



CONNERS
Early Childhood™

By C. Keith Conners, Ph.D.

Behavior–Teacher/Childcare Provider Short Assessment Report

Child's Name/ID: Alex G
Age: 6 years and 0 months
Gender: Male
Birth Date: May 11, 2003
Childcare Setting/School Grade: Kindergarten
**Teacher/Childcare
Provider's Name/ID:** Mr. Keith
Time Known Child:
Administration Date: May 16, 2009
Assessor Name:
Data Entered By:
Normative Option: Gender-specific norms

This Assessment 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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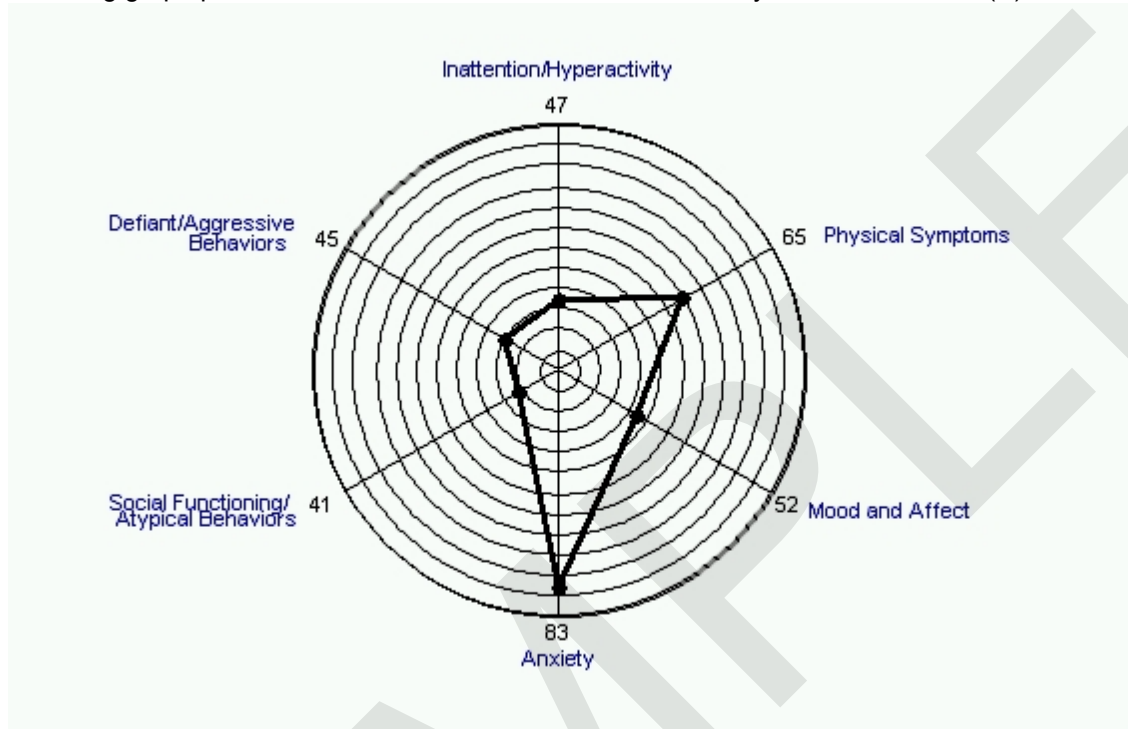
Summary of Results

Response Style Analysis

Scores on the Validity scales do not indicate a positive or negative response style.

Overview of Scores

The following graph provides *T*-scores for each of the Conners Early Childhood BEH-T(S) scales.



Summary of Elevated Scores

The following section summarizes areas of concern for Alex G based on his teacher/childcare provider's ratings. Note that areas that are not a concern are not reported in this summary.

Conners Early Childhood BEH-T(S) Scales

The *T*-score for the following Conners Early Childhood BEH-T(S) scale is **very elevated** (i.e., *T*-score ≥ 70), indicating many more concerns than are typically reported: Anxiety (*T* = 83).

The *T*-score for the following Conners Early Childhood BEH-T(S) scale is **elevated** (i.e., *T*-score = 65 to 69), indicating more concerns than are typically reported: Physical Symptoms (*T* = 65).

Conners Early Childhood BEH-T(S) Results and IDEA

Scores suggest possible consideration for IDEA 2004 eligibility in the following area(s): Developmental Delay-Emotional, Emotional Disturbance and Other Health Impairment.

Cautionary Remarks

This Summary of Results section provides information only about areas that are a concern. Please refer to the remainder of the Assessment 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-Teacher/Childcare Provider Short [Conners Early Childhood BEH-T(S)] is an assessment tool used to obtain teacher/childcare provider observations about a child's behavior in a preschool/childcare setting. This instrument is designed to assess a wide range of behavioral, emotional, and social issues in young children. When used in combination with other information, results from the Conners Early Childhood BEH-T(S) can provide valuable information to aid in assessment and guide intervention decisions. This report provides information about the teacher/childcare provider's assessment of the child, how he/she compares to other children, and which scales are elevated. See the *Conners Early Childhood Manual* (published by MHS) for more information.

