



Behavior Assessment System for Children, Third Edition

## Behavior Assessment System for Children, Third Edition (BASC™-3)

### BASC-3 Teacher Rating Scales - Child

#### Interpretive Summary Report with Intervention Recommendations

*Cecil R. Reynolds, PhD, & Randy W. Kamphaus, PhD*

#### Child Information

ID:  
Name: J. Doe  
Gender: Male  
Birth Date: 09/13/2014

Age: 10:1  
Grade:  
School:

#### Test Information

Test Date: 10/31/2024  
Rater Name: Classroom Teacher 2  
Rater Position: Regular-education teacher  
Time Known  
Child: 1-2 months

Norm Group 1: General Combined

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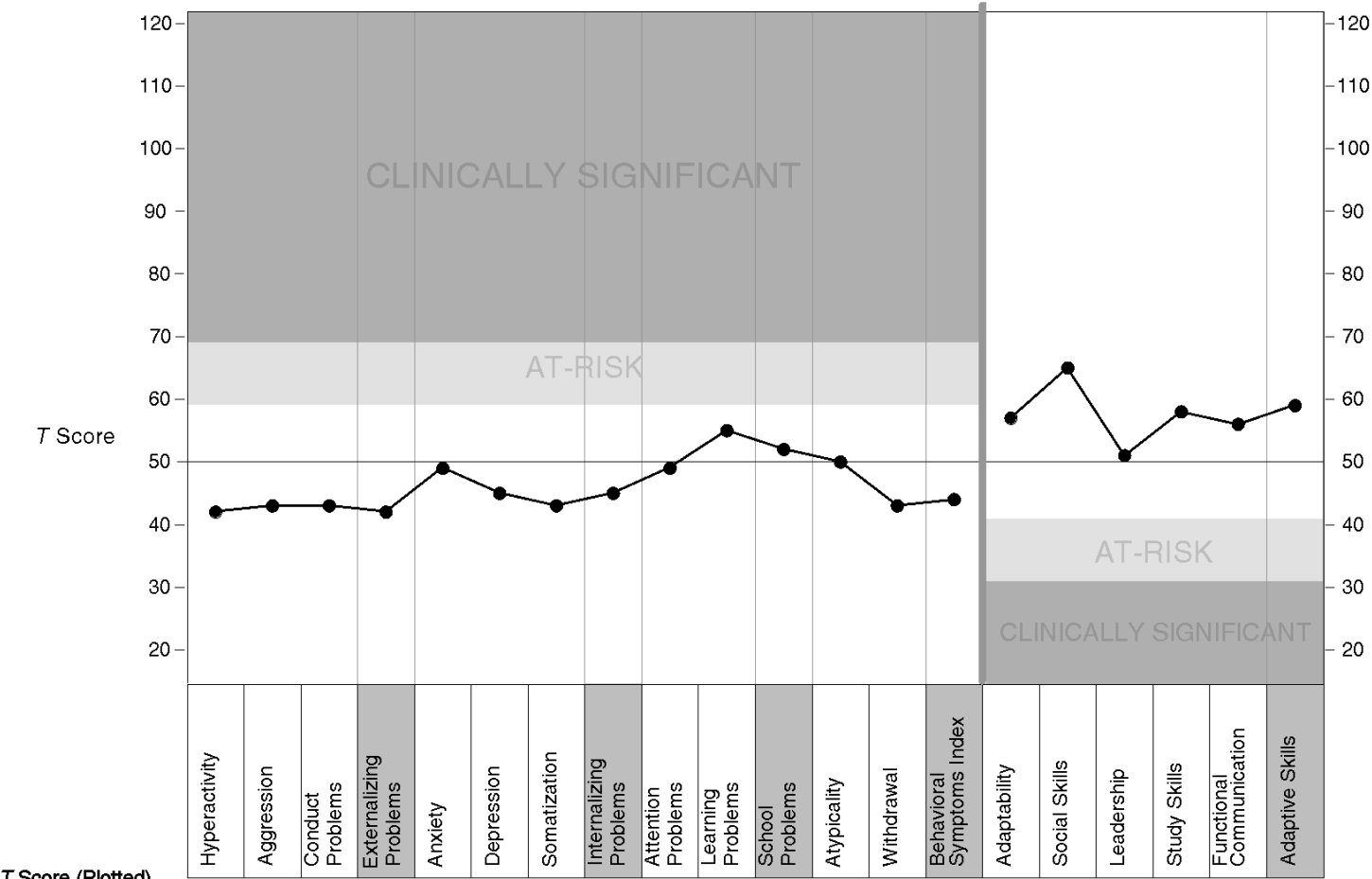
## COMMENTS AND CONCERNS

No comments or concerns were provided.

