

# NICHQ Vanderbilt Teacher Assessment Scale

Teacher's Name: \_\_\_\_\_

Teacher's Phone #: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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 0	Occasionally 1	Often 2	Very Often 3
1. Fails to give attention to details or makes careless mistakes in schoolwork.				
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.	<input type="checkbox"/>	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 (e.g., butts into conversations or games).	<input type="checkbox"/>	<input type="checkbox"/>	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 (i.e., "cons" others)	0	1	2	3
26. Is physically cruel to people.	0	1	2	3

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	Never 0	Occasionally 1	Often 2	Very Often 3
27. Has stolen items of nontrivial value.				
28. Deliberately destroys others' property.	<input type="checkbox"/>			
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
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/her."	0	1	2	3
35. Is sad, unhappy, or depressed.	<input type="checkbox"/>			

## PERFORMANCE

Academic Performance	Excellent	Above Average	Average	Somewhat of a Problem	Problematic		
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	<input type="checkbox"/>	<input type="checkbox"/>

## SEVERITY OF IMPAIRMENT:

Considering your total experience with this child, how severely impaired is he/she at this time? Compare this child to average normal children you are familiar with from your totality of experience. Please circle the number that best describes this child.

<b>NORMAL, NO IMPAIRMENT</b> 1	Symptoms are not present any more than expected (of a typical child of the same age and gender in the same situations) and do not produce impairment of normal functioning at home or at school.
<b>SLIGHT IMPAIRMENT</b> 2	Symptoms are present a little more frequently or intensely than expected (of a typical child of the same age and gender in the same situations) and only rarely produce impairment of normal functioning at home or school.
<b>MILD IMPAIRMENT</b> 3	Symptoms are present somewhat more frequently or intensely than expected (of a child of the same age and gender in the same situations) and only sometimes produce impairment of normal functioning at home or school.
<b>MODERATE IMPAIRMENT</b> 4	Symptoms are present a lot more frequently or intensely than expected (of a child of the same age and gender in the same situations) and usually produce impairment of normal functioning at home or school.
<b>SEVERE IMPAIRMENT</b> 5	Symptoms are present a great deal more frequently or intensely than expected (of a child of the same age and gender in the same situations) and most of the time produce impairment of normal functioning at home or school.
<b>VERY SEVERE IMPAIRMENT</b> 6	Symptoms are present so much more frequently or intensely than expected (of a child of the same age and gender in the same situations) that they almost always produce impairment of normal functioning at home or school.
<b>MAXIMAL, PROFOUND IMPAIRMENT</b> 7	Symptoms are present so frequently or intensely that they produce significant and pervasive impairment, which creates a crisis requiring immediate action to prevent serious deterioration, to avoid danger, or to prevent harm.