

# Vanderbilt Assessment Scale Age Range

NICHQ Vanderbilt Assessment Scale – TEACHER Informant\*

Teacher's Name: \_\_\_\_\_ Class Time: \_\_\_\_\_ Class Name/Period: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Directions: Each rating should be considered in the context of what is appropriate for the age of the child you are rating 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 when 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 (not due to oppositional behavior or failure to understand)	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 (school assignments, pencils, or books)	0	1	2	3
8. Is easily distracted 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
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 adult's 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

NICHQ Vanderbilt Teacher (3/2004)

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VANDERBILT ASSESSMENT SCALE AGE RANGE IS A CRUCIAL ASPECT OF UNDERSTANDING HOW THIS TOOL IS DESIGNED FOR ASSESSING ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD) AND ITS SYMPTOMS IN CHILDREN AND ADOLESCENTS. DEVELOPED IN THE LATE 1990S AT VANDERBILT UNIVERSITY, THIS SCALE PROVIDES A STANDARDIZED METHOD FOR PARENTS AND TEACHERS TO EVALUATE BEHAVIORS ASSOCIATED WITH ADHD. THIS ARTICLE DELVES INTO THE SPECIFICS OF THE VANDERBILT ASSESSMENT SCALE, INCLUDING ITS AGE APPLICABILITY, METHODOLOGY, AND ITS IMPORTANCE IN DIAGNOSING ADHD.

## UNDERSTANDING THE VANDERBILT ASSESSMENT SCALE

THE VANDERBILT ASSESSMENT SCALE IS PRIMARILY INTENDED FOR THE EVALUATION OF CHILDREN AND ADOLESCENTS SUSPECTED OF HAVING ADHD. IT COMPRISES TWO FORMS: ONE FOR PARENTS AND ANOTHER FOR TEACHERS, ENSURING A COMPREHENSIVE ASSESSMENT FROM BOTH HOME AND SCHOOL ENVIRONMENTS. THE SCALE FEATURES ITEMS THAT REFLECT SYMPTOMS OF ADHD AS WELL AS RELATED BEHAVIORAL ISSUES AND ACADEMIC PERFORMANCE.

# COMPONENTS OF THE VANDERBILT ASSESSMENT SCALE

THE VANDERBILT ASSESSMENT SCALE INCLUDES SEVERAL KEY COMPONENTS:

- SYMPTOM ASSESSMENT: SYMPTOMS ARE RATED BASED ON FREQUENCY OVER THE PAST MONTH.
- PERFORMANCE EVALUATION: ACADEMIC PERFORMANCE AND BEHAVIORAL ISSUES ARE ASSESSED.
- COMORBIDITY SCREENING: THE SCALE INCLUDES ITEMS THAT HELP IDENTIFY OTHER POSSIBLE COEXISTING CONDITIONS, SUCH AS OPPOSITIONAL DEFIANT DISORDER (ODD) AND CONDUCT DISORDER (CD).
- PARENT AND TEACHER INPUT: BOTH PERSPECTIVES ARE ESSENTIAL FOR A WELL-ROUNDED EVALUATION.

## AGE RANGE FOR THE VANDERBILT ASSESSMENT SCALE

THE VANDERBILT ASSESSMENT SCALE IS DESIGNED FOR CHILDREN AND ADOLESCENTS AGED 6 TO 12 YEARS. THIS AGE RANGE IS PARTICULARLY IMPORTANT AS IT ENCOMPASSES A CRITICAL DEVELOPMENTAL PERIOD WHEN SYMPTOMS OF ADHD ARE COMMONLY IDENTIFIED.

## WHY THE AGE RANGE IS LIMITED TO 6-12 YEARS

1. DEVELOPMENTAL MILESTONES: CHILDREN BETWEEN THE AGES OF 6 AND 12 ARE AT A STAGE WHERE THEY BEGIN FORMAL EDUCATION, MAKING IT EASIER TO OBSERVE AND ASSESS THEIR BEHAVIOR IN STRUCTURED ENVIRONMENTS.
2. SYMPTOM MANIFESTATION: ADHD SYMPTOMS OFTEN BECOME EVIDENT DURING EARLY SCHOOLING YEARS. IDENTIFYING THESE SYMPTOMS EARLY CAN FACILITATE TIMELY INTERVENTIONS.
3. COGNITIVE AND BEHAVIORAL ASSESSMENT: THIS AGE GROUP IS SUITABLE FOR EVALUATING COGNITIVE ABILITIES AND BEHAVIORAL RESPONSES, WHICH ARE ESSENTIAL FOR A COMPREHENSIVE ADHD DIAGNOSIS.

## ADMINISTERING THE VANDERBILT ASSESSMENT SCALE

THE ADMINISTRATION OF THE VANDERBILT ASSESSMENT SCALE INVOLVES SEVERAL STEPS TO ENSURE ACCURATE RESULTS.

### PREPARATION FOR ADMINISTRATION

- IDENTIFY PARTICIPANTS: ENSURE THAT BOTH PARENTS AND TEACHERS ARE WILLING TO COMPLETE THE ASSESSMENT.
- PROVIDE CONTEXT: EXPLAIN THE PURPOSE OF THE ASSESSMENT TO PARENTS AND TEACHERS TO ENCOURAGE HONEST AND THOUGHTFUL RESPONSES.

### COMPLETING THE ASSESSMENT

1. PARENT FORM: PARENTS COMPLETE A QUESTIONNAIRE THAT ASKS THEM TO RATE THEIR CHILD'S BEHAVIOR AND PERFORMANCE.
2. TEACHER FORM: TEACHERS FILL OUT A SIMILAR QUESTIONNAIRE BASED ON THEIR OBSERVATIONS OF THE CHILD IN A SCHOOL SETTING.

### SCORING THE ASSESSMENT

- EACH ITEM ON THE SCALE IS RATED ON A FREQUENCY SCALE (0 = NEVER; 1 = OCCASIONALLY; 2 = OFTEN; 3 = VERY OFTEN).
- SCORES ARE TOTALED TO DETERMINE THE LEVEL OF SYMPTOM SEVERITY AND THE IMPACT ON DAILY FUNCTIONING.

# INTERPRETATION OF RESULTS

ONCE THE ASSESSMENTS ARE COMPLETED AND SCORED, THE RESULTS NEED TO BE INTERPRETED CAREFULLY.

## UNDERSTANDING SCORES

- ADHD SYMPTOMS: HIGHER SCORES INDICATE MORE SEVERE SYMPTOMS OF ADHD.
- COMORBID CONDITIONS: ADDITIONAL SCORES CAN INDICATE THE PRESENCE OF COEXISTING BEHAVIORAL ISSUES.
- CUT-OFF POINTS: TYPICALLY, CUT-OFF SCORES ARE ESTABLISHED TO HELP DISTINGUISH BETWEEN TYPICAL BEHAVIOR AND CLINICALLY SIGNIFICANT SYMPTOMS.

## NEXT STEPS AFTER ASSESSMENT

1. CONSULTATION WITH PROFESSIONALS: PARENTS AND EDUCATORS SHOULD DISCUSS THE RESULTS WITH A QUALIFIED MENTAL HEALTH PROFESSIONAL.
2. INTERVENTION STRATEGIES: DEPENDING ON THE RESULTS, VARIOUS INTERVENTIONS CAN BE RECOMMENDED, INCLUDING BEHAVIORAL THERAPY, MEDICATION, OR EDUCATIONAL SUPPORT.
3. FOLLOW-UP ASSESSMENTS: REGULAR FOLLOW-UPS MAY BE NECESSARY TO MONITOR THE CHILD'S PROGRESS AND ADJUST INTERVENTIONS AS NEEDED.

## IMPORTANCE OF THE VANDERBILT ASSESSMENT SCALE

THE VANDERBILT ASSESSMENT SCALE PLAYS A CRITICAL ROLE IN THE EARLY IDENTIFICATION AND MANAGEMENT OF ADHD. UNDERSTANDING ITS SIGNIFICANCE CAN SHED LIGHT ON WHY IT IS WIDELY USED.

## BENEFITS OF EARLY DIAGNOSIS

- TARGETED INTERVENTIONS: EARLY IDENTIFICATION ALLOWS FOR TIMELY INTERVENTIONS THAT CAN GREATLY IMPROVE A CHILD'S DEVELOPMENT AND ACADEMIC PERFORMANCE.
- SUPPORT SYSTEMS: PROVIDING SUPPORT FOR BOTH THE CHILD AND FAMILY CAN ALLEVIATE STRESS AND IMPROVE OVERALL WELL-BEING.
- EDUCATIONAL ACCOMMODATIONS: SCHOOLS CAN IMPLEMENT NECESSARY ACCOMMODATIONS TO HELP THE CHILD THRIVE ACADEMICALLY.

