NICHQ Vanderbilt Assessment Scale: Teacher Informant

Teacher's Name:	Class Time:	Today's Date:
Child's Name:	Class Name/Period:	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	☐ 1	☐ 2	☐ 3	☐ 4
2. Has difficulty sustaining attention to tasks or activities	☐ 1	☐ 2	☐ 3	☐ 4
3. Does not seem to listen when spoken to directly	☐ 1	☐ 2	☐ 3	☐ 4
4. Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)	☐ 1	☐ 2	☐ 3	☐ 4
5. Has difficulty organizing tasks and activities	☐ 1	☐ 2	☐ 3	☐ 4
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	☐ 1	☐ 2	☐ 3	☐ 4
7. Loses things necessary for tasks or activities (school assignments, pencils, or books)	☐ 1	☐ 2	☐ 3	☐ 4
8. Is easily distracted by extraneous stimuli	☐ 1	☐ 2	☐ 3	☐ 4
9. Is forgetful in daily activities	☐ 1	☐ 2	☐ 3	☐ 4
10. Fidgets with hands or feet or squirms in seat	☐ 1	☐ 2	☐ 3	☐ 4
11. Leaves seat in classroom or in other situations in which remaining seated is expected	☐ 1	☐ 2	☐ 3	☐ 4
12. Runs about or climbs excessively in situations in which remaining seated is expected	☐ 1	☐ 2	☐ 3	☐ 4
13. Has difficulty playing or engaging in leisure activities quietly	☐ 1	☐ 2	☐ 3	☐ 4
14. Is "on the go" or often acts as if "driven by a motor"	☐ 1	☐ 2	☐ 3	☐ 4
15. Talks excessively	☐ 1	☐ 2	☐ 3	☐ 4
16. Blurts out answers before questions have been completed	☐ 1	☐ 2	☐ 3	☐ 4
17. Has difficulty waiting in line	☐ 1	☐ 2	☐ 3	☐ 4
18. Interrupts or intrudes on others (eg, butts into conversations/games)	☐ 1	☐ 2	☐ 3	☐ 4
19. Loses temper	☐ 1	☐ 2	☐ 3	☐ 4
20. Actively defies or refuses to comply with adult's requests or rules	☐ 1	☐ 2	☐ 3	☐ 4
21. Is angry or resentful	☐ 1	☐ 2	☐ 3	☐ 4
22. Is spiteful and vindictive	☐ 1	☐ 2	☐ 3	☐ 4
23. Bullies, threatens, or intimidates others	☐ 1	☐ 2	☐ 3	☐ 4
24. Initiates physical fights	☐ 1	☐ 2	☐ 3	☐ 4
25. Lies to obtain goods for favors or to avoid obligations (eg, "cons" others)	☐ 1	☐ 2	☐ 3	☐ 4
26. Is physically cruel to people	☐ 1	☐ 2	☐ 3	☐ 4
27. Has stolen items of nontrivial value	☐ 1	☐ 2	☐ 3	☐ 4
28. Deliberately destroys others' property	☐ 1	☐ 2	☐ 3	☐ 4
29. Is fearful anxious or worried	☐ 1	☐ 2	☐ 3	☐ 4
30. Is self-conscious or easily embarrassed)	☐ 1	☐ 2	☐ 3	☐ 4
31. Is afraid to try new things for fear of making mistakes	☐ 1	☐ 2	☐ 3	☐ 4
32. Feels worthless or inferior	☐ 1	☐ 2	☐ 3	☐ 4
33. Blames self for problems; feels guilty	☐ 1	☐ 2	☐ 3	☐ 4
34. Feels lonely, unwanted, or unloved; complains that "no one loves him or her"	☐ 1	☐ 2	☐ 3	☐ 4
35. Is sad unhappy, or depressed	☐ 1	☐ 2	☐ 3	☐ 4

*Publish Date: 2022; Source: NICHQ, American Academy of Pediatrics, McNeil

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Teacher's Name:	Class Time:	Today's Date:
Child's Name:	Class Name/Period:	Grade Level:

Academic Performance	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
36. Reading	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
37. Mathematics	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
38. Written Expression	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Classroom Behavioral Performance	Excellent	Above Average	Average	Somewhat of a 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

Explain/Comments:

Please return this form to:	Fax Number:

Mailing Address:

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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 (Academic Performance & Classroom Behavioral Performance): ☐

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NICHQ Vanderbilt Assessment Follow-up: Teacher Informant

