



CONNERS
Early Childhood™

By C. Keith Conners, Ph.D.

Behavior Comparative Report

Child's Name/ID: Alex G
Gender: Male
Birth Date: May 11, 2003
Normative Option: Gender-specific norms

	Parent	Teacher/Childcare Provider
Child's Name/ID:	Alex G	Alex G
Administration Date:	Mar 03, 2009	Mar 07, 2009
Age:	5 years and 9 months	5 years and 9 months
Childcare Setting/School Grade:	Kindergarten	Kindergarten
Rater Name/ID:	Mr. G	Mr. Keith
Assessor Name:	ES	ES
Data Entered By:	ML	ML

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



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ver. 1

Summary of Results

Note: P = Parent and T = Teacher/Childcare Provider.

Response Style Analysis

Scores on the Validity scales do not indicate a positive, negative, or inconsistent response style for 2 raters (P, T).

Summary of Elevated Scores

The following section summarizes areas of concern for Alex G based on ratings on the Conners Early Childhood Behavior. Note that areas that are not a concern are not reported in this summary.

Behavior Scales

- **Anxiety:** The *T*-scores are very elevated for 2 raters (P = 83, T = 90).
- **Physical Symptoms:** The *T*-score is very elevated for 1 rater (T = 90). The *T*-score is elevated for 1 rater (P = 67).

Other Clinical Indicators

Follow-up is recommended/suggested for the following issue(s):

- **Cruelty to Animals** for 1 rater (Rating(s): P = 2)
- **Perfectionism** for 1 rater (Rating(s): T: perfectionist = 2, overly upset by mistakes = 1)
- **Stealing** for 1 rater (Rating(s): P = 2)

Impairment

Alex G's problems seriously affect his learning:

- occasionally (rating = 1), according to 1 rater (P).
- often (rating = 2), according to 1 rater (T).

Alex G's problems seriously affect his interactions with other children:

- occasionally (rating = 1), according to 2 raters (P, T).

Alex G's problems seriously affect his home life (Parent form only):

- occasionally (rating = 1), according to 1 rater (P).

Conners Early Childhood Behavior Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following area(s):

- Autism for 1 rater (T)
- Developmental Delay-Emotional for 2 raters (P, T)
- Emotional Disturbance for 2 raters (P, T)
- Other Health Impairment for 2 raters (P, T)

Cautionary Remark

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

Introduction

The Conners Early Childhood Behavior is an assessment tool used to obtain observations about the child's behavior from multiple perspectives. This instrument is designed to assess a wide range of behavioral, emotional, and social issues in young children aged 2 to 6 years old. When used in combination with other information, results from the Conners Early Childhood Behavior can provide valuable information to aid in assessment and guide intervention 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 individual Conners Early Childhood Behavior Assessment reports.

This computerized report is an interpretive aid and should not be given to teachers/childcare providers, parents, or other unqualified users or used as the sole criterion for clinical decision-making. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, interviews, observations, and review of available records 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 and T = Teacher/Childcare Provider.

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	T
Positive Impression	2 (positive response style not indicated)	0 (positive response style not indicated)
Negative Impression	0 (negative response style not indicated)	0 (negative response style not indicated)
Inconsistency Index	1 (inconsistent response style not indicated)	0 (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 Early Childhood Manual* for more information.

