

Validity Evidence of ATENTO

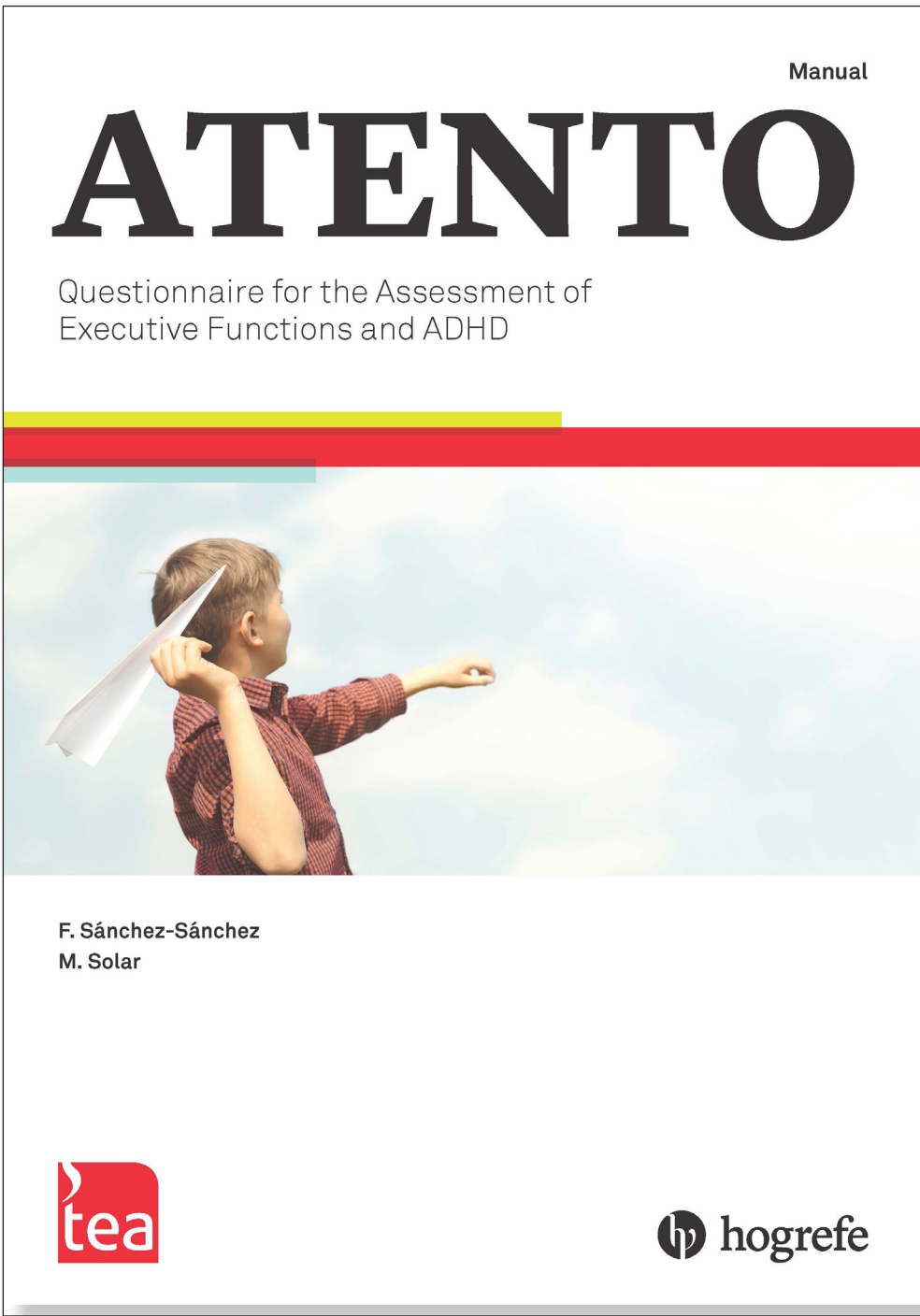
(Assessment of ADHD and Executive Functions)

INTRODUCTION

ATENTO, a new assessment of ADHD and Executive Functions (Sanchez-Sanchez and Solar, 2023) is designed to assess deficits in executive functions and symptoms of attention deficit hyperactivity disorder (ADHD) in children and adolescents aged 3 to 18 years. This multidimensional, multisource rating scale provides several general indices and up to 17 specific scales grouped into 5 blocks: 1) control scales, 2) executive function deficits, 3) impact of deficits, 4) DSM-oriented scales, and 5) related problems. This research was conducted to find validity evidence for the ATENTO scales and indices' scores, employing widely-used and validated tests of executive functions (the BRIEF-P (Gioia, Espy et al., 2016) and BRIEF-2 (Gioia, Isquith et al., 2017)).

