

**NINDS CDE Notice of Copyright
Child Behavior Checklist (CBCL) for Ages 1.5 to 5 Years**

Availability:	Please visit this website for more information about the instrument: <u>Achenbach System of Empirically Based Assessment</u>
Classification:	Supplemental for Traumatic Brain Injury (TBI)
Short Description of Instrument:	The Child Behavior Checklist measures a child's competencies by using their parent's perception of their performance on three scales, which include activities, social and school. Separate forms for ages 1.5 to 5 years and 6 to 18 years, as well as separate forms to be filled out by the parent/caregiver or teacher, are available. Scores for three competence scales and a total competence score can be computed.
Scoring	Raw scores, <i>t</i> scores (M=50, SD=10), and percentiles are given based on test results. The value of <i>t</i> scores for each range varies depending on the scale; in some scales higher <i>t</i> scores are associated with normal functioning and on others lower <i>t</i> scores are associated with normal functioning.
Procedures	The CBCL can be completed independently by the caregiver or administered by a professional familiar with the CBCL manual. Test can be completed by paper/pencil, online, or on a scannable form. The entire test, which includes the school competence scale, lasts approximately 25-30 minutes. Skills commensurate with at least a Master's degree level in psychology, social work, or special education are recommended for interpretation.
Comments	The CBCL has two sets of forms, for ages 1.5 to 5 and ages 6 to 18.

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Rationale	“The CBCL School Competence subscale asks parents to rate their child’s performance in several academic subjects from failing to above average, and children with TBI have been rated as having lower academic performance than typically developing children.” - McCauley et al. 2012
References	Achenbach, T. (1991). Manual for Child Behavior Checklist/ 4-18 and 1991 Profile. University of Vermont, Dept. of Psychiatry: Burlington, VT. Ewing-Cobbs, L., Barnes, M., Fletcher, J., Levin, H., Swank, P., and Song, J. (2004). Modeling of longitudinal academic achievement scores after pediatric traumatic brain injury. <i>Dev Neuropsychol</i> 25(1-2), 107-133. Fletcher, J., Ewing-Cobbs, L., Miner, M., Levin, H., and Eisenberg, H. (1990). Behavioral changes after closed head injury in children. <i>J Consult Clin Psychol</i> 58(1), 93-98. Reynolds, CR., Fletcher-Janzen, E. (2007) <i>Encyclopedia of Special Education</i> . John Wiley & Sons: Inc. Hoboken, New Jersey.