

# BASC™ 4

## Behavior Assessment System for Children, Fourth Edition

Behavior Assessment System for Children, Fourth Edition (BASC™-4)

BASC-4 Parent Rating Scales-Child

Interpretive Summary Report

*Cecil R. Reynolds, PhD, & Randy W. Kamphaus, PhD*

### Child Information

ID:  
Name: Sample Report  
Sex: Male  
Birth date: 05/04/2019  
Age: 7:1  
Grade:  
School:

### Test Information

Test date: 20/05/2026  
Rater name: Sample Report  
Relationship: Mother  
Admin. language: English

Normative reference group 1: General combined sex

Copyright © 2026 NCS Pearson, Inc. All rights reserved. Portions of this work were previously published.

**Warning:** This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made without prior written permission from Pearson.

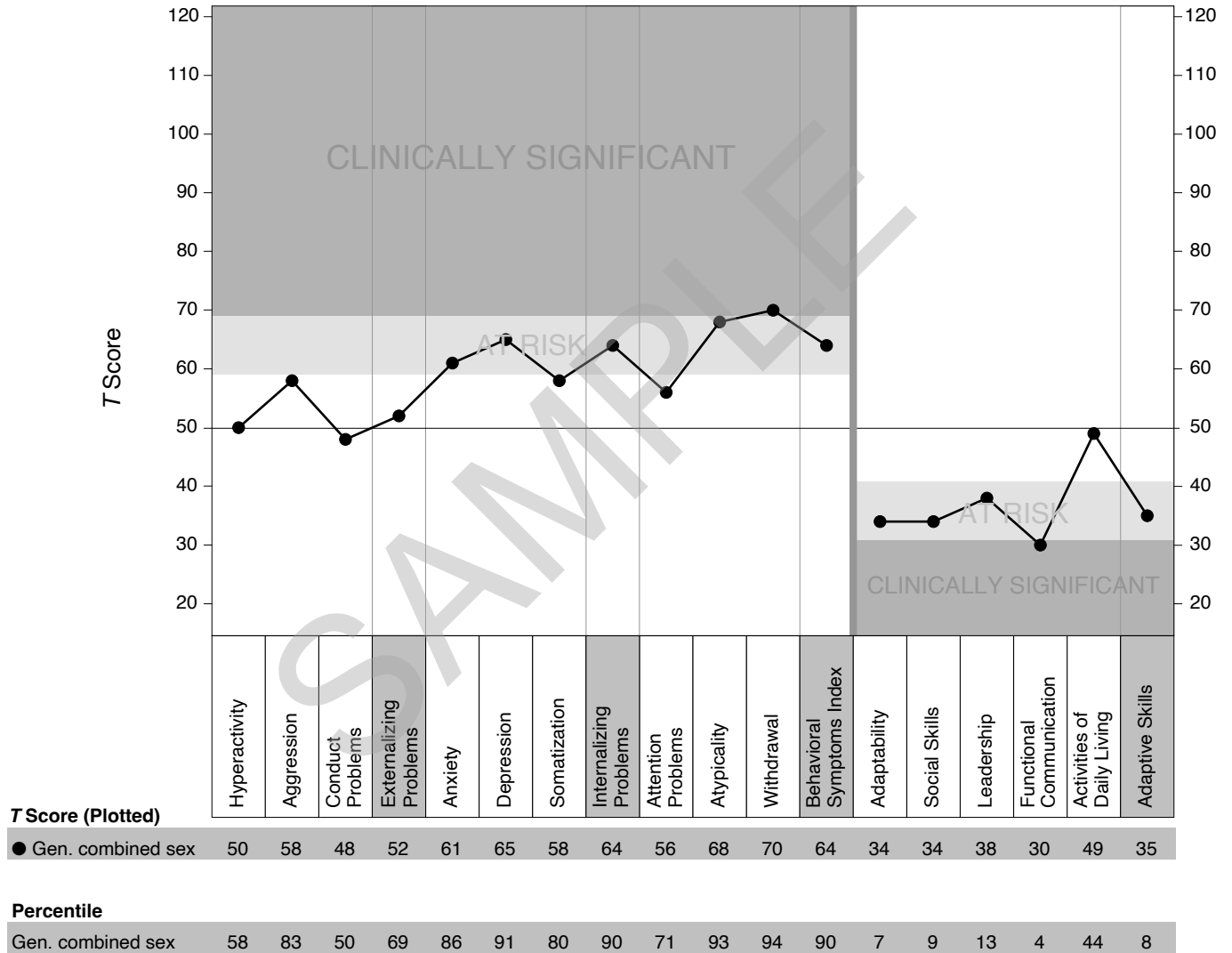
**Pearson** and **BASC** are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates. **DSM-5-TR** is a trademark of the American Psychiatric Association.

[ 1.0 / RE1 / QG1 ]

### VALIDITY INDEX SUMMARY

F	Consistency	Response Pattern
Acceptable	Acceptable	Acceptable
Raw score: 0	Raw score: 5	Raw score: 108

### COMPOSITE AND PRIMARY SCALE T-SCORE PROFILE



## COMPOSITE AND PRIMARY SCALE SCORE TABLE: General Combined Sex

### Composite Scale Score Summary

	Raw score	T score	Percentile rank	90% T-score confidence interval
Externalizing Problems	156	52	69	49-55
Internalizing Problems	184	64	90	59-69
Behavioral Symptoms Index	367	64	90	61-67
Adaptive Skills	185	35	8	32-38

Composite comparisons	Difference	Significance level of difference	Frequency of difference
Externalizing Problems vs. Internalizing Problems	-12	0.01	25% or less

### Primary Scale Score Summary

	Raw score	T score	Percentile rank	90% T-score confidence interval	Ipsative comparison of T scores		
					Difference	Significance level of difference	Frequency of difference
Hyperactivity	9	50	58	45-55	-11	0.05	5% or less
Aggression	9	58	83	53-63	-3	NS	
Conduct Problems	5	48	50	42-54	-13	0.05	5% or less
Anxiety	14	61	86	55-67	0	NS	
Depression	13	65	91	59-71	4	NS	
Somatization	7	58	80	51-65	-3	NS	
Attention Problems	10	56	71	51-61	-5	NS	
Atypicality	10	68	93	62-74	7	NS	
Withdrawal	11	70	94	64-76	9	0.05	25% or less
Adaptability	9	34	7	29-39	-3	NS	
Social Skills	14	34	9	29-39	-3	NS	
Leadership	7	38	13	31-45	1	NS	
Functional Communication	14	30	4	25-35	-7	0.05	10% or less
Activities of Daily Living	18	49	44	43-55	12	0.05	2% or less

Note. Consider the standard error of measurement (SEM) when making classification decisions and review all case-related information to determine the appropriateness of a classification. See the *BASC-4 Manual* for additional interpretive guidelines. Ipsative comparisons are only available when using the general combined-sex normative reference group.

Mean T score of the BSI	61
Mean T score of the Adaptive Skills composite	37

## VALIDITY INDEX NARRATIVES

The BASC-4 PRS includes three validity indexes (F Index, Consistency Index, and Response Pattern Index) that examine different aspects of the responses provided that could negatively impact scale interpretation.

The F Index is within the **Acceptable** range indicating the responses provided are not considered overly negative. The Consistency Index is within the **Acceptable** range indicating that similar responses were provided to items that are typically answered in a similar way. In addition, the Response Pattern Index is within the **Acceptable** range, indicating no unusual response patterns were identified. Responses for all items are available at the end of this report. Carefully review each response set before interpreting the scales and indexes included in this report; see the *BASC-4 Manual* for further interpretive guidance.

## VALIDITY INDEX ITEM LISTS

Validity Index ratings for F Index, Response Pattern Index, and Consistency Index are all Acceptable.

### **F Index**

The F Index rating is Acceptable.

### **Consistency Index**

The Consistency Index rating is Acceptable.

SAMPLE

## COMPOSITE AND PRIMARY SCALE NARRATIVES

This report is based on Sample Report's rating of Sample's behavior using the BASC-4 form. The narrative and scale classifications in this report are based on *T* scores obtained using normative reference samples. Scale scores in the Clinically Significant classification range suggest a high level of maladjustment. Scores in the At-Risk classification range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring.

### Externalizing Problems

The Externalizing Problems composite scale *T* score is 52 with a 90% confidence interval range of 49-55 and a percentile rank of 69.

Sample's *T* score on the Hyperactivity scale is 50 with a percentile rank of 58. Sample's mother reports that Sample demonstrates self-control about as well as others the same age.

Sample's *T* score on the Aggression scale is 58 with a percentile rank of 83. Sample's mother reports that Sample tends not to act aggressively any more often than others the same age.

Sample's *T* score on the Conduct Problems scale is 48 with a percentile rank of 50. Sample's mother reports that Sample demonstrates rule-breaking behavior no more often than others the same age.

