



Behavior Assessment System for Children, Third Edition

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

BASC-3 Parent Rating Scales - Child

Interpretive Summary Report

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Child Information

ID:
Name: Stella Whitaker
Gender: Female
Birth Date: 03/26/2013
Age: 8:7

Grade:
School:

Test Information

Test Date: 11/04/2021
Rater Name: Bozena B. Wrobel
Rater Gender: Female
Relationship: Mother
Administration
Language: English

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

Rater General Comments

What are the behavioral and/or emotional strengths of this child?

She is kind, friendly, offers help

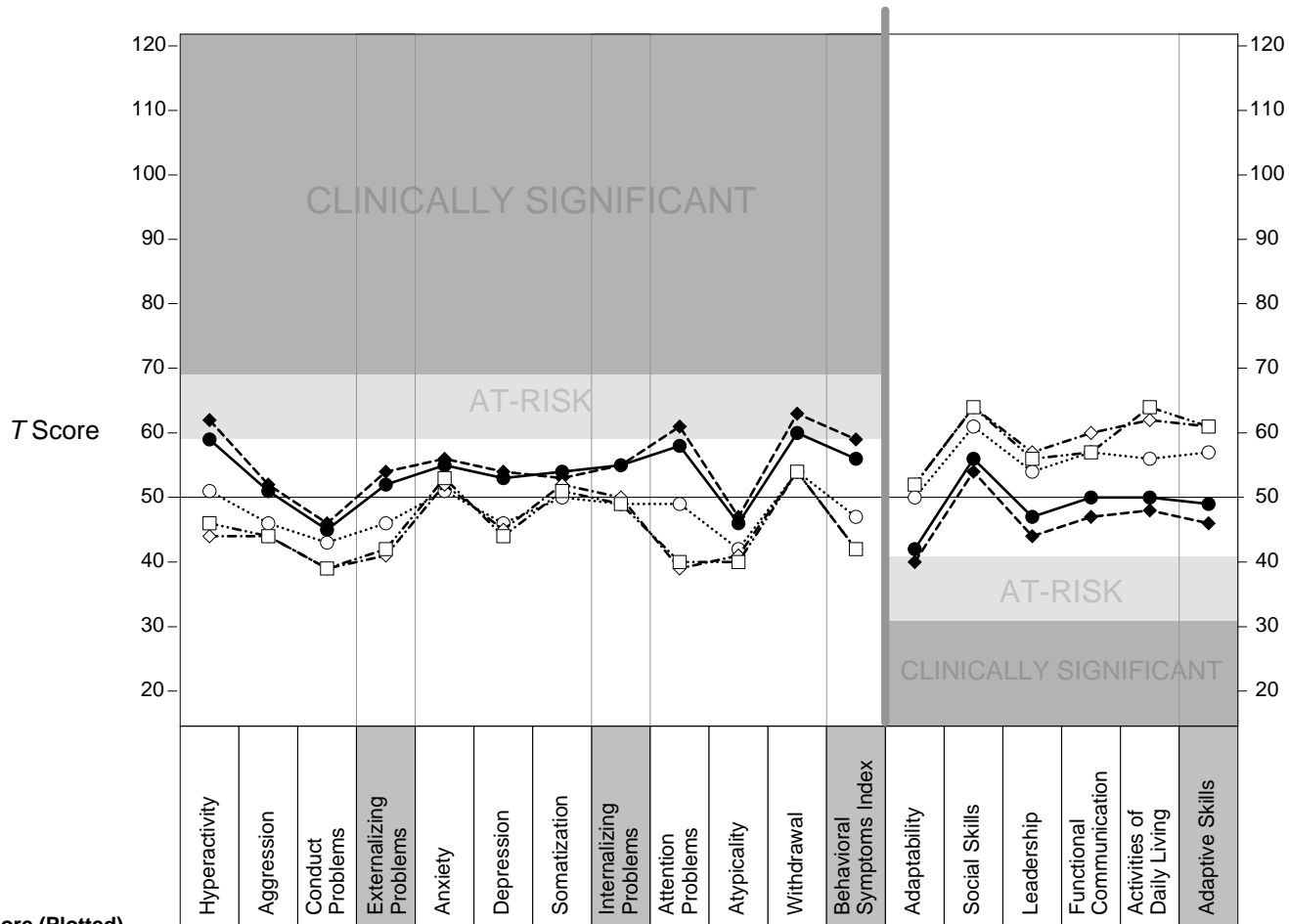
Please list any specific behavioral and/or emotional concerns you have about this child.

Increased activities -wants to be in constant motion (cartwheels, gymnastics) , decreased attention to details, decreased concentration span

VALIDITY INDEX SUMMARY

F Index	Response Pattern	Consistency
Acceptable Raw Score: 0	Acceptable Raw Score: 118	Acceptable Raw Score: 7

CLINICAL AND ADAPTIVE T-SCORE PROFILE



T Score (Plotted)

● General Combined	59	51	45	52	55	53	54	55	58	46	60	56	42	56	47	50	50	49
◆ Gen. Gender-Spec.	62	52	46	54	56	54	53	55	61	47	63	59	40	54	44	47	48	46
○ Clin. Gender-Spec.	51	46	43	46	51	46	50	49	49	42	54	47	50	61	54	57	56	57
◇ ADHD Combined	44	44	39	41	52	45	52	50	39	41	54	42	52	64	57	60	62	61
□ ADHD Gender-Spec.	46	44	39	42	53	44	51	49	40	40	54	42	52	64	56	57	64	61

Percentile

General Combined	84	63	36	66	76	70	70	74	79	47	86	77	24	69	37	45	47	42
Gen. Gender-Spec.	88	70	36	72	77	73	67	74	86	52	89	82	18	59	27	33	37	31
Clin. Gender-Spec.	59	44	30	44	60	46	60	53	45	23	69	43	54	87	65	72	72	75
ADHD Combined	32	33	11	19	61	36	63	56	13	18	69	24	59	91	77	82	88	86
ADHD Gender-Spec.	35	36	15	26	67	29	57	52	15	14	70	23	61	90	74	77	89	86

CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

Composite Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
Externalizing Problems	155	52	66	47-57
Internalizing Problems	162	55	74	50-60
Behavioral Symptoms Index	327	56	77	52-60
Adaptive Skills	245	49	42	45-53

Composite Comparisons	Difference	Significance Level	Frequency of Difference
Externalizing Problems vs. Internalizing Problems	-3	NS	

Mean T score of the BSI	55
Mean T score of the Adaptive Skills Composite	49

Scale Score Summary

	Raw Score	T Score	Percentile Rank	95% Confidence Interval	Ipsative Comparison		
					Difference	Significance Level	Frequency of Difference
Hyperactivity	12	59	84	51-67	4	NS	
Aggression	3	51	63	42-60	-4	NS	
Conduct Problems	3	45	36	38-52	-10	NS	
Anxiety	15	55	76	48-62	0	NS	
Depression	7	53	70	46-60	-2	NS	
Somatization	7	54	70	46-62	-1	NS	
Atypicality	2	46	47	39-53	-9	NS	
Withdrawal	9	60	86	52-68	5	NS	
Attention Problems	10	58	79	51-65	3	NS	
Adaptability	12	42	24	34-50	-7	NS	15% or less
Social Skills	25	56	69	50-62	7	0.05	
Leadership	11	47	37	39-55	-2	NS	
Activities of Daily Living	18	50	47	41-59	1	NS	
Functional Communication	26	50	45	43-57	1	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 BASC-3 *F* Index is a classically derived infrequency scale, designed to assess the possibility that a rater has depicted a child's behavior in an inordinately negative fashion. The *F* Index consists of items that represent maladaptive behaviors to which the rater answered "almost always" and adaptive behaviors to which the rater responded "never."

The *F* Index score produced from the ratings of Stella by Bozena falls within the **Acceptable** range and does not indicate the presence of negative response distortion.

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

The Consistency Index score produced from the ratings of Stella by Bozena falls within the **Acceptable** range and indicates the rater consistently answered items when completing the rating form.

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.

CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Bozena B. Wrobel's rating of Stella's behavior using the BASC-3 Parent Rating Scales 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.

Externalizing Problems

The Externalizing Problems composite scale *T* score is 52, with a 95% confidence interval range of 47-57 and a percentile rank of 66.

Stella's *T* score on Hyperactivity is 59 and has a percentile rank of 84. Stella's mother reports that Stella demonstrates a level of self-control that is similar to the levels displayed by others of the same age.

Stella's *T* score on Aggression is 51 and has a percentile rank of 63. Stella's mother reports that Stella tends not to act aggressively any more often than others of the same age.

Stella's *T* score on Conduct Problems is 45 and has a percentile rank of 36. Stella's mother reports that Stella demonstrates rule-breaking behavior no more often than others of the same age.

Internalizing Problems

The Internalizing Problems composite scale *T* score is 55, with a 95% confidence interval range of 50-60 and a percentile rank of 74.

Stella's *T* score on Anxiety is 55 and has a percentile rank of 76. Stella's mother reports that Stella displays anxiety-based behaviors no more often than others of the same age.

Stella's *T* score on Depression is 53 and has a percentile rank of 70. Stella's mother reports that Stella displays depressive behaviors no more often than others of the same age.

Stella's *T* score on Somatization is 54 and has a percentile rank of 70. Stella's mother reports that Stella complains of health-related problems to about the same degree as others of the same age.

Behavioral Symptoms Index

The Behavioral Symptoms Index (BSI) composite scale *T* score is 56, with a 95% confidence interval range of 52-60 and a percentile rank of 77. Scale summary information for Hyperactivity, Aggression, and Depression (scales included in the BSI) has been provided above. Scale summary information for the remaining BSI scales is provided next.

Stella's *T* score on Atypicality is 46 and has a percentile rank of 47. Stella's mother reports that Stella generally displays clear, logical thought patterns and a general awareness of her surroundings.

Stella's *T* score on Withdrawal is 60 and has a percentile rank of 86. This *T* score falls in the At-Risk classification range and follow-up may be necessary. Stella's mother reports that Stella is seemingly alone, has difficulty making friends, and/or is sometimes unwilling to join group activities.

Stella's *T* score on Attention Problems is 58 and has a percentile rank of 79. Stella's mother reports that Stella maintains an attention level similar to that of others of the same age.

Adaptive Skills

The Adaptive Skills composite scale *T* score is 49, with a 95% confidence interval range of 45-53 and a percentile rank of 42.

Stella's *T* score on Adaptability is 42 and has a percentile rank of 24. Stella's mother reports that Stella is able to adapt as well as most others of the same age to a variety of situations.