Teacher's Name:	Class Time:	Today's Date:
Child's Name:	Class Name/Period:	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. Does not pay attention to details or makes careless mistakes with, for example, homework	☐ 1	☐ 2	☐ 3	☐ 4
2. Has difficulty keeping attention to what needs to be done	☐ 1	☐ 2	☐ 3	☐ 4
3. Does not seem to listen when spoken to directly	☐ 1	☐ 2	☐ 3	☐ 4
4. Does not follow through when given directions and fails to finish activities (not due to refusal or failure to understand)	☐ 1	☐ 2	☐ 3	☐ 4
5. Has difficulty organizing tasks and activities	☐ 1	☐ 2	☐ 3	☐ 4
6. Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	☐ 1	☐ 2	☐ 3	☐ 4
7. Loses things necessary for tasks or activities (toys, assignments, pencils, or books)	☐ 1	☐ 2	☐ 3	☐ 4
8. Is easily distracted by noises or other stimuli	☐ 1	☐ 2	☐ 3	☐ 4
9. Is forgetful in daily activities	☐ 1	☐ 2	☐ 3	☐ 4
10. Fidgets with hands or feet or squirms in seat	☐ 1	☐ 2	☐ 3	☐ 4
11. Leaves seat when remaining seated is expected	☐ 1	☐ 2	☐ 3	☐ 4
12. Runs about or climbs too much when remaining seated is expected	☐ 1	☐ 2	☐ 3	☐ 4
13. Has difficulty playing or beginning quiet play activities	☐ 1	☐ 2	☐ 3	☐ 4
14. Is "on the go" or often acts as if "driven by a motor"	☐ 1	☐ 2	☐ 3	☐ 4
15. Talks too much	☐ 1	☐ 2	☐ 3	☐ 4
16. Blurts out answers before questions have been completed	☐ 1	☐ 2	☐ 3	☐ 4
17. Has difficulty waiting his or her turn	☐ 1	☐ 2	☐ 3	☐ 4
18. Interrupts or intrudes in on others' conversations and/or activities	☐ 1	☐ 2	☐ 3	☐ 4

Performance	Excellent	Above Average	Average	Somewhat of a Problem	Problematic
19. Reading	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20. Mathematics	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21. Written Expression	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22. Relationship with Peers	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23. Following Direction	☐ 1	☐ 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

Side Effects: Has the child experienced any of the following side effects or problems in the past week?	Are these side effects currently a problem?			
	None	Mild	Moderate	Severe
Headache	☐	☐	☐	☐
Stomachache	☐	☐	☐	☐
Change of appetite—explain below	☐	☐	☐	☐
Trouble sleeping	☐	☐	☐	☐

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Teacher's Name:	Class Time:	Today's Date:
Child's Name:	Class Name/Period:	Grade Level:

Side Effects (Continued): Has the child experienced any of the following side effects or problems in the past week?	Are these side effects currently a problem?			
	None	Mild	Moderate	Severe
Irritability in the late morning, late afternoon, or evening—explain below	☐	☐	☐	☐
Socially withdrawn—decreased interaction with others	☐	☐	☐	☐
Extreme sadness or unusual crying	☐	☐	☐	☐
Dull, tired, listless behavior	☐	☐	☐	☐
Tremors/feeling shaky	☐	☐	☐	☐
Repetitive movements, tics, jerking, twitching, eye blinking—explain below	☐	☐	☐	☐
Picking at skin or fingers, nail biting, lip or cheek chewing—explain below	☐	☐	☐	☐
Sees or hears things that aren't there	☐	☐	☐	☐

Explain/Comments:

Please return this form to:	Fax Number:

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Total Symptom Score for questions 1-18:

Average Performance Score:

Scoring Instructions for the NICHQ Vanderbilt Assessment Scales

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 scale has 2 components: symptom assessment and impairment in performance. On this version of the initial assessment (the teacher's version), the symptom assessment screens for symptoms that meet the 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 the 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.

Predominantly Inattentive subtype	• Must score a 2 or 3 on 6 out of 9 items on questions 1–9 AND • Score a 4 or 5 on any of the Performance questions 36–43
Predominantly Hyperactive/Impulsive subtype	• Must score a 2 or 3 on 6 out of 9 items on questions 10–18 AND • Score a 4 or 5 on any of the Performance questions 36–43
ADHD Combined Inattention/Hyperactivity	• Requires the above criteria on both inattention and hyperactivity/impulsivity
Oppositional-Defiant/Conduct Disorder Screen	• Must score a 2 or 3 on 3 out of 10 items on questions 19–28 AND • Score a 4 or 5 on any of the Performance questions 36–43
Anxiety/Depression Screen	• Must score a 2 or 3 on 3 out of 7 items on questions 29–35 AND • Score a 4 or 5 on any of the Performance questions 36–43

The teacher follow-up scale has the first 18 core ADHD symptoms, not the co-morbid symptoms. The section segment has the same Performance items and impairment assessment as the initial scale, and then has a side-effect reporting scale that can be used to both assess and monitor the presence of adverse reactions to medications prescribed, if any. Scoring the follow-up scales involves only calculating a total symptom score for items 1–18 that can be tracked over time, and the average of the Performance items answered as measures of improvement over time with treatment.

Teacher Assessment Follow-up Scoring:
- Calculate Total Symptom Score for questions 1–18
- Calculate Average Performance Score for questions 19–26

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