

The SWAN Rating Scale

Child's name: _____ **Gender:** M F
Date of Birth (M/D/Y): ____ / ____ / ____ **Age:** ____ **Grade:** ____
Completed by: _____ **Today's date (M/D/Y):** ____ / ____ / ____
Relationship to Child (e.g. Parent, Teacher): _____

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. **NOTE: this questionnaire has 2 sides, please turn over**

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 and play activities | | | | | | | |
| 3. Listen when spoken to directly | | | | | | | |
| 4. Follow through on instructions and finish schoolwork/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 movements 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) | | | | | | | |

| | Far Below | Below | Slightly Below | Average | Slightly Above | Above | Far Above |
|--|----------------------|--------------|---------------------------|----------------|---------------------------|--------------|----------------------|
| 14. Settle down and rest (control constant activity) | | | | | | | |
| 15. Modulate motor 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 and games (control interrupting/ intruding) | | | | | | | |
| 19. Control temper | | | | | | | |
| 20. Avoid arguing with adults | | | | | | | |
| 21. Follow adult requests or rules (follow instructions) | | | | | | | |
| 22. Avoid deliberately doing things that annoy others | | | | | | | |
| 23. Assume responsibility for mistakes or misbehaviour | | | | | | | |
| 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/ daydream) | | | | | | | |
| 29. Maintains appropriate energy level (is not sluggish or drowsy) | | | | | | | |
| 30. Engage in goal directed activity (is not apathetic or unmotivated) | | | | | | | |