ATTENTION DEFICIT DISORDERS EVALUATION SCALE-FOURTH EDITION

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

SUMMARY OF SCORES

Name: School:	Andrew Thomas Midvale Middle School			Gender:	Male	Subscales	Subscales		Standard Score ppendix A)	Standard Score SEM (Appendix C)
Class:	Social Stu	dies		Grade:				•	•	
City:	Midvale	2010	5	State:	PA	1. Inattentiv	ve	68	9	0.80
Date of rating: —		(year)	(month)	(day)						
		1005		21		2. Hyperactive-				
Date of birth:		1997	1	21		Impulsive		51	10	0.78
		(year)	(month)	(day)						
Age at ra	ting:	13	3	18						
		(years)	(months)	(days)		Total Scale				
How well the student is known by the rater (indicate type of interactions):						Sum of Subscale SS	Quotient (Appendix B)	%ile (Appendix B)	SEM	Confidence Interval
Individual or group interaction on a daily basis							(FF			
						19	94	36	3.14	95%

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

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