Conners 4th Edition–Short (Conners 4®–Short)
MULTI-RATER REPORT

C. Keith Conners, Ph.D.

Type	Parent	Teacher	Self-Report	-	-
Youth					
Name/ID	Alice Summers/382634				
Gender	Female	Female	Female	-	-
Age at Time of Rating	12	12	12	-	-
Rater					
Name/ID	Richard Summers	Jennifer Roy	-	-	-
Relationship to Youth	Biological parent	-	-	-	-
Class(es) Taught	-	Science - Biology	-	-	-
Other					
Administration Date	December 12, 2023	December 12, 2023	December 12, 2023	-	-

This report combines the results of up to five raters to provide an overview of the youth's behavior from a multi-rater perspective and highlights potentially important inter-rater differences and similarities in scores. For detailed information about any given administration, please refer to the Conners 4–Short Single-Rater reports. Note that the age range for the Parent and Teacher forms is 6 to 18 years, and for the Self-Report form is 8 to 18 years. **This report is intended for use by qualified individuals.**

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Response Style Analysis

Metric	Parent	Teacher	Self-Report	-	-
Negative Impression Index (Raw Score)	2	2	0	-	-
Omitted Items	0	0	0	-	-
Pace (Avg. # Items/Min)	**>>** 17	**>>** 25.1	**>>** 20	-	-

CONNERS 4–SHORT SCALES

Content Scales

		Parent (P)	Teacher (T)	Self-Report (SR)	-	-	Significant Differences Between Raters ($p < .10$)
Inattention/ Executive Dysfunction	T-score	64	66	74	-	-	SR > P, T
	90% CI	60–68	62–70	69–79	-	-	
	Guideline	Slightly Elevated	Elevated	Very Elevated	-	-	
Hyperactivity	T-score	79	71	58	-	-	P > SR
	90% CI	73–85	66–76	51–65	-	-	T > SR
	Guideline	Very Elevated	Very Elevated	Average	-	-	
Impulsivity	T-score	75	60	52	-	-	P > T, SR
	90% CI	69–81	54–66	44–60	-	-	
	Guideline	Very Elevated	Slightly Elevated	Average	-	-	
Emotional Dysregulation	T-score	78	74	79	-	-	No significant differences between raters.
	90% CI	73–83	69–79	72–86	-	-	
	Guideline	Very Elevated	Very Elevated	Very Elevated	-	-	

Notes. CI = Confidence Interval

The ">" symbol indicates a statistically significant difference between raters.

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Impairment & Functional Outcome Scales

		Parent (P)	Teacher (T)	Self-Report (SR)	-	-	Significant Differences Between Raters (p < .10)
Schoolwork	**T-score**	63	74	78	-	-	SR > P
	90% CI	59–67	69–79	71–85	-	-	T > P
	Guideline	Slightly Elevated	Very Elevated	Very Elevated	-	-	
Peer Interactions	**T-score**	65	73	54	-	-	T > P, SR
	90% CI	60–70	68–78	46–62	-	-	P > SR
	Guideline	Elevated	Very Elevated	Average	-	-	
Family Life	**T-score**	79	n/a	62	-	-	P > SR
	90% CI	75–83	n/a	55–69	-	-	
	Guideline	Very Elevated	n/a	Slightly Elevated	-	-	

Notes. CI = Confidence Interval

The ">" symbol indicates a statistically significant difference between raters.

n/a = not applicable; the Family Life scale does not appear on the Conners 4 Teacher.

Conners 4–ADHD Index

		Parent	Teacher	Self-Report	-	-
Conners 4–ADHD Index	**Probability Score**	96%	92%	89%	-	-
	Guideline	Very High	Very High	High	-	-

GLOSSARY

This glossary provides descriptions of content for the Conners 4–Short Multi-Rater Report. Please refer to the Conners 4 Manual for more information about interpretation and the development of these scores.

Content Area		Description
Response Style Analysis	**Negative Impression Index**	Describes improbable symptoms or unlikely presentations of problems or behaviors.
	Omitted Items	Provides the total number of items omitted by the rater.
	Pace (online administration only)	Provides the average number of items the rater completed per minute.
Content Scales	**Inattention/Executive Dysfunction**	Relates to issues the youth may have with focusing, sustaining, and shifting attention, as well as self-management.
	Hyperactivity	Reflects the youth's level of motor or verbal activity and restlessness.
	Impulsivity	Reflects difficulties a youth may have with response inhibition.
	Emotional Dysregulation	Reflects the youth's experience of, or difficulty with, regulating or managing emotions (can include emotional impulsivity, anger management, and over-reacting).
Impairment & Functional Outcome Scales	**Schoolwork**	Reflects typical problems or difficulties that youth with ADHD experience in their schoolwork.
	Peer Interactions	Reflects typical problems that youth with ADHD experience when interacting with peers.
	Family Life	Reflects typical problems or difficulties that youth with ADHD experience or contribute to in family interactions.
Conners 4–ADHD Index*		Suggests the probability of an ADHD classification by identifying whether the youth's ratings are more similar to those of youth who have an ADHD diagnosis or those of youth from the general population, after accounting for age.

*Note that complexity in the score profile can occur. If the Conners 4–ADHD Index probability score does not align with the scores on the remaining Conners 4–Short Scales, it is best to turn to the scale- and item-level elevations of the Conners 4–Short Content Scales to guide decisions about diagnosis and treatment.

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Additional Questions

Impact of Symptoms in Functional Domains (at home, at school, or with their friends)

Parent: She's a great kid but has a lot of issues maintaining relationships with family and friends. So it's been quite challenging these past few years

Teacher: She's really struggling in class. I can't get her to sit down long enough to do any work, and she disrupts other students.

Self-Report: No response provided.

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Additional Questions (continued)

Other Concerns

Parent: I am just not sure how I can best manage and help her

Teacher: She's recently been having difficulty interacting with peers.

Self-Report: No response provided.

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Additional Questions (continued)

Strengths/Skills

Parent: She's passionate about soccer and can stay focused on related tasks.

Teacher: She's great at soccer.

Self-Report: No response provided.

SAMPLE

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