Planning

A measure of planning — the ability to act with forethought and prepare a sequence of steps to reach a goal. Common everyday activities associated with planning include:

- Deciding the order of items to pack in a trunk or moving van.
- Organizing your schedule to effectively balance work, chores, and social life.
- Planning where to put your hands and feet when rock climbing.
- Building or assembling furniture without any instructions.

**Marker: Overall Score**

Overall planning ability, indicating the ability to arrive at a planned solution quickly and accurately. Some people with ADHD perform poorly on planning tasks, but deficits may be context-dependent and inconsistent.

People with ADHD tend to score lower on this test.

### Threshold

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</table>

A score below what is listed for this individual’s age and gender is lower than typical.

**References**

Spatial Working Memory
Token Search

Measures working memory — the ability to temporarily hold information in mind and manipulate or update it based on changing circumstances or demands. Common everyday activities associated with spatial working memory include:

- Systematically searching for a lost item in your home.
- Solving a mystery by remembering a set of clues, then rearranging them in your mind to tell a story and form a theory.
- Finding the most efficient way to complete a to-do list of tasks around your home before leaving in the morning.
- Efficiently navigating shifting priorities at work.

**Marker: Average Score**
The average number of items that could be stored and manipulated in memory. Spatial working memory is a key component of executive function. People with ADHD tend to be impaired on complex spatial memory tasks, indicating executive dysfunction in addition to attention-specific deficits.

**People with ADHD tend to score lower on this test.**

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</table>

A score below what is listed for this individual’s age and gender is lower than typical.

**References**
Cognitive Assessment Details

**Attention**

A measure of attention — the ability to focus on relevant details or differences. Common everyday activities associated with attention include:

- Staying focused on a task when it counts, such as when driving.
- Identifying similarities and differences when comparing two things, such as two similar brands of a household product.
- Noticing small interpersonal details, like a partner’s haircut, or subtle facial expressions indicating that somebody is upset or bored.

**Marker: Number of Errors**

Accuracy of responses. Some people with ADHD are less accurate in simple attention tasks.

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A score above what is listed for this individual’s age and gender is higher than typical.

**Marker: Reaction Time**

Speed of responding. Some people with ADHD respond faster than average to simple attention tasks.

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<th>Threshold</th>
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References


The purpose of the ADHD protocol is to assist the clinician in assessing attention deficit disorder symptoms, however it is not a standalone diagnostic tool. Any conclusions drawn from the ADHD protocol should be paired with clinical interviews and observations, other mental health examinations or assessments administered, and other evaluations of the patient and/or the patient’s family history.
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### Assessment Details

| ID: 574983 | Birthdate: 1995/12/31 | Group: Females 25-34 | Date: 2023/02/14 |

**Marker: Impulsivity**

People who respond faster and less accurately than average are considered impulsive. People with ADHD are more likely to respond quickly but inaccurately on simple attention tasks.

**People with ADHD tend to be impulsive, defined as both faster and less accurate on this test.**

**Threshold**

**Being above threshold on both errors and reaction time** is consistent with people diagnosed with ADHD.

### references

**Response Inhibition**

Measures response inhibition, the ability to concentrate on relevant information in order to make a correct response despite interference. Common everyday activities associated with response inhibition include:

- Keeping your eyes on the road when driving, despite passing distracting signs or people.
- Blocking out background conversations when you’re on the phone.
- Inhibiting your emotional gut reaction to a social media post to formulate a more rational response.

**Marker: Number of Errors**

Inaccuracy of responses. People with ADHD tend to make more errors in response to all types of stimuli.

**People with ADHD tend to make more errors on this test.**

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A score above what is listed for this individual’s age and gender is higher than typical.

**Marker: Interference Ratio for Errors**

The ratio of accuracy when responding to complex stimuli vs. simple stimuli. High scores indicate a deficit specific to inhibition—that is, responding less accurately to distracting stimuli.

**People with ADHD tend to have higher interference ratios on this test.**

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**References**


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**Marker: Interference Ratio for Reaction Time**

The ratio of reaction time to complex stimuli vs. simple stimuli. High scores indicate a deficit specific to inhibition—that is, responding more slowly to distracting stimuli.

