



# CONNERS

3rd Edition™

By C. Keith Conners, Ph.D.

## Conners 3 Comparative Report

**Child's Name/ID:** Cindy Johnson

**Gender:** Female

**Birth Date:** August 06, 1998

**Normative Option:** Gender-specific norms

**Report Options:** The following features were included in this report: Standard Error of Measurement, Percentiles.

	Parent	Teacher	Self-Report
<b>Child's Name/ID:</b>	Cindy Johnson	Cindy Johnson	Cindy Johnson
<b>Administration Date:</b>	Jul 31, 2007	Jun 28, 2007	Jul 31, 2007
<b>Age:</b>	8 years	8 years	8 years
<b>Grade:</b>	2		2
<b>Rater Name/ID:</b>	Michelle		
<b>Assessor Name:</b>			
<b>Data Entered By:</b>	For ES case study #1	ES case study #1	For ES case study #1

This Comparative Report is intended for use by qualified assessors only, and is not to be shown or presented to the respondent or any other unqualified individuals.



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ver. 1

## Summary of Results

### Response Style Analysis

Scores on the Validity scales do not indicate a positive, negative, or inconsistent response style for 3 raters (Parent, Teacher, Self-Report).

### Summary of Elevated Scores

The following section summarizes areas of concern for Cindy Johnson based on ratings on the Conners 3. Note that areas that are not a concern are not reported in this summary.

### Conners 3 Content Scales

- **Learning Problems:** The *T*-score was very elevated for 1 rater (Parent = 71). The *T*-score was elevated for 1 rater (Self-Report = 65).

### Impairment

Cindy Johnson's problems seriously affect her functioning in the **Academic** setting:

- often (rating = 2), according to 2 raters (Parent, Self-Report).

Cindy Johnson's problems seriously affect her functioning in the **Social** setting:

- occasionally (rating = 1), according to 1 rater (Self-Report).

Cindy Johnson's problems seriously affect her functioning in the **Home** setting:

- occasionally (rating = 1), according to 1 rater (Self-Report).

### Screener Items

According to ratings on the Conners 3, further investigation was suggested/recommended for the following issues:

- **Anxiety** for 1 rater (Self-Report).

### Conners 3 Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following areas:

- **Emotional Disturbance** for 1 rater (Self-Report).
- **Specific Learning Disability** for 2 raters (Parent, Self-Report).

### Cautionary Remark

This Summary of Results section only provides information about areas that are a concern. Please refer to the remainder of the Comparative Report for further information regarding areas that are not elevated or could not be scored due to omitted items.

## Introduction

The Conners 3rd Edition (Conners 3) is an assessment tool used to obtain observations about the youth's behavior from multiple perspectives. This instrument is designed to assess Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 6 to 18 years old for the parent and teacher reports, and aged 8 to 18 years old for the self-report. When used in combination with other information, results from the Conners 3 can provide valuable information to guide assessment decisions. This report combines the results of up to five raters to provide an overview of the child's behavior from a multi-rater perspective, and highlights potentially important inter-rater differences in scores. Please note that this Comparative report is intended to provide an overview of similarities and differences in scores across raters. For detailed information about any given administration, please refer to the *Conners 3 Assessment reports*.

This computerized report is an interpretive aid and should not be given to clients or 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, as well as from interviews and discussions with the child, will give the assessor or service provider a more comprehensive view of the child than might be obtained from any one source.

**Note: For all tables and graphs, P = Parent, T = Teacher, S = Self-Report.**

## Response Style Analysis

The following table provides each rater's scores (including the raw score and guideline) for the three Validity scales.

Validity Scale	Raw Score (Guideline)		
	P	T	S
<b>Positive Impression</b>	0 (positive response style not indicated)	0 (positive response style not indicated)	0 (positive response style not indicated)
<b>Negative Impression</b>	0 (negative response style not indicated)	0 (negative response style not indicated)	0 (negative response style not indicated)
<b>Inconsistency Index</b>	2 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	1 Differentials $\geq 2 = 0$ (inconsistent response style not indicated)	9 Differentials $\geq 2 = 1$ (inconsistent response style not indicated)

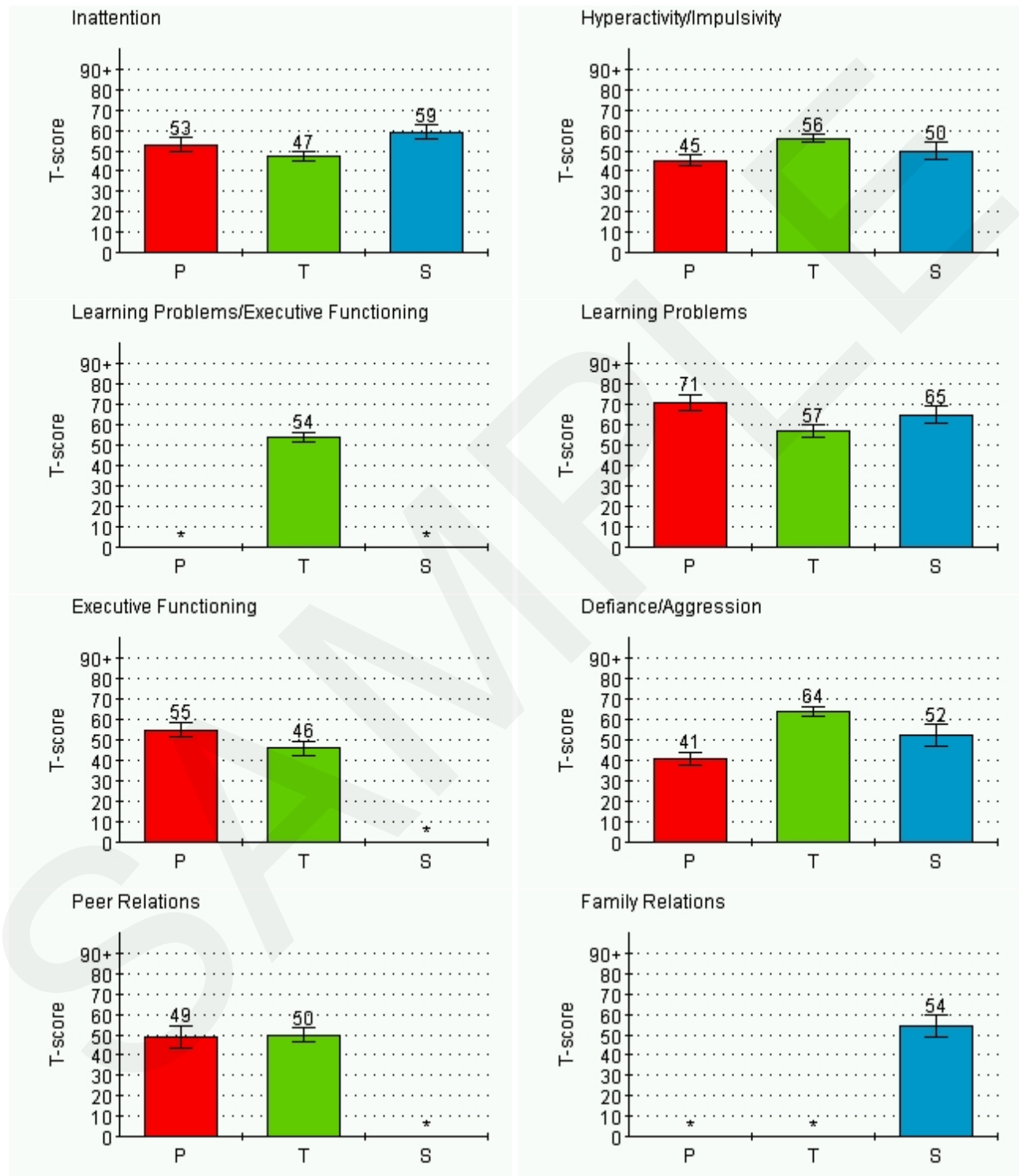
## T-score Guidelines

The guidelines in the following table apply to all T-scores presented in this report. See the *Conners 3 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)

## Conners 3 Content Scale T-scores: Comparison across Raters

The following graphs display the T-score results for each of the Conners 3 Content scales. The error bars on each bar represent Standard Error of Measurement (SEM) for each scale score. For information on SEM, see the *Conners 3 Manual*.



**Legend:**  
\* No comparable scale

## Conners 3 Content Scale Detailed Scores: Comparison across Raters

The following table summarizes the results for each scale, as well as any statistically significant ( $p < .10$ ) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	T-score $\pm$ SEM (percentile) Guideline			Statistically Significant Differences
	P	T	S	
Inattention	53 $\pm$ 3.4 (65) Average	47 $\pm$ 2.4 (53) Average	59 $\pm$ 3.5 (80) Average	S > T
Hyperactivity/ Impulsivity	45 $\pm$ 2.7 (36) Average	56 $\pm$ 2.0 (74) Average	50 $\pm$ 4.1 (50) Average	T > P
Learning Problems/ Executive Functioning	-	54 $\pm$ 2.2 (77) Average	-	Comparison not possible
Learning Problems <sup>1</sup>	71 $\pm$ 4.0 (94) Very Elevated	57 $\pm$ 2.8 (81) Average	65 $\pm$ 4.1 (92) Elevated	P > T
Executive Functioning <sup>1</sup>	55 $\pm$ 3.8 (65) Average	46 $\pm$ 3.4 (51) Average	-	P > T
Defiance/ Aggression	41 $\pm$ 3.1 (18) Average	64 $\pm$ 2.2 (90) High Average	52 $\pm$ 5.4 (63) Average	T > S; T > P; S > P
Peer Relations	49 $\pm$ 5.4 (55) Average	50 $\pm$ 3.5 (62) Average	-	No significant difference
Family Relations	-	-	54 $\pm$ 5.4 (72) Average	Comparison not possible

**Note(s):**

SEM = Standard Error of Measurement.

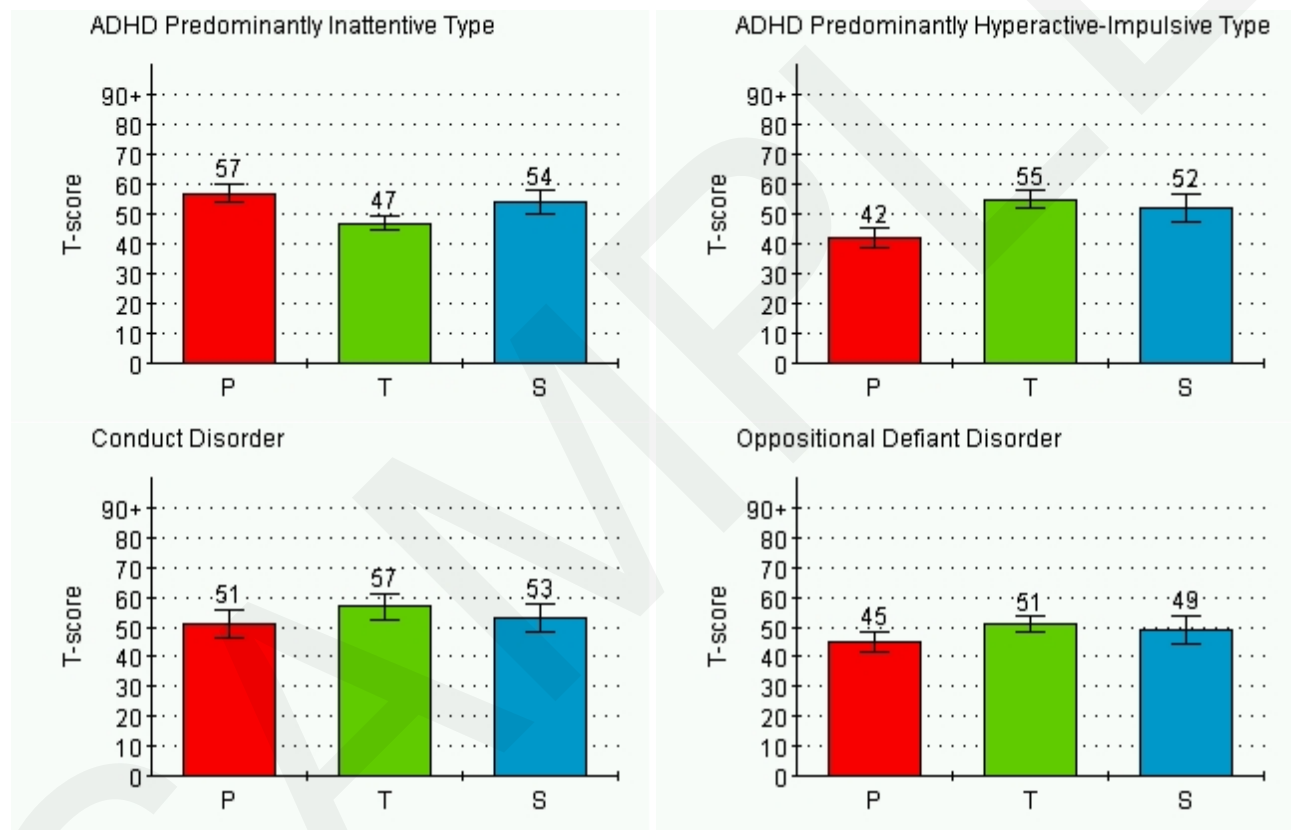
<sup>1</sup>Subscale of Learning Problems/Executive Functioning on the Teacher form.

## DSM-IV-TR Symptom Scales

This section provides a comparison of DSM-IV-TR Symptom Scales across raters. The Conners 3 provides information relevant to the DSM-IV-TR diagnoses from two different perspectives: absolute (Symptom Count) and relative (*T*-scores). Results of the DSM-IV-TR Symptom Counts can contribute to consideration of whether a particular DSM-IV-TR diagnosis might be appropriate. A *T*-score for each DSM-IV-TR diagnosis facilitates comparison of this individual's symptoms with his or her peers. At times there may be discrepancies between Symptom Count and *T*-score for a given diagnosis. This is to be expected, given that they are based on different metrics (i.e., absolute versus relative). See the *Conners 3 Manual* for information on interpreting discrepancies.

### *T*-scores: Comparison across Raters

The following graphs display the *T*-score results for the DSM-IV-TR Symptom scales.



