



Children's Depression Inventory 2nd Edition: Self-Report

Maria Kovacs, Ph.D.

Progress Report

Name/ID: Trisha Lang
Sex: Female
Birth Date: April 10, 2002
Normative Option: Sex-specific norms

	Administration 1	Administration 2	Administration 3
Name/ID:	Trisha Lang	Trisha Lang	Trisha Lang
Administration Date:	May 15, 2010	Jun 18, 2010	Jul 17, 2010
Age:	8 years	8 years	8 years
Grade:	3	3	3
Assessor's Name:	Dr. K	Dr. K	Dr. K
Data Entered By:	ML	ML	ML

This Progress Report is intended for use by qualified assessors only, and is not to be shown or presented to the respondent or any other unqualified individuals.



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Introduction

The Children’s Depression Inventory 2nd Edition™: Self–Report (CDI 2:SR) assesses the presence and severity of depressive symptoms in children aged 7–17 years. When used in combination with other information, results from the CDI 2:SR can help to better understand a child and guide intervention decisions. This report combines the results of up to four CDI 2:SR administrations to help the user interpret changes in reported depressive symptoms that have occurred over time. Please note that this Progress Report is intended to provide an overview of how scores have changed over time. For detailed information about any given administration, please refer to the CDI 2:SR Assessment Reports. Please see the *CDI 2 Technical Manual* (published by MHS) for additional interpretive information.

This report is an interpretive aid and should not be provided to parents, teachers, or children or used as the sole basis for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. To obtain a comprehensive view of the child, information from this report should be combined with information gathered from other psychometric tests, interviews, observations, and available records. This report is based on an algorithm that produces the most common interpretations of the scores that have been obtained. Administrators should review the child’s responses to specific items to ensure that these interpretations apply.

