BASC-2 Teacher Rating Scales - Child
Behavior Assessment System for Children, Second Edition
Score Report
*Cecil R. Reynolds, PhD, & Randy W. Kamphaus, PhD*

<table>
<thead>
<tr>
<th>Child Information</th>
<th>Test Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID: 123456789</td>
<td>Test Date: 12/11/2009</td>
</tr>
<tr>
<td>Name: Timmy Testcase</td>
<td>Rater: Mrs Math</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Position:</td>
</tr>
<tr>
<td>Birth Date: 02/06/1998</td>
<td>Time Known Child:</td>
</tr>
<tr>
<td>Age: 11</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

Norm Group 1: General - Combined Sex
Norm Group 2: LD Clinical - Separate Sex
Norm Group 3: ADHD Clinical - Combined Sex

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

_The Behavior Assessment System for Children, Second Edition (BASC-2) 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._

---

PEARSON

Copyright © 2008 NCS Pearson, Inc. All rights reserved.

_BASC, Pearson, the PSI logo, and PsychCorp are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s)._ 

TRADE SECRET INFORMATION
Not for release under HIPAA or other data disclosure laws that exempt trade secrets from disclosure.
VALIDITY INDEX SUMMARY

<table>
<thead>
<tr>
<th>F Index</th>
<th>Response Pattern</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Raw Score: 0</td>
<td>Raw Score: 104</td>
<td>Raw Score: 4</td>
</tr>
</tbody>
</table>

T-SCORE PROFILE

T Score (Plotted)

- Gen.-Comb. Sex
- LD-Sep. Sex
- ADHD-Comb. Sex

Percentile

- Gen.-Comb. Sex
- LD-Sep. Sex
- ADHD-Comb. Sex
**TRS SCORE SUMMARY: General - Combined Sex Norm Group**

### Composite Score Summary

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>T Score</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing Problems</td>
<td>216</td>
<td>73</td>
<td>97</td>
<td>70-76</td>
</tr>
<tr>
<td>Internalizing Problems</td>
<td>181</td>
<td>63</td>
<td>90</td>
<td>58-68</td>
</tr>
<tr>
<td>School Problems</td>
<td>133</td>
<td>68</td>
<td>95</td>
<td>64-72</td>
</tr>
<tr>
<td>Behavioral Symptoms Index</td>
<td>380</td>
<td>67</td>
<td>94</td>
<td>64-70</td>
</tr>
<tr>
<td>Adaptive Skills</td>
<td>220</td>
<td>43</td>
<td>24</td>
<td>40-46</td>
</tr>
</tbody>
</table>

### Composite Comparisons

<table>
<thead>
<tr>
<th>Composite Comparison</th>
<th>Difference</th>
<th>Significance Level</th>
<th>Frequency of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing Problems vs. Internalizing Problems</td>
<td>10</td>
<td>0.01</td>
<td>greater than 25%</td>
</tr>
<tr>
<td>Internalizing Problems vs. School Problems</td>
<td>-5</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Externalizing Problems vs. School Problems</td>
<td>5</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>

- **Mean T score of the BSI**: 63
- **Mean T score of the Adaptive Skills Composite**: 44

