

Mathers Clinic

ADHD - Teachers Questionnaire

Student's Name: _____

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

Completed By: _____ Teacher's Phone #: _____

Directions: Each rating should be considered in the context of what is appropriate for the age of the child and should reflect that child's behavior since the beginning of the school year. Please indicate the number of weeks or months you have been able to evaluate the behaviors: _____.

Is this evaluation based on a time the child:

_____ was on medication _____ was not on medication _____ not sure?

Symptoms	Never	Occasionally	Often	Very Often
1. Fails to give attention to details or makes careless mistakes in schoolwork.	0	1	2	3
2. Has difficulty sustaining attention to tasks or activities.	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 (<i>not due to refusal or failure to understand</i>).	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.	0	1	2	3
7. Loses things necessary for tasks or activities (<i>e.g., toys, school assignments, pencils, or books</i>).	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 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. Loses temper.	0	1	2	3
20. Actively defies or refuses to comply with adults' requests or rules.	0	1	2	3
21. Is angry or resentful.	0	1	2	3
22. Is spiteful and vindictive.	0	1	2	3
23. Bullies, threatens, or intimidates others.	0	1	2	3
24. Initiates physical fights.	0	1	2	3
25. Lies to obtain goods for favors or to avoid obligations. (e.g., "cons" others).	0	1	2	3
26. Is physically cruel to people.	0	1	2	3
27. Has stolen items of nontrivial value.	0	1	2	3
28. Deliberately destroys others' property.	0	1	2	3
29. Is fearful, anxious, or worried.	0	1	2	3
30. Is self-conscious or easily embarrassed.	0	1	2	3
31. Is afraid to try new things for fear of making mistakes.	0	1	2	3
32. Feels worthless or inferior.	0	1	2	3
33. Blames self for problems; feels guilty.	0	1	2	3
34. Feels lonely, unwanted, or unloved; complains that "no one loves him or her."	0	1	2	3
35. Is sad, unhappy, or depressed	0	1	2	3

Performance: Academic Performance	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



Crystal Lake: 145 S Virginia St, Crystal Lake, IL 60014
Woodstock: 715 W Judd St, Woodstock, IL 60098
Elgin: 420 Airport Rd, Ste C, Elgin, IL 60123
Fox Lake: 101 Towne Centre Ln, Fox Lake, IL 60020

phone: 815.444.9999 fax: **815.986.1363**
 phone: 815.444.9999 fax: **815.986.1363**
 phone: 847.462.6099 fax: **847.628.6064**
 phone: 224.908.3005 fax: **847.531.1296**

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Classroom: Behavioral Performance	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

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 19-28: _____ (oppositional and conduct disorder screen—3 or more symptoms).

Total number of items scored 2 or 3 in items 29-35: _____ (anxiety/depression screen—3 or more symptoms).

Total number of items scored 2 or 3 in items 36-43: _____ (academic and classroom behavior symptoms).

Scoring Instructions for the Vanderbilt Assessment Scale—Teacher 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 (36-43). 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 (items 19-22), conduct disorder (items 23-28), and anxiety/depression (items 29-35).

To screen for oppositional defiant disorder/conduct disorder one must have at least 3 responses of “Often” or “Very Often” on items 19-28 and a score of 4 or 5 on any of the Performance items (36-43).

To screen for anxiety/depression one must have at least 3 responses of “Often” or “Very Often” on items 29-35 and a score of 4 or 5 on any of the Performance items 36-43.

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