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 a more comprehensive view of the child than might be obtained from any one source. This report is based on an algorithm that produces the most common interpretations for the obtained scores. Administrators should review the teacher/childcare provider's responses to specific items to ensure that these interpretations apply to the child being described.

Response Style Analysis

The following section provides the teacher/childcare provider's scores for the Positive and Negative Impression scales.

Positive Impression

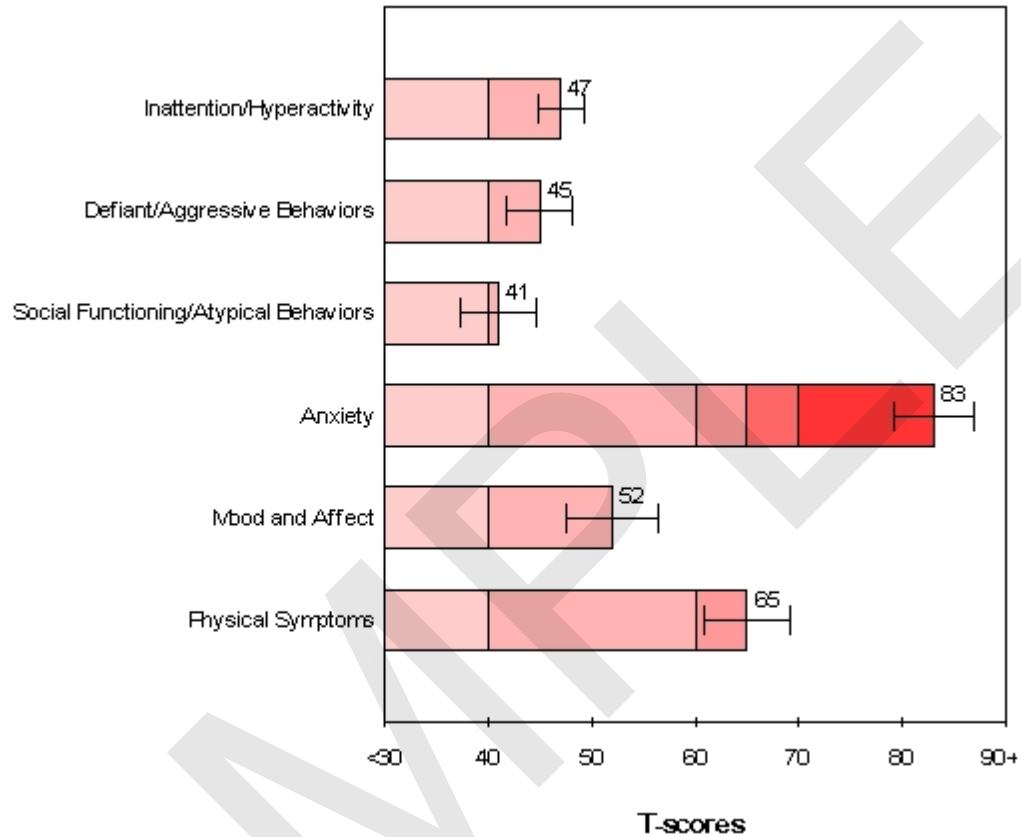
The Positive Impression score (raw score = 0) does not indicate an overly positive response style.

Negative Impression

The Negative Impression score (raw score = 0) does not indicate an overly negative response style.

Conners Early Childhood BEH-T(S): T-scores

The following graph provides *T*-scores 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*.



Conners Early Childhood BEH-T(S): Detailed Scores

The following table summarizes the results of the teacher/childcare provider’s assessment of Alex G and provides general information about how he compares to the normative group. Please refer to the *Conners Early Childhood Manual* for more interpretation information.

Scale	Raw Score	T-score ± SEM (Percentile)	Guideline	Common Characteristics of High Scorers
Inattention/Hyperactivity	3	47 ± 2.2 (56)	Average Score (Typical levels of concern)	Difficulty with control of attention and/or behavior. May have poor concentration and/or be easily distracted. May lose interest quickly. May have high activity levels, impulsivity, and/or difficulty staying seated. May be easily excited.
Defiant/Aggressive Behaviors	0	45 ± 3.2 (33)	Average Score (Typical levels of concern)	May be argumentative, defiant, destructive, or dishonest. May have problems with controlling temper. May have problems with physical and/or verbal aggression.
Social Functioning/Atypical Behaviors	0	41 ± 3.7 (14)	Average Score (Typical levels of concern)	Poor social skills and/or odd and unusual. May have difficulty with friendships; may appear disinterested in social interactions. May have unusual interests.
Anxiety	9	83 ± 3.9 (99)	Very Elevated Score (Many more concerns than are typically reported)	Anxious, including emotional or physical symptoms. May be fearful. May be clingy and/or easily frightened. May complain of feeling sick.
Mood and Affect	2	52 ± 4.5 (74)	Average Score (Typical levels of concern)	Mood problems may include irritability, sadness, negativity, and anhedonia. May be tearful.
Physical Symptoms	4	65 ± 4.2 (95)	Elevated Score (More concerns than are typically reported)	Physical symptoms that may have medical/emotional roots. May complain of aches/pains or feeling sick. May seem tired.

Note: SEM = Standard Error of Measurement

Additional Questions

The following section displays additional comments from the teacher/childcare provider about Alex G.

Item Number	Item Content	Teacher/Childcare Provider’s Response
AQ 1	Additional concerns about the child	This item was omitted.
AQ 2	Child’s strengths or skills	This item was omitted.

Conners Early Childhood BEH-T(S) Results and IDEA

The Conners Early Childhood BEH-T(S) provides information that may be useful to consider when determining whether a child is eligible for early intervention or special education and related services under current U.S. federal statutes, such as the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The following table summarizes areas of IDEA 2004 categorization that are typically considered when a particular score is elevated. The "At Risk; Follow-up Recommended" column indicates which areas are elevated for Alex G suggesting the need for follow-up to determine if he is eligible for services under IDEA 2004 in this particular area.

The information in this table is based on IDEA 2004 and general interpretation/application of this federal law. Specific state and local education agencies may have specific requirements that supersede these recommendations. The assessor is reminded to review local policies that may impact decision making. An elevated score is not sufficient justification for IDEA 2004 eligibility. The IDEA 2004 indicates that categorization is not required for provision of services, particularly in the case of early intervention services. In most districts, a child qualifies for early intervention services if there is evidence that he/she is at risk for substantial delays if services are not provided (even if no developmental delays or diagnoses have been documented yet). Please see the *Conners Early Childhood Manual* for further discussion of IDEA 2004.

Content Areas	At Risk; Follow-up Recommended	Possible IDEA Eligibility Category
Behavior Scales		
Inattention/Hyperactivity		DD-Cognitive, DD-Emotional, ED, OHI
Defiant/Aggressive Behaviors		DD-Emotional, ED
Social Functioning/Atypical Behaviors		Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Anxiety	✓	DD-Emotional, ED, OHI
Mood and Affect		DD-Emotional, ED
Physical Symptoms	✓	DD-Emotional, ED, OHI

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

Item Responses

The teacher/childcare provider marked the following responses for items on the Conners Early Childhood BEH-T(S).

Item	Teacher's Rating	Item	Teacher's Rating	Item	Teacher's Rating	Item	Teacher's Rating	Item	Teacher's Rating	Item	Teacher's Rating
1.	1	9.	3	17.	0	25.	1	33.	1	41.	3
2.	2	10.	0	18.	1	26.	3	34.	0	42.	0
3.	0	11.	0	19.	1	27.	1	35.	2	43.	0
4.	1	12.	0	20.	0	28.	1	36.	1	44.	0
5.	0	13.	0	21.	0	29.	0	37.	0	45.	0
6.	1	14.	0	22.	1	30.	1	38.	1	46.	0
7.	2	15.	1	23.	2	31.	0	39.	0		
8.	1	16.	1	24.	2	32.	2	40.	1		

Response Key:

- 0 = In the past month, this was **not true at all**. It never (or seldom) happened.
- 1 = In the past month, this was **just a little true**. It happened occasionally.
- 2 = In the past month, this was **pretty much true**. It happened often (or quite a bit).
- 3 = In the past month, this was **very much true**. It happened very often (very frequently).
- ? = Omitted Item.

Date printed: September 03, 2009

End of Report

Conners Early Childhood Behavior Short Feedback Handout for Teacher/Childcare Provider Ratings

Child's Name: Alex G
Child's Age: 6 years and 0 months
Date of Assessment: May 16, 2009
Teacher/Childcare Provider's Name: Mr. Keith
Assessor's Name:

This feedback handout explains scores from teacher/childcare provider ratings of this child's behaviors and feelings as assessed by the Conners Early Childhood Behavior-Teacher/Childcare Provider Short form [Conners Early Childhood BEH-T(S)]. This section of the report may be given to parents (caregivers) or to a third party if parental consent is granted.

What is the Conners Early Childhood?

The Conners Early Childhood is a set of rating scales used to gather information about young children. The Conners forms were developed by Dr. Conners, an expert in child behavior, and can be completed by parents and teacher (or childcare providers). Research has shown that the Conners scales are reliable and valid, which means that you can trust the scores that are produced by the teacher/childcare provider's ratings.

Why do teacher/childcare providers complete the Conners Early Childhood?

It is very important to ask teacher/childcare providers for their observations, as teacher/childcare providers see the child in a different setting than parents. Depending on the setting, a teacher/childcare provider may see the child participate in structured and unstructured activities, including learning new skills and peer interaction. It is helpful to collect ratings from more than one teacher/childcare provider when possible, as different observers may describe different things about the same child. For example, some children show different functioning depending on time of day, relationship with a teacher/childcare provider, class composition, or demands placed on them in a setting.

The Conners Early Childhood is typically used to better understand a child's difficulties and find a way to help. The Conners Early Childhood can also be used for a child receiving treatment to see if the child is improving. Sometimes the Conners Early Childhood is used as a routine check, even when the child does not appear to have a problem. If you are not sure why the teacher/childcare provider was asked to complete the Conners Early Childhood, please ask the assessor listed at the top of this feedback form.

How does the Conners Early Childhood work?

The teacher/childcare provider described Alex G's emotions and behaviors by marking 46 items to show how well each statement described Alex G or how often Alex G displayed each emotion/behavior in the past month. The teacher/childcare provider's responses to these 46 statements were combined into several groups of items. Each group of items describes a certain type of emotion (for example, anxiety) or behavior (for example, hyperactivity). The teacher/childcare provider's responses were compared with what is expected for boys who are the same age as Alex G. The scores for each group of items tell how similar Alex G is to his peers. This information helps the assessor know if Alex G is having more difficulty in a certain area than other boys who are the same age.

Results from the Conners Early Childhood Behavior-Teacher/Childcare Provider Short Form

The assessor who asked the teacher/childcare provider to complete the Conners Early Childhood will help explain these results and answer any questions you might have. Remember, these scores were calculated from how the teacher/childcare provider described Alex G in the past month. The teacher/childcare provider ratings are supposed to let the assessor know how Alex G acts at school/childcare. The results from teacher/childcare provider ratings on the Conners Early Childhood should be combined with other important information, such as interviews with Alex G's parent, other test results, and observations of Alex G. All of the combined information is used to determine if Alex G needs help in a certain area and what kind of help is needed.

As you go through the results, it is very helpful to share any additional insights that you might have, make notes, and freely discuss the results with the assessor. If the results do not make sense to you, you should let the assessor know so that you can discuss other possible explanations.

Remember that the teacher/childcare provider’s responses to all of the items were combined into groups of possible problem areas. The following table lists the main topics covered by the Conners Early Childhood Behavior–Teacher/Childcare Provider Short form. These scores were compared with other boys who are the same age as Alex G. This gives you information about whether the teacher/childcare provider described typical or average levels of concern (that is, “not an area of concern”) or if the teacher/childcare provider described “more concerns than average” for boys who are the same age as Alex G.

Emotions and Behaviors

The tables below summarize the teacher/childcare provider’s observations of Alex G’s emotions and behaviors. The tables also give you examples of emotional and behavioral issues that are included in each possible problem area. Alex G may not show *all* of the problems in an area; it is possible to have “more concerns than average” even if only *some* of the problems are happening. Also, it is possible that the teacher/childcare provider may describe typical or average levels of concern even if Alex G is showing *some* of the problems in an area.

Inattention/Hyperactivity

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
✓		Poor attention and concentration, loses interest. High activity levels, impulsive.

Defiant/Aggressive Behaviors

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
✓		Argues, dishonest; defiant; loses temper; physical and/or verbal aggression.

Social Functioning/Atypical Behaviors

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
✓		Lack of good friendships. Seems odd/unusual. Social isolation. Unusual interests.

Anxiety

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
	✓	Emotional signs of anxiety (fearful, difficulty controlling worries, clingy, easily frightened). Physical signs of anxiety (e.g., complains about feeling sick).

Mood and Affect

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
✓		Irritability, sadness, negativity, and lack of interest/pleasure; tearfulness.

Physical Symptoms

Not an area of concern (good/average score)	More concerns than average (elevated score)	Problems that may exist if there are more concerns than average
	✓	Complains of aches/pains; seems tired.

It is important to discuss these results with the assessor listed at the top of this feedback handout. This feedback handout only describes results from the Conners Early Childhood Behavior-Teacher/Childcare Provider Short form. A checkmark in the "more concerns than average" box does not necessarily mean that Alex G has a serious problem and is in need of treatment. Conners Early Childhood results must be combined with information from other sources and be confirmed by a qualified clinician before concluding that an actual problem exists.

Response Style Analysis

Information about the rater's response style should be considered when the assessor reviews the results with you.

