



Behavior Assessment System for Children, Third Edition

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

BASC-3 Self-Report of Personality - Child

Interpretive Summary Report

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Child Information		Test Information	
ID:		Test Date:	11/04/2021
Name:	Stella Whitaker	Rater Name:	Self
Gender:	Female		
Birth Date:	03/26/2013		
Age:	8:7	Administration	
		Language:	English
Grade:			
School:			

Norm Group 1: General Combined

Norm Group 2: General Gender-Specific

Norm Group 3: Clinical Gender-Specific

Norm Group 4: ADHD Combined

Norm Group 5: ADHD Gender-Specific



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[1.15 / RE1 / QG1]

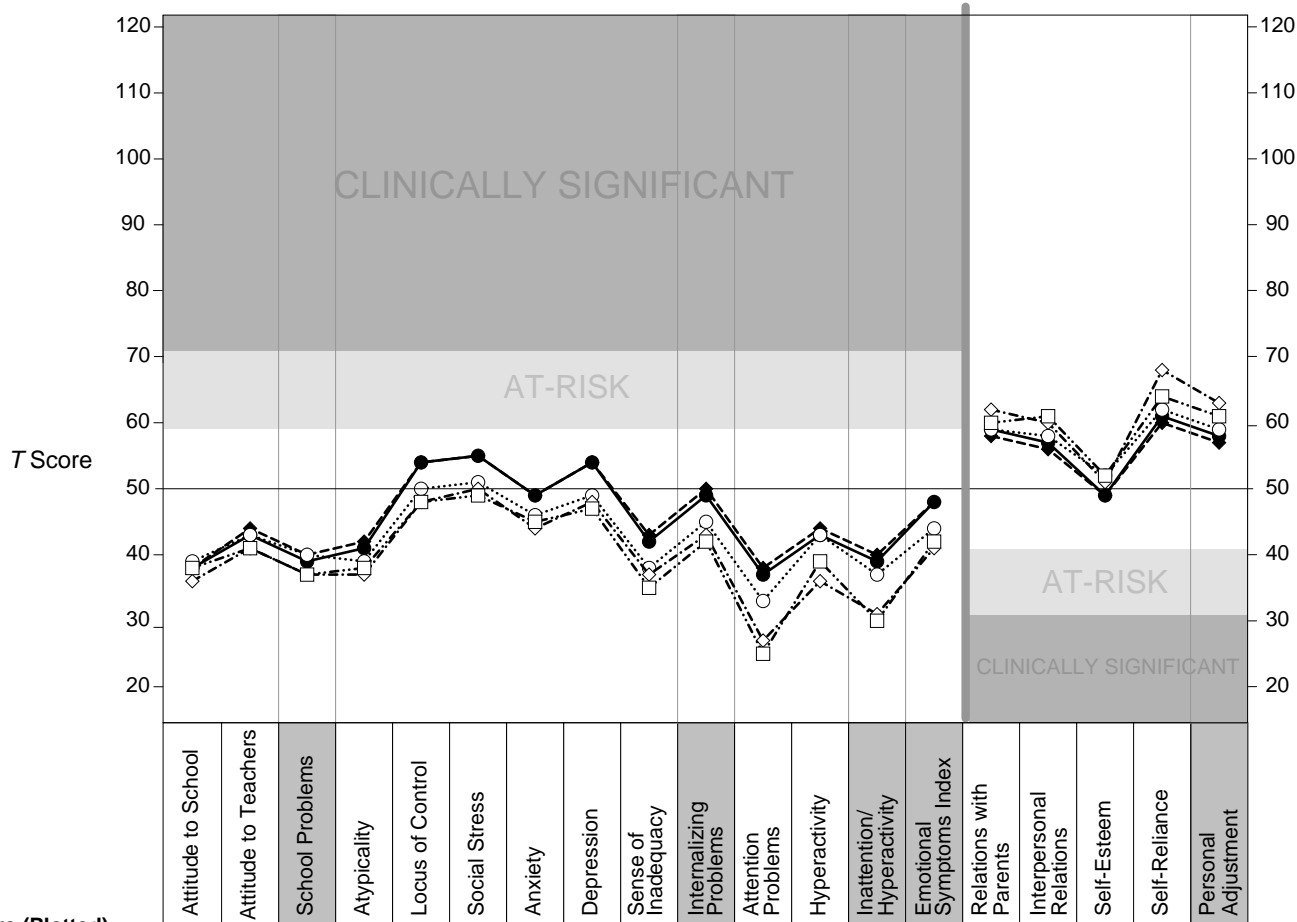
COMMENTS AND CONCERNS

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: 97	Acceptable Raw Score: 8	Caution Raw Score: 11	Acceptable Raw Score: 0

