

University of Groningen

Nine everyday situations, nine different forms of attention

Groen, Yvonne; Fuermaier, Anselm B. M.; Weisbrod, Matthias; Aschenbrenner, Steffen;
Tucha, Oliver

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2019

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Groen, Y., Fuermaier, A. B. M., Weisbrod, M., Aschenbrenner, S., & Tucha, O. (2019). *Nine everyday situations, nine different forms of attention*. Poster session presented at 7th World Congress on ADHD, Lisbon, Portugal.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Nine everyday situations, nine different forms of attention

Yvonne Groen¹, Anselm B.M. Fuermaier¹, Lara Tucha¹,
Matthias Weisbrod^{2,3}, Steffen Aschenbrenner⁴, Oliver Tucha¹

¹ Clinical and Developmental Neuropsychology, University of Groningen, The Netherlands

² Psychiatry and Psychotherapy, SRH Clinic Karlsbad-Langensteinbach, Germany

³ General Psychiatry, Center of Psychosocial Medicine, University of Heidelberg Germany

⁴ Clinical Psychology and Neuropsychology, SRH Clinic Karlsbad-Langensteinbach, Germany

Objectives

The aim of this study was to develop a questionnaire for the assessment of everyday attentional capacities in adults: the Everyday Life Attention Scale (ELAS). Its development was inspired by multi-component theories of attention and clinical neuropsychology guidelines for the assessment of attention.

The nine ELAS situations



The items of the ELAS

Each situation was sketched and followed by the same questions about different components of attention.

Sustained attention: “How long can you carry this out without having a break (so without a break or mind wandering)?”;

Focused attention: “How well can you focus on this?”;

Selective attention: “How well can you focus on this if there is distraction around you (e.g. children playing)?”;

Divided attention: “How well can you concentrate if you have to do something else at the same time (e.g. talking to a friend about a different subject)?”;

Motivation: “How motivated are you to perform the task well (so to take in all details)?”.

11-point Likert scales with reference labels were used, e.g.:

0 = no motivation to perform well

50 = motivated to perform the task for 50% correctly

100 = motivated to perform the task for 100% correctly



Psychometrics

Factor structure (CFA) (N = 1206)

Compared to a 1-factor model and multi-component attention 3-/4-/5-factor models, the situation-specific 9-factor model had the most optimal fit.

Fit indices: $\chi^2(866) = 11719$, $p < .001$; $\chi^2/df = 13.5$; RMSEA = 0.14; CI-RMSEA = .14-.15; SRMR = .08; CFI = .86

Reliability (N = 1206)

Cronbach's $\alpha = .77 - .87$ (good reliability)

Intercorrelations $r = .22 - .49$ (small and medium)

4-week test-retest $r(n = 43) = .51 - .67$ (good reliability, except Lecture .48 and Cooking .32)

Validity (N = 1206)

Small to medium correlations with executive dysfunctioning (BDEFS), memory self-efficacy (MSEQ) and ADHD rating scale (ARS).

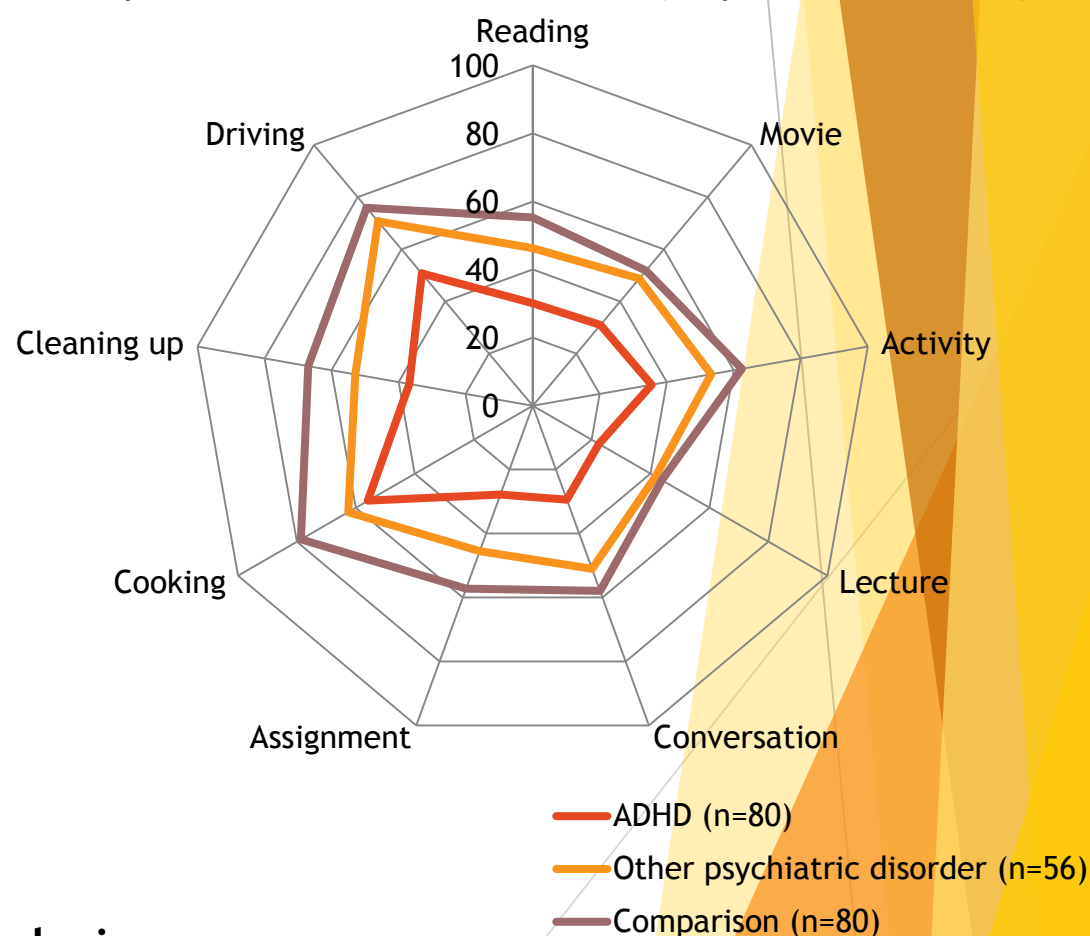
Sensitivity (N = 216)

Patients with ADHD score lower (with large effect sizes) than comparison in all situations, see Figure.

Attentional impairments in Reading, Activity, Conversation, and Assignment were specific for ADHD.

Figure

Group means on the ELAS situations (11-point scale scores)



Conclusions

- The ELAS can reliably measure attention in everyday life by situation-specific scales.
- The ELAS scales are sensitive for attentional difficulties in adult patients with ADHD.
- The ELAS can complement assessment of adult ADHD and assist in treatment evaluation.
- Norms of ~2000 people and automated scoring forms are underway.



university of
 groningen



UNIVERSITÄT
 HEIDELBERG
 ZUKUNFT
 SEIT 1386



Open access publication available in
 Applied Neuropsychology: Adult
 DOI:10.1080/23279095.2018.1437730

Contact: y.groen@rug.nl