



**CONNERS**  
Early Childhood™

*By C. Keith Conners, Ph.D.*

## **Developmental Milestones–Teacher/Childcare Provider Assessment Report**

|  |                       |
|--|-----------------------|
| <b>Child's Name/ID:</b>                  | <b>Sue J</b>          |
| Age:                                     | 4 years and 4 months  |
| Gender:                                  | Female                |
| Birth Date:                              | October 11, 2004      |
| Childcare Setting/School Grade:          | Preschool             |
| Teacher/Childcare<br>Provider's Name/ID: | Ms. Brown             |
| Time Known Child:                        | 6 months              |
| Administration Date:                     | February 14, 2009     |
| Assessor Name:                           | ES                    |
| Data Entered By:                         | ML                    |
| 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.

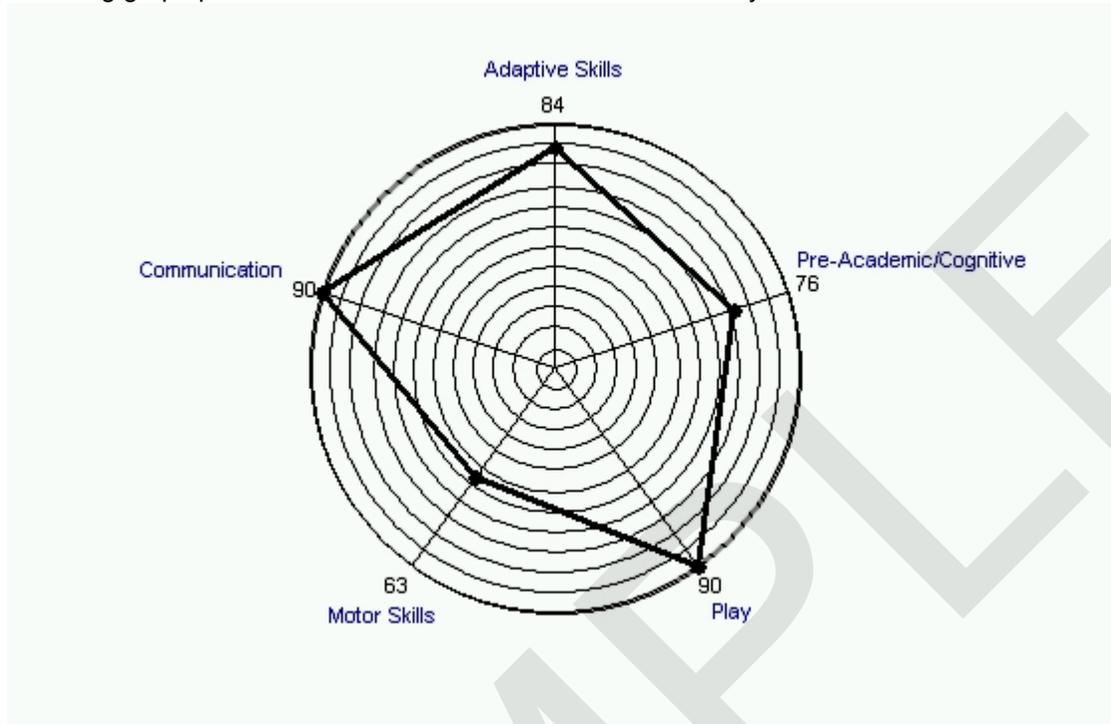


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## Summary of Results

### Overview of Scores

The following graph provides *T*-scores for each of the Conners Early Childhood DM-T scales.



### Summary of Elevated Scores

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

#### Developmental Milestone Scales

The *T*-scores for the following Conners Early Childhood Developmental Milestone scales are **very elevated** (i.e., *T*-score  $\geq 70$ ), indicating many more concerns than are typically reported: Adaptive Skills (*T* = 84), Communication (*T* = 90), Play (*T* = 90) and Pre-Academic/Cognitive (*T* = 76).

#### Impairment

The teacher/childcare provider reports that Sue J's problems **occasionally** (rating = 1) seriously affect her learning, and interactions with other children.

#### Conners Early Childhood DM-T Results and IDEA

Scores suggest possible consideration for IDEA 2004 eligibility in the following area(s): Autism, Developmental Delay-Adaptive, Developmental Delay-Cognitive, Developmental Delay-Communication, Mental Retardation/Intellectual Disability, Specific Learning Disability and Speech or Language 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.

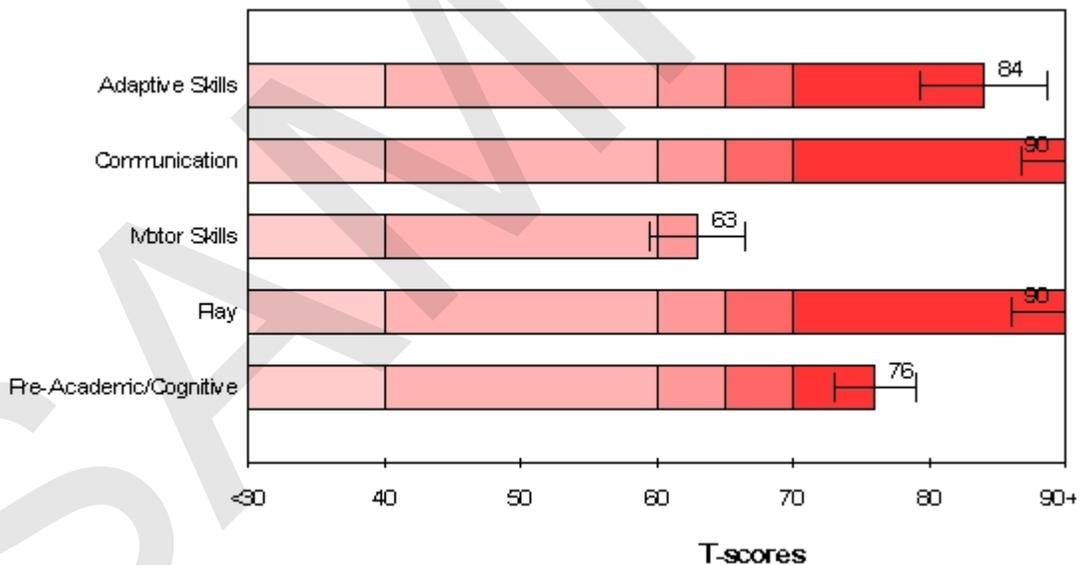
## Introduction

The Conners Early Childhood Developmental Milestones–Teacher/Childcare Provider (Conners Early Childhood DM–T) 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 developmental milestones in young children. When used in combination with other information, results from the Conners Early Childhood DM–T 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.

## Developmental Milestone Scales: T-scores

The following graph provides T-scores for each of the scales. High T-scores for the Developmental Milestone scales suggest that the teacher/childcare provider has concerns about Sue J’s development. 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*.



## Developmental Milestone Scales: Detailed Scores

The following table summarizes the results of the teacher/childcare provider’s assessment of Sue J, and provides general information about how she 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<br>Potential delay in the development of...  |
|------------------------|-----------|----------------------------|---|---|
| Adaptive Skills        | 12        | 84 ± 4.7 (99)              | Very Elevated Score (Many more concerns than are typically reported)    | Adaptive functioning skills, including dressing, eating/drinking, toileting, personal hygiene, and helping.   |
| Communication          | 22        | 90 ± 3.2 (99)              | Very Elevated Score (Many more concerns than are typically reported)    | Expressive and receptive language, including verbal, facial, and gestural communication.  |
| Motor Skills           | 16        | 63 ± 3.5 (91)              | High Average Score (Slightly more concerns than are typically reported) | Fine and gross motor skills.  |
| Play                   | 9         | 90 ± 4.0 (99)              | Very Elevated Score (Many more concerns than are typically reported)    | Imaginative and pretend play.   |
| Pre-Academic/Cognitive | 28        | 76 ± 3.0 (99)              | Very Elevated Score (Many more concerns than are typically reported)    | Knowledge of pre-academic concepts (e.g., shapes, colors, letters, numbers, and body parts), pre-reading skills (e.g., rhyming, name recognition), and early memory/reasoning skills. |

**Note:** SEM = Standard Error of Measurement

## Impairment

The teacher/childcare provider’s report of Sue J’s level of impairment in learning/pre-academic and peer interaction settings is presented below.

| Item | Item Content          | Teacher’s Rating |   |   |   |   | Guideline  |
|------|-----------------------|------------------|---|---|---|---|--|
|      |                       | 0                | 1 | 2 | 3 | ? |  |
| IM 1 | Learning/Pre-Academic |                  | ✓ |   |   |   | Problems occasionally seriously affect learning.                         |
| IM 2 | Peer Interactions     |                  | ✓ |   |   |   | Problems occasionally seriously affect interactions with other children. |

**Teacher/Childcare Provider’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.

## Additional Questions

The following section displays additional comments from the teacher/childcare provider about Sue J.

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

## Conners Early Childhood DM–T Results and IDEA

The Conners Early Childhood DM–T 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 Sue J, suggesting the need for follow-up to determine if she 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             |
|---------------------------------------|--------------------------------|--|
| <b>Developmental Milestone Scales</b> |                                |  |
| 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 teacher/childcare provider marked the following responses for items on the Conners Early Childhood DM-T.

### Developmental Milestone Scales

| Item  | Teacher's 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                |

**Teacher/Childcare Provider's rating (DM items):** 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.

**Teacher/Childcare Provider's 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.

Date printed: September 03, 2009

**End of Report**

## Conners Early Childhood Feedback Handout for Teacher/Childcare Provider Ratings

**Child's Name:** Sue J  
**Child's Age:** 4 years and 4 months  
**Date of Assessment:** February 14, 2009  
**Teacher/Childcare Provider's Name:** Ms. Brown  
**Assessor's Name:** ES

*This feedback handout explains scores from teacher/childcare provider ratings of this child's behaviors and feelings as assessed by the Conners Early Childhood–Teacher/Childcare Provider form (Conners Early Childhood–T). 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 teachers (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, group 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 marked 70 developmental milestones to describe how often Sue J shows each skill without help. The teacher/childcare provider's responses to these statements were combined into several groups of items. Each group of items describes a developmental area (for example, communication). The teacher/childcare provider's responses were compared with what is expected for girls who are the same age as Sue J. The scores for each group of items tell how similar Sue J is to her peers. This information helps the assessor know if Sue J is having more difficulty in a certain area than other girls who are the same age.

## Results from the Conners Early Childhood–Teacher/Childcare Provider 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 Sue J in the past month. The teacher/childcare provider ratings are supposed to let the assessor know how Sue J 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 Sue J's parent, other test results, and observations of Sue J. All of the combined information is used to determine if Sue J 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 tables list the main topics covered by the Conners Early Childhood–Teacher/Childcare Provider form. These scores were compared with other girls who are the same age as Sue J. 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 girls who are the same age as Sue J.

### Developmental Milestones

The tables below summarize the teacher/childcare provider’s observations of Sue J’s developmental milestones. The tables also give you examples of the skills that are included in each developmental area. Sue J may not have delays in *all* aspects of an area; it is possible to have “more concerns than average” even if only *some* of the skills are delayed. Also, it is possible that the teacher/childcare provider may describe typical or average levels of concern even if Sue J is showing *some* delays in an area.

#### Self-Care

| Not an area of concern (good/average score) | More concerns than average (elevated score) | Skills included in developmental area                                  |
|---|---|--|
|   | ✓   | Dressing, eating & drinking, toileting, personal hygiene, and helping. |

#### Communication

| Not an area of concern (good/average score) | More concerns than average (elevated score) | Skills included in developmental area  |
|---|---|--|
|   | ✓   | Explaining and understanding with spoken language, facial expressions, and gestures. |

#### Physical Movement

| Not an area of concern (good/average score) | More concerns than average (elevated score) | Skills included in developmental area                         |
|---|---|---|
| ✓   |   | Using fingers and body to do things like drawing and jumping. |

#### Play

| Not an area of concern (good/average score) | More concerns than average (elevated score) | Skills included in developmental area |
|---|---|---------------------------------------|
|   | ✓   | Imaginative and pretend play.         |

#### Thinking and Learning

| Not an area of concern (good/average score) | More concerns than average (elevated score) | Skills included in developmental area   |
|---|---|---|
|   | ✓   | Learning important concepts like shapes, colors, letters, numbers, and body parts. Showing pre-reading skills. Using early memory and reasoning skills. |

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–Teacher/Childcare Provider form. A checkmark in the “more concerns than average” box does not necessarily mean that Sue J 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.

## **Impairment**

**When asked to rate whether the problems described on the Conners Early Childhood–Teacher/Childcare Provider form affected the child’s functioning, the teacher/childcare provider responded:**

The teacher/childcare provider indicated that Sue J’s problems occasionally seriously affect her learning. The teacher/childcare provider indicated that Sue J’s problems occasionally seriously affect her interactions with other children.