## LIMITATIONS OF THE VANDERBILT ASSESSMENT SCALE

WHILE THE VANDERBILT ASSESSMENT SCALE IS A VALUABLE TOOL, IT IS IMPORTANT TO ACKNOWLEDGE ITS LIMITATIONS:

1. SUBJECTIVITY: RESPONSES ARE BASED ON PERSONAL OBSERVATIONS AND PERCEPTIONS, WHICH CAN VARY SIGNIFICANTLY BETWEEN INDIVIDUALS.
2. CULTURAL CONSIDERATIONS: BEHAVIOR NORMS MAY DIFFER ACROSS CULTURES, WHICH CAN AFFECT SCORES AND INTERPRETATIONS.
3. NOT A STANDALONE TOOL: THE SCALE SHOULD BE PART OF A COMPREHENSIVE ASSESSMENT THAT INCLUDES INTERVIEWS, OBSERVATIONS, AND POSSIBLY ADDITIONAL TESTING.

# CONCLUSION

IN SUMMARY, THE VANDERBILT ASSESSMENT SCALE AGE RANGE IS SPECIFICALLY DESIGNED FOR CHILDREN AND ADOLESCENTS BETWEEN THE AGES OF 6 AND 12, MAKING IT A VITAL TOOL FOR ASSESSING ADHD DURING A CRITICAL PERIOD OF DEVELOPMENT. ITS COMPREHENSIVE APPROACH, COMBINING PERSPECTIVES FROM BOTH PARENTS AND TEACHERS, HELPS PAINT A CLEARER PICTURE OF A CHILD'S BEHAVIOR AND ACADEMIC PERFORMANCE. WHILE IT HAS ITS LIMITATIONS, THE VANDERBILT ASSESSMENT SCALE REMAINS AN ESSENTIAL COMPONENT IN THE EARLY IDENTIFICATION AND MANAGEMENT OF ADHD, PAVING THE WAY FOR EFFECTIVE INTERVENTIONS THAT CAN SIGNIFICANTLY ENHANCE A CHILD'S QUALITY OF LIFE. AWARENESS OF ITS STRENGTHS AND WEAKNESSES WILL ENABLE PARENTS, EDUCATORS, AND MENTAL HEALTH PROFESSIONALS TO LEVERAGE THIS TOOL EFFECTIVELY IN THEIR EFFORTS TO SUPPORT CHILDREN FACING ADHD CHALLENGES.

## FREQUENTLY ASKED QUESTIONS

### WHAT IS THE VANDERBILT ASSESSMENT SCALE PRIMARILY USED FOR?

THE VANDERBILT ASSESSMENT SCALE IS PRIMARILY USED TO ASSESS SYMPTOMS OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD) AND RELATED BEHAVIORAL ISSUES IN CHILDREN AND ADOLESCENTS.

### WHAT AGE RANGE DOES THE VANDERBILT ASSESSMENT SCALE COVER?

THE VANDERBILT ASSESSMENT SCALE IS DESIGNED FOR CHILDREN AND ADOLESCENTS AGED 6 TO 18 YEARS.

### HOW IS THE VANDERBILT ASSESSMENT SCALE ADMINISTERED?

THE VANDERBILT ASSESSMENT SCALE CAN BE COMPLETED BY PARENTS, TEACHERS, OR HEALTHCARE PROVIDERS AND IS TYPICALLY ADMINISTERED THROUGH QUESTIONNAIRES THAT EVALUATE BEHAVIORAL SYMPTOMS AND THEIR IMPACT ON FUNCTIONING.

### ARE THERE DIFFERENT VERSIONS OF THE VANDERBILT ASSESSMENT SCALE FOR DIFFERENT AGE GROUPS?

YES, THE VANDERBILT ASSESSMENT SCALE INCLUDES VERSIONS FOR BOTH PARENTS AND TEACHERS, TAILORED FOR USE WITH CHILDREN AGED 6-12 AND ADOLESCENTS AGED 13-18.

### WHAT SPECIFIC BEHAVIORS DOES THE VANDERBILT ASSESSMENT SCALE EVALUATE?

THE VANDERBILT ASSESSMENT SCALE EVALUATES VARIOUS BEHAVIORS, INCLUDING INATTENTION, HYPERACTIVITY, IMPULSIVITY, AND ASSOCIATED FUNCTIONAL IMPAIRMENTS IN ACADEMIC AND SOCIAL SETTINGS.

### CAN THE VANDERBILT ASSESSMENT SCALE BE USED FOR PURPOSES OTHER THAN DIAGNOSING ADHD?

YES, WHILE PRIMARILY USED FOR ADHD ASSESSMENT, THE VANDERBILT ASSESSMENT SCALE CAN ALSO PROVIDE INSIGHTS INTO OTHER BEHAVIORAL AND EMOTIONAL ISSUES THAT MAY AFFECT A CHILD'S FUNCTIONING.

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