

Definitions and questions

Does s/he complain of feeling sick to his/her stomach?

Does s/he get shaky or twitch?

Does s/he get hot flushes?

Does s/he complain of funny feelings in his/her fingers or toes?

Does his/her stomach churn?

SELECTIVE MUTISM

Reluctance or inability to speak to certain persons or in certain situations, while able to speak adequately to other people in other situations. A change in speaking ability is selective in certain situations.

Are there some situations in which s/he finds s/he can't talk?

Or some people s/he can't talk to?

Why is that?

What happens then?

What happens when s/he's encouraged to speak up?

When did it start?

Coding rules

NAUSEA

0 = Absent

2 = Present

TREMBLING OR SHAKING

0 = Absent

2 = Present

HOT FLUSHES OR CHILLS

0 = Absent

2 = Present

PARAESTHESIAE (NUMBNESS OR TINGLING SENSATIONS)

0 = Absent

2 = Present

ABDOMINAL CHURNING

0 = Absent

2 = Present

SELECTIVE MUTISM

0 = Absent

2 = Speech limited in volume or amount to an extent that substantially interferes with communication; marked discrepancy with adequate speech usage in other circumstances.

3 = Almost complete absence of speech in particular settings or to particular people.

Codes

PCE5109

PCE5113

PCE5114

PCE5116

PCE5118

PCD1101
Intensity

PCD1001
Onset

//

Does this condition of feeling sick to higher stomach?

Does she get angry or tense?

Does she get not nervous?

Does she complain of funny feelings in higher regions or feet?

Does higher stomach empty?

SELECTIVE MUTISM

Refers to the inability to speak in certain persons or in certain situations, while able to speak adequately in other people in other situations. A change in speaking ability is relative in certain situations.

Are there some situations in which she finds this hard to talk?

Or some people she can't talk to?

Why is that?

What happens then?

What happens when she's encouraged to speak, go?

When did it start?

Definition

WARRIORS

0 = Absent

1 = Present

EMOTIONAL STABILITY

0 = Absent

1 = Present

NOT INTERESTED IN PEOPLE

0 = Absent

1 = Present

PARANOID PERSONALITY DISORDER

0 = Absent

1 = Present

ABNORMAL SENSITIVITY

0 = Absent

1 = Present

SELECTIVE MUTISM

0 = Absent

1 = Shows limited ability to speak in certain situations or in certain people, while able to speak adequately in other people in other situations. A change in speaking ability is relative in certain situations.

2 = Shows complete absence of ability to speak in certain situations or in certain people.

INCAPACITY SECTION

REVIEW BRIEFLY WITH THE SUBJECT THE AREAS WHERE PROBLEMS OR SYMPTOMS HAVE EMERGED DURING THE INTERVIEW. TAKING ONE AREA AT A TIME, REVIEW THE AREAS OF SYMPTOMATOLOGY TO DETERMINE WHETHER SYMPTOMS IN THAT AREA HAVE CAUSED INCAPACITY. USE THIS, AND INFORMATION COLLECTED THROUGHOUT THE INTERVIEW, TO COMPLETE THE INCAPACITY RATINGS. REMEMBER, YOU NEED ONLY TO ASK THE SPECIFIC QUESTIONS IF YOU HAVE NOT ALREADY COLLECTED THE INFORMATION WHILE COVERING THE APPROPRIATE SYMPTOM SECTION. IF INCAPACITY IS PRESENT FIND OUT WHEN IT BEGAN. REMEMBER TO OBTAIN SEPARATE TIMINGS FOR THE ONSET OF PARTIAL AND SEVERE INCAPACITIES.

SUMMARY OF RULES FOR RATING INCAPACITY

IMPAIRMENT/INCAPACITY

Two levels of disturbance or impaired functioning are distinguished:

Partial Incapacity; refers to a notable reduction of function in a particular area. If a person is still able to do things, but does them less well, or more slowly, then code as a Partial Incapacity.

Severe Incapacity; refers to a complete, or almost complete, inability to function in a particular area.

With the exception of the lifelong symptoms mentioned below, most incapacities require a decrement or change in functioning. The decrement can predate the primary period but must still be present during the primary period.

SYMPTOM DEPENDENCE



INCAPACITY SECTION

REVIEW BRIEFLY WITH THE SUBJECT THE AREAS WHERE PROBLEMS OR SYMPTOMS HAVE EMERGED DURING THE INTERVIEW. TAKING ONE AREA AT A TIME, REVIEW THE AREAS OF SYMPTOMATOLOGY TO DETERMINE WHETHER SYMPTOMS IN THAT AREA HAVE CAUSED INCAPACITY. USE THIS AND INFORMATION COLLECTED THROUGHOUT THE INTERVIEW, TO COMPLETE THE INCAPACITY RATINGS. REMEMBER, YOU NEED ONLY TO ASK THE SPECIFIC QUESTIONS IF YOU HAVE NOT ALREADY COLLECTED THE INFORMATION WHILE COVERING THE APPROPRIATE SYMPTOM SECTION. IF INCAPACITY IS PRESENT FIND OUT WHEN IT BEGAN. REMEMBER TO OBTAIN SEPARATE TIMINGS FOR THE ONSET OF PARTIAL AND SEVERE INCAPACITIES.

SUMMARY OF RULES FOR RATING INCAPACITY

IMPAIRED/INCAPACITY

Two levels of disturbance or impaired functioning are distinguished:

Partial incapacity: refers to a notable reduction of function in a particular area. If a person is still able to do things, but does them less well, or more slowly, then code as a Partial incapacity.

Severe incapacity: refers to a complete, or almost complete, inability to function in a particular area.

With the exception of the lifelong symptoms mentioned below, most incapacities require a decrement or change in functioning. The decrement can precede the primary period but must still be present during the primary period.

SYMPTOM DEPENDENCE

C-254

Definitions and questions

Coding rules

Codes

For incapacity to be rated it must arise demonstrably from the presence of some particular symptoms or disordered behaviors. For instance, a child who has lost friends because her mother would not allow her to associate with them, would not have that loss of friends rated as an incapacity here. Although, of course, it might have had crippling effects on her social life, it would not count as an incapacity because it was not secondary to any psychopathology of the child. However, it would count if the child was too frightened to leave the house and lost her friends because of it.

The specific area of psychopathology responsible for the secondary incapacity should be noted. It is not enough to record that a child was incapacitated in certain ways and that the child had certain psychopathological problems. The incapacity must be linked to the problems that seem to have generated it. Often this is difficult when children have multiple problems and incapacities, but the attempt should be made nevertheless. However, this does not mean that a particular incapacity has to be assigned to one single problem. It will sometimes be the case that several symptoms of different types will contribute to a particular incapacity. When this is the case, each contributing problem area should be recorded.

It follows that if an incapacity is to be seen as being secondary to other symptoms, then those other symptoms must have been present before the onset of that incapacity. They must also have resulted in a fall-off from a previous level of attainment or proficiency if they are to be regarded as having resulted in an incapacity. Thus a child who had previously been able to function well enough in class might show a reduced ability to participate in group activities, because he felt too miserable to do so. This would be regarded as an incapacity secondary to the affective symptoms. On the other if a child had always been unable to participate in group activities and later became depressed, an incapacity, secondary to depression, would be recorded only if his capacity to participate in group activities suffered a further decrement from its already low level. If there had been no further decrement, an incapacity in relation to depression would not be recorded.

Definitions and questions

Coding rules

Codes

LIFELONG SYMPTOMS/BEHAVIORS

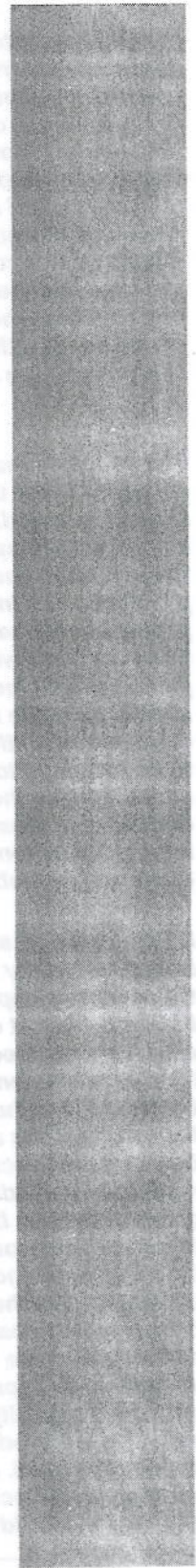
In the case of symptoms that have been present throughout life, it will be impossible to show a decrement secondary to the symptoms, because both the symptoms and the putative incapacity will have been present simultaneously. In this situation, provided always that the incapacity can be directly related to the symptoms, it is acceptable to rate it as such. An example might be the social incapacities of a hyperactive child who had always shown such behavior from his earliest years and thus always had disturbed peer relationships.

SITUATION NOT ENTERED

If the subject has not entered a particular social situation (e.g. daycare/school) during the preceding three months, but there is clear evidence from past experience that incapacity would have been manifested had s/he been in the situation (e.g. discordant peer relationships would have been present) then that incapacity is rated as being present, and its date of onset should be determined. The intensity rating should not be higher than the previously actually occurring highest intensity. Quite often in such a situation, the incapacity will have been contributory to the failure to enter the social situation under consideration.

The incapacitating effects of the psychopathology do not have to be directly due to the behavior of the child but may be mediated by others. For instance, if a boy were excluded from school for constant fighting and trouble making, that would be counted as an incapacitation of school performance just as much as if the child had failed to attend because of his own anxiety about leaving home.

ONSETS



Definitions and questions

Coding rules

Codes

The rules for dating the onset of incapacities are essentially the same as those for dating symptom onsets. That is, the decision is first made as to whether or not a particular incapacity was present during the 3 month primary period. If it was, then its onset is coded as the date it appeared at the minimum criterion level required by the glossary definition. Once again, there is a proviso that if the incapacity has been present only intermittently, the onset is dated from when the incapacity began again following the last period of one year (or longer) without incapacity. The dates of exacerbations from partial to complete incapacity are also recorded.

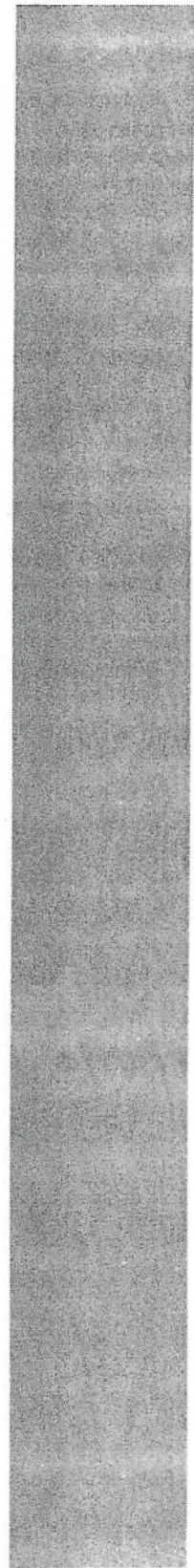
Even if a child did not code for any problems in the a particular section of the PAPA, the Incapacity section can not be skipped. If you have enough information, not every question needs to be asked.

