

CAREGIVER ACCOMMODATION SCALE FOR ATTENTION DEFICIT HYPERACTIVITY DISORDER Self-Rated Version

Developed by:

Rick Smith, Ed.D., M.Ed.

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The Caregiver Accommodation Scale for Attention Deficit Hyperactivity Disorder - Self-Rated Version (CAS ADHD-SR) includes DSM V criterion.

References

American Psychiatric Association. (2013) The Diagnostic and Statistical Manual of Mental Disorders (5th ed).

Brown, Thomas. (1996, 2001). The Brown ADD Scales.

Correspondence:

For permission to use or adapt this instrument for clinical or research purposes, contact: Rick Smith, Ed.D., at Dr.Rick.Smith@Bath.Edu

**CAREGIVER ACCOMMODATION SCALE FOR
ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Today's Date: ____/____/____

Your Gender: *(select one)*

1= female 2= male

I am the patient's _____ **[What is your relation to the patient?]** *(select one)*

1= parent 2= teacher 3= coach 4= care-taker 5= sibling 6= other: _____

INTRODUCTION FOR THE ADULT

You have been asked to complete this questionnaire because you interact closely with a child or teenager who has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and you are an adult who is heavily involved with him/her and the ADHD. Throughout this questionnaire, the young person with ADHD are both referred to as "child" and you are referred to as the "adult."

Part I of this questionnaire describes hyperactivity, impulsivity, and inattention and asks you to identify the young person's current ADHD symptoms to the best of your knowledge. Part II of this questionnaire asks you to identify possible ways in which you may be modifying your behavior or routines in response to the their ADHD.

PART I: REPORT OF ADHD SYMPTOMS

HYPERACTIVITY

Hyperactivity refers to excessive motor activity (such as a child running about) when it is not appropriate, or excessive fidgeting, tapping, or talkativeness. In adults, hyperactivity may manifest as extreme restlessness or wearing others out with their activity.

Below is a list of different types of symptoms common in ADHD. Please place a check mark by each type of symptoms that the child experienced (to the best of your knowledge) during the past week.

_____ EXCESSIVE MOVEMENT

Examples: Excessive fidgeting, tapping hands or feet, acts restless or complains of feeling restless. Squirms in seat. Leaves seat frequently or suddenly, leaves seat when expected to stay seated. Climbs in situations when climbing is not expected. Seems "on the go" or "driven by a motor."

_____ CHALLENGES WITH ACTIVATION

Examples: Trouble getting started on work. Quickly loses interest in task, especially longer projects; doesn't sustain effort.

_____ MISCELLANEOUS MOTOR-CONTROL

Examples: Difficulty controlling actions (e.g. throws, drops, or breaks objects suddenly) starts and stops activities with no apparent pattern. Difficulty regulating sleep and alertness. Excessively active or feels sleepy when stressed.

IMPULSIVITY

Impulsivity refers to hasty actions that occur in the moment without forethought and that have high potential for harm to the individual (e.g., darting into the street without looking). Impulsivity may reflect a desire for immediate rewards or an inability to delay gratification. Impulsive behaviours may manifest as social intrusiveness (e.g., interrupting others excessively) and/or as making important decisions without consideration of long-term consequences (e.g., taking on a job without adequate information).

Below is a list of outward signs of impulsivity common in ADHD. Please place a check mark by each type of inattention that the child experienced (to the best of your knowledge) during the past week.

_____ DIFFICULTY PRIORITISING

Examples: Loses focus when trying to plan. Works according to a feeling, not deadlines (e.g. waits to feel motivated, works on what feels easiest or most interesting).

_____ SOCIAL-EMOTIONAL DIFFICULTIES

Examples: Becomes bored with friendships quickly. Constant need to please and gain people's approval. Hard time feeling secure in relationships.

_____ DIFFICULTY COMPLETING TASKS

Examples: Frequently starts and stops writing tasks. Struggles to monitor and modify own actions to fit situation/aims.

_____ CHALLENGES WITH COMMUNICATION

Examples: Blurts out answers before question has been asked completely, interjects comments before others finish speaking, describes difficulty holding onto a thought or waiting their turn to speak. Often interrupts or intrudes on others, jumps into conversations or games uninvited.

_____ CHALLENGES WITH ORGANISATION

Examples: Uses a system of piles. Abandons materials. Clutter in active living areas or the workplace. No apparent logical system for tracking or organizing tasks, materials. Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).

_____ EMOTION REGULATION CHALLENGES

Examples: Emotions impact thoughts, actions too much. Takes action to avoid feeling bored, confused, frustrated or lost. Quick to anger 'seeing red', can seem hyper-focused on threatening information. Frustration, irritations, hurts, desires, worries seem to take over the entire situation.

INATTENTION

Inattention manifests behaviourally in ADHD as wandering off task, lacking persistence, having difficulty sustaining focus, and being disorganized and is not due to defiance or lack of comprehension.

Below is a list of outward signs of inattention common in ADHD. Please place a check mark by each type of inattention that the child experienced (to the best of your knowledge) during the past week.

_____ DIFFICULTY LISTENING

Examples: Loses focus when trying to listen. Seems spacey, distant. Often does not seem to listen when spoken to directly. Often avoids, dislikes, or is reluctant to interact with adults expecting mental effort, such as teachers, instructional videos, lectures. Loses focus, gets sidetracked.

_____ DIFFICULTY WITH DETAILS

Examples: Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities. Forgets to charge electronic devices. Forgets to submit work.

_____ DIFFICULTY UTILISING WORKING MEMORY

Examples: Difficulty holding onto information. Seems or acts overconfident in ability to remember tasks. Difficulty integrating new and old information.

_____ EXCESSIVE DIFFICULTY PROCESSING

Examples: Asks the speaker to repeat themselves or pretends to understand. Excessive difficulty following multi-step directions. Often does not follow through on instructions.

_____ EXCESSIVE DIFFICULTY TRACKING TIME

Examples: Seems overwhelmed by time demands. Difficulty estimating time, tracking time, difficulty recalling 'day-date-month-year'.

_____ EXCESSIVE DIFFICULTY SHIFTING ATTENTION

Examples: Difficulty transitioning away from high-interest tasks. Focused on unrelated tasks, often less meaningful such as games, watching videos or TV shows.

_____ EXCESSIVE FORGETFULNESS

Examples: Forgets what was read, rereading and/or rewriting things. Difficulty “remembering to remember.” Loses focus when trying to listen or speak. Excessive use of pauses or verbal place holders (e.g. umm, I don’t know, like, what?, so, etc.).

PART II: REPORT OF ADULT’S RESPONSES TO ADHD

INSTRUCTIONS: Keeping in mind the child’s ADHD symptoms that you identified in Part I, the next set of items describe possible ways that you may have responded to those symptoms during the past week. For each item, please indicate the frequency during the past week that you responded to the child in the way specified. For each item, select the FREQUENCY THIS PAST WEEK column. If an item refers to something you did not do at all in the last week, select “none/never”.

	FREQUENCY THIS PAST WEEK				
	None/ Never	1 time	2-3 times	4-6 times	Every time
1. I did things to help the child to avoid feeling bad (i.e. bored, frustrated, annoyed, anxious). <i>Examples: provided sensory objects, such as fidget toys, elastic bands, snacks, played music or videos while working.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
2. I reassured the child that personal qualities made up for the ADHD-related mistakes. <i>Examples: rewards for good grades, reassuring the child with praise for personal qualities (i.e., you're so smart!).</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
3. I waited for the child while s/he put off getting started.	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
4. I directly participated in the child’s distractions. <i>Examples: watched off-task videos or played with them, laughed at jokes, argued, delayed task-completion in some way.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
5. I did things that made it possible for the child to forget necessary items. <i>Examples: making an extra trip so the child can have items (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, chargers, phones).</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
6. I provided the child with ADHD with repeated reminders. <i>Examples: wrote lists for them, repeated information multiple times, in multiple ways or locations (e.g. e-mailed, texted, left notes, set alarms for them).</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④
7. I responded to comments unrelated to the current topic of conversation. <i>Examples: I responded to questions when interrupted. I interrupted them. Our conversation changed topics prematurely.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④

	FREQUENCY THIS PAST WEEK				
	None/ Never	1 time	2-3 times	4-6 times	Every day
<p>8.</p> <p>I helped the child start or stop a task or make simple decisions when s/he couldn't do so because of ADHD. <i>Examples: deciding what time the child should put on school clothes in the morning or when to begin/stop showering. Incorporated material rewards or punishments.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>9.</p> <p>I helped the child with personal tasks when his/her ability to function was impaired by ADHD. <i>Examples: editing or submitting their work, packing their bag, lent extra money or supplies when they forgot or lost theirs.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>10.</p> <p>I helped the child plan or scaffold tasks when s/he couldn't do so because of ADHD. <i>Examples: I created a plan for them, wrote their to-do list, broke down their assignment into smaller steps for them.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>11.</p> <p>I utilised multiple time-tracking devices because the child couldn't adequately track time due to ADHD. <i>Examples: calendars, alarms, interval timers, visual timers, clocks (when, except for ADHD, I wouldn't have done so).</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>12.</p> <p>I avoided situations that might challenge the child's impulsivity. <i>Examples: changed their seat, limited access to tempting foods (e.g. simple sugars, fast food), limited or monitored opportunities for spending money.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>13.</p> <p>I changed expectations to protect the child from difficult emotions (i.e. boredom, frustration). <i>Examples: changed expectations for work quality or quantity, gave them less-demanding tasks.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>14.</p> <p>I made excuses or lied for the child when s/he missed work or a social activity because of his/her ADHD. <i>Examples: e-mailed other adults (teachers or parents), made excuses for them or their work arriving late.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
<p>15.</p> <p>I didn't do anything to stop ADHD-related distraction-based behaviours by the child. <i>Examples: tolerating the young person's involvement with non-essential tasks (i.e. gaming, watching videos, drawing, playing) in order to avoid an argument or because they're calm.</i></p>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤

		FREQUENCY THIS PAST WEEK				
		None/ Never	1 time	2-3 times	4-6 times	Every time
16.	I put up with piles of clutter in the living or work space because of the child's ADHD. <i>Examples: leaving the home or classroom cluttered with papers, laundry, recreational equipment. Cleaned up after them. Inconsistent or no redirection when they abandon an activity.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
17.	I changed leisure activities because of the child's ADHD. <i>Examples: spending less time socialising, avoiding social activities that might trigger emotional reactions. Sought out activities to drain their energy levels.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
18.	I changed the work or schedule because of the child's ADHD. <i>Examples: changed their schedule to high-interest people or activities. Gamified work. Grouped them with lower-ability peers.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
19.	I put off some of my other responsibilities because of the child's ADHD. <i>Examples: I spent less time than I would have liked with other adults or children. I neglected responsibilities to myself, others, or to household chores.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
20.	I limited their choices. <i>Examples: moved high-interest objects (e.g. electronics, toys) out of sight or time-limited access to them.</i>	<input type="checkbox"/> ①	<input type="checkbox"/> ②	<input type="checkbox"/> ③	<input type="checkbox"/> ④	<input type="checkbox"/> ⑤
TOTAL SCORE (sum of responses to items 1-20)						