

***Swanson, Nolan and Pelham Teacher and Parent Rating  
Scale (Snap-IV)***

**The SNAP-IV Teacher and Parent Rating Scale**  
James M. Swanson, Ph.D., University of California, Irvine, CA 92715

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 | _____ | _____ | _____ | _____ |

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## The SNAP-IV Teacher and Parent Rating Scale (continued)

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

*Not At All   Just A Little   Quite A Bit   Very Much*

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 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 demands are not met immediately   | _____ | _____ | _____ | _____ |
| 40. Often teases other children and interferes with their activities                                   | _____ | _____ | _____ | _____ |
| 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) | _____ | _____ | _____ | _____ |

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## The SNAP-IV Teacher and Parent Rating Scale (continued)

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Check the column which best describes this child:

*Not At All    Just A Little    Quite A Bit    Very Much*

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 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)      | _____ | _____ | _____ | _____ |

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## The SNAP-IV Teacher and Parent Rating Scale (continued)

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Check the column which best describes this child:

*Not At All   Just A Little   Quite A Bit   Very Much*

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 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                                     | _____ | _____ | _____ | _____ |

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### *Scoring Instructions for the SNAP-IV*

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

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# The SNAP-IV Teacher and Parent Rating Scale

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## *Scoring Instructions for the SNAP-IV* (continued)

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

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## Scoring Instructions for the SNAP-IV (continued)

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.

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

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 so 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.

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*Scoring Instructions for the SNAP-IV* (continued)

ACADEMIC

#81 \_\_\_\_\_

#82 \_\_\_\_\_

#83 \_\_\_\_\_

#84 \_\_\_\_\_

#85 \_\_\_\_\_

#86 \_\_\_\_\_

Total = \_\_\_\_\_

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

DEPARTMENT

#87 \_\_\_\_\_

#88 \_\_\_\_\_

#89 \_\_\_\_\_

#90 \_\_\_\_\_

= \_\_\_\_\_

= \_\_\_\_\_

Orienting (#81,#86) = \_\_\_\_\_

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

Maintaining (#82,#83) = \_\_\_\_\_

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

Directing (#84,#85) = \_\_\_\_\_

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