VALIDITY INDEX SUMMARY

F Index	Response Pattern	Consistency
Acceptable	Acceptable	Acceptable
Raw Score: 0	Raw Score: 105	Raw Score: 2

CLINICAL AND ADAPTIVE T-SCORE PROFILE



• General Combined	42	43	43	42	49	45	43	45	49	55	52	50	43	44	57	65	51	58	56	59
Percentile	24	27	23	20	58	39	24	37	51	75	64	69	29	35	70	94	54	72	68	79



## CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

### Composite Score Summary

	Raw Score	T Score	Percentile Rank	90% Confidence Interval
Externalizing Problems	128	42	20	39-45
Internalizing Problems	137	45	37	40-50
School Problems	104	52	64	48-56
Behavioral Symptoms Index	272	44	35	41-47
Adaptive Skills	287	59	79	56-62

Composite Comparisons	Difference	Significance Level	Frequency of Difference
Externalizing Problems vs. Internalizing Problems	-3	NS	
Internalizing Problems vs. School Problems	-7	NS	
Externalizing Problems vs. School Problems	-10	0.01	25% or less

Mean T score of the BSI	45
Mean T score of the Adaptive Skills Composite	57

### Scale Score Summary

	Raw Score	T Score	Percentile Rank	90% Confidence Interval	Ipsative Comparison	Significance Level	Frequency of Difference
					Difference		
Hyperactivity	1	42	24	38-46	-3	NS	
Aggression	0	43	27	38-48	-2	NS	
Conduct Problems	0	43	23	38-48	-2	NS	
Anxiety	4	49	58	43-55	4	NS	
Depression	1	45	39	39-51	0	NS	
Somatization	0	43	24	37-49	-2	NS	
Attention Problems	7	49	51	45-53	4	NS	
Learning Problems	8	55	75	50-60	10	0.05	25% or less
Atypicality	2	50	69	44-56	5	NS	
Withdrawal	1	43	29	38-48	-2	NS	
Adaptability	23	57	70	52-62	0	NS	
Social Skills	29	65	94	61-69	8	0.05	15% or less
Leadership	12	51	54	45-57	-6	NS	
Study Skills	20	58	72	53-63	1	NS	
Functional Communication	25	56	68	50-62	-1	NS	

Note: All classifications of test scores are subject to the application of the standard error of measurement (*SEM*) when making classification decisions. Individual clinicians are advised to consider all case-related information to determine if a particular classification is appropriate. See the BASC-3 Manual for additional information on *SEMs* and confidence intervals.

## CLINICAL VALIDITY INDEX NARRATIVES

The BASC-3 *F* Index is a classically derived infrequency scale, designed to assess the possibility that a rater has depicted a child's behavior in an inordinately negative fashion. The *F* Index consists of items that represent maladaptive behaviors to which the rater answered "almost always" and adaptive behaviors to which the rater responded "never."

The *F* Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and does not indicate the presence of negative response distortion.

The Consistency Index identifies situations when the rater has given inconsistent responses to items that are typically answered in a similar way, based on comparisons made to raters from the general population. The Consistency Index was designed to identify ratings that might not be easily interpretable due to these response discrepancies.

The Consistency Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and indicates the rater consistently answered items when completing the rating form.

## VALIDITY INDEX ITEM LISTS

Validity Index ratings for *F* Index, Response Pattern Index, and Consistency Index are all Acceptable.

### ***F* Index**

The *F* Index rating is Acceptable.

### **Response Pattern Index**

The Response Pattern Index rating is Acceptable.

### **Consistency Index**

The Consistency Index rating is Acceptable.



## CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Classroom Teacher 2's rating of J.'s behavior using the BASC-3 Teacher Rating Scales form. The narrative and scale classifications in this report are based on *T* scores obtained using norms. Scale scores in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring.

### Externalizing Problems

The Externalizing Problems composite scale *T* score is 42, with a 90% confidence interval range of 39-45 and a percentile rank of 20.

J.'s *T* score on Hyperactivity is 42 and has a percentile rank of 24. J.'s teacher reports J. exhibits typical classroom behavior and a level of self-control similar to that of others of the same age.

J.'s *T* score on Aggression is 43 and has a percentile rank of 27. J.'s teacher reports J. tends not to act aggressively any more often than others of the same age.

J.'s *T* score on Conduct Problems is 43 and has a percentile rank of 23. J.'s teacher reports J. demonstrates rule-breaking behavior no more often than others of the same age.

### Internalizing Problems

The Internalizing Problems composite scale *T* score is 45, with a 90% confidence interval range of 40-50 and a percentile rank of 37.

J.'s *T* score on Anxiety is 49 and has a percentile rank of 58. J.'s teacher reports J. displays anxiety-based behaviors no more often than others of the same age.

J.'s *T* score on Depression is 45 and has a percentile rank of 39. J.'s teacher reports J. displays depressive behaviors no more often than others of the same age.

J.'s *T* score on Somatization is 43 and has a percentile rank of 24. J.'s teacher reports J. complains of health-related problems to about the same degree as others of the same age.

### School Problems

The School Problems composite scale *T* score is 52, with a 90% confidence interval range of 48-56 and a percentile rank of 64.

J.'s *T* score on Attention Problems is 49 and has a percentile rank of 51. J.'s teacher reports J. maintains an attention level similar to that of others of the same age.

J.'s *T* score on Learning Problems is 55 and has a percentile rank of 75. J.'s teacher reports J. does not have unusual difficulty comprehending and completing schoolwork.

### Behavioral Symptoms Index

The Behavioral Symptoms Index (BSI) composite scale *T* score is 44, with a 90% confidence interval range of 41-47 and a percentile rank of 35. Scale summary information for Hyperactivity, Aggression, Depression, and Attention Problems (scales included in the BSI) has been provided above. Scale summary information for the remaining BSI scales is provided next.

J.'s *T* score on Atypicality is 50 and has a percentile rank of 69. J.'s teacher reports J. generally displays clear, logical thought patterns and a general awareness of his surroundings.

J.'s *T* score on Withdrawal is 43 and has a percentile rank of 29. J.'s teacher reports J. does not avoid social situations and appears to be capable of developing and maintaining friendships with others.

### **Adaptive Skills**

The Adaptive Skills composite scale *T* score is 59, with a 90% confidence interval range of 56-62 and a percentile rank of 79.

J.'s *T* score on Adaptability is 57 and has a percentile rank of 70. J.'s teacher reports J. is able to adapt as well as most others of the same age to a variety of situations.

J.'s *T* score on Social Skills is 65 and has a percentile rank of 94. J.'s teacher reports J. typically is socially adept and at ease. J. is also considered by his teacher to be courteous, polite, and generally helpful to others.

J.'s *T* score on Leadership is 51 and has a percentile rank of 54. J.'s teacher reports that, when compared to others of the same age, J. demonstrates a typical level of creativity, ability to work under pressure, and/or an ability to bring others together to complete a work assignment.

J.'s *T* score on Study Skills is 58 and has a percentile rank of 72. J.'s teacher reports J. generally exhibits adequate organizational and study skills, and J. completes most homework in a timely fashion.

J.'s *T* score on Functional Communication is 56 and has a percentile rank of 68. J.'s teacher reports J. generally exhibits adequate expressive and receptive communication skills and J. is usually able to seek out and find new information when needed.

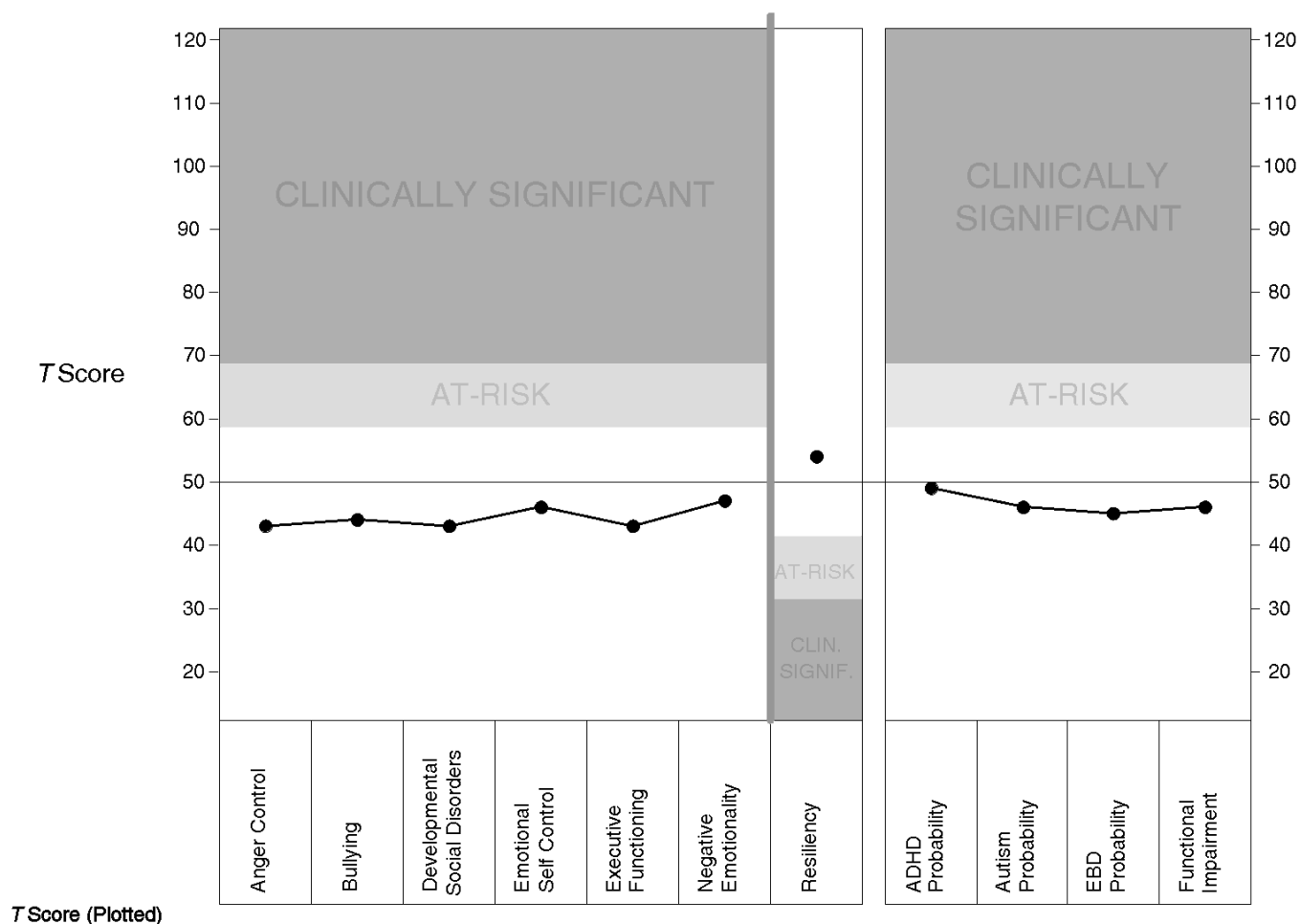
## BASC-3 TRS-C INTERVENTION RECOMMENDATIONS

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
- None	- None	- Social Skills

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the interventions provided in the *BASC-3 Behavior Intervention Guide*. As a result, there is no additional information provided in this section of the report.

## CONTENT SCALE AND INDEX T-SCORE PROFILE



● General Combined	43	44	43	46	43	47	54	49	46	45	46
<b>Percentile</b>											
General Combined	24	32	26	48	30	53	65	52	37	44	41



## CONTENT SCALE SCORE TABLE: General Combined Norm Group

	Raw Score	<i>T</i> Score	Percentile Rank	90% Confidence Interval
Anger Control	0	43	24	38-48
Bullying	0	44	32	39-49
Developmental Social Disorders	4	43	26	38-48
Emotional Self-Control	4	46	48	41-51
Executive Functioning	13	43	30	39-47
Negative Emotionality	2	47	53	43-51
Resiliency	28	54	65	49-59

## CONTENT SCALE NARRATIVES

J.'s *T* score on Anger Control is 43 and has a percentile rank of 24. J.'s teacher reports J. regulates his affect and self-control under adverse conditions as well as others of the same age.

J.'s *T* score on Bullying is 44 and has a percentile rank of 32. J.'s teacher reports J. does not tend to act in a threatening or intrusive manner.

J.'s *T* score on Developmental Social Disorders is 43 and has a percentile rank of 26. J.'s teacher reports J. has social and communication skills that are typical of others of the same age.

J.'s *T* score on Emotional Self-Control is 46 and has a percentile rank of 48. J.'s teacher reports J. is able to control his reactions to environmental changes about as well as others of the same age.

J.'s *T* score on Executive Functioning is 43 and has a percentile rank of 30. J.'s teacher reports J. is able to control and maintain his behavior and mood as capably as others of the same age.

J.'s *T* score on Negative Emotionality is 47 and has a percentile rank of 53. J.'s teacher reports J. reacts to changes in everyday activities or routines in a manner that is typical of others of the same age.

J.'s *T* score on Resiliency is 54 and has a percentile rank of 65. J.'s teacher reports J. is able to overcome stress and adversity about as well as others of the same age.

## EXECUTIVE FUNCTIONING INDEX SUMMARY

Overall Executive Functioning Index	Problem Solving Index	Attentional Control Index	Behavioral Control Index	Emotional Control Index
Not Elevated Raw Score: 18	Not Elevated Raw Score: 10	Not Elevated Raw Score: 7	Not Elevated Raw Score: 1	Not Elevated Raw Score: 0

## EXECUTIVE FUNCTIONING INDEX NARRATIVES

J.'s Overall Executive Functioning Index score is 18. This score falls in the Not Elevated classification range. Summary information for problem solving, attentional control, behavioral control, and emotional control is provided below.

J.'s Problem Solving Index score is 10. This score falls in the Not Elevated classification range.

