

Assessment of Psychosocial Functioning in Clinical Populations

Global Functioning: Social (GF:S) & Global Functioning: Role (GF:R) Scales
Administration and Guidelines

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Global Functioning: Social (GF:S) & Global Functioning: Role (GF:R) Scales

Why were these scales created?

- Many existing scales
 - Structured interviews – e.g., SAS; SAICA
 - Self report measures – e.g., SAS-SR, CBCL, SFS
 - Clinician rated scales – e.g., GAF; SOFAS; UCLA SAS
- Features
 - Some lengthy
 - Most target a single age group (child or adult)
 - Mainly developed for use in severely ill patients
 - Many combine multiple domains in one scale
- No industry standard measure
 - Limits collaboration

Global Functioning: Social Scale & Global Functioning: Role Scale

- Originally developed for the North American Prodrome Longitudinal Study (NAPLS) – Phase I
 - Consortium of 8 NIMH funded high-risk programs in North America: pooled data on 291 high-risk subjects
- Fill a niche
 - Separate social and role domains into two scales – accommodates uneven levels of functioning (e.g., high on social, low on role)
 - Not confounded by symptom ratings
 - Appropriate across the life span
 - Appropriate for less severely ill patients including prodromal patients
 - Quick and easy to use
 - Can use information from other scales to rate – useful for collaborative/retrospective studies
 - Can use as a stand alone with brief interview prompts
 - Can use to rate data retrospectively

Preliminary Findings for Two New Measures of Social and Role Functioning in the Prodromal Phase of Schizophrenia

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Introduction: Research on prediction and prevention of schizophrenia has increasingly focused on prodromal (pre-psychosis) social and role dysfunction as developmentally early, stable, and treatment-resistant illness components. In this report, 2 new measures, Global Functioning: Social and Global Functioning: Role, are presented, along with

Key words: RAP/CAPPS/functional predictors/prodromal schizophrenia/outcome/psychosis/scale validation/Global Functioning: Social/Global Functioning: Role

Introduction

Schizophrenia involves profound social and occupational deficits that substantially limit prognosis and long-term recovery. Social and occupational functional disabilities are widely reported to be rooted in early development, to be associated with neurocognitive deficits and negative symptoms, and to appear to be largely independent of

- **Excellent Interrater Reliability (ICCs 0.85-0.95)**
- **Evidence of Construct/Discriminant Validity**
- **Role shows change over time, but social appears to be a stable trait**
- **Lower GF: Social scores significantly associated with conversion (Cannon et al., Arch Gen Psychiatry, 2008)**
- **Now widely used in high risk and first episode psychosis research and clinical settings**

Description of GF Scales

- Assess Social and Role functioning separately
- Clinician rated
- 10 point anchored scale patterned after the GAF → mean to represent the “normal distribution”
 - HOWEVER does not perfectly correlate to the GAF because it measures somewhat different things...
- Includes Scores for:
 - Current – lowest level in past month
 - Highest level in past year
 - Lowest level in past year

Points to Remember – General

- Conduct as an interview and ask follow up questions as needed to get specifics
- Rate the lowest level of functioning in the past month and the lowest and highest in the past year
- Start at the top of the scale and go down – be sure to check section above and below your choice to make sure you are right!
- Do not have to meet all the anchor points under a score to assign that score
- If unable to determine score from anchor, can resort to headings (not often necessary)

Points to Remember – General

- Don't hesitate to use the ends of the scales (ie. scores of 10 or 1)
- Rate functioning regardless of etiology (e.g. if no social contact b/c of symptoms, you still rate it)
 - BUT remember to take environmental limitations into account (e.g. parents won't let them socialize, they've been grounded, no transportation access)
- If a person is hospitalized, consider their functioning immediately prior to the hospitalization
- If on school break, use last grading period grades and setting

Global Functioning: Social Scale (GF:Social)

Global Functioning: Social Scale (GF:Social)

(Auther AM, Smith CW, Cornblatt BA. Global Functioning: Social Scale (GF: Social). Glen Oaks, NY: Zucker-Hillside Hospital; 2006.)

