HANDEDNESS QUESTIONNAIRE

Patient's Name_____ Date_____

1. Please indicate your preferred hand:

____ Right ____ Left ____ Ambidextrous

(If ambidextrous, please indicate which hand you write with.)

2. Were you ever switched from writing with your left hand to your right?

____ Yes ____ No

3. Indicate which hand you prefer to use for each of the following:

	Always Left	Usually Left	No Preference	Usually Right	Always Right
Writing	_____	_____	_____	_____	_____
Using fork or spoon	_____	_____	_____	_____	_____
Throwing	_____	_____	_____	_____	_____
Racket sports	_____	_____	_____	_____	_____
Scissors	_____	_____	_____	_____	_____
Brushing teeth	_____	_____	_____	_____	_____

4. Are there any other one-handed activities for which you use your non-preferred hand?

_____

5. Which eye do you use to look through a camera, telescope, or microscope:

_____ Right_____ Left _____ No Preference

6. Which foot do you use to kick a ball?

_____ Right_____ Left _____ No Preference

_____

(CHILDREN AND ADOLESCENTS - THIS SECTION TO BE COMPLETED BY PARENT)

7. Indicate the preferred hand of each of your biologically related relatives.

	Right	Left	Ambidextrous	Unknown
Mother	_____	_____	_____	_____
Father	_____	_____	_____	_____
Sister(s)	_____	_____	_____	_____
Brother(s)	_____	_____	_____	_____
Maternal Grandmother	_____	_____	_____	_____
Maternal Grandfather	_____	_____	_____	_____
Paternal Grandmother	_____	_____	_____	_____
Paternal Grandfather	_____	_____	_____	_____
Aunts	_____	_____	_____	_____
Uncles	_____	_____	_____	_____
Cousins	_____	_____	_____	_____
Daughter(s)	_____	_____	_____	_____
Son(s)	_____	_____	_____	_____

DSM-5 ADHD RATING SCALE – Past 6 Months

Patient's Name_____ Age_____ Date_____

Person Completing Form_____Relationship to Patient_____

DIRECTIONS: Circle the number next to each statement that best describes how much the statement applies to you (or the person you are evaluating) **OVER THE PAST 6 MONTHS.** Please rate with regard to performance on **NON-PREFERRED** activities (paper work, homework, chores, etc.)

		Never/ Rarely	Sometimes	Often	Very Often
1.	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).	0	1	2	3
2.	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
3.	Does not seem to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction).	0	1	2	3
4.	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).	0	1	2	3
5.	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).	0	1	2	3
6.	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).	0	1	2	3
7.	Loses things necessary for tasks or activities (e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, cell phones).	0	1	2	3
8.	Is easily distracted by external stimuli (for older adolescents and adults, includes unrelated thoughts).	0	1	2	3
9.	Is forgetful in daily activities (e.g., doing chores, running errands; for older adolescents and adults, returning calls, paying bills, keeping appointments).	0	1	2	3

OVER —►

		Never/ Rarely	Sometimes	Often	Very Often
1.	Fidgets with or taps hands or feet or squirms in seat.	0	1	2	3
2.	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).	0	1	2	3
3.	Runs about or climbs in situations where it is inappropriate. (**Note**: In adolescents or adults, may be limited to feeling restless.)	0	1	2	3
4.	Unable to play or engage in leisure activites quietly.	0	1	2	3
5.	Is "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).	0	1	2	3
6.	Talks excessively.	0	1	2	3
7.	Blurts out an answer before a question has been completed (e.g., completes people's sentences; cannot wait for turn in conversation).	0	1	2	3
8.	Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
9.	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).	0	1	2	3

DSM-5 ADHD RATING SCALE – Prior to Age 12

Patient's Name_____ Age_____ Date_____

Person Completing Form_____Relationship to Patient_____

DIRECTIONS: Circle the number next to each statement that best describes how much the statement applies to you (or the person you are evaluating) **PRIOR TO AGE 12.** Please rate with regard to performance on **NON-PREFERRED** activities (paper work, homework, chores, etc.)

		Never/ Rarely	Sometimes	Often	Very Often
1.	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).	0	1	2	3
2.	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
3.	Does not seem to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction).	0	1	2	3
4.	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).	0	1	2	3
5.	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).	0	1	2	3
6.	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).	0	1	2	3
7.	Loses things necessary for tasks or activities (e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, cell phones).	0	1	2	3
8.	Is easily distracted by external stimuli (for older adolescents and adults, includes unrelated thoughts).	0	1	2	3
9.	Is forgetful in daily activities (e.g., doing chores, running errands; for older adolescents and adults, returning calls, paying bills, keeping appointments).	0	1	2	3

OVER —►

		Never/ Rarely	Sometimes	Often	Very Often
1.	Fidgets with or taps hands or feet or squirms in seat.	0	1	2	3
2.	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).	0	1	2	3
3.	Runs about or climbs in situations where it is inappropriate. (**Note**: In adolescents or adults, may be limited to feeling restless.)	0	1	2	3
4.	Unable to play or engage in leisure activities quietly.	0	1	2	3
5.	Is "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).	0	1	2	3
6.	Talks excessively.	0	1	2	3
7.	Blurts out an answer before a question has been completed (e.g., completes people's sentences; cannot wait for turn in conversation).	0	1	2	3
8.	Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
9.	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).	0	1	2	3

BROWN ADD SCALES – ADULT

Patient's Name_____ Age_____ Date_____

Person Completing Form_____Relationship_____

DIRECTIONS: Circle the number next to each statement that best describes how much the statement applies to you (or the person your are evaluating).

	Never or Rarely	Sometimes	Often	Very Often	Do Not Mark
1. Listens and tries to pay attention (e.g., in a meeting, lecture, or conversation) but mind often drifts; misses out on desired information.	0	1	2	3	2
2. Experiences excessive difficulty getting started on tasks (e.g., doing paperwork or contacting people).	0	1	2	3	1
3. Feel excessively stressed or overwhelmed by tasks that should be manageable (e.g., "no way I can do all this now; this is way too much" though it really isn't all that bad).	0	1	2	3	1
4. "Spaces out" involuntarily and frequently when doing required reading; keeps thinking of things that have nothing to do with what is being read.	0	1	2	3	2
5. Is easily sidetracked; starts a task then switches to do something less important.	0	1	2	3	2
6. Loses track in required reading of what has just been read and needs to read it again; understands the words, but what was read "just doesn't stick."	0	1	2	3	2
7. Is excessively forgetful about what has been said, done, or heard in the past 24 hours.	0	1	2	3	5
8. Remembers some of the details in required reading but has difficulty grasping the main idea.	0	1	2	3	2
9. Is easily frustrated and excessively impatient.	0	1	2	3	4
10. Bogs down when presented with many things to do; has difficulty setting priorities, getting organized, and then getting started.	0	1	2	3	1
11. Procrastinates excessively; keeps putting things off: "I'll do it later" or "I'll do it tomorrow."	0	1	2	3	1
12. Feels sleepy or tired during the day, even after a decent sleep the night before.	0	1	2	3	3
13. Is disorganized; has excessive difficulty keeping track of plans, money, or time.	0	1	2	3	1
14. Cannot complete tasks in the allotted time; needs extra time to finish satisfactorily.	0	1	2	3	3
15. Intends to do things but forgets (e.g., turn off appliances, get things from store, return phone calls, keep appointments, pay bills, do assignments).	0	1	2	3	5
16. Is criticized by self or others for being lazy.	0	1	2	3	3
17. Produces inconsistent quality of work; performance quite variable—slacks off unless "pressure" is on.	0	1	2	3	3

OVER →

	Never or Rarely	Sometimes	Often	Very Often	Do Not Mark
18. Is sensitive to criticism from others; feels it deeply or for a long time; gets overly defensive.	0	1	2	3	4
19. Tends to be slow to react or to get started, sluggish or slow-moving; doesn't jump right into things; slow to answer questions or to get ready to do something.	0	1	2	3	1
20. Becomes irritated easily; "short-fused" with sudden outbursts of anger.	0	1	2	3	4
21. Is excessively rigid or is a perfectionist (has to get things just so, "picky, picky, picky").	0	1	2	3	1
22. Receives criticism for not working up to potential (e.g., "could do so much better if only ... would try harder or work more consistently").	0	1	2	3	3
23. Gets lost in daydreaming or is preoccupied with own thoughts.	0	1	2	3	2
24. Has difficulty expressing anger appropriately to others, doesn't stand up for self.	0	1	2	3	4
25. "Runs out of steam" and doesn't follow through; effort fades quickly.	0	1	2	3	3
26. Is easily distracted from tasks by background noises or activities; needs to check out whatever else is going on.	0	1	2	3	2
27. Has a hard time waking up in the morning; finds it very difficult to get out of bed or to get going.	0	1	2	3	1
28. In writing, must repeatedly erase, scratch out, or start over because of minor mistakes.	0	1	2	3	5
29. Frequently feels discouraged, depressed, sad, or down.	0	1	2	3	4
30. Tends to be a loner among peers, keeps to self, and is shy; doesn't associate much with friends of same age.	0	1	2	3	4
31. Appears apathetic or unmotivated (others think he/she doesn't care at all about his/her work.)	0	1	2	3	4
32. Stares off into space; seems "out of it".	0	1	2	3	2
33. Often leaves out words or letters in writing.	0	1	2	3	5
34. Has sloppy, hard to read penmanship.	0	1	2	3	3
35. Forgets to bring – loses track of – needed items such as keys, pencils, bills, and paperwork. (I know it's here someplace; I just cant find it right now...).	0	1	2	3	5
36. Doesn't seem to be listening and gets complaints from others about it.	0	1	2	3	2
37. Needs to be reminded by others to get started or to keep working on tasks that need to be done.	0	1	2	3	3
38. Has difficulty memorizing (e.g., names, dates, information, at work).	0	1	2	3	5
39. Misunderstands directions for assignments, completion of forms, etc.	0	1	2	3	1
40. Starts tasks (e.g., paperwork, chores) but doesn't complete them.	0	1	2	3	3

CONCENTRATION DEFICIT DISORDER – ADULT

Patient's Name_____ Age_____ Date_____

Person Completing Form_____ Relationship_____

	Never or Rarely	Sometimes	Often	Very Often
1. Day dreaming excessively; gets lost in thought	0	1	2	3
2. Trouble staying alert or awake in boring situations	0	1	2	3
3. Easily confused	0	1	2	3
4. Spacey or in a fog, mind seems to be elsewhere	0	1	2	3
5. Stares a lot	0	1	2	3
6. Lethargic, more tired than others	0	1	2	3
7. Underactive or low energy	0	1	2	3
8. Slow moving, hard to get going, unmotivated	0	1	2	3
9. Doesn't understand or process information quickly	0	1	2	3
10. Apathetic or withdrawn; less engaged in activities	0	1	2	3
11. Slow to complete tasks, needs more time than others	0	1	2	3
12. Lacks initiative to complete work, or effort fades quickly	0	1	2	3

ADHD SYMPTOM CHECKLIST* - ADULT

Patient's Name_____ Age_____ Date_____

Person Completing Form_____ Relationship_____

Please check all that apply.

Compared with most people, this individual displays:

_____ 1. Excessive talking and/or movement, such as fidgeting, tapping, and pacing.

_____ 2. Impulsive decision-making; cannot wait or delay gratification.

_____ 3. Disregard for future consequences of his/her actions, either positive or negative; fails to learn or to adjust behavior based on experience.

_____ 4. Inability to inhibit excessive or inappropriate talking and/or motor movements.

_____ 5. Emotional impulsivity, poor emotional self-regulation; often over-reacts to minor provocations; quickly gets elated, happy, sad, angry, or frustrated, but emotions are short-lived.

_____ 6. Inability to persist in working toward goals or completing tasks.

_____ 7. Inability to resist responding to distractions; gets off task easily.

_____ 8. Inability to re-engage in tasks following interruptions.

_____ 9. Poor immediate and short-term memory; inability to remember directions, details, or requests; needs constant reminding or prompting to complete tasks.

_____ NONE OF THESE APPLY.

*Barkley, 2010