

PLEASE PRINT CLEARLY

Provincial Health Care Number: _____

Patient Name: _____

Patient Age: _____ Sex: [circle one] **M** **F**

Reason for referral: _____

Clinician's Name: _____ Phone: _____

Clinician's Profession: _____

Facility: _____ Program: _____

Referral Source: _____

Date: _____

Please check the box that most accurately describes the patient's current situation

1. Danger to self

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (2) |
| <input type="checkbox"/> Minor (1) | <input type="checkbox"/> Severe (10) |

2. Danger to others

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (1) |
| <input type="checkbox"/> Minor (0) | <input type="checkbox"/> Severe (2) |

3. Psychotic symptoms

- | | |
|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (7) |
| <input type="checkbox"/> Mild (2) | <input type="checkbox"/> Severe (11) |

4. Global age-appropriate developmental progress

- | | |
|---|---|
| <input type="checkbox"/> No delay and/or risk of delay (0) | <input type="checkbox"/> Moderate delay and/or risk of delay (1) |
| <input type="checkbox"/> Minor delay and/or minor risk of delay (0) | <input type="checkbox"/> Severe delay and/or high risk of delay (1) |

5. Children's GAF score (see Attachment, Children's Global Assessment of Functioning – higher is healthier)

- | | |
|--|---|
| <input type="checkbox"/> 40 or less (12) | <input type="checkbox"/> 51-60 (4) |
| <input type="checkbox"/> 41-50 (8) | <input type="checkbox"/> More than 60 (0) |

6. Internalized symptoms

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (6) |
| <input type="checkbox"/> Minor (0) | <input type="checkbox"/> Severe (14) |

7. Externalized/disruptive behaviour

- | | |
|---|--|
| <input type="checkbox"/> No problems (0) | <input type="checkbox"/> Moderate problems (2) |
| <input type="checkbox"/> Minor problems (0) | <input type="checkbox"/> Severe problems (4) |

8. Comorbid medical conditions

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (2) |
| <input type="checkbox"/> Minor (1) | <input type="checkbox"/> Severe (2) |

9. Comorbid psychiatric conditions

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> None (0) | <input type="checkbox"/> Moderate (2) |
| <input type="checkbox"/> Minor (0) | <input type="checkbox"/> Severe (6) |

Please specify: _____

10. Harmful substance use/misuse

- No problems (0)
- Minor problems (0)
- Moderate problems (1)
- Severe problems (1)

11. Significant biological family history of mental illness

- Yes (2)
- No (0)
- Unknown (0)

12. School and/or work

- No problems (0)
- Minor problems (0)
- Moderate problems (0)
- Severe problems (1)

13. Social/friendships/community functioning

- No problems (0)
- Minor problems (0)
- Moderate problems (1)
- Severe problems (1)

14. Does the patient have problems in the context of the home?

- No problems (0)
- Minor problems (2)
- Moderate problems (4)
- Severe problems (6)

15. Family functioning or factors affecting child

- No problems (0)
- Minor problems (0)
- Moderate problems (1)
- Severe problems (1)

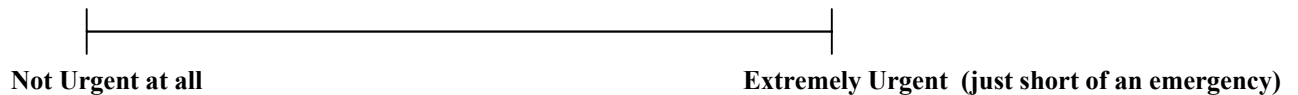
16. Prognosis without further intervention

- Good (0)
- Moderate (0)
- Guarded (2)
- Poor (11)

17. Degree of likely benefit with further intervention

- Very High (15)
- High (9)
- Moderate (6)
- Low (3)

**18. All things considered, how would you rate the urgency or relative priority of this patient?
(Draw a line across the scale)**



Children's Global Assessment of Functioning (GAF) Scale

Rate the subject's most impaired level of general functioning for the specified time period by selecting the lowest level which describes his/her functioning on a hypothetical Continuum of health-illness. Use intermediary levels (e.g. 35, 58, 62). Rate actual functioning regardless of treatment or prognosis. The examples of behaviour provided are only illustrative and are not required for a particular rating.

Specified Time Period: 1 month

- 91-100** Superior functioning in all areas (at home, at school, and with peers); involved in a wide 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, etc): likeable, confident; "everyday" worries never get out of hand; doing well in school; no symptoms
- 81-90** 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 "blowups" with siblings parents, or peers)
- 71-80** 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 sib), 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
- 61-70** 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 school work; mood changes of brief duration; fears and anxieties which 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/her deviant but those who do know him/her well might express concern
- 51-60** 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
- 41-50** 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, poor or inappropriate social skills, frequent episodes of aggressive or other antisocial behaviour with some preservation of meaningful social relationships
- 31-40** Major impairment in functioning in several areas and unable to function in one of these areas, e.g. 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 is not a sufficient criterion for inclusion in this category)
- 21-30** 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)
- 11-20** 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.
- 0-10** Needs Constant supervision (24-hr care) due to severely aggressive or destructive behavior or gross impairment in reality testing, communication, cognition, affect, or personal hygiene

Children's Global Assessment Scale was adapted from the Global Assessment Scale for Adults
Children's Global Assessment Scale- Shaffer D. et al, Arch Gen Psychiatry 1983 Nov; 40 (11): 1128-31