



Center for School Mental Health

Summary of Free Assessment Measures

There are a number of assessment measures for clinicians that are available for free online. Below is a list of recommended clinical measures that can be used in school mental health programs to help assess symptoms of clinical disorders (e.g. depression, anxiety, ADHD). Also included below are measures to assess school climate that may also be useful for school mental health.

Clinical Measures

Center for Epidemiological Studies Depression Scale for Children (CES-DC)

This is a 20-item self-report depression inventory with possible scores ranging from 0 to 60. Higher CES-DC scores indicate increasing levels of depression. Scores over 15 can be indicative of significant levels of depressive symptoms. The CES-DC can be used with children and adolescents ages 6-17. It can be accessed at http://www.brightfutures.org/mentalhealth/pdf/professionals/bridges/ces_dc.pdf.

Child Dissociative Checklist (CDC) Version 3

The CDC is a 20-item parent/adult observer report measure of dissociative behaviors for children ages 5 to 12. A score of more than 12 warrants additional evaluation. The measure can be accessed at http://www.energyhealing.net/pdf_files/cdc.pdf.

CRAFFT

CRAFFT is a brief alcohol and drug screening test developed by Center for Adolescent Substance Abuse Research at Children's Hospital Boston. The test comprises of six questions and is designed for specifically for use with adolescents. The CRAFFT questions can be accessed at <http://www.ceasar-boston.org/clinicians/crafft.php>.

Narrative Description of Child's Impairment – Home and School Versions

This measure asks parents and teachers to describe the child's primary problem and how this problem has affected functioning with peers, relationship with parents/teacher, academic progress, self-esteem and overall family/classroom functioning. Both the home and school versions can be accessed at http://ccf.buffalo.edu/pdf/Impairment_scale.pdf.

NICHQ Vanderbilt Assessment Scales (ADHD)

The Vanderbilt Assessment Scale is a 55-item measure that can be completed by parents and teachers to assess for high frequencies of symptoms associated with ADHD. The scale also includes screening questions for commonly coexisting conditions, including oppositional defiant disorder, conduct disorder and anxiety disorders. The target population for this measure is children ages 6 to 12.

Parent Measure: <http://www.multicare-assoc.com/pdfs/NICHQVanderbiltParent.pdf>

CSMH

Updated June 18, 2008

Follow Up:

http://www.utm.edu/pediatrics/general/clinical/behavior/aap_nichq_adhd_toolkit/05VanFollowUpParentInfor.pdf

Teacher Measure: <http://www.multicare-assoc.com/pdfs/NICHQVanderbiltParent.pdf>

Teacher Follow Up: http://www.pedialliance.com/forms/ADHD_Teacher_Follow_Up_Form44.pdf

Scoring Instructions:

http://www.utm.edu/pediatrics/general/clinical/behavior/aap_nichq_adhd_toolkit/07ScoringInstructions.pdf

Parent Version of the Young Mania Rating Scale

This 11- item scale, used for assessing children and adolescents ages 5-17, was adapted from the clinician version of the Young Mania Rating Scale. Parents are asked to rate the severity of manic symptoms and can also be useful in measuring the impact of interventions. The scale takes about 5 minutes to complete. Teachers can also complete the P-YMRS, substituting the word "student" in each item where the word "child" appears. The P-YMRS can be accessed at

http://www.bpkids.org/site/PageServer?pagename=lrn_08_20_03

Parent/Teacher Disruptive Behavior Disorder Scale

The Parent/Teacher DBD is a 45-item scale that assesses symptoms associated with AD/HD, oppositional defiant disorder and conduct disorder. It is designed to be filled out by parents or teachers. The scale can be accessed at http://ccf.buffalo.edu/pdf/DBD_rating_scale.pdf.

Pediatric Symptom Checklist (PSC and Y-PSC)

This psychosocial screen is designed to aid in the recognition of cognitive, behavioral and emotional problems in children ages 3-16 so that appropriate interventions can be delivered as early as possible. Though this measure cannot be used in making a specific diagnosis, it can serve as a useful first step. Thirty-five item parent and youth (for adolescents age 11 and up) versions of the measure are available in several languages. A shorter 17-item version of the measure and a pictorial version are also available. All forms of the measure can be found at http://www.massgeneral.org/allpsych/psc/psc_forms.htm.

Self-Report for Childhood Anxiety Related Disorders (SCARED)

This measure is designed to screen for anxiety disorders in children ages eight and above. It consists of 41 items that measure general anxiety, separation anxiety, social phobia, school phobia, and physical symptoms of anxiety. Both child self-report and parent report versions of SCARED are available. The child version can be found at <http://www.wpic.pitt.edu/research/CARENET/CARE-NETPROVIDERS/PDFForms/ScaredChild-final.pdf>. The parent version can be found at <http://www.wpic.pitt.edu/research/CARENET/CARE-NETPROVIDERS/PDFForms/ScaredParent-final.pdf>.

