Score	
basc3_ss_raw	Sensation Seeking (SS) - Raw Score	
basc3_si_raw	Sense of Inadequacy (SI) - Raw Score	
basc3_so_raw	Social Skills (SO) - Raw Score	
basc3_st_raw	Social Stress (ST) - Raw Score	
basc3_sm_raw	Somatization (SM) - Raw Score	
basc3_sk_raw	Study Skills (SK) - Raw Score	
basc3_wd_raw	Withdrawal (WD) - Raw Score	
basc3_ac_raw	Anger Control (AC) - Raw Score	
basc3_bl_raw	Bullying (BL) - Raw Score	
basc3_sd_raw	Developmental Social Disorders (SD) - Raw Score	
basc3_eg_raw	Ego Strength (EG) - Raw Score	
basc3_sc_raw	Emotional Self-control (SC) - Raw Score	
basc3_ef_raw	Executive Functioning (EF) - Raw Score	
basc3_ma_raw	Mania (MA) - Raw Score	
basc3_ne_raw	Negative Emotionality (NE) - Raw Score	
basc3_rs_raw	Resiliency (RS) - Raw Score	
basc3_ta_raw	Test Anxiety (TA) - Raw Score	
basc3_total_raw	Total Raw Score	

## 5 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
<b>Raw Scores</b>		
basc3_adi_raw	ADHD Probability Index - Raw Score	
basc3_au_i_raw	Autism Probability Index - Raw Score	
basc3_cpi_raw	Clinical Probability Index - Raw Score	
basc3_ebi_raw	EBD Probability Index - Raw Score	
basc3_fii_raw	Functional Impairment Index - Raw Score	
basc3_psi_raw	Problem Solving Index - Raw Score	
basc3_aci_raw	Attentional Control Index - Raw Score	
basc3_bci_raw	Behavioral Control Index - Raw Score	
basc3_eci_raw	Emotional Control Index - Raw Score	
basc3_efi_raw	Overall Executive Functioning Index - Raw Score	
basc3_psi_raw	Problem Solving Index - Raw Score	
basc3_cons_raw	Consistency Index - Raw Score	
basc3_f_raw	F Index - Raw Score	
basc3_l_raw	L Index - Raw Score	
basc3_ptrn_raw	Response Pattern Index - Raw Score	
basc3_v_raw	V Index - Raw Score	
basc3_cons_raw	Consistency Index - Raw Score	
basc3_cons_cat	Consistency Index - Categorical Classification	
basc3_f_cat	F Index - Categorical Classification	
basc3_l_cat	L Index - Categorical Classification	
basc3_ptrn_cat	Response Pattern Index - Categorical Classification	
basc3_v_cat	V Index - Categorical Classification	
<b>Composite Scores - Sum of T-Scores (Norm Specific)</b>		
basc3_asi_sum	Adaptive Skills Composite - Sum of T-Scores	
basc3_bsi_sum	Behavioral Symptoms Composite - Sum of T-Scores	
basc3_esi_sum	Emotional Symptoms Composite - Sum of T-Scores	
basc3_epi_sum	Externalizing Problems Composite - Sum of T-Scores	
basc3_ghi_sum	Inattention/Hyperactivity Composite - Sum of T-Scores	
basc3_ipi_sum	Internalizing Problems Composite - Sum of T-Scores	
basc3_pai_sum	Personal Adjustment Composite - Sum of T-Scores	
basc3_spi_sum	School Problems Composite - Sum of T-Scores	

