



ASSESSMENT SERVICES

Publication Summary Form

Publication Data

Instrument name/abbreviation

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

Author(s)

Cecil R. Reynolds and Randy W. Kamphaus

Publisher/address



5601 Green Valley Drive
Bloomington, MN 55437

Brief description

The BASC-3 is a multimethod, multidimensional system used to evaluate the behavior and self-perceptions of children and young adults ages 2 through 25. 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)
- BASC-3 Behavior Intervention Guide
- Behavioral and Emotional Skill Building Guide – part of the BASC-3 family of products
- Flex Monitor
- Parenting Relationship Questionnaire (PRQ™)

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.

Primary use/purpose

The BASC-3 was designed for use in school and clinical setting for assessing behavioral and emotional problems in children and adolescents. Used individually, the BASC-3 components provide a view of behavior in a particular setting and/or from a particular view or context. Used together, they provide a comprehensive picture of behavioral and emotional functioning that informs clinical diagnosis (e.g., using the Diagnostic and Statistical Manual of Mental Disorders, 5th ed. [DSM-5™; American Psychiatric Association (APA), 2013]) or the need for additional educational supports and services (e.g., those addressed by the Individuals with Disabilities Education Act [IDEA, 2004]).



Age/grade range covered

Ages 2 through 21. The TRS and PRS each have three levels: preschool (2 through 5), child (6 through 11), and adolescent (12 through 21). The SRP has four levels: interview (6 through 7) child (8 through 11), adolescent (12 through 18), and college (18 through 25).

Administration Time

Time varies for each component:

TRS	10
TRS	10–20 minutes
PRS	10–20 minutes
SRP	20–30 minutes
SRP-I	25 minutes or less
SDH	Because this is a comprehensive history and background survey, information gathered will vary from family to family.
SOS	15 minutes

Individual vs. group

Individual

User Qualifications

Users are expected to have completed a recognized graduate training program in psychology; received formal academic training in the administration, scoring, and interpretation of behavior rating scales and personality scales; and received supervised experience with such instruments. Most clinical, school, pediatric, counseling, neuro-, and applied developmental psychologists have received such training. Administration and scoring of the various BASC–3 components may, with appropriate training and supervision, be completed by clerical staff. Individuals who use the BASC–3 with specialized populations (e.g., sensory impaired or recent immigrants from nonwestern cultures) are expected to have specialized training and experience in the use of such assessment devices and intervention materials with these populations.

Content

The following tables show the composites and scales of the TRS, PRS, and SRP by form level.

TRS and PRS Scales and Indexes

Scale	TRS			PRS		
	P	C	A	P	C	A
Composite						
Adaptive Skills	•	•	•	•	•	•
Behavioral Symptoms Index	•	•	•	•	•	•
Externalizing Problems	•	•	•	•	•	•
Internalizing Problems	•	•	•	•	•	•
School Problems		•	•			
Clinical and adaptive scales						
Activities of Daily Living				•	•	•
Adaptability	•	•	•	•	•	•
Aggression	•	•	•	•	•	•
Anxiety	•	•	•	•	•	•
Attention Problems	•	•	•	•	•	•
Atypicality	•	•	•	•	•	•
Conduct Problems		•	•		•	•
Depression	•	•	•	•	•	•
Functional Communication	•	•	•	•	•	•
Hyperactivity	•	•	•	•	•	•
Leadership		•	•		•	•
Learning Problems		•	•			
Social Skills	•	•	•	•	•	•
Somatization	•	•	•	•	•	•
Study Skills		•	•			
Withdrawal	•	•	•	•	•	•
Content scale						
Anger Control	•	•	•	•	•	•
Bullying	•	•	•	•	•	•
Developmental Social Disorders	•	•	•	•	•	•
Emotional Self-Control	•	•	•	•	•	•
Executive Functioning	•	•	•	•	•	•
Negative Emotionality	•	•	•	•	•	•
Resiliency	•	•	•	•	•	•
Clinical index						
ADHD Probability Index		•	•		•	•
Autism Probability Index		•	•		•	•
Clinical Probability Index	•			•		
EBD Probability Index		•	•		•	•
Functional Impairment Index	•	•	•	•	•	•
Executive Functioning Index						
Attentional Control Index	•	•	•	•	•	•
Behavioral Control Index	•	•	•	•	•	•
Emotional Control Index	•	•	•	•	•	•
Overall Executive Functioning Index	•	•	•	•	•	•
Problem Solving Index		•	•		•	•

