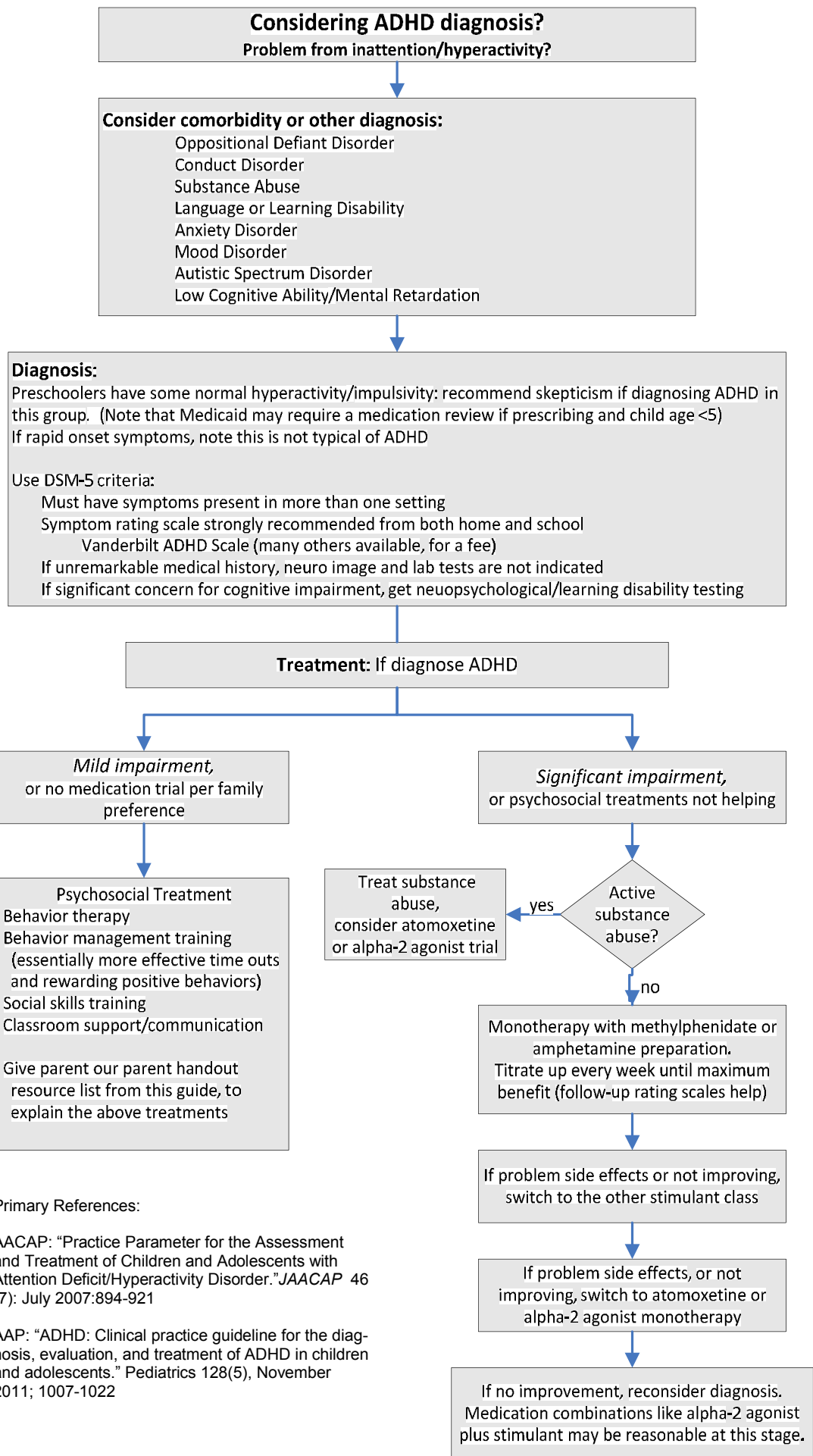


ADHD



# Vanderbilt ADHD Teacher Rating Scale (page 1 of 2)

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

Completed by \_\_\_\_\_ Subject Taught (if applicable) \_\_\_\_\_

Each rating should be considered in the context of what is appropriate for the age of the child.

If you have completed a previous assessment, your rating should reflect the child's behavior since you last completed a form.

	Symptoms	Never	Occasionally	Often	Very Often	
1.	Does not pay attention to details or makes careless mistakes, such as in homework	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 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	<input type="checkbox"/>
10.	Fidgets with hands or feet or squirms in seat	0	1	2	3	
11.	Leaves seat when remaining in seated is expected	0	1	2	3	
12.	Runs about or climbs excessively when 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 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	<input type="checkbox"/>
18.	Interrupts or intrudes in on others (butts into conversations or games)	0	1	2	3	<input type="checkbox"/>
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	
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 ("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	<input type="checkbox"/>
28.	Deliberately destroys others' property	0	1	2	3	

# Vanderbilt ADHD Teacher Rating Scale (page 2 of 2)

Child's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

	Symptoms	Never	Occasionally	Often	Very Often
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>					
Reading	1	2	3	4	5
Mathematics	1	2	3	4	5
Written Expression	1	2	3	4	5
<b>Classroom Behavior</b>					
Relationship with Peers	1	2	3	4	5
Following Directions/Rules	1	2	3	4	5
Disrupting Class	1	2	3	4	5
Assignment Completion	1	2	3	4	5
Organizational Skills	1	2	3	4	5

**Comments:**

### For Office Use Only

**SYMPTOMS:**

Number of questions scored as 2 or 3 in questions 1-9: \_\_\_\_\_  
 Number of questions scored as 2 or 3 in questions 10-18: \_\_\_\_\_  
 Total symptom score for questions 1-18: \_\_\_\_\_  
 Number of questions scored as 2 or 3 in questions 19-28: \_\_\_\_\_  
 Number of questions scored as 2 or 3 in questions 29-35: \_\_\_\_\_

# Vanderbilt ADHD Parent Rating Scale (page 1 of 2)

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

Completed by \_\_\_\_\_ Relationship to child:  mom  dad  other: \_\_\_\_\_

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.

	Symptoms	Never	Occasionally	Often	Very Often	
1.	Does not pay attention to details or makes careless mistakes, such as in homework	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 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	<input type="checkbox"/>
11.	Leaves seat when remaining in seated is expected	0	1	2	3	
12.	Runs about or climbs excessively when 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 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 (butts into conversations or games)	0	1	2	3	
19.	Argues with adults	0	1	2	3	
20.	Loses temper	0	1	2	3	<input type="checkbox"/>
21.	Actively defies or refuses to comply 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 vindictive	0	1	2	3	
27.	Bullies, threatens, or intimidates others	0	1	2	3	
28.	Initiates physical fights	0	1	2	3	
29.	Lies to obtain goods for favors or to avoid obligations ("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	<input type="checkbox"/>

# Vanderbilt ADHD Parent Rating Scale (page 2 of 2)

Child's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

	Symptoms	Never	Occasionally	Often	Very Often
32.	Has stolen things of nontrivial value	0	1	2	3
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 from problems, feels guilty	0	1	2	3
45.	Feels lonely, unwanted, or unloved; complains that "no one loves him/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

Performance	Problematic		Average		Above Average
<b>Academic Performance</b>					
Reading	1	2	3	4	5
Mathematics	1	2	3	4	5
Written Expression	1	2	3	4	5
<b>Classroom Behavior</b>					
Relationship with Peers	1	2	3	4	5
Following Directions/Rules	1	2	3	4	5
Disrupting Class	1	2	3	4	5
Assignment Completion	1	2	3	4	5
Organizational Skills	1	2	3	4	5

**Comments:**

**For Office Use Only**

**SYMPTOMS:**

Number of questions scored as 2 or 3 in questions 1-9: \_\_\_\_\_

Number of questions scored as 2 or 3 in questions 10-18: \_\_\_\_\_

Total symptom score for questions 1-18: \_\_\_\_\_

Number of questions scored as 2 or 3 in questions 19-26: \_\_\_\_\_

Number of questions scored as 2 or 3 in questions 27-40: \_\_\_\_\_

Number of questions scored as 2 or 3 in questions 41-47: \_\_\_\_\_

# Scoring the Vanderbilt ADHD Scales

The Vanderbilt rating scale is a screening and information gathering tool which can assist with making an ADHD diagnosis and with monitoring treatment effects over time. The Vanderbilt rating scale results alone do **not** make a diagnosis of ADHD or diagnose any other disorder—one must consider information from multiple sources to make a clinical diagnosis. Symptom items 1-47 are noted to be significantly present if the parent or teacher records the symptom as “often or very often” present (a 2 or 3 on the scale). The “performance” items at the end are felt to be significant if the parent or teacher records either a 1 or 2 on each item.

## Parent Version

### **Predominantly Inattentive Subtype**

Requires 6 or more counted behaviors on items 1 through 9 and a performance problem (score of 1 or 2) in any of the items on the *performance section*.

### **Predominantly Hyperactive/Impulsive Subtype**

Requires 6 or more counted behaviors on items 10 through 18 and a performance problem (score of 1 or 2) in any of the items on the *performance section*.

### **Combined Subtype**

Requires 6 or more counted behaviors each on both the inattention and hyperactivity/impulsivity dimensions.

### **Oppositional-defiant disorder**

Requires 4 or more counted behaviors on items 19 through 26.

### **Conduct disorder**

Requires 3 or more counted behaviors on items 27 through 40.

### **Anxiety or depression**

Requires 3 or more counted behaviors on items 41 through 47.

## Teacher Version

### **Predominantly Inattentive Subtype**

Requires 6 or more counted behaviors on items 1 through 9 and a performance problem (score of 1 or 2) in any of the items on the *performance section*.

### **Predominantly Hyperactive/Impulsive Subtype**

Requires 6 or more counted behaviors on items 10 through 18 and a performance problem (score of 1 or 2) in any of the items on the *performance section*.

### **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**

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.

# ADHD Rating Scale IV - Preschool Version

**Child's Name:** \_\_\_\_\_ **Sex:** M F **Age:** \_\_\_\_\_

**Completed By:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_

Circle the number that <u>best describes</u> the child's behavior over the past 6 months.		Rarely or never	Some-times	Often	Very often
1.	Fails to give close attention to details (i.e. rushes through activities, makes careless mistakes)	0	1	2	3
2.	Fidgets with hands or feet or squirms in seat (taps hands or feet)	0	1	2	3
3.	Has difficulty sustaining attention in tasks or play activities	0	1	2	3
4.	Leaves seat in classroom, during meals, or in other situations in which remaining seated is expected	0	1	2	3
5.	Does not seem to listen when spoken to directly (tunes you out)	0	1	2	3
6.	Runs about or climbs excessively in situations in which it is inappropriate	0	1	2	3
7.	Does not follow through on instructions or fails to finish tasks (i.e. "go upstairs, get your shoes and socks"; has difficulty with transitions)	0	1	2	3
8.	Has difficulty playing quietly (alone or in groups)	0	1	2	3
9.	Has difficulty organizing tasks and activities (i.e. choosing an activity, getting materials, doing steps in order)	0	1	2	3
10.	Is "on the go" or acts as if "driven by a motor"	0	1	2	3
11.	Avoids tasks that require sustained mental effort (i.e. puzzles, learning ABC's, writing name)	0	1	2	3
12.	Talks excessively	0	1	2	3
13.	Loses things necessary for tasks or activities (i.e. mittens, shoes, backpack)	0	1	2	3
14.	Blurts out answers before questions have been completed	0	1	2	3
15.	Is easily distracted	0	1	2	3
16.	Has difficulty awaiting turn	0	1	2	3
17.	Is forgetful in daily activities (i.e. forgets papers, forgets directions)	0	1	2	3
18.	Interrupts or intrudes on others	0	1	2	3

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# Scoring the ADHD Rating Scale IV - **Preschool Version**

## Scoring Cutoffs for 3-5 year old Children

Odd numbered items: Inattention  
Even numbered items: Hyperactivity/Impulsivity  
Total Score: All items added together

Scores above the 93<sup>rd</sup>ile are suspicious for but not diagnostic of preschool ADHD.

### 93rd Percentile score cutoff responses for Boys

#### Parent

Inattention: 14  
Hyperactivity/Impulsivity: 17  
Total Score: 32

#### Teacher

Inattention: 18  
Hyperactivity/Impulsivity: 22  
Total Score: 38

### 93rd Percentile responses for Girls

#### Parent

Inattention: 12  
Hyperactivity/Impulsivity: 14  
Total Score: 24

#### Teacher

Inattention: 11  
Hyperactivity/Impulsivity: 13  
Total Score: 24

Above data from: McGoey, K. E., DuPaul, G. J., Haley, E., Shelton, T. L. (2007). Parent and teacher ratings of attention-deficit/hyperactivity disorder in preschool: The ADHD rating scale-IV preschool version. *Journal of Psychopathological and Behavioral Assessment*, 29:269-276.

# ADHD Stimulant Medications

## Short Acting Stimulants

Drug Name	Duration	Dosages	Stimulant Class	Usual Starting Dose	FDA Max Daily Dose
methylphenidate (Ritalin, Methylin)	4-6 hours	5, 10, 20 mg	Methyl.	5mg BID ½ dose if 3-5yr	60mg
dexmethylphenidate (Focalin)	4-6 hours	2.5, 5, 10 mg	Methyl.	2.5mg BID	20mg
dextroamphetamine (Dexedrine, Dextro-Stat, Dexedrine SA)	4-6 hours	5, 10 mg tabs	Dextro.	5mg QD-BID ½ dose if 3-5yr	40mg
amphetamine salt combo (Adderall)	4-6 hours	5, 7.5, 10, 12.5, 15, 20, 30 mg	Dextro.	5mg QD-BID ½ dose if 3-5 yr	40mg

## Extended Release Stimulants

Drug Name	Duration	Dosages	Stimulant Class	Usual Starting	FDA Max Daily Dose	Editorial Comments
Methylin ER Methylphenidate SR Metadate ER	4-8 hours	10, 20mg tab	Methyl.	10mg QAM	60mg	Generic available. Uses wax matrix. Variable duration of action
Concerta	10-12 hours	18, 27, 36, 54 mg	Methyl.	18mg QAM	72mg	Generic available. Osmotic pump capsule
Adderall XR	8-12 hours	5, 10, 15, 20, 25, 30 mg	Dextro.	5mg QD	30mg	Generic available. Beads in capsule can be sprinkled
Metadate CD (30% IR)	~8 hours	10, 20, 30, 40, 50, 60 mg capsules	Methyl.	10mg QAM	60mg	Generic available. Beads in capsule can be sprinkled
Ritalin LA (50% IR)	~8 hours	10, 20, 30, 40 mg capsules	Methyl.	10mg QAM	60mg	Generic available. Beads in capsule can be sprinkled
Focalin XR	10-12 hours	5 to 40mg in 5 mg steps	Methyl.	5mg QAM	30mg	Beads in capsule can be sprinkled
Daytrana patch	Until 3-5 hours after patch removal	10, 15, 20, 30 mg Max 30mg/9hr	Methyl.	10mg QAM	30mg	Rash can be a problem, slow AM startup, has an allergy risk, peeling off patch a problem with young kids
Lisdexamfetamine (Vyvanse)	~10 hours	20, 30, 40, 50, 60, 70 mg	Dextro.	30mg QD	70mg	Conversion ratio from dextroamphetamine is not established
Dexedrine Spansule Dextroamphetamine ER	8-10 hours	5, 10, 15 mg	Dextro.	5mg QAM	40mg	Beads in capsule can be sprinkled

## ADHD Non-Stimulant Medications

Drug Name	Duration	Dosages	Usual Starting Dose	FDA Max Daily Dose	Editorial Comments
Atomoxetine (Strattera)	All day	10, 18, 25, 40, 60, 80, 100 mg	0.5mg/kg/day (1 to 1.2 mg/kg/d usual full dosage)	Lesser of 1.4mg/kg/day or 100mg (HCA limit is 120mg/day)	Usually lower effectiveness than stimulants; has GI side effects, takes weeks to see full benefit
Clonidine (Catapres)	12 hour ½ life	0.1, 0.2, 0.3 mg	0.05mg QHS if <45kg, otherwise 0.1mg QHS Caution if <5 yr.	(Not per FDA) 27-40kg 0.2mg 40-45kg 0.3mg >45kg 0.4mg	Often given to help sleep, also treats tics, can have rebound BP effects
Clonidine XR (Kapvay)	12-16 hours	0.1, 0.2 mg	0.1mg QHS	0.4mg daily	Lower peak blood level, then acts like regular clonidine (similar 1/2 life). Still is sedating. Approved for combo with stimulants
Guanfacine (Tenex)	14 hour ½ life	1, 2 mg	0.5mg QHS if <45kg, otherwise 1mg QHS Caution if <5 yr.	(Not per FDA) 27-40kg 2mg 40-45kg 3mg >45kg 4mg	Often given to help sleep, also treats tics, can have rebound BP effects
Guanfacine XR (Intuniv)	16 hour ½ life	1, 2, 3, 4 mg	1mg QD if over 6 years old (full dosage 0.05 to 0.12mg/kg)	4mg daily	Lower peak blood level, then acts like regular Tenex (similar 1/2 life) Still is sedating. Approved for combo with stimulants

Reference: AACAP ADHD Practice Parameter (2007), Micromedex 2013

**Effect size of all stimulants ~1.0**  
**Effect size of atomoxetine ~0.7**  
**Effect size of guanfacine ~0.65**

Stimulant Relative Potencies:  
Methylphenidate 10mg ≈ dexamethylphenidate 5mg  
Methylphenidate 10mg ≈ dextroamphetamine 5mg

# ADHD Resources

## Information for Families

### **Books families may find helpful:**

Taking Charge of ADHD: The Complete Authoritative Guide for Parents (Revised Edition, 2000), by Russell A. Barkley, PhD

Raising Resilient Children: Fostering Strength, Hope and Optimism in Your Child (2002), by Robert Brooks, PhD and Sam Goldstein, PhD

Attention Deficit Disorder: The Unfocused Mind in Children and Adults (2006), by Tom Brown, PhD

Teenagers with ADD and ADHD: A Guide for Parents and Professionals (2006), by Chris Dendy

### **Books children may find helpful:**

Learning to Slow Down & Pay Attention: A Book for Kids about ADHD (2004), by Kathleen Nadeau, PhD, Ellen Dixon, PhD, and Charles Beyl

Jumpin' Johnny Get Back to Work! A Child's Guide to ADHD/Hyperactivity (1981), by Michael Gordon, PhD

### **Websites families may find helpful:**

Parents Med Guide

[www.parentsmedguide.org](http://www.parentsmedguide.org) (quality information about medications for ADHD)

Children and Adults with ADHD

[www.chadd.org](http://www.chadd.org) (support groups, information resource)

Teach ADHD

[www.teachadhd.ca](http://www.teachadhd.ca) (teaching advice for ADHD kids)

National Resource Center on ADHD

[www.help4adhd.org](http://www.help4adhd.org)

### **“Behavior Management Training” and “Behavior Therapy”:**

Manual and research based therapies for ADHD related problems lasting 10-20 sessions that can be performed by a qualified therapist. These treatments, though helpful with ADHD, are usually less effective than medications. The principle elements of these treatments are:

- reviewing information about the nature of ADHD
- learning to attend carefully to both misbehavior and when child complies
- establishing a “token economy,” like sticker chart rewards
- using time out effectively
- managing non-compliant behavior in public settings
- using a daily school report card
- anticipating future misconduct