## 5 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
<b>Primary T-Scores (Norm Specific)</b>		
basc3_aa_t	Alcohol Abuse (AA) - Primary T-Score	
basc3_ad_t	Adaptability (AD) - Primary T-Score	
basc3_dl_t	Activities of Daily Living (DL) - Primary T-Score	
basc3_ag_t	Aggression (AG) - Primary T-Score	
basc3_ax_t	Anxiety (AX) - Primary T-Score	
basc3_ap_t	Attention Problems (AP) - Primary T-Score	
basc3_as_t	Attitude to School (AS) - Primary T-Score	
basc3_at_t	Attitude to Teachers (AT) - Primary T-Score	
basc3_ay_t	Atypicality (AY) - Primary T-Score	
basc3_cp_t	Conduct Problems (CP) - Primary T-Score	
basc3_dp_t	Depression (DP) - Primary T-Score	
basc3_fc_t	Functional Communication (FC) - Primary T-Score	
basc3_ha_t	Hyperactivity (HA) - Primary T-Score	
basc3_ir_t	Interpersonal Relations (IR) - Primary T-Score	
basc3_le_t	Leadership (LE) - Primary T-Score	
basc3_lp_t	Learning Problems (LP) - Primary T-Score	
basc3_lc_t	Locus of Control (LC) - Primary T-Score	
basc3_rp_t	Relations with Parents (RP) - Primary T-Score	
basc3_sa_t	School Maladjustment (SA) - Primary T-Score	
basc3_se_t	Self Esteem (SE) - Primary T-Score	
basc3_sr_t	Self Reliance (SR) - Primary T-Score	
basc3_ss_t	Sensation Seeking (SS) - Primary T-Score	
basc3_si_t	Sense of Inadequacy (SI) - Primary T-Score	
basc3_so_t	Social Skills (SO) - Primary T-Score	
basc3_st_t	Social Stress (ST) - Primary T-Score	
basc3_sm_t	Somatization (SM) - Primary T-Score	
basc3_sk_t	Study Skills (SK) - Primary T-Score	
basc3_wd_t	Withdrawal (WD) - Primary T-Score	
basc3_ac_t	Anger Control (AC) - Primary T-Score	
basc3_bl_t	Bullying (BL) - Primary T-Score	
basc3_sd_t	Developmental Social Disorders (SD) - Primary T-Score	
basc3_eg_t	Ego Strength (EG) - Primary T-Score	
basc3_sc_t	Emotional Self-control (SC) - Primary T-Score	
basc3_ef_t	Executive Functioning (EF) - Primary T-Score	
basc3_ma_t	Mania (MA) - Primary T-Score	

## 5 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
basc3_ne_t	Negative Emotionality (NE) - Primary T-Score	
basc3_rs_t	Resiliency (RS) - Primary T-Score	
basc3_ta_t	Test Anxiety (TA) - Primary T-Score	
basc3_adi_t	ADHD Probability Index - Primary T-Score	
basc3_aui_t	Autism Probability Index - Primary T-Score	
basc3_cpi_t	Clinical Probability Index - Primary T-Score	
basc3_ebi_t	EBD Probability Index - Primary T-Score	
basc3_fii_t	Functional Impairment Index - Primary T-Score	
<b>Primary Composite T Scores</b>		
basc3_asi_t	Adaptive Skills Composite - T-Scores	
basc3-bsi_t	Behavioral Symptoms Composite - T-Scores	
basc3_esi_t	Emotional Symptoms Composite - T-Scores	
basc3_epi_t	Externalizing Problems Composite - T-Scores	
basc3_ihi_t	Inattention/Hyperactivity Composite - T-Scores	
basc3_ipi_t	Internalizing Problems Composite - T-Scores	
basc3_pai_t	Personal Adjustment Composite - T-Scores	
basc3_spi_t	School Problems Composite - T-Scores	

## 5 Data Export Labels *continued*

Item Response Data	Description	Special Values (if applicable)
basc3_r001 through basc3_r014	Response for Item 1 through 14	Yes/No (SRP-I only) 1=Yes 2=No  True/False (SRP forms) 1=True 2=False  Multiple Choice 1=Never 2=Sometimes 3=Often 4=Almost always
basc3_r015 through basc3_r059	Response for Item 15 through 59	True/False 1=True 2=False  Multiple Choice 1=Never 2=Sometimes 3=Often 4=Almost always
basc3_r060 through basc3_r192	Response for Item 60 through 192	Multiple Choice 1=Never 2=Sometimes 3=Often 4=Almost always

## 6 FAQs (Frequently Asked Questions)

### What are all the components of the BASC-3 Family of Products?

- Behavioral and Emotional Screening System (BESS)
- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Self-Report of Personality (SRP)
- Structured Developmental History (SDH)
- Student Observation System (SOS)
- Behavior Intervention Guide
- Behavioral and Emotional Skill Building Guide
- Flex Monitor
- Parenting Relationship Questionnaire (PRQ™)

### What are the BASC-3 components used for?

#### *BASC-3 BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM*

The BASC-3 Behavioral and Emotional Screening System (BESS) is a brief screening tool designed to identify behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. It includes Teacher, Parent, and Student Forms that are short (20, 29, and 28 items, respectively) and easy to complete, usually within 5 minutes or less for the Teacher and Parent Forms, and 5 to 15 minutes for the Student Form. Spanish forms are available for the Parent and Student Forms; both English and Spanish forms can be completed digitally or on paper. On each form, a Behavioral and Emotional Risk Index provides an overall indication for risk of having or developing a behavioral or emotional problem; additional scores are also provided that are used to identify specific risk for more specific problem areas.

#### *BASC-3 TEACHER RATING SCALES*

The BASC-3 Teacher Rating Scales (TRS) is a comprehensive measure of both adaptive and problem behaviors in the school setting. It is designed for use by teachers or others who fill a similar role, such as teacher assistants or preschool caregivers. The TRS has three forms, with items targeted at three age levels: preschool (ages 2 through 5), child (ages 6 through 11), and adolescent (ages 12 through 21). The forms contain descriptors of behaviors that the respondent rates on a four-point scale of frequency, ranging from Never to Almost always. The TRS takes 10 to 15 minutes to complete for teachers with experience completing rating scales.

#### *BASC-3 PARENT RATING SCALES*

The BASC-3 Parent Rating Scales (PRS), available in English or Spanish, is a comprehensive measure of a child's adaptive and problem behaviors in community and home settings. The PRS uses the same four-choice response format as the TRS and takes 10 to 20 minutes to complete. Like the TRS, the PRS has three age-level forms: preschool, child, and adolescent.

## 6 **FAQs** *continued*

### ***BASC-3 SELF-REPORT OF PERSONALITY***

The BASC-3 Self-Report of Personality (SRP), available in English and Spanish, is an omnibus personality inventory consisting of statements that respondents answer in one of two ways. Some of the items (presented first on the record form) require a True or False response, while others use the four-point scale of frequency, ranging from Never to Almost always. The SRP takes 20 to 30 minutes to complete. It has three age-level forms: child (ages 8 through 11), adolescent (ages 12 through 21), and young adults attending a postsecondary school (ages 18 through 25). A fourth level of the SRP is the interview version (SRP-I), designed for children ages 6 through 7 years. The SRP-I contains a series of 14 questions asked by an interviewer, who then records the child's Yes or No responses, along with responses given to follow-up questions that are asked when a child provides an item response that indicates a possible behavioral or emotional problem.

### ***BASC-3 STRUCTURED DEVELOPMENTAL HISTORY***

The BASC-3 Structured Developmental History (SDH) provides a thorough review of social, psychological, developmental, educational, and medical information about a child that may influence diagnosis and treatment decisions. It is designed to be useful in numerous settings, including clinics, schools, and hospitals. The SDH is used either as a structured interview with a parent (or someone who fills a similar role) or as a questionnaire that can be filled out in a clinician's office, school, or at home. The SDH is available as an electronic/digital form and a paper form, in both English and Spanish. When used in conjunction with the BASC-3 PRS, the digitally administered version of the SDH can deliver supplemental items based on PRS scale scores that provide additional information for making accurate classification or diagnostic decisions.

### ***BASC-3 STUDENT OBSERVATION SYSTEM***

The BASC-3 Student Observation System (SOS) is a 15-minute observation procedure designed to enable the clinician to record and evaluate a student's behavior in a classroom environment. The SOS is available digitally using a smartphone, tablet, or laptop computer, and is also available on paper.

