







## INTERPRETIVE SUMMARY

### Response Style Analysis

The Response Style Analysis (Negative Impression Index, Omitted Items, and Pace) provides an evaluation of how the parent approached completing the Conners 4–Short.

- **Negative Impression Index:** Based on the Negative Impression Index score (raw score = 2), there was no indication of exaggerated responding.
- **Omitted Items:** The parent responded to all Conners 4–Short items.
- **Pace:** The parent completed the Conners 4–Short in 2 minute(s) and 16 second(s), with a Pace of 22.1 item(s) per minute. This is an unusually fast pace. There could be many reasons for this; for example, the parent may have rushed through the task, or they may not have spent enough time reading the items or thinking about their responses.

### Content Scales

This section summarizes Ben's Conners 4–Short Content Scale results, including: (a) a normative sample comparison of their results to parent ratings of 17- to 18-year-olds, and (b) a within-profile comparison of Ben's results to their own average score.

#### Normative Sample Comparisons:

Each of Ben's Content Scale raw scores was compared with what is typically reported by parents of 17- to 18-year-olds to obtain T-scores and percentiles. Higher T-scores and percentiles on the Conners 4–Short Content Scales indicate more frequent or severe problems in the domain covered by that scale.

- **Inattention/Executive Dysfunction** (T-score = 64 [90% CI = 59–69]; Percentile = 94th): The Inattention/Executive Dysfunction T-score is in the Slightly Elevated range. This scale includes items related to having trouble paying attention and sustaining attention, as well as difficulty with other areas of executive functioning such as staying organized and time management. The parent reported that Ben exhibits slightly more difficulty in these areas than is typically reported by parents of 17- to 18-year-olds. A total of 4/10 items on this scale had elevated ratings.
- **Hyperactivity** (T-score = 72 [90% CI = 65–79]; Percentile = 95th): The Hyperactivity T-score is in the Very Elevated range. This scale includes items about restlessness, difficulty staying seated, needing to move around, and being loud without knowing. The parent reported that Ben exhibits many more features of hyperactivity than are typically reported by parents of 17- to 18-year-olds. A total of 3/5 items on this scale had elevated ratings.
- **Impulsivity** (T-score = 100 [90% CI = 93–107]; Percentile = 99th): The Impulsivity T-score is in the Very Elevated range. This scale includes items about interrupting others, blurting out answers, acting before thinking, and having trouble waiting for one's turn. The parent reported that Ben displays much more impulsivity than is typically reported by parents of 17- to 18-year-olds. A total of 5/5 items on this scale had elevated ratings.
- **Emotional Dysregulation** (T-score = 83 [90% CI = 78–88]; Percentile = 99th): The Emotional Dysregulation T-score is in the Very Elevated range. This scale includes items about having trouble controlling emotions, mood changing quickly, and having trouble calming down. The parent reported that Ben exhibits much more difficulty controlling and managing emotions than is typically reported by parents of 17- to 18-year-olds. A total of 4/4 items on this scale had elevated ratings.

**Within-Profile Comparisons:**

Within-profile comparisons were conducted on the Conners 4—Short Content Scales. Each scale's T-score was compared to Ben's average T-score of 79.8 on these scales. Based on the parent's ratings, Ben's Impulsivity T-score was significantly higher than their average T-score, suggesting relatively more difficulties in this area. Their Emotional Dysregulation T-score was consistent with their average T-score. Their Inattention/Executive Dysfunction and Hyperactivity T-scores were significantly lower than their average T-score, suggesting relatively fewer difficulties in these areas.

**Impairment & Functional Outcome Scales**

This section summarizes Ben's Conners 4—Short Impairment & Functional Outcome Scale results, including: (a) a normative sample comparison of their results to parent ratings of 17- to 18-year-olds, and (b) a within-profile comparison of Ben's results to their own average score.

**Normative Sample Comparisons:**

Each of Ben's Impairment & Functional Outcome Scale raw scores was compared with what is typically reported by parents of 17- to 18-year-olds to obtain T-scores and percentiles. Higher T-scores and percentiles on the Conners 4—Short Impairment & Functional Outcome Scales indicate more frequent or severe impairment in the domain covered by that scale.

