



GLOBAL ASSESSMENT OF FUNCTIONING

The Global Assessment of Functioning (GAF) assigns a clinical judgment in numerical fashion to the individual's overall functioning level. Impairments in psychological, social and occupational/school functioning are considered, but those related to physical or environmental limitations are not.

The scale ranges from 0 (inadequate information) to 100 (superior functioning). Starting at either the top or the bottom of the scale, go up/down the list until the most accurate description of functioning for the individual is reached. Assess **either** the symptom severity **or** the level of functioning, whichever is the worse of the two. Check the category above and below to ensure the most accurate one has been chosen. Within that category there will be a range of 10. Choose the number that is most descriptive of the overall functioning of the individual.

The modified Global Assessment of Functioning (mGAF) scale provides a more detailed criteria and scoring system than the original GAF. The mGAF can be used instead of the GAF if approved by the RCC. Some state outcome forms require the use of the mGAF. The mGAF rates the lowest possible score for each client.

The Florida Department of Children and Families made modifications to the mGAF in 2005, so that that the mGAF could be used to measure the level of functioning for persons in "med only" services. Specifically, the descriptive statements within the ten point intervals were rephrased to improve the face validity and readability of the items. DCF gives the following instructions for completion of the mGAF-R:

The recommended methodology for clinicians using the MGAF-R is as follows:

1. Complete your interview or medication review with the individual.
2. Start at the bottom (most impaired functioning) of the descriptive statements on the MGAF-R.
3. Read the descriptive statements from the bottom toward the top until you find a statement that accurately describes the person you are evaluating and use the number to the left of that statement to produce your MGAF-R rating. While you may find descriptors above the first item identified that also fit the person being rated, generally the statement that identifies the lowest functional rating is most critical to document the current level of functioning and concomitant intervention needs.

The mGAF-R form can be found at www.accessbehavioralhealth.org/providers.

The Children's Global Assessment Scale was adapted for use with children. It is based on the GAF scale.

Scoring for the CGAS ranges from 1, in need of constant supervision, to 100, superior functioning. To assign a CGAS rating, rate the child's most impaired level of functioning. Within each category there

is a 10 point range. Choose the number that is the most descriptive of the overall functioning of the individual.

GLOBAL ASSESSMENT OF FUNCTIONING SCALE (GAF SCALE)

Consider psychological, social, and occupational functioning on a hypothetical continuum of mental health illness. Do not include impairment in functioning due to physical (or environmental) limitations.

GAF Range	Description of Level of Functioning
100-91	Superior functioning in a wide range of activities, life's problems never seem to get out of hand, is sought out by others because of his or her many positive qualities. No symptoms.
90-81	Absent minimal symptoms (e.g. mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities, socially effective, generally satisfied with life, no more than everyday problems or concerns (e.g., an occasional argument with family members)
80-71	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g., difficulty concentration after family argument); no more than slight impairment in social, occupational, or school functioning(e.g., temporarily falling behind in school work).
70-61	Some mild symptoms (e.g., depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g., occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships.
60-51	Moderate symptoms (e.g., flat and circumstantial speech, occasional panic attacks) OR moderate difficulty in social occupational, or social functioning (e.g., few friends, conflicts with co-workers)
50-41	Serious symptoms (e.g., suicidal ideation, severe obsessional rituals, frequent shoplifting)OR any serious impairment in social, occupational, or school functioning(e.g., no friends, unable to keep a job).
40-31	Some impairment in reality testing or communication (e.g., speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school, family relations, judgement, thinking, or mood (e.g., depressed man avoids friends, neglect family, and is unable to work, child frequently beats up younger children, is defiant at home, and is failing at school).
30-21	Behavior is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgement (e.g., sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost all areas (e.g., stays in bed all day, no job, home or friends).
20-11	Some danger of hurting self or others (e.g., suicide attempts without clear expectation of death, frequently violent, manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g., smears faces) OR gross impairment in communication (e.g., largely incoherent or mute).
10-1	Persistent danger of severely hurting self or others (e.g., recurrent violence) OR persistent inability to maintain minimal personal hygiene OR serious suicidal act with clear expectation of death.
0	Inadequate Information.

CHILDREN'S GLOBAL ASSESSMENT SCALE

Adaption of the Adult Global Assessment Scale

(Robert L. Spitzer, M.D., Miriam Gibbon, M.S.W., Jean Endicott, Ph.D.)

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)