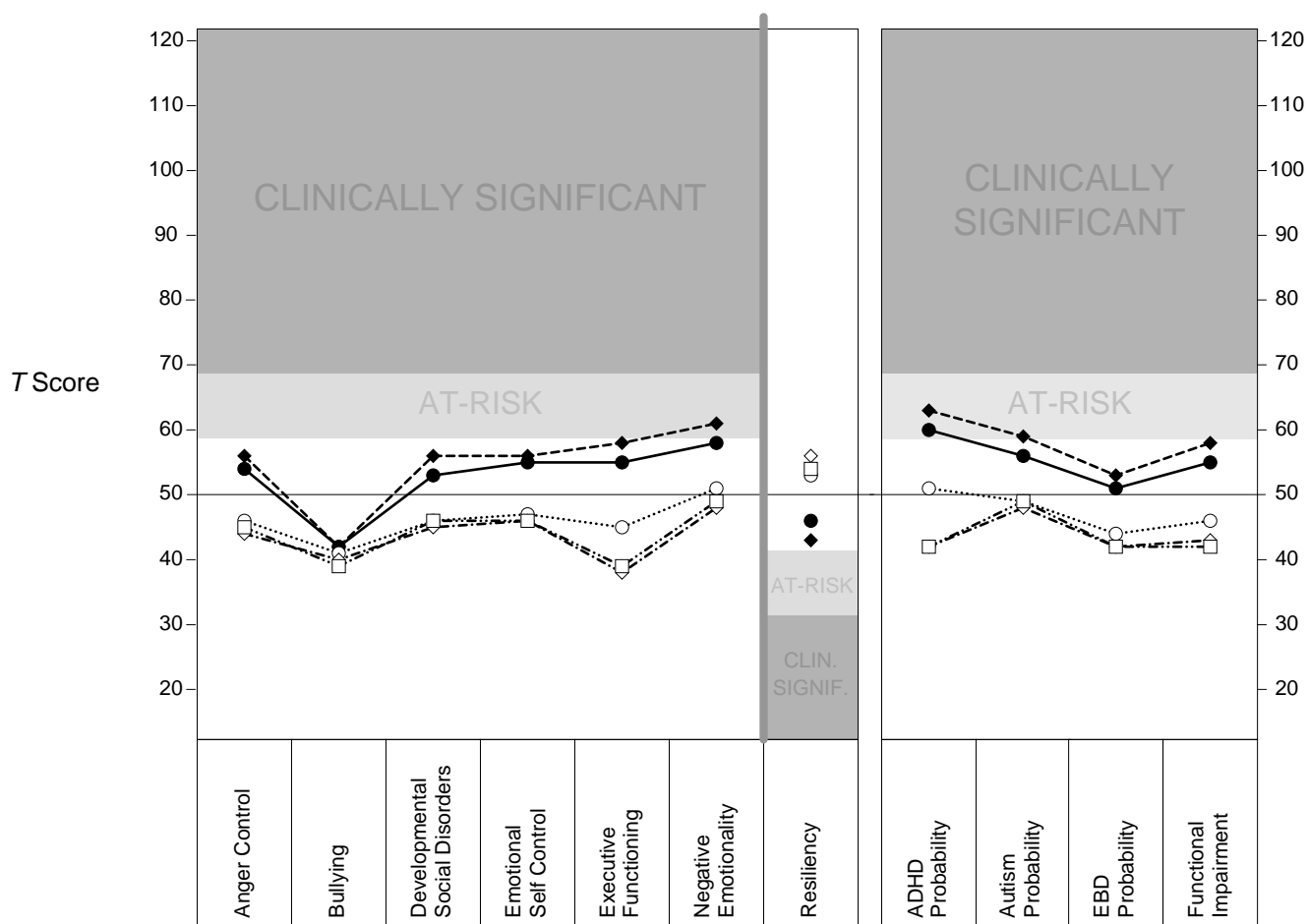
Stella's *T* score on Social Skills is 56 and has a percentile rank of 69. Stella's mother reports that Stella possesses sufficient social skills and generally does not experience debilitating or abnormal social difficulties.

Stella's *T* score on Leadership is 47 and has a percentile rank of 37. Stella's mother reports that Stella, when compared to others of the same age, demonstrates a typical level of creativity, ability to work under pressure, and/or an ability to bring others together to complete a work assignment.

Stella's *T* score on Activities of Daily Living is 50 and has a percentile rank of 47. Stella's mother reports that Stella is able to adequately perform simple daily tasks in a safe and efficient manner.

Stella's *T* score on Functional Communication is 50 and has a percentile rank of 45. Stella's mother reports that Stella generally exhibits adequate expressive and receptive communication skills and that Stella is usually able to seek out and find new information when needed.

CONTENT SCALE AND INDEX T-SCORE PROFILE



T Score (Plotted)

● General Combined	54	42	53	55	55	58	46	60	56	51	55
◆ Gen. Gender-Spec.	56	42	56	56	58	61	43	63	59	53	58
○ Clin. Gender-Spec.	46	41	46	47	45	51	53	51	49	44	46
◇ ADHD Combined	44	40	45	46	38	48	56	42	48	42	43
□ ADHD Gender-Spec.	45	39	46	46	39	49	54	42	49	42	42

Percentile

General Combined	69	18	70	72	69	81	33	85	80	59	70
Gen. Gender-Spec.	77	20	76	77	79	87	24	90	84	67	79
Clin. Gender-Spec.	43	18	39	46	33	61	64	54	53	34	35
ADHD Combined	34	11	35	40	11	49	74	23	51	26	26
ADHD Gender-Spec.	35	12	37	39	14	53	70	25	54	23	22

CONTENT SCALE SCORE TABLE: General Combined Norm Group

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
Anger Control	7	54	69	46-62
Bullying	0	42	18	34-50
Developmental Social Disorders	13	53	70	46-60
Emotional Self-Control	9	55	72	48-62
Executive Functioning	25	55	69	49-61
Negative Emotionality	7	58	81	50-66
Resiliency	14	46	33	39-53

Content Scale Narratives

Stella's *T* score on Anger Control is 54 and has a percentile rank of 69. Stella's mother reports that Stella regulates her affect and self-control under adverse conditions as well as others of the same age.