CLINICAL AND ADAPTIVE T-SCORE PROFILE



T Score (Plotted)

● General Combined	38	43	39	41	54	55	49	54	42	49	37	43	39	48	59	57	49	61	58
◆ Gen. Gender-Spec.	38	44	40	42	54	55	49	54	43	50	38	44	40	48	58	56	49	60	57
○ Clin. Gender-Spec.	39	43	40	39	50	51	46	49	38	45	33	43	37	44	59	58	52	62	59
◇ ADHD Combined	36	41	37	37	48	50	44	48	37	43	27	36	31	41	62	60	51	68	63
□ ADHD Gender-Spec.	38	41	37	38	48	49	45	47	35	42	25	39	30	42	60	61	52	64	61

Percentile

General Combined	7	28	12	15	71	72	50	75	18	53	7	26	13	48	82	73	33	87	77
Gen. Gender-Spec.	6	36	12	21	73	74	51	75	25	58	9	31	17	53	77	72	31	86	75
Clin. Gender-Spec.	6	30	9	12	58	62	40	56	11	36	3	32	10	32	78	77	45	89	81
ADHD Combined	2	19	4	8	50	55	31	53	7	27	1	7	1	20	91	84	45	97	92
ADHD Gender-Spec.	4	19	1	10	49	57	39	52	8	26	1	17	1	22	79	89	48	93	88

CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

Composite Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
School Problems	81	39	12	32-46
Internalizing Problems	295	49	53	45-53
Inattention/Hyperactivity	80	39	13	32-46
Emotional Symptoms Index	290	48	48	44-52
Personal Adjustment	226	58	77	53-63

Composite Comparisons	Difference	Significance Level	Frequency of Difference
School Problems vs. Internalizing Problems	-10	0.05	25% or less
Internalizing Problems vs. Inattention/Hyperactivity	10	0.05	25% or less
School Problems vs. Inattention/Hyperactivity	0	NS	

Mean T score of the ESI	48
Inverted Mean T score of the ESI	52

Scale Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval	Ipsative Comparison		
					Difference	Significance Level	Frequency of Difference
Attitude to School	0	38	7	30-46	-10	NS	
Attitude to Teachers	1	43	28	35-51	-5	NS	
Atypicality	1	41	15	34-48	-7	NS	
Locus of Control	6	54	71	44-64	6	NS	
Social Stress	8	55	72	47-63	7	NS	
Anxiety	9	49	50	41-57	1	NS	
Depression	6	54	75	46-62	6	NS	
Sense of Inadequacy	3	42	18	32-52	-6	NS	
Attention Problems	1	37	7	28-46	-11	NS	
Hyperactivity	4	43	26	35-51	-5	NS	
Relations with Parents	29	59	82	52-66	7	NS	
Interpersonal Relations	20	57	73	48-66	5	NS	
Self-Esteem	15	49	33	40-58	-3	NS	
Self-Reliance	18	61	87	51-71	9	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.

Stella obtained a *V* Index score that falls within the **Acceptable** range, providing some indication that she 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.

Stella's Consistency Index score falls within the **Acceptable** range, providing some support that 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 himself 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 Stella'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. An elevated *L* Index score can indicate a strong tendency toward the denial of everyday common problems in an effort to present oneself in an overly positive light. As with other validity indexes, multiple reasons may exist for elevations on the *L* Index. In some cases, an elevated score may reflect defensiveness or a lack of cooperation, while in other cases it may reflect a high degree of psychological naïveté and below average insight into one's own behavior, thoughts, and emotions. An elevated *L* Index score may also indicate an idyllic view of the self and an inability to recognize the existence of one's emotional or behavioral difficulties. Some examinees choose to mark responses that correspond to the image they wish others have of them, as opposed to indicating their real state. However, it is important to note that this can even occur in the absence of an elevation on the *L* Index and might be suspected when a normal SRP profile emerges in conflict with other known information regarding the examinee's behavior and feelings.

