



Conners Comprehensive Behavior Rating Scales™ 2nd Edition
(Conners CBRS® 2)

TEACHER

Single-Rater Report

C. Keith Conners, Ph.D.

STUDENT

Name/ID:	Sample Student
Birth Date:	September 22, 2011
Age:	14
Grade:	9
Gender:	Female

RATER

Name/ID:	Sample Teacher
Time Known Student:	8 month(s)
Class(es) Taught:	Homeroom

ADMINISTRATION DETAILS

Administration Date:	May 27, 2026
Assessment Language:	English
Normative Group:	Combined Gender (14-year-olds)

This computerized report is for use by qualified professionals only and should not be the sole basis for clinical diagnosis or intervention. Conners CBRS 2 results should be combined with other psychometric measures, interviews, observations, and records. The report uses an algorithm to produce common interpretations for the scores obtained. Review specific item responses to ensure these interpretations apply to the youth. **Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of this report to anyone other than the examiner, the sections containing copyrighted material must be removed.**

RESPONSE STYLE ANALYSIS

0	Negative Impression Index Raw Score	0	Inconsistency Index Raw Score
Within the expected range. Does not suggest unrealistically negative ratings or exaggerated descriptions of problems.		Within the expected range. Does not suggest inconsistent, careless, or random responding.	
0	Omitted Item(s)	1.9	Pace Average # of items/minute
No items were omitted.		Typical pace.	

CRITICAL ITEMS

Response Key: 0 = Not true at all (Never/Rarely); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often/Quite a bit); 3 = Completely true (Very often/Always).

Severe Conduct

Item Content	Rating				Recommendation
	0	1	2	3	
Setting fires to cause damage	✓				Need for further investigation not indicated
Forcing sexual activity	✓				Need for further investigation not indicated
Using a weapon	✓				Need for further investigation not indicated
Trouble with police	✓				Need for further investigation not indicated
Stealing while confronting someone	✓				Need for further investigation not indicated
Cruelty to animals	✓				Need for further investigation not indicated
Breaking and entering	✓				Need for further investigation not indicated

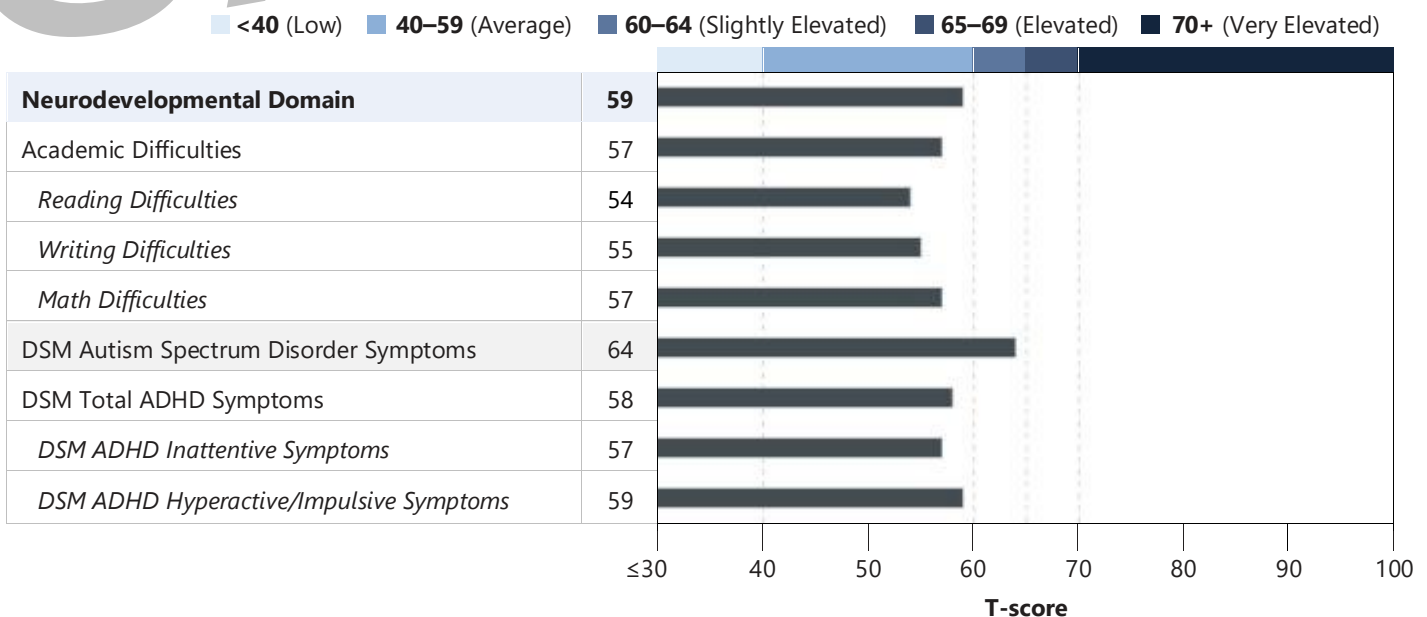
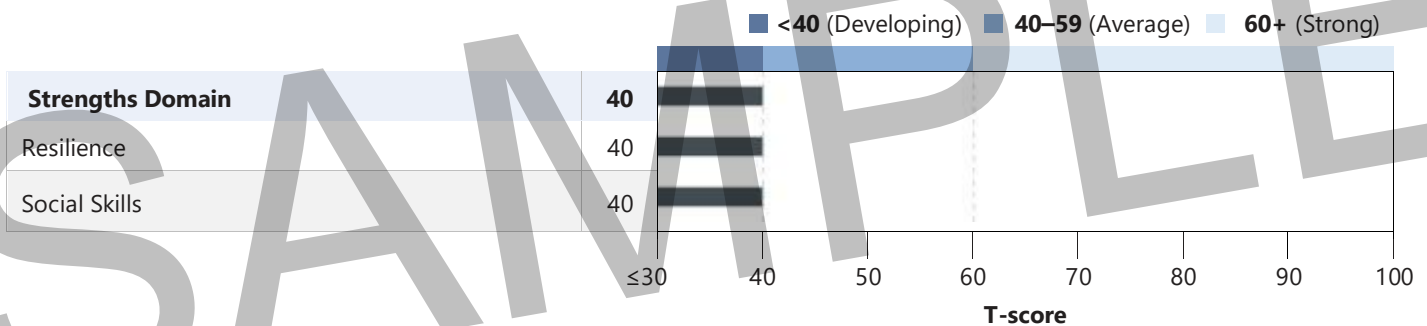
Self-Harm

