

The GAIN-Quick: Administration and Interpretation

Connecticut Training Materials
December 2008

Welcome to GAIN Quick Administration Training

Today we will...

- Learn about the GAIN Quick Tool
- Practice administering the “GAIN-Q”
- Review reports generated by the tool
- Review process to get trained on the GAIN software and activate an account.

Purpose of Training

**To teach you how to administer
the GAIN-Quick to your clients.**

Participation in this training does NOT make you
eligible to train others at your agency.

Agenda at a Glance

- Introduction to the Tool & Overview
- Guidelines of Administration & Documentation of Responses

(LUNCH- on your own)

- Paired Practice
- Reports and Software
- Wrap-up, Evaluation, Training Paperwork

Introduction to the Tool

What is the GAIN-Q?

- Abbreviated version of the full GAIN-I
- Assessment used to identify various life problems among adolescents and adults in the general population
- Designed for use by staff in diverse settings (e.g., EAP, SAP, health, JJ, CJ)

How is the GAIN-Q used?

- Describe the characteristics of the population served.
- Identify clients in need of a longer, more detailed assessment.
- Identify clients who may benefit from a brief intervention.

How is the GAIN-Q used?

- Guide staff to make effective referral and placement decisions.
- Identify areas in need of further exploration; does not provide diagnostic information

Overview of the Tool

GAIN-Q Overview

Series of screening assessments

- 11 sections
- 19 pages

Administration

- Paper-and-Pen
- Computer Assisted

Time to Complete

- About 30 minutes

Contents of the GAIN-Q

Eleven Sections

- Background
- General Factors
- Sources of Stress
- Physical Health
- Emotional Health
- Behavioral Health
- Substance-Related Issues
- Reasons for Quitting
- Service Utilization
- End
- Case Disposition

General Layout of GAIN-Q

- Background: Establish with whom, by whom, and when
- Followed by series of screeners (sections) that identify potential problems in each area.
 - Questions within each of these sections contribute to “scale” or “index” scores that when summed, indicate level of severity of related problems
 - Questions establish how recently, if ever, and how often problem(s) has occurred.

Tour of the GAIN-Q

Header

BK Background

Identifies with whom, where, when and by whom assessment was completed.

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Global Appraisal of Individual Needs - Quick (GAIN-Q)

Version [OVER] 2.6.0

Site ID [NSITE] _____ Local Site ID [SITES] _____
 Staff ID [NSID] _____ Pat. ID [XPID] _____
 Edit Staff ID [XEDSID] _____ Edit Date [XEDDT] _____/_____/_____/20____

Items BK1-3 on p. 1 can be documented at the start of the interview

BK1. What is today's date? _____/_____/20____
Month Day Year

BK2. What time is it? _____:_____
(HH:MM) (AM/PM)

BK3. What is your full name?
 a. _____ b. _____ c. _____
(First Name) (MI) (Last Name)

BK4. What is your gender? (Select one)

Male	1
Female	2

Always ask item BK4 on p. 1.

Let's take a closer look at items BK5a-j on p. 1...

BK5. Which races, ethnicities, nationalities or tribes best describe you? Yes No

a. Alaskan Native	1	0
b. Asian	1	0
c. African American/Black	1	0
d. Caucasian/White	1	0
e. Hispanic, Latino or Chicano	1	0
f. Native American	1	0
g. Native Hawaiian	1	0
h. Pacific Islander	1	0
j. Some other group (Please describe)	1	0
v. _____		

Remember to follow up with, "Any others?" until the participant responds, "No."

[IF NO SCHOOL DURING PAST 12 MONTHS, SELECT NO FOR GF2a-d]

GF2. During the past 12 months, have you... (Select No for none or not applicable)

	Yes	No
a. gotten bad grades or had your grades drop at school or training?	1	0
b. been absent 5 or more days from school or training for any reason?	1	0
c. skipped or cut school or training just because you didn't want to be there?	1	0
d. been suspended or expelled from school or training?	1	0

[IF NO WORK DURING PAST 12 MONTHS, SELECT NO FOR GF2e-h]

	Yes	No
e. done badly at work or done worse at work?	1	0
f. been absent 5 or more days from work for any reason?	1	0
g. skipped or cut work because you didn't want to be there?	1	0
h. been fired, laid off or told not to come in to work?	1	0
j. been attacked by someone else?	1	0
k. attacked someone else?	1	0
m. been arrested?	1	0
n. been on probation, parole, or other kinds of court supervision?	1	0

Problems with work and school

Problems with violence and arrests.

