

# 한국어판 Conners 부모 및 교사용 평가 척도의 신뢰도와 타당도에 대한 예비적 연구\*

## THE RELIABILITY AND VALIDITY OF KOREAN CONNERS PARENT AND TEACHER RATING SCALE

박은희\*\* · 소유경\*\* · 김영신\*\*† · 최낙경\*\* · 김세주\*\* · 노주선\*\* · 고윤주\*\*\*

Eun Hee Park, M.A.,\*\* Yu Kyoung So, M.A.,\*\* Young Shin Kim, M.D., M.P.H.,\*\*†  
Nak Kyung Choi, M.D.,\*\* Se Joo Kim, M.D.,\*\*  
Joo Sun Noh, M.A.,\*\* Yun-Joo Ko, Ph.D\*\*\*

연구목적 : 가  
(Korean - Conners Parent Rating Scale : K - CPRS and Korean - Conners Teacher Rating Scale : K - CTRS)

방법 : 가  
ADHD 가 (Korean - ADHD Rating Scale : K - ARS)  
가 (Korean - Children Behavior Check List : K - CBCL)

결과 : 가 (Korean - Conners Rating Scale : K - CRS)  
가

가 가 K - CRS K - CBCL K - ARS  
K - CRS 5  
3 가 ADHD

결론 : Conners 가 가  
가

중심 단어 : Conners 가

.. (R - 04 - 2000 - 00045)  
Department of Psychiatry, College of Medicine, Hallym University, Anyang

† : Department of Children and Family Studies, Yonsei University, Seoul  
, 431 - 070 869  
: (031) 380 - 3750 · : (031) 381 - 3753 · E - mail : kimy@hallym.or.kr

Conners 가

2).

## 서 론

CRS

가,

1).

가 가

K - CRS(Korean - Conners Rating Scale)

가

가

가

## 방 법

### 1. 연구 대상

. Conners Rating Scales<sup>2)</sup>, Children Behavior Check List(CBCL)<sup>3)</sup>, ADHD Rating Scale(ARS)<sup>4)</sup>, Attention Deficit Disorder with Hyperactivity Comprehensive Teacher Rating Scale (ADD - H)<sup>5)</sup>

2 가

1044 ( :511 , :)

533 )

ADHD

23 ( 20 ; 3 )

6~12

Conners Rating Scales( CRS)

가

가 , Attention - Deficit/Hyperactivity Disorder( ADHD) ADHD

가,

ADHD

가 (IQ)가 80

(FSIQ : M±SD=107 ±

ADHD

. CRS 3~17

가

15).

가

가

가

가

ADHD

K - CRS

1044

가

가가

26

6 - 10)

CRS - R

(Conners Rating Scales - Revised)<sup>11)</sup>

### 2. 도 구

8

가

. CRS

(origi-

nal version)<sup>2)</sup>

가 93

가

39

(1)

(K - CPRS)

)

(

48

,

28

)

48

0~3 . 0 3 . 2

5 가 ADHD ADHD

(2) (K-CTRS) ADHD

28 0~ 3. 절 차

3 가 , Connors ADHD 가 , K-

가 CBCL 가

10 가 가 , Connors 가

8 가 Connors 가

가

2) 한국어판 아동·청소년 행동 평가 척도(Korean-Child-  
ren Behavior Check List : K-CBCL)<sup>13)</sup>

4. 분석 방법

K-CTRS K-CPRS

Cronbach alpha

CBCL CRS 가 K-CPRS K-

CTRS K-ARS

CRS K-CBCL K-ARS

<sup>13)</sup> K-CBCL

K-CRS

119 t-test

13 K-CPRS K-CTRS

Analysis) (Factor

varimax

, ADHD K-CRS

3) 한국어판 ADHD 평가 척도(Korean-ADHD Rating Scale : K-ARS)<sup>14)</sup>

ARS Du Paul 가

ADHD 가 SPSS 10.0 version

**결 과**

가 <sup>14)</sup>

DSM - ADHD

18

1. 연구 대상의 인구통계학적 특성

Table 1

Conners 가

가

59.6%, 36.4%가  
50.9%가 가  
가 가

K - CPRS  
K - CPRS  
K - CBCL (r=.390, p<.01)  
(r=.373, p<.01) 가  
(r=.553, p<.01),  
(r=.285, p<.01)

2. 평정자간 신뢰도(Inter-rater reliability)

K - CPRS K - CTRS  
r=.200, (r=.270, p<.01), - (r=.461,  
r=.251, p<.01) (r=.433, p<.01),  
r=.380 (r=.351, p<.01), (r=.274, p<.01)  
/ (r=.270, p<.01)  
r=.242 (r=.524, p<.01) (r=.508, p<.01) 가  
r=.292 r=.290

K - CPRS

K - CTRS

Table 4

K - CRS

K - ARS

Table 2

K - CPRS

3. 내적 합치도(Internal consistency)

K - CPRS .53~.82  
Table 3  
K - CTRS  
.88~.93 K - CPRS

ARS

K - CRS

K -

(r=.738~.187, p<.01).

Table 5

4. 공존 타당도(Concurrent validity)

K - CRS K - CBCL

5. 구성 타당도(Construct validity)

K - CRPS K - CTRS

K - CBCL

K - CTRS

Table 1. Demographic data of the normal controls

	School (N=1044)		Grades (N=1044)						Sex (N=1044)	
	A	B	1th	2th	3th	4th	5th	6th	Male	Female
N	509	535	183	174	155	176	175	181	511	533
%	48.8	51.2	17.5	16.7	14.8	16.9	16.8	17.3	48.9	51.1

Table 3. Internal consistency of K-CRS

	Parent	Teacher
Conduct problem	.76	Conduct problem .90
Learning problem	.75	Hyperactivity .93
Psychosomatic	.63	Inattentive-passive .88
Impulsive-hyperactive	.76	Hyperactivity index .93
Anxiety	.53	
Hyperactivity index	.82	

Table 2. Correlations between Conners' parent and teacher rating scales

Teacher	Parent	Conduct problem	Learning problem	Psychosomatic	Impulsive-hyperactive	Anxiety	Hyperactivity index
Conduct problem		.200 <sup>†</sup>	.210*	.022	.192 <sup>†</sup>	-.017	.233 <sup>†</sup>
Hyperactivity		.196 <sup>†</sup>	.283 <sup>†</sup>	-.007	.251 <sup>†</sup>	-.017	.303 <sup>†</sup>
Inattentive-passive		.181 <sup>†</sup>	.308 <sup>†</sup>	.070*	.191 <sup>†</sup>	.079*	.242 <sup>†</sup>
Hyperactivity index		.208 <sup>†</sup>	.292 <sup>†</sup>	.010	.237 <sup>†</sup>	.001	.290 <sup>†</sup>

