Session Description

Describe the BASC-3 PRQ, SDH, and SOS and how they are used in a comprehensive behavioral and emotional evaluation of a child.
Comprehensive Behavior Management

**SCREEN**
- Behavior & Emotional Screening System (BESS)

**ASSESS**
- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Self-Report of Personality (SRP)
- Parenting Relationship Questionnaire (PRQ)
- Structured Developmental History (SDH)
- Student Observation System (SOS)

**INTERVENE**
- Behavior Intervention Guide
- Parent tip sheets
- Behavioral and Emotional Skill-Building Guide

**MONITOR**
- FLEX Monitor
- SOS

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**BASP-3 Administration and Reporting Options**

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<th>Options</th>
<th>Paper</th>
<th>Digital</th>
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<td>• Pay per reports (Includes on-screen administration, scoring and reporting.)</td>
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<td>• Unlimited Scoring Subscriptions (Includes scoring and reporting. Does not include on-screen administration.)</td>
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Administration: Record Forms

Administration: Using Q-Global

BASC-3 Scoring subscription & usages include: SDH, PRQ, and SOS
BASC-3 FAMILY - ADDITIONAL COMPONENTS
BASC-3 Components

- BASC-3 Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP)
- BASC-3 Student Observation System
- **BASC-3 Structured Developmental History**
- BASC-3 Parenting Relationship Questionnaire—all ages
- BASC-3 Behavioral and Emotional Screening System (Teacher, Parent, Student Forms)
- BASC-3 Behavior Intervention Guide
- Behavioral and Emotional Skill-Building Guide, part of the BASC-3 family
- BASC-3 Flex Monitor (Teacher, Parent, and Student Forms)

Structured Developmental History (SDH) Digital and Paper

- Digital: Tablet or Desktop/Laptop

  - Parent Information
  - Check boxes for various sections
  - Variety of response formats

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Structured Developmental History
Digital and Paper

- The Power of Digital
  - Increased efficiency during administration – only present what is needed
  - Dynamic Digital Assessment

Why use SDH?

- Age and rapidity of symptom onset (e.g. ADHD)
- Developmental course (e.g. Episodic reading problems)
- Assessment of etiology
- Solution focused intervention design or asking “when, or under what conditions does she or he behave well”
- Assessment of risk and resilience factors (e.g. family resemblance for depression, peer substance use or abuse, recreational strengths such as music or sports)
- Documentation of educational or other impairment (e.g., grades, productivity, test scores, relations with parents, school attendance)
Structured Developmental History Sections

Table 3.1 SDH Sections

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<tr>
<th>Person Answering Questions</th>
<th>Child’s Residence</th>
<th>Friendships</th>
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<td>Recreation/Interests</td>
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<td>Pregnancy</td>
<td>Behavior/Temperament</td>
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<td>Birth</td>
<td>Educational History</td>
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<td>Development</td>
<td>Additional Comments</td>
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<td>Medical History</td>
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<td>Brothers/Sisters</td>
<td>Family Health</td>
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Administering the SDH

Paper Record Form

Digital Form

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Development of Additional SDH Items

When using Q-Global for the Parent Rating Scale (PRS) and SDH administration, additional questions on the SDH will be triggered for each elevated scale on the PRS.
Welcome to BASC-3 SDH
You will be given specific instructions for this assessment before moving on to the questions.
To continue, click the >> button at the bottom of the screen.
BASC-3 Components

- BASC-3 Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP)
- BASC-3 Student Observation System
- BASC-3 Structured Developmental History
- **BASC-3 Parenting Relationship Questionnaire—all ages**
- BASC-3 Behavioral and Emotional Screening System (Teacher, Parent, Student Forms)
- BASC-3 Behavior Intervention Guide
- Behavioral and Emotional Skill-Building Guide, part of the BASC-3 family
- BASC-3 Flex Monitor (Teacher, Parent, and Student Forms)

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The BASC-3 PRQ assesses the parent’s perspective of the relationship between the parent and his/her child, and can be particularly useful:

- when implementing behavioral/emotional interventions that require any level of parental involvement
- in family counseling or other settings where it is important to assess parent/child relationship dynamics

Components include:
- Manual
- Record forms
- Hand score worksheets
- Q-global administration, scoring, and reporting
BASC-3 PRQ Rationale

• Family and parenting variables are of great importance to the healthy social and emotional development of a child
• Parent–child relationships help explain differences between mothers’ and fathers’ ratings of their child’s behavior
• Parent-child relationship influences
  • academic outcomes
  • language development
  • readiness to learn
  • self-esteem
  • social competence
  • loneliness
  • affect

BASC-3 PRQ Purposes

• Includes multiple dimensions that are relevant to the development of strong and healthy parent–child relationships.
• Capture a parent’s perspective of the parent–child relationship
• Assess traditional parent–child dimensions such as attachment and involvement
• Provide information on parenting style, parenting confidence, stress, and satisfaction with the child’s school.
BASC-3 PRQ Features

Normative samples, for both female and male raters, that are closely matched to the 2013 U.S. Census population estimates.