When interpreting an elevated *L* Index score, it is important to consider the examinee's history, the context of the evaluation, and the reasons for the referral. At a minimum, a brief interview with the examinee can be helpful for determining why such responses were given. Stella's responses to the *L* Index items resulted in a score within the **Caution** range. This may indicate a positive overall presentation of Stella's thoughts, feelings, and behavior, coupled with at least some denial of everyday common emotional or behavioral difficulties ordinarily experienced by most individuals of the same age. Caution may be warranted when interpreting the BASC-3 scale scores.

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**

- 2. I like everyone I meet. (True)
- 6. I never get into trouble (True)
- 15. I tell the truth every single time. (True)
- 19. I always go to bed on time. (True)
- 22. My parents are always right. (True)
- 24. I tell my parents everything. (True)
- 39. I have some bad habits (False)
- 100. I get mad at others. (Never)

***V* Index**

The *V* Index rating is Acceptable.

CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Stella's rating of herself 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 39, with a 95% confidence interval range of 32-46 and a percentile rank of 12.

Stella's *T* score on Attitude to School is 38 and has a percentile rank of 7. Stella enjoys school somewhat more than others of the same age.

Stella's *T* score on Attitude to Teachers is 43 and has a percentile rank of 28. Stella holds attitudes toward teachers that are similar to attitudes held by others of the same age.

Internalizing Problems

The Internalizing Problems composite scale *T* score is 49, with a 95% confidence interval range of 45-53 and a percentile rank of 53.

Stella's *T* score on Atypicality is 41 and has a percentile rank of 15. Stella reports having unusual thoughts and perceptions no more than others of the same age.

Stella's *T* score on Locus of Control is 54 and has a percentile rank of 71. Stella reports having control over her life at a level that is typical for someone of the same age.

Stella's *T* score on Social Stress is 55 and has a percentile rank of 72. Stella reports typical levels of difficulty in establishing and maintaining relationships with others as compared to others of the same age.

Stella's *T* score on Anxiety is 49 and has a percentile rank of 50. Stella reports anxiety-based feelings no more often than others of the same age.

Stella's *T* score on Depression is 54 and has a percentile rank of 75. Stella reports depressed feelings no more often than others of the same age.

Stella's *T* score on Sense of Inadequacy is 42 and has a percentile rank of 18. Stella reports feelings of inadequacy no more often than others of the same age.

Inattention/Hyperactivity

The Inattention/Hyperactivity composite scale *T* score is 39, with a 95% confidence interval range of 32-46 and a percentile rank of 13.

Stella's *T* score on Attention Problems is 37 and has a percentile rank of 7. Stella reports maintaining an attention level similar to or better than that of others of the same age.

Stella's *T* score on Hyperactivity is 43 and has a percentile rank of 26. Stella 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 48, with a 95% confidence interval range of 44-52 and a percentile rank of 48.

Personal Adjustment

The Personal Adjustment composite scale *T* score is 58, with a 95% confidence interval range of 53-63 and a percentile rank of 77.

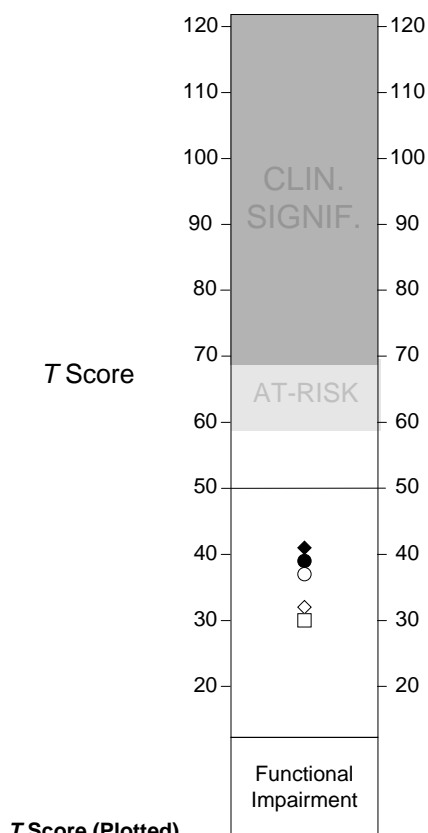
Stella's *T* score on Relations With Parents is 59 and has a percentile rank of 82. Stella reports having established a relationship with her parents that is typical of others of the same age.

