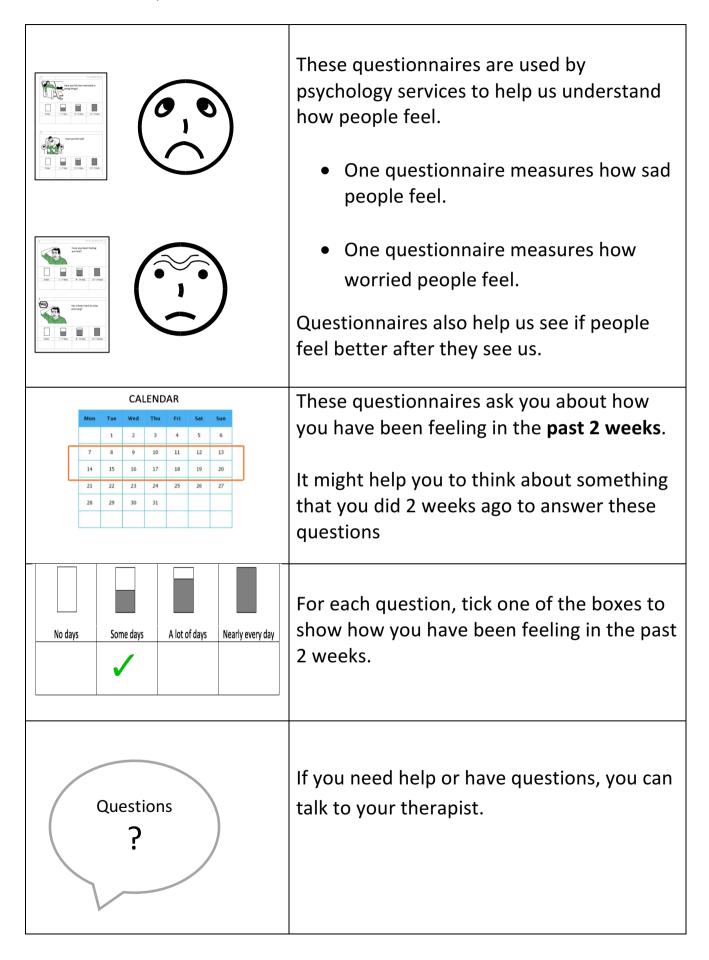
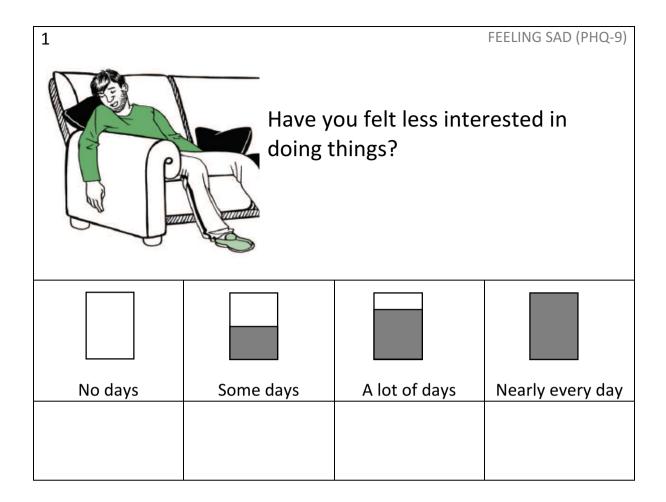
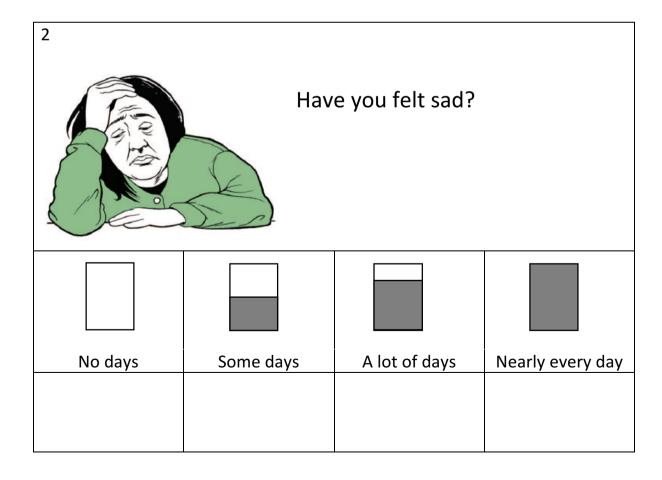
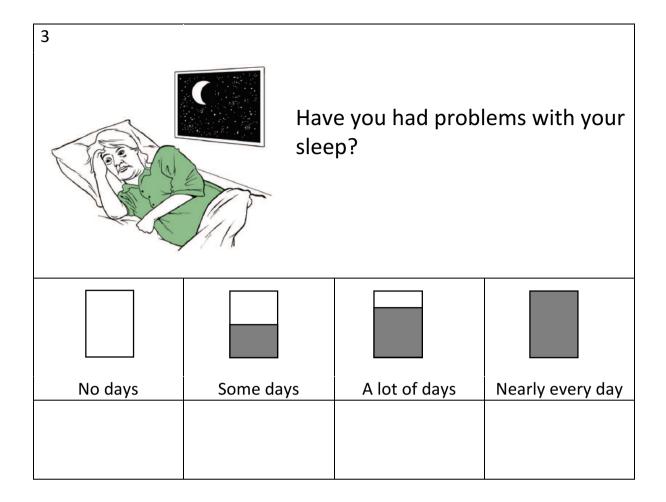
ADAPTED PHQ-9 & GAD-7 QUESTIONNAIRES

