

# ATTENTION DEFICIT DISORDERS EVALUATION SCALE-THIRD EDITION

## SCHOOL VERSION RATING FORM

Stephen B. McCarney

### PROFILE SHEET

#### SUMMARY OF SCORES

|                                      |                     |                                 |  |  |
|--------------------------------------|---------------------|---------------------------------|--|--|
| <b>Name:</b> Andrew Thomas           | <b>Gender:</b> Male | <b>Raw Score</b>                | <b>Standard Score</b><br><small>(Appendix A)</small> | <b>Standard Score SEM</b><br><small>(Appendix C)</small> |
| <b>School:</b> Midvale Middle School |                     |                                 |  |  |
| <b>Class:</b> social studies         | <b>Grade:</b> 6     | <b>Subscales</b>                |  |  |
| <b>City:</b> Midvale                 | <b>State:</b> PA    | <b>1. Inattentive</b>           | 68   | 9  |
| <b>Date of rating:</b>               | 2001                |                                 |  | 0.43   |
|                                      | 5                   |                                 |  |  |
|                                      | (year)              |                                 |  |  |
|                                      | (month)             |                                 |  |  |
|                                      | (day)               |                                 |  |  |
| <b>Date of birth:</b>                | 1988                | <b>2. Hyperactive-Impulsive</b> | 51   | 10   |
|                                      | 1                   |                                 |  | 0.39   |
|                                      | (year)              |                                 |  |  |
|                                      | (month)             |                                 |  |  |
|                                      | (day)               |                                 |  |  |
| <b>Age at rating:</b>                | 13                  |                                 |  |  |
|                                      | 3                   |                                 |  |  |
|                                      | (years)             |                                 |  |  |
|                                      | (months)            |                                 |  |  |
|                                      | (days)              |                                 |  |  |
|                                      |                     | <b>Total Score</b>              |  |  |

**How well the student is known by the rater (indicate type of interactions):**

Individual or group interaction on a daily basis

|  |                               |  |  |  |                            |
|--|-------------------------------|--|--|--|----------------------------|
|  | <b>Sum of Subscale Scores</b> | <b>Quotient</b><br><small>(Appendix B)</small> | <b>%ile</b><br><small>(Appendix B)</small> | <b>Quotient SEM</b><br><small>(Appendix C)</small> | <b>Confidence Interval</b> |
|  | 191                           | 94   | 37   | 1.71   | 68%                        |

| 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               | X           |                       | 95        |          | 45          |                 |
| 8               |             | X                     | 90        | X        | 40          |                 |
| 7               |             |                       | 85        |          | 35          | X               |
| 6               |             |                       | 80        |          | 30          |                 |
| 5               |             |                       | 75        |          | 25          |                 |
| 4               |             |                       | 70        |          | 20          |                 |
| 3               |             |                       | 65        |          | 15          |                 |
| 2               |             |                       | 60        |          | 10          |                 |
| 1               |             |                       | 55        |          | 5           |                 |
|                 |             |                       | 50        |          | ≤1          |                 |

The *Inattentive* subscale represents the student who has difficulty focusing and sustaining attention to specific tasks on a regular basis. The understanding is that behaviors within this subscale reflect difficulty with such expectations as assignment completion, remaining on-task, and following directions that is not due to deliberate noncompliance. The difficulties with maintenance of attention to task reflected in these items are considered to be a manifestation of deficits in attentional skills that result in academic or social concerns.

Andrew scored within one standard deviation below the mean on the Inattentive subscale. The following are primary behaviors of concern:

1. Rushes through assignments with little or no regard for accuracy or quality of work
2. Is easily distracted by other activities in the classroom, other students, the teacher, etc.
3. Does not listen to what other students are saying
5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment
12. Has difficulty concentrating
13. Loses place when reading
14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading
15. Fails to copy letters, words, sentences, and numbers from a textbook, chalkboard, etc.
16. Omits, adds, or substitutes words when writing
17. Fails to complete homework assignments and return them to school
18. Does not perform or complete classroom assignments during class time
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.
22. Does not prepare for school assignments

The *Hyperactive-Impulsive* subscale represents the student who has difficulty controlling impulses and behavioral responses to environmental stimuli. Behaviors within this subscale include such reactions as grabbing things from others, interrupting others, moving about while seated, and not waiting for instructions. Again, these behaviors are understood to be due to difficulties with control of impulses and actions rather than deliberate acts of noncompliance.

