

APPENDIX A
INSTRUCTIONS FOR HAND SCORING THE ASEBA
SCHOOL-AGE FORMS

Note. There are some small differences between the hand-scored and computer-scored data entry formats, but they produce the same results. **Be sure to use the CBCL and TRF profile forms appropriate for the child's gender.** For information on computer-scoring programs, check our web site: www.ASEBA.org

Scoring the CBCL and YSR Competence Scales

ACTIVITIES SCALE

Do *not* score if data are missing for more than 1 of the 6 scores indicated beside the Roman numerals below. The Roman numerals correspond to those on pages 1 and 2 of the CBCL and YSR and on the profile scoring form. If a respondent checked more than 1 box where only 1 should be checked, score the box closest to "average."

I-A. # of sports.

- If respondent checked box for *None*—enter 0 below profile
- If respondent reported: 1 sport—enter 1 below profile
- 2 sports—enter 2 below profile
- 3 or more sports—enter 3 below profile

I-B. Mean of participation & skill in sports.

- If respondent checked box for *None*—enter 0 below profile
- For each response of *less than average* or *below average*—score 0
- average*—score 1
- more than average* or *above average*—score 2

Excluding blanks and "don't know" responses, compute the *mean* of these scores by summing them and dividing by the number of scores you have summed. Enter this mean on the profile.

II-A. # of other activities.

- If respondent checked box for *None*—enter 0 below profile
- If respondent reported: 1 activity—enter 1 below profile
- 2 activities—enter 2 below profile
- 3 or more activities—enter 3 below profile

Do not count listening to radio or TV, goofing off, or the like as activities.

II-B. Mean of participation & skill in activities. Compute in the same way as specified in I-B for sports.

IV-A. # of jobs.

- If respondent checked box for *None*—enter 0 below profile
- If respondent reported: 1 job—enter 1 below profile
- 2 jobs—enter 2 below profile
- 3 or more jobs—enter 3 below profile

IV-B. Mean job quality. Compute as specified in I-B.

Total score for Activities Scale. Sum the 6 scores just entered for the items of the Activities scale. If missing data prevent computation of 1 score, substitute the *mean* of the other 5 scores for the missing score in computing the total. If item I-B, II-B, or IV-B is missing and the mean of the other 5 scores exceeds 2.0, round it down to 2.0. Round off total to nearest .5.

SOCIAL SCALE

Do *not* score if data are missing for more than 1 of the 6 scores.

III-A. # of organizations. If respondent checked box for *None*—enter 0 below profile
 If respondent reported: 1—enter 1 below profile
 2—enter 2 below profile
 3 or more—enter 3 below profile

III-B. Mean of participation in organizations. Compute as specified in I-B.

V-1. # of friends. If respondent checked box for *None*—enter 0 below profile
 1—enter 1 below profile
 2 or 3—enter 2 below profile
 4 or more—enter 3 below profile

V-2. Contacts with friends. (Item V-2 can be scored 1 or 2 even if no close friends were reported in item V-1.)

If respondent checked *less than 1*—enter 0 below profile
 1 or 2—enter 1 below profile
 3 or more—enter 2 below profile

VI-A. Behavior with others (items a, b, & c). If the respondent checked *worse*—score 0
average—score 1
better—score 2

Excluding any items for which the respondent did not check a box, compute the *mean* of these scores and enter it below the profile.

VI-B. Does things alone (item d). If the respondent checked *worse*—enter 0 below profile
average—enter 1 below profile
better—enter 2 below profile

Total score for Social Scale. Sum the 6 scores just entered for the items of the Social scale. If missing data prevent computation of 1 score, substitute the *mean* of the other 5 scores for the missing score in computing the total. If item III-B, V-2, VI-A, or VI-B is missing and the mean of the other 5 scores exceeds 2.0, round it down to 2.0. Round off total to nearest .5.

CBCL SCHOOL SCALE

Do *not* score if the child does not attend school or if data are missing for any of the 4 scores indicated below for items VII-1 through VII-4, which appear on Page 2 of the CBCL and on the *School* scale of the profile scoring form.

VII-1. Academic performance. For each academic subject checked by respondent:

failing—score 0
below average—score 1
average—score 2
above average—score 3

Enter the *mean* of these scores on the profile. (Academic subjects include reading, writing, arithmetic, spelling, science, English, foreign language, history, social studies, and similar subjects. Do *not* count physical education, art, music, home economics, driver education, industrial arts, typing, or the like.)

VII-2. Special services, special class, or special school.

For any type of remedial special services, class, or school (for retarded, emotionally disturbed, learning disability, perceptual-motor handicapped, reading readiness, resource room, behavior problems, etc):

—enter 0 below profile
not in remedial class—enter 1 below profile

VII-3. Repeated grade.

If any grades were repeated—enter 0 below profile
no grades repeated—enter 1 below profile

VII-4. School problems.

If the respondent entered any school problem that was present in the last 6 months but was not already scored above: —enter 0 below profile
no problem beside those scored above—enter 1 below profile

Total score for School Scale. Sum the 4 scores just entered on the *School* scale of the profile, unless any score is missing. After computing the total, round off to the nearest .5.

CBCL TOTAL COMPETENCE SCORE

Compute the Total Competence score by summing the total scores for the Activities, Social, and School scales. Do *not* compute a Total Competence score if any of these 3 scale scores is missing. *T* scores for Total Competence scores are listed in the box to the right of the profile. Circle the child's Total Competence score in the column for the child's age. After you circle the child's raw score, look to the right to find the *T* score.

YSR ACADEMIC PERFORMANCE

Compute in the same way as specified in VII-1 for CBCL Academic Performance.

YSR TOTAL COMPETENCE SCORE

Sum the total scores for Activities, Social, and Academic Performance. Do *not* compute a Total Competence score if any of these 3 scores is missing. *T* scores for Total Competence scores are in the box to the right of the profile. Circle the youth's Total Competence raw score in the column for the youth's gender. After you circle the youth's raw score, look to the right to find the *T* score.

Scoring the TRF Academic Performance and Adaptive Functioning

Item VII. For each academic subject, score the teacher's ratings as follows:

- Far below grade = 1
- Somewhat below grade = 2
- At grade level = 3
- Somewhat above grade = 4
- Far above grade = 5

If a teacher checked two boxes for one subject, use the mean of the two scores assigned to these boxes.

Enter the *mean* of the teacher's ratings for all academic subjects beneath the heading *Academic Performance* on the profile. (Academic subjects include reading, writing, arithmetic, spelling, science, English, foreign language, history, social studies, computer programming, etc. Do *not* count physical education, art, music, home economics, driver education, industrial arts, typing, or the like.)

Item VIII. For each of the questions 1-4, score the teacher's ratings as follows:

- Much less = 1
- Somewhat less = 2
- Slightly less = 3
- About average = 4
- Slightly more = 5
- Somewhat more = 6
- Much more = 7

Enter the score for each rating beneath the appropriate heading on the profile.

Sum of Items VIII. 1-4. Sum the scores for Items VIII. 1, 2, 3, and 4. Enter this sum beneath the appropriate heading on the profile. Do *not* compute this sum if any of the 4 items is missing.

Scoring the CBCL/6-18, YSR, and TRF Problem Scales

Do *not* score the problem scales if data are missing for more than 8 items, not counting open-ended items 56h and 113, or YSR socially desirable items 6, 15, 49, 59, 60, 73, 80, 88, 92, 98, 106, 107, 108, 109. If TRF items 56a-56g were left blank, score them 0.

TRANSFERRING PROBLEM ITEM SCORES TO THE PROFILES

Templates. Templates are available to aid in transferring data from the school-age forms to the profiles. Different templates are needed for the CBCL/6-18, YSR, and TRF. To transfer problem item scores onto the profile, place the Page 3 template on Page 3 of the form. For each problem item, the template indicates whether the item's score is to be entered on a syndrome scale or on the *OTHER PROBLEMS* list of the profile of empirically based syndromes. The template also indicates the DSM-oriented scale on which to score each item. Repeat using the Page 4 template on Page 4 of the form.

Item Scores. For each problem item, print the respondent's 0, 1, or 2 response in the appropriate space beside the item on the profile form. If the respondent circled two numbers for an item, print 1 beside the item on the profile form. Comments written by the respondent should be used in judging whether items deserve to be scored, with the following guidelines:

1. For each problem reported by the respondent, only the item that most specifically describes the problem should be scored. If the respondent's comments show that more than

one item has been scored for a particular problem, or if the respondent wrote in a problem for item 56h or 113 that is specifically covered elsewhere, score only the most specific item.

2. For items on which the respondent noted "used to do this," score as the respondent scored it, unless it clearly occurred earlier than the 6 months specified in the instructions for the CBCL and YSR, or 2 months for the TRF.
3. When in doubt, score the item the way the respondent scored it, except on the following items:

CBCL & TRF 9. Obsessions—exclude anything that is clearly *not* obsessional; e.g., do *not* score "won't take no for an answer."

YSR 9. Can't get mind off certain thoughts—On the YSR, this item is *not* restricted to obsessions. It can include almost anything the youth lists here except problems that are specifically listed elsewhere. If the youth wrote "sex" for this item, for example, it would be more appropriately scored on Item 96, *I think about sex too much*. If not covered by another item, responses that might be considered normal for the youth's age should be scored the way the youth scored them; e.g., "cars," "girls," "boys."

YSR 40. Hears sounds and 70. Sees things—Score experiences such as "ringing in ears" and "spots before eyes" the way the youth scored them; do *not* score experiences while under the influence of drugs or alcohol.

46. Nervous movements—if "can't sit still" or anything entirely covered by item 10 is entered here, score *only* item 10.

56d. Problems with eyes—do *not* score "wears glasses," "near-sighted," and other visual problems having an organic basis.

CBCL & TRF 66. Compulsions—do *not* score noncompulsive behavior; e.g., "keeps hitting brother."

YSR 66. Repeats actions—On the YSR, this item is *not* restricted to compulsions. It can include almost anything the youth lists here except problems that are specifically listed elsewhere. Speech repetitions or stammers, for example, would be more appropriately scored on Item 79, *Speech problem*.

CBCL 72. Sets fires—score playing with matches or lighter if parent reported it.

77. Sleeps more than most—do *not* score "wants to stay in bed," but score difficulties in waking child.

83. Stores up too many things—do *not* score hobby collections, such as stamps, dolls.

84. Strange behavior and 85. Strange ideas—if what the respondent describes is specifically covered by another item, score the more specific item instead.

CBCL & YSR 105. Drugs—if alcohol or tobacco are entered here, score item 2 or 99, if they are not already scored.

TRF 105. Drugs—if tobacco is entered here, score item 99, if it is not already scored.

113. Additional problems—score only if *not* specifically covered by another item; if respondent listed more than 1 "other" item, count only highest toward total problem score. For example, if a respondent scored one additional problem "2" and another additional problem "1," add 2 to the total problem score.

Syndrome and DSM-Oriented Scale Scores. To obtain the total raw score for each scale, sum the 1s and 2s you have entered for the scale. The *OTHER PROBLEMS* do not form a scale, but should be summed to help in computing the Total Problems score, as described later.

GRAPHIC DISPLAY AND T SCORES

To complete the graphic displays for the syndrome and DSM-oriented scales, circle the number above each scale that equals the total score obtained for that scale. **Be sure to circle the number in the column appropriate for the child's age and gender.** Then draw a line to connect the circled numbers. Percentiles based on the normative sample can be read from the left side of the graphic display. *T* scores can be read from the right side.

INTERNALIZING, EXTERNALIZING, TOTAL PROBLEMS

Computation of Scores. On the profile of syndrome scales, look to the right of the graphic display. You will see a column headed *Computations*. Under *Computations*, enter the raw scores that you have obtained for each of the syndrome scales and for the *OTHER PROBLEMS* as follows:

1. Enter the scores for the 3 leftmost syndrome scales in the spaces provided.
2. Enter their sum in the box marked *Internal (a)*.
3. Enter the scores for the 2 rightmost syndrome scales in the spaces provided.
4. Enter their sum in the box marked *External (b)*.
5. Enter the total score for the 3 middle syndrome scales and *OTHER PROBLEMS* in the spaces provided.
6. Enter the sum of scores from # 5 in the box marked *(c)*.
7. Enter the sum of scores from boxes *(a)*, *(b)*, and *(c)* in the box marked *Total*.

T Scores. Obtain *T* scores for Internalizing, Externalizing, and Total Problems as follows:

1. Look in the appropriate columns of the large box on the right side of the profile form.
2. In the appropriate column under the heading *Internalizing*, circle the raw score that corresponds to the score you have entered in the box beside *Internal*.
3. Look to the right in the *Internalizing* column headed *T* and circle the *T* score that corresponds to the Internalizing raw score that you have obtained.
4. Enter this *T* score in the box marked *Internal T* under the *Computations* heading.
5. Look under the *Externalizing* and *Total Problems* headings to obtain *T* scores in the same way as was done for Internalizing; enter the *Externalizing* and *Total Problems T* scores in the appropriate boxes.

APPENDIX B

LOADINGS OF ITEMS ON SYNDROME SCALES IN FINAL WEIGHTED LEAST SQUARES FACTOR ANALYSES OF TETRACHORIC CORRELATIONS

Items on Syndromes	Factor Loadings		
	CBCL	YSR	TRF
ANXIOUS/DEPRESSED			
14. Cries a lot	.51	.50	.69
29. Fears	.28	.29	.58
30. Fears school	.58	.52	.51
31. Fears doing bad	.61	.55	.62
32. Must be perfect	.26	.41	.39
33. Feels unloved	.70	.68	.88
35. Feels worthless	.72	.76	.78
45. Nervous, tense	.71	.57	.77
50. Fearful, anxious	.68	.60	.72
52. Feels too guilty	.56	.60	.69
71. Self-conscious	.33	.43	.45
81. Hurt when criticized	NA	NA	.65
91. Talks or thinks of suicide	.72	.72	.73
106. Anxious to please	NA	NA	.45
108. Fears mistakes	NA	NA	.54
112. Worries	.54	.60	.66
WITHDRAWN/DEPRESSED			
5. Enjoys little	.70	.53	.63 ^a
42. Rather be alone	.55	.48	.77
65. Won't talk	.54	.53	.80
69. Secretive	.57	.46	.79
75. Shy, timid	.19	.38	.45
102. Lacks energy	.55	.50	.60
103. Sad	.89	.77	.31
111. Withdrawn	.72	.34	.89
SOMATIC COMPLAINTS			
47. Nightmares	.62	.56	NA

Note. All loadings were significant at $p < .01$.

