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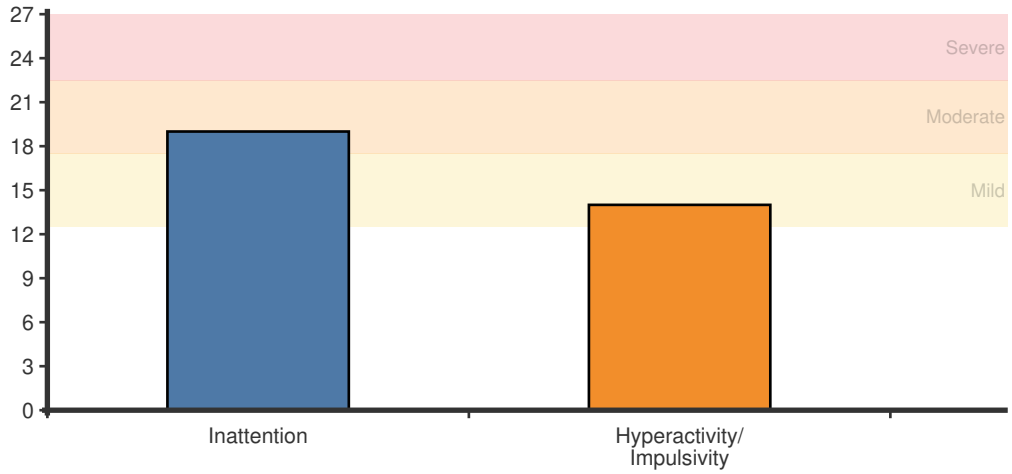
Swanson, Nolan and Pelham Rating Scale (SNAP-IV)

Client Name	Generic Client (Parent)	*Date administered*	14 Jan 2026
Date of birth (age)	1 Jan 2016 (10)	*Time taken*	2 min 38s
Assessor	Dr Simon Baker		

Results

	Score (0-27)	Average (0-3)	Percentile	Descriptor
Inattention	19	2.1	97.8	Moderate
Hyperactivity/Impulsivity	14	1.6	92	Mild

SNAP-IV Inattention and Hyperactivity/Impulsivity Scores



Interpretation

The Swanson, Nolan and Pelham Rating Scale (SNAP-IV) was completed by the young person's parent/guardian on 14 January 2026.

The subscale scores indicate that the young person is experiencing significant difficulties with both Inattention and Hyperactivity/Impulsivity.

The young person's score on the **Inattention** subscale indicates **Moderate** difficulties associated with the executive functions or skills that enable them to pay sustained attention to what is most important. Their Inattention subscale score is on the 97.8th percentile when compared to a community sample of school children. Inattention is related to executive functions and skills such as working memory, initiating tasks, staying on task, time management, and emotional control. These challenges can impact daily functioning and academic performance. They may have difficulty remembering or prioritising things, overlook details, or become easily distracted. The items with the highest ratings were:
- 1. Often fails to give close attention to details or makes careless mistakes in schoolwork or tasks (Very Much)
- 2. Often has difficulty sustaining attention in tasks or play activities (Very Much)
- 5. Often has difficulty organizing tasks and activities (Very Much)
- 3. Often does not seem to listen when spoken to directly (Quite A Bit)
- 4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties

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(Quite A Bit)

The young person's score on the **Hyperactivity/Impulsivity** subscale indicates **Mild** difficulties characterised by a sense of restlessness, fidgeting, and a tendency to act quickly before fully considering consequences. Their Hyperactivity/Impulsivity subscale score is on the 92nd percentile when compared to a community sample of school children. Hyperactivity and Impulsivity are related to difficulties with executive functions or skills such as behavioural and emotional regulation. These difficulties can lead to challenges in structured environments like classrooms as well as in social interactions. Individuals may appear excessively excited, impatient, or disruptive, which can affect their performance in various aspects of life. The items with the highest ratings were:
- 10. Often fidgets with hands or feet or squirms in seat (Very Much)
- 14. Often is “on the go” or often acts as if “driven by a motor” (Very Much)
- 17. Often has difficulty awaiting turn (Quite A Bit)
- 11. Often leaves seat in classroom or in other situations in which remaining seated is expected (Just A Little)
- 12. Often runs about or climbs excessively in situations in which it is inappropriate (Just A Little)

Scoring and Interpretation Information

For comprehensive information on the SNAP-IV, see here.

The SNAP-IV consists of 18 items based on DSM criteria for ADHD, divided into two subscales:

- Inattention (Items 1-9)

- Hyperactivity/Impulsivity (Items 10-18)

Each item is rated on a 4-point scale (0 to 3), ranging from Not At All to Very Much. Subscale scores range between 0 and 27, with higher scores indicating greater symptom severity.

The scoring approach uses scoring guidelines recommended by the Canadian ADHD Resource Alliance (CADDRA) and Canadian Collaborative Mental Health Care Initiative to classify the severity of the young person’s subscale scores:

- Symptoms not clinically significant: raw score of 0 to 12 (average score of 0 to 1.3)

- Mild symptoms: raw score of 13 to 17 (average score of 1.4 to 1.9)

- Moderate symptoms: raw score of 18 to 22 (average score of 2 to 2.4)

- Severe symptoms: raw score of 23 to 27 (average score of 2.6 to 3)

The average score for each subscale is calculated by dividing the subscale score by the number of items in the subscale. The average subscale scores are expressed as percentiles based on normative data for a community sample of school children aged 5 to 11 years (Bussing et al., 2008). These percentiles are informant-specific, derived from either parent- or teacher-rated SNAP-IV data. When the informant type is “Other” or unknown, percentiles derived from parent-rated SNAP-IV data are used. The percentiles contextualise the young person’s scores relative

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to the typical scores of young people in the community. Note that the percentiles may be less applicable when assessing adolescents, as the normative sample did not include young people over the age of 11 years.

The SNAP-IV can be used by an appropriately trained professional, such as a psychologist or paediatrician, for initial screening for ADHD before or as part of comprehensive assessment. The SNAP-IV alone is not sufficient to establish a diagnosis.

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Client Responses

Inattention

		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	0	1	2	**3**
2	Often has difficulty sustaining attention in tasks or play activities	0	1	2	**3**
3	Often does not seem to listen when spoken to directly	0	1	**2**	3
4	Often does not follow through on instructions and fails to finish schoolwork, chores, or duties	0	1	**2**	3
5	Often has difficulty organizing tasks and activities	0	1	2	**3**
6	Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort	0	**1**	2	3
7	Often loses things necessary for activities (e.g., toys, school assignments, pencils, or books)	0	1	**2**	3
8	Often is distracted by extraneous stimuli	0	1	**2**	3
9	Often is forgetful in daily activities	0	**1**	2	3

Hyperactivity/Impulsivity

		Not At All	Just A Little	Quite A Bit	Very Much
10	Often fidgets with hands or feet or squirms in seat	0	1	2	**3**
11	Often leaves seat in classroom or in other situations in which remaining seated is expected	0	**1**	2	3
12	Often runs about or climbs excessively in situations in which it is inappropriate	0	**1**	2	3
13	Often has difficulty playing or engaging in leisure activities quietly	0	**1**	2	3
14	Often is “on the go” or often acts as if “driven by a motor”	0	1	2	**3**
15	Often talks excessively	0	**1**	2	3
16	Often blurts out answers before questions have been completed	0	**1**	2	3

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Client Responses (cont.)

		Not At All	Just A Little	Quite A Bit	Very Much
17	Often has difficulty awaiting turn	**0**	**1**	**2**	**3**
18	Often interrupts or intrudes on others (e.g., butts into conversations/games)	**0**	**1**	**2**	**3**

Informant

		Parent/Guardian	Teacher	Other
19	Who is completing this questionnaire?	**1**	**2**	**3**