

NICHQ Vanderbilt Assessment Scale—PARENT Informant

Today's Date: _____ Child's Name: _____ Date of Birth: _____

Parent's Name: _____ Parent's Phone Number: _____

Directions: Each rating should be considered in the context of what is appropriate for the age of your child.
When completing this form, please think about your child's behaviors in the past 6 months.

Is this evaluation based on a time when the child was on medication was not on medication not sure?

Symptoms	Never	Occasionally	Often	Very Often
1. Does not pay attention to details or makes careless mistakes with, for example, homework	0	1	2	3
2. Has difficulty keeping attention to what needs to be done	0	1	2	3
3. Does not seem to listen when spoken to directly	0	1	2	3
4. Does not follow through when given directions and fails to finish activities (not due to refusal or failure to understand)	0	1	2	3
5. Has difficulty organizing tasks and activities	0	1	2	3
6. Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	0	1	2	3
7. Loses things necessary for tasks or activities (toys, assignments, pencils, or books)	0	1	2	3
8. Is easily distracted by noises or other stimuli	0	1	2	3
9. Is forgetful in daily activities	0	1	2	3
10. Fidgets with hands or feet or squirms in seat	0	1	2	3
11. Leaves seat when remaining seated is expected	0	1	2	3
12. Runs about or climbs too much when remaining seated is expected	0	1	2	3
13. Has difficulty playing or beginning quiet play activities	0	1	2	3
14. Is "on the go" or often acts as if "driven by a motor"	0	1	2	3
15. Talks too much	0	1	2	3
16. Blurts out answers before questions have been completed	0	1	2	3
17. Has difficulty waiting his or her turn	0	1	2	3
18. Interrupts or intrudes in on others' conversations and/or activities	0	1	2	3
19. Argues with adults	0	1	2	3
20. Loses temper	0	1	2	3
21. Actively defies or refuses to go along with adults' requests or rules	0	1	2	3
22. Deliberately annoys people	0	1	2	3
23. Blames others for his or her mistakes or misbehaviors	0	1	2	3
24. Is touchy or easily annoyed by others	0	1	2	3
25. Is angry or resentful	0	1	2	3
26. Is spiteful and wants to get even	0	1	2	3
27. Bullies, threatens, or intimidates others	0	1	2	3
28. Starts physical fights	0	1	2	3
29. Lies to get out of trouble or to avoid obligations (ie, "cons" others)	0	1	2	3
30. Is truant from school (skips school) without permission	0	1	2	3
31. Is physically cruel to people	0	1	2	3
32. Has stolen things that have value	0	1	2	3

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

Copyright ©2002 American Academy of Pediatrics and National Initiative for Children's Healthcare Quality

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

Revised - 1102

NICHQ Vanderbilt Assessment Scale—PARENT Informant

Today's Date: _____ Child's Name: _____ Date of Birth: _____
 Parent's Name: _____ Parent's Phone Number: _____

Symptoms (continued)	Never	Occasionally	Often	Very Often
33. Deliberately destroys others' property	0	1	2	3
34. Has used a weapon that can cause serious harm (bat, knife, brick, gun)	0	1	2	3
35. Is physically cruel to animals	0	1	2	3
36. Has deliberately set fires to cause damage	0	1	2	3
37. Has broken into someone else's home, business, or car	0	1	2	3
38. Has stayed out at night without permission	0	1	2	3
39. Has run away from home overnight	0	1	2	3
40. Has forced someone into sexual activity	0	1	2	3
41. Is fearful, anxious, or worried	0	1	2	3
42. Is afraid to try new things for fear of making mistakes	0	1	2	3
43. Feels worthless or inferior	0	1	2	3
44. Blames self for problems, feels guilty	0	1	2	3
45. Feels lonely, unwanted, or unloved; complains that "no one loves him or her"	0	1	2	3
46. Is sad, unhappy, or depressed	0	1	2	3
47. Is self-conscious or easily embarrassed	0	1	2	3

Performance	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
48. Overall school performance	1	2	3	4	5
49. Reading	1	2	3	4	5
50. Writing	1	2	3	4	5
51. Mathematics	1	2	3	4	5
52. Relationship with parents	1	2	3	4	5
53. Relationship with siblings	1	2	3	4	5
54. Relationship with peers	1	2	3	4	5
55. Participation in organized activities (eg, teams)	1	2	3	4	5

Comments:

For Office Use Only

Total number of questions scored 2 or 3 in questions 1 – 9: _____
 Total number of questions scored 2 or 3 in questions 10 – 18: _____
 Total Symptom Score for questions 1 – 18: _____
 Total number of questions scored 2 or 3 in questions 19 – 26: _____
 Total number of questions scored 2 or 3 in questions 27 – 40: _____
 Total number of questions scored 2 or 3 in questions 41 – 47: _____
 Total number of questions scored 4 or 5 in questions 48 – 55: _____
 Average Performance Score: _____

Scoring Instructions for the NICHQ Vanderbilt Assessment Scales

Please print and fill this form out prior to initial appointment.

These scales should NOT be used alone to make any diagnosis. You must take into consideration information from multiple sources. Scores of 2 or 3 on a single Symptom question reflect *often-occurring* behaviors. Scores of 4 or 5 on Performance questions reflect problems in performance.

The initial assessment scales, parent and teacher, have 2 components: symptom assessment and impairment in performance. On both the parent and teacher initial scales, the symptom assessment screens for symptoms that meet criteria for both inattentive (items 1–9) and hyperactive ADHD (items 10–18).

To meet *DSM-IV* criteria for the diagnosis, one must have at least 6 positive responses to either the inattentive 9 or hyperactive 9 core symptoms, or both. A positive response is a 2 or 3 (often, very often) (you could draw a line straight down the page and count the positive answers in each subsegment). There is a place to

record the number of positives in each subsegment, and a place for total score for the first 18 symptoms (just add them up).

The initial scales also have symptom screens for 3 other comorbidities—oppositional-defiant, conduct, and anxiety/depression. These are screened by the number of positive responses in each of the segments separated by the “squares.” The specific item sets and numbers of positives required for each co-morbid symptom screen set are detailed below.

The second section of the scale has a set of performance measures, scored 1 to 5, with 4 and 5 being somewhat of a problem/problematic. To meet criteria for ADHD there must be at least one item of the Performance set in which the child scores a 4 or 5; ie, there must be impairment, not just symptoms to meet diagnostic criteria. The sheet has a place to record the number of positives (4s, 5s) and an Average Performance Score—add them up and divide by number of Performance criteria answered.

Parent Assessment Scale	Teacher Assessment Scale
<p>Predominantly Inattentive subtype</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 6 out of 9 items on questions 1–9 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 48–55 <p>Predominantly Hyperactive/Impulsive subtype</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 6 out of 9 items on questions 10–18 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 48–55 <p>ADHD Combined Inattention/Hyperactivity</p> <ul style="list-style-type: none"> ■ Requires the above criteria on both inattention and hyperactivity/impulsivity <p>Oppositional-Defiant Disorder Screen</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 4 out of 8 behaviors on questions 19–26 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 48–55 <p>Conduct Disorder Screen</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 3 out of 14 behaviors on questions 27–40 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 48–55 <p>Anxiety/Depression Screen</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 3 out of 7 behaviors on questions 41–47 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 48–55 	<p>Predominantly Inattentive subtype</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 6 out of 9 items on questions 1–9 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 36–43 <p>Predominantly Hyperactive/Impulsive subtype</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 6 out of 9 items on questions 10–18 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 36–43 <p>ADHD Combined Inattention/Hyperactivity</p> <ul style="list-style-type: none"> ■ Requires the above criteria on both inattention and hyperactivity/impulsivity <p>Oppositional-Defiant/Conduct Disorder Screen</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 3 out of 10 items on questions 19–28 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 36–43 <p>Anxiety/Depression Screen</p> <ul style="list-style-type: none"> ■ Must score a 2 or 3 on 3 out of 7 items on questions 29–35 <u>AND</u> ■ Score a 4 or 5 on any of the Performance questions 36–43

Please print and fill out this form prior to initial appointment.