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| **GAD-7** | Add up scores  
0 = not at all  
1 = several days  
2 = more than half the days  
3 = nearly every day | Total score ranges from 0 to 21:  
5-9: mild anxiety  
10-14: moderate anxiety  
15+: severe anxiety |
| **PHQ-9** | Add up scores from items 1-9  
**Item 9 – followed up with questions about child’s current safety** | 0-4 Minimal  
5-10 Mild  
11-14 Moderate (Possible dysthymia or mild depression)  
15-20 Moderately severe (consistent with major depression)  
20-27 Severe (consistent with severe depression)  
*Item 10 should be at least “somewhat difficult” to be consistent with depression diagnosis |
| **SDQ Conduct and Hyperactivity Scales** | Total the following items using the scoring guide below  
(ST=sometimes true, NT=not true, CT=certainly true)  
**Conduct Problems Scale**  
I get very angry and lose my temper 0=NT, 1=ST, 2=CT  
I usually do as I am told 2=NT, 1=ST, 0=CT  
I fight a lot 0=NT, 1=ST, 2=CT  
I am often accused of lying or cheating 0=NT, 1=ST, 2=CT  
I take things that are not mine 0=NT, 1=ST, 2=CT  
**Hyperactivity Scale**  
I am restless. I cannot stay still for long 0=NT, 1=ST, 2=CT  
I am constantly fidgeting or squirming 0=NT, 1=ST, 2=CT  
I am easily distracted 0=NT, 1=ST, 2=CT  
I think before I do things 2=NT, 1=ST, 0=CT  
I finish the work I am doing 2=NT, 1=ST, 0=CT | Conduct Problems Scale  
Normal = 0-3  
Borderline = 4  
Abnormal = 5-10  
Hyperactivity Scale  
Normal = 0-5  
Borderline = 6  
Abnormal = 7-10 |
| **GAIN-short screener** | Count the number of 2’s and 3’s for each of the four subscales. If using for progress monitoring, count the number of 3’s as a measure of change.  
IDSr: Internalizing Disorder Screener  
EDSr: Externalizing Disorder Screener  
SDSr: Substance Disorder Screener  
CVSr: Crime/violence Screener | Low (0) = unlikely to need services  
Moderate (1-2) = possible diagnosis and likely to benefit from a brief intervention  
High (3 or more) = high probability of a diagnosis and need more formal assessment/intervention |
| **Vanderbilt ADHD Parent and Teacher Rating Scales** | Behaviors are counted on items 1-18 if they scored 2 (often) or 3 (very often).  
Performance section is scored as indicating some impairment if a child scores 1 or 2 on at least one item. | Inattention: For items 1-9, requires 6+ behaviors (scores of 2 or 3 are positive) & 1+ behavior problem (score of 1 or 2 on any item in the performance section)  
Hyperactivity/Impulsivity: For items 10-18, requires 6+ behaviors (scores of 2 or 3 are positive), & 1 problem (score of 1 or 2 on any item in performance sect. on p. 2)  
Combined: Requires 6+ behaviors on both the inattention and hyperactivity/impulsivity dimensions  
*For diagnosis – should also include some impairment (score of 1 or 2) on performance section |
| **Anger Rumination Scale (ARS)** | Scored on a scale of 1 (almost never) to 4 (almost always). Add up scores on each scale. Higher numbers are more problematic. | Angry afterthoughts (Items 14, 19, 18, 9, 7, & 8)  
Thoughts of revenge (Items 4, 16, 13, & 6)  
Angry memories (Items 2, 3, 15, 1, & 5)  
Understanding the causes (Items 12, 17, 11, & 10)  
*Negative relationships demonstrated between ARS and measures of life satisfaction and social desirability |
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| **Weight Concerns Scale**          | 100 * (Q1 response – 1)/4  
100 * (Q2 response – 1)/4  
100 * (Q3 response – 1)/6  
100 * (Q4 response – 1)/3  
100 * (Q5 response – 1)/4  
Sum and average the 5 scores. | Scores above 52 are associated with an increased risk of developing an eating disorder within four years for adolescent girls. |
| **CRAFT**                          | Add up scores  
Yes score = 1                                                             | Score of 2 or more indicates a potential drug/alcohol problem and requires further assessment. |
| **School Adjustment Questionnaire (aka. School Connectedness Scale)** | Total items in each section. *(make sure you are using a version in which the first three items are reverse scored so that higher scores indicate more positive ratings)* | Lower scores are problematic and indicate difficulties.  
**First 3 items (Part I):** School attachment subscale querying belonging, liking school, and peer relations  
**Next 6 items (Part II):** Student and teacher school support subscale  
**Last 6 items (Part III):** General school experience subscale, measuring academic satisfaction, school safety, liking school, academic engagement, and participation in school activities. |
| **Trauma Screen**                  | Yes score endorses a traumatic event.                                    | An event is determined to be a trauma if one of the first 15 items is endorsed. If an event is endorsed, a yes on one of the last 5 items indicates that the event was experienced as traumatic. |
| **CPSS**                           | Add up scores for items 1-17.  
Count yes scores for last seven interference questions.                   | CPSS – first 17 items measures PTSD symptoms and yield a total symptom severity score with a clinical cutoff of 12+  
CPSS - last 7 items assess daily functioning and functional impairment. Higher scores indicate greater impairment. |
| **CGAS**                           | 100-91 Superior functioning  
90-81 Good functioning  
80-71 No more than a slight impairment in functioning  
70-61 Some difficulty in a single area, but generally functioning pretty well  
60-51 Variable functioning with sporadic difficulties  
50-41 Moderate degree of interference in functioning  
40-31 Major impairment to functioning in several areas  
30-21 Unable to function in almost all areas  
20-11 Needs considerable supervision  
10-1 Needs constant supervision | Scores range from 1 (most impaired) to 100 (healthiest)  
Scores above 70 are considered to be in the normal range and scores in the low range require constant supervision (1-10) or considerable supervision (11-20) |

Notes:  
- CGAS scores range from 1 (most impaired) to 100 (healthiest).  
- Scores above 70 are considered to be in the normal range and scores in the low range require constant supervision (1-10) or considerable supervision (11-20).