

ATTENTION DEFICIT DISORDERS EVALUATION SCALE - Third Edition (ADDES-3)

Stephen B. McCarney, Ed.D. & Tamara J. Arthaud, Ph.D.

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The *Attention Deficit Disorders Evaluation Scale - Third Edition (ADDES-3)* enables educators, school and private psychologists, pediatricians, and other medical personnel to evaluate and diagnose Attention-Deficit/Hyperactivity Disorder in children and youth from input provided by primary observers of the student's behavior. The **ADDES-3** was developed from research in behavior disorders, learning disabilities, and Attention-Deficit/Hyperactivity Disorder; current literature in psychology, neurology, and education; and current practices in identification and diagnosis. The subscales, **Inattentive** and **Hyperactive-Impulsive**, are based on the currently recognized subtypes of ADHD. The results provided by the scale are commensurate with criteria used by educational, psychiatric, and pediatric personnel to identify Attention-Deficit/Hyperactivity Disorder in children and youth. The scale is available in two versions: **School Version** (60 items), a reporting form for educators, and **Home Version** (46 items), a reporting form for parent/guardian input.

During development, the **ADDES-3** was subjected to field testing at all grade levels (K-12) which resulted in the items included in the final version of each scale. The **ADDES-3 School Version** was standardized on a total of 3,903 students including identified Attention-Deficit/Hyperactivity Disordered students 4.0 through 18 years of age. Separate norms are provided for males and females.

Internal consistency of the **ADDES-3** was .99 for the total scale. Test-retest reliability correlation coefficients exceeded .87 for each of the subscales. Coefficients for inter-rater reliability of the subscales ranged from .78 to .84 for all age levels. Content validity was established through the initial development process. The **ADDES-3** was compared to the *Conners' Teacher Rating Scale-Revised: Long Form* and the *ADD-H Comprehensive Teacher's Rating Scale-Second Edition* as measures of concurrent validity. Item performance correlated positively with total scale performance, further substantiating the internal cohesiveness of the scale as a measure of Attention-Deficit/Hyperactivity Disorder.

The **ADDES-3** uses frequency-referenced quantifiers. Each item on the **ADDES-3** is rated on a six-point scale from (0) NOT DEVELOPMENTALLY APPROPRIATE FOR AGE to (5) ONE TO SEVERAL TIMES PER HOUR. Following administration, four types of scores may be obtained: frequency rating for individual items (reflecting the frequency and severity of the behavior), subscale standard score, quotient, and percentile rank (to establish a consistent basis for comparing students). From the subscale standard scores, a profile of the student's behavior across the subscales is constructed.

The **ADDES-3** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, other school personnel, or the parent/guardian. The **ADDES-3** complete kit consists of *Pre-Referral Attention Deficit Checklists*, *Intervention Strategies Documentation Forms*, school and home version rating forms and technical manuals, *ADDES-3/DSM-IV™ Forms*, the *Attention Deficit Disorders Intervention Manual - Second Edition*, and the *Parent's Guide to Attention Deficit Disorders - Second Edition*.

The *Attention Deficit Disorders Intervention Manual - Second Edition (ADDIM)* includes goals, objectives, and intervention strategies for all behaviors on the scale and was designed for the easy development of the student's IEP, as well as classroom intervention. The *Parent's Guide to Attention Deficit Disorders - Second Edition (PGADD)* contains interventions for parents to implement in the home to help their child with Attention-Deficit/Hyperactivity Disorder. The *Attention Deficit Disorders Intervention Manual - Second Edition (404 pages, © 1994)* and the *Parent's Guide to Attention Deficit Disorders - Second Edition (408 pages, © 1995)* used in conjunction with the **ADDES-3** provide a comprehensive assessment, diagnostic, and intervention program for children with Attention-Deficit/Hyperactivity Disorder. The **ADDES-3 Quick Score** computer program converts raw scores to standard and percentile scores. The *Attention Deficit Disorders Intervention Manual - Second Edition* computer program provides an individualized report of IEP goals, objectives, and specific intervention strategies selected for a student.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

PRE-REFERRAL ATTENTION DEFICIT CHECKLIST

Date: _____

Name of student: _____ Birthdate: _____ Age: _____ Gender: _____

School: _____ Grade: _____

City: _____ State: _____ Observed by: _____

Observer's position: _____ Student known to observer: _____
(from) (to)

Length of time each day with student: _____
(hours) (minutes)

TO OBSERVER: Check each behavior you have observed the student demonstrate during the last month.

