

# NICHQ Vanderbilt Assessment Scale: Teacher Informant

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Teacher's Phone: \_\_\_\_\_ Childs DOB: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Class Name/Period: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Class Time: \_\_\_\_\_

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: \_\_\_\_\_

If on medication, please list medication name and dose: \_\_\_\_\_

Symptoms	Never	Occasionally	Often	Very Often
1. Fails to give attention to details or makes careless mistakes in school work				
2. Has difficulty sustaining attention to tasks or activities				
3. Does not seem to listen when spoken to directly				
4. Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)				
5. Has difficulty organizing tasks and activities				
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort				
7. Loses things necessary for tasks or activities (school assignments, pencils, books)				
8. Is easily distracted by extraneous stimuli				
9. Is forgetful in daily activities				
10. Fidgets with hands or feet or squirms in seat				
11. Leaves seat in classroom or in other situations in which remaining seated is expected				
12. Runs about or climbs excessively in situations in which remaining seated is expected				
13. Has difficulty playing or engaging in leisure activities quietly				
14. Is "on the go" or often acts as if "driven by a motor"				
15. Talks excessively				
16. Blurts out answers before questions have been completed				
17. Has difficulty waiting in line				
18. Interrupts or intrudes in on others (e. g., butts into conversations/games)				
19. Loses temper				
20. Activity defies or refuses to comply with adults' requests or rules				
21. Is angry or resentful				
22. Is spiteful and vindictive				
23. Bullies threatens or intimidates others				
24. Initiates physical fights				
25. Lies to obtain goods for favors or to avoid obligations (e g "cons" others)				
26. Is physically cruel to people				
27. Has stolen items of nontrivial value				
28. Deliberately destroys others' property				

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Symptoms	Never	Occasionally	Often	Very Often
29. Is fearful anxious or worried				
30. Is self-conscious or easily embarrassed				
31. Is afraid to try new things for fear of making mistakes				
32. Feels worthless or inferior				
33. Blames self for problems; feels guilty				
34. Feels lonely, unwanted or unloved; complains that "no one loves him or her"				
35. Is sad, unhappy, or depressed				

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Academic Performance	Excellent	Above Average	Average	Somewhat of a problem	Problematic
36. Reading					
37. Writing					
38. Mathematics					

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4s \_\_\_\_/3

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5s \_\_\_\_/3

Classroom Behavioral Performance	Excellent	Above Average	Average	Somewhat of a problem	Problematic
39. Relationship with parents					
40. Following Directions					
41. Disrupting Class					
42. Assignment Completion					
43. Organizational skills					

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4s \_\_\_\_/5

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5s \_\_\_\_/5

**Explain/Comments** \_\_\_\_\_

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Please return this form to: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Fax number: \_\_\_\_\_

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Total number of questions scored 2 or 3 in questions 1-9: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 10-18: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 19-28: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 29-35: \_\_\_\_\_

Total number of questions scored 4 in questions 36-38: \_\_\_\_\_

Total number of questions scored 5 in questions 36-38: \_\_\_\_\_

Total number of questions scored 4 in questions 39-43: \_\_\_\_\_

Total number of questions scored 5 in questions 39-43: \_\_\_\_\_

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

The recommendation in this publication do not inducte an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate. Original document, included as part of Caring for Children With ADHD, A Resource Toolkit for Clinicians, 2nd Edition. Copyright (C) 2012 American Academy of Pediatrics. All Rights Reserved. The American Academy of Pediatrics does not review or endorse any modifications made to this document and in no event shall the AAP be liable for any such changes.



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