## Detailed Scores: Comparison across Raters

The following table summarizes the results for each DSM-IV-TR Symptom scale, as well as any statistically significant ( $p < .10$ ) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	<i>T</i> -score $\pm$ <i>SEM</i> (percentile) Guideline			Statistically Significant Differences
	<b>P</b>	<b>T</b>	<b>S</b>	
ADHD Predominantly Inattentive Type	57 $\pm$ 3.3 (75) Average	47 $\pm$ 2.4 (60) Average	54 $\pm$ 3.9 (65) Average	P > T
ADHD Predominantly Hyperactive- Impulsive Type	42 $\pm$ 3.1 (20) Average	55 $\pm$ 2.7 (71) Average	52 $\pm$ 4.8 (56) Average	T > P; S > P
Conduct Disorder	51 $\pm$ 4.8 (66) Average	57 $\pm$ 4.4 (90) Average	53 $\pm$ 5.0 (67) Average	No significant differences
Oppositional Defiant Disorder	45 $\pm$ 3.4 (38) Average	51 $\pm$ 2.7 (69) Average	49 $\pm$ 4.8 (51) Average	No significant differences

## DSM-IV-TR Total Symptom Counts: Comparison of Symptom Count Status across Raters

The following table displays the Symptom Count status as indicated by the Conners 3 Total Symptom Count. A checkmark indicates that the Symptom Count was *probably met*.

Scale	DSM-IV-TR Symptom Count Requirements	Symptom Count Probably Met		
		P	T	S
<b>ADHD Predominantly Inattentive Type (ADHD In)</b>	At least 6 out of 9 symptoms			
<b>ADHD Predominantly Hyperactive-Impulsive Type (ADHD Hyp-Imp)</b>	At least 6 out of 9 symptoms			
<b>ADHD Combined Type</b>	Criteria must be met for both ADHD In and ADHD Hyp-Imp			
<b>Conduct Disorder<sup>†,‡</sup></b>	At least 3 out of 15 symptoms		?	
<b>Oppositional Defiant Disorder</b>	At least 4 out of 8 symptoms			

<sup>†</sup>The Teacher form does not assess Criterion A13 (staying out at night without permission) or Criterion A14 (running away from home) as most teachers do not have the opportunity to observe these infractions.

<sup>‡</sup>The Self-Report form does not assess Criterion A7 (forced sexual activity) due to the sensitive nature of this criterion.

? = Symptom Count could not be determined due to omitted or unassessed item(s).

## DSM-IV-TR Total Symptom Counts: Count Comparison across Raters

The following table displays the DSM-IV-TR Symptom Counts as indicated by the Conners 3. **Bolded text** indicates that the Symptom Count requirements were *probably met*.

Scale	Symptom Count as indicated by Conners 3		
	P	T	S
<b>ADHD Predominantly Inattentive Type</b>	0	0	2
<b>ADHD Predominantly Hyperactive-Impulsive Type</b>	0	0	2
<b>ADHD Combined Type</b>	ADHD In: 0 ADHD Hyp-Imp: 0	ADHD In: 0 ADHD Hyp-Imp: 0	ADHD In: 2 ADHD Hyp-Imp: 2
<b>Conduct Disorder<sup>†,‡</sup></b>	0	2	1
<b>Oppositional Defiant Disorder</b>	0	1	0

<sup>†</sup>The Teacher form does not assess Criterion A13 (staying out at night without permission) or Criterion A14 (running away from home) as most teachers do not have the opportunity to observe these infractions.

<sup>‡</sup>The Self-Report form does not assess Criterion A7 (forced sexual activity) due to the sensitive nature of this criterion.



## DSM-IV-TR Symptom Tables: Comparison across Raters

The following tables display the status of specific DSM-IV-TR criteria as indicated by the Conners 3.

### DSM-IV-TR ADHD Predominantly Inattentive Type

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status		
	P	T	S	P	T	S
A1a.	47	37	31 or 39	Not Indicated	Not Indicated	May be Indicated
A1b.	95	111	63	Not Indicated	Not Indicated	Not Indicated
A1c.	35	69	42	Not Indicated	Not Indicated	<b>Indicated</b>
A1d.	68 and 79	73 and 57	61 and 17	Not Indicated	Not Indicated	Not Indicated
A1e.	84	103	21	Not Indicated	Not Indicated	Not Indicated
A1f.	28	60	51	Not Indicated	Not Indicated	Not Indicated
A1g.	97	92	5	Not Indicated	Not Indicated	Not Indicated
A1h.	101	23	77	Not Indicated	Not Indicated	Not Indicated
A1i.	2	88	32	Not Indicated	Not Indicated	Not Indicated

### DSM-IV-TR ADHD Predominantly Hyperactive-Impulsive Type

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status		
	P	T	S	P	T	S
<b>Hyperactivity</b>						
A2a.	98	4	60	Not Indicated	Not Indicated	Not Indicated
A2b.	93	1	64	Not Indicated	Not Indicated	Not Indicated
A2c.	69 or 99	24 or 7	20 or 7	Not Indicated	Not Indicated	Not Indicated
A2d.	71	32	84	Not Indicated	Not Indicated	Not Indicated
A2e.	54 or 45	17 or 78	66 or 55	Not Indicated	Not Indicated	<b>Indicated</b>
A2f.	3	50	34	Not Indicated	Not Indicated	Not Indicated
<b>Impulsivity</b>						
A2g.	43	9	9	Not Indicated	Not Indicated	Not Indicated
A2h.	61	76	27	Not Indicated	Not Indicated	<b>Indicated</b>
A2i.	104	29	6	Not Indicated	Not Indicated	Not Indicated

### DSM-IV-TR ADHD Combined Type

An ADHD Combined Type diagnosis requires the examination of symptoms for ADHD Predominantly Inattentive Type and for ADHD Predominantly Hyperactive-Impulsive Type. See the ADHD Predominantly Inattentive Type and ADHD Predominantly Hyperactive-Impulsive Type symptom tables above. Please also see the DSM-IV-TR or the *Conners 3 Manual* for additional guidance.

### DSM-IV-TR Conduct Disorder

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status		
	P	T	S	P	T	S
A1.	16	98	25	Not Indicated	May be Indicated	Not Indicated
A2.	30	105	38	Not Indicated	May be Indicated	May be Indicated
A3.	27	14	59	Not Indicated	Not Indicated	Not Indicated
A4.	39	35	86	Not Indicated	Not Indicated	Not Indicated
A5.	41	21	47	Not Indicated	Not Indicated	Not Indicated
A6.	96	27	13	Not Indicated	Not Indicated	Not Indicated
A7.	11	33	-	Not Indicated	Not Indicated	-
A8.	78	61	72	Not Indicated	Not Indicated	Not Indicated
A9.	65	10	82	Not Indicated	Not Indicated	Not Indicated
A10.	89	90	78	Not Indicated	Not Indicated	Not Indicated
A11.	56	40	16	Not Indicated	Not Indicated	Not Indicated
A12.	58	31	52	Not Indicated	Not Indicated	Not Indicated
A13.	91	-	91	Not Indicated	-	Not Indicated
A14.	76	-	8	Not Indicated	-	Not Indicated
A15.	6	54	33	Not Indicated	Not Indicated	Not Indicated

The Teacher form does not assess Criterion A13 (staying out at night without permission) or Criterion A14 (running away from home) as most teachers do not have the opportunity to observe these infractions.  
 The Self-Report form does not assess Criterion A7 (forced sexual activity) due to the sensitive nature of this criterion.

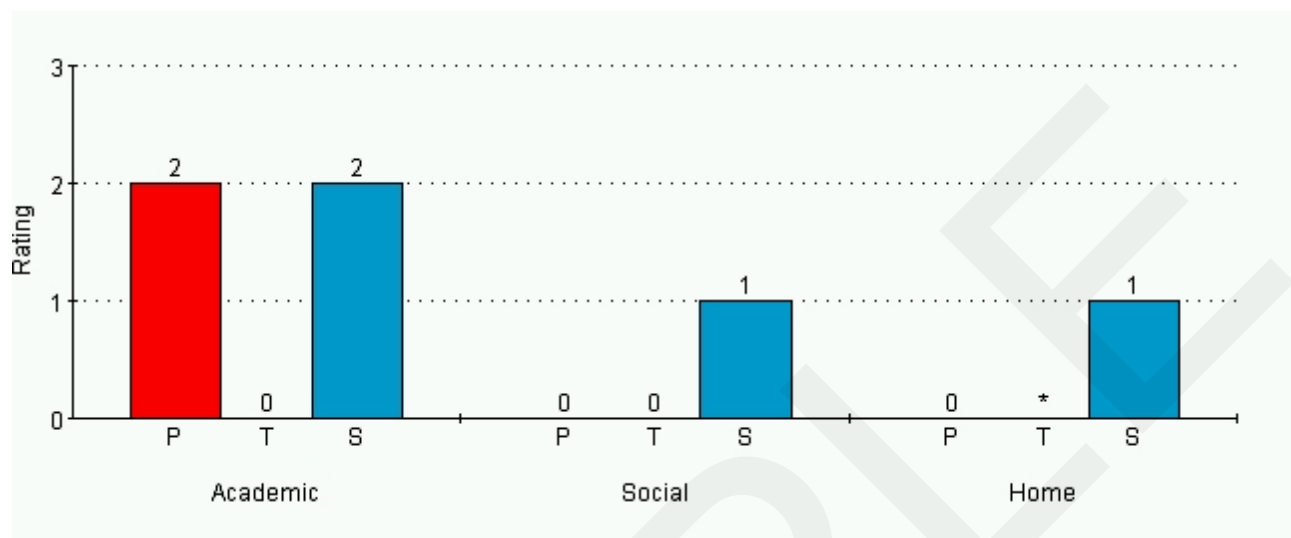
### DSM-IV-TR Oppositional Defiant Disorder

DSM-IV-TR Symptoms: Criterion A	Item			Criterion Status		
	P	T	S	P	T	S
A1.	14	62	67	Not Indicated	Not Indicated	Not Indicated
A2.	102	47	24	Not Indicated	Not Indicated	Not Indicated
A3.	94	71	1R	Not Indicated	Not Indicated	Not Indicated
A4.	59	59	3	Not Indicated	Not Indicated	Not Indicated
A5.	21	64	62	Not Indicated	May be Indicated	Not Indicated
A6.	73	56	74	Not Indicated	Not Indicated	Not Indicated
A7.	48	38	87	Not Indicated	Not Indicated	Not Indicated
A8.	57	51	94	Not Indicated	Not Indicated	Not Indicated

R = This item is reverse scored for score calculations.

## Impairment

Each rater's report of Cindy Johnson's level of impairment in academic, social, and home settings is presented below.



**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.

Legend:

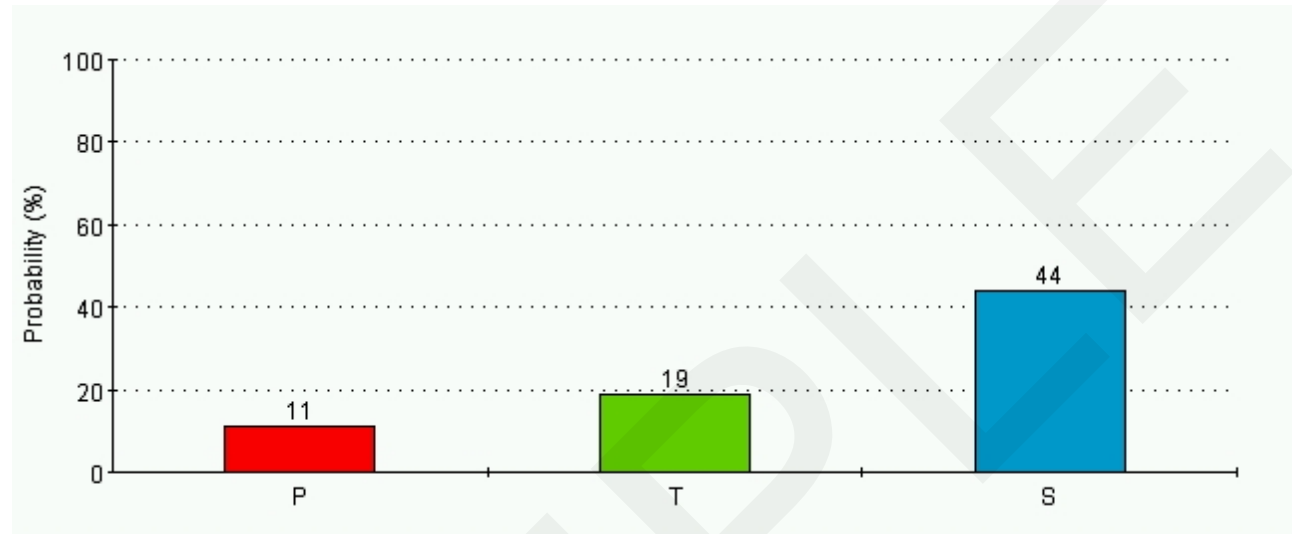
\* No comparable item on the Teacher form.

## Conners 3 Index Scores

The following section describes the results for the two index scores on the Conners 3.

### Conners 3 ADHD Index

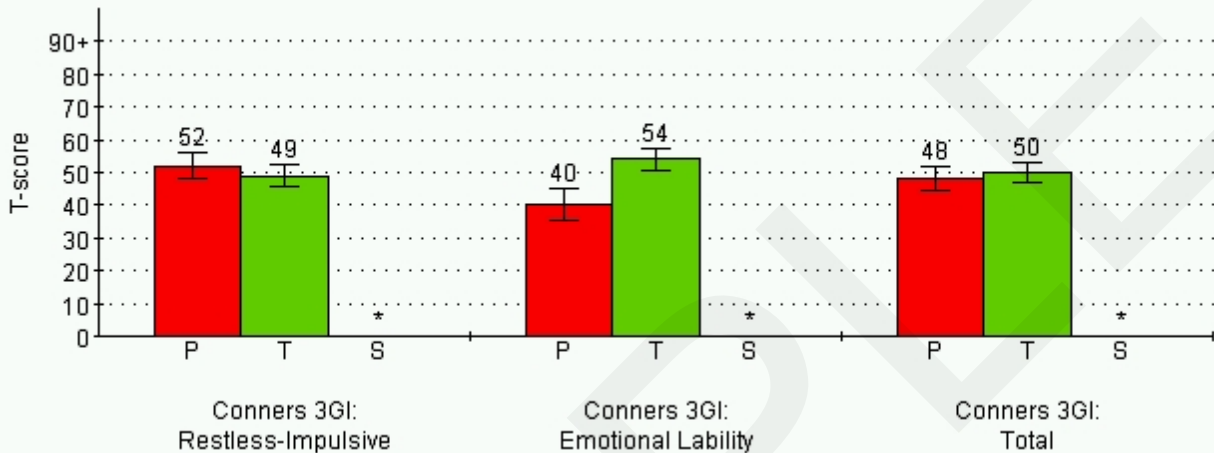
The following section summarizes each rater's ratings of Cindy Johnson on the Conners 3 ADHD Index.



	P	T	S
<b>Probability (%)</b>	11	19	44
<b>Guideline</b>	A classification of ADHD is highly unlikely	A classification of ADHD is highly unlikely	Borderline score; this score is more common for general population cases

## Conners 3 Global Index

The following section summarizes each rater's ratings of Cindy Johnson on the Conners 3 Global Index. High scores on the Conners 3GI may describe a youth who is moody and emotional, or restless, impulsive or inattentive. The graph displays *T*-scores; the table displays *T*-scores and summarizes the results for the Conners 3 Global Index, as well as any statistically significant ( $p < .10$ ) differences in *T*-scores between raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.



\* No comparable scale

Scale	<i>T</i> -score ± <i>SEM</i> (percentile) Guideline			Statistically Significant Differences
	P	T	S	
Conners 3GI: Restless-Impulsive	52 ± 3.9 (66) Average	49 ± 3.3 (59) Average	-	No significant difference
Conners 3GI: Emotional Lability	40 ± 4.9 (14) Average	54 ± 3.4 (80) Average	-	T > P
Conners 3GI: Total	48 ± 3.6 (47) Average	50 ± 3.1 (62) Average	-	No significant difference

**Note(s):**

*SEM* = Standard Error of Measurement.

## Anxiety Screener Items

The following table displays the results from each rater's ratings of Cindy Johnson's behavior with regards to specific items that are related to generalized anxiety.

### Guideline based on the ratings to these items:

**Parent:** The ratings did not indicate a need for further investigation.

**Teacher:** The ratings did not indicate a need for further investigation.

**Self-Report:** Further investigation was suggested/recommended.

Item Content	Item			Rating		
	P	T	S	P	T	S
Worries	4	79	90	0	0	1
Trouble controlling worries	20	82	46	0	0	0
Nervous or jumpy	70	87	2	0	0	0
Irritable when anxious	100	58	29	0	0	1

**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.

## Depression Screener Items

The following table displays the results from each rater's ratings of Cindy Johnson's behavior with regards to specific items that are related to depression.

### Guideline based on the ratings to these items:

**Parent:** The ratings did not indicate a need for further investigation.

**Teacher:** The ratings did not indicate a need for further investigation.

**Self-Report:** The ratings did not indicate a need for further investigation.

Item Content	Item			Rating		
	P	T	S	P	T	S
Worthlessness	17	95	36	0	0	0
Tired; low energy	66	67	80	0	0	0
Loss of interest or pleasure	82	53	44	0	0	0
Sad, gloomy, or irritable	103	49	68	0	0	0

**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.

## Severe Conduct Critical Items

The following table displays each rater's observations of Cindy Johnson with regard to the Severe Conduct Critical Items.

Item Content	Item			Rating		
	P	T	S	P	T	S
Uses a weapon	27	14	59	0	0	0
Cruel to animals	41	21	47	0	0	0
Confrontational stealing	96	27	13	0	0	0
Forced sex	11	33	-	0	0	-
Fire setting	78	61	72	0	0	0
Breaking and entering	89	90	78	0	0	0
Trouble with police	-	68	22	-	0	0

**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.

**Note(s):** None of the responses suggest the need for immediate follow-up.

## Additional Questions

The following section displays the additional comments made by each rater about Cindy Johnson.

Any concerns about child:

- **Parent:** No
- **Teacher:** If you notice the circled numbers, I wasn't sure how to answer them because there was a problem during the year with another girl in the calss. Cindy was at one time called the "instigator". I never personally witnessed the negative behavior towards this other child. Also it wasn't just Cindy involved there were others - Otherwise I would have answered "Not at all".
- **Self-Report:** I don't have any more problems.

Strengths or skills about child:

- **Parent:** Is extremely happy and social.
- **Teacher:** This item was omitted.
- **Self-Report:** I am happy and I have a lot of friends.

## Conners 3 Results and IDEA

Checkmarks under “Follow-up Recommended” in the following table denote areas of the Conners 3 that were indicated or endorsed, suggesting possible consideration of IDEA 2004 eligibility in related areas.

Content Areas	Follow-up Recommended			Possible IDEA Eligibility Category
	P	T	S	
<b>Conners 3 Content Scales</b>				
Inattention				ED, LD, OHI
Hyperactivity/Impulsivity				DD-Emotional, ED, OHI
Learning Problems/Executive Functioning	-		-	LD, OHI
Learning Problems <sup>1</sup>	✓		✓	LD
Executive Functioning <sup>1</sup>			-	LD, OHI
Defiance/Aggression				DD-Emotional, ED
Peer Relations			-	Autism, DD-Communication, DD-Emotional, DD-Social, ED
Family Relations	-	-		DD-Emotional, ED
<b>DSM-IV-TR Symptom Scales</b>				
ADHD Predominantly Inattentive Type				ED, LD, OHI
ADHD Predominantly Hyperactive-Impulsive Type				ED, OHI
ADHD Combined Type				ED, LD, OHI
Conduct Disorder		?		ED
Oppositional Defiant Disorder				ED
<b>Screener Items</b>				
Anxiety			✓	ED
Depression				ED
<b>Severe Conduct Critical Items</b>				
Severe Conduct				ED

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; OHI = Other Health Impairment.

? = The need for follow-up could not be determined due to omitted item responses.

<sup>1</sup>Subscale of Learning Problems/Executive Functioning on Teacher form.



## Item Responses

The following response values were entered for the items on the Conners 3.

### Parent Items

Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating	Item	Parent Rating
1.	3	19.	1	37.	1	55.	1	73.	0	91.	0
2.	1	20.	0	38.	1	56.	1	74.	2	92.	0
3.	1	21.	1	39.	0	57.	0	75.	0	93.	0
4.	0	22.	0	40.	0	58.	0	76.	0	94.	0
5.	2	23.	1	41.	0	59.	1	77.	1	95.	1
6.	0	24.	0	42.	0	60.	2	78.	0	96.	0
7.	1	25.	0	43.	0	61.	0	79.	0	97.	1
8.	3	26.	0	44.	1	62.	1	80.	2	98.	0
9.	1	27.	0	45.	0	63.	1	81.	0	99.	0
10.	0	28.	0	46.	0	64.	3	82.	0	100.	0
11.	0	29.	0	47.	1	65.	0	83.	0	101.	1
12.	0	30.	0	48.	0	66.	0	84.	1	102.	0
13.	0	31.	1	49.	0	67.	1	85.	0	103.	0
14.	0	32.	0	50.	1	68.	1	86.	0	104.	1
15.	1	33.	2	51.	1	69.	0	87.	1	105.	1
16.	0	34.	1	52.	0	70.	0	88.	1	106.	2
17.	0	35.	1	53.	1	71.	0	89.	0	107.	0
18.	0	36.	2	54.	0	72.	1	90.	0	108.	0

**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.

## Teacher Items

Item	Teacher Rating	Item	Teacher Rating	Item	Teacher Rating	Item	Teacher Rating	Item	Teacher Rating	Item	Teacher Rating
1.	1	20.	0	39.	0	58.	0	77.	0	96.	0
2.	1	21.	0	40.	0	59.	0	78.	0	97.	0
3.	0	22.	0	41.	0	60.	1	79.	0	98.	1
4.	0	23.	1	42.	0	61.	0	80.	1	99.	2
5.	1	24.	0	43.	0	62.	0	81.	3	100.	0
6.	0	25.	0	44.	1	63.	1	82.	0	101.	0
7.	0	26.	1	45.	1	64.	1	83.	1	102.	1
8.	0	27.	0	46.	0	65.	1	84.	1	103.	0
9.	1	28.	0	47.	0	66.	2	85.	1	104.	0
10.	0	29.	1	48.	1	67.	0	86.	0	105.	1
11.	1	30.	1	49.	0	68.	0	87.	0	106.	0
12.	1	31.	0	50.	1	69.	0	88.	0	107.	3
13.	1	32.	1	51.	0	70.	1	89.	0	108.	0
14.	0	33.	0	52.	1	71.	0	90.	0	109.	2
15.	2	34.	0	53.	0	72.	1	91.	0	110.	0
16.	1	35.	0	54.	0	73.	0	92.	0	111.	0
17.	0	36.	2	55.	2	74.	2	93.	0	112.	0
18.	1	37.	1	56.	0	75.	0	94.	1	113.	0
19.	0	38.	0	57.	0	76.	0	95.	0		

**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.

## Self-Report Items

Item	Self-Report Rating	Item	Self-Report Rating	Item	Self-Report Rating	Item	Self-Report Rating	Item	Self-Report Rating	Item	Self-Report Rating
1.	3	18.	0	35.	0	52.	0	69.	0	86.	0
2.	0	19.	3	36.	0	53.	0	70.	1	87.	1
3.	0	20.	0	37.	1	54.	2	71.	1	88.	1
4.	1	21.	1	38.	1	55.	0	72.	0	89.	0
5.	1	22.	0	39.	2	56.	2	73.	1	90.	1
6.	1	23.	1	40.	3	57.	1	74.	1	91.	0
7.	0	24.	1	41.	3	58.	2	75.	1	92.	0
8.	0	25.	0	42.	2	59.	0	76.	1	93.	1
9.	1	26.	2	43.	2	60.	0	77.	1	94.	0
10.	2	27.	2	44.	0	61.	0	78.	0	95.	2
11.	3	28.	1	45.	2	62.	1	79.	2	96.	1
12.	2	29.	1	46.	0	63.	1	80.	0	97.	1
13.	0	30.	1	47.	0	64.	1	81.	1		
14.	0	31.	1	48.	2	65.	?	82.	0		
15.	2	32.	1	49.	0	66.	2	83.	1		
16.	1	33.	0	50.	0	67.	1	84.	1		
17.	2	34.	0	51.	0	68.	0	85.	1		

**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.

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**End of Report**