(5–18 Years)
Parent Form

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Interpretive Report

Youth's Name/ID:	**Harrison Lucas / HL20v2**
Age:	13 years
Gender:	Male
Birth Date:	September 02, 2011
Grade:	
School:	
Parent's Name/ID:	Spencer Lucas
Relationship to Youth:	dad
Administration Date:	February 25, 2025
Examiner:	
Data Entered By:	

About the CEFI

The Comprehensive Executive Function Inventory (5–18 Years) Parent Form (CEFI™ [5–18 Years] Parent) is used to quantify a parent's observations of a youth's 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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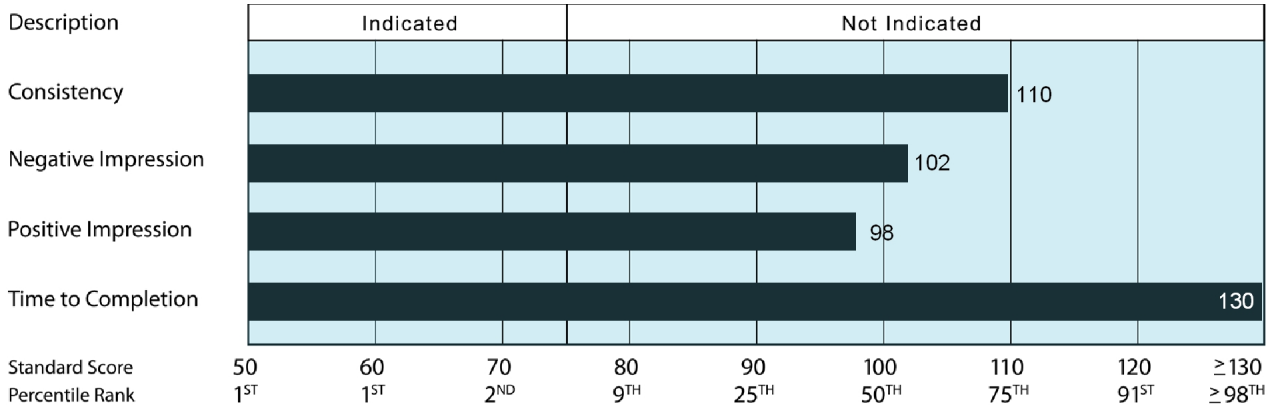
ver. 1.0

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, time to completion 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.

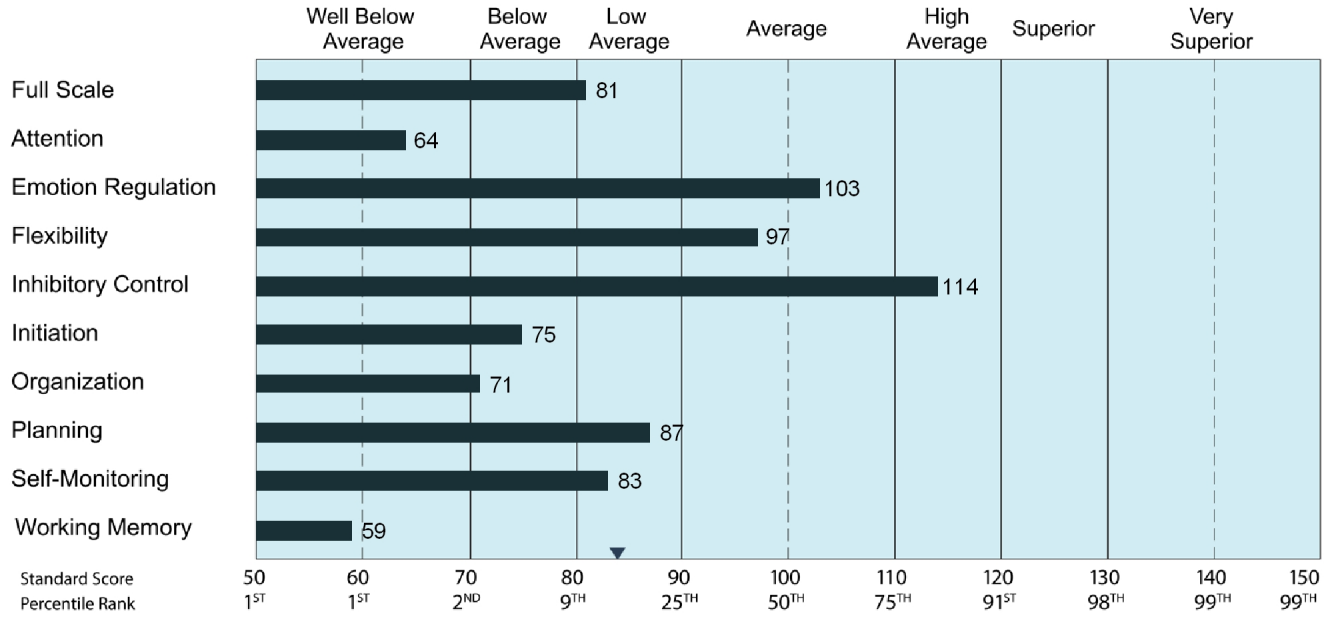


Scores	
Consistency Index	Standard Score = 110 Inconsistent response style is not indicated.
Negative Impression Scale	Standard Score = 102 Negative impression response style is not indicated.
Positive Impression Scale	Standard Score = 98 Positive impression response style is not indicated.
Time to Completion	20 hr., 6 min., 58 sec.; Standard Score = 130 Unusually fast response style is not indicated.
Number of Omitted Items	Number of Items Omitted = 0 None of the items were omitted.

Overview of Results for Harrison Lucas / HL20v2

Scores in Relation to the Norm

Harrison Lucas / HL20v2's results are provided in the graph below.



Scores in Relation to the Norm and the Individual

Harrison Lucas / HL20v2's results are detailed in the tables that follow. These scores show how Harrison Lucas / HL20v2 compares to the normative sample. They also provide an analysis of the variability of scores on the separate CEFI Scales. Differences between Harrison Lucas / HL20v2'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
81	78-85	10	Low Average

CEFI Scales

Scale	Standard Score	95% Confidence Interval	Percentile Rank	Classification	Difference from Youth's Average (83.7)	Statistically Significant? (p < .05)	Executive Function Strength/ Weakness
Attention	64	59-74	1	Well Below Average	-19.7	Yes	Weakness
Emotion Regulation	103	94-112	58	Average	19.3	Yes	-
Flexibility	97	87-108	42	Average	13.3	Yes	-
Inhibitory Control	114	104-121	82	High Average	30.3	Yes	Strength
Initiation	75	69-87	5	Below Average	-8.7	No	-
Organization	71	65-81	3	Below Average	-12.7	Yes	Weakness
Planning	87	80-96	19	Low Average	3.3	No	-
Self-Monitoring	83	76-94	13	Low Average	-0.7	No	-
Working Memory	59	54-72	1	Well Below Average	-24.7	Yes	Weakness

CEFI Results

Harrison Lucas / HL20v2's **Full Scale** standard score of 81 falls in the *Low Average* range and is ranked at the 10th percentile. This means that his score is equal to, or greater than, 10% of those obtained by youth his age in the standardization group. There is a 95% probability that Harrison Lucas / HL20v2's true Full Scale standard score is within the range of 78 to 85. 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. Because there was significant variation among these scales, the Full Scale score will sometimes be higher, and other times lower, than scores on the separate CEFI Scales. The Inhibitory Control scale was found to be a significant strength, which means that Harrison Lucas / HL20v2's behavior in this area was a strength both in relation to his average score and in relation to the norm. The Attention, Organization and Working Memory scales were found to be significant weaknesses, which means that Harrison Lucas / HL20v2's behavior in these areas was a weakness both in relation to his average score and in relation to the norm.

Harrison Lucas / HL20v2's **Inhibitory Control** scale standard score was greater than or equal to 110, and significantly higher than his average score on the CEFI Scales. This indicates that he scored especially high on his ability to control behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. Harrison Lucas / HL20v2's Inhibitory Control scale standard score of 114 falls in the *High Average* range and is ranked at the 82nd percentile, which means he scored as well as or better than 82% of the youth his age in the standardization group. There is a 95% probability that his true Inhibitory Control standard score is within the range of 104 to 121. Item score variability suggests that ratings for Harrison Lucas / HL20v2 were high on controlling his actions, maintaining self-control and waiting to get what he wants. (See the *CEFI Items by Scale* section of this report for additional high item scores.) Item score variability suggests that ratings for Harrison Lucas / HL20v2 were low on responding thoughtfully.

Harrison Lucas / HL20v2'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 103 falls in the *Average* range and is ranked at the 58th percentile. There is a 95% probability that his true Emotion Regulation standard score is within the range of 94 to 112. Ratings for Harrison Lucas / HL20v2 were high on dealing well with new situations. Ratings for Harrison Lucas / HL20v2 were low on staying calm when handling small problems.

Harrison Lucas / HL20v2'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 97 falls in the *Average* range and is ranked at the 42nd percentile. There is a 95% probability that his true Flexibility standard score is within the range of 87 to 108. Variability in item scores indicates that ratings for Harrison Lucas / HL20v2 were high on changing his behavior as needed.

Harrison Lucas / HL20v2'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 87 falls in the *Low Average* range and is ranked at the 19th percentile. There is a 95% probability that his true Planning standard score is within the range of 80 to 96. Item score variability suggests that ratings for Harrison Lucas / HL20v2 were high on showing good judgment when making decisions. Variability in item scores indicates that ratings for Harrison Lucas / HL20v2 were low on preparing for school or work, anticipating future events and planning ahead. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Harrison Lucas / HL20v2'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 83 falls in the *Low Average* range and is ranked at the 13th percentile. There is a 95% probability that his true Self-Monitoring standard score is within the range of 76 to 94. Ratings for Harrison Lucas / HL20v2 were high on asking for help when needed. Item score variability suggests that ratings for Harrison Lucas / HL20v2 were low on changing a plan that isn't working, learning from past mistakes and monitoring time. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Harrison Lucas / HL20v2'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 75 falls in the *Below Average* range and is ranked at the 5th percentile. There is a 95% probability that his true Initiation standard score is within the range of 69 to 87. Variability in item scores indicates that ratings for Harrison Lucas / HL20v2 were high on adopting new projects. Ratings for Harrison Lucas / HL20v2 were low on cueing himself to get started on things, beginning something without being asked and getting started on a task without help. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Harrison Lucas / HL20v2's **Organization** scale standard score was less than 90 and significantly lower than his average score on the CEFI Scales. This indicates that he scored especially low on his ability to manage personal effects, work, or multiple tasks, including organizing tasks and thoughts well, managing time effectively, and working neatly. Harrison Lucas / HL20v2's Organization scale standard score of 71 falls in the *Below Average* range and is ranked at the 3rd percentile, which means he scored as well as or better than 3% of the youth his age in the standardization group. There is a 95% probability that his true Organization standard score is within the range of 65 to 81. Variability in item scores indicates that ratings for Harrison Lucas / HL20v2 were low on appearing organized, completing homework or tasks on time and working neatly. (See the *CEFI Items by Scale* section of this report for additional low item scores.) Item score variability suggests that ratings for Harrison Lucas / HL20v2 were high on managing money.

Harrison Lucas / HL20v2's **Attention** scale standard score was less than 90 and significantly lower than his average score on the CEFI Scales. This indicates that he scored especially low on how well he can avoid distractions, concentrate on tasks, and sustain attention. Harrison Lucas / HL20v2's Attention scale standard score of 64 falls in the *Well Below Average* range and is ranked at the 1st percentile, which means he scored as well as or better than 1% of the youth his age in the standardization group. There is a 95% probability that his true Attention standard score is within the range of 59 to 74. Item score variability suggests that ratings for Harrison Lucas / HL20v2 were low on remaining focused around noise, working well for a long time and reading with concentration. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Harrison Lucas / HL20v2's **Working Memory** scale standard score was less than 90 and significantly lower than his average score on the CEFI Scales. This indicates that he scored especially low on how well he can keep information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps. Harrison Lucas / HL20v2's Working Memory scale standard score of 59 falls in the *Well Below Average* range and is ranked at the 1st percentile, which means he scored as well as or better than 1% of the youth his age in the standardization group. There is a 95% probability that his true Working Memory standard score is within the range of 54 to 72. Ratings for Harrison Lucas / HL20v2 were low on holding in mind instructions with many steps, having many things in mind at one time and taking note of instructions. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Item Responses

The rater marked the following item responses on the CEFI (5–18 Years) Parent form.

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

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?	2	91. listen closely to instructions?	2
2	86. think through his/her decisions?	3	100. make good decisions?	4
3	44. pay attention for a long time?	0	56. concentrate?	1
4	70. keep a commitment?	4	92. keep a promise?	4
5	28. plan for future events?	1	90. plan ahead?	1
6	41. come up with different ways to solve problems?	2	67. solve a problem in different ways?	3
7	10. control emotions when under stress?	3	12. stay calm when handling small problems?	2
8	22. do things in the right order?	2	35. find a strategy that worked?	2

Negative Impression Scale and Positive Impression Scale

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

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

Item	Score
3. finish a boring task?	1
11. work well in a noisy environment?	0
21. work well for a long time?	0
25. concentrate while reading?	0
36. stay on topic when talking?	4
44. pay attention for a long time?	0
56. concentrate?	1
62. pay attention during a boring task?	0
75. get distracted? (R)	0
80. pay attention to details?	2
91. listen closely to instructions?	2
97. focus on one thing?	1

Emotion Regulation

Item	Score
10. control emotions when under stress?	3
12. stay calm when handling small problems?	2
42. find it hard to control his/her emotions? (R)	4
47. get upset when plans were changed? (R)	4
64. wait patiently?	3
68. become upset in new situations? (R)	5
73. respond calmly to delays?	4
79. react well to surprises?	3
81. react with the right level of emotion?	2

Flexibility

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

Inhibitory Control

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

Initiation

Item	Score
16. start something without being asked?	1
30. start conversations?	2
39. take on new projects?	4
40. need others to tell him/her to get started on things? (R)	0
55. take initiative?	2
58. appear motivated?	2
65. need help to get started on a task? (R)	1
78. fail to put plans into action? (R)	3
84. start tasks easily?	1
93. need others to tell him/her to do things? (R)	1

Organization

Item	Score
5. complete one task before starting a new one?	3
13. organize his/her thoughts well?	1
18. appear disorganized? (R)	0
27. complete homework or tasks on time?	0
34. work neatly?	0
52. keep track of belongings?	1
63. manage several tasks at once?	1
76. organize tasks well?	0
83. manage money?	5
89. manage time effectively?	1

Planning

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

Self-Monitoring

Item	Score
6. ask for help when needed?	5
14. fix his/her mistakes?	2
17. change a plan that was not working?	1
29. learn from past mistakes?	1
37. keep track of time?	1
48. arrive late? (R)	3
53. notice his/her mistakes?	2
69. make careless errors? (R)	1
82. know when a task was completed?	4
94. make a lot of mistakes? (R)	3

Working Memory

Item	Score
4. forget instructions? (R)	1
8. remember how to do something?	3
23. forget instructions with many steps? (R)	0
26. remember many things at one time?	0
31. keep goals in mind when making decisions?	2
43. forget to do things? (R)	1
51. need instructions to be repeated? (R)	1
57. remember important things?	2
72. remember what he/she read?	1
85. forget where he/she put things? (R)	1
87. remember what he/she heard?	1

Date printed: February 25, 2025

End of Report

Intervention Strategies

This section provides intervention strategies for improving upon the weaknesses identified by *Low Average* to *Well Below Average* scores on the CEFI Scales. References for the sources of these strategies are provided at the end of the Intervention Strategies section. (See *CEFI Items by Scale* for a full list of items with below average scores for item-level indicators of specific weaknesses.)

Framework for Implementing Intervention Strategies

The material on this page provides a general framework to follow when implementing the various specific intervention strategies for the behaviors measured in the CEFI that may appear on subsequent pages of this report.

General Developmental Issues

- A child's developmental level should be taken into account when planning intervention strategies.
- Utilize intervention strategies that initially include external controls, prompts and cues to help the child learn and develop new skills.
- Gradually remove external controls to promote internalization of new behaviors and explicitly encourage children to develop and use their own strategies.
- Encourage the child by explicitly communicating that change is possible with effort and motivation to achieve.
- Carefully consider strategies to enhance generalization of new skills, across tasks, time, and settings.

External Support

- Structure the environment (e.g., cues, prompts), including the child's schedule (e.g., create a consistent routine with breaks and extra time for tasks) until internal control of behavior is mastered.
- Provide lists and charts that give specific suggestions for how to accomplish tasks and activities.
- Encourage children to develop their own solutions to getting things done.

Motivation

- Make use of natural motivations to encourage desired behavior.
- Promote positive behavior through reward and encouragement.

Internalization

- Provide feedback on the child's performance and encourage self-monitoring.
- Teach awareness strategies (e.g., training in self-management and self-monitoring skills; the technique of "self-talk").

Skill Building

- Build a child's vocabulary and language skills to help him/her gain control over successful expression of his/her emotions and thoughts.
- Develop verbal mediation skills (e.g., verbal cues, questions, and discussion) to guide thinking and social processes.
- Provide meditation techniques to help improve self-control over attention, affect, and behavior.
- Model behaviors that illustrate strategic problem solving, self-reflection, and thoughtful approaches to work.

Intervention Strategies for Attention

Developing Attention

- Teach the use of verbal self-commands (e.g., “Okay, calm down and think about the question.”).
- Teach focusing strategies (e.g., checking for critical features and careful listening).
- Teach the child to use only required materials.
- Teach strategies that increase inhibition and organization.
- Encourage the use of date books and special notebooks for organizing papers.
- Teach the child to stop and think before responding.
- Teach the child to count to 10 before answering.
- Teach strategies to increase alertness.
- Teach the child to be aware of his or her level of alertness.
- Teach the child to use calming self-statements.
- Encourage planned breaks so that the child does not have to sustain his or her effort for too long.

Helping a Child Overcome Problems with Inattention

First, help the child understand the nature of his or her attention problems, including:

- Concepts such as attention, resistance to distraction, and control of attention.
- Recognition of how attention affects daily functioning.
- Recognition that the deficit can be overcome.
- Basic elements of the control program.

Second, teachers and parents can help the child improve his or her motivation and persistence:

- Promote success via small steps.
- Ensure success at school and at home.
  - Allow for oral responses to tests.
  - Circumvent reading whenever possible.
- Teach rules for approaching tasks.
  - Help the child define tasks accurately.
  - Assess the child's knowledge of problems.
  - Encourage the child to consider all possible solutions.
  - Teach the child to use a correct test strategy.
- Discourage passivity and encourage independence.
  - Do not rely too heavily on teacher-oriented approaches.
  - Require the child to take responsibility for correcting his or her own work.
  - Help the child to become more self-reliant.
- Encourage the child to avoid:
  - Excessive talking.
  - Working fast with little accuracy.
  - Giving up too easily.
  - Turning in sloppy, disorganized papers.

Third, teachers and parents should give the child specific problem-solving strategies.

- Model and teach strategies that improve attention and concentration.
- Help the child to recognize when he or she is under- or over-attentive.

Naglieri, J. A., & Pickering, E. B., Helping Children Learn: Intervention Handouts for Use at School and at Home, Second Edition, 2010. Baltimore: Paul H. Brookes Publishing Co., Inc. www.brookespublishing.com. Used with the permission of the publisher.

Helping Students Improve Their Attention

Teachers and parents can do a number of things to help students improve their attention. Here are several suggestions:

- Break lessons and assignments into segments that the child can complete.
- Simplify instructions and present them in segments that the child can manage.
- Establish a cue that the teacher or parent always uses to help the child recognize when attention is lost.
- Teach the child to systematically and carefully look at materials before responding (e.g., look at all the options before choosing an answer).
- Decrease the amount of distracting information in the environment.
- Use materials that are interesting to the child.
- Teach the child to check work using calculators, spell checkers, and other helpful items.
- Encourage the child to slow down and look carefully at how words are spelled, for example.

Naglieri, J. A., & Pickering, E. B., Helping Children Learn: Intervention Handouts for Use at School and at Home, Second Edition, 2010. Baltimore: Paul H. Brookes Publishing Co., Inc. www.brookespublishing.com. Used with the permission of the publisher.

Making Instructions Easier to Process

- Make sure you have the child's attention.
- Provide both oral and written instructions.
- Give one instruction at a time and then repeat the instructions to the child, if necessary.
- Have the child repeat back the instructions to confirm that he/she understands what to do.

Structuring the Environment to Improve Attention

- Be clear and concise when discussing behavior changes with the child. Avoid lengthy discussions of problematic behaviors.
- Develop a strategy and an action plan for how the child can increase positive attention from others.
- Seat the child at the front of the class near the teacher.
- Avoid open concept classroom layouts. A more enclosed, traditional classroom environment reduces distractions.
- Modify a student's schedule so that more demanding classes are taught earlier in the day.
- Schedule activities and courses in a way that maximizes the attention of the child by alternating tasks that require a lot of attention (instruction classes) with other activities (physical activity) and breaks. It is best if the schedule is predictable so that the child has consistency.
- Suggest strategies for reducing distractions and sensory stimulation, such as using headphones or earplugs.
- Provide only those materials that are necessary for the task and model this practice so that the child will learn to focus and use only what is needed to complete his/her work.
- Assign a job or task during large group activities or when the child needs to be patient for his/her turn, to keep the child engaged throughout the activity.
- Provide the child with activities to do (e.g., organized sports, volunteering) during unstructured free time (recess, lunch, breaks).
- Decrease workload (e.g., break tasks up into smaller, more manageable tasks) so that it aligns with a child's attention level and abilities. Increase workload as the child gains a greater attention span.
- Reduce the length of assignments to emphasize quality over quantity of work.
- Accommodate regular breaks during tasks that allow the child to get out of his/her seat and move around.
- Allow extra time on assignments, quizzes and tests.
- Consider restructuring tests to a format that best suits the child's abilities (e.g., multiple-choice will reduce writing demand; some children do better giving answers orally, whereas, other children like to use a word processor to type out their responses).
- Provide an unlimited amount of time to finish tests and provide breaks as necessary.
- Teach meditation, yoga, martial arts or tai-chi that require a child to focus his/her attention.
- Encourage the child to play games that teach attention regulation, sensory awareness, awareness of other people, or awareness of the environment.

Intervention Strategies for Initiation

Helping Children Learn to Initiate Behaviors

- Create routines for the child that address tasks or activities that he/she has difficulty initiating. For example, develop a bedtime routine that helps the child initiate activities associated with preparing to go to bed.
- Start tasks early to give the child enough time to overcome difficulties with initiation.
- Reduce time constraints that might discourage the child from starting an activity or task.
- Create cues that a child can use without the presence of others. For instance, record verbal cues, set an alarm, or use reminder setting on cell phones that prompt a child to begin a task (e.g., homework). Avoid excessive use of cues for improving a child's initiation behaviors; however, as this can be perceived as nagging and can cause the child to avoid initiating a given task.
- Use a series of cognitive exercises that move the child from thinking to planning to verbally talking through what they will do to start a task.
- Employ errorless learning techniques to teach the child how to initiate tasks and activities. Errorless learning involves immediately providing the correct answer. Future errors of the same kind are followed by nonjudgmental corrective feedback.
- Monitor a child's progress once a task is initiated to ensure that it gets completed.

Intervention Strategies for Organization

Teaching Strategies for Organization

The teacher should provide the students with instruction about strategies for specific instructional areas (e.g., decoding, reading comprehension, vocabulary, spelling, writing, math problem solving, and science).

There are two basic steps:

- Teachers should tell students that 1) a plan is a method for how to do something that involves thinking about the activity and outcome, and 2) a plan requires a person to:
  - Think: What do I want to do? What is my goal?
  - Do: Act. Begin to complete the task.
  - Monitor: Is it working? Am I getting what I wanted?
  - Modify: Do I need to modify my plan?
  - Verify: Am I finished with the task?
- Teachers should explicitly encourage students to accomplish several things when doing schoolwork:
  - Discover and use strategies.
  - Monitor their performance.
  - Generalize their use of strategies.
  - Be aware of the importance of strategies.
  - Achieve self-regulated strategy use.
  - Become thoughtful, planful, and evaluative.

Teaching Plans for Organizing

One way to help children organize their materials is by color coding the information. For children who have trouble keeping different subjects organized, each subject may be given a color, and all materials, including books, handouts, and notebook tabs, should be labeled with that color. For example, a science book would be covered in orange paper, science handouts would be printed on orange paper, science notes would be written on orange paper, and the science notebook tab would be orange. Other subjects would use other colors in the same way, and a key would be made for the notebook listing each subject and its corresponding color. When using colored paper is not possible, colored sticky notes placed on the materials or large marks with colored markers in highly noticeable places could be used.

For a child who has trouble prioritizing material, a similar approach could be used. Instead of using colors to code different subjects, colors could be used to code for priority or urgency. A red sticky note or mark could be put at the top of homework materials, and red pencil could be used to note “hot” or urgent homework in a datebook. Purple could be used for less urgent work, and blue could be used for “cool” or least important work.

Teaching Children to Use Graphic Organizers

Graphic organizers are fairly simple to create. They need not be reserved for factual information. They can be used for activities such as exploring creative concepts, organizing writing, and developing language skills. The following four steps can be used to create a graphic organizer:

- Select information that you need to present to the child (which may be from a story, a chapter, or any concept).
- Determine the key components that are necessary for the child to learn.
- Create the graphic representation of the information. The illustration should include the key concepts, concepts the child already knows, and the linkages between the concepts.
- Present the organizer to the child and discuss it to be sure he or she understands the information and sees the connections.

Children may also be taught to develop their own graphic organizers as a strategy to help them understand and learn information independently.

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Improving Organization

- Teach a child to set goals and determine desired outcomes so that appropriate organization strategies can be designed.
- Decrease clutter in the child's environment.
- Provide a set of textbooks for home use if the child has difficulty remembering to bring the appropriate books home for homework.
- Encourage the child to use graph paper when doing math or handwritten assignments, to keep work neat and organized.
- Use email for homework assignments. Reminders about upcoming projects and activities can also be sent via email.
- Create storage solutions with the child so that a consistent system is in place to organize the materials for his/her courses and activities. For instance, provide different plastic bins with lids for each course or activity.
- Provide the child with charts or maps that contain the information necessary for completing different tasks so that the child will know what to do and in what order.
- Allow the child five minutes at the end of a class to organize his/her materials for the next course. Include travel time for this child to get to his/her locker before the hallway becomes crowded and full of distractions.
- Teach problem solving and time management skills.
- Model good organization to emphasize how important and beneficial it is.
- Create a buddy system: pair the child with a responsible student who can help with taking notes and doing class work, and who can model appropriate classroom behaviors. An organized student, for instance, could be asked to take notes on carbon paper or duplicate his/her notes to share with the child. Note: it may be important to rotate buddies so that a given student does not become worn out.
- Engage the child in cooperative learning groups or peer tutoring where the child will be exposed to positive peer models.

Intervention Strategies for Planning

Teaching Students Better Planning Skills

- Teach children about plans and strategy use.
- Discuss the importance of planning in class and how it helps students organize themselves so that they can be more successful and finish on time.
- Encourage children to develop, use, and evaluate their own strategies.
- Encourage verbalization of ideas and strategies.
- Explain why some methods work better than others.
- Ask questions related to planning, such as:
  - "How did you do the task?"
  - "Did you make a plan before you started the task?"
  - "What did you do last time? Did it work?"
  - "Why did you do it that way?"
  - "These are hard. Is there a way to make them easier?"
  - "Is there a better way or another way to do this?"
  - "What strategy worked for you?"
  - "Do you think you will do anything differently next time?"
  - "How can you check your work to see if it is right?"

Interacting Smartly with Other People

A child should always use a plan with the people in his/her life. The following are suggestions a child can use to interact smartly with other people:

- Think about how you want to behave.
- If what you are doing is not working, plan for another way to reach your goal.
- Think about what you want to say and choose your words carefully *before* you say it.
- Think about how the other person might feel or act after you say something.

Doing these things will help other people understand the child better, and he/she will understand them better, too. Using a plan with other people is another way to be smart!

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Improving Planning

- Encourage a child to think strategically and plan ahead by giving the child training in problem solving, verbal reasoning, study skills and task-specific skills.
- Use a calendar to map out and plan long-term goals and tasks.
- Use daily or weekly worksheets or notebooks to plan and organize short-term tasks.
- Build a list with the child that prioritizes tasks and activities. Have the child refer to this list regularly in order to plan his/her time.
- Teach the child how to tackle complex tasks by breaking them up into smaller steps.
- Provide checklists of step-by-step instructions with examples of how to accomplish a task or goal.
- Schedule more frequent but shorter work periods.
- Create smaller quotas or more benchmarks to increase the sense of productivity. Increase these work quotas as the child's productivity improves.
- Limit the amount of time spent on each task by setting reasonable time limits and providing the child with a means to keep track of time (e.g., a timer).
- Define what it means to have a completed activity or task. Example: Your math work is finished once you have answered all 10 questions and have corrected any mistakes. Do not begin your next task until your math work is complete.
- Set up resources for the child to use when he/she needs help at home or at school. Encourage the child to use these resources and to understand that it is okay to ask for help.

Intervention Strategies for Self-Monitoring

Teaching Self-Monitoring

- Provide specific description of academic accuracy and academic productivity.
- Hand out a record sheet, and explain that at the end of each session the child is to record the number of items completed with the total number of items given (productivity) and the number of items correct with the total number of items given (accuracy) in the appropriate columns.
- Explain that self-monitoring is important for on-task behavior and successful learning and demonstrate how to calculate and record the percentages for accuracy and productivity at the end of the session (10- to 30-minute period).
- Provide a session in which the students work on a task with a specific number of items (e.g., spelling list, math problems, and question sheets related to a story). It is acceptable for students at different levels to have different activities.
- At the end of the session, have students record and calculate their progress.
- Have students keep daily logs and encourage students to compare percentages of previous sessions to recent sessions. Teachers may choose to have students graph their own progress or to post a graph in class charting the productivity and accuracy of individual students or the whole class. Reinforcement or rewards are not necessary, but some teachers do choose to reward students for certain levels of success.

Throughout these steps the teacher should model self-recording and monitoring, provide feedback, allow students to independently record their performance, encourage students to examine their performance over time, praise accurate self-reporting, and be patient—success may not come immediately.

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Teaching Self-Awareness

In general, students must be made aware of the importance of learning strategies. Educators should teach knowledge of learning by discussing that:

- Students can do some things that help them remember better.
- People sometimes forget things they have learned.
- Some things are more difficult to remember.
- People forget things for different reasons.
- Attention and effort have roles in improving memory.
- Repetition can be helpful.
- Knowing and using strategies can be very helpful.

Teachers should spend time discussing with students their methods for learning tasks and what ways are better than others. Students should be instructed to pay attention to the learning situation. In other words, students should ask themselves the following questions:

- “What is the reason for doing this?”
- “Have I done something like this before?”
- “What are the different ways I can do this?”
- “What is the best way to do this?”

Students can also be instructed to evaluate what they are doing while they are doing it:

- “Is this strategy working?”
- “Is there another way I can do this that is better?”
- “Is this working for me?”

Recognizing the importance of using specific strategies is critical because at first strategies may not seem worth the effort. Using strategies can be encouraged by giving regular positive feedback when the student is using a strategy, by highlighting when a student was successful because a strategy was used, and by attributing failure to

the lack of strategy use. When students realize they have some control over their success through strategy use, they are more likely to be self-aware and to use strategies. Also, if a teacher regularly uses and models a strategy, students are more likely to use it themselves.

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Improving Self-Monitoring

- Teach the child to identify a goal, predict performance, and outline possible strategies based on imagined outcomes. Explain to the child how to monitor behavior and assess performance in order to develop new strategies if desired outcomes are not met.
- Provide training in self-management and self-monitoring skills. The goal is to help a child develop strategies for monitoring his/her own behavior and performance. One technique is to provide a routine checklist that the child can fill out to periodically monitor behavior. A sample checklist question is, "Am I listening?" The checklist can include questions (e.g., "Have I defined my topic?" or "Have I completed the outline?") that relate to task-specific performance metrics.
- Check in regularly on a child's progress to ensure that a task is being completed. This can serve as a way to model self-regulation.
- Teach the child cues to help determine when he/she is off track on a task.
- Include a plan to gradually transfer responsibility for cueing behavior to the child. Planning prevents the child from relying too heavily on external support.
- Use videotaped feedback to allow the child to view his/her behavior and develop new strategies.
- Provide a model of desired behaviors for the child to follow.
- Reward the child several times a day, at home and at school to engage him/her and to reinforce positive behaviors. Examples of good rewards include high energy, attention-getting rewards such as computer games, and desirable activities. Increase the frequency or magnitude of rewards as positive behaviors increase. A token system can be used to promote and reward positive behaviors. Transition into teaching the child to self-reward when a goal is met in order to motivate self-monitoring.

Intervention Strategies for Working Memory

Using Focusing Strategies to Improve Memory

Actively employing strategies that improve learning helps students remember more information. If a student's environment is not distracting, the student is more likely to be able to manipulate information in his or her mind. In turn, the student will be better able to remember the information over time. Furthermore, if the student employs strategies to self-monitor how distracted he or she is, the student is more likely to be able to focus. This strategy uses the mnemonic acronym PATS. PATS stands for:

Pick the right environment to study.
- Pick a good place to study that is comfortable. Consider how quiet the place should be, how busy it should be, and how bright it should be (bright light can be distracting and low light can make it difficult to see).
- Set aside a dedicated place to study. A student's mind might be confused and distracted by trying to study in bed, for example, because a bed is associated with sleeping.

Always reduce visual distractions.
- Find a place such as at a desk facing away from activity.
- Only have the necessary material. Other books, toys, magazines, and computers can be distracting.

Try to eliminate noise around you.
- Study in a quiet room. Lights and fans may contribute noise, so earplugs may be helpful.
- Some people like to study with music. Be sure it is not distracting. If it is, pick a quieter volume or different style of music.

Self-talk to control internal distractions.
- Some students may be distracted by internal factors such as thoughts about other things, hunger, or worry. Students should monitor their internal distractions and use positive self-talk to focus. For example, if a student is eager to e-mail a friend, the student should say to himself, "I'm distracted by wanting to e-mail, but I need to study more. I'll study for 15 more minutes and then take a break to e-mail." In this example, a timer would be a great way to help quantify study time and focus.

The student should be explicitly taught PATS and guided to use it. During class or study at home, a teacher or parent can remind the student to use PATS when he or she needs to really focus and remember information.

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Improving Working Memory

- Explain errorless learning techniques to the child. In errorless learning, individuals are not allowed to guess on recall tasks, but are immediately provided with the correct response, instructed to read the response, and write it down. If errors do occur they are followed by nonjudgmental corrective feedback.
- Teach study skills to help the child remember course material for tests and assignments.
- Combine the actions of seeing, saying, writing and doing when presenting information to the child, to help reinforce the child's ability to learn and remember the information.
- Teach memory mnemonic strategies (e.g., rhymes, acronyms, visual images, method of loci, catch phrases, and alliteration) to increase working memory ability.
- Use working memory tasks such as counting, spatial, word, and digit recall to help train and improve working memory.
- Start a memory log for the child that may include maps, checklists, schedules, a journal for thoughts and feelings, cues and reminders and instructions for different activities.
- Encourage the child to bring an audio tape recorder to class to help reinforce his/her learning.
- Provide a copy of in-class presentations and notes to the child.
- Use a study buddy strategy for each class subject, to help the child learn course material and good study habits.
- Set up co-operative learning groups or peer tutoring for the child.

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Comprehensive Executive Function Inventory (5–18 Years)
Parent Feedback Report

Youth's Name/ID:	Harrison Lucas / HL20v2	**Parent's Name/ID:**	Spencer Lucas
Age:	13 years	**Date of Assessment:**	February 25, 2025
Gender:	Male	**School:**	
Birth Date:	September 02, 2011	**Examiner:**	
Grade:			

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.

