

# BROWN

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EXECUTIVE FUNCTION / ATTENTION

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# SCALES™

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## Individual Report

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Brown EF/A Scales™

Brown Executive Function/Attention Scales™

*Thomas E. Brown, PhD*

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### Examinee Information

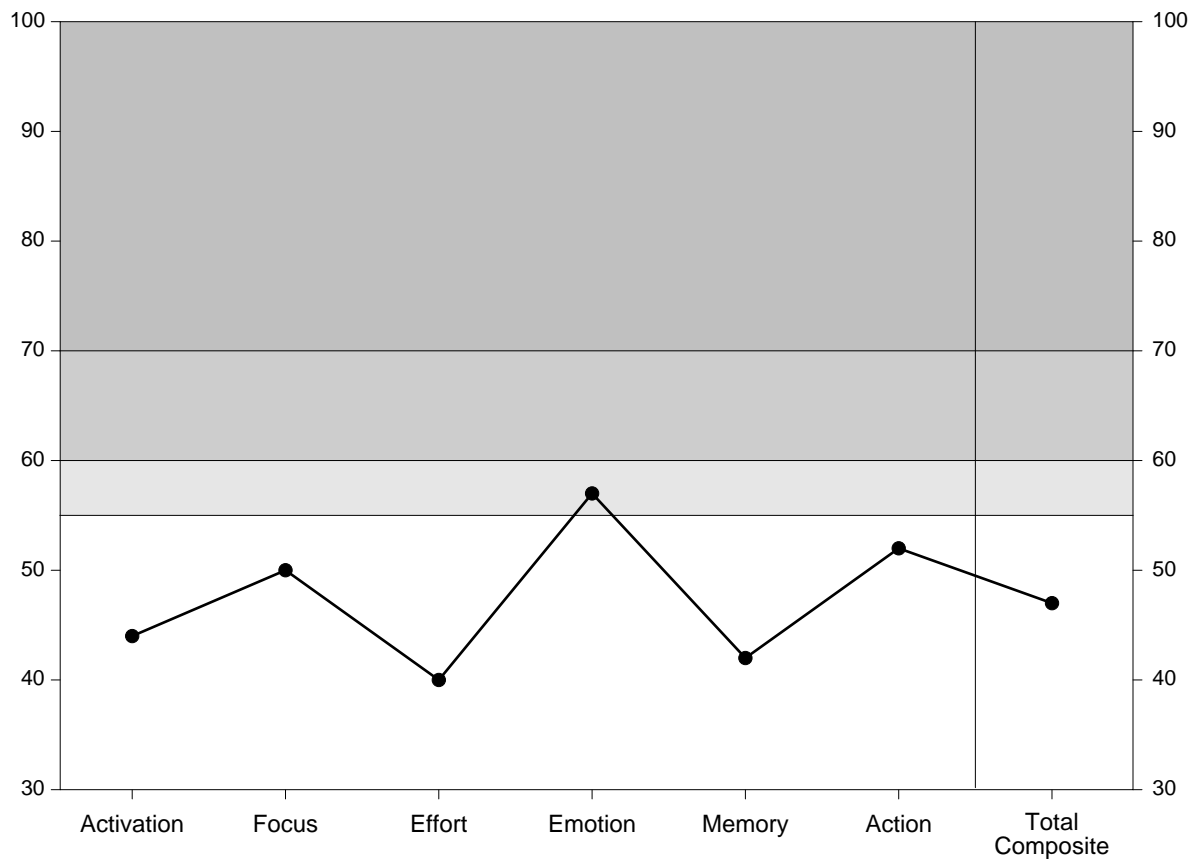
Name	Stella Whitaker
ID	
Sex	Female
Date of Birth	03/26/2013
Date of Rating	11/08/2021
Age at Rating	8 years 7 months
Norms Selected	Combined-Sex

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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	4	44	33	37-51
Focus	Focusing, sustaining, and shifting attention to tasks	9	50	59	44-56
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	2	40	15	33-47
Emotion	Managing frustration and modulating emotions	12	57	77	49-65
Memory	Utilizing working memory and accessing recall	4	42	26	36-48
Action	Monitoring and self-regulating action	10	52	64	46-58
Total Composite	Overall indication of executive functioning	41	47	49	44-50

### 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	44	47	-3	No	
Focus	50	47	3	No	
Effort	40	47	-7	No	
Emotion	57	47	10	Yes	<=10%
Memory	42	47	-5	No	
Action	52	47	5	No	

### Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	44	50	-6	No	
Activation/Effort	44	40	4	No	
Activation/Emotion	44	57	-13	Yes	<=10%
Activation/Memory	44	42	2	No	
Activation/Action	44	52	-8	No	
Focus/Effort	50	40	10	No	
Focus/Emotion	50	57	-7	No	
Focus/Memory	50	42	8	No	
Focus/Action	50	52	-2	No	
Effort/Emotion	40	57	-17	Yes	<=2%
Effort/Memory	40	42	-2	No	
Effort/Action	40	52	-12	Yes	<=10%
Emotion/Memory	57	42	15	Yes	<=5%
Emotion/Action	57	52	5	No	
Memory/Action	42	52	-10	Yes	<=15%

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
1. I have trouble getting started on tests, projects, or other assigned tasks.		•		
7. I have trouble switching from one activity to another.			•	
18. It's difficult for me to wake up, get myself out of bed, and get started in the morning.	•			
25. I have trouble getting organized when I have a lot of things to do at the same time, like getting ready for school or cleaning up my room.	•			
34. I daydream too much.	•			
40. My work is rushed, incomplete, or late because I don't plan enough time to do things well.		•		
43. I wait until the last minute to do things.	•			
46. I have trouble keeping track of assignments and due dates for school.	•			
53. I have trouble getting started on my schoolwork or homework unless it is really interesting.	•			
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
3. I get distracted easily by little noises or other things going on around me.			•	
8. My teachers, parents, or friends need to remind me to pay attention.		•		
17. It's hard for me to work on or play with one thing for a long time unless it's really fun.		•		
32. I need to hear or read instructions more than once before I know what to do.		•		
42. I get stuck doing one thing and have a hard time switching to something else.		•		
45. Because I talk too fast or keep changing topics, others have trouble understanding me.			•	
47. I lose focus easily when I have to listen to or read something that isn't very interesting.	•			
50. When I'm trying to listen to the teacher or do my work, my mind wanders and I think about other things.	•			
52. I get so busy with my own thoughts that I forget about whatever else is going on.	•			
57. When I'm reading something that isn't very interesting, I have to read it more than once to remember it.		•		
Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
4. Unless I'm doing something really fun, I feel sleepy or tired during the day at school.	•			
10. I have trouble finishing my schoolwork on time.	•			
16. If I can't answer a difficult question or read a new word right away, I stop trying.	•			
21. I have a hard time focusing on things when I have to work by myself.	•			
28. I have trouble getting to sleep at night because I can't stop thinking about different things.		•		
35. Some days I do really good work at school and on other days not such good work.	•			
39. I need to be reminded to get started or keep working on assignments, schoolwork, or chores.		•		
44. I have trouble finishing things that don't interest me.	•			
56. Soon after starting a school project or assignment, I get bored and don't want to finish it.	•			

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
6. I get upset over things that seem hard for me but really aren't that difficult.		•		
12. I worry too much.			•	
19. I get frustrated and upset over little things.			•	
24. When someone hurts my feelings, it bothers me more than it probably should.			•	
27. I spend too much time fixing what I'm writing or drawing if it isn't perfect.		•		
29. I get so nervous taking tests that I have trouble remembering things I knew the day before.	•			
33. I am shy and don't play or talk much with other kids my age.		•		
37. I feel sad or unhappy.			•	
49. My teachers think that I don't care much about my work.	•			
51. I have a hard time controlling my temper.		•		
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
5. I have trouble remembering things I just learned and thought I knew.		•		
9. I have a hard time following instructions, especially when I have more than one thing to do at the same time.	•			
13. When I read or hear a story that's not really interesting, I have trouble understanding the main idea.		•		
15. I tend to forget a lot of what I have just heard in class or conversations.	•			
22. I forget to bring--or often lose--things I need, such as books, schoolwork, or my jacket.	•			
26. When writing or talking, I get confused easily and forget what I am trying to say.		•		
30. When writing, I put in--or leave out--letters or words without meaning to.	•			
38. I have trouble memorizing things like vocabulary words, names, and dates.		•		
54. I have a hard time understanding and remembering instructions for tests or assignments.	•			
58. I plan to do things but forget about them (like doing my schoolwork or chores).	•			
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
2. It's hard for me to sit still and be quiet for a long time.		•		
11. If I think of something to say during a conversation, I interrupt others to say it before I forget it.		•		
14. I get in trouble because I tease, argue, complain, or misbehave, even after being told to stop.	•			
20. I get restless and fidget with my fingers, hair, or clothing too much.			•	
23. When taking tests or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
31. I do and say things without first thinking about what might happen if I do them.		•		
36. I talk a lot and do not seem to know when to stop.		•		
41. I interrupt others when they are in the middle of doing or saying something.		•		
48. It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I'm told to stop.		•		
55. It's hard for me when I have to wait before I can say, get, or do something.		•		

## ITEM RESPONSES AS ADMINISTERED

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

**End of Report**

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## Summary

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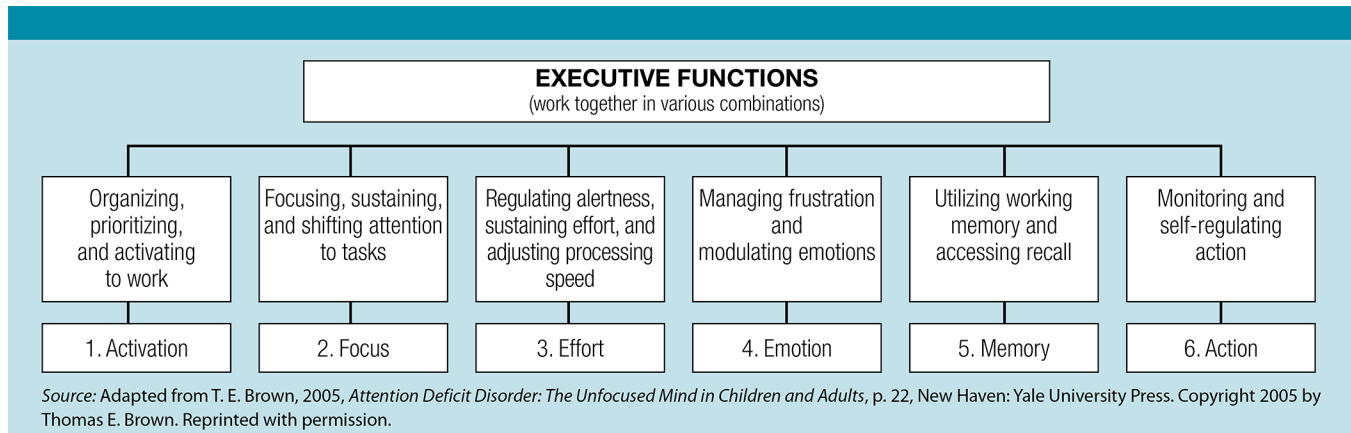
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[ 1.1 / RE1 / QG1 ]

## 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 self-report rating using the Brown EF/A Scales Child Self-Report Form. Normative comparisons are also available for parent 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.

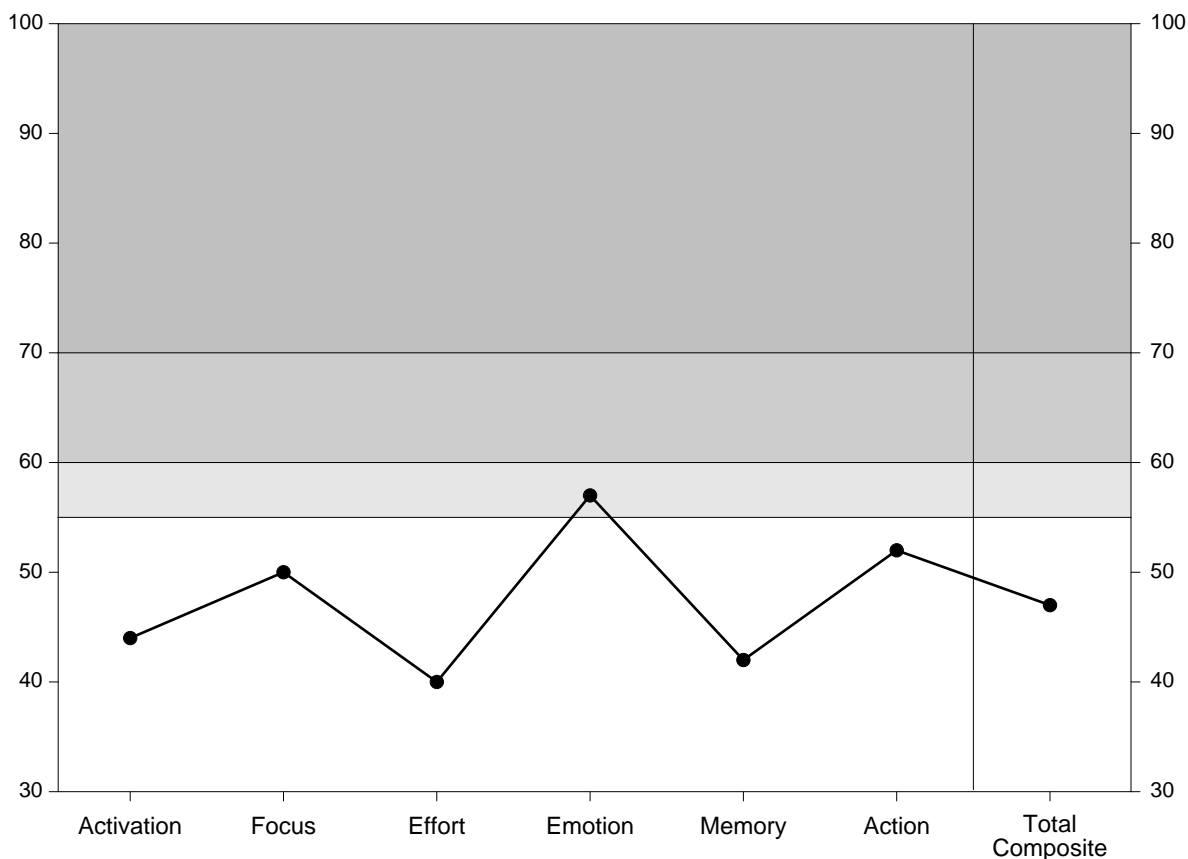
### Cluster 6. Action: Monitoring and Self-Regulating Action

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.

