



Behavior Assessment System for Children, Third Edition

Behavior Assessment System for Children, Third Edition (BASC™-3)

BASC-3 Self-Report of Personality - Adolescent

Interpretive Summary Report

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Child Information		Test Information	
ID:		Test Date:	12/14/2024
Name:	Harrison Lucas	Rater Name:	Self
Gender:	Male		
Birth Date:	09/02/2011		
Age:	13:3	Administration	
		Language:	English
Grade:	6th		
School:			

Norm Group 1: General Combined

Norm Group 2: ADHD Combined

Norm Group 3: ADHD Gender-Specific

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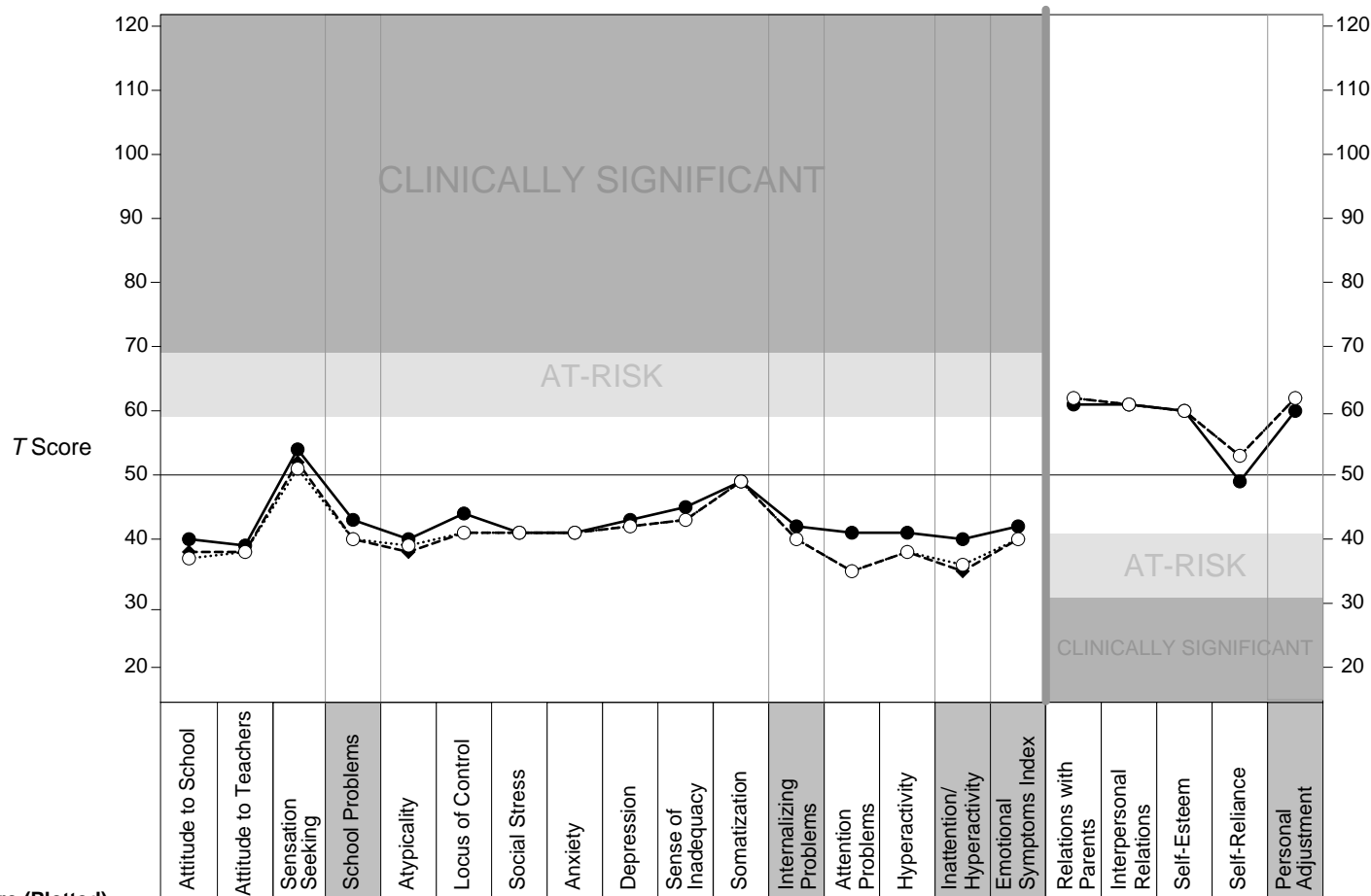
COMMENTS AND CONCERNS

No comments or concerns were provided.

