

**The SNAP-IV Teacher and Parent Rating Scale**  
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Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Ethnicity (circle one which best applies): African-American Asian Caucasian Hispanic Other \_\_\_\_\_

Completed by: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Class size: \_\_\_\_\_

For each item, check the column which best describes this child:

	Not At All	Just A Little	Quite A Bit	Very Much
1. Often fails to give close attention to details or makes careless mistakes in schoolwork or tasks	_____	_____	_____	_____
2. Often has difficulty sustaining attention in tasks or play activities	_____	_____	_____	_____
3. Often does not seem to listen when spoken to directly	_____	_____	_____	_____
4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties	_____	_____	_____	_____
5. Often has difficulty organizing tasks and activities	_____	_____	_____	_____
6. Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort	_____	_____	_____	_____
7. Often loses things necessary for activities (e.g., toys, school assignments, pencils, or books)	_____	_____	_____	_____
8. Often is distracted by extraneous stimuli	_____	_____	_____	_____
9. Often is forgetful in daily activities	_____	_____	_____	_____
10. Often has difficulty maintaining alertness, orienting to requests, or executing directions	_____	_____	_____	_____
11. Often fidgets with hands or feet or squirms in seat	_____	_____	_____	_____
12. Often leaves seat in classroom or in other situations in which remaining seated is expected	_____	_____	_____	_____
13. Often runs about or climbs excessively in situations in which it is inappropriate	_____	_____	_____	_____
14. Often has difficulty playing or engaging in leisure activities quietly	_____	_____	_____	_____
15. Often is "on the go" or often acts as if "driven by a motor"	_____	_____	_____	_____
16. Often talks excessively	_____	_____	_____	_____
17. Often blurts out answers before questions have been completed	_____	_____	_____	_____
18. Often has difficulty awaiting turn	_____	_____	_____	_____
19. Often interrupts or intrudes on others (e.g., butts into conversations/games)	_____	_____	_____	_____
20. Often has difficulty sitting still, being quiet, or inhibiting impulses in the classroom or at home	_____	_____	_____	_____
21. Often loses temper	_____	_____	_____	_____
22. Often argues with adults	_____	_____	_____	_____
23. Often actively defies or refuses adult requests or rules	_____	_____	_____	_____
24. Often deliberately does things that annoy other people	_____	_____	_____	_____
25. Often blames others for his or her mistakes or misbehavior	_____	_____	_____	_____
26. Often touchy or easily annoyed by others	_____	_____	_____	_____
27. Often is angry and resentful	_____	_____	_____	_____
28. Often is spiteful or vindictive	_____	_____	_____	_____
29. Often is quarrelsome	_____	_____	_____	_____
30. Often is negative, defiant, disobedient, or hostile toward authority figures	_____	_____	_____	_____
31. Often makes noises (e.g., humming or odd sounds)	_____	_____	_____	_____
32. Often is excitable, impulsive	_____	_____	_____	_____
33. Often cries easily	_____	_____	_____	_____
34. Often is uncooperative	_____	_____	_____	_____
35. Often acts "smart"	_____	_____	_____	_____
36. Often is restless or overactive	_____	_____	_____	_____
37. Often disturbs other children	_____	_____	_____	_____
38. Often changes mood quickly and drastically	_____	_____	_____	_____
39. Often easily frustrated if demand are not met immediately	_____	_____	_____	_____
40. Often teases other children and interferes with their activities	_____	_____	_____	_____

Check the column which best describes this child:

	Not At All	Just A Little	Quite A Bit	Very Much
41. Often is aggressive to other children (e.g., picks fights or bullies)	_____	_____	_____	_____
42. Often is destructive with property of others (e.g., vandalism)	_____	_____	_____	_____
43. Often is deceitful (e.g., steals, lies, forges, copies the work of others, or "cons" others)	_____	_____	_____	_____
44. Often and seriously violates rules (e.g., is truant, runs away, or completely ignores class rules)	_____	_____	_____	_____
45. Has persistent pattern of violating the basic rights of others or major societal norms	_____	_____	_____	_____
46. Has episodes of failure to resist aggressive impulses (to assault others or to destroy property)	_____	_____	_____	_____
47. Has motor or verbal tics (sudden, rapid, recurrent, nonrhythmic motor or verbal activity)	_____	_____	_____	_____
48. Has repetitive motor behavior (e.g., hand waving, body rocking, or picking at skin)	_____	_____	_____	_____
49. Has obsessions (persistent and intrusive inappropriate ideas, thoughts, or impulses)	_____	_____	_____	_____
50. Has compulsions (repetitive behaviors or mental acts to reduce anxiety or distress)	_____	_____	_____	_____
51. Often is restless or seems keyed up or on edge	_____	_____	_____	_____
52. Often is easily fatigued	_____	_____	_____	_____
53. Often has difficulty concentrating (mind goes blank)	_____	_____	_____	_____
54. Often is irritable	_____	_____	_____	_____
55. Often has muscle tension	_____	_____	_____	_____
56. Often has excessive anxiety and worry (e.g., apprehensive expectation)	_____	_____	_____	_____
57. Often has daytime sleepiness (unintended sleeping in inappropriate situations)	_____	_____	_____	_____
58. Often has excessive emotionality and attention-seeking behavior	_____	_____	_____	_____
59. Often has need for undue admiration, grandiose behavior, or lack of empathy	_____	_____	_____	_____
60. Often has instability in relationships with others, reactive mood, and impulsivity	_____	_____	_____	_____
61. Sometimes for at least a week has inflated self esteem or grandiosity	_____	_____	_____	_____
62. Sometimes for at least a week is more talkative than usual or seems pressured to keep talking	_____	_____	_____	_____
63. Sometimes for at least a week has flight of ideas or says that thoughts are racing	_____	_____	_____	_____
64. Sometimes for at least a week has elevated, expansive or euphoric mood	_____	_____	_____	_____
65. Sometimes for at least a week is excessively involved in pleasurable but risky activities	_____	_____	_____	_____
66. Sometimes for at least 2 weeks has depressed mood (sad, hopeless, discouraged)	_____	_____	_____	_____
67. Sometimes for at least 2 weeks has irritable or cranky mood (not just when frustrated)	_____	_____	_____	_____
68. Sometimes for at least 2 weeks has markedly diminished interest or pleasure in most activities	_____	_____	_____	_____
69. Sometimes for at least 2 weeks has psychomotor agitation (even more active than usual)	_____	_____	_____	_____
70. Sometimes for at least 2 weeks has psychomotor retardation (slowed down in most activities)	_____	_____	_____	_____
71. Sometimes for at least 2 weeks is fatigued or has loss of energy	_____	_____	_____	_____
72. Sometimes for at least 2 weeks has feelings of worthlessness or excessive, inappropriate guilt	_____	_____	_____	_____
73. Sometimes for at least 2 weeks has diminished ability to think or concentrate	_____	_____	_____	_____
74. Chronic low self-esteem most of the time for at least a year	_____	_____	_____	_____
75. Chronic poor concentration or difficulty making decisions most of the time for at least a year	_____	_____	_____	_____
76. Chronic feelings of hopelessness most of the time for at least a year	_____	_____	_____	_____
77. Currently is hypervigilant (overly watchful or alert) or has exaggerated startle response	_____	_____	_____	_____
78. Currently is irritable, has anger outbursts, or has difficulty concentrating	_____	_____	_____	_____
79. Currently has an emotional (e.g., nervous, worried, hopeless, tearful) response to stress	_____	_____	_____	_____
80. Currently has a behavioral (e.g., fighting, vandalism, truancy) response to stress	_____	_____	_____	_____
81. Has difficulty getting started on classroom assignments	_____	_____	_____	_____
82. Has difficulty staying on task for an entire classroom period	_____	_____	_____	_____
83. Has problems in completion of work on classroom assignments	_____	_____	_____	_____
84. Has problems in accuracy or neatness of written work in the classroom	_____	_____	_____	_____
85. Has difficulty attending to a group classroom activity or discussion	_____	_____	_____	_____
86. Has difficulty making transitions to the next topic or classroom period	_____	_____	_____	_____
87. Has problems in interactions with peers in the classroom	_____	_____	_____	_____
88. Has problems in interactions with staff (teacher or aide)	_____	_____	_____	_____
89. Has difficulty remaining quiet according to classroom rules	_____	_____	_____	_____
90. Has difficulty staying seated according to classroom rules	_____	_____	_____	_____