- **Assesses aspects of social functioning including:**
 - **Peer relationships – quantity and quality**
 - **Peer conflict**
 - **Age appropriate intimate relationships**
 - **Involvement with family**
- **Emphasis on social contacts/interactions outside of family unless those are the only contacts**

GF: Social – Interview Prompts

1. Tell me about your social life. Do you have any friends?
2. Are they casual or close friends? If only casual – are they school or work friends only? If close – how long have you been close friends?
3. How often do you see friends? Do you see them outside of school/work? When was the last time you saw one of your friends?
4. Do you usually initiate contact or activities with friends or do they typically call or invite you? Do you ever avoid friends?

GF: Social – Interview Prompts

5. Do you ever have problems/falling outs with friends? Arguments or fights? How are they typically resolved?
6. Are you dating or interested in dating? (Alter as appropriate for age)
7. Do you spend time with family members? How often do you communicate with them? Do you ever avoid contact with family members?

Change in Functioning:

8. Has there ever been a time in the past year when your social life was different than it is now – when things were worse? What about better?

GLOBAL FUNCTIONING: SOCIAL SCALE

SUPERIOR SOCIAL/INTERPERSONAL FUNCTIONING	
10	Criteria: Superior functioning in a wide range of social and interpersonal activities. Frequently seeks out others and has multiple satisfying interpersonal relationships, including multiple close and casual friends. Is sought out by others because of his or her many positive qualities. Age appropriate involvement in intimate relationships.
GOOD SOCIAL/INTERPERSONAL FUNCTIONING	
9	Criteria: Good functioning in all social areas, and interpersonally effective. Interested and involved in a wide range of social and interpersonal activities, including both close and casual friends. Age appropriate involvement in intimate relationships. No more than everyday interpersonal problems or concerns (e.g., an occasional argument with spouse, girlfriend/boyfriend, friends, co-workers, or classmates). Able to resolve such conflicts appropriately.
ADEQUATE SOCIAL/INTERPERSONAL FUNCTIONING	
8	Criteria: Some transient mild impairment in social functioning. Mild social impairment is present, but transient and expectable reactions to psychosocial stressors (e.g., after minor arguments with spouse, girlfriend/boyfriend, friends, co-workers, or classmates). Has some meaningful interpersonal relationships with peers (casual and close friends), and/or age appropriate intimate relationships. Infrequent interpersonal conflict with peers.
MILD PROBLEMS IN SOCIAL/INTERPERSONAL FUNCTIONING	
7	Criteria: Some persistent mild difficulty in social functioning. Mild impairment present that is NOT just expectable reaction to psychosocial stressors (e.g., mild conflicts with peers, co-workers or classmates; difficulty resolving conflicts appropriately). Has some meaningful interpersonal relationships with peers (casual and/or close friends). Some difficulty developing or maintaining age appropriate intimate relationships (e.g., multiple short-term relationships).
MODERATE IMPAIRMENT IN SOCIAL/INTERPERSONAL FUNCTIONING	
6	Criteria: Moderate impairment in social functioning. Moderate impairment present (e.g., few close friends; significant but intermittent conflicts with peers, co-workers or classmates). Moderate difficulty developing age appropriate intimate relationships (e.g., infrequent dating). Occasionally seeks out others, but will respond if invited by others to participate in an activity.
SERIOUS IMPAIRMENT IN SOCIAL/INTERPERSONAL FUNCTIONING	
5	Criteria: Serious impairment in social functioning. No close friends or intimate partner, but has some casual social contacts (e.g., acquaintances, school/work friends only). Rarely seeks out others. Occasional combative or verbally argumentative behavior with peers. Beginning to withdraw from family members (e.g., doesn't initiate conversation with family, but will respond if addressed).
MAJOR IMPAIRMENT IN SOCIAL AND INTERPERSONAL FUNCTIONING	
4	Criteria: Major impairment in social functioning. Serious impairment in relationships with friends or peers (e.g., very few or no friends, frequent conflicts with friends, or frequently avoids friends). Frequent combative or verbally argumentative behavior with peers. Infrequent contact with family members (e.g., sometimes does not respond to family or avoids family members).
MARGINAL ABILITY TO FUNCTION SOCIALLY	
3	Criteria: Marginal ability to function socially or maintain interpersonal relationships. Frequently alone and socially isolated. Serious impairment in relationships with all peers, including acquaintances. Few interactions with family members (e.g., often alone in room). Serious impairment in communication with others (e.g., avoids participating in most social activities).
INABILITY TO FUNCTION SOCIALLY	
2	Criteria: Unable to function socially or to maintain any interpersonal relationships. Typically alone and socially isolated. Rarely leaves home. Rarely answers the phone or the door. Rarely participates in interactions with others at home or in other settings (e.g. work, school).
EXTREME SOCIAL ISOLATION	
1	Criteria: Extreme social isolation. No social or family member contact at all. Doesn't leave home. Refuses to answer the phone or door.

