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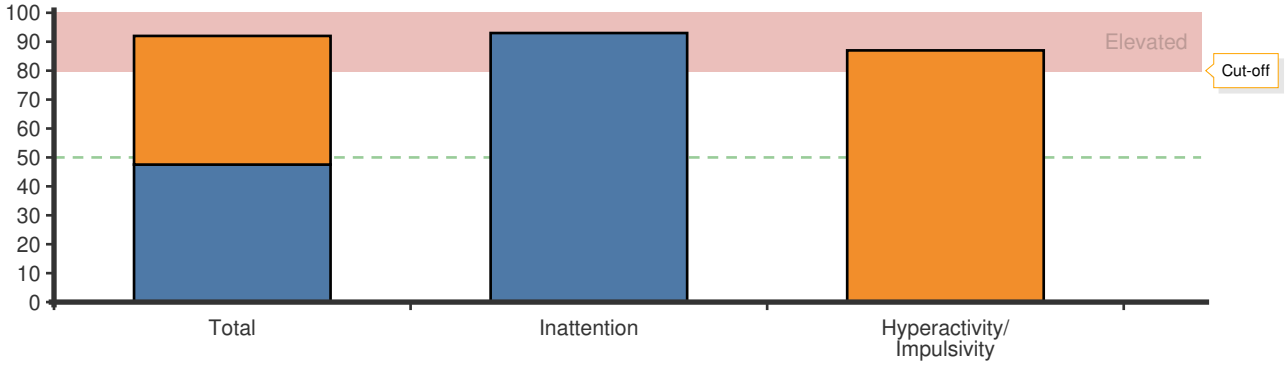
Strengths and Weaknesses of ADHD Symptoms and Normal Behavior Scale (SWAN)

Client Name	Generic Client (Parent)	*Date administered*	10 Sep 2024
Date of birth (age)	1 Jan 2016 (8)	*Time taken*	3 min 24s
Assessor	Dr Simon Baker		

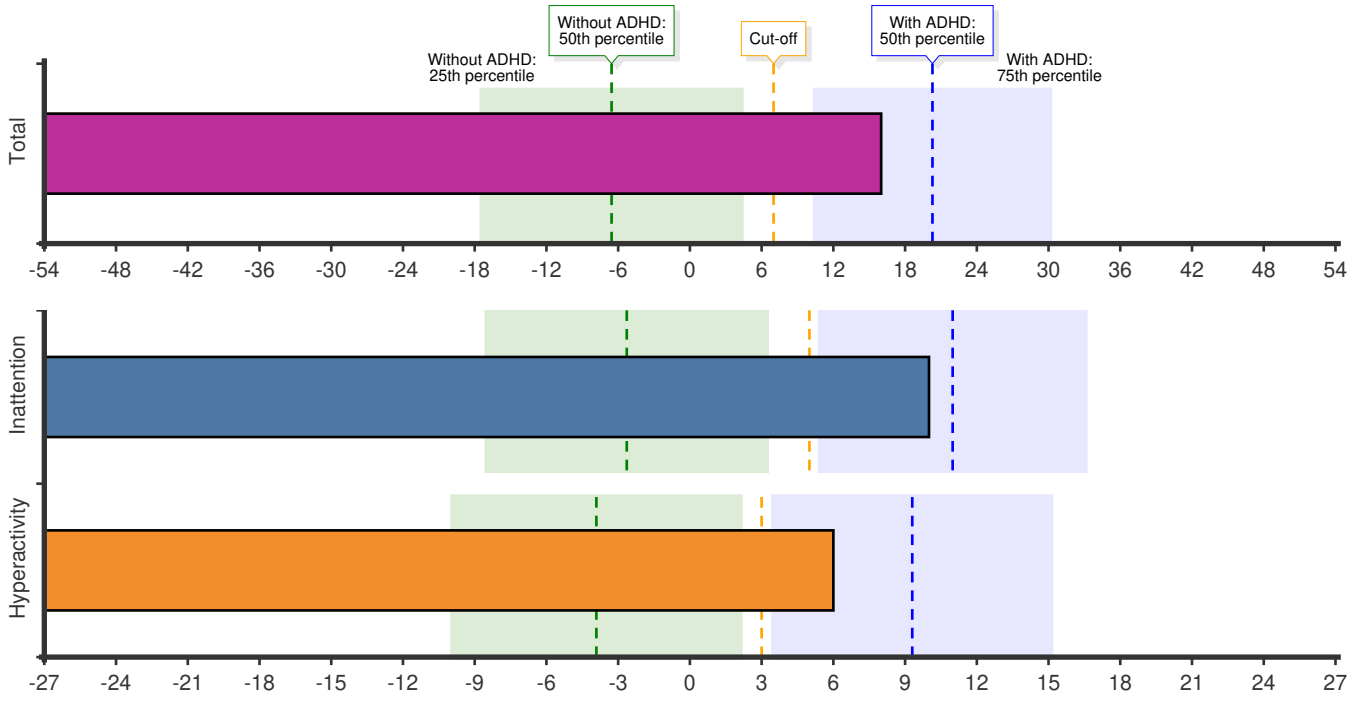
Results

	Score	Average (-3 to 3)	Percentile	Descriptor
Total (-54 to 54)	16	0.9	92	Elevated
Inattention (-27 to 27)	10	1.1	93	Elevated
Hyperactivity/Impulsivity (-27 to 27)	6	0.7	87	Elevated

SWAN Percentiles



SWAN Scores Compared to Normative Distributions



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Interpretation

The client's SWAN score is on the 92nd percentile when compared to young people without ADHD. When compared to young people with ADHD, the client's score is on the 38th percentile. The pattern of responding is consistent with young people with ADHD.

The subscale scores indicate that the client is experiencing significant difficulties with both Inattention and Hyperactivity/Impulsivity.

The client's score on the **Inattention** subscale suggests significant difficulties with the executive functions or skills that enable them to pay sustained attention to what is most important. Inattention is related to executive functions and skills such as working memory, initiating tasks, staying on task, time management, and emotional control. These challenges can impact daily functioning and academic performance. They may appear forgetful, careless, easily distracted, or have difficulty with prioritisation. In particular, the respondent identified that the client had challenges on the following SWAN questions:
- *2. Sustain attention on tasks or play activities (Below Average)*
- *6. Engage in tasks that require sustained mental effort (Below Average)*
- *1. Give close attention to detail and avoid careless mistakes (Slightly Below Average)*
- *4. Follow through on instructions & finish school work/chores (Slightly Below Average)*
- *5. Organize tasks and activities (Slightly Below Average)*

The client's score on the **Hyperactivity/Impulsivity** subscale suggests significant difficulties characterised by a sense of restlessness, fidgeting, and a tendency to act without thinking. Hyperactivity and Impulsivity are related to difficulties with executive functions or skills such as behavioural and emotional regulation. These difficulties can lead to challenges in structured environments like classrooms as well as in social interactions. Individuals may appear excessively excited, impatient, or disruptive, which can affect their performance in various aspects of life. In particular, the respondent identified that the client had challenges on the following SWAN questions:
- *11. Stay seated (when required by class rules/social conventions) (Below Average)*
- *10. Sit still (control movement of hands/feet or control squirming) (Slightly Below Average)*
- *14. Settle down and rest (control constant activity) (Slightly Below Average)*
- *17. Await turn (stand in line and take turns) (Slightly Below Average)*
- *18. Enter into conversation & games (control interrupting/intruding) (Slightly Below Average)*

Scoring and Interpretation Information

For comprehensive information on the SWAN, see here.

The SWAN consists of 18 items based on DSM criteria for ADHD, divided into two subscales:
1. Inattention (Items 1-9)
2. Hyperactivity/Impulsivity (Items 10-18)

Each item is rated on a 7-point scale (-3 to 3), ranging from Far Below Average (3, reflecting a difficulty) to Far Above Average (-3, reflecting a strength). Higher scores on the SWAN reflect greater difficulties, while lower scores reflect greater strengths.

The client's total and subscale scores are converted to percentiles based on normative data for a community sample of children and adolescents without ADHD and with ADHD (Burton et al., 2019). Graphs comparing the total and subscale scores to the normative distribution of scores among these samples are presented, with shaded areas around the means corresponding to

Client Name	Generic Client (Parent)

Scoring and Interpretation Information (cont.)

scores between the 25th and 75th percentile. The percentiles and graphs contextualise the client's scores relative to typical levels of strengths and difficulties in attention and behavioural regulation among young people with and without ADHD in the community.

Cut-off scores for elevated difficulties consistent with a diagnosis of ADHD are as follows (Burton et al., 2019).
- Total score of 7 or above
- Inattention subscale score of 5 or above
- Hyperactivity/Impulsivity subscale score of 3 or above

Approximately 75-80% of young people without ADHD score below these cut-off scores, while about 80-85% of young people with ADHD score above these cut-off scores. Note that these cut-off scores are based on parent-reported ratings and may differ from cut-off scores based on teacher-reported ratings.

The SWAN can be used by a qualified professional, such as a psychologist, for initial screening for ADHD before or as part of comprehensive assessment. The SWAN alone is not sufficient to establish a diagnosis.

Client Responses

		Far Below Average	Below Average	Slightly Below Average	Average	Slightly Above Average	Above Average	Far Above Average
1	Give close attention to detail and avoid careless mistakes	3	2	**1**	0	-1	-2	-3
2	Sustain attention on tasks or play activities	3	**2**	1	0	-1	-2	-3
3	Listen when spoken to directly	3	2	1	**0**	-1	-2	-3
4	Follow through on instructions & finish school work/chores	3	2	**1**	0	-1	-2	-3
5	Organize tasks and activities	3	2	**1**	0	-1	-2	-3
6	Engage in tasks that require sustained mental effort	3	**2**	1	0	-1	-2	-3
7	Keep track of things necessary for activities	3	2	**1**	0	-1	-2	-3
8	Ignore extraneous stimuli	3	2	**1**	0	-1	-2	-3
9	Remember daily activities	3	2	**1**	0	-1	-2	-3
10	Sit still (control movement of hands/feet or control squirming)	3	2	**1**	0	-1	-2	-3

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Client Responses (cont.)

		Far Below Average	Below Average	Slightly Below Average	Average	Slightly Above Average	Above Average	Far Above Average
11	Stay seated (when required by class rules/social conventions)	3	**2**	1	0	-1	-2	-3
12	Modulate motor activity (inhibit inappropriate running/climbing)	3	2	1	**0**	-1	-2	-3
13	Play quietly (keep noise level reasonable)	3	2	1	**0**	-1	-2	-3
14	Settle down and rest (control constant activity)	3	2	**1**	0	-1	-2	-3
15	Modulate verbal activity (control excess talking)	3	2	1	**0**	-1	-2	-3
16	Reflect on questions (control blurting out answers)	3	2	1	**0**	-1	-2	-3
17	Await turn (stand in line and take turns)	3	2	**1**	0	-1	-2	-3
18	Enter into conversation & games (control interrupting/intruding)	3	2	**1**	0	-1	-2	-3