



# Example ADHD Evaluation Considerations

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activities	Components
Medical & Health History Documentation	<ul style="list-style-type: none"><li>• Current or past medical diagnosis and date of diagnosis documented</li><li>• Current medications and dosages asked about and listed</li><li>• Any comorbid medical conditions noted (sleep disorders, autism)</li><li>• Medication history and response to medications</li><li>• Outside eval reports reviewed/asked for</li></ul>
Standardized Rating Scales	<ul style="list-style-type: none"><li>• Parent completed ADHD rating scale</li><li>• Teacher completed ADHD rating scale</li><li>• Student self report (if age appropriate) or interview</li><li>• Scores compared across raters for convergence/divergence</li><li>• Severity levels documented</li><li>• Compared with previous (if any) ADHD assessment results</li></ul>
Behavioral & Emotional Functioning	<ul style="list-style-type: none"><li>• Broad behavior scale (BASC-3, BRIEF-2) can be helpful for goal planning</li><li>• Emotional regulation and impulse control documented</li><li>• Anxiety or mood symptoms are screened</li><li>• Oppositional or defiant behaviors assessed or documented</li><li>• Social skills/peer relationships evaluated</li></ul>
Home & Community	<ul style="list-style-type: none"><li>• Parent Interview regarding home behavior and functioning</li><li>• Symptom manifestation in unstructured settings documented</li><li>• Functioning for household routines/expectations</li><li>• Organization and time management skills at home</li><li>• Peer relationships and social functioning outside of school</li><li>• Sleep, nutrition and self-care routines assessed</li></ul>
Observations	<ul style="list-style-type: none"><li>• Classroom observations completed (in academic time and unstructured time where duration and setting is documented)</li><li>• Attention and impulse control level observed</li><li>• Peer interactions observed</li><li>• Response to transitions and changes</li></ul>
Other Considerations	<ul style="list-style-type: none"><li>• Are symptoms better explained by another mental health disorder</li><li>• ASD is ruled out or is co-occurring</li><li>• Anxiety is assessed and ruled out as a primary factor</li><li>• SLD is assessed and ruled out as primary factor</li><li>• Environmental stressors &amp; trauma is considered</li><li>• Medication and side effects as well as substance use is assessed</li><li>• Impact on access to general education curriculum is documented</li><li>• Peer comparison is documented</li></ul>