### Scale Score Summary

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>T Score</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
<th>Difference</th>
<th>Significance Level</th>
<th>Frequency of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperactivity</td>
<td>28</td>
<td>85</td>
<td>99</td>
<td>81-89</td>
<td>22</td>
<td>0.05</td>
<td>1% or less</td>
</tr>
<tr>
<td>Aggression</td>
<td>11</td>
<td>67</td>
<td>93</td>
<td>63-71</td>
<td>4</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Conduct Problems</td>
<td>9</td>
<td>64</td>
<td>90</td>
<td>59-69</td>
<td>1</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td>9</td>
<td>69</td>
<td>95</td>
<td>62-76</td>
<td>6</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>6</td>
<td>58</td>
<td>84</td>
<td>52-64</td>
<td>-5</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Somatization</td>
<td>3</td>
<td>54</td>
<td>77</td>
<td>47-61</td>
<td>-9</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Attention Problems</td>
<td>21</td>
<td>75</td>
<td>99</td>
<td>71-79</td>
<td>12</td>
<td>0.05</td>
<td>5% or less</td>
</tr>
<tr>
<td>Learning Problems</td>
<td>9</td>
<td>58</td>
<td>80</td>
<td>52-64</td>
<td>-5</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Atypicality</td>
<td>0</td>
<td>43</td>
<td>20</td>
<td>36-50</td>
<td>-20</td>
<td>0.05</td>
<td>1% or less</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>5</td>
<td>52</td>
<td>67</td>
<td>46-58</td>
<td>-11</td>
<td>0.05</td>
<td>10% or less</td>
</tr>
<tr>
<td>Adaptability</td>
<td>14</td>
<td>47</td>
<td>36</td>
<td>41-53</td>
<td>3</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>10</td>
<td>45</td>
<td>33</td>
<td>40-50</td>
<td>1</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>8</td>
<td>49</td>
<td>48</td>
<td>43-55</td>
<td>5</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>2</td>
<td>30</td>
<td>3</td>
<td>25-35</td>
<td>-14</td>
<td>0.05</td>
<td>1% or less</td>
</tr>
<tr>
<td>Functional Communication</td>
<td>21</td>
<td>49</td>
<td>40</td>
<td>44-54</td>
<td>5</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>

**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-2 Manual for additional information on SEMs and confidence intervals.
SCALE SUMMARY

This report is based on Mrs Math's rating of Timmy's behavior using the BASC-2 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 73, with a 90 percent confidence-interval range of 70-76 and a percentile rank of 97. Timmy's T score on this composite scale falls in the Clinically Significant classification range. Timmy's T score on Hyperactivity is 85 and has a percentile rank of 99. This T score falls in the Clinically Significant classification range. His T score on Aggression is 67 and has a percentile rank of 93. This T score falls in the At-Risk classification range. Also, his T score on Conduct Problems is 64 and has a percentile rank of 90. This T score falls in the At-Risk classification range.

Internalizing Problems
The Internalizing Problems composite scale T score is 63, with a 90 percent confidence-interval range of 58-68 and a percentile rank of 90. Timmy's T score on this composite scale falls in the At-Risk classification range. Timmy's T score on Anxiety is 69 and has a percentile rank of 95. This T score falls in the At-Risk classification range. His T score on Depression is 58 and has a percentile rank of 84. Also, his T score on Somatization is 54 and has a percentile rank of 77.

School Problems
The School Problems composite scale T score is 68, with a 90 percent confidence-interval range of 64-72 and a percentile rank of 95. Timmy's T score on this composite scale falls in the At-Risk classification range. Timmy's T score on Attention Problems is 75 and has a percentile rank of 99. This T score falls in the Clinically Significant classification range. Also, his T score on Learning Problems is 58 and has a percentile rank of 80.

Behavioral Symptoms Index
The Behavioral Symptoms Index composite scale T score is 67, with a 90 percent confidence-interval range of 64-70 and a percentile rank of 94. Timmy's T score on this composite scale falls in the At-Risk classification range. His T score on Atypicality is 43 and has a percentile rank of 20. Also, his T score on Withdrawal is 52 and has a percentile rank of 67.

Adaptive Skills
The Adaptive Skills composite scale T score is 43, with a 90 percent confidence-interval range of 40-46 and a percentile rank of 24. Timmy's T score on Adaptability is 47 and has a percentile rank of 36. His T score on Leadership is 49 and has a percentile rank of 48. His T score on Social Skills is 45 and has a percentile rank of 33. His T score on Study Skills is 30 and has a percentile rank of 3. This T score falls
in the Clinically Significant classification range. Finally, Timmy's T score on Functional Communication is 49 and has a percentile rank of 40.
CRITICAL ITEMS

This area presents items that may be of particular interest when responses include Sometimes, Often, or Almost always.

