
VANDERBILT ADHD DIAGNOSTIC TEACHER RATING SCALE (VADTRS)

Scoring Instructions for the VADTRS:

Behaviors are counted if they are scored 2 (often) or 3 (very often).

Inattention	Requires 6 or more counted behaviors from questions 1 through 9 for indication of the predominantly inattentive subtype.
Hyperactivity/impulsivity	Requires 6 or more counted behaviors from questions 10 through 18 for indication of the predominantly hyperactive/impulsive subtype.
Combined subtype	Requires 6 or more counted behaviors each on both the inattention and hyperactivity/impulsivity dimensions.
Oppositional defiant and conduct disorders	Requires 3 or more counted behaviors from questions 19 through 28.
Anxiety or depression symptoms	Requires 3 or more counted behaviors from questions 29 through 35.

The **performance section** is scored as indicating some impairment if a child scores 1 or 2 on at least 1 item.

VANDERBILT ADHD DIAGNOSTIC TEACHER RATING SCALE

Patient Name: _____ Today's Date: _____
 Date of Birth: _____ Age: _____
 Grade: _____

Each rating should be considered in the context of what is appropriate for the age of the children you are rating.

Frequency Code: 0 = Never; 1 = Occasionally; 2 = Often; 3 = 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 instruction 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 sustaining 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 or games)	0	1	2	3
19. Loses temper	0	1	2	3
20. Actively defies or refuses to comply with adults' requests or rules	0	1	2	3
21. Is angry or resentful	0	1	2	3

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Frequency Code: 0 = Never; 1 = Occasionally; 2 = Often; 3 = Very Often

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 (ie, "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
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

PERFORMANCE

	Problematic		Average		Above Average
Academic Performance					
1. Reading	1	2	3	4	5
2. Mathematics	1	2	3	4	5
3. Written expression	1	2	3	4	5
Classroom Behavioral Performance					
1. Relationships with peers	1	2	3	4	5
2. Following directions/rules	1	2	3	4	5
3. Disrupting class	1	2	3	4	5
4. Assignment completion	1	2	3	4	5
5. Organizational skills	1	2	3	4	5

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 scales, parent and teacher, have three components: symptom assessment, and impairment in performance. On both the parent and teacher initial scales, the symptom assessment screens for symptoms that meet criteria for both inattentive (items 1-9) and hyperactive ADHD (items 10-18).

To meet DSM 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 a "3" (often, very often) (you could draw a line straight down the page and count the positive answers in each sub segment). There is a place to record the number of positives in each sub segment, and a place for total score for the first 18 symptoms (just add them up).

The initial scales also have symptom screens for three other co morbidities- oppositional-defiant, conduct and depression/anxiety. 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 set are detailed below.

The second section of the scale has a set of performance measures, scored 1-5, with 4 and 5 being problematic/very problematic. To meet criteria for ADHD there must be at least one item of the performance set in which the child scores a 4-5; i.e. there must be impairment, not just symptoms to meet diagnostic criteria. The sheet has a place to record the number of positives (4's, 5's) and an average performance score- add them up and divide by number of performance criteria answered.

PARENT ASSESSMENT SCALE

Predominantly Inattentive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 1-9 AND
- Score a 4 or 5 on any of the performance question #'s 48-55

Predominantly Hyperactive/Impulsive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 10-18 AND
- Score a 4 or 5 on any of the performance question #'s 48-55

ADHD Combined Inattention/Hyperactivity

- Requires the above criteria on both inattention and hyperactivity/impulsivity

Oppositional-Defiant Disorder

- Must score a 2 or 3 on 4 out of 8 behaviors on question #'s 19-26

Conduct Disorder

- Must score a 2 or 3 on 3 out of 14 behaviors on question #'s 27-40

Anxiety / Depression

- Must score a 2 or 3 on 3 out of 7 behaviors on question #'s 41-47.
- Calculate Total Symptom score for question #'s 1-18 and Average Performance Score for question #'s 48-55

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TEACHER ASSESSMENT SCALE

Predominantly inattentive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 1-9 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

Predominantly hyperactive/Impulsive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 10-18 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

ADHD Combined Inattention/Hyperactivity

- Requires the above criteria on both inattention and hyperactivity/impulsivity.

Oppositional-Defiant / Conduct Disorder

- Must score a 2 or 3 on 3 out of 10 items on question #'s 19-28 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

Anxiety / Depression

- Must score a 2 or 3 on 3 out of 7 items on question #'s 29-35 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.
- Calculate Total Symptom score for question #'s 1-18 and Average Performance Score for question #'s 36-43.

The parent and teacher follow-up scales have 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 scales, 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.

PARENT ASSESSMENT FOLLOW-UP

- Calculate Total Symptom Score for question #'s 1-18.
- Calculate Average Performance Score for question #'s 19-26.

TEACHER ASSESSMENT FOLLOW-UP

- Calculate Total Symptom Score for question #'s 1-18.
- Calculate Average Performance Score for question #'s 19-26.