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**Groningen Social Disabilities  
Schedule (GSDS-II)**

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# The Groningen Social Disabilities Schedule: Development, relationship with I.C.I.D.H., and psychometric properties

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Wiersma, D., DeJong, A., & Ormel, J. **The Groningen Social Disabilities Schedule: Development, relationship with the ICDH and psychometric properties.** *Int. J. Rehab. Research*, 1988, 11 (3), 213–224.

Most of the existing instruments for the assessment of social dysfunctioning of psychiatric patients are merely lists of precoded items, leaving little or no room for posing supplementary questions. In this article a new, semi-structured questionnaire – the Groningen Social Disabilities Schedule (GSDS) – is described, in which this shortcoming is met.

The development of the GSDS is based on social role theory and on the existence of a hierarchy in social disabilities, demonstrated in an earlier World Health Organization study. Compatibility was sought with the International Classification of Impairments, Disabilities and Handicaps (ICIDH), a trial-classification of the World Health Organization, to be used in research on the consequences of illness.

It is concluded that the inter-rater reliability of the GSDS is good. To a large extent the hierarchy proved to hold true for this instrument. Some implications for future research and for the ICIDH are discussed.

Wiersma, D., DeJong, A., & Ormel J. **Die Groningen Social Disability Schedule (Groningen Skala zur Erfassung sozialer Behinderungen): Entwicklung, Beziehung zur ICIDH und psychometrische Eigenschaften.** *Int. J. Rehab. Research*, 1988, 11 (3), 213–224.

Die meisten der vorhandenen Instrumente zur Erfassung und Einschätzung sozialer Dysfunktionen psychiatrischer Patienten sind nur Listen prekodierter Items, die wenig oder keine Möglichkeit zum Stellen zusätzlicher Fragen offenlassen. In diesem Artikel wird ein neuer, halbstandardisierter Fragebogen – die Groningen Disability Schedule (GSDS) – beschrieben, welche diesem Nachteil Rechnung trägt.

Die Entwicklung der GSDS basiert auf der Theorie sozialer Rollen und auf der Existenz einer Hierarchie sozialer Behinderungen, welche in einer früheren Studie der Weltgesundheitsorganisation nachgewiesen wurde. Kompatibilität wurde angestrebt mit der Internationalen Klassifikation von Schädigungen, Funktions-Aktivitätseinschränkungen und sozialen Behinderungen (ICIDH), einer zu erprobenden Klassifikation der Weltgesundheitsorganisation, die zur Erforschung der Folgen von Krankheit anzuwenden ist.

Die Schlußfolgerungen weisen auf eine gute Inter-Rater-Reliabilität hin. Die Hierarchie erwies sich für dieses Instrument als weitgehend zutreffend. Einige Implikationen für zukünftige Forschung und für die ICIDH werden diskutiert.

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# Groningen Social Disabilities Schedule (GSDS-II) Scoring & Administration Manual

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### **.3 Structure of the instrument: roles, dimensions.3 Structure of the instrument: roles, dimensions and rules pertaining to scoring**

#### **.1 Roles and dimensions.1 Roles and dimensions**

To standardize, but also facilitate the administration of the GSDS-II as much as possible, the instrument was conceived as a semi-structured interview. Eight different roles are distinguished, each subdivided into a number of dimensions. These are the following:

#### **1. Role of self-care**

Dimensions:

- A personal care.
- B self-presentation.

#### **2. Family role**

Dimensions:

- A contribution to atmosphere and preservation.
- B contribution to the economic independence.
- C one person household (only for individuals living alone).

#### **3. Kinship role; relationships with parents and siblings.**

Dimensions:

- A affective relationship with parents.
- B actual contacts with parents.
- C affective relationship and actual contacts with siblings.

#### **4. Partner role; relationship with partner in marriage or cohabitation.**

Dimensions:

- A affective relationship.
- B sexual relationship.
- C active interest in establishing a relationship with a partner (only for single individuals with no steady partner).

#### **5. Parental role; relationship with children.**

Dimensions:

- A affective relationship.
- B actual involvement.

#### **6. Citizen role; interest and participation in social life.**

Dimensions:

- A general interest.
- B participation in societal groups, associations and/or clubs.
- C interests of fellow citizens.

