

# Adult ADHD Self-Report Scale (ASRS-v1.1) Symptom Checklist Instructions

*The questions on the back page are designed to stimulate dialogue between you and your patients and to help confirm if they may be suffering from the symptoms of attention-deficit/hyperactivity disorder (ADHD).*

Description: The Symptom Checklist is an instrument consisting of the eighteen DSM-IV-TR criteria. Six of the eighteen questions were found to be the most predictive of symptoms consistent with ADHD. These six questions are the basis for the ASRS v1.1 Screener and are also Part A of the Symptom Checklist. Part B of the Symptom Checklist contains the remaining twelve questions.

## Instructions:

### Symptoms

1. Ask the patient to complete both Part A and Part B of the Symptom Checklist by marking an X in the box that most closely represents the frequency of occurrence of each of the symptoms.
2. Score Part A. If four or more marks appear in the darkly shaded boxes within Part A then the patient has symptoms highly consistent with ADHD in adults and further investigation is warranted.
3. The frequency scores on Part B provide additional cues and can serve as further probes into the patient's symptoms. Pay particular attention to marks appearing in the dark shaded boxes. The frequency-based response is more sensitive with certain questions. No total score or diagnostic likelihood is utilized for the twelve questions. It has been found that the six questions in Part A are the most predictive of the disorder and are best for use as a screening instrument.

### Impairments

1. Review the entire Symptom Checklist with your patients and evaluate the level of impairment associated with the symptom.
2. Consider work/school, social and family settings.
3. Symptom frequency is often associated with symptom severity, therefore the Symptom Checklist may also aid in the assessment of impairments. If your patients have frequent symptoms, you may want to ask them to describe how these problems have affected the ability to work, take care of things at home, or get along with other people such as their spouse/significant other.

### History

1. Assess the presence of these symptoms or similar symptoms in childhood. Adults who have ADHD need not have been formally diagnosed in childhood. In evaluating a patient's history, look for evidence of early-appearing and long-standing problems with attention or self-control. Some significant symptoms should have been present in childhood, but full symptomology is not necessary.

# Adult ADHD Self-Report Scale (ASRS-v1.1) Symptom Checklist

Patient Name		Today's Date					
Please answer the questions below, rating yourself on each of the criteria shown using the scale on the right side of the page. As you answer each question, place an X in the box that best describes how you have felt and conducted yourself over the past 6 months. Please give this completed checklist to your healthcare professional to discuss during today's appointment.			Never	Rarely	Sometimes	Often	Very Often
1. How often do you have trouble wrapping up the final details of a project, once the challenging parts have been done?							
2. How often do you have difficulty getting things in order when you have to do a task that requires organization?							
3. How often do you have problems remembering appointments or obligations?							
4. When you have a task that requires a lot of thought, how often do you avoid or delay getting started?							
5. How often do you fidget or squirm with your hands or feet when you have to sit down for a long time?							
6. How often do you feel overly active and compelled to do things, like you were driven by a motor?							
<b>Part A</b>							
7. How often do you make careless mistakes when you have to work on a boring or difficult project?							
8. How often do you have difficulty keeping your attention when you are doing boring or repetitive work?							
9. How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?							
10. How often do you misplace or have difficulty finding things at home or at work?							
11. How often are you distracted by activity or noise around you?							
12. How often do you leave your seat in meetings or other situations in which you are expected to remain seated?							
13. How often do you feel restless or fidgety?							
14. How often do you have difficulty unwinding and relaxing when you have time to yourself?							
15. How often do you find yourself talking too much when you are in social situations?							
16. When you're in a conversation, how often do you find yourself finishing the sentences of the people you are talking to, before they can finish them themselves?							
17. How often do you have difficulty waiting your turn in situations when turn taking is required?							
18. How often do you interrupt others when they are busy?							
<b>Part B</b>							

## Wender Utah Rating Scale for the Attention Deficit Hyperactivity Disorder

### Overview:

The Wender Utah Rating Scale can be used to assess adults for Attention Deficit Hyperactivity Disorder with a subset of 25 questions associated with that diagnosis.

### Wender Utah Rating Scale

- 61 questions answered by the adult patient recalling his or her childhood behavior
- 5 possible responses scored from 0 to 4 points

	<b>As a child I was (or had):</b>	not at all or very slightly	mildly	moder- ately	quite a bit	very much
1	active restless always on the go	0	1	2	3	4
2	afraid of things	0	1	2	3	4
3	concentration problems easily distracted	0	1	2	3	4
4	anxious worrying	0	1	2	3	4
5	nervous fidgety	0	1	2	3	4
6	inattentive daydreaming	0	1	2	3	4
7	hot- or short-tempered low boiling point	0	1	2	3	4
8	shy sensitive	0	1	2	3	4
9	temper outbursts tantrums	0	1	2	3	4
10	trouble with stick-to-it-tiveness not following through. failing to finish things started	0	1	2	3	4
11	stubborn strong-willed	0	1	2	3	4
12	sad or blue depressed unhappy	0	1	2	3	4
13	incautious. dare-devilish involved in pranks	0	1	2	3	4
14	not getting a kick out of things dissatisfied with life	0	1	2	3	4
15	disobedient with parents rebellious sassy	0	1	2	3	4
16	low opinion of myself	0	1	2	3	4
17	irritable	0	1	2	3	4

		not at all or very slightly	mildly	moder- ately	quite a bit	very much
18	outgoing friendly enjoyed company of people	0	1	2	3	4
19	sloppy disorganized	0	1	2	3	4
20	moody ups and downs	0	1	2	3	4
21	angry	0	1	2	3	4
22	friends popular	0	1	2	3	4
23	well-organized tidy neat	0	1	2	3	4
24	acting without thinking impulsive	0	1	2	3	4
25	tendency to be immature	0	1	2	3	4
26	guilty feelings regretful	0	1	2	3	4
27	losing control of myself	0	1	2	3	4
28	tendency to be or act irrational	0	1	2	3	4
29	unpopular with other children didn't keep friends for long didn't get along with other children	0	1	2	3	4
30	poorly coordinated did not participate in sports	0	1	2	3	4
31	afraid of losing control of self	0	1	2	3	4
32	well-coordinated picked first in games	0	1	2	3	4
33	tomboyish (for women only)	0	1	2	3	4
34	running away from home	0	1	2	3	4
35	getting into fights	0	1	2	3	4
36	teasing other children	0	1	2	3	4
37	leader bossy	0	1	2	3	4
38	difficulty getting awake	0	1	2	3	4
39	follower led around too much	0	1	2	3	4
40	trouble seeing things from someone else's point of view	0	1	2	3	4
41	trouble with authorities trouble with school visits to principal's office	0	1	2	3	4
42	trouble with police booked convicted	0	1	2	3	4

	<b>Medical problems as a child</b>	not at all or very slightly	mildly	moderately	quite a bit	very much
43	headaches	0	1	2	3	4
44	stomachaches	0	1	2	3	4
45	constipation	0	1	2	3	4
46	diarrhea	0	1	2	3	4
47	food allergies	0	1	2	3	4
48	other allergies	0	1	2	3	4
49	bedwetting	0	1	2	3	4
	<b>As a child in school I was (or had)</b>	not at all or very slightly	mildly	moderately	quite a bit	very much
50	overall a good student fast	0	1	2	3	4
51	overall a poor student slow learner	0	1	2	3	4
52	slow in learning to read	0	1	2	3	4
53	slow reader	0	1	2	3	4
54	trouble reversing letters	0	1	2	3	4
55	problems with spelling	0	1	2	3	4
56	trouble with mathematics or numbers	0	1	2	3	4
57	bad handwriting	0	1	2	3	4
58	able to read pretty well but never really enjoyed reading	0	1	2	3	4
59	not achieving up to potential	0	1	2	3	4
60	repeating grades	0	1	2	3	4
61	suspended or expelled	0	1	2	3	4

## Questions Associated with ADHD

**This page  
should not be  
given or shown  
to the patient.**

- 25 of the questions were associated with ADHD as follows:

<b>As a child I was (or had):</b>	
3	concentration problems easily distracted
4	anxious worrying
5	nervous fidgety
6	inattentive daydreaming
7	hot- or short-tempered low boiling point
9	temper outbursts tantrums
10	trouble with stick-to-it-tiveness not following through. failing to finish things started
11	stubborn strong-willed
12	sad or blue depressed unhappy
15	disobedient with parents rebellious sassy
16	low opinion of myself
17	irritable
20	moody ups and downs
21	angry
24	acting without thinking impulsive
25	tendency to be immature
26	guilty feelings regretful
27	losing control of myself
28	tendency to be or act irrational
29	unpopular with other children didn't keep friends for long didn't get along with other children
40	trouble seeing things from someone else's point of view
41	trouble with authorities trouble with school visits to principal's office
<b>As a child in school I was (or had)</b>	
51	overall a poor student slow learner
56	trouble with mathematics or numbers
59	not achieving up to potential

Wender Utah rating scale subscore = \_\_\_\_\_ (sum of 25 questions associated with ADHD)

### **Interpretation:**

- minimum score for the 25 questions is 0
- maximum score 100
- if a cutoff score of 46 was used 86 of patients with ADHD 99 of normal persons and 81% of depressed subjects were correctly classified

### **References:**

Ward MF Wender PH Reimherr FW. The Wender Utah Rating Scale: An aid in the retrospective diagnosis of childhood Attention Deficit Hyperactivity Disorder. Am J Psychiatry. 1993; 150: 885-890.