



Children's Depression Inventory 2nd Edition: Teacher

Maria Kovacs, Ph.D.

Assessment Report

Child's Name/ID: Trisha Lang

Age: 8 years

Sex: Female

Birth Date: April 10, 2002

Grade: 3

Teacher's Name/ID: Ms. C

Administration Date: April 20, 2010

Assessor's Name: Dr. K

Data Entered By: ML

Normative Option: Sex-specific norms

This Assessment 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™: Teacher (CDI 2:T) assesses the presence and severity of depressive symptoms in children aged 7–17 years as observed by teachers. When used in combination with other information, results from the CDI 2:T can help to better understand a child and guide intervention decisions. This report provides information about the teacher’s assessment of the child, how she compares with other children of a similar age, and which (if any) scale scores are elevated. 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 teacher’s responses to specific items to ensure that these interpretations apply.

Graphical Display of T-scores

The following graph displays T-scores for each of the CDI 2:T scales for Trisha Lang.



Comprehensive Table of Scores

The following table summarizes the results of the teacher’s assessment of Trisha Lang and provides general information about how she compares with the normative group. Please refer to the *CDI 2 Technical Manual* for more information about interpreting these results.

Scale	Raw Score	T-score (90% CI)	Percentile	Classification	Interpretive Guideline
Total Score	23	88 (81-95)	98	Very Elevated	The child may be experiencing an elevated number of depressive symptoms. Further analysis of the scale scores will identify which components of depression are most problematic.
Emotional Problems	13	90 (81-99)	99	Very Elevated	The child may be experiencing negative mood. The child may appear sad, irritable, fatigued, or lonely.
Functional Problems	10	70 (62-78)	95	Very Elevated	The child may be experiencing issues with ineffectiveness and interpersonal problems. Specifically, the child may have problems interacting with peers and maintaining school performance. The child may also have an impaired capacity to be cooperative and to enjoy school activities.

Note(s):

CI = Confidence Interval.

Text Summary of Scores for Trisha Lang

The following section summarizes in a textual format the teacher’s assessment of Trisha Lang on the CDI 2:T. The scores being reported here include the T-score, 90% Confidence Interval (CI), and Percentile Rank. Higher scores and higher percentile ranks indicate greater problems.

The **Total Score** reflects the number and overall severity of depressive symptoms. Ratings on this scale yielded a T-score of 88 (90% CI = 81-95), which is ranked at the 98th percentile, and falls within the Very Elevated score range.

The **Emotional Problems** scale score reflects the teacher’s assessment of the child’s sadness, irritability, fatigue, or loneliness. Ratings on this scale yielded a T-score of 90 (90% CI = 81-99), which is ranked at the 99th percentile, and falls within the Very Elevated score range.

The **Functional Problems** scale score reflects the teacher’s assessment of the child’s functioning, including worsening school performance, difficulty interacting with peers, and an impaired capacity to be cooperative and to enjoy school activities. Ratings on this scale yielded a T-score of 70 (90% CI = 62-78), which is ranked at the 95th percentile, and falls within the Very Elevated score range.

Item Responses

The teacher provided the following ratings for items on the CDI 2:T.

Item	Rating
1.	3
2.	3
3.	3
4.	2
5.	2
6.	2
7.	2
8.	3
9.	1
10.	3
11.	2
12.	1

Response Key:

- 0 = Not at all
- 1 = Some of the time
- 2 = Often
- 3 = Much or most of the time
- ? = Omitted item

SAMPLE

Children's Depression Inventory 2nd Edition Feedback Handout of Teacher Ratings

Child's Name/ID: Trisha Lang
Child's Age: 8 years
Date of Assessment: April 20, 2010
Teacher's Name/ID: Ms. C
Assessor's Name: Dr. K

This feedback handout explains scores from teacher ratings of this child's depressive symptoms as assessed by the Children's Depression Inventory 2nd Edition: Teacher Form (CDI 2:T). This section of the report may be given to parents (caregivers) or to a third party upon parental consent.

What is the CDI 2:T?

The CDI 2:T is a rating scale that is used to gather information from teachers about the presence and severity of depressive symptoms in children. The CDI 2:T was developed by Dr. Maria Kovacs, an expert in child and adolescent depression. Research has shown that the CDI 2:T is reliable and valid, which means that you can trust the scores from the assessment.

Why do teachers complete the CDI 2:T?

Information from teachers about the child's behavior and feelings is extremely important. Teachers have the opportunity to observe the child in a school setting during both structured academic work and unstructured peer interactions. The most common reason for using the CDI 2:T is to better understand a child who may be having emotional or functional difficulties and to determine if help is needed. The CDI 2:T also can be used to evaluate if a treatment service is helping the child to feel and function better. Sometimes the CDI 2:T is used for a routine check, even if there is no reason to suspect that the child is having a problem.

How does the CDI 2:T work?

The teacher has read the 12 items of the CDI 2:T, and indicated if and how often the child displayed each symptom of depression in the past two weeks ("Not at all," "Some of the time," "Often," or "Much or most of the time"). The teacher's responses to the 12 items were combined into groups of items. Each group of items describes a certain component of depression (for example, its emotional manifestations). The teacher's responses are then compared with what is expected for 8-year-old girls. The results reveal if the child is having more difficulty in a certain area than her peers. All of this information is used to determine if Trisha Lang may need help in a certain area.

Results from the CDI 2:T

The following section lists the main areas of depression covered by the CDI 2:T form, with information about whether the teacher observed typical or average levels of symptoms (that is, "Not an area of concern"), or if the teacher's ratings reflected "More concerns than average." For areas with "More concerns than average," a short description is provided of the difficulties that Trisha Lang may be experiencing. Trisha Lang may not show *all* of the problems in an area; she may show only *some* of the problems. Also, please note that a teacher's ratings indicating more concerns than average in a particular area does not necessarily mean that Trisha Lang has a serious problem and/or requires treatment. CDI 2:T results must be combined with information from other sources (for example, interviews, other test results, and observations of the child) and be confirmed by a qualified clinician before concluding that a problem exists.

Total Score

More concerns than average (elevated score). Trisha Lang may be experiencing overall depressive symptoms that incorporate emotional problems and/or functional problems.

Emotional Problems

More concerns than average (elevated score). Trisha Lang may be experiencing negative mood, sadness, irritability, fatigue, or loneliness.

Functional Problems

More concerns than average (elevated score). Trisha Lang may be experiencing difficulties in school and with schoolmates. She may have problems interacting with peers and maintaining acceptable school performance, and may appear to have some impairment in the capacity to be co-operative and to enjoy school activities.

SAMPLE