



BASC-3 Flex Monitor

The BASC™-3 Flex Monitor is an exciting and well-tested component that has been a part of the BASC-3 family of assessments since 2016. It enables psychologists and professionals in school or clinical environments to monitor and track behavior over time. Completely web-based, the BASC-3 Flex Monitor is efficient and comprehensive. That's because the BASC-3 Flex Monitor is customizable, addressing the unique needs of your student, and used to develop effective progress monitoring forms to track changes in behavioral and emotional functioning.

Users & Applications

Behavioral specialists, school psychologists, clinicians, and other professionals can use the BASC-3 Flex Monitor to:

- Monitor and track the effectiveness of behavioral interventions
- Demonstrate the effectiveness of schoolwide behavioral expectation programs
- Develop custom progress monitoring forms to track a student's unique profile
- Promote the involvement of teachers, parents, and students in addressing behavioral and emotional concerns

Features & Benefits

The BASC-3 Flex Monitor offers several features, including:

- Teacher, parent, and self-report forms that can be administered using a smartphone, tablet device, or computer, or via paper forms
- Standard Flex Forms and Custom Flex Forms that can be developed from a large item database
- T-score norms based on a nationally representative sample that are automatically calculated and can be used to evaluate change and compare to other individuals of a similar age
- Parent and self-report forms available in English and Spanish
- Comprehensive reporting for up to 10 administrations of a form:
 - Presented both graphically and in table-based format
 - Detailing the significance of the change in scores

Administration Options

The BASC-3 Flex Monitor is accessed through Q-global®, a web-based tool for test administration, scoring, and reporting. There are several ways to administer or score using Q-global.

1. Manual Entry (ME): The test is administered using the paper-pencil format and the item responses are manually entered into the Q-global software.
2. On-screen administration (OSA): The test is administered to the examinee on the examiner's web-enabled computer via the Q-global software. OSA may be used with or without "Test Session Lock".
3. Remote on-screen administration (ROSA): The examinee or rater receives an email invitation with a link to launch and administer the test at a remote location.

Quick Facts

Authors: Cecil R. Reynolds, PhD; Randy W. Kamphaus, PhD

Publisher: Pearson

Date of Publication: 2016

Appropriate Ages: 2:0–18:11 years

Norm Group: General Combined (GC)

Administration Time: 5 minutes for each standard form; custom forms vary

Assessment Length: Max 45 items, Min 5 items

Reading Level: Standard forms: Parent, median reading level of 4.9; Student, median reading level of 2.2

Administration Options: Manual entry (ME); On-screen administration (OSA); Remote on-screen administration (ROSA)

Pricing Model: Pay-per-report (ME, OSA, & ROSA)

Standard Form Types: Inattention/Hyperactivity; Internalizing Problems; Disruptive Behaviors; Developmental Social Disorders; School Problems

Report Options: Flex Monitor Report

Languages: English and Spanish (Teacher form is only available in English.)



Welcome! You are here.

BASC-3 components work together to screen, assess, and intervene to support student progress.



BASC-3 BESS on Q-global or Review360



BASC-3 TRS, PRS, SRP
BASC-3 PRQ
BASC-3 SDH



BASC-3 Behavior Intervention Guide
BASC-3 Behavior and Emotional Skill-Building Guide



BASC-3 Flex Monitor

Broad overview of BASC-3 Flex Monitor

Behavioral and emotional functioning help to create positive school outcomes, and educational professionals are increasingly focusing on building these skills in student populations. Such efforts can take place at a school-wide level, small-group level, or at an individual level (e.g., via an Individualized Education Program).

The BASC-3 Flex Monitor allows clinicians and school personnel to craft a carefully targeted, standardized rating scale with known psychometric properties to address specific sets of behaviors of interest, negating the need to monitor response to intervention with the longer broadband scales, such as the BASC-3 PRS or TRS.

The challenge with these initiatives lies in determining their overall effectiveness for improving behavioral and emotional functioning. Clinical practitioners working in schools, clinics, hospitals, or private practice have traditionally evaluated change in individuals engaged in an intervention.

The Behavior Assessment System for Children™, Third Edition (BASC™-3) is a multimethod, multidimensional system used to evaluate the behavior and self-perceptions of children and adolescents. While BASC-3 components such as the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and the Self-Report of Personality (SRP) can be used effectively to assess change and demonstrate effectiveness of interventions, they were designed to aid in accurate differential diagnosis. That makes them longer than what is often necessary for monitoring treatment or intervention effects. The **BASC-3 Flex Monitor** provides a more efficient alternative for monitoring the status of behavioral and emotional functioning. It is an effective online tool (with optional paper forms) that can be used to measure the effectiveness of intervention programs at a group or individual level.

The Need for Monitoring Outcomes

Behavioral and emotional problems in children and adolescents are widespread, with prevalence estimates varying widely based on the type of problem experienced. Significant resources (time and dollars) are spent annually on combating these problems, focusing on prevention, early identification, and intensive intervention. With so much invested, it's important to understand the benefits of these efforts.

