



Behavior Assessment System for Children, Third Edition

BASC™-3 PRQ™ Child/Adolescent  
BASC-3 Parenting Relationship Questionnaire  
Interpretive Summary Report  
*Randy W. Kamphaus, PhD, & Cecil R. Reynolds, PhD*

Child Information		Test Information	
ID:	999999999	Test Date:	02/02/2015
Name:	Sample Examinee	Rater Name:	Joe Sample
Gender:	Male	Rater Gender:	Male
Birth Date:	03/15/2001	Relationship:	Father
Age:	13:10	Administration	
Grade:		Language:	English
School:		Norm Group:	Male Rater



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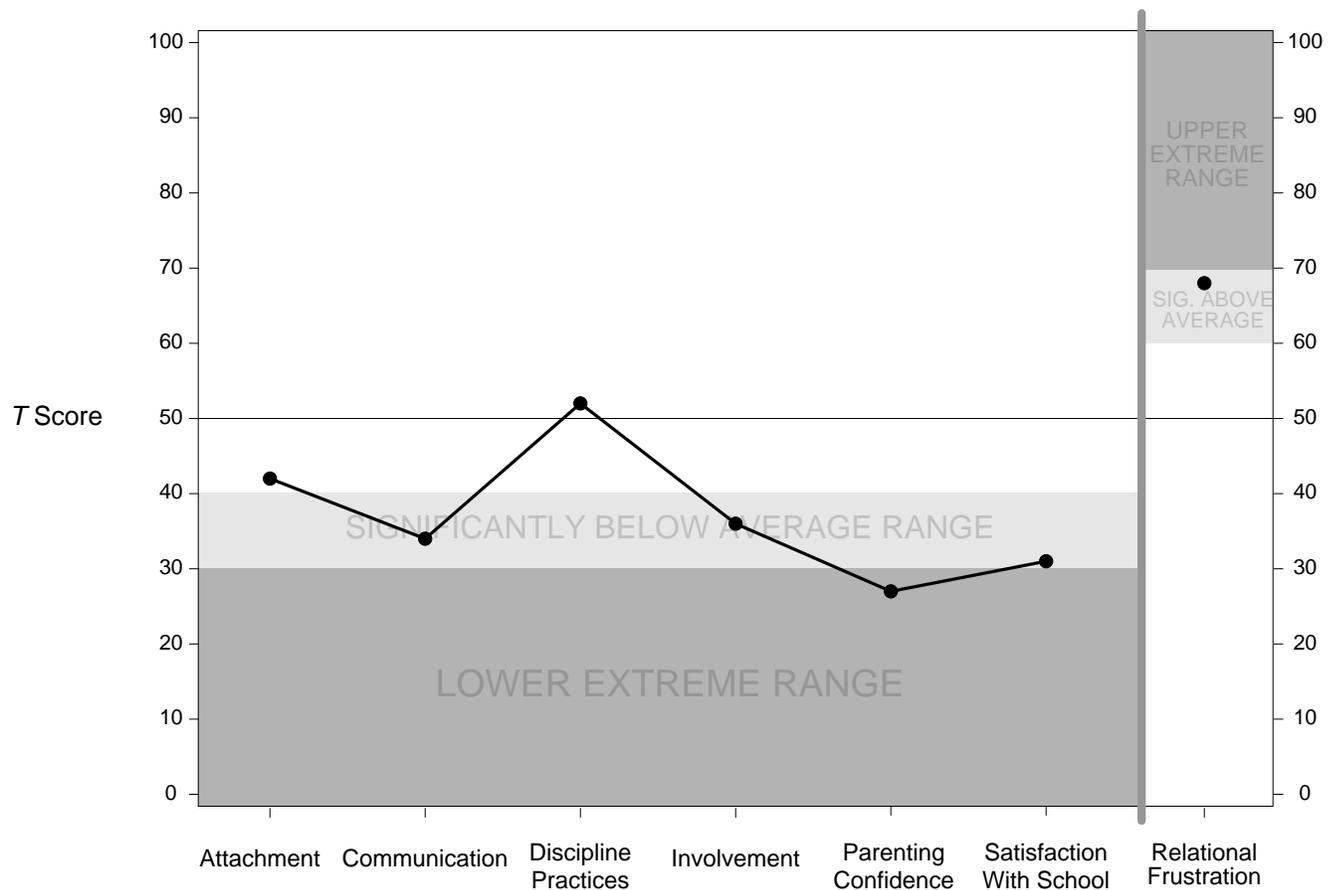
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[ 1.0 / RE1 / QG1 ]

