

As described in:

Fabiano, G.A., Pelham, W.E., Waschbusch, D., Gnagy, E.M., Lahey, B.B., Chronis, A.M., Onyango, A.N., Kipp, H., Lopez-Williams, A. & Burrows-MacLean, L. (2006). A practical impairment measure: Psychometric properties of the Impairment Rating Scale in samples of children with attention-deficit/hyperactivity disorder and two school-based samples. *Journal of Clinical Child and Adolescent Psychology*, 35, 369-385

*Means, standard deviations, and distribution of scores on the IRS for children in Study 1*

Parent IRS domains		N	Mean	SD	0	1	2	3	4	5	6 <sup>a</sup>
Peers	ADHD	133	2.69	2.36	32	13	4	7	13	17	16
	Comparison	116	0.23	0.70	86	9	3	1	2	0	0
Siblings	ADHD	115	2.72	2.27	28	11	7	16	10	9	19
	Comparison	97	0.37	1.02	83	8	5	1	1	1	1
Parents	ADHD	132	3.25	2.21	20	10	8	10	14	19	20
	Comparison	116	0.41	1.03	82	7	5	3	2	2	0
Academics	ADHD	130	3.09	2.34	26	9	4	10	12	18	21
	Comparison	114	0.20	0.67	88	8	3	1	0	1	0
Self-esteem	ADHD	129	2.67	2.36	33	11	5	9	9	18	16
	Comparison	114	0.31	0.97	87	5	4	0	1	3	0
Family	ADHD	132	2.92	2.32	26	11	9	9	12	12	21
	Comparison	115	0.24	0.73	87	8	2	2	2	0	0
Overall	ADHD	133	3.53	2.19	18	5	10	11	11	21	24
	Comparison	116	0.25	0.77	86	9	2	1	3	0	0
Teacher IRS domains											
Peers	ADHD	126	3.51	2.23	19	8	2	15	9	23	24
	Comparison	110	0.59	1.19	74	11	5	6	3	2	0
Teacher	ADHD	125	2.95	2.27	27	5	10	13	10	17	18
	Comparison	109	0.45	1.13	81	7	6	3	1	2	1
Academics	ADHD	126	2.3	2.3	23	6	7	10	14	16	24

	Comparison	110	0.5	1.18	78	9	6	3	2	2	1
Classroom	ADHD	125	3.38	2.35	22	8	9	7	10	17	28
	Comparison	110	0.41	1.15	82	10	3	2	0	2	2
Self-esteem	ADHD	123	2.93	2.3	25	11	8	11	9	17	19
	Comparison	110	0.46	1.08	79	9	4	6	0	1	1
Overall	ADHD	124	3.86	2.16	15	7	6	9	11	24	30
	Comparison	109	0.53	1.22	78	8	5	5	2	2	1

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Notes: Distributions are described as percentages. Distribution scores may not sum to exactly

100% due to rounding error. IRS = Impairment Rating Scale. ADHD = Attention deficit

hyperactivity disorder.

<sup>a</sup>The numbers 0-6 represent the place on the line checked for each domain of impairment. A rating of zero indicated that the teacher thought the child had no problems in that domain and did not require treatment or special services. A rating of six indicated the teacher felt the child definitely had a problem in that domain and/or definitely needed treatment or special services.

*Means, standard deviations, and distribution for ADHD and comparison children in Study 2.*

Parent IRS domain	Group	N	Mean	SD	0	1	2	3	4	5	6 <sup>a</sup>
Peers	ADHD	61	3.5	1.8	8	7	12	23	16	23	12
	Comparison	64	0.5	0.3	97	2	2	0	0	0	0
Siblings	ADHD	48	3.5	2.1	13	15	4	10	10	31	17
	Comparison	61	0.2	0.7	90	3	5	0	2	0	0
Parents	ADHD	61	4.4	1.7	7	2	5	7	20	34	26
	Comparison	64	0.2	0.7	84	11	3	0	2	0	0
Academics	ADHD	61	4.4	1.5	5	2	2	13	18	36	25
	Comparison	64	0.2	0.7	89	6	2	2	2	0	0
Self-esteem	ADHD	59	3.9	1.7	7	0	14	20	15	22	22
	Comparison	64	0.1	0.4	92	5	3	0	0	0	0
Family	ADHD	61	4.3	1.5	3	5	0	13	28	26	25
	Comparison	64	0.2	0.6	86	8	5	2	0	0	0
Overall	ADHD	61	5	0.9	0	0	0	8	16	48	28
	Comparison	64	0.1	0.3	92	8	0	0	0	0	0
Teacher IRS domain											
Peers	ADHD	59	3.4	2.1	14	14	7	10	14	31	12
	Comparison	64	0.2	0.7	92	5	2	0	2	0	0
Teacher	ADHD	60	3.1	2.20	25	5	3	18	8	28	12
	Comparison	64	0.1	0.2	95	5	0	0	0	0	0
Academics	ADHD	60	4.40	1.9	5	10	2	5	18	22	38
	Comparison	63	0.4	0.9	81	6	8	3	2	0	0
Classroom	ADHD	60	3.9	2.1	13	7	7	3	17	28	25

	Comparison	64	0.2	0.70	92	5	2	0	0	2	0
Self-esteem	ADHD	56	3.20	2.1	18	14	5	4	23	23	13
	Comparison	64	0.30	0.9	84	8	5	2	0	2	0
Overall	ADHD	60	4.7	1.2	0	2	8	5	15	45	25
	Comparison	64	0.2	0.6	84	9	5	2	0	0	0

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Note: Distributions are described as percentages. Distribution scores may not sum to exactly 100% due to rounding error. IRS = Impairment rating Scale. ADHD = Attention Deficit Hyperactivity Disorder. <sup>a</sup>The numbers 0-6 represent the place on the line checked for each domain of impairment. A rating of zero indicated that the teacher thought the child had no problems in that domain and did not require treatment or special services. A rating of six indicated the teacher felt the child definitely had a problem in that domain and/or definitely needed treatment or special services.