

Early Childhood Attention Deficit Disorders Evaluation Scale

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Student name: Thomas T Brinton

Gender: Male

SUMMARY OF SCORES

School: Midvale Elementary

Class: Pre-K

City: Midvale

State: PA

Date of rating: 1995 / 5 / 11
(year) (month) (day)

Date of birth: 1991 / 10 / 27
(year) (month) (day)

Age at rating: 3 / 6 / 14
(years) (months) (days)

Subscales	Raw Score	Standard Score (Appendix A)	Raw Score SEM (Table 7)
Inattentive	74	6	3.50
Hyperactive-Impulsive	91	6	4.13
Total Scale		Sum of Subscale SS	%ile (Appendix B)
		<u>12</u>	<u>13</u>

Rated by (observer's name) Leigh Shockey

Comments:

ECADDES QUICK SCORE
SCHOOL VERSION
PROFILE SAMPLE

Standard Scores	Subscales		Percentiles	Percentile Rank
	Inattentive	Hyperactive-Impulsive		
20			>99	
19			95	
18			90	
17			85	
16			80	
15			75	
14			70	
13			65	
12			60	
11			55	
10			50	
9			45	
8			40	
7			35	
6	X	X	30	
5			25	
4			20	
3			15	X
2			10	
1			5	
0			<1	

The *Inattentive* subscale measures inattention evidenced by not sticking with tasks sufficiently to finish them and difficulty organizing and completing work correctly. Work is often messy and performed carelessly and impulsively. The student often gives the impression that he/she is not listening or has not heard what has been said.

Thomas scored more than one standard deviation below the mean on the *Inattentive* subscale.

1. Rushes through activities with little or no regard to accuracy or quality
2. Is easily distracted by other activities in the classroom, other children, the teacher, etc.
4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)
5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)
6. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
8. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher)
9. Requires eye contact in order to listen successfully (e.g., one-to-one situation)
12. Has difficulty concentrating (e.g., staying involved in an activity, following a conversation, etc.)
14. Does not perform or complete classroom activities during class time (e.g., does not perform the activity or does not use the time provided, will go on to another activity before completing the first, etc.)
15. Fails to perform activities independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete activities without assistance; etc.)
16. Does not remain on task (e.g., is more interested in other activities, sits and does nothing, etc.)
17. Does not listen to or follow verbal directions
19. Has a short attention span (e.g., does not sit still while a story is being read, does not keep his/her attention on assigned activities, is easily distracted, etc.)
20. Starts but does not complete activities (e.g., coloring, helping with chores, building with blocks, listening to stories, etc.)
21. Does not prepare for daily routines (e.g., getting ready for lunch, preparing to go outside, etc.)
22. Does not organize responsibilities (e.g., neglects to complete tasks, loses things, is not ready for scheduled activities on time, does not return things, etc.)
23. Fails to follow necessary steps in doing things (e.g., performing chores, getting ready for lunch, preparing to go home, etc.)
24. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc.

The *Hyperactive-Impulsive* subscale measures hyperactivity-impulsivity, which may be evidenced by difficulty remaining seated, excessive jumping about, running in a classroom, fidgeting, manipulating objects, twisting and wiggling in one's seat, blurting out answers to questions before they are completed, making comments out of turn, failing to wait one's turn in group tasks, failing to heed directions fully before beginning to respond to assignments, interrupting or talking to other children during quiet work periods.

Thomas scored more than one standard deviation below the mean on the *Hyperactive-Impulsive* subscale.

26. Begins activities before receiving directions or instructions, or does not follow directions or instructions
27. Does not wait his/her turn in activities or games
31. Interrupts other children (e.g., talks while they are talking, makes noises, laughs, etc.)
32. Talks to others during quiet activity periods
33. Moves about while seated, fidgets, squirms, etc.
34. Appears restless (e.g., shifts position in seat, paces about, etc.)
35. Bothers other children who are trying to work, listen, play, etc.
37. Reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from a teacher, etc.
40. Intrudes on others (e.g., during private times; when people are talking, trying to work, or involved in activities; etc.)
42. Fails to follow a routine (e.g., does things out of order, does not wait for an activity at the scheduled time, etc.)
44. Leaves seat or assigned area without permission
45. Does not work in a group situation (e.g., does not stay involved in an activity and work productively at a table with peers, with peers nearby, etc.)
47. Handles objects (e.g., twirls pencils, plays with things in work area, spins scissors on pencils, etc.)
50. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)
52. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)
53. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)
54. Climbs on things
55. Makes excessive noise (talking, burping, humming, tapping, etc.)
56. Does not play or work quietly

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Age at rating: 3 / 6 / 14
(years) (months) (days)

Rated by (observer's name) Leigh Shockey

Comments:

Subscales	Raw Score	Standard Score (Appendix A)	Raw Score SEM (Table 7)
Inattentive	62	5	3.86
Hyperactive-Impulsive	72	6	4.25
Total Scale		Sum of Subscale SS	%ile (Appendix B)
		<u>11</u>	<u>10</u>

ECADDES QUICK SCORE HOME VERSION PROFILE SAMPLE

Standard Scores	Subscales		Percentiles	Percentile Rank
	Inattentive	Hyperactive-Impulsive		
20			>99	
19			95	
18			90	
17			85	
16			80	
15			75	
14			70	
13			65	
12			60	
11			55	
10			50	
9			45	
8			40	
7			35	
6			30	
5	X	X	25	
4			20	
3			15	
2			10	X
1			5	
0			<1	

The *Inattentive* subscale measures inattention evidenced by starting but not completing activities, difficulty organizing responsibilities and possessions, and changing from one activity to another without finishing the first. The child is easily distracted by other things happening in the home, has difficulty concentrating, and is unsuccessful in activities requiring listening. Chores or tasks are often rushed through with little or no regard to quality of work.

Thomas scored more than one standard deviation below the mean on the *Inattentive* subscale.

1. Is easily distracted by other things happening in the home (e.g., other children, TV, radio, etc.)
2. Does not listen to what others are saying
4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
6. Has difficulty concentrating (e.g., maintaining interest in an activity, following a conversation, etc.)
8. Does not remain on-task (e.g., is more interested in other activities, sits and does nothing, etc.)
9. Does not listen to or follow verbal directions
11. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on to the next activity, etc.
12. Has a short attention span (e.g., does not sit still while a story is being read, is easily distracted, etc.)
15. Does not organize responsibilities (e.g., neglects to perform chores, loses things, is not ready to do things on time, is late for school, does not return things, etc.)
17. Rushes through chores or tasks with little or no regard to quality of work (i.e., careless)
19. Attends more successfully when close to the source of the sound (e.g., when sitting close to the person speaking, etc.)
20. Requires eye contact in order to listen successfully (e.g., one-to-one situation)
21. Fails to follow directions from parents or other home authority figures (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)

The *Hyperactive-Impulsive* subscale measures hyperactivity-impulsivity which may be evidenced by not remaining seated, not sitting appropriately on the furniture, moving about while seated, or engaging in inappropriate behaviors while seated. Running in the house and hopping, skipping, and jumping when moving from one place to another. Blurting out answers before a question has been completed, interrupting and intruding on others, and bothering others while they are trying to work, play, etc. The child does not wait his/her turn in activities or games, does not follow the rules of the game, and does not play quietly.

Thomas scored more than one standard deviation below the mean on the *Hyperactive-Impulsive* subscale.

23. Engages in physically dangerous activities (e.g., climbs on things, runs in the house, etc.)
26. Blurts out an answer before a question has been completed
28. Reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance, etc.
32. Bothers others while they are trying to work, play, etc.
35. Appears restless (e.g., shifts positions, paces about, etc.)
36. Moves about while seated, fidgets, squirms, etc. (e.g., does not sit still while a story is being read, while watching TV, etc.)
38. Does not remain seated
44. Makes excessive noise (e.g., talking, humming, tapping, burping, etc.)
47. Does not play quietly
50. Engages in inappropriate behaviors while seated (e.g., tips chair, puts feet on walls/furniture)