



**CONNERS**  
Early Childhood™

By C. Keith Conners, Ph.D.

## Teacher/Childcare Provider Progress Report

**Child's Name/ID:** Michaela W  
**Gender:** Female  
**Birth Date:** February 25, 2006  
**Normative Option:** Gender-specific norms

	Administration 1	Administration 2
<b>Child's Name/ID:</b>	Michaela W	Michaela W
<b>Administration Date:</b>	Feb 20, 2009	May 01, 2009
<b>Age:</b>	2 years and 11 months	3 years and 2 months
<b>Childcare Setting/School Grade:</b>	Childcare Center	Childcare Center
<b>Teacher/Childcare Provider's Name/ID:</b>	Susan	Susan
<b>Time Known Child:</b>	2 months	5 months
<b>Assessor Name:</b>	ES	ES
<b>Data Entered By:</b>	ML	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.



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## Summary of Results

### Response Style Analysis

The Negative Impression score indicates a possible negative response style for 2 administrations (Admin 1, Admin 2). The Inconsistency Index score indicates a possible inconsistent response style for 1 administration (Admin 2). These results need to be taken into consideration when interpreting the Conners Early Childhood–T.

### Summary of Significant Changes in Scores

The following sections summarize changes in Michaela W's scores across pairs of administrations. Note that areas that did not show significant change across administrations are not reported in this summary.

#### Behavior Scales

- **Defiant/Aggressive Behaviors (D/A):Total:** Increase in scores over time. There was a significant increase between Admin 1 (T = 55) and Admin 2 (T = 76).
- **Defiance/Temper (D/A subscale):** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 62) and Admin 2 (T = 55).
- **Aggression (D/A subscale):** Increase in scores over time. There was a significant increase between Admin 1 (T = 43) and Admin 2 (T = 90).
- **Social Functioning/Atypical Behaviors (SF/AB):Total:** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 90) and Admin 2 (T = 80).
- **Social Functioning (SF/AB subscale):** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 90) and Admin 2 (T = 76).
- **Atypical Behaviors (SF/AB subscale):** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 84) and Admin 2 (T = 76).
- **Anxiety:** Decrease in scores over time. There was a significant decrease between Admin 1 (T = 67) and Admin 2 (T = 57).

#### Developmental Milestone Scales

- **Communication:** Increase in scores over time. There was a significant increase between Admin 1 (T = 60) and Admin 2 (T = 68).

#### Other Clinical Indicators

Change in scores over time is not assessed for the Other Clinical Indicators. Areas not suggested for follow-up are not reported in this summary.

Based on the teacher/childcare provider's ratings, follow-up was recommended for the following issue(s):

- **Cruelty to Animals** for 1 administration (Rating(s): Admin 2 = 3)
- **Pica** for 2 administrations (Rating(s): Admin 1 = 1, Admin 2 = 1)
- **Stealing** for 1 administration (Rating(s): Admin 2 = 1)
- **Tics: motor** for 2 administrations (Rating(s): Admin 1 = 1, Admin 2 = 2)
- **Tics: vocal** for 1 administration (Rating(s): Admin 2 = 1)
- **Trichotillomania** for 1 administration (Rating(s): Admin 2 = 1)

## Impairment

Michaela W's problems seriously affect her learning:

- occasionally (rating = 1), according to 2 administrations (Admin 1, Admin 2).

Michaela W's problems seriously affect her interactions with other children:

- occasionally (rating = 1), according to 2 administrations (Admin 1, Admin 2).

## Conners Early Childhood–T Results and IDEA

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

- Autism for 2 administrations (Admin 1, Admin 2)
- Developmental Delay-Cognitive for 2 administrations (Admin 1, Admin 2)
- Developmental Delay-Communication for 1 administration (Admin 2)
- Developmental Delay-Emotional for 2 administrations (Admin 1, Admin 2)
- Developmental Delay-Physical for 1 administration (Admin 1)
- Developmental Delay-Social for 2 administrations (Admin 1, Admin 2)
- Emotional Disturbance for 2 administrations (Admin 1, Admin 2)
- Mental Retardation/Intellectual Disability for 2 administrations (Admin 1, Admin 2)
- Other Health Impairment for 2 administrations (Admin 1, Admin 2)
- Speech or Language Impairment for 1 administration (Admin 2)

## Introduction

The Conners Early Childhood–Teacher/Childcare Provider (Conners Early Childhood–T) is an assessment tool used to obtain teacher/childcare provider observations about a child’s behavior in a preschool/childcare setting. This instrument is designed to assess a wide range of behavioral, emotional, social, and developmental issues in young children. When used in combination with other information, results from the Conners Early Childhood–T can provide valuable information to aid in assessment and guide intervention decisions. This report combines the results of up to four Conners Early Childhood–T 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–T Assessment reports.

This computerized report is an interpretive aid and should not be given to teachers/childcare providers, 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 teachers/childcare providers, then differences in scores across administrations may be due to the teacher/childcare providers’ differing perspectives, rather than to changes in Michaela W’s behavior or development over time.

## Response Style Analysis

The following table provides each teacher/childcare provider’s scores, including the raw scores and interpretive guidelines, for the three Validity scales.

Validity Scale	Raw Score (Guideline)	
	Admin 1	Admin 2
<b>Positive Impression</b>	0 (positive response style not indicated)	1 (positive response style not indicated)
<b>Negative Impression</b>	4 (possible negative response style)	3 (possible negative response style)
<b>Inconsistency Index</b>	0 (inconsistent response style not indicated)	4 (possible inconsistent response style)

## 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.

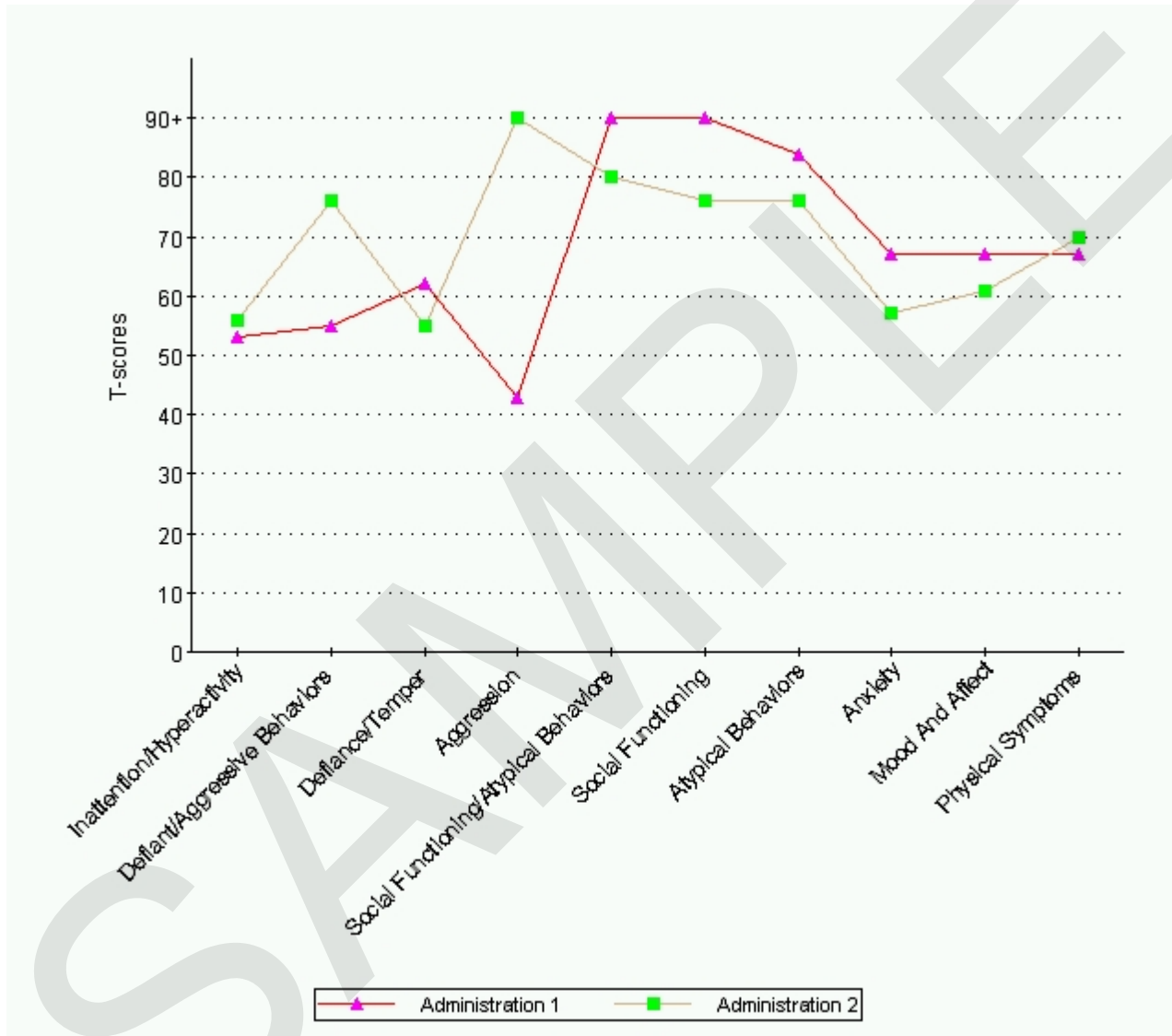
T-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer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

## Behavior Scales

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 Behavior scales.



**Note(s):**

Defiance/Temper and Aggression are subscales of the Defiant/Aggressive Behaviors scale. Social Functioning and Atypical Behaviors are subscales of the Social Functioning/Atypical Behaviors scale.

## 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., Michaela W’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., Michaela W 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	19	53 (63)	21	56 (77)		
Defiant/Aggressive Behaviors (D/A):Total	7	55 (73)	14	76 (99)	1-2	
Defiance/Temper (D/A subscale)	7	62 (77)	4	55 (83)		1-2
Aggression (D/A subscale)	0	43 (21)	10	90 (99)	1-2	
Social Functioning/Atypical Behaviors (SF/AB):Total	55	90 (99)	44	80 (95)		1-2
Social Functioning (SF/AB subscale)	35	90 (99)	28	76 (95)		1-2
Atypical Behaviors (SF/AB subscale)	13	84 (99)	9	76 (97)		1-2
Anxiety	14*	67 (90)	8	57 (86)		1-2
Mood and Affect	9	67 (92)	7	61 (90)		
Physical Symptoms	4	67 (94)	5	70 (93)		

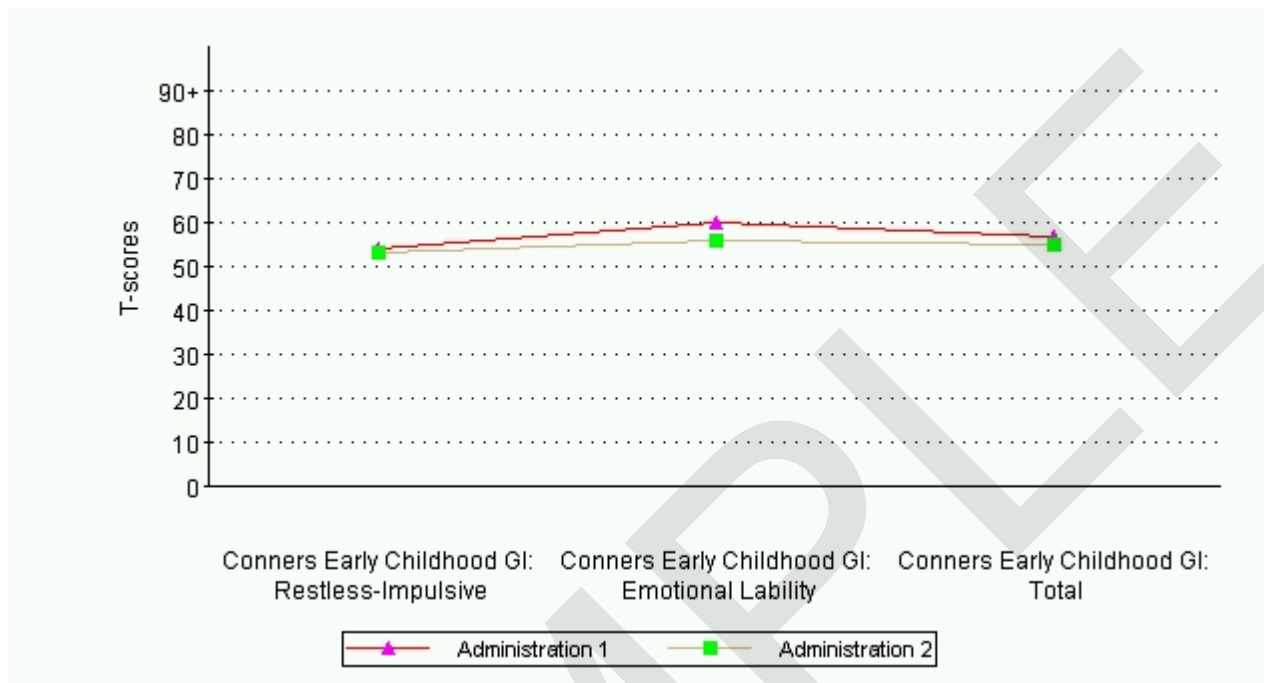
**Note(s):**

\*This raw score is based on extrapolated (prorated) data due to omitted item(s).

