



CONNERS

Comprehensive Behavior
Rating Scales™

By C. Keith Conners, Ph.D.

Conners CBRS Comparative Report

Child's Name/ID: Sherry Berry

Gender: Female
 Birth Date: January 15, 1991
 Normative Option: Gender-specific norms
 DSM Scoring Option: DSM-5
 Report Options: The following features were included in this report: Standard Error of Measurement, Percentiles.

	Parent	Teacher 1	Teacher 2	Teacher 3	Self-Report
Child's Name/ID:	Sherry Berry				
Administration Date:	Dec 11, 2007	Dec 12, 2007	Dec 14, 2007	Dec 14, 2007	Dec 11, 2007
Age:	16 years				
Grade:	8	8	8	8	8
Rater Name/ID:	Jazz Berry	Ms. Eyre	Mr. Shrub	Ms. Grim	
Assessor Name:					
Data Entered By:	For Penny				

This Comparative 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

Summary of Results

Response Style Analysis

Scores on the Validity scales do not indicate a positive, negative, or inconsistent response style for 3 raters (Teacher 1, Teacher 2, Self-Report). The **Negative Impression** score indicates a possible negative response style for 2 raters (Parent, Teacher 3). These results need to be taken into consideration when interpreting the Conners CBRS.

Summary of Elevated Scores

The following section summarizes areas of concern for Sherry Berry based on ratings on the Conners CBRS. Note that areas that are not a concern are not reported in this summary.

Conners CBRS Content Scales

- **Emotional Distress:** The *T*-scores were very elevated for 3 raters (Parent = 90, Teacher 1 = 90, Teacher 2 = 76). The *T*-score was elevated for 1 rater (Self-Report = 68).
- **Upsetting Thoughts (Parent form only), Upsetting Thoughts/Physical Symptoms (Teacher form only):** The *T*-scores were very elevated for 3 raters (Parent = 82, Teacher 1 = 90, Teacher 2 = 90).
- **Worrying (Parent form only):** The *T*-score was elevated for 1 rater (Parent = 68).
- **Social Problems (Parent and Teacher form only):** The *T*-scores were very elevated for 2 raters (Parent = 90, Teacher 3 = 88). The *T*-scores were elevated for 2 raters (Teacher 1 = 67, Teacher 2 = 67).
- **Separation Fears:** The *T*-score was very elevated for 1 rater (Teacher 1 = 90). The *T*-scores were elevated for 2 raters (Parent = 66, Teacher 2 = 69).
- **Defiant/Aggressive Behaviors:** The *T*-scores were very elevated for 3 raters (Teacher 1 = 90, Teacher 2 = 90, Teacher 3 = 90). The *T*-scores were elevated for 2 raters (Parent = 66, Self-Report = 67).
- **Violence Potential Indicator:** The *T*-scores were very elevated for 4 raters (Parent = 72, Teacher 1 = 72, Teacher 3 = 90, Self-Report = 71).
- **Physical Symptoms:** The *T*-scores were very elevated for 4 raters (Parent = 84, Teacher 1 = 90, Teacher 2 = 90, Self-Report = 71).

DSM-5 Symptom Scales

- **ADHD Predominantly Hyperactive-Impulsive Presentation:** The *T*-score was elevated for 1 rater (Teacher 3 = 65).
- **Conduct Disorder:** The Symptom Counts were probably met for 3 raters (Parent, Teacher 3, Self-Report). The *T*-scores were very elevated for 2 raters (Parent = 70, Teacher 3 = 77).
- **Oppositional Defiant Disorder:** The Symptom Counts were probably met for 4 raters (Parent, Teacher 1, Teacher 2, Teacher 3). The *T*-scores were very elevated for 4 raters (Parent = 76, Teacher 1 = 90, Teacher 2 = 90, Teacher 3 = 90).
- **Major Depressive Episode:** The Symptom Counts were probably met for 4 raters (Parent, Teacher 1, Teacher 2, Self-Report). The *T*-scores were very elevated for 5 raters (Parent = 90, Teacher 1 = 90, Teacher 2 = 90, Teacher 3 = 72, Self-Report = 87).
- **Manic Episode:** The *T*-scores were very elevated for 2 raters (Teacher 1 = 81, Teacher 3 = 90).
- **Generalized Anxiety Disorder:** The Symptom Counts were probably met for 3 raters (Parent, Teacher 1, Self-Report). The *T*-scores were very elevated for 5 raters (Parent = 82, Teacher 1 = 90, Teacher 2 = 90, Teacher 3 = 85, Self-Report = 73).
- **Separation Anxiety Disorder:** The Symptom Count was probably met for 1 rater (Parent). The *T*-scores were very elevated for 2 raters (Teacher 1 = 80, Teacher 2 = 80). The *T*-score was elevated for 1 rater (Parent = 67).
- **Obsessive-Compulsive Disorder:** The *T*-score was elevated for 1 rater (Teacher 1 = 67).
- **Autism Spectrum Disorder (Parent and Teacher form only):** The *T*-scores were very elevated for 2 raters (Teacher 1 = 71, Teacher 3 = 90). The *T*-score was elevated for 1 rater (Teacher 2 = 67).

Impairment

Sherry Berry's problems seriously affect her functioning in the **Academic** setting:

- often (rating = 2), according to 1 rater (Teacher 1).
- very frequently (rating = 3), according to 4 raters (Parent, Teacher 2, Teacher 3, Self-Report).

Sherry Berry's problems seriously affect her functioning in the **Social** setting:

- often (rating = 2), according to 2 raters (Teacher 1, Teacher 2).
- very frequently (rating = 3), according to 3 raters (Parent, Teacher 3, Self-Report).

Sherry Berry's problems seriously affect her functioning in the **Home** setting:

- very frequently (rating = 3), according to 2 raters (Parent, Self-Report).

Conners Clinical Index

According to ratings on the **Conners Clinical Index**, a clinical classification is:

- strongly indicated for 2 raters (Probability (%): Teacher 3 = 91, Self-Report = 99)
- indicated for 2 raters (Probability (%): Parent = 79, Teacher 1 = 80)

Other Clinical Indicators

Follow-up is recommended/suggested for the following issues:

- **Bullying Victimization** for 4 raters (Parent = 1, Teacher 1 = 2, Teacher 2 = 1, Self-Report = 1).
- **Panic Attack: dizziness** for 1 rater (Self-Report = 1).
- **Panic Attack: feels sick** for 1 rater (Self-Report = 1).
- **Panic Attack: shortness of breath** for 1 rater (Self-Report = 2).
- **Autism Spectrum Disorder (Self-Report form only)** for 1 rater (inflexibility = 1, problems with peer relations = 2, social or emotional reciprocity = 1).
- **Posttraumatic Stress Disorder** for 2 raters (Parent = 3, Teacher 1 = 1).
- **Substance Use: alcohol** for 4 raters (Parent = 1, Teacher 1 = 1, Teacher 3 = 2, Self-Report = 3).
- **Substance Use: illicit drugs** for 4 raters (Parent = 2, Teacher 1 = 1, Teacher 3 = 2, Self-Report = 2).
- **Substance Use: tobacco** for 5 raters (Parent = 2, Teacher 1 = 2, Teacher 2 = 1, Teacher 3 = 2, Self-Report = 3).

Critical Items

According to ratings on the **Self-Harm Critical Items**, immediate attention is required for the following issues:

- **Self-Harm** for 4 raters (Parent = 2, Teacher 1 = 1, Teacher 2 = 1, Self-Report = 3).
- **Suicide ideation, plan or attempt (Parent and Teacher form only)** for 2 raters (Parent = 1, Teacher 1 = 1).
- **Thoughts of death and dying (Parent and Teacher form only)** for 2 raters (Parent = 2, Teacher 1 = 1).
- **Helplessness** for 5 raters (Parent = 2, Teacher 1 = 2, Teacher 2 = 1, Teacher 3 = 1, Self-Report = 3).
- **Hopelessness** for 5 raters (Parent = 1, Teacher 1 = 1, Teacher 2 = 1, Teacher 3 = 1, Self-Report = 3).
- **Worthlessness** for 4 raters (Parent = 3, Teacher 1 = 2, Teacher 2 = 2, Self-Report = 3).
- **Discouraged (Self-Report form only)** for 1 rater (Self-Report = 3).
- **Nobody cares (Self-Report form only)** for 1 rater (Self-Report = 2).

According to ratings on the **Severe Conduct Critical Items**, immediate attention is required for the following issues:

- **Knows where to get a weapon (Self-Report form only)** for 1 rater (Self-Report = 3).
- **Gang membership** for 1 rater (Teacher 3 = 1).
- **Disregard for others' rights (Parent and Teacher form only)** for 1 rater (Teacher 3 = 2).

Conners CBRS Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following areas:

- **Autism** for 4 raters (Parent, Teacher 1, Teacher 2, Teacher 3).
- **Emotional Disturbance** for 5 raters (Parent, Teacher 1, Teacher 2, Teacher 3, Self-Report).
- **Other Health Impairment** for 5 raters (Parent, Teacher 1, Teacher 2, Teacher 3, Self-Report).
- **Speech or Language Impairment** for 4 raters (Parent, Teacher 1, Teacher 2, Teacher 3).

Cautionary Remark

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

Introduction

The Conners Comprehensive Behavior Rating Scales (Conners CBRS) is an assessment tool used to obtain observations about the youth's behavior from multiple perspectives. This instrument is helpful when information regarding a number of childhood disorders and problem behaviors is required. When used in combination with other information, results from the Conners CBRS can provide valuable information to guide assessment 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 CBRS Assessment reports*.

This computerized report is an interpretive aid and should not be given to clients or used as the sole criterion for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, as well as from interviews and discussions with the child, 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, T = Teacher, S = Self-Report.

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	T1	T2	T3	S
Positive Impression	0 (positive response style not indicated)	2 (positive response style not indicated)	1 (positive response style not indicated)	0 (positive response style not indicated)	0 (positive response style not indicated)
Negative Impression	5 (possible negative response style)	1 (negative response style not indicated)	4 (negative response style not indicated)	5 (possible negative response style)	3 (negative response style not indicated)
Inconsistency Index	6 Differentials $\geq 2 = 1$ (inconsistent response style not indicated)	4 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	2 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	2 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	6 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)

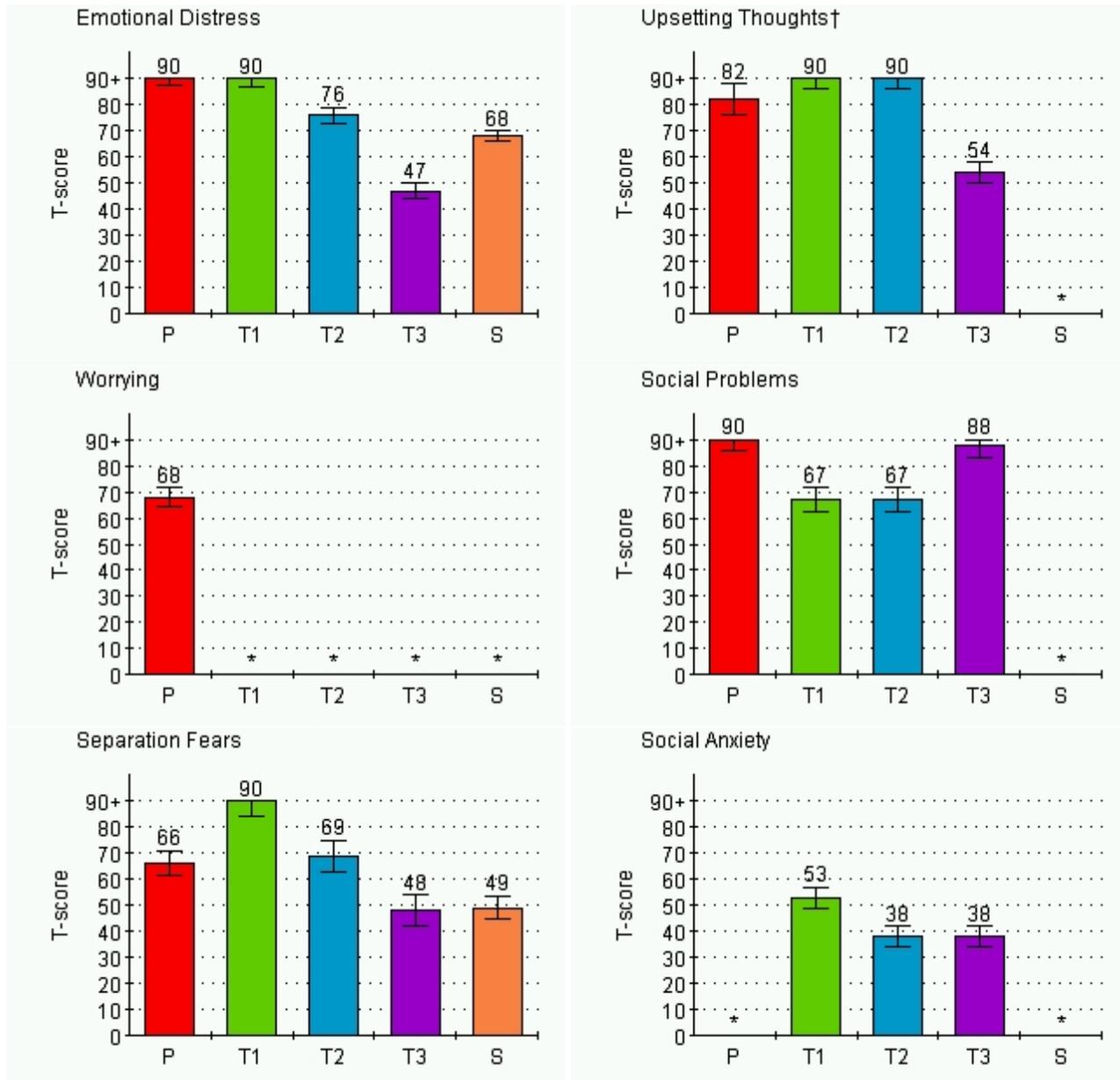
T-score Guidelines

The guidelines in the following table apply to all T-scores presented in this report. See the *Conners CBRS 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 CBRS Content Scale T-Scores: Comparison across Raters

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

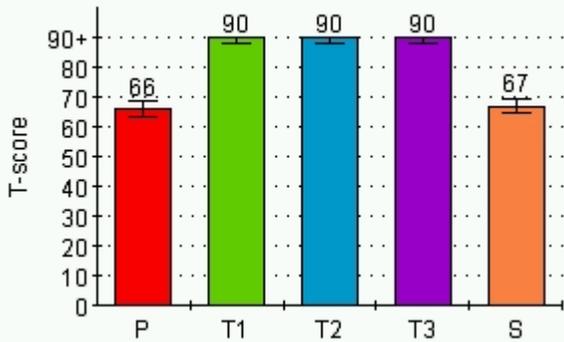


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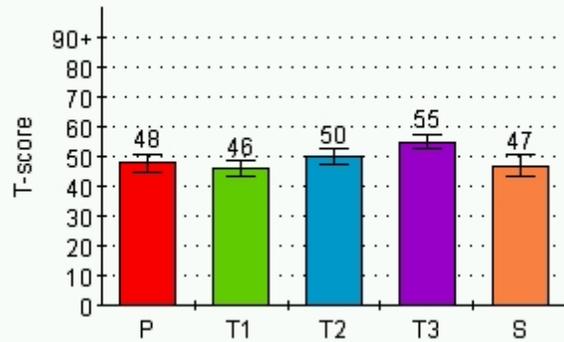
*No comparable scale

† Upsetting Thoughts/Physical Symptoms on the Teacher form.

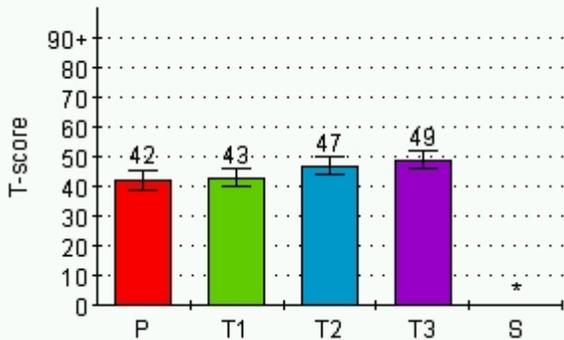
Defiant/Aggressive Behaviors



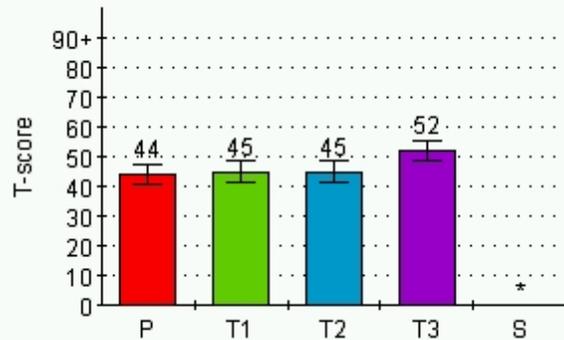
Academic Difficulties



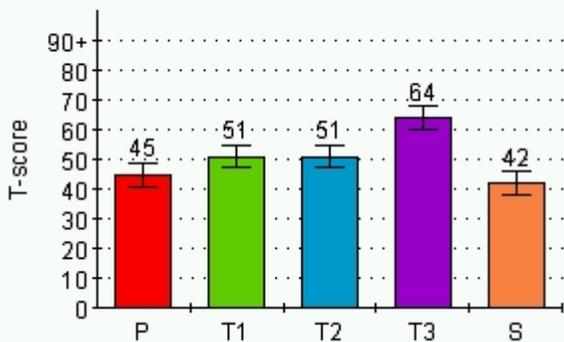
Language



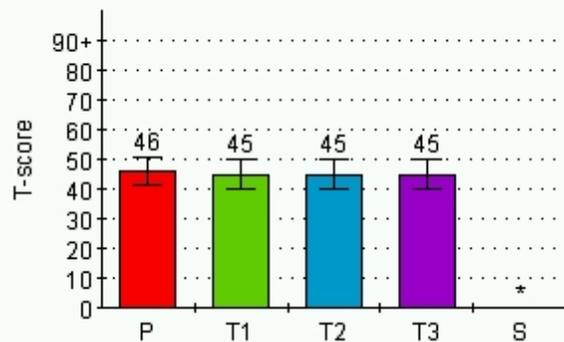
Math



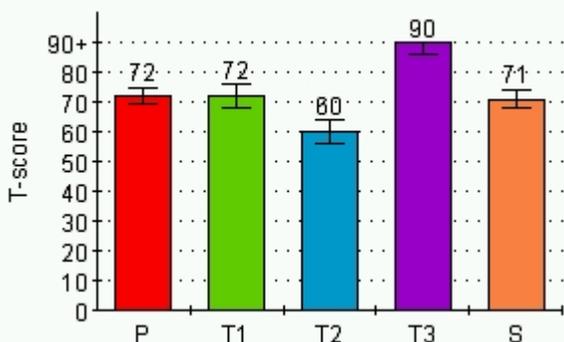
Hyperactivity/Impulsivity ‡



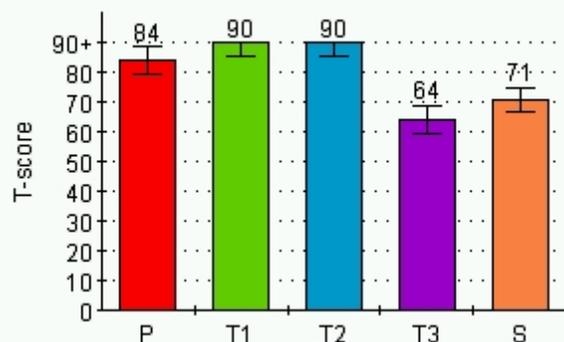
Perfectionistic and Compulsive Behaviors



Violence Potential Indicator



Physical Symptoms



Legend:

*No comparable scale

‡ Hyperactivity on the Teacher form.

Conners CBRS Content Scale 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	T1	T2	T3	S	
Emotional Distress	90 ± 2.6 (96) Very Elevated	90 ± 3.0 (99) Very Elevated	76 ± 3.0 (99) Very Elevated	47 ± 3.0 (44) Average	68 ± 2.0 (94) Elevated	P > T2; P > S; P > T3; T1 > T2; T1 > S; T1 > T3; T2 > S; T2 > T3; S > T3
Upsetting Thoughts ^{1,2}	82 ± 5.7 (98) Very Elevated	90 ± 4.0 (99) Very Elevated	90 ± 4.0 (99) Very Elevated	54 ± 4.0 (79) Average	-	T1 > T3; T2 > T3; P > T3
Worrying ¹	68 ± 3.8 (90) Elevated	-	-	-	-	Comparison not possible
Social Problems ¹	90 ± 4.4 (98) Very Elevated	67 ± 4.5 (95) Elevated	67 ± 4.5 (95) Elevated	88 ± 4.5 (99) Very Elevated	-	P > T1; P > T2; T3 > T1; T3 > T2
Separation Fears ³	66 ± 4.8 (91) Elevated	90 ± 6.0 (98) Very Elevated	69 ± 6.0 (96) Elevated	48 ± 6.0 (47) Average	49 ± 4.5 (63) Average	T1 > T2; T1 > P; T1 > S; T1 > T3; T2 > S; T2 > T3; P > S; P > T3
Social Anxiety ³	-	53 ± 4.0 (69) Average	38 ± 4.0 (6) Low	38 ± 4.0 (6) Low	-	T1 > T2; T1 > T3
Defiant/Aggressive Behaviors	66 ± 2.5 (90) Elevated	90 ± 2.3 (99) Very Elevated	90 ± 2.3 (99) Very Elevated	90 ± 2.3 (99) Very Elevated	67 ± 2.4 (83) Elevated	T1 > S; T1 > P; T2 > S; T2 > P; T3 > S; T3 > P
Academic Difficulties	48 ± 3.0 (64) Average	46 ± 2.6 (49) Average	50 ± 2.6 (60) Average	55 ± 2.6 (72) Average	47 ± 3.5 (48) Average	T3 > P; T3 > S; T3 > T1
Language ⁴	42 ± 3.5 (18) Average	43 ± 2.8 (28) Average	47 ± 2.8 (59) Average	49 ± 2.8 (61) Average	-	No significant differences
Math ⁴	44 ± 3.6 (29) Average	45 ± 3.4 (36) Average	45 ± 3.4 (36) Average	52 ± 3.4 (76) Average	-	No significant differences
Hyperactivity/Impulsivity ⁵	45 ± 4.0 (36) Average	51 ± 3.9 (76) Average	51 ± 3.9 (76) Average	64 ± 3.9 (89) High Average	42 ± 4.0 (27) Average	T3 > T1; T3 > T2; T3 > P; T3 > S
Perfectionistic and Compulsive Behaviors	46 ± 4.8 (47) Average	45 ± 5.1 (35) Average	45 ± 5.1 (35) Average	45 ± 5.1 (35) Average	-	No significant differences
Violence Potential Indicator	72 ± 2.8 (97) Very Elevated	72 ± 4.0 (99) Very Elevated	60 ± 4.0 (92) High Average	90 ± 4.0 (99) Very Elevated	71 ± 3.2 (96) Very Elevated	T3 > P; T3 > T1; T3 > S; T3 > T2; P > T2; T1 > T2; S > T2
Physical Symptoms	84 ± 4.6 (98) Very Elevated	90 ± 4.9 (99) Very Elevated	90 ± 4.9 (99) Very Elevated	64 ± 4.9 (90) High Average	71 ± 4.0 (97) Very Elevated	T1 > S; T1 > T3; T2 > S; T2 > T3; P > S; P > T3

Note(s):

SEM = Standard Error of Measurement.

¹Subscale of Emotional Distress on the Parent form.

²Upsetting Thoughts/Physical Symptoms, subscale of Emotional Distress on the Teacher form.

³Subscale of Emotional Distress on the Teacher form.

⁴Subscale of Academic Difficulties on the Parent and Teacher forms.

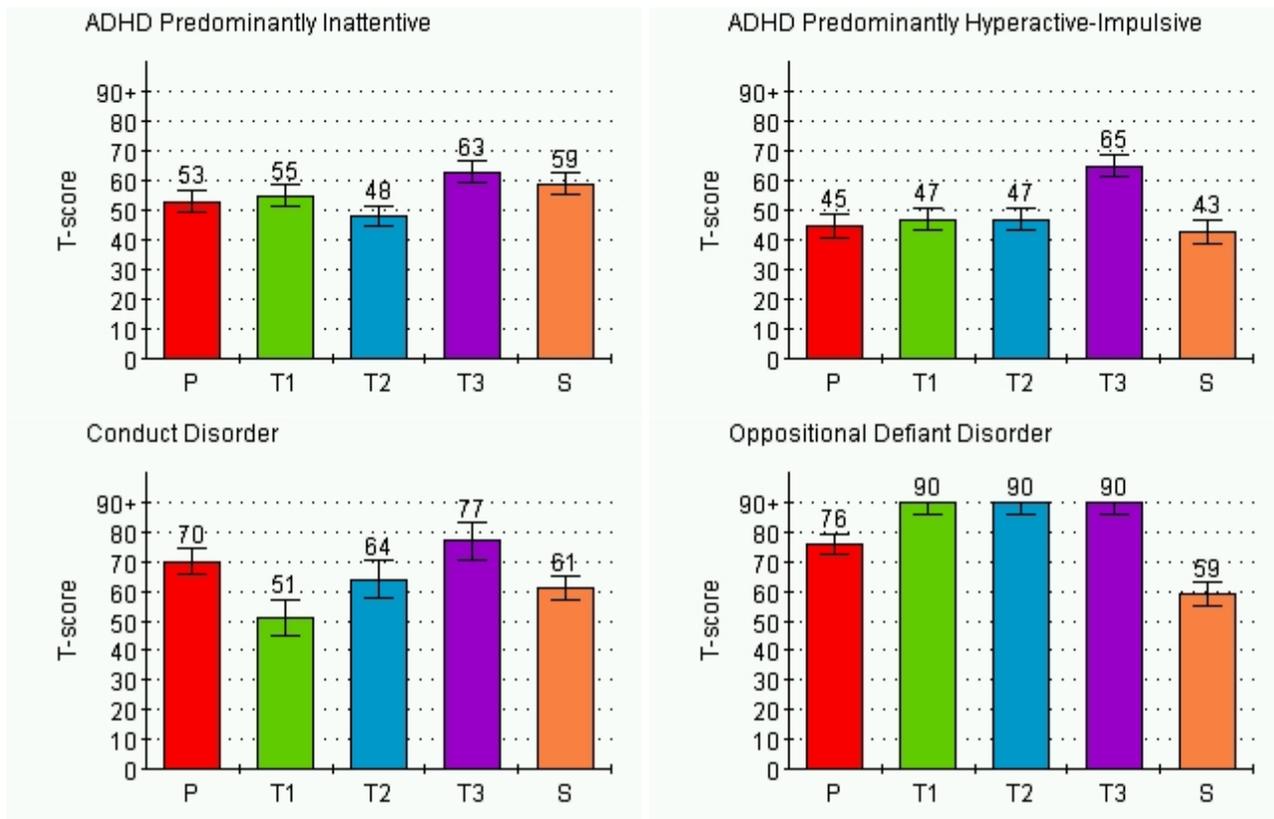
⁵Hyperactivity on the Teacher form.

DSM-5 Symptom Scales

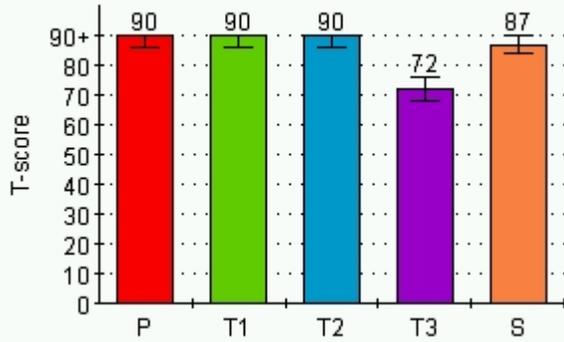
This section provides a comparison of DSM-5 Symptom Scales across raters. The Conners CBRS provides information relevant to the DSM-5 diagnoses from two different perspectives: absolute (Symptom Count) and relative (*T*-scores). Results of the DSM-5 Symptom Counts can contribute to consideration of whether 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 CBRS Manual* for information on interpreting discrepancies.

***T*-scores: Comparison across Raters**

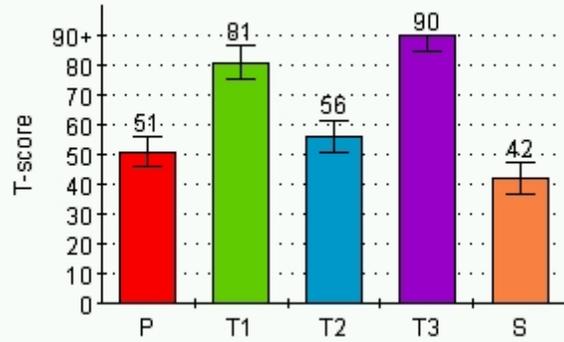
The following graphs display the *T*-score results for the DSM-5 Symptom scales.



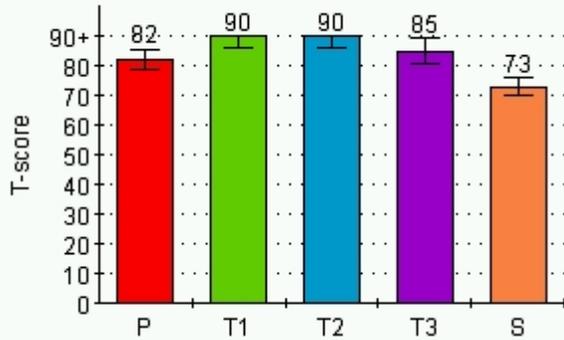
Major Depressive Episode



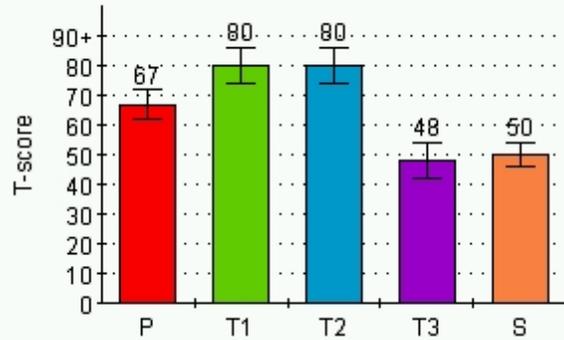
Manic Episode



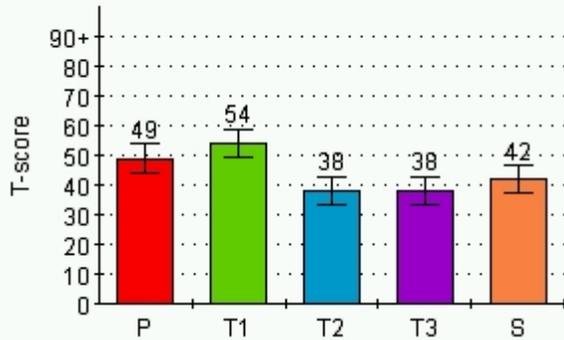
Generalized Anxiety Disorder



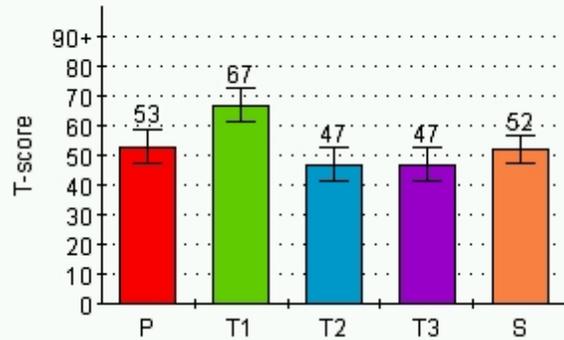
Separation Anxiety Disorder



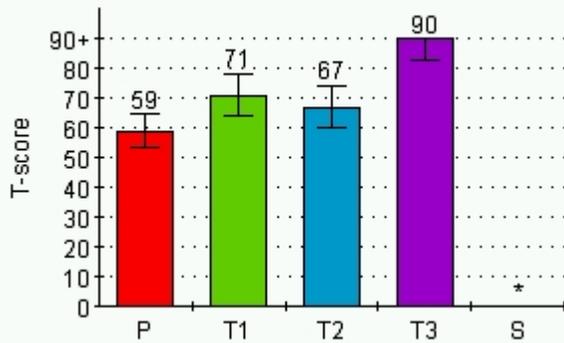
Social Anxiety Disorder (Social Phobia)



Obsessive-Compulsive Disorder



Autism Spectrum Disorder



Legend:
*No comparable scale

Detailed Scores: Comparison across Raters

The following table summarizes the results for each DSM-5 Symptom 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	T1	T2	T3	S	
ADHD Predominantly Inattentive Presentation	53 ± 3.7 (67) Average	55 ± 3.5 (72) Average	48 ± 3.5 (46) Average	63 ± 3.5 (80) High Average	59 ± 3.5 (84) Average	T3 > P; T3 > T2; S > T2
ADHD Predominantly Hyperactive- Impulsive Presentation	45 ± 4.0 (36) Average	47 ± 3.7 (52) Average	47 ± 3.7 (52) Average	65 ± 3.7 (92) Elevated	43 ± 4.0 (27) Average	T3 > T1; T3 > T2; T3 > P; T3 > S
Conduct Disorder	70 ± 4.3 (93) Very Elevated	51 ± 6.2 (69) Average	64 ± 6.2 (87) High Average	77 ± 6.2 (98) Very Elevated	61 ± 3.9 (84) High Average	T3 > S; T3 > T1; P > T1
Oppositional Defiant Disorder	76 ± 3.3 (98) Very Elevated	90 ± 4.0 (98) Very Elevated	90 ± 4.0 (98) Very Elevated	90 ± 4.0 (98) Very Elevated	59 ± 4.1 (83) Average	T1 > P; T1 > S; T2 > P; T2 > S; T3 > P; T3 > S; P > S
Major Depressive Episode	90 ± 4.2 (99) Very Elevated	90 ± 3.9 (99) Very Elevated	90 ± 3.9 (99) Very Elevated	72 ± 3.9 (98) Very Elevated	87 ± 3.2 (99) Very Elevated	P > T3; T1 > T3; T2 > T3; S > T3
Manic Episode	51 ± 4.7 (67) Average	81 ± 5.6 (98) Very Elevated	56 ± 5.6 (78) Average	90 ± 5.6 (99) Very Elevated	42 ± 5.1 (25) Average	T3 > T2; T3 > P; T3 > S; T1 > T2; T1 > P; T1 > S; T2 > S
Generalized Anxiety Disorder	82 ± 3.6 (96) Very Elevated	90 ± 4.2 (99) Very Elevated	90 ± 4.2 (99) Very Elevated	85 ± 4.2 (99) Very Elevated	73 ± 3.0 (98) Very Elevated	T1 > S; T2 > S; T3 > S; P > S
Separation Anxiety Disorder	67 ± 4.8 (92) Elevated	80 ± 6.1 (97) Very Elevated	80 ± 6.1 (97) Very Elevated	48 ± 6.1 (48) Average	50 ± 4.2 (66) Average	T1 > P; T1 > S; T1 > T3; T2 > P; T2 > S; T2 > T3; P > S; P > T3
Social Anxiety Disorder (Social Phobia)	49 ± 4.8 (56) Average	54 ± 4.7 (74) Average	38 ± 4.7 (6) Low	38 ± 4.7 (6) Low	42 ± 4.5 (24) Average	T1 > S; T1 > T2; T1 > T3
Obsessive- Compulsive Disorder	53 ± 5.8 (81) Average	67 ± 5.6 (99) Elevated	47 ± 5.6 (49) Average	47 ± 5.6 (49) Average	52 ± 4.4 (72) Average	T1 > P; T1 > S; T1 > T2; T1 > T3
Autism Spectrum Disorder	59 ± 5.6 (86) Average	71 ± 7.1 (96) Very Elevated	67 ± 7.1 (95) Elevated	90 ± 7.1 (99) Very Elevated	-	T3 > T1; T3 > T2; T3 > P

Note(s):

SEM = Standard Error of Measurement.

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

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

Scale	DSM-5 Symptom Count Requirements	Symptom Count Probably Met				
		P	T1	T2	T3	S
ADHD Predominantly Inattentive Presentation (ADHD In)	At least 6 out of 9 symptoms					
ADHD Predominantly Hyperactive-Impulsive Presentation (ADHD Hyp-Imp)	At least 6 out of 9 symptoms					
ADHD Combined Presentation	Criteria must be met for both ADHD In and ADHD Hyp-Imp					
Conduct Disorder[‡]	At least 3 out of 15 symptoms	✓	?	?	✓	✓
Oppositional Defiant Disorder	At least 4 out of 8 symptoms	✓	✓	✓	✓	
Major Depressive Episode	At least 5 out of 9 symptoms including A1 or A2	✓	✓	✓		✓
Manic Episode[‡]	Criterion A Elevated Mood and Increased Goal-Directed Activity or Energy and at least 3 out of 7 Criterion B symptoms -or- Criterion A Irritable Mood and Increased Goal-Directed Activity or Energy and at least 4 out of 7 Criterion B symptoms					
Generalized Anxiety Disorder[†]	Criteria A and B; At least 1 out of 6 Criterion C symptoms	✓	✓			✓
Separation Anxiety Disorder[‡]	At least 3 out of 8 symptoms	✓	?	?		
Social Anxiety Disorder (Social Phobia)	Criteria A, B, C, and D					
Obsessive-Compulsive Disorder	Both Obsessions symptoms -or- Both Compulsions symptoms					
Autism Spectrum Disorder[‡]	Criterion A At least 2 out of 4 Criterion B symptoms					-

[†]The Conners CBRS Symptom Count for Generalized Anxiety Disorder is based on the DSM-5 criteria for children.

[‡]Some criteria from these scales are not assessed on the Conners CBRS (see the individual DSM-5 Symptom Tables in the Conners CBRS Assessment Reports for more information).

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

DSM-5 Total Symptom Counts: Count Comparison across Raters

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

Scale	Symptom Count as indicated by Conners CBRS				
	P	T1	T2	T3	S
ADHD Inattentive	0	0	0	1	2
ADHD Hyp-Imp	0	0	0	2	0
ADHD Combined Presentation	ADHD In: 0 ADHD Hyp-Imp: 0	ADHD In: 0 ADHD Hyp-Imp: 0	ADHD In: 0 ADHD Hyp-Imp: 0	ADHD In: 1 ADHD Hyp-Imp: 2	ADHD In: 2 ADHD Hyp-Imp: 0
Conduct Disorder[‡]	3	1	1	3	3
Oppositional Defiant Disorder	6	5	6	8	3
Major Depressive Episode (MDE)	9 (A1: included; A2: included)	7 (A1: included; A2: included)	7 (A1: included; A2: included)	3 (A1: included; A2: not included)	8 (A1: included; A2: included)
Manic Episode (ME)[‡]	A: Elevated mood Not Indicated; Irritable mood Indicated; Increased goal-directed activity Not Indicated B: 1	A: Elevated mood Not Indicated; Irritable mood Indicated; Increased goal-directed activity Not Indicated B: 1	A: Elevated mood Not Indicated; Irritable mood Not Indicated; Increased goal-directed activity Not Indicated B: 1	A: Elevated mood Not Indicated; Irritable mood Not Indicated; Increased goal-directed activity Not Indicated B: 3	A: Elevated mood Not Indicated; Increased goal-directed activity Not Indicated B: 0
Generalized Anxiety Disorder[†]	A: Indicated B: May be Indicated C: 4	A: Indicated B: May be Indicated C: 3	A: Not Indicated B: Not Indicated C: 4	A: Not Indicated B: Not Indicated C: 2	A: Indicated B: Indicated C: 4
Separation Anxiety Disorder[‡]	4	1	1	0	1
Social Anxiety Disorder (Social Phobia)	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: May be Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated	A: Not Indicated B: Not Indicated C: Not Indicated D: Not Indicated
Obsessive-Compulsive Disorder	Obsessions: 1 Compulsions: 0	Obsessions: 1 Compulsions: 0	Obsessions: 0 Compulsions: 0	Obsessions: 0 Compulsions: 0	Obsessions: 1 Compulsions: 0
Autism Spectrum Disorder[‡]	A: Not Met B: 0	A: Not Met B: 0	A: Not Met B: 0	A: Not Met B: 0	-

[†]The Conners CBRS Symptom Count for Generalized Anxiety Disorder is based on the DSM-5 criteria for children.

[‡]Some criteria from these scales are not assessed on the Conners CBRS (see the individual DSM-5 Symptom Tables in the Conners CBRS Assessment Reports for more information).

DSM-5 Symptom Tables: Comparison across Raters

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

DSM-5 ADHD Predominantly Inattentive Presentation

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A1a.	12	5	81 or 37	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Indicated
A1b.	136	44	101	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A1c.	86	117	9	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated
A1d.	65 and 8	109 and 20	129 and 103	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A1e.	23	50	32	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A1f.	83	42	28	Not Indicated	Not Indicated	Not Indicated	Not Indicated	May be Indicated
A1g.	96	82	116	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A1h.	154	60	65	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A1i.	1	151	154	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated

DSM-5 ADHD Predominantly Hyperactive-Impulsive Presentation

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
Hyperactivity								
A2a.	117	86	51	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2b.	28	112	110	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2c.	32 or 89	51 or 139	114 or 86	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2d.	148	10	82	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated
A2e.	180 or 16	6 or 49	29 or 71	Not Indicated	Not Indicated	Not Indicated	May be Indicated	Not Indicated
A2f.	104	164	76	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
Impulsivity								
A2g.	19	33	25	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2h.	99	185	99	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2i.	169	145	17	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not 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 CBRS Manual* and *DSM-5 Update* for additional guidance.

DSM-5 Conduct Disorder

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
Aggression to People and Animals								
A1.	177	73	6	Not Indicated				
A2.	69	148	85	Not Indicated				
A3.	122	101	170	Not Indicated				
A4.	144	52	144	Not Indicated				
A5.	161	115	112	Not Indicated				
A6.	116	55	60	Not Indicated				
A7.	98	106	-	Not Indicated	Not Indicated	Not Indicated	Not Indicated	-
Destruction of Property								
A8.	90	127	62	Not Indicated				
A9.	179	163	48	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated
Deceitfulness or Theft								
A10.	39	64	87	Not Indicated				
A11.	149	97	96	Indicated	Not Indicated	Not Indicated	Indicated	Indicated
A12.	120	141	43	Not Indicated				
Serious Violations of Rules								
A13.	147	-	162	May be Indicated	-	-	-	May be Indicated
A14.	10	-	64	Not Indicated	-	-	-	Not Indicated
A15.	107	160	67	Indicated	May be Indicated	Indicated	Indicated	Indicated

The Teacher form 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 infractions.

The Self-Report form does not assess Criterion A7 (forced sexual activity) due to the sensitive nature of this criterion.

DSM-5 Oppositional Defiant Disorder

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
Angry/Irritable Mood								
A1.	45	3	58	Indicated	Indicated	May be Indicated	Indicated	May be Indicated
A2.	108	174	148	Indicated	Not Indicated	Indicated	Indicated	Not Indicated
A3.	82	135	143	May be Indicated	May be Indicated	May be Indicated	Indicated	Indicated
Argumentative/Defiant Behavior								
A4.	70	192	117	Not Indicated	Not Indicated	Indicated	Indicated	Indicated
A5.	127	126	33R	Indicated	May be Indicated	May be Indicated	Indicated	Not Indicated
A6.	163	128	134	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated
A7.	134	143	88	Indicated	May be Indicated	May be Indicated	Indicated	Not Indicated
Vindictiveness								
A8.	54	182	20	May be Indicated	Not Indicated	Not Indicated	May be Indicated	Not Indicated

R = This item is reverse scored for score calculations.

DSM-5 Major Depressive Episode

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A1.	94 or 137	193 or 116	115 or 16	Indicated	Indicated	Indicated	Indicated	Indicated
A2.	53	46	93	Indicated	Indicated	May be Indicated	Not Indicated	Indicated
A3.	43	162	8	Indicated	Indicated	Indicated	Indicated	Indicated
A4.	59, 126, 181 or 110	181	125, 70, 158 or 1	Indicated	Not Indicated	May be Indicated	Not Indicated	Indicated
A5.	35 or 103	83 or 136	86 or 26	Indicated	Indicated	Indicated	Indicated	Indicated
A6.	171	122	137	Indicated	Indicated	Indicated	Not Indicated	Indicated
A7.	124 or 6	169 or 166	118 or 135	Indicated	Indicated	Indicated	Not Indicated	Indicated
A8.	49	90	12 or 147	May be Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A9.	138 or 168	58 or 191	146	Indicated	Indicated	Not Indicated	Not Indicated	Indicated

DSM-5 Manic Episode

DSM-5 Symptoms: Criteria A and B	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A.	111* or 166	114* or 89	89*	Not Indicated Indicated	Not Indicated Indicated	Not Indicated Not Indicated	Not Indicated Not Indicated	Not Indicated
A.	and 91	and 142	and 149	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B1.	74*	27*	171*	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated
B2.	25*	-	108*	Not Indicated	-	-	-	Not Indicated
B3.	71*	25*	63*	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B4.	109*	152*	27*	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B5.	87	91	126	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B6.	91* or 35	142* or 83	149* or 86	May be Indicated	May be Indicated	May be Indicated	Indicated	Not Indicated
B7.	198*	154*	166*	Not Indicated	Not Indicated	Not Indicated	Indicated	Not Indicated

Note(s): Criterion A requires increased goal-directed activity or increased energy. Increased energy is not assessed on the Conners CBRS.

The Teacher form does not assess Criterion B2 (i.e., decreased need for sleep), as most teachers do not have the opportunity to observe this symptom.

*Criteria represent manic symptoms that are used to determine the status of Major Depressive Episode, with mixed features, which requires full criteria are met for a Major Depressive Episode, and at least 3 out of 7 manic symptoms are "Indicated" or "May be Indicated." Major Depressive Episode, with mixed features Criterion A1 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 111 for Parent raters/item 114 for Teacher raters/item 89 for Self-Report raters, Criterion A2 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 74 for Parent raters/item 27 for Teacher raters/item 171 for Self-Report raters, Criterion A3 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 71 for Parent raters/item 25 for Teacher raters/item 63 for Self-Report raters, Criterion A4 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 109 for Parent raters/item 152 for Teacher raters/item 27 for Self-Report raters, Criterion A5 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 91 for Parent raters/item 142 for Teacher raters/item 149 for Self-Report raters, Criterion A6 (Parent: Not Indicated; Teacher 1: Not Indicated; Teacher 2: Not Indicated; Self-Report: Not Indicated) corresponds to item 198 for Parent raters/item 154 for Teacher raters/item 166 for Self-Report raters, and Criterion A7 (Parent: Not Indicated; Self-Report: Not Indicated) corresponds to item 25 for Parent raters/item 108 for Self-Report raters.

DSM-5 Generalized Anxiety Disorder

DSM-5 Symptoms: Criteria A, B, and C	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A.	68	59	78	Indicated	Indicated	Not Indicated	Not Indicated	Indicated
B.	153	186	38	May be Indicated	May be Indicated	Not Indicated	Not Indicated	Indicated
C1.	42 or 89	194 or 139	3 or 86	May be Indicated	May be Indicated	May be Indicated	May be Indicated	Not Indicated
C2.	171 or 50	122 or 7	137 or 35	Indicated	Indicated	Indicated	Not Indicated	Indicated
C3.	4	199	113	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Indicated
C4.	196 or 108	35 or 174	142	Indicated	May be Indicated	Indicated	Indicated	Indicated
C5.	7	195	13	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
C6.	119, 110, 126 or 181	181	10, 1, 70 or 158	Indicated	Not Indicated	Indicated	Not Indicated	Indicated

DSM-5 Separation Anxiety Disorder

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A1.	76	1	61	May be Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2.	31	170	24	Indicated	May be Indicated	May be Indicated	Not Indicated	Not Indicated
A3.	88	68	145	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A4.	44	189	151	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A5.	41 or 58	26	14 or 140	Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A6.	160	-	127	Not Indicated	-	-	-	Not Indicated
A7.	81	-	49	Indicated	-	-	-	May be Indicated
A8.	184	111	52	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated

The Teacher form does not assess Criterion A6 (reluctance or refusal to sleep away from his/her home, or to go to sleep without an attachment figure) or Criterion A7 (has nightmares about separation), as most teachers do not have the opportunity to observe these symptoms.

DSM-5 Social Anxiety Disorder (Social Phobia)

DSM-5 Symptoms: Criteria A, B, C, and D	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
A.	22	200	46	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B.	187 or 63	34 or 17	44 or 161	Not Indicated	Indicated	Not Indicated	Not Indicated	Not Indicated
C.	22 or 56	200 or 197	46	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
D.	92 or 176	24 or 171	74 or 84	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated

DSM-5 Obsessive-Compulsive Disorder

DSM-5 Symptoms: Criterion A	Item			Criterion Status				
	P	T	S	P	T1	T2	T3	S
Obsessions								
A1.	159 or 183	9 or 158	94 or 31	May be Indicated	Not Indicated	Not Indicated	Not Indicated	Indicated
A2.	84	53	22	Not Indicated	Indicated	Not Indicated	Not Indicated	Not Indicated
Compulsions								
A1.	178	121	54	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2.	175	183	119	Not Indicated	Not Indicated	Not Indicated	Not Indicated	Not Indicated

DSM-5 Autism Spectrum Disorder

DSM-5 Symptoms: Criteria A and B	Item		Criterion Status			
	P	T	P	T1	T2	T3
A1.	85 or 77R or 156 or 186R	80 or 76R or 48 or 2R	May be Indicated	Indicated	May be Indicated	Indicated
A2.	2R	138R	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A3.	64	118	May be Indicated	May be Indicated	May be Indicated	May be Indicated
B1.	188 or 48	132 or 69	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B2.	97	94	Not Indicated	Not Indicated	Not Indicated	Not Indicated
B3.	143	18	Not Indicated	Not Indicated	Not Indicated	Not Indicated

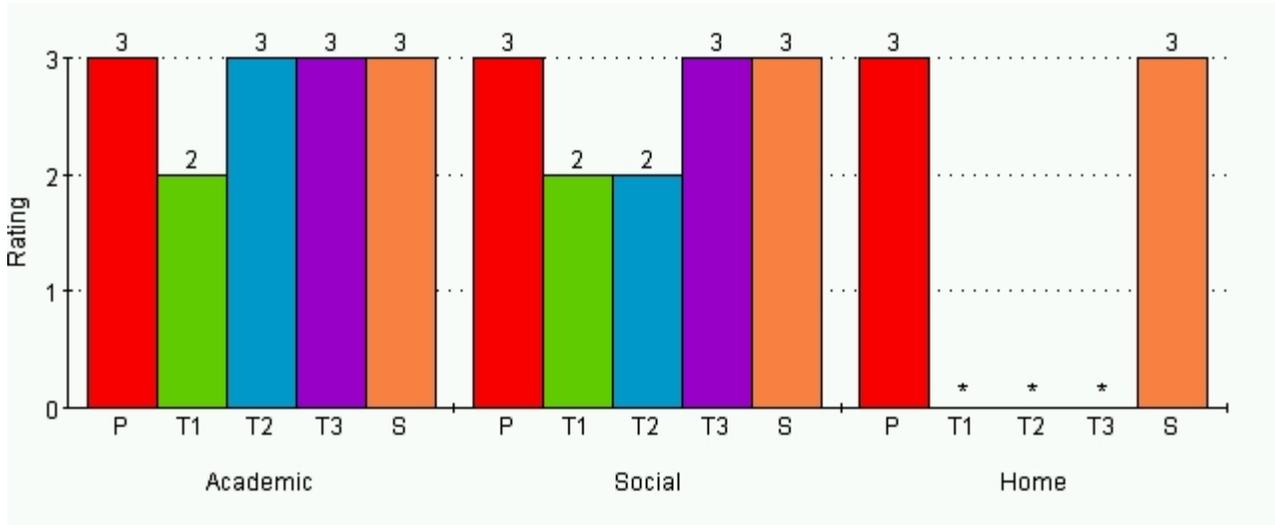
There is no comparable scale on the Self-Report Form.

R = This item is reverse scored for score calculations.

Criterion B4 (i.e., hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment) is not assessed on the Conners CBRS.

Impairment

Each rater's report of Sherry Berry's level of impairment in academic, social, and home settings is presented below.

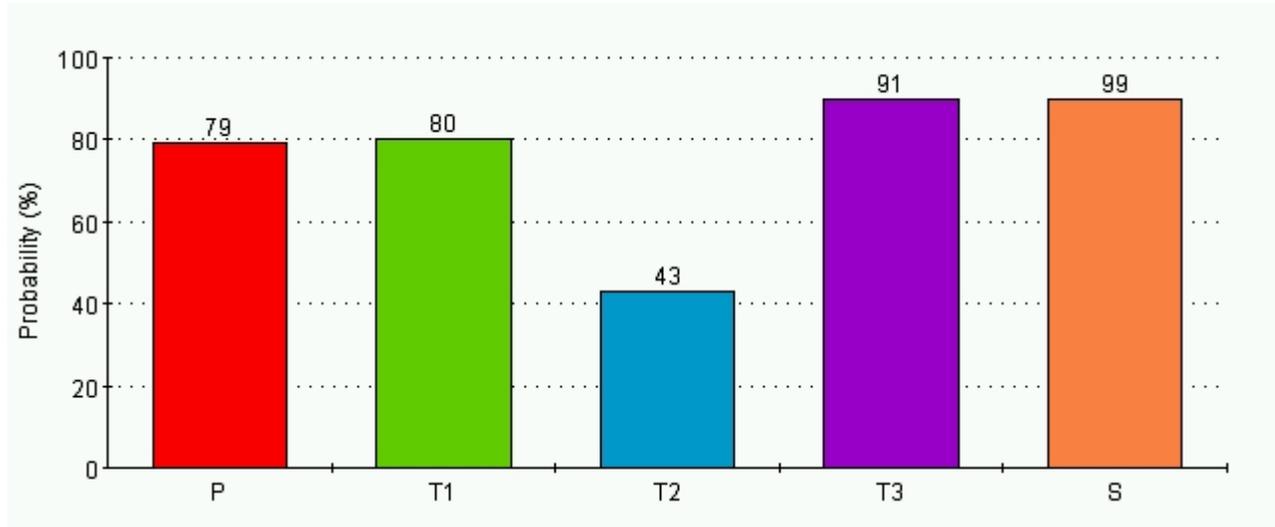


Rating: 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted item.

*There is no comparable item on the Teacher Form.

Conners Clinical Index

The following section summarizes each rater's ratings of Sherry Berry on the Conners Clinical Index. The Conners Clinical Index score is calculated from 24 items that were statistically selected as the best items for distinguishing youth with a clinical diagnosis (including Disruptive Behavior Disorders, Learning and Language Disorders, Mood Disorders, Anxiety Disorders, and ADHD) from youth in the general population.



	P	T1	T2	T3	S
Probability (%)	79	80	43	91	99
Guideline	A clinical classification is indicated	A clinical classification is indicated	Borderline score; this score is more common for general population cases	A clinical classification is strongly indicated	A clinical classification is strongly indicated

Other Clinical Indicators

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

Item Content	Item			Rating				
	P	T	S	P	T1	T2	T3	S
Bullying Perpetration	177	73	6	0	0	0	0	0
Bullying Victimization	3	23	73	1*	2*	1*	0	1*
Enuresis/Encopresis	80	56	-	0	0	0	0	-
Panic Attack: dizziness	93	14	109	0	0	0	0	1*
Panic Attack: feels sick	141	173	138	0	0	0	0	1*
Panic Attack: shortness of breath	29	32	150	0	0	0	0	2*
ASD: inflexibility	-	-	90R	-	-	-	-	1*
ASD: problems with peer relations	-	-	152	-	-	-	-	2*
ASD: social or emotional reciprocity	-	-	160R	-	-	-	-	1*
Pica	194	-	98	0	-	-	-	0
Posttraumatic Stress Disorder ¹	189	12	55 or 139	3*	1*	0	0	0 or 0
Specific Phobia	79	31	59	0	0	0	0	0
Substance Use: alcohol	36	16	168	1*	1*	0	2*	3*
Substance Use: illicit drugs	131	75	68	2*	1*	0	2*	2*
Substance Use: inhalants	182	29	141	0	0	0	0	0
Substance Use: tobacco	165	120	105	2*	2*	1*	2*	3*
Tics: motor	57	176	95	0	0	0	0	0
Tics: vocal	46	124	21	0	0	0	0	0
Trichotillomania	9	102	124	0	0	0	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.

R = This item is reverse scored for score calculations. ASD = Autism Spectrum Disorder.

¹Posttraumatic Stress Disorder is represented by 2 separate items on the Self-Report. The first (item 55) assesses the presence of a traumatic event involving self. The second (item 139) assesses the presence of a traumatic event involving others.

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

Self-Harm Critical Items

The following table displays each rater's observations of Sherry Berry with regard to the Self-Harm Critical Items. Endorsement of any critical item indicates the need for immediate follow-up.

Item Content	Item			Rating				
	P	T	S	P	T1	T2	T3	S
Self-Harm	30	177	146	2*	1*	1*	0	3*
Suicide ideation, plan or attempt	138	58	-	1*	1*	0	0	-
Thoughts of death and dying	168	191	-	2*	1*	0	0	-
Helplessness	125	41	72	2*	2*	1*	1*	3*
Hopelessness	137	116	16	1*	1*	1*	1*	3*
Worthlessness	6	166	135	3*	2*	2*	0	3*
Discouraged	-	-	167	-	-	-	-	3*
Nobody cares	-	-	97	-	-	-	-	2*

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.

***The response(s) suggest(s) the need for immediate follow-up.**

Severe Conduct Critical Items

The following table displays each rater's observations of Sherry Berry with regard to the Severe Conduct Critical Items. Endorsement of any critical item indicates the need for immediate follow-up.

Item Content	Item			Rating				
	P	T	S	P	T1	T2	T3	S
Uses a weapon	122	101	170	0	0	0	0	0
Carries a weapon	106	179	56	0	0	0	0	0
Shows interest in weapons	170	196	-	0	0	0	0	-
Knows where to get a weapon	-	-	36	-	-	-	-	3*
Cruel to animals	161	115	112	0	0	0	0	0
Confrontational stealing	116	55	60	0	0	0	0	0
Forced sex	98	106	-	0	0	0	0	-
Fire setting	90	127	62	0	0	0	0	0
Breaking and entering	39	64	87	0	0	0	0	0
Gang membership	132	30	136	0	0	0	1*	0
Trouble with police	195	88	-	0	0	0	0	-
Disregard for others' rights	13	57	-	0	0	0	2*	-

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.

***The response(s) suggest(s) the need for immediate follow-up.**

Additional Questions

The following section displays the additional comments made by each rater about Sherry Berry.

Any concerns about child:

- **Parent:** I don't want her to end up like her father - a druggie and a crook and in prison.
- **Teacher 1:** This student has an inordinate and of significant family problems
- **Teacher 2:** Your "Goth" clothing, multiple piercings, the corwd she hangs around with.
- **Teacher 3:** She is argumentative, called me a bitch and needs to be in special ed, not my class.
- **Self-Report:** My father is not home. My mother works all the time and doesn't care about how I feel.

Strengths or skills about child:

- **Parent:** She's kind and not the bad kid they think she is. She's had a rough time - I blame her dad
- **Teacher 1:** Creative, thoughtful, intelligent
- **Teacher 2:** Appears she wants to feel better.
- **Teacher 3:** This item was omitted.
- **Self-Report:** I love writing and short stories. I love animals.

Conners CBRS Results and IDEA

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

Content Areas	Follow-up Recommended					Possible IDEA Eligibility Category
	P	T1	T2	T3	S	
Conners CBRS Content Scales						
Emotional Distress	✓	✓	✓		✓	ED
Upsetting Thoughts ^{1,2}	✓	✓	✓		-	ED, OHI
Worrying ¹	✓	-	-	-	-	ED
Social Problems ¹	✓	✓	✓	✓	-	Autism, ED, S/L
Separation Fears ³	✓	✓	✓			ED
Social Anxiety ³	-				-	ED
Defiant/Aggressive Behaviors	✓	✓	✓	✓	✓	ED
Academic Difficulties						LD, S/L
Language ⁴					-	LD, S/L
Math ⁴					-	LD
Hyperactivity/Impulsivity ⁵						ED, OHI
Perfectionistic and Compulsive Behaviors					-	Autism, ED
Violence Potential Indicator	✓	✓		✓	✓	ED
Physical Symptoms	✓	✓	✓		✓	ED, OHI
DSM-5 Symptom Scales						
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
Major Depressive Episode	✓	✓	✓	✓	✓	ED
Manic Episode		✓		✓		ED
Generalized Anxiety Disorder	✓	✓	✓	✓	✓	ED
Separation Anxiety Disorder	✓	✓	✓			ED
Social Anxiety Disorder (Social Phobia)						ED
Obsessive-Compulsive Disorder		✓				Autism, ED
Autism Spectrum Disorder		✓	✓	✓	-	Autism, ED, S/L

ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

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

¹Subscale of Emotional Distress on Parent form.

²Subscale of Emotional Distress on the Teacher form; however, content includes Upsetting Thoughts/Physical Symptoms.

³Subscale of Emotional Distress on the Teacher form.

⁴Subscale of Academic Difficulties on the Parent and Teacher forms.

⁵Hyperactivity on the Teacher form.

Content Areas	Follow-up Recommended					Possible IDEA Eligibility Category
	P	T1	T2	T3	S	
Other Clinical Indicators						
Bullying Perpetration						ED
Bullying Victimization	✓	✓	✓		✓	ED
Enuresis/Encopresis					-	ED, OHI
Panic Attack					✓	ED
Autism Spectrum Disorder	-	-	-	-	✓	Autism
Pica		-	-	-		Autism, ED, OHI
Posttraumatic Stress Disorder	✓	✓				ED
Specific Phobia						ED
Substance Use	✓	✓	✓	✓	✓	ED
Tics						OHI
Trichotillomania						ED
Critical Items						
Self-Harm	✓	✓	✓	✓	✓	ED
Severe Conduct				✓	✓	ED

ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

Item Responses

The following response values were entered for the items on the Conners CBRS.

Parent Items

Item	Parent Rating										
1.	1	35.	1	69.	0	103.	2	137.	1	171.	2
2.	3	36.	1	70.	1	104.	0	138.	1	172.	0
3.	1	37.	1	71.	0	105.	1	139.	2	173.	0
4.	1	38.	2	72.	1	106.	0	140.	1	174.	1
5.	1	39.	0	73.	3	107.	2	141.	0	175.	0
6.	3	40.	0	74.	0	108.	2	142.	1	176.	0
7.	1	41.	0	75.	0	109.	0	143.	0	177.	0
8.	1	42.	1	76.	1	110.	2	144.	0	178.	0
9.	0	43.	3	77.	1	111.	0	145.	3	179.	0
10.	0	44.	0	78.	1	112.	0	146.	0	180.	0
11.	0	45.	2	79.	0	113.	1	147.	1	181.	0
12.	1	46.	0	80.	0	114.	1	148.	0	182.	0
13.	0	47.	0	81.	1	115.	0	149.	2	183.	0
14.	0	48.	0	82.	1	116.	0	150.	0	184.	0
15.	0	49.	1	83.	1	117.	0	151.	0	185.	0
16.	0	50.	1	84.	0	118.	0	152.	0	186.	1
17.	2	51.	0	85.	1	119.	1	153.	1	187.	0
18.	2	52.	1	86.	1	120.	0	154.	0	188.	0
19.	0	53.	2	87.	0	121.	0	155.	0	189.	3
20.	1	54.	1	88.	0	122.	0	156.	0	190.	0
21.	3	55.	0	89.	0	123.	1	157.	0	191.	0
22.	1	56.	0	90.	0	124.	1	158.	0	192.	1
23.	0	57.	0	91.	0	125.	2	159.	1	193.	2
24.	2	58.	2	92.	1	126.	1	160.	0	194.	0
25.	0	59.	2	93.	0	127.	2	161.	0	195.	0
26.	0	60.	2	94.	2	128.	0	162.	1	196.	2
27.	1	61.	1	95.	0	129.	1	163.	0	197.	3
28.	0	62.	0	96.	0	130.	3	164.	0	198.	0
29.	0	63.	1	97.	0	131.	2	165.	2	199.	3
30.	2	64.	2	98.	0	132.	0	166.	1	200.	3
31.	2	65.	1	99.	1	133.	2	167.	0	201.	3
32.	0	66.	0	100.	0	134.	2	168.	2		
33.	1	67.	0	101.	3	135.	1	169.	0		
34.	0	68.	2	102.	0	136.	0	170.	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 Items

Item	Teacher Rating			Item	Teacher Rating			Item	Teacher Rating		
	T1	T2	T3		T1	T2	T3		T1	T2	T3
1.	0	0	0	39.	0	0	0	77.	0	0	0
2.	0	1	0	40.	0	0	1	78.	0	0	1
3.	2	1	3	41.	2	1	1	79.	0	1	0
4.	0	0	0	42.	1	1	1	80.	1	1	3
5.	1	0	1	43.	0	0	0	81.	1	1	0
6.	0	0	0	44.	1	0	0	82.	0	0	0
7.	1	1	0	45.	2	2	3	83.	1	1	2
8.	0	0	1	46.	2	1	0	84.	1	1	0
9.	0	0	0	47.	0	0	0	85.	3	0	0
10.	0	0	2	48.	0	0	0	86.	0	0	0
11.	1	1	2	49.	0	0	1	87.	0	0	0
12.	1	0	0	50.	1	0	1	88.	0	0	0
13.	1	2	3	51.	0	0	0	89.	2	0	0
14.	0	0	0	52.	0	0	0	90.	0	0	0
15.	3	3	3	53.	1	0	0	91.	0	0	0
16.	1	0	2	54.	1	1	2	92.	0	0	0
17.	2	0	0	55.	0	0	0	93.	1	1	0
18.	0	0	0	56.	0	0	0	94.	0	0	0
19.	2	1	3	57.	0	0	2	95.	0	0	0
20.	1	0	2	58.	1	0	0	96.	0	0	0
21.	0	0	1	59.	2	1	1	97.	0	1	2
22.	1	1	3	60.	1	0	0	98.	0	0	0
23.	2	1	0	61.	2	2	3	99.	1	2	3
24.	1	0	0	62.	0	0	0	100.	2	1	0
25.	0	0	0	63.	0	0	1	101.	0	0	0
26.	0	0	0	64.	0	0	0	102.	0	0	0
27.	0	0	2	65.	0	0	0	103.	0	0	2
28.	1	0	1	66.	0	0	0	104.	0	0	0
29.	0	0	0	67.	1	0	1	105.	2	2	0
30.	0	0	1	68.	0	0	0	106.	0	0	0
31.	0	0	0	69.	0	0	0	107.	0	0	0
32.	0	0	0	70.	0	0	0	108.	0	0	0
33.	0	0	1	71.	1	1	0	109.	0	0	1
34.	1	0	0	72.	0	0	0	110.	0	0	0
35.	1	1	2	73.	0	0	0	111.	0	0	0
36.	0	1	1	74.	0	0	0	112.	1	1	0
37.	0	1	1	75.	1	0	2	113.	0	0	3
38.	1	1	3	76.	1	1	0	114.	0	0	0

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Teacher Items (continued)

Item	Teacher Rating			Item	Teacher Rating			Item	Teacher Rating		
	T1	T2	T3		T1	T2	T3		T1	T2	T3
115.	0	0	0	145.	0	0	1	175.	0	0	0
116.	1	1	1	146.	0	0	0	176.	0	0	0
117.	0	1	2	147.	0	0	0	177.	1	1	0
118.	1	1	2	148.	0	0	0	178.	0	0	3
119.	1	1	2	149.	0	1	0	179.	0	0	0
120.	2	1	2	150.	0	0	0	180.	0	0	0
121.	0	0	0	151.	0	1	1	181.	0	1	0
122.	2	2	1	152.	0	0	0	182.	0	0	1
123.	0	0	0	153.	1	2	0	183.	0	0	0
124.	0	0	0	154.	0	0	2	184.	0	1	0
125.	0	0	0	155.	0	0	0	185.	0	0	0
126.	1	1	2	156.	0	0	0	186.	1	0	0
127.	0	0	0	157.	1	0	0	187.	0	0	0
128.	0	0	2	158.	0	0	0	188.	0	0	0
129.	2	1	0	159.	0	0	0	189.	0	0	0
130.	0	0	0	160.	1	2	2	190.	1	0	2
131.	3	2	1	161.	0	0	0	191.	1	0	0
132.	0	0	0	162.	1	1	1	192.	1	2	3
133.	3	3	0	163.	0	0	1	193.	2	2	0
134.	0	0	0	164.	0	0	0	194.	1	1	1
135.	1	1	3	165.	0	0	0	195.	0	0	0
136.	2	2	0	166.	2	2	0	196.	0	0	0
137.	0	0	0	167.	1	1	0	197.	0	0	0
138.	3	3	3	168.	0	0	0	198.	2	1	0
139.	0	0	0	169.	2	1	0	199.	1	1	0
140.	1	1	0	170.	1	1	0	200.	0	0	0
141.	0	0	0	171.	0	0	0	201.	2	3	3
142.	0	0	0	172.	0	0	0	202.	2	2	3
143.	1	1	3	173.	0	0	0				
144.	0	0	0	174.	1	2	3				

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Self-Report Items

Item	Self-Report Rating										
1.	2	31.	0	61.	1	91.	2	121.	2	151.	0
2.	2	32.	1	62.	0	92.	0	122.	3	152.	2
3.	1	33.	2	63.	0	93.	2	123.	2	153.	3
4.	2	34.	3	64.	0	94.	2	124.	0	154.	1
5.	1	35.	2	65.	1	95.	0	125.	2	155.	0
6.	0	36.	3	66.	0	96.	2	126.	1	156.	2
7.	2	37.	3	67.	2	97.	2	127.	0	157.	2
8.	2	38.	2	68.	2	98.	0	128.	1	158.	1
9.	1	39.	2	69.	0	99.	0	129.	1	159.	3
10.	3	40.	0	70.	3	100.	1	130.	1	160.	1
11.	3	41.	1	71.	1	101.	1	131.	1	161.	1
12.	1	42.	0	72.	3	102.	0	132.	1	162.	1
13.	1	43.	0	73.	1	103.	1	133.	0	163.	0
14.	0	44.	1	74.	0	104.	1	134.	0	164.	1
15.	0	45.	0	75.	2	105.	3	135.	3	165.	1
16.	3	46.	0	76.	0	106.	0	136.	0	166.	0
17.	1	47.	2	77.	2	107.	0	137.	3	167.	3
18.	2	48.	0	78.	3	108.	0	138.	1	168.	3
19.	0	49.	1	79.	0	109.	1	139.	0	169.	0
20.	0	50.	0	80.	0	110.	0	140.	1	170.	0
21.	0	51.	0	81.	1	111.	1	141.	0	171.	0
22.	1	52.	0	82.	0	112.	0	142.	2	172.	1
23.	3	53.	0	83.	2	113.	2	143.	2	173.	1
24.	1	54.	0	84.	0	114.	0	144.	0	174.	1
25.	0	55.	0	85.	0	115.	3	145.	0	175.	3
26.	2	56.	0	86.	1	116.	1	146.	3	176.	3
27.	0	57.	0	87.	0	117.	2	147.	1	177.	3
28.	2	58.	2	88.	1	118.	1	148.	1		
29.	0	59.	0	89.	0	119.	0	149.	0		
30.	0	60.	0	90.	1	120.	0	150.	2		

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