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**Vanderbilt Assessment Scale—Teacher Informant #6176**

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

Student: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

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 behaviors in the past 6 months. Is this evaluation based on a time when the student:

was on medication     was not on medication     not sure?

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

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

	<b>Performance Academic Performance</b>	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
36.	Reading	<input type="checkbox"/>				
37.	Mathematics	<input type="checkbox"/>				
38.	Written Expression	<input type="checkbox"/>				
	<b>Performance Classroom Behavior</b>	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
39.	Relationship with peers	<input type="checkbox"/>				
40.	Following directions	<input type="checkbox"/>				
41.	Disrupting class	<input type="checkbox"/>				
42.	Assignment completion	<input type="checkbox"/>				
43.	Organizational skills	<input type="checkbox"/>				

**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.

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