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The clinician/interviewer should rate the severity of symptoms on the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>absent</td>
</tr>
<tr>
<td>1</td>
<td>dubious or trivial abnormality</td>
</tr>
<tr>
<td>2</td>
<td>definite abnormality</td>
</tr>
<tr>
<td>3</td>
<td>marked abnormality</td>
</tr>
<tr>
<td>9</td>
<td>not known or unable to rate</td>
</tr>
</tbody>
</table>

A rating of “3” is typically reserved for a symptom that is very frequent, severe, disabling etc. A rating of “2” contributes to a diagnosis.

**ATTENTION DEFICIT-HYPERACTIVITY DISORDER:**

The essential feature that defines ADHD is a developmentally inappropriate, persistent pattern of difficulties with inattention, hyperactivity and impulsivity.

**Inattention:** refers to deficits in either selecting what to attend or in sustaining attention (keeping attention focused) for as long as necessary to perform a task.

**Impulsivity:** relates to individual difficulties restricting behaviors or delaying responses as the situation demands (i.e. blurting out answers before questions have been completed, difficulty awaiting one’s turn, etc.).

**Hyperactivity:** relates to excesses in physical movement, especially movements that have a purposeless, poorly directed or driven quality.

Maladaptive and developmentally inappropriate symptoms have persisted for at least 6 months.

Note: for some symptoms, additional probes for older adolescents or adults are suggested within brackets.
General introductory questions:

I am interested in getting a picture or a snap shot of how your child is or has been for the past 6 months. First, I’d like to ask you about your child’s behaviour in different situations. I am asking because few children behave in the same way in all situations.

IF THE CHILD HAS BEEN RECEIVING STIMULANT MEDICATION, RATE BEHAVIOUR OFF MEDICATION.

The first situation is: AT PHYSICAL PLAY (OUTDOORS)
What is your child’s favorite outdoor activity? What is (s)he like when playing these activities?
What about playing in the park, in the street, yard, beach?
Considering age, does (s)he often abandon one activity for another?
Can you give me examples of what you mean?
When was the last time you saw this sort of behaviour?

Probe for activity, distractibility, planfulness, concentration etc.

OUTDOORS

In general terms, what is your child's level of activity? Does (s)he RUN ABOUT OR CLIMB excessively? (during inappropriate times or situations)

Often "ON THE GO" or acts as if "DRIVEN BY A MOTOR"?

Does (s)he stick to each activity (s)he undertakes? or Does (s)he SHIFT EXCESSIVELY from one activity to another? (drawn by impulse to move on)

Does (s)he plan things out before starting? Or does (s)he jump right in? Is (s)he cautious or reckless?
Would (s)he ride her/his bike into traffic without looking?
Does (s)he learn from experience?
Does (s)he ACT BEFORE THINKING?
Does (s)he often LOSE THINGS necessary for activities?  

What if (s)he is playing with other children; can (s)he WAIT for HER/HIS TURN in games or other group situations?  
[For older adolescents or adults: waiting in line]

Does (s)he BUTT INTO others’ games?

Some children PLAY QUIETLY outside, others are on the NOISY side. 
How would you describe your child?

LEISURE TIME ALONE INDOORS

What are your child's favorite indoor activities when (s)he has free time?  
What activities does (s)he choose to do alone?  
What about reading, hobbies, puzzles? How does he/she set about this activity?  
Can (s)he plan out an activity?  

You are looking for a description of behaviour during an activity which requires sustained attention and mental effort.
Does your child often require your help in planning or structuring leisure activities? Can (s)he structure his/her own activities?  
How organized is (s)he?  
[For adults: difficulty managing sequential tasks, keeping materials or belongings in order, producing work that is messy or disorganized, showing poor time management, or tending to fail to meet deadlines]  

What activities does your child enjoy on his/her own?  
Which ones would (s)he AVOID?  
Does your child typically avoid activities that require thinking or developing a strategy?  

Can (s)he CONCENTRATE RIGHT THROUGH until (s)he has FINISHED?  
Or does (s)he often abandon one activity for another as though the novelty of the second activity is its most important feature?  
[For adults: difficulty remaining focused during lectures, meetings, conversations, or reading lengthy material]  

Is the lack of persistence a result of DISTRACTIBILITY?  

Does (s)he SHIFT EXCESSIVELY from one activity to another?  

How much ATTENTION does (s)he pay TO DETAIL?  

Does (s)he often LOSE THINGS necessary for the activity?  

Does (s)he PLAY QUIETLY?  
When it is play time does (s)he make a lot of noise?  

Similarly, during leisure or less-structured time  
Does (s)he RUN ABOUT or CLIMB EXCESSIVELY?  

At these times would you say (s)he is often "ON THE GO" or acts as if "DRIVEN BY A MOTOR"?
LEISURE TIME WITH OTHERS INDOORS

PLAYING WITH THE PARENT

When you are playing a game with your child (e.g. cards, board game) and you try to explain something (rules, strategy, etc.),

does (s)he look at you when spoken to, directly?

Do you have to check to make sure that (s)he “got the message”?

Does (s)he take it in?

DSM-IV Criteria reads: “Often does not seem to listen when spoken to directly”

Does (s)he have DIFFICULTY STAYING SEATED? (gross motor)

What about FOLLOWING THROUGH ON INSTRUCTIONS?

Is (s)he often FORGETFUL?

[For older adolescents and adults: forgetting to return calls, pay bills, keep appointments]

LEISURE TIME WITH OTHER CHILDREN

Describe your child when (s)he is playing with children in your home, at day care, or in other social situations like cubs or after-school programs.

Does (s)he have DIFFICULTY AWAITING TURNS in games or group situations?

Does (s)he BUTT INTO other children's games?
Does (s)he BLURT OUT comments without giving others a chance to finish what they were saying?
Typically does not take turns in conversations, e.g., interrupts or takes over?

In these situations (indoor leisure activities with other children), is (s)he mostly quiet or does (s)he TALK EXCESSIVELY?

How does (s)he react to her/his own mistakes?
Does (s)he BLAME OTHERS?

TV

Does your child like to watch TV?
How does (s)he behave while watching TV?
How long does (s)he watch at one time (sitting)?
Does (s)he take it in?

Does (s)he have difficulty SUSTAINING ATTENTION?
Does (s)he lose concentration quickly?

Is (s)he DISTRACTIBLE while watching TV?

To what extent is (s)he FIDGETING OR SQUIRMING while watching TV?

HOMEWORK

In general, what is your child's approach to homework?
Would you say that (s)he is MOTIVATED (or unmotivated) to do it?
IS (s)HE ORGANIZED/DISORGANIZED?  

ADHD  
IV-1E  
252

How is your child when it comes to PAYING ATTENTION TO DETAILS?  

ADHD  
IV-1A  
253

Does (s)he OFTEN LEAVE THE SEAT?  

ADHD  
III-R 2  
IV-2B  
254

DINNER TABLE

What is your child like at the dinner table? Is (s)he expected to ask permission to leave the table? Many children find it difficult to sit at the table; can (s)he stay seated at the table?

Is (s)he FIDGETY? (fine motor)  

ADHD  
III-R 1  
IV-2A  
261

Does (s)he TALK EXCESSIVELY?  

ADHD  
III-R 10  
IV-2F  
262

Does (s)he BLURT OUT REQUESTS OR ANSWERS to questions being made?  

ADHD  
III-R 5  
IV-2G  
263

Note: There are 3 additional items of ADHD in the ODD section
OPPOSITIONAL DEFIANT DISORDER
The essential feature of Oppositional Defiant Disorder is a recurrent and persistent pattern of negativistic, defiant, disobedient, and hostile behaviour towards authority figures. At least 4 Symptoms present in the last 6 months.

General introductory questions:
Does your child have any jobs, chores, or responsibilities at home?
What type of household rules do you have?
What expectations for household chores do you have of your child? (e.g. washing dishes, keeping room tidy).
How does your child react to rules and responsibility? Bedtime, curfews, etc.?
Is (s)he cooperative and easy to get along with at home?
How does your child get along with other family and non-family adults?

Most of the time, when you make a request does (s)he comply or do you get the feeling that (s)he JUST DOESN'T SEEM TO LISTEN? (rate only if child is inattentive rather than disobedient)

ADHD
III-R 12
IV-1C
265

Is it because (s)he has DIFFICULTIES FOLLOWING INSTRUCTIONS?

ADHD
III-R 6
IV-1D
266

Does (s)he seem to be FORGETFUL? (e.g. routines, chores)

ADHD
IV-1I
267

Does (s)he BREAK MINOR RULES?

ODD 3/3
271

Is your child the sort of kid who will argue over anything and everything? ARGUMENTATIVE?

ODD 2/2
272

How does (s)he react if things don't go his/her way?
Does (s)he get ANGRY OR RESENTFUL?

ODD 7/7
273

If (s)he doesn't get her/his way, does it ever go as far as a TEMPER TANTRUM?

ODD 1/1
274
Does (s)he try to get back at you? Is (s)he SPITEFUL or VINDICTIVE?  

Is (s)he DELIBERATELY ANNOYING or PROVOCATIVE?

On the other hand IS (S)HE TOUCHY or EASILY ANNOYED?

How often would (s)he SWEAR or use OBSCENE LANGUAGE? (out of keeping with the milieu?)

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**CONDUCT DISORDER**

The essential feature of Conduct Disorder is a repetitive and persistent pattern of behaviour in which the basic rights of others or major age-appropriate societal norms or rules are violated, including aggression to people and animals, destruction of property, deceitfulness and theft. At least 3 Symptoms present in the last 12 months and one present in the last 6 months.

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**AGGRESSION TO PEOPLE & ANIMALS**

Does (s)he OFTEN BULLY, THREATEN or INTIMIDATE other kids?

INITIATES PHYSICAL FIGHTS?

Has USED A WEAPON that can cause SERIOUS PHYSICAL HARM to others? (e.g. bat, brick, broken bottle, knife, gun)

Has been PHYSICALLY CRUEL TO PEOPLE?

Has been PHYSICALLY CRUEL TO ANIMALS?

Has STOLEN while CONFRONTING the victim? (e.g. mugging, purse snatching, extortion, armed robbery)
Has FORCED SOMEONE INTO SEXUAL ACTIVITY?

**DESTRUCTION OF PROPERTY**

Has deliberately engaged in FIRE SETTING with the intention of CAUSING DAMAGE?

Has deliberately DESTROYED others’ PROPERTY? (Vandalism)

**DECEITFULNESS/THEFT**

Has BROKEN INTO someone else's house, building or car?

Often LIES TO OBTAIN GOODS or FAVOURS, or to avoid OBLIGATIONS? ("cons" others)

Has STOLEN items of non trivial value WITHOUT CONFRONTING the victim? (e.g. shoplifting, forgery, etc.)

**SERIOUS VIOLATIONS OF RULES**

Often STAYS OUT AT NIGHTS despite parental prohibition?

Has RUN AWAY from home OVERNIGHT? (at least twice, while living with parents or surrogate home)

Is often TRUANT from SCHOOL? (beginning before age 13)
TYPE OF CONDUCT DISORDER.
(To be completed by the clinician after considering all information available)

Rate the child's aggressive behavior on the following dimensions:

**Physical aggression**

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No aggression. **Typically,** aggressive behavior characterized by hitting, use of weapons, or objects.

**Verbal aggression**

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No aggression. **Typically,** aggression involves verbal attacks.

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**Reactive**

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Aggression **typically** in response to provocation, rarely planned, impulsive.

**Proactive**

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Aggression **rarely** a response to provocation, **typically** planned, rarely impulsive.

**Hostile**

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Rarely an attempt to achieve a specific goal or obtain an object, **typically** an act designed exclusively to hurt another.

**Instrumental**

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**Typically** an attempt to achieve a specific goal or obtain an object, rarely an act designed exclusively to hurt another.

*Use the back of the page for notes and comments*

Revised March 25, 2013