TREATMENT

Referrals to professional agencies or professional concerned with child's symptoms or behavior.

Note the name of the site where treatment was received and the professionals seen.

Treatment may be coded even if symptoms did not code in the PAPA.



Definitions and questions

PARENTAL RELATIONSHIPS - PARENT #1

A child should be able to maintain relationships with his/her parents that are relatively harmonious and capable of containing positive and nurturant communication. The number of arguments or fights that a subject is involved in is rated separately. A change in the relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior.

Does it affect how s/he gets along with you?

How?

What do you do about it?

What does s/he do about it?

Does it cause any arguments?

Can you tell me about the last time it did?

Coding rules

PROBLEMS WITH PARENTAL RELATIONSHIPS - PARENT #1

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMA0190
Intensity

PMA0101

PMA0102

PMA0X03

PMA0X04

PMA0X05

PMA0X06

PMA0X07

PMA0X08

PMA0X09

PMA0X10

PMA0X11

PMA0X12

Definitions and questions

Coding rules

ONSET OF FIRST PARTIAL INCAPACITY

ONSET OF FIRST SEVERE INCAPACITY

Codes

PMAOX13

PMAOX14

PMAOX15

PMAOX16

PMAOX17

PMAOX18

PMAOX19

PMAOX20

PMAOX21

PMAOX22

PMAO001

//

PMAO002

//

Definitions and questions

PARENTAL RELATIONSHIPS - PARENT #2

A child should be able to maintain relationships with his/her parents that are relatively harmonious and capable of containing positive and nurturant communication. The number of arguments or fights that a subject is involved in is rated separately. A change in the relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior.

Does it affect how s/he gets along with "other parent"?

How?

What does "other parent" do about it?

What does X do about it?

Does it cause any arguments?

Can you tell me about the last time it did?

Coding rules

PROBLEMS WITH PARENTAL RELATIONSHIP - PARENT #2

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

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11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

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14 = Psychosis

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17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMA1190
Intensity

PMA1101

PMA1102

PMA1X03

PMA1X04

PMA1X05

PMA1X06

PMA1X07

PMA1X08

PMA1X09

PMA1X10

PMA1X11

PMA1X12

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMA1X13

PMA1X14

PMA1X15

PMA1X16

PMA1X17

PMA1X18

PMA1X19

PMA1X20

PMA1X21

PMA1X22

ONSET OF FIRST PARTIAL INCAPACITY

PMA1O01

 //

ONSET OF FIRST SEVERE INCAPACITY

PMA1O02

 //

Definitions and questions

PARENTAL RELATIONSHIPS - OTHER PARENT #1

A child should be able to maintain relationships with his/her parents that are relatively harmonious and capable of containing positive and nurturant communication. The number of arguments or fights that a subject is involved in is rated separately. A change in the relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior.

Does it affect how s/he gets along with "Other Parent #1"?

Coding rules

PROBLEMS WITH PARENTAL RELATIONSHIP - OTHER PARENT #1

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

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16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMA2190 Intensity

PMA2101

PMA2102

PMA2X03

PMA2X04

PMA2X05

PMA2X06

PMA2X07

PMA2X08

PMA2X09

PMA2X10

PMA2X11

PMA2X12

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMA2X13

[Empty box]

PMA2X14

[Empty box]

PMA2X15

[Empty box]

PMA2X16

[Empty box]

PMA2X17

[Empty box]

PMA2X18

[Empty box]

PMA2X19

[Empty box]

PMA2X20

[Empty box]

PMA2X21

[Empty box]

PMA2X22

[Empty box]

ONSET OF FIRST PARTIAL INCAPACITY

PMA2O01

//

ONSET OF FIRST SEVERE INCAPACITY

PMA2O02

//

Definitions and questions

PARENTAL RELATIONSHIPS - OTHER PARENT #2

A child should be able to maintain relationships with his/her parents that are relatively harmonious and capable of containing positive and nurturant communication. The number of arguments or fights that a subject is involved in is rated separately. A change in the relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior.

Does it affect how s/he gets along with "Other Parent #2"?

How?
What does "other parent" do about it?
What does X do about it?
Does it cause any arguments?
Can you tell me about the last time it did?

Coding rules

PROBLEMS WITH PARENTAL RELATIONSHIP - OTHER PARENT #2

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

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16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMA3190
Intensity

PMA3101

PMA3102

PMA3X03

PMA3X04

PMA3X05

PMA3X06

PMA3X07

PMA3X08

PMA3X09

PMA3X10

PMA3X11

PMA3X12

Definitions and questions

Coding rules

Codes

IF NO CHILDREN IN HOUSEHOLD, SKIP TO "SIBLING RELATIONSHIPS: OUT OF HOME", (PAGE 15).

PMA3X13

PMA3X14

PMA3X15

PMA3X16

PMA3X17

PMA3X18

PMA3X19

PMA3X20

PMA3X21

PMA3X22

ONSET OF FIRST PARTIAL INCAPACITY

PMA3O01

//

ONSET OF FIRST SEVERE INCAPACITY

PMA3O02

//

Definitions and questions

SIBLING RELATIONSHIPS: IN HOME

A child should be able to live in reasonable harmony with a sibling or siblings. Some arguments and fights are to be expected, but harmonious conversations and interactions should predominate. They should not be in constant jealous competition for attention or parental time. A change in relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior.

Does it affect how s/he gets along with (brothers and sisters)?

How?

What do they do about it?

What does s/he do?

Does it create any arguments?

Can you tell me about the last time it did?

Coding rules

Codes

PROBLEMS WITH SIBLING RELATIONSHIPS - IN HOME

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

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4 = Rituals/Obsessions/Compulsions

5 = Depression

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16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

PMA4I90
Intensity

PMA4I01

PMA4I02

PMA4X03

PMA4X04

PMA4X05

PMA4X06

PMA4X07

PMA4X08

PMA4X09

PMA4X10

PMA4X11


PMA4X12

Definitions and questions

Coding rules

Codes

IF NO SIBLINGS OUT OF HOME, SKIP TO "COOPERATIVE HELPING", (PAGE 17).



PMA4X13

PMA4X14

PMA4X15

PMA4X16

PMA4X17

PMA4X18

PMA4X19

PMA4X20

PMA4X21

PMA4X22

ONSET OF FIRST PARTIAL INCAPACITY

PMA4O01

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ONSET OF FIRST SEVERE INCAPACITY

PMA4O02

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Definitions and questions

SIBLING RELATIONSHIPS: OUT OF HOME

A child should be able to live in reasonable harmony with a sibling or siblings. Some arguments and fights are to be expected, but harmonious conversations and interactions should predominate. They should not be in constant jealous competition for attention or parental time. A change in relationships, temporally associated with other symptomatology, should ordinarily be expected in order to rate incapacity.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with, or talk to, parent.

DISCORD: Incapacity involving aggression, arguments, fights, or disruptive behavior

Does it affect how s/he gets along with (brothers and/or sisters) who don't live at home?

How?
What do they do about it?
What does s/he do about it?
Does it create any arguments?
Can you tell me about the last time?

Coding rules

PROBLEMS WITH SIBLING RELATIONSHIP - OUT OF HOME

- 0 = Absent
- 2 = Present

WITHDRAWAL

- 0 = Absent
- 2 = Partial Incapacity.
- 3 = Severe Incapacity.

DISCORD

- 0 = Absent
- 2 = Partial Incapacity.
- 3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
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- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
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- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMA5I90
Intensity

PMA5I01

PMA5I02

PMA5X03

PMA5X04

PMA5X05

PMA5X06

PMA5X07

PMA5X08

PMA5X09

PMA5X10

PMA5X11

PMA5X12

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Definitions and questions

Coding rules

Codes

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PMA5X13

[Empty box]

PMA5X14

[Empty box]

PMA5X15

[Empty box]

PMA5X16

[Empty box]

PMA5X17

[Empty box]

PMA5X18

[Empty box]

PMA5X19

[Empty box]

PMA5X20

[Empty box]

PMA5X21

[Empty box]

PMA5X22

[Empty box]

ONSET OF FIRST PARTIAL INCAPACITY

PMA5O01

[Box containing //]

ONSET OF FIRST SEVERE INCAPACITY

PMA5O02

[Box containing //]

Definitions and questions

COOPERATIVE HELPING
 (e.g. Toy Clean-up)

A child should be able to follow parental directions, to clean up his/her toys, bring plate to sink, put on pajamas. Child may perform task in concert with an adult. Remember that in most cases a decrement in ability or willingness to perform the tasks is required for an incapacity to be noted.

What about helping around the house?

Like cleaning up his/her toys?

Or cleaning up his/her plate from the tables?

Are there any things that s/he can't do properly or that s/he's stopped doing because of (the way s/he's been feeling)?

Would it make a difference if s/he didn't...(have symptoms)?

What difference would it make?
How do you know that it's...(symptom)...that causes the trouble?

Coding rules

PROBLEMS WITH COOPERATIVE HELPING

- 0 = Absent
- 2 = Partial incapacity.
- 3 = Severe incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMA7I90
Intensity

PMA7X02

PMA7X03

PMA7X04

PMA7X05

PMA7X06

PMA7X07

PMA7X08

PMA7X09

PMA7X10

PMA7X11

PMA7X12

PMA7X13

PMA7X14

PJS - C-270

Definitions and questions.

Coding rules

Codes

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PMA7X15

[Empty box]

PMA7X16

[Empty box]

PMA7X17

[Empty box]

PMA7X18

[Empty box]

PMA7X19

[Empty box]

PMA7X20

[Empty box]

PMA7X21

[Empty box]

ONSET OF FIRST PARTIAL INCAPACITY

PMA7O01

//

ONSET OF FIRST SEVERE INCAPACITY

PMA7O02

//

Definitions and questions

LEAVING HOUSE

A child should be able to leave his/her house without difficulty. Obviously the range of activities that might induce a child to go outside the house varies widely with age, and judgment must be used in deciding what is consonant with the child's developmental stage.

Does...(symptom)...make it hard for him/her to leave the house?

To get ready to go outside?

Or to go to school or daycare?

Coding rules

LEAVING HOUSE

- 0 = Absent
- 2 = Partial incapacity.
- 3 = Severe incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

- PMA9I01 Intensity
-
- PMA9X02
-
- PMA9X03
-
- PMA9X04
-
- PMA9X05
-
- PMA9X06
-
- PMA9X07
-
- PMA9X08
-
- PMA9X09
-
- PMA9X10
-
- PMA9X11
-
- PMA9X12
-
- PMA9X13
-
- PMA9X14
-

Definitions and questions

[Empty box for definitions and questions]

Coding rules

ONSET OF FIRST PARTIAL INCAPACITY

ONSET OF FIRST SEVERE INCAPACITY

Codes

PMA9X15

PMA9X16

PMA9X17

PMA9X18

PMA9X19

PMA9X20

PMA9X21

PMA9O01

//

PMA9O02

//

Definitions and questions

DAYCARE/SCHOOL LIFE - PERFORMANCE

Deterioration in behavior or ability to participate in school/daycare routines (e.g. circle time, rest time, story time) is considered to be evidence of an incapacity. A description of things that the child used to be able to do but can do no longer is required for a rating here; do not include children whose low intelligence limits their ability to perform at daycare/school and have, therefore, always had poor results.

However, a child that has never been able to perform due to hyperactivity or chronic conduct problems would code if it is clear that these problems contribute to difficulties with school performance.

What about at daycare/school, does...(symptom)... affect how s/he gets along there?

Does...(symptom)...affect how well s/he does at daycare/school?

How?

Can you tell me about the last time that it did?

Coding rules

DAYCARE/SCHOOL PERFORMANCE

- 0 = Absent
- 2 = Partial incapacity.
- 3 = Severe incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMB0I90
Intensity

PMB0X02

PMB0X03

PMB0X04

PMB0X05

PMB0X06

PMB0X07

PMB0X08

PMB0X09

PMB0X10

PMB0X11

PMB0X12

PMB0X13

PMB0X14

Definitions and questions

[Empty box for definitions and questions]

Coding rules

ONSET OF FIRST PARTIAL INCAPACITY

ONSET OF FIRST SEVERE INCAPACITY

Codes

PMB0X15

[Empty box]

PMB0X16

[Empty box]

PMB0X17

[Empty box]

PMB0X18

[Empty box]

PMB0X19

[Empty box]

PMB0X20

[Empty box]

PMB0X21

[Empty box]

PMB0001

//

PMB0002

//

Definitions and questions

DAYCARE/SCHOOL LIFE - SUSPENSION
 Exclusion from school for any length of time.
Has X ever been suspended from daycare/school?
Has it happened in the last three months?

Coding rules

SUSPENSION

- 0 = Absent
- 2 = Present

SUSPENSION IN LAST 3 MONTHS

- 0 = Absent
- 2 = Present

DURATION OF LONGEST SUSPENSION IN LAST 3 MONTHS (IN DAYS)

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships

Codes

- Ever:PMB1E90 Intensity
- Ever:PMB1V01 Frequency
- Ever:PMB1O01 Onset
- PMB1I01 Intensity
- PMB1D01
- Ever:PMB1I02
- Ever:PMB1I03
- Ever:PMB1I04
- Ever:PMB1I05
- Ever:PMB1I06
- Ever:PMB1I07
- Ever:PMB1I08
- Ever:PMB1I09
- Ever:PMB1I10

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Definitions and questions

Coding rules

Codes

20 = Life Events/Post-Traumatic Stress

Ever:PMB111 1

Ever:PMB111 2

Ever:PMB111 3

Ever:PMB111 4

Ever:PMB111 5

Ever:PMB111 6

Ever:PMB111 7

Ever:PMB111 8

Ever:PMB111 9

Ever:PMB1120

Ever:PMB1121

Definitions and questions

DAYCARE/SCHOOL LIFE - EXPULSION
 Expulsion from daycare/school or asked to withdraw voluntarily.
Has X ever been expelled from school?
Has that happened in the last three months?

Coding rules

EXPULSION

- 0 = Absent
- 2 = Present

DATE OF FIRST EXPULSION

EXPULSION IN LAST 3 MONTHS

- 0 = Absent
- 2 = Present

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

Ever:PMB3E90
Intensity

Ever:PMB3V01
Frequency

Ever:PMB3O01

PMB3I01
Intensity

Ever:PMB3I02

Ever:PMB3I03

Ever:PMB3I04

Ever:PMB3I05

Ever:PMB3I06

Ever:PMB3I07

Ever:PMB3I08

Ever:PMB3I09

Ever:PMB3I10

Ever:PMB3I11

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

Ever:PMB3112

Ever:PMB3113

Ever:PMB3114

Ever:PMB3115

Ever:PMB3116

Ever:PMB3117

Ever:PMB3118

Ever:PMB3119

Ever:PMB3120

Ever:PMB3121

Definitions and questions

DAYCARE PROVIDER/TEACHER RELATIONSHIPS

A deterioration in a child's relationships with his/her daycare providers/teachers is regarded as an incapacity. The need to use increasing levels of disciplinary action, or a withdrawal from contact with caregivers with whom the child has previously had good relationships, is evidence of disturbance here. Include all nonparental caregivers (e.g. nanny) identified in the child care sections.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with or talk to teachers.

DISCORD: Incapacity involving aggression, arguments, fights or disruptive behavior.

Does it affect how s/he gets along with the caregivers/teachers?

Coding rules

PROBLEMS WITH DAYCARE PROVIDER/TEACHER RELATIONSHIPS

- 0 = Absent
- 2 = Present

WITHDRAWAL

- 0 = Absent
- 2 = Partial Incapacity.
- 3 = Severe Incapacity.

DISCORD

- 0 = Absent
- 2 = Partial Incapacity.
- 3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMB4I90 Intensity

PMB4I01

PMB4I02

PMB4X03

PMB4X04

PMB4X05

PMB4X06

PMB4X07

PMB4X08

PMB4X09

PMB4X10

PMB4X11

PMB4X12

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMB4X13

PMB4X14

PMB4X15

PMB4X16

PMB4X17

PMB4X18

PMB4X19

PMB4X20

PMB4X21

PMB4X22

ONSET OF FIRST PARTIAL INCAPACITY

PMB4O01

//

ONSET OF FIRST SEVERE INCAPACITY

PMB4O02

//

Definitions and questions

PEER RELATIONSHIPS AT DAYCARE/SCHOOL
 Children should be able to form mutually interested relationships and to undertake activities together (playing, chatting constitute activities in this setting). The loss of friends or withdrawal from peer activities indicates incapacity in this area.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with or talk to peers.

DISCORD: Incapacity involving aggressions, arguments, fights or disruptive behavior.

What about how s/he gets along with other children at daycare/school; does it affect that?

What about friends at daycare/school?

Has it made him/her see friends less than s/he used to? Or try to avoid them? Or do they seem to want to do things with him/her less than they used to? Why is that?

Coding rules

PROBLEMS WITH PEER RELATIONSHIPS AT DAYCARE/SCHOOL

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMB5190 Intensity

PMB5101

PMB5102

PMB5103

PMB5104

PMB5105

PMB5106

PMB5107

PMB5108

PMB5109

PMB5110

PMB5111

PMB5112

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Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMB5113

[Empty box]

PMB5114

[Empty box]

PMB5115

[Empty box]

PMB5116

[Empty box]

PMB5117

[Empty box]

PMB5118

[Empty box]

PMB5119

[Empty box]

PMB5120

[Empty box]

PMB5121

[Empty box]

PMB5122

[Empty box]

ONSET OF FIRST PARTIAL INCAPACITY

PMB5001

[Box containing //]

ONSET OF FIRST SEVERE INCAPACITY

PMB5002

[Box containing //]

Definitions and questions

PLAY (OUTSIDE OF DAYCARE/SCHOOL)

Reduction of spontaneous play by at least one third and to a degree outside their normal range of variation. Care should be taken to ensure that the subject has not lost interest in an activity for no particular reason. That is to say that the reduction in involvement must clearly be a response to some symptomatology.

Play here includes many activities: imaginary play; playing with dolls, cars, trains; outdoor play; playing on computer/gameboy/nintendo, etc.

Does it affect his/her playing time?

Or his/her ability to play either alone or with other kids?

Coding rules

SPARE TIME ACTIVITIES

- 0 = Absent
- 2 = Partial incapacity.
- 3 = Severe incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMB6101
Intensity

PMB6102

PMB6103

PMB6104

PMB6105

PMB6106

PMB6107

PMB6108

PMB6109

PMB6110

PMB6111

PMB6112

PMB6113

PMB6114

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMB6115

[Empty box]

PMB6116

[Empty box]

PMB6117

[Empty box]

PMB6118

[Empty box]

PMB6119

[Empty box]

PMB6120

[Empty box]

PMB6121

[Empty box]

ONSET OF FIRST PARTIAL INCAPACITY

PMB6001

//

ONSET OF FIRST SEVERE INCAPACITY

PMB6002

//

Definitions and questions

RELATIONSHIPS WITH ADULTS OUTSIDE THE HOME OR DAYCARE/SCHOOL

Both withdrawal from such relationships and disturbances of their harmony are evidence to be borne on mind for the purposes of a rating here.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with or talk to adults.

DISCORD: Incapacity involving aggression, arguments, fights or disruptive behavior.

Does it affect how s/he gets along with other people outside the home or school - such as neighbors...or people at (the park, etc.)?

Who?

How?

Can you tell me about the last time that it did?

Has it made him/her see less of other adults?

Or try to avoid them?

Or do they treat him/her differently?

Why?

Coding rules

Codes

PROBLEMS WITH RELATIONSHIPS WITH ADULTS OUTSIDE THE HOME OR DAYCARE/SCHOOL

PMB7190
Intensity

0 = Absent

2 = Present

WITHDRAWAL

PMB7101

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

PMB7102

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

PMB7X03

1 = Daycare/School Attendance

2 = Separation Anxiety

PMB7X04

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

PMB7X05

5 = Depression

6 = Mania

PMB7X06

7 = Physical Symptoms

8 = Food-Related Behavior

PMB7X07

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

PMB7X08

12 = Toilet/Elimination

13 = Conduct

PMB7X09

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

PMB7X10

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

PMB7X11

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

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Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMB7X12

PMB7X13

PMB7X14

PMB7X15

PMB7X16

PMB7X17

PMB7X18

PMB7X19

PMB7X20

PMB7X21

PMB7X22

ONSET OF FIRST PARTIAL INCAPACITY

PMB7O01

 //

ONSET OF FIRST SEVERE INCAPACITY

PMB7O02

 //

Definitions and questions

RELATIONSHIPS WITH PEERS

Children should be able to form mutually interested relationships and to undertake activities together (chatter and playing constitute activities in this setting). The loss of friends or withdrawal from peer activities indicates incapacity in this area.

WITHDRAWAL: Incapacity involving refusal or inability to be involved with or talk to peers.

DISCORD: Incapacity involving aggression, arguments, fights or disruptive behavior.

Has it affected how s/he gets along with friends at all - I mean outside school?

How?

Can you tell me more about the last time that it did?

Has it made him/her see less of friend(s) than s/he used to?

Why is that?

What about with other children/young people in your neighborhood?

Coding rules

PROBLEMS WITH PEER RELATIONSHIPS

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMB8190
Intensity

PMB8101

PMB8102

PMB8X03

PMB8X04

PMB8X05

PMB8X06

PMB8X07

PMB8X08

PMB8X09

PMB8X10

PMB8X11

PMB8X12

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMB8X13

PMB8X14

PMB8X15

PMB8X16

PMB8X17

PMB8X18

PMB8X19

PMB8X20

PMB8X21

PMB8X22

ONSET OF FIRST PARTIAL INCAPACITY

PMB8O01

ONSET OF FIRST SEVERE INCAPACITY

PMB8O02

Definitions and questions

ABILITY TO ACT APPROPRIATELY OUTSIDE HOME OR DAYCARE/SCHOOL

Child can go to places outside home (e.g. grocery store, restaurant, church/synagogue/mosque) and act appropriately for his/her age.

Does s/he make it hard for you to take him/her out in public?

Can you go out with X to places like the grocery store? Or to a restaurant?

What happens?

Coding rules

PROBLEMS WITH ABILITY TO ACT APPROPRIATELY OUTSIDE HOME OR DAYCARE/SCHOOL

0 = Absent

2 = Present

WITHDRAWAL

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

DISCORD

0 = Absent

2 = Partial Incapacity.

3 = Severe Incapacity.

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PME0190
Intensity

PME0101

PME0102

PME0X03

PME0X04

PME0X05

PME0X06

PME0X07

PME0X08

PME0X09

PME0X10

PME0X11

Definitions and questions

Coding rules

ONSET OF FIRST PARTIAL INCAPACITY

ONSET OF FIRST SEVERE INCAPACITY

Codes

PMEOX12

PMEOX13

PMEOX14

PMEOX15

PMEOX16

PMEOX17

PMEOX18

PMEOX19

PMEOX20

PMEOX21

PMEOX22

PME0001

//

PME0002

//

Definitions and questions

TREATMENT

Referrals to professional agencies concerned with child psychopathology are coded here.

Has s/he ever seen anyone about (symptoms)?

Like a doctor or anyone at daycare/school?

Who did s/he see?
Where did s/he see them?
Did s/he go to a clinic?

Or into a hospital?

What did they do?
Did it help at all?
When did s/he go to see...?
When did s/he...(have treatment)?

Coding rules

TREATMENT

0 = Absent

2 = Present

SYMPTOM AREAS CAUSING INCAPACITY

1 = Daycare/School Non-Attendance

2 = Separation Anxiety

3 = Worries/Anxiety

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Speech Therapy

21 = Occupational/Physical Therapy

22 = Life Events/Post-Traumatic Stress

Codes

PMD0101
Intensity

PMD0X02

PMD0X03

PMD0X04

PMD0X05

PMD0X06

PMD0X07

PMD0X08

PMD0X09

PMD0X10

PMD0X11

PMD0X12

PMD0X13

PMD0X14

Definitions and questions

Coding rules

BEGINNING OR FIRST TREATMENT

Codes

PMD0X15

PMD0X16

PMD0X17

PMD0X18

PMD0X19

PMD0X20

PMD0X21

PMD0X22

PMD0X23

PMD0001

//

Definitions and questions

MEDICATION

Any medication prescribed by a medical practitioner (either mainstream or alternative) or given by parents or guardian. Do not include analgesics taken less than once per week for sporadic headaches, etc. However, such drugs should be included if they are taken more regularly than this.

Note: Type and daily dose if known for any medication mentioned.

Is s/he on any medication?

Or tablets?

Or anything from his/her doctor?

What?

What is that?

Coding rules

MEDICATION

0 = Absent

2 = Present

MINOR TRANQUILIZERS/SEDATIVES

0 = Absent

2 = Present

BEGINNING OF MINOR TRANQUILIZERS/SEDATIVES TREATMENT

ANTI-PSYCHOTICS/MAJOR TRANQUILIZERS

0 = Absent

2 = Present

BEGINNING OF ANTI-PSYCHOTICS/MAJOR TRANQUILIZERS TREATMENT

STIMULANTS

0 = Absent

2 = Present

BEGINNING OF STIMULANTS TREATMENT

STRATTERA (NON-STIMULANT)

0 = Absent

2 = Present

BEGINNING OF STRATTERA (NON-STIMULANT) TREATMENT

ANTIDEPRESSANTS

0 = Absent

2 = Present

BEGINNING OF ANTIDEPRESSANTS TREATMENT

LITHIUM

0 = Absent

2 = Present

Codes

PMC0190
Intensity

PMC0101

PMC0001

PMC1101

PMC1001

PMC2101

PMC2001

PMC2102

PMC2002

PMC3101

PMC3001

PMC4101

Definitions and questions

Coding rules

BEGINNING OF LITHIUM TREATMENT

ANTICONVULSANTS

0 = Absent

2 = Present

BEGINNING OF ANTICONVULSANTS TREATMENT

ANTIBIOTICS

0 = Absent

2 = Present

BEGINNING OF ANTIBIOTICS TREATMENT

ASTHMA MEDICATION

0 = Absent

2 = Present

BEGINNING OF ASTHMA MEDICATION TREATMENT

OTHER

0 = Absent

2 = Present

Specify

BEGINNING OF TREATMENT

Codes

PMC4001

//

PMC5101

PMC5001

//

PMF0101

PMF0001

//

PMF1101

PMF1001

//

PMC6101

PMC6001

//

Definitions and questions

PLACEMENT

If, by reason of psychological or behavioral disturbance, a child's residential placement is changed, then that change is recorded in this section. The same guiding rules apply to these ratings as are outlined above.

With children who have experienced changes ask:

Why did s/he move...("into foster care", etc.)?

Was it because of...(symptoms)...at all?

Coding rules

PLACEMENT

- 0 = Absent
- 2 = Present

SYMPTOM AREAS CAUSING PLACEMENT CHANGE

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

- PMD1101 Intensity
-
- PMD1X02
-
- PMD1X03
-
- PMD1X04
-
- PMD1X05
-
- PMD1X06
-
- PMD1X07
-
- PMD1X08
-
- PMD1X09
-
- PMD1X10
-
- PMD1X11
-
- PMD1X12
-
- PMD1X13
-
- PMD1X14
-

Definitions and questions

Coding rules

Codes

[Empty box for definitions and questions]

PMD1X15

[Empty box]

PMD1X16

[Empty box]

PMD1X17

[Empty box]

PMD1X18

[Empty box]

PMD1X19

[Empty box]

PMD1X20

[Empty box]

PMD1X21

[Empty box]

DATE OF FIRST PLACEMENT CHANGE

PMD1O01

//

Incapacity Ratings

C-297

Definitions and questions

ENDING THE INTERVIEW

PERCEPTION OF PROBLEMS

We have covered quite a lot of ground, but is there anything that worries him/her, or causes problems, that I haven't asked about?

What?
Can you tell me more about that?
You have told me about many different things; do you think that any of them are problems for him/her?

Coding rules

PERCEPTION OF PROBLEM(S)

- 0 = Absent
- 2 = Present

PROBLEMS WITH:

- 1 = Daycare/School Attendance
- 2 = Separation Anxiety
- 3 = Worries/Anxieties
- 4 = Rituals/Obsessions/Compulsions
- 5 = Depression
- 6 = Mania
- 7 = Physical Symptoms
- 8 = Food-Related Behavior
- 9 = Hyperactivity
- 10 = Sleep Difficulties
- 11 = Hyper/Hyposensitivity/Dysregulation
- 12 = Toilet/Elimination
- 13 = Conduct
- 14 = Psychosis
- 15 = Relationships with Parent #1 and/or Parent #2
- 16 = Relationships with Other Parent #1 and/or Other Parent #2
- 17 = Relationships with Other Adults
- 18 = Sibling Relationships
- 19 = Peer Relationships
- 20 = Life Events/Post-Traumatic Stress

Codes

PMC8190
Intensity

PMC8X01

PMC8X02

PMC8X03

PMC8X04

PMC8X05

PMC8X06

Definitions and questions

HELP NEEDED WITH:

Are there any things that you think s/he needs help with?

What?

What sort of help does s/he need?

Coding rules

HELP NEEDED

0 = Absent

2 = Present

HELP NEEDED WITH:

1 = Daycare/School Attendance

2 = Separation Anxiety

3 = Worries/Anxieties

4 = Rituals/Obsessions/Compulsions

5 = Depression

6 = Mania

7 = Physical Symptoms

8 = Food-Related Behavior

9 = Hyperactivity

10 = Sleep Difficulties

11 = Hyper/Hyposensitivity/Dysregulation

12 = Toilet/Elimination

13 = Conduct

14 = Psychosis

15 = Relationships with Parent #1 and/or Parent #2

16 = Relationships with Other Parent #1 and/or Other Parent #2

17 = Relationships with Other Adults

18 = Sibling Relationships

19 = Peer Relationships

20 = Life Events/Post-Traumatic Stress

Codes

PMC9I90
Intensity

PMC9X01

PMC9X02

PMC9X03

PMC9X04

PMC9X05

PMC9X06

Definitions and questions

CHILD AND ADOLESCENT IMPACT ASSESSMENT ADMINISTRATION OF THE CAIA

This is the point during the interview for the interviewer to decide whether to administer the CAIA. It is essential to do the CAIA if any impairment or symptom coded.

If any of the below are true or there is any doubt, administer the CAIA. (If you decide when you are coding, after the interview, that there were no codings whatsoever in the PAPA you may "S" the CAIA.)

If a "Life Event" codes, but there is no "Painful Recall", you need not complete the CAIA solely on the basis of that event. If "Painful Recall" is present, do the CAIA.

PERCEPTION OF PROBLEM(S)

NOTE: INTERVIEWER DO NOT ASK QUESTION.

Has the parent endorsed any symptom areas on "Perception of Problems?"

HELP NEEDED

NOTE: INTERVIEWER DO NOT ASK QUESTION.

Has the parent endorsed any symptom areas on "Help Needed"?

ANY ISSUES, DIFFICULTIES, PROBLEMS, OR SYMPTOMS CODED

NOTE: INTERVIEWER DO NOT ASK QUESTION.

During the interview, has the parent mentioned any issues, difficulties, problems, or symptoms related to the child that coded or that you think will code? It is not necessary that the parent view them as problems.

INCAPACITIES

NOTE: INTERVIEWER DO NOT ASK QUESTION.

Were there any incapacities?

Coding rules

Codes

PERCEPTION OF PROBLEMS

- 0 = No
- 2 = Yes

PTD0101
Intensity

HELP NEEDED

- 0 = No
- 2 = Yes

PTD0102
Intensity

ANY ISSUES, DIFFICULTIES, PROBLEMS, OR SYMPTOMS CODED

- 0 = No
- 2 = Yes

PTD0103
Intensity

INCAPACITIES

- 0 = No
- 2 = Yes

PTD0104
Intensity