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SNAP-IV-C Rating Scale

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Child's name: _____ Gender _____ Age: _____ Grade: _____ Date: _____

Ethnicity (check one which best applies) African-American Asian Caucasian Hispanic Other _____

Completed by: _____ Type of Class _____ Class Size: _____

For each of the 90 items, check the column which best describes this child.

Items	Not at all	Just a Little	Quite A Bit	Very Much
1. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities				
2. Often has difficulty sustaining attention in tasks or play activities				
3. Often does not seem to listen when spoken to directly				
4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties				
5. Often has difficulty organizing tasks and activities				
6. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)				
7. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
8. Often is distracted by extraneous stimuli				
9. Often is forgetful in daily activities				
10. Often has difficulty maintaining alertness, orienting to requests, or executing directions				
11. Often fidgets with hands or feet or squirms in seat				
12. Often leaves seat in classroom or in other situations in which remaining seated is expected				
13. Often runs about or climbs excessively in situations in which it is inappropriate				
14. Often has difficulty playing or engaging in leisure activities quietly				
15. Often is "on the go" or often acts as if "driven by a motor"				
16. Often talks excessively				
17. Often blurts out answers before questions have been completed				
18. Often has difficulty awaiting turn				
19. Often interrupts or intrudes on others (e.g., butts into conversations/games)				
20. Often has difficulty sitting still, being quiet, or inhibiting impulses in the classroom or at home				
21. Often loses temper				
22. Often argues with adults				
23. Often actively defies or refuses adult requests or rules				
24. Often deliberately does things that annoy other people				
25. Often blames others for his or her mistakes or misbehavior				
26. Often touchy or easily annoyed by others				
27. Often is angry and resentful				
28. Often is spiteful or vindictive				
29. Often is quarrelsome				
30. Often is negative, defiant, disobedient, or hostile toward authority figures				
31. Often makes noises (e.g., humming or odd sounds)				
32. Often is excitable, impulsive				
33. Often cries easily				
34. Often is uncooperative				
35. Often acts "smart"				
36. Often is restless or overactive				

37.	Often disturbs other children				
38.	Often changes mood quickly and drastically				
39.	Often easily frustrated if demands are not met immediately				
40.	Often teases other children and interferes with their activities				
41.	Often is aggressive to other children (e.g., picks fights or bullies)				
42.	Often is destructive with property of others (e.g., vandalism)				
43.	Often is deceitful (e.g., steals, lies, forges, copies the work of others, or "cons")				
44.	Often and seriously violates rules (e.g., is truant, runs away, or completely ignores class rules)				
45.	Has persistent pattern of violating the basic rights of others or major societal norms				
46.	Has episodes of failure to resist aggressive impulses (to assault others or to destroy property)				
47.	Has motor or verbal tics (sudden, rapid, recurrent, non-rhythmic motor or verbal activity)				
48.	Has repetitive motor behavior (e.g., hand waving, body rocking, or picking at skin)				
49.	Has obsessions (a persistent and intrusive inappropriate ideas, thoughts, or impulses)				
50.	Has compulsions (repetitive behaviors or mental acts to reduce anxiety or distress)				
51.	Often is restless or seems keyed up or on edge				
52.	Often is easily fatigued				
53.	Often has difficulty concentrating (mind goes blank)				
54.	Often is irritable				
55.	Often has muscle tension				
56.	Often has excessive anxiety and worry (e.g., apprehensive expectations)				
57.	Often has daytime sleepiness (unintended sleeping in inappropriate situations)				
58.	Often has excessive emotionality and attention-seeking behavior				
59.	Often has need for undue admiration, grandiose behavior, or lack of empathy				
60.	Often has instability in relationships with others, reactive mood, and impulsivity				
61.	Sometimes, for at least a week, has inflated self-esteem or grandiosity				
62.	Sometimes, for at least a week, is more talkative than usual or seems pressured to keep talking				
63.	Sometimes, for at least a week, has flight of ideas or says that thoughts are racing				
64.	Sometimes, for at least a week, has elevated, expansive or euphoric mood				
65.	Sometimes, for at least a week, is excessively involved in pleasurable but risky activities				
66.	Sometimes, for at least 2 weeks, has depressed mood (sad, hopeless, discouraged)				
67.	Sometimes, for at least 2 weeks, has irritable or cranky mood (not just when frustrated)				
68.	Sometimes, for at least 2 weeks, has markedly diminished interest or pleasure in most activities				
69.	Sometimes, for at least 2 weeks, has psychomotor agitation (even more active than usual)				
70.	Sometimes, for at least 2 weeks, has psychomotor retardation (slowed down in most activities)				
71.	Sometimes, for at least 2 weeks, is fatigued or has loss of energy				
72.	Sometimes, for at least 2 weeks, has feelings of worthlessness or excessive, inappropriate guilt				
73.	Sometimes, for at least 2 weeks, has diminished ability to think or concentrate				
74.	Chronic low self-esteem most of the time for at least a year				
75.	Chronic poor concentration or difficulty making decisions most of the time for at least a year				
76.	Chronic feelings of hopelessness most of the time for at least a year				
77.	Currently is hypervigilant (overly watchful or alert) or has exaggerated startle response				
78.	Currently is irritable, has anger outbursts, or has difficulty concentrating				
79.	Currently has an emotional (e.g., nervous, worried, hopeless, tearful) response to stress				

80.					
81.	Has difficulty getting started on classroom assignments				
82.	Has difficulty staying on task for an entire classroom period				
83.	Has problems in completion of work on classroom assignments				
84.	Has problems in accuracy or neatness of written work in the classroom				
85.	Has difficulty attending to a group classroom activity or discussion				
86.	Has difficulty making transitions to the next topic or classroom period				
87.	Has problems in interactions with peers in the classroom				
88.	Has problems in interactions with staff (teacher or aide)				
89.	Has difficulty remaining quiet according to classroom rules				
90.	Has difficulty staying seated according to classroom rules				
	Sections below to be completed by health care provider. The following are items that make up various subscales. First four rows provide the cutoffs for ADHD and ODD subscales. See instructions below for further information.	Sum of Items for Each Scale	Average Rating Per Item for Each Scale	Teacher 5% Cutoff	Parent 5% Cutoff
	Average score for ADHD-Inattention (items 1-9)			2.56	1.78
	Average score for ADHD-Hyperactivity-Impulsivity (items 11-19)			1.78	1.44
	Average score for ADHD-Combined type (items 1-9 and 11-19)			2.00	1.67
	Average score for Oppositional Items (sum of items 21-28)			1.38	1.88
	Average score for Inattention/Overactivity Items (items 4, 8, 11, 31, and 32)				
	Average score for Aggression/Defiance Items (items 21, 23, 29, 34, and 35)				
	Average score for Conners Index items which is a general index of childhood problems (items 4, 8, 11, 21, 32, 33, 36, 37, 38, and 39)				
	Conduct Disorder (items 41, 42, 43, 44, and 45)				
	Intermittent Explosive Disorder (item 46)				
	Stereotypic Movement Disorder (item 48)				
	Obsessive-Compulsive Disorder (items 49 and 50)				
	Generalized Anxiety Disorder (items 51, 52, 53, 54, 55, and 56)				
	Narcolepsy (item 57)				
	Histrionic Personality Disorder (item 58)				
	Narcissistic Personality Disorder (item 59)				
	Borderline Personality Disorder (item 60)				
	Manic Episode (items 61, 62, 63, 64, and 65)				
	Dysthymic Disorder (items 74, 75, and 76)				
	Posttraumatic Stress Disorder (items 77 and 78)				
	Adjustment Disorder (items 79 and 80)				

The SNAP-IV-C Rating Scale is a revision of the Swanson, Nolan and Pelham (SNAP) Questionnaire (Swanson et al, 1983). The items from the DSM-IV (1994) criteria for ADHD are included for the two subsets of symptoms: inattention (items # 1-9) and hyperactivity/impulsivity (items # 11-19). Also, items are included from the DSM-IV criteria for Oppositional Defiant Disorder (items # 21-28) since it often is present in children with ADHD. Items have been added to summarize the Inattention domain (# 10) and the Hyperactivity/Impulsivity domain (# 20) of ADHD. Two other items were added: an item from DSM-III-R (# 29) that was not included in the DSM-IV list for ODD, and an item to summarize the ODD domain (# 30).

The 4-point response is scored 0-3 (Not at All=0, Just A Little=1, Quite a Bit=2, and Very Much=3). Subscale scores for the ADHD and ODD subscales on the SNAP-IV are calculated by summing the scores on the items in the specific subset (eg., Inattention) and dividing by the number of items in the subset (eg., 9). The score for any subset is expressed as the Average Rating-Per-Item. The 5% cutoff scores for teachers and parents are provided. Compare the Average Rating Per Item score to the cut off score to determine if the score falls within the top 5% of extreme scores.

In addition to the DSM-IV items for ADHD and ODD, the SNAP-IV-C contains items from the Conners Index Questionnaire (Conners, 1968) and the IOWA Conners Questionnaire (Loney and Milich, 1985). The IOWA was developed using divergent validity to separate items which measure inattention/overactivity (I/O—items # 4, 8, 11, 31, 32) from those items which measure aggression/defiance (A/D—items # 21, 23, 29, 34, 35). The Conners Index (items #4, 8, 11, 21, 32, 33, 36, 37, 38, 39) was developed by selecting the items which loaded highest on the multiple factors of the Conners Questionnaire, and thus represents a general index of childhood problems.

Finally, the SNAP-IV-C includes the 10 items (# 81-90) of the Swanson, Kotkin, Agler, MylInn, and Pelham (SKAMP) Rating Scale. These items are classroom manifestations of inattention, hyperactivity, and impulsivity (i.e., getting started, staying on task, interactions with others, completing work, and shifting activities). The SKAMP may be used to estimate severity of impairment in the classroom.

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