

ALFI

MANUAL

**THE ADHD LIFESPAN
FUNCTIONING INTERVIEW
MANUAL**

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Services Limited 

HOW TO USE THE ALFI MANUAL

The ADHD Lifespan Functioning Interview (ALFI) is a clinical interview developed to support a diagnostic assessment of ADHD in adults. The ALFI should be used in conjunction with the ALFI Manual, which provides information on how to administer and score the ALFI.

Users are guided to ask questions about ADHD symptoms, personal history, school history, occupational history, antisocial behaviour, social functioning and presentation to services. Aside from garnering helpful qualitative information to support a clinical assessment, ratings are generated that can be used for research purposes. A version of ALFI that can be administered at follow-up to assess clinical and functional outcomes is also available (ALFI-2).

This manual describes the principles of the ALFI interview, guidelines on how to score the rating scales, and descriptions of situations commonly encountered. However, it is impossible to cover all possible situations or dilemmas that individual interviewers may come across. Whenever there is doubt about how to rate a particular behaviour, it is advisable to record detailed information, discuss with colleagues and arrive at a shared decision.

For a comprehensive assessment of ADHD in adulthood it is recommended that the following areas are evaluated: cognitive functioning, personality, mood and affect, core symptomology in childhood and adulthood, and a birth/developmental history.

The manual and the interview schedule should be used together. Instructions regarding questioning are primarily contained within the manual, although the interview schedule also provides some guidance.

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INTRODUCTION

At the beginning of the interview the individual should be asked some general questions such as why they are attending the clinic, what symptoms they have, how they view their difficulties and problems and how these impact on their life. They should also be asked about the strategies they adopt to cope with or compensate for their problems. It is important to acknowledge the problems and difficulties the individual describes, and any underlying distress they cause in order to put the individual at ease at this stage.

There is space provided on the **introduction** page to record **general information** relating to the interview, including the date, name of interviewee, date of birth and space for a study or research reference if applicable. Following this, blank space is provided for **notes and description of the problem**.

PERSONAL HISTORY

The first section of the interview covers personal history. Interviewees are asked about their current living arrangements. They are then asked about their family history, including whether they are adopted, whether they have a twin and their ordinal birth position. Further details are then requested about their family of origin and their family of creation, including details of psychopathology. Blank spaces are provided for additional family members not listed but considered relevant to the individual.

The questions within the personal history pages should be viewed as prompts for information relating to the individuals family of origin and family of creation that may be of relevance to their ADHD symptoms and assessment.

ADHD CHECKLIST OF SYMPTOMS

This section includes a checklist for ADHD symptoms according to ICD-10 and DSM-5 criteria as defined by the World Health Organization¹ and the American Psychiatric Association² respectively.

Symptoms of inattention and hyperactivity/impulsivity are assessed using a range of 18 questions. The interviewer is required to ask the interviewee whether during the past 6 months the interviewee has experienced any of the listed problems/symptoms. Each problem should then be rated on frequency, with the options of never, sometimes or often. Rate **never** if the problem has never occurred in the past 6 months. Rate **sometimes** if the problem has occurred a few times in the past 6 months, with an average frequency of up to once a month. Rate **often** if the problem has occurred very frequently in the past 6 months, on average over once a month.

The DSM-5 diagnostic criteria are the most commonly used, which can be applied as follows:

To score the inattention items, the total number of responses in the 'Often' column should be calculated. If the interviewee is 17 or older, 5 or more responses need to be recorded as 'Often' for **Criterion A** to be satisfied. If the interviewee is under 17 years old then 6 or more 'Often' responses are required for Criterion A to be satisfied. The interviewer should then highlight whether Criterion A is satisfied or not, based on the above guidelines, by circling the corresponding 'yes' or 'no'.

To score the hyperactivity/impulsivity items, the total number of responses in the 'Often' column should be calculated. If the interviewee is 17 or older, **Criterion B** is satisfied if 5 or more responses are recorded as 'Often'. If the interviewee is under 17 years old then 6 or more 'Often' responses are required for Criterion B to be satisfied. The interviewer should then highlight whether Criterion B is satisfied or not, based on the above guidelines, by circling the corresponding 'yes' or 'no'.

Once both Criteria A and B, referring to the total number of 'Often' responses for each section, have been completed, it can be worked out whether the overall screening symptom criteria have been met:

- If 'yes' has been circled for Criterion A, the interviewee meets screening criterion for Predominantly Inattentive Presentation.
- If 'yes' has been circled for Criterion B, the interviewee meets screening criterion for Predominantly Hyperactive/Impulsive Presentation.
- If 'yes' has been circled for both Criteria A and B, the interviewee meets screening criterion for Combined Presentation.

Please note that this only provides screening criterion. To meet DSM-5 diagnostic criteria further assessment is required to determine:

- onset of symptoms by age 12
- Symptoms must have persisted for at least six months to a degree that is inconsistent with developmental level and that negatively impacts directly on social and academic/occupational activities.

¹. World Health Organization. (1992). *International Statistical Classification of Diseases and Related Health Problems* (10th ed.). Geneva: World Health Organization.

². American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: American Psychiatric Association.

SCHOOL HISTORY

In this section information relating to the individual's school history should be explored, relating to academic achievement, attitude and behaviour problems and the individual's interaction with peers and teachers. If individuals can provide objective reports of childhood problems and behaviours (e.g. school reports, educational psychologist reports, Statement of Special Educational Needs reports, probationer's reports) then information from these reports should be prioritised to make the ratings.

