Behavior Rating Inventory of Executive Function – Second Edition (BRIEF-2)

Summary and Tutoring Recommendations

Student’s Name: Kim Possible

Date of Report: 07/20/2022

These results were scored by Ashley Murphy, MS, MA who is a licensed special educator (Illinois State Board of Education Professional Educator License #2420208) and who has completed the requisite coursework in psychological test administration. This assessment is not meant to provide a diagnosis or to provide medical/psychological treatment. Rather, it is meant to help students understand their strengths and weaknesses while providing suggestions for areas to focus on in tutoring sessions.

If you are interested in further medical or psychological evaluation, please reach out to Chicago Home Tutors administrators for referrals to the appropriate medical providers.

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**Executive Functioning Scales**

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| --- | --- |
| **Global Executive Composite (GEC):**  An overall summary that incorporates all BRIEF-2 subscales | |
| **Behavior Regulation Index (BRI):**  The ability to regulate and monitor behavior effectively | |
| Inhibit | The ability to resist impulses and the ability to stop one’s behavior at the appropriate time |
| Self-Monitor | The awareness of the impact of one’s behavior on other people and outcomes |
| **Emotion Regulation Index (ERI):**  The ability to regulate emotional responses and to shift set or adjust to changes in environment, people, plans, or demands | |
| Shift | The ability to move freely from one situation, activity, or aspect of a problem to another as the circumstances demand |
| Emotional Control | The Emotional Control scale measures the impact of executive function problems on emotional expression and assesses a child’s ability to modulate or control their emotional responses |
| **Cognitive Regulation Index (CRI):**  The ability to control and manage cognitive processes and to problem solve effectively | |
| Task Completion | The ability to finish or complete tasks appropriately and/or in a timely manner, emphasizing difficulties with the production of work or performance output. |
| Working Memory | The capacity to hold information in mind for the purpose of completing a task; encode information; or generate goals, plans, and sequential steps to achieving goals.  *Working memory is essential to carrying out multistep activities, completing mental manipulations such as mental arithmetic, and following complex instructions.* |
| Plan/Organize | The perceived ability to manage current and future-oriented task demands.  *The Plan component captures the ability to anticipate future events, to set goals, and to develop appropriate sequential steps ahead of time to carry out a task or activity. The Organize component refers to the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information.* |

**BRIEF-2 Scoring**

The BRIEF-2 uses T-Scores to compare your child’s results to their same-aged peers who were used to standardize this assessment. A T-score of 50 is considered average.

Please note that even though the BRIEF-2 uses the phrase “clinically elevated,” these scores are not meant to provide a diagnosis.

|  |  |
| --- | --- |
| **T-Score Range** | **Description** |
| 59 or below | Normal |
| 60-64 | Mildly Elevated |
| 65-69 | Potentially Clinically Elevated |
| 70+ | Clinically Elevated |

**Overall Concerns:**

Parent reported concerns with the following skills:

* resist impulses
* adjust well to changes in environment people, plans, or demands
* get going on tasks, activities, and problem-solving approaches
* sustain working memory
* plan and organize their approach to problem-solving appropriately
* be appropriately cautious in their approach to tasks
* check for mistakes
* keep materials and their belongings reasonably well organized.

Kim reported concerns with the following skills:

* Resist impulses
* Adjust well to changes in environment, people, plans, or demands
* Get going on tasks, activities, and problem-solving approaches
* Plan and organize their approach to problem solving appropriately

**Youth Report**

|  |  |  |
| --- | --- | --- |
|  | Child | |
| Scale | T-Score | Percentile |
| Inhibit | **64** | **92** |
| Self-Monitor | 45 | 54 |
| **Behavior Regulation Index (BRI)** | 57 | 76 |
| Shift | **61** | **86** |
| Emotional Control | 53 | 67 |
| **Emotion Regulation Index (ERI)** | 58 | 76 |
| Task Completion | **64** | **90** |
| Working Memory | 53 | 72 |
| Plan/Organize | **62** | **90** |
| **Cognitive Regulation Index (CRI)** | **61** | **88** |
| **Global Executive Composite (GEC)** | **60** | **80** |

**Parent Report**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Parent 1 | | Parent 2 | |
| Scale | T-Score | Percentile | T-Score | Percentile |
| Inhibit | **65** | **94** | Not Completed | |
| Self-Monitor | 44 | 45 |
| **Behavior Regulation Index (BRI)** | 57 | 8 |
| Shift | **65** | **92** |
| Emotional Control | 48 | 57 |
| **Emotion Regulation Index (EMI)** | 56 | 75 |
| Initiate | **75** | **99** |
| Working Memory | **72** | **99** |
| Plan/Organize | **66** | **91** |
| Task-Monitor | **61** | **92** |
| Organization of Materials | **74** | **97** |
| **Cognitive Regulation Index (CRI)** | **74** | **95** |
| **Global Executive Composite (GEC)** | **67** | **94** |

**Teacher Report**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Parent 1 | | Parent 2 | |
| Scale | T-Score | Percentile | T-Score | Percentile |
| Inhibit | Not Completed | | Not Completed | |
| Self-Monitor |
| **Behavior Regulation Index (BRI)** |
| Shift |
| Emotional Control |
| **Emotion Regulation Index (EMI)** |
| Initiate |
| Working Memory |
| Plan/Organize |
| Task-Monitor |
| Organization of Materials |
| **Cognitive Regulation Index (CRI)** |
| **Global Executive Composite (GEC)** |

**Recommendations**

|  |  |  |
| --- | --- | --- |
|  | Accommodations and Modifications | Functional Goals |
| Inhibit | 1. Set clear rules and expectations 2. Limit distractions 3. Strategic seating 4. Positive peer modeling 5. Modify student-to-teach ratio 6. Modify workload | * Given clear expectations with visual reminders, activity breaks, and rewards for time on task * Kim will remain in their seat or at their desk successfully with fewer than two redirections per day. * Given clear expectations, practice in a structured small group setting, and rewards for appropriate social behavior, Kim will participate in school activities without peer conflict. * Given clear expectations with visual reminders, supports, and rewards, Kim will complete work successfully with fewer than two redirections. |
| Shift (Flexibility) | 1. Introduce change gradually 2. Provide consistency in teaching method and management 3. Use external guides to assist change | * Given visual cues, extensive practice, and faded cuing, Kim will manage violations of their expectations or schedule without disrupting classroom activities. * Given training and guided practice in a brainstorming routine, Kim will come up with three new ideas for an open-ended writing assignment. * Given visual cues, two or three pretransition warnings, and positive reinforcers for transitioning calmly, Kim will transition appropriately. |
| Task Completion | 1. Rule in or out basic skills deficits as cause for poor task completion 2. Assess EF strengths and weaknesses that could contribute to poor task completion 3. Provide a supervised, structured study period | N/A |
| Planning | 1. Provide examples of planning 2. Model planning | * Kim will participate with teachers and therapists in setting instructional and therapy goals (e.g., "I want to be able to read this book; hit a baseball across the gym; write a story so mom can read it"). * Given explicit instruction, visual reminders, and fading adult support, Kim will successfully distinguish target goals (e.g., doing well in school, making a friend, learning to read, graduating from school) from whim goals or off-target behavior (e.g., playing video games instead of doing homework). * Given a routine (e.g., complete sheet of math problems, ask a friend to play a game), Kim will indicate what steps or items are needed and the order of the events. * Kim will learn a general self-regulatory script for carrying out any multistep task (e.g., completing homework, writing an essay, doing a science project) and, given practice, visual cues, and fading adult supports, will apply the script independently to new situations. * Given a selection of three activities for a therapy or instructional session, Kim will indicate their order, create a plan on paper (e.g., with photographs), and stick to the plan. * Given a task that they correctly identify as difficult for them, Kim will create a plan for accomplishing the task. * If they fail to achieve a predicted grade on a test, Kim will create a plan for improving performance on the next test. |
| Organization | 1. Preorganize new information 2. Provide school-to-home communication 3. Provide extra books at home 4. Break complex tasks into smaller steps 5. Work on complex tasks one step at a time 6. Provide individualized strategy instruction with study skills classes 7. Provide organization time at beginning and end of the day 8. Provide supervised study supports 9. Work in small groups with peer models 10. Provide cross-age tutoring of organizational skills | * Given adult support and visual cues, Kim will create a system for organizing personal items in their cubby or locker.   + To tell an organized story, Kim will place photographs in order and then narrate the sequence of events.   + Given visual cues and fading adult support, Kim will select and use a system to organize their assignments and other schoolwork   + Given a complex task, Kim will organize the task on paper, including the materials needed, the steps to accomplish the task, and a time frame for completion. * • Using learned strategies and given fading adult support, Kim will prepare an organized outline before proceeding with writing projects. |

**Effectively Supporting in Your Child’s Executive Functions**

* The ultimate goal of executive function intervention is to establish regular behavioral (actions) and cognitive (thought process) routines to maximize independent, goal-oriented problem-solving. It is critical to use executive routines in a meaningful, real-world, everyday context as opposed to teaching specific skills out of context.
* Given the difficulties with working memory seen in many individuals with executive functioning challenges, break down multi-step instructions into single steps at first when learning the routine. In addition, a written copy of a multistep executive routine is often helpful.
* Allow your child to become increasingly more active in formulating and carrying out executive function interventions and reviewing their performance, further promoting internal executive control. The goal of executive function intervention is maximal independence, which necessitates the active involvement of the child in each phase via a coaching model.
* It is critical to set up your child’s environment in a way that enables them to develop automatic behavior and cognitive routines. Once these behavioral routines are established, providing positive cues and reminders is necessary to help your child internalize this routine. Direct rewards and positive incentives are also often necessary to motivate the child to attend to and practice new behavioral routines. These supports can then be slowly faded as their autonomy increases.
* When teaching explicit, goal-directed, problem-solving processes:
  + Implement processes within positive, meaningful everyday routines
  + Provide real-world relevance and meaning
  + Involve everyday people (parents, teachers, and peers) as models and coaches
  + Include the child in the design of the intervention as much as possible
* Many children with executive function difficulties have not yet internalized the routines needed for well-regulated problem-solving. Therefore, adults supporting the child must often start with external supports like modeling, coaching, and guidance by important everyday people. With regular practice, this external support gradually transitions into an internal process for the child as the direct coaching and cuing are faded.
* The general intervention process includes:
  + Externally modeling multistep problem-solving (i.e., executive) routines
  + Externally guiding with the development of everyday executive routines
  + Practicing using executive routines in everyday situations
  + Fading external support and cuing internal generation and use of executive routines
  + Coaching for generalization to new situations or new coaches
  + Providing feedback throughout the process
* It is possible to have an executive system to focus on any and all relevant activities, including classroom, therapy, social and recreational, and daily home living activities. This becomes easier once parents and school personnel develop their coaching habits. For example, any activity can include:
  + *Goal setting:* What do I need to accomplish?
  + *Self-awareness of strengths and weaknesses:* How easy or difficult is this task or goal?
  + *Organization and planning:* What materials do we need? Who will do what? In what order do we need to do these things? How long will it take?
  + *Flexibility and strategy use:* When or if a problem arises, what other ways should I think about reaching the goal? Should I ask for assistance?
  + *Monitoring:* How did I do?
* *Summarizing:* What worked and what didn't work? What was easy, what was difficult, and what will I do next time?

**Executive Functioning Resources**

Books:

Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential. By Peg Dawson and Richard Guare. 2009, Guilford Press.

Smart but Scattered Teens: The “Executive Skills” Program for Helping Teens Reach Their Potential. By Richard Guare, Peg Dawson & Colin Guare. 2012, Guilford Press.

Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility, Planning, and Organization, Second Edition. By Lynn Cannon, Lauren Kenworthy, Katie Alexander, Monica Werner, and Laura Gutermuth Anthony. 2021, Brookes Publishing.

Websites:

A Guide to Executive Function. Center on the Developing Child, Harvard University. <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence. Center on the Developing Child, Harvard University. <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

SMARTS Online Executive Functioning Curriculum. Institutes for Learning and Development, RESEARCHILD. <https://smarts-ef.org/>

Helping Kids Who Struggle with Executive Function. Child Mind Institute. <https://childmind.org/article/helping-kids-who-struggle-with-executive-functions/>