					Child/Adolescent
	Vanderbilt ADHD Parent Ra	iting Sca	ile (page 1 of 2)		
Tod	ay's Date: Child's Name:		Date of Birth:		Grade:
	npleted by: Relationship to child				
	Each rating should be considered in the context of what When completing this form, please think about your chi	t is appropria	te for the age of you	ır child.	
ls t	his evaluation based on a time when the child 🔲 was on medication 🗆	□ was not on	medication $\square$ not	sure?	
Syr	nptoms	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 staying focused on 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 failure to understand)	0	1	2	3
5.	Has difficulty organizing tasks and activities	0	1	2	3
6.	Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	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
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 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
13.	Has difficulty playing or beginning quiet play activities	0	1	2	3
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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           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 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           13.         Has difficulty playing or beginning quiet play activities         0         1         2         3           14.         Is on the go <sup>*</sup> 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.	6.	Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	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 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 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 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" conversations and/or activities 0 1 2 3 19. Argues with adults 0 1 2 3 20. Loses temper 0 1 2 3 21. Actively defies or refuses to go along 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 angly or resentful 0 1 2 3 26. Is spiteful and vindictive (wants to get even) 0 1 2 3 27. Bullies, threatens, or intimidates others 0 1 2 3 28. Starts physical fights 0 1 2 3 30. Skips school without permission 0 1 2 3 31. Is physically cruel to people 0 1 2 3 31. Is physically cruel to people	7,		0	1	2	3
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12. Runs about or climbs too much when remaining seated is expected       0       1       2       3         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         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' conversations and/or activities       0       1       2       3         19. Argues with adults       0       1       2       3         20. Loses temper       0       1       2       3         21. Actively defies or refuses to go along 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<	10.	Fidgets with hands or feet or squirms in seat	0	1	2	3
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31. Is physically cruel to people 0 1 2 3	21. 22. 23. 24. 25. 26.	Deliberately annoys people  Blames others for his or her mistakes or misbehaviors  Is touchy or easily annoyed by others  Is angry or resentful  Is spiteful and vindictive (wants to get even)  Bullies, threatens, or intimidates others	0 0 0 0 0 0	<del></del>	2 2 2 2 2 2	3 3 3 3 3
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32. Has stolen things that have value 0 1 2 3	21. 22. 23. 24. 25. 26. 27. 28. 29.	Deliberately annoys people  Blames others for his or her mistakes or misbehaviors  Is touchy or easily annoyed by others  Is angry or resentful  Is spiteful and vindictive (wants to get even)  Bullies, threatens, or intimidates others  Starts physical fights  Lies to get out of trouble or to avoid obligations (i.e., "cons" others)	0 0 0 0 0	<del></del>	2 2 2 2 2 2 2 2	3 3 3 3 3 3
	21. 22. 23. 24. 25. 26. 27. 28. 29.	Deliberately annoys people Blames others for his or her mistakes or misbehaviors Is touchy or easily annoyed by others Is angry or resentful Is spiteful and vindictive (wants to get even) Bullies, threatens, or intimidates others Starts physical fights Lies to get out of trouble or to avoid obligations (i.e., "cons" others) Skips school without permission	0 0 0 0 0 0	<del></del>	2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3

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

Tadawia Datas	Child's Name:	Date of Birth:
Today's Date:	Ciliu 2 Haine	Date of Diffit

Symptoms (continued)	Never	Occasionally	Often	Very Often
33. Deliberately destroys others' property	()	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	i	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 nin away from home overnight	0	1	2	3
40. Has forced someone into sexual activity	0	1	2	3
41. Is feaful, 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	i	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

Perf	ormance		Problematic		Average		Above Average
48.	Overall acad	emic performance	1	2	3	4	5
	a.	Reading	1	2	3	4	5
	b.	Mathematics	1	2	3	4	5
	c.	Written expression	1	2	3	4	5
49.	Overall Class	sroom Behavior	1	2	3	4	5
	a.	Relationship with peers	1	2	3	4	5
	b.	Following directions/rules	1	2	3	4	5
	c.	Disrupting class	1	2	3	4	5
	d.	Assignment completion	1	2	3	4	5
	e.	Organizational skills	1	2	3	4	5

Name:	Date of Birth:	_
Completed by	Date:	
A. Please include any observations you fee	el are pertinent:	
	i are pertinent.	
		_
3. Please compare focus and attention, behadate of most recent medication change):	avior, and learning to prior to	
B. Please compare focus and attention, behandate of most recent medication change):	avior, and learning to prior to	
3. Please compare focus and attention, behadate of most recent medication change):	avior, and learning to prior to	
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B. Please compare focus and attention, behaldate of most recent medication change):	avior, and learning to prior to	