

CHILDREN'S DEPRESSION RATING SCALE, REVISED (CDRS-R)

Administration Booklet

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Child's Name: _____

The QS domain does not capture demographic results such as age, sex, and grade in order to avoid duplication of this type of data. These results are stored in the Demographics (DM) and Subject Characteristics (SC) domains and referenced there when needed.

Age: _____

Gender: M F

Ethnicity: _____

Date of Interview: _____ **RSDTC**

Examiner: _____

QNAM = RSCOLAVL

QNAM = RSCOLRVL

QNAM = RSOTHRSP

Interviewee: Child Mother Father Other (specify): _____

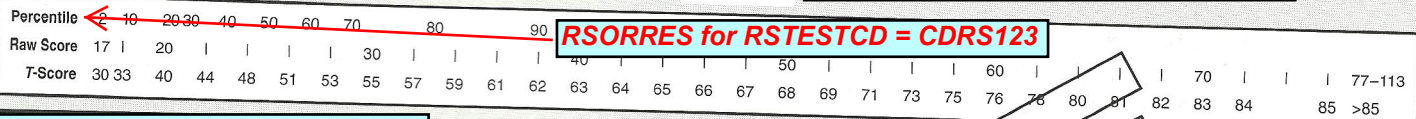
Note: The remainder of this summary page should be completed only if this Administration Booklet has been used to rate the child's CDRS-R interview. (See the instructions at the bottom of the last page of this booklet.)

RSORRES for RSTESTCD = CDRS121

CDRS-R Raw Summary Score _____

CDRS-R T-Score _____

RSORRES for RSTESTCD = CDRS122



RSORRES for RSTESTCD = CDRS124

Interpretation of the CDRS-R T-Score

T-Score Range	Interpretation
39 or lower	Scores this low are extremely rare. Seek information from others, as such uncommonly low scores may be associated with pervasive denial.
40-54	A depressive disorder is unlikely to be confirmed in further evaluation.
55-64	It is possible that a depressive disorder might be confirmed in a comprehensive diagnostic evaluation. Further evaluation should be pursued if any of the following conditions are applicable: <ul style="list-style-type: none"> Moderate to severe ratings were made in any symptom areas The rating for Suicidal Ideation is 3 or above A chronic course (i.e., more than one year) is described for a clinically significant indicator of depressive mood (i.e., Difficulty Having Fun, Depressed Feelings, Depressed Facial Affect, or Irritability)
65-74	A depressive disorder is likely to be confirmed.
75-84	A depressive disorder is very likely to be confirmed.
85 or higher	A depressive disorder is almost certain to be confirmed. Interview and evaluate immediately.

These Rating Sources relate to the Interviewees indicated above

RSSTRESC/RSSTREN

Comparison of Symptom Ratings from All Sources

RSSCAT

RSTESTCD = CDRS101 to CDRS114

Evaluated Symptom Area	Rating Source																														Best Description of Child				
	Child							Parent							Other																				
Impaired Schoolwork	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Difficulty Having Fun	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Social Withdrawal	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Sleep Disturbance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
Appetite Disturbance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Excessive Fatigue	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						
Physical Complaints	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Irritability	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Excessive Guilt	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Low Self-Esteem	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Depressed Feelings	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Morbid Ideation	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Suicidal Ideation	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Excessive Weeping	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7							

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Ratings of Observed Nonverbal Behavior

RSTESTCD = CDRS115 to CDRS117

Depressed Facial Affect	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Listless Speech	1	2	3	4	5	1	2	3	4	5	6	7		
Hypoactivity	1	2	3	4	5	6	7	1	2	3	4	5	6	7

= No apparent difficulties = Clinically significant difficulties = Severe clinically significant difficulties

Instructions: Rate each symptom area for this child by writing only one number in the box.
Write *NR* ("Not Rated") in the box if there is insufficient information to derive a rating.

RSTESTCD = CDRS101

RSORRES

RSSTRESC/RSSTRESN

RSTESTCD = CDRS104

1. IMPAIRED SCHOOLWORK

- Performance is consistent with ability 1
- Decrease in school performance and/or ability to concentrate 2
- Major interference with performance in most subjects 3
- No motivation to perform 4
- 5
- 6
- 7

Comment _____

RSORRES for RSTESTCD = CDRS101A

RSTESTCD = CDRS102

2. DIFFICULTY HAVING FUN

- Interest and activities realistically appropriate for age, personality, and social environment. No appreciable change from usual behavior during at least the past 2 weeks. Any feelings of boredom are seen as transient. 1
- Describes some activities as enjoyable that are realistically available several times a week but not on a daily basis. Shows interest but not enthusiasm. 2
- Is easily bored. Complains of "nothing to do" as characteristic of daily experience. Participates in structured activities with a "going through the motions" attitude. May express interest primarily in activities that are (realistically) unavailable on a daily or weekly basis. 3
- Has no initiative to become involved in any activities. Describes himself/herself as primarily passive. Watches others play or watches TV but shows little interest. Requires coaxing and/or pushing to get involved in activity. Shows no enthusiasm or real interest. Has difficulty naming activities. 4
- 5
- 6
- 7

Comment _____

RSORRES for RSTESTCD = CDRS102A

RSTESTCD = CDRS103

3. SOCIAL WITHDRAWAL

- Enjoys friendships with peers at school and at home 1
- Does not actively seek out friendships but waits instead for others to initiate a relationship. Occasionally rejects opportunities to play, without having a describable alternative. 2
- Frequently avoids or refuses opportunities for desirable interaction with others and/or sets up situations where rejection is inevitable. 3
- Does not currently relate to other children. States that he/she has "no friends" or actively rejects new or former friends. 4
- 5
- 6
- 7

Comment _____

RSORRES for RSTESTCD = CDRS103A

4. SLEEP DISTURBANCE

- No difficulty or occasional difficulty that is situationally explainable 1
- Frequently has mild difficulty with sleep 2
- Has difficulty with sleep nearly every night 3
- 4
- 5

Supplemental information (not scored)

Indicate when sleep disturbance occurs (check all applicable items):

- ___ Upon first going to bed **QNAM=RSSLPDS1**
- ___ In the middle of the night **QNAM=RSSLPDS2**
- ___ Early in the morning **QNAM=RSSLPDS3**

Comment _____

RSORRES for RSTESTCD = CDRS104A

RSTESTCD = CDRS105

5. APPETITE DISTURBANCE

- No problems or changes in eating pattern 1
- Mild but notable change from usual eating habits 2
- Avoids eating and/or is not hungry most of the time OR describes a noteworthy increase in appetite and/or excessive food intake 3
- 4
- 5

Supplemental information (not scored)

If applicable, indicate type of appetite disturbance:

- ___ Increased appetite **QNAM=RSAPPDST**
- ___ Decreased appetite

Comment _____

RSORRES for RSTESTCD = CDRS105A

RSTESTCD = CDRS106

6. EXCESSIVE FATIGUE

- No unusual complaints of "feeling tired" during the day 1
- Complaints of fatigue seem somewhat excessive and are not related to boredom or increased activity levels 2
- Daily complaints of feeling tired 3
- Complains of feeling tired most of the day. May voluntarily take long naps without feeling refreshed. Degree of fatigue interferes with play activities. 4
- 5
- 6
- 7

Comment _____

RSORRES for RSTESTCD = CDRS106A

RSORRES for RSTESTCD = CDRS118

Add all numbers in above boxes here: _____ (Subtotal 1)

RSTESTCD = CDRS107

7. PHYSICAL COMPLAINTS →

- Occasional complaints that do not appear to be excessive 1
- Complaints appear mildly excessive 2
- Complains daily of aches and pains. These occasionally interfere with his/her ability to function. 3
- Preoccupied with aches and pains. These regularly interfere with play activities. 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS107A**

RSTESTCD = CDRS108

8. IRRITABILITY →

- Rarely irritable 1
- Easily irritable. Periods of irritability occur several times a week, but do not last long. 2
- Frequently irritable. Extended periods of irritability occur several times a week and are difficult to break out of. 3
- Constant experience of irritability. Nothing changes this mood. 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS108A**

RSTESTCD = CDRS109

9. EXCESSIVE GUILT →

- Does not express any undue feeling of guilt. Reported guilt appears appropriate to precipitating event. 1
- Exaggerates guilt and/or shame out of proportion to the event described. 2
- Feels guilty over things not under his/her control. These feelings interfere with everyday functioning. 3
- Severe delusions of guilt. 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS109A**

RSTESTCD = CDRS110

10. LOW SELF-ESTEEM →

- Describes himself/herself in primarily positive terms 1
- Describes one important or prominent area where he/she feels there is a deficit 2
- Describes himself/herself in predominantly negative terms or gives bland answers to questions asked 3
- Refers to himself/herself in derogatory terms. Reports that other children frequently refer to him/her by using derogatory nicknames. Puts himself/herself down. 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS110A**

RSTESTCD = CDRS111

11. DEPRESSED FEELINGS →

- Occasional feelings of unhappiness that quickly disappear 1
- Describes sustained periods of unhappiness that appear excessive for events described 2
- Feels unhappy most of the time without a major precipitating cause 3
- Feels unhappy all of the time; characterized by a sense of psychic pain (e.g., "I can't stand it") 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS111A**

RSTESTCD = CDRS112

12. MORBID IDEATION →

- No morbid thinking reported 1
- Strongly denies morbid thoughts 2
- Discusses morbid thoughts that relate to a real event but seem excessive 3
- Describes preoccupation with morbid thoughts several times a week. These morbid thoughts extend beyond external reality. 4
- Preoccupied on a daily basis with death themes or morbid thoughts that are elaborate, extensive, or bizarre 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS112A**

RSTESTCD = CDRS113

13. SUICIDAL IDEATION →

- Understands the word *suicide*, but does not apply the term to himself/herself 1
- Sharp denial of suicidal thoughts 2
- Has thoughts about suicide, or of hurting himself/herself (if he/she does not understand the concept of suicide), usually when angry 3
- Has recurrent thoughts of suicide 4
- Has made a suicide attempt within the last month or is actively suicidal 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS113A**

RSTESTCD = CDRS114

14. EXCESSIVE WEEPING →

- Report appears normal for age 1
- Suggestive statements that he/she cries, or feels like crying, more frequently than peers 2
- Cries more often than peers, occasionally without clear precipitant 3
- Cries or feels like crying frequently (several times a week). Admits to crying without knowing the reason why. 4
- 5
- 6
- 7

Comment **RSORRES for RSTESTCD = CDRS114A**

RSORRES for RSTESTCD = CDRS119

Add all numbers in above boxes here: (Subtotal 2)

STOP if the interview was conducted with a parent (or another adult). No further scoring activity is justified or supported by empirical data. Refer to chapter 3 of the CDRS-R Manual for interpretive considerations.

CONTINUE if this interview was conducted with the child. For the three remaining symptom areas, rate the child based on his or her nonverbal characteristics during the interview.

RSTESTCD = CDRS115

RSTESTCD = CDRS117

15. DEPRESSED FACIAL AFFECT

- Facial expression and voice animated during the interview. No sign of depressed affect. **1**
- Mild suppression of affect. Some loss of spontaneity. **2**
- Overall loss of spontaneity. Looks unhappy during parts of the interview (e.g., sullen face, lowered eyes, lack of animation in face). Is capable of smiling, however, and does not avoid eye contact when discussing nonthreatening areas. **3**
- Moderate restriction of affect throughout most of the interview. Has longer and frequent periods of looking distinctly unhappy. Nothing seems to enliven him/her. **4**
- Moderate restriction of affect throughout most of the interview. Has longer and frequent periods of looking distinctly unhappy. Nothing seems to enliven him/her. **5**
- Severe restriction of affect. Looks distinctly sad and withdrawn. Minimal verbal interaction **6**
- Severe restriction of affect. Looks distinctly sad and withdrawn. Minimal verbal interaction throughout the interview. Cries or may appear tearful. **7**

17. HYPOACTIVITY

- Bodily movements are animated. (Note that a hyperactive, agitated child is not distinguished here from what would be seen as normal nondistracting behavior; hyperactivity should be noted.) **1**
- Bodily movements appear somewhat restricted and/or slowed **2**
- Bodily movements appear somewhat restricted and/or slowed **3**
- Definite restriction in bodily movements and an overall sense of motor retardation **4**
- Definite restriction in bodily movements and an overall sense of motor retardation **5**
- Severe sense of motor retardation with catatonic-like qualities **6**
- Severe sense of motor retardation with catatonic-like qualities **7**

Comment **RSORRES for RSTESTCD = CDRS117A**

Comment **RSORRES for RSTESTCD = CDRS115A**

RSTESTCD = CDRS116

16. LISTLESS SPEECH

- Quality of speech seems situationally sensitive without any noteworthy deviations **1**
- Slowed tempo, monotone, or overly soft speech **2**
- Slowed tempo with many pauses where he/she appears to drift. Hesitations include sighing. Voice qualities are distinctly monotonic and unanimated, and convey a sense of distress and psychic discomfort. **3**
- Slowed tempo with many pauses where he/she appears to drift. Hesitations include sighing. Voice qualities are distinctly monotonic and unanimated, and convey a sense of distress and psychic discomfort. **4**
- Extreme sense of psychic distress exhibited in voice or by a profound sense of hollowness or emptiness. Has difficulty conducting the interview. **5**

Comment **RSORRES for RSTESTCD = CDRS116A**

RSORRES for RSTESTCD = CDRS120

Add all numbers in above boxes here: _____ (Subtotal 3)

Sum all the page subtotals to calculate the Raw Summary Score:

+ + =
 Subtotal 1 Subtotal 2 Subtotal 3 Raw Summary Score

RSORRES/RSSTRESC/RSSTRESN

RSTESTCD = CDRS118 + CDRS119 + CDRS120 = CDRS121

First, write the "Summary Score" on the summary page (page 1) of this Administration Booklet. Locate the Summary Score on the middle line of the "scoring thermometer" on the same page. The T-score that corresponds to the Summary Score can be found directly below it, on the bottom line. Copy the T-score to the space labeled "CDRS-R T-Score." (The percentile that corresponds to the Summary Score can be found directly above it, on the top line of the scoring thermometer.)

see chapter 3 of the CDRS-R Manual for interpretive considerations. Otherwise, in the middle of the summary page, locate the T-score range in which the child's T-score falls. Place a check mark in the column to the left of the appropriate T-score range to indicate the interpretive statement applicable to this child's T-score. Finally, proceed to the bottom portion of the same page and summarize the interview ratings for all informants.