BRIEF-2

Behaviour Rating Inventory of Executive Function, Second Edition
UK Version

Multireport

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Overview

Test results included in this report

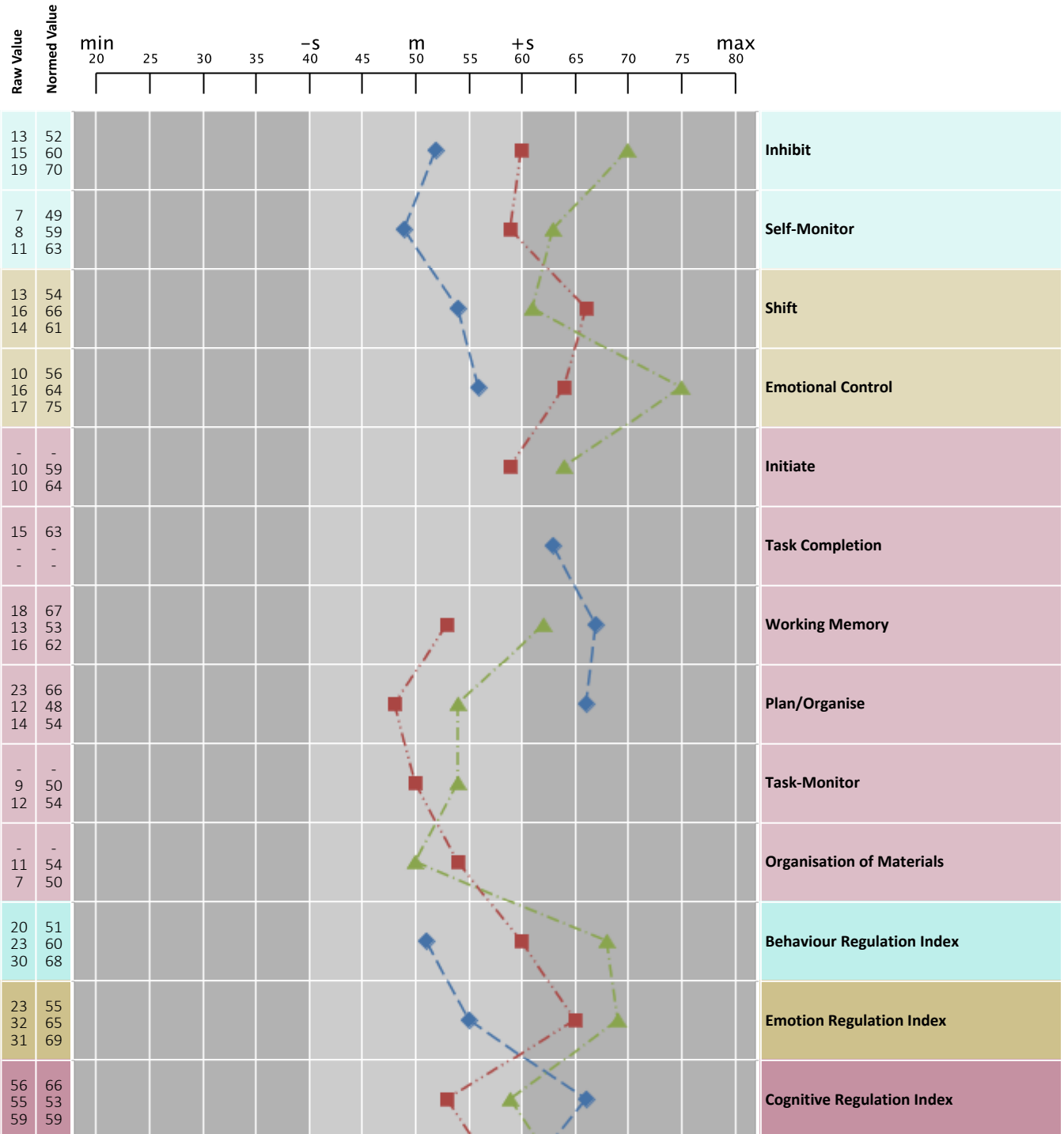| Name	Age	Gender	Test	Assessment date	Duration (seconds)	Line style
Brian Smith	13;1	m	BRIEF-2 Self-Report Form	23.11.2018	0.051	—◆—
			BRIEF-2 Parent Form (Joanne Smith)	23.11.2018	0.054	—■—
			BRIEF-2 Teacher Form (Gerald Owen)	19.11.2018	0.065	—▲—

Structure of this report
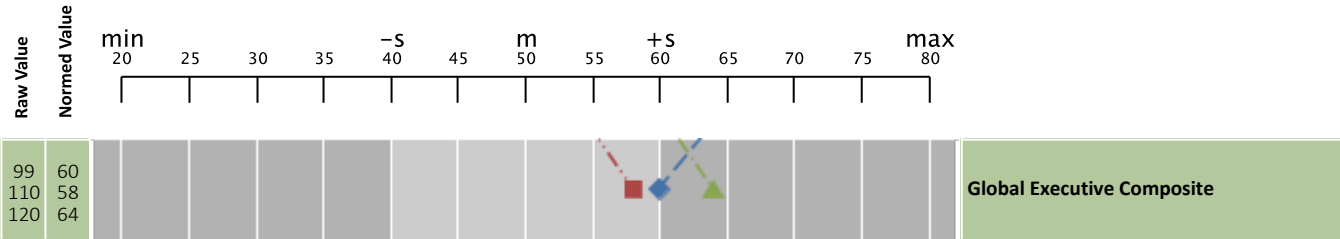
- **Profile sheet**
- **Scale details**

Only qualified psychologists or appropriately trained test administrators should interpret psychometric test results. Please follow the relevant guidelines from the appropriate professional body.