**People with ADHD tend to have higher interference ratios on this test.**

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A score above what is listed for this individual’s age and gender is higher than typical.

**References**


**Marker: Overall Reaction Time**

Speed of responding, regardless of the complexity of the stimulus. People with ADHD tend to respond slower on short-term response inhibition tasks.

**People with ADHD tend to have slower reaction times on this test.**

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A score above what is listed for this individual’s age and gender is lower than typical.

**References**


**Marker: Reaction Time Variability**

Variation in response speeds. People with ADHD may occasionally lose focus, leading to inconsistent reaction times.

**People with ADHD tend to have greater variability in reaction times on this test.**

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A score above what is listed for this individual’s age and gender is higher than typical.

**References**

Sustained Attention to Response Task (SART)

SART measures the ability to sustain mindful, conscious processing of information, even in repetitive, boring, or distracting situations. Common everyday activities associated with impaired sustained attention include:

- Everyday "slips" in attention when performing routine tasks—for example, pouring cream in a requested black coffee, or throwing away the vegetables instead of their peels.
- Inappropriate or automatic responses when conditions change, such as responding "you too" when a server tells you to enjoy your food.
- Missing important information in situations that are not exciting or engaging, like classrooms or meetings.

**Marker: Commission Errors**

Errors related to responding inappropriately. A measure of response inhibition. Many people with ADHD have trouble with maintaining response inhibition and tend to make more errors of this type on sustained attention tasks.

**People with ADHD tend to make more errors on this test.**

**Threshold**

**Above 18 errors** is consistent with people diagnosed with ADHD.

**References**


**Marker: Omission Errors**

Errors related to failing to respond at the appropriate time. A measure of vigilance. Some people with ADHD have deficits in vigilance and make more errors on sustained attention tasks.

**People with ADHD tend to have higher interference ratios on this test.**

**Threshold**

**Above 17 errors** is consistent with people diagnosed with ADHD.

**References**


The purpose of the ADHD protocol is to assist the clinician in assessing attention deficit disorder symptoms, however it is not a standalone diagnostic tool. Any conclusions drawn from the ADHD protocol should be paired with clinical interviews and observations, other mental health examinations or assessments administered, and other evaluations of the patient and/or the patient’s family history.
**Marker: Reaction Time Variability**
Variation in response speeds. People with ADHD may occasionally lose focus, leading to inconsistent reaction times. Variability in reaction time is consistently and strongly linked with ADHD.

**People with ADHD tend to have higher variability on this test.**

**Threshold**
Above 215.8ms is consistent with people diagnosed with ADHD.

**References**

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**Marker: Slowing After Errors**
The degree of slowing down after making a commission error. Most people tend to slow down and be more careful after making an error, but people with ADHD may slow down less, or even speed up after an error (indicated by a negative score).

**People with ADHD tend to respond faster than most people after errors on this test.**

**Threshold**
Below -63.5ms is consistent with people diagnosed with ADHD.

**References**
The purpose of the ADHD protocol is to assist the clinician in assessing attention deficit disorder symptoms, however it is not a standalone diagnostic tool. Any conclusions drawn from the ADHD protocol should be paired with clinical interviews and observations, other mental health examinations or assessments administered, and other evaluations of the patient and/or the patient’s family history.

The Adult ADHD Self-Report Scale (ASRS) is a multipurpose instrument for determining the severity of ADHD symptoms in adults, while also allowing for the monitoring of symptom changes and effects of treatment over time. The Symptom Checklist consists of 18 DSM-IV-TR criteria. Questions one through six (Part A) of the Symptom Checklist were found to be the most predictive of symptoms consistent with ADHD. Questions seven through eighteen (Part B) are supporting questions that can serve as probes into the patient’s symptoms.

**Thresholds**

4 or more ADHD symptoms in Part A (predictive of ADHD symptoms)
No threshold for Part B (supporting questions).

**Symptoms**

This individual may be experiencing the following symptoms, based on their responses to items in this questionnaire:

**Part A – Symptoms most predictive of ADHD:**
- Wrapping up projects
- Getting things in order
- Remembering appointments
- Starting tasks requiring a lot of thought
- Fidgeting or squirming
- Feeling overly active or compelled

**Part B – ADHD Symptoms:**
- Making careless mistakes
- Keeping attention on boring/repetitive work
- Concentrating on what people say
- Misplacing things
- Distraction by noise
- Leaving seat during meetings
- Feeling restless or fidgety
- Having difficulty unwinding and relaxing
- Talking too much
- Finishing others’ sentences
- Waiting their turn
- Interrupting others when they’re busy

**References**


The purpose of the ADHD protocol is to assist the clinician in assessing attention deficit disorder symptoms, however it is not a standalone diagnostic tool. Any conclusions drawn from the ADHD protocol should be paired with clinical interviews and observations, other mental health examinations or assessments administered, and other evaluations of the patient and/or the patient’s family history.

The SWAN Questionnaire

**ADHD-Related Symptoms**

The Strengths and Weaknesses of Attention-Deficit/Hyperactivity Disorder Symptoms and Normal Behavioral Scale (SWAN) was developed to assess ADD/ADHD in patients 18 years of age and under. SWAN scores range from +3 to -3, where far below average is 3, average is 0, and far above average is -3. Items 1-9 focus on the inattentive subtype, and 10-18 on the hyperactive/impulsive subtype. Responses are averaged to obtain sub-scale results.

<table>
<thead>
<tr>
<th>Threshold</th>
<th>+0.745 or more for both the hyperactive/impulsive and inattentive subtypes of ADHD.</th>
</tr>
</thead>
</table>

**Symptoms**

This individual may be experiencing the following symptoms, based on responses of “slightly below average” or lower on these items:

**Hyperactive/impulsive ADHD symptoms:**
- Sitting still
- Staying seated
- Controlling excess movement
- Playing quietly
- Settling down to rest
- Controlling excess talking
- Reflecting before speaking
- Waiting their turn
- Entering social situations without interrupting

**Inattentive ADHD symptoms:**
- Avoiding careless mistakes
- Sustained attention on tasks
- Listening when spoken to
- Following through on work
- Organizing tasks
- Tasks requiring sustained mental effort
- Keeping track of things
- Ignoring extraneous stimuli
- Remembering daily activities

**References**


The purpose of the ADHD protocol is to assist the clinician in assessing attention deficit disorder symptoms, however it is not a standalone diagnostic tool. Any conclusions drawn from the ADHD protocol should be paired with clinical interviews and observations, other mental health examinations or assessments administered, and other evaluations of the patient and/or the patient’s family history.

The Vanderbilt ADHD Diagnostic Rating Scale (VADRS) is a psychological assessment tool for attention deficit hyperactivity disorder (ADHD) symptoms. The assessment is for children aged 6 to 12.

Subsection scores above the thresholds listed are consistent with ADHD.

**Thresholds**
- 6 or more hyperactive/impulsive subtype (ADHD-HI).
- 6 or more inattentive subtype (ADHD-I).
- 1 or more ADHD behaviour markers.

**Symptoms**

This individual may be experiencing the following symptoms, based on their responses to items in this questionnaire:

**Hyperactive/Impulsive ADHD symptoms:**
- Fidgeting or squirming
- Staying seated
- Controlling excess movement
- Playing quietly
- Feeling overly active or compelled
- Controlling excess talking
- Reflecting before speaking
- Waiting their turn
- Entering social situations without interrupting

**Inattentive ADHD symptoms:**
- Paying attention to detail
- Sustaining attention to tasks
- Listening when spoken to
- Following instructions and finishing work
- Organizing tasks
- Engaging in tasks that require sustained mental effort
- Keeping track of necessary items
- Avoiding distraction
- Being forgetful

**Performance markers:**
- Reading level
- Math level
- Writing level
- Relations with peers
- Following rules
- Disrupting class
- Completing work
- Organization

**It is suggested that you pursue further testing related to the following comorbidities:**
- Oppositional-defiant disorder
- Conduct disorder
- Anxiety/depression

**References**