- Items written at an accessible (third-grade) reading level.
- Validity indexes that can be used to detect careless or exaggerated responding, misunderstanding, or other threats to validity.
- Convenient and easy-to-use computer- and hand-scoring materials.
- Computer software that provides detailed single- or multiple-administration reports, including progress reports that can track an individual’s responses over time and multi-rater reports that can be used to compare mother and father ratings.

BASC-3 PRQ Scales

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<td>X</td>
</tr>
<tr>
<td>Communication</td>
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<td>Involvement</td>
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</tr>
<tr>
<td>Parenting Confidence</td>
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<td>X</td>
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<tr>
<td>Satisfaction With School</td>
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<td>X</td>
</tr>
<tr>
<td>Relational Frustration</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Attachment

Affective, cognitive, and behavioral relationship between parent and child
Results in feelings of closeness, empathy, and understanding from parent
Parent’s awareness of the child's emotions and thoughts
Parent’s ability to provide comfort to the child during times of distress.

Communication

Quality of information exchanged between the parent and child
Parent’s effective listening skills that promote a trusting relationship
Parents are asked about
• amount of common, everyday information conveyed to them by the child
• how well they understand these conveyances.
**Discipline Practices**

Tendency of a parent to apply consequences or punishment consistently in response to a child’s misbehavior

Degree to which a parent supports the establishment of and adherence to rules.

Tendency to be consistent when responding to a child’s misbehavior.

OR overly permissive parenting style, reflecting an unusually low level of parental concern or interest (low scores).

**Involvement**

Extent to which a parent and child participate together in the planning and engagement in variety of common activities.

Parent’s knowledge of the child’s activities.
Parenting Confidence

Parent’s feelings of comfort, control, and confidence

Parent’s comfort level in fulfilling parental roles and obligations

Parent’s confidence in their decision making.

Satisfaction With School

Parents indicate their belief that the child’s teachers and the school’s staff members are meeting the child’s educational and emotional needs satisfactorily.
Relational Frustration

Parent’s level of stress or distress in relating to and controlling the behavior and affect of the child
Tendency to be overreactive and frustrated in common parenting situations.
Overall parental stress level
Specific difficulties in dealing with common situations

General Administration: PRQ Forms

When conducting a paper and pencil administration, you will use PRQ record forms to capture parent responses and hand-scoring worksheets to summarize results for examiner interpretation.
Selecting Raters Completing PRQ

- **Parent or Caregiver Raters** –
  - Can be male (fathers or male caregivers) or female (mothers or female caregivers).
  - Helpful to gather ratings from more than one parent or caregiver when possible.
- **Completing the PRQ**
  - Takes approximately 10-15 minutes for parent or caregiver with at least a third-grade reading level.
  - Available in English and Spanish.
  - Ideally completed in distraction-free setting, such as clinician office, but can be mailed or e-mailed (link).

PRQ Hand-Scoring Procedure

- Step 1 Transferring and Summing the Responses
- Step 2 Checking the $F$ Index
- Step 3 Checking the $D$ Index
- Step 4 Computing Raw Scores for Scales
- Step 5 Obtaining Normative Scores for Scales
- Step 6 Graphing the $T$ Scores
- Step 7 Assessing Critical Items
Types of Normative Scores

- *T* scores describe the distance of scores from the mean.
- Mean of 50, Standard Deviation of 10
- Percentile Ranks indicate the percentage of the norm sample that scored at or below a given raw score.

### BASC-3 PRQ Score Classification

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<tr>
<td>Involvement</td>
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<td>Satisfaction With School</td>
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<tr>
<td>Relational Frustration</td>
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<tr>
<td></td>
<td>Significantly below average</td>
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<td></td>
<td>Average</td>
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<td>Significantly above average</td>
</tr>
<tr>
<td></td>
<td>Upper extreme</td>
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</table>

Note: Lighter shading indicates the presence of or potential for problems that should be monitored carefully, while darker shading indicates problems that likely warrant intervention.
Choice of Norm Sample

- Choice of norms based on respondent’s gender and child’s age
- PRQ-P (for children ages 2-5)
- PRQ-CA (for children ages 6-9, 10-12, 13-15, 16-18)

BASC-3 PRQ Validity Scales

- **F Index** measures the respondent’s tendency to be excessively negative about his or her parent-child relationship.
- **D Index** measures the respondent’s tendency to give an extremely positive picture of his or her relationship with the child – “defensiveness” or “faking good.”

