

# Pay Attention: ADHD Through the Lifespan

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## Week 8: Assessment of ADHD



## Homework Review

## Overview of ADHD Assessment

## Objectives of ADHD Assessment

- Identify concerns, issues (key symptoms)
- Track history of concerns (developmental course)
- Differentiate ADHD from other disorders
- Clarify the developmental “inappropriateness” of symptoms or concerns
- Evaluate co-morbid conditions
- Determine degree of impairment
- Assess family adjustment
- Identify strengths/resources of patient and family
- Elicit priorities for change
- Identify community resources

## Clinical Resources

- |                                          |                                    |
|------------------------------------------|------------------------------------|
| • Primary Care Providers                 | • Psychologists                    |
| – Physicians                             | – Clinical                         |
| – Nurse Practitioners                    | – Educational                      |
| • Medical Specialists                    | • Clinical social workers          |
| – Psychiatrists                          | • Education Specialists            |
| • Child and Adolescent                   | • Allied Health Professionals      |
| • Adult                                  | – Occupational Therapists          |
| – Neurologists                           | – Physical Therapists              |
| – Developmental-behavioral pediatricians | – Speech and Language Pathologists |

## Assessment Steps

- Screening
- Diagnostic Interview
- Rating Scales and Questionnaires
- Medical Examination
- Psychological Testing (if indicated)

## Child and Adolescent Assessment

- Parent and child interviews
- Parent- and teacher-completed child behavior rating scales
- Parent self-report measures
- Clinic-based psychological tests
- Review of prior school and medical records
- Individually administered intelligence testing, educational achievement testing, or screening for learning disabilities (only necessary if not completed within the past year)
- Standard pediatric examination or neurodevelopmental screening to rule out any unusual medical conditions that might produce ADHD-like symptoms
- Additional assessment procedures may be recommended, including vision and hearing screening, as well as formal speech and language assessment.

## Adult Assessment

- Comprehensive diagnostic interview of patient
- Collateral information from independent sources (e.g. spouse or other family members)
- DSM-IV symptom checklists
- Standardized behavior rating scales for ADHD
- Medical evaluation
- Individually administered intelligence testing, educational achievement testing, or screening for learning disabilities (for purposes of vocational counseling and/or disability services)
- Other types of psychometric testing as deemed necessary by the clinician
- Additional assessment procedures may be recommended, including vision and hearing screening,

## Mid-Lecture Questions

## Screening Instruments

### Screening for ADHD in Children

- *Child Behavior Checklists (Parent and Teacher versions)*
- *Behavioral Assessment System for Children, 2<sup>nd</sup> edition*
- *Child/Adolescent Psychiatry Screen*
- *Conners 3*
- *Pediatric Screening Checklist*
- *Home Situations Questionnaire*
- *School Situations Questionnaire*
- *SNAP-IV-C-Rating Scale*
- *Beck Youth Inventories of Emotional and Social Impairment*

## Screening for ADHD in Children

- *Child Behavior Checklist (Parent and Teacher versions)*
  - Used for evaluating children and adolescents ages 6-18, measures problems with aggressive behavior, anxiety/depression, attention, rule-breaking behavior, social interaction, physical complaints, disordered thought, and withdrawn/depressed behavior. (118 items)
- *Pediatric Screening Checklist*
  - Used by pediatricians and other health professionals to improve the recognition and treatment of psychosocial problems in children. (35 items)
  - Key ADHD items include:
    - fidgety, unable to sit still
    - has trouble with a teacher
    - Acts as if driven by a motor
    - Daydreams too much
    - Distracted easily

## Adult Screening Instruments

- **ADULT ADHD SELF REPORT SCALE (ASRS)** developed by WHO and includes 18 items corresponding to the DSM-IV –TR criteria for ADHD; a Screener version of 6 select items is known as THE ASRS SCREENER<sup>1,2</sup>
- **BARKLEY'S ADULT ADHD QUICK SCREEN**; 13 item validated questionnaire based on recent research assessing current ADHD symptoms and impairments in major life activities

