

# BRIEF<sup>®</sup> 2

Behavior Rating Inventory of  
Executive Function<sup>®</sup>, Second Edition

## Adolescent Feedback Report

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Generated by



Client name: Sample Client

Client ID: 1234

Gender: Male

Age: 16

Birth date: 01/01/2006

Test date: 02/15/2022

Grade: 11th

Test administrator: Sample Examiner

This report is meant to give feedback to young people who have filled out 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 with the student.

02/16/2022

Dear Sample:

On 02/15/2022, you completed a questionnaire about your executive functioning: that is, your strengths and weaknesses in controlling your behavior, emotions, and problem solving. Thank you for taking the time to fill out the form. Your parents or teachers may have answered the same questions. It is important to know what you think about your skills. This letter describes how you answered.

First, let's discuss a little bit about executive functioning. Executive functions guide how we solve problems, how we act in our lives, how we manage our feelings, and how we control our attention. We break them into six areas: the ability to (1) block distractions or stop inappropriate behaviors; (2) monitor the impact we have on others; (3) control our emotions; (4) hold a plan in our working memory; (5) hold attention and concentration; and (6) complete tasks like homework. These skills affect how well we do in school, how well we control our behavior, and how well we get along with friends, family, and teachers.

You described your abilities in the following ways:

1. When it comes to managing your urges, you say you are able to control your behavior and think about your actions. You can sit still when needed. You are not overly active or impulsive. You report having self-control like most others your age.
2. In social settings, it is important to pay attention to the effect of your actions on others. You are aware of how your behavior affects other people. You see yourself as being self-aware. You know your strengths and weaknesses.
3. Some students have a hard time with change or when switching from one thing to the next. You said that you are able to accept changes in your schedule or plans. New people or places do not bother you. You also described yourself as able to think of new or different ways to solve problems if you get stuck.
4. The ability to control emotions is important for how you act with friends, family, and others, such as teachers. You say you are able to deal with your feelings well. You do not usually have angry or tearful outbursts. You do not overreact to problems and can handle stressful times.
5. You say you have trouble finishing small and large tasks on your own. You may not finish tasks as quickly as other people your age. It may be hard for you to show what you know on tests.
6. You have trouble holding onto facts in your head. You may have difficulty following directions or remembering details. You may lose your place or space out when working on homework.
7. You said you have difficulty planning ahead to solve problems. You have difficulty prioritizing activities and organizing tasks, such as homework assignments.

Again, thank you for answering these questions. You may want to talk about these results with your parents or with me.

You may find it helpful to talk about how your views match your parents' or teachers' ideas of your executive function. Knowing how others see you may help you to be more successful in reaching your goals.

Sincerely,

Sample Examiner

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End of Report

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