J.'s Attentional Control Index score is 7. This score falls in the Not Elevated classification range.

J.'s Behavioral Control Index score is 1. This score falls in the Not Elevated classification range.

J.'s Emotional Control Index score is 0. This score falls in the Not Elevated classification range.

## EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) SUMMARY

The EDQ scales were developed to reflect clinical and adaptive scale combinations that are grouped specifically to align with the constructs of emotional disturbance (ED) represented in the federal Individuals with Disabilities Education Improvement Act (IDEIA; 2004) disability definition<sup>1</sup>. These constructs serve as the minimum criteria used to determine a student's eligibility for special education and related services under the classification of ED. Because of the breadth of assessment provided by the BASC-3, examiners are advised to consider other BASC-3 clinical, adaptive, and content scales, the history of the behaviors they measure, and the duration of any behavioral or emotional problems when making special education and related services eligibility recommendations.

<b>Emotional Disturbance Qualification Composites (EDQCs)</b>	<b>Raw Score</b>	<b>T Score</b>	<b>Percentile Rank</b>	<b>90% Confidence Interval</b>	<b>Clinical Indicator</b>
EDQC 1: Unsatisfactory Interpersonal Relationships	256	41	18	39-43	Acceptable
EDQC 2: Inappropriate Behavior/Feelings	323	45	41	43-47	Acceptable
EDQC 3: Unhappiness or Depression	92	46	47	42-50	Acceptable
EDQC 4: Physical Symptoms or Fears	92	45	39	40-50	Acceptable
EDQC 5 <sup>2</sup> : Schizophrenia and Related Disorders of Thought	229	45	36	42-48	Acceptable
<b>Social Maladjustment Indicator</b>	Absent				

<sup>1</sup> The EDQs covers 5 of the 6 Emotional Disturbance criteria as defined by IDEIA (2004). The first criteria – "An inability to learn that cannot be explained by intellectual, sensory, or health factors" – is not covered by the BASC-3.

<sup>2</sup> Although elevated scores on the EDQC 5 should raise concerns of schizophrenia or another thought disorder as a possibility, it also correlates highly to autism spectrum disorder (ASD) and when elevated should prompt a more thorough evaluation to rule out ASD as the most likely diagnosis, especially if the actuarially derived Autism Index is also elevated.



## EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) NARRATIVES

### **EDQC 1: Unsatisfactory Interpersonal Relationships**

J.'s *T* score on the Unsatisfactory Interpersonal Relationships Composite is 41 and has a percentile rank of 18. Classroom reports J. maintains satisfactory interpersonal relationships with others compared to same-age peers.

### **EDQC 2: Inappropriate Behavior/Feelings**

J.'s *T* score on the Inappropriate Behavior/Feelings Composite is 45 and has a percentile rank of 41. Classroom reports J. displays appropriate types of behaviors and feelings under normal circumstances that are comparable to same-age peers.

### **EDQC 3: Unhappiness or Depression**

J.'s *T* score on the Unhappiness or Depression Composite is 46 and has a percentile rank of 47. Classroom reports J. displays no signs of pervasive unhappiness or depressive mood when compared to same-age peers.

### **EDQC 4: Physical Symptoms or Fears**

J.'s *T* score on the Physical Symptoms or Fears Composite is 45 and has a percentile rank of 39. Classroom reports J. displays physical symptoms or fears associated with personal or school problems about as often as same-age peers.

### **EDQC 5: Schizophrenia and Related Disorders of Thought**

J.'s *T* score on the Schizophrenia and Related Disorders of Thought Composite is 45 and has a percentile rank of 36. Classroom reports J. displays developmentally appropriate thinking patterns, perceptions, and communication skills. J. shows no signs of schizophrenia or related disorders when compared to same-age peers.

### **Social Maladjustment Indicator**

Based on Classroom's responses, there is no indication J. presents with social maladjustment at this time. However, the need for follow-up assessment or intervention should occur based on the laws and regulations in the appropriate jurisdiction.

### CLINICAL INDEX SCORE TABLE: General Combined Norm Group

	Raw Score	<i>T</i> Score	Percentile Rank	90% Confidence Interval
ADHD Probability Index	15	49	52	44-54
Autism Probability Index	12	46	37	41-51
EBD Probability Index	4	45	44	41-49
Functional Impairment Index	22	46	41	42-50

### CLINICAL SUMMARY

J.'s profile of BASC-3 scale scores does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems, or Attention Problems scales. This suggests the absence of clinical syndromes associated with these scales.

