



By C. Keith Conners, Ph.D.

## Conners 3–Teacher Progress Report

**Client Name/ID:** Susan Sample

Gender: Female

Birth Date: September 15, 1998

Normative Option: Gender-specific norms

DSM Scoring Option: DSM-5

Report Options: The following features were included in this progress report: Item Responses by Scale, Percentiles.

|                            | Administration 1 | Administration 2 | Administration 3 |
|----------------------------|------------------|------------------|------------------|
| <b>Client Name/ID:</b>     | Susan Sample     | Susan S          | Susan S          |
| <b>Date:</b>               | Sep 29, 2006     | Sep 29, 2006     | Jan 24, 2007     |
| <b>Age:</b>                | 8 years          | 8 years          | 8 years          |
| <b>Grade:</b>              | 2                | 2                | 2                |
| <b>Teacher's Name/ID:</b>  | Ms. Metry        | Ms. Metry        | Ms. Metry        |
| <b>Class(es) Taught:</b>   |                  |                  |                  |
| <b>Time known student:</b> | 2 months         | 2 months         | 5 months         |
| <b>Assessor Name:</b>      |                  |                  |                  |
| <b>Data Entered By:</b>    | Jane             | Jane             | Jane             |

This Progress 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

## Introduction

The Conners 3rd Edition-Teacher (Conners 3–T) is an assessment tool used to obtain the teacher's observations about the youth's behavior in a school setting. This instrument is designed to assess Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 6 to 18 years old. When used in combination with other information, results from the Conners 3–T can provide valuable information to guide assessment decisions. This report combines the results of up to four Conners 3–T administrations to help the user interpret important changes in reported behavior that have occurred over time. Please note that this Progress report is intended to provide an *overview* of how scores have changed over time. For detailed information about any given administration, please refer to the Conners 3–T Assessment reports.

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

**Note:** If the selected administrations were completed by different teachers, then differences in scores across administrations may be due to the teachers' differing perspectives, rather than to changes in Susan Sample's symptoms over time.

## Response Style Analysis

The following table provides each teacher's scores (including the raw score and guideline) for the validity scales.

| Validity Scale             | Raw Score (Guideline)  |  |  |
|----------------------------|--|--|--|
|                            | Admin 1  | Admin 2  | Admin 3  |
| <b>Positive Impression</b> | 0<br>(positive response style not indicated)                                   | 0<br>(positive response style not indicated)                                   | 0<br>(positive response style not indicated)                                   |
| <b>Negative Impression</b> | 1<br>(negative response style not indicated)                                   | 1<br>(negative response style not indicated)                                   | 1<br>(negative response style not indicated)                                   |
| <b>Inconsistency Index</b> | 3<br>Differentials $\geq 2 = 0$<br>(inconsistent response style not indicated) | 3<br>Differentials $\geq 2 = 0$<br>(inconsistent response style not indicated) | 4<br>Differentials $\geq 2 = 0$<br>(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 3 Manual* for more information.