Andrew scored at the mean on the *Hyperactive-Impulsive* subscale. The following are primary behaviors of concern:

37. Talks to others during quiet activity periods
41. Bothers other students who are trying to work, listen, etc.
42. Makes unnecessary comments or noises in the classroom
45. Fails to comply with teachers or other school personnel
59. Moves about unnecessarily
60. Engages in nervous habits

## ADDES-3 QUICK SCORE BEHAVIORS OF CONCERN SCHOOL VERSION SAMPLE

# ATTENTION DEFICIT DISORDERS EVALUATION SCALE-THIRD EDITION

## HOME VERSION RATING FORM

**Stephen B. McCarney**

### PROFILE SHEET

#### SUMMARY OF SCORES

|  |                        |                         |                                   |  |  |
|--|------------------------|-------------------------|-----------------------------------|--|--|
| <b>Name:</b> Thomas B. Andrews           | <b>Gender:</b> Male    |                         | <b>Raw Score</b>                  | <b>Standard Score</b><br><small>(Appendix A)</small>   | <b>Standard Score SEM</b><br><small>(Appendix C)</small>   |
| <b>School:</b> Midvale Elementary        | <b>Grade:</b> 1        | <b>Subscales</b>        |                                   |  |  |
| <b>City:</b> Midvale                     | <b>State:</b> PA       |                         |                                   |  |  |
| <b>Date of rating:</b>                   | 2002                   | 3                       | 21                                |  |  |
|  | <small>(year)</small>  | <small>(month)</small>  | <small>(day)</small>              |  |  |
| <b>Date of birth:</b>                    | 1994                   | 5                       | 3                                 |  |  |
|  | <small>(year)</small>  | <small>(month)</small>  | <small>(day)</small>              |  |  |
| <b>Age at rating:</b>                    | 7                      | 10                      | 18                                |  |  |
|  | <small>(years)</small> | <small>(months)</small> | <small>(days)</small>             |  |  |
| <b>Relationship to the child:</b> Mother |                        |                         | <b>Total Scale</b>                |  |  |
|  |                        |                         | <small>Sum of Subscale SS</small> | <small>Quotient</small><br><small>(Appendix B)</small> | <small>%ile</small><br><small>(Appendix B)</small>         |
|  |                        |                         | 6                                 | 72   | 4  |
|  |                        |                         |                                   |  | <small>Quotient SEM</small><br><small>(Appendix C)</small> |
|  |                        |                         |                                   |  | 2.32   |
|  |                        |                         |                                   |  | <small>Confidence Interval</small>                         |
|  |                        |                         |                                   |  | 68%  |

| 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               | X           |                       | 70        | X        | 20          |                 |
| 3               |             |                       | 65        |          | 15          |                 |
| 2               |             | X                     | 60        |          | 10          |                 |
| 1               |             |                       | 55        |          | 5           |                 |
|                 |             |                       | 50        |          | ≤ 1         | X               |

The *Inattentive* subscale represents the child or youth who has difficulty focusing and sustaining attention to specific tasks on a regular basis evidenced by starting but not completing activities, difficulty organizing responsibilities and possessions, and changing from one activity to another without finishing the first. The child is easily distracted by other things happening in the home, has difficulty concentrating, and is unsuccessful in activities requiring listening. Chores or tasks are often rushed through with little or no regard to quality of work. The difficulties with maintenance of attention to task reflected in these items are considered to be a manifestation of deficits in attentional skills that result in social concerns.

Thomas scored at two standard deviations below the mean on the *Inattentive* subscale. The following are primary behaviors of concern:

1. Is easily distracted by other things happening in the home
2. Does not listen to what others are saying
4. Does not hear all of what is said
6. Has difficulty concentrating
7. Is disorganized with possessions
8. Does not remain on task to do homework
9. Does not listen to or follow verbal directions
10. Forgets
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.
12. Has a short attention span
13. Starts but does not complete homework
14. Does not independently perform chores or responsibilities
15. Does not remain on task to study or prepare for tests or quizzes
16. Does not organize responsibilities
17. Does not prepare for school assignments
18. Rushes through chores or tasks with little or no regard for quality of work
19. Does not read or follow written directions
20. Is easily frustrated
21. Fails to follow necessary steps in doing things

The *Hyperactive-Impulsive* subscale represents the child or youth who has difficulty controlling impulses and behavioral responses to environmental stimuli evidenced by not remaining seated, not sitting appropriately on the furniture, moving about while seated, or engaging in inappropriate behaviors while seated. Running in the house and hopping, skipping, and jumping when moving from one place to another. Blurting out answers before a question has been completed, interrupting and intruding on others, and bothering others while they are trying to work, play, etc. The child does not wait his/her turn in activities or games, does not follow the rules of the game, and does not play quietly. These behaviors are understood to be due to difficulties with control of impulses and actions rather than deliberate acts of noncompliance.

Thomas scored more than two standard deviations below the mean on the *Hyperactive-Impulsive* subscale. The following are primary behaviors of concern:

22. Does not follow directions from parents or other home authority figures
23. Refuses to follow requests or accept decisions made by parents or other authority figures in the home
24. Does not wait his/her turn in activities or games
26. Interrupts others
27. Is impulsive
28. Fails to follow a routine
29. Begins things before receiving directions or instructions
30. Intrudes on others
31. Is easily angered, annoyed, or upset
32. Bothered others while they are trying to work, play, etc.
33. Ignores consequences of his/her behavior
34. Has accidents which are the result of impulsive or careless behavior
35. Moves about while seated, squirms, fidgets, etc.
36. Appears restless
38. Does not remain seated
39. Does not adjust behavior to expectations of different situations
40. Becomes overexcited
41. Climbs on things
42. Moves about unnecessarily
43. Runs in the house, does not sit appropriately on the furniture, yells, etc.
44. Runs in the shopping mall, pushes and makes noises in line at the movies, yells in stores, etc.
45. Makes excessive noise
46. Behaves inappropriately when riding in the car

**Verification of Attention-Deficit/Hyperactivity Disorder Characteristics**  
**According to the DSM-IV™ Criteria**  
**Using the Home and School Versions of the**  
**Attention Deficit Disorders Evaluation Scale - Third Edition**

| CRITERION A1<br>VERSION           | a    |        | b    |        | c    |        | d    |        | e    |        | f    |        | g    |        | h    |        | i    |        |  |
|-----------------------------------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|--|
|                                   | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School |  |
| ITEMS FROM HOME & SCHOOL VERSIONS |      | 1      |      | 2      |      | 3      |      | 5      |      | 19     |      |        |      | 19     |      | 2      |      |        |  |
|                                   |      | 2      |      | 3      |      |        |      |        |      |        |      |        |      |        |      | 5      |      |        |  |
|                                   |      | 3      |      | 5      |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 5      |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 12     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 13     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 14     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 15     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      | 16     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |  |

| CRITERION A2<br>VERSION           | a    |        | b    |        | c    |        | d    |        | e    |        | f    |        | g    |        | h    |        | i    |        |    |
|-----------------------------------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|----|
|                                   | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School | Home | School |    |
| ITEMS FROM HOME & SCHOOL VERSIONS |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |    |
|                                   |      | 59     |      | 59     |      |        |      | 37     |      |        |      |        |      |        |      |        |      |        | 37 |
|                                   |      | 60     |      |        |      |        |      | 42     |      |        |      |        |      |        |      |        |      |        | 41 |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        | 42 |
|                                   |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        | 59 |