The Premorbid Adjustment Scale (PAS)
Structured Interview Schedule

Description:
The Cannon-Spoor Premorbid Adjustment Scale includes rating scales about 5 domains of functioning and a general section of items about quality of life. The 5 domains are:
(a) Sociability and withdrawal;
(b) Peer relationships;
(c) Scholastic performance;
(d) Adaptation to school; and
(e) Social-sexual aspects of life.

The PAS covers 4 life periods:
(a) Childhood (up to age 11);
(b) Early adolescence (12 to 15);
(c) Late adolescence (17 to 18); and
(d) Adulthood (19 and above).

The structured interview is used to score the PAS items. The responses to the structured interview are marked on the PAS rating scales.

INSTRUCTIONS TO INTERVIEWERS:

The PAS is to be administered for life periods up to 1 year before the onset of psychotic illness. For example, if the first psychotic symptoms were manifest at the age of 16, the interviewer would ask all of the questions about life until the age of 15 inclusive. Before beginning the interview estimate as accurately as possible the date of onset of first psychotic symptoms. Please provide as exact an estimate of the date of onset as possible, preferably including the day, month and year. You will probably need to consult with a variety of sources, such as hospital records and family members to determine the age of onset. This should be the time when symptoms first appeared, were noticeable and of concern. This would include 1 positive symptom that would be rated at least as a 4 (moderate) on the Positive and Negative Syndrome Scale. If it is not possible estimate the onset of first psychotic symptoms, use the date of first psychiatric hospitalization.

The structured interview questions are located in the box with a white background and are designed to help gather the kind of information needed to make ratings on the Cannon-Spoor Premorbid Adjustment Scale (PAS). The PAS rating for each interview question appears at the end of each section and is highlighted by a grey background. The questions in the ‘Structured Interview’ section may be paraphrased or otherwise tailored to suit your respondent. We would like to encourage you to try to stick to the original format as much as possible. This is likely to increase agreement between raters and reduce error. Please try to ask and collect responses to all the questions. It is also recommended to supplement the information collected at interview with information from other sources such as hospital records, family members and school records.

PAS items are rated from 0 to 6. Choose the most appropriate response category that is available. In some instances some numbers are not presented because they are not valid responses.
Subject’s Initials: _______________________________________________________

Interviewer: ___________________________________________________________

Date of Interview:  

| d | d | m | m | y | y | y | y |

Date of birth:  

| d | d | m | m | y | y | y | y |

Date of first onset of psychotic symptoms:  

| d | d | m | m | y | y | y | y |

Date of first psychiatric hospitalization:  

| d | d | m | m | y | y | y | y |

Age at time of onset of first psychotic symptoms:  

| d | d | m | m | y | y | y | y |

Sections to be administered

Put a check mark next to all sections up to 1 year prior to age at time of onset. These will represent the section of the PAS to be administered. For example, if the first psychotic symptoms were manifest at the age of 16, the interviewer would ask all the questions about life until the age of 15 inclusive [i.e., Childhood (up to the age of 11) and Early teens (ages 12 - 15)].

The General section, which includes questions about quality of life, should always be administered regardless of age of onset.

Childhood (ages 6 to 11): _____
Early teens (ages 12 to 15): _____
Late adolescence (ages 16 to 18): _____
Adulthood (19 and above): _____
Structured Interview for PAS

Note: To help the respondent, throughout the interview repeat for each question the relevant age range. This is to help insure that the subject responds with reference to the relevant age range. Questions a to g below are intended to get the subject thinking about the past and act as a preliminary stage to the interview.

Insert the subject’s name instead of “you” if collected from someone other than the subject.

I’d like to begin by asking you some short questions about what you were like growing up.
(a) Where were you born?
(b) Where did you grow up?
(c) Who did you live with when you were very young?
(d) Where did you go to school?
(e) How did you get to school?

Childhood (ages 6 to 11)

Now, I’d like to ask you some questions about your first years in school, from age 6 to 11.

<table>
<thead>
<tr>
<th>1. Sociability and withdrawal childhood (ages 6 to 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: If onset was during this period, use for upper age (“to ___”) age of onset - 1.</td>
</tr>
</tbody>
</table>

First, I’d like to ask you about your friendships from the age of 6 to ___.

**Interviewer:** Insert before each question “From the age of 6 to ___”

1. Did you have friends at school or in your neighborhood?
   If “no” then skip to question 5.

2. What did you and your friends do together?

3. Who mostly made plans to do things, you or your friends?

4. Did you prefer to stay by yourself or get together with friends?

5. What kinds of things did you like to do at that age?

6. Did you spend a lot of time by yourself?

7. Did you daydream a lot?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Not withdrawn, actively and frequently seeks social contacts;</td>
</tr>
<tr>
<td>2</td>
<td>Mild withdrawal, enjoys socialization when involved, occasionally seeks opportunities to socialize;</td>
</tr>
<tr>
<td>4</td>
<td>Moderately withdrawn, given to daydreaming and excessive fantasy, may passively allow self to be drawn into contact with others, but does not seek it;</td>
</tr>
<tr>
<td>6</td>
<td>Unrelated to others, withdrawn and isolated, avoids contacts.</td>
</tr>
</tbody>
</table>

PAS Structured Interview (v.21) 3 of 26
II. Peer relationships childhood (ages 6 to 11)

If no friends or acquaintances at all are noted in the previous section (I. Sociability and withdrawal) score this section based on information already obtained and skip questions 1 to 5.