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Profile sheet

Behaviour Rating Inventory of Executive Function, Second Edition – UK Version
Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

Raw Value	Normed Value	Scale
13 / 15 / 19	52 / 60 / 70	**Inhibit**
7 / 8 / 11	49 / 59 / 63	**Self-Monitor**
13 / 16 / 14	54 / 66 / 61	**Shift**
10 / 16 / 17	56 / 64 / 75	**Emotional Control**
- / 10 / 10	- / 59 / 64	**Initiate**
15 / - / -	63 / - / -	**Task Completion**
18 / 13 / 16	67 / 53 / 62	**Working Memory**
23 / 12 / 14	66 / 48 / 54	**Plan/Organise**
- / 9 / 12	- / 50 / 54	**Task-Monitor**
- / 11 / 7	- / 54 / 50	**Organisation of Materials**
20 / 23 / 30	51 / 60 / 68	**Behaviour Regulation Index**
23 / 32 / 31	55 / 65 / 69	**Emotion Regulation Index**
56 / 55 / 59	66 / 53 / 59	**Cognitive Regulation Index**

Scale axis: min 20 25 30 35 −s 40 45 m 50 55 +s 60 65 70 75 max 80

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Behaviour Rating Inventory of Executive Function, Second Edition – UK Version
Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

Raw Value	Normed Value	min 20	25	30	35	−s 40	45	m 50	55	+s 60	65	70	75	max 80	
99 110 120	60 58 64														Global Executive Composite

Brian Smith (13;1, m)   BRIEF-2 Self-Report Form   23.11.2018 12:52:35

BRIEF-2 Parent Form (Joanne Smith)   23.11.2018 12:24:27

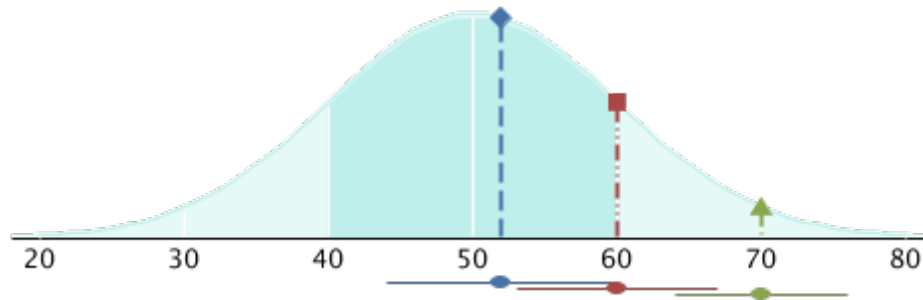BRIEF-2 Teacher Form (Gerald Owen)   19.11.2018 16:32:55

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Scale details

Inhibit

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

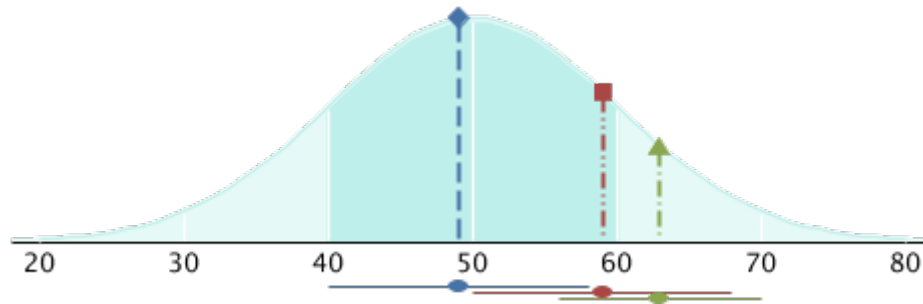|	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	13	52	0	44 - 60
■		BRIEF-2 Parent Form (Joanne Smith)	15	60	0	53 - 67
▲		BRIEF-2 Teacher Form (Gerald Owen)	19	70	0	64 - 76

Control impulses; appropriately stop own behaviour at the proper time.

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Self-Monitor

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
	Brian Smith	BRIEF-2 Self-Report Form	7	49	0	40 - 58
		BRIEF-2 Parent Form (Joanne Smith)	8	59	0	50 - 68
		BRIEF-2 Teacher Form (Gerald Owen)	11	63	0	56 - 70

Keep track of the effect of own behaviour on others.

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Shift

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
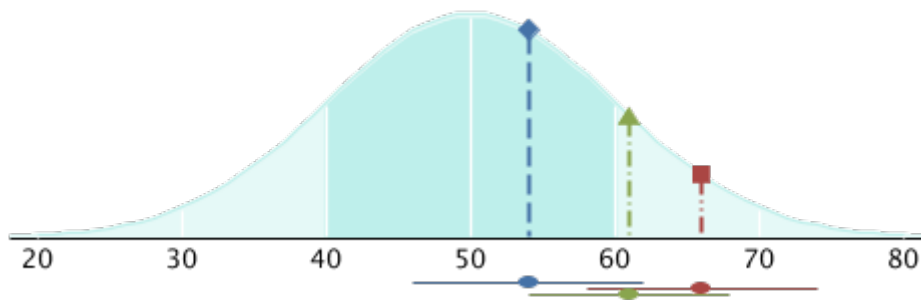
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	13	54	0	46 - 62
■		BRIEF-2 Parent Form (Joanne Smith)	16	66	0	58 - 74
▲		BRIEF-2 Teacher Form (Gerald Owen)	14	61	0	54 - 68

Move freely from one situation, activity, or aspect of a problem to another as the situation demands; transition; solve problems flexibly.
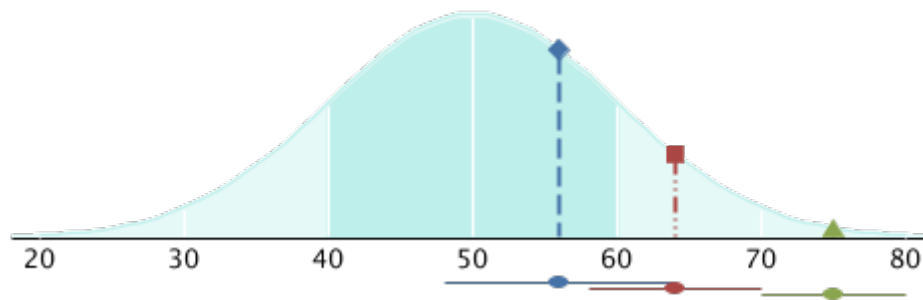
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Emotional Control

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	10	56	0	48 - 64
■		BRIEF-2 Parent Form (Joanne Smith)	16	64	0	58 - 70
▲		BRIEF-2 Teacher Form (Gerald Owen)	17	75	0	70 - 80

Modulate emotional responses appropriately.

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Initiate

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
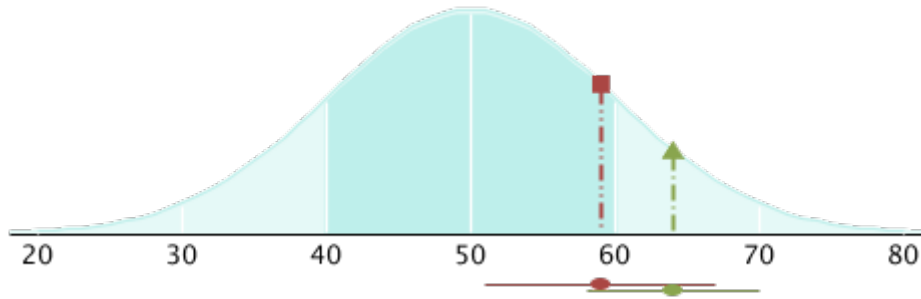
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	-	-	-	-
■		BRIEF-2 Parent Form (Joanne Smith)	10	59	0	51 - 67
▲		BRIEF-2 Teacher Form (Gerald Owen)	10	64	0	58 - 70

Begin a task or activity; independently generate ideas.

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Task Completion

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
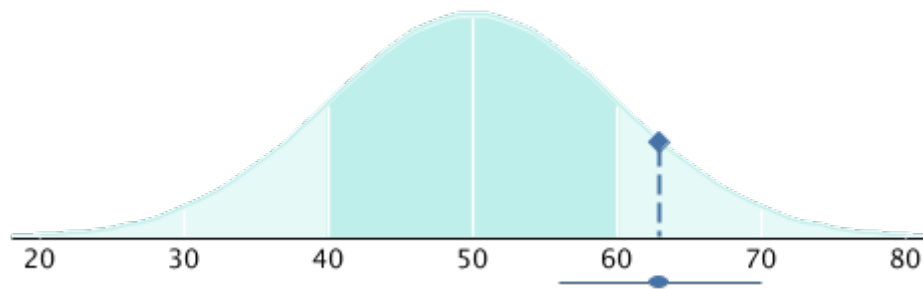
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
	Brian Smith	BRIEF-2 Self-Report Form	15	63	0	56 - 70
		BRIEF-2 Parent Form (Joanne Smith)	-	-	-	-
		BRIEF-2 Teacher Form (Gerald Owen)	-	-	-	-

Complete schoolwork or chores in timely fashion; finish tests within time limits; work at a satisfactory pace.

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Working Memory

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
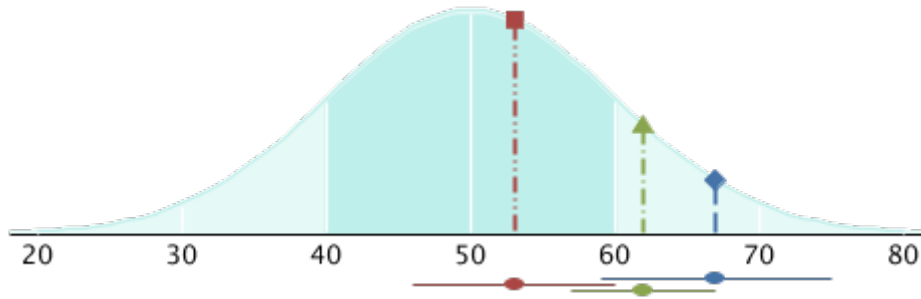
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	18	67	0	59 - 75
■		BRIEF-2 Parent Form (Joanne Smith)	13	53	0	46 - 60
▲		BRIEF-2 Teacher Form (Gerald Owen)	16	62	0	57 - 67

Hold information in mind for the purpose of completing a task; stay with, or stick to, an activity.

