



## **Conners' Adult ADHD Rating Scales–Self-Report: Short Version (CAARS–S:S)**

*By C. Keith Conners, Ph.D., Drew Erhardt, Ph.D., and Elizabeth Sparrow, Ph.D.*

### **Profile Report**

<b>Client Name:</b>	<b>Christine Sample</b>
Age:	23
Gender:	Female
Duration:	N/A - QuikEntry
Administration Date:	March 04, 2003

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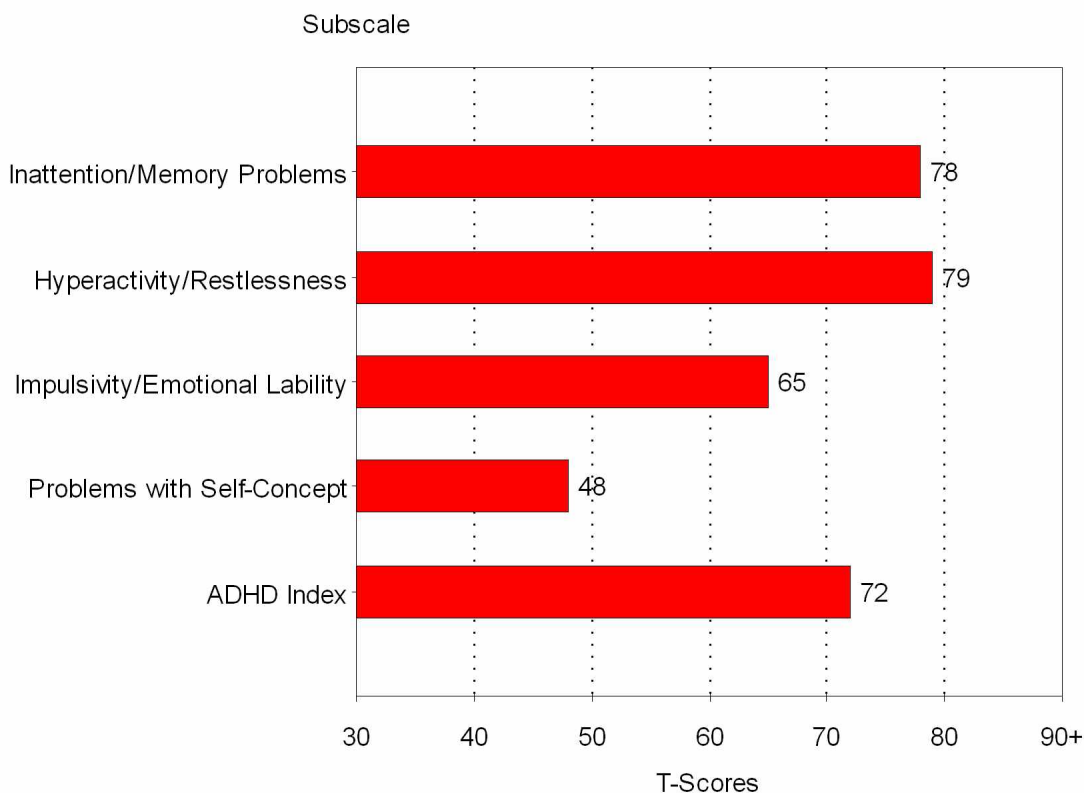
## Introduction

The Conners' Adult ADHD Rating Scales–Self Report: Short Version (CAARS–S:S) is an assessment that prompts an adult to provide valuable information about themselves. This instrument is helpful when considering a diagnosis of ADHD or related problems. The normative sample includes 1026 adults. This report provides information about the adult's score, how he or she compares to other adults, and what subscales are elevated. See the Conner's Adult ADHD Rating Scales Technical Manual (published by MHS) for more information about the instrument.

The computerized report is meant to act as an interpretive aid and should not be used as the sole basis for clinical diagnosis or intervention. This report works best when combined with other sources of relevant information. The CAARS results are based on the individual's current functioning and thus cannot be used to establish the childhood onset of symptoms, which is necessary for diagnosis. The report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Test users should review the individual's responses to specific items to ensure that these generic interpretations apply. Highly idiosyncratic response patterns must be explored in other ways and on a case-by-case basis.

## CAARS–S:S Subscale T-Scores

The following graph provides Christine's T-scores for each of the CAARS–S:S subscales.



## Summary of Subscale Scores

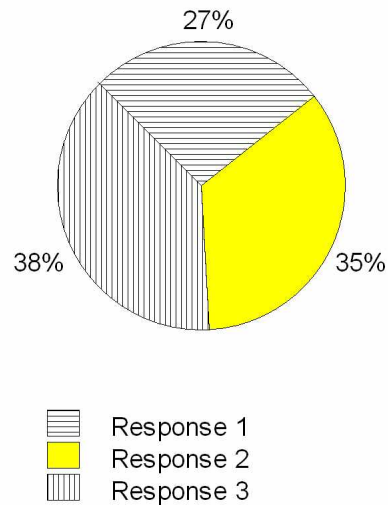
The following table summarizes Christine's subscale scores and gives general information about how she compares to the normative group.

Subscale	Raw Score	T-Score	Guideline	Common Characteristics of High Scorers
Inattention/Memory Problems	13	78	Markedly atypical (indicates significant problem)	Difficulties may include trouble concentrating, difficulty planning or completing tasks, forgetfulness, absent-mindedness, being disorganized.
Hyperactivity/Restlessness	15	79	Markedly atypical (indicates significant problem)	Difficulties may include problems with working at the same task for long periods of time, feeling more restless than others seems to be, fidgeting.
Impulsivity/Emotional Lability	9	65	Mildly atypical (possible significant problem)	Difficulties may include engaging in more impulsive acts than others do, low frustration tolerance, quick and frequent mood changes, feeling easily angered and irritated by people.
Problems with Self-Concept	5	48	Average (typical score: should not raise concern)	Difficulties may include poor social relationships, low self-esteem and self confidence.
ADHD Index	24	72	Markedly atypical (indicates significant problem)	Identifies individuals 'at risk' for ADHD

## Item Response Table

The following response values were entered for the items on CAARS-S:S.

Item	Response	Item	Response
1.	2	14.	1
2.	3	15.	1
3.	3	16.	1
4.	3	17.	2
5.	3	18.	3
6.	3	19.	3
7.	2	20.	2
8.	2	21.	2
9.	1	22.	2
10.	3	23.	3
11.	3	24.	2
12.	2	25.	1
13.	1	26.	1



### Response Key

- 0 = Not at all, Never
- 1 = Just a little, Once in a while
- 2 = Pretty much, Often
- 3 = Very much, Very frequently

Date Printed: March 04, 2003

**End of Report**