Stella's *T* score on Interpersonal Relations is 57 and has a percentile rank of 73. Stella reports being as outgoing and well liked as others of the same age.

Stella's *T* score on Self-Esteem is 49 and has a percentile rank of 33. Stella reports a self-image that is similar to others of the same age.

Stella's *T* score on Self-Reliance is 61 and has a percentile rank of 87. Stella reports being confident in her ability to make decisions, solve problems, and/or be dependable.

CONTENT SCALE AND INDEX T-SCORE PROFILE



T Score (Plotted)

● General Combined	39
◆ Gen. Gender-Spec.	41
○ Clin. Gender-Spec.	37
◇ ADHD Combined	32
□ ADHD Gender-Spec.	30

Percentile

General Combined	12
Gen. Gender-Spec.	16
Clin. Gender-Spec.	8
ADHD Combined	2
ADHD Gender-Spec.	1

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	141	46	44	40-52	Acceptable
EDQC 2: Inappropriate Behavior/Feelings	330	46	40	42-50	Acceptable
EDQC 3: Unhappiness or Depression	147	49	55	43-55	Acceptable
EDQC 4: Physical Symptoms or Fears	104	52	64	46-58	Acceptable
EDQC 5: Schizophrenia and Related Disorders of Thought	175	42	22	36-48	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

Stella's T score on the Unsatisfactory Interpersonal Relationships Composite is 46 and has a percentile rank of 44. Stella reports having satisfactory interpersonal relationships with others compared to same-age peers.

EDQC 2: Inappropriate Behavior/Feelings

Stella's T score on the Inappropriate Behavior/Feelings Composite is 46 and has a percentile rank of 40. Stella displays appropriate types of behaviors and feelings under normal circumstances that are comparable to same-age peers.

EDQC 3: Unhappiness or Depression

Stella's *T* score on the Unhappiness or Depression Composite is 49 and has a percentile rank of 55. Stella displays no signs of pervasive unhappiness or depressive mood when compared to same-age peers.

EDQC 4: Physical Symptoms or Fears

Stella's *T* score on the Physical Symptoms or Fears Composite is 52 and has a percentile rank of 64. Stella 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

Stella's *T* score on the Schizophrenia and Related Disorders of Thought Composite is 42 and has a percentile rank of 22. Stella displays developmentally appropriate thinking patterns, perceptions, and communication skills. Stella 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	6	39	12	31-47

CLINICAL INDEX NARRATIVES

Stella did not endorse significant problems with hyperactivity, inattention, depression, anxiety, or somatization. This suggests the absence of clinical syndromes associated with these scales. Furthermore, no other BASC-3 scale scores were elevated, indicating that it is unlikely that Stella is currently experiencing significant emotional or behavioral difficulties.

***DSM-5™* DIAGNOSTIC CRITERIA**

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

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

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

CRITICAL ITEMS

Bolded items may be of particular interest.

- 8. I never seem to get anything right. (False)
- 14. Nobody ever listens to me. (False)
- 34. Sometimes I want to hurt myself. (False)
- 57. Other kids hate to be with me. (Never)
- 62. I feel sad. (Sometimes)**
- 70. I hate school. (Never)
- 94. I feel like my life is getting worse and worse. (Sometimes)**
- 98. I feel safe at school. (Almost always)
- 102. I have trouble controlling my thoughts. (Sometimes)**
- 116. I hear voices in my head that no one else can hear. (Never)
- 127. Other people make fun of me. (Never)
- 129. No one understands me. (Never)

