

Client ID # _____

Date of Administration: _____

FUNCTIONING

CLINICIAN-COMPLETED

Global Functioning: Role Scale

Please rate the client's most impaired level of functioning in occupational, educational, and/or homemaker roles, as appropriate, in the past month. Rate actual functioning regardless of etiology of occupational/educational problems.

Rating (1-10): _____

SUPERIOR ROLE FUNCTIONING	
Criteria: 10	Independently maintains superior functioning in demanding roles. Obtains only superior performance evaluations at competitive work placement. Obtains all A's in mainstream school. Generates, organizes, and completes all homemaking tasks with ease.
ABOVE AVERAGE ROLE FUNCTIONING	
Criteria: 9	Independently maintains very good functioning in demanding roles. Rarely absent or unable to perform. Obtains good to superior performance evaluations at competitive work placement. Obtains grades in A and B range in all courses in mainstream school. Generates, organizes, and completes all homemaking tasks.
GOOD ROLE FUNCTIONING	
Criteria: 8	Independently maintains good role functioning in demanding roles. Occasionally falls behind on tasks BUT always catches up. Obtains satisfactory performance evaluations at competitive work placement. 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; reduced academic course load at 4-year university; attends community college; may receive additional guidance at work less than 1-2x week). Receives As and Bs and good work/school evaluations; completes all tasks with this level of support.

MILD IMPAIRMENT IN ROLE FUNCTIONING	
<p>Criteria:</p> <p style="font-size: 24pt; font-weight: bold; text-align: center;">7</p>	<p>Mildly impaired functioning in demanding roles independently. Frequently behind on tasks or unable to perform. Frequently obtains poor performance evaluations at competitive work placement 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 in general education classroom; receives additional guidance/support at work 1-2x week). Receives Cs or higher and satisfactory work/school evaluations, and completes most homemaking tasks with this level of support.</p>
MODERATE IMPAIRMENT IN ROLE FUNCTIONING	
<p>Criteria:</p> <p style="font-size: 24pt; font-weight: bold; text-align: center;">6</p>	<p>Moderate impairment independently. May receive occasional F in mainstream courses and persistently poor performance evaluations at competitive work placement; may change jobs because of poor performance, and has persistent difficulty generating or organizing homemaking tasks. Or requires partial support (some resource or special education courses; receives guidance/support at work 2+ times/week). 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; and obtains satisfactory evaluations at work or passing grades in school).</p>
SERIOUS IMPAIRMENT IN ROLE FUNCTIONING	
<p>Criteria:</p> <p style="font-size: 24pt; font-weight: bold; text-align: center;">5</p>	<p>Serious impairment independently. Failing multiple courses in mainstream school, may lose job, or unable to complete most homemaking tasks independently. Or in is entirely special education classes and requires less demanding job/daily support or guidance; may require vocational rehabilitation and/or some supervision in home environment BUT maintains <u>above average</u> performance — receives As and Bs and good evaluations at work/school. Completes all tasks.</p>
MAJOR IMPAIRMENT IN ROLE FUNCTIONING	
<p>Criteria:</p> <p style="font-size: 24pt; font-weight: bold; text-align: center;">4</p>	<p>Very serious impairment independently. All Fs in mainstream school or failing out of school. Can't obtain or hold independent job, or is unable to complete virtually any homemaking tasks independently. Or adequate to good functioning with major support. Requires assisted work environment, entirely special education classes, nonpublic 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 at work or passing grades).</p>

MARGINAL ABILITY TO FUNCTION

Criteria:

3

Impaired functioning with major support. Requires supported work environment, entirely special education classes, nonpublic 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 at work or fails courses at school).

INABILITY TO FUNCTION

Criteria:

2

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 (e.g., residential treatment, volunteering, tutoring, sheltered work programs).

EXTREME ROLE DYSFUNCTION

Criteria:

1

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.