Slide 1

BASC™3

Updated Norms | Summary Report | FLEX Monitor |

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Declaration of Conflict of Interest: Drs. Reynolds and Kamphaus receive royalties from BASC-3 sales

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Slide 2

The 20/20 Problem:
Of the 20% of Children who have a Mental Health Disorder, only 20% Receive Services

Teacher and Parent Referral are Imperfect: In one study Head Start staff under-identified children with behavioral or emotional problems as a group, and those children with the highest risk for poor academic readiness were MOST likely to be unidentified and untreated. - Fantuzzo, Bulotsky, McDermott, Mosca, &Lutz, 2003
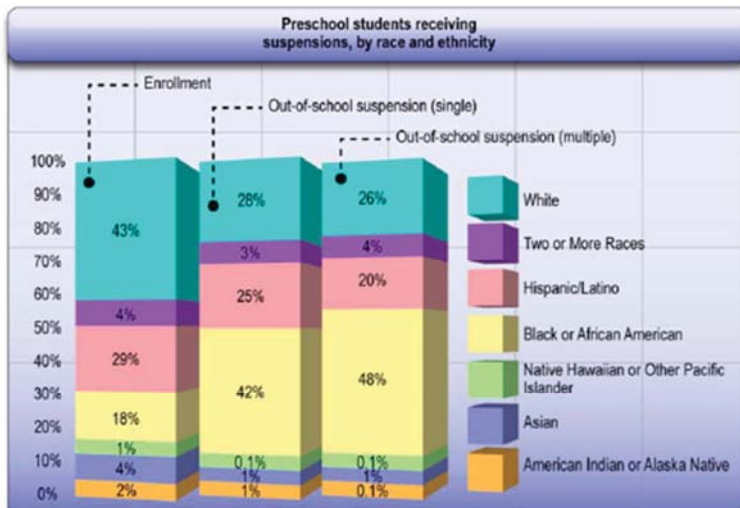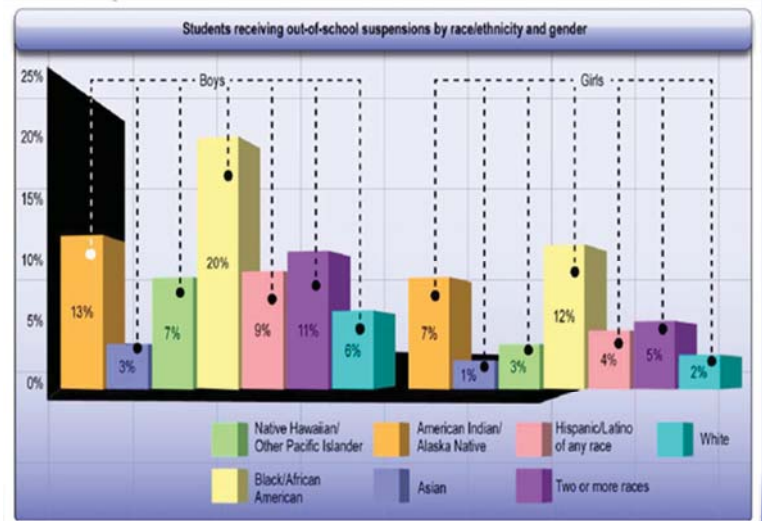
No "Child Find" Effort is in Place: Schools routinely engage in universal screening for vision, hearing, speech, and academic problems to mitigate risk, but NOT for emotional and behavior problems.
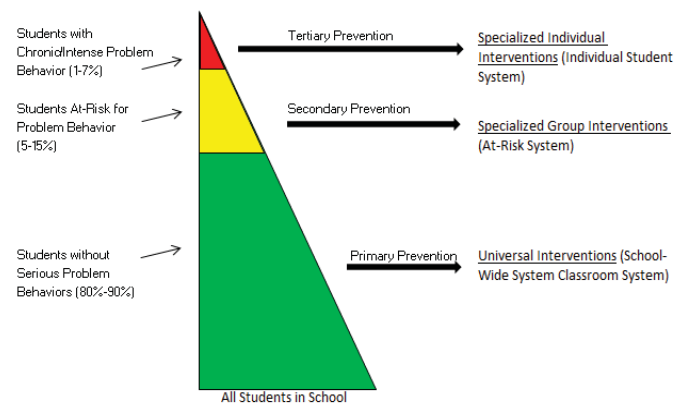
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Slide 3

Disproportionate Discipline

Disproportionality Starts at Referral. Bradshaw, et al., (2010) found that if a Black and White student have the same teacher rating scale scores and other results, the Black student would still have a 24% to 80% greater chance of receiving an Office Discipline Referral (ODR) compared to a White peer.

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Slide 4

Students receiving out-of-school suspensions by race/ethnicity and gender

Slide 5

Preschool students receiving suspensions, by race and ethnicity

Slide 6

Continuum of Prevention Services

Students with Chronic/Intense Problem Behavior (1-7%) → Tertiary Prevention → Specialized Individual Interventions (Individual Student System)

Students At-Risk for Problem Behavior (5-15%) → Secondary Prevention → Specialized Group Interventions (At-Risk System)

Students without Serious Problem Behaviors (80%-90%) → Primary Prevention → Universal Interventions (School-Wide System Classroom System)
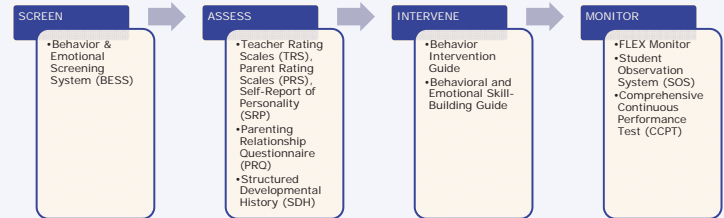
All Students in School

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Components

- Behavioral and Emotional Screening System (BESS)
- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Self-Report of Personality (SRP)
- Structured Developmental History (SDH)
- Student Observation System (SOS)
- Behavior Intervention Guide
- Behavioral and Emotional Skill Building Guide
- Flex Monitor
- Parenting Relationship Questionnaire (PRQ)
- Comprehensive Continuous Performance Test

Comprehensive Prevention and Intervention ⠿ BASC3

SCREEN	ASSESS	INTERVENE	MONITOR
• Behavior & Emotional Screening System (BESS)	• Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP) • Parenting Relationship Questionnaire (PRQ) • Structured Developmental History (SDH)	• Behavior Intervention Guide • Behavioral and Emotional Skill-Building Guide	• FLEX Monitor • Student Observation System (SOS) • Comprehensive Continuous Performance Test (CCPT)

BASC-3 Revision Goals ⠿ BASC3

- Maintain measurement integrity and quality
- Improve integration of components
- Improve item content, scale reliability, and score inference validity
- Offer new content scales without lengthening the rating scales significantly
- Measure broad range of behavior, emotion, and personality including, positive, adaptive dimensions and negative, clinical dimensions.

TRS, PRS, and SRP – What's New? ⠿ BASC3

- On average, across the TRS and PRS forms, 32% new items
- Each content scale now includes a few items that are unique to the scale
- Significant addition to Executive Functioning items and coverage based on research by Dr. Mauricio A. Garcia Barrera of the University of Victoria, British Columbia, Canada
  - 4 new subscales (software only): Problem Solving, Attentional Control, Behavioral Control, and Emotional Control
- Significant addition of Developmental Social Disorder items

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BASC-3 Scale Types ⠿ BASC3

Scale Type	Description
Clinical	Measure maladaptive behaviors, where high scores indicate problematic levels of functioning. Items are unique to a Clinical or Adaptive scale.
Adaptive	Measure adaptive behaviors or behavioral strengths, where low scores indicate possible problem areas. Items are unique to a Clinical or Adaptive scale.
Content	Measure maladaptive or adaptive behaviors; are comprised of a few unique items along with items from other Clinical or Adaptive scales.
Composite	Comprised of scale groupings that are based on theory and factor analytic results.
Indexes	Empirically derived scales comprised of items from other scales that were selected based on their ability to differentiate those with and without behavioral or emotional functioning diagnosis or classification.

Clinical Scales ⠿ BASC3

Clinical Scale	Description
Aggression	The tendency to act in a hostile manner (either verbal or physical) that is threatening to others about real or imagined problems
Anxiety	The tendency to be nervous, fearful, or worried
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily
Atypicality	The tendency to behave in ways that are considered "odd" or commonly associated with psychosis
Conduct Problems	The tendency to engage in antisocial and rule-breaking behavior, including destroying property
Depression	Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking
Learning Problems	The presence of academic difficulties, particularly understanding or completing homework
Somatization	The tendency to be overly sensitive to and complain about relatively minor physical problems and discomforts
Withdrawal	The tendency to evade others to avoid social contact

BASC–3 TRS and PRS Sample Clinical Scale Items

- **Hyperactivity**
Acts without thinking
Is in constant motion

- **Aggression**
Bullies others
Manipulates others

- **Conduct Problems**
Disobeys
Hurts others on purpose

- **Anxiety**
Is fearful
Has trouble making decisions

- **Depression**
Is negative about things
Says, "I can't do anything right"

- **Somatization**
Is afraid of getting sick
Complains of physical problems

Italicized items are new

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BASC–3 TRS and PRS Sample Clinical Scale Items

- **Attention Problems**
Has short attention span
Has trouble concentrating

- **Learning Problems**
Gets failing school grades
Demonstrates critical thinking skills

- **Atypicality**
Seems out of touch with reality
Acts as if other children are not there

- **Withdrawal**
Quickly joins group activities
Isolates self from others

Italicized items are new

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Adaptive Scales

Adaptive Scale	Description
Activities of Daily Living	The skills associated with performing basic, everyday tasks in an acceptable and safe manner
Adaptability	The ability to adapt readily to changes in the environment
Functional Communication	The ability to express ideas and communicate in a way others can easily understand
Leadership	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others
Social Skills	The skills necessary for interacting successfully with peers and adults in home, school, and community settings
Study Skills	The skills that are conducive to strong academic performance, including organizational skills and good study habits

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BASC–3 TRS and PRS Adaptive Scale Sample Items

- **Activities of Daily Living**
Organizes chores or other tasks well
Makes healthy food choices

- **Adaptability**
Adjusts well to changes in plans
Accepts things as they are

- **Social Skills**
Shows interest in others' ideas
Accepts people who are different from his or her self

Italicized items are new

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BASC–3 TRS and PRS Adaptive Scale Sample Items

- **Leadership**
Is usually chosen as leader
Is highly motivated to succeed

- **Study Skills**
Completes homework
Stays on task

- **Functional Communication**
Responds appropriately when asked a question
Starts conversations

Italicized items are new

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Content Scales

Content Scale	Description
Anger Control	The tendency to become irritated and/or angry quickly and impulsively, coupled with an inability to regulate affect and self-control
Bullying	The tendency to be intrusive, cruel, threatening, or forceful to get what is wanted through manipulation or coercion
Developmental Social Disorders	The tendency to display behaviors characterized by deficits in social skills, communication, interests, and activities; such behaviors may include self-stimulation, withdrawal, and inappropriate socialization
Emotional Self-Control	The ability to regulate one's affect and emotions in response to environmental changes
Executive Functioning	The ability to control behavior by planning, anticipating, inhibiting, or maintaining goal-directed activity, and by reacting appropriately to environmental feedback in a purposeful, meaningful way
Negative Emotionality	The tendency to react in an overly negative way and to any changes in everyday activities or routines
Resiliency	The ability to access both internal and external support systems to alleviate stress and overcome adversity

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BASC–3 TRS and PRS New Content Scale Only Items

- **Anger Control**
  Loses control when angry
  Gets angry easily

- **Bullying**
  Tells lies about others
  Puts others down

- **Developmental Social Disorders (See next slide)**
  Engages in repetitive movements
  Avoids eye contact

BASC-3 Q-global: Autism/PDD DSM Items
Developmental Social Disorders Scale, Ex Items

Adaptability	Adjusts easily to new surroundings. Adjusts well to changes in family plans. Adjusts well to changes in plans. Adjusts well to changes in routine.
Atypicality	Acts as if other children are not there. Acts strangely. Babbles to self. Bangs head. Confuses real with make-believe. Seems out of touch with reality. Seems unaware of others. Shows feelings that do not fit the situation.
Developmental Social Disorder	Avoids eye contact. Engages in repetitive movements. Shows basic emotions clearly.
Functional Communication	Communicates clearly. Is able to describe feelings accurately. Is clear when telling about personal experiences. Responds appropriately when asked a question.
Social Skills	Shows interest in others' ideas.
Withdrawal	Has trouble making new friends. Isolates self from others. Prefers to play alone. Quickly joins group activities.

TRS-P: Correlations with the Autism Spectrum Rating Scales (2-5 yrs.) Teacher Ratings

	Social/Communication	Unusual Behaviors	DSM-IV-TR	Peer Socialization	Adult Socialization	Social/Emotional Reciprocity	Atypical Language	Stereotypy	Behavioral Rigidity	Sensory Sensitivity	Attention/Self-Regulation	Total
Composite												
Externalizing Problems	0.4	0.38	0.42	0.3	0.42	0.38	0.24	0.38	0.28	0.39	0.46	0.43
Internalizing Problems	0.29	0.46	0.4	0.27	0.31	0.19	0.37	0.45	0.38	0.43	0.34	0.45
Adaptive Skills	-0.55	-0.42	-0.57	-0.45	-0.44	-0.54	-0.38	-0.39	-0.34	-0.42	-0.38	-0.52
Behavioral Symptoms Index	0.52	0.48	0.55	0.43	0.47	0.48	0.34	0.49	0.36	0.49	0.49	0.55
Clinical Scale												
Hyperactivity	0.38	0.41	0.41	0.26	0.37	0.35	0.26	0.38	0.31	0.38	0.51	0.45
Aggression	0.37	0.31	0.39	0.3	0.43	0.36	0.19	0.34	0.23	0.34	0.37	0.38
Anxiety	0.16	0.41	0.3	0.13	0.3	0.12	0.29	0.3	0.36	0.39	0.17	0.34
Depression	0.26	0.35	0.32	0.28	0.34	0.19	0.27	0.31	0.31	0.31	0.24	0.35
Somatization	0.24	0.31	0.27	0.21	0.06	0.13	0.32	0.42	0.2	0.28	0.38	0.36
Attention Problems	0.53	0.46	0.54	0.35	0.46	0.51	0.41	0.41	0.36	0.46	0.59	0.54
Atypicality	0.52	0.45	0.53	0.46	0.39	0.44	0.39	0.49	0.29	0.44	0.5	0.54
Withdrawal	0.42	0.34	0.45	0.39	0.3	0.41	0.14	0.39	0.25	0.4	0.16	0.41
Adaptive Scale												
Adaptability	-0.46	-0.48	-0.53	-0.4	-0.41	-0.41	-0.37	-0.42	-0.44	-0.43	-0.41	-0.52
Social Skills	-0.37	-0.26	-0.4	-0.32	-0.27	-0.43	-0.27	-0.26	-0.18	-0.31	-0.17	-0.32
Functional Communication	-0.56	-0.33	-0.54	-0.43	-0.44	-0.55	-0.31	-0.31	-0.21	-0.33	-0.39	-0.47
Content Scales												
Anger Control	0.35	0.35	0.42	0.31	0.44	0.33	0.21	0.36	0.3	0.36	0.32	0.38
Bullying	0.43	0.31	0.43	0.34	0.37	0.45	0.16	0.34	0.23	0.34	0.37	0.4
Developmental Social Disorders	0.61	0.49	0.63	0.49	0.45	0.59	0.34	0.53	0.37	0.51	0.42	0.61
Emotional Self-Control	0.32	0.39	0.4	0.28	0.41	0.26	0.31	0.35	0.36	0.35	0.35	0.41
Executive Functioning	0.53	0.48	0.55	0.42	0.53	0.48	0.36	0.44	0.38	0.46	0.52	0.56
Negative Emotionality	0.23	0.31	0.29	0.23	0.31	0.16	0.18	0.28	0.31	0.26	0.23	0.33
Resiliency	-0.47	-0.46	-0.51	-0.4	-0.47	-0.41	-0.36	-0.43	-0.38	-0.42	-0.4	-0.51
Clinical Indices												
Clinical Probability Index	0.59	0.51	0.62	0.45	0.49	0.55	0.42	0.51	0.39	0.5	0.57	0.61

TRS-C: Correlations with the Autism Spectrum Rating Scales (6-18 yrs.) Teacher Ratings

	Social/Communication	Unusual Behaviors	Self-Regulation	DSM-IV-TR	Peer Socialization	Adult Socialization	Social/Emotional Reciprocity	Atypical Language	Stereotypy	Behavioral Rigidity	Sensory Sensitivity	Attention	Total
Composite													
Externalizing Problems	0.16	0.42	0.53	0.3	0.23	0.4	0.2	0.4	0.27	0.35	0.46	0.49	0.38
Internalizing Problems	0.37	0.39	0.32	0.4	0.45	0.39	0.39	0.34	0.25	0.34	0.42	0.23	0.39
School Problems	0.25	0.48	0.62	0.39	0.27	0.4	0.33	0.53	0.31	0.41	0.47	0.61	0.48
Adaptive Skills	-0.43	-0.61	-0.52	-0.54	-0.48	-0.44	-0.53	-0.52	-0.37	-0.59	-0.56	-0.55	-0.58
Behavioral Symptoms Index	0.35	0.56	0.53	0.46	0.42	0.48	0.39	0.5	0.35	0.48	0.57	0.48	0.52
Clinical Scale													
Hyperactivity	0.11	0.4	0.51	0.26	0.17	0.36	0.15	0.45	0.26	0.29	0.41	0.53	0.36
Aggression	0.22	0.45	0.51	0.36	0.28	0.46	0.24	0.4	0.35	0.41	0.5	0.44	0.4
Conduct Problems	0.13	0.33	0.48	0.25	0.21	0.33	0.17	0.28	0.17	0.31	0.39	0.41	0.31
Anxiety	0.38	0.43	0.31	0.43	0.43	0.41	0.43	0.39	0.26	0.43	0.45	0.21	0.42
Depression	0.44	0.47	0.36	0.49	0.51	0.44	0.46	0.37	0.32	0.43	0.48	0.26	0.48
Somatization	0.19	0.15	0.19	0.19	0.29	0.22	0.18	0.14	0.1	0.06	0.23	0.13	0.18
Attention Problems	0.12	0.38	0.51	0.24	0.13	0.28	0.2	0.41	0.21	0.31	0.33	0.52	0.35
Learning Problems	0.34	0.49	0.58	0.45	0.35	0.42	0.39	0.52	0.35	0.43	0.5	0.55	0.51
Atypicality	0.26	0.41	0.38	0.33	0.33	0.33	0.28	0.39	0.23	0.35	0.46	0.36	0.38
Withdrawal	0.5	0.57	0.34	0.54	0.59	0.47	0.51	0.39	0.37	0.53	0.53	0.27	0.52
Adaptive Scale													
Adaptability	-0.45	-0.58	-0.41	-0.53	-0.47	-0.44	-0.49	-0.42	-0.36	-0.61	-0.49	-0.4	-0.54
Social Skills	-0.35	-0.47	-0.37	-0.43	-0.39	-0.39	-0.45	-0.31	-0.25	-0.49	-0.46	-0.4	-0.45
Leadership	-0.31	-0.48	-0.46	-0.41	-0.35	-0.34	-0.45	-0.45	-0.24	-0.45	-0.47	-0.5	-0.47
Study Skills	-0.22	-0.44	-0.48	-0.36	-0.27	-0.31	-0.3	-0.49	-0.27	-0.39	-0.39	-0.55	-0.42
Functional Communication	-0.47	-0.59	-0.48	-0.54	-0.52	-0.4	-0.52	-0.54	-0.44	-0.55	-0.59	-0.48	-0.57
Content Scales													
Anger Control	0.57	0.77	0.71	0.7	0.62	0.66	0.58	0.7	0.61	0.73	0.71	0.66	0.73
Bullying	0.08	0.25	0.37	0.18	0.14	0.26	0.13	0.21	0.16	0.21	0.34	0.33	0.24
Developmental Social Disorders	0.49	0.59	0.41	0.55	0.54	0.48	0.52	0.46	0.37	0.55	0.59	0.38	0.55
Emotional Self-Control	0.58	0.72	0.58	0.7	0.63	0.62	0.62	0.65	0.52	0.71	0.69	0.48	0.69
Executive Functioning	0.32	0.6	0.62	0.47	0.35	0.45	0.41	0.58	0.37	0.53	0.55	0.64	0.55
Negative Emotionality	0.52	0.65	0.58	0.62	0.57	0.59	0.55	0.51	0.45	0.65	0.64	0.45	0.63
Resiliency	-0.42	-0.56	-0.46	-0.51	-0.45	-0.42	-0.52	-0.47	-0.32	-0.58	-0.52	-0.48	-0.54
Clinical Indices													
ADHD Probability Index	0.26	0.55	0.6	0.42	0.32	0.44	0.34	0.56	0.33	0.46	0.53	0.6	0.5
EBD Probability Index	0.34	0.53	0.54	0.46	0.41	0.48	0.39	0.46	0.35	0.48	0.57	0.47	0.5

