



Conners Adult ADHD Rating Scales 2nd Edition (CAARS™ 2)–Short

SELF-REPORT

Single-Rater Report

C. Keith Conners, Ph.D., Drew Erhardt, Ph.D., & Elizabeth P. Sparrow, Ph.D.

CLIENT

Name/ID: Miguel Sample/2100
Date of Birth: January 28, 2004
Age: 19
Gender: Male

ADMINISTRATION DETAILS

Administration Date: February 1, 2023
Assessment Language: Spanish
Examiner: Examiner SR Full 0001
Data Entered By: Data Enterer 1

SELECTED REFERENCE GROUP(S)

Principal Reference Sample: Normative Sample Gender Specific–Females
Additional Reference Sample(s): None selected
Normative Age Group: 18 to 24 years

This computerized report is an interpretive aid intended for use by qualified professionals only. It should not be used as the sole criterion for clinical diagnosis or intervention. CAARS 2–Short results should be combined with information gathered from other psychometric measures, interviews, observations, and review of available records. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Responses to specific items should be reviewed to ensure that these typical interpretations apply to the individual being described. **Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of this report to anyone other than the examiner, sections containing copyrighted material must be removed.**

OVERVIEW

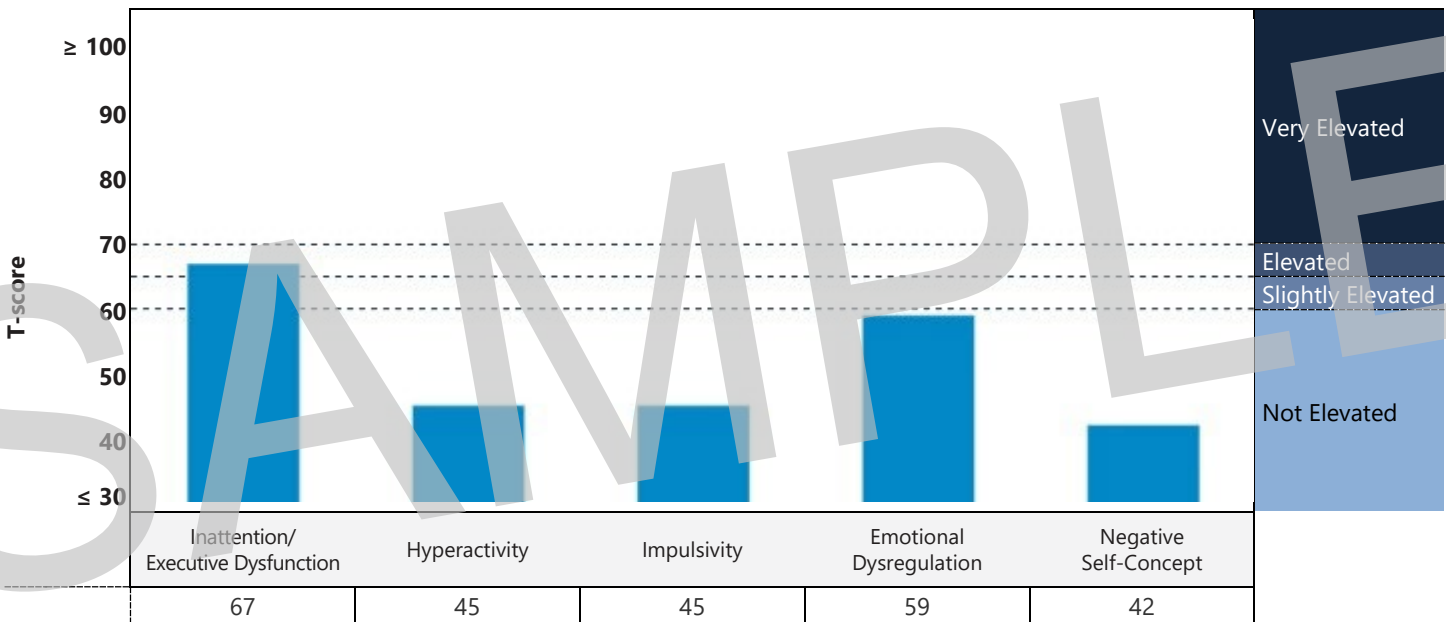
>> Follow-Up ? Could Not Be Scored

Response Style Analysis

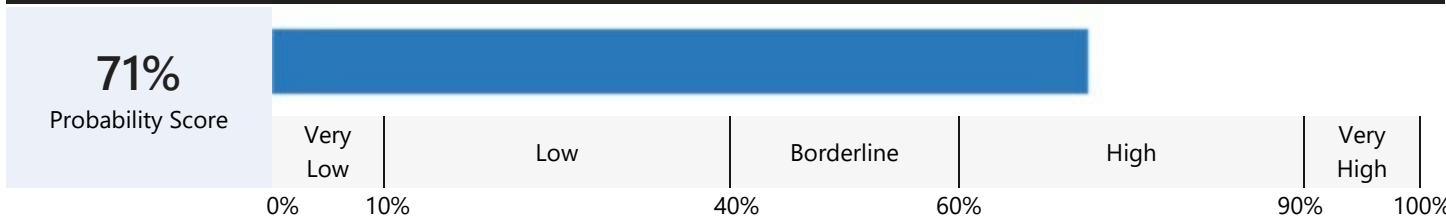
0	Negative Impression Index Raw Score	0	Omitted Item(s)
Within the expected range. Does not suggest unrealistically negative ratings or exaggerated description of problems.		No items were omitted.	
7.4	Pace Average # of items/minute		

Within the expected range.
Typical pace.

CAARS 2–Short Content Scales



CAARS 2–ADHD Index



Additional Questions

Please describe any other issues or problems.

Comencé mi primer año universitario este año y he tenido dificultades con algunas clases. Me resulta difícil administrar el tiempo y además quiero unirme a todas estas cosas extracurriculares en la escuela.

What are your main strengths or skills?

Mi vida es bastante buena. Tengo buena familia, grandes amigos, trabajo estable.

SAMPLE

CAARS 2–SHORT SCALES

Content Scales						
	Raw Score	T-score	95% CI	Percentile	Guideline	# of Elevated Items
Inattention/ Executive Dysfunction	23	67	63-71	96th	Elevated	8/12
Hyperactivity	3	45	40-50	31st	Not Elevated	0/7
Impulsivity	2	45	39-51	31st	Not Elevated	1/7
Emotional Dysregulation	9	59	53-65	82nd	Not Elevated	3/6
Negative Self-Concept	3	42	36-48	21st	Not Elevated	0/5

Note(s). CI = Confidence Interval.

CAARS 2–ADHD Index			
	Raw Score	Probability Score	Guideline
CAARS 2–ADHD Index	21	71%	High

SAMPLE

ITEM RESPONSES

Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating
1.	3	15.	2	29.	2	43.	1
2.	3	16.	3	30.	2	44.	1
3.	1	17.	0	31.	2	45.	0
4.	2	18.	1	32.	0	46.	3
5.	1	19.	0	33.	0	47.	0
6.	3	20.	0	34.	1	48.	3
7.	2	21.	0	35.	0	49.	1
8.	0	22.	0	36.	0	50.	1
9.	1	23.	2	37.	3	51.	3
10.	0	24.	0	38.	1	52.	0
11.	1	25.	1	39.	0	53.	2
12.	2	26.	0	40.	1		
13.	0	27.	3	41.	0		
14.	2	28.	0	42.	2		

Response Key:

0 = Not true at all; Never/Rarely

1 = Just a little true; Occasionally

2 = Pretty much true; Often/Quite a bit

3 = Completely true; Very often/Always

? = Omitted item

GLOSSARY

This glossary summarizes content, scores, and interpretive guidelines for the CAARS 2–Short Self-Report. Please refer to the CAARS 2 Manual for more information about interpretation and the development of these scores.

Response Style Analysis

This section presents a set of metrics that describe a rater’s response style. If any of these metrics are flagged in the report, further exploration is needed to determine if and how such findings might impact the interpretation of the CAARS 2 results.

