



Pearson



Meet students where they are and support their individual needs

Children's behavioural and emotional challenges can negatively affect their academic performance and social interactions. Finding the right tools to assess and treat them while monitoring their progress is critical to helping them maintain and establish positive relationships and success in school.



The Behaviour Assessment System for Children™, Third Edition (BASC™-3), is the most widely used test for identifying and managing behavioural and emotional strengths and weaknesses while enabling children and adolescents to reach their full potential.

Help children thrive in their school and home environments with effective behaviour assessment. 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. BASC-3 uses a comprehensive set of rating scales and forms to provide a complete picture of a child's or adolescent's behaviour and emotions.



Benefits

- Identify behaviour problems as required by IDEA, and for developing FBAs, BIPs, and IEPs.
- Strong base of theory and research gives a thorough set of highly interpretable scales.
- Differentiate between hyperactivity and attention problems.
- Access to efficient and extensive reports using computer scoring and interpretation. Choice of end-to-end digital assessment via Q-global®. Remove the need for finding and sending paper forms, while reducing costs by only paying for digital forms that are returned.



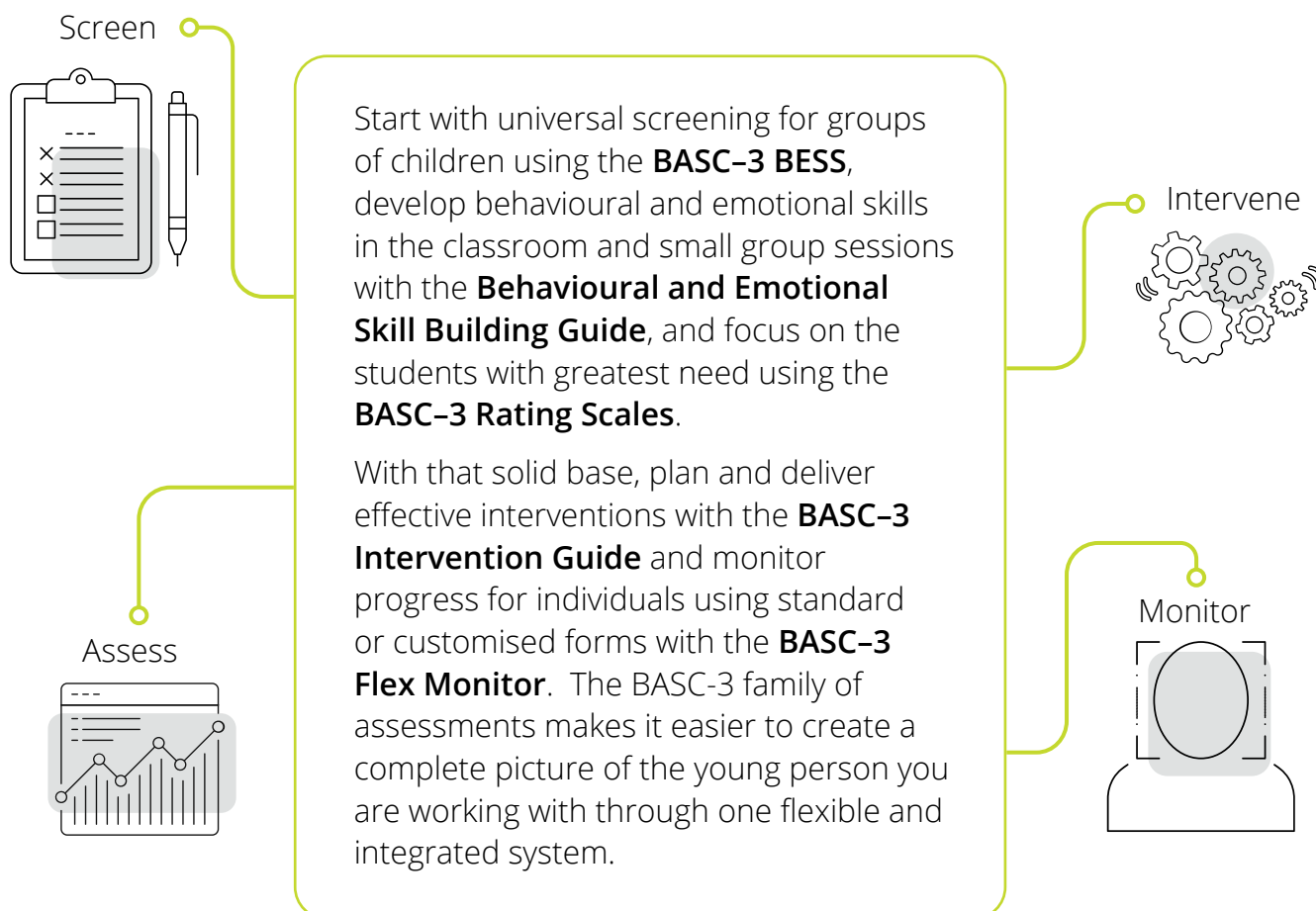
One child, multiple perspectives.

Analyse the child's behaviour from three perspectives — self, teacher and parent — using a comprehensive set of rating scales and forms to help you understand the behaviours and emotions of children and adolescents.



Working together to get the complete picture

The BASC-3 family of assessments covers your behavioural assessments from screening through diagnostic assessment to intervention and monitoring, all with a comprehensive set of assessments designed and normed to work seamlessly.



Behaviour Assessment System for Children – Third Edition

[\(BASC-3\)](#)

A comprehensive set of rating scales and forms, BASC-3 helps you understand the Behaviours and emotions of children and adolescents. Analyzes the child's Behaviour from three perspectives — teacher, parent, and self-report.



BASC-3 Behavioural and Emotional Screening System

[\(BASC-3 BESS\)](#)

The BASC-3 Behavioural and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioural and emotional strengths and weaknesses of children and adolescents in preschool through high school. Screens the child's Behaviour for potential follow-up from three perspectives — teacher, parent, and self-report.



[BASC-3 Flex Monitor](#)

BASC-3 Flex Monitor is a new, flexible way to monitor changes in Behaviour and emotional functioning. It enables psychologists and professionals in school or clinical environments to monitor and track effects of behavioural intervention plans.



BASC-3 Parenting Relationship Questionnaire

[\(BASC-3 PRQ\)](#)

The BASC-3 Parenting Relationship Questionnaire (BASC-3 PRQ) captures parental perspective on the parent-child relationship.

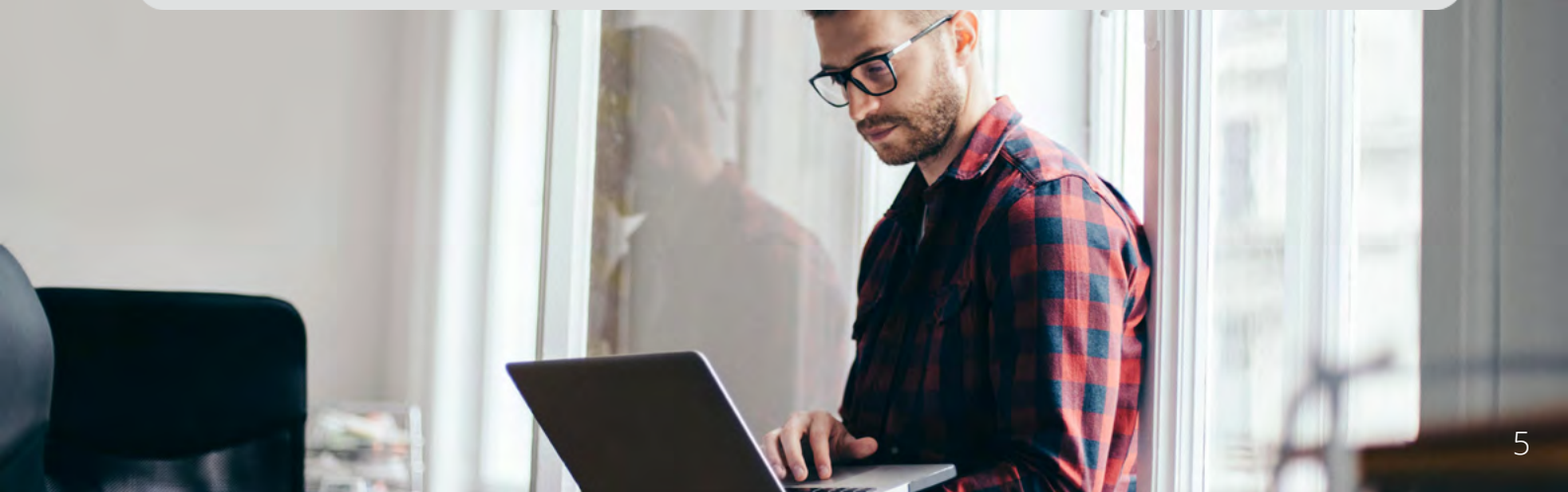


[BASC-3 Intervention Guide & Materials](#)

BASC-3 Intervention Guide & Materials provide school psychologists with extensive information and interventions for the most common behavioural and emotional issues.

Documentation Check sheets: Case managers, psychologists, counselors, Behaviour coaches, or teachers can keep track of strategy use to better assess student outcomes. We know from research and practical experience that the outcome of intervention is directly tied to the use of the intervention. This check sheet can document strategy use and develop professional skills in recognizing the relationship between strategy use and improved student outcomes.

Classroom Skill Builder: A complete model to take a school through Tier one and Tier two programming. Rationale, teacher commitment forms, processes and timelines, classroom lesson plans, and small group guides allow a school to implement a full program of prevention and intervention.



Emotional Disturbance Qualification Scales

In addition to five ED qualifying indicators, the new EDQs scales include a Social Maladjustment indicator. This indicator can be present along with the presence of EDs indicators, or it can be present without any indicator of Emotional Disturbance.

Students with Emotional Disturbance due to pervasive emotional, behavioural, and social issues often face a more difficult learning path than other students. Many BASC-3 customers have asked for a scale to aid in identifying students who qualify for added support so they can get the help they need to succeed.

EDQs Align with Constructs of ED

The BASC-3 Emotional Disturbance Qualification scales (EDQs) reflect new combinations of existing BASC-3 clinical and adaptive scales, grouped specifically to align with the constructs of Emotional Disturbance (ED), as defined by the Individuals with Disabilities Education Improvement Act (IDEA, 2004). The EDQs cover five out of the six IDEA criteria for ED, including:

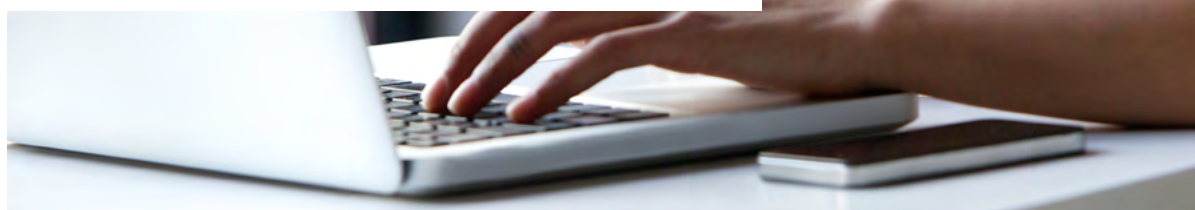
- Unsatisfactory Interpersonal Relationships
- Inappropriate Behaviour/Feelings
- Unhappiness or Depression
- Physical Symptoms or Fears
- Schizophrenia and Related Disorders of Thought

Administer and Score BASC-3 online

Q-global™ is a secure and affordable web-based administration, scoring and reporting platform that allows you to complete the BASC-3 with your examinee onscreen.

Using Q-global you can also send the BASC-3 questionnaire via a secure URL to have the examinee or caregiver complete on their own machine instead. Scores are automatically saved in the platform for you to access at any time. You can then generate reports from your data quickly and easily. Take a look at our [sample reports](#) to gain an idea of the output available.

Q-global also allows you to input results from paper-and pencil BASC-3 assessments too, allowing practitioners to still save time in producing accurate comprehensive reports. More information on digital pricing can be found on the BASC-3 product pages on our website, linked on pages 4 and 5 above.



Uses of the BASC-3 TRS, PRS, SRP, SDH, and SOS

The BASC-3 TRS, PRS, SRP, SDH, and SOS are designed to provide information important to differential diagnosis and educational classification of a variety of children's emotional and behavioural disorders, and they can aid in the design of treatment plans. They can be used in a variety of settings and applications.

Clinical diagnosis

The BASC-3 components aid in the clinical diagnosis of disorders that usually first appear in childhood or adolescence. Because each component can be used separately or in combination, they are easily used in residential settings, in clinics, or by private practitioners. The PRS and SDH can be completed by a parent while the child is being evaluated by the practitioner, which reduces the practitioner's time in the data collection process.

It is highly desirable that a diagnosis be linked clearly to intervention. The BASC-3 Behaviour Intervention Guide and corresponding Parent Tip Sheets are easily used with results from the TRS, PRS, and/or SRP. Q-global reports containing intervention strategy recommendations based on the TRS, PRS, and/or SRP results can be automatically generated.

Educational classification

Differential diagnosis is an important issue in school settings. This is partly because the complexity of many children's problems requires an array of interventions that must be tailored to the individual child's needs. Consequently, the BASC-3 components are designed to be sensitive to numerous presenting problems in the classroom, including deficiencies in social skills, study skills, or other adaptive skills.

Academic difficulties are frequently linked to behaviour problems. Syndromes such as ADHD and depression have known academic consequences, and learning disabilities and intellectual disabilities are often associated with adjustment problems such as low self-concept or anxiety. It is strongly suggested that every child experiencing academic difficulties receive a behavioural assessment. Additionally, research demonstrates that good behavioural assessment of constructs like those on the BASC-3 scales, paired with cognitive assessment, improves the prediction of both school performance and response to intervention.

The BASC-3 components are also useful for assessing severe emotional disturbance. The rating scales help distinguish between children with conduct disorders or social maladjustment on the one hand and those with severe emotional/behavioural disturbance on the other, as called for by IDEA. The BASC-3 components help assess all aspects of the federal definition of severe emotional disturbance. In addition, the BASC-3 components may be particularly useful in designing individual educational plans (IEPs). These components allow the selection of target Behaviours as well as clusters of Behaviours to delineate syndromes that are an important focus of the IEP.

The BASC–3 rating scales were also designed for use at the preschool level to help develop family service plans (FSPs) and/or IEPs for children ages 2 through 5. The SDH is well suited for identifying the service needs of families in such settings.

Manifestation determination

Manifestation determination refers to a process for determining the origin of behaviour. The procedure is commonly encountered in special education and in 504 proceedings related to disciplinary actions or conduct problems. Prior to the application of any adverse action against a student with a disability, a multidisciplinary team must determine that the behaviour in question was not a direct result of the student's disability. This method is based on the premise that students with a disability should not be punished for behaviour that is considered a manifestation of the disability. For example, suppose a child with schizophrenia is experiencing auditory hallucinations at school and tells a teacher that another child is threatening to commit a violent act. Because these auditory experiences were a manifestation of the child's disability, the student should not be punished for reporting them as actual threats.

Assessment of individuals with limitations of vision and hearing

The BASC–3 scales are used to evaluate the behavioural and emotional status of children and adolescents with sensory impairments. The interpretation of BASC–3 test scores for these individuals requires specialized training, expertise, and supervised experience in working with groups with sensory impairment. BASC–3 TRS, PRS, and SRP score profiles based on a small number of children identified with a hearing impairment are found in the BASC-3 Manual.

Program evaluation

Repeated use of the BASC–3 Flex Monitor, TRS, PRS, SRP, and SOS aid in identifying a child's progress in specific programs.

Forensic evaluation

The BASC–3 is appropriate for use in legal or forensic settings. Evidence of the psychometric properties of tests used in a forensic setting is crucial for determining the admissibility of expert testimony based on test results. The BASC–3 Manual provides reliability and validity data that would be considered by a judge in determining admissibility.

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Publication date: 2015

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, or Manual Scoring

Other languages: Spanish (Parent and Self-Report)

Telepractice: [Guidance on using this test via telepractice](#)

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* The terms “screening” and “assessment” are not interchangeable. Screening is a preliminary process for identifying, from all the children, those who may be at risk of future difficulty in school (e.g., extraordinary ability and talents or handicapping conditions). In both cases, the identified children must be assessed more carefully to evaluate whether they do indeed require adaptations of the regular instructional program or qualify for specialized educational placement.

