

# What Is The Vanderbilt Assessment Scale Used For

**NICHQ Vanderbilt Assessment Scale: Teacher Informant**

Teacher's Name:  Class Time:  Today's Date:

Child's Name:  Class Name/Period:  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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Has difficulty sustaining attention to tasks or activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Does not seem to listen when spoken to directly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Has difficulty organizing tasks and activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Loses things necessary for tasks or activities (school assignments, pencils, or books)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Is easily distracted by extraneous stimuli	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. Is forgetful in daily activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. Fidgets with hands or feet or squirms in seat	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. Leaves seat in classroom or in other situations in which remaining seated is expected	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. Runs about or climbs excessively in situations in which remaining seated is expected	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. Has difficulty playing or engaging in leisure activities quietly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. Is "on the go" or often acts as if "driven by a motor"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15. Talks excessively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
16. Blurts out answers before questions have been completed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
17. Has difficulty waiting in line	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
18. Interrupts or intrudes on others (eg, butts into conversations/games)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
19. Loses temper	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
20. Actively defies or refuses to comply with adult's requests or rules	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21. Is angry or resentful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
22. Is spiteful and vindictive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
23. Bullies, threatens, or intimidates others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
24. Initiates physical fights	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
25. Lies to obtain goods for favors or to avoid obligations (eg, "cons" others)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
26. Is physically cruel to people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
27. Has stolen items of nontrivial value	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
28. Deliberately destroys others' property	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
29. Is fearful anxious or worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
30. Is self-conscious or easily embarrassed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
31. Is afraid to try new things for fear of making mistakes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
32. Feels worthless or inferior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
33. Blames self for problems; feels guilty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
34. Feels lonely, unwanted, or unloved; complains that "no one loves him or her"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
35. Is sad unhappy, or depressed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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The Vanderbilt Assessment Scale is a widely utilized tool designed to evaluate behavioral and emotional problems in children and adolescents, specifically focusing on Attention-Deficit/Hyperactivity Disorder (ADHD) and its comorbidities. Developed in the 1990s by a team of researchers at Vanderbilt University, this assessment scale aids healthcare professionals, educators, and parents in identifying symptoms, monitoring treatment progress, and establishing effective intervention strategies. This article delves into the purpose, structure, and application of the Vanderbilt Assessment Scale, as well as its

relevance in clinical and educational settings.

## **Understanding the Vanderbilt Assessment Scale**

The Vanderbilt Assessment Scale is a standardized questionnaire used primarily for the assessment of ADHD symptoms in children aged 6 to 12 years. It consists of two primary forms: the Parent Rating Scale and the Teacher Rating Scale. Each form contains a series of questions designed to evaluate a child's behavior over the past month, allowing for a comprehensive overview of their emotional and behavioral functioning.

### **Purpose of the Vanderbilt Assessment Scale**

The Vanderbilt Assessment Scale serves several essential purposes, including:

1. **Identification of ADHD Symptoms:** The scale helps to identify the presence and severity of ADHD symptoms based on established diagnostic criteria.
2. **Assessment of Comorbid Conditions:** Besides ADHD, the scale also screens for other behavioral and emotional disorders, such as Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), and anxiety disorders.
3. **Monitoring Treatment Efficacy:** The scale can be used to track changes in symptoms over time, allowing clinicians to assess the effectiveness of treatment interventions.
4. **Facilitating Communication:** The scale provides a common framework for parents, teachers, and healthcare providers to discuss a child's behavior, promoting better understanding and collaboration.

# Structure of the Vanderbilt Assessment Scale

The Vanderbilt Assessment Scale consists of two main components: the Parent Rating Scale and the Teacher Rating Scale. Each component is structured to gather insights from different perspectives, ensuring a holistic view of the child's behavior.

## Parent Rating Scale

The Parent Rating Scale includes:

- Demographic Information: Basic details about the child, including age, gender, and grade level.
- Symptom Rating: A list of ADHD symptoms and behaviors, such as inattention, hyperactivity, and impulsivity. Parents rate the frequency of each behavior on a scale from "never" to "very often."
- Comorbidity Assessment: Questions related to other behavioral or emotional problems, allowing for the identification of potential comorbid conditions.
- Global Functioning: An assessment of the child's overall functioning in various settings, such as home and school.

## Teacher Rating Scale

The Teacher Rating Scale mirrors the Parent Rating Scale and includes:

- Demographic Information: Information regarding the child's school environment and teacher's observations.

- Symptom Rating: Teachers assess the same set of ADHD symptoms based on their observations in the classroom setting.
- Comorbidity Assessment: Similar to the parent form, teachers evaluate the presence of additional behavioral or emotional issues.
- Global Functioning: This section focuses on the child's interactions and performance in the school environment.

## **Administration of the Vanderbilt Assessment Scale**

The Vanderbilt Assessment Scale is typically administered by healthcare providers, including pediatricians, psychologists, or psychiatrists. The process generally involves the following steps:

1. Initial Consultation: The healthcare provider conducts an initial assessment to understand the child's symptoms and behavior.
2. Distribution of Rating Scales: The provider gives the Parent and Teacher Rating Scales to the child's parents and teachers, respectively.
3. Completion of the Scales: Parents and teachers complete the scales based on their observations and experiences with the child.
4. Collection and Scoring: The provider collects the completed scales and scores the responses to determine the presence and severity of ADHD symptoms and any comorbid conditions.
5. Review of Results: The healthcare provider reviews the results with the family, discussing the implications for diagnosis and treatment options.

# Interpretation of Results

The results of the Vanderbilt Assessment Scale are interpreted based on established cut-off scores that align with diagnostic criteria for ADHD and related disorders. Key aspects of interpretation include:

- Total Scores: Higher total scores indicate more severe symptoms of ADHD or related behavioral issues.
- Symptom Categories: Scores are categorized into inattention, hyperactivity, and impulsivity, helping to identify specific areas of concern.
- Comorbidity Indicators: The presence of additional behavioral or emotional problems is assessed, guiding further evaluation and intervention strategies.

## Clinical Relevance

The Vanderbilt Assessment Scale is particularly relevant in clinical settings for several reasons:

1. Evidence-Based Tool: The scale is grounded in research and aligns with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), making it a reliable tool for assessment.
2. Comprehensive Evaluation: By including input from both parents and teachers, the scale provides a well-rounded view of the child's behavior across different environments.
3. Facilitates Diagnosis: The scale supports clinicians in making informed diagnoses by offering quantitative data that complements clinical observations.

# Application in Educational Settings

In addition to its clinical applications, the Vanderbilt Assessment Scale is valuable in educational settings. Schools can utilize the scale to:

- Identify Students in Need: Teachers can help identify students who may be struggling with ADHD or related issues, facilitating early intervention.
- Develop Individualized Education Plans (IEPs): Results from the scale can inform the development of tailored educational strategies to support students with ADHD.
- Monitor Progress: Schools can use the scale to track changes in student behavior over time, assessing the effectiveness of interventions and support strategies.

## Limitations of the Vanderbilt Assessment Scale

While the Vanderbilt Assessment Scale is a valuable tool, it is important to acknowledge its limitations:

- Subjectivity: The scale relies on subjective reports from parents and teachers, which may be influenced by their perceptions and biases.
- Cultural Considerations: The assessment may not adequately account for cultural differences in behavior and parenting styles, potentially impacting the accuracy of results.
- Not a Standalone Tool: The Vanderbilt Assessment Scale should be used in conjunction with other assessments and clinical evaluations for a comprehensive understanding of the child's needs.

# Conclusion

The Vanderbilt Assessment Scale is an essential tool for evaluating ADHD and related behavioral and emotional issues in children and adolescents. Its structured approach, incorporating insights from both parents and teachers, facilitates a comprehensive understanding of a child's behavior across different settings. By aiding in the identification of symptoms, monitoring treatment efficacy, and supporting educational interventions, the Vanderbilt Assessment Scale plays a crucial role in promoting the well-being and success of children with ADHD. Continued research and refinement of this tool will enhance its effectiveness in the evolving landscape of child psychology and education.

## Frequently Asked Questions

### **What is the Vanderbilt Assessment Scale used for?**

The Vanderbilt Assessment Scale is primarily used to evaluate symptoms of attention-deficit/hyperactivity disorder (ADHD) in children and adolescents.

### **How does the Vanderbilt Assessment Scale help in diagnosing ADHD?**

It provides a standardized method for parents and teachers to report behaviors associated with ADHD, which aids healthcare professionals in making a more accurate diagnosis.

### **What age group is the Vanderbilt Assessment Scale designed for?**

The scale is designed for children ages 6 to 12 years old, though it can be adapted for adolescents.

### **What types of behaviors does the Vanderbilt Assessment Scale assess?**

It assesses both inattention and hyperactivity/impulsivity, as well as related behavioral and emotional problems.

## Is the Vanderbilt Assessment Scale used only for ADHD diagnosis?

While primarily for ADHD, the scale can also help identify co-occurring conditions such as oppositional defiant disorder and conduct disorder.

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