^aLoading was derived from a single-factor model, as explained in Chapter 7.

Items on Syndromes	Factor Loadings		
	CBCL	YSR	TRF
49. Constipated	.46	NA	NA
51. Feels dizzy	.72	.71	.81
54. Overtired	.68	.63	.79
56a. Aches, pains	.68	.63	.88
56b. Headaches	.66	.59	.84
56c. Nausea	.86	.70	.91
56d. Eye problems	.50	.48	.53
56e. Skin problems	.46	.49	.55
56f. Stomachaches	.74	.63	.87
56g. Vomiting	.68	.59	.78
SOCIAL PROBLEMS			
11. Too dependent	.41	.29	.49
12. Lonely	.48	.63	.63
25. Doesn't get along	.79	.49	.92
27. Jealous	.54	.38	.76
34. Others out to get him/her	.72	.65	.86
36. Accident-prone	.51	.38	.58
38. Gets teased	.58	.48	.69
48. Not liked	.73	.57	.79
62. Clumsy	.51	.49	.44
64. Prefers younger kids	.26	.21	.38
79. Speech problems	.31	.32	.23
THOUGHT PROBLEMS			
9. Can't get mind off thoughts	.56	.44	.67
18. Harms self	.73	.76	.77
40. Hears things	.69	.70	.66
46. Twitching	.55	.52	.63
58. Picks skin	.46	.46	.61
59. Sex parts in public	.58	NA	NA
60. Sex parts too much	.56	NA	NA
66. Repeats acts	.63	.44	.72
70. Sees things	.66	.69	.58

Note. All loadings were significant at $p < .01$.

^aLoading was derived from a single-factor model, as explained in Chapter 7.

Items on Syndromes	Factor Loadings		
	CBCL	YSR	TRF
76. Sleeps less	.43	.36	NA
83. Stores things	.29	.28	.55
84. Strange behavior	.78	.49	.70
85. Strange ideas	.68	.57	.72
92. Sleep talks/walks	.35	NA	NA
100. Trouble sleeping	.53	.55	NA
ATTENTION PROBLEMS^b			
1. Acts young	.43	.30	.64 (.13) ^I
2. Odd noises	NA	NA	.68 (.32) ^{H-I}
4. Fails to finish	.47	.37	.58 (.63) ^I
7. Brags	NA	NA	.37 (.59) ^{H-I}
8. Can't concentrate	.70	.45	.73 (.48) ^I
10. Can't sit still	.65	.48	.83 (.31) ^{H-I}
13. Confused	.66	.73	.19 (.72) ^I
15. Fidgets	NA	NA	.84 (.22) ^{H-I}
17. Daydreams	.49	.38	.22 (.68) ^I
22. Difficulty with directions	NA	NA	.61 (.50) ^I
24. Disturbs others	NA	NA	.70 (.60) ^{H-I}
41. Impulsive	.77	.44	.72 (.45) ^{H-I}
49. Difficulty learning	NA	NA	.45 (.56) ^I
53. Talks out of turn	NA	NA	.60 (.68) ^{H-I}
60. Apathetic	NA	NA	.27 (.67) ^I
61. Poor schoolwork	.60	.38	.58 (.65) ^I
67. Disrupts discipline	NA	NA	.68 (.65) ^{H-I}
72. Messy work	NA	NA	.59 (.33) ^I
73. Irresponsible	NA	NA	.76 (.15) ^{H-I}
74. Shows off	NA	NA	.55 (.67) ^{H-I}
78. Inattentive	.63	.51	.78 (.46) ^I
80. Stares blankly	.66	NA	.12 (.71) ^I
92. Underachieving	NA	NA	.54 (.52) ^I

Note. All loadings were significant at $p < .01$.

^aLoading was derived from a single-factor model, as explained in Chapter 7.

^bTRF Attention Problems Syndrome and its two subscales were derived from a 3-factor model as described in Chapter 7. ^I indicates item loadings on Inattentive subscale; ^{H-I} indicates item loadings on Hyperactivity-Impulsivity subscale.

Items on Syndromes	Factor Loadings		
	CBCL	YSR	TRF
93. Talks too much	NA	NA	.54 (.64) ^{H-1}
100. Fails to carry out tasks	NA	NA	.63 (.60) ^I
109. Whining	NA	NA	.45 (.17) ^{H-1}
RULE-BREAKING BEHAVIOR			
2. Drinks alcohol	.44	.53	NA
26. Lacks guilt	.72	.46	.87
28. Breaks rules	.74 ^a	.64 ^a	.80 ^a
39. Bad friends	.61	.54	.67
43. Lies, cheats	.75	.60	.81
63. Prefers older kids	.30	.33	.38
67. Runs away	.62	.66	NA
72. Sets fires	.68	.60	NA
73. Sex problems	.60	NA	NA
81. Steals at home	.79	.64	NA
82. Steals outside home	.72	.70	.71
90. Swearing	.75	.64	.87
96. Thinks of sex too much	.62	.48	.63
98. Tardy	NA	NA	.40
99. Uses tobacco	.47	.63	.60 ^a
101. Truant	.46	.56	.34
105. Uses drugs	.48	.68	.44
106. Vandalism	.80	NA	NA
AGGRESSIVE BEHAVIOR			
3. Argues a lot	.52	.37	.82
6. Defiant	NA	NA	.85
16. Mean to others	.78	.57	.84
19. Demands attention	.53	.33	.73
20. Destroys own things	.75	.65	.72
21. Destroys others' things	.81	.67	.81
22. Disobedient at home	.66	.48	NA
23. Disobedient at school	.63	.52	.87
37. Gets in fights	.74	.53	.87

Note. All loadings were significant at $p < .01$.

^a Loading was derived from a single-factor model, as explained in Chapter 7.

Items on Syndromes	Factor Loadings		
	CBCL	YSR	TRF
57. Attacks people	.78	.68	.84
68. Screams a lot	.61	.55	.79
76. Explosive	NA	NA	.90
77. Easily frustrated	NA	NA	.81
86. Stubborn, sullen	.57	.39	.81
87. Mood changes	.70	.49	.81
88. Sulks	.59	NA	.77
89. Suspicious	.69	.45	.78
94. Teases a lot	.56	.48	.74
95. Temper	.69	.48	.89
97. Threatens others	.86	.73	.89
104. Loud	.61	.39	.75

Note. All loadings were significant at $p < .01$.

APPENDIX C

CBCL, YSR, AND TRF SCALE SCORES FOR NONREFERRED NORMATIVE SAMPLES

Scales	CBCL				YSR		TRF			
	Boys		Girls		Boys	Girls	Boys		Girls	
	6-11	12-18	6-11	12-18	11-18	11-18	6-11	12-18	6-11	12-18
Competence & Adaptive N=	387	527	390	449	551	506	539	580	588	612
Activities (Academic)^a										
Raw Score Mean	11.1	11.1	11.1	10.6	11.2	11.0	3.2	3.0	3.3	3.5
SD	(2.0)	(2.2)	(2.2)	(2.4)	(2.0)	(2.2)	(0.8)	(1.0)	(0.8)	(1.0)
T Score Mean	49.6	49.5	49.7	49.7	49.4	49.4	49.7	50.6	49.5	51.4
SD	(9.1)	(9.0)	(9.2)	(9.3)	(9.2)	(9.2)	(8.5)	(8.7)	(8.7)	(9.3)
Social (Working)^a										
Raw Score Mean	8.5	8.9	8.6	8.9	9.1	8.9	4.1	4.1	4.7	4.8
SD	(2.5)	(2.5)	(2.6)	(2.6)	(2.4)	(2.3)	(1.6)	(1.9)	(1.6)	(1.6)
T Score Mean	49.8	49.8	49.6	49.7	49.8	49.6	50.1	50.2	50.5	50.0
SD	(9.4)	(9.3)	(9.3)	(9.4)	(9.3)	(9.2)	(8.7)	(8.8)	(8.9)	(8.2)
School or Academic (Behaving)^a										
Raw Score Mean	5.0	4.8	5.1	5.1	2.3	2.3	4.3	4.7	5.1	5.4
SD	(0.9)	(1.1)	(0.9)	(0.9)	(0.5)	(0.4)	(1.7)	(1.6)	(1.5)	(1.6)
T Score Mean	47.8	48.2	48.1	50.2	50.3	51.2	50.5	50.6	50.5	50.6
SD	(7.0)	(7.1)	(7.2)	(6.2)	(9.1)	(8.9)	(8.4)	(7.7)	(8.5)	(7.7)
Total Competence (Learning)^a										
Raw Score Mean	24.6	25.0	24.9	24.8	22.6	22.4	4.5	4.4	4.8	5.0
SD	(4.0)	(4.3)	(4.2)	(4.4)	(3.8)	(3.7)	(1.5)	(1.7)	(1.4)	(1.5)
T Score Mean	50.1	50.0	49.9	50.0	50.0	49.9	50.2	50.3	50.2	50.2
SD	(9.9)	(10.0)	(10.1)	(10.0)	(10.1)	(9.9)	(8.4)	(8.4)	(8.8)	(8.1)
(Happy)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	4.6	4.6	5.0	4.9
SD	NA	NA	NA	NA	NA	NA	(1.3)	(1.5)	(1.4)	(1.5)
T Score Mean	NA	NA	NA	NA	NA	NA	50.5	50.2	50.6	50.7
SD	NA	NA	NA	NA	NA	NA	(7.7)	(8.5)	(8.3)	(8.0)
(Total Adaptive)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	17.5	17.8	19.7	20.1
SD	NA	NA	NA	NA	NA	NA	(5.2)	(5.9)	(5.0)	(5.3)
T Score Mean	NA	NA	NA	NA	NA	NA	51.2	51.8	51.2	50.9
SD	NA	NA	NA	NA	NA	NA	(8.5)	(8.4)	(8.4)	(8.2)

^aTRF scales are shown in parentheses.

Scales	CBCL				YSR		TRF			
	Boys		Girls		Boys	Girls	Boys		Girls	
	6-11	12-18	6-11	12-18	11-18	11-18	6-11	12-18	6-11	12-18
Empirically Based										
Anxious/Depressed										
Raw Score Mean	2.8	2.6	3.2	3.2	3.4	5.1	2.5	2.0	2.7	2.2
SD	(2.7)	(2.7)	(2.9)	(3.1)	(3.0)	(4.0)	(3.2)	(2.9)	(3.6)	(3.3)
T Score Mean	54.1	54.0	54.3	54.1	54.2	54.3	54.2	54.0	54.4	54.2
SD	(5.6)	(5.7)	(5.6)	(5.7)	(5.6)	(6.1)	(5.9)	(5.8)	(5.9)	(6.0)
Withdrawn/Depressed										
Raw Score Mean	1.1	1.9	1.4	1.9	2.7	3.1	1.4	1.8	1.6	1.6
SD	(1.6)	(2.2)	(1.7)	(2.1)	(2.4)	(2.5)	(2.4)	(2.9)	(2.5)	(2.5)
T Score Mean	54.4	54.7	54.2	54.3	54.3	54.3	54.2	54.4	54.6	54.1
SD	(5.8)	(5.7)	(5.5)	(5.7)	(6.0)	(5.9)	(6.6)	(7.0)	(7.0)	(6.5)
Somatic Complaints										
Raw Score Mean	1.1	1.1	1.3	1.4	2.3	3.4	0.5	0.5	0.6	0.4
SD	(1.7)	(1.8)	(1.7)	(1.9)	(2.2)	(3.0)	(1.4)	(1.3)	(1.5)	(1.2)
T Score Mean	53.6	54.1	54.2	54.2	54.2	54.4	52.4	52.4	52.8	52.0
SD	(5.3)	(5.8)	(5.4)	(5.5)	(5.5)	(5.9)	(5.4)	(5.3)	(5.8)	(5.1)
Social Problems										
Raw Score Mean	2.4	1.8	2.6	1.8	2.9	3.2	1.4	1.1	1.2	0.9
SD	(2.6)	(2.3)	(2.6)	(2.3)	(2.7)	(2.7)	(2.2)	(2.3)	(2.1)	(2.0)
T Score Mean	54.4	54.0	54.4	54.1	54.3	54.4	53.8	53.9	53.9	53.5
SD	(5.6)	(5.7)	(5.6)	(5.7)	(5.7)	(5.8)	(5.8)	(6.1)	(5.7)	(6.1)
Thought Problems										
Raw Score Mean	1.8	1.6	1.7	1.4	3.1	3.7	0.6	0.3	0.4	0.3
SD	(2.0)	(1.9)	(1.8)	(1.7)	(2.8)	(3.3)	(1.4)	(1.3)	(1.0)	(1.0)
T Score Mean	54.2	54.2	54.1	54.1	54.1	54.4	52.8	52.4	52.3	51.7
SD	(5.5)	(5.5)	(5.4)	(5.4)	(5.5)	(5.9)	(5.4)	(4.9)	(5.0)	(4.3)
Attention Problems										
Raw Score Mean	3.8	4.0	3.2	2.7	4.9	4.6	11.1	10.6	6.6	5.5
SD	(3.4)	(3.7)	(3.1)	(3.1)	(3.1)	(3.2)	(11.0)	(11.2)	(8.6)	(8.0)
T Score Mean	54.3	54.6	54.6	54.4	54.4	54.5	54.1	54.2	54.1	54.2
SD	(5.6)	(5.9)	(5.7)	(6.1)	(6.1)	(5.9)	(6.0)	(6.2)	(6.0)	(6.4)

^aTRF scales are shown in parentheses.

Scales	CBCL				YSR		TRF			
	Boys		Girls		Boys	Girls	Boys		Girls	
	6-11	12-18	6-11	12-18	11-18	11-18	6-11	12-18	6-11	12-18
(Inattention)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	6.4	6.8	4.2	3.7
SD	NA	NA	NA	NA	NA	NA	(6.7)	(7.3)	(5.7)	(5.3)
T Score Mean	NA	NA	NA	NA	NA	NA	54.4	54.5	54.2	54.2
SD	NA	NA	NA	NA	NA	NA	(6.0)	(6.2)	(6.5)	(6.3)
(Hyperactivity-Impulsivity)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	4.7	3.9	2.4	1.8
SD	NA	NA	NA	NA	NA	NA	(5.5)	(5.3)	(3.9)	(3.6)
T Score Mean	NA	NA	NA	NA	NA	NA	54.2	54.1	54.1	53.6
SD	NA	NA	NA	NA	NA	NA	(6.5)	(5.7)	(6.1)	(6.5)
Rule-Breaking Behavior										
Raw Score Mean	1.9	2.8	1.6	2.2	3.8	3.5	1.6	1.9	0.9	1.2
SD	(2.1)	(3.4)	(1.8)	(3.0)	(3.3)	(3.4)	(2.4)	(3.2)	(1.9)	(2.4)
T Score Mean	54.2	54.4	54.3	54.5	54.2	54.2	54.3	54.3	53.4	54.1
SD	(5.5)	(5.8)	(5.3)	(5.9)	(5.7)	(5.7)	(6.1)	(6.5)	(6.0)	(6.5)
Aggressive Behavior										
Raw Score Mean	4.7	4.7	4.5	4.4	6.0	6.5	3.4	3.0	2.1	2.1
SD	(4.3)	(4.8)	(4.3)	(4.7)	(4.2)	(4.7)	(5.7)	(5.7)	(4.3)	(4.9)
T Score Mean	54.2	54.3	54.2	54.2	54.2	54.4	54.1	54.1	53.7	53.9
SD	(5.7)	(6.1)	(5.8)	(6.2)	(5.8)	(6.1)	(6.1)	(6.6)	(6.0)	(6.6)
Internalizing										
Raw Score Mean	5.1	5.6	6.0	6.5	8.3	11.6	4.4	4.2	4.8	4.1
SD	(4.8)	(5.3)	(5.0)	(5.7)	(6.3)	(8.0)	(5.3)	(5.6)	(5.9)	(5.8)
T Score Mean	50.2	50.2	50.1	50.1	50.0	50.1	50.5	50.3	50.1	50.4
SD	(9.5)	(9.6)	(9.7)	(9.7)	(9.8)	(10.1)	(9.4)	(9.2)	(9.7)	(9.5)
Externalizing										
Raw Score Mean	6.6	7.5	6.1	6.6	9.8	9.9	5.0	4.8	3.0	3.3
SD	(6.0)	(7.5)	(5.6)	(7.0)	(6.8)	(7.3)	(7.8)	(8.4)	(5.9)	(6.9)
T Score Mean	50.0	50.1	50.1	50.1	50.1	50.2	50.5	50.9	50.6	50.6
SD	(9.6)	(9.6)	(9.5)	(9.5)	(9.8)	(10.0)	(9.1)	(9.1)	(8.8)	(8.9)
Total Problems										
Raw Score Mean	23.4	23.7	22.9	22.0	33.4	37.9	23.2	22.4	16.7	14.9
SD	(16.9)	(19.0)	(16.6)	(18.2)	(19.2)	(21.9)	(23.1)	(25.3)	(19.8)	(21.2)
T Score Mean	49.8	49.8	49.8	49.9	50.0	50.1	50.2	50.2	50.2	50.3
SD	(9.9)	(10.0)	(9.9)	(10.0)	(9.9)	(9.9)	(10.0)	(10.1)	(9.8)	(10.0)

^aTRF scales are shown in parentheses.

Scales	CBCL				YSR		TRF			
	Boys		Girls		Boys	Girls	Boys		Girls	
	6-11	12-18	6-11	12-18	11-18	11-18	6-11	12-18	6-11	12-18
DSM-Oriented										
Affective Problems										
Raw Score Mean	1.4	1.6	1.4	1.9	3.1	4.2	1.2	1.6	0.9	1.1
SD	(1.9)	(2.2)	(1.9)	(2.4)	(2.8)	(3.6)	(2.0)	(2.4)	(1.8)	(2.1)
T Score Mean	54.1	53.9	54.2	54.2	54.3	54.3	53.9	53.9	53.6	54.0
SD	(5.6)	(5.7)	(5.6)	(5.7)	(5.6)	(5.9)	(5.8)	(5.7)	(5.9)	(6.1)
Anxiety Problems										
Raw Score Mean	1.4	1.2	1.7	1.4	2.2	3.0	0.7	0.6	0.7	0.7
SD	(1.5)	(1.5)	(1.6)	(1.6)	(1.8)	(2.1)	(1.2)	(1.2)	(1.4)	(1.3)
T Score Mean	54.0	54.3	54.3	53.9	54.1	54.2	53.8	53.2	53.6	53.4
SD	(5.4)	(5.6)	(5.4)	(5.5)	(5.4)	(5.3)	(5.6)	(5.5)	(5.6)	(5.6)
Somatic Problems										
Raw Score Mean	0.7	0.8	0.8	1.0	1.3	2.0	0.3	0.3	0.5	0.3
SD	(1.3)	(1.4)	(1.3)	(1.4)	(1.6)	(2.1)	(1.2)	(1.0)	(1.4)	(1.0)
T Score Mean	53.5	53.7	53.7	53.9	54.1	54.4	51.8	51.5	52.4	51.5
SD	(5.9)	(5.9)	(5.8)	(5.8)	(5.6)	(5.9)	(5.4)	(5.0)	(5.7)	(4.9)
ADH Problems										
Raw Score Mean	3.7	3.2	3.0	2.3	4.2	4.4	6.0	5.4	3.5	2.8
SD	(2.9)	(2.9)	(2.7)	(2.5)	(2.7)	(2.8)	(6.3)	(6.2)	(4.9)	(4.5)
T Score Mean	54.1	54.2	54.1	54.3	54.4	54.8	54.1	54.2	54.2	54.1
SD	(5.7)	(5.5)	(5.6)	(5.7)	(5.4)	(5.5)	(5.9)	(5.8)	(6.1)	(6.7)
(Inattention)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	2.6	2.7	1.7	1.5
SD	NA	NA	NA	NA	NA	NA	(2.9)	(3.1)	(2.5)	(2.2)
T Score Mean	NA	NA	NA	NA	NA	NA	54.2	54.2	54.0	53.8
SD	NA	NA	NA	NA	NA	NA	(5.6)	(5.6)	(5.8)	(5.7)
(Hyperactivity-Impulsivity)^a										
Raw Score Mean	NA	NA	NA	NA	NA	NA	3.4	2.7	1.8	1.4
SD	NA	NA	NA	NA	NA	NA	(4.1)	(3.9)	(3.0)	(2.8)
T Score Mean	NA	NA	NA	NA	NA	NA	54.2	54.0	53.9	51.5
SD	NA	NA	NA	NA	NA	NA	(5.5)	(5.7)	(5.7)	(9.7)

^aTRF scales are shown in parentheses.

