



# Children's Depression Inventory 2nd Edition

Maria Kovacs, Ph.D.

## Comparative Report

**Child's Name/ID:** Trisha Lang

Sex: Female

Birth Date: April 10, 2002

Normative Option: Sex-specific norms

	Parent 1	Parent 2	Teacher	Self
Child's Name/ID:	Trisha Lang	Trisha Lang	Trisha Lang	Trisha Lang
Administration Date:	May 03, 2010	May 07, 2010	Apr 20, 2010	May 15, 2010
Age:	8 years	8 years	8 years	8 years
Grade:	3	3	3	3
Rater's Name/ID:	Mrs. Lang	Mr. Lang	Ms. C	
Assessor's Name:	Dr. K	Dr. K	Dr. K	Dr. K
Data Entered By:	ML	ML	ML	ML

This Comparative 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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P.O. Box 950, North Tonawanda, NY 14120-0950  
3770 Victoria Park Ave., Toronto, ON M2H 3M6

## Introduction

The Children’s Depression Inventory 2nd Edition™ (CDI 2) tool kit 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 can help to better understand a child and guide intervention decisions. This report presents the results from up to five raters of Trisha Lang’s depressive symptoms and highlights potentially important inter-rater differences in scores. Please note that this Comparative Report is intended to provide an overview of similarities and differences in scores across raters. For detailed information about any given administration, please refer to the individual Assessment Reports. Please see the *CDI 2 Technical Manual* (published by MHS) for additional interpretive information.

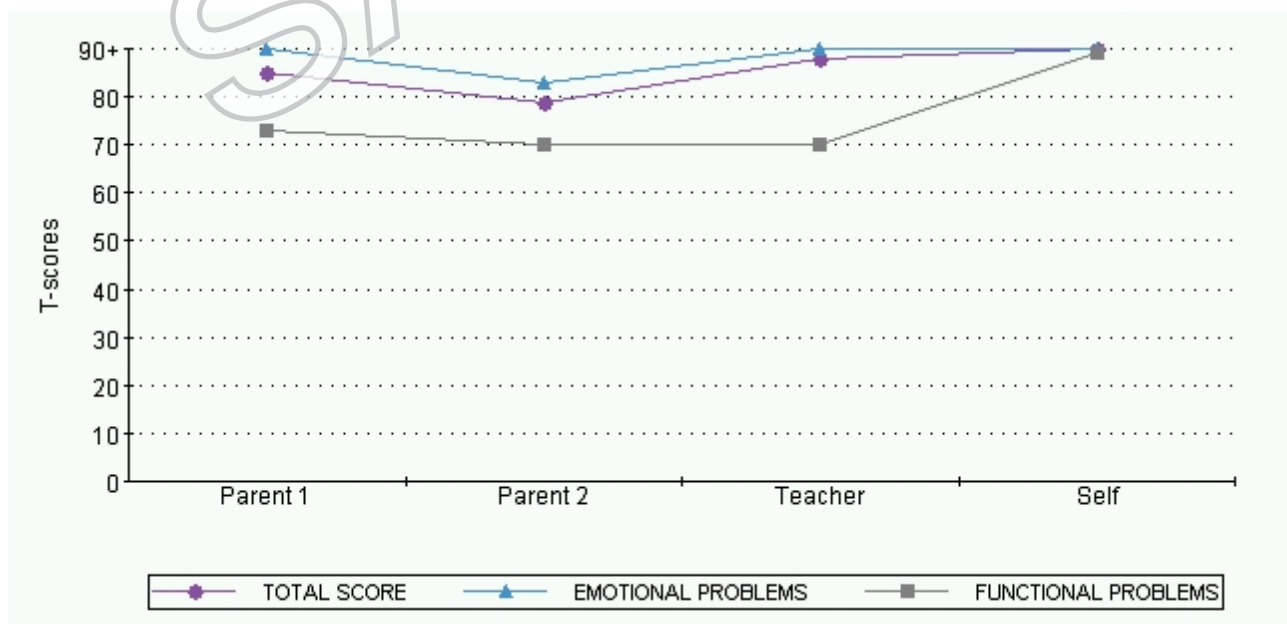
This report is an interpretive aid and should not be provided to parents, teachers, or children or used as the sole basis for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. To obtain a comprehensive view of the child, information from this 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 each rater’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.

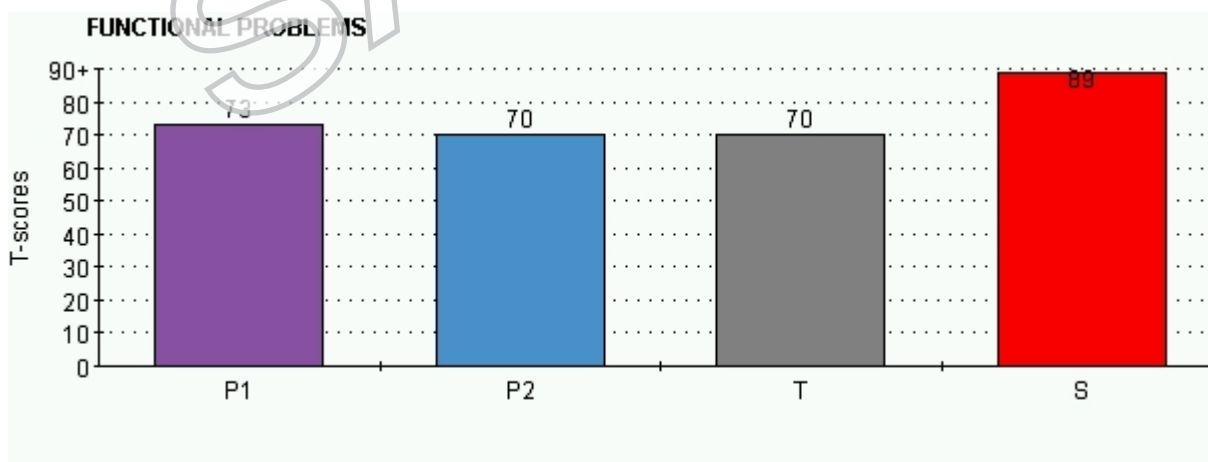
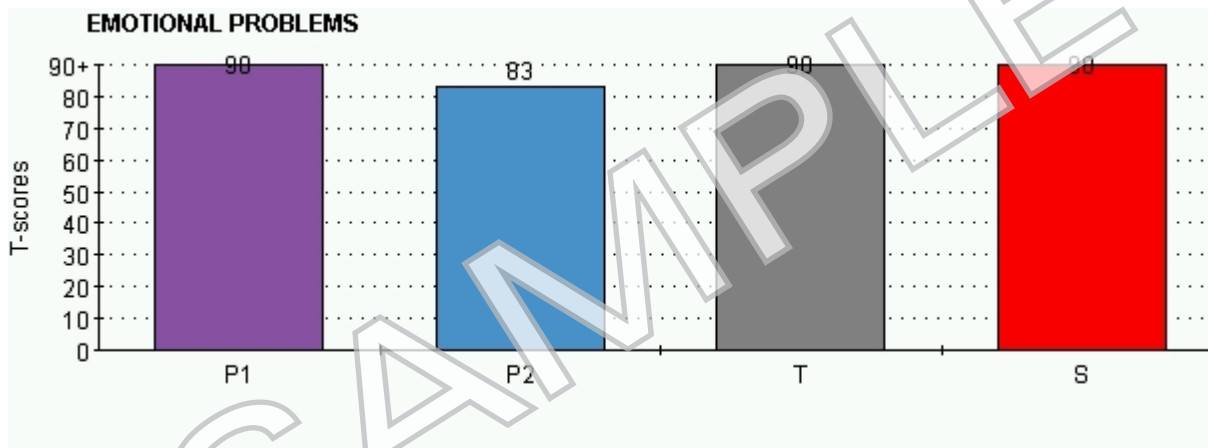
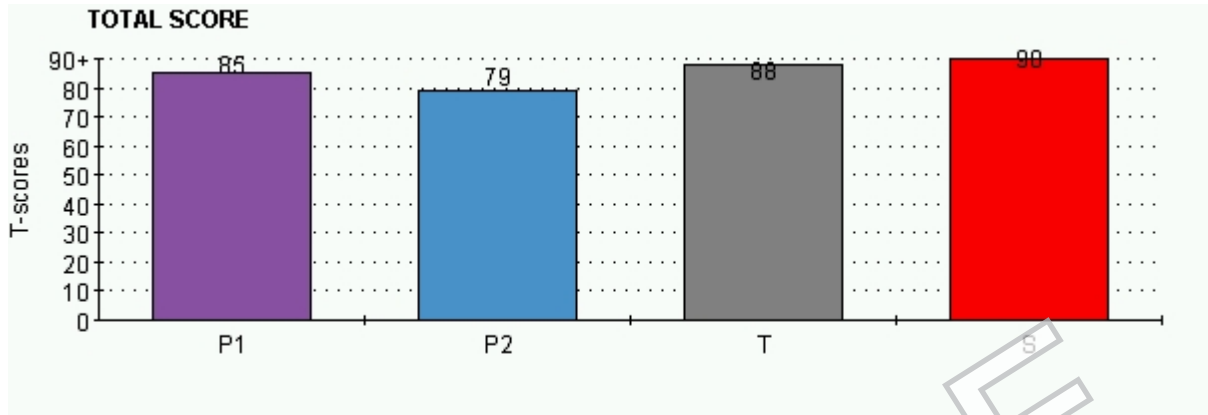
T-score	Classification
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Somewhat more concerns than are typically reported)
40-59	Average Score (Typical number of concerns)
<40	Low Score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

## Graphical Display of T-scores Across Raters



## Graphical Display of T-scores by Scales Across Raters

For all graphs, P = Parent, T = Teacher and S = Self-Report.



## Comprehensive Table of Scores: Comparisons Between Raters

The following table displays T-scores, Confidence Intervals, and Percentile Ranks for each scale, as well as any reliable differences in T-scores between pairs of raters. Differences are defined as “reliable” if they meet statistical criteria as specified in the *CDI 2 Technical Manual*. If a particular pair of ratings is not noted in the column called “*Reliable Differences Between Raters*,” then the score difference between those two raters is not reliable.

**Note:** CI = Confidence Interval, P = Parent, T = Teacher and S = Self-Report.

Scale		P1	P2	T	S	Reliable Differences Between Raters
TOTAL SCORE	T-score	85	79	88	90	S > P2
	90% CI	79-91	73-85	81-95	83-97	
	Percentile	98	97	98	99	
EMOTIONAL PROBLEMS	T-score	90	83	90	90	No reliable differences
	90% CI	83-97	76-90	81-99	81-99	
	Percentile	99	98	99	99	
FUNCTIONAL PROBLEMS	T-score	73	70	70	89	S > P1, P2, T
	90% CI	65-81	62-78	62-78	79-99	
	Percentile	96	95	95	99	

### Critical Item

Trisha Lang endorsed the item “I think about killing myself but would not do it.” Immediate follow-up is strongly recommended.

### Text Summary of Scores for Trisha Lang

The following section summarizes in a textual format the CDI 2 scores, as well as reliable differences between raters’ assessments of Trisha Lang.

**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 Parent 1 (T = 85; 90% CI = 79-91), Parent 2 (T = 79; 90% CI = 73-85), Teacher (T = 88; 90% CI = 81-95), and Self (T = 90; 90% CI = 83-97). Self ratings were reliably higher than Parent 2 ratings.

The **Emotional Problems** scale score reflects the child's negative mood, physical symptoms, and negative self-esteem. Elevated scores were obtained for Parent 1 (T = 90; 90% CI = 83-97), Parent 2 (T = 83; 90% CI = 76-90), Teacher (T = 90; 90% CI = 81-99), and Self (T = 90; 90% CI = 81-99). There were no reliable statistical differences between raters.

**Note:** The child endorsed the item “I think about killing myself but would not do it.” Immediate follow-up is strongly recommended.

The **Functional Problems** scale score reflects issues with ineffectiveness and interpersonal problems, including worsening school performance, difficulty interacting with peers, and an impaired capacity to be cooperative and to enjoy school activities. Elevated scores were obtained for Parent 1 (T = 73; 90% CI = 65-81), Parent 2 (T = 70; 90% CI = 62-78), Teacher (T = 70; 90% CI = 62-78), and Self (T = 89; 90% CI = 79-99). Self ratings were reliably higher than Parent 1, Parent 2, and Teacher ratings.

## Item Responses

The raters provided the following ratings for items on the various CDI 2 forms.

**Note:** P = Parent.

### Parent Items

Item	Ratings	
	P1	P2
1.	2	2
2.	0	1
3.	2	2
4.	3	3
5.	2	1
6.	2	1
7.	0	0
8.	3	3
9.	2	2
10.	3	3
11.	2	2
12.	2	1
13.	2	2
14.	2	2
15.	2	2
16.	3	3
17.	2	2

### Teacher Items

Item	Ratings
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 for Parent and Teacher Ratings:

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

### Self-Report Items

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

### Response Key for Self-Report Ratings:

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

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**End of Report**