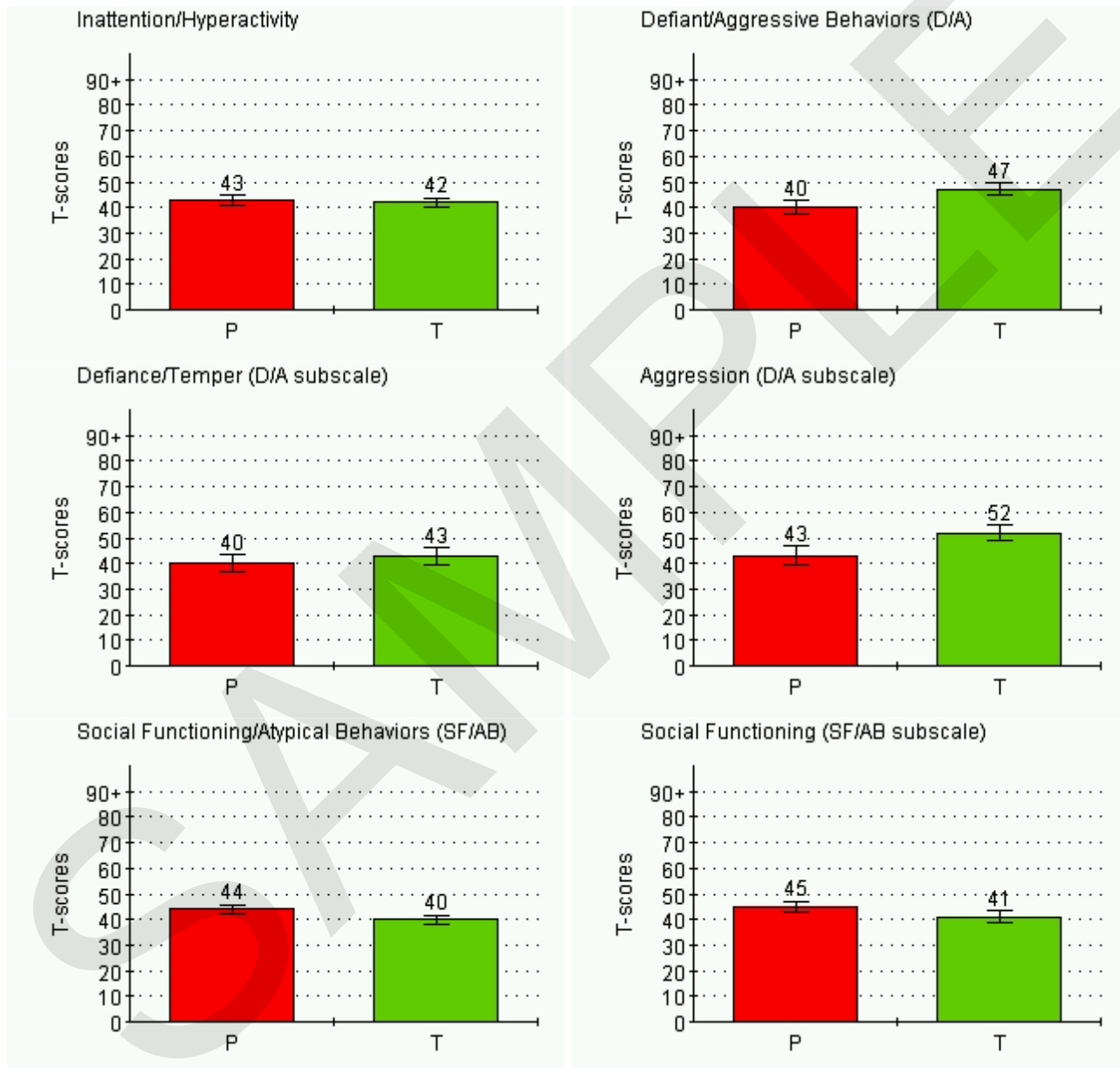
T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer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

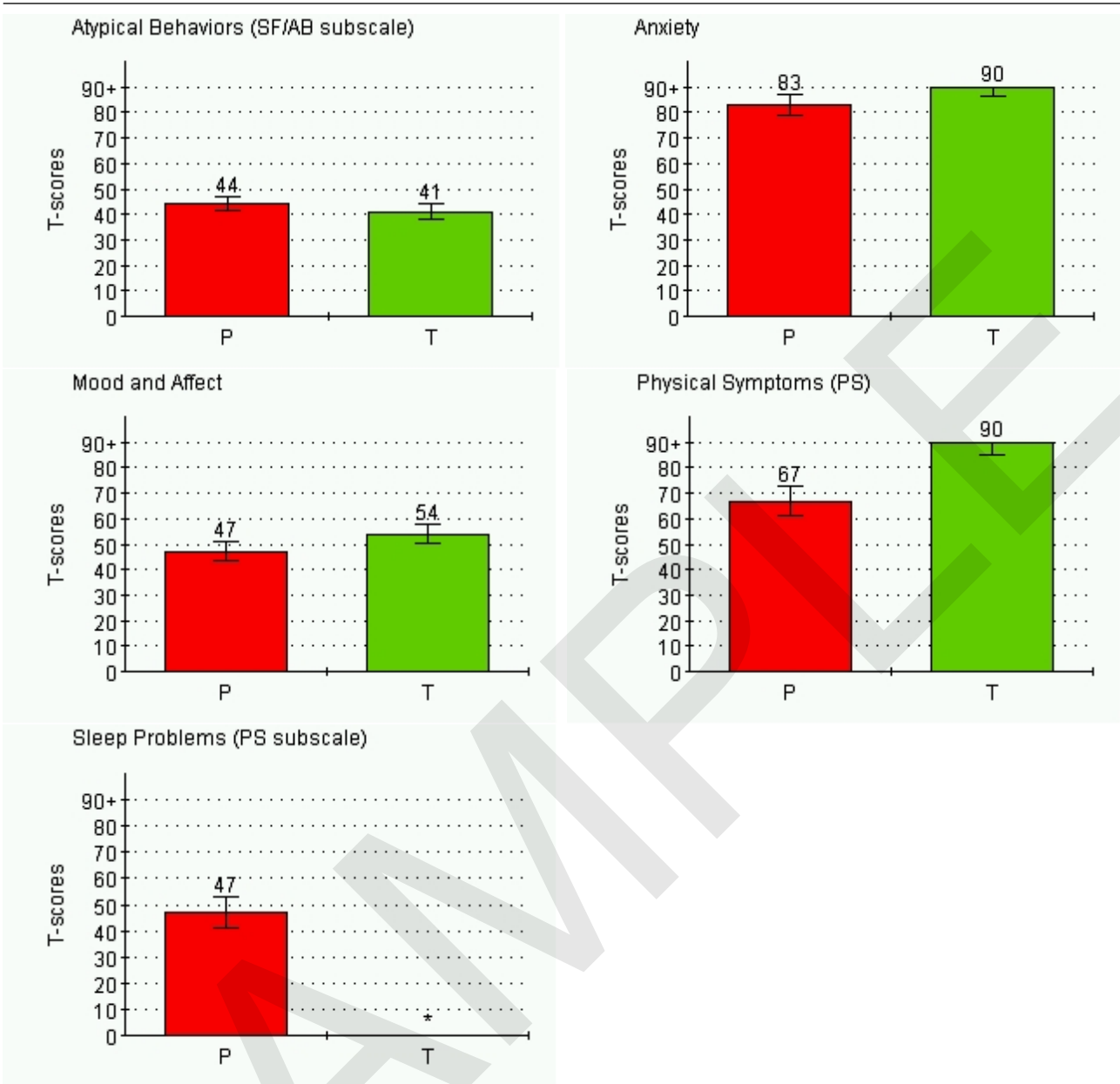
Behavior Scales

This section provides a comparison of Conners Early Childhood Behavior scales across raters.

T-scores: Comparison across Raters

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





Legend:

* No comparable subscale on the Teacher/Childcare Provider form.

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.

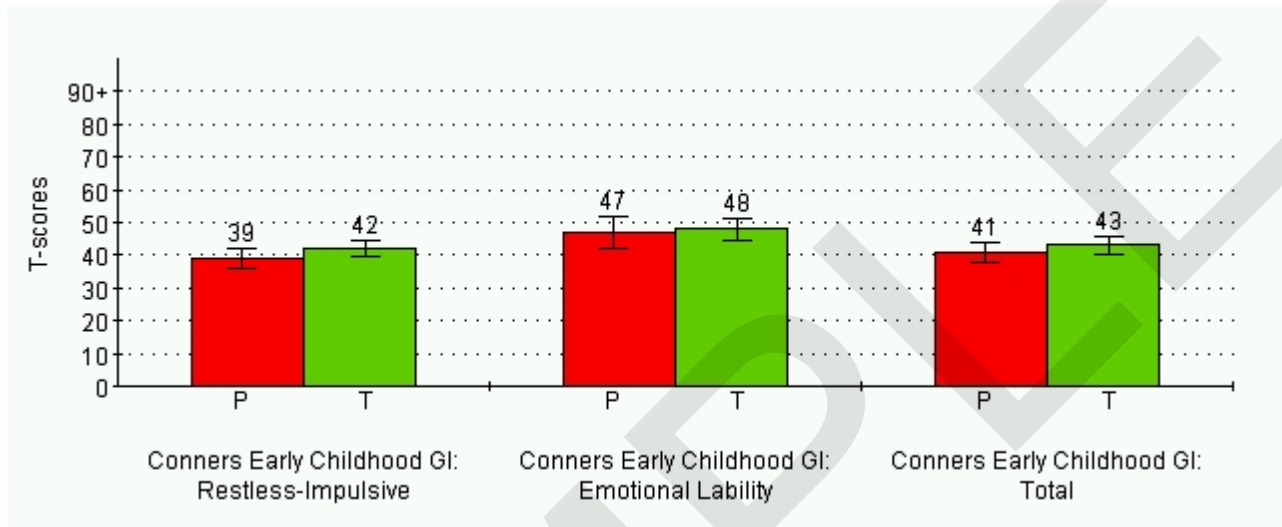
Scale	T-score ± SEM (percentile) Guideline		Statistically Significant Differences
	P	T	
Inattention/ Hyperactivity	43 ± 2.0 (25) Average	42 ± 1.7 (30) Average	No significant difference
Defiant/ Aggressive Behaviors (D/A)	40 ± 2.8 (23) Average	47 ± 2.4 (57) Average	T > P
Defiance/ Temper (D/A subscale)	40 ± 3.2 (23) Average	43 ± 3.3 (19) Average	No significant difference
Aggression (D/A subscale)	43 ± 3.7 (23) Average	52 ± 2.8 (70) Average	T > P
Social Functioning/ Atypical Behaviors (SF/AB)	44 ± 1.7 (33) Average	40 ± 1.7 (5) Average	No significant difference
Social Functioning (SF/AB subscale)	45 ± 2.2 (39) Average	41 ± 2.2 (10) Average	No significant difference
Atypical Behaviors (SF/AB subscale)	44 ± 2.6 (36) Average	41 ± 3.0 (13) Average	No significant difference
Anxiety	83 ± 3.9 (99) Very Elevated	90 ± 3.3 (99) Very Elevated	No significant difference
Mood and Affect	47 ± 3.7 (51) Average	54 ± 3.7 (80) Average	No significant difference
Physical Symptoms (PS)	67 ± 5.7 (73) Elevated	90 ± 4.8 (99) Very Elevated	T > P
Sleep Problems (PS subscale)	47 ± 5.8 (49) Average	-	Comparison not possible

Note(s):

SEM = Standard Error of Measurement.

Conners Early Childhood Global Index

The following section summarizes each rater’s ratings of Alex G on the Conners Early Childhood Global Index (Conners Early Childhood GI). High scores on the Conners Early Childhood GI may describe a child who is moody or emotional. They may also describe a child who is restless, impulsive or inattentive. The graph displays *T*-scores; the table displays *T*-scores summarizing the results for the Conners Early Childhood GI, as well as any statistically significant ($p < .10$) differences in *T*-scores between 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	T	
Conners Early Childhood GI: Restless-Impulsive	39 ± 3.2 (13) Low	42 ± 2.6 (33) Average	No significant difference
Conners Early Childhood GI: Emotional Lability	47 ± 5.0 (53) Average	48 ± 3.3 (64) Average	No significant difference
Conners Early Childhood GI: Total	41 ± 3.2 (16) Average	43 ± 2.6 (31) Average	No significant difference

Note(s):

SEM = Standard Error of Measurement.

Other Clinical Indicators

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

Item Content	Item		Rating	
	P	T	P	T
Cruelty to Animals	B7	B104	2*	0
Fire Setting	B73	B112	0	0
Perfectionism ¹	B102	B36 or B82	0	2* or 1
Pica	B11	B3	0	0
Posttraumatic Stress Disorder	B94	B107	0	0
Self-Injury	B110	B80	0	0
Specific Phobia	B41	B60	1	0
Stealing	B57	B9	2*	0
Tics: motor	B9	B109	0	0
Tics: vocal	B14	B110	0	0
Trichotillomania	B105	B106	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.

¹Perfectionism is represented by 2 separate items on the Teacher/Childcare Provider form. The first (item 36) assesses being a perfectionist. The second (item 82) assesses being overly upset by mistakes.

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

Impairment

The following table displays the results from each rater's observations of Alex G's level of impairment in learning/pre-academic, peer interactions, and home settings.

Item Content	Item		Rating	
	P	T	P	T
Learning/Pre-Academic	IM 1	IM 1	1	2
Peer Interactions	IM 2	IM 2	1	1
Home	IM 3	-	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.

Additional Questions

The following section displays additional comments from each rater about Alex G.

AQ 1. Any concerns about the child:

- **Parent:** This item was omitted.
- **Teacher/Childcare Provider:** This item was omitted.

AQ 2. Strengths or skills about the child:

- **Parent:** This item was omitted.
- **Teacher/Childcare Provider:** This item was omitted.

Conners Early Childhood Behavior Results and IDEA

The following table summarizes areas of IDEA 2004 eligibility that are typically listed for children who have elevated scores on various portions of the Conners Early Childhood Behavior.

The "At Risk; Follow-up Recommended" column summarizes which areas are elevated for Alex G suggesting that he may be at risk for difficulties. A checkmark in this column indicates the need for follow-up to determine if Alex G is eligible for services under IDEA 2004 in this particular area.

Content Areas	At Risk; Follow-up Recommended		Possible IDEA Eligibility Category
	P	T	
Behavior Scales			
Inattention/Hyperactivity			DD-Cognitive, DD-Emotional, ED, OHI
Defiant/Aggressive Behaviors (D/A):Total			DD-Emotional, ED
Defiance/Temper (D/A subscale)			DD-Emotional, ED
Aggression (D/A subscale)			DD-Emotional, ED
Social Functioning/Atypical Behaviors (SF/AB):Total			Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Social Functioning (SF/AB subscale)			Autism, DD-Emotional, DD-Social, ED
Atypical Behaviors (SF/AB subscale)			Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Anxiety	✓	✓	DD-Emotional, ED, OHI
Mood and Affect			DD-Emotional, ED
Physical Symptoms (PS):Total	✓	✓	DD-Emotional, ED, OHI
Sleep Problems (PS subscale)		-	DD-Emotional, ED, OHI
Other Clinical Indicators			
Cruelty to Animals	✓		ED
Fire Setting			ED
Perfectionism		✓	Autism, DD-Emotional, ED
Pica			Autism, ED, MR/ID, OHI
Posttraumatic Stress Disorder			ED
Self-Injury			Autism, DD-Cognitive, DD-Emotional, ED, MR/ID
Specific Phobia			ED
Stealing	✓		ED
Tics			OHI
Trichotillomania			ED

DD = Developmental Delay; ED = Emotional Disturbance; MR/ID = Mental Retardation/Intellectual Disability; OHI = Other Health Impairment.

Item Responses

The following responses were marked for the items on the Conners Early Childhood Behavior.

Parent Items for Behavior Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
B1.	2	B20.	2	B39.	3	B58.	2	B77.	0	B96.	1
B2.	3	B21.	3	B40.	1	B59.	1	B78.	1	B97.	0
B3.	3	B22.	1	B41.	1	B60.	0	B79.	0	B98.	3
B4.	3	B23.	0	B42.	1	B61.	0	B80.	0	B99.	0
B5.	1	B24.	0	B43.	2	B62.	0	B81.	0	B100.	2
B6.	2	B25.	2	B44.	3	B63.	0	B82.	1	B101.	0
B7.	2	B26.	0	B45.	0	B64.	0	B83.	0	B102.	0
B8.	0	B27.	2	B46.	3	B65.	1	B84.	0	B103.	2
B9.	0	B28.	3	B47.	1	B66.	2	B85.	2	B104.	3
B10.	0	B29.	3	B48.	0	B67.	0	B86.	0	B105.	0
B11.	0	B30.	0	B49.	0	B68.	0	B87.	1	B106.	0
B12.	1	B31.	0	B50.	0	B69.	0	B88.	0	B107.	0
B13.	3	B32.	1	B51.	0	B70.	0	B89.	0	B108.	0
B14.	0	B33.	0	B52.	0	B71.	0	B90.	0	B109.	1
B15.	0	B34.	1	B53.	0	B72.	1	B91.	0	B110.	0
B16.	0	B35.	0	B54.	2	B73.	0	B92.	0	IM1.	1
B17.	0	B36.	0	B55.	0	B74.	0	B93.	3	IM2.	1
B18.	0	B37.	0	B56.	2	B75.	0	B94.	0	IM3.	1
B19.	0	B38.	2	B57.	2	B76.	0	B95.	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/Childcare Provider Items for Behavior Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
B1.	2	B20.	0	B39.	0	B58.	3	B77.	3	B96.	0
B2.	1	B21.	0	B40.	0	B59.	0	B78.	0	B97.	0
B3.	0	B22.	0	B41.	3	B60.	0	B79.	0	B98.	0
B4.	3	B23.	0	B42.	1	B61.	3	B80.	0	B99.	1
B5.	2	B24.	0	B43.	3	B62.	3	B81.	0	B100.	0
B6.	2	B25.	0	B44.	0	B63.	2	B82.	1	B101.	0
B7.	0	B26.	2	B45.	3	B64.	0	B83.	2	B102.	0
B8.	1	B27.	0	B46.	0	B65.	2	B84.	3	B103.	0
B9.	0	B28.	1	B47.	2	B66.	0	B85.	1	B104.	0
B10.	0	B29.	3	B48.	1	B67.	1	B86.	0	B105.	0
B11.	0	B30.	0	B49.	0	B68.	0	B87.	3	B106.	0
B12.	1	B31.	1	B50.	0	B69.	0	B88.	1	B107.	0
B13.	0	B32.	0	B51.	3	B70.	0	B89.	0	B108.	0
B14.	1	B33.	1	B52.	3	B71.	3	B90.	0	B109.	0
B15.	2	B34.	3	B53.	0	B72.	0	B91.	0	B110.	0
B16.	0	B35.	0	B54.	1	B73.	0	B92.	2	B111.	0
B17.	3	B36.	2	B55.	3	B74.	2	B93.	3	B112.	0
B18.	3	B37.	0	B56.	0	B75.	0	B94.	3	IM1.	2
B19.	1	B38.	0	B57.	0	B76.	2	B95.	3	IM2.	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.

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End of Report