

# Children's Global Assessment Scale (CGAS)

Assessor's name: Dr. Emily Johnson

Date of assessment: June 21, 2024

Child's information		
Name: Alex Thomas	Age: 9	Date of birth: May 15, 2015
Scoring interpretation		
<ul style="list-style-type: none"><li>• <b>100–91</b>: 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.</li><li>• <b>90–81</b>: 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).</li><li>• <b>80–71</b>: 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.</li><li>• <b>70–61</b>: 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.</li><li>• <b>60–51</b>: 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.</li><li>• <b>50–41</b>: 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.</li><li>• <b>40–31</b>: 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.</li><li>• <b>30–21</b>: Unable to function in almost all areas; the child is severely impaired and requires constant supervision.</li><li>• <b>20–11</b>: Needs considerable supervision; the child is significantly impaired and requires frequent guidance and support.</li><li>• <b>1–10</b>: Needs constant supervision; the child is severely impaired and requires constant support and care.</li></ul>		

## Background information

### Medical history:

Alex has a history of mild asthma, managed with an inhaler. No significant illnesses or hospitalizations. Regular check-ups have shown normal development. No known allergies.

### Educational background:

Alex is in the 6th grade at Riverdale Middle School. Academic performance has been average, with occasional difficulties in math and science. Teachers report that Alex is attentive in class but sometimes struggles with completing assignments on time.

### Family dynamics:

Alex lives with both parents and a younger sister, Annie, aged 5. The family dynamic appears supportive, though there have been reports of occasional tension between Alex and his father regarding academic performance.

### Interview notes (child, parents, teachers):

Alex expressed feeling overwhelmed with schoolwork and a desire to do well but often feels distracted. He mentioned enjoying soccer but feeling stressed about keeping up with both school and sports.

Parents are concerned about Alex's recent mood swings and occasional defiance. They noted that Alex seems more withdrawn and less enthusiastic about activities he previously enjoyed.

Teachers observed that Alex participates in class but has become more reserved. They noted a decline in homework completion and increased daydreaming during lessons.

## Observations in various settings

Home:

At home, Alex appears comfortable and interacts positively with his family. However, during homework time, he shows signs of frustration and frequently asks for help, which sometimes leads to conflicts with his father. Annie also frequently asks him to spend time with her.

School:

In school, Alex is quiet and tends to stay in the background during group activities. He appears to have a few close friends but is not very sociable with the larger peer group. Teachers have noted that Alex seems distracted and has difficulty staying on task.

Social (peers):

With peers, Alex interacts well with a small circle of friends. He enjoys playing soccer during recess but tends to avoid larger social gatherings. There are no reports of bullying or significant conflicts with peers.

Other observations:

Alex showed signs of anxiety during the assessment, particularly when discussing school performance. He fidgeted frequently and avoided eye contact at times. However, he was cooperative and answered questions openly.

## Review and planning

Discussion notes (team meetings / parents):

During the team meeting, it was discussed that Alex's recent behavior changes could be attributed to the pressure he feels from balancing academics and extracurricular activities. Parents were receptive to suggestions for providing additional support at home.

Treatment plan recommendations:

Implement a structured homework routine with scheduled breaks to reduce frustration.  
Encourage Alex to participate in relaxation techniques, such as deep breathing exercises, to manage anxiety.  
Arrange for a meeting with the school counselor to provide Alex with additional support.  
Consider enrolling Alex in a math tutoring program to address academic challenges.

Follow-up actions:

Schedule a follow-up meeting with parents and teachers in one month to monitor Alex's progress.  
Continue regular check-ins with the school counselor to assess Alex's emotional well-being.  
Evaluate the effectiveness of the tutoring program and make adjustments as necessary.