

# **ASEBA - School Version:** Achenbach System for Empirically Based Assessment (CBCL/6-18, TRF, YSR) **Full Profile Review**

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## Name of the measure

ASEBA - School Version: Achenbach System for Empirically Based Assessment (CBCL/6-18, TRF, YSR)

## Author(s) / Publisher(s)

- English original (US): <https://www2.aston.ac.uk/lhs/health-clinics/dyslexia/aseba>

Author: T. M. Achenbach, & L. A. Rescorla.

Publisher: Research Center for Children, Youth, and Families, University of Vermont

- Bulgarian translation (BG): <https://www.giuntipsy.bg/>

Author: M. Stankova.

- Portuguese translation (PT): <https://www.psiquilibrios.pt/produto/sistema-de-avaliacao-empirica-mente-validado-aseba-um-sistema-integrado-de-avaliacao-com-multiplos-informadores-2/>

Author: P. Dias, V. Ramalho, V. S. Lima, B. C. Machado, & M. Gonçalves.

- Croatian translation (HR): <http://www.nakladaslap.com>.

- Israeli translation (IL): <http://www.psychtech.co.il>.

- Dutch translation (NL): <http://www.aseba.nl>.

- Norwegian translation (NO): <http://www.aseba.nl>.

- Polish translation (PL): <http://www.aseba.nl>.

- Romanian translation (RO): <http://www.rtscluj.ro>.

- Serbian translation (RS): <http://www.sinapsaedicije.rs>.

- Slovenian translation (SI): <http://cpms.si/testi>.

- Spanish translation (ES): <http://www.ued.uab.es>.

- Swedish translation (SE): <https://journaldigital.se>.

- Irish translation (IE): <http://www.brainworx.ie/>.

- French translation (FR): <http://www.aseba.nl>.

- German translation (DE): <http://www.aseba.nl>.

- Finish translation (FI): <http://www.aseba.nl>.

- Hungarian translation (HU): <http://www.oshungary.hu>.

- Icelandic translation (IS): <http://www.aseba.net/>.

- Swiss translation (CH).

- Italian translation (IT): <http://www.emedea.it/aseba/index.php>.

- English translation (GB).

- Danish translation (DK): <mailto:niels.bilenberg@rsyd.dk>.

- Estonian translation (EE): <mailto:kaiakastepold@gmail.com>.

- Greek translation (GR): <mailto:koumoula@gmail.com>.

- Lithuanian translation (LT): <mailto:rzukausk@mruni.eu>.

- Turkish translation (TR): <mailto:profdrnese.erol@gmail.com>.

## Age Range

3-7 years

## Age Range Information

6 to 18 years

## SEL Skills targeted

Responsible decision-making, Relationship skills, Self-management, Behaviour problems

## Scales and Subscales

113 items (CBCL/6-18 and TRF)

Empirically based Syndrome scales:

Anxious/Depressed

Withdrawn/Depressed

Somatic Complaints

Social Problems

Thought Problems

Attention Problems

Rule-Breaking Behaviour

Aggressive Behaviour

Groups of syndromes:

Internalizing Syndromes

Externalizing Syndromes

Total problems

DSM-oriented scales:

Affective Problems

Anxiety Problems

Somatic Problems

Attention Deficit/Hyperactivity Problems

Oppositional Defiant Problems

Conduct Problems

Competence Scales (CBCL/6-18):

Activities

Social

School

Adaptive Functioning Scales (TRF):

Academic Performance

Working Hard

Behaving Appropriately

Learning

Happy

## Sources of information

Parent, Teacher

## Formats for administration

Questionnaire

## Administration

Individual and/or group

20-40 minutes

## Scoring

Manual

## Scoring information

3-point Likert scale (range 0-2).

Raw scores are transformed into T-scores and percentiles; Manual scoring.

## Psychometric Properties

Original version (United States):

Reliability:

Internal reliability as measured by Cronbach's alpha varies between .78 and .94

Test-retest reliability correlations vary between .78 and .92

Validity:

Content validity: Scores of referred and non-referred children were significantly different.

Criterion-related validity: Referred children scored significantly higher than non-referred children on Problem scales but significantly lower on Competence/Adaptive functioning scales.

Convergent validity: Correlations with Conners scales (1997), as well as the Behaviour Assessment System for Children (BASC) indicate strong convergent validity.

## Training

Proper use of ASEBA instruments requires training in standardized assessment equivalent to at least the Master's degree level or two years of residency in pediatrics, psychiatry, or family practice. It also requires thorough knowledge of the procedures and cautions specified in the Manual for each instrument.

## Strengths and Weaknesses

**Strengths:** ASEBA is based on decades of empirical research and provides a fast and economical assessment of a wide range of behavioural and emotional problems in children. Furthermore, being translated and adapted in over 100 languages, ASEBA allows for cross-cultural studies.

**Weaknesses:** ASEBA scales are designed specifically to identify children who may need professional help for different kinds of behavioural and/or emotional problems. Accordingly, its items are almost exclusively negatively focused. That being so, some authors argue that the scales do not measure social and emotional development per se (Halle & Darling-Churchill, 2016). Also,

positive or negative biases and/or deliberate lying are not accounted for.

### **Other Relevant Information**

Achenbach, T. M. (2018). Achenbach System of Empirically based Assessment (ASEBA). In J. Kreutzer, J. DeLuca, B. Caplan (Eds.), *Encyclopedia of Clinical Neuropsychology*. Springer, Cham. [https://doi.org/10.1007/978-3-319-56782-2\\_1529-3](https://doi.org/10.1007/978-3-319-56782-2_1529-3)

Achenbach, T. M. (2018). International findings with the Achenbach System of Empirically Based Assessment (ASEBA): applications to clinical services, research, and training. *Child and Adolescent Psychiatry and Mental Health*, 13(30), 1-10. <https://doi.org/10.1186/s13034-019-0291-2>

Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology*, 45, 8–18. doi:10.1016/j.appdev.2016.02.003

### **Citation**

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