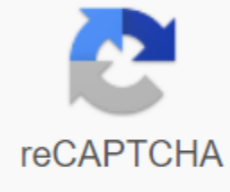




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Basc 2 score interpretation

The Behavioral Assessment System for Children (BASC) has been named as a combination of traditional behavioral and contemporary cognitive behavioral approaches (Reynolds & Kamphaus, 2003). The revision of the Behavioral Assessment System for Children – 2 (BASC-2), BASC (Reynolds & Kamphaus, 1992) is described as a multi-method and multidimensional assessment. The first edition of the tool is designed to assess the psychological problems of children and adolescents between the ages of 2.5 and 18 (Reynolds & Kamphaus, 1992). According to Reynolds and Kamphaus (2004), BASC-2 is also designed to evaluate various aspects of behavior and personality, including positive (adaptive) and negative (clinical) dimensions. BASC-2 is also useful for evaluating children, adolescents and young adults between the ages of two and twenty-five (Reynolds & Kamphaus, 2004). To collect sufficient evaluation data, this tool uses several components to measure the child's multiple sizes. The components of BASC and BASC-2, BASC (Reynolds & Kamphaus, 1992) and BASC-2 (Reynolds & Kamphaus, 2004) are both multidimensional and evaluate multiple sizes. The information is collected and analyzed from the perspectives of the parent, teacher and child. This evaluation measure consists of five components that can be used together or separately. The five components are: (a) Teacher Rating Scales (TRS), (b) Veli Rating Scales (PRS), (c) Personality Self Report (SRP), (d) Structured Developmental History (SDH) form and (e) Student Observation System (SOS). TRS and PRS are used to obtain explanatory information about the child's behavior within school and home environments. TRS and PRS consists of three versions: (a) kindergarten, (b) child and (c) adolescent. Later, SRP is an assessment that complements the child and provides subjective data on his emotions, behaviors and perceptions. SDH is a tool used for parent or caregiver interview to collect data such as demographics, biography, history and development. SOS is applied to record and classify instruction observations of class behavior. The scales were developed based on extensive theoretical and empirical assessments (Reynolds & Kamphaus, 1992) and represent a synthesis of what is known about developmental psychopathology (Reynolds & Kamphaus, 2003, p. 391). After the scales are applied to generate information, custom scoring methods are applied to interpret the data. Scoring and Interpretation trs and PRS 4-point response format (N never for, S Sometimes for, I usually, or A almost always use). SRP 2-point response format (T for True or F for False) and 4-point response format (Never for N, Sometimes S, Often For O, or Almost A The items are then assigned a value where N, O, S, and A correspond to points 0, 1, 2, and 3, respectively. Adding points provides a raw score that is converted into a normative score. In addition, a T-score delegates the distance of a raw score from the norm group average. In addition, a percentage ranking shows the norm sample lem percentage below a specific raw score. Points can then be calculated manually, with computer input, or by scan. The computer software for this evaluation is BASC-2 ASSIST or BASC-2 ASSIST Plus software. This evaluation tool and the results generated can be used for a variety of purposes. Usage Recommendation BASC-2 is designed to help differential diagnoses (i.e. AHD, CD, ODD, Depression) by addressing mental disorders in the Diagnostic and Statistical Manual. American Psychiatric Association, 2000). This assessment is useful in many longitudinal studies such as risk, initial, course and progression of behavioral problems and psychopathology, (2) the predictable validity of early temperaments, (3) identifying adolescents who may benefit from boarding treatment centers, and (4) the emerging effects of school violence prevention programs (Reynolds & Kamphaus, 2003) (Reynolds & Kamphaus, 2003). BASC has also been found to be useful in cases such as child custody issues, child certificate, personal injury, determining the needs of prosecuted offenders and documenting the need for special educational services (Reynolds & Kamphaus, 2003). To improve evaluation effectiveness, BASC has given an example of standardization that will represent specific population characteristics. Norm Group and Psychometric Principles BASC-2 rating scales and self-reports have examples of both general and clinical norms. Combined-sex and separate gender norms are provided for each norm example. The standardization sample closely matches U.S. Census data on gender, race/ethnicity, clinical or special education classification (Reynolds & Kamphaus, 2004). Some structures are also used to measure validity and reliability to further improve the efficiency of this instrument. BASC-2 has medium for good reliability and validity (Reynolds & Kamphaus, 2004). Scales and composites have high internal consistency and test-re test reliability. Build validity for internalization and externalization dimensions of BASC scales, analysis of a factor and analysis of structural equations. The validity of the balance according to the criteria is satisfactory. The research supports the validity of PRS and TRS for the evaluation and identification of children with attention deficit/hyperactivity disorder (Doyle, Ostrander, Skare, Crosby, & August, 1997). Although techniques for controlling validity threats are applied, some techniques may affect the outcome. Threats to validity include: (1) insufficient interest in item content that may lead to carelessness, (2) bias by parent or teacher in evaluating the child, (3) low desire to complete the tool correctly, and (4) inability to fully understand the content (Reynolds & Kamphaus, 2003). BASC-2 provides several ways to control threats to validity. Three indexes are used: F, L, and V. First, index F is used to increase validity for all components and to determine whether the responder has a tendency to measure the child negatively excessively. Second, the L index used with the adolescence level of SRP measures one's tendency to create an overly positive picture of the person. Third, the V index is used at each level of the SRP and contains impossible expressions, meaning that if two or more expressions are marked as correct, the scale may be invalid. While some measures are being taken to be aware and control threats to validity, other procedures are being used to account for cultural differences. Cultural Relevance As mentioned earlier, the standardization sample closely matches the 2001 U.S. Census data on gender, race/ethnicity, clinical or special education classification (Reynolds & Kamphaus, 2004). Strengths and Weaknesses BASC-2 provides an integrative approach to the evaluation of children, adolescents and young adults among multiple informants. This assessment tool comprehensively depicts the strengths and weaknesses of the child, but it also has several weaknesses. First, it measures a limited number of psychopathology and personality effects. Then, the structure makes comparing child self-ratings from parents and teachers difficult. Finally, there is limited validity information about the applicability of preschoolers (Sandoval & Echandia, 1994). General Representation of BASC-2 Original and current versions of the BASC evaluation tool are designed to collect data from different perspectives to evaluate the behavioral and psychological characteristics of the child. 1 Samuel 16:6-8 as stated in the Bible, but the LORD Samuel said, 'Considering his appearance or his height because I have Him. The LORD is not looking at what man is looking at. The man looks at the exterior, but the LORD looks at the heart' (New International Version). The multi-method and multidimensional components of this tool allow information to be collected beyond objective perceptions. American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4. ed., text revision). Washington, DC: Writer. Doyle, A., Ostrander, R., Skare, S., Crosby, R.D., & August, G. J. (1997). The close and criteria-related validity of the Behavior Assessment System for the Children-Parental Assessment Scale. 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