PRS-P: Correlations with the Autism Spectrum Rating Scales (2-5 yrs.) Teacher Ratings

	Social/Communication	Unusual Behaviors	DSM-IV-TR	Peer Socialization	Adult Socialization	Social/Emotional Reciprocity	Atypical Language	Stereotypy	Behavioral Rigidity	Sensory Sensitivity	Attention/Self-Regulation	Total
Composite												
Externalizing Problems	0.16	0.32	0.16	-0.01	0.4	-0.06	0.43	0.27	0.22	0.35	0.6	0.28
Internalizing Problems	0.05	0.28	0.09	0.07	0.37	-0.15	0.24	0.11	0.32	0.26	0.27	0.19
Adaptive Skills	-0.53	-0.34	-0.55	-0.45	-0.38	-0.51	-0.27	-0.28	-0.27	-0.18	-0.34	-0.49
Behavioral Symptoms Index	0.4	0.53	0.44	0.28	0.59	0.19	0.51	0.4	0.46	0.46	0.66	0.52
Clinical Scale												
Hyperactivity	0.24	0.42	0.29	0.09	0.41	0.05	0.51	0.38	0.3	0.4	0.6	0.37
Aggression	0.03	0.12	-0.04	-0.12	0.3	-0.14	0.2	0.06	0.05	0.24	0.43	0.09
Anxiety	-0.07	0.22	0.01	0.01	0.14	-0.19	0.15	0.06	0.31	0.21	0.05	0.08
Depression	0.13	0.26	0.18	0.08	0.38	-0.03	0.26	0.15	0.31	0.19	0.34	0.22
Somatization	0.05	0.17	-0.01	0.06	0.33	-0.14	0.1	0.08	0.12	0.22	0.23	0.13
Attention Problems	0.49	0.46	0.5	0.28	0.42	0.39	0.53	0.46	0.35	0.28	0.68	0.53
Atypicality	0.41	0.51	0.42	0.33	0.58	0.21	0.46	0.37	0.46	0.51	0.52	0.52
Withdrawal	0.3	0.27	0.35	0.41	0.25	0.27	0.02	0.15	0.29	0.21	0.02	0.3
Adaptive Scale												
Adaptability	-0.32	-0.4	-0.44	-0.22	-0.42	-0.32	-0.19	-0.3	-0.45	-0.27	-0.33	-0.41
Social Skills	-0.5	-0.24	-0.48	-0.43	-0.26	-0.5	-0.15	-0.24	-0.2	-0.1	-0.23	-0.42
Activities of Daily Living	-0.21	-0.14	-0.21	-0.24	-0.17	-0.14	-0.27	-0.03	-0.06	-0.07	-0.19	-0.19
Functional Communication	-0.48	-0.15	-0.44	-0.43	-0.23	-0.48	-0.18	-0.21	-0.03	-0.08	-0.2	-0.37
Content Scales												
Anger Control	0.18	0.25	0.21	0.09	0.4	0.03	0.28	0.16	0.22	0.25	0.37	0.25
Bullying	-0.15	-0.01	-0.22	-0.15	0.26	-0.3	-0.01	-0.04	-0.04	0.2	0.2	-0.09
Developmental Social Disorders	0.62	0.51	0.66	0.52	0.44	0.58	0.37	0.51	0.42	0.43	0.46	0.63
Emotional Self-Control	0.18	0.32	0.24	0.11	0.43	0.03	0.31	0.22	0.31	0.26	0.41	0.29
Executive Functioning	0.42	0.44	0.47	0.23	0.51	0.31	0.46	0.41	0.34	0.38	0.61	0.49
Negative Emotionality	0.14	0.24	0.16	0.08	0.39	-0.01	0.26	0.13	0.23	0.21	0.38	0.22
Resiliency	-0.38	-0.44	-0.48	-0.27	-0.43	-0.35	-0.12	-0.35	-0.47	-0.28	-0.27	-0.46
Clinical Indices												
Clinical Probability Index	0.52	0.36	0.51	0.42	0.5	0.43	0.38	0.34	0.3	0.26	0.53	0.5
Functional Impairment Index	0.51	0.45	0.54	0.45	0.51	0.4	0.39	0.37	0.38	0.32	0.5	0.53

PRS-C: Correlations with the Autism Spectrum Rating Scales (6-18 yrs.) Teacher Ratings

	Social/Communication	Unusual Behaviors	Self-Regulation	DSM-IV-TR	Peer Socialization	Adult Socialization	Social/Emotional Reciprocity	Atypical Language	Stereotypy	Behavioral Rigidity	Sensory Sensitivity	Attention	Total
Composite													
Externalizing Problems	0.2	0.37	0.56	0.33	0.38	0.49	0.24	0.39	0.23	0.36	0.38	0.44	0.42
Internalizing Problems	0.3	0.37	0.37	0.34	0.41	0.31	0.27	0.44	0.2	0.38	0.26	0.34	0.4
Adaptive Skills	-0.65	-0.44	-0.7	-0.69	-0.63	-0.65	-0.69	-0.6	-0.44	-0.59	-0.58	-0.68	-0.75
Behavioral Symptoms Index	0.36	0.48	0.63	0.49	0.51	0.55	0.41	0.54	0.3	0.48	0.38	0.55	0.56
Clinical Scale													
Hyperactivity	0.14	0.33	0.5	0.3	0.29	0.4	0.2	0.35	0.19	0.35	0.27	0.41	0.36
Aggression	0.22	0.38	0.49	0.33	0.38	0.45	0.25	0.41	0.26	0.35	0.38	0.38	0.4
Conduct Problems	0.17	0.27	0.49	0.25	0.31	0.45	0.21	0.3	0.17	0.25	0.38	0.38	0.35
Anxiety	0.31	0.41	0.39	0.41	0.4	0.32	0.31	0.48	0.24	0.45	0.17	0.37	0.43
Depression	0.32	0.42	0.48	0.4	0.47	0.44	0.32	0.46	0.25	0.45	0.32	0.41	0.46
Somatization	0.15	0.15	0.1	0.1	0.21	0.06	0.06	0.22	0.03	0.1	0.2	0.12	0.15
Attention Problems	0.43	0.51	0.75	0.55	0.48	0.56	0.52	0.57	0.37	0.47	0.42	0.71	0.63
Atypicality	0.28	0.36	0.45	0.39	0.43	0.38	0.33	0.43	0.27	0.34	0.18	0.44	0.42
Withdrawal	0.42	0.35	0.36	0.43	0.4	0.44	0.43	0.39	0.17	0.35	0.27	0.35	0.44
Adaptive Scale													
Adaptability	-0.51	-0.39	-0.56	-0.6	-0.55	-0.54	-0.57	-0.54	-0.37	-0.6	-0.49	-0.5	-0.63
Social Skills	-0.64	-0.57	-0.63	-0.63	-0.59	-0.63	-0.64	-0.52	-0.38	-0.52	-0.61	-0.6	-0.69
Leadership	-0.61	-0.5	-0.61	-0.6	-0.5	-0.53	-0.65	-0.5	-0.37	-0.43	-0.38	-0.61	-0.66
Activities of Daily Living	-0.45	-0.54	-0.69	-0.54	-0.55	-0.6	-0.49	-0.51	-0.41	-0.48	-0.58	-0.67	-0.63
Functional Communication	-0.61	-0.58	-0.58	-0.63	-0.57	-0.51	-0.66	-0.54	-0.38	-0.53	-0.46	-0.58	-0.67
Content Scales													
Anger Control	0.22	0.41	0.51	0.34	0.39	0.44	0.24	0.43	0.22	0.44	0.38	0.38	0.43
Bullying	0.25	0.36	0.5	0.35	0.41	0.47	0.28	0.41	0.3	0.33	0.37	0.41	0.41
Developmental Social Disorders	0.59	0.65	0.61	0.67	0.64	0.59	0.63	0.62	0.43	0.64	0.5	0.58	0.7
Emotional Self-Control	0.31	0.5	0.49	0.45	0.49	0.49	0.31	0.55	0.29	0.52	0.37	0.41	0.49
Executive Functioning	0.49	0.61	0.76	0.62	0.59	0.61	0.56	0.61	0.41	0.57	0.53	0.71	0.7
Negative Emotionality	0.27	0.41	0.5	0.4	0.46	0.29	0.44	0.23	0.46	0.36	0.4		0.45
Resiliency	-0.64	-0.6	-0.58	-0.66	-0.6	-0.55	-0.69	-0.52	-0.42	-0.54	-0.52	-0.58	-0.69
Clinical Indices													
ADHD Probability Index	0.37	0.54	0.75	0.53	0.51	0.59	0.45	0.59	0.36	0.5	0.46	0.7	0.63
EBD Probability Index	0.42	0.53	0.65	0.52	0.55	0.61	0.45	0.55	0.36	0.51	0.49	0.55	0.62
Autism Probability Index	0.53	0.49	0.53	0.58	0.59	0.57	0.55	0.57	0.33	0.48	0.32	0.53	0.59

BASC—3 TRS and PRS New Content Scale Only Items

- **Emotional Self Control**

Is overly emotional
Overreacts to stressful situations

- **Executive Functioning**

Plans well
Breaks large problems into smaller steps

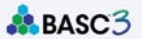- **Negative Emotionality**

Reacts negatively
Finds fault with everything

- **Resiliency**

Finds ways to solve problems
Is resilient

BASC-3 Options

BASC3

Paper
• One record form to replace hand scoring, computer entry and scanned forms.
• Separate worksheets for manual scoring.

Digital
• Pay per reports (Includes on-screen administration, scoring and reporting.)
• Unlimited Scoring Subscriptions (Includes scoring and reporting. Does not include on-screen administration.)

Options		
Hand Scoring	**Hybrid**	**All Digital**
• Administration: Paper	• Administration: Paper	• Administration: Q-g
• Scoring & Reporting: Paper	• Scoring & Reporting: Q-g unlimited subscription	• Scoring & Reporting: Q-g

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TRS, PRS, and SRP Hand Scoring

Page 1
Page 4
Page 2
Page 3

- **Hand Score Worksheet replaces carbonless forms**
- **4 page, 11x17 folded sheet**
- **Transfer responses to worksheet**
- **Sum responses and look up T scores, similar to existing forms**

Composite Scales

BASC3

	Externalizing Problems	Internalizing Problems	School Problems	Adaptive Skills	Behavioral Symptoms Index
TRS-P	Hyperactivity Aggression	Anxiety Depression Somatization		Adaptability Social Skills Functional Communication	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
TRS-C, TRS-A	Hyperactivity Aggression Conduct Problems	Anxiety Depression Somatization	Learning Problems Attention Problems	Adaptability Social Skills Functional Communication Leadership Study Skills	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
PRS-P	Hyperactivity Aggression	Anxiety Depression Somatization		Adaptability Social Skills Functional Communication Activities of Daily Living	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal
PRS-C, PRS-A	Hyperactivity Aggression Conduct Problems	Anxiety Depression Somatization		Adaptability Social Skills Functional Communication Leadership Activities of Daily Living	Hyperactivity Aggression Depression Attention Problems Atypicality Withdrawal

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New Clinical Indexes – New

BASC3

	Teacher Rating Scale			Parent Rating Scale		
	P 2-5	C 6-11	A 12-21	P 2-5	C 6-11	A 12-21
Index						
ADHD Probability		*	*		*	*
Emotional Behavior Disorder Probability		*	*		*	*
Autism Probability		*	*		*	*
Functional Impairment	*	*	*	*	*	*
Clinical Probability	*			*		

ADHD Clinical Scale Profiles

—Teacher —Parent
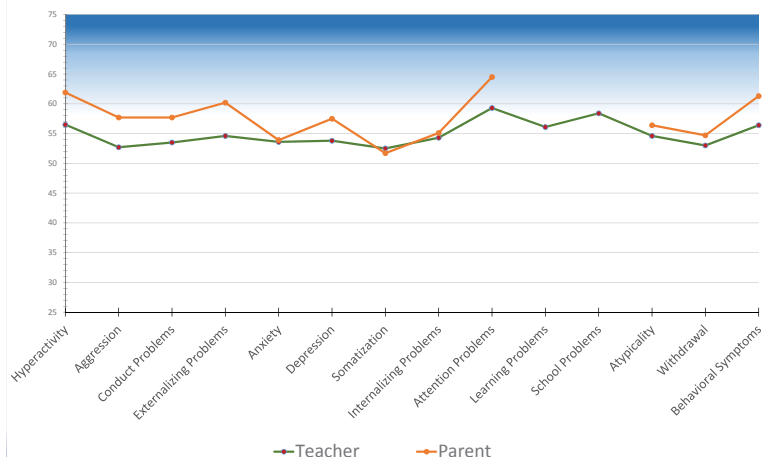
ADHD Adaptive Scale Profiles
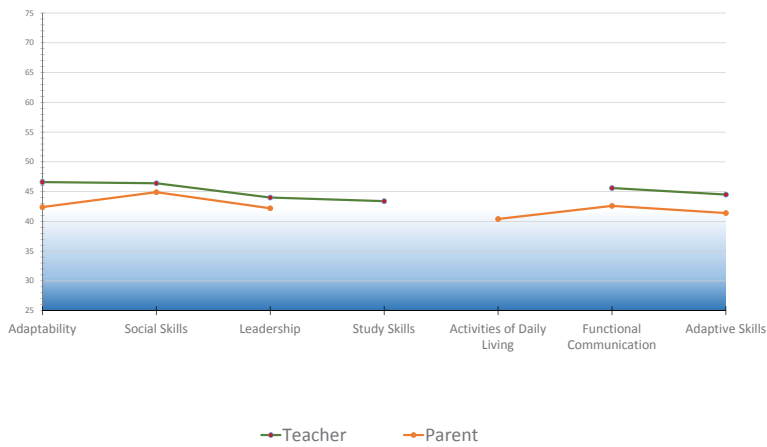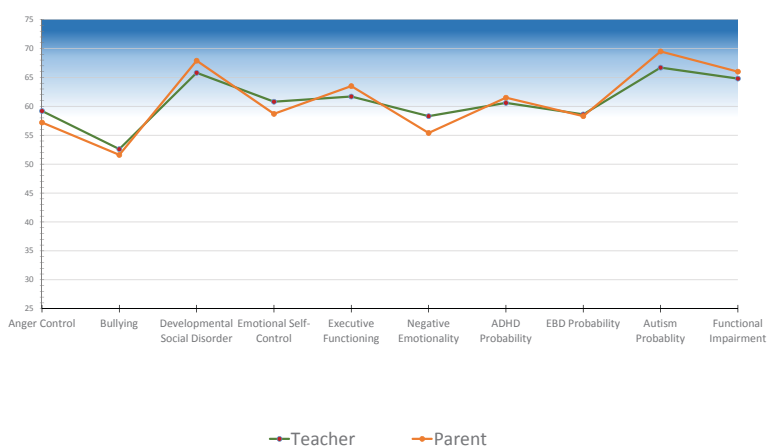

ADHD Content and Clinical Index
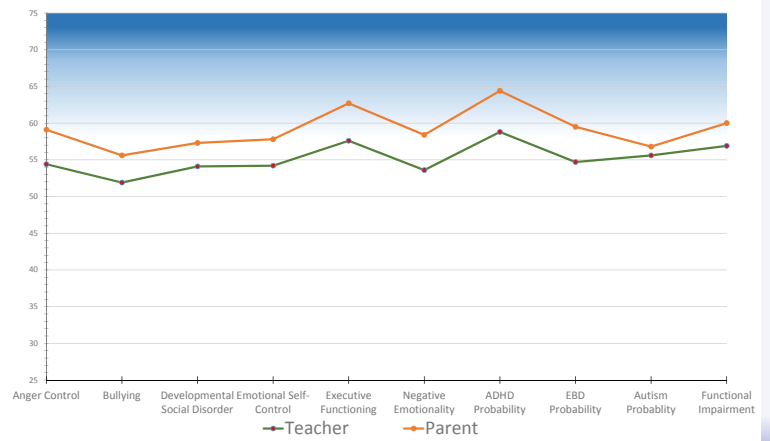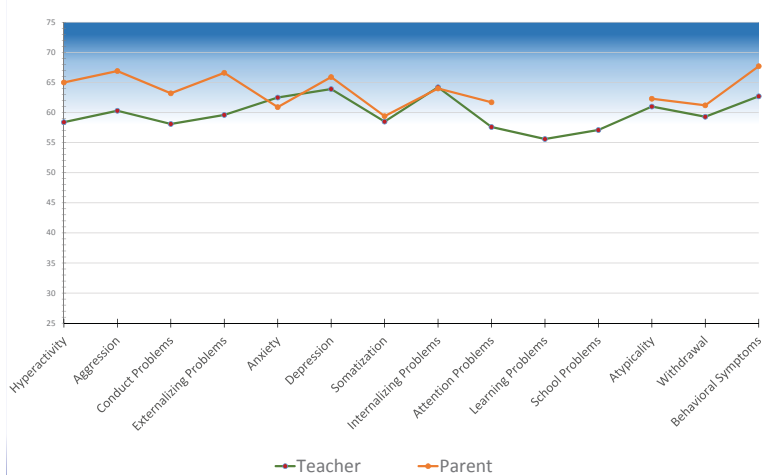