Note: If onset was during this period, use for upper age ("to ___") age of onset -1.

Insert before each question “From the age of 6 to ___”

1. About how many friends did you have? ______________________________________________________________

2. Were you close to any of them? ______________________________________________________________

3. Did you have a best friend? _________
   If yes: What was he/she like? ______________________________________________________________
   How often did you get together with your best friend? ______________________________________________________________
   What did you do when you got together with your best friend? ______________________________________________________________

4. Did you have a friend who you could tell things that you did not want other people to know? ______________________________________________________________

5. Were most of your friends your age? _______
   If not, how much younger/older were they? ______________________________________________________________

0  - Many friends (more than 5), close relationships (“best friends” or people you could confide in) with several;
1  - 2–5 friends;
2  - Close relationships with a few friends (1 or 2), casual friendships with others;
3  - Only casual friends;
4  - Deviant (unusual) friendship patterns: friendly with children younger or older only, or relatives only, or casual relationships only;
6  - Social isolate, no friends, not even superficial relationships.
III. Scholastic performance childhood (ages 6 to 11)

Note: If onset was during this period, use for upper age ("to ___") age of onset -1.

I’d like to ask you some questions about school from the age of 6 to ___.

Insert before each question “From the age of 6 to ___”

1. What was the name of your school? ____________________________________________________________________________________________________________________________________

Was it a public school, religious school, or another type of school? ______________________________________________________________________________________________________________________________

Did you go to a “special needs” school? ______________________________________________________________________________________________________________________________

Note: Special school refers to a school for children with severe learning or emotional difficulties. If the respondent studied in special school then the highest possible rating on this item is 4.

If attended regular school: Did you attend regular classes with most other kids or did you go to a special class in a regular school?

2. Some kids find school very difficult. How hard were your subjects? __________________________________________________________

Note: If you have local standards for excellent, good, average, fair and failing use them to illustrate. For example A, B, C, D and F.

3. What subject did you do the best in? What was the best grade you ever got? __________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

4. What subjects did you have the hardest time in? What was the worst grade you ever got?

_______________________________________________________________________________________________________________________________________________________________________________________________________________________________________

5. Compared to other kids, how did you do in school at this age? (Note the relevant years of schooling)

____________________________________________________________________________________________________________________________________________________________________________________________________________

6. Thinking about all your subjects, how did you do overall, excellent, good, average, fair or failing student? ______________________________________________________________________________________________________________________________________________________________________________________________

7. Did you repeat any years of schooling?

_______________________________________________________________________________________________________________________________________________________________________________________________________________________________________

8. Would your exam marks have been good enough for you to get into any school? ______________________________

As compared with all other students that age in the general population (i.e., a student doing very well in a special needs school would rate no higher than a 4); 9 - Excellent student (straight A’s – likely to attend a post-secondary institution); 1 - A’s and B’s (likely to pursue post-secondary studies); 2 - Good student (B’s – post-secondary); 3 - Average student (B’s and C’s); 4 - Fair student (C’s); 5 - D’s – failing some classes; 6 - Failing all classes.
IV. Adaptation to school childhood (ages 6 to 11)

Insert before each question “From the age of 6 to ___”

1. Did you enjoy school? ________________________________________________________________

2. Would you say that you liked most of your teachers or would you say that you did not like most of your teachers? ________________________________________________

3. Who was your favorite teacher? What did you like about him/her? ________________________________________________________________

4. Which teacher did you dislike the most? Why didn’t you like him/her? ________________________________________________________________

5. Did you have friends in school? _____________________________________________________________

6. Did you turn off during class – like daydream or just not pay attention? How you do that? ________________________________________________________________

7. Were you involved in any school activities like teams, clubs, anything like that? ________________________________________________________________

8. Some kids get into trouble at school. How often did you get into trouble at school? What kinds of things happened? If yes, probe to see if this was serious. ________________________________________________________________

9. Did you leave school without permission? (A lot?) ________________________________________________________________

10. Some kids break things at school, or rip their books. Did you ever damage school property? Could you tell me about it? If yes, probe to see if this was serious. ________________________________________________________________

11. As punishment for being bad were you ever sent home from school for a few days or more from school? If yes, for how long? ________________________________________________________________

12. For being bad were you ever told you are not allowed to go back to school? ________________________________________________________________

0 - Good adaptation, enjoys school, no or rare discipline problems, has friends at school, likes most teachers;
1 - Likes school, few discipline problems;
2 - Fair adaptation, occasional discipline problems, not very interested in school, but no truancy or rare. Has friends in school, but does not often take part in extracurricular activities;
3 - Sometimes truant;
4 - Poor adaptation, dislikes school, frequent truancy, frequent discipline problem (may have been suspended);
5 - Expelled from school;
6 - Refuses to have anything to do with school — delinquency or vandalism directed against school.
Early adolescence (ages 12 to 15)

Now I am going to ask you some questions about your life between the ages of 12 to 15 (note for subject approximate school grade _______).

I. Sociability and withdrawal early adolescence (ages 12 to 15)

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

First, I’d like to ask you about your friendships from the age of 12 to ___.
Insert before each question “From the age of 12 to ___”

1. Did you have friends at school or in your neighborhood? ________________________________________
   If “no” then skip to question 5.

2. What did you and your friends do together? _________________________________________________

3. Who mostly made plans to do things, you or your friends? _________________________________

4. Did you prefer to stay by yourself or get together with friends? ______

5. What kinds of things did you like to do at that age? _________________________________________

6. Did you spend a lot of time by yourself? __________________________________________________

7. Did you daydream a lot? _______________________________________________________________

0 - Not withdrawn;
2 - Mild withdrawal, enjoys socialization when involved, occasionally seeks opportunities to socialize;
4 - Moderately withdrawn, given to daydreaming and excessive fantasy, may passively allow self to be drawn into contact with others, but does not seek it;
6 - Unrelated to others, withdrawn and isolated, avoids contacts.

PAS Structured Interview (v.21) 7 of 26
II. Peer relationships early adolescence (ages 12 to 15)

If no friends or acquaintances at all are noted in the previous section (I. Sociability and withdrawal) score this section based on information already obtained and skip questions 1 to 5.

Note: If onset was during this period, use for upper age ("to ___") age of onset -1.

Insert before each question “From the age of 12 to ___”

1. About how many friends did you have? ________________________________________________________________

2. Were you close to any of them? ________________________________________________________________

3. Did you have a best friend? __________

If yes: What was he/she like? ________________________________________________________________

How often did you get together with your best friend? ________________________________________________________________

What did you do when you got together with your best friend? ________________________________________________________________

4. Did you have a friend who you could tell things that you did not want other people to know? ________________________________________________________________

5. Were most of your friends your age? __________

If not, how much younger/older were they? ________________________________________________________________

0 - Many friends (more than 5), close relationships (“best friends” or people you could confide in) with several;
1 - 2–5 friends;
2 - Close relationships with a few friends (1 or 2), casual friendships with others;
3 - Only casual friends;
4 - Deviant (unusual) friendship patterns: friendly with children younger or older only, or relatives only, or casual relationships only;
6 - Social isolate, no friends, not even superficial relationships.
III. Scholastic performance early adolescence (ages 12 to 15)

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

I’d like to ask you some questions about school from the age of 12 to ___.

Insert before each question “From the age of 12 to ___”

1. What was the name of your school?
_______________________________________________________________________________________________________________________________

2. Was it a public school, religious school, or another type of school?
______________________________________________________________________________________________________________________

3. Did you go to a “special needs” school?
______________________________________________________________________________________________________________________

Note to interviewer: Special school refers to a school for children with severe learning or emotional difficulties, if the respondent studied in special school they would not be rated higher than 4 on this item.

If attended regular school: Did you attend regular classes with most other kids or did you go to a special class in a regular school?
______________________________________________________________________________________________________________________

4. Some kids find school very difficult. How hard were your subjects?
______________________________________________________________________________________________________________________

Note to interviewer: If you have local standards for excellent, good, average, fair and failing use them to illustrate. For example A, B, C, D and F.

5. What subject did you do the best in? What was the best grade you ever got?
______________________________________________________________________________________________________________________

6. What subjects did you have the hardest time in? What was the worst grade you ever got?
_____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

7. Compared to other kids, how did you do in school at this age? (Note the relevant ages or years of schooling)
______________________________________________________________________________________________________________________

8. Thinking about all your subjects, how did you do overall, excellent, good, average, fair or failing student?
______________________________________________________________________________________________________________________

9. Did you repeat any years of schooling?
______________________________________________________________________________________________________________________

10. Would your exam marks have been good enough for you to get into any school?
As compared with all other students that age in the general population (i.e., a student doing very well in a special needs school would rate no higher than a 4): 4 - Excellent student (straight A’s – likely to attend a post-secondary institution); 3 - A’s and B’s (likely to pursue post-secondary studies); 2 - Good student (B’s – post-secondary); 1 - Average student (B’s and C’s); 0 - Fair student (C’s); 0 - Failing some classes; 6 - Failing all classes.
### IV. Adaptation to school early adolescence (ages 12 to 15)

Insert before each question “From the age of 12 to ___”

1. Did you enjoy school?

2. Did you like or dislike most of your teachers?

3. Who was your favorite teacher? What did you like about him/her?

4. Which teacher did you dislike the most? Why didn’t you like him/her?

5. Did you have friends in school?

6. Did you turn off during class – like daydream or just not pay attention? How often did that happen to you?

7. Were you involved in any school activities like teams, clubs, anything like that?

8. Some kids get into trouble at school. How often did you get into trouble at school? What kinds of things happened? If yes, probe to see if this was serious.

