

THE UNRITALIN SOLUTION

45 days Home Program's

ACTION STEP GUIDE

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DISCLAIMER

This Action Step Guide is provided for general educational purposes only and is not intended for replacing:

- (i) medical advice or counseling,
- (ii) the practice of medicine including psychiatry, psychology, psychotherapy
- (iii) the provision of health care diagnosis or treatment,
- (iv) the creation of a physician patient or clinical relationship.

Although we cite several resources, these recommendations are not intended to constitute an endorsement, recommendation or sponsorship of any third-party product or service by the author of this eBook.

If you have or suspect that you have a medical problem, contact your health care provider promptly.

This Action Step Guide is meant to be used as part of the Unritalin ADHD Solution Starter Kit, and not as a stand alone.

PREPARING FOR THE PROGRAM

FAIL TO PLAN = PLAN TO FAIL

After having worked with hundreds of families in our Swiss Clinic, our experience has shown that the most critical factor in being successful during the Program is **ORGANIZATION**.

The Home Program will require you to make some changes to your current lifestyle. This is especially true of nutrition. Do NOT start the Program right away. Doing so will guarantee failure. Allow a couple of weeks or more to prepare for the Program.

For example, you will have to change some of the items on your grocery shopping list. You will also have to tweak some of your recipes or included new ones in your menu. You could easily do that by going to your local health food store and start tomorrow. But as you know, it is easy for life to get frenzy. If you have your new foods in your kitchen drawer, but still have some old ones – like frozen pizzas for example – you are doomed for failure. Imagine you get home one night late and tired. Old habits will kick in. You won't want to cook the healthy recipe and head straight for that frozen pizza. So, give yourself sometimes to finish your "stock" of current foods and start replacing it with new, healthier ones. Do not start the Program until your "stock" of foods is only made-up of Unritalin Solution Authorized foods.

As well, do not start the Program until you have bought or ordered and received the necessary basic training equipment and nutritional supplements.

STEP 1 – Create a grocery shopping list.

The first thing that you will need to do is to create a new grocery shopping list from the authorized food section that you can find between pages 83-89 of the e-book.

A suggested sample grocery shopping list is available in the Vault. I have included it in the next page for your convenience.

The next step you will need to take it to locate where you can buy some of the new foods. The majority will be available at your local market store. But some will be more difficult to find. This is why I recommend you visit a health food store.

Sample Unritalin Diet Grocery Shopping List

*Note: Some foods might be forbidden if the child presents individual intolerance. The most common potential allergenic foods are marked with *.*

The foods marked # means they can be eaten if guaranteed gluten-free, casein-free, additives-free and phosphate-free.

Agar-agar	Fishes	Pumpkin
Agave syrup	Flaxseed oil	Pumpkin seed oil
algae	Flaxseeds	Quinoa
Almond milk *	Fructose syrup	Rapeseed oil
almonds *	Fruits (all except citrus and apples)	Raspberries
Apricot	Garlic	Rice
arrowroot	Grapes	Rice Chinese noodles
Arrowroot	Ham #	Rice Chinese pasta
artichokes	Hazelnut milk*	Rice flakes
avocado	Hazelnuts	Rice flat cake
banana	Honey	Rice flour
basil	Iziki algae	Rice milk
Beans	Jams (home-made with fructose)	Rosemary
beef	Kiwi	Sausage #
black currant	Lamb	Seafood *
broccoli	Leeks	Sesame
Buckwheat	Lentils	Sesame oil
Buckwheat noodles	Mangoes	Sesame seeds
Cabbage	Melons	Sunflower seeds
carob	Millet	Tapioca flour
Carob flour	Millet flour	Teas
carrot	Mushrooms*	Turkey
Cashew nuts	Mustard (organic)	Veel
Cauliflower	Olive oil	Vegetables (all)
Chard stalk	Olives	Vinegar
cherries	Onions	Walnut oil
Chestnuts	ostrich	Water
Chicken	Papaya	Watermelon
cinnamon	Paprika	Wild animal meats
Coconut milk	Parsley	Yam flour
Coconuts	Pea flour	
Coriander	Peaches	
Curcuma	Pears	
Curry	Peas	
dark chocolate	Peppers	
duck	Plums	
eggplants	Potato flour	
Eggs*	Potatoes	
Endives		
Fennel		

STEP 2 – Collect new recipes

There are many resources such as websites and books about nutrition and ADHD. The core of any nutritional approach to ADHD is the gluten-free, casein-free diet.

You can find more information about it by doing a search using “gluten-free, casein-free diet” on www.google.com.

My favourite resources are the following:

Websites:

www.gfcfdiet.com

www.newdiets.com

<http://gfcfrecipes.blogspot.com/>

Books:

Mother Necessity Gluten Free / Casein Free Recipes by Cristin Fergus

The Kid-Friendly ADHD and Autism Cookbook: The Ultimate Guide to the Gluten-Free, Casein-Free Diet by Pamela Compart

Special Diets for Special Kids by Lisa Lewis

Special Diets for Special Kids, Two by Lisa Lewis

You can buy those books through our website or by searching them at: www.amazon.com

STEP 3 - Buy the appropriate training equipment

In order to retrain your child’s brain, you will need the following material:

Therapeutic Ball

You can find one at your local sport department store.

You can order online at, for example:

<http://www.healthproductsforyou.com/catalog/products/9900/Ball-Dynamics-Gymnastik-Ball-Standard-/>

Balance Board or Wobble Board

You can order one from amazon.com:

<http://www.amazon.com/GoFit-GF-RWBB-Ultimate-Wobble-Board/dp/B000G0ON2U>

Metronome

You can either buy one from your local music and instrument store.

There are also free online metronomes:

www.metronomeonline.com

www.webmetronome.com

STEP 4 – Buy the necessary nutritional supplements

You will need the following nutritional supplements:

- Omega 3 fatty acids
- Digestive enzymes
- Probiotics
- Magnesium
- Vitamin B6
- Zinc
- Broad-spectrum multi-vitamins / multi-minerals

Omega 3 fatty acids

Omega 3 fatty acids come in two main types: EPA and DHA. DHA is the main element required by the brain. However, recent studies suggest that the more a supplement contains EPA (compared to DHA), the better the response in ADHD symptoms.

Each brand of supplement differs in the amount of EPA and DHA it contains. You should choose one that has the highest ratio of EPA to DHA.

In our clinic, we use a product called VegEPA. It is made up by a company located in the UK. It contains no DHA. You can order VegEPA, through the product page of our website:

<http://www.unritalinsolution.com/PRODUCTS.php>

With VegEpa, you can follow the dosage recommended on the package. For the program, you should buy at least two bottles.

I usually recommend that children between 5 and 12 years of age take about 500 mg of EPA per day. Adolescents can take up to one 1 g of EPA per day.

Digestive enzymes

There are several products available on the market. A comprehensive enzyme formulation should contain the following:

- Several peptidase – to break peptides apart; many protease also have peptidase activities. While peptidase may not be specifically named, they may be there under the names of bromelain, papain and alkaline protease.
- Some amount of lipase – to help digest fat.
- At least one type of amylase – for digestion of starches.
- A glycoamylase – for breaking glucose away from starches
- Key disaccharidase such as lactase, isomaltase and sucrase.
- DPPIV activity – to help with gluten and casein (in case the diet lets some leak in).

Please note that enzymes are not a replacement for the elimination diet.

One of the products we have had great success is called EnZym–Complete/DPPIV with Isogest and is made by Kirkman Labs. I consider it a bit like the “Mercedes” of enzyme formulations. All of Kirkman formulations are hypoallergenic and do not contain gluten and casein.

http://www.kirkmanlabs.com/ViewProductDetails@Product_ID@89@Product_Group_ID@1.aspx

You can usually take one capsule before every meal.

For the program, the 90 capsules bottle will be enough. However, if you plan to continue the program for maximum benefits, you are better off buying the 180 capsules bottle.

Probiotics

Again, there are several products available out there. You should be looking for a product that has a blend of at least lactobacillus acidophilus and bifidobacterium. Each capsule should contain at least between 8 and 15 billion live organism.

In my practice, I mainly use two products. You can choose either one. If you ordered the recommended digestive enzymes from Kirkman Labs, it would be more convenient to also purchase the probiotics from them.

Ultra Flora Plus DF from Metagenics

<http://www.metagenics.com/products/detail.asp?pid=87>

Please note that Bifidobacteria and Lactobacilli probiotic strains consume soy and milk–derived nutrients as a food source during one step of the fermentation process. No additional soy or milk–derived nutrients were added outside of this fermentation step. Very sensitive people may need another product.

For the program, you can take the 90 capsules bottle.

Pro–Bio Gold – Hypoallergenic from Kirkman

http://www.kirkmanlabs.com/ViewProductDetails@Product_ID@186@Product_Group_ID@1.aspx

This product is guaranteed without gluten, casein, and soy.

You can usually take two capsules per day for the first 30 days.

The 60 capsules bottle will do for the program. However, if you plan to continue the program for maximum benefits, you are better off buying the 120 capsules bottle.

Magnesium, Vitamin B6, zinc and broad-spectrum vitamins and minerals

You could buy all of them separately. However, Kirkman Labs has an excellent product which covers all what is needed. It is called Super Nu–Thera.

http://www.kirkmanlabs.com/ViewProductDetails@Product_ID@151@Product_Group_ID@1.aspx

You can take two capsules per day.

If you plan to buy each one separately, please refer to page 93 of the e-book for appropriate dosage.

EVALUATE YOUR CHILD

In order for you to assess how your child is doing on the program, it is essential to get a more precise idea of where he or she is at before to start. This can be accomplished thanks to evaluation scale. You should use the same scale every time you re-evaluate your child. The first re-evaluation should occur after 45 days.

There are several evaluation forms, available in the Vault. For your convenience, I have included one at the end of this Guide. It is taken from a scale called SNAP-IV. Make copies as necessary

Tip:

You can also give that form to your child's teacher and ask him or her to fill it out before and after the program.

WEEK ONE

Objective:

- Start Unritalin Diet
- Start Restore the Core

Week One Checklist

- Remove all Unfoods (pages 83-88 e-book)
- Increase protein intake and reduce high glycemic index foods (page 89)
- Make an oil change (page 89)
- Start giving your child omega 3 supplements

- 5 times during the week: Restore the Core exercises.

Week One exercise checklist

Note on which days you will do the exercises (5 days per week).

15 repetitions of each exercise.

Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

WEEK TWO

Objective:

- Continue Unritalin Diet
- Continue Restore the Core

Week Two Checklist

- Remove all Unfoods (pages 83-88 e-book)
- Increase protein intake and reduce high glycemic index foods (page 89)
- Make an oil change (page 89)
- Keep giving your child omega 3 supplements

- 5 times during the week: Restore the Core exercises.

Week Two exercise checklist

Note on which days you will do the exercises (5 days per week).

15 repetitions of each exercise.

Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

WEEK THREE

Objective:

- Continue Unritalin Diet
- Start helping the gut
- Continue Restore the Core
- Start Balance exercises

Week Three Checklist

- Remove all Unfoods (pages 83-88 e-book)
- Increase protein intake and reduce high glycemic index foods (page 89)
- Make an oil change (page 89)
- Keep giving your child omega 3 supplements.
- Start giving digestive enzymes at each meal
- Start giving probiotics

- 5 times during the week: Restore the Core exercises + balance exercises

Week Three exercise checklist

Note on which days you will do the exercises (5 days per week).
15 repetitions of each Restore the Core exercise.
Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					
Balance 1a					
Balance 1b					
Balance 2					
Balance 3					
Balance 4					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

WEEK FOUR

Objective:

- Continue Unritalin Diet
- Continue helping the gut
- Continue Restore the Core
- Continue Balance exercises

Week Four Checklist

- Remove all Unfoods (pages 83-88 e-book)
- Increase protein intake and reduce high glycemic index foods (page 89)
- Make an oil change (page 89)
- Keep giving your child omega 3 supplements.
- Keep giving digestive enzymes at each meal
- Keep giving probiotics

- 5 times during the week: Restore the Core exercises + balance exercises

Week Four exercise checklist

Note on which days you will do the exercises (5 days per week).
15 repetitions of each Restore the Core exercise.
Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					
Balance 1a					
Balance 1b					
Balance 2					
Balance 3					
Balance 4					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

WEEK FIVE

Objective:

- Continue Unritalin Diet
- Continue helping the gut
- Start fueling the brain
- Continue Restore the Core
- Continue Balance exercises
- Start Timing exercises

Week Five Checklist

- Remove all Unfoods (pages 83-88 e-book)
 - Increase protein intake and reduce high glycemic index foods (page 89)
 - Make an oil change (page 89)
 - Keep giving your child omega 3 supplements.
 - Keep giving digestive enzymes at each meal
 - Keep giving probiotics
 - Start adding magnesium, vitamin B6, zinc and multi-vitamins and multi-mineral.
- 5 times during the week: Restore the Core exercises + balance exercises

Week Five exercise checklist

Note on which days you will do the exercises (5 days per week).

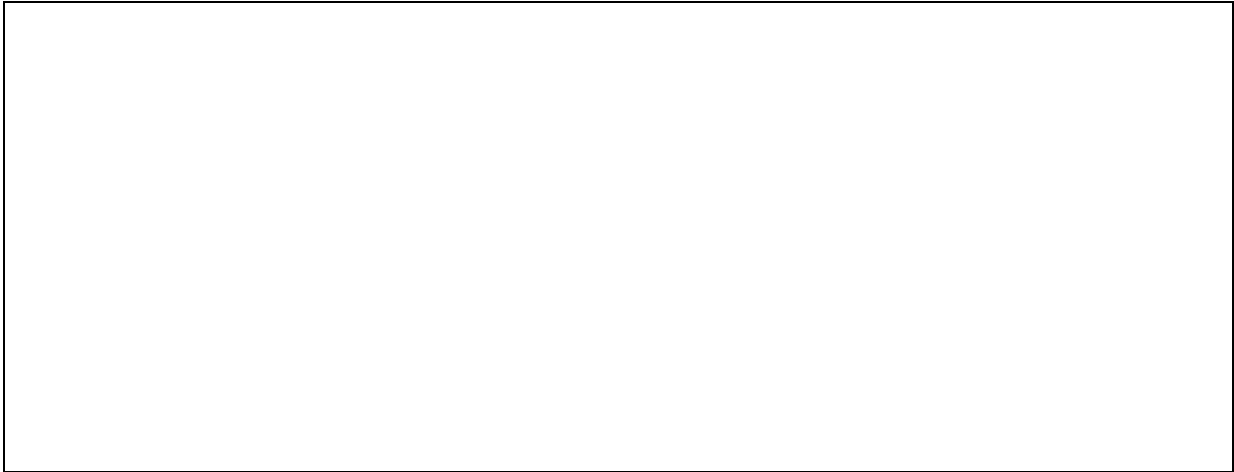
15 repetitions of each Restore the Core exercise.

Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					
Balance 1a					
Balance 1b					
Balance 2					
Balance 3					
Balance 4					
Timing 1					
Timing 2					
Timing 3					
Timing 4					
Timing 5					
Timing 6					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

A large, empty rectangular box with a thin black border, intended for the user to write their weekly notes. It occupies the upper half of the page below the introductory text.

WEEK SIX

Objective:

- Continue Unritalin Diet
- Continue helping the gut
- Continue fueling the brain
- Continue Restore the Core
- Continue Balance exercises
- Continue Timing exercises

Week Six Checklist

- Remove all Unfoods (pages 83-88 e-book)
 - Increase protein intake and reduce high glycemic index foods (page 89)
 - Make an oil change (page 89)
 - Keep giving your child omega 3 supplements.
 - Keep giving digestive enzymes at each meal
 - Keep giving probiotics
 - Keep giving magnesium, vitamin B6, zinc and multi-vitamins and multi-mineral.
- 5 times during the week: Restore the Core exercises + balance exercises

Week Six exercise checklist

Note on which days you will do the exercises (5 days per week).

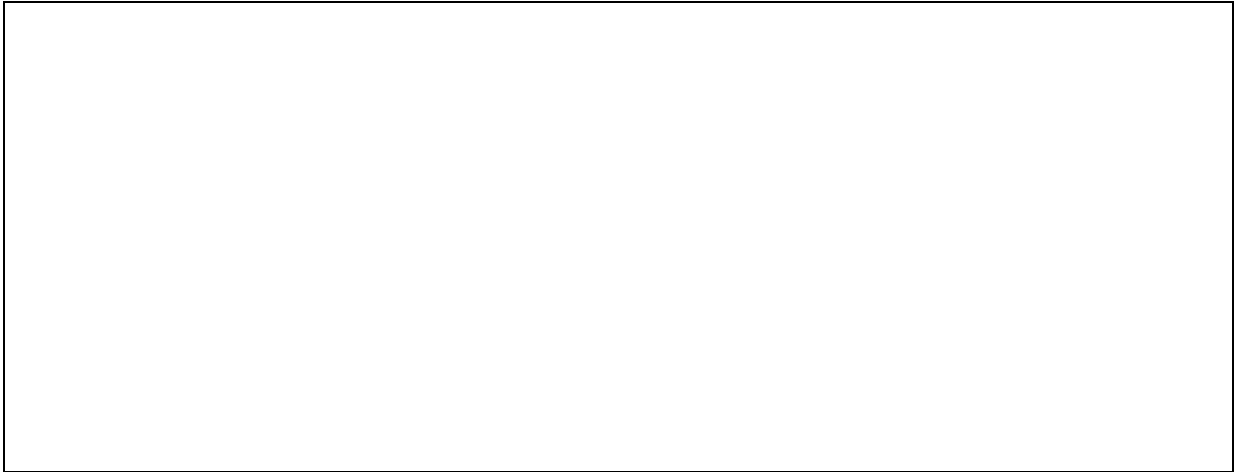
15 repetitions of each Restore the Core exercise.

Checkmark when done.

Days:					
Core ex 1					
Core ex 2					
Core ex 3					
Core ex 4					
Balance 1a					
Balance 1b					
Balance 2					
Balance 3					
Balance 4					
Timing 1					
Timing 2					
Timing 3					
Timing 4					
Timing 5					
Timing 6					

Weekly notes:

Write down any specific observations that you made during the week (for example: progress, behaviour change, any reactions, ...) or any questions you may have:

A large, empty rectangular box with a thin black border, intended for the user to write their weekly notes. It occupies the upper half of the page below the introductory text.

RE-EVALUATE YOUR CHILD

Congratulations!

In the last 45 days you have created a new routine and lifestyle that has started your child on the road to overcoming ADHD naturally.

It is now time to see how you child is doing. This is how we are going to do it:

1. Fill another "child evaluation" (without looking at the baseline one)
2. If you had ask you child's teacher to fill a Child Evaluation, ask him or her to do it again.
3. Compare before and after score in the form below.

Category Summary	Before	After
Total points category 1		
Total points category 2		
Total points category 3		
Total points category 4		
Total points category 5		
Total points category 6		
Total points category 7		
Total points category 8		
Total points category 9		
Total points category 10		
Total points category 11		
Total points category 12		
Total points category 13		

GRAND TOTAL SCORE		
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DECISION TIME

It is now time to decide how to proceed. You essentially have three options:

First option

Your child is making progress on the program and it was easy for you to implement and follow the Unritalin Diet. If this is the case, I suggest that you continue the program for another 45 days. Continue on by referring to week 6 checklist.

Second option

Your child is making progress on the program but it has been quite difficult for your child to follow the elimination part of the Unritalin Diet. If this is the case, we will “challenge the diet”. That means that we will start re-introducing some foods to see which effects they have on your child’s behavior. We reintroduce one type of food every three days. If the food causes no adverse reaction, it can be reintroduced. If it triggers behavioural problems, then it has to be eliminated again. Once you have determined which food can be reintroduced and which cannot be, I suggest you continue on the program for another 45 days. Whatever your child can now eat we will call the modified Unritalin Diet.

Third option

Your child is not making progress on the program. In some cases this might happen. If this is the case, don’t be discouraged. It does not mean the program was useless*. It means that your child will need a more comprehensive evaluation, a more individualized care plan and more advanced therapeutic approaches. You will now need a licensed health care provider to assist you. You can find one by going through the various referrals listing available in the Vault. Now that you know about the 14 Keys, you will be able to appreciate whether the approach this practitioner is using is what you are looking for or not. If you do not find anyone, consider consulting with me personally.

**The fact that your child has not responded on a simplified home-version already tells us what may be going on. As a practitioner, I do not see this as a failure, but rather as having eliminated some possibilities. We had some pieces of the puzzle but they did not fit, so we now need to turn to other pieces.*

Option 2 – Challenging the Diet

The idea being challenging the diet is to recognize whether your child is intolerant or sensitive to certain foods. Obviously, there are things that should not be in our diet at all, because they simply are just unhealthy.

Here are the things we want to permanently avoid:

- High glycemic index foods and high-fructose corn syrup containing foods.
- Trans fats
- Processed foods, junk foods and fast foods
- All food additives.

Foods reintroduced without problems OK FOODS	Foods reintroduces with reactions ELIMINATE FOR 90 DAYS

Continuing the Program

Continue the Program with the original Unritalin Diet or with your new modified diet until your child experiences a plateau in his progress. At this point, ask yourself the following question:

Am I satisfied with my child's improvement?

If you answer yes, you have two choices:

Choice one:

You are still following the initial Unritalin Diet, and it is time to challenge the diet for the first time.

Choice two:

If you answer yes to the question, and have already done a challenge after 45 days (meaning that your child has been following a modified Unritalin Diet, it is time to re-challenge the modified diet to see whether you could reintroduce some foods that you still had to keep out of the diet after the initial challenge. However, those foods need to have been completely eliminated for at least 90 days.

If you answered no to the question, it means your child has reached maximum improvement with the Home Program and that it is time to find a licensed healthcare professional who will be able to assist you in refining and tweaking the process or individualizing the protocol so that your child can improve some more. At this point, your child may need some advanced natural therapeutic interventions based on more extensive diagnostic evaluations.

IMPORTANT NOTE ON POSSIBLE "SIDE-EFFECTS"

The Unritalin Solution 45 days Home Program is safe. All nutritional changes recommended are supported by the scientific literature. However, there are a few concepts that you need to understand, because your child may experience some reactions during the program. Those reactions may vary from mild to sometimes dramatic and they may last from a few days to up to 2-3 weeks (up to one month in severe cases).

Type of reactions

Reactions may vary in type, intensity and duration. Reactions usually occur when undertaking an elimination diet or when reintroducing food. They may also occur as the brain recreates new neuronal connections or suddenly "catches up" on its delay.

Reactions may include, but are not limited to, the following:

- Momentary increase in behavioural symptoms
- Gastro-intestinal upset (as the gut get more in balance, bad bacteria die and release their toxins. This is known as an Hexeimer reaction.)
- Withdrawal-type of symptoms (usually result from eliminating casein and gluten)
- Detoxification reactions (such as eczema, foul smell, runny nose, ...)
- Enuresis

You should allow the body to run its course.

In case your child goes through some reactions and you experience any concerns, please do not hesitate to contact me at: drpauli@unritalinsolution.com

ADDENDUM

Child Evaluation – Make copies as needed

Place a checkmark in the box that applies. Then sum up the total point per category and the total for the whole evaluation.

	1	2	3	4
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Category one

Often fails to give close attention to details or makes careless mistakes in schoolwork or tasks				
Often has difficulty sustaining attention in tasks or play activities				
Often does not seem to listen when spoken to directly				
Often does not follow through on instructions and fails to finish schoolwork, chores, or duties				
Often has difficulty organizing tasks and activities				
Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort				
Often loses things necessary for activities (e.g., toys, school assignments, pencils, or books)				
Often is distracted by extraneous stimuli				
Often is forgetful in daily activities				
Often has difficulty maintaining alertness, orienting to requests, or executing directions				
Total points category 1				

Category 2

Often fidgets with hands or feet or squirms in seat				
Often leaves seat in classroom or in other situations in which remaining seated is expected				
Often runs about or climbs excessively in situations in which it is inappropriate				
Often has difficulty playing or engaging in leisure activities quietly				
Often is "on the go" or often acts as if "driven by a motor"				
Often talks excessively				
Often blurts out answers before questions have been completed				
Often has difficulty awaiting turn				
Often interrupts or intrudes on others (e.g., butts into conversations/games)				
Often has difficulty sitting still, being quiet, or inhibiting impulses in the classroom or at home				
Total points category 2				

Category 3

Often loses temper				
Often argues with adults				
Often actively defies or refuses adult requests or rules				
Often deliberately does things that annoy other people				
Often blames others for his or her mistakes or misbehavior				
Often touchy or easily annoyed by others				
Often is angry and resentful				
Often is spiteful or vindictive				

Often is quarrelsome				
Often is negative, defiant, disobedient, or hostile toward authority figures				
Total points category 3				

Category 4

Often makes noises (e.g., humming or odd sounds)				
Often is excitable, impulsive				
Often cries easily				
Often is uncooperative				
Often acts "smart"				
Often is restless or overactive				
Often disturbs other children				
Often changes mood quickly and drastically				
Often easily frustrated if demand are not met immediately				
Often teases other children and interferes with their activities				
Total points category 4				

Category 5

Often is aggressive to other children (e.g., picks fights or bullies)				
Often is destructive with property of others (e.g., vandalism)				
Often is deceitful (e.g., steals, lies, forges, copies the work of others, or "cons" others)				
Often and seriously violates rules (e.g., is truant, runs away, or completely ignores class rules)				
Has persistent pattern of violating the basic rights of others or major societal norms				
Total points category 5				

Category 6

Has episodes of failure to resist aggressive impulses (to assault others or to destroy property)				
Has motor or verbal tics (sudden, rapid, recurrent, nonrhythmic motor or verbal activity)				
Has repetitive motor behavior (e.g., hand waving, body rocking, or picking at skin)				
Has obsessions (persistent and intrusive inappropriate ideas, thoughts, or impulses)				
Has compulsions (repetitive behaviors or mental acts to reduce anxiety or distress)				
Total points category 6				

Category 7

Often is restless or seems keyed up or on edge				
Often is easily fatigued				
Often has difficulty concentrating (mind goes blank)				
Often is irritable				
Often has muscle tension				
Often has excessive anxiety and worry (e.g., apprehensive expectation)				
Total points category 7				

Category 8

Often has daytime sleepiness (unintended sleeping in inappropriate situations)				
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Often has excessive emotionality and attention-seeking behaviour				
Often has need for undue admiration, grandiose behavior, or lack of empathy				
Often has instability in relationships with others, reactive mood, and impulsivity				
Total points category 8				

Category 9

Sometimes for at least a week has inflated self esteem or grandiosity				
Sometimes for at least a week is more talkative than usual or seems pressured to keep talking				
Sometimes for at least a week has flight of ideas or says that thoughts are racing				
Sometimes for at least a week has elevated, expansive or euphoric mood				
Sometimes for at least a week is excessively involved in pleasurable but risky activities				
Total points category 9				

Category 10

Sometimes for at least 2 weeks has depressed mood (sad, hopeless, discouraged)				
Sometimes for at least 2 weeks has irritable or cranky mood (not just when frustrated)				
Sometimes for at least 2 weeks has markedly diminished interest or pleasure in most activities				
Sometimes for at least 2 weeks has psychomotor agitation (even more active than usual)				
Sometimes for at least 2 weeks has psychomotor retardation (slowed down in most activities)				
Sometimes for at least 2 weeks is fatigued or has loss of energy				
Sometimes for at least 2 weeks has feelings of worthlessness or excessive, inappropriate guilt				
Sometimes for at least 2 weeks has diminished ability to think or concentrate				
Total points category 10				

Category 11

Chronic low self-esteem most of the time for at least a year				
Chronic poor concentration or difficulty making decisions most of the time for at least a year				
Chronic feelings of hopelessness most of the time for at least a year				
Total points category 11				

Category 12

Currently is hypervigilant (overly watchful or alert) or has exaggerated startle response				
Currently is irritable, has anger outbursts, or has difficulty concentrating				
Currently has an emotional (e.g., nervous, worried, hopeless, tearful) response to stress				
Currently has a behavioral (e.g., fighting, vandalism, truancy) response to stress				
Total points category 12				

Category 13

Has difficulty getting started on classroom assignments				
Has difficulty staying on task for an entire classroom period				
Has problems in completion of work on classroom assignments				

Has problems in accuracy or neatness of written work in the classroom				
Has difficulty attending to a group classroom activity or discussion				
Has difficulty making transitions to the next topic or classroom period				
Has problems in interactions with peers in the classroom				
Has problems in interactions with staff (teacher or aide)				
Has difficulty remaining quiet according to classroom rules				
Has difficulty staying seated according to classroom rules				
Total points category 13				

Category Summary

Total points category 1	
Total points category 2	
Total points category 3	
Total points category 4	
Total points category 5	
Total points category 6	
Total points category 7	
Total points category 8	
Total points category 9	
Total points category 10	
Total points category 11	
Total points category 12	
Total points category 13	

GRAND TOTAL SCORE	
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