	Teacher Rating Scales			Parent Rating Scales		
	P (2-5)	C (6-11)	A (12-21)	P (2-5)	C (6-11)	A (12-21)
Number of Items	105	156	165	139	175	173

SRP Scales and Indexes

Scale	I	C	A	COL
Composite				
Emotional Symptoms		•	•	•
Inattention/Hyperactivity		•	•	•
Internalizing Problems		•	•	•
Personal Adjustment		•	•	•
School Problems		•	•	
Total Score	•			
Clinical and adaptive scales				
Alcohol Abuse				•
Anxiety		•	•	•
Attention Problems		•	•	•
Attitude to School		•	•	
Attitude to Teachers		•	•	
Atypicality		•	•	•
Depression		•	•	•
Hyperactivity		•	•	•
Interpersonal Relations		•	•	•
Locus of Control		•	•	•
Relations With Parents		•	•	•
School Maladjustment				•
Self-Esteem		•	•	•
Self-Reliance		•	•	•
Sensation Seeking			•	•
Sense of Inadequacy		•	•	•
Social Stress		•	•	•
Somatization			•	•
Content scale				
Anger Control			•	•
Ego Strength			•	•
Mania			•	•
Test Anxiety			•	•
Clinical index				
Functional Impairment Index		•	•	

	SRP			
	I (6–7)	C (8–11)	A (12–21)	COL (18–25)
Number of Items	14	137	189	192

Forms

The TRS, PRS, and SRP can be administered using Q-global or with a paper form. Each form can be scored online for either administration method or by using corresponding hand-scoring worksheets. The hand-scoring worksheets include a graph that is used to plot scale T scores. Note that using the hand-scoring worksheets requires the use of the BASC-3 manual.

Q-Global

Q-global is a secure, online web-based system used to administer and score the TRS, PRS, SRP, SDH, and SOS forms. Administration of the TRS, PRS, and the SDH can be done remotely by sending an email to the respondent containing a weblink needed to complete the form (Internet access is required to complete the forms). The TRS, PRS, SRP, SDH, and SOS can also be administered via an on-screen assessment that is initiated while in the Q-global system (e.g., at a school, in a clinician's office). When completed remotely, the person sending the email to the rater will receive an email indicating the form is complete. All completed forms are available for immediate scoring and reporting. Responses from paper forms can be entered into Q-global for online scoring and reporting.

Materials

The BASC-3 Starter Kit With 1-year Q-global Online Scoring Subscription includes 1 BASC-3 Manual (printed), 1-Year Q-global unlimited use scoring subscription, 1 Pkg (25) of each TRS, PRS, SRP, SDH and SOS record forms for each age level.

BASC-3 Starter Kit with 1-year Q-global Online Scoring and Intervention Recommendations Subscription includes 1 BASC-3 Manual (printed), 1 Behavior Intervention Guide (printed), 1-Year Q-global unlimited scoring subscription for TRS, PRS, SRP, SDH, PRQ, SOS (with Intervention Recommendations for TRS, PRS and SRP). Kit also includes one Pkg (25) of each record form of TRS, PRS, SRP, SDH and SOS for each age level.

BASC-3 Rating Scales Starter Kit with Q-global 1-year Unlimited Use Scoring Subscription and Intervention Recommendations includes 1 BASC-3 Manual (printed), 1-Year Subscription to online scoring with Intervention Recommendations, one Pkg (25) of each TRS, PRS and SRP record forms for each age level.

BASC-3 Hand-Scored Starter Set includes 1 BASC-3 Manual (printed), 1 pkg (25 per pkg) of each record forms of TRS, PRS, SRP, SDH and SOS and 1 pkg (25 per pkg) of each hand-scored worksheet of TRS, PRS and SRP.

BASC-3 Q-global Starter Set includes 1 BASC-3 Manual and 10 Q-global Interpretive Summary Report usages for TRS, PRS, SRP, SDH, PRQ and SOS forms. (On-screen Administration, Scoring and Reporting includes digital version of rating forms.)

BASC-3 Q-global Starter Set with Intervention Recommendations includes 1 BASC-3 Manual (printed), 1 Behavior Intervention Guide (printed) and 10 Q-global* Interpretive Summary Report with Intervention Recommendations usages for TRS, PRS and SRP forms. (On-screen Administration, Scoring and Reporting includes digital version of rating forms.)

BASC-3 Q-global Comprehensive Kit includes 1 BASC-3 Manual (printed), 1 BESS Manual (printed), 1 PRQ Manual (printed), 1 Flex Monitor Manual (digital on Q-global*), 10 Q-global* Interpretive Summary Report usages for TRS, PRS, SRP, SDH, PRQ, SOS forms, 10 Q-global* BESS Screener report and 10 Q-global* FLEX Monitor report usages.