Please answer the next questions using the number of days.

GF3. During the past 90 days, on how many days... (Record 0 for none or not applicable)

a. did you go to any kind of school or training program?	Days
b. did you miss school or training for any reason?	Days
c. did you get in trouble at school or training for any reason?	Days
d. did you go to work?	Days
e. did you miss work for any reason?	Days
f. did you get in trouble at work for any reason?	Days
g. have you gotten into trouble at home or with your family for any reason?	Days
h. were you in foster care or a group home or were a ward of the state?	Days
j. have you lived in a place where you were not free to come and go as you please, such as jail, an inpatient program, or a hospital?	Days

All of these items focus on the last 90 days any general factors have happened to our clients.

SS. Sources of Stress

Please answer the next questions using yes or no.

GLPI/ SSI SS1. During the past 12 months, have you been under stress for any of the following reasons related to your family, friends, classmates or coworkers?

	Yes	No
a. Birth or adoption of a new family member	1	0
b. Health problem of a family member or close friend	1	0
c. Major change in relationships (marriage, divorce, separation)	1	0
d. Death of a family member or close friend	1	0
e. Fights with boss, teacher, coworkers or classmates	1	0
f. Other changes or problems in family or primary support groups (Please describe)	1	0
v. _____		

GLPI: General Life Problems Index
SOSI: Sources of Stress Index

The above items focus on stressors related to personal issues

PH3. **During the past 12 months**, have you...

	Yes	No
a. lost or gained 10 or more pounds when you were not trying to?	1	0
b. had a lot of physical pain or discomfort?	1	0
c. been worried about your health or behaviors?	1	0
d. had health problems that kept you from meeting your responsibilities at work, school or home?	1	0
e. had lung or breathing problems?	1	0
f. had pain when you urinated?	1	0
g. coughed up or urinated blood?	1	0

Items PH3a-g focus on our clients' health problems and symptoms in the past 12 months

Please answer the next questions using the number of days.

PH4. **During the past 90 days**, on how many days...

a. were you bothered by any health or medical problems?	<input type="text"/>	Days
b. did you have medical problems that kept you from meeting your responsibilities at work, school or home?	<input type="text"/>	Days
c. have you gone without eating or threw up much of what you did eat?	<input type="text"/>	Days

The last questions in the Physical Health section focus on the client's health in the past 90 days

EH Emotional Health

Internal Behavior Scale (IBS)

1. Depression Symptom Scale-5 (DSS-5)
2. Suicide Risk Scale-5 (SRS-5)
3. Anxiety-Trauma Scale-7 (ATS-7)

BH Behavioral Health

External Behavior Scale (EBS)

1. Activity-Inattention Scale-6 (AIS)-6
2. Behavior Problem Scale-6 (BPS-6)
3. General Crime Scale-4 (GCS-4)

BH. Behavioral Health

Please answer the next questions using yes or no.

<p>EBS/ AIS-6</p> <p><i>EBS: External Behavior Scale</i></p> <p><i>AIS: Activity-Inattention Scale</i></p>	<p>BH1. During the past 12 months, have you done the following things two or more times?</p> <p>a. Had a hard time paying attention at school, work or home..... 1 0</p> <p>b. Had a hard time listening to instructions at school, work or home..... 1 0</p> <p>c. Had a hard time staying organized or getting everything done..... 1 0</p> <p>d. Been unable to stay in a seat or where you were supposed to stay..... 1 0</p> <p>e. Gotten in trouble for being too loud when you were playing or relaxing..... 1 0</p> <p>f. Had a hard time waiting for your turn..... 1 0</p>	<p>Yes No</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p><i>Symptoms of Attention-deficit</i></p>
<p>EBS/ BPS-6</p> <p><i>BPS: Behavior Problem Scale</i></p>	<p>BH2. During the past 12 months, have you done the following things two or more times?</p> <p>a. Been a bully or threatened other people..... 1 0</p> <p>b. Lied or conned to get things you wanted or to avoid having to do something..... 1 0</p> <p>c. Stayed out at night later than your parent or partner wanted..... 1 0</p>	<p>Yes No</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p><i>Symptoms of Conduct Disorder</i></p>
	<p>BH3. During the past 12 months, have you had a disagreement in which you did the following things?</p> <p>a. Insulted, swore or cursed at someone..... 1 0</p> <p>b. Pushed, grabbed or shoved someone..... 1 0</p> <p>c. Kicked, bit or hit someone..... 1 0</p>	<p>Yes No</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p><i>Aggressive Behavior</i></p>

<p>EBS/ GCS-4</p> <p><i>GCS: General Crime Scale</i></p>	<p>BH4. During the past 12 months, have you...</p> <p>a. purposely damaged or destroyed property that did not belong to you?.... 1 0</p> <p>b. other than from a store, taken money or property that didn't belong to you?..... 1 0</p> <p>c. hit someone or gotten into a physical fight?..... 1 0</p> <p>d. sold, distributed or helped to make illegal drugs?..... 1 0</p>	<p>Yes No</p> <p>1 0</p> <p>1 0</p> <p>1 0</p> <p>1 0</p>
<p><i>The above items focus on our clients' illegal activities</i></p>		

		Yes	No
Symptoms of substance abuse	SR2. During the past 12 months...		
	a. have you kept using alcohol, marijuana or other drugs even though you knew it was keeping you from meeting your responsibilities at work, school or home?	1	0
	b. have you used alcohol, marijuana or other drugs where it made the situation unsafe or dangerous for you, such as when you were driving a car, using a machine, or where you might have been forced into sex or hurt?	1	0
	c. has alcohol, marijuana or other drug use caused you to have repeated problems with the law?	1	0
	d. have you kept using alcohol, marijuana or other drugs even though it was causing social problems, leading to fights, or getting you into trouble with other people?	1	0

		Yes	No
SPS: Substance Problems Scale SDS: Substance Dependence Scale	SPS/ SR3. During the past 12 months...		
	a. have you needed more alcohol, marijuana or other drugs to get the same high or found that the same amount did not get you as high as it used to?	1	0
	b. have you had withdrawal problems from alcohol, marijuana or other drugs like shaky hands, throwing up or having trouble sitting still or sleeping, or have you used any alcohol, marijuana or other drugs to stop being sick or avoid withdrawal problems?	1	0
	c. have you used alcohol, marijuana or other drugs in larger amounts, more often or for a longer time than you meant to?	1	0
	d. have you been unable to cut down or stop using alcohol, marijuana or other drugs?	1	0
	e. have you spent a lot of time either getting alcohol, marijuana or other drugs, using alcohol, marijuana or other drugs, or feeling the effects of alcohol, marijuana or other drugs (high, sick)?	1	0
	f. has alcohol, marijuana or other drugs caused you to give up, reduce or have problems at important activities at work, school, home or social events?	1	0
	g. have you kept using alcohol, marijuana or other drugs even after you knew it was causing or adding to medical, psychological or emotional problems you were having?	1	0

GAIN-Q

[IF GF3]<13, GO TO SR4] ← *Important skip instruction from item GF3 on p. 4.*

To help you remember the time period for the next set of questions, let's get out the calendar and mark the last 90 days that you lived in the community, outside of a jail, hospital, or other place where you could not use alcohol, marijuana or other drugs.

Do you recall anything that was going on about (DATE 90 DAYS BEFORE PARTICIPANT ENTERED CONTROLLED ENVIRONMENT)?

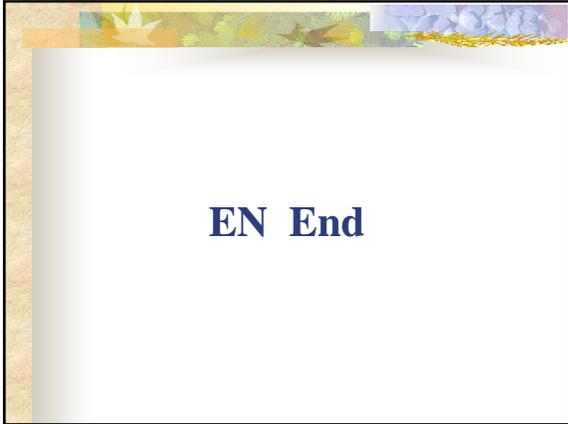
Record anchor: v. _____

When we talk about things happening to you during the past 90 days, we are talking about things that happened since about (PRE-CONTROLLED ENVIRONMENT ANCHOR)

(PROBE FOR SPECIFIC EVENT. IF UNABLE TO RECALL: Do you remember any birthdays, holidays, sporting or other special events that happened around (DATE 90 DAYS BEFORE PARTICIPANT ENTERED CONTROLLED ENVIRONMENT)? Did anything change in terms of where you were living, who you were with, whether you were in treatment, work, school, or jail? Where were you living then? Were you in treatment, working, in school, or involved with the law then?)

For the next set of questions, please answer for the last 90 days that you lived in the community. Do not count days when you were living in a jail, hospital, or other place where you could not use alcohol, marijuana or other drugs.

If your client was in a controlled environment for 13 or more days, then you will need to establish a new 90-day anchor for the next set.

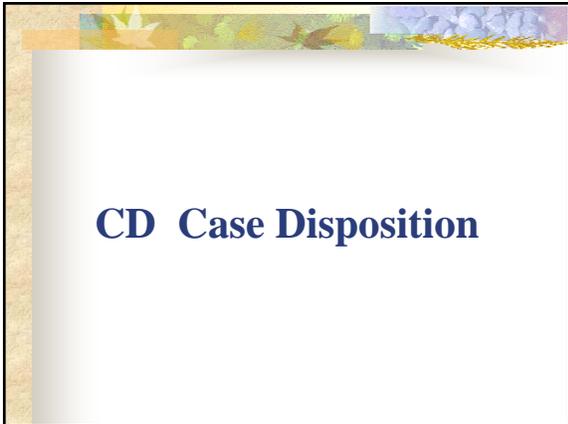


EN1. Do you want any help with any family, school, work, health, emotional, behavioral, alcohol, drug, or legal problems? Yes No
 (Please describe) 1 0
 v1 _____

EN2. Is English your first language? Yes No
 a. (If no, what is?) 1 0

Thank you! Please return this form to the person who gave it to you.

For Staff Use Only		Yes	No
EN2.	Did the participant self-administer this form?	1	0
EN4.	What kind of place best describes where this form was completed?	(Select one)	
	Home.....	1	
	School or training program.....	2	
	Employment or work setting.....	3	
	Prison, jail or detention.....	4	
	Probation, parole, or other non-controlled correctional setting.....	5	
	Treatment or intake unit.....	6	
	Research office.....	7	
EN5.	What time did the participant finish this form? (Please also select AM or PM).....	--:--:--1-AM 2-PM Time (HHMM)	



GAIN-Q

CD. Case Disposition - For Staff Use Only				
CD1. Referral Source(s) v. <u>Mr. Sweet (participat) and Mrs. Longfellow (mom)</u>				
a. 2 0 0 b. 1 0 2 c. d. e.				
CD2. Issues	1. Reasons for Referral		2. Recommendations	
	Yes	No	Yes	No
a. Random screening	1	0		
b. General concern	1	0	1	0
c. Family problems (v. <u>Pa. has been fighting with Mom.</u>)	1	0	1	0
d. Peer or partner problems (v. _____)	1	0	1	0
e. Grief or other emotional crisis (v. _____)	1	0	1	0
f. Spiritual issues (v. _____)	1	0	1	0
g. Race/ethnicity/gender identity issues (v. _____)	1	0	1	0
h. Teenage parenting issues (v. _____)	1	0	1	0
j. Environmental problems (v. _____)	1	0	1	0
k. School problems (v. <u>Grades, absences, and fights with teachers & students</u>)	1	0	1	0

CDI Referral Source Codes (2 digit codes)	
Family, Friends, Self, and Faith Community	
100	
101 Self	
102 Mother	
103 Father	<i>These are sample codes for referral sources</i>
104 Brother	
105 Sister	
106 Grandparent	
107 Aunt	
108 Uncle	
109 Other family	
110 Peers	
111 Priest/Minister	
112 Other individual (specify v. _____)	
199 Other (specify v. _____)	
School	
200	
201 Teacher	
202 Guidance counselor	
203 Counselor/School psychologist	
204 Interventionist/SAP	
205 Principal	
206 Dean/Vice principal	
207 School nurse	
208 Other individual (specify v. _____)	
209 Outreach or prevention program	
210 Other school program (specify v. _____)	
299 Other (specify v. _____)	

m. Physical health problems (v. _____)	1	0	1	0
n. Emotional problems (v. _____)	1	0	1	0
p. Behavioral or conduct problems (v. <u>Aggressive behavior, skipping school.</u>)	1	0	1	0
q. Gang or illegal activity (v. _____)	1	0	1	0
r. Substance use (v. _____)	1	0	1	0
s. Noncompliance (v. _____)	1	0	1	0
t. Continuing care/support (v. _____)	1	0	1	0
u. Other (v. _____)	1	0	1	0
CD3. Placement(s) v. <u>Family counseling / assessment by school</u>				
a. 1 1 0 b. 2 2 0 c. d. e.				
CD4. Additional Comments: Jessica talked about her negative relationship with her mom. Jessica is in a diversion program; if non-compliant w/ recommendations further steps will be taken.				

CD3 Placement Codes (4 digit codes)	
Family, Friends, Self, and Faith Community 1000	
1001	No recommendation
1111	Priest/Minister counseling
1199	Other (specify v. _____)
<i>These are sample codes for placement recommendations</i>	
School 2000	
2202	School guidance counselor services
2204	Student assistance program/Early Intervention
2205	Principal
2206	Dean/Vice principal
2007	Tutoring
2008	Peer helper/mentor program
2009	Special education
2010	Alternative education
2299	Other (specify v. _____)



General GAIN-Q Administration Chapter 2



Administering the GAIN-Q Before the Session

- Reserve a Quiet, Private Location.
Family members should not be present or within earshot.
- Materials (instrument, pen, calendar, laptop with wireless card, etc.)

Administering the GAIN-Q
Before the Session

Complete Header & Background Documentation, Page 1

- Site ID
- Local Site ID (Optional)
- Staff ID
- Part ID (Client ID)

- Items BK1, BK2, and BK3 on your own.
- Circle either AM or PM after item BK2.

- Item BK4 is optional; you must fill it in, but you don't have to ask client.

Administering the GAIN-Q
During the Session

Guidelines for interviewer-administered

- Introduce assessment
- Use calendar to establish anchors
- Use good interviewer skills
 - Encouragers
 - Anchors
 - Responsive to client needs
 - Breaks, Snacks, etc.

Administering the GAIN-Q

Set the scene and cover "ground rules"

- Purpose
- Content
- Confidentiality
- Marking the assessment
- "Don't Know" (DK) and "Refuse" (RF)
- Time periods (Lifetime, 12m, 90days)
- Time involved (about 30 minutes)
- "Any questions?"

Administering the GAIN-Q (cont.)

Define 2 time periods using calendar

- Past 12 months
- Past 90 days

Develop “anchor” for each time period

- Reduces likelihood client will shift events forward or back in time; you get better information
- Anchors should be Positive or Neutral since you’ll be referring to them often.
- Offer clues to help them!

Administering the GAIN-Q

Additional guidelines for computer-assisted assessment

- Available ONLY to trained staff
- Must attend webinar training on GAIN ABS software
 - See webinar handout for details.

Basic Administration Guidelines

10 + 1 Rules of Administration

- Ask items exactly as printed.
- Ask items in exact order as printed.
- Ask every item specified. (Watch those skips!)
- Read the complete item.
- Repeat items that are misunderstood.
- Read items slowly (appropriately paced for your client.)
- Do not suggest answers!
- Use introductory or transitional statements.
- Use neutral probes (this is a lot like #7)
- Listen to your client’s response!
- +1 USE COMMON SENSE

Additional Administration Suggestions...

- Remember to introduce each section to your participant, letting them know what the items in the section will encompass.
- Remember to read transitional statements.
- Define the response choices (yes/no, number of days, times, nights, etc.)

Administering the GAIN Quick Special Guidelines for Items SR4 & SR5

Administering Items SR4 & SR5

- Purpose of these items is to illustrate the client's typical pattern of substance use if s/he has unrestricted access to substances.
- PROBLEM: If a client has spent more than 12 days out of the past 90 days in a controlled environment (GF3j, page 4) patterns of use likely are different, and we don't get an accurate account of the potential problem.
- SOLUTION: Re-anchoring

**Re-anchoring
Items SR4 & SR5**

What is it?
Identification of a 90-day period when the client spent 12 or fewer days in a controlled environment.

Why do we do it?
Re-anchoring gives us a better picture of the client's typical patterns of use if s/he is in the community and has access to substances.

**Re-anchoring
Items SR4 & SR5**

When do we do it?

If a client reports 13 or more days in a controlled environment on item GF3j on page 4, you automatically must re-anchor for items SR4 and SR5.

If the client reports fewer than 13 days on GF3j, there is no need to re-anchor. Simply read the items as "During the past 90 days."

**Re-anchoring
Items SR4 & SR5**

How do we do it?

- Use calendar to identify a consecutive 90 day time period with fewer than 13 days in a controlled environment.
- Establish new anchors for this period.
- Administer SR4 and SR5 as "*Last 90 days you lived in the community....*"

Basic Administration Guidelines

- Let's take a closer look at a few items:
 - Item BK5
 - Item BK6b
 - Items GF2e-h
 - Items GF3d-f
 - Item SS4a-d
 - Item PH1
 - Item EH2a-e

Basic Administration Guidelines

Can anyone tell me the proper way to administer item BK5a-j on p. 1 of the GAIN-Quick?

BK5. Which races, ethnicities, nationalities or tribes best describe you?

	Yes	No
a. Alaskan Native	1	0
b. Asian	1	0
c. African American/Black	1	0
d. Caucasian/White	1	0
e. Hispanic, Latino or Chicano	1	0
f. Native American	1	0
g. Native Hawaiian	1	0
h. Pacific Islander	1	0
j. Some other group (Please describe)	1	0
v.		

BK6. What is your date of birth? _____

Month Day Year

a. How old are you today? _____

Age (IF 18 OR OVER, GO TO BK7)

b. Who currently has legal custody of you? (Record a relationship, not a name) **Remember to record a relationship, not the name of the person who has custody of your client.

v.

Basic Administration Guidelines

[IF NO SCHOOL DURING PAST 12 MONTHS, SELECT NO FOR GF2a-d]

GF2. During the past 12 months, have you... (Select No for none or not applicable)

	Yes	No
a. gotten bad grades or had your grades drop at school or training?	1	0
b. been absent 5 or more days from school or training for any reason?	1	0
c. skipped or cut school or training just because you didn't want to be there?	1	0
d. been suspended or expelled from school or training?	1	0

[IF NO WORK DURING PAST 12 MONTHS, SELECT NO FOR GF2e-h]

e. done badly at work or done worse at work?	1	0
f. been absent 5 or more days from work for any reason?	1	0
g. skipped or cut work because you didn't want to be there?	1	0
h. been fired, laid off or told not to come in to work?	1	0
j. been attacked by someone else?	1	0
k. attacked someone else?	1	0
m. been arrested?	1	0
n. been on probation, parole, or other kinds of court supervision?	1	0

Basic Administration Guidelines

Remember to include item PH1 on p. 6 in the hand scoring each statement is weighted. excellent = 0, very good = 1, good = 2, and so on.

PH. Physical Health

PH1. During the past 12 months, would you say your health in general was...? (Select one)

Excellent	0
Very good	1
Good	2
Fair	3
Poor	4

Possible Inconsistencies in the GAIN-Q

Inconsistencies can occur in two areas and in additional side conversation The first is in GF3a-b...

GF3. During the past 90 days, on how many days... (Record 0 for none or not applicable)

a. did you go to any kind of school or training program?
Days

b. did you miss school or training for any reason?
Days



There are a possible total of 64 school days in a 90-day time frame.

Possible Inconsistencies in the GAIN-Q

The second place inconsistencies can occur in addition to side conversation is between items SR4b and SR4d-f...

SR4. During the last 90 days that you lived in the community, on how many days did you...

b. drink beer, wine, or any kind of alcohol?
Days

c. get drunk or have 5 or more drinks at one time?
Days

d. use any kind of marijuana, blunts or hashish?
Days

e. use LSD, cocaine, heroin, ecstasy, inhalants or any other kind of drug?
Days

(What did you use?) v.

f. go without using any alcohol, marijuana or other drugs?
Days



Additional clarification may be needed if he/she used substances on the same days.

Possible Inconsistencies in the GAIN-Q

- Side conversation is the last place possible inconsistencies could occur.
- If your client offers additional information during the assessment, please make margin notes of the pertinent information offered.
- The participant may not be referring to the current item, so you may need to refer back to a different item to clear up the possible inconsistency.

Example of Inconsistency

- IF a participant reported he used alcohol on 50 of the last 90 days for item SR4b, that is not consistent for him to report for item SR4f he went 60 days in the past 90 without using any alcohol, marijuana, or other drugs on item SR4f.
- This gives a total of 110 days in a 90-day time frame.
- Either he used on 50 days, OR he went without using for 60, OR some other combination is accurate. Both statements cannot be true.

Scoring and Interpretation

- Three methods for scoring the GAIN-Q:
 - Hand scoring
 - Excel scoring
 - ABS scoring
- We will use a sample case (“Jessica”) to illustrate the three scoring methods (see Appendix E or handout in back pocket of manual).

Hand Scoring the GAIN-Q

- For each scale/subscale, count up the number of “yes” responses (raw scores).
- Convert raw scores to percents - use “Key” to look up the percents that match each raw score.
- Scale for interpreting percent scores is divided into three ranges:
 - No/Minimal (0% to 24%)
 - Moderate (25% to 74%)
 - High (75% to 100%)
- These percent scores can be plotted in a profile.
- Scoring sheets file is “GAIN-Q V2.5 Hand Interpretive Profile.pdf”

GAIN-Q Hand Scoring Sheet

Indicies that will be scored: Site ID: _____ Staff ID: _____ Assessment Date: ____/____/____ Where you can find the information in the assessment: **Report (Today's) Date:** _____ Where you will record the raw scores (total number of "yes" responses): **Symptoms % Urgency**

Scale/Sub-Scale Name	N Items	Calculation	Symptoms	%	Urgency
Total Symptom Severity Scale (TSSS)	99	Sum of GLPI, IBS, EBS, & SPS			
General Life Problem Index (GLPI)	9	Sum of next three rows			
General Factors Index (GFI)	16	P2, Sum of GF1a-d & GF2a-e			
Sources of Stress Index (SOSI)	20	P3, Sum of SS1a-SS2a+SS3 & SS4a-d			
Health Distress Index (HDI)	14	P4, Sum of PH1, PH2a-c, & PH3a-g			
Internal Behavior Scale (IBS)	17	Sum of next three rows			
Depression Symptom Scale-5 (DSS-5)	5	P5, Sum of EH1a-e			
Suicide Risk Scale-5 (SRS-5)	5	P6, Sum of EH2a-e			
Anxiety-Trauma Scale-7 (ATS-7)	7	P6, Sum of EH3a-c & EH4a-d			
External Behavior Scale (EBS)	16	Sum of next three rows			
Activity-Intention Scale-6 (AIS-6)	6	P6, Sum of BH1a-f			
Behavior Problem Scale-6 (BPS-6)	6	P6, Sum of BH2a-c & BH3a-c			
General Crime Scale-4 (GCS-4)	4	P6, Sum of BH4a-d			
Substance Problem Scale (SPS)	16	Sum of next two rows			
Substance Use and Abuse Scale-9 (SUAS-9)	9	P7, Sum of SR1a-e & SR2a-d			
Substance Dependence Scale-7 (SDS-7)	7	P7, Sum of SR3a-g			

Note: A green arrow points from the 'Total possible scores in each section' label to the 'Calculation' column.

GAIN-Q Hand Scoring Sheet

Site ID: 1000 Local Site ID: 100
 Staff ID: 580 Participant ID: 55725
 Assessment Date: 12/17/2002 Report (Today's) Date: 12/18/2002

Scale/Sub-Scale Name	N Items	Calculation	Symptoms	%	Urgency
Total Symptom Severity Scale (TSSS)	99	Sum of GLPI, IBS, EBS, & SPS	52	51%	Moderate
General Life Problem Index (GLPI)	9	Sum of next three rows	21	41%	Moderate
General Factors Index (GFI)	16	P2, Sum of GF1a-d & GF2a-e	7	26%	Moderate
Sources of Stress Index (SOSI)	20	P3, Sum of SS1a-SS2a+SS3 & SS4a-d	11	35%	Moderate
Health Distress Index (HDI)	14	P4, Sum of PH1, PH2a-c, & PH3a-g	7	25%	No/Minimal
Internal Behavior Scale (IBS)	17	Sum of next three rows	9	53%	Moderate
Depression Symptom Scale-5 (DSS-5)	5	P5, Sum of EH1a-e	3	60%	Moderate
Suicide Risk Scale-5 (SRS-5)	5	P6, Sum of EH2a-e	7	60%	No/Minimal
Anxiety-Trauma Scale-7 (ATS-7)	7	P6, Sum of EH3a-c & EH4a-d	5	71%	Moderate
External Behavior Scale (EBS)	16	Sum of next three rows	13	81%	High
Activity-Intention Scale-6 (AIS-6)	6	P6, Sum of BH1a-f	7	63%	Moderate
Behavior Problem Scale-6 (BPS-6)	6	P6, Sum of BH2a-c & BH3a-c	6	60%	High
General Crime Scale-4 (GCS-4)	4	P6, Sum of BH4a-d	3	75%	High
Substance Problem Scale (SPS)	16	Sum of next two rows	9	51%	Moderate
Substance Use and Abuse Scale-9 (SUAS-9)	9	P7, Sum of SR1a-e & SR2a-d	6	67%	Moderate
Substance Dependence Scale-7 (SDS-7)	7	P7, Sum of SR3a-g	3	43%	Moderate

GAIN-Q Recommendation and Referral Summary (QRRS)

- Narrative report of the information collected from the GAIN-Q - no scores.
- Behavioral, interpretive description of the results.
- Urgency levels are reported but not the raw scores or percents.

Appendix I: GAIN-Q Recommendation and Referral Summary (O-RRS) on Sample Case - Jessica

Name: JESSICA LONGFELLOW Staff ID: _____
Participant ID: 55125 Assessment Date: 12/19/2002
Date of Birth: 06/06/1986

Background

JESSICA is a 16 year old African-American/Black/Caucasian/White/Hispanic/Latino or Chicano female. Her first language is English. She is in the legal custody of her MOTHER. She has completed the 10th grade. She was referred by Principal, Probation officer, (MR. JOHNSON (PRINCIPLE), MR. CARR (PO)). The reason(s) JESSICA LONGFELLOW was referred is/are school problems (POOR GRADES, ABSENCES, (SEE NOTES)), behavioral or conduct problems (AGGRESSIVE BEHAVIOR, CUTTING SCHOOL), substance use (RECENTLY CAUGHT USING, HIGH AT SCHOOL). JESSICA wants help with family, school, work, health, emotional, behavioral, alcohol, drug, or legal problems. Specifically, JESSICA wants help with WANT TO TALK TO MOM W/OUT FIGHTING; DON'T WANT ANY MORE TROUBLE WITH LAW.

JESSICA completed this assessment with help at a school or training program.

GAIN-Q Reasons for Quitting (RFQ)

- Data from this measure is used to create the Personal Feedback Report (PFR) in GAIN ABS.
- There is also an Optional Special Study Detail in the GAIN-Q.

Quality Assurance & the GAIN-Q

- A process involving the **monitoring** of an interviewer's skills at administering an assessment protocol and the provision of evaluative **feedback**.
- Required in CT for GAIN Quick Local Trainers ONLY.
- Review categories -- Documentation, Instructions, Items, Engagement
- Fixed set of criteria

Where to Get More Information...

- Read Section 4 in the GAIN-Q manual for more AQA information.
- Look over example of feedback in Appendix O on p. 106 of the GAIN-Q manual.
- Contact GAINsupport@chestnut.org with any questions or concerns.
