



**BASC™-3 Flex Monitor** Cecil R. Reynolds, PhD and Randy W. Kamphaus, PhD

# The flexibility you need to make monitoring behaviour changes personal

Confidence that a treatment plan is working is just as important as an accurate diagnosis. The BASC-3 family of assessments now includes an effective, web-based solution to help you identify which interventions are truly making a difference.

## A name you can trust

Practitioners have relied on the BASC for quality assessment of behaviour and emotional disorders since 1992. Developed alongside the BASC-3, the Flex Monitor includes teacher, parent, and self-report forms that are available on Q-global®, a secure online system for administering, scoring, and reporting test results.

## Essential, not optional

Once a treatment plan has been implemented, clinicians, education professionals, and parents need to know if it's effective, and documentation is often required. Similarly, in schools where Response to Intervention (RTI) solutions are often implemented to monitor academic progress over time, frequent and reliable feedback is essential to understand if plans are working, or if it's time to try a different strategy.

## Features and benefits of the BASC-3 Flex Monitor

In schools, the Flex Monitor demonstrates the effects of school-wide programs, or those for interventions created especially to benefit an individual student.

In clinics, it demonstrates and documents behaviour improvement during the course of therapy, and provides a framework to discuss a patient's status with her or his family, or other care team members.

With customisable forms, the BASC-3 Flex Monitor is also well-suited for university or other institutional uses where specific research questions are being investigated.

## Monitoring made easy AND effective

Implementing formal monitoring of intervention plans can be difficult. It requires extra resources, and in some clinical settings, a system that's sustainable over a long period of time. The process must accommodate a range of stakeholders, with different levels of training and responsibility (including the parents and students themselves).

With the BASC-3 Flex Monitor, this process has become simpler and far more reliable.



Brief, targeted forms for monitoring changes in behavioral or emotional status.

**Age Range:** 2:0-18:11

**Publication Date:** 2016

**Qualification Level:** B

**Completion Time:** 5 minutes for each standard form; custom forms vary

**Scores/Interpretation:** Raw score, T score

**Scoring Options:** Q-global® web-based or manual scoring

**RTI Tiers:** 2 and 3



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## Flexible administration

Depending on your needs, any of the BASC-3 Flex Monitor forms can be administered using a smart phone, tablet, computer, or pencil and paper.

In Q-global, some standard forms for common scenarios are ready for you to use immediately:

Completed by	To monitor behaviors associated with
Parents or teachers	Attention-Deficit/Hyperactivity Disorder (ADHD) Internalising problems Disruptive behaviours Developmental social disorders
Students	Internalising problems School problems



## Customised forms for personalised scenarios

Over 700 items can be used to create forms that are tailored to specific monitoring situations. Items can be filtered by form type, child's age, or behaviour type (e.g., aggression, internalising problems, etc.). The items are:

- Professionally edited
- Vetted by clinicians for content and construct consistency
- Subjected to extensive item analyses, including statistical evaluation for gender and ethnic bias
- Equated at the item level for equivalent applications

## Comprehensive Reporting

Individual reports include comparisons of current scores to a baseline. Graphs provide a snapshot of how a student is performing over time, including a trend analysis of scores to help evaluate pre-intervention levels of functioning (when available), and student performance over time.

## Psychometrically Sound

The BASC-3 Flex Monitor allows clinicians to craft a carefully-targeted, standardised rating scale with known psychometric properties. This allows them to track changes in specific sets of behaviours, making longer broad-band scales less necessary. For each customised form, reliability coefficients and T-scores based on a nationally representative normative sample will be calculated to describe and document its psychometric quality. These scores can be used to evaluate change, as well as to show how an individual's ratings compare to same-aged peers so that extreme scores may also be better understood.

The result? An invaluable tool that provides the guidance busy professionals need, allowing them to stay focused on what matters most—the social and emotional health of each child.

For more information on the BASC-3 Flex Monitor, visit  
[Pearsonclinical.co.uk/BASC3](https://Pearsonclinical.co.uk/BASC3)

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