## BROWN EF/A SCALES T-SCORE PROFILE



### Score Summary Table

Score	Score Description	Raw Score	T Score (Plotted)	Percentile Rank	90% Conf. Interval
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### T-Score Interpretation

Suggested ranges for the interpretation of the cluster and Total Composite T scores are as follows:	T-Score Range	Classification
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	54 and below	Typical (unlikely significant problem)

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
I have trouble getting started on tests, projects, or other assigned tasks.		•		
I have trouble switching from one activity to another.			•	
It's difficult for me to wake up, get myself out of bed, and get started in the morning.	•			
I have trouble getting organized when I have a lot of things to do at the same time, like getting ready for school or cleaning up my room.	•			
I daydream too much.	•			
My work is rushed, incomplete, or late because I don't plan enough time to do things well.		•		
I wait until the last minute to do things.	•			
I have trouble keeping track of assignments and due dates for school.	•			
I have trouble getting started on my schoolwork or homework unless it is really interesting.	•			
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
I get distracted easily by little noises or other things going on around me.			•	
My teachers, parents, or friends need to remind me to pay attention.		•		
It's hard for me to work on or play with one thing for a long time unless it's really fun.		•		
I need to hear or read instructions more than once before I know what to do.		•		
I get stuck doing one thing and have a hard time switching to something else.		•		
Because I talk too fast or keep changing topics, others have trouble understanding me.			•	
I lose focus easily when I have to listen to or read something that isn't very interesting.	•			
When I'm trying to listen to the teacher or do my work, my mind wanders and I think about other things.	•			
I get so busy with my own thoughts that I forget about whatever else is going on.	•			
When I'm reading something that isn't very interesting, I have to read it more than once to remember it.		•		
Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
Unless I'm doing something really fun, I feel sleepy or tired during the day at school.	•			
I have trouble finishing my schoolwork on time.	•			
If I can't answer a difficult question or read a new word right away, I stop trying.	•			
I have a hard time focusing on things when I have to work by myself.	•			
I have trouble getting to sleep at night because I can't stop thinking about different things.		•		
Some days I do really good work at school and on other days not such good work.	•			
I need to be reminded to get started or keep working on assignments, schoolwork, or chores.		•		
I have trouble finishing things that don't interest me.	•			
Soon after starting a school project or assignment, I get bored and don't want to finish it.	•			

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
I get upset over things that seem hard for me but really aren't that difficult.		•		
I worry too much.			•	
I get frustrated and upset over little things.			•	
When someone hurts my feelings, it bothers me more than it probably should.			•	
I spend too much time fixing what I'm writing or drawing if it isn't perfect.		•		
I get so nervous taking tests that I have trouble remembering things I knew the day before.	•			
I am shy and don't play or talk much with other kids my age.		•		
I feel sad or unhappy.			•	
My teachers think that I don't care much about my work.	•			
I have a hard time controlling my temper.		•		
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
I have trouble remembering things I just learned and thought I knew.		•		
I have a hard time following instructions, especially when I have more than one thing to do at the same time.	•			
When I read or hear a story that's not really interesting, I have trouble understanding the main idea.		•		
I tend to forget a lot of what I have just heard in class or conversations.	•			
I forget to bring--or often lose--things I need, such as books, schoolwork, or my jacket.	•			
When writing or talking, I get confused easily and forget what I am trying to say.		•		
When writing, I put in--or leave out--letters or words without meaning to.	•			
I have trouble memorizing things like vocabulary words, names, and dates.		•		
I have a hard time understanding and remembering instructions for tests or assignments.	•			
I plan to do things but forget about them (like doing my schoolwork or chores).	•			
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
It's hard for me to sit still and be quiet for a long time.		•		
If I think of something to say during a conversation, I interrupt others to say it before I forget it.		•		
I get in trouble because I tease, argue, complain, or misbehave, even after being told to stop.	•			
I get restless and fidget with my fingers, hair, or clothing too much.			•	
When taking tests or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
I do and say things without first thinking about what might happen if I do them.		•		
I talk a lot and do not seem to know when to stop.		•		
I interrupt others when they are in the middle of doing or saying something.		•		
It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I'm told to stop.		•		
It's hard for me when I have to wait before I can say, get, or do something.		•		