

## **Report of Psychological Assessment**

Name:	Armin Marth
Date of birth:	25 April 1989
Age at time of testing:	35 years 5 months
Testing Dates:	12 and 17 September 2024 and 3 October 2024
Completed by:	Catrina Bargwanna, Clinical Psychologist

## **Reason for Assessment**

Armin is a 35-year-old man who was self-referred to Apex Psychology for an attention-deficit/hyperactivity disorder (ADHD) assessment. Armin reported longstanding difficulties with inattentive behaviours including distractibility, difficulty sustaining attention for lengthy periods, poor organizational skills and forgetfulness. He also reported longstanding difficulties with anxiety.

Armin reported that his difficulties with attention have negatively impacted his ability to study effectively and maintain employment; he also stated that they can bring tension into his relationship with his partner. He expressed a strong desire to be able to complete his studies more easily and maintain employment. Armin hoped the assessment would help him to understand his difficulties and to get the appropriate support.

## **Sources of Information and Tests Used:**

- **Clinical Interview and ADHD Semi-Structured Diagnostic Interview completed with Armin Marth on 12<sup>th</sup> September 2024 and 3<sup>rd</sup> October 2024**
- **ADHD Semi-Structured Diagnostic Interview and developmental history completed with and Mrs Andrea Marth (Mother) on 17<sup>th</sup> September 2024**
- **Conners Adult ADHD Rating Scales- Self Report (CAARS2-S) completed by Armin Marth on 22 August 2024**
- **Conners Adult ADHD Rating Scales- Observer Report (CAARS2-O) completed by Peter Cartledge on 3<sup>rd</sup> October 2024**
- **Depression, Anxiety and Stress Scale (DASS-21) completed on 23<sup>rd</sup> October 2024**

## **Background**

### Family History

Armin's parents are of Austrian descent. Armin was born in Austria in 1989 and moved to Australia with his family the following year. Both Austrian and English were spoken at home. He has an older brother who has been diagnosed with ADHD. There is no other known family history of mental illness, intellectual or developmental difficulties. Armin reported a close

relationship with his family. He reported no adverse circumstances. Reportedly, Armin's parents both worked a lot and so Armin and his brother spent a lot of time with their two nannies when they were growing up.

### Developmental and Education History

Mrs Marth reported that there were no developmental risk factors present in Armin's gestation or birth. She reported that there were no serious illnesses during his development. Armin crawled at age 7 months and walked at age 14 months. He spoke his first single words and started using phrase speech at around 2 years of age.

Mrs Marth reported that Armin attended preschool from age 3 years; his teachers reported some behavioural difficulties, such as ripping up the grass.

Armin attended Kariong Public School. Across school reports from year 1 through to year 6, teachers reported that Armin was very bright, capable and showed a lot of potential. When he was age 7 Armin had a cognitive assessment with the school counsellor which indicated that his Full Scale IQ was in the High Average range, with a weakness in auditory short-term memory, sequencing and coding. Teacher reports also indicated that Armin had difficulties with listening, concentration, staying on task, completing tasks, organization skills and restless energy. Additionally, Armin's teachers indicated that Armin would frequently lose things, such as jumpers, socks and books. While Armin performed at an average to above average level it took him a lot of effort because of his attentional difficulties. The school counsellor assessment recommended that Armin have an occupational assessment to assess and help with his fine motor skills, processing speed and organizational skills, and suggested strategies to help with auditory memory, sequencing, concentration and attention. Armin reported that his parents didn't follow through on getting Armin these supports.

Armin attended Henry Kendall High School. Across school reports from year 7 through to year 10, teachers reported that Armin was very capable and had a lot of potential but had poor organizational skills, his bookwork was rarely completed, and homework was either submitted late or not done. It was also reported that he was capable of achieving outcomes under supervision but had difficulty with self-direction. Armin was placed in the advanced maths and advanced English classes, and while he performed at an average to above average level, keeping up was a struggle for him and so he left school in year 11. No concerns were reported regarding Armin's behaviour, just that he was easily distracted.

Socially, Armin had a small group of friends during school but didn't describe himself as social. He mostly played video games with friends. Armin reported a period of being bullied after he came out as a gay man.

