



Client Information

<i>Client Name</i>	Generic Client
<i>Date of birth (age)</i>	14 December 2010 (11)

Assessment Information

<i>Assessment</i>	Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS)
<i>Date administered</i>	12 October 2022
<i>Assessor</i>	Dr David Hegarty
<i>Time taken</i>	0 minutes 49 seconds

Informant

	Teacher Name	Mr Brian Smith
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Results

	Score	Above clinical cutoff
Inattentive Subtype	14	
Hyperactive/Impulsive Subtype	13	
Combined Subtype	27	
Oppositional Defiant Disorder	5	
Anxiety/ Depression	3	

Scoring and Interpretation Information

Scores are presented for the three subtypes of ADHD:

- Predominantly Inattentive Subtype. A child meets the diagnostic criteria if they have six or more “Often” or “Very Often” on items 1 to 9, plus a performance problem (scores of 1 or 2) on questions 36 to 43.
- Predominantly Hyperactive/Impulsive Subtype. A child meets diagnostic criteria if they have six or more “Often” or “Very Often” on items 10 through 18, plus a performance problem (scores of 1 or 2) on questions 36 to 43.
- Combined Subtype. A child meets the diagnostic criteria if they meet the above criteria for both Inattentive and Hyperactive/Impulsive subtypes.

In addition to the ADHD scales, scores are presented for frequently comorbid difficulties. Children with scores below the clinical cutoff are highly unlikely to meet the diagnostic criteria for that disorder. Children above the cutoff on the ODD and Anxiety/Depression sub-scales should be further evaluated, as these sub-scales are designed as a cursory screening measure for such problems.



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Scoring and Interpretation Information (cont.)

- Oppositional Defiant Disorder (items 19 to 28). To be above the clinical cutoff score of 2 or 3 on 3 (or more) out of 10 behaviours on questions 19–28 AND score a 1 or 2 on any of the performance questions 36–43.

- Anxiety/ Depression (items 29 to 35). To be above the clinical cutoff scores a 2 or 3 on 3 (or more) out of 7 behaviours on questions 29–35 AND score a 1 or 2 on any of the performance questions 36–43.

Client Responses

		Never	Occasionally	Often	Very Often
1	Does not pay attention to details or makes careless mistakes, such as in homework	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 instruction and fails to finish schoolwork (not due to oppositional behaviour or failure to understand)	0	1	2	3
5	Has difficulty organising tasks and activities	0	1	2	3
6	Avoids, dislikes, or is reluctant to engage in tasks that require sustaining 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



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Client Responses (cont.)		Never	Occasionally	Often	Very Often
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)	0	1	2	3
19	Loses temper	0	1	2	3
20	Actively defies or refuses to comply with adults' 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 favours or to avoid obligations (i.e., "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
32	Feels worthless or inferior	0	1	2	3
33	Blames self for problems, feels guilty	0	1	2	3



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Client Responses (cont.)

		Never	Occasionally	Often	Very Often
34	Feels lonely, unwanted, or unloved; complains that "no one loves him/her"	0	1	2	3
35	Is sad, unhappy, or depressed	0	1	2	3

36	PERFORMANCE Rate his/her academic performance in reading				
	1 Problematic 2 Somewhat of a Problem 3 Average 4 Above Average 5 Excellent				

		Problematic	Somewhat of a Problem	Average	Above Average	Excellent
37	Rate his/her academic performance in mathematics	1	2	3	4	5
38	Rate his/her academic performance in written expression	1	2	3	4	5

39	CLASSROOM BEHAVIOURAL PERFORMANCE Rate his/her classroom behavioural performance in relationships with peers				
	1 Problematic 2 Somewhat of a Problem 3 Average 4 Above Average 5 Excellent				

40	Rate his/her classroom behavioural performance in following directions/rules	1	2	3	4	5
41	Rate his/her classroom behavioural performance in disrupting class	1	2	3	4	5
42	Rate his/her classroom behavioural performance in assignment completion	1	2	3	4	5
43	Rate his/her classroom behavioural performance in organisational skills	1	2	3	4	5

44	Name of teacher who completed this form:				
	Mr Brian Smith				