9. Did you leave school without permission? (A lot?)

10. Some kids break things at school, or rip their books. Did you ever damage school property? Could you tell me about it? If yes, probe to see if this was serious.

11. As punishment for being bad were you ever sent home from school for a few days or more from school? If yes, for how long?

12. For being bad were you ever told you are not allowed to go back to school?

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>0</td>
<td>Good adaptation, enjoys school, no or rare discipline problems, has friends at school, likes most teachers;</td>
</tr>
<tr>
<td>1</td>
<td>Likes school, few discipline problems;</td>
</tr>
<tr>
<td>2</td>
<td>Fair adaptation, occasional discipline problems, not very interested in school, but no truancy or rare. Has friends in school, but does not often take part in extracurricular activities;</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes truant;</td>
</tr>
<tr>
<td>4</td>
<td>Poor adaptation, dislikes school, frequent truancy, frequent discipline problem <em>(may have been suspended)</em>;</td>
</tr>
<tr>
<td>5</td>
<td>Expelled from school;</td>
</tr>
<tr>
<td>6</td>
<td>Refuses to have anything to do with school — delinquency or vandalism directed against school.</td>
</tr>
</tbody>
</table>
V. Social-sexual aspects of life during early adolescence (ages 12 to 15)

Note: If onset was during this period, use for upper age (“to___”) age of onset -1.

Insert before each question “From the age of 12 to ___”

I am going to ask you some questions about your relationships.

1. Did you have friends of the opposite sex, the same sex or both? ____________________________________________________________
   _____________________________________________________________________________________________________________________________________________________________________________________________________________________________

2. Did you socialize with boys and girls? ________________________________________________________________________________________________________________________

3. Did you have any romantic interests? ________________________________________________________________________________________________________________________

4. Did you ever have a crush? ___________________________________________________________________________________________________________________________________________________

5. Did you date? ____________________________________________________________________________________________________________________________________________________________________________________

6. Did you have a steady romantic relationship? _________________________________________________________________________________________________________

7. Were your partner(s) boy(s) and/or girl(s)? ____________________________________________________________________________________________________________

8. Did you ever hug or kiss or have other sexual contact with your boy or girlfriend? ____________

0 - Started dating, showed a “healthy interest” in the opposite sex, may have “gone steady,” may include some sexual activity;
1 - Attachment and interest in others, may be same-sex attachments, may be a member of a group, interested in the opposite sex, although may not have close, emotional relationship with someone of the opposite sex, “crushes” and flirtations;
2 - Consistent deep interest in same-sex attachments with restricted or no interest in the opposite sex
3 - Casual same-sex attachments with inadequate attempts at relationships with the opposite sex. Casual contacts with both sexes;
4 - Casual contacts with the same sex, no interest in the opposite sex;
5 - A loner, no or rare contacts with either boys or girls;
6 - Antisocial, avoids and avoided by peers (differs from above in that an active avoidance of others rather than a passive withdrawal is implied).
Now I’d like to ask you about your late teens. Were you still in school from the age of 16 to 18?

**I. Sociability and withdrawal late adolescence (ages 16 to 18)**

*Note:* If onset was during this period, use for upper age (“to ___”) age of onset -1.

Insert before each question “From the age of 16 to ___”

1. Did you have friends at school or in your neighborhood?  
   If “no” then skip to question 5.

2. What did you and your friends do together?

3. Who mostly made plans to do things, you or your friends?

4. Did you prefer to stay by yourself or get together with friends?

5. What kinds of things did you like to do at that age?

6. Did you spend a lot of time by yourself?

7. Did you daydream a lot?

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<thead>
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<th>Score</th>
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<tbody>
<tr>
<td>0</td>
<td>Not withdrawn;</td>
</tr>
<tr>
<td>2</td>
<td>Mild withdrawal, enjoys socialization when involved, occasionally seeks opportunities to socialize;</td>
</tr>
<tr>
<td>4</td>
<td>Moderately withdrawn, given to daydreaming and excessive fantasy, may passively allow self to be drawn into contact with others, but does not seek it;</td>
</tr>
<tr>
<td>6</td>
<td>Unrelated to others, withdrawn and isolated, avoids contacts.</td>
</tr>
</tbody>
</table>
II. Peer relationships late adolescence (ages 16 to 18)

If no friends or acquaintances at all are noted in the previous section (I. Sociability and withdrawal) score this section based on information already obtained and skip questions 1 to 5.

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

Insert before each question “From the age of 16 to ___”

1. About how many friends did you have? ___________________________________________________________________________________________________________________________

2. Were you close to any of them? _____________________________________________________________________________________________________________________________________________

3. Did you have a best friend? _____________________________________________________________________________________________

If yes: What was he/she like? _____________________________________________________________________________________________

How often did you get together with your best friend? _____________________________________________________________________________________________

What did you do when you got together with your best friend? _____________________________________________________________________________________________

4. Did you have a friend who you could tell things that you did not want other people to know? _____________________________________________________________________________________________

5. Were most of your friends your age? ______

If not, how much younger/older were they? __________

0 - Many friends (more than 5), close relationships (“best friends” or people you could confide in) with several;
1 - 2–5 friends;
2 - Close relationships with a few friends (1 or 2), casual friendships with others;
3 - Only casual friends;
4 - Deviant (unusual) friendship patterns: friendly with children younger or older only, or relatives only, or casual relationships only;
5 - Social isolate, no friends, not even superficial relationships.
III. Scholastic performance late adolescence (ages 16 to 18)

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

I’d like to ask you some questions about school from the age of 16 to ___.

Insert before each question “From the age of 16 to ___”

1. What was the name of your school? _______________________________________________________________________________________________________________________________________
   Was it a public school, religious school, or another type of school? ____________________________________________________________
   Did you go to a “special needs” school? ______________________________________________________________________________________________________________________________

   Note: Special school refers to a school for children with severe learning or emotional difficulties, if the respondent studied in special school they would not be rated higher than 4 on this item.

If attended regular school: Did you attend regular classes with most other kids or did you go to a special class in a regular school?

2. Some kids find school very difficult. How hard were your subjects? _________________________________________________________

   Note: If you have local standards for excellent, good, average, fair and failing use them to illustrate. For example A, B, C, D and F.

3. What subject did you do the best in? What was the best grade you ever got? __________________________

4. What subjects did you have the hardest time in? What was the worst grade you ever got?

5. Compared to other kids, how did you do in school at this age? (Note the relevant ages or years of schooling)

6. Thinking about all your subjects, how did you do overall, excellent, good, average, fair or failing student?

7. Did you repeat any years of schooling?

8. Would your exam marks have been good enough for you to get into any school? __________________________

As compared with all other students that age in the general population (i.e., a student doing very well in a special needs school would rate no higher than a 4): 0 - Excellent student (straight A’s – likely to attend a post-secondary institution); 1 - A’s and B’s (likely to pursue post-secondary studies); 2 - Good student (B’s – post-secondary); 3 - Average student (B’s and C’s); 4 - Fair student (C’s); 5 - D’s – failing some classes; 6 - Failing all classes.
IV. Adaptation to school late adolescence (ages 16 to 18)

Insert before each question “From the age of 16 to ___”

1. Did you enjoy school?

2. Would you say that you liked most of your teachers or would you say that you did not like most of your teachers?

3. Who was your favorite teacher? What did you like about him/her?

4. Which teacher did you dislike the most? Why didn’t you like him/her?

5. Did you have friends in school?

6. Did you turn off during class – like daydream or just not pay attention? How often did that happen to you?

7. Were you involved in any school activities like teams, clubs, anything like that?

8. Some kids get into trouble at school. How often did you get into trouble at school? What kinds of things happened?
   If yes, probe to see if this was serious.

9. Did you leave school without permission? (A lot?)

10. Some kids break things at school, or rip their books. Did you ever damage school property? Could you tell me about it?
    If yes, probe to see how serious this was.

11. As punishment for being bad were you ever sent home from school for a few days or more from school? If yes, for how long?

12. For being bad were you ever told you are not allowed to go back to school?

   0 - Good adaptation, enjoys school, no or rare discipline problems, has friends at school, likes most teachers;
   1 - Likes school, few discipline problems;
   2 - Fair adaptation, occasional discipline problems, not very interested in school, but no truancy or rare. Has friends in school, but does not often take part in extracurricular activities;
   3 - Sometimes truant;
   4 - Poor adaptation, dislikes school, frequent truancy, frequent discipline problem (may have been suspended);
   5 - Expelled from school;
   6 - Refuses to have anything to do with school — delinquency or vandalism directed against school.
### V. Social-sexual aspects of life during late adolescence (ages 16 to 18)

Note: If onset was during this period, use for upper age ("to ___") age of onset -1.

I am going to ask you some questions about your relationships during the age of 16 to ___.

Insert before each question “From the age of 16 to ___”

1. Did you ever go steady with another boy or girl for a long time? ____________________________
   If so then ask:
   How many steady relationships did you have? ____________________________
   Was it / were they sexual relationship(s)? ____________________________
   How long did the relationship last? ____________________________

2. Did you date other boys, girls or both? Which? If so did you have ‘casual sex’?

4. Did you ever willingly hug, kiss or have other sexual contact with another boy or girl?

5. Were your friends male, female or both?

If the above answers show no sign of interest is shown then ask:
Were you not interested being with a boy or girl sexually, or for another reason?

Note to interviewer If no sexual interest is shown probe and if verified allocate 6 and go to the next section.

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<table>
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<tbody>
<tr>
<td>0</td>
<td>Always showed a “healthy interest” in the opposite sex, dating, has gone “steady,” has engaged in some sexual activity (not necessarily intercourse);</td>
</tr>
<tr>
<td>1</td>
<td>Dated regularly. Had only one friend of the opposite sex with whom the subject went “steady” for a long time. (Includes sexual aspects of a relationship, although not necessarily intercourse; implies a twosome, pairing off into couples as distinguished from below);</td>
</tr>
<tr>
<td>2</td>
<td>Always mixed closely with boys and girls. (Involves membership in a crowd, interest in and attachment to others, no couples);</td>
</tr>
<tr>
<td>3</td>
<td>Consistent deep interest in same-sex attachments with restricted or no interest in the opposite sex;</td>
</tr>
<tr>
<td>4</td>
<td>Casual same-sex attachments with inadequate attempts at adjustment to going out with the opposite sex. Casual contacts with both sexes;</td>
</tr>
<tr>
<td>5</td>
<td>Casual contacts with the same sex, with a lack of interest in the opposite sex. Occasional contacts with the opposite sex;</td>
</tr>
<tr>
<td>6</td>
<td>No desire to be with boys and girls, never went out with the opposite sex.</td>
</tr>
</tbody>
</table>
Adulthood (ages 19 and above)

Now I’d like to ask you some questions about your life from the age of 19 until _____ (age of onset less one year as noted in the instructions before starting the interview).

Were you working or in school from the age of 19 to ______ (use age from previous paragraph)?

I. Sociability and withdrawal adulthood (ages 19 and above)

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

How about your friendships from the age of 19 to ___.

Insert before each question “From the age of 19 to ___”

1. Did you have friends at school or in your neighborhood? ____________________________
   If “no” then skip to question 5.

2. What did you and your friends do together? ____________________________

3. Who mostly made plans to do things, you or your friends? __________________________

4. Did you prefer to stay by yourself or get together with friends? _______

5. What kinds of things did you like to do at that age? ____________________________

6. Did you spend a lot of time by yourself? ____________________________

7. Did you daydream a lot?

   0 - Not withdrawn, actively and frequently seeks out social contacts;
   2 - Mild withdrawal, enjoys socialization when involved, occasionally seeks opportunities to socialize;
   4 - Moderately withdrawn, given to daydreaming and excessive fantasy, may passively allow self to be drawn into contact with others, but does not seek it;
   6 - Unrelated to others, withdrawn and isolated, avoids contacts.
II. Peer relationships adulthood (ages 19 and above)

If no friends or acquaintances at all are noted in the previous section (I. Sociability and withdrawal) score this section based on information already obtained and skip questions 1 to 5.

Note: If onset was during this period, use for upper age (“to ___”) age of onset -1.

Insert before each question “From the age of 19 to ___”

1. About how many friends did you have? ____________________________________________

2. Were you close to any of them? ________________________________________________

3. Did you have a best friend or best friends? _______________________________________

If yes: What was he/she like? ____________________________________________________

How often did you get together with your best friend(s)? ____________________________

What did you do when you got together with your best friend(s)? ____________________

4. Did you have a friend who you could tell things that you did not want other people to know? ____________________________

5. Were most of your friends your age? _________

If not, how much younger/older were they? _______________________________________

0 - Many friends (more than 5), close relationships (“best friends” or people you could confide in) with several;
1 - 2–5 friends;
2 - Close relationships with a few friends (1 or 2), casual friendships with others;
3 - Only casual friends;
4 - Deviant (unusual) friendship patterns: friendly with children younger or older only, or relatives only, or casual relationships only;
6 - Social isolate, no friends, not even superficial relationships.
Now I am going to ask you some questions about your relationships from age 19 to _ (age of onset -1).

Are you now or have you ever been married?
Note to Interviewer: If yes: Go to V.1.
If never married and over 30 year olds: Go to V.2.
If never married, age 19–29 years: Go to V.3.

### V.1 Aspects of adult social-sexual life (for persons married now or previously)

1. Are you now married? ________________________________________________________________

2. How long have you been married? ______________________________________________________

3. Would you say that you are overall happily married? ______________________________________

4. Many couples argue a lot. How often do you and your spouse argue? ______________________

5. How satisfied are you with your sex life? ________________________________________________

6. Is this your first marriage? __________________________________________________________

7. During this marriage, have you ever had an affair?

If this is a first marriage, then skip to next section “General”, if not continue.

8. How many times were you married? ____________________________________________________

9. What year or how old were you when you first got married? ________________________________

10. How did the marriage end? When did this happen? (Continue to ask about each marriage up to onset age-1).

0 - Married, only one marriage (or remarried as a result of death of spouse), living as a unit, adequate sexual relations;
1 - Currently married with a history of low sexual drive, periods of difficult sexual relations, or extramarital affair;
1 - Married more than one time, currently remarried. Adequate sexual relations during at least one marriage;
2 - Married, or divorced and remarried, with chronically inadequate sex life;
2 - Married and apparently permanently separated or divorced without remarriage, but maintained a home in one marriage for at least 3 years;
3 - Same as above, but divorce occurred over 3 years ago and while married, maintained a home for less than 3 years.
**V.2 Never married, over 30 years of age- Aspects of adult social-sexual life**

1. Have you ever been engaged or in a steady relationship? 
   If yes: How long was your longest relationship? 

2. Were these relationships sexual? 
   If yes: How often did you have sex? 

3. If the answers to the above were no then ask: Have you had any romantic interests? 

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2 - Has been engaged one or more times or has had a long-term relationship (at least 2 years) involving heterosexual or homosexual relations, or apparent evidence of a love affair with one person, but unable to achieve a long-term commitment such as marriage; 
3 - Long-term heterosexual or homosexual relationship lasting over 6 months, but less than 2 years; 
4 - Brief or short-term dating experiences (heterosexual or homosexual) with one or more partners, but no long-lasting sexual experience with a single partner; 
5 - Sexual and/or social relationships rare or infrequent; 
6 - Minimal sexual or social interest in either men or women, isolated.

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**V.3 Never married, age 19–29 years - Aspects of adult social-sexual life**

1. Have you had any romantic interests? 
   If no: Was this by choice or for another reason? Did you ever want to get married or go steady but your partner(s) did not? 

2. Were you ever engaged or did you go steady? How long was this? 

3. Did you live together? 

4. Have you had sexual relations? 
   If yes: How often did you have sex? 
   Was sex with the same partner? 
   If no: What was the longest such relationship? 

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0 - Has had at least one long-term love affair (minimum 6 months) or engagement, even though religious or other prohibitions or inhibitions may have prevented actual sexual union. May have lived together; 
1 - Has dated actively, had several “boyfriends” or “girlfriends.” Some relationships have lasted a few months, but no long-term relationships. Relationships may have been serious but a long-term commitment such as marriage was not understood to be an eventuality; 
3 - Brief or short-term dating experiences or affairs with one or more partners, but no long-lasting sexual experience with a single partner; 
4 - Casual sexual or social relationships with persons of either sex with no deep emotional bonds; 
5 - Sexual and/or social relationships rare or infrequent; 
6 - Minimal sexual or social interest in either men or women, isolated.
VI. General questions

I am going to ask you some general questions about life.

Note: Topics of each section are in bold.

1. Education
   1. What is the highest level of education you completed?
   
   | 0 | Completed college and/or graduate school or professional school;  | 1 | Completed high school and some college or vocational training or business school;  | 2 | Completed high school;  | 4 | Completed grade 8;  | 6 | Did not get beyond grade 5 |

2. Employment and school during a period of 6 months to 3 years before the onset of first episode

I would like to ask you a few questions about your life during the ages of ___ to ___ (Interviewer please state age between 6 months and 3 years before the onset of first episode as applicable) which would have been the 3 years before your first psychiatric hospitalization.

Note: Draw a calendar or time line together with respondent to help orient them.

During the 3 years before you were hospitalized did you work for money or did you attend school?

If yes: For how long, less than half of the time, half of the time, all of the time? ______

| 0 | All the time;  | 2 | Half the time;  | 4 | Briefly, about 25% of the time;  | 6 | Never. |

3. Change in work or school performance within a period of 1 year or up to 6 months before onset of first episode

During the year before your first psychiatric hospitalization did your work or school performance change?

Did you find that you could do more or less work than before?

Did you find that you could do your work faster or slower than before?

If noted changes: How long did it take for your school/work performance to change? In what ways did your school/work performance change?

| 0 | Abruptly;  | 2 | Within 3 months;  | 4 | Within 6 months;  | 6 | Imperceptibly, difficult or not possible to determine onset of deterioration. |
4. Job or school change during a period of 3 years to 6 months before the onset of first episode

Were you in school or working during the 3 years before your first psychiatric hospitalization? That would have been when you were between the ages of ___ and ____?

If you were working, how many jobs did you have? ________________________________________________________________________________________________

What were your jobs? _______________________________________________________________________________________________________________________________________

How long did you work at each job? _______________________________________________________________________________________________________________________________________

If at school, did you change schools? _______________________________________________________________________________________________________________________________________

For how long did you stay at school for that time? _______________________________________________________________________________________________________________________________________

0 - Same job held or remained in school;
2 - Job change or school interruption occurred 2–3 times;
4 - Kept the same job for more than 8 months, but less than 1 year, or remained in school continuously for the same period;
6 - Less than 2 weeks at a job or in school.

5. Establishment of independence

Are you living or have you ever lived outside your parents’ home for example in your own place, a dorm or shared apartment?

If yes: Tell me how you got on with house work like paying the bills, cooking, washing?

If living at home: Do you help in some way to pay the bills? ________________________________________________________________________________________________

Do your parents give you money weekly or monthly to help you get by? ________________________________________________________________________________________________

What do you use the money for? ________________________________________________________________________________________________

0 - Successfully established residence away from family home, financially independent of parents;
2 - Made unsuccessful attempts to establish independent residence, lives in parents’ home but pays room and board, otherwise financially independent;
4 - Lives in parents’ home, receives an allowance from parents which subject budgets to pay for entertainment, clothes, etc.;
6 - Made no attempt to leave home or be financially independent.
6. Global assessment of highest level of functioning achieved in subject’s life

I’d like to ask you how you got on during the best months or years in your life. First, think about the time in your life when you were feeling your best. Note: To get the respondent thinking about the past ask: How old were you? (Note: use this age for age __). Where were you living then?

