

**MANUAL FOR
THE COOLIDGE PERSONALITY AND
NEUROPSYCHOLOGICAL INVENTORY
FOR CHILDREN:
THE CPNI**

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Purpose

The Coolidge Personality and Neuropsychological Inventory for Children (CPNI; Coolidge, 1988; Coolidge, et al., 1990; Coolidge, 1992; Coolidge, et al., 2000a, 2000b, 2001, 2002a, 2002b) was originally designed to assess personality disorders in children and adolescents. Because most diagnostic systems and personality disorder theoreticians propose that personality disorders should be recognizable by childhood, adolescence, or early adulthood at the latest, the original CPNI items were based on the specific criteria for personality disorders from Axis II of the *Diagnostic and Statistical Manual of Mental Disorders Third Edition - Revised (DSM-III-R*; American Psychiatric Association (APA), 1987). The current CPNI has been revised according to the changes in personality disorder criteria in *DSM-5* (APA, 2013).

However, since personality disorders are frequently diagnosed comorbidly with other clinical disorders, the CPNI also provides coverage for many other clinical conditions, such as depression, anxiety, gender identity disorder, and eating disorders. Furthermore, many clinical syndromes may be created or exacerbated by neurological injury or disease, so the CPNI has a broad neuropsychological scale, a mild neurocognitive disorder scale, a postconcussional disorder scale, and an executive functions of the frontal lobes scale.

The CPNI is a 200 item pencil and paper test designed to be filled out by the parent or guardian of the children or adolescents, or someone (e.g., a teacher) who is intimately familiar with the child's behavior in a variety of settings. The first 198 items are answered on a 4-point Likert-type scale ranging from *Strongly False, More False than True, More True Than False*, to *Strongly True*. Items 199 and 200 are answered either *True* or *False*. It takes from 30 minutes to 45 minutes to complete, and the CPNI is designed to assess children from ages 5 to 17 years old. It contains 50 scales: 49 clinical scales and one validity scale. Specifically, 13 of the scales measure *DSM-5* major clinical syndromes; 10 personality disorders are measured; and four scales measure syndromes from the Appendix of *DSM-IV-TR* (2000).

The Philosophy of Diagnosis of the CPNI

There are two currently popular methods of measuring personality disorders -- the dimensional versus categorical. The dimensional approach assumes that personality disorders are traits that can be measured along a line scale. To some extent, this approach assumes everyone possesses personality disorder traits. When a person has an average amount of the trait, then the person is deemed normal. If the person has an above average amount of the trait, then they are assumed to have the personality disorder trait. If the person is significantly above average (perhaps greater than two standard deviations above the mean or greater than the 97th percentile) the person is assumed to have full-blown personality disorder.

The categorical approach assumes the personality disorders are discrete non-continuous entities. When a person's life is significantly disrupted, then they are

assumed to have a personality disorder. According to DSM-5, for a person to be diagnosed with a personality disorder, their lives should be sufficiently disrupted in social and/or occupational functioning.

However, the diagnosis of personality disorders is not an exact science. According to DSM-5, personality disorders cannot be diagnosed in children until the age of 18; however, it is believed precursors to the disorders begin to occur at an earlier age. Thus, by the time an official DSM diagnosis is made, the disorder becomes difficult to treat. The earlier the diagnosis is made, the sooner the child can begin treatment, thereby giving the child a better chance of overcoming the disorder.

The CPNI is based upon a dimensional approach. Norms have been established on purportedly normally functioning children and adolescents. Cut-off scores have been established at one and two standard deviations. However, it is probably safer to assume that personality disorders are not only dimensional, but also categorical in the following sense: first, the greater a person's score, the more likely they may have behavior consistent with a personality disorder. Some children, though, may be relatively lower on a dimension (one standard deviation), yet have significant amounts of disruption in their lives. Others may be extreme (greater than two standard deviations) and yet not experience problems in their lives. The latter possibility may be unlikely but, nevertheless, it is a possibility to be noted during the diagnostic process. The CPNI provides T scores (standard scores with a mean of 50 and a standard deviation of 10) and percentiles. Although a diagnosis of personality disorder cannot officially be made under the age of 18, strong indications of the disorder should be applied only after careful examination of other relevant clinical data. According to DSM-5, a personality disorder diagnosis should only be made after careful assessment of the extent to which there is social and school dysfunction in the child's life. As for the additional scales provided by the CPNI, these scales provide an assessment tool for children and adolescents at risk for numerous psychological conditions. These conditions range from certain development disorders to disorders resulting from trauma. Many of the CPNI scales provide the first opportunity for a diagnosis of these disorders by a parent-rating inventory.

Why All the Recent Attention to Personality Disorders?

With the change to a multiaxial classification system in the 1980 version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM-III)*, the category of personality disorders received renewed attention. Clinical syndromes were placed on Axis I and personality disorders were placed on Axis II. This change subtly forced clinicians to examine their patients for personality disorder when they had not necessarily done so in the past. A second major change was that, unlike the previous edition of the *Diagnostic Manual, DSM-II* (1968), the personality disorders now had specific criteria listed for each disorder. In *DSM-II*, personality disorders were simply listed with one to three sentence descriptions. In *DSM-III* the patients had to meet a specified number of the criteria to meet criterion for a disorder. No criterion for a disorder was more important or essential than any other criterion; thus, they are described as polythetic criteria. Again in 1994, the Manual was revised and became *DSM-IV*. Two disorders were included in its appendix: Depressive Personality

Disorder and Passive-Aggressive Personality Disorder. The *DSM-IV-TR* remained relatively unchanged with regard to personality disorders.

DSM-5 and Personality Disorder Diagnoses in Childhood or Adolescence

The DSM-5 notes that all the adult personality disorder categories may be applied to children or adolescents, but the maladaptive behavior must be “pervasive, persistent, and unlikely to be limited to a particular developmental stage or to another clinical syndrome. It also notes that the traits must be present for at least one year. The only exception is the Antisocial Personality Disorder which *DSM-5* states should not be diagnosed in individuals under 18 years but a diagnosis of Conduct Disorder may be appropriate.

The CPNI: A Multi-Level Assessment Battery

There are a myriad of psychological disorders possible in children. However, until now it has been necessary to use a number of different inventories to assess these disorders. The CPNI scales have been created and defined to assess many of the disorders with one inventory. This makes it especially desirable in terms of cost effectiveness and conceptual coherence for professionals. The inventory can be completed by the primary caretaker or a teacher acquainted with the child. Developmentally, the earlier a child has been assessed and treated, the more likely the disorders may be alleviated. Theoretically, the earlier the diagnosis is made, the better chance the child has of becoming a productive and socially functional adult.

A Brief Overview of the CPNI Scales

Validity Scale

Tendency to Deny Pathology

Personality Disorders

Paranoid
Borderline
Dependent

Histrionic
Obsessive-Compulsive
Schizotypal
Schizoid
Narcissistic
Conduct Disorder (Antisocial)
Avoidant
Passive-Aggressive
Depressive

Major Clinical Disorders

Neuropsychological Scales

Neuropsychological Dysfunction Scale
Neurosomatic Subscale
Learning Problems Subscale
Memory Difficulty Subscale
Language Problems Subscale
Perceptual-Motor Dysfunction Subscale
Executive Dysfunction Subscale
Subcortical Subscale
Inattention Subscale
Hyperactivity Subscale
Impulsivity Subscale
Delayed Maturation Subscale
Emotional Changes Subscale

Other Clinical Scales

Emotional Lability

General Anxiety Disorder
 Depression
 Separation Anxiety Disorder
 Oppositional Defiant Disorder
 Gender Dysphoria

Disinhibition
 Aggression
 Apathy
 Paranoia

Eating Disorder Scales

Anorexia Nervosa
 Bulimia Nervosa

Psychotic Thinking
 Emotional Coldness
 Sleep Disturbances
 Social Anxiety
 Social Withdrawal
 Self-Esteem

Neuropsychological Disorders

ADHD (Combined)
 ADHD (Inattention Subtype)
 ADHD (Hyperactivity-Impulsivity
 Subtype)
 Mild Neurocognitive Disorder
 Postconcussional Disorder
 Executive Dysfunction of the Frontal
 Lobes (and three subscales):
 Decision-Making
 Meta-Cognitive: Language/
 Memory/Learning
 Social Judgment

Hostility Scales

Antisocial Triumvirate
 Dangerousness
 Conduct Disorder-Aggressive Subtype
 Conduct Disorder-Delinquent Subtype

Current Normative Sample

The normative sample was gathered from the parents of 780 purportedly normal children who ranged in age from 5 to 17 years.

AGE	MALE	FEMALE
5	30	30
6	30	30
7	30	30
8	30	30
9	30	30
10	30	30
11	30	30
12	30	30
13	30	30
14	30	30
15	30	30
16	30	30
17	30	30

N=390

N=390

ETHNICITY	PERCENT
Caucasian	71%
Black	7%
American Indian	1%
Hispanic	9%
Asian	1%
Other	11%

N=780

General Scale Descriptions

Validity Scale

- *Tendency to Deny Pathology*
 - This scale detects excessive denial or minimization of pathology. The 191 items used in this scale were selected on the basis of their obvious assessment of pathology in the same direction (i.e., “Strongly True” and “More True Than False” responses would indicate pathology, while “Strongly False” responses would indicate a lack of pathology).
 - In the normative sample, the responses of parents with purportedly normal children generally fell in between “Strongly False” and “More False than True” on these items. Thus, if a parent chooses the “Strongly False” response an inordinate number of times, it may indicate denial on the part of the parent.
 - A score on this scale below 235 indicates that the results of the other scales in the CPNI should be viewed with some skepticism, as the parent may be in denial about his or her child’s behavioral problems.
- | | |
|--------------------------|--|
| Scale Items: | v01-v03, v05-v21, v23-v26, v28-v43, v45-v82, v84-v179, v181-v194, v196-v198. |
| Reverse Items: | None |
| Number of Items: | 191 |
| Mean: | 306.7 |
| SD: | 56.0 |
| Scale Reliability: | .97 |
| Test-Retest Reliability: | |
| Syntax Variable Name: | tdbp |

Personality Disorders

- The items on the following personality scales were derived from the 101 unique criteria for the ten personality disorders included on DSM-5 and the two personality disorders included in Appendix A of DSM-IV.
- Additional items were created from the general features and the “Associated Features” sections for each of these disorders in DSM-5.
- The number of items for each personality disorder scale varies from 7 to 15.
- In order to control for response bias, seven of the items are scored in reverse.
- None of the items used to calculate each personality disorder overlap with the items used to calculate any other personality disorder, with the exception of one

item that is included in both the Schizoid and the Schizotypal Personality Disorder scales, based upon the DSM-5's inclusion of that criterion in both diagnoses.

- *Personality Disorders:*

- *Paranoid Personality Disorder*

Scale Items:	v01, v22, v43, v64, v82, v101, v118
Reverse Items:	None
Number of Items:	7
Mean:	12.2
SD:	3.1
Scale Reliability	.70
Test-Retest Reliability	.85
Syntax Variable Name:	Pa

- *Borderline Personality Disorder*

Scale Items:	v02, v23, v44, v65, v83, v102, v119, v128, v129
Reverse Items:	None
Number of Items:	9
Mean:	16.2
SD:	3.7
Scale Reliability	.59
Test-Retest Reliability	.67
Syntax Variable Name:	De

- *Dependent Personality Disorder*

Scale Items:	v25, v46, v67, v85, v104, v130, v158
Reverse Items:	r04
Number of Items:	8
Mean:	14.0
SD:	3.5
Scale Reliability	.66
Test-Retest Reliability	.84
Syntax Variable Name:	De

○ *Histrionic Personality Disorder*

Scale Items:	v10, v31, v52, v72, v91 v109, v121, v142
Reverse Items:	None
Number of Items:	8
Mean:	14.0
SD:	3.6
Scale Reliability	.71
Test-Retest Reliability	.91
Syntax Variable Name:	Hi

○ *Obsessive-Compulsive Personality Disorder*

Scale Items:	v03, v24, v45, v66, v84, v 103, v145, v184
Reverse Items:	None
Number of Items:	8
Mean:	15.3
SD:	3.3
Scale Reliability	.56
Test-Retest Reliability	.80
Syntax Variable Name:	Oc

○ *Schizotypal Personality Disorder*

Scale Items:	v05, v08, v26, v47, v68, v86, v87, v105, v154, v198
Reverse Items:	None
Number of Items:	10
Mean:	13.6
SD:	3.5
Scale Reliability	.74
Test-Retest Reliability	.80
Syntax Variable Name	st

○ *Schizoid Personality Disorder*

Scale Items:	v08, v29, v50, v125, v165, v174
Reverse Items:	r180

Number of Items:	7
Mean:	11.8
SD:	2.6
Scale Reliability	.43
Test-Retest Reliability	.61
Syntax Variable Name	Sz

○ *Narcissistic Personality Disorder*

Scale Items:	v07, v28, v49, v70, v 89, v107, v132, v133, v146
Reverse Items:	None
Number of Items:	9
Mean:	15.2
SD:	4.3
Scale Reliability	.78
Test-Retest Reliability	.81
Syntax	Na

○ *Conduct Disorder (Antisocial Personality Disorder)*

Scale Items:	v06, v27, v48, v69, v88, v106, v131, v141, v151, v155, v157, v160, v164, v170, v172
Reverse Items:	None
Number of Items:	15
Mean:	19.3
SD:	4.8
Scale Reliability	.82
Test-Retest Reliability	.87
Syntax Variable Name:	Cd

○ *Avoidant Personality Disorder*

Scale Items:	v09, v30, v51, v71, v90, v108, v120
Reverse Items:	None
Number of Items:	7
Mean:	12.0
SD:	3.5

Scale Reliability .80
 Test-Retest Reliability .82
 Syntax Variable Name: Av

○ *Passive-Aggressive Personality Disorder*

Scale Items: v19, v34, v39, v60, v79, v98, v116
 Reverse Items: None
 Number of Items: 7
 Mean: 12.8
 SD: 3.5
 Scale Reliability .72
 Test-Retest Reliability .81
 Syntax Variable Name pag

○ *Depressive Personality Disorder*

Scale Items: v20, v33, v40, v41, v61, v80, v99
 Reverse Items: None
 Number of Items: 7
 Mean: 13.2
 SD: 3.5
 Scale Reliability .74
 Test-Retest Reliability .81
 Syntax Variable Name dpd

Major Clinical Syndromes

- *General Anxiety Disorder*
 (also known as Overanxious Disorder of Childhood)
 - This scale, composed of 12 items, was derived directly from the criteria listed for a general anxiety disorder (and overanxious disorder of childhood) in the DSM-5.
 - The items on the scale are specific measures of anxiety based on the listed criteria, including getting upset when separated from the parent or the home, social avoidance for fear of criticism, worry, fear of being left alone, nightmares, worry about criticism or rejection, fear of leaving the parent, fear of people, fear of embarrassment, worry about details to the

exclusion of the planned activity.

- Note that this scale has four overlapping items with the Separation Anxiety Disorder Scale.

Scale Items:	v15, v30, v37, v46, v58, v59, v61, v71, v78, v105, v120, v184
Reverse Items:	None
Number of Items:	12
Mean:	19.9
SD:	5.0
Scale Reliability	.79
Test-Retest Reliability	.91
Syntax Variable Name	gad

- *Depression*

- This scale of 14 items was created directly from the DSM-5 criteria for Major Depressive Disorder.
- The items deal with irritability, being hard on oneself, being depressed, loss of interest in regular activities, change in appetite, change in sleep patterns, being sad most of the time, being restless and agitated, slowing of natural pace, being frequently tired, difficulty with concentration, preoccupation with death, and difficulty falling asleep, feeling guilty.

Scale Items:	v21, v33, v41, v54, v74, v93, v111, v134, v149, v168, v177, v182, v189, v190, v191
Reverse Items:	None
Number of Items:	14
Mean:	23.4
SD:	5.6
Scale Reliability	.81
Test-Retest Reliability	.89
Syntax Variable Name:	dep

- *Separation Anxiety Disorder*

- This scale consists of eight items that were created directly from the DSM-5.
- The items deal with fear of having to leave the parent or home, worry about something happening to the parent, worry about being separated

from the parent or of being kidnapped, being afraid to leave the parent, fear of being left alone, fear of going to sleep alone or without the parent near, having nightmares about separation from the parent, and becoming physically ill when faced with separation from the parent.

Scale Items:	v15, v37, v58, v78, v97, v115, v126, v138
Reverse Items:	None
Number of Items:	8
Mean:	11.7
SD:	3.9
Scale Reliability	.82
Test-Retest Reliability	.93
Syntax Variable Name:	sad

- *Oppositional Defiant Disorder*

- This scale consists of eight items that created directly from the DSM-5 criteria.
- The items deal with frequent loss of temper, arguing with adults, defying or refusing to do as told by adults, trying to annoy people on purpose, blaming others for their mistakes, being touchy or easily annoyed, being angry and resentful, being spiteful or trying to get even.

Scale Items:	v14, v36, v57, v77, v96, v114, v124, v137
Reverse Items:	None
Number of Items:	8
Mean:	15.3
SD:	4.5
Scale Reliability	.83
Test-Retest Reliability	.67
Syntax Variable Name:	odd

- *Gender Dysphoria*

- This scale includes six items taken directly from criteria set out in the DSM-5.
- The items relate to expressed discomfort with and a desire to change gender, to participate in activities common to the opposite gender, and to dress as and associate with the opposite gender.

Scale Items:	v18, v63, v117, v127, v140, v150
Reverse Items:	None
Number of Items:	6
Mean:	7.4
SD:	2.3
Scale Reliability	.79
Test-Retest Reliability	.78
Syntax Variable Name	gid

- *Eating Disorders*

- *Anorexia Nervosa*

- This scale was created from the DSM-5 criteria for this disorder and consists of four items.
 - The items deal with being critically underweight, fear of gaining weight or being fat, denial of being seriously underweight, and a strange attitude about body weight.

Scale Items:	v17, v42, v62, v152
Reverse Items:	None
Number of Items:	4
Mean:	5.9
SD:	1.9
Scale Reliability	.41
Test-Retest Reliability	.53
Syntax Variable Name:	anorex

- *Bulimia Nervosa*

- This scale consists of six items derived from the DSM-5 criteria for this disorder.
 - The items deal with self induced vomiting after eating to prevent weight gain, an inability to stop eating or control what or how much is eaten; binge eating; use of laxatives, diuretics, enemas, or starvation to prevent weight gain; exercising to excess to prevent weight gain; and self image that is determined by body weight or shape.

Scale Items:	81, 100, 161, 178, 179, and 186
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Reverse Items:	None
Number of Items:	6
Mean:	7.4
SD:	2.0
Scale Reliability	.70
Test-Retest Reliability	.93
Syntax Variable Name	bul

Neuropsychological Disorders

- *Attention Deficit / Hyperactivity Disorder (Combined Type)*

- This scale includes the nine DSM-5 criteria covering inattention, including concentration difficulties, inability to follow instructions, distractibility and short attention span.

Scale Items:	v13, v35, v56, v76, v95, v113, v136, v139, v143, v147, v153, v159, v162, v163, v166, v171, v173, v185
Reverse Items:	None
Number of Items:	18
Mean:	34.5
SD:	9.8
Scale Reliability	.91
Test-Retest Reliability	.83
Syntax Variable Name	adhd

- *AD/HD Inattention Subscale*

- This scale includes the nine DSM-5 criteria covering inattention, including concentration difficulties, inability to follow instructions, distractibility and short attention span.

Scale Items:	35, 113, 139, 147, 159, 162, 166, 173, and 185
Reverse Items:	None
Number of Items:	9
Mean:	18.6
SD:	5.9
Scale Reliability	.90

Test-Retest Reliability .82

○ *AD/HD Hyperactivity – Impulsivity Subscale*

- This scale includes the nine DSM-5 criteria covering hyperactivity and impulsivity.

Scale Items:	v13, v56, v76, v95, v136, v143, v153, v163, v171
Reverse Items:	None
Number of Items:	9
Mean:	15.9
SD:	5.1
Scale Reliability	.85
Test-Retest Reliability	.80
Syntax Variable Name	adhdhi

• *Neurocognitive Disorder*

- This scale of 16 items was derived directly from the *DSM-5* and *DSM-5* criteria for Neurocognitive Disorder.
- The items assess the five major categories of symptoms: memory impairment, disturbance in executive functioning, disturbance in attention or speed of information processing, impairment in perceptual-motor abilities, and impairment in language.

Scale Items:	v12, v32, v53, v55, v122, v123, v144, v148, v159, v167 v175, v181, v183, v185, v187, v189
Reverse Items:	None
Number of Items:	16
Mean:	26.6
SD:	7.7
Scale Reliability	.89
Test-Retest Reliability	.77
Syntax Variable Name	mnd

• *Postconcussional Disorder*

- This scale of 17 items was derived directly from the DSM-5 criteria for the Postconcussional Disorder.

- *The diagnosis of this disorder requires a prior head trauma accompanied by a concussion as well as evidence from an independent neuropsychological examination of cognitive impairment.*
- The items of the CPNI scale assess the eight major categories of symptoms: easily fatigued, disordered sleep, headaches, dizziness, irritability, aggression, anxiety, depression, changes in personality, and apathy.

Scale Items:	v14, v21, v23, v31, v54, v61, v74, v111, v114, v118, v124, v134, v182, v191, v194, v196, v197
Reverse Items:	None
Number of Items:	17
Mean:	29.4
SD:	6.9
Scale Reliability	.83
Test-Retest Reliability	.78
Syntax Variable Name	pcd

- *Executive Dysfunctions Scale*

- The 44-item Executive Function Deficits scale has been factor analytically derived from all questions in the CPNI consistent with executive deficits of the frontal lobes.
- There is an overall score based on the sum of the 44 items and three subscales measuring (1) Decision-Making Problems, (2) Metacognitive Problems, e.g., language-memory-learning difficulties, and (3) Social Inappropriateness associated with executive function deficits.

Scale Items:	v8, v11, v12, v25, v31, v32, v35, v47, v53, v55, v73, v89, v92, v109, v110, v113, v119, v122, v123, v128, v129, v130, v139, v144, v145, v147, v148, v159, v162, v166, v167, v173, v175, v176, v177, v181, v183, v184, v185, v187, v189, v192, v198
Reverse Items:	r4
Number of Items:	44
Mean:	77.4
SD:	19.0
Scale Reliability	.95
Test-Retest Reliability	.85

Syntax Variable Name exf44

○ *Decision-Making Problems Subscale*

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Scale Items:	r4, v11, v25, v32, v53, v73, v92, v110, v122, v184, v185
Reverse Items:	r4
Number of Items:	11
Mean:	21.4
SD:	5.9
Scale Reliability	.86
Test-Retest Reliability	.82
Syntax Variable Name	decmm

○ *Metacognitive Subscale: Learning-Memory-Learning Difficulties*

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Scale Items:	v12, v35, v47, v55, v113, v123, v139, v144, v147, v148, v159, v162, v166, v167, v173, v175, v176, v177, v181, v183, v187, v189, v192
Reverse Items:	None
Number of Items:	23
Mean:	38.9
SD:	10.9
Scale Reliability	.93
Test-Retest Reliability	.85
Syntax Variable Name	metacog

○ *Social Inappropriateness Subscale*

■

Scale Items:	v8, v31, v89, v109, v119, v128, v129, v130, v145, v198
Reverse Items:	none
Number of Items:	10
Mean:	17.2
SD:	4.4

Scale Reliability	.76
Test-Retest Reliability	.77
Syntax Variable Name	socin

Neuropsychological Scales

Neuropsychological Scales

The CPNI offers a broadly based evaluation of neuropsychological disorder based on a general scale consisting of 38 items assessing a variety of neuropsychological symptomatology and 12 separate and non-overlapping subscales for a total of 66 items. The items were gleaned from a vast array of current neuropsychological literature on childhood and adolescent neurological and neuropsychological disorders. These scales are as follows:

- *Neuropsychological Dysfunction Scale*

- This scale includes 38 items covering a broad range of neuropsychological dysfunction including attention problems, hyperactivity, learning problems, memory difficulties, perceptual-motor dysfunction, executive dysfunction, subcortical symptoms, delayed maturation, and others.