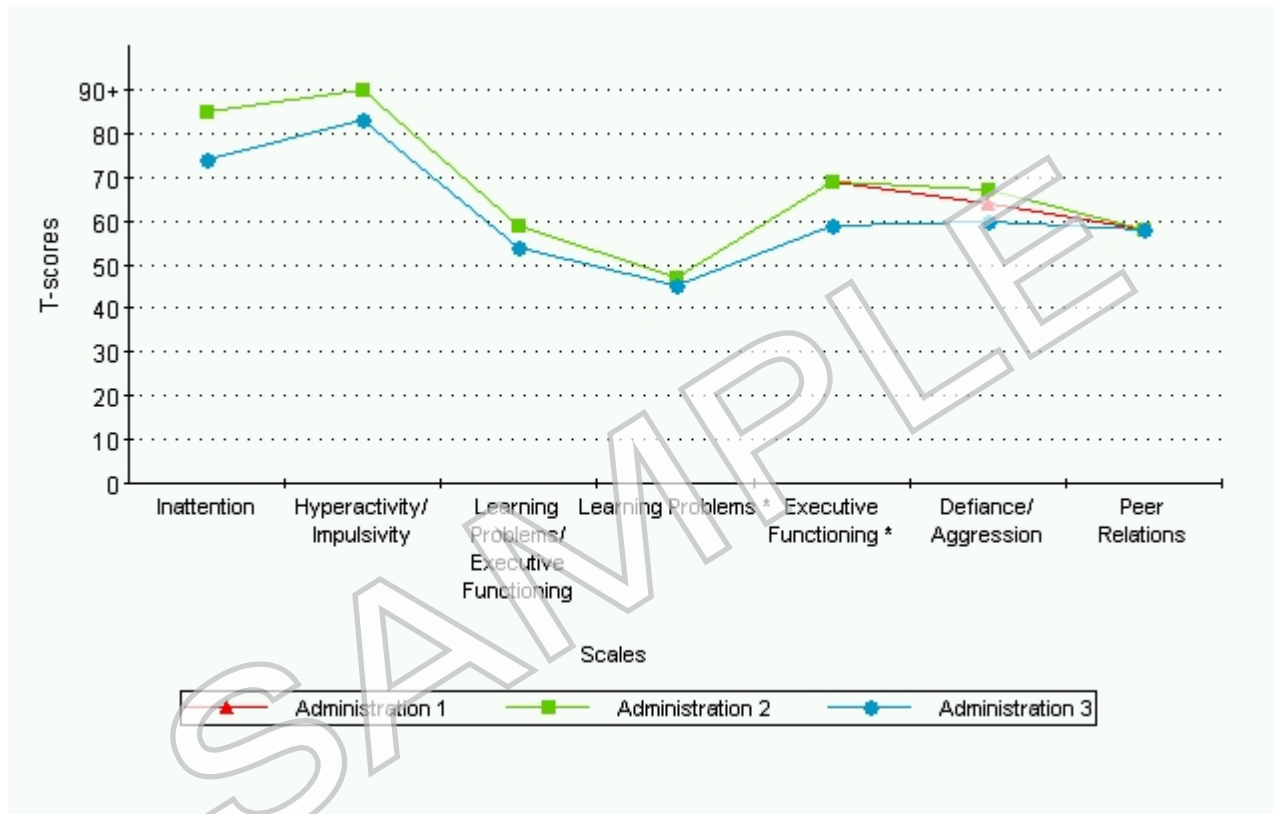
| T-score | Guideline   |
|---------|---|
| 70+     | Very Elevated Score (Many more concerns than are typically reported)    |
| 65-69   | Elevated Score (More concerns than are typically reported)              |
| 60-64   | High Average Score (Slightly more concerns than are typically reported) |
|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

## Conners 3-T Content Scales

This section provides several ways of comparing scale scores across multiple administrations of the Conners 3-T. Please see the *Conners 3 Manual* for interpretation guidelines, including appropriate use of raw scores or *T*-scores to measure change over time.

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

The following graph displays the *T*-score results for the Conners 3-T Content scales.



\* Subscales of Learning Problems/Executive Functioning

## Detailed Scores: Comparison across Administrations

The following table displays raw and *T*-scores for each scale, as well as any statistically significant ( $p < .10$ ) changes in *T*-scores across pairs of administrations. If a pair of administrations appears in the “Significant Increase” column, this indicates that the symptoms have become more pronounced (i.e., Susan Sample’s problems have become more of a concern) between the two administrations. If a pair of administrations appears in the “Significant Decrease” column, this indicates that the symptoms have become less pronounced (i.e., Susan Sample has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administrations did not reach statistical significance.

| Scale   | Admin 1 Scores |                 | Admin 2 Scores |                 | Admin 3 Scores |                 | Significant Increase | Significant Decrease |
|---|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------------|----------------------|
|   | Raw            | <i>T</i> (%ile) | Raw            | <i>T</i> (%ile) | Raw            | <i>T</i> (%ile) |                      |                      |
| Inattention   | 28             | 85 (99)         | 28             | 85 (99)         | 21             | 74 (96)         |                      | 1-3; 2-3             |
| Hyperactivity/Impulsivity                           | 43             | 90 (99)         | 43             | 90 (99)         | 26             | 83 (96)         |                      |                      |
| Learning Problems/Executive Functioning (LE): Total | 19             | 59 (84)         | 19             | 59 (84)         | 13             | 54 (77)         |                      |                      |
| Learning Problems (LE subscale)                     | 2              | 47 (53)         | 2              | 47 (53)         | 1              | 45 (41)         |                      |                      |
| Executive Functioning (LE subscale)                 | 14             | 69 (89)         | 14             | 69 (89)         | 9              | 59 (84)         |                      |                      |
| Defiance/Aggression                                 | 5              | 64 (90)         | 6              | 67 (92)         | 4              | 60 (87)         |                      |                      |
| Peer Relations                                      | 4              | 58 (82)         | 4              | 58 (82)         | 4              | 58 (82)         |                      |                      |

**Note(s):**

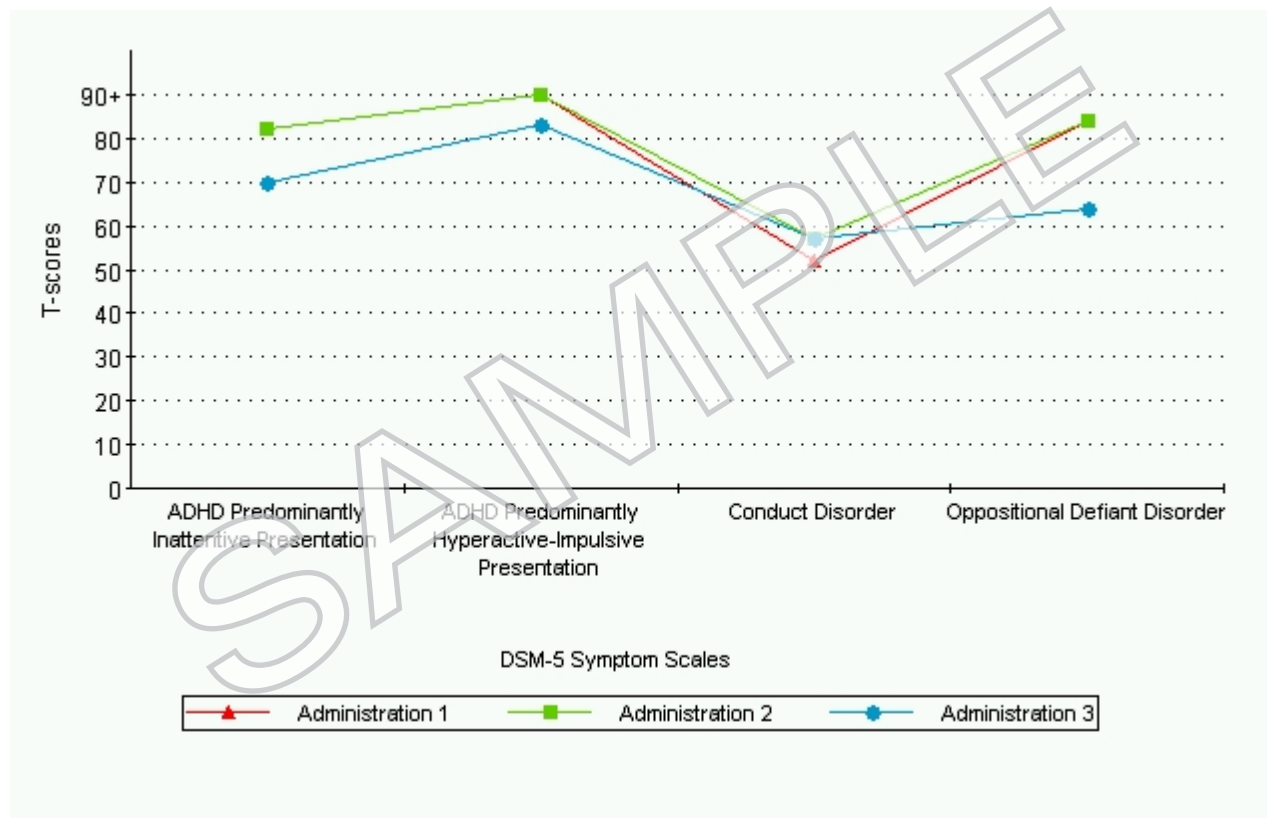
*T*-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

## DSM-5 Symptom Scales

This section provides a comparison of DSM-5 Symptom scales across administrations of the Conners 3-T. The Conners 3-T provides information relevant to the DSM-5 diagnoses from two different perspectives: absolute (Symptom Count) and relative (*T*-score). 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 3 Manual* for information on interpreting discrepancies.

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

The following graph displays the *T*-score results for the DSM-5 Symptom scales.



## Detailed Scores: Comparison across Administrations

The following table displays raw and *T*-scores for each DSM-5 Symptom scale, as well as any significant changes ( $p < .10$ ) in *T*-scores across pairs of administrations. If a pair of administrations appears in the “Significant Increase” column, this indicates that the symptoms have become more pronounced (i.e., Susan Sample’s problems have become more of a concern) between the two administrations. If a pair of administrations appears in the “Significant Decrease” column, this indicates that the symptoms have become less pronounced (i.e., Susan Sample has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administration dates did not reach statistical significance.

| Scale   | Admin 1 Scores |                 | Admin 2 Scores |                 | Admin 3 Scores |                 | Significant Increase | Significant Decrease |
|---|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------------|----------------------|
|   | Raw            | <i>T</i> (%ile) | Raw            | <i>T</i> (%ile) | Raw            | <i>T</i> (%ile) |                      |                      |
| ADHD Predominantly Inattentive Presentation           | 24             | 82 (99)         | 24             | 82 (99)         | 17             | 70 (94)         |                      | 1-3; 2-3             |
| ADHD Predominantly Hyperactive-Impulsive Presentation | 25             | 90 (98)         | 25             | 90 (98)         | 16             | 83 (96)         |                      |                      |
| Conduct Disorder                                      | 1              | 52 (83)         | 2              | 57 (90)         | 2              | 57 (90)         |                      |                      |
| Oppositional Defiant Disorder                         | 6              | 84 (98)         | 6              | 84 (98)         | 3              | 64 (85)         |                      | 1-3; 2-3             |

**Note(s):**

*T*-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

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

The following table displays Symptom Count status as indicated by the Conners 3–T Total Symptom Count. A checkmark indicates that the Symptom Count was *probably met*.

| Scale   | DSM-5 Symptom Count Requirements                       | Symptom Count Probably Met |         |         |
|---|--|----------------------------|---------|---------|
|   |  | Admin 1                    | Admin 2 | Admin 3 |
| <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                           |                            |         |         |

<sup>‡</sup>Two criteria from this scale have not been assessed, as most teachers do not directly observe these symptoms.

? = Symptom Count could not be determined due to omitted or unassessed item(s).

## DSM-5 Total Symptom Counts: Comparison of Symptom Counts across Administrations

The following table displays the DSM-5 Total Symptom Counts as indicated by the Conners 3–T. **Bolded text** indicates that the Symptom Count requirements were *probably met*.

| Scale  | Symptom Count as indicated by Conners 3–T |                                       |                                       |
|--|---|---------------------------------------|---------------------------------------|
|  | Admin 1                                   | Admin 2                               | Admin 3                               |
| <b>ADHD Predominantly Inattentive Presentation</b>           | <b>9</b>                                  | <b>9</b>                              | <b>6</b>                              |
| <b>ADHD Predominantly Hyperactive-Impulsive Presentation</b> | <b>8</b>                                  | <b>8</b>                              | <b>6</b>                              |
| <b>ADHD Combined Presentation</b>                            | <b>ADHD In: 9<br/>ADHD Hyp-Imp: 8</b>     | <b>ADHD In: 9<br/>ADHD Hyp-Imp: 8</b> | <b>ADHD In: 6<br/>ADHD Hyp-Imp: 6</b> |
| <b>Conduct Disorder<sup>‡</sup></b>                          | 0   | 1                                     | 1                                     |
| <b>Oppositional Defiant Disorder</b>                         | 3   | 3                                     | 3                                     |

<sup>‡</sup>Two criteria from this scale have not been assessed, as most teachers do not directly observe these symptoms.

## DSM-5 Symptom Tables: Comparison across Administrations

The following tables display the status of specific DSM-5 criteria as indicated by the Conners 3–T.

### DSM-5 ADHD Predominantly Inattentive Presentation

| DSM-5 Symptoms:<br>Criterion A | Item      | Criterion Status |           |                  |
|--------------------------------|-----------|------------------|-----------|------------------|
|                                |           | Admin 1          | Admin 2   | Admin 3          |
| A1a.                           | 37        | Indicated        | Indicated | Indicated        |
| A1b.                           | 111       | Indicated        | Indicated | Indicated        |
| A1c.                           | 69        | Indicated        | Indicated | Not Indicated    |
| A1d.                           | 73 and 57 | Indicated        | Indicated | Not Indicated    |
| A1e.                           | 103       | Indicated        | Indicated | Indicated        |
| A1f.                           | 60        | Indicated        | Indicated | May be Indicated |
| A1g.                           | 92        | Indicated        | Indicated | Indicated        |
| A1h.                           | 23        | Indicated        | Indicated | Indicated        |
| A1i.                           | 88        | Indicated        | Indicated | Not Indicated    |

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

| DSM-5 Symptoms:<br>Criterion A | Item     | Criterion Status |               |                  |
|--------------------------------|----------|------------------|---------------|------------------|
|                                |          | Admin 1          | Admin 2       | Admin 3          |
| <b>Hyperactivity</b>           |          |                  |               |                  |
| A2a.                           | 4        | Indicated        | Indicated     | Not Indicated    |
| A2b.                           | 1        | Not Indicated    | Not Indicated | Not Indicated    |
| A2c.                           | 24 or 7  | Indicated        | Indicated     | Indicated        |
| A2d.                           | 32       | Indicated        | Indicated     | Indicated        |
| A2e.                           | 17 or 78 | Indicated        | Indicated     | May be Indicated |
| A2f.                           | 50       | Indicated        | Indicated     | Indicated        |
| <b>Impulsivity</b>             |          |                  |               |                  |
| A2g.                           | 9        | Indicated        | Indicated     | Indicated        |
| A2h.                           | 76       | Indicated        | Indicated     | Not Indicated    |
| A2i.                           | 29       | Indicated        | Indicated     | 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 3 Manual* and *DSM-5 Update* for additional guidance.



## DSM-5 Conduct Disorder

| DSM-5 Symptoms:<br>Criterion A          | Item | Criterion Status |               |               |
|---|------|------------------|---------------|---------------|
|   |      | Admin 1          | Admin 2       | Admin 3       |
| <b>Aggression to People and Animals</b> |      |                  |               |               |
| A1.                                     | 98   | Not Indicated    | Not Indicated | Not Indicated |
| A2.                                     | 105  | Not Indicated    | Not Indicated | Not Indicated |
| A3.                                     | 14   | Not Indicated    | Not Indicated | Not Indicated |
| A4.                                     | 35   | Not Indicated    | Indicated     | Indicated     |
| A5.                                     | 21   | Not Indicated    | Not Indicated | Not Indicated |
| A6.                                     | 27   | Not Indicated    | Not Indicated | Not Indicated |
| A7.                                     | 33   | Not Indicated    | Not Indicated | Not Indicated |
| <b>Destruction of Property</b>          |      |                  |               |               |
| A8.                                     | 61   | Not Indicated    | Not Indicated | Not Indicated |
| A9.                                     | 10   | Not Indicated    | Not Indicated | Not Indicated |
| <b>Deceitfulness or Theft</b>           |      |                  |               |               |
| A10.                                    | 90   | Not Indicated    | Not Indicated | Not Indicated |
| A11.                                    | 40   | Not Indicated    | Not Indicated | Not Indicated |
| A12.                                    | 31   | Not Indicated    | Not Indicated | Not Indicated |
| <b>Serious Violations of Rules</b>      |      |                  |               |               |
| A15.                                    | 54   | Not Indicated    | Not Indicated | Not Indicated |

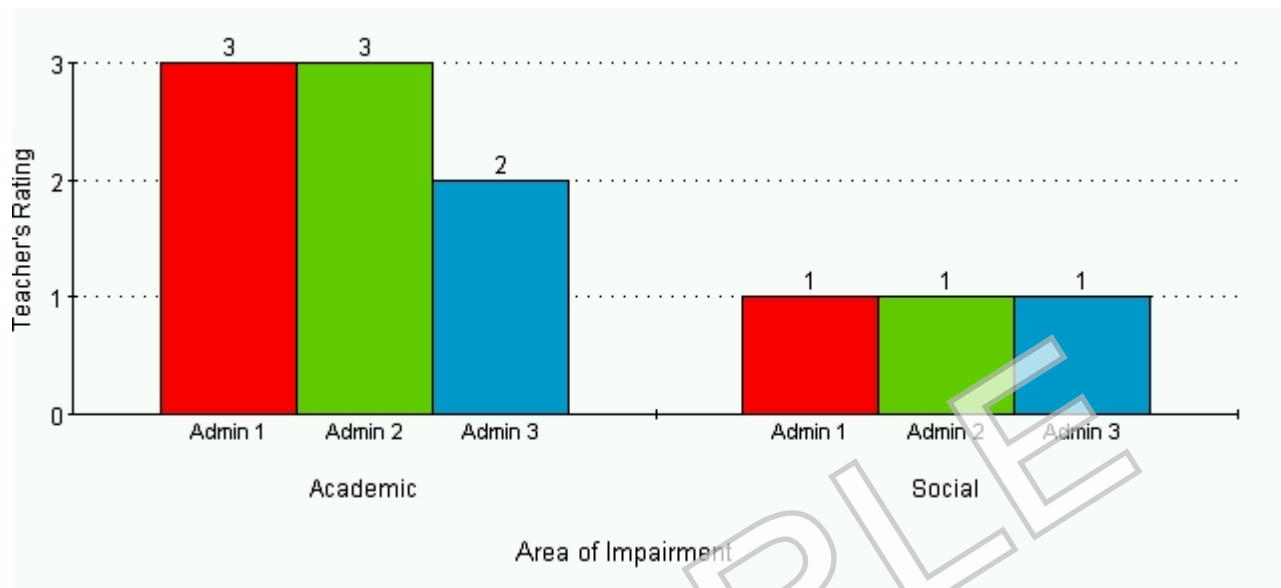
**Note:** The Conners 3–T does not assess Criterion A13 (staying out at night without permission) or Criterion A14 (running away from home), as most teachers do not have the opportunity to observe these symptoms.

## DSM-5 Oppositional Defiant Disorder

| DSM-5 Symptoms:<br>Criterion A        | Item | Criterion Status |                  |                  |
|---------------------------------------|------|------------------|------------------|------------------|
|                                       |      | Admin 1          | Admin 2          | Admin 3          |
| <b>Angry/Irritable Mood</b>           |      |                  |                  |                  |
| A1.                                   | 62   | Indicated        | Indicated        | May be Indicated |
| A2.                                   | 56   | May be Indicated | May be Indicated | May be Indicated |
| A3.                                   | 38   | Not Indicated    | Not Indicated    | Not Indicated    |
| <b>Argumentative/Defiant Behavior</b> |      |                  |                  |                  |
| A4.                                   | 47   | Not Indicated    | Not Indicated    | Not Indicated    |
| A5.                                   | 71   | Not Indicated    | Not Indicated    | Not Indicated    |
| A6.                                   | 59   | Not Indicated    | Not Indicated    | Not Indicated    |
| A7.                                   | 64   | Indicated        | Indicated        | May be Indicated |
| <b>Vindictiveness</b>                 |      |                  |                  |                  |
| A8.                                   | 51   | Not Indicated    | Not Indicated    | Not Indicated    |

## Impairment

Each teacher's report of Susan Sample's level of impairment in academic and social settings is presented below.



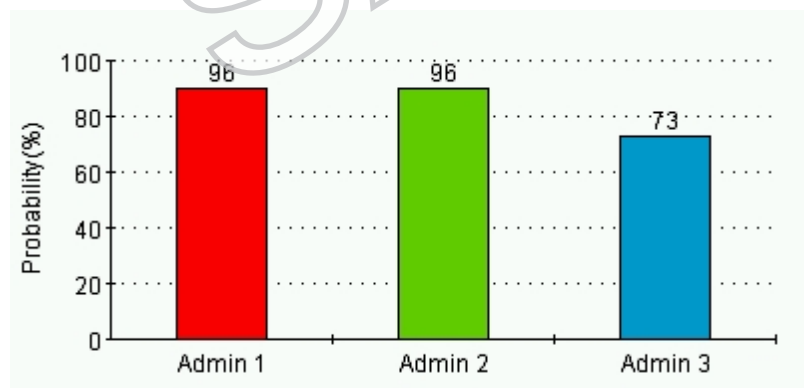
**Teacher's Rating:** 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

## Conners 3 Index Scores

The following section describes the results for the two index scores on the Conners 3-T.

### Conners 3 ADHD Index

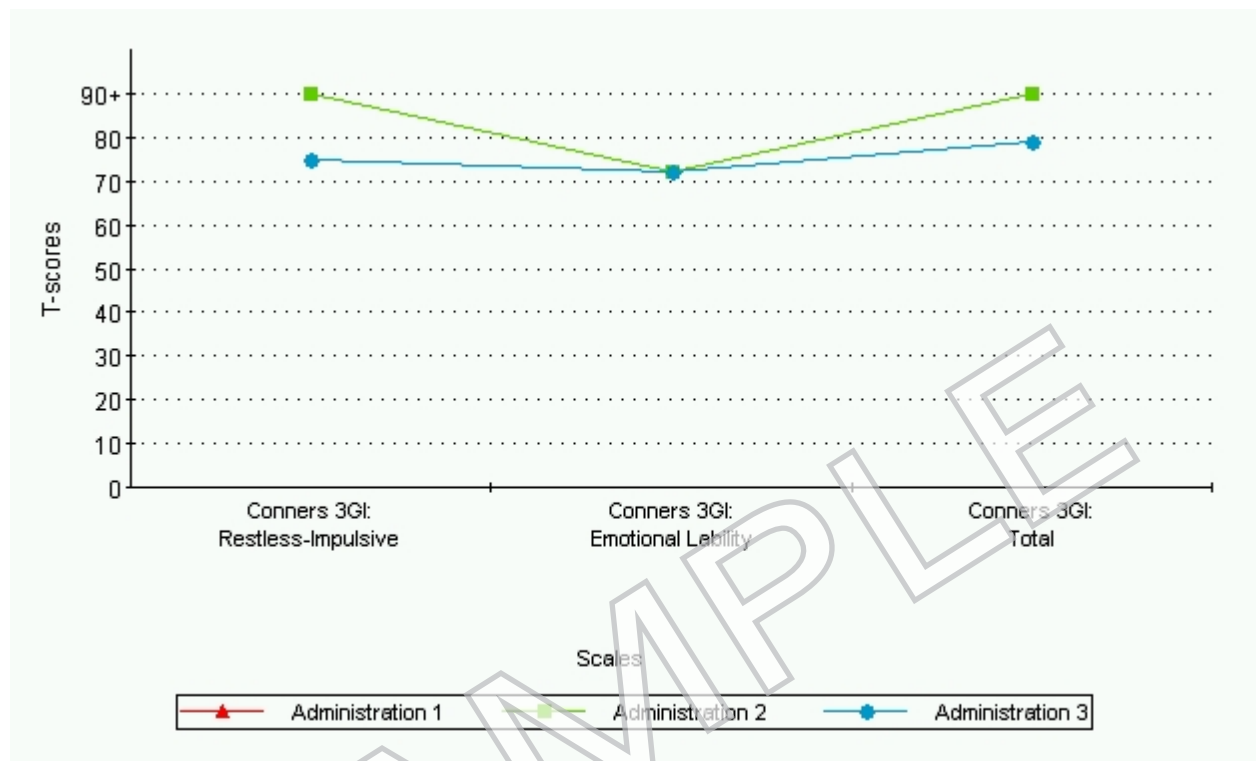
The following section summarizes each teacher's ratings of Susan Sample with respect to the Conners 3 ADHD Index.



|                        | Administration 1                               | Administration 2                               | Administration 3                      |
|------------------------|--|--|---------------------------------------|
| <b>Probability (%)</b> | 96   | 96   | 73                                    |
| <b>Guideline</b>       | A classification of ADHD is strongly indicated | A classification of ADHD is strongly indicated | A classification of ADHD is indicated |

## Conners 3 Global Index

The following section summarizes each teacher's ratings of Susan Sample with respect to the Conners 3 Global Index.



The following table displays raw and T-scores for the Conners 3 Global Index, as well as any significant changes ( $p < .10$ ) in T-scores across pairs of administrations. If a pair of administrations appears in the “Significant Increase” column, this indicates that the symptoms have become more pronounced (i.e., Susan Sample’s problems have become more of a concern) between the two administrations. If a pair of administrations appears in the “Significant Decrease” column, this indicates that the symptoms have become less pronounced (i.e., Susan Sample has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administration dates did not reach statistical significance.

| Scale                           | Admin 1 Scores |          | Admin 2 Scores |          | Admin 3 Scores |          | Significant Increase | Significant Decrease |
|---------------------------------|----------------|----------|----------------|----------|----------------|----------|----------------------|----------------------|
|                                 | Raw            | T (%ile) | Raw            | T (%ile) | Raw            | T (%ile) |                      |                      |
| Conners 3GI: Restless-Impulsive | 16             | 90 (99)  | 16             | 90 (99)  | 10             | 75 (95)  |                      | 1-3; 2-3             |
| Conners 3GI: Emotional Lability | 3              | 72 (92)  | 3              | 72 (92)  | 3              | 72 (92)  |                      |                      |
| Conners 3GI: Total              | 19             | 90 (99)  | 19             | 90 (99)  | 13             | 79 (99)  |                      | 1-3; 2-3             |

**Note(s):**

T-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

## Anxiety Screener Items

The following table displays the results from each teacher's observations of Susan Sample's behavior with regard to specific items that are related to generalized anxiety.

**Guideline based on the teacher's ratings to these items:**

**Administration 1:** Further investigation was suggested/recommended.

**Administration 2:** Further investigation was suggested/recommended.

**Administration 3:** Further investigation was suggested/recommended.

| Item Number | Item Content                | Teacher's Rating |         |         |
|-------------|-----------------------------|------------------|---------|---------|
|             |                             | Admin 1          | Admin 2 | Admin 3 |
| 58          | Irritable when anxious      | 1                | 1       | 1       |
| 87          | Worries                     | 2                | 2       | 2       |
| 79          | Trouble controlling worries | 0                | 0       | 0       |
| 82          | Nervous or jumpy            | 0                | 0       | 0       |

**Teacher's 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.

## Depression Screener Items

The following table displays the results from the teacher's observations of Susan Sample's behavior with regard to specific items that are related to depression.

**Guideline based on the teacher's ratings to these items:**

**Administration 1:** The ratings did not indicate a need for further investigation.

**Administration 2:** The ratings did not indicate a need for further investigation.

**Administration 3:** Further investigation was suggested/recommended.

| Item Number | Item Content                 | Teacher's Rating |         |         |
|-------------|------------------------------|------------------|---------|---------|
|             |                              | Admin 1          | Admin 2 | Admin 3 |
| 53          | Loss of interest or pleasure | 0                | 0       | 0       |
| 49          | Sad, gloomy, or irritable    | 0                | 0       | 0       |
| 95          | Worthlessness                | 0                | 0       | 2       |
| 67          | Tired; low energy            | 0                | 0       | 0       |

**Teacher's 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.

## Severe Conduct Critical Items

The following table displays each teacher's observations of Susan Sample with regard to the Severe Conduct Critical Items.

| Item Number | Item Content             | Teacher's Rating |         |         |
|-------------|--------------------------|------------------|---------|---------|
|             |                          | Admin 1          | Admin 2 | Admin 3 |
| 14          | Uses a weapon            | 0                | 0       | 0       |
| 21          | Cruel to animals         | 0                | 0       | 0       |
| 27          | Confrontational stealing | 0                | 0       | 0       |
| 33          | Forced sex               | 0                | 0       | 0       |
| 61          | Fire setting             | 0                | 0       | 0       |
| 90          | Breaking and entering    | 0                | 0       | 0       |
| 68          | Trouble with police      | 0                | 0       | 0       |

**Teacher's 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.

**Note:** None of the teacher responses suggested the need for further investigation.

## Additional Questions

The following section displays additional comments from each teacher about Susan Sample.

114. Any concerns about student:

- Admin 1: Omitted Item
- Admin 2: Omitted Item
- Admin 3: Omitted Item

115. Strengths or skills about student:

- Admin 1: Omitted Item
- Admin 2: Omitted Item
- Admin 3: Omitted Item

## Conners 3–T Results and IDEA

Checkmarks under “Follow-up Recommended” in the following table denote areas of the Conners 3–T that were indicated or endorsed, suggesting possible consideration of IDEA 2004 eligibility in related areas.

| Content Areas   | Follow-up Recommended |   |   | Possible IDEA Eligibility Category                      |
|---|-----------------------|---|---|---|
|   | Administration        |   |   |   |
|   | 1                     | 2 | 3 |   |
| <b>Conners 3–T Content Scales</b>                     |                       |   |   |   |
| Inattention   | ✓                     | ✓ | ✓ | ED, LD, OHI   |
| Hyperactivity/Impulsivity                             | ✓                     | ✓ | ✓ | DD- Emotional, ED, OHI                                  |
| Learning Problems/Executive Functioning (LE): Total   |                       |   |   | LD, OHI   |
| Learning Problems (LE subscale)                       |                       |   |   | LD  |
| Executive Functioning (LE subscale)                   | ✓                     | ✓ |   | ED, OHI   |
| Defiance/Aggression                                   |                       | ✓ |   | DD- Emotional, ED                                       |
| Peer Relations  |                       |   |   | Autism, DD-Communication, DD- Emotional, DD- Social, ED |
| <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  |
| <b>Screener Items</b>                                 |                       |   |   |   |
| Anxiety   | ✓                     | ✓ | ✓ | ED  |
| Depression  |                       |   | ✓ | ED  |

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment

? = The need for follow-up could not be determined due to omitted or unassessed item responses.

# Item Responses

The following response values were entered for the items on the Conners 3–T.

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

**Teacher's 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.

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**End of Report**