

Life Management Associates, LLC

600 Dewey Blvd., Suite B
Butte, MT 59701

Office: 406-782-4778
Fax: 406-782-1318



TIMBERLAWN CHILD FUNCTIONING SCALE

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Name of Patient: _____

Date: _____

Name of Rater: _____

Relationship of Rater to Patient: _____

Age: _____ Sex: M F Grade: _____

Please rate this child on the following scales from your direct observation and background knowledge of his/her present functioning. Read each scale carefully and evaluate independently of the others. Flexibility in rating is provided by mid-points which are not specifically defined. To complete the form, circle the number which best describes the child on the range of behavior or functioning for every scale.

A. LIKABILITY

- 1 Strongly positive feeling for the child
- 2
- 3 Moderately positive
- 4
- 5 Neutral
- 6
- 7 Moderately Negative
- 8
- 9 Strongly negative feeling for the child

B. LANGUAGE

- 1 Exceptional mastery of language and expressive verbal skills
- 2
- 3 Appropriate speech and language skills for age
- 4
- 5 Clear difficulty in expression for age; needs to be asked to repeat things often
- 6
- 7 Extremely limited expressive skills; poor intelligibility
- 8
- 9 Mute or near mute; makes unintelligible sounds rather than saying words; gives a few stereotypic phrases; socially bizarre or peculiar language

C. THINKING/BEHAVIOR

- 1 Superior degree of logical orderly thinking and goal-directed behavior
- 2
- 3 Logical and organized thinking for age, and conventional behavior
- 4
- 5 Mild confusion under stress or some unusual or strange behavior
- 6
- 7 Unusual thoughts, loose reasoning, or frankly odd or ritualistic behavior; morbid fantasies or strange beliefs
- 8
- 9 Incoherent disorganized thinking; does not know where he/she is; holds onto peculiar or untrue beliefs; sees or hears things that are not there; grossly bizarre or stereotyped movements; rocking, whirling, head banging, arm flapping

D. ATTENTION SPAN/ACTIVITY LEVEL

- 1 Superior attention span or direction of activity for age
- 2
- 3 Average attention span or activity level for age; able to concentrate, sit still and focus attention
- 4
- 5 Mildly shortened attention span; mild but noticeable disorder of activity; slightly distracted by minor stimuli; restless and fidgety
- 6
- 7 Moderate disturbance of attention span and activity level; frequently distracted by minor stimuli with difficulty staying on topic or task; frequently gets up, moves fast, or shows impulsive motion
- 8
- 9 Severe disturbance in attention span and activity; distracted by irrelevant stimuli to point of interrupting thoughts or actions to a significant degree; almost constant driven behavior

E. EDUCATIONAL PERFORMANCE

- 1 Excellent school performance
- 2
- 3 Average school performance
- 4
- 5 Poor school performance
- 6
- 7 Some school failure
- 8
- 9 Chronic school failure resulting in increasingly retarded achievement or inability to attend school

F. INDUSTRY AND COMPETENCE

- 1 Superior motivation, industriousness, and productivity
- 2
- 3 Average motivation and goal-directed behavior for age; gets satisfaction from mastering
- 4
- 5 Little self-initiated task-oriented behavior, but gets things done with some encouragement
- 6
- 7 Passive attempts at tasks; quits easily even with support; limited self-satisfaction
- 8
- 9 Rare attempts at tasks, need constant one-to-one attention to get something done; must have external direction and frequent praise or rewards; may be unable to accomplish anything, even with support; gets no satisfaction from accomplishments

G. IMPULSE CONTROL

- 1 Superior capacity to tolerate frustration, delay gratification, or manage self-control
- 2
- 3 Average amount of control for age; some capacity for delay of gratification or internalization of feelings; responds to verbal limits in inhibiting behavior
- 4
- 5 Weak control of impulses; reacts without thinking, but regains control with intervention
- 6
- 7 Clearly impulsive; easily frustrated and acts on frustration with immediate behavioral outbursts; unpredictable behavior under minor stress
- 8
- 9 Almost no capacity for delay; consistently impulsive or out of control with uninhibited discharge or driven behavior

