

Outcome Measure	Child Behaviour Checklist (CBCL); Social Competence Scale
Sensitivity to Change	Currently under investigation for moderate-to-severe TBI.
Population	Paediatrics
Domain	Social Role Participation and Social Competence Psychological Status Behavioural Function
Type of Measure	Parent-report, teacher-report, youth self-report
ICF-Code/s	d710-d729
Description	<p>OVERVIEW</p> <p>The CBCL is part of the Achenbach System of Empirically Based Assessment designed to obtain data on behavioural / emotional problems and competencies. These instruments represent an approach called multi-axial empirically based assessment in they focus on assessment data obtained from multiple sources.</p> <p>The Child Behaviour Checklist 6-18 (CBCL 6-18) is completed by parents and others who see the children in home-like settings. It obtains parents' reports of children's competencies & problems. There are 118 items, plus two open-ended items for reporting additional problems. Parents rate their child for how true each item is now or within the past 6 months using the scale: 0 = not true (as far as you know); 1 = somewhat or sometimes true; 2 = very true or often true. Administration time is 15 minutes.</p> <p>FORMS</p> <p>There are <u>20 social competency items</u> used to measure (1) children's involvement in activities (how much time they spend on sports, hobbies or games, and performance compared to same age peers; how active they are in the organisations, clubs, teams or groups to which they belong; how well they carry out jobs or chores); (2) social interaction patterns (how many close friends they have, how frequently they meet with friends, how well they get along with family members and other children, how independent they are when playing or working alone); and (3) school performance (performance in academic subjects, academic or other problems in school). Scores for three narrow-band scales (Activities, Social, School), and one broad-band scale for Total Social Competence are provided.</p> <p>The Teachers Report Form 6-18 (TRF 6-18) contains 113 items. It is completed by teachers and other school staff who have known the child in school settings for at least 2 months. It obtains teachers' ratings of many of the problems rated on the CBCL 6-18, plus additional items appropriate for teachers.</p> <p>The Youth Self-Report 11-18 (YSR 11-18) contains 112 items and is</p>

	<p>completed by 11-18 years old to describe their own functioning. It has most of the same competence & problem items as the CBCL 6-18, and open-ended responses to items covering physical problems, concerns, and strengths. Fourteen CBCL problem items are replaced with socially desirable items endorsed by most youths.</p> <p>The following cross-informant syndromes are derived from these forms: Anxious / Depressed, Withdrawn / Depressed, Somatic Complaints, Social Problem, Thought Problems, Attention Problems, Rule-Breaking Behavior Aggressive Behavior. The profiles also include DSM-oriented scales, which comprise problems that psychiatrists and psychologists from 16 cultures rated as being very consistent with diagnostic categories of the DSM-IV. The scales are: Affective Problems, Anxiety Problems, Somatic Problems, Attention Deficit/Hyperactivity Problems, and Oppositional Defiant Problems.</p> <p>All forms have parallel Internalising, Externalising, and Total Problems scales. The teacher Report Form also includes Inattention and Hyperactivity-Impulsivity subscales.</p> <p>DSM 5 UPDATES</p> <p>For ages 6-18, the revised Anxiety Problems scale comprises age-appropriate items identified by the experts as being very consistent with DSM-5 criteria for Generalised Anxiety Disorder, Separation Anxiety Disorder, Social Anxiety Disorder, and Specific Phobia. The revised Somatic Problems scale comprises age-appropriate items identified by the experts as being very consistent with DSM-5 criteria for Somatic Symptom Disorder.</p> <p>ASEBA forms are also scored on the following DSM-oriented scales for which the relevant criteria did not change from DSM-IV to DSM-5: Depressive Problems, Attention Deficit Hyperactivity Problems, Oppositional Defiant Problems, Conduct Problems, Avoidant Personality Problems, and Antisocial Personality Problems.</p>
Properties	<p>Age range: youth 6 to 18 years of age</p> <p>Administration time: The problem items can be completed by most parents in about 10 minutes and the optional competence items in another 5 to 10 minutes.</p> <p>Psychometric Properties: High, based largely on the variety and strength of the reliability and validity data across so many languages and cultural contexts.</p> <p>See Achenbach (1991). Measure selected for CDE by the inter-agency Pediatrics TBI Outcomes Workgroup.</p>

	See manual.
Advantages	<ol style="list-style-type: none"> 1) Commonly used clinically; 2) Used in many seminal child TBI studies; 3) CBCL is identified as a core measure in the NIH common data elements review; 4) It has wide age range 2-21; 5) Excellent psychometric properties and multiple relevant subscales and summary scores; 6) Used in many TBI studies; and 7) Has Australian data and computerized scoring software.
Disadvantages	<ol style="list-style-type: none"> 1) Expensive; 2) Dimensional not diagnostic.
Additional Information	<ol style="list-style-type: none"> 1) The School Competence subscale from the CBCL is a core measure in the Academics Domain in McCauley et al (2012). 2) The full CBCL scale is a core measure in the Infant and Toddler Measures Domain in McCauley et al (2012). 3) The CBCL (Social Competence Scale) is a Supplemental measure in the Social Role Participation and Social Competence Domain in McCauley et al (2012). 4) The Problem Behaviors subscale from the CBCL is a core measure in the Psychiatric and Psychological Functioning Domain in McCauley et al (2012).
Reviewers	Vicki Anderson Cathy Catroppa

References

- Achenbach, T.M., & Rescorla, L. A. (2001). *Manual for the ASEBA School-Age Forms and Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.
- Achenbach, T.M., & Rescorla, L.A. (2000). *Manual for the ASEBA Preschool forms and Profiles*. Burlington, VT: University of Vermont Department of Psychiatry.
- Achenbach T. Manual for Child Behaviour Checklist/ 4-18 and 1991 Profile. University of Vermont, Department of Psychiatry; Burlington, VT: 1991.