

BRIEF Interpretation

The Behavior Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by parents and teachers of school-aged children. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving.

1. **Inhibit** is the ability to resist impulses and to stop one's behavior at the appropriate time.
 2. **Shifting** is the ability to make transitions, tolerate change, problem-solve flexibly, and switch or alternate one's attention from one focus or topic to another.
 3. **Emotional control** reflects the influence of the executive functions on the expression and regulation of one's emotions.
- **BEHAVIOR REGULATION INDEX** is considered one's ability to problem-solve or cognitively shift freely from one situation to another, regulate his or her emotions, and behavior, etc.
1. **Initiation** is the ability to begin a task or activity without being prompted to do so. Key aspects of initiation include the ability to independently generate ideas, responses, or problem-solving strategies.
 2. **Working memory** is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand.
 3. **Planning and organization** are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organization involves the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information, either orally or in writing
 4. **Monitoring** can be viewed as consisting of two components: **Task-oriented** monitoring (or work-checking habits) and **Self-monitoring** (or interpersonal awareness). Task

monitoring reflects a child's ability to check his or her own performance during or shortly after finishing a task to ensure that he or she has accurately or appropriately attained the desired goal. Self-monitoring reflects a child's awareness of the effect that his or her behavior has on others.

- **METACOGNITION INDEX is considered one's** ability to plan, organize, self-monitor, and sustain working memory; also considered one's ability to self-manage tasks and monitor his or her performance.

GLOBAL Executive Composite—incorporates all the scales; elevated scores suggest executive function deficits in multiple areas