



## Children's Depression Inventory: Teacher Version (CDI:T)

*Maria Kovacs, Ph.D.*

### Comparison Report

**Client's Name:** **John Sample**

Age: 12

Gender: Male

Grade: 0

Assessment Date: Teacher's Name:

April 23, 2004

April 23, 2004

April 23, 2004

This Comparison Report is intended for the sole use of the test administrator and is not to be shown or presented to the respondent or to any other party.



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## Introduction

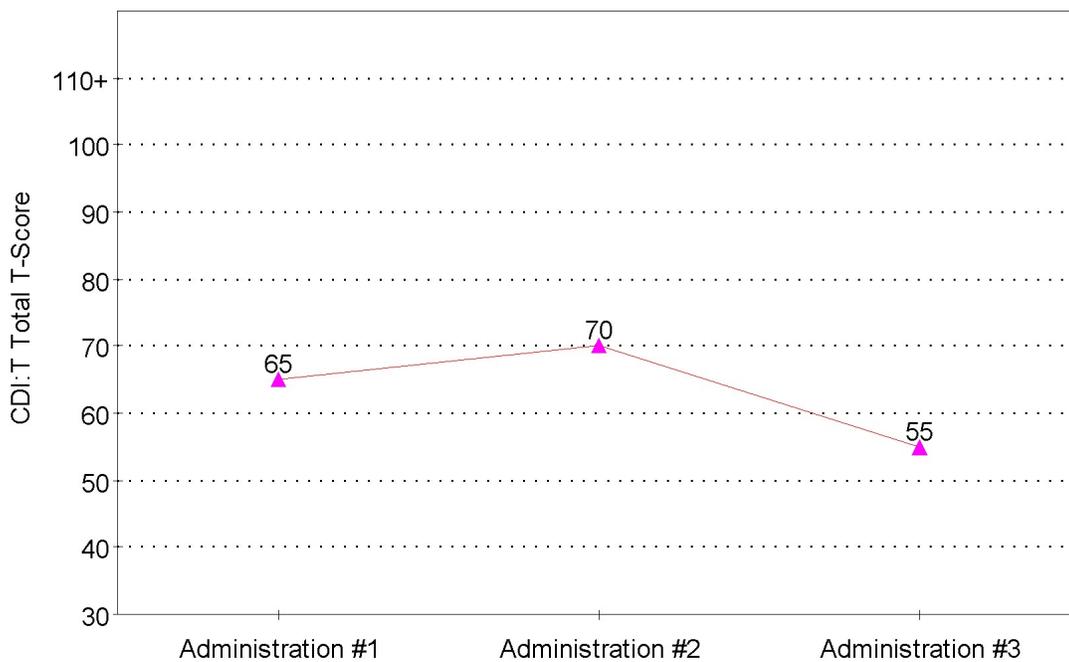
The Children’s Depression Inventory: Teacher version (CDI:T) is a 12-item observer-rated symptom-oriented scale designed to assess depression in youths aged 7–17. The CDI:T is useful in the early identification of symptoms and in the monitoring of treatment effectiveness. CDI:T T-scores are based on a normative sample of 631 teacher ratings of youths aged 7–17 and are calculated based on age (7 to 12 or 13 to 17) and gender. This report provides comparative information about the youth’s scores over previous administrations of the CDI:T. See the CDI Technical Manual (published by MHS) for more information about this instrument and its results.

## Cautionary Remarks

This computerized report is meant to act as an interpretive aid and should not be used as the sole basis for intervention or clinical diagnosis. This report works best when combined with other sources of relevant information (e.g., tests, observations, historical information). The report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Atypical interpretations must be explored in other ways on a case-by-case basis. The information contained in this report should be treated as confidential.

## CDI:T Total T-Scores

The following graph provides the respondent's CDI:T Total T-scores for each CDI:T assessment.



### Administration 1 compared to Administration 2

Administration 1 10:43:45 AM (April 23/04) Total CDI:T T-Score=65

Administration 2 10:47:57 AM (April 23/04) Total CDI:T T-Score=70

There was an increase in the Teacher Version (CDI:T) Total Score. Although this change may reflect a worsening condition between the two administrations, the change was not statistically significant and may reflect random fluctuation.

### Administration 1 compared to Administration 3

Administration 1 10:43:45 AM (April 23/04) Total CDI:T T-Score=65  
 Administration 3 10:49:52 AM (April 23/04) Total CDI:T T-Score=55

There was a drop in the Teacher Version (CDI:T) Total Score. Although this change may reflect improvement between the two administrations, the change was not statistically significant and may reflect random fluctuation.

### Administration 2 compared to Administration 3

Administration 2 10:47:57 AM (April 23/04) Total CDI:T T-Score=70  
 Administration 3 10:49:52 AM (April 23/04) Total CDI:T T-Score=55

There was a substantial decline in the Teacher Version (CDI:T) Total Score indicating improvement between the two administrations. The improvement was statistically significant at  $p < .05$ .

## Summary of Teacher Version (CDI:T) Item Raw Scores

The following response choices were entered for items on the Teacher version (CDI:T).

Item	Admin 1	Admin 2	Admin 3	Admin 4	Item	Admin 1	Admin 2	Admin 3	Admin 4
1.	1	1	1		7.	1	1	0	
2.	0	1	0		8.	1	2	1	
3.	2	3	1		9.	0	0	1	
4.	1	1	0		10.	1	2	1	
5.	2	1	1		11.	1	1	0	
6.	2	2	1		12.	2	2	0	

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**End of Report**