



Fourth Edition

# Behaviour Assessment System for Children

## A new generation of behavioural and emotional wellness assessment

The Behaviour Assessment System for Children™, Fourth Edition (BASC™4), is the most widely used set of tools for identifying and managing behavioural and emotional strengths and weaknesses while enabling children and adolescents to reach their full potential.

The BASC-4 is especially valuable because of its multi-informant, multi-method approach. The BASC-4 brings together data from different settings and perspectives to help teams identify meaningful behavioural and emotional patterns and make more informed, confident, and defensible decisions.

The BASC holds an exceptional track record for providing a complete picture of a child's behaviour by applying a triangulation method for gathering information. The BASC-4 uses a comprehensive set of rating scales, observations, and developmental information to evaluate children's and young adults' behaviour and self-perceptions.



### New in the BASC-4:

- Updated norms
- Updated content; items added/updated to reflect the most recent conceptualisations of behavioural and emotional wellness
- Child- and parent-friendly language
- New scales that enhance clinical decision-making
- Parent, teacher and self-report forms
- Enhanced interpretive reports
- Additional clinical group profiles (e.g., TBI, PTSD)
- Audio administration available in Q-global® in English

### BASC-4 benefits:

- Identify behaviour and emotional concerns as required by IDEA and for developing FBAs, BIPs, and IEPs
- Analyses the child's behaviour from three perspectives: self, teacher, and parent
- Strong base of theory and research that provides a thorough set of highly interpretable scales
- Differentiation between hyperactivity and attention problems
- Access to efficient and extensive reports using digital scoring and interpretation
  - Choice of end-to-end digital assessment via Q-global or with Review360
  - All digital administration, scoring, and archiving virtually eliminates errors
  - Removes the need for managing paper forms and reduces costs by only paying for digital forms that are returned

# Uses of the BASC-4

- ✓ **Clinical diagnosis**
- ✓ **Educational classification**
- ✓ **Manifestation determination**  
(determining the origin of the behaviour)
- ✓ **Assessment of individuals with limited vision or hearing**
- ✓ **Program evaluation**
- ✓ **Forensic evaluation**
- ✓ **Basic and applied research**  
(including cross-national comparisons due to availability of adaptations for several countries)

## Scores and Indexes

### TRS, PRS, and SRP Scales and Indexes

Because teachers and parents observe children in different settings, collecting data from both sources improves the usefulness and accuracy of the results. The BASC-4 TRS, PRS, and SRP assess key areas of behavioural and emotional status that are important for comprehensive and accurate assessment.

**Composite scale:** These scales are helpful in summarising areas of functioning and are formed by combining primary scale scores. Use the Behavioural Symptoms Index (BSI) and the Emotional Symptoms Index (ESI) during interpretation first to assess the overall level of problem behaviours.

**Primary scale:** The primary scales are designed to provide information across a variety of key behavioural and emotional dimensions that can be related to mental health problems and/or school-based problems and often inform approaches to interventions.

**Content scale:** The content scales are more specific or syndrome-oriented than the primary scales. They aid in interpreting the primary scales and serve to broaden content coverage, which supports diagnostic decision-making. The content scales also are critical in supporting differential diagnosis.

**Clinical indexes:** Clinical indexes represent empirically derived scales composed of items that were selected based on their ability to differentiate among children with and without a behavioural or emotional functioning diagnosis or classification.

**Emotional Disturbance Qualification (EDQ) scale:** The EDQ scales are aligned with the construct of an ED as represented in the IDEA (2004), incorporating a balance between theory and empiricism. Each EDQ scale is linked to specific IDEA criteria for establishing the presence of an ED and reflects the minimum criteria for determining eligibility for special-education or related services under this federal classification.

**Validity index:** Validity indexes provide insight into the responses obtained from a teacher, parent, or child/adolescent by detecting potential problems (e.g., dissimulation, inattentiveness, positive or negative response sets, misunderstanding of item content) that might undermine the interpretation of scale scores.



