CONNERS4™
4th EDITION

C. Keith Conners, Ph.D.

CONNERS 4–SHORT TEACHER | SINGLE-RATER REPORT

STUDENT

Name/ID:	**Matty J./1487**
Birth Date:	**July 1, 2014**
Age:	**8**
Grade:	**3**
Gender:	**Male**

RATER

Teacher's Name/ID:	**Mr. K**
Class(es) Taught:	**All classes**
Time Known Student:	**1 (years), 3 (months)**

OTHER

Administration Date:	**July 4, 2022**
Examiner:	
Data Entered By:	

NORM OPTIONS

Principal Reference Sample:	**Normative Sample–Combined Gender**
Additional Reference Sample(s):	

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OVERVIEW

» **Follow-Up**   ? **Could Not Be Scored**

RESPONSE STYLE ANALYSIS

NEGATIVE IMPRESSION INDEX	Based on the Negative Impression Index score (raw score = 2), there was no indication of exaggerated responding.
2 RAW SCORE	

OMITTED ITEMS	The teacher responded to all Conners 4–Short items.
0	

» PACE	This is an unusually fast pace.
25.8 AVG. #ITEMS/MIN	

CONNERS 4–SHORT SCALES

| | <40 (Low) | 40-59 (Average) | 60-64 (Slightly Elevated) | 65-69 (Elevated) | 70+ (Very Elevated) |

	INA/EDF	HYP	IMP	EM DYS	SCHOOL	PEER
T-score	65	70	63	75	70	70
Percentile	88th	92nd	83rd	95th	92nd	93rd

Note(s). Inattention/Executive Dysfunction (INA/EDF), Hyperactivity (HYP), Impulsivity (IMP), Emotional Dysregulation (EM DYS), Schoolwork (SCHOOL), Peer Interactions (PEER).

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CONNERS 4–SHORT SCALES

CONTENT SCALES						Within-Profile Comparisons	
	Raw Score	T-score	90% CI	Percentile	Guideline	Difference from the student's average (T = 68.3)	Significant difference (*p* < .05)
Inattention/Executive Dysfunction	18	65	61–69	88th	Elevated	- 3.3	Not Significant
Hyperactivity	12	70	65–75	92nd	Very Elevated	+ 1.7	Not Significant
Impulsivity	8	63	57–69	83rd	Slightly Elevated	- 5.3	Lower
Emotional Dysregulation	9	75	71–79	95th	Very Elevated	+ 6.7	Higher
IMPAIRMENT & FUNCTIONAL OUTCOME SCALES						Within-Profile Comparisons	
	Raw Score	T-score	90% CI	Percentile	Guideline	Difference from the student's average (T = 70)	Significant difference (*p* < .05)
Schoolwork	9	70	65–75	92nd	Very Elevated	0	Not Significant
Peer Interactions	7	70	66–74	93rd	Very Elevated	0	Not Significant
CONNERS 4–ADHD INDEX							
	Raw Score		Probability Score		Guideline		
ADHD Index	24		82%		High		

Note(s).
CI = Confidence Interval

INTERPRETIVE SUMMARY

Response Style Analysis

The Response Style Analysis (Negative Impression Index, Omitted Items, and Pace) provides an evaluation of how the teacher 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.
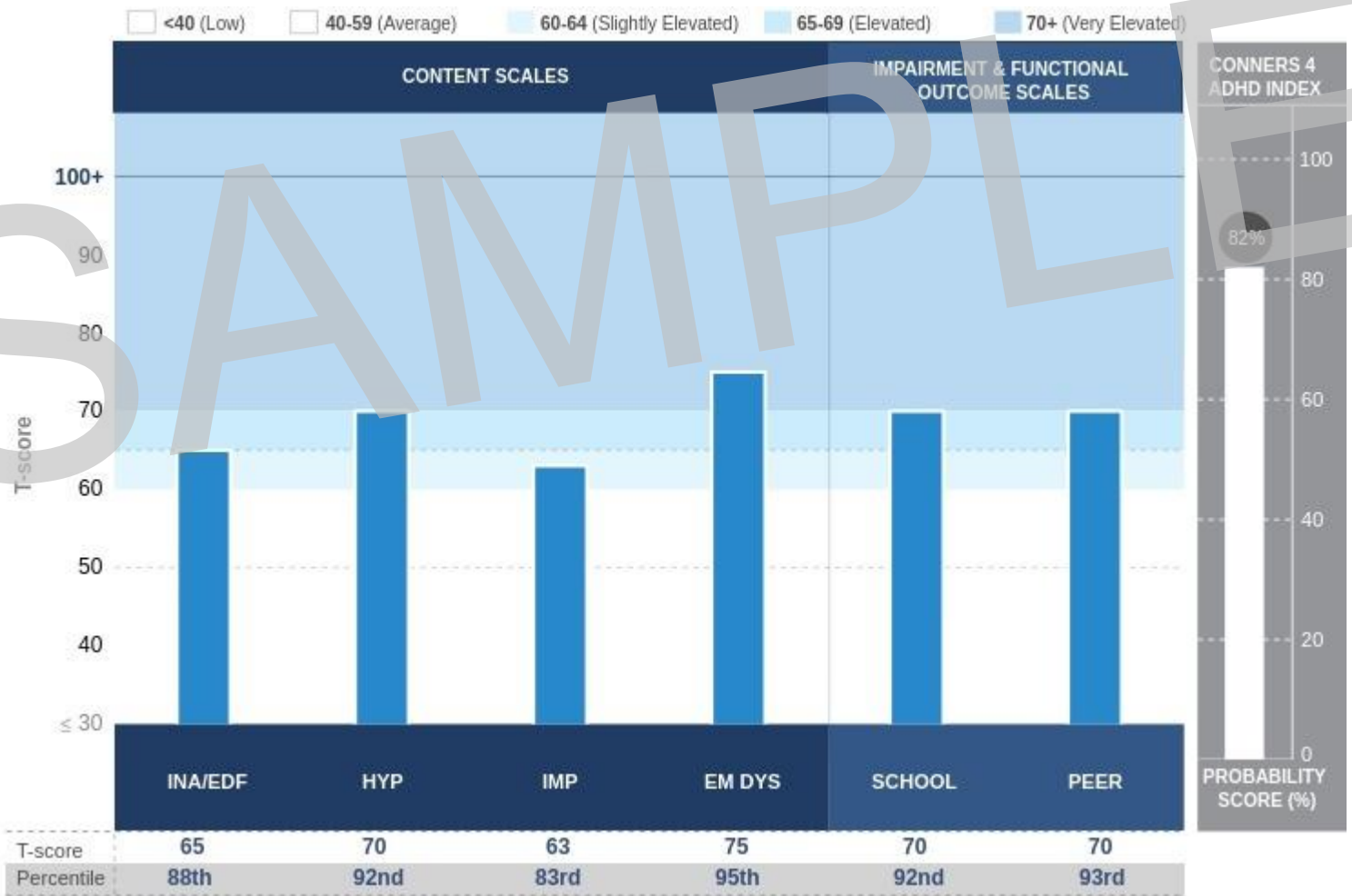- **Omitted Items:** The teacher responded to all Conners 4–Short items.
- **Pace:** The teacher completed the Conners 4–Short in 1 minute(s) and 47 second(s), with a Pace of 25.8 item(s) per minute. This is an unusually fast pace. There could be many reasons for this; for example, the teacher may have 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 Matty's Conners 4–Short Content Scale results, including: (a) a normative sample comparison of their results to teacher ratings of 8-year-olds, and (b) a within-profile comparison of Matty's results to their own average score.

Normative Sample Comparisons:

Each of Matty's Content Scale raw scores was compared with what is typically reported by teachers of 8-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 = 65 [90% CI = 61–69]; Percentile = 88th): The Inattention/Executive Dysfunction T-score is in the 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. The teacher reported that Matty exhibits more difficulty in these areas than is typically reported by teachers of 8-year-olds. A total of 7/10 items on this scale had elevated ratings.
- **Hyperactivity** (T-score = 70 [90% CI = 65–75]; Percentile = 92nd): 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 teacher reported that Matty exhibits many more features of hyperactivity than are typically reported by teachers of 8-year-olds. A total of 5/5 items on this scale had elevated ratings.
- **Impulsivity** (T-score = 63 [90% CI = 57–69]; Percentile = 83rd): The Impulsivity T-score is in the Slightly Elevated range. This scale includes items about interrupting others, blurting out the first thing that comes to mind, acting before thinking, and having trouble waiting for one's turn. The teacher reported that Matty displays slightly more impulsivity than is typically reported by teachers of 8-year-olds. A total of 3/5 items on this scale had elevated ratings.
- **Emotional Dysregulation** (T-score = 75 [90% CI = 71–79]; Percentile = 95th): 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 teacher reported that Matty exhibits much more difficulty controlling and managing emotions than is typically reported by teachers of 8-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 Matty's average T-score of 68.3 on these scales. Based on the teacher's ratings, Matty's Emotional Dysregulation T-score was significantly higher than their average T-score, suggesting relatively more difficulties in this area. Their Inattention/Executive Dysfunction and Hyperactivity T-scores were consistent with their average T-score. Their Impulsivity T-score was significantly lower than their average T-score, suggesting relatively fewer difficulties in this area.

Impairment & Functional Outcome Scales

This section summarizes Matty's Conners 4–Short Impairment & Functional Outcome Scale results, including: (a) a normative sample comparison of their results to teacher ratings of 8-year-olds, and (b) a within-profile comparison of Matty's results to their own average score.

Normative Sample Comparisons:

Each of Matty's Impairment & Functional Outcome Scale raw scores was compared with what is typically reported by teachers of 8-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 = 70 [90% CI = 65–75]; Percentile = 92nd): The Schoolwork T-score is in the Very Elevated range. This scale includes items related to turning in late or incomplete work and losing homework. The teacher reported that Matty exhibits much more impairment in schoolwork than is typically reported by teachers of 8-year-olds. A total of 4/4 items on this scale had elevated ratings.

- **Peer Interactions** (T-score = 70 [90% CI = 66–74]; Percentile = 93rd): The Peer Interactions T-score is in the Very Elevated range. This scale includes items related to the student annoying their peers and others not wanting to be friends with them. The teacher reported that Matty exhibits much more impairment when interacting with peers than is typically reported by teachers of 8-year-olds. A total of 3/4 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 Matty's average T-score of 70.0 on these scales. Neither of these comparisons were statistically significant, meaning that based on the teacher's ratings, Matty's T-scores on both of the Impairment & Functional Outcome Scales were consistent with their average T-score on these scales.

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 = 82%): The teacher's ratings of Matty produced a probability score in the High range, indicating high similarity with 8-year-olds who have ADHD. This ADHD Index score is dissimilar to scores from the general population.

ADDITIONAL QUESTIONS

The following section displays additional comments that the teacher shared about Matty's problems, strengths, and skills.

Describe how these behaviors cause serious problems for this student at home, in school, at work, or with their friends.

He's really struggling in class. I can't get him to sit down long enough to do any work and his behavior is really disrupting the other kids.

Do you have any other concerns about this student?

I'm worried about his reading skills - he should be much farther along than he is.

What strengths or skills does this student have?

He's got a really great sense of humor.

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ITEM RESPONSES

The teacher entered the following responses for the items on the Conners 4–Short Teacher Form.

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

Child's Name/ID:	**Matty J./1487**
Child's Age:	**8**
Teacher's Name:	**Mr. K**
Assessment Date:	**July 4, 2022**
Examiner's Name:	

This feedback handout provides an overview of the scores from the teacher's ratings of Matty's behaviors and feelings as assessed by the Conners 4th Edition Short (Conners 4–Short) Teacher form.

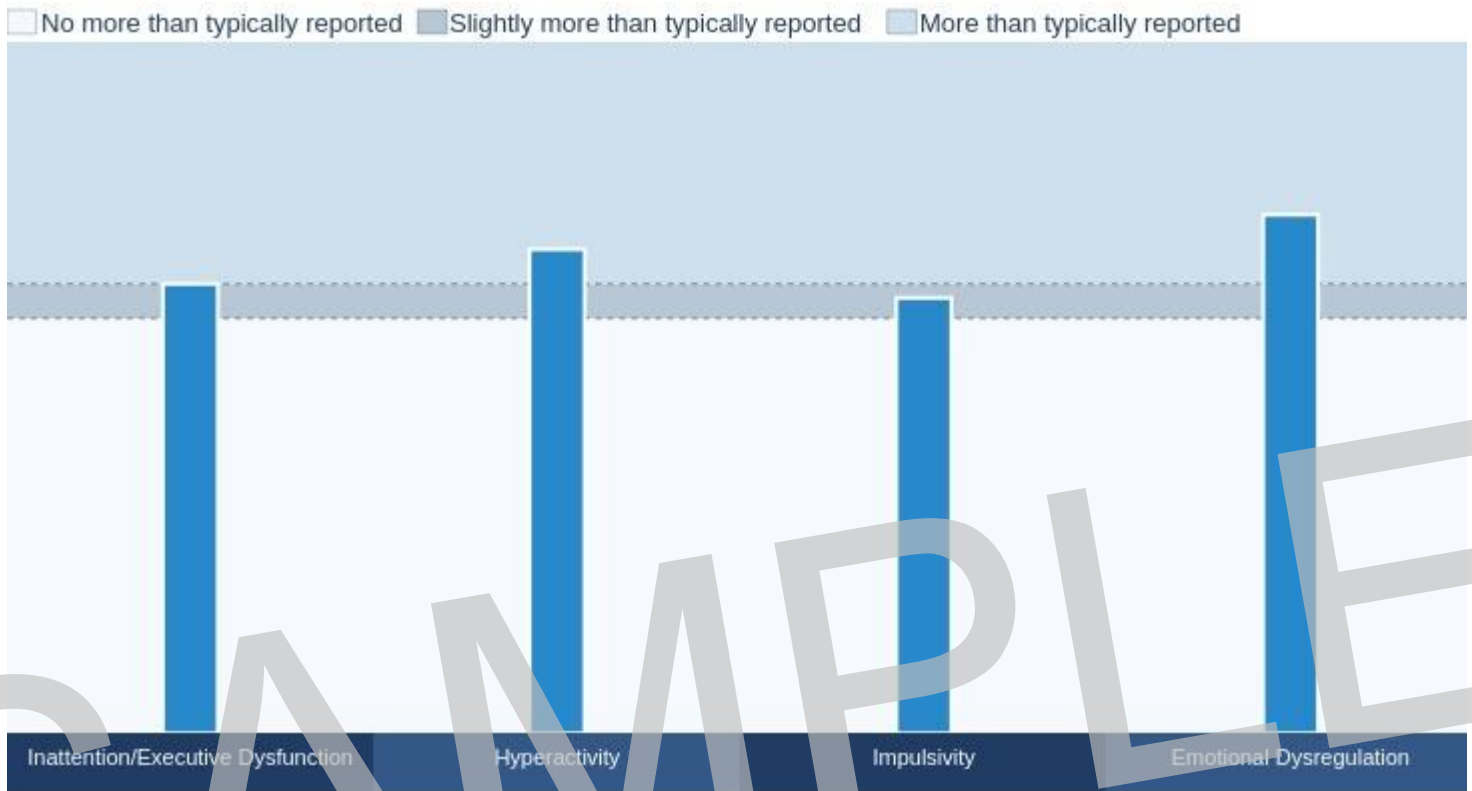**What is the Conners 4–Short and why do teachers complete it?**

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 teachers about their students' behavior and feelings is very important, as teachers have the opportunity to observe the youth in a school setting during both structured academic work as well as during unstructured peer interactions.

Results from the Conners 4–Short Teacher 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 Matty to youth of the same age. The results from teacher ratings on the Conners 4–Short should be combined with other important information, such as interviews with Matty and their parent(s) or guardian(s), other test results, school records, and observations. All of the combined information is used to determine if Matty 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.

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DOES THE YOUTH EXHIBIT ANY SYMPTOMS OF ADHD?

The following results are based on the teacher's report of Matty's behavior related to ADHD symptoms, compared to what is typically reported by teachers of 8-year-olds.

☐ No more than typically reported ☐ Slightly more than typically reported ☐ More than typically reported

Inattention/Executive Dysfunction	Hyperactivity	Impulsivity	Emotional Dysregulation

Displays **more** difficulty with attention and executive functioning than typically reported, such as:	Engages in **more** hyperactive behavior than typically reported, such as:	Displays **slightly more** impulsivity than typically reported, such as:	Exhibits **more** difficulty regulating emotions than typically reported, such as:
• having trouble finishing tasks	• having trouble sitting still	• blurting out what comes to mind	• getting really angry
• having trouble paying attention to details	• talking too much	• using other people's things without permission	• having trouble controlling their emotions
• being forgetful	• appearing restless	• interrupting others	• having trouble calming down

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IN WHAT SETTINGS DOES THE YOUTH EXPERIENCE DIFFICULTIES?

