

BROWN ADD SCALES

CLUSTER 1: Organizing, prioritizing, and activating to work.

This cluster category tells us your child has a problem with organizing and initiating work activities. These activities include class work, homework, choirs, or any task that is not self-selected for fun.

The child has a hard time following directions from parents or teachers and completing self-care routines (i.e. bathing, dressing, etc.). With a high score in this category, it also tells us your child needs a great deal of stimulation to get him/her interested and/or your child has a high level of anxiety that inhibits his/her actions and activities.

Children who have a high threshold for arousal have excessive difficulty getting started, they procrastinate excessively, and they are sluggish. You may notice they have a hard time waking up in the morning and find it difficult to stop one task and begin another unless the task is extremely interesting to them.

Children that have a problem with organizing sometimes also have difficulty with sustaining effort to do things and they are slow to process information. Those that have a high score in Cluster 1 also may have anxiety, which makes them feel overwhelmed by tasks that should be manageable and seem to need more assistance than should be necessary. They are perfectionists. Because of their anxiety, they can't organize and accomplish the task, not because of lethargy, but because they are worried that they have done every task "just right."

CLUSTER 2: *Focusing, sustaining, and shifting attention to tasks.*

This category/cluster tells us your child has a problem in sustaining attention for tasks that are not self-selected. You may notice they get so preoccupied with their own thoughts or imagination that whatever else is going on is unnoticed. They get easily sidetracked or they may start talking about one topic and then interrupt themselves and switch to talking about something else.

Many children with ADD/ADHD report chronic difficulty in remembering stories they have just read or heard even when they have demonstrated average or above average basic reading and language skills. Because they have a hard time keeping engaged with the text they are reading, they often do not encode the words in memory and they cannot accurately recall what they have just read.

They may have a problem with reading comprehension at any grade level because the text must be re-read many times in order to get it adequately stored to memory.

These children who have excessive preoccupation with ones thoughts, daydreaming, and staring off into space are quite consistent with an ADD/ADHD diagnosis.

CLUSTER 3: *Regulating alertness, sustaining effort, and mental processing speed.*

This category is an indication of your child's decreased ability in processing information, keeping alert, and sustaining effort. They appear to feel sleepy or tired during class, lack initiative to do assigned work, and they cannot complete assignments or tests on allotted time and need extra time to finish adequately.

Other items in this category address chronic difficulty in sustaining effort for the duration of tasks. You may notice their efforts fade quickly, they start assignments but run out of steam and don't follow through. They start a task but don't finish them.

There appears to be a problem in sustaining motivation for a task and needs reminders to keep working on assignments. They may need extra encouragement or help to finish eating meals, doing chores, or getting ready for bed.

Difficulties in sustaining effort may show up as inconsistencies in work performance. You may notice they produce inconsistent quality of work or are working below their potential. They may also illustrate sloppy and hard to read penmanship.

CLUSTER 4: *Managing frustration and modulating emotions.*

This cluster/category addresses emotional regulation and related aspects of social interaction that are often problematic for persons with ADD/ADHD impairments.

Children with ADD/ADHD are quick to feel annoyance or frustration and express irritation with an intensity that seems excessive for the situation. You may notice your child gets frustrated easily and is excessively impatient. Little frustrations cause excessive irritability or anger.

This cluster/category may indicate excessive vulnerability or sensitivity. Your child appears shy, tends to be a loner among peers. They may be sensitive to criticism from others or get overly defensive. Some of these children exhibit excessive worry. These worries may include getting things perfect. They tend to waste time on insignificant details of work or have to start over repeatedly if a paper is not perfect.

Other items in this category/cluster include chronic unhappiness or depressed or hopelessness. They may seem sad or unhappy and not care much about doing his/her work.

CLUSTER 5: *Utilizing working memory and accessing recall.*

This category/cluster is related to short-term working memory. Impairments are manifested as forgetfulness in daily routines. You may notice they are forgetful in everyday things, forget what he/she intended to say unless listened to immediately. He/she forgets to bring papers or books to/from school or to follow routines.

Such forgetfulness occurs occasionally with all children, but much more frequently for many with ADD/ADHD. They set out to do one task, forget about it, then start to do something else.

They may have a problem recalling what they have learned. Many students with ADD/ADHD complain that they often study for a test and do well when quizzed by their parents the night before, but they cannot recall much of what they have studied when taking the test the next day though it readily comes back to them after the test.

Students with ADD/ADHD impairments often have chronic encoding and retrieval problems in remembering one type of information, such as verbal communications, but have no trouble remembering another type of information, such as numbers or visual images.

CLUSTER 6: Monitoring and self-regulating action.

This category/cluster addresses the problems with self-regulation of action. In other words, many children find it hard to sit still and be quiet when expected. They may keep getting up, talking or fidgeting, and grab things or start doing things without waiting for permission or directions.

For many tasks, a person needs to place the action to fit the circumstances. Some tasks can be done quickly without much care, while others require a more cautious approach for successful execution. For very young children, this may be coloring within the lines or being careful not to drop a glass of juice. For older children, it may involve writing legibly or not being too quick in calculating a sum or looking carefully before riding a bike out of the driveway and onto the street. They do things without considering what may happen as a result.

They have the inability to size up or monitor a situation adequately before acting. They can't stop soon enough when fooling around, teasing, arguing, or complaining. They continue too long, even when asked to stop.

This behavior may be a result from an inability to monitor adequately the context in which he/she is acting and not realizing soon enough that others are becoming annoyed. They do not recognize verbal and/or non-verbal clues about what will be accepted in the immediate situation and what will not.