



CONNERS
3rd Edition™

By C. Keith Conners, Ph.D.

Conners 3 ADHD Index–Teacher Assessment Report

Student's Name/ID: **Julian P**

Gender: Male
Birth Date: April 30, 1996
Teacher's Name/ID: John Brown
Age: 11 years
Grade: 4
Administration Date: May 15, 2007
Time Known Student: 9 Month(s)
Class(es) Taught: Language Arts, Homeroom
Assessor's Name:
Data Entered By: Jane
Normative Option: Gender-specific norms
Report Options: The following features were included in this assessment report: Standard Error of Measurement, Percentiles.

This Assessment report is intended for use by qualified assessors only, and is not to be shown or presented to the respondent or any other non-qualified individuals.

PSYCHOLOGICAL ASSESSMENTS AUSTRALIA

**PO Box 27,
JANNALI NSW 2226**

T: (02) 9589 0011

F: (02) 9589 0063

**E: infopaa@psychassessments.com.au
www.psychassessments.com.au**

Introduction

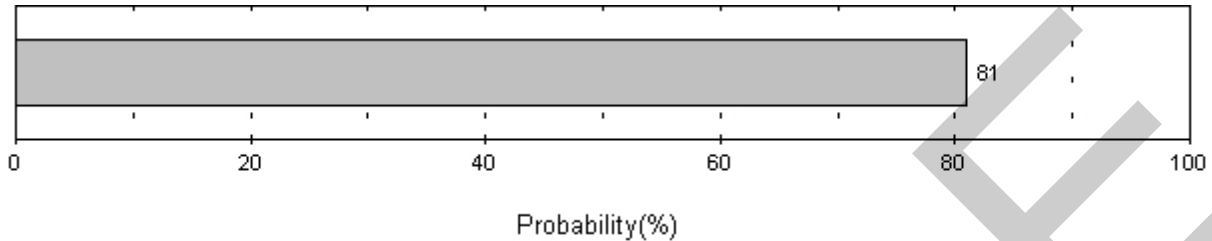
The Conners 3rd Edition ADHD Index-Teacher (Conners 3AI-T) is an assessment tool used to obtain the teacher's observations about the youth's behavior in a school setting. The Conners 3AI-T consists of the 10 best items for discriminating ADHD cases from general population cases in children and adolescents aged 6 to 18 years old. This Index is useful as a preliminary screener and for tracking treatment effects over time. When used in combination with other information, results from the Conners 3AI-T can provide valuable information to guide assessment decisions. This report provides information about the youth's score and how he compares to other youth. See the *Conners 3 Manual* (published by MHS) for more information.

This computerized report is an interpretive aid and should not be given to clients or be used as the sole criterion for clinical diagnosis or intervention. 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 or service provider a more comprehensive view of the youth than might be obtained from any one source. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Administrators should review the client's responses to specific items to ensure that these typical interpretations apply to the youth being described.

Conners 3 ADHD Index

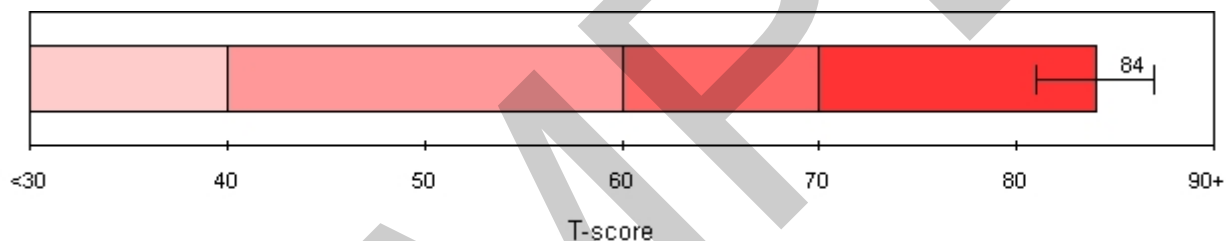
The following graphs summarize the teacher's ratings of Julian P with respect to the Conners 3 ADHD Index.

Probability Score



Among ADHD and general population cases, individuals with ADHD obtained this score 81% of the time. Based on this metric, a classification of ADHD is strongly indicated, but other clinically relevant information should also be carefully considered in the assessment process. Please see the *Conners 3 Manual* for further information about interpretation.

T-score



T-score = 84, Very Elevated Score (Many more concerns than are typically reported), Raw score = 9, Percentile = 92, SEM = 3.0

The teacher's ratings of this youth are very similar to ratings of youth with ADHD. There are more key features of ADHD present than expected for this age and gender.

Item Responses

The teacher entered the following response values for the items on the Conners 3AI-T.

Item	Teacher's Rating	Item	Teacher's Rating
1.	3	6.	2
2.	3	7.	2
3.	3	8.	1
4.	1	9.	1
5.	2	10.	1

Response Key:

0 = In the past month, this was **not true at all**. It never (or seldom) 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 **very much true**. It happened very often (very frequently).

? = Omitted Item