

# ADULT ADHD SELF-REPORT SCALE (ASRS-V1.1) SYMPTOM CHECKLIST

Patient: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Please answer the questions below, rating yourself on each of the criteria shown using the scale on the right side of the page. As you answer each question, place an X in the box that best describes how you have felt and conducted yourself over the past 6 months. Please give this completed checklist to your healthcare professional to discuss during your appointment.	Never	Rarely	Sometimes	Often	Very often
<b>PART A</b>					
How often do you have trouble wrapping up the final details of a project, once the challenging parts have been done?					
How often do you have difficulty getting things in order when you have to do a task that requires organization?					
How often do you have problems remembering appointments or obligations?					
When you have a task that requires a lot of thought, how often do you avoid or delay getting started?					
How often do you fidget or squirm with your hands or feet when you have to sit down for a long time?					
How often do you feel overly active and compelled to do things, like you were driven by a motor?					
<b>PART B</b>					
How often do you make careless mistakes when you have to work on a boring or difficult project?					
How often do you have difficulty keeping your attention when you are doing boring or repetitive work?					
How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?					
How often do you misplace or have difficulty finding things at home or at work?					
How often are you distracted by activity or noise around you?					
How often do you leave your seat in meetings or in other situations in which you are expected to stay seated?					
How often do you feel restless or fidgety?					
How often do you have difficulty unwinding and relaxing when you have time to yourself?					
How often do you find yourself talking too much when you are in social situations?					
When you're in a conversation, how often do you find yourself finishing the sentences of the people you are talking to, before they can finish it themselves?					
How often do you have difficulty waiting your turn in situations when turn taking is required?					
How often do you interrupt others when they are busy?					

# Adult ADHD Quality of Life – 29: (AAQoL-29)

Patient information					
Name:	Date of birth:				
Gender:	Date of assessment:				
<p><i>The following questions are about how ADHD has impacted your life over the past 2 weeks. For each item, evaluate the degree or frequency with which you find each quality of life issue troublesome or problematic. Please answer each question by placing an X in the box (☒) for your response. There are no right or wrong answers.</i></p>					
<p>1 - Not at all;   2 - A little;   3 - Somewhat;   4 - A lot;   5 - Extremely</p>					
During the past 2 weeks, how difficult has it been for you to:	1	2	3	4	5
1. Keep the house/apartment clean or uncluttered					
2. Manage your finances, such as cashing checks, balancing your checkbook, paying bills on time					
3. Remember important things					
4. Get your shopping done (such as for food, clothes, or household items)					
5. Pay attention when interacting with others					
During the past 2 weeks, how often have you felt:	1	2	3	4	5
6. Overwhelmed					
7. Anxious					
8. Depressed					
9. You have not been able to meet others' expectations of you (either at home or work)					
10. You annoyed people					
11. Getting things done requires too much "effort"					
12. People are frustrated with you					
13. You have overreacted in difficult or stressful situations					
14. Your energy is well spent (has positive results)					
15. Able to enjoy time spent with others					

1 - Not at all; 2 - A little; 3 - Somewhat; 4 - A lot; 5 - Extremely

<b>During the past 2 weeks, how often have you felt:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16. You can successfully manage your life					
17. As productive as you would like to be					
<b>During the past 2 weeks, how troubled/bothered have you been by:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
18. Tension in relationships					
19. Not having quality time to spend with others					
20. Feeling fatigued					
21. Fluctuations (ups and downs) in your emotions					
<b>During the past 2 weeks, how much of a problem has it been for you to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22. Complete projects or tasks (either at work or home)					
23. Get started with tasks you don't find interesting					
24. Balance multiple projects					
25. Get things done on time					
26. Keep track of important items (such as keys, wallet)					
<b>During the past 2 weeks, how often have you felt:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
27. Good about yourself					
28. People enjoy spending time with you					
29. Your intimate relationship is going well emotionally					
<b>Total score:</b>					

### Scoring

- For each item, assign a score from 1 to 5 based on the patient's response.
- Some items are reverse-scored (typically, negatively worded items). For these, the scoring is inverted (e.g., a "1" becomes a "5").
- Sum the item scores for each domain and for the overall scale.
- Calculate the total raw score for each domain by summing the scores of the items within that domain.
- Transform raw domain and total scores to a 0-100 scale:

$$\text{Transformed score} = ((\text{Raw Score} - \text{Minimum Possible Score}) / (\text{Maximum Possible Score} - \text{Minimum Possible Score})) \times 100$$

## Interpretation

- Higher scores = Better quality of life.
- Lower scores = More severe ADHD-related quality-of-life impairment.
- Scores are interpreted as follows:
  - 0–25: Severe impairment
  - 26–50: Moderate impairment
  - 51–75: Mild impairment
  - 76–100: Little or no impairment

## Additional notes

## Healthcare professional information

Name:

License ID:

Signature:

Date of assessment:

Name of patient:

Date of birth:

Sex:

## Part 1: Symptoms of attention deficit (DSM-5 criterion A1)

**Introductions:** The symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed to ADHD it should have a chronic trait-like course and should not be episodic.

