



What to do with standardized measures...

Do you ever find yourself staring blankly at a stack of measures that a parent has just given you? You want to acknowledge the parent’s hard work in filling them out, but where do you begin? Here are some quick and easy strategies for making the measures meaningful—to the parent and to you!



The first thing to do when a parent gives you back a packet of measures is to look at every single one of them.

- Look for places the parent skipped over.
- If there are no skipped items, praise the parent for being thorough!
- If you find a skipped item, ask how the parent would answer and mark it down.

Here are some hints for things you can look for and say for each measure:

| Measure | Scale | Hints |
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| ECBI | <ul style="list-style-type: none"> • Intensity scale | <ul style="list-style-type: none"> • Scan for behaviors marked 5, 6, or 7 in intensity. <ul style="list-style-type: none"> ○ If there are a LOT of behavior problems marked 5, 6, or 7, tell the parent, “It looks like [CHILD] has quite a few problem behaviors, especially [a couple of behaviors marked as 7]”. ○ If there are only a few marked 5, 6, or 7, tell the parent, “It looks like [CHILD] is not giving you too many problems, except [behaviors rated highest]”. |
| | <ul style="list-style-type: none"> • Problem scale | <ul style="list-style-type: none"> • Scan the number of behaviors the parent claims are PROBLEMS (Yes) <ul style="list-style-type: none"> ○ Not too many problems: “Looks like you feel as though most of these behaviors are not big problems for you or your family.” ○ Many problems: “Looks as though [CHILD] is very difficult to manage.” |
| CBCL | OVERALL | <ul style="list-style-type: none"> • Scan quickly for a sense of how many behaviors are marked as “frequent” (2). Look to see whether parent wrote anything in response to the question about what most concerns them about the child and the best things about the child. Nod your head to the parent, acknowledging that you understand. |
| | <ul style="list-style-type: none"> • Aggressive/Oppositional (Externalizing) | <ul style="list-style-type: none"> • If you want to spend a little more time with this measure, look at items 15 – 18 and 81 – 85. These items will give you a quick sense of the child’s oppositional and aggressive behaviors. |

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| PSI Short Form | <ul style="list-style-type: none"> • Parent Distress | <ul style="list-style-type: none"> • First 12 items; SA and A are more concerning responses. |
| | <ul style="list-style-type: none"> • Parent-Child Dysfunctional Relationship | <ul style="list-style-type: none"> • Items 13 – 24; SA and A are more concerning responses. |
| | <ul style="list-style-type: none"> • Difficult Child | <ul style="list-style-type: none"> • Items 25 – 36; SA and A are more concerning responses. |
| | OVERALL | <ul style="list-style-type: none"> • Look at the items marked as SA, and make a general comment (e.g., “It looks as though [CHILD’s] moods are difficult to deal with”). • If you feel as though you are being a little negative, look at the items marked as SD, and make a general comment (e.g., “but [CHILD] responds to you pretty well”). |
| TSCYC | <ul style="list-style-type: none"> • Item 11 is “being bothered by memories” • Item 36 is “suddenly seeing, feeling, or hearing something bad that happened in the past” • Item 69 is “crying when... reminded by something from the past” | <ul style="list-style-type: none"> • Take a look at the three items on the left and see what the parent reports. Items marked “3” or “4” are most concerning indicators of PTS. |
| | | <ul style="list-style-type: none"> • If you know that the child has experienced trauma, make a comment about how the child is handling the past difficulty. |
| | | <ul style="list-style-type: none"> • If the parent has not said anything about past trauma but marks any of these 3 items as 3 or 4, ask what happened in the past. |