Stella's *T* score on Bullying is 42 and has a percentile rank of 18. Stella's mother reports that Stella does not tend to act in a threatening or intrusive manner.

Stella's *T* score on Developmental Social Disorders is 53 and has a percentile rank of 70. Stella's mother reports that Stella has social and communication skills that are typical of others of the same age.

Stella's *T* score on Emotional Self-Control is 55 and has a percentile rank of 72. Stella's mother reports that Stella is able to control her reactions to environmental changes about as well as others of the same age.

Stella's *T* score on Executive Functioning is 55 and has a percentile rank of 69. Stella's mother reports that Stella is able to control and maintain her behavior and mood as capably as others of the same age.

Stella's *T* score on Negative Emotionality is 58 and has a percentile rank of 81. Stella's mother reports that Stella reacts to changes in everyday activities or routines in a manner that is typical of others of the same age.

Stella's *T* score on Resiliency is 46 and has a percentile rank of 33. Stella's mother reports that Stella is able to overcome stress and adversity about as well as others of the same age.

EXECUTIVE FUNCTIONING INDEX SUMMARY

Overall Executive Functioning Index	Problem Solving Index	Attentional Control Index	Behavioral Control Index	Emotional Control Index
Not Elevated Raw Score: 30	Not Elevated Raw Score: 10	Not Elevated Raw Score: 10	Not Elevated Raw Score: 6	Not Elevated Raw Score: 4

EXECUTIVE FUNCTIONING INDEX NARRATIVES

Stella's Overall Executive Functioning Index score is 30. This score falls in the Not Elevated classification range. Summary information for problem solving, attentional control, behavioral control, and emotional control is provided below.

Stella's Problem Solving Index score is 10. This score falls in the Not Elevated classification range.

Stella's Attentional Control Index score is 10. This score falls in the Not Elevated classification range.

Stella's Behavioral Control Index score is 6. This score falls in the Not Elevated classification range.

Stella's Emotional Control Index score is 4. This score falls in the Not Elevated classification range.

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	306	51	61	47-55	Acceptable
EDQC 2: Inappropriate Behavior/Feelings	380	55	76	52-58	Acceptable
EDQC 3: Unhappiness or Depression	111	56	77	50-62	Acceptable
EDQC 4: Physical Symptoms or Fears	109	55	74	49-61	Acceptable
EDQC 5 ² : Schizophrenia and Related Disorders of Thought	269	55	72	51-59	Acceptable
Social Maladjustment Indicator					Absent

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 51 and has a percentile rank of 61. Bozena reports that Stella maintains 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 55 and has a percentile rank of 76. Bozena reports that 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 56 and has a percentile rank of 77. Bozena reports that 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 55 and has a percentile rank of 74. Bozena reports that 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 55 and has a percentile rank of 72. Bozena reports that 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.

Social Maladjustment Indicator

Based on Bozena's responses, there is no indication that Stella presents with social maladjustment at this time. However, the need for follow-up assessment or intervention should occur based on the laws and regulations in the appropriate jurisdiction.

CLINICAL INDEX SCORE TABLE: General Combined Norm Group

	Raw Score	T Score	Percentile Rank	95% Confidence Interval
ADHD Probability Index	15	60	85	53-67
Autism Probability Index	9	56	80	48-64
EBD Probability Index	17	51	59	44-58
Functional Impairment Index	41	55	70	50-60

CLINICAL INDEX NARRATIVES

Stella's profile of BASC-3 scale scores does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems, or Attention Problems scales. This suggests the absence of clinical syndromes associated with these scales.

DSM-5™ DIAGNOSTIC CRITERIA

Listed below are *DSM-5* Diagnostic Criteria based on the ratings obtained from Bozena on the PRS-C rating form. Each section first presents a list of symptoms of the disorder, along with PRS-C items that correspond to these symptoms. Then related *DSM-5* criteria and codes are presented. While information from PRS-C items will likely be helpful for making a diagnosis, clinicians are strongly encouraged to use additional information that is gathered outside of the BASC-3 PRS-C form (e.g., observations of behavior, clinical interviews) when making a formal diagnosis. Reprinted with permission from the *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition (Copyright © 2013).

Autism Spectrum Disorder

List of Symptoms

Symptoms for Area 1: Social Communication and Interaction Deficits

Relevant BASC-3 PRS-C Items and Bozena B. Wrobel's Responses

- | | | |
|---|--|--|
| X | Has impaired emotional/social reciprocity | 29. Is usually chosen as a leader. (Sometimes)
53. Shows interest in others' ideas. (Often)
76. Communicates clearly. (Often)
77. Compliments others. (Often)
101. Is shy with adults. (Sometimes)
154. Encourages others to do their best. (Often)
167. Shows feelings that do not fit the situation. (Never) |
| — | Shows notable deficits in nonverbal communication | |
| X | Has difficulty in developing peer relationships appropriate to developmental level | 48. Is shy with other children. (Sometimes)
96. Avoids other children. (Sometimes)
111. Has trouble making new friends. (Sometimes)
125. Acts as if other children are not there. (Never)
163. Makes friends easily. (Sometimes) |

Symptoms for Area 2: Restricted, Repetitive Behaviors

- | | | |
|---|---|--|
| — | Engages in stereotyped, repetitive motor movements, speech, or use of objects (e.g., finger flapping, lining up toys) | |
| — | Rigidly adheres to routines/rituals | 103. Adjusts well to changes in routine. (Often) |
| — | Has interests that are abnormally restricted, fixated, focused, or intense | |
| — | Has extreme (hyperreactivity) or indifferent (hyporeactivity) responses to sensory input | |

DSM-5 Codes and Diagnostic Criteria

Autism Spectrum Disorder 299.00 (F84.0)

See the Q-global Resource Library for a reprint of the *DSM-5* Diagnostic Criteria for Autism Spectrum Disorder.

