

# NICHQ Vanderbilt Assessment Follow-up: Teacher Informant

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

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

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

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

Class Time: \_\_\_\_\_

Class Name/Period: \_\_\_\_\_

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 last assessment was filled out. Please indicate the number of weeks or months you have been able to evaluate the behaviors: \_\_\_\_\_.

**Symptoms** **Never**   **Occasionally**   **Often**   **Very Often**

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 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, books)

8. Is easily distracted by extraneous stimuli

9. Is forgetful in daily activities

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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 in on others (eg, butts into conversations/games)

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19. Loses temper

20. Activity defies or refuses to comply with adults' requests or rules

21. Is angry or resentful



**Symptoms (continued)**

**Never      Occasionally      Often      Very Often**

- 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 (eg, "cons" others) \_\_\_\_\_
- 26. Is physically cruel to people \_\_\_\_\_
- 27. Has stolen items of nontrivial value \_\_\_\_\_
- 28. Deliberately destroys others' property \_\_\_\_\_

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**Academic Performance**

**Excellent      Above Average      Average      Somewhat of a Problem      Problematic**

- 29. Reading \_\_\_\_\_
- 30. Mathematics \_\_\_\_\_
- 31. Written expression \_\_\_\_\_

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**Classroom Behavioral Performance**

- 32. Relationship with peers \_\_\_\_\_
- 33. Following directions \_\_\_\_\_
- 34. Disrupting class \_\_\_\_\_
- 35. Assignment completion \_\_\_\_\_
- 36. Organizational skills \_\_\_\_\_

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD.

**Side Effects:** Has the child experienced any of the following side effect or problems in the past week?

**Are these side effects currently a problem?**  
**None      Mild      Moderate      Severe**

- Headache \_\_\_\_\_
- Stomachache \_\_\_\_\_
- Change of appetite—explain below \_\_\_\_\_
- Trouble sleeping \_\_\_\_\_
- Irritability in the late morning, late afternoon, or evening—explain below \_\_\_\_\_
- Socially withdrawn—decreased interaction with others \_\_\_\_\_
- Extreme sadness or unusual crying \_\_\_\_\_
- Dull, tired, listless behavior \_\_\_\_\_
- Tremors/feeling shaky \_\_\_\_\_
- Repetitive movements, tics, jerking, twitching, eye blinking—explain below \_\_\_\_\_
- Picking at skin or fingers, nail biting, lip or cheek chewing—explain below \_\_\_\_\_
- Sees or hears things that aren't there \_\_\_\_\_

**Explain/Comments:**

Adapted from the Pittsburgh side effects scale, developed by William E. Pelham, Jr, PhD. Available for downloading at no cost in expanded format at <http://ccf.FIU.edu>.

Please return this form to: Capital Area Pediatrics, Inc.

Mailing address: \_\_\_\_\_ Fax number: \_\_\_\_\_