**A1** Do you often fail to give close attention to details, or do you make careless mistakes in your work or during other activities? *And how was that during childhood (in schoolwork or during other activities)?*

### Examples adulthood

- Makes careless mistakes
- Works slowly to avoid mistakes
- Work is inaccurate
- Does not read instructions carefully
- Overlooks or misses details
- Too much time needed to complete detailed tasks
- Gets easily bogged down by details
- Works too quickly and therefore makes mistakes
- Other:

### Examples childhood

- Careless mistakes in schoolwork
- Mistakes made by not reading questions properly
- Overlooks or misses details
- Work is inaccurate
- Leaves questions unanswered by not reading them properly
- Others comment about careless work
- Not checking the answers in homework
- Too much time needed to complete details tasks
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A2** Do you have difficulty sustaining your attention in tasks? *And how was that during childhood (in play activities)?*

**Examples adulthood**

- Not able to keep attention on tasks for long\*
- Quickly distracted by own thoughts or associations
- Easily distracted by unrelated thoughts
- Difficulty remaining focussed during lectures and/or conversations
- Finds it difficult to watch a film through to the end, or to read a book\*
- Quickly becomes bored with things\*
- Asks questions about subjects that have already been discussed
- Other:

**Examples childhood**

- Difficulty keeping attention on schoolwork
- Difficulty keeping attention on play\*
- Difficulty remaining focussed during lectures and/or conversations
- Easily distracted
- Difficulty concentrating\*
- Needing structure to avoid becoming distracted
- Quickly becoming bored of activities\*
- Other:

\*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptoms present?      Yes      No

\*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptoms present?      Yes      No

**A3** Does it often seem as though you are not listening when you are spoken to directly? *And how was that during childhood?*

**Examples adulthood**

- Dreamy or preoccupied
- Difficulty concentrating on a conversation
- Afterwards, not knowing what a conversation was about
- Often changing the subject of the conversation
- Others saying that your thoughts are somewhere else
- Mind seems elsewhere, even in the absence of any obvious distraction
- Other:

**Examples childhood**

- Not knowing what parents/teachers have said
- Dreamy or preoccupied
- Only listening during eye contact or when a voice is raised
- Mind seems elsewhere, even in the absence of any obvious distraction
- Often having to be addressed again
- Questions having to be repeated
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A4** Do you often not follow through on instructions and often fail to finish chores or duties in the workplace?  
*And how was that during childhood (in schoolwork?)*

**Examples adulthood**

- Does things that are muddled up together without completing them
- Starts tasks but quickly loses focus and is easily sidetracked
- Needing a time limit to complete tasks
- Difficulty completing administrative tasks
- Difficulty following instructions from a manual
- Other:

**Examples childhood**

- Difficulty following instructions
- Difficulty with instructions involving more than one step
- Difficulty with instructions involving more than one step
- Other:

Symptoms present?      Yes      No

**A5** Do you often find it difficult to organise tasks and activities? *And how was that during childhood?*

**Examples adulthood**

- Difficulty with planning activities of daily life
- Difficulty managing sequential tasks
- House and/or workplace are disorganised
- Difficulty keeping materials and belongings in order
- Works messy and disorganised
- Planning too many tasks or non-efficient planning
- Regularly booking things to take place at the same time (double-booking)
- Arriving late
- Fails to meet deadlines
- Not able to use an agenda or diary consistently
- Inflexible because of the need to keep to schedules
- Poor sense and management of time
- Creating schedules but not using them
- Needing other people to structure things
- Other:

**Examples childhood**

- Difficulty being ready on time
- Messy room / desk and/or work
- Difficulty keeping materials and belongings in order
- Difficulty playing alone
- Difficulty planning tasks or homework
- Fails to meet deadlines
- Doing things in a muddled way
- Arriving late
- Poor sense of time
- Difficulty keeping himself/herself entertained
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A6** Do you often avoid (or do you dislike, or are you reluctant to engage in) tasks that require sustained mental effort? *And how was that during childhood?*

