# Assessing Childhood Depression from Multiple Perspectives via the CDI 2 Toolkit

**Maria Kovacs, Ph.D.**

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# "DEPRESSION" CAN SIGNIFY A:

- **Feeling**  (transient subjective aspect of emotion)

- **Mood** (persistent emotional state)

- **Symptom or sign** (some evidence of disorder)

- **Syndrome**  (collection of symptoms & signs)

- **Psychiatric disorder**  (a specific syndrome with a characteristic course & outcome)

# SYMPTOMS & SIGNS OF DEPRESSIVE SYNDROMES

## Mood S$_x$

sad
irritable
blue
"blah"
anhedonic
uninterested

## Cognit./Beh. S$_x$

guilt
worthlessness
concentration ↓
wanting to die
suicidal behavior
self-deprecation
pessimism/hopelessness
social withdrawal

## Neuroveget. S

fatigue
appetite (↑↓)
sleep (↑↓)
agitation
retardation

**SYMPTOMS/SIGNS CAN BE EXPRESSED IN DIFFERENT WAYS BY DIFFERENT INDIVIDUALS**

# TYPES OF DEPRESSIVE DISORDERS

- Major depressive disorder (MDD)

- Dysthymic disorder (DD), "minor" or chronic depression

- Adjustment disorder with depressed mood (ADDM)

# DSM-*IV/**V CRITERIA:  DEPRESSIVE DISORDERS

|  | **MAJOR DEPRESSIVE D/O** | **DYSTHYMIC D/O** |
|---|---|---|
| **DURATION** | ≥ 2 weeks | ≥1 year for children |
| **SYMPTOMS** | 5/9 symptoms, including depressed/irritable mood or loss of interest | Depressed/irritable mood + 2/6 symptoms (not asymptomatic for ≥ 2 mos) |
| **SEVERITY** | Distress or functional impairment | Distress or functional impairment |
| **EXCLUSION** | Not due to drugs/ meds./medical d/o; [*not  bereav't/mixed episode]. **not scizophr. spectrum do/. | No MDD in Year 1.  Never manic/hypomanic/mixed/ cyclothymic; not during psychosis/due to drugs/ meds/medical d/o;** can have 2 yr chronic MDD |

# DSM-IV/V CRITERIA FOR ADJUSTMENT DISORDER WITH DEPRESSED MOOD

**ONSET**          **Within 3 months of onset of stressor**

**DURATION**      **No more than 6 months after stressor, or its consequences have ended**

**SYMPTOMS**     Predominant manifestations are depressive, e.g., depressed mood, tearfulness, hopelessness

**SEVERITY**      Distress "in excess" of what would be expected, or functional impairment

**EXCLUSION**    Does not meet criteria for other specific Axis I disorder; not an exacerbation of preexisting Axis I or II disorder; not bereavement

# DEVELOPMENTAL ASPECTS OF DEPRESSIVE DISORDERS

- **DSM-IV/V criteria include 2 accommodations for youth: mood can be irritable (MDD & DD), and 1 year is the minimum length of DD/ chronic major depression**

- **Studies show few consistent age-related changes in symptoms: in adolescents (vs. children) hypersomnia is more frequent & the clinical picture is more "physiological" \***

\*Baji et al., 2009; Weiss & Garber, 2003

# MAJOR DEPRESSIVE DISORDER IN REFERRED YOUTHS

- Episodic
- Average episode length ≈ 9 months
- High rate of recovery (90+%)
- High rate of recurrence (60+%)
- High rate of comorbid disorders
- High risk of suicidal behaviors
- Educational and social problems

Kovacs et al., 1993, 1994, 1997

# DYSTHYMIC DISORDER IN REFERRED YOUTHS

- **Chronic; waxes & wanes**
- **Average episode length ≈ 4 years**
- **High rate of recovery (90%+)**
- **High probability of MDD (60%+)**
- **High rate of comorbid disorders**
- **High risk of suicidal behaviors**
- **Educational and social problems**

Kovacs et al., 1993, 1994, 1997

# ADJUSTMENT DISORDER VS. OTHER DEPRESSIVE DISORDERS IN REFERRED YOUTHS

- **Few symptoms**
- **Shorter episode**
- **Lower rates of comorbid disorders**
- **Lower risk of suicidal behaviors**
- **Lower risk of educational and social problems**

Kovacs et al., 1994

# DEPRESSION IN CONTEXT

- It is frequently unrecognized or mis-identified in youngsters

- Depressed children often seem "bad" rather than sad: they may have "an attitude," be uncooperative & grumpy, & be socially unresponsive

- It is rarely the parent's primary complaint about the affected child

# SOME FACTS ABOUT DEPRESSIVE DISORDERS IN YOUTH: I

- **MDD and DD are familial:* 14%-30% of mothers of referred depressed children are depressed; 59% have sub-threshold symptoms; about 70% have a lifetime history of depression****

- **By the time they are in their 30's, 65% of the offspring of depressed parents will have at least one episode of MDD*****

*Kovacs et al., 1997; Williamson et al., 1995 **Ferro et al., 2000; Hammen et al., 1999; ***Weissman et al., 2006

# SOME FACTS ABOUT DEPRESSIVE DISORDERS IN YOUTH: II

- **Rates are similarly low in young boys and girls. But in mid-late adolescence, the rates increase markedly and become consistently higher in females***

- **Episode onset is typically associated with stressful life events (especially 1st episodes)****

*Costello et al.,2006; **Mayer et al., 2009

# ASSESSMENT OF DEPRESSION

**QUESTION**

**TOOL**

Does this child have a depressive disorder? ➔ ➔ Clinical diagnostic interview (semi-structured)

How depressed is this child? ➔ ➔ Standardized rating scales: CDI 2

# THE DIAGNOSTIC INTERVIEW:  PRO'S & CON'S

## "PRO'S"

- Comprehensive view of symptoms, functioning

- life-history based

- covers causal factors

- can rule out false positives (syndrome-no disorder)

- yields diagnoses

## "CON'S"

- Requires extensive training and experience

- time consuming

- requires interview with child and parent /adult informant

- resultant data are categorical (yes/no), not quantitative

# CDI 2

## Children's Depression Inventory 2nd Edition

*Maria Kovacs, Ph.D. & MHS Staff*

**TECHNICAL MANUAL**

The *Children's Depression Inventory 2nd Edition*™ (CDI 2™) is the latest update to the original CDI. Like its predecessor, the CDI 2 remains a highly valid and reliable comprehensive multirespondent assessment of depressive symptoms in youth aged 7 to 17 years. This update boasts a number of important refinements. The most significant change is the redevelopment of the CDI 2: Self-Report (CDI 2:SR); this updated version now contains several new items that truly center on childhood depression. Other changes include improved score interpretability, updated norms that are representative of the U.S. population, and a modernized design for all form versions.

The CDI 2 is a multi-informant assessment that can be completed by youths, parents, and teachers. Each form covers a wide range of depression-related content areas related to Emotional Problems and Functional Problems. The CDI 2:SR breaks down these content areas further into problems related to Negative Mood/Physical Symptoms, Ineffectiveness, Negative Self-Esteem, and Interpersonal Problems. The CDI 2: Self-Report (Short) form (CDI 2:SR[S]) is also available when time is limited, or when the aim is to determine if a youth might benefit from additional evaluation. When administered to respondent types, a more comprehensive picture of a youth's depressive symptoms can be obtained in various contexts. Available in both paper-and-pencil and computerized (software and online) versions, the CDI 2 is easily administered and scored. The CDI 2 is the perfect tool to accurately assess individuals and groups of youth, as a screener, or to evaluate the effectiveness of an existing treatment program.

This manual describes the CDI 2: its history, steps related to administration, scoring, and interpretation, as well as its development, standardization, reliability, and validity.

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Phone: 1.800.456.3003
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**CANADA**
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*(spine)* Children's Depression Inventory 2nd Edition™ (CDI 2™)

**MHS**

# THE CDI.2 TOOLKIT: PRO'S & CON'S

## "PROS"

- easy, economical

- alternate administrations (paper, web-based, PC based)

- computer scored; yields T-score standardized profiles

- allows multiple perspectives (self/parent/teacher)

- items can be used clinically

- low false positive rate

## "CONS"

- requires the ability to read and follow instructions

- requires some ability to self-reflect (child version), or accurately observe behavior (parent/teacher versions)

- limited response choices

- does not yield diagnoses

- can yield false negatives (particularly the child version)

# PRACTICAL FEATURES OF THE CDI.2 TOOLKIT

| Variable | Full-Length | Short | Parent | Teacher |
|---|---|---|---|---|
| # of items | 28 | 12 | 17 | 12 |
| Time needed | 15 min. | 5 min. | 10 min. | 5 min. |
| Format | multiple choice (0-2) | multiple choice (0-2) | Likert (0-3) | Likert (0-3) |
| Reading level | Grade 1.7 | Grade 1.5 | Grade 2 | Grade 2.2 |
| Scales | Emotional + Functional Problems + TOT | TOT only | Emotional + Functional Problems + TOT | |
| Subscales | Neg. mood/Phys. $S_x$ Neg. self-esteem Ineffectiveness Interpers. Problems | | | |

# WHAT IS NEW IN THE CDI.2 TOOLKIT?

* **Extended symptomatic coverage of full length version (e.g., hypersomnia, hyperphagia) + refinement of 3 items**

* **Up-to-date norms using a demographically representative group of 7- to 17-year-olds**

* **Parallel Primary Scales (Emotional/ Functional Problems) across the full-length, parent, & teacher forms**

# CHANGES IN THE CDI.2 CHILD VERSION

| Changes | Item # | Most symptomatic option |
|---------|--------|-------------------------|
| **New** | 26<br>27<br>28 | *I fall asleep during the day . . .*<br>*. . . I feel like I can't stop eating*<br>*. . .very hard to remember things* |
| **Edited** | 5<br>10<br>25 | *My family is better off without me*<br>*I feel cranky all the time*<br>*I get into arguments with friends. . .* |
| **Removed** | [6]<br>[26] | *. .terrible things will happen to me*<br>*I never do what I am told* |

