

01 / REPORT OVERVIEW

ADHD Screening Report



Teacher Form / Classroom observation

STUDENT INFORMATION

Name Sample	Age Not shown	Grade Not shown
Assessment date Sample	Completed by Not shown	Observation period Not shown

SCREENING RESULT

Moderate

Mainly Attention & Focus

This level reflects the responses to this screening questionnaire. It is not a measure of ADHD severity or a diagnosis.

CURRENT LEVEL

None

Mild

Moderate

High

Behavioral profile

The teacher reported frequent behaviors more often in Attention & Focus than in Hyperactivity & Impulsivity. In this report, 6 of 9 attention-related behaviors and 2 of 9 hyperactivity/impulsivity behaviors were reported frequently.

Attention & Focus

6 of 9 behaviors



Reported frequently

Hyperactivity & Impulsivity

2 of 9 behaviors



Reported frequently

These counts show how many behaviors in each area were reported as occurring Often or Very Often.

02 / CLASSROOM RESPONSES

Understanding the response pattern

FREQUENTLY REPORTED BEHAVIORS

Reported as Often or Very Often

Attention & Focus

6 frequently reported

01 Has difficulty staying focused during classroom tasks or activities.

Very Often

02 Is easily distracted by things happening around him.

Very Often

03 Has difficulty following through on instructions and completing classwork.

Often

04 Has difficulty organizing tasks, materials, and time.

Often

05 Avoids or resists tasks requiring sustained mental effort.

Often

06 Forgets routine classroom responsibilities or assignments.

Often

Hyperactivity & Impulsivity

2 frequently reported

01 Fidgets with hands or feet, or squirms in his seat.

Often

02 Has difficulty waiting for his turn.

Often

Some additional behaviors were reported occasionally but were not included among the frequently reported behaviors.

How to understand this pattern

The teacher reported frequent behaviors more often in Attention & Focus than in Hyperactivity & Impulsivity. This means the responses were more concentrated in attention-related behaviors in the classroom. It shows where the reported behaviors are most noticeable, but it does not explain why they occur or determine whether ADHD is present.

03 / EDUCATIONAL SUPPORT

Educational support

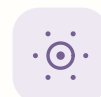
These suggestions are practical classroom supports selected for the areas highlighted in the teacher's responses. They are not treatment recommendations.

Supporting Focus



- Break longer tasks into smaller steps.
- Give short, clear instructions.
- Check in briefly after the student begins a task.

Reducing Distractions



- Reduce unnecessary distractions during focused work.
- Keep only the materials currently needed in view.
- Gain the student's attention before an important instruction.

Supporting Organization



- Use consistent locations for materials and unfinished work.
- Use a short checklist for books, assignments, and materials.
- Keep a consistent end-of-day routine.

Supporting Task Completion



- Divide longer work into clear sections.
- Make the first step obvious.
- Provide brief feedback as each section is completed.



What to monitor

Over the next few weeks, it may be useful to observe whether the student needs fewer reminders, completes more tasks independently, and manages classroom materials more consistently when these supports are used.

04 / CONTEXT & NEXT STEPS

Understanding the result and next steps

What this screening can tell you

- Which ADHD-related behaviors were reported most frequently.
- Whether the reported pattern is more concentrated in attention or hyperactivity/impulsivity.
- Which areas may benefit from support or monitoring.

What this screening cannot tell you

- It cannot diagnose or rule out ADHD.
- It cannot determine why the behaviors are occurring.
- It does not replace a professional evaluation.

Information across settings



School information available
Yes



Home information available
Not included in this report

This Teacher Form reflects behavior observed in the school setting. Information from a parent or caregiver may help show whether a similar or different pattern is reported at home.

Next steps

Support and Follow Up

Several behaviors were reported frequently. The suggested classroom supports may be useful to try while continuing to observe the pattern. If the difficulties continue, increase, or are also reported in other settings, discussing the results with a qualified professional may be helpful.

Parent Form

A Parent ADHD Screening Form may provide useful information about whether similar behaviors are also noticed at home.

This report summarizes responses to an ADHD screening questionnaire. It is not a diagnosis and does not confirm or rule out ADHD.

This report reflects one teacher's observations in the school setting. Behavior may differ in other settings.