BASC-3 ASSESSMENT

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# Overview

The Behavior Assessment System for Children i.e. the BASC-3 is the third edition of the original BASC released in 1992 and the one that followed it in 2004. All these assessment systems have been used rather extensively in research as well as clinical applications. BASC-3 is rather similar to BASC-2 in terms of structure and focus. However, it provides an additional set of scales that aids in the measurement of behavioral and emotional disorders in a number of different contexts i.e. both in home and school settings.

The BASC-3 is an individual assessment test that was created as a multi-method and multi-dimensional system with the potential to evaluate both the self-perception and the behavior of children and young adults. The primary population of BASC-3 is 2 to 25-year-olds and this assessment system was created by Cecil R. Reynolds and Randy W. Kamphaus (Reynolds & Kamphaus, 2015). It is administered on an individual basis and is available in 12 different forms. All three editions of the BASC has been in publication since 1992 to 2015 and is being published by Pearson Canada Assessment, Inc.

The BASC-3, as mentioned earlier, is divided into 12 forms. These forms are classified into 3 groups and then further divided based on what behavioral or emotional issue needs to be assessed. Each form has its own amount of time allocated for the purpose of administration, ranging anywhere between 10 to 20 minutes for Teacher Rating Scale (TRS) and Parent Rating Scale (PRS), while 30 minutes for Self-Report of Personality (SRP). Additionally, the price associated with every single form of BASC-3 varies on the basis on a number of questions associated with the assessment and the time administered (Reynolds & Kamphaus, 2015).

# Practical Information

Usually, behavioral and emotional difficulties have various aspects associated with them. These difficulties are usually assessed using different viewpoints and perspectives. Clinicians usually obtain such perspectives or views using several different measures and observations. With such data being collected in an ad hoc manner, the possibility of using this data for analytical purposes and obtaining a full picture of the scenario becomes rather difficult. This is what makes BASC-3 so desirable. It offers a comprehensive system that is useful at identifying, monitoring, evaluating, and remediating emotional and behavioral problems among children as well as adolescents (Pearson, About the BASC™–3 Rating Scales™, 2015).

## Administration and scoring procedures

Each component of the BASC-3 can be tailored to a situation. It can be used individually or even in combinations chosen by the administrator to deal with the situation at hand. Additionally, BASC-3 has three means or options for administration. The first one is Manual Entry or ME. Here, the traditional pencil-paper format is used to administer the test. The raw scores and options obtained are then entered into the system manually for the purpose of interpretation. The second method is the on-screen method i.e. the OSA. This method is usually used to on-screen, using a web-enabled computer that uses the Q-global software. It is often associated with the use of a Test Session Lock, a feature that keeps the individuals taking the assessment from using the internet. Finally, the third option i.e. Remote on-screen administration or ROSA, allows the test to be taken remotely, from any location. However, ROSA is only available for specific tests (Pearson, About the BASC™–3 Rating Scales™, 2015). Scoring can be carried out using the traditional hand-scoring method, or it can utilize the web-based, Q-global format of scoring. However, there is a list of factors which may classify an assessment ineligible for scoring purposes if certain data is missing.

## Qualifications for test administration

A central principle that is often associated with professional test use is that the individuals at work here should only use the tests they are trained to use. Pearson, the publisher of BASC-3, thus ensures that the test being purchased is in the hands of an administrator who is qualified for the job. Thus, the test is only sold to those individuals that can provide credentials regarding their qualifications. A qualified user is seen as someone that assumes complete responsibility of all aspects of appropriate test use. This includes administration, interpretation, scoring and even application of the results. There are some tests that can be assessed and scored by less trained individuals. However, they would only be allowed to do so in the presence of a qualified administrator (Pearson, Qualifications policy, 2015).

## Use in Counselling

BASC-3 is often used in school or clinical settings to the collection and administer evidence-based intervention to kids. It is specifically designed to help rectify the most common behavioral problems experienced by children and adolescents in that particular aspect. Here is a descriptive view of some of the problems solved through BASC.

### Attention/ Deficit/ Hyperactivity Disorder (ADHD)

ADHD is one of the most common neurodevelopmental disorder among children (Rowland, Lesesne, & Abramowitz, 2002). It is serious consequences associated with it, with those suffering from the disease having difficulty is receiving education and later being employed. It not only affects one’s performance at school, but it also has a profound effect on a child’s social as well as personal development. In a research carried out by Adams, Finn, Moes, Flannery, & Rizzo (2009), the team chose to explore the behavioral response of children using BASC monitor that is exclusively used to treat ADHD, by using a parent rating scale. In the end, following the administration of the test and result obtained. They showed that children on medication showed no significant difference in terms of performance than children that were off medication. However, in terms of interpersonal problems, children on medication scored higher than those not on it. On the other hand, a research carried out by Jarratt, Riccio, & Siekierski (2005) used BASC to studied children suffering from ADHD on the basis of their adaptive skills, externalizing and internalizing problems, behavioral symptom index, and even school problems. BASC showed promising results in response to clinical areas, giving information about externalizing behaviors and behavioral regulation. However, this study also expressed the need for the addition of more details for the purpose of diagnosis such as the history of behaviors.

Thus, assessment of ADHD based on BASC shows promising results and has opened doors to new forms of exploration in the study of ADHD.

### Aggressive Behavior and Delinquency

Delinquency is a significant problem for American society. It is not only costly, but it is also complex and very distressing at the same time. With the number of people under 18 being arrested increasing every year, the relationship that exists between the emergence of delinquency and developmental changes that show an inclination towards it as a child and a teenager is well documented. However, the number of psychological and environmental factors that exert an influence on juvenile delinquency is also well-known. However, the relationship between these factors requires extensive research and study. A study carried out by Kennedy (2013) shows the relationship between these factors, by analyzing violent and non-violent delinquents and establishing the basis of further study in with regard to behavioral, intellectual and personality correlations with juvenile offenders.

In another research, BASC was used to carry out a longitudinal assessment using both parents and teachers as administrators to understand the individual coping power of the children under their care (Lochman et al., 2015). The purpose of this study was to study the prevalence of aggressive behavior in preadolescent children and of any interventive measures need to be put into place to curb their aggressive tendencies. With BASC aggression scale eligible for enrollment assessments were carried out for three consecutive years. Using 360 child-parent pairs, the sample was selected from school to participate, with them being analyzed using various factors. Using BASC gave both parents and insightful look as to how to reduce aggressive behavior in kids their age and even keep them from going down the path of delinquency.

### Obstructive Sleep Apnea

More than one third children in the US suffer from obstructive sleep apnea (Shine, Coates, & Lannigan, 2005). It has detrimental effects on one’s wellbeing, both physically and physiologically. Furthermore, some researchers are also of the opinion that the global epidemic of obesity can also increase the likelihood of children to suffer from OSA, among other things. OSA in combination with obesity directly impacts the cognition and behavioral patterns among children, who can also suffer as a result of OSA (Mitchell & Boss, 2009). On the basis of this study, BASC can again play a significant role. In order to assess the condition of these children post-op, caregivers were asked to complete the BASC surveys, along with other surveys to measure the level of hyperactivity, depression and somatization among children. The test was administered according to the children’s respective age group and also scored on the basis of the subject’s age as well. Of the eighty-nine children chosen for the study, forty were obese while the remaining had normal-weight. However, the improvements exhibited by obese children at the end of the study demonstrate insignificant improvement in the quality of life for these children.

# Critical Evaluation

## Ease of administration and scoring

The BASC-3 is easy to administer and score, given the number of means available to do so. It has a very targeted approach and is well received by administrators and subjects alike. The assessment is multicolored, bring and engaging, which helps it keep the attention of younger children. The introduction of SOS and SDH forms of assessment makes it easier and highly useful. However, it often fails to collect and report key medical, familial and social data that can be included in this measure. The most dramatic change for BASC-3 is the availability for online administration as well as scoring. Although there are some reservations with the system as well, with some being uncertain as to who make be taking the test being administered online (Medway, 2017).

With regard to scoring, most of the assessments are hand-scored or employ the use of Q-global systems online for scoring purposes. While it has been regarded positively by both clinicians and researchers, there test still requires more acceptance among parents and school teachers in order to be effective (Medway, 2017).

## Norms

With regard to the norms, users are provided with a number of available reference frameworks that are used to evaluate the normative position on the basis of the scoring for each student on the basis of BASC-3. Norms are provided for both general and clinical samples, along with the group of students that have been clinically diagnosed with symptoms consistent with a number of disorders, such as ADHD (Konold, 2017).

Adolescents between the ages of 18 and 25 are combined into a single framework for the administration of SRP i.e. the self-report of personality. Norms have been declared distinct for both males and females, especially with respect to the presentation of behaviors. Another brilliant aspect of BASC is that during the administration of the assessment, manual users are offered guidance by the administrators to discuss if one aspect of the test manual is better than the other. Scores are then carried out using percentile ranks that allow users to evaluate the relative positive of students with regard to the normal framework (Konold, 2017).

## Reliability

The BASC-3 can provide in-depth reports of reliability analysis of the scales located in various different forms and versions of the instrument. Internal consistency and test reliability are provided for all the versions of the instrument and coefficients remain consistent among similar informant types, especially those presented in the teacher and parents forms (Konold, 2017).

Although there were a variety of different reasons why informant evaluation of the same subject may be different since the child may behave differently in the presence of a different administrator. However, the estimates of individuals agreeing on both the parent and the teacher scales were largely within expectation. This was especially significant when compared to other published behavioral assessments (Konold, 2017).

## Validity

The BASC-3 presents several investigative validity studies with regard to every single one of its three versions. It includes focusing on content evidence using the details provided in the development and selection. It is seen as a battery of behavioral measures, most of which are evaluated through intercorrelations through scales as well as the use of factor analytic approaches. Furthermore, profiles of behavior are often differentiated between children hailing from different clinical studies as well as educational classifications (Konold, 2017).

## Multicultural considerations, Strengths, and limitations of the instrument

One of the biggest strengths of BASC-3 is the fact that it provides a variety of scales that measure and describe a broad array of behavioral and emotional issues (Medway, 2017). It can be administered in English as well as the Spanish language. However, it does not have a broad spectrum in place regarding the languages it can be administered in. Additionally, at present, the school systems around the world, especially in countries like the US, it is commonplace to find students from different ethnicities coming together. If an assessment system is not tailored to the needs of different ethnicities, or it is not generalized in such a way that it can cater to just about everyone. This places a severe limitation of the use of an instrument (Song et al., 2017). However, BASC-3 is diverse in its use. Since it allows the administrator to guide the children and the adolescents taking the assessments, the language and ethnicity barrier can be dealt with.

## Recommendations for use

The BASC-3 is a versatile test that is based on a strong empirical foundation. It is a welcome update and revision to one of the most prominent behavior rating scales used in schools and clinical settings for research purposes. The latest edition has a number of revised components, including the rating scales that are easy enough to adapt with a little training (Wilder & Sudweeks, 2003). However, the newer aspects of the assessment will require a certain period of time for users to gain considerable familiarity with the system and its properties. Although, the assessment system could benefit from the provision of workshops that can provide hands-on experience to the administrators. Thus, this allows BASC-3 to be used in an effective and efficient manner, with attention paid to clinical as well as differential diagnostics and intervention effectiveness (Medway, 2017).

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