D3	NICHQ Vanderbilt Asses	ssment Scale—PARE	NT inform	nant, continue	:ci	
,	The second secon	in the state of the second	A Markey -	THE THE PARTY STATE OF THE PARTY	C Diest	Bunkalandan serie
Today	's Date: Child's Name:					
Paren	į̇́'s Name:	Paren	it's Phone N	umber:		
,						
	nptoms (continued)	,	Never	Occasionally	Often	Very Often
	Deliberately destroys others' property		0	1	2	3;
	Has used a weapon that can cause serious harm	(bat, knife, brick, gun)	0	1	2	3
	Is physically cruel to animals	· .	0	1	2	3
	Has deliberately set fires to cause damage		0	.1	2	3
	Has broken into someone else's home, business	or car	0	11		3 :
38.	Has stayed out at night without permission		. 0	1	2	3
39.	Has run away from home overnight		00	<u> </u>	2	3 .
40.	Has forced someone into sexual activity		0	1	2	3
	Is fearful, anxious, or worried		0	1	2	3 '
42.	Is afraid to try new things for fear of making m	istakes	0	1	2	3 .
43.	Feels worthless or inferior		0	-1	2	3
	Blames self for problems, feels guilty		0	;1	2	. 3
45.	Feels lonely, unwanted, or unloved; complains t	nat "no one loves him or	her" 0	,1	2	1 3
	Is sad, unhappy, or depressed		0	1	2	3
47	Is self-conscious or easily embarrassed	<u> </u>	0	1	2	3
į		•		•	Somewhat	:
_ 4	; i_		Above	A	of a	Duchlematic
	formance	Excellent	Average:	Average 3	Problem	Problematic 5
	Overall school performance	1	2 2	3	4	5
	Reading	1			4	
	Writing	1	2	3	4	5
	Mathematics	· 1	2		4	5
	Relationship with parents	. 1	2	3	4	5
	Relationship with siblings	1	2	3	4	5
	Relationship with peers	1	2	^{'3}	4	5
	Participation in organized activities (eg, teams)	. 1	2	3	, 4	5 .
Co	mments:					*
	Network Walter					
					1	P) %
					1	
	Sign.	,			,	
	W-		-	1	,	,
1	r Office Use Only			1 1 b	,	•
Tot	al number of questions scored 2 or 3 in question			:	,	
Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question			:		
Tot Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al Symptom Score for questions 1–18:	ns 10–18:		;		
Tot Tot Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al Symptom Score for questions 1–18:	ns 10–18: ns 19–26:		;		
Tot Tot Tot Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al Symptom Score for questions 1–18:al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question	ns 10–18:		;	•	
Tot Tot Tot Tot Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question all Symptom Score for questions 1–18: al number of questions scored 2 or 3 in question all number of questions scored 2 or 3 in question all number of questions scored 2 or 3 in question all number of questions scored 2 or 3 in question all number of questions scored 2 or 3 in question	ns 10–18:ns 19–26:ns 27–40:ns 41–47:		:	•	
Tot Tot Tot Tot Tot Tot	al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al Symptom Score for questions 1–18:al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question al number of questions scored 2 or 3 in question	ns 10–18:				

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D3		NICHQ Vanderbilt Assessment Scale—PARENT Informant								
Today's Date:		Child's Name: Date of Birth:								
Parent's Name:										
		Parent's Phone Number:								
Dire	Ctions: Each ratin When con	g should be considered in the context of what is a	ppropriat	te for the age of y	our child	•				
the past 6 months.										
Is this evaluation based on a time when the child 🔲 was on medication 🔲 was not on medication 🔲 not s										
Sv	mptoms									
		ntion to details or makes careless mistakes	Never	Occasionally	Often	Very Often				
	with, for example	homework	0	1	2	3				
2.	Has difficulty kee	ping 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 the	rough when given directions and fails to finish activiti	es 0	1	2	3				
	(not due to refusa	or failure to understand)		-	2	3				
		nizing tasks and activities	0	1	2	3				
	mental effort	does not want to start tasks that require ongoing	0	1	2	3				
7.	Loses things neces or books)	sary for tasks or activities (toys, assignments, pencils,	0	1	2	3				
8.	Is easily distracted	by noises or other stimuli	0	1	2	3				
9.	Is forgetful in dail	y activities	0	1	2	3				
10.	Fidgets with hands	or feet or squirms in seat	0	1	2	3				
11.	Leaves seat when r	emaining seated is expected	0	1		3				
12.	Runs about or clin	nbs too much when remaining seated is expected	0	1	2	3				
13.	Has difficulty play	ng or beginning quiet play activities	0	1	2	3				
		ten acts as if "driven by a motor"	0	1	2	3				
	Talks too much		0	1	2	3				
		before questions have been completed	0	1	2	3				
	Has difficulty wait		0	1	2	3				
		des in on others' conversations and/or activities	0	1	2	3				
	Argues with adults		0	1	2	3				
	Loses temper		0	1	2	3				
		fuses to go along with adults' requests or rules	0	1	2	3				
	Deliberately annoy	<u> </u>	0	1	2	3				
		is or her mistakes or misbehaviors	0	1	2	3				
	Is touchy or easily		0	1	2	3				
	Is angry or resentfu		0	1	2	3				
	Is spiteful and wan		0	1	2	3				
		r intimidates others	0	1	2	3				
	Starts physical figh		0	1	2	3				
		ouble or to avoid obligations (ie, "cons" others)	0	1	2	3				
		ol (skips school) without permission	0	1	2	3				
	Is physically cruel t		0	1	2	3				
32.	Has stolen things th	at have value	0	1	2	3				

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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

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