## VALIDITY INDEX SUMMARY

<b>F Index</b>	<b>D Index</b>	<b>Response Pattern Index</b>	<b>Consistency Index</b>
Acceptable Raw Score: 0	Acceptable Raw Score: 0	Acceptable Raw Score: 55	Acceptable Raw Score: 6

## PRQ T-SCORE PROFILE



	Attachment	Communication	Discipline Practices	Involvement	Parenting Confidence	Satisfaction With School	Relational Frustration
Raw Score:	26	18	21	7	17	12	21
T Score (Plotted):	42	34	52	36	27	31	68
Percentile Rank:	24	7	57	7	2	5	96
90% Confidence Interval:	37 to 47	29 to 39	44 to 60	31 to 41	20 to 34	27 to 35	63 to 73

Note. All classifications of test scores are subject to the application of the standard error of measurement (*SEM*) when making classification decisions. Individual examiners are advised to consider all case-related information to determine if a particular classification is appropriate. See the BASC-3 PRQ Manual for additional information on *SEMs* and confidence intervals.

## VALIDITY INDEX INTERPRETATION SUMMARY

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

## SCALE SUMMARY

This report is based on Joe Sample's rating of his relationship with Sample. The narrative and scale classifications in this report are based on *T* scores obtained using male-rater norms. Scale scores in the Lower Extreme range (or Upper Extreme range on the Relational Frustration scale) denote significant relationship problems for which an appropriate intervention is probably warranted. Scores in the Significantly Below Average range (or Significantly Above Average range on the Relational Frustration scale) may indicate the presence of potential or developing relationship problems that should be monitored carefully and may require appropriate intervention.

### **BASC-3 PRQ Scales**

The *T* score for Attachment is 42 with a percentile rank of 24. This *T* score falls in the Average classification range. Joe reports a level of attachment with his child that is similar to that in the typical relationship between a parent and child of a similar age.

The *T* score for Communication is 34 with a percentile rank of 7. This *T* score falls in the Significantly Below Average classification range, and follow-up may be necessary. Joe indicates that his child does not consistently tell him about daily events, including school activities, interactions with friends, and problems the child may be having.

The *T* score for Discipline Practices is 52 with a percentile rank of 57. This *T* score falls in the Average classification range. Joe reports being consistent when responding to his child's misbehavior and indicates that establishing household rules is important.

The *T* score for Involvement is 36 with a percentile rank of 7. This *T* score falls in the Significantly Below Average classification range and may warrant follow-up. Compared to other parents with children of a similar age, Joe reports participating in few common activities with his child, including playing games, working on projects, or going outdoors.

The *T* score for Parenting Confidence is 27 with a percentile rank of 2. This *T* score falls in the Lower Extreme classification range and usually warrants follow-up. Joe reports a very low level of confidence in his ability to make good parenting decisions and reports having difficulty establishing control in his household.

The *T* score for Satisfaction With School is 31 with a percentile rank of 5. This *T* score falls in the Significantly Below Average classification range, and follow-up may be necessary. Joe indicates that he is somewhat unhappy with the services being provided by his child's school, which may include dissatisfaction with how the school is being run or a belief that the school is not meeting his child's needs.

The *T* score for Relational Frustration is 68 with a percentile rank of 96. This *T* score falls in the Significantly Above Average classification range and may warrant follow-up. Joe reports losing his patience when dealing with his child and at times considers his child difficult to care for.

## CRITICAL ITEMS

This area presents items that may be of particular interest. Questions and responses in bold may warrant follow-up.

- 1. I enjoy spending time with my child. (Often)**
- 2. My child tells me about his/her day at school. (Sometimes)**
- 5. Our family eats together at the dinner table. (Almost always)
- 11. My child is hard for me to handle. (Often)**
- 26. I talk to my child's teacher(s). (Sometimes)**
- 33. I am happy with the services my child's school offers. (Sometimes)**
- 34. When my child is upset, I can calm him/her. (Often)**
- 38. My child and I plan things to do together. (Sometimes)**
- 39. I am confident in my parenting ability. (Sometimes)**
- 46. I allow my child to use the Internet without supervision. (Sometimes)**
- 57. I listen to what my child has to say. (Often)**
- 65. I overreact when my child misbehaves. (Sometimes)**
- 70. I am in control of my household. (Often)**
- 78. I lose my temper with my child. (Sometimes)**

## ITEMS BY SCALE

### Attachment

- 1. I enjoy spending time with my child. (Often)
- 7. I know what my child is thinking. (Sometimes)
- 15. I know how my child will react in most situations. (Almost always)
- 19. I feel close to my child. (Often)
- 24. I know when my child will become upset. (Often)
- 30. I am able to make my child smile. (Sometimes)
- 34. When my child is upset, I can calm him/her. (Often)
- 36. When upset, my child comes to me for comfort. (Sometimes)
- 41. I feel close to my child emotionally. (Often)
- 44. I know when my child wants to be left alone. (Almost always)
- 52. My child enjoys spending time with me. (Often)
- 54. I can sense my child's moods. (Sometimes)
- 64. I know what to say to calm down my child. (Often)
- 82. I know what my child is feeling. (Sometimes)
- 87. I know all of my child's close friends. (Sometimes)

### Communication

- 2. My child tells me about his/her day at school. (Sometimes)
- 6. My child likes to talk to me. (Often)
- 20. My child tells me, "I love you." (Sometimes)
- 28. My child tells me about his/her problems. (Never)
- 35. My child's opinions are important to me. (Almost always)
- 37. My child tells me about the things that he/she is doing with friends. (Sometimes)
- 51. I tell my child, "I love you." (Sometimes)
- 57. I listen to what my child has to say. (Often)
- 60. I feel others know my child better than I do. (Often)
- 66. My child tells me about activities at school. (Sometimes)
- 68. My child tells me who his/her friends are. (Sometimes)
- 80. My child is honest with me. (Almost always)
- 85. My child tells me what he/she has learned that day. (Sometimes)

### Discipline Practices

- 3. It is important for a child to follow family rules. (Almost always)
- 9. I insist that my child follow the rules of the house. (Almost always)
- 25. I punish my child so he/she learns the proper respect for others. (Sometimes)
- 27. Children should do what parents tell them to do. (Almost always)
- 31. I respond immediately to my child's misbehavior. (Often)
- 43. I punish my child if he/she shows disrespect to an adult. (Sometimes)
- 48. I set limits with my child for acceptable behavior. (Almost always)
- 61. I punish my child when he/she misbehaves. (Often)
- 83. It is my responsibility as a parent to punish all of my child's misbehavior. (Almost always)

## Involvement

- 4. My child and I go on outings together. (Sometimes)
- 10. My child and I play games together. (Sometimes)
- 16. I teach my child new things. (Sometimes)
- 38. My child and I plan things to do together. (Sometimes)
- 45. My child and I work on projects together. (Sometimes)
- 47. I spend my free time helping my child do things. (Sometimes)
- 55. My child and I do things together outdoors. (Sometimes)
- 62. I teach my child how to play new games. (Never)
- 75. My child and I take walks together. (Never)

## Parenting Confidence

- 8. I make good parenting decisions. (Sometimes)
- 13. I am scared of making mistakes in decisions about my child. (Often)
- 21. My child knows the house rules. (Almost always)
- 39. I am confident in my parenting ability. (Sometimes)
- 53. I remain calm when dealing with my child's misbehavior. (Often)
- 56. I am good at balancing my parenting role with my other responsibilities. (Sometimes)
- 63. I am proud of my relationship with my child. (Sometimes)
- 70. I am in control of my household. (Often)
- 72. I am a good parent to my child. (Sometimes)
- 76. I have the energy that I need to cope with my child. (Sometimes)
- 79. The responsibility of being a parent seems like too much for me. (Often)
- 84. Being a parent scares me. (Sometimes)

## Satisfaction With School

- 12. My child's school meets his/her educational needs. (Often)
- 18. My child's school is run well. (Often)
- 23. My child is getting a good education at school. (Sometimes)
- 29. Teachers seem to understand my child's needs. (Sometimes)
- 33. I am happy with the services my child's school offers. (Sometimes)
- 40. My child's school meets his/her emotional needs. (Sometimes)
- 50. My child's school does a good job of controlling its students. (Often)
- 59. The classes offered by my child's school meet his/her needs. (Sometimes)
- 73. I have confidence in my child's school principal. (Sometimes)
- 77. My child's school seems to spend its money wisely. (Never)

## Relational Frustration

- 11. My child is hard for me to handle. (Often)
- 14. I feel overwhelmed being a parent. (Often)
- 17. My child tests my limits. (Sometimes)
- 22. I feel like parenting is harder than it should be. (Often)
- 32. During the last year, my child has been difficult to take care of. (Often)
- 42. My child frustrates me. (Sometimes)
- 49. I lose my patience with my child. (Sometimes)
- 58. My child and I argue. (Sometimes)
- 65. I overreact when my child misbehaves. (Sometimes)
- 67. My child and I get into heated discussions. (Sometimes)
- 69. My child complains about how I treat him/her. (Sometimes)
- 71. My child makes me angry. (Sometimes)
- 74. My child does not listen to me. (Often)
- 78. I lose my temper with my child. (Sometimes)
- 81. I regret how I treat my child. (Sometimes)
- 86. I react the wrong way to my child's behavior. (Sometimes)

*The BASC-3 Parenting Relationship Questionnaire (BASC-3 PRQ) provides information on the relationship between a parent/caregiver and a child that can be used in a variety of school, clinical, and counseling settings. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.*

## **End of Report**

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NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.

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## ITEM RESPONSES

1: 3	2: 2	3: 4	4: 2	5: 4	6: 3	7: 2	8: 2	9: 4	10: 2
11: 3	12: 3	13: 3	14: 3	15: 4	16: 2	17: 2	18: 3	19: 3	20: 2
21: 4	22: 3	23: 2	24: 3	25: 2	26: 2	27: 4	28: 1	29: 2	30: 2
31: 3	32: 3	33: 2	34: 3	35: 4	36: 2	37: 2	38: 2	39: 2	40: 2
41: 3	42: 2	43: 2	44: 4	45: 2	46: 2	47: 2	48: 4	49: 2	50: 3
51: 2	52: 3	53: 3	54: 2	55: 2	56: 2	57: 3	58: 2	59: 2	60: 3
61: 3	62: 1	63: 2	64: 3	65: 2	66: 2	67: 2	68: 2	69: 2	70: 3
71: 2	72: 2	73: 2	74: 3	75: 1	76: 2	77: 1	78: 2	79: 3	80: 4
81: 2	82: 2	83: 4	84: 2	85: 2	86: 2	87: 2			



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<b>Child Information</b>		<b>Test Information</b>	
ID:	999999999	Test Date:	02/02/2015
Name:	Sample Examinee	Rater Name:	Joe Sample
Gender:	Male	Rater Gender:	Male
Birth Date:	03/15/2001	Relationship:	Father
Age:	13:10	Administration	
Grade:		Language:	English
School:		Norm Group:	Male Rater



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[ 1.0 / RE1 / QG1 ]

## **BASC-3 PRQ PARENT FEEDBACK REPORT**

This report is based on the information you recently provided when completing the BASC-3 Parenting Relationship Questionnaire (PRQ). Answers to some common questions about the BASC-3 PRQ are included in this report, along with your results. If you have questions about this report, contact the clinician who gave the report to you.

### **What is the BASC-3 PRQ?**

The BASC-3 PRQ is used by professionals, such as counselors, psychologists, social workers, or therapists, to learn about your relationship with your child. You may remember that the BASC-3 PRQ asked you to answer *Never, Sometimes, Often, or Almost always* to many different statements about your relationship. These responses are used to help professionals form a clearer picture of how you view your relationship with your child.

### **Why was I asked to complete the BASC-3 PRQ?**

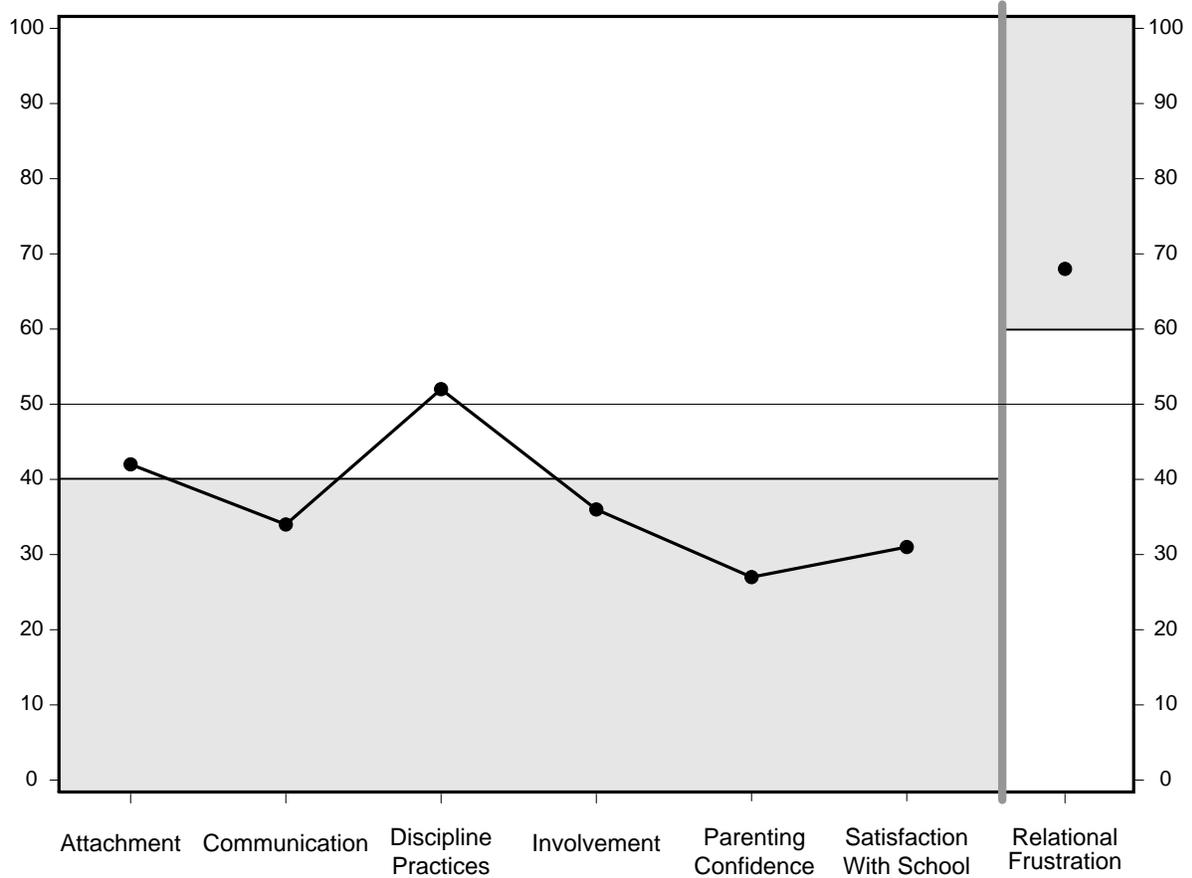
There may be many reasons why you were asked to complete the BASC-3 PRQ. Sometimes professionals ask parents to complete the questionnaire because the parents have asked for help with improving their relationship with their child. In other cases, parents are asked to complete the BASC-3 PRQ to help professionals develop programs that will help a child perform better in school. While each situation may be different, the goal is the same - to help professionals help you and your child.

### **How did I rate my relationship with my child?**

This report includes information that is based on the responses you gave when you completed the BASC-3 PRQ. Your responses are combined into several scales that are used to group your responses to the items. (These scales are described on the next page.) For each of the scales, a score is provided that is based on your responses to each group of BASC-3 PRQ statements. Your BASC-3 PRQ scores are compared with scores from other parents from across the United States, and the average score for each group is 50. So, if you scored a 50 on a scale, it means that your ratings of the relationship with your child are similar to the ratings of most other parents. Scores ranging from 41 through 59 are about average for most parents, and almost two out of three parents will receive scores that fall in this range.

