**Beck Depression Inventory – II**

Self-report measure of the severity of depression in adults and adolescents age 13 and older.

**Brief Symptom Inventory**

Designed to reflect the psychological symptom patterns of psychiatric and medical patients as well as community nonpatient respondents.

**Subscales:** Global Severiety Index, Somatization, Obsessive-Compulsive, Interpersonal Sensitivity, Depression, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation, Psychoticism

**Brief Symptom Inventory – 18**

Brief, highly sensitive measure designed to serve as a screen for psychological disorders in medical and community populations.

**Subscales:** Global Severiety Index, Somatization, Obsessive-Compulsive, Interpersonal Sensitivity, Depression, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation, Psychoticism

**Children’s Depression Inventory (CDI)**

(Self-Report original and short, and teacher and parent versions)

Measures the extent and severity of depressive symptoms in children aged 7 to 17.

**Subscales:** Total, Emotional, Functional

**Conflict Tactics Scales – Revised (CTS2)**

Measure of the frequency of violent or abusive partner behaviors, as reported by a respondent.

**Subscales:** Negotiation, Psychological Aggression, Physical Assault, Injury, Sexual Coercion

**Conflict Tactics Scale: Parent-Child Version (CTSPC)**

Measure designed to evaluate psychological and physical maltreatment and neglect of children by parents, as well as nonviolent modes of discipline.

**Subscales:** Nonviolent Discipline, Psychological Aggression, Physical Assault, Weekly discipline, Sexual Abuse
Conners’ Rating Scales-Revised (CRS-R)  
(Parent, teacher, and Adolescent report)

Assessment of symptoms of ADHD and co-morbid disorders.


Family Assessment Measure Version III (FAM III)

A self-report measure that provides quantitative indices of family strengths and weaknesses.

Subscales: Task Accomplishment, Role Performance, Communication, Affective Expression, Involvement, Control, Values & Norms

Gilliam Autism Rating Scale – Second Edition (GARS-2)

Screening test for identifying persons who have autism.

Subscales: Stereotyped behaviors, Communication, Social interaction

Learning and Study Strategies Inventory – High School Version (LASSI-HS)

Assesses student thought processes and behaviors that impact studying and learning.

Subscales: Attitude, Motivation, Time Management, Anxiety, Concentration, Information processing, Selecting Main Ideas, Study Aids, Self Testing, Test Strategies

Marital Satisfaction Inventory - Revised

Measures the nature and extent of relationship distress along several key relationship dimensions

Subscales: Inconsistency, Conventionalization, Global Distress, Affective Communication, Problem-Solving Communication, Aggression, Time Together, Disagreement about Finances, Sexual Dissatisfaction, Role Orientation, Family History of Distress, Dissatisfaction With Children, Conflict over Childrearing
**Multidimensional Anxiety Scale for Children**

Measure of anxiety in children ages 8 to 19. Thirty-nine items on a 4-point scale from never true to often true.

**Physical Symptoms - Total**  
- **Somatic symptoms** (heart racing, etc.)  
- **Tension** (feeling uptight)

**Harm Avoidance** – work hard to obey parents/teachers, avoid mistakes  
- **Perfectionism** – doing everything right  
- **Anxious coping** – checking to make sure things are safe

**Social Anxiety** – worry about peers laughing, being called on in class, or being embarrassed in public  
- **Humiliation fear** – others will laugh at me  
- **Performance fear** – getting called on in class

**Separation/Panic Scale** – scared when in unfamiliar settings, stay close to family members

**Total Anxiety Scale** – Symptoms across all 4 domains above

**Anxiety Disorders Index** – items differentiating kids with anxiety disorders from those without

**Inconsistency Index** – Consistency of responses, used as a validity check.

**Multi-Dimensional Self-Concept Scale**

Measure of self-concept for children and adolescents, 150 items scored on a 4-point scale.

**Total** – Overall self-concept/self-esteem  
**Social** – ability to achieve goals and objectives through successful social interactions  
**Competence** – ability to succeed in attempts to solve problems, attain goals, and function effectively  
**Affect** – One’s self-view of their emotional life  
**Academic** – Child’s evaluation of academic achievement and expectations of school-related situations  
**Family** – child’s view of home, family relationships, and influence of family on own life  
**Physical** – Child’s perceived physical attractiveness
**Parenting Relationship Questionnaire**

Intended as a way of measuring the parents’ of 2-18 year olds’ perspective of the parent-child relationship. Forty-five items with same response choices (and authors!) as BASC. Norms by sex of reporter and age of child. T scores more than 2 SDs from the mean are interpreted as problematic.

- **Attachment** – feelings of closeness, empathy, and understanding on the part of the parent
- **Communication** – Quality of info exchanged and parent’s listening skills (not in preschool form)
- **Discipline Practices** – Tendency to consistently apply consequences to misbehavior, belief that adherence to rules is desirable
- **Involvement** – Parent’s knowledge of child’s activities, extent of joint participation in activities
- **Parenting Confidence** – Comfort, control, and confidence of parent when making parenting decisions
- **Satisfaction with School** – parent’s belief that school is meeting child’s educational and emotional needs (not in preschool form)
- **Relational Frustration** – Parent’s level of stress in relating to and controlling behaviors of the child, tendency to overreact and get frustrated in common parenting situations

**Parenting Stress Index – Third Edition**

Measure designed to measure stressful parent-child systems, including excessively stressful child characteristics, parent characteristics, and life stressors.

- **Subscales:** Child Domain (Distractability/Hyperactivity, Adaptability, Reinforces Parent, Demandingness, Mood, Acceptability), Parent Domain (Competence, Isolation, Attachment, Health, Role Restriction, Depression, Spouse), Life Stress

**Quality of Life Inventory**

Respondants rate the importance (Not Important 0, Important 1, Extremely Important 2) and satisfaction (-3 to +3, very, somewhat, a little dissatisfied or satisfied) across 16 domains. Importance is used to weight satisfaction; all together form an overall life satisfaction score. T-scores and %iles are available only for the overall quality of life score. The utility of the QOLI in counseling is boosted by the presence of some free-response items.

- **Areas:** Health, Self-Esteem, Goals-and-Values, Money, Work, Play, Learning, Creativity, Helping, Love, Friends, Children, Relatives, Home, Neighborhood, Community
Revised Children’s Manifest Anxiety Scale, Second Edition (RCMAS-2)

Forty-nine item self-report measure of the level and nature of anxiety in children aged 6 to 19 years old.

Subscales: Inconsistent Responding, Defensiveness, Total Anxiety, Physiological Anxiety, Worry, Social Anxiety

Self Description Questionnaire – III

Measures self-concept and self-esteem in late adolescents and adults. 136 items answered on an 8-point scale from definitely false to definitely true.

**Academic**
- **Math** – self-assessment of mathematical skills/reasoning
- **Verbal** – verbal skills and reasoning
- **General academic** – I am a good student in most subjects
- **Problem solving** – Problem solving/creative thinking

**NonAcademic**
- **Physical ability** – sports and physical activities
- **Physical Appearance** – physical attractiveness
- **Relations with same sex** – good vs bad
- **Relations with the opposite sex** – good vs bad
- **Relations with parents** – good vs bad
- **Spiritual values/religion** – view self as a spiritual person
- **Honesty/Trustworthiness** – view self as honest, reliable, trustworthy
- **Emotional stability** – view self as emotionally stable

**General-Self** – Overall self-concept
Social Skills Rating System

Teacher, parent, and student forms. Rates behaviors on 3 point frequency and importance scales. Norms for pre-school, elementary, secondary boys and girls.

**Social Skills** – Total score
- **Cooperation** – helping others, sharing, complying with rules
- **Assertion** – initiating behaviors, asking for information, introducting oneself
- **Responsibility** – Communicating regard for property or work
- **Empathy** – concern and respect for other’s feelings and views
- **Self-Control** – responding appropriately to teasing, taking turns, compromising

**Problem behaviors** – total score
- **Externalizing** – aggression, arguing, poor temper
- **Internalizing** – anxiety, sadness, low-self esteem
- **Hyperactivity** – excessive movement, impulsivity

**Academic competence** – general academic functioning

State-Trait Anxiety Inventory

Assessment of the level and severity of state-dependent and trait-like anxiety.

**Subscales**: State-Anxiety, Trait-Anxiety

Trauma Symptom Checklist for Children

Evaluate acute and chronic posttraumatic symptomatology in ages 8-16 years.

**Subscales**: Validity (Underresponse, Hyperresponse), Anxiety, Depression, Anger, Posttraumatic Stress, Dissociation, and Sexual Concerns

Trauma Symptom Inventory

A measure of posttraumatic stress and other psychological sequelae of traumatic events.

**Subscales**: Validity (Response Level, Atypical Response, Inconsistent Response), Anxious Arousal, Depression, Anger/Irritability, Intrusive Experiences, Defensive Avoidance, Dissociation, Sexual Concerns, Dysfunctional Sexual behavior, Impaired Self-Reference, Tension-Reduction Behavior