

The Personality Inventory for DSM-5 (PID-5)—Child Age 11–17

Patient Name DOB Female

Provider Name Date Male Other

Instructions to the child receiving care: This is a list of things different people might say about themselves. We are interested in how you would describe yourself. There are no "right" or "wrong" answers. So you can describe yourself as Clinician honestly as possible, we will keep your responses confidential. We'd like you to take your time and read each statement Use carefully, selecting the response that best describes you. Very False Sometimes Sometimes **Very True** Item or Often | or Somewhat | or Somewhat | or Often score **False** False True True I don't get as much pleasure out of things as others seem to. Plenty of people are out to get me. People would describe me as reckless. I feel like I act totally on impulse. I often have ideas that are too unusual to explain to anyone. I lose track of conversations because other things catch my attention. I avoid risky situations. When it comes to my emotions, people tell me I'm a "cold fish". I change what I do depending on what others want. I prefer not to get too close to people. I often get into physical fights. I dread being without someone to love me. Being rude and unfriendly is just a part of who I am. I do things to make sure people notice me. I usually do what others think I should do. I usually do things on impulse without thinking about what might happen as a result. Even though I know better, I can't stop making rash decisions. My emotions sometimes change for no good reason. I really don't care if I make other people suffer. I keep to myself. I often say things that others find odd or strange. I always do things on the spur of the moment. Nothing seems to interest me very much. Other people seem to think my behavior is weird. People have told me that I think about things in a really strange way. I almost never enjoy life. I often feel like nothing I do really matters. I snap at people when they do little things that irritate me. I can't concentrate on anything. I'm an energetic person. Others see me as irresponsible. I can be mean when I need to be. My thoughts often go off in odd or unusual directions. I've been told that I spend too much time making sure things are exactly in place. I avoid risky sports and activities. I can have trouble telling the difference between dreams and waking life.

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Clinician Use

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	Very False Sometimes Very True					
		-	or Somewhat		-	Item
		False	False	True	True	score
73	You need to step on some toes to get what you want in life.	0	1	2	3	
74	I love getting the attention of other people.	0	1	2	3	
75	I go out of my way to avoid any kind of group activity.	0	1	2	3	
76	I can be sneaky if it means getting what I want.	0	1	2	3	
77	Sometimes when I look at a familiar object, it's somehow like I'm	0	1	2	3	
70	seeing it for the first time.				0	
78	It is hard for me to shift from one activity to another.	0	1	2	3	
79	I worry a lot about terrible things that might happen.	0	1	2	3	
80	I have trouble changing how I'm doing something even if what I'm doing isn't going well.	0	1	2	3	
81	The world would be better off if I were dead.	0	1	2	3	
82	I keep my distance from people.	0	1	2	3	
83	I often can't control what I think about.	0	1	2	3	
84	I don't get emotional.	0	1	2	3	
85	I resent being told what to do, even by people in charge.	0	1	2	3	
86	I'm so ashamed by how I've let people down in lots of little ways.	0	1	2	3	
87	I avoid anything that might be even a little bit dangerous.	0	1	2	3	
88	I have trouble pursuing specific goals even for short periods of time.	0	1	2	3	
89	I prefer to keep romance out of my life.	0	1	2	3	
90	I would never harm another person.	0	1	2	3	
91	I don't show emotions strongly.	0	1	2	3	
92	I have a very short temper.	0	1	2	3	
93	I often worry that something bad will happen due to mistakes I	0	1	2	3	
94	made in the past. I have some unusual abilities, like sometimes knowing exactly what	0	1	2	3	
0.5	someone is thinking.	0	1	2	2	
95	I get very nervous when I think about the future.	0	1	2	3	
96	I rarely worry about things.	0	1	2	3	
97	I enjoy being in love.	0	1	2	3	
98	I prefer to play it safe rather than take unnecessary chances.	0	1	2	3	
99	I sometimes have heard things that others couldn't hear.	0	1	2	3	
100	I get fixated on certain things and can't stop.	0	1	2	3	
101	People tell me it's difficult to know what I'm feeling.	0	1	2	3	
102	I am a highly emotional person.	0	1	2	3	
103	Others would take advantage of me if they could.	0	1	2	3	
104	I often feel like a failure.	0	1	2	3	
105	If something I do isn't absolutely perfect, it's simply not acceptable.	0	1	2	3	
106	I often have unusual experiences, such as sensing the presence of someone who isn't actually there.	0	1	2	3	
107	I'm good at making people do what I want them to do.	0	1	2	3	
108	I break off relationships if they start to get close.	0	1	2	3	
109	I'm always worrying about something.	0	1	2	3	
110	I worry about almost everything.	0	1	2	3	
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People are basically trustworthy.

