

Pediatric Attention Disorders Diagnostic Screener

Structured Assessment of Testing Behaviors

The Structured Assessment of Test Behavior was developed to help assess and quantify behavior changes in subjects across administration as in pre-medication and post-medication challenges.

Redirection/Re-instruction: For this reference a stick mark should be recorded for every instance that the examiner has to remind the child to attend to the task at hand or to repeat instructions once the test has been started. Note this should be recorded each time regardless of whether the need to redirect or to restate instructions was caused by inattention, other fidgeting behaviors or emotional reactions.

Fidgeting: For this reference a stick mark should be recorded for each instance of fidgeting observed. For example, non-helpful movement, out of seat, bouncing, climbing around, excessive questions/talking.

Emotional Reaction: For this reference, a stick mark should be recorded for every observed instance of emotional reactivity. For example, the need for strong encouragement, sulking, negative comments, demonstrations of frustration, refusals to work, requests to stop.

	<u>Total</u>
<u>Target Recognition</u> _____	_____
<u>Target Sequencing:</u> _____	_____
<u>Target Tracking:</u> _____	_____
<i>Grand Total</i>	_____

This form is used to record behavioral observations during testing, these will be input by you along with medication status before scoring. This data is useful in determining treatment efficacy

- To ensure a valid administration the following standard guidelines should be adhered to:**
- Administered in this order on the same day Target Recognition, Target Sequence, Target Tracking
- Administered in the morning hours to avoid diurnal effects if possible
- The environment should be clear of undue noise, conversation and distracting toys or equipment
- If a child cannot learn the practice items after several attempts the tests should not be given
- A behavioral observation score must be recorded, even if 0, for the subtest scores to be saved.
- The attendant must sit with the child and provide gentle redirection when needed
- The attendant must have the ability to establish and maintain rapport
- The attendant must not be a relative or personal friend of the subject
- The subtests are completed outside of the presence of the parent or guardian