



The *Inattentive* subscale represents the student who has difficulty focusing and sustaining attention to specific tasks on a regular basis. The understanding is that behaviors within this subscale reflect difficulty with such expectations as assignment completion, remaining on-task, and following directions that is not due to deliberate noncompliance. The difficulties with maintenance of attention to task reflected in these items are considered to be a manifestation of deficits in attentional skills that result in academic or social concerns.

Andrew scored within one standard deviation below the mean on the *Inattentive* subscale. The following are primary behaviors of concern:

1. Rushes through assignments with little or no regard for accuracy or quality of work
2. Is easily distracted by other activities in the classroom, other students, the teacher, etc.
3. Does not listen to what other students are saying
5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment
12. Has difficulty concentrating
13. Loses place when reading
14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading
15. Fails to copy letters, words, sentences, and numbers from a textbook, chalkboard, etc.
16. Omits, adds, or substitutes words when writing
17. Fails to complete homework assignments and return them to school
18. Does not perform or complete classroom assignments during class time
19. Is disorganized to the point of not having necessary materials, losing materials, failing to find completed assignments, failing to follow the steps of the assignment in order, etc.
22. Does not prepare for school assignments

The *Hyperactive-Impulsive* subscale represents the student who has difficulty controlling impulses and behavioral responses to environmental stimuli. Behaviors within this subscale include such reactions as grabbing things from others, interrupting others, moving about while seated, and not waiting for instructions. Again, these behaviors are understood to be due to difficulties with control of impulses and actions rather than deliberate acts of noncompliance.

Andrew scored at the mean on the *Hyperactive-Impulsive* subscale. The following are primary behaviors of concern:

37. Talks to others during quiet activity periods
41. Bothers other students who are trying to work, listen, etc.
42. Makes unnecessary comments or noises in the classroom
45. Fails to comply with teachers or other school personnel
59. Moves about unnecessarily
60. Engages in nervous habits