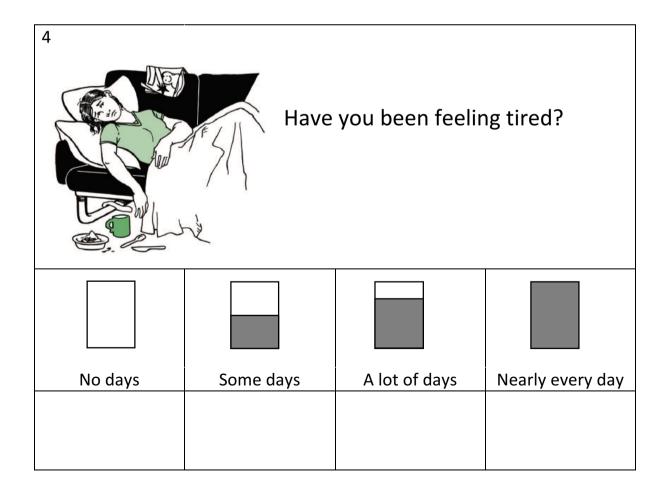
How to fill in these questionnaires:

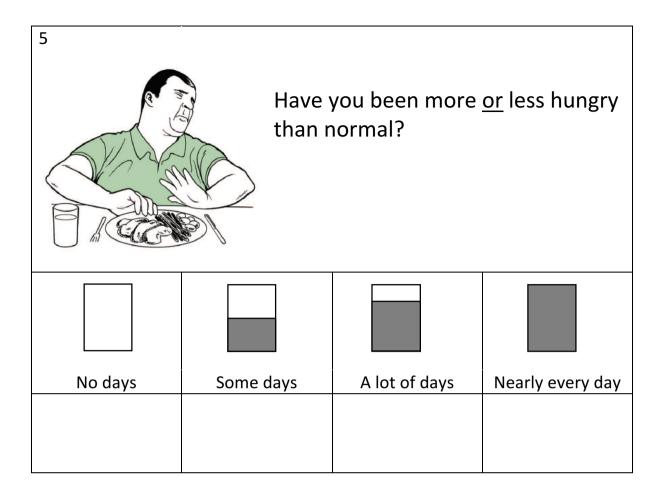


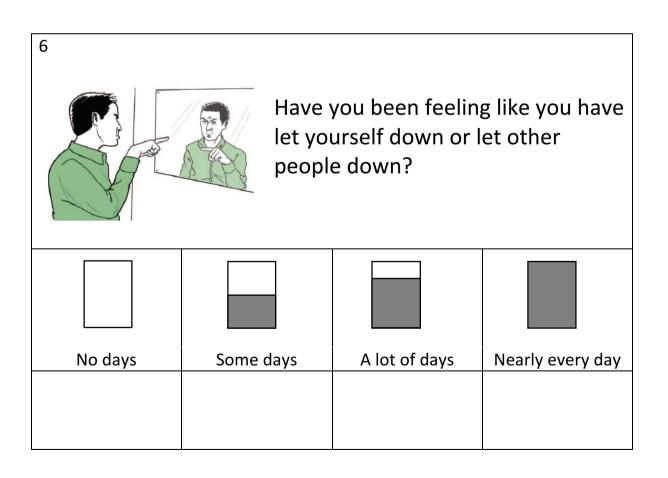


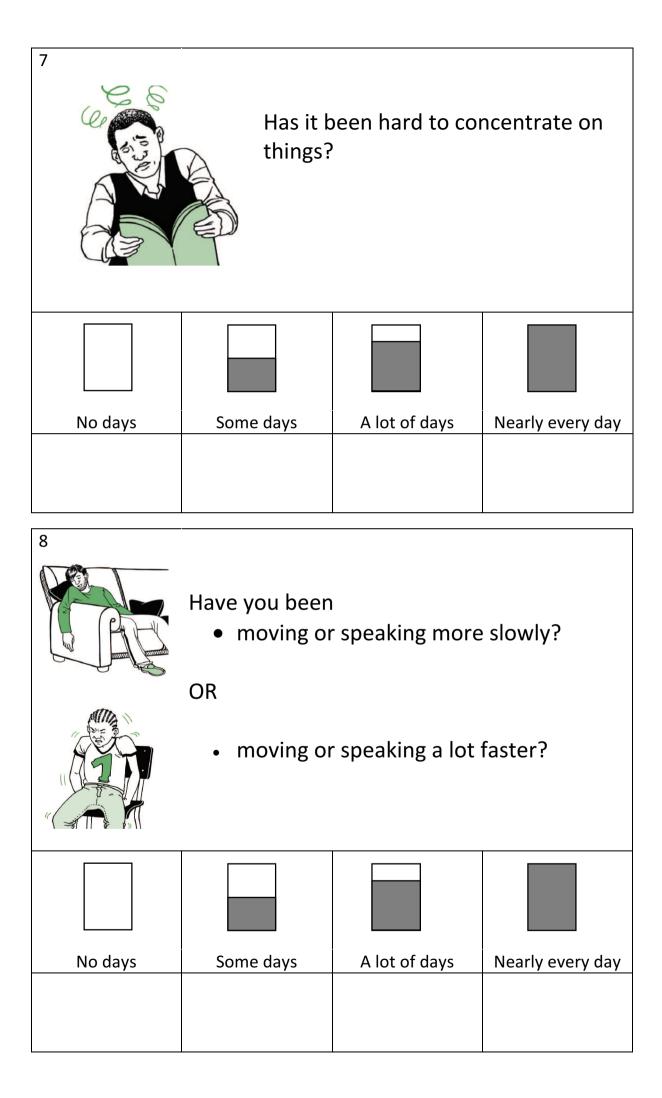












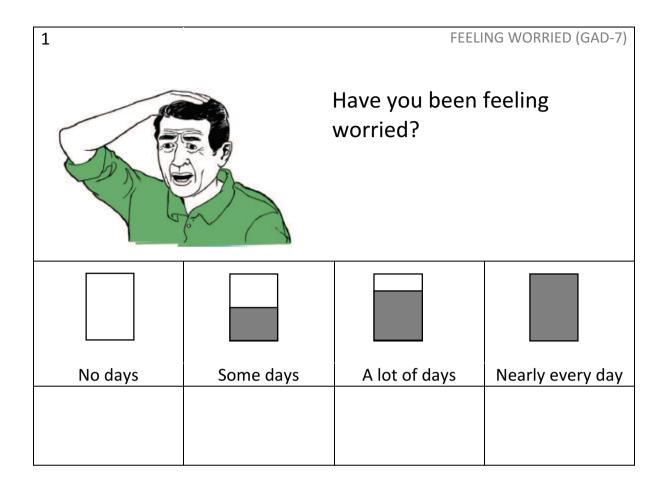


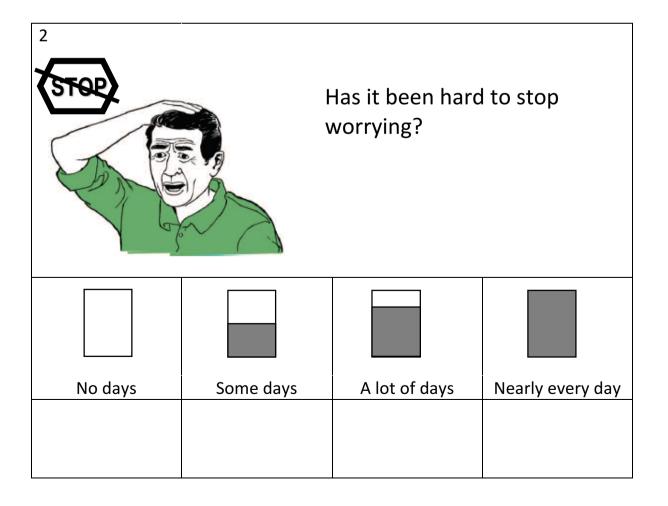
Have you had thoughts about:

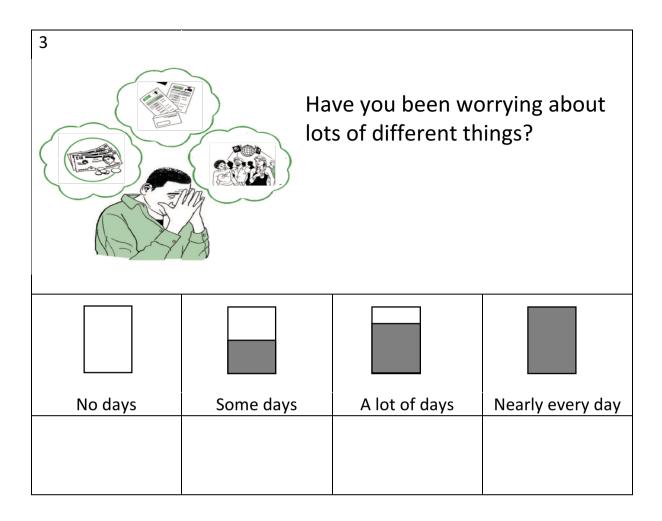
- Hurting yourself on purpose?
- Killing yourself?

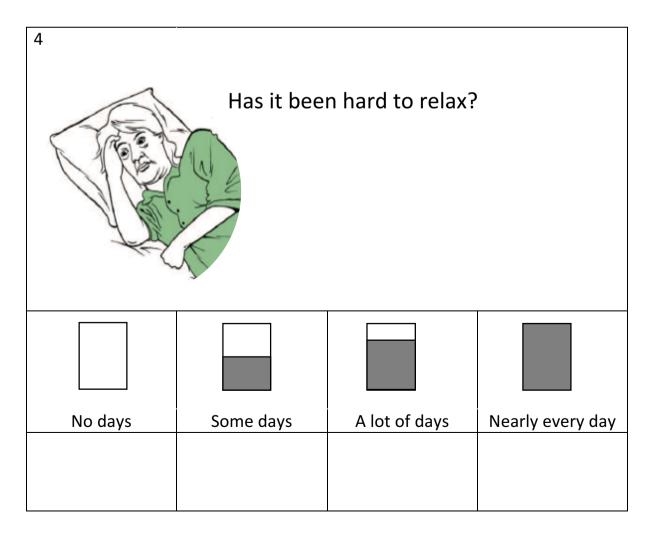
No days	Some days	A lot of days	Nearly every day

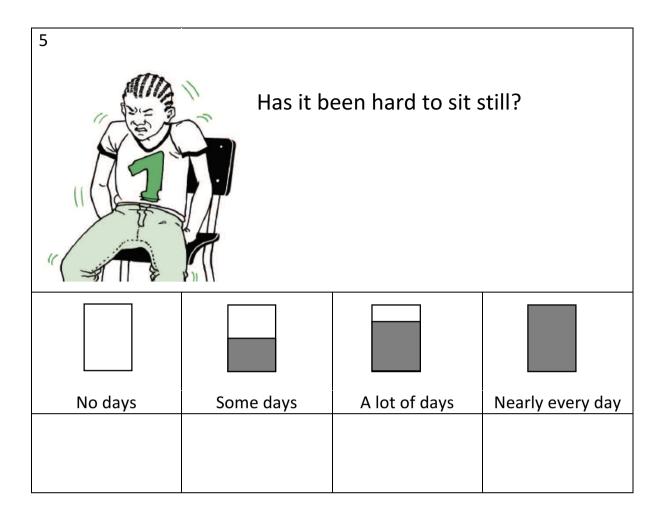
PHQ-9	
TOTAL	

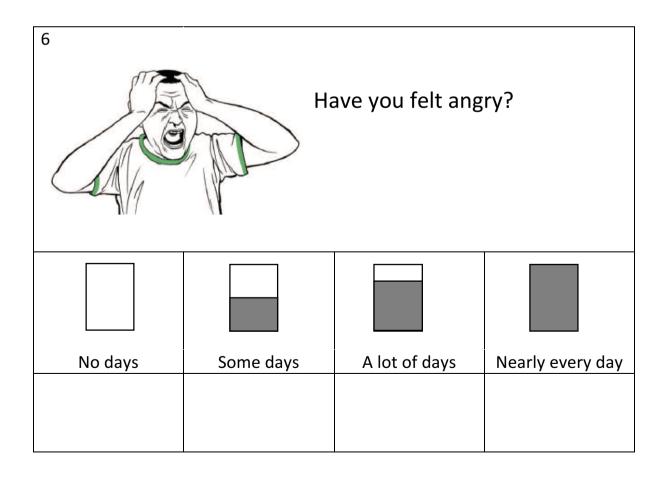












Have you felt scared?				
No days	Some days	A lot of days	Nearly every day	
		GAD-7 TOTAL		
Is there anything you want to tell us about your answers?				

Thank you!

Clinician Guidelines for using the adapted PHQ-9 and GAD-7 clinical measures

RESEARCH TITLE: Adapting the GAD-7 and PHQ-7 clinical measures for people with intellectual disabilities.

RESEARCHERS: Jenny Breen (Trainee Clinical Psychologist) & Dr Kate Theodore (Clinical Tutor), Royal Holloway University.

General guidelines:

The adapted versions of the PHQ-9 and GAD-7 measures are intended for use with clients who require reasonable adjustments to access psychology services, namely those with learning difficulties or disabilities. They were developed in a thesis research project as part of clinical psychology training with input from service users with learning disabilities as well as professionals working in specialist Learning Disability and IAPT services. The literature suggests that ideally information for people with learning difficulties or disabilities should be tailored to the individual and so it is important for clinicians to think about the individual's needs and adapt the administration and choice of outcome measures used accordingly. Some people will have a preference for visual prompts, others prefer easy read English only, some will require support with administration and others be able to complete the measures themselves independently.

The easy read guidelines for service users on the first page of these adapted measures offer some support for clinicians to cover some of these points. Some additional useful general points for using the measures with clients include:

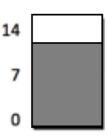
- Using the term "questionnaires" rather than "clinical measures"
- Introducing the measures to clients and explaining why you are asking them to do these
 - E.g. "We ask everyone who is seen in this service to do these questionnaires. This is important as it helps us to understand how people feel and gives us an idea if people get well after seeing us"
- People with learning disabilities are likely to need a higher level of support to complete these questionnaires than other clients. This may involve completing the questionnaires with the client in sessions at first, to make sure that they are able to report their symptoms accurately. It may be that over time, clients need less support to complete these measures.

Response Options & Scoring:

When introducing the scale, it is helpful to orient clients to the scale, particularly the response options. It may be helpful to think with them about something they did two weeks earlier and using this as an anchor in time:

E.g. "Today is Tuesday. Can you remember something that you did two Tuesdays ago? OK, when answering these questions,
 I want you to think about how you have felt between now and when you did X"

Some people may need additional support to understand the response options. If so, it may be helpful explain the visuals by drawing numbers onto the visual cues like a scale to represent the number of days that each option is asking about so people can understand this more clearly. For example – the visual here shows 'a lot of days' (which corresponds to the original PHQ-9 and GAD-7 response item 'more than half the days', hence the numbers written on the visual scale item.



The adapted versions of the PHQ-9 and GAD-7 measures are scored in exactly the same way as the original measures:

Adapted Response option	Original Response option	Score
No days	Not at all	0
Some days	Several days	1
A lot of days	More than half the days	2
Nearly every day	Nearly every day	3

Individual item scores in each measure should be totalled to obtain overall scores for each of the measures. The total scores for the PHQ-9 and GAD-7 measure can be written in the total score box at the end of each measure.

Alternative item explanations:

The tables on the following pages provide suggested alternatives for terms used and examples of prompts which you could use with clients which may help them understand the individual items on the PHQ-9 and GAD-7 measures. Many of these have been suggested by adults with learning disabilities who were involved in the development of the adapted versions of the clinical measures.

PHQ-9 ITEM NUMBER	PHQ-9 ITEM WORDING	ADAPTED WORDING	SUGGESTED ALTERNATIVE HELPFUL TERMS	EXAMPLES OF PROMPTS
1	Less interest or pleasure in doing things	Have you felt less interested in doing things you normally like to do?	None	 Like just wanting to stay at home Not wanting to hang out with your friends Not wanting to watch your favourite soaps/tv shows Not wanting to do your favourite hobbies
2	Feeling down, depressed or hopeless	Have you felt sad?	• Depressed	Wanting to be on your own moreCrying a lot
3	Trouble falling or staying asleep or sleeping too much	Have you had problems with your sleep?	None	 Like finding it hard to fall asleep at night Sleeping too much like not wanting to wake up in the morning Waking up in the night a lot
4	Feeling tired or having little energy	Have you been feeling tired?	No energy to do things	 Feeling tired all the time Like when you don't want to do much Wanting to sleep all the time
5	Poor appetite or overeating	Have you been more or less hungry than normal?	• Appetite	Eating less/more food than normal

6	Feeling bad about yourself or that you are a failure or have let yourself or your family down	Have you felt like you have let yourself down or let other people down	Have you been feeling like you're no good?Failure	 Feeling like you've let people down Feeling like you've let yourself down
7	Trouble concentrating on things, such as reading the newspaper or watching television	Has it been hard to concentrate on things?	 Finding it hard to focus Being distracted Getting bored easily 	Like when watching your favourite tv programme
8	Moving or speaking so slowly that other people could have noticed or the opposite being so fidgety or restless that you have been moving around a lot more than usual	Have you been moving or speaking more slowly or a lot faster?	Fidgeting a lotFeeling restless	
9	Thoughts that you would be better off dead or of hurting yourself in some way	Have you wanted toHurt yourself on purpose?Kill yourself?	Self harming	 Using a knife to cut yourself Taking lots of tablets Feeling like you don't want to live anymore Wanting to end your life

GAD-7 ITEM NUMBER	GAD-7 WORDING	ADAPTED WORDING	SUGGESTED ALTERNATIVE HELPFUL TERMS	EXAMPLES OF PROMPTS
1	Feeling nervous, anxious or on edge	Have you been feeling worried?	• Nervous	
2	Not being able to stop or control worrying	Has it been hard to stop worrying?	None	Worrying a lot
3	Worrying too much about lots of different things	Have you been worrying about lots of different things?	None	 Money, bills, getting a job, friends, family, passing exams
4	Trouble relaxing	Has it been hard to relax?	Chill outCalm down	Thinking with the person how they normally relax
5	Being so restless that it is hard to sit still	Has it been hard to sit still?		Feeling restlessFidgeting a lot
6	Becoming easily annoyed or irritable	Have you felt angry?	 Annoyed 	
7	Feeling afraid as if something awful may happen	Have you felt scared?	WorriedAfraid	 Worrying that something bad might happen to you or someone else Not feeling safe Worrying that you might get hurt Being mugged or having your bag or phone taken