



Children's Depression Inventory 2nd Edition: Parent

Maria Kovacs, Ph.D.

Assessment Report

Child's Name/ID:	ABC
Age:	8 years
Sex:	Male
Birth Date:	January 02, 2009
Grade:	3
Parent's Name/ID:	CDE
Parent's Relationship to Child:	Mother
Administration Date:	January 15, 2017
Assessor's Name:	
Data Entered By:	
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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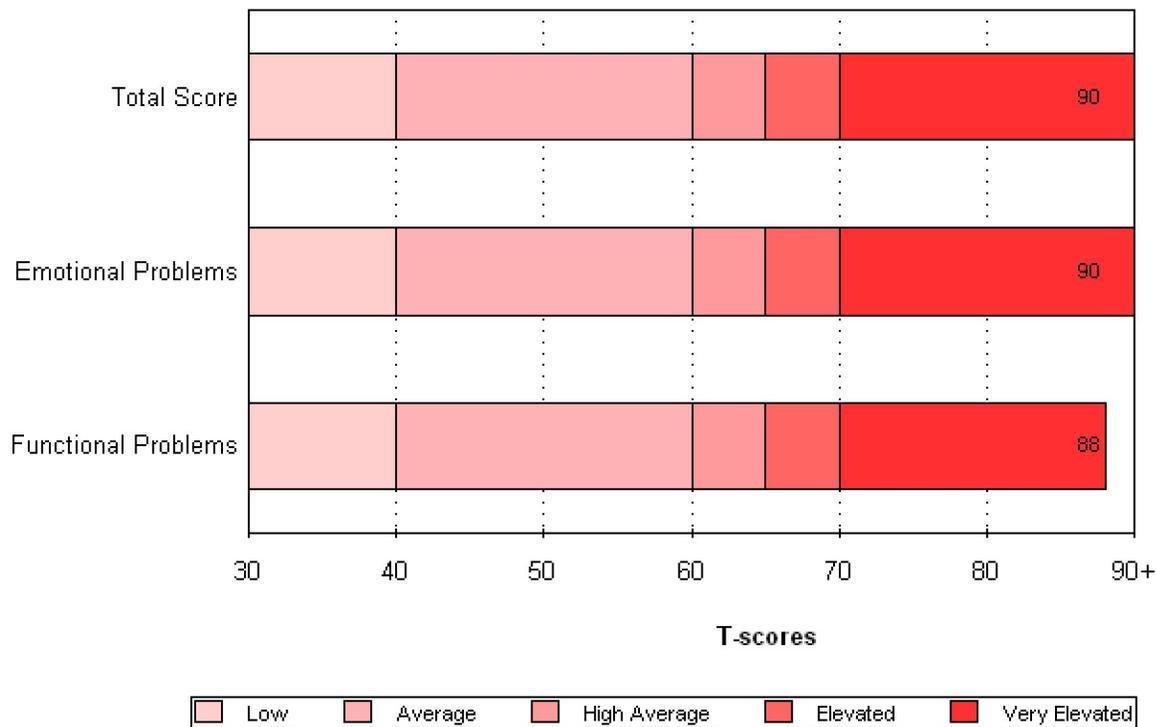
Introduction

The Children’s Depression Inventory 2nd Edition™: Parent (CDI 2:P) assesses the presence and severity of depressive symptoms in children aged 7–17 years as observed by parents. When used in combination with other information, results from the CDI 2:P can help to better understand a child and guide intervention decisions. This report provides information about the parent’s assessment of the child, how he 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 parent’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:P scales for ABC.



Comprehensive Table of Scores

The following table summarizes the results of the parent’s assessment of ABC and provides general information about how he 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	47	90 (84-96)	99	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	25	90 (82-98)	99	Very Elevated	The child may be experiencing negative mood, sleep problems, and negative self-esteem. The child may appear sad, irritable, fatigued, or lonely.
Functional Problems	22	88 (80-96)	99	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 ABC

The following section summarizes in a textual format the parent’s assessment of ABC on the CDI 2:P. 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 90 (90% CI = 84-96), which is ranked at the 99th percentile, and falls within the Very Elevated score range.

The **Emotional Problems** scale score reflects the parent’s assessment of the child’s sadness, irritability, sleep problems, loneliness, and low self-esteem. Ratings on this scale yielded a T-score of 90 (90% CI = 82-98), which is ranked at the 99th percentile, and falls within the Very Elevated score range.

The **Functional Problems** scale score reflects the parent’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 88 (90% CI = 80-96), which is ranked at the 99th percentile, and falls within the Very Elevated score range.