



# CONNERS

Comprehensive Behavior  
Rating Scales™

By C. Keith Conners, Ph.D.

## Conners CBRS Comparative Report

**Child's Name/ID: Monty B**

Gender: Male  
Birth Date: September 15, 2000  
Normative Option: Gender-specific norms  
DSM Scoring Option: DSM-5  
Report Options: The following features were included in this report: Standard Error of Measurement, Percentiles.

	Parent	Teacher 1	Teacher 2
<b>Child's Name/ID:</b>	Monty B	Monty B	Monty B
<b>Administration Date:</b>	Nov 11, 2006	Nov 10, 2006	Mar 10, 2007
<b>Age:</b>	6 years	6 years	6 years
<b>Grade:</b>	Kindergarten	Kindergarten	Kindergarten
<b>Rater Name/ID:</b>	Mrs. B (Grandmother)	Mrs. Jones	Mrs. Jones
<b>Assessor Name:</b>			
<b>Data Entered By:</b>	Jane	Jane	Jane

This Comparative Report is intended for use by qualified assessors only, and is not to be shown or presented to the respondent or any other unqualified individuals.



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ver. 1.2

## Summary of Results

### Response Style Analysis

Scores on the Validity scales do not indicate a positive, negative, or inconsistent response style for 3 raters (Parent, Teacher 1, Teacher 2).

### Summary of Elevated Scores

The following section summarizes areas of concern for Monty B based on ratings on the Conners CBRS. Note that areas that are not a concern are not reported in this summary.

#### Conners CBRS Content Scales

- **Defiant/Aggressive Behaviors:** The *T*-scores were very elevated for 3 raters (Parent = 90, Teacher 1 = 90, Teacher 2 = 83).
- **Hyperactivity/Impulsivity (Parent form only), Hyperactivity (Teacher form only):** The *T*-score was very elevated for 1 rater (Teacher 2 = 72). The *T*-score was elevated for 1 rater (Teacher 1 = 67).
- **Violence Potential Indicator:** The *T*-scores were very elevated for 2 raters (Parent = 70, Teacher 1 = 73). The *T*-score was elevated for 1 rater (Teacher 2 = 68).
- **Physical Symptoms:** The *T*-score was very elevated for 1 rater (Teacher 2 = 70).

#### DSM-5 Symptom Scales

- **ADHD Predominantly Hyperactive-Impulsive Presentation:** The Symptom Count was probably met for 1 rater (Teacher 1). The *T*-scores were elevated for 2 raters (Teacher 1 = 66, Teacher 2 = 66).
- **Conduct Disorder:** The Symptom Counts were probably met for 3 raters (Parent, Teacher 1, Teacher 2). The *T*-scores were very elevated for 3 raters (Parent = 77, Teacher 1 = 81, Teacher 2 = 81).
- **Oppositional Defiant Disorder:** The Symptom Counts were probably met for 3 raters (Parent, Teacher 1, Teacher 2). The *T*-scores were very elevated for 3 raters (Parent = 90, Teacher 1 = 90, Teacher 2 = 81).
- **Separation Anxiety Disorder:** The Symptom Count was probably met for 1 rater (Teacher 2). The *T*-score was very elevated for 1 rater (Teacher 2 = 79).

#### Impairment

Monty B's problems seriously affect his functioning in the **Academic** setting:

- often (rating = 2), according to 2 raters (Teacher 1, Teacher 2).
- very frequently (rating = 3), according to 1 rater (Parent).

Monty B's problems seriously affect his functioning in the **Social** setting:

- often (rating = 2), according to 2 raters (Parent, Teacher 2).
- very frequently (rating = 3), according to 1 rater (Teacher 1).

Monty B's problems seriously affect his functioning in the **Home** setting:

- often (rating = 2), according to 1 rater (Parent).

#### Conners Clinical Index

According to ratings on the **Conners Clinical Index**, a clinical classification is:

- indicated for 3 raters (Probability (%): Parent = 73, Teacher 1 = 68, Teacher 2 = 68)

## Other Clinical Indicators

Follow-up is recommended/suggested for the following issues:

- **Bullying Perpetration** for 2 raters (Parent = 1, Teacher 1 = 1).
- **Bullying Victimization** for 1 rater (Parent = 1).
- **Enuresis/Encopresis** for 2 raters (Teacher 1 = 1, Teacher 2 = 1).

## Critical Items

According to ratings on the **Self-Harm Critical Items**, immediate attention is required for the following issues:

- **Suicide ideation, plan or attempt** for 1 rater (Teacher 2 = 1).
- **Thoughts of death and dying** for 1 rater (Teacher 2 = 1).
- **Helplessness** for 1 rater (Teacher 2 = 2).

According to ratings on the **Severe Conduct Critical Items**, immediate attention is required for the following issues:

- **Carries a weapon** for 2 raters (Teacher 1 = 3, Teacher 2 = 2).
- **Confrontational stealing** for 1 rater (Teacher 2 = 2).
- **Breaking and entering** for 1 rater (Teacher 2 = 1).
- **Disregard for others' rights** for 1 rater (Teacher 2 = 1).

## Conners CBRS Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following areas:

- **Autism** for 2 raters (Parent, Teacher 1).
- **Developmental Delay-Communication** for 2 raters (Parent, Teacher 1).
- **Developmental Delay-Emotional** for 3 raters (Parent, Teacher 1, Teacher 2).
- **Developmental Delay-Social** for 3 raters (Parent, Teacher 1, Teacher 2).
- **Emotional Disturbance** for 3 raters (Parent, Teacher 1, Teacher 2).
- **Other Health Impairment** for 2 raters (Teacher 1, Teacher 2).
- **Speech or Language Impairment** for 2 raters (Parent, Teacher 1).

## Cautionary Remark

This Summary of Results section only provides information about areas that are a concern. Please refer to the remainder of the Comparative Report for further information regarding areas that are not elevated or could not be scored due to omitted items.

## Introduction

The Conners Comprehensive Behavior Rating Scales (Conners CBRS) is an assessment tool used to obtain observations about the youth's behavior from multiple perspectives. This instrument is helpful when information regarding a number of childhood disorders and problem behaviors is required. When used in combination with other information, results from the Conners CBRS can provide valuable information to guide assessment decisions. This report combines the results of up to five raters to provide an overview of the child's behavior from a multi-rater perspective, and highlights potentially important inter-rater differences in scores. Please note that this Comparative report is intended to provide an overview of similarities and differences in scores across raters. For detailed information about any given administration, please refer to the *Conners CBRS Assessment reports*.

This computerized report is an interpretive aid and should not be given to clients or used as the sole criterion for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, as well as from interviews and discussions with the child, will give the assessor or service provider a more comprehensive view of the child than might be obtained from any one source.

**Note:** For all tables and graphs, P = Parent, T = Teacher.

## Response Style Analysis

The following table provides each rater's scores (including the raw score and guideline) for the three Validity scales.

