

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-TR. 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:** Severity of Dissociative Symptoms—Child Age 11–17 (Brief Dissociative Experiences Scale [DES-B]—Modified)

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DES-B (Dalenberg C, Carlson E, 2010) modified for DSM-5 by C. Dalenberg and E. Carlson.

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## Severity of Dissociative Symptoms—Child Age 11–17\*

### \*Brief Dissociative Experiences Scale (DES-B)—Modified

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** For each statement below, please check (✓) the box that best answers each question to show how much each thing has happened to you in the past SEVEN (7) DAYS.

|   |  |                            |                            |                            |                            |                            | Clinician Use |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------|
|   |  | Not at all                 | Once or twice              | Almost every day           | About once a day           | More than once a day       | Item score    |
| 1.  | I find myself staring into space and thinking of nothing.  | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 2.  | People, objects, or the world around me seem strange or unreal.  | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 3.  | I find that I did things that I do not remember doing.   | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 4.  | When I am alone, I talk out loud to myself.  | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 5.  | I feel as though I were looking at the world through a fog so that people and things seem far away or unclear. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 6.  | I am able to ignore pain.  | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 7.  | I act so differently from one situation to another that it is almost as if I were two different people.        | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| 8.  | I can do things very easily that would usually be hard for me.   | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |               |
| <b>Total/Partial Raw Score:</b>                                 |  |                            |                            |                            |                            |                            |               |
| <b>Prorated Total Raw Score: (if 1-2 items left unanswered)</b> |  |                            |                            |                            |                            |                            |               |
| <b>Average Total Score:</b>                                     |  |                            |                            |                            |                            |                            |               |

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### Instructions to Clinicians

The Brief Dissociative Experiences Scale (DES-B)—Modified is an 8-item measure that assesses the severity of dissociative experiences in children ages 11–17. The measure is completed by the child upon receiving a diagnosis of a dissociative disorder (or clinically significant dissociative symptoms) and thereafter, prior to follow-up visits with the clinician. Each item asks the child receiving care to rate the severity of his or her dissociative experiences **during the past 7 days**.

### Scoring and Interpretation

Each item on the measure is rated on a 5-point scale (0=Not at all; 1=Once or twice; 2=Almost every day; 3=About once a day, and 4=More than once a day). The total score can range from 0 to 32, with higher scores indicating greater severity of dissociative experiences. The clinician is asked to review the score of each item on the measure during the clinical interview and indicate the raw score for each item in the section provided for “Clinician Use.” The raw scores on the 8 items should be summed to obtain a total raw score. In addition, the clinician is asked to calculate and use the **average total score**. The **average total score** reduces the overall score to a 5-point scale, which allows the clinician to think of the severity of the child’s brief dissociative experiences in terms of none (0), mild (1), moderate (2), severe (3), or extreme (4). The **average total score** is calculated by dividing the raw total score by number of items in the measure (i.e., 8). The use of the average total score was found to be reliable, easy to use, and clinically useful to the clinicians in the DSM-5 Field Trials.

**Note:** If 3 or more items are left unanswered, the total score on the measure should not be calculated. Therefore, the child should be encouraged to complete all of the items on the measure. If 1 or 2 items are left unanswered, you are asked to calculate a prorated score. The prorated score is calculated by summing scores of the items that were answered to get a **partial raw score**. Multiply the partial raw score by the total number of items on the DES-B (i.e., 8) and divide the value by the number of items that were actually answered (i.e., either 6 or 7). The formula to prorate the partial raw score to Total Raw Score is:

$$\frac{\text{(Raw sum x 8)}}{\text{Number of items that were actually answered}}$$

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

### Frequency of Use

To track changes in the severity of the child’s brief dissociative experiences over time, the measure may 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 particular domain may indicate significant and problematic areas for the child that might warrant further assessment, treatment, and follow-up. Your clinical judgment should guide your decision.