- | | |
|---|---|
| <input type="checkbox"/> 1. Rushes through assignments with little or no regard for accuracy or quality of work | <input type="checkbox"/> 14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading |
| <input type="checkbox"/> 2. Is easily distracted by other activities in the classroom, other students, the teacher, etc. | <input type="checkbox"/> 15. Fails to copy letters, words, sentences, and numbers from a text book, chalkboard, etc. |
| <input type="checkbox"/> 3. Does not listen to what other students are saying | <input type="checkbox"/> 16. Omits, adds, or substitutes words when writing |
| <input type="checkbox"/> 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.) | <input type="checkbox"/> 17. Fails to complete homework assignments and return them to school |
| <input type="checkbox"/> 5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.) | <input type="checkbox"/> 18. Does not perform or complete classroom assignments during class time (e.g., does not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.) |
| <input type="checkbox"/> 6. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.) | <input type="checkbox"/> 19. Is disorganized to the point of not having necessary materials, losing materials, failing to find completed assignments, failing to follow the steps of the assignment in order, etc. |
| <input type="checkbox"/> 7. Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.) | <input type="checkbox"/> 20. Completes assignments with little or no regard to neatness (e.g., rushes through tasks, does not care to do well, etc.) |
| <input type="checkbox"/> 8. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher, etc.) | <input type="checkbox"/> 21. Fails to perform assignments independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete assignments without assistance; etc.) |
| <input type="checkbox"/> 9. Requires eye contact in order to listen successfully (e.g., one-to-one situation, etc.) | <input type="checkbox"/> 22. Does not prepare for school assignments (e.g., does not study for tests or quizzes, does not read assigned material, etc.) |
| <input type="checkbox"/> 10. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, etc.) | |
| <input type="checkbox"/> 11. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.) | |
| <input type="checkbox"/> 12. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.) | |
| <input type="checkbox"/> 13. Loses place when reading (e.g., leaves out words, lines, or sentences when reading, etc.) | |

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(800) 542-1673

Intervention Strategies Documentation Form

Date: _____

Student name: _____ Birthdate: _____ Age: _____

School: _____ Parents: _____

Team members: _____

I. Student History

A. Are the parents aware of your concern? _____

B. Has the student repeated a grade? _____ If so, when? _____

C. Date and results of any previous individual testing? _____

D. Date and results of last hearing screening: _____

E. Date and results of last vision screening: _____

II. Concerns and Interventions

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention
Date

S/U

Decision

Learning or Behavior Concern: _____

Interventions Implemented:

Intervention
Date

S/U

Decision

Intervention Strategies
Documentation Form

SCHOOL VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
 - The rater should conduct his/her ratings independently, without conferring with others.
 - The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
 - It is recommended that the rater read each quantifier with the item, before rating the item. Using item 13 as an example, the rater would first read, "Not developmentally appropriate for age to lose place when reading (e.g., too young to read)," then "Not observed losing place when reading," then "One to several times per month loses place when reading," then "One to several times per week loses place when reading," then "One to several times per day loses place when reading," and finally, "One to several times per hour loses place when reading."
 - It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.
 - If the item/skill is developmentally beyond what is expected for the student's age, the rating should be
 - If the item/skill is developmentally beyond what is expected for the student's age, the rating should be
- 0**
- NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.**
- If the rater has not personally observed the student demonstrate a specific behavior(s), the rating should be
- 1**
- NOT OBSERVED.**
- If the rater has had the opportunity to observe the student for more than one month and has observed the behavior one to several times (i.e., one to three times), the rating should be
- 2**
- ONE TO SEVERAL TIMES PER MONTH.**
- If the behavior has been observed one or more times per week, even several times per week (i.e., one to four times), the rating should be
- 3**
- ONE TO SEVERAL TIMES PER WEEK.**
- If the behavior has been observed at least once a day or more than one time a day (i.e., one to four times), the rating should be
- 4**
- ONE TO SEVERAL TIMES PER DAY.**
- If the behavior has been observed at least once an hour and included behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be
- 5**
- ONE TO SEVERAL TIMES PER HOUR.**