### Scoring Instructions for the SNAP-IV-C Rating Scale

The SNAP-IV Rating Scale is a revision of the Swanson, Nolan and Pelham (SNAP) Questionnaire (Swanson et al, 1983). The items from the DSM-IV (1994) criteria for Attention-Deficit/Hyperactivity Disorder (ADHD) are included for the two subsets of symptoms: inattention (items #1-#9) and hyperactivity/impulsivity (items #11-#19). Also, items are included from the DSM-IV criteria for Oppositional Defiant Disorder (items #21-#28) since it often is present in children with ADHD. Items have been added to summarize the Inattention domain (#10) and the Hyperactivity/Impulsivity domain (#20) of ADHD. Two other items were added: an item from DSM-III-R (#29) that was not included in the DSM-IV list for ODD, and an item to summarize the ODD domain (#30).

In addition to the DSM-IV items for ADHD and ODD, the SNAP-IV contains items from the Conners Index Questionnaire (Conners, 1968) and the IOWA Conners Questionnaire (Loney and Milich, 1985). The IOWA was developed using divergent validity to separate items which measure inattention/overactivity (I/O — items #4, #8, #11, #31, #32) from those items which measure aggression/defiance (A/D — items #21, #23, #29, #34, #35). The Conners Index (items #4, #8, #11, #21, #32, #33, #36, #37, #38, #39) was developed by selecting the items which loaded highest on the multiple factors of the Conners Questionnaire, and thus represents a general index of childhood problems.

The SNAP-IV is based on a 0 to 3 rating scale: Not at All = 0, Just A Little = 1, Quite A Bit = 2, and Very Much = 3. Subscale scores on the SNAP-IV are calculated by summing the scores on the items in the subset and dividing by the number of items in the subset. The score for any subset is expressed as the Average Rating-Per-Item, as shown for ratings on the ADHD-Inattentive (ADHD-I) subset:

	Not At All	Just A Little	Quite A Bit	Very Much	Item Score	
1. Makes careless mistakes	___	___	<u>X</u>	___	2	
2. Can't pay attention	___	___	___	<u>X</u>	3	
3. Doesn't listen	___	___	___	<u>X</u>	3	
4. Fails to finish work	___	___	<u>X</u>	___	2	
5. Disorganized	___	<u>X</u>	___	___	1	ADHD-In Total = 18, Average = 18/9 = 2.0
6. Can't concentrate	___	___	___	<u>X</u>	3	
7. Loses things	___	<u>X</u>	___	___	1	
8. Distractible	___	___	___	<u>X</u>	3	
9. Forgetful	<u>X</u>	___	___	___	0	

A scoring template for the DSM-IV subtypes of ADHD (In and H/Im), for ODD; for the dimensions of the CLAM (I/O and A/D); and for the Conners Index are presented below:

ADHD-In	ADHD-H/Im	ODD	I/O	A/D	Conners Index
# 1 _____	#11 _____	#21 _____	# 4 _____	#21 _____	# 4 _____
# 2 _____	#12 _____	#22 _____	# 8 _____	#23 _____	# 8 _____
# 3 _____	#13 _____	#23 _____	#11 _____	#29 _____	#11 _____
# 4 _____	#14 _____	#24 _____	#31 _____	#34 _____	#21 _____
# 5 _____	#15 _____	#25 _____	#32 _____	#35 _____	#32 _____
# 6 _____	#16 _____	#26 _____			#33 _____
# 7 _____	#17 _____	#27 _____			#36 _____
# 8 _____	#18 _____	#28 _____			#37 _____
# 9 _____	#19 _____				#38 _____
					#39 _____

Total In = \_\_\_\_\_ H/Im = \_\_\_\_\_ ODD = \_\_\_\_\_ I/O = \_\_\_\_\_ A/D = \_\_\_\_\_ CI = \_\_\_\_\_  
 Average = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_

C = \_\_\_\_\_  
 = \_\_\_\_\_

	Teacher	Parent
Tentative 5% Cutoffs:	ADHD-In 2.56	1.78
	ADHD-H/Im 1.78	1.44
	ADHD-C 2.00	1.67
	ODD 1.38	1.88

The items on page 2 of the SNAP-IV Rating Scale are from other DSM-IV disorders which may overlap with or masquerade as symptoms of ADHD. In some cases, these may be comorbid disorders, but in other cases the presence of one or more of these disorders may be sufficient to exclude a diagnosis of ADHD. The SNAP-IV is not designed to be used in the formal process of diagnosing these non-ADHD disorders, but if symptoms on page 2 of the SNAP-IV receive a high (“Quite A Bit” or “Very Much”) rating, then an assessment of the implicated non-ADHD disorders may be warranted.

The DSM-IV Manual should be consulted to follow-up with an evaluation of these non-ADHD disorders. The DSM Codes and the page numbers in the DSM Manual are specified below to help in the assessment of possible conditions which may exclude or qualify a diagnosis of ADHD. A referral to a psychiatrist or a clinical psychologist may be required.

#41-#45 Conduct Disorder	(DSM 312.8, p. 85)
#46 Intermittent Explosive Disorder	(DSM 312.34, p. 609)
#47 Tourette’s Disorder	(DSM 307.23, p. 103)
#48 Stereotypic Movement Disorder	(DSM 307.3, p. 121)
#49-#50 Obsessive-Compulsive Disorder	(DSM 300.3, p. 417)
#51-#56 Generalized Anxiety Disorder	(DSM 300.02, p. 432)
#57 Narcolepsy	(DSM 347, p. 562)
#58 Histrionic Personality Disorder	(DSM 301.50, p. 655)
#59 Narcissistic Personality Disorder	(DSM 301.81, p. 658)
#60 Borderline Personality Disorder	(DSM 301.83, p. 650)
#61-#65 Manic Episode	(DSM 296.00, p. 328)
#66-#73 Major Depressive Episode	(DSM 296.2, p. 320)
#74-#76 Dysthymic Disorder	(DSM 300.4, p. 345)
#77-#78 Posttraumatic Stress Disorder	(DSM 309.81, p. 424)
#79-#80 Adjustment Disorder	(DSM 309, p. 623)

Finally, the SNAP-IV includes the 10 items of the Swanson, Kotkin, Agler, Myllyn, and Pelham (SKAMP) Rating Scale. These items are classroom manifestations of inattention, hyperactivity, and impulsivity (i.e., getting started, staying on task, interactions with others, completing work, and shifting activities). The SKAMP may be used to estimate severity of impairment in the classroom.

It is important to note that many disorders may produce impairment in the classroom setting, not just ADHD. Therefore, this rating scale is presented last to the possible exclusion conditions (on page 2 of the SNAP-IV) will be considered in addition to the inclusion criteria for ADHD (on page 1 of the SNAP-IV). Both should be considered before interpreting the SKAMP measure of classroom impairment or attributing high ratings on the SKAMP to ADHD.

ACADEMIC

- #81 \_\_\_\_\_
- #82 \_\_\_\_\_
- #83 \_\_\_\_\_
- #84 \_\_\_\_\_
- #85 \_\_\_\_\_
- #86 \_\_\_\_\_

Total = \_\_\_\_\_  
 Avg. = \_\_\_\_\_

DEPARTMENT

- #87 \_\_\_\_\_
- #88 \_\_\_\_\_
- #89 \_\_\_\_\_
- #90 \_\_\_\_\_

= \_\_\_\_\_  
 = \_\_\_\_\_

Orienting (#81,#86) = \_\_\_\_\_  
 Maintaining (#82,#83) = \_\_\_\_\_  
 Directing (#84,#85) = \_\_\_\_\_

Attention to Other (#87,#88) = \_\_\_\_\_  
 Attention to Rules (#89,#90) = \_\_\_\_\_