Autism/PDD Clinical Scale Profiles
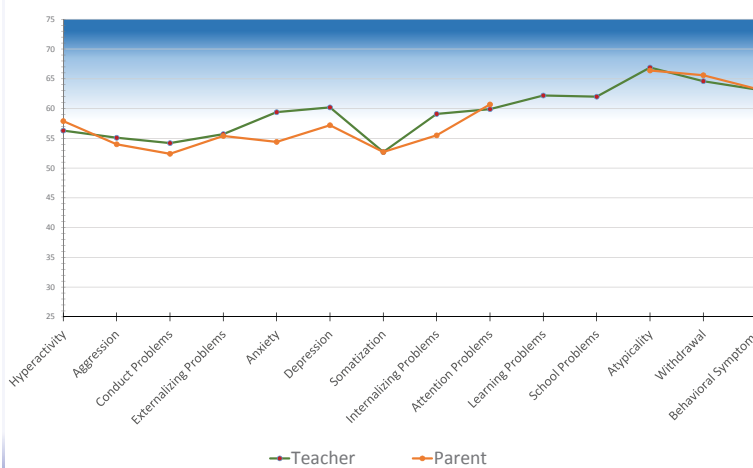
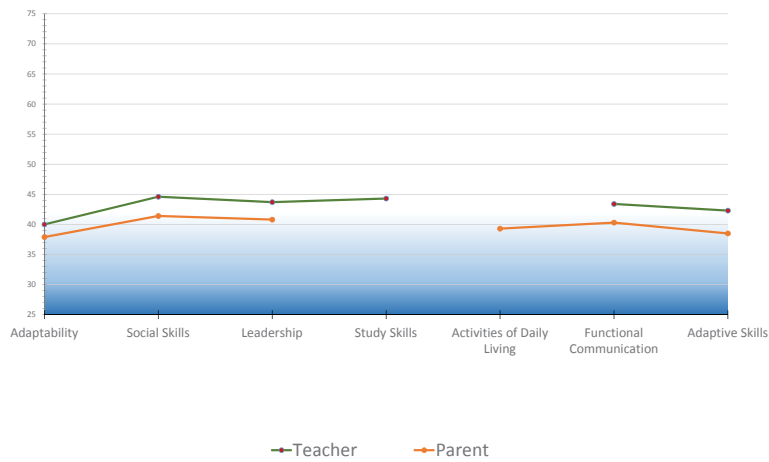Autism/PDD Adaptive Scale Profiles
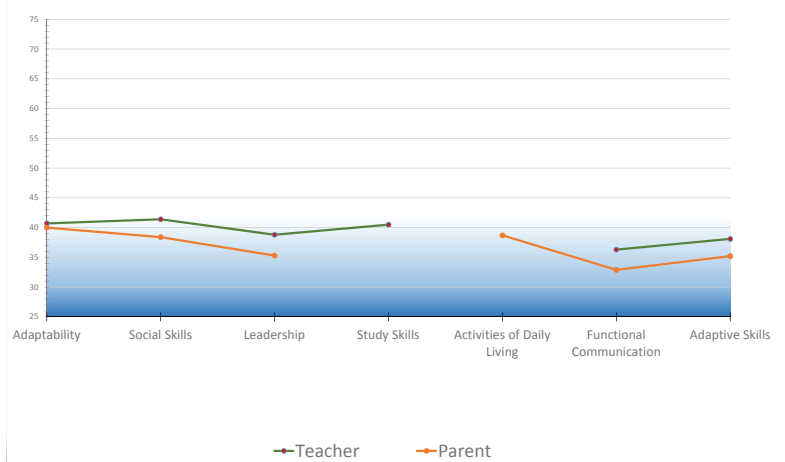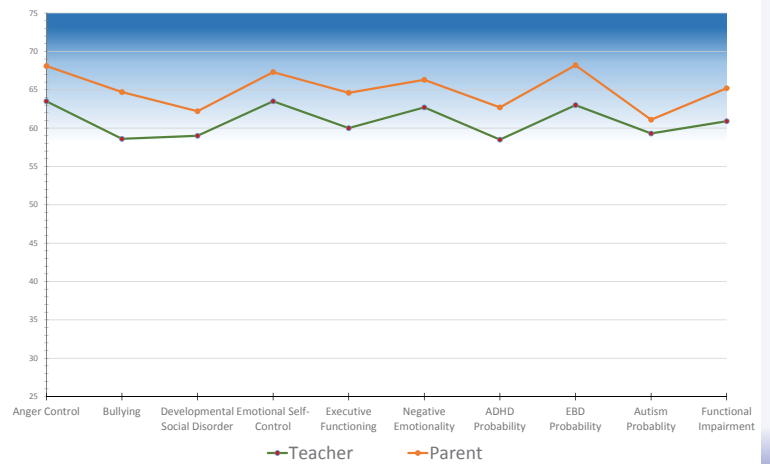

Autism/PDD Content and Clinical Index
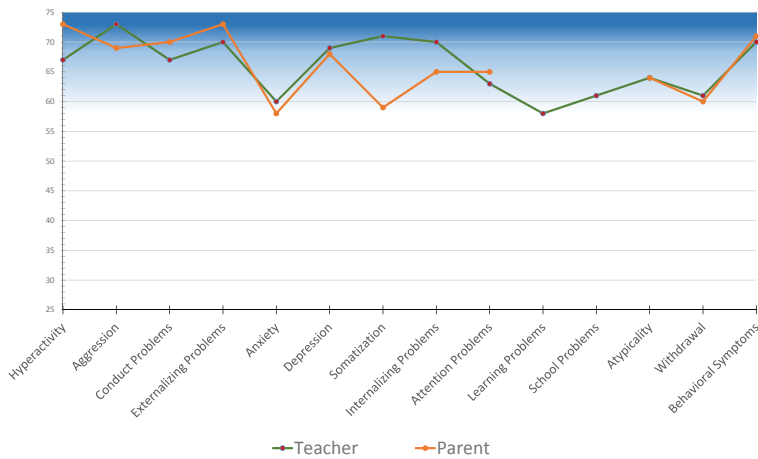

EBD Clinical Scale Profiles
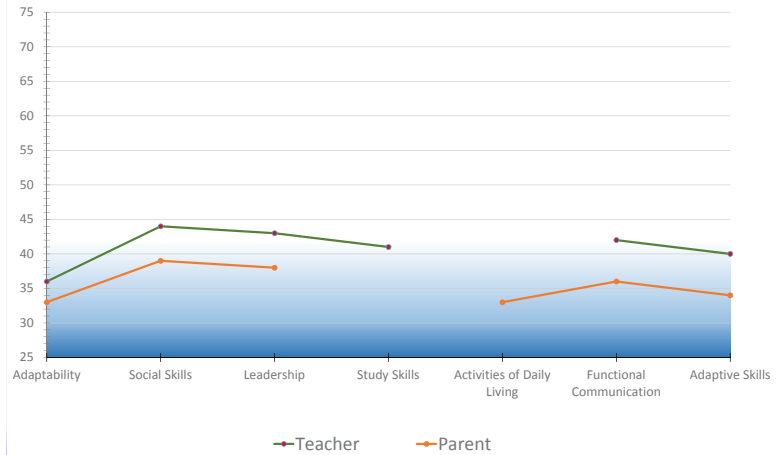
EBD Adaptive Scale Profiles
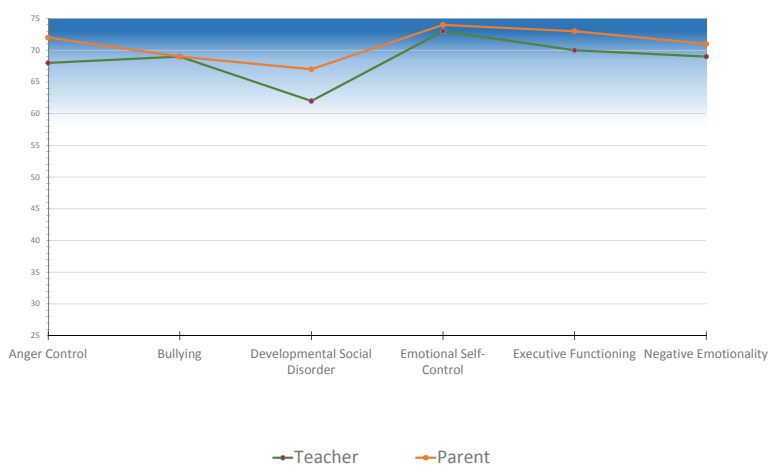

EBD Content and Clinical Index

Bipolar Clinical Scale Profiles

Bipolar Adaptive Scale Profiles

Bipolar Content Scale Profiles

Garcia-Barrera, M. A., Karr, J. E., & Kamphaus, R. W. (2013). Longitudinal applications of a behavioral screener of executive functioning: Assessing factorial invariance and exploring latent growth. *Psychological Assessment, 25*, 1300-1313. doi:10.1037/a0034046

- Unidimensional during early development (3 to 6)– multidimensional later,
- Multidimensional at age 6
- Each component follows a unique pattern of Increasing advantage for girls with age
- Garcia-Barrera et al.'s (2011) BASC executive functions screener can evaluate longitudinal growth of four executive functions between ages 6 and 11.

New Executive Functioning Indexes for TRS and PRS

- Problem Solving Index
- Attentional Control Index
- Behavioral Control Index
- Emotional Control Index *'the process of initiating, avoiding, inhibiting, maintaining, or modulating the occurrence, form, intensity, or duration of internal feeling states, emotion-related physiological, attentional processes, motivational states, and/or the behavioral concomitants of emotion in the service of accomplishing affect- related biological or social adaptation or achieving individual goals"* (Eisenberg and Spinrad (2004)
- Overall Executive Functioning Index

BASC-3 SRP Clinical and Adaptive Scales

❖ BASC3

Scale	Child 8-11	Adolescent 12-21	College 18-25
Alcohol Abuse			x
Anxiety	x	x	x
Attention Problems	x	x	x
Attitude to School	x	x	
Attitude to Teachers	x	x	
Atypicality	x	x	x
Depression	x	x	x
Hyperactivity	x	x	x
Interpersonal Relations	x	x	x
Locus of Control	x	x	x
Relations with Parents	x	x	x
School Maladjustment			x
Self-Esteem	x	x	x
Self-Reliance	x	x	x
Sensation Seeking		x	x
Sense of Inadequacy	x	x	x
Social Stress	x	x	x
Somatization		x	x
Item Total			
		ADAPTIVE SCALES	CLINICAL SCALES

Self-Report of Personality

BASC—3 SRP Clinical Scale Sample Items

- **Attitude to School**
School is boring
I feel safe at school

- **Atypicality**
I see weird things
People think I'm strange

- **Attitude to Teachers**
My teacher is proud of me
I like my teacher

- **Locus of Control**
I am blamed for things I don't do
I never get my way

- **Sensation Seeking**
I dare others to do things
I like to take risks

- **Social Stress**
I am lonely
Other people seem to ignore me

Italicized items are new

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BASC—3 SRP Clinical Scale Sample Items

- **Anxiety**
Little things bother me
I feel stressed

- **Somatization**
I get sick more than others
I am in pain

- **Depression**
I just don't care anymore
I feel lonely

- **Attention Problems**
I have attention problems
I forget to do things

- **Sense of Inadequacy**
I fail at things
Doing my best is never good enough

- **Hyperactivity**
I have trouble sitting still
People tell me to slow down

Italicized items are new

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BASC—3 SRP Clinical Scale Sample Items – College Only

- **Alcohol Abuse**
I drink alcohol to feel better
I drink alcohol when I am bored

- **School Maladjustment**
I am tired of going to school
I worry about being able to complete my school degree

Italicized items are new

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BASC—3 SRP Adaptive Scale Sample Items

- **Relations with Parents**
My parents are proud of me
I like my parents

- **Interpersonal Relations**
I feel that nobody likes me
I have a hard time making friends

- **Self-Esteem**
I wish I were different
I'm happy with who I am

- **Self-Reliance**
I am dependable
Others ask me to help them

Italicized items are new

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BASC—3 SRP Scales

- Clinical Indexes now included in same manual tables.