Points to Remember – GF:Social

- Friendships are the primary source of rating
 - Do they have any close friends?
 - Yes – score 6 or above
 - No – score 5 or below
- Use level of conflict with peers to guide, especially at higher (6+) end of scale
- Family contact/avoidance helps to distinguish scores at the lower end of the scale
- Intimate relationships can help a score and is necessary for a 9 or 10. Should not be penalized if lacking this for scores 8 and below
- Cannot be a perfect 10 with conflict with peers - must have no social problems at all

GF:Social Guide

- 10=Superior - wide range of social activities, multiple close and casual friends, age appropriate intimate relationships
- 9=Above Average - close and casual friends, intimate relationships, no more than everyday interpersonal problems (occasional arguments resolved easily)
- 8=Good/Average social functioning, may have transient mild conflict, has some good friends and casual friends but not really wide range, may have intimate relationship
- 7=Mild Problems - has casual and close friends, mild conflicts with some difficulty resolving appropriately, some difficulty with intimate relationships
- 6=Moderate Problems - at least one close friend, more significant conflict, infrequent dating, occasionally seeks others out but will respond if invited

GF:Social Guide

- 5=Serious Problems - no close friends but has acquaintances or school friends, rarely seeks others out, may be combative, withdrawing from family
- 4= Major Problems - very few acquaintances or no friends or avoids friends, avoiding family
- 3=Marginal functioning - no acquaintances or peer contact; few interactions with family members
- 2=Inability to function - rarely leaves home or interacts with family
- 1= Extreme dysfunction - no social or family member contact

Global Functioning: Role Scale (GF:Role)

Global Functioning: Role Scale (GF:Role)

(Niendam TA, Bearden CE, Johnson JK, Cannon TD. Global Functioning: Role Scale (GF: Role). Los Angeles, CA: University of California, Los Angeles; 2006.)

- Assesses aspects of role functioning including:
 - **Type of age appropriate role (school/work/homemaking)**
 - **Quality of role (demands of the role)**
 - **Level of support in the role**
 - **Performance appraisals**
- Emphasis on age appropriate accomplishments and level of independence/support in the role
- Need to Determine Primary Role:
 - School
 - Work
 - Homemaker

GF: Role – Interview Prompts

If Attending School:

1. What type of school do you attend? (general education, non-public school, residential/hospital)
2. Have you ever been in special education classes or other non-general education classes?
3. Do you receive any extra help or accommodations in your classes? Do you receive tutoring or extra help in school or after school? Do you receive extra time to take tests or are you able to leave the classroom to take tests in a quiet place?
4. Do you have any trouble keeping up with schoolwork? Are you able to catch up if you fall behind?
5. How are your grades? Are you failing any classes?

GF: Role – Interview Prompts

If currently Working:

1. Where do you work? What are your responsibilities?
2. How many hours a week do you work?
3. How long at your current job? Have you had any recent changes in your job status (e.g., lost job, stopped working, changed position or workload)?
4. Do you usually need assistance or regular supervision at work? How often do you need extra help? Are there any tasks that you are not able to do alone?
5. Do you ever have trouble keeping up? Are you able to catch up if you fall behind?
6. Have you received any comments (positive or negative) or formal reviews regarding your performance? Have others pointed out things that you've done well or poorly?

