Conners 3rd Edition
(Conners 3)

**Publisher/Date:**
- Multi-Health Systems, Inc., P.O. Box 950, North Tonawanda, NY 14120-0950. Published, 2008.

**Purpose:**
- Individual- or group-administered integrated behavior rating assessment system, targeting Attention-Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems/disorders in children and adolescents, ages 6-18 years (8-18 years for Self-Report forms).

**Provides:**

**Standardization Issues:**
- Alignment with IDEA 2004 and DSM-IV-TR, followed by exploratory factor analysis and expert review were procedures outlined in the selection of items. Norms were then based on 3,400 individuals with demographics matched to 2000 US Census data distributions by gender, ethnicity, and geographic locale. More than 800 “clinically-designated” individuals were also included. Individual cell-sizes for each year reported included an adequate and balanced number.

**Reliability and Validity Issues:**
- The manual is extensive and devotes 47-pages to attest to the measures validity data. Evidence provided solidly supports the measure’s factorial validity, convergent validity (with other well-established measures: BASC-2, ASEBA, BRIEF), and discriminant validity. Data supports good levels of sensitivity and specificity, positive predictive power, and classification rate. Reliability data is good, with internal consistency estimates of .90+ (Self-
Report scales showed slightly lower reliability, but still acceptable. Test-retest and interrater reliabilities amongst the forms were all acceptable, with again, Self-Report forms being slightly lower than Parent- or Teacher forms.

**Additional Points:**

- Conners 3 is meant to focus on ADHD assessment (and common comorbid conditions) and are not intended to provide comprehensive evaluation of emotional-behavioral functioning. Conners does publish measures more-designed for the latter with the Conners Comprehensive Behavior Rating Scales and the Conners Early Childhood Rating Scales.
- Spanish and French-forms are available.
- The 3rd Edition is based on a larger, representative normative sample and intentionally stronger connection to the DSM-IV-TR (includes a separate set of scales directly related to DSM-IV-TR).
- Increased similarities between Parent-, Teacher-, and Self-Report Forms were constructed, increasing the inter-form reliabilities.
- Validity indexes were added to evaluate response patterns: Positive Impression, Negative Impression, and Inconsistency.
- Executive Functioning scales are available on the Parent and Teacher forms.
- The combined “Cognitive Problems/Inattention” scale of the former version was a criticism of that test (“combining” learning/academic problems with inattention). The 3rd Edition now assesses Inattention independently from Learning Problems.
- The publisher recently posted an interpretive update addressing changes to 1) Validity Scale interpretation, 2) T-score interpretation, and 3) “renaming” the Aggression scale to Defiance/Aggression: [http://downloads.mhs.com/conners/C3-Supplement.pdf](http://downloads.mhs.com/conners/C3-Supplement.pdf)
- DSM-IV-TR requires significant impairment for classification, and the Conners 3 includes specific “impairment” items to aid in determining criteria.
- Short forms do not contain DSM-IV-TR Symptom- or Impairment-Scales.
- Many of the scales showed gender-specific differences—enough for the inclusion of gender-specific, age-based norms. Overall however, gender appears to account for only 0.6-2.9% of the variance on the Parent forms and up to 6.6% on the Teacher forms.