BASC™ 4

Behavior Assessment System for Children, Fourth Edition

Behavior Assessment System for Children, Fourth Edition (BASC™-4)
BASC-4 TRS, PRS, and SRP
Multirater Report
Cecil R. Reynolds, PhD, & Randy W. Kamphaus, PhD

SAMPLE

Child Information
ID: 12345
Name: Sample Report
Sex: Male
Birth date: 07.17.2017
Age: 9:2
Grade: 4th
School: Sample School

Rater 1 Information
Form: TRS-C
Test date: 10.07.2026
Rater name: Sample Teacher
Administration language: English

Rater 2 Information
Form: PRS-C
Test date: 10.16.2026
Rater name: Parent Sample
Administration language: English

Rater 3 Information
Form: SRP-C
Test date: 10.14.2026
Rater name: Self
Administration language: English

Normative reference group: General combined sex

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VALIDITY INDEX SUMMARY

	F	Consistency	Response Pattern	V
Teacher Rater 1	Acceptable Raw score: 0	Acceptable Raw score: 5	Acceptable Raw score: 109	--
Parent Rater 2	Acceptable Raw score: 0	Acceptable Raw score: 10	Acceptable Raw score: 134	--
Self Rater 3	Acceptable Raw score: 1	Acceptable Raw score: 9	Acceptable Raw score: 84	Acceptable Raw score: 0

The "--" indicates that the scale is not available for this form, is not available for the age at the time of administration, or is not scorable for the norm group selected.

VALIDITY INDEX NARRATIVES

The BASC-4 TRS, PRS, and SRP Forms include validity indexes (F Index, Consistency Index, Response Pattern Index, and V Index) that examine different aspects of the responses and may indicate that caution is warranted when interpreting the scale and index scores presented in this report. Missing validity index scores are not included in the following narrative descriptions.

The F Index scores for each rater are within the Acceptable range, indicating the responses provided by each rater are not considered overly negative.

The Consistency Index for each rater is within the Acceptable range indicating that raters responded to similar items in a consistent way when completing the forms.

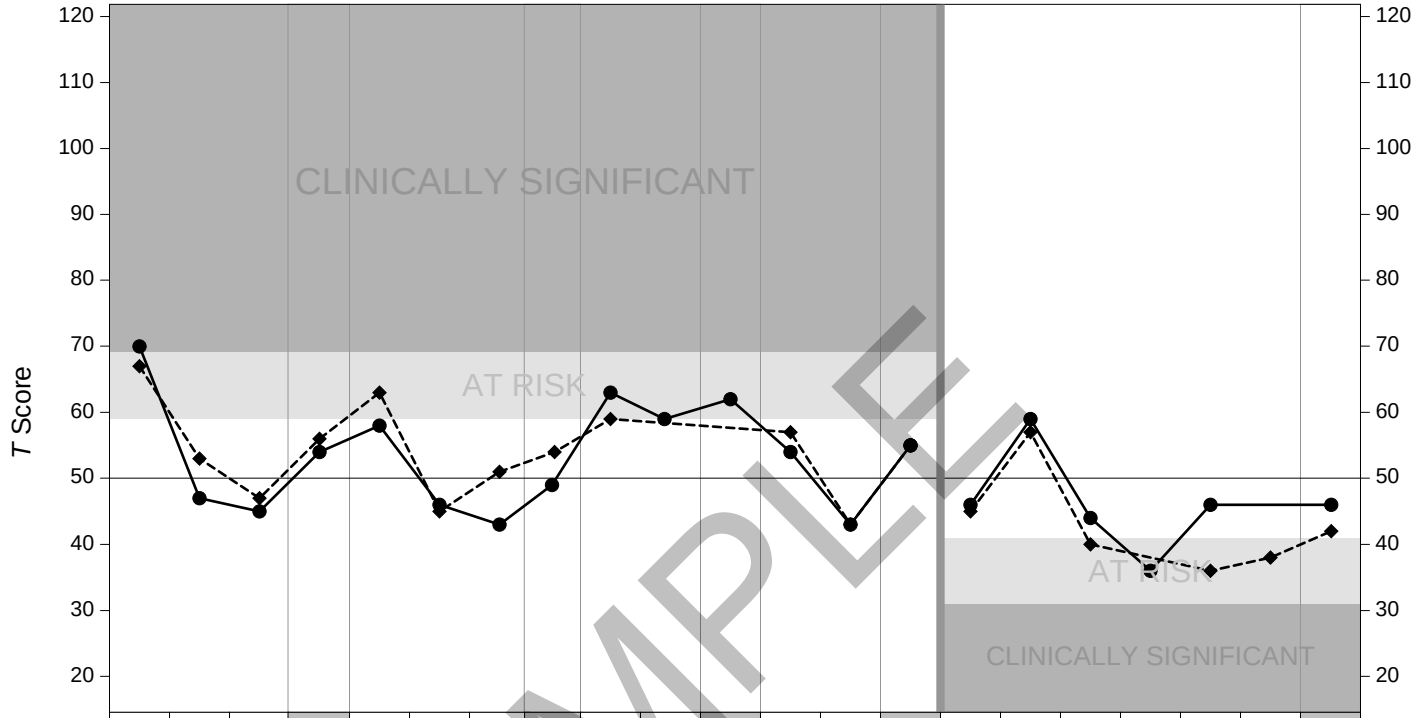
The Response Pattern Index for each rater is within the Acceptable range indicating that raters were attentive when responding to items.

The V Index for the SRP Form in this report is within the Acceptable range indicating that implausible or nonsensical items were not endorsed at a concerning level.

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COMPOSITE AND PRIMARY SCALE *T*-SCORE PROFILE: TRS AND PRS



T Score (Plotted)	Hyperactivity	Aggression	Conduct Problems	Externalizing Problems	Anxiety	Depression	Somatization	Internalizing Problems	Attention Problems	Learning Problems	School Problems	Atypicality	Withdrawal	Behavioral Symptoms Index	Adaptability	Social Skills	Leadership	Study Skills	Functional Communication	Activities of Daily Living	Adaptive Skills
Rater 1	70	47	45	54	58	46	43	49	63	59	62	54	43	55	46	59	44	36	46	--	46
Rater 2	67	53	47	56	63	45	51	54	59	--	--	57	43	55	45	57	40	--	36	38	42

● = Teacher Rater 1: 10.07.2026
◆ = Parent Rater 2: 10.16.2026

Note. Light gray shading indicates scores in the At-Risk classification range. Dark gray shading indicates scores in the Clinically Significant classification range.

The "--" indicates that the scale is not available for this form, is not available for the age at the time of administration, or is not scorable for the norm group selected.

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PRIMARY SCALES: TRS AND PRS SIMILARITY COEFFICIENTS

The similarity coefficients are based on scale scores and indicate the pattern similarity of scores obtained on each rating scale for each set of raters being compared. Values close to 1.0 indicate a strong, positive relationship between sets of raters' scores. Values approximating -1.0 suggest a strong, negative relationship between the score sets. Values near 0 show little similarity between the sets of scores.

Comparisons	Similarity coefficient
Teacher Rater 1 (Sample Teacher) with:	
Parent Rater 2 (Parent Sample)	0.79

Parent Rater 2 (Parent Sample) with:	
Teacher Rater 1 (Sample Teacher)	0.79

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COMPOSITE SCALE NARRATIVES

The TRS and PRS Forms in this report include composite scores that fall within the At-Risk and/or Clinically Significant classification ranges. These results are summarized within each composite scale domain.

Externalizing Problems

All ratings included in this report include Externalizing Problems composite scores that indicate Sample engages in typical externalizing behaviors.

Internalizing Problems

All ratings included in this report include Internalizing Problems composite scores that indicate Sample experiences typical internalizing behaviors.

Adaptive Skills

All ratings included in this report include Adaptive Skills composite scores that indicate Sample demonstrates typical performance across several adaptive skills.

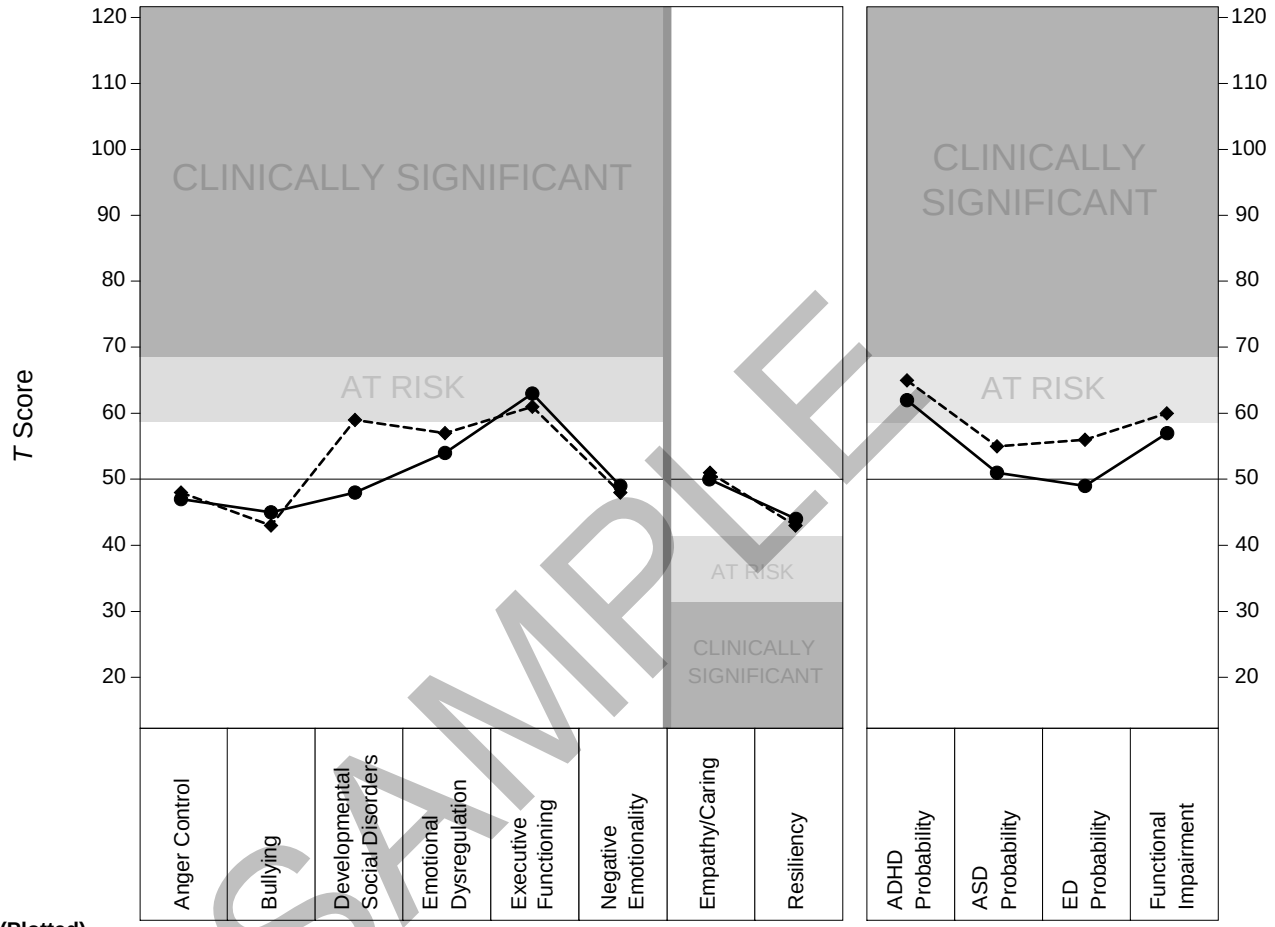
School Problems

The TRS ratings included in this report indicate Sample exhibits school problems. These difficulties likely reflect problems with attention and/or learning and may negatively impact Sample's academic performance and overall functioning. Educational history, classroom observations (e.g., BASC-4 SOS), and clinical interview notes will likely provide important information that can be used to target strategies to improve academic performance.

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CONTENT SCALE AND CLINICAL INDEX *T*-SCORE PROFILES: TRS AND PRS



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***T* Score (Plotted)**												
Rater 1	47	45	48	54	63	49	50	44	62	51	49	57
Rater 2	48	43	59	57	61	48	51	43	65	55	56	60

● = Teacher Rater 1: 10.07.2026
◆ = Parent Rater 2: 10.16.2026

Note. Light gray shading indicates scores in the At-Risk classification range. Dark gray shading indicates scores in the Clinically Significant classification range.

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CONTENT SCALES: TRS AND PRS SIMILARITY COEFFICIENTS

The similarity coefficients are based on scale scores and indicate the pattern similarity of scores obtained on each rating scale for each set of raters being compared. Values close to 1.0 indicate a strong, positive relationship between sets of raters' scores. Values approximating -1.0 suggest a strong, negative relationship between the score sets. Values near 0 show little similarity between the sets of scores.

