

Patient Name:

Today's Date:

Age:

Sex: M__ F__ Pt. Birth Date

MR #

Parents' Names

ADHD Diagnostic Criteria *

Circle the numbers of the symptoms in each section that apply.

A. Either (1) or (2):

- (1) six (or more) of the following symptoms of **inattention** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level.

Inattention

- (a) often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
- (b) often has difficulty sustaining attention in tasks or play activities
- (c) often does not seem to listen when spoken to directly
- (d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- (e) often has difficulty organizing tasks and activities
- (f) often avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- (g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- (h) is often easily distracted by extraneous stimuli
- (i) is often forgetful in daily activities

- (2) six (or more) of the following symptoms of **hyperactivity-impulsivity** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

- (a) often fidgets with hands or feet or squirms in seat
- (b) often leaves seat in classroom or in other situations in which remaining seated is expected
- (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- (d) often has difficulty playing or engaging in leisure activities quietly
- (e) is often "on the go" or often acts as if "driven by a motor"
- (f) often talks excessively

Impulsivity

- (g) often blurts out answers before questions have been completed
- (h) often has difficulty awaiting turn
- (i) often interrupts or intrudes on others (e.g., butts into conversations or games)

- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

Clinician's Signature

Date

• American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV™), American Psychiatric Association: Washington, DC, 1994.

ADHD RATING SCALE – IV – HOME VERSION

Child's Name _____

Child's Age _____ Sex: M F Grade _____ Child's Race: _____

Completed by: Mother Father Guardian Grandparent

Circle the number that best describes your child's home behavior over the past 6 months.

	Never or Rarely	Sometimes	Often	Very Often
+ 1. Fails to give close attention to details or makes careless mistakes in schoolwork.	0	1	2	3
- 2. Fidgets with hands or feet or squirms in seat.	0	1	2	3
+ 3. Has difficulty sustaining attention in tasks or play activities.	0	1	2	3
- 4. Leaves seat in classroom or in other situations in which remaining seated is expected.	0	1	2	3
+ 5. Does not seem to listen when spoken to directly.	0	1	2	3
- 6. Runs about or climbs excessively in situations in which it is inappropriate	0	1	2	3
+ 7. Does not follow through on instructions and fails to finish work.	0	1	2	3
- 8. Has difficulty playing or engaging in leisure activities quietly.	0	1	2	3
+ 9. Has difficulty organizing tasks and activities.	0	1	2	3
- 10. Is "on the go" or acts as if "driven by a motor."	0	1	2	3
+11. Avoids tasks (e.g., schoolwork, homework) that require sustained mental effort.	0	1	2	3
- 12. Talks excessively	0	1	2	3
+13. Loses things necessary for tasks or activities.	0	1	2	3
0 14. Blurts out answers before questions have been completed.	0	1	2	3
+ 15. Is easily distracted.	0	1	2	3
0 16. Has difficulty awaiting turn.	0	1	2	3
+ 17. Is forgetful in daily activities.	0	1	2	3
0 18. Interrupts or intrudes on others.	0	1	2	3

+ Inattention

- Hyperactivity

0 Impulsivity

Normative Data for Boys on ADHD RS-IV (Home Version)

Age	n	Inattention				Hyperactivity - Impulsivity				Total Score			
		<u>M</u> (SD)	90th %ile	93rd %ile	98th %ile	<u>M</u> (SD)	90th %ile	93rd %ile	98th %ile	<u>M</u> (SD)	90th %ile	93rd %ile	98th %ile
5 - 7 y.o.	353	5.94 5.08	13	15	20	6.59 5.56	15	17	22	12.54 9.97	29	30.2	38.9
8 - 10 y.o.	289	6.65 5.33	14	15	22.2	5.53 5.25	13	15	21.2	12.18 9.81	25	27	42.2
11 - 13 y.o.	149	6.7 6.27	18	18.5	24	4.79 5.54	14	16	21	11.5 11.32	31	34	47
14 - 18 y.o.	133	5.7 5.36	13.6	15.6	23	3.68 4.32	10	11	16.3	9.38 8.96	23.4	27	36.3