ITEMS BY SCALE - CLINICAL SCALES

Attitude to School

- 5. I don't like thinking about school. (False)
- 16. I don't care about school. (False)
- 21. I can't wait for school to be over. (False)
- 70. I hate school. (Never)
- 77. My school feels good to me. (Almost always)
- 98. I feel safe at school. (Almost always)
- 119. I feel like I want to quit school. (Never)
- 131. School is boring. (Never)

Attitude to Teachers

- 9. My teacher understands me. (True)
- 47. My teacher is proud of me. (Almost always)
- 67. I like my teacher. (Almost always)
- 80. My teacher trusts me. (Almost always)
- 97. My teacher gets mad at me for no good reason. (Never)
- 110. I get along with my teacher. (Almost always)
- 134. Teachers are unfair. (Sometimes)

Atypicality

- 13. Sometimes, when alone, I hear my name. (False)
- 34. Sometimes I want to hurt myself. (False)
- 46. Even when alone, I feel like someone is watching me. (Never)
- 61. I feel like people are out to get me. (Never)
- 69. I see things that others cannot see. (Never)
- 79. People think I'm strange. (Never)
- 88. I see weird things. (Never)
- 92. I hear things that others cannot hear. (Never)
- 102. I have trouble controlling my thoughts. (Sometimes)
- 116. I hear voices in my head that no one else can hear. (Never)

Locus of Control

- 20. I can't seem to control what happens to me. (False)
- 31. My parents blame too many of their problems on me. (False)
- 37. I never get my way. (False)
- 42. Things go wrong for me, even when I try hard. (False)
- 96. I am blamed for things I don't do. (Sometimes)
- 111. I get blamed for things I can't help. (Sometimes)
- 130. People get mad at me, even when I don't do anything wrong. (Sometimes)
- 133. My parents expect too much from me. (Almost always)

Social Stress

- 4. My friends have more fun than I do. (True)
- 44. I am left out of things. (Sometimes)
- 52. I am bothered by teasing from others. (Sometimes)
- 59. People say bad things to me. (Never)
- 87. People act as if they don't hear me. (Often)
- 99. I am lonely. (Never)
- 109. Other people seem to ignore me. (Sometimes)

112. I feel out of place around people. (Never)
121. Other people find things wrong with me. (Sometimes)

Anxiety

27. I often worry about something bad happening to me. (False)
49. I get nervous. (Sometimes)
65. I feel stressed. (Sometimes)
76. Little things bother me. (Sometimes)
83. I worry but I don't know why. (Sometimes)
85. I get nervous when things do not go the right way for me. (Sometimes)
91. I worry about what is going to happen. (Sometimes)
104. I am afraid I might do something bad. (Sometimes)
118. I am bothered by thoughts about death. (Never)
125. I am afraid of a lot of things. (Often)
136. I worry when I go to bed at night. (Never)

Depression

7. I have too many problems. (True)
14. Nobody ever listens to me. (False)
25. Nothing ever goes right for me. (False)
38. I don't seem to do anything right. (False)
55. I feel lonely. (Sometimes)
62. I feel sad. (Sometimes)
81. I feel depressed. (Never)
94. I feel like my life is getting worse and worse. (Sometimes)
114. I feel like I have no friends. (Sometimes)
129. No one understands me. (Never)

Sense of Inadequacy

8. I never seem to get anything right. (False)
54. When I take tests, I can't think. (Never)
63. I want to do better, but I can't. (Sometimes)
68. I am disappointed with my grades. (Never)
78. It is hard for me to keep my mind on schoolwork. (Never)
90. People tell me to try harder. (Never)
108. Even when I try hard, I fail. (Sometimes)
124. I fail at things. (Sometimes)

Attention Problems

12. I think that I have a short attention span. (False)
28. I have attention problems. (False)
40. People tell me I should pay more attention (False)
53. I have trouble paying attention to the teacher. (Never)
73. I forget to do things. (Sometimes)
103. I have trouble paying attention to what I am doing. (Never)
113. I am a good listener. (Almost always)
122. I get into trouble for not paying attention. (Never)
132. I listen when people are talking to me. (Almost always)

