



Mental Health Tools for Pediatrics

The aim of this compilation is to help you determine what tools might be most appropriate for each stage of screening, evaluating, and treating pediatric mental health needs.

The following table is a compilation of tools that are potentially useful at each stage of a clinical process through which mental health content can be integrated into pediatric care. This process is depicted by “Mental Health Algorithm With Detailed Steps,” also included in this toolkit. Several points about the table bear noting.

- The sequence of tools within each section does not reflect the recommendation or preference of the American Academy of Pediatrics or the editors for one tool over another.
- In a number of instances, there are options for using a tool at more than one place in the process. In these instances, a full description accompanies the first mention. Subsequent mentions of the tool include only the tool abbreviation and any reference numbers. In addition to facilitating access to further reading, this setup assists users in locating the tool’s full description where it appears in the table.
- Included in the table, under the heading of “Parent and Family General Screening,” are several tools that screen for social determinants of health. For more social determinants of health tools, see the Screening Technical Assistance & Resource Center at <https://screeningtime.org/star-center/#/screening-tools>.

Tools and Descriptions	No. of Items and Format	Age-group and Any Languages / Reading Level if Specified	Administration and Scoring Time Training ^a	Source
Initial Psychosocial Assessment (Algorithm Step 2): Previsit or Intra-visit Data Collection and Screening				
Surveillance				
Bright Futures previsit questionnaires ¹	Variable	0–21 y English Spanish	Variable	AAP/Maternal Child and Health Bureau; freely accessible^b: https://brightfutures.aap.org/materials-and-tools/tool-and-resource-kit/Pages/default.aspx
HEEADSSSS 3.0 mnemonic ² <i>Assesses for Home environment, Education and employment, Eating, peer-related Activities, Drugs, Sexuality, Suicide/depression, and Safety from injury and violence and includes media use</i>	Interview	Adolescents Language of clinician	Part of interview process	Freely accessible^b HEADSS: www.bcchildrens.ca/Youth-Health-Clinic-site/Documents/headss20assessmentt20guide1.pdf MJH Life Sciences; freely accessible^b HEEADSSSS 3.0: https://contemporarypediatrics.com/view/heedsss-30-psychosocial-interview-adolescents-updated-new-century-fueled-media
School report cards, end-of-grade tests, individualized education program (IEP), and 504 plan	NA			
General psychosocial screening: young children aged 0–5 y				
Early Childhood Screening Assessment (ECSA) ³ <i>Assesses emotional and behavioral development in young children and distress in mothers</i>	40 items, 3-point Likert scale responses, and an additional option for parents to identify whether they are concerned and would like help with an item	18–60 mo English Romanian Spanish Fifth grade level	10–15 min to complete 1–2 min to score Should be administered by health care professional or MHS whose training and scope of practice include interpreting screening results and	Tulane University Institute of Infant & Early Childhood Mental Health; freely accessible^b: https://medicine.tulane.edu/infant-institute/measures-manuals

			interpreting positive or negative screening results for parents	
<p>Ages & Stages Questionnaires (ASQ[®]): Social-Emotional, Second Edition (ASQ:SE-2)⁴</p> <p><i>Screens for social-emotional problems in young children and is used in conjunction with ASQ or another tool designed to provide information on a child's communication, motor, problem-solving, and adaptive behaviors</i></p>	<p>19 items (6 mo)–33 items (30 mo)</p> <p>Parent report</p>	<p>6–60 mo</p> <p>English</p> <p>Spanish</p> <p>Sixth grade level</p>	<p>10–15 min to complete</p> <p>1–5 min to score</p> <p>Can be scored by paraprofessionals</p>	<p>Paul H. Brookes Publishing Co Inc; proprietary:</p> <p>http://agesandstages.com/products-services/asqse-2</p>
<p>Brief Infant-Toddler Social and Emotional Assessment (BITSEA)⁵</p> <p><i>Screens for social-emotional problems in young children</i></p>	<p>42 items</p> <p>Parent report</p> <p>Child care provider report</p>	<p>12–36 mo</p> <p>English</p> <p>Spanish</p>	<p>7–10 min</p>	<p>Proprietary: For more information, contact author (Margaret.Briggs-Gowan@yale.edu or Alice.Carter@umb.edu).</p>
<p>Survey of Well-being of Young Children (SWYC)^{6–8}</p> <p><i>Consists of subscales appropriate to age</i></p> <ul style="list-style-type: none"> ■ Milestones <p><i>Assesses cognitive, language, and motor development</i></p> <ul style="list-style-type: none"> ■ Baby Pediatric Symptom Checklist (BPSC), up to 18 mo <p><i>Assesses irritability, inflexibility, and difficulty with routines</i></p> <ul style="list-style-type: none"> ■ Preschool Pediatric Symptom Checklist (PPSC), 18–66 mo <p><i>Assesses for emotional/behavioral symptoms</i></p> <ul style="list-style-type: none"> ■ Parent's Observations of Social Interactions (POSI), 18–35 mo <p><i>Screens for autism spectrum disorder</i></p> <ul style="list-style-type: none"> ■ Family questions 	<p>Parent questionnaires with embedded subscales</p> <p>34–47 items</p> <p>Paper and electronic versions</p>	<p>2–60 mo</p> <p>Burmese</p> <p>English</p> <p>Nepali</p> <p>Portuguese</p> <p>Spanish</p> <p>(Translations are not independently validated.)</p>	<p>10–15 min</p>	<p>Tufts Medical Center; freely accessible^b:</p> <p>www.tuftschildrenshospital.org/The-Survey-of-Wellbeing-of-Young-Children/Age-Specific-Forms.aspx</p>

