

## Vanderbilt ADHD Diagnostic Teacher Rating Scale

### INSTRUCTIONS AND SCORING

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

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

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

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### FOR MORE INFORMATION CONTACT

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The scale is available at [http://peds.mc.vanderbilt.edu/VCHWEB\\_1/rating~1.html](http://peds.mc.vanderbilt.edu/VCHWEB_1/rating~1.html).

### REFERENCE FOR THE SCALE'S PSYCHOMETRIC PROPERTIES

Wolraich ML, Feurer ID, Hannah JN, et al. 1998.  
Obtaining systematic teacher reports of disruptive  
behavior disorders utilizing DSM-IV. *Journal of  
Abnormal Child Psychology* 26(2):141–152.

## Vanderbilt ADHD Diagnostic Teacher Rating Scale

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_

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 (e.g., butts into conversations or games)	0	1	2	3
19. Loses temper	0	1	2	3

(continued on next page)

Vanderbilt ADHD Diagnostic Teacher Rating Scale (continued)

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

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
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 (i.e., "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/her"	0	1	2	3
35. Is sad, unhappy, or depressed	0	1	2	3

**PERFORMANCE**

	Problematic		Average		Above Average	
<b>Academic Performance</b>						
1. Reading	1	2	3	4	5	
2. Mathematics	1	2	3	4	5	
3. Written expression	1	2	3	4	5	
<b>Classroom Behavioral Performance</b>						
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	

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and identify any discrepancies.

4. The second part of the document outlines the procedures for handling any identified errors or discrepancies.

5. It is crucial to investigate the cause of any errors and take appropriate corrective action to prevent recurrence.

6. The final part of the document provides a summary of the key findings and recommendations.

7. It is recommended that the findings of this audit be shared with all relevant stakeholders for their awareness.

8. The document concludes with a statement of appreciation for the cooperation and assistance provided by all parties involved.

9. The audit report is prepared in accordance with the standards and guidelines set forth by the relevant regulatory bodies.

10. The document is signed and dated by the audit team lead, who is responsible for the accuracy and integrity of the findings.

11. The audit report is distributed to all relevant parties, including management, the board of directors, and the regulatory authorities.

12. The document is maintained as a permanent record of the audit findings and recommendations.

13. The audit team will continue to monitor the implementation of the recommendations and provide support as needed.

14. The document is prepared in accordance with the requirements of the relevant regulatory bodies and standards.

15. The audit report is a confidential document and should be handled accordingly.