Do not write, stamp, punch holes or affix a sticker in this area.

Vanderbilt Assessment Teacher Follow-up

To reproduce, follow the printing instructions.
Fold only on the dotted lines.

Sucker in this area.	Please answer every question	_	Fola only on the dotted lines.				
== _ =	PLEASE PRINT CHILD'S LAST NAME			— —	_ = _		
Marking Instructions							
Please use a #2 pencil.	PLEASE PRINT CHILD'S FIRST NAME	1E CHILD'S DATE OF BIRTH					
Fill in the complete oval as shown							
·			Month Da	У	Year		
Teacher's name:		To day's da	ate:				
School:	Grade:	Fax Numl	ber:				
Time of day you work with child:							
reflect that child's behaviors since the last t Please indicate the number of weeks or mo	ime you rated his or her behaviors.	the behavio	ors:				
This evaluation is based on a time when the	he child:			n medicat	ion O		
		To day's date: Fax Number: or the age of the child you are rating and should aviors.					
Behavior		Never	Occasionally	Often	Very Often		
Behavior 1. Does not give attention to details or in schoolwork	makes mistakes that seem careless	Never	Occasionally	Often	Very Often		
Does not give attention to details or					Very Often		
Does not give attention to details or in schoolwork	n tasks or activities				Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or 	n tasks or activities en to directly ons and does not finish schoolwork				Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction 	n tasks or activities en to directly ons and does not finish schoolwork nprehension)	0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous) 	n tasks or activities on to directly ons and does not finish schoolwork mprehension) ctivities	0 0 0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous continuous). Has difficulty organizing tasks and account of the continuous continuous. Avoids, dislikes, or does not want to 	n tasks or activities on to directly ons and does not finish schoolwork inprehension) ctivities start tasks that require sustained ctivities	0 0 0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous difficulty organizing tasks and action details and details difficulty organizing tasks and action details or action details or in school work Loses things necessary for tasks or action details or in school work 	n tasks or activities on to directly ons and does not finish schoolwork inprehension) ctivities start tasks that require sustained ctivities	0 0 0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous difficulty organizing tasks and action details and details difficulty organizing tasks and action details or action details or in school work Loses things necessary for tasks or action details or in school work 	n tasks or activities en to directly ons and does not finish schoolwork mprehension) ctivities start tasks that require sustained ctivities oks) please fold on dotted line	0 0 0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous continuous). Has difficulty organizing tasks and action and action of the second continuous. Avoids, dislikes, or does not want to mental effort Loses things necessary for tasks or action (eg, school assignments, pencils, body). 	n tasks or activities en to directly ons and does not finish schoolwork mprehension) ctivities start tasks that require sustained ctivities oks) please fold on dotted line	0 0 0			Very Often		
 Does not give attention to details or in schoolwork Has difficulty sustaining attention or Does not seem to listen when spoke Does not follow through on instruction (not because of refusal or lack of continuous continuous). Has difficulty organizing tasks and according to the second continuous. Avoids, dislikes, or does not want to mental effort Loses things necessary for tasks or according to the second continuous. Is easily distracted by extraneous still the second continuous. 	n tasks or activities en to directly ons and does not finish schoolwork mprehension) ctivities start tasks that require sustained ctivities oks) please fold on dotted line muli	0 0 0			Very Often O O O O O O O O O O O O O O O O O O		
1. Does not give attention to details or in schoolwork 2. Has difficulty sustaining attention or 3. Does not seem to listen when spoke 4. Does not follow through on instruction (not because of refusal or lack of continuous of the seed of the	n tasks or activities In to directly Ons and does not finish schoolwork Imprehension) Ctivities Start tasks that require sustained Ctivities Oks) In the directly In the direc	0 0 0			Very Often O O O O O O O O O O O O O O O O O O		

15. Talks excessively

13. Has difficulty playing or engaging in leisure activities quietly

14. Is "on the go" or often acts as if "driven by a motor"

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Vanderbilt Assessment Teacher Follow-up

Please answer every question

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		Never	Occasionally	Often	Very Often
L6. Blurts out answers before questions have been completed		0	0	0	0
17. Has difficulty waiting in line		0	0	0	0
18. Interrupts or intrudes on others (eg, butts into conversations or games or both)		0	0	0	0
19. Loses temper		0	0	0	0
20. Actively defies or refuses to adhere to adult's requests or rules		0		0	0
21. Is angry or resentful		0	0	0	0
22. Is spiteful and vindictive		0	0	0	0
please fold on dotted	line				
23. Bullies, threatens, or intimidates others		0		0	0
24. Initiates physical fights		0	0	0	0
25. Lies to obtain goods or favors or to avoid obligations (ie, cons others)		0	0	0	0
26. Is physically cruel to people		0		0	0
27. Has stolen things of nontrivial value					
27. Has stolen things of nontrivial value				0	
		0	0	0	0
		0	0	0	0
28. Deliberately destroys others' property		0	0		0
	Excellent	Above	Average	Somewhat of a Problem	Problematic
28. Deliberately destroys others' property Academic and Social Performance	Excellent		Average	of a	Problematic
28. Deliberately destroys others' property Academic and Social Performance 29. Reading	Excellent		Average	of a	Problematic
28. Deliberately destroys others' property Academic and Social Performance			Average	of a	Problematic
28. Deliberately destroys others' property Academic and Social Performance 29. Reading 30. Writing please fold on dotted			Average	of a	Problematic
28. Deliberately destroys others' property Academic and Social Performance 29. Reading 30. Writing please fold on dotted 31. Mathematics	line	Average	0	of a Problem	0
28. Deliberately destroys others' property Academic and Social Performance 29. Reading 30. Writing please fold on dotted 31. Mathematics	line	Average	0	of a Problem	0
28. Deliberately destroys others' property Academic and Social Performance 29. Reading 30. Writing please fold on dotted 31. Mathematics 32. Relationship with peers 33. Following directions	line	Average	0	of a Problem	0
28. Deliberately destroys others' property Academic and Social Performance 29. Reading 30. Writing please fold on dotted 31. Mathematics 32. Relationship with peers	line	Average	0	of a Problem	0

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Please answer every question

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Has your child experienced any of the following side effects or problems in the past week?		Are these side effects currently a problem? Never Mild Moderate Severe				
		Mild	Moderate	Severe		
Headache		0	0	<u> </u>		
Stomachache	0	0		0		
Change of appetite (Explain below)	0	0	0	0		
Frouble sleeping						
rritability in the late morning, late afternoon, or evening (Explain below)						
Socially withdrawn – that is, decreased interaction with others	0	0	0	0		
please fold on dotted line						
Extreme sadness or unusual crying				0		
Dull, tired, listless behavior	0		0	0		
Tremors or feeling shaky or both		0		0		
Repetitive movements, tics, jerking, twitching, or eye blinking (Explain below)	0	0		0		
Picking at skin or fingers, nail-biting, or lip or cheek chewing (Explain below)	0	0		0		
Sees or hears things that aren't there	0	0				
please fold on dotted line						