



Conners Comprehensive Behavior Rating Scales™ 2nd Edition
(Conners CBRS® 2)

PARENT

Single-Rater Report

C. Keith Conners, Ph.D.

CHILD

Name/ID:	Sample Child
Birth Date:	October 18, 2008
Age:	17
Grade:	11
Gender:	Male

RATER

Name/ID:	Sample Parent
Relationship to Child:	Biological Parent

ADMINISTRATION DETAILS

Administration Date:	April 12, 2026
Assessment Language:	English
Normative Group:	Combined Gender (17- to 18-year-olds)

This computerized report is for use by qualified professionals only and should not be the sole basis for clinical diagnosis or intervention. Conners CBRS 2 results should be combined with other psychometric measures, interviews, observations, and records. The report uses an algorithm to produce common interpretations for the scores obtained. Review specific item responses to ensure these interpretations apply to the youth. **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, the sections containing copyrighted material must be removed.**

RESPONSE STYLE ANALYSIS

2	Negative Impression Index Raw Score	4	Inconsistency Index Raw Score
Within the expected range. Does not suggest unrealistically negative ratings or exaggerated descriptions of problems.		>> Warrants follow-up. May reflect inconsistent, careless, or random responding.	
0	Omitted Item(s)	5.2	Pace Average # of items/minute
No items were omitted.		Typical pace.	

CRITICAL ITEMS

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).

Severe Conduct

Item Content	Rating				Recommendation
	0	1	2	3	
Setting fires to cause damage	✓				Need for further investigation not indicated
Forcing sexual activity	✓				Need for further investigation not indicated
Using a weapon	✓				Need for further investigation not indicated
Trouble with police	✓				Need for further investigation not indicated
Stealing while confronting someone	✓				Need for further investigation not indicated
Cruelty to animals	✓				Need for further investigation not indicated
Breaking and entering	✓				Need for further investigation not indicated

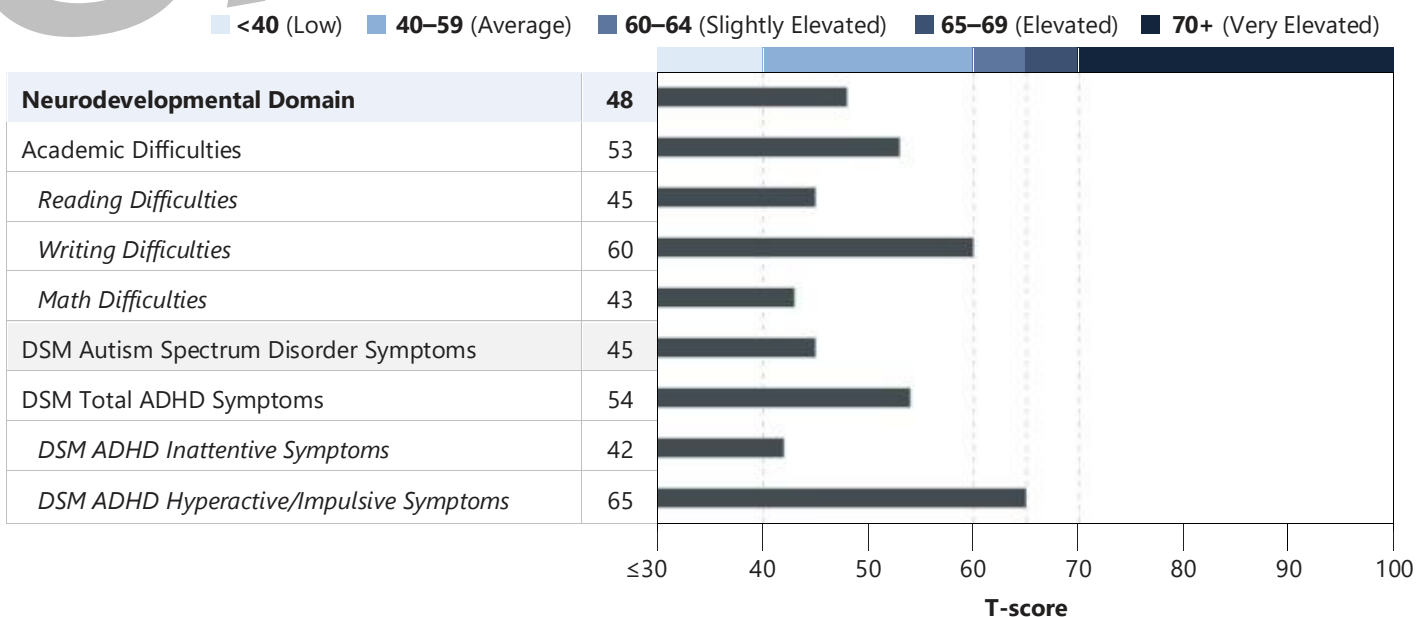
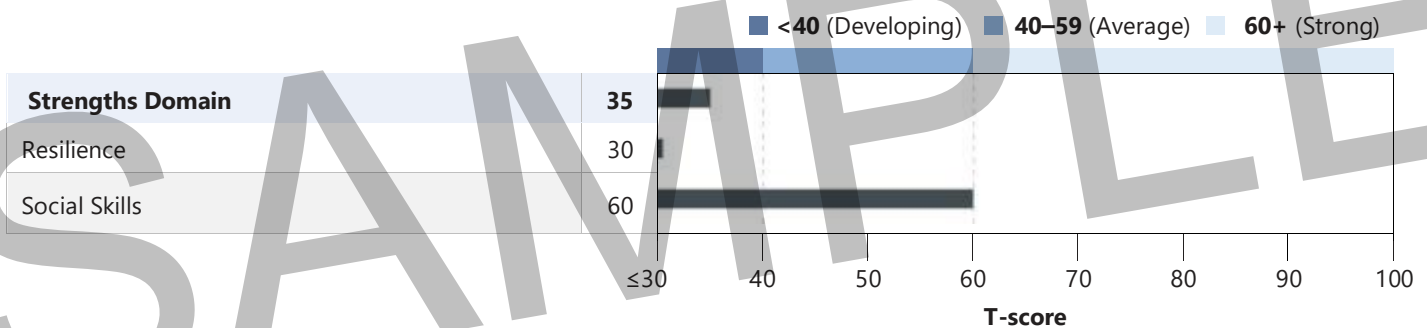
Self-Harm

