Emotional Disturbance Decision Tree™

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Multi-Rater Summary Report

Student's name:	Sample Client
Client ID:	EDDT
Date of birth:	(not specified)
Gender:	Male
Age:	12
Grade:	(not specified)
Report date:	10/31/2019

Rater 1:	Sample Client	Rater 2:	(not specified)
Test date:	10/31/2019	Test date:	10/31/2019
Relationship:	Self	Relationship:	Teacher

Rater 3:	(not specified)
Test date:	10/31/2019
Relationship:	Parent

This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

EDDT Multi-Rater Protocol Summary

	Rater 1 10/31/2019 Self	Rater 2 10/31/2019 Teacher	Rater 3 10/31/2019 Parent	Rater 4
Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)				
Scale	*T* (%ile)			
REL	86 (> 99)	91 (≥ 99)	82 (99)	
IBF	72 (99)	≥ 100 (≥ 99)	77 (> 99)	
PM/DEP	74 (> 99)	77 (97)	78 (98)	
FEARS	71 (97)	93 (≥ 99)	76 (98)	
TOTAL	80 (> 99)	≥ 100 (≥ 99)	81 (99)	
Scale	Qualitative Label			
REL	**Very High Clinical**	**Very High Clinical**	**Very High Clinical**	
IBF	**High Clinical**	**Very High Clinical**	**High Clinical**	
PM/DEP	**High Clinical**	**High Clinical**	**High Clinical**	
FEARS	**High Clinical**	**Very High Clinical**	**High Clinical**	
TOTAL	**Very High Clinical**	**Very High Clinical**	**Very High Clinical**	

Note. REL = Inability to Build or Maintain Relationships; IBF = Inappropriate Behaviors or Feelings; PM/DEP = Pervasive Mood/Depression; FEARS = Physical Symptoms or Fears; TOTAL = EDDT Total Score. "---" indicates a scale that is invalid due to an excessive number of missing item responses.
*Prorated score.

Significant Multi-Rater Score Discrepancies

Rater	Scale	*T* score	Absolute difference	Significance level	% of sample
Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)					
Rater 1		72			
Rater 2	IBF	≥ 100	28	.01	1.8
Rater 1		80			
Rater 2	TOTAL	≥ 100	20	.05	0.0

Note. REL = Inability to Build or Maintain Relationships; IBF = Inappropriate Behaviors or Feelings; PM/DEP = Pervasive Mood/Depression; FEARS = Physical Symptoms or Fears; TOTAL = EDDT Total Score. "---" indicates a scale that is invalid due to an excessive number of missing item responses.
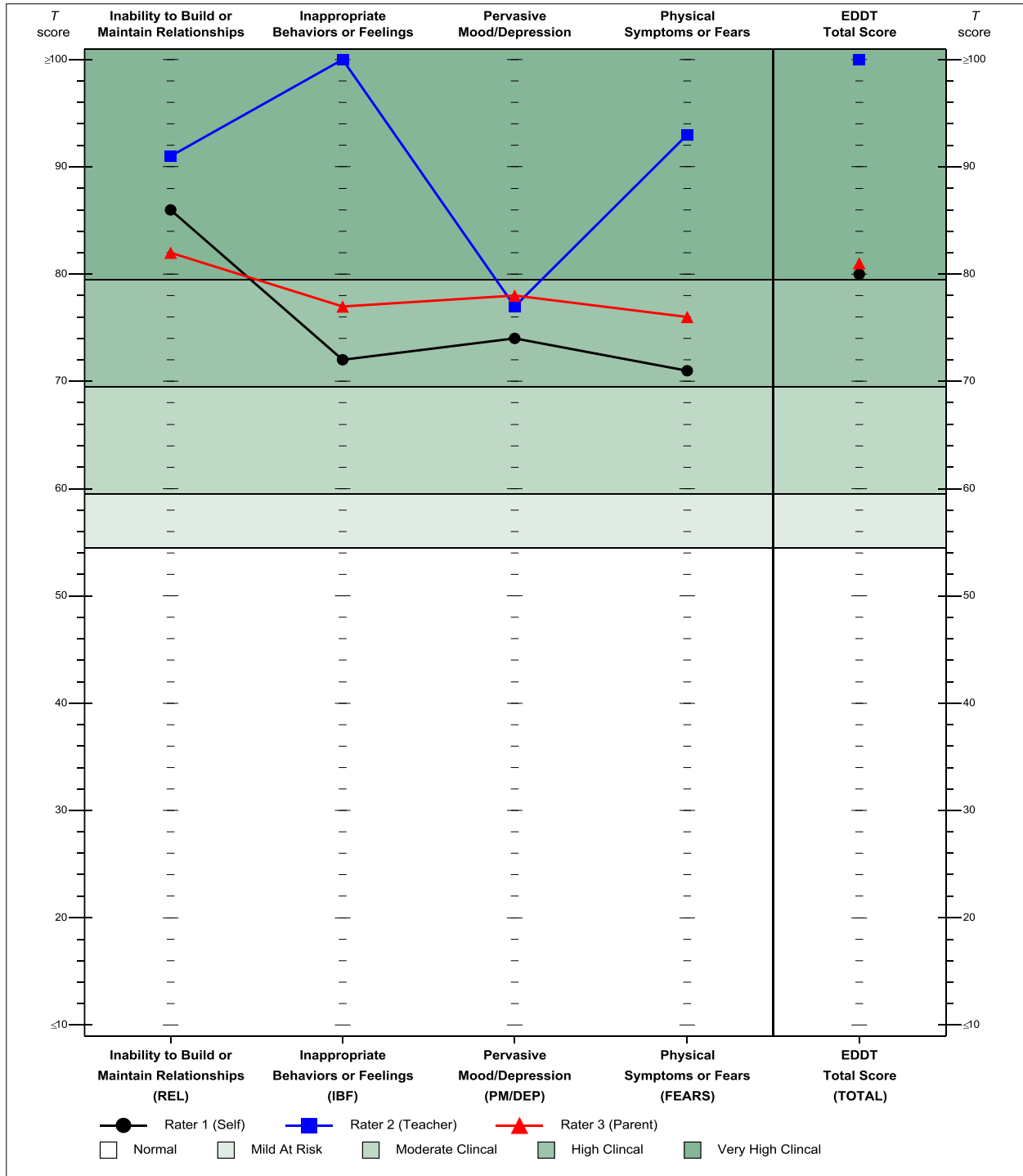*Prorated score.

Multi-Rater Profile of Emotional Disturbance Characteristic Scales

	Inability to Build or Maintain Relationships (REL)	Inappropriate Behaviors or Feelings (IBF)	Pervasive Mood/Depression (PM/DEP)	Physical Symptoms or Fears (FEARS)	EDDT Total Score (TOTAL)

Rater 1 (Self) ●——●   Rater 2 (Teacher) ■——■   Rater 3 (Parent) ▲——▲

☐ Normal   ☐ Mild At Risk   ☐ Moderate Clincal   ☐ High Clincal   ☐ Very High Clincal

EDDT Criteria Table

Federal criteria	Rater 1 Self	Rater 2 Teacher	Rater 3 Parent	Rater 4
Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)				
Over a long period of time	N/A	**Yes**	N/A	
To a marked degree	N/A	**Yes**	N/A	
Adversely affects a child's educational performance	N/A	**Yes**	N/A	
An inability to learn that cannot be explained by intellectual, sensory, or health factors	N/A	**Yes**	N/A	
An inability to build or maintain satisfactory interpersonal relationships with peers and teachers (REL)	**Yes***	**Yes***	**Yes***	
Inappropriate types of behavior or feelings under normal circumstances (IBF)				
A general pervasive mood of unhappiness or depression (PM/DEP)				
A tendency to develop physical symptoms or fears associated with personal or school problems (FEARS)				
The term includes schizophrenia	Do not use EDDT results alone. For potential indicators, review the POSSIBLE PSYCHOSIS raw score and conduct item analysis. Obtain further psychological evaluation if concerns exist.			
The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance	**Yes**	No	**Yes**	

Note. For more information about the EDDT results which inform each criterion, see the EDDT, EDDT-PF, and/or EDDT-SR Score Report Criteria Tables. "---" indicates a criterion that cannot be assessed due to missing item responses.

*Based on the combination of *T* scores on the ED Characteristic Scales (REL, IBF, PM/DEP, FEARS).

Multi-Rater Score Discrepancies

			Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)	

		Rater 1: Self **REL *T* Score: 86**		
Rater	**REL *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 2	91	5	*ns*	70.6
Rater 3	82	4	*ns*	74.0
		IBF *T* Score: 72		
Rater	**IBF *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 2	≥ 100	28	.01	1.8
Rater 3	77	5	*ns*	76.0
		PM/DEP *T* Score: 74		
Rater	**PM/DEP *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 2	77	3	*ns*	72.4
Rater 3	78	4	*ns*	72.0
		FEARS *T* Score: 71		
Rater	**FEARS *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 2	93	22	.10	3.6
Rater 3	76	5	*ns*	72.0
		TOTAL *T* Score: 80		
Rater	**Total *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 2	≥ 100	20	.05	0.0
Rater 3	81	1	*ns*	77.0

Note. "---" indicates that the value could not be calculated due to missing data. "ns" indicates a non-significant discrepancy.

*Prorated score.

Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)				
Rater 2: Teacher				
REL *T* Score: 91				
Rater	**REL *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	86	5	*ns*	70.6
Rater 3	82	9	*ns*	55.8
IBF *T* Score: ≥ 100				
Rater	**IBF *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	72	28	.01	1.8
Rater 3	77	23	.15	16.2
PM/DEP *T* Score: 77				
Rater	**PM/DEP *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	74	3	*ns*	72.4
Rater 3	78	1	*ns*	56.7
FEARS *T* Score: 93				
Rater	**FEARS *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	71	22	.10	3.6
Rater 3	76	17	*ns*	18.0
TOTAL *T* Score: ≥ 100				
Rater	**Total *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	80	20	.05	0.0
Rater 3	81	19	*ns*	16.2

Note. "---" indicates that the value could not be calculated due to missing data. "ns" indicates a non-significant discrepancy.

*Prorated score.

Rater 1 = Sample Client; Rater 2 = (not specified); Rater 3 = (not specified)			
Rater 3: Parent **REL *T* Score: 82**			
Rater	**REL *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	86	4	*ns*	74.0
Rater 2	91	9	*ns*	55.8

IBF *T* Score: 77			
Rater	**IBF *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	72	5	*ns*	76.0
Rater 2	≥ 100	23	.15	16.2

PM/DEP *T* Score: 78			
Rater	**PM/DEP *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	74	4	*ns*	72.0
Rater 2	77	1	*ns*	56.7

FEARS *T* Score: 76			
Rater	**FEARS *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	71	5	*ns*	72.0
Rater 2	93	17	*ns*	18.0

TOTAL *T* Score: 81			
Rater	**Total *T* score**	**Absolute difference**	**Significance level**	**% of sample**
Rater 1	80	1	*ns*	77.0
Rater 2	≥ 100	19	*ns*	16.2

Note. "---" indicates that the value could not be calculated due to missing data. "ns" indicates a non-significant discrepancy.

*Prorated score.

EDDT Scale Descriptions

Relationships (REL) Scale

This scale addresses a wide variety of relationship issues. Examples include (a) hostility in interaction; (b) the stability of relationships; (c) the appropriateness of interaction; (d) social avoidance; (e) aggression; (f) the tendency to be rejected; (g) problem-solving skills in relationships; (h) empathy and respect; (i) peer relationships; (j) adult relationships; (k) the age-appropriateness of relationships; (l) the ability to make friends; (m) social conversation skills; and (n) other factors affecting relationships, including trust, forgiveness, internal locus, and annoyance/irritation.

Inappropriate Behaviors or Feelings (IBF) Scale

This scale covers a wide variety of behavioral issues. These generally exclude behaviors that are specifically indicative of social maladjustment or psychosis/schizophrenia because these areas are addressed by other EDDT clusters, although some behavioral overlap occurs. Examples of the behavioral problems covered by this scale of the EDDT are (a) age-inappropriate behavior, (b) attention-seeking behavior, (c) tantrumming and shutting down, (d) inappropriate touch, (e) failure to regulate/control one's own behavior, (f) aggression, (g) rule-breaking, (h) lack of coping skills, (i) teasing/taunting behavior, (j) defiance, (k) overly aroused behavior or emotions, (l) defensiveness, (m) dramatic or strange behavior, (n) inappropriate dependence on others, and (o) distorted perceptions or emotions.

Pervasive Mood/Depression (PM/DEP) Scale

This scale incorporates items that address a wide variety of mood/depression issues. Examples include (a) suicidal thoughts or attempt(s); (b) frequent irritability; (c) depressed, sad, unhappy attitude; (d) unexplained crying; (e) hopelessness; (f) lack of interest, excitement and/or fun in life; (g) feelings of ineptness or failure; (h) feelings of rejection by others; (i) physiological signs of possible depression such as lethargy or sleep issues; (j) body image problems and/or disapproval of own appearance; (k) self-mutilation; and (l) difficulty making decisions.

Physical Symptoms or Fears (FEARS) Scale

This scale addresses a wide variety of anxiety and somatic symptoms. Examples include (a) excessive worry, nervousness, or anxiety; (b) worry or anxiety which causes shortness of breath or physical discomfort (headaches, stomach aches); (c) obsessive thoughts or compulsive behavior; (d) fearfulness or suspicion of adults; (e) frightening memories which recur; (f) scary dreams; (g) fear of bad events occurring in the future; (h) mistrust of all or most people; (i) fear of making mistakes; (j) worries about being bullied; (k) fear of meeting new people; (l) worry about school performance; and (m) dislike of being in crowds.

EDDT Total Score (TOTAL)

The EDDT Total Score is the summation of scores from the four scales described above. It is important to point out that the TOTAL Score does not map directly onto the federal criteria for ED.

End of Report