

Scoring Instructions for the NICHQ Vanderbilt Assessment Scales

These scales should NOT be used alone to make any diagnosis. You must take into consideration information from multiple sources. Scores of 2 or 3 on a single Symptom question reflect often-occurring behaviors. Scores of 4 or 5 on Performance questions reflect problems in performance.

The initial assessment scales, parent and teacher, have 2 components: symptom assessment and impairment in performance. On both the parent and teacher initial scales, the symptom assessment screens for symptoms that meet criteria for both inattentive (items 1–9) and hyperactive ADHD (items 10–18).

To meet DSM-5 criteria for the diagnosis, one must have at least 6 positive responses to either the inattentive 9 or hyperactive 9 core symptoms, or both. A positive response is a 2 or 3 (often, very often) (you could draw a line straight down the page and count the positive answers in each subsegment). There is a place to record the number of positives in each subsegment, and a place for total

score for the first 18 symptoms (just add them up).

The initial scales also have symptom screens for 3 other comorbidities— oppositional-defiant, conduct, and anxiety/depression. These are screened by the number of positive responses in each of the segments separated by the “squares.” The specific item sets and numbers of positives required for each co-morbid symptom screen set are detailed below.

The second section of the scale has a set of performance measures, scored 1 to 5, with 4 and 5 being somewhat of a problem/problematic. To meet criteria for ADHD there must be at least one item of the Performance set in which the child scores a 4 or 5; ie, there must be impairment, not just symptoms to meet diagnostic criteria. The sheet has a place to record the number of positives (4s, 5s) and an Average Performance Score—add them up and divide by number of Performance criteria answered.

Parent Assessment Scale	Teacher Assessment Scale
<p>Predominantly Inattentive subtype</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 6 out of 9 items on questions 1–9 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>Predominantly Hyperactive/Impulsive subtype</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 6 out of 9 items on questions 10–18 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>ADHD Combined Inattention/Hyperactivity</p> <ul style="list-style-type: none"> ▪ Requires the above criteria on both inattention and hyperactivity/impulsivity <p>Oppositional-Defiant Disorder Screen</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 4 out of 8 behaviors on questions 19–26 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>Conduct Disorder Screen</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 3 out of 15 behaviors on questions 27–41 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>Anxiety/Depression Screen</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 3 out of 7 behaviors on questions 42–48 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 	<p>Predominantly Inattentive subtype</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 6 out of 9 items on questions 1–9 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>Predominantly Hyperactive/Impulsive subtype</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 6 out of 9 items on questions 10–18 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>ADHD Combined Inattention/Hyperactivity</p> <ul style="list-style-type: none"> ▪ Requires the above criteria on both inattention and hyperactivity/impulsivity <p>Oppositional-Defiant/Conduct Disorder Screen</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 4 out of 10 behaviors on questions 19–28 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8 <p>Anxiety/Depression Screen</p> <ul style="list-style-type: none"> ▪ Must score a 2 or 3 on 3 out of 7 behaviors on questions 29–35 <u>AND</u> ▪ Score a 4 or 5 on any of the Performance questions 1–8

The parent and teacher follow-up scales have the first 18 core ADHD symptoms, not the co-morbid symptoms. The section segment has the same Performance items and impairment assessment as the initial scales, and then has a side-effect reporting scale that can be used to both assess and monitor the presence of adverse reactions to medications prescribed, if any.

Scoring the follow-up scales involves only calculating a total symptom score for items 1–18 that can be tracked over time,

and the average of the Performance items answered as measures of improvement over time with treatment.

Parent Assessment Follow-up

- Calculate Total Symptom Score for questions 1–18.
- Calculate Average Performance Score for questions 1–8.

Teacher Assessment Follow-up

- Calculate Total Symptom Score for questions 1–18.
- Calculate Average Performance Score for questions 1–8.

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Portions of this scoring sheet were modified for use in the SKIP for PA study.

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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