

The Evaluation of Potential Ethnic Differences on the Behavior Assessment System for Children Second Edition: Self Rating Scales (BASC-2:SRS)

Alyzae I. Karim, B.A., Alicia M. Jones, B.A., Richard Greer, B.A., Angelia Spurgin, B.A., M.A.T., Daniel C. Miller, Ph.D., ABPP and Denise E. Maricle, Ph.D.
Texas Woman's University

Objective

The purpose of this study was to investigate how children from various ethnic groups rated themselves on the Behavior Assessment System for Children-Second Edition (BASC-2). Data consisted of 531 self reports of children from one of four ethnic backgrounds: White, Asian/Pacific Islander, African American, and Hispanic.

Method

Data were collected from a mixed clinical sample of neuropsychological case studies conducted by trainees in the KIDS, Inc. Post-Graduate School Neuropsychology Training Program. The sample consisted of 531 children between the ages of 6 and 18. The independent variable was comprised of the child's ethnicity, while the dependent variables were comprised of the BASC-2 composites as well as the subscales. A one-way ANOVA was conducted to examine significant ethnic differences on the BASC-2 composites and subtests.

BASC-2 Composites and subscales	F (3,527)	Mean, SD				BASC-2 Composites and subscales	F (3,527)	Mean, SD			
		White (N=370)	Asian/Pacific Islander (N=56)	African American (N=60)	Hispanic (N=45)			White (N=370)	Asian/Pacific Islander (N=56)	African American (N=60)	Hispanic (N=45)
School Problems	*	*	*	*	*	Inattention/Hyperactivity	*	*	*	*	*
<i>Attitude to School</i>	.639, NS	55, 10.8	56, 10.0	53, 7.3	56, 10.3	<i>Attention Problems</i>	.416, NS	55, 8.8	53, 7.3	54, 6.8	54, 8.4
<i>Attitude to Teachers</i>	1.661, NS	51, 6.9	52, 6.9	50, 5.0	55, 8.1	<i>Hyperactivity</i>	.422, NS	51, 6.9	52, 7.1	51, 6.1	51, 6.8
<i>School Adjustment</i>	*	*	*	*	*	<i>Personal Adjustment</i>	.341, NS	46, 8.0	47, 7.5	46, 7.3	45, 8.2
<i>Internalizing</i>	.578, NS	51, 6.4	51, 6.4	52, 4.3	52, 6.5	<i>Relations with Parents</i>	.126, NS	48, 6.6	48, 6.7	49, 6.1	49, 5.5
<i>Locus of Control</i>	.654, NS	53, 6.3	54, 7.4	53, 4.2	53, 4.8	<i>Interpersonal Relations</i>	1.99, NS	51, 7.0	52, 5.9	50, 5.9	48, 10.1
<i>Social Stress</i>	.826, NS	49, 6.8	48, 5.8	48, 5.2	50, 8.2	<i>Self-Esteem</i>	2.10, NS	52, 6.7	51, 6.3	52, 4.5	48, 8.7
<i>Anxiety</i>	.568, NS	53, 7.9	52, 8.9	52, 5.5	51, 7.1	<i>Self-Reliance</i>	.344, NS	48, 7.3	48, 9.3	48, 7.4	47, 8.0
<i>Depression</i>	1.542, NS	49, 7.0	52, 8.1	50, 4.4	51, 7.5	<i>Sensation Seeking</i>	1.545, NS	40, 10.5	40, 8.1	42, 9.8	44, 8.8
<i>Sense of Inadequacy</i>	.914, NS	53, 7.2	54, 7.8	54, 6.7	53, 7.7	<i>Emotional Symptoms Index</i>	.207, NS	52, 7.5	52, 7.9	52, 5.4	52, 7.7
<i>Somatization</i>	1.070, NS	42, 11.1	45, 12.3	45, 9.7	43, 11.0						
<i>Atypicality</i>	.759, NS	52, 7.5	52, 7.6	51, 5.3	50, 6.3						

* Note: School Problems, School Adjustment, and Inattention/Hyperactivity did not have enough data to compute statistical results

Results

Among the four composites, there were no significant differences in how children rated themselves from the four different ethnic groups (White, African American, Asian/Pacific Islander, and Hispanic). Furthermore, there were no main effects in how children rated themselves on the subscales of the BASC-2.

Conclusions

- Children from various ethnic backgrounds rated themselves in the same manner across different social-emotional behaviors.
- These results provides further support of the validity and standardization of this assessment, and the ethnic representation of the general population and in a mixed clinical sample (e.g., ADHD, LD, Autism).