

Assessment	Scoring	Cut Points/Interpretation
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) 15-18 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) <u>Conduct Problems Scale</u> 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 <u>Hyperactivity Scale</u> 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	<u>Conduct Problems Scale</u> Normal = 0-3 Borderline = 4 Abnormal = 5-10 <u>Hyperactivity Scale</u> 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. IDScr: Internalizing Disorder Screener EDScr: Externalizing Disorder Screener SDScr: Substance Disorder Screener CVScr: Crime/violence Screener	<u>Low (0)</u> = unlikely to need services <u>Moderate (1-2)</u> = possible diagnosis and likely to benefit from a brief intervention <u>High (3 or more)</u> = 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.	<u>Inattention</u> : 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) <u>Hyperactivity/Impulsivity</u> : 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) <u>Combined</u> : 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.	<u>Angry afterthoughts</u> (Items 14, 19, 18, 9, 7, & 8) <u>Thoughts of revenge</u> (Items 4, 16, 13, & 6) <u>Angry memories</u> (Items 2, 3, 15, 1, & 5) <u>Understanding the causes</u> (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	$100 * (Q1 \text{ response} - 1)/4$ $100 * (Q2 \text{ response} - 1)/4$ $100 * (Q3 \text{ response} - 1)/6$ $100 * (Q4 \text{ response} - 1)/3$ $100 * (Q5 \text{ response} - 1)/4$ 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. <i>(make sure you are using a version in which the first three items are reverse scored so that higher scores indicate more positive ratings)</i>	Lower scores are problematic and indicate difficulties. <u>First 3 items (Part I):</u> School attachment subscale querying belonging, liking school, and peer relations <u>Next 6 items (Part II):</u> Student and teacher school support subscale <u>Last 6 items (Part III):</u> 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)