Composites
- School Problems (C, A)
- Internalizing Problems
- Inattention/Hyperactivity
- Emotional Symptoms Index
- Personal Adjustment

Content Scales (A, COL)
- Anger Control
- Ego Strength
- Mania
- Test Anxiety

Clinical Indexes
- Functional Impairment Index (Not on child level)

BASC—3 SRP New Content Only Scale Items

- **Anger Control**

I get angry easily
I yell when I get angry

- **Ego Strength**

I'm a good person
I accept myself for who I am

- **Mania**

My thoughts keep me awake at night

- **Test Anxiety**

Tests make me nervous
I do well on tests

Table 6.11 SRP—I Item Endorsements and Response Categories and Examples

10. Do you feel sad? (Yes=34%)
Problems with others (40%)
When people are mean; getting bullied; fights with siblings
Loneliness/grief (38%)
Missing others; when someone dies; when dad is gone in army; when pet dies/runs away
11. Do you feel like you are all alone? (Yes=25%)
Recreation/free time (52%)
At recess; during free time
Home/family (38%)
In room; when doesn't know where family members are; when goes places without parents

---

BASC-3 Development & Standardization information

Items selected based on:
- Standardized item loading in SEM analyses in English and Spanish
- Item-total correlation
- Item bias statistics
- Construct relevance

General normative sample was be stratified by:
- Sex by race/ethnicity
- Sex by region
- Sex by mother's education level

General Norm Sample Sizes

Form	Ages	Total N
TRS–P	2–3	200
	4–5	300
TRS–C	6–7	300
	8–11	300
TRS–A	12–14	300
	15–18	300

Form	Ages	Total N
PRS–P	2–3	300
	4–5	300
PRS–C	6–7	300
	8–11	300
PRS–A	12–14	300
	15–18	300

General Norm Sample Sizes

Form	Ages	Total N
SRP–I	6–7	300
SRP–C	8–11	300
SRP–A	12–14	300
	15–18	300
SRP–Col	18–25	300

TRS Reliabilities: Mean & Range of Primary Scales

Level	Alpha
P	.86 (.77–.93)
C	.89 (.81–.94)
A	.90 (.83–.96)

PRS Reliabilities: Mean & Range of Primary Scales

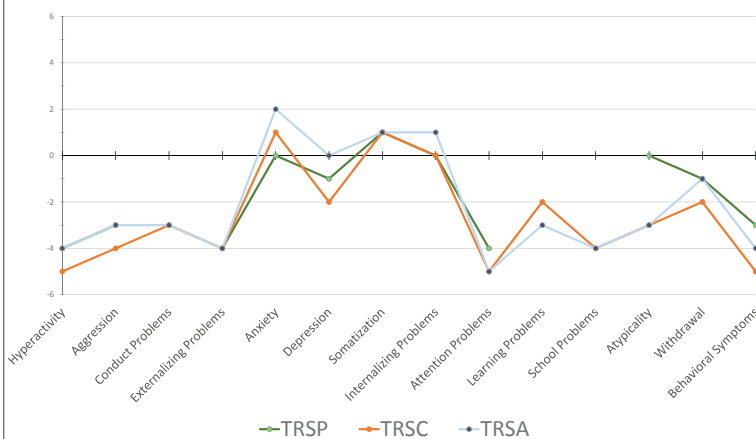| Level	Alpha
P	.84 (.76–.90)
C	.86 (.79–.92)
A	.89 (.82–.93)

SRP Reliabilities: Mean & Range of Primary Scales

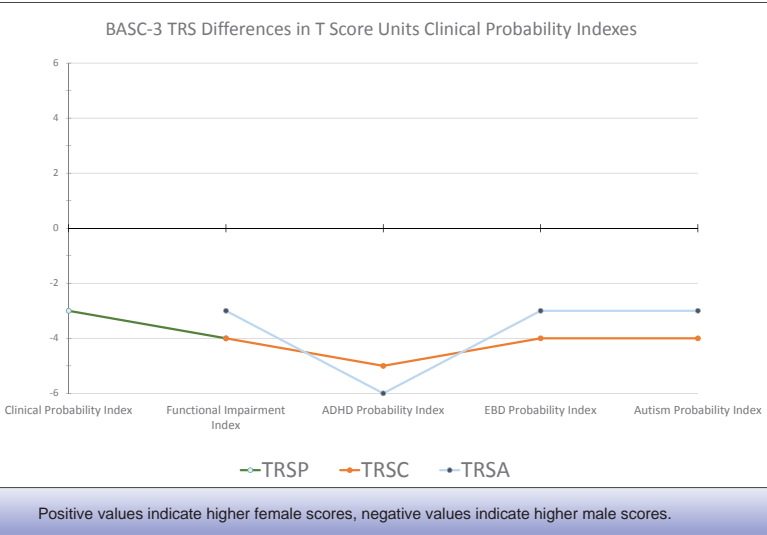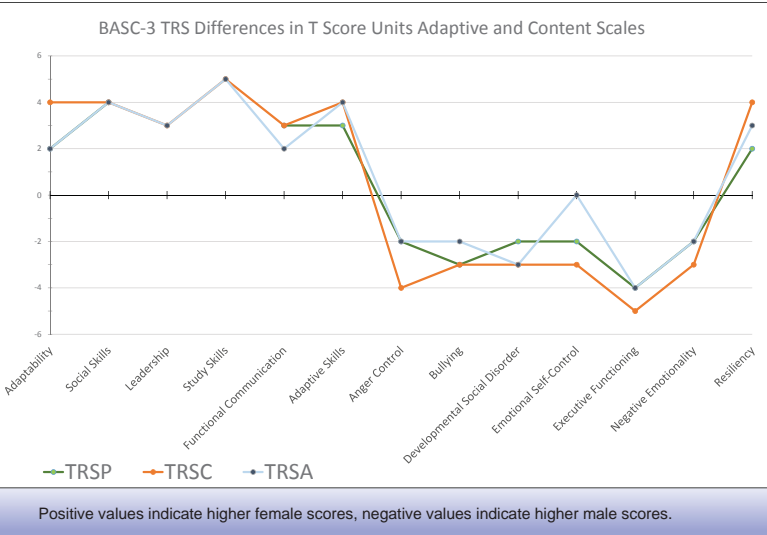| Level	Alpha
C	.81 (.73–.87)
A	.84 (.71–.91)
Col	.85 (.78–.93)

BASC-3 TRS Differences in T Score Units Clinical Scales and Composites

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 TRS Differences in T Score Units Adaptive and Content Scales

Legend: TRSP, TRSC, TRSA

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 TRS Differences in T Score Units Clinical Probability Indexes

Legend: TRSP, TRSC, TRSA

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 PRS Differences in T Score Units Clinical Scales and Composites

Legend: PRSP, PRSC, PRSA

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 PRS Differences in T Score Units Adaptive and Content Scales

Legend: PRSP, PRSC, PRSA

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 PRS Differences in T Score Units Clinical Probability Indexes

Legend: PRSP, PRSC, PRSA

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 SRP Differences in T Score Units Clinical Scales and Composites

Legend: Child, Adolescent, College

Positive values indicate higher female scores, negative values indicate higher male scores.

Slide 1

BASC-3 SRP Differences in T Score Units, Clinical Probability Index, Adaptive and Content Scales

Legend: Child — Adolescent — College

Positive values indicate higher female scores, negative values indicate higher male scores.

BASC-3 Flex Monitor

- The BASC-3 Flex Monitor can be used to monitor behavioral and emotional functioning over a desired period of time
- Users will have the ability to:
  - Choose an existing monitoring form
  - Create a form using an item bank
  - Choose a rater (teacher, parent, or student)
  - Administer digital or paper forms
  - Set up recurring administrations over a specified time period
  - Generate monitoring reports to evaluate change over time

Slide 2

BASC-3 Flex Monitor – How will it work?

- For custom forms, a user will be able to choose from our item pool and start "building" a form
- Items can be filtered/searched
- When building the form, the user will be able to compute the estimated reliability of the form, based on the standardization data sample
- Adjustments can be made to the form based on the user's needs

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Slide 3

BASC-3 Flex Monitor – How will it work?

- Forms can be saved, and shared with other users within a clinic, hospital, or school

- Reports will include T scores that are generated based on the TRS/PRS/SRP standardization samples
  - This enables comparisons with a normative population, describing the extremeness of scores
  - Intra-individual comparisons (i.e., comparing time 1 vs. time 2, etc.) are also provided

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Slide 4

Student Observation System – Digital and Paper

- Digital: Smartphone/Tablet or Laptop

Prompt to observe   Record observations   Complete Part A

Slide 5

Student Observation System – Digital and Paper

- Digital administration occurs through Q-global
  - Promotes consistency with BASC-3 components
  - Enables users to have all BASC-3 results in the same place
  - Users will not have to find, purchase, or install any apps; administrations begin by simply opening a web address
  - Is the replacement for the BASC-2 POP; BASC-3 will not offer ability for customization of forms
- Paper form will still be offered, and can be entered into Q-global if desired

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BASC3

Structured Developmental History – Digital and Paper

• Digital: Tablet or Desktop/Laptop

Parent Information   Check boxes for various sections   Variety of response formats

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Slide 74

BASC3

Structured Developmental History – Dynamic Digital Assessment option

• The Power of Digital
  • Increased efficiency during administration – only present questions needed

Administration of additional SDH items that are based on PRS scale scores, allowing faster access to important diagnostic information

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Slide 75

BASC3

BASC-3 Parenting Relationship Questionnaire

• The BASC-3 PRQ assesses the parent's perspective of the relationship between the parent and his/her child, and can be particularly useful:
  • when implementing behavioral/emotional interventions that require any level of parental involvement
  • in family counseling or other settings where it is important to assess parent/child relationship dynamics