*T*-scores of 90 are displayed for all raw scores that are four or more standard deviations above the mean.

## Conners Early Childhood Global Index: Comparison across Administrations

The following section summarizes each teacher/childcare provider’s ratings of Michaela W with respect to the Conners Early Childhood Global Index (Conners Early Childhood GI).



The following table displays raw scores and *T*-scores for the Conners Early Childhood GI, as well as any significant changes ( $p < .10$ ) 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., Michaela W’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., Michaela W has improved) between administrations. If a pair of administrations is not noted in either column, then the amount of change between those two administration dates did not reach statistical significance. Note that statistical significance may not indicate clinical significance. Please see the *Conners Early Childhood Manual* for further guidance.

Scale	Admin 1 Scores		Admin 2 Scores		Significant Increase	Significant Decrease
	Raw	<i>T</i> (%ile)	Raw	<i>T</i> (%ile)		
Conners Early Childhood GI: Restless-Impulsive	6	54 (71)	5	53 (71)		
Conners Early Childhood GI: Emotional Lability	4	60 (82)	3	56 (88)		
Conners Early Childhood GI: Total	10	57 (82)	8	55 (80)		

**Note(s):**

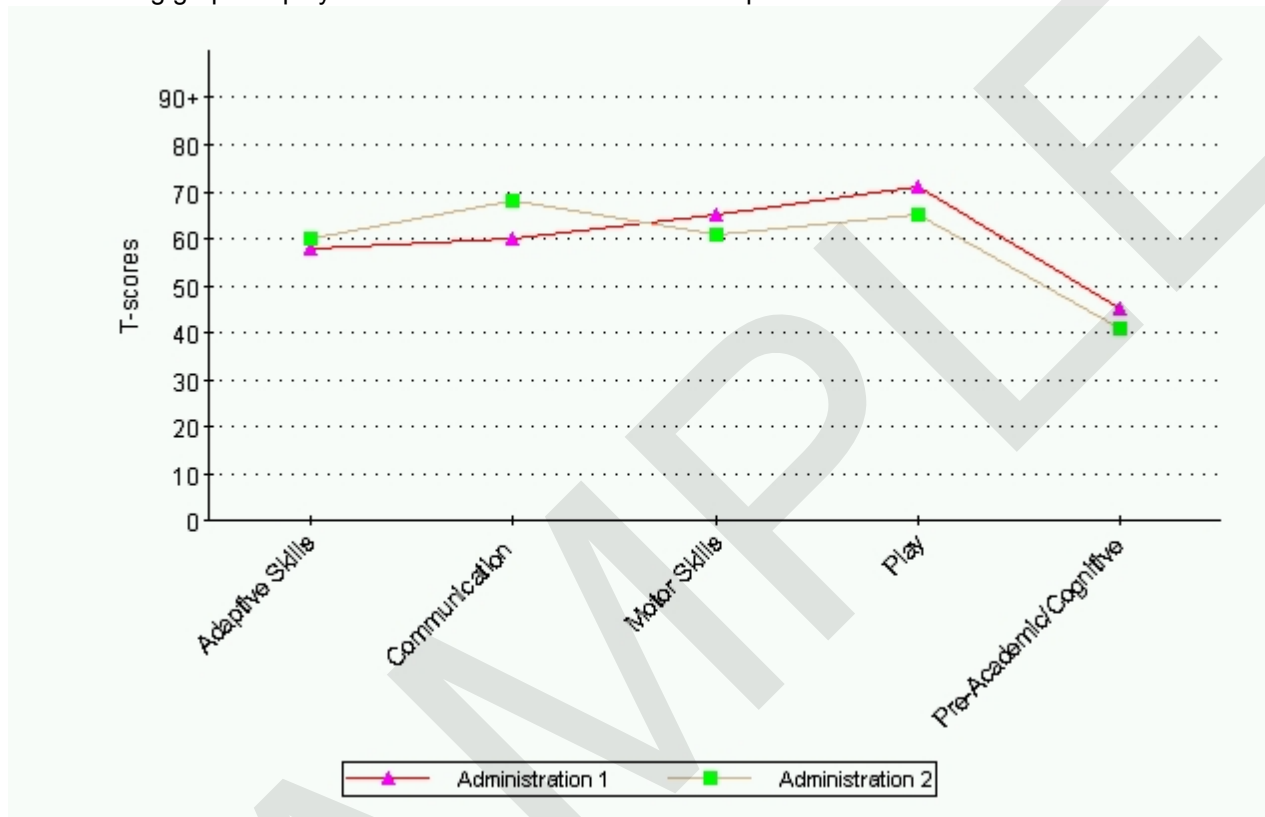
None of the changes in scores between administrations reached statistical significance.