T-score Classifications

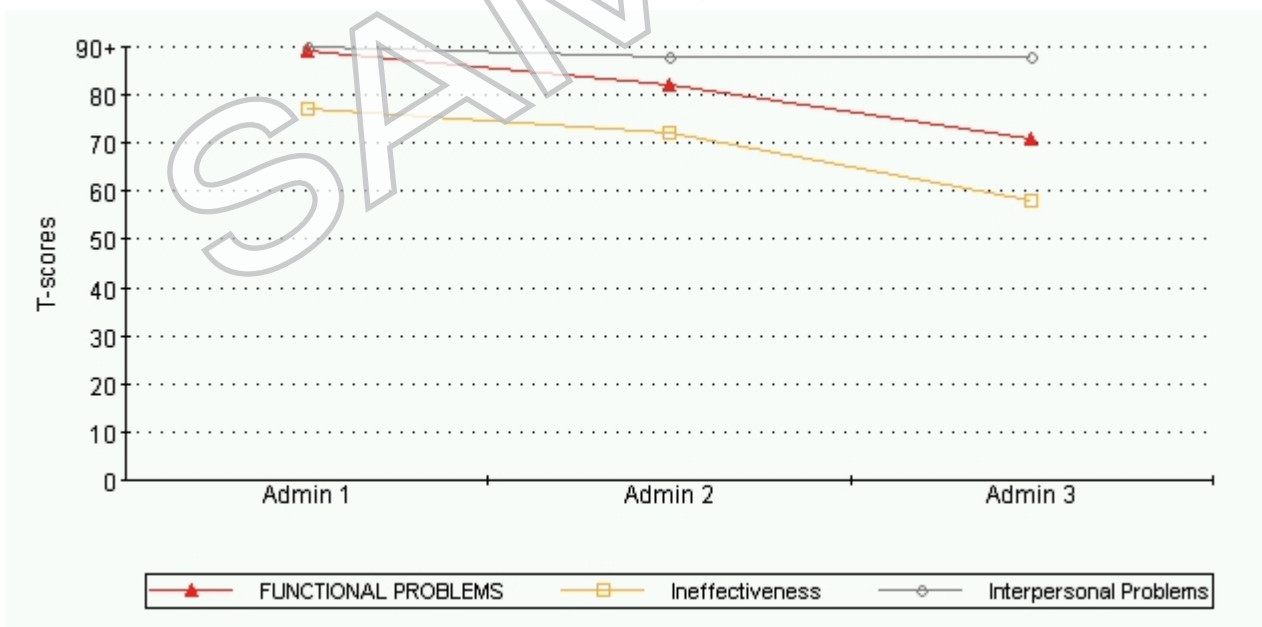
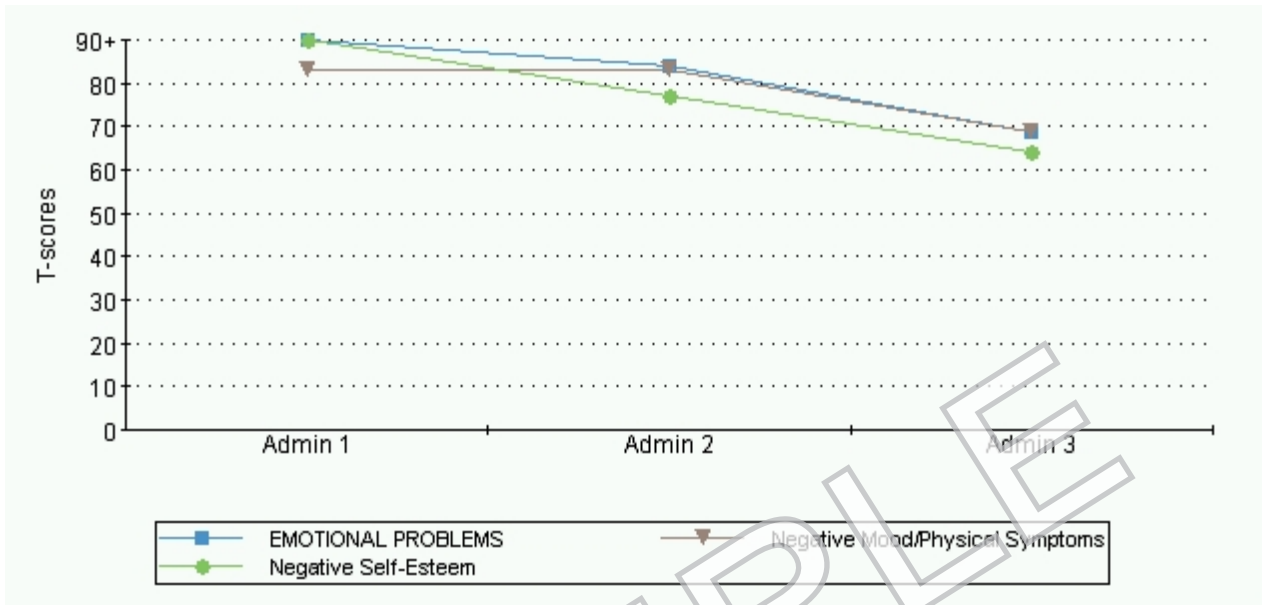
The classifications in the following table apply to all T-scores presented in this report.

T-score	Classification
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Somewhat more concerns than are typically reported)
40-59	Average Score (Typical number of concerns)
<40	Low Score (Fewer concerns than are typically reported)

