

Name of the patient	<input type="text"/>
Date of birth	<input type="text"/>
Sex	<input type="checkbox"/> M / <input type="checkbox"/> F
Date of interview	<input type="text"/>
Name of researcher	<input type="text"/>
Patient number	<input type="text"/>

Part 1: Symptoms of attention-deficit (DSM-5 criterion A1)

Instructions: the symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed to ADHD it should have a chronic trait-like course and should not be episodic.

A1

Do you often fail to give close attention to details, or do you make careless mistakes in your work or during other activities? *And how was that during childhood (in schoolwork or during other activities)?*

Examples adulthood

- ☐ Makes careless mistakes
- ☐ Works slowly to avoid mistakes
- ☐ Work is inaccurate
- ☐ Does not read instructions carefully
- ☐ Overlooks or misses details
- ☐ Too much time needed to complete detailed tasks
- ☐ Gets easily bogged down by details
- ☐ Works too quickly and therefore makes mistakes
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Careless mistakes in schoolwork
- ☐ Mistakes made by not reading questions properly
- ☐ Overlooks or misses details
- ☐ Work is inaccurate
- ☐ Leaves questions unanswered by not reading them properly
- ☐ Leaves the reverse side of a test unanswered
- ☐ Others comment about careless work
- ☐ Not checking the answers in homework
- ☐ Too much time needed to complete detailed tasks
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A2

Do you often have difficulty sustaining your attention in tasks? *And how was that during childhood (in play activities)?*

Examples adulthood

- ☐ Not able to keep attention on tasks for long*
- ☐ Quickly distracted by own thoughts or associations
- ☐ Easily distracted by unrelated thoughts
- ☐ Difficulty remaining focused during lectures and/or conversations
- ☐ Finds it difficult to watch a film through to the end, or to read a book*
- ☐ Quickly becomes bored with things*
- ☐ Asks questions about subjects that have already been discussed
- ☐ Other:

*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Difficulty keeping attention on schoolwork
- ☐ Difficulty keeping attention on play*
- ☐ Difficulty remaining focused during lectures and/or conversations
- ☐ Easily distracted
- ☐ Difficulty concentrating*
- ☐ Needing structure to avoid becoming distracted
- ☐ Quickly becoming bored of activities*
- ☐ Other:

*Unless the subject is found to be really interesting (e.g. computer or hobby)

Symptom present? ☐ Yes / ☐ No

A3

Does it often seem as though you are not listening when you are spoken to directly? *And how was that during childhood?*

Examples adulthood

- ☐ Dreamy or preoccupied
- ☐ Difficulty concentrating on a conversation
- ☐ Afterwards, not knowing what a conversation was about
- ☐ Often changing the subject of the conversation
- ☐ Others saying that your thoughts are somewhere else
- ☐ Mind seems elsewhere, even in the absence of any obvious distraction
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Not knowing what parents/teachers have said
- ☐ Dreamy or preoccupied
- ☐ Only listening during eye contact or when a voice is raised
- ☐ Mind seems elsewhere, even in the absence of any obvious distraction
- ☐ Often having to be addressed again
- ☐ Questions having to be repeated
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A4

Do you often not follow through on instructions and often fail to finish chores or duties in the workplace? *And how was that during childhood (in schoolwork)?*

Examples adulthood

- ☐ Does things that are muddled up together without completing them
- ☐ Starts tasks but quickly loses focus and is easily sidetracked
- ☐ Needing a time limit to complete tasks
- ☐ Difficulty completing administrative tasks
- ☐ Difficulty following instructions from a manual
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Difficulty following instructions
- ☐ Difficulty with instructions involving more than one step
- ☐ Starts tasks but quickly loses focus and is easily sidetracked
- ☐ Not completing things
- ☐ Not completing homework or handing it in
- ☐ Needing a lot of structure in order to complete tasks
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A5

Do you often find it difficult to organise tasks and activities? *And how was that during childhood?*

Examples adulthood

- ☐ Difficulty with planning activities of daily life
- ☐ Difficulty managing sequential tasks
- ☐ House and/or workplace are disorganised
- ☐ Difficulty keeping materials and belongings in order
- ☐ Works messy and disorganized
- ☐ Planning too many tasks or non-efficient planning
- ☐ Regularly booking things to take place at the same time (double-booking)
- ☐ Arriving late
- ☐ Fails to meet deadlines
- ☐ Not able to use an agenda or diary consistently
- ☐ Inflexible because of the need to keep to schedules
- ☐ Poor sense and management of time
- ☐ Creating schedules but not using them
- ☐ Needing other people to structure things
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Difficulty being ready on time
- ☐ Messy room / desk and/or work
- ☐ Difficulty keeping materials and belongings in order
- ☐ Difficulty playing alone
- ☐ Difficulty planning tasks or homework
- ☐ Fails to meet deadlines
- ☐ Doing things in a muddled way
- ☐ Arriving late
- ☐ Poor sense of time
- ☐ Difficulty keeping himself/herself entertained
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A6

Do you often avoid (or do you dislike, or are you reluctant to engage in) tasks that require sustained mental effort? *And how was that during childhood?*

Examples adulthood

- ☐ Do the easiest or nicest things first of all
- ☐ Often postpone boring or difficult tasks
- ☐ Postpone tasks so that deadlines are missed
- ☐ Avoid monotonous work, such as administration
- ☐ Avoids preparing reports, completing forms, or reviewing lengthy papers
- ☐ Do not like reading due to mental effort
- ☐ Avoidance of tasks that require a lot of concentration
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Avoidance of homework or has an aversion to this
- ☐ Reads few books or does not feel like reading due to mental effort
- ☐ Avoidance of tasks that require a lot of concentration
- ☐ Aversion to school subjects that require a lot of concentration
- ☐ Often postpones boring or difficult tasks.
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A7

Do you often lose things that are necessary for tasks or activities? *And how was that during childhood?*

Examples adulthood

- ☐ Mislays tools, paperwork, eyeglasses, mobile telephones, wallet, keys, or agenda
- ☐ Often leaves things behind
- ☐ Loses papers for work
- ☐ Loses a lot of time searching for things
- ☐ Gets in a panic if other people move things around
- ☐ Stores things away in the wrong place
- ☐ Loses notes, lists or telephone numbers
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Loses school materials, pencils, books, or other items
- ☐ Mislays toys, clothing, or homework
- ☐ Spends a lot of time searching for things
- ☐ Gets in a panic if other people move things around
- ☐ Comments from parents and/or teacher about things being lost
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A8

Are you often easily distracted by extraneous stimuli? *And how was that during childhood?*

Examples adulthood

- ☐ Difficulty shutting off from external stimuli
- ☐ After being distracted, difficult to pick up the thread again
- ☐ Easily distracted by noises or events
- ☐ Easily distracted by the conversations of others
- ☐ Difficulty in filtering and/or selecting information
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ In the classroom, often looking outside
- ☐ Easily distracted by noises or events
- ☐ After being distracted, has difficulty picking up the thread again
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

A9

Are you often forgetful in daily activities? *And how was that during childhood?*

Examples adulthood

- ☐ Forgets appointments or other obligations
- ☐ Forgets keys, agenda etc.
- ☐ Needs frequent reminders for appointments
- ☐ Forgets to pay bills or to return calls
- ☐ Returning home to fetch forgotten things
- ☐ Rigid use of lists to make sure things aren't forgotten
- ☐ Forgets to keep or look at daily agenda
- ☐ Forgets to do chores or run errands
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Forgets appointments or instructions
- ☐ Forgets to do chores or run errands
- ☐ Has to be frequently reminded of things
- ☐ Half-way through a task, forgetting what has to be done
- ☐ Forgets to take things to school
- ☐ Leaving things behind at school or at friends' houses
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Part 2: Symptoms of hyperactivity-impulsivity (DSM-5 criterion A2)

Instructions: the symptoms in adulthood have to have been present for at least 6 months. The symptoms in childhood relate to the age of 5-12 years. For a symptom to be ascribed to ADHD it should have a chronic trait-like course and should not be episodic.

H/I 1

Do you often fidget with or tap hands or feet, or do you often squirm in your seat? *And how was that during childhood?*

Examples adulthood

- ☐ Difficulty sitting still
- ☐ Fidgets with the legs
- ☐ Tapping with a pen or playing with something
- ☐ Fiddling with hair or biting nails
- ☐ Able to control restlessness, but feels stressed as a result
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Parents often said "sit still" or similar
- ☐ Fidgets with the legs
- ☐ Tapping with a pen or playing with something
- ☐ Fiddling with hair or biting nails
- ☐ Unable to remain seated in a chair in a relaxed manner
- ☐ Able to control restlessness, but feels stressed as a result
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 2

Do you often leave your seat in situations where it is expected that you remain seated? *And how was that during childhood?*

Examples adulthood

- ☐ Often leaves his/her place in the office or in the workplace
- ☐ Avoids symposiums, lectures, church etc.
- ☐ Prefers to walk around rather than sit
- ☐ Never sits still for long, always moving around
- ☐ Stressed owing to the difficulty of sitting still
- ☐ Makes excuses in order to be able to walk around
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Often stands up while eating or leaves his/her place in the classroom
- ☐ Finds it very difficult to stay seated at school or during meals
- ☐ Being told to remain seated
- ☐ Making excuses in order to walk around
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 3

Do you often feel restless? *And how was that during childhood?*

Examples adulthood

- ☐ Feeling restless or agitated inside
- ☐ Constantly having the feeling that you have to be doing something
- ☐ Finding it hard to relax
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Always running around where it is inappropriate
- ☐ Climbing on furniture, or jumping on the sofa
- ☐ Climbing in trees
- ☐ Feeling restless inside
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 4

Do you often find it difficult to engage in leisure activities quietly? *And how was that during childhood (in play activities)?*

Examples adulthood

- ☐ Talks during activities when this is not appropriate
- ☐ Becoming quickly too cocky in public
- ☐ Being loud in all kinds of situations
- ☐ Difficulty doing activities quietly
- ☐ Difficulty in speaking softly
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Being loud-spoken during play or in the classroom
- ☐ Unable to watch TV or films quietly
- ☐ Asked to be quieter or calm down
- ☐ Becoming quickly too cocky in public
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 5

Are you often “on the go” or do you often act as if “driven by a motor”? *And how was that during childhood?*

Examples adulthood

- ☐ Always busy doing something
- ☐ Is uncomfortable being still for extended time, e.g. in restaurants or meetings
- ☐ Has too much energy, always on the move
- ☐ Others find you restless or difficult to keep up with
- ☐ Stepping over own boundaries
- ☐ Finds it difficult to let things go, excessively driven
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Constantly busy
- ☐ Others find you restless or difficult to keep up with
- ☐ Is uncomfortable being still for extended time
- ☐ Excessively active at school and at home
- ☐ Has lots of energy
- ☐ Always on the go, excessively driven
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 6

Do you often talk excessively? *And how was that during childhood?*

Examples adulthood

- ☐ So busy talking that other people find it tiring
- ☐ Known to be an incessant talker
- ☐ Finds it difficult to stop talking
- ☐ Tendency to talk too much
- ☐ Not giving others room to interject during a conversation
- ☐ Needing a lot of words to say something
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Known as a chatterbox
- ☐ Teachers and parents often ask you to be quiet
- ☐ Comments in school reports about talking too much
- ☐ Being punished for talking too much
- ☐ Keeping others from doing schoolwork by talking too much
- ☐ Not giving others room during a conversation
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 7

Do you often blurt out an answer before questions have been completed? *And how was that during childhood?*

Examples adulthood

- ☐ Being a blabbermouth, saying what you think
- ☐ Saying things without thinking first
- ☐ Giving people answers before they have finished speaking
- ☐ Completing other people's sentences
- ☐ Being tactless
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Being a blabbermouth, saying things without thinking first
- ☐ Wants to be the first to answer questions at school
- ☐ Blurts out an answer even if it is wrong
- ☐ Interrupts others before sentences are finished
- ☐ Difficulty waiting for turn during conversations
- ☐ Coming across as being tactless
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

H/I 8

Do you often find it difficult to await your turn? *And how was that during childhood?*

Examples adulthood

- ☐ Difficulty waiting in a queue, jumping the queue
- ☐ Difficulty in patiently waiting in the traffic/traffic jams
- ☐ Being impatient
- ☐ Quickly starting relationships/jobs, or ending/leaving these because of impatience
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples childhood

- ☐ Difficulty waiting turn in group activities
- ☐ Difficulty waiting turn in the classroom
- ☐ Always being the first to talk or act
- ☐ Becomes quickly impatient
- ☐ Crosses the road without looking
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Examples adulthood

- ☐ Being quick to interfere with others
- ☐ Intrudes on others
- ☐ Disturbs other people's activities without being asked, or takes over their tasks
- ☐ Comments from others about interference
- ☐ Difficulty respecting the boundaries of others
- ☐ Having an opinion about everything and immediately expressing this
- ☐ Other:

Symptom present? ☐ Yes / ☐ No**Examples childhood**

- ☐ Interrupts the games or activities of others
- ☐ Starts using people's things without asking or permission
- ☐ Interrupts the conversations of others
- ☐ Reacts to everything
- ☐ Unable to wait
- ☐ Other:

Symptom present? ☐ Yes / ☐ No

Part 3: Impairment on account of the symptoms (DSM-5 criteria B, C and D)

Criterion B

Have you always had these symptoms of attention deficit and/or hyperactivity/impulsivity?

- ☐ Yes (several symptoms were present prior to the 12th year of age)
- ☐ No

If no is answered above, starting as from year of age

Criterion C

In which areas do you have / have you had problems with these symptoms?

Adulthood

Work/education

- ☐ Did not complete education/training needed for work
- ☐ Work below level of education
- ☐ Tire quickly of a workplace
- ☐ Pattern of many short-lasting jobs
- ☐ Difficulty with administrative work/planning
- ☐ Not achieving promotions
- ☐ Under-performing at work
- ☐ Left work following arguments or dismissal
- ☐ Sickness benefits/disability benefit as a result of symptoms
- ☐ Limited impairment through compensation of high IQ
- ☐ Limited impairment through compensation of external structure
- ☐ Other:

Relationship and/or family

- ☐ Tire quickly of relationships
- ☐ Impulsively commencing/ending relationships
- ☐ Unequal partner relationship owing to symptoms
- ☐ Relationship problems, lots of arguments, lack of intimacy
- ☐ Divorced owing to symptoms
- ☐ Problems with sexuality as a result of symptoms
- ☐ Problems with upbringing as a result of symptoms
- ☐ Difficulty with housekeeping and/or administration
- ☐ Financial problems or gambling
- ☐ Not daring to start a relationship
- ☐ Other:

Childhood and adolescence

Education

- ☐ Lower educational level than expected based on IQ
- ☐ Staying back (repeating classes) as a result of concentration problems
- ☐ Education not completed / rejected from school
- ☐ Took much longer to complete education than usual
- ☐ Achieved education suited to IQ with a lot of effort
- ☐ Difficulty doing homework
- ☐ Followed special education on account of symptoms
- ☐ Comments from teachers about behaviour or concentration
- ☐ Limited impairment through compensation of high IQ
- ☐ Limited impairment through compensation of external structure
- ☐ Other:

Family

- ☐ Frequent arguments with brothers or sisters
- ☐ Frequent punishment or hiding
- ☐ Little contact with family on account of conflicts
- ☐ Required structure from parents for a longer period than would normally be the case
- ☐ Other:

Adulthood *(continuance)*

Social contacts

- ☐ Tire quickly of social contacts
- ☐ Difficultly maintaining social contacts
- ☐ Conflicts as a result of communication problems
- ☐ Difficulty initiating social contacts
- ☐ Low self-assertiveness as a result of negative experiences
- ☐ Not being attentive (i.e. forget to send a card/empathising/phoning, etc)
- ☐ Other:

Free time / hobby

- ☐ Unable to relax properly during free time
- ☐ Having to play lots of sports in order to relax
- ☐ Injuries as a result of excessive sport
- ☐ Unable to finish a book or watch a film all the way through
- ☐ Being continually busy and therefore becoming overtired
- ☐ Tire quickly of hobbies
- ☐ Accidents/loss of driving licence as a result of reckless driving behaviour
- ☐ Sensation seeking and/or taking too many risks
- ☐ Contact with the police/the courts
- ☐ Binge eating
- ☐ Other:

Self-confidence / self-image

- ☐ Uncertainty through negative comments of others
- ☐ Negative self-image due to experiences of failure
- ☐ Fear of failure in terms of starting new things
- ☐ Excessive intense reaction to criticism
- ☐ Perfectionism
- ☐ Distressed by the symptoms of ADHD
- ☐ Other:

Childhood and adolescence *(continuance)*

Social contacts

- ☐ Difficultly maintaining social contacts
- ☐ Conflicts as a result of communication problems
- ☐ Difficultly entering into social contacts
- ☐ Low self-assertiveness as a result of negative experiences
- ☐ Few friends
- ☐ Being teased
- ☐ Shut out by, or not being allowed, to do things with a group
- ☐ Being a bully
- ☐ Other:

Free time/hobby

- ☐ Unable to relax properly during free time
- ☐ Having to play lots of sport to be able to relax
- ☐ Injuries as a result of excessive sport
- ☐ Unable to finish a book or watch a film all the way through
- ☐ Being continually busy and therefore becoming overtired
- ☐ Tired quickly of hobbies
- ☐ Sensation seeking and/or taking too many risks
- ☐ Contact with the police/courts
- ☐ Increased number of accidents
- ☐ Other:

Self-confidence / self-image

- ☐ Uncertainty through negative comments of others
- ☐ Negative self-image due to experiences of failure
- ☐ Fear of failure in terms of starting new things
- ☐ Excessive intense reaction to criticism
- ☐ Perfectionism
- ☐ Other: