

BROWN

EXECUTIVE FUNCTION / ATTENTION

SCALES™

Individual Report

Brown EF/A Scales™

Brown Executive Function/Attention Scales™

Thomas E. Brown, PhD

Examinee Information

Name	Stella Whitaker
ID	
Sex	Female
Date of Birth	03/26/2013
Age at Rating	8 years 7 months
Norms Selected	Combined-Sex

Parent Rater Information

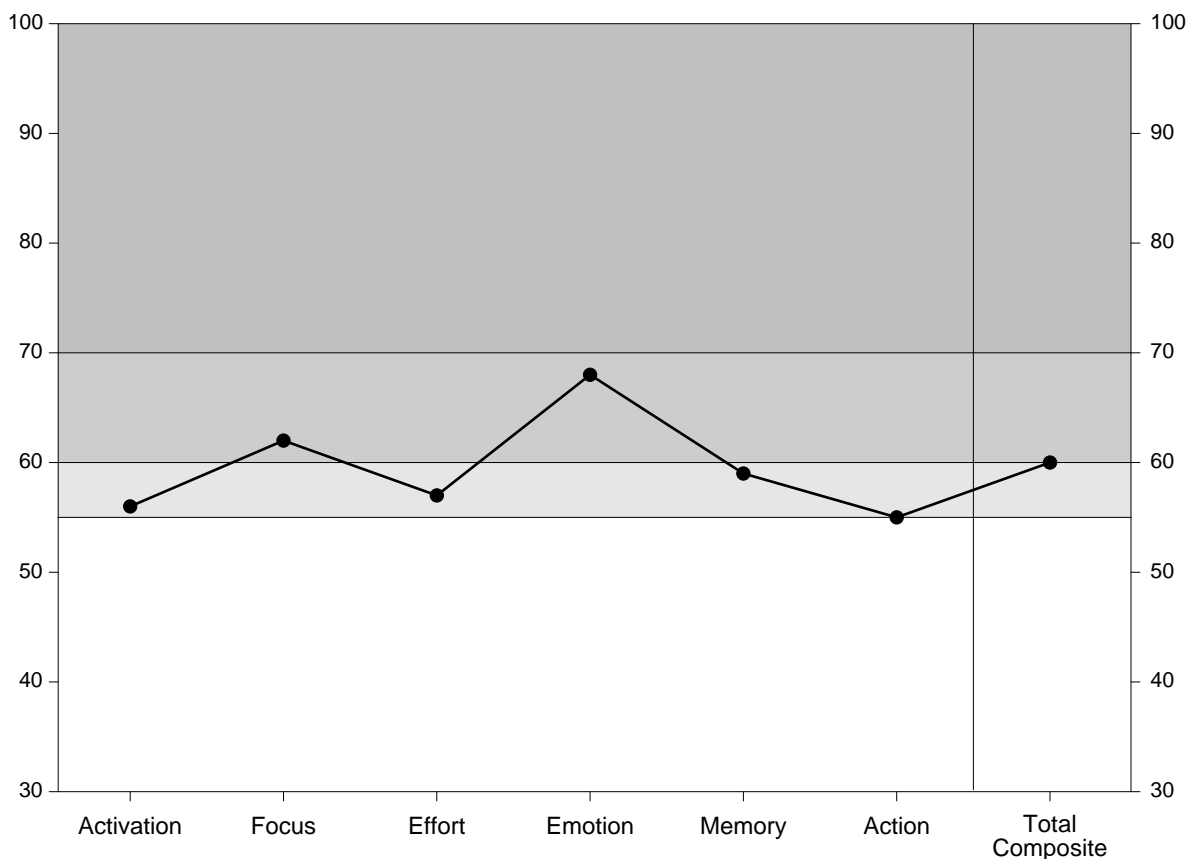
Name	Bozena Wrobel
Relation to Child	Mother
Date of Rating	11/08/2021

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[1.1 / RE1 / QG1]