### Internalizing Problems

The Internalizing Problems composite scale *T* score is 64 with a 90% confidence interval range of 59-69 and a percentile rank of 90. Sample's *T* score on this composite scale is within the At-Risk classification range.

Sample's *T* score on the Anxiety scale is 61 with a percentile rank of 86. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample sometimes displays behaviors stemming from worry, nervousness, and/or fear. When considering the presence of an anxiety-related disorder, administration of the BASC-4 Structured Developmental History is recommended to aid in establishing the presence of such a disorder and/or to help differentiate among other disorders.

Sample's *T* score on the Depression scale is 65 with a percentile rank of 91. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample is at times withdrawn, pessimistic, and/or sad. Scores in this range may warrant assessment of vegetative symptoms (e.g., weight loss or gain, fatigue).

Sample's *T* score on the Somatization scale is 58 with a percentile rank of 80. Sample's mother reports that Sample complains of health-related problems about as often as others the same age.

### Behavioral Symptoms Index

The Behavioral Symptoms Index (BSI) composite scale *T* score is 64 with a 90% confidence interval range of 61-67 and a percentile rank of 90. Sample's *T* score on this composite scale is within the At-Risk classification range. Scale summary information for the Hyperactivity, Aggression, and Depression scales (included in the BSI) has been provided previously. Scale summary information for the remaining BSI scales is given next.

Sample's *T* score on the Attention Problems scale is 56 with a percentile rank of 71. Sample's mother reports that Sample maintains attention about as well as others the same age.

Sample's *T* score on the Atypicality scale is 68 with a percentile rank of 93. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample sometimes lacks situational awareness and engages in behaviors that are considered unusual.

Sample's *T* score on the Withdrawal scale is 70 with a percentile rank of 94. This *T* score is within the Clinically Significant classification range and usually warrants follow-up. Sample's mother reports that Sample tends to avoid social contact, is generally alone, has difficulty making friends, and/or is unwilling to join group activities.

### **Adaptive Skills**

The Adaptive Skills composite scale *T* score is 35 with a 90% confidence interval range of 32-38 and a percentile rank of 8. Sample's *T* score on this composite scale is within the At-Risk classification range.

Sample's *T* score on the Adaptability scale is 34 with a percentile rank of 7. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample has difficulty adapting to changing routines and situations and takes longer to recover from these changes than most others the same age.

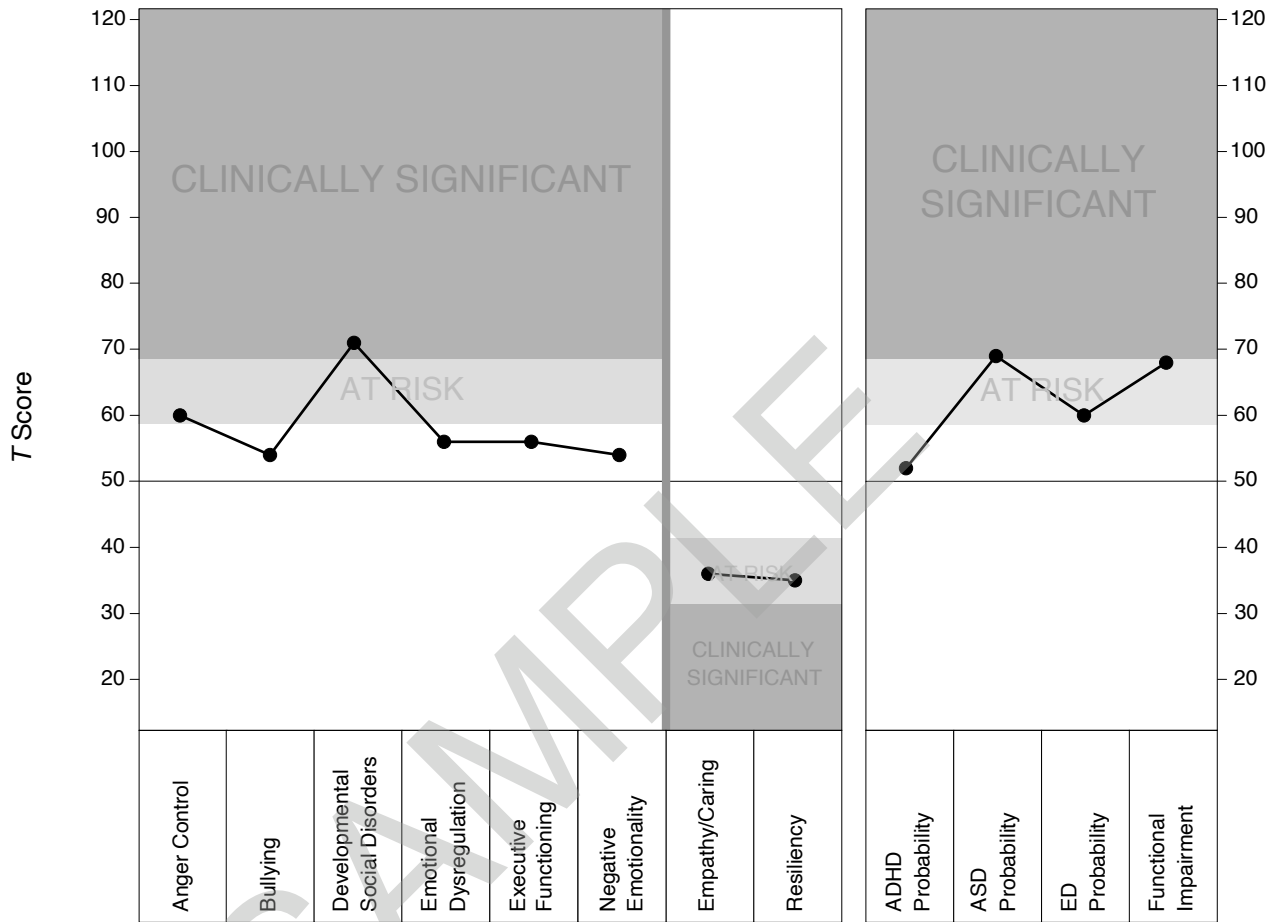
Sample's *T* score on the Social Skills scale is 34 with a percentile rank of 9. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample has some difficulty with basic relationship skills such as cooperation, encouragement, and/or acknowledgment of others.

Sample's *T* score on the Leadership scale is 38 with a percentile rank of 13. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample sometimes has difficulty making decisions, lacks creativity, and/or has trouble getting others to work together effectively.

Sample's *T* score on the Activities of Daily Living scale is 49 with a percentile rank of 44. Sample's mother reports that Sample adequately performs simple daily tasks in a safe and efficient manner.

Sample's *T* score on the Functional Communication scale is 30 with a percentile rank of 4. This *T* score is within the Clinically Significant classification range and usually warrants follow-up. Sample's mother reports that Sample experiences some difficulty expressing ideas, communicating in a way that others can easily understand, and seeking information when needed.

## CONTENT SCALE AND CLINICAL INDEX T-SCORE PROFILES



**T Score (Plotted)**

● Gen. combined sex	60	54	71	56	56	54	36	35	52	69	60	68
---------------------	----	----	----	----	----	----	----	----	----	----	----	----

**Percentile**

Gen. combined sex	84	74	95	74	73	70	11	8	66	94	85	94
-------------------	----	----	----	----	----	----	----	---	----	----	----	----

## CONTENT SCALE SCORE TABLE: General Combined Sex

	Raw score	T score	Percentile rank	90% T-score confidence interval
Anger Control	15	60	84	55-65
Bullying	3	54	74	46-62
Developmental Social Disorders	25	71	95	66-76
Emotional Dysregulation	12	56	74	50-62
Executive Functioning	22	56	73	51-61
Negative Emotionality	10	54	70	47-61
Empathy/Caring	36	36	11	31-41
Resiliency	13	35	8	29-41

## CONTENT SCALE NARRATIVES

Sample's *T* score on the Anger Control scale is 60 with a percentile rank of 84. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample has a tendency to become irritable quickly and has difficulty maintaining self-control when faced with adversity.

Sample's *T* score on the Bullying scale is 54 with a percentile rank of 74. Sample's mother reports that Sample does not tend to act in a threatening or intrusive manner.

Sample's *T* score on the Developmental Social Disorders scale is 71 with a percentile rank of 95. This *T* score is within the Clinically Significant classification range and usually warrants follow-up. Sample's mother reports that Sample has poor social skills and difficulty communicating with others.

Sample's *T* score on the Emotional Dysregulation scale is 56 with a percentile rank of 74. Sample's mother reports that Sample is able to control their reactions to environmental changes about as well as others the same age.

Sample's *T* score on the Executive Functioning scale is 56 with a percentile rank of 73. Sample's mother reports that Sample has an average ability to control behavior and thoughts compared to others the same age.

