

# Multi-Rater Report

## Behavior Assessment System for Children, Second Edition

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### Child Information

ID: 123-45-6789  
Name: SAMPLE, TIMMY  
Sex: MALE  
Birth Date: 03/01/1996  
Child Age: 8:8  
Child Grade: 3  
School: SAMPLE SCHOOL  
Other Data:

### Test Information

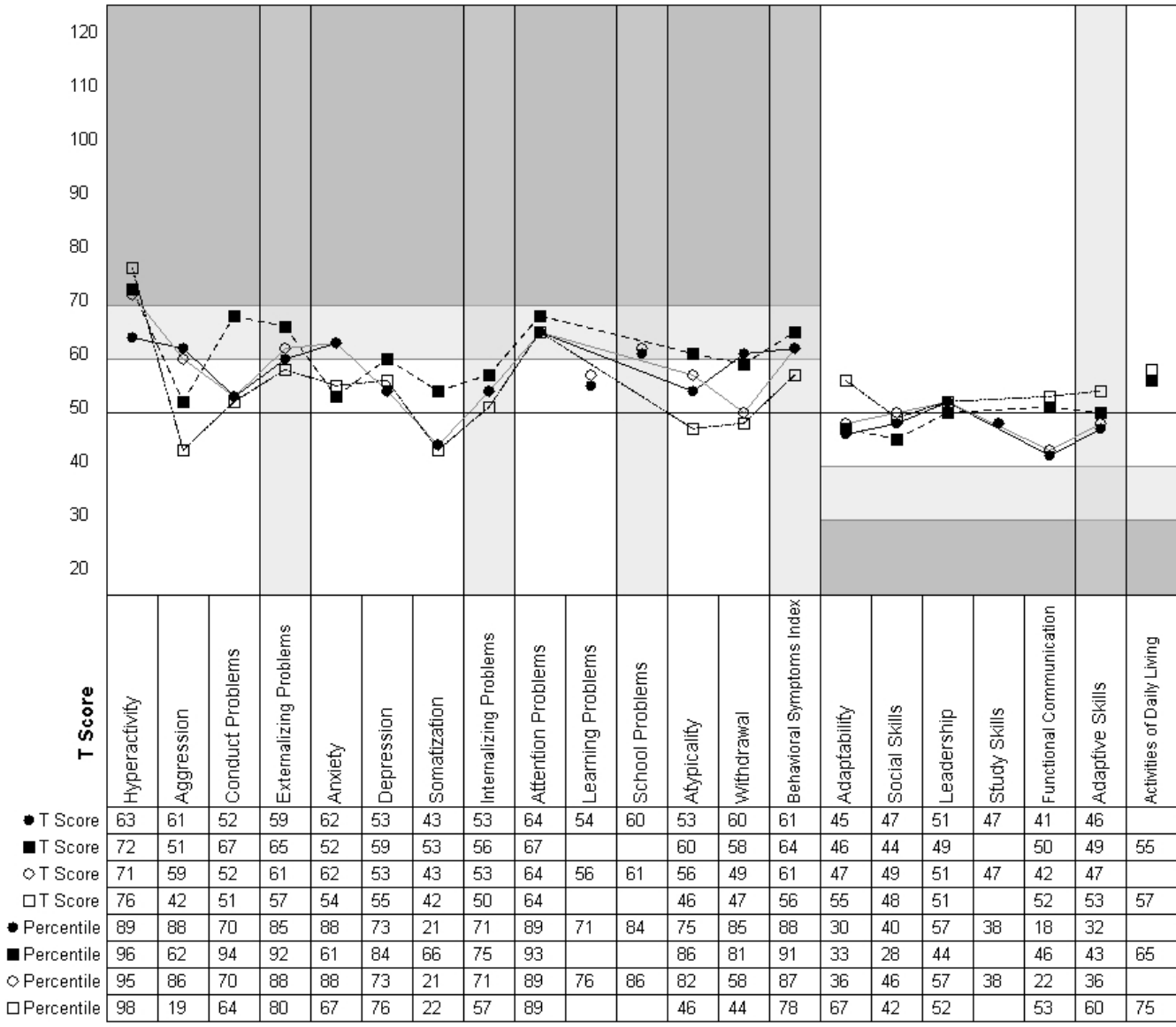
Test Date: 11/02/2004  
Form: TRS-C  
Rater: MRS MATH  
Test Date: 10/30/2004  
Form: PRS-C  
Rater: MR SAMPLE  
Test Date: 10/30/2004  
Form: TRS-C  
Rater: MRS READING  
Test Date: 10/25/2004  
Form: PRS-C  
Rater: MRS SAMPLE

Norm Group 1: General - 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.*

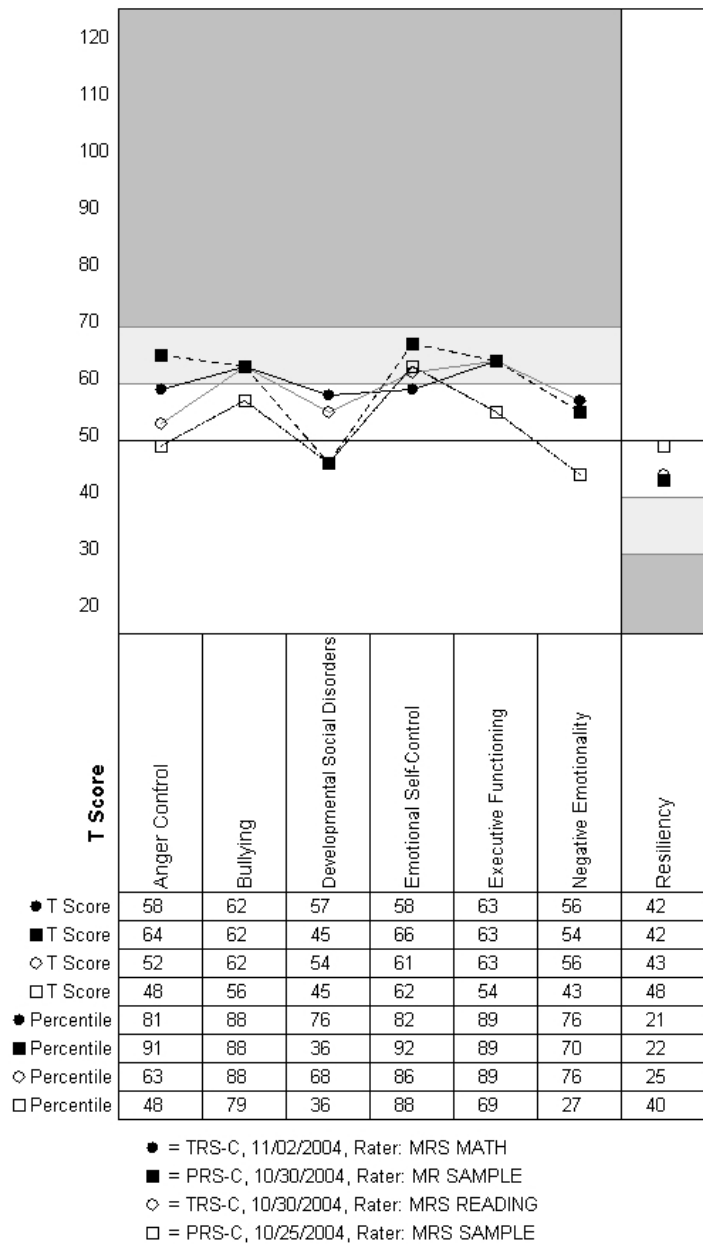
### Multi-Rater T-Score Profile



● = TRS-C, 11/02/2004, Rater: MRS MATH  
 ■ = PRS-C, 10/30/2004, Rater: MR SAMPLE  
 ◇ = TRS-C, 10/30/2004, Rater: MRS READING  
 □ = PRS-C, 10/25/2004, Rater: MRS SAMPLE

## Content Scales

The information provided below is based on content scales that have been theoretically and empirically developed. This information is considered to be secondary to the clinical, adaptive, and composite scale information provided previously. An elevated content scale score may warrant additional follow-up.



**Validity Index Summary**

	F	Response Pattern	Consistency
Rater 1 MRS MATH	Acceptable Raw Score: 0	Acceptable Raw Score: 90	Acceptable Raw Score: 9
Rater 2 MR SAMPLE	Acceptable Raw Score: 1	Acceptable Raw Score: 114	Acceptable Raw Score: 10
Rater 3 MRS READING	Acceptable Raw Score: 0	Acceptable Raw Score: 98	Acceptable Raw Score: 10
Rater 4 MRS SAMPLE	Acceptable Raw Score: 0	Acceptable Raw Score: 99	Acceptable Raw Score: 8

## Multi-Rater Report T-Score Summary: General - Combined Sex Norm Group

	Rater 1	Rater 2	Rater 3	Rater 4	Average Rating
	MRS MATH	MR SAMPLE	MRS READING	MRS SAMPLE	
<b>Composites</b>					
Externalizing Problems	59	65	61	57	61
Internalizing Problems	53	56	53	50	53
School Problems	60	--	61	--	61
Behavioral Symptoms Index	61	64	61	56	61
Adaptive Skills	46	49	47	53	49
<b>Scales</b>					
Hyperactivity	63	72	71	76	71
Aggression	61	51	59	42	53
Conduct Problems	52	67	52	51	56
Anxiety	62	52	62	54	58
Depression	53	59	53	55	55
Somatization	43	53	43	42	45
Attention Problems	64	67	64	64	65
Learning Problems	54	--	56	--	55
Atypicality	53	60	56	46	54
Withdrawal	60	58	49	47	54
Adaptability	45	46	47	55	48
Social Skills	47	44	49	48	47
Leadership	51	49	51	51	51
Study Skills	47	--	47	--	47
Functional Communication	41	50	42	52	46
Activities of Daily Living	--	55	--	57	56

Note. Comparisons are made between the scale score for each rater and the overall average of scale scores across raters. Differences statistically significant at  $p < .05$  are shown in shaded cells. Using this level, a total of 3 statistically significant differences are expected to occur by chance.

## Multi-Rater Report T-Score Summary (Content Scales): General - Combined Sex Norm

	Rater 1	Rater 2	Rater 3	Rater 4	Average Rating
	MRS MATH	MR SAMPLE	MRS READING	MRS SAMPLE	
<b>Content Scales</b>					
Anger Control	58	64	52	48	56
Bullying	62	62	62	56	61
Developmental Social Disorders	57	45	54	45	50
Emotional Self-Control	58	66	61	62	62
Executive Functioning	63	63	63	54	61
Negative Emotionality	56	54	56	43	52
Resiliency	42	42	43	48	44

Note. Comparisons are made between the scale score for each rater and the overall average of scale scores across raters. Differences statistically significant at  $p < .05$  are shown in shaded cells. Using this level, a total of 3 statistically significant differences are expected to occur by chance.

## Similarity Coefficient

The Coefficient of Profile Similarity is based on scale scores and indicates the pattern similarity of scores obtained on each rating scale for each set of raters being compared. Values close to 1.0 indicate a strong, positive relationship between the sets of raters' scores. Values approximating -1.0 suggest a strong, negative relationship between the score sets. Values near 0 show little similarity between the sets of scores.

Comparisons	Similarity Coefficient
Rater 1) MRS MATH with:	
Rater 2) MR SAMPLE	0.51
Rater 3) MRS READING	0.86
Rater 4) MRS SAMPLE	0.41
Rater 2) MR SAMPLE with:	
Rater 1) MRS MATH	0.51
Rater 3) MRS READING	0.55
Rater 4) MRS SAMPLE	0.48
Rater 3) MRS READING with:	
Rater 1) MRS MATH	0.86
Rater 2) MR SAMPLE	0.55
Rater 4) MRS SAMPLE	0.58
Rater 4) MRS SAMPLE with:	
Rater 1) MRS MATH	0.41
Rater 2) MR SAMPLE	0.48
Rater 3) MRS READING	0.58

## Similarity Coefficient (Content Scales)

The Coefficient of Profile Similarity is based on scale scores and indicates the pattern similarity of scores obtained on each rating scale for each set of raters being compared. Values close to 1.0 indicate a strong, positive relationship between the sets of raters' scores. Values approximating -1.0 suggest a strong, negative relationship between the score sets. Values near 0 show little similarity between the sets of scores.

Comparisons	Similarity Coefficient
Rater 1) MRS MATH with:	
Rater 2) MR SAMPLE	0.67
Rater 3) MRS READING	0.92
Rater 4) MRS SAMPLE	0.37
Rater 2) MR SAMPLE with:	
Rater 1) MRS MATH	0.67
Rater 3) MRS READING	0.67
Rater 4) MRS SAMPLE	0.40
Rater 3) MRS READING with:	
Rater 1) MRS MATH	0.92
Rater 2) MR SAMPLE	0.67
Rater 4) MRS SAMPLE	0.51
Rater 4) MRS SAMPLE with:	
Rater 1) MRS MATH	0.37
Rater 2) MR SAMPLE	0.40
Rater 3) MRS READING	0.51