## ***DSM-5™* DIAGNOSTIC CRITERIA**

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

## ***DSM-5™* DIAGNOSTIC CONSIDERATIONS**

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

## TARGET BEHAVIORS FOR INTERVENTION

The behaviors listed below were identified by the rater as being particularly problematic. These behaviors may be appropriate targets for intervention or treatment. It can be useful to readminister the BASC-3 in the future to determine progress toward meeting the associated behavioral objectives.

### General Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

### Academic Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

### Adaptive/Social Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

## CRITICAL ITEMS

Bolded items may be of particular interest.

- 13. Falls down or trips over things easily. (Never)
- 26. Has panic attacks. (Never)
- 27. Eats things that are not food. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 73. Hits other children. (Never)
- 90. Bullies others. (Never)
- 97. Says, "I hate myself." (Never)
- 99. Is distracted by smartphone (or similar device) during class. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 138. Gets back at others. (Never)
- 149. Cheats in school. (Never)

## ITEMS BY SCALE - CLINICAL SCALES

### Aggression

- 6. Argues when denied own way. (Never)
- 10. Is overly aggressive. (Never)
- 52. Annoys others on purpose. (Never)
- 61. Threatens to hurt others. (Never)
- 73. Hits other children. (Never)
- 82. Defies teachers. (Never)
- 90. Bullies others. (Never)
- 111. Loses temper too easily. (Never)
- 124. Teases others. (Never)
- 138. Gets back at others. (Never)

### Anxiety

- 8. Is fearful. (Never)
- 15. Is easily stressed. (Sometimes)
- 26. Has panic attacks. (Never)
- 54. Is nervous. (Sometimes)
- 68. Says, "I get nervous during tests" or "Tests make me nervous." (Sometimes)
- 79. Says, "I'm afraid I will make a mistake." (Never)
- 83. Worries about things that cannot be changed. (Never)
- 106. Worries. (Sometimes)
- 112. Appears tense. (Never)

### Attention Problems

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Sometimes)
- 21. Listens carefully. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

### Atypicality

- 9. Does strange things. (Never)
- 50. Seems out of touch with reality (Never)
- 63. Acts strangely. (Never)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 125. Acts confused. (Sometimes)
- 128. Says things that make no sense. (Never)
- 132. Babbles to self. (Never)
- 145. Seems odd. (Never)
- 151. Speech is confused or disorganized. (Sometimes)

## Conduct Problems

- 23. Gets into trouble. (Never)
- 35. Deceives others. (Never)
- 43. Sneaks around. (Never)
- 48. Uses others' things without permission. (Never)
- 70. Breaks the rules. (Never)
- 85. Lies. (Never)
- 121. Hurts others on purpose. (Never)
- 135. Disobeys. (Never)
- 149. Cheats in school. (Never)

## Depression

- 12. Says, "Nobody likes me." (Never)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 97. Says, "I hate myself." (Never)
- 114. Is sad. (Never)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)
- 146. Seems lonely. (Never)
- 153. Says, "I can't do anything right." (Never)
- 156. Says, "I don't have any friends." (Never)

## Hyperactivity

- 4. Is overly active. (Never)
- 11. Has trouble keeping hands or feet to self. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 110. Disrupts other children's activities. (Never)
- 126. Cannot wait to take turn. (Never)
- 137. Is in constant motion. (Never)
- 154. Acts out of control. (Never)

## Learning Problems

- 28. Has reading problems. (Often)
- 44. Performs poorly on school assignments. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 117. Has trouble keeping up in class (Sometimes)
- 120. Does not complete tests. (Sometimes)
- 130. Gets failing school grades. (Never)
- 147. Has spelling problems. (Sometimes)



## Somatization

- 34. Complains of pain. (Never)
- 56. Is afraid of getting sick. (Never)
- 76. Has headaches. (Never)
- 80. Gets sick. (Never)
- 95. Complains of stomach pain. (Never)
- 105. Complains about health. (Never)
- 131. Complains of physical problems. (Never)
- 134. Has fevers. (Never)

## Withdrawal

- 16. Isolates self from others. (Never)
- 37. Refuses to talk. (Never)
- 62. Has trouble making new friends. (Never)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Almost always)
- 115. Prefers to play alone. (Never)
- 123. Avoids making friends. (Never)
- 144. Quickly joins group activities. (Often)

## ITEMS BY SCALE - ADAPTIVE SCALES

### Adaptability

- 3. Transitions well. (Almost always)
- 20. Refuses advice. (Never)
- 24. Is easy to please. (Often)
- 38. Adjusts well to changes in routine. (Often)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Almost always)
- 59. Adjusts well to new teachers. (Almost always)
- 67. Handles winning and losing well. (Sometimes)
- 69. Is easily calmed when angry. (Almost always)