Sample's *T* score on the Negative Emotionality scale is 54 with a percentile rank of 70. Sample's mother reports that Sample reacts to changes in everyday activities or routines in a manner that is typical of others the same age.

Sample's *T* score on the Empathy/Caring scale is 36 with a percentile rank of 11. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample typically demonstrates a lower amount of empathy and concern for others than what is typical for others the same age.

Sample's *T* score on the Resiliency scale is 35 with a percentile rank of 8. This *T* score is within the At-Risk classification range and follow-up may be necessary. Sample's mother reports that Sample has difficulty overcoming stress and adversity.

## EMOTIONAL DISTURBANCE QUALIFICATION (EDQ) SCALES SUMMARY

The EDQ scales were developed to reflect clinical and adaptive scale combinations that are grouped specifically to align with the constructs of an emotional disturbance (ED) as represented in the federal Individuals with Disabilities Education Act (IDEA; 2004) disability definition<sup>1</sup>. These constructs serve as the minimum criteria used to determine a student's eligibility for special-education and related services under the classification of an ED. Because of the breadth of information provided by the BASC-4, examiners are advised to consider other BASC-4 content and primary scales, the history of the behaviors they measure, and the duration of any behavioral or emotional problems when making special-education and related services eligibility recommendations.

Emotional Disturbance Qualification (EDQ) scales	Raw score	T score	Percentile rank	90% T-score confidence interval	Classification
EDQ 1: Unsatisfactory Interpersonal Relationships	375	66	92	63-69	At Risk
EDQ 2: Inappropriate Behavior/Feelings	445	67	93	64-70	At Risk
EDQ 3: Unhappiness or Depression	119	60	84	55-65	At Risk
EDQ 4: Physical Symptoms or Fears	119	61	86	56-66	At Risk
EDQ 5 <sup>2</sup> : Schizophrenia and Related Disorders of Thought	320	67	93	64-70	At Risk
<b>Social Maladjustment indicator</b>					Absent

<sup>1</sup> The EDQ scales cover five of the six ED criteria as defined by IDEA (2004). The first criteria (An inability to learn that cannot be explained by intellectual, sensory, or health factors) is not covered by the BASC-4.

<sup>2</sup> Although an elevated score on the EDQ 5 scale should raise concerns of schizophrenia or another thought disorder as a possibility, it also correlates highly to autism spectrum disorder (ASD) and when elevated should prompt a more thorough evaluation to rule out ASD as the most likely diagnosis, especially if the actuarially derived ASD Probability Index is also elevated.

## EMOTIONAL DISTURBANCE QUALIFICATION (EDQ) SCALES NARRATIVES

### EDQ 1: Unsatisfactory Interpersonal Relationships

Sample's T score on the Unsatisfactory Interpersonal Relationships Composite scale is 66 and has a percentile rank of 92. This T score is within the At-Risk classification range and follow-up assessment or intervention may be necessary. Sample reports Sample has some difficulty establishing and/or maintaining interpersonal relationships with others compared to same-age peers.

### **EDQ 2: Inappropriate Behavior/Feelings**

Sample's *T* score on the Inappropriate Behavior/Feelings Composite scale is 67 and has a percentile rank of 93. This *T* score is within the At-Risk classification range and follow-up assessment or intervention may be necessary. Sample reports Sample displays some inappropriate behaviors or feelings under normal circumstances more often than same-age peers.

### **EDQ 3: Unhappiness or Depression**

Sample's *T* score on the Unhappiness or Depression Composite scale is 60 and has a percentile rank of 84. This *T* score is within the At-Risk classification range and follow-up assessment or intervention may be necessary. Sample reports Sample shows some signs of pervasive unhappiness or depressive mood moderately more often than same-age peers.

### **EDQ 4: Physical Symptoms or Fears**

Sample's *T* score on the Physical Symptoms or Fears Composite scale is 61 and has a percentile rank of 86. This *T* score is within the At-Risk classification range and follow-up assessment or intervention may be necessary. Sample reports Sample displays physical symptoms or fears associated with personal or school problems moderately more often than same-age peers.

### **EDQ 5: Schizophrenia and Related Disorders of Thought**

Sample's *T* score on the Schizophrenia and Related Disorders of Thought Composite scale is 67 and has a percentile rank of 93. This *T* score is within the At-Risk classification range and follow-up assessment or intervention may be necessary. Sample reports Sample shows some elevated levels of atypical or withdrawn behavior and may struggle with functional communication compared to same-age peers.

### **Social Maladjustment Indicator**

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

## CLINICAL INDEX SCORE TABLE: General Combined Sex

	Raw score	T score	Percentile rank	90% T-score confidence interval
ADHD Probability Index	16	52	66	48-56
ASD Probability Index	17	69	94	63-75
ED Probability Index	16	60	85	56-64
Functional Impairment Index	46	68	94	64-72

## CLINICAL INDEX NARRATIVES

The ADHD Probability Index *T* score is 52 with a percentile rank of 66; children with an ADHD diagnosis typically have higher *T* scores than the value obtained in this PRS administration.

The ASD Probability Index *T* score is 69 with a percentile rank of 94 and is within the At-Risk classification range. This *T* score is similar to scores obtained by children diagnosed with ASD. Additionally, both the Atypicality and Empathy/Caring scale scores are within the At-Risk classification range and both the Withdrawal and Developmental Social Disorders scale scores are within the Clinically Significant classification range. If an ASD diagnosis is being considered, evaluation using the BASC-4 Narrowband Scales ASD Forms is recommended along with the completion of the BASC-4 Structured Developmental History.

The ED Probability Index *T* score is 60 with a percentile rank of 85 and is within the At-Risk classification range. This *T* score is similar to scores obtained by children who have been classified with an emotional disturbance. Additionally, the Depression scale score is within the At-Risk classification range and the Internalizing Problems composite score is within the At-Risk classification range. If a mood-related diagnosis is being considered, evaluation using the BASC-4 Narrowband Scales Mood Disorder Forms is recommended along with the completion of the BASC-4 Structured Developmental History.

The Functional Impairment Index *T* score is 68 with a percentile rank of 94 and is within the At-Risk classification range. Sample reports Sample is engaging in behaviors that reflect impairment in several functional areas including interactions with others, performing age-appropriate tasks, mood regulation, and/or performing school-related tasks. This level of impairment may indicate a level of functioning that is consistent with a clinical diagnosis or educational classification decision.

## CLINICAL INTERPRETATION SUMMARY

The BASC-4 items endorsed by Sample's parent/caregiver resulted in an elevation on the Depression scale. Major depressive disorder is a commonly diagnosed disorder, and feelings of sadness and loss are normal responses to many common experiences. Individuals with elevated BASC-4 Depression scale scores may experience persistent sadness or irritability, a lack of interest in activities that were previously found to be enjoyable, and physical symptoms such as lethargy, poor concentration, and sleeping difficulties. Depressed mood may occur in conjunction with anxiety and physical symptoms, and depression may be a marker for these other conditions even if no other problems are endorsed on the BASC-4. Thus, thorough history taking and clinical interviewing may be useful in understanding how Sample's depressed mood relates to these other areas. The BASC-4 items endorsed by Sample's parent/caregiver resulted in an elevation on the Anxiety scale. Children with elevated Anxiety scale

scores may experience excessive worry and nervousness, intrusive or obsessive thoughts, and negative self-appraisal and may be easily overwhelmed. Anxiety disorders are among the most commonly diagnosed childhood psychological disorders, and many children may experience heightened anxiety that does not meet formal criteria for an anxiety disorder. Anxiety also co-occurs with depression and somatic complaints, and it can sometimes be a symptom of these other disorders. Thus, thorough clinical interviewing and history taking might be useful in determining the extent of Sample's anxiety as well as any possible relationships to these other areas of functioning.

The pattern of BASC-4 item endorsements by Sample's parent/caregiver resulted in a clinically significant Withdrawal scale score. Items from the Withdrawal scale measure several core behaviors commonly described in autism spectrum disorder, but it is also possible for scores on this scale to be elevated because of behavioral or mood difficulties. It is noteworthy that Sample appears to exhibit below average social skills; this could be a contributing factor to the elevated Withdrawal scale score. Thus, further investigation of this domain would likely be helpful to guide diagnostic formulation, risk assessment, and treatment planning.

The BASC-4 items endorsed by Sample's parent/caregiver resulted in a clinically significant Developmental Social Disorders content scale score. This suggests Sample may be exhibiting problems with self-stimulation, withdrawal, and inappropriate socialization. This is consistent with the Atypicality and Withdrawal scale scores. Diagnostic considerations for this elevated content scale score may include pervasive developmental disorders such as autism spectrum disorder; however, high scores on this scale may also represent poor socialization. Thus, given the complexity of an autism spectrum disorder diagnosis, additional clinical interviewing and history taking will likely be necessary before making diagnostic conclusions.

## DSM-5-TR™ DIAGNOSTIC CRITERIA

Listed below are DSM-5-TR Diagnostic Criteria based on the ratings obtained from Sample on the PRS-C rating form. The DSM-5-TR Diagnostic Criteria are presented when accompanied by an elevated BASC scale score that corresponds to a clinical domain. Each section first presents a list of symptoms of the disorder, along with PRS-C items that correspond to these symptoms. ICD-10-CM codes are presented next to the DSM-5-TR disorder name. While information from PRS-C items will likely be helpful for making a diagnosis, clinicians are strongly encouraged to use additional information that is gathered outside of the BASC-4 PRS-C form (e.g., observations of behavior, clinical interviews) when making a formal diagnosis. Reprinted with permission from the *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition Text Revision (Copyright © 2022).

### Generalized Anxiety Disorder F41.1

#### List of Symptoms

##### *Area 1: Presence of Significant Worry/Anxiety*

##### *Relevant BASC-4 PRS-C Items and Sample Report's Responses*

- X Difficult to control, excessive anxiety and worry about a number of events/activities

Note: Item Responses omitted from this sample for copyright protection.

##### *Area 2: Symptoms Associated With Worry/Anxiety*

- \_\_\_ Feels restless, keyed up, or on edge
- \_\_\_ Tires easily
- \_\_\_ Has trouble concentrating or mind goes blank
- \_\_\_ Is irritable
- \_\_\_ Experiences muscle tension
- \_\_\_ Has trouble sleeping

Note: Item Responses omitted from this sample for copyright protection.

## **Major Depressive Disorder F32.x**

### List of Symptoms

<i>Symptoms for Major Depressive Episode</i>	<i>Relevant BASC-4 PRS-C Items and Sample Report's Responses</i>
--	--

X Depressed (or irritable) mood most of the day, almost every day

Note: Item Responses omitted from this sample for copyright protection.

— Greatly decreased interest or pleasure in all, or almost all, activities most of the day, almost every day

— Significant weight gain/loss without dieting, or increase/decrease in appetite almost every day

— Insomnia or excessive sleep almost every day

— Observable psychomotor agitation/retardation almost every day

— Fatigue/loss of energy almost every day

— Feelings of worthlessness or excessive/inappropriate guilt almost every day

— Difficulty thinking, concentrating, or making decisions almost every day

— Recurrent thoughts about death or suicide, a suicide attempt, or a specific suicide plan

## **Disruptive Mood Dysregulation Disorder F34.8**

### List of Symptoms

*Symptoms for Disruptive Mood  
Dysregulation Disorder*

*Relevant BASC-4 PRS-C Items and Sample Report's  
Responses*

*Area 1: Severe, Recurrent Temper  
Outbursts*

Note: Item Responses omitted from this sample for copyright protection.

Has verbally or physically aggressive  
temper outbursts

*Area 2: Mood Between Temper Outbursts*

Persistently irritable or angry mood  
between temper outbursts

SAMPLE

## **Autism Spectrum Disorder F84.0**

### List of Symptoms

*Symptoms for Area 1: Social  
Communication and Interaction Deficits*

*Relevant BASC-4 PRS-C Items and Sample Report's  
Responses*

- X Has impaired emotional/social reciprocity

Note: Item Responses omitted from this sample for copyright protection.

- X Shows notable deficits in nonverbal communication

- X Has difficulty in developing peer relationships appropriate to developmental level

*Symptoms for Area 2: Restricted, Repetitive  
Behaviors*

Note: Item Responses omitted from this sample for copyright protection.

- Engages in stereotyped, repetitive motor movements, speech, or use of objects
- X Rigidly adheres to routines/rituals
- Has interests that are abnormally restricted, fixated, focused, or intense
- Has extreme (hyperreactivity) or indifferent (hyporeactivity) responses to sensory input

## **Persistent Depressive Disorder F34.1**

### List of Symptoms

#### *Area 1: Depressed Mood*

#### Relevant BASC-4 PRS-C Items and Sample Report's Responses

X Depressed mood

Note: Item Responses omitted from this sample for copyright protection.

#### *Area 2: Symptoms Associated With Depressed Mood*

Note: Item Responses omitted from this sample for copyright protection.

\_\_\_ Overeating or decreased appetite

\_\_\_ Insomnia or excessive sleep

\_\_\_ Fatigue or decreased energy

\_\_\_ Poor self-esteem

\_\_\_ Difficulty making decisions or concentrating

\_\_\_ Feeling hopeless

## DSM-5-TR™ DIAGNOSTIC CONSIDERATIONS

The BASC-4 PRS-C contains items related to a number of DSM-5-TR criteria for the diagnosis of disorders. Listed below are ALL items related to DSM-5-TR criteria regardless of their responses. While information from PRS-C items will likely be helpful for making a diagnosis, clinicians are strongly encouraged to use additional information that is gathered outside of the BASC-4 PRS-C form (e.g., observations of behavior, clinical interviews) when making a formal diagnosis.

### Generalized Anxiety Disorder F41.1

Related BASC-4 items:

Note: Item Responses omitted from this sample for copyright protection.

### Major Depressive Disorder F32.x

Related BASC-4 items:

Note: Item Responses omitted from this sample for copyright protection.

## **Disruptive Mood Dysregulation Disorder F34.8**

Related BASC-4 items:

Note: Item Responses omitted from this sample for copyright protection.

## **Autism Spectrum Disorder F84.0**

Related BASC-4 items:

Note: Item Responses omitted from this sample for copyright protection.

## **Persistent Depressive Disorder F34.1**

Related BASC-4 items:

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## TARGET BEHAVIORS FOR INTERVENTION

The responses given to items listed below indicate behaviors that may be concerning or warrant further attention; as such, these behaviors may be appropriate targets for intervention or treatment. Similar behaviors are grouped together and are listed in order of severity within the grouping. Progress on behavioral objectives that are implemented can be determined by additional administrations of BASC-4 components.

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## CRITICAL ITEMS

Bolded items may be of particular interest.

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## ITEMS BY SCALE: PRIMARY SCALES

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## ITEMS BY SCALE: CONTENT SCALES

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## ITEMS BY SCALE: CLINICAL INDEXES

Note: Item Responses omitted from this sample for copyright protection.

SAMPLE

## COMMENTS AND CONCERNS

Sample Report did not include any comments or concerns when completing the form.

SAMPLE

*The Behavior Assessment System for Children (4th ed.; BASC-4) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.*

**End of Report**

SAMPLE

## ITEM RESPONSES

1: 3	2: 2	3: 2	4: 1	5: 3	6: 1	7: 2	8: 2	9: 2	10: 2
11: 1	12: 1	13: 3	14: 2	15: 3	16: 2	17: 2	18: 1	19: 2	20: 2
21: 2	22: 2	23: 2	24: 3	25: 1	26: 3	27: 2	28: 3	29: 2	30: 2
31: 2	32: 2	33: 3	34: 2	35: 2	36: 2	37: 3	38: 2	39: 2	40: 1
41: 2	42: 2	43: 1	44: 2	45: 2	46: 2	47: 2	48: 3	49: 1	50: 2
51: 1	52: 3	53: 1	54: 2	55: 3	56: 2	57: 2	58: 1	59: 2	60: 2
61: 3	62: 3	63: 2	64: 1	65: 1	66: 2	67: 2	68: 3	69: 2	70: 3
71: 2	72: 2	73: 1	74: 2	75: 2	76: 3	77: 1	78: 2	79: 2	80: 3
81: 3	82: 2	83: 2	84: 2	85: 2	86: 3	87: 2	88: 3	89: 2	90: 2
91: 1	92: 1	93: 3	94: 2	95: 1	96: 1	97: 2	98: 2	99: 2	100: 2
101: 3	102: 2	103: 2	104: 1	105: 1	106: 2	107: 2	108: 3	109: 2	110: 1
111: 2	112: 2	113: 2	114: 1	115: 1	116: 2	117: 1	118: 2	119: 3	120: 2
121: 1	122: 2	123: 2	124: 2	125: 2	126: 2	127: 2	128: 1	129: 1	130: 2
131: 2	132: 1	133: 1	134: 3	135: 2	136: 1	137: 1	138: 1	139: 2	140: 2
141: 2	142: 1	143: 3	144: 2	145: 2	146: 1	147: 2	148: 2	149: 2	150: 2
151: 2	152: 2	153: 2	154: 1	155: 2	156: 1	157: 3	158: 2	159: 2	160: 1
161: 2	162: 2	163: 2	164: 2	165: 1	166: 2	167: 1	168: 2	169: 1	170: 2
171: 2	172: 2	173: 1	174: 1	175: 2	176: 1	177: 2	178: 1	179: 2	180: 2
181: 2									