16. Eats too much. (Never)
21. Eats things that are not food. (Never)
23. Sees things that are not there. (Never)
24. Threatens to hurt others. (Often)
37. Says, “I want to die” or “I wish I were dead.”. (Sometimes)
64. Bullies others. (Sometimes)
97. Falls down. (Never)
99. Throws up after eating. (Never)
107. Hears sounds that are not there. (Never)
114. Is easily annoyed by others. (Never)
118. Has seizures. (Sometimes)
120. Hits other children. (Sometimes)
125. Has eye problems. (Sometimes)
127. Has toileting accidents. (Never)
130. Eats too little. (Never)
135. Has a hearing problem. (Never)
ITEMS BY SCALE - CLINICAL SCALES

Aggression
8. Argues when denied own way. (Sometimes)
24. Threatens to hurt others. (Often)
36. Loses temper too easily. (Sometimes)
52. Defies teachers. (Sometimes)
64. Bullies others. (Sometimes)
80. Seeks revenge on others. (Sometimes)
92. Calls other children names. (Sometimes)
108. Annoys others on purpose. (Sometimes)
120. Hits other children. (Sometimes)
136. Teases others. (Sometimes)

Anxiety
11. Worries about things that cannot be changed. (Sometimes)
25. Says, “I get nervous during tests” or “Tests make me nervous.”. (Sometimes)
39. Is nervous. (Often)
53. Says, “I’m afraid I will make a mistake.”. (Often)
81. Worries about what other children think. (Sometimes)
109. Is fearful. (Sometimes)
137. Worries. (Sometimes)

Attention Problems
5. Has a short attention span. (Almost always)
33. Pays attention. (Never)
44. Listens carefully. (Never)
61. Is easily distracted. (Almost always)
72. Listens attentively. (Never)
100. Is easily distracted from class work. (Almost always)
128. Listens to directions. (Never)
Atypicality
23. Sees things that are not there. (Never)
51. Seems out of touch with reality. (Never)
65. Does strange things. (Never)
67. Babbles to self. (Never)
79. Acts confused. (Never)
93. Picks at things like own hair, nails, or clothing. (Never)
95. Seems unaware of others. (Never)
107. Hears sounds that are not there. (Never)
121. Acts strangely. (Never)
123. Says things that make no sense. (Never)

Conduct Problems
14. Breaks the rules. (Sometimes)
28. Disobeys. (Sometimes)
42. Sneaks around. (Sometimes)
56. Steals at school. (Sometimes)
70. Cheats in school. (Sometimes)
84. Uses others’ things without permission. (Sometimes)
98. Deceives others. (Sometimes)
112. Lies. (Sometimes)
126. Gets into trouble. (Sometimes)

Depression
12. Seems lonely. (Sometimes)
37. Says, “I want to die” or “I wish I were dead.”. (Sometimes)
40. Says, “Nobody likes me.”. (Never)
49. Is easily upset. (Never)
68. Is sad. (Sometimes)
77. Is negative about things. (Sometimes)
96. Cries easily. (Never)
105. Is pessimistic. (Never)
124. Complains about being teased. (Sometimes)
133. Says, “I don’t have any friends.”. (Sometimes)
Hyperactivity
10. Has trouble staying seated. (Almost always)
18. Bothers other children when they are working. (Often)
26. Is overly active. (Almost always)
38. Disrupts other children’s activities. (Almost always)
46. Acts without thinking. (Often)
54. Interrupts others when they are speaking. (Almost always)
66. Has poor self-control. (Almost always)
74. Cannot wait to take turn. (Often)
94. Acts out of control. (Often)
102. Disrupts the schoolwork of other children. (Often)
122. Seeks attention while doing schoolwork. (Almost always)

Learning Problems
20. Does not complete tests. (Often)
48. Has poor handwriting or printing. (Sometimes)
76. Has reading problems. (Often)
82. Has trouble keeping up in class. (Never)
104. Has spelling problems. (Often)
110. Gets failing school grades. (Never)
132. Complains that lessons go too fast. (Often)
138. Has problems with mathematics. (Never)

Somatization
6. Complains about health. (Sometimes)
27. Has headaches. (Sometimes)
34. Visits the school nurse. (Never)
55. Has stomach problems. (Never)
62. Has fevers. (Never)
83. Complains of shortness of breath. (Never)
90. Complains of pain. (Never)
111. Is afraid of getting sick. (Sometimes)
139. Gets sick. (Never)

Withdrawal
7. Refuses to join group activities. (Sometimes)
19. Refuses to talk. (Sometimes)
35. Makes friends easily. (Often)
47. Plays alone. (Never)
63. Quickly joins group activities. (Often)
75. Avoids other children. (Sometimes)
103. Is chosen last by other children for games. (Never)
131. Has trouble making new friends. (Never)
ITEMS BY SCALE - ADAPTIVE SCALES

Adaptability
1. Adjusts well to new teachers. (Often)
13. Is easily soothed when angry. (Sometimes)
29. Gets upset when plans are changed. (Sometimes)
41. Is a “good sport.”. (Sometimes)
57. Adjusts well to changes in routine. (Often)
69. Shares toys or possessions with other children. (Often)
85. Recovers quickly after a setback. (Often)
113. Seems to take setbacks in stride. (Often)

Functional Communication
3. Responds appropriately when asked a question. (Almost always)
22. Communicates clearly. (Often)
31. Is able to describe feelings accurately. (Often)
50. Has trouble getting information when needed. (Sometimes)
59. Is unclear when presenting ideas. (Sometimes)
78. Tracks down information when needed. (Often)
87. Has difficulty explaining rules of games to others. (Sometimes)
106. Is clear when telling about personal experiences. (Often)
115. Provides own telephone number when asked. (Often)
134. Provides home address when asked. (Often)

Leadership
2. Is creative. (Often)
30. Works well under pressure. (Sometimes)
58. Makes decisions easily. (Sometimes)
86. Is good at getting people to work together. (Sometimes)
89. Is usually chosen as a leader. (Sometimes)
117. Gives good suggestions for solving problems. (Often)

Social Skills
4. Says, “please” and “thank you.”. (Sometimes)
15. Encourages others to do their best. (Often)
32. Congratulates others when good things happen to them. (Sometimes)
43. Tries to bring out the best in other people. (Sometimes)
60. Compliments others. (Sometimes)
71. Offers help to other children. (Often)
88. Makes suggestions without offending others. (Sometimes)
116. Shows interest in others’ ideas. (Sometimes)
Study Skills
17. Analyzes the nature of a problem before starting to solve it. (Never)
45. Reads assigned chapters. (Never)
73. Has good study habits. (Never)
91. Is well organized. (Never)
101. Reads. (Sometimes)
119. Completes homework. (Never)
129. Asks to make up missed assignments. (Sometimes)

End of Report

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.
ITEM RESPONSES

1: 3 2: 3 3: 4 4: 2 5: 4 6: 2 7: 2 8: 2 9: 1 10: 4
11: 2 12: 2 13: 2 14: 2 15: 3 16: 1 17: 1 18: 3 19: 2 20: 3
31: 3 32: 2 33: 1 34: 1 35: 3 36: 2 37: 2 38: 4 39: 3 40: 1
41: 2 42: 2 43: 2 44: 1 45: 1 46: 3 47: 1 48: 2 49: 1 50: 2
51: 1 52: 2 53: 3 54: 4 55: 1 56: 2 57: 3 58: 2 59: 2 60: 2
71: 3 72: 1 73: 1 74: 3 75: 2 76: 3 77: 2 78: 3 79: 1 80: 2
81: 2 82: 1 83: 1 84: 2 85: 3 86: 2 87: 2 88: 2 89: 2 90: 1
91: 1 92: 2 93: 1 94: 3 95: 1 96: 1 97: 1 98: 2 99: 1 100: 4
111: 2 112: 2 113: 3 114: 1 115: 3 116: 2 117: 3 118: 2 119: 1 120: 2
121: 1 122: 4 123: 1 124: 2 125: 2 126: 2 127: 1 128: 1 129: 2 130: 1
131: 1 132: 3 133: 2 134: 3 135: 1 136: 2 137: 2 138: 1 139: 1