

## **(12–18 Years) Self-Report Form**

*Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.*

## **Interpretive Report**

**Youth's Name/ID: Elias Lewis**

Age: 16 years  
Gender: Male  
Birth Date: August 31, 2008  
Grade: 10  
School: homeschool  
Administration Date: March 10, 2025  
Examiner:  
Data Entered By:

## **About the CEFI**

The Comprehensive Executive Function Inventory (12–18 Years) Self-Report Form (CEFI™ [12–18 Years] Self-Report) is used to quantify a youth's observations of his executive functioning behaviors. In combination with other information, results from the CEFI help calibrate the youth's level of executive functioning in the following areas: attention, emotion regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring, and working memory.

This computerized report provides quantitative information about the ratings of the youth. Additional interpretive information can be found in the *Comprehensive Executive Function Inventory Technical Manual*.

**This Interpretive Report is intended for use by qualified individuals. Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of the report to anyone other than the examiner, sections containing copyrighted material must be removed.**

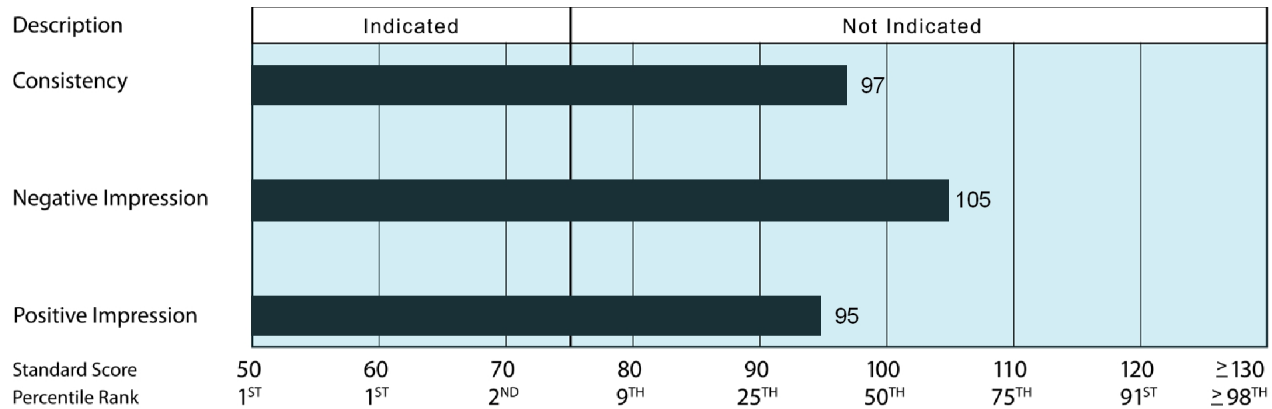


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## About the Ratings

This section of the report provides an evaluation of the ratings provided by this rater. Item scores were examined for consistency, negative impression, positive impression, and number of omitted items. This information can be used to determine whether responses should be reviewed with the rater to explore possible reasons response bias is indicated, and the amount of confidence one can have in the scores.