DSM-5™ DIAGNOSTIC CONSIDERATIONS

The BASC-3 PRS-C contains items related to a number of *DSM-5* criteria for the diagnosis of disorders. Listed below are ALL items related to *DSM-5* criteria regardless of their responses. While information from PRS-C items will likely be helpful for making a diagnosis, clinicians are strongly encouraged to use additional information that is gathered outside of the BASC-3 PRS-C form (e.g., observations of behavior, clinical interviews) when making a formal diagnosis.

Autism Spectrum Disorder 299.00 (F84.0)

Related BASC-3 items:

- 29. Is usually chosen as a leader. (Sometimes)
- 48. Is shy with other children. (Sometimes)
- 53. Shows interest in others' ideas. (Often)
- 76. Communicates clearly. (Often)
- 77. Compliments others. (Often)
- 96. Avoids other children. (Sometimes)
- 101. Is shy with adults. (Sometimes)
- 103. Adjusts well to changes in routine. (Often)
- 111. Has trouble making new friends. (Sometimes)
- 125. Acts as if other children are not there. (Never)
- 154. Encourages others to do their best. (Often)
- 163. Makes friends easily. (Sometimes)
- 167. Shows feelings that do not fit the situation. (Never)

TARGET BEHAVIORS FOR INTERVENTION

The behaviors listed below were identified by the rater as being particularly problematic. These behaviors may be appropriate targets for intervention or treatment. It can be useful to readminister the BASC-3 in the future to determine progress toward meeting the associated behavioral objectives.

General Behavior Issues

- 68. Breaks the rules. (Sometimes)
- 172. Cannot wait to take turn. (Sometimes)

Academic Behavior Issues

- 114. Disrupts other children's activities. (Sometimes)

Adaptive/Social Behavior Issues

- 153. Acts in a safe manner. (Sometimes)
- 42. Interrupts others when they are speaking. (Sometimes)

CRITICAL ITEMS

Bolded items may be of particular interest.

13. Is a picky eater. (Sometimes)

19. Has toileting accidents. (Never)

26. Loses control when angry. (Sometimes)

35. Threatens to hurt others. (Never)

36. Avoids exercise or other physical activity. (Never)

45. Says, "I hate myself." (Never)

51. Eats things that are not food. (Never)

52. Says, "I want to die" or "I wish I were dead." (Never)

55. Hurts others on purpose. (Never)

58. Confuses real with make-believe. (Never)

65. Is cruel to animals. (Never)

72. Falls down or trips over things easily. (Never)

75. Sleeps with parents. (Never)

82. Wets bed. (Never)

89. Sets fires. (Never)

98. Hits other children. (Never)

108. Picks on others who are different from his or her self. (Never)

117. Bullies others. (Never)

124. Says, "I want to kill myself." (Never)

131. Throws up after eating. (Sometimes)

136. Has panic attacks. (Never)

140. Has seizures. (Never)

162. Runs away from home. (Never)

ITEMS BY SCALE - CLINICAL SCALES

Aggression

- 35. Threatens to hurt others. (Never)
- 41. Throws or breaks things when angry. (Never)
- 50. Teases others. (Never)
- 59. Manipulates others. (Never)
- 98. Hits other children. (Never)
- 106. Gets back at others. (Never)
- 117. Bullies others. (Never)
- 121. Argues when denied own way. (Often)
- 146. Is overly aggressive. (Sometimes)

Anxiety

- 9. Worries. (Often)
- 21. Is fearful. (Sometimes)
- 31. Appears tense. (Sometimes)
- 38. Worries about things that cannot be changed. (Sometimes)
- 54. Worries about what other children think. (Sometimes)
- 67. Worries about what parents think. (Sometimes)
- 84. Is nervous. (Sometimes)
- 104. Says, "It's all my fault." (Sometimes)
- 107. Worries about what teachers think. (Sometimes)
- 112. Says, "I'm not very good at this." (Sometimes)
- 128. Worries about making mistakes. (Often)
- 136. Has panic attacks. (Never)
- 147. Is easily stressed. (Sometimes)
- 160. Says, "I'm afraid I will make a mistake." (Sometimes)

Attention Problems

- 1. Pays attention. (Often)
- 11. Has a short attention span. (Sometimes)
- 28. Listens to directions. (Often)
- 83. Listens carefully. (Sometimes)
- 91. Is easily distracted. (Often)
- 127. Pays attention when being spoken to. (Often)
- 175. Has trouble concentrating. (Often)

Atypicality

- 12. Acts confused. (Sometimes)
- 17. Seems odd. (Never)
- 58. Confuses real with make-believe. (Never)
- 81. Seems out of touch with reality. (Never)
- 88. Stares blankly. (Never)
- 115. Acts strangely. (Never)
- 122. Says things that make no sense. (Never)
- 125. Acts as if other children are not there. (Never)
- 145. Does strange things. (Never)
- 152. Seems unaware of others. (Never)
- 157. Babbles to self. (Sometimes)
- 158. Speech is confused or disorganized. (Never)

- 167. Shows feelings that do not fit the situation. (Never)
- 171. Does weird things. (Never)

Conduct Problems

- 3. Disobeys. (Sometimes)
- 7. Gets into trouble. (Sometimes)
- 23. Lies. (Never)
- 43. Deceives others. (Never)
- 55. Hurts others on purpose. (Never)
- 68. Breaks the rules. (Sometimes)
- 74. Breaks the rules just to see what will happen. (Never)
- 141. Lies to get out of trouble. (Never)
- 144. Steals. (Never)
- 164. Sneaks around. (Never)

Depression

- 4. Is easily upset. (Sometimes)
- 34. Cries easily. (Sometimes)
- 40. Changes moods quickly. (Sometimes)
- 45. Says, "I hate myself." (Never)
- 52. Says, "I want to die" or "I wish I were dead." (Never)
- 60. Is sad. (Sometimes)
- 80. Says, "I don't have any friends." (Never)
- 100. Seems lonely. (Sometimes)
- 110. Is negative about things. (Sometimes)
- 116. Says, "I can't do anything right." (Never)
- 119. Is irritable. (Sometimes)
- 124. Says, "I want to kill myself." (Never)
- 129. Says, "Nobody likes me." (Never)

Hyperactivity

- 24. Acts without thinking. (Sometimes)
- 32. Is overly active. (Often)
- 42. Interrupts others when they are speaking. (Sometimes)
- 73. Has poor self-control. (Never)
- 93. Fiddles with things while at meals. (Sometimes)
- 99. Is in constant motion. (Often)
- 114. Disrupts other children's activities. (Sometimes)
- 151. Is unable to slow down. (Sometimes)
- 159. Interrupts parents when they are talking on the phone. (Sometimes)
- 166. Acts out of control. (Sometimes)
- 172. Cannot wait to take turn. (Sometimes)

Somatization

- 6. Gets sick. (Sometimes)
- 15. Complains about health. (Sometimes)
- 20. Says, "I think I'm sick." (Never)
- 39. Complains of being sick when nothing is wrong. (Never)
- 49. Complains of pain. (Never)
- 57. Vomits. (Sometimes)
- 63. Expresses fear of getting sick. (Sometimes)
- 78. Has headaches. (Never)
- 105. Has fevers. (Never)
- 118. Complains of physical problems. (Sometimes)

- 132. Complains of stomach pain. (Sometimes)
- 161. Is afraid of getting sick. (Sometimes)

Withdrawal

- 48. Is shy with other children. (Sometimes)
- 87. Quickly joins group activities. (Sometimes)
- 96. Avoids other children. (Sometimes)
- 101. Is shy with adults. (Sometimes)
- 111. Has trouble making new friends. (Sometimes)
- 126. Isolates self from others. (Never)
- 156. Avoids making friends. (Never)
- 163. Makes friends easily. (Sometimes)
- 170. Prefers to play alone. (Sometimes)

ITEMS BY SCALE - ADAPTIVE SCALES

Activities of Daily Living

- 22. Makes healthy food choices. (Sometimes)
- 27. Has trouble following regular routines. (Sometimes)
- 37. Sets realistic goals. (Often)
- 46. Is careless with belongings. (Never)
- 64. Has trouble fastening buttons on clothing. (Never)
- 66. Needs to be reminded to brush teeth. (Sometimes)
- 90. Cleans up after self. (Almost always)
- 149. Organizes chores or other tasks well. (Sometimes)
- 153. Acts in a safe manner. (Sometimes)

Adaptability

- 47. Adjusts well to changes in family plans. (Sometimes)
- 86. Accepts things as they are. (Sometimes)
- 92. Recovers quickly after a setback. (Sometimes)
- 103. Adjusts well to changes in routine. (Often)
- 130. Handles winning and losing well. (Sometimes)
- 133. Is easy to please. (Often)
- 135. Is easily calmed when angry. (Often)
- 143. Adjusts well to new teachers. (Often)

Functional Communication

- 5. Responds appropriately when asked a question. (Often)
- 33. Accurately takes down messages. (Often)
- 56. Tracks down information when needed. (Often)
- 61. Answers telephone properly.. (Almost always)
- 69. Has difficulty explaining rules of games to others. (Never)
- 76. Communicates clearly. (Often)
- 85. Has trouble getting information when needed. (Sometimes)
- 102. Likes to talk about his or her day. (Almost always)
- 109. Starts conversations. (Sometimes)
- 148. Is clear when telling about personal experiences. (Often)
- 165. Is able to describe feelings accurately. (Often)
- 168. Is unclear when presenting ideas. (Sometimes)

Leadership

- 18. Is a "self-starter." (Sometimes)
- 29. Is usually chosen as a leader. (Sometimes)
- 62. Is good at getting people to work together. (Often)
- 120. Gives good suggestions for solving problems. (Often)
- 142. Makes decisions easily. (Often)
- 155. Prefers to be a leader. (Sometimes)
- 173. Is highly motivated to succeed. (Often)

Social Skills

- 2. Makes positive comments about others. (Often)
- 14. Says, "please" and "thank you." (Almost always)
- 53. Shows interest in others' ideas. (Often)
- 77. Compliments others. (Often)
- 97. Makes others feel welcome. (Almost always)
- 113. Tries to help others be their best. (Often)
- 134. Accepts people who are different from his or her self. (Almost always)
- 137. Offers help to other children. (Almost always)
- 154. Encourages others to do their best. (Often)
- 174. Congratulates others when good things happen to them. (Almost always)

ITEMS BY SCALE - CONTENT SCALES

Anger Control

- 26. Loses control when angry. (Sometimes)
- 35. Threatens to hurt others. (Never)
- 40. Changes moods quickly. (Sometimes)
- 41. Throws or breaks things when angry. (Never)
- 70. Gets angry easily. (Sometimes)
- 73. Has poor self-control. (Never)
- 119. Is irritable. (Sometimes)
- 121. Argues when denied own way. (Often)
- 135. Is easily calmed when angry. (Often)

Bullying

- 35. Threatens to hurt others. (Never)
- 43. Deceives others. (Never)
- 50. Teases others. (Never)
- 55. Hurts others on purpose. (Never)
- 59. Manipulates others. (Never)
- 94. Puts others down. (Never)
- 106. Gets back at others. (Never)
- 108. Picks on others who are different from his or her self. (Never)
- 117. Bullies others. (Never)
- 150. Tells lies about others. (Never)

