



Progress MONITOR

BASC-2

Multirater Report

Cecil R. Reynolds Randy W. Kamphaus

Child/Student Information

Name: Timmy Sample
Sex: Male
ID:
Birth Date: 10/08/1998

Group 1 - Norms Used: Combined

	Parent	Child/Adolescent
Test Date:		09/10/2007
Age:		8:11
Grade:		N/A
School:		
Rater:	R1: Mrs. Sample	
Position:		
Time Known:		
Parent Sex:	Female	
Relationship:	Mother	
Field A:		
Field B:		

Results contained herein are confidential and should only be viewed by those with proper authorization.

PEARSON The BASC-2 Progress Monitor is designed to help monitor the status of behavioral and emotional problems in children and adolescents in preschool through high school. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

ID: Norms Used: Combined Confidence Interval: 90%

Group 2 - Norms Used: Combined

	Parent Child/Adolescent	Teacher Child/Adolescent	Teacher Child/Adolescent
Test Date:	10/10/2007	10/15/2007	10/16/2007
Age:	9:0	9:0	9:0
Grade:	N/A	N/A	N/A
School:			
Rater:	R1: Mrs. Sample	R2: Mrs. Math	R3: Mr. English
Position:			
Time Known:			
Parent Sex:	Female		
Relationship:	Mother		
Field A:			
Field B:			

Group 3 - Norms Used: Combined

	Parent Child/Adolescent	Teacher Child/Adolescent	Teacher Child/Adolescent
Test Date:	11/15/2007	11/18/2007	11/18/2007
Age:	9:1	9:1	9:1
Grade:	N/A	N/A	N/A
School:			
Rater:	R1: Mrs. Sample	R2: Mrs. Math	R3: Mr. English
Position:			
Time Known:			
Parent Sex:	Female		
Relationship:	Mother		
Field A:			
Field B:			

ID: Norms Used: Combined Confidence Interval: 90%

Group 4 - Norms Used: Combined

	Parent Child/Adolescent	Teacher Child/Adolescent	Teacher Child/Adolescent
Test Date:	12/15/2007	12/16/2007	12/18/2007
Age:	9:2	9:2	9:2
Grade:	N/A	N/A	N/A
School:			
Rater:	R1: Mrs. Sample	R2: Mrs. Math	R3: Mr. English
Position:			
Time Known:			
Parent Sex:	Female		
Relationship:	Mother		
Field A:			
Field B:			

Group 5 - Norms Used: Combined

	Parent Child/Adolescent	Teacher Child/Adolescent	Teacher Child/Adolescent
Test Date:	01/15/2008	01/28/2008	01/30/2008
Age:	9:3	9:3	9:3
Grade:	N/A	N/A	N/A
School:			
Rater:	R1: Mrs. Sample	R2: Mrs. Math	R3: Mr. English
Position:			
Time Known:			
Parent Sex:	Female		
Relationship:	Mother		
Field A:			
Field B:			

