



CONNERS

3rd Edition™

By C. Keith Connors, Ph.D.

Connors 3 Comparative Report

Child's Name/ID: Romaric S

Gender: Male

Birth Date: avril 05, 2007

Normative Option: Gender-specific norms

Report Options: Standard report options are being used for this report (these options are designed for the typical user and are recommended for most applications).
Optional report features are available: Standard Error of Measurement, Percentiles.

	Parent 1	Parent 2	Teacher	Self-Report
Child's Name/ID:	Romaric S	Romaric S	Romaric S	Romaric S
Administration Date:	déc 20, 2020	déc 21, 2020	déc 17, 2020	déc 21, 2020
Age:	13 years	13 years	13 years	13 years
Grade:	8	8	8	8
Rater Name/ID:	Luc Lambert	Lucie Tremblay	Marie Lefrançois	
Assessor Name:	J.D	J.D	J.D	J.D
Data Entered By:	E.C	E.C	E.C	E.V

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 (Parent 2, Teacher, Self-Report). The **Negative Impression** score indicates a possible negative response style for 1 rater (Parent 1). These results need to be taken into consideration when interpreting the Conners 3.

Summary of Elevated Scores

The following section summarizes areas of concern for Romaric S based on ratings on the Conners 3. Note that areas that are not a concern are not reported in this summary.

Conners 3 Content Scales

- **Inattention:** The *T*-score was very elevated for 1 rater (Self-Report = 80). The *T*-scores were elevated for 2 raters (Parent 1 = 66, Teacher = 67).
- **Hyperactivity/Impulsivity:** The *T*-score was very elevated for 1 rater (Self-Report = 72).
- **Executive Functioning (Parent and Teacher form only):** The *T*-scores were elevated for 2 raters (Parent 1 = 65, Parent 2 = 65).
- **Defiance/Aggression:** The *T*-scores were very elevated for 2 raters (Parent 1 = 90, Self-Report = 89). The *T*-score was elevated for 1 rater (Parent 2 = 69).
- **Peer Relations (Parent and Teacher form only):** The *T*-score was very elevated for 1 rater (Parent 1 = 90).
- **Family Relations (Self-Report form only):** The *T*-score was very elevated for 1 rater (Self-Report = 77).

DSM-IV-TR Symptom Scales

- **ADHD Predominantly Inattentive Type:** The Symptom Count was probably met for 1 rater (Self-Report). The *T*-score was very elevated for 1 rater (Self-Report = 86).
- **ADHD Predominantly Hyperactive-Impulsive Type:** The *T*-score was very elevated for 1 rater (Self-Report = 74).
- **Conduct Disorder:** The Symptom Counts were probably met for 3 raters (Parent 1, Parent 2, Self-Report). The *T*-scores were very elevated for 3 raters (Parent 1 = 90, Parent 2 = 80, Self-Report = 74).
- **Oppositional Defiant Disorder:** The Symptom Counts were probably met for 2 raters (Parent 1, Self-Report). The *T*-scores were very elevated for 2 raters (Parent 1 = 77, Self-Report = 82).

Impairment

Romaric S's problems seriously affect his functioning in the **Academic** setting:

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

Romaric S's problems seriously affect his functioning in the **Social** setting:

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

Romaric S's problems seriously affect his functioning in the **Home** setting:

- occasionally (rating = 1), according to 1 rater (Self-Report).
- often (rating = 2), according to 2 raters (Parent 1, Parent 2).

Conners 3 Index Scores

According to ratings on the **Conners 3 ADHD Index**, a clinical classification of ADHD is:

- strongly indicated for 1 rater (Probability (%): Self-Report = 83)
- possible; however, the score is borderline (i.e., more common for clinical cases than general population cases) for 2 raters (Probability (%): Parent 1 = 51, Teacher = 52)

According to ratings on the **Conners 3 Global Index**:

- **Conners 3GI Restless-Impulsive:** The *T*-score was elevated for 1 rater (Parent 1 = 67).
- **Conners 3GI Emotional Liability:** The *T*-scores were very elevated for 2 raters (Parent 1 = 73, Parent 2 = 73).
- **Conners 3GI Total:** The *T*-score was very elevated for 1 rater (Parent 1 = 70).

Screener Items

According to ratings on the Conners 3, further investigation was suggested/recommended for the following issues:

- **Anxiety** for 3 raters (Parent 1, Parent 2, Self-Report).
- **Depression** for 4 raters (Parent 1, Parent 2, Teacher, Self-Report).

Severe Conduct Critical Items

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

- **Uses a weapon** for 2 raters (Parent 1 = 1, Self-Report = 1).
- **Cruel to animals** for 1 rater (Parent 1 = 2).
- **Forced sex (Parent and Teacher form only)** for 1 rater (Parent 1 = 1).

Conners 3 Results and IDEA

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

- **Autism** for 1 rater (Parent 1).
- **Emotional Disturbance** for 4 raters (Parent 1, Parent 2, Teacher, Self-Report).
- **Other Health Impairment** for 4 raters (Parent 1, Parent 2, Teacher, Self-Report).
- **Specific Learning Disability** for 4 raters (Parent 1, Parent 2, Teacher, Self-Report).

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 3rd Edition (Conners 3) is an assessment tool used to obtain observations about the youth's behavior from multiple perspectives. This instrument is designed to assess Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 6 to 18 years old for the parent and teacher reports, and aged 8 to 18 years old for the self-report. When used in combination with other information, results from the Conners 3 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 3 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)			
	P1	P2	T	S
Positive Impression	0 (positive response style not indicated)	2 (positive response style not indicated)	0 (positive response style not indicated)	0 (positive response style not indicated)
Negative Impression	5 (possible negative response style)	3 (negative response style not indicated)	4 (negative response style not indicated)	4 (negative response style not indicated)
Inconsistency Index	8 Differentials $\geq 2 = 1$ (inconsistent response style not indicated)	2 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	7 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	8 Differentials $\geq 2 = 2$ (inconsistent response style not indicated)

