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~~BASC-3 Overview~~ *BASC-3 and ADHD How to administer psychoeducational assessments LIKE A PRO!! (WISC-V, KTEA-3, BASC-3, WJ IV) ~~BASC-3 on Q-global: Deep Dive for School~~*

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~~Psychologists~~ *Diagnosis, Evaluation, and Treatment of ADHD Under the BASC-3 Model of Assessment and Intervention* BASC-3: Tier 2
\u0026 3 Interventions Using the BASC-3 Student Self-Report of Personality for

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identification of at-risk
college students Connors 3:
Introduction and Application

Vineland-3 Overview
Evaluation and Diagnosis of
Emotional and Behavioral
Disorders in the Schools

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Under the BASC-3 Model

Interpreting CELF

Preschool-3 Results ~~BASC-3~~

~~Interventions \u0026 Skill~~

~~Building Guide~~ *School*

Psychologist, School

Counselor, and School Social

Worker | What's the

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difference? ~~Administration
and Scoring How to Use Q
Global for Online Speech
Therapy Assessments~~ ??1/3

Does my child have ADHD? How
the DSM-5 may help parents
and teachers **Conners 3**

Assessment *Generalization In*

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Parent Training Explained By a Board Certified Behavior Analyst **ADHD: From**

Assessment to Intervention

~~WISC V Where do I start? The ABC's Of Behavior and why children act the way they do~~
How to Find \u0026amp; Work with

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Critique Partners (CPs)

Conners' Rating Scale

Scoring *Using Q-global to*

Access Digital Materials and

Administer Assessments in

Telepractice Settings

~~Overview of The Ounce Scale~~

~~Learning Disability~~

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~~Identification: Linking
Assessment to Intervention~~
Overview of the KTEA 3 Part
I *Parent University 2-2-2013*
*- Birth Order and
Personality with Mike
Maniaci* **Getting Started
with Ounce Online** *Remote*

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Screening for Child Mental Health, Behavioral, and Emotional Risk with BASC-3 BESS ~~Base 3 Parent Rating Scale~~

The BASC-3 items endorsed by Sample's parent/guardian resulted in a clinically

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significant Hyperactivity scale score, a pattern that occurred in 4.7% of the standardization sample. Children with this profile may exhibit problems with behavioral regulation and may be overactive,

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impulsive, and disruptive.

~~BASC-3 Rating Scales Report
with Intervention
Recommendations~~

The BASC-3FIndex is a
classically derived
infrequency scale, designed

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to assess the possibility that a rater has depicted a child's behavior in an inordinately negative fashion. The FIndex consists of items that represent maladaptive behaviors to which the rater answered

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"almost always" and adaptive behaviors to which the rater responded "never."

~~BASC-3 Rating Scales Report
Sample~~

BASC-3 Parent Rating Scales
(PRS) - Preschool 2-5 Hand

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Score Worksheet. 30808. Hand-
Scored, Pkg of 25

~~BASC 3 Behavior Assessment
System for Children 3rd Ed~~
BASC-3 Parent Rating Scales:
Portrayals of Children with
Selective Mutism. The

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present research study used the BASC-3 Parent Rating Scales (PRS) to examine the unique trends present for 86 children with SM across multiple domains of behavioral and socioemotional functioning.

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The - current sample includes preschoolers (ages 2-5, n = 29), children (ages 6-11, n = 44), and adolescents (ages 12-21, n = 13).

~~BASC 3 Parent Rating Scales:~~

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~~Portrayals of Children with~~

~~...~~

BASC-3 Behavior Assessment System for Children, Third Edition*. Qualification Level: A (Psychologist) A comprehensive set of rating scales and forms including

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the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). Together, they help you understand the

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behaviours and emotions of children and adolescents.

~~BASC 3 Behavior Assessment System for Children, Third~~
~~...~~

provided for the BASC TM-3
Teacher Rating Scales,

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Parent Rating Scales, and Self Report of Personality Forms. For additional information please refer to the BASC-3 manual. Teacher Rating Scales and Parent Rating Scales. Rating scales are particularly well suited

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to the recording of specific
and observable . behaviors.

~~BASC 3 Scales, Composites
and Indexes for the TRS, PRS
and SRP~~

Detailed Instructions. Below
is a list and short

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description of each of the BASC-3 forms: Teacher Rating Scale (TRS) form: designed to measure both adaptive and problem behaviors in the preschool or school setting, as observed by the teacher. Completion Time 10-20

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minutes. Parent Rating Scale (PRS) form: designed to measure both adaptive and problem behaviors in the community and home setting, as observed by a parent.

~~BASC 3: Forms, Completion~~

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~~Times and Applicable Scales~~

The Behavior Assessment System for Children, Third Edition (BASC-3) offers several different forms designed to aid in collecting information regarding at-risk adaptive

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behavioral and/or emotional problems. Teacher Rating Scale (TRS) - used to measure behaviors in the preschool or school setting. Parent Rating Scale (PRS) - used to measure behaviors in the community and home

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setting.

~~BASC 3: Forms Age Ranges and Item Counts~~

The BASC-3 Parent Rating Scales (PRS), available in English or Spanish, is a comprehensive measure of a

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child's adaptive and problem behaviors in community and home settings. The PRS uses the same four-choice response format as the TRS and takes 10 to 20 minutes to complete.

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~~About the BASCTM 3~~

The BASC-3 provides the most comprehensive set of rating scales. These scales measure areas important for both IDEA and DSM -5 classifications. Best of all, it provides the most

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extensive view of adaptive and maladaptive behaviour. The BASC-3 applies a triangulation method for gathering information.

~~Behaviour Assessment System
for Children — 3 (BASC 3)~~

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Parent Perspectives Parent
Rating Scales (PRS)
Structured Developmental
History (SDH) Parenting
Relationship Questionnaire
(PRQ) Like its predecessor,
BASC-3 brings you the same
superb family of tools

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Assess behaviour patterns
Teacher Rating Scales (TRS)
Parent Rating Scales (PRS)
Student Observation System
(SOS) Assess emotions and
feelings

~~Behavior Assessment System~~

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~~for Children, Third Edition~~

...

BASC-3 Parent Rating Scales
(PRS) - Child 6-11 Hand
Score Worksheet (Pkg. of 25)
For use in conjunction with
PRS (6-11) Record Form when
hand-scoring.

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~~BASC-3 Parent Rating Scales
(PRS) - Child 6-11 Hand
Score ...~~

BASC-3 Cecil R. Reynolds,
PhD Randy W. Kamphaus, PhD A
comprehensive set of rating
scales and forms, BASC-3

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helps you understand the behaviors and emotions of children and adolescents.

~~BASC-3 Behavior Assessment System for Children 3rd Ed~~
BASC-3 Scales, Composites and Indexes for the TRS, PRS

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and SRP 2 noxhfgs / drnm
Dctbshnm mb- n hsr khsdr (-
kk hfgsr drdudc- This
document contains
information about the
scales, composites and
indexes provided for the
BASC™-3 Teacher Rating

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Scales, Parent Rating
Scales, and Self Report of
Personality Forms.

~~BASC 3 Scales, Composites
and Indexes for the TRS, PRS
and SRP~~

Behavior Assessment System

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for Children (Parent Rating Scales) (BASC-3PRS) | RAND Behavior Assessment System for Children (Parent Rating Scales) (BASC-3PRS) Measure summary updated October 3, 2018.

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~~Behavior Assessment System
for Children (Parent Rating~~

~~...~~

They are present on rating scales, self-reports, and behavioral observations. ?6

?4 ?2 0 2 4 6 BASC?3 TRS

Differences in T Score Units

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Clinical Scales and
Composites TRSP TRSC TRSA
Positive values indicate
higher female scores,
negative values indicate
higher male scores.

