

Behavior Rating Inventory of Executive Function (BRIEF)

The BRIEF is an observer-rated questionnaire for parents and teachers designed to identify executive function difficulties in everyday life in children and adolescents aged 5 to 17. It explores inhibition, flexibility, emotional control, initiation, working memory, planning, organization of materials and monitoring, in order to objectively document the functional impact of attention disorders, learning disorders, neurodevelopmental disorders or certain neurological conditions. In clinical practice, it is a useful complement to a neuropsychological assessment, providing an ecological view of the child's functioning at home and at school.

Number of questions	86 questions
Estimated duration	12 minutes
Language	English
Original name	Behavior Rating Inventory of Executive Function
Target audience	Children and adolescents (aged 5 to 17)
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Category	Childhood

Preview of the 86 questions

During the past 6 months, how often has each of the following behaviors been a problem for your child?

Overreacts to small problems

Never | Sometimes | Often

During the past 6 months, how often has each of the following behaviors been a problem for your child?

When given three things to do, remembers only the first or last

Never | Sometimes | Often

During the past 6 months, how often has each of the following behaviors been a problem for your child?

Is not a self-starter

Never | Sometimes | Often

During the past 6 months, how often has each of the following behaviors been a problem for your child?

Leaves playroom a mess

Never | Sometimes | Often

During the past 6 months, how often has each of the following behaviors been a problem for your child?

Resists or has trouble accepting a different way to solve a problem with schoolwork, friends, chores, etc.

Never | Sometimes | Often

Scoring & interpretation

Each item is scored on a 3-point frequency scale, usually never, sometimes or often, with the score increasing as the difficulty becomes more frequent. Raw scores are summed for each of the 8 scales and then converted into T-scores and percentiles using norms by age, sex and respondent type. The scales then feed into the Behavioral Regulation Index, the Metacognition Index and the Global Executive Composite. Higher T-scores indicate greater executive difficulties. In practice, scores between 60 and 64 are often considered moderately elevated, and scores of 65 or higher clinically significant. The Inconsistency and Negativity validity scales must be checked before any interpretation.

Usage

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