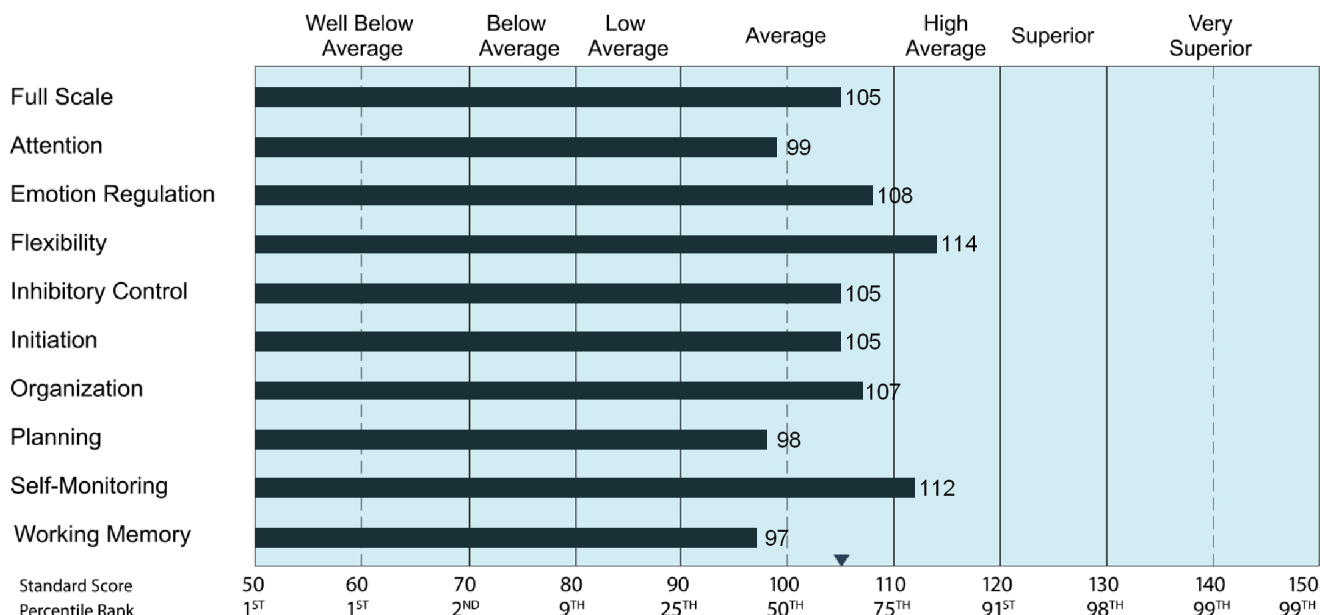
Scores	
<b>Consistency Index</b>	Standard Score = 97 Inconsistent response style is not indicated.
<b>Negative Impression Scale</b>	Standard Score = 105 Negative impression response style is not indicated.
<b>Positive Impression Scale</b>	Standard Score = 95 Positive impression response style is not indicated.
<b>Number of Omitted Items</b>	Number of Items Omitted = 0 None of the items were omitted.

## Overview of Results for Elias Lewis

### Scores in Relation to the Norm

Elias Lewis's results are provided in the graph below.

▼ Youth's Average



### Scores in Relation to the Norm and the Individual

Elias Lewis's results are detailed in the tables that follow. These scores show how Elias Lewis compares to the normative sample. They also provide an analysis of the variability of scores on the separate CEFI Scales. Differences between Elias Lewis's average score and his standard scores on each scale are presented, as is a summary column that indicates whether or not these differences were statistically significant. If a standard score on any of the CEFI Scales is greater than 109 and significantly higher than the youth's average score on the CEFI Scales, or less than 90 and significantly lower than the youth's average score, then that score represents an Executive Function Strength or an Executive Function Weakness, respectively.

Full Scale							
Standard Score		95% Confidence Interval		Percentile Rank		Classification	
105		100-110		63		Average	
CEFI Scales							
Scale	Standard Score	95% Confidence Interval	Percentile Rank	Classification	Difference from Youth's Average (105.0)	Statistically Significant? (p < .05)	Executive Function Strength/Weakness
Attention	99	89-109	47	Average	-6.0	No	-
Emotion Regulation	108	94-118	70	Average	3.0	No	-
Flexibility	114	98-123	82	High Average	9.0	No	-
Inhibitory Control	105	92-116	63	Average	0.0	No	-
Initiation	105	92-116	63	Average	0.0	No	-
Organization	107	95-116	68	Average	2.0	No	-
Planning	98	88-109	45	Average	-7.0	No	-
Self-Monitoring	112	97-122	79	High Average	7.0	No	-
Working Memory	97	86-109	42	Average	-8.0	No	-

## CEFI Results

Elias Lewis's **Full Scale** standard score of 105 falls in the *Average* range and is ranked at the 63rd percentile. This means that his score is equal to, or greater than, 63% of those obtained by youth his age in the standardization group. There is a 95% probability that Elias Lewis's true Full Scale standard score is within the range of 100 to 110. The CEFI Full Scale score is made up of items that belong on separate scales called Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. There was no significant variation among the CEFI Scales. This indicates that Elias Lewis obtained similar scores on the separate scales. This also means that the Full Scale is a good description of his executive function behaviors.

Elias Lewis's **Flexibility** scale score describes how he adjusts his behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches. His standard score of 114 falls in the *High Average* range and is ranked at the 82nd percentile. There is a 95% probability that his true Flexibility standard score is within the range of 98 to 123. Item score variability suggests that ratings for Elias Lewis were high on coming up with a new way to reach a goal, finding different ways to solve problems and solving a problem in different ways. Item score variability suggests that ratings for Elias Lewis were low on using a different strategy when another doesn't work.