### Functional Communication

- 2. Communicates clearly. (Almost always)
- 22. Is unclear when presenting ideas. (Sometimes)
- 32. Has difficulty explaining rules of games to others. (Never)
- 39. Tracks down information when needed. (Often)
- 60. Is clear when telling about personal experiences. (Often)
- 71. Responds appropriately when asked a question. (Often)
- 74. Provides home address when asked. (Almost always)
- 89. Is able to describe feelings accurately. (Almost always)
- 119. Starts conversations. (Almost always)
- 139. Has trouble getting information when needed. (Sometimes)

## Leadership

- 25. Is usually chosen as a leader. (Sometimes)
- 41. Works well under pressure. (Often)
- 49. Is creative. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 92. Is good at getting people to work together. (Sometimes)
- 102. Is highly motivated to succeed. (Almost always)

## Social Skills

- 5. Congratulates others when good things happen to them. (Often)
- 19. Says, "please" and "thank you." (Almost always)
- 31. Accepts people who are different from his or her self. (Almost always)
- 45. Offers help to other children. (Almost always)
- 104. Makes others feel welcome. (Almost always)
- 113. Compliments others. (Almost always)
- 116. Tries to help others be their best. (Almost always)
- 127. Shows interest in others' ideas. (Almost always)
- 141. Encourages others to do their best. (Almost always)
- 150. Makes positive comments about others. (Almost always)

## Study Skills

- 7. Reads. (Often)
- 77. Turns in work on time. (Almost always)
- 94. Has good study habits (Almost always)
- 122. Stays on task. (Often)
- 129. Completes homework. (Almost always)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 155. Tries to do well in school. (Almost always)

## ITEMS BY SCALE - CONTENT SCALES

### Anger Control

- 6. Argues when denied own way. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 75. Gets angry easily. (Never)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)

### Bullying

- 35. Deceives others. (Never)
- 36. Spreads rumors about others. (Never)
- 48. Uses others' things without permission. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 90. Bullies others. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 124. Teases others. (Never)

## Developmental Social Disorders

- 2. Communicates clearly. (Almost always)
- 16. Isolates self from others. (Never)
- 38. Adjusts well to changes in routine. (Often)
- 50. Seems out of touch with reality (Never)
- 62. Has trouble making new friends. (Never)
- 63. Acts strangely. (Never)
- 66. Engages in repetitive movements. (Never)
- 71. Responds appropriately when asked a question. (Often)
- 89. Is able to describe feelings accurately. (Almost always)
- 100. Avoids eye contact. (Never)
- 115. Prefers to play alone. (Never)
- 127. Shows interest in others' ideas. (Almost always)
- 132. Babbles to self. (Never)
- 136. Shows basic emotions clearly. (Often)
- 144. Quickly joins group activities. (Often)

## Emotional Self-Control

- 6. Argues when denied own way. (Never)
- 15. Is easily stressed. (Sometimes)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 67. Handles winning and losing well. (Sometimes)
- 69. Is easily calmed when angry. (Almost always)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)
- 154. Acts out of control. (Never)

## Executive Functioning

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Sometimes)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 69. Is easily calmed when angry. (Almost always)
- 86. Makes decisions easily. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)

- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 122. Stays on task. (Often)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

## Negative Emotionality

- 6. Argues when denied own way. (Never)
- 20. Refuses advice. (Never)
- 46. Finds fault with everything. (Never)
- 78. Reacts negatively. (Sometimes)
- 91. Is easily upset. (Sometimes)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)

## Resiliency

- 3. Transitions well. (Almost always)
- 17. Finds ways to solve problems. (Often)
- 38. Adjusts well to changes in routine. (Often)
- 39. Tracks down information when needed. (Often)
- 41. Works well under pressure. (Often)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Almost always)
- 49. Is creative. (Often)
- 67. Handles winning and losing well. (Sometimes)
- 84. Has good coping skills. (Often)
- 92. Is good at getting people to work together. (Sometimes)
- 101. Overcomes problems. (Often)
- 140. Is resilient. (Almost always)

## ITEMS BY SCALE - CLINICAL INDEXES

### ADHD Probability

- 4. Is overly active. (Never)
- 6. Argues when denied own way. (Never)
- 13. Falls down or trips over things easily. (Never)
- 14. Is easily distracted. (Sometimes)
- 22. Is unclear when presenting ideas. (Sometimes)
- 25. Is usually chosen as a leader. (Sometimes)
- 41. Works well under pressure. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 70. Breaks the rules. (Never)
- 88. Is easily distracted from class work. (Sometimes)
- 91. Is easily upset. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 111. Loses temper too easily. (Never)
- 125. Acts confused. (Sometimes)
- 135. Disobeys. (Never)

- 136. Shows basic emotions clearly. (Often)
- 139. Has trouble getting information when needed. (Sometimes)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

### **Autism Probability**

- 5. Congratulates others when good things happen to them. (Often)
- 9. Does strange things. (Never)
- 45. Offers help to other children. (Almost always)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 60. Is clear when telling about personal experiences. (Often)
- 62. Has trouble making new friends. (Never)
- 63. Acts strangely. (Never)
- 86. Makes decisions easily. (Sometimes)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 91. Is easily upset. (Sometimes)
- 92. Is good at getting people to work together. (Sometimes)
- 100. Avoids eye contact. (Never)
- 106. Worries. (Sometimes)
- 111. Loses temper too easily. (Never)
- 119. Starts conversations. (Almost always)
- 132. Babbles to self. (Never)
- 141. Encourages others to do their best. (Almost always)
- 145. Seems odd. (Never)
- 151. Speech is confused or disorganized. (Sometimes)
- 154. Acts out of control. (Never)

### **EBD Probability**

- 10. Is overly aggressive. (Never)
- 12. Says, "Nobody likes me." (Never)
- 23. Gets into trouble. (Never)
- 35. Deceives others. (Never)
- 52. Annoys others on purpose. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 62. Has trouble making new friends. (Never)
- 70. Breaks the rules. (Never)
- 73. Hits other children. (Never)
- 85. Lies. (Never)
- 90. Bullies others. (Never)
- 91. Is easily upset. (Sometimes)
- 111. Loses temper too easily. (Never)
- 118. Is negative about things. (Never)
- 125. Acts confused. (Sometimes)
- 133. Is pessimistic. (Never)

- 138. Gets back at others. (Never)
- 139. Has trouble getting information when needed. (Sometimes)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)
- 156. Says, "I don't have any friends." (Never)

## Functional Impairment

- 1. Pays attention. (Almost always)
- 2. Communicates clearly. (Almost always)
- 5. Congratulates others when good things happen to them. (Often)
- 15. Is easily stressed. (Sometimes)
- 22. Is unclear when presenting ideas. (Sometimes)
- 23. Gets into trouble. (Never)
- 28. Has reading problems. (Often)
- 32. Has difficulty explaining rules of games to others. (Never)
- 39. Tracks down information when needed. (Often)
- 45. Offers help to other children. (Almost always)
- 50. Seems out of touch with reality (Never)
- 53. Has a short attention span. (Sometimes)
- 60. Is clear when telling about personal experiences. (Often)
- 62. Has trouble making new friends. (Never)
- 69. Is easily calmed when angry. (Almost always)
- 71. Responds appropriately when asked a question. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 78. Reacts negatively. (Sometimes)
- 80. Gets sick. (Never)
- 81. Cries easily. (Never)
- 83. Worries about things that cannot be changed. (Never)
- 86. Makes decisions easily. (Sometimes)
- 89. Is able to describe feelings accurately. (Almost always)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 94. Has good study habits (Almost always)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Almost always)
- 103. Acts without thinking. (Never)
- 105. Complains about health. (Never)
- 106. Worries. (Sometimes)
- 111. Loses temper too easily. (Never)
- 117. Has trouble keeping up in class (Sometimes)
- 120. Does not complete tests. (Sometimes)
- 125. Acts confused. (Sometimes)
- 126. Cannot wait to take turn. (Never)
- 128. Says things that make no sense. (Never)
- 130. Gets failing school grades. (Never)
- 139. Has trouble getting information when needed. (Sometimes)
- 143. Is well organized. (Often)



- 144. Quickly joins group activities. (Often)
- 146. Seems lonely. (Never)
- 147. Has spelling problems. (Sometimes)
- 155. Tries to do well in school. (Almost always)

## ITEMS BY SCALE - EXECUTIVE FUNCTIONING INDEX

### Problem Solving Index

- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 39. Tracks down information when needed. (Often)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)

### Attentional Control Index

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Sometimes)
- 21. Listens carefully. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

### Behavioral Control Index

- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 126. Cannot wait to take turn. (Never)
- 154. Acts out of control. (Never)

### Emotional Control Index

- 6. Argues when denied own way. (Never)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 69. Is easily calmed when angry. (Almost always)
- 75. Gets angry easily. (Never)
- 111. Loses temper too easily. (Never)

142. Is irritable. (Never)

### Overall Executive Functioning Index

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Sometimes)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 21. Listens carefully. (Often)
- 29. Is overly emotional. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 53. Has a short attention span. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 64. Listens to directions. (Often)
- 69. Is easily calmed when angry. (Almost always)
- 75. Gets angry easily. (Never)
- 86. Makes decisions easily. (Sometimes)
- 88. Is easily distracted from class work. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 152. Makes careless mistakes. (Sometimes)
- 154. Acts out of control. (Never)

*The Behavior Assessment System for Children, Third Edition (BASC-3) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.*

### End of Report

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