Assesses stress in family environment (eg, parental depression; discord; substance use; food insecurity; parent's concerns about child's behavior, learning, or development)				
General psychosocial screening: children aged 6–10 y				
Pediatric Symptom Checklist—35 items (PSC-35) ^{9,10} <i>General psychosocial screening and functional assessment in domains of attention, externalizing symptoms, and internalizing symptoms</i>	35 items Self-administered Parent or youth ≥11 y	4–16 y Chinese English Japanese Pictorial Spanish	<5 min to administer 1–2 min to score	Massachusetts General Hospital; freely accessible^b: www.massgeneral.org/psychiatry/treatments-and-services/pediatric-symptom-checklist
Pediatric Symptom Checklist—17 items (PSC-17) ¹¹ <i>General psychosocial screening and functional assessment in domains of attention, externalizing symptoms, and internalizing symptoms</i>	17 items Self-administered Parent or youth ≥11 y	4–16 y Chinese English Spanish Fifth–sixth grade level	<5 min to administer 2 min to score	Massachusetts General Hospital; freely accessible^b: www.massgeneral.org/psychiatry/treatments-and-services/pediatric-symptom-checklist
Strengths and Difficulties Questionnaires (SDQ) ¹² <i>Assesses 25 attributes, some positive and some negative, divided among 5 scales, and sometimes has an impact scale on the second page</i>	25 items Self-administered Parent, teacher, or youth aged 11–17 y	3–17 y >40 languages	10 min	Youth in Mind; freely accessible^b: www.sdqinfo.org
General psychosocial screening: preadolescents, adolescents, and young adults aged 11–21 y				
PSC-35 ^{9,10}	See first mention of PSC-35 earlier in this table.			
PSC-17 ¹¹	See first mention of PSC-17 earlier in this table.			
SDQ ¹²	See first mention of SDQ earlier in this table.			
Rapid Assessment for Adolescent Preventive Services (RAAPS) ^{13,14} <i>Identifies youths most at risk for dropping out of school and uses</i>	21 items Web-based	Age specific for older child (9–12 y), adolescent (13–18 y), and young adult (18–	About 5 min to self-administer Scored automatically and generates	Possibilities for Change; proprietary (download and review free of charge): https://possibilitiesforchange.org/raaps

<i>factors such as discrimination, abuse, and access to tangible needs (eg, food, water, electricity) that contribute to morbidity, mortality, and social problems</i>		24 y Audio and multilingual	pertinent information to download 30-min demonstration is available (www.raaps.org).	
Targeted screening: substance use^d				
Screening to Brief Intervention (S2BI) ¹⁵ <i>Brief screening to determine whether further assessment is necessary</i>	2 items	Adolescents English	1–2 min if responses are negative	Freely accessible^b: https://drugabuse.gov/ast/s2bi/# Download PDF: https://massclearinghouse.ehs.state.ma.us/PROG-BSAS-SBIRT/SA3542.html
Brief Screener for Tobacco, Alcohol, and other Drugs (BSTAD) ¹⁶ <i>In pediatric settings, identifies problematic tobacco, alcohol, and marijuana use</i>	3 frequency items (one for each substance) Interview or tablet self-administration (preferred)	12–17 y English	1–2 min if responses are negative	Freely accessible^b: www.drugabuse.gov/ast/bstad/#
National Institute on Alcohol Abuse and Alcoholism youth alcohol screening ¹⁷ <i>Screens for friends' uses and own use of adolescent</i>	2 items	Adolescents English	1–2 min if responses are negative	National Institute on Alcohol Abuse and Alcoholism; freely accessible^b: https://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuide.pdf
Targeted screening: adolescent depression^e				
PHQ-9 Modified for Adolescents/PHQ-9 Modified for Teens depression screening ¹⁸ <i>Screens for depression</i>	Abbreviated 9-item screening specifically for depression plus severity items	11–17 y English Spanish	<5 min	Freely accessible^b: www.uacap.org/uploads/3/2/5/0/3250432/phq-a.pdf www.aacap.org/App_Themes/AACA/P/docs/member_resources/toolbox_for_clinical_practice_and_outcomes/symptoms/GLAD-PC_PHQ-9.pdf
Kutcher Adolescent Depression Scale (KADS) ¹⁹	6, 11, or 16 items	12–17 y English	5 min to administer 1 min to score	Freely accessible^b 6-Item KADS (KADS-6):

Screens for depression				https://ppn.mh.ohio.gov/portals/0/pdf/Kutcher%20Adolescent%20Depression%20Scale%20(KADS).pdf
Parent and family general screening				
SWYC ⁶⁻⁸	See first mention of SWYC earlier in this table.			
Safe Environment for Every Kid (SEEK) Parent Questionnaire-R (PQ-R) ²⁰ <i>Includes items about smoking, guns, food availability, depression, substance use, discipline, and domestic violence</i>	15 yes-or-no items	0–5 y English Spanish	3 min to administer <3 min to score	University of Maryland School of Medicine; requires licensing agreement: https://seekwellbeing.org/seek-materials
Parents' Assessment of Protective Factors ²¹ <i>Self-assessment of parents' resilience, their social connections, concrete support they receive in times of need, and their social-emotional competence in raising children</i>	46 items, including 10 background items	Parents of children from birth–8 y English Spanish	20 min	Freely accessible ^b : https://cssp.org/resource/papf-instrument-english
Health Leads screening ²² <i>Assesses food insecurity, housing instability, utility needs, strained financial resources, transportation difficulty, exposure to violence, and sociodemographic information</i>	10 items Alternative items, plus follow-up items as indicated, in each category	Parents of children of all ages Multiple languages Level varies by item.	5 min	Health Leads; freely accessible ^b : https://healthleadsusa.org/resources/the-health-leads-screening-toolkit
McMaster Family Functioning Scale ²³ <i>Assesses family functioning</i>	12 items Self-report	Adolescents and adults Translated into 24 languages	<5 min	Freely accessible ^b : www.clintools.com/victims/resources/assessment/interpersonal/mcmaster.html
Parenting Stress Index (PSI), Short Form (PSI/SF) ²⁴ <i>Elicits indicators of stress and identifies parent-child problematic areas in parents of children aged 1</i>	Parent self-report 36 items	Parents of children aged 1 mo–12 y English	<10 min	PAR; proprietary: www.parinc.com/Products/Pkey/337

<i>mo–12 y</i>				
Stress Index for Parents of Adolescents (SIPA) ²⁵ <i>Elicits indicators of stress in parents of adolescents</i>	112 items	Parents of preadolescents, adolescents, and young adults aged 11–19 y English	20 min to administer 10 min to score	PAR; proprietary: www.parinc.com/Products/Pkey/412
Caregiver Strain Questionnaire (CGSQ) and CGSQ Short Form 7 (CGSQ-SF7) ²⁶ <i>Assesses strain experienced by caregivers and families of youths with emotional problems</i>	CGSQ: 21 items CGSQ-SF7: 7 items Parent or other caregiver self-report	Parents or other caregivers of adolescents with emotional problems English Spanish	Variable	Freely accessible ^b CGSQ: https://elcentro.sonhs.miami.edu/research/measures-library/cgsq/index.html Freely accessible ^b CGSQ-SF7: https://peabody.vanderbilt.edu/docs/pdf/cepi/ptpb_2nd_ed/PTPB_2010_AppendixB_CGSQ-SF7_031212.pdf
Multidimensional Scale of Perceived Social Support (MSPSS) Parent Stress Inventory ²⁷ <i>Assesses social support</i>	12 items Parent report	Adult Multiple languages	2–5 min	Freely accessible ^b : www.yorku.ca/rokada/psycstest/socsupp.pdf
Parent and family targeted screening				
Patient Health Questionnaire-2 (PHQ-2) ²⁸ —first 2 items from PHQ-9, described later in this table <i>Screens adults for depression</i>	2 items Parent self-report	Adult English	1 min	Freely accessible ^b : https://apa.org/pi/about/publications/caregivers/practice-settings/assessment/tools/patient-health
Patient Health Questionnaire-9 (PHQ-9) ^{29,30} <i>Screens adults for depression</i>	9 items Parent self-report	Adult English	<5 min to complete <3 min to score	Pfizer; freely accessible ^b : www.phqscreeners.com/images/sites/g/files/g10060481/f/201412/PHQ-9_English.pdf
Edinburgh Postnatal Depression Scale (EPDS) ³¹ <i>Screens caregiver for depression</i>	10 items Parent self-report	Perinatal Multiple languages		Freely accessible ^b : www.perinatalervicesbc.ca/health-professionals/professional-resources/health-promo/edinburgh-

				postnatal-depression-scale-(epds)
Abuse Assessment Screen (AAS) ³² <i>Screens for domestic violence</i>	5–6 items Parent report	Adolescent girls and adult women English	About 45 sec if all answers are no	Freely accessible ^b : www.cdc.gov/violenceprevention/pdf/ipv/ipvandscreening.pdf
Hunger Vital Sign ³³ <i>Identifies food insecurity and its associated social determinants</i>	2 items	Parents of children from birth–3 y Arabic Chinese English French Korean Nepali Russian Somalian Spanish Swahili Vietnamese	≤5 min	Children’s HealthWatch; freely accessible ^b : http://childrenshealthwatch.org/public-policy/hunger-vital-sign
Trauma exposure^f				
Acute Stress Checklist for Children (ASC-Kids) ³⁴ <i>Assesses acute stress reactions within the first month after exposure to a potentially traumatic event</i>	29 items (25 DSM-related items; 4 additional items for clinical use: subjective life threat, family context, and coping) Self-report or read aloud to child	8–17 y English Spanish	5 min	Proprietary: https://istss.org/clinical-resources/assessing-trauma/acute-stress-checklist-for-children-asc-kids
Children’s Revised Impact of Event Scale, 8-item (CRIES-8) ³⁵ <i>Assesses impact of traumatic events</i>	8 items Self-report	≥8 y who can read Multiple languages	<5 min	Children and War Foundation; freely accessible ^b instructions and forms: www.childrenandwar.org/projectsresources/measures

Global functioning				
Brief Impairment Scale (BIS), multidimensional ³⁶ <i>Assesses global functioning in domains of interpersonal relations, school/work, and self-care/self-fulfillment</i>	23 items Parent report	4–17 y English Spanish	10 min	Freely accessible^b: www.heardalliance.org/wp-content/uploads/2011/04/Brief-Impairment-Scale-English.pdf
Columbia Impairment Scale (CIS)—part of Child/Adolescent Wellness Assessment (CAWA) ³⁷ <i>Assesses global functioning in domains of interpersonal relations, psychopathology, school performance, and use of leisure time and monitors progress after 6 mo of treatment</i>	13 items administered by clinician Note: “Nonclinical version” can be administered to parents or youth directly by lay or clinical interviewers.	Children and adolescents English	5 min	Freely accessible^b youth version: www.hrcec.org/images/PDF/CIS-Y.pdf Freely accessible^b parent version: www.hrcec.org/images/PDF/CIS-P.pdf
SDQ Impact Scale ¹² <i>Assesses global functioning in domains of home life, friendships, learning, and play</i>	5 items Parent Teacher Youths ≥11 y	3–17 y >40 languages	<5 min	Youth in Mind; freely accessible^b: www.sdqinfo.org
Brief Mental Health Update (Algorithm Step 6)				
Brief screenings				
AAP Brief Mental Health Update ^{38,39}	Items selected from a list and sorted by age-group	Birth–21 y English	1–5 min, depending on provider’s preference	Freely accessible^b: http://pediatrics.aappublications.org/content/125/Supplement_3/S159
SDQ Impact Scale ¹²	See first mention of SDQ Impact Scale earlier in this table.			
Screening for somatization symptom disorder and related disorders				
Children’s Somatic Symptoms Inventory (CSSI)-24 (CSSI-24) ⁴⁰ <i>Shortened version of original Children’s Somatization Inventory (CSI) assesses for multiple somatic symptoms. An 8-item version is also available if a briefer version is</i>	24 items Interviewer administers orally; child selects response from cards.	English	<10 min	Freely accessible^b CSSI-24 (parent and child versions): https://downloads.aap.org/AAP/PDF/CSSI.pdf Freely accessible^b CSSI-8 (parent and child versions): https://downloads.aap.org/AAP/PDF/

<i>needed.</i>				CSSI-8_Child_and_Parent.pdf
Assessing Emergencies (Algorithm Step 9)				
Suicide assessment				
<p>Ask Suicide-Screening Questions (ASQ)⁴¹</p> <p>Note: This tool is not to be confused with ASQ, a developmental screening tool, or ASQ:SE-2,⁴ described earlier in this table.</p> <p><i>In emergency department settings, assesses for suicide risk among youths with psychiatric concerns</i></p>	4 screening items	10–24 y English	20 sec	National Institute of Mental Health; freely accessible^b: https://nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/index.shtml
<p>Suicide Assessment Five-step Evaluation and Triage (SAFE-T)⁴²</p> <p><i>Process includes identifying risk factors, identifying protective factors, conducting suicide inquiry, determining risk level/intervention, and documenting.</i></p>	Protocol with prompts for each step to guide clinical process	Children and adolescents English	Variable	Freely accessible^b: https://store.samhsa.gov/product/SAFE-T-Pocket-Card-Suicide-Assessment-Five-Step-Evaluation-and-Triage-for-Clinicians/sma09-4432
<p>Columbia-Suicide Severity Rating Scale (C-SSRS)⁴⁴</p> <p><i>Tool supports suicide risk assessment through a series of items, and answers help users both identify whether someone is at risk for suicide and assess the severity and immediacy of that risk.</i></p>	6 items within a 2-page form	Adolescents English	5 min Requires training to administer	Freely accessible^b: http://cssrs.columbia.edu/wp-content/uploads/C-SSRS_Pediatric-SLC_11.14.16.pdf
<p>Suicidal Ideation Questionnaire (SIQ) and Suicidal Ideation Questionnaire-Junior (SIQ-Jr)⁴⁵</p> <p><i>Appropriate for individual or group administration in clinical or school settings</i></p>	SIQ: 30 items SIQ-Jr: 15 items	Adolescents and young adults aged 13–18 y SIQ: grades 10–12 SIQ-Jr: grades 7–9 English	10 min	PAR; proprietary: www.parinc.com/Products/Pkey/413
Child-Adolescent Suicidal Potential	30 yes-or-no items	Children and youths	10 min	Proprietary: For more information,

<p>Index (CASPI)⁴⁶ <i>Assesses multiple aspects of suicidal behavior: total score plus 3 subscales</i></p>	<p>Self-report</p>	<p>aged 6–18 y English</p>		<p>contact author (http://books.google.com/books?id=-r309lLpxTkC&pg=PA95).</p>
<p>Delirium assessment</p>				
<p>Delirium Rating Scale (DRS) and Delirium Rating Scale-Revised-98 (DRS-R-98)⁴⁷ <i>Differentiates between delirium, dementia, depression, schizophrenia, and other conditions</i></p>	<p>DRS: 10 items DRS-R-98: 16 clinician-rated items, 13 of which assess severity of symptoms and 3 of which have diagnostic significance</p>	<p>Children and adolescents Chinese Dutch English French German Indian Italian Japanese Korean Mandarin Spanish Swedish</p>	<p>Each scale >2 h to administer 20–30 min to score</p>	<p>Freely accessible^b: https://neuro.psychiatryonline.org/doi/pdf/10.1176/jnp.13.2.229?code=neuro-site</p>
<p>Illness severity</p>				
<p>Childhood Severity of Psychiatric Illness (CSPI)⁴⁸ <i>Assesses severity by eliciting risk factors, behavioral/emotional symptoms, functioning problems, involvement with juvenile justice system and child protective services, and caregiver needs and strengths</i></p>	<p>34 items Individual report</p>	<p>3–21 y English Spanish</p>	<p>3–5 min to administer or complete after a routine crisis assessment 25–30 min to administer or complete if nothing is known of child and/or family</p> <p>Training is generally recommended, and so is demonstration of reliability (ie, certification) before use (by office staff in particular). There are many trainers</p>	<p>Praed Foundation; freely accessible^b: https://praedfoundation.org/crisis-assessment-tool</p>

			available and some web-based training options.	
Brief Primary Care Intervention, Secondary Screening, and Collateral Data Collection (Algorithm Step 11)				
Secondary screening: general¹⁹				
ECSA ³	See first mention of ECSA earlier in this table.			
ASQ:SE-2 tool ⁴	See first mention of ASQ:SE-2 tool earlier in this table.			
BITSEA ⁵	See first mention of BITSEA earlier in this table.			
SWYC ⁶⁻⁸	See first mention of SWYC earlier in this table.			
PSC-35 ^{9,10}	See first mention of PSC-35 earlier in this table.			
PSC-17 ¹¹	See first mention of PSC-17 earlier in this table.			
SDQ ¹²	See first mention of SDQ earlier in this table.			
School or child care reports	NA			
Behavior Assessment System for Children, Third Edition (BASC-3) ⁴⁹ <i>Assesses adaptive and problematic behaviors</i>	Parent version: 134–160 items Teacher version: 100–139 items Youth version	2–21 y English Spanish	Parent version: 10–20 min Teacher version: 10–20 min Youth version: 30 min Electronic scoring is available. Must be administered by qualified personnel	Pearson; proprietary: www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/Behavior-Assessment-System-for-Children-%7C-Third-Edition-/p/100001402.html
Columbia Diagnostic Interview Schedule for Children (DISC) diagnostic predictive scales ⁵⁰ <i>Computerized structured interview (yes-or-no items) elicits descriptions of symptoms of 36 mental disorders by applying DSM criteria.</i>	22 items (Last item is not scored.) Youth version (self-administered, 8-item, and abbreviated) is available through TeenScreen.	9–17 y English	Depends on items endorsed Training is required.	Free to use with permission Freely accessible^b: www.cdc.gov/nchs/data/nhanes/limited_access/interviewer_manual.pdf

<p>Caregiver-Teacher Report Form (C-TRF)⁵¹—part of CBCL tool, described later in this table</p> <p><i>Assesses for emotionally reactive behavior, anxious/depressed mood, somatic concerns, withdrawn behavior, attention problems, and aggressive behavior</i></p>	<p>99 items Child care providers Teachers</p>	<p>1½–5 y Multiple languages</p>	<p>Variable hand and computer scoring</p>	<p>PAR; proprietary: www.parinc.com/Products/Pkey/49</p>
<p>Secondary screening: inattention and impulsivity</p>				
<p>Vanderbilt Assessment Scales⁵²</p> <p><i>Elicits descriptions of symptoms in domains of inattention, disruptive behavior, anxiety, and depression, and, in a separate scale, assesses functioning in school performance</i></p>	<p>Parent informant form: 55 items Teacher informant form: 43 items Parent or teacher informant follow-up: 26 items plus items on medication adverse effects</p>	<p>6–12 y English Spanish</p>	<p>10 min</p>	<p>Freely accessible^b archived versions: www.nichq.org/childrens-health/adhd/resources/vanderbilt-assessment-scales</p>
<p>Conners 3rd Edition (Conners 3)⁵³</p> <p><i>Elicits descriptions of symptoms in domains of oppositionality, cognitive problems/inattention, hyperactivity, anxiety-shyness, perfectionism, social problems, and psychosomatic problems</i></p>	<p>Parent: 80 items Teacher: 59 items Self: 87 items</p>	<p>3–17 y for parent or teacher 12–17 y for self English Spanish</p>	<p>20 min</p>	<p>Pearson; proprietary: www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/Conners-3rd-Edition/p/100000523.html</p>
<p>Secondary screening: learning difficulty</p>				
<p>Vision and hearing screening if not done previously</p>	<p>NA</p>			
<p>Collateral reports from school such as</p> <ul style="list-style-type: none"> ■ Teacher version of SDQ,¹² described earlier in this table, and Pediatric Symptom Checklist (PSC) ■ Vanderbilt Assessment Scales,⁵² described earlier in this table, teacher 	<p>NA</p>			

informant form ■ Psychological test results, if any ■ Kaufman Test of Educational Achievement (KTEA) ■ Kaufman Brief Intelligence Test (KBIT) ■ Report cards ■ End-of-grade tests ■ IEP ■ 504 plan				
Secondary screening: aggressive and disruptive behavior				
Vanderbilt Assessment Scales ⁵²		See first mention of Vanderbilt Assessment Scales earlier in this table.		
Conners 3 tool ⁵³		See first mention of Conners 3 tool earlier in this table.		
Modified Overt Aggression Scale (MOAS) ⁵⁴ <i>Rates symptoms in domain of disruptive behavior/aggression</i>	4 items Clinician rating of aggression	Adults but has been used for adolescents English	Semi-structured interview asking adolescent to report on aggressive behavior 10–15 min	Freely accessible ^b : https://depts.washington.edu/dbpeds/Screening%20Tools/Modified-Overt-Aggression-Scale-MOAS.pdf
Eyberg Child Behavior Inventory (ECBI) ⁵⁵ <i>Assesses conduct problems</i>	7-point Intensity scale and yes-or-no Problem scale	Parents of children and adolescents aged 2–16 y Companion tool is available for teachers. English	5 min to administer 5 min to score	PAR; proprietary: www.parinc.com/Products/Pkey/97
Conduct Disorder Scale (CDS) ⁵⁶ <i>Rates symptoms in domain of disruptive behavior</i>	40 items Parent Teachers Siblings	5–22 y English	5–10 min	Pro-Ed; proprietary: www.proedinc.com/Products/10355/conduct-disorder-scale-cds-complete-kit.aspx
Secondary screening: low mood and depressive symptoms				
Preschool Feelings Checklist ⁵⁷ <i>Assesses for depression in young</i>	20-item parent checklist	36–66 mo English	10 min	Freely accessible ^b : https://studylib.net/doc/7442685/pres

<i>children</i>				chool-feelings-checklist
KADS ¹⁹	See first mention of KADS earlier in this table.			
PHQ-9 Modified for Teens/PHQ-A ¹⁸	See first mention of PHQ-9 Modified for Teens/PHQ-A earlier in this table.			
Center for Epidemiological Studies Depression Scale for Children (CES-DC) ⁵⁸ <i>Screens for depression and emotional turmoil</i>	20 items	6–17 y English Spanish French Sixth grade level	5–10 min	Freely accessible ^b : www.brightfutures.org/mentalhealth/pdf/professionals/bridges/ces_dc.pdf
Children's Depression Inventory 2 (CDI 2) ⁵⁹ <i>Screens for depression</i>	Parent: 17 items Teacher: 12 items Youth: 27 items (Youth short form: 10 items)	7–17 y English Spanish First grade level	5–10 min (27-item)	Pearson; proprietary: www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Children%27s-Depression-Inventory-2/p/100000636.html
Short Mood and Feelings Questionnaire (SMFQ) ⁶⁰ <i>Screens for depression</i>	13 items Child and parent self-report	8–16 y English	<5 min	Free to use with attribution, for noncommercial purposes: For more information, contact Duke University (https://devepi.duhs.duke.edu/measures/the-mood-and-feelings-questionnaire-mfq).
Beck Depression Inventory-II (BDI-II) ⁶¹ <i>Assesses for depression</i>	21 items Self-administered or, by a trained administrator, verbally administered	≥14 y English Spanish Sixth grade level	5–10 min Training is required.	Pearson; proprietary: www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Beck-Depression-Inventory-II/p/100000159.html
Beck Depression Inventory-FastScreen (BDI-FS) for Medical Patients ⁶²	7 items	≥13 y English	<5 min	Pearson; proprietary: https://pearsonassessments.com/store/usassessments/en/Store/Professio

<p><i>Screens for depression and is useful in screening patients with chronic pain and medical conditions</i></p>				<p>nal-Assessments/Personality-%26-Biopsychosocial/Brief/BDI---FastScreen-for-Medical-Patients/p/100000173.html</p>
<p>Secondary screening: anxiety</p>				
<p>Spence Children’s Anxiety Scale⁶³ <i>Assesses for anxiety and has subscales covering panic/agoraphobia, social anxiety, separation anxiety, generalized anxiety, obsessions/compulsions, and fear of physical injury</i></p>	<p>Parent: 35–45 items Student: 34–45 items</p>	<p>Parent: 2½–6½ y Student: 8–12 y Variety of languages</p>	<p>5–10 min</p>	<p>Susan H. Spence, PhD; freely accessible^b: www.scaswebsite.com</p>
<p>Screen for Childhood Anxiety Related Emotional Disorders (SCARED)⁶⁴ <i>Assesses for anxiety but not specifically for obsessive-compulsive disorder or PTSD</i></p>	<p>41 items Parent Youth</p>	<p>≥8 y English</p>	<p>5 min to administer 1–2 min to score</p>	<p>Freely accessible^b: www.midss.org/content/screen-child-anxiety-related-disorders-scared</p>
<p>Generalized Anxiety Disorder - 7 (GAD-7)⁶⁵ <i>Assesses for symptoms consistent with generalized anxiety disorder and may be used to identify anxiety in patients with chronic conditions such as migraine</i></p>	<p>7 items, plus impact scale (1 item) if responses are positive</p>	<p>11–17 y English</p>	<p>≤7 min</p>	<p>Freely accessible^b: www.mdcalc.com/gad-7-general-anxiety-disorder-7</p>
<p>Secondary screening: trauma exposure^h</p>				
<p>ASC-Kids³⁴</p>	<p>See first mention of ASC-Kids in this table.</p>			
<p>CRIS-8 tool³⁵</p>	<p>See first mention of CRIS-8 tool in this table.</p>			
<p>Trauma Symptom Checklist for Children (TSCC) and Trauma Symptom Checklist for Young Children (TSCYC)⁶⁶ <i>Elicits descriptions of trauma-related symptoms</i></p>	<p>TSCC: 54 items (TSCC-A is a 44-item alternative version that does not contain sexual concern items.) TSCYC: 90-item report</p>	<p>TSCC: 8–16 y TSCYC: 3–12 y English Spanish</p>	<p>15–20 min</p>	<p>WPS; proprietary: TSCC—www.wpspublish.com/tsc-trauma-symptom-checklist-for-children TSCYC—www.wpspublish.com/tscyc-trauma-symptom-checklist-for-young-children</p>

	by caregivers of young children			
Child PTSD Symptom Scale (CPSS) ⁶⁷ <i>Assesses severity of PTSD in children and adolescents</i>	24 items (17 mapped to DSM symptom criteria; 7, to level of impairment) Interview or self-report	8–18 y English Spanish	Interview: 20 min Self-report: 10 min	Freely accessible^b: www.aacap.org/App_Themes/AACA/P/docs/resource_centers/resources/misc/child_ptsd_symptom_scale.pdf
Secondary screening: executive function				
Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2) ⁶⁸ <i>Assesses executive functioning in home and school environments and contributes to evaluation of learning disabilities, attention-deficit/hyperactivity disorder, traumatic brain injury, low birth weight, Tourette disorder, and pervasive developmental disorders/autism spectrum disorder</i>	86 items Parent Teacher	5–18 y English	10–15 min to administer 15–20 min to score	WPS; proprietary: www.wpspublish.com/brief-2-behavior-rating-inventory-of-executive-function-second-edition
BITSEA ⁵	See first mention of BITSEA earlier in this table.			
School reports	NA			
Secondary screening: speech and language				
Hearing screening	NA			
Capute Scales: Clinical Adaptive Test/Clinical Linguistic and Auditory Milestone Scale (CAT/CLAMS) ⁶⁹ <i>Quantitatively measures expressive and receptive language and nonverbal problem-solving skills</i>	100 items	Birth–3 y English	Variable	Paul H. Brookes Publishing Co Inc; proprietary: http://products.brookespublishing.com/The-Capute-Scales-Test-Kit-P362.aspx
Early Language Milestone-Second Edition (ELM Scale-2) ⁷⁰ <i>Assesses language development from birth–3 y and intelligibility from 36–48</i>	43 items	Birth–36 mo, and older children whose developmental level falls within that range	Variable	Pro-Ed; proprietary: www.proedinc.com/Products/6580/early-language-milestone-scale-elm-scale2.aspx

<i>mo</i>		English		
Language Development Survey (LDS) ⁷¹ <i>Identifies language delay</i>	310 words are arranged into 14 semantic categories (eg, food, animals, people, vehicles). Parents circle each word child uses spontaneously and whether child uses word combinations.	18–35 mo English	10 min	Proprietary: https://aseba.org/research/the-language-development-survey-lds
Secondary screening: capacity for relationships and attachment				
ASQ:SE-2 tool ⁴	See first mention of ASQ:SE-2 tool earlier in this table.			
PSI-Short Form ²⁴	See first mention of PSI-Short Form earlier in this table.			
BIS ³⁶	See first mention of BIS earlier in this table.			
EPDS ³¹ (mother)	See first mention of EPDS earlier in this table.			
Secondary screening: somatization				
CSSI-24 ⁴⁰	See first mention of CSSI-24 earlier in this table.			
Functional Disability Inventory (FDI) ^{72, 73} <i>Provides classification levels for pain-related disability, applicable to a broad spectrum of pain conditions in pediatric patients</i>	15 items	Parent Youth ≥8 y	Variable	Freely accessible ^b parent and child versions: https://downloads.aap.org/AAP/PDF/FDI_Child_and_Parent.pdf
Secondary screening: sleep disturbance				
BEARS Sleep Screening Algorithm ⁷⁴ <i>Identifies sleep problems and gathers sleep-related information</i>	5 items corresponding to the mnemonic: B = bedtime issues, E = excessive daytime sleepiness, A = night awakenings, R = regularity and duration of sleep, and	2–12 y English	5 min	Freely accessible ^b : http://depts.washington.edu/dbped/Screening%20Tools/BEARSSleep.doc

	S = snoring.			
Secondary screening: substance use				
The CRAFFT (Car, Relax, Alone, Forget, Family or Friends, Trouble) Interview ⁷⁵ <i>Screens for substance use</i>	3 screener items and 6 follow-up items Self-administered or youth report	Adolescents English	1–2 min if responses are negative	Center for Adolescent Substance Abuse; freely accessible ^b (use at this step as brief assessment if S2BI result is positive): https://crafft.org
Alcohol Use Disorders Identification Test (AUDIT) ⁷⁶ <i>Assesses risky drinking and is not a diagnostic tool</i>	10 items Clinician-administered and self-report options	Preadolescents and adolescents Variety of languages	2 min	Freely accessible ^b : https://drugabuse.gov/sites/default/files/audit.pdf
Global Appraisal of Individual Needs–Short Screener (GAIN-SS) ⁷⁷ <i>One of a series of measures to assess recency, breadth, and frequency of problems and service use related to substance use and includes subscales covering internalizing disorders, externalizing disorders, substance use disorders, and crime/violence</i>	20 items (four 5-item subscales)	Adults Youths aged 10–17 y Self- or clinician-administered	3–5 min	Proprietary: For more information, contact author (Michael Dennis, PhD, Senior Research Psychologist, Chestnut Health Systems, 720 W Chestnut St, Bloomington, IL 61701/Phone: 309/827-6026/Email: mdennis@chestnut.org). Freely accessible ^b : https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/gainssmanual.pdf
Secondary screening: military families				
“Cover the Bases” (military children) ⁷⁸ <i>Includes PSC-35,^{9,10} described earlier in this table, plus items specific to experiences of military families</i>	PSC-35 plus 4 items	Children of all ages in military families English	Same as for PSC-35 with variable additional time, depending on responses to 4 military-specific items	Home Base; freely accessible ^b : www.homebase.org/media/toolkit-for-providerUpdatedLogo.pdf
Secondary screening: sexual behavior or suspected sexual trauma				
Child Sexual Behavior Inventory (CSBI) ⁷⁹ <i>Assesses children who may have been or are suspected of being sexually abused and covers 9 major content domains: Boundary Issues, Gender Role Behavior, Sexual Interest,</i>	38-item questionnaire completed by female caregiver	2–12 y Dutch English (USA) French German Latvian Lithuanian	5–10 min to administer 15 min to score	PAR; proprietary: www.parinc.com/Products/Pkey/71

<i>Sexual Knowledge, Exhibitionism, Self-Stimulation, Sexual Intrusiveness, Voyeuristic Behavior, and Sexual Anxiety</i>		Moldovan Polish Spanish Swedish		
Secondary screening: eating and self-regulation				
SCOFF (sick, control, one, fat, food) questionnaire ⁸⁰ <i>Screens for disordered eating</i>	5 items	Youths as young as 11 y and adults English	1 min to administer 1 min to score	Freely accessible^b: Developed at St. George's Hospital, London, England www.ncbi.nlm.nih.gov/pmc/articles/PMC1070794
Eating Disorder Screen for Primary Care (ESP) ⁸¹ <i>Simple questions to screen for eating disorders</i>	5 items	Adolescents and adults English	1 min to administer 1 min to score	Freely accessible^b: Developed at University Hospital, London, England www.mendedwingcounseling.com/wp-content/uploads/2014/08/ESP.pdf
Diagnostic Assessment (Algorithm Step 15)				
Previous findings				
Previous screening results, steps 2 and 11 (general and specific)	NA			
Interview	NA			
Observations of patient and family	NA			
Collateral reports	NA			
Parent history	NA			
Diagnostic tools				
Child Health and Development Interactive System (CHADIS) ⁸² <i>Assesses broadly for mental health symptoms and problems in functioning</i>	Electronic Variable number of items that depend on response	Birth and on English tools, with some tools in Spanish	18–48 min	Total Child Health Inc; proprietary: https://site.chadis.com/questionnaires
Achenbach System of Empirically Based Assessment (ASEBA) Child	Parent or caregiver/teacher for	1½–5 y 6–18 y	15–20 min (both age-groups)	Proprietary: CBCL—Preschool (1 ½–5 yrs):

