

## **ADHD Checklist—Teacher Version**

Grade 2/Year 3

Fast Track Project Technical Report

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SAS scoring program

### **Citation**

#### *Instrument*

DuPaul, G.J. (1990). *The ADHD Rating Scale: Normative data, reliability, and validity*. Unpublished manuscript. The University of Massachusetts Medical Center, Worcester, MA.

#### *Report*

Rains, C. (2003). *ADHD Checklist—Teacher Version* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org/>

### **Data Sources**

*Raw:* T3D

*Scored:* ADT3

## **I. Scale Description**

The ADHD Checklist is composed of 14 items used to evaluate the occurrence of ADHD symptoms in children. These items are listed as the criteria for ADHD in the DSMIII-R and have been placed into a checklist format (DuPaul, 1990). The same checklist can be used for both parents and teachers (see separate detailed technical reports).

## **II. Report Sample**

These exploratory analyses were conducted on the first cohort on the high-risk control sample (n = 155) and the normative sample (n = 387, 463 with overlap) from the third year of the study. 51 records were missing the complete measure. 15 records were missing from the control sample (4 from Durham, 9 from Nashville, 1 from Pennsylvania, and 1 from Washington) and 46 records were missing from the normative sample (5 from Durham, 32 from Nashville, 4 from Pennsylvania, and 5 from Washington). These numbers may reflect some overlap between the two samples.

### III. Scaling

The 14 items evaluate a child's behavior and the likelihood of the child having ADHD. Each item is scored on a response scale of 0 to 3, where 0=not at all, 1=just a little, 2=pretty much, and 3=very much.

There are three derived scores and two diagnostic categorizations for this measure. All of these subscales are summary scores that are based on factor analysis or theoretically derived.

The first scale measures *Inattention*. Items include whether the child often fidgets in the seat (item 1), whether the child has difficulty remaining seated (item 2), whether the child is easily distracted (item 3), whether the child has difficulty following instructions (item 6), whether the child has difficulty sustaining attention to tasks (item 7), whether the child shifts from one uncompleted activity to another (item 8), whether the child does not seem to listen (item 12), and whether the child often loses things necessary for tasks (item 13).

The second scale measures *Impulsivity*. Items include whether the child often fidgets in the seat (item 1), whether the child has difficulty remaining seated (item 2), whether the child has difficulty awaiting turn in a group (item 4), whether the child often blurts out answers to questions (item 5), whether the child has difficulty playing quietly (item 9), whether the child often talks excessively (item 10), whether the child often interrupts or intrudes on others (item 11), and whether the child often engages in physically dangerous activities without considering consequences (item 14).

The next scale measures the *Total of all* the items and includes items 1-14. Those scores in this category that exceed the 1.5 standard deviation mark above the mean for age/sex are considered a clinically significant score. A dichotomous score (0 = "not clinically significant" and 1 = "clinically significant") is formed using a cutoff of 26 for male respondents and 23 for female respondents, based on the norms for age 8 provided by DuPaul.

The last scale measures the *Number of Symptoms Present* and includes all of the items. Adding the number of items rated as 2 or higher scores this scale. A score of 8 or more exceeds the DSMIII-R cutoff for a diagnosis of ADHD. Respondents with a total score at or above the clinical cutoff receive a "1" to indicate a diagnosis of ADHD. A "0" indicates that the respondent was not diagnosed with ADHD.

Cronbach's alphas were calculated for each subscale and are shown in the table below:

| Subscales                                   | Cronbach's Alpha |                  |
|---|------------------|------------------|
|   | Control Sample   | Normative Sample |
| <b>Inattention (ADT3INA)</b>                | .94              | .95              |
| <b>Impulsivity (ADT3IMP)</b>                | .92              | .93              |
| <b>Total of all (ADT3TOT)</b>               | .95              | .96              |
| <b>Number of Symptoms Present (ADT3SYM)</b> | .91              | .91              |

Each of the scales showed a high level of internal consistency for both the control and the normative samples.

### IV. Differences Between Groups

A series of t-tests between the high-risk control sample and the normative sample (including the overlap) indicated significant differences for all four of the subscales.

ADHD Checklist—Teacher Version--Subscales  
The TTEST Procedure

| Variable                                    | Normative Sample |         | Control Sample |         | DF  | t Value | Pr >  t |
|---|------------------|---------|----------------|---------|-----|---------|---------|
|   | Mean             | Std Dev | Mean           | Std Dev |     |         |         |
| <b>Inattention (ADT3ATT)</b>                | 7.57             | 6.39    | 12.83          | 6.87    | 410 | 7.71    | <.0001  |
| <b>Impulsivity (ADT3IMP)</b>                | 6.23             | 5.97    | 11.85          | 6.70    | 410 | 8.68    | <.0001  |
| <b>Total of all (ADT3TOT)</b>               | 11.97            | 10.02   | 21.45          | 11.25   | 410 | 8.72    | <.0001  |
| <b>Number of Symptoms Present (ADT3SYM)</b> | 1.19             | 2.38    | 3.45           | 4.02    | 410 | 7.16    | <.0001  |

The frequency distribution of the *Total of all* diagnostic criterion among the high-risk control and normative samples was:

| Table of ADT3diag2 by group                |              |              |       |
|--|--------------|--------------|-------|
| ADT3diag2 (Diagnosis for Total of all)     | group        |              | Total |
| Frequency<br>Column Percent                | Control      | Normative    |       |
| <b>Not clinically significant</b> <b>0</b> | 126<br>90.00 | 251<br>92.28 | 377   |
| <b>Clinically significant</b> <b>1</b>     | 14<br>10.00  | 21<br>7.72   | 35    |
| <b>Total</b>                               | 140<br>33.98 | 272<br>66.02 | 412   |
| <b>Frequency Missing = 51</b>              |              |              |       |

With  $\chi^2 (1, N = 412) = 0.6178$ ,  $p < 0.4319$ , the hypothesis of independence between risk category (normative or high-risk control) and diagnosis of being clinically significant was not rejected for these data.

In addition, the frequency distribution of the *Number of Symptoms* diagnostic criterion among the high-risk control and normative samples was:

| Table of ADT3diag1 by group                  |              |              |               |
|--|--------------|--------------|---------------|
| ADT3diag1 (Diagnosis for Number of Symptoms) | group        |              | Total         |
| Frequency<br>Column Percent                  | Control      | Normative    |               |
| Non-ADHD diagnosis <b>0</b>                  | 121<br>86.43 | 264<br>97.06 | 385           |
| ADHD diagnosis <b>1</b>                      | 19<br>13.57  | 8<br>2.94    | 27            |
| <b>Total</b>                                 | 140<br>33.98 | 272<br>66.02 | 412<br>100.00 |
| <b>Frequency Missing = 51</b>                |              |              |               |

With  $\chi^2 (1, N = 412) = 17.0552, p < 0.0001$ , the hypothesis of independence between risk category (normative or high-risk control) and diagnosis of ADHD was rejected for these data.

Finally, it should also be noted that only 8 children received a score of "1" for both categories (i.e. *Total of all* diagnostic criterion and the *Number of Symptoms Present* diagnostic criterion). More children scored a "1" in just one category rather than in both categories.

| Table of ADT3diag1 by ADT3diag2                       |  |                             |               |
|---|--|-----------------------------|---------------|
| ADT3diag1 (Diagnosis for Number of Symptoms)          | ADT3diag2 (Diagnosis for Total of all) |                             | Total         |
| Frequency<br>Percent<br>Row Percent<br>Column Percent | <b>0</b>                               | <b>1</b>                    |               |
| <b>0</b>  | 358<br>86.89<br>92.99<br>94.96         | 27<br>6.55<br>7.01<br>77.14 | 385<br>93.45  |
| <b>1</b>  | 19<br>4.61<br>70.37<br>5.04            | 8<br>1.94<br>29.63<br>22.86 | 27<br>6.55    |
| <b>Total</b>  | 377<br>91.50                           | 35<br>8.50                  | 412<br>100.00 |
| <b>Frequency Missing = 51</b>                         |  |                             |               |

## V. Recommendations for Use

Analysts should note that three of the subscales showed a fairly normal distribution for both the normative and control samples. These subscales were *Inattention*, *Impulsivity*, and *Total of all the items*. The normative sample was positively skewed for the *Number of Symptoms Present*, but the control sample was normally distributed.

The normative sample for *Number of Symptoms Present* showed a floor effect with 83% of the responses to be between 0.0 and 3.0. The highest possible score for this scale was 14.0.

**VI. Item and Subscale Means and SDs**

**ADHD Checklist—Teacher Version Items Year 3 Normative Sample**

| Variable | Label                                    | N   | Mean      | Std Dev   | Minimum | Maximum   |
|----------|--|-----|-----------|-----------|---------|-----------|
| T3D1     | Often Fidgets or Squirms in Seat         | 341 | 1.1495601 | 1.0136893 | 0       | 3.0000000 |
| T3D2     | Has Difficulty Remaining Seated          | 341 | 0.9794721 | 1.0187309 | 0       | 3.0000000 |
| T3D3     | Is Easily Distracted                     | 339 | 1.4100295 | 1.0176052 | 0       | 3.0000000 |
| T3D4     | Has Difficulty Awaiting Turn in Group    | 340 | 0.9088235 | 0.9565386 | 0       | 3.0000000 |
| T3D5     | Often Blurts Out Answers to Questions    | 340 | 0.9882353 | 1.0502885 | 0       | 3.0000000 |
| T3D6     | Has Difficulty Following Instructions    | 340 | 1.1529412 | 1.0219523 | 0       | 3.0000000 |
| T3D7     | Has Difficulty Sustaining Attention      | 340 | 1.1617647 | 1.0335136 | 0       | 3.0000000 |
| T3D8     | Often Shifts from 1 Uncompleted Activity | 341 | 0.8739003 | 0.9934754 | 0       | 3.0000000 |
| T3D9     | Has Difficulty Playing Quietly           | 339 | 0.7994100 | 0.9426764 | 0       | 3.0000000 |
| T3D10    | Often Talks Excessively                  | 339 | 1.1445428 | 1.0850209 | 0       | 3.0000000 |
| T3D11    | Often Interrupts or Intrudes on Others   | 341 | 1.0205279 | 1.0500088 | 0       | 3.0000000 |
| T3D12    | Often Does Not Seem to Listen            | 340 | 1.2000000 | 1.0339374 | 0       | 3.0000000 |
| T3D13    | Often Loses Things Necessary to Task     | 341 | 0.8181818 | 0.9832827 | 0       | 3.0000000 |
| T3D14    | Often Engages in Dangerous Activities    | 341 | 0.3900293 | 0.7691212 | 0       | 3.0000000 |

**ADHD Checklist—Teacher Version Items Year 3 Control Sample**

| Variable | Label                                    | N   | Mean      | Std Dev   | Minimum | Maximum   |
|----------|--|-----|-----------|-----------|---------|-----------|
| T3D1     | Often Fidgets or Squirms in Seat         | 140 | 1.7142857 | 1.0198442 | 0       | 3.0000000 |
| T3D2     | Has Difficulty Remaining Seated          | 139 | 1.5251799 | 1.0923378 | 0       | 3.0000000 |
| T3D3     | Is Easily Distracted                     | 140 | 1.9857143 | 0.9443944 | 0       | 3.0000000 |
| T3D4     | Has Difficulty Awaiting Turn in Group    | 139 | 1.4532374 | 1.0371576 | 0       | 3.0000000 |
| T3D5     | Often Blurts Out Answers to Questions    | 140 | 1.5571429 | 1.0747021 | 0       | 3.0000000 |
| T3D6     | Has Difficulty Following Instructions    | 140 | 1.6642857 | 1.0361156 | 0       | 3.0000000 |
| T3D7     | Has Difficulty Sustaining Attention      | 140 | 1.6785714 | 1.0337322 | 0       | 3.0000000 |
| T3D8     | Often Shifts from 1 Uncompleted Activity | 140 | 1.2928571 | 1.1026223 | 0       | 3.0000000 |
| T3D9     | Has Difficulty Playing Quietly           | 139 | 1.4316547 | 1.0498472 | 0       | 3.0000000 |
| T3D10    | Often Talks Excessively                  | 139 | 1.6762590 | 1.0646890 | 0       | 3.0000000 |
| T3D11    | Often Interrupts or Intrudes on Others   | 140 | 1.6928571 | 1.0654578 | 0       | 3.0000000 |
| T3D12    | Often Does Not Seem to Listen            | 140 | 1.7214286 | 0.9749957 | 0       | 3.0000000 |
| T3D13    | Often Loses Things Necessary to Task     | 140 | 1.2500000 | 1.0737214 | 0       | 3.0000000 |
| T3D14    | Often Engages in Dangerous Activities    | 140 | 0.8000000 | 0.9906033 | 0       | 3.0000000 |

**ADHD Checklist—Teacher Version Subscales Year 3 Normative Sample**

| Variable | Label                                     | N   | Mean       | Std Dev    | Minimum | Maximum    |
|----------|---|-----|------------|------------|---------|------------|
| ADT3INA  | Inattention - ADHD-Teacher                | 341 | 8.7345343  | 6.9170032  | 0       | 24.0000000 |
| ADT3IMP  | Impulsivity - ADHD-Teacher                | 341 | 7.3816506  | 6.5517756  | 0       | 24.0000000 |
| ADT3TOT  | Total of all - ADHD-Teacher               | 341 | 13.9892849 | 11.1163143 | 0       | 42.0000000 |
| ADT3SYM  | Number of Symptoms Present - ADHD Teacher | 341 | 1.6859914  | 3.0714026  | 0       | 14.0000000 |

**ADHD Checklist—Teacher Version Subscales Year 3 Control Sample**

| Variable | Label                                     | N   | Mean       | Std Dev    | Minimum | Maximum    |
|----------|---|-----|------------|------------|---------|------------|
| ADT3INA  | Inattention - ADHD-Teacher                | 140 | 12.8316327 | 6.8742564  | 0       | 24.0000000 |
| ADT3IMP  | Impulsivity - ADHD-Teacher                | 140 | 11.8520408 | 6.6983676  | 0       | 24.0000000 |
| ADT3TOT  | Total of all - ADHD-Teacher               | 140 | 21.4445055 | 11.2495619 | 0       | 42.0000000 |
| ADT3SYM  | Number of Symptoms Present - ADHD Teacher | 140 | 3.4478022  | 4.0188804  | 0       | 14.0000000 |

## VII. Item and Scale Correlations

### ADHD Checklist—Teacher Version Items Year 3 Report Sample

|   | Pearson Correlation Coefficients<br>Prob >  r  under H0: Rho=0<br>Number of Observations |                          |                          |                          |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | T3D1   | T3D2                     | T3D3                     | T3D4                     | T3D5                     | T3D6                     | T3D7                     | T3D8                     |
| <b>T3D1</b><br>Often Fidgets or Squirms in Seat         | 1.00000<br><.0001<br>412   | 0.80950<br><.0001<br>411 | 0.69528<br><.0001<br>410 | 0.66633<br><.0001<br>411 | 0.58839<br><.0001<br>411 | 0.57103<br><.0001<br>411 | 0.65930<br><.0001<br>411 | 0.58058<br><.0001<br>412 |
| <b>T3D2</b><br>Has Difficulty Remaining Seated          | 0.80950<br><.0001<br>411   | 1.00000<br><.0001<br>411 | 0.67325<br><.0001<br>409 | 0.70277<br><.0001<br>410 | 0.61846<br><.0001<br>410 | 0.56563<br><.0001<br>410 | 0.63618<br><.0001<br>410 | 0.58227<br><.0001<br>411 |
| <b>T3D3</b><br>Is Easily Distracted                     | 0.69528<br><.0001<br>410   | 0.67325<br><.0001<br>409 | 1.00000<br><.0001<br>410 | 0.62884<br><.0001<br>409 | 0.45983<br><.0001<br>409 | 0.77713<br><.0001<br>409 | 0.83031<br><.0001<br>409 | 0.73969<br><.0001<br>410 |
| <b>T3D4</b><br>Has Difficulty Awaiting Turn in Group    | 0.66633<br><.0001<br>411   | 0.70277<br><.0001<br>410 | 0.62884<br><.0001<br>409 | 1.00000<br><.0001<br>411 | 0.69530<br><.0001<br>410 | 0.55071<br><.0001<br>410 | 0.56815<br><.0001<br>410 | 0.52547<br><.0001<br>411 |
| <b>T3D5</b><br>Often Blurts Out Answers to Questions    | 0.58839<br><.0001<br>411   | 0.61846<br><.0001<br>410 | 0.45983<br><.0001<br>409 | 0.69530<br><.0001<br>410 | 1.00000<br><.0001<br>411 | 0.40676<br><.0001<br>410 | 0.40047<br><.0001<br>410 | 0.42716<br><.0001<br>411 |
| <b>T3D6</b><br>Has Difficulty Following Instructions    | 0.57103<br><.0001<br>411   | 0.56563<br><.0001<br>410 | 0.77713<br><.0001<br>409 | 0.55071<br><.0001<br>410 | 0.40676<br><.0001<br>410 | 1.00000<br><.0001<br>411 | 0.78711<br><.0001<br>411 | 0.72893<br><.0001<br>411 |
| <b>T3D7</b><br>Has Difficulty Sustaining Attention      | 0.65930<br><.0001<br>411   | 0.63618<br><.0001<br>410 | 0.83031<br><.0001<br>409 | 0.56815<br><.0001<br>410 | 0.40047<br><.0001<br>410 | 0.78711<br><.0001<br>411 | 1.00000<br><.0001<br>411 | 0.79768<br><.0001<br>411 |
| <b>T3D8</b><br>Often Shifts from 1 Uncompleted Activity | 0.58058<br><.0001<br>412   | 0.58227<br><.0001<br>411 | 0.73969<br><.0001<br>410 | 0.52547<br><.0001<br>411 | 0.42716<br><.0001<br>411 | 0.72893<br><.0001<br>411 | 0.79768<br><.0001<br>411 | 1.00000<br><.0001<br>412 |
| <b>T3D9</b><br>Has Difficulty Playing Quietly           | 0.65183<br><.0001<br>410   | 0.70303<br><.0001<br>409 | 0.55657<br><.0001<br>408 | 0.68568<br><.0001<br>409 | 0.65781<br><.0001<br>409 | 0.51958<br><.0001<br>409 | 0.53949<br><.0001<br>409 | 0.52741<br><.0001<br>410 |
| <b>T3D10</b><br>Often Talks Excessively                 | 0.63572<br><.0001<br>409   | 0.65726<br><.0001<br>408 | 0.56031<br><.0001<br>407 | 0.64771<br><.0001<br>408 | 0.65454<br><.0001<br>408 | 0.51713<br><.0001<br>408 | 0.52287<br><.0001<br>408 | 0.52396<br><.0001<br>409 |
| <b>T3D11</b><br>Often Interrupts or Intrudes on Others  | 0.60038<br><.0001<br>412   | 0.64312<br><.0001<br>411 | 0.54499<br><.0001<br>410 | 0.73445<br><.0001<br>411 | 0.71878<br><.0001<br>411 | 0.51562<br><.0001<br>411 | 0.49232<br><.0001<br>411 | 0.48121<br><.0001<br>412 |
| <b>T3D12</b><br>Often Does Not Seem to Listen           | 0.62596<br><.0001<br>411   | 0.60446<br><.0001<br>410 | 0.76172<br><.0001<br>409 | 0.58260<br><.0001<br>410 | 0.46186<br><.0001<br>410 | 0.79581<br><.0001<br>410 | 0.73383<br><.0001<br>410 | 0.71616<br><.0001<br>411 |
| <b>T3D13</b><br>Often Loses Things Necessary to Task    | 0.56248<br><.0001<br>412   | 0.57468<br><.0001<br>411 | 0.65065<br><.0001<br>410 | 0.54350<br><.0001<br>411 | 0.41374<br><.0001<br>411 | 0.65504<br><.0001<br>411 | 0.65692<br><.0001<br>411 | 0.65475<br><.0001<br>412 |
| <b>T3D14</b><br>Often Engages in Dangerous Activities   | 0.48584<br><.0001<br>412   | 0.55054<br><.0001<br>411 | 0.47422<br><.0001<br>410 | 0.50691<br><.0001<br>411 | 0.47727<br><.0001<br>411 | 0.43852<br><.0001<br>411 | 0.44286<br><.0001<br>411 | 0.44331<br><.0001<br>412 |

| Pearson Correlation Coefficients<br>Prob >  r  under H0: Rho=0<br>Number of Observations |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | T3D9                     | T3D10                    | T3D11                    | T3D12                    | T3D13                    | T3D14                    |
| <b>T3D1</b><br>Often Fidgets or Squirms in Seat  | 0.65183<br><.0001<br>410 | 0.63572<br><.0001<br>409 | 0.60038<br><.0001<br>412 | 0.62596<br><.0001<br>411 | 0.56248<br><.0001<br>412 | 0.48584<br><.0001<br>412 |
| <b>T3D2</b><br>Has Difficulty Remaining Seated   | 0.70303<br><.0001<br>409 | 0.65726<br><.0001<br>408 | 0.64312<br><.0001<br>411 | 0.60446<br><.0001<br>410 | 0.57468<br><.0001<br>411 | 0.55054<br><.0001<br>411 |
| <b>T3D3</b><br>Is Easily Distracted  | 0.55657<br><.0001<br>408 | 0.56031<br><.0001<br>407 | 0.54499<br><.0001<br>410 | 0.76172<br><.0001<br>409 | 0.65065<br><.0001<br>410 | 0.47422<br><.0001<br>410 |
| <b>T3D4</b><br>Has Difficulty Awaiting Turn in Group                                     | 0.68568<br><.0001<br>409 | 0.64771<br><.0001<br>408 | 0.73445<br><.0001<br>411 | 0.58260<br><.0001<br>410 | 0.54350<br><.0001<br>411 | 0.50691<br><.0001<br>411 |
| <b>T3D5</b><br>Often Blurts Out Answers to Questions                                     | 0.65781<br><.0001<br>409 | 0.65454<br><.0001<br>408 | 0.71878<br><.0001<br>411 | 0.46186<br><.0001<br>410 | 0.41374<br><.0001<br>411 | 0.47727<br><.0001<br>411 |
| <b>T3D6</b><br>Has Difficulty Following Instructions                                     | 0.51958<br><.0001<br>409 | 0.51713<br><.0001<br>408 | 0.51562<br><.0001<br>411 | 0.79581<br><.0001<br>410 | 0.65504<br><.0001<br>411 | 0.43852<br><.0001<br>411 |
| <b>T3D7</b><br>Has Difficulty Sustaining Attention                                       | 0.53949<br><.0001<br>409 | 0.52287<br><.0001<br>408 | 0.49232<br><.0001<br>411 | 0.73383<br><.0001<br>410 | 0.65692<br><.0001<br>411 | 0.44286<br><.0001<br>411 |
| <b>T3D8</b><br>Often Shifts from 1 Uncompleted Activity                                  | 0.52741<br><.0001<br>410 | 0.52396<br><.0001<br>409 | 0.48121<br><.0001<br>412 | 0.71616<br><.0001<br>411 | 0.65475<br><.0001<br>412 | 0.44331<br><.0001<br>412 |
| <b>T3D9</b><br>Has Difficulty Playing Quietly  | 1.00000<br>410           | 0.74899<br><.0001<br>407 | 0.73975<br><.0001<br>410 | 0.58385<br><.0001<br>409 | 0.51084<br><.0001<br>410 | 0.54084<br><.0001<br>410 |
| <b>T3D10</b><br>Often Talks Excessively  | 0.74899<br><.0001<br>407 | 1.00000<br>409           | 0.82381<br><.0001<br>409 | 0.62524<br><.0001<br>408 | 0.50594<br><.0001<br>409 | 0.41113<br><.0001<br>409 |
| <b>T3D11</b><br>Often Interrupts or Intrudes on Others                                   | 0.73975<br><.0001<br>410 | 0.82381<br><.0001<br>409 | 1.00000<br>412           | 0.60114<br><.0001<br>411 | 0.52111<br><.0001<br>412 | 0.46511<br><.0001<br>412 |
| <b>T3D12</b><br>Often Does Not Seem to Listen  | 0.58385<br><.0001<br>409 | 0.62524<br><.0001<br>408 | 0.60114<br><.0001<br>411 | 1.00000<br>411           | 0.69912<br><.0001<br>411 | 0.46971<br><.0001<br>411 |
| <b>T3D13</b><br>Often Loses Things Necessary to Task                                     | 0.51084<br><.0001<br>410 | 0.50594<br><.0001<br>409 | 0.52111<br><.0001<br>412 | 0.69912<br><.0001<br>411 | 1.00000<br>412           | 0.51792<br><.0001<br>412 |
| <b>T3D14</b><br>Often Engages in Dangerous Activities                                    | 0.54084<br><.0001<br>410 | 0.41113<br><.0001<br>409 | 0.46511<br><.0001<br>412 | 0.46971<br><.0001<br>411 | 0.51792<br><.0001<br>412 | 1.00000<br>412           |



ADHD Checklist—Teacher Version Subscales Year 3 Report Sample

| Pearson Correlation Coefficients, N = 412<br>Prob >  r  under H0: Rho=0 |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|
|   | ADT3INA           | ADT3IMP           | ADT3TOT           | ADT3SYM           |
| ADT3INA<br>Inattention - ADHD-Teacher                                   | 1.00000           | 0.81954<br><.0001 | 0.95660<br><.0001 | 0.79516<br><.0001 |
| ADT3IMP<br>Impulsivity - ADHD-Teacher                                   | 0.81954<br><.0001 | 1.00000           | 0.94567<br><.0001 | 0.78922<br><.0001 |
| ADT3TOT<br>Total of all - ADHD-Teacher                                  | 0.95660<br><.0001 | 0.94567<br><.0001 | 1.00000           | 0.83594<br><.0001 |
| ADT3SYM<br>Number of Symptoms Present - ADHD Teacher                    | 0.79516<br><.0001 | 0.78922<br><.0001 | 0.83594<br><.0001 | 1.00000           |

**Appendix**

SAS scoring program removed