~~BASC 3 ADHD Diagnosis~~

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~~Evaluation and Treatment of
ADHD ...~~

Ann Arbor Publishers BASC-3
Parent Rating Scales
Adolescent (12-21yrs) Hand
Score W/S [9780749169268] -
BASC-3 Parent Rating Scales
Adolescent (12-21 years)

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Hand Score Worksheet, pack
of 25

~~BASC 3 Parent Rating Scales
Adolescent (12-21yrs) Hand
...~~

25 BASC-3 Teacher Rating
Scales (TRS-A) - Adolescent

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12-21 Hand Score Worksheet @ \$ 0.60; 25 BASC-3 Parent Rating Scales (PRS-P) - Preschool 2-5 @ \$ 3.50; 25 BASC-3 Parent Rating Scales (PRS-P) - Preschool 2-5 Hand Score Worksheet @ \$ 0.60; 25 BASC-3 Parent Rating Scales

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(PRS-C) - Child 6-11 @ \$
3.50

An indispensable guide for
professionals using the
popular Behavior Assessment

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System for Children (BASC), this book provides in-depth coverage of all BASC components, their uses, clinical and research applications, and interpretation. Written by BASC originators Cecil R.

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Reynolds and Randy W. Kamphaus, the book demonstrates the use of the system in clinical work with children with ADHD, behavior problems, depression, and many other conditions. Important research studies

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are presented and applications discussed for program evaluation, screening and early intervention research, diagnosis, treatment design, and treatment monitoring. The book contains numerous

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illustrative case studies.
Other invaluable features
are tables guiding the
interpretation of deviant
scores for each scale;
several new subscales,
including a Frontal
Lobe/Executive Function

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scale; detailed coverage of forensic applications; and useful appendices, including a Spanish-language informational handout for parents.

Assesses children's emotions

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and behavior for evaluation,
diagnosis and treatment of
developmental, learning and
behavior disorders.

Adaptive Behavior Assessment
System-II summarizes
information on adaptive

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behavior and skills as well as general issues in adaptive behavior assessment with the goal of promoting sound assessment practice during uses, interpretations, and applications of the Adaptive

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Behavior Assessment System-
II. Adaptive behavior and
skills refer to personal
qualities associated with
the ability to meet one's
personal needs such as
communication, self-care,
socialization, etc. and

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those of others. Data from measures of adaptive behavior have been used most commonly in assessment and intervention services for persons with mental retardation. However, the display of adaptive

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behaviors and skills is relevant to all persons. The Adaptive Behavior Assessment System-II (ABAS-II) provides a comprehensive, norm-referenced assessment of the adaptive behavior and skills of individuals from birth

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through age 89. The comprehensive nature of the ABAS-II, ease in administration and scoring, and wide age range have resulted in its widespread use for a large number of assessment purposes. The

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book provides practical information and thus serves as a valuable resource for those who use the ABAS-II. Assists in the functional use of the ABAS-II Provides case studies illustrating use of the ABAS-II in

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comprehensive assessment and
intervention planning
Reviews scholarship on
adaptive behaviors and
skills Describes legal,
ethical, and other
professional standards and
guidelines that apply to the

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use of the ABAS-II and other measures of adaptive behavior Discusses the use of the ABAS-II with autism, mental retardation; young children and those in elementary and secondary school; as well as

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incarcerated persons being
evaluated for possible
mental retardation

Psychologists offer an
increasing variety of
services to the public.
Among these services,

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psychological assessment of personality and behavior continues to be a central activity. One main reason is that other mental health professionals often do not possess a high level of competence in this area. And

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when dealing with children and adolescents, psychological assessment seems to take on an even greater role. Therefore, it follows that comprehensive graduate-level instruction in assessment should be a

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high priority for educators of psychologists who will work with these youth. This textbook is organized into three sections, consistent with the authors' approach to teaching. Part I provides students with the

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psychological knowledge base
necessary for modern
assessment practice,
including historical
perspectives, measurement
science, child
psychopathology, ethical,
legal, and cultural issues,

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and the basics of beginning the assessment process. Part II gives students a broad review of the specific assessment methods used by psychologists, accompanied by specific advice regarding the usage and strengths and

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weaknesses of each method. In Part III, we help students perform some of the most sophisticated of assessment practices: integrating and communicating assessment results and infusing

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assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth. A text focusing on

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assessment practices must be updated every four to six years to keep pace with advances in test development. For example, several of the major tests reviewed in the text, such as the Behavioral Assessment

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System for Children and the Child Behavior Checklist, have undergone major revisions since the publication of the last edition making the current content outdated. Further, another major test, the

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Conners' Rating Scales, is undergoing substantial revisions that should be completed before publication of the next edition.

Finally, the evidence for the validity of the tests and the recommendations for

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their appropriate use evolve as research accumulates and requires frequent updating to remain current. For example, there was a special issue of the Journal of Clinical Child and Adolescent Psychology

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published focusing on evidenced-based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3. This latter point reflects an important trend

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in the field that should influence the marketing of the book. That is, there are several initiatives being started in all of the major areas of applied psychology (e.g., school, clinical, and counseling) to promote

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evidenced-based assessment practices. These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment. This has been the orientation of this textbook from its first

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edition: that is, Clinical Assessment of Child and Adolescent Personality and Behavior has focused on using research to guide all recommendations for practice. The ability of the textbook to meet this

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training need should be an important focus of marketing the book to training programs across all areas of applied psychology.

Mental disorders such as attention-deficit

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hyperactivity disorder (ADHD), depression, and autism have devastating consequences on the lives of children and adolescents. Early assessment of their mental health problems is essential for preventative

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measures and intervention. This timely, authoritative guide will be of interest to everyone involved i

ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION offers basic assessment information

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along with a handbook-style reference to comprehensive, frank reviews of the tests most administered in K-12 schools. Updated to reflect changes in the field, this edition brings to the forefront the important

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topics of MTSS/RTI and ELL
-- while retaining key
features that have made the
text a classic. The authors
focus on both classroom-
based tests designed to
inform instruction and
intervention, as well as

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more formal standardized tests that are commonly used to determine eligibility for special education.

Appropriate for novices and experts, this standard-setting text equips readers with the knowledge and tools

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to effectively and efficiently assess their students' skills and abilities. Featuring an emphasis on improved outcomes, it shows readers how to go beyond efforts designed to make predictions

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about students' lives to efforts that can make a difference in the lives of the students they serve.

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available in the ebook
version.

Preceded by ADHD rating
scale-IV / George J. DuPaul
... [et al.]. 1998.

"Anxiety, depression,
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substance use, conduct disorders, attention-deficit/hyperactivity disorder, and learning disorder are but a subset of problems that youth experience throughout their lives. Chapter 1 presents

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the school-based practitioner as a first-line interventionist for these difficulties. Framing school-based care within a multi-tiered system of support, Chapter 1 introduces cognitive-behavioral therapy

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(CBT), an evidence-based intervention with flexible applications for children and adolescents. It acknowledges the complex intersection between CBT, 504 Plans, and individualized education

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programs (IEPs); discusses the many ways students may receive services under the law (and otherwise); and highlights the details of school-based practice integral to evaluating these plans. Chapter 1 ends with a

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thorough case presentation
complete with background
information, interviews,
behavior and symptom
assessment, CBT session
planning, and outcome
data"--

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This highly accessible work, now thoroughly revised, has shown thousands of students and clinicians how to assess and treat children's emotional and behavioral

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difficulties from a developmental perspective. The authors provide a sound understanding of typical development (ages 2-12) and the risk and protective factors for psychopathology. Chapters on common

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psychological disorders and family stressors describe the nature of each problem, review evidence-based treatments, and offer step-by-step guidelines for intervention, illustrated with helpful case examples.

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A comprehensive framework for assessing children and planning treatment is used throughout. Purchasers get access to a Web page where they can download and print the book's 24 reproducible forms and handouts in a

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convenient 8 1/2" x 11"
size. New to This Edition:
*Chapters on developmental
disabilities and trauma.
*Significantly revised to
reflect advances in
assessment, treatment, and
developmental

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psychopathology research.

*Additional material on pharmacological treatments in each disorder-specific chapter. *Sibling rivalry chapter expanded to include difficulties with peers.

*Updated for DSM-5.

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