The following results are based on the teacher's report of Matty's difficulties with schoolwork and when interacting with peers, compared to what is typically reported by teachers of 8-year-olds.
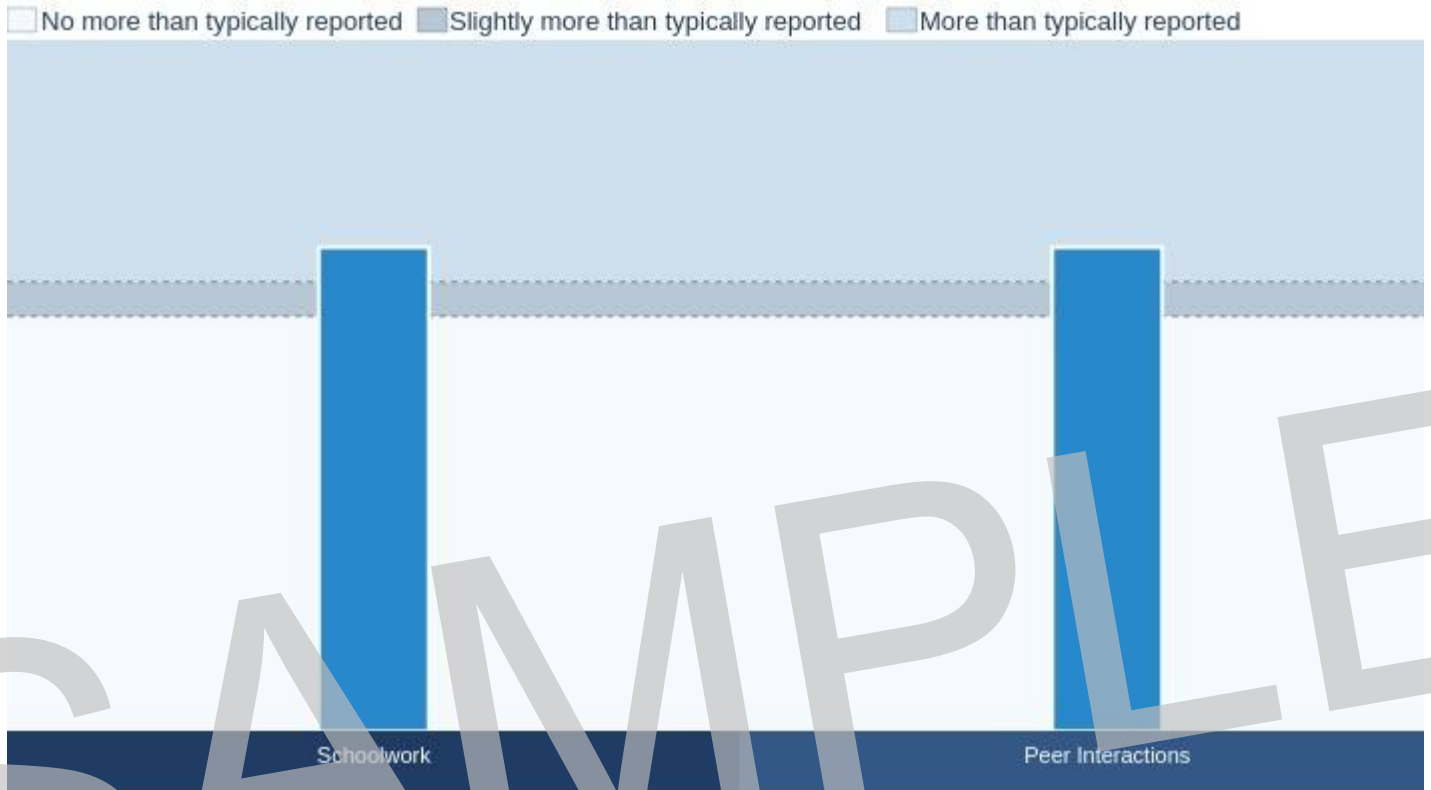
Exhibits **more** difficulty with schoolwork than typically reported, such as:

• 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

• people don't want to be friends with them