

## Attention and Behavior Rating Form, School Version: Adolescent

Student's name: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Completed by: \_\_\_\_\_

**Please select the answer that best describes this student's behavior over the past 6 months (or since the beginning of the school year).**

<b>How often does this student display this behavior?</b>	<u>Never or Rarely</u>	<u>Sometimes</u>	<u>Often</u>	<u>Very Often</u>
Fails to give close attention to details or makes careless mistakes in schoolwork or during other activities	0	1	2	3
Has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations or lengthy reading)	0	1	2	3
Does not seem to listen when spoken to directly	0	1	2	3
Does not follow through on instructions and fails to finish schoolwork	0	1	2	3
Has difficulty organizing tasks and activities	0	1	2	3
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework; preparing reports)	0	1	2	3
Loses things necessary for tasks or activities (e.g., school materials, pencils, books)	0	1	2	3
Easily distracted by extraneous stimuli or unrelated thoughts	0	1	2	3
Forgetful in daily activities	0	1	2	3

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<b>How much do the nine behaviors in the previous question cause problems for this student?</b>	<u>No Problem</u>	<u>Minor Problem</u>	<u>Moderate Problem</u>	<u>Severe Problem</u>
Getting along with school professionals	0	1	2	3
Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behavior in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

*(continued)*

From *ADHD Rating Scale-5 for Children and Adolescents: Checklists, Norms, and Clinical Interpretation* by George J. DuPaul, Thomas J. Power, Arthur D. Anastopoulos, and Robert Reid. Copyright © 2016 the authors. Permission to photocopy this form is granted to purchasers of this book for personal use or use with individual clients (see copyright page for details).

**Attention and Behavior Rating Form, School Version: Adolescent (page 2 of 2)**

<b>How often does this student display this behavior?</b>	<u>Never or Rarely</u>	<u>Sometimes</u>	<u>Often</u>	<u>Very Often</u>
Fidgets with or taps hands or feet or squirms in seat	0	1	2	3
Leaves seat in situations when remaining seated is expected	0	1	2	3
Runs about or climbs in situations where it is inappropriate or feels restless	0	1	2	3
Unable to play or engage in leisure activities quietly	0	1	2	3
“On the go,” acts as if “driven by a motor” (e.g., unable to be or uncomfortable being still for an extended time)	0	1	2	3
Talks excessively	0	1	2	3
Blurts out an answer before a question has been completed	0	1	2	3
Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
Interrupts or intrudes on others (e.g., butts into conversations, games, or activities; may intrude into or take over what others are doing)	0	1	2	3

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Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behavior in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3