### ***BASC-3 BEHAVIOR INTERVENTION GUIDE***

The BASC-3 Behavior Intervention Guide provides a collection of evidence-based interventions designed to help remediate emotional and behavioral problems experienced by children and adolescents from preschool through high school. The comprehensive how-to content is organized around some of the most common problem behaviors seen by teachers and parents and reported by children themselves. It is designed for use by psychologists and other professionals who help children and adolescents experiencing behavioral and emotional problems. In addition, Parent Tip Sheets are available for a number of behavioral and emotional problems. These tip sheets enable parents to work more effectively with behavioral professionals to become an active part of their child's success by providing information to help them learn more about their child's problem. The Parent Tip Sheets also offer several different strategies to be used at home to help address the identified problem or concern.

## 6 **FAQs** *continued*

### **BEHAVIORAL AND EMOTIONAL SKILL BUILDING GUIDE**

The Behavioral and Emotional Skill Building Guide - part of the BASC-3 family of products provides activities and smallgroup or classroom-based lessons that promote and develop a number of core behavioral and emotional skills, such as communicating, problem solving, listening effectively, and relaxation strategies. This guide is used by teachers, behavior coaches, counselors, social workers, or others who work in a school or similar setting. When used in conjunction with the BASC-3 BESS, this guide can also be used by school administrators to enhance the skills of the student community and promote behaviors that lead to school-wide success.

### **BASC-3 FLEX MONITOR**

The BASC-3 Flex Monitor is used to monitor and track the effect of a behavioral intervention implemented by a psychologist or other professional in a school or clinical environment. An Internet-based tool, the BASC-3 Flex Monitor provides a bank of behaviorally or emotionally based items that can be selected to create a customized monitoring form that enables score comparisons to a nationally representative population sample. While creating forms, users can calculate reliability estimates based on a normative sample. In addition, existing forms can simply be selected and used to measure behavioral performance across a variety of common behavioral areas (e.g., hyperactivity, attention). Behavioral performance is measured and displayed over a period of time, thereby helping to establish the effectiveness of an intervention strategy.

### **BASC-3 PARENTING RELATIONSHIP QUESTIONNAIRE**

The BASC-3 Parenting Relationship Questionnaire (PRQ) is designed to capture a parent's perspective of the parent-child relationship (or the perspective of a person serving a similar role). It assesses traditional parent-child dimensions such as attachment and involvement and also provides information on parenting style, parenting confidence, stress, and satisfaction with the child's school. The BASC-3 PRQ is used in clinical, pediatric, counseling, school, and other settings where there is a need to understand the nature of the parent-child relationship. It is particularly important when implementing home-based intervention strategies and/or treatment monitoring. The BASC-3 PRQ can be completed in approximately 15 minutes and is available in English and Spanish. It should be administered to mothers and fathers (or caregivers) of children ages 2 through 18 years.

### **Which BASC-3 form should I use?**

- The TRS is given to teachers to rate the child's behavior in the school setting.
- The PRS is given to parents (birth, foster, or adoptive), guardians, or custodial caregivers to rate the child's behavior observed at home.
- The SRP is given to the person being evaluated, who answers statements about his or her thoughts and feelings.
- The SOS is used by psychologists and other education professionals for observing and recording the child's behavior in the classroom.
- The SDH is completed by a clinician or parent to gather the child's developmental and medical history.

## 6 FAQs *continued*

### **What are the relationships among BASC-3 components? How do I integrate data from multiple ratings and self-reports?**

Results obtained using any of the BASC-3 components should always be interpreted in the context of other case information, including developmental history, interviews, academic records, observations, and other qualitative and quantitative sources.

The Multi-Rater Report in Q-Global allows users to compare results from any combination of a maximum of five TRS and PRS forms.

### **Are you able to score content scales, clinical probability indexes, and executive functioning indexes if you don't use Q-Global?**

Q-Global is required for scoring content, clinical probability index, and executive functioning index scales.

### **Which norm sample should I use?**

The BASC-3 Manual gives an excellent discussion of this on page 16. General, combined-gender norms are preferred for most cases, but the separate-gender and Clinical norms have advantages, too.

