BROWN
EXECUTIVE FUNCTION / ATTENTION
SCALES™

Summary

Brown EF/A Scales™

Brown Executive Function/Attention Scales™

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Examinee Information

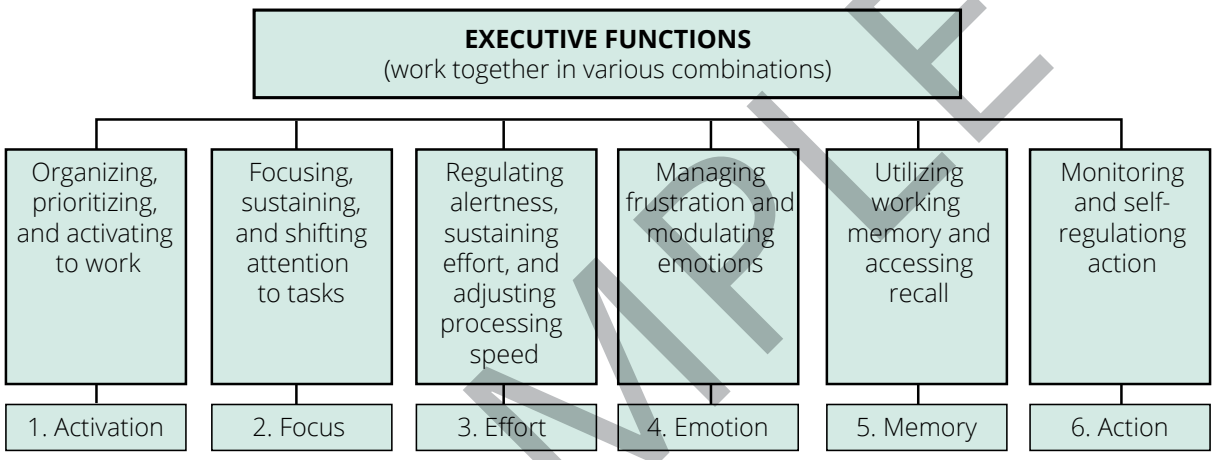
Name	Sample Examinee
ID	12345
Sex	Male
Date of Birth	05/07/2009
Norm Group	Combined-Sex

Rater Information			Date of Rating	Age at Rating
Parent	(P)	Sample Parent; Mother	11/01/2017	8 years 5 months
Self-Report	(S)	Sample Examinee	12/19/2017	8 years 7 months
Teacher	(T)	Sample Teacher; Regular-education teacher; Has known child for 3–5 months	11/10/2017	8 years 6 months

Pearson

ABOUT THE BROWN EF/A SCALES

The Brown Executive Function/Attention Scales (Brown EF/A Scales) provide an easily understandable, standardized tool to collect information about the problems an individual demonstrates or reports with executive functions, the self-management functions that support attention in multiple tasks of daily life. Results are compared with norms to indicate how any reported problems over the past 6 months (or since the assessment was last administered) compare to other people of similar age. The diagram below shows the six clusters of executive function assessed by the Brown EF/A Scales that are often impaired in ADHD.



Source: Adapted from T.E. Brown, 2005. *Attention Deficit Disorder: The Unfocused Mind in Children and Adults,* p. 22, New Haven: Yale University Press. Copyright 2005 by Thomas E. Brown. Reprinted with permission.

This report for Sample Examinee presents *T* scores derived from multiple raters using the Brown EF/A Scales. Individual scores indicate how much of a problem the child appears to have with each of the clusters; the Total Composite score is a composite of the six cluster scores. If scores indicate significant problems, a comprehensive clinical evaluation for ADHD and other possible learning, emotional, or behavioral problems should be done by a qualified clinician. These scales can also be used to monitor progress in treatment.

Cluster Scores

Cluster 1. Activation: Organizing, Prioritizing, and Activating to Work

The Activation cluster addresses difficulties individuals may have organizing tasks and materials, estimating time, prioritizing tasks, and getting started on work-like tasks (i.e., activities they have not usually chosen for pleasure). People with ADHD often have chronic difficulty with excessive procrastination. Often they will put off getting started on a task--even a task they recognize as important to them--until the very last minute. It is as though they cannot get themselves started until they perceive the task as an acute emergency or as something where delay will result in punishment. Items in this

cluster involve queries about following instructions, keeping track of assigned tasks, getting motivated in the morning, daydreaming, and rushing through assigned work.

