



CAB-ADHD

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Age: 13 Years Old

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ADHD Symptom Questionnaire

This report includes an ADHD Symptom Questionnaire based on the diagnostic criteria outlined in the DSM-5. This tool is designed to capture the presence of symptoms related to inattention and hyperactivity-impulsivity as observed by adults in children over the past six months. The responses from the ADHD Symptom Questionnaire are analyzed to determine the presence and extent of ADHD symptoms. A higher number of "YES" responses may indicate a more significant concern for ADHD characteristics, which should be further evaluated by a professional. It's important to note that while this questionnaire can provide valuable insights, it is not a standalone diagnostic tool.

The scores in the ADHD Symptom Questionnaire are categorized into three types reflecting the prominent symptoms of the disorder:



Inattention Score

Below 6 indicators

This score is derived from the responses to the inattention section of the questionnaire. It reflects how frequently the child exhibits behaviors associated with inattention, such as failing to give close attention to details, difficulty sustaining attention in tasks, and often being forgetful in daily activities. A higher score indicates more frequent occurrences of these behaviors, suggesting significant challenges with maintaining focus and attention.



Hyperactivity-Impulsivity Score

Below 6 indicators

This score summarizes the frequency of hyperactive and impulsive behaviors as indicated by the relevant section of the questionnaire. These behaviors include fidgeting, leaving one's seat in inappropriate situations, excessive talking, and difficulty waiting turns. A higher score in this domain indicates that hyperactivity and impulsivity are prominent concerns.



Combined Score

When a child exhibits significant symptoms (6 or more indicators out of 9) in both the inattention and hyperactivity-impulsivity domains, this Combined Score would suggest that the child is experiencing a significant number of generalized symptoms.

PURCHASE THIS ASSESSMENT

ADHD Symptom Questionnaire for Children

The following questions are based on the child's behavior over the past six months. Each answer with "YES" frequently applies to the child and with "NO" does not apply or applies only occasionally.

Section 1: Inattention indicators

Does the child often fail to pay close attention to details, or make careless mistakes in schoolwork or during other activities?	No
Does the child frequently have difficulty sustaining attention in tasks or play activities?	No
Does the child often seem not to listen when spoken to directly?	No
Does the child often not follow through on instructions and fail to finish schoolwork or duties?	No
Does the child often have trouble organizing tasks and activities?	No
Does the child often avoid, dislike, or is reluctant to engage in tasks that require sustained mental effort?	No
Does the child often lose things necessary for tasks or activities (e.g., school materials, pencils, books, tools)?	No
Is the child often easily distracted by extraneous stimuli?	No
Is the child often forgetful in daily activities?	No

Section 2: Hyperactivity and Impulsivity indicators

Does the child often fidget with or tap hands or feet, or squirm in the seat?	No
Does the child often leave their seat in situations when remaining seated is expected?	No
Does the child often run about or climb excessively in situations where it is inappropriate?	No
Does the child often have difficulty engaging quietly in leisure activities?	No
Is the child often "on the go", acting as if "driven by a motor"?	No
Does the child often talk excessively?	No
Does the child often blurt out an answer before a question has been completed?	No
Does the child often have difficulty waiting their turn?	No
Does the child often interrupt or intrude on others (e.g., butting into conversations or games)?	No

Note: This questionnaire is not a diagnostic tool. A proper diagnosis of ADHD should be made by a qualified health professional based on a comprehensive evaluation. This questionnaire is designed to help identify symptoms that may warrant a professional assessment.



Global Attention Index



0-24 Very Low | 25-34 Low | 35-49 Moderate
50-64 Good | 65-74 High | 75-100 Very High

79
out of 100

The Global Attention Index is derived by considering the scores from all the individual behavioral tasks. This composite score, ranging from 0 to 100, provides an overall measure of the child's attentional control abilities. A lower score suggests greater difficulties with attention and executive functions, which are central to ADHD. This index can be a useful tool in both diagnostic and treatment-monitoring contexts, offering a snapshot of a child's cognitive performance across multiple domains of attention.

PURCHASE THIS ASSESSMENT

Individual Behavioral Tasks

Each task provides a percentile score on a scale from 0 to 100, reflecting the child's performance relative to a normative dataset. These scores help quantify the severity of attentional and executive function deficits that are often related with ADHD.

95
out of 100

**Selective Attention Test**

This test measures the ability to focus on relevant stimuli while ignoring distractions. Children with ADHD often struggle with filtering out unimportant information.

90
out of 100

**Psychomotor Vigilance Test**

This test measures the speed and consistency of reaction times. Slower and more variable reaction times in ADHD can indicate difficulties with sustained attention and alertness.

81
out of 100

**Trail Making Test**

This test provides information on visual attention and task switching. It involves connecting a sequence of targets as fast as possible and is sensitive to detecting shifting issues commonly seen in ADHD.

76
out of 100

**Sustained Attention to Response Test**

This test assesses the ability to maintain a consistent behavioral response during continuous and repetitive activity. Deficits in sustained attention are a core characteristic of ADHD, reflecting difficulties in vigilance and concentration over time.

66
out of 100

**Stop-Signal Test**

This test is used to measure response inhibition, or the ability to withhold or stop actions. Impairment in inhibitory control is a frequent symptom in children with ADHD, often leading to impulsivity.

66
out of 100

**Number-Size Congruency Test**

This cognitive task evaluates the ability to process and respond to conflicting information, a skill known as cognitive flexibility. Children with ADHD may find it challenging to adapt their thinking to accommodate changing rules or situations.

ILLUSTRATIVE EXAMPLE WITH FICTITIOUS RESULTS