

Vanderbilt ADHD Diagnostic Rating Scales

Overview

The Vanderbilt ADHD Rating Scales (VADRS) are based on DSM-5 criteria for ADHD diagnosis and include versions specific for parents and teachers. These psychometrically sound measures are easily accessible and simple to interpret. ADHD symptom-specific rating scales effectively discriminate between children with and without ADHD, and accurately predict presentation specifiers (subtypes).

The psychometric properties and clinical utility of both the parent and teacher versions have been demonstrated in studies and described in multiple journal articles since the introduction of the teacher rating scale in 1998¹ and the parent rating scale in 2003.² The psychometric properties and clinical utility for both rating scales were reconfirmed via recent clinical studies and published in 2013.^{3,4}

The VADRS have been found to be reliable and well validated with normative data available across sex and age (sample size of 6,591 and 6,171 for the teacher and parent rating scales, respectively).

- DSM-5 Criteria for Inattention and Hyperactivity/Impulsivity Symptoms
- DSM Screen for ODD, CD, Anxiety and Depression
- Parent and Teacher Versions with 55 and 43 Items, Respectively
- Normative Data used to Provide a Single Score for Each Informant
- DefiniPoint Integrates Multiple Scores to Provide Single Result

Symptom and Impairment Scales

The VADRS include questions to assess the severity and frequency of the nine inattentive symptoms and nine hyperactivity/impulsivity symptoms as well as impairment questions to gauge the DSM impairment.

Use in Determining Treatment Outcomes

In addition to being used for initial evaluations, the VADRS can be used to systematically obtain objective behavioral information from parents and teachers to monitor improvements and inform treatment decisions. The VADRS can be completed in less than 10 minutes, making it ideal to easily gather information on a routine basis.

PARENT RATING SCALES (VADPRS)

The wording of DSM-5 criteria is adapted for the home setting in this 55 question rating scale. Additionally, the VADPRS includes screening questions for Oppositional-Defiant Disorder, Conduct Disorder, Anxiety and Depression. Recent studies have reported that the VADPRS may be helpful in determining which children likely do not meet diagnostic criteria for these comorbidities.

TEACHER RATING SCALES (VADTRS)

The wording of DSM-5 criteria is adapted for the school setting in this 43 question rating scale. The teacher version also includes a screen for mood and anxiety symptoms and a rating of the child's classroom performance.

¹ Wolraich ML, Feurer ID, Hannah JN, Baumgaertel A, Pinnock TY. Obtaining systematic teacher reports of disruptive behavior disorders utilizing DSM-IV. *J Abnorm Child Psychol.* 1998 Apr;26(2):141-52.

² Wolraich ML, Lambert W, Doffing MA, Bickman L, Simmons T, Worley K. Psychometric properties of the Vanderbilt ADHD diagnostic parent rating scale in a referred population. *J Pediatr Psychol.* 2003 Dec;28(8):559-67.

³ Bard DE, Wolraich ML, Neas B, Doffing M, Beck L. The psychometric properties of the Vanderbilt attention-deficit hyperactivity disorder diagnostic parent rating scale in a community population. *J Dev Behav Pediatr.* 2013 Feb;34(2):72-82.

⁴ Wolraich ML, Bard DE, Neas B, Doffing M, Beck L. The psychometric properties of the Vanderbilt attention-deficit hyperactivity disorder diagnostic teacher rating scale in a community population. *J Dev Behav Pediatr.* 2013 Feb;34(2):83-93.

⁵ Becker SP, Langberg JM, Vaughn AJ, Epstein JN. Clinical utility of the Vanderbilt ADHD diagnostic parent rating scale comorbidity screening scales. *J Dev Behav Pediatr.* 2012 Apr;33(3):221-8.



Vanderbilt ADHD Diagnostic Parent Rating Scale

Frequency Code: 0 = Never; 1 = Occasionally; 2 = Often; 3 = Very Often

Number	Question
1	Does not pay attention to details or makes careless mistakes, for example homework
2	Has difficulty sustaining attention to tasks or activities
3	Does not seem to listen when spoken to directly
4	Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)
5	Has difficulty organizing tasks and activities
6	Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort
7	Loses things necessary for tasks or activities (school assignments, pencils or books)
8	Is easily distracted by extraneous stimuli
9	Is forgetful in daily activities
10	Fidgets with hands or feet or squirms in seat
11	Leaves seat when remaining seated is expected
12	Runs about or climbs excessively in situations when remaining seated is expected
13	Has difficulty playing or engaging in leisure/play activities quietly
14	Is "on the go" or often acts as if "drive by a motor"
15	Talks too much
16	Blurts out answers before questions have been completed
17	Has difficulty waiting his/her turn
18	Interrupts or intrudes on others (e.g., butts into conversations or games)
19	Argues with adults
20	Loses temper
21	Actively defies or refuses to comply with adults' requests or rules
22	Deliberately annoys people
23	Blames others for his or her mistakes or misbehaviors
24	Is touchy or easily annoyed by others
25	Is angry or resentful
26	Is spiteful and vindictive
27	Bullies, threatens, or intimidates others
28	Initiates physical fights
29	Lies to obtain goods for favors or to avoid obligations (i.e., "cons" others)
30	Is truant from school (skips school) without permission
31	Is physically cruel to people
32	Has stolen items of nontrivial value
33	Deliberately destroys others' property
34	Has used a weapon that can cause serious harm (bat, knife, brick, gun)
35	Is physically cruel to animals
36	Has deliberately set fires to cause damage
37	Has broken into someone else's home, business, or car



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| 38 | Has stayed out at night without permission |
| 39 | Has run away from home overnight |
| 40 | Has forced someone into sexual activity |
| 41 | Is fearful, anxious, or worried |
| 42 | Is afraid to try new things for fear of making mistakes |
| 43 | Feels worthless or inferior |
| 44 | Blames self for problems, feels guilty |
| 45 | Feels lonely, unwanted, or unloved: complains that "no one loves him/her" |
| 46 | Is sad, unhappy, or depressed |
| 47 | Is self-conscious or easily embarrassed |
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PERFORMANCE

Scale = 1-5, 1 = Problematic, 5 = Above Average

1. Overall Academic Performance

- a. Reading
- b. Mathematics
- c. Written Expression

2. Overall Classroom Behavior

- a. Relationship with peers
 - b. Following Directions/Rules
 - c. Disrupting Class
 - d. Assignment Completion
 - e. Organizational Skills
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Vanderbilt ADHD Diagnostic Teacher Rating Scale

Frequency Code: 0 = Never; 1 = Occasionally; 2 = Often; 3 = Very Often

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



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1. Overall Academic Performance

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- a. Relationship with peers
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