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Self-Report Form Feedback Report

by Peter K. Isquith, PhD, Gerard A. Gioia, PhD, Steven C. Guy, PhD, Lauren Kenworthy, PhD, and PAR Staff

Client name : Sample Client
Client ID : SC
Gender : Male
Age : 16
Birth date : 05/05/1999
Test date : 12/28/2015
Grade : 10th
Test form : Self-Report Form

This report is meant to give feedback to parents and teachers of young people who have completed the BRIEF2 Self-Report Form. It is best when shared and discussed in the context of all other clinical information in a feedback or therapeutic meeting.

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Introduction

The BRIEF[®]2 is completed by people aged 11 to 18 years. It looks at the adolescent's views of his own strengths and weaknesses. An understanding of the adolescent's perspective can increase understanding of parent and teacher ratings of his self-regulation, or executive function, on the BRIEF2 Parent and Teacher Forms.

The executive functions direct and control behaviors, feelings, and thoughts. They help guide problem solving. The BRIEF2 Self-Report Form looks at seven parts of executive functioning. These include (1) blocking out distractions, (2) understanding how actions affect others, (3) adjusting to changes, (4) controlling feelings, (5) solving problems, (6) holding a plan in mind, and (7) completing work on time. Measuring these skills in children and adolescents can be hard. Tests like this one can help know how a student feels about his skills.

Sample Client's ratings of his skills showed one or more areas of concern. Sample Client is generally in control of his behavior and emotions. He says, though, that he has some trouble with problem solving. Concerns were found on the following scales: Task Completion, Working Memory and Plan/Organize. Otherwise, Sample Client reports age-appropriate skills on the following scales: resist impulses, be aware of his functioning in social settings, adjust well to changes in environment, people, plans, or demands and react to events appropriately.

Sample Client's behavior across the seven areas below produced the following results:

Inhibit	Inhibit is the ability to resist urges and stop one's behavior at the appropriate time. Sample Client is able to resist urges. He shows appropriate self-control as compared to others his age.
Self-Monitoring	Self-Monitoring is a person's awareness of the effect his behavior has on others. Sample Client shows an appropriate level of monitoring. He is reasonably aware of his actions and how they impact others.

Shifting

Shifting is the ability to make transitions and tolerate change, problem solve in a flexible way, and switch attention and focus. Sample Client is able to adjust to changes in schedule, plans, and/or environment. He is able to accept different ways of solving problems. He demonstrates flexibility in daily activities.

Emotional Control

Emotional control is the ability to express and control feelings. Sample Client has an appropriate level of emotional control. He reacts to events in an appropriate way. He does not have regular or strong emotional outbursts. He does not have quick or frequent mood changes or many periods of feeling upset.

Task Completion

Task Completion is the ability to finish tasks on time. Although it is not commonly considered an executive function, Task Completion represents the outcome of other executive difficulties including working memory, planning, organization, and inhibitory control. Sample Client has some trouble finishing his homework or other tasks on time. Trouble with working memory, planning and organizing, or with the ability to stop off-task actions may cause his trouble finishing tasks.

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.

Students with working memory difficulties may have trouble remembering things like instructions or phone numbers. They may lose track of what they are doing or forget what they are supposed to do. They miss important information because it exceeds their working memory ability. Sample Client has trouble sticking to an activity for a length of time.

Planning and Organization

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. Sample Client has some 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 be unable to express them. Students with planning difficulties may feel overwhelmed by large amounts of information. They may get caught up in the details while missing the big picture.

*** End of Report ***