



CONNERS
Early Childhood™

By C. Keith Conners, Ph.D.

Behavior–Parent Short Progress Report

Child's Name/ID: Alex G
Gender: Male
Birth Date: May 11, 2003
Normative Option: Gender-specific norms

	Administration 1	Administration 2
Child's Name/ID:	Alex G	Alex G
Administration Date:	Mar 03, 2009	May 15, 2009
Age:	5 years and 9 months	6 years and 0 months
Childcare Setting/School Grade:	Kindergarten	Kindergarten
Parent's Name/ID:	Mrs. G	Mrs. G
Assessor Name:	ES	
Data Entered By:	ML	

This Progress Report is intended for use by qualified assessors only, and is not to be shown or in any other way provided to the respondent or any other unqualified individuals.



Copyright © 2009 Multi-Health Systems Inc. All rights reserved.
 P.O. Box 950, North Tonawanda, NY 14120-0950
 3770 Victoria Park Ave., Toronto, ON M2H 3M6

Summary of Results

Response Style Analysis

Scores on the Validity scales do not indicate a positive or negative response style for 2 administrations (Admin 1, Admin 2).

Summary of Significant Changes in Scores

The following section summarizes changes in Alex G's scores across pairs of administrations. Note that areas that did not show significant change across administrations are not reported in this summary.

Conners Early Childhood BEH-P(S) Scales

- **Physical Symptoms:** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 71) and Admin 2 (T = 53).

Conners Early Childhood BEH-P(S) Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following area(s):

- Developmental Delay-Emotional for 2 administrations (Admin 1, Admin 2)
- Emotional Disturbance for 2 administrations (Admin 1, Admin 2)
- Other Health Impairment for 2 administrations (Admin 1, Admin 2)

Introduction

The Conners Early Childhood Behavior–Parent Short [Conners Early Childhood BEH–P(S)] is an assessment tool used to obtain parent observations about his or her child's behavior. This instrument is designed to assess a wide range of behavioral, emotional, and social issues in young children. When used in combination with other information, results from the Conners Early Childhood BEH–P(S) can provide valuable information to aid in assessment and guide intervention decisions. This report combines the results of up to four Conners Early Childhood BEH–P(S) 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 individual Conners Early Childhood BEH–P(S) Assessment reports.

This computerized report is an interpretive aid and should not be given to parents, or other unqualified users or used as the sole criterion for clinical decision-making. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, interviews, observations, and review of available records will give the assessor a more comprehensive view of the child 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 Alex G's behavior or development over time.

Response Style Analysis

The following table provides each parent's scores, including the raw scores and interpretive guidelines, for the Validity scales.

Validity Scale	Raw Score (Guideline)	
	Admin 1	Admin 2
Positive Impression	2 (positive response style not indicated)	2 (positive response style not indicated)
Negative Impression	0 (negative response style not indicated)	0 (negative 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 Early Childhood Manual* for more information.

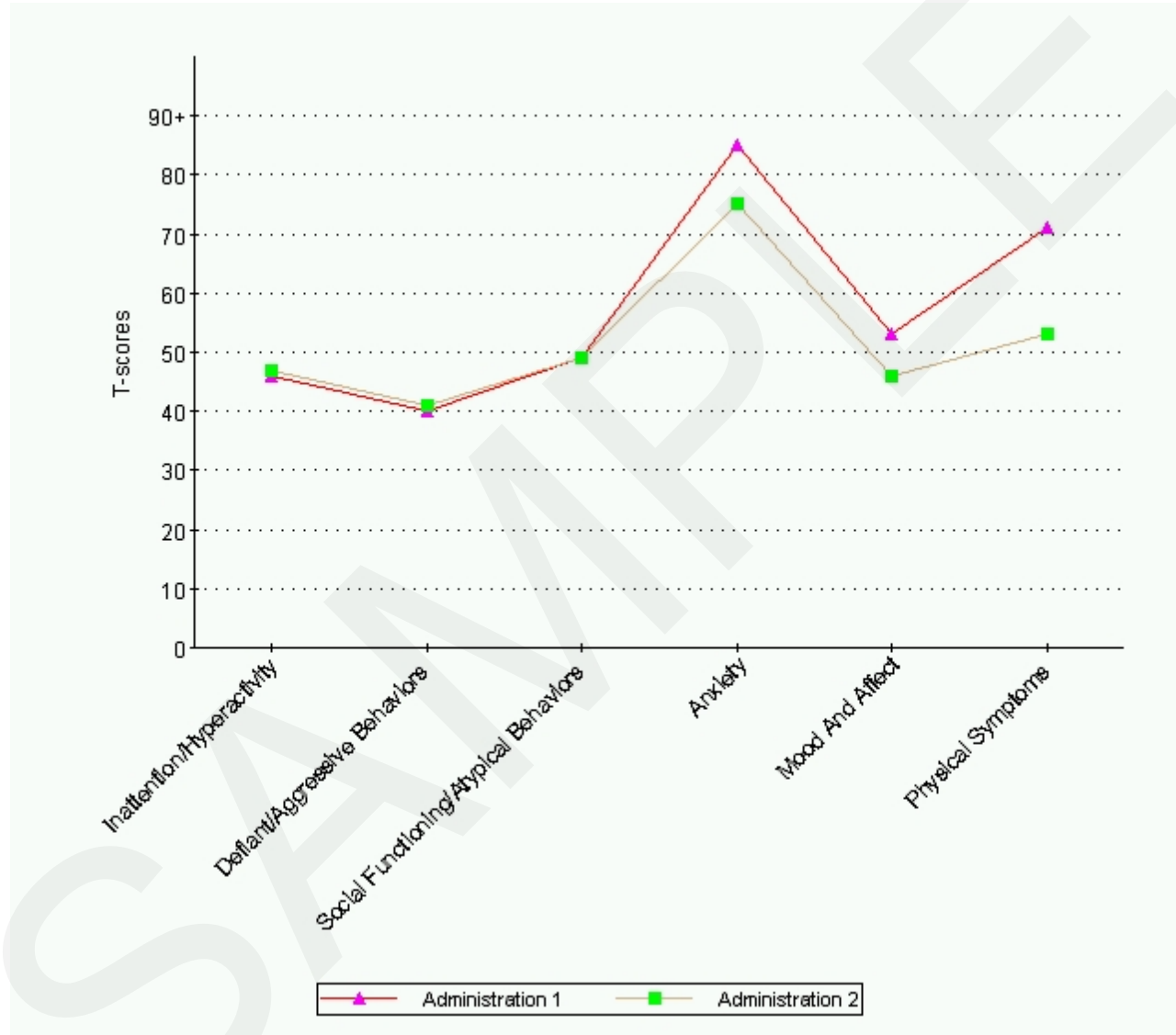
T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer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

Conners Early Childhood BEH-P(S): T-scores

This section compares scale scores across multiple administrations. Please see the *Conners Early Childhood Manual* for interpretation guidelines, including appropriate use of raw scores and/or T-scores to measure change over time.

T-scores: Comparison across Administrations

The following graph displays the T-score results for the Conners Early Childhood BEH-P(S) scales.



Detailed Scores: Comparison across Administrations

The following table displays raw scores 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 issues have become more pronounced (i.e., Alex G’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 issues have become less pronounced (i.e., Alex G 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		Significant Increase	Significant Decrease
	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)		
Inattention/Hyperactivity	4	46 (36)	4	47 (43)		
Defiant/Aggressive Behaviors	0	40 (18)	0	41 (14)		
Social Functioning/Atypical Behaviors	2	49 (51)	2	49 (50)		
Anxiety	13	85 (99)	10	75 (96)		
Mood and Affect	3	53 (71)	1	46 (46)		
Physical Symptoms	6	71 (91)	2	53 (76)		1-2

Additional Questions

The following section displays additional comments from the Parent about Alex G.

AQ 1. Any concerns about your child:

- **Administration 1:** This item was omitted.
- **Administration 2:** This item was omitted.

AQ 2. Strengths or skills about your child:

- **Administration 1:** This item was omitted.
- **Administration 2:** This item was omitted.

Conners Early Childhood BEH-P(S) Results and IDEA

The following table summarizes areas of IDEA 2004 categorization that are typically considered when a particular score is elevated.

The "At Risk; Follow-up Recommended" column summarizes which areas were elevated for Alex G suggesting that he may be at risk for difficulties. A checkmark in this column indicates the need for follow-up to determine if Alex G is eligible for services under IDEA 2004 in this particular area.

Content Areas	At Risk; Follow-up Recommended		Possible IDEA Eligibility Category
	Admin 1	Admin 2	
Conners Early Childhood BEH-P(S) Scales			
Inattention/Hyperactivity			DD-Cognitive, DD-Emotional, ED, OHI
Defiant/Aggressive Behaviors			DD-Emotional, ED
Social Functioning/Atypical Behaviors			Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Anxiety	✓	✓	DD-Emotional, ED, OHI
Mood and Affect			DD-Emotional, ED
Physical Symptoms	✓		DD-Emotional, ED, OHI

DD = Developmental Delay; ED = Emotional Disturbance; MR/ID = Mental Retardation/Intellectual Disability; OHI= Other Health Impairment.

Item Responses

The parent marked the following responses for the items on the Conners Early Childhood BEH-P(S).

Item	Parent's Rating		Item	Parent's Rating		Item	Parent's Rating	
	Admin 1	Admin 2		Admin 1	Admin 2		Admin 1	Admin 2
B1.	3	3	B17.	1	1	B33.	0	0
B2.	3	2	B18.	2	2	B34.	1	0
B3.	1	1	B19.	2	2	B35.	0	0
B4.	2	1	B20.	0	0	B36.	3	3
B5.	0	0	B21.	0	0	B37.	0	0
B6.	0	0	B22.	0	0	B38.	3	3
B7.	2	1	B23.	0	0	B39.	0	0
B8.	2	0	B24.	1	1	B40.	1	1
B9.	1	1	B25.	2	2	B41.	3	2
B10.	0	0	B26.	0	0	B42.	2	2
B11.	0	0	B27.	0	0	B43.	0	0
B12.	3	3	B28.	1	1	B44.	2	2
B13.	3	2	B29.	1	1	B45.	2	2
B14.	0	0	B30.	0	0	B46.	0	0
B15.	0	0	B31.	0	0	B47.	1	0
B16.	3	3	B32.	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.

Date printed: June 08, 2009

End of Report