• Components include:
  • Manual
  • Record forms
  • Hand score worksheets
  • Q-global administration, scoring, and reporting

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BASC3

BASC–3 PRQ Scales

PRQ–Preschool
• Attachment
• Discipline Practices
• Involvement
• Parenting Confidence
• Relational Frustration

PRQ–Child / Adolescent
• Attachment
• Communication
• Discipline Practices
• Involvement
• Parenting Confidence
• Satisfaction with School
• Relational Frustration

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Slide 77

BASC3

BASC-3 Parenting Relationship Questionnaire

Form	Ages	Mother Rater	Father Rater	Total
PRQ–P	2–5	200	100	300
PRQ–CA	6–18	800	400	1200

Level	Female Rater	Male Rater
PRQ–P	.87 (.82–.91)	.88 (.83–.93)
PRQ–CA	.88 (.76–.95)	.88 (.76–.96)

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Slide 78

Preventing Mental, Emotional, and Behavioral Disorders Among Young People

Progress and Possibilities

Committee on the Prevention of Mental Disorders and Substance Abuse Among Children, Youth, and Young Adults: Research Advances and Promising Interventions

Mary Ellen O'Connell, Thomas Boat, and Kenneth E. Warner, *Editors*

Board on Children, Youth, and Families
Division of Behavioral and Social Sciences and Education

NATIONAL RESEARCH COUNCIL AND
INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES

Poor Academic Outcomes Associated with Mental Health Disorders - Risk

- Lower grades and poor attendance rates (Suldo, Thalji, & Ferron, 2011),
- Greater incidence of adolescent smoking (Lewis et al., 2011), and illicit substance use (Goodman, 2010),
- More mental health disorders in early adulthood (Johnson, Cohen, & Kasen, 2009; Kinnunen, Laukkanen, & Kylma, 2009).
- More than half of all students identified as having significant emotional or behavioral problems drop out, and of those that remain in school only about 42% graduate with a diploma (Bradley et al., 2008).
- Only 20% of students in special education with emotional and behavioral disorders pursue any type of post-secondary education (Wagner, Kutash, Duchnowski, & Epstein, 2005).


Early Detection - Universal Screening for Behavioral and Emotional Risk (BER)

- According to the National Academy (O'Connell et al., 2009): "For prevention, one of the goals of screening should be to identify communities, groups, or individuals exposed to risks or experiencing early symptoms that increase the potential that they will have negative emotional or behavioral outcomes and take action prior to there being a diagnosable disorder" (p. 223).
- Screening studies conducted in California in the 1950's and 1960's used similar item types and content to assess early symptoms (Cowen et al., 1973)

Student Case Study: Samantha
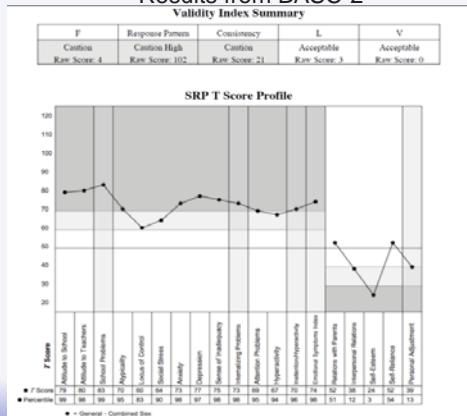
Samantha was identified through self-report screening

Results from BASC-2

Screening May Mitigate Disproportionate Referral

- Dowdy, Doane, Eklund and Dever (2011) found that teachers nominated significantly more males (73.3%) than females as at risk compared to using a brief teacher-rated BER screener (60.5%).
- Kamphaus and Reynolds (2007), and Kamphaus et al. (2010) found that use of the Teacher Form of the Behavioral and Emotional Screening System (BESS) reduced the disproportionality of boys to girls to 2:1 as compared to 3:1 to 8:1 in prior studies.

Screening Made Practical

Cowen et al. (1973). "…mass-screening devices are more likely to root if they have simple clear formats, are easy to understand, objective, relatable to educational "values" and, above all, minimally time consuming." (p. 32)

The 2004 Individuals with Disabilities Education Improvement Act (IDEIA) allows schools to use up to 15% of their IDEIA funds toward efforts to identify and intervene early with students at-risk [IDEIA, 34 CFR 300.226(a)].

Staffing Costs More Than Materials. Dobrez et al. (2001), "The practical cost of providing developmental and behavioral screening is driven primarily by the time and staff required to conduct and evaluate the screens (p. 913)."

BASC-3 Behavioral and Emotional Screening System

BASC 3

- The BASC-3 BESS is designed to quickly and efficiently assess the behavioral and emotional risk and overall mental health status of children ages 3 thru 18, in a variety of settings:
  - Group-wide screening in schools (e.g., Tier 1 tool)
  - General measure of functioning in settings where it is prohibitive to administer longer TRS/PRS/SRP forms
- Components include:
  - Manual
  - Record forms
  - Hand score worksheets (tentative)
  - Q-global administration, scoring, and reporting

Slide 1

BASC3

BESS

Formulario para estudiantes Grados 3–12

Randy W. Kamphaus, PhD • Cecil R. Reynolds, PhD

Tu nombre _____
  Nombre(s)   Apellido(s)

Fecha _____ Fecha de nacimiento _____
  Mes Día Año   Mes Día Año

Escuela _____ Grado _____

Sexo ☐ Masculino ☐ Femenino Edad _____

Slide 2

| Recuerda: | N = Nunca | A = A veces | F = Frecuentemente | S = Casi siempre |

1. Me cuesta trabajo sentarme quieto(a). .... N A F S
2. Mi maestro(a) está orgulloso(a) de mí. .... N A F S
3. Mis padres confían en mí. .... N A F S
4. Me cuesta trabajo prestar atención al maestro(a). . N A F S
5. Quiero mejorar, pero no puedo. .... N A F S
6. Los demás me tienen respeto. .... N A F S
7. La gente me dice que vaya más despacio. .... N A F S
8. Estoy solo(a). .... N A F S
9. Me siento a gusto en la escuela. .... N A F S
10. Les agrado a los demás. .... N A F S
11. Me preocupo sin saber por qué. .... N A F S
12. Yo hablo cuando otras personas están hablando. . N A F S
13. Siento que mi vida va de mal en peor. .... N A F S
14. Mis padres están orgullosos de mí. .... N A F S
15. Me llevo bien con mi maestro(a). .... N A F S

16. Me culpan de cosas que no puedo evitar. .... N A F S
17. Me siento seguro(a) en la escuela. .... N A F S
18. Se me olvida hacer las cosas. .... N A F S
19. Estoy contento(a) con quien soy. .... N A F S
20. Me meto en problemas por no prestar atención... N A F S
21. Aun cuando me esfuerzo, fracaso. .... N A F S
22. Mis padres escuchan lo que digo. .... N A F S
23. Me siento fuera de lugar entre la gente. .... N A F S
24. Me cuesta trabajo controlar mis pensamientos... N A F S
25. Soy bueno(a) para tomar decisiones. .... N A F S
26. Me preocupo por lo que va a pasar. .... N A F S
27. Nadie me comprende. .... N A F S
28. A mis padres les gusta estar conmigo. .... N A F S

Slide 3

BASC3

BASC-3 Behavioral and Emotional Screening System

- Teacher, Parent and Self-Report forms
- Scores include:
  - Behavioral and Emotional Risk Index (Teacher, Parent, Student)
  - Externalizing Risk Index (Teacher, Parent)
  - Internalizing Risk Index (Teacher, Parent, Student)
  - Adaptive Skills Risk Index (Teacher, Parent)
  - Self-regulation Risk Index (Student)
  - Personal Adjustment Risk Index (Student)
- Q-global administration, scoring, and reporting
  - Group-level administration mode for self-report form
  - Individual and group-level reports
  - Test period (e.g., Fall, Spring)/Progress reports

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Slide 4

BESS Scoring and Interpretation

– **Behavioral and Emotional Screening System (BESS)** (M=50, SD=10)

– High score reflects more problems

– Risk Level classification for behavioral and emotional problems
  - 20 to 60: "Normal" level of risk
  - 61 to 70: "Elevated" level of risk
  - 71 or higher: "Extremely Elevated" level of risk

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Slide 5

BESS Accuracy

True Positives	False Positives
Identified as at risk who actually are at risk	Identified as at risk but who are not at risk
False Negatives	**True Negatives**
Identified as not at risk but who are actually at risk	Identified as not at risk who are actually not at risk

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Slide 6

Screener Informant Validity

BESS Student, Parent, and Teacher Prediction of Academic Outcomes in a Four Year Longitudinal Study: Zero Order Correlations

BER Screener	Standardized Reading Scores	Standardized Math Scores	GPA
BESS Student	-.43*	.10	-.55*
BESS Parent	.27	.31	.11
BESS Teacher	-.38*	-.25	-.47*

$* p < .05$

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Screening Practicalities

- Meet with school administration/stakeholders
  - Explain purpose and benefits of screening
  - Encourage family decision-making/protect student and family privacy
  - Educate teachers about confidentiality
  - Guard against labeling
  - Develop plan for communicating information to teachers
  - Develop plan for informing parents/obtaining and opt our procedures
  - Provide clearly written, family-friendly information that outlines the benefits of prevention
  - Provide prompt answers and additional information to any parent expressing concern

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Contemporary Issues in Psychological Assessment
© 2015

Mental Health Screening at School
Instrumentation, Implementation, and Critical Issues

Authors: Stiffler, Meghan C., Dever, Bridget V.
Explores early identification and treatment of child mental health problems
This volume examines the use of prediagnostic mental health screening as part of preventive services in primary and secondary schools. It presents the theory underlying mental health screening for children and the obstacles against its widespread implementation. Empirical findings illustrate the potential of schools as the platform for mental and general health services. The authors contribute their own experiences to provide real-world perspectives and establish future directions for research and practice on mental health screening in schools.

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BASC-3 Behavior Intervention Guide
Kimber Vannest, Cecil Reynolds, R.W. Kamphaus

- Aimed at the psychologist, the BASC-3 Behavior Intervention Guide provides a comprehensive set of empirically-based interventions for a variety of behavioral and emotional problems
- Like the existing version, the BASC-3 Behavior Intervention Guide is organized around scales included on the BASC-3 TRS, PRS, and SRP forms
- Components include:
  - Behavior Intervention Guide (Paper and Digital)
  - Parent Tip Sheets
  - Documentation Checklist
  - Intervention Summary software report for TRS, PRS, and SRP

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BASC-3 Behavior Intervention Guide

- Digital offering
- Updated Evidence For Use sections
- More streamlined and enhanced procedural steps for interventions
- Improvements in usability features (e.g., design)
- Additional supporting documentation to ease use of the intervention and increase the fidelity of implementation

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BASC-3 System Overview For Behavioral RTI

BASC-3 Behavioral and Emotional Skill-Building Guide

- Replaces the BASC-2 Classroom Intervention Guides
- Includes strategies for classroom and small-group use
- Groups may be conducted by guidance counselors, psychologists, social workers, interns, and other trained personnel
- Added emphasis on building skills for *all* students, rather than individualized "interventions" that take too much teacher time

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BEHAVIORAL AND EMOTIONAL SKILL BUILDING GUIDE:
Programming and Intervention for Tier One and Two
Kimberly J. Vannest, Cecil R.Reynolds, & Randy W. Kamphaus

SKILL BUILDER IB: STRATEGY INSTRUCTION

Six evidence supported strategies are presented as skills every
  child should learn in school through explicit instruction,
  opportunities for practice and feedback. These strategies
  are briefly described with illustrations and basic steps.
  (class wide lessons are available online.

Skills include:

Relaxation

Problems Solving

Self Management

Listening

Memory

Peer Tutoring

SKILL BUILDER II

*Eight 30-45 minute lessons for small groups in English and
  Spanish covering topics of*

Lesson 1 Establishing Group Expectations

Lesson 2 Listening Effectively

Lesson 3 Verbal Mediation

Lesson 4 Relaxation Training

Lesson 5 Cognitive Restructuring

Lesson 6 Self-Monitoring

Lesson 7 Problem Solving

Lesson 8 Group Closing and Skill Synthesis

Example of Design – Listening Attentively

DESCRIPTION
This session teaches effective listening skills and provides guided opportunities for students to model and exercise these skills.

GOALS
1. Teach the seven steps for listening effectively
2. Provide students with opportunities to practice listening skills

DURATION
30–45 minutes

MATERIALS
- ■■ Whiteboard or poster board for creating a list that is visible to students
- ■■ Writing utensils
- ■■ Note cards
- ■■ Group Feedback Forms (from Appendix A)
- ■■ Additional materials may be necessary based on additional activities

LEARNING OBJECTIVES
- The students will demonstrate an understanding of effective listening skills by stating the steps involved in actively listening and by practicing the steps.

PROCEDURE
- Begin the session with a "Group Check-In" activity and then review the group expectations established in the initial meeting. It may help to have one student read each expectation and another student explain or rephrase it for clarity.
- Before you begin the new activity, select a student to help role-play bad listening and let him or her know the scenario: The student will ask you questions while you are preparing for a lesson, and you will make it clear by your answers and behavior that you are not listening.
- **Today, we are going to learn the steps for becoming better listeners. This session will help us:**
  - **Learn the seven steps for effective listening;**
  - **Practice the skills with others; and**
  - **Practice the steps at home.**
- **Now [Student] and I are going to act out a scenario.**
- Demonstrate the bad listening scenario with the student.
- **What were [Student] and I just doing?**
Accept and reinforce all reasonable answers: "You were talking." "You were having a conversation." "[Student] was trying to tell you something."

Right. What else were we doing?
Accept and reinforce all reasonable answers: "Well, you weren't listening." "You were ignoring him/her."

Right. How did you know I wasn't listening?
Accept and reinforce all reasonable answers: "You weren't looking at [Student]." "You didn't answer the questions correctly."

How do you think [Student] felt?
Accept and reinforce all reasonable answers: "Annoyed." "Mad." "Ignored."

Why is it important to have good listening skills?
Accept and reinforce all reasonable answers: "To know what others are saying." "To keep friends." "So people aren't mad at you." "So you know what to do."

Yes. These are all good answers. I asked [Student] to ask me questions and said that I wouldn't be listening closely. Thank you, [Student], for helping out. There are many ways to be a bad listener, but there are many ways to be a good listener, too. Let's go over them.

List the following steps on the board. Provide note cards to students so they can write the seven steps down. For each step, solicit reasons for why it would be important.

There are seven steps to effective listening.

Stop what you are doing.

Look at the person who is speaking.

Sit/stand up straight.

Maintain eye contact.

Acknowledge that you are listening (e.g., nod head, lean in).

Ask questions if you do not hear or do not understand something.

Summarize what the person said.

Select a student and ask him or her to tell the group about a brief topic with details (e.g., the cafeteria lunch special). While the student begins to talk, model the steps to effective listening by pointing to the board as you go through each step.

How did I do? Did I follow the steps?
Ask students one by one to describe how you did on each step. Praise all accurate or close answers. Incorrect answers should be corrected and restated.

Now we all are going to practice.
Divide the students into pairs. Instruct one student in each group to raise one hand, and instruct the other student in the group to put both hands in his or her lap. Students with their hands in their laps will be the speakers, and those with one hand up will be the listeners.

Instruct the speakers to tell their partners what they did after school yesterday. Instruct the listeners to follow the seven listening steps. Walk around the room and check on performance.

Let's come up with at least five reasons why listening is important.
Record responses on the board or select a student to be the recorder.
Accept and reinforce all reasonable answers: "So people don't think you are ignoring them." "To be a good friend."
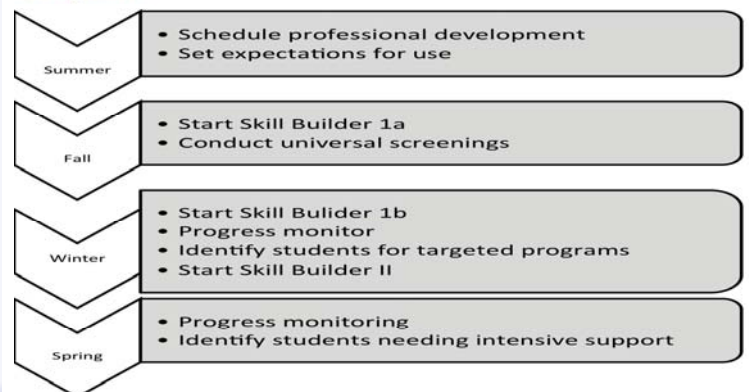
Using effective listening skills is important for all of these reasons.
Restate all the answers on the board.

If additional practice is needed and time allows, consider using one of the "Additional Activities."

The Timeline

The following conceptual timeline helps visualize an implementation model. These may be used or modified by schools to plan or to facilitate local grants.

Summer
- Schedule professional development
- Set expectations for use

Fall
- Start Skill Builder 1a
- Conduct universal screenings

Winter
- Start Skill Bulider 1b
- Progress monitor
- Identify students for targeted programs
- Start Skill Builder II

Spring
- Progress monitoring
- Identify students needing intensive support

Bialo, Harrell-Williams, & Kamphaus, 2015
East Valley High School

Sample by Gender

Gender	Count
M	23
F	23

Sample by Grade Level

Grade	Count
9th	18
10th	18
11th	6
12th	4

103 MOMENTUM NSM15

Students Changed to "Normal Risk" (N=46; Bialo, Harrell-Williams, & Kamphaus, 2015)

	Percentage
Overall Decrease to "Normal Risk" Category	32.60%
Externalizing Group	23.80%
Internalizing Group	66.70%
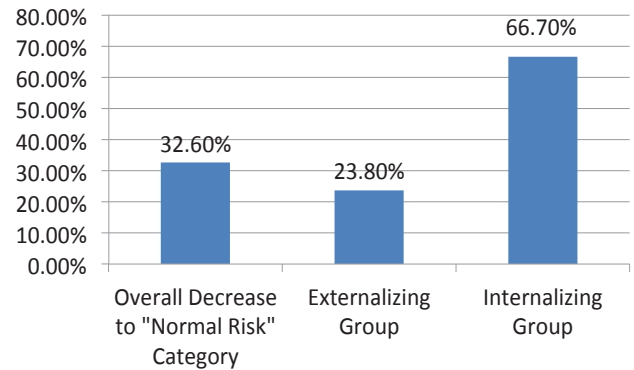
AMERICAN PSYCHOLOGICAL ASSOCIATION
ANNUAL CONVENTION
HONOLULU, HAWAI'I · JULY 31–AUGUST 4, 2013

Linking Results of Screening to Improved Treatment Utility

Katie Eklund, Ph.D.
University of Arizona

Jennifer Twyford, Ph.D.
California Lutheran University

Interventions for students identified as "at-risk"

APA ANNUAL CONVENTION
JULY 31–AUGUST 4
HONOLULU, HAWAI'I

23 students at-risk and not receiving services
- 14 students connected to small group support (social skills group, changing families, girls self-esteem/coping, etc.)
- 6 students referred to outside therapy
- 5 students in individual counseling

Teacher/parent communication
- Consultation with teachers to gather additional data
- Classroom observations
- Behavioral rating scales
- Parent consultation & consent

Differences between groups

APA ANNUAL CONVENTION
JULY 31–AUGUST 4
HONOLULU, HAWAI'I

Spring 2011-12 data

	At-Risk Students	All Students
Office Discipline Referrals	4.02	0.24
Attendance (# days missed)	10.90	5.42
Grades (GPA: 0.0 – 4.0)	2.85	3.59

Changes among at-risk students

APA ANNUAL CONVENTION
JULY 31–AUGUST 4
HONOLULU, HAWAI'I

At-risk student data 2011-12

	Fall 2011	Spring 2012
Office Discipline Referrals	2.26	1.74
Attendance (# days missed)	5.62	5.30
Grades (GPA: 0.0 – 4.0)	2.58	3.02

Resources/Information

www.pearsonclinical.com/BASC-3

Customer Service
clinicalcustomersupport@Pearson.com
800.627.7271

BASC 3