Elias Lewis's **Self-Monitoring** scale score reflects his ability to evaluate his own behavior in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed. His standard score of 112 falls in the *High Average* range and is ranked at the 79th percentile. There is a 95% probability that his true Self-Monitoring standard score is within the range of 97 to 122. Ratings for Elias Lewis were high on monitoring time.

Elias Lewis's **Emotion Regulation** scale score reflects his control and management of emotions, including staying calm when handling small problems and reacting with the right level of emotion. His standard score of 108 falls in the *Average* range and is ranked at the 70th percentile. There is a 95% probability that his true Emotion Regulation standard score is within the range of 94 to 118. Variability in item scores indicates that ratings for Elias Lewis were high on staying calm when handling small problems.

Elias Lewis's **Organization** scale score reflects his ability to manage personal effects, work, or multiple tasks, including organizing tasks and thoughts well, managing time effectively, and working neatly. His standard score of 107 falls in the *Average* range and is ranked at the 68th percentile. There is a 95% probability that his true Organization standard score is within the range of 95 to 116. Item score variability suggests that ratings for Elias Lewis were high on managing money and using his time effectively.

Elias Lewis's **Inhibitory Control** scale score reflects his ability to control behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. His standard score of 105 falls in the *Average* range and is ranked at the 63rd percentile. There is a 95% probability that his true Inhibitory Control standard score is within the range of 92 to 116. Ratings for Elias Lewis were high on thinking before acting.

Elias Lewis's **Initiation** scale score describes how he begins tasks or projects on his own, including starting tasks easily, being motivated, and taking the initiative when needed. His standard score of 105 falls in the *Average* range and is ranked at the 63rd percentile. There is a 95% probability that his true Initiation standard score is within the range of 92 to 116.

Elias Lewis's **Attention** scale score reflects how well he can avoid distractions, concentrate on tasks, and sustain attention. His standard score of 99 falls in the *Average* range and is ranked at the 47th percentile. There is a 95% probability that his true Attention standard score is within the range of 89 to 109. Variability in item scores indicates that ratings for Elias Lewis were high on remaining focused around noise.

Elias Lewis's **Planning** scale score reflects how well he can develop and implement strategies to accomplish tasks, including planning ahead and making good decisions. His standard score of 98 falls in the *Average* range and is ranked at the 45th percentile. There is a 95% probability that his true Planning standard score is within the range of 88 to 109. Item score variability suggests that ratings for Elias Lewis were high on solving problems creatively. Ratings for Elias Lewis were low on finding a strategy that works and making good decisions.

Elias Lewis's **Working Memory** scale score describes how well he can keep information in mind that is important in knowing what to do and how to do it, including remembering important things, instructions, and steps. His standard score of 97 falls in the *Average* range and is ranked at the 42nd percentile. There is a 95% probability that his true Working Memory standard score is within the range of 86 to 109. Ratings for Elias Lewis were high on keeping track of his goals when making decisions. Variability in item scores indicates that ratings for Elias Lewis were low on remembering important things.

## Item Responses

The rater marked the following item responses on the CEFI (12–18 Years) Self-Report form.

Item	Rating	Item	Rating	Item	Rating
1.	5	35.	1	69.	2
2.	3	36.	4	70.	3
3.	3	37.	5	71.	2
4.	3	38.	4	72.	4
5.	3	39.	4	73.	3
6.	4	40.	2	74.	1
7.	4	41.	4	75.	3
8.	4	42.	2	76.	3
9.	3	43.	3	77.	3
10.	4	44.	2	78.	1
11.	5	45.	4	79.	3
12.	5	46.	2	80.	3
13.	3	47.	2	81.	3
14.	3	48.	1	82.	3
15.	5	49.	1	83.	5
16.	3	50.	2	84.	3
17.	4	51.	3	85.	2
18.	2	52.	3	86.	3
19.	1	53.	4	87.	4
20.	3	54.	0	88.	3
21.	2	55.	3	89.	5
22.	4	56.	3	90.	4
23.	3	57.	2	91.	3
24.	4	58.	3	92.	3
25.	2	59.	1	93.	1
26.	3	60.	4	94.	2
27.	4	61.	3	95.	2
28.	4	62.	3	96.	3
29.	4	63.	2	97.	3
30.	4	64.	3	98.	3
31.	5	65.	3	99.	3
32.	2	66.	2	100.	2
33.	2	67.	4		
34.	4	68.	1		

### Response Key:

0 = Never

1 = Rarely

2 = Sometimes

3 = Often

4 = Very Often

5 = Always

? = Omitted Item

## CEFI Items by Scale

The following tables provide item scores for each scale. This section of the report contains copyrighted items and information that are not intended for public disclosure. If it is necessary to provide a copy of the report to anyone other than the examiner, **this section must be removed.**

**The following response key applies to all of the tables in this section.**

**Item Score:** 0 = Never; 1 = Rarely; 2 = Sometimes; 3 = Often; 4 = Very Often; 5 = Always.

**(R)** = Item was reverse scored: 5 = Never; 4 = Rarely; 3 = Sometimes; 2 = Often; 1 = Very Often; 0 = Always.

? = Omitted Item.

Consistency Index				
Pair	Item 1	Score	Item 2	Score
1	80. pay attention to details?	3	91. listen closely to instructions?	3
2	86. think through your decisions?	3	100. make good decisions?	2
3	44. pay attention for a long time?	2	56. concentrate?	3
4	70. keep a commitment?	3	92. keep a promise?	3
5	28. plan for future events?	4	90. plan ahead?	4
6	41. come up with different ways to solve problems?	4	67. solve a problem in different ways?	4
7	10. control emotions when under stress?	4	12. stay calm when handling small problems?	5
8	22. do things in the right order?	4	35. find a strategy that worked?	1

Negative Impression Scale and Positive Impression Scale	
Item	Rating
2. have good thoughts about everyone?	Often
20. only care about what is best for others?	Often
24. get bothered by something?	Very Often
33. have a bad day?	Sometimes
46. do things the wrong way?	Sometimes
54. get embarrassed?	Never
61. do things perfectly?	Often
66. like everyone you met?	Sometimes
77. know the right answer?	Often
95. get upset?	Sometimes

**Note:** This table presents the actual item rating provided by the rater. See Chapter 3, *Administration and Scoring* for information on how the Negative Impression Scale and Positive Impression Scale are scored.

## CEFI Scales

**Note:** For the CEFI Scales, item scores that are substantially above the average are indicated by a lightly shaded cell (i.e.,  ), and those substantially below the average rating are in a darker cell (i.e.,  ).

Attention		Emotion Regulation	
Item	Score	Item	Score
3. finish a boring task?	3	10. control emotions when under stress?	4
11. work well in a noisy environment?	5	12. stay calm when handling small problems?	5
21. work well for a long time?	2	42. find it hard to control your emotions? (R)	3
25. concentrate while reading?	2	47. get upset when plans were changed? (R)	3
36. stay on topic when talking?	4	64. wait patiently?	3
44. pay attention for a long time?	2	68. become upset in new situations? (R)	4
56. concentrate?	3	73. respond calmly to delays?	3
62. pay attention during a boring task?	3	79. react well to surprises?	3
75. get distracted? (R)	2	81. react with the right level of emotion?	3
80. pay attention to details?	3		
91. listen closely to instructions?	3		
97. focus on one thing?	3		

Flexibility	
Item	Score
7. come up with a new way to reach a goal?	4
41. come up with different ways to solve problems?	4
45. have many ideas about how to do things?	4
60. change your behavior as needed?	4
67. solve a problem in different ways?	4
88. use the same strategy even when it didn't work? (R)	2
99. accept a different way of doing things?	3

Inhibitory Control	
Item	Score
1. think before acting?	5
19. find it hard to control your actions? (R)	4
32. think of the consequences before acting?	2
38. maintain self-control?	4
49. have trouble waiting to get what you wanted? (R)	4
70. keep a commitment?	3
74. have trouble waiting your turn? (R)	4
92. keep a promise?	3
96. respond thoughtfully?	3
98. complete a task that took a long time?	3

Initiation	
Item	Score
16. start something without being asked?	3
30. start conversations?	4
39. take on new projects?	4
40. need others to tell you to get started on things? (R)	3
55. take initiative?	3
58. appear motivated?	3
65. need help to get started on a task? (R)	2
78. fail to put plans into action? (R)	4
84. start tasks easily?	3
93. need others to tell you to do things? (R)	4

