Practical Applications of the Achenbach System of Empirically Based Assessment (ASEBA) for Ages 1.5 to 90+ Years

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&
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First Half of Workshop

- ASEBA forms for ages 1.5 to 90+ years
- Competence scales
- Empirically based “bottom up” assessment
- Empirically based syndromes
First Half of Workshop (cont)

- Profile of syndrome scales
- DSM-oriented scales
- Cross-informant comparisons
- Multi-cultural applications
Forms for Ages 1.5-18

• Ages 1.5-5
  – Child Behavior Checklist plus Language Development Survey (CBCL/1.5-5 & LDS)
  – Caregiver-Teacher Report Form (C-TRF)

• Ages 6-18
  – Child Behavior Checklist (CBCL/6-18)
  – Teacher’s Report Form (TRF)

• Ages 11-18
  – Youth Self-Report (YSR)
Forms for Observations

- Test Observation Form for Ages 2-18 (TOF)
- Direct Observation Form for Ages 5-14 (DOF)
- Semistructured Clinical Interview for Children and Adolescents (SCICA/6-18)
Forms for Ages 18-90+

- Ages 18-59
  - Adult Self-Report (ASR)
  - Adult Behavior Checklist (ABCL)

- Ages 60-90+
  - Older Adult Self-Report (OASR)
  - Older Adult Behavior Checklist (OABCL)
# Child Behavior Checklist for Ages 6-18

**Child's Name:** Catherine Ann Holcomb  
**Parent's Name:** Jane Holcomb  
**Gender:** Female  
**Age:** 11  
**Ethnic Group:** White  
**Type of Work:** Accountant  
**Type of Work:** Deceased  
**Date of Birth:** 04/04/69  
**Date:** 10/16/59

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Attending School</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
</table>

### Activities

1. **Swimming:**
   - Less Than Average  
   - More Than Average  
   - Average  
   - Don't Know  

2. **Skating:**
   - Less Than Average  
   - More Than Average  
   - Average  
   - Don't Know  

### Hobbies

3. **Reading Books:**
   - Less Than Average  
   - More Than Average  
   - Average  
   - Don't Know  

4. **Hand Crafts:**
   - Less Than Average  
   - More Than Average  
   - Average  
   - Don't Know  

5. **Bead Collection:**
   - Less Than Average  
   - More Than Average  
   - Average  
   - Don't Know  

These fields are to be filled out by the parent or guardian. Please indicate whether the child does or does not exhibit each behavior or activity.
CBCL Competence Scales

- CBCL Competence Scales
  - Activities
    - sports, hobbies, clubs, teams, jobs, chores
  - Social
    - number of friends; relations with peers, siblings, & parents; ability to work & play alone
  - School
    - level of performance in academic subjects; grade retention; special services; school problems

- Total Competence
  - sum of competence scales
CBCL/6-18 - Competence Scale Scores for Girls 6-11

ID: 200105-002
Name: Catherine A. Holcomb
Clinician: Theresa Lopez
Gender: Female
Age: 11
Date Filled: 12/04/2000
Birth Date: 06/16/1989
Agency: School
Informant: Jane Holcomb
Relationship: Biological Mother

Activities

- Total Score: 6.5
- T Score: 33-B
- Percentile: 5

- 2.0 I. A. # of sports
- 0.0 B. Mean of participation
- 3.0 II. A. # of other activities
- 1.7 B. Mean of participation
- 0.0 IV. A. Number of jobs
- 0.0 B. Mean job quality

Social

- Total Score: 5.0
- T Score: 35-B
- Percentile: 7

- 2.0 III. A. # of organizations
- 1.0 B. Mean of participation
- 0.0 V. I. A. # of friends
- 0.0 2. Frequency of contact
- 1.0 IV. A. Behavior with others
- 1.0 B. Behavior alone

School

- Total Score: 2.5
- T Score: 29-C
- Percentile: < 3

- 1.3 VII. A. Mean performance
- 0 2. Special class
- 0 3. Repeated grades
- 0 4. School problems

B = Borderline clinical range; C = Clinical range
Broken lines = Borderline clinical range

Total Competence

- Total Score: 14.0
- T Score: 28-C
- Percentile: < 2

Total score for each scale is rounded to nearest 0.5.
**** = missing data
nc = The score was not computed due to missing data.
On Activities and Social Scales, if one item is missing, the mean of the other items is substituted.
Please print. Be sure to answer all items.

Below is a list of items that describe children and youth. For each item that describes your child now or within the past 6 months, please circle the 0 if the item is very true or often true of your child, circle the 1 if the item is somewhat or sometimes true of your child, and circle the 2 if the item is not true of your child. Circle the 0. Please answer all items as well as you can, even if some do not seem to apply to your child.

