



CONNERS

Comprehensive Behavior
Rating Scales™

By C. Keith Conners, Ph.D.

Conners CBRS–Parent Progress Report

Child's Name/ID: Monty B

Gender: Male

Birth Date: September 15, 2000

Normative Option: Gender-specific norms

DSM Scoring Option: DSM-5

Report Options: The following features were included in this progress report: Item Responses by Scale, Percentiles.

	Administration 1	Administration 2	Administration 3
Child's Name/ID:	Monty B	Monty B	Monty B
Date:	Nov 11, 2006	Jan 15, 2008	Apr 09, 2008
Age:	6 years	7 years	7 years
Grade:	Kindergarten	Kindergarten	Kindergarten
Parent's Name/ID:	Mrs. B (Grandmother)	Mrs. B (Grandmother)	Mrs. B (Grandmother)
Assessor Name:			
Data Entered By:	Jane	Jane	Jane

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Introduction

Conners Comprehensive Behavior Rating Scales–Parent (Conners CBRS–P) is an assessment tool used to obtain a parent’s observations about the youth’s behavior. This instrument is helpful when information regarding a number of childhood disorders and problem behaviors are required. This report combines the results of up to four Conners CBRS–P administrations to help the user interpret important changes in reported behavior that have occurred over time. Please note that this Progress report is intended to provide an *overview* of how scores have changed over time. For detailed information about any given administration, please refer to the Conners CBRS–P Assessment reports.

This computerized report is an interpretive aid and should not be given to parents or used as the sole criterion for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. Combining information from this with information gathered from other psychometric measures, as well as from interviews and discussions with the youth, will give the assessor or service provider a more comprehensive view of the youth than might be obtained from any one source.

Note: If the selected administrations were completed by different parents, then differences in scores across administrations may be due to the parents’ differing perspectives, rather than to changes in Monty B’s symptoms over time.

Response Style Analysis

The following table provides each parent’s scores (including the raw score and guideline) for the three validity scales.

Validity Scale	Raw Score (Guideline)		
	Admin 1	Admin 2	Admin 3
Positive Impression	1 (positive response style not indicated)	0 (positive response style not indicated)	1 (positive response style not indicated)
Negative Impression	0 (negative response style not indicated)	0 (negative response style not indicated)	0 (negative response style not indicated)
Inconsistency Index	3 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	3 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	2 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.

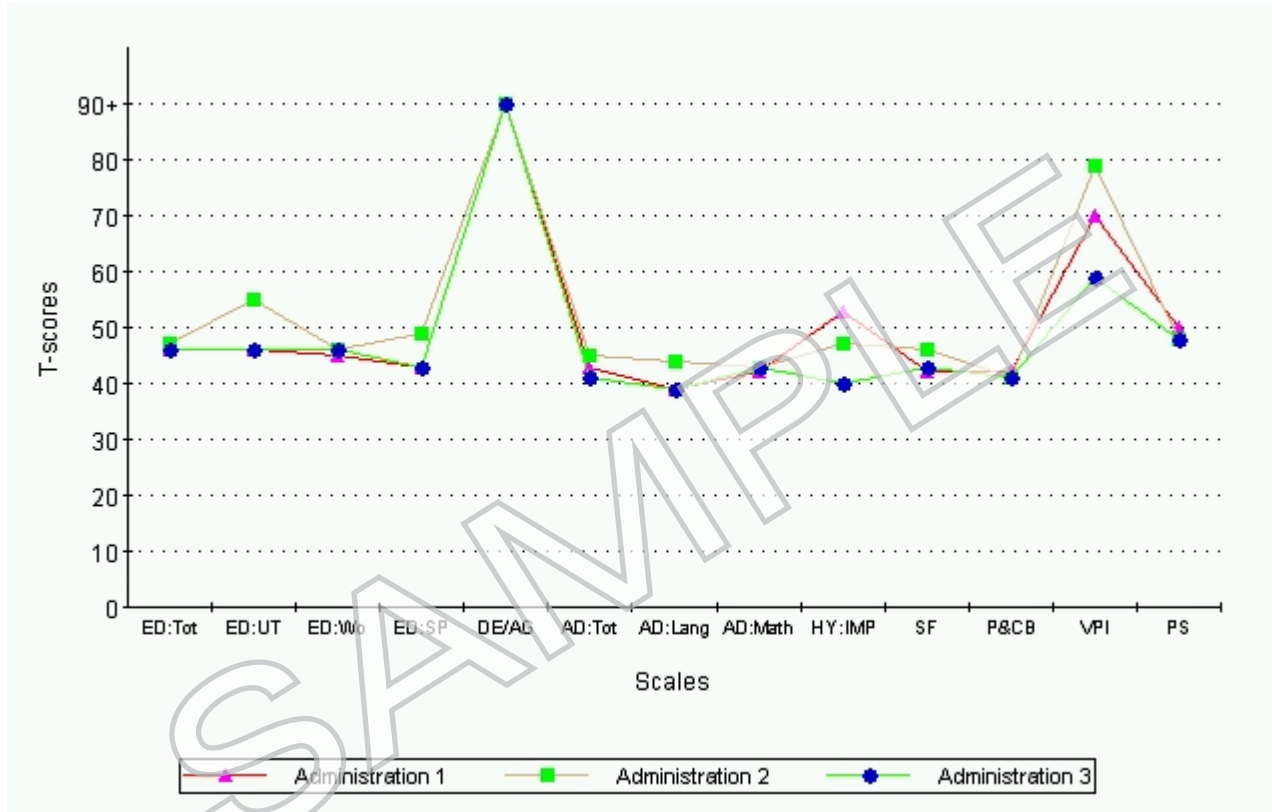
T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer concerns than are typically reported)