# CDI.2 SCORES & THEIR MEANING

**Total Raw Score:**     mirrors the number of symptoms endorsed and/or their severity

**T-score on a given Scale or Subscale:**     mirrors how symptomatic the respondent is, compared to same-sexed, similar age peers in the normative sample (based on mean=50, SD=10)

**% rank on a given Scale or Subscale:**     mirrors how symptomatic the respondent is, as placing at or above a given %-ile, compared to same-sexed, similar age peers in the normative sample

# VERBAL LABELS FOR T-SCOREs, % RANKs

| T-Score | % Rank | Classification |
|---------|--------|----------------|
| 70+ | 98+ | **Very Elevated** (many more concerns than typically reported) |
| 65-69 | 93-97 | **Elevated** (more concerns than typically reported) |
| 60-64 | 84-92 | **High Average** (somewhat more concerns than typically reported) |
| 40-59 | 16-83 | **Average** (typical number of concerns reported) |
| <40 | <16 | **Low** (fewer concerns than typically reported) |

# CDI.2 T-SCORES ACROSS RESPONDENTS

| PARENT (*17-items*) TOTAL + | SELF (*28-items*) TOTAL + | TEACHER (*12-items*) TOTAL + |
|---|---|---|

**EMOTIONAL PROBLEMS**
(e.g., looks sad, cranky,   trouble sleeping)

**EMOTIONAL PROBLEMS**
(e.g. Negative Mood/Phys. Sympt., Negative Self-Esteem)

**EMOTIONAL PROBLEMS**
(e.g., looks sad, looks tired, seems lonely)

**FUNCTIONAL PROBLEMS**
(e.g., worse school performance, doesn't spend time with friends)

**FUNCTIONAL   PROBLEMS**
(e.g., Interpersonal Problems, Ineffectiveness)

**FUNCTIONAL PROBLEMS**
(e.g., has to push self to work, conflicts with others, worse school performance)

*Subscales*

**NEGATIVE MOOD/ PHYSICAL SYMPTOMS**
(e.g., sad, irritable, crying, fatigue, loss of appetite)

**NEGATIVE SELF-ESTEEM**
(e.g., feels unloved, negative self-view)

**INTERPERSONAL PROBLEMS**
(e.g., social avoidance, get into arguments)

**INEFFECTIVENESS**
(e.g., declined grades, can't do things)

**Figure 3.2. Sample CDI 2:SR Response Form: Front Page**



By Maria Kovacs, Ph.D.

**CDI 2 SELF-REPORT**

Name/ID: _Jennifer K._

Age: _16_   Grade: _11_   Sex: Male (Female) *Circle one*

Date of Birth: _1994_ / _8_ / _15_
                *Year*   *Month*   *Day*

Today's Date: _2010_ / _6_ / _4_
              *Year*   *Month*   *Day*

Kids sometimes have different feelings and ideas.

This form lists the feelings and ideas in groups. From each group of three sentences, pick **one** sentence that describes you best for the **past two weeks**. After you pick a sentence from the first group, go on to the next group.

There is no right or wrong answer. Just pick the sentence that best describes the way you have been recently. Put a mark like this ☒ next to your answer. Put the mark in the box next to the sentence that you pick.

Here is an example of how this form works. Try it. Put a mark next to the sentence that describes you best.

**Example:**
❑ I read books all the time.
❑ I read books once in a while.
❑ I never read books.

---

**Remember, for each item, pick out the sentence that describes you best in the PAST TWO WEEKS.**

| | |
|---|---|
| **Item 1**<br>☒ I am sad once in a while.<br>❑ I am sad many times.<br>❑ I am sad all the time. | **Item 6**<br>❑ I hate myself.<br>☒ I do not like myself.<br>❑ I like myself. |
| **Item 2**<br>❑ Nothing will ever work out for me.<br>☒ I am not sure if things will work out for me.<br>❑ Things will work out for me O.K. | **Item 7**<br>❑ All bad things are my fault.<br>❑ Many bad things are my fault.<br>☒ Bad things are not usually my fault. |
| **Item 3**<br>☒ I do most things O.K.<br>❑ I do many things wrong.<br>❑ I do everything wrong. | **Item 8**<br>☒ I do not think about killing myself.<br>❑ I think about killing myself but would not do it.<br>❑ I want to kill myself. |
| **Item 4**<br>❑ I have fun in many things.<br>❑ I have fun in some things.<br>☒ Nothing is fun at all. | **Item 9**<br>❑ I feel like crying every day.<br>☒ I feel like crying many days.<br>❑ I feel like crying once in a while. |
| **Item 5**<br>❑ I am important to my family.<br>☒ I am not sure if I am important to my family.<br>❑ My family is better off without me. | **Item 10**<br>☒ I feel cranky all the time.<br>❑ I feel cranky many times.<br>❑ I am almost never cranky. |

*continued on back page...*

**Figure 3.5. Sample CDI 2:SR Response Form: Page 3**

By Maria Kovacs, Ph.D.

## CDI2 SELF-REPORT Profile

Name/ID: _Jennifer K._   Date of Birth: _1994_ / _8_ / _15_ (Year / Month / Day)

Age: _16_   Grade: _11_   Sex: Male (Female) *Circle one*   Today's Date: _2010_ / _6_ / _4_ (Year / Month / Day)

**Instructions:**
1. Circle the Raw Scores from the Scoring Grid for each scale and subscale under the appropriate age column.
2. Follow the row across to find the corresponding *T*-score and classification for each scale and subscale.
3. Transfer the *T*-scores to the appropriate boxes at the bottom of the page.
4. Connect the seven circled values with straight lines to form a profile.

### Females

| T | Total 7–12 | Total 13–17 | Emotional Problems 7–12 | Emotional Problems 13–17 | Negative Mood/Physical Symptoms 7–12 | Negative Mood/Physical Symptoms 13–17 | Negative Self-Esteem 7–12 | Negative Self-Esteem 13–17 | Functional Problems 7–12 | Functional Problems 13–17 | Ineffectiveness 7–12 | Ineffectiveness 13–17 | Interpersonal Problems 7–12 | Interpersonal Problems 13–17 | T | Classification |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90+ | 28+ | 39+ | 16+ | 23+ | 11+ | 16+ | 7+ | 9+ | 15+ | 19+ | 11+ | 15+ | 6+ | (6+) | 90+ | |
| 89 | 27 | 38 | | 22 | | 15 | | | 14 | | | | | | 89 | |
| 88 | | 37 | | | 10 | 15 | 6 | 8 | | 18 | | 14 | 5 | | 88 | |
| 87 | 26 | | 15 | | | | | | | | | | | | 87 | |
| 86 | | 36 | | 21 | | 14 | | | | | 10 | | | | 86 | |
| 85 | 25 | 35 | | | | | | | 13 | 17 | | 13 | | | 85 | |
| 84 | 24 | 34 | 14 | 20 | | | | | | 16 | | | | | 84 | |
| 83 | | 33 | | | 9 | 13 | | | | | | | | 5 | 83 | |
| 82 | 23 | | | 19 | | | | 7 | 12 | | | | | | 82 | |
| 81 | | 32 | 13 | | | | | | | | 9 | 12 | | | 81 | Very Elevated |
| 80 | 22 | 31 | | 18 | | | 5 | | | 15 | | | | | 80 | |
| 79 | | 30 | | | | 12 | | | | | | | 4 | | 79 | |
| 78 | 21 | | 12 | 17 | 8 | | | | 11 | | | 11 | | | 78 | |
| 77 | | 29 | | | | | | | | 14 | 8 | | | | 77 | |
| 76 | 20 | 28 | | 16 | | 11 | | 6 | | | | | | | 76 | |
| 75 | | 27 | 11 | | | | | | 10 | | | | | | 75 | |
| 74 | 19 | | | | 7 | | | | | 13 | | 10 | | 4 | 74 | |
| 73 | 18 | 26 | | 15 | | (10) | | | | | | | | | 73 | |
| 72 | | 25 | 10 | | | | | | | 12 | 7 | | | | 72 | |
| 71 | 17 | (24) | | (14) | | | 4 | | 9 | | | 9 | | | 71 | |
| 70 | | | | | | 9 | | 5 | | | | | 3 | | 70 | |
| 69 | 16 | 23 | 9 | 13 | 6 | | | | | 11 | | | | | 69 | |
| 68 | | 22 | | | | | | | 8 | | | | | | 68 | Elevated |
| 67 | 15 | 21 | | 12 | | 8 | | | | | 6 | 8 | | | 67 | |
| 66 | | 20 | 8 | | | | | | | (10) | | | | 3 | 66 | |
| 65 | 14 | | | 11 | 5 | | | | | | | | | | 65 | |
| 64 | 13 | 19 | | | | | | (4) | 7 | | | | | | 64 | |
| 63 | | 18 | 7 | 10 | | 7 | 3 | | | 9 | 5 | 7 | | | 63 | |
| 62 | 12 | 17 | | | | | | | | | | | | | 62 | High Average |
| 61 | | | | 9 | | | | | 6 | 8 | | | 2 | | 61 | |
| 60 | 11 | 16 | 6 | | 4 | 6 | | | | | | 6 | | | 60 | |
| 59 | | 15 | | | | | | | | | | | | | 59 | |
| 58 | 10 | 14 | | 8 | | | | 3 | | 7 | 4 | | | 2 | 58 | |
| 57 | | | 5 | | | 5 | | | 5 | | | | | | 57 | |
| 56 | 9 | 13 | | 7 | | | | | | | | 5 | | | 56 | |
| 55 | 8 | 12 | | | 3 | | 2 | | | 6 | | | | | 55 | |
| 54 | | 11 | 4 | 6 | | 4 | | | 4 | | | | | | 54 | |
| 53 | 7 | | | | | | | | | | 3 | (4) | | | 53 | |
| 52 | | 10 | | 5 | | | | 2 | | 5 | | | 1 | | 52 | |
| 51 | 6 | 9 | 3 | | 2 | 3 | | | | | | | | | 51 | |
| 50 | | 8 | | 4 | | | | | 3 | | | | | | 50 | Average or Lower |
| 49 | 5 | 7 | | | | | | | | 4 | 2 | 3 | | 1 | 49 | |
| 48 | | | 2 | 3 | | 2 | | | 2 | 3 | | | | | 48 | |
| 47 | 4 | 6 | | | | | | | | | | | | | 47 | |
| 46 | 3 | 5 | | | 1 | | 1 | 1 | | | | | | | 46 | |
| 45 | | 4 | 1 | 2 | | | | | | | | 2 | | | 45 | |
| 44 | 2 | | | | | 1 | | | | 2 | 1 | | | | 44 | |
| 43 | | 3 | | 1 | | | | | 1 | | | | | | 43 | |
| 42 | 1 | 2 | 0 | | 0 | | 0 | | | | | 1 | 0 | | 42 | |
| 41 | | 1 | | 0 | | 0 | | 0 | | 1 | | | | 0 | 41 | |
| ≤40 | 0 | 0 | | | | | 0 | 0 | 0 | 0 | 0 | 0 | | | ≤40 | |

| T= 24 | T= 14 | T= 10 | T= 4 | T= 10 | T= 4 | T= 6 |
|---|---|---|---|---|---|---|

*male profile on the back page...*

**Figure 3.9.   Sample CDI 2:P Response Form: Page 1**

By Maria Kovacs, Ph.D.

**CDI 2 PARENT**

Child's Name/ID: _Jennifer K._   Sex: Male (Female) Circle One

Parent's Name/ID: _Mrs. K._   Date of Birth: _1994_ / _8_ / _15_ (Year / Month / Day)

Relationship to Child: _Mother_   Today's Date: _2010_ / _6_ / _4_ (Year / Month / Day)

Child's Age: _16_   Child's Grade: _11_

### Instructions:

For each of the statements below, select one response that best describes your observations of your child in the **PAST TWO WEEKS**.

Indicate your response for each item by **circling** the number that best corresponds to your choice. You may change an item response by drawing an ✗ through your original choice and selecting a new response.

Remember, for each statement, pick **one** answer that best describes your observations of your child in the **PAST TWO WEEKS**.

| My child... | Not at all | Some of the time | Often | Much or most of the time |
|---|---|---|---|---|
| 1. looks sad. | (0) | 1 | 2 | 3 |
| 2. has fun. | (0) | 1 | 2 | 3 |
| 3. does not like himself or herself. | 0 | 1 | (2) | 3 |
| 4. blames himself or herself for things. | (0) | 1 | 2 | 3 |
| 5. cries or looks tearful. | (0) | 1 | 2 | 3 |
| 6. is cranky or irritable. | 0 | 1 | 2 | (3) |
| 7. enjoys being with people. | (0) | 1 | 2 | 3 |
| 8. thinks that he or she is ugly. | 0 | 1 | (2) | 3 |
| 9. has to push himself or herself to do schoolwork. | (0) | 1 | 2 | 3 |
| 10. has trouble sleeping at night. | 0 | (1) | (✗) | 3 |
| 11. looks tired or fatigued. | 0 | (1) | 2 | 3 |
| 12. seems lonely. | 0 | 1 | 2 | (3) |
| 13. enjoys school. | 0 | (1) | 2 | 3 |
| 14. spends time with friends. | (0) | 1 | 2 | 3 |
| 15. is showing worse school performance than before. | (0) | 1 | 2 | 3 |
| 16. does what he or she is told. | 0 | 1 | 2 | (3) |
| 17. has disagreements and conflicts with others. | 0 | 1 | 2 | (3) |

By Maria Kovacs, Ph.D.

# CDI 2
## PARENT Profile

Child's Name/ID: Jennifer K.

Parent's Name: Mrs. K

Relationship to Child: Mother

Sex: Male (Female) — Circle One

Today's Date: 2010 / 6 / 4 (Year / Month / Day)

Child's Age: 16    Child's Grade: 11

## Instructions:
1. Circle the Raw Scores from the Scoring Grid for each scale under the appropriate sex and age column.
2. Follow the corresponding row across to find the corresponding *T*-score and classification for each scale.
3. Transfer the *T*-scores to the appropriate boxes at the bottom of the page.
4. Connect the three circled values with straight lines to form a profile.

| T | Females Total 7-12 | Total 13-17 | Emotional Problems 7-12 | Emotional Problems 13-17 | Functional Problems 7-12 | Functional Problems 13-17 | Classification | Males Total 7-12 | Total 13-17 | Emotional Problems 7-12 | Emotional Problems 13-17 | Functional Problems 7-12 | Functional Problems 13-17 | T |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90+ | 39+ | 42+ | 22+ | 21+ | 21+ | 22+ | Very Elevated | 39+ | 37+ | 20+ | 17+ | 23+ | 22+ | 90+ |
| 89 | 38 | 41 | | 21 | 20 | | | 38 | 36 | | | | | 89 |
| 88 | 37 | 40 | 20 | | | | | | | 19 | | 22 | 21 | 88 |
| 87 | | 39 | | | | 21 | | 37 | 35 | | 16 | | | 87 |
| 86 | 36 | | | 20 | 19 | | | 36 | 34 | | | | | 86 |
| 85 | 35 | 38 | 19 | | | 20 | | | | 18 | | 21 | 20 | 85 |
| 84 | 34 | 37 | | 19 | 18 | | | 35 | 33 | | 15 | | | 84 |
| 83 | | 36 | 18 | | | | | 34 | 32 | | | 20 | 19 | 83 |
| 82 | 33 | | | | | 19 | | | | 17 | | | | 82 |
| 81 | 32 | 35 | | 18 | 17 | | | 33 | 31 | | 14 | 19 | | 81 |
| 80 | | 34 | 17 | | | 18 | Very Elevated | 32 | 30 | 16 | | | 18 | 80 |
| 79 | 31 | 33 | | 17 | | | | 31 | | | | | | 79 |
| 78 | 30 | | 16 | | 16 | | | | 29 | | 13 | 18 | 17 | 78 |
| 77 | 29 | 32 | | | | 17 | | 30 | 28 | 15 | | | | 77 |
| 76 | | 31 | 15 | 16 | 15 | | | 29 | | | | 17 | | 76 |
| 75 | 28 | 30 | | 15 | | 16 | | | 27 | 14 | 12 | | 16 | 75 |
| 74 | 27 | | | 15 | | | | 28 | 26 | | | | | 74 |
| 73 | | 29 | 14 | | 14 | | | 27 | | | | 16 | | 73 |
| 72 | 26 | 28 | | 14 | | 15 | | | 25 | 13 | 11 | | 15 | 72 |
| 71 | 25 | 27 | 13 | | | | | 26 | 24 | | | 15 | | 71 |
| 70 | 24 | | | | 13 | | | 25 | | | | | 14 | 70 |
| 69 | | 26 | | 13 | | 14 | | 24 | 23 | 12 | 10 | 14 | | 69 |
| 68 | 23 | 25 | 12 | | 12 | | | | 22 | | | | | 68 |
| 67 | 22 | 24 | | 12 | | 13 | Elevated | 23 | | 11 | | | 13 | 67 |
| 66 | 21 | | 11 | | | | | 22 | 21 | | 9 | 13 | | 66 |
| 65 | | 23 | | | 11 | | | | 20 | | | | 12 | 65 |
| 64 | 20 | 22 | | 11 | | 12 | | 21 | | 10 | | 12 | | 64 |
| 63 | 19 | 21 | 10 | | 10 | | | 20 | 19 | | 8 | | | 63 |
| 62 | | | | 10 | | 11 | High Average | 19 | 18 | 9 | | | 11 | 62 |
| 61 | 18 | 20 | 9 | | | | | | | | | 11 | | 61 |
| 60 | 17 | 19 | | | 9 | | | 18 | 17 | | 7 | | 10 | 60 |
| 59 | 16 | 18 | | 9 | | 10 | | 17 | 16 | 8 | | 10 | | 59 |
| 58 | | | 8 | | | | | | | | | | | 58 |
| 57 | 15 | 17 | | 8 | 8 | 9 | | 16 | 15 | | 6 | | 9 | 57 |
| 56 | 14 | 16 | 7 | | | | | 15 | 14 | 7 | | 9 | | 56 |
| 55 | | 15 | | | 7 | | | | | | | | | 55 |
| 54 | 13 | | 6 | 7 | | 8 | | 14 | 13 | 6 | | 8 | 8 | 54 |
| 53 | 12 | 14 | | | | | | 13 | 12 | | 5 | | | 53 |
| 52 | 11 | 13 | | 6 | 6 | 7 | | 12 | | | | 7 | 7 | 52 |
| 51 | | 12 | 5 | | | | | | 11 | 5 | | | | 51 |
| 50 | 10 | | | 5 | | | Average | 11 | 10 | | 4 | | | 50 |
| 49 | 9 | 11 | 4 | | 5 | 6 | | 10 | | 4 | | 6 | 6 | 49 |
| 48 | | 10 | | | | | | | 9 | | | | | 48 |
| 47 | 8 | 9 | | 4 | 4 | 5 | | 9 | 8 | | 3 | 5 | 5 | 47 |
| 46 | 7 | | 3 | | | | | 8 | | 3 | | | | 46 |
| 45 | 6 | 8 | | 3 | | | | 7 | 7 | | | | | 45 |
| 44 | | 7 | 2 | | 3 | 4 | | | 6 | | 2 | 4 | 4 | 44 |
| 43 | 5 | 6 | | | | | | 6 | | 2 | | | | 43 |
| 42 | 4 | | | 2 | 2 | 3 | | 5 | 5 | | | 3 | | 42 |
| 41 | 3 | 5 | 1 | | | | | | 4 | 1 | 1 | | 3 | 41 |
| 40 | | 4 | | 1 | | | | 4 | | | | 2 | | 40 |
| 39 | 2 | 3 | 0 | | 1 | 2 | Low | 3 | 3 | | | | 2 | 39 |
| 38 | 1 | | | | | | | | 2 | 0 | 0 | | | 38 |
| 37 | | 2 | | 0 | | 1 | | 2 | | | | 1 | | 37 |
| 36 | | 1 | | | 0 | | | 1 | 1 | | | | 1 | 36 |
| ≤35 | 0 | | | | | | | 0 | 0 | | | 0 | 0 | ≤35 |
| | | 0 | | | | 0 | | | | | | | | |

T = 26    T = 12    T = 14    T =    T =    T =

MHS

**Figure 3.12. Sample CDI 2:T Response Form: Page 1**

By Maria Kovacs, Ph.D.