Developmental Social Disorders

- 5. Responds appropriately when asked a question. (Often)
- 10. Avoids eye contact. (Sometimes)
- 30. Engages in repetitive movements. (Never)

- 47. Adjusts well to changes in family plans. (Sometimes)
- 53. Shows interest in others' ideas. (Often)
- 58. Confuses real with make-believe. (Never)
- 76. Communicates clearly. (Often)
- 103. Adjusts well to changes in routine. (Often)
- 111. Has trouble making new friends. (Sometimes)
- 115. Acts strangely. (Never)
- 125. Acts as if other children are not there. (Never)
- 126. Isolates self from others. (Never)
- 139. Shows basic emotions clearly. (Often)
- 148. Is clear when telling about personal experiences. (Often)
- 152. Seems unaware of others. (Never)
- 157. Babbles to self. (Sometimes)
- 165. Is able to describe feelings accurately. (Often)
- 167. Shows feelings that do not fit the situation. (Never)
- 170. Prefers to play alone. (Sometimes)

Emotional Self-Control

- 4. Is easily upset. (Sometimes)
- 21. Is fearful. (Sometimes)
- 34. Cries easily. (Sometimes)
- 40. Changes moods quickly. (Sometimes)
- 44. Overreacts to stressful situations. (Sometimes)
- 73. Has poor self-control. (Never)
- 119. Is irritable. (Sometimes)
- 138. Is overly emotional. (Sometimes)
- 147. Is easily stressed. (Sometimes)
- 166. Acts out of control. (Sometimes)

Executive Functioning

- 1. Pays attention. (Often)
- 11. Has a short attention span. (Sometimes)
- 16. Plans well. (Often)
- 24. Acts without thinking. (Sometimes)
- 37. Sets realistic goals. (Often)
- 44. Overreacts to stressful situations. (Sometimes)
- 56. Tracks down information when needed. (Often)
- 71. Takes a step-by-step approach to work. (Often)
- 73. Has poor self-control. (Never)
- 91. Is easily distracted. (Often)
- 92. Recovers quickly after a setback. (Sometimes)
- 95. Finds ways to solve problems. (Sometimes)
- 120. Gives good suggestions for solving problems. (Often)
- 121. Argues when denied own way. (Often)
- 135. Is easily calmed when angry. (Often)
- 142. Makes decisions easily. (Often)
- 149. Organizes chores or other tasks well. (Sometimes)
- 159. Interrupts parents when they are talking on the phone. (Sometimes)
- 166. Acts out of control. (Sometimes)
- 175. Has trouble concentrating. (Often)

Negative Emotionality

- 4. Is easily upset. (Sometimes)
- 25. Finds fault with everything. (Sometimes)
- 45. Says, "I hate myself." (Never)
- 52. Says, "I want to die" or "I wish I were dead." (Never)
- 79. Reacts negatively. (Sometimes)
- 110. Is negative about things. (Sometimes)
- 119. Is irritable. (Sometimes)
- 121. Argues when denied own way. (Often)

Resiliency

- 8. Has good coping skills. (Sometimes)
- 18. Is a "self-starter." (Sometimes)
- 56. Tracks down information when needed. (Often)
- 62. Is good at getting people to work together. (Often)
- 92. Recovers quickly after a setback. (Sometimes)
- 95. Finds ways to solve problems. (Sometimes)
- 103. Adjusts well to changes in routine. (Often)
- 123. Overcomes problems. (Often)
- 169. Is resilient. (Often)

ITEMS BY SCALE - CLINICAL INDEXES

ADHD Probability

- 7. Gets into trouble. (Sometimes)
- 11. Has a short attention span. (Sometimes)
- 24. Acts without thinking. (Sometimes)
- 32. Is overly active. (Often)
- 83. Listens carefully. (Sometimes)
- 90. Cleans up after self. (Almost always)
- 91. Is easily distracted. (Often)
- 149. Organizes chores or other tasks well. (Sometimes)
- 151. Is unable to slow down. (Sometimes)
- 166. Acts out of control. (Sometimes)
- 175. Has trouble concentrating. (Often)

Autism Probability

- 17. Seems odd. (Never)
- 30. Engages in repetitive movements. (Never)
- 48. Is shy with other children. (Sometimes)
- 81. Seems out of touch with reality. (Never)
- 96. Avoids other children. (Sometimes)
- 111. Has trouble making new friends. (Sometimes)
- 125. Acts as if other children are not there. (Never)
- 126. Isolates self from others. (Never)
- 155. Prefers to be a leader. (Sometimes)
- 158. Speech is confused or disorganized. (Never)
- 163. Makes friends easily. (Sometimes)
- 168. Is unclear when presenting ideas. (Sometimes)
- 170. Prefers to play alone. (Sometimes)

EBD Probability

- 4. Is easily upset. (Sometimes)
- 18. Is a "self-starter." (Sometimes)
- 23. Lies. (Never)
- 35. Threatens to hurt others. (Never)
- 40. Changes moods quickly. (Sometimes)
- 43. Deceives others. (Never)
- 47. Adjusts well to changes in family plans. (Sometimes)
- 52. Says, "I want to die" or "I wish I were dead." (Never)
- 53. Shows interest in others' ideas. (Often)
- 55. Hurts others on purpose. (Never)
- 59. Manipulates others. (Never)
- 60. Is sad. (Sometimes)
- 68. Breaks the rules. (Sometimes)
- 74. Breaks the rules just to see what will happen. (Never)
- 79. Reacts negatively. (Sometimes)
- 87. Quickly joins group activities. (Sometimes)
- 94. Puts others down. (Never)
- 98. Hits other children. (Never)
- 106. Gets back at others. (Never)
- 117. Bullies others. (Never)
- 119. Is irritable. (Sometimes)
- 121. Argues when denied own way. (Often)
- 124. Says, "I want to kill myself." (Never)
- 134. Accepts people who are different from his or her self. (Almost always)
- 137. Offers help to other children. (Almost always)
- 138. Is overly emotional. (Sometimes)
- 144. Steals. (Never)
- 150. Tells lies about others. (Never)
- 164. Sneaks around. (Never)
- 172. Cannot wait to take turn. (Sometimes)