Graphical Display of T-scores Across Administrations

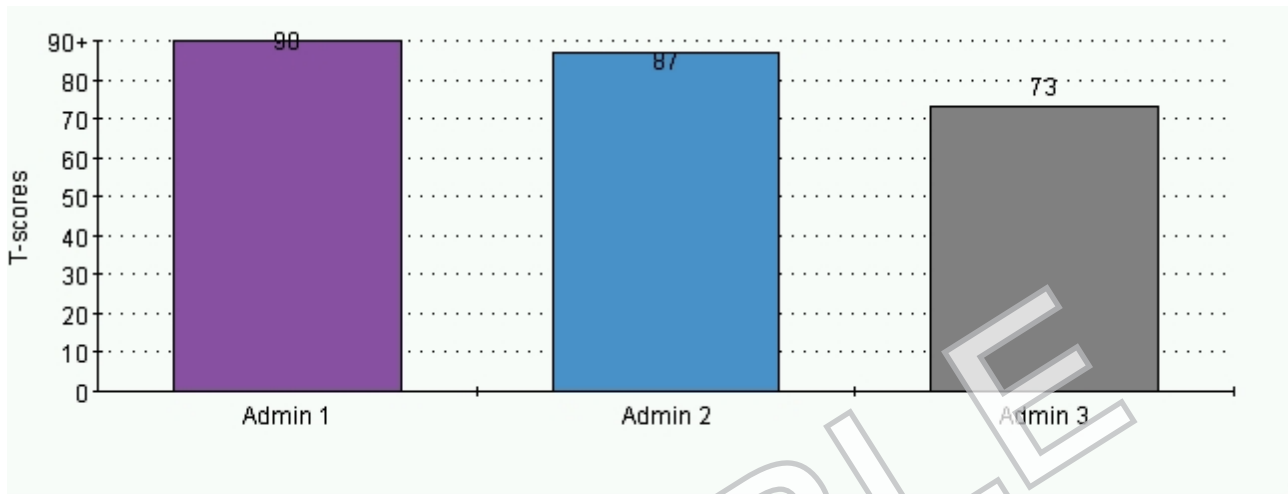


Graphical Display of T-scores Across Administrations (Continued)

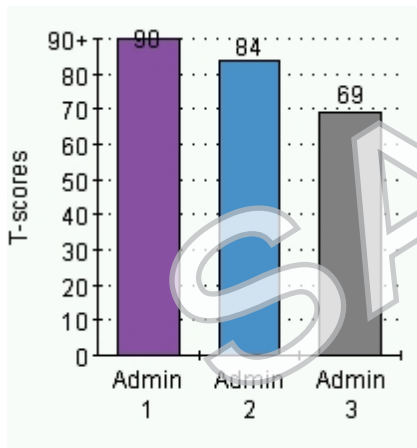


Graphical Display of T-scores by Scale Across Administrations

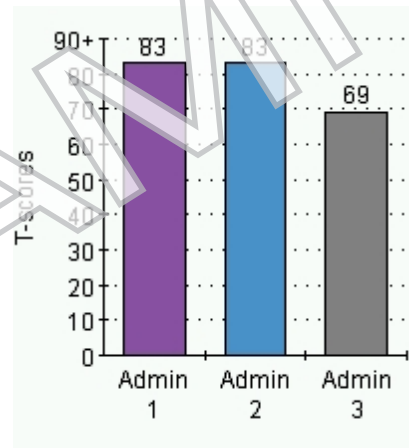
TOTAL SCORE



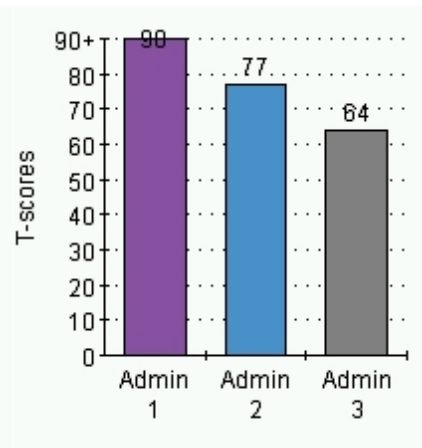
EMOTIONAL PROBLEMS



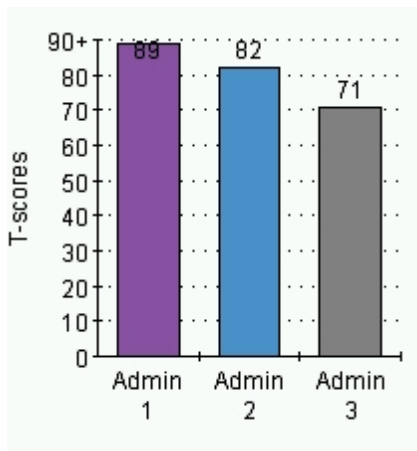
Negative Mood/ Physical Symptoms



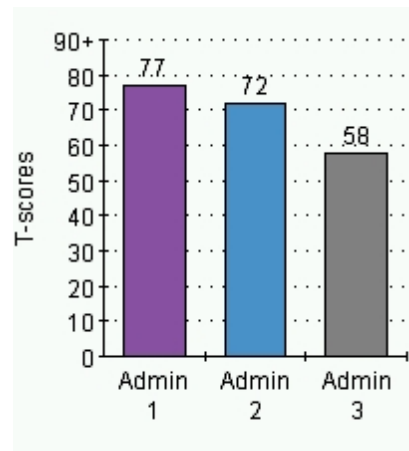
Negative Self-Esteem



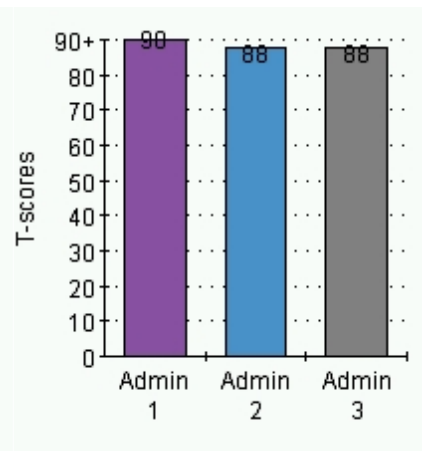
FUNCTIONAL PROBLEMS



Ineffectiveness



Interpersonal Problems



Comprehensive Table of Scores: Comparison Across Administrations

The following table displays the CDI 2:SR scores for each scale as well as any reliable changes in T-scores. Differences are defined as “reliable” if they meet statistical criteria for reliable change (see the *CDI 2 Technical Manual* for more information). An “Increase” in a score indicates that the symptoms have become notably more pronounced (i.e., the child’s problems have become more of a concern) across administrations. A “Decrease” in a score indicates that the symptoms have become notably less pronounced (i.e., the child’s problems have improved) across administrations. A designation of “No Change” indicates that the amount of change across administrations did not meet statistical criteria for reliable change.

Scale		Admin 1	Admin 2	Admin 3	Reliable Changes in T-scores		
					Admin 1 to Admin 3	Admin 1 to Admin 2	Admin 2 to Admin 3
TOTAL SCORE	T-score	90	87	73	Decrease	No Change	Decrease
	90% CI	83-97	80-94	66-80			
	Percentile	99	99	95			
	Raw Score	30	26	18			
EMOTIONAL PROBLEMS	T-score	90	84	69	Decrease	No Change	Decrease
	90% CI	81-99	75-93	60-78			
	Percentile	99	98	92			
	Raw Score	16	14	9			
Negative Mood/ Physical Symptoms	T-score	83	83	69	No Change	No Change	No Change
	90% CI	72-94	72-94	58-80			
	Percentile	99	99	92			
	Raw Score	9	9	6			
Negative Self-Esteem	T-score	90	77	64	Decrease	Decrease	Decrease
	90% CI	81-99	68-86	55-73			
	Percentile	98	96	89			
	Raw Score	7	5	3			
FUNCTIONAL PROBLEMS	T-score	89	82	71	Decrease	No Change	No Change
	90% CI	79-99	72-92	61-81			
	Percentile	99	98	95			
	Raw Score	14	12	9			
Ineffectiveness	T-score	77	72	58	Decrease	No Change	No Change
	90% CI	64-90	59-85	45-71			
	Percentile	97	95	82			
	Raw Score	8	7	4			
Interpersonal Problems	T-score	90	88	88	No Change	No Change	No Change
	90% CI	79-101	77-99	77-99			
	Percentile	99	98	98			
	Raw Score	6	5	5			

Note(s):

CI = Confidence Interval.

T-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

Critical Item

The response(s) to the following critical item suggest the need for immediate follow-up.

Item	Response		
	Admin 1	Admin 2	Admin 3
8	I do not think about killing myself.	✓	
	I think about killing myself but would not do it.	✓	✓
	I want to kill myself.		

Text Summary of Scores for Trisha Lang

The following section summarizes in a textual format the CDI 2:SR scores as well as reliable changes in scores across pairs of administrations. An increase in scores indicates that problems have become notably more pronounced (i.e., there are more reported concerns) across administrations. A decrease in scores indicates that problems have become notably less pronounced (i.e., there are reported improvements) across administrations.

Note: Elevated score = T-score \geq 65; Low/Average score = T-score $<$ 65; T = T-score, CI = Confidence Interval.