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Plan/Organise

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
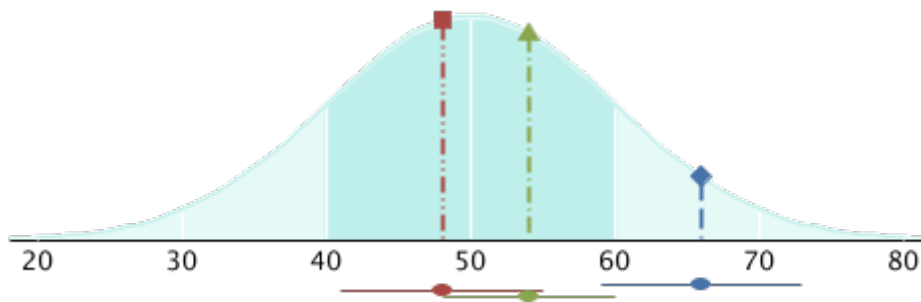
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
	Brian Smith	BRIEF-2 Self-Report Form	23	66	0	59 - 73
		BRIEF-2 Parent Form (Joanne Smith)	12	48	0	41 - 55
		BRIEF-2 Teacher Form (Gerald Owen)	14	54	0	48 - 60

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.

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Task-Monitor

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
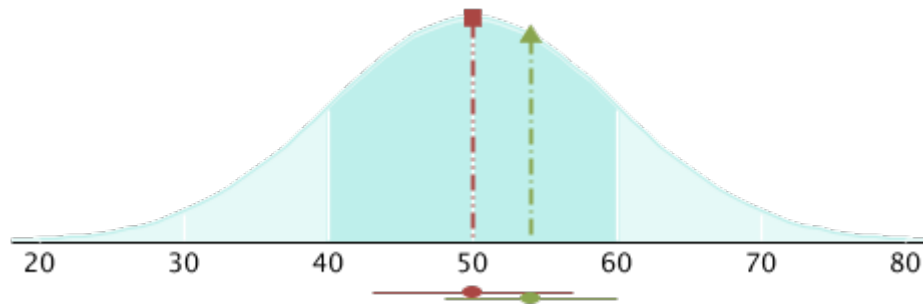
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	-	-	-	-
■		BRIEF-2 Parent Form (Joanne Smith)	9	50	0	43 - 57
▲		BRIEF-2 Teacher Form (Gerald Owen)	12	54	0	48 - 60

Check work; assess performance during or after finishing a task to ensure attainment of goal.

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Organisation of Materials

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
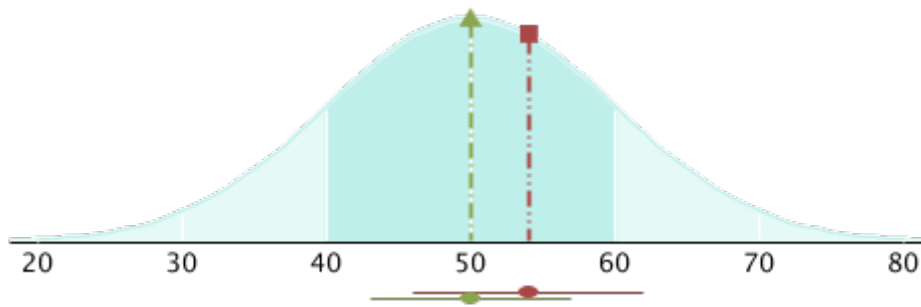
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
	Brian Smith	BRIEF-2 Self-Report Form	-	-	-	-
		BRIEF-2 Parent Form (Joanne Smith)	11	54	0	46 - 62
		BRIEF-2 Teacher Form (Gerald Owen)	7	50	0	43 - 57

Keep work space, play areas, and materials in an orderly manner.

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Behaviour Regulation Index

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
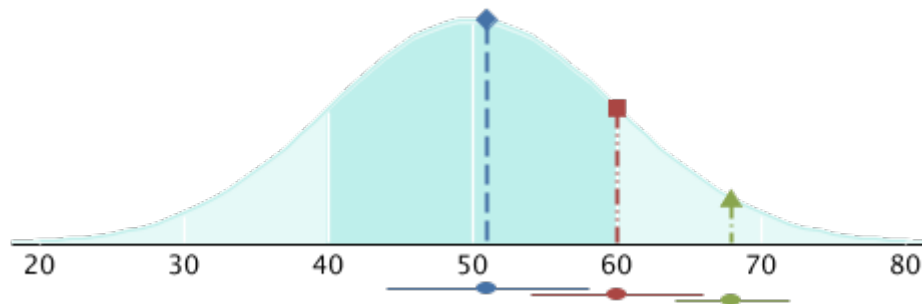
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	20	51	0	44 - 58
■		BRIEF-2 Parent Form (Joanne Smith)	23	60	0	54 - 66
▲		BRIEF-2 Teacher Form (Gerald Owen)	30	68	0	64 - 72

Ability to regulate and monitor behaviour effectively.

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Emotion Regulation Index

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
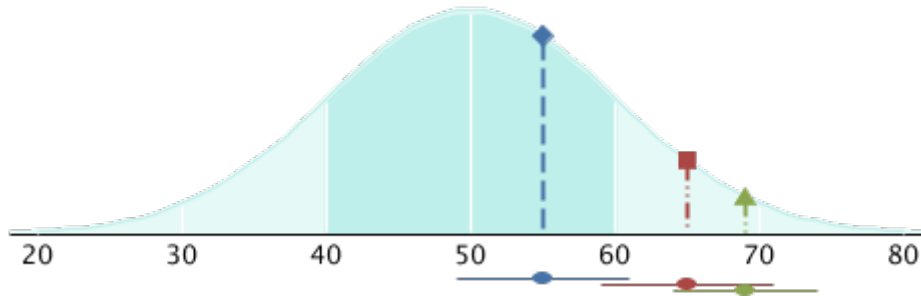
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	23	55	0	49 - 61
■		BRIEF-2 Parent Form (Joanne Smith)	32	65	0	59 - 71
▲		BRIEF-2 Teacher Form (Gerald Owen)	31	69	0	64 - 74

Ability to regulate emotional responses.

