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Orginal Article

Examining the Psychometric Characteristics of the Parent form of the Children's Behavioral Assessment Questionnaire

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Abstract

The present study evaluated the psychometric properties of the Parent Rating Scales of the *Behavior Assessment System for Children, Third Edition* (BASC-3) among primary school students in Tehran. Establishing the reliability and validity of this instrument is essential for the accurate assessment of children's behavioral, emotional, and adaptive functioning. This applied psychometric validation study employed a descriptive research design. The study population consisted of parents of primary school students in Tehran during the 2022–2023 academic year. A total of 800 parents (400 mothers and 400 fathers) were selected by convenience sampling. Data were collected using the BASC-3 Parent Rating Scales and the Child Behavior Checklist (CBCL). Psychometric evaluation included analyses of internal consistency, inter-rater reliability, test–retest reliability, internal structure, and concurrent validity. The results demonstrated that the BASC-3 Parent Rating Scales possess satisfactory psychometric properties. Cronbach's alpha coefficients for all factors exceeded 0.70, indicating excellent internal consistency. Inter-rater reliability ranged from moderate to excellent. Test–retest reliability coefficients ranged from 0.76 to 0.90 for mothers and from 0.73 to 0.86 for fathers, demonstrating acceptable temporal stability. Analyses also supported the instrument's internal structure and revealed strong correlations among its subscales, providing evidence for its construct validity. Overall, the findings support the BASC-3 Parent Rating Scales as a reliable and valid instrument for assessing behavioral, emotional, and adaptive functioning among Iranian primary school children. The instrument can be used confidently in educational, clinical, and

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research settings to facilitate early identification of behavioral and emotional problems and to inform evidence-based interventions and educational planning.

Keywords: Children's behavioral measurement system, Reliability, Validity.

Extended Abstract

Introduction

The The present study examined the psychometric properties of the Parent Rating Scales of the *Behavior Assessment System for Children, Third Edition* (BASC-3) among primary school students in Tehran. The fields of psychology and special education require valid and reliable assessment instruments that provide a comprehensive understanding of children's behavioral and emotional functioning, including their strengths, weaknesses, and individual needs. Accurate psychological assessment depends on recognizing both interindividual and intra-individual differences, particularly when evaluating children with special educational needs. Consequently, the application of psychometric principles is essential to improve assessment practices and support the multidimensional identification, classification, and evaluation of children's educational and psychological needs while accounting for individual variability. Children with emotional and behavioral disorders constitute one of the most diverse groups of students with special educational needs. They display a wide range of behavioral, emotional, and social difficulties that may interfere with academic achievement, peer relationships, and overall well-being. Early identification and accurate classification of these difficulties are essential because they facilitate timely access to appropriate educational, psychological, and therapeutic interventions. Achieving this objective requires comprehensive and reliable information gathered from multiple sources. Among these, parents are among the most valuable informants because they observe their children's behavior continuously across a variety of everyday settings. Their reports provide unique insights into children's behavioral patterns, emotional adjustment, and adaptive functioning that may not be fully captured in school-based assessments. To support accurate assessment and intervention planning, the Parent Rating Scales of the BASC-3 were developed as a standardized parent-report instrument designed to evaluate a broad spectrum of behavioral, emotional, and adaptive characteristics. Therefore, the present study aimed to investigate the reliability and validity of the BASC-3 Parent Rating Scales within a sample of primary school students in Tehran.

Method

This study employed a descriptive psychometric validation design with an applied research purpose. The research society consisted of two subgroups: the students at the primary elementary school in Tehran in the academic year of 2022-2023, and the parents of first-year primary elementary students. The research sample included 800 parents (400 mothers and 400 fathers) who were tested by available sampling. Data were collected using the BASC-3 Parent Rating Scales for Children and the Child Behavior Checklist (CBCL). To evaluate the psychometric properties of the BASC-3, several statistical procedures were performed, including Cronbach's alpha for internal consistency, inter-rater reliability, test–retest reliability, internal structure analysis, and concurrent validity.

Results

Since the Cronbach's alpha coefficients for the factors were above 0.70, the internal consistency was reported as excellent. Also, Inter- rater reliability was in the medium to excellent range. The test-retest reliability coefficients in the mothers' and fathers' questionnaires ranged from 0.76 to 0.90 and from 0.73 to 0.86, respectively, and were classified as medium to high. Also, the findings of the research showed that it has a good internal structure and a strong correlation between the subscales.

Discussion

According to the research findings, which demonstrate the reliability and validity of this tool, it is recommended to use it to collect information on children's behavioral problems and adaptability, and, if necessary, to design and implement appropriate educational and intervention programs for children. Studying the identification and diagnosis of emotional-behavioral disorders at a young age with the aim of prevention and early intervention to prevent the severity of the symptoms of disorders and prevent their consequences is an important matter that the necessity of studying at the level of early detection using tools that are reliable and They have good credibility and it requires the intervention by using educational programs and interventions that experts approve. Considering this issue, it is more necessary to examine the psychometric characteristics of tools that enable measurement leading to diagnosis and intervention. Among these tools, which have been less studied in the country, BASC-3 offers multidimensional measurement and prescriptive diagnosis for children, teenagers, and even young adults. To investigate the psychometric properties of the tool among first-year elementary school students, the tool's reliability and validity were studied.

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