



## Objective Rating Scale Data in ASD Diagnosis: The BASC-4 Example

Presented by: Cecil R. Reynolds, PhD and Randy W. Kamphaus, PhD

Delivery method: On-Demand

Instruction level: Intermediate

Sponsored by: NCS Pearson, Inc.

### Course Description

In this training session, participants will learn about the advantages of using objective behavior ratings across multiple settings and observers in the accurate diagnosis of autism spectrum disorders (ASD). Actuarial profiles and their accompanying sensitivity and specificity data will be presented to enable attendees to apply these profiles to enhance accuracy of their diagnostic practices. These data will be contrasted with data from more subjective assessments. Functional impairment will be emphasized as a measure of severity.

### Learner Outcomes

*After completing this learning track, the participants will be able to:*

1. Recognize clinical profiles on the BASC-4 related to ASD
2. Distinguish secondary characteristics commonly associated with ASD
3. Rule in/out common comorbidities in ASD diagnosis
4. Differentiate ADHD behavioral profiles from ASD behavioral profiles
5. Apply the Functional Impairment Index as a measure of severity

### Time-Ordered Agenda

10 minutes	Review of DSM-5 ASD diagnostic criteria
15 minutes	Review of relevant BASC-4 scales in ASD diagnosis
15 minutes	Review of actuarial profiles for ASD diagnosis
5 minutes	Review of actuarial profiles for ADHD/ASD discrimination
5 minutes	Applying the Functional Impairment Index
10 minutes	Q & A

### About the Presenters

Cecil R. Reynolds, PhD, ABN, ABPdN is the author of more than 300 scholarly publications and author or editor of over 50 books including *The Energetic Brain* and the *Handbook of Clinical Child Neuropsychology*. He is the author of more than 50 commercially published tests including the Behavior Assessment System for Children. Dr. Reynolds holds diplomates in Clinical Neuropsychology and in Pediatric Neuropsychology. He was elected a Distinguished Practitioner and Fellow of the National Academies of Practice in 2012. He is Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.



Randy W. Kamphaus, PhD, is Professor Emeritus at the University of Oregon, where he previously served as acting Executive Director of the Ballmer Institute for Children's Behavioral Health. His prior appointments include Dean of the colleges of education at both the University of Oregon and Georgia State University, and Distinguished Research Professor at the University of Georgia. Dr. Kamphaus' research program has been aimed at improving the measurement of psychological and educational constructs and advancing assessment practice. He has authored or coauthored books, scientific journal articles, and book chapters on these topics; created psychological and educational tests; and holds one patent. With Cecil R. Reynolds, he developed the Behavior Assessment System for Children (BASC; now in its fourth edition), which has adaptations available throughout the Americas, Europe, Asia, and Australia. Dr. Kamphaus' work has been funded by research grants from the U.S. Institute of Education Sciences (IES) and Substance Abuse and Mental Health Services Administration (SAMHSA) among other sources. He is a Fellow of the American Psychological Association (APA) and Licensed Psychologist. He has served as editor of *School Psychology*, as a member of the APA Council of Representatives and Board of Professional Affairs, and as the President of the APA Division of School Psychology.

#### **Disclosure**

##### **Financial:**

Dr. Cecil Reynolds is the co-author of Behavioral Assessment System for Children (3rd ed.; BASC-3) and will be receiving a fee for this presentation.

Randy W. Kamphaus is a Research Professor at the Ballmer Institute for Children's Behavioral Health at the University of Oregon. Author of the BASC-4 and other assessments that may be mentioned or be a focus of coverage in today's talk. While I attempt to remain as objective as possible in my comments and reviews of our science, you should know that I receive royalties from the sales of these works. Recommendations for the use of specific instruments will be made, however you should always judge the appropriateness of such recommendations for the circumstances of your practice and the best interests of your patients.

**Nonfinancial:** There are no relevant non-financial relationships to disclose.

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. and adults. This offering will include information that pertains to the effective and appropriate use and interpretation of the BASC-4, and no other assessments will be discussed during this presentation.

#### **References**

- Antshel, K. M., & Russo, N. (2019). Autism spectrum disorders and ADHD: Overlapping phenomenology, diagnostic issues, and treatment considerations. *Current Psychiatry Reports, 21*, Article 34. <https://doi.org/10.1007/s11920-019-1020-5>
- Faust, D., Arkes, H. R., Gaudet, C. E. (2024). Applying decision research to improve clinical outcomes, psychological assessment, and clinical prediction. Oxford University Press.



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Spellun, A., Herlihy, M., Taketa, E., Graham, A., Fasano-McCarron, M., Hasenbalg, S., Clark, T., Linnea, K., Isquith, P., & Landsman, R. (2024). Diagnostic utility of parent ratings on the Behavior Assessment System for Children–Third Edition in children who are deaf and hard of hearing and diagnosed with autism spectrum disorder. *Research on Child and Adolescent Psychopathology*, 52, 645–658. <https://doi.org/10.1007/s10802-023-01115-3>

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Zhou, X., Reynolds, C., Zhu, J., & Kamphaus, R. W. (2020). Differentiating autism from ADHD in children and adolescents using BASC-3. *Journal of Pediatric Neuropsychology*, 6(2), 61–65. <https://doi.org/10.1007/s40817-020-00082-7>

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