Cluster 2. Focus: Focusing, Sustaining, and Shifting Attention to Tasks

The Focus cluster addresses problems individuals may have in sustaining attention and focus for work-like tasks or in shifting attention when needed from one activity to another. For people with ADHD, it is often difficult to focus on a specific task and sustain their attention on that task. At times, they may be easily distracted by things going on around them or by thoughts in their own minds. At other times, they may find themselves stuck on one thing, unable to shift to another task even when directed to do so. In addition, focus on reading poses difficulties for many with ADHD, especially when what they are reading is not particularly interesting to them. They generally understand the words they are reading but have to read them over and over again in order to fully grasp and remember the meaning. Items in this cluster involve queries about losing focus, paying attention, becoming easily distracted, and getting stuck doing one thing and having a hard time transitioning to another activity.

Cluster 3. Effort: Regulating Alertness, Sustaining Effort, and Adjusting Processing Speed

The Effort cluster addresses problems individuals may have in staying alert and sustaining sufficient effort for work-related tasks. It also addresses difficulties with processing information, completing tasks, and maintaining performance consistency. Many with ADHD can perform short-term projects well but have much more difficulty with sustained effort over longer periods of time. It may take them longer than others to process and react to what they see or hear, and they may find it difficult to complete tasks on time, especially when they need to explain themselves in writing. Many also experience chronic difficulty regulating their sleep and alertness. They often stay up too late simply because they can't stop themselves from thinking about things. Once asleep, however, they often sleep very soundly and have trouble getting up in the morning. At other times, they may become drowsy when not physically active or cognitively engaged even when they've had sufficient rest. Items in this cluster involve queries about staying interested in routine tasks long enough to finish them, giving up when things get difficult, requiring extra time to complete routine tasks, and having trouble sleeping at night or staying alert during the day.

Cluster 4. Emotion: Managing Frustration and Modulating Emotions

The Emotion cluster addresses difficulties individuals may have with regulating emotional reactions to the extent that they take over much of what the individuals are thinking or doing. Although the *DSM-5* does not recognize any symptoms related to emotion management as an aspect of ADHD, many with the disorder describe chronic difficulties managing frustration, anger, worry, disappointment, desire, and other emotions. They find it very difficult to put their emotions into perspective and get on with what they need to do. Many speak as though these emotions, when experienced, take over their thinking the way a computer virus might infect a computer and make it impossible for them to attend to anything else. Items in this cluster involve queries about excessive irritability, sensitivity to criticism, overwhelming nervousness and worry, and unhappiness.

Cluster 5. Memory: Utilizing Working Memory and Accessing Recall

The Memory cluster addresses problems individuals may have with forgetfulness in daily routines and recall of learned material. Very often, people with ADHD will report that they have adequate or exceptional memory for things that happened long ago but great difficulty remembering where they just put something, what someone has just said to them, or what they were about to say. They may describe having difficulty holding one or several things in mind while also attending to other tasks. In addition, many often complain that they cannot readily retrieve information they have learned from their memory when they need it. Items in this cluster involve queries about remembering instructions, following through with planned activities, keeping track of belongings, and recalling previously known information.

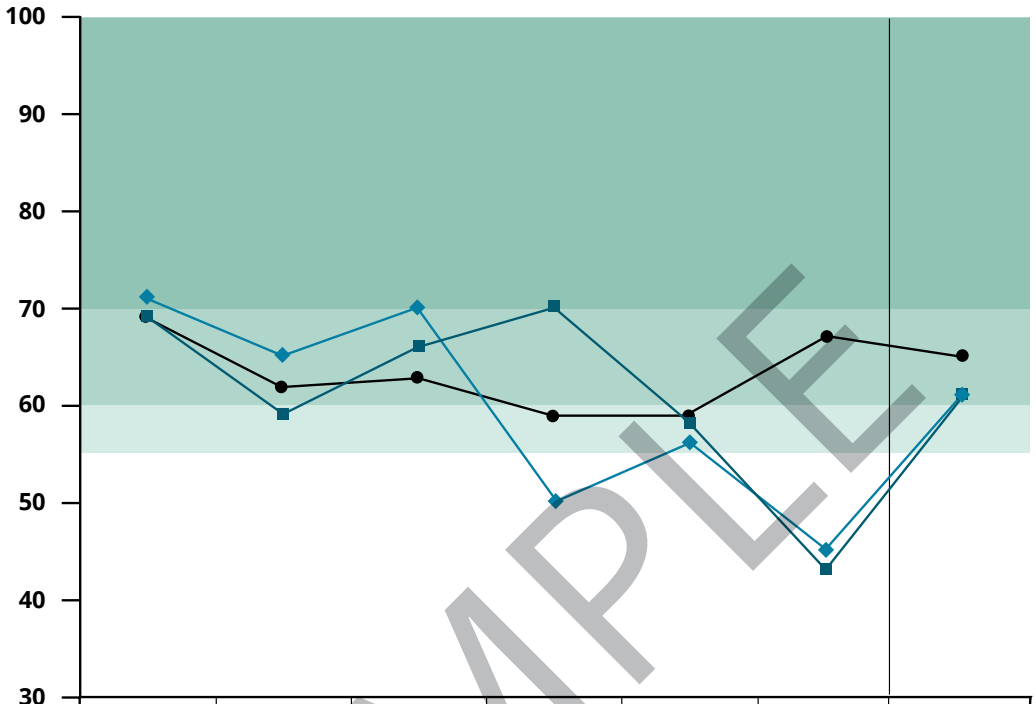
Cluster 6. Action: Monitoring and Self-Regulating Action

The Action cluster addresses problems individuals may have in recognizing appropriate behavior and self-regulating their actions. Many people with ADHD, even those without problems of hyperactive behavior, report chronic problems with inhibiting their actions. They often are impulsive in what they say or do and in the way they think, at times jumping too quickly to inaccurate conclusions. Many also report problems in monitoring the context in which they are interacting. They fail to notice when other people are puzzled, hurt, or annoyed by what they have just said or done and thus fail to modify their behavior in response to specific circumstances. They also report chronic difficulty in regulating the pace of their actions to slow themselves down or speed up as needed for specific tasks. Items in this cluster involve queries about interrupting others, being excessively restless, making careless mistakes, and being disruptive to others.

Total Composite Score

The Total Composite score is the broadest level of interpretation for the Brown EF/A Scales and represents a composite of the six cluster scores. This score provides a global measure of the child, adolescent, or adult's overall severity of executive function problems. An elevated Total Composite score indicates a pervasive self-regulatory problem in one or more of the many domains that make up executive functions. Individuals with an elevated Total Composite score often have issues with many ADHD-related symptoms and are often diagnosed with ADHD.

BROWN EF/A SCALES *T*-SCORE PROFILE



	Activation	Focus	Effort	Emotion	Memory	Action	Total Composite
● P	69	62	63	59	59	67	65
■ S	69	59	66	70	58	43	61
◆ T	71	65	70	50	56	45	61

Note: P = Parent, S = Self-Report, T = Teacher

T-Score Interpretation

Suggested ranges for the interpretation of the cluster and Total Composite *T* scores are as follows:	*T*-Score Range	Classification
	70 and above	Markedly atypical (very significant problem)
	60-69	Moderately atypical (significant problem)
	55-59	Somewhat atypical (possibly significant problem)
	54 and below	Typical (unlikely significant problem)

ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
			P, S, T	
		P, S	T	
			P, S	T
			S, T	P
	P	S	T	
		P, T	S	
			P, S, T	
			T	P
			P, T	

Note: *P = Parent, S = Self-Report, T = Teacher; an asterisked item (*) indicates that no collateral equivalent Self-Report item is available for comparison.*

Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
	P	S, T		
		P	S, T	
		S	P, T	
	S	P, T		
	S	P, T		
				P, S, T
			P, S	T
		P	S	
			P, S, T	
		P, S, T		

Note: *P = Parent, S = Self-Report, T = Teacher; an asterisked item (*) indicates that no collateral equivalent Teacher item is available for comparison.*

To protect the integrity of the test, the item content does not appear in this sample report.

Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
		P, S	T	
		P	S	T
	P, S, T			
			P, S, T	
		P, S		
		P	S, T	
				P, S, T
			P, S, T	
			P, T	S

Note: *P = Parent, S = Self-Report, T = Teacher; an asterisked item (*) indicates that no collateral equivalent Teacher item is available for comparison.*

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
	P, T	S		
	P, T		S	
	T	P	S	
		T	P, S	
			P, T	S
	T	P	S	
		P	S	
		T	P, S	
	T	P	S	
	T	P, S		

Note: *P = Parent, S = Self-Report, T = Teacher; an asterisked item (*) indicates that no collateral equivalent Teacher item is available for comparison.*

To protect the integrity of the test, the item content does not appear in this sample report.

Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
		P, T	S	
		P, S, T		
		P, S, T		
		P	S	
	P, T	S		
		S, T	P	
		P, S, T		
		T	P, S	
		P, S, T		
		P, T	S	

Note: *P = Parent, S = Self-Report, T = Teacher; an asterisked item (*) indicates that no collateral equivalent Teacher item is available for comparison.*

Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
	S, T		P	
	S, T		P	
	S, T	P		
		S, T		P
	S, T		P	
		T	S	P
	S, T	P		
	S, T	P		
	T	S	P	
	S, T		P	

Note: *P = Parent, S = Self-Report, T = Teacher*

To protect the integrity of the test, the item content does not appear in this sample report.

End of Report