

Data Collection Worksheet

Please Note: The Data Collection Worksheet (DCW) is a tool to aid integration of a PhenX protocol into a study. The PhenX DCW is not designed to be a data collection instrument. Investigators will need to decide the best way to collect data for the PhenX protocol in their study. Variables captured in the DCW, along with variable names and unique PhenX variable identifiers, are included in the PhenX Data Dictionary (DD) files.

Children's Global Assessment Scale (CGAS)

PLEASE RECORD A CGAS SCORE EVEN IF THIS IS BASED ON YOUR MEMORY OF THE YOUNG PERSON'S FUNCTIONING AT THE TIME OF REFERRAL. THE DATE OF RATING IS REQUIRED ONLY IF THIS WAS RECORDED CLOSE TO THE TIME OF THE 'INDEX' REFERRAL.

	<p>DATE OF CGAS RATING: <u>OR</u> FROM MEMORY</p> <p>(IF RECORDED CLOSE TO (PLEASE INDICATE AS APPROPRIATE) TIME OF 'INDEX' REFERRAL)</p>
100-91	<p>DOING VERY WELL</p> <p>Superior functioning in all areas (at home, at school, and with peers), involved in a range of activities and has many interests (e.g., has hobbies or participates in extracurricular activities or belongs to an organised group such as Scouts, etc.). Likeable, confident, everyday worries never get out of hand. Doing well in school. No symptoms.</p>
90-81	<p>DOING WELL</p> <p>Good functioning in all areas. Secure in family, school, and with peers. There may be transient difficulties and "everyday" worries that occasionally get out of hand (e.g., mild anxiety associated with an important exam, occasionally "blow-ups" with siblings, parents, or peers).</p>

80-71	<p>DOING ALL RIGHT - minor impairment</p> <p>No more than slight impairment in functioning at home, at school, or with peers. Some disturbance of behaviour or emotional distress may be present in response to life stresses (e.g., parental separations, deaths, birth of a sibling) but these are brief and interference with functioning is transient; such children are only minimally disturbing to others and are not considered deviant by those who know them.</p>
70-61	<p>SOME PROBLEMS - in one area only</p> <p>Some difficulty in a single area, but generally functioning pretty well, (e.g., sporadic or isolated antisocial acts such as occasionally playing hooky, petty theft; consistent minor difficulties with school work, mood changes of brief duration, fears and anxieties which do not lead to gross avoidance behavior; self-doubts). Has some meaningful interpersonal relationships. Most people who do not know the child well would not consider him/her deviant but those who do know him/her well might express concern.</p>
60 - 51	<p>SOME NOTICEABLE PROBLEMS - in more than one area</p> <p>Variable functioning with sporadic difficulties or symptoms in several but not all social areas. Disturbance would be apparent to those who encounter the child in a dysfunctional setting or time but not to those who see the child in other settings.</p>
50 - 41	<p>OBVIOUS PROBLEMS - moderate impairment in most areas or severe in one area</p> <p>Moderate degree of interference in functioning in most social areas or severe impairment functioning in one area, such as might result from, for example, suicidal preoccupations and ruminations, school refusal and other forms of anxiety, obsessive rituals, major conversion symptoms, frequent anxiety attacks, frequent episodes of aggressive or other antisocial behavior with some preservation of meaningful social relationships.</p>
40 - 31	<p>SERIOUS PROBLEMS - major impairment in several areas and</p>

	<p>unable to function in one area</p> <p>Major impairment in functioning in several areas and unable to function in one of these areas, i.e., disturbed at home, at school, with peers or in the society at large, e.g., persistent aggression without clear instigation; markedly withdrawn and isolated behaviour due to either mood or through disturbance, suicidal attempts with clear lethal intent. Such children are likely to require special schooling and/or hospitalisation or withdrawal from school (but this is not a sufficient criterion for inclusion in this category).</p>
30 - 21	<p>SEVERE PROBLEMS - unable to function in almost all situations</p> <p>Unable to function in almost all areas, e.g., stays at home, in ward, or in bed all day without taking part in social activities OR severe impairment in reality testing OR serious impairment in communication (e.g., sometimes incoherent or inappropriate).</p>
20 - 11	<p>VERY SEVERELY IMPAIRED - considerable supervision is required for safety</p> <p>Needs considerable supervision to prevent hurting others or self, e.g., frequently violent, repeated suicide attempts, OR to maintain personal hygiene OR gross impairment in all forms of communication, e.g., severe abnormalities in verbal and gestural communication, marked social aloofness, stupor, etc.</p>
10 - 1	<p>EXTREMELY IMPAIRED - constant supervision is required for safety</p> <p>Needs constant supervision (24-hour care) due to severely aggressive or self-destructive behaviour or gross impairment in reality testing, communication, cognition, affect, or personal hygiene.</p>
	<p>Specified time period: 1 month</p>
	<p>CGAS SCORE =</p>