

# Life Management Associates, LLC

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LMA

## TIMBERLAWN CHILD FUNCTIONING SCALE PARENT

# **CHILD FUNCTIONING SCALE PARENT**

Name of Patient: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Rater: \_\_\_\_\_

Relationship of Rater to Patient: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: M F

Grade: \_\_\_\_\_

Please rate the 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 Others have strongly positive feelings for the child
- 2
- 3 Others have moderately positive feelings for the child
- 4
- 5 Neutral
- 6
- 7 Others have moderately negatives for the child
- 8
- 9 Others have strongly negative feelings 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 or difficult to understand
- 8
- 9 Mute or near mute; makes unintelligible sounds rather than saying words; gives a few simple, often repeated phrases; socially unusual 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, confused reasoning, or frankly odd or repetitive/ritualistic behavior; strange fantasies or 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; bizarre or stereotyped/repetitive movements; rocking, whirling, head banging, arm flapping

## **D. ATTENTION SPAN/ACTIVITY LEVEL**

- 1 Superior attention span, direction of activity or task-focus for age
- 2
- 3 Average attention span or activity level; able to concentrate, sit still and focus attention as well as others his/her age
- 4
- 5 Mildly shortened attention span; mild but noticeable problem with activity level; slightly distracted by minor things; restless and fidgety
- 6
- 7 Moderate problem with attention span and activity level; frequently distracted by minor things with difficulty staying on topic or task; frequently gets up, moves fast, or shows impulsive motion
- 8
- 9 Severe problem with attention span and activity level; distracted by unimportant things 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 lowered achievement or inability to attend school

## **F. INDUSTRY AND COMPETENCE**

- 1 Superior motivation, ability to accomplish goals or productivity
- 2
- 3 Average motivation and accomplishment; gets satisfaction from accomplishments
- 4
- 5 Infrequently starts tasks on his/her own, but gets things done with some encouragement
- 6
- 7 Passive attempts at tasks (goes through motions, but doesn't really try); quits easily even with support; gets little satisfaction from tasks
- 8
- 9 Rarely attempts tasks; need constant one-to-one attention to get things 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 ability to tolerate frustration, delay gratification, and manage self-control
- 2
- 3 Average self-control for age; some capacity to delay gratification; responds to limit-setting
- 4
- 5 Weak control of impulses; reacts without thinking, but regains control with help
- 6
- 7 Clearly impulsive; easily frustrated and acts on frustration with immediate outbursts; unpredictable behavior with minor stress
- 8
- 9 Almost no capacity to delay gratification; consistently impulsive or out of control with little or no restraint of 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, poor eating and toilet 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 in terms of identity and behavior
- 2
- 3 Average interest in and anxiety over sex for age
- 4
- 5 Excessive curiosity or noticeable avoidance of sexual topics
- 6
- 7 Conflicted and/or very anxious in dealing with sex, frequently inappropriate sexual behavior or gestures; lack of usual respect in social situations
- 8
- 9 Complete denial or avoidance of sex; major sexual acting-out, such as exposing self or 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 to rules and resistance to limits; avoidance or manipulation of rules; lacks concern for others
- 6
- 7 Serious conflict with authority, rebellious or hostile refusal to cooperate; frequent violation of rules such as fire-setting, hurting others, cruel behaviors
- 8
- 9 Pattern of dangerous defiance or illegal rule breaking; lack of concern or social conscience regarding hurting others

## **K. SOCIAL RELATEDNESS**

- 1 Superior social interaction; able to form very close, warm, trusting, and stable relationships
- 2
- 3 Average dependence and independence for age, relates warmly; able to trust, relate warmly, and show feelings for others; forms lasting 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 or resentful of authority
- 6
- 7 Conflicted, shallow, or short-lived relationships; frequent quarrels or fights with peers; isolated from peers; controlling; minimal attachment; extreme clinging; constant demand for attention
- 8
- 9 Almost no meaningful relationships with peers; withdrawn; mistrusting; dangerous fights with hers; 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 brief setbacks
- 4
- 5 Easily upset or greater than expected setbacks for age in response to everyday stress (episodic bedwetting, some defiance, withdrawal, or anxiety)
- 6
- 7 Falls apart quickly under common stresses with marked setbacks to infant-like behaviors thumb-sucking, withdrawal, panic, serious defiance, baby-talk, bedwetting and/or soiling)
- 8
- 9 Profound setbacks under common stress with loss of touch with reality, infant-like behavior, unusual, disorganized thinking, bizarre behavior, panic states, bedwetting, or soiling