ID: Norms Used: Combined Confidence Interval: 90%

Group 6 - Norms Used: Combined

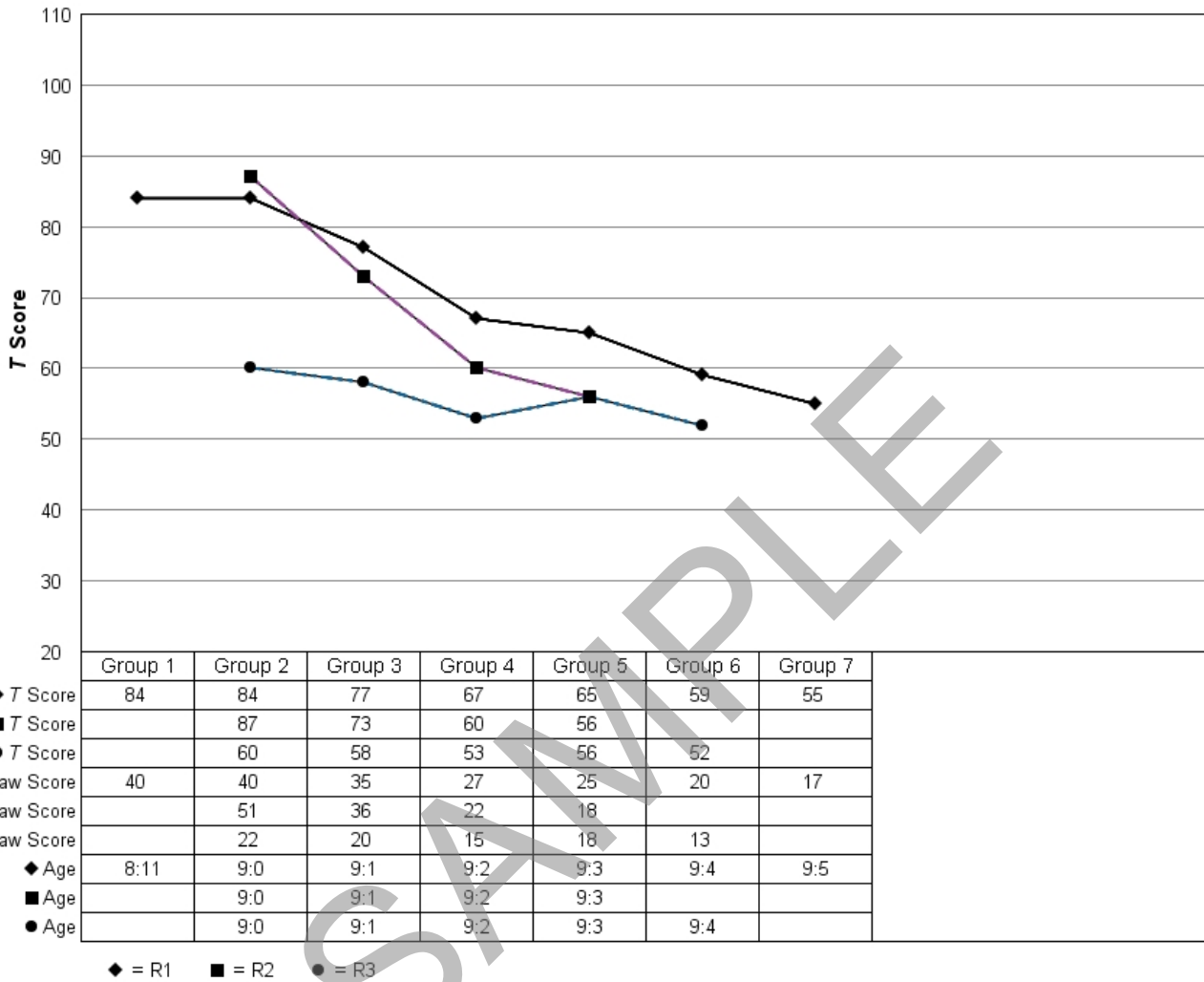
	Parent Child/Adolescent	Teacher Child/Adolescent
Test Date:	02/15/2008	02/26/2008
Age:	9:4	9:4
Grade:	N/A	N/A
School:		
Rater:	R1: Mrs. Sample	R3: Mr. English
Position:		
Time Known:		
Parent Sex:	Female	
Relationship:	Mother	
Field A:		
Field B:		

Group 7 - Norms Used: Combined

	Parent Child/Adolescent
Test Date:	03/15/2008
Age:	9:5
Grade:	N/A
School:	
Rater:	R1: Mrs. Sample
Position:	
Time Known:	
Parent Sex:	Female
Relationship:	Mother
Field A:	
Field B:	

ID: Norms Used: Combined Confidence Interval: 90%

Externalizing and ADHD Problems, Norm Group: Ages 5-9



R1: Mrs. Sample (Group 1, 2, 3, 4, 5, 6, 7)
 R2: Mrs. Math (Group 2, 3, 4, 5)
 R3: Mr. English (Group 2, 3, 4, 5, 6)

ID: Norms Used: Combined Confidence Interval: 90%

Multirater Summary, Between Rater Comparisons

Group 1

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 09/10/2007	8:11	40	84	99	79-89	84.0	+0.0	NS

R1: Mrs. Sample

Group 2

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 10/10/2007	9:0	40	84	99	79-89	77.0	+7.0	.05
R2: 10/15/2007	9:0	51	87	99	84-90	77.0	+10.0	.05
R3: 10/16/2007	9:0	22	60	84	57-63	77.0	-17.0	.05

R1: Mrs. Sample, R2: Mrs. Math, R3: Mr. English

Group 3

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 11/15/2007	9:1	35	77	98	72-82	69.3	+7.7	.05
R2: 11/18/2007	9:1	36	73	96	70-76	69.3	+3.7	.05
R3: 11/18/2007	9:1	20	58	81	55-61	69.3	-11.3	.05

R1: Mrs. Sample, R2: Mrs. Math, R3: Mr. English

ID: Norms Used: Combined Confidence Interval: 90%

Multirater Summary, Between Rater Comparisons

Group 4

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 12/15/2007	9:2	27	67	94	62-72	60.0	+7.0	.05
R2: 12/16/2007	9:2	22	60	84	57-63	60.0	+0.0	NS
R3: 12/18/2007	9:2	15	53	71	50-56	60.0	-7.0	.05

R1: Mrs. Sample, R2: Mrs. Math, R3: Mr. English

Group 5

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 01/15/2008	9:3	25	65	93	60-70	59.0	+6.0	.05
R2: 01/28/2008	9:3	18	56	77	53-59	59.0	-3.0	NS
R3: 01/30/2008	9:3	18	56	77	53-59	59.0	-3.0	NS

R1: Mrs. Sample, R2: Mrs. Math, R3: Mr. English

Group 6

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 02/15/2008	9:4	20	59	82	54-64	55.5	+3.5	NS
R2:								
R3: 02/26/2008	9:4	13	52	65	49-55	55.5	-3.5	NS

R1: Mrs. Sample, R3: Mr. English

ID:	Norms Used: Combined	Confidence Interval: 90%
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Multirater Summary, Between Rater Comparisons

Group 7

Externalizing and ADHD Problems, Norm Group: Ages 5-9

Test Date	Age	Raw Score	T Score	Percentile Rank	90% CI	Average Rating	Difference from Average	Significance Level
R1: 03/15/2008	9:5	17	55	73	50-60	55.0	+0.0	NS

R1: Mrs. Sample

SAMPLE

ID:

Norms Used: Combined

Confidence Interval: 90%

Rater Comments

Group1

R1: 09/10/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy is often difficult to handle, especially when he doesn't want to stop what he is doing, like playing or watching TV. The worst time is just before bedtime, when he will get upset and throw a fit. We've tried everything, but nothing seems to work.

Group2

R1: 10/10/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Not much has changed. We still have an awful time trying to get him to do what he is told. He goes from content to upset at the drop of a hat; sometimes for reasons we can't understand, like when he is playing with his cars. One minute, he is playing with them, and the next, he is upset with them and throwing them. Lately, he's been getting into more trouble at school and having problems playing with friends.
R2: 10/15/2007, Mrs. Math, Teacher Child/Adolescent, Externalizing and ADHD Problems, Timothy tends to incite others for entertainment. When confronted he often denies his part or becomes obstinate, abusive, or both. His focus is limited and this prevents him from learning the fundamental materials that are needed for higher-level mathematics.
R3: 10/16/2007, Mr. English, Teacher Child/Adolescent, Externalizing and ADHD Problems, Tim really enjoys the writing and reading assignments in class. He shows a particular interest in storytelling. However, he shows little interest or aptitude for the grammar components or organizational tasks required for written assignments.

Group3

R1: 11/15/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy's attention span has definitely improved and he seems to be doing better in school with staying focused. More of the assignments he brings home to show us are finished. He's still fairly aggressive and still acting out at times. The new Rx seems to be better for him.
R2: 11/18/2007, Mrs. Math, Teacher Child/Adolescent, Externalizing and ADHD Problems, Timothy's behavior has improved from earlier in the year, with more attentiveness to tasks and longer periods of productive learning. His grasp of the fundamental concepts has improved slightly, but he is still behind compared to classmates. Integrated the token system into the instruction of entire class, which was beneficial for all students, especially Timothy.
R3: 11/18/2007, Mr. English, Teacher Child/Adolescent, Externalizing and ADHD Problems, Seems to be doing better though he still has some difficulty focusing on the details of his assignments. He often overlooks obvious grammar errors. Have started offering more choice on the more difficult assignments so that Tim can use his strengths to support his weaker skills.

Group4

R1: 12/15/2007, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, We started a different dosage of his new Rx. It definitely seems to be much better for him than the first one we tried. He's not as grouchy at the end of the day. The higher level seems to be helping too. When he does act up, he's been better about listening and doesn't act angry or throw fits as much.
R2: 12/16/2007, Mrs. Math, Teacher Child/Adolescent, Externalizing and ADHD Problems, Timothy's upset when struggling with difficult equations has improved. Depending on his mood, however, these disruptions can either be limited to a moment or derail the entire class from learning.
R3: 12/18/2007, Mr. English, Teacher Child/Adolescent, Externalizing and ADHD Problems, Performance on assignments has improved overall. Applied some of the techniques for focusing my feedback and it seemed to help. Working with Tim on how to think through each assignment so he can plan better.

Group5

R1: 01/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Family that hadn't seen Timmy in a while told us that he was a completely different kid over the holidays. We had a few rough patches, but we were out of our routine. He seems more flexible and able to handle those types of changes, though, compared to before.
R2: 01/28/2008, Mrs. Math, Teacher Child/Adolescent, Externalizing and ADHD Problems, Timothy's self-control of disruptive behavior has improved. As his basic skills in mathematics have improved so has his ability to manage frustration when faced with difficult problems. We have worked together to internalize problem solving steps so that these events will be less of an issue.
R3: 01/30/2008, Mr. English, Teacher Child/Adolescent, Externalizing and ADHD Problems, Took suggestion to combine Tim's interest in dinosaurs with a library assignment. Modifying the assignment in this manner made it easier for Tim but still

ID:

Norms Used: Combined

Confidence Interval: 90%

Rater Comments

Group5

met the assignment criteria.

Group6

R1: 02/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, School seems to be going much better. We get more positive news these days. The quick, angry reactions that used to happen almost all the time don't happen as much. They also seem less intense, more normal.

R2:

R3: 02/26/2008, Mr. English, Teacher Child/Adolescent, Externalizing and ADHD Problems, Tim's focus on assignments is less of an issue now. Attention to detail has also improved. Would like to see his distractability have less of an effect ed on the work of his classmates.

Group7

R1: 03/15/2008, Mrs. Sample, Parent Child/Adolescent, Externalizing and ADHD Problems, Timmy definitely pays better attention and he doesn't get upset as much or as quickly as he used to. He still acts stubborn from time to time, usually when he wants something he can't have. There's more negotiation and less aggression on his part now.

SAMPLE

ID:

Norms Used: Combined

Confidence Interval: 90%

Examiner Comments

Group1

R1: 09/10/2007, Mrs. Sample, Parent Child/Adolescent, Tim's parents note that they have trouble with him at home, particularly when transitioning from a preferred activity to a non-preferred activity. Focusing on Tim's attention span and self-control issues will likely yield the most positive effects on his behavior both at home and in school. In addition to behavioral modification, the family pediatrician and parents have decided to also initiate drug therapy.

Group2

R1: 10/10/2007, Mrs. Sample, Parent Child/Adolescent, Parents report that Tim is responding to treatment but that he is exhibiting heightened adverse behaviors when the prescribed stimulant wears off. Suggesting additional intervention methods for use at home to deal with tantrums and defiant behavior to supplement those being used in the classroom. Pediatrician and parents have decided to change medication due to adverse side effects.