I don't hesitate to cheat if it gets me ahead.

I have seen things that weren't really there.

I always expect the worst to happen.

I can't focus on things for very long.

146 I'm not interested in making friends.

148 I'm useless as a person.

I steer clear of romantic relationships.

147 I say as little as possible when dealing with people.

I try to tell the truth even when it's hard.

I don't like spending time with others.

It seems like I'm always getting a "raw deal" from others.

I check things several times to make sure they are perfect.

I never know where my emotions will go from moment to

It is important to me that things are done in a certain way.

I believe that some people can move things with their minds.

I feel compelled to go on with things even when it makes little

I am easily distracted.

sense to do so.

moment.

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I don't react much to things that seem to make others emotional.

I have several habits that others find eccentric or strange.

186 | I avoid social events.

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220 I have a strict way of doing things.

Personality Trait Facet and Domain Scoring: The Personality Inventory for DSM-5 (PID-5)—Child Age 11–17

<u>Step 1:</u> Reverse the scores on the following items (i.e., 3 becomes 0, 2 becomes 1, 1 becomes 2, and 0 becomes 3): 7, 30, 35, 58, 87, 90, 96, 97, 98, 131, 142, 155, 164, 177, 210, and 215.

<u>Step 2:</u> Compute the Personality Trait Facet Scores using the Facet Table below. As a reminder, the reverse scored items from Step 1 are marked with the letter R in the Table (e.g., 7R).

Step 3: Compute the Personality Trait Domain Scores using the Domain Table below.

	A. Personality Trait Facet	B. PID-5 items	C. Total/Partial Raw Facet Score	D. Prorated Raw Facet Score	E. Average Facet Score
	Anhedonia	1, 23, 26, <i>30R</i> , 124, <i>155R</i> , 157, 189			
	Anxiousness	79, 93, 95, <i>96R</i> , 109, 110, 130, 141, 174			
	Attention Seeking	14, 43, 74, 111, 113, 173, 191,211			
	Callousness	11, 13, 19, 54, 72, 73, <i>90R</i> , 153, 166, 183, 198, 200, 207, 208			
	Deceitfulness	41, 53, 56, 76, 126, 134, <i>142R</i> , 206, 214, 218			
LY	Depressivity	27, 61, 66, 81, 86, 104, 119, 148, 151, 163, 168, 169, 178, 212			
ONI	Distractibility	6, 29, 47, 68, 88, 118, 132, 144, 199			
	Eccentricity	5, 21, 24, 25, 33, 52, 55, 70, 71, 152, 172,185, 205			
USE	Emotional Lability	18, 62, 102, 122, 138, 165, 181			
	Grandiosity	40, 65, 114, 179, 187, 197			
CLINICIAN	Hostility	28, 32, 38, 85, 92, 116, 158, 170, 188, 216			
<u> </u>	Impulsivity	4, 16, 17, 22, <i>58R</i> , 204			
Z	Intimacy Avoidance	89, <i>97R</i> , 108, 120, 145, 203			
C	Irresponsibility	31, 129, 156, 160, 171, 201, <i>210</i> R			
JR	Manipulativeness	107, 125, 162, 180, 219			
БО	Perceptual Dysregulation	36, 37, 42, 44, 59, 77, 83, 154, 192, 193, 213, 217			
	Perseveration	46, 51, 60, 78, 80, 100, 121, 128, 137			
	Restricted Affectivity	8, 45, 84, 91, 101, 167, 184			
	Rigid Perfectionism	34, 49, 105, 115, 123, 135, 140, 176, 196, 220			
	Risk Taking	3, 7R, 35R, 39, 48, 67, 69, 87R, 98R, 112, 159, 164R, 195, 215R			
	Separation Insecurity	12, 50, 57,64, 127, 149, 175			
	Submissiveness	9, 15, 63, 202			
	Suspiciousness	2, 103, 117, <i>131R</i> , 133, <i>177R</i> , 190			
	Unusual Beliefs & Experiences	94, 99, 106, 139, 143, 150, 194, 209			
	Withdrawal	10, 20, 75, 82, 136, 146, 147, 161, 182, 186			

USE ONLY	A. Personality Trait Domain	B. PID-5 Facet Scales Contributing Primarily to Domain	C. Total of Average Facet Scores (from column E of Facet Table)	D. Overall Average of Facet Scores (The total in column C of this table divided by 3 [i.e., the number of scales listed in column B])
ICIAN	Negative Affect	Emotional Lability, Anxiousness, Separation Insecurity		
	Detachment	Withdrawal, Anhedonia, Intimacy Avoidance		
CLIN	Antagonism	Manipulativeness, Deceitfulness, Grandiosity		
FOR C	Disinhibition	Irresponsibility, Impulsivity, Distractibility		
	Psychoticism	Unusual Beliefs & Experiences, Eccentricity, Perceptual Dysregulation		

