

Behavior Rating Inventory of Executive Function - 2 (BRIEF-2)

Family ID:

Survey Link:

Online Survey Flag:

Preferred Language / Idioma preferido:

☐ English / Inglés

☐ Spanish / Español

Behavior Rating Inventory of Executive Function, Second Edition (BRIEF 2)

Parent Form

Instructions

On the following pages is a list of statements that describe children. We would like to know if your child has had problems with these behaviors over the past 6 months. Please answer all the items the best that you can. Please DO NOT SKIP ANY ITEMS. Think about your child as you read each statement and select:

N if the behavior is Never a problem

S if the behavior is Sometimes a problem

O if the behavior is Often a problem

For example, if your child never has trouble completing homework on time, you would select N for this item. Before you begin answering the items, please fill in your child's ~~gender~~^{sex} and your relationship to the child.

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Child's Sex:

☐ Female

☐ Male

N = Never S = Sometimes O = Often

1. Is fidgety _____
 2. Resists or has trouble accepting a different way to solve a problem with schoolwork, friends, tasks, etc. _____
 3. When given three things to do, remembers only the first or last _____
 4. Is unaware of how his/her behavior affects or bothers others _____
 5. Work is sloppy _____
 6. Has explosive, angry outbursts _____
 7. Does not plan ahead for school assignments _____
 8. Cannot find things in room or school desk _____
 9. Is not a self-starter _____
 10. Does not think before doing (is impulsive) _____
 11. Has trouble getting used to new situations (classes, groups, friends, etc.) _____
 12. Has a short attention span _____
 13. Has poor understanding of own strengths and weaknesses _____
 14. Has outbursts for little reason _____
 15. Gets caught up in details and misses the big picture _____
 16. Gets out of control more than friends _____
 17. Gets stuck on one topic or activity _____
 18. Forgets his/her name _____
 19. Has trouble with chores or tasks that have more than one step _____
 20. Does not realize that certain actions bother others _____
 21. Written work is poorly organized _____
 22. Small events trigger big reactions _____
 23. Has good ideas but does not get the job done (lacks follow-through) _____
 24. Talks at the wrong time _____
 25. Has trouble finishing tasks (chores, homework, etc.) _____
 26. Does not notice when his/her behavior causes negative reactions _____
 27. Reacts more strongly to situations than other children _____
 28. Has trouble remembering things, even for a few minutes _____
 29. Makes careless errors _____
 30. Gets out of seat at the wrong times _____
 31. Becomes upset with new situations _____
 32. Has trouble concentrating on tasks, schoolwork, etc. _____
- N = Never S = Sometimes O = Often
33. Has poor handwriting _____
 34. Mood changes frequently _____
 35. Has good ideas but cannot get them on paper _____
 36. Has trouble counting to three _____
 37. Leaves messes that others have to clean up _____
 38. Needs to be told to begin a task even when willing _____
 39. Acts too wild or "out of control" _____
 40. Thinks too much about the same topic _____
 41. Forgets what he/she was doing _____
 42. Does not check work for mistakes _____
 43. Angry or tearful outbursts are intense but end suddenly _____
 44. Becomes overwhelmed by large assignments _____
 45. Loses lunch box, lunch money, permission slips, homework, etc. _____
 46. Needs help from an adult to stay on task _____
 47. Forgets to hand in homework, even when completed _____
 48. Has trouble putting the brakes on his/her actions _____
 49. Resists change of routine, foods, places, etc. _____
 50. Has trouble getting started on homework or tasks _____
 51. Mood is easily influenced by the situation _____
 52. Underestimates time needed to finish tasks _____
 53. Does not bring home homework, assignment sheets, materials, etc. _____
 54. Cannot find the front door of home _____
 55. Does not take initiative _____
 56. Becomes upset too easily _____
 57. Starts assignments or tasks at the last minute _____
 58. Has trouble moving from one activity to another _____
 59. Has trouble carrying out the actions needed to reach goals (saving money for special item, studying to get a good grade, etc.) _____
 60. Is disturbed by change of teacher or class _____
 61. Has trouble organizing activities with friends _____
 62. Becomes too silly _____
 63. Leaves a trail of belongings wherever he/she goes _____

Date of Completion: _____

Inventario de Calificación de Comportamiento de la Función Ejecutiva, Segunda Edición

Formulario para padres

Instrucciones

En las siguientes páginas hay una lista de enunciados que describen a niños. Desearíamos saber si su hijo/a ha tenido problemas con estas conductas en los últimos 6 meses. Responda todos los enunciados de la mejor manera que pueda. NO SALTE NINGÚN ENUNCIADO. Piense en su hijo/a al leer cada enunciado y seleccione la mejor opción:

N si la conducta Nunca es un problema

A si la conducta A veces es un problema

F si la conducta Frecuentemente es un problema

Por ejemplo, si a su hijo/a nunca le resulta difícil completar sus deberes escolares a tiempo, debe seleccionar N para esta declaración. Antes de comenzar a responder, complete el sexo del niño/a y relación con el/la niño/a.