METHOD

Measure: ATENTO

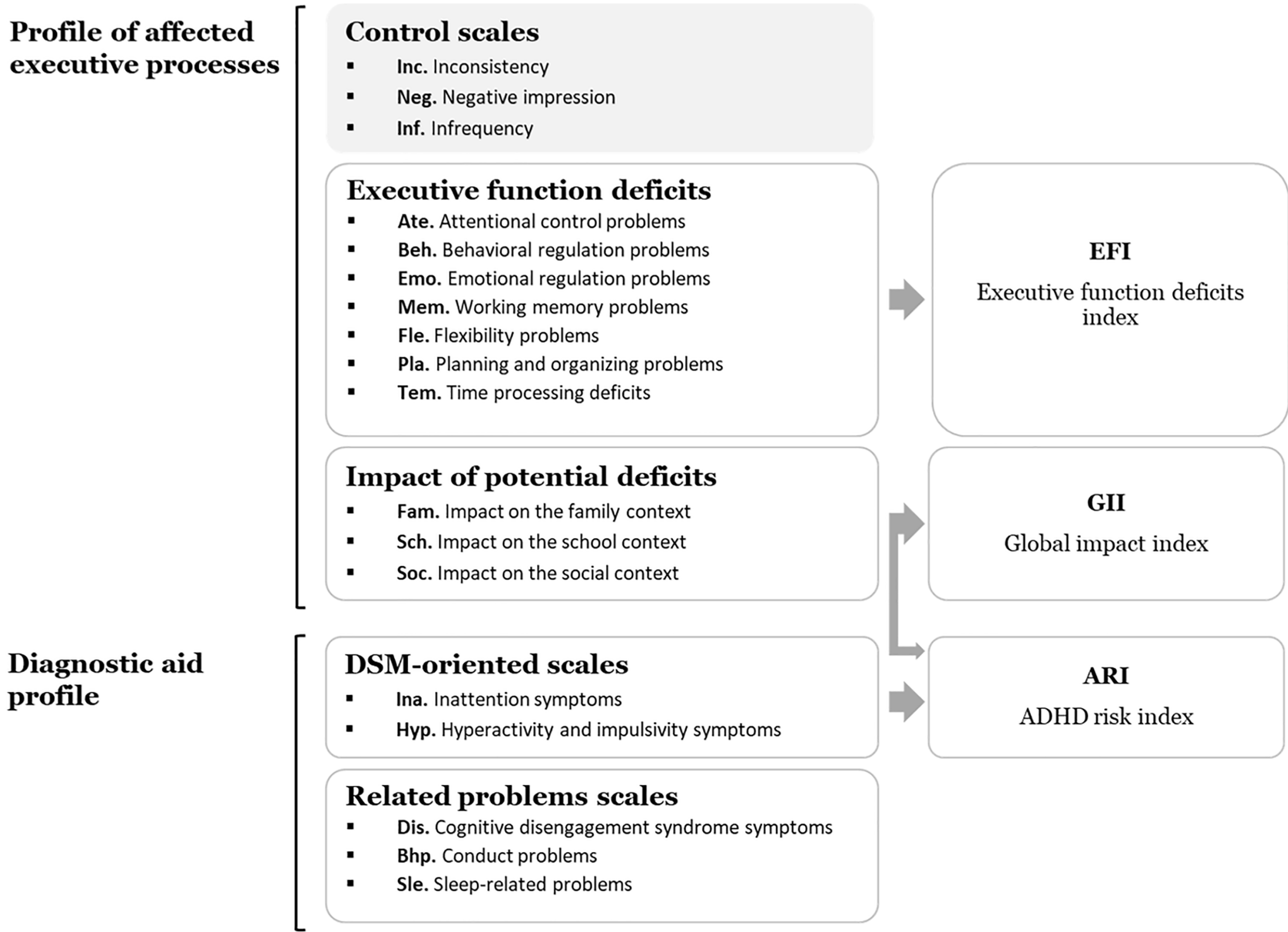


Goal: Comprehensive assessment of Executive Function problems, ADHD symptoms and related problems.

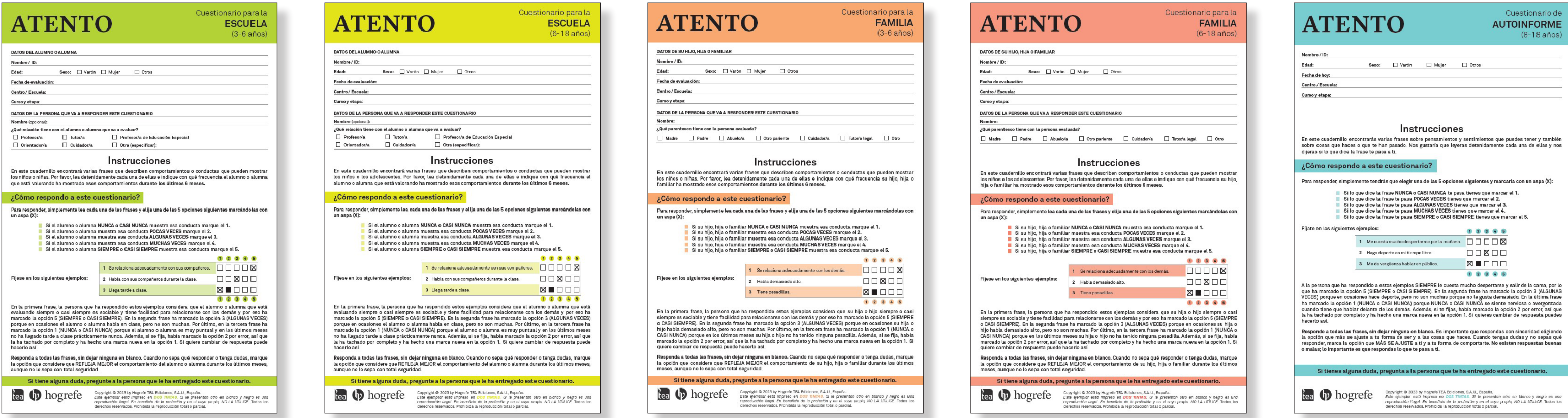
Description: Five rating scales ranging from (108 to 129 items each) for use with children 3-18 years.

- Teachers (preschool and school-age)
- Parents (preschool and school-age)
- Self-report for school-age children

Structure



Sample Size



Preschool Teacher form (ages 3-6 yr)

n = 709 preschoolers with a teacher completing a form rating their behaviors.

School-age Teacher form (6-18 yr)

n = 2,477 school-age children with a teacher completing a form rating their behaviors.

Preschool Parent form (ages 3-6 yr)

n = 733 parents completed a rating form for a preschooler.

School-age Parent form (6-18 yr)

n = 2,613 parents completed a rating form for a school-age child.

Self-report (8-18 yr)

n = 1,752 self-report forms were completed.

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RESULTS

Validity

Correlations between equivalent scales (BRIEF-P)

		Ate	Beh	Emo	Mem	Fle	Pla	Tem	Fam	Sch	Soc	Ina	Hyp	Dis	Bhp	Sle	EFI	GII
PARENTS' FORM	Inh	0.65	0.56	0.59	0.57	0.58	0.54		0.66			0.63	0.57	0.53	0.59		0.75	0.71
	Shi			0.66		0.84					0.66						0.62	0.74
	EC			0.73		0.63			0.54						0.50		0.66	0.55
	WM	0.70			0.70	0.53	0.64		0.54			0.74		0.61			0.72	0.66
	PO	0.68			0.63		0.61					0.72		0.65			0.63	0.55
	ISCI	0.63		0.71	0.59	0.66	0.54		0.67			0.63	0.51	0.55	0.61		0.77	0.71
	FI			0.75		0.81			0.56		0.58			0.51			0.69	0.73
	EMI	0.71			0.70		0.65		0.51			0.76		0.64			0.71	0.63
GEC	0.69		0.67	0.66	0.70	0.62		0.63		0.59	0.71		0.65	0.51		0.78	0.76	
TEACHERS' FORM	Inh	0.62	0.70	0.74	0.61	0.68	0.69	0.61		0.73	0.60	0.71	0.69	0.55	0.59		0.78	0.76
	Shi			0.64	0.54	0.74	0.53	0.66		0.70	0.60	0.63		0.57	0.55		0.65	0.75
	CE			0.79		0.72		0.62		0.65	0.58	0.56			0.68		0.65	0.72
	WM	0.82			0.84	0.66	0.81	0.77		0.82		0.88	0.51	0.81			0.80	0.71
	PO	0.74		0.52	0.80	0.72	0.81	0.81		0.80	0.55	0.85		0.81			0.79	0.76
	ISCI	0.54	0.63	0.81	0.57	0.74	0.62	0.65		0.72	0.63	0.68	0.61	0.51	0.67		0.76	0.78
	FI			0.74	0.51	0.76	0.52	0.67		0.70	0.63	0.62		0.51	0.64		0.68	0.77
	EMI	0.81		0.52	0.84	0.70	0.84	0.80		0.82	0.52	0.88	0.51	0.83			0.82	0.75
	GEC	0.73	0.58	0.74	0.77	0.81	0.78	0.79		0.82	0.66	0.83	0.58	0.74	0.59		0.85	0.84

Correlations between equivalent scales (BRIEF-2)

	Ate	Beh	Emo	Mem	Fle	Pla	Tem	Fam	Sch	Soc	Ina	Hyp	Dis	Bhp	Sle	EFI	GII
PARENTS' FORM	Inh	0.56	0.86	0.74	0.56			0.66			0.52	0.84		0.74		0.72	0.67
	SM	0.53	0.63	0.67	0.60			0.56		0.56	0.62			0.55		0.67	0.70
	Shi		0.61		0.80					0.72			0.52			0.66	0.66
	EC		0.66	0.83	0.63			0.51			0.65			0.73		0.67	0.62
	Ini	0.60			0.59	0.52				0.55	0.62		0.70			0.61	0.64
	WM	0.76		0.73	0.54	0.64				0.77	0.78					0.72	0.53
	PO	0.77		0.51	0.57	0.67		0.62		0.80	0.68					0.78	0.67
	TM	0.53				0.67				0.64						0.52	
	OM	0.60				0.77		0.55		0.74						0.59	0.50
	BRI	0.60	0.85	0.78	0.62			0.68		0.55	0.84			0.73		0.75	0.74
	ERI		0.59	0.80	0.78				0.66	0.58				0.60		0.73	0.70
	CRI	0.79			0.64	0.63	0.82		0.62		0.86		0.74			0.79	0.67
TEACHERS' FORM	GEC	0.78	0.67	0.75	0.54	0.79	0.73	0.71	0.62	0.81	0.66	0.67	0.63			0.89	0.82
	Inh	0.53	0.89	0.56						0.53	0.88			0.72		0.65	
	SM	0.52	0.68	0.55	0.52	0.50				0.60	0.53	0.67		0.58		0.64	0.59
	Shi	0.52	0.56	0.58	0.63	0.79			0.60	0.62	0.54	0.54	0.57			0.71	0.67
	EC		0.50	0.82						0.51				0.68			
	Ini	0.79			0.74	0.65	0.78	0.52	0.75		0.82		0.80			0.72	0.60
	WM	0.82	0.57		0.82	0.68	0.74	0.55	0.81	0.81	0.56	0.76				0.79	0.68
	PO	0.74	0.61		0.70	0.72	0.78	0.53	0.76	0.78	0.61	0.68				0.79	0.64
	TM	0.73			0.69	0.56	0.82		0.72	0.76		0.63				0.69	0.52
	OM	0.58	0.53			0.69			0.58	0.64	0.52	0.51				0.58	
	BRI	0.58	0.87	0.60	0.52	0.53			0.56	0.57	0.86		0.72			0.70	0.54
	ERI		0.62	0.81	0.67			0.51	0.66		0.58		0.63			0.65	0.65
	CRI	0.83	0.60		0.77	0.70	0.86	0.55	0.82		0.87	0.60	0.76			0.81	0.65
TEACHERS' FORM	GEC	0.79	0.78	0.57	0.73	0.76	0.79	0.56	0.78	0.58	0.83	0.76	0.68	0.59		0.88	0.74

CONCLUSIONS

The pattern and magnitude of correlations of the ATENTO executive function problem scores with the BRIEF-P and BRIEF-2 indicate that the scales and indices of both instruments measure the same constructs and in similar ways. These results point toward evidence of ATENTO's construct validity, with all equivalent zero-order correlations over $r = .55$ and reaching $.89$ convergence. The average convergent correlation values for BRIEF-P were $r = .71$ and $.79$ for the Teacher and Parent forms, respectively. For the BRIEF-2, these average convergent indices were $.79$ and $.81$.

Therefore, this instrument can be a very useful tool for early, comprehensive detection of ADHD symptoms and Executive Function problems, which may help practitioners in providing targeted treatment plans.



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