**The Conners Early Childhood** is an assessment tool used to obtain a parent and/or teacher/childcare provider’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 completed the Conners Early Childhood Rating Scales, with adequate validity.

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| --- | --- | --- |
| **Behavior Scales** | | |
| **Scales** | **T-Score** | **Description** |
| Inattention/Hyperactivity |  |  |
| Defiant/Aggressive Behaviors |  |  |
| Defiance/Temper Subscale |  |  |
| Aggression Subscale |  |  |
| Social Functioning/Atypical Behaviors |  |  |
| Social Functioning Subscale |  |  |
| Atypical Behaviors Subscale |  |  |
| Anxiety |  |  |
| Mood/Affect |  |  |
| Physical Symptoms |  |  |
| Sleep Problems Subscale |  |  |

On the Behavioral Scales, HIS/HER mother had no concerns for STUDENT regarding inattention, hyperactivity, defiance, temper, aggression, mood problems, physical symptoms, or sleep.

Significant concerns were reported with STUDENT’s social skills, odd and unusual behaviors, and anxiety. Concerns include very often has repetitive play, often prefers to alone, occasionally has repetitive body movements, occasionally dislikes changes in routine, occasionally gets along well with others, never makes friends easily, never wants to have friends, and never tries to comfort others when they are upset. HE/SHE is very often overly clingy / attached to parents, is anxious, and is easily frightened.

HIS/HER mother wrote that STUDENT’s strengths include, “He has shown us that he understands a significant amount more than he is able to say himself.” She noted, “My biggest concern is finding ways for him to feel more comfortable attempting to speak, as well as, showing him other ways to communicate HIS/HER needs.”

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| **Developmental Milestones Scales** | | |
| **Scales** | **T-Score** | **Description** |
| Adaptive Skills |  |  |
| Communication |  |  |
| Motor Skills |  |  |
| Play |  |  |
| Pre-Academic/Cognitive |  |  |

On the Developmental Milestones Scales, HIS/HER mother rated slightly more concerns than are typically regards to STUDENT’s fine and gross motor skills and HIS/HER imaginative and pretend play skills. Significant concerns were reported with STUDENT’s expressive and receptive language, HIS/HER pre-academic and pre-reading skills and early memory/reasoning skills, and HIS/HER adaptive functioning skills.