Hyperactivity

- 1. I often do things without thinking. (False)
- 51. I have trouble sitting still. (Sometimes)
- 71. People tell me to slow down. (Sometimes)
- 75. I have trouble standing still in lines. (Never)
- 86. I talk while other people are talking. (Sometimes)
- 89. People tell me that I am too noisy. (Never)
- 106. People tell me to be still. (Never)
- 115. I talk without waiting for others to say something. (Sometimes)

ITEMS BY SCALE - ADAPTIVE SCALES

Relations with Parents

- 45. My parents are easy to talk to. (Almost always)
- 50. I like my parents. (Almost always)
- 56. My parents trust me. (Almost always)
- 60. My parents are proud of me. (Almost always)
- 74. I like going places with my parents. (Almost always)
- 82. My mother and father help me if I ask them to. (Almost always)
- 105. My parents like to be with me. (Almost always)
- 120. My parents listen to what I say. (Almost always)
- 135. I am proud of my parents. (Almost always)
- 137. My mother and father like my friends. (Often)

Interpersonal Relations

- 10. My classmates don't like me. (False)
- 18. Other children don't like to be with me. (False)
- 35. I have a hard time making friends. (False)
- 43. I get along well with others. (Almost always)
- 57. Other kids hate to be with me. (Never)
- 66. I feel that nobody likes me. (Sometimes)
- 95. I am liked by others. (Almost always)
- 127. Other people make fun of me. (Never)

Self-Esteem

- 3. I feel good about myself. (False)
- 26. I wish I were different. (False)
- 33. I like who I am. (True)
- 48. I get upset about my looks. (Sometimes)
- 84. I like the way I look. (Almost always)
- 101. I'm happy with who I am. (Almost always)
- 123. My looks bother me. (Never)

Self-Reliance

- 23. If I have a problem, I can usually work it out. (True)
- 58. I am a dependable friend. (Almost always)
- 64. I am good at schoolwork. (Almost always)
- 72. I am someone you can count on. (Almost always)
- 93. I am dependable. (Almost always)
- 117. I can solve difficult problems by myself. (Often)
- 128. I am good at making decisions. (Often)

ITEMS BY SCALE - CLINICAL INDEXES

Functional Impairment

- 1. I often do things without thinking. (False)
- 18. Other children don't like to be with me. (False)
- 20. I can't seem to control what happens to me. (False)
- 28. I have attention problems. (False)
- 40. People tell me I should pay more attention (False)
- 49. I get nervous. (Sometimes)
- 51. I have trouble sitting still. (Sometimes)
- 53. I have trouble paying attention to the teacher. (Never)
- 54. When I take tests, I can't think. (Never)
- 62. I feel sad. (Sometimes)
- 66. I feel that nobody likes me. (Sometimes)
- 68. I am disappointed with my grades. (Never)
- 86. I talk while other people are talking. (Sometimes)
- 89. People tell me that I am too noisy. (Never)
- 93. I am dependable. (Almost always)
- 99. I am lonely. (Never)
- 103. I have trouble paying attention to what I am doing. (Never)
- 116. I hear voices in my head that no one else can hear. (Never)
- 119. I feel like I want to quit school. (Never)
- 124. I fail at things. (Sometimes)

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

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.

ITEM RESPONSES

1: 2	2: 1	3: 2	4: 1	5: 2	6: 1	7: 1	8: 2	9: 1	10: 2
11: 1	12: 2	13: 2	14: 2	15: 1	16: 2	17: 2	18: 2	19: 1	20: 2
21: 2	22: 1	23: 1	24: 1	25: 2	26: 2	27: 2	28: 2	29: 1	30: 2
31: 2	32: 1	33: 1	34: 2	35: 2	36: 1	37: 2	38: 2	39: 2	40: 2
41: 2	42: 2	43: 4	44: 2	45: 4	46: 1	47: 4	48: 2	49: 2	50: 4
51: 2	52: 2	53: 1	54: 1	55: 2	56: 4	57: 1	58: 4	59: 1	60: 4
61: 1	62: 2	63: 2	64: 4	65: 2	66: 2	67: 4	68: 1	69: 1	70: 1
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