

Behavior Rating Inventory of Executive Function[®]

BRIEF[®]

Feedback Report

Developed By

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Client Information

Client Name : Sample Client

Client ID : SC 987

Gender : Male

Grade: 2 nd.

Age : 8

Birthdate : 02/13/2000

Test Date : 02/29/2008

Test Form : Parent Form

Test Description : ADHD

Rater Name : Mrs Client

Relationship to Client : Parent

Introduction

The Behavior Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by parents and teachers of school-aged children. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal is achieved. The executive functions are also responsible for controlling a child's emotional responses, thereby allowing for more effective problem solving.

Measuring executive function behaviors in children can be challenging. The use of behavior rating scales, such as the BRIEF, can be helpful in understanding a child's executive functioning.

Ratings of Sample's executive function, as exhibited in his everyday behaviors, revealed one or more areas of concern. Sample is described as generally able to solve problems in a planned and organized manner. He reportedly has difficulty, however, managing his behavior and emotions. Specifically, concerns are noted with Sample's ability to inhibit impulsive responses, sustain working memory, and plan and organize problem solving approaches. Otherwise, Sample's ability to adjust to changes in routine or task demands, modulate emotions, initiate problem solving or activity, organize his environment and materials, and monitor his own behavior is described as appropriate for his age.

Ratings of Sample's behavior across the eight specific domains of executive functioning generated the following results:

1. *Inhibit* is the ability to resist impulses and to stop one's behavior at the appropriate time. Sample's ability to inhibit is described as an area of concern. Children with similarly reported concerns often have trouble resisting impulses and considering the potential consequences of their actions before they act. Children with similar difficulties may display high levels of physical activity, inappropriate physical responses to others, a tendency to interrupt and disrupt group activities, and a general failure to "look before leaping."
2. *Shifting* is the ability to make transitions, tolerate change, problem-solve flexibly, and switch or alternate one's attention from one focus or topic to another. Sample is described as generally able to shift his attention from task to task or from place to place without difficulty. He is able to think of or to accept different ways of solving problems, and he is flexible in performing his day to day activities.
3. *Emotional control* reflects the influence of the executive functions on the expression and regulation of one's emotions. Sample is described as having an age-appropriate level of emotional control. In other words, he generally reacts to events in an appropriate way; without emotional outbursts, sudden or frequent mood changes, and/or excessive periods of feeling upset.
4. *Initiation* is the ability to begin a task or activity without being prompted to do so. Key aspects of initiation include the ability to independently generate ideas, responses, or problem-solving strategies. Sample is reportedly able to start, or "get going", on tasks and activities at an age-appropriate level. He is also able to come up with his own ideas and responses to situations that require a problem-solving strategy.

5. *Working memory* is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as mental arithmetic, and/or following complex instructions. Sample reportedly has difficulty holding an appropriate amount of information in “active memory” for further processing, encoding, and/or mental manipulation. He may have difficulty sustaining working memory, which may make it difficult for him to remain attentive and focused for appropriate lengths of time.

Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand. They often miss important information such as complex instructions for an assignment because it exceeds their working memory capacity.

Working memory is also needed to sustain attention. Children with working memory difficulties may not “stick to” an activity for an age-appropriate amount of time and may fail to complete tasks.

6. *Planning and organization* are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organization involves the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information, either orally or in writing. Sample is described as having planning and organizational difficulties. He may underestimate the time required to complete a task and/or the level of difficulty inherent in a task. Sample may also have trouble determining and carrying out the multiple steps needed to reach a goal. He may have good ideas but is unable to express them adequately on tests and written assignments. Children with planning difficulties often feel overwhelmed by large amounts of information. They may approach tasks in a haphazard fashion, and often get caught up in the details while missing the “big picture.” Parents often report that such children typically wait until the last minute to begin a long-term project or assignment for school.

7. Another aspect of organization is the ability to order and organize things in one’s environment, including the maintenance of orderly work, play, and storage spaces (e.g., school desks, lockers, backpacks, and bedrooms). This type of organization involves organizing, keeping track of, and cleaning up one’s belongings, as well as making sure beforehand that the materials needed for a task are available. Sample is described as being reasonably well organized and generally able to maintain the orderliness of things in his environment. He is typically able to find his belongings or his materials when he needs them.

8. *Monitoring* can be viewed as consisting of two components: *Task-oriented* monitoring (or work-checking habits) and *Self-monitoring* (or interpersonal awareness). Task monitoring reflects a child’s ability to check his or her own performance during or shortly after finishing a task to ensure that he or she has accurately or appropriately attained the desired goal. Self-monitoring reflects a child’s awareness of the effect that his or her behavior has on others. Sample reportedly demonstrates an appropriate overall level of monitoring. Children such as this tend to be appropriately cautious in their approach to tasks or assignments and check for mistakes in their work. They are described as being reasonably observant of their own behavior and the impact this behavior has on their social interactions with others.

End of Report