Separate-gender norms are based on subsets of the combined-gender norm samples. Using separate-gender norms eliminates the differences between males and females in the distribution of T scores or percentiles. Separate-gender norms also help identify children whose level of ratings or self-reports is rare for their age and gender. For example, a female's Aggression rating may be extremely high when compared with those of other females, but may not be high when compared to self-ratings of both females and males in the general population.

Clinical norms are helpful when a child's problems are extreme compared to those of the general population. Ceiling effects sometimes occur when behavior ratings of children who have significant problems are compared to the ratings of the non-referred population making up the General norm sample; such effects may make differential diagnosis of behavior problems quite difficult. The Clinical norm sample reveals elevations more sharply and allows psychologists to examine a child's profile for information that may aid in differential diagnosis.

The BASC-3 forms and Q-Global allow more than a single set of norms to be reported for a particular case. The authors recommend the use of General, combined-gender norms supplemented by either the separate-gender or Clinical norms.

### **Why might the same T score result in two different percentile ranks?**

T scores and percentiles provide different kinds of information: T scores describe distance from the mean, and percentiles describe rarity.

The BASC-3 T scores are not normalized; so the percentiles associated with the normalized T scores do not necessarily apply to the BASC-3 T scores. The distribution of the Aggression scale, for example, is skewed; there are many scores clustered around the mean, but there are more extremely high raw scores than you would find in a normal distribution.

### **Why are there no clinical norms for ages 2 through 3?**

At these very young ages, "clinical" cases are very rare, and the concept of a clinical case is not well defined.

## 6 FAQs *continued*

### **Is the BASC-3 normed for use with Spanish-speaking populations?**

Spanish-speaking parents and children were included in the standardization samples. However, separate Spanish norms are not available.

### **I just gave a BASC-3 test, and I would like to know how to plan for follow-up testing. How long should I wait before administering a posttest?**

Whether you've administered the BASC-3 TRS, PRS, or SRP, several factors should be considered before follow-up testing is scheduled. First, take into account the type and severity of the problem behavior(s), as well as whether the child has been diagnosed with a clinical condition. The outcome, if any, of the intervention(s) employed should also be examined. In most cases, a period of at least several months should elapse before a second testing takes place.

### **Which validity measures are provided in the BASC-3?**

#### **F Index**

The F Index is a measure of the respondent's tendency to be excessively negative about the child's behaviors, self-perceptions, or emotions.

#### **L Index**

The L Index on the SRP measures the child's tendency to give an extremely positive picture of himself or herself—what might be called "faking good."

#### **V Index**

Each level of the SRP includes a V Index made up of three or four nonsensical or highly implausible statements (such as "I drink 50 glasses of milk every day.").

#### **Consistency Index**

The Consistency Index flags cases in which the respondent has given different responses to items that usually are answered similarly.

#### **Response Pattern Index**

The Response Pattern Index detects two types of response patterning: repeated and cyclical.

### **What are the norm groups for the BASC-3?**

General		Clinical		ADHD	
Ages	Norm group	Ages	Norm group	Ages	Norm group
2-3	•	4-5	•	4-5	
4-5	•				
6-7	•	6-11 <sup>a</sup>	•	6-11a	•
8-11	•				
12-14	•	12-18	•	12-18	•
15-18	•				
18-25	•	19-21	•		

**Note.** Combined- and separate-gender norms available for all norm groups except ages 19-21. The ages 18-25 norm group is for the SRP-COL form only.

<sup>a</sup>For SRP-C norm groups, the age range for the Clinical and ADHD samples is 8-11.

## 6 **FAQs** *continued*

### **What is the reading level for the BASC-3?**

The reading level of the PRS and SRP items was measured using the Flesch-Kincaid Reading Index, which is sensitive to sentence length and number of syllables per word. The Reading Index values, expressed in grade levels, range from 4.6 through 4.8 for the three levels of the PRS and from 1.9 through 2.1 for the child and adolescent levels of the SRP. Overall, this analysis suggests that the PRS items are written at about a Grade 4 level and the SRP items at about a Grade 2 level.

### **What types of BASC-3 PRQ Reports are available?**

A customizable report can be generated in Q-global with the following information

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

Advanced Clinical Section

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