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Cognitive Regulation Index

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
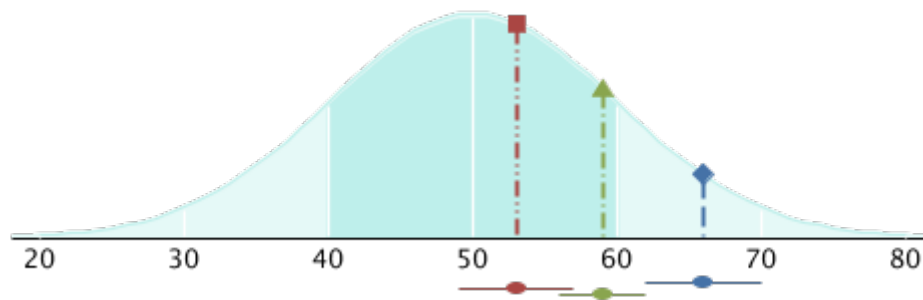
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
◆	Brian Smith	BRIEF-2 Self-Report Form	56	66	0	62 - 70
■		BRIEF-2 Parent Form (Joanne Smith)	55	53	0	49 - 57
▲		BRIEF-2 Teacher Form (Gerald Owen)	59	59	0	56 - 62

Controlling cognitive processes to enable effective problem solving.

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Global Executive Composite

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
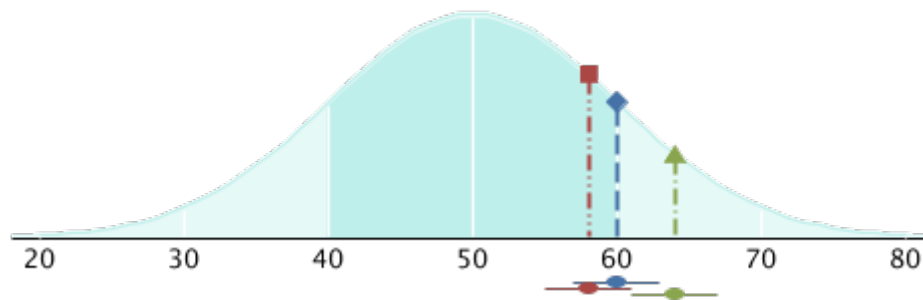
	Name	Test	Raw val	Normed val	Missing vals	Confidence interval
	Brian Smith	BRIEF-2 Self-Report Form	99	60	0	57 - 63
		BRIEF-2 Parent Form (Joanne Smith)	110	58	0	55 - 61
		BRIEF-2 Teacher Form (Gerald Owen)	120	64	0	61 - 67

Summary score incorporating all of the BRIEF-2 clinical scales.

Inconsistency

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

Name	Test	Raw val	Normed val	Missing vals	Confidence interval
Brian Smith	BRIEF-2 Self-Report Form	4	-	0	-
	BRIEF-2 Parent Form (Joanne Smith)	8	-	0	-
	BRIEF-2 Teacher Form (Gerald Owen)	3	-	0	-

Extent to which the respondent answers similar BRIEF-2 items in an inconsistent manner.

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Negativity

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

Name	Test	Raw val	Normed val	Missing vals	Confidence interval
Brian Smith	BRIEF-2 Self-Report Form	0	-	0	-
	BRIEF-2 Parent Form (Joanne Smith)	3	-	0	-
	BRIEF-2 Teacher Form (Gerald Owen)	1	-	0	-

Extent to which the respondent answers selected BRIEF-2 items in an unusually negative manner.

Infrequency

Self-Report Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Parent Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)
Teacher Form · US Boys 11–13 Years · T Score (50+10z) (Original: T Score)

Name	Test	Raw val	Normed val	Missing vals	Confidence interval
Brian Smith	BRIEF-2 Self-Report Form	0	-	0	-
	BRIEF-2 Parent Form (Joanne Smith)	1	-	0	-
	BRIEF-2 Teacher Form (Gerald Owen)	0	-	0	-

Extent to which the respondent endorses unlikely events.

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BRIEF-2

Behaviour Rating Inventory of Executive Function, Second Edition
UK Version

Brian Smith   Teacher Form
ID 245-319
Date 19/11/2018

Respondent:
Gerald Owen
teacher

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Overview

Summary profile

| 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | |

Behaviour Regulation Index

Emotion Regulation Index

Cognitive Regulation Index

Global Executive Composite
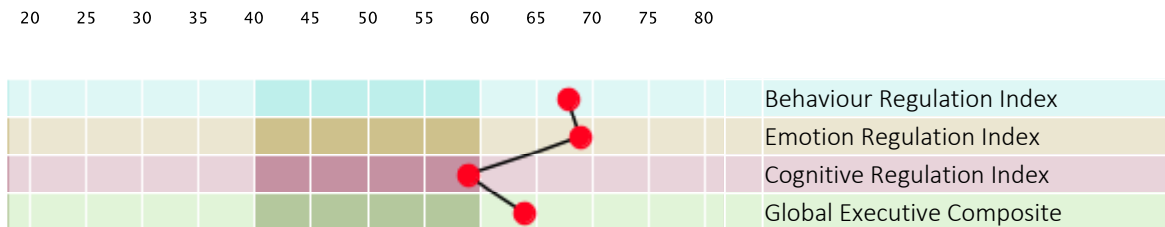
Structure of this report

- **Narrative**
- **Profile sheet**
- **Table of scores**
- **Response statistics**

Only qualified psychologists or appropriately trained test administrators should interpret psychometric test results. Please follow the relevant guidelines from the appropriate professional body.

Summary

Respondent's name:	**Gerald Owen**
Relationship to student:	**teacher**

The BRIEF-2 is a questionnaire completed by parents and teachers of school age children and adolescents from 5–18 years. This report is based on the completed **Teacher Form**, and scores are being compared with the scores of **teachers** for the 'US Boys 11–13 Years' norm group.

The BRIEF-2 assesses everyday behaviours associated with executive functions in home and school environments. There are three main indexes: the Behaviour Regulation Index (BRI); the Emotion Regulation Index (ERI); and the Cognitive Regulation Index (CRI). Together these three indexes combine to produce an overall summary score, the Global Executive Index (GEC). Validity scales are also included to view the extent to which the teacher answers items: in a consistent manner; in an unusually negative manner; and/or by endorsing unlikely events.

Interpretation

The BRIEF-2 is a clinical instrument for recording abnormalities in executive functioning across everyday behaviour. Higher raw scores are therefore accompanied by greater impairment. T-scores are used to interpret the level of executive functioning as reported by teachers on the BRIEF-2 rating forms. As with most clinical questionnaires the average value is T = 50. T-scores from 60 to 64 are considered mildly elevated, T-scores from 65 to 69 are considered potentially clinically elevated, and T-scores at or above 70 are considered clinically elevated. It is important to stress that diagnosis depends on a full assessment of the child, including the child's history, detailed observations and additional testing. Furthermore, there is no profile pathognomonic of a specific condition. While the BRIEF-2 can help define executive functions strengths/weaknesses and identify targets for intervention, it is not designed to diagnose a condition in isolation.

For all scales and indexes of the BRIEF-2:
- T-scores of 70 and higher are considered clinically elevated
- T-scores of 65–69 are considered potentially clinically elevated
- T-scores of 60–64 are considered mildly elevated
- T-scores of less than 60 are in the normal range

Behaviour Regulation Index

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
68			●		Behaviour Regulation Index
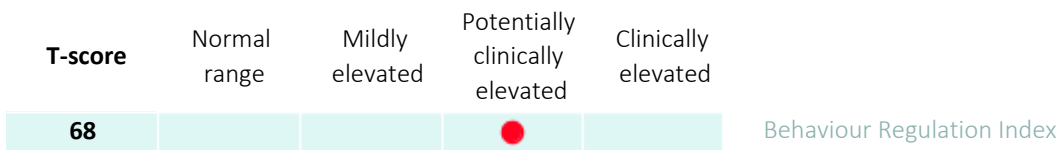
The T-score of the *Behaviour Regulation Index (BRI)* is in the **potentially clinically elevated** range.
The BRI represents a child's ability to regulate and monitor behaviour effectively. The BRI is comprised of the Inhibit and Self-Monitor scales. Appropriate behaviour regulation is likely to be a precursor to cognitive regulation, enabling the processes that guide activity and problem solving and support appropriate self-regulation.

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
70				●	Inhibit
63		●			Self-Monitor
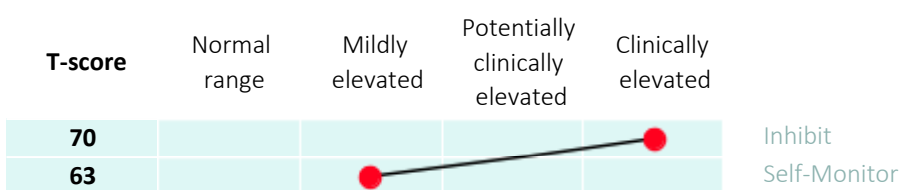
The T-score of the *Inhibit* scale is in the **clinically elevated** range.
The Inhibit scale assesses inhibitory control (ability to resist acting on impulse), which also includes the ability to stop one's own behaviour at the appropriate time.

The T-score of the *Self-Monitor* scale is in the **mildly elevated** range.
The Self-Monitor scale assesses the awareness a child has over the impact or their behaviour on outcomes and other people. This involves the capacity to observe and evaluate one's own behaviour, understand one's strengths and weaknesses, monitor one's impact on others and awareness of one's effectiveness in problem solving. Monitoring therefore enables learning from experience which will in turn support many other aspects of executive function.

Emotion Regulation Index

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
69			●		Emotion Regulation Index

The T-score of the *Emotion Regulation Index (ERI)* is in the **potentially clinically elevated** range.
The ERI represents a child's ability to regulate their emotional responses, which will include their response to changing situations. The ERI is composed of the Shift and Emotional Control scales.

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
61		●			Shift
75				●	Emotional Control
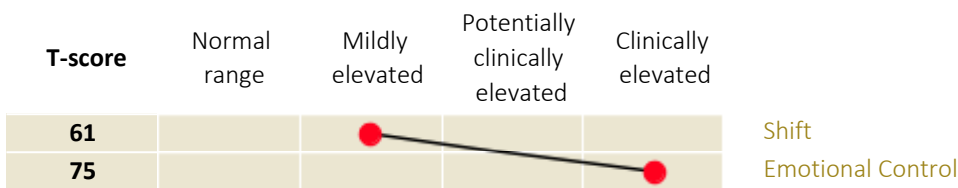
The T-score of the *Shift* scale is in the **mildly elevated** range.
The Shift scale measures the ability to move freely between a task, activity or aspect of a problem as demanded by the situation. Key aspects of shift include flexible problem solving, the switching of attention and being able to change one's focus between different topics or mind-sets.

The T-score of the *Emotional Control* scale is in the **clinically elevated** range.
The Emotional Control scale is concerned with the role of executive function within the emotional realm, and in particular with the child's ability to regulate emotions.

Cognitive Regulation Index

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
59	●				Cognitive Regulation Index
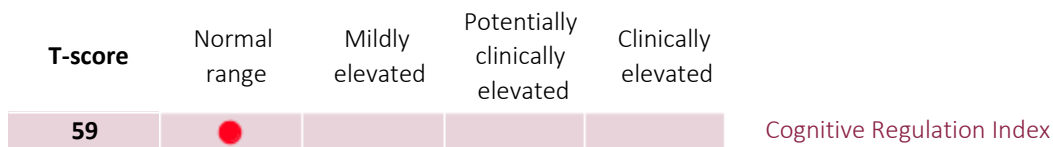
The T-score of the *Cognitive Regulation Index (CRI)* is in the **normal** range.
The CRI represents the ability to control cognitive processes to enable effective problem solving. For this report (Teacher Form) the CRI is made up of the Initiate, Working Memory, Plan/Organise, Task-Monitor and Organisation of Materials scales.

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
64		●			Initiate
62		●			Working Memory
54	●				Plan/Organise
54	●				Task-Monitor
50	●				Organisation of Materials

The T-score of the *Initiate* scale is in the **mildly elevated** range.
The Initiate scale contains items which relate to the commencement of a task and the independent development of ideas or problem-solving strategies.

The T-score of the *Working Memory* scale is in the **mildly elevated** range.
Items on the Working Memory scale measure the capacity to store information mentally to enable task completion. Working memory plays an essential role in the execution of tasks that require multi-step activities, mental arithmetic or the following of complex instructions.

The T-score of the *Plan/Organise* scale is in the **normal** range.
The Plan/Organise scale measures the child's ability to manage current and future-oriented task demands. The planning component refers to the ability to anticipate future events, the setting of goals, and the determining of the steps to a solution, so that plans can be successfully implemented. The organising component refers to the ability to bring order to information, and being able to appreciate the key concepts when learning information or communicating it to others. It therefore involves the organisation of both written and oral expressions and presentations.

The T-score of the *Task-Monitor* scale is in the **normal** range.
The Task-Monitor scale assesses difficulty in the detection of errors, such as spelling mistakes and captures the ineffective monitoring of one's work. This may mean that the final work product is not representative of a child's full knowledge or problem-solving capacity.

The T-score of the *Organisation of Materials* scale is in the **normal** range.
The Organisation of Materials scale assesses the way in which a child orders and organises their world and their belongings. It measures orderliness across work, play environments and storage spaces (e.g. desk, locker, backpack and bedroom).

Global Executive Composite

T-score	Normal range	Mildly elevated	Potentially clinically elevated	Clinically elevated	
64		🔴			Global Executive Composite
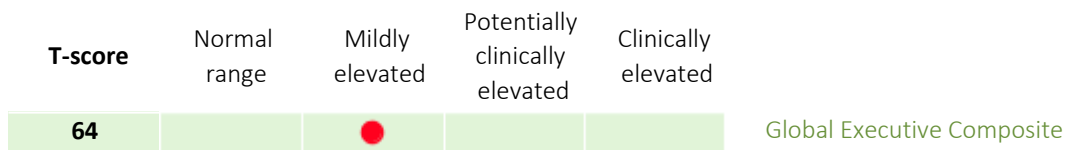
The T-score of the *Global Executive Composite (GEC)* is in the **mildly elevated** range.

The GEC is a summary score incorporating all of the BRIEF-2 clinical scales. While review of the individual scale scores is likely to yield the most useful information, the GEC may be helpful as a summary measure. To interpret the GEC score as a valid measure, it should first be determined that no significant differences exist among the BRI, ERI and CRI scores. Significant differences would suggest that the GEC is likely to obscure differences among the index scores and should therefore not be used as a valid summary measure.

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Validity scales

The value of the *Inconsistency* scale indicates an **acceptable** response.
The Inconsistency scale indicates to what extent the **teacher** answers similar BRIEF-2 items in an inconsistent manner. The practitioner should carefully review the questionnaire if this scale is classified as questionable or inconsistent.

The value of the *Negativity* scale indicates an **acceptable** response.
The Negativity scale indicates to what extent the **teacher** answers the items in an unusually negative manner, a higher raw score suggests a greater degree of negativity. Elevated scores on the scale should prompt a review of the questionnaire as it is likely to reflect that the teacher has an excessively negative perception of the child, or that the child has substantial executive dysfunction.

The value of the *Infrequency* scale indicates an **acceptable** response.
The Infrequency scale measures the extent to which the **teacher** endorses items in an atypical fashion. Scores at an infrequency level of 1 or more are considered questionable and the practitioner should carefully review the questionnaire with respect to other information about the child. An elevated infrequency scale score may indicate haphazard responding, a tendency to respond in an extreme manner, or difficulty in reading the items.

Profile sheet

Behaviour Rating Inventory of Executive Function, Second Edition – UK Version · Teacher Form
US Boys 11–13 Years · T Score (50+10z)

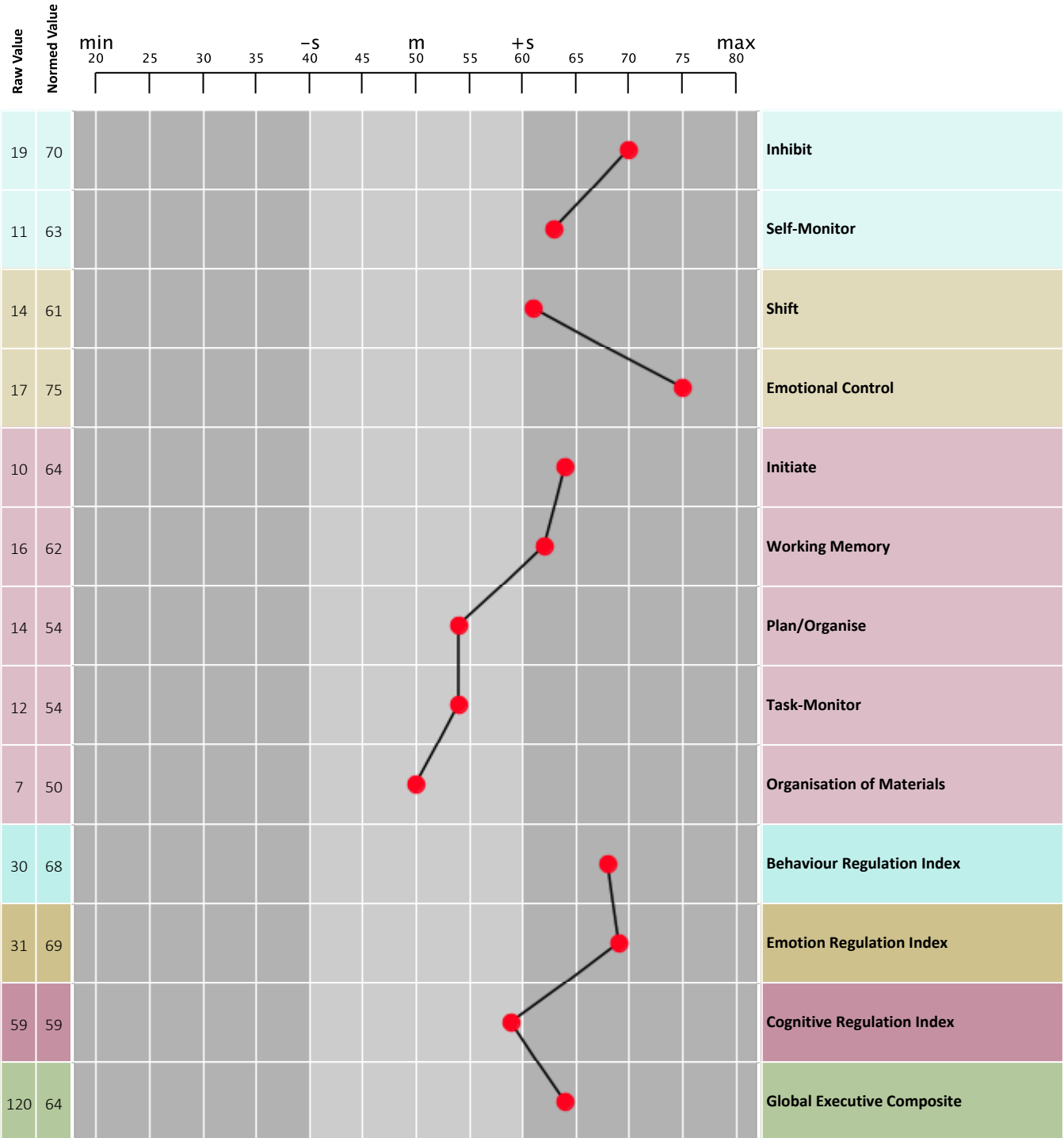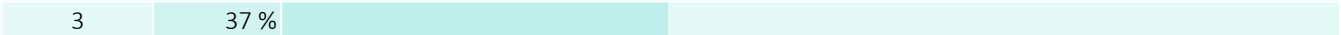| Raw Value	Normed Value	Scale
19	70	Inhibit
11	63	Self-Monitor
14	61	Shift
17	75	Emotional Control
10	64	Initiate
16	62	Working Memory
14	54	Plan/Organise
12	54	Task-Monitor
7	50	Organisation of Materials
30	68	Behaviour Regulation Index
31	69	Emotion Regulation Index
59	59	Cognitive Regulation Index
120	64	Global Executive Composite

Table of scores

Behaviour Rating Inventory of Executive Function, Second Edition – UK Version · Teacher Form

US Boys 11–13 Years · T Score (50+10z)

Scale	Raw val	Normed val
BRI		
Inhibit	19	70
Self-Monitor	11	63
Behaviour Regulation Index	30	68
ERI		
Shift	14	61
Emotional Control	17	75
Emotion Regulation Index	31	69
CRI		
Initiate	10	64
Working Memory	16	62
Plan/Organise	14	54
Task-Monitor	12	54
Organisation of Materials	7	50
Cognitive Regulation Index	59	59
GEC		
Global Executive Composite	120	64
Validity scales		
Inconsistency	3	
	Acceptable	
Negativity	1	
	Acceptable	
Infrequency	0	
	Acceptable	

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Response statistics

Distribution of responses

Step	Proportion	
1	41 %	
2	22 %	
3	37 %	

Page focus events

Sorry, page focus information is not available. It could be that the test was completed on paper or before HTS began recording page focus events.

Page focus events occur when a test taker switches away from the test to another window on the computer. For a detailed explanation, please consult the Hogrefe Testsystem Glossary.