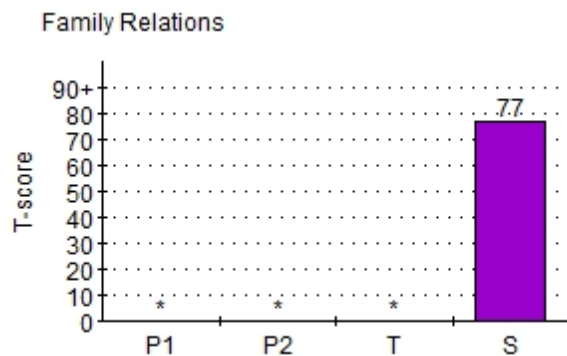
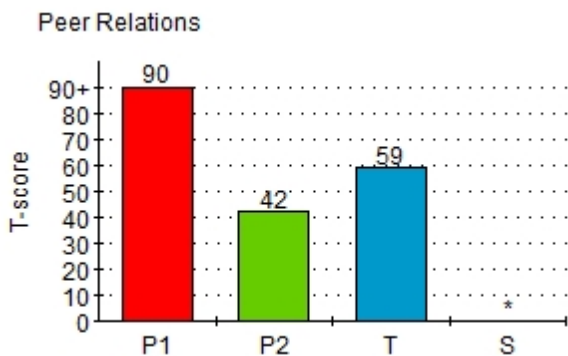
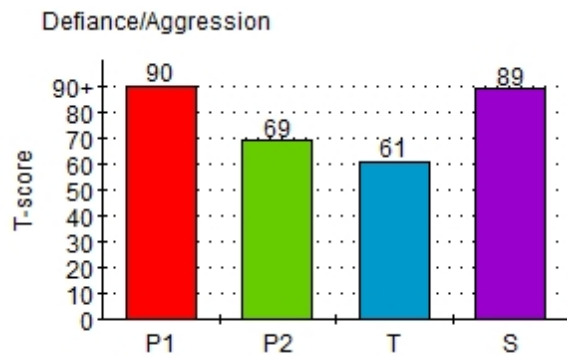
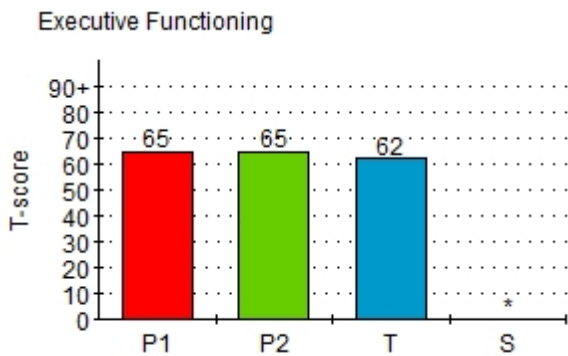
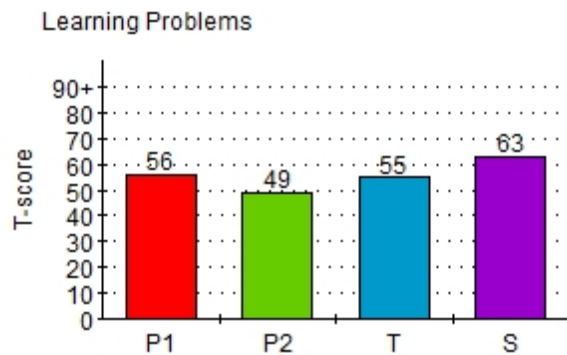
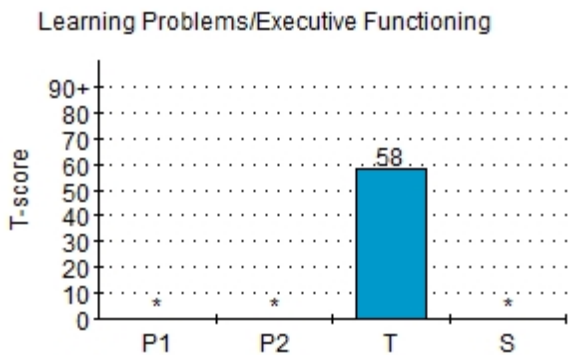
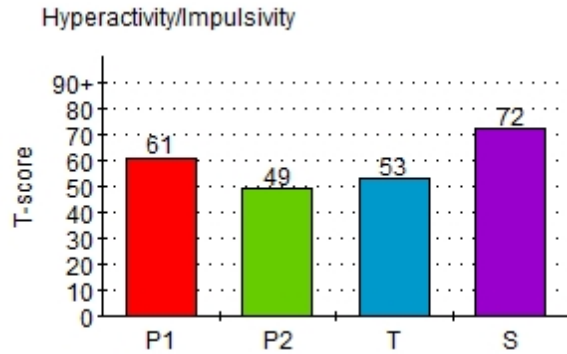
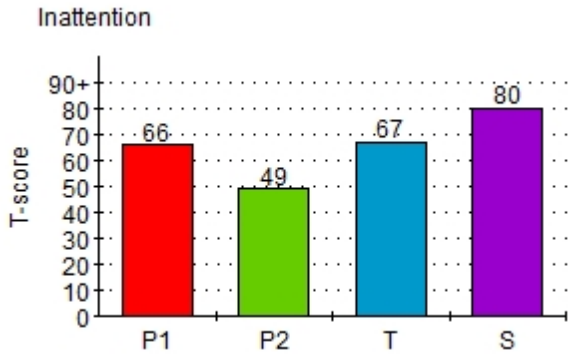
T-score Guidelines

The guidelines in the following table apply to all T-scores presented in this report. See the *Conners 3 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 3 Content Scale T-scores: Comparison across Raters

The following graphs display the T-score results for each of the Conners 3 Content scales.



Legend:
* No comparable scale

Conners 3 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 Guideline				Statistically Significant Differences
	P1	P2	T	S	
Inattention	66 Elevated	49 Average	67 Elevated	80 Very Elevated	S > T; S > P1; S > P2; T > P2; P1 > P2
Hyperactivity/ Impulsivity	61 High Average	49 Average	53 Average	72 Very Elevated	S > P1; S > T; S > P2; P1 > T; P1 > P2
Learning Problems/ Executive Functioning	-	-	58 Average	-	Comparison not possible
Learning Problems ¹	56 Average	49 Average	55 Average	63 High Average	S > P2
Executive Functioning ¹	65 Elevated	65 Elevated	62 High Average	-	No significant differences
Defiance/ Aggression	90 Very Elevated	69 Elevated	61 High Average	89 Very Elevated	P1 > P2; P1 > T; S > P2; S > T; P2 > T
Peer Relations	90 Very Elevated	42 Average	59 Average	-	P1 > T; P1 > P2; T > P2
Family Relations	-	-	-	77 Very Elevated	Comparison not possible

Note(s):

