

## Swanson, Nolan and Pelham Questionnaire (SNAP)

### Overview

The SNAP Rating Scale, based on DSM-5 criteria for ADHD, is psychometrically sound, easily accessible and simple to interpret. This comprehensive (90 item) ADHD rating scale effectively discriminates between children with and without ADHD, and accurately predicts presentation specifiers (inattention, hyperactivity/impulsivity and combined). The SNAP is particularly helpful in making a differential diagnosis and includes items to gauge other DSM-5 disorders.

The psychometric properties and clinical utility of the SNAP have been demonstrated in multiple studies since its introduction in 2001. Response to treatment and direct classroom observations has established the validity of SNAP, and it was used as the primary outcome measure in the Multimodality Treatment Study of ADHD.<sup>1</sup> The SNAP has been found to be reliable and well validated with normative data available from parents (N = 1,613) and teachers (N = 1,205).<sup>2</sup>

- DSM-5 Criteria for Inattention and Hyperactivity/Impulsivity Symptoms
- DSM-5 Criteria for ODD
- 90 Items Including DSM Screen for Numerous Disorders
- Normative Data used to Provide a Single Score for Each Informant
- DefiniPoint Integrates Multi-informant Scores to Provide Single Result

### Classroom Impairment

The SNAP includes the 10 items of the Swanson, Kotkin, Agler, MyInn, and Pelham (SKAMP) Rating Scale to gauge severity of impairment in the classroom. 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).<sup>3</sup>

### Differential Diagnosis

Since Oppositional Defiant Disorder is often present in children with ADHD, the SNAP includes DSM-5 criteria for ODD. Because it measures inattention/overactivity separately from aggression/defiance, the SNAP is able to distinguish these two related behaviors. The SNAP also measures the general index of childhood problems.

Several other DSM-5 disorders may overlap with or masquerade as symptoms of ADHD. These may be comorbid disorders, but the presence of one or more of these disorders may exclude a diagnosis of ADHD. The SNAP is not designed to be used in the formal process of diagnosing these non-ADHD disorders, but if symptoms of the SNAP receive a high ("Quite A Bit" or "Very Much") rating, then an assessment of the implicated disorders may be warranted.

- Conduct Disorder (4 items)
- Intermittent Explosive Disorder (1 item)
- Stereotypic Movement Disorder (1 item)
- Obsessive-Compulsive Disorder (2 items)
- Generalized Anxiety Disorder (6 items)
- Narcolepsy (1 item)
- Adjustment Disorder (2 items)
- Histrionic Personality Disorder (1 item)
- Narcissistic Personality Disorder (1 item)
- Borderline Personality Disorder (1 item)
- Manic Episode (5 items)
- Dysthymic Disorder (3 items)
- Posttraumatic Stress Disorder (2 items)

<sup>1</sup> Swanson JM, Kraemer HC, Hinshaw SP, Arnold LE, Conners CK, Abikoff HB, Clevenger W, Davies M, Elliott GR, Greenhill LL, Hechtman L, Hoza B, Jensen PS, March JS, Newcorn JH, Owens EB, Pelham WE, Schiller E, Severe JB, Simpson S, Vitiello B, Wells K, Wigal T, Wu M. Clinical relevance of the primary findings of the MTA: success rates based on severity of ADHD and ODD symptoms at the end of treatment. *J Am Acad Child Adolesc Psychiatry*. 2001 Feb;40(2):168-79.

<sup>2</sup> Bussing R, Fernandez M, Harwood M, Wei Hou, Garvan CW, Eyberg SM, Swanson JM. Parent and teacher SNAP-IV ratings of attention deficit hyperactivity disorder symptoms: psychometric properties and normative ratings from a school district sample. *Assessment*. 2008 Sep;15(3):317-28. Epub 2008 Feb 29.

<sup>3</sup> Wigal SB, Gupta S, Guinta D, Swanson JM. Reliability and validity of the SKAMP rating scale in a laboratory school setting. *Psychopharmacol Bull*. 1998;34(1):47-53.

**The SNAP Teacher and Parent Rating Scale**

**James M. Swanson, Ph.D.**

0 to 3 rating scale: Not at All = 0, Just A Little = 1, Quite A Bit = 2, and Very Much = 3

<b>Number</b>	<b>Question</b>
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

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| 39 | Often easily frustrated if demand 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) |
| 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  |
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| <b>82</b> | Has difficulty staying on task for an entire classroom period           |
| <b>83</b> | Has problems in completion of work on classroom assignments             |
| <b>84</b> | Has problems in accuracy or neatness of written work in the classroom   |
| <b>85</b> | Has difficulty attending to a group classroom activity or discussion    |
| <b>86</b> | Has difficulty making transitions to the next topic or classroom period |
| <b>87</b> | Has problems in interactions with peers in the classroom                |
| <b>88</b> | Has problems in interactions with staff (teacher or aide)               |
| <b>89</b> | Has difficulty remaining quiet according to classroom rules             |
| <b>90</b> | Has difficulty staying seated according to classroom rules              |
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