### Adult Relationships

Armin has been in a relationship with his partner, Mr Peter Cartledge, for thirteen years. He described it as a good, supportive relationship. However, both Armin and Peter have observed that Armin's difficulties with inattention sometimes lead to tension in their relationship due to Armin's behaviours such as forgetting to do house chores and not being able to contribute financially due to Armin's difficulties in holding down a job. Armin described Peter as his main friend. He reported that he has a couple of other friends who he doesn't see much anymore but chats with online; he stated that after the Covid lockdowns his difficulties with organization impacted his ability to organize a return to face-to-face meet ups. Armin reported that he used to have connections in a gaming group that he previously organized; he stopped organizing the group due to several factors, including difficulty organizing himself and not feeling like he was getting enough help.

### Work History

Armin is currently unemployed. In the past he has worked in software testing, office administration, and has done short term contract work in desktop support. Armin has completed a Certificate in Cybersecurity, Diploma in IT, and is currently studying an Advanced Diploma in Cybersecurity at TAFE. Armin expressed having a strong work ethic and desire to do well in his studies and progress in his career. However, he stated that, much to his frustration, he has always found completing studies difficult and has always struggled in his workplaces as well as holding down jobs due to his difficulties with attention. He reported that distractibility, difficulty sustaining attention and not meeting deadlines on time has negatively impacted him in the workplace.

### Medical and Psychiatric History

Armin reported no history of serious illness, accidents or medical conditions. When age 17 he was hospitalized for one week with pericarditis with no further subsequent problems reported.

Armin reported a history of anxiety and panic attacks. He added that he has always struggled with attention, organizational skills, overwhelm and difficulty with motivation. Armin also

reported that he has always struggled with social skills and making and maintaining friendships. In 2019 Armin was diagnosed with Autism Spectrum Disorder (ASD) level 1. He has noticed that a lot of his anxiety and panic attacks are triggered by being overstimulated, new environments and stress. Armin has seen various counsellors over the years, but these sessions were usually short-term. Armin has been meeting with Catrina Bargwanna (Clinical Psychologist) since April 2024 for help with his anxiety, attention and daily living skills.

### Alcohol, Tobacco and Drug Use

Armin reported no concerns about tobacco, drug or caffeine use. He reported that he has often indulged in binge drinking on weekends but that he has cut back on this due to health concerns.

### Interests and Activities

Armin reported that his interests include playing video games and watching other people play video games on You Tube, playing board games (which has included running his own board games night) and working on technology at home. He also reported that he is working on improving his health, so this includes walking; he has enjoyed bike riding in the past.

### Strengths

Mrs Marth reported that Armin is loving and affectionate. Teacher reports from school described Armin as a lovely, sensitive and kind boy as well as a creative thinker. He was also described as a talented student, lateral thinker and creative problem solver, with a particular strength in computer studies. Armin described his strengths as being a good problem solver when he is able to apply himself to a task, as well as being resourceful when thinking up solutions. Armin's partner, Peter, reported that Armin has several strengths and skills related to computers; he is able to work with hardware and software to troubleshoot problems; enjoys pursuing new and novel computing applications; he picks up languages well; and Armin delves deeply into topics that interest him. Intelligence testing from when Armin was a child indicated strengths in abstract reasoning and conceptual thinking; general knowledge and long-term retention of information; non-verbal problem solving; and good planning and perceptual organization.

### Previous Assessments and Documents Viewed

- School Counsellor Report – May 1997, aged 7 years 10 months, Jill Ravens (School Counsellor); Result: Full Scale IQ in the High Average range; weakness in auditory

short-term memory, sequencing and coding; suggested that low scores may be due to attentional or motivational factors, recommended assessment of fine motor skills and processing speed.

- Autism Spectrum Assessment Report – October 2019, aged 30 years, Kyra Thompson (Registered Psychologist); Result: Autism Spectrum Disorder level 1.
- School reports from year 1 through to year 10 were viewed.

## **CURRENT ASSESSMENT**

### **ASSESSMENT RESULTS AND INTERPRETATION**

#### **1. ADHD Semi-Structured Diagnostic Interview**

A semi-structured diagnostic interview was conducted with Armin. Armin's mother was also interviewed to help obtain her observations of Armin when he was a child. Mrs Marth was happy to provide information but did note that her observations would be limited; she explained that both she and Armin's father worked long hours when Armin was growing up and so Armin spent a lot of time with his nannies. The interview explored the presence of ADHD symptoms in adulthood and childhood. Examples of the symptoms were asked for and the difficulties related to each of the symptoms of ADHD were investigated. During the interview the onset of symptoms, their duration, pervasiveness (e.g. occurs in multiple contexts), persistence (e.g. occurs much or most of the time), and the impairment on functioning were explored. The interview also investigated the presence of other mental health disorders such as depressive or anxiety disorders that may explain the reported symptoms.

#### **Inattention**

*Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or during other activities (e.g., overlooks or misses details, work is inaccurate).*

Armin reported that in work or study, if there are a lot of pages in a report to read he will usually skim read and miss a lot of details in the process. Armin reported that when he worked in software testing and quality assurance he had difficulties; he explained that he didn't work methodically, didn't take detailed notes and that his work was sometimes inaccurate. In the home setting, Armin reported that he often misses a lot when cleaning the house.

*Often has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations, or lengthy reading).*

Armin reported that sustaining attention was his “biggest” difficulty. He reported that during lectures he can rarely focus and will “zone in and out”; this occurred back in school and currently at TAFE. He stated that if he has a device in front of him he will constantly open up new tabs. Armin reported that he struggles with his TAFE work due to his lack of attention and not taking in all of the information. Armin reported that during conversations with people he often “zones out” which can impact his relationships with people; his mother reported that he would become distracted during conversations. Armin reported that he struggles with lengthy reading. He has only ever been able to read one series of books and has struggled to engage in all other books that he thought he would find pleasurable. In the work and study environment he can only skim read non-fiction and technical documents.

*Often does not seem to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction).*

Armin reported that his attention often wanders when he is being spoken to, particularly when the conversation doesn’t interest him. Armin’s mother reported that she and her husband called Armin “dream boat” because he would lose attention during conversations.

*Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., starts tasks but quickly loses focus and is easily sidetracked).*

Armin reported that he often fails to finish schoolwork; he stated that he has enrolled in courses and has not completed them. Armin reported that when he was in high school he struggled to complete his assessment tasks so left school in year 11; he also struggled to keep up when he was in primary school but could complete tasks with support from parents and teachers. Armin reported that in the home environment he doesn’t do his chores until the last minute. Armin’s mother made the same observations of Armin when he was growing up.

*Often has difficulty organizing tasks and activities (e.g., difficulty managing sequential tasks; difficulty keeping materials and belongings in order; messy, disorganized work; has poor time management; fails to meet deadlines).*

Armin reported that he rarely has an organized filing system and as a consequence of this he is messy and things get lost; he has struggled with this in school, TAFE and the workplace. Armin

reported poor time management skills; he stated that he will limit himself to just completing one important task per day so that other distractions don't get in the way. Armin reported that he finds even completing one task overwhelming, such as getting himself to an appointment. Armin reported that he has always struggled to meet deadlines, including at school, TAFE, in the workplace and sending e-mails. Similarly, Armin's mother reported that Armin had difficulty staying on task and completing schoolwork and had difficulty organizing himself, such as packing his school bag.

*Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework; for older adolescents and adults, preparing reports, completing forms, reviewing lengthy papers).*

Armin reported that he dislikes and is reluctant to read lengthy reports for work and fill out lengthy forms. He added that he also struggles with scheduling appointments.

*Often loses things necessary for tasks or activities (e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).*

Armin reported that he has a history of losing things. During his school years he would often lose pencils, school jumpers and games. Armin's mother reported this as well. Armin reported that, as an adult, he used to host games nights but would often forget to pack items that were necessary for the games, such as a cable, batteries and controllers; he stated that there would always be "a scramble to find things".

*Is often easily distracted by extraneous stimuli (for older adolescents and adults, may include unrelated thoughts).*

Armin reported that he has always been easily distracted by extraneous stimuli and that he has often been called a "daydreamer". He reported that he becomes distracted by people in the class environment chatting and that his attention also wanders to things around a room. Armin's mother reported that he was easily distracted as a child; she described him as "off with the fairies".

*Is often forgetful in daily activities (e.g., doing chores, running errands; for older adolescents and adults, returning calls, paying bills, keeping appointments).*

Armin reported that he has a history of being forgetful in daily activities. At home, Armin will often forget to do his chores, such as take the bins out; if he has to buy more than three items



from the shop he will forget at least one of them. Armin reported that he often forgets to return phone calls without being reminded and will sometimes need to be reminded to pay bills. He stated that he has learnt to adapt by setting alarms on his phone and storing important e-mails at the top of his inbox as reminders. Armin's mother reported that Armin was forgetful when he was growing up; for example, he would forget to do his chores and put food back in the fridge.

### **Hyperactivity/Impulsivity**

*Often fidgets with or taps hands or feet or squirms in seat.*

Armin reported that when he feels uncomfortable he sometimes squirms and plays with his fingers but that this isn't very often. Armin's mother reported that when he was a child he would move around in his chair a lot.

*Often leaves seat in situations when remaining seated is expected (e.g., leaves his or her place in the classroom, in the office or other workplace, or in other situations that require remaining in place).*

Armin reported that usually he can't go more than an hour before needing to get up from what he's doing, especially after looking at a computer screen for a while. Armin's mother reported that when he was a child Armin would often get up from the dinner table for no reason.

*Often runs about or climbs in situations where it is inappropriate. (Note: In adolescents or adults, may be limited to feeling restless.)*

Armin reported that when he was a child he would often climb trees or play equipment in the park. He reported some restlessness when needing to pay attention.

*Often unable to play or engage in leisure activities quietly.*

No difficulties were reported.

*Is often "on the go," acting as if "driven by a motor" (e.g., is unable to be or uncomfortable being still for extended time, as in restaurants, meetings; may be experienced by others as being restless or difficult to keep up with).*

No difficulties were reported.

*Often talks excessively.*

No difficulties were reported.

*Often blurts out an answer before a question has been completed (e.g., completes people's sentences; cannot wait for turn in conversation).*

No difficulties were reported in this area.

*Often has difficulty waiting his or her turn (e.g., while waiting in line).*

No difficulties were reported.

*Often interrupts or intrudes on others (e.g., butts into conversations, games, or activities; may start using other people's things without asking or receiving permission; for adolescents and adults, may intrude into or take over what others are doing).*

No difficulties were reported.

#### **Areas of impairment of functioning related to symptoms**

Social interaction appears to be somewhat impacted by Armin's symptoms, as he has a tendency to zone out in conversations with people as well as forget to return phone calls and e-mails. Additionally, difficulty completing household chores has led to tension in Armin's relationship.

Armin's work life and studies appear to be significantly impacted by his inattentiveness. He reported difficulty paying close attention to detail and that as a consequence of this his work in previous jobs was often inaccurate. Additionally, Armin's difficulty with distractibility and completing tasks has meant that he has struggled to hold down a job. Armin reported that he has always had difficulty keeping up with his work, back in school and now in TAFE, due to his lack of attention and not taking in all of the information.

Armin's daily living appears to be impacted by Armin's inattentive symptoms. He reported a history of losing things which has impacted his studies, work, and even socially, such as being required to bring required items to games nights with his friends. Armin reported being forgetful which impacts his daily living in several ways; he frequently forgets to return important phone calls and e-mails; purchase all of the items on a shopping list; at home, Armin will often forget to do his chores; and he often forgets to pay bills. Armin reported that he finds even completing one task overwhelming, such as getting himself to an appointment.

## **Presence of another psychiatric disorder better explaining symptoms**

While Armin's attentional difficulties appear to persist across time and situations, his symptoms of anxiety and panic aren't as pervasive and tend to be in the context of his ASD sensitivity to overstimulation and new environments, as well as stress. Armin reported that he experiences symptoms of inattentiveness all the time, even when he is not experiencing stress, anxiety and sensory overload.

### **2. Connors Adult ADHD Rating Scales (CAARS2)**

The CAARS2 is an instrument that is useful in the diagnosis of ADHD and related problems in individuals aged 18 years or older. The CAARS2 provides information relevant to the DSM-5 diagnoses from two different perspectives: absolute (DSM-5 Subscales) and relative (t-score). If both the DSM-5 subscale and T-score are elevated, the DSM-5 diagnosis should be given strong consideration.

Armin completed the Connors' Adult ADHD Rating Scales- Self-Report (CAARS2-S) on 22<sup>nd</sup> August 2024; the results are presented in Table 1. Armin's partner, Mr. Peter Cartledge completed the Connors' Adult ADHD Rating Scales- Observer Report (CAARS2-O) on 3<sup>rd</sup> October 2024. The results of the CAARS2-O are presented in Table 2.

*Table 1. Subscale summary score- CAARS- S*

<b>CAARS2-S: Score Summary Scale</b>	<b>Guideline</b>	<b>Common characteristics of High Scorers</b>
Inattention/Executive Dysfunction	Very Elevated	This suggests that Armin has trouble with concentration, difficulty planning or completing tasks, may be forgetful and disorganized.
Hyperactivity	Elevated	This suggests Armin may have some difficulties completing the same task for long periods of time, and with feeling more restless than others.
Impulsivity	Elevated	This may suggest that Armin has difficulty engaging in more impulsive acts than others, low frustration changes, frequent mood changes or is easily irritated by others.
Negative Self Concept	Elevated	This indicates that Armin has difficulties with social relationships, low self-esteem and low self-confidence.

<b>DSM 5 Symptom Scales T-score</b>	<b>Guideline</b>
ADHD Inattentive Symptoms	Very Elevated
ADHD Hyperactive-Impulsive Symptoms	Elevated
Total ADHD Symptoms	Very Elevated
<b>CAARS2 - ADHD Index</b>	Very High with a 99% Probability Score

*Table 2. Subscale summary score- (CAARS2-O)*

<b>CAARS-O: L Score Summary Scale</b>	<b>Guideline</b>	<b>Common characteristics of High Scorers</b>
Inattention/Executive Dysfunction	Very Elevated	This suggests that Armin may have trouble with concentration, difficulty planning or completing tasks, may be forgetful and disorganized.
Hyperactivity	Not Elevated	High scores suggest that Armin may have some difficulties completing the same task for long periods of time, and with feeling more restless than others.
Impulsivity	Slightly Elevated	High scores may suggest that Armin may have difficulty engaging in more impulsive acts than others, low frustration changes, frequent mood changes or is easily irritated by others.
Negative Self Concept	Very Elevated	This indicates that Armin may have difficulties with social relationships, low self-esteem and low self-confidence.
<b>DSM 5 Symptom Scales T-score</b>	<b>Guideline</b>	
ADHD Inattentive Symptoms	Very Elevated	
ADHD Hyperactive-Impulsive Symptoms	Not Elevated	
Total ADHD Symptoms	Very Elevated	

<b>CAARS2 - ADHD Index</b>	Very High with a 99% Probability Score
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Armin's scores on the DSM-5 Subscales indicate that there is strong evidence for ADHD-Inattentive type. This score, together with the CAARS2-S subscale scores, suggest that the diagnosis of ADHD- Inattentive presentation should be given strong consideration. Armin's responses also indicate that he has some difficulties with impulsivity and hyperactivity as well as difficulties with self-concept.

Peter's ratings on the DSM-5 Symptom scales indicated strong evidence of ADHD-Inattentive Type. This score, combined with the CAARS2-S subscale scores, suggest that the diagnosis of ADHD- Inattentive presentation should be considered. Peter's responses also indicated that Armin has difficulties with self-concept.

The results of the CAARS2-S and CAARS2-O suggest that Armin is experiencing difficulties consistent with a diagnosis of ADHD- Inattentive type. These results also suggest that Armin experiences some difficulties with self-concept. The CAARS2-S and CAARS2-O differ in the reported severity of difficulties with hyperactivity and impulsivity, with Armin reporting elevated scores, while Peter's reports suggest these difficulties are mild or slightly elevated.

### **3. Depression Anxiety Stress Scales – 21**

The Depression Anxiety Stress Scales – 21 (DASS-21) is self-report measure designed to measure distress from the negative emotional states of depression, anxiety (psychological arousal), and stress (subjective cognitive symptoms of anxiety). The DASS-21 requires an individual to read 21 statements and select how much each statement has applied to them over the past week from either never, sometimes, often or always. Scores from each of the three domains of depression, anxiety, and stress are summed respectively to provide a measure of severity of distress in each domain.

Armin's responses at the time of assessment indicated depression, anxiety stress all in the **Normal** range.

## Summary

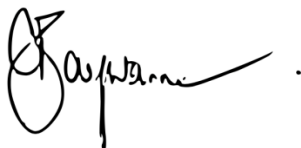
### *Diagnosis*

The present assessment indicates that Armin meets criteria for **Attention-Deficit/Hyperactivity Disorder (DSM-5 314.00) - Predominantly Inattentive presentation.**

### **Recommendations**

1. It is recommended that Armin take this report to his psychiatrist to discuss his diagnosis. He may wish to discuss the potential benefits of medication in managing his difficulties with attention.
2. Armin may benefit from discussing his diagnosis with TAFE and with future employers to determine any appropriate supports available to him.
3. Armin may wish to meet with an occupational therapist to help with his daily living skills as well as his attention and sensory sensitivities.
4. Psychological therapy can also assist with helping Armin manage his attention as well as his anxiety and stress.

If you would like any further information please ring 9715 5534 on Tuesday to Friday or email me on [CatrinaB@apexpsychology.com.au](mailto:CatrinaB@apexpsychology.com.au). If you would like more information about the services that we offer please look at our website on [www.apexpsychology.com.au](http://www.apexpsychology.com.au)



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