**CDI 2 TEACHER**

Child's Name/ID: _Jennifer K._     Sex: Male (Female) Circle One

Teacher's Name/ID: _Mr. B_     Date of Birth: _1994_ / _8_ / _15_ (Year / Month / Day)

Child's Age: _16_     Child's Grade: _11_     Today's Date: _2010_ / _6_ / _4_ (Year / Month / Day)

**Instructions:**

For each of the statements below, select one response that best describes your observations of the student in the **PAST TWO WEEKS**.

Indicate your response for each item by **circling** the number that best corresponds to your choice. You may change an item response by drawing an ✗ through your original choice and selecting a new response.

Remember, for each statement, pick **one** answer that best describes your observations of the student in the **PAST TWO WEEKS**.

| The student... | Not at all | Some of the time | Often | Much or most of the time |
|---|---|---|---|---|
| 1. looks sad. | (0) | 1 | 2 | 3 |
| 2. cries or looks tearful. | (0) | 1 | 2 | 3 |
| 3. is cranky or irritable. | 0 | 1 | 2 | (3) |
| 4. enjoys being with people. | 0 | (1) | 2 | 3 |
| 5. has to push himself or herself to do schoolwork. | (0) | 1 | 2 | 3 |
| 6. looks tired or fatigued. | 0 | 1 | (2) | 3 |
| 7. seems lonely. | 0 | (1) | 2 | 3 |
| 8. enjoys school. | 0 | 1 | (2) | 3 |
| 9. spends time with friends or other students. | 0 | (1) | 2 | 3 |
| 10. is showing worse school performance than before. | (0) | 1 | 2 | 3 |
| 11. is cooperative. | 0 | 1 | 2 | (3) |
| 12. has disagreements and conflicts with others. | (⊗) | (1) | 2 | 3 |

By Maria Kovacs, Ph.D.

# CDI 2
## TEACHER Profile

Child's Name/ID: _Jennifer K._  Sex: Male (Female) Circle One
Teacher's Name/ID: _Mr. B_  Date of Birth: _1994_ / _8_ / _15_ (Year / Month / Day)
Child's Age: _16_  Child's Grade: _11_  Today's Date: _2010_ / _6_ / _4_ (Year / Month / Day)

## Instructions:
1. Circle the Raw Scores from the Scoring Grid for each scale under the appropriate sex and age column.
2. Follow the corresponding row across to find the corresponding T-score and classification for each scale.
3. Transfer the T-scores to the appropriate boxes at the bottom of the page.
4. Connect the three circled values with straight lines to form a profile.

| T | Females Total 7–12 | Females Total 13–17 | Emotional Problems 7–12 | Emotional Problems 13–17 | Functional Problems 7–12 | Functional Problems 13–17 | Classification | Males Total 7–12 | Males Total 13–17 | Emotional Problems 7–12 | Emotional Problems 13–17 | Functional Problems 7–12 | Functional Problems 13–17 | T |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90+ | 24+ | 33+ | 11+ | 13+ | 17+ | | Very Elevated | | 33+ | | 12+ | | | 90+ |
| 89 | | 32 | | | | 16 | | | | | | | | 89 |
| 88 | 23 | 31 | | | | | | 36 | 32 | 15 | | | | 88 |
| 87 | | | 10 | 12 | | 21 | | 35 | 31 | | | | | 87 |
| 86 | 22 | 30 | | | 15 | | | | | | 11 | | | 86 |
| 85 | | 29 | | | | 20 | | 34 | 30 | 14 | | | 21 | 85 |
| 84 | | | | | | | | 33 | 29 | | | | | 84 |
| 83 | 21 | 28 | | 11 | 14 | | | | | | | 21 | 20 | 83 |
| 82 | | 27 | 9 | | | 19 | | 32 | 28 | | 10 | | | 82 |
| 81 | 20 | | | | | | | 31 | 27 | 13 | | 20 | 19 | 81 |
| 80 | | 26 | | | 13 | 18 | | 30 | | | | | | 80 |
| 79 | 19 | | | 10 | | | | | 26 | | | | | 79 |
| 78 | | 25 | 8 | | | 17 | | 29 | 25 | 12 | 9 | 19 | 18 | 78 |
| 77 | 18 | 24 | | | 12 | | | 28 | | | | | | 77 |
| 76 | | | | | | | | | 24 | | | 18 | 17 | 76 |
| 75 | 17 | 23 | | 9 | | 16 | | 27 | 23 | 11 | | | | 75 |
| 74 | | 22 | | | 11 | | | 26 | | | 8 | 17 | 16 | 74 |
| 73 | 16 | | 7 | | | 15 | | 25 | 22 | | | | | 73 |
| 72 | | 21 | | 8 | | | | | 21 | 10 | | 16 | 15 | 72 |
| 71 | | | | | | 14 | | 24 | | | | | | 71 |
| 70 | 15 | 20 | | | 10 | | | 23 | 20 | | 7 | 15 | 14 | 70 |
| 69 | | 19 | 6 | | | 13 | | | | 9 | | | | 69 |
| 68 | 14 | | | 7 | | | Elevated | 22 | 19 | | | 14 | | 68 |
| 67 | | 18 | | | 9 | | | 21 | 18 | | | | 13 | 67 |
| 66 | 13 | 17 | | | | 12 | | 20 | | 8 | 6 | 13 | 12 | 66 |
| 65 | | | | | | | | | 17 | | | | | 65 |
| 64 | 12 | 16 | 5 | 6 | 8 | 11 | High Average | 19 | 16 | | | | | 64 |
| 63 | | 15 | | | | | | 18 | | | | 12 | 11 | 63 |
| 62 | 11 | | | | | 10 | | | 15 | 7 | 5 | | | 62 |
| 61 | | 14 | | | 7 | | | 17 | 14 | | | 11 | 10 | 61 |
| 60 | 10 | | | 5 | | 9 | | 16 | | | | | | 60 |
| 59 | | 13 | 4 | | | | | | 13 | 6 | | 10 | 9 | 59 |
| 58 | 9 | 12 | | | 6 | | | 15 | 12 | | 4 | | | 58 |
| 57 | | | | | | 8 | | 14 | | | | 9 | | 57 |
| 56 | | 11 | | 4 | | | | 13 | 11 | 5 | | | 8 | 56 |
| 55 | 8 | 10 | 3 | | 5 | 7 | | | 10 | | | | | 55 |
| 54 | | | | | | | | 12 | | | 3 | 8 | 7 | 54 |
| 53 | 7 | 9 | | 3 | | 6 | | 11 | 9 | 4 | | | | 53 |
| 52 | | | | | | | | | 8 | | | 7 | 6 | 52 |
| 51 | 6 | 8 | | | | 5 | | 10 | | | | | | 51 |
| 50 | | 7 | 2 | | | | Average or Lower | 9 | 7 | 3 | 2 | 6 | 5 | 50 |
| 49 | 5 | | | 2 | 3 | | | 8 | 6 | | | | | 49 |
| 48 | | 6 | | | | 4 | | | | | | 5 | 4 | 48 |
| 47 | 4 | 5 | | | | | | 7 | 5 | 2 | | | | 47 |
| 46 | | | | | | 3 | | 6 | | | 1 | 4 | 3 | 46 |
| 45 | 3 | 4 | 1 | 1 | 2 | | | | 4 | | | | | 45 |
| 44 | | 3 | | | | 2 | | 5 | 3 | 1 | | 3 | | 44 |
| 43 | 2 | | | | | | | 4 | | | | | 2 | 43 |
| 42 | | 2 | | | 1 | | | 3 | 2 | | 0 | | | 42 |
| 41 | | | 0 | 0 | | 1 | | | 1 | | | 2 | 1 | 41 |
| ≤40 | 0–1 | 0–1 | | | 0 | 0 | | 0–2 | 0 | 0 | | 0–1 | 0 | ≤40 |

T= 12    T= 6    T= 6    T=    T=    T=

MHS

# USES OF THE CDI.2

- As part of a broader functional evaluation

- For system-wide screening

- To track responses to intervention

- Administer to single or multiple respondents, 1 or more times

# MULTI-INFORMANT CDI.2 RESULTS CAN BE USED IN TWO WAYS

**INTERPRET THE SCALE/SUBSCALE PROFILES/SCORES**

**USE THE ITEM RESPONSES CLINICALLY**

# INTERPRETATION OF SCALE/SUBSCALE SCORES CAN FOCUS ON

## COHERENCE OF RESPONSE PATTERNS ACROSS INFORMANTS

## ELEVATED SCORES IN A PARTICULAR PROFILE

# MULTI-INFORMANT CDI.2 RESULTS PROVIDE INFORMATION ON

- **cross-setting persistence of symptoms (parent vs. teacher CDI 2)**

- **extent of observable (vs. subjective) depression (parent & teacher CDI 2)**

- **parent-child agreement regarding child's problems (child vs. parent CDI 2)**

- **parents' agreement regarding child's problems (mother's vs. father's CDI 2)**

