

Meet students where they are
and support their individual needs.



The BASCTM-3 Behavioral and Emotional Screening System (BASCTM-3 BESS) helps examiners screen children, adolescents, and college students quickly through brief teacher, parent, and self-report forms. The BESS helps to determine a child's risk level for developing emotional and/or behavioral problems that require intervention or instructional adaptation.

For many students, the BESS will be the first stage in a multi-tiered system of support for behavioral assessment, after referral by a teacher or parent or as part of a large-group screening process. For students identified as at-risk, the BASC-3 Rating Scales provide a more comprehensive view of behavioral and emotional problems to assist in making a specific diagnosis and targeted interventions.



Welcome! You are here.

Other components of BASC-3 to assess, intervene, and monitor student progress.



Screen

BASC-3 BESS on
Q-global or
Review360



Assess

BASC-3 TRS,
PRS, SRP
BASC-3 PRQ
BASC-3 SDH



Intervene

BASC-3 Behavior
Intervention Guide
BASC-3
Behavior and
Emotional
Skill-Building Guide



Monitor

BASC-3 FLEX
Monitor



The BASC-3 BESS is designed to assess behavioral and emotional strengths and areas that need support in children and adolescents in preschool through high school. It consists of brief screening measures completed by teachers, parents, and students to be used in a variety of educational, clinical, counseling, or other settings where there is a need to quickly identify potential behavioral or emotional concerns in individuals or in large numbers of children or adolescents. The BASC-3 BESS is not considered a comprehensive diagnostic assessment. Rather, it is a tool that can be used to determine a child's risk level for developing emotional and/or behavioral problems that require intervention. BASC-3 BESS scores are linked to documented evidence-based interventions in the BASC-3 Behavior Intervention Guide.

The BASC-3 BESS components offer numerous features that make the screening system an efficient and effective way to identify potential behavioral and emotional problems in children and adolescents.

BESS

BASC-3 BESS features include:

- Brief forms that can be quickly completed without the need for specialized administrator training
- An overall score (i.e., the Behavioral and Emotional Risk Index), as well as subindexes that provide a more targeted view of behavioral and emotional functioning (i.e., on the Teacher and Parent Forms: Externalizing Risk Index, Internalizing Risk Index, and Adaptive Skills Risk Index; on the Student Form: Internalizing Risk Index, Self-Regulation Risk Index, and Personal Adjustment Risk Index)
- Validity indexes to help evaluate the responses provided on completed forms
- Spanish-language versions of both the Parent and Student Forms
- Administration choices: traditional paper-and-pencil forms or various digital options
- Q-global® administration, scoring and reporting, with both individual and group-level reporting options
- Customizable cut scores used to classify scores based on a desired T score or number of children in a specific outcome category
- Group-level reports that provide an overall, aggregated view of behavioral and emotional performance of a group, and are directly linked to behavioral and emotional supports found in the Behavioral and Emotional Skill Building Guide - part of the BASC-3 family of products
- Normative samples closely matched to the U.S. population census estimates

The need for behavioral and emotional screening

Assessing the behavioral and emotional functioning of children and adolescents can be an effective method of promoting student success. Catching potential problems early allows for the delivery of timely prevention and intervention services to children, their schools, and their families. With early treatment or intervention, the negative impact on behavioral, emotional, social, and academic adjustment can be minimized or eliminated. Unfortunately, many children's behavioral and emotional problems often remain unidentified. Unlike adults, children typically do not refer themselves to suspected behavioral and emotional problems. Research in the United States has shown that only 15% to 20% of children with documented emotional and behavioral problems receive any type of mental health services. Students classified as ED experience comparatively poor educational outcomes including underachievement in both reading and mathematics, higher rates of suspensions and expulsions, school dropout, and comparatively poor participation rates in postsecondary educational opportunities.

Early identification of behavioral and emotional problems also has benefits beyond the school by improving the community through a reduction in overall health care burden and costs.

Component descriptions

The BASC-3 BESS offers the following forms:

- Teacher Form, Preschool, Ages 3 through 5, English
- Teacher Form, Child/Adolescent, Grades K through 12, English
- Parent Form, Preschool, Ages 3 through 5 (available in English or Spanish)
- Parent Form, Child/Adolescent, Grades K through 12 (available in English or Spanish)
- Student Form, Child/Adolescent, Grades 3 through 12 (available in English or Spanish)

The BASC-3 BESS Teacher Forms each include 20 items, while the Parent and Student Forms include 29 and 28 items, respectively. Parents and teachers can complete forms in approximately 5 minutes or less; group-based student testing sessions typically take 15 minutes or less to complete.



Applications

The BASC-3 BESS components are used by schools, mental health clinics, pediatric clinics, communities, and researchers to screen for a variety of behavioral and emotional disorders. Although the screening system consists of Teacher, Student, and Parent Forms, each form can be used individually or in any combination to meet the unique needs of each setting and situation.

School settings

Implementing a screening system for behavioral and emotional problems can provide a school with an objective, efficient, and systematic way to identify children who may develop academic or other school-related problems because of poor behavioral or emotional functioning. Benefits of introducing a systematic screening approach within a school district include: (a) quick evaluation of all children within a grade or school, rather than only those children who are referred by a teacher or other staff member; (b) early identification, enabling schools to catch potential problems before they become too serious; and (c) a systematic way of identifying students who have a high likelihood of experiencing school-related problems due to behavioral or emotional problems. Figure 1.1 shows how a screening approach may be incorporated into a larger framework for evaluating and managing behavioral and emotional problems.

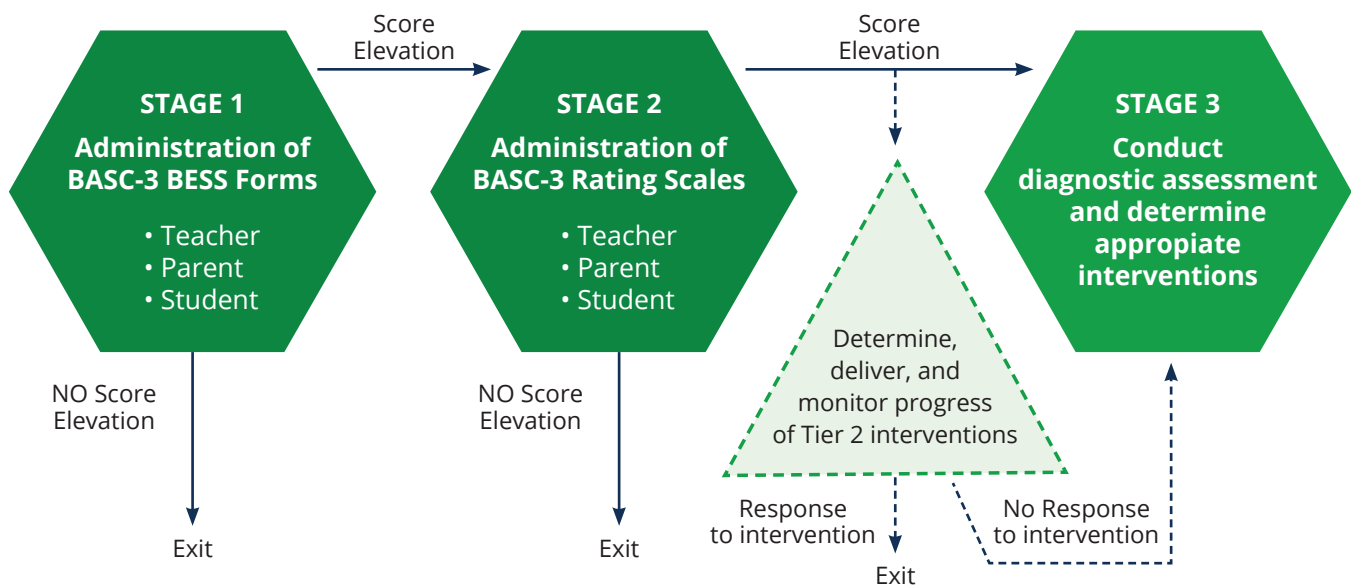


Figure 1.1 Stage-gate model for evaluating behavioral and emotional functioning

Mental health and counseling settings

Mental health clinics, particularly those specializing in working with children, often need a quick and reliable way to determine if a child demonstrates emotional or behavioral problems. The Parent and Student Forms are particularly useful in these settings, although the Teacher Form can be of added benefit for those settings with access to a child's teacher.

Pediatric settings

The BASC-3 BESS components may also be useful in pediatric settings when identifying behavioral and emotional problems that may impact the health of a child.

Community health and research settings

The BASC-3 BESS components may also be used to assess and monitor entire communities for behavioral and emotional status.

Digital delivery options

The BASC-3 BESS provides universal screening for students ages 3 through 18 years and can be delivered through three digital options depending on how you administer the test. The following is a side-by-side comparison of our three most popular platforms, Review360®, aimsweb™Plus for universal screening, or for individual or small groups using Q-global®.



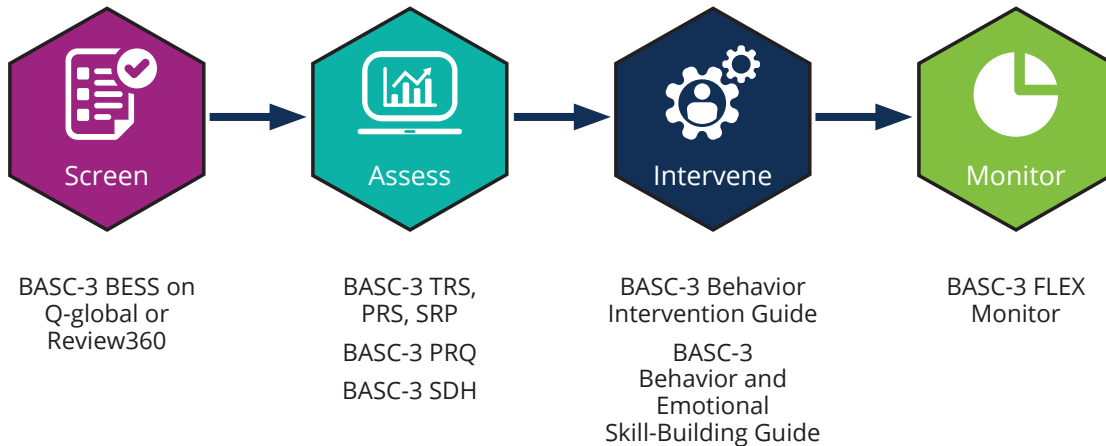
Options	Q-global®	Review360	aimswEBPlus
Purchase Qualifications	Level B	Level A	Level A
Components	Teacher Form Student Form Parent Form	Teacher Form Student Form Parent Form Group reports (district, school, classroom/teacher) Individual student reports	Teacher Form
Grade Range	PK-12	PK-12	PK-12
Administration	Manual Entry On-Screen Admin Remote-Onscreen Admin	Online administration for the Teacher, Student, and Parent Forms Paper option for Student and Parent Forms	Online administration
Administration	Manual Entry On-Screen Admin Remote-Onscreen Admin	On-line administration for the Teacher, Student, and Parent Forms Paper option for Student and Parent Forms	Online administration
Best for...	Individual or small group administration	Universal or targeted screening	Universal or targeted screening
Data Import	One examinee at a time or a list of examinees or teachers; administrations must be set-up one examinee at a time	Review360 accommodates a manual or automated rostering of students and teachers.	aimswEBPlus accommodates a manual or automated rostering of students and teachers.
Reporting	Static individual report; Static group report by form and demographic categories (also includes an examinee list of results)	Dynamic individual and group reporting, with data aggregation and disaggregation capabilities by gender, ethnicity, and other demographic data. Identify At-Risk Students Report lists students based on their risk classification with the students considered most at-risk listed first. Allows comparison of different administrations at the individual, classroom, grade, and student group levels; facilitates progress monitoring	Dynamic individual and group reporting, with data aggregation and disaggregation capabilities by gender, ethnicity, and other demographic data. Identify At-Risk Students Report lists students based on their risk classification with the students considered most at-risk listed first.

Add Review360 for more complete reporting

If you already have aimswebPlus, integrating with Review360 will give you more report options.

What's next? Assess, Intervene, and Monitor!

The BASC-3 family of assessments provides all you need to screen, assess, intervene and monitor student progress.



Explore additional BASC-3 resources

- **Intervention Manual**
- **Parent/Family Tip Sheets**
- **Progress Monitoring with Flex Monitor**

Are you an aimswebPlus or Review360 customer? Add BASC-3 BESS as a universal screener to screen for emotional disturbances! **Call 800-328-5999 to find out how.**

800-627-7271 | [PearsonAssessments.com](https://www.pearsonassessments.com)

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