

This tool can be used as an aid to assist in the diagnosis of ADHD. The tool is meant to be completed after the clinician has finished an assessment of the young person including information obtained from a responsible family member or responsible adult who knows the youth well whenever possible. Once the tool is completed the clinician should review the DSM V criteria for ADHD and ensure that all criteria are fulfilled prior to making a diagnosis.

First, put a check mark in box number 1, 2 or 3 that best describes the young person as they USUALLY are. Then, once you have done that, if the score is 3 (very often box) please decide if, in your opinion, the young person shows that characteristic “Clearly more than other young people at this age”. Thus, some items may have two check marks in their rows and some items may have only one.

For scoring, please see below.

**Note not all young people who demonstrate symptoms of ADHD have ADHD.**

Inattention item	(1) None or Some	(2) Quite often	(3) Very Often	(4) Clearly more than other young people at this age
a. 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)				
b. Often has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations, or lengthy reading)				
c. Often does not seem to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction)				
d. Often does not follow through on instructions and falls to finish schoolwork, chores, or duties in the workplace (e.g., starts tasks but quickly loses focus and is easily sidetracked)				
e. 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)				
f. 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 reports, reviewing lengthy papers)				
g. Often loses things necessary for tasks or activities (e.g., school materials, pencils, books,				