<p>Behavior Checklist (CBCL)⁸³ <i>DSM-oriented scales assess for</i></p> <ul style="list-style-type: none"> ■ 1½–5 y: <i>pervasive developmental problem</i> ■ 6–18 y: <i>somatic problems and conduct problems</i> ■ <i>Both groups: affective problems, anxiety problems, oppositional defiant problems, and attention-deficit/hyperactivity problems</i> 	<p>1½–5 y: 99 items Parent/teacher: 118 items via direct observation Youth self-report</p>	<p>74 languages</p>		<p>https://aseba.org/preschool CBCL—School Age (6–18 yrs): https://aseba.org/school-age</p>
<p>UCLA PTSD Reaction Index for DSM-5⁸⁴ <i>Assesses exposure to traumatic experiences and impact of traumatic events</i></p>	<p>Child: 20 items Parent: 21 items Youth: 22 items</p>	<p>Child and parent: 7–12 y Youth: ≥13 y Multiple languages</p>	<p>20–30 min to administer 5–10 min to score</p>	<p>Robert S. Pynoos and Alan M. Steinberg; proprietary: http://tdg.ucla.edu/sites/default/files/UCLA_PTSD_Reaction_Index_Flyer.pdf Freely accessible^b adapted version within AAP <i>Feelings Need Check Ups Too</i> CD-ROM⁸⁵ to assess trauma exposure</p>
Functional assessment tools				
<p>Child and Adolescent Functional Assessment Scale (CAFAS)^{37,86} <i>Assesses degree of impairment in youths with emotional, behavioral, psychiatric, or substance use problems; is used to assess level of need for services in mental health and other systems; and is also used in evaluating outcomes for programs, evidence-based treatments, and evidence-informed practices</i></p>	<p>Clinician uses information collected during a routine clinical interview and selects items that describe youth’s problematic behaviors, as well as strengths and goals.</p>	<p>5–19 y English French Spanish Dutch</p>	<p>Administration time is based on prior clinical assessment. Scoring requires about 10 min.</p>	<p>Functional Assessment Systems; proprietary: www2.fasoutcomes.com/Content.aspx?ContentID=12</p>
<p>Children’s Global Assessment Scale (CGAS)⁸⁷ <i>Assesses overall severity of disturbance and impact on global functioning</i></p>	<p>1 item Rated by clinician 100-point scale with 10-point anchors Note: “Nonclinical</p>	<p>4–16 y English</p>	<p>Administration requires no time for clinical version because it is based on prior clinical assessment. Time to integrate</p>	<p>Freely accessible^b: www.thereachinstitute.org/images/CGAS.pdf</p>

	version” can be administered by lay interviewers.		knowledge of child into a single score is estimated to be 5–10 min.	
Functional Assessment Interview Form—Young Child ⁸⁸ <i>Elicits descriptions of behavioral concerns, factors that precipitate unwanted behaviors, consequences of behaviors, and functional difficulties</i>	9-page questionnaire/interview with caregiver or teacher, aimed at developing a hypothesis about problematic behaviors	½–5 y English	45–90 min	Freely accessible ^b : http://csefel.vanderbilt.edu/modules/module3a/handout5.pdf
BIS ³⁶	See first mention of BIS earlier in this table.			
CIS ³⁷	See first mention of CIS earlier in this table.			
Family-Centered Care Plan (Algorithm Step 17)				
Transition				
Got Transition website Multiple tools for transition readiness	Varies by tool	Varies by tool	Varies by tool	Freely accessible ^b : www.gottransition.org/6ce/?leaving-full-package
Transition Readiness Assessment Questionnaire (TRAQ) ⁸⁹ <i>Identifies areas in which a youth needs education and training to achieve independence in transition-relevant skills and is also used to set goals</i>	20 items	Adolescents and adults aged 16–26 y with chronic conditions English	<5 min	Freely accessible ^b (register first): www.etsu.edu/com/pediatrics/traq/registration.php
Self-Management and Transition to Adulthood with Rx=Treatment (STAR _x) Transition Readiness Questionnaire ⁹⁰ <i>Collects, via self-report, information on self-management and health care transition skills in a broad population of adolescents and young adults with</i>	18 items in 3 domains	Adolescents and young adults with chronic conditions English	2–3 min to complete 5 min to score	Freely accessible ^b : https://med.unc.edu/transition/wp-content/uploads/sites/523/2017/12/S-TARx-Adolescent-Version.pdf

<i>chronic conditions</i>				
Care Plan Implementation, Comanagement, and Monitoring (Algorithm Step 18)				
Monitoring				
Periodic functional assessment compared with baseline (eg, SDQ Impact Scale, ¹² BIS, ³⁷ CIS ³⁸)	See first mention of specific tool earlier in this table.			
PSC-35 ^{9,10}	See first mention of PSC-35 earlier in this table.			
PSC-17 ¹¹	See first mention of PSC-17 earlier in this table.			
SDQ ¹²	See first mention of SDQ earlier in this table.			
Vanderbilt Assessment Scales ⁵²	See first mention of Vanderbilt Assessment Scales earlier in this table.			
ASQ:SE-2 tool ⁴	See first mention of ASQ:SE-2 tool earlier in this table.			
BITSEA ⁵	See first mention of BITSEA earlier in this table.			
ECSA ³	See first mention of ECSA earlier in this table.			
S2BI ¹⁵	See first mention of S2BI earlier in this table.			
FDI ^{72, 73}	See first mention of FDI earlier in this table.			
Fax-back forms returned from MHS	NA			
Shared care plan	NA		National Resource Center for Patient/Family-Centered Medical Home; freely accessible^b resources: https://medicalhomeinfo.aap.org/tools-resources/Documents/Shared%20Plan%20of%20Care2.pdf	
<p>Abbreviations not defined within table: AAP, American Academy of Pediatrics; <i>DSM</i>, <i>Diagnostic and Statistical Manual of Mental Disorders</i> (of the American Psychiatric Association); MHS, mental health specialist; NA, not applicable; PTSD, posttraumatic stress disorder; UCLA, University of California, Los Angeles.</p> <p>^a None unless otherwise indicated.</p> <p>^b Tool can be downloaded but may require permission to use commercially.</p>				

^c A recent, unrelated tool, the Ask Suicide-Screening Questions, is also sometimes abbreviated as ASQ.

^d *Bright Futures: Guidelines for Health Supervisions of Infants, Children, and Adolescents*, 4th Edition, recommends universal screening, beginning at the age of 11 y, of adolescents for substance use.

^e *Bright Futures*, 4th Edition, recommends universal screening of adolescents for depression.

^f Use of these tools as part of the initial psychosocial assessment (algorithm step 2) may be appropriate when recent trauma is a concern; alternatively, these tools may be used at step 11 for secondary screening.

^g General screening and surveillance tools not used at step 2 may be used at this step. They may be administered by the primary care clinician (or an integrated MHS) or collected from collateral sources.

^h Tools not used at step 2 can be applied at this step.

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Links provided for these commonly used tools go to the author or the owner (or both) of the specific tool to ensure accessibility to the most up-to-date version of the specific tool. Review and comply with any copyright and permissions requirements before use.

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