

## 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/<br/>impulsivity</b>                     | Requires six or more counted behaviors from questions 10–18 for indication of the predominantly hyperactive/impulsive subtype. |
| <b>Combined<br/>subtype</b>                               | Requires six or more counted behaviors each on both the inattention and hyperactivity/impulsivity dimensions.                  |
| <b>Oppositional<br/>defiant and<br/>conduct disorders</b> | Requires three or more counted behaviors from questions 19–28.   |
| <b>Anxiety or<br/>depression<br/>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 |

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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 |