

# Mathers Clinic

## ADHD - Parents Questionnaire

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

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Completed By: \_\_\_\_\_ Parent's Phone #: \_\_\_\_\_

**Directions:** Each rating should be considered in the context of what is appropriate for the age of your child. When completing this form please think about your child's behavior in the past 6 months.

Is this evaluation based on a time your child:

\_\_\_\_\_ was on medication      \_\_\_\_\_ was not on medication      \_\_\_\_\_ not sure?

Symptoms	Never	Occasionally	Often	Very Often
1. Does not pay close attention to details or makes careless mistakes with, for example, homework.	0	1	2	3
2. Has difficulty keeping attention to 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 on instructions and fails to finish schoolwork, chores, or duties.	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 sustained mental effort. (e.g., schoolwork or homework).	0	1	2	3
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books or tools).	0	1	2	3
8. Is easily distracted by noises or 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



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Symptoms	Never	Occasionally	Often	Very Often
18. Interrupts or intrudes on others (e.g., butts into conversations/games) .	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 comply 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	2	3
26. Is spiteful and 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
29. Lies to get out of trouble or to avoid obligations. (e.g., "cons" others)	0	1	2	3
30. Is truant from school (skips school) without permission	0	1	2	3
31. Is physically cruel to people.	0	1	2	3
32. Has stolen items of nontrivial value.	0	1	2	3
33. Deliberately destroys others' property.	0	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	1	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 run away from home overnight.	0	1	2	3
35. Is sad, unhappy, or depressed.	0	1	2	3
40. Has forced someone into sexual activity.	0	1	2	3
41. Is fearful, anxious, or worried.	0	1	2	3
42. Is afraid to try new things for fear of making mistakes.	0	1	2	3



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Symptoms	Never	Occasionally	Often	Very Often
43. Feels worthless or inferior.	0	1	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 or 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

Performance: <i>Academic Performance</i>	Excellent	Above Average	Average	Somewhat Of A Problem	Problematic
36. Reading.	1	2	3	4	5
37. Mathematics.	1	2	3	4	5
38. Written expression.	1	2	3	4	5

Classroom: <i>Behavioral Performance</i>	Excellent	Above Average	Average	Somewhat Of A Problem	Problematic
39. Relationship with peers.	1	2	3	4	5
40. Following directions.	1	2	3	4	5
41. Disrupting class.	1	2	3	4	5
42. Assignment completion.	1	2	3	4	5
43. Organizational skills.	1	2	3	4	5



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## Comments:

Total number of items scored 2 or 3 in items 1-9: \_\_\_\_\_ (ADHD, predominantly inattentive type—6 or more symptoms).  
Total number of items scored 2 or 3 in items 10-18: \_\_\_\_\_ (ADHD, predominantly hyperactive-impulsive type—6 or more symptoms).  
Total number of items scored 2 or 3 for items 1-18: \_\_\_\_\_ (ADHD, combined type—6 or more symptoms of both types).  
Total number of items scored 2 or 3 in items 19-26: \_\_\_\_\_ (oppositional and conduct disorder screen—4 or more symptoms).  
Total number of items scored 2 or 3 in items 27-40: \_\_\_\_\_ (conduct disorder screen—3 or more symptoms).  
Total number of items scored 2 or 3 in items 41-47: \_\_\_\_\_ (anxiety/depression screen—3 or more symptoms).

## Scoring Instructions for the Vanderbilt Assessment Scale—Parent Informant

The Vanderbilt Assessment Scale has two components: symptom assessment and impairment of performance.

For the **ADHD screen**, the symptoms assessment component screens for symptoms that meet the criteria for both inattentive (items 1-9) and hyperactive-impulsive ADHD (items 10-18). To meet DSM-IV criteria for the diagnosis of ADHD, one must have at least 6 responses of “Often” or “Very Often” (scored 2 or 3) to either the 9 inattentive or 9 hyperactive-impulsive items, or both and a score of 4 or 5 on any of the Performance items (48-55). There is a place to record the number of symptoms that meet these criteria in each subgroup.

The Vanderbilt Assessment Scale also contains items that screen for 3 other co-morbidities: oppositional defiant disorder, conduct disorder, and anxiety/depression.

For the **oppositional defiant disorder screen** there must be a score of 2 or 3 on 4 of the 8 items (19-26) on the subscale and a score of 4 or 5 on any of the Performance items (48-55).

For the **conduct disorder screen** there must be a score of 2 or 3 on 3 out of the 14 items (27-40) on this subscale and a score of 4 or 5 on any of the Performance items (48-55).

For the **anxiety/depression screen** there must be a score of 2 or 3 on 3 of the 7 items (41-47) and a score of 4 or 5 on any of the Performance items 48-55).

The Vanderbilt Assessment Scale should NOT be used alone to make a diagnosis. The practitioner must consider information from other sources.

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised-1102.



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