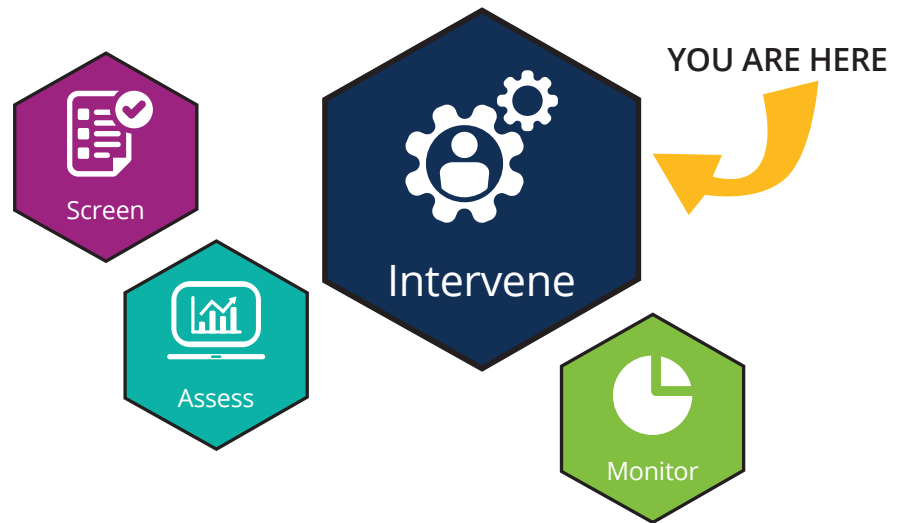


BASC-3: Behavior intervention, support, and tip sheets

Tools to help you meet your students where they are



You followed the recommendations of Dr. Cecil Reynolds in his video: ***Children in Distress? Don't wait – Ready, assess, go. Intervene now!*** and assessed your students. Now that you have the results, here are some intervention and support tools brought to you by Dr. Kimberly Vannest.



A note from Dr. Kimberly Vannest:

“Untreated emotional and behavioral problems create barriers to academic and social achievement, impact schools and society, contribute to teacher attrition, and carry profound monetary and social costs. My co-authors and I share a commitment to changing these conditions. We want schools and clinics to have the ability to improve their capacity to address the behavioral and emotional health of young people and we believe that by doing so we can change the trajectory of outcomes for the children and youth we serve.”

This program is a practical and efficient approach grounded in decades of research on the most common problem behaviors, the most effective treatments for prevention and intervention, the needs of professionals in educational settings, and an awareness of the near-crisis-like state of many of our schools and communities in responding to current challenges.”

What is the BASC-3 Behavior Intervention Guide and how does it help?



The BASC™-3 Behavior Intervention Guide was designed to help remediate emotional and behavioral problems experienced by children and adolescents from preschool through high school.

Featuring a collection of 78 evidence-based interventions across 11 of the most common problems of children and youth, the Intervention Guide gives clear, step-by-step implementation procedures, evidence for use, citations for each intervention, and a description of factors that may enhance or detract from the chosen intervention's effectiveness.

Comprehensive how-to content is organized around some of the most common problem behaviors seen by teachers and parents and reported by children themselves.

It is designed for use by psychologists and other professionals who are supporting children and adolescents experiencing behavioral and emotional problems.

Family Tip Sheets



Intervention Guide Parent Tip Sheet

BASC3
Behavior Assessment System for Children, Third Edition

Kimberly J. Vanleet, PhD, Cecil R. Reynolds, PhD, and Randy W. Kamphaus, PhD

Were you afraid of the dark as a child? Many people were, even though most of us had little to fear. Being afraid of the dark is very common, and children often grow out of this fear quickly. Sometimes, fear or stress can be healthy. For example, being afraid of getting hit by a car helps us pay close attention when crossing a busy street. But for some children, fear or stress can begin to disrupt daily activities.

Children who have too much fear or stress may be suffering from **anxiety** problems. These children may be overly nervous or fearful in many different settings. They may constantly worry about many different things or may seem to take things too seriously. Too much worrying can cause restlessness or trouble sleeping. Too much worrying can also cause a child to feel very critical of himself or herself. In extreme cases, a child may resist or refuse to go places.

Anxiety can be caused by many factors, including:

- a fearful experience
- a major life event
- a generally nervous temperament

Teaching new coping skills is key to helping your child deal with his or her anxiety.

Children can become anxious for a lot of reasons. Some fears can be traced back to a specific event. For example, your child may be afraid of dogs because he or she was once chased by a neighborhood dog.

Children can have trouble understanding that not all fears are reasonable and that one scary dog doesn't mean that all dogs should be feared. Another cause of anxiety might be a stressful time in a child's life. Moving to a new city or a change in the family, such as a divorce or a death, can cause a child to become worried about the future. Whether the causes are known or unknown, anxiety usually leads to feelings that are quite real and that need to be dealt with.

Too much anxiety can harm children in many ways. They may experience problems in school because their anxiety makes it hard to concentrate on class work or ask others for help. They may be unwilling to try new things or to spend time with friends. For other children, feeling anxious or nervous can result in a need for things to always be "perfect." This expectation can make children become extremely critical of themselves. These children may need a lot of extra praise and reassurance from you or others that everything is okay.

Dealing With Anxiety

Anxiety in children can appear as:

- nervousness
- fearfulness
- worrying
- acting too serious
- a constant need for reassurance
- muscle tension

Strategies that can help your child include:

- positive storytelling
- rewarding brave behavior
- evaluating the worst-case scenario
- teaching self-relaxation

PEARSON PsychCorp

Family Tip Sheets are available for many behavioral and emotional problems. The Tip Sheets allow teachers to coordinate their support efforts with parents and caregivers, helping students with behavioral and emotional challenges. Tip Sheets are available for 11 different areas of concern that may be identified using the BASC-3, and the recommended strategies are aligned with interventions and support provided in the BASC™-3 Intervention Guide and the Behavioral and Emotional Skill-Building Guide.

Each tip sheet offers two to four recipe-like strategies that can be used at home to help address the identified problem or concern. And each includes a progress monitoring form to help families and caregivers keep track of strategy use and communicate with service providers about progress.

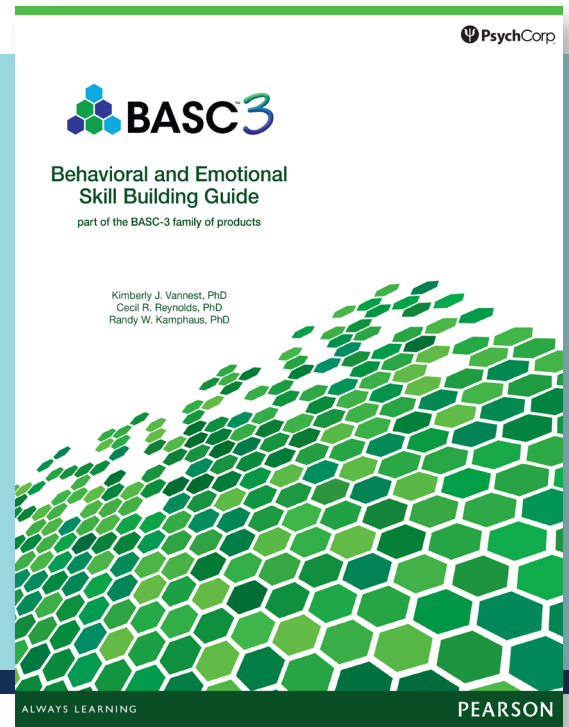
Family Tip Sheets provide support for students experiencing:

- Academic Problems
- Adaptability
- Aggression
- Anxiety
- Attention Problems
- Conduct Problems
- Depression
- Functional Communication
- Hyperactivity
- Leadership/Social Skills
- Somatization

Enable families to work more effectively with behavioral professionals and to become an active part of their child's success!

BASC-3

Behavioral and Emotional Skill-Building Guide



An integral part of the BASC-3 family is the Behavioral and Emotional Skill Building Guide. This guide provides activities and small-group or classroom-based lessons that promote and develop several core behavioral and emotional skills, such as communicating, problem solving, effective listening, and strategies for relaxing.

This is a **complete curriculum that allows a school to implement a full program of prevention and intervention**. The program guides a school through tier one and tier two programming, and provides everything you need to implement the programs, including rationale, teacher commitment forms, processes and timelines, classroom lesson plans, and small group guides.

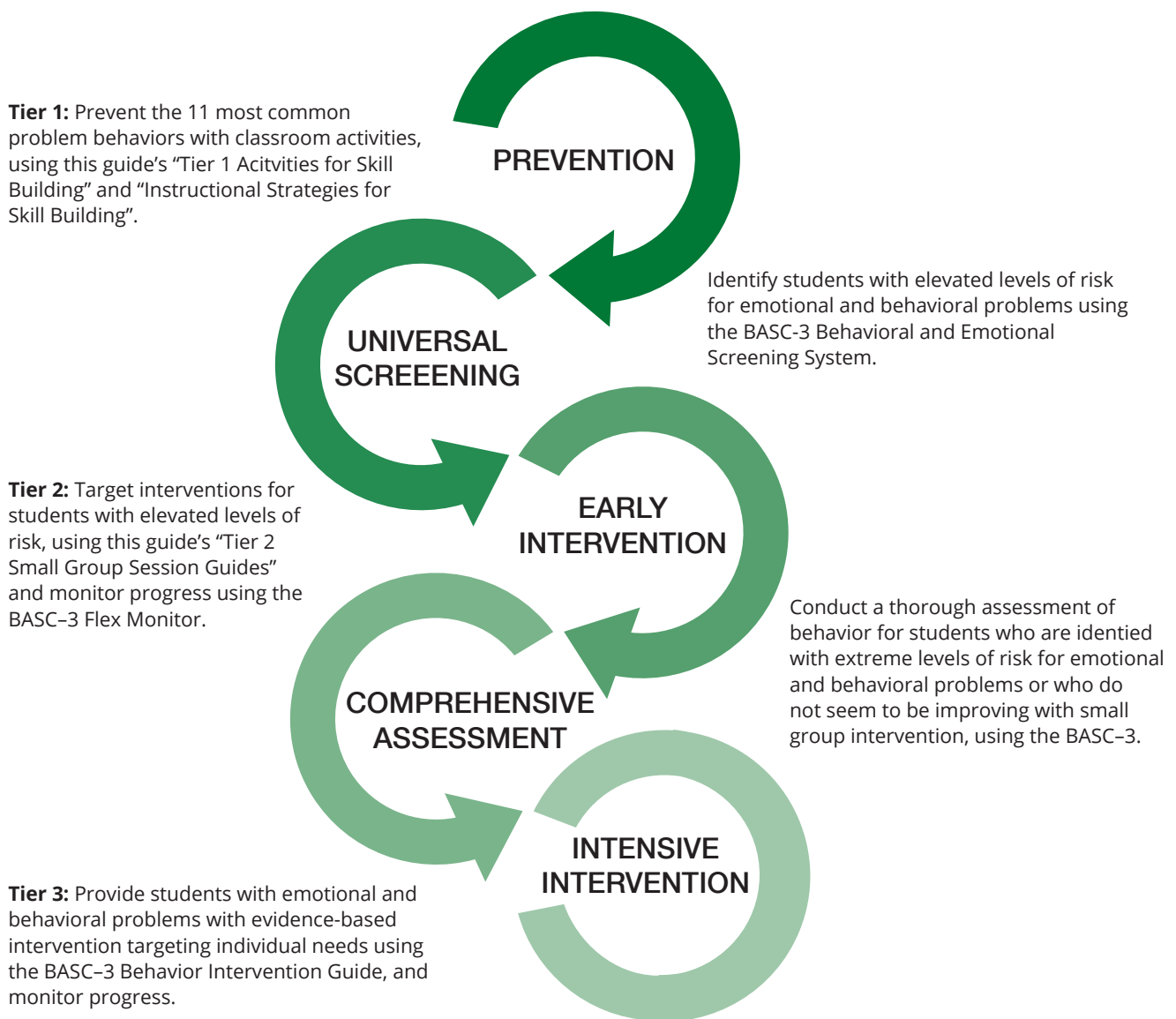
The Behavioral and Emotional Skill Building Guide can be used by teachers, behavior coaches, counselors, social workers, or others who work in a school or similar setting. It can be used on its own for prevention and early intervention or as part of a comprehensive Multi-Tiered System of Support (MTSS) targeted at improving emotional and behavioral growth. When used in conjunction with the BASC-3 BESS, school administrators can also use this guide to enhance the skills of the student community and promote behaviors that lead to school-wide success.

What is MTSS?

The Multi-Tiered System of Support (MTSS) Framework includes three tiers of intervention with critical stages of evaluation:

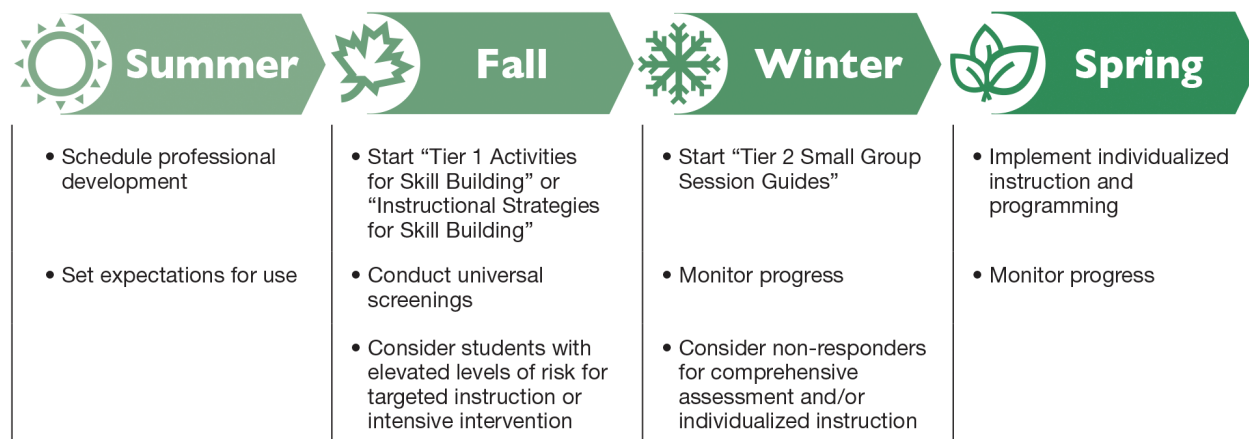
- Tier one: Prevention programs, universal screening, and curriculum for all students
- Tier two: Targeted skills training and progress monitoring for students identified with elevated levels of risk
- Tier three: Intensive intervention for students who have received comprehensive assessment and are not progressing after universal and targeted instruction

The diagram below provides an example of the MTSS model using the Behavioral and Emotional Skill Building Guide and the rest of the Behavior Assessment System for Children, Third Edition (BASC™-3) family of products.



SUGGESTED TIMELINE

This conceptual timeline offers a visualization for implementation across a year. It may be used as-is or modified by schools to plan implementation or to facilitate local grants.



Behavior basics

Often, “learning” involves improvement in an academic area, such as writing, creating, or presenting; however many social behaviors are also learned through instruction. Behavioral change is achieved by applying effective, research-based instructional methods.

The “TREE” teaching philosophy statement

Teach. Reinforce. Enforce. Encourage.

I will **Teach** any behaviors I expect to see.

I will **Reinforce** students when they use or practice these skills.

I will **Enforce** rules consistently in the way we agreed as a school.

I will **Encourage** students to move past mistakes and keep trying.

We want to help!

If you have questions, please reach out so we can help you get the most out of the BASC–3 family of intervention and support tools.

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