- **Schoolwork** (T-score = 60 [90% CI = 55–65]; Percentile = 88th): The Schoolwork T-score is in the Slightly Elevated range. This scale includes items related to turning in late or incomplete work and losing homework. The parent reported that Ben exhibits slightly more impairment in schoolwork than is typically reported by parents of 17- to 18-year-olds. A total of 1/4 items on this scale had elevated ratings.
- **Peer Interactions** (T-score = 94 [90% CI = 88–100]; Percentile = 99th): The Peer Interactions T-score is in the Very Elevated range. This scale includes items related to the youth annoying their peers and others not wanting to be friends with them. The parent reported that Ben exhibits much more impairment when interacting with peers than is typically reported by parents of 17- to 18-year-olds. A total of 4/4 items on this scale had elevated ratings.
- **Family Life** (T-score = 100 [90% CI = 96–104]; Percentile = 99th): The Family Life T-score is in the Very Elevated range. The items on this scale reflect family disruptions caused by the youth, such as creating stress and chaos among family members. The parent reported that Ben exhibits much more impairment when interacting and getting along with family members than is typically reported by parents of 17- to 18-year-olds. A total of 4/4 items on this scale had elevated ratings.

**Within-Profile Comparisons:**

Within-profile comparisons were conducted on the Conners 4—Short Impairment & Functional Outcome Scales. Each scale's T-score was compared to Ben's average T-score of 84.7 on these scales. Based on the parent's ratings, Ben's Peer Interactions and Family Life T-scores were significantly higher than their average T-score, suggesting relatively more impairment in these areas. Their Schoolwork T-score was significantly lower than their average T-score, suggesting relatively less impairment in this area.

**Conners 4—ADHD Index**

The Conners 4—ADHD Index is composed of the 12 items that best differentiate youth with ADHD from those in the general population. The ADHD Index Probability score denotes the probability that a given score came from a youth with ADHD.

- **Conners 4–ADHD Index** (Probability Score = 93%): The parent’s ratings of Ben produced a probability score in the Very High range, indicating very high similarity with 17- to 18-year-olds who have ADHD. This ADHD Index score is very dissimilar to scores from the general population.

SAMPLE

## ADDITIONAL QUESTIONS

The following section displays additional comments that the parent shared about Ben’s problems, strengths, and skills.

**Describe how these behaviors cause serious problems for your child at home, in school, at work, or with their friends.**

He's a great kid but just having a lot of issues with his relationships with family and friends. So it's been quite challenging these past few years.

**Do you have any other concerns about your child?**

Just don't know how to best manage and help him.

**What strengths or skills does your child have?**

He's very passionate and determined and focused if he puts his mind into the task.

SAMPLE

## ITEM RESPONSES

The parent entered the following responses for the items on the Conners 4–Short Parent Form.

Item #	Rating	Item #	Rating
1.	0	26.	1
2.	3	27.	1
3.	3	28.	3
4.	1	29.	2
5.	1	30.	3
6.	3	31.	1
7.	3	32.	1
8.	0	33.	2
9.	2	34.	1
10.	2	35.	3
11.	3	36.	1
12.	1	37.	2
13.	3	38.	2
14.	1	39.	3
15.	2	40.	1
16.	1	41.	0
17.	2	42.	3
18.	1	43.	1
19.	2	44.	3
20.	3	45.	1
21.	2	46.	0
22.	3	47.	2
23.	3	48.	3
24.	1	49.	1
25.	2	50.	2

### Response Key:

- 0** = In the past month this was **not true at all**. It never (or rarely) happened.
- 1** = In the past month, this was **just a little true**. It happened occasionally.
- 2** = In the past month, this was **pretty much true**. It happened often (or quite a bit).
- 3** = In the past month, this was **completely true**. It happened very often (or always).



## CONNERS 4TH EDITION SHORT FEEDBACK HANDOUT FOR PARENT RATINGS

Child's Name/ID: Ben J/1234567  
Child's Age: 17  
Parent's Name: Oliver T/1234567  
Assessment Date: July 5, 2022  
Examiner's Name:

This feedback handout provides an overview of the scores from the parent's (or guardian's) ratings of Ben's behaviors and feelings as assessed by the Conners 4th Edition Short (Conners 4–Short) Parent form. Throughout this report, "parent or guardian" will be referred to as "parent."

### What is the Conners 4–Short and why do parents complete it?

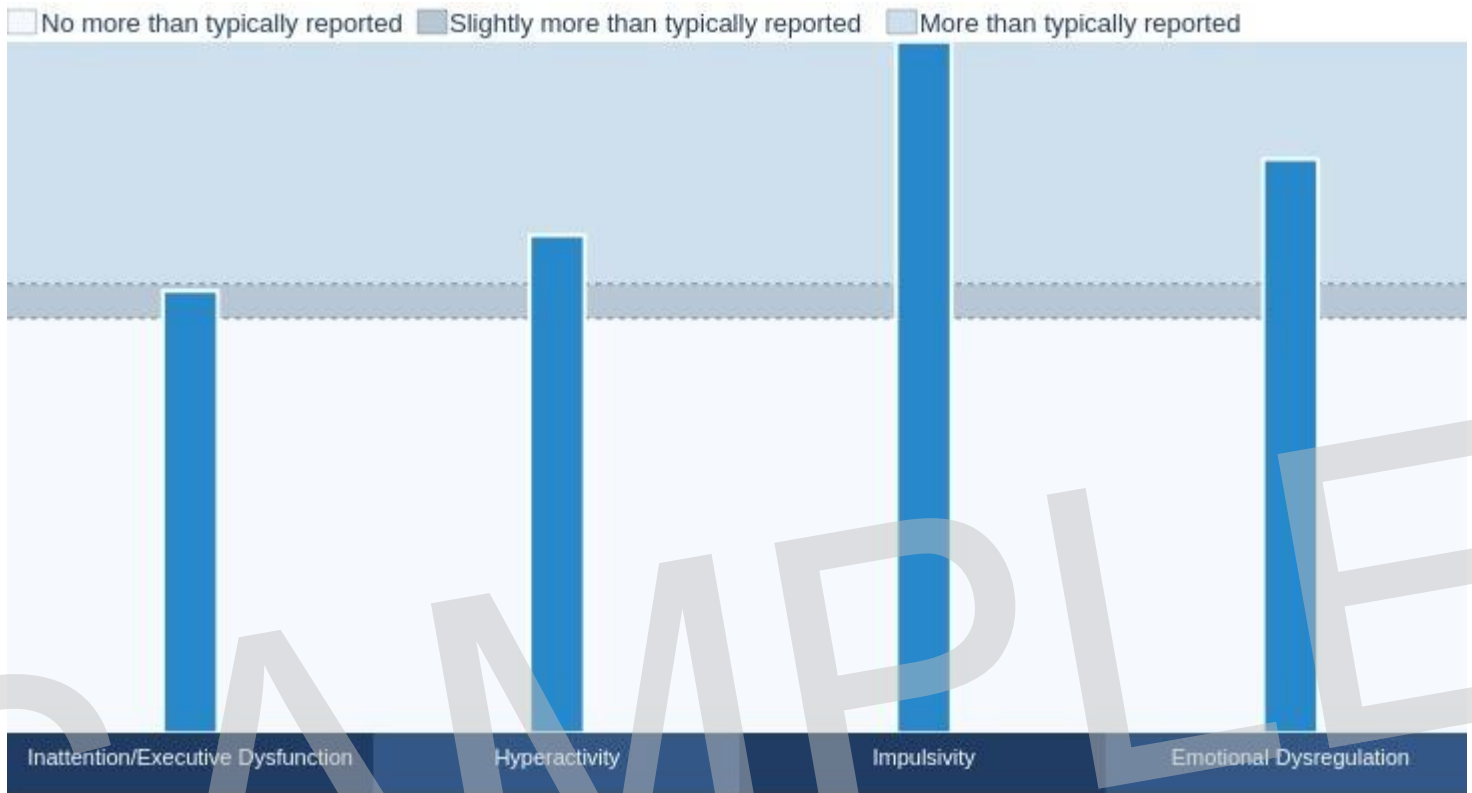
The Conners 4–Short is a set of rating scales that are used to gather information about symptoms of Attention-Deficit/Hyperactivity Disorder (ADHD), as well as difficulties experienced by the youth in several domains. The Conners 4–Short forms are used all over the world and have been through extensive research, development, and validation processes. Results from the Conners 4–Short can help to better understand a youth who is having difficulty, and to determine how to help. Information from parents about their child's behavior and feelings is extremely important, as the parents generally know their child better than anyone else and can provide information about their child's behavior in a number of settings.

### Results from the Conners 4–Short Parent form

The professional who asked for this form to be completed will help explain these results and answer any questions. These scores were calculated based on a comparison of Ben to youth of the same age. The results from parent ratings on the Conners 4–Short should be combined with other important information, such as interviews with Ben and their parent(s), other test results, school records, and observations. All of the combined information is used to determine if Ben needs help in a certain area and what kind of help is needed. Please keep in mind that not all areas assessed on the Conners 4–Short are reflected in this handout. The professional who is working with you may wish to communicate with you regarding other areas of concern, and in some cases may recommend further evaluation or follow-up. As you review the results, it may be helpful for you to share any additional insights that you might have, make notes, and freely discuss the results with the professional. If you have difficulty understanding this information, you should seek clarity from the professional.

## DOES THE YOUTH EXHIBIT ANY SYMPTOMS OF ADHD?

The following results are based on the parent's report of Ben's behavior related to ADHD symptoms, compared to what is typically reported by parents of 17- to 18-year-olds.



Displays **slightly more** difficulty with attention and executive functioning than typically reported, such as:

- avoiding effortful tasks
- having difficulty managing time
- having trouble staying focused

Engages in **more** hyperactive behavior than typically reported, such as:

- appearing restless
- being loud without knowing
- needing to move around

Displays **more** impulsivity than typically reported, such as:

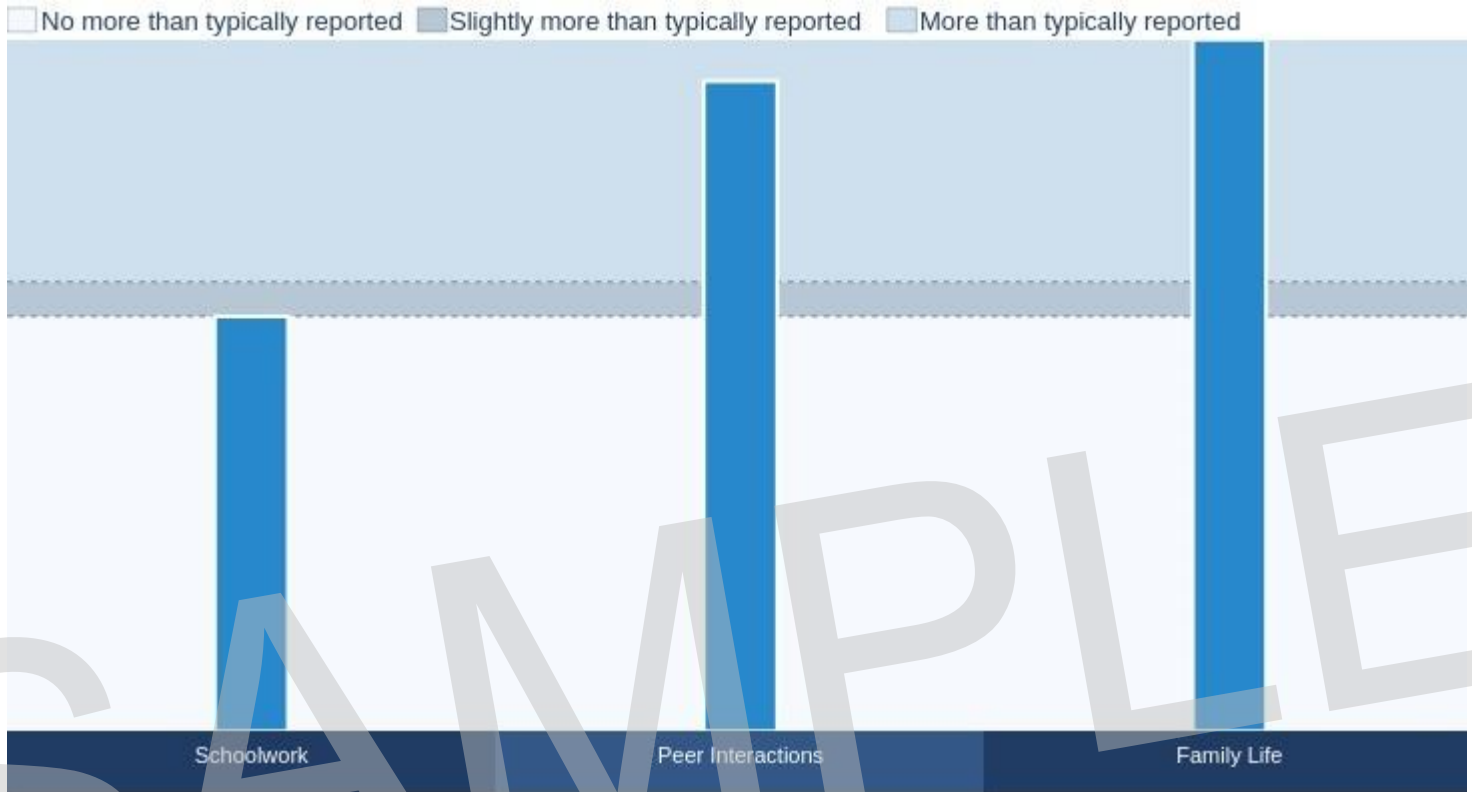
- acting before thinking
- interrupting others
- having difficulty waiting

Exhibits **more** difficulty regulating emotions than typically reported, such as:

- having trouble calming down
- getting really angry
- having trouble controlling their emotions

## IN WHAT SETTINGS DOES THE YOUTH EXPERIENCE DIFFICULTIES?

The following results are based on the parent’s report of Ben’s difficulties with schoolwork, when interacting with peers, and when interacting with family, compared to what is typically reported by parents of 17- to 18-year-olds.



Exhibits **slightly more** difficulty with schoolwork than typically reported, such as:

- not knowing where or what their homework is
- forgetting to turn in work
- handing things in late

Displays **more** difficulty interacting with peers than typically reported, such as:

- having peers complain about them
- having trouble making or keeping friends
- being annoying to peers

Displays **more** difficulty interacting with family than typically reported, such as:

- disrupting family activities
- creating stress for the family
- creating chaos for the family