BASC-3 Q-global Comprehensive Kit with Intervention Recommendations includes 1 BASC-3 Manual (printed), 1 BESS Manual (printed), 1 PRQ Manual, (printed) 1 Flex Monitor Manual (digital on Q-global), 10 Q-global Interpretive Summary Report with Intervention Recommendations usages for TRS, PRS and SRP forms, 10 Q-global BESS Screener report and 10 Q-global* FLEX Monitor report usages.

Scoring Information

Items	The TRS and PRS items are descriptions of observable positive and negative behaviors. The SRP items are descriptions of positive and negative personality traits, thoughts, attitudes, and feelings.
Response formats	The TRS/PRS rater responds to items about observed behaviors by answering <i>N</i> for <i>Never</i> , <i>S</i> for <i>Sometimes</i> , <i>O</i> for <i>Often</i> , or <i>A</i> for <i>Almost always</i> . The SRP respondent answers items about personal thoughts and feelings experienced. SRP items have one of two response formats: <i>T</i> for <i>True</i> or <i>F</i> for <i>False</i> ; or <i>N</i> for <i>Never</i> , <i>S</i> for <i>Sometimes</i> , <i>O</i> for <i>Often</i> , or <i>A</i> for <i>Almost always</i> .
Item Scoring	Items are scored according to the scale to which they belong. The <i>N</i> , <i>O</i> , <i>S</i> , and <i>A</i> responses correspond to 0, 1, 2, and 3 points. Adding the points for a particular scale yields a raw score, which can then be converted to a normative score.
Scoring options	Forms can be scored by hand, or by computer-entering using Q-global.
Types of Normative Scores	A T score indicates the distance of a raw score from the norm-group mean. A percentile indicates the percentage of the norm sample scoring below a given raw score.

Norm groups available	General combined, general gender-specific, clinical combined, clinical gender-specific, ADHD combined, ADHD gender-specific
Interpretive features	<p>1) Various validity indexes help identify test forms that may be unusable because of an excessively negative or positive response set. In addition, the computer-scoring programs provide indexes to detect random or patterned responding.</p> <p>2) The record form provides information on the significance and rarity of differences between composite scores or between a scale score and the total score.</p> <p>3) Q-global offers the following report options:</p> <ul style="list-style-type: none"> • Individual • Multirater • Progress • Report with Intervention Recommendations
Computerized scoring	Available on Q-global on any web-enabled device.

Technical Information

Standardization Description	Goal was to collect samples representing population of U.S. children and young adults aged 2 through 21 (and college students aged 18 through 25).*
Date	April 2013 through November 2014
Size	311 examiners in 44 states TRS: <i>N</i> = 1,700 PRS: <i>N</i> = 1,800 SRP: <i>N</i> = 900

*U.S. population estimates obtained from the 2013 U.S. Census Bureau American Community Survey

Sample controlled for	Age	No
	Sex	Yes
	Race/ethnicity	Yes
	Geographic region	Yes
	SES/parent's education	Yes
	Community size	Yes
	Inclusion of children from special education classifications	Yes

Reliability The following tables show the reliability coefficients for the TRS, PRS, and SRP.

Internal consistency

TRS, PRS, and SRP: Coefficient Alpha Reliabilities (General, Combined-Gender Norms)

	Preschool		Child		Adolescent		College
	Ages 2-3	Ages 4-5	Ages 6-7	Ages 8-11	Ages 12-14	Ages 15-18	Ages 18-25
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
TRS							
Composites	.95 (.89-.96)	.95 (.92-.97)	.96 (.93-.97)	.96 (.92-.97)	.97 (.93-.98)	.97 (.95-.98)	—
Clinical & Adaptive scales	.87 (.77-.90)	.89 (.81-.93)	.89 (.81-.94)	.90 (.86-.94)	.90 (.83-.95)	.91 (.85-.96)	—
Content scales	.87 (.78-.90)	.90 (.79-.92)	.88 (.87-.94)	.91 (.90-.94)	.91 (.88-.96)	.91 (.86-.96)	—
Clinical indexes	.86 (.85, .86)	.88 (.86, .90)	.92 (.90-.95)	.93 (.92-.95)	.91 (.83-.95)	.92 (.89-.96)	—
PRS							
Composites	.93 (.89-.95)	.93 (.91-.96)	.96 (.92-.97)	.94 (.93-.96)	.97 (.95-.97)	.97 (.97, .97)	—
Clinical & Adaptive scales	.83 (.76-.88)	.86 (.78-.90)	.87 (.80-.92)	.86 (.79-.91)	.89 (.82-.92)	.89 (.82-.93)	—
Content scales	.83 (.79-.89)	.85 (.77-.93)	.88 (.84-.92)	.87 (.83-.91)	.91 (.88-.93)	.90 (.88-.94)	—
Clinical indexes	.86 (.84, .88)	.91 (.90, .92)	.91 (.79-.94)	.88 (.83-.93)	.91 (.87-.94)	.90 (.86-.94)	—
SRP							
Composites	—	—	—	.93 (.89-.95)	.93 (.91-.96)	.94 (.90-.97)	.95 (.91-.97)
Clinical & Adaptive scales	—	—	—	.82 (.73-.87)	.84 (.71-.90)	.85 (.80-.91)	.86 (.78-.93)
Content scales	—	—	—	—	.82 (.76-.83)	.83 (.81-.86)	.84 (.79-.85)
Clinical index	—	—	—	.85	.87	.89	—

