

# Behavior Rating Inventory of Executive Function<sup>®</sup>, Second Edition (BRIEF<sup>®</sup>2)

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## Overview & What's New

- Assesses impairment of executive function in children and adolescents ages 5-18 years.
- Shorter: Administration time is just 10 minutes for the core form and 5 minutes for the screening form.
- Information and research about new 12-item Parent, Teacher, and Self-Report screening forms **and** the core forms are included in one manual.
- Increased sensitivity to executive function: Items that distracted from sensitivity in key clinical groups (such as ADHD and autism spectrum disorder) have been eliminated.
- Updated with new normative data from all 50 states.
- Contains more concise scales, which reduce the burden on the parent, teacher, or adolescent respondent.
- Parent, Teacher and Self-Report forms have increased parallel structure
- Three indexes (Behavioral, Emotional, and Cognitive).
- A new infrequency scale helps identify unusual responding.



## Applications

Assess executive functioning skills in home and school environments.

Useful for school psychologists, neuropsychologists, clinical psychologists, behavior specialists, mental health practitioners, and researchers.

The screening form is appropriate for RTI coordinators, teachers, and school administrators.

## Administration & Scoring

- Administration time: 10 minutes for core form; 5 minutes for screening form; 15 minutes to score.
- Can be hand scored.
- Qualification level B (core form) or S (screening form).
- i-Admins, Score/Interpretive Reports, Feedback Reports, and Protocol Summary Reports are available on PARiConnect, PAR's digital platform.

## Test Materials

- BRIEF2 Professional Manual with Fast Guide
- Parent Form (ages 5-18 years)
- Teacher Form (ages 5-18 years)
- Self-Report Form (ages 11-18 years)
- Two-sided Scoring Summary/Profile Form (one for each form)
- 12-item screening forms also available
- Digital kits include e-manuals, i-Admins and Score/Interpretive Reports through PARiConnect

## Reliability, Validity, & Norms

- The BRIEF is the only assessment of its kind that has been used in more than 800 peer-reviewed studies worldwide, giving it the power to offer the most targeted diagnostic information and interventions among various symptoms and diagnoses.
- No new items were added to the clinical scales, allowing for a smooth, consistent transition from the BRIEF to the BRIEF2.
- A large, nationally stratified standardization sample of 3,600 cases in the BRIEF2 is matched by age, gender, ethnicity, and parent education level to the U.S. Census.
- Reliability coefficients for Parent Form and Teacher Form are above .90, and above .80 for the Self-Report Form.
- The BRIEF2 is correlated with other measures of behavior and IQ, including the CBCL, BASC-2, Connors-3, ADHD-RS-IV, RIAS, WISC-IV, and WAIS-IV.
- Further analysis indicates a 3-factor solution: Behavior Regulation Index, Emotional Regulation Index, and Cognitive Regulation Index.
- Base rates and mean performance across several clinical groups (e.g. ADHD types, ASD, LD, anxiety, TBI, epilepsy, NF-I, cancer, and diabetes) are provided in the professional manual.
- New reliable change statistics make it easy to measure the significance of change in scores over time.

BRIEF2 Clinical and Validity Scales		
Global Executive Composite	<b>Behavior Regulation Index</b>	
	Inhibit	Control impulses; appropriately stop own behavior at the proper time.
	Self-Monitor	Keep track of the effect of own behavior on others.
	<b>Emotion Regulation Index</b>	
	Shift	Move freely from one situation, activity, or aspect of a problem to another as the situation demands; transition; solve problems flexibly.
	Emotional Control	Modulate emotional responses appropriately.
	<b>Cognitive Regulation Index</b>	
	Initiate (Parent/Teacher only)	Begin a task or activity; independently generate ideas.
	Task Completion (Self-Report only)	Complete schoolwork or chores in timely fashion; finish tests within time limits; work at a satisfactory pace.
	Working Memory	Hold information in mind for the purpose of completing a task; stay with, or stick to, an activity.
	Plan/Organize	Anticipate future events; set goals; develop appropriate steps ahead of time to carry out an associated task or action; carry out tasks in a systematic manner; understand and communicate main ideas or key concepts.
	Task-Monitor (Parent/Teacher only)	Check work; assess performance during or after finishing a task to ensure attainment of goal.
	Organization of Materials (Parent/Teacher only)	Keep work space, play areas, and materials in an orderly manner.
	<b>Validity scales</b>	
Inconsistency	Extent to which the respondent answers similar BRIEF2 items in an inconsistent manner.	
Negativity	Extent to which the respondent answers selected BRIEF2 items in an unusually negative manner.	
Infrequency	Extent to which the respondent endorses unlikely events.	