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(800) 542-1673



TO RATER: Rate every item using the quantifiers (0-5) provided.
Every item must be rated. **Do not leave any boxes blank.**

**NOT
DEVELOPMENTALLY
APPROPRIATE
FOR AGE**

0

NOT OBSERVED

1

**ONE TO
SEVERAL
TIMES PER
MONTH**

2

**ONE TO
SEVERAL
TIMES PER
WEEK**

3

**ONE TO
SEVERAL
TIMES PER
DAY**

4

**ONE TO
SEVERAL
TIMES PER
HOUR**

5

SUBSCALE 1

- | | |
|--|---|
| <p>4 1. Rushes through assignments with little or no regard for accuracy or quality of work</p> <p>4 2. Is easily distracted by other activities in the classroom, other students, the teacher, etc.</p> <p>4 3. Does not listen to what other students are saying</p> <p>2 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)</p> <p>3 5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)</p> <p>1 6. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)</p> <p>1 7. Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.)</p> <p>1 8. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher, etc.)</p> <p>1 9. Requires eye contact in order to listen successfully (e.g., one-to-one situation, etc.)</p> <p>1 10. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, etc.)</p> <p>2 11. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)</p> <p>3 12. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)</p> <p>4 13. Loses place when reading (e.g., leaves out words, lines, or sentences when reading, etc.)</p> <p>5 14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading</p> | <p>4 15. Fails to copy letters, words, sentences, and numbers from a textbook, chalkboard, etc.</p> <p>4 16. Omits, adds, or substitutes words when writing</p> <p>3 17. Fails to complete homework assignments and return them to school</p> <p>3 18. Does not perform or complete classroom assignments during class time (e.g., does not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)</p> <p>5 19. Is disorganized to the point of not having necessary materials, losing materials, failing to find completed assignments, failing to follow the steps of the assignment in order, etc.</p> <p>2 20. Completes assignments with little or no regard to neatness (e.g., rushes through tasks, does not care to do well, etc.)</p> <p>2 21. Fails to perform assignments independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete assignments without assistance; etc.)</p> <p>3 22. Does not prepare for school assignments (e.g., does not study for tests or quizzes, does not read assigned material, etc.)</p> <p>1 23. Does not remain on-task (e.g., is more interested in other activities, sits and does nothing, etc.)</p> <p>1 24. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)</p> <p>2 25. Does not listen to or follow verbal directions</p> <p>1 26. Fails to make appropriate use of study time (e.g., does not read, study, work on assignments, etc.)</p> <p>1 27. Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)</p> |
|--|---|

**NOT
DEVELOPMENTALLY
APPROPRIATE
FOR AGE**

0

NOT OBSERVED

1

**ONE TO
SEVERAL
TIMES PER
MONTH**

2

**ONE TO
SEVERAL
TIMES PER
WEEK**

3

**ONE TO
SEVERAL
TIMES PER
DAY**

4

**ONE TO
SEVERAL
TIMES PER
HOUR**

5

- 1** 28. Does not read or follow written directions (e.g., instructions for homework, assignment directions, etc.)
- 1** 29. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc.

68 Raw Score

SUBSCALE 2

- 1** 30. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)
- 1** 31. Begins assignments before receiving directions or instructions or does not follow directions or instructions
- 1** 32. Does not wait his/her turn in activities or games
- 1** 33. Grabs things away from others
- 1** 34. Blurts out answers without being called on
- 1** 35. Interrupts the teacher (e.g., begins talking while the teacher is talking, goes up to the teacher while the teacher is working with other students, etc.)
- 2** 36. Interrupts other students (e.g., talks while they are talking, makes noises, laughs, etc.)
- 3** 37. Talks to others during quiet activity periods
- 1** 38. Moves about while seated, fidgets, squirms, etc.
- 1** 39. Appears restless (e.g., shifts position in seat, paces about, etc.)
- 1** 40. Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)
- 4** 41. Bothers other students who are trying to work, listen, etc.
- 3** 42. Makes unnecessary comments or noises in the classroom (e.g., talks to other students without permission, interrupts, makes fun of others, hums, taps, burps, etc.)
- 2** 43. Makes unnecessary physical contact with others (e.g., touches, hugs, etc.)
- 1** 44. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from an instructor, etc.)

- 4** 45. Fails to comply with teachers or other school personnel (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)
- 2** 46. Ignores consequences of his/her behavior (i.e., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway)
- 1** 47. Fails to follow a routine (e.g., does things out of order, does not wait for an activity at the scheduled time, etc.)
- 1** 48. Does not follow the rules of games
- 1** 49. Leaves seat without permission
- 1** 50. Does not work in a group situation (e.g., does not stay on-task and work productively at a table with peers, at a desk with peers nearby, etc.)
- 1** 51. Hops, skips, and jumps when moving from one place to another, instead of walking
- 1** 52. Handles objects (e.g., twirls pencils, plays with things in desk, spins rulers on pencils, clicks ball-point pens, repeatedly sharpens pencils, etc.)
- 1** 53. Talks beyond what is expected or at inappropriate times
- 1** 54. Does not wait appropriately for assistance from instructor
- 1** 55. Does not adjust behavior to expectations of different situations (e.g., gets excited at recess and does not settle down, etc.)
- 1** 56. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)
- 2** 57. Becomes overexcited (e.g., loses control in group activities, becomes loud, etc.)
- 2** 58. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 3** 59. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 4** 60. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)

51 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Andrew Thomas Gender: M

School: Midvale Middle School

Class: Social Studies Grade: 6

City: Midvale State: PA

Date of rating: 2001 5 9
(year) (month) (day)

Date of birth: 1988 1 21
(year) (month) (day)

Age at rating: 13 3 18
(years) (months) (days)

Rated by (observers name): M. Jackson

Dates during which observation of student occurred:
From 9/00 To 5/01

Amount of time spent with student:
Per day 1 hour Per week 5 hours

SUMMARY OF SCORES

Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
1. Inattentive	68	9	.86
2. Hyperactive-Impulsive	51	10	.78

TOTAL SCORE

Sum of Subscale SS	Quotient (Appendix B)	%ile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
19	94	37	3.42	95%

How well the student is known by the rater (indicate type of interactions): Individual or group interaction on a daily basis during social studies class.

Standard Scores	Subscales		Quotients	Quotient	Percentiles	Percentile Rank
	Inattentive	Hyperactive-Impulsive				
20	●	●	150	●	≥99	●
19	●	●	145	●	95	●
18	●	●	140	●	90	●
17	●	●	135	●	85	●
16	●	●	130	●	80	●
15	●	●	125	●	75	●
14	●	●	120	●	70	●
13	●	●	115	●	65	●
12	●	●	110	●	60	●
11	●	●	105	●	55	●
10	●	●	100	●	50	●
9	●	●	95	●	45	●
8	●	●	90	●	40	●
7	●	●	85	●	35	●
6	●	●	80	●	30	●
5	●	●	75	●	25	●
4	●	●	70	●	20	●
3	●	●	65	●	15	●
2	●	●	60	●	10	●
1	●	●	55	●	5	●
			50	●	≤1	●

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

ADDES-3 SV

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HOME VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child or youth should be rated by persons with primary observational opportunities who interact directly with the child or youth in the home environment.
 - The rater should conduct his/her ratings independently without conferring with others.
 - It is not necessary to complete the rating for a child or youth in one day. Several days may elapse before the observer is able to complete the scale.
 - The rater should rely on his/her personal observation of the child's or youth's behavior as it occurs naturally in the home environment.
 - It is recommended that the rater read each quantifier with the item, before rating the item. Using item 13 as an example, the rater would first read, "Not developmentally appropriate for age to start but not complete homework (e.g., too young for homework)," then "Not observed starting but not completing homework," then "One to several times per month starts but does not complete homework," then "One to several times per week starts but does not complete homework," then "One to several times per day starts but does not complete homework," and finally, "One to several times per hour starts but does not complete homework."
 - If the item/skill is developmentally beyond what is expected for the child's or youth's age, the rating should be
- 0**
- NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.**
- If the rater has not personally observed the child or youth demonstrate a specific behavior(s), the rating should be
- 1**
- NOT OBSERVED.**- If the rater has had the opportunity to observe the child or youth for more than one month and has observed the behavior one to several times (i.e., one to three times), the rating should be

2

ONE TO SEVERAL TIMES PER MONTH.- If the behavior has been observed one or more times per week, even several times per week (i.e., one to four times), the rating should be

3

ONE TO SEVERAL TIMES PER WEEK.- If the behavior has been observed at least once a day or more than one time a day (i.e., one to four times), the rating should be

4

ONE TO SEVERAL TIMES PER DAY.- If the behavior has been observed at least once an hour and included behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be

5

ONE TO SEVERAL TIMES PER HOUR.

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H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

TO RATER: Rate every item using the quantifiers (0-5) provided.
Every item must be rated. Do not leave any boxes blank.

NOT
DEVELOPMENTALLY
APPROPRIATE
FOR AGE

0

NOT OBSERVED

1

ONE TO
SEVERAL
TIMES PER
MONTH

2

ONE TO
SEVERAL
TIMES PER
WEEK

3

ONE TO
SEVERAL
TIMES PER
DAY

4

ONE TO
SEVERAL
TIMES PER
HOUR

5

SUBSCALE 1

- 3 1. Is easily distracted by other things happening in the home (e.g., other children, TV, radio, etc.)
- 4 2. Does not listen to what others are saying
- 2 3. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., conversations, instructions, etc.)
- 4 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)
- 2 5. Needs oral questions and directions frequently repeated (e.g., says, "I don't understand," needs constant reminders, etc.)
- 4 6. Has difficulty concentrating (e.g., staying on-task, following a conversation, etc.)
- 4 7. Is disorganized with possessions (e.g., loses or does not find toys, clothes, etc.)
- 3 8. Does not remain on-task to do homework (e.g., is more interested in other activities, sits and does nothing, etc.)
- 4 9. Does not listen to or follow verbal directions
- 4 10. Forgets (e.g., forgets things, forgets to return things, forgets to do things, etc.)
- 4 11. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on to the next activity, etc.
- 5 12. Has a short attention span (e.g., does not sit still while a story is being read, does not keep his/her attention on homework assignments, is easily distracted, etc.)
- 3 13. Starts but does not complete homework
- 4 14. Does not independently perform chores or responsibilities (e.g., has to be reminded, does not begin or complete responsibilities without assistance, etc.)
- 5 15. Does not remain on-task to study or prepare for tests or quizzes
- 3 16. Does not organize responsibilities (e.g., fails to do homework, neglects to perform chores, loses things, does not come home on time, is late for school, does not return things, etc.)
- 4 17. Does not prepare for school assignments (e.g., does not study for tests or quizzes, does not read assigned material, etc.)
- 4 18. Rushes through chores or tasks with little or no regard for quality of work (i.e., careless)
- 5 19. Does not read or follow written directions
- 4 20. Is easily frustrated (e.g., gives up easily, does not put forth his/her best effort, etc.)

NOT
DEVELOPMENTALLY
APPROPRIATE
FOR AGE

0

NOT OBSERVED

1

ONE TO
SEVERAL
TIMES PER
MONTH

2

ONE TO
SEVERAL
TIMES PER
WEEK

3

ONE TO
SEVERAL
TIMES PER
DAY

4

ONE TO
SEVERAL
TIMES PER
HOUR

5

5 21. Fails to follow necessary steps in doing things (e.g., performing chores, operating tools or appliances, etc.)

80 Raw Score

SUBSCALE 2

5 22. Does not follow directions from parents or other authority figures in the home (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)

5 23. Refuses to follow requests or accept decisions made by parents or other authority figures in the home (e.g., does not take "no" for an answer)

4 24. Does not wait his/her turn in activities or games

2 25. Grabs things away from others

4 26. Interrupts others (e.g., begins talking while others are talking, pulls on parents while they are talking to others, etc.)

4 27. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance, etc.)

5 28. Fails to follow a routine (e.g., does things out of order, does not wait for an activity at the scheduled time, etc.)

4 29. Begins things before receiving directions or instructions (e.g., putting things together, performing chores, using tools, etc.)

3 30. Intrudes on others (e.g., during private times; when people are talking, trying to work, or involved in activities; etc.)

4 31. Is easily angered, annoyed, or upset

4 32. Bothers others while they are trying to work, play, etc.

5 33. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway)

4 34. Has accidents which are the result of impulsive or careless behavior

5 35. Moves about while seated, squirms, fidgets, etc.

5 36. Appears restless (e.g., shifts position in seat, paces about, etc.)

2 37. Does not follow the rules of games

3 38. Does not remain seated

4 39. Does not adjust behavior to expectations of different situations (e.g., gets excited at the playground and does not settle down, etc.)

5 40. Becomes overexcited (e.g., loses control in group activities, becomes loud, etc.)

3 41. Climbs on things

5 42. Moves about unnecessarily (e.g., walks around, rocks, shakes head, etc.)

5 43. Runs in the house, does not sit appropriately on the furniture, yells, etc.

5 44. Runs in the shopping mall, pushes and makes noises in line at the movies, yells in stores, etc.

5 45. Makes excessive noise

3 46. Behaves inappropriately when riding in the car (e.g., refuses to wear a seat belt, throws things out the window, fights with others, etc.)

103 Raw Score

HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Thomas B. Andrews Gender: M

School: Midvale Elementary Grade: 1

City: Midvale State: PA

Date of rating: 2002 3 21
 (year) (month) (day)

Date of birth: 1994 5 3
 (year) (month) (day)

Age at rating: 7 10 18
 (years) (months) (days)

Rated by: M. Jackson

Relationship to the child: mother

SUMMARY OF SCORES

Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Standard Score SEM <small>(Appendix C)</small>
1. Inattentive	<u>80</u>	<u>4</u>	<u>1.70</u>
2. Hyperactive-Impulsive	<u>103</u>	<u>2</u>	<u>1.42</u>
<hr/>			
Total Scale			
Sum of Subscale SS	Quotient <small>(Appendix B)</small>	%ile <small>(Appendix B)</small>	Quotient SEM <small>(Appendix C)</small>
<u>6</u>	<u>72</u>	<u>4</u>	<u>5.99</u>
		<u>99</u> %	

Standard Scores	Subscales		Quotients	Quotient	Percentiles	Percentile Rank
	Inattentive	Hyperactive-Impulsive				
20	●	●	150	●	≥99	●
19	●	●	145	●	95	●
18	●	●	140	●	90	●
17	●	●	135	●	85	●
16	●	●	130	●	80	●
15	●	●	125	●	75	●
14	●	●	120	●	70	●
13	●	●	115	●	65	●
12	●	●	110	●	60	●
11	●	●	105	●	55	●
10	●	●	100	●	50	●
9	●	●	95	●	45	●
8	●	●	90	●	40	●
7	●	●	85	●	35	●
6	●	●	80	●	30	●
5	●	●	75	●	25	●
4	●	●	70	●	20	●
3	●	●	65	●	15	●
2	●	●	60	●	10	●
1	●	●	55	●	5	●
			50	●	≤ 1	●

Important: Before using this scale, read the section titled Rating Guidelines on page one.

ADDES-3 HV
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Comparison of Items on the ADDES-3 and the DSM-IV™ Attention-Deficit/Hyperactivity Disorder Criteria

DSM-IV™	<i>Attention Deficit Disorders Evaluation Scale-Third Edition</i>	
Criteria for ADHD	Items Which Correspond to the DSM-IV™ Criteria	
	School Version	Home Version
Inattention Criterion A1a	Items: 1,2,3,4,5,6,8,9,12,13,14,15,16,20, 23,24,25,27,28	Items: 1,2,3,4,5,6,8,9,12,15,18,19,21
Inattention Criterion A1b	Items: 2,3,4,5,6,7,8,9,12,13,14,15,16,17, 18,23,25,29	Items: 1,2,3,4,5,6,8,9,11,12,13,15,20
Inattention Criterion A1c	Items: 3,4,5,6,7,8,9,12,25	Items: 2,3,4,5,6,9,22
Inattention Criterion A1d	Items: 5,6,8,9,10,11,12,17,18,19,21,22, 23,25,26,27,28,29	Items: 3,4,6,8,9,10,11,13,14,15,16,17, 19,20,21,22
Inattention Criterion A1e	Items: 19,29	Items: 7,11,16,21
Inattention Criterion A1f	Items: 6,8,9,10,11,12,13,14,15,16,17,18, 19,21,23,24,25,26,27,28	Items: 6,8,9,10,12,13,14,15,16,17,19, 20,21
Inattention Criterion A1g	Items: 19	Items: 7,16
Inattention Criterion A1h	Items: 2,5,8,9,12,13,14,15,16,23	Items: 1,3,6,8,10,12,14
Inattention Criterion A1i	Items: 1,9,11	Items: 5,10,14
Hyperactivity Criterion A2a	Items: 38,39,52,56,59,60	Items: 35,36,42
Hyperactivity Criterion A2b	Items: 39,49,59	Items: 36,38,42,46
Hyperactivity Criterion A2c	Items: 30,51,55,58	Items: 34,39,41,43,44
Hyperactivity Criterion A2d	Items: 37,42,50,55,57	Items: 39,40,43,45
Hyperactivity Criterion A2e	Items: 30,31,32,38,39,42,47,49,51,55,59	Items: 24,28,29,35,36,38,39,41,42,43, 44,45,46
Hyperactivity Criterion A2f	Items: 34,35,36,37,41,42,53	Items: 26,30,32,40
Impulsivity Criterion A2g	Items: 32,34,35,36,44	Items: 24,26,27
Impulsivity Criterion A2h	Items: 31,32,33,34,35,36,44,47,48,53,54	Items: 24,25,26,27,28,30,37
Impulsivity Criterion A2i	Items: 32,33,34,35,36,37,40,41,42,43,48, 53,59	Items: 24,25,26,30,31,32,37,45

IV. Interventions

1 RUSHES THROUGH ASSIGNMENTS WITH LITTLE OR NO REGARD FOR ACCURACY OR QUALITY OF WORK

1. Allow the student to perform schoolwork in a quiet place (e.g., study carrel, library, resource room, etc.) in order to reduce distractions.

2. Assign the student shorter tasks while increasing accuracy and quality expectations.

3. Supervise the student while he/she is performing schoolwork in order to monitor accuracy and quality.

4. Provide the student with clearly stated criteria for acceptable work.

5. Have the student read/go over schoolwork with the teacher in order that the student can become more aware of the accuracy and quality of his/her work.

6. Provide the student with samples of work which may serve as models for acceptable levels of accuracy and quality (e.g., the student is to match the quality of the sample before turning in the assignment).

