

# BRIEF<sup>®</sup> 2A

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

**ADULT VERSION**

## Feedback Report

# Self-Report Form

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Generated by



**Client name:** Sample Client

**Client ID:** 12345

**Age:** 51

**Date of birth:** 05/17/1973

**Education (years):** Not Specified

**Education Level:** Not Specified

**Test date:** 10/17/2024

*This report is meant to give feedback to individuals who have completed the BRIEF2A. It is best when shared and discussed in the context of all other clinical information in a feedback or therapeutic meeting.*

# Introduction to the BRIEF2A

The Behavior Rating Inventory of Executive Function, Second Edition—Adult Version (BRIEF2A) is a questionnaire completed by adults ages 18 to 99 years and/or informants who know them well, such as spouses, children, or parents. It asks questions about how the individual views their own strengths and weaknesses in executive functioning and how others who are familiar with their functioning see them. Understanding these perspectives can help professionals work collaboratively with the individual and their loved ones to address areas of difficulty.

Executive functions regulate or manage a person’s behavior, emotions, and feelings. The BRIEF2A measures several aspects of self-regulation—that is, how executive functions play out in everyday activities and settings. These include a person’s ability to (1) inhibit (i.e., block out) distractions and keep themselves from acting impulsively or inappropriately, (2) monitor how their behavior affects others, (3) flexibly alter their behavior and/or problem-solving strategies when necessary, (4) regulate emotional responses, (5) get started on tasks or activities, (6) hold information such as goals and plans in mind over time and sustain attention and concentration, (7) plan and organize approaches to solving problems, (8) organize their belongings and environment, and (9) monitor progress toward goals.

## Overview of Results

Sample Client’s ratings of their own executive function reveal no current concerns. Sample reports being able to control their thoughts, behaviors, and emotions appropriately. This includes the ability to resist impulses, to adjust to changes in routine or in the demands of a task, to regulate their emotions, and to monitor their own behavior. They report being able to appropriately initiate activities and problem-solving strategies; to hold information in mind while engaging in an activity and sustain attention and concentration; to plan, organize, and monitor their approach to solving a problem; and to organize things in their environment. Specifically, Sample is able to resist impulses, be aware of their functioning in social settings, adjust well to changes, react to events appropriately, get going on tasks and activities and independently generate ideas, sustain working memory, plan and organize their approach to problem solving appropriately, be appropriately cautious in their approach to tasks and check for mistakes, and keep materials and belongings reasonably well-organized. Sample’s ratings of their executive functioning produced the following results.

### Inhibiting

Inhibiting is a person’s ability to resist impulses and to stop their behavior at the appropriate time.

***Remaining interpretive text redacted for sample report***

### Self-Monitoring

Self-monitoring is a person’s awareness of the effect that their behavior has on others.

***Remaining interpretive text redacted for sample report***

### Shifting

Shifting is the ability for a person to make transitions, tolerate change, problem-solve flexibly, and switch or alternate attention from one task or topic to another.

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# Emotional Control

Emotional control refers to how executive functions influence a person's expression and regulation of emotions.

*Remaining interpretive text redacted for sample report*

# Initiation

Initiation is a person's ability to get going on physical or mental activities such as generating problem-solving ideas or beginning a task.

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# Working Memory

Working memory is a person's capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as arithmetic, and following complex instructions. It also includes the ability to sustain attention and concentration.

*Remaining interpretive text redacted for sample report*

# Planning and Organization

Planning and organization are important components of problem solving. Planning refers to a person's ability to anticipate future events, set a goal, and determine the best way to reach that goal, often through a series of steps. Organization is a person's ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information either orally or in writing.

*Remaining interpretive text redacted for sample report*

# Task Monitoring

Task monitoring refers to a person's ability to keep track of their success or failure on tasks and to adjust strategies or correct mistakes.

*Remaining interpretive text redacted for sample report*

# Organization of Materials

One aspect of organization is a person's ability to order and sort things in their environment, including maintaining neat work, living, and storage spaces (e.g., desks, rooms). This type of organization involves arranging, keeping track of, and cleaning up belongings as well as ensuring in advance of a task that needed materials are available.

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**End of Report**

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