1. When you were feeling your best at age ___ how much did you enjoy things like work, school, friends, family, hobbies, and relationships? ________________________________________________________________________________________________

2. When you felt your best at age ___ did you enjoy being with family and/or friends? If yes: Please give me an example? ________________________________________________________________________________________________

3. How was your relationship with your girl/boyfriend when you felt at your best at age ___?

4. Did you have any special hobby or thing you took pleasure from when you felt your best at age ___? __________________________________________________________________________________________________________________________________________________________________________________________

5. When you felt your best at age ___ is there any one thing in particular you recall being really good at? ______________________________________________________________________________________________________

0 - Fully able to function successfully in and take pleasure from (a) school or job; (b) friends; (c) intimate sexual relationships; (d) church, hobbies etc. Enjoys life and copes with it well; 2 - Able to function well and enjoys some spheres of life, but has a definite lack of success in at least one area; 4 - Minimum success and pleasure in 3 areas of life; 6 - Unable to function in or enjoy any aspect of life.
7. Social-personal adjustment (based on the most recent period of good functioning)

Note: Rating this item draws on information collected earlier in the interview regarding social activities at school and in relationships. Ask the following questions about the most recent period of good functioning. This period will be used to complete the ages from ___ to ___ in this section.

1. From the ages of ___ to ____ were you ever a member of a club, organization or sports team? _______________________________________________________________

If no go to item “8. Degree of interest in life”).

2. From the ages of ____ to ____ were you ever a leader, in charge or in a position of authority in a club, organization or sports team? _______________________________________________________________________________________________________________________________________

3. From the ages of ___ to ____ did you ever participate in group activities? __________________

4. From the ages of ___ to ____ did you have any pals at the group, club or team? __________________

0 - A leader or officer in formally designated groups, clubs organizations or athletic teams in senior high school, vocational school, college or young adulthood. Involved in intimate close relationships with others;
1 - An active and interested participant, but did not play a leading role in groups of friends, clubs, organizations or athletic teams. Was involved in close relationships with others also; 2 - A nominal member but had no involvement in or commitment to groups of friends, clubs, organizations, etc. Had close relationships with a few friends;
3 - From adolescence through early adulthood had a few casual friends; 4 - From adolescence through early adulthood had no real friends, only superficial relationships; 5 - From adolescence through early adulthood, quiet, reclusive, preferred to be by self, minimal efforts to maintain any contact at all with others; 6 - No desire to be with peers or others. Either asocial or antisocial.

8. Degree of interest in life

1. Is there anything that you enjoy doing, say hanging out with friends, work, sports, art, pets, gardening, social activities, music and drama? __________________________________________________________________________________________________________

2. What do you do in your free time? _________________________________________________________________________________________________________________________________

If response to 1 is “No” and no deep interest of any sort on 2 allocate a 6 and skip to item “9. Energy Level”

3. Do you devote a lot of time to it / them? __________________________________________________________________________________________________________________________

4. How do you spend your time? __________________________________________________________________________________________________________________________________________

5. Do you enjoy what you do? ________________________________________________________________________________________________________________________________________________

0 - Keen, ambitious interest in some of the following: home, family, friends, work, sports, art, pets, gardening, social activities, music and drama;
2 - Moderate degree of interest in several activities including social gatherings, sports, music and the opposite sex;
4 - Mild interest in a few things such as job, family, quiet social gatherings. The interest is barely sustaining;
6 - Withdrawn and indifferent toward life interests of average individual. No deep interests of any sort.
9. Energy level

Note to interviewer: You may have an impression of the energy level of the patient. Please do not draw on this impression too strongly in rating this question.

Orientation sentence: This is the last question. I’m going to ask you some questions about how much energy you feel you have.

1. Are you the kind of person who has to always keep busy? Would you say you like to ‘get up and go’?
__________________________________________________________________________________________________________________________________________________________________________________________________________

2. Are you usually tired?
___________________________________________________________________________________________________________________________________________________________________

3. Do you enjoy parties?
___________________________________________________________________________________________________________________________________________________________________

4. When faced with life’s problems do you address them head on or accept your lot?
Give me an example of a problem that you faced and how you handled it.
____________________________________________________________________________________________________________________________________________________________________________________________________________________________________

0 - Strong drive, keen, active, alert, interest in life. Liked life and had enough energy to enjoy it. Outgoing and adequate in meeting life;
2 - Moderately adequate drive, energy, interest as described above;
4 - Moderately inadequate energy level. Tended toward submissive, passive reactions. Showed some potential to face life’s problems, but would rather avoid them than expend the necessary energy;
6 - Submissive, inadequate, passive reactions. Weak grasp on life, does not go out to meet life’s problems, does not participate actively, but passively accepts his/her lot without having the energy to help self.
Please note the source(s) of information you used to complete the PAS

Rate the extent to which you relied on each of the following sources when completing the PAS

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PLEASE CHECK THAT YOU HAVE COMPLETED ALL THE PAS QUESTIONS ON THE REPORTING FORM