7. Provide the student with additional time to perform schoolwork in order to achieve increased accuracy and quality.

8. Teach the student procedures for improving accuracy and quality of work (e.g., listen to directions, make certain directions are understood, work at an acceptable pace, check for errors, correct for neatness, copy the work over, etc.).

9. Recognize accuracy and quality (e.g., display student's work, congratulate the student, etc.).

10. Conduct a preliminary evaluation of the work, requiring the student to make necessary corrections before final grading.

11. Establish levels of expectations for accuracy and quality of performance and require the student to correct or repeat assignments until the expectations are met.

12. Provide the student with quality materials to perform the assignment (e.g., pencil with eraser, paper, dictionary, handwriting sample, etc.).

13. Make certain that all educators who work with the student maintain consistent expectations of accuracy and quality.

14. Have the student question any directions, explanations, and instructions not understood.

15. Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations, etc.).

16. Give shorter assignments, but give them more frequently. Increase the length of assignments as the student demonstrates success.

17. Structure the environment in such a way as to provide the student with increased opportunities for help or assistance on academic or homework tasks (e.g., peer tutors, seat the student near the teacher or aide, etc.).

18. Provide the student with clearly stated written directions for homework in order that someone at home may be able to provide assistance.

19. Teach the student study skills.

20. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel or "office" space away from distractions, etc.). This is to be used as a means of reducing distracting stimuli and not as a form of punishment.

II. Behaviors and Interventions

1 Is easily distracted by other things in the home

1. Carefully consider if your child is capable of performing the responsibilities expected of him/her. Do not give your child too many chores to do at once; make sure he/she gets up early enough to get to school on time; provide more than enough time to perform a responsibility, etc.; and do not expect perfection.

2. Establish rules for performing everyday expectations (e.g., get up on time for school, do your chores right after you get home from school, finish your homework before you watch TV, etc.). These rules should be consistent and followed by everyone in the home. Talk about the rules often.

3. Establish a routine for your child to follow when getting ready for school, performing chores, doing homework, etc. This will help your child remember what is expected.

4. Reward your child for getting things done without being distracted. Possible rewards include verbal praise (e.g., “You’re on time for school. Good for you!” “Thank you for remembering to finish your homework before you turned on the TV.” etc.), a kiss on the cheek, a hug, having a friend over to play, staying up late, watching a favorite TV show, and playing a game with a parent. (See Appendix for Reward Menu.)

5. If there are other children or adolescents in the home, reward them for getting things done without becoming distracted.

6. Model for your child the appropriate ways to get things done without becoming distracted. Show your child how to follow a routine by following one yourself and getting things done on time.

7. Make certain that your child sees the relationship between behavior and the consequences which follow (e.g., failing to feed the dog will cause the dog to go hungry).

8. When your child does not get something done because he/she was distracted, explain exactly what he/she did wrong, what should have been done and why.

For example: Your child is supposed to catch the school bus at 7:45 a.m. but is still getting dressed when the bus arrives. Go to your child and explain that the bus was missed because he/she was not ready on time. Explain that it is unacceptable to miss the bus because you don’t have time to take him/her to school.

9. Write a contract with your child.

For example: I, William, will be ready and waiting for the school bus at 7:40 a.m. for three days in a row. When I accomplish this, I can watch 30 extra minutes of TV.

The contract should be written within the ability level of your child and should focus on only one behavior at a time. (See Appendix for an example of a Behavior Contract.)

10. Allow natural consequences to occur due to your child becoming distracted and not getting things done (e.g., a pet goes hungry if not fed, possessions are lost if not put away, etc.).

11. Along with a directive, provide an incentive statement (e.g., “After you get ready for bed, you may watch TV.”).

12. Provide your child with written reminders (e.g., a list posted in the bathroom, indicating what his/her chores are and when they need to be done). (See Appendix for List of Chores.)

13. Tell your child when it is time to set the table, feed the dog, etc.

14. Limit the number of chores for which your child is responsible and gradually increase the number of chores as your child demonstrates the ability to get them done on time without becoming distracted.

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