

Children's Global Assessment Scale

4-16 Years of Age

- 100-91 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 organized group such as Scouts). Likeable, confident, "everyday" worries never get out of hand. Doing well in school. No symptoms.
- 90-81 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, occasional "blow-ups" with siblings, parents, or peers).
- 80-71** 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.
- 70-61 Some difficulty in a single area,** but generally functioning pretty well (e.g., sporadic or isolated antisocial acts, such as occasionally playing hooky or petty theft; consistent minor difficulties with schoolwork; mood changes of brief duration; fears and anxieties that do not lead to gross avoidance behaviour; self-doubts). Has some meaningful interpersonal relationships. Most people who do not know the child well would not consider him or her deviant, but those who do know him or her well might express concern.
- 60-51 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.
- 50-41 Moderate degree of interference in functioning in most social areas OR severe impairment of 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 behaviour with some preservation of meaningful social relationships.
- 40-31 Major impairment in functioning in several areas and unable to function in one of those areas,** that is, disturbed at home, at school, with peers, or in society at large, (e.g., persistent aggression without clear instigation; markedly withdrawn and isolated behaviour due to either mood or thought disturbance, suicidal attempts with clear lethal intent). Such children are likely to require special schooling and/or hospitalization or withdrawal from school (but this alone is not sufficient criterion for inclusion in this category).
- 30-21 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).
- 20-11 Needs considerable supervision** to prevent hurting others or self (e.g., frequent 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).
- 10-1 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.