

# NICHQ Vanderbilt Assessment Scale—PARENT Informant

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Phone Number: \_\_\_\_\_

**Directions:** Each rating should be considered in the context of what is appropriate for the age of your child.  
When completing this form, please think about your child's behaviors in the past 6 months.

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. Does not pay attention to details or makes careless mistakes with, for example, homework                                   | 0     | 1            | 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     | 1            | 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          |
| 19. Argues with adults                                                                                                        | 0     | 1            | 2     | 3          |
| 20. Loses temper                                                                                                              | 0     | 1            | 2     | 3          |
| 21. Actively defies or refuses to go along with adults' requests or rules                                                     | 0     | 1            | 2     | 3          |
| 22. Deliberately annoys people                                                                                                | 0     | 1            | 2     | 3          |
| 23. Blames others for his or her mistakes or misbehaviors                                                                     | 0     | 1            | 2     | 3          |
| 24. Is touchy or easily annoyed by others                                                                                     | 0     | 1            | 2     | 3          |
| 25. Is angry or resentful                                                                                                     | 0     | 1            | 2     | 3          |
| 26. Is spiteful and wants to get even                                                                                         | 0     | 1            | 2     | 3          |
| 27. Bullies, threatens, or intimidates others                                                                                 | 0     | 1            | 2     | 3          |
| 28. Starts physical fights                                                                                                    | 0     | 1            | 2     | 3          |
| 29. Lies to get out of trouble or to avoid obligations (ie, "cons" others)                                                    | 0     | 1            | 2     | 3          |
| 30. Is truant from school (skips school) without permission                                                                   | 0     | 1            | 2     | 3          |
| 31. Is physically cruel to people                                                                                             | 0     | 1            | 2     | 3          |
| 32. Has stolen things that 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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## NICHQ Vanderbilt Assessment Scale—PARENT Informant

Today's Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Phone Number: \_\_\_\_\_

| Symptoms (continued)                                                             | Never | Occasionally | Often | Very Often |
|----------------------------------------------------------------------------------|-------|--------------|-------|------------|
| 33. Deliberately destroys others' property                                       | 0     | 1            | 2     | 3          |
| 34. Has used a weapon that can cause serious harm (bat, knife, brick, gun)       | 0     | 1            | 2     | 3          |
| 35. Is physically cruel to animals                                               | 0     | 1            | 2     | 3          |
| 36. Has deliberately set fires to cause damage                                   | 0     | 1            | 2     | 3          |
| 37. Has broken into someone else's home, business, or car                        | 0     | 1            | 2     | 3          |
| 38. Has stayed out at night without permission                                   | 0     | 1            | 2     | 3          |
| 39. Has run away from home overnight                                             | 0     | 1            | 2     | 3          |
| 40. Has forced someone into sexual activity                                      | 0     | 1            | 2     | 3          |
| 41. Is fearful, anxious, or worried                                              | 0     | 1            | 2     | 3          |
| 42. Is afraid to try new things for fear of making mistakes                      | 0     | 1            | 2     | 3          |
| 43. Feels worthless or inferior                                                  | 0     | 1            | 2     | 3          |
| 44. Blames self for problems, feels guilty                                       | 0     | 1            | 2     | 3          |
| 45. Feels lonely, unwanted, or unloved; complains that "no one loves him or her" | 0     | 1            | 2     | 3          |
| 46. Is sad, unhappy, or depressed                                                | 0     | 1            | 2     | 3          |
| 47. Is self-conscious or easily embarrassed                                      | 0     | 1            | 2     | 3          |

| Performance                                           | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
|-------------------------------------------------------|-----------|---------------|---------|-----------------------|-------------|
| 48. Overall school performance                        | 1         | 2             | 3       | 4                     | 5           |
| 49. Reading                                           | 1         | 2             | 3       | 4                     | 5           |
| 50. Writing                                           | 1         | 2             | 3       | 4                     | 5           |
| 51. Mathematics                                       | 1         | 2             | 3       | 4                     | 5           |
| 52. Relationship with parents                         | 1         | 2             | 3       | 4                     | 5           |
| 53. Relationship with siblings                        | 1         | 2             | 3       | 4                     | 5           |
| 54. Relationship with peers                           | 1         | 2             | 3       | 4                     | 5           |
| 55. Participation in organized activities (eg, teams) | 1         | 2             | 3       | 4                     | 5           |

**Comments:**

### For Office Use Only

Total number of questions scored 2 or 3 in questions 1–9: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 10–18: \_\_\_\_\_

Total Symptom Score for questions 1–18: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 19–26: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 27–40: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 41–47: \_\_\_\_\_

Total number of questions scored 4 or 5 in questions 48–55: \_\_\_\_\_

Average Performance Score: \_\_\_\_\_

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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 (eg, 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 (eg, "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          |

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.

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

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

| Symptoms (continued)                                                             | Never | Occasionally | Often | Very Often |
|----------------------------------------------------------------------------------|-------|--------------|-------|------------|
| 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          |

| Performance                 | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
|-----------------------------|-----------|---------------|---------|-----------------------|-------------|
| <b>Academic Performance</b> |           |               |         |                       |             |
| 36. Reading                 | 1         | 2             | 3       | 4                     | 5           |
| 37. Mathematics             | 1         | 2             | 3       | 4                     | 5           |
| 38. Written expression      | 1         | 2             | 3       | 4                     | 5           |

| Classroom Behavioral Performance | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
|----------------------------------|-----------|---------------|---------|-----------------------|-------------|
| 39. Relationship with peers      | 1         | 2             | 3       | 4                     | 5           |
| 40. Following directions         | 1         | 2             | 3       | 4                     | 5           |
| 41. Disrupting class             | 1         | 2             | 3       | 4                     | 5           |
| 42. Assignment completion        | 1         | 2             | 3       | 4                     | 5           |
| 43. Organizational skills        | 1         | 2             | 3       | 4                     | 5           |

**Comments:**

Please return this form to: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Fax number: \_\_\_\_\_

**For Office Use Only**

Total number of questions scored 2 or 3 in questions 1–9: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 10–18: \_\_\_\_\_

Total Symptom Score for questions 1–18: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 19–28: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 29–35: \_\_\_\_\_

Total number of questions scored 4 or 5 in questions 36–43: \_\_\_\_\_

Average Performance Score: \_\_\_\_\_

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## Scoring Instructions for NICHQ Vanderbilt Assessment Scales

### Baseline Assessment

The validation studies for the NICHQ Vanderbilt Assessment Scales were for the 6- to 12-year-old age group. However, to the extent that they collect information to establish *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)* criteria, they are applicable to other groups, particularly preschoolers, where they have identified that *DSM-5* criteria are still appropriate.

These scales should *not* be used alone to make a diagnosis of ADHD without confirming and elaborating the information with interviews with at least the primary caregivers (usually parents) and patients. You must take into consideration information from multiple sources. Scores of 2 or 3 on a single symptom question reflect *often-occurring* behaviors. Scores of 4 or 5 on performance questions reflect problems in performance.

The initial assessment scales, parent and teacher, have 2 components: symptom assessment and impairment in performance. On both parent and teacher initial scales, the symptom assessment screens for symptoms that meet criteria for inattentive (items 1–9) and hyperactive (items 10–18) attention-deficit/hyperactivity disorder (ADHD).

### Scoring for Diagnostic Purposes

To meet *DSM-5* criteria for the diagnosis, one must have at least 6 positive responses to the inattentive 9 or hyperactive 9 core symptoms, or both. A positive response is a 2 or 3 (often, very often) (you could draw a line straight down the page and count the positive answers in each subsegment). There is a place to record the number of positives in each subsegment.

The initial scales have symptom screens for 3 other comorbidities: oppositional-defiant disorder, conduct disorder, and anxiety/depression. (The initial teacher scale also screens for learning disabilities.) These are screened by the number of positive responses in each of the segments. The specific item sets and numbers of positives required for each comorbid symptom screen set are detailed below and on the next page.

The second section of the scale has a set of performance measures, scored 1 to 5, with 4 and 5 being somewhat of a problem/problematic. To meet criteria for ADHD there must be at least 2 items of the performance set in which the child scores a 4, or 1 item of the performance set in which the child scores a 5; ie, there must be impairment, not just symptoms, to meet diagnostic criteria. The sheet has a place to record the number of positives (4s, 5s).

### Scoring to Monitor Symptom and Performance Improvement

For the purposes of tracking symptoms and symptom severity, calculate the mean response for each subsegment of the ADHD symptom assessment screen items (inattentive 9 and hyperactive 9). To calculate the mean responses, first total the responses (0s, 1s, 2s, and 3s) from each item within the inattentive subsegment (items 1–9) and divide by the number of items that received a response. For example, if a parent only provided responses to 7 of the first 9 items, the responses would be totaled and divided by 7. Follow the same calculation instructions for the hyperactive subsegment (items 10–18).

| Parent Assessment Scale                                                                                                                                                                                                                                                                                                                           | Teacher Assessment Scale                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Predominantly Inattentive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 1–9.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 48–54.</li> </ul>             | <b>Predominantly Inattentive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 1–9.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 36–43.</li> </ul>             |
| <b>Predominantly Hyperactive/Impulsive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 10–18.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 48–54.</li> </ul> | <b>Predominantly Hyperactive/Impulsive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 10–18.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 36–43.</li> </ul> |
| <b>ADHD Combined Inattention/Hyperactivity</b> <ul style="list-style-type: none"> <li>Requires the criteria on Inattentive <u>AND</u> Hyperactive/Impulsive subtypes</li> </ul>                                                                                                                                                                   | <b>ADHD Combined Inattention/Hyperactivity</b> <ul style="list-style-type: none"> <li>Requires the criteria on Inattentive <u>AND</u> Hyperactive/Impulsive subtypes</li> </ul>                                                                                                                                                                   |
| <b>Oppositional-Defiant Disorder</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 4 out of 8 behaviors on questions 19–26.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 48–54.</li> </ul>           | <b>Oppositional-Defiant/Conduct Disorder</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 3 out of 10 items on questions 19–28.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 36–43.</li> </ul>      |
| <b>Conduct Disorder</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 3 out of 14 behaviors on questions 27–40.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 48–54.</li> </ul>                       |                                                                                                                                                                                                                                                                                                                                                   |

| Parent Assessment Scale                                                                                                                                                                                                                                                                                                      | Teacher Assessment Scale                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anxiety/Depression</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 3 out of 7 behaviors on questions 41–47.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 48–54.</li> </ul> | <b>Anxiety/Depression</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 3 out of 7 items on questions 29–35.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 36–43.</li> </ul> |
|                                                                                                                                                                                                                                                                                                                              | <b>Learning Disabilities</b> <ul style="list-style-type: none"> <li>Must score a 4 on both, or 5 on 1, of questions 36 and 38.</li> </ul>                                                                                                                                                                                |

## Follow-up Assessment

### Scoring for Diagnostic Purposes

The parent and teacher follow-up scales have the first 18 core ADHD symptoms and the comorbid symptoms oppositional-defiant (parent) and oppositional-defiant/conduct (teacher) disorders. The Performance section has the same performance items and impairment assessment as the initial scales; it is followed by a side-effect reporting scale that can be used to assess and monitor the presence of adverse reactions to prescribed medications, if any.

Scoring the follow-up scales involves tracking inattentive (items 1–9) and hyperactive (items 10–18) ADHD, as well as the

aforementioned comorbidities, as measures of improvement over time with treatment.

### Scoring to Monitor Symptom and Performance Improvement

To determine the score for follow-up, calculate the mean response for each of the ADHD subsegments. Compare the mean response from the follow-up inattentive subsegment (items 1–9) to the mean response from the inattentive subsegment that was calculated at baseline assessment. Conduct the same comparison for the mean responses for the hyperactive subsegment (items 10–18) taken at follow-up and baseline.

| Parent Assessment Scale                                                                                                                                                                                                                                                                                                                           | Teacher Assessment Scale                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Predominantly Inattentive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 1–9.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 27–33.</li> </ul>             | <b>Predominantly Inattentive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 1–9.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 29–36.</li> </ul>             |
| <b>Predominantly Hyperactive/Impulsive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 10–18.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 27–33.</li> </ul> | <b>Predominantly Hyperactive/Impulsive subtype</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 6 out of 9 items on questions 10–18.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 29–36.</li> </ul> |
| <b>ADHD Combined Inattention/Hyperactivity</b> <ul style="list-style-type: none"> <li>Requires the criteria on Inattentive <u>AND</u> Hyperactive/Impulsive subtypes</li> </ul>                                                                                                                                                                   | <b>ADHD Combined Inattention/Hyperactivity</b> <ul style="list-style-type: none"> <li>Requires the criteria on Inattentive <u>AND</u> Hyperactive/Impulsive subtypes</li> </ul>                                                                                                                                                                   |
| <b>Oppositional-Defiant Disorder</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 4 out of 8 behaviors on questions 19–26.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 27–33.</li> </ul>           | <b>Oppositional-Defiant/Conduct Disorder</b> <ul style="list-style-type: none"> <li>Must score a 2 or 3 on 3 out of 10 items on questions 19–28.</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>Score a 4 on at least 2, or 5 on at least 1, of the performance questions 29–36.</li> </ul>      |

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