

# Vanderbilt Parent Assessment Scale

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Parent's Name: \_\_\_\_\_

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

Is this evaluation based on a time when the child  was on medication  was not on medication

SYMPTOMS	Never	Occasionally	Often	Very Often	
1. Does not pay attention to details or makes careless mistakes with, for example, homework	0	1	2	3	
2. Has difficulty keeping attention to what needs to be done	0	1	2	3	
3. Does not seem to listen when spoken to directly	0	1	2	3	
4. Does not follow through when given directions and fails to finish activities (not due to refusal or misunderstanding)	0	1	2	3	
5. Has difficulty organizing task and activities	0	1	2	3	
6. Avoids, dislikes, or does not want to start tasks that require ongoing mental efforts	0	1	2	3	
7. Loses things necessary for tasks or activities (toys, assignments, pencils, or books)	0	1	2	3	
8. Is easily distracted by noises or other stimuli	0	1	2	3	Count # 2s & 3s
9. Is forgetful in daily activities	0	1	2	3	
10. Fidgets with hands or feet or squirms in seat	0	1	2	3	Count # 2s & 3s TSS 1-18
11. Leaves seat when remaining seated is expected	0	1	2	3	
12. Runs about or climbs too much when remaining seated is expected	0	1	2	3	Count # 2s & 3s
13. Has difficulty playing or beginning quiet play activities	0	1	2	3	
14. Is "on the go" or often acts as if "driven by a motor"	0	1	2	3	Count # 2s & 3s
15. Talks too much	0	1	2	3	
16. Blurts out answers before questions have been completed	0	1	2	3	Count # 2s & 3s
17. Has difficulty waiting his/her turn	0	1	2	3	
18. Interrupts or intrudes in others' conversations and/or activities	0	1	2	3	Count # 2s & 3s
19. Argues with adults	0	1	2	3	
20. Loses temper	0	1	2	3	Count # 2s & 3s
21. Actively defies or refuses to go along with adults' request or rules	0	1	2	3	
22. Deliberately annoys people	0	1	2	3	Count # 2s & 3s
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	Count # 2s & 3s
25. Is angry or resentful	0	1	2	3	
26. Is spiteful and wants to get even	0	1	2	3	

**FAX OR MAIL COMPLETED FORM TO: (Check one office/location)**

	(Enter practice contact information)		(Enter practice contact information – 2 <sup>nd</sup> office/location)
	Name of Practice Street Address Phone Number/Fax Number		Name of Practice Street Address Phone Number/Fax Number
	(Enter practice contact information – 3 <sup>rd</sup> office/location)		(Enter practice contact information – 4 <sup>th</sup> office/location)

**-Please Turn Over-**

Vanderbilt Parent Assessment Scale, continued

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Parent's Name: \_\_\_\_\_

SYMPTOMS, continued	Never	Occasionally	Often	Very Often	
27. Bullies, threatens, or intimidates others	0	1	2	3	
28. Starts physical fights	0	1	2	3	
29. Lies to get out of trouble or to avoid obligations (i.e., "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	
32. Has stolen things that have 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 activities	0	1	2	3	<input type="checkbox"/> Count # 2s & 3s
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 for 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	<input type="checkbox"/> Count # 2s & 3s

IMPAIRMENT	Excellent	Above Average	Average	Somewhat of a Problem	Problematic	
A. Overall School Performance	1	2	3	4	5	
B. Reading	1	2	3	4	5	
C. Writing	1	2	3	4	5	
D. Mathematics	1	2	3	4	5	
E. Relationship with parents	1	2	3	4	5	
F. Relationship with siblings	1	2	3	4	5	
G. Relationship with peers	1	2	3	4	5	<input type="checkbox"/> Count # 4s & 5s
H. Participation in organized activities (e.g., teams)	1	2	3	4	5	APS 48-55

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD

PRE-EXISTING PROBLEMS

Use the following to assess severity:

None: The symptom is not present.

Mild: The symptom is present but is not significant enough to cause concern to the child, to his/her friends, or adults.

Moderate: The symptom causes some impairment of functioning or social embarrassment.

Severe: The symptom causes impairment of functioning or social embarrassment to such a degree that it requires specific treatment.

	None	Mild	Moderate	Severe
Motor Tics—repetitive movements: jerking or twitching (e.g., eye blinking—eye opening, facial or mouth twitching, shoulder or arm movements)—describe:				
Buccal—lingual movements: Tongue thrusts, jaw clenching, chewing movement besides lip/check biting— describe:				
Picking at skin or fingers, nail biting, lip or check chewing — describe:				
Worried/Anxious				
Dull, tired, listless				
Headaches				
Stomachache				
Crabby, Irritable				
Tearful, Sad, Depressed				
Socially withdrawn — decreased interaction with others				
Hallucinations (see or hear things that aren't there)				
Loss of appetite				
Trouble sleeping (time went to sleep)				

Adapted from Pittsburgh Side-Effects Rating Scale

**Vanderbilt Teacher Assessment Scale**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

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	0	1	2	3	
2. Has difficulty sustaining attention to task 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 instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)	0	1	2	3	
5. Has difficulty organizing task and activities	0	1	2	3	
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental efforts	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"/> Count # 2s & 3s
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 too much 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/her turn	0	1	2	3	<input type="checkbox"/> Count # 2s & 3s
18. Interrupts or intrudes in others' conversations and/or activities	0	1	2	3	<input type="checkbox"/> TSS 1-18
19. Loses temper	0	1	2	3	
20. Actively defies or refuses to comply with adults' request 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 other's property	0	1	2	3	<input type="checkbox"/> Count # 2s & 3s

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**-Please Turn Over-**

**Vanderbilt Teacher Assessment Scale, continued**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

SYMPTOMS, continued	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	<input type="checkbox"/>

Count #  
2s & 3s

IMPAIRMENT	Excellent	Above Average	Average	Somewhat of a Problem	Problematic	
A. Reading	1	2	3	4	5	
B. Mathematics	1	2	3	4	5	
C. Written Expression	1	2	3	4	5	
D. Relationship with peers	1	2	3	4	5	
E. Following directions	1	2	3	4	5	
F. Disrupting class	1	2	3	4	5	
G. Assignment completion	1	2	3	4	5	<input type="checkbox"/>
H. Organizational skills	1	2	3	4	5	<input type="checkbox"/>

Count #  
4s & 5s  
APS  
36-43

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD

**PRE-EXISTING PROBLEMS**

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- None: The symptom is not present.
- Mild: The symptom is present but is not significant enough to cause concern to the child, to his/her friends, or adults.
- Moderate: The symptom causes some impairment of functioning or social embarrassment.
- Severe: The symptom causes impairment of functioning or social embarrassment to such a degree that it requires specific treatment.

	None	Mild	Moderate	Severe
Motor Tics—repetitive movements: jerking or twitching (e.g., eye blinking—eye opening, facial or mouth twitching, shoulder or arm movements)—describe:				
Buccal—lingual movements: Tongue thrusts, jaw clenching, chewing movement besides lip/cheek biting— describe:				
Picking at skin or fingers, nail biting, lip or cheek chewing — describe:				
Worried/Anxious				
Dull, tired, listless				
Headaches				
Stomachache				
Crabby, Irritable				
Tearful, Sad, Depressed				
Socially withdrawn — decreased interaction with others				
Hallucinations (see or hear things that aren't there)				
Loss of appetite				
Trouble sleeping (time went to sleep)				

Adapted from the Pittsburgh Side-Effects Rating Scale