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Behavioral Rating Inventory of Executive Function – Preschool Version (BRIEF-P)

Availability:	<p>Please visit this website for more information about the instrument:</p> <p><u>Behavioral Rating Inventory of Executive Function Preschool Version.</u></p>
Classification:	<p>Supplemental – Highly Recommended: Cerebral Palsy (CP) and Mitochondrial Disease (Mito)</p>
Short Description of Instrument:	<p>The Behavior Rating Inventory of Executive Function–Preschool Version (BRIEF-P; Gioia, Espy, & Isquith, 2003) is a standardized rating scale developed to provide a window into everyday behaviors associated with specific domains of executive functioning in children aged 2 to 5 years. The BRIEF-P consists of a single Rating Form, designed to be completed by parents, teachers, or other caregivers, with 63 items in five non-overlapping scales. The scales form a Global Executive Composite (GEC) and three overlapping summary indexes each with two scales based on theoretical and statistical considerations. The Inhibitory Self-Control Index (ISCI) is composed of the Inhibit and Emotional Control scales, the Flexibility Index (FI) is composed of the Shift and Emotional Control scales, and the Emergent Metacognition Index (EMI) is composed of the Working Memory and Plan/Organize scales. There also are two Validity scales: Negativity and Inconsistency. The BRIEF-P can serve as a screening tool for possible executive function difficulties and as an index of the ecological validity of laboratory or clinic-based assessments.</p>
Scoring	<p>T scores (M = 50, SD = 10) are used to interpret the child’s level of executive functioning on the BRIEF-P. These scores are transformations of the raw scale scores. T scores provide information about a child’s scores relative to the scores of children in the standardization sample. Traditionally, t scores at or above 65 are considered clinically significant. Percentiles represent the percentage of children in the standardization sample whose scores fall below a given raw score. In the process of interpreting the BRIEF-P, review of individual items within each scale can yield useful information for understanding the specific nature of the individual’s elevated score on any given Clinical scale. Although certain items may have considerable clinical relevance for the child being evaluated, placing too much interpretive significance on individual items is not recommended due to lower reliability of individual items relative to the scales and indexes.</p>

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References:	<p>Gioia GA, Espy KA, Isquith PK. Behavior Rating Inventory of Executive Function®–Preschool Version (BRIEF®-P). Lutz, FL: PARC Psychological Assessment Resources, Inc.; 2003.</p> <p>Gioia GA, Isquith PK, Guy SC, Kenworthy L. Behavior Rating Inventory of Executive Function® (BRIEF®) [Internet]2015 [cited 2016 June 21]. Available from: http://www4.parinc.com/Products/Product.aspx?ProductID=BRIEF.</p> <p>Isquith P and Gioia GA. Behavior Rating Inventory of Executive Function®-Preschool Version BRIEF®-P Interpretive Report [Internet]2008 [cited 23 June 2016]. Available from: http://www4.parinc.com/WebUploads/samplerpts/BRIEF_Preschool_IR2.pdf.</p> <p>Mahone EM, Cirino PT, Cutting LE, Cerrone PM, Hagelthorn KM, Hiemenz JR, Singer HS, Denckla, Validity of the behavior rating inventory of executive function in children with ADHD and/or Tourette syndrome. Arch Clin Neuropsychol. 2002;7:643–662.</p> <p>Muriel V, Garcia-Molina A, Aparicio-Lopez C, Ensenat A, Roig-Rovira T. [Relationship between executive functioning and behaviour in children with cerebral palsy]. Revista de neurologia. 2015;61(8):337–343. Spanish.</p> <p>Sørensen K, Liverød JR, Lerdal B, Vestrheim IE, Skranes J. Executive functions in preschool children with cerebral palsy - Assessment and early intervention - A pilot study. Dev Neurorehabil. 2016;19(2):111–116.</p>
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