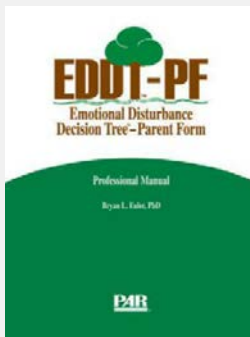
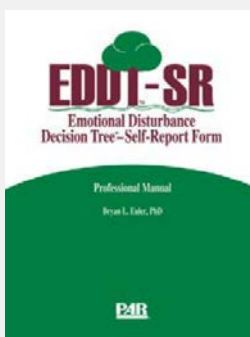


Assesses emotional disturbance from the teacher's perspective in children ages 5-18 years



Assesses emotional disturbance from the parent's perspective in children ages 5-18 years



Assesses emotional disturbance from the child or adolescent's perspective in children ages 9-18 years

## Emotional Disturbance Decision Tree™ (EDDT™)

### Emotional Disturbance Decision Tree™ –Parent Form (EDDT™-PF)

### Emotional Disturbance Decision Tree™ –Self-Report Form (EDDT™-SR)

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#### Overview

- The Emotional Disturbance Decision Tree (EDDT) family of products are the first of their kind that provide a standardized approach to assessing emotional disturbance (ED).
- The EDDT, EDDT-PF, and EDDT-SR are based on the criteria presented in the Individuals With Disabilities Education Improvement Act of 2004 (IDEA) with scales that map directly onto this criteria.
- All three tests address the broad emotional and behavioral nuances of children who may require special education services for ED.
- Multi-Rater Summary Form can be used in conjunction with the EDDT, EDDT-PF, and EDDT-SR to review responses from multiple raters over time to create a well-rounded picture of an individual's functioning.

#### EDDT

Assesses emotional disturbance in children ages 5-18 years from the teacher's perspective.

#### Administration

- Takes 15-20 minutes to administer; 15 minutes to score.
- Administer with paper and pencil, or online with PARiConnect.
- Can be administered individually or in a group setting.
- Qualification level B.

#### Scoring and Reporting

- Can be self-scored.
- Scoring also available on PARiConnect.

#### Reliability, Validity, & Norms

- Norms are based on a sample of 601 children who were demographically matched to the U.S. population. Data were also collected on a sample of 404 children eligible for special education due to an ED diagnosis.
- Internal consistency was high ( $r = .94$ ) for the EDDT Total Score and ranged from .75 to .88 for the scales. In addition, test-retest stability was high ( $r = .92$ ) and interrater reliability was good ( $r = .84$ ) for the EDDT Total Score.
- Convergent validity was examined using the CAB™ Teacher and Parent Forms, the BASC-2 Teacher Form, and the Teacher Report Form of the CBCL. Validity also was examined in populations of children with specific learning disabilities, speech/language impairment, mental retardation, ADHD, autism spectrum disorder, and social maladjustment.

## **EDDT-PF**

Assesses emotional disturbance in children ages 5-18 years from the parent's perspective.

### **Administration**

- Takes 15-20 minutes to administer; 15 minutes to score.
- Administer with paper and pencil, or online with PARIConnect.
- Can be administered individually or in a group setting.
- Qualification level B.

### **Scoring and Reporting**

- Can be scored by a professional.
- Scoring also available on PARIConnect.

### **Reliability, Validity, & Norms**

- The normative sample of 889 children was well matched to the U.S. population. In addition, data were collected on a sample of 430 children eligible for special education due to an ED diagnosis.
- Internal consistency was high for scales (median  $r = .81$ ) and clusters (median  $r = .91$ ), test-retest reliability was high for scales (median  $r = .95$ ) and clusters (median  $r = .96$ ), and interrater reliability was good ( $r = .87$ ) for the total score.
- Convergent validity was examined with the BASC 2 PRS, Conners Parent Scale, CDS, DTCEP, and PBRSTM. Validity was also examined among children with various special education needs, ADHD, social maladjustment, and psychosis.

## **EDDT-SR**

Assesses emotional disturbance in children and adolescents ages 9-18 years from the child or adolescent's perspective.

### **Administration**

- Takes 20 minutes to administer; 10 minutes to score.
- Administer with paper and pencil.
- Administration is done individually.
- Qualification level B.

### **Scoring and Reporting**

- Scoring is done by a professional.
- Intended to be used in conjunction with the EDDT and/or EDDT-PF.

### **Reliability, Validity, & Norms**

- The normative sample of 614 children and adolescents was well matched to the U.S. population. In addition, data were collected from 162 children with an ED diagnosis.
- Internal consistency and test-retest reliability was high for the scales and clusters. Interrater reliability was good for the total score.
- Convergent validity was examined with the BASC 2 PRS, Conners Parent Scale, CDS, DTCEP, and PBRSTM. Validity was also examined among children with various special education needs, ADHD, social maladjustment, and psychosis.
- Convergent validity was examined with the BASC-2 SRP. Validity was also examined in four groups of children representing various special education exceptionalities, including specific learning disabilities, ADHD, psychosis, and social maladjustment.

## **Available in Spanish**

The EDDT-PF and EDDT-SR Item Booklets and Response Booklets are available in Spanish to facilitate use with Hispanic/Latino populations.

## Assess all areas of IDEA criteria using the EDDT family of products

IDEA criteria	EDDT section	EDDT scale/cluster
Over a long period of time	I	Potential Exclusionary Items
To a marked degree	IV	Level of Severity (SEVERITY) Cluster
Adversely affects a child's educational performance	V	Educational Impact (IMPACT) Cluster
An inability to learn that cannot be explained by intellectual, sensory, or health factors	I	Potential Exclusionary Items
An inability to build or maintain satisfactory interpersonal relationships with peers and teachers	II	Inability to Build or Maintain Relationships (REL) scale
Inappropriate types of behavior or feelings under normal circumstances	II	Inappropriate Behaviors or Feelings (IBF) scale
A general pervasive mood of unhappiness or depression	II	Pervasive Mood/Depression (PM/DEP) scale
A tendency to develop physical symptoms or fears associated with personal or school problems	II	Physical Symptoms or Fears (FEARS) scale
The term includes schizophrenia	II	Possible Psychosis/Schizophrenia (POSSIBLE PSYCHOSIS) Cluster
The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance	III	Social Maladjustment (SM) Cluster