Organization	
Item	Score
5. complete one task before starting a new one?	3
13. organize your thoughts well?	3
18. appear disorganized? (R)	3
27. complete homework or tasks on time?	4
34. work neatly?	4
52. keep track of belongings?	3
63. manage several tasks at once?	2
76. organize tasks well?	3
83. manage money?	5
89. manage time effectively?	5

Planning	
Item	Score
9. prepare for school or work?	3
15. solve problems creatively?	5
22. do things in the right order?	4
28. plan for future events?	4
35. find a strategy that worked?	1
50. know what to do first?	2
59. show bad judgment when making decisions? (R)	4
71. have trouble solving problems? (R)	3
86. think through your decisions?	3
90. plan ahead?	4
100. make good decisions?	2

Self-Monitoring	
Item	Score
6. ask for help when needed?	4
14. fix your mistakes?	3
17. change a plan that was not working?	4
29. learn from past mistakes?	4
37. keep track of time?	5
48. arrive late? (R)	4
53. notice your mistakes?	4
69. make careless errors? (R)	3
82. know when a task was completed?	3
94. make a lot of mistakes? (R)	3

Working Memory	
Item	Score
4. forget instructions? (R)	2
8. remember how to do something?	4
23. forget instructions with many steps? (R)	2
26. remember many things at one time?	3
31. keep goals in mind when making decisions?	5
43. forget to do things? (R)	2
51. need instructions to be repeated? (R)	2
57. remember important things?	2
72. remember what you read?	4
85. forget where you put things? (R)	3
87. remember what you heard?	4

Date printed: March 17, 2025

**End of Report**



# Comprehensive Executive Function Inventory (12–18 Years)

## Self-Report Feedback Report

**Youth's Name/ID:** Elias Lewis  
**Age:** 16 years  
**Gender:** Male  
**Birth Date:** August 31, 2008  
**Grade:** 10

**Date of Assessment:** March 10, 2025  
**School:** homeschool  
**Examiner:**

**Note:** This feedback report is intended to provide a record of scores obtained on the CEFI. It does not replace a detailed explanation of the scores by the examiner, identified at the top of this report. If you have any questions or concerns regarding the material herein, please speak to the examiner.

