

Washington University in St. Louis

Washington University Open Scholarship

Spring 2018

Washington University
Senior Honors Thesis Abstracts

Spring 2018

Using the Behavioral Assessment System for Children to Predict Academic Problems in Children with Sickle Cell Disease

Margaret Clapp

Washington University in St. Louis

Follow this and additional works at: https://openscholarship.wustl.edu/wushta_spr2018

Recommended Citation

Clapp, Margaret, "Using the Behavioral Assessment System for Children to Predict Academic Problems in Children with Sickle Cell Disease" (2018). *Spring 2018*. 23.

https://openscholarship.wustl.edu/wushta_spr2018/23

This Abstract for College of Arts & Sciences is brought to you for free and open access by the Washington University

Senior Honors Thesis Abstracts at Washington University Open Scholarship. It has been accepted for inclusion in Spring 2018 by an authorized administrator of Washington University Open Scholarship. For more information, please contact digital@wumail.wustl.edu.

USING THE BEHAVIORAL ASSESSMENT SYSTEM FOR CHILDREN TO PREDICT ACADEMIC PROBLEMS IN CHILDREN WITH SICKLE CELL DISEASE

Margaret Clapp

Mentor: Desiree White

Children with sickle cell disease (SCD) can experience cognitive difficulties that can result in deficits to academic performance. To encourage earlier academic intervention for children at risk of cognitive and academic problems, brief and predictive screening instruments that can be administered by clinicians are crucial. To this end, the primary objective of this study was to assess if the Behavioral Assessment System for Children – second edition (BASC-2) parent report, as a behavioral measure, predicted academic achievement. A sample of 45 children with SCD were administered the BASC-2 parent report, the calculations and letter-word subtests of the Woodcock-Johnson III Achievement test (WJ-III), and reported whether or not they had ever been retained a grade. Linear regression analyses found that the BASC-2 behavioral symptoms (BSI) and scale T-scores were significantly predictive of T-scores on the letter-word subtest of the WJ-III. This association supports previous research suggesting that high scores on measures of behavioral problems are associated with lower scores on achievement tests, indicating academic difficulties. Additional exploratory linear regression analyses found that the BASC-2 attention scale T-scores were significantly predictive of T-scores on the letter-word and calculations subtests of the WJ-III, indicating that attention may be an important component of understanding academic achievement deficits in SCD that warrants further investigation. Although the BASC-2 may not be a useful measure in predicting academic outcomes such as grade retention, future research should expand on the use of behavioral screening measures in predicting academic and cognitive outcomes.