Spence Children's Anxiety Scale

The SCAS is a self-report measure of anxiety for children and adolescents. Normative data is available separately for boys and girls between the ages of 7 and 18. The SCAS consists of 45 items (38 assessing anxiety, 7 items assessing social desirability). The subscales include: panic/agoraphobia, social anxiety, separation anxiety, generalized anxiety, obsessions/compulsions, and fear of physical injury. It can be accessed at <http://www2.psy.uq.edu.au/~sues/scas/>.

CSMH

Updated June 18, 2008

Strength and Difficulties Questionnaire (SDQ)

The SDQ is a brief behavioral screening questionnaire for children and adolescents ages 3-16. There are several versions of the SDQ including a parent form, a teacher form, a modified form for parents and teachers of nursery school children, and a self-report form for youth aged 11-16. Each form is comprised of 25 items that assess the following 5 domains: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. There is an impact supplement that can also be added to the measures that includes questions about whether the respondent thinks the child has a problem, and if so, enquires further about the chronicity, distress, social impairment and burden to others caused by this problem. These measures can be accessed at <http://www.sdqinfo.com/ba2.html>.

Yale-Brown Obsessive Compulsive Scale (Y-BOCS)

The Y-BOCS is a 40-item measure used by clinicians to assess obsessive-compulsive symptoms in adolescents ages 15 and over. The Y-BOCS rating scale is a graduated scale to measure the severity of OCD symptoms, and can be repeated to measure treatments and interventions. A version of the Y-BOCS is available at <http://www.ocdireland.org/YBOCS.pdf>.

School Climate and Other Measures

Guidelines for Adolescent Preventive Services (GAPS)

The Guidelines for Adolescent Preventive Services (GAPS) is a comprehensive set of recommendations developed by the American Medical Association. The GAPS recommendations provide a framework for the organization and content of preventive health services. They were designed to be delivered ideally as a preventive services package during a series of annual health visits between the ages of 11-21. The GAPS Recommendations Monograph which provides detailed information on the recommendations and the younger adolescent, middle/older adolescent and parent/guardian questionnaires (available in both English and Spanish) are available at <http://www.ama-assn.org/ama/pub/category/1980.html>.

Measuring Violence-Related Attitudes, Behaviors, and Influences among Youth: A Compendium of Assessment Tools - Second Edition

The compendium is a collection of 170 measures that can be used to assess such factors as serious violent and delinquent behavior, conflict resolution strategies, social and emotional competencies, peer influences, parental monitoring and supervision, family relationships, exposure to violence, collective efficacy, and neighborhood characteristics. Most of the measures are intended for use with youth between the ages of 11 and 24 years, although a number of scales and assessments have been developed for use with children between the ages of 5 and 10 years old. Parent and teacher versions of assessments are included where available. The entire compendium can be accessed at <http://www.cdc.gov/ncipc/pub-res/measure.htm>.

National Assembly on School Based Health Care (NASBHC)

The NASBHC has compiled a listing of risk assessments and screening tools that are commonly used in school based health centers. <http://www.nasbhc.org/site/c.jsJPKWPFJrH/b.3015369/>

School as a Caring Community Profile-II (SCCP-II)

This 42-item measure is designed to assess stakeholder perceptions of a school as a caring community. It may be completed by both students and adults. The first 25 items relate to perceptions of students; the final 17 items relate to perceptions of adults. Younger children may be asked to answer only items 1

CSMH

Updated June 18, 2008

through 34. The SCCP identifies areas of strength and areas for improvement which can then become the focus of efforts to strengthen the experience of the school as a caring community. Additional information about administering and scoring the measure as well as the measure itself can be found at

<http://www.cortland.edu/character/instruments.asp>.

Search Institute's 40 Developmental Assets®

The Search Institute's 40 Developmental Assets® are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults. Asset lists created from the 40 developmental assets are a self-report measure that helps identify the qualities in youth that promote resilience. Lists are available for adolescents, middle childhood, and early childhood at <http://www.search-institute.org/assets/assetlists.html>.

Teacher Classroom Management Practices Rating Scale

This checklist assessment is used to assess teachers' use of and success with behavioral practices in the classroom with an individual child. It also assesses the use of non-evidence-based practices for ADHD in the classroom. The scale can be accessed at http://ccf.buffalo.edu/pdf/Classroom_Techniques.pdf.

World Health Organization's Psycho-Social Environment (PSE) Profile

The PSE Profile is a series of questions related to the psychosocial environment of a school. The questions are intended to (1) create awareness among teachers, managers and students about the importance of a healthy psycho-social environment at school; and (2) help identify the positive characteristics of the school's environment, and which characteristics can be improved. The PSE Profile assesses conditions within the school, on the school grounds, at after-school activities and during travel between school and home. It is designed to be filled out by a variety of teachers and staff in order to fully assess the whole school environment. More information about the PSE as well as administration and scoring instructions can be accessed at www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf.