

EARLY CHILDHOOD ATTENTION DEFICIT DISORDERS EVALUATION SCALE (ECADES)

Stephen B. McCarney, Ed.D.

© 1995

The *Early Childhood Attention Deficit Disorders Evaluation Scale (ECADES)* enables educators, school and private psychologists, psychiatrists, pediatricians, and other medical personnel to evaluate Attention-Deficit/Hyperactivity Disorder in females ages 24 through 83 months and males 24 through 78 months of age from input provided by primary observers of the child's behavior. The **ECADES** 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 most 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. The scale is available in two versions: School Version (56 items), a reporting form for educators, and Home Version (50 items), a reporting form for parent/guardian input.

During development, the **ECADES** was subjected to field testing on children ages 24 to 84 months which resulted in the items included in the final version of each scale. The **ECADES School Version** was standardized on a total of 2,887 children distributed evenly across all age levels. Demographic characteristics of the standardization sample represent national percentages of gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the **ECADES** was .99 for the total scale. Test-retest reliability correlation coefficients exceeded .89 for each of the two subscales. Coefficients for inter-rater reliability of the subscales ranged from .64 to .66 for all age levels. Content validity was established through the initial development process. The **ECADES** was compared to the Conners' Teacher Rating Scale-28 and the Attention Deficit Hyperactivity Disorders Test as a measure of concurrent criterion-related validity. Each subscale reached $p < .01$ level of confidence when compared with the other scales. 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 **ECADES** uses frequency-referenced quantifiers. Each item on the **ECADES** is rated on a five-point scale from (0) DOES NOT ENGAGE IN THE BEHAVIOR to (4) ONE TO SEVERAL TIMES PER HOUR. Following administration, four types of scores may be obtained: frequency rating for each item (reflecting the frequency and severity of the behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), and a percentile score (a global index of all behavior measured within the total scale). Using the subscale standard scores, a profile of the child's level of functioning across the two subscales may be constructed.

The **ECADES** takes approximately 20 minutes to complete and can be completed by anyone who is familiar with the child: the classroom teacher, other school personnel, or the parent/guardian. The **ECADES** complete kit consists of **School and Home Version Rating Forms** and **Technical Manuals**, the *Early Childhood Attention Deficit Disorders Intervention Manual*, and the *Parent's Guide to Early Childhood Attention Deficit Disorders*.

The *Early Childhood Attention Deficit Disorders Intervention Manual (ECADDIM)* includes goals, objectives, and interventions for all behaviors on the scale and was designed for the convenient development of the child's IEP. The *Parent's Guide to Early Childhood Attention Deficit Disorders (PGECADD)* contains interventions for parents to implement in the home to help their child with Attention-Deficit/Hyperactivity Disorder. The *Early Childhood Attention Deficit Disorders Intervention Manual* and the *Parent's Guide to Early Childhood Attention Deficit Disorders* used in conjunction with the **ECADES** provide a comprehensive assessment, diagnostic, and prescriptive program for children with Attention-Deficit/Hyperactivity Disorder. The **ECADES Quick Score** computer program converts raw scores to standard and percentile scores. The computer version of the *Early Childhood Attention Deficit Disorders Intervention Manual* provides an individualized printout of IEP goals, objectives, and specific intervention strategies selected for a student. A computer version of the *Parent's Guide to Early Childhood Attention Deficit Disorders* is also available.



H A W T H O R N E

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

SCHOOL VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The student should be rated by educators with primary observational opportunities who interact directly with the student during instructional situations.

- Any number of educators may rate the student. Each person should independently rate (i.e., without conferring with others) the student using a separate rating form.

- 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.

- It is recommended that the rater read each quantifier with the item before rating the item. Using item 28 as an example, the rater would first read, "Does not grab things away from others," then "One to several times per month grabs things away from others," then "One to several times per week grabs things away from others," then "One to several times per day grabs things away from others," and finally "One to several times per hour grabs things away from others."

- If the rater has not personally observed the student demonstrate the behavior, the rating should be

0

DOES NOT ENGAGE IN THE BEHAVIOR.

- If the rater has observed the student for more than one month and the behavior has been demonstrated one to several times (i.e., one to three times), the rating should be

1

ONE TO SEVERAL TIMES PER MONTH.

- If the behavior has been demonstrated one or more times per week, even several times per week (i.e., one to four times), the rating should be

2

ONE TO SEVERAL TIMES PER WEEK.

- If the behavior has been demonstrated at least once a day or more than one time a day (i.e., one to four times), the rating should be

3

ONE TO SEVERAL TIMES PER DAY.

- If the behavior has been demonstrated 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

4

ONE TO SEVERAL TIMES PER HOUR.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form.

(800) 542-1673



TO RATER: Rate every item using the quantifiers (0-4) provided. Every item must be rated. Do not leave any boxes blank.

DOES NOT ENGAGE IN THE BEHAVIOR

ONE TO SEVERAL TIMES PER MONTH

ONE TO SEVERAL TIMES PER WEEK

ONE TO SEVERAL TIMES PER DAY

ONE TO SEVERAL TIMES PER HOUR

0

1

2

3

4

SUBSCALE 1

- | | |
|--|---|
| <p>4 1. Rushes through activities with little or no regard to accuracy or quality</p> <p>4 2. Is easily distracted by other activities in the classroom, other children, the teacher, etc.</p> <p>2 3. Does not listen to what other children are saying</p> <p>3 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)</p> <p>4 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>4 6. Is unsuccessful in activities requiring listening (e.g., gaining directions, etc.)</p> <p>2 7. Needs frequent reminders</p> <p>3 8. Attends to the teacher fully when close to the sound (e.g., when seated close to the teacher)</p> <p>4 9. Requires eye contact in order to listen successfully (e.g., one-to-one situation)</p> <p>2 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: dressing, brushing teeth, etc.)</p> <p>4 12. Has difficulty concentrating (e.g., staying involved in an activity, following a conversation, etc.)</p> <p>2 13. Is disorganized to the point of not having necessary materials, losing materials, failing to find materials, etc.</p> | <p>3 14. Does not perform or complete classroom activities during class time (e.g., does not perform the activity or does not use the time provided, will go on to another activity before completing the first, etc.)</p> <p>4 15. Fails to perform activities independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete activities without assistance; etc.)</p> <p>4 16. Does not remain seated (e.g., is more interested in other activities, sits and does not listen)</p> <p>3 17. Talks excessively (e.g., verbalizes, blurts out, etc.)</p> <p>4 18. Gets things, forgets to do things, forgets to do things, etc.)</p> <p>4 19. Has a short attention span (e.g., does not sit still while a story is being read, does not keep his/her attention on assigned activities, is easily distracted, etc.)</p> <p>3 20. Starts but does not complete activities (e.g., coloring, helping with chores, building with blocks, listening to stories, etc.)</p> <p>3 21. Does not prepare for daily routines (e.g., getting ready for lunch, preparing to go outside, etc.)</p> <p>3 22. Does not organize responsibilities (e.g., neglects to complete tasks, loses things, is not ready for scheduled activities on time, does not return things, etc.)</p> <p>3 23. Fails to follow necessary steps in doing things (e.g., performing chores, getting ready for lunch, preparing to go home, etc.)</p> <p>3 24. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc.</p> |
|--|---|

SAMPLE School Version Rating Form

74 Raw Score

SUBSCALE 2

- 2** 25. Engages in physically dangerous activities (e.g., climbs on things, runs in hallways, etc.)
- 3** 26. Begins activities before receiving directions or instructions, or does not follow directions or instructions
- 4** 27. Does not wait his/her turn in activities or games
- 2** 28. Grabs things away from others
- 2** 29. Blurts out answers without being called on
- 2** 30. Interrupts the teacher (e.g., begins talking while the teacher is talking, goes up to the teacher while the teacher is working with other children, etc.)
- 3** 31. Interrupts other children (e.g., talks while they are talking, makes noises, laughs, etc.)
- 4** 32. Talks to others during quiet activity periods
- 4** 33. Moves about while seated, fidgets, squirms, etc.
- 4** 34. Appears restless (e.g., shifts position in seat, paces about, etc.)
- 3** 35. Bothers other children while working to work, listen, play, etc.
- 2** 36. Makes unnecessary noise in classroom with objects (e.g., taps desk, starts objects, etc.)
- 3** 37. Reacts in inappropriate situations without being patient, fails to wait for a response or assistance from a teacher, etc.
- 2** 38. Fails to comply with teachers or other 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** 39. Does not consider the consequences of his/her behavior (e.g., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway, engages in physically dangerous activities without regard to being injured, etc.)
- 4** 40. Intrudes on others (e.g., during private times; when people are talking, trying to work, or involved in activities; etc.)
- 2** 41. Has accidents which are the result of impulsive or careless behavior
- 3** 42. Fails to follow a routine (e.g., does things out of order, does not wait for an activity at the scheduled time, etc.)
- 2** 43. Does not follow the rules of games
- 4** 44. Leaves seat or assigned area without permission
- 3** 45. Does not work in a group situation (e.g., does not stay involved in an activity and work productively at a table with peers, with peers nearby, etc.)
- 2** 46. Hops, skips, and jumps when moving from one place to another instead of walking
- 4** 47. Handles objects (e.g., twirls pencils, plays with things in work area, spins scissors on pen, etc.)
- 2** 48. Talks out of turn, distracted or at inappropriate times
- 3** 49. 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** 51. Becomes overexcited (e.g., loses control in group activities, blurts out answers, forgets rules, becomes loud, etc.)
- 3** 52. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
- 3** 53. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
- 3** 54. Climbs on things
- 3** 55. Makes excessive noise (talking, burping, humming, tapping, etc.)
- 3** 56. Does not play or work quietly

SAMPLE
School Version Rating Form

91 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of student: Thomas T. Brinton Gender: M
 School: Midvale Elementary Grade: PK
 City: Midvale State: PA
 Date of rating: 95 5 11
 (year) (month) (day)
 Date of birth: 91 10 27
 (year) (month) (day)
 Age at rating: 3 6 14
 (years) (months) (days)
 Rated by (observer's name): Leigh Shockey
 Dates during which observation of student occurred:
 From 9/94 To 5/95
 Amount of time spent with student:
 Per day 3 hours Per week 15 hours

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Raw Score SEM <small>(Table 7)</small>
1. Inattentive	74	8	3.50
2. Hyperactive-Impulsive	91	4	4.13

TOTAL SCORE	
Sum of Subscale SS	Percentile <small>(Appendix B)</small>
12	13%

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

half day preschool teacher

Standard Scores	Subscales		Percentiles	Percentile Rank
	1 Inattentive	2 Hyperactive-Impulsive		
20	●	●	>99	●
19	●	●	95	●
18	●	●	90	●
17	●	●	85	●
16	●	●	80	●
15	●	●	75	●
14	●	●	70	●
13	●	●	65	●
12	●	●	60	●
11	●	●	55	●
10	●	●	50	●
9	●	●	45	●
8	●	●	40	●
7	●	●	35	●
6	●	●	30	●
5	●	●	25	●
4	●	●	20	●
3	●	●	15	●
2	●	●	10	●
1	●	●	5	●
			≤1	●

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

ECADDES SV
 Copyright © 1995
 Hawthorne Educational Services, Inc.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form/
 (800) 542-1673

HOME VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by persons with primary observational opportunities who interact directly with the child in the home environment.
 - Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
 - It is not necessary to complete the rating of a child in one day. Several days may elapse before the rater is able to complete the scale.
 - It is recommended that the rater read each quantifier with the item before rating the item. Using item 25 as an example, the rater would first read, "Does not grab things away from others," then "One to several times per month grabs things away from others," then "One to several times per week grabs things away from others," then "One to several times per day grabs things away from others," and finally "One to several times per hour grabs things away from others."
 - If the rater has not personally observed the child demonstrate the behavior, the rating should be
- 0**
- DOES NOT ENGAGE IN THE BEHAVIOR.**
- If the rater has observed the child for more than one month and the child has demonstrated the behavior one to several times (i.e., one to three times), the rating should be
- 1**
- ONE TO SEVERAL TIMES PER MONTH.**
- If the behavior has been demonstrated one or more times per week, even several times per week (i.e., one to four times), the rating should be
- 2**
- ONE TO SEVERAL TIMES PER WEEK.**
- If the behavior has been demonstrated at least once a day or more than one time a day (i.e., one to four times), the rating should be
- 3**
- ONE TO SEVERAL TIMES PER DAY.**
- If the behavior has been demonstrated 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
- 4**
- ONE TO SEVERAL TIMES PER HOUR.**

IMPORTANT * PLEASE NOTE: *** IMPORTANT**

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form.

