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ATTENTION-DEFICIT/HYPERACTIVITY DISORDER SYMPTOMS - CHILD #121502

Description of Protocol

The Strengths and Weaknesses of Attention-Deficit/Hyperactivity Disorder Symptoms and Normal Behavior Scale (SWAN) is an 18-question parent or teacher rating scale to assess for the indication of attention-deficit hyperactivity disorder in children.

"Weaknesses" are scored as positive and the "strengths" are scored as negative because the usual ratings (i.e., in the Swanson, Nolan and Pelham (SNAP)) are ratings of "symptom severity". This keeps the average rating-per-item of the SWAN aligned with the average rating-per-item of the SNAP if the negative item ratings of the SWAN are set to 0 before averaging the items.

Specific Instructions

None

Protocol Text

For each item listed below, how does this child compare to other children of the same age? Please select the best rating based on your observations over the past month.

Compared to other children, how does this child do the following:

1. Give close attention to detail and avoid careless mistakes
 - far below
 - below
 - slightly below
 - average
 - slightly above
 - above
 - far above
2. Sustain attention on tasks or play activities
 - far below
 - below
 - slightly below
 - average
 - slightly above
 - above
 - far above
3. Listen when spoken to directly
 - far below
 - below
 - slightly below
 - average
 - slightly above
 - above
 - far above
4. Follow through on instructions & finish school work/chores
 - far below
 - below
 - slightly below

- average
- slightly above
- above
- far above

5. Organize tasks and activities

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

6. Engage in tasks that require sustained mental effort

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

7. Keep track of things necessary for activities

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

8. Ignore extraneous stimuli

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

9. Remember daily activities

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

10. Sit still (control movement of hands/feet or control squirming)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

11. Stay seated (when required by class rules/social conventions)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

12. Modulate motor activity (inhibit inappropriate running/climbing)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

13. Play quietly (keep noise level reasonable)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

14. Settle down and rest (control constant activity)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

15. Modulate verbal activity (control excess talking)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

16. Reflect on questions (control blurting out answers)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

17. Await turn (stand in line and take turns)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

18. Enter into conversation & games (control interrupting/intruding)

- far below
- below
- slightly below
- average
- slightly above
- above
- far above

Scoring Instructions:

Each question of the SWAN is scored on a seven-point scale, where Far Below Average = 3, Below Average = 2, Somewhat Below Average = 1, Average = 0, Somewhat Above Average = -1, Above Average = -2, and Far Above Average = -3.

Subscale scores on the SWAN are calculated by summing the scores on the items in the specific subset (e.g., Inattention) and dividing by the number of items (e.g., 9) to express the summary score as the Average Rating-Per-Item.

If omitted, the item is dropped, not set to 0. If more than half the items are omitted, then the use of the scale score is probably not valid.

ADHD-In	ADHD-H/Im
#1_____	#10_____
#2_____	#11_____
#3_____	#12_____
#4_____	#13_____
#5_____	#14_____
#6_____	#15_____
#7_____	#16_____

#8 _____	#17 _____
#9 _____	#18 _____
Total = _____	Total = _____
Average = _____	Average = _____
Total for all 18 items = _____	
Average for all 18 items = _____	

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Selection Rationale

Source

Personnel and Training Required

Equipment Needs

Common Data Elements

General References

Protocol Type

Protocol Life Stage

Derived Variables

Requirements

Please cite use of the PhenX Toolkit as: <http://www.phenxtoolkit.org> - October 8 2010, Ver 3.7

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