Initially individuals should be asked a few open ended questions about their perception of their schooling history, and boxes are provided to note down their responses. These questions are then followed by structured questions regarding specific aspects of their schooling.

1. SCHOOL TYPE

- 1 State
- 2 Public/private
- 3 Special

Rate **state** if the person went to a regular state-run school including comprehensive and secondary modern schools. Rate **public/private** if the person went to a grammar or fee paying school (including boarding school). Rate **special** if the person went to a remedial or special school for children with learning and/or behavioural difficulties.

2. ACADEMIC PROBLEMS

- 0 No problems
- 1 Trivial
- 2 Definite but slight
- 3 Definite and marked

Rate **no problems** if the person reports not to have experienced any real difficulty in school subjects. Rate **trivial** if the person reports to have been weak in some subjects but was able to keep up with course work and had a conceptual understanding of the subject, such a person would still be passing in the subject but not find it as easy compared to other subjects. Rate **definite but slight** if the person reports to have experienced some difficulty in some subjects compared to others and this cause him/her to struggle in this subject and fall behind in course work or exams in these subjects. Rate **definite and marked** if the person was failing in subjects to the extent that he/she needed remedial help and/or additional coaching provided by the school.

3. ATTITUDE PROBLEMS

- 0 No problems
- 1 Trivial
- 2 Definite but slight
- 3 Definite and marked

Rate **no problems** if the person reports that his/her parents did not get complaints about his/her attitude at school. For example he/she did not routinely break school rules or refuse to work. Rate **trivial** if the person reports that the school did periodically make complaints to parents for reasons such as being talkative, not wearing school uniform, hair being too long. Rate **definite but slight** if the teachers complained to parents about him/her working below ability because of his/her attitude to work, e.g. not handing in homework or coursework on time. Rate **definite and marked** if teachers had more serious complaints to make to parents for reasons such as refusing to work, playing truant or deliberately behaving in a disruptive or oppositional way.

4. BEHAVIOUR PROBLEMS

Tick whether there were specific complaints by teachers to parents regarding the child's behaviour relating to **disruptive behaviour** in class; **fighting; stealing** and/or **destroying things; daydreaming; withdrawal;** and **playing the clown**. The total number of items should also be recorded in the box provided.

5. PEER PROBLEMS

This refers to how the person got along with other pupils. Tick whether the individual reports he/she was **bullied or excessively teased; bullied other children; was excluded from activities by peers; did not mix with others at all;** or did mix with others but **was part of a "bad" crowd** frequently getting into trouble and mischief. The total number of ticked items should also be recorded in the box provided.

6. TEACHER PROBLEMS

Tick how the person got along with his/her teachers at school, particularly with respect to whether **he/she disliked or deliberately set out to annoy teachers; felt he/she was disliked and/or was victimised by teachers; was uncooperative with teachers** by not doing what he/she was told to do; or **threatened and/or swore at teachers**. The total number of items should also be recorded in the box provided.

7. TRUANCY

- 0 Never
- 1 Some lessons only
- 2 Whole days
- 3 Whole weeks

These periods are given as guidelines only and the interviewer needs to question the person carefully and make sensible interpretations as to the amount of school missed overall. Rate **never** if the person reported never to have truanted from school. Rate **some lessons only** if on average in each year the person would miss lessons only, rather than being away from school for whole days. If the person reports to have missed one or two days of school in his/her entire school history then this should also be rated as some lessons only. Rate **whole days** if the person would report to truant for one day at a time on a regular basis, this would include missing up to three lessons a week or one whole day each month. Rate **whole weeks** for major persistent truancy involving over one full day a week or 4 or more lessons per week on a regular basis.

8. SCHOOL REFUSAL

- 0 Never
- 1 Days only
- 2 As long as one week
- 3 Periods longer than one week

These periods are given as guidelines only and the interviewer needs to question the person carefully and make sensible interpretations as to the amount of school missed overall. School refusal does not include children staying at home and pretending to parents that they are too ill to attend school. School refusal is only rated in cases where the child categorically refused to go to school to parents or guardians. Rate **never** if the person reported never to have refused to go to school. Rate **days only** if on average in each year the person refused to go to school on the occasional day, for example it may have been the child's birthday, or the child may only have refused to attend school once or twice in their entire school history. Rate **as long as one week** if the person would report to refuse to go to school for seven days in the academic year. Rate **whole weeks** for major persistent school refusal resulting in the child regularly missing over one week's schooling each academic year.

9. CONTACT WITH THE EDUCATION AUTHORITY

It should be noted whether the school made **contact with the education authority** because of truancy or missing school.

10. SUSPENSIONS/EXPULSIONS

- 0 Never
- 1 Suspended once
- 2 Suspended more than once
- 3 Any expulsion

The number of suspensions and expulsions from school should be recorded here, including reasons for exclusion. Rate **never** if the person has never been expelled or suspended from school. Rate **suspended once** if the person has been suspended from school on one occasion only. Rate **suspended more than once** if the person has been suspended from school on more than one occasions and rate **any expulsion** if the person has been expelled or asked to leave a school on one or more occasions. The reason for suspensions and expulsions should be noted in the space provided.

11. AGE ON LEAVING SCHOOL

The **age** the person officially left school should be recorded in the box provided. If this was after completing GCSE's or their equivalent then this will usually be 16 years. If this was after completing 'A' levels at school then this will usually be 18 years. If the person left school after taking GCSE's (or their equivalent) and took 'A' levels at a college of further education, then the actual age they left school should be recorded and not the age they finished the 'A' level course at college. If a person was expelled or asked to leave prior to taking examinations, then the age they left school should be recorded.

12. FURTHER EDUCATION OR OCCUPATION ON LEAVING SCHOOL

- 0 Re-taking GCSE's or other (school or college)
- 1 Preparing for 'A' levels (school or college)
- 2 Other full-time education
- 3 Vocational training
- 4 Apprenticeship
- 5 YTS scheme
- 6 Job
- 7 Unemployed

What the person did on leaving school should be recorded here. Rate **re-taking GCSE's** if the person returns to either school or college to re-take or do additional GCSE examinations (or their equivalent). Rate **'A' levels** if the person returns to school or goes to college to study 'A' levels. Rate **other full-time education** if the person goes to college or university or equivalent to do other full-time education studies. This will include sandwich courses. Rate **vocational training** if the person continues to do vocational training such as going into the forces, or training to be a nurse (but not via a university course). Rate **apprenticeship** if the person becomes an apprentice to a trade, such as carpenter or plumber. Rate **Youth Training Scheme [YTS]** if the person joins a government sponsored training scheme or its equivalent. Rate **job** if the person is in full-time constructive employment (or part-time employment and not on income support). Rate **unemployed** if the person is not in constructive employment, regardless of whether he/she is drawing unemployment benefit, income support or invalidity benefit.

A **full list of qualifications** obtained by the individual, both on leaving school and on subsequent study, should be recorded in the box provided.

The interviewer should then discuss any full-time further education highlighted in the prior question with the individual. A **description of full-time further education** should be ascertained and notes detailed in the box provided. The interviewer should also enquire and note whether an individual has **failed to complete any of their further-education courses** and, if so, the reasons for dropping out of study, which can be detailed in the box provided.

OCCUPATIONAL HISTORY

Individuals should be questioned about the type of work they do and their employment history. Specifically it is aimed to get an idea of individuals' attitudes towards work, their level of motivation and interest in their job and amount of effort they put into their work. If dissatisfied with their job, then this should be explored as well as how they spend their time. Individuals should also be questioned about whether they are actively seeking a job. Questions should include their aims and ambitions for the future. If unemployed, they should be asked about the jobs they had in the past.

13. CURRENT JOB

A description of the person's current employment status should be recorded. **Unemployed** includes housewife or husband, people in prison, regional secure units or other institutions, and those people unable to work through invalidity. **Employed** includes people in full-time and part-time employment. If in part-time employment, and receiving benefits for low income, then **unemployed** should be recorded (e.g. for individual's working a few hours per week and includes work not impacting on state benefits). **Students** are in full-time education.

14. DESCRIPTION OF CURRENT JOB

A detailed description of current employment, and the work this entails, should be described and recorded in the box provided.

To score this item, the current job should be rated using the following categories, and then recorded clearly at the end of the notes:-

- 777 people in full-time education (i.e. students) should be rated as "not applicable"
- 1 professional/managerial (business executives, lawyer, doctor)
- 2 vocational (teacher, nurse)
- 3 skilled non-manual (secretary, hairdresser)
- 4 skilled manual (carpenter, welder)
- 5 semi-skilled manual (general labourer, apprentice)
- 6 unskilled (shop assistant)
- 7 unemployed (houseperson, invalidity benefit, institution – such as prison or in a regional secure unit).

People working or studying part-time, but still receiving state benefits, should be coded as **unemployed**.

If employed, a record should be made of whether this work is **full-time**, **part-time** or **other**.

Questions should then be asked regarding the individual's **interest** in their job and whether they wish to **stay in that job**. Questions are provided as a framework for discussion, and space is provided to note responses.

15. TYPE OF OCCUPATION

The number of different types of full-time gainful employment should be recorded in the box provided. Jobs such as drug dealing or helping out a friend on a street market would not be included. The number of types of occupation are recorded, for example an individual may have been a lorry driver, worked in retail sales as a shop assistant, worked as a buyer for a retail store and been employed in a pub as bar staff. This would count as four different types of employment. Where an individual has been employed in different types of retail sales, i.e. fast food, supermarkets and chain stores, this would count as one type of employment. People need to be questioned carefully about their types of employment as a carpenter, hod carrier and scaffolder would for example count as three types of employment, whereas several periods of employment in general building work would count as one.

16. NUMBER OF JOBS

The number of full time jobs in which the person has been employed since leaving school should be recorded in the box provided. If an individual gives an estimated number then the mid-point should be recorded. If this falls on a decimal number, then this should be rounded up, e.g. 15-20 = 18.

17. LONGEST PERIOD EMPLOYED

The longest period a person was in full-time gainful employment should also be recorded in months in the box provided. The mid-point should be taken for estimated periods. If this falls on a decimal number, then this should be rounded up, e.g. 19-22 = 21.

18. PLANS FOR THE FUTURE

The interviewer should then ask the individual about their occupational **plans for the future**, prompting a discussion and recording their responses in the space provided. This is to investigate their plans for personal development, their current job satisfaction and their desire to work.

19. UNEMPLOYMENT

The number of periods of unemployment, for which an individual claimed unemployment benefit, should be recorded in the box provided. Individuals who are unable to work due to disability or invalidity (and who claim the appropriate respective benefit) should be included e.g. a person who is unemployed due to having back problems, and who receives benefit for these problems, should include this as a period of unemployment. The mid-point should be taken for estimated periods. If this falls on a decimal number, then this should be rounded up, e.g. 16-21 = 19.

The longest single period a person has been unemployed should be recorded in months in the box provided. The mid-point should be taken for estimated periods. If this falls on a decimal number, then this should be rounded up, e.g. 9-12 = 11.

20. CURRENT UNEMPLOYMENT

- 0 Unemployed
- 1 Disability/invalidity
- 2 Children
- 3 Institution

A description of the person's reason for unemployment should be recorded. Rate **unemployed** if a person has chosen to be unemployed or who has been unsuccessful in getting a full-time job. Rate **disability/invalidity** if the person has some form of impairment which prevents them from working. Rate **children** if the person is a housewife or husband and looks after children at home. Rate **institution** if the person is unable to work because they are being held in prison or a regional secure unit.

The interviewer then asks the individual what they do with their time whilst unemployed, with a specific focus on whether they are undertaking constructive or non-constructive activities. Space is provided to detail the individual's response.

It should then be enquired whether the individual is looking for a job, and either 'yes' or 'no' circled. Space is provided in order to note down their additional comments regarding their search for a job.

21. OCCUPATION OF FAMILY MEMBERS

Individuals should be asked about the type of employment of family members, i.e. partner, parents, and siblings. Individuals should be asked for the job title in addition to a general description of what this work entails. For example, 'working in the travel industry' could be managerial, skilled or unskilled work. It may help to ask about the education of the target person e.g. someone working in the travel industry with a degree in marketing is more likely to be in professional/managerial category. Similarly, **self-employed** people should be rated according to the business they have and the type of work they do. **Retired** family members should be coded for their prior occupational status. **Unemployed** includes categories of housewife/husband, people claiming benefits as described previously, and individuals in institutions such as regional secure units and prison establishments. **Full-time students** should be coded as **777** ('not applicable'). It is advised that interviewers make a note of the profession of each family member during the interview, and then rate these occupations according to the following categories after administration. Spaces for the addition of 'other' family members, considered to be relevant, are provided.

- 777 Student
- 1 Professional/managerial
- 2 Vocational (teacher/nurse)
- 3 Skilled non-manual (secretary/hairdresser)
- 4 Skilled manual (carpenter/welder)
- 5 Semi-skilled manual
- 6 Unskilled (shop assistant)
- 7 Unemployed (house wife/husband, invalidity benefit, institution)

ANTI-SOCIAL BEHAVIOUR

This section of the ALFI focuses on a developmental perspective of conduct and substance abuse problems and provides three scales of anti-social behaviour:-

- 1) In childhood (defined as prior to 18 years of age)
- 2) in adulthood (defined from 18 years of age)
- 3) during the past year

If individuals have supplied objective reports relating to childhood conduct problems and/or later anti-social behaviour then priority should be given to this source of information for ratings (e.g. school reports, probationer reports, police/court reports).

Individuals are questioned about **frequency** and **severity** of antisocial behaviour **in childhood (prior to 18 years), in adulthood, and the past year**. Questions relate to verbal and physical aggression; use of a weapon, vandalism and fire-setting; theft (including shoplifting, joyriding, breaking and entering); mental cruelty toward others; cruelty to animals; and trouble with the police. Individuals are encouraged to describe specific incidents that come to mind and, through discussion and probing, an estimate of the average frequency and severity of behaviour in a typical year is made. Thus, ratings are made on four degrees of severity and frequency, '0' representing no problem behaviour, '1' representing mild or infrequent behaviour, '2' representing marked and regular behaviour (once a month), '3' representing severe and repetitive problem behaviour (more than once a month).

Severity – the most severe episode or incident for the year or in an average, typical year are recorded.

Frequency – the average number of episodes or incidents for the year or in an average, typical year are recorded.

The interviewer rates the individual's answers using an estimate of the average frequency and severity of such behaviours. If incidence of behaviour varies, e.g. the person reports that they fought on average once a month as a child of 6 years but only two or three times in a year as a child of 13 years, then the most frequent incidence should be rated i.e. rate **regular – on average 1 x month** for usual frequency, prior to 18 years of age. Details should be noted of specific incidents mentioned in the boxes provided.

Questioning can take the following format:-

“How many fights have you had in the past year?”. If the reply is “around seven” then this would be coded as ‘2’ (regular, about 1 x month). If they replied “around four” then this would be coded as ‘1’ (once or twice). The person is then asked “as an adult (since 18 years of age), would you say you have been involved in about the same number of fights per year?...more?...fewer?”. Thus, through discussion and probing, an estimate of frequency of fights can be ascertained. For severity, the interviewer could say “Can you tell me about the kind of fights you got into? Did you ever sustain any injury? Did you cause injury? Was it just bruises and minor cuts to face and hands, or did the injury require visiting a doctor or hospital? What is the worst outcome from a fight you can remember?”

22. CRUELTY TO ANIMALS

Severity

- 0 None
- 1 Minor (no injury)
- 2 Marked (some injury)
- 3 Severe (serious injury)

Rate **none** if the person reports no cruelty to animals. Rate **minor (no injury)** if the person reports a single incident in which the person has caused some, but not serious, hurt or injury to an animal through, for example, unintentional, excessive use of force. Rate **marked (some injury)** if the person reports deriving pleasure from tormenting or hurting animals in such a way as to cause minor, but definite, pain or distress to an animal. Rate **severe (serious injury)** only for those cases in which the person reports gaining malicious and sadistic pleasure from inflicting pain and suffering on animals.

Frequency

- 0 Not at all
- 1 Once or twice
- 2 Regular, on average 1 x month
- 3 Regular, more than once a month

The average frequency of cruelty to animals is recorded. For example, if the person reports being cruel to an animal on average more than once a month as a child of 8 years, but only two or three times a year as a child of 16 years, rate the overall frequency for prior to 18 years as **regular, more than once a month**. Rate **not at all** if the person reports not to have engaged in any cruelty to animals. Rate **once or twice** if the person reports isolated incidents of cruelty. Rate **regular, on average 1 x month** if the person indicates that they have been cruel to animal approximately once a month. Rate **regular, more than once a month** if the person admits to acts of cruelty at least once a month in the past year, prior to 18 years of age and post 18 years of age.

23. VERBAL AGGRESSION

- 0 None
- 1 1 or 2 isolated episodes
- 2 3 or more episodes
- 3 At least monthly

Episodes of verbal aggression in which the person has engaged in serious arguments with people should be rated in this section. Examples might include occasions in which the person was abusive or threatening towards another person. Shouting, abuse and/or threatening behaviours must involve loss of temper and not be in the context of joking or bantering. Rate **none** if the person indicates that they have not engaged in any verbal aggression in the last year, during childhood or in adulthood. Rate **1 or 2 isolated episodes** where the person reports isolated incidents occurring in the last year, during childhood or in adulthood. Rate **3 or more episodes** if the person indicates that they have engaged in such acts on three or more separate occasions. Rate at least **monthly** if the frequency reached this level on average for the whole of the past year, prior to 18 years of age and post 18 years of age.

The interviewer should then enquire who these arguments are usually with, and record this in the space provided.

24. PHYSICAL AGGRESSION

Episodes of physical aggression outside the home i.e. not family members, should be recorded according to their usual severity and frequency. Details of specific incidents reported should be noted in the box provided. It may be helpful to note aggressive acts toward family members but these should not be included in the rating system.

Severity

- 0 No fighting
- 1 Defence only
- 2 Mild (no injury caused)
- 3 Severe (injury caused)

Rate **no fighting** if the person reports that they have not engaged in any physical aggression/fighting with another person outside the home. Rate **defence only** if the person reports that they have pushed, hit, seized or held another person in the context of defending themselves from attack by another. Rate **mild (no injury caused)** if the person indicates that they have engaged in some form of fighting – such as pushing, hitting or seizing another – but not with intent to harm and no injury to another person was caused other than minor bruising.

Rate **severe (injury caused)** if the person reports that they fought with another person, with the intent to harm or otherwise injure, and injury was subsequently inflicted on the other person and that required treatment.

Frequency

- 0 Not at all
- 1 Once or twice
- 2 Regular, on average 1 x month
- 3 Regular, more than once a month

The average frequency of physical aggression is recorded. So, for example, if the person reports fighting on average once a month as a child of 8 years but only two or three times a year as a child of 16 years, rate the overall frequency for prior to 18 years as **regular, more than once a month**. Rate **not at all** if the person reports not to have engaged in any physical aggression in the past year, prior to 18 years of age or post-18 years of age. Rate **one or twice** if the person reports isolated incidents of physical aggression. Rate **regular, on average 1 x month** if the person indicates that they have engaged in acts of physical aggression once a month. Rate **regular, more than once a month** if the person reports incidences of physical aggression occurring at least once a month in the past year, prior to 18 years of age and post 18 years of age.

Individuals should then be asked about their **use of weapons** and whether they carry on around. Notes regarding key incidences should be made in the box provided.

- 0 None
- 1 Carries weapon, never used
- 2 Only used to threaten
- 3 Used weapon in fight

Rate **none** if, over the past year, prior to 18 years or post 18 years, the person has never used a weapon to hurt, or to threaten someone or to defend themselves in a fight. Rate **carries a weapon, never used it** if the person has ever carried some kind of a weapon on their person, like a knife, with the intent of using it to threaten or to harm someone "if necessary". Rate **only used to threaten** if the person reports carrying weapon in order to threaten, scare or otherwise intimidate another person but has never used it. Rate **used weapon** if the person has used a weapon in a fight; either a weapon carried for this purpose, like a knife, or a weapon that comes to hand (like a piece of wood, a baseball-bat or a stone) on at least one occasion.

25. VANDALISM

Severity

- 0 No vandalism
- 1 Minor (little damage)
- 2 Major (serious damage)
- 3 Fire setting

This scale is concerned with episodes of vandalism (including graffiti) and/or fire-setting. Rate **none** if the person reports never having engaged in vandalism in the past year, prior to 18 years of age and post 18 years of age. Rate **minor (little damage)** if the person reports having engaged in some destructive acts. These might include damaging fences or hedges, letting down people's tyres, knocking over estate agents boards and a whole range of minor vandalism and trouble-making of a kind often seeming to arise from persistent boredom and as a by-product of irresponsible behaviour or other activities. Rate **major (serious damage)** if the person reports having engaged in more serious acts of vandalism, such as window breaking, scratching cars, breaking car windscreens or other acts of deliberate destruction. Rate fire-setting if the person indicates episodes of **fire-setting**, regardless of whether these episodes resulted in serious damage, in the past year, prior to 18 years and post 18 years of age.

Frequency

- 0 Not at all
- 1 Once or twice
- 2 Regular, on average 1 x month
- 3 Regular, more than once a month

The average frequency of vandalism is recorded. So, for example, if the person reports committing acts of vandalism or fire-setting on average once a month as a child of 8 years, but only two or three times a year as a child of 16 years, rate the overall frequency for prior to 18 years as **regular, more than once a month**. Rate **not at all** if the person reports not to have engaged in any vandalism. Rate **once or twice** if the person reports isolated incidents of vandalism. Rate **regular, on average 1 x month** if the person indicates that they have engaged in acts of vandalism once a month. Rate **regular, more than once a month** if the person reports committing acts of vandalism at least once a month or more in the past year, prior to 18 years of age and post 18 years of age.

26. THEFT

Severity

- 0 None
- 1 Minor (value <£20)
- 2 Marked (value of £20-£100)
- 3 Major (value >£100, break-in, joy riding)

This scale is concerned with episodes of theft, including shoplifting, burglary and joy riding. Rate **none** if the person reports never having engaged in theft in the past year, prior to 18 years of age and post 18 years of age. Rate **minor (value <£20)** if the person reports having engaged in minor theft or shoplifting of items with a value of up to £20. Rate **marked (value of £20-£100)** if the person reports having engaged in more serious acts of theft, stealing items ranging from £20 to £100 in value. Rate **major (value >£100, break-in, joy riding)** if the person indicates having engaged in stealing items with a value of over £100, or have taken part in break-ins or occasions of joy riding in the past year, prior to 18 years and post 18 years of age.

Frequency

- 0 Not at all
- 1 Once or twice
- 2 Regular, on average 1 x month
- 3 Regular, on average more than once a month

Rate **none** if the person reports that they have never engaged in shoplifting, joy-riding or break-ins, in the past year, prior to 18 years of age and post 18 years of age. Rate **once or twice** if the person reports isolated incidents of shoplifting, joyriding or break-ins (including derelict or otherwise unoccupied property). It should also be noted that many children engage in some petty pilfering (for example, sweets from the local shop) during childhood and so the interviewer should question the person closely regarding episodes of shop-lifting prior to 18 years of age. Rate **regular, on average 1 x month** if the person reports shoplifting, joy-riding or break-ins in on average once a month. Rate **regular, on average more than once a month**, if the person reports regularly shoplifting, joy-riding or breaking into property at least once a month in the past year, prior to 18 years of age or post-18 years of age.

27. POLICE INVOLVEMENT

This scale is concerned with both the frequency and nature of police contact the person has experienced – in the previous year, prior to 18 years of age and post 18 years of age. Details should be noted of any specific incidents reported by the person and outcome of police involvement in the space provided.

Severity

- 0 No involvement
- 1 Mild (e.g. petty offences)
- 2 Marked (questioned, cautioned)
- 3 Severe (charged)

Rate **none** if the person reports having had no contact with the police in the previous year, prior to 18 years of age or post 18 years of age. Rate **mild (petty offences)** if the person reports occasional incidents such as speeding offences. Rate **marked (questioned, cautioned)** if the person has had police contact resulting in them being questioned or cautioned about an offence (whether petty or serious), even if they were not subsequently charged. Rate **severe (charged)** if the person reports police contact that has resulted in charges being brought against them (regardless of the nature of the offence).

Frequency

- 0 Not at all
- 1 Once or twice
- 2 Regular, on average 1 x month
- 3 Regular, more than once a month

Rate **not at all** if the person reports never having any police contact in the previous year, prior to 18 years of age or post 18 years of age. Rate **once or twice** if the person reports that they have had occasional contact with the police (regardless of the nature of the offence and including being questioned by the police). Rate **regular, on average 1 x month** if the person reports regular contact with the police, regardless of whether this is for serious or petty offences. Rate **regular, more than once a month** if the person reports contact with the police occurring several times a month, regardless of the nature of the offences.

SUBSTANCE USE

28. ALCOHOL

Initially the interviewer should open up a discussion about alcohol consumption and experience. Individuals should be asked whether they drink alcohol, whether they get drunk, how often they get drunk and whether they have had any bad experiences related to drinking. These questions are provided on the ALFI and space is provided to note the individual's response.

Individuals are then asked to quantify their alcohol consumption. This should be measured by the **sum total of units of alcohol consumed** in the past week. One unit is one glass of wine, one measure of spirits or a half pint of beer or lager. A box is provided for this total number to be recorded in. The mid-point should be taken for estimated ranges of units. If this falls on a decimal number, then this should be rounded up, e.g. 5-10= 8.

29. ILLICIT SUBSTANCE USE

Cannabis
Cocaine (including crack cocaine)
Heroin
Speed/Amphetamine
Glue & Solvents
LSD
Ecstasy
Other

The above list of common drugs is provided, and individuals should be asked if they have **ever used** any of those listed. A tick should be placed on the dotted line next to each substance they have used (**regardless of whether this was experimental or regular use**). 'Other' may include drugs such as magic mushrooms, morphine, amyl nitrate, or any prescribed medication used as a drug of abuse, and the specific 'other' drug they used should be noted in the space provided.

Severity

- 0 None
- 1 Mild (no impairment)
- 2 Marked (some impairment)
- 3 Severe (major impairment)

Rate **none** if the person indicates they have never taken any illicit drugs, even experimenting, in the past year, prior to 18 years of age or post 18 years of age. Rate **mild (no impairment)** if the person reports occasionally taking drugs, or experimented with them, but suffers no obvious impairment. Rate **marked (some impairment)** if the person reports taking any drugs that cause them to be in some way either cognitively or physically impaired (e.g. taking days off sick from work; poor concentration; spending a disproportionate time in bed). Rate **severe (major impairment)** if the person reports suffering major impairment (either cognitive or physical) including, for example, withdrawal symptoms or dependency. Impairment is defined as causing personal, social and/or occupational handicap. In such cases an individual may not be able to engage in normal daytime activities, they may have poor motivation and need to take drugs to function normally.

Frequency

- 0 Not at all
- 1 Once or twice (gave up)
- 2 Intermittent (will try again)
- 3 Regular user

Rate **not at all** if the person reports never having taken any illicit drugs in the past year, prior to 18 years of age or post 18 years of age. Rate **once or twice (gave up)** if the person reports having experimented with some drugs, perhaps as a youngster, but did not continue (because they didn't like the effect etc.). Rate **intermittent (will try again)** if the person reports occasional drug use that is ongoing but not regular. Rate **regular user** if the person reports regularly using drugs e.g. on a monthly basis, regardless of whether they report suffering impairment or not.

If an individual has reported any use of illicit substances, they should be further questioned regarding the age at which they first consumed an illicit substance, and the reasons why they first started. The interviewer should ascertain the progression of the individual's drug use, noting any change in frequency, type of substance, and poly-use. Examples of the extent to which associated impairment has occurred and the peak impairment should be explored and recorded.

For those individuals still taking drugs, it is important for the interviewer to ask why and identify any personal maintenance factors underlying this behaviour. Maintenance factors may include enjoyment, raising confidence, self-medication, peer pressure and socialising, as well as dependency, and identifying the underlying reason for both starting and maintaining drug use is of importance.

SOCIAL FUNCTIONING

This section is concerned with the person's social functioning. The individual should be asked about how they like to spend their spare time and with whom, and what their preferred leisure activity is.

The friendship section focuses on the nature of the person's friendships, and their ability to make and sustain friendships. Family members (e.g. cousins, siblings) are NOT included in this section. Some information relating to childhood friendships may have already been explored within the section relating to school history and it should be noted if a person reports that they found it difficult to make friends at school but experience no such problems in adulthood. Conversely, the opposite may also be true. The person should therefore be questioned closely as to the precise nature and developmental course of their friendships.

The intimate relationships section deals with the person's romantic and sexual relationships with other people. A tendency toward disorganisation, poor motivation and aggressive impulsive behaviour is likely to negatively impact on family dynamics and the aim of this section is to assess the impact of the individual's difficulties/problems on their intimate relationships. For example, an individual may have a consistent pattern of dysfunctional intimate relationships. This could be for many reasons - relationships may be volatile; a person may become violent and flash in and out of mood states; the individual may have low self-esteem, and lack confidence. It is interesting to know who usually ends the relationships and whether these are mutually negotiated. They may engage in a frequent number of intense relationships that break down after a few weeks' duration.

30. ACTIVITIES

The interviewer should ask questions about how they spend their leisure time, and what their favourite pastime is, with space provided for notes. The individual should be asked who they usually spend their spare time with, and are provided with the following options:

- 0 Alone
- 1 Family (including cohabiting partners)
- 2 Friends (including non-cohabiting girlfriends/boyfriends)
- 3 Acquaintances

Rate **none** if the person reports that they spend most of their spare time alone. Rate **family** if the person indicates that they spend most of their spare time with cohabiting partners and/or other family members. Rate **friends** if the person indicates that they spend most of their spare time with friends (including girlfriend/boyfriend with whom they do not cohabit) and rate **acquaintances** if the person reports that they spend time with people whom they know but do not regard as close friends, such as social events with a football team, team sports, meeting people at the local pub but with whom they have made no prior arrangement to meet.

Have a hobby	YES/NO
Take part in sport	YES/NO
Play a musical instrument	YES/NO
Belong to any clubs	YES/NO
Attend sports events	YES/NO
Visit theatres, museums, concerts	YES/NO
Listen to music	YES/NO
Other	YES/NO

The individual should then be asked about their involvement in the above list of activities, as presented on the ALFI, identifying whether they do or do not engage in such activities and circling the appropriate response. Activities should only be included that are engaged in regularly, defined as at least once a month. Space is provided after each activity and details should be noted of particular hobbies, activities and interests in which the person regularly participates. It is intended to ascertain whether individuals engage in constructive leisure activities (e.g. sports, club memberships) as opposed to non-constructive activities (e.g. watching television, staying at home listening to music). It is also of interest and should be noted whether they mix with others or tend to engage in lone pursuits (e.g. listening to music alone, playing solitaire). Some interests could be either **social or lone pursuits**, such as horseriding or playing golf, as these can be performed in a group setting and/or with individual friends. They can also be solo interests. **'Other'** might include activities such as gardening, playing on a computer ('surfing the net' etc.), which should be specified. The total number of activities the individual engages in on a regular basis should also be recorded in the box provided.

31. FRIENDSHIPS

The individual should be asked whether they have any friends they meet regularly, and whether this has changed over time, in order to ascertain whether their ADHD symptoms are impacting this area of their life. The individual should also be asked about the **number of friends** they have and this should be recorded in the box provided. This refers to how many *close friends* the person has and with whom they are in *regular contact*. Family members (e.g. cousins, siblings) are not included. Regular contact is defined as either telephone contact or face-to-face meetings on at least a monthly basis. Friendships that are generated and maintained only via electronic sources are not included, e.g. a friend made on the internet and with whom they are in daily contact but with whom they have never met. In cases when individuals give a high number of close friends (say 15-20), the interviewer should probe for further information to assess the quality of these relationships e.g. a person may be nominating members of a football team as all close friends because he plays with them once a week. The interviewer should then probe for how much contact there is with team players outside of the weekly game in order to differentiate between acquaintances and close friends. If the person insists that they are all close friends then it is the interviewee's rating that is recorded. If the person claims to have no close friends, reasons why should be examined to establish whether the individual is a loner by choice or because he has difficulty sustaining friendships.

The interviewer should also establish the degree to which the person **easily makes friends** and **falls out with friends**. In this way, the interviewer aims to ascertain turnover of friendships and whether a person finds it hard to make friends in the first place, or whether a person finds this aspect easy but finds it hard to maintain reciprocal friendships. For example, does the person readily make friends but seem unable to sustain friendships over any period of time. If so, why? Why do friendships end? Is it because their friends move on, breaking the friendship? Is it because of their behaviour toward other people?

The interviewer then asks whether the person has any **long-standing friends**. It is important that the longest-standing friend is nominated from *the number of friends the person is in regular contact with* (i.e. the first question). Thus, a friend of 20 years, with whom the person meets infrequently, is not included here. For example, the interviewer may ask "How many friends do you consider yourself to have, with whom you are in regular contact, you may meet or speak with on the phone, at least monthly"this would be followed by.... "Of those friends, who is the longest-standing friend? How long have you been friends for?".

The interviewer should then establish what the individual does when seeing their friends. This is useful to understand the type of individuals being classed as friends and highlight any potential influences they have on the individuals behaviour.

32. INTIMATE RELATIONSHIPS

Intimate relationships include any romantic and/or sexual relationships the individual has. The person should be questioned about how many **significant or important relationships** they have had (other than family members or platonic friends). It is important to emphasise that this is their perception of 'significant' and not a temporal measure. For example, the person may consider a relatively intense, but short-term, relationship to have been significant. The number of significant relationships should be recorded in the box provided, and then additional information regarding the **duration** of each relationship, and the **reason they broke down** should also be discussed, clarified and noted in the boxes provided.

The interviewer should ask at **what age the person became sexually active**. Individuals, especially girls, may have engaged in intimate relationships at a young age (say 12/13 years) and continue to behave in a promiscuous way in an attempt to make friends and attract the interest of others. A lack of confidence in relationships may alternatively be expressed as avoiding intimate and sexual relationships – they may not commence sexual relationships until they are in young adulthood, say in their mid-twenties. The person should be asked whether they have a **current partner, spouse, girlfriend or boyfriend** and, if so, whether they are **satisfied with this relationship**. This may be a sensitive area and the interviewer should carefully explore with the person sources of dissatisfaction.

PRESENTATION TO SERVICES

This section focuses on the individual's presentation to clinical and education services since childhood. Information should be elicited from referral notes, as well as direct questioning of the person.

Details are recorded for **extra professional teaching provided by the school** and/or **extra private professional teaching** paid for by parents. For each, the number of subjects should be recorded, as well as the number of episodes of teaching e.g. reading (age 7 years), maths (age 10 years), English (age 10 years), maths (age 15 years). The number of interventions involving an **educational psychologist** should also be recorded (including privately requested assessments).

Whether an individual has had contact with **child guidance clinics** should be detailed, as well as contact with **social services** (either as a child and/or as an adult).

A person is asked on how many occasions they have visited their **NHS GP** for **non-physical reasons**, such as stress, anxiety, depression. Also included here are times they may have visited their GP for physical reasons, e.g. migraine, fatigue, and been told by the GP that the underlying problem is due to psychological problems (e.g. stress, anxiety, depression). Each separate episode is recorded and not the actual number of appointments per episode.

Non-physical contacts with **hospital or community services** should be recorded, such as referrals to psychiatric/psychology services (either primary or tertiary referrals). Thus for every contact recorded here, one contact is potentially recorded in the prior GP section (e.g. four GP referrals to hospital and/or community psychiatric services should be also recorded as four GP presentations). Private GP referrals to psychiatric/psychology services should also be included here. Treatment in primary care is also included here.

Consultation with a **private practitioner** refers to visits to professionals that are not referred by GP or tertiary services. These include private psychotherapy and counselling sessions that are funded by the individual. Also included are visits to allergists, homeopaths, acupuncturists, Chinese herbalists, cranial osteopaths etc.

INTERVIEWER PERCEPTION

The purpose of this section is to provide a checklist of problem areas for the interviewer to consider. This is intended to help clarify the interviewer's thoughts about the individual and it is not therefore part of the interview per se, although it is based on information elicited during the course of the interview. Items should be ticked according to whether, in the interviewer's personal view, they may apply to the person concerned. Possible comorbidities are listed for consideration.