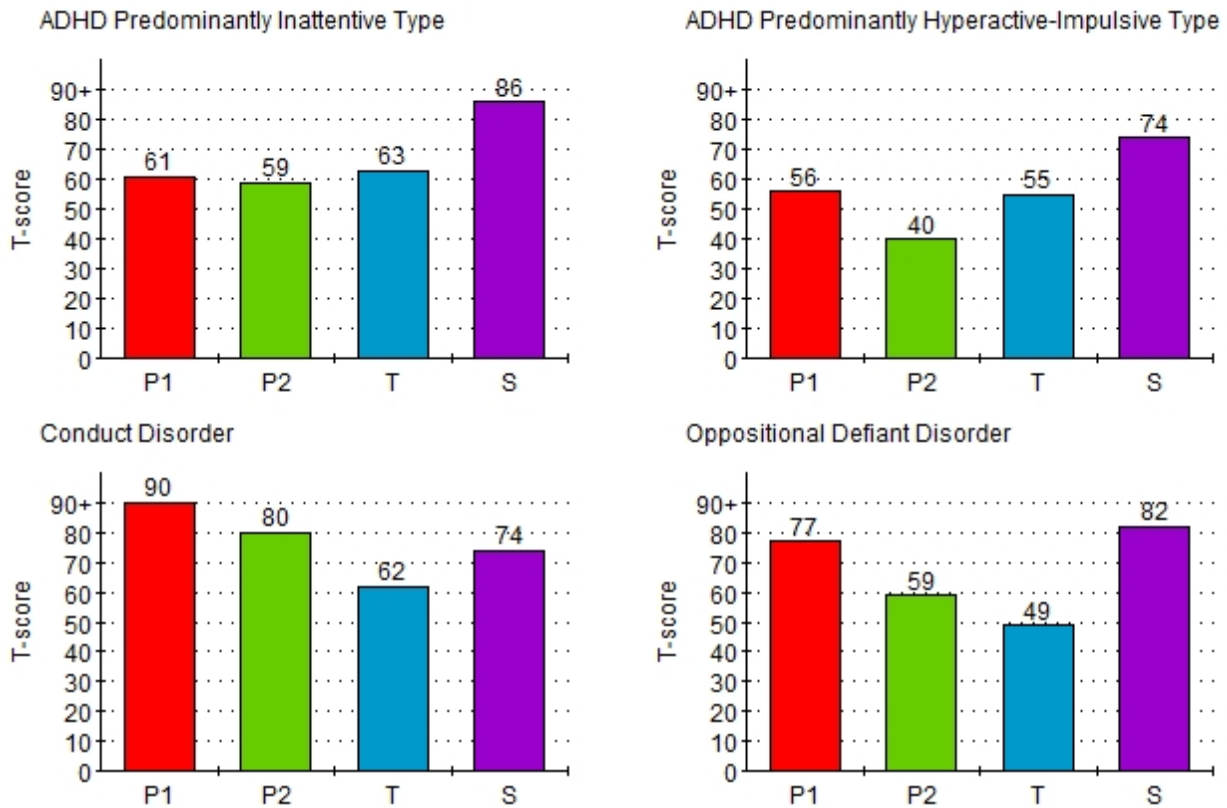
¹Subscale of Learning Problems/Executive Functioning on the Teacher form.

DSM-IV-TR Symptom Scales

This section provides a comparison of DSM-IV-TR Symptom Scales across raters. The Conners 3 provides information relevant to the DSM-IV-TR diagnoses from two different perspectives: absolute (Symptom Count) and relative (*T*-scores). Results of the DSM-IV-TR Symptom Counts can contribute to consideration of whether a particular DSM-IV-TR diagnosis might be appropriate. A *T*-score for each DSM-IV-TR 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 3 Manual* for information on interpreting discrepancies.

T-scores: Comparison across Raters

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



Detailed Scores: Comparison across Raters

The following table summarizes the results for each DSM-IV-TR 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 Guideline				Statistically Significant Differences
	P1	P2	T	S	
ADHD Predominantly Inattentive Type	61 High Average	59 Average	63 High Average	86 Very Elevated	S > T; S > P1; S > P2
ADHD Predominantly Hyperactive- Impulsive Type	56 Average	40 Average	55 Average	74 Very Elevated	S > P1; S > T; S > P2; P1 > P2; T > P2
Conduct Disorder	90 Very Elevated	80 Very Elevated	62 High Average	74 Very Elevated	P1 > S; P1 > T; P2 > T; S > T
Oppositional Defiant Disorder	77 Very Elevated	59 Average	49 Average	82 Very Elevated	S > P2; S > T; P1 > P2; P1 > T; P2 > T

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

The following table displays the Symptom Count status as indicated by the Conners 3 Total Symptom Count. A checkmark indicates that the Symptom Count was *probably met*.

Scale	DSM-IV-TR Symptom Count Requirements	Symptom Count Probably Met			
		P1	P2	T	S
ADHD Predominantly Inattentive Type (ADHD In)	At least 6 out of 9 symptoms				✓
ADHD Predominantly Hyperactive-Impulsive Type (ADHD Hyp-Imp)	At least 6 out of 9 symptoms				
ADHD Combined Type	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	✓			✓

[‡]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.

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

DSM-IV-TR Total Symptom Counts: Count Comparison across Raters

The following table displays the DSM-IV-TR Symptom Counts as indicated by the Conners 3. **Bolded text** indicates that the Symptom Count requirements were *probably met*.

Scale	Symptom Count as indicated by Conners 3			
	P1	P2	T	S
ADHD Predominantly Inattentive Type	4	4	3	8
ADHD Predominantly Hyperactive-Impulsive Type	3	0	0	4
ADHD Combined Type	ADHD In: 4 ADHD Hyp-Imp: 3	ADHD In: 4 ADHD Hyp-Imp: 0	ADHD In: 3 ADHD Hyp-Imp: 0	ADHD In: 8 ADHD Hyp-Imp: 4
Conduct Disorder^{‡,*}	7	6	2	6
Oppositional Defiant Disorder	7	3	0	6

[‡]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-IV-TR Symptom Tables: Comparison across Raters

The following tables display the status of specific DSM-IV-TR criteria as indicated by the Conners 3.

DSM-IV-TR ADHD Predominantly Inattentive Type

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status			
	P	T	S	P1	P2	T	S
A1a.	47	37	31 or 39	Not Indicated	Not Indicated	Indicated	Indicated
A1b.	95	111	63	Indicated	Not Indicated	Indicated	Indicated
A1c.	35	69	42	Indicated	Not Indicated	Not Indicated	Indicated
A1d.	68 and 79	73 and 57	61 and 17	Not Indicated	Indicated	Not Indicated	Indicated
A1e.	84	103	21	Not Indicated	Indicated	Not Indicated	Indicated
A1f.	28	60	51	May be Indicated	May be Indicated	Not Indicated	May be Indicated
A1g.	97	92	5	Indicated	Not Indicated	Not Indicated	Not Indicated
A1h.	101	23	77	Not Indicated	Not Indicated	Indicated	Indicated
A1i.	2	88	32	Not Indicated	Indicated	Not Indicated	May be Indicated

DSM-IV-TR ADHD Predominantly Hyperactive-Impulsive Type

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status			
	P	T	S	P1	P2	T	S
Hyperactivity							
A2a.	98	4	60	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2b.	93	1	64	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2c.	69 or 99	24 or 7	20 or 7	May be Indicated	Not Indicated	Not Indicated	Indicated
A2d.	71	32	84	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A2e.	54 or 45	17 or 78	66 or 55	May be Indicated	Not Indicated	Not Indicated	Indicated
A2f.	3	50	34	Not Indicated	Not Indicated	Not Indicated	Not Indicated
Impulsivity							
A2g.	43	9	9	Not Indicated	Not Indicated	Not Indicated	Indicated
A2h.	61	76	27	Not Indicated	Not Indicated	Not Indicated	Indicated
A2i.	104	29	6	Indicated	Not Indicated	Not Indicated	Not Indicated

DSM-IV-TR ADHD Combined Type

An ADHD Combined Type diagnosis requires the examination of symptoms for ADHD Predominantly Inattentive Type and for ADHD Predominantly Hyperactive-Impulsive Type. See the ADHD Predominantly Inattentive Type and ADHD Predominantly Hyperactive-Impulsive Type symptom tables above. Please also see the DSM-IV-TR or the *Conners 3 Manual* for additional guidance.

DSM-IV-TR Conduct Disorder

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status			
	P	T	S	P1	P2	T	S
A1.	16	98	25	Indicated	May be Indicated	May be Indicated	Not Indicated
A2.	30	105	38	Indicated	Indicated	Not Indicated	May be Indicated
A3.	27	14	59	Indicated	Not Indicated	Not Indicated	Indicated
A4.	39	35	86	Indicated	Indicated	Not Indicated	Indicated
A5.	41	21	47	Indicated	Not Indicated	Not Indicated	Not Indicated
A6.	96	27	13	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A7.	11	33	-	Indicated	Not Indicated	Not Indicated	-
A8.	78	61	72	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A9.	65	10	82	Not Indicated	Not Indicated	Indicated	Not Indicated
A10.	89	90	78	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A11.	56	40	16	Not Indicated	Indicated	Not Indicated	Indicated
A12.	58	31	52	Indicated	Indicated	Not Indicated	Not Indicated
A13.	91	-	91	Not Indicated	Not Indicated	-	May be Indicated
A14.	76	-	8	Not Indicated	Indicated	-	Indicated
A15.	6	54	33	Not Indicated	Not Indicated	Not Indicated	Not 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.

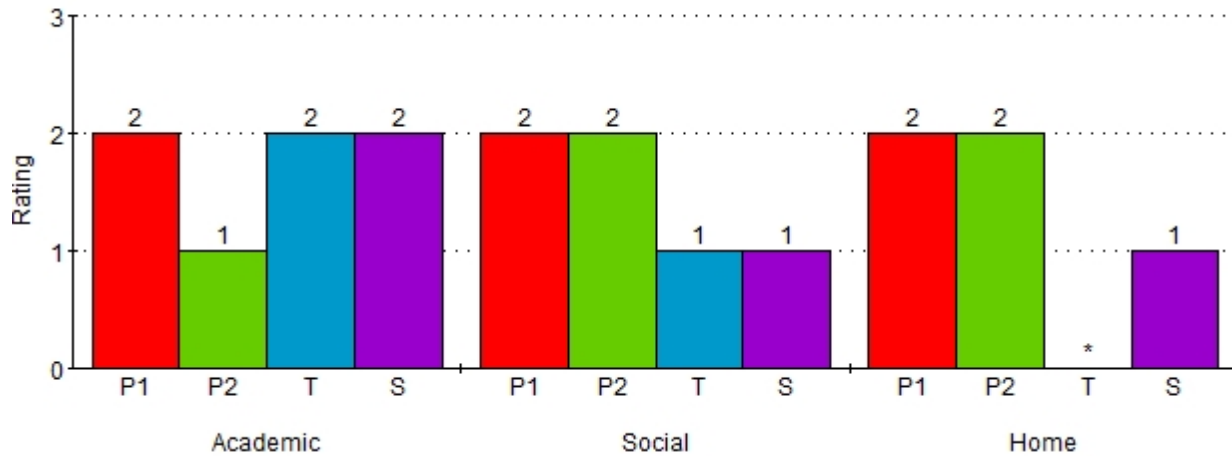
DSM-IV-TR Oppositional Defiant Disorder

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status			
	P	T	S	P1	P2	T	S
A1.	14	62	67	Indicated	Indicated	Not Indicated	May be Indicated
A2.	102	47	24	Indicated	Not Indicated	Not Indicated	Indicated
A3.	94	71	1R	Indicated	Not Indicated	Not Indicated	Not Indicated
A4.	59	59	3	Indicated	Not Indicated	Not Indicated	Indicated
A5.	21	64	62	Not Indicated	Not Indicated	Not Indicated	Not Indicated
A6.	73	56	74	Indicated	Not Indicated	Not Indicated	Indicated
A7.	48	38	87	Indicated	May be Indicated	Not Indicated	Indicated
A8.	57	51	94	May be Indicated	May be Indicated	Not Indicated	Indicated

R = This item is reverse scored for score calculations.

Impairment

Each rater's report of Romaric S'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.

Legend:

* No comparable item on the Teacher form.

Conners 3 Index Scores

The following section describes the results for the two index scores on the Conners 3.

Conners 3 ADHD Index

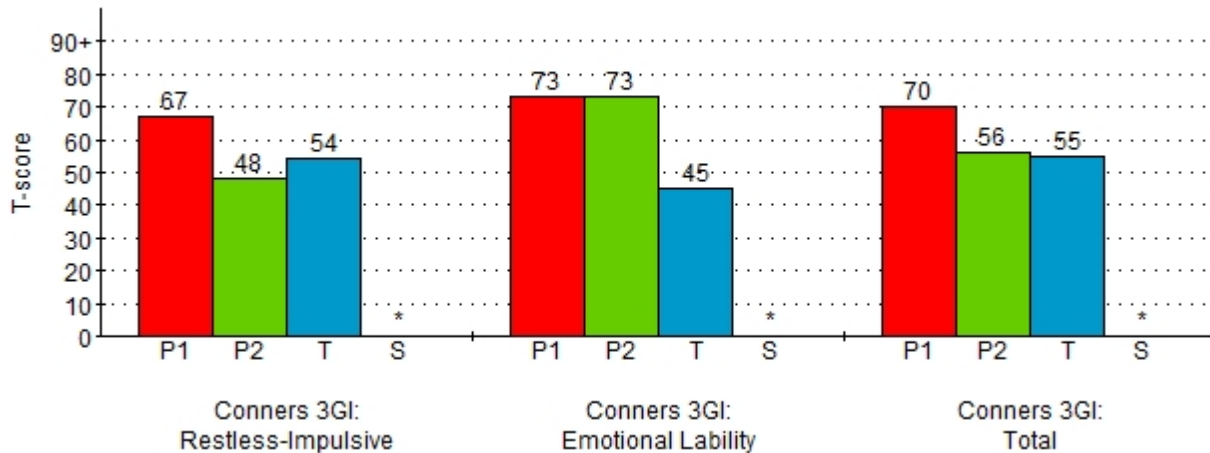
The following section summarizes each rater's ratings of Romaric S on the Conners 3 ADHD Index.



	P1	P2	T	S
Probability (%)	51	29	52	83
Guideline	Borderline score; this score is more common for ADHD cases	A classification of ADHD is unlikely	Borderline score; this score is more common for ADHD cases	A classification of ADHD is strongly indicated

Conners 3 Global Index

The following section summarizes each rater's ratings of Romaric S on the Conners 3 Global Index. High scores on the Conners 3GI may describe a youth who is moody and emotional, or restless, impulsive or inattentive. The graph displays *T*-scores; the table displays *T*-scores and summarizes the results for the Conners 3 Global Index, as well as any statistically significant ($p < .10$) differences in *T*-scores between 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.



* No comparable scale

Scale	T-score Guideline				Statistically Significant Differences
	P1	P2	T	S	
Conners 3GI: Restless-Impulsive	67 Elevated	48 Average	54 Average	-	P1 > T; P1 > P2
Conners 3GI: Emotional Lability	73 Very Elevated	73 Very Elevated	45 Average	-	P1 > T; P2 > T
Conners 3GI: Total	70 Very Elevated	56 Average	55 Average	-	P1 > P2; P1 > T

Anxiety Screener Items

The following table displays the results from each rater's ratings of Romaric S's behavior with regards to specific items that are related to generalized anxiety.

Guideline based on the ratings to these items:

Parent 1: Further investigation was suggested/recommended.

Parent 2: Further investigation was suggested/recommended.

Teacher: The ratings did not indicate a need for further investigation.

Self-Report: Further investigation was suggested/recommended.

Item Content	Item			Rating			
	P	T	S	P1	P2	T	S
Worries	4	79	90	0	0	0	3
Trouble controlling worries	20	82	46	0	0	0	2
Nervous or jumpy	70	87	2	1	1	0	3
Irritable when anxious	100	58	29	1	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.

Depression Screener Items

The following table displays the results from each rater's ratings of Romaric S's behavior with regards to specific items that are related to depression.

Guideline based on the ratings to these items:

Parent 1: Further investigation was suggested/recommended.

Parent 2: Further investigation was suggested/recommended.

Teacher: Further investigation was suggested/recommended.

Self-Report: Further investigation was suggested/recommended.

Item Content	Item			Rating			
	P	T	S	P1	P2	T	S
Worthlessness	17	95	36	2	0	0	3
Tired; low energy	66	67	80	0	2	2	0
Loss of interest or pleasure	82	53	44	2	1	2	2
Sad, gloomy, or irritable	103	49	68	3	1	2	3

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.

Severe Conduct Critical Items

The following table displays each rater's observations of Romaric S with regard to the Severe Conduct Critical Items.

Item Content	Item			Rating			
	P	T	S	P1	P2	T	S
Uses a weapon	27	14	59	1*	0	0	1*
Cruel to animals	41	21	47	2*	0	0	0
Confrontational stealing	96	27	13	0	0	0	0
Forced sex	11	33	-	1*	0	0	-
Fire setting	78	61	72	0	0	0	0
Breaking and entering	89	90	78	0	0	0	0
Trouble with police	-	68	22	-	-	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.

***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 Romaric S.

Any concerns about child:

- **Parent 1:** Manque d'amis et de communication verbale. Tristesse continue.
- **Parent 2:** This item was omitted.
- **Teacher:** La démotivation. Il met les efforts minimums tout le temps.
- **Self-Report:** Non

Strengths or skills about child:

- **Parent 1:** Très fort en mathématique. Très débrouillard et autonome. Agit comme une personne plus agée.
- **Parent 2:** Romarica beaucoup d'initiative et est indépendant.
- **Teacher:** Il est brillant, il ne travaille pas beaucoup et réussit tout de même.
- **Self-Report:** Mathématique

Conners 3 Results and IDEA

Checkmarks under "Follow-up Recommended" in the following table denote areas of the Conners 3 that were indicated or endorsed, suggesting possible consideration of IDEA 2004 eligibility in related areas.

Content Areas	Follow-up Recommended				Possible IDEA Eligibility Category
	P1	P2	T	S	
Conners 3 Content Scales					
Inattention	✓		✓	✓	ED, LD, OHI
Hyperactivity/Impulsivity				✓	ED, OHI
Learning Problems/Executive Functioning	-	-		-	LD, OHI
Learning Problems ¹					LD
Executive Functioning ¹	✓	✓		-	LD, OHI
Defiance/Aggression	✓	✓		✓	ED
Peer Relations	✓			-	Autism, ED
Family Relations	-	-	-	✓	ED
DSM-IV-TR Symptom Scales					
ADHD Predominantly Inattentive Type				✓	ED, LD, OHI
ADHD Predominantly Hyperactive-Impulsive Type				✓	ED, OHI
ADHD Combined Type				✓	ED, LD, OHI
Conduct Disorder	✓	✓	?	✓	ED
Oppositional Defiant Disorder	✓			✓	ED
 Screener Items					
Anxiety	✓	✓		✓	ED
Depression	✓	✓	✓	✓	ED
Severe Conduct Critical Items					
Severe Conduct	✓			✓	ED

ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment.

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

¹Subscale of Learning Problems/Executive Functioning on Teacher form.

Item Responses

The following response values were entered for the items on the Conners 3.

Parent Items

Item	Parent Rating		Item	Parent Rating		Item	Parent Rating	
	P1	P2		P1	P2		P1	P2
1.	1	1	37.	1	2	73.	2	1
2.	1	2	38.	2	0	74.	0	1
3.	0	0	39.	1	1	75.	3	2
4.	0	0	40.	3	0	76.	0	1
5.	2	1	41.	2	0	77.	2	2
6.	0	0	42.	2	0	78.	0	0
7.	0	0	43.	1	0	79.	0	2
8.	1	1	44.	2	0	80.	0	3
9.	3	2	45.	1	0	81.	2	1
10.	2	0	46.	1	0	82.	2	1
11.	1	0	47.	1	1	83.	1	0
12.	2	0	48.	2	1	84.	1	2
13.	1	0	49.	1	0	85.	0	0
14.	2	2	50.	2	2	86.	1	1
15.	2	1	51.	1	1	87.	0	0
16.	2	1	52.	1	0	88.	1	1
17.	2	0	53.	1	0	89.	0	0
18.	2	0	54.	0	0	90.	1	1
19.	1	0	55.	1	3	91.	0	0
20.	0	0	56.	1	2	92.	1	0
21.	1	0	57.	1	1	93.	1	0
22.	1	0	58.	1	1	94.	2	1
23.	1	0	59.	2	0	95.	2	0
24.	1	0	60.	0	0	96.	0	0
25.	0	1	61.	1	0	97.	2	0
26.	0	2	62.	1	0	98.	0	0
27.	1	0	63.	3	3	99.	0	0
28.	2	2	64.	0	3	100.	1	0
29.	2	2	65.	0	0	101.	1	0
30.	2	2	66.	0	2	102.	2	1
31.	2	1	67.	1	0	103.	3	1
32.	2	1	68.	1	2	104.	2	0
33.	0	0	69.	1	0	105.	1	0
34.	2	1	70.	1	1	106.	2	1
35.	2	1	71.	0	0	107.	2	2
36.	1	0	72.	0	0	108.	2	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.

Teacher Items

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

Self-Report Items

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

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