VALIDITY INDEX SUMMARY

F Index	Response Pattern	Consistency	L Index	V Index
Acceptable Raw Score: 0	Acceptable Raw Score: 122	Acceptable Raw Score: 3	Acceptable Raw Score: 4	Acceptable Raw Score: 0

CLINICAL AND ADAPTIVE T-SCORE PROFILE



● General Combined	40	39	54	43	40	44	41	41	43	45	49	42	41	41	40	42	61	61	60	49	60
◆ ADHD Combined	38	38	52	40	38	41	41	41	42	43	49	40	35	38	35	40	62	61	60	53	62
○ ADHD Gender-Spec.	37	38	51	40	39	41	41	41	42	43	49	40	35	38	36	40	62	61	60	53	62

Percentile																					
General Combined	13	13	66	26	7	31	22	20	25	38	63	21	22	21	17	21	89	94	91	43	84
ADHD Combined	10	9	62	19	6	19	18	20	20	28	61	16	7	12	7	16	95	94	98	63	89
ADHD Gender-Spec.	10	10	58	16	7	20	22	20	24	28	65	16	8	14	8	15	93	95	97	63	90

CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

Composite Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
School Problems	133	43	26	37-49
Internalizing Problems	303	42	21	38-46
Inattention/Hyperactivity	82	40	17	34-46
Emotional Symptoms Index	261	42	21	38-46
Personal Adjustment	231	60	84	55-65

Composite Comparisons	Difference	Significance Level	Frequency of Difference
School Problems vs. Internalizing Problems	1	NS	
Internalizing Problems vs. Inattention/Hyperactivity	2	NS	
School Problems vs. Inattention/Hyperactivity	3	NS	

Mean T score of the ESI	44
Inverted Mean T score of the ESI	56

Scale Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval	Ipsative Comparison		
					Difference	Significance Level	Frequency of Difference
Attitude to School	2	40	13	32-48	-4	NS	
Attitude to Teachers	1	39	13	31-47	-5	NS	
Sensation Seeking	12	54	66	46-62	10	NS	
Atypicality	0	40	7	32-48	-4	NS	
Locus of Control	2	44	31	35-53	0	NS	
Social Stress	2	41	22	34-48	-3	NS	
Anxiety	5	41	20	34-48	-3	NS	
Depression	1	43	25	36-50	-1	NS	
Sense of Inadequacy	5	45	38	37-53	1	NS	
Somatization	2	49	63	38-60	5	NS	
Attention Problems	3	41	22	34-48	-3	NS	
Hyperactivity	3	41	21	33-49	-3	NS	
Relations with Parents	31	61	89	55-67	5	NS	
Interpersonal Relations	24	61	94	52-70	5	NS	
Self-Esteem	18	60	91	52-68	4	NS	
Self-Reliance	17	49	43	41-57	-7	NS	

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-3 Manual for additional information on SEMs and confidence intervals.

CLINICAL VALIDITY INDEX NARRATIVES

The *V* Index consists of nonsensical or extremely improbable items that typically are only marked by examinees due to carelessness, a failure to understand the questions, or a failure to cooperate with the assessment process.

Harrison obtained a *V* Index score that falls within the **Acceptable** range, providing some indication that he understood the items and responded to them in accordance with the instructions provided on the test form.

The Consistency Index identifies situations when the examinee has given inconsistent responses to items that are typically answered in a similar way, based on comparisons made to examinees from the general population. The Consistency Index was designed to identify ratings that might not be easily interpretable due to these response discrepancies.

Harrison's Consistency Index score falls within the **Acceptable** range, providing some support the child understood the rating form items and was attentive when providing responses to each item.

The BASC-3 *F* Index is a classically derived infrequency scale, designed to assess the possibility that a respondent depicted themselves in an inordinately negative fashion. The *F* Index consists of items that represent maladaptive behaviors to which the respondent answered "almost always" or "true" and adaptive behaviors to which the respondent answered "never" or "false." The *F* Index score based on Harrison's ratings falls within the **Acceptable** range and does not indicate the presence of any form of negative response distortion.

