

ADHD Initial Checklist

If you decide to use the checklist below to see if it appears to "fit" the student, remember you are not making a diagnosis but simply trying to determine if it would be useful to refer the student onto professionals who are in a position to make an identification of ADHD and suggest appropriate responses (which may include medication). Ideally, the checklist should be completed collaboratively by two or more staff.

| | | | | | |
|---------|--|------|--|-------|--|
| Student | | Date | | Staff | |
|---------|--|------|--|-------|--|

This student has been known to staff for _____ weeks / months.

| The student... | always | often | rarely | never |
|--|--------|-------|--------|-------|
| 1. appears to experience difficulty in paying attention during teacher-talk, resulting in mistakes when completing tasks. | | | | |
| 2. fails to listen even when spoken to directly. | | | | |
| 3. appears to experience difficulty in sustaining concentration when engaged in practical or play activities. | | | | |
| 4. displays a dislike for and will actively avoid tasks which require sustained concentration and thought. | | | | |
| 5. even when motivated and engaged, will struggle to complete a task. | | | | |
| 6. struggles to organize their thoughts and follow a reasonable plan of action – despite understanding what is expected of them. | | | | |
| 7. struggles to follow routine tasks – has to be constantly reminded about routines because they appear to have forgotten. | | | | |
| 8. is over alert and easily distracted – has a tendency to turn towards any movement or loud noise. | | | | |
| 9. is persistently active with little need for rest periods. | | | | |

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|---|--|--|--|--|
| 10. appears much more restless than their peers, will often squirm and swing on their chair. | | | | |
| 11. will wander around the classroom for no apparent reason. | | | | |
| 12. will take any opportunity to engage in running around, climbing, play fighting etc. | | | | |
| 13. will say things that are not thought out, often inappropriate. | | | | |
| 14. appears to be talking for the sake of it. | | | | |
| 15. will blurt out responses before a question, instruction or piece of information has been fully given. | | | | |
| 16. will use inappropriate strategies to join a conversation or game such as barging in, loud interrupting etc. | | | | |
| 17. has problems with turn taking. | | | | |
| 18. appears to have little or no sense of danger | | | | |
| 19. will lose things such as pens, pencils, bus fare etc. | | | | |

| Further Action: | |
|-----------------|---|
| | This student requires continuous support with their additional needs. |
| | This student requires occasional support with their additional needs. |
| | This student is not a cause for concern. |

Sources:

<http://www.educational-psychologist.co.uk/adhdcklist.htm>

<http://www.nhs.uk/Conditions/Attention-deficit-hyperactivity-disorder/Pages/Symptoms.aspx?url=Pages/What-is-it.aspx>