

**IMPACT**☐ **Unscheduled visit**

Site: JHU / UMD / UNC / ZHH

Subj ID: \_\_\_\_\_ / Init. \_\_\_\_\_

Week: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Rater Initials: \_\_\_\_\_

**Clinical Global Impressions (CGI) - PT**

**Current CGI-Severity:** Evaluate the participant's current functioning and symptoms over the past 2 weeks, for severity consider with respect to typically developing youth. In scoring frequency and intensity of symptoms is given greatest weight with functional level next greatest weight. If between two ratings go to the more severe.

		SCORE
<b>1. Severity of Illness</b>	<p><b>1 normal, not at all ill</b> - Child is indistinguishable from other typically developing children of the same age. She/he has no persistent symptoms of any mental illness and has no dysfunction in any setting that persists longer than expected for a typical child.</p> <p><b>2 borderline mentally ill</b> - Child has very occasional symptoms that seem modestly excessive in intensity, frequency OR duration than typically developing same aged peers and these symptoms have only a very transient impact on functioning in any setting with no need for any special intervention. OR Child may have questionable/nonspecific symptoms but transient impairments in functioning that do not require special interventions.</p> <p><b>3 mildly ill</b> - Child has occasional symptoms that seem modestly excessive in intensity OR duration or very occasional symptoms that are modestly excessive in both intensity and duration as compared to typically developing, same aged peers. These symptoms have a limited impact on functioning, generally only in one setting and require that regular caretakers/educators make some adjustments in interacting with the child (eg. being more structured, trying to avoid situations likely to provoke symptoms, providing more + reinforcement than usual).</p> <p><b>4 moderately ill</b> - Child is clearly distinguishable from same aged peers because of symptoms and the impairment that they cause. Symptoms are clearly excessive in frequency, intensity or duration compared to typically developing children and have limited impact on functioning in multiple settings or moderate impact in one setting. Caretakers/educators make adjustments to avoid symptoms and to deal with them when they occur. Professional advice is helpful.</p> <p><b>5 markedly ill</b> - Child's symptoms occur frequently and are noticeable in intensity or duration to even casual observers or occur infrequently but are quite intense or long lasting. There is moderate impact on functioning in multiple settings or extreme impact in one setting. Additional caretakers or consistent behavioral interventions are required to address symptoms. Educational and clinical professionals should be involved. Special education services are likely.</p> <p><b>6 severely ill</b> - Child's symptoms occur very frequently and are noticeable in intensity or duration to even casual observers or occur infrequently but are severely intense or extremely long lasting. Often there is concern about injury to self or others, property destruction, or marked impairment of normal developmental tasks. Multiple interventions are required to partially contain symptoms and minimize consequences. Children may require hospitalization and almost always require special education services.</p> <p><b>7 among the most extremely ill pts</b> - Child's symptoms occur the majority of the time and are very disruptive to functioning in multiple areas. There are very few if any times of normal functioning. Normal developmental tasks are completely derailed. There are often serious concerns about safety and ability to provide minimal care for one's self. Child is generally hospitalized or requires near constant monitoring by family. They are frequently unable to learn/function in school without 1:1 assistance and sometimes even with such assistance.</p>	
<b>2. Global Improvement</b>	<p><b>1 very much improved</b> - Child has very significant reduction in frequency, intensity and duration of symptoms. Child is functioning much better than previously and it is often possible to modestly reduce the level of support/intervention the child requires in at least one setting.</p> <p><b>2 much improved</b> - Child has clear reduction in the frequency, intensity or duration of symptoms. Child is functioning somewhat better than previously in multiple settings or clearly better than previously in one setting. It may be possible to slightly reduce the level of support/ intervention the child requires in one or more settings.</p> <p><b>3 minimally improved</b> - Child is reported to have some very limited reduction in frequency, intensity or duration of symptoms, but this has no significant effect on level of functioning or level of support required.</p> <p><b>4 no change</b> - Any changes in symptoms or functioning that are reported are very transient or of extremely small magnitude. It is difficult to perceive any impact in child's, his/her family's life or school setting.</p> <p><b>5 minimally worse</b> - Child is reported to have some very limited increase in frequency, intensity or duration of symptoms, but this has no significant effect on level of functioning or level of support required. Alternatively, there may be modest increase in frequency, intensity or duration of symptoms but these are within the range of symptoms typically shown by child and they have minimal effect on overall level of functioning or interventions/support required.</p> <p><b>6 much worse</b> - Child has a clear increase in the frequency, intensity and/or duration of symptoms and clearly is functioning worse in at least one setting. There is need to re-evaluate interventions in the near future.</p> <p><b>7 very much worse</b> - Child has a marked increase in the frequency, intensity and/or duration of symptoms is functioning much worse in at least one setting and generally in multiple settings. New interventions and higher levels of support are urgently needed.</p>	<b>RATE as NA at baseline visit</b>

If after baseline, Severity of Illness at baseline (using same scale as below) \_\_\_\_\_

Approved by Coordinator (initials) \_\_\_\_\_

Updated 03/17/09