



CONNERS
Early Childhood™

By C. Keith Connors, Ph.D.

Developmental Milestones Comparative Report

Child's Name/ID: Sue J
Gender: Female
Birth Date: October 11, 2004
Normative Option: Gender-specific norms

	Parent	Teacher/Childcare Provider
Child's Name/ID:	Sue J	Sue J
Administration Date:	Feb 15, 2009	Feb 14, 2009
Age:	4 years and 4 months	4 years and 4 months
Childcare Setting/School Grade:	Preschool	Preschool
Rater Name/ID:	Mrs. J	Ms. Brown
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.

Summary of Elevated Scores

The following section summarizes areas of concern for Sue J based on ratings on the Conners Early Childhood Developmental Milestones. Note that areas that are not a concern are not reported in this summary.

Developmental Milestone Scales

- **Adaptive Skills:** The *T*-scores are very elevated for 2 raters (P = 85, T = 84).
- **Communication:** The *T*-scores are very elevated for 2 raters (P = 90, T = 90).
- **Play:** The *T*-scores are very elevated for 2 raters (P = 85, T = 90).
- **Pre-Academic/Cognitive:** The *T*-scores are very elevated for 2 raters (P = 76, T = 76).

Impairment

Sue J's problems seriously affect her learning:

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

Sue J's problems seriously affect her interactions with other children:

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

Sue J's problems seriously affect her home life (Parent form only):

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

Conners Early Childhood Developmental Milestones Results and IDEA

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

- Autism for 2 raters (P, T)
- Developmental Delay-Adaptive for 2 raters (P, T)
- Developmental Delay-Cognitive for 2 raters (P, T)
- Developmental Delay-Communication for 2 raters (P, T)
- Mental Retardation/Intellectual Disability for 2 raters (P, T)
- Specific Learning Disability for 2 raters (P, T)
- Speech or Language 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 Developmental Milestones 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 developmental milestones in young children aged 2 to 6 years old. When used in combination with other information, results from the Conners Early Childhood Developmental Milestones 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 Conners Early Childhood Developmental Milestones 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. 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.

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.

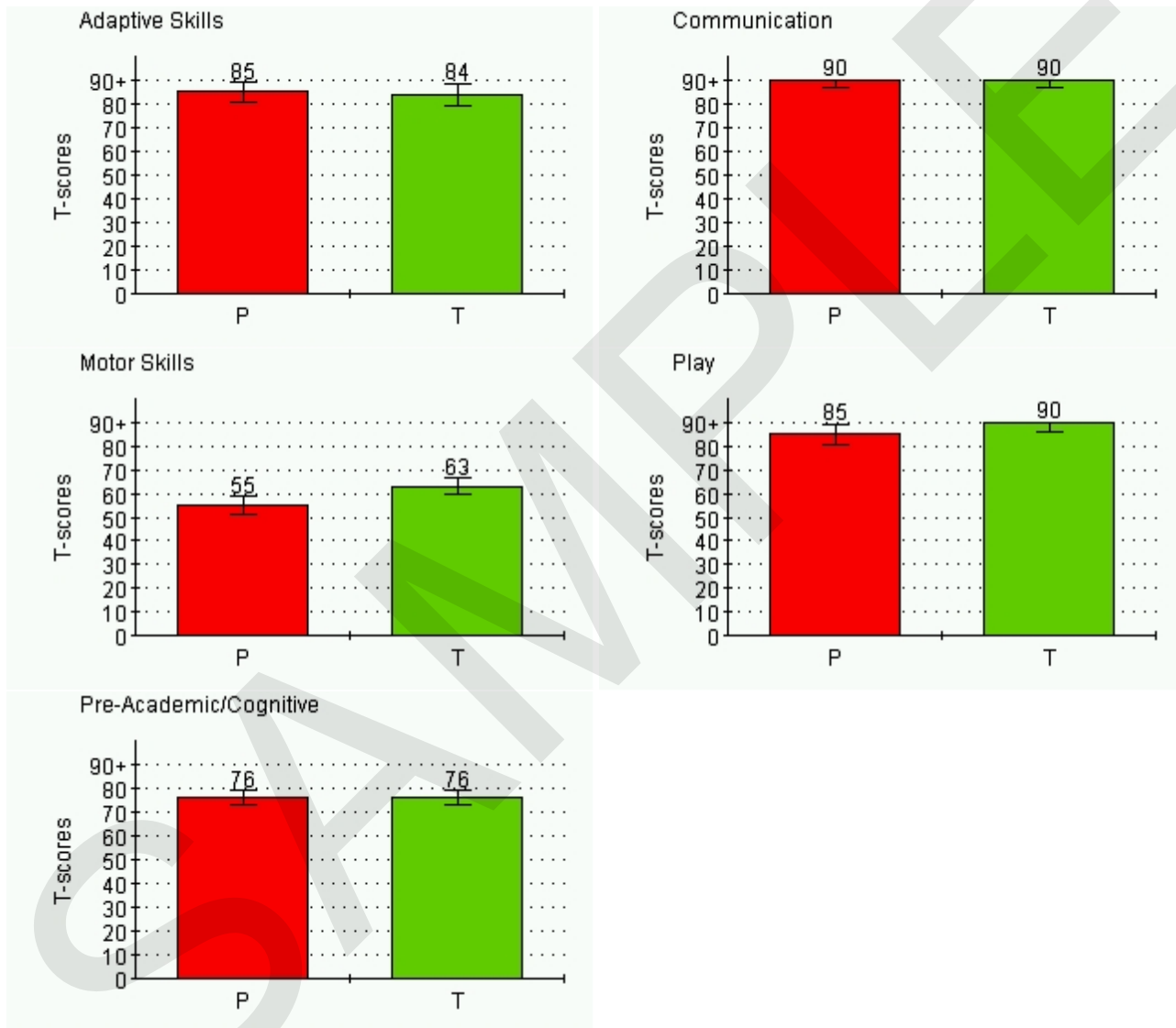
T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer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

Developmental Milestone Scales

This section provides a comparison of Conners Early Childhood Developmental Milestone 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*.



Detailed Scores: Comparison across Raters

The following table summarizes the results for each Developmental Milestone 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	
Adaptive Skills	85 ± 4.1 (99) Very Elevated	84 ± 4.7 (99) Very Elevated	No significant difference
Communication	90 ± 2.8 (99) Very Elevated	90 ± 3.2 (99) Very Elevated	No significant difference
Motor Skills	55 ± 3.9 (74) Average	63 ± 3.5 (91) High Average	No significant difference
Play	85 ± 4.2 (99) Very Elevated	90 ± 4.0 (99) Very Elevated	No significant difference
Pre-Academic/ Cognitive	76 ± 3.2 (97) Very Elevated	76 ± 3.0 (99) Very Elevated	No significant difference

Note(s):

SEM = Standard Error of Measurement.

Impairment

The following table displays the results from each rater’s observations of Sue J’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	1
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 Sue J.

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 Developmental Milestones 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 Developmental Milestones.

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

Content Areas	At Risk; Follow-up Recommended		Possible IDEA Eligibility Category
	P	T	
Developmental Milestone Scales			
Adaptive Skills	✓	✓	DD-Adaptive, MR/ID
Communication	✓	✓	Autism, DD-Communication, S/L
Motor Skills			DD-Physical, OHI
Play	✓	✓	Autism, DD-Cognitive, MR/ID
Pre-Academic/Cognitive	✓	✓	DD-Cognitive, DD-Communication, MR/ID, LD, S/L

DD = Developmental Delay; LD = Specific Learning Disability; MR/ID = Mental Retardation/Intellectual Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

Item Responses

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

Parent Items for Developmental Milestone Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
DM1.	1	DM14.	2	DM27.	2	DM40.	1	DM53.	1	DM66.	0
DM2.	2	DM15.	0	DM28.	0	DM41.	1	DM54.	0	DM67.	2
DM3.	1	DM16.	1	DM29.	2	DM42.	1	DM55.	1	DM68.	0
DM4.	0	DM17.	0	DM30.	2	DM43.	1	DM56.	1	DM69.	0
DM5.	0	DM18.	1	DM31.	0	DM44.	0	DM57.	0	DM70.	0
DM6.	1	DM19.	1	DM32.	1	DM45.	2	DM58.	1	DM71.	2
DM7.	1	DM20.	1	DM33.	1	DM46.	1	DM59.	0	DM72.	1
DM8.	0	DM21.	1	DM34.	1	DM47.	2	DM60.	1	DM73.	2
DM9.	0	DM22.	1	DM35.	1	DM48.	0	DM61.	0	DM74.	0
DM10.	0	DM23.	0	DM36.	1	DM49.	1	DM62.	1	DM75.	0
DM11.	1	DM24.	2	DM37.	0	DM50.	1	DM63.	0	IM1.	1
DM12.	0	DM25.	0	DM38.	1	DM51.	2	DM64.	1	IM2.	1
DM13.	0	DM26.	1	DM39.	1	DM52.	0	DM65.	1	IM3.	1

Rating (DM items): 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.

Rating (IM items): 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 Developmental Milestone Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
DM1.	0	DM13.	1	DM25.	0	DM37.	2	DM49.	1	DM61.	1
DM2.	2	DM14.	1	DM26.	1	DM38.	1	DM50.	2	DM62.	0
DM3.	1	DM15.	1	DM27.	1	DM39.	1	DM51.	0	DM63.	1
DM4.	0	DM16.	0	DM28.	1	DM40.	1	DM52.	1	DM64.	0
DM5.	1	DM17.	1	DM29.	1	DM41.	0	DM53.	1	DM65.	1
DM6.	1	DM18.	0	DM30.	1	DM42.	1	DM54.	1	DM66.	2
DM7.	0	DM19.	1	DM31.	1	DM43.	0	DM55.	0	DM67.	0
DM8.	2	DM20.	0	DM32.	0	DM44.	1	DM56.	0	DM68.	0
DM9.	0	DM21.	1	DM33.	0	DM45.	2	DM57.	0	DM69.	2
DM10.	1	DM22.	2	DM34.	0	DM46.	1	DM58.	1	DM70.	0
DM11.	0	DM23.	1	DM35.	2	DM47.	0	DM59.	0	IM1.	1
DM12.	1	DM24.	0	DM36.	1	DM48.	1	DM60.	1	IM2.	1

Rating (DM items): 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.

Rating (IM items): 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