#### **7. Social role; relationships with friends and acquaintances.**

Dimensions:

- A quality of contacts.
- B frequency and extent of contacts.

8. ~~Occupational role~~; regular daily activities.

Dimensions:

- A daily routine.
- B work performance.
- C contacts with others.
- D (other) daily activities.

~~2 Rules for assessments~~ 2 Rules for assessments

The period under review is **four weeks, prior to the moment of interview**. The length of this period is in conformity with periods, applied by similar, researcher-based instruments such as the Present State Examination, used to assess psychiatric symptomatology.

The primary **source of information** is the individual himself. The GSDS-II can, however, also be administered to an informant. In addition, it is recommended that while making assessments, the interviewer uses information resulting from his own observations (see also paragraph 1.4).

The **assessment of role behaviour** is carried out by giving ratings for each of the eight roles (the **Overall Role Ratings**), and for each of the dimensions per role (the **Dimensional Ratings**). In making ratings, the interviewer should use all information available to him. The frequency, duration and severity of a disability should be assessed as accurately as possible. Detailed guidelines for making ratings for each role are given in part two of this manual. The case descriptions in the Case Book also provide examples which interviewers can use to orient themselves in their assessments<sup>1</sup>. When in doubt, the ~~general rules for assessment~~ should be consulted.

All of these criteria should be taken into account while making ratings. In general, the rule is: the more frequent, lengthy and severe the deviations from norms and expectations in the reference group are, the higher the rating on

**General rules for assessment**

1. The frequency of the deviation from norms and expectations. (prevailing within the reference group criterion).
2. The duration of the deviations (the duration criterion).
3. The severity of the deviations, as reflected in the damage inflicted on the individual himself or on ~~the~~ the criterion).
4. The desirability of or necessity for (professional) help for or supervision of the individual (the help

the disability scale. The necessity of help or supervision (for mitigation or prevention of damage to all those concerned) should primarily be considered as a **supplementary** criterion.

All ratings (for Dimensional Ratings as well as for the Overall Role Rating) are to be made, using the following rating scale:

<b>General rating scale</b>	
Score 0	<b>No disability.</b> The behaviour meets the norms and expectations of the reference group.
Score 1	<b>Some disability.</b> Some minor difficulties or problems are evident to the reference group. The individual and/or others may be reported, but their consequences are either limited or easily neutralized. (Professional) help is therefore unnecessary.
Score 2	<b>Moderate disability.</b> At least one serious problem is evident to the reference group. Or there may be different problems. Damage or disadvantages to the individual and/or others is reported. For this reason, seeking help was at least considered, but may not (yet) have been actually sought.
Score 3	<b>Severe disability.</b> Behaviour deviates radically from the norms and expectations within the reference group. (Professional) help is necessary in order to limit or prevent damage to the individual and/or others.
Score 8	<b>The assessment is not possible.</b> The information necessary to make an assessment is absent or unreliable. This rating should only be used if unavoidable. In the majority of cases it is preferred to give the individual the benefit of the doubt. This rating should also be used in situations in which the behaviour is temporarily (during the assessment-period of observation) displayed, due to reasons beyond the control of the individual.
Score 9	<b>Role behaviour is not applicable.</b> The reference group does not expect the individual to display the behaviour pertaining to the particular role. The parental role, for example, does not apply to individuals without children. Additional more specific rules pertaining to the use of this rating are provided.

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Rating Form Groningen Social Disabilities Schedule (GSDS)

<b>GSDS rating scale</b>		
<b>0 = No disability</b>	<b>1 = Some disability</b>	<b>2 = Moderate disability</b>
<b>3 = Severe disability</b>	<b>8 = Insufficient information</b>	<b>9 = Not applicable</b>

<b>Role 1 Self-care</b>	<b>Overall Role Rating</b>	
	Dimension A (personal care)	
	Dimension B (self-presentation)	
<b>Role 2 Family</b>	<b>Overall Role Rating</b>	
	Dimension A (atmosphere, preservation)	
	Dimension B (economic independence)	
	Dimension C (one person household)	
<b>Role 3 Kinship</b>	<b>Overall Role Rating</b>	
	Dimension A (affective relationship)	
	Dimension B (actual contacts)	
	Dimension C (relationship siblings)	

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