\* : p<05, † : p<01

**Table 4.** Correlations between K-CRS and K-CBCL

K-CBCL	Conners' Parent					Conners' Teacher				
	Conduct problem	Learning problem	Psycho-somatic	Impulsive-hyperactive	Anxiety	Hyperactivity index	Conduct problem	Hyperactivity	Inattentive-passive	Hyperactivity index
SC	-.100 <sup>†</sup>	-.176 <sup>†</sup>	-.107 <sup>†</sup>	-.080*	-.062	-.112 <sup>†</sup>	-.078*	-.027	-.103 <sup>†</sup>	-.060
w	.260 <sup>†</sup>	.280 <sup>†</sup>	.200 <sup>†</sup>	.218 <sup>†</sup>	.351 <sup>†</sup>	.299 <sup>†</sup>	.003	-.011	.116 <sup>†</sup>	.027
S	.102 <sup>†</sup>	.099 <sup>†</sup>	.184 <sup>†</sup>	.051	.110 <sup>†</sup>	.083*	.032	.047	.077*	.043
D/A	.314 <sup>†</sup>	.268 <sup>†</sup>	.242 <sup>†</sup>	.254 <sup>†</sup>	.270 <sup>†</sup>	.336 <sup>†</sup>	.044	.043	.064	.055
T	.119 <sup>†</sup>	.111 <sup>†</sup>	.110 <sup>†</sup>	.077*	.059	.122 <sup>†</sup>	.141 <sup>†</sup>	.122 <sup>†</sup>	.114 <sup>†</sup>	.137 <sup>†</sup>
SI	.302 <sup>†</sup>	.369 <sup>†</sup>	.197 <sup>†</sup>	.246 <sup>†</sup>	.274 <sup>†</sup>	.339 <sup>†</sup>	.111 <sup>†</sup>	.137 <sup>†</sup>	.229 <sup>†</sup>	.165 <sup>†</sup>
A	.373 <sup>†</sup>	.553 <sup>†</sup>	.213 <sup>†</sup>	.402 <sup>†</sup>	.193*	.508 <sup>†</sup>	.095 <sup>†</sup>	.175 <sup>†</sup>	.213 <sup>†</sup>	.185 <sup>†</sup>
D	.243 <sup>†</sup>	.220 <sup>†</sup>	.156 <sup>†</sup>	.205 <sup>†</sup>	.060	.220 <sup>†</sup>	.108 <sup>†</sup>	.143 <sup>†</sup>	.181 <sup>†</sup>	.157 <sup>†</sup>
AG	.493 <sup>†</sup>	.407 <sup>†</sup>	.184 <sup>†</sup>	.461 <sup>†</sup>	.104 <sup>†</sup>	.524 <sup>†</sup>	.165 <sup>†</sup>	.205 <sup>†</sup>	.155 <sup>†</sup>	.199 <sup>†</sup>
I	.249 <sup>†</sup>	.236 <sup>†</sup>	.270 <sup>†</sup>	.180 <sup>†</sup>	.262 <sup>†</sup>	.253 <sup>†</sup>	.039	.046	.106 <sup>†</sup>	.057
E	.471 <sup>†</sup>	.394 <sup>†</sup>	.195 <sup>†</sup>	.433 <sup>†</sup>	.102 <sup>†</sup>	.489 <sup>†</sup>	.165 <sup>†</sup>	.208 <sup>†</sup>	.179 <sup>†</sup>	.207 <sup>†</sup>
TO	.390 <sup>†</sup>	.392 <sup>†</sup>	.285 <sup>†</sup>	.339 <sup>†</sup>	.247 <sup>†</sup>	.419 <sup>†</sup>	.116 <sup>†</sup>	.141 <sup>†</sup>	.193 <sup>†</sup>	.157 <sup>†</sup>

SC : Total social competence, W : Withdrawal, S : Somatic symptoms, D/A : Depression/anxiety, T : Thought problem, SI : Social immaturity, A : Attentional problem, D : Delinquency, AG : Aggression, I : Internalizing problem, E : Externalizing problems, TO : Total behavior problem, \* : p<.05, † : p<.01

**Table 5.** Correlations between K-CRS and K-ARS

ARS	Conners' Parent					Conners' Teacher				
	Conduct problem	Learning problem	Psycho-somatic	Impulsive-hyperactive	Anxiety	Hyperactivity index	Conduct problem	Hyperactivity	Inattentive-passive	Hyperactivity index
Teacher I	.187 <sup>†</sup>	.338 <sup>†</sup>	.033	.232*	.027	.286 <sup>†</sup>	.680 <sup>†</sup>	.800 <sup>†</sup>	.851 <sup>†</sup>	.855 <sup>†</sup>
H	.187 <sup>†</sup>	.282 <sup>†</sup>	-.001	.246 <sup>†</sup>	-.021	.293 <sup>†</sup>	.773 <sup>†</sup>	.928 <sup>†</sup>	.704 <sup>†</sup>	.900 <sup>†</sup>
T	.193 <sup>†</sup>	.321 <sup>†</sup>	.016	.247 <sup>†</sup>	.003	.299*	.753 <sup>†</sup>	.894 <sup>†</sup>	.806 <sup>†</sup>	.909 <sup>†</sup>
Parent I	.506 <sup>†</sup>	.738 <sup>†</sup>	.252 <sup>†</sup>	.551 <sup>†</sup>	.272 <sup>†</sup>	.670 <sup>†</sup>	.223 <sup>†</sup>	.296 <sup>†</sup>	.340 <sup>†</sup>	.317 <sup>†</sup>
H	.590 <sup>†</sup>	.558 <sup>†</sup>	.208 <sup>†</sup>	.715*	.192 <sup>†</sup>	.721 <sup>†</sup>	.242 <sup>†</sup>	.326 <sup>†</sup>	.250 <sup>†</sup>	.310 <sup>†</sup>
T	.593 <sup>†</sup>	.707 <sup>†</sup>	.250 <sup>†</sup>	.683 <sup>†</sup>	.253 <sup>†</sup>	.754 <sup>†</sup>	.252 <sup>†</sup>	.337 <sup>†</sup>	.322 <sup>†</sup>	.340 <sup>†</sup>

I : Inattention, H : Hyperactivity-impulsivity, T : Total, \* : p<.05, † : p<.01

	CRS <sup>2)10)</sup>		1) 교사용 척도(K-CTRS)		
	. K - CPRS		CTRS <sup>2)10)</sup>	K - CTRS	3
CPRS <sup>2)10)</sup>		5		3	
			62.9%	1	23.4%
	4	6		2	20.5%, 3
	. K - CTRS		19.0%	1	"
CTRS <sup>2)10)</sup>		3		"	"
			"	"	12
	2	4		-	(Inattention -
			Passivity)		2
	.40		"	가	
			"	"	

Conners 가

가 " 8 2) 부모용 척도(K-CPRS)  
 (Hyperactivity) CPRS<sup>2)10)</sup> K - CPRS 5  
 )"; " 39.2% 1 11.4%, 2  
 가 " 8.7%, 3 7.5%, 4 6.0%,  
 8 (Conduct Pro- 5 5.6% . 1  
 blem) 가 "; "  
 Table 6 " 가 "; "

**Table 6.** Factor structure of conners' teacher rating scale

Items	I	II	III	2
24.	.78			.67
17.	.74			.68
28.	.74			.66
20.	.72			.53
18.	.71			.54
26.	.70			.65
22.	.68			.56
25.	.68			.65
21.	.65			.67
19.	.59			.54
27.	.58			.56
9.	.53			.43
1. " " 가		.82		.78
2.		.79		.80
7. 가		.76		.74
14. " 가 "		.72		.72
8.		.70		.70
23.		.51		.67
12.		.48		.40
13.		.41		.28
10.			.76	.68
4. " "( )			.75	.67
6.			.72	.64
11. 가			.70	.74
16.			.68	.59
5. 가			.63	.65
15.			.60	.76
3.			.57	.67
Eigenvalue	13.6	2.7	1.3	
Pct of var	48.6	9.7	4.6	
Cum pct	48.6	58.3	62.9	

\* : <sup>2</sup>=Communality

**Table 7.** Factor structure of conners' parent rating scale

Items	I	II	III	IV	V	$\lambda^2$
31. 가	.71					.59
11. " 가	.69					.64
17.	.61					.43
34.	.58					.47
38.	.57					.49
10.	.54					.48
25.	.53					.40
5.	.53					.48
13. 가	.51					.46
27.	.51					.45
28.	.47					.35
14.	.44					.52
15.	.41					.33
4.		.57				.53
8.		.56				.55
2.		.52				.41
23.		.51				.50
1. , 가 ,		.47				.24
6. 가 , ,		.45				.24
46.		.44				.31
42. 가		.43				.29
33. 가		.40				.45
16.			.72			.55
12. , , 가			.68			.46
26.			.60			.48
21.			.54			.43
7.			.45			.33
37.			.41			.41
3. 가			.41			.29
43.				.64		.47
32.				.63		.47
41. 가				.62		.44
44.				.61		.43
48. 가				.43		.28
29.					.59	.37
45. 가					.58	.39
39.					.46	.36
Eigenvalue	11.3	2.7	1.8	1.5	1.5	
Pct of var	23.6	5.6	3.7	3.2	3.1	
Cum pct	23.6	29.1	32.8	36.0	39.2	