Metric		Description	Interpretation
Validity Scale	Negative Impression Index	Identifies an unrealistically negative or possibly exaggerated response style.	Scores of 6 or higher warrant follow-up, as they February reflect the rater’s attempt to present an unfavorable impression. Review the Items by Scale section of the report and other sources of information to determine if this score reflects ratings that are unrealistically negative, exaggerated descriptions of problems, and/or accurate ratings of problems that rarely occur at the level endorsed.
Omitted Items		Provides the total number of items omitted by the rater.	Items February be omitted by the rater for a variety of reasons, such as avoidance of particular content, careless responding due to low levels of motivation, or a misunderstanding of the directions to complete all items. Reviewing the specific items omitted can help in determining whether they are randomly distributed or reflect one or more common themes.
Pace (Online Administration Only)		Provides the average number of items the rater completed per minute.	<p>A pace of ≥ 15.0 items per minute is an unusually fast pace, which could result from a variety of factors (e.g., reading items quickly, giving little consideration to responses, rushing).</p> <p>A pace of < 1.0 item per minute is an unusually slow pace, which could result from a variety of factors (e.g., interruptions, comprehension difficulties, fatigue, extreme deliberation).</p>

CAARS 2–Short Content Scales

The five CAARS 2–Short Content Scales capture information about key areas that are often impacted by ADHD in adults.

Scale	Description	Interpretation
Inattention/ Executive Dysfunction	Items about difficulties with paying attention to details, concentrating, staying focused, remembering tasks, planning, time management, prioritizing, and organizing.	<p>Results of the CAARS 2–Short Content Scales are reported as T-scores with confidence intervals and percentiles. An elevated T-score indicates higher ratings in that area than are expected for an average individual in the selected reference group. The higher the T-score, the greater the difference between the individual being described and what is typical for the reference sample.</p> <ul style="list-style-type: none"> • Very Elevated: T-score \geq 70 • Elevated: T-score = 65 to 69 • Slightly Elevated: T-score = 60 to 64 • Not Elevated: T-score < 60
Hyperactivity	Items about feeling restless, having difficulty sitting still, tapping hands or feet, distracting others, and having trouble doing activities quietly.	
Impulsivity	Items about rushing through things, interrupting others, blurting out answers, acting before thinking, and having trouble waiting.	
Emotional Dysregulation	Items about difficulty controlling emotions, such as getting easily irritated or frustrated, and overreacting.	
Negative Self- Concept	Items about low self-confidence and self-criticism.	

CAARS 2–ADHD Index

This section presents a set of 12 items that best differentiates people diagnosed with ADHD from people in the general population.

Scale	Description	Interpretation
CAARS 2– ADHD Index	Suggests the probability of an ADHD classification by identifying whether an individual's ratings are more similar to those of individuals who have an ADHD diagnosis or individuals from the general population, after accounting for age.	<p>The CAARS 2–ADHD Index is reported as a probability score along a continuum ranging from 1% to 99%.</p> <ul style="list-style-type: none"> • Very High (90% to 99%) and High (60% to 89%) probability scores indicate relatively high levels of similarity with age-matched peers who have been diagnosed with ADHD (and low similarity with the general population). • Borderline (40% to 59%) probability scores do not have clear similarity to one group over the other (i.e., individuals who have ADHD versus individuals in the general population). • Low (10% to 39%) and Very Low (1% to 9%) probability scores indicate relatively low levels of similarity with the ADHD comparison group (and high similarity with the general population).



CAARS 2–Short Self-Report Single-Rater Report for Miguel Sample/2100

Principal Reference Sample: 18 to 24-year-old females (Normative)

Administration Date: February 1, 2023

ITEMS BY SCALE

Test users are responsible for ensuring the confidentiality and security of test materials, including test items and scales, in accordance with professional standards and applicable legislation. MHS test materials are protected by various intellectual property laws, including copyright and trademark laws.

The following section of the report, entitled Items by Scale, contains test items and scales that are copyrighted/trade secret material. Disclosure of these materials is prohibited by law. In the event that disclosure of the report becomes necessary or is required by law, **the section entitled Items by Scale must be removed** before any such disclosure.

Note that the test was administered in Spanish; however, the English item text is displayed in this section.

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the examiner, **this section must be removed.**

RESPONSE STYLE ANALYSIS

The ratings provided are the original responses. Scores of 2 or 3 on the six items comprising the Negative Impression Index are used to calculate the raw score. Please see the CAARS 2 Manual for details.

