

The parents of our students complete the Pearson BASC-3 PRS assessments about their children. Our students self-report using the Pearson BASC-3 SRP assessments. The results are assessed to improve the personalization and effectiveness of our tutoring program. The pre-scores from the beginning of each tutoring Term are compared to the post-scores from the end of that Term to assess each students' growth. The areas that are assessed are defined below.

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Activities of Daily Living: The skills associated with performing basic, everyday tasks in an acceptable and safe manner.

Adaptability: The ability to adapt readily to changes in the environment.

Adaptive Skills: The skills needed to meet basic needs for self-care, decision-making, communication, and learning.

Aggression: The tendency to act in a hostile manner (either verbal or physical) that is threatening to others.

Anger Control: The tendency to become irritated and/or angry quickly and impulsively, coupled with an inability to regulate affect and self-control.

Anxiety: The tendency to be nervous, fearful, or worried about real or imagined problems.

Attitude to School: Feelings of alienation, hostility, and dissatisfaction regarding school.

Attitude to Teachers: Feelings of resentment and dislike of teachers; beliefs that teachers are unfair, uncaring, or overly demanding.

Attention Problems: The tendency to be easily distracted and unable to concentrate more than momentarily.

Atypicality: The tendency toward bizarre thoughts or other thoughts and behaviors considered "odd."

Behavioral Symptoms Index: Includes ratings for hyperactivity, aggression, depression, attention problems, atypicality, and withdrawal.

Bullying: The tendency to be intrusive, cruel, threatening, or forceful to get what is wanted through manipulation or coercion

Conduct Problems: The tendency to engage in antisocial and rule-breaking behavior, including destroying property.

Depression: Feelings of unhappiness, sadness, stress, and dejection that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.

Developmental Social Disorders: The tendency to display behaviors characterized by deficits in social skills, communication, interests, and activities; such behaviors may include self-stimulation, withdrawal, and inappropriate socialization

Ego Strength: The expression of a strong self-identity and overall emotional competence, including feelings of self-awareness, self-acceptance, and positive perception of one's social support network.

Emotional Self-Control: The ability to regulate one's affect and emotions in response to environmental changes

Emotional Symptoms Index: Serious emotional disturbance, particularly internalized disorders. It includes ratings for social stress, anxiety, depression, sense of inadequacy, self-esteem, and self-reliance.

Executive Functioning: The ability to control behavior by planning, anticipating, inhibiting, or maintaining goal-directed activity, and by reacting appropriately to environmental feedback in a purposeful, meaningful way.

Externalizing Problems: Emotional problems that occur in interaction with the social environment (e.g., aggression, impulsivity, deviance, hyperactivity).

Functional Impairment: The ability to express ideas and communicate in a way others can easily understand.

Hyperactivity: The tendency to be overly active, rush through work or activities, and act without thinking.

Functional Communications: Refers to the most basic of communication skills to get one's basic wants and needs known.

Functional Impairment: Indicates the level of difficulty a child has engaging in successful or appropriate behavior across a variety of situations including interactions with others, performing age-appropriate tasks, regulating mood, and performing school-related tasks.

Inattention: Involves difficulty focusing, getting distracted easily, and forgetfulness.

Internalizing Problems: Emotional problems that occur internally and are focused on the own self (e.g., withdrawal, anxiety, depression, emotional problems).

Interpersonal Relations: The perception of having good social relationships and friendships with peers.

Leadership: The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.

Locus of Control: The belief that rewards and punishments are controlled by external events or people.

Mania: The tendency toward extended periods of heightened arousal, excessive activity (at times obsessive in focus), and rapid idea generation in the absence of normal fatigue.

Negative Emotionality: The tendency to react in an overly negative way to any changes in everyday activities or routines.

Personal Adjustment: Consists of the Relations With Parents, Interpersonal Relations, Self-Esteem, and Self-Reliance scales. At-risk scores suggest problems with interpersonal relationships, self-acceptance, identity development, and ego strength.

Relations with Parents: A positive regard toward parents and a feeling of being esteemed by them.

Resiliency: The ability to access both internal and external support systems to alleviate stress and overcome adversity.

Self-Esteem: Feelings of confidence, self-respect, and self-acceptance.

Self-Resilience: Confidence in one's ability to solve problems; a belief in one's personal dependability and decisiveness.

Sense of Inadequacy: Perceptions of being unsuccessful in school, unable to achieve one's goals, and generally inadequate.

Social Stress: Feelings of stress and tension in personal relationships; a feeling of being excluded from social activities.

Sensation Seeking: The tendency to take risks and to seek excitement.

School Problems: A broad measure of a child's adaptation to school.

Social Skills: The skills necessary for interacting successfully with peers and adults in home, school, and community settings

Somatization: The tendency to be overly sensitive to, to experience, or to complain about relatively minor physical problems and discomforts.

Test Anxiety: The propensity for irrational worry over and fear of taking routine school tests of aptitude or academic skills, regardless of one's degree of study preparation or confidence in knowledge of the test content.

Withdrawal: The tendency to evade others to avoid social contact.