Validity Scale	Raw Score (Guideline)		
	P	T1	T2
<b>Positive Impression</b>	1 (positive response style not indicated)	0 (positive response style not indicated)	0 (positive response style not indicated)
<b>Negative Impression</b>	0 (negative response style not indicated)	2 (negative response style not indicated)	2 (negative response style not indicated)
<b>Inconsistency Index</b>	3 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	5 Differentials $\geq 2 = 1$ (inconsistent response style not indicated)	8 Differentials $\geq 2 = 1$ (inconsistent response style not indicated)

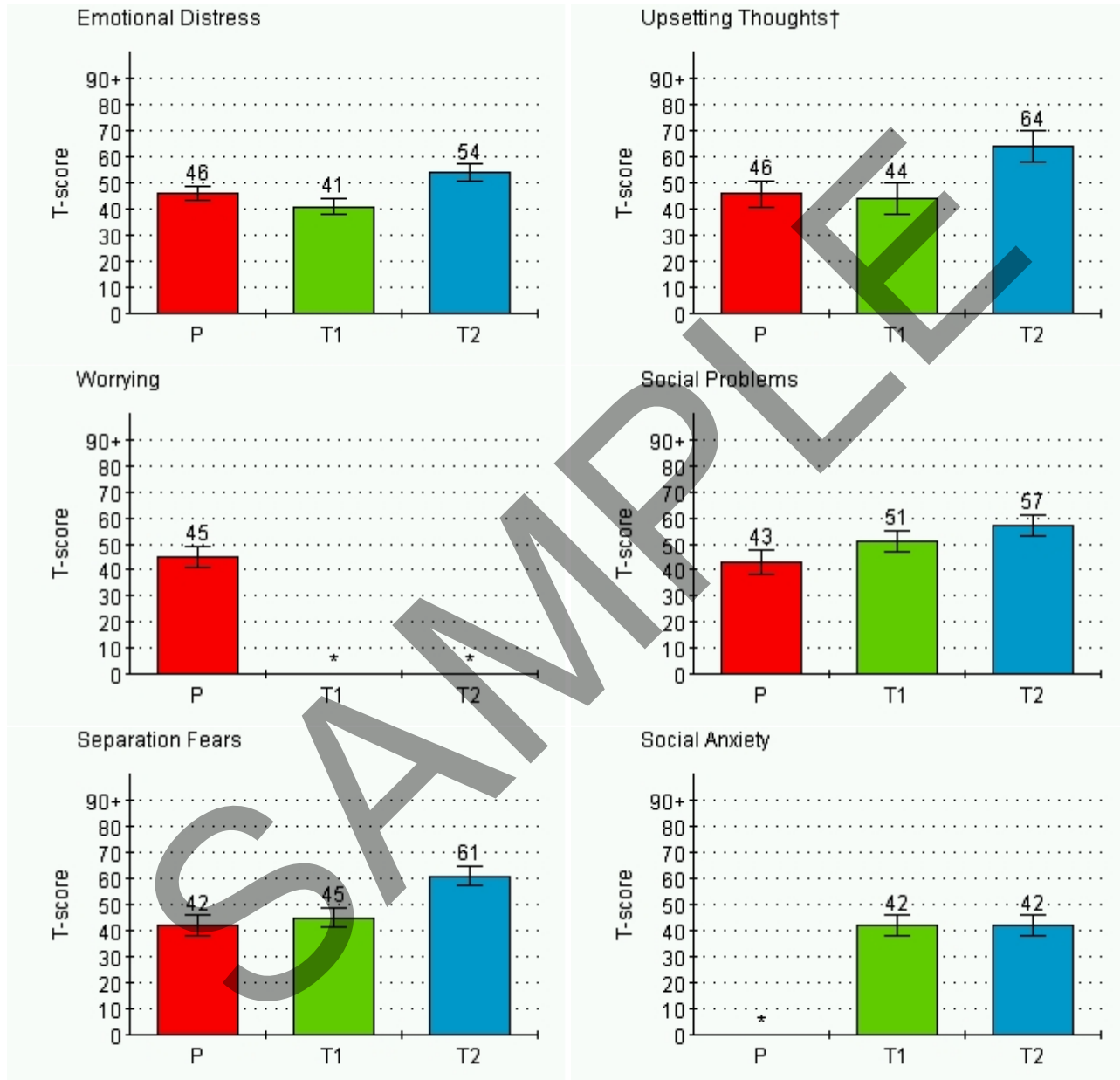
## T-score Guidelines

The guidelines in the following table apply to all T-scores presented in this report. See the *Conners CBRS Manual* for more information.

T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer concerns than are typically reported)

## Conners CBRS Content Scale T-Scores: Comparison across Raters

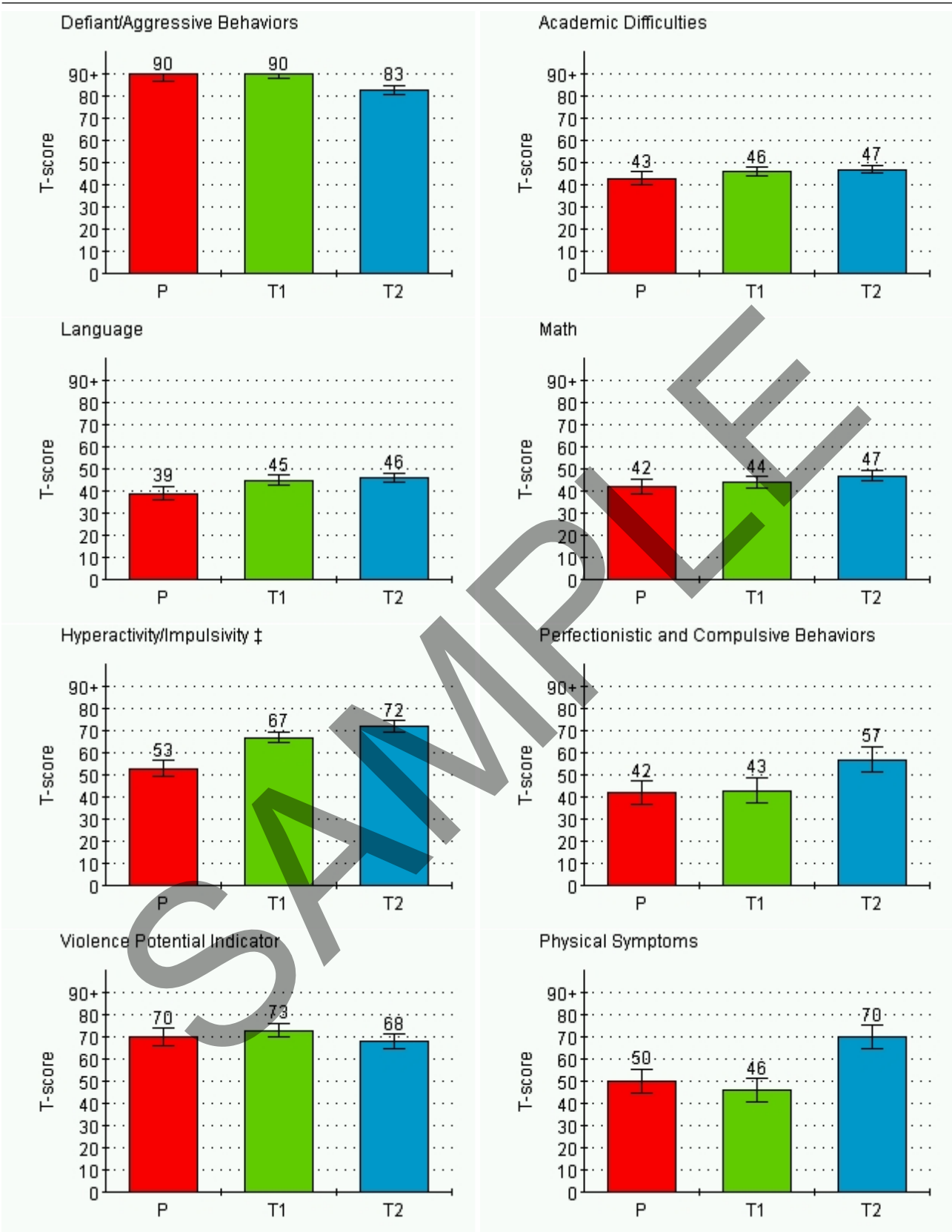
The following graphs display the T-score results for each of the Conners CBRS Content scales. The error bars on each bar represent Standard Error of Measurement (SEM) for each scale score. For information on SEM, see the *Conners CBRS Manual*.



**Legend:**

\*No comparable scale

† Upsetting Thoughts/Physical Symptoms on the Teacher form.



