

**The *BASIS-A Inventory*  
As A Counseling Intervention:  
Strengths, Drawbacks, And  
Building Courage**

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# AGENDA

## History

- Brief review of lifestyle
- Purpose of BASIS-A
- Brief review of the inventory (development, research support)

## Uses

- Role in building the counseling relationship
- Four stages of Adlerian counseling

## How to (with demonstration)

- Administer
- Score
- Interpret

## Specific situations

- Clients (Individuals, Couples, Groups, Organizations and Businesses)
- Parents and teenagers
- Supervisees

## Q & A

# THE *BASIS-A INVENTORY*: HISTORY

## Lifestyle

- What is it?
- Why is it important to understand?
- How do we measure it?

## Purpose of the *BASIS-A*

- Objective and structured assessment of lifestyle
- Easy to use and understand

## Brief review of the development and research support

- Student-driven development; years of fine-tuning
- Many dissertations
- Confirmatory factor analysis completed and affirms the structure of the instrument
- Currently the intervention for evidence-based study in development

# THE *BASIS-A INVENTORY*: USES

## **Stage 1 - The counseling relationship**

- Rapport; clients hear about strengths early on
- Structure for beginning counselors

## **Stage 2 – Assessment**

- Quick method for finding out lifestyle information

## **Stage 3 – Insight**

- Discussion of each scale, what scale measures, what score means, how it works well for client across life tasks and how it gets in the way; anchor to presenting concern

## **Stage 4 – Re-orientation**

- Revisit the inventory as counseling progresses, especially when client feels stuck as well as to promote change; courage to be imperfect

# THE *BASIS-A INVENTORY*: HOW TO'S

## **Administer**

- In session or as homework
- How to introduce it to client(s) and gain cooperation

## **Score**

- Can be done by client or by you
- Discussion of the process

## **Interpret**

- More familiarity means more feedback (use of manuals, research)
- How to discuss the results with client(s)

## DIRECTIONS AND SCORING

- Tell clients this is not diagnostic but rather to identify strengths so they can use them more effectively (build courage)
- Tell clients to listen to their gut as they answer items; if circling 3 frequently, stop and come back to it later
- Scoring – all items have a box on scoring sheet; transfer circled # into corresponding box; when all boxes filled for each scale, add them and write total in box; for those with second step (reversing the score or copying the score), total the items after reversing or copying to the next column.
  - If clients will score it themselves as homework, point out the 4 scales that have the extra step of reversing or copying before adding
- Plotting on chart – only main scales, raw score gets plotted in corresponding scale column; lines count as numbers; place X on the line or number in column that matches raw score
  - Plotting scores on chart tends to be something therapist does because clients are unsure how to do it

# GIVING FEEDBACK

- Look over math to make sure clients added and calculated accurately; if therapist is scoring it, less worry about mistakes
- Begin by telling client scores are neither good nor bad, and that each has a strength and a drawback side (two sides of coin); tell them that through the process they may recognize behaviors that have not been helpful and to have courage to try new behaviors connected to their strengths
- Explain you'll go through them one at a time, discussing strengths of score and drawbacks of score and then how it connects with presenting concern; ask them how they think it works well and how it gets in their way across each life task (client perception is always the focus)

# SCALES AND WHAT THEY MEASURE

Scale	Strength	Drawback
BSI	Hi – good with groups Lo – good one-on-one	Hi – dislike alone time, don't realize when need it Lo – hard to re-engage after hurt
GA	Hi – structure, plan, detail Lo – creative, independent thinker	Hi – avoid conflict Lo – struggle to follow other's rules; come across argumentative
TC	Hi – natural leader Lo – team player	Hi – seen as bossy, aggressive Lo – struggle to speak up for self
WR	Hi – warm, kind, caring Lo – internally motivated	Hi – disease to please Lo – seen as cold, aloof
BC	Hi – observant of others nonverbal behaviors Lo – trusting, optimistic	Hi – hypervigilant Lo – naïve, taken by surprise when bad things happen



# SCALES AND WHAT THEY MEASURE, CONT'D

Scale	Strength	Drawback
<b>H</b>	Corroborates BC, how bad was it in childhood, if Hi and BC lo may be faking bad for some reason, if lo and BC hi may be guarded	
<b>E</b>	Hi cutoff – felt special wants others to feel it too Lo cutoff – realistic picture can't always feel special	Hi – seen as spoiled, struggle when specialness is gone Lo – hard to accept good things that come
<b>L</b>	Hi cutoff – Golden rule; treat others well so they like you	Hi cutoff – struggle to deal with mean people and unfairness
<b>P</b>	Hi cutoff – self-efficacy, can set goals and achieve them Lo cutoff – realistic goal setting	Hi cutoff – can create stress if goals unrealistic Lo cutoff – self doubt
<b>S</b>	Also corroborates scores on BC with H – H and S are designed to be opposite, when not, ask questions; one caveat is faith/spiritual belief; high S more optimistic	

# DEMONSTRATION

- The purpose will be to show how to give feedback only
- Volunteer willing to share something they would like to improve on in life in front of the group; please no therapy-appropriate issues
- Confidentiality will be hard to guarantee but we ask that audience is respectful of volunteer's privacy and to not approach volunteer after demonstration to offer further insights or feedback.

# THE *BASIS-A INVENTORY*: SPECIFIC SITUATIONS

- Clients
  - Individuals
  - Couples – each completes a BASIS-A, scores compared in terms of rel'ship strengths and struggle
  - Groups – each member completes and then leader facilitates discussion among members about similarities/differences
  - Organizations and Business settings – similarities/diffs between management and employees as well as among employees in terms of productivity and workplace culture
- Parents and teenagers (age 14+)
  - Parenting education classes – links to parenting styles
  - Family counseling situations – useful for communication challenges between family members
- Supervisory relationship (counseling and therapy)
  - Supervisee insight into self (in terms of progress as counselor)
  - Supervisee-client understanding (sims/diffs btwn supee & client)
  - Supervisor-supervisee relationship (sims/diffs between supor and supee)

# THE BASIS-A INVENTORY: Q & A

- How to order the BASIS-A Inventory
  - [www.basis-a.com](http://www.basis-a.com)
  - [trtbasis@hotmail.com](mailto:trtbasis@hotmail.com) (email)
  - (404) 406-8781 (in Atlanta, Georgia)
- Audience questions