Scale Items:	v12, v32, v35, v38, v53, v55, v73, v75, v94, v112, v113, v122, v123, v135, v136, v144, v147, v148, v156, v159, v162, v166, v167, v173, v175, v176, v177, v181, v183, v185, v187, v188, v189, v192, v193, v194, v195, v196
Reverse Items:	None
Number of Items:	38
Mean:	61.4
SD:	15.4
Scale Reliability	.93
Test-Retest Reliability	.83
Syntax Variable Name	neurodys

- *Neurosomatic Complaints Subscale*

- The scale includes six items covering headaches, dizzy spells, sleep disturbances, appetite changes, and loss of energy.

Scale Items:	v93, v138, v177, v182, v194, v196
Reverse Items:	None

Number of Items:	6
Mean:	8.5
SD:	2.2
Scale Reliability	.58
Test-Retest Reliability	.60
Syntax Variable Name	som

○ *Learning Problems Subscale*

- This scale includes four items assessing problems learning new material, problems with arithmetic, and general learning problems.

Scale Items:	v55, v181, v183, v192
Reverse Items:	None
Number of Items:	4
Mean:	6.3
SD:	2.4
Scale Reliability	.78
Test-Retest Reliability	.84
Syntax Variable Name	learn

○ *Memory Difficulty Subscale*

- This scale includes two items assessing problems with forgetfulness and difficulty remembering things.

Scale Items:	v166, v187
Reverse Items:	None
Number of Items:	2
Mean:	4.0
SD:	1.5
Scale Reliability	.80
Test-Retest Reliability	.85
Syntax Variable Name	mem

○ *Language Problems Subscale*

- There are five language items that include stuttering, reading problems, and speaking and comprehension difficulties.

Scale Items:	v38, v144, v148, v167, v175
Reverse Items:	None
Number of Items:	5
Mean:	6.8
SD:	2.2
Scale Reliability	.72
Test-Retest Reliability	.69
Syntax Variable Name	lang

○ *Perceptual – Motor Dysfunction Subscale*

- There are four items measuring visual-motor perception difficulties, trouble writing, trouble drawing, and getting lost easily.

Scale Items:	v12, v123, v176, v188
Reverse Items:	None
Number of Items:	4
Mean:	5.4
SD:	1.8
Scale Reliability	.66
Test-Retest Reliability	.56
Syntax Variable Name	percepmo

○ *Subcortical Subscale*

- There are three items assessing poor coordination, stuttering, and tics.

Scale Items:	v38, v94, v135
Reverse Items:	None
Number of Items:	3
Mean:	3.8
SD:	1.2
Scale Reliability	.43
Test-Retest Reliability	.46
Syntax Variable Name	subcort

○ *Delayed Maturation Subscale*

- This scale has five items measuring maturational delays in potty training, walking, talking, and problems wetting the bed.

Scale Items:	v75, v112, v156, v193, v195
Reverse Items:	None
Number of Items:	5
Mean:	6.6
SD:	2.2
Scale Reliability	.65
Test-Retest Reliability	.81
Syntax Variable Name	matdel

- *Emotional Dysfunction Subscale*

- This is a broadly based scale covering 10 items that measure temper tantrums, agitation, irritability, mood change, depression, apathy, anxiety, and personality change.

Scale Items:	v14, v21, v23, v31, v54, v61, v74, v114, v168, v197
Reverse Items:	None
Number of Items:	10
Mean:	17.7
SD:	4.7
Scale Reliability	.81
Test-Retest Reliability	.86
Syntax Variable Name	emodys

Other Clinical Scales

- *Emotional Lability*

- This subscale assesses quick mood changes, rapidly shifting and shallow emotions, and wavering between anger and contrition.

Scale Items:	v23, v31, v116
Reverse Items:	None
Number of Items:	3
Mean:	5.5
SD:	1.8

Scale Reliability	.63
Test-Retest Reliability	.80
Syntax Variable Name	labt

- *Disinhibition*

- This subscale measures trouble waiting one's turn, interrupting or butting into other children's activities, and failure to self-inhibit.

Scale Items:	v76, v95, v171
Reverse Items:	None
Number of Items:	3
Mean:	5.4
SD:	1.9
Scale Reliability	.69
Test-Retest Reliability	.60
Syntax Variable Name	dist

- *Aggression*

- This subscale assesses temper tantrums, fighting, displays of anger, and spitefulness.

Scale Items:	v14, v27, v44, v137
Reverse Items:	None
Number of Items:	4
Mean:	8.5
SD:	2.4
Scale Reliability	.55
Test-Retest Reliability	.65
Syntax Variable Name	aggt

- *Apathy*

- This subscale measures lack of emotion, loss of interest, and a lack of empathy.

Scale Items:	v29, v74, v87, v89, v174
Reverse Items:	None

Number of Items:	5
Mean:	7.4
SD:	2.0
Scale Reliability	.57
Test-Retest Reliability	.76
Syntax Variable Name	apat

- *Paranoia*

- This scale assesses excessive suspiciousness, reading hidden insults or threats into benign remarks or actions and a reluctance to confide in others without good cause.

Scale Items:	v1, v43, v82
Reverse Items:	None
Number of Items:	3
Mean:	4.5
SD:	1.6
Scale Reliability	.57
Test-Retest Reliability	.86
Syntax Variable Name	part

- *Psychotic Thinking*

- This scale consisting of nine items was derived from various symptomatic criteria from the DSM-5. The items deal with hallucinations, delusions, odd beliefs and magical thinking, paranoia, odd speech and strange thinking, odd or weird behavior, and inappropriate emotional displays.

Scale Items:	v5, v26, 43, v47, v68, v86, v129, v154, v198
Reverse Items:	None
Number of Items:	9
Mean:	12.4
SD:	3.4
Scale Reliability	.77
Test-Retest Reliability	.56
Syntax Var. Name	pth

- *Emotional Coldness*

- This scale is comprised of four items and was derived from various symptomatic criteria set out in the DSM-5. The items deal with inhibited affect, lack of empathy, and indifference.

Scale Items:	v29, v87, v89, v174
Reverse Items:	None
Number of Items:	4
Mean:	6.1
SD:	1.8
Scale Reliability	.53
Test-Retest Reliability	.70
Syntax Variable Name	cold

- *Social Anxiety*

- This scale is comprised of 11 items based on their face validity with the concept of social anxiety, e.g., fear of others' intent, unwillingness to get involved with people, avoids social activities, avoiding close friendships, worries about rejection or criticism, reluctance to confide in others, shyness, lack of self-confidence, fear of others, poor self-image in relationship to others, and fear of new activities.

Scale Items:	v01, v09, v30, v51, v71, v82, v90, v101, v105, v108, v120
Reverse Items:	None
Number of Items:	11
Mean:	17.8
SD:	4.8
Scale Reliability	.83
Test-Retest Reliability	
Syntax Variable Name	socanx

- *Social Withdrawal*

- This scale is comprised of 11 items based on their face validity with the concept of social withdrawal, e.g., fear of others' intent, no close friends,

unwillingness to get involved with people, keeping to oneself, avoids social activities, lack of enjoyment in close relationships, avoiding close friendships, social anxiety, shyness, and fear of new activities.

Scale Items:	v1, v8, v9, v29, v30, v50, v51, v71, v82, v90, v120
Reverse Items:	None
Number of Items:	11
Mean:	17.6
SD:	4.5
Scale Reliability	.79
Test-Retest Reliability	.87
Syntax Variable Name	socwith

- *Self-Esteem*

- This scale is comprised of four items based on their face validity with the concept of self-esteem, e.g., low self-esteem, feelings of worthlessness, lack of self-confidence, and feelings of inferiority.

Scale Items:	v33, v90, v108, v130
Reverse Items:	136
Number of Items:	5
Mean:	6.5
SD:	2.2
Scale Reliability	.74
Test-Retest Reliability	.64
Syntax Variable Name	selfest

- *Autism Spectrum Scale*

- This scale consists of 20 items and was derived from symptomatic criteria from the published research on autism, including Asperger's disorder, high functioning autism, and pervasive developmental disorders.

Scale Items:	v5, v8, v14, v21, v23, v29, v31, v47, v50, v87, v89, v105, v114, v125, v129, v154, v165, v168, v174, v198
Reverse Items:	None
Number of Items:	20
Mean:	38.9
SD:	11.5
Scale Reliability	.90
Test-Retest Reliability	.80
Syntax Variable Name	autspec

- *Sleep Disturbances*

- This scale consists of seven items and was derived from symptomatic criteria published in the DSM-5.

Scale Items:	v59, v75, v111, v115, v126, v134, v191
Reverse Items:	None
Number of Items:	7
Mean:	9.8
SD:	2.7
Scale Reliability	.64
Test-Retest Reliability	.93
Syntax Variable Name	sleep

Hostility Scales

- *Antisocial Triumvirate of Symptoms*

- It has been noted that a triumvirate of symptoms in childhood may be

associated with the later diagnosis of Antisocial Personality Disorder. They are: bedwetting, fire-setting, and cruelty to animals.

Scale Items:	v75, v131, v155
Reverse Items:	None
Number of Items:	3
Mean:	3.5
SD:	1.0
Scale Reliability	.39
Test-Retest Reliability	
Syntax Variable Name	anttv

- *Dangerousness*

- This scale consists of 17 items that measure the potential for a child to be dangerous both to self and others, like constant anger, irritability, mood changes, physical fights, suicidal behavior, using a dangerous weapon, robbing, mugging, destroying property, setting fires, cruelty to animals, and bullying.

Scale Items:	v14, v21, v23, v27, v36, v44, v48, v64, v65, v69, v88, v106, v124, v131, v155, v157, v172
Reverse Items:	None
Number of Items:	17
Mean:	27.2
SD:	6.3
Scale Reliability	.83
Test-Retest Reliability	.63
Syntax Variable Name	danger

- *Conduct Disorder – Aggressive Subtype*

- This scale consists of seven items and measures aggressive behavior that threatens or harms people or animals.

Scale Items:	v48, v69, v88, v155, v157, v172
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Reverse Items:	r27
Number of Items:	7
Mean:	9.3
SD:	2.3
Scale Reliability	.62
Test-Retest Reliability	.42
Syntax Variable Name	cda

- *Conduct Disorder – Delinquent Subtype*

- This scale consists of eight items and measures non-aggressive behavior that causes damage to property, deceitfulness, theft, or a violation of societal rules.

Scale Items:	v6, v106, v131, v141, v151, v160, v164, v170
Reverse Items:	None
Number of Items:	8
Mean:	10.0
SD:	3.0
Scale Reliability	.77
Test-Retest Reliability	.52
Syntax Variable Name	cdd

Critical Items

- *Posttraumatic Stress Disorder*

- There are two items (199 & 200) that may be a measure of the Posttraumatic Stress Disorder. Both items are answered either “True” (A) or “False” (B).

199. My child has experienced an accident, death, serious injury or natural disaster (earthquake, flood, tornado), violence (attack, war) or physical or sexual abuse.
200. Since my child experienced this major incident, his/her personality has changed.

- *Other Critical Items*
 - Selected items were chosen that might require a clinician's immediate attention. The items are as follows:
 16. My child eats strange things like paint, string, hair, or dirt.
 33. My child has low self-esteem and feels worthless.
 38. My child stutters.
 59. My child has terrible nightmares.
 65. My child has threatened or tried to commit suicide, or has hurt himself on purpose.
 69. My child has forced someone into sexual activity.
 91. My child behaves in an overly sexual manner.
 169. I think my child has an alcohol or drug problem.
 197. My child's personality has changed recently.
 199. My child has experienced an accident, death, serious injury or natural disaster (earthquake, flood, tornado), violence (attack, war) or physical or sexual abuse.

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COMMENT COOLIDGE PERSONALITY AND NEUROPSYCHOLOGICAL INVENTORY (CPNI).
 COMMENT NEW SPSS COMMAND FILE FOR THE CPNI (September 25, 2003).

COMMENT A SERIES OF RECODED ITEMS.
 RECODE V04 (1=4) (2=3) (3=2) (4=1) INTO R04.
 RECODE V125 (1=4) (2=3) (3=2) (4=1) INTO R125.
 RECODE V180 (1=4) (2=3) (3=2) (4=1) INTO R180.

COMMENT COMPUTING THE 12 PERSONALITY DISORDER SCALES (PLUS TWO CD SUBTYPES).
 COMPUTE PA=SUM(V01,V22,V43,V64,V82,V101,V118).
 COMPUTE BO=SUM(V02,V23,V44,V65,V83,V102,V119,V128,V129).
 COMPUTE OC=SUM(V03,V24,V45,V66,V84,V103,V145,V184).
 COMPUTE DE=SUM(V25,V46,V67,V85,V104,V130,V158,R04).
 COMPUTE ST=SUM(V05,V08,V26,V47,V68,V86,V87,V105,V154,V198).
 COMPUTE NA=SUM(V07,V28,V49,V70,V89,V107,V132,V133,V146).
 COMPUTE CD=SUM(V06,V27,V48,V69,V88,V106,V131,V141,V151,V155,V157,V160,V164,
 V170,V172).
 COMPUTE CDA=SUM(V27,V48,V69,V88,V155,V157,V172).
 COMPUTE CDD=SUM(V06,V106,V131,V141,V151,V160,V164,V170).
 COMPUTE SZ=SUM(V08,V29,V50,V125,V165,V174,R180).
 COMPUTE AV=SUM(V09,V30,V51,V71,V90,V108,V120).
 COMPUTE HI=SUM(V10,V31,V52,V72,V91,V109,V121,V142).
 COMPUTE PAG=SUM(V19,V34,V39,V60,V79,V98,V116).
 COMPUTE DPD=SUM(V20,V33,V40,V41,V61,V80,V99).

VARIABLE LABELS	PA	'PARANOID PD'
	BO	'BORDERLINE PD'
	OC	'OBSESSIVE-COMPULSIVE PD'
	DE	'DEPENDENT PD'
	ST	'SCHIZOTYPAL PD'
	NA	'NARCISSISTIC PD'
	CD	'CONDUCT DISORDER'
	CDA	'CONDUCT DISORDER-AGGRESSIVE SUBTYPE'
	CDD	'CONDUCT DISORDER-DELINQUENT SUBTYPE'
	SZ	'SCHIZOID PD'
	AV	'AVOIDANT PD'
	HI	'HISTRIONIC PD'
	PAG	'PASSIVE-AGGRESSIVE PD'
	DPD	'DEPRESSIVE PD'.

COMMENT COMPUTING DSM-5 AXIS 1 SCALES.
 COMPUTE SAD=SUM(V15,V37,V58,V78,V97,V115,V126,V138).
 COMPUTE ODD=SUM(V14,V36,V57,V77,V96,V114,V124,V137).
 COMPUTE ADHD=SUM(V13,V35,V56,V76,V95,V113,V136,V139,V143,V147,V153,V159,
 V162,V163,V166,V171,V173,V185).
 COMPUTE ADHDINAT=SUM(V35,V113,V139,V147,V159,V162,V166,V173,V185).
 COMPUTE ADHDHI=SUM(V13,V56,V76,V95,V136,V143,V153,V163,V171).
 COMPUTE GID=SUM(V18,V63,V117,V127,V140,V150).
 COMPUTE DEP=SUM(V21,V33,V41,V54,V74,V93,V111,V134,V149,V168,V177,V182,V189,
 V190,V191).
 COMPUTE GAD=SUM(V15,V30,V37,V46,V58,V59,V61,V71,V78,V105,V120,V184).

VARIABLE LABELS	SAD	'SEPARATION ANXIETY DISORDER'
	ODD	'OPPOSITIONAL DEFIANT DISORDER'
	ADHD	'ATTENTION DEFICIT/HYPERACTIVITY DISORDER'

GID 'GENDER IDENTITY DISORDER'
 DEP 'MAJOR DEPRESSIVE DISORDER'
 GAD 'GENERALIZED ANXIETY DISORDER'

COMMENT COMPUTING TWO EATING DISORDER SCALES FROM DSM-5 AXIS I.

COMPUTE ANOREX=SUM(V17,V42,V62,V152).

COMPUTE BUL=SUM(V81,V100,V161,V178,V179,V186).

VARIABLE LABELS	ANOREX	'ANOREXIA NERVOSA'
	BUL	'BULIMIA NERVOSA'.

COMMENT COMPUTING TWO DSM-5 APPENDIX SCALES.

COMPUTE

MND=SUM(V12,V32,V53,V55,V122,V159,V144,V148,V159,V167,V175,V181,V183,V185,
 , V187,V189).

COMPUTE

PCD=SUM(V14,V21,V23,V31,V54,V61,V74,V111,V114,V118,V124,V134,V182,V191,
 V194,V196,V197).

COMMENT COMPUTING SOME CLINICAL SCALES NOT DSM-5 ALIGNED.

COMPUTE PTH=SUM(V05,V26,V43,V47,V68,V86,V129,V154,V198).

COMPUTE SOM=SUM(V93,V138,V177,V182,V194,V196).

COMPUTE LEARN=SUM(V55,V181,V183,V192).

COMPUTE MEM=SUM(V166,V187).

COMPUTE LANG=SUM(V38,V144,V148,V167,V175).

COMPUTE PERCEPMO=SUM(V12,V123,V176,V188).

COMPUTE SUBCORT=SUM(V38,V94,V135).

COMPUTE ADHDP=SUM(V13,V56,V136,V143,V153,V163).

COMPUTE ADHDP=SUM(V76,V95,V171).

COMPUTE MATDEL=SUM(V75,V112,V156,V193,V195).

COMPUTE EMODYS=SUM(V14,V21,V23,V31,V54,V61,V74,V114,V168,V197).

COMPUTE COLD=SUM(V29,V87,V89,V174).

COMPUTE SLEEP=SUM(V59,V75,V111,V115,V126,V134,V191).

COMPUTE

NEURODYS=SUM(V12,V32,V35,V38,V53,V55,V73,V75,V94,V112,V113,V122,V123,V135,V136,
 V144,
 V147,V148,V156,V159,V162,V166,V167,V173,V175,V176,V177,V181,V183,V185,V187,V188,
 V189,V192,V193,V194,V195,V196).

COMMENT EXF44 IS THE NEWEST EXPANDED EF VERSION WITH THREE SUBSCALES.

COMMENT DECM= DECISION-MAKING DIFFICULTIES, METACOG= LANGUAGE, MEMORY
 AND LEARNING PROBLEMS.

COMMENT SOCIN=SOCIAL INAPPROPRIATENESS.

COMPUTE EXF44 = SUM (R04, V08, V11, V12, V25, V31, V32, V35, V47, V53, V55, V73, V89,
 V92, V109, V110, V113,
 V119, V122, V123, V128, V129, V130, V139, V144, V145, V147,
 V148, V159, V162, V166, V167, V173, V175, V176, V177, V181, V183, V184, V185, V187, V189,
 V192, V198).

COMPUTE DECM = SUM (R04, V11, V25, V32, V53, V73, V92, V110, V122, V184, v185).

COMPUTE METACOG = SUM (V12, V35, V47, V55, V113, V123, V139, V144, V147, V148,
 V159, V162, V166,
 V167, V173, V175, V176, V177, V181, V183, V187, V189, V192).

COMPUTE SOCIN = SUM (V08, V31, V89, V109, V119, V128, V129, V130, V145, V198).

COMPUTE SOCANX = SUM (v01, V09, v30, v51, v71, v82, v90, v101, v105, v108, v120).

COMPUTE SELFEST = SUM (v33, v90, v108, v130, r146).

COMPUTE SOCWITH = SUM (v01, V08,V09, V29, v30, V50, v51, v71, v82, v90, v120).

VARIABLE LABELS MND 'MILD NEUROCOGNITIVE DISORDER'
 PCD 'POSTCONCUSSIONAL DISORDER'
 PTH 'PSYCHOTIC THINKING'.
 EXF44 'EXECUTIVE FUNCTIONS OF THE FRONTAL LOBES'
 DECM 'DECISION-MAKING SUBSCALE'
 METACOG 'LANGUAGE-MEMORY-LEARNING SUBSCALE'
 SOCIN 'SOCIAL INAPPROPRIATENESS SUBSCALE'
 COLD 'EMOTIONAL COLDNESS'
 EMODYS 'EMOTIONAL PROBLEMS'
 SOM 'SOMATIC PROBLEMS'
 ADHDINAT 'ADHA INATTENTION TYPE'
 LANG 'LANGUAGE PROBLEMS'
 MEM 'MEMORY PROBLEMS'
 LEARN 'LEARNING PROBLEMS'
 PERCEPMO 'PERCEPTUAL MOTOR INTEGRATION PROBLEMS'
 SUBCORT 'SUBCORTICAL-COORDINATION+TICS'
 ADHDHYP 'ADHD HYPERACTIVE TYPE'
 ADHDIMP 'ADHD IMPULSIVITY TYPE'
 ADHDHI 'ADHD HYPERACTIVITY-IMPULSIVITY'
 MATDEL 'MATURATIONAL DELAY'
 SLEEP 'SLEEP DISTURBANCES'
 NEUROCYS 'NEUROPSYCHOLOGICAL DYSFUNCTION'
 SOCANX 'SOCIAL ANXIETY'
 SOCWITH 'SOCIAL WITHDRAWAL'.

COMMENT COMPUTING FIVE DSM-5 SCALES CLINICAL CHANGES ASSOCIATED WITH A
 GENERAL MEDICAL CONDITION.

COMPUTE LABT=SUM(V23,V31,V116).
 COMPUTE DIST=SUM(V76,V95,v119,V171).
 COMPUTE AGGT=SUM(V14,V27,V44,V137).
 COMPUTE APAT=SUM(V29,V74,V87,V89,V174).
 COMPUTE PART=SUM(V01,V43,V82).

VARIABLE LABELS LABT 'LABILE TYPE'
 DIST 'DISINHIBITED TYPE'
 AGGT 'AGGRESSIVE TYPE'
 APAT 'APATHETIC TYPE'
 PART 'PARANOID TYPE'.

COMMENT COMPUTING A DANGEROUSNESS SCALES (NOT DSM-IV ALIGNED).

COMPUTE DANGER =
 SUM(V14,V21,V27,V23,V36,V44,V48,V64,V65,V69,V88,V106,V124,V131,
 V155,V157,V172).

VARIABLE LABELS DANGER 'DANGEROUSNESS'.

COMPUTE ANTTV = SUM(V75,V131,V155).

VARIABLE LABELS ANTTV 'ANTISOCIAL TRIUMVIRATE'.
 COMMENT ANTTV=BEDWETTING, FIRESETTING, CRUELTY TO ANIMALS.

COMMENT COMPUTING THREE VALIDITY SCALES FOR DENIAL DETECTION.

COMPUTE DENIAL = SUM(V01 to V03, V05 to V21, V23 to V26, V28 to V43, V45 to V82, V84 to V124, V126 to V179, V181 to V198).
 COMMENT DENIAL LOW SCORES = HIGH DENIAL, DENIAL HIGH SCORES = HONESTY OR EXAGGERATING PATHOLOGY.

VARIABLE LABELS

DENIAL "TENDENCY TO DENY BLATANT PATHOLOGY"
 OPP "OPPOSITE ITEMS".

COMMENT COMPUTING Z SCORES BASED ON N=780 AMERICAN CHILDREN (AGES 5-17) NORMS.

COMMENT THIRTY CHILDREN FOR EACH GENDER FOR EACH AGE.

COMPUTE ZPA = (PA-12.2)/3.1.
 COMPUTE ZBO = (BO-16.2)/3.7.
 COMPUTE ZOC = (OC-15.3)/3.3.
 COMPUTE ZDE = (DE-14.0)/3.5.
 COMPUTE ZST = (ST-13.6)/3.5.
 COMPUTE ZNA = (NA-15.2)/4.3.
 COMPUTE ZCD = (CD-19.3)/4.8.
 COMPUTE ZCDA = (CDA-9.3)/2.3.
 COMPUTE ZCDD = (CDD-10.0)/3.0.
 COMPUTE ZSZ = (SZ-11.8)/2.6.
 COMPUTE ZAV = (AV-12.0)/3.5.
 COMPUTE ZHI = (HI-14.0)/3.6.
 COMPUTE ZPAG = (PAG-12.8)/3.5.
 COMPUTE ZDPD = (DPD-13.2)/3.5.

COMPUTE ZSAD = (SAD-11.7)/3.9.
 COMPUTE ZODD = (ODD-15.3)/4.5.
 COMPUTE ZADHD = (ADHD-34.5)/9.8.
 COMPUTE ZADHDINA = (ADHDINAT-18.6)/5.9.
 COMPUTE ZADHDHI = (ADHDHI-15.9)/5.1.
 COMPUTE ZADHDHYP = (ADHDHYP-10.6)/3.8.
 COMPUTE ZADHDIMP = (ADHDIMP-5.4)/1.9.
 COMPUTE ZGID = (GID-7.4)/2.3.
 COMPUTE ZDEP = (DEP-23.4)/5.6.
 COMPUTE ZGAD = (GAD-19.9)/5.0.
 COMPUTE ZPTH = (PTH-12.4)/3.4.

COMPUTE ZANOREX = (ANOREX-5.9)/1.9.
 COMPUTE ZBUL = (BUL-7.4)/2.0.

COMPUTE ZMND = (MND-26.6)/7.7.
 COMPUTE ZPCD = (PCD-29.4)/6.9.
 COMPUTE ZCOLD = (COLD-6.1)/1.8.
 COMPUTE ZEMODYS = (EMODYS-17.7)/4.7.
 COMPUTE ZSOM = (SOM-8.5)/2.2.
 COMPUTE ZLANG = (LANG-6.8)/2.2.
 COMPUTE ZMEM = (MEM-4.0)/1.5.
 COMPUTE ZLEARN = (LEARN-6.3)/2.4.
 COMPUTE ZPERCEPM = (PERCEPMO-5.4)/1.8.
 COMPUTE ZSUBCORT = (SUBCORT-3.8)/1.2.
 COMPUTE ZMATDEL = (MATDEL-6.6)/2.2.
 COMPUTE ZSLEEP = (SLEEP-9.8)/2.7.

COMPUTE ZNEURODY = (NEURODYS-61.4)/15.4.

COMPUTE ZLABT = (LABT-5.5)/1.8.

COMPUTE ZDIST = (DIST-5.4)/1.9.

COMPUTE ZAGGT = (AGGT-8.5)/2.4.

COMPUTE ZAPAT = (APAT-7.4)/2.0.

COMPUTE ZPART = (PART-4.5)/1.6.

COMPUTE ZDANGER = (DANGER-27.2)/6.3.

COMPUTE ZANTTV = (ANTTV-3.5)/1.0.

COMPUTE ZDENIAL = (DENIAL-306.7)/56.0.

COMPUTE ZEXF44 = (EXF44 - 77.4)/19.0.

COMPUTE ZDECM = (DECM - 21.4)/5.9.

COMPUTE ZMETACOG = (METACOG - 38.9)/10.9.

COMPUTE ZSOCIN = (SOCIN - 17.2)/4.4.

COMPUTE ZSOCANX = (SOCANX - 17.8)/4.8.

COMPUTE ZSOCWITH = (SOCWITH - 17.6)/4.5.

COMPUTE ZSELFEST = (SELFEST - 6.5)/2.2.

COMMENT COMPUTING T SCORES.

COMPUTE TPA = 50 + (10) * (ZPA).

COMPUTE TBO = 50 + (10) * (ZBO).

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COMPUTE TEXF44 = 50 + (10) * (ZEXF44).

COMPUTE TDECM = 50 + (10) * (ZDECM).

COMPUTE TMETACOG = 50 + (10) * (ZMETACOG).
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COMPUTE TCOLD = 50 + (10) * (ZCOLD).
COMPUTE TEMODYS = 50 + (10) * (ZEMODYS).
COMPUTE TSOM = 50 + (10) * (ZSOM).
COMPUTE TLANG = 50 + (10) * (ZLANG).
COMPUTE TMEM = 50 + (10) * (ZMEM).
COMPUTE TLEARN = 50 + (10) * (ZLEARN).
COMPUTE TPERCEPM = 50 + (10) * (ZPERCEPM).
COMPUTE TSUBCORT = 50 + (10) * (ZSUBCORT).
COMPUTE TMATDEL = 50 + (10) * (ZMATDEL).
COMPUTE TSLEEP = 50 + (10) * (ZSLEEP).
COMPUTE TNEURODYS = 50 + (10) * (ZNEURODYS).

COMPUTE TLABT = 50 + (10) * (ZLABT).
COMPUTE TDIST = 50 + (10) * (ZDIST).
COMPUTE TAGGT = 50 + (10) * (ZAGGT).
COMPUTE TAPAT = 50 + (10) * (ZAPAT).
COMPUTE TPART = 50 + (10) * (ZPART).
COMPUTE TDANGER = 50 + (10) * (ZDANGER).
COMPUTE TANTTV = 50 + (10) * (ZANTTV).

COMPUTE TDENIAL = 50 + (10) * (ZDENIAL).

COMPUTE TSOCANX = 50 + (10) * (ZSOCANX).
COMPUTE TSELFEST = 50 + (10) * (ZSELFEST).
COMPUTE TSOCWITH = 50 + (10) * (ZSOCWITH).

execute.

CPNI

COOLIDGE PERSONALITY AND NEUROPSYCHOLOGICAL INVENTORY FOR CHILDREN

(Male Form)

Professor Frederick L. Coolidge
University of Colorado at Colorado Springs

COOLIDGE PERSONALITY AND NEUROPSYCHOLOGICAL
INVENTORY FOR CHILDREN
(Male Form)

Instructions: Please answer these questions as they apply to this child's present behavior compared to most other children's normal behavior. Try to be as honest and as open as you can be. All children are certain to show some of these behaviors, so do not worry if you seem to be endorsing a lot of questions as true for this child. Remember when you answer these questions to keep in mind your child's typical behavior within the last few months.

It is also important to remember to answer the questions by comparing this child's behavior to other children's behavior or other children you have known.

How to mark the answers:

Mark "A" if:

- A. This is strongly false for the child.
This has never happened to the child within the last few months.
I have never observed this in the child in the last few months.
My child is not at all like this.

Mark "B" if:

- B. This is more false than true for this child.
This happens infrequently in this child.
This child has reported this infrequently.

Mark "C" if:

- C. This is more true than false for the child.
This happens occasionally to the child.
I have observed or this child has reported this happening somewhat frequently.

Mark "D" if:

- D. This is strongly true for the child.
I would say this is very typical of this child's behavior.
I have observed this or the child has reported this on a regular basis.
I would say this describes my child very well.

- _____ 1. My child expects, without good reason, to be used, hurt, or lied to by others.
- _____ 2. My child makes friends quickly but soon after seems to hate them.
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- ___ 122. My child has trouble putting things in the order they should go.
- ___ 123. My child has trouble seeing how things fit together, like doing puzzles.
- ___ 124. My child is angry and resentful.
- ___ 125. My child has no curiosity or interest about sex.
- ___ 126. My child has nightmares about being separated from me.
- ___ 127. My son likes to do things mostly done by girls more than he likes to do things mostly done by boys.
- ___ 128. My child is uncertain about who he is, what he wants, or what kind of friends to have.
- ___ 129. When my child gets stressed, he starts to act weird or unreal or paranoid.
- ___ 130. My child has trouble doing things on his own because of a lack of self-confidence.
- ___ 131. My child has set fires trying to cause damage.
- ___ 132. My child seems to have a lot of fantasies about being beautiful, popular, or finding the girl of his dreams.
- ___ 133. My child thinks he is special and can only be with other special people.
- ___ 134. My child has trouble staying asleep.

- ___ 135. My child twitches his face or hands.
- ___ 136. I think my child is hyperactive or is often "on the go" or acts as if driven by a motor.
- ___ 137. My child is spiteful or tries to get even.
- ___ 138. My child gets sick (headaches, stomachaches, vomiting) when he thinks he has to be separated from me.
- ___ 139. My child does not follow instructions and fails to finish homework or chores.
- ___ 140. My son likes to play with girls more than he likes to play with boys.
- ___ 141. My child often lies or "cons" others.
- ___ 142. My child has a style of speech that is dramatic but vague.
- ___ 143. My child has trouble staying in his seat when he is supposed to.
- ___ 144. My child seems to have reading problems.
- ___ 145. My child is rigid or stubborn.
- ___ 146. My child acts like he is better than others.
- ___ 147. My child avoids or dislikes tasks that require a lot of thinking.
- ___ 148. My child has trouble speaking.
- ___ 149. My child is sad most of the time.
- ___ 150. My son is not comfortable being a boy.
- ___ 151. My child has shoplifted.
- ___ 152. My child has a very strange attitude about his weight or body shape.
- ___ 153. My child talks too much or talks all the time.
- ___ 154. My child acts or looks odd or weird compared to other children.
- ___ 155. My child has been cruel to animals.
- ___ 156. My child was potty trained later than usual.
- ___ 157. My child has robbed someone face-to-face, like mugging or purse-snatching.
- ___ 158. My child immediately seeks another close friendship when a relationship ends.
- ___ 159. My child has trouble listening when spoken to.
- ___ 160. My child has broken into someone's car, house, or building.
- ___ 161. My child is a binge eater. That is, he eats large quantities of food quickly.

- _____ 162. My child loses things he needs (like for school).
- _____ 163. My child runs around and climbs on things too much.
- _____ 164. My child stays out at night without permission (beginning before age 13).
- _____ 165. My child almost always chooses to do things by himself.
- _____ 166. My child is forgetful.
- _____ 167. My child speaks slowly, because he often has trouble coming up with the right word.
- _____ 168. Nearly every day, my child seems restless and agitated.
- _____ 169. I think my child has an alcohol or drug problem.
- _____ 170. My child has run away from home and stayed away overnight at least twice.
- _____ 171. My child does not wait for the question to be finished before blurting out his answer.
- _____ 172. My child often bullies, threatens, or scares others.
- _____ 173. My child fails to pay enough attention to details and makes too many careless mistakes.
- _____ 174. My child does not care about praise or criticism.
- _____ 175. My child has trouble understanding what people say.
- _____ 176. My child has trouble writing letters of the alphabet or writes some letters backward.
- _____ 177. Recently, my child seems to be doing everything slower than usual.
- _____ 178. My child uses laxatives, diuretics, enemas, or starves in order to control his weight.
- _____ 179. My child exercises more than he should to avoid gaining weight.
- _____ 180. My child enjoys many activities.
- _____ 181. My child takes a long time to learn new things.
- _____ 182. My child seems tired nearly every day.
- _____ 183. My child has trouble learning new things.
- _____ 184. My child gets so worried about details, lists, or schedules that he forgets what he is supposed to be doing.
- _____ 185. My child has trouble organizing tasks and activities.
- _____ 186. My child's self-image seems to be determined by his body weight or shape.
- _____ 187. My child has trouble remembering things.
- _____ 188. My child gets lost easily.
- _____ 189. My child has trouble concentrating.

- _____ 190. My child thinks about death a lot.
- _____ 191. My child has trouble falling asleep.
- _____ 192. My child has trouble with arithmetic.
- _____ 193. My child learned to walk later than other children.
- _____ 194. My child has headaches.
- _____ 195. My child learned to talk later than other children.
- _____ 196. My child has dizzy spells.
- _____ 197. My child's personality has changed recently.
- _____ 198. My child laughs at the wrong times.

ON QUESTIONS # 199 and 200 ONLY:

Circle "A" if the answer is True.

Circle "B" if the answer is False.

199. My child has experienced an accident, death, serious injury or natural disaster (earthquake, flood, tornado), violence (attack, war), or physical or sexual abuse.

A. True B. False

200. Since my child has experienced this incident, his personality has changed.

A. True B. False

CPNI

COOLIDGE PERSONALITY AND NEUROPSYCHOLOGICAL INVENTORY FOR CHILDREN

(Female Form)

Professor Frederick L. Coolidge
University of Colorado at Colorado Springs

COOLIDGE PERSONALITY AND NEUROPSYCHOLOGICAL
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This happens infrequently in this child.
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Mark "C" if:

- C. This is more true than false for the child.
This happens occasionally to the child.
I have observed or this child has reported this happening somewhat frequently.

Mark "D" if:

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I would say this is very typical of this child's behavior.
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- ___ 126. My child has nightmares about being separated from me.
- ___ 127. My daughter likes to do things mostly done by boys more than she likes to do things mostly done by girls.
- ___ 128. My child is uncertain about who she is, what she wants, or what kind of friends to have.
- ___ 129. When my child gets stressed, she starts to act weird or unreal or paranoid.
- ___ 130. My child has trouble doing things on her own because of a lack of self-confidence.
- ___ 131. My child has set fires trying to cause damage.
- ___ 132. My child seems to have a lot of fantasies about being beautiful, popular, or finding the boy of her dreams.
- ___ 133. My child thinks she is special and can only be with other special people.
- ___ 134. My child has trouble staying asleep.
- ___ 135. My child twitches her face or hands.
- ___ 136. I think my child is hyperactive or is often "on the go" or acts as if driven by a motor.
- ___ 137. My child is spiteful or tries to get even.
- ___ 138. My child gets sick (headaches, stomachaches, vomiting) when she thinks she has to be separated from me.
- ___ 139. My child does not follow instructions and fails to finish homework or chores.
- ___ 140. My daughter likes to play with boys more than she likes to play with girls.
- ___ 141. My child often lies or "cons" others.
- ___ 142. My child has a style of speech that is dramatic but vague.

- ___ 143. My child has trouble staying in her seat when she is supposed to.
- ___ 144. My child seems to have reading problems.
- ___ 145. My child is rigid or stubborn.
- ___ 146. My child acts like she is better than others.
- ___ 147. My child avoids or dislikes tasks that require a lot of thinking.
- ___ 148. My child has trouble speaking.
- ___ 149. My child is sad most of the time.
- ___ 150. My daughter is not comfortable being a girl.
- ___ 151. My child has shoplifted.
- ___ 152. My child has a very strange attitude about her weight or body shape.
- ___ 153. My child talks too much or talks all the time.
- ___ 154. My child acts or looks odd or weird compared to other children.
- ___ 155. My child has been cruel to animals.
- ___ 156. My child was potty trained later than usual.
- ___ 157. My child has robbed someone face-to-face, like mugging or purse-snatching.
- ___ 158. My child immediately seeks another close friendship when a relationship ends.
- ___ 159. My child has trouble listening when spoken to.
- ___ 160. My child has broken into someone's car, house, or building.
- ___ 161. My child is a binge eater. That is, she eats large quantities of food quickly.
- ___ 162. My child loses things she needs (like for school).
- ___ 163. My child runs around and climbs on things too much.
- ___ 164. My child stays out at night without permission (beginning before age 13).
- ___ 165. My child almost always chooses to do things by herself.
- ___ 166. My child is forgetful.
- ___ 167. My child speaks slowly, because she often has trouble coming up with the right word.
- ___ 168. Nearly every day, my child seems restless and agitated.
- ___ 169. I think my child has an alcohol or drug problem.
- ___ 170. My child has run away from home and stayed away overnight at least twice.
- ___ 171. My child does not wait for the question to be finished before blurting out her answer.

- ___ 172. My child often bullies, threatens, or scares others.
- ___ 173. My child fails to pay enough attention to details and makes too many careless mistakes.
- ___ 174. My child does not care about praise or criticism.
- ___ 175. My child has trouble understanding what people say.
- ___ 176. My child has trouble writing letters of the alphabet or writes some letters backward.
- ___ 177. Recently, my child seems to be doing everything slower than usual.
- ___ 178. My child uses laxatives, diuretics, enemas, or starves in order to control her weight.
- ___ 179. My child exercises more than she should to avoid gaining weight.
- ___ 180. My child enjoys many activities.
- ___ 181. My child takes a long time to learn new things.
- ___ 182. My child seems tired nearly every day.
- ___ 183. My child has trouble learning new things.
- ___ 184. My child gets so worried about details, lists, or schedules that she forgets what she is supposed to be doing.
- ___ 185. My child has trouble organizing tasks and activities.
- ___ 186. My child's self-image seems to be determined by her body weight or shape.
- ___ 187. My child has trouble remembering things.
- ___ 188. My child gets lost easily.
- ___ 189. My child has trouble concentrating.
- ___ 190. My child thinks about death a lot.
- ___ 191. My child has trouble falling asleep.
- ___ 192. My child has trouble with arithmetic.
- ___ 193. My child learned to walk later than other children.
- ___ 194. My child has headaches.
- ___ 195. My child learned to talk later than other children.
- ___ 196. My child has dizzy spells.
- ___ 197. My child's personality has changed recently.
- ___ 198. My child laughs at the wrong times.

ON QUESTIONS # 199 and 200 ONLY:

Circle "A" if the answer is True.

Circle "B" if the answer is False.

199. My child has experienced an accident, death, serious injury or natural disaster (earthquake, flood, tornado), violence (attack, war), or physical or sexual abuse.

A. True B. False

200. Since my child has experienced this incident, her personality has changed.

A. True B. False