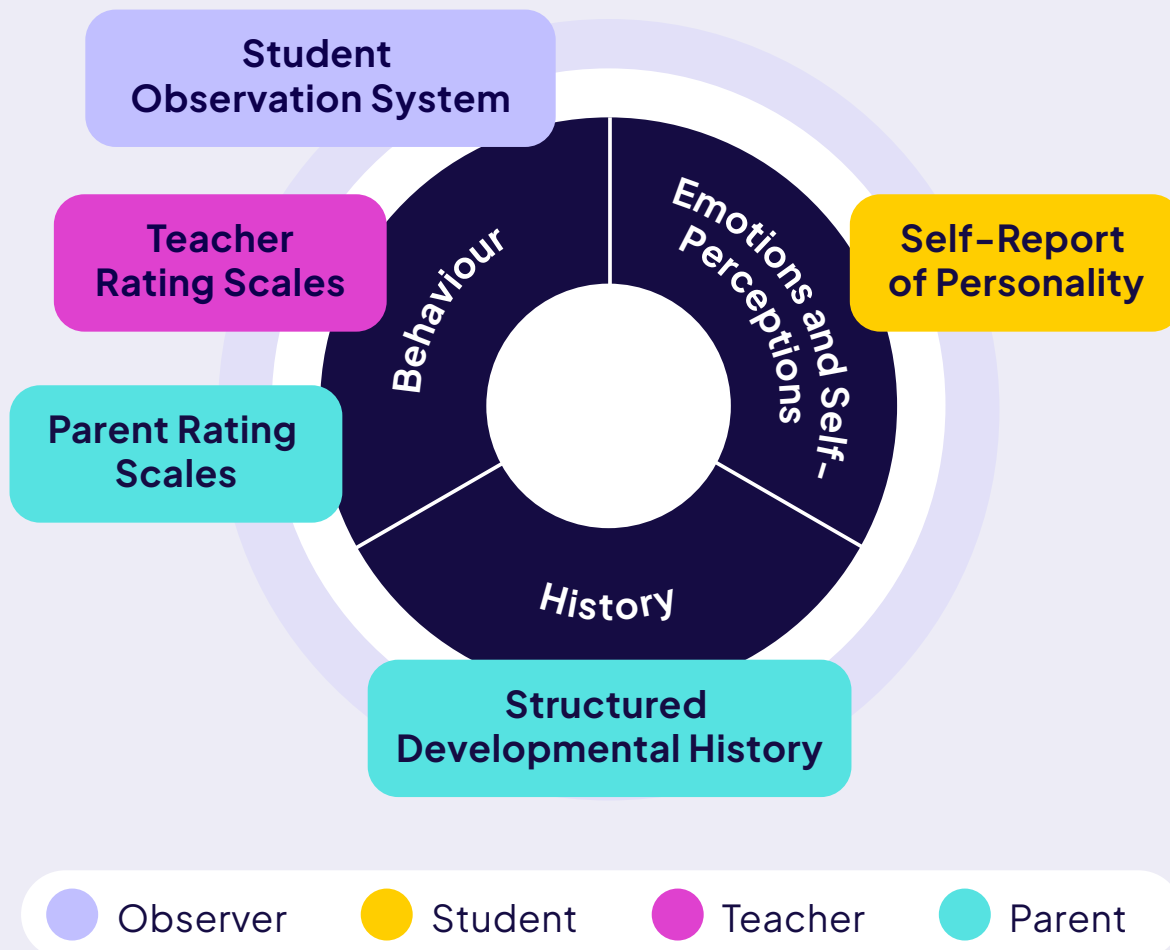
## BASC-4: An integrated and comprehensive system

The BASC-4 components are used by a variety of healthcare, educational, community services, and clinical professionals who work with children, adolescents, and young adults. The BASC-4 TRS, PRS, SRP, SDH, and SOS are designed to provide information important to support differential diagnosis and educational classification decision-making for a broad range of emotional and behavioural disorders and to aid in the design of treatment plans. BASC-4 provides comprehensive symptom information needed to make mental health diagnostic decisions with confidence and is developmentally appropriate for a broad age range spanning 2 through 25 years.

### Assessment, Diagnosis, and Progress Monitoring

| Form    | Age (years) | Language |
|---------|-------------|----------|
| TRS-P   | 2-5         | English  |
| TRS-C   | 6-11        | English  |
| TRS-A   | 12-18*      | English  |
| PRS-P   | 2-5         | English  |
| PRS-C   | 6-11        | English  |
| PRS-A   | 12-18*      | English  |
| SRP-I   | 6-7         | English  |
| SRP-C   | 8-11        | English  |
| SRP-A   | 12-18*      | English  |
| SRP-COL | 18-25       | English  |

\*19-21 if still attending high school



**Teacher Rating Scales:** The BASC-4 TRS, available in English, is a comprehensive measure of both adaptive and problem behaviours in a school setting. The TRS Forms are designed to be completed by teachers or others who fill a similar role (e.g., teacher assistants, preschool caregivers).

**Parent Rating Scales:** The BASC-4 PRS, available in English, is a comprehensive measure of a child's adaptive and problem behaviours in community and home settings.

**Self-Report of Personality:** The BASC-4 SRP, available in English, is a comprehensive measure adaptive and problem behaviours that provides unique information about self-perceptions of adjustment, peer and other relationships, and attitudes toward education, teachers, and parents/caregivers. The SRP Interview Edition (SRP-I) is available for use with children aged 6–7 years.

**Structured Developmental History:** The BASC-4 SDH, available in English, provides thorough documentation of social, psychological, developmental, educational, and medical information that informs diagnosis, educational classification, and treatment decisions in clinics, schools, and hospital settings. Available digitally and as a paper form, the SDH can be administered as either a structured interview with a parent/caregiver or as a questionnaire completed in a clinician's office, at school, or at home.

Many developmental milestones and medical or related problems in the family may have an impact on a child's current behaviour. Because it is comprehensive, the SDH is an asset to any evaluation of a child whether other BASC-4 components are used. Gathering a developmental history using a tool like the SDH provides information about the context of the child's behaviour that is additive to rating scale information.

### **Student Observation System:**

The BASC-4 SOS is a 15-minute observation procedure designed to help record and evaluate a student's behaviour in a classroom environment. The SOS uses the technique of momentary time sampling (i.e., systematic coding during 3-s intervals spaced 30 s apart over a 15-min period) to record a wide range of children's behaviours, including positive behaviours (e.g., teacher–student interaction) and negative behaviours (e.g., inappropriate movement, inattention). It also includes a 57-item observer rating scale that is completed after the time-sampling procedure to obtain in-depth information about student behaviours that may impede or promote learning and adjustment in the classroom.

### **Narrowband Scales for ADHD, ASD, and**

**Mood Disorders:** The BASC-4 Narrowband Scales for ADHD, ASD, and Mood Disorders consist of Teacher, Parent, and Student Forms that can be used when more detailed testing for diagnostic or classification decisions is warranted (e.g., when certain scale elevations are found on TRS, PRS, and/or SRP Forms). Separate forms are available for each of these areas: attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and mood disorders (e.g., depressive disorders). Each form contains relevant items that provide insight into the presence of behavioural and emotional criteria (symptoms) corresponding to the domain of the form. Information from these forms can be integrated with corresponding TRS, PRS, and SRP results to rule in or rule out specific behavioural, emotional, or developmental disorders. For help in differentiating ASD and ADHD and evaluating their comorbidities, the BASC-4 Narrowband Scales ASD Clinician Rating Form is also available for supporting enhanced diagnostic accuracy.



## Skill development, intervention, and treatment

### **Behaviour Intervention Guide:**

The BASC™-3 Behaviour Intervention Guide offers a collection of evidence-based interventions designed to help remediate emotional and behavioural problems experienced by children and adolescents from preschool through high school. The comprehensive how-to content is organised around common problem behaviours seen by teachers and parents and reported by children themselves. It is designed for use by psychologists and other professionals who help children and adolescents who are experiencing behavioural and emotional problems. The BASC-4 TRS, PRS, and SRP reports include recommendations for evidence-based interventions from the BASC-3 Behaviour Intervention Guide to improve behavioural skills and emotional functioning based on a child's scale scores and profiles.

### **Behavioural and Emotional Skill Building Guide:**

The Behavioural and Emotional Skill Building Guide contains activities and small group or classroom-based lessons that promote and help develop many core behavioural and emotional skills such as communicating, problem-solving, listening effectively, and relaxation strategies. This guide can be used by teachers, behaviour coaches, counsellors, social workers, or others who work in a school or similar settings. When used in conjunction with the Behavioural and Emotional Screening System (BESS), this guide can also be used by school administrators to enhance the skills of the student community and promote behaviours that lead to schoolwide success.





## Universal behavioural and emotional promotion, prevention, screening, and early intervention

### **Social Wellness Skills System Short Forms:**

The BASC™ SWSS is designed to enhance the social wellness of children and adolescents. The SWSS Teacher, Parent, and Student Short Forms can be used to identify developmental skills that are important to social wellness. Each form is brief (12, 17, and 15 items, respectively) and can be completed in only a few minutes. The Teacher and Parent Short Forms are used with children in Grades K–12, and the Student Short Forms are used with children in Grades 3–12. A single total score, the Social Wellness Indicator, is provided for each form and represents an overall level of social wellness proficiency. All forms are available on Pearson's Review360®, an online multitiered system of supports (MTSS) services platform to support large group assessment (class, school, school district, etc.) to inform curricular or administrative decision-making and can be completed digitally or using a paper form (with online item entry for scoring and reporting).

### **Social Wellness Skills System Student Skill Builder:**

The BASC™ SWSS Student Skill Builder consists of a series of exercises that students can use to develop and strengthen their social wellness skills. Designed for use with late elementary and middle school students (e.g., Grades 4–8), the Student Skill Builder exercises are available in English and cover 10 key social wellness skills (e.g., self-management, social awareness, relationship skills) with three student exercises for each skill. Individual or classroom-wide exercises can be completed digitally using the interactive PDF on Review360 or

using a traditional paper/pencil method.

Designed using the concept of a student-led journey along a path, each exercise defines the skill being taught and includes a set of steps that students can follow to engage in the skill. Each exercise also includes an activity for students to practice and/or demonstrate what they have learned, and a self-reflection step that helps to reinforce the newly learned information. Each exercise is designed to be completed by the student within 5–10 minutes.

### **Behavioural and Emotional Screening System:**

The BASC™4 BESS is a brief universal screening tool designed to identify behavioural and emotional strengths and weaknesses in children and adolescents in preschool through high school and college students. It includes Teacher, Parent, and Student Forms that are short (21–30 items) and easy to complete—usually within 5 minutes or less for the Teacher and Parent Forms and 5–15 minutes for the Student Form. Two levels of each Teacher and Parent Form are offered: Preschool (ages 3–5 years) and Child/Adolescent (ages 6–18 years). Two Student Form levels are also offered: Child/Adolescent (ages 8–18 years) and College (ages 18–25 years). All forms are available in English. For each level, the Behavioural and Emotional Risk Index (BERI) provides an overall indication of risk for having or developing a behavioural or emotional problem; additional scores are provided to help identify specific risks in behavioural and emotional problem areas.

## BASC-4 overview

BASC-4 Authors: Cecil R. Reynolds, PhD;  
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BASC-3 Intervention Materials Authors:  
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Age range: 2:0–21:11 (TRS and PRS); 6:0  
through college age (SRP)

Scores/interpretation: T scores and  
percentiles, for a general population and  
clinical populations Qualification level: B

Completion time: 10–20 minutes (TRS and  
PRS), 30 minutes (SRP)

Scoring options: Q-global web-based  
administration, scoring, and/or reporting



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