

BASCTM 4

Standardization Project Administration Guidelines



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Thank you for agreeing to participate in the Behavior Assessment System for Children (4th ed.; BASC™-4) standardization project. The BASC-4 system relies on a multimethod, multidimensional approach to evaluating the behavior and self-perceptions of children and young adults ages 2–25 years. As part of this project, BASC-4 forms will be administered to teachers, parents, and students.

Guidelines for administering the standardization forms are provided below. Please reference the Field Research [Examiner Hub](#) for additional project details, information on compensation, and other resources. If you have any questions, please contact the Pearson Field Research Examiner Relations team at +1 (800) 233-5686, Monday through Friday from 8 a.m. to 5 p.m. (CT) or FRExaminerSupport@pearson.com.

Instructions for completing the rating forms are provided on each form. The information gathered on these forms will be used to develop the next edition of the BASC tests. As such, no individual scores or feedback on specific forms will be provided to clinicians or those completing the rating forms. Please note that the information obtained on BASC-4 forms during this project should not be used in making formal evaluations of a child or student. As a psychologist and/or educational professional, you already know that instruments used to evaluate the behavioral and emotional well-being of children and adolescents can include sensitive information. If, during the course of this project, you (or other examiners you are supervising) become aware of information that is seemingly cause for concern (e.g., via discussions with parents or teachers, via endorsement of particularly sensitive items), you are strongly encouraged to use your professional judgment and/or follow local guidelines to determine if additional action or evaluation of the child or student should be considered.

Teacher Forms

The teacher forms are designed to be completed by any adult who has had an extended opportunity to recently observe the child or adolescent in a preschool, school, or similar setting. This may be a teacher, teacher's aide, daycare worker, or other person in a similar role. The person completing the rating form should have had at least 1 month of daily contact or 6–8 weeks of several-days-a-week contact with the child or adolescent. Forms should be completed independently by a rater; under no circumstances should any single form be completed by more than one person.

There are three age levels of the standardization edition teacher form: preschool (ages 2–5), child (ages 6–11), and adolescent (ages 12–21). Although testing times may vary, most teachers will be able to complete the form within approximately 30 minutes. Note that adolescent forms

being completed on students ages 19–21 should only be used for students still enrolled in a high school setting.

Forms can typically be completed by teachers with minimal instruction by the examiner. You do not need to be present during the completion of the teacher forms, but you should become familiar with the test instructions provided on each form before distributing them. When making arrangements with teachers to complete the forms, recommend that they do not spend too much time trying to answer any single question. Encourage the rater to plan for a period of time in which they can complete the form within a single sitting. (However, note that online forms can be completed later by logging into the assessment using the same link.) If questioned about a specific item, encourage the rater to do their best in providing an answer; do not provide the rater with an alternative definition or wording of an item.

Examiners typically rely on parents to liaise with teachers to collect the teacher form; however, some parents may ask examiners to contact a teacher directly. Below is an example of how to introduce the project to a teacher; it can be modified as needed to meet the needs of a specific setting:

“We are participating in a project sponsored by Pearson, a company that offers a variety of tests commonly used by schools. This project includes tools that help professionals evaluate the behavioral and emotional needs of children and adolescents. I am looking for teachers who are willing to complete a behavioral rating form about a child/student. Items on the form will include a variety of common and less common behaviors. Parental consent has been obtained for all children/students participating in this study. These forms will take approximately 30 minutes to complete, and teachers will be paid for their participation. Forms can be completed at the teacher’s convenience. Most forms can be completed online, although there are a few forms that can only be completed using a paper form. It is important to note that the purpose of this project is to ‘test the test’ so there will not be any information as to how the child scored on these tests. I would appreciate your help with this project.”

Parent/Caregiver Forms

The parent/caregiver forms are designed to be completed by a child’s parent, guardian, foster parent, or custodial caregiver. The parent/caregiver forms contain questions about a child’s behavioral and emotional functioning. Forms should be completed independently by a rater; under no circumstances should any single form be completed by more than one person.

There are three age levels of the standardization edition parent/caregiver form: preschool (ages 2–5), child (ages 6–11), and adolescent (ages 12–21). BASC-4 standardization forms are available in English and Spanish. Although testing times may vary, most parents/caregivers will be able to complete the form within approximately 30 minutes. Note that adolescent forms being completed on students ages 19–21 should only be used for students still enrolled in a high school setting.

Forms can typically be completed by a parent/caregiver with minimal instruction by the examiner. You do not need to be present during the completion of the parent/caregiver forms, but you should

become familiar with the test instructions before distributing them. When making arrangements for completing the forms, it will be helpful to point out that the forms include a variety of behaviors that are common and less common and to recommend that the parent/caregiver should not spend too much time trying to answer any single question. Encourage the parent/caregiver to plan for a period of time in which they can complete the form within a single sitting. (However, note that online forms can be completed later by logging into the assessment using the same link.) If questioned about a specific item, encourage the parent/caregiver to do their best in providing an answer; do not provide the parent/caregiver with an alternative definition or wording of an item.

Below is an example of how to introduce the project to a parent/caregiver; it can be modified as needed to meet the needs of a specific setting:

“We are participating in a project sponsored by Pearson, a company that offers a variety of tests commonly used by schools. This project includes tools that help professionals evaluate the behavioral and emotional needs of children and adolescents. I am looking for parents/caregivers who are willing to complete a rating form about their child. Items on the form will include a variety of common and less common behaviors. The forms will take approximately 30 minutes to complete, and parents/caregivers will be paid for their participation. Forms can be completed at the parent’s/caregiver’s convenience. Most forms can be completed online, although there are a few forms that can only be completed using a paper form. It is important to note that the purpose of this project is to ‘test the test’ so there will not be any information as to how your child scored on these tests. I would appreciate your help with this project.”

Self-Report Forms

The self-report forms are designed to be completed by a child, adolescent, or college student. There are four levels of the standardization edition self-report form: interview (ages 6–7), child (ages 8–11), adolescent (ages 12–21), and college (ages 18–25). The child and adolescent forms are offered in both English and Spanish. Information about each of the forms and administration guidelines are provided below.

Self-Report Form–Interview

The Self-Report of Personality–Interview (SRP–I) form requires the clinician to ask the child a series of yes/no and open-ended questions. Most children will complete the interview in 25 minutes or less, although assessment times can vary depending on the answers that are provided. Clinicians unfamiliar with the SRP–I form must carefully review it before beginning an assessment session. A review-only copy is available in the [BASC-4 Standardization](#) resources under the Projects tab of the Field Research Examiner Hub. Listed below are some guidelines for administration.

1. Establishing rapport: Clinicians should have experience administering tests to and establishing rapport with young children. Suggestions for establishing rapport include (a) providing a comfortable physical environment; (b) spending some relaxed time in play or conversation before the assessment; (c) stating the purpose of the assessment; and (d) showing sincerity, enthusiasm, support, respect, and a nonjudgmental attitude toward the child during the administration.

2. Introducing the SRP–I: Make sure examinees know that they are not completing the form because of something they have done or because anyone has concerns about them. Consider using the following introduction:

“Today I would like to take a few minutes to get to know you better. I am going to ask you some questions that describe how some children think, feel, or act. Some of the questions can be answered by saying Yes or No. Other questions will ask you to tell me a little bit more about yourself. Let’s get started with the first question.”

Remain flexible because each child may require a slightly different approach before becoming comfortable answering questions.

3. Administering the questions: You will complete the SRP–I form online using Pearson’s testing platform. When reading the questions to the child, speak clearly and in a manner the child can easily hear and understand. The SRP–I form uses a step-by-step approach for administration. Some questions require a Yes or No response. Other questions require you to record the child’s response. You are not required to write verbatim responses. Rather, capture enough of the response to provide examples for the question being asked. Repeat questions to the child as needed, but do not supply alternative meanings for words or phrases used in the questions. Follow-up questions are automatically generated throughout administration based on the child’s responses.

Step A: Questions 1–4 are presented together. (Questions are provided here for your reference only.) Encourage the child to provide a Yes or No answer to each item. If the child responds both Yes and No to a question, prompt the child to provide only one answer. Do not spend too much time on a single item. If the child does not answer the item, select No Response and move on to the next item.

1. Do you like going to school? Yes No
2. Do you ever get bored at school? Yes No
3. Do you ever get into trouble at school? Yes No
4. Does your teacher ever make you feel bad? Yes No

Step B: Administer the appropriate follow-up question to Question 1 and record the child’s response.

Step C: Administer the appropriate follow-up questions to Questions 2–4 and record the child’s response. If there are no follow-up questions, go to Step D.

Step D: Administer Questions 5–10. As with Step A, encourage the child to provide a Yes or No answer to each item, but do not spend too much time on a single item. If the child does not answer an item, select No Response and move on to the next item.

5. Do you think other kids like you? Yes No

6. Do other kids play with you? Yes No
7. Do other kids say bad things to you? Yes No
8. Do other kids make fun of you? Yes No
9. Do you ever get mad or angry at other kids? Yes No
10. Do you ever feel like you are being bullied by other kids? Yes No

Step E: Administer the appropriate follow-up question to Question 5 and record the child's response.

Step F: Administer the appropriate follow-up questions to Questions 6–10 and record the child's responses. If there are no follow-up questions, go to Step G.

Step G: Administer Questions 11–17. As with Step A, encourage the child to provide a Yes or No answer to each item, but do not spend too much time on a single item. If the child does not answer an item, select No Response and move on to the next item.

11. Are you afraid of things? Yes No
12. Do you feel sad? Yes No
13. Do you feel like you are all alone? Yes No
14. Do you feel like you are always doing things wrong? Yes No
15. Do your family members ever make you feel bad? Yes No
16. Do you have a hard time hearing what your teacher says? Yes No
17. Do you have a hard time seeing things on a page, screen, or on the board? Yes No

Step H: Administer the appropriate follow-up questions to Questions 11–17 and record the child's responses. If there are no follow-up questions, you have completed the assessment.

Self-Report Form–Child & Self-Report Form–Adolescent

The standardization edition self-report form–child can be used with children ages 8–11, and the standardization edition self-report form–adolescent can be used with adolescents ages 12–21. Both forms are offered in English and Spanish. Although testing times may vary, most students will be able to complete the form within approximately 30–40 minutes. For the adolescent form, only students ages 19–21 who are still enrolled in a high school setting are eligible to participate in this project.

Forms can be administered in either an individual or group setting. Typically, forms will be administered in an in-person, supervised setting. It is important to allow students to feel comfortable enough to respond honestly and openly to the questions contained in the form. To this end, it can be helpful to maintain a physical distance that does not allow you, the clinician, to see the student's response to a specific item but does allow you to determine whether the student is making a concerted effort to complete the form. If necessary, forms can also be completed in a virtual setting if: (a) you are able to provide such professional services at your place of employment and (b) you follow established telebehavioral and/or telemental professional practice standards governing your location. At a minimum, such standards must include a virtual setting where the student is able to correspond with you throughout the test administration and where you are able to view the student while completing the test form. In no case shall a student complete an online test form without the direct supervision (as described in this paragraph) of a clinician.

When forms are completed in a group setting, it is acceptable to use a proctor (e.g., a classroom teacher) to administer the child or adolescent level of the self-report form. However, it is your responsibility as a clinician to ensure that the proctor is well-trained to properly follow the test administration procedures and to respond to questions a student might have about the test.

Make sure examinees know that they are not completing the form because of something they have done or because anyone has concerns about them. Children/adolescents might find some items unusual, or they might question the purpose of the test. If this happens, encourage examinees to do their best when responding to the items. Similarly, if asked about a specific item, encourage the student to do their best in providing an answer; do not supply a student with an alternative definition or wording of an item.

Below is an example of how to introduce the project to students; it can be modified as needed to meet the needs of a specific setting:

“I am working with a company that helps create a way to better understand the problems students sometimes have as well as to understand their strengths. By being here today and participating in this project, you are helping them improve the questions they ask to understand these problems and strengths. I want you to know that you are not here because of something you have done or because I think you have problems or are doing anything wrong. The form you are about to receive contains questions that describe how some students think, feel, or act. Some of these questions include thoughts, feelings, and behaviors that are common for students your age, while other questions might include thoughts, feelings, and behaviors that are not as common. I need you to read through each question and try to provide honest responses. If you get stuck on a question, do your best to provide a response that describes you best and then move on to the next question. We will go through the instructions together before starting the form.”

Self-Report Form—College

The standardization edition self-report form—college version can be used with students ages 18–25 who are currently enrolled in a 2- or 4-year college or university degree program or with graduates who have obtained their degrees within the last 6 months. The form is only available in English and,

although testing times may vary, most students will be able to complete it within approximately 30 minutes.

Forms can be administered in either an individual or group setting. Typically, forms will be administered in an in-person, supervised setting. It is important to allow students to feel comfortable enough to respond honestly and openly to the questions contained in the form. To this end, it can be helpful to maintain a physical distance that does not allow you, the clinician, to see the student's response to a specific item but does allow you to determine whether the student is making a concerted effort to complete the form. If necessary, forms can also be completed in a virtual setting if: (a) you are able to provide such professional services at your place of employment and (b) you follow established telebehavioral and/or telemental professional practice standards governing your location. At a minimum, such standards must include a virtual setting where the student is able to correspond with you throughout the test administration and where you are able to view the student while completing the test form. In no case shall a student complete an online test form without the direct supervision (as described in this paragraph) of a clinician.

When forms are completed in a group setting, it is acceptable to use a proctor (e.g., a classroom teacher) to administer the college level of the self-report form. However, it is your responsibility as a clinician to ensure that the proctor is well-trained to properly follow the test administration procedures and to respond to questions a student might have about the test.

If asked about a specific item, encourage the student to do their best in providing an answer; do not provide a student with an alternative definition or wording of an item.

Below is an example of how to introduce the project to students; it can be modified as needed to meet the needs of a specific setting:

"I am working with a company that helps create a way to better understand the problems students sometimes have as well as to understand their strengths. The form you are about to receive contains questions that relate to a variety of feelings, behaviors, and emotions. Some of these questions include feelings, behaviors, and emotions that are common, while other questions will include some that are less common. I need you to read through each question and try to provide honest responses. If you get stuck on a question, do your best to provide a response that describes you best and then move on to the next question."