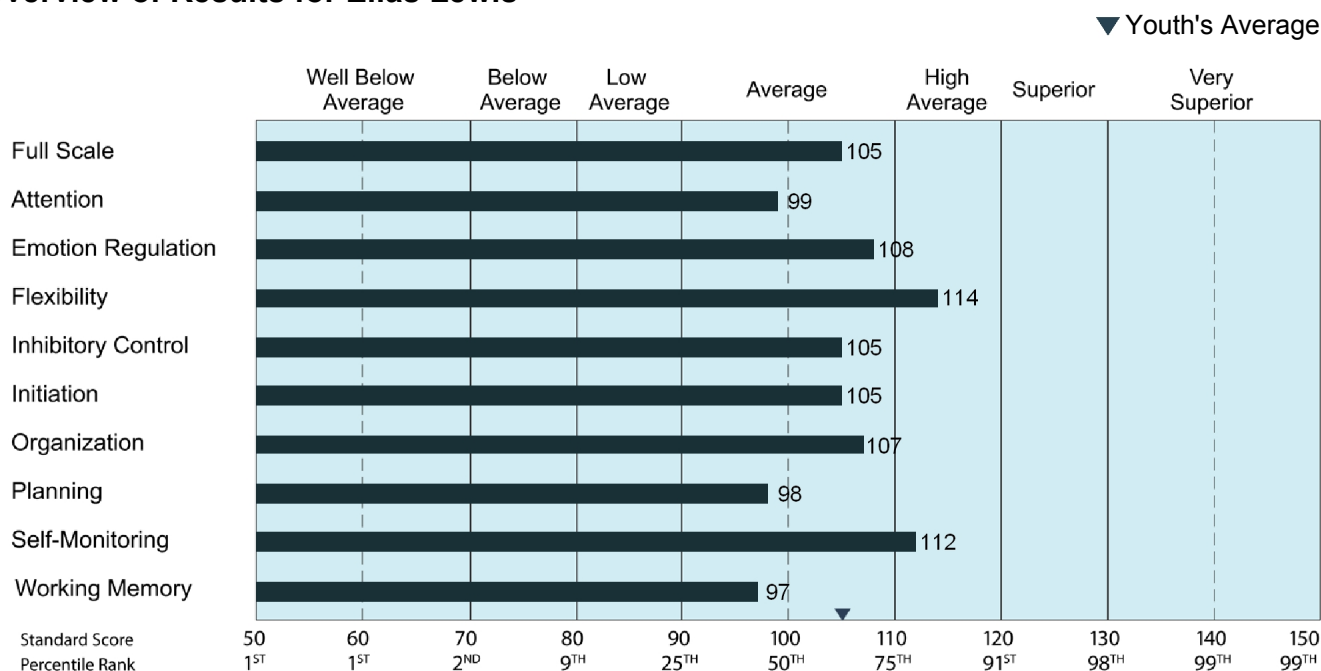
### About the CEFI

The Comprehensive Executive Function Inventory (CEFI™) is a rating scale that is used to measure Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. The CEFI gives an overall score and scores on nine separate scales.

### What CEFI Scores Mean

This report provides standard scores that are based on ratings of youth in the comparison sample (that is, youth who represent the general population). The scores are set so that 100 is *Average*, and equal to the 50<sup>th</sup> percentile rank. This means that if you obtain a score of 100, you have done as well as or better than 50 percent of youth your age. The *Average* category includes scores that range from 90 (25<sup>th</sup> percentile) to 109 (75<sup>th</sup> percentile). Scores below 90 may suggest difficulties in specific areas. Scores above 109 may suggest strengths in specific areas.

### Overview of Results for Elias Lewis



### CEFI Results for Elias Lewis

Your **Full Scale** standard score of 105 falls in the *Average* range and is ranked at the 63<sup>rd</sup> percentile. This means that your score is equal to, or greater than, 63% of those obtained by youth your age in a reference group. The Full Scale score is made up of items that belong on nine scales: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. The Full Scale score describes behavior across all of the areas measured by the nine scales, while the individual scale scores provide

information about behavior in a specific area of functioning. Individual scores on the CEFI Scales are described below.

Your **Flexibility** standard score of 114 falls in the *High Average* range and is ranked at the 82nd percentile. The ratings you received on the Flexibility scale indicate that you are good at adjusting your behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches. Your ratings were particularly high for behaviors such as coming up with a new way to reach a goal, finding different ways to solve problems and solving a problem in different ways.

Your **Self-Monitoring** standard score of 112 falls in the *High Average* range and is ranked at the 79th percentile. The ratings you received on the Self-Monitoring scale suggest that you are good at evaluating your own behavior in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed. Your item scores were particularly high for behaviors such as monitoring time.

Your **Emotion Regulation** standard score of 108 falls in the *Average* range and is ranked at the 70th percentile. The ratings you received on the Emotion Regulation scale indicate that you are average at controlling and managing your emotions, including staying calm when handling small problems and reacting with the right level of emotion.

Your **Organization** standard score of 107 falls in the *Average* range and is ranked at the 68th percentile. The ratings you received on the Organization scale suggest that you are average at managing personal effects, work, or multiple tasks.

Your **Inhibitory Control** standard score of 105 falls in the *Average* range and is ranked at the 63rd percentile. The ratings you received on the Inhibitory Control scale indicate that you are average at controlling your behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments.

Your **Initiation** standard score of 105 falls in the *Average* range and is ranked at the 63rd percentile. The ratings you received on the Initiation scale suggest that you are average at beginning tasks or projects on your own, including starting tasks easily, being motivated, and taking the initiative when needed.

Your **Attention** standard score of 99 falls in the *Average* range and is ranked at the 47th percentile. The ratings you received on the Attention scale indicate that you are average at avoiding distractions, focusing on tasks, and sustaining attention.

Your **Planning** standard score of 98 falls in the *Average* range and is ranked at the 45th percentile. The ratings you received on the Planning scale suggest that you are average at developing and implementing strategies to accomplish tasks, including planning ahead and making good decisions.

Your **Working Memory** standard score of 97 falls in the *Average* range and is ranked at the 42nd percentile. The ratings you received on the Working Memory scale indicate that you are average at keeping information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps.

**Note:** Please speak to the examiner for an explanation of the scores outlined in this feedback report or if you have any questions and/or concerns.