<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Not True (as far as you know)</th>
<th>1 = Somewhat or Sometimes True</th>
<th>2 = Very True or Often True</th>
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</thead>
<tbody>
<tr>
<td>1. Acts too young for his/her age</td>
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<tr>
<td>2. Drinks alcohol without parents' approval (describe):</td>
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<tr>
<td>3. Argues a lot</td>
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<td>4. Fails to finish things he/she starts</td>
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<tr>
<td>5. There is very little he/she enjoys</td>
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<td>6. Bowel movements outside toilet</td>
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<td>7. Stealing, cheating</td>
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<td>8. Can't concentrate, can't pay attention for long</td>
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<td>9. Can't get his/her mind off certain thoughts; obsession (describe):</td>
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<tr>
<td>10. Can't sit still, restless, or hyperactive</td>
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<td>11. Clings to adults or too dependent</td>
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<tr>
<td>12. Complains of loneliness</td>
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<td>13. Confused or seems to be in a fog</td>
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<tr>
<td>14. Cries a lot</td>
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<td>15. Cruel to animals</td>
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<tr>
<td>16. Cruelly, bullying, or meaness to others</td>
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<td>17. Depresses or gets lost in his/her thoughts</td>
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<tr>
<td>18. Deliberately harms self or attempts suicide</td>
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<td>19. Feels has to be perfect</td>
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<tr>
<td>20. Feels or complains that no one loves him/her</td>
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<tr>
<td>21. Feels others are out to get him/her</td>
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<tr>
<td>22. Feels worthless or inferior</td>
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<tr>
<td>23. Feels hurt a lot, accident-prone</td>
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<tr>
<td>24. Gets in many fights</td>
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<tr>
<td>25. Gets teased a lot</td>
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<td></td>
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<tr>
<td>26. Hangs around with others who get in trouble</td>
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<tr>
<td>27. Has a source or voices that aren't there (describe):</td>
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<tr>
<td>28. Impulsive or acts without thinking</td>
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<tr>
<td>29. Would rather be alone than with others</td>
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<tr>
<td>30. Lying or cheating</td>
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<tr>
<td>31. Blows fingernails</td>
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<tr>
<td>32. Nervous, highstrung, or tense</td>
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<tr>
<td>33. Nervous movements or twitching (describe):</td>
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<td></td>
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<tr>
<td>34. Nightmares</td>
<td></td>
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<tr>
<td>35. Not liked by other kids</td>
<td></td>
<td></td>
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<tr>
<td>36. Complained, doesn't move bowel</td>
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</tbody>
</table>
Empirically Based “Bottom-Up” Approach

• Start with data on large pools of items scored for large samples of individuals
• Derive syndromes by statistically analyzing item scores
• Norm syndrome scales on representative samples by age and gender
• Score individuals on normed profiles
• Define syndromes via specific assessment procedures
Please print. Be sure to answer all items.

V. 1. About how many close friends does your child have? (Do not include brothers & sisters)
   \[\square \text{None} \quad \square 1 \quad \square 2 \text{ or } 3 \quad \square 4 \text{ or more}\]

2. About how many times a week does your child do things with any friends outside of regular school hours?
   (Do not include brothers & sisters)
   \[\square \text{Less than 1} \quad \square 1 \text{ or } 2 \quad \square 3 \text{ or more}\]

VI. Compared to others of his/her age, how well does your child:
   \[\quad \square \text{Worse} \quad \square \text{Average} \quad \square \text{Better} \quad \square \text{Has no brothers or sisters}\]
   a. Get along with his/her brothers & sisters?
   b. Get along with other kids?
   c. Behave with his/her parents?
   d. Play and work alone?

VII. 1. Performance in academic subjects. \[\square \text{Does not attend school because}\]

<table>
<thead>
<tr>
<th>Check a box for each subject that child takes</th>
<th>Failing</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reading, English, or Language Arts</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. History or Social Studies</td>
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<tr>
<td>c. Arithmetic or Math</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. ______________________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. ______________________________________</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other academic subjects—e.g., geography, foreign language, business, etc. Do not include gym, shop, driver's ed., or other nonacademic subjects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Does your child receive special education or remedial services or attend a special class or special school?
   \[\square \text{No} \quad \square \text{Yes—kind of services, class, or school: remedial reading + math}\]

3. Has your child repeated any grades? \[\square \text{No} \quad \square \text{Yes—grades and reasons:}\]
School-Age Syndrome Scales

- Anxious/Depressed
- Withdrawn/Depressed
- Somatic Complaints
- Social Problems
- Thought Problems
- Attention Problems
- Rule-Breaking Behavior
- Aggressive Behavior
“Top-Down” Approach

- Panels of experts negotiate diagnostic categories & criteria
- Categories are defined in terms of “yes” vs. “no” decision rules
- Field trials are used to evaluate criteria
- Criteria are uniform across age & gender
- Diagnoses are not operationally defined in terms of specific assessment procedures
Constructing DSM-Oriented ASEBA Scales

- Experts from 20 cultures identified ASEBA items that are very consistent with particular DSM categories

- Items identified by >62% of experts as very consistent with a DSM category were assigned to the corresponding DSM-oriented scale
DSM-Oriented Scales for Ages 6-18

- Affective Problems
- Anxiety Problems
- Somatic Problems
- Attention Deficit/Hyperactivity Problems
- Oppositional Defiant Problems
- Conduct Problems
TRF/6-18 - DSM-Oriented Scales for Girls 6-11

ID: 209105-904
Name: Catherine A. Holcomb
Clinician: Theresa Lopez

Gender: Female
Age: 11
Date Filled: 12/01/2000
Birth Date: 06/16/1989
Agency: School
Verified: Yes
Informant: Helen Saunders
Relationship: Classroom Teacher (F)

ADH Problems Subscales:
Inattention (I)
Hyperactivity-Impulsivity (H-I)

<table>
<thead>
<tr>
<th>I</th>
<th>ADH Problems</th>
<th>H-I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4. FailsToFinish</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8. Concentrate</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10. SitsStill</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>15. Fidgets</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>22. Directions</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>24. Disturbs</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>41. Impulsive</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>53. TalksOut</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>67. DisruptDisc</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>78. Inattentive</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>93. TalkMuch</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>100. FailsToDo</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>104. Load</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Score: 72
T Score: 67-C
Percentile: 96

Total Score: 3
Percentile: 79

Borderline = 93rd-97th %ile
Clinical = >97th %ile

H = Borderline clinical range; C = Clinical range
Broken lines = Borderline clinical range
Multiple Informants

- Cross-informant correlations are modest
- No single informant is a “gold standard”
- Parallel forms obtain data from multiple informants
- Cross-informant comparisons of item & scale scores are displayed
- Cross-informant correlations are displayed
<table>
<thead>
<tr>
<th>ID: 200105</th>
<th>Name: Catherine A. Holcomb</th>
<th>Gender: Female</th>
<th>Birth Date: 06/16/1989</th>
<th>Comparison date: 11/29/2001</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Form</th>
<th>Eval ID</th>
<th>Age</th>
<th>Informant Name</th>
<th>Relationship</th>
<th>Date</th>
<th>Form</th>
<th>Eval ID</th>
<th>Age</th>
<th>Informant Name</th>
<th>Relationship</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBCL</td>
<td>002</td>
<td>11</td>
<td>Janee Holcomb</td>
<td>Biological Mother</td>
<td>12/04/2000</td>
<td>TRF2</td>
<td>004</td>
<td>11</td>
<td>Helen Saunders</td>
<td>Classroom Teacher (F)</td>
<td>12/03/2000</td>
</tr>
<tr>
<td>YSR3</td>
<td>003</td>
<td>11</td>
<td>Self</td>
<td>Self</td>
<td>12/04/2000</td>
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</tr>
</tbody>
</table>

### Anxiety/Depressed

- CBCL 51
- TRF2 72-C
- YSR3 65-B

### Withdrawn/Depressed

- CBCL 80-C
- TRF2 74-C
- YSR3 58

### Somatic Complaints

- CBCL 53
- TRF2 57
- YSR3 68-B

### Social Problems

- CBCL 59
- TRF2 62
- YSR3 64

### Thought Problems

- CBCL 66-B
- TRF2 63
- YSR3 64

### Attention Problems

- CBCL 62
- TRF2 66-B
- YSR3 53

### Rule-Breaking Behavior

- CBCL 52
- TRF2 55
- YSR3 57

### Aggressive Behavior

- CBCL 63
- TRF2 64
- YSR3 67-B

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*R = Borderline clinical range; C = Clinical range
Broken lines = Borderline clinical range
(F)=Female (M)=Male
nc = not calculated due to insufficient data*
Advantages of Multi-Informant Assessment

• Provides data from multiple perspectives
• Identifies consistencies & differences in reported problems
• Identifies “outlier” informants
• Targets interventions on cross-situationally consistent & situation-specific problems
Multi-Cultural Applications

• ASEBA translations in 69 languages
• >1,500 published studies report ASEBA research in 62 countries beside the U.S.A.
• Research supports high degree of similarity in problem scores around the world
• Competence scores show greater cross-cultural variations than problem scores
CBCL Total Problem Score by Culture
(Ages 6-11)

omnicultural mean
Advantages of Multi-Cultural Assessment

• Facilitates cross-cultural communication

• Encourages cross-cultural fertilization of training, research, practice

• Provides culturally sensitive assessment of immigrants and minorities
Summary: Assessment of Psychopathology Can Be Advanced by . . .

• Using data scored according to multiple taxonomies
• Using parallel assessment procedures for multiple informants
• Aggregating data from multiple informants
• Deriving syndromes from multi-cultural data
Transmit Forms

Transmit Data

YOUR PC

REMOTE PC

E-mail Scored Profiles

Web-Link
The ASEBA: Eight Key Features

• Empirically based approach to deriving syndromes
• Scales for adaptive competencies
• New DSM-oriented scales
• Norms from national probability sample
• Systematic cross-informant comparisons
• Extensive research base
• Multi-cultural applications
• Web-Link