- **areas of <u>particular</u> vulnerability (child + parent + teacher CDI 2)**

# COMPARING SCORES WITHIN & ACROSS RESPONDENTS OR RE-TESTS

*REMEMBER:*

## TEST SCORES HAVE ERROR COMPONENTS

*(REFLECTED IN THE STANDARD ERROR OF MEASUREMENT)*

⬇

## TABLES IN THE MANUAL SPECIFY THE SCORE DIFFERENCE NEEDED FOR A "RELIABLE DIFFERENCE"

**Case Example 1 - Child**

Case Example 1 – Child, Parent, & Teacher
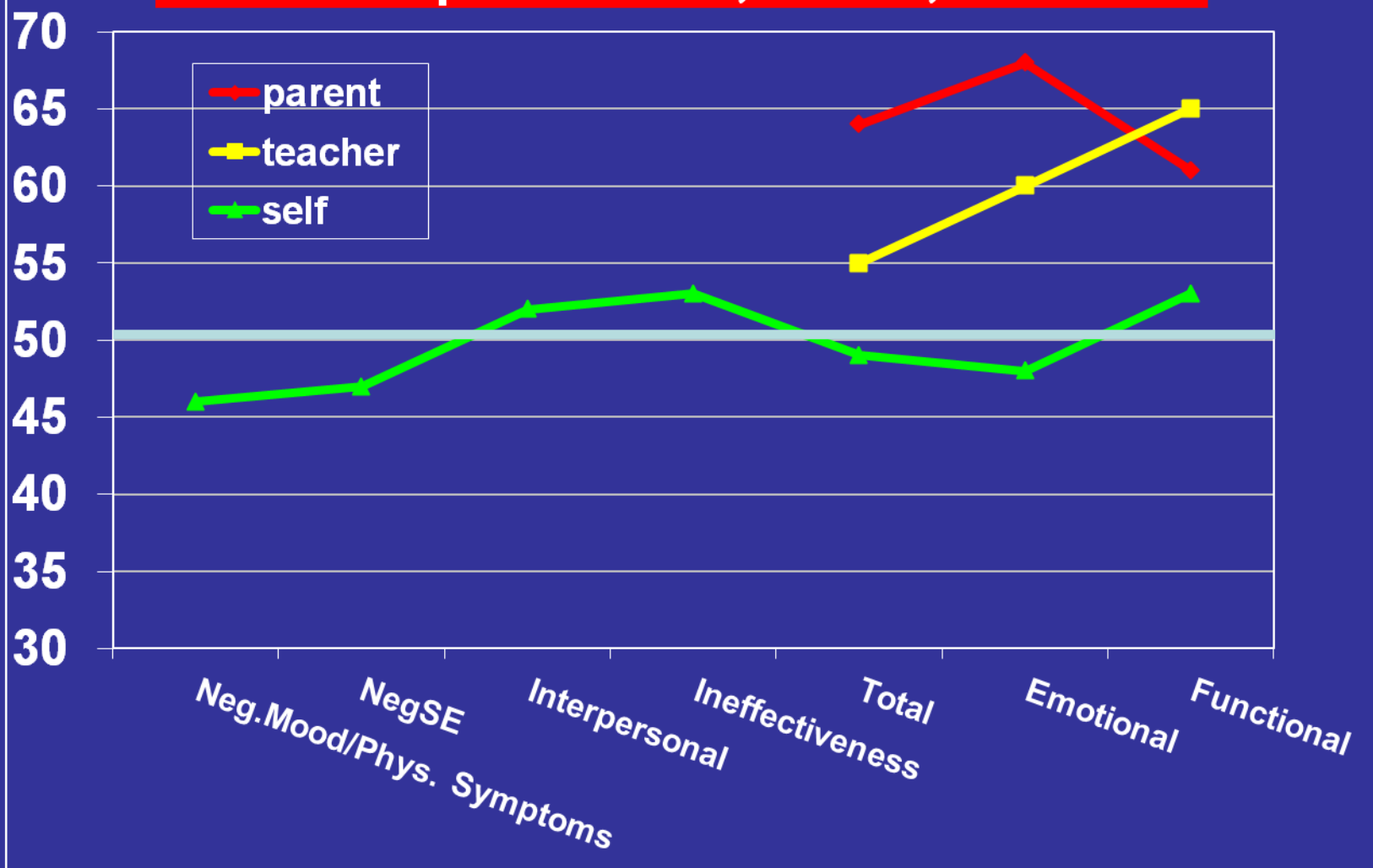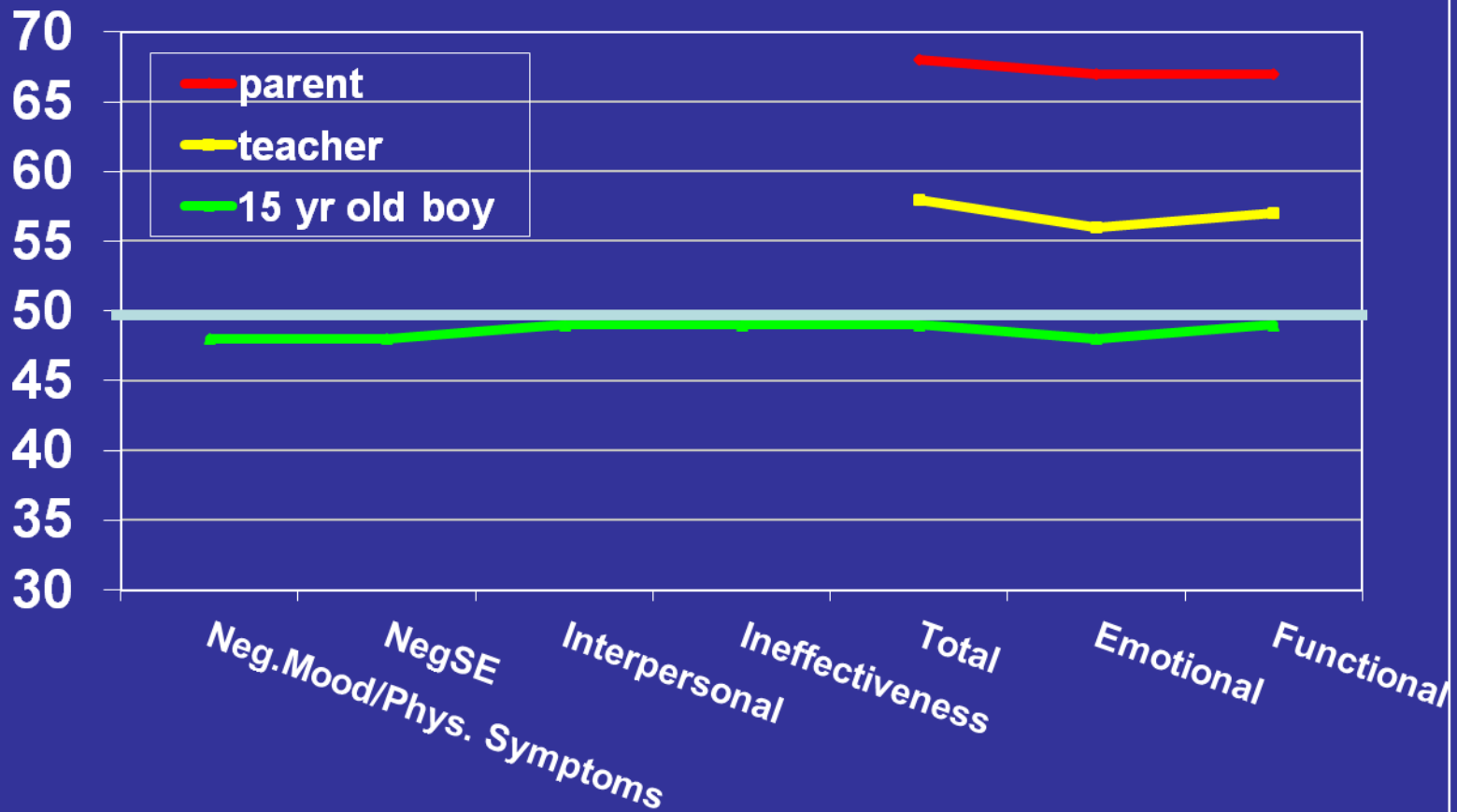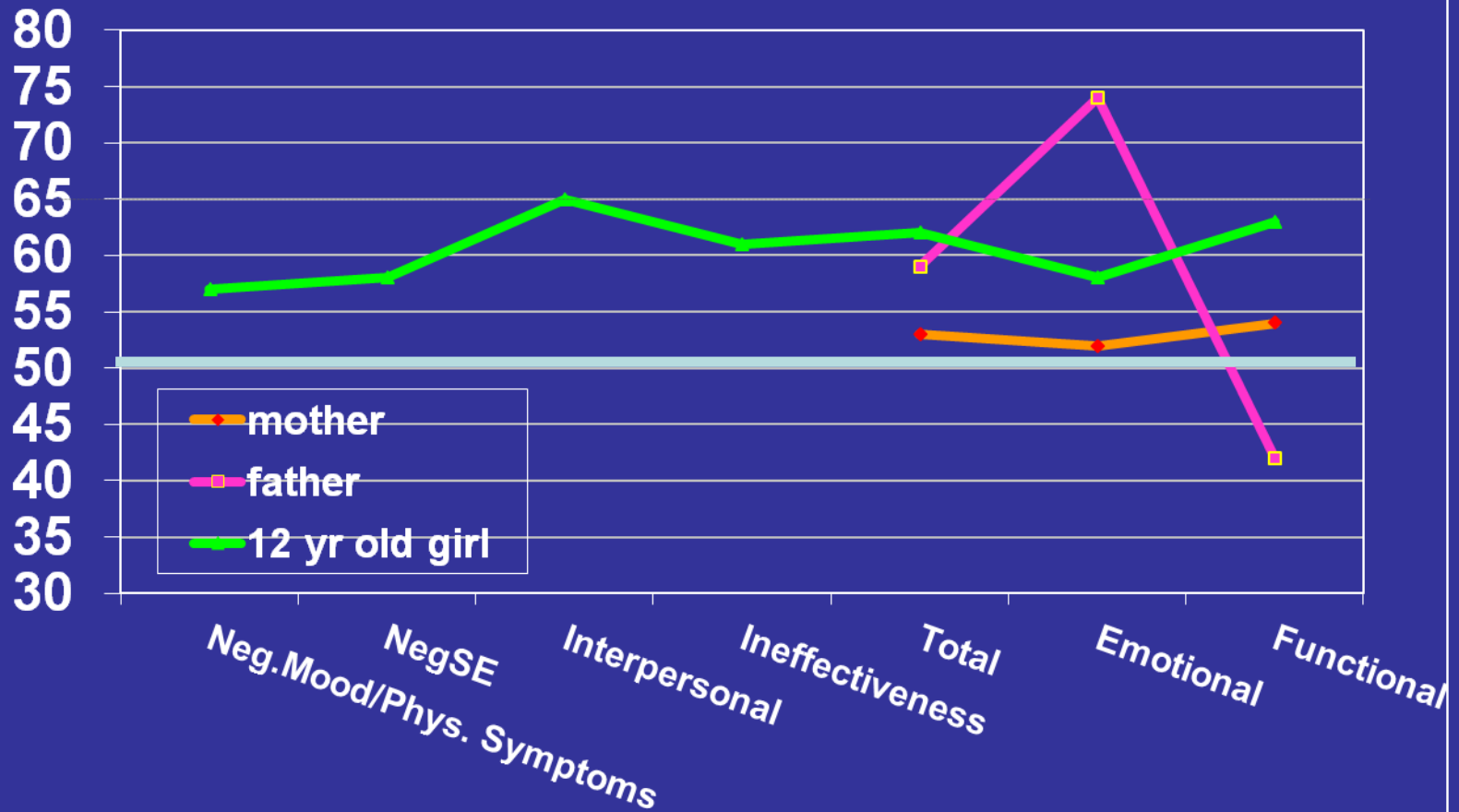
**Case Example 2**

