



Assessment Report

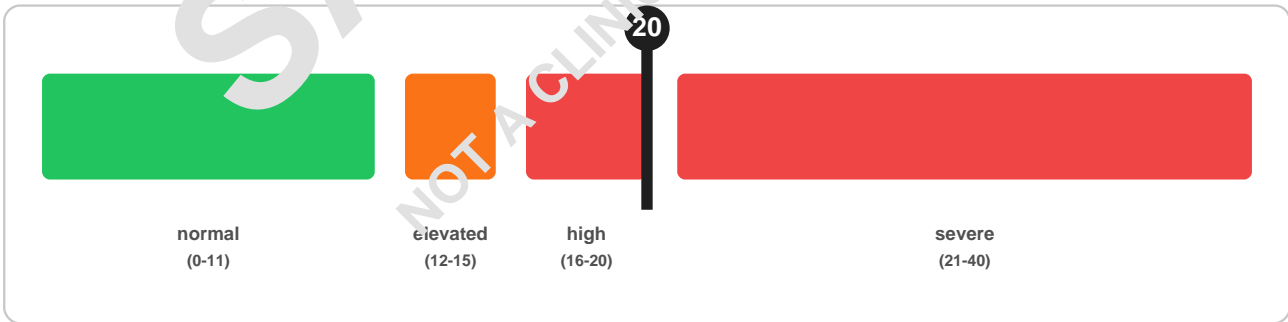
Practice: Mindful Psychology
 Practitioner: Dr Sarah Johnson
 Client: Alex Carter
 Date: 26/04/2026

EXAMPLE REPORT — Prepared by a practitioner inside Grounded Scribe. Fictional data; not a clinical result.

CDC — Child Dissociative Checklist (Version 3.0)

A 20-item parent/caregiver-report screening measure for dissociative behaviours in children aged 5-12. Completed by a parent, caregiver, or clinician who knows the child well.

RESULTS



INTERPRETATION

Current score: 20, high, as per the CDC author/publisher guidelines.

ABOUT THIS ASSESSMENT

Clinical Purpose

The Child Dissociative Checklist (CDC) is a 20-item observer-report measure completed by a parent or caregiver to assess dissociative symptoms in children aged 5-12. It captures dissociation-related behaviours including amnesia, identity fluctuations, trance states, rapid shifts in personality, imaginary companionship, and altered pain perception that may indicate trauma-related dissociative disorders.

Origins & Development

Developed by Frank Putnam at the National Institute of Mental Health, published in 1993. Created to address the lack of validated dissociation measures for children, as adult measures (DES) were inappropriate. Validated in clinical and community samples, demonstrating ability to distinguish dissociative children from controls and sensitivity to treatment change. A score ≥ 12 suggests clinically significant dissociation.

Australian Context

Used by Australian child and adolescent mental health services (CAMHS) and specialist trauma services, particularly in the context of child protection assessments. Relevant to mandatory reporting frameworks across Australian states and territories. The Australian Childhood Foundation and Blue Knot Foundation reference dissociative screening in their trauma-informed practice guidelines.

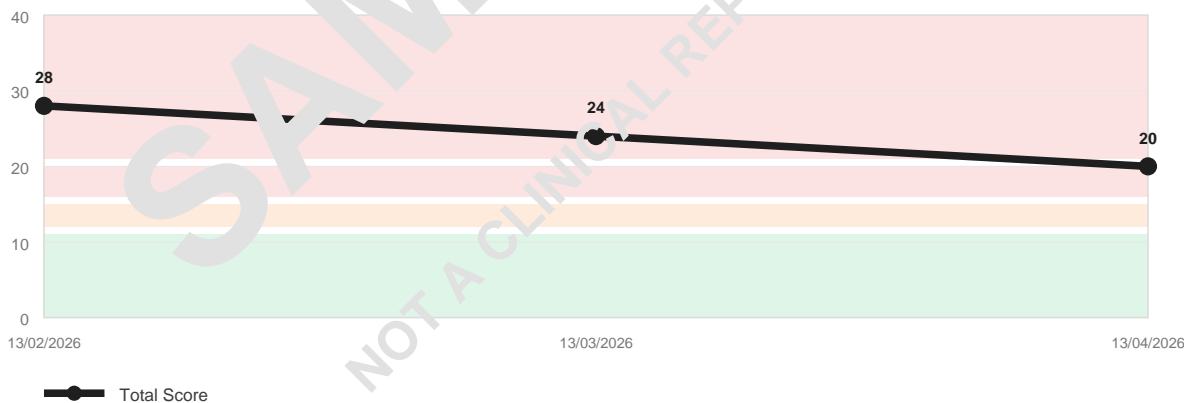


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SCORE HISTORY

Date	Score	Severity
13/02/2026	28	severe
13/03/2026	24	severe
13/04/2026	20	high

SCORE TRAJECTORY



RESPONSE DETAILS

#	Statement	Not True	Somewhat or Sometimes True	Very True
1	Child does not remember or denies traumatic or painful experiences that are known to have occurred.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	Child is unusually forgetful or confused about things that he or she should know about, e.g., may forget the names of friends, teachers, or other important people, loses possessions or gets confused about where they are.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	Child shows rapid regressions in age-level of behaviour, e.g., a twelve-year-old starts to use baby talk, sucks thumb, or draws like a four-year-old.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8	Child has a difficult time learning from experience, e.g., explanations, normal discipline, or punishment do not change his or her behaviour.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9	Child continues to lie or deny misbehaviour even when the evidence is obvious.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



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#	Statement	Not True	Somewhat or Sometimes True	Very True
10	Child refers to him- 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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11	Child has rapidly changing physical complaints such as headache or upset stomach. For example, he or she may complain of a headache one day and seem to forget all about it the next.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12	Child is unusually sexually precocious and may attempt age-inappropriate sexual behaviour with other children or adults.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13	Child suffers from unexplained injuries or may have deliberately injure self at times.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16	Child has intense outbursts of anger, often without apparent cause, and may display unusual physical strength during these episodes.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17	Child sleepwalks frequently'	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19	Child frequently talks to him- or herself, may use a different voice, or argue with self at times.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20	Child has two or more distinct and separate personalities that take control over the child's behaviour.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Grounded Scribe Platform

Item-level response details, score tracking over time, RCI analysis, and outcome reports are available when assessments are administered through the platform.

REFERENCES

1. Putnam FW, Helmers K, Trickett PK. Development, reliability, and validity of a child dissociation scale. *Child Abuse Negl.* 1993;17(6):731-741.
2. Putnam FW. *Dissociation in Children and Adolescents: A Developmental Perspective.* New York: Guilford Press; 1997.
3. Silberg JL. *The Child Survivor: Healing Developmental Trauma and Dissociation.* New York: Routledge; 2013.

ACKNOWLEDGEMENT & LICENSING

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