### Summary Chart of BASC-3 PRQ Scale Scores

(Note. Possible problem areas are shaded.)



The chart above summarizes how you rated your relationship with your child. The chart shows scores for each of the BASC-3 PRQ scales. The paragraphs below provide a brief description of what each of your BASC-3 PRQ scores might mean. Scores that fall into the shaded areas of the chart may indicate possible problem areas. It is important to talk about such scores with the counselor, psychologist, social worker, or other clinician you are working with to determine whether the scores indicate a problem area in your relationship with your child.

## SCALES

### **Attachment**

Describes how well you feel you can judge your child's thoughts and emotions and how well you are able to comfort your child when he or she is upset.

The score on this scale is 42, which falls in the Average/Above Average category. You have an average or above average amount of awareness of your child's emotions and thoughts.

### **Communication**

Describes how you feel about the amount and quality of information exchanged between you and your child.

The score on this scale is 34, which falls in the Low/Below Average category. There may be problems with the exchange of information between you and your child, which may include:

- your child not telling you about daily events or activities;
- you being less able to talk to or listen to your child.

### **Discipline Practices**

Describes how consistently you feel you respond to your child's misbehavior and how strongly you feel about establishing household and family rules.

The score on this scale is 52, which falls in the Average/Above Average category. You have an average or stronger than average belief that rules should be clearly established and consistently enforced.

### **Involvement**

Describes how often you feel you and your child participate together in a variety of common activities.

The score on this scale is 36, which falls in the Low/Below Average category. There may be problems with the number of activities you engage in with your child, which may mean that you:

- do not plan activities together;
- do not work on projects together.

### **Parenting Confidence**

Describes how confident and comfortable you feel about caring for and raising your child.

The score on this scale is 27, which falls in the Low/Below Average category. There may be problems with your belief that you are a good parent, which may mean that you:

- believe that you make poor parenting decisions;
- believe that you do not have the energy needed to deal with your child.

### **Satisfaction With School**

Describes how satisfied you are with the job your child's school is doing to meet her or his educational needs.

The score on this scale is 31, which falls in the Low/Below Average category. There may be problems with your attitude toward your child's school, which may mean that you:

- do not believe that the school is meeting your child's educational needs;
- lack confidence in the school's staff members.

### **Relational Frustration**

Describes how stressful you perceive common parenting situations to be.

The score on this scale is 68, which falls in the High/Above Average category. There may be problems with your stress level, which may be caused by events such as:

- frequent arguments with your child;
- overreactions to your child's misbehavior.

### **How can I improve my relationship with my child?**

It is important to understand that there is no such thing as a perfect relationship with a child. Relationships take work, and the best thing you can do is to stay involved with your child and his or her activities. For specific help with your relationship, talk with the clinician who gave you this form.

There are a lot of websites, books, and videos that can provide helpful parenting tips and advice. These sources can be good places to start finding information on how to improve your relationship with your child. However, when used alone, they may not be enough. A skilled clinician who specializes in working with families is often needed to help make this information useful to each unique family setting.

The following websites are good starting points to learn more about parenting and parent-child relationships. When using the Internet, remember that anyone can set up a website and offer information. Professional organizations such as those listed here are good places to start your search.

[www.schoolcounselor.org](http://www.schoolcounselor.org)

The American School Counselor Association website offers a number of parenting resources and describes how a school counselor can work with you and your family.

[www.aamft.org](http://www.aamft.org)

The American Association for Marriage and Family Therapy website provides resources for a number of different problems that families may face.

[www.nasponline.org](http://www.nasponline.org)

The National Association of School Psychologists website offers information on parenting, health and wellness, and child behavior problems.

[www.apa.org](http://www.apa.org)

The American Psychological Association website offers a Psychology Help Center section that provides tips and articles on families and relationships.

[www.healthychildren.org](http://www.healthychildren.org)

This American Academy of Pediatrics hosted website offers advice and guidance on parenting and the health and well-being of children.

[www.nea.org](http://www.nea.org)

The National Education Association website provides tips for parents who want to become more involved with their child.

[www.ed.gov](http://www.ed.gov)

The U.S. Department of Education website offers tips to parents for enhancing their child's academic performance.