SRP-I: Coefficient Alpha Reliabilities of Composites and Scales (General, Combined-Gender Norm Samples)

	Ages 6-7
Total Score	.73

Test-retest

TRS, PRS, and SRP: Test-Retest Reliabilities (General, Combined-Sex Norms)

	Preschool	Child	Adolescent	College
	Median (Range)	Median (Range)	Median (Range)	Median (Range)
TRS				
Composites	.92 (.88-.94)	.87 (.77-.91)	.91 (.86-.94)	—
Clinical & Adaptive scales	.88 (.79-.93)	.85 (.65-.91)	.88 (.81-.93)	—
Content scales	.88 (.83-.95)	.87 (.80-.88)	.88 (.86-.90)	—
Clinical indexes	.92 (.90-.93)	.86 (.86-.90)	.89 (.87-.92)	—
PRS				
Composites	.92 (.90-.93)	.88 (.87-.92)	.93 (.92-.94)	—
Clinical & Adaptive scales	.87 (.80-.93)	.85 (.81-.90)	.90 (.83-.93)	—
Content scales	.87 (.83-.92)	.87 (.80-.92)	.90 (.86-.92)	—
Clinical indexes	.92	.89 (.82-.91)	.91 (.88-.93)	—
SRP				
Composites	—	.82 (.77-.87)	.89 (.86-.90)	.92 (.81-.93)
Clinical & Adaptive scales	—	.78 (.59-.83)	.83 (.78-.86)	.84 (.76-.91)
Content scales	—	—	.76 (.72-.87)	.76 (.73-.87)
Clinical index	—	.80	.85	—

SRP-I: Total Score Test-Retest Reliability

	Ages 6-7
Total Score	.72

Interrater

TRS and PRS: Interrater Reliabilities (General, Combined-Sex Norms)

	Preschool	Child	Adolescent
	Median (Range)	Median (Range)	Median (Range)
TRS			
Composites	.72 (.56–.83)	.68 (.37–.73)	.69 (.64–.77)
Clinical & Adaptive scales	.70 (.42–.83)	.62 (.32–.78)	.66 (.54–.84)
Content scales	.72 (.59–.76)	.68 (.54–.76)	.69 (.47–.74)
Clinical indexes	.77 (.74, .79)	.67 (.62–.70)	.69 (.59–.73)
PRS			
Composites	.78 (.70–.82)	.73 (.59–.75)	.82 (.77–.87)
Clinical & Adaptive scales	.72 (.60–.80)	.68 (.47–.75)	.73 (.62–.85)
Content scales	.70 (.68–.79)	.67 (.64–.74)	.76 (.70–.81)
Clinical indexes	.81 (.80–.81)	.69 (.65–.74)	.77 (.71–.79)

Validity

Intercorrelations	Structure of scales and composites was based on factor analyses of items and scales.
Content	
Concurrent	Groups of children with preexisting clinical diagnoses tend to have distinct BASC-3 profiles.
Predictive	none
Factor analysis	
Clinical sample	The clinical norm sample is composed of children ages 4 through 18 identified with a diagnosis or classification of one or more emotional or behavioral problems. In many cases, these children were receiving special-education services at school, a community mental health clinic, or a university- or hospital-based mental health clinic. Children with a variety of emotional, behavioral, and physical problems were targeted for participation.

Other instruments used in correlation studies

TRS:	<p>Achenbach System of Empirically Based Assessment (ASEBA®) Caregiver-Teacher Report Form for Ages 1.5–5 (Achenbach & Rescorla, 2000) were ASEBA Teacher’s Report Form for Ages 6–18 (Achenbach & Rescorla, 2001)</p> <p>Conners 3™ (Conners 3rd Edition™; Conners, 2008)</p> <p>Autism Spectrum Rating Scales™ (ASRS®; Goldstein & Naglieri, 2010)</p> <p>Childhood Autism Rating Scale™, Second Edition (CARS™-2, Schopler & Van Bourgondien, 2010)</p> <p>Delis Rating of Executive Functions (D-REF; Delis, 2012)</p> <p>Behavior Assessment System for Children, Second Edition, Teacher Rating Scales (BASC–2; Cecil R. Reynolds and Randy W. Kamphaus, 2004)</p>
PRS:	<p>Achenbach System of Empirically Based Assessment (ASEBA) Child Behavior Checklist for Ages 2–5 (Achenbach & Rescorla, 2000) ASEBA Child Behavior Checklist for Ages 6–18 (Achenbach & Rescorla, 2001)</p> <p>Conners 3™ (Conners 3rd Edition™; Conners, 2008)</p> <p>Autism Spectrum Rating Scales™ (ASRS®; Goldstein & Naglieri, 2010)</p> <p>Delis Rating of Executive Functions (D-REF; Delis, 2012)</p> <p>BASC–2 Parent Rating Scales</p>
SRP:	<p>Achenbach System of Empirically Based Assessment (ASEBA) Youth Self-Report Form (Achenbach & Rescorla, 2001)</p> <p>Conners 3™ (Conners 3rd Edition™; Conners, 2008)</p> <p>Delis Rating of Executive Functions (D-REF; Delis, 2012)</p> <p>Children’s Depression Inventory 2™ (CDI™ 2; Kovacs, 2011)</p> <p>Revised Children’s Manifest Anxiety Scale: Second Edition (RCMAS-2™; Reynolds & Richmond, 2008)</p> <p>Beck Youth Inventories™–II (BYI™–II; Beck, Beck, & Jolly, 2005)</p> <p>Beck Depression Inventory®–II (BDI®–II; Beck, Steer, & Brown, 1996)</p> <p>Minnesota Multiphasic Personality Inventory®-Adolescent (MMPI®-A; Butcher et al., 1992)</p> <p>Minnesota Multiphasic Personality Inventory-2-Restructured Form® (MMPI-2-RF®; Tellegen & Ben- Porath, 2008, 2011)</p> <p>BASC–2 Self-Report of Personality Scales</p>

Other

Special features

- **Comprehensiveness of behavioral and emotional domains:** The TRS, PRS, and SRP assess a wide variety of dimensions that are supported both theoretically and empirically, and that are easily interpretable. Often, this reduces the need to use more specialized or narrow-band instruments, helping to make evaluations more efficient and minimizing their costs.
- **Identification of behavioral and emotional strengths and deficiencies:** The BASC-3 components continue their tradition of measuring both maladaptive and adaptive behavior, allowing clinicians to better understand existing strengths to leverage when developing individualized intervention or treatment plans.
- **Developmental sensitivity:** The BASC-3 TRS, PRS, and SRP cover the full age range of students from preschool through high school while maintaining differences in behaviors that occur across age levels consistent with the manifestation of behavioral problems through childhood and adolescence. In addition, a college version of the SRP is available for use in technical schools, colleges, and universities to identify behavioral and emotional problems that can interfere with academic performance.
- **Multiple sources of information:** Gathering multiple perspectives that describe behavior in a variety of general and specific settings serves to provide a comprehensive view of behavioral and emotional functioning critical for the proper identification and remediation of problems.
- **Strong scientific rigor:** The BASC-3 TRS, PRS, and SRP were developed using a balanced approach of theory and statistics that resulted in tools with strong psychometric properties and clinical utility. There are also hundreds of research studies of these instruments available. In addition, norms were developed on large, demographically representative samples that enhance the interpretability of scores.
- **Multiple languages:** The BASC-3 PRS, SRP, and SDH are available in the United States in both English and Spanish. As the BASC-3 is adapted for use in other countries, additional languages will be offered.
- **Ease of administration and scoring:** The BASC-3 components are offered primarily through Q-global™, a secure Internet-based administration, scoring, and reporting platform. Paper administration and hand scoring are also available.
- **Detection of threats to response validity:** The BASC-3 TRS, PRS, and SRP offer a number of scales that help to detect threats to the validity of the obtained responses, such as dissimulation, inattentiveness, positive or negative response sets, or a lack of understanding of the items.