

Vanderbilt Assessment Scale—Teacher Informant #6176

Adapted from the Vanderbilt Rating Scale by Mark L. Wolraich, MD

Student: _____ Gender: _____ Age: _____ School year: _____

Completed by: _____ Date: _____

Directions Each rating should be considered in the context of what is appropriate for the age of the student. When completing this form, please think about the student's behaviours in the past 6 months. Is this evaluation based on a time when the student:

was on medication

was not on medication

not sure?

	Symptoms	Never (0)	Occa- sionally (1)	Often (2)	Very Often (3)
1.	Fails to pay attention to details or makes careless mistakes in schoolwork				
2.	Has difficulty sustaining attention to tasks or activities				
3.	Does not seem to listen when spoken to directly				
4.	Does not follow through on instructions and fails to finish schoolwork (not due to refusal or failure to understand)				
5.	Has difficulty organizing tasks and activities				
6.	Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort				
7.	Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
8.	Is distracted by extraneous stimuli				
9.	Is forgetful in daily activities				
10.	Fidgets with hands or feet or squirms in seat				
11.	Leaves seat in classroom or in other situations in which remaining seated is expected				
12.	Runs about or climbs excessively in situations in which remaining seated is expected				
13.	Has difficulty playing or engaging in leisure activities quietly				
14.	Is "on the go" or often acts as if "driven by a motor"				
15.	Talks excessively				
16.	Blurts out answers before questions have been completed				
17.	Has difficulty awaiting turn				
18.	Interrupts or intrudes on others (e.g., butts into conversations/games)				
19.	Loses temper				
20.	Actively defies or refuses to go along with adult requests or rules				

21.	Is angry or resentful				
22.	Is spiteful and wants to get even				
23.	Bullies, threatens, or intimidates others				
24.	Initiates physical fights				
25.	Lies to get out of trouble or to avoid obligations (ie, "cons" others)				
26.	Is physically cruel to people				
27.	Has stolen things that have value				
28.	Deliberately destroys others' property				
29.	Is fearful, anxious, or worried				
30.	Is self-conscious or easily embarrassed				
31.	Is afraid to try new things for fear of making mistakes				
32.	Feels worthless or inferior				
33.	Blames self for problems; feels guilty				
34.	Feels lonely, unwanted, or unloved; complains that "no one loves him or her"				
35.	Is sad, unhappy, or depressed				

	Performance: Academic Performance	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
36.	Reading					
37.	Mathematics					
38.	Written Expression					
	Performance: Classroom Behavior	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
39.	Relationship with peers					
40.	Following directions					
41.	Disrupting class					
42.	Assignment completion					
43.	Organizational skills					

Comments:

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Total number of items scored 2 or 3 in items 1-9: _____ (ADHD, predominantly inattentive type—6 or more symptoms) □

Total number of items scored 2 or 3 in items 10-18: _____ (ADHD, predominantly hyperactive-impulsive type—6 or more symptoms)

Total Symptoms Score for items 1-18: _____ (ADHD, predominantly combined type—6 or more symptoms of both types) □

Total number of items scored 2 or 3 in items 19-28: _____ (oppositional and conduct disorder screen—3 or more symptoms) □

Total number of items scored 2 or 3 in items 29-35: _____ (anxiety/depression screen—3 or more symptoms) □

Total number of items scored 2 or 3 in items 36-43: _____ (academic and classroom behavior symptoms) □

Average Performance Score: _____ (average score on items 36-43)

Scoring Instructions for the Vanderbilt Assessment Scale—Teacher Informant

The Vanderbilt Assessment Scale has two components: symptom assessment and impairment of performance.

For the ADHD screen, the symptoms assessment component screens for symptoms that meet the criteria for both inattentive (items 1-9) and hyperactive-impulsive ADHD (items 10-18). To meet DSM-IV criteria for the diagnosis of ADHD, one must have at least 6 responses of "Often" or "Very Often" (scored 2 or 3) to either the 9 inattentive or 9 hyperactive-impulsive items, or both and a score of 4 or 5 on any of the Performance items (36-43). There is a place to record the number of symptoms that meet this criteria in each subgroup.

The Vanderbilt Assessment Scale also contains items that screen for 3 other co-morbidities: oppositional defiant disorder (items 19-22), conduct disorder (items 23-28), and anxiety/depression (items 29-35).

To screen for oppositional defiant disorder/conduct disorder one must have at least 3 responses of "Often" or "Very Often" on items 19-28 and a score of 4 or 5 on any of the Performance items (36-43).

To screen for anxiety/depression one must have at least 3 responses of "Often" or "Very Often" on items 29-35 and a score of 4 or 5 on any of the Performance items 36-43.

The Vanderbilt Assessment Scale should NOT be used alone to make a diagnosis. The practitioner must consider information from other sources and may ask for the child's report cards, samples of the child's schoolwork, as well as any psychometric testing done.

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised-1102.. This form may be copied for personal use.