Instructions to Clinicians

This Personality Inventory for DSM-5 (PID-5)—Child Age 11–17 is a 220 item self-rated personality trait assessment scale for children ages 11 to 17. It assesses 25 personality trait facets including Anhedonia, Anxiousness, Attention Seeking, Callousness, Deceitfulness, Depressivity, Distractibility, Eccentricity, Emotional Lability, Grandiosity, Hostility, Impulsivity, Intimacy Avoidance, Irresponsibility, Manipulativeness, Perceptual Dysregulation, Perseveration, Restricted Affectivity, Rigid Perfectionism, Risk Taking, Separation Insecurity, Submissiveness, Suspiciousness, Unusual Beliefs and Experiences, and Withdrawal, with each trait facet consisting of 4 to 14 items. Specific triplets of facets (groups of three) can be combined to yield indices of the five broader trait domains of Negative Affect, Detachment, Antagonism, Disinhibition, and Psychoticism. The measure is completed by the child prior to a visit with the clinician. Each item asks the child receiving care to rate how well the item describes him or her generally.

Scoring and Interpretation

Each item on the measure is rated on a 4-point scale. The response categories for the items are 0=very false or often false; 1=sometimes or somewhat false; 2=sometimes or somewhat true; 3=very true or often true. For items 7, 30, 35, 58, 87, 90, 96, 97, 98, 131, 142, 155, 164, 177, 210, and 215, the items are reverse-coded prior to entering into scale score computations (see instructions above).

The scores on the items within each trait facet should be summed and entered in the appropriate raw facet score box. In addition, the clinician is asked to calculate and use <u>average scores for each facet and domain</u>. The average scores reduce the overall score as well as the scores for each domain to a 4-point scale, which allows the clinician to think of the child's personality dysfunction relative to observed norms. The <u>average facet score</u> is calculated by dividing the raw facet score by the number of items in the facet (e.g., if all the items within the "Anhedonia" facet are rated as being "sometimes or somewhat true," then the average facet score would be 16/8 = 2, indicating moderate anhedonia). The <u>average domain scores</u> are calculated by summing and then averaging the 3 facet scores contributing primarily to a specific domain. For example, if the average facet scores on Emotional Lability, Anxiousness, and Separation Insecurity (scales primarily indexing negative affect) are all 2, then the sum of these scores would be 6, and the average domain score would be 6/3 = 2. Higher average scores indicate greater dysfunction in a specific personality trait facet or domain.

Note: If more than 25% of the items within a trait facet are left unanswered, the corresponding facet score should not be calculated. Therefore, the child should be encouraged to complete all of the items on the measure. Nevertheless, if 25% or less of the items are unanswered for a specific facet, you are asked to prorate the facet score by first summing the scores of items that were answered to get a **partial raw score**. Next, multiply the partial raw score by the total number of items contributing to that facet (i.e., 4-14). Finally, divide the resulting value by the number of items that were actually answered to obtain the prorated total or domain raw score.

Prorated Score = (Partial Raw Score x number of items on the PID-5)

Number of items that were actually answered

If the result is a fraction, round to the nearest whole number.

Domain scores should not be computed if <u>any</u> one of the three contributing facet scores cannot be computed because of missing item responses.

Frequency of Use

To track change in the severity of the child's personality dysfunction over time, it is recommended that the measure be completed at regular intervals as clinically indicated, depending on the stability of the child's symptoms and treatment status. Consistently high scores on a facet or domain may indicate significant and problematic areas for the child receiving care that might warrant further assessment, treatment, and follow-up. Your clinical judgment should guide your decision.

¹Krueger RF, Derringer J, Markon KE, Watson D, Skodol AE. (2012). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine*, *42*, 1879-1890.

The APA is offering a number of "emerging measures" for further research and clinical evaluation. These patient assessment measures were developed to be administered at the initial patient interview and to monitor treatment progress. They should be used in research and evaluation as potentially useful tools to enhance clinical decision-making and not as the sole basis for making a clinical diagnosis. Instructions, scoring information, and interpretation guidelines are provided; further background information can be found in DSM-5. The APA requests that clinicians and researchers provide further data on the instruments' usefulness in characterizing patient status and improving patient care at http://www.dsm5.org/Pages/Feedback-Form.aspx.

Measure: The Personality Inventory for DSM-5 (PID-5)—Child Age 11–17 **Rights granted:** This measure can be reproduced without permission by

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NOTES: