

Adolescent Life Interference Scale for Internalizing Symptoms (ALIS-I)

Please read the sentences below and colour in the circle to show **how often** each of the items has happened to you in the **past month**.

<i>“Over the past month ...”</i>	Not at all	Sometimes	Fairly Often	Often	All the time
1. I have argued or fought with my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have been teased by other kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have withdrawn from the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have felt sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My enjoyment in life has been limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have done poor quality work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have avoided going on dates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have not done well in sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have been left out of groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have been in trouble with teachers or employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have found it hard to sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have not been able to get a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have avoided new challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I have had aches or pains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have struggled to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have missed out on friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I have stayed away from activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I have skipped doing fun things with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My work has been slowed down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have done or said things I later regretted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have skipped doing fun things with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My opportunities in life have been limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I have had problems with other kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I have done badly in tests or exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I have been left out of fun activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I have been disorganised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scoring

Not at all = 0; Sometimes = 1; Fairly often = 2; Often = 3; All the time = 4

Scale	Sum of items:
Total Score	1-26
Withdrawal/Avoidance subscale	3, 5, 7, 13, 16, 17, 18, 21, and 22
Somatic Symptoms subscale	4, 11, and 14
Problems with Study/Work subscale	6, 10, 15, 19, 24, and 26
Peer Problems subscale	2, 9, 23, and 25

Preliminary Norms from Schniering et al. (2021) for ALIS-I Subscales and Total Score for Clinical Participants (n = 266) Separated by Age and Sex; Norms for Controls (n = 63) Means (Standard Deviations)

Age	Sex	Scale				
		Avoidance/ Withdrawal ^a	Somatic Symptoms ^{a, b}	Problems with Study/Work ^a	Peer Problems	Total ALIS-I ^a
11-12	Male	7.3 (5.27)	4.1 (2.99)	4.8 (4.84)	2.9 (3.48)	19.5 (13.54)
	Female	6.3 (8.18)	3.6 (2.10)	6.2 (6.21)	3.4 (3.16)	18.9 (15.86)
	Total	6.8 (6.65)	3.9 (2.99)	5.5 (5.46)	3.1 (3.28)	19.2 (14.20)
13-14	Male	8.6 (9.55)	3.6 (2.60)	7.0 (5.62)	3.5 (4.18)	26.6 (22.43)
	Female	9.4 (8.38)	5.2 (3.00)	6.8 (5.40)	2.9 (3.28)	29.1 (18.70)
	Total	9.0 (8.91)	4.4 (2.91)	6.9 (5.48)	3.2 (3.75)	27.8 (20.56)
15-16	Male	11.0 (9.96)	4.3 (3.31)	7.6 (5.79)	3.4 (4.09)	30.7 (21.90)
	Female	12.5 (9.63)	5.5 (3.34)	9.2 (5.91)	3.7 (4.15)	36.6 (12.57)
	Total	11.9 (9.74)	5.0 (3.36)	8.6 (5.88)	3.6 (4.11)	34.2 (21.77)
17-18	Male	12.3 (8.06)	4.4 (4.03)	9.8 (7.00)	3.8 (2.95)	35.2 (22.21)
	Female	13.3 (8.26)	5.5 (3.14)	9.6 (5.53)	3.2 (2.32)	37.1 (18.30)
	Total	13.0 (8.08)	5.0 (3.50)	9.7 (6.01)	3.4 (2.55)	36.4 (19.45)
All Ages	Male	9.7 (9.07)	4.0 (3.08)	7.2 (5.77)	3.3 (3.84)	27.8 (21.26)
	Female	11.1 (9.07)	5.2 (3.19)	8.2 (5.81)	3.3 (3.54)	33.0 (20.26)
	Total	10.5 (9.08)	4.6 (3.20)	7.7 (5.80)	3.3 (3.67)	30.7 (20.83)
Controls	Male	3.5 (4.81)	1.9 (1.93)	4.9 (5.08)	1.4 (1.64)	14.9 (13.14)
	Female	2.8 (4.20)	2.0 (2.08)	3.2 (2.93)	1.0 (1.61)	12.0 (9.96)
	Total	3.2 (4.50)	2.0 (1.99)	4.1 (4.26)	1.2 (1.62)	13.5 (11.71)

^a Statistically significant main effect ($p < .05$, uncorrected for multiple comparisons) for age in years based on simple linear regression.

^b Statistically significant main effect ($p < .05$, uncorrected for multiple comparisons) for sex based on independent samples t -tests.

Reference: Schniering, C. A., Forbes, M. K., Rapee, R. M., Wuthrich, V. M., Queen, A. H., & Ehrenreich-May, J. (2021). Assessing Functional Impairment in Youth: Development of the Adolescent Life Interference Scale for Internalizing Symptoms (ALIS-I). *Child Psychiatry & Human Development*, 1-12. <https://doi.org/10.1007/s10578-021-01241-3>