

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.

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

Revised - 1102

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Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Phone Number: \_\_\_\_\_

<b>Symptoms (continued)</b>	<b>Never</b>	<b>Occasionally</b>	<b>Often</b>	<b>Very Often</b>
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

<b>Performance</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Somewhat of a Problem</b>	<b>Problematic</b>
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: \_\_\_\_\_



Teacher's Name: \_\_\_\_\_ Class Time: \_\_\_\_\_ Class Name/Period: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Directions:** Each rating should be considered in the context of what is appropriate for the age of the child you are rating and should reflect that child's behavior since the beginning of the school year. Please indicate the number of weeks or months you have been able to evaluate the behaviors: \_\_\_\_\_.

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. Fails to give attention to details or makes careless mistakes in schoolwork	0	1	2	3
2. Has difficulty sustaining attention to tasks or activities	0	1	2	3
3. 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)	0	1	2	3
5. Has difficulty organizing tasks and activities	0	1	2	3
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	0	1	2	3
7. Loses things necessary for tasks or activities (school assignments, pencils, or books)	0	1	2	3
8. Is easily distracted by extraneous 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 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	0	1	2	3
13. Has difficulty playing or engaging in leisure activities quietly	0	1	2	3
14. Is "on the go" or often acts as if "driven by a motor"	0	1	2	3
15. Talks excessively	0	1	2	3
16. Blurts out answers before questions have been completed	0	1	2	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	1	2	3
20. Actively defies or refuses to comply with adult's requests or rules	0	1	2	3
21. Is angry or resentful	0	1	2	3
22. Is spiteful and vindictive	0	1	2	3
23. Bullies, threatens, or intimidates others	0	1	2	3
24. Initiates physical fights	0	1	2	3
25. Lies to obtain goods for favors or to avoid obligations (eg, "cons" others)	0	1	2	3
26. Is physically cruel to people	0	1	2	3
27. Has stolen items of nontrivial value	0	1	2	3
28. Deliberately destroys others' property	0	1	2	3
29. Is fearful, anxious, or worried	0	1	2	3
30. Is self-conscious or easily embarrassed	0	1	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. Wolraich, MD.

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Teacher's Name: \_\_\_\_\_ Class Time: \_\_\_\_\_ Class Name/Period: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

<b>Symptoms (continued)</b>	<b>Never</b>	<b>Occasionally</b>	<b>Often</b>	<b>Very Often</b>
32. Feels worthless or inferior	0	1	2	3
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

<b>Performance Academic Performance</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Somewhat of a Problem</b>	<b>Problematic</b>
36. Reading	1	2	3	4	5
37. Mathematics	1	2	3	4	5
38. Written expression	1	2	3	4	5

<b>Classroom Behavioral Performance</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Somewhat of a Problem</b>	<b>Problematic</b>
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

**Comments:**

Please return this form to: \_\_\_\_\_

Mailing address: \_\_\_\_\_

\_\_\_\_\_

Fax number: \_\_\_\_\_

**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 19–28: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 29–35: \_\_\_\_\_

Total number of questions scored 4 or 5 in questions 36–43: \_\_\_\_\_

Average Performance Score: \_\_\_\_\_

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Patient Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Info From:  Parent(s) \_\_\_\_\_  Patient  Teacher  Current School/Grade \_\_\_\_\_

Teacher Name(s) \_\_\_\_\_ Phone #(s) \_\_\_\_\_

Counselor Name(s) \_\_\_\_\_ Phone #(s) \_\_\_\_\_

**Significant Past Medical History** Birth history \_\_\_\_\_  Developmental/behavioral history \_\_\_\_\_ Health history \_\_\_\_\_  Family medical history \_\_\_\_\_ Current medications \_\_\_\_\_  Prior ADHD diagnosis and/or treatment \_\_\_\_\_ Stressors \_\_\_\_\_**Physical Examination**

Height \_\_\_\_\_ Weight \_\_\_\_\_ BP \_\_\_\_\_

HEENT/NECK:

CHEST/COR/LUNGS:

ABD:

GU:

NEURO:

LAB/EVALUATIONS:  Vision \_\_\_\_\_  Hearing \_\_\_\_\_

NOTES:

**Chief Concerns****ADHD Diagnostic Assessment:** Rating scale used?  Yes  No If yes, scale used:  NICHQ Vanderbilt  Other

ADHD Subtype Score, Impairment, and Performance: <i>Parent Report</i>	Total Number of Positive Symptoms	Criteria	Meets DSM-IV Criteria?
Inattentive (questions 1–9); scores of 2 or 3 are positive.	/9	6/9 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Hyperactive (questions 10–18); scores of 2 or 3 are positive.	/9	6/9 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Combined (questions 1–18); scores of 2 or 3 are positive.	/18	12/18 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Performance (questions 48–55); scores of 4 or 5 are positive.	/8		
ADHD Subtype Score, Impairment, and Performance: <i>Teacher Report</i>	Total Number of Positive Symptoms	Criteria	Meets DSM-IV Criteria?
Inattentive (questions 1–9); scores of 2 or 3 are positive.	/9	6/9 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Hyperactive (questions 10–18); scores of 2 or 3 are positive.	/9	6/9 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Combined (questions 1–18); scores of 2 or 3 are positive.	/18	12/18 + 1 positive impairment score	<input type="checkbox"/> Y <input type="checkbox"/> N
Performance (questions 36–43); scores of 4 or 5 are positive.	/8		

Symptoms present >6 months?  Y  N  
Symptoms present to some degree <7 years old?  Y  N

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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**Screening for Co-morbidities**

From Parent NICHQ Vanderbilt:

- Oppositional-Defiant Disorder** is screened by 4 of 8 symptoms (scores of 2 or 3 are positive) (questions 19 through 26) AND a score of 4 or 5 on any of the 8 Performance Section items.
- Conduct Disorder** is screened by 3 of 14 symptoms (scores of 2 or 3 are positive) (questions 27 through 40) AND a score of 4 or 5 on any of the 8 Performance Section items.
- Anxiety/Depression** are screened by 3 of 7 symptoms (scores of 2 or 3 are positive) (questions 41 through 47) AND a score of 4 or 5 on any of the 8 Performance Section items.

From Teacher NICHQ Vanderbilt: Scores of 2 or 3 on a single item reflect *often-occurring* behaviors.

- Oppositional-Defiant/Conduct Disorder** are screened by 3 of 10 items (scores of 2 or 3 are positive) (questions 19 through 28) AND a score of 4 or 5 on any of the 8 Performance Section items.
- Anxiety/Depression** are screened by 3 of 7 items (scores of 2 or 3 are positive) (questions 29 through 35) AND a score of 4 or 5 on any of the 8 Performance Section items.

From Other Sources:

- Mental health problems \_\_\_\_\_  Learning disabilities \_\_\_\_\_
- Other medical conditions \_\_\_\_\_

**Assessment**

- Does not meet criteria for ADHD.**
- Predominantly Inattentive subtype** requires 6 out of 9 symptoms (scores of 2 or 3 are positive) on items 1 through 9 AND a performance problem (scores of 4 or 5) in any of the items on the Performance Section for both the Parent and Teacher Assessment Scales.
- Predominantly Hyperactive/Impulsive subtype** requires 6 out of 9 symptoms (scores of 2 or 3 are positive) on items 10 through 18 AND a performance problem (scores of 4 or 5) in any of the items on the Performance Section for both the Parent and Teacher Assessment Scales.
- ADHD Combined Inattention/Hyperactivity** requires the above criteria on both Inattentive and Hyperactive/Impulsive subtypes.
- ADHD not otherwise specified.**

**Plan**

- Patient provided with a written ADHD Management Plan

Management \_\_\_\_\_

Medication \_\_\_\_\_

Titration follow-up plan \_\_\_\_\_

Behavioral counseling \_\_\_\_\_

School \_\_\_\_\_

Other specialist referral \_\_\_\_\_

Follow-up office visit scheduled for \_\_\_\_\_

Goal for measurement at follow-up (specific criteria, eg, homework done, decrease school disciplinary notes)

\_\_\_\_\_

\_\_\_\_\_

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