Comparisons	Similarity coefficient
Teacher Rater 1 (Sample Teacher) with:	
Parent Rater 2 (Parent Sample)	0.82

Parent Rater 2 (Parent Sample) with:	
Teacher Rater 1 (Sample Teacher)	0.82

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EMOTIONAL DISTURBANCE QUALIFICATION (EDQ) SCALES SUMMARY COMPARISON

Emotional Disturbance Qualification (EDQ) scales	EDQ 1: Unsatisfactory Interpersonal Relationships	EDQ 2: Inappropriate Behavior/ Feelings	EDQ 3: Unhappiness or Depression	EDQ 4: Physical Symptoms or Fears	EDQ 5: Schizophrenia and Related Disorders of Thought	Social Maladjustment indicator
Teacher Rater 1	46	50	47	51	56	Absent
Parent Rater 2	51	54	46	58	58	Absent

Note. Light gray shading indicates scores in the At-Risk classification range. Dark gray shading indicates scores in the Clinically Significant classification range.

EDQ SCALES: TRS AND PRS SIMILARITY COEFFICIENTS

The similarity coefficients are based on scale scores and indicate the pattern similarity of scores obtained on each rating scale for each set of raters being compared. Values close to 1.0 indicate a strong, positive relationship between sets of raters' scores. Values approximating -1.0 suggest a strong, negative relationship between the score sets. Values near 0 show little similarity between the sets of scores.

Comparisons	Similarity coefficient
Teacher Rater 1 (Sample Teacher) with:	
Parent Rater 2 (Parent Sample)	0.80

Parent Rater 2 (Parent Sample) with:	
Teacher Rater 1 (Sample Teacher)	0.80

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PRIMARY SCALE SHARED ITEM COMPARISONS

The item comparisons present a structured, multi-informant view of behavioral and/or emotional functioning across settings integrating rater data into a coherent profile of strengths and challenges. The information is intended to support interpretation, inform next steps in assessment, and guide individualized supports across clinical and educational contexts.

Item responses from each rater are provided when primary scale classification differences are present between or among raters. These comparisons can be helpful for identifying behavioral and/or emotional concerns occurring in different settings and for better understanding differences in scores obtained between or among raters. Shaded responses in the table represent item ratings that may indicate areas of concern and may contribute to elevated scale scores. Items with multiple shaded responses may reflect behaviors reported by more than one rater and may be helpful to consider when interpreting similarities and differences across raters.

Scale/item		Teacher Rater 1	Parent Rater 2	Self Rater 3
TRS and PRS	**SRP**			
Sample scale		Average	At Risk	Average
Sample item content	Sample item content			
		Never	Never	
		Sometimes	Sometimes	
		Sometimes	Often	Sometimes
		Never	Often	Sometimes
		Sometimes	Sometimes	Sometimes
		Sometimes	Often	
		Often	Sometimes	
			Sometimes	
			Often	
		Sometimes	Often	
			Often	
		Sometimes	Sometimes	Sometimes
				Sometimes

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Scale/item		Teacher Rater 1	Parent Rater 2	Self Rater 3
TRS and PRS	**SRP**			
				Sometimes
				Sometimes
				True
				Sometimes
				Often

Shaded cells indicate possible behavioral/emotional concerns.
Blank cells indicate the item response is either missing or not available for this form.

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Scale/item		Teacher Rater 1	Parent Rater 2	Self Rater 3
TRS and PRS	**SRP**			
Sample scale		At Risk	Average	At Risk
Sample item content	Sample item content	Often	Often	True
		Sometimes	Sometimes	
		Often		Almost always
		Often	Often	
		Sometimes	Often	Sometimes
		Sometimes	Sometimes	Sometimes
		Often		
			Often	
		Sometimes	Sometimes	True
				True
				Sometimes
				Often
				Often
				True
				Often

Shaded cells indicate possible behavioral/emotional concerns.
Blank cells indicate the item response is either missing or not available for this form.

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Scale/item		Teacher Rater 1	Parent Rater 2	Self Rater 3
TRS and PRS	**SRP**			
Sample scale		Average	At Risk	
Sample item		Often	Often	
			Often	
		Often	Sometimes	
		Almost always	Sometimes	
		Sometimes	Often	
		Sometimes	Sometimes	
		Often	Sometimes	
		Sometimes	Sometimes	
		Almost always	Almost always	
			Sometimes	
		Often	Sometimes	
			Often	
		Often		

Shaded cells indicate possible behavioral/emotional concerns.
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Scale/item		Teacher Rater 1	Parent Rater 2	Self Rater 3
TRS and PRS	**SRP**			
Sample scale		Average	At Risk	
Sample item content		Sometimes	Sometimes	
			Sometimes	
		Sometimes	Sometimes	
		Often	Often	
		Often	Often	
		Often	Sometimes	
		Sometimes		
			Sometimes	
		Never		

Shaded cells indicate possible behavioral/emotional concerns.
Blank cells indicate the item response is either missing or not available for this form.

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

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