**CONNERS 4**

The Conners, 4th Edition,is an assessment tool used to obtain a parent and/or teacher’s observations about a child’s behavior to assess a wide range of behavioral, emotional, social, and developmental issues in young children.

STUDENT’s mother and two teachers completed the Conners – 4 with adequate validity, indicating that their scores are likely to be a good estimate of STUDENT’s behaviors, as they perceive them.

Scores are reported in T-Scores with scores between 40 and 60 considered the Average range.

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| **Conners 4 Behavior Scales** | | | |
| **Content Scales** | **Parent** | **Teacher 1** | **Teacher 2** |
| Inattention/Executive Dysfunction |  |  |  |
| Hyperactivity |  |  |  |
| Impulsivity |  |  |  |
| Emotional Dysregulation |  |  |  |
| Depressed Mood |  |  |  |
| Anxious Thoughts |  |  |  |
| **Impairment and Functional Outcomes Scales** |  |  |  |
| Schoolwork |  |  |  |
| Peer Interactions |  |  |  |
| Family Life |  |  |  |

STUDENT’s mother and teachers all report Slightly Elevated to Elevated concerns for Inattention/Executive Dysfunction and Impulsivity. Her teachers report Elevated to Very Elevated concerns for Hyperactivity. Additionally, her mother and Mrs. Guest report Slightly Elevated to Very Elevated concerns for Schoolwork.

In regards to Inattention/Executive Dysfunction, STUDENT’s mother and teachers indicate she often to very often is easily distracted, doesn’t finish schoolwork or other tasks, has trouble concentrating, has a short attention span, and has trouble organizing tasks or activities.

In the area of Hyperactivity, all raters report she always leaves her seat when she should stay seated, often to always has trouble sitting still, and fidgets or squirms in her seat. Her teachers further note that she isn’t aware that she is being loud and has difficulty not talking.

For Impulsivity, her mother and teachers indicate she blurts out the first thing that comes to mind and she interrupts other people’s conversations, games, or activities. Her teachers further report that she blurts out answers before the question has been completed and is often impulsive.

No concerns are reported in the areas of Emotional Dysregulation, Depressed Mood, Anxious Thoughts, Peer Interactions, or Family Life. STUDENT does not lose her temper, she does not appear sad, gloomy, or irritable, and does not have trouble controlling worries. She does not have difficulty making friends. Additionally, she gets along well with family members.

In the area of Schoolwork, her mother and teachers report she has trouble completing schoolwork because of distractions. Mrs. Guest further notes that she often forgets to turn in completed work and very often does not know where her homework is or where she put it.

**CONNERS 4 – Self-Report**

STUDENT completed the Conners 4 self-report on XX/XX/XXXX. All questions were read aloud and STUDENT chose the response that she felt described her.

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| **Conners 4 Behavior Scales** | |
| **Content Scales** | **Self-Report** |
| Inattention/Executive Dysfunction |  |
| Hyperactivity |  |
| Impulsivity |  |
| Emotional Dysregulation |  |
| Depressed Mood |  |
| Anxious Thoughts |  |
| **Impairment and Functional Outcomes Scales** |  |
| Schoolwork |  |
| Peer Interactions |  |
| Family Life |  |

**Inattention/Executive Dysfunction**

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 planning, organizing, and time management. STUDENT reports no more difficulty in these areas than is typically reported by XX-year-olds.

She indicates she is not often easily distracted, does not have difficulty focusing, and does not have difficulty following instructions. However, she does note it is occasionally hard to pay attention to details, plan ahead, and she occasionally loses things that she needs.

**Hyperactivity**

This scale includes items about restlessness, difficulty staying seated or sitting still, needing to move around, getting overly excited, and talking too much. STUDENT reports she is not often restless, does not fidget or squirm in her seat, and does not often get out of her seat when she is not supposed to. STUDENT did report that she occasionally talks too much.

**Impulsivity**

This scale includes items about interrupting others, blurting out answers, acting before thinking, and having trouble waiting for one’s turn. STUDENT reports she does not have difficulty blurting out, waiting her turn, or doing things before thinking about them.

**Emotional Dysregulation**

This scale includes items about overreacting, losing temper, and having trouble calming down. She indicates she does not lose her temper and she does not have difficulty controlling her feelings. However, she reports she often has trouble calming down when she is upset.

**Depressed Mood**

This scale includes items related to feeling sad, not doing things they used to enjoy, and feeling hopeless about the future. STUDENT reports rarely feeling sad or hopeless.

**Anxious Thoughts**

This scale includes items about youths' experience of—or difficulty with—regulating fears or worries, including appearing tense or nervous, and worrying too much about different things. STUDENT indicates she does not often get nervous and does not worry too much about a lot of things.

**Schoolwork**

This scale includes items related to turning in late or incomplete work, losing homework, and not checking their work for mistakes. STUDENT reports she often has trouble knowing what to do even when it is just explained to her. She reports no other concerns in this area.

**Peer Interactions**

This scale includes items related to the youth annoying their peers, not being invited by others to play or go out, and others not wanting to be friends with them. STUDENT makes friends easily, although she sometimes feels as though she does not fit in.

**Family Life**

The items on this scale reflect family disruptions caused by the youth, such as arguing with family members, creating problems for the family, as well as causing the family to be late for appointments. STUDENT gets along well with her family and does not often argue with family members.