



BASC™-3 Overview and Interpretation

Presented by: Hillary Blake

Date: Wednesday, May 21, 2025

Time: 12:00 p.m. to 3:00 p.m. ET

Delivery Method: Live webinar

Instructional level: Introductory

Sponsored by: NCS Pearson, Inc.

Course Description

This 3-hour session provides an overview of the core assessment components of the BASC-3 model: the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). The composites and scales (Clinical, Adaptive, and Content) and the probability indexes that comprise these rating forms will be explained, and a discussion about how reporting and interpretation can be used to guide supports and interventions will also be included.

Learner Outcomes

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

1. Apply the BASC-3 model including employing the TRS, PRS and SRP in the process of identifying social, emotional, and behavioral challenges
2. Discuss the composites and scales (Clinical, Adaptive, and Content) and the probability indexes that comprise these rating forms
3. Demonstrate how results and reports can be interpreted and used diagnostically
4. Formulate how student results can be used in the selection and application of BASC-3 interventions and supports

Time-ordered Agenda

12:00 p.m. to 12:30 p.m.	Introduction to BASC-3 model
12:30 p.m. to 1:00 p.m.	BASC-3 Teacher and Parent Rating Scales
1:00 p.m. to 1:30 p.m.	BASC-3 Self Report of Personality
1:30 p.m. to 2:00 p.m.	New EDQs Scale
2:00 p.m. to 2:30 p.m.	Scores, reports, and interpretation
2:30 p.m. to 3:00 p.m.	Guiding interventions and BASC-3 interventions and supports



About the Presenter

Dr. Blake graduated from the University of Indianapolis in 2014. She completed her internship at the Youth Opportunity Center and her postdoctoral fellowship at the Riley Hospital for Children Christian Sarkine Autism Treatment Center. Dr. Blake was an assistant professor at the IU School of Medicine. She was the clinical director of headache clinic and the associate clinic director of consultation liaison. Dr. Blake transitioned to private practice in 2022 where she provides psychotherapy and psychological assessments. Dr. Blake has provided psychological assessments across a variety of settings including juvenile detention centers, schools, inpatient hospitals, outpatient centers, and residential treatment centers. Dr. Blake completes assessments for ADHD, ASD, Intellectual Disability, learning disorders, and clarification of diagnosis. She is well versed in a variety of Pearson assessments and utilizes them in her practice.

Disclosure

Financial

Hillary Blake is an employee of Pearson Clinical Assessment.

Nonfinancial disclosure:

There are no relevant nonfinancial relationships to disclose.

NCS Pearson, the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use and interpretation of the BASC-3, published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Bitsko, R. H., Claussen, A. H., Lichstein, J., Black, L. I., Jones, S. E., Danielson, M. L., Hoenig, J. M., Davis Jack, S. P., Brody, D. J., Gyawali, S., Maenner, M. J., Warner, M., Holland, K. M., Perou, R., Crosby, A. E., Blumberg, S. J., Avenevoli, S., Kaminski, J. W., Ghandour, R. M. (2022). Mental health surveillance among children — United States, 2013–2019. *MMWR supplements*, 71(2), 1–42. <https://doi.org/10.15585/mmwr.su7102a1>
- Canivez, G. L., von der Embse, N. P., & McGill, R. J. (2021). Construct validity of the BASC-3 teacher rating scales: Independent hierarchical exploratory factor analyses with the normative sample. *School Psychology*, 36(4), 235–254. <https://doi.org/10.1037/spq0000444>
- Harrison, J. R., Vannest, K., Davis, J., & Reynolds, C. (2012). Common problem behaviors of children and adolescents in general education classrooms in the United States. *Journal of Emotional and Behavioral Disorders*, 20(1), 55–64. <https://doi.org/10.1177/1063426611421157>
- National Research Council and Institute of Medicine. (2009). Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities. The National Academies Press.



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Youngstrom, E. (2013). Future directions in psychological assessment: Combining evidence-based medicine innovations with psychology's historical strengths to enhance utility. *Journal of Clinical Child & Adolescent Psychology*, 42(1), 139–159.

Registration link: provided upon registration

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