

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 three 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 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 a "3" (often, very often) (you could draw a line straight down the page and count the positive answers in each sub segment). There is a place to record the number of positives in each sub segment, and a place for total score for the first 18 symptoms (just add them up).

The initial scales also have symptom screens for three other co morbidities- oppositional-defiant, conduct and depression/anxiety. 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 set are detailed below.

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

PARENT ASSESSMENT SCALE

Predominantly Inattentive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 1-9 AND
- Score a 4 or 5 on any of the performance question #'s 48-55

Predominantly Hyperactive/Impulsive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 10-18 AND
- Score a 4 or 5 on any of the performance question #'s 48-55

ADHD Combined Inattention/Hyperactivity

- Requires the above criteria on both inattention and hyperactivity/impulsivity

Oppositional-Defiant Disorder

- Must score a 2 or 3 on 4 out of 8 behaviors on question #'s 19-26

Conduct Disorder

- Must score a 2 or 3 on 3 out of 14 behaviors on question #'s 27-40

Anxiety / Depression

- Must score a 2 or 3 on 3 out of 7 behaviors on question #'s 41-47.
- Calculate Total Symptom score for question #'s 1-18 and Average Performance Score for question #'s 48-55

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.*

TEACHER ASSESSMENT SCALE

Predominantly inattentive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 1-9 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

Predominantly hyperactive/Impulsive subtype

- Must score a 2 or 3 on 6 out of 9 items on question #'s 10-18 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

ADHD Combined Inattention/Hyperactivity

- Requires the above criteria on both inattention and hyperactivity/impulsivity.

Oppositional-Defiant / Conduct Disorder

- Must score a 2 or 3 on 3 out of 10 items on question #'s 19-28 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.

Anxiety / Depression

- Must score a 2 or 3 on 3 out of 7 items on question #'s 29-35 AND
- Score a 4 or 5 on any of the performance question #'s 36-43.
- Calculate Total Symptom score for question #'s 1-18 and Average Performance Score for question #'s 36-43.

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 question #'s 1-18.
- Calculate Average Performance Score for question #'s 19-26.

TEACHER ASSESSMENT FOLLOW-UP

- Calculate Total Symptom Score for question #'s 1-18.
- Calculate Average Performance Score for question #'s 19-26.