- Progress monitoring is a key element of the Response to Intervention (RTI) model, a primary method used by schools to help students increase their academic performance, as well as improve their behavioral, emotional, and social functioning.
- Struggling students are identified and provided with additional support to help them build necessary skills.
- Frequent monitoring of their performance is used to evaluate if the additional supports are providing a benefit and should continue until overall functioning is at a normal level.
- If the desired level of improvement is not achieved, support services may be altered and subsequently re-evaluated to analyze their effectiveness.

Similarly, clinicians providing therapeutic and related interventions in private settings must know if the behaviors, symptoms, or feelings they are targeting are being affected in a positive way and, if so, the trajectory of the improvement. No matter how insightfully crafted, first attempts at intervention with child and adolescent emotional and behavioral issues are rarely perfect. To establish what is working and what is not, and which behaviors and emotions of the individual are responding, clinicians must measure outcome variables with precision and some reasonable frequency.

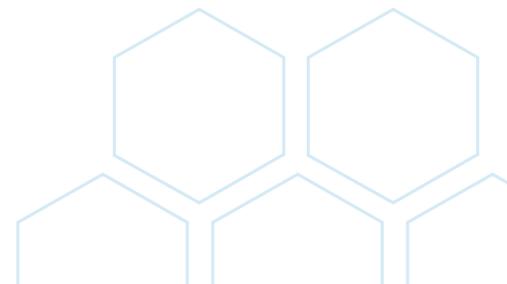


Features

The BASC-3 Flex Monitor includes teacher, parent, and self-report forms that are used with Q-global, a secure online system for administering, scoring, and reporting test results.

The BASC-3 Flex Monitor offers many features:

- **Flexible administration.** The teacher, parent, and self-report forms can be administered digitally using a smartphone, tablet device, or computer. The forms may also be printed on paper, and responses can be entered into Q-global for immediate scoring and reporting.
- **Standard forms.** Age-appropriate teacher and parent forms are available for monitoring behaviors associated with attention-deficit/hyperactivity disorder (ADHD), internalizing problems, disruptive behaviors, and developmental social disorders. Self-report forms are available for monitoring behaviors associated with internalizing problems and school problems.
- **Custom forms.** An item bank containing over 700 items can be used to develop customized forms tailored to specific monitoring situations. These heavily vetted and validated items include known characteristics and content relevance. Items can be filtered by form type, age level of the child/adolescent being evaluated, or behavior type (e.g., aggression and internalizing problems), and forms can range from 5 to 45 items. A reliability coefficient based on a nationally representative normative sample will be calculated at the time the form is being created, providing one indicator to assess the quality of the form being developed.
- **Norms based on a nationally representative sample.** Age-based T-score norms are automatically calculated for custom-developed forms, based on a nationally representative sample. These scores can be used to compare an individual's ratings to ratings of others who are of a similar age, thereby providing information on the extremeness of scores. They can also be used to compare scores across administrations, enabling an evaluation of score changes over time.
- **Multiple languages.** All forms are available in English, and the parent and self-report forms are also available in Spanish.
- **Individual reporting capabilities.** Individual reports can include graphs showing an individual's performance on up to 10 administrations. Intra-individual score comparisons are presented, comparing the current administration with the first administration of a form and with the previous administration. Trend analyses can evaluate pre-intervention levels of functioning (when available) as well as performance after an intervention has started. Item responses are provided across administrations, enabling a detailed look at specific behaviors that have changed over time.



Uses

The BASC-3 Flex Monitor can be used in a variety of educational, clinical, or mental health settings to monitor behavioral and emotional functioning over a short or extended period. A variety of educational and healthcare professionals or administrative staff can oversee the administration of the BASC-3 Flex Monitor forms. However, interpretation of the results must be done by qualified individuals.

School Settings

The BASC-3 Flex Monitor can be used in a school setting for several purposes. In a large group setting, it can be used to monitor the effects of a schoolwide program. In a small group setting, a behavior specialist might monitor the effect of Tier 2 interventions, such as those in the BASC-3 Behavioral and Emotional Skill Building Guide. The Flex Monitor forms can also be used with individual students to measure the efficacy of custom intervention plans.

Clinical & Research Settings

The BASC-3 Flex Monitor forms can also be used by clinical psychologists, psychiatrists, researchers, and other mental health experts working in a clinical setting or private practice. Results from the monitoring forms can be used to demonstrate behavioral improvement during therapy or intervention services. During counseling sessions, results can be used as a tool to discuss things that have gone well since the previous session, as well as areas for further improvement.



The BASC-3 family of assessments provides all you need to screen, assess, intervene and monitor student progress. The information from the Flex Monitor may lead to adjustments in the individual student intervention and support plan.



Screen

BASC-3 BESS on
Q-global or
Review360



Assess

BASC-3 TRS,
PRS, SRP
BASC-3 PRQ
BASC-3 SDH



Intervene

BASC-3 Behavior
Intervention Guide
BASC-3
Behavior and
Emotional
Skill-Building Guide



Monitor

BASC-3 Flex
Monitor

For more information on the BASC-3 Flex Monitor,
please visit PearsonAssessments.com/BASC3.

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