R2: 10/15/2007, Mrs. Math, Teacher Child/Adolescent, Attention and possibly oppositional/defiance issues. Also, possibly avoiding difficult tasks by acting out. Need to consult with Mrs. Math and plan classroom observation to determine specific functions of behavior. Suggesting a token system until more targeted interventions can be determined.

R3: 10/16/2007, Mr. English, Teacher Child/Adolescent, Tim has a tendency to get highly focused on things that interest him. Will try to use this strength to help him focus on less interesting tasks.

Group3

R1: 11/15/2007, Mrs. Sample, Parent Child/Adolescent, Tim's parents and teachers report that his attention span and self-control are improving. The underlying defiance persists to a greater extent, but is improving as well. Suggesting additional behavioral modification strategies to both teachers and parents to help remediate the more disruptive behaviors. Note: pediatrician has increased dosage level of prescribed medication.

R2: 11/18/2007, Mrs. Math, Teacher Child/Adolescent, Prompting and signaling have been increased in classroom to aid in transitions. Disruptions from tantrum behavior are less frequent. However, Tim's off-task behaviors continue. Suggesting task modification strategies specific to ADHD to help remediate. Have also supplied parents with information about modifying tasks to increase Tim's on-task time for math homework.

R3: 11/18/2007, Mr. English, Teacher Child/Adolescent, Have suggested some alternative presentation methods to Tim's teacher. We're looking for more ways to have Tim control his behavior as Mr. English feels Tim's needs for learning need to be internalized and more transferable to other subjects.

Group4

R1: 12/15/2007, Mrs. Sample, Parent Child/Adolescent, Parents report that the new dosage level prescribed by the family pediatrician has improved Tim's behavior. Use of the new intervention strategies, particularly the use of a token system, at home and in school has also been more effective in controlling and remediating aggressive and defiant behaviors. Tim seems to be responding to the sense of control monitoring his behavior provides.

R2: 12/16/2007, Mrs. Math, Teacher Child/Adolescent, Have suggested additional modification strategies for presenting instructional materials. Concentration and focus are still issues but have been drastically reduced. Suggesting social skills training in turn taking, sharing, and interrupting others in addition to current interventions.

R3: 12/18/2007, Mr. English, Teacher Child/Adolescent, The added influence of additional self-control coupled with self-direction in his English class has benefited Tim. The boost to his self confidence that the control and added success he is having in English class is paying off in other classes as well.

Group5

R1: 01/15/2008, Mrs. Sample, Parent Child/Adolescent, The token system was faded at school but remained in place at home over break. Have also supplied parents with information about modifying tasks to increase Tim's on-task time for homework.

R2: 01/28/2008, Mrs. Math, Teacher Child/Adolescent, Classroom disruptions have been limited and interactions with other students have improved. Tim's defiant/oppositional behaviors have also diminished. Suggesting monitoring behavior for maintenance of preferred behaviors.

R3: 01/30/2008, Mr. English, Teacher Child/Adolescent, Alternative instructional methods are proving more effective in this class than in other more "difficult" classes. Have been working with other teachers to incorporate these changes for Tim in their classes as well.

ID:

Norms Used: Combined

Confidence Interval: 90%

Examiner Comments

Group5

Group6

R1: 02/15/2008, Mrs. Sample, Parent Child/Adolescent, Parents noted that Tim's focus and self-control behaviors have increased. Token system was faded at home. Providing additional information on social skills training in turn taking, sharing, and interrupting others to parents in order to supplement in-class interventions.

R2:

R3: 02/26/2008, Mr. English, Teacher Child/Adolescent, Have continued working with Tim on using some self-monitoring methods to keep improving his focus in class. Combined with other interventions, we've seen some significant changes in both Tim's performance and attitude towards school.

Group7

R1: 03/15/2008, Mrs. Sample, Parent Child/Adolescent, Classroom disruptions have been limited and interactions with other students have improved. Tim's defiant/oppositional behaviors have also diminished. Suggesting monitoring behavior for maintenance of preferred behaviors. Also suggesting the continued use of self-talk and self-monitoring of behavior after social skills training.

SAMPLE