

SNAP-IV 26-Item Teacher and Parent Rating Scale

James M. Swanson, Ph.D., University of California, Irvine, CA 92715

Patient/Client Name: _____

Date of birth: _____

Gender: _____

Grade: _____ Type of class: _____

Class size: _____

Completed by: _____

Date: _____

Physician Name: _____

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

| | 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 fidgets with hands or feet or squirms in seat | | | | |
| 11. Often leaves seat in classroom or in other situations in which remaining seated is expected | | | | |
| 12. Often runs about or climbs excessively in situations in which it is inappropriate | | | | |
| 13. Often has difficulty playing or engaging in leisure activities quietly | | | | |
| 14. Often is "on the go" or often acts as if "driven by a motor" | | | | |
| 15. Often talks excessively | | | | |
| 16. Often blurts out answers before questions have been completed | | | | |
| 17. Often has difficulty awaiting turn | | | | |
| 18. Often interrupts or intrudes on others (e.g., butts into conversations/games) | | | | |
| 19. Often loses temper | | | | |
| 20. Often argues with adults | | | | |
| 21. Often actively defies or refuses adult requests or rules | | | | |
| 22. Often deliberately does things that annoy other people | | | | |
| 23. Often blames others for his or her mistakes or misbehaviour | | | | |
| 24. Often is touchy or easily annoyed by others | | | | |
| 25. Often is angry and resentful | | | | |
| 26. Often is spiteful or vindictive | | | | |

Scoring guide for SNAP-IV 26-Item Teacher and Parent Rating Scale

The SNAP-IV 26-item scale is an abbreviated version of the Swanson, Nolan, and Pelham (SNAP) Questionnaire (Swanson, 1992; Swanson et al., 1983). Items from the *DSM-IV* criteria for attention-deficit/hyperactivity disorder (ADHD) are included for the two subsets of symptoms: Inattention (items 1–9) and Hyperactivity/Impulsivity (items 10–18). Also, items from the *DSM-IV* criteria for oppositional defiant disorder (ODD) are included (items 19–26) because ODD is often present in children with ADHD.

Symptom severity is rated on a 4-point scale. Responses are scored as follows:

- Not at all = 0
- Just a little = 1
- Quite a bit = 2
- Very much = 3

The scores in each of the three subsets (inattention, hyperactivity/impulsivity, and opposition/defiance) are totalled. A suggested scoring guideline is below:

Questions 1 – 9: Inattention Subset

< 13/27 = Symptoms not clinically significant

13 – 17 = Mild symptoms

18 – 22 = Moderate symptoms

23 – 27 = Severe symptoms

Questions 10 – 18: Hyperactivity/Impulsivity Subset

<13/27 = Symptoms not clinically significant

13 – 17 = Mild symptoms

18 – 22 = Moderate symptoms

23 – 27 = Severe symptoms

Questions 19 – 26: Opposition/Defiance Subset

< 8/24 = Symptoms not clinically significant

8 – 13 = Mild symptoms

14 – 18 = Moderate symptoms

19 – 24 = Severe symptoms

Suggested Targets:

<13/27 for inattention

<13/27 for hyperactivity/impulsivity

<8/24 for oppositional defiant disorder

If desired, the average rating for each subset can be calculated by totalling the scores for the items in the subset and dividing by the number of items. The average can be compared with cut-off scores suggestive of ADHD reported in the literature.