

GARF

[Global Assessment of Relational Functioning]

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The first family assessment instrument to be recognized by the DSM is the Global Assessment of Relational Functioning. As a result of the taskforce work headed by Lyman Wynne, MD, the GARF is included in the DSM-IV Appendix for further study. Work on the GARF is reported in the following book:

Yingling, L.C., Miller, Jr. W.E., McDonald, A.L., Galewaler, S.T. [1998]. *GARF assessment sourcebook: Using the DSM-IV Global Assessment of Relational Functioning*. New York: Brunner-Routledge.
www.brunner-routledge.com

The GARF Assessment Sourcebook is a comprehensive guide to the GARF scale for family assessment. It provides a thorough description of each element of the GARF, a comprehensive review of the GARF in relation to other marriage and family assessment tools, summaries of GARF research, and a comprehensive appendix of reproducible GARF-related forms.

The Sourcebook challenges marriage and family therapists to use, evaluate, and refine the GARF so that it may be included in the main portion of the next revision of the DSM. As accountability for our work becomes more pervasive, the GARF will become an important new tool in family mental health treatment.

The GARF was developed as a clinical rating scale to be completed by therapists/researchers. However, Dr. Yingling developed the enclosed self-report for clients to complete. Each family member completing the brief self-report and the therapist graphing everyone's results can provide a useful tool for sharing various perspectives on the family's functioning. The self-report instrument can also serve as a very useful training tool for therapists to get acquainted with the GARF concepts.

In more recent publications, the GARF and the SAFE are described in *Assessment of couples and families: Contemporary and cutting-edge strategies* edited by Lynn Sperry and first published by Brunner-Routledge in 2004. The 2nd edition is to be published in 2011. This book describes many family assessment instruments in a concise outline manner. The GARF and SAFE have also been published in French in *L'examen clinique de la famille: Modeles et instruments d'evaluation* by Nicolas Favez in 2011. The GARF Self-Assessment for Families has also been translated into Spanish and is enclosed in this file.

Dr. Dudley Chewning has adapted the GARF to be used in an organizational setting. A copy is available at the end of this file.

GARF Self-Assessment for Families

form developed by Lynelle C. Yingling, PhD

Directions: Think of each of the items below in terms of your family and how well it functions now. In the blank to the left of each item, assign a **rating of 1-10**, with 10 being the best and 1 being the worst. If you think some important characteristic of family functioning is left out, add that item on the "Other" line under the category it best fits and then rate it. After rating each item, circle the 3 items from the entire list you believe would need to change in order to make this family work well.

A. Problem solving/interactional skills for making this family work well

- 1 ____ Negotiating family goals, rules, & routines
- 2 ____ Adapting to stress
- 3 ____ Communicating
- 4 ____ Resolving conflict
- 5 ____ Other: _____

B. The way this family is organized and structured

- 1 ____ Maintaining boundaries so that each individual has some personal "space"
- 2 ____ Keeping "space" for parents separate from kids
- 3 ____ Parents working together to lead this family effectively
- 4 ____ Distributing the power, control, & responsibility appropriately
- 5 ____ Other: _____

C. How members of this family feel about being a part of this family

- 1 ____ Feeling free to experience a wide range of feelings
- 2 ____ Showing a high quality of caring, empathy, involvement & attachment/commitment to each other
- 3 ____ Sharing of values
- 4 ____ Showing affection, respect, & regard
- 5 ____ Experiencing a high quality of appropriate sexual functioning
- 6 ____ Other: _____

Family Member: ____ wife/mother ____ husband/father ____ daughter ____ son ____ other: _____

Scoring Instructions: Add the points under each of the "A", "B", and "C" categories and record in the Total Points blank below. Divide the Total Points by the number of items in that category to calculate the Average Raw Score for that category. Multiply each Average Raw Score by 10 to calculate the GARF score for each of the 3 areas. These scores can then be plotted on the GARF Profile Chart.

A. Problem solving/interactional skills:

- ____ Total Points [sum of ratings under this category]
- ____ Average Raw Score [sum of ratings divided by the number of items scored in the category]
- ____ GARF Score [Average Raw Score multiplied by 10]

B. Organizational structure:

- ____ Total Points [sum of ratings under this category]
- ____ Average Raw Score [sum of ratings divided by the number of items scored in the category]
- ____ GARF Score [Average Raw Score multiplied by 10]

C. Emotional Climate:

- ____ Total Points [sum of ratings under this category]
- ____ Average Raw Score [sum of ratings divided by the number of items scored in the category]
- ____ GARF Score [Average Raw Score multiplied by 10]

date of completion: _____

court cause no: _____

GARF Profile Chart

form developed by Lynelle C. Yingling, PhD

DIRECTIONS: Locate the functioning level [1-99] in each of the 3 functioning factors [interactional, organizational, and emotional climate]; assign a precise assessment score for each factor and record in the session summary table below. Also plot the 3 factors on the profile chart using the abbreviation of I, O, or E for each session on the profile chart; the three factor initials will be lined up on the profile chart above the session number in the summary table below. Compile an overall functioning score for each session by averaging the scores in the 3 areas and recording the score in the summary table below. The three factors are defined as follows:

INTERACTIONAL [I] = *skills in negotiating goals, rules, & routines; adaptability to stress; communication skills; ability to resolve conflict.*

ORGANIZATIONAL [O] = *maintenance of interpersonal roles & subsystem boundaries; hierarchial functioning, coalitions, & distribution of power, control, & responsibility.*

EMOTIONAL CLIMATE [E] = *tone & range of feelings; quality of caring, empathy, involvement, & attachment/commitment; sharing of values; mutual affective responsiveness, respect & regard; quality of sexual functioning.*

PROFILE CHART:

100 (impossible)						
99						
90 satisfactory						
80						
70 somewhat unsatisfactory						
60						
50 predominantly unsatisfactory						
40						
30 rarely satisfactory						
20						
10 chaotic						
1 0 (inadequate information)						

ASSIGNMENT OF SCORES SUMMARY TABLE:

RATER:	Mother	Father	Child	Child	Child	Outside Assessor
INTERACTIONAL:						
ORGANIZATIONAL:						
EMOTIONAL CLIMATE:						
GLOBAL:						

DATE: _____

CLIENTS PRESENT: _____

case file number/name: _____ Outside Assessor: _____

GARF Auto-Evaluación para Familias

forma desarrollada por la Dra. Lynelle C. Yingling

traducido por Jordan C. Smith y Todd C. Smith

Direcciones: Piense Ud. en cada una de las características abajo y como funcionan en su familia. En la línea a la izquierda de cada característica, de un valor de 1-10, con 10 como el mejor y 1 como el peor. Si piensa que una característica importante de funcionar familiar fue olvidada, luego póngala en la línea "Otra" bajo de la categoría donde cabe mejor y luego evalúala. Después de considerar cada característica, ponga círculo en las 3 características de la lista entera que cree Ud. necesitaría para hacer esta familia funcionar bien.

A. Resolver problemas/capacidades interactivas para asegurar que la familia funciona bien

- 1 ____ Negociar metas familiares, reglas y rutinas
- 2 ____ Adaptar al estrés
- 3 ____ Comunicar
- 4 ____ Resolver conflictos
- 5 ____ Otra: _____

B. La manera en que la familia está organizada y estructurada

- 1 ____ Mantener las fronteras para que cada individuo tiene algún "espacio" personal
- 2 ____ Guardar "espacio" para los padres separado de los niños
- 3 ____ Los padres trabajan juntos para guiar a esta familia efectivamente
- 4 ____ Distribuir el poder, el control y la responsabilidad apropiadamente
- 5 ____ Otra: _____

C. Como se sienten los miembros de la familia de ser parte de esta familia

- 1 ____ Sentir libre a conocer un rango amplio de emociones
- 2 ____ Demostrar una calidad alta de cuidar, la empatía, el involucramiento y compromiso a los otros
- 3 ____ Compartir valores
- 4 ____ Mostrar la afección, el respeto y la consideración
- 5 ____ Saber una calidad alta de función sexual apropiado
- 6 ____ Otra: _____

Instrucciones: Añada todos los puntos bajo de cada categoría "A", "B", and "C" y apunte en la línea Puntos Totales abajo. Divide Puntos Totales por el número de características en esa categoría para calcular el Promedio para esa categoría. Multiplique cada Promedio por 10 para calcular la Calificación GARF para cada una de las 3 áreas. Estas calificaciones pueden ser puestas en el Gráfico Perfil GARF.

A. Resolver Problemas/Capacidades Interactivas:

- ____ Puntos totales [suma de las calificaciones bajo de esta categoría]
____ Promedio de Calificaciones [suma de las calificaciones dividida por el número de calificaciones en esta en la categoría]
____ **Calificación GARF** [Calificación Promedia Cruda multiplicado por 10]

B. Estructura Organizacional:

- ____ Puntos totales [suma de las calificaciones bajo de esta categoría]
____ Calificación Promedia Cruda [suma de calificaciones dividida por el número de características con calificaciones en esta categoría]
____ **Calificación GARF** [Calificación Promedia Cruda multiplicado por 10]

C. Ambiente Emocional:

- ____ Puntos totales [suma de las calificaciones bajo de esta categoría]
____ Promedio de Calificaciones [suma de calificaciones dividida por el número de características con calificaciones en esta categoría]
____ **Calificación GARF** [Calificación Promedia Cruda multiplicado por 10]

Por favor ponga círculo en cual miembro de la familia es Usted:

madre / esposa padre / esposo otro/a: _____

Fecha de cumplir la forma: _____

No. del archivo del cliente: _____

TEAM FUNCTIONING ASSESSMENT

Adapted by Dr. Dudley Chewning from GARF Assessment Sourcebook

[a] **Select** one block in each column that represents your perception of the team you are rating.

[b] Then **assign** a specific number within the range to that block and **write** the number in the blank.

INTERACTIONAL/ PROBLEM SOLVING:	ORGANIZATION:	TRUST:
<ul style="list-style-type: none"> • <i>Communication skills;</i> • <i>Skills in negotiating goals, rules, and routines;</i> • <i>Ability to resolve conflict;</i> • <i>Adaptability to stress</i> 	<ul style="list-style-type: none"> ▪ <i>Maintenance of roles and boundaries;</i> ▪ <i>Hierarchical functioning;</i> ▪ <i>Coalitions and distribution of power, control, and responsibility</i> 	<ul style="list-style-type: none"> ▪ <i>Tone and quality of caring, empathy, involvement, and commitment;</i> ▪ <i>Sharing of values;</i> ▪ <i>Mutual respect and regard.</i>
<p>_____ (81-100) Agreed-on patterns or routines exist that help the team meet the usual needs of each member in the team, there is flexibility for change in response to usual demands or events; and occasional conflicts and stressful transitions are resolved through problem solving communication and negotiating.</p>	<p>_____ (81-100) There is a shared understanding and agreement about roles and appropriate tasks, decision-making is established for each functional area, and there is recognition of unique characteristics and merit of each level of responsibility.</p>	<p>_____ (81-100) There is a situationally appropriate, optimistic atmosphere in the team; a wide range of feelings can be freely expressed and managed within the team; and there is a general atmosphere of warmth, caring, and sharing of values among members.</p>
<p>_____ (61-80) Daily routines are present but there is some pain and difficulty in responding to the unusual. Some conflicts remain unresolved, but do not disrupt team functioning.</p>	<p>_____ (61-80) Decision-making is usually competent but efforts at control of one another quite often are greater than necessary or are ineffective. Members are recognized but scapegoating is apparent.</p>	<p>_____ (61-80) Tension or emotional blocking is evident. Warmth and caring are present but marred by a member's irritability and frustrations.</p>
<p>_____ (41-60) Communication is frequently inhibited by unresolved conflicts that often interfere with daily routines; there is significant difficulty in adapting to team stress and transitional change</p>	<p>_____ (41-60) Decision-making is only intermittently competent and effective; either excessive rigidity or significant lack of structure is evident. Individual needs are quite often submerged by a group of others.</p>	<p>_____ (41-60) Turf fighting is the norm. Trust is not widely accepted in the team. Support is usually unequally distributed.</p>
<p>_____ (21-40) Routines do not meet the needs of the members; they are grimly adhered to or coldly ignored; change in team membership creates conflict.</p>	<p>_____ (21-40) Decision-making is tyrannical or quite ineffective. The unique characteristics of individuals are unappreciated or ignored by either rigid or confusingly fluid coalitions</p>	<p>_____ (21-40) Frequent distancing or open hostility reflects significant conflicts that remain unresolved.</p>
<p>_____ (1-20) Team routines are negligible, members do not know where others are, little effective communications among team members.</p>	<p>_____ (1-20) Members are not organized in such a manner that personal responsibility or organizational levels are recognized. Team members are threatened.</p>	<p>_____ (1-20) Despair and cynicism are prevalent; there is no sense of attachment, or concern about one another's welfare.</p>