The SRP *L* Index is designed to detect a response set that may be characterized as one of social desirability or "faking good." In general, it is composed of items that represent behaviors that children engage in at least some of the time. Harrison's responses to the *L* Index items resulted in a score within the **Acceptable** range, indicating that he may not have attempted to present himself in a positive light.

VALIDITY INDEX ITEM LISTS

Validity Index ratings for *F* Index, Response Pattern Index, and Consistency Index are all Acceptable.

***F* Index**

The *F* Index rating is Acceptable.

Response Pattern Index

The Response Pattern Index rating is Acceptable.

Consistency Index

The Consistency Index rating is Acceptable.

***L* Index**

The *L* Index rating is Acceptable.

***V* Index**

The *V* Index rating is Acceptable.

CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Harrison's rating of himself using the BASC-3 Self-Report of Personality 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.

School Problems

The School Problems composite scale *T* score is 43, with a 95% confidence interval range of 37-49 and a percentile rank of 26.

Harrison's *T* score on Attitude to School is 40 and has a percentile rank of 13. Harrison enjoys school somewhat more than others of the same age.

Harrison's *T* score on Attitude to Teachers is 39 and has a percentile rank of 13. Harrison generally holds positive attitudes toward his teacher(s).

Harrison's *T* score on Sensation Seeking is 54 and has a percentile rank of 66. Harrison reports engaging in risky behaviors as often as others of the same age.

Internalizing Problems

The Internalizing Problems composite scale *T* score is 42, with a 95% confidence interval range of 38-46 and a percentile rank of 21.

Harrison's *T* score on Atypicality is 40 and has a percentile rank of 7. Harrison reports having unusual thoughts and perceptions somewhat less often than others of the same age.

Harrison's *T* score on Locus of Control is 44 and has a percentile rank of 31. Harrison reports having control over his life at a level that is typical for someone of the same age.

Harrison's *T* score on Social Stress is 41 and has a percentile rank of 22. Harrison reports typical levels of difficulty in establishing and maintaining relationships with others as compared to others of the same age.

Harrison's *T* score on Anxiety is 41 and has a percentile rank of 20. Harrison reports anxiety-based feelings no more often than others of the same age.

Harrison's *T* score on Depression is 43 and has a percentile rank of 25. Harrison reports depressed feelings no more often than others of the same age.

Harrison's *T* score on Sense of Inadequacy is 45 and has a percentile rank of 38. Harrison reports feelings of inadequacy no more often than others of the same age.

Harrison's *T* score on Somatization is 49 and has a percentile rank of 63. Harrison reports health-related problems to about the same degree as others of the same age.

Inattention/Hyperactivity

The Inattention/Hyperactivity composite scale *T* score is 40, with a 95% confidence interval range of 34-46 and a percentile rank of 17.

Harrison's *T* score on Attention Problems is 41 and has a percentile rank of 22. Harrison reports maintaining an attention level similar to that of others of the same age.

Harrison's *T* score on Hyperactivity is 41 and has a percentile rank of 21. Harrison reports maintaining a level of self-control that is similar to the levels displayed by others of the same age.

Emotional Symptoms Index

The Emotional Symptoms Index composite scale *T* score is 42, with a 95% confidence interval range of 38-46 and a percentile rank of 21.

Personal Adjustment

The Personal Adjustment composite scale *T* score is 60, with a 95% confidence interval range of 55-65 and a percentile rank of 84.

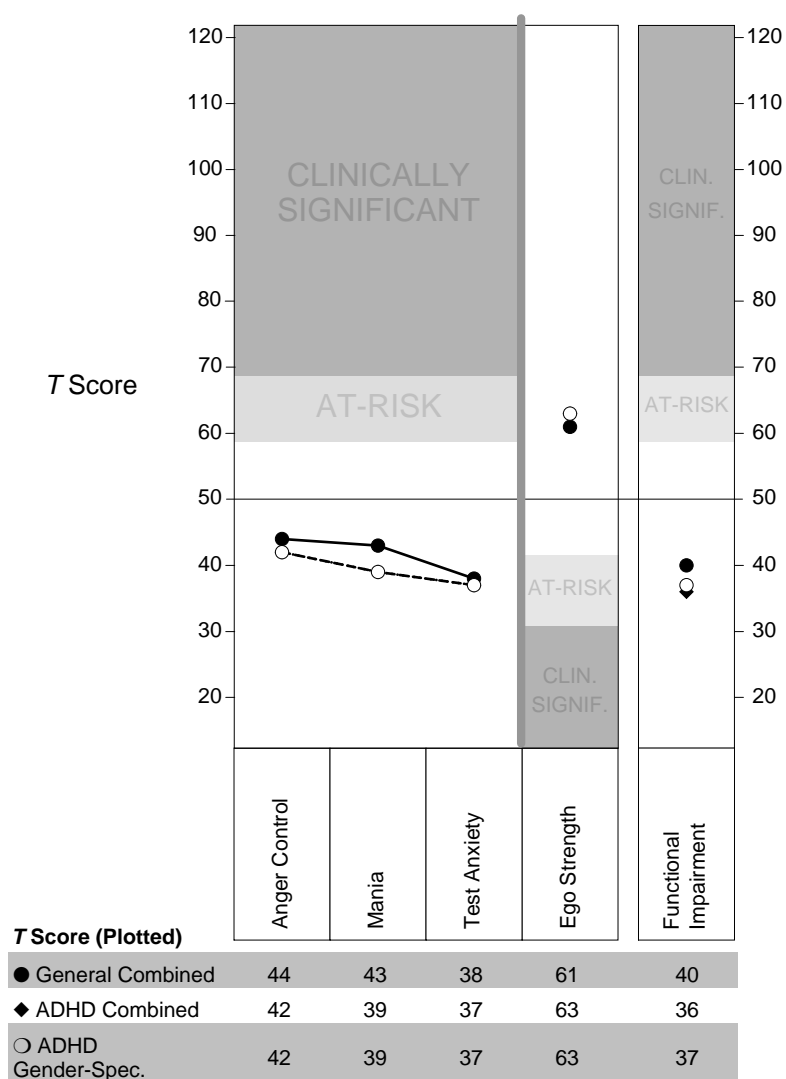
Harrison's *T* score on Relations With Parents is 61 and has a percentile rank of 89. Harrison reports having established a close relationship with his parents. This relationship is often characterized by mutual respect and positive interactions.

Harrison's *T* score on Interpersonal Relations is 61 and has a percentile rank of 94. Harrison reports being outgoing and well liked and is able to establish and maintain relationships fairly easily.

Harrison's *T* score on Self-Esteem is 60 and has a percentile rank of 91. Harrison reports a positive self-image, both in terms of personal and physical attributes.

Harrison's *T* score on Self-Reliance is 49 and has a percentile rank of 43. Harrison reports having about as much confidence as others of the same age in his ability to make decisions, solve problems, and/or be dependable.

CONTENT SCALE AND INDEX T-SCORE PROFILE



CONTENT SCALE SCORE TABLE: General Combined Norm Group

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
Test Anxiety	2	38	11	28-48
Anger Control	4	44	30	36-52
Mania	5	43	26	35-51
Ego Strength	25	61	94	52-70

Content Scale Narratives

Harrison's *T* score on Test Anxiety is 38 and has a percentile rank of 11. Harrison reports experiencing test-related anxiety slightly less often than others of the same age.

Harrison's *T* score on Anger Control is 44 and has a percentile rank of 30. Harrison reports responding to adversity in a manner that is typical of others of the same age.

Harrison's *T* score on Mania is 43 and has a percentile rank of 26. Harrison reports having extended periods of heightened arousal and difficulty relaxing no more often than others of the same age.

Harrison's *T* score on Ego Strength is 61 and has a percentile rank of 94. Harrison reports a strong self-identify and high level of emotional competence.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) SUMMARY

The EDQ scales were developed to reflect clinical and adaptive scale combinations that are grouped specifically to align with the constructs of emotional disturbance (ED) represented in the federal Individuals with Disabilities Education Improvement Act (IDEIA; 2004) disability definition¹. These constructs serve as the minimum criteria used to determine a student's eligibility for special education and related services under the classification of ED. Because of the breadth of assessment provided by the BASC-3, examiners are advised to consider other BASC-3 clinical, adaptive, and content scales, the history of the behaviors they measure, and the duration of any behavioral or emotional problems when making special education and related services eligibility recommendations.