**Legend:**  
 ‡ Hyperactivity on the Teacher form.

## Conners CBRS Content Scale Detailed Scores: Comparison across Raters

The following table summarizes the results for each scale, as well as any statistically significant ( $p < .10$ ) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	<i>T</i> -score $\pm$ SEM (percentile) Guideline			Statistically Significant Differences
	P	T1	T2	
Emotional Distress	46 $\pm$ 2.8 (46) Average	41 $\pm$ 3.2 (8) Average	54 $\pm$ 3.2 (74) Average	T2 > P; T2 > T1
Upsetting Thoughts <sup>1,2</sup>	46 $\pm$ 5.0 (40) Average	44 $\pm$ 5.7 (31) Average	64 $\pm$ 5.7 (91) High Average	T2 > P; T2 > T1
Worrying <sup>1</sup>	45 $\pm$ 4.2 (45) Average	-	-	Comparison not possible
Social Problems <sup>1</sup>	43 $\pm$ 4.7 (23) Average	51 $\pm$ 4.3 (58) Average	57 $\pm$ 4.3 (73) Average	T2 > P
Separation Fears <sup>3</sup>	42 $\pm$ 3.8 (17) Average	45 $\pm$ 3.7 (36) Average	61 $\pm$ 3.7 (89) High Average	T2 > T1; T2 > P
Social Anxiety <sup>3</sup>	-	42 $\pm$ 4.0 (20) Average	42 $\pm$ 4.0 (20) Average	No significant difference
Defiant/Aggressive Behaviors	90 $\pm$ 3.4 (98) Very Elevated	90 $\pm$ 2.0 (98) Very Elevated	83 $\pm$ 2.0 (96) Very Elevated	P > T2; T1 > T2
Academic Difficulties	43 $\pm$ 2.7 (27) Average	46 $\pm$ 1.9 (36) Average	47 $\pm$ 1.9 (41) Average	No significant differences
Language <sup>4</sup>	39 $\pm$ 3.3 (4) Low	45 $\pm$ 2.3 (36) Average	46 $\pm$ 2.3 (39) Average	T2 > P
Math <sup>4</sup>	42 $\pm$ 3.4 (23) Average	44 $\pm$ 2.4 (37) Average	47 $\pm$ 2.4 (48) Average	No significant differences
Hyperactivity/Impulsivity <sup>5</sup>	53 $\pm$ 3.4 (65) Average	67 $\pm$ 2.6 (76) Elevated	72 $\pm$ 2.6 (81) Very Elevated	T2 > P; T1 > P
Perfectionistic and Compulsive Behaviors	42 $\pm$ 5.2 (17) Average	43 $\pm$ 5.8 (25) Average	57 $\pm$ 5.8 (78) Average	T2 > T1; T2 > P
Violence Potential Indicator	70 $\pm$ 3.7 (98) Very Elevated	73 $\pm$ 3.3 (96) Very Elevated	68 $\pm$ 3.3 (93) Elevated	No significant differences
Physical Symptoms	50 $\pm$ 5.4 (57) Average	46 $\pm$ 5.3 (41) Average	70 $\pm$ 5.3 (91) Very Elevated	T2 > P; T2 > T1

**Note(s):**

SEM = Standard Error of Measurement.

<sup>1</sup>Subscale of Emotional Distress on the Parent form.

<sup>2</sup>Upsetting Thoughts/Physical Symptoms, subscale of Emotional Distress on the Teacher form.

<sup>3</sup>Subscale of Emotional Distress on the Teacher form.

<sup>4</sup>Subscale of Academic Difficulties on the Parent and Teacher forms.

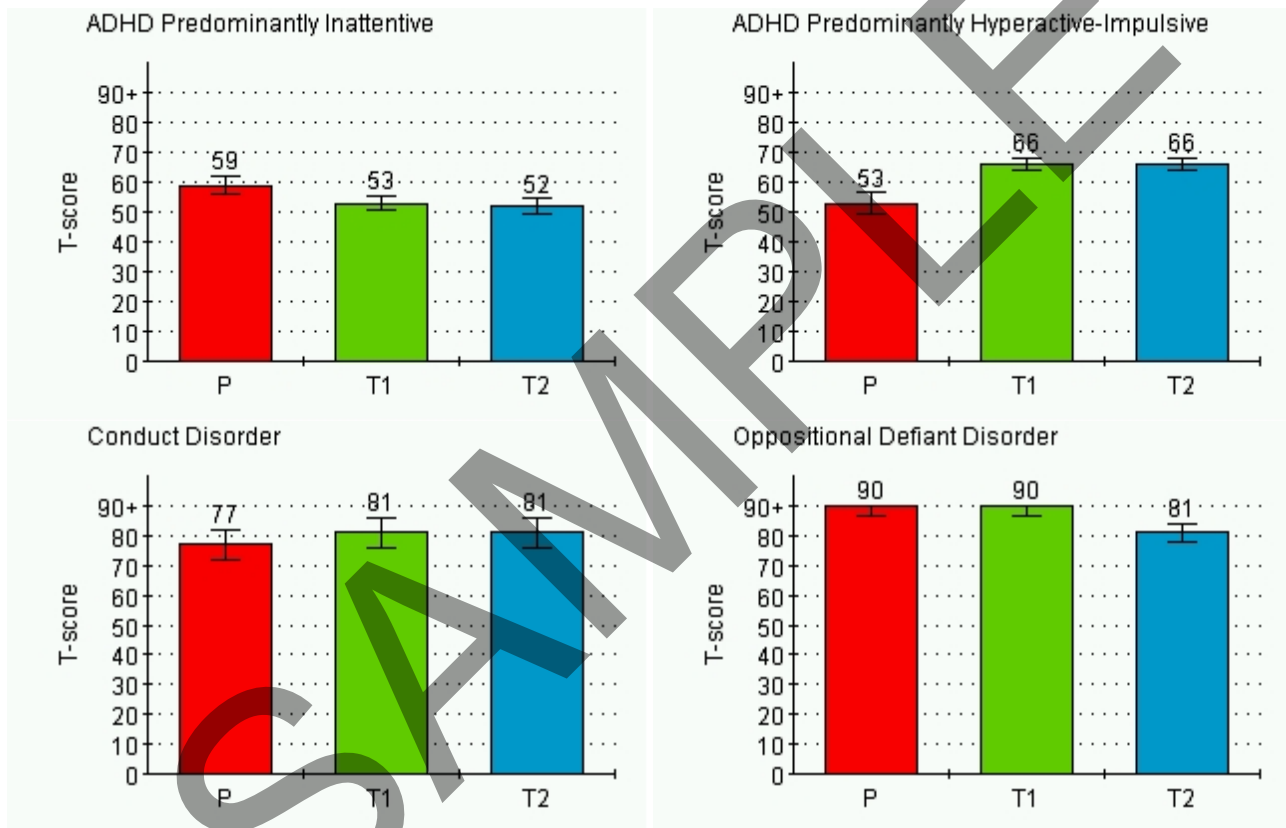
<sup>5</sup>Hyperactivity on the Teacher form.

## DSM-5 Symptom Scales

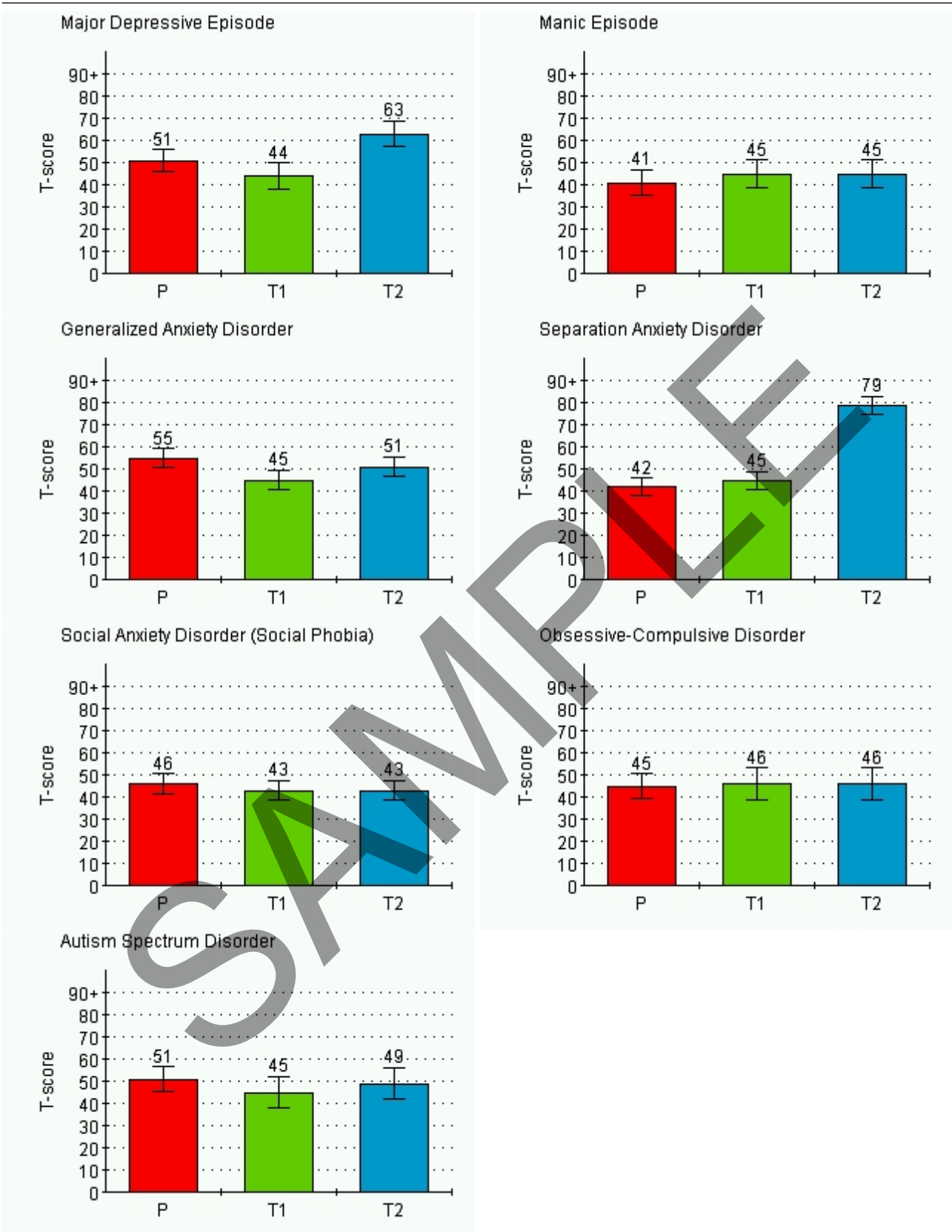
This section provides a comparison of DSM-5 Symptom Scales across raters. The Conners CBRS provides information relevant to the DSM-5 diagnoses from two different perspectives: absolute (Symptom Count) and relative (*T*-scores). Results of the DSM-5 Symptom Counts can contribute to consideration of whether a particular DSM-5 diagnosis might be appropriate. A *T*-score for each DSM-5 diagnosis facilitates comparison of this individual's symptoms with his or her peers. At times there may be discrepancies between Symptom Count and *T*-score for a given diagnosis. This is to be expected, given that they are based on different metrics (i.e., absolute versus relative). See the *Conners CBRS Manual* for information on interpreting discrepancies.

### ***T*-scores: Comparison across Raters**

The following graphs display the *T*-score results for the DSM-5 Symptom scales.







## Detailed Scores: Comparison across Raters

The following table summarizes the results for each DSM-5 Symptom scale, as well as any statistically significant ( $p < .10$ ) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	T-score ± SEM (percentile) Guideline			Statistically Significant Differences
	P	T1	T2	
ADHD Predominantly Inattentive Presentation	59 ± 3.3 (84) Average	53 ± 2.5 (66) Average	52 ± 2.5 (65) Average	P > T2
ADHD Predominantly Hyperactive- Impulsive Presentation	53 ± 3.4 (65) Average	66 ± 2.3 (80) Elevated	66 ± 2.3 (80) Elevated	T1 > P; T2 > P
Conduct Disorder	77 ± 5.0 (98) Very Elevated	81 ± 5.2 (98) Very Elevated	81 ± 5.2 (98) Very Elevated	No significant differences
Oppositional Defiant Disorder	90 ± 3.3 (98) Very Elevated	90 ± 3.2 (97) Very Elevated	81 ± 3.2 (94) Very Elevated	P > T2; T1 > T2
Major Depressive Episode	51 ± 5.0 (69) Average	44 ± 5.9 (26) Average	63 ± 5.9 (90) High Average	T2 > T1
Manic Episode	41 ± 5.7 (14) Average	45 ± 6.1 (45) Average	45 ± 6.1 (45) Average	No significant differences
Generalized Anxiety Disorder	55 ± 4.3 (75) Average	45 ± 4.6 (44) Average	51 ± 4.6 (56) Average	No significant differences
Separation Anxiety Disorder	42 ± 3.9 (16) Average	45 ± 4.0 (36) Average	79 ± 4.0 (97) Very Elevated	T2 > T1; T2 > P
Social Anxiety Disorder (Social Phobia)	46 ± 4.4 (48) Average	43 ± 4.6 (18) Average	43 ± 4.6 (18) Average	No significant differences
Obsessive- Compulsive Disorder	45 ± 5.4 (40) Average	46 ± 7.2 (43) Average	46 ± 7.2 (43) Average	No significant differences
Autism Spectrum Disorder	51 ± 5.4 (67) Average	45 ± 7.3 (29) Average	49 ± 7.3 (52) Average	No significant differences

**Note(s):**

SEM = Standard Error of Measurement.

## DSM-5 Total Symptom Counts: Comparison of Symptom Count Status across Raters

The following table displays the Symptom Count status as indicated by the Conners CBRS Total Symptom Count. A checkmark indicates that the Symptom Count was *probably met*.

Scale	DSM-5 Symptom Count Requirements	Symptom Count Probably Met		
		P	T1	T2
<b>ADHD Predominantly Inattentive Presentation (ADHD In)</b>	At least 6 out of 9 symptoms			
<b>ADHD Predominantly Hyperactive-Impulsive Presentation (ADHD Hyp-Imp)</b>	At least 6 out of 9 symptoms		✓	
<b>ADHD Combined Presentation</b>	Criteria must be met for both ADHD In and ADHD Hyp-Imp			
<b>Conduct Disorder<sup>‡</sup></b>	At least 3 out of 15 symptoms	✓	✓	✓
<b>Oppositional Defiant Disorder</b>	At least 4 out of 8 symptoms	✓	✓	✓
<b>Major Depressive Episode</b>	At least 5 out of 9 symptoms including A1 or A2			
<b>Manic Episode<sup>‡</sup></b>	Criterion A Elevated Mood and Increased Goal-Directed Activity or Energy and at least 3 out of 7 Criterion B symptoms -or- Criterion A Irritable Mood and Increased Goal-Directed Activity or Energy and at least 4 out of 7 Criterion B symptoms			
<b>Generalized Anxiety Disorder<sup>†</sup></b>	Criteria A and B; At least 1 out of 6 Criterion C symptoms			
<b>Separation Anxiety Disorder<sup>‡</sup></b>	At least 3 out of 8 symptoms			✓
<b>Social Anxiety Disorder (Social Phobia)</b>	Criteria A, B, C, and D			
<b>Obsessive-Compulsive Disorder</b>	Both Obsessions symptoms -or- Both Compulsions symptoms			
<b>Autism Spectrum Disorder<sup>‡</sup></b>	Criterion A At least 2 out of 4 Criterion B symptoms			

<sup>†</sup>The Conners CBRS Symptom Count for Generalized Anxiety Disorder is based on the DSM-5 criteria for children.

<sup>‡</sup>Some criteria from these scales are not assessed on the Conners CBRS (see the individual DSM-5 Symptom Tables in the Conners CBRS Assessment Reports for more information).

## DSM-5 Total Symptom Counts: Count Comparison across Raters

The following table displays the DSM-5 Symptom Counts as indicated by the Conners CBRS. **Bolded text** indicates that the Symptom Count requirements were *probably met*.

Scale	Symptom Count as indicated by Conners CBRS		
	P	T1	T2
<b>ADHD Inattentive</b>	1	3	3
<b>ADHD Hyp-Imp</b>	1	<b>6</b>	4
<b>ADHD Combined Presentation</b>	ADHD In: 1 ADHD Hyp-Imp: 1	ADHD In: 3 ADHD Hyp-Imp: 6	ADHD In: 3 ADHD Hyp-Imp: 4
<b>Conduct Disorder<sup>‡</sup></b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Oppositional Defiant Disorder</b>	<b>6</b>	<b>7</b>	<b>6</b>
<b>Major Depressive Episode (MDE)</b>	0 (A1: not included; A2: not included)	0 (A1: not included; A2: not included)	3 (A1: included; A2: not included)
<b>Manic Episode (ME)<sup>‡</sup></b>	A: Elevated mood Not Indicated; Irritable mood Not Indicated; Increased goal-directed activity Not Indicated B: 0	A: Elevated mood Not Indicated; Irritable mood Not Indicated; Increased goal-directed activity Not Indicated B: 1	A: Elevated mood Not Indicated; Irritable mood Not Indicated; Increased goal-directed activity Not Indicated B: 1
<b>Generalized Anxiety Disorder<sup>†</sup></b>	A: Not Indicated B: Not Indicated C: 1	A: Not Indicated B: Not Indicated C: 2	A: Not Indicated B: May be Indicated C: 2
<b>Separation Anxiety Disorder<sup>‡</sup></b>	0	0	<b>3</b>
<b>Social Anxiety Disorder (Social Phobia)</b>	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated
<b>Obsessive-Compulsive Disorder</b>	Obsessions: 0 Compulsions: 0	Obsessions: 0 Compulsions: 0	Obsessions: 0 Compulsions: 0
<b>Autism Spectrum Disorder<sup>‡</sup></b>	A: Not Met B: 0	A: Not Met B: 0	A: Not Met B: 0

<sup>†</sup>The Conners CBRS Symptom Count for Generalized Anxiety Disorder is based on the DSM-5 criteria for children.

<sup>‡</sup>Some criteria from these scales are not assessed on the Conners CBRS (see the individual DSM-5 Symptom Tables in the Conners CBRS Assessment Reports for more information).

## DSM-5 Symptom Tables: Comparison across Raters

The following tables display the status of specific DSM-5 criteria as indicated by the Conners CBRS.

### DSM-5 ADHD Predominantly Inattentive Presentation

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
A1a.	12	5	Not Indicated	Indicated	Indicated
A1b.	136	44	Not Indicated	Not Indicated	Not Indicated
A1c.	86	117	Indicated	Indicated	Not Indicated
A1d.	65 and 8	109 and 20	Not Indicated	Not Indicated	Not Indicated
A1e.	23	50	Not Indicated	Indicated	Indicated
A1f.	83	42	Not Indicated	Not Indicated	May be Indicated
A1g.	96	82	Not Indicated	Not Indicated	Not Indicated
A1h.	154	60	Not Indicated	Not Indicated	Not Indicated
A1i.	1	151	Not Indicated	Not Indicated	Not Indicated

### DSM-5 ADHD Predominantly Hyperactive-Impulsive Presentation

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
<b>Hyperactivity</b>					
A2a.	117	86	Not Indicated	Not Indicated	Not Indicated
A2b.	28	112	Not Indicated	Not Indicated	Not Indicated
A2c.	32 or 89	51 or 139	May be Indicated	May be Indicated	May be Indicated
A2d.	148	10	Not Indicated	Indicated	Indicated
A2e.	180 or 16	6 or 49	Not Indicated	May be Indicated	Indicated
A2f.	104	164	Not Indicated	Indicated	Indicated
<b>Impulsivity</b>					
A2g.	19	33	Not Indicated	Not Indicated	Not Indicated
A2h.	99	185	Not Indicated	Indicated	Not Indicated
A2i.	169	145	Not Indicated	Indicated	Not Indicated

### DSM-5 ADHD Combined Presentation

An ADHD Combined Presentation diagnosis requires the examination of symptoms for ADHD Predominantly Inattentive Presentation and for ADHD Predominantly Hyperactive-Impulsive Presentation. See the ADHD Predominantly Inattentive Presentation and ADHD Predominantly Hyperactive-Impulsive Presentation symptom tables above. Please also see the DSM-5 or the *Conners CBRS Manual* and *DSM-5 Update* for additional guidance.

### DSM-5 Conduct Disorder

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
<b>Aggression to People and Animals</b>					
A1.	177	73	May be Indicated	May be Indicated	Not Indicated
A2.	69	148	May be Indicated	<b>Indicated</b>	May be Indicated
A3.	122	101	Not Indicated	Not Indicated	Not Indicated
A4.	144	52	<b>Indicated</b>	Not Indicated	Not Indicated
A5.	161	115	Not Indicated	Not Indicated	Not Indicated
A6.	116	55	Not Indicated	Not Indicated	<b>Indicated</b>
A7.	98	106	Not Indicated	Not Indicated	Not Indicated
<b>Destruction of Property</b>					
A8.	90	127	Not Indicated	Not Indicated	Not Indicated
A9.	179	163	<b>Indicated</b>	<b>Indicated</b>	<b>Indicated</b>
<b>Deceitfulness or Theft</b>					
A10.	39	64	Not Indicated	Not Indicated	<b>Indicated</b>
A11.	149	97	Not Indicated	<b>Indicated</b>	Not Indicated
A12.	120	141	<b>Indicated</b>	<b>Indicated</b>	<b>Indicated</b>
<b>Serious Violations of Rules</b>					
A13.	147	-	Not Indicated	-	-
A14.	10	-	Not Indicated	-	-
A15.	107	160	Not Indicated	Not Indicated	Not Indicated

The Teacher form does not assess Criterion A13 (staying out at night without permission) or Criterion A14 (running away from home) as most teachers do not have the opportunity to observe these infractions.

### DSM-5 Oppositional Defiant Disorder

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
<b>Angry/Irritable Mood</b>					
A1.	45	3	Indicated	Indicated	Indicated
A2.	108	174	Not Indicated	Not Indicated	Not Indicated
A3.	82	135	Indicated	Not Indicated	Not Indicated
<b>Argumentative/Defiant Behavior</b>					
A4.	70	192	Indicated	Indicated	Not Indicated
A5.	127	126	Indicated	Indicated	May be Indicated
A6.	163	128	Indicated	Indicated	Indicated
A7.	134	143	Not Indicated	Indicated	Indicated
<b>Vindictiveness</b>					
A8.	54	182	May be Indicated	May be Indicated	May be Indicated

SAMPLE

**DSM-5 Major Depressive Episode**

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
A1.	94 or 137	193 or 116	Not Indicated	Not Indicated	May be Indicated
A2.	53	46	Not Indicated	Not Indicated	Not Indicated
A3.	43	162	Not Indicated	Not Indicated	Not Indicated
A4.	59, 126, 181 or 110	181	Not Indicated	Not Indicated	Not Indicated
A5.	35 or 103	83 or 136	Not Indicated	Not Indicated	May be Indicated
A6.	171	122	Not Indicated	Not Indicated	Not Indicated
A7.	124 or 6	169 or 166	Not Indicated	Not Indicated	Not Indicated
A8.	49	90	Not Indicated	Not Indicated	Not Indicated
A9.	138 or 168	58 or 191	Not Indicated	Not Indicated	<b>Indicated</b>

SAMPLE



### DSM-5 Manic Episode

DSM-5 Symptoms: Criteria A and B	Item		Criterion Status		
	P	T	P	T1	T2
A.	111 or 166	114 or 89	Not Indicated	Not Indicated	Not Indicated
A.	and 91	and 142	Not Indicated	Not Indicated	Not Indicated
B1.	74	27	Not Indicated	Not Indicated	Not Indicated
B2.	25	-	Not Indicated	-	-
B3.	71	25	Not Indicated	Not Indicated	Not Indicated
B4.	109	152	Not Indicated	Not Indicated	Not Indicated
B5.	87	91	Not Indicated	Not Indicated	Not Indicated
B6.	91 or 35	142 or 83	Not Indicated	Not Indicated	Not Indicated
B7.	198	154	Not Indicated	<b>Indicated</b>	<b>Indicated</b>

**Note(s):** Criterion A requires increased goal-directed activity or increased energy. Increased energy is not assessed on the Conners CBRS.

The Teacher form does not assess Criterion B2 (i.e., decreased need for sleep), as most teachers do not have the opportunity to observe this symptom.

SAMPLE

### DSM-5 Generalized Anxiety Disorder

DSM-5 Symptoms: Criteria A, B, and C	Item		Criterion Status		
	P	T	P	T1	T2
A.	68	59	Not Indicated	Not Indicated	Not Indicated
B.	153	186	Not Indicated	Not Indicated	May be Indicated
C1.	42 or 89	194 or 139	May be Indicated	May be Indicated	May be Indicated
C2.	171 or 50	122 or 7	Not Indicated	Not Indicated	Not Indicated
C3.	4	199	Not Indicated	Not Indicated	Not Indicated
C4.	196 or 108	35 or 174	Not Indicated	May be Indicated	May be Indicated
C5.	7	195	Not Indicated	Not Indicated	Not Indicated
C6.	119, 110, 126 or 181	181	Not Indicated	Not Indicated	Not Indicated

### DSM-5 Separation Anxiety Disorder

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
A1.	76	1	Not Indicated	Not Indicated	<b>Indicated</b>
A2.	31	170	Not Indicated	Not Indicated	Not Indicated
A3.	88	68	Not Indicated	Not Indicated	May be Indicated
A4.	44	189	Not Indicated	Not Indicated	May be Indicated
A5.	41 or 58	26	Not Indicated	Not Indicated	Not Indicated
A6.	160	-	Not Indicated	-	-
A7.	81	-	Not Indicated	-	-
A8.	184	111	Not Indicated	Not Indicated	Not Indicated

The Teacher form does not assess Criterion A6 (reluctance or refusal to sleep away from his/her home, or to go to sleep without an attachment figure) or Criterion A7 (has nightmares about separation), as most teachers do not have the opportunity to observe these symptoms.

### DSM-5 Social Anxiety Disorder (Social Phobia)

DSM-5 Symptoms: Criteria A, B, C, and D	Item		Criterion Status		
	P	T	P	T1	T2
A.	22	200	Not Indicated	Not Indicated	Not Indicated
B.	187 or 63	34 or 17	Not Indicated	Not Indicated	Not Indicated
C.	22 or 56	200 or 197	Not Indicated	Not Indicated	Not Indicated
D.	92 or 176	24 or 171	Not Indicated	Not Indicated	Not Indicated

### DSM-5 Obsessive-Compulsive Disorder

DSM-5 Symptoms: Criterion A	Item		Criterion Status		
	P	T	P	T1	T2
<b>Obsessions</b>					
A1.	159 or 183	9 or 158	Not Indicated	Not Indicated	Not Indicated
A2.	84	53	Not Indicated	Not Indicated	Not Indicated
<b>Compulsions</b>					
A1.	178	121	Not Indicated	Not Indicated	Not Indicated
A2.	175	183	Not Indicated	Not Indicated	Not Indicated

### DSM-5 Autism Spectrum Disorder

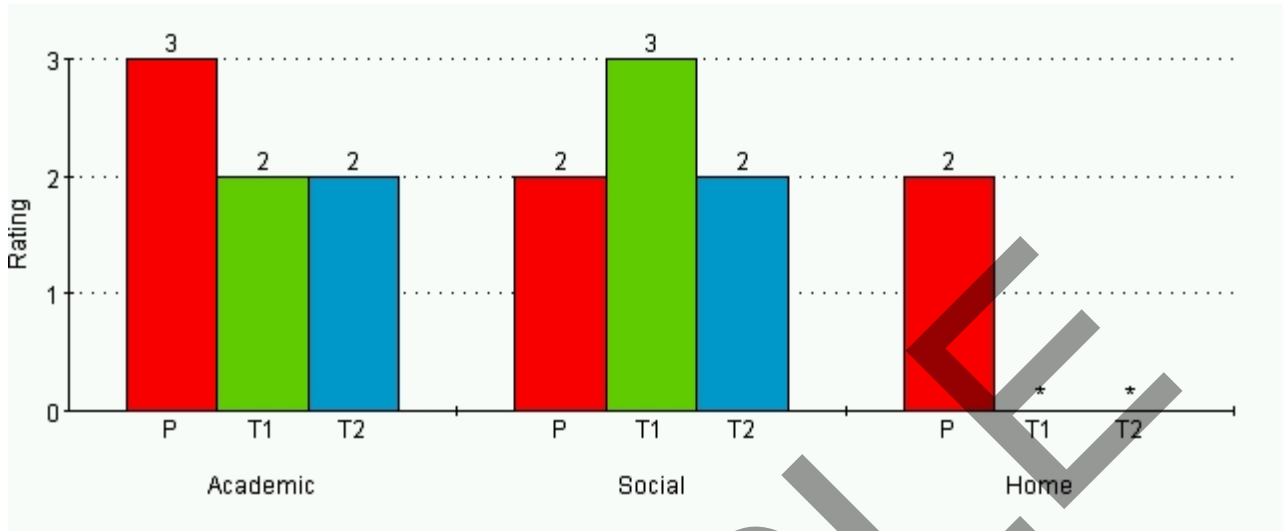
DSM-5 Symptoms: Criteria A and B	Item		Criterion Status		
	P	T	P	T1	T2
A1.	85 or 77R or 156 or 186R	80 or 76R or 48 or 2R	<b>Indicated</b>	Not Indicated	Not Indicated
A2.	2R	138R	Not Indicated	Not Indicated	May be Indicated
A3.	64	118	Not Indicated	May be Indicated	Not Indicated
B1.	188 or 48	132 or 69	Not Indicated	Not Indicated	Not Indicated
B2.	97	94	Not Indicated	Not Indicated	Not Indicated
B3.	143	18	Not Indicated	Not Indicated	Not Indicated

R = This item is reverse scored for score calculations.

Criterion B4 (i.e., hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment) is not assessed on the Conners CBRS.

## Impairment

Each rater's report of Monty B's level of impairment in academic, social, and home settings is presented below.

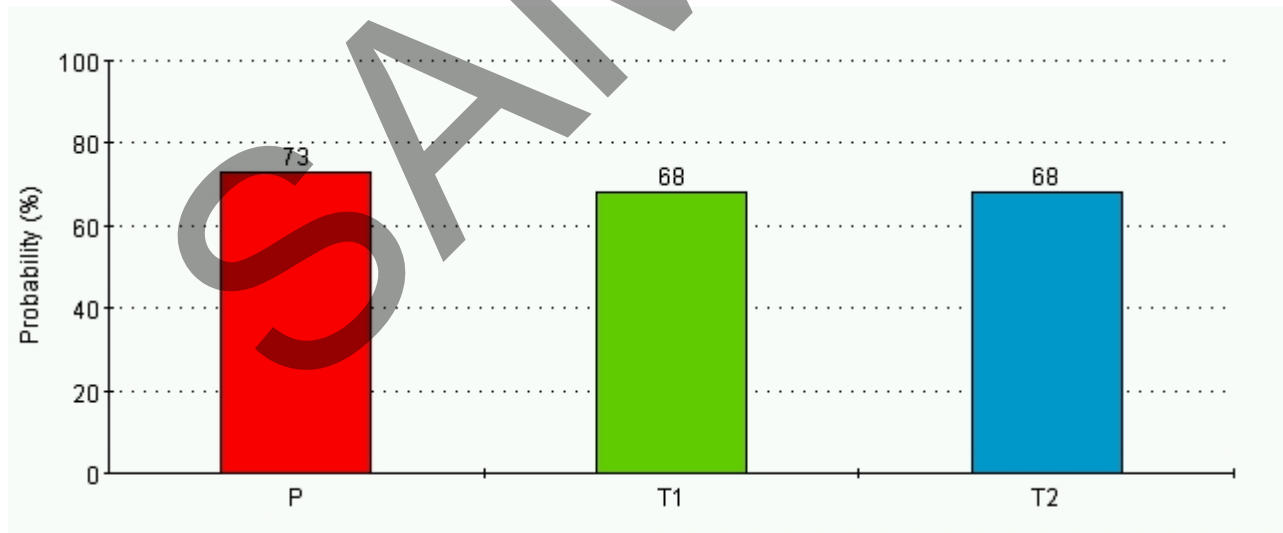


**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

\*There is no comparable item on the Teacher Form.

## Conners Clinical Index

The following section summarizes each rater's ratings of Monty B on the Conners Clinical Index. The Conners Clinical Index score is calculated from 24 items that were statistically selected as the best items for distinguishing youth with a clinical diagnosis (including Disruptive Behavior Disorders, Learning and Language Disorders, Mood Disorders, Anxiety Disorders, and ADHD) from youth in the general population.



	P	T1	T2
<b>Probability (%)</b>	73	68	68
<b>Guideline</b>	A clinical classification is indicated	A clinical classification is indicated	A clinical classification is indicated

## Other Clinical Indicators

The following table displays the results from each rater's observations of Monty B with regard to other clinical concerns. Endorsement of these items may indicate the need for further investigation.

Item Content	Item		Rating		
	P	T	P	T1	T2
Bullying Perpetration	177	73	1*	1*	0
Bullying Victimization	3	23	1*	0	0
Enuresis/Encopresis	80	56	0	1*	1*
Panic Attack: dizziness	93	14	0	0	0
Panic Attack: feels sick	141	173	0	0	0
Panic Attack: shortness of breath	29	32	0	0	0
Pica	194	-	0	-	-
Posttraumatic Stress Disorder	189	12	0	0	0
Specific Phobia	79	31	0	0	0
Substance Use: alcohol	36	16	0	0	0
Substance Use: illicit drugs	131	75	0	0	0
Substance Use: inhalants	182	29	0	0	0
Substance Use: tobacco	165	120	0	0	0
Tics: motor	57	176	0	0	0
Tics: vocal	46	124	0	0	0
Trichotillomania	9	102	0	0	0

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

**\*The response(s) suggest(s) the need for further investigation.**

## Self-Harm Critical Items

The following table displays each rater's observations of Monty B with regard to the Self-Harm Critical Items. Endorsement of any critical item indicates the need for immediate follow-up.

Item Content	Item		Rating		
	P	T	P	T1	T2
Self-Harm	30	177	0	0	0
Suicide ideation, plan or attempt	138	58	0	0	1*
Thoughts of death and dying	168	191	0	0	1*
Helplessness	125	41	0	0	2*
Hopelessness	137	116	0	0	0
Worthlessness	6	166	0	0	0

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

**\*The response(s) suggest(s) the need for immediate follow-up.**

## Severe Conduct Critical Items

The following table displays each rater's observations of Monty B with regard to the Severe Conduct Critical Items. Endorsement of any critical item indicates the need for immediate follow-up.

Item Content	Item		Rating		
	P	T	P	T1	T2
Uses a weapon	122	101	0	0	0
Carries a weapon	106	179	0	3*	2*
Shows interest in weapons	170	196	0	0	0
Cruel to animals	161	115	0	0	0
Confrontational stealing	116	55	0	0	2*
Forced sex	98	106	0	0	0
Fire setting	90	127	0	0	0
Breaking and entering	39	64	0	0	1*
Gang membership	132	30	0	0	0
Trouble with police	195	88	0	0	0
Disregard for others' rights	13	57	0	0	1*

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

**\*The response(s) suggest(s) the need for immediate follow-up.**

## Additional Questions

The following section displays the additional comments made by each rater about Monty B.

Any concerns about child:

- **Parent:** His father neve listened and gres up to trouble. I don"t want that to happen to Monty.
- **Teacher 1:** he can pester you to death - just doesn"t know when to stop. He"s disrespectful to teachers, parents, and other students
- **Teacher 2:** This item was omitted.

Strengths or skills about child:

- **Parent:** Monty is high-spirit and loving
- **Teacher 1:** Monty is a good boy but he needs to get his anger under control and do better listening.
- **Teacher 2:** This item was omitted.

SAMPLE

## Conners CBRS Results and IDEA

Checkmarks under "Follow-up Recommended" in the following table denote areas of the Conners CBRS that were indicated or endorsed, suggesting possible consideration of IDEA 2004 eligibility in related areas.

Content Areas	Follow-up Recommended			Possible IDEA Eligibility Category
	P	T1	T2	
<b>Conners CBRS Content Scales</b>				
Emotional Distress				DD-Emotional, ED
Upsetting Thoughts <sup>1,2</sup>				DD-Emotional, ED, OHI
Worrying <sup>1</sup>		-	-	DD-Emotional, ED
Social Problems <sup>1</sup>				Autism, DD-Communication, DD-Emotional, DD-Social, ED, S/L
Separation Fears <sup>3</sup>				DD-Emotional, ED
Social Anxiety <sup>3</sup>	-			DD-Emotional, ED
Defiant/Aggressive Behaviors	✓	✓	✓	DD-Emotional, ED
Academic Difficulties				DD-Communication, LD, S/L
Language <sup>4</sup>				DD-Communication, LD, S/L
Math <sup>4</sup>				LD
Hyperactivity/Impulsivity <sup>5</sup>		✓	✓	DD-Emotional, ED, OHI
Perfectionistic and Compulsive Behaviors				Autism, DD-Emotional, ED
Violence Potential Indicator	✓	✓	✓	DD-Emotional, ED
Physical Symptoms			✓	DD-Emotional, ED, OHI
<b>DSM-5 Symptom Scales</b>				
ADHD Predominantly Inattentive Presentation				ED, LD, OHI
ADHD Predominantly Hyperactive-Impulsive Presentation		✓	✓	ED, OHI
ADHD Combined Presentation				ED, LD, OHI
Conduct Disorder	✓	✓	✓	ED
Oppositional Defiant Disorder	✓	✓	✓	ED
Major Depressive Episode				ED
Manic Episode				ED
Generalized Anxiety Disorder				ED
Separation Anxiety Disorder			✓	ED
Social Anxiety Disorder (Social Phobia)				ED
Obsessive-Compulsive Disorder				Autism, ED
Autism Spectrum Disorder				Autism, DD-Communication, DD-Social, ED, S/L

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

<sup>1</sup>Subscale of Emotional Distress on Parent form.

<sup>2</sup>Subscale of Emotional Distress on the Teacher form; however, content includes Upsetting Thoughts/Physical Symptoms.

<sup>3</sup>Subscale of Emotional Distress on the Teacher form.

<sup>4</sup>Subscale of Academic Difficulties on the Parent and Teacher forms.

<sup>5</sup>Hyperactivity on the Teacher form.



Content Areas	Follow-up Recommended			Possible IDEA Eligibility Category
	P	T1	T2	
<b>Other Clinical Indicators</b>				
Bullying Perpetration	✓	✓		DD-Emotional, DD-Social, ED
Bullying Victimization	✓			DD-Emotional, DD-Social, ED
Enuresis/Encopresis		✓	✓	DD-Emotional, ED, OHI
Panic Attack				ED
Pica		-	-	Autism, ED, OHI
Posttraumatic Stress Disorder				ED
Specific Phobia				ED
Substance Use				ED
Tics				OHI
Trichotillomania				ED
<b>Critical Items</b>				
Self-Harm			✓	DD-Emotional, ED
Severe Conduct		✓	✓	ED

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

SAMPLE

## Item Responses

The following response values were entered for the items on the Conners CBRS.

### Parent Items

Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating
1.	1	35.	0	69.	1	103.	0	137.	0	171.	0
2.	3	36.	0	70.	3	104.	0	138.	0	172.	0
3.	1	37.	0	71.	0	105.	3	139.	0	173.	0
4.	1	38.	2	72.	0	106.	0	140.	0	174.	0
5.	2	39.	0	73.	0	107.	0	141.	0	175.	0
6.	0	40.	0	74.	0	108.	1	142.	0	176.	0
7.	0	41.	0	75.	2	109.	0	143.	0	177.	1
8.	1	42.	0	76.	0	110.	1	144.	1	178.	0
9.	0	43.	0	77.	0	111.	0	145.	1	179.	1
10.	0	44.	0	78.	0	112.	0	146.	0	180.	0
11.	0	45.	2	79.	0	113.	0	147.	0	181.	0
12.	1	46.	0	80.	0	114.	0	148.	1	182.	0
13.	0	47.	1	81.	0	115.	0	149.	1	183.	0
14.	0	48.	0	82.	2	116.	0	150.	2	184.	0
15.	0	49.	0	83.	1	117.	1	151.	0	185.	0
16.	0	50.	0	84.	0	118.	1	152.	0	186.	2
17.	0	51.	0	85.	0	119.	0	153.	0	187.	1
18.	2	52.	0	86.	2	120.	1	154.	0	188.	0
19.	1	53.	0	87.	0	121.	0	155.	1	189.	0
20.	2	54.	1	88.	0	122.	0	156.	0	190.	0
21.	0	55.	0	89.	1	123.	2	157.	0	191.	0
22.	0	56.	0	90.	0	124.	0	158.	0	192.	0
23.	0	57.	0	91.	0	125.	0	159.	0	193.	0
24.	0	58.	0	92.	0	126.	1	160.	0	194.	0
25.	0	59.	0	93.	0	127.	2	161.	0	195.	0
26.	0	60.	0	94.	0	128.	0	162.	0	196.	0
27.	2	61.	0	95.	0	129.	0	163.	2	197.	0
28.	1	62.	0	96.	1	130.	2	164.	0	198.	0
29.	0	63.	0	97.	0	131.	0	165.	0	199.	3
30.	0	64.	0	98.	0	132.	0	166.	0	200.	2
31.	0	65.	2	99.	1	133.	0	167.	0	201.	2
32.	1	66.	0	100.	0	134.	1	168.	0		
33.	0	67.	0	101.	2	135.	0	169.	1		
34.	1	68.	0	102.	0	136.	0	170.	0		

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

## Teacher Items

Item	Teacher Rating		Item	Teacher Rating		Item	Teacher Rating	
	T1	T2		T1	T2		T1	T2
1.	0	2	39.	0	0	77.	0	0
2.	3	3	40.	2	2	78.	0	0
3.	2	2	41.	0	2	79.	0	0
4.	0	3	42.	1	2	80.	1	1
5.	2	2	43.	1	2	81.	2	1
6.	1	2	44.	0	0	82.	1	1
7.	0	0	45.	2	2	83.	0	0
8.	1	1	46.	0	0	84.	0	0
9.	0	0	47.	0	0	85.	0	0
10.	2	2	48.	0	0	86.	1	1
11.	1	1	49.	1	2	87.	1	1
12.	0	0	50.	2	2	88.	0	0
13.	0	0	51.	1	1	89.	0	0
14.	0	0	52.	0	0	90.	0	0
15.	3	0	53.	0	0	91.	0	0
16.	0	0	54.	2	2	92.	0	0
17.	0	0	55.	0	2	93.	0	0
18.	0	0	56.	1	1	94.	0	0
19.	1	0	57.	0	1	95.	0	0
20.	1	0	58.	0	1	96.	0	0
21.	2	1	59.	0	1	97.	2	1
22.	1	1	60.	0	1	98.	2	1
23.	0	0	61.	1	1	99.	1	1
24.	0	0	62.	0	1	100.	1	1
25.	0	0	63.	1	1	101.	0	0
26.	0	0	64.	0	1	102.	0	0
27.	0	0	65.	0	1	103.	2	1
28.	2	1	66.	0	1	104.	0	0
29.	0	0	67.	0	1	105.	0	0
30.	0	0	68.	0	1	106.	0	0
31.	0	0	69.	0	0	107.	0	0
32.	0	0	70.	1	0	108.	0	0
33.	1	1	71.	1	0	109.	2	1
34.	0	0	72.	0	0	110.	0	0
35.	0	0	73.	1	0	111.	0	0
36.	0	0	74.	0	0	112.	1	1
37.	2	2	75.	0	0	113.	0	0
38.	1	1	76.	2	1	114.	0	0

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

## Teacher Items (continued)

Item	Teacher Rating		Item	Teacher Rating		Item	Teacher Rating	
	T1	T2		T1	T2		T1	T2
115.	0	0	145.	2	1	175.	0	0
116.	0	0	146.	0	0	176.	0	0
117.	2	1	147.	0	0	177.	0	0
118.	1	0	148.	2	1	178.	1	1
119.	1	0	149.	0	0	179.	3	2
120.	0	0	150.	0	0	180.	1	1
121.	0	0	151.	0	0	181.	0	0
122.	0	0	152.	0	0	182.	1	1
123.	0	0	153.	1	1	183.	0	0
124.	0	0	154.	1	1	184.	1	1
125.	0	0	155.	0	0	185.	2	1
126.	2	1	156.	1	1	186.	0	1
127.	0	0	157.	0	0	187.	0	0
128.	3	3	158.	0	0	188.	0	1
129.	1	1	159.	3	2	189.	0	1
130.	0	0	160.	0	0	190.	1	1
131.	2	1	161.	0	0	191.	0	1
132.	0	0	162.	0	0	192.	2	0
133.	2	1	163.	1	1	193.	0	1
134.	0	0	164.	2	2	194.	0	0
135.	0	0	165.	1	1	195.	0	0
136.	0	1	166.	0	0	196.	0	0
137.	0	0	167.	0	0	197.	0	0
138.	3	1	168.	1	1	198.	0	0
139.	1	1	169.	0	0	199.	0	0
140.	0	1	170.	0	0	200.	0	0
141.	2	2	171.	0	0	201.	2	2
142.	0	0	172.	?	1	202.	3	2
143.	2	2	173.	0	0			
144.	0	0	174.	1	1			

**Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

Date printed: September 24, 2014

**End of Report**