

Supplementary Table 1: Analysis of Behavioral Descriptions in School Reports

Symptoms Description										Competencies Description									
ICD-10/DSM-V (ADHD)		Clinical Criteria		Subclinical Criteria		Not Mentioned		Typical Development											
1. Description of Inattention		2		1		0		1		1. Description of Attention									
1. A) Fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.	e. g. overlooks or omits details, works inaccurately.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e. g. pays attention to details and works precisely and according to standards.	1. A) Often pays attention to detail and rarely makes careless mistakes in schoolwork, work, or other activities.
1. B) Has trouble sustaining attention in taks or play activities.	e.g. has difficulty staying focused during classes, lectures, conversations, prolonged reading.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. stays focused during class, lectures, conversations, or prolonged reading.	1. B) Is alert for extended periods of time when performing tasks or playing games.
1. C) Often does not seem to listen when spoken to directly.	e.g. seems to be elsewhere with his mind, even with no obvious distractions.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. follows the lesson actively and listens carefully.	1. C) Is an attentive listener and notices when others speak to him or her.
1. D) Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions.	e.g. starts tasks but quickly loses focus and is easily distracted.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. starts with tasks, keeps focus and completes them.	1. D) Completely carries out instructions and finishes schoolwork, other work, or duties in the workplace.
1. E) Has difficulty organizing tasks and activities.	e. g. has trouble completing sequential tasks; difficulty keeping materials and belongings in order; untidy, haphazard, disorganized work; bad time management; fails to meet appointments and deadlines.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. handles the following tasks sequentially; keeps materials and personal belongings in order, orderly and planned work, good time management, meets appointments and deadlines.	1. E) Organizes his tasks and activities effortlessly.
1. F) Avoids, dislike or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).	e.g. avoiding participation in class or homework.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. likes to participate in class and does homework effortlessly and ambitiously.	1. F) Prefers, likes or tolerates to work on tasks that require sustained mental effort and is ambitious.
1. G) Loses things necessary for tasks or activities.	e.g. lack of school supplies, pens, books, tools, purses, keys, work papers, glasses, mobile phones.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. having school supplies, sports bags, pens, books, tools, purses, keys, work papers, glasses, mobile phones.	1. G) Has items needed for specific tasks and activities.
1. H) Is easily distracted by extraneous activities.	e.g. distractability, including thoughts unrelated to the current situation.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. works in a focused manner and is not distracted by external stimuli or distracting thoughts.	1. H) Is not distracted by external stimuli.
1. I) Is often forgetful in daily activities.	e.g. forgetting to do errands or keep to appointments or class duties.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. reliable in completing household chores and errands or keeping appointments or class duties.	1. I) Is reliable in everyday activities .
2. Description of Hyperactivity		2. Description of age-appropriate Activity																	
Excessive and age-inappropriate motor activity .	e.g. difficulty sitting still, inappropriate to the situation, tipping, wriggling with arms and legs, excessive walking or climbing, constant movement.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. sits calmly in his place, has a calm working attitude.	Age-appropriate motor activity.
3. Description of Impulsivity		3. Description of Age-appropriate interaction behavior																	
Excessive and age-inappropriate impulsive interaction .	e.g. B. has difficulty playing or working quietly, talks excessively, often blurts out answers, has difficulty waiting for turn, often interrupts and disrupts others, fails to follow discussion rules in class.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	Grade 1	Grade 2	Grade 3	Grade 4	e.g. plays quietly, does not speak excessively, can wait for turn, listens and does not interrupt, can follow rules of discussion in class.	Age-appropriate calm interaction behavior.

Supplementary Table 1: Analysis of behavioral descriptions in primary school reports

The table includes exemplary descriptions from primary school reports related to student behavior. On the left is the clinical symptom description according to ICD-10/DSM-V for inattentiveness, hyperactivity and impulsivity. If the criterion is fully met, it is rated as a clinical marker (- 2). If the criterion is only partially met or is in remission, it is rated as a subclinical marker (- 1). On the right side there is the competency description as a counterpart to the ICD-10/DSM-V criteria for attention, age-appropriate motor behavior and age-appropriate interaction behavior (1). If the criterion is not mentioned in the school report, it is rated as (0). If the school report is missing, it is marked as missing data (/). Only one category (clinical, subclinical or typical development or not mentioned) can be assigned per half-year report and criterion.