



Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS)

Instructions:

Each rating should be considered in the context of what is appropriate for the age of the children you are rating.

		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
15	Talks excessively	0	1	2	3
16	Blurts out answers before questions have been completed	0	1	2	3



		Never	Occasionally	Often	Very Often
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
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:					

Developer Reference:

Wolraich, M. L., Bard, D. E., Neas, B., Doffing, M., & Beck, L. (2013). The psychometric properties of the Vanderbilt attention-deficit hyperactivity disorder diagnostic teacher rating scale in a community population. *Journal of developmental and behavioral pediatrics : JDBP*, 34(2), 83–93.

<https://doi.org/10.1097/DBP.0b013e31827d55c3>



NovoPsych

[Administer Now](#)