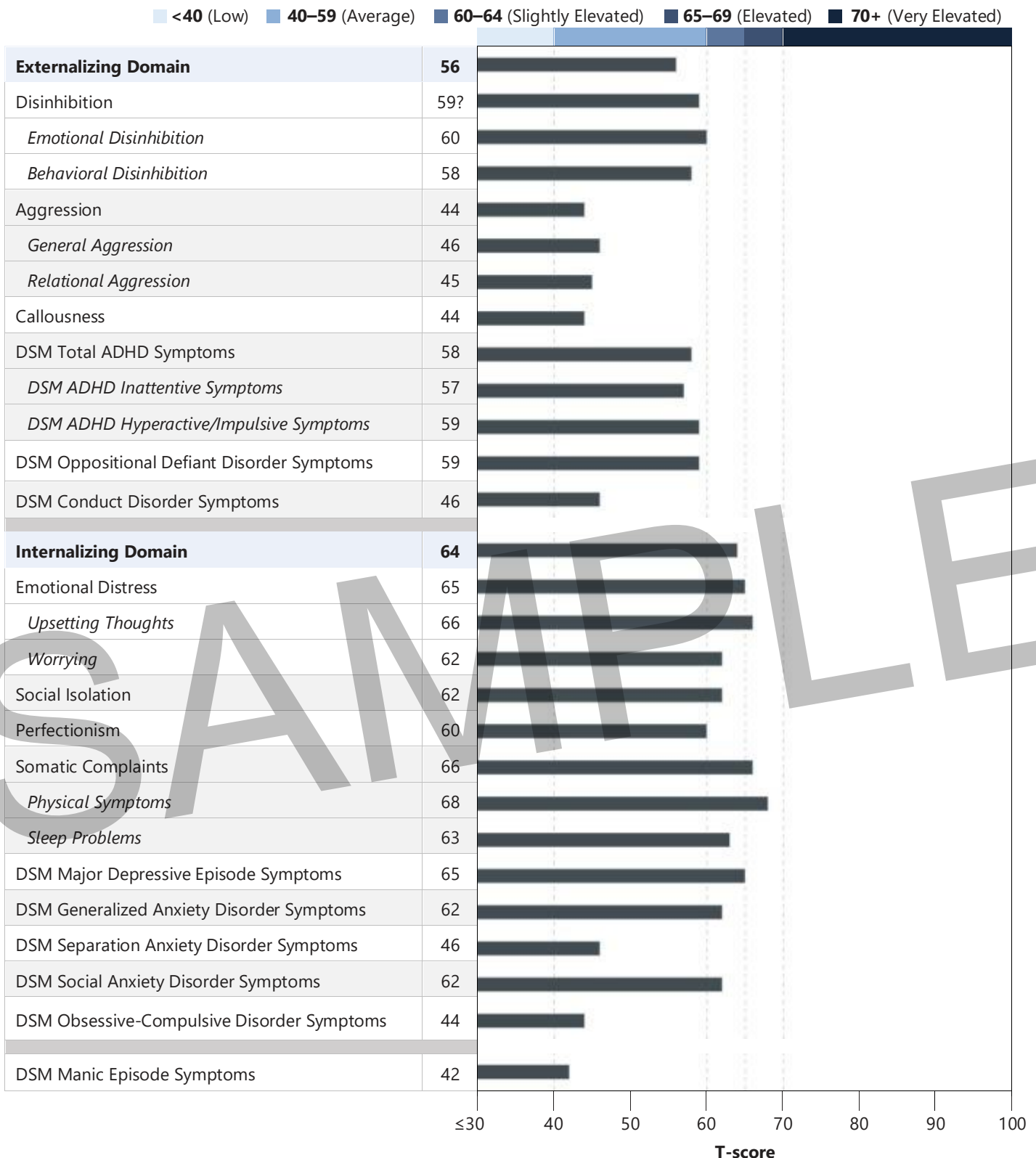
Item Content	Rating				Recommendation
	0	1	2	3	
Thinking about death or dying	✓				Need for further investigation not indicated
Harming self deliberately		✓			! Requires immediate attention
Planning or attempting suicide	✓				Need for further investigation not indicated
Talking about attempting suicide	✓				Need for further investigation not indicated

OVERVIEW: CONNERS CBRS 2 DOMAINS

The Conners CBRS 2 organizes a youth's psychological and behavioral profile into four domains. The Strengths Domain highlights intra- and interpersonal competencies. The other three domains—Neurodevelopmental, Externalizing, and Internalizing—focus on mental health challenges. Each domain helps identify strengths and concerns to guide targeted support. See the Items by Scale section for specific areas that can inform growth and intervention.

T-score	Strengths Domain (Higher scores indicate stronger competencies)	All Other Domains and Scales (Higher scores indicate more difficulties or concerns)
70+	Strong (stronger competencies than are typically reported)	Very Elevated (many more concerns than are typically reported)
65–69		Elevated (more concerns than are typically reported)
60–64		Slightly Elevated (slightly more concerns than are typically reported)
40–59	Average (competencies that are typically reported)	Average (typical levels of concern)
<40	Developing (developing competencies that may benefit from support)	Low (fewer concerns than are typically reported)





Note(s). DSM Total ADHD, Inattentive, and Hyperactive/Impulsive Symptoms scales appear on both the Neurodevelopmental and Externalizing Domains, and DSM Manic Episode Symptoms scale is not included in a domain (see the *Conners CBRS 2 Manual*).

DETAILED SCORES: CONNERS CBRS 2 DOMAINS

The Strengths Domain highlights the youth's intra- and interpersonal competencies, while the other three domains focus on areas related to mental health challenges: Neurodevelopmental Domain (challenges often emerging early in development), Externalizing Domain (behavioral symptoms that are directed outward), and Internalizing Domain (emotional and cognitive symptoms that are directed inward). Higher scores on the Strengths Domain scales indicate that the youth demonstrates stronger intra- and interpersonal competencies than typically expected within the selected normative group. In contrast, higher scores on the Neurodevelopmental, Externalizing, and Internalizing Domain scales indicate more difficulties or concerns in these areas compared to youth in the selected normative group.

Strengths Domain Scales

	T-score	95% CI	Percentile	Guideline
Strengths Domain	40	34–46	16th	Average
Resilience	40	33–47	16th	Average
Social Skills	40	31–49	16th	Average

Note(s). CI = Confidence Interval.

Neurodevelopmental Domain Scales

	T-score	95% CI	Percentile	Guideline	# of Elevated Items
Neurodevelopmental Domain	59	50–68	82nd	Average	-
Academic Difficulties	57	53–61	76th	Average	0/12
<i>Reading Difficulties</i>	54	48–60	66th	Average	0/4
<i>Writing Difficulties</i>	55	49–61	69th	Average	0/4
<i>Math Difficulties</i>	57	52–62	76th	Average	0/4
DSM Autism Spectrum Disorder Symptoms	64	55–73	92nd	Slightly Elevated	6/13
DSM Total ADHD Symptoms	58	53–63	79th	Average	1/24
<i>DSM ADHD Inattentive Symptoms</i>	57	52–62	76th	Average	0/11
<i>DSM ADHD Hyperactive/Impulsive Symptoms</i>	59	53–65	82nd	Average	1/13

Note(s). CI = Confidence Interval.

Externalizing Domain Scales

	T-score	95% CI	Percentile	Guideline	# of Elevated Items
Externalizing Domain	56	51–61	73rd	Average	-
Disinhibition	59	54–64	82nd	Average	2/14
<i>Emotional Disinhibition</i>	60	54–66	84th	Slightly Elevated	2/8
<i>Behavioral Disinhibition</i>	58	51–65	79th	Average	0/6
Aggression	44	38–50	27th	Average	0/12
<i>General Aggression</i>	46	38–54	34th	Average	0/6
<i>Relational Aggression</i>	45	38–52	31st	Average	0/6
Callousness	44	36–52	27th	Average	0/7
DSM Total ADHD Symptoms	58	53–63	79th	Average	1/24
<i>DSM ADHD Inattentive Symptoms</i>	57	52–62	76th	Average	0/11
<i>DSM ADHD Hyperactive/ Impulsive Symptoms</i>	59	53–65	82nd	Average	1/13
DSM Oppositional Defiant Disorder Symptoms	59	54–64	82nd	Average	0/10
DSM Conduct Disorder Symptoms	46	38–54	34th	Average	0/13

Note(s). CI = Confidence Interval.

Internalizing Domain Scales

	T-score	95% CI	Percentile	Guideline	# of Elevated Items
Internalizing Domain	64	58–70	92nd	Slightly Elevated	-
Emotional Distress	65	59–71	93rd	Elevated	3/12
<i>Upsetting Thoughts</i>	66	59–73	95th	Elevated	2/6
<i>Worrying</i>	62	54–70	88th	Slightly Elevated	1/6
Social Isolation	62	54–70	88th	Slightly Elevated	1/6
Perfectionism	60	51–69	84th	Slightly Elevated	0/5
Somatic Complaints	66	58–74	95th	Elevated	4/9
<i>Physical Symptoms</i>	68	60–76	96th	Elevated	3/6
<i>Sleep Problems</i>	63	53–73	90th	Slightly Elevated	1/3
DSM Major Depressive Episode Symptoms	65	58–72	93rd	Elevated	7/15
DSM Generalized Anxiety Disorder Symptoms	62	54–70	88th	Slightly Elevated	0/7
DSM Separation Anxiety Disorder Symptoms	46	40–52	34th	Average	0/7
DSM Social Anxiety Disorder Symptoms	62	55–69	88th	Slightly Elevated	1/8
DSM Obsessive-Compulsive Disorder Symptoms	44	33–55	27th	Average	0/4

Note(s). CI = Confidence Interval.

DSM Manic Episode Symptoms

	T-score	95% CI	Percentile	Guideline	# of Elevated Items
DSM Manic Episode Symptoms	42	33–51	21st	Average	0/10

Note(s). CI = Confidence Interval. DSM Manic Episode Symptoms scale is not included in the Conners CBRS 2 domains.

DETAILED SCORES: DSM SYMPTOM SCALES

DSM Symptom Scales					
	T-score (95% CI)	Percentile	Guideline	Obtained Symptom Count ^①	DSM Requirement
Autism Spectrum Disorder Symptoms	64 (55–73)	92nd	Slightly Elevated	A: 2/3 B: 4/4	A: 3/3 B: ≥ 2/4
ADHD Inattentive Symptoms	57 (52–62)	76th	Average	A: 0/9	A1: ≥ 6/9
ADHD Hyperactive/ Impulsive Symptoms	59 (53–65)	82nd	Average	A: 0/9	A2: ≥ 6/9
Oppositional Defiant Disorder Symptoms	59 (54–64)	82nd	Average	A: 1/8	A: ≥ 4/8
Conduct Disorder Symptoms	46 (38–54)	34th	Average	A: 0/13	A: ≥ 3/15
Major Depressive Episode Symptoms	65 (58–72)	93rd	Elevated	A: 7/8 (includes A1 and A2)	A: ≥ 5/9 (including A1 or A2)
Manic Episode Symptoms	42 (33–51)	21st	Average	A: 0/1 B: 0/6	A: 1/1 B: ≥ 3 [‡] /7
Generalized Anxiety Disorder Symptoms	62 (54–70)	88th	Slightly Elevated	A: 1/1 B: 1/1 C: 2/5	A: 1/1 B: 1/1 C: ≥ 1/6
Separation Anxiety Disorder Symptoms	46 (40–52)	34th	Average	A: 0/6	A: ≥ 3/8
Social Anxiety Disorder Symptoms	62 (55–69)	88th	Slightly Elevated	A: 1/1 B: 1/1 C: 0/1 D: 1/1	A: 1/1 B: 1/1 C: 1/1 D: 1/1
Obsessive-Compulsive Disorder Symptoms	44 (33–55)	27th	Average	A–Obsessions: 0/2 A–Compulsions: 0/2	A–Obsessions: 2/2 -or- A–Compulsions: 2/2

Note(s). CI = Confidence Interval.

