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Parent Form Feedback Report

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Client name : Sample Client
Client ID : SC
Gender : Male
Age : 9
Birth date : 06/26/2006
Test date : 11/19/2015
Grade : 3rd
Test form : Parent Form
Rater name : Jenny
Relationship to client : Parent
Relationship description : Mother

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Introduction

The BRIEF[®]2 is completed by parents of children ages 5 to 18. It looks at nine features of executive functioning: (1) blocking out distractions; (2) understanding how actions affect others; (3) trying new approaches and adjusting to changes; (4) regulating feelings; (5) getting started on tasks or activities; (6) holding a goal and plan in mind; (7) problem solving; (8) checking one's work, and (9) organizing one's things. These skills direct a child's thought, action, and emotion, particularly during active problem solving.

It is difficult to measure these skills in children. This is why a test like the BRIEF2 is helpful.

Ratings of Sample Client's skills reveal one or more areas of concern. Concerns are noted on the following scales: Inhibit, Self-Monitor, Emotional Control, Initiate, Working Memory, Plan/Organize, Task-Monitor and Organization of Materials. Otherwise, Sample Client's abilities are appropriate for his age on the following scales: Shift. Ratings of Sample Client's behavior produced the following results:

Inhibit

Inhibit is the ability to resist urges and stop one's behavior at the appropriate time. Sample Client's ability to inhibit is an area of concern. Children with the same concerns often have trouble resisting urges and stopping their actions before they act. They may show high levels of activity. They may have inappropriate responses to others. They may interrupt and disrupt group activities. They may fail to "look before leaping."

Self-Monitoring

Self-Monitoring is a child's awareness of the effect his behavior has on others. Sample Client has trouble with monitoring overall. He is less aware of the impact of his behavior on others.

Shifting

Shifting is the ability to make transitions, tolerate change, problem solve in a flexible way, and switch attention and focus. Sample Client is able to shift his attention from task to task or from place to place without difficulty. He is able to accept different ways of solving problems. He shows flexibility in daily activities.

Emotional Control

Emotional control is the ability to express and control feelings. Sample Client has trouble expressing and regulating his feelings. He may overreact and have emotional outbursts or emotional explosiveness. He may have quick or frequent mood changes. He may have many periods of feeling upset. He may have big reactions to small events. For example, he may cry easily or become very silly with little reason. He may also have temper tantrums that are intense or happen more than appropriate for his age.

Initiation

Initiation is the ability to begin a task or activity without being told to do so. Initiation means being able to generate ideas and solve problems on one's own. Sample Client has difficulty with his ability to start on tasks. He has trouble when problem solving is needed. Initiation difficulties do not mean a child is not interested or responding to what is needed for the task. These children want to succeed at and complete a task, but they have trouble getting started. They may need prompting to begin a task. These children are at risk for being viewed as unmotivated.

Working Memory

Working memory is the ability to hold information in mind to complete a task. Working memory is needed to follow multi-step instructions. Sample Client has difficulty holding information in "active memory." He may have difficulty with working memory. This makes it hard for him to stay attentive and focused. Children with working memory concerns may have trouble remembering things even for a few seconds. They may lose track of what they are doing or forget what they are supposed to do. They often miss important information because it exceeds their working memory capacity.

Working memory is needed to keep paying attention. Children with working memory problems may not stick to an activity for an age-appropriate amount of time. They may fail to complete tasks.

Planning

Planning and organization are important parts of problem solving. Planning means setting a goal and finding the best way to reach that goal. Organization means bringing order to things. He is also able to understand new information in a way that allows him to learn it and recall it when needed.

Sample Client has planning and organizational problems. He may not understand the difficulty of a task. He may have trouble carrying out the steps needed to reach a goal. He may have good ideas but not be able to express them. Children with planning difficulties often feel overwhelmed by large amounts of information. They may get caught up in the details and miss the big picture. Such children may wait until the last minute to begin a project.

Organization

Another part of organization is being able to organize things in one's environment. This includes school desks, lockers, backpacks, and bedrooms. This means keeping track of and cleaning up belongings. This also means planning ahead so that the materials needed for a task are there. Sample Client has trouble organizing things. He may have trouble keeping things in order. He has trouble organizing what is needed for projects or assignments. Children who have difficulties in this area may have trouble because they do not have their belongings ready for use. Teaching Sample Client how to organize his things can be a useful way to teach this skill.

Task-Monitoring

Task-Monitoring means a child's ability to check how he or she did after finishing a task. Sample Client has trouble task-monitoring. Children like this are less careful on tasks or assignments. They often do not check for mistakes in their work. Caregivers may say children like this are rushing through their work and failing to check for mistakes.

*** End of Report ***