1. Canadian ADHD Resource Alliance (CADDRA) (2008). *Canadian ADHD Practice Guidelines*. [www.caddra.ca](http://www.caddra.ca)

2. World Health Organization (WHO) and the Workgroup on Adult ADHD (2005). **Adult ADHD Self-Report Scale (ASRS v1.1) Symptom Checklist**

## Screening for ADHD in Adults

- Symptom Screen: *WHO Adult Self Report Scale*
- Developmental Screen: *Did you have difficulty with these problems before you entered into puberty?*
- Impairment screen: *Are these symptoms causing difficulty in your life right now?*
- Positive result → full psychiatric assessment for ADHD

CADDRA Guidelines Steering Committee. *Canadian ADHD Practice Guidelines*. Available at: <http://www.caddra.ca/joomla/index.php?Itemid=70>. Accessed on January 27, 2009.

## WHO Adult Self Report Scale (ASRS)

- Self questionnaire, adapted for adults
  - Validated
  - User friendly; multiple languages
  - Free, downloadable
  - Screener: Part A, 6 items,
    - positive if 4 items checked in grey zones
  - Part B: 12 items

<http://www.hcp.med.harvard.edu/ncs/ftpd/ahd/18%20Question%20ADHD-ASRS-v1-1.pdf>

<http://www.hcp.med.harvard.edu/ncs/asrs.php>



## ASRS Screener v1.1

Inattention	Never	Rarely	Sometimes	Often	Very Often
1. How often do you have trouble wrapping up the fine details of a project once the challenging parts have been done?	0	1	2*	3*	4*
2. How often do you have difficulty getting things in order when you have to do a task that requires organization?	0	1	2*	3*	4*
3. When you have a task that requires a lot of thought, how often do you avoid or delay getting started?	0	1	2	3*	4*
4. How often do you have problems remembering appointments or obligations?	0	1	2*	3*	4*
Hyperactivity-Impulsivity	Never	Rarely	Sometimes	Often	Very Often
5. How often do you fidget or squirm with your hands or your feet when you have to sit down for a long time?	0	1	2	3*	4*
6. How often do you feel overly active and compelled to do things, like you were driven by a motor?	0	1	2	3*	4*

## Diagnostic Interviewing

## Clinical History

- Chief complaints – behavioral descriptions
- Hx and domains of impairment  
chronic duration, multiple settings
- Current functioning  
domain demands, performance, strengths
- Hx of sx in blood relatives

## Clinical Hx- 2

- Current living situation: stressors/supports
- Social relationships: family, peers
- Health, medications
- Alcohol and other drug use (past/current)
- Sleep/Appetite
- Previous evaluations/tx

## Behavior Rating Scales

### Child and Adolescent Rating Scales

- Attention Deficit Disorders Evaluation Scale (ADDES-3)
- ADHD Rating Scale-IV (ADHD-IV)
- Vanderbilt ADHD Diagnostic Parent / Teacher Rating Scale
- ADD-H: Comprehensive Teacher's Rating Scale (ACTeRS)
- SNAP-IV Rating Scale - Revised (SNAP-IV-R)
- Conners Parent and Teacher Rating Scales (CPRS, CTRS)
- Barkley Home Situations Questionnaire (HSQ)
- Barkley School Situations Questionnaire (SSQ)

# Child and Adolescent Rating Scales

ACTeRS

## Adult Rating Scales

- Conners' Adult ADHD Rating Scale (CAARS)
  - Barkley Current and Childhood Symptom Scales
    - (includes self and "other" measures)
  - Barkley Adult ADHD Rating Scale - IV (BAARS-IV)
  - ADHD Rating Scale IV with Adult Prompts (ADHD-RS-IV)
  - Brown Attention Deficit Disorder Scale (BADDs)
  - Wender-Utah Rating Scale (WURS)
- 
- Barkley Disorder of Executive Functioning Scale (DEFS)
  - Weiss Functional Impairment Rating Scale (WFIRS)
  - Mood and Anxiety Scales (eg BDI, BAI, BHS)
  - Personality Measures (eg NEO-PI)

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## ADHD-RS-IV With Adult Prompts

- 18-item scale based on DSM-IV-TR criteria for ADHD that provides a rating of symptom severity
- Prompts are provided to probe for symptoms as they might affect adult patients
- The scale provides a framework for ascertaining impairment
- It can also be used to monitor treatment outcome

## Adult ADHD-RS-IV (Inattention Sx)

1. **Carelessness** Do you make a lot of mistakes (in school or work)? Is this because you're careless? Do you rush through work or activities? Do you have trouble with detailed work? Do you not check your work? Do people complain that you're careless? Are you messy or Is your desk or workspace so messy that you have difficulty finding things?
2. **Difficulty sustaining attention in activities** Do you have trouble attention when watching movies, reading, or attending lectures? Or on fun activities such as sports or board games? Is it hard for you to keep your mind on school or work? Do you have unusual trouble staying focused on boring or repetitive tasks? Does it take a lot longer than it should to complete tasks because you can't keep your mind on the task? Is it even harder for you than some others you know? Do you have trouble remembering what you read and do you need to re-read the same passage several times?
3. **Doesn't listen** Do people (spouse, boss, colleagues, friends) complain that you don't seem to listen or respond (or daydream) when spoken to or when asked to do tasks? A lot? Do people have to repeat directions? Do you find that you miss the key parts of conversations because of drifting off in your own thoughts? Does it cause problems?

## Adult ADHD-RS-IV (Inattention Sx)

4. **No follow through** Do you have trouble finishing things (such as work or chores)? Do you often leave things half done and start another project? Do you need consequences (such as deadlines) to finish? Do you have trouble following instructions (especially complex, multistep instructions that have to be done in a certain order with different steps)? Do you need to write down instructions, otherwise you will forget them?
5. **Can't organize** Do you have trouble organizing tasks into ordered steps? Is it hard prioritizing work and chores? Do you need others to plan for you? Do you have trouble with time management? Does it cause problems? Does difficulty in planning lead to procrastination and putting off tasks until the last moment?
6. **Avoids/dislikes tasks requiring sustained mental effort** Do you avoid tasks (work, chores, reading, board games) that are challenging or lengthy because it's hard to stay focused on these for a long time? Do you have to force yourself to do these tasks? How hard is it? Do you procrastinate and put off tasks until the last moment possible?

## Adult ADHD-RS-IV (Inattention Sx)

7. **Loses important items** Do you lose things important work papers, wallet, coats, etc)? A lot? More than others? Are you constantly looking for important items? Do you get into trouble for this (at work or at home)? Do you need to put items (glasses, wallet, keys) in the same place each time, otherwise you will lose them?
8. **Easily distractible** Are you ever very easily distracted by events around you such as noise (conversation, TV, radio), movement, or clutter? Do you need relative isolation to get work done? Can almost anything get your mind off of what you are doing, such as work, chores, or if you're talking to someone? Is it hard to get back to a task once you stop?
9. **Forgetful in daily activities** Do you forget a lot of things in your daily routine? Like what? Chores? Work? Appointments or obligations? Do you forget to bring things to work, such as work materials or assignments due that day? Do you need to write regular reminders to yourself to do most activities or tasks, otherwise you will forget?

## Mid-Lecture Questions

## School Performance Measures / Functional Status Measures

### School Information

- Reports from teachers more useful for students with same teacher all day
- Teacher reports for Jr High and High School are more variable
- Consider standardized test scores
- Elicit info re: homework completion
- Completes tests in standard time?



## Mid-Lecture Questions

### Putting it all together

- Differential Diagnosis
- Problem List
- Case Conceptualization
  - Readiness for Treatment (Stages of Change)
  - Patient Preferences and Priorities
- Treatment Planning

## Multi-modal Treatment Approach

- Education of patient, family, school personnel
- Behavior management strategies
- *Medications – in concert with other treatments*
- Psychotherapy: cognitive behavioral, supportive-expressive, insight oriented
- Cognitive remediation
- Family, couple and group psychotherapy
- School, workplace interventions
- Social skills groups; social support groups

## Quiz Questions