H. PERSONAL HYGIENE/SELF-HELP SKILLS

- 1 Superior personal hygiene and self-sufficiency in personal health care
- 2
- 3 Average grooming and self-care for age
- 4
- 5 Poor eating and grooming habits
- 6
- 7 Very limited self-care; always looks messy; very poor eating and toileting habits with frequent accidents
- 8
- 9 No attempt to care for self; offensive appearance, no bladder or bowel control; needs constant attention to hygiene

I. SEXUALITY

- 1 Superior sexual adjustment
- 2
- 3 Average interest in or anxiety over sex for age
- 4
- 5 Excessive curiosity or noticable avoidance of sexual topics
- 6
- 7 Conflicted or anxiety-prone in dealing with sex; frequent inappropriate sexual expressions or gestures; lack of usual propriety in social situations
- 8
- 9 Complete denial or avoidance of sex in phobic manner; major sexual acting out such as exposing genitals; overt seduction

J. ACCEPTANCE OF RULES

- 1 Superior acceptance of or adjustment to rules and limits; high degree of adaptive social conscience
- 2
- 3 Average response for age to rules and limits
- 4
- 5 Active opposition and resistance to limits; avoidance or manipulation of rules; lack of concern for others
- 6
- 7 Serious conflict with authority; rebellious or hostile refusals to cooperate; frequent violation of rules such as fire-setting, hurting others; sadistic behavior
- 8
- 9 Pattern of dangerous defiance or illegal rule breaking; lack of concern or social conscience regarding hurting others

K. SOCIAL RELATEDNESS

- 1 Superior level of social adaptation; able to form exceptionally warm, trusting, stable relationships
- 2
- 3 Average dependency and autonomy for age; able to trust, relate warmly and show feelings for others; demonstrates continuity of relationships
- 4
- 5 Has trouble fitting in with others; teases or is teased by others; pushes children around or lacks interest in other children; is clinging, demanding with, or resentful of authority figures
- 6
- 7 Conflicted, shallow, short-lived relations; frequent quarrels or fights with peers; scapegoated; isolated from peers; controlling; minimal attachment or extreme clinging, with constant demand for attention
- 8
- 9 Almost no meaningful relationships with others; withdrawn; mistrustful; dangerous fights with others; severe non-relatedness

L. ADAPTABILITY TO STRESS

- 1 Superior flexibility or adaptability in responding to stress
- 2
- 3 Average capacity to handle common stresses for age with expected, brief regression
- 4
- 5 Easily upset or greater than expected regression in response to stress; episodic bedwetting; mildly increased defiance; withdrawal; anxiety
- 6
- 7 Falls apart quickly under common stress with marked regression to infantile, but not psychotic functioning; protracted thumb-sucking; withdrawal; panic; serious defiance; soiling; bedwetting; baby-talk
- 8
- 9 Profound regression under common stress with psychotic or borderline psychotic functioning; infantile behavior; bedwetting and soiling; disordered thinking; bizarre behavior; panic states

M. FAMILY SUPPORT

- 1 Superior adaptive and stable family
- 2
- 3 Average adaptive and supportive family with mild limitations
- 4
- 5 Moderately disturbed family with significant limitations of support; conflicted family system or markedly rigid, dominant-submissive family system
- 6
- 7 Severely disturbed or conflicted; mildly chaotic; often with a borderline, alcoholic, abusive or seriously undependable parent; some sense that the child is exploited or scapegoated within the family
- 8
- 9 Profoundly chaotic, abusive, or "psychotic-level" functioning family

N. DIAGNOSTIC LEVEL **

- 1 Healthy
- 2 Adjustment reaction or mild anxiety and/or depression
- 3 Moderate anxiety
- 4 Severe anxiety and/or depression, or mild depressive disorder or conduct disorder
- 5 Profound anxiety and/or depression, or moderate depressive disorder or conduct disorder
- 6 Severe personality disorder or conduct disorder or mild psychotic disorder
- 7 Profound personality disorder or conduct disorder or moderate psychotic disorder
- 8 Severe psychotic disorder
- 9 Profound psychotic disorder

** This scale is not intended to represent a specific DSM IV diagnosis, but rather to reflect a quasi-diagnostic level of functional assessment.