

Appendix D

Child Dissociative Checklist (CDC), Version 3

Scoring the Child Dissociative Checklist

This instrument is designed to be used as a clinical screening tool for the identification of dissociative pathology in children. In the initial validation sample, children diagnosed with Dissociative Disorder not otherwise specified, had a mean score of 16.8 with a standard deviation of 4.7. Children considered to have Dissociative Identity Disorder had a mean score of 24.5 with a standard deviation of 5.2. Other research found a mean of 22 for diagnosed dissociative children.

Any score above 12 should be considered suspicious, and a score above 19 is cause for concern of a serious dissociative disorder.

References

- Putnam, F. W., Helmers, K., & Trickett, P. K. (1993). Development, reliability, and validity of a child dissociation scale. *Child Abuse & Neglect*, 17, 731–741.
- Silberg, J. L. (1998). Dissociative symptomatology in children and adolescents as displayed of psychological testing. *Journal of Personality Assessment*, 71, 421–439.

Also available at: http://www.seinstitute.com/pdf_files/cdc.pdf

Child Dissociative Checklist (CDC), Version 3

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Date: _____ Age: _____ Sex: M F Identification: _____

Below is a list of behaviors that describe children. For each item that describes your child NOW or WITHIN THE PAST 12 MONTHS, please circle 2 if the item is VERY TRUE of your child. Circle 1 if the item is SOMEWHAT or SOMETIMES TRUE of your child. If the item is NOT TRUE of your child, circle 0.

- 0 1 2 1. Child does not remember or denies traumatic or painful experiences that are known to have occurred.
- 0 1 2 2. Child goes into a daze or trance-like state at times or often appears “spaced-out.” Teachers may report that he or she “daydreams” frequently in school.
- 0 1 2 3. Child shows rapid changes in personality. He or she may go from being shy to being outgoing, from feminine to masculine, from timid to aggressive.
- 0 1 2 4. Child is unusually forgetful or confused about things that he or she should know, e.g. may forget the names of friends, teachers or other important people, loses possessions or gets easily lost.
- 0 1 2 5. Child has a very poor sense of time. He or she loses track of time, may think that it is morning when it is actually afternoon, gets confused about what day it is, or becomes confused about when something has happened.
- 0 1 2 6. Child shows marked day-to-day or even hour-to-hour variations in his or her skills, knowledge, food preferences, athletic abilities, e.g. changes in handwriting, memory for previously learned information such as multiplication tables, spelling, use of tools or artistic ability.
- 0 1 2 7. Child shows rapid regressions in age-level behavior, e.g. a twelve-year-old starts to use baby-talk, sucks thumb or draws like a four-year old.
- 0 1 2 8. Child has a difficult time learning from experience, e.g. explanations, normal discipline or punishment do not change his or her behavior.
- 0 1 2 9. Child continues to lie or deny misbehavior even when the evidence is obvious.

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- 0 1 2 10. Child refers to himself or herself in the third person (e.g. as she or her) when talking about self, or at times **insists** on being called by a different name. He or she may also claim that things that he or she did actually happened to another person.
 - 0 1 2 11. Child has rapidly changing physical complaints such as headache or upset stomach. For example, he or she may complain of a headache one minute and seem to forget about it the next.
 - 0 1 2 12. Child is unusually sexually precocious and may attempt age-inappropriate sexual behaviour with other children or adults.
 - 0 1 2 13. Child suffers from unexplained injuries or may even deliberately injure self at times.
 - 0 1 2 14. Child reports hearing voices that talk to him or her. The voices may be friendly or angry and may come from “imaginary companions” or sound like the voices of parents, friends or teachers.
 - 0 1 2 15. Child has a vivid imaginary companion or companions. Child may insist that the imaginary companion(s) is responsible for things that he or she has done.
 - 0 1 2 16. Child has intense outbursts of anger, often without apparent cause and may display unusual physical strength during these episodes.
 - 0 1 2 17. Child sleepwalks frequently.
 - 0 1 2 18. Child has unusual nighttime experiences, e.g. may report seeing “ghosts” or that things happen at night that he or she can’t account for (e.g. broken toys, unexplained injuries).
 - 0 1 2 19. Child frequently talks to him or herself, may use a different voice or argue with self at times.
 - 0 1 2 20. Child has two or more distinct and separate personalities that take control over the child’s behavior.