Emotional Disturbance Qualification Composites (EDQCs)	Raw Score	T Score	Percentile Rank	95% Confidence Interval	Clinical Indicator
EDQC 1: Unsatisfactory Interpersonal Relationships	119	38	7	32-44	Acceptable
EDQC 2: Inappropriate Behavior/Feelings	333	39	11	36-42	Acceptable
EDQC 3: Unhappiness or Depression	128	41	18	35-47	Acceptable
EDQC 4: Physical Symptoms or Fears	169	40	16	34-46	Acceptable
EDQC 5 ² : Schizophrenia and Related Disorders of Thought	164	39	9	34-44	Acceptable

¹ The EDQs covers 5 of the 6 Emotional Disturbance criteria as defined by IDEIA (2004). The first criteria – "An inability to learn that cannot be explained by intellectual, sensory, or health factors" – is not covered by the BASC-3.

² Although elevated scores on the EDQC 5 should raise concerns of schizophrenia or another thought disorder as a possibility, it also correlates highly to autism spectrum disorder (ASD) and when elevated should prompt a more thorough evaluation to rule out ASD as the most likely diagnosis, especially if the actuarially derived Autism Index is also elevated.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) NARRATIVES

EDQC 1: Unsatisfactory Interpersonal Relationships

Harrison's T score on the Unsatisfactory Interpersonal Relationships Composite is 38 and has a percentile rank of 7. Harrison reports having satisfactory interpersonal relationships with others compared to same-age peers.

EDQC 2: Inappropriate Behavior/Feelings

Harrison's T score on the Inappropriate Behavior/Feelings Composite is 39 and has a percentile rank of 11. Harrison displays appropriate types of behaviors and feelings under normal circumstances that are comparable to same-age peers.

EDQC 3: Unhappiness or Depression

Harrison's *T* score on the Unhappiness or Depression Composite is 41 and has a percentile rank of 18. Harrison displays no signs of pervasive unhappiness or depressive mood when compared to same-age peers.

EDQC 4: Physical Symptoms or Fears

Harrison's *T* score on the Physical Symptoms or Fears Composite is 40 and has a percentile rank of 16. Harrison displays physical symptoms or fears associated with personal or school problems about as often as same-age peers.

EDQC 5: Schizophrenia and Related Disorders of Thought

Harrison's *T* score on the Schizophrenia and Related Disorders of Thought Composite is 39 and has a percentile rank of 9. Harrison displays developmentally appropriate thinking patterns, perceptions, and communication skills. Harrison shows no signs of schizophrenia or related disorders when compared to same-age peers.

CLINICAL INDEX SCORE TABLE: General Combined Norm Group

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
Functional Impairment Index	8	40	16	33-47

CLINICAL SUMMARY

Harrison did not endorse significant problems with hyperactivity, inattention, depression, anxiety, or somatization. This suggests the absence of clinical syndromes associated with these scales. However, it should be noted that there were significant elevations on one or more additional BASC-3 scales, suggesting other behavioral or emotional problems that may be of concern. Please refer to the appropriate Scale Narrative sections included in this report for information regarding the interpretation of any of these additional scale score elevations.

***DSM-5™* DIAGNOSTIC CRITERIA**

There are no scale elevations based on Harrison's self-ratings that directly correspond to the DSM-5 Diagnostic Criteria.

***DSM-5*TM DIAGNOSTIC CONSIDERATIONS**

There are no scale elevations based on Harrison's self-ratings that directly correspond to the DSM-5 Diagnostic Criteria.

CRITICAL ITEMS

Bolded items may be of particular interest.

- 23. I never seem to get anything right. (False)
- 46. I just don't care anymore. (False)
- 93. Other kids hate to be with me. (Never)
- 96. I feel sad. (Sometimes)**
- 107. I feel safe at school. (Almost always)
- 118. I hear voices in my head that no one else can hear. (Never)
- 124. I feel life isn't worth living. (Never)
- 158. I have trouble controlling my thoughts. (Never)
- 164. Someone wants to hurt me. (Never)
- 167. I feel like my life is getting worse and worse. (Never)
- 173. No one understands me. (Never)
- 184. I hate school. (Never)

ITEMS BY SCALE - CLINICAL SCALES

Attitude to School

- 5. I don't like thinking about school. (False)
- 20. I don't care about school. (False)
- 87. My school feels good to me. (Almost always)
- 101. School is boring. (Sometimes)
- 107. I feel safe at school. (Almost always)
- 150. I get bored in school. (Sometimes)
- 162. I feel like I want to quit school. (Never)
- 184. I hate school. (Never)

Attitude to Teachers

- 6. My teacher cares about me. (True)
- 22. My teacher understands me. (True)
- 64. My teacher trusts me. (Almost always)
- 92. My teacher is proud of me. (Often)
- 130. My teacher gets mad at me for no good reason. (Never)
- 152. I like my teacher. (Almost always)
- 159. Teachers look for the bad things that you do. (Never)
- 170. Teachers are unfair. (Never)
- 175. I get along with my teacher. (Almost always)

Sensation Seeking

- 31. I like to take chances. (True)
- 73. I like to ride in a car that is going fast. (Sometimes)
- 81. I like to take risks. (Often)
- 115. I do things for the thrill of it. (Sometimes)
- 127. I like it when my friends dare me to do something. (Sometimes)
- 155. I like to dare others to do things. (Never)
- 172. I find dangerous things exciting. (Often)
- 185. I like to be the first one to try new things. (Almost always)
- 188. I do things that my friends are afraid to do. (Never)

Atypicality

- 14. Sometimes, when alone, I hear my name. (False)
- 68. I feel like people are out to get me. (Never)
- 76. I hear things that others cannot hear. (Never)
- 91. Even when alone, I feel like someone is watching me. (Never)
- 118. I hear voices in my head that no one else can hear. (Never)
- 125. I see weird things. (Never)
- 142. People think I'm strange. (Never)
- 156. I do things over and over and can't stop. (Never)
- 158. I have trouble controlling my thoughts. (Never)
- 164. Someone wants to hurt me. (Never)

Locus of Control

- 12. What I want never seems to matter (False)
- 35. My parents have too much control over my life. (False)
- 41. My parents blame too many of their problems on me. (False)

- 48. Things go wrong for me, even when I try hard. (False)
- 102. I get blamed for things I can't help. (Never)
- 165. I am blamed for things I don't do. (Sometimes)
- 180. People get mad at me, even when I don't do anything wrong. (Sometimes)
- 182. My parents expect too much from me. (Never)

Social Stress

- 4. My friends have more fun than I do. (False)
- 24. Other children are happier than I am. (True)
- 80. People say bad things to me. (Never)
- 88. People act as if they don't hear me. (Never)
- 108. I am lonely. (Never)
- 116. Other people are against me. (Never)
- 123. I feel out of place around people. (Never)
- 136. Other people find things wrong with me. (Never)
- 144. I am left out of things. (Never)
- 151. I feel that others do not like the way I do things. (Never)
- 178. Other people seem to ignore me. (Never)

Anxiety

- 32. I worry a lot of the time. (False)
- 44. I often worry about something bad happening to me. (False)
- 58. I can never seem to relax. (False)
- 65. Little things bother me. (Sometimes)
- 75. I feel stressed. (Sometimes)
- 83. I feel guilty about things. (Never)
- 100. I get so nervous I can't breathe. (Never)
- 121. I worry but I don't know why. (Never)
- 138. I get nervous. (Sometimes)
- 146. I worry when I go to bed at night. (Never)
- 153. I feel anxious. (Never)
- 161. I get nervous when things do not go the right way for me. (Sometimes)
- 183. I worry about what is going to happen. (Sometimes)

Depression

- 25. Nothing ever goes right for me. (False)
- 40. I used to be happier. (False)
- 46. I just don't care anymore. (False)
- 50. I don't seem to do anything right. (False)
- 55. Nothing about me is right. (False)
- 70. I feel lonely. (Never)
- 96. I feel sad. (Sometimes)
- 124. I feel life isn't worth living. (Never)
- 134. I feel depressed. (Never)
- 167. I feel like my life is getting worse and worse. (Never)
- 173. No one understands me. (Never)
- 179. I feel like I have no friends. (Never)

Sense of Inadequacy

- 23. I never seem to get anything right. (False)
- 36. Doing my best is never good enough. (False)
- 45. I never quite reach my goal. (False)
- 53. Most things are harder for me than for others. (False)

- 57. I'd rather quit than fail (False)
- 60. I quit easily. (Never)
- 72. When I take tests, I can't think. (Never)
- 77. I am disappointed with my grades. (Sometimes)
- 126. I fail at things. (Often)
- 135. Even when I try hard, I fail. (Sometimes)
- 141. I want to do better, but I can't. (Never)
- 147. People tell me to try harder. (Sometimes)

Somatization

- 11. Often I feel sick in my stomach. (False)
- 18. It seems like I'm always sick. (False)
- 43. I get sick more than others. (False)
- 56. My stomach gets upset more than most people's. (False)
- 62. I am in pain. (Sometimes)
- 78. I have trouble breathing. (Never)
- 111. I feel dizzy. (Sometimes)

Attention Problems

- 9. People tell me I should pay more attention. (False)
- 19. I think that I have a short attention span. (False)
- 34. I have attention problems. (False)
- 90. I have trouble paying attention to the teacher. (Never)
- 95. I forget to do things. (Sometimes)
- 122. I have trouble paying attention to what I am doing. (Sometimes)
- 148. I am easily distracted. (Sometimes)
- 169. I have a hard time concentrating. (Never)

Hyperactivity

- 67. I have trouble standing still in lines. (Never)
- 86. People tell me to be still. (Never)
- 97. I have trouble sitting still. (Never)
- 105. People tell me to slow down. (Never)
- 117. I talk without waiting for others to say something. (Often)
- 140. I talk while other people are talking. (Never)
- 176. People tell me that I am too noisy. (Never)
- 181. I feel like I have to get up and move around. (Sometimes)

ITEMS BY SCALE - ADAPTIVE SCALES

Relations with Parents

- 1. I get along well with my parents. (True)
- 61. My parents listen to what I say. (Almost always)
- 66. My parents are proud of me. (Often)
- 89. I like going places with my parents. (Almost always)
- 103. My parents are easy to talk to. (Almost always)
- 109. My mother and father help me if I ask them to. (Almost always)
- 137. I like my parents. (Almost always)
- 145. My parents like to be with me. (Almost always)
- 157. I am proud of my parents. (Almost always)

177. My parents trust me. (Almost always)
187. My mother and father like my friends. (Almost always)

Interpersonal Relations

8. I have a hard time making friends. (False)
29. My classmates don't like me. (False)
52. Other children don't like to be with me. (False)
74. I feel that nobody likes me. (Never)
84. I feel uncomfortable around others. (Never)
93. Other kids hate to be with me. (Never)
128. I get along well with others. (Almost always)
163. I am liked by others. (Almost always)
189. People think I am fun to be with. (Almost always)

Self-Esteem

3. I like who I am. (True)
26. I wish I were different. (False)
37. I feel good about myself. (True)
99. I'm happy with who I am. (Almost always)
110. My looks bother me. (Never)
131. I like the way I look. (Almost always)
168. I have confidence in myself. (Almost always)

Self-Reliance

10. If I have a problem, I can usually work it out. (True)
63. I am dependable. (Often)
71. I can solve difficult problems by myself. (Often)
85. I am good at making decisions. (Often)
112. My friends come to me for help. (Sometimes)
120. I am reliable. (Often)
129. Others ask me to help them. (Sometimes)
133. I try to do things myself before asking for help. (Almost always)
171. I am someone you can rely on. (Often)

ITEMS BY SCALE - CONTENT SCALES

Anger Control

68. I feel like people are out to get me. (Never)
69. I get angry easily. (Never)
75. I feel stressed. (Sometimes)
79. When I get angry, I want to break something. (Sometimes)
116. Other people are against me. (Never)
139. I threaten to hurt others when I get angry. (Never)
165. I am blamed for things I don't do. (Sometimes)
166. I yell when I get angry. (Never)
174. When I get angry, I want to hurt someone. (Never)
180. People get mad at me, even when I don't do anything wrong. (Sometimes)

Ego Strength

- 3. I like who I am. (True)
- 27. I accept myself for who I am. (True)
- 99. I'm happy with who I am. (Almost always)
- 128. I get along well with others. (Almost always)
- 154. I'm a good person. (Almost always)
- 163. I am liked by others. (Almost always)
- 167. I feel like my life is getting worse and worse. (Never)
- 168. I have confidence in myself. (Almost always)
- 177. My parents trust me. (Almost always)

Mania

- 82. I have a hard time slowing down. (Sometimes)
- 94. I can't seem to turn off my mind. (Sometimes)
- 97. I have trouble sitting still. (Never)
- 114. My thoughts keep me awake at night. (Never)
- 132. When I start talking, it is hard for me to stop. (Never)
- 149. Ideas just race through my mind. (Often)
- 156. I do things over and over and can't stop. (Never)
- 158. I have trouble controlling my thoughts. (Never)
- 160. I stay awake for 24 hours without getting tired. (Never)
- 181. I feel like I have to get up and move around. (Sometimes)