**Examples adulthood**

- Do the easiest or nicest things first of all
- Often postpone boring or difficult tasks
- Postpone tasks so that deadlines are missed
- Avoid monotonous work, such as administration
- Avoids preparing reports, completing forms, or reviewing lengthy papers
- Do not like reading due to mental effort
- Avoidance of tasks that require a lot of concentration
- Other:

**Examples childhood**

- Avoidance of homework or has an aversion to this
- Reads few books or does not feel like reading due to mental effort
- Avoidance of tasks that require a lot of concentration
- Aversion to school subjects that require a lot of concentration
- Often postpones boring or difficult tasks
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A7** Do you often lose things that are necessary for tasks or activities? *And how was that during childhood?*

**Examples adulthood**

- Mislays tools, paperwork, eyeglasses, mobile telephones, wallet, keys, or agenda
- Often leave things behind
- Loses paper for work
- Loses a lot of time searching for things
- Gets in a panic if other people move things around
- Stores things away in the wrong place
- Loses notes, lists or telephone numbers
- Other:

**Examples childhood**

- Loses school materials, pencils, books or other items
- Reads few books or does not feel like reading due to mental effort
- Mislays toys, clothing, or homework
- Spends a lot of time searching for things
- Gets in a panic if other people move things around
- Comments from parents and/or teachers about things being lost
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A8** Are you often easily distracted by extraneous stimuli? *And how was that during your childhood?*

**Examples adulthood**

- Difficulty shutting off from external stimuli
- After being distracted, difficult to pick up the thread again
- Easily distracted by noises or events
- Easily distracted by the conversations of others
- Difficulty in filtering and/or selecting information
- Other:

**Examples childhood**

- In the classroom, often looking outside
- Easily distracted by noises or events
- After being distracted, has difficulty picking up the thread again
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A9** Are you often forgetful in daily activities? *And how was that during childhood?*

**Examples adulthood**

- Forgets appointments or other obligations
- Forgets keys, agenda etc.
- Needs frequent reminders for appointments
- Forgets to pay bills or to return calls
- Returning home to fetch forgotten things
- Rigid use of lists to make sure things aren't forgotten
- Forgets to keep or look at daily agenda
- Forgets to do chores or run errands
- Other:

**Examples childhood**

- Forgets appointments or instructions
- Forgets to do chores or run errands
- Has to be frequently reminded of things
- Half-way through a task, forgetting what has to be done
- Forgets to take things to school
- Leaving things behind at school or at friends' houses
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

## Part 2: Symptoms of hyperactivity-impulsivity (DSM-5 criterion A2)

**Introductions:** The symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed as ADHD it should have a chronic trait-like course and should not be episodic.

**H/I 1** Do you often fidget with or tap hands or feet, or do you often squirm in your seat? *And how was that during childhood?*

### Examples adulthood

- Difficulty sitting still
- Fidgeting with the legs
- Tapping with a pen or playing with something
- Fiddling with hair or biting nails
- Able to control restlessness, but feels stressed as a result
- Other:

### Examples childhood

- Parents often said 'sit still' or similar
- Fidgets with the legs
- Tapping with a pen or playing with something
- Fiddling with hair or biting nails
- Able to control restlessness, but feels stressed as a result
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 2** Do you often leave your seat in situations where it is expected that you remain seated? *And how was that during childhood?*

**Examples adulthood**

- Often leaves his/her place in the office or in the workplace
- Avoids symposiums, lectures, church etc.
- Prefers to work around rather than sit
- Never sits still for long, always moving around
- Stressed owing to the difficulty of sitting still
- Makes excuses in order to be able to walk around
- Other:

**Examples childhood**

- Often stands up while eating or leave his/her place in the classroom
- Finds it very difficult to stay seated at school or during meals
- Being told to remain seated
- Making excuses in order to walk around
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 3** Do you often feel restless? *And how was that during childhood?*

**Examples adulthood**

- Feeling restless or agitated inside
- Constantly having the feeling that you have to be doing something
- Finding it hard to relax
- Other:

**Examples adulthood**

- Always running around where it is inappropriate
- Climbing on furniture, or jumping on the sofa
- Climbing in trees
- Feeling restless inside
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 4** Do you often find it difficult to engage in leisure activities quietly? *And how was that during childhood (in play activities)?*

**Examples adulthood**

- Talks during activities when this is not appropriate
- Becoming quickly too cocky in public
- Being loud in all kinds of situations
- Difficulty in speaking softly
- Other:

**Examples childhood**

- Being loud-spoken during play or in the classroom
- Unable to watch TV or films quietly
- Asked to be quieter or calm down
- Becoming quickly too cocky in public
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 5** Are you often ‘on the go’ or do you often act as if ‘driven by a motor’? *And how was this during childhood?*

**Examples adulthood**

- Always busy doing something
- Is uncomfortable being still for extended time, e.g. in restaurants or meetings
- Has too much energy, always on the move
- Others find you restless or difficult to keep up with
- Stepping over own boundaries
- Finds it difficult to let things go, excessively driven
- Other:

**Examples childhood**

- Constantly busy
- Others find you restless or difficult to keep up with
- Is uncomfortable being still for extended time
- Excessively active at school and at home
- Has lots of energy
- Always on the go, excessively driven
- Other:

			Symptoms present?	Yes	No
Symptoms present?	Yes	No			

**H/I 6** Do you often talk excessively? *And how was that during childhood?*

**Examples adulthood**

- So busy talking that other people find it tiring
- Known to be an incessant talker
- Finds it difficult to stop talking
- Tendency to talk too much
- Not giving others room to interject during a conversation
- Needing a lot of words to say something
- Other:

**Examples childhood**

- Known as a chatterbox
- Teachers and parents often ask you to be quiet
- Comments in school reports about talking too much
- Being punished for talking too much
- Keeping others from doing schoolwork by talking too much
- Not giving others room during a conversation
- Other:

			Symptoms present?	Yes	No
Symptoms present?	Yes	No			

**H/I 7** Do you often blurt out an answer before questions have been completed? *And how was that during childhood?*

**Examples adulthood**

- Being a blabbermouth, saying what you think
- Saying things without thinking first
- Givings people answers before they have finished speaking
- Completing others people's sentences
- Being tactless
- Other:

**Examples childhood**

- Being a blabbermouth, saying things without thinking first
- Wants to be the first to answer questions at school
- Blurts out an answer even if it is wrong
- Interrupts others before sentences are finished
- Difficulty waiting for turn during conversations
- Coming across as being tactless
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 8** Do you often find it difficult to await your turn? *And how was that during childhood?*

**Examples adulthood**

- Difficulty waiting in a queue, jumping the queue
- Difficult in patiently waiting in the traffic/traffic jams
- Being impatient
- Quickly starting relationships/jobs, and ending/leaving these because of impatience
- Other:

**Examples childhood**

- Difficulty waiting turn in group activities
- Difficulty waiting turn in the classroom
- Always being the first to talk or act
- Becomes quickly impatient
- Crosses the road without looking
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 9** Do you often interrupt or intrude on others? *And how was that during childhood?*

**Examples adulthood**

- Being quick to interfere with others
- Intrudes on others
- Disturbs other people's activities without being asked, or takes over their tasks
- Comments from others about interference
- Difficulty respecting the boundaries of others
- Having an opinion about everything and immediately expressing this
- Other:

**Examples childhood**

- Interrupts the games or activities of others
- Starts using people's things without asking or permission
- Interrupts the conversation of others
- Reacts to everything
- Unable to wait
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

## Part 3: Impairment on account of the symptoms (DSM-5 criteria B, C and D)

### Criterion B

Have you always had these symptoms of attention deficit and/or hyperactivity/impulsivity?

Yes (several symptoms were present prior to the 12th year of age)

No

If no is answered above, starting from \_\_\_\_\_ year of age.

### Criterion C

In which areas do you have / have you had problems with these symptoms?

#### Adulthood

##### Work/education

Did not complete education/training needed for work

Work below level of education

Tire quickly of a workplace

Pattern of many short-lasting jobs

Difficulty with administrative work/planning

Not achieving promotions

Under-performing at work

Left work following arguments or dismissal

Sickness benefits/disability benefit as a result of symptoms

Limited impairment through compensation of high IQ

Sickness benefits/disability benefit as a result of symptoms

Limited impairment through compensation of high IQ

Limited impairment through compensation of external structure

Other:

**Adulthood** (*continuance*)

**Relationships and/or family**

- Tire quickly of relationships
- Impulsivity commencing/ending relationships
- Unequal partner relationship owing to symptoms
- Relationship problems, lots of arguments, lack of intimacy
- Divorced owing to symptoms
- Problems with sexuality as a result of symptoms
- Problems with upbringing as a result of symptoms
- Difficulty with housekeeping and/or administration
- Financial problems or gambling
- Not daring to start a relationship
- Other:

**Free time / hobby**

- Unable to relax properly during free time
- Having to play lots of sports in order to relax
- Injuries as a result of excessive sport
- Unable to finish a book or watch a film all the way through
- Being continually busy and therefore becoming overtired
- Tire quickly of hobbies
- Accidents/loss of driving licence as a result of reckless driving behaviour
- Sensation seeking and/or taking too many risks
- Contract with the police/the courts
- Binge eating
- Other:

**Social contacts**

- Tire quickly of relationships
- Difficulty maintaining social contacts
- Conflicts as a result of communication problems
- Difficulty initiating social contacts
- Low self-assertiveness as a result of negative experiences
- Not being attentive (i.e. forget to send a card/empathising/phoning, etc)
- Other:

**Self-confidence / self-image**

- Uncertainty through negative comments of others
- Negative self-image due to experience of failure
- Fear of failure in terms of starting new things
- Excessive intense reaction to criticism
- Perfectionism
- Distressed by the symptoms of ADHD
- Other:

## Childhood and adolescence

### Education

- Lower educational level than expected based on IQ
- Staying back (repeating classes) as a result of concentration problems
- Education not completed / rejected from school
- Took much longer to complete education than usual
- Achieved education suited to IQ with a lot of effort
- Difficulty doing homework
- Followed special education on account of symptoms
- Comments from teachers about behaviour or concentration
- Limited impairment through compensation of high IQ
- Limited impairment through compensation of external structure
- Other:

### Family

- Frequent arguments with brothers or sisters
- Frequent punishment or hiding
- Little contact with family on account of conflicts
- Required structure from parents for a longer period than would normally be the case
- Other:

### Social contacts

- Difficulty maintaining social contacts
- Conflicts as a result of communication problems
- Difficulty entering into social contacts
- Low self-assertiveness as a result of negative experiences
- Few friends
- Being teased
- Shut out by, or not being allowed, to do things with a group
- Being a bully
- Other:

### Free time/hobby

- Unable to relax properly during free time
- Having to play lots of sport to be able to relax
- Injuries as a result of excessive sport
- Unable to finish a book or watch a film all the way through
- Being continually busy and therefore becoming overtired
- Tired quickly of hobbies
- Sensation seeking and/or taking too many risks
- Contact with the police/courts
- Increased number of accidents
- Other:

**Childhood and adolescence** (*continuance*)

**Self-confidence / self-image**

Uncertainty through negative comments of others

Negative self-image due to experiences of failure

Fear of failure in terms of starting new things

Excessive intense reaction to criticism

Perfectionism

Other:

**Adulthood: Evidence of impairment in two or more areas?**

Yes

No

**Childhood: Evidence of impairment in two or more areas?**

Yes

No

**End of the interview. Please continue with the summary.**

Potential details:

## DIVA QUESTIONNAIRE (NEXT OF KIN VERSION)

Name of patient:

Next of kin filling out form:

Next of kin phone number:

### Part 1: Symptoms of attention deficit (DSM-5 criterion A1)

**Introductions:** The symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed to ADHD it should have a chronic trait-like course and should not be episodic.

**A1** Do you often fail to give close attention to details, or do you make careless mistakes in your work or during other activities? *And how was that during childhood (in schoolwork or during other activities)?*

#### Examples adulthood

- Makes careless mistakes
- Works slowly to avoid mistakes
- Work is inaccurate
- Does not read instructions carefully
- Overlooks or misses details
- Too much time needed to complete detailed tasks
- Gets easily bogged down by details
- Works too quickly and therefore makes mistakes
- Other:

#### Examples childhood

- Careless mistakes in schoolwork
- Mistakes made by not reading questions properly
- Overlooks or misses details
- Work is inaccurate
- Leaves questions unanswered by not reading them properly
- Others comment about careless work
- Not checking the answers in homework
- Too much time needed to complete details tasks
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A2**

Do you have difficulty sustaining your attention in tasks? *And how was that during childhood (in play activities)?*

**Examples adulthood**

- Not able to keep attention on tasks for long\*
- Quickly distracted by own thoughts or associations
- Easily distracted by unrelated thoughts
- Difficulty remaining focussed during lectures and/or conversations
- Finds it difficult to watch a film through to the end, or to read a book\*
- Quickly becomes bored with things\*
- Asks questions about subjects that have already been discussed
- Other:

**Examples childhood**

- Difficulty keeping attention on schoolwork
- Difficulty keeping attention on play\*
- Difficulty remaining focussed during lectures and/or conversations
- Easily distracted
- Difficulty concentrating\*
- Needing structure to avoid becoming distracted
- Quickly becoming bored of activities\*
- Other:

\*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptoms present?      Yes      No

\*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptoms present?      Yes      No

**A3** Does it often seem as though you are not listening when you are spoken to directly? *And how was that during childhood?*

**Examples adulthood**

- Dreamy or preoccupied
- Difficulty concentrating on a conversation
- Afterwards, not knowing what a conversation was about
- Often changing the subject of the conversation
- Others saying that your thoughts are somewhere else
- Mind seems elsewhere, even in the absence of any obvious distraction
- Other:

**Examples childhood**

- Not knowing what parents/teachers have said
- Dreamy or preoccupied
- Only listening during eye contact or when a voice is raised
- Mind seems elsewhere, even in the absence of any obvious distraction
- Often having to be addressed again
- Questions having to be repeated
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A4** Do you often not follow through on instructions and often fail to finish chores or duties in the workplace?  
*And how was that during childhood (in schoolwork?)*

**Examples adulthood**

- Does things that are muddled up together without completing them
- Starts tasks but quickly loses focus and is easily sidetracked
- Needing a time limit to complete tasks
- Difficulty completing administrative tasks
- Difficulty following instructions from a manual
- Other:

**Examples childhood**

- Difficulty following instructions
- Difficulty with instructions involving more than one step
- Difficulty with instructions involving more than one step
- Other:

Symptoms present?      Yes      No

**A5** Do you often find it difficult to organise tasks and activities? *And how was that during childhood?*

**Examples adulthood**

- Difficulty with planning activities of daily life
- Difficulty managing sequential tasks
- House and/or workplace are disorganised
- Difficulty keeping materials and belongings in order
- Works messy and disorganised
- Planning too many tasks or non-efficient planning
- Regularly booking things to take place at the same time (double-booking)
- Arriving late
- Fails to meet deadlines
- Not able to use an agenda or diary consistently
- Inflexible because of the need to keep to schedules
- Poor sense and management of time
- Creating schedules but not using them
- Needing other people to structure things
- Other:

**Examples childhood**

- Difficulty being ready on time
- Messy room / desk and/or work
- Difficulty keeping materials and belongings in order
- Difficulty playing alone
- Difficulty planning tasks or homework
- Fails to meet deadlines
- Doing things in a muddled way
- Arriving late
- Poor sense of time
- Difficulty keeping himself/herself entertained
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A6** Do you often avoid (or do you dislike, or are you reluctant to engage in) tasks that require sustained mental effort? *And how was that during childhood?*

**Examples adulthood**

- Do the easiest or nicest things first of all
- Often postpone boring or difficult tasks
- Postpone tasks so that deadlines are missed
- Avoid monotonous work, such as administration
- Avoids preparing reports, completing forms, or reviewing lengthy papers
- Do not like reading due to mental effort
- Avoidance of tasks that require a lot of concentration
- Other:

**Examples childhood**

- Avoidance of homework or has an aversion to this
- Reads few books or does not feel like reading due to mental effort
- Avoidance of tasks that require a lot of concentration
- Aversion to school subjects that require a lot of concentration
- Often postpones boring or difficult tasks
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A7** Do you often lose things that are necessary for tasks or activities? *And how was that during childhood?*

**Examples adulthood**

- Mislays tools, paperwork, eyeglasses, mobile telephones, wallet, keys, or agenda
- Often leave things behind
- Loses paper for work
- Loses a lot of time searching for things
- Gets in a panic if other people move things around
- Stores things away in the wrong place
- Loses notes, lists or telephone numbers
- Other:

**Examples childhood**

- Loses school materials, pencils, books or other items
- Reads few books or does not feel like reading due to mental effort
- Mislays toys, clothing, or homework
- Spends a lot of time searching for things
- Gets in a panic if other people move things around
- Comments from parents and/or teachers about things being lost
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A8** Are you often easily distracted by extraneous stimuli? *And how was that during your childhood?*

**Examples adulthood**

- Difficulty shutting off from external stimuli
- After being distracted, difficult to pick up the thread again
- Easily distracted by noises or events
- Easily distracted by the conversations of others
- Difficulty in filtering and/or selecting information
- Other:

**Examples childhood**

- In the classroom, often looking outside
- Easily distracted by noises or events
- After being distracted, has difficulty picking up the thread again
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**A9** Are you often forgetful in daily activities? *And how was that during childhood?*

**Examples adulthood**

- Forgets appointments or other obligations
- Forgets keys, agenda etc.
- Needs frequent reminders for appointments
- Forgets to pay bills or to return calls
- Returning home to fetch forgotten things
- Rigid use of lists to make sure things aren't forgotten
- Forgets to keep or look at daily agenda
- Forgets to do chores or run errands
- Other:

**Examples childhood**

- Forgets appointments or instructions
- Forgets to do chores or run errands
- Has to be frequently reminded of things
- Half-way through a task, forgetting what has to be done
- Forgets to take things to school
- Leaving things behind at school or at friends' houses
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

## Part 2: Symptoms of hyperactivity-impulsivity (DSM-5 criterion A2)

**Introductions:** The symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed as ADHD it should have a chronic trait-like course and should not be episodic.

**H/I 1** Do you often fidget with or tap hands or feet, or do you often squirm in your seat? *And how was that during childhood?*

### Examples adulthood

- Difficulty sitting still
- Fidgeting with the legs
- Tapping with a pen or playing with something
- Fiddling with hair or biting nails
- Able to control restlessness, but feels stressed as a result
- Other:

### Examples childhood

- Parents often said ‘sit still’ or similar
- Fidgets with the legs
- Tapping with a pen or playing with something
- Fiddling with hair or biting nails
- Able to control restlessness, but feels stressed as a result
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 2** Do you often leave your seat in situations where it is expected that you remain seated? *And how was that during childhood?*

**Examples adulthood**

- Often leaves his/her place in the office or in the workplace
- Avoids symposiums, lectures, church etc.
- Prefers to work around rather than sit
- Never sits still for long, always moving around
- Stressed owing to the difficulty of sitting still
- Makes excuses in order to be able to walk around
- Other:

**Examples childhood**

- Often stands up while eating or leave his/her place in the classroom
- Finds it very difficult to stay seated at school or during meals
- Being told to remain seated
- Making excuses in order to walk around
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 3** Do you often feel restless? *And how was that during childhood?*

**Examples adulthood**

- Feeling restless or agitated inside
- Constantly having the feeling that you have to be doing something
- Finding it hard to relax
- Other:

**Examples adulthood**

- Always running around where it is inappropriate
- Climbing on furniture, or jumping on the sofa
- Climbing in trees
- Feeling restless inside
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 4** Do you often find it difficult to engage in leisure activities quietly? *And how was that during childhood (in play activities)?*

**Examples adulthood**

- Talks during activities when this is not appropriate
- Becoming quickly too cocky in public
- Being loud in all kinds of situations
- Difficulty in speaking softly
- Other:

**Examples childhood**

- Being loud-spoken during play or in the classroom
- Unable to watch TV or films quietly
- Asked to be quieter or calm down
- Becoming quickly too cocky in public
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 5** Are you often ‘on the go’ or do you often act as if ‘driven by a motor’? *And how was this during childhood?*

**Examples adulthood**

- Always busy doing something
- Is uncomfortable being still for extended time, e.g. in restaurants or meetings
- Has too much energy, always on the move
- Others find you restless or difficult to keep up with
- Stepping over own boundaries
- Finds it difficult to let things go, excessively driven
- Other:

**Examples childhood**

- Constantly busy
- Others find you restless or difficult to keep up with
- Is uncomfortable being still for extended time
- Excessively active at school and at home
- Has lots of energy
- Always on the go, excessively driven
- Other:

	Symptoms present?	Yes	No	
Symptoms present?	Yes	No		

**H/I 6** Do you often talk excessively? *And how was that during childhood?*

**Examples adulthood**

- So busy talking that other people find it tiring
- Known to be an incessant talker
- Finds it difficult to stop talking
- Tendency to talk too much
- Not giving others room to interject during a conversation
- Needing a lot of words to say something
- Other:

**Examples childhood**

- Known as a chatterbox
- Teachers and parents often ask you to be quiet
- Comments in school reports about talking too much
- Being punished for talking too much
- Keeping others from doing schoolwork by talking too much
- Not giving others room during a conversation
- Other:

	Symptoms present?	Yes	No	
Symptoms present?	Yes	No		

**H/I 7** Do you often blurt out an answer before questions have been completed? *And how was that during childhood?*

**Examples adulthood**

- Being a blabbermouth, saying what you think
- Saying things without thinking first
- Givings people answers before they have finished speaking
- Completing others people's sentences
- Being tactless
- Other:

**Examples childhood**

- Being a blabbermouth, saying things without thinking first
- Wants to be the first to answer questions at school
- Blurts out an answer even if it is wrong
- Interrupts others before sentences are finished
- Difficulty waiting for turn during conversations
- Coming across as being tactless
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 8** Do you often find it difficult to await your turn? *And how was that during childhood?*

**Examples adulthood**

- Difficulty waiting in a queue, jumping the queue
- Difficult in patiently waiting in the traffic/traffic jams
- Being impatient
- Quickly starting relationships/jobs, and ending/leaving these because of impatience
- Other:

**Examples childhood**

- Difficulty waiting turn in group activities
- Difficulty waiting turn in the classroom
- Always being the first to talk or act
- Becomes quickly impatient
- Crosses the road without looking
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

**H/I 9** Do you often interrupt or intrude on others? *And how was that during childhood?*

**Examples adulthood**

- Being quick to interfere with others
- Intrudes on others
- Disturbs other people's activities without being asked, or takes over their tasks
- Comments from others about interference
- Difficulty respecting the boundaries of others
- Having an opinion about everything and immediately expressing this
- Other:

**Examples childhood**

- Interrupts the games or activities of others
- Starts using people's things without asking or permission
- Interrupts the conversation of others
- Reacts to everything
- Unable to wait
- Other:

Symptoms present?      Yes      No

Symptoms present?      Yes      No

## Part 3: Impairment on account of the symptoms (DSM-5 criteria B, C and D)

### Criterion B

Have you always had these symptoms of attention deficit and/or hyperactivity/impulsivity?

Yes (several symptoms were present prior to the 12th year of age)

No

If no is answered above, starting from \_\_\_\_\_ year of age.

### Criterion C

In which areas do you have / have you had problems with these symptoms?

#### Adulthood

##### Work/education

Did not complete education/training needed for work

Work below level of education

Tire quickly of a workplace

Pattern of many short-lasting jobs

Difficulty with administrative work/planning

Not achieving promotions

Under-performing at work

Left work following arguments or dismissal

Sickness benefits/disability benefit as a result of symptoms

Limited impairment through compensation of high IQ

Sickness benefits/disability benefit as a result of symptoms

Limited impairment through compensation of high IQ

Limited impairment through compensation of external structure

Other:

**Adulthood** (*continuance*)

**Relationships and/or family**

- Tire quickly of relationships
- Impulsivity commencing/ending relationships
- Unequal partner relationship owing to symptoms
- Relationship problems, lots of arguments, lack of intimacy
- Divorced owing to symptoms
- Problems with sexuality as a result of symptoms
- Problems with upbringing as a result of symptoms
- Difficulty with housekeeping and/or administration
- Financial problems or gambling
- Not daring to start a relationship
- Other:

**Free time / hobby**

- Unable to relax properly during free time
- Having to play lots of sports in order to relax
- Injuries as a result of excessive sport
- Unable to finish a book or watch a film all the way through
- Being continually busy and therefore becoming overtired
- Tire quickly of hobbies
- Accidents/loss of driving licence as a result of reckless driving behaviour
- Sensation seeking and/or taking too many risks
- Contract with the police/the courts
- Binge eating
- Other:

**Social contacts**

- Tire quickly of relationships
- Difficulty maintaining social contacts
- Conflicts as a result of communication problems
- Difficulty initiating social contacts
- Low self-assertiveness as a result of negative experiences
- Not being attentive (i.e. forget to send a card/empathising/phoning, etc)
- Other:

**Self-confidence / self-image**

- Uncertainty through negative comments of others
- Negative self-image due to experience of failure
- Fear of failure in terms of starting new things
- Excessive intense reaction to criticism
- Perfectionism
- Distressed by the symptoms of ADHD
- Other:

## Childhood and adolescence

### Education

- Lower educational level than expected based on IQ
- Staying back (repeating classes) as a result of concentration problems
- Education not completed / rejected from school
- Took much longer to complete education than usual
- Achieved education suited to IQ with a lot of effort
- Difficulty doing homework
- Followed special education on account of symptoms
- Comments from teachers about behaviour or concentration
- Limited impairment through compensation of high IQ
- Limited impairment through compensation of external structure
- Other:

### Family

- Frequent arguments with brothers or sisters
- Frequent punishment or hiding
- Little contact with family on account of conflicts
- Required structure from parents for a longer period than would normally be the case
- Other:

### Social contacts

- Difficulty maintaining social contacts
- Conflicts as a result of communication problems
- Difficulty entering into social contacts
- Low self-assertiveness as a result of negative experiences
- Few friends
- Being teased
- Shut out by, or not being allowed, to do things with a group
- Being a bully
- Other:

### Free time/hobby

- Unable to relax properly during free time
- Having to play lots of sport to be able to relax
- Injuries as a result of excessive sport
- Unable to finish a book or watch a film all the way through
- Being continually busy and therefore becoming overtired
- Tired quickly of hobbies
- Sensation seeking and/or taking too many risks
- Contact with the police/courts
- Increased number of accidents
- Other:

**Childhood and adolescence** (*continuance*)

**Self-confidence / self-image**

Uncertainty through negative comments of others

Negative self-image due to experiences of failure

Fear of failure in terms of starting new things

Excessive intense reaction to criticism

Perfectionism

Other:

**Adulthood: Evidence of impairment in two or more areas?**

Yes

No

**Childhood: Evidence of impairment in two or more areas?**

Yes

No

**End of the interview. Please continue with the summary.**

Potential details: