

## Vanderbilt Assessment Scale—Parent Informant #6175

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

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ School year: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**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?

	<b>Symptoms</b>	<b>Never (0)</b>	<b>Occa-- sionally (1)</b>	<b>Often (2)</b>	<b>Very Often (3)</b>
1.	Does not pay close attention to details or makes careless mistakes with, for example, homework				
2.	Has difficulty keeping attention to what needs to be done				
3.	Does not seem to listen when spoken to directly				
4.	Does not follow through on instructions and fails to finish schoolwork, chores, or duties				
5.	Has difficulty organizing tasks and activities				
6.	Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)				
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 s e a t				
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.	Argues with adults				
20.	Loses temper				
21.	Actively defies or refuses to go along with adult requests or rules				
22.	Deliberately annoys people				
23.	Blames others for his or her mistakes or misbehaviors				
24.	Is touchy or easily annoyed by others				
25.	Is angry or resentful				

26.	Is spiteful and wants to get even				
27.	Bullies, threatens, or intimidates others				
28.	Starts physical fights				
29.	Lies to get out of trouble or to avoid obligations (ie, "cons" others)				
30.	Is truant from school (skips school) without permission				
31.	Is physically cruel to people				
32.	Has stolen things that have value				
33.	Deliberately destroys others' property				
34.	Has used a weapon that can cause serious harm (bat, knife, brick, gun)				
35.	Is physically cruel to animals				
36.	Has deliberately set fires to cause damage				
37.	Has broken into someone else's home, business or car				
38.	Has stayed out at night without permission				
39.	Has run away from home overnight				
40.	Has forced someone into sexual activity				
41.	Is fearful, anxious, or worried				
42.	Is afraid to try new things for fear of making mistakes				
43.	Feels worthless or inferior				
44.	Blames self for problems, feels guilty				
45.	Feels lonely, unwanted, or unloved; complains that "no one loves him or her"				
46.	Is sad, unhappy, or depressed				
47.	Is self-conscious or easily embarrassed				

	<b>Performance Academic Performance</b>	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
48.	Reading					
49.	Mathematics					
50.	Written Expression					
	<b>Performance Classroom Behavior</b>	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
51.	Relationship with peers					
52.	Following directions					
53.	Disrupting class					
54.	Assignment completion					
55.	Organizational skills					

**Comments:**

**For Office Use Only**

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 19-26: \_\_\_\_\_ (oppositional defiant disorder screen—4 or more symptoms) □

Total number of items scored 2 or 3 in items 27-40: \_\_\_\_\_ (conduct disorder screen—3 or more symptoms) □

Total number of items scored 2 or 3 in items 41-47: \_\_\_\_\_ (anxiety/depression screen—3 or more symptoms) □

**Scoring Instructions for the Vanderbilt Assessment Scale—Parent 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 (48-55). 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, conduct disorder, and anxiety/depression. □

For the oppositional defiant disorder screen there must be a score of 2 or 3 on 4 of the 8 items (19-26) on the subscale and a score of 4 or 5 on any of the Performance items (48-55). □

For the conduct disorder screen there must be a score of 2 or 3 on 3 out of the 14 items (27-40) on this subscale and a score of 4 or 5 on any of the Performance items (48-55). □

For the anxiety/depression screen there must be a score of 2 or 3 on 3 of the 7 items (41-47) and a score of 4 or 5 on any of the Performance items 48-55). □

The Vanderbilt Assessment Scale should NOT be used alone to make a diagnosis. The practitioner must consider information from other sources.

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