(800) 542-1673



TO RATER: Rate every item using the quantifiers (0-4) provided. Every item must be rated. Do not leave any boxes blank.

**DOES NOT
ENGAGE
IN THE
BEHAVIOR**

0

**ONE TO
SEVERAL
TIMES PER
MONTH**

1

**ONE TO
SEVERAL
TIMES PER
WEEK**

2

**ONE TO
SEVERAL
TIMES PER
DAY**

3

**ONE TO
SEVERAL
TIMES PER
HOUR**

4

SUBSCALE 1

4 1. Is easily distracted by other things happening in the home (e.g., other children, TV, radio, etc.)

3 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.)

3 4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)

2 5. Needs oral questions and directions frequently repeated (e.g., "I don't understand"; needs to be reminded, etc.)

4 6. Has difficulty following directions, e.g., maintaining interest in an activity, following a conversation, etc.)

2 7. Is disorganized with possessions (e.g., loses or does not find toys, clothes, etc.)

4 8. Does not remain on-task (e.g., is more interested in other activities, sits and does nothing, etc.)

3 9. Does not listen to or follow verbal directions

2 10. Forgets (i.e., forgets things, forgets to return things, forgets to do things, etc.)

3 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.

4 12. Has a short attention span (e.g., does not sit still while a story is being read, is easily distracted, etc.)

2 13. Starts but does not complete activities (e.g., coloring, helping with chores, building with blocks, listening to stories, etc.)

2 14. Does not independently perform chores or responsibilities (e.g., needs to be reminded, does not complete responsibilities, etc.)

3 15. Does not perform responsibilities (e.g., does not perform chores, loses things, does not do things on time, is late for school, does not return things, etc.)

2 16. Does not prepare for daily routines (e.g., getting ready to leave house for school/daycare, following bedtime routine, etc.)

3 17. Rushes through chores or tasks with little or no regard to quality of work (i.e., careless)

2 18. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)

3 19. Attends more successfully when close to the source of the sound (e.g., when sitting close to the person speaking)

2 20. Requires eye contact in order to listen successfully (e.g., one-to-one situation)

4 21. Fails to follow directions from parents or other home authority figures (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.)

**SAMPLE
Home Version Rating Form**

- 2 22. Fails to follow necessary steps in doing things (e.g., performing chores, getting ready for bed, preparing to leave the house in the morning, etc.)

- 4 35. Appears restless (e.g., shifts positions, paces about, etc.)

- 4 36. Moves about while seated, fidgets, squirms, etc. (e.g., does not sit still while a story is being read, while watching TV, etc.)

61 Raw Score

SUBSCALE 2

- 3 23. Engages in physically dangerous activities (e.g., climbs on things, runs in the house, etc.)

- 2 37. Does not follow the rules of games

- 4 38. Does not remain seated

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

- 2 39. Becomes overexcited (e.g., loses control in group activities, becomes loud, etc.)

- 2 25. Grabs things away from others

- 2 40. Climbs on things

- 3 26. Blurts out an answer before a question has been completed

- 2 41. Moves about unnecessarily (e.g., walks around, rocks, shakes head, fidgets with hands or feet, squirms in seat, etc.)

- 2 27. Interrupts others (e.g., begins talking while others are talking, pulls on parents while they are talking to others, etc.)

- 2 42. Runs in the house, does not sit appropriately, etc.

- 4 28. Reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance, etc.

- 2 43. Talks back, talks out of turn, pushes and shoves, yells, etc.

- 2 29. Fails to follow a routine, leaves things out of order, leaves activity at hand, etc.

- 2 44. Makes excessive noise (e.g., talking, humming, tapping, burping, etc.)

- 2 30. Begins to do things without following directions or instructions, does not put things together, peels, does not do chores, using tools, etc.)

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

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

- 2 46. Talks to peers, talks to parent or other adults, etc., at times when it is inappropriate

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

- 3 47. Does not play quietly

- 2 33. Does not consider the consequences of his/her behavior (e.g., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway, engages in physically dangerous activities without regard to being injured, etc.)

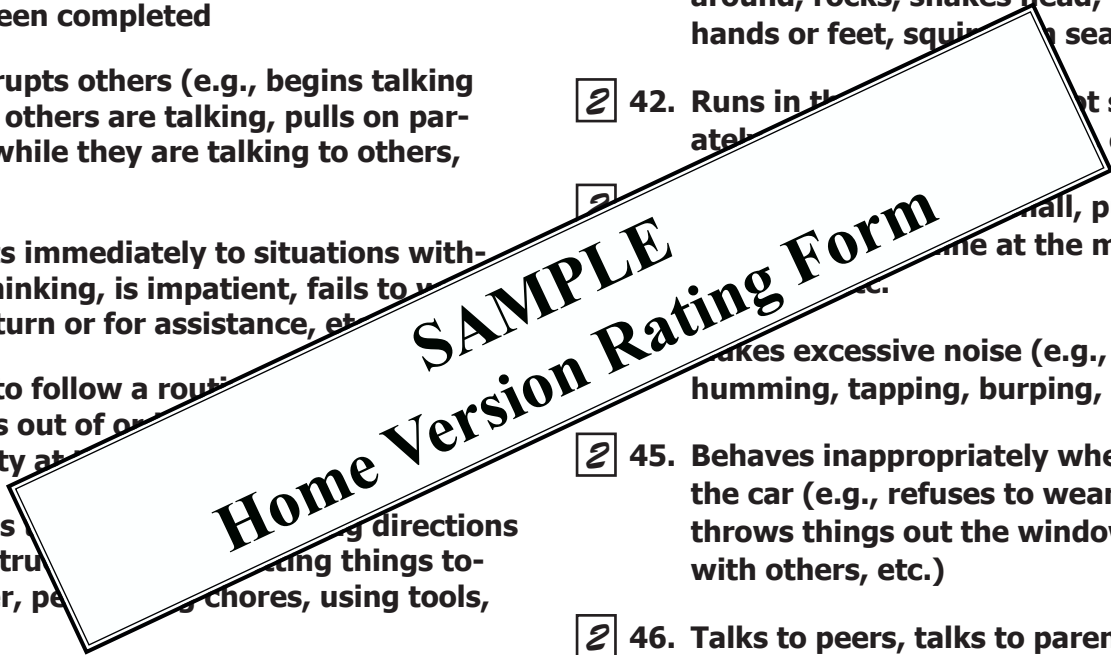
- 2 48. Hops, skips, and jumps when moving from one place to another instead of walking

- 2 34. Has accidents which are the result of impulsive behavior

- 2 49. Does not wait appropriately for assistance from an adult

- 3 50. Engages in inappropriate behaviors while seated (e.g., tips chair, puts feet on walls/furniture)

72 Raw Score



HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Thomas T. Brinton Gender: M
 School: Midvale Elementary Grade: PK
 City: Midvale State: PA
 Date of rating: 95 5 11
 (year) (month) (day)
 Date of birth: 91 10 27
 (year) (month) (day)
 Age at rating: 3 6 14
 (years) (months) (days)
 Rated by: Erica Brinton
 Relationship to the child: Mother

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Raw Score SEM <small>(Table 7)</small>
1. Inattentive	61	5	3.86
2. Hyperactive-Impulsive	72	6	4.25

TOTAL SCORE	
Sum of Subscale SS	Percentile <small>(Appendix B)</small>
11	10 %

Please indicate what you consider to be the **primary** problems the child demonstrates in and around the home in following directions, obeying rules, etc. Always noisy, can't be quite or sit still

Standard Scores	Subscales		Percentiles	Percentile Rank
	1 Inattentive	2 Hyperactive-Impulsive		
20	●	●	≥ 99	●
19	●	●	95	●
18	●	●	90	●
17	●	●	85	●
16	●	●	80	●
15	●	●	75	●
14	●	●	70	●
13	●	●	65	●
12	●	●	60	●
11	●	●	55	●
10	●	●	50	●
9	●	●	45	●
8	●	●	40	●
7	●	●	35	●
6	●	●	30	●
5	●	●	25	●
4	●	●	20	●
3	●	●	15	●
2	●	●	10	●
1	●	●	5	●
			≤ 1	●

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

ECADDES HV
 Copyright © 1995
 Hawthorne Educational Services, Inc.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

It is your responsibility as a professional or parent to immediately inform the publisher if you are asked to complete any reproduction of this form. The original form is beige with brown print. If you have this form in any other color, it was illegally reproduced. You are not permitted to complete or use any reproduced form.

III. Goals, Objectives, and Interventions

1 Rushes through activities with little or no regard to accuracy or quality

Goals:

1. The child will improve the accuracy of activity work.
2. The child will improve the quality of activity work.

Objectives:

1. The child will perform activities with ____% accuracy.
2. The child will check outcome of the activity with teacher prior to moving to next activity.
3. The child will redo an activity if deemed necessary after meeting with the teacher.

Interventions:

1. Supervise the child while he/she is performing activities to monitor accuracy and quality.

2. Provide the child with clearly stated criteria for acceptable work.

3. Reinforce the child's accuracy and quality on ability. A gradual expectation

4. Monitor the

5. Assess the clarity of directions, explanations, and instructions given to the child.

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

7. Have the child question any directions, explanations, and instructions not understood.

8. Assess the child's performance in a variety of ways (e.g., have the child give verbal explanations, simulations, physical demonstrations, etc.).

9. Structure the environment to provide the child with increased opportunities for help or assistance on activities.

10. Recognize and display the child's work (e.g., child, etc.)

**SAMPLE
Early Childhood
Attention Deficit Disorders
Intervention Manual**

11. Provide reinforcement for any and all improvement.

13. Mastery should not be expected too soon after introducing new information, skills, etc.

14. Build varying degrees of difficulty into activities to ensure the child's self-confidence and at the same time provide a challenge (e.g., easier problems are intermingled with problems designed to measure knowledge gained).

15. Teach the child direction-following skills: (a) listen carefully, (b) ask questions, (c) use environmental cues, (d) rely on examples provided, etc.

16. Provide the child with additional time to perform activities to achieve increased accuracy and quality.

17. Provide the child with evaluative feedback for activities completed (i.e., identify what the child did successfully, what errors were made, and what should be done to correct the errors).

II. Interventions

1 Is easily distracted by other things happening in the home

1. Is the child capable of task or behavior? Be sure that the behavior or task is within the child's capability level, and respect the outcome in terms of the child's age.

2. In clear, simple language, and actions establish rules for performing everyday tasks (e.g., putting toys away, clearing dishes, etc.). The rules should be consistent and reinforced by all household members. Frequent reminders help to reinforce expectations.

3. To help your child remember what is expected, establish a daily routine for your child to follow when getting up in the morning, performing chores, or getting ready for bed.

4. Accentuate everything your child does remember to do. Reinforce this by using praise. For example, if you have toys in a basket, you can say, "You put them away!" or "I read a book to you when you were joining."

5. If there are other children in the household who get things done without being distracted, reward them for this behavior.

6. Children need to see adults get their work done without being distracted. Set an example by getting your daily tasks accomplished in an orderly and efficient manner. Young children love to help adults. Discuss your strategies for sticking to the task at hand while your child helps you.

7. Young children need to see the relationship between behavior and logical consequences (e.g., if the plants don't get watered, they wither). Very young children will need numerous examples of this before they develop their own understanding of logical consequences.

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

For example: Your child is supposed to put her small toys away when she is done playing with them. She did not do this, and the shoes to her doll have been sucked up into the vacuum cleaner. Now she will not have shoes on the doll.

9. Make a chart to keep track of responsibilities.

For example, if your child is supposed to finish the task. Keep a supply of stickers handy, and place a sticker in the chart to indicate space for every task accomplished without distraction. In some instances it may be best to focus on one task at a time. Discuss a reward that could be received as a result of accomplishing the task for the desired number of days (e.g., watching 30 extra minutes of TV, going on a picnic, inviting a friend over to play).

10. Allow natural consequences to be the teacher if your child fails to accomplish a task due to distraction (e.g., toys not put away become lost, plants not watered wither and die, etc.).

11. Parent from a positive perspective. Let the child know what the next step after the task will be (e.g., "After your bath, we can read a book.").

12. Young children need frequent reminders. These need to be in verbal, picture, and written form. Make a list with words and pictures (perhaps get copies made so your child can have a fresh one each day). Your child will feel a sense of accomplishment when he/she can mark off jobs on the list as they are done.

SAMPLE
Parent's Guide to Early Childhood
Attention Deficit Disorders
Intervention Manual