NICHQ Vanderbilt Assessment Scales

Used for diagnosing ADHD



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

NICHQ Vanderbilt Assessment Scale—PARENT Informant

<u>Directions:</u> 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 <u>6 months</u>.

Is this evaluation based on a time when the child \quad \text{was on medication } \tag{\text{was not on medication }} \text{model} \text{not sure?}

Symptoms	Never	Occasionally	Often	Very Often
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	I	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 activitie (not due to refusal or failure to understand)	s 0	1	2	3
5. Has difficulty organizing tasks and activities	0	1	2	3
 Avoids, dislikes, or does not want to start tasks that require ongoing mental effort 	0	1	2	3
 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	I	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	I	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	3.	2	3
19. Argues with adults	0]	2	3
20. Loses temper	0]	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	l·	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	T	2	3.
28. Starts physical fights	Ò	1.	2.	3
29. Lies to get out of trouble or to avoid obligations (ie, "cons" others)	0	1	2	.3
30. Is truint 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	Ö	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.

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised: 1102

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NICHQ Vanderbilt Assessment Scale—PARENT Informant

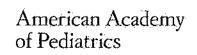
Today's Date:	Child's Name:		_ Date of Birth:
Parent's Name:		Parent's Phone Number:	

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	i.	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.

				Somewhat	t
Performance	Excellent	Above Average	Average	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	ĺ	2	3	4	5
53. Relationship with siblings	1	2	3	4.	5.
54. Relationship with peers	ľ	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:	







D/	NICHQ Vanderbilt Assessment Scale—TE	AGHER I	nformant		
Teacl	ter's Name: Class Time:		Class Name/F	eriod:	
Toda	y's Date: Child's Name:	_ Grade 1	level:		
	ctions: Each rating should be considered in the context of what is a and should reflect that child's behavior since the beginning weeks or months you have been able to evaluate the behavior is evaluation based on a time when the child	of the scl ors:	nool year. Please	indicate t	he number of
	mptoms	Never	Occasionally		Very Often
-	Fails to give attention to details or makes careless mistakes in schoolwork		1	2	3
	Anna da antigara de Nacional de Antigara d	,	<u>.</u> 	2	
	Does not seem to listen when spoken to directly	0	1	2	3
4.	Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)	Ó	Γ	2	3
5.	Has difficulty organizing tasks and activities				3
6.	Avoids, dislikes, or is reluctant to engage in tasks that require sustained	0	1	2.	3
7,		0.	j.	2	3
8.	Is easily distracted by extraneous stimuli	0	1	2	3
9.	Is forgetful in daily activities		4	ก	9
10	. Fidgets with hands or feet or squirms in seat	n n	1	2.	3
1.1.	. Leaves seat in classroom or in other situations in which remaining seated is expected	0	1	2	3
12	. Runs about or climbs excessively in situations in which remaining seated is expected	Ó	1	2	3
13	. Has difficulty playing or engaging in leisure activities quietly	Ü	1	2	3
14	Is "on the go" or often acts as if "driven by a motor"	0:	1	2	3
15	, Talks excessively	Δ.	i	3	3
16					3
17	. Has difficulty waiting in line	0	1	2	3
18	. Interrupts or intrudes on others (eg, butts into conversations/games)	0	1	2	3
19	. Loses temper	0	I.	2	31
20	. Actively defies or refuses to comply with adult's requests or rules	0	1	2	3
21	. Is angry or resentful	9	ļ	2"	3
22	. Is spiteful and viudictive	0	ţ	2	3
23	. Bullies, threatens, or intimidates others	0.	l	·2	3
24	. Initiates physical fights	0	1	2	3
25	. Lies to obtain goods for favors or to avoid obligations (eg, "cons" others)	Ö	1	2	3
26	. Is physically cruel to people	0	1	2.	3
27	. Has stolen items of nontrivial value	t)	1	2	3
28	, Deliberately destroys others' property	0	1	2	3
29	. Is fearful, anxious, or worried	0	I	2	3
30	. Is self-conscious or easily embarrassed	0	l	2	3
31	. Is afraid to try new things for fear of making mistakes	0	.1	2	3

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolzaich, MD. Revised - 9303

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Class Name: Class Time: Class Name:	D4 NICHQ Vanderbilt Assessment	Scale—TEACH	ER Inform	ant, continue	a)		
Symptoms (continued) Never Occasionally Often Often	Teacher's Name: Cli	ass Time:	Class Name/Period:				
Never Occasionally Often Occasionally Often Occasionally Occasional							
32. Feels worthless or inferior 0 1 2 3 3 3 3 3 8 8 8 8 9 9 1 2 3 3 3 3 8 8 8 9 9 9 9 9 9 9	tiday s Date Child's Patite.		(51440.	1,6 7 (4)		- TOLIST - 18-10-00-00-00-00-00-00-00-00-00-00-00-00-	
33. Blames self for problems; feels guilty 0 1 2 3 34. Feels lonely, unwanted, or unloved; complains that "no one loves him or her" 0 1 2 3 35. Is sad, unhappy, or depressed 0 1 2 3 Performance Above Above Neademic Performance Problem Problematic 36. Reading 1 2 3 4 5 37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 38. Written expression 1 2 3 4 5 Classroom Behavioral Performance Excellent Above Average Average Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skilis 1 2 3 4	Symptoms (continued)	<u>, , , , , , , , , , , , , , , , , , , </u>	Never	Occasionally	Often	Very Often	
33. Blames self for problems; feels guilty 0 1 2 3 34. Feels lonely, unwanted, or unloved; complains that "no one loves him or her" 0 1 2 3 35. Is sad, unhappy, or depressed 0 1 2 3 Somewhat of a Problem Performance Above Academic Performance Above Academic Performance Average Average Problem Problematic 36. Reading 1 2 3 4 5 37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 38. Written expression 1 2 3 4 5 Classroom Behavioral Performance Excellent Above Average Average Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4	32. Feels worthless or inferior		()	ļ	2	3	
34. Feels lonely, unwanted, or unloved; complaints that "no one loves him or her" 0	33. Blames self for problems; feels guilty		0	l	2	3	
No. No.	34. Feels lonely, unwanted, or unloved; complains that ano	one loves him or	her" 0	I	2	.3	
Performance Above Academic Performance Above Excellent Average Average Average Problem Problematic 36. Reading 1 2 3 4 5 37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 Above Classroom Behavioral Performance Excellent Average Average Problem Problematic Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	35. Is sad, unhappy, or depressed		0	1			
Academic Performance Excellent Average Average Problem Problem blematic 36. Reading 1 2 3 4 5 37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 38. Written expression 1 2 3 4 5 40. Written expression 1 2 3 4 5 40. Written expression 1 2 3 4 5 40. Following bleavioral Performance 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5					Somewha	t ·	
36. Reading 1 2 3 4 5 37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 Somewhat Above Above Average Problem Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	·						
37. Mathematics 1 2 3 4 5 38. Written expression 1 2 3 4 5 Classroom Behavioral Performance Excellent Average Average Problem Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	**************************************	Excellent		····			
38. Written expression 1 2 3 4 5 Classroom Behavioral Performance Excellent Average Average Problem Problem Problematic 39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5							
Classroom Behavioral PerformanceExcellentAbove AverageAverage ProblemProblem Problematic39. Relationship with peers1234540. Following directions1234541. Disrupting class1234542. Assignment completion1234543. Organizational skills12345			2.	3	4	5	
Classroom Behavioral Performance Excellent Above Average Average Problem Problem Problematic 39: Relationship with peers 1 2 3 4 5 40: Following directions 1 2 3 4 5 41: Disrupting class 1 2 3 4 5 42: Assignment completion 1 2 3 4 5 43: Organizational skills 1 2 3 4 5	38. Written expression	1	2	3	4	5	
Classroom Behavioral PerformanceExcellentAverageAverageProblemProblematic39: Relationship with peers1234540. Following directions1234541. Disrupting class1234542. Assignment completion1234543. Organizational skills12345							
39. Relationship with peers 1 2 3 4 5 40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	Classes on Bakardanal Banfannana	Torre Band		A	- :	Dualdanastia	
40. Following directions 1 2 3 4 5 41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	20. D-1-1/2						
41. Disrupting class 1 2 3 4 5 42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5		L				,	
42. Assignment completion 1 2 3 4 5 43. Organizational skills 1 2 3 4 5	40. FOROWING directions		۷	3:	4		
43. Organizational skills 1 2 3 4 5	41. Disrupting class	<u>l</u>		3	<u>4</u>	ā	
	44. Assignment completion						
Comments:	<u> </u>	1	2	5	4.	<u> </u>	
	Comments:						
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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 number of questions scored 2 or 3 in questions 10-	18:					
Total Symptom Score for questions 1–18:	Total Symptom Score for questions 1-18:	1100					
Total number of questions scored 2 or 3 in questions 19–28:	Total number of questions scored 2 or 3 in questions 19-	28:					
Total number of questions scored 2 or 3 in questions 29-35:	Total number of questions scored 2 or 3 in questions 29-	35:					
Total number of questions scored 4 or 5 in questions 36–43:			1				
Average Performance Score;	<u>-</u>						

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D3	NICHO Vanderbilt Assessment Follow-u	p—PARE	NT Informant		
Today's Date: _	Child's Name;		Date o	f Birth:	
Parent's Name:	Pare	nt's Phone N	Number:		en la como a sensi en como de la como de la como de como de la com
al	ach rating should be considered in the context of what is bout your child's behaviors since the last assessment scaltion based on a time when the child	e was filled	out when rating	g his/her i	behaviors.
Symptoms	was of medica	Never	Occasionally	Often	Very Often
	t pay attention to details or makes careless mistakes with, ple, homework	0	ľ	2	3.
2. Has diffi			1		3
3. Does no	t seem to listen when spoken to directly	O	1	2	3
	t follow through when given directions and falls to tivities (not due to refusal or failure to understand)	Ú	1	2	3
5. Has diffi	culty organizing tasks and activities		1		
	lislikes, or does not want to start tasks that require mental effort	0	1	2	- 3'
7. Loses thi	ings necessary for tasks or activities (toys, assignments, pencils,		1	2	3
8. Is easily	distracted by noises or other stimuli			2	3
9. Is forgett	ful in daily activities				
10. Fidgets v	vith hands or feet or squirms in seat				
11. Leaves se			1		
12. Runs abo	out or climbs too much when remaining seated is expected	0	ľ	2	3
			1		
14. Is "on th	e go" or often acts as if "driven by a motor"	Ø,	1	Z	3
15. Talks too			1		
16. Blurts ou			ļ		
17. Has diffi	culty waiting his or her turn	0	l	2	3
18. Interrup	ts or intrudes in on others' conversations and/or activities	0	1	2	3.

		Above		Somewhat of a	t
Performance	Excellent	Average	Average	Problem	Problematic
19. Overall school performance	Į	.2	3	*}	5
20. Reading	1	2.	3	4	5
21. Writing]	2	3	4	5
22. Mathematics]	2	3	4	5
23. Relationship with parents	1	2	3	4	5
24. Relationship with siblings	1	2	3	.4	5
25. Relationship with peers	1	2	3	4	5
26. Participation in organized activities (eg, teams)	1	2	3	4	5

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NICHQ National Institute for Children's Health Quality



D5 NICHQ Vanderbilt Assessment Follow-up—PAR	ENT Inform	ant, cont	intied	
Today's Date: Child's Name:		Date	of Birth;	
Parent's Name: Parent	's Phone Num	ber:		
Side Effects: Has your child experienced any of the following side	Are these	side effec	ts currently a _l	oroblem?
effects or problems in the past week?	None	Mild	Moderate	Severe
Headache				
Stomachache	!			
Change of appetite—explain below				
Trouble sleeping	į		1	}
Irritability in the late morning, late afternoon, or evening—explain below	1	**************************************		[
Socially withdrawn—decreased interaction with others)		;
Extreme saditiess or unusual crying	}	,		
Dull, tired, listless behavior		periode in manufacture and the decision of the in-	1	
Tremors/feeling shaky				**************************************
Repetitive movements, tics, jerking, twitching, eye blinking—explain below	[ļ		
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below		(
Sees or hears things that aren't there	÷			H ************************************

Explain/Comments:

For Office Use Only	
Total Symptom Score for questions 1–18:	
Average Performance Score for questions 19-26:	***************************************

Adapted from the Pittsburgh side effects scale, developed by William E. Pelham, Jr. PhD.







[Đ]	6 NICHQ Vanderbilt Assessment Follow-ા	ib=:11:54(d:	ERInformant		
Teac	her's Name: Class Time:		Class Name/I	eriod:	
Toda	ny's Date: Child's Name:	Child's Name: Grade Level:			
ls th	ections: Each rating should be considered in the context of what is and should reflect that child's behavior since the last asse number of weeks or months you have been able to evaluation based on a time when the child	essment scal ate the beha ation	e was filled out. viors: es not on medica	Please in	dicate the
	mptoms	Never	Occasionally		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
	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	0	1	2	3
			1		
5.					
5. 6.	and the second s		1	2	3

Performance		A1		Somewhat	;
	Excellent	Above Average	Average	or a Problem	Problematic
19. Reading	1.	2	3	4	5
20. Mathematics	l.	2	3	4	5
21. Written expression	I	2	3	4	5
22. Relationship with peers]	ż	3	4	5
23. Following direction	Ţ	2	3	4	5
24. Disrupting class	1	2	3	4	5
25. Assignment completion	1	2	3	4	5
26. Organizational skills	1	2	3	4	5

The recommendations in this publication do not indicate an exclusive course of treatment ar serve us a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MF2

Revised - 0303

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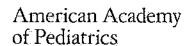
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pencils, or books)

15. Talks too much

Is forgetful in daily activities

17. Has difficulty waiting his or her turn

8. Is easily distracted by noises or other stimuli

10. Fidgets with hands or feet or squirms in seat

11. Leaves seat when remaining seated is expected

13. Has difficulty playing or beginning quiet play activities 14. Is "on the go" or often acts as if "driven by a motor"

16. Bluris out answers before questions have been completed

12. Runs about or climbs too much when remaining seated is expected

18. Interrupts or intrudes in on others' conversations and/or activities





2

2.

2

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3

cacher's Name: Class Time:		Class Name/Period:			
oday's Date: Child's Name:	Grade Level;				
Side Effects: Has the child experienced any of the following side	\$	Are these side effects currently a problem?			
effects or problems in the past week?	None	Mild	Moderate	Severe	
Headache		: : }	<u> </u>		
Stomachache					
Change of appetite—explain below		<u> </u>			
Trouble steeping	•	ļ	1 1		
Irritability in the late morning, late afternoon, or evening—explain below		:		,	
Socially withdrawn—decreased interaction with others	1				
Extreme sauress of unasuar crying			<u> </u>		
120 414, 111-14, 110-14-03 DESIRVIOI					
Tremors/feeling shaky		<u></u>			
Repetitive movements, tics, jerking, twitching, eye blinking-explain below					
AND THE TOTAL TH					
Dicking at chia or fingues mail hiting lin as shorts charries moralis halas					
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there (plain/Comments:					
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there (plain/Comments: For Office Use Only					
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there (plain/Comments: For Office Use Only Total Symptom Score for questions 1–18:					
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there (plain/Comments: For Office Use Only					
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there (plain/Comments: For Office Use Only Total Symptom Score for questions 1–18:					

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