^① DSM Symptom Counts for all DSM Symptom Scales can contribute to diagnostic assessment but are not sufficient for determining a diagnosis. The Conners CBRS 2 Teacher excludes DSM symptoms not typically observed by teachers; Symptom Counts may therefore be underestimated. See the *Conners CBRS 2 Manual* for interpretive considerations.

A Symptom Count of at least 6/9 on both ADHD Inattentive and Hyperactive/Impulsive Symptoms is required to meet DSM-5-TR Criteria for ADHD Combined. Symptom Counts do not apply to Total ADHD Symptoms.

[‡] At least 4/7 Criterion B symptoms are needed for DSM-5-TR Manic Episode if mood is only irritable.

DETAILED SCORES: CONTENT SCALES

Higher scores on the Resilience and Social Skills scales indicate stronger intra- and interpersonal competencies than are expected for an average youth in the selected normative group. Higher scores on the remaining scales indicate more difficulties or concerns than are expected for an average youth in the selected normative group.

Content Scales					
	T-score	95% CI	Percentile	Guideline	# of Elevated Items
Resilience	40	33–47	16th	Average	-
Social Skills	40	31–49	16th	Average	-
Academic Difficulties	57	53–61	76th	Average	0/12
<i>Reading Difficulties</i>	54	48–60	66th	Average	0/4
<i>Writing Difficulties</i>	55	49–61	69th	Average	0/4
<i>Math Difficulties</i>	57	52–62	76th	Average	0/4
Disinhibition	59	54–64	82nd	Average	2/14
<i>Emotional Disinhibition</i>	60	54–66	84th	Slightly Elevated	2/8
<i>Behavioral Disinhibition</i>	58	51–65	79th	Average	0/6
Aggression	44	38–50	27th	Average	0/12
<i>General Aggression</i>	46	38–54	34th	Average	0/6
<i>Relational Aggression</i>	45	38–52	31st	Average	0/6
Callousness	44	36–52	27th	Average	0/7
Emotional Distress	65	59–71	93rd	Elevated	3/12
<i>Upsetting Thoughts</i>	66	59–73	95th	Elevated	2/6
<i>Worrying</i>	62	54–70	88th	Slightly Elevated	1/6
Social Isolation	62	54–70	88th	Slightly Elevated	1/6
Perfectionism	60	51–69	84th	Slightly Elevated	0/5
Somatic Complaints	66	58–74	95th	Elevated	4/9
<i>Physical Symptoms</i>	68	60–76	96th	Elevated	3/6
<i>Sleep Problems</i>	63	53–73	90th	Slightly Elevated	1/3

Note(s). CI = Confidence Interval.

CLINICAL INDICATOR ITEMS

Response Key: 0 = Not true at all (Never/Rarely); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often/Quite a bit); 3 = Completely true (Very often/Always).

Clinical Indicator Items						
Item Content		Rating				Recommendation
		0	1	2	3	
Enuresis/Encopresis		✓				Need for follow-up not indicated
Pica		✓				Need for follow-up not indicated
Tics	Vocal	✓				Need for follow-up not indicated
	Motor	✓				Need for follow-up not indicated
Disruptive Mood Dysregulation Disorder	Struggles with temper control	✓				Need for follow-up not indicated
	Anger or resentment	✓				Need for follow-up not indicated
	Irritable mood	✓				Need for follow-up not indicated
	Sudden intense anger	✓				Need for follow-up not indicated
Risky Behaviors	Activities have negative outcomes	✓				Need for follow-up not indicated
	Pursues danger, risks, and thrills	✓				Need for follow-up not indicated
Substance Use	Misuses medicine	✓				Need for follow-up not indicated
	Alcohol	✓				Need for follow-up not indicated
	Illicit drugs	✓				Need for follow-up not indicated
Bullying Perpetration		✓				Need for follow-up not indicated
Bullying Victimization				✓		>> Follow-up recommended
Eating Disorder	Fear of weight gain	✓				Need for follow-up not indicated
	Restrictive eating behaviors	✓				Need for follow-up not indicated
	Binge-eating behaviors	✓				Need for follow-up not indicated
	Vomiting or misuse of pills	✓				Need for follow-up not indicated
Panic Attack			✓			>> Follow-up recommended
Posttraumatic Stress Disorder		✓				Need for follow-up not indicated
Specific Phobia		✓				Need for follow-up not indicated
Trichotillomania		✓				Need for follow-up not indicated
Problematic Internet Use	Schoolwork or work suffers		✓			Need for follow-up not indicated
	Social relationships suffer			✓		>> Follow-up recommended

IMPAIRMENT & FUNCTIONAL OUTCOME ITEMS

Response Key: 0 = Not at all; 1 = Just a little; 2 = Quite a bit; 3 = Very much.

Impairment & Functional Outcome Items

Item Content	Rating				Recommendation
	0	1	2	3	
Problems at school or work		✓			Need for follow-up not indicated
Problems in relationships with friends		✓			Need for follow-up not indicated
Problems with activities like hobbies or sports		✓			Need for follow-up not indicated
Problems with self-care like being clean and properly dressed	✓				Need for follow-up not indicated

ADDITIONAL QUESTIONS

Do you have any other concerns about this student?

She can become quite focused on worries and occasionally seems distracted by her thoughts during class. At times, she keeps to herself more than her peers and may be reluctant to engage in classroom discussions or social activities. She appears to put high expectations on herself, and I sometimes worry that she is harder on herself than she needs to be.

What strengths or skills does this student have?

She's a diligent and hardworking student who takes her responsibilities seriously. She is thoughtful, pays close attention to details, and is motivated to do well in her classes. When given a task, she is usually committed to completing it to the best of her ability.

SUMMARY OF RESULTS

Response Style Analysis

This section presents metrics related to the rater's response style. If any are flagged, further exploration is required to determine if and how such findings might impact the interpretation of the Conners CBRS 2 results.

The **Negative Impression Index** identifies an unrealistically negative or possibly exaggerated response style. Based on the Negative Impression Index score (raw score = 0), there was no indication of unrealistic or exaggerated responding.

The **Inconsistency Index** describes inconsistent response patterns. Based on the Inconsistency Index score (raw score = 0), there was no indication of inconsistent responding.

The **Omitted Items** metric provides the total number of items omitted by the rater. The rater responded to all items.

The **Pace** metric provides the average number of items the rater completed per minute. This administration was completed in 111 minute(s) and 31 second(s), with a pace of 1.9 item(s) per minute. This pace is consistent with expectations.

Critical Items

Critical Items quickly screen for issues needing urgent attention, including violent or destructive behavior toward others and self-harm.

The rater did not endorse any of the following **Severe Conduct Critical Items**:

- | | |
|-------------------------------|------------------------------------|
| Setting fires to cause damage | Stealing while confronting someone |
| Forcing sexual activity | Cruelty to animals |
| Using a weapon | Breaking and entering |
| Trouble with police | |

Self-Harm Critical Item(s) marked with **!** were endorsed by the rater, warranting immediate follow-up to assess risk to self and the need for protective intervention:

- | | |
|------------------------------------|----------------------------------|
| Thinking about death or dying | Planning or attempting suicide |
| ! Harming self deliberately | Talking about attempting suicide |

Conners CBRS 2 Domains

The Conners CBRS 2 domains provide a comprehensive view of the youth's psychological profile, highlighting intra- and interpersonal competencies through an overall Strengths Domain while organizing challenges into three key areas: Neurodevelopmental, Externalizing, and Internalizing Domains. Higher scores on the Strengths Domain indicate stronger intra- and interpersonal competencies than are expected for an average youth in the selected normative group. Conversely, higher scores on the remaining domain scales indicate more difficulties or concerns than are expected for an average youth in the selected normative group.

The **Strengths Domain** provides an overall score of the youth's intra- and interpersonal competencies, which highlights areas that can serve as key opportunities for positive reinforcement and discussion for improvement with the youth, fostering confidence and encouraging continued development. Ratings on this domain yielded a T-score of 40 (95% Confidence Interval = 34–46), which is ranked at the 16th percentile, and falls in the Average score range.

The **Neurodevelopmental Domain** provides an overall score of the youth's neurodevelopmental problems. These problems, often emerging early in development, are primarily characterized by challenges in attention, social communication, learning, and cognitive abilities. Ratings on this domain yielded a T-score of 59 (95% Confidence Interval = 50–68), which is ranked at the 82nd percentile, and falls in the Average score range.

The **Externalizing Domain** provides an overall score of the youth's externalizing problems, primarily characterized by disruptive, impulsive, and/or aggressive behaviors that are directed outward. Ratings on this domain yielded a T-score of 56 (95% Confidence Interval = 51–61), which is ranked at the 73rd percentile, and falls in the Average score range.

The **Internalizing Domain** provides an overall score of the youth's internalizing problems, primarily characterized by negative emotions and distress that are directed inward, as well as somatic complaints such as sleep problems and physical symptoms. Ratings on this domain yielded a T-score of 64 (95% Confidence Interval = 58–70), which is ranked at the 92nd percentile, and falls in the Slightly Elevated score range.

Content Scales

The Conners CBRS 2 Content Scales capture information about a wide range of clinical constructs. Higher scores on the Resilience and Social Skills scales reflect strengths in intra- and interpersonal functioning. Higher scores on the remaining Content Scales indicate increased levels of difficulties or concerns in specific psychological or behavioral areas.

The **Resilience** scale includes items about the capacity for adaptability, growth, and development in the face of adversity, as well as the ability to recover from setbacks, cope with stress, persist through challenges, seek support, and learn from mistakes. Ratings on this scale yielded a T-score of 40 (95% Confidence Interval = 33–47), which is ranked at the 16th percentile, and falls in the Average score range.

The **Social Skills** scale includes items about social competence and empathetic behaviors, such as interacting effectively and appropriately with others through communication, collaboration, and understanding social signals. Ratings on this scale yielded a T-score of 40 (95% Confidence Interval = 31–49), which is ranked at the 16th percentile, and falls in the Average score range.

The **Academic Difficulties** scale includes items about challenges in academic areas, such as reading, writing, and math. Ratings on this scale yielded a T-score of 57 (95% Confidence Interval = 53–61), which is ranked at the 76th percentile, and falls in the Average score range. The Academic Difficulties scale includes the Reading, Writing, and Math Difficulties subscales; each subscale should be examined separately.

- The **Reading Difficulties** subscale includes items about difficulties in reading skills, such as understanding text, slow reading pace, and frequent reading errors. Ratings on this subscale yielded a T-score of 54 (95% Confidence Interval = 48–60), which is ranked at the 66th percentile, and falls in the Average score range.
- The **Writing Difficulties** subscale includes items about difficulties in written language, such as poor grammar, trouble forming sentences, spelling issues, and unclear writing. Ratings on this subscale yielded a T-score of 55 (95% Confidence Interval = 49–61), which is ranked at the 69th percentile, and falls in the Average score range.
- The **Math Difficulties** subscale includes items about difficulties in learning and applying math, such as forgetting previously learned material, trouble sequencing steps, general struggles with math concepts, and a slow learning pace. Ratings on this subscale yielded a T-score of 57 (95% Confidence Interval = 52–62), which is ranked at the 76th percentile, and falls in the Average score range.