BROWN EF/A SCALES T-SCORE PROFILE



Score Summary Table

Score	Score Description	Raw Score	T Score (Plotted)	Percentile Rank	90% Conf. Interval
Activation	Organizing, prioritizing, and activating to work	9	56	75	50-62
Focus	Focusing, sustaining, and shifting attention to tasks	14	62	87	57-67
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	10	57	78	52-62
Emotion	Managing frustration and modulating emotions	16	68	94	61-75
Memory	Utilizing working memory and accessing recall	11	59	84	54-64
Action	Monitoring and self-regulating action	11	55	71	50-60
Total Composite	Overall indication of executive functioning	71	60	84	57-63

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)

COMPARISON TABLES

Cluster-to-Total Composite Score Comparisons

Cluster	T Score	Total Composite Score	Difference	Significant? (.05%)	Base Rate
Activation	56	60	-4	No	
Focus	62	60	2	No	
Effort	57	60	-3	No	
Emotion	68	60	8	Yes	<=15%
Memory	59	60	-1	No	
Action	55	60	-5	No	

Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	56	62	-6	No	
Activation/Effort	56	57	-1	No	
Activation/Emotion	56	68	-12	Yes	<=15%
Activation/Memory	56	59	-3	No	
Activation/Action	56	55	1	No	
Focus/Effort	62	57	5	No	
Focus/Emotion	62	68	-6	No	
Focus/Memory	62	59	3	No	
Focus/Action	62	55	7	No	
Effort/Emotion	57	68	-11	Yes	<=15%
Effort/Memory	57	59	-2	No	
Effort/Action	57	55	2	No	
Emotion/Memory	68	59	9	No	
Emotion/Action	68	55	13	Yes	<=15%
Memory/Action	59	55	4	No	

ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
1. Seems to have trouble getting started on tests, projects, or other assigned tasks.			•	
7. Has difficulty transitioning from one activity to another.		•		
18. Has trouble waking up, getting out of bed, and getting started in the morning.		•		
25. Has trouble getting organized and doing the most important things first without wasting time.		•		
34. Daydreams too much.	•			
40. Work is rushed, incomplete, or late.		•		
43. Waits until the last minute to do things.		•		
46. Needs to be told or shown the same instructions repeatedly before following them correctly.		•		
53. Is slow to get started on doing work or getting ready to go somewhere.		•		
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
3. Is easily distracted by background noises or other activities that are happening at the same time.			•	
8. Needs to be reminded to keep working or to pay attention.			•	
17. Finds it hard to focus on one thing for a long time unless the task is interesting.			•	
32. Needs to have instructions repeated several times before understanding them.		•		
42. Gets stuck doing one thing and has a hard time switching to something else that is more important.		•		
45. Is difficult to understand because he or she speaks so quickly or keeps changing topics while talking.		•		
47. Seems to lose focus easily when listening to or reading something uninteresting.			•	
50. Tries to pay attention but seems to lose focus and misses out on important information.		•		
52. Becomes preoccupied with own thoughts and seems to forget about whatever else is going on.		•		
57. Has to read uninteresting things more than once to remember them.		•		
Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
4. Unless engaged in a favorite activity, seems sleepy or tired during the day, even after a full night of sleep.		•		
10. Needs extra time to finish routine tasks, like schoolwork or chores.			•	
16. Gives up quickly when trying to learn something new that is difficult.			•	
21. Has trouble staying interested in routine tasks, especially when working alone.		•		
28. Seems to have trouble getting to sleep at night.		•		
35. Produces inconsistent schoolwork; sometimes it's good, sometimes it's not.	•			
39. Needs to be reminded to get started or to keep working on tasks that need to be done.		•		
44. Has trouble finishing routine tasks that aren't very interesting.		•		
56. Soon after starting a school project or assignment, gets bored and doesn't want to finish it.		•		

