

# The SWAN Rating Scale

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Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Completed by: \_\_\_\_\_ Date completed: \_\_\_\_\_ Type of class: \_\_\_\_\_ Class size: \_\_\_\_\_

Children differ in their abilities to focus attention, control activity, and inhibit impulses. For each item listed below, how does this child compare to other children of the same age? Please select the best rating based on your observations over the past month.

Compared to other children, how does this child do the following:

	Far Below	Below	Slightly Below	Average	Slightly Above	Above	Far Above
1. Give close attention to detail and avoid careless mistakes	_____	_____	_____	_____	_____	_____	_____
2. Sustain attention on tasks or play activities	_____	_____	_____	_____	_____	_____	_____
3. Listen when spoken to directly	_____	_____	_____	_____	_____	_____	_____
4. Follow through on instructions & finish school work/chores	_____	_____	_____	_____	_____	_____	_____
5. Organize tasks and activities	_____	_____	_____	_____	_____	_____	_____
6. Engage in tasks that require sustained mental effort	_____	_____	_____	_____	_____	_____	_____
7. Keep track of things necessary for activities	_____	_____	_____	_____	_____	_____	_____
8. Ignore extraneous stimuli	_____	_____	_____	_____	_____	_____	_____
9. Remember daily activities	_____	_____	_____	_____	_____	_____	_____
10. Sit still (control movement of hands/ feet or control squirming)	_____	_____	_____	_____	_____	_____	_____
11. Stay seated (when required by class rules/social conventions)	_____	_____	_____	_____	_____	_____	_____
12. Modulate motor activity (inhibit inappropriate running/climbing)	_____	_____	_____	_____	_____	_____	_____
13. Play quietly (keep noise level reasonable)	_____	_____	_____	_____	_____	_____	_____
14. Settle down and rest (control constant activity)	_____	_____	_____	_____	_____	_____	_____
15. Modulate verbal activity (control excess talking)	_____	_____	_____	_____	_____	_____	_____
16. Reflect on questions (control blurting out answers)	_____	_____	_____	_____	_____	_____	_____
17. Await turn (stand in line and take turns)	_____	_____	_____	_____	_____	_____	_____
18. Enter into conversations & games (control interrupting/intruding)	_____	_____	_____	_____	_____	_____	_____
19. Control temper	_____	_____	_____	_____	_____	_____	_____
20. Avoid arguing with adults	_____	_____	_____	_____	_____	_____	_____
21. Follow adult requests or rules (follow directions)	_____	_____	_____	_____	_____	_____	_____
22. Avoid deliberately doing things that annoy others	_____	_____	_____	_____	_____	_____	_____
23. Assume responsibility for mistakes or misbehavior	_____	_____	_____	_____	_____	_____	_____
24. Ignore annoyances of others	_____	_____	_____	_____	_____	_____	_____
25. Control anger and resentment	_____	_____	_____	_____	_____	_____	_____
26. Control spitefulness or vindictiveness	_____	_____	_____	_____	_____	_____	_____
27. Avoid quarreling	_____	_____	_____	_____	_____	_____	_____
28. Remain focused on task (does not stare into space or daydream)	_____	_____	_____	_____	_____	_____	_____
29. Maintains appropriate energy level (is not sluggish or drowsy)	_____	_____	_____	_____	_____	_____	_____
30. Engage in goal directed activity (is not apathetic or unmotivated)	_____	_____	_____	_____	_____	_____	_____

For each item, 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				