The **Disinhibition** scale includes items about difficulties in regulating emotional and behavioral responses. Ratings on this scale yielded a T-score of 59 (95% Confidence Interval = 54–64), which is ranked at the 82nd percentile, and falls in the Average score range. The Disinhibition scale includes the Emotional and Behavioral Disinhibition subscales; each subscale should be examined separately.

- The **Emotional Disinhibition** subscale includes items about emotional regulation difficulties, such as getting overwhelmed by emotions, trouble calming down, difficulty controlling emotions and temper, and rapid mood changes. Ratings on this subscale yielded a T-score of 60 (95% Confidence Interval = 54–66), which is ranked at the 84th percentile, and falls in the Slightly Elevated score range.
- The **Behavioral Disinhibition** subscale includes items about impulsive tendencies, such as acting without thinking and interrupting others. Ratings on this subscale yielded a T-score of 58 (95% Confidence Interval = 51–65), which is ranked at the 79th percentile, and falls in the Average score range.

The **Aggression** scale includes items about confrontational and harmful behaviors that may negatively impact others. Ratings on this scale yielded a T-score of 44 (95% Confidence Interval = 38–50), which is ranked at the 27th percentile, and falls in the Average score range. The Aggression scale includes the General and Relational Aggression subscales; each subscale should be examined separately.

- The **General Aggression** subscale includes items about aggressive behaviors and difficulties with controlling anger, such as being physically aggressive, intimidating or threatening others, and exhibiting violent, bullying, or destructive tendencies. Ratings on this subscale yielded a T-score of 46 (95% Confidence Interval = 38–54), which is ranked at the 34th percentile, and falls in the Average score range.
- The **Relational Aggression** subscale includes items about socially harmful behaviors, such as deliberate exclusion, verbal aggression, and spreading rumors. Ratings on this subscale yielded a T-score of 45 (95% Confidence Interval = 38–52), which is ranked at the 31st percentile, and falls in the Average score range.

The **Callousness** scale includes items about emotional coldness, indifference toward others, and lacking remorse. Ratings on this scale yielded a T-score of 44 (95% Confidence Interval = 36–52), which is ranked at the 27th percentile, and falls in the Average score range.

The **Emotional Distress** scale includes items about emotional discomfort, such as difficulties managing thoughts and feelings that may interfere with daily functioning. Ratings on this scale yielded a T-score of 65 (95% Confidence Interval = 59–71), which is ranked at the 93rd percentile, and falls in the Elevated score range. The Emotional Distress scale includes the Upsetting Thoughts and Worrying subscales; each subscale should be examined separately.

- The **Upsetting Thoughts** subscale includes items about negative thinking patterns, such as sadness, low self-worth, irritability, helplessness, hopelessness about the future, and a sense of failure. Ratings on this subscale yielded a T-score of 66 (95% Confidence Interval = 59–73), which is ranked at the 95th percentile, and falls in the Elevated score range.
- The **Worrying** subscale includes items about difficulties with controlling worries, appearing tense or jumpy, having trouble concentrating when nervous, and displaying irritability when anxious. Ratings on this subscale yielded a T-score of 62 (95% Confidence Interval = 54–70), which is ranked at the 88th percentile, and falls in the Slightly Elevated score range.

The **Social Isolation** scale includes items about social difficulties, such as withdrawing from social settings and having limited engagement with others. Ratings on this scale yielded a T-score of 62 (95% Confidence Interval = 54–70), which is ranked at the 88th percentile, and falls in the Slightly Elevated score range.

The **Perfectionism** scale includes items about rigid standards and the pressure to be perfect, such as distress over imperfections and avoiding tasks that cannot be done flawlessly. Ratings on this scale yielded a T-score of 60 (95% Confidence Interval = 51–69), which is ranked at the 84th percentile, and falls in the Slightly Elevated score range.

The **Somatic Complaints** scale includes items about physical problems and sleep-related difficulties. Ratings on this scale yielded a T-score of 66 (95% Confidence Interval = 58–74), which is ranked at the 95th percentile, and falls in the Elevated score range. The Somatic Complaints scale includes the Physical Symptoms and Sleep Problems subscales; each subscale should be examined separately.

- The **Physical Symptoms** subscale includes items about physical discomfort, such as complaints of aches, pains, and feeling unwell. Ratings on this subscale yielded a T-score of 68 (95% Confidence Interval = 60–76), which is ranked at the 96th percentile, and falls in the Elevated score range.
- The **Sleep Problems** subscale includes items about difficulties related to fatigue and sleep, such as trouble staying awake during the day and low energy levels. Ratings on this subscale yielded a T-score of 63 (95% Confidence Interval = 53–73), which is ranked at the 90th percentile, and falls in the Slightly Elevated score range.

DSM Symptom Scales

Results of the Conners CBRS 2 DSM Symptom Scales are reported as T-scores with confidence intervals and percentiles. These *relative scores* compare a youth to the normative group and help assess whether symptoms are inconsistent with developmental level. T-scores alone cannot confirm or reject the presence of a disorder but can inform diagnostic decisions by indicating symptom presence and severity. Symptom Counts are reported for all DSM Symptom Scales except Total ADHD Symptoms. They reflect the number of symptoms endorsed at a level consistent with DSM-5-TR criteria and are *absolute counts* rather than norm-referenced values. Symptom Counts can highlight features relevant for diagnostic consideration; however, they cannot establish the persistent pattern required by DSM criteria. Additional factors (e.g., age of onset, developmental appropriateness, pervasiveness, impairment) must also be considered. Refer to the DSM for full criteria.

The **Autism Spectrum Disorder Symptoms** scale includes items representing the DSM symptoms of Autism Spectrum Disorder. Ratings on this scale yielded a T-score of 64 (95% Confidence Interval = 55–73), which is ranked at the 92nd percentile, and falls in the Slightly Elevated score range. The Symptom Count for Criterion A was 2. The Symptom Count for Criterion B was 4. (DSM requirement: 3/3 for Criterion A, and at least 2/4 for Criterion B.)

The **Total ADHD Symptoms** scale provides a dimensional look at the youth's symptoms of ADHD including both DSM ADHD Inattentive and Hyperactive/Impulsive Symptoms. Ratings on this scale yielded a T-score of 58 (95% Confidence Interval = 53–63), which is ranked at the 79th percentile, and falls in the Average score range.

- The **ADHD Inattentive Symptoms** scale includes items representing the DSM symptoms of ADHD, Predominantly Inattentive Presentation. Ratings on this scale yielded a T-score of 57 (95% Confidence Interval = 52–62), which is ranked at the 76th percentile, and falls in the Average score range. The Symptom Count was 0. (DSM requirement: at least 6/9 for youth ≤ 16 years of age.)
- The **ADHD Hyperactive/Impulsive Symptoms** scale includes items representing the DSM symptoms of ADHD, Predominantly Hyperactive/Impulsive Presentation. Ratings on this scale yielded a T-score of 59 (95% Confidence Interval = 53–65), which is ranked at the 82nd percentile, and falls in the Average score range. The Symptom Count was 0. (DSM requirement: at least 6/9 for youth ≤ 16 years of age.)

The **Oppositional Defiant Disorder Symptoms** scale includes items representing the DSM symptoms of Oppositional Defiant Disorder. Ratings on this scale yielded a T-score of 59 (95% Confidence Interval = 54–64), which is ranked at the 82nd percentile, and falls in the Average score range. The Symptom Count was 1. (DSM requirement: at least 4/8.)

The **Conduct Disorder Symptoms** scale includes items representing the DSM symptoms of Conduct Disorder. Ratings on this scale yielded a T-score of 46 (95% Confidence Interval = 38–54), which is ranked at the 34th percentile, and falls in the Average score range. The Symptom Count was 0. (DSM requirement: at least 3/15.) Two criteria (A13: staying out at night without permission; A14: running away from home) are not asked of teachers as most teachers do not directly observe these behaviors. The Symptom Count is based on the remaining criteria and may be underestimated.

The **Major Depressive Episode Symptoms** scale includes items representing the DSM symptoms of Major Depressive Episode. Ratings on this scale yielded a T-score of 65 (95% Confidence Interval = 58–72), which is ranked at the 93rd percentile, and falls in the Elevated score range. The Symptom Count was 7 (including A1 and A2). (DSM requirement: at least 5/9 including A1 or A2.) One criterion (A4: insomnia or hypersomnia) is not asked of teachers as most teachers do not directly observe these behaviors. The Symptom Count is based on the remaining criteria and may be underestimated.

The **Manic Episode Symptoms** scale includes items representing the DSM symptoms of Manic Episode. Ratings on this scale yielded a T-score of 42 (95% Confidence Interval = 33–51), which is ranked at the 21st percentile, and falls in the Average score range. The Symptom Count for Criterion A was 0. The Symptom Count for Criterion B was 0. (DSM requirement: 1/1 for Criterion A, and at least 3/7 for Criterion B—or at least 4/7 if the Criterion A mood is only irritable.) One criterion (B2: decreased need for sleep) is not asked of teachers as most teachers do not directly observe this behavior. The Symptom Count is based on the remaining criteria and may be underestimated.

The **Generalized Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Generalized Anxiety Disorder. Ratings on this scale yielded a T-score of 62 (95% Confidence Interval = 54–70), which is ranked at the 88th percentile, and falls in the Slightly Elevated score range. The Symptom Count for Criterion A was 1. The Symptom Count for Criterion B was 1. The Symptom Count for Criterion C was 2. (DSM requirement: 1/1 for Criterion A, 1/1 for Criterion B, and at least 1/6 for Criterion C.) One criterion (C6: sleep disturbance) is not asked of teachers as most teachers do not directly observe this behavior. The Symptom Count is based on the remaining criteria and may be underestimated.

The **Separation Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Separation Anxiety Disorder. Ratings on this scale yielded a T-score of 46 (95% Confidence Interval = 40–52), which is ranked at the 34th percentile, and falls in the Average score range. The Symptom Count was 0. (DSM requirement: at least 3/8.) Two criteria (A6: reluctance or refusal to sleep away from home, or to go to sleep without being near an attachment figure; A7: has nightmares about separation) are not asked of teachers as most teachers do not directly observe these behaviors. The Symptom Count is based on the remaining criteria and may be underestimated.

The **Social Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Social Anxiety Disorder. Ratings on this scale yielded a T-score of 62 (95% Confidence Interval = 55–69), which is ranked at the 88th percentile, and falls in the Slightly Elevated score range. The Symptom Count for Criterion A was 1. The Symptom Count for Criterion B was 1. The Symptom Count for Criterion C was 0. The Symptom Count for Criterion D was 1. (DSM requirement: 1/1 for Criterion A, 1/1 for Criterion B, 1/1 for Criterion C, and 1/1 for Criterion D.)

The **Obsessive-Compulsive Disorder Symptoms** scale includes items representing the DSM symptoms of Obsessive-Compulsive Disorder. Ratings on this scale yielded a T-score of 44 (95% Confidence Interval = 33–55), which is ranked at the 27th percentile, and falls in the Average score range. The Symptom Count for Obsessions was 0. The Symptom Count for Compulsions was 0. (DSM requirement: 2/2 for Obsessions or 2/2 for Compulsions.)

Clinical Indicator Items

This section lists other clinical concerns not fully covered by the Conners CBRS 2 scales. Endorsement may indicate distress and suggest possible treatment targets. **Elevated ratings** in the following area(s) are marked with >> and warrant follow-up:

Enuresis/Encopresis	>> Bullying Victimization
Pica	Eating Disorder
Tics	>> Panic Attack
Disruptive Mood Dysregulation Disorder	Posttraumatic Stress Disorder
Risky Behaviors	Specific Phobia
Substance Use	Trichotillomania
Bullying Perpetration	>> Problematic Internet Use

Impairment & Functional Outcome Items

This section includes items that describe levels of impairment in different areas of functioning.

The rater indicated that the youth's problems seriously affect their **schoolwork or work**: just a little (rating = 1). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect their **relationships with friends**: just a little (rating = 1). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect them **during activities** (like hobbies or sports): not at all (rating = 0). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect their **self-care** (like being clean and properly dressed): not at all (rating = 0). Need for follow-up is not indicated.

FOLLOW-UP RECOMMENDATIONS

MHS product recommendations are intended to support further investigation of scale elevation(s) indicated for this youth. Not every Conners CBRS 2 scale has a corresponding MHS product available for follow-up; therefore, any suggestions provided apply only where such tools exist. The Recommendation column indicates whether follow-up with related products is warranted when one or more relevant Conners CBRS 2 scales have a T-score ≥ 60 . Selection of follow-up tools should be guided by the referral question and the practitioner's professional judgment.

Recommended Products			
Conners CBRS 2 Scale		Recommendation	Related Product
↑	DSM Autism Spectrum Disorder Symptoms	>> Follow-up	Autism Spectrum Rating Scales™ (ASRS®)
↑	Emotional Disinhibition	>> Follow-up	Comprehensive Executive Function Inventory™ (CEFI®), and/or
	Behavioral Disinhibition		Conners 4th Edition™ (Conners 4®), and/or
	DSM ADHD Inattentive Symptoms		Conners Continuous Performance Tests
	DSM ADHD Hyperactive/Impulsive Symptoms		Online Suite (Conners CPT Online Suite) [§]
	General Aggression		Anger Regulation and Expression Scales (ARES) [§]
	Relational Aggression		
	DSM Oppositional Defiant Disorder Symptoms		
	DSM Conduct Disorder Symptoms		
↑	Upsetting Thoughts	>> Follow-up	Children's Depression Inventory 2nd Edition™ (CDI 2®)
↑	Social Isolation		
↑	DSM Major Depressive Episode Symptoms		
↑	Worrying	>> Follow-up	Multidimensional Anxiety Scale for Children 2nd Edition™ (MASC 2™) [◇]
↑	DSM Generalized Anxiety Disorder Symptoms		
	DSM Separation Anxiety Disorder Symptoms		
↑	DSM Social Anxiety Disorder Symptoms		
	DSM Obsessive-Compulsive Disorder Symptoms		

Note(s). [§] This measure is intended to be completed by the youth themselves. [◇] This measure is intended to be completed either by a parent rater or by the youth themselves. ↑ = Conners CBRS 2 Scale T-score ≥ 60 .

CONNERS CBRS 2 RAW SCORES

Conners CBRS 2 Domains

Domain	Raw Score
Strengths Domain	16/45
Neurodevelopmental Domain	2/13.0
Externalizing Domain	-0.2/32.0
Internalizing Domain	8.2/48.8

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score. The Strengths Domain raw score is a direct sum of items. In contrast, the Neurodevelopmental, Externalizing, and Internalizing Domains are based on standardized scale z-scores; therefore, negative raw scores may occur. See the *Conners CBRS 2 Manual* for details.

Content Scales

Scale	Raw Score
Resilience	10/30
Social Skills	6/15
Academic Difficulties	10/36
<i>Reading Difficulties</i>	3/12
<i>Writing Difficulties</i>	3/12
<i>Math Difficulties</i>	4/12
Disinhibition	12/42
<i>Emotional Disinhibition</i>	7/24
<i>Behavioral Disinhibition</i>	5/18
Aggression	0/36
<i>General Aggression</i>	0/18
<i>Relational Aggression</i>	0/18
Callousness	0/21
Emotional Distress	14/36
<i>Upsetting Thoughts</i>	8/18
<i>Worrying</i>	6/18
Social Isolation	6/18
Perfectionism	5/15
Somatic Complaints	11/27
<i>Physical Symptoms</i>	7/18
<i>Sleep Problems</i>	4/9

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score.

DSM Symptom Scales

Scale	Raw Score
Autism Spectrum Disorder Symptoms	13/39
Total ADHD Symptoms	23/72
<i>ADHD Inattentive Symptoms</i>	11/33
<i>ADHD Hyperactive/Impulsive Symptoms</i>	12/39
Oppositional Defiant Disorder Symptoms	8/30
Conduct Disorder Symptoms	0/39
Major Depressive Episode Symptoms	13/45
Manic Episode Symptoms	0/30
Generalized Anxiety Disorder Symptoms	7/21
Separation Anxiety Disorder Symptoms	0/21
Social Anxiety Disorder Symptoms	8/24
Obsessive-Compulsive Disorder Symptoms	0/12

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score.

SAMPLE

ITEM RESPONSES

Response Key for items 1–211:

- 0** = Not true at all (Never/Rarely)
1 = Just a little true (Occasionally)
2 = Pretty much true (Often/Quite a bit)
3 = Completely true (Very often/Always)
? = Omitted item

Response Key for items 212–215:

- 0** = Not at all
1 = Just a little
2 = Quite a bit
3 = Very much
? = Omitted item

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

Table continues on next page...

Response Key for items 1–211:

0 = Not true at all (Never/Rarely)
1 = Just a little true (Occasionally)
2 = Pretty much true (Often/Quite a bit)
3 = Completely true (Very often/Always)
? = Omitted item

Response Key for items 212–215:

0 = Not at all
1 = Just a little
2 = Quite a bit
3 = Very much
? = Omitted item

Item Responses (continued)

#	Rating	#	Rating	#	Rating	#	Rating	#	Rating	#	Rating
169.	1	177.	1	185.	0	193.	2	201.	1	209.	1
170.	1	178.	0	186.	0	194.	1	202.	1	210.	1
171.	0	179.	1	187.	1	195.	1	203.	1	211.	1
172.	0	180.	1	188.	1	196.	0	204.	1	212.	1
173.	0	181.	2	189.	1	197.	0	205.	0	213.	1
174.	0	182.	0	190.	0	198.	1	206.	2	214.	1
175.	2	183.	0	191.	1	199.	0	207.	1	215.	0
176.	2	184.	1	192.	0	200.	2	208.	1		