



Mastering BASC™-4: Best Practices for Assessment, Interpretation, and Clinical Application

Presented by: Brian Howard, M.Ed.

Dates: Wednesday, December 16, 2026

Time: 9:00 a.m. – 12:45 p.m. ET

Delivery method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

This half-day workshop provides clinicians with an in-depth overview of the BASC-4 (Behavior Assessment System for Children, Fourth Edition). Participants will learn about the newest features of the assessment, best practices for administration and scoring, and how to interpret results to inform clinical decision-making. The session combines practical guidance with case examples to enhance confidence in using the BASC-4 in diverse clinical settings.

Learner Outcomes

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

1. Identify the key updates and new features introduced in the BASC-4
2. Apply standard administration and scoring procedures to generate scores
3. Interpret BASC-4 results to develop clinically relevant insights and recommendations
4. Integrate BASC-4 findings into comprehensive assessment and treatment planning for children and adolescents

Time-ordered Agenda

50 minutes	Introducing the BASC-4: Development goals, changes, model, and components
70 minutes	BASC-4 in practices: Administration, description of scales through case studies, explanation of scoring and norms
90 minutes	Interpretation of BASC-4 results and next steps

About the Presenters

Brian Howard, M.Ed., is a school psychologist with over 31 years of experience serving children with disabilities in Tennessee. He holds a master's degree from East Tennessee State University and a bachelor's degree from UNC Chapel Hill. Licensed in Tennessee and Indiana, Brian conducts comprehensive evaluations, supports students' academic and social-emotional development, and collaborates with educators and families. He serves on the Tennessee Department of Education's Special Education Eligibility Task Force, contributing to statewide policy development. Brian has held leadership roles across school psychology, special education, and technology integration, and provides professional development on testing, special education law, trauma-informed care, and best practices for diverse learners.

Disclosure

Financial: Brian Howard is employed by Pearson Clinical Assessment.

Nonfinancial disclosure: There are no relevant nonfinancial 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. This offering will include information that pertains to the effective and appropriate use and interpretation of the Behavior Assessment System for Children (4th ed.; BASC-4) published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Aduen, P. A., Day, T. N., Kofler, M. J., Harmon, S. L., Wells, E. L., & Sarver, D. E. (2018). Social problems in ADHD: Is it a skills acquisition or performance problem? *Journal of Psychopathology and Behavioral Assessment*, 40(3), 440–451. <https://doi.org/10.1007/s10862-018-9649-7>
- Agnafors, S., Barmark, M., & Sydsjö, G. (2021). Mental health and academic performance: A study on selection and causation effects from childhood to early adulthood. *Social Psychiatry and Psychiatric Epidemiology*, 56(5), 857–866. <https://doi.org/10.1007/s00127-020-01934-5>
- Copeland, W. E., Alaie, I., Jonsson, U., & Shanahan, L. (2021). Associations of childhood and adolescent depression with adult psychiatric and functional outcomes. *Journal of the American Academy of Child & Adolescent Psychiatry*, 60(5), 604–611. <https://doi.org/10.1016/j.jaac.2020.07.895>
- Kamphaus, R. W., & Reynolds, C. R. (2026). *BASC-4 Behavioral and Emotional Screening System*. NCS Pearson.
- Kim, J., Harrell-Williams, L. M., & Kamphaus, R. W. (2025). The Behavior Assessment System for Children. In J. L. Mihura (Ed.), *The Oxford handbook of personality and psychopathology assessment* (2nd ed., pp. 372–392). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190092689.013.37>
- Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). *Mastering modern psychological testing: Theory and methods* (2nd ed.). Springer. <https://doi.org/10.1007/978-3-030-59455-8>
- Reynolds, C. R., & Kamphaus, R. W. (in press). *Narrowband Scales for ADHD, ASD, and Mood Disorders*. NCS Pearson.



Sasser, T. R., Kalvin, C. B., & Bierman, K. L. (2016). Developmental trajectories of clinically significant attention-deficit/hyperactivity disorder (ADHD) symptoms from grade 3 through 12 in a high-risk sample: Predictors and outcomes. *Journal of Abnormal Psychology, 125*(2), 207–219.

<https://doi.org/10.1037/abn0000112>

Sattler, J. M. (2022). *Foundations of behavioral, social, and clinical assessment of children* (7th ed.).

Schmidt, E. M., Rothenberg, W. A., Davidson, B. C., Barnett, M., Jent, J., Cadenas, H., Fernandez, C., & Davis, E. (2023). Psychometric properties of the Behavior Assessment System for Children Student Observation System (BASC-3 SOS) with young children in special education. *Journal of Behavioral Education, 32*, 543–564. <https://doi.org/10.1007/s10864-021-09458-x>

Wolraich, M. L., Hagan, J. F., Jr., Allan, C., Chan, E., Davison, D., Earls, M., Evans, S. W., Flinn, S. K., Froehlich, T., Frost, J., Holbrook, J. R., Lehmann, C. U., Lessin, H. R., Okechukwu, K., Pierce, K. L., Winner, J. D., & Zurhellen, W., Subcommittee on Children and Adolescents With Attention-Deficit/Hyperactive Disorder. (2019). Clinical Practice Guideline for the diagnosis, evaluation, and treatment of attention-deficit/hyperactivity disorder in children and adolescents. *Pediatrics, 144*(4), e20192528.

<https://doi.org/10.1542/peds.2019-2528>

Earn 3.5 CE Credits



Pearson is approved by the American Psychological Association to sponsor continuing education for psychologists. Pearson maintains responsibility for this program and its content.

Earn 3.5 CPD Credits



NASP Approved Provider # 1010

"Pearson is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Pearson maintains responsibility for the program."

**Qualified Professional Enrollment | Price \$113.50 USD**

Participants need to meet our [Level B qualification](#). Attendees who are not seeking continuing education credit may receive a certificate of attendance.

Registration Link

To be provided upon payment.

Completion Requirements Pearson is responsible for this program and its content. To earn a Continuing Education certificate, participants must meet all completion requirements, including full attendance, submission of an evaluation, and submission of all required information. Partial credit is not available.

CE Contact Information

NCS Pearson, Inc.
927 E. Sonterra Blvd., Suite 119
San Antonio, TX 78258
ClinicalTraining@Pearson.com

Accommodation

Pearson will make accommodations in accordance with the Americans with Disabilities Act (ADA). If you require specific accommodations because of a disability, please email ClinicalTraining@Pearson.com at least five (5) calendar days before the session date so that appropriate arrangements may be made.

Complaint Resolution

If a registrant feels that a session was unsatisfactory for any reason, please email ClinicalTraining@Pearson.com.

About Pearson

Pearson is the foremost provider of assessments for psychologists and other mental health professionals. Our reliable, well-validated tools assess child and adult personality, behavior, neuropsychology, ability/intelligence, speech and language, development, sensory, motor, vocations, and biopsychosocial issues, leading to better insights and successful outcomes.