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
6. Seems overwhelmed by everyday tasks and situations that should be manageable.		•		
12. Worries too much.				•
19. Gets frustrated and irritable over little inconveniences.		•		
24. Gets overly sensitive and defensive when teased or criticized.				•
27. Spends too much time on little details trying to make things perfect.		•		
29. Gets so nervous when taking tests that he or she is unable to remember information known the day before.			•	
33. Is shy and doesn't talk much to others of the same age.		•		
37. Seems sad or depressed.		•		
49. Seems to not care very much about schoolwork.		•		
51. Has a hard time controlling his or her temper.			•	
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
5. Has trouble remembering things just heard or read.		•		
9. Has a hard time following instructions, especially when given more than one thing to do at the same time.			•	
13. Has trouble understanding the main idea after listening to or reading a story that isn't very interesting.		•		
15. Forgets a lot of what was just heard in conversations.		•		
22. Forgets to bring--or often misplaces--needed things, such as books, schoolwork, or jacket.		•		
26. Seems to lose focus and become confused while talking.		•		
30. Leaves out or inserts letters or words that don't belong when writing.		•		
38. Has trouble memorizing things like vocabulary words, names, and dates.		•		
54. Has a hard time understanding and remembering instructions for tests or assignments.		•		
58. Plans to do things, like schoolwork or chores, but forgets about them.		•		
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
2. Finds it hard to sit still and be quiet for a long time.			•	
11. Interrupts others who are talking to say something before he or she forgets it.		•		
14. Teases, argues, complains, or misbehaves, even after being told to stop.		•		
20. Becomes restless and fidgets excessively with fingers, hair, or clothing.	•			
23. When working on schoolwork or projects, tends to do them too quickly and makes careless mistakes.			•	
31. Seems to do or say things without first carefully considering what might happen as a result.		•		
36. Talks a lot and does not seem to know when to stop.		•		
41. Interrupts others when they are in the middle of doing or saying something.		•		
48. Has trouble stopping enjoyable activities, like watching TV or playing games, even when told to do so.		•		
55. Seems to have trouble waiting to say, get, or do something.		•		

ITEM RESPONSES AS ADMINISTERED

1. 2	2. 2	3. 2	4. 1	5. 1	6. 1	7. 1	8. 2	9. 2	10. 2
11. 1	12. 3	13. 1	14. 1	15. 1	16. 2	17. 2	18. 1	19. 1	20. 0
21. 1	22. 1	23. 2	24. 3	25. 1	26. 1	27. 1	28. 1	29. 2	30. 1
31. 1	32. 1	33. 1	34. 0	35. 0	36. 1	37. 1	38. 1	39. 1	40. 1
41. 1	42. 1	43. 1	44. 1	45. 1	46. 1	47. 2	48. 1	49. 1	50. 1
51. 2	52. 1	53. 1	54. 1	55. 1	56. 1	57. 1	58. 1		

End of Report

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Summary

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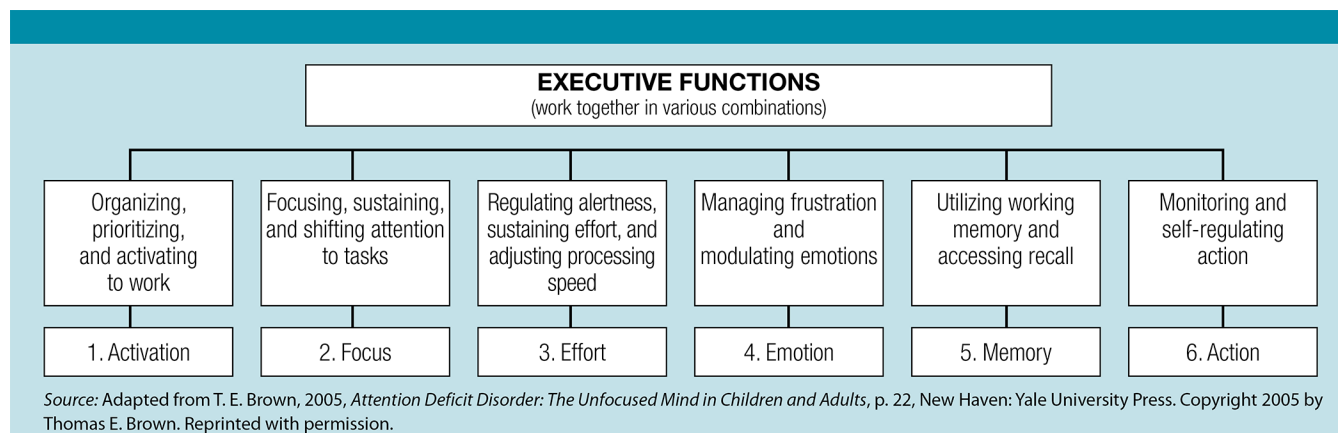
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ABOUT THE BROWN EF/A SCALES

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.