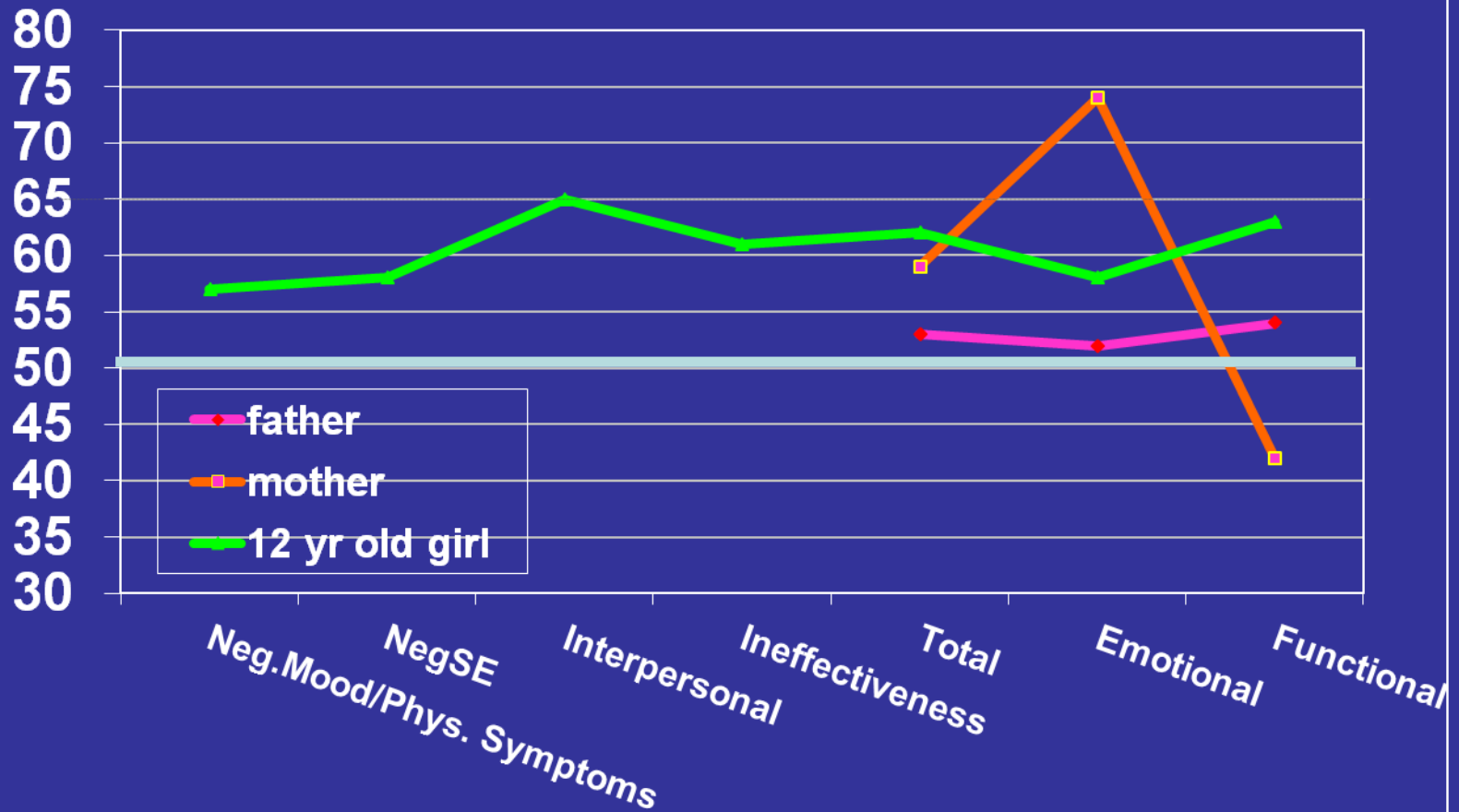Case Example 3
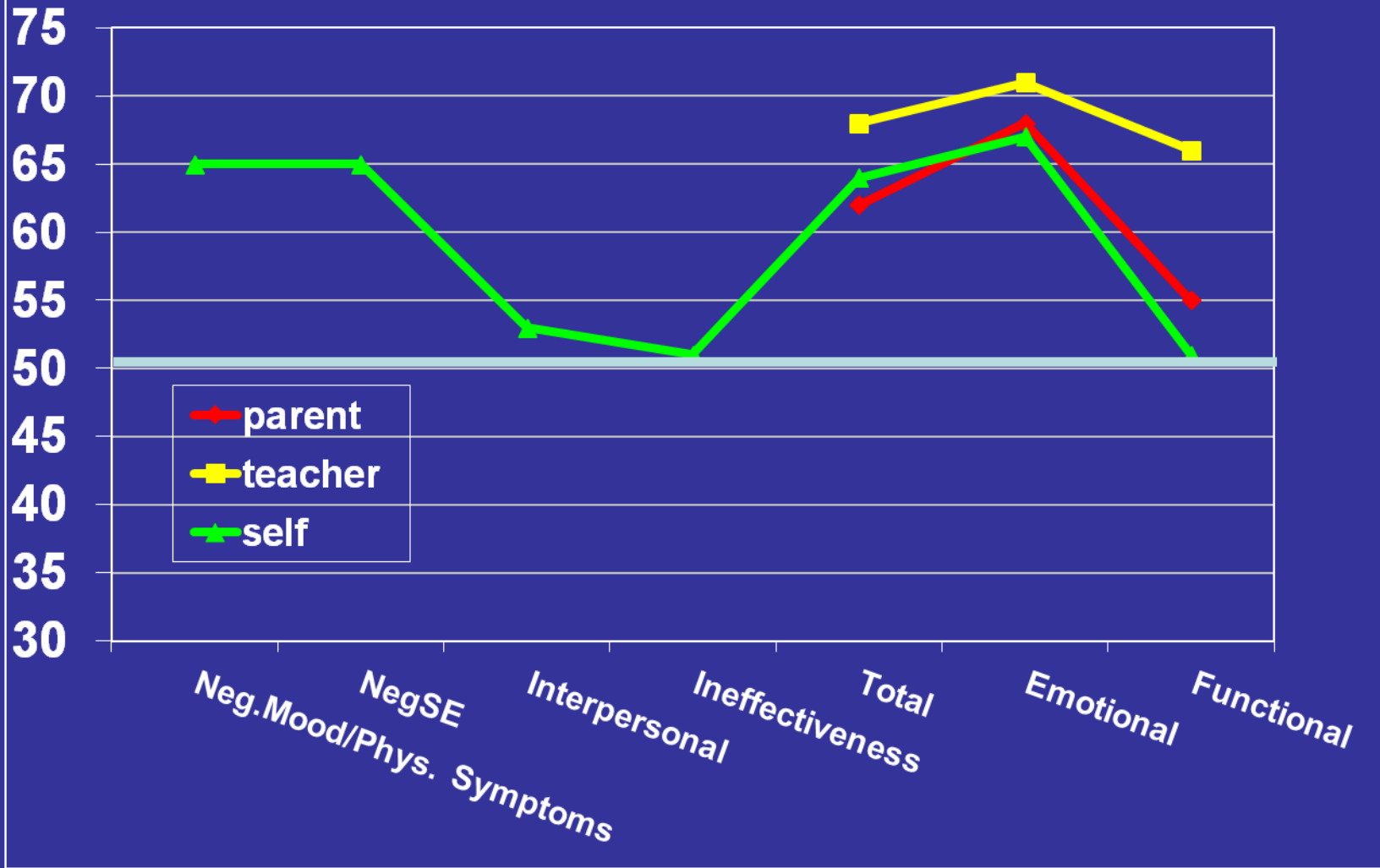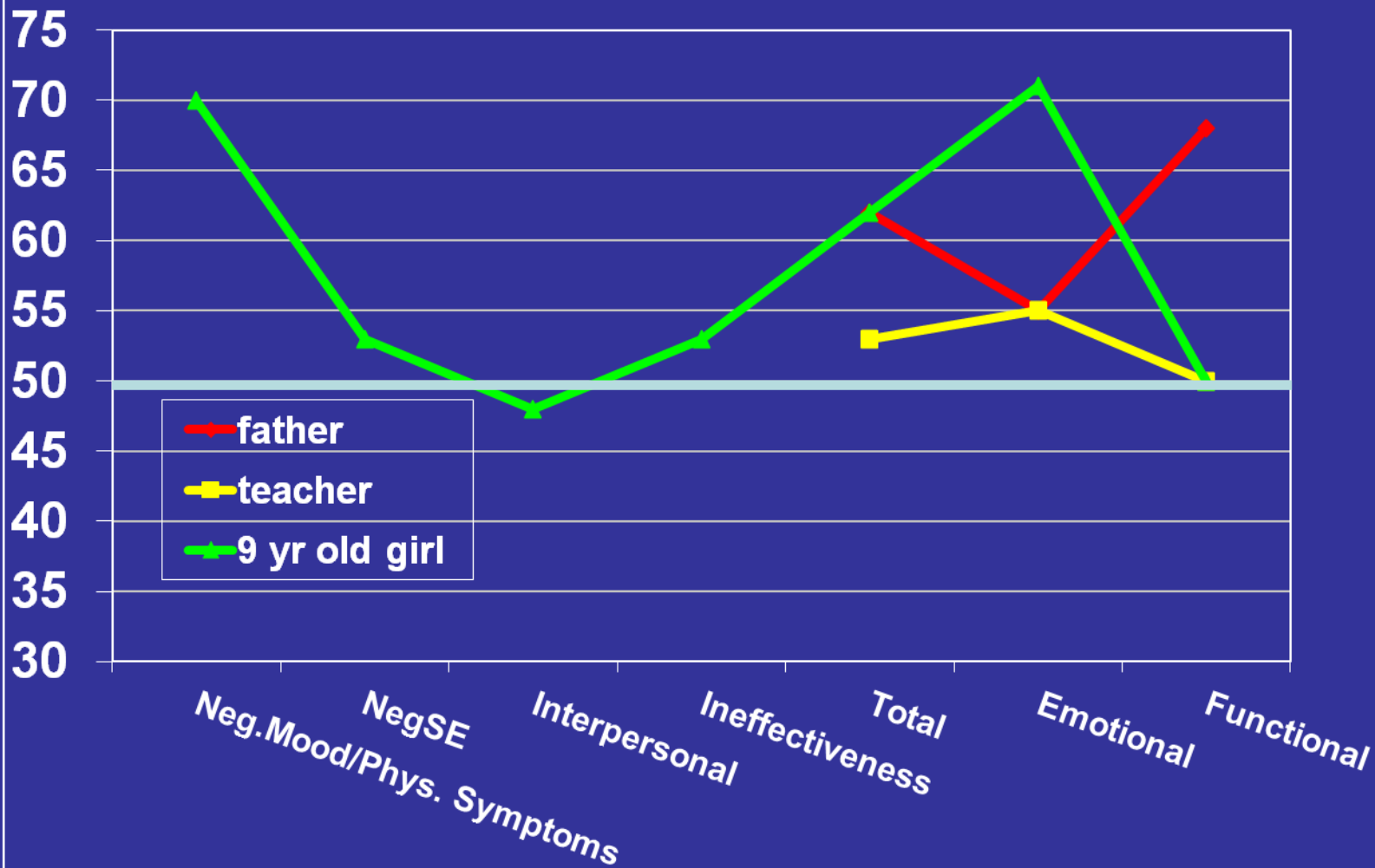
Case Example 4b
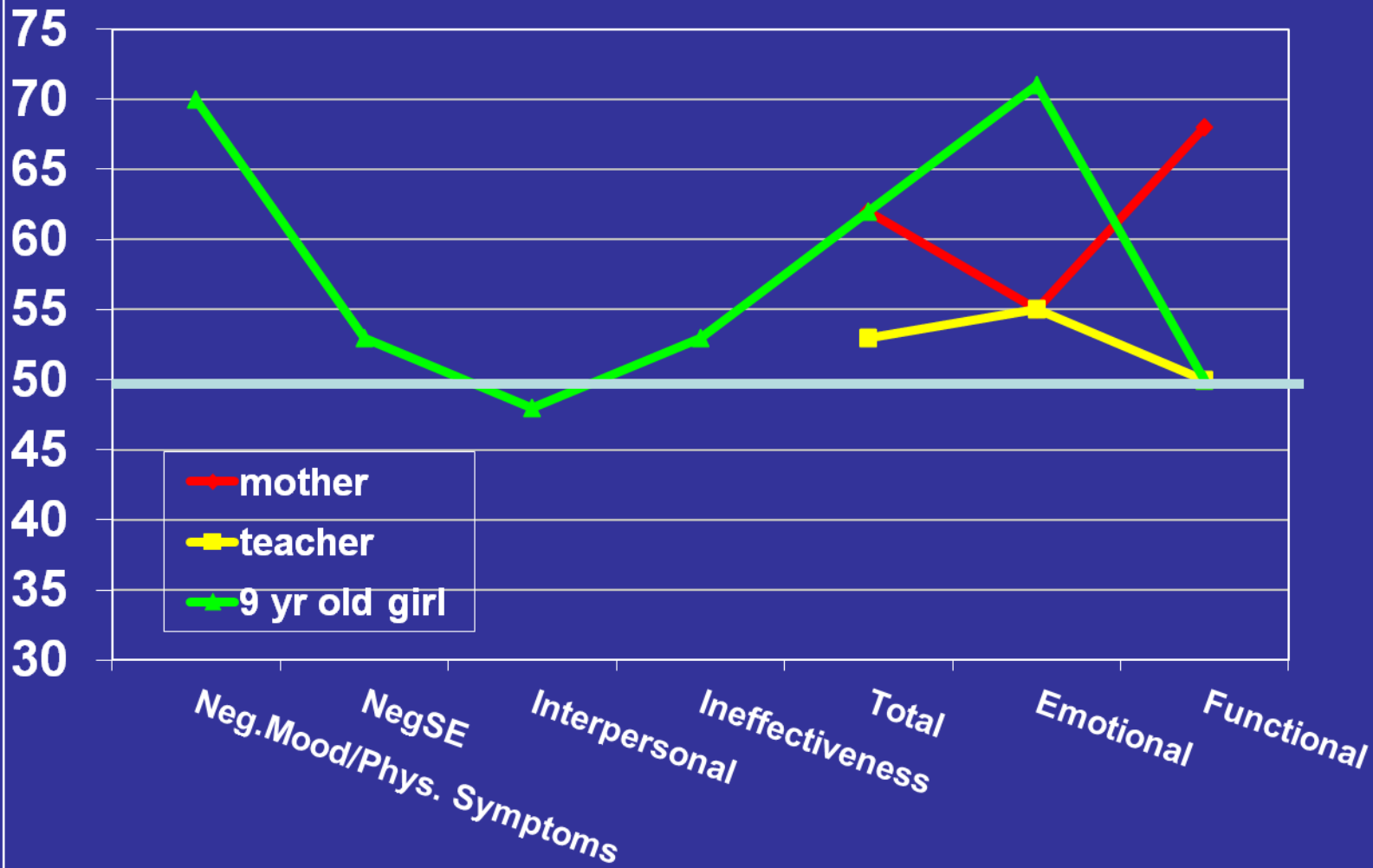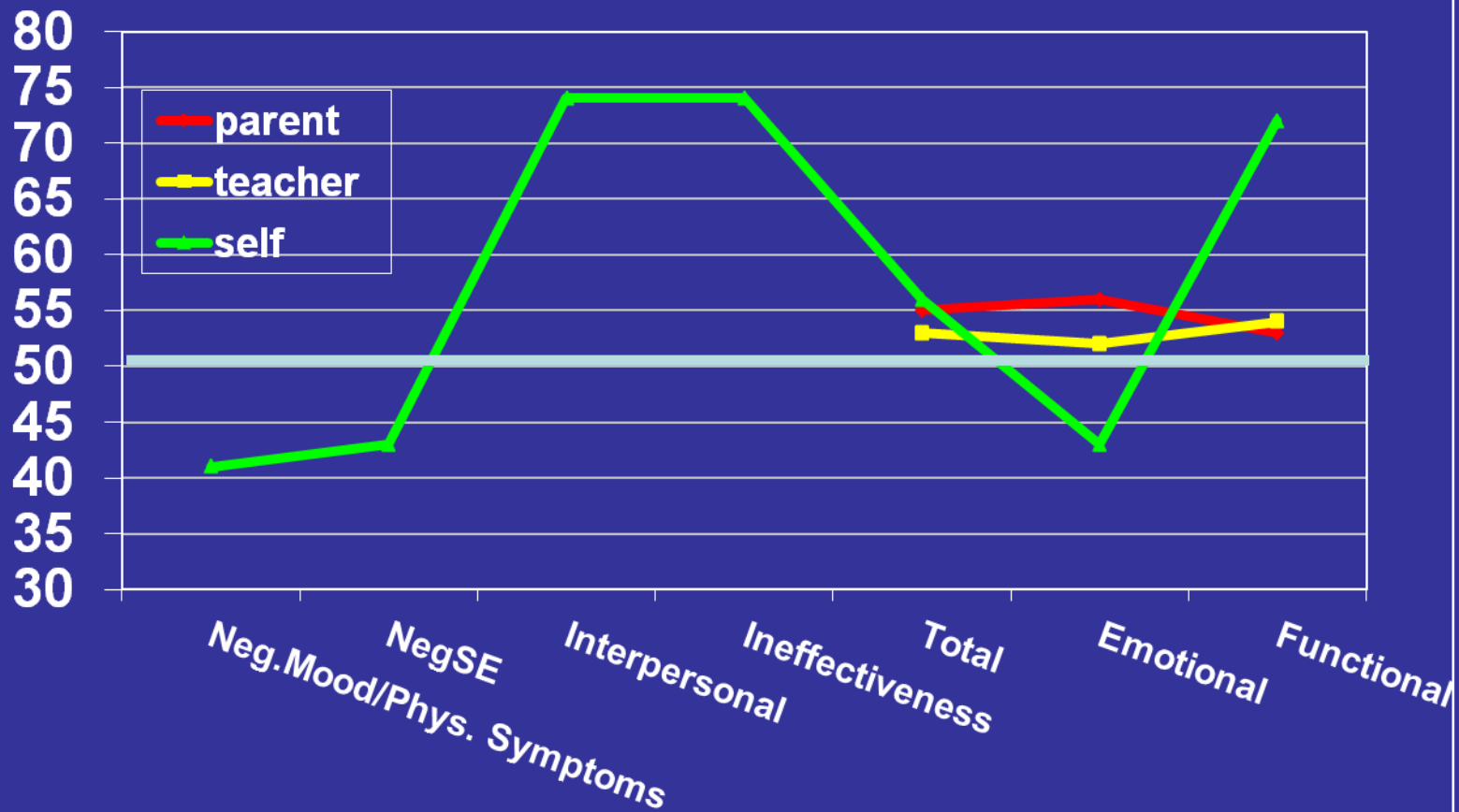
Case Example 6a

**Case Example 6b**

Legend:
- parent (red)
- teacher (yellow)
- 15 yr old boy (green)

Y-axis: 30, 35, 40, 45, 50, 55, 60, 65, 70

X-axis: Neg.Mood/Phys. Symptoms, NegSE, Interpersonal, Ineffectiveness, Total, Emotional, Functional
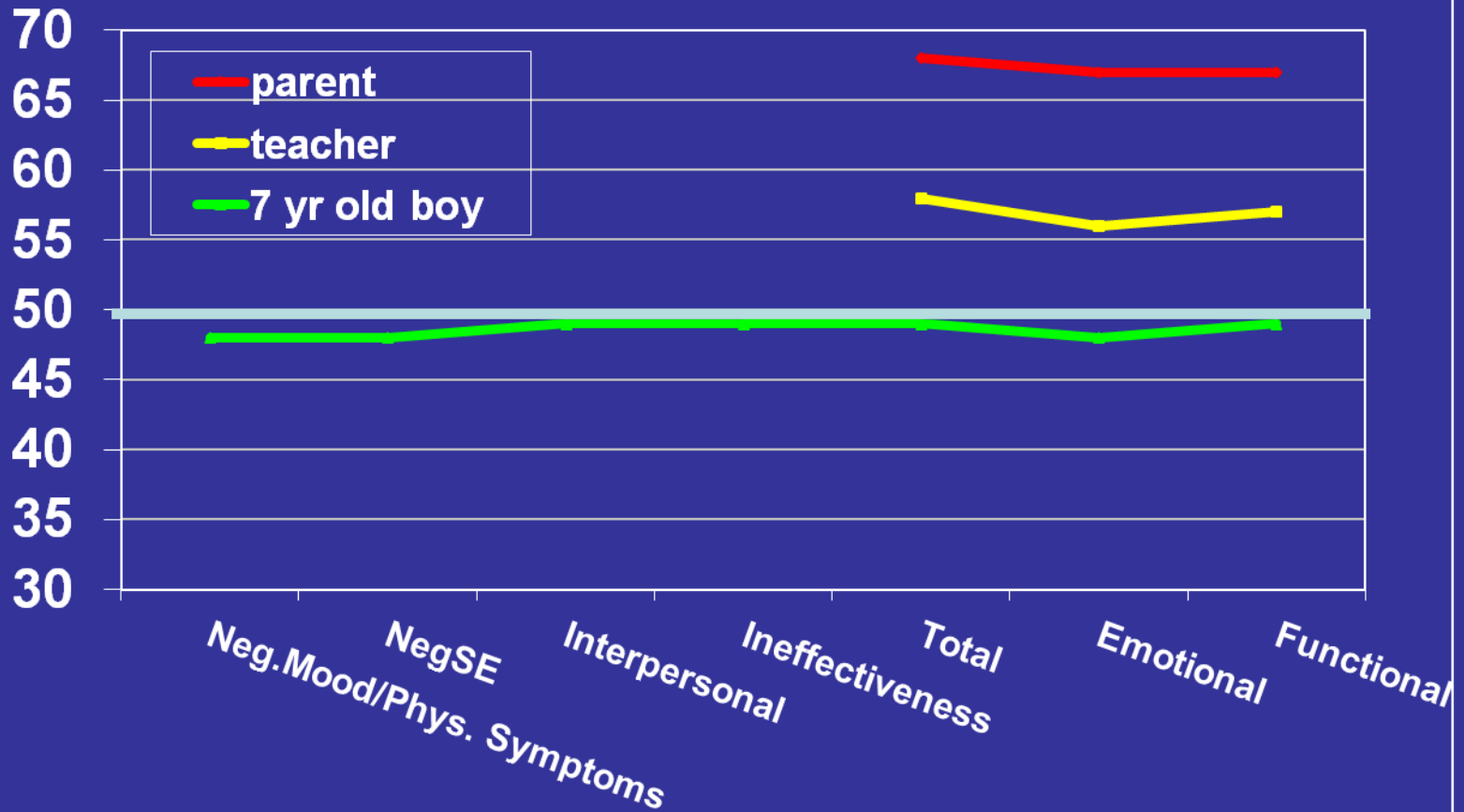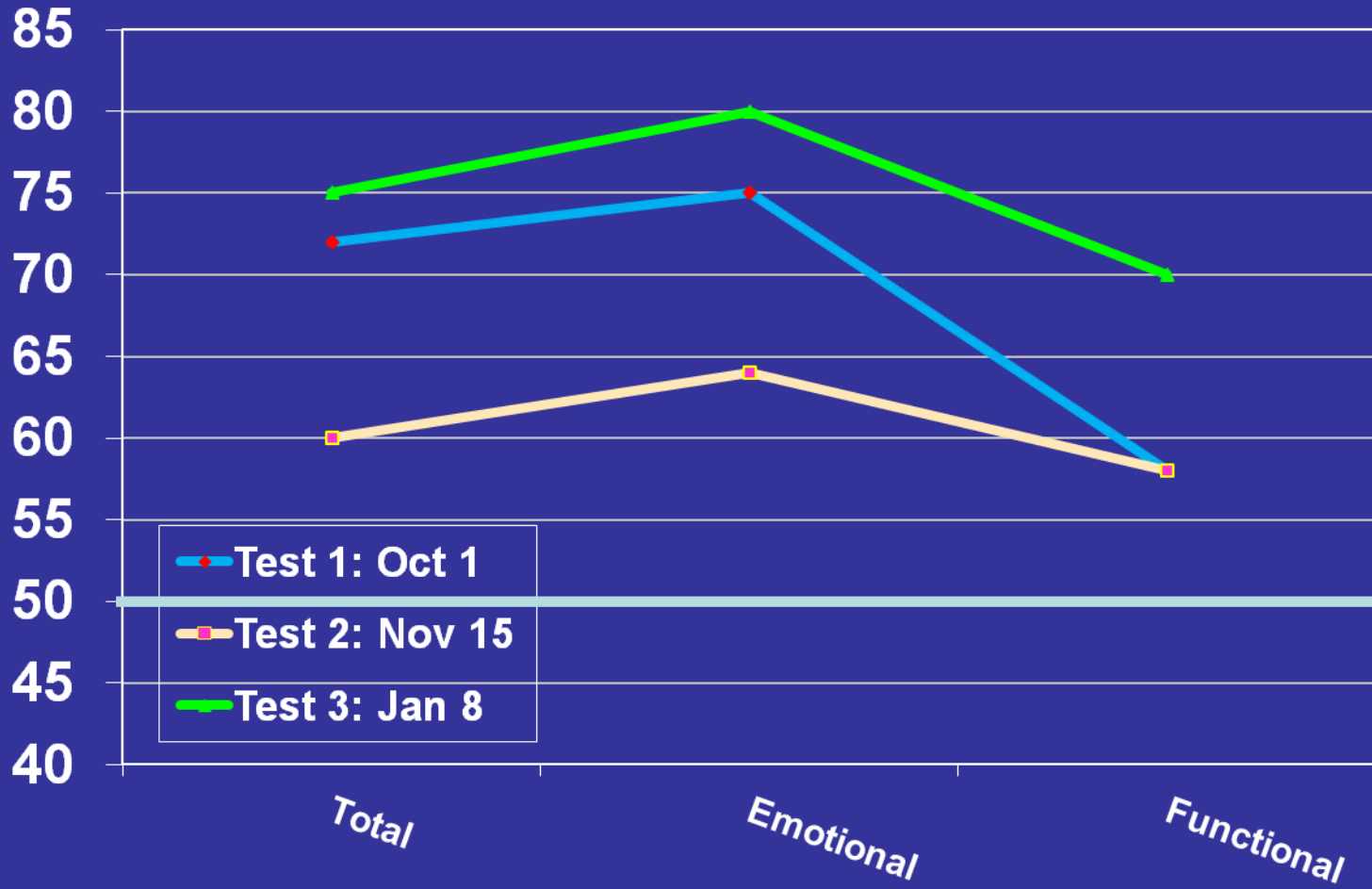
Case Example 7a

Case Example 7b

Case Example 8

# CLINICAL USES OF CDI.2 ITEM RESPONSES

- **Identify potentially high-risk cases when T-scores are normal or slightly elevated**

- **Facilitate the assessment interview**

- **Pinpoint problem areas/treatment targets**

# ITEMS USEFUL TO IDENTIFY HIGH RISK CASES

| | Full length form | Parent form | Teacher form |
|---|---|---|---|
| **DYSPHORIC MOOD** | #1, sadness<br>#9, crying<br>#10, irritability | #1, looks sad<br>#6, cranky<br>#5, cries | #1, looks sad<br>#3, cranky<br>#2, cries |
| **SUICIDALITY** | #8, suicidality | -- | -- |
| **SOCIAL ISOLATION** | #19, loneliness<br>#21, no friends | #7, enjoys people (reverse)<br>#14, time with friends (reverse) | #4, enjoys people (reverse)<br>#7, looks lonely |
| **SLEEP PROBLEMS** | #15,16, disturbed sleep | #10, disturbed sleep | #6, looks tired |

# PROBE ITEM RESPONSES TO FACILITATE THE INTERVIEW: Examples

**# 1, sad:**      Can anything make it better? How?

**# 4, anhedonia:**      Was there a time when you had fun? How were things different then?

**# 7, self-dislike:**      Tell me about 2 things you don't like about yourself.

**#16, sleep:**      Is there a special reason that you can't sleep?

**#22, friends:**      Is there a boy/girl you would like as a friend? Why him/her?

# USE ITEM RESPONSES TO PINPOINT PROBLEM AREAS & TREATMENT TARGETS

- **Review with subject the endorsed items: rank in importance, "biggest problem?"**

- **Rank in desire to change**

- **Rank in perceived reversibility/changeability**

- **Explore discrepancies (e.g., self vs. teacher)**

# INTEGRATE THE VARIOUS DATA

CDI 2 self-rating  & other test results

+

parent ratings

+

interview results with child/parent

+

school information, teacher ratings

▼

## CHILD'S PROBLEMS/STRENGTHS & OVERALL FUNCTIONING

+

family environment AND social context

▼

*IMPLEMENT* ⬅ **RECOMMENDATIONS** ➡ *REFER*

# WHAT WORKS FOR DEPRESSED YOUTHS?

- **In general, psychosocial treatment is better than no treatment (CBT/interpersonal/family Tx versions)**

- **In general, treatments work better for adolescents than children (no evidence for younger than age 8)**

- **Successful treatment of maternal (but not paternal) depression leads to better child outcomes**

- **The jury is still out on medication benefits (possibly excepting fluoxetine) alone or in combo**

Chorpita et al, 2011; Dubicka et al, 2010; Michael & Crowley, 2002; Pilowsky et al, 2014; Wickramaratne et al, 2011