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Sexo Infantil:

☐ Masculino

☐ Femenino

N = Nunca A = A veces F = Frecuentemente

1. Es inquieto/a _____
 2. Se resiste o le resulta difícil aceptar una manera diferente de resolver un problema con los deberes escolares, los amigos, las tareas, etc. _____
 3. Cuando le dan tres cosas para hacer, solo recuerda la primera o la última _____
 4. No se da cuenta de cómo su conducta afecta o molesta a los demás _____
 5. El trabajo es descuidado _____
 6. Tiene arrebatos explosivos, de ira _____
 7. No planea los deberes escolares por adelantado _____
 8. No puede encontrar cosas en su habitación o en el pupitre _____
 9. No tiene iniciativa _____
 10. No piensa antes de actuar (es impulsivo/a) _____
 11. Le resulta difícil acostumbrarse a situaciones nuevas (clases, grupos, amigos, etc.) _____
 12. Tiene poca capacidad de concentración _____
 13. No conoce bien sus propias fortalezas y debilidades _____
 14. Tiene arrebatos casi sin motivo _____
 15. Queda atrapado/a en los detalles y pierde la visión general _____
 16. Pierde el control más que sus amigos _____
 17. Queda atascado/a en un tema o en una actividad _____
 18. Olvida su nombre _____
 19. Tiene problemas con los quehaceres domésticos o con las tareas que involucran más de un paso _____
 20. No se da cuenta de que ciertas acciones molestan a los demás _____
 21. El trabajo escrito está mal organizado _____
 22. Acontecimientos insignificantes desencadenan reacciones exageradas _____
 23. Tiene buenas ideas pero no termina las cosas (le falta seguimiento) _____
 24. Habla en el momento inoportuno _____
 25. Le resulta difícil terminar las tareas (quehaceres domésticos, deberes escolares, etc.) _____
 26. No se da cuenta de cuándo su conducta provoca reacciones negativas _____
 27. Reacciona con mayor intensidad que los demás niños frente a las situaciones _____
 28. Le resulta difícil recordar cosas, incluso durante algunos minutos _____
 29. Comete errores por descuido _____
 30. Se levanta de su asiento cuando no debe hacerlo _____
 31. Se fastidia con situaciones nuevas _____
 32. Le resulta difícil concentrarse en las tareas, en los deberes escolares, etc. _____
- N = Nunca A = A veces F = Frecuentemente
33. Tiene mala letra _____
 34. Tiene cambios de humor frecuentes _____
 35. Tiene buenas ideas pero no consigue ponerlas por escrito _____
 36. Le resulta difícil contar hasta tres _____
 37. Deja las cosas desordenadas y los demás las tienen que ordenar _____
 38. Necesita que le indiquen que comience una tarea, aunque esté dispuesto/a a llevarla a cabo _____
 39. Actúa demasiado desenfrenado/a o "fuera de control" _____
 40. Piensa demasiado en el mismo tema _____
 41. Se olvida de lo que estaba haciendo _____
 42. No revisa el trabajo para comprobar si tiene errores _____
 43. Los arrebatos de ira o de llanto son intensos pero finalizan bruscamente _____
 44. Las tareas extensas lo/a abruma(n) _____
 45. Pierde la lonchera, el dinero para el almuerzo, autorizaciones y permisos, deberes escolares, etc. _____
 46. Necesita ayuda de un adulto para mantenerse enfocado/a en su tarea _____
 47. Olvida entregar sus deberes escolares, incluso cuando están terminados _____
 48. Le resulta difícil poner freno a sus acciones _____
 49. Se resiste al cambio de rutina, de alimentos, de lugares, etc. _____
 50. Le resulta difícil comenzar deberes escolares o tareas _____
 51. La situación influye en el estado de ánimo fácilmente _____
 52. Subestima el tiempo necesario para finalizar las tareas _____
 53. No trae a casa los deberes escolares, las hojas de tareas, los materiales, etc. _____
 54. No puede encontrar la puerta de la casa _____
 55. No toma la iniciativa _____
 56. Se fastidia con demasiada facilidad _____
 57. Comienza los trabajos o las tareas a último momento _____
 58. Le resulta difícil pasar de una actividad a otra _____
 59. Le resulta difícil llevar a cabo las acciones necesarias para alcanzar metas (ahorrar dinero para un artículo especial, estudiar para obtener una buena calificación, etc.) _____
 60. Un cambio de profesor o de clase lo/a perturba(n) _____
 61. Le resulta difícil organizar actividades con amigos _____
 62. Hace muchas tonterías _____
 63. Deja un reguero de objetos personales dondequiera que vaya _____

Fecha de finalización:

SCORING (Negativity, Infrequency and Inconsistency)

Negativity Scale Score:

((range 0 to 8))

Negativity Scale Classification

Negativity Scale Classification

- ☐ ≤ 6 equals to Percentile ≤ 98 (Acceptable)
☐ 7 equals to Percentile 99 (Elevated)
☐ ≥ 8 equals to Percentile > 99 (Highly elevated)

Infrequency Scale Score:

