Behavior Rating Inventory of Executive Function®

Self-Report Version

BRIEF®-SR

Adolescent Feedback Report

Developed by

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Client Information

<table>
<thead>
<tr>
<th>Client Name</th>
<th>Sample Client</th>
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<tbody>
<tr>
<td>Client ID</td>
<td>SC456</td>
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<tr>
<td>Gender</td>
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<td>Grade</td>
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<td>Test Date</td>
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Dear Sample:

On 02/29/2008 you completed a questionnaire about your “executive” functioning, or your strengths and weaknesses in controlling your thinking, behavior, and problem-solving. Thank you for taking the time to fill out the form. Your parents or teachers may have completed the same type of questionnaire, but it is important to understand your opinions about your abilities. This letter describes your responses on the questionnaire, and how you view yourself.

First, let’s discuss a little about executive functioning. The executive functions direct how we solve problems, how we act in our daily lives, how we manage our feelings, and how we control our attention. We break them into specific areas, including the ability to (a) choose goals for ourselves, (b) plan and organize our work, (c) inhibit (block out) distractions or stop inappropriate behaviors, (d) hold a goal and plan in mind, (e) try new approaches when needed, (f) complete work, (g) be aware of how our own behavior affects others, (h) control our emotions, (i) keep up attention and effort, and (j) manage our “stuff” such as a backpack or a locker. These executive functions can impact many of the things we do, including how well we do in school, how well we control our behavior, and how well we get along with friends, family, and teachers.

In filling out the questionnaire, you described your own abilities in each of these areas in the following ways:

1. First, when it comes to managing your impulses, you describe being able to control your behavior and think about the consequences of your actions. You can sit still when needed and you are not overly active or impulsive. You report having self-control like most others your age.

2. Some students have difficulty with change, or the ability to “shift gears” from one thing to the next. You reported that you have difficulty accepting changes in your schedule or plans, and that being around new people or being in new places bothers you. You also may find it difficult to think of new or different ways to solve problems if you get stuck.

3. The ability to control emotions is important for how one feels and behaves with friends, family and others, such as teachers. You describe struggling to manage your emotions and describe having angry or tearful outbursts more than others your age. You view yourself as overreacting to problems and stressful situations.

4. In social settings, it is important to monitor one’s own behavior, or pay attention to the effect of one’s behavior on others. You rated yourself as being less aware of how your behavior affects other people around you. You also view yourself as less aware or unsure of your own strengths and weaknesses.
5. You describe difficulty holding onto information in your head for a period of time. You reported that this causes difficulty with following directions or keeping details in mind. You may lose your place or “space out” when working on homework.

6. In situations that call for planning and organizing, you rated yourself as being able to plan ahead to solve problems. You described having a good ability to prioritize activities and to organize your tasks, such as homework assignments. You feel you can manage multiple challenges and do not put things off.

7. When it comes to your belongings, you report that you are able to keep your materials organized. You do not lose things such as homework, and you are usually prepared. Your desk, locker, and backpack are likely to be neat and well-organized.

8. When required to complete tasks, you describe yourself as having difficulty finishing small and large tasks on your own. You may not complete tasks as quickly as other people your age. When taking tests, it may be hard for you to show what you know.

Again, thank you for filling out the questionnaire. You may want to discuss these results with your parents. You may find it useful to talk about how your views match your parents’ or teachers’ perceptions of your executive function. Knowing how others see you may help you to be more successful in reaching your goals.