The **Total Score** reflects the number and overall severity of depressive symptoms. Elevated scores were obtained for Admin 1 (T = 90; 90% CI = 83-97), Admin 2 (T = 87; 90% CI = 80-94), and Admin 3 (T = 73; 90% CI = 66-80). Scores on this scale demonstrated a statistically reliable decrease across: Admin 1 to Admin 3, Admin 2 to Admin 3.

The **Emotional Problems** scale score reflects the child's negative mood, physical symptoms, and negative self-esteem. Elevated scores were obtained for Admin 1 (T = 90; 90% CI = 81-99), Admin 2 (T = 84; 90% CI = 75-93), and Admin 3 (T = 69; 90% CI = 60-78). Scores on this scale demonstrated a statistically reliable decrease across: Admin 1 to Admin 3, Admin 2 to Admin 3.

Note: The child endorsed the item "I think about killing myself but would not do it" for Admin 1, and Admin 3. Immediate follow-up is strongly recommended.

The **Negative Mood/Physical Symptoms** subscale score reflects feelings of sadness, irritability, and physical symptoms related to sleep, appetite, fatigue, and aches and pains. Elevated scores were obtained for Admin 1 (T = 83; 90% CI = 72-94), Admin 2 (T = 83; 90% CI = 72-94), and Admin 3 (T = 69; 90% CI = 58-80). Scores did not meet statistical criteria for reliable change across administrations.

The **Negative Self-Esteem** subscale score reflects feelings of low self-esteem, self-dislike, and feelings of being unloved. Elevated scores were obtained for Admin 1 (T = 90; 90% CI = 81-99) and Admin 2 (T = 77; 90% CI = 68-86). Low/average scores were obtained for Admin 3 (T = 64; 90% CI = 55-73). Scores on this subscale demonstrated a statistically reliable decrease across: Admin 1 to Admin 3, Admin 1 to Admin 2, Admin 2 to Admin 3.

The **Functional Problems** scale score reflects issues with ineffectiveness and interpersonal problems. Elevated scores were obtained for Admin 1 (T = 89; 90% CI = 79-99), Admin 2 (T = 82; 90% CI = 72-92), and Admin 3 (T = 71; 90% CI = 61-81). Scores on this scale demonstrated a statistically reliable decrease across: Admin 1 to Admin 3.

The **Ineffectiveness** subscale score reflects negative evaluation of one's abilities and academic performance, as well as an impaired capacity to enjoy school and other activities. Elevated scores were obtained for Admin 1 (T = 77; 90% CI = 64-90) and Admin 2 (T = 72; 90% CI = 59-85). Low/average scores were obtained for Admin 3 (T = 58; 90% CI = 45-71). Scores on this subscale demonstrated a statistically reliable decrease across: Admin 1 to Admin 3.

The **Interpersonal Problems** subscale score reflects the child's difficulty interacting with peers. The ratings also indicate feelings of loneliness and unimportance to one's family. Elevated scores were obtained for Admin 1 (T = 90; 90% CI = 79-101), Admin 2 (T = 88; 90% CI = 77-99), and Admin 3 (T = 88; 90% CI = 77-99). Scores did not meet statistical criteria for reliable change across administrations.

Item Responses

Trisha Lang provided the following ratings for items on the CDI 2:SR.

Item	Rating		
	Admin 1	Admin 2	Admin 3
1.	1	1	0
2.	2	2	1
3.	1	2	1
4.	0	2	1
5.	0	0	0
6.	0	0	2
7.	0	0	2
8.	1	0	1
9.	2	1	0
10.	1	1	2
11.	1	1	2
12.	1	2	2
13.	1	1	1
14.	1	2	1
15.	1	1	2
16.	2	2	1
17.	2	1	1
18.	2	2	1
19.	2	1	1
20.	2	2	2
21.	2	1	1
22.	2	1	0
23.	0	2	2
24.	1	2	2
25.	1	2	1
26.	1	2	1
27.	1	2	2
28.	1	2	1

Response Key:

- 0 = First response is checked
- 1 = Second response is checked
- 2 = Third response is checked
- ? = Omitted item