GF: Role – Interview Prompts

If currently a Homemaker:

1. What are your responsibilities around the house or for the family?
2. How long have you been in charge of the home?
3. How many hours a week do you spend on household tasks?
4. Are you able to keep up with the demands of your household? Do you ever fall behind? If so, are you able to catch up or do you need others' help? Are you avoiding any tasks? Do you need regular assistance or supervision for any tasks within the home?
5. Have you received any comments (positive or negative) regarding your performance? Have others pointed out things that you've done well or poorly?

GLOBAL FUNCTIONING: ROLE SCALE

SUPERIOR ROLE FUNCTIONING	
10	Independently maintains superior functioning in demanding roles. Obtains only superior performance evaluations. Obtains all A's in mainstream school. Generates, organizes & completes all homemaking tasks with ease.
WELL ABOVE AVERAGE ROLE FUNCTIONING	
9	Criteria: Independently maintains very good functioning in demanding roles. Rarely absent or unable to perform. Obtains good to superior performance evaluations. Obtains grades in A and B range in all courses in mainstream school. Generates, organizes and completes all homemaking tasks.
GOOD ROLE FUNCTIONING	
8	Criteria: Independently maintains good role functioning in demanding roles. Occasionally falls behind on tasks BUT always catches up. Obtains satisfactory performance evaluations. Obtains grades of C and above in mainstream school. Occasional difficulty generating or organizing homemaking tasks. Or Maintains above average performance with minimal support (e.g. tutoring), - receives As & Bs, good evaluations, completes all tasks.
MILD IMPAIRMENT IN ROLE FUNCTIONING	
7	Criteria: Mildly impaired functioning in demanding roles independently. Frequently behind on tasks or unable to perform. Frequently obtains poor performance evaluations or grades of Ds or better in mainstream school. . Frequent difficulty generating or organizing homemaking tasks. Or Maintains good performance with minimal support (e.g. minimal accommodations). Receives Cs, satisfactory evaluations, and completes most homemaking tasks.
MODERATE IMPAIRMENT IN ROLE FUNCTIONING	
6	Criteria: Moderate impairment independently. May receive occasional F in mainstream courses, persistently poor performance evaluations, may change jobs because of poor performance, persistent difficulty generating or organizing homemaking tasks. Or Requires partial support (some resource or special ed courses). May requires less demanding or part-time jobs and/or some supervision in home environment BUT functions well or adequately given these supports (may fall behind but eventually completes assigned tasks, obtains satisfactory evaluations or grades).
SERIOUS IMPAIRMENT IN ROLE FUNCTIONING	
5	Criteria: Serious impairment independently. Failing multiple courses in mainstream school, may lose job, or unable to complete most homemaking tasks independently. Or In entirely special ed classes, requires less demanding job, may require vocational rehab. , and/or some supervision in home environment BUT maintains above average performance - receives As & Bs, good evaluations, completes all tasks.
MAJOR IMPAIRMENT IN ROLE FUNCTIONING	
4	Criteria: Very serious impairment independently. All Fs in mainstream school or failing out of school. Can't obtain or hold independent job, or unable to complete virtually any homemaking tasks independently. Or Adequate to good functioning with major support. Requires assisted work environment, entirely special education classes, non-public or psychiatric school, home schooling for the purpose of a supportive school environment, and/or supported home environment BUT functions adequately given these supports (may fall behind but completes assigned tasks, obtains satisfactory performance evaluations or passing grades).
MARGINAL ABILITY TO FUNCTION	
3	Criteria: Impaired functioning with major support. Requires supported work environment, entirely special education classes, non-public or psychiatric school, home schooling for the purpose of a supportive school environment, and/or supported home environment BUT functions poorly despite these supports (persistently behind on tasks, frequently unable to perform, obtains poor performance evaluations or fails courses).
INABILITY TO FUNCTION	
2	Criteria: Disabled but participates in structured activities. On disability or equivalent non-independent status Not working for pay, attending classes for grades, or living independently. Spends 5 or more hours a week in structured role-related activities (residential treatment, volunteering, sheltered work programs).
EXTREME ROLE DYSFUNCTION	
1	Criteria: Severely disabled. On disability or equivalent non-independent status. Not working for pay, attending classes for grades, or living independently. Spends fewer than 5 hours a week in structured role-related activities.

Points to Remember – GF:Role

- Determine the person's role – school, work, homemaker
 - If under 18 and has not dropped out or graduated from high school, then the default role is school
 - If over 18 and is no longer attending school, default role is work
 - There should be few true homemakers
- Determine **type of school/work setting** and the presence of **accommodations**
- Determine level of **achievement** in role

Points to Remember – GF:Role

School as Role

- Determine School Setting
 - Cannot be a 9 or 10 unless in a highly competitive and demanding setting
 - Community College cannot be higher than an 8
 - Reduced course load at university cannot be higher than an 8
 - Some resource or special ed courses cannot be higher than a 6
 - Entirely special ed cannot be higher than a 5
 - Psychiatric school or home instruction cannot be higher than a 4

Points to Remember – GF:Role

- Determine if Accommodations are present
 - Tutoring – cannot be higher than an 8
 - 504 Accommodations – cannot be higher than 7
 - Resource Room – cannot be higher than a 6
- Combine above with Grades/Achievement
 - Regular ed, no accom., and getting C's = 8
 - Community College, no accom., C's = 7 (could have been 8 with A's and B's – 8 is highest)
 - All special ed and getting A's and B's = 5
 - All special ed and getting C's = 4
 - Home instruction and failing = 3
 - Not attending school in past month = 1 (could be 2 if spending 5 hours or more a week in role activity; exception for brief hospitalization)

Points to Remember – GF:Role

Work as Role

- Determine if setting is competitive / demanding
 - Ex. Heart surgeon ≠ Subway sandwich artist
- Full or part time?
 - Must be full time for scores of 8, 9, & 10
 - Part time – go to 6, if doing exceptionally well, bump up to 7
- Any accommodations such as extra support?
- Performance on job – consider evaluations and comments from supervisors
- **If not working in past month – consider all factors to obtain score in 4 to 1 range**
 - There is a gradation from 4 (major impairment) to 1 (extreme dysfunction):
 - 4 reflects someone with recent difficulty holding job but active pursuit of employment
 - 1 reflects someone with extended unemployment who is not pursuing any work

USE YOUR BEST JUDGMENT!

GF:Role Guide

- 10 = Superior - Exceptional performance in full-time competitive work, only superior evals
- 9 = Above Average - Good to superior performance in full-time competitive work, rarely absent, good to superior evals
- 8 = Good - Average performance in full-time work, may be less competitive, occasionally falls behind, but catches up, satisfactory evals
- 7 = Mild Impairment - Full-time but frequently behind on tasks or exceptional performance in part-time work
- 6 = Moderate Impairment - Persistently poor evals at competitive job, may change jobs or average performance in part-time work

GF:Role Guide

- 5 = Serious Impairment - On brink of losing job due to poor performance (on probation) or may require voc rehab but performs above average
- 4 = Major Impairment – Difficulty holding jobs, recently fired/lost job, but has something else lined up/or actively pursuing work, or assisted work environment and functions adequately
- 3 = Marginal Ability to Function – Supported work and not doing well
- 2 = Inability to Function – Not working for extended period but spends 5 hours a week in role related structured activity (looking for work, submitting applications, attending a group); could be on disability
- 1 = Not working for extended period and not doing anything role related

Points to Remember – GF:Role

Homemaker as Role

- Not often used
- Must be responsible for multiple household duties including shopping, cleaning, cooking, bill paying, childcare, laundry...etc...
 - Must be their primary role → all of us do these things in addition to our job/school.
 - Can be part-time – e.g. stay at home mom 3 days per week plus 2 full days at community college/work
- Can elicit feedback they have been given by others to determine level of impairment

HOMEWORK: Practice with the GF:S&R!

- Watch Example Video (“Tyler”) [18 min]
- Give the following ratings:
 - GF:S
 - Current =
 - Lowest past year =
 - Highest past year =
 - GF:R
 - Current =
 - Lowest past year =
 - Highest past year =
- Submit Ratings for review to lmully@ucdavis.edu
- Join small group discussion of ratings on 7/15 9am – 10.30am (let LT know if you plan to attend)