## Developmental Milestone Scales

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 Developmental Milestone 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., Michaela W’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., Michaela W 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)		
Adaptive Skills	13*	58 (76)	10	60 (88)		
Communication	16	60 (79)	16	68 (90)	1-2	
Motor Skills	27*	65 (89)	20*	61 (94)		
Play	9	71 (99)	6*	65 (88)		
Pre-Academic/Cognitive	18	45 (24)	10	41 (22)		

**Note(s):**

\*This raw score is based on extrapolated (prorated) data due to omitted item(s).

## Other Clinical Indicators

The following table displays the results from each teacher/childcare provider's observations of Michaela W with regard to other clinical concerns.

Item Content	Item	Teacher/Childcare Provider's Rating	
		Admin 1	Admin 2
Cruelty to Animals	B104	0	3*
Fire Setting	B112	0	0
Perfectionism: perfectionist	B36	1	1
Perfectionism: overly upset by mistakes	or B82	or 1	or 0
Pica	B3	1*	1*
Posttraumatic Stress Disorder	B107	0	0
Self-Injury	B80	0	0
Specific Phobia	B60	1	0
Stealing	B9	0	1*
Tics: motor	B109	1*	2*
Tics: vocal	B110	0	1*
Trichotillomania	B106	0	1*

**Teacher/Childcare Provider'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.

\*The response(s) suggest(s) the need for further investigation.

## Impairment

The following table displays the results from each teacher/childcare provider's report of Michaela W's level of impairment in learning/pre-academic and peer interaction settings.

Item Content	Item	Teacher/Childcare Provider's Rating	
		Admin 1	Admin 2
Learning/Pre-Academic	IM 1	1	1
Peer Interactions	IM 2	1	1

**Teacher/Childcare Provider'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.

## Additional Questions

The following section displays additional comments from the teacher/childcare provider about Michaela W.

AQ 1. Any concerns about the child:

- **Administration 1:** lack of emotion with teachers - other children/lack of spontaneous communication
- **Administration 2:** This item was omitted.

AQ 2. Strengths or skills about the child:

- **Administration 1:** good receptive language skills - understanding of what is expected/asked
- **Administration 2:** This item was omitted.

## Conners Early Childhood–T 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 Michaela W suggesting that she may be at risk for difficulties. A checkmark in this column indicates the need for follow-up to determine if Michaela W 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	
<b>Behavior Scales</b>			
Inattention/Hyperactivity			DD-Cognitive, DD-Emotional, ED, OHI
Defiant/Aggressive Behaviors (D/A):Total		✓	DD-Emotional, ED
Defiance/Temper (D/A subscale)			DD-Emotional, ED
Aggression (D/A subscale)		✓	DD-Emotional, ED
Social Functioning/Atypical Behaviors (SF/AB):Total	✓	✓	Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Social Functioning (SF/AB subscale)	✓	✓	Autism, DD-Emotional, DD-Social, ED
Atypical Behaviors (SF/AB subscale)	✓	✓	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
<b>Developmental Milestone Scales</b>			
Adaptive Skills			DD-Adaptive, MR/ID
Communication		✓	Autism, DD-Communication, S/L
Motor Skills	✓		DD-Physical, OHI
Play	✓	✓	Autism, DD-Cognitive, MR/ID
Pre-Academic/Cognitive			DD-Cognitive, DD-Communication, MR/ID, LD, S/L
<b>Other Clinical Indicators</b>			
Cruelty to Animals		✓	ED
Fire Setting			ED
Perfectionism			Autism, DD-Emotional, ED
Pica	✓	✓	Autism, ED, MR/ID, OHI
Posttraumatic Stress Disorder			ED
Self-Injury			Autism, DD-Cognitive, DD-Emotional, ED, MR/ID
Specific Phobia			ED
Stealing		✓	ED
Tics	✓	✓	OHI
Trichotillomania		✓	ED

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; MR/ID = Mental Retardation/Intellectual Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.

## Item Responses

The teacher/childcare provider marked the following responses for the items on the Conners Early Childhood–T.

### Behavior Scales

Item	Teacher's Rating		Item	Teacher's Rating		Item	Teacher's Rating	
	Admin 1	Admin 2		Admin 1	Admin 2		Admin 1	Admin 2
B1.	1	1	B39.	0	1	B77.	1	0
B2.	3	1	B40.	0	0	B78.	3	1
B3.	1	1	B41.	1	2	B79.	0	3
B4.	?	1	B42.	3	3	B80.	0	0
B5.	1	1	B43.	1	2	B81.	0	0
B6.	2	2	B44.	1	1	B82.	1	0
B7.	0	0	B45.	2	1	B83.	0	1
B8.	3	3	B46.	0	0	B84.	0	0
B9.	0	1	B47.	2	1	B85.	2	0
B10.	0	0	B48.	3	3	B86.	0	2
B11.	1	1	B49.	2	1	B87.	2	1
B12.	0	0	B50.	2	2	B88.	1	0
B13.	1	1	B51.	0	2	B89.	0	1
B14.	2	2	B52.	2	1	B90.	1	0
B15.	0	1	B53.	1	2	B91.	0	1
B16.	3	2	B54.	0	0	B92.	2	0
B17.	0	0	B55.	0	0	B93.	0	2
B18.	1	0	B56.	0	0	B94.	1	0
B19.	1	1	B57.	0	0	B95.	1	1
B20.	1	1	B58.	1	0	B96.	2	1
B21.	3	2	B59.	0	0	B97.	2	1
B22.	1	1	B60.	1	0	B98.	0	1
B23.	2	2	B61.	0	0	B99.	1	0
B24.	0	0	B62.	1	0	B100.	1	1
B25.	2	2	B63.	0	1	B101.	2	1
B26.	1	1	B64.	3	0	B102.	0	2
B27.	0	0	B65.	1	3	B103.	3	0
B28.	1	0	B66.	2	1	B104.	0	3
B29.	0	0	B67.	2	1	B105.	1	0
B30.	2	2	B68.	2	2	B106.	0	1
B31.	2	2	B69.	0	2	B107.	0	0
B32.	3	2	B70.	1	0	B108.	2	0
B33.	2	2	B71.	1	1	B109.	1	2
B34.	0	0	B72.	0	1	B110.	0	1
B35.	1	1	B73.	0	0	B111.	0	0
B36.	1	1	B74.	1	0	B112.	0	0
B37.	0	0	B75.	0	0			
B38.	0	0	B76.	0	0			

**Teacher/Childcare Provider'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.

## Developmental Milestone Scales

Item	Teacher's Rating		Item	Teacher's Rating		Item	Teacher's Rating	
	Admin 1	Admin 2		Admin 1	Admin 2		Admin 1	Admin 2
DM1.	1	1	DM28.	1	1	DM55.	0	1
DM2.	?	1	DM29.	0	0	DM56.	2	1
DM3.	1	1	DM30.	1	1	DM57.	0	2
DM4.	0	?	DM31.	2	1	DM58.	1	1
DM5.	1	2	DM32.	1	1	DM59.	2	1
DM6.	2	2	DM33.	1	1	DM60.	0	2
DM7.	2	2	DM34.	1	1	DM61.	2	0
DM8.	0	1	DM35.	2	1	DM62.	0	2
DM9.	0	1	DM36.	1	2	DM63.	2	0
DM10.	2	2	DM37.	2	2	DM64.	2	2
DM11.	0	1	DM38.	2	2	DM65.	1	2
DM12.	0	1	DM39.	1	2	DM66.	2	2
DM13.	0	0	DM40.	0	1	DM67.	0	2
DM14.	2	2	DM41.	0	1	DM68.	0	0
DM15.	1	1	DM42.	1	1	DM69.	2	0
DM16.	0	0	DM43.	0	0	DM70.	0	2
DM17.	0	0	DM44.	0	0	IM1.	1	1
DM18.	2	2	DM45.	0	0	IM2.	1	1
DM19.	1	1	DM46.	0	0			
DM20.	1	1	DM47.	0	0			
DM21.	2	2	DM48.	2	1			
DM22.	0	1	DM49.	0	1			
DM23.	1	1	DM50.	1	1			
DM24.	0	1	DM51.	1	1			
DM25.	0	1	DM52.	?	1			
DM26.	1	2	DM53.	0	?			
DM27.	0	1	DM54.	0	2			

**Teacher/Childcare Provider's rating (DM items):** 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.

**Teacher/Childcare Provider's rating (IM items):** 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: August 18, 2009

**End of Report**