

# THE BEFORE SCHOOL FUNCTIONING QUESTIONNAIRE<sup>©</sup>

## EARLY MORNING ROUTINE, BEFORE SCHOOL: FROM 6 AM TO 9 AM

(from the time the child awakens until the time they depart the home for school or other activities)

DID YOUR CHILD HAVE DIFFICULTY WITH:	RATING			
	None	Mild	Moderate	Severe
1 <b>LISTENING</b> (to parents, other caregivers, siblings)	0	1	2	3
2 <b>FOLLOWING DIRECTIONS</b> (coming to breakfast, getting dressed, picking up necessary things)	0	1	2	3
3 <b>OVERALL ORGANIZATION</b> (morning routines, getting things together, time awareness)	0	1	2	3
4 <b>DRESSING</b> (putting on shirts, blouse, pants, shoes, coats)	0	1	2	3
5 <b>ATTENTION</b> (focusing on morning routines or activities)	0	1	2	3
6 <b>BEING QUIET</b> (loud, cannot occupy self unless with TV/electronics)	0	1	2	3
7 <b>DISTRACTION</b> (easily off task, distracted by objects, noise, others)	0	1	2	3
8 <b>PROCRASTINATION</b> (waiting until last moment to complete morning tasks)	0	1	2	3
9 <b>FORGETFULNESS</b> (memory for specific items: gym clothes, instrument, equipment)	0	1	2	3
10 <b>MISPLACING/LOSING ITEMS</b> (book bag, lunch tickets, school work/projects)	0	1	2	3
11 <b>HYPERACTIVITY</b> (excessive motor activity, running around in morning)	0	1	2	3
12 <b>TALKATIVENESS</b> (talking excessively)	0	1	2	3
13 <b>INTERRUPT/BLURT OUT</b> (interrupting/intruding, blurting out before question completed)	0	1	2	3
14 <b>SILLINESS</b> (goofiness, silliness, joking around)	0	1	2	3
15 <b>AWAITING TURN</b> (at breakfast, in line for bus or ride, bathroom time)	0	1	2	3
16 <b>BREAKFAST</b> (not sitting down to eat, distracted while eating)	0	1	2	3
17 <b>HYGIENE</b> (washing, combing hair, brushing teeth)	0	1	2	3
18 <b>INDEPENDENCE</b> (ability to perform tasks by him/herself)	0	1	2	3
19 <b>TIME AWARENESS</b> (not using time correctly, taking too long)	0	1	2	3
20 <b>GETTING TO SCHOOL</b> (missing bus, disruptive car/bus ride, walking to school, tardy)	0	1	2	3

1. Time to wake up and get out of bed: \_\_\_\_\_(min)

2. Time to complete routines (from out of bed to exit home): \_\_\_\_\_(min)

# The Before School Functioning Questionnaire (BSFQ)

The BSFQ was developed by Timothy E. Wilens, MD, and Paul G. Hammerness, MD, who are both child and adolescent psychiatrists practicing at Massachusetts General Hospital and Boston Children's Hospital, respectively. The 20-item BSFQ questionnaire is a daily/weekly parent-rated questionnaire and was developed as a hybrid measure to assess commonly reported areas of early morning dysfunction. The BSFQ measures both behaviors and functions associated with the post-waking, early morning period in children and adolescents with ADHD.<sup>1,2</sup> The BSFQ measures the DSM core ADHD symptoms either directly or contextually, in relation to the requisite daily early morning activities that occur from the time the school-age child awakens to the time they depart the home for school or other activities.

The 20-item, clinician-rated BSFQ questionnaire has undergone formal psychometric testing and demonstrates both validity and reliability.<sup>1</sup> Both the clinician- and parent-rated BSFQ has been used in repeated-measures weekly testing as a secondary efficacy endpoint assessment of early morning functioning in 2 controlled clinical trials. The first trial assessed the treatment effect of very early morning administration of DAYTRANA® (methylphenidate transdermal system) monotherapy in a controlled crossover trial of 30 patients.<sup>2</sup> The second, a large controlled registration trial, assessed adjunctive treatment effects of INTUNIV® (guanfacine) extended-release tablets versus placebo in combination with stimulant medications in patients (N=455) who were partial responders to stimulant monotherapy.<sup>3</sup> In both trials, the BSFQ demonstrated clinically significant treatment effects of improved ADHD symptoms and early morning functioning.

The clinician-rated weekly scoring of the BSFQ can be completed by the clinician using a structured interview format, which will include query of the parent/guardian regarding their daily/weekly ratings, observations, and impressions of BSFQ items across the preceding week. The parent-ratings focus on the post-waking, early morning routine temporal period from approximately 6:00 AM to 9:00 AM (from the time the child awakens until the time they depart the home for school or other activities).

Parents are instructed to complete the BSFQ scale during school days, either daily or weekly, assessing the daily early morning routines of the child from 6 AM to 9 AM. **The BSFQ is rated on a Likert Scale from 0 to 3 using the following rating methodology for symptom severity and severity of functional impairment:**

**0 = None**

**1 = Mild** – somewhat different than peers/siblings; some days,

**2 = Moderate** – different than peers/siblings; most days,

**3 = Severe** – different from peers all days; all settings

**Parents and/or clinicians also record the following baseline and endpoint measures of early morning time management:**

**1. Time to wake up and get out of bed:** \_\_\_\_\_(min)

**2. Time to complete routines** (from out of bed to exit home): \_\_\_\_\_(min)

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## References:

1. Faraone SV, Hammerness PG, Wilens TE. *J Atten Disord*. 2015 Jan 9. pii: 1087054714564623. [Epub ahead of print].
2. Wilens TE, et al. *J Clin Psychiatry*. 2010;71(5):548-556.
3. Wilens TE, et al. *J Atten Disord*. 2013. PMID: 24071772.