Scales	CBCL				YSR		TRF			
	Boys		Girls		Boys	Girls	Boys		Girls	
	6-11	12-18	6-11	12-18	11-18	11-18	6-11	12-18	6-11	12-18
Oppositional										
Defiant Problems										
Raw Score Mean	2.4	2.4	2.2	2.2	2.7	2.9	1.3	1.2	0.7	0.8
SD	(2.0)	(2.2)	(1.9)	(2.0)	(2.0)	(2.0)	(2.1)	(2.1)	(1.6)	(1.7)
T Score Mean	54.8	54.7	54.4	54.3	54.2	54.3	53.9	53.8	53.2	53.3
SD	(5.4)	(5.8)	(5.5)	(5.6)	(5.5)	(5.6)	(5.8)	(5.9)	(6.0)	(6.0)
Conduct Problems										
Raw Score Mean	1.9	2.4	1.4	1.8	3.3	2.8	2.2	1.9	1.0	1.1
SD	(2.5)	(3.4)	(1.9)	(2.9)	(3.0)	(3.0)	(3.6)	(3.7)	(2.5)	(2.8)
T Score Mean	54.1	54.2	54.0	53.9	54.3	53.5	54.1	54.0	53.2	53.5
SD	(5.7)	(5.8)	(5.6)	(6.0)	(5.7)	(5.4)	(6.1)	(6.5)	(6.3)	(6.5)

APPENDIX D

CBCL SCALE SCORES FOR MATCHED REFERRED CHILDREN AND NONREFERRED CHILDREN

	T Score				Raw Score				SE of Meas ^a	
	Ref.		Nonref.		Ref.		Nonref.			
	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)	Ref.	Nonref.
Competence Activities										
Boys 6-11	39.9	(11.0)	49.6	(9.1)	8.6	(3.3)	11.1	(2.0)	1.4	0.9
12-18	39.4	(9.6)	49.6	(9.2)	8.3	(3.2)	11.1	(2.3)	1.4	1.0
Girls 6-11	40.1	(10.0)	49.5	(9.2)	8.4	(3.3)	11.0	(2.3)	1.4	1.0
12-18	38.8	(10.7)	49.6	(9.3)	7.4	(3.6)	10.6	(2.4)	1.5	1.0
Social										
Boys 6-11	36.8	(9.9)	49.8	(9.4)	5.1	(2.6)	8.5	(2.5)	0.7	0.7
12-18	37.3	(9.5)	49.7	(9.3)	5.5	(2.7)	8.9	(2.5)	0.7	0.7
Girls 6-11	37.8	(10.1)	49.4	(9.3)	5.5	(2.7)	8.6	(2.6)	0.7	0.7
12-18	37.9	(9.3)	49.3	(9.4)	5.7	(2.5)	8.8	(2.6)	0.7	0.7
School										
Boys 6-11	35.2	(8.5)	47.7	(7.0)	3.2	(1.3)	5.0	(0.9)	0.4	0.3
12-18	35.5	(7.5)	48.3	(6.9)	2.8	(1.3)	4.8	(1.1)	0.4	0.4
Girls 6-11	37.9	(8.7)	48.1	(7.3)	3.8	(1.4)	5.2	(0.9)	0.4	0.3
12-18	38.3	(8.5)	50.1	(6.3)	3.2	(1.4)	5.0	(1.0)	0.4	0.3
Total Competence										
Boys 6-11	34.6	(10.1)	50.2	(9.9)	17.7	(5.0)	24.6	(4.0)	1.5	1.2
12-18	33.7	(8.9)	50.0	(10.0)	17.0	(5.0)	25.0	(4.3)	1.5	1.3
Girls 6-11	35.4	(9.5)	49.7	(10.1)	18.0	(5.2)	24.8	(4.2)	1.6	1.3
12-18	34.1	(10.3)	49.7	(10.0)	17.0	(5.6)	24.7	(4.4)	1.7	1.3
Empirically Based										
Anxious/Depressed										
Boys 6-11	63.3	(10.1)	54.1	(5.6)	7.4	(5.0)	2.8	(2.7)	2.1	1.2
12-18	62.2	(9.9)	54.2	(6.0)	6.4	(4.7)	2.7	(2.7)	2.0	1.2
Girls 6-11	61.2	(10.4)	54.3	(5.7)	6.8	(5.1)	3.3	(2.9)	2.1	1.2
12-18	64.1	(11.1)	54.2	(6.1)	8.1	(5.5)	3.2	(3.2)	2.3	1.4
Withdrawn/Depressed										
Boys 6-11	64.3	(10.1)	54.3	(5.7)	4.1	(3.2)	1.1	(1.6)	1.1	0.5
12-18	63.9	(10.1)	55.7	(5.6)	5.2	(3.5)	2.3	(2.1)	1.2	0.7
Girls 6-11	61.8	(9.7)	54.0	(5.2)	3.9	(3.2)	1.4	(1.6)	1.1	0.5
12-18	65.4	(10.6)	55.2	(5.9)	5.8	(3.5)	2.3	(2.1)	1.2	0.7

Note. $N = 3,210$ CBCLs equally divided between referred and nonreferred children.

^aStandard error of measurement of raw scores = $SD \sqrt{1 - \text{reliability}}$ (Guilford, 1965) computed from test-retest reliability shown in Table 9-1.

CBCL Scale Scores (cont.)

	T Score				Raw Score				SE of Meas ^a	
	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.
	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)		
Somatic Complaints										
Boys 6-11	58.8	(8.5)	53.6	(5.4)	2.9	(3.2)	1.1	(1.7)	0.9	0.5
12-18	59.3	(9.0)	54.2	(5.8)	2.8	(3.2)	1.2	(1.8)	0.9	0.5
Girls 6-11	58.5	(8.2)	54.1	(5.4)	2.8	(2.9)	1.3	(1.7)	0.8	0.5
12-18	62.0	(9.9)	54.0	(5.4)	4.3	(3.9)	1.4	(1.8)	1.1	0.5
Social Problems										
Boys 6-11	64.9	(9.7)	54.4	(5.7)	7.2	(4.3)	2.4	(2.7)	1.4	0.9
12-18	64.0	(9.7)	54.3	(6.0)	6.0	(4.2)	1.9	(2.4)	1.3	0.8
Girls 6-11	62.9	(9.9)	54.3	(5.4)	6.3	(4.1)	2.6	(2.5)	1.3	0.7
12-18	63.8	(10.0)	54.2	(5.9)	5.8	(4.4)	1.9	(2.3)	1.4	0.8
Thought Problems										
Boys 6-11	64.0	(10.1)	54.2	(5.5)	5.9	(4.7)	1.8	(2.0)	1.8	0.8
12-18	62.0	(9.3)	54.3	(5.6)	4.9	(4.3)	1.7	(1.9)	1.6	0.7
Girls 6-11	61.7	(10.1)	54.1	(5.4)	4.7	(4.4)	1.7	(1.8)	1.7	0.7
12-18	63.2	(9.1)	54.1	(5.4)	4.8	(4.1)	1.4	(1.7)	1.5	0.6
Attention Problems										
Boys 6-11	67.0	(10.8)	54.6	(5.3)	10.1	(4.4)	4.1	(3.2)	1.2	0.9
12-18	64.3	(10.2)	55.0	(5.5)	9.5	(4.6)	4.5	(3.4)	1.3	1.0
Girls 6-11	65.0	(11.6)	55.5	(5.3)	8.0	(4.8)	3.9	(2.7)	1.4	0.8
12-18	65.0	(10.7)	54.4	(5.4)	7.8	(4.6)	2.8	(2.7)	1.3	0.8
Rule-Breaking Behavior										
Boys 6-11	65.7	(9.0)	54.5	(5.4)	6.8	(4.5)	2.1	(2.0)	1.4	0.6
12-18	64.2	(8.4)	54.5	(5.3)	8.6	(5.6)	2.9	(3.0)	1.7	0.9
Girls 6-11	64.5	(8.8)	55.4	(5.1)	5.8	(4.4)	2.0	(1.6)	1.3	0.5
12-18	65.0	(9.1)	54.9	(5.5)	8.0	(5.8)	2.5	(2.7)	1.7	0.8
Aggressive Behavior										
Boys 6-11	71.3	(12.1)	54.2	(5.8)	17.0	(8.5)	4.7	(4.4)	2.7	1.4
12-18	67.2	(12.1)	54.5	(6.3)	14.3	(8.5)	4.9	(4.9)	2.7	1.6
Girls 6-11	67.7	(13.1)	54.1	(5.7)	14.1	(9.0)	4.5	(4.2)	2.9	1.3
12-18	65.3	(11.8)	54.2	(6.3)	12.8	(8.6)	4.5	(4.7)	2.7	1.5
Internalizing										
Boys 6-11	63.2	(10.3)	50.1	(9.6)	14.3	(9.6)	5.1	(4.8)	2.9	1.4
12-18	62.4	(10.1)	51.4	(9.1)	14.5	(9.1)	6.1	(5.4)	2.7	1.6
Girls 6-11	60.6	(12.2)	50.0	(9.5)	13.4	(9.4)	5.9	(4.9)	2.8	1.5
12-18	64.5	(10.3)	51.0	(9.1)	18.3	(10.5)	6.8	(5.7)	3.2	1.7

^aStandard error of measurement of raw scores = $SD \sqrt{1-\text{reliability}}$ (Guilford, 1965) computed from test-retest reliability shown in Table 9-1.

CBCL Scale Scores (cont.)

	T Score				Raw Score				SE of Meas ^a	
	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.	Ref.	Nonref.
	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)		
Externalizing										
Boys 6-11	68.5	(9.7)	50.7	(9.1)	23.8	(12.0)	6.8	(5.9)	3.4	1.7
12-18	65.6	(9.9)	51.2	(9.1)	22.9	(13.0)	7.8	(7.3)	3.7	2.1
Girls 6-11	65.7	(11.6)	51.6	(8.2)	19.8	(12.6)	6.5	(5.3)	3.6	1.5
12-18	64.6	(10.3)	51.2	(8.9)	20.8	(13.3)	7.0	(6.8)	3.7	1.9
Total Problems										
Boys 6-11	67.9	(9.4)	50.5	(9.4)	68.2	(32.2)	23.9	(16.6)	7.9	4.1
12-18	65.4	(9.3)	51.3	(9.0)	63.5	(30.9)	25.2	(18.9)	7.6	4.6
Girls 6-11	64.5	(10.6)	51.0	(8.8)	58.5	(32.0)	23.9	(15.6)	7.8	3.8
12-18	65.8	(9.4)	50.9	(9.2)	63.4	(32.7)	22.8	(17.7)	8.0	4.3
DSM-Oriented Affective Problems										
Boys 6-11	65.1	(9.7)	53.9	(5.6)	5.7	(4.4)	1.4	(1.9)	1.8	0.8
12-18	64.4	(9.2)	54.9	(5.8)	6.0	(4.2)	2.1	(2.2)	1.7	0.9
Girls 6-11	63.7	(9.9)	54.1	(5.4)	5.1	(4.3)	1.4	(1.8)	1.7	0.7
12-18	67.3	(9.7)	55.0	(5.8)	7.8	(4.9)	2.3	(2.3)	2.0	0.9
Anxiety Problems										
Boys 6-11	61.8	(8.5)	54.0	(5.5)	3.8	(2.7)	1.4	(1.6)	1.2	0.7
12-18	61.4	(8.5)	54.4	(5.7)	3.2	(2.6)	1.2	(1.5)	1.2	0.7
Girls 6-11	60.4	(8.4)	54.3	(5.4)	3.6	(2.7)	1.7	(1.6)	1.2	0.7
12-18	62.1	(8.7)	54.0	(5.5)	3.9	(2.8)	1.4	(1.6)	1.3	0.7
Somatic Problems										
Boys 6-11	58.2	(8.8)	53.5	(5.9)	1.7	(2.2)	0.7	(1.3)	0.7	0.4
12-18	57.8	(9.0)	53.7	(5.9)	1.8	(2.3)	0.8	(1.4)	0.7	0.4
Girls 6-11	57.8	(8.5)	53.7	(5.8)	1.7	(2.1)	0.8	(1.3)	0.7	0.4
12-18	60.6	(10.6)	53.7	(5.5)	2.7	(2.8)	0.9	(1.4)	0.9	0.4
ADH Problems										
Boys 6-11	65.0	(9.4)	54.4	(5.5)	8.4	(3.7)	4.0	(2.7)	1.0	0.7
12-18	62.4	(8.2)	54.6	(5.2)	5.5	(2.9)	3.6	(2.6)	1.0	0.7
Girls 6-11	62.8	(9.6)	55.0	(5.3)	6.9	(4.0)	3.7	(2.4)	1.1	0.6
12-18	62.3	(8.8)	54.4	(5.1)	5.8	(3.8)	2.4	(2.2)	1.0	0.6
Oppositional Defiant Problems										
Boys 6-11	67.1	(8.9)	54.7	(5.4)	6.3	(2.6)	2.4	(2.0)	1.0	0.8
12-18	64.1	(9.1)	54.9	(6.0)	5.5	(2.9)	2.4	(2.2)	1.1	0.9
Girls 6-11	64.3	(10.0)	54.4	(5.4)	5.3	(3.0)	2.2	(1.9)	1.2	0.7
12-18	62.8	(9.4)	54.4	(5.7)	4.9	(3.0)	2.2	(2.0)	1.2	0.8

^aStandard error of measurement of raw scores = $SD \sqrt{1-\text{reliability}}$ (Guilford, 1965) computed from test-retest reliability shown in Table 9-1.

CBCL Scale Scores (cont.)

	<i>T Score</i>				<i>Raw Score</i>				<i>SE of Meas^a</i>	
	<i>Ref.</i>	<i>Nonref.</i>		<i>Ref.</i>	<i>Nonref.</i>					
	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Ref.</i>	<i>Nonref.</i>
Conduct Problems										
Boys 6-11	68.7	(10.2)	54.4	(5.6)	9.6	(6.5)	2.1	(2.4)	1.7	0.6
12-18	66.0	(9.6)	54.7	(5.7)	9.8	(6.7)	2.7	(3.3)	1.8	0.9
Girls 6-11	67.2	(10.6)	55.1	(5.3)	7.6	(6.1)	1.8	(1.7)	1.6	0.5
12-18	65.6	(9.6)	54.5	(5.9)	8.2	(6.4)	2.1	(2.8)	1.7	0.7

YSR SCALE SCORES FOR MATCHED REFERRED YOUTHS
AND NONREFERRED YOUTHS

Competence										
Activities										
Boys 11-18	37.2	(10.3)	49.2	(9.2)	7.7	(3.3)	11.2	(2.0)	1.4	0.8
Girls 11-18	39.3	(10.8)	49.3	(9.3)	8.0	(3.6)	11.0	(2.2)	1.5	0.9
Social										
Boys 11-18	40.8	(9.2)	49.7	(9.3)	6.8	(2.4)	9.1	(2.4)	0.9	0.9
Girls 11-18	42.0	(9.1)	49.5	(9.3)	7.0	(2.2)	8.9	(2.4)	0.8	0.9
Total Competence										
Boys 11-18	36.2	(9.5)	49.7	(10.1)	16.5	(4.8)	22.5	(3.8)	1.6	1.3
Girls 11-18	37.4	(10.4)	49.9	(10.0)	17.0	(4.8)	22.4	(3.7)	1.6	1.2
Empirically Based										
Anxious/Depressed										
Boys 11-18	58.8	(9.5)	54.3	(5.7)	5.7	(5.0)	3.4	(3.1)	2.6	1.6
Girls 11-18	59.1	(9.4)	54.2	(6.0)	8.0	(5.4)	5.1	(3.9)	2.8	2.0
Withdrawn/Depressed										
Boys 11-18	58.6	(8.1)	54.3	(6.1)	4.4	(3.0)	2.7	(2.4)	1.7	1.4
Girls 11-18	59.8	(8.6)	54.4	(5.9)	5.3	(3.0)	3.1	(2.5)	1.7	1.4
Somatic Complaints										
Boys 11-18	58.9	(9.9)	54.3	(5.5)	4.0	(3.8)	2.3	(2.3)	1.9	1.1
Girls 11-18	58.7	(9.0)	54.4	(5.8)	5.3	(4.0)	3.3	(2.9)	2.0	1.4
Social Problems										
Boys 11-18	59.1	(8.9)	54.4	(5.7)	5.0	(3.9)	2.9	(2.7)	2.0	1.4
Girls 11-18	59.0	(8.5)	54.4	(5.8)	5.2	(3.6)	3.2	(2.7)	1.8	1.4
Thought Problems										
Boys 11-18	58.1	(9.0)	54.1	(5.5)	5.0	(4.4)	3.1	(2.8)	2.1	1.3
Girls 11-18	58.5	(8.3)	54.4	(5.9)	6.0	(4.5)	3.7	(3.3)	2.1	1.6

Note: $N = 1,938$ YSRs equally divided between referred and nonreferred youths.

^aStandard error of measurement of raw scores = $SD \sqrt{1-\text{reliability}}$ (Guilford, 1965) computed from test-retest reliability shown in Table 9-1.

YSR Scale Scores (cont.)

	<i>T Score</i>				<i>Raw Score</i>				<i>SE of Meas^a</i>	
	<i>Ref.</i>	<i>Nonref.</i>		<i>Ref.</i>	<i>Nonref.</i>					
	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Mean</i>	<i>(SD)</i>	<i>Ref.</i>	<i>Nonref.</i>
Attention Problems										
Boys 11-18	60.2	(10.8)	54.5	(6.3)	7.1	(4.1)	4.9	(3.1)	1.5	1.1
Girls 11-18	59.4	(9.8)	54.4	(5.7)	6.8	(3.8)	4.6	(3.1)	1.4	1.1
Rule-Breaking Behavior										
Boys 11-18	59.7	(8.1)	54.0	(5.6)	7.0	(4.4)	3.7	(3.2)	1.8	1.3
Girls 11-18	58.8	(8.3)	54.1	(5.5)	6.3	(5.0)	3.5	(3.3)	2.1	1.4
Aggressive Behavior										
Boys 11-18	61.3	(10.2)	54.1	(5.7)	10.7	(6.3)	5.9	(4.1)	2.2	1.4
Girls 11-18	59.6	(9.4)	54.4	(6.1)	10.2	(6.4)	6.5	(4.7)	2.2	1.6
Internalizing										
Boys 11-18	57.1	(12.2)	50.1	(9.9)	14.2	(10.2)	8.4	(6.3)	4.6	2.8
Girls 11-18	58.0	(11.2)	50.0	(10.1)	18.7	(10.5)	11.6	(7.9)	4.7	3.5
Externalizing										
Boys 11-18	59.7	(10.7)	49.9	(9.7)	17.7	(9.7)	9.7	(6.6)	3.2	2.2
Girls 11-18	57.9	(11.1)	50.2	(10.0)	16.5	(10.3)	9.9	(7.3)	3.4	2.4
Total Problems										
Boys 11-18	58.7	(11.7)	50.0	(9.9)	54.0	(29.5)	33.4	(19.2)	10.6	6.9
Girls 11-18	58.6	(10.9)	50.0	(9.9)	59.2	(29.1)	37.8	(21.8)	10.5	7.9
DSM-Oriented										
Affective Problems										
Boys 11-18	59.5	(9.2)	54.3	(5.6)	5.7	(4.5)	3.1	(2.8)	2.0	1.3
Girls 11-18	60.8	(9.5)	54.3	(5.7)	7.9	(5.2)	4.1	(3.6)	2.3	1.6
Anxiety Problems										
Boys 11-18	57.2	(7.9)	54.2	(5.4)	3.2	(2.6)	2.2	(1.8)	1.5	1.0
Girls 11-18	57.1	(7.6)	54.2	(5.3)	4.0	(2.6)	3.0	(2.1)	1.5	1.2
Somatic Problems										
Boys 11-18	58.6	(9.8)	54.1	(5.7)	2.6	(2.7)	1.3	(1.6)	1.5	0.9
Girls 11-18	58.4	(8.9)	54.4	(5.9)	3.3	(2.8)	2.0	(2.1)	1.6	1.2
ADH Problems										
Boys 11-18	58.8	(8.5)	54.5	(5.4)	6.0	(3.5)	4.3	(2.7)	1.3	1.0
Girls 11-18	58.2	(7.8)	54.7	(5.6)	6.0	(3.3)	4.4	(2.8)	1.2	1.1
Oppositional Defiant Problems										
Boys 11-18	59.4	(8.2)	54.2	(5.4)	4.4	(2.4)	2.7	(1.9)	0.9	0.7
Girls 11-18	58.8	(8.4)	54.3	(5.7)	4.3	(2.5)	2.9	(2.0)	1.0	0.8
Conduct Problems										
Boys 11-18	61.5	(9.1)	54.2	(5.6)	7.0	(4.7)	3.2	(2.9)	2.0	1.2
Girls 11-18	58.9	(8.8)	53.5	(5.4)	5.6	(4.6)	2.8	(2.9)	2.0	1.2

^aStandard error of measurement of raw scores = $SD \sqrt{1-\text{reliability}}$ (Guilford, 1965) computed from test-retest reliability shown in Table 9-1.