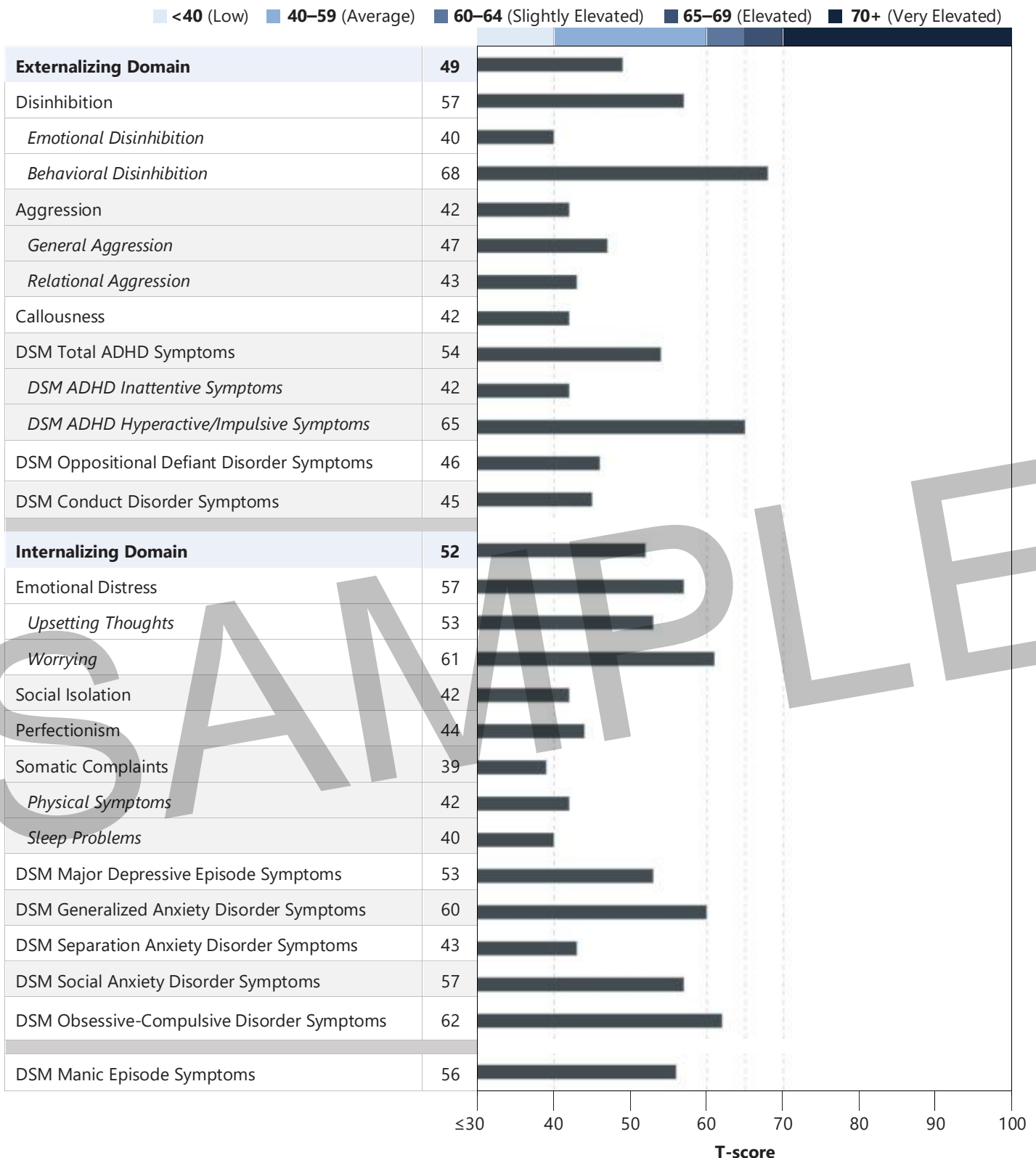
Item Content	Rating				Recommendation
	0	1	2	3	
Thinking about death or dying			✓		! Requires immediate attention
Harming self deliberately	✓				Need for further investigation not indicated
Planning or attempting suicide	✓				Need for further investigation not indicated
Talking about attempting suicide	✓				Need for further investigation not indicated

OVERVIEW: CONNERS CBRS 2 DOMAINS

The Conners CBRS 2 organizes a youth's psychological and behavioral profile into four domains. The Strengths Domain highlights intra- and interpersonal competencies. The other three domains—Neurodevelopmental, Externalizing, and Internalizing—focus on mental health challenges. Each domain helps identify strengths and concerns to guide targeted support. See the Items by Scale section for specific areas that can inform growth and intervention.

T-score	Strengths Domain (Higher scores indicate stronger competencies)	All Other Domains and Scales (Higher scores indicate more difficulties or concerns)
70+	Strong (stronger competencies than are typically reported)	Very Elevated (many more concerns than are typically reported)
65–69		Elevated (more concerns than are typically reported)
60–64		Slightly Elevated (slightly more concerns than are typically reported)
40–59	Average (competencies that are typically reported)	Average (typical levels of concern)
<40	Developing (developing competencies that may benefit from support)	Low (fewer concerns than are typically reported)





Note(s). DSM Total ADHD, Inattentive, and Hyperactive/Impulsive Symptoms scales appear on both the Neurodevelopmental and Externalizing Domains, and DSM Manic Episode Symptoms scale is not included in a domain (see the *Conners CBRS 2 Manual*).

DETAILED SCORES: CONNERS CBRS 2 DOMAINS

The Strengths Domain highlights the youth's intra- and interpersonal competencies, while the other three domains focus on areas related to mental health challenges: Neurodevelopmental Domain (challenges often emerging early in development), Externalizing Domain (behavioral symptoms that are directed outward), and Internalizing Domain (emotional and cognitive symptoms that are directed inward). Higher scores on the Strengths Domain scales indicate that the youth demonstrates stronger intra- and interpersonal competencies than typically expected within the selected normative group. In contrast, higher scores on the Neurodevelopmental, Externalizing, and Internalizing Domain scales indicate more difficulties or concerns in these areas compared to youth in the selected normative group.

Strengths Domain Scales

	T-score	90% CI	Percentile	Guideline
Strengths Domain	35	29–41	7th	Developing
Resilience	30	23–37	2nd	Developing
Social Skills	60	51–69	84th	Strong

Note(s). CI = Confidence Interval.

Neurodevelopmental Domain Scales

	T-score	90% CI	Percentile	Guideline	# of Elevated Items
Neurodevelopmental Domain	48	39–57	42nd	Average	-
Academic Difficulties	53	48–58	62nd	Average	1/12
<i>Reading Difficulties</i>	45	39–51	31st	Average	0/4
<i>Writing Difficulties</i>	60	53–67	84th	Slightly Elevated	1/4
<i>Math Difficulties</i>	43	38–48	24th	Average	0/4
DSM Autism Spectrum Disorder Symptoms	45	36–54	31st	Average	1/13
DSM Total ADHD Symptoms	54	49–59	66th	Average	7/24
<i>DSM ADHD Inattentive Symptoms</i>	42	37–47	21st	Average	1/11
<i>DSM ADHD Hyperactive/Impulsive Symptoms</i>	65	59–71	93rd	Elevated	6/13

Note(s). CI = Confidence Interval.

Externalizing Domain Scales

	T-score	90% CI	Percentile	Guideline	# of Elevated Items
Externalizing Domain	49	45–53	46th	Average	-
Disinhibition	57	52–62	76th	Average	3/14
<i>Emotional Disinhibition</i>	40	35–45	16th	Average	0/8
<i>Behavioral Disinhibition</i>	68	60–76	96th	Elevated	3/6
Aggression	42	36–48	21st	Average	0/12
<i>General Aggression</i>	47	39–55	38th	Average	0/6
<i>Relational Aggression</i>	43	34–52	24th	Average	0/6
Callousness	42	34–50	21st	Average	0/7
DSM Total ADHD Symptoms	54	49–59	66th	Average	7/24
<i>DSM ADHD Inattentive Symptoms</i>	42	37–47	21st	Average	1/11
<i>DSM ADHD Hyperactive/ Impulsive Symptoms</i>	65	59–71	93rd	Elevated	6/13
DSM Oppositional Defiant Disorder Symptoms	46	41–51	34th	Average	1/10
DSM Conduct Disorder Symptoms	45	37–53	31st	Average	0/15

Note(s). CI = Confidence Interval.

Internalizing Domain Scales

	T-score	90% CI	Percentile	Guideline	# of Elevated Items
Internalizing Domain	52	47–57	58th	Average	-
Emotional Distress	57	52–62	76th	Average	4/12
<i>Upsetting Thoughts</i>	53	47–59	62nd	Average	1/6
<i>Worrying</i>	61	54–68	86th	Slightly Elevated	3/6
Social Isolation	42	35–49	21st	Average	0/6
Perfectionism	44	36–52	27th	Average	0/5
Somatic Complaints	39	33–45	14th	Low	0/12
<i>Physical Symptoms</i>	42	35–49	21st	Average	0/6
<i>Sleep Problems</i>	40	33–47	16th	Average	0/6
DSM Major Depressive Episode Symptoms	53	47–59	62nd	Average	2/17
DSM Generalized Anxiety Disorder Symptoms	60	54–66	84th	Slightly Elevated	3/8
DSM Separation Anxiety Disorder Symptoms	43	37–49	24th	Average	0/10
DSM Social Anxiety Disorder Symptoms	57	50–64	76th	Average	2/8
DSM Obsessive-Compulsive Disorder Symptoms	62	53–71	88th	Slightly Elevated	1/4

Note(s). CI = Confidence Interval.

DSM Manic Episode Symptoms

	T-score	90% CI	Percentile	Guideline	# of Elevated Items
DSM Manic Episode Symptoms	56	48–64	73rd	Average	2/11

Note(s). CI = Confidence Interval. DSM Manic Episode Symptoms scale is not included in the Conners CBRS 2 domains.

DETAILED SCORES: DSM SYMPTOM SCALES

DSM Symptom Scales					
	T-score (90% CI)	Percentile	Guideline	Obtained Symptom Count ⓘ	DSM Requirement
Autism Spectrum Disorder Symptoms	45 (36–54)	31st	Average	A: 0/3 B: 1/4	A: 3/3 B: ≥ 2/4
ADHD Inattentive Symptoms	42 (37–47)	21st	Average	A: 1/9	A1: ≥ 5/9
ADHD Hyperactive/ Impulsive Symptoms	65 (59–71)	93rd	Elevated	A: 5/9	A2: ≥ 5/9
Oppositional Defiant Disorder Symptoms	46 (41–51)	34th	Average	A: 1/8	A: ≥ 4/8
Conduct Disorder Symptoms	45 (37–53)	31st	Average	A: 0/15	A: ≥ 3/15
Major Depressive Episode Symptoms	53 (47–59)	62nd	Average	A: 2/9 (does not include A1 or A2)	A: ≥ 5/9 (including A1 or A2)
Manic Episode Symptoms	56 (48–64)	73rd	Average	A: 0/1 B: 1/7	A: 1/1 B: ≥ 3‡/7
Generalized Anxiety Disorder Symptoms	60 (54–66)	84th	Slightly Elevated	A: 1/1 B: 0/1 C: 2/6	A: 1/1 B: 1/1 C: ≥ 1/6
Separation Anxiety Disorder Symptoms	43 (37–49)	24th	Average	A: 0/8	A: ≥ 3/8
Social Anxiety Disorder Symptoms	57 (50–64)	76th	Average	A: 0/1 B: 1/1 C: 0/1 D: 1/1	A: 1/1 B: 1/1 C: 1/1 D: 1/1
Obsessive-Compulsive Disorder Symptoms	62 (53–71)	88th	Slightly Elevated	A–Obsessions: 0/2 A–Compulsions: 1/2	A–Obsessions: 2/2 -or- A–Compulsions: 2/2

Note(s). CI = Confidence Interval.

ⓘ DSM Symptom Counts for all DSM Symptom Scales can contribute to diagnostic assessment but are not sufficient for determining a diagnosis. See the *Connors CBRS 2 Manual* for interpretive considerations.

A Symptom Count of at least 5/9 on both ADHD Inattentive and Hyperactive/Impulsive Symptoms is required to meet DSM-5-TR Criteria for ADHD Combined. Symptom Counts do not apply to Total ADHD Symptoms.

‡ At least 4/7 Criterion B symptoms are needed for DSM-5-TR Manic Episode if mood is only irritable.

DETAILED SCORES: CONTENT SCALES

Higher scores on the Resilience and Social Skills scales indicate stronger intra- and interpersonal competencies than are expected for an average youth in the selected normative group. Higher scores on the remaining scales indicate more difficulties or concerns than are expected for an average youth in the selected normative group.

Content Scales					
	T-score	90% CI	Percentile	Guideline	# of Elevated Items
Resilience	30	23–37	2nd	Developing	-
Social Skills	60	51–69	84th	Strong	-
Academic Difficulties	53	48–58	62nd	Average	1/12
<i>Reading Difficulties</i>	45	39–51	31st	Average	0/4
<i>Writing Difficulties</i>	60	53–67	84th	Slightly Elevated	1/4
<i>Math Difficulties</i>	43	38–48	24th	Average	0/4
Disinhibition	57	52–62	76th	Average	3/14
<i>Emotional Disinhibition</i>	40	35–45	16th	Average	0/8
<i>Behavioral Disinhibition</i>	68	60–76	96th	Elevated	3/6
Aggression	42	36–48	21st	Average	0/12
<i>General Aggression</i>	47	39–55	38th	Average	0/6
<i>Relational Aggression</i>	43	34–52	24th	Average	0/6
Callousness	42	34–50	21st	Average	0/7
Emotional Distress	57	52–62	76th	Average	4/12
<i>Upsetting Thoughts</i>	53	47–59	62nd	Average	1/6
<i>Worrying</i>	61	54–68	86th	Slightly Elevated	3/6
Social Isolation	42	35–49	21st	Average	0/6
Perfectionism	44	36–52	27th	Average	0/5
Somatic Complaints	39	33–45	14th	Low	0/12
<i>Physical Symptoms</i>	42	35–49	21st	Average	0/6
<i>Sleep Problems</i>	40	33–47	16th	Average	0/6

Note(s). CI = Confidence Interval.

CLINICAL INDICATOR ITEMS

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).

Clinical Indicator Items

Item Content		Rating				Recommendation
		0	1	2	3	
Enuresis/Encopresis		✓				Need for follow-up not indicated
Pica		✓				Need for follow-up not indicated
Tics	Vocal	✓				Need for follow-up not indicated
	Motor	✓				Need for follow-up not indicated
Disruptive Mood Dysregulation Disorder	Struggles with temper control	✓				Need for follow-up not indicated
	Anger or resentment	✓				Need for follow-up not indicated
	Irritable mood	✓				Need for follow-up not indicated
	Sudden intense anger	✓				Need for follow-up not indicated
Risky Behaviors	Activities have negative outcomes	✓				Need for follow-up not indicated
	Pursues danger, risks, and thrills			✓		>> Follow-up recommended
Substance Use	Misuses medicine	✓				Need for follow-up not indicated
	Alcohol			✓		>> Follow-up recommended
	Illicit drugs		✓			>> Follow-up recommended
Bullying Perpetration		✓				Need for follow-up not indicated
Bullying Victimization		✓				Need for follow-up not indicated
Eating Disorder	Fear of weight gain	✓				Need for follow-up not indicated
	Restrictive eating behaviors	✓				Need for follow-up not indicated
	Binge-eating behaviors	✓				Need for follow-up not indicated
	Vomiting or misuse of pills	✓				Need for follow-up not indicated
Panic Attack		✓				Need for follow-up not indicated
Posttraumatic Stress Disorder		✓				Need for follow-up not indicated
Specific Phobia		✓				Need for follow-up not indicated
Trichotillomania		✓				Need for follow-up not indicated
Problematic Internet Use	Schoolwork or work suffers			✓		>> Follow-up recommended
	Sleep or health suffers	✓				Need for follow-up not indicated
	Social relationships suffer	✓				Need for follow-up not indicated

IMPAIRMENT & FUNCTIONAL OUTCOME ITEMS

Response Key: 0 = Not at all; 1 = Just a little; 2 = Quite a bit; 3 = Very much.

Impairment & Functional Outcome Items

Item Content	Rating				Recommendation
	0	1	2	3	
Problems at school or work			✓		>> Follow-up recommended
Problems in home life	✓				Need for follow-up not indicated
Problems in relationships with friends	✓				Need for follow-up not indicated
Problems with activities like hobbies or sports	✓				Need for follow-up not indicated
Problems with self-care like being clean and properly dressed		✓			>> Follow-up recommended

ADDITIONAL QUESTIONS

Do you have any other concerns about your child?

He sometimes acts before thinking things through and can have a hard time slowing himself down when he's excited. He tends to take risks without fully considering the consequences, which can lead to problems at school. I've also noticed that he worries about things more than he used to, especially when something isn't going the way he expected.

What strengths or skills does your child have?

He's easy to get along with and makes friends wherever he goes. He's kind-hearted, curious, and has a great sense of humour. He loves trying new things and when something captures his interest, he can be incredibly enthusiastic and brings a lot of positive energy and excitement to the people around him.

SUMMARY OF RESULTS

Response Style Analysis

This section presents metrics related to the rater's response style. If any are flagged, further exploration is required to determine if and how such findings might impact the interpretation of the Conners CBRS 2 results.

The **Negative Impression Index** identifies an unrealistically negative or possibly exaggerated response style. Based on the Negative Impression Index score (raw score = 2), there was no indication of unrealistic or exaggerated responding.

The **Inconsistency Index** describes inconsistent response patterns. The Inconsistency Index score (raw score = 4) indicates that the rater may have provided an irregular response pattern. Review the Items by Scale section of the report and other sources of information to determine if this score reflects irregular, careless, or random responding; comprehension difficulties; or the rater's interpretation of subtle wording differences within an item pair.

The **Omitted Items** metric provides the total number of items omitted by the rater. The rater responded to all items.

The **Pace** metric provides the average number of items the rater completed per minute. This administration was completed in 43 minute(s) and 41 second(s), with a pace of 5.2 item(s) per minute. This pace is consistent with expectations.

Critical Items

Critical Items quickly screen for issues needing urgent attention, including violent or destructive behavior toward others and self-harm.

The rater did not endorse any of the following **Severe Conduct Critical Items**:

Setting fires to cause damage	Stealing while confronting someone
Forcing sexual activity	Cruelty to animals
Using a weapon	Breaking and entering
Trouble with police	

Self-Harm Critical Item(s) marked with **!** were endorsed by the rater, warranting immediate follow-up to assess risk to self and the need for protective intervention:

! Thinking about death or dying	Planning or attempting suicide
Harming self deliberately	Talking about attempting suicide

Conners CBRS 2 Domains

The Conners CBRS 2 domains provide a comprehensive view of the youth's psychological profile, highlighting intra- and interpersonal competencies through an overall Strengths Domain while organizing challenges into three key areas: Neurodevelopmental, Externalizing, and Internalizing Domains. Higher scores on the Strengths Domain indicate stronger intra- and interpersonal competencies than are expected for an average youth in the selected normative group. Conversely, higher scores on the remaining domain scales indicate more difficulties or concerns than are expected for an average youth in the selected normative group.

The **Strengths Domain** provides an overall score of the youth's intra- and interpersonal competencies, which highlights areas that can serve as key opportunities for positive reinforcement and discussion for improvement with the youth, fostering confidence and encouraging continued development. Ratings on this domain yielded a T-score of 35 (90% Confidence Interval = 29–41), which is ranked at the 7th percentile, and falls in the Developing score range.

The **Neurodevelopmental Domain** provides an overall score of the youth's neurodevelopmental problems. These problems, often emerging early in development, are primarily characterized by challenges in attention, social communication, learning, and cognitive abilities. Ratings on this domain yielded a T-score of 48 (90% Confidence Interval = 39–57), which is ranked at the 42nd percentile, and falls in the Average score range.

The **Externalizing Domain** provides an overall score of the youth's externalizing problems, primarily characterized by disruptive, impulsive, and/or aggressive behaviors that are directed outward. Ratings on this domain yielded a T-score of 49 (90% Confidence Interval = 45–53), which is ranked at the 46th percentile, and falls in the Average score range.

The **Internalizing Domain** provides an overall score of the youth's internalizing problems, primarily characterized by negative emotions and distress that are directed inward, as well as somatic complaints such as sleep problems and physical symptoms. Ratings on this domain yielded a T-score of 52 (90% Confidence Interval = 47–57), which is ranked at the 58th percentile, and falls in the Average score range.

Content Scales

The Conners CBRS 2 Content Scales capture information about a wide range of clinical constructs. Higher scores on the Resilience and Social Skills scales reflect strengths in intra- and interpersonal functioning. Higher scores on the remaining Content Scales indicate increased levels of difficulties or concerns in specific psychological or behavioral areas.

The **Resilience** scale includes items about the capacity for adaptability, growth, and development in the face of adversity, as well as the ability to recover from setbacks, cope with stress, persist through challenges, seek support, and learn from mistakes. Ratings on this scale yielded a T-score of 30 (90% Confidence Interval = 23–37), which is ranked at the 2nd percentile, and falls in the Developing score range.

The **Social Skills** scale includes items about social competence and empathetic behaviors, such as interacting effectively and appropriately with others through communication, collaboration, and understanding social signals. Ratings on this scale yielded a T-score of 60 (90% Confidence Interval = 51–69), which is ranked at the 84th percentile, and falls in the Strong score range.

The **Academic Difficulties** scale includes items about challenges in academic areas such as reading, writing, and math. Ratings on this scale yielded a T-score of 53 (90% Confidence Interval = 48–58), which is ranked at the 62nd percentile, and falls in the Average score range. The Academic Difficulties scale includes the Reading, Writing, and Math Difficulties subscales; each subscale should be examined separately.

- The **Reading Difficulties** subscale includes items about difficulties in reading skills, such as understanding text, slow reading pace, and frequent reading errors. Ratings on this subscale yielded a T-score of 45 (90% Confidence Interval = 39–51), which is ranked at the 31st percentile, and falls in the Average score range.
- The **Writing Difficulties** subscale includes items about difficulties in written language, such as poor grammar, trouble forming sentences, spelling issues, and unclear writing. Ratings on this subscale yielded a T-score of 60 (90% Confidence Interval = 53–67), which is ranked at the 84th percentile, and falls in the Slightly Elevated score range.
- The **Math Difficulties** subscale includes items about difficulties in learning and applying math, such as forgetting previously learned material, trouble sequencing steps, general struggles with math concepts, and a slow learning pace. Ratings on this subscale yielded a T-score of 43 (90% Confidence Interval = 38–48), which is ranked at the 24th percentile, and falls in the Average score range.

The **Disinhibition** scale includes items about difficulties in regulating emotional and behavioral responses. Ratings on this scale yielded a T-score of 57 (90% Confidence Interval = 52–62), which is ranked at the 76th percentile, and falls in the Average score range. The Disinhibition scale includes the Emotional and Behavioral Disinhibition subscales; each subscale should be examined separately.

- The **Emotional Disinhibition** subscale includes items about emotional regulation difficulties, such as getting overwhelmed by emotions, trouble calming down, difficulty controlling emotions and temper, and rapid mood changes. Ratings on this subscale yielded a T-score of 40 (90% Confidence Interval = 35–45), which is ranked at the 16th percentile, and falls in the Average score range.
- The **Behavioral Disinhibition** subscale includes items about impulsive tendencies, such as acting without thinking and interrupting others. Ratings on this subscale yielded a T-score of 68 (90% Confidence Interval = 60–76), which is ranked at the 96th percentile, and falls in the Elevated score range.

The **Aggression** scale includes items about confrontational and harmful behaviors that may negatively impact others. Ratings on this scale yielded a T-score of 42 (90% Confidence Interval = 36–48), which is ranked at the 21st percentile, and falls in the Average score range. The Aggression scale includes the General and Relational Aggression subscales; each subscale should be examined separately.

- The **General Aggression** subscale includes items about aggressive behaviors and difficulties with controlling anger, such as being physically aggressive, intimidating or threatening others, and exhibiting violent, bullying, or destructive tendencies. Ratings on this subscale yielded a T-score of 47 (90% Confidence Interval = 39–55), which is ranked at the 38th percentile, and falls in the Average score range.
- The **Relational Aggression** subscale includes items about socially harmful behaviors, such as deliberate exclusion, verbal aggression, and spreading rumors. Ratings on this subscale yielded a T-score of 43 (90% Confidence Interval = 34–52), which is ranked at the 24th percentile, and falls in the Average score range.

The **Callousness** scale includes items about emotional coldness, indifference toward others, and lacking remorse. Ratings on this scale yielded a T-score of 42 (90% Confidence Interval = 34–50), which is ranked at the 21st percentile, and falls in the Average score range.

The **Emotional Distress** scale includes items about emotional discomfort, such as difficulties managing thoughts and feelings that may interfere with daily functioning. Ratings on this scale yielded a T-score of 57 (90% Confidence Interval = 52–62), which is ranked at the 76th percentile, and falls in the Average score range. The Emotional Distress scale includes the Upsetting Thoughts and Worrying subscales; each subscale should be examined separately.

- The **Upsetting Thoughts** subscale includes items about negative thinking patterns, such as sadness, low self-worth, irritability, helplessness, hopelessness about the future, and a sense of failure. Ratings on this subscale yielded a T-score of 53 (90% Confidence Interval = 47–59), which is ranked at the 62nd percentile, and falls in the Average score range.
- The **Worrying** subscale includes items about difficulties with controlling worries, appearing tense or jumpy, having trouble concentrating when nervous, and displaying irritability when anxious. Ratings on this subscale yielded a T-score of 61 (90% Confidence Interval = 54–68), which is ranked at the 86th percentile, and falls in the Slightly Elevated score range.

The **Social Isolation** scale includes items about social difficulties, such as withdrawing from social settings and having limited engagement with others. Ratings on this scale yielded a T-score of 42 (90% Confidence Interval = 35–49), which is ranked at the 21st percentile, and falls in the Average score range.

The **Perfectionism** scale includes items about rigid standards and the pressure to be perfect, such as distress over imperfections and avoiding tasks that cannot be done flawlessly. Ratings on this scale yielded a T-score of 44 (90% Confidence Interval = 36–52), which is ranked at the 27th percentile, and falls in the Average score range.

The **Somatic Complaints** scale includes items about physical problems and sleep-related difficulties. Ratings on this scale yielded a T-score of 39 (90% Confidence Interval = 33–45), which is ranked at the 14th percentile, and falls in the Low score range. The Somatic Complaints scale includes the Physical Symptoms and Sleep Problems subscales; each subscale should be examined separately.

- The **Physical Symptoms** subscale includes items about physical discomfort, such as complaints of aches, pains, and feeling unwell. Ratings on this subscale yielded a T-score of 42 (90% Confidence Interval = 35–49), which is ranked at the 21st percentile, and falls in the Average score range.
- The **Sleep Problems** subscale includes items about difficulties related to fatigue and sleep, such as trouble staying awake during the day, problems with falling or staying asleep, excessive sleep, and low energy levels. Ratings on this subscale yielded a T-score of 40 (90% Confidence Interval = 33–47), which is ranked at the 16th percentile, and falls in the Average score range.

DSM Symptom Scales

Results of the Conners CBRS 2 DSM Symptom Scales are reported as T-scores with confidence intervals and percentiles. These *relative scores* compare a youth to the normative group and help assess whether symptoms are inconsistent with developmental expectations. T-scores alone cannot confirm or reject the presence of a disorder but can inform diagnostic decisions by indicating symptom presence and severity. Symptom Counts are reported for all DSM Symptom Scales except Total ADHD Symptoms. They reflect the number of symptoms endorsed at a level consistent with DSM-5-TR criteria and are *absolute counts* rather than norm-referenced values. Symptom Counts can highlight features relevant for diagnostic consideration; however, they cannot establish the persistent pattern required by DSM criteria. Additional factors (e.g., age of onset, developmental appropriateness, pervasiveness, impairment) must also be considered. Refer to the DSM for full criteria.

The **Autism Spectrum Disorder Symptoms** scale includes items representing the DSM symptoms of Autism Spectrum Disorder. Ratings on this scale yielded a T-score of 45 (90% Confidence Interval = 36–54), which is ranked at the 31st percentile, and falls in the Average score range. The Symptom Count for Criterion A was 0. The Symptom Count for Criterion B was 1. (DSM requirement: 3/3 for Criterion A, and at least 2/4 for Criterion B.)

The **Total ADHD Symptoms** scale provides a dimensional look at the youth's symptoms of ADHD including both DSM ADHD Inattentive and Hyperactive/Impulsive Symptoms. Ratings on this scale yielded a T-score of 54 (90% Confidence Interval = 49–59), which is ranked at the 66th percentile, and falls in the Average score range.

- The **ADHD Inattentive Symptoms** scale includes items representing the DSM symptoms of ADHD, Predominantly Inattentive Presentation. Ratings on this scale yielded a T-score of 42 (90% Confidence Interval = 37–47), which is ranked at the 21st percentile, and falls in the Average score range. The Symptom Count for Criterion A was 1. (DSM requirement: at least 5/9 for youth ≥ 17 years of age.)
- The **ADHD Hyperactive/Impulsive Symptoms** scale includes items representing the DSM symptoms of ADHD, Predominantly Hyperactive/Impulsive Presentation. Ratings on this scale yielded a T-score of 65 (90% Confidence Interval = 59–71), which is ranked at the 93rd percentile, and falls in the Elevated score range. The Symptom Count for Criterion A was 5. (DSM requirement: at least 5/9 for youth ≥ 17 years of age.)

The **Oppositional Defiant Disorder Symptoms** scale includes items representing the DSM symptoms of Oppositional Defiant Disorder. Ratings on this scale yielded a T-score of 46 (90% Confidence Interval = 41–51), which is ranked at the 34th percentile, and falls in the Average score range. The Symptom Count for Criterion A was 1. (DSM requirement: at least 4/8.)

The **Conduct Disorder Symptoms** scale includes items representing the DSM symptoms of Conduct Disorder. Ratings on this scale yielded a T-score of 45 (90% Confidence Interval = 37–53), which is ranked at the 31st percentile, and falls in the Average score range. The Symptom Count for Criterion A was 0. (DSM requirement: at least 3/15.)

The **Major Depressive Episode Symptoms** scale includes items representing the DSM symptoms of Major Depressive Episode. Ratings on this scale yielded a T-score of 53 (90% Confidence Interval = 47–59), which is ranked at the 62nd percentile, and falls in the Average score range. The Symptom Count was 2 (not including A1 or A2). (DSM requirement: at least 5/9 including A1 or A2.)

The **Manic Episode Symptoms** scale includes items representing the DSM symptoms of Manic Episode. Ratings on this scale yielded a T-score of 56 (90% Confidence Interval = 48–64), which is ranked at the 73rd percentile, and falls in the Average score range. The Symptom Count for Criterion A was 0. The Symptom Count for Criterion B was 1. (DSM requirement: 1/1 for Criterion A, and at least 3/7 for Criterion B—or at least 4/7 if the Criterion A mood is only irritable.)

The **Generalized Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Generalized Anxiety Disorder. Ratings on this scale yielded a T-score of 60 (90% Confidence Interval = 54–66), which is ranked at the 84th percentile, and falls in the Slightly Elevated score range. The Symptom Count for Criterion A was 1. The Symptom Count for Criterion B was 0. The Symptom Count for Criterion C was 2. (DSM requirement: 1/1 for Criterion A, 1/1 for Criterion B, and at least 1/6 for Criterion C.)

The **Separation Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Separation Anxiety Disorder. Ratings on this scale yielded a T-score of 43 (90% Confidence Interval = 37–49), which is ranked at the 24th percentile, and falls in the Average score range. The Symptom Count was 0. (DSM requirement: at least 3/8.)

The **Social Anxiety Disorder Symptoms** scale includes items representing the DSM symptoms of Social Anxiety Disorder. Ratings on this scale yielded a T-score of 57 (90% Confidence Interval = 50–64), which is ranked at the 76th percentile, and falls in the Average score range. The Symptom Count for Criterion A was 0. The Symptom Count for Criterion B was 1. The Symptom Count for Criterion C was 0. The Symptom Count for Criterion D was 1. (DSM requirement: 1/1 for Criterion A, 1/1 for Criterion B, 1/1 for Criterion C, and 1/1 for Criterion D.)

The **Obsessive-Compulsive Disorder Symptoms** scale includes items representing the DSM symptoms of Obsessive-Compulsive Disorder. Ratings on this scale yielded a T-score of 62 (90% Confidence Interval = 53–71), which is ranked at the 88th percentile, and falls in the Slightly Elevated score range. The Symptom Count for Obsessions was 0. The Symptom Count for Compulsions was 1. (DSM requirement: 2/2 for Obsessions or 2/2 for Compulsions.)

Clinical Indicator Items

This section lists other clinical concerns not fully covered by the Connors CBRS 2 scales. Endorsement may indicate distress and suggest possible treatment targets. **Elevated ratings** in the following area(s) are marked with >> and warrant follow-up:

Enuresis/Encopresis

Bullying Victimization

Pica

Eating Disorder

Tics

Panic Attack

Disruptive Mood Dysregulation Disorder

Posttraumatic Stress Disorder

>> Risky Behaviors

Specific Phobia

>> Substance Use

Trichotillomania

Bullying Perpetration

>> Problematic Internet Use

Impairment & Functional Outcome Items

This section includes items that describe levels of impairment in different areas of functioning.

The rater indicated that the youth's problems seriously affect their **schoolwork or work**: quite a bit (rating = 2). Follow-up is recommended.

The rater indicated that the youth's problems seriously affect their **home life**: not at all (rating = 0). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect their **relationships with friends**: not at all (rating = 0). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect them **during activities** (like hobbies or sports): not at all (rating = 0). Need for follow-up is not indicated.

The rater indicated that the youth's problems seriously affect their **self-care** (like being clean and properly dressed): just a little (rating = 1). Follow-up is recommended.

FOLLOW-UP RECOMMENDATIONS

MHS product recommendations are intended to support further investigation of scale elevation(s) indicated for this youth. Not every Conners CBRS 2 scale has a corresponding MHS product available for follow-up; therefore, any suggestions provided apply only where such tools exist. The Recommendation column indicates whether follow-up with related products is warranted when one or more relevant Conners CBRS 2 scales have a T-score ≥ 60 . Selection of follow-up tools should be guided by the referral question and the practitioner's professional judgment.

Recommended Products		
Conners CBRS 2 Scale	Recommendation	Related Product
DSM Autism Spectrum Disorder Symptoms	>> Follow-up	Autism Spectrum Rating Scales™ (ASRS®)
Emotional Disinhibition		Comprehensive Executive Function Inventory™ (CEFI®), and/or
↑ Behavioral Disinhibition		Conners 4th Edition™ (Conners 4®), and/or
DSM ADHD Inattentive Symptoms		Conners Continuous Performance Tests
↑ DSM ADHD Hyperactive/Impulsive Symptoms		Online Suite (Conners CPT Online Suite)§
General Aggression	>> Follow-up	Anger Regulation and Expression Scales (ARES)§
Relational Aggression		
DSM Oppositional Defiant Disorder Symptoms		
↑ DSM Conduct Disorder Symptoms		
Upsetting Thoughts	>> Follow-up	Children's Depression Inventory 2nd Edition™ (CDI 2®)
Social Isolation		
DSM Major Depressive Episode Symptoms		
↑ Worrying	>> Follow-up	Multidimensional Anxiety Scale for Children 2nd Edition™ (MASC 2™)
↑ DSM Generalized Anxiety Disorder Symptoms		
DSM Separation Anxiety Disorder Symptoms		
DSM Social Anxiety Disorder Symptoms		
↑ DSM Obsessive-Compulsive Disorder Symptoms		

Note(s). § This measure is intended to be completed by the youth themselves. ↑ = Conners CBRS 2 Scale T-score ≥ 60 .

CONNERS CBRS 2 RAW SCORES

Conners CBRS 2 Domains

Domain	Raw Score
Strengths Domain	14/45
Neurodevelopmental Domain	-1.3/13.8
Externalizing Domain	-2.8/33.1
Internalizing Domain	-1.5/40.6

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score. The Strengths Domain raw score is a direct sum of items. In contrast, the Neurodevelopmental, Externalizing, and Internalizing Domains are based on standardized scale z-scores; therefore, negative raw scores may occur. See the *Conners CBRS 2 Manual* for details.

Content Scales

Scale	Raw Score
Resilience	0/30
Social Skills	14/15
Academic Difficulties	3/36
<i>Reading Difficulties</i>	0/12
<i>Writing Difficulties</i>	3/12
<i>Math Difficulties</i>	0/12
Disinhibition	8/42
<i>Emotional Disinhibition</i>	0/24
<i>Behavioral Disinhibition</i>	8/18
Aggression	0/36
<i>General Aggression</i>	0/18
<i>Relational Aggression</i>	0/18
Callousness	0/21
Emotional Distress	8/36
<i>Upsetting Thoughts</i>	2/18
<i>Worrying</i>	6/18
Social Isolation	0/18
Perfectionism	1/15
Somatic Complaints	0/36
<i>Physical Symptoms</i>	0/18
<i>Sleep Problems</i>	0/18

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score.

DSM Symptom Scales

Scale	Raw Score
Autism Spectrum Disorder Symptoms	2/39
Total ADHD Symptoms	15/72
<i>ADHD Inattentive Symptoms</i>	2/33
<i>ADHD Hyperactive/Impulsive Symptoms</i>	13/39
Oppositional Defiant Disorder Symptoms	2/30
Conduct Disorder Symptoms	0/45
Major Depressive Episode Symptoms	4/51
Manic Episode Symptoms	4/33
Generalized Anxiety Disorder Symptoms	7/24
Separation Anxiety Disorder Symptoms	0/30
Social Anxiety Disorder Symptoms	5/24
Obsessive-Compulsive Disorder Symptoms	2/12

Note(s). Raw scores are presented as Obtained Raw Score/Maximum Raw Score.

ITEM RESPONSES

Response Key for items 1–222:

- 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

Response Key for items 223–227:

- 0** = Not at all
- 1** = Just a little
- 2** = Quite a bit
- 3** = Very much
- ?** = Omitted item

Item Responses

#	Rating	#	Rating	#	Rating	#	Rating	#	Rating	#	Rating
1.	0	29.	2	57.	0	85.	0	113.	0	141.	0
2.	2	30.	0	58.	0	86.	0	114.	0	142.	2
3.	0	31.	0	59.	0	87.	0	115.	3	143.	0
4.	0	32.	2	60.	1	88.	0	116.	0	144.	1
5.	0	33.	0	61.	0	89.	0	117.	0	145.	0
6.	0	34.	0	62.	0	90.	0	118.	0	146.	0
7.	0	35.	0	63.	0	91.	0	119.	0	147.	0
8.	0	36.	0	64.	2	92.	0	120.	3	148.	0
9.	0	37.	0	65.	0	93.	2	121.	2	149.	3
10.	0	38.	2	66.	0	94.	0	122.	0	150.	0
11.	0	39.	2	67.	0	95.	0	123.	0	151.	0
12.	0	40.	0	68.	0	96.	0	124.	0	152.	0
13.	0	41.	0	69.	0	97.	0	125.	0	153.	0
14.	0	42.	0	70.	0	98.	0	126.	0	154.	0
15.	2	43.	0	71.	1	99.	0	127.	0	155.	0
16.	0	44.	1	72.	0	100.	0	128.	0	156.	0
17.	0	45.	0	73.	0	101.	0	129.	0	157.	0
18.	0	46.	0	74.	0	102.	0	130.	0	158.	0
19.	0	47.	1	75.	2	103.	0	131.	0	159.	0
20.	0	48.	0	76.	3	104.	0	132.	0	160.	0
21.	3	49.	0	77.	0	105.	0	133.	0	161.	0
22.	0	50.	0	78.	0	106.	0	134.	0	162.	0
23.	0	51.	2	79.	0	107.	2	135.	0	163.	0
24.	0	52.	0	80.	0	108.	0	136.	0	164.	0
25.	0	53.	0	81.	3	109.	0	137.	0	165.	0
26.	0	54.	3	82.	0	110.	0	138.	2	166.	0
27.	0	55.	0	83.	0	111.	2	139.	0	167.	0
28.	0	56.	2	84.	0	112.	3	140.	2	168.	0

Table continues on next page...

Response Key for items 1–222:

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

Response Key for items 223–227:

0 = Not at all
1 = Just a little
2 = Quite a bit
3 = Very much
? = Omitted item

Item Responses (continued)

#	Rating	#	Rating	#	Rating	#	Rating	#	Rating	#	Rating
169.	0	179.	3	189.	0	199.	0	209.	0	219.	0
170.	0	180.	0	190.	2	200.	1	210.	0	220.	0
171.	0	181.	0	191.	0	201.	2	211.	0	221.	0
172.	0	182.	0	192.	0	202.	0	212.	0	222.	2
173.	0	183.	0	193.	0	203.	0	213.	0	223.	2
174.	0	184.	0	194.	0	204.	0	214.	0	224.	0
175.	0	185.	0	195.	0	205.	0	215.	0	225.	0
176.	0	186.	0	196.	0	206.	0	216.	3	226.	0
177.	0	187.	0	197.	0	207.	1	217.	0	227.	1
178.	0	188.	2	198.	0	208.	2	218.	2		