Normative Data for Girls on ADHD RS-IV Parent Ratings

Age	n	Inattention				Hyperactivity - Impulsivity				Total Score			
		<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile
5 - 7 y.o.	314	4.51 4.51	12	14	18	5 4.53	13	14	19.7	9.51 8.17	24	28	30
8 - 10 y.o.	327	4.17 4.36	12	13	16.4	3.39 3.79	9	11	15.4	7.56 7.51	20	22	30.4
11 - 13 y.o.	173	4.61 6.27	12.8	16	21	2.88 5.54	9	10	12	7.49 11.32	20	21.6	28.5
14 - 18 y.o.	225	4.07 4.57	12.2	14	16.5	3.29 3.82	10	11	16	7.36 7.74	22	24	32.5

DuPaul, Anastopoulos, Power, Reid, Ikeda, & McGoey (1996). Unpublished normative data.

ADHD Co-existing Conditions Checklist

Circle all criteria in each section that apply then
Check boxes for diagnoses

Patient Name:

Today's Date:

Age:

Sex: M__ F__ Pt. Birth Date

MR #

Parents' Names

- Generalized Anxiety Disorder
Excessive and persistent worries \geq 6 mos duration affecting multiple activities and events and manifest in 3 of 6:
 1. Restlessness, feeling keyed up, on edge
 2. Being easily fatigued
 3. Difficulty concentrating, mind going blank
 4. Irritability
 5. Muscle tension
 6. Sleep disturbance
- Other Anxiety Disorders
 1. Specific phobia
 2. Separation anxiety
 3. Panic disorder
- Anxiety problem
- Anxious developmental variation

- Major depressive disorder
 \geq 5 of 9 criteria almost everyday X 2 wks with at least depressed mood or loss of interest or pleasure:
 1. Depressed mood or irritable by subjective report or observation
 2. Markedly diminished interest or pleasure in all or almost all activities
 3. Weight loss/gain without dieting
 4. Insomnia or hypersomnia almost every day
 5. Psychomotor agitation or retardation
 6. Fatigue or energy loss
 7. Feelings of worthlessness or excessive guilt
 8. Diminished ability to think or concentrate
 9. Recurrent thoughts of death or suicide
- Dysthymic Disorder
- Adjustment Disorder with Depressed Mood
- Sadness or Negative Emotional Problem
- Sadness or Negative Emotional Variation
- Bereavement

- Oppositional Defiant Disorder
A pattern of negative, hostile, defiant behavior for $>$ 6 mos causing impairment and $>$ 4 of 8:
 1. Often loses temper
 2. Often argues with adults
 3. Often defies or refuses to comply
 4. Often deliberately annoys people
 5. Often blames others for mistakes, misbehavior
 6. Is often touchy or easily annoyed
 7. Is often angry and resentful
 8. Is often spiteful
- Aggressive/Oppositional Problem
- Aggressive/Oppositional Variant

- Conduct Disorder
A repetitive and persistent pattern in which the basic rights of others and norms are violated with 3 criteria in past 12 months, 1 in past 6 months:
 - Aggression to people and animals
 1. Often bullies, threatens, or intimidates others
 2. Often initiates physical fights
 3. Has used a weapon that can cause serious harm
(bat, brick, broken bottle, knife, gun)
 4. Has been physically cruel to people
 5. Has been physically cruel to animals
 6. Has stolen while confronting a victim
(mugging, extortion, armed robbery)
 7. Has forced someone into sexual activity
 - Destruction of property
 8. Has deliberately engaged in fire setting
 9. Has deliberately destroyed other's property
 - Deceitfulness or theft
 10. Has broken into someone's house, car
 11. Often lies to obtain goods or favors
 12. Has stolen
 - Serious violation of the rules
 13. Stays out despite parental prohibition
 14. Has run away overnight X 2
 15. Is often truant
- Adjustment Disorder, disturbance of conduct
- Aggressive/Oppositional Problem
- Aggressive/Oppositional Variant

- Learning disabilities or problems
- Mild mental retardation
 - Moderate mental retardation
 - Severe or profound mental retardation
 - Mental retardation NOS
 - Reading disorder
 - Mathematics disorder
 - Disorders of written expression
 - Learning disorder NOS
 - Developmental coordination disorder
 - Phonological disorder
 - Expressive language disorder
 - Mixed expressive-receptive language disorder
 - Communication disorder NOS
 - Stuttering

- Tourette syndrome
- Other _____

ADHD RATING SCALE – IV – SCHOOL VERSION

Child's Name _____

Child's Age _____ Sex: M F Grade _____ Child's Race: _____

Circle the number that best describes this student's school behavior over the past 6 months (or since the beginning of the school year).

	Never or Rarely	Sometimes	Often	Very Often
+ 1. Fails to give close attention to details or makes careless mistakes in schoolwork.	0	1	2	3
- 2. Fidgets with hands or feet or squirms in seat.	0	1	2	3
+ 3. Has difficulty sustaining attention in tasks or play activities.	0	1	2	3
- 4. Leaves seat in classroom or in other situations in which remaining seated is expected.	0	1	2	3
+ 5. Does not seem to listen when spoken to directly.	0	1	2	3
- 6. Runs about or climbs excessively in situations in which it is inappropriate	0	1	2	3
+ 7. Does not follow through on instructions and fails to finish work.	0	1	2	3
- 8. Has difficulty playing or engaging in leisure activities quietly.	0	1	2	3
+ 9. Has difficulty organizing tasks and activities.	0	1	2	3
- 10. Is "on the go" or acts as if "driven by a motor."	0	1	2	3
+11. Avoids tasks (e.g., schoolwork, homework) that require sustained mental effort.	0	1	2	3
- 12. Talks excessively	0	1	2	3
+13. Loses things necessary for tasks or activities.	0	1	2	3
0 14. Blurts out answers before questions have been completed.	0	1	2	3
+ 15. Is easily distracted.	0	1	2	3
0 16. Has difficulty awaiting turn.	0	1	2	3
+ 17. Is forgetful in daily activities.	0	1	2	3
0 18. Interrupts or intrudes on others.	0	1	2	3

+ Inattention

- Hyperactivity

0 Impulsivity

Normative Data for Boys on ADHD RS-IV (Teacher Ratings)

Age	n	Inattention				Hyperactivity - Impulsivity				Total Score			
		<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile
5 - 7 y.o.	243	8.75 7.66	22	23	26.1	8.12 7.86	22	23.8	27	16.87 14.61	41	45.8	51
8 - 10 y.o.	307	10.33 8.49	25	25	27	8.43 8.05	25	26	27	18.76 15.51	46	50	52.8
11 - 13 y.o.	221	9.33 8.11	24	24.9	27	5.96 6.72	18	19.9	24.6	15.28 13.55	37.9	39.9	49.1
14 - 18 y.o.	223	8.25 7.27	21.3	22.8	26.5	4.37 6.09	17.3	20	21	12.62 12.16	34	39	44

Normative Data for Girls on ADHD RS-IV Teacher Ratings

Age	n	Inattention				Hyperactivity - Impulsivity				Total Score			
		<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile	<u>M</u> (SD)	93rd %ile	95th %ile	98th %ile
5 - 7 y.o.	211	6.59 7.26	21	21.4	24	5.66 7.27	21.1	23	25.8	12.25 13.61	40	44	46.8
8 - 10 y.o.	258	6.04 7.29	21	24	26	3.81 6.15	16.7	20	25	9.86 12.63	34.9	38.2	50
11 - 13 y.o.	222	5.97 6.76	19	21	24	3.62 5.61	14.8	17	23.5	9.59 11.42	31.4	38.6	42.1
14 - 18 y.o.	216	4.09 5.26	14.8	16	18	1.97 3.4	9	10	12.7	6.06 7.94	21.8	25.2	27.7

DuPaul, Anastopoulos, Power, Reid, Ikeda, & McGoey (1996). Unpublished normative data.

Date _____

Dear _____:

I am the parent of _____, whose date of birth is _____ and who is a student in the _____ grade.

My child has not been doing well in school and I believe that _____ may need special modifications or services. I am, therefore, requesting a complete **Multi-Disciplinary Team (MDT)** evaluation to determine if _____ is an exceptional child and, if so, what programs and services are needed. I understand that under state regulations, I am a member of the MDT; please let me know when the MDT will meet so that I may attend.

I hereby give my consent for the evaluation to be done. I understand that under state regulations, the evaluation must be completed within 45 school days from the date of my consent.

Should you have any questions or problems with this request, please contact me as soon as possible. My home phone number is _____. I can also be reached at _____. Thank you.

Sincerely yours,

Date _____

Dear _____:

I am the parent of _____, whose date of birth is _____ and who is a student in the _____ grade.

My child has not been doing well in school and I believe that _____ may need special modifications or services. I am, therefore, requesting a complete **Instructional Support Team (IST)** evaluation to determine if _____ would benefit from such modifications or supports. I understand that under state regulations, I am a member of the IST; please let me know when the IST will meet so that I may attend.

I hereby give my consent for the evaluation to be done. I understand that under state regulations, the evaluation must be completed within 10 school days from the date of my consent.

Should you have any questions or problems with this request, please contact me as soon as possible. My home phone number is _____. I can also be reached at _____. Thank you.

Sincerely yours,

ADHD Diagnostic Summary Form

- indicates essential elements for diagnosis

Patient Name:

Today's Date:

Age:

Sex: M__ F__ Pt. Birth Date

MR #

Parents' Names

Major complainant and chief concern:

Parental history:

- | | |
|--|--|
| <ul style="list-style-type: none"> • <u>Core Symptoms</u> <ul style="list-style-type: none"> - Inattention - Hyperactivity - Impulsivity • Age of onset _____ • Duration of symptoms _____ | <ul style="list-style-type: none"> • <u>ADHD specific rating scale scores</u>
Date: |
| <ul style="list-style-type: none"> • <u>Associated or co-existing symptoms</u> <ul style="list-style-type: none"> - Anxiety - Depression - Oppositional behavior - Conduct problems - Learning disorders - Other | <ul style="list-style-type: none"> • <u>Methods and results for assessment of associated symptoms</u>
Date: |
| <ul style="list-style-type: none"> • <u>Major functional implications</u> | |

Teacher or school personnel reports:

- | | |
|--|--|
| <ul style="list-style-type: none"> • <u>Core Symptoms</u> <ul style="list-style-type: none"> - Inattention - Hyperactivity - Impulsivity • Duration of symptoms _____ | <ul style="list-style-type: none"> • <u>ADHD specific rating scale scores</u>
Date: |
| <ul style="list-style-type: none"> • <u>Associated or co-existing symptoms</u> <ul style="list-style-type: none"> - Anxiety - Depression - Oppositional behavior - Conduct problems - Learning disorders - Other | <ul style="list-style-type: none"> • <u>Methods and results for assessment of associated symptoms</u>
Date: |
| <ul style="list-style-type: none"> • <u>Major functional implications</u> | |

Contributory PMH, FH, Social history, developmental history

Physical examination

P _____ BP _____ Ht _____ Wt _____

Pertinent physical, neurological, neurodevelopmental findings:

Assessment

- ADHD ____: combined ____ predominantly hyperactive ____ predominantly inattentive ____ NOS ____
Attention problem ____ Attention variation ____ Activity problem ____ Activity variation ____
- Co-existing problems ____: anxiety dx ____ anxiety prob/var ____ depression dx ____ depression prob/var ____
ODD ____ opposition prob/var ____ Conduct Disorder ____ Conduct prob/var ____
Learning Disabilities ____ Learning prob/var ____ Other ____

Clinician's Signature

Date