- Additional Indexes of Validity Available with BASC-3 Q-Global Reports
  - **Consistency Index** – measure of random responding.
  - **Response Pattern Index** – identifies cases where respondent was inattentive to item content.
### PRQ Norms

#### Table 4.6 Representation of Female and Male Rater Norm Samples, by Age

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### BASC-3 PRQ Reliability

#### Table 5.1 Coefficient Alpha Reliabilities of Scales, by Norm Group

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<th>Ages 10-12</th>
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BASC-3 PRQ
Spanish-Form Reliability

Table 5.5 Demographic Characteristics of Spanish-Form Reliability Studies

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<th>Characteristic</th>
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Table 5.6 Coefficient Alpha Reliabilities of Spanish-Form Scales, by Level

<table>
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<th>BASC-3 PRQ-CA</th>
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BASC-3 PRQ Validity

Table 5.6 Intercorrelation of BASC-3 PRQ-P Scales

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Table 6.9 Intercorrelation of BASC-3 PRQ-CA Scales

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Welcome to the BASC-3 PRQ-CA

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.

Your First Name

Your Middle Initial

Your Last Name

Your Gender

☐ Male
☐ Female

Relationship to Child

☐ Mother
☐ Father
☐ Guardian
☐ Other

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Instructions

This form contains statements that describe common feelings, thoughts, beliefs, and situations a parent or guardian may have or experience when caring for his or her child. Please read each statement and mark the response that best describes your recent experiences (over the last several months).

Select Never if the statement never describes your beliefs about or experiences with your child. Select Sometimes if the statement sometimes describes your beliefs about or experiences with your child. Select Often if the statement often describes your beliefs about or experiences with your child. Select Almost always if the statement almost always describes your beliefs about or experiences with your child.

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

Click on >> to continue.

1. I enjoy spending time with my child.
   - Never
   - Sometimes
   - Often
   - Almost always

2. My child tells me about his/her day at school.
   - Never
   - Sometimes
   - Often
   - Almost always

3. It is important for a child to follow family rules.
   - Never
   - Sometimes
   - Often
   - Almost always

4. My child and I go on outings together.
   - Never
   - Sometimes
   - Often
   - Almost always
Assessment Complete
You may close this window.

BASC-3 PRQ MANUAL ENTRY
BASC-3 Components

- BASC-3 Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP)
- **BASC-3 Student Observation System**
- BASC-3 Structured Developmental History
- BASC-3 Parenting Relationship Questionnaire—all ages
- BASC-3 Behavioral and Emotional Screening System (Teacher, Parent, Student Forms)
- BASC-3 Behavior Intervention Guide
- Behavioral and Emotional Skill-Building Guide, part of the BASC-3 family
- BASC-3 Flex Monitor (Teacher, Parent, and Student Forms)

BASC-3 Student Observation System (SOS)

- Digital: Smartphone/Tablet or Laptop

Prompt to observe

Record observations

Complete Part A
**BASC-3 Student Observation System Changes**

- Paper form can be used & entered into Q-global if report is desired
- Digital administration occurs through Q-global
  - Works on Smartphone/Tablet or Laptop
  - Promotes consistency with BASC-3 components
  - Enables users to have all BASC-3 results in the same place
  - Users will not have to find, purchase, or install any apps; administrations begin by simply opening a web address
- Is the replacement for the BASC-2 POP
- BASC-3 will not offer ability for customization of forms

**BASC-3 SOS - Purposes**

- Aid in diagnosis
- Treatment planning
- Monitoring the effects of treatment
- Many educational systems’ regulations require direct behavior observation
SOS Scales

Adaptive Scales
- Response to teacher/lesson
- Work on school subjects
- Peer interaction
- Transition movement

Behavior Problem Scales
- Inappropriate interactions
- Inappropriate movement
- Inattention
- Inappropriate vocalization
- Somatization
- Repetitive motor movements
- Aggression
- Self-injurious behavior
- Inappropriate sexual behavior
- Bowel/bladder problems

Recommendations for Using SOS

- Schedule the observation period at a time of day and, in a class, where problems are known to be of teacher or parent concern.
- Use an observer who is either already familiar to the school, or introduced to the teacher ahead of time.
- Develop a timing mechanism.
SOS

Part A – Behavior Key & Checklist
Positive behaviors, Problem behaviors, & Inappropriate Interactions

Part B – Time Sampling of Behavior – 15 min.
3 seconds to observe; 27 seconds to record

Part C – Teacher’s Interaction with Student Position; Techniques to change student behavior
BASC-3 SOS ON-SCREEN ADMINISTRATION AND MANUAL ENTRY

Video
Welcome to BASC-3 SDH.

We will now select some demographics information. After that, you will be given more specific instructions for the assessment before moving on to the questions.

To proceed, click the button at the bottom of the screen.
BASC-3 SOS MANUAL ENTRY

Live Demo
BASC-3 Q-Global reports
Types of BASC-3 reports:

- Score Report (TRS/PRS/SRP, PRQ, SDH, SOS)
- Progress Report (TRS/PRS/SRP, PRQ, SOS)
- Multi-rater Report (TRS/PRS/SRP, PRQ)

If you are a Q-Global user, you can view several BASC-3 sample reports in the resource library.
Resource Library

Contacts/Information

www.pearsonclinical.com/BASC-3
Customer Service
clinicalcustomersupport@Pearson.com
800.627.7271