

DAWBA: Development and Well-Being Assessment Full Profile Review

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Name of the measure

DAWBA: Development and Well-Being Assessment

Author(s) / Publisher(s)

- English original (GB): Official website of DAWBA: <https://www.dawba.info/>

Author: R. Goodman, T. Ford, H. Richards, R. Gatward & H. Meltzer.

Publisher: Youthinmind

- Turkish translation (TR)

Author: O. B. Dursun, T. Guvenir, S. Aras, C. Ergin, C. Mutlu, H. Baydur, A. Ozbek, H. Ozek, S. Alsen, L. Iscanli, B. I. Karaman & R. Goodman.

- German translation (CH)

Author: M. Aebi, C. Kuhn, C. W. Metzke, A. Stringaris, R. Goodman, H. C. Steinhausen.

- Norwegian translation (NO)

Author: A. Goodman, E. Heiervang, S. Collishaw & R. Goodman.

Age Range

0-3 years, 3-7 years

Age Range Information

2 to 17 years

SEL Skills targeted

Social and emotional development

Scales and Subscales

Parental interview have the following sections (2-4 years):

Eating, sleeping and toilet training

Worries about separation from key "attachment figures"

Specific fears

Social fears

Stress after a very frightening event

Worrying a lot about many different things

Depression

Relationships with adults

Hyperactivity and attention problems

Difficult or troublesome behaviour

Development of language, routines, play, and social ability

Tics

Other concerns

More about strengths and good points

Background (medical, family, educational, etc.)

Parental interview have the following sections (5-17 years):

Worries about separation from key “attachment figures”

Specific fears

Social fears

Panic attacks or fears of crowds, public places, open spaces, etc.

Stress after a very frightening event

Obsessions and compulsions

Worry about physical appearance

Worrying a lot about many different things

Depression

Irritability, temper and anger control

Rapidly changing mood; Going abnormally high

Hyperactivity and attention problems

Difficult or troublesome behaviour

Development of language, routines, play, and social ability

Behaviours sometimes linked to developmental or intellectual disabilities

Dieting, bingeing and concern about body shape

Tics

Other concerns

More about strengths and good points

Background (medical, family, educational, etc.)

Teens’ interview have the following sections:

Worries about separation from key “attachment figures”

Specific fears

Social fears

Panic attacks or fears of crowds, public places, open spaces, etc.

Stress after a very frightening event

Obsessions and compulsions

Worry about physical appearance

Worrying a lot about many different things

Depression

Irritability, temper and anger control

Rapidly changing mood; Going abnormally high

Hyperactivity and attention problems

Behaviour that sometimes gets you in trouble

Cigarettes, alcohol and drugs

Dieting, bingeing and concern about body shape

Strange experiences that are surprisingly common

Other concerns

More about strengths and good points

Teachers’ questionnaire have the following sections:

Emotional symptoms
Hyperactivity and attention problems
Difficult or troublesome behaviour
Other concerns

Sources of information

Child, Parent, Teacher

Formats for administration

Questionnaire, Interview

Administration

The sources of information are parents, teenagers (11-17 years old) and/or teachers.

Information can be collected by interviews with parents and teens with 11-17 years old, but it also can be collected by a teacher questionnaire.

The interviews can be administered by humans or by computers.

Parents interview - 50 minutes

Teens interview - 30 minutes

Teaches questionnaire - 10-15 minutes

Scoring

Training

DAWBA interviewers must be trained but do not need to have previous clinical experience.

Strengths and Weaknesses

Strengths: the fact that can be administered by a computer can be convenient for some respondents.

Other Relevant Information

Goodman, R., Ford, T., Richards, H., Gatward, R., & Meltzer, H. (2000). The Development and Well-Being Assessment: Description and initial validation of an integrated assessment of child and adolescent psychopathology. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 41(5), 645-655. <https://doi.org/10.1111/j.1469-7610.2000.tb02345.x>

Turkish version: Dursun, O. B., Guvenir, T., Aras, S., Ergin, C., Mutlu, C., Baydur, H., Ozbek, A., Ozek, H., Alsen, S., Iscanli, L., Karaman, B. I., & Goodman, R. A new diagnostic approach for Turkish speaking populations DAWBA Turkish version. *Epidemiology and Psychiatric Sciences*, 22(3), 275-282. <https://doi.org/10.1017/S2045796012000479>

German version: Aebi, M., Kuhn, C., Metzke, C. W., Stringaris, A., Goodman, R., & Steinhausen, H. C. (2012). The use of the development and well-being assessment (DAWBA) in clinical practice: A randomized trial. *European Child & Adolescent Psychiatry*, 21(10), 559-567. <https://doi.org/10.1007/s00787-012-0293-6>

Norwegian version: Goodman, A., Heiervang, E., Collishaw, S., & Goodman, R. (2011). The “DAWBA band” as an ordered categorical measure of child mental health: Description and validation in British and Norwegian samples. *Social Psychiatry and Psychiatric Epidemiology*, 46(6), 521-532. <https://doi.org/10.1007/s00127-010-0219-x>

Citation

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