Functional Impairment

- 1. Pays attention. (Often)
- 4. Is easily upset. (Sometimes)
- 5. Responds appropriately when asked a question. (Often)
- 7. Gets into trouble. (Sometimes)
- 9. Worries. (Often)
- 11. Has a short attention span. (Sometimes)
- 12. Acts confused. (Sometimes)
- 15. Complains about health. (Sometimes)
- 22. Makes healthy food choices. (Sometimes)
- 24. Acts without thinking. (Sometimes)
- 27. Has trouble following regular routines. (Sometimes)
- 33. Accurately takes down messages. (Often)
- 34. Cries easily. (Sometimes)
- 38. Worries about things that cannot be changed. (Sometimes)
- 40. Changes moods quickly. (Sometimes)
- 43. Deceives others. (Never)
- 48. Is shy with other children. (Sometimes)
- 56. Tracks down information when needed. (Often)
- 61. Answers telephone properly.. (Almost always)
- 64. Has trouble fastening buttons on clothing. (Never)
- 66. Needs to be reminded to brush teeth. (Sometimes)

- 69. Has difficulty explaining rules of games to others. (Never)
- 73. Has poor self-control. (Never)
- 76. Communicates clearly. (Often)
- 79. Reacts negatively. (Sometimes)
- 81. Seems out of touch with reality. (Never)
- 85. Has trouble getting information when needed. (Sometimes)
- 87. Quickly joins group activities. (Sometimes)
- 96. Avoids other children. (Sometimes)
- 100. Seems lonely. (Sometimes)
- 111. Has trouble making new friends. (Sometimes)
- 122. Says things that make no sense. (Never)
- 135. Is easily calmed when angry. (Often)
- 137. Offers help to other children. (Almost always)
- 142. Makes decisions easily. (Often)
- 147. Is easily stressed. (Sometimes)
- 148. Is clear when telling about personal experiences. (Often)
- 149. Organizes chores or other tasks well. (Sometimes)
- 153. Acts in a safe manner. (Sometimes)
- 163. Makes friends easily. (Sometimes)
- 165. Is able to describe feelings accurately. (Often)
- 168. Is unclear when presenting ideas. (Sometimes)
- 172. Cannot wait to take turn. (Sometimes)
- 174. Congratulates others when good things happen to them. (Almost always)

ITEMS BY SCALE - EXECUTIVE FUNCTIONING INDEX

Problem Solving Index

- 16. Plans well. (Often)
- 37. Sets realistic goals. (Often)
- 56. Tracks down information when needed. (Often)
- 71. Takes a step-by-step approach to work. (Often)
- 95. Finds ways to solve problems. (Sometimes)
- 120. Gives good suggestions for solving problems. (Often)
- 142. Makes decisions easily. (Often)
- 149. Organizes chores or other tasks well. (Sometimes)

Attentional Control Index

- 1. Pays attention. (Often)
- 11. Has a short attention span. (Sometimes)
- 28. Listens to directions. (Often)
- 83. Listens carefully. (Sometimes)
- 91. Is easily distracted. (Often)
- 127. Pays attention when being spoken to. (Often)
- 175. Has trouble concentrating. (Often)

Behavioral Control Index

- 24. Acts without thinking. (Sometimes)
- 42. Interrupts others when they are speaking. (Sometimes)
- 73. Has poor self-control. (Never)
- 121. Argues when denied own way. (Often)
- 159. Interrupts parents when they are talking on the phone. (Sometimes)

166. Acts out of control. (Sometimes)

Emotional Control Index

- 44. Overreacts to stressful situations. (Sometimes)
- 70. Gets angry easily. (Sometimes)
- 135. Is easily calmed when angry. (Often)
- 138. Is overly emotional. (Sometimes)

Overall Executive Functioning Index

- 1. Pays attention. (Often)
- 11. Has a short attention span. (Sometimes)
- 16. Plans well. (Often)
- 24. Acts without thinking. (Sometimes)
- 28. Listens to directions. (Often)
- 37. Sets realistic goals. (Often)
- 42. Interrupts others when they are speaking. (Sometimes)
- 44. Overreacts to stressful situations. (Sometimes)
- 56. Tracks down information when needed. (Often)
- 70. Gets angry easily. (Sometimes)
- 71. Takes a step-by-step approach to work. (Often)
- 73. Has poor self-control. (Never)
- 83. Listens carefully. (Sometimes)
- 91. Is easily distracted. (Often)
- 95. Finds ways to solve problems. (Sometimes)
- 120. Gives good suggestions for solving problems. (Often)
- 121. Argues when denied own way. (Often)
- 127. Pays attention when being spoken to. (Often)
- 135. Is easily calmed when angry. (Often)
- 138. Is overly emotional. (Sometimes)
- 142. Makes decisions easily. (Often)
- 149. Organizes chores or other tasks well. (Sometimes)
- 159. Interrupts parents when they are talking on the phone. (Sometimes)
- 166. Acts out of control. (Sometimes)
- 175. Has trouble concentrating. (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

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