Conners CBRS-P Content Scales

This section provides several ways of comparing scale scores across multiple administrations of the Conners CBRS-P. Please see the *Conners CBRS Manual* for interpretation guidelines, including appropriate use of raw scores or T-scores to measure change over time.

T-scores: Comparison across Administrations

The following graph displays the T-score results for the Conners CBRS-P Content scales.



ED:Tot = Emotional Distress (ED): Total
 ED:UT = Upsetting Thoughts (ED subscale)
 ED:Wo = Worrying (ED subscale)
 ED:SP = Social Problems (ED subscale)
 DE/AG = Defiant/Aggressive Behaviors

AD:Tot = Academic Difficulties (AD): Total
 AD:Lang = Language (AD subscale)
 AD:Math = Math (AD subscale)
 HY:IMP = Hyperactivity/Impulsivity
 SF = Separation Fears

P&CB = Perfectionistic and Compulsive Behaviors
 VPI = Violence Potential Indicator
 PS = Physical Symptoms

Detailed Scores: Comparison across Administrations

The following table displays Raw and *T*-scores for each scale, as well as any statistically significant ($p < .10$) changes in *T*-scores across pairs of administrations. If a pair of administrations appears in the “Significant Increase” column, this indicates that the symptoms have become more pronounced (i.e., Monty B’s problems have become more of a concern) between the two administrations. If a pair of administrations appears in the “Significant Decrease” column, this indicates that the symptoms have become less pronounced (i.e., Monty B has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administrations did not reach statistical significance.

Scale	Admin 1 Scores		Admin 2 Scores		Admin 3 Scores		Significant Increase	Significant Decrease
	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)		
Emotional Distress (ED): Total	3	46 (46)	4	47 (50)	3	46 (45)		
Upsetting Thoughts (ED subscale)	0	46 (40)	1	55 (83)	0	46 (40)	1-2	2-3
Worrying (ED subscale)	1	45 (45)	1	46 (46)	1	46 (46)		
Social Problems (ED subscale)	0	43 (23)	1	49 (59)	0	43 (23)		
Defiant/Aggressive Behaviors	15	90 (98)	19	90 (98)	13	90 (98)		
Academic Difficulties (AD): Total	2	43 (27)	4	45 (48)	1	41 (18)		
Language (AD subscale)	0	39 (4)	2	44 (37)	0	39 (8)		
Math (AD subscale)	0	42 (23)	0	43 (28)	0	43 (28)		
Hyperactivity/Impulsivity	8	53 (65)	6	47 (42)	2	40 (17)		1-3
Separation Fears	0	42 (17)	1	46 (53)	0	43 (25)		
Perfectionistic and Compulsive Behaviors	0	42 (17)	0	41 (18)	0	41 (18)		
Violence Potential Indicator	20.5	70 (98)	29	79 (99)	12.5	59 (86)		
Physical Symptoms	2	50 (57)	2	48 (59)	2	48 (59)		

Note(s):

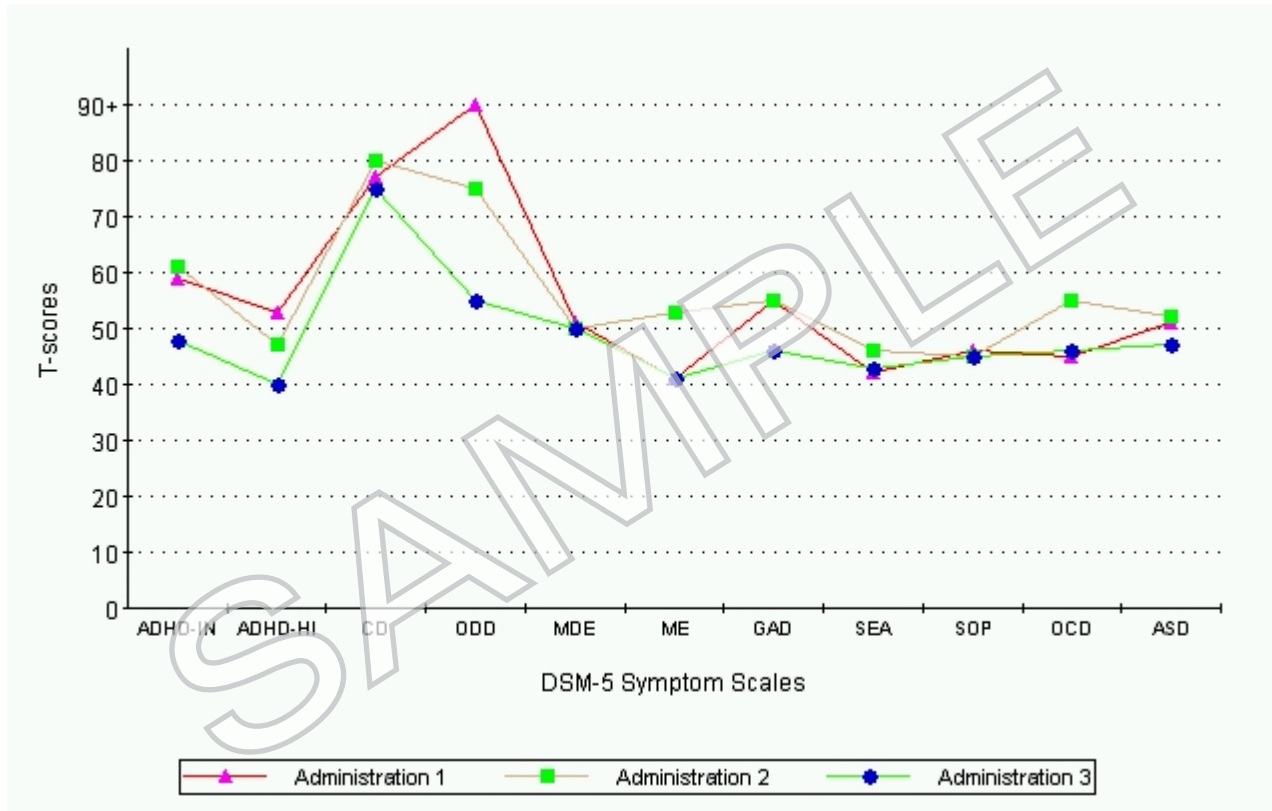
T-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

DSM-5 Symptom Scales

This section provides a comparison of DSM-5 Symptom scales across administrations of the Conners CBRS-P. The Conners CBRS-P 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 the 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*-score: Comparison across Administrations**

The following graph displays the *T*-score results for the DSM-5 Symptom scales.