Negative Impression Index

Item #	Item Text	Rating	Item Score
6	I try to follow the rules. (R)	Completely true; Very often/Always	0
10	I am unable to control my behavior.	Not true at all; Never/Rarely	0
22	I still throw tantrums.	Not true at all; Never/Rarely	0
32	One minute is the longest I can focus on anything.	Not true at all; Never/Rarely	0
35	I grab things from other people without asking.	Not true at all; Never/Rarely	0
46	I offer help when someone needs it. (R)	Completely true; Very often/Always	0

Note. (R) = Reverse-Scored Item.

The following response key applies to all remaining tables in this section.

Item Score:

- 0 = Not true at all; Never/Rarely
- 1 = Just a little true; Occasionally
- 2 = Pretty much true; Often/Quite a bit
- 3 = Completely true; Very often/Always
- ? = Omitted item

CONTENT SCALES

Inattention/Executive Dysfunction

Item #	Item Text	Item Score	Elevation
12	I have difficulty prioritizing the things I need to do.	2	Elevated
14	I have problems organizing my tasks and activities.	2	Elevated
16	I make careless mistakes.	3	Elevated
18	I miss deadlines or due dates.	1	Not Elevated
23	It's hard for me to plan ahead.	2	Elevated
25	I forget to do things.	1	Not Elevated
27	I am easily distracted.	3	Elevated
29	It's hard for me to follow through on instructions.	2	Elevated
31	I am inattentive.	2	Elevated
38	I lose focus during conversations.	1	Not Elevated
43	Tasks that involve multiple steps are hard for me.	1	Not Elevated
51	It's hard for me to pay close attention to details.	3	Elevated

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the examiner, **this section must be removed.**

Hyperactivity

Item #	Item Text	Item Score	Elevation
11	It's hard for me to stay still.	1	Not Elevated
17	It's hard for me to be quiet.	0	Not Elevated
21	I move around even when I should be still.	0	Not Elevated
26	I leave my seat when I should stay seated.	0	Not Elevated
40	I am distracting to other people.	1	Not Elevated
45	I tap my hands or feet.	0	Not Elevated
50	I feel restless inside even if I am sitting still.	1	Not Elevated

Impulsivity

Item #	Item Text	Item Score	Elevation
13	I do risky things without thinking.	0	Not Elevated
19	I intrude on others' activities.	0	Not Elevated
24	I say things without thinking.	0	Not Elevated
30	I interrupt people.	2	Elevated
33	It's hard to wait for my turn.	0	Not Elevated
39	I rush through things.	0	Not Elevated
47	I am impulsive.	0	Not Elevated

Emotional Dysregulation

Item #	Item Text	Item Score	Elevation
5	It's hard for me to calm down.	1	Not Elevated
7	It's hard to control my anger.	2	Elevated
15	Controlling my emotions is hard for me.	2	Elevated
37	My moods change quickly.	3	Elevated
49	I am easily frustrated.	1	Not Elevated
52	I overreact.	0	Not Elevated

Confidential – contains proprietary information

This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the examiner, **this section must be removed.**

Negative Self-Concept

Item #	Item Text	Item Score	Elevation
3	I feel like other people are better than me.	1	Not Elevated
8	I lack confidence in myself.	0	Not Elevated
28	My past failures make it hard for me to believe in myself.	0	Not Elevated
34	I am self-critical.	1	Not Elevated
44	I avoid new challenges because I lack confidence.	1	Not Elevated

CAARS 2-ADHD INDEX

CAARS 2-ADHD Index

Item #	Item Text	Item Score
1	I lose or misplace things that I need.	3
2	I talk too much.	3
4	I can only concentrate on things that are interesting to me.	2
9	It's hard for me to stay focused.	1
20	It's hard for me to pay attention.	0
27	I am easily distracted.	3
30	I interrupt people.	2
36	Sometimes my attention narrows so much that I'm oblivious to everything else; other times it's so broad that everything distracts me.	0
41	I have trouble finishing tasks at home, work, or school.	0
42	I fidget.	2
48	I need reminders to get things done.	3
53	I need a deadline to get things done.	2

Confidential – contains proprietary information