

Children's Global Assessment Scale (CGAS)

Assessor's name: _____ Date of assessment: _____

Child's information		
Name:	Age:	Date of birth:
Scoring interpretation		
<ul style="list-style-type: none">• 100–91: 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.• 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 'blowups' with siblings, parents or peers).• 80–71: No more than slight impairments in functioning at home, at school, or with peers; some disturbance of behavior 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 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 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.• 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, poor to inappropriate social skills, frequent episodes of aggressive or other antisocial behavior with some preservation of meaningful social relationships.• 40–31: Severe impairment of functioning in multiple areas, with significant disturbance of behavior or emotional distress; the child is often unable to function in one or more areas, such as school, home, or peer relationships.• 30–21: Unable to function in almost all areas; the child is severely impaired and requires constant supervision.• 20–11: Needs considerable supervision; the child is significantly impaired and requires frequent guidance and support.• 1–10: Needs constant supervision; the child is severely impaired and requires constant support and care.		

Background information

Medical history:

Educational background:

Family dynamics:

Interview notes (child, parents, teachers):

Observations in various settings

Home:

School:

Social (peers):

Other observations:

Review and planning

Discussion notes (team meetings / parents):

Treatment plan recommendations:

Follow-up actions: