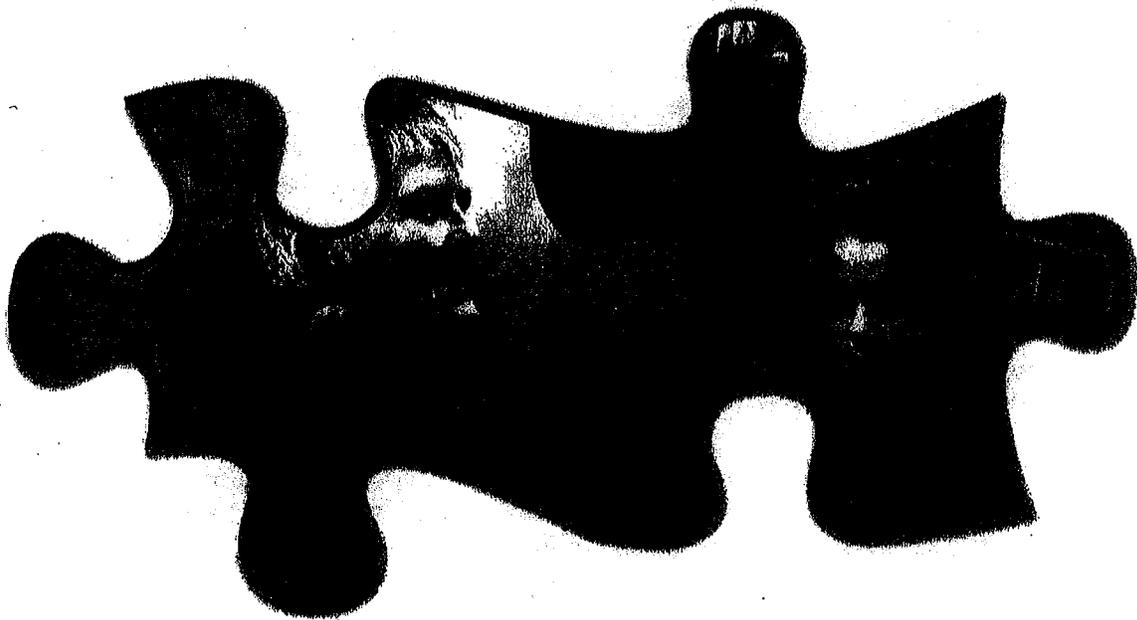


Parent's View Key



SCHOOLS attuned

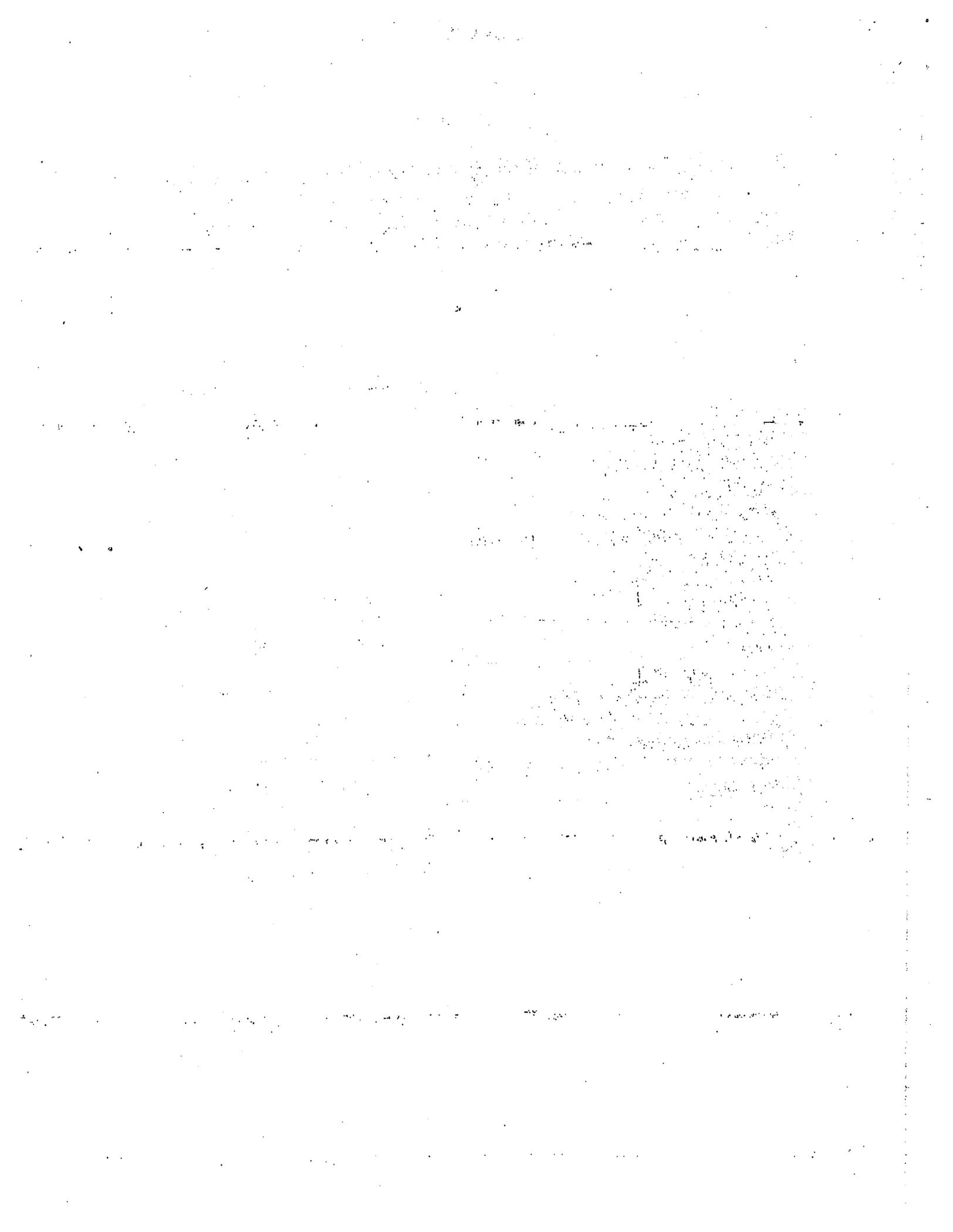
PROGRAMS FOR EDUCATORS
FROM ALL KINDS OF MINDS

Instructions

The *Parent's View Key* enables the teacher to interpret the observations gathered from the parent. It helps the teacher to understand the parent's view of the student's learning.

- ~~1. Transfer the parent's response for each item from the Parent's View to the Parent's View Key by circling the appropriate frequency rating.~~
2. On each page, look at the group of items for each neurodevelopmental function (for Attention, Memory, Language, Neuromotor Function, and Social Cognition) or construct (for Temporal-Sequential Ordering, Spatial Ordering, and Higher Order Cognition).
 - If most of the circled ratings lie to the *left* of the bold line, this suggests a possible *weakness* in that function or construct.
 - If most of the circled ratings lie to the *right* of the bold line, this suggests a possible *strength* in that function or construct.
 - If the circled ratings for a function or construct show no clear pattern, this could mean the function or construct is neither weak nor strong. However, it could also mean the function or construct is weak or strong only under certain circumstances.
3. Record your decisions about the possible strengths or weaknesses of each function and construct in the Parent's View column on the Views Consolidation Form, which can be found in the *Consolidation and Summary Forms* booklet.

NOTE: To draw reliable conclusions about a student's profile, multiple perspectives and sources of information must be considered, including the *Parent's View*, *Student's View*, *Teacher's View*, and student work samples.



Strengths and Weaknesses Checklist

Please indicate how well your child does in the following academic and nonacademic areas. If any of these do not apply to your child, leave the item blank. You may add areas of strengths and weaknesses to the list.

	Has Difficulty	Is Okay	Does Well
Athletics			
Drawing/Artwork			
Building/Fixing things			
Making friends			
Reading individual words			
Understanding what he or she reads			
Reading speed			
Handwriting (legibility)			
Writing reports			
Creative writing			
Spelling			
Math computation			
Solving math word problems			
Using a computer for schoolwork			
Completing homework			
Knowing what and how to study for a test			
Organization			
Other:			
Other:			
Other:			

Child's Name _____

Date _____

LAGGING SKILLS

- _____ Difficulty handling transitions, shifting from one mindset or task to another (shifting cognitive set)
- _____ Difficulty doing things in a logical sequence or prescribed order
- _____ Difficulty persisting on challenging or tedious tasks
- _____ Poor sense of time
- _____ Difficulty reflecting on multiple thoughts or ideas simultaneously
- _____ Difficulty maintaining focus for goal - directed problem - solving
- _____ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- _____ Difficulty considering a range of solutions to a problem
- _____ Difficulty expressing concerns, needs, or thoughts in words
- _____ Difficulty understanding what is being said
- _____ Difficulty managing emotional response to frustration so as to think rationally (separation of affect)
- _____ Chronic irritability and/or anxiety significantly impede capacity for problem - solving
- _____ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- _____ Difficulty deviating from rules, routine, original plan
- _____ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- _____ Difficulty shifting from original idea or solution/difficulty adapting to changes in plan or new rules
- _____ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- _____ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone is out to get me," "Nobody likes me," "You always blame me," "It's not fair." "I'm stupid")
- _____ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- _____ Difficulty starting conversations, entering groups, connecting with people/lacks other basic social skills
- _____ Difficulty seeking attention in appropriate ways
- _____ Difficulty appreciating how his/her behavior is affecting other people
- _____ Difficulty empathizing with others, appreciating another person's perspective or point-of-view
- _____ Difficulty appreciating how he/she is coming across or being perceived by others

UNSOLVED PROBLEMS

HOME

- _____ Waking up/getting out of bed in the morning
- _____ Completing morning routing/getting ready for school
- _____ Sensory hypersensitivities
- _____ Starting or completing homework or a particular academic task
- _____ Food quantities/choices/preferences/timing
- _____ Time spent in front of a screen (TV, video games, computer)
- _____ Going to/getting ready for bed at night
- _____ Boredom
- _____ Sibling interactions
- _____ Cleaning room/completing household chores
- _____ Taking medicine
- _____ Riding in car/wearing seatbelt

SCHOOL

- _____ Shifting from one specific task to another (specify)
- _____ Getting started on/completing class assignment (specify)
- _____ Interactions with a particular classmate/teacher (specify)
- _____ Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line (specify)
- _____ Talking at appropriate times
- _____ Specific academic tasks/demands, e.g., writing assignments (specify)
- _____ Handling disappointment/losing at a game/not coming in first/not being first in line (specify)

OTHERS (list)

HOMEWORK PERFORMANCE QUESTIONNAIRE

Student's name _____ Date of birth ____ / ____ / ____ Grade ____
 Gender (circle) Male Female Completed by _____
 Your relationship to student _____ Date completed ____ / ____ / ____

<i>Please check only one for each statement</i>	0	1	2	3
Please rate the child's behavior for each item below.	Never	At times	Often	Very often
1. Leaves necessary homework materials at school				
2. Does not know what the assignments are				
3. Lies about having completed homework at school				
4. Does homework in a distracting location				
5. Needs many reminders to begin homework				
6. Needs constant supervision to remain on task				
7. Argues or complains				
8. Becomes frustrated easily				
9. Rushes through assignments, making careless errors				
10. Fails to submit work to teacher				
11. Difficulties with homework causes problems in my relationship with this child				
12. Difficulties with homework with this child cause problems in my relationship with other family members				

(cont.)

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Attention		Neurodevelopmental Function	Possible Weakness		Possible Strength	
			←		→	
1.	Can concentrate enough to finish a task or assignment	Mental Energy	AN	S	O	AA
2.	Can sit and listen to someone talking without fidgeting	Mental Energy	AN	S	O	AA
3.	Falls asleep easily at night and is alert in the morning	Mental Energy	AN	S	O	AA
4.	Listens to a story or works on an activity for an amount of time appropriate for a child his/her age	Processing	AN	S	O	AA
5.	Concentrates on important things even if they aren't too interesting or exciting to him/her	Processing	AN	S	O	AA
6.	Stays "tuned in" to important details without getting distracted by unimportant ones	Processing	AN	S	O	AA
7.	Does things at the right speed (i.e., not too quickly, not too slowly)	Production	AN	S	O	AA
8.	Notices mistakes when he/she makes them	Production	AN	S	O	AA
9.	Controls his/her activity level (e.g., isn't too "hyper")	Production	AN	S	O	AA
10.	Stops to think before saying or doing things	Production	AN	S	O	AA

Note: **AN** = Almost Never; **S** = Sometimes; **O** = Often; **AA** = Almost Always.

Memory		Neurodevelopmental Function	Possible Weakness		Possible Strength	
			←		→	
11.	Remembers the most important information or facts from a story, movie, or TV show	Short-Term	AN	S	O	AA
12.	Remembers directions or instructions without having them repeated	Short-Term	AN	S	O	AA
13.	Is able to solve math problems in his/her head	Active Working	AN	S	O	AA
14.	Remembers what he/she is supposed to do while doing it	Active Working	AN	S	O	AA
15.	While writing a story, correctly uses spelling and punctuation without forgetting his/her ideas	Active Working	AN	S	O	AA
16.	Easily memorizes facts for a test	Long-Term	AN	S	O	AA
17.	Remembers new information by relating it to something he/she already knows	Long-Term	AN	S	O	AA
18.	After reading a word problem in math, knows how to solve it	Long-Term	AN	S	O	AA
19.	Can remember what he/she learned last year	Long-Term	AN	S	O	AA
20.	Remembers events (e.g., trips, vacations, holidays) and details about them	Long-Term	AN	S	O	AA

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Language		Neurodevelopmental Function	Possible Weakness		Possible Strength	
			AN	S	O	AA
21.	Understands common expressions or figures of speech (e.g., "he has a big heart," or "in hot water")	Receptive	AN	S	O	AA
22.	Reads new words by thinking about the sounds of the letters and putting them together	Receptive	AN	S	O	AA
23.	Understands stories that he/she reads	Receptive	AN	S	O	AA
24.	Understands stories that he/she hears	Receptive	AN	S	O	AA
25.	Understands written directions	Receptive	AN	S	O	AA
26.	Avoids using filler words such as "things" and "stuff" when speaking	Expressive	AN	S	O	AA
27.	Correctly uses words that have more than one meaning	Expressive	AN	S	O	AA
28.	Can explain his/her ideas during a conversation	Expressive	AN	S	O	AA
29.	Can describe his/her ideas when writing a story or report	Expressive	AN	S	O	AA
30.	Can summarize new information that he/she has learned	Expressive	AN	S	O	AA

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Temporal-Sequential Ordering		Possible Weakness		Possible Strength	
		←	→	←	→
31.	Correctly follows directions that have several steps in a row	AN	S	O	AA
32.	Makes a list or schedule when he/she needs to get organized	AN	S	O	AA
33.	Can follow a schedule	AN	S	O	AA
34.	Understands how long it will take to complete an activity or task	AN	S	O	AA
35.	Understands time words (e.g., before, after, yesterday, today)	AN	S	O	AA
36.	Uses time words correctly (e.g., before, after, yesterday, today)	AN	S	O	AA
37.	Is on time for scheduled activities	AN	S	O	AA
38.	Remembers the order in which things happened when telling a story or describing an event	AN	S	O	AA
39.	Uses alphabetical order easily (e.g., to organize things, to look up words in a dictionary)	AN	S	O	AA
40.	Does work in the best order (i.e., knows what to do first, second, etc.)	AN	S	O	AA

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Spatial Ordering		Possible Weakness		Possible Strength	
		←	→	←	→
41.	Has a good sense of direction (i.e., how to get places)	AN	S	O	AA
42.	Can use graphs, charts, and diagrams	AN	S	O	AA
43.	Keeps track of things without losing them	AN	S	O	AA
44.	Keeps things organized	AN	S	O	AA
45.	Catches a ball easily	AN	S	O	AA
46.	Does artistic things well, like drawing pictures or painting	AN	S	O	AA
47.	Assembles puzzles or plays computer games well	AN	S	O	AA
48.	Knows the difference between left and right	AN	S	O	AA

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Neuromotor Function		Neurodevelopmental Function	Possible Weakness		Possible Strength	
			←	→	←	→
49.	Can catch and throw a ball	Gross Motor	AN	S	O	AA
50.	Is good at individual sports (e.g., hiking, running, or jumping rope)	Gross Motor	AN	S	O	AA
51.	Is good at team sports (e.g., soccer, baseball, volleyball, or basketball)	Gross Motor	AN	S	O	AA
52.	Can learn a new sport easily	Gross Motor	AN	S	O	AA
53.	Can use tools such as markers, crayons, and paintbrushes to draw designs and pictures	Fine Motor	AN	S	O	AA
54.	Easily handles small pieces when playing games or fixing things	Fine Motor	AN	S	O	AA
55.	Uses scissors, spoons, forks, or tools appropriately	Fine Motor	AN	S	O	AA
56.	Has handwriting that is neat and easy to read	Graphomotor	AN	S	O	AA
57.	Holds a pencil or pen comfortably	Graphomotor	AN	S	O	AA

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Higher Order Cognition		Possible Weakness		Possible Strength	
		AN	S	O	AA
58.	Understands the ideas or concepts in school subjects	AN	S	O	AA
59.	Uses new rules learned in school subjects when doing homework	AN	S	O	AA
60.	Is able to figure out why mechanical things work or don't work	AN	S	O	AA
61.	Understands different points of view about an issue or problem	AN	S	O	AA
62.	Is able to analyze weaknesses or strengths in other peoples' ideas	AN	S	O	AA
63.	Comes up with original ideas	AN	S	O	AA
64.	Has a good imagination	AN	S	O	AA
65.	Can think of the best way to solve a problem	AN	S	O	AA
66.	Knows how he/she can best learn new information	AN	S	O	AA

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Social Cognition		Neurodevelopmental Function	Possible Weakness		Possible Strength	
			←	→		
67.	Talks with other kids using their "lingo"	Verbal Pragmatics	AN	S	O	AA
68.	Asks for things politely	Verbal Pragmatics	AN	S	O	AA
69.	Adjusts his/her way of speaking, depending on whether speaking with peers or adults	Verbal Pragmatics	AN	S	O	AA
70.	Knows the appropriate time and place to tell a joke	Verbal Pragmatics	AN	S	O	AA
71.	Can tell when someone is feeling sad or upset	Verbal Pragmatics	AN	S	O	AA
72.	Works out problems or conflicts with other kids peacefully	Social Behaviors	AN	S	O	AA
73.	Maintains a close relationship with one or more friends	Social Behaviors	AN	S	O	AA
74.	Can get other kids to like him/her when he/she wants to	Social Behaviors	AN	S	O	AA
75.	Easily joins a group conversation	Social Behaviors	AN	S	O	AA
76.	Understands the concept of fairness	Social Behaviors	AN	S	O	AA

Note: AN = Almost Never; S = Sometimes; O = Often; AA = Almost Always.

Notes

Notes

Developed by:

All Kinds of Minds

A non-profit institute for the understanding of differences in learning
and

The Clinical Center for the Study of Development and Learning

The University of North Carolina at Chapel Hill

A University affiliated program

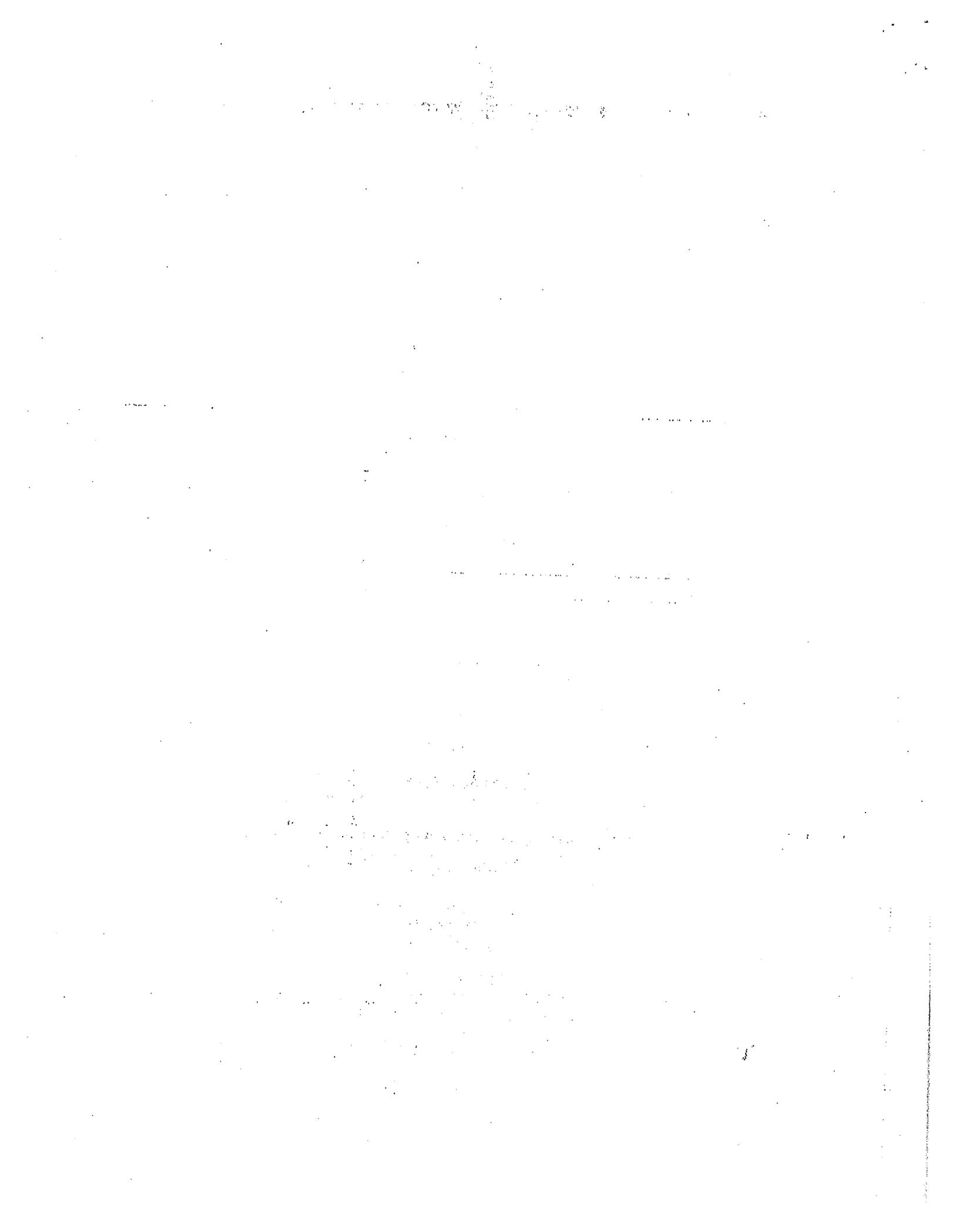
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myADHD.com
SNAP-IV-C Rating Scale (80 Items-Revised)
 James M. Swanson, Ph.D.

Name: _____ Gender: _____ Age: _____ Grade: _____ Date: _____
 Ethnicity: African-American Asian Caucasian Hispanic Other
 For teacher: Completed by: _____ Type of Class: _____ Class Size: _____
 For parents: Completed by: _____ # Parents in Home: _____ Family Size: _____

For each of the 80 items, select the box that best describes this child. Mark only one selection per item

Not at All (0)	Just a Little (1)	Quite A Bit (2)	Very Much (3)
----------------------	-------------------------	-----------------------	---------------------

1.	Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Often has difficulty sustaining attention in tasks or play activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Often does not seem to listen when spoken to directly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Often does not follow through on instructions and fails to finish schoolwork, chores, or duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Often has difficulty organizing tasks and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Often is distracted by extraneous stimuli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Often is forgetful in daily activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Often has difficulty maintaining alertness, orienting to requests, or executing directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Often fidgets with hands or feet or squirms in seat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Often leaves seat in classroom or in other situations in which remaining seated is expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Often runs about or climbs excessively in situations in which it is inappropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Often has difficulty playing or engaging in leisure activities quietly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Often is "on the go" or often acts as if "driven by a motor"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Often talks excessively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Often blurts out answers before questions have been completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.	Often has difficulty awaiting turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Often interrupts or intrudes on others (e.g., butts into conversations/games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Often has difficulty sitting still, being quiet, or inhibiting impulses in the classroom or at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Often argues with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Often actively defies or refuses adult requests or rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Often deliberately does things that annoy other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Often blames others for his or her mistakes or misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Often touchy or easily annoyed by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Often is angry and resentful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Often is spiteful or vindictive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Often is negative, defiant, disobedient or hostile to authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Often teases other children and interferes with their activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Often is aggressive to other children (e.g., picks fights or bullies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Often is destructive with property of others (e.g., vandalism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Often is deceitful (e.g., steals, lies, forges, copies the work of others, or "cons")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Often and seriously violates rules (e.g., is truant, runs away, or completely ignores class rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Has persistent pattern of violating the basic rights of others or major societal norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Has episodes of failure to resist aggressive impulses (to assault others or to destroy property)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Has motor or verbal tics (sudden, rapid, recurrent, non-rhythmic motor or verbal activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Has repetitive motor behavior (e.g., hand waving, body rocking, or picking at skin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Has obsessions (a persistent and intrusive inappropriate ideas, thoughts, or impulses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Has compulsions (repetitive behaviors or mental acts to reduce anxiety or distress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Often is restless or seems keyed up or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Often is easily fatigued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Often has difficulty concentrating (mind goes blank)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Often is irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45.	Often has muscle tension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Often has excessive anxiety and worry (e.g., apprehensive expectations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Often has daytime sleepiness (unintended sleeping in inappropriate situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Often has excessive emotionality and attention-seeking behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Often has need for undue admiration, grandiose behavior, or lack of empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Often has instability in relationships with others, reactive mood, and impulsivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Sometimes, for at least a week, has inflated self-esteem or grandiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Sometimes, for at least a week, is more talkative than usual or seems pressured to keep talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Sometimes, for at least a week, has flight of ideas or says that thoughts are racing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	Sometimes, for at least a week, has elevated, expansive or euphoric mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Sometimes, for at least a week, is excessively involved in pleasurable but risky activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Sometimes, for at least 2 weeks, has depressed mood (sad, hopeless, discouraged)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Sometimes, for at least 2 weeks, has irritable or cranky mood (not just when frustrated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Sometimes, for at least 2 weeks, has markedly diminished interest or pleasure in most activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Sometimes, for at least 2 weeks, has psychomotor agitation (even more active than usual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Sometimes, for at least 2 weeks, has psychomotor retardation (slowed down in most activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	Sometimes, for at least 2 weeks, is fatigued or has loss of energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	Sometimes, for at least 2 weeks, has feelings of worthlessness or excessive, inappropriate guilt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63.	Sometimes, for at least 2 weeks, has diminished ability to think or concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	Chronic low self-esteem most of the time for at least a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	Chronic poor concentration or difficulty making decisions most of the time for at least a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.	Chronic feelings of hopelessness most of the time for at least a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.	Currently is hypervigilant (overly watchful or alert) or has exaggerated startle response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.	Currently is irritable, has anger outbursts, or has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	difficulty concentrating				
69.	Currently has an emotional (e.g., nervous, worried, hopeless, tearful) response to stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.	Currently has a behavioral (e.g., fighting, vandalism, truancy) response to stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.	Has difficulty getting started on classroom assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	Has difficulty staying on task for an entire classroom period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.	Has problems in completion of work on classroom assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	Has problems in accuracy or neatness of written work in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.	Has difficulty attending to a group classroom activity or discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.	Has difficulty making transitions to the next topic or classroom period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.	Has problems in interactions with peers in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.	Has problems in interactions with staff (teacher or aide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.	Currently is hyper-vigilant (overly watchful or alert) or has exaggerated startle response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.	Currently is irritable, has anger outbursts, or has difficulty concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.	Has difficulty remaining quiet according to classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.	Has difficulty staying seated according to classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