ADHD-IN = ADHD Predominantly Inattentive Presentation
 ADHD-HI = ADHD Predominantly Hyperactive-Impulsive Presentation
 CD = Conduct Disorder
 ODD = Oppositional Defiant Disorder
 MDE = Major Depressive Episode
 ME = Manic Episode

GAD = Generalized Anxiety Disorder
 SEA = Separation Anxiety Disorder
 SOP = Social Anxiety Disorder (Social Phobia)
 OCD = Obsessive-Compulsive Disorder
 ASD = Autism Spectrum Disorder

Detailed Scores: Comparison across Administrations

The following table displays Raw and *T*-scores for each DSM-5 Symptom scale, as well as any significant changes ($p < .10$) in *T*-scores across pairs of administrations. If a pair of administrations appears in the “Significant Increase” column, this indicates that the symptoms have become more pronounced (i.e., Monty B’s problems have become more of a concern) between the two administrations. If a pair of administrations appears in the “Significant Decrease” column, this indicates that the symptoms have become less pronounced (i.e., Monty B has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administration dates did not reach statistical significance.

Scale	Admin 1 Scores		Admin 2 Scores		Admin 3 Scores		Significant Increase	Significant Decrease
	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)		
ADHD Predominantly Inattentive Presentation	9	59 (84)	11	61 (91)	5	48 (49)		1-3; 2-3
ADHD Predominantly Hyperactive-Impulsive Presentation	8	53 (65)	6	47 (42)	2	40 (17)		1-3
Conduct Disorder	6	77 (98)	7	80 (98)	6	75 (98)		
Oppositional Defiant Disorder	14	90 (98)	11	75 (96)	4	55 (80)		1-2; 1-3; 2-3
Major Depressive Episode	2	51 (69)	2	50 (66)	2	50 (66)		
Manic Episode	0	41 (14)	3	53 (72)	0	41 (13)	1-2	2-3
Generalized Anxiety Disorder	5	55 (75)	6	55 (78)	2	46 (40)		1-3; 2-3
Separation Anxiety Disorder	0	42 (16)	1	46 (52)	0	43 (24)		
Social Anxiety Disorder (Social Phobia)	1	46 (48)	1	45 (39)	1	45 (39)		
Obsessive-Compulsive Disorder	0	45 (40)	1	55 (83)	0	46 (40)	1-2	2-3
Autism Spectrum Disorder	4	51 (67)	5	52 (64)	3	47 (45)		

Note(s):

T-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

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

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

Scale	DSM-5 Symptom Count Requirements	Symptom Count Probably Met		
		Admin 1	Admin 2	Admin 3
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–P 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–P Assessment Report for more information).

DSM-5 Total Symptom Counts: Comparison of Symptom Counts across Administrations

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

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

[†]The Conners CBRS-P 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-P Assessment Report for more information).

DSM-5 Symptom Tables: Comparison across Administrations

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

DSM-5 ADHD Predominantly Inattentive Presentation

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A1a.	12	Not Indicated	Not Indicated	Not Indicated
A1b.	136	Not Indicated	Not Indicated	Not Indicated
A1c.	86	Indicated	Indicated	Not Indicated
A1d.	65 and 8	Not Indicated	Not Indicated	Not Indicated
A1e.	23	Not Indicated	Not Indicated	Not Indicated
A1f.	83	Not Indicated	May be Indicated	Not Indicated
A1g.	96	Not Indicated	Not Indicated	Not Indicated
A1h.	154	Not Indicated	Not Indicated	Not Indicated
A1i.	1	Not Indicated	Indicated	Not Indicated

DSM-5 ADHD Predominantly Hyperactive-Impulsive Presentation

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
Hyperactivity				
A2a.	117	Not Indicated	Not Indicated	Not Indicated
A2b.	28	Not Indicated	Not Indicated	Not Indicated
A2c.	32 or 89	May be Indicated	May be Indicated	May be Indicated
A2d.	148	Not Indicated	Not Indicated	Not Indicated
A2e.	180 or 16	Not Indicated	Not Indicated	Not Indicated
A2f.	104	Not Indicated	Not Indicated	Not Indicated
Impulsivity				
A2g.	19	Not Indicated	Not Indicated	Not Indicated
A2h.	99	Not Indicated	Not Indicated	Not Indicated
A2i.	169	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		
		Admin 1	Admin 2	Admin 3
Aggression to People and Animals				
A1.	177	May be Indicated	Indicated	May be Indicated
A2.	69	May be Indicated	May be Indicated	May be Indicated
A3.	122	Not Indicated	Not Indicated	Not Indicated
A4.	144	Indicated	Not Indicated	Indicated
A5.	161	Not Indicated	Not Indicated	Not Indicated
A6.	116	Not Indicated	Not Indicated	Not Indicated
A7.	98	Not Indicated	Not Indicated	Not Indicated
Destruction of Property				
A8.	90	Not Indicated	Not Indicated	Not Indicated
A9.	179	Indicated	Indicated	Indicated
Deceitfulness or Theft				
A10.	39	Not Indicated	Not Indicated	Not Indicated
A11.	149	Not Indicated	Not Indicated	Not Indicated
A12.	120	Indicated	Indicated	Indicated
Serious Violations of Rules				
A13.	147	Not Indicated	Not Indicated	Not Indicated
A14.	10	Not Indicated	Indicated	Not Indicated
A15.	107	Not Indicated	Not Indicated	Not Indicated

DSM-5 Oppositional Defiant Disorder

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
Angry/Irritable Mood				
A1.	45	Indicated	Not Indicated	Not Indicated
A2.	108	Not Indicated	Not Indicated	Not Indicated
A3.	82	Indicated	Indicated	Indicated
Argumentative/Defiant Behavior				
A4.	70	Indicated	Indicated	Not Indicated
A5.	127	Indicated	Indicated	Not Indicated
A6.	163	Indicated	Not Indicated	Not Indicated
A7.	134	Not Indicated	Not Indicated	Not Indicated
Vindictiveness				
A8.	54	May be Indicated	May be Indicated	Not Indicated

DSM-5 Major Depressive Episode

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A1.	94 or 137	Not Indicated	Not Indicated	Not Indicated
A2.	53	Not Indicated	Not Indicated	Not Indicated
A3.	43	Not Indicated	Not Indicated	Not Indicated
A4.	59, 126, 181 or 110	Not Indicated	Not Indicated	Not Indicated
A5.	35 or 103	Not Indicated	May be Indicated	Not Indicated
A6.	171	Not Indicated	Not Indicated	Not Indicated
A7.	124 or 6	Not Indicated	May be Indicated	Not Indicated
A8.	49	Not Indicated	Not Indicated	Not Indicated
A9.	138 or 168	Not Indicated	Not Indicated	Not Indicated

DSM-5 Manic Episode

DSM-5 Symptoms: Criteria A and B	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A. (Elevated Mood) or (Irritable Mood)	111 or 166	Not Indicated	Not Indicated	Not Indicated
and (Increased Goal-Directed Activity)	and 91	Not Indicated	Not Indicated	Not Indicated
B1.	74	Not Indicated	Not Indicated	Not Indicated
B2.	25	Not Indicated	Not Indicated	Not Indicated
B3.	71	Not Indicated	Not Indicated	Not Indicated
B4.	109	Not Indicated	Not Indicated	Not Indicated
B5.	87	Not Indicated	Not Indicated	Not Indicated
B6.	91 or 35	Not Indicated	May be Indicated	Not Indicated
B7.	198	Not Indicated	Indicated	Not Indicated

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

DSM-5 Generalized Anxiety Disorder

DSM-5 Symptoms: Criteria A, B and C	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A.	68	Not Indicated	Not Indicated	Not Indicated
B.	153	Not Indicated	Not Indicated	Not Indicated
C1.	42 or 89	May be Indicated	May be Indicated	Not Indicated
C2.	171 or 50	Not Indicated	Not Indicated	Not Indicated
C3.	4	Not Indicated	Indicated	Not Indicated
C4.	196 or 108	Not Indicated	Indicated	Not Indicated
C5.	7	Not Indicated	Not Indicated	Not Indicated
C6.	119, 110, 126 or 181	Not Indicated	Not Indicated	Not Indicated

DSM-5 Separation Anxiety Disorder

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A1.	76	Not Indicated	Not Indicated	Not Indicated
A2.	31	Not Indicated	Not Indicated	Not Indicated
A3.	88	Not Indicated	Not Indicated	Not Indicated
A4.	44	Not Indicated	Not Indicated	Not Indicated
A5.	41 or 58	Not Indicated	Not Indicated	Not Indicated
A6.	160	Not Indicated	Not Indicated	Not Indicated
A7.	81	Not Indicated	Not Indicated	Not Indicated
A8.	184	Not Indicated	Not Indicated	Not Indicated

DSM-5 Social Anxiety Disorder (Social Phobia)

DSM-5 Symptoms: Criteria A, B, C and D	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A.	22	Not Indicated	Not Indicated	Not Indicated
B.	187 or 63	Not Indicated	Not Indicated	Not Indicated
C.	22 or 56	Not Indicated	Not Indicated	Not Indicated
D.	92 or 176	Not Indicated	Not Indicated	Not Indicated

DSM-5 Obsessive-Compulsive Disorder

DSM-5 Symptoms: Criterion A	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
Obsessions				
A1.	159 or 183	Not Indicated	Not Indicated	Not Indicated
A2.	84	Not Indicated	Indicated	Not Indicated
Compulsions				
A1.	178	Not Indicated	Not Indicated	Not Indicated
A2.	175	Not Indicated	Not Indicated	Not Indicated

DSM-5 Autism Spectrum Disorder

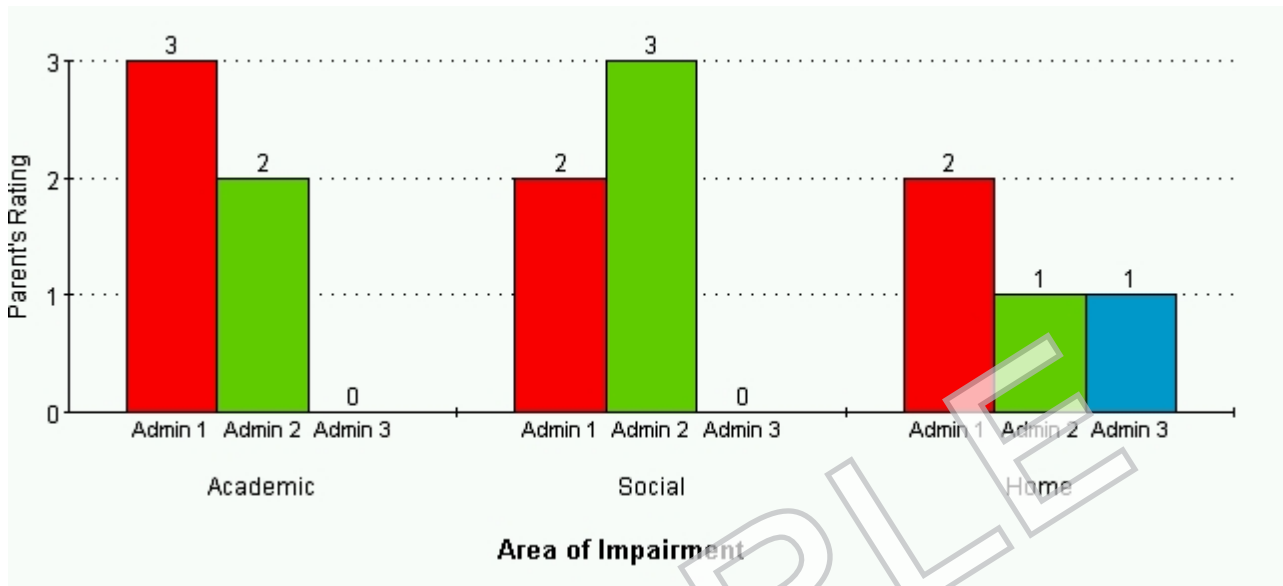
DSM-5 Symptoms: Criteria A and B	Item	Criterion Status		
		Admin 1	Admin 2	Admin 3
A1.	85 or 77R or 156 or 186R	Indicated	Indicated	Not Indicated
A2.	2R	Not Indicated	Not Indicated	Not Indicated
A3.	64	Not Indicated	Not Indicated	Not Indicated
B1.	188 or 48	Not Indicated	Not Indicated	Not Indicated
B2.	97	Not Indicated	Not Indicated	Not Indicated
B3.	143	Not Indicated	Not Indicated	Not Indicated

R = This item is reverse scored for score calculations.

Note: 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

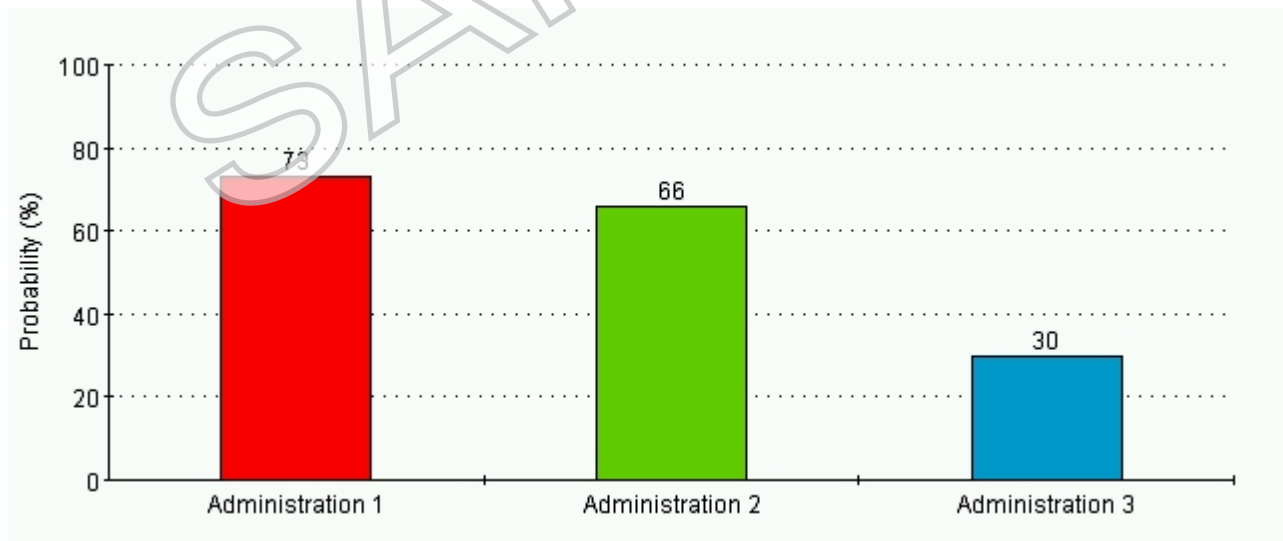
Each parent's report of Monty B's level of impairment in academic, social, and home settings is presented below.



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

Conners Clinical Index

The following section summarizes each parent's ratings of Monty B with respect to the Conners Clinical Index.



	Administration 1	Administration 2	Administration 3
Probability (%)	73	66	30
Guideline	A clinical classification is indicated	A clinical classification is indicated	A clinical classification is unlikely

Other Clinical Indicators

The following table displays the results from each parent's observations of Monty B with regard to other clinical concerns.

Item Number	Item Content	Parent's Rating		
		Admin 1	Admin 2	Admin 3
177	Bullying Perpetration	1*	2*	1*
3	Bullying Victimization	1*	2*	0
80	Enuresis/Encopresis	0	0	0
93	Panic Attack: dizziness	0	0	0
141	Panic Attack: feels sick	0	0	0
29	Panic Attack: shortness of breath	0	0	0
194	Pica	0	0	0
189	Posttraumatic Stress Disorder	0	0	0
79	Specific Phobia	0	1	0
36	Substance Use: alcohol	0	1*	0
131	Substance Use: illicit drugs	0	1*	0
182	Substance Use: inhalants	0	0	0
165	Substance Use: tobacco	0	0	0
57	Tics: motor	0	1*	0
46	Tics: vocal	0	0	0
9	Trichotillomania	0	1*	0

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

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

Self-Harm Critical Items

The following table displays each parent's observations of Monty B with regard to the Self-Harm Critical Items.

Item Number	Item Content	Parent's Rating		
		Admin 1	Admin 2	Admin 3
30	Self-Harm	0	0	0
138	Suicide ideation, plan or attempt	0	0	0
168	Thoughts of death and dying	0	0	0
125	Helplessness	0	0	0
137	Hopelessness	0	0	0
6	Worthlessness	0	1*	0

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

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

Severe Conduct Critical Items

The following table displays each parent's observations of Monty B with regard to the Severe Conduct Critical Items.

Item Number	Item Content	Parent's Rating		
		Admin 1	Admin 2	Admin 3
122	Uses a weapon	0	0	0
106	Carries a weapon	0	1*	0
170	Shows interest in weapons	0	0	0
161	Cruel to animals	0	0	0
116	Confrontational stealing	0	0	0
98	Forced sex	0	0	0
90	Fire setting	0	0	0
39	Breaking and entering	0	0	0
132	Gang membership	0	0	0
195	Trouble with police	0	2*	0
13	Disregard for others' rights	0	0	0

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

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

Additional Questions

The following section displays additional comments from each parent about Monty B.

202. Any concerns about child:

- Admin 1: His father neve listened and gres up to trouble. I don"t want that to happen to Monty.
- Admin 2: Omitted Item
- Admin 3: Omitted Item

203. Strengths or skills about child:

- Admin 1: Monty is high-spirit and loving
- Admin 2: Omitted Item
- Admin 3: Omitted Item

Conners CBRS-P Results and IDEA

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

Content Areas	Follow-up Recommended			Possible IDEA Eligibility Category
	Administration			
	Admin 1	Admin 2	Admin 3	
Conners CBRS-P Content Scales				
Emotional Distress (ED): Total				DD-Emotional, ED
Upsetting Thoughts (ED subscale)				DD-Emotional, ED, OHI
Worrying (ED subscale)				DD-Emotional, ED
Social Problems (ED subscale)				Autism, DD-Communication, DD-Emotional, DD-Social, ED, S/L
Defiant/Aggressive Behaviors	✓	✓	✓	DD-Emotional, ED
Academic Difficulties (AD): Total				DD-Communication, LD, S/L
Language (AD subscale)				DD-Communication, LD, S/L
Math (AD subscale)				LD
Hyperactivity/Impulsivity				DD-Emotional, ED, OHI
Separation Fears				DD-Emotional, ED
Perfectionistic and Compulsive Behaviors				Autism, DD-Emotional, ED
Violence Potential Indicator	✓	✓		DD-Emotional, ED
Physical Symptoms				DD-Emotional, 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, DD-Communication, DD-Social, ED, S/L

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

Content Areas	Follow-up Recommended			Possible IDEA Eligibility Category
	Administration			
	Admin 1	Admin 2	Admin 3	
Other Clinical Indicators				
Bullying Perpetration	✓	✓	✓	DD-Emotional, DD-Social, ED
Bullying Victimization	✓	✓		DD-Emotional, DD-Social, ED
Enuresis/Encopresis				DD-Emotional, ED, OHI
Panic Attack				ED
Pica				Autism, ED, OHI
Posttraumatic Stress Disorder				ED
Specific Phobia				ED
Substance Use		✓		ED
Tics		✓		OHI
Trichotillomania		✓		ED
Critical Items				
Self-Harm		✓		DD-Emotional, ED
Severe Conduct		✓		ED

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

SAMPLE

Item Responses

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

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

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

Item Responses (continued)

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

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

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End of Report