

Mathers Clinic SNAP-IV-C Rating Scale

Child's Name: _____

Gender: _____ Age: _____ Grade: _____ Date: _____/_____/_____

Ethnicity (check one which best applies)

African-American Asian Caucasian Hispanic Other: _____

Completed By: _____ Type Of Class: _____ Class Size: _____

Directions: For each of the 80 items, check the column which best describes this child.

Items	Not At All	Just A Little	Quite A Bit	Very Much
1. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities				
2. Often has difficulty sustaining attention in tasks or play activities				
3. Often does not seem to listen when spoken to directly				
4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties				
5. Often has difficulty organizing tasks and activities				
6. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)				
7. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
8. Often is distracted by extraneous stimuli				
9. Often is forgetful in daily activities				
10. Often has difficulty maintaining alertness, orienting to requests, or executing directions				
11. Often fidgets with hands or feet or squirms in seat				
12. Often leaves seat in classroom or in other situations in which remaining seated is expected				
13. Often runs about or climbs excessively in situations in which it is inappropriate				
14. Often has difficulty playing or engaging in leisure activities quietly				
15. Often is "on the go" or often acts as if "driven by a motor"				
16. Often talks excessively				
17. Often blurts out answers before questions have been completed				

Adapted from the SNAP-IV-C Rating Scale by James Swanson, UCI, Irvine, CA.



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18. Often has difficulty awaiting turn				
19. Often interrupts or intrudes on others (e.g., butts into conversations/games)				
20. Often has difficulty sitting still, being quiet, or inhibiting impulses in the classroom or at home				
21. Often loses temper				
22. Often argues with adults				
23. Often actively defies or refuses adult requests or rules				
24. Often deliberately does things that annoy other people				
25. Often blames others for his or her mistakes or misbehavior				
26. Often touchy or easily annoyed by others				
27. Often is angry and resentful				
28. Often is spiteful or vindictive				
29. Often is negative, defiant, disobedient, or hostile toward authority figures				
30. Often teases other children and interferes with their activities				
31. Often is aggressive to other children (e.g., picks fights or bullies)				
32. Often is destructive with property of others (e.g., vandalism)				
33. Often is deceitful (e.g., steals, lies, forges, copies the work of others, or "cons")				
34. Often and seriously violates rules (e.g., is truant, runs away, or completely ignores class rules)				
35. Has persistent pattern of violating the basic rights of others or major societal norms				
36. Has episodes of failure to resist aggressive impulses (to assault others or to destroy property)				
37. Has motor or verbal tics (sudden, rapid, recurrent, non-rhythmic motor or verbal activity)				
38. Has repetitive motor behavior (e.g., hand waving, body rocking, or picking at skin)				
39. Has obsessions (a persistent and intrusive inappropriate ideas, thoughts, or impulses)				
40. Has compulsions (repetitive behaviors or mental acts to reduce anxiety or distress)				
41. Often is restless or seems keyed up or on edge				
42. Often is easily fatigued				
43. Often has difficulty concentrating (mind goes blank)				
44. Often is irritable				
45. Often has muscle tension				

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46. Often has excessive anxiety and worry (e.g., apprehensive expectations)				
47. Often has daytime sleepiness (unintended sleeping in inappropriate situations)				
48. Often has excessive emotionality and attention-seeking behavior				
49. Often has need for undue admiration, grandiose behavior, or lack of empathy				
50. Often has instability in relationships with others, reactive mood, and impulsivity				
51. Sometimes, for at least a week, has inflated self-esteem or grandiosity				
52. Sometimes, for at least a week, is more talkative than usual or seems pressured to keep talking				
53. Sometimes, for at least a week, has flight of ideas or says that thoughts are racing				
54. Sometimes, for at least a week, has elevated, expansive or euphoric mood				
55. Sometimes, for at least a week, is excessively involved in pleasurable but risky activities				
56. Sometimes, for at least 2 weeks, has depressed mood (sad, hopeless, discouraged)				
57. Sometimes, for at least 2 weeks, has irritable or cranky mood (not just when frustrated)				
58. Sometimes, for at least 2 weeks, has markedly diminished interest or pleasure in most activities				
59. Sometimes, for at least 2 weeks, has psychomotor agitation (even more active than usual)				
60. Sometimes, for at least 2 weeks, has psychomotor retardation (slowed down in most activities)				
61. Sometimes, for at least 2 weeks, is fatigued or has loss of energy				
62. Sometimes, for at least 2 weeks, has feelings of worthlessness or excessive, inappropriate guilt				
63. Sometimes, for at least 2 weeks, has diminished ability to think or concentrate				
64. Chronic low self-esteem most of the time for at least a year				
65. Chronic poor concentration or difficulty making decisions most of the time for at least a year				
66. Chronic feelings of hopelessness most of the time for at least a year				
67. Currently is hyper vigilant (overly watchful or alert) or has exaggerated startle response				
68. Currently is irritable, has anger outbursts, or has difficulty concentrating				
69. Currently has an emotional (e.g., nervous, worried, hopeless, tearful) response to stress				
70. Currently has a behavioral (e.g., fighting, vandalism, truancy) response to stress				

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71. Has difficulty getting started on classroom assignments				
72. Has difficulty staying on task for an entire classroom period				
73. Has problems in completion of work on classroom assignments				
74. Has problems in accuracy or neatness of written work in the classroom				
75. Has difficulty attending to a group classroom activity or discussion				
76. Has difficulty making transitions to the next topic or classroom period				
77. Has problems in interactions with peers in the classroom				
78. Has problems in interactions with staff (teacher or aide)				
79. Has difficulty remaining quiet according to classroom rules				
80. Has difficulty staying seated according to classroom rules				

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Sections below to be completed by health care provider. The following are items that make up various subscales. First four rows provide the cutoffs for ADHD and ODD subscales. See instructions below for further information.	Sum of Items for Each Scale	Average Rating Per Item for Each Scale	Teacher 5% Cutoff	Parent 5% Cutoff
Average score for ADHD-Inattention (items 1-9)	_____	_____	2.56	1.78
Average score for ADHD-Hyperactivity-Impulsivity (items 11-19)	_____	_____	1.78	1.78
Average score for ADHD-Combined type (items 1-9 and 11-19)	_____	_____	2.00	1.67
Average score for Oppositional Items (sum of items 21-28)	_____	_____	1.38	1.88
Conduct Disorder (items 31, 32, 33, 34, and 35)	_____	_____		
Intermittent Explosive Disorder (item 36)	_____	_____		
Stereotypic Movement Disorder (item 38)	_____	_____		
Obsessive-Compulsive Disorder (items 39 and 40)	_____	_____		
Generalized Anxiety Disorder (items 41, 42, 43, 44, 45 and 46)	_____	_____		
Narcolepsy (item 47)	_____	_____		
Histrionic Personality Disorder (item 48)	_____	_____		
Narcissistic Personality Disorder (item 49)	_____	_____		
Borderline Personality Disorder (item 50)	_____	_____		
Manic Episode (items 51, 52, 53, 54 and 55)	_____	_____		
Dysthymic Disorder (items 64, 65, and 66)	_____	_____		
Posttraumatic Stress Disorder (items 67 and 68)	_____	_____		
Adjustment Disorder (items 69 and 70)	_____	_____		
SKAMP Rating Scale (classroom manifestations of core ADHD symptoms) (items 71-80)	_____	_____		

The SNAP-IV-C Rating Scale is a revision of the Swanson, Nolan and Pelham (SNAP) Questionnaire (Swanson et al, 1983). The items from the DSM-IV (1994) criteria for ADHD are included for the two subsets of symptoms: inattention (items # 1-9) and hyperactivity/impulsivity (items # 11-18). Also, items are included from the DSM-IV criteria for Oppositional Defiant Disorder (items # 21-28) since it often is present in children with ADHD. Items have been added to summarize the Inattention domain (# 10) and the Hyperactivity/Impulsivity domain (# 20) of ADHD. Two other items were added: an item from DSM-III-R (# 29) that was not included in the DSM-IV list for ODD, and an item to summarize the ODD domain (# 30).

SNAP-IV are calculated by summing the scores on the items in the specific subset (e.g., Inattention) and dividing by the number of items in the subset

(e.g., 9). The score for any subset is expressed as the Average Rating-Per-Item. The 5% cutoff scores for teachers and parents are provided. Compare the Average Rating Per Item score to the cut off score to determine if the score falls within the top 5% of extreme scores.

Finally, the SNAP-IV-C includes the 10 items (# 69-78) of the Swanson, Kotkin, Agler, MyInn, and Pelham (SKAMP) Rating Scale. These items are classroom manifestations of inattention, hyperactivity, and impulsivity (i.e., getting started, staying on task, interactions with others, completing work, and shifting activities). The SKAMP may be used to estimate severity of impairment in the classroom.

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