Test Anxiety

- 16. I worry about tests more than my classmates do. (False)
- 28. I hate taking tests. (False)
- 39. No matter how much I study for a test, I am afraid I will fail. (False)
- 72. When I take tests, I can't think. (Never)
- 77. I am disappointed with my grades. (Sometimes)
- 104. Tests make me nervous. (Sometimes)
- 119. I have trouble sleeping the night before a big test (Never)
- 143. I get upset when I have to take a test. (Never)

ITEMS BY SCALE - CLINICAL INDEXES

Functional Impairment

- 9. People tell me I should pay more attention. (False)
- 11. Often I feel sick in my stomach. (False)
- 32. I worry a lot of the time. (False)
- 34. I have attention problems. (False)
- 40. I used to be happier. (False)
- 46. I just don't care anymore. (False)
- 52. Other children don't like to be with me. (False)
- 56. My stomach gets upset more than most people's. (False)
- 60. I quit easily. (Never)
- 63. I am dependable. (Often)
- 72. When I take tests, I can't think. (Never)
- 74. I feel that nobody likes me. (Never)
- 77. I am disappointed with my grades. (Sometimes)
- 90. I have trouble paying attention to the teacher. (Never)
- 96. I feel sad. (Sometimes)

- 97. I have trouble sitting still. (Never)
- 100. I get so nervous I can't breathe. (Never)
- 108. I am lonely. (Never)
- 118. I hear voices in my head that no one else can hear. (Never)
- 119. I have trouble sleeping the night before a big test (Never)
- 122. I have trouble paying attention to what I am doing. (Sometimes)
- 126. I fail at things. (Often)
- 132. When I start talking, it is hard for me to stop. (Never)
- 138. I get nervous. (Sometimes)
- 140. I talk while other people are talking. (Never)
- 156. I do things over and over and can't stop. (Never)
- 162. I feel like I want to quit school. (Never)
- 171. I am someone you can rely on. (Often)

The Behavior Assessment System for Children, Third Edition (BASC-3) 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.

End of Report

ITEM RESPONSES

1: 1	2: 2	3: 1	4: 2	5: 2	6: 1	7: 2	8: 2	9: 2	10: 1
11: 2	12: 2	13: 2	14: 2	15: 2	16: 2	17: 1	18: 2	19: 2	20: 2
21: 2	22: 1	23: 2	24: 1	25: 2	26: 2	27: 1	28: 2	29: 2	30: 2
31: 1	32: 2	33: 2	34: 2	35: 2	36: 2	37: 1	38: 2	39: 2	40: 2
41: 2	42: 2	43: 2	44: 2	45: 2	46: 2	47: 2	48: 2	49: 2	50: 2
51: 2	52: 2	53: 2	54: 1	55: 2	56: 2	57: 2	58: 2	59: 2	60: 1
61: 4	62: 2	63: 3	64: 4	65: 2	66: 3	67: 1	68: 1	69: 1	70: 1
71: 3	72: 1	73: 2	74: 1	75: 2	76: 1	77: 2	78: 1	79: 2	80: 1
81: 3	82: 2	83: 1	84: 1	85: 3	86: 1	87: 4	88: 1	89: 4	90: 1
91: 1	92: 3	93: 1	94: 2	95: 2	96: 2	97: 1	98: 1	99: 4	100: 1
101: 2	102: 1	103: 4	104: 2	105: 1	106: 1	107: 4	108: 1	109: 4	110: 1
111: 2	112: 2	113: 4	114: 1	115: 2	116: 1	117: 3	118: 1	119: 1	120: 3
121: 1	122: 2	123: 1	124: 1	125: 1	126: 3	127: 2	128: 4	129: 2	130: 1
131: 4	132: 1	133: 4	134: 1	135: 2	136: 1	137: 4	138: 2	139: 1	140: 1
141: 1	142: 1	143: 1	144: 1	145: 4	146: 1	147: 2	148: 2	149: 3	150: 2
151: 1	152: 4	153: 1	154: 4	155: 1	156: 1	157: 4	158: 1	159: 1	160: 1
161: 2	162: 1	163: 4	164: 1	165: 2	166: 1	167: 1	168: 4	169: 1	170: 1
171: 3	172: 3	173: 1	174: 1	175: 4	176: 1	177: 4	178: 1	179: 1	180: 2
181: 2	182: 1	183: 2	184: 1	185: 4	186: 1	187: 4	188: 1	189: 4	