((range 0 to 3))

Infrequency Scale Classification

Infrequency Scale Classification

- ☐ 0 equals to Percentile 99 (Acceptable)
☐ ≥ 1 equals to > 99 (Questionable)

Inconsistency Scale Score:

((range 0 to 16))

Inconsistency Scale Classification

(Inconsistency ≥ 11 (> 99 percentile))

Inconsistency Scale Classification

- ☐ ≤ 6 equals to Percentile ≤ 98 (Acceptable)
☐ 7-10 equals to Percentile 99 (Questionable)
☐ ≥ 11 equals to Percentile > 99 (Inconsistent)

SUBTOTAL SCORING

Inhibit Subtotal (Items 33 - 63)

Inhibit Subtotal (Items 1 - 32)

Total Raw Score - Inhibit

Self-Monitor Subtotal (Items 1 - 32)

Shift Subtotal (Items 33 - 63)

Shift Subtotal (Items 1 - 32)

Total Raw Score - Shift

Emotional Control Subtotal (Items 33 - 63)

Emotional Control Subtotal (Items 1 - 32)

Total Raw Score - Emotional Control

Initiate Subtotal (Items 33 - 63)

Initiate Subtotal (Items 1 - 32)

Total Raw Score - Initiate

Working Memory Subtotal (Items 33 - 63)

Working Memory Subtotal (Items 1 - 32)

Total Raw Score - Working Memory

Plan/Organize Subtotal (Items 33 - 63)

Plan/Organize Subtotal (Items 1 - 32)

Total Raw Score - Plan/Organize

Task-Monitor Subtotal (Items 33 - 63)

Task-Monitor Subtotal (Items 1 - 32)

Total Raw Score - Task-Monitor

Organization of Materials Subtotal (Items 33 - 63)

Organization of Materials Subtotal (Items 1 - 32)

Total Raw Score - Organization of Materials

SCORING SUMMARY (BRI, ERI, CRI, GEC)

BRI (sum of Inhibit and Self-Monitor scores)

ERI (sum of Shift and Emotional Control scores)

CRI (sum of Initiate, Working Memory, Plan/Organize, Task-Monitor, and Organization of Materials scores)

GEC (sum of BRI, ERI, and CRI)

SCORING IN SPANISH (Negativity, Infrequency and Inconsistency)

Negativity Scale Score (Spanish):

((range 0 to 8))

Negativity Scale Classification (Spanish)

Negativity Scale Percentile (Spanish)

- ☐ ≤ 6 equals to Percentile ≤ 98 (Acceptable)
☐ 7 equals to Percentile 99 (Elevated)
☐ ≥ 8 equals to Percentile > 99 (Highly elevated)

Infrequency Scale Score (Spanish):

((range 0 to 3))

Infrequency Scale Classification (Spanish)

Infrequency Scale Percentile (Spanish)

- ☐ 0 equals to Percentile 99 (Acceptable)
☐ ≥ 1 equals to > 99 (Questionable)

Inconsistency Scale Score (Spanish):

((range 0 to 16))

Inconsistency Scale Classification (Spanish)

(Inconsistency ≥ 11 (> 99 percentile))

Inconsistency Scale Percentile (Spanish)

- ☐ ≤ 6 equals to Percentile ≤ 98 (Acceptable)
☐ 7-10 equals to Percentile 99 (Questionable)
☐ ≥ 11 equals to Percentile > 99 (Inconsistent)

SUBTOTALS SCORING IN SPANISH

Inhibit Subtotal (Items 33 - 63) (Spanish)

Inhibit Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Inhibit (Spanish)

Self-Monitor Subtotal (Items 1 - 32) (Spanish)

Shift Subtotal (Items 33 - 63) (Spanish)

Shift Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Shift (Spanish)

Emotional Control Subtotal (Items 33 - 63) (Spanish)

Emotional Control Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Emotional Control (Spanish)

Initiate Subtotal (Items 33 - 63) (Spanish)

Initiate Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Initiate (Spanish)

Working Memory Subtotal (Items 33 - 63) (Spanish)

Working Memory Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Working Memory (Spanish)

Plan/Organize Subtotal (Items 33 - 63) (Spanish)

Plan/Organize Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Plan/Organize (Spanish)

Task-Monitor Subtotal (Items 33 - 63) (Spanish)

Task-Monitor Subtotal (Items 1 - 32) (Spanish)

Total Raw Score - Task-Monitor (Spanish)

Organization of Materials Subtotal (Items 33 - 63)
(Spanish)

Organization of Materials Subtotal (Items 1 - 32)
(Spanish)

Total Raw Score - Organization of Materials (Spanish)

SCORING SUMMARY IN SPANISH (BRI, ERI, CRI, GEC)

BRI (sum of Inhibit and Self-Monitor scores) Spanish

ERI (sum of Shift and Emotional Control scores)
Spanish

CRI (sum of Initiate, Working Memory, Plan/Organize,
Task-Monitor, and Organization of Materials
scores) Spanish

GEC (sum of BRI, ERI, and CRI) Spanish