This report for Stella Whitaker presents *T* scores derived from a parent rater using the Brown EF/A Scales Child Parent Form. Normative comparisons are also available for self-report and teacher ratings. 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.

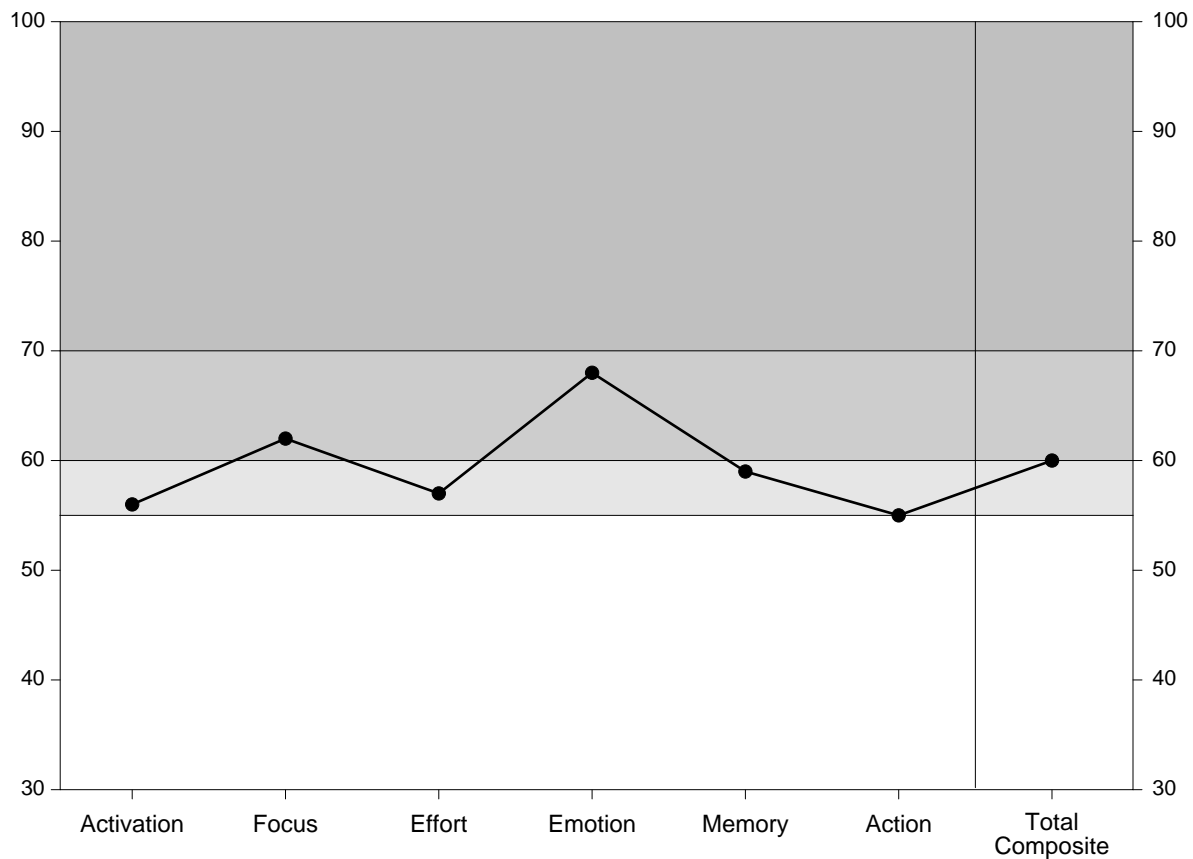
Cluster 6. Action: Monitoring and Self-Regulating Action

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.

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ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
Seems to have trouble getting started on tests, projects, or other assigned tasks.			•	
Has difficulty transitioning from one activity to another.		•		
Has trouble waking up, getting out of bed, and getting started in the morning.		•		
Has trouble getting organized and doing the most important things first without wasting time.		•		
Daydreams too much.	•			
Work is rushed, incomplete, or late.		•		
Waits until the last minute to do things.		•		
Needs to be told or shown the same instructions repeatedly before following them correctly.		•		
Is slow to get started on doing work or getting ready to go somewhere.		•		
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
Is easily distracted by background noises or other activities that are happening at the same time.			•	
Needs to be reminded to keep working or to pay attention.			•	
Finds it hard to focus on one thing for a long time unless the task is interesting.			•	
Needs to have instructions repeated several times before understanding them.		•		
Gets stuck doing one thing and has a hard time switching to something else that is more important.		•		
Is difficult to understand because he or she speaks so quickly or keeps changing topics while talking.		•		
Seems to lose focus easily when listening to or reading something uninteresting.			•	
Tries to pay attention but seems to lose focus and misses out on important information.		•		
Becomes preoccupied with own thoughts and seems to forget about whatever else is going on.		•		
Has to read uninteresting things more than once to remember them.		•		
Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
Unless engaged in a favorite activity, seems sleepy or tired during the day, even after a full night of sleep.		•		
Needs extra time to finish routine tasks, like schoolwork or chores.			•	
Gives up quickly when trying to learn something new that is difficult.			•	
Has trouble staying interested in routine tasks, especially when working alone.		•		
Seems to have trouble getting to sleep at night.		•		
Produces inconsistent schoolwork; sometimes it's good, sometimes it's not.	•			
Needs to be reminded to get started or to keep working on tasks that need to be done.		•		
Has trouble finishing routine tasks that aren't very interesting.		•		
Soon after starting a school project or assignment, gets bored and doesn't want to finish it.		•		

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
Seems overwhelmed by everyday tasks and situations that should be manageable.		•		
Worries too much.				•
Gets frustrated and irritable over little inconveniences.		•		
Gets overly sensitive and defensive when teased or criticized.				•
Spends too much time on little details trying to make things perfect.		•		
Gets so nervous when taking tests that he or she is unable to remember information known the day before.			•	
Is shy and doesn't talk much to others of the same age.		•		
Seems sad or depressed.		•		
Seems to not care very much about schoolwork.		•		
Has a hard time controlling his or her temper.			•	
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
Has trouble remembering things just heard or read.		•		
Has a hard time following instructions, especially when given more than one thing to do at the same time.			•	
Has trouble understanding the main idea after listening to or reading a story that isn't very interesting.		•		
Forgets a lot of what was just heard in conversations.		•		
Forgets to bring--or often misplaces--needed things, such as books, schoolwork, or jacket.		•		
Seems to lose focus and become confused while talking.		•		
Leaves out or inserts letters or words that don't belong when writing.		•		
Has trouble memorizing things like vocabulary words, names, and dates.		•		
Has a hard time understanding and remembering instructions for tests or assignments.		•		
Plans to do things, like schoolwork or chores, but forgets about them.		•		
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
Finds it hard to sit still and be quiet for a long time.			•	
Interrupts others who are talking to say something before he or she forgets it.		•		
Teases, argues, complains, or misbehaves, even after being told to stop.		•		
Becomes restless and fidgets excessively with fingers, hair, or clothing.	•			
When working on schoolwork or projects, tends to do them too quickly and makes careless mistakes.			•	
Seems to do or say things without first carefully considering what might happen as a result.		•		
Talks a lot and does not seem to know when to stop.		•		
Interrupts others when they are in the middle of doing or saying something.		•		
Has trouble stopping enjoyable activities, like watching TV or playing games, even when told to do so.		•		
Seems to have trouble waiting to say, get, or do something.		•		