D6 Teacher's Name:	NICHQ Vanderbilt Assessment Follow Class Time:	The second of the Second Second Second Second	er it den er jeden er er skrive i Diblood freide gener.	entification in the state of th	
	Child's Name:				
and sho	ting should be considered in the context of wha ould reflect that child's behavior since the last as of weeks or months you have been able to eva	ssessment scal	e was filled out.	Please in	ou are rating dicate the
Is this evaluation b	ased on a time when the child 💢 was on med	dication 🗌 w	as not on medica	ntion 🗌 r	not sure?
Is this evaluation be Symptoms	ased on a time when the child 🔲 was on med	dication	as not on medica Occasionally	otion 🗌 r	ot sure? Very Often
Symptoms	ttention to details or makes careless mistakes with,	Never 0			
Symptoms 1. Does not pay a for example, he	ttention to details or makes careless mistakes with,	Never 0	Occasionally]	Often 2	Very Often
Symptoms 1. Does not pay a for example, ho 2. Has difficulty k	ttention to details or makes careless mistakes with, omework seeping attention to what needs to be done	Never 0 0		Often 2	Very Often 3

Sy	mptoms	Never	Occasionally	Often	Very Often
1.	Does not pay attention to details or makes careless mistakes with, for example, homework	0	recomp.	2	3
2.	Has difficulty keeping 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 through when given directions and fails to finish activities (not due to refusal or failure to understand)	0	1	2	3
5.	Has difficulty organizing tasks and activities	0	1	2	3
6.	Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	0	1	2	3
7.	Loses things necessary for tasks or activities (toys, assignments, pencils, or books)	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 when remaining seated is expected	0]	2	3
12.	Runs about or climbs too much when remaining seated is expected	0	1	2	3
13.	Has difficulty playing or beginning quiet play activities	0	1	2	3
14	Is "on the go" or often acts as if "driven by a motor"	0	1	2	3
15.	. Talks too much	0	1	2	3
16.	Blurts out answers before questions have been completed	0	1	2	3
17.	Has difficulty waiting his or her turn	0	1	2	3
18.	Interrupts or intrudes in on others' conversations and/or activities	0	1	2	3

		Above		Somewhat of a	ţ.
Performance	Excellent	Average	Average	Problem	Problematic
19. Reading	1	2	3	4	5
20. Mathematics	1	2	3	4	5
21. Written expression	1	2	3	4	5
22. Relationship with peers	1	2	3	4	5
23. Following direction	1	2	3	4	5
24. Disrupting class	1	2	3	4	5
25. Assignment completion	1	2	3	4	5
26. Organizational skills	1	2	3	4	5

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised - 0303

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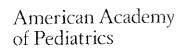






effects or problems in the past week? Headache Stomachache Change of appetite—explain below Trouble sleeping Irritability in the late morning, late afternoon, or evening—explain below Socially withdrawn—decreased interaction with others Extreme sadness or unusual crying Dull, tired, listless behavior Tremors/feeling shaky Repetitive movements, tics, jerking, twitching, eye blinking—explain below Picking at skin or fingers, nail biting, lip or cheek chewing—explain below Sees or hears things that aren't there	acher's Name:	Class Time:		Class Name/Period:	
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Adapted from the Pittsburgh side effects scale, developed by William E. Pelham, Jr, PhD.









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