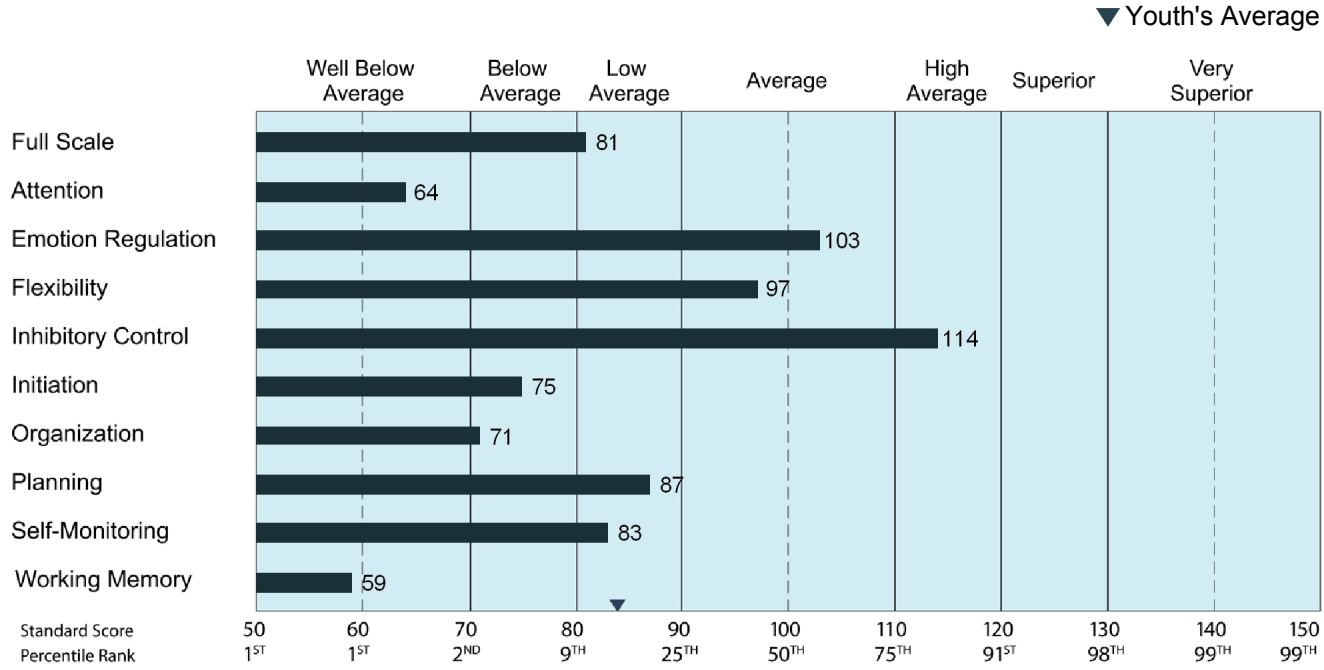
About the CEFI

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 normative sample (that is, youth who represent the general population). The scores are set so that 100 is *Average*, and equal to the 50th percentile rank. This means that when a youth obtains a score of 100, he did as well as or better than 50 percent of youth his age. The *Average* category includes scores that range from 90 (25th percentile) to 109 (75th percentile). Scores below 90 may suggest difficulties in specific areas. Scores above 109 may suggest strengths in specific areas.

Overview of Results for Harrison Lucas / HL20v2



CEFI Results for Harrison Lucas / HL20v2

Harrison Lucas / HL20v2's **Full Scale** standard score of 81 falls in the *Low Average* range and is ranked at the 10th percentile. This means that his score is equal to, or greater than, 10% of those obtained by youth his 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. The Inhibitory Control scale was found to be significant executive function strength. The Attention, Organization and Working Memory scales were found to be significant executive function weaknesses.

Harrison Lucas / HL20v2's **Inhibitory Control** standard score of 114 falls in the *High Average* range and is ranked at the 82nd percentile. The ratings Harrison Lucas / HL20v2 received on the Inhibitory Control scale indicate that he is good at controlling his behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. His ratings were particularly high for behaviors such as controlling his actions, maintaining self-control and waiting to get what he wants.

Harrison Lucas / HL20v2's **Emotion Regulation** standard score of 103 falls in the *Average* range and is ranked at the 58th percentile. The ratings Harrison Lucas / HL20v2 received on the Emotion Regulation scale suggest that he is average at controlling and managing his emotions, including staying calm when handling small problems and reacting with the right level of emotion.

Harrison Lucas / HL20v2's **Flexibility** standard score of 97 falls in the *Average* range and is ranked at the 42nd percentile. The ratings Harrison Lucas / HL20v2 received on the Flexibility scale indicate that he is average at adjusting 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.

Harrison Lucas / HL20v2's **Planning** standard score of 87 falls in the *Low Average* range and is ranked at the 19th percentile. The ratings Harrison Lucas / HL20v2 received on the Planning scale suggest that he has difficulty developing and implementing strategies to accomplish tasks, including planning ahead and making good decisions. Harrison Lucas / HL20v2's item scores were particularly low for behaviors such as preparing for school or work, anticipating future events and planning ahead.

Harrison Lucas / HL20v2's **Self-Monitoring** standard score of 83 falls in the *Low Average* range and is ranked at the 13th percentile. The ratings Harrison Lucas / HL20v2 received on the Self-Monitoring scale indicate that he has difficulty evaluating 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. Harrison Lucas / HL20v2's ratings on behaviors such as changing a plan that isn't working, learning from past mistakes and monitoring time were particularly low.

Harrison Lucas / HL20v2's **Initiation** standard score of 75 falls in the *Below Average* range and is ranked at the 5th percentile. The ratings Harrison Lucas / HL20v2 received on the Initiation scale suggest that he has difficulty beginning tasks or projects on his own, including starting tasks easily, being motivated, and taking the initiative when needed. Ratings for behaviors such as cueing himself to get started on things, beginning something without being asked and getting started on a task without help were particularly low for Harrison Lucas / HL20v2.

Harrison Lucas / HL20v2's **Organization** standard score of 71 falls in the *Below Average* range and is ranked at the 3rd percentile. The ratings Harrison Lucas / HL20v2 received on the Organization scale indicate that he has difficulty managing personal effects, work, or multiple tasks. His ratings were particularly low for behaviors such as appearing organized, completing homework or tasks on time and working neatly.

Harrison Lucas / HL20v2's **Attention** standard score of 64 falls in the *Well Below Average* range and is ranked at the 1st percentile. The ratings Harrison Lucas / HL20v2 received on the Attention scale suggest that he has difficulty avoiding distractions, focusing on tasks, and sustaining attention. Harrison Lucas / HL20v2's item scores were particularly low for behaviors such as remaining focused around noise, working well for a long time and reading with concentration.

Harrison Lucas / HL20v2's **Working Memory** standard score of 59 falls in the *Well Below Average* range and is ranked at the 1st percentile. The ratings Harrison Lucas / HL20v2 received on the Working Memory scale indicate that he has difficulty keeping information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps. Harrison Lucas / HL20v2's ratings on behaviors such as holding in mind instructions with many steps, having many things in mind at one time and taking note of instructions were particularly low.

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.