\* :  $\lambda^2$ =Communality

Conners 가

가 " " 13  
 (Impulsive - Hyperac-  
 tive) 2  
 " " " "  
 " 9  
 (Conduct Problem )  
 . 3 " " "  
 , 가 " "  
 7 (Anxiety)  
 . 4 "  
 " 가 " 5  
 (Psychosomatic)  
 . 5 " " 가  
 " 3  
 (Conduct Problem )  
 , CRS  
 , 가 -  
 , 가 . Conners  
 가 ,  
 .40 11 가 가  
 Table 7 .  
 K - CTRS , ADHD  
 , K - CPRS  
 , K - CPRS  
 , K - CPRS  
 Table 8 .  
 가 가

**Table 8.** Comparisons of Conners' rating scale scores between normal control and ADHD patients

	Mean		F value	Sig.
	ADHD (N=23)	Normal (N=26)		
Teacher				
Conduct problem	15.78 ± 4.53	10.69 ± 4.38	15.956	.000
Hyperactivity	12.83 ± 5.17	9.04 ± 3.28	9.610	.003
Inattentive-passivity	14.96 ± 6.12	10.69 ± 4.00	8.518	.005
Hyperactivity index	19.83 ± 7.71	13.12 ± 4.73	13.843	.001
Parent				
Conduct problem	12.35 ± 3.76	11.54 ± 3.43	.620	.435
Learning problem	8.65 ± 3.66	4.61 ± 2.59	4.853	.033
Psychosomatic	4.61 ± 2.59	5.12 ± 1.66	.681	.413
Impulsive-hyperactive	9.09 ± 2.47	6.81 ± 2.64	9.679	.003
Anxiety	6.09 ± 1.98	6.58 ± 1.98	.748	.392
Hyperactivity index	20.52 ± 6.92	16.38 ± 4.67	6.136	.017

6. 정상 아동 집단과 ADHD 집단의 척도 점수 비교  
 , ADHD  
 K - CTRS ,  
 , K - CPRS  
 , K - CPRS  
 K - CPRS  
 Table 8 .  
 7. K-CRS 측정치에 대한 연령 및 성별 등 인구 통계학적  
 변인의 효과  
 K - CTRS 17  
 (r = -.23 ~ -.34). K - CPRS 가  
 가

(r = -.34 ~ -.10, p < .01). ,  
 K - CRS  
 가 K - CTRS  
 K - CPRS  
 K - CTRS  
 K - CPRS  
 t - test , K -  
 K - CPRS  
 가 (p < .05).  
**고 찰**



가  
가 2). CRS K - CBCL K - CPRS 가  
Con- 가 (shared methode  
ners 가  
K - CTRS K - CPRS K - CTRS K - CBCL 가  
가 가 CRS ADHD , ADHD 가  
가 Goyette 10) 가 K - ARS<sup>12)</sup> K - CRS  
가 가 (disruptive) K - CRS가 ADHD  
가 K - CRS ADHD K - CPRS  
. K - CRS K - ARS K - CRPS  
. K - CPRS ADHD  
(.63) (.53) .75~.82 ,  
K - CTRS 가  
.88~.93 K - CPRS 가  
K - CRS K -  
, K - CRS CPRS (discriminant validity)  
K - CTRS K - CPRS  
CBCL Conners , K - CTRS  
가 가  
가 2)<sup>10)</sup>  
3)13). K - 3 ( 1 : - , 2  
CRS K - CBCL : , 3 : )  
K - CRS 3 61.7%<sup>10)</sup> 62.9%  
, K - CRS K - CTRS  
K - CBCL K - CBCL 2)<sup>10)</sup> K - CPRS  
K - CTRS K - CPRS 가 5

Conners 가

가

2)10) 5

1 “ ”, 2 “ ”, CRS 가 2)15)

3 “ ”, 4 “ - ”, K - CRS

5

1 - “ - ”, 2 가 ADHD

“ ”, 3 K - CRS

“ ”, 4 K - CRS ADHD

“ ”, 5 , ADHD

“ ” 가 K - CRS

2)10) “ K - CRS가 ADHD

” K - CPRS

CPRS - 가 K - CPRS ADHD

가

K - CTRS

(Table 5) 가 K - CPRS

CRS<sup>2)10)</sup> 가 K - CTRS ADHD

가

가

K - CBCL 가 가

1 ( - ) 2 ( - )

13) K - ) ADHD K - CPRS ADHD K - CRS가

CRS 1 - 가

ADHD 가

가

가

가

가 가  
 K - CRS 가  
 가  
 ADHD 가 ADHD  
 가 ADHD 가

**References**

1) **Barkley RA.** Attention deficit-hyperactivity disorder. New York: Guilford Press;1988.  
 2) **Conners CK.** Conners' Rating Scales manual. North Tonawanda, NY: Multi-Health Systems;1989.  
 3) **Achenbach TM, Edelbrock CS.** Manual for the Child Behavior Checklist and Revised Child Behavior Profile. Burlington: University of Vermont, Department of Psychiatry;1983.  
 4) **Du Paul GJ, Power TJ, McCoey K, Ikeda M, Anastopoulos AD.** Reliability and Validity of parent and teacher ratings of attention-deficit/hyperactivity disorder symptoms. J Psychoeducational Assess 1998;16:55-58.  
 5) **Ulmann RK, Sleator EK, Sprque RL.** Introduction to

the use of the ACTeRS. Psychopharm Bull 1985;21: 915-920.  
 6) **Holborow PL, Berry P.** A multinational, cross-cultural perspective on hyperactivity. Am J Orthopsychiatry 1986; 56:320-322.  
 7) **Brito GN.** The Conners Abbreviated Teacher Rating Scale: Department of norms in Brazil. J Abnormal Child Psychology 1987;15:511-518.  
 8) **Luk SL, Leung WP, Lee PL, Lich-Mak F.** Teachers' referral of children with mental problems: A study of primary schools in Hong Kong. Psychology in the Schools 1988;25:121-129.  
 9) **Werry JS, Hawthorne D.** Conner's Teacher Questionnaire: Norms and validity. Australian and New Zealand J Psychiatry 1976;10:257-262.  
 10) **Goyette CH, Conners CK, Ulrich RF.** Normative data on Revised Conners Parent and Teacher Rating Scale. J Abnormal Child Psychology 1978;6:221-236.  
 11) **Conners CK.** Conners Rating Scale-Revised Technical Manual. New York: Multi-Health Systems;1998.  
 12) **반건호, 신민섭, 조수철, 홍강의.** 청소년 ADHD 평가 도구 개발을 위한 예비 연구-CASS(S)의 신뢰도 및 타당도 연구. 소아·청소년정신의학 2001;12: 218-224.  
 13) **오경자, 이해련, 홍강의, 하은혜.** 아동·청소년 행동 평가 척도. 서울: 중앙적성출판사;1997.  
 14) **소유경, 노주선, 김영신, 고선규, 고윤주.** 한국어판 부모, 교사 ADHD 평가 척도의 신뢰도와 타당도 연구. 신경정신의학 2002;41:283-289.  
 15) **Roussos A, Richardson C, Politikou K, Marketos S, Kyprianos S, Karajianni A, Koumoula A, Lazaratou H, Marketos N, Zoubou V, Nicolara R, Mahera O.** The Conners-28 teacher questionnaire in clinical and nonclinical samples of Greek children 6-12years old. European Child & Adolesc Psychiatry 1999;8:260-267.

**THE RELIABILITY AND VALIDITY OF KOREAN CONNERS  
PARENT AND TEACHER RATING SCALE**

**Eun Hee Park M.A., Yu Kyoung So., M.A., Young Shin Kim, M.D., M.P.H.,  
Nak Kyung Choi, M.D., Se Joo Kim, M.D.,  
Joo Sun Noh, M.A., Yun-Joo Ko, Ph.D**

*Department of Psychiatry, College of Medicine, Hallym University, Anyang*

**Objectives** : The Purpose of this study is to investigate the reliability and validity of Korean Parent and Teacher Conners' Rating Scale.

**Methods** : Randomly selected 1st to 6th graders of the two elementary schools(N=1044) in Anyang City participated in the study. Children diagnosed with ADHD(N=23) at the child and adolescent clinic at a university affiliated hospital were included in the study for the analysis of clinical validity of the scales. Parent and teacher completed Korean Conners' Rating Scale and Korean-ADHD Rating Scale(K-ARS). In addition, parents completed Korean-Children Behavior CheckList(K-CBCL). Descriptive statistics, t-test, and analysis of variance were performed.

**Results** : Scores of Korean Conners' Parents Rating Scale were significantly correlated with those of Korean Conners Teacher Rating Scale. High internal consistency reliability were demonstrated in both parent and teacher rating scales. There were significant correlations among sub-scales of Conners' Rating Scales, K-CBCL and K-ARS. Factor analyses revealed that the K-CTRS had three-factor structure (Inattention-Passivity, Hyperactivity, Conduct Problem) and the K-CPRS had five-factor structure (Impulsive-Hyperactive, Conduct Problem I, Anxiety, Psychosomatic, Conduct Problem II). Conners' Rating Scales effectively distinguish children with ADHD from children without ADHD.

**Conclusion** : Korean Parent and Teacher Conners' Rating Scales are valid and reliable instruments that are useful for screening and identifying childhood problem behaviors. Future studies are required with a larger number of sample sizes including adolescents from various geographic regions.

**KEY WORDS** : Korean conners' parents and teacher rating scale · Reliability · Validity.

□ 부    록 □

1. Conners' teacher rating scale

1.	“                    ”	0	1	2	3
2.	가	0	1	2	3
3.		0	1	2	3
4.	“                    ”(                    )	0	1	2	3
5.	가	0	1	2	3
6.		0	1	2	3
7.	가	0	1	2	3
8.		0	1	2	3
9.	(                    )	0	1	2	3
10.		0	1	2	3
11.	가	0	1	2	3
12.		0	1	2	3
13.		0	1	2	3
14.	가                    “                    ”	0	1	2	3
15.		0	1	2	3
16.		0	1	2	3
17.		0	1	2	3
18.		0	1	2	3
19.		0	1	2	3
20.		0	1	2	3
21.		0	1	2	3
22.		0	1	2	3
23.		0	1	2	3
24.		0	1	2	3
25.		0	1	2	3
26.		0	1	2	3
27.		0	1	2	3
28.		0	1	2	3

Conners 가

2. Conners'parent rating scale

1.	, 가 ,	0	1	2	3
2.		0	1	2	3
3.	가	0	1	2	3
4.		0	1	2	3
5.		0	1	2	3
6.	가 , ,	0	1	2	3
7.		0	1	2	3
8.		0	1	2	3
9.	( )	0	1	2	3
10.		0	1	2	3
11.	" " 가	0	1	2	3
12.	, , 가	0	1	2	3
13.	" 가 "	0	1	2	3
14.		0	1	2	3
15.		0	1	2	3
16.		0	1	2	3
17.		0	1	2	3
18.	) ( , ,	0	1	2	3
19.		0	1	2	3
20.		0	1	2	3
21.		0	1	2	3
22.		0	1	2	3
23.		0	1	2	3
24.	, ,	0	1	2	3
25.		0	1	2	3
26.		0	1	2	3
27.		0	1	2	3
28.		0	1	2	3
29.		0	1	2	3
30.		0	1	2	3
31.	가	0	1	2	3
32.		0	1	2	3
33.	가	0	1	2	3
34.		0	1	2	3
35.		0	1	2	3
36.	,	0	1	2	3
37.		0	1	2	3
38.		0	1	2	3
39.		0	1	2	3
40.	가 가 ( , )	0	1	2	3
41.	가	0	1	2	3
42.	가 ( 가 ) ,	0	1	2	3
43.	,	0	1	2	3
44.		0	1	2	3
45.	가	0	1	2	3
46.		0	1	2	3
47.	가 가	0	1	2	3
48.	가 가 ( 가 )	0	1	2	3