

## **CURE Counseling & Assessment Training Centre via Teletherapy**

Office: 770.252.3760 Fax: 678.298.7637

Web: [www.curecounseling.com](http://www.curecounseling.com) Email: [office@curecounseling.com](mailto:office@curecounseling.com)

Assessment Administration and ADHD Consultation via Teletherapy - \$179.00

Dr. C. Steven Shaffer, Ph.D., National "Board" Certified Counselor

Licensed Professional Counselor in Georgia and Missouri

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## **Brown's Executive Function/Attention Scales**

### **Assessing ADHD for Patient's Online via Video Teletherapy**

#### **Total Cost \$179.00 for a Video Session and Instant Assessment Results**

Dr. C. Steven Shaffer is licensed in the states of Georgia and Missouri as a National "Board" Certified Counselor (NBCC), a Licensed Professional Counselor (LPC) and has a Ph.D. in Counseling Psychology. Dr. Shaffer has been counseling professionally since 2006. He has held over 40,000 therapy sessions for the medical community, including hundreds of the Brown's EF/A's, a low-cost assessment to screen for Attention Deficit Hyperactivity Disorder, based on the American Psychiatric Association's DSM-5 criteria. See the attached samples.

Multitudes of Primary Care Physicians have used Dr. Shaffer's services to aid in medication management for the benefit of their patients, as well as patient development in behavior modification. Now this Brown's EF/A assessment is available via Teletherapy! Dr. Shaffer will provide the Brown's EF/A online via a VIDEO SESSION and provide instant feedback to the patient, along with a thorough report that is available within 60 minutes that can be emailed or faxed to the patient and/or their PCP. Total cost is \$179.00. See contact information above.



#### **Overview of the work of Thomas E. Brown, PhD, author and the creator of the Brown EF/A Scales.**

##### **Quickly assess DSM-5 symptoms of ADHD along with less apparent impairments of executive functioning**

ADHD is a complex impairment that impacts academic, social, emotional, and behavioral development for both children and adults. As an update to the widely used Brown ADD Scales TM the Brown EF/A Scales go beyond other measures to screen and assess a wider range of impairments of executive functioning and attention.

##### **What makes Brown EF/A Scales different?**

**Helps address situational variability:** The Brown EF/A Scales provide a comprehensive evaluation of an individual's ADHD symptoms by analyzing their behavior using multiple perspectives: the examinee's self-perspective, teacher's perspective and parents' perspective.

Overview of the Brown EF/A Scales – YouTube  
[www.youtube.com/watch?v=9A00F9Fn2Tg](http://www.youtube.com/watch?v=9A00F9Fn2Tg)

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**Items are more specific and contextual:** Included items are more specific and ask about difficulties they might encounter in a specific context, e.g. difficulty remembering what has been read (when reading is assigned, not self-selected texts).

**Focus on severity as opposed to frequency:** Unlike other instruments, the Brown focuses on specific behaviors as opposed to frequency. This allows examinees to directly and more accurately report symptoms they perceive to be problems.

**Includes DSM-5 symptoms of ADHD and more:** In addition to diagnostic criteria for ADHD defined in DSM-5, the Brown EF/A Scales also assess other important aspects of executive function impairments found in persons with ADHD, but not yet included in DSM-5.

**Based on Dr. Brown's model of Executive Functions:** The Brown EF/A Scales are based on Dr. Brown's six cluster model of executive functions that has been well recognized and explained in books and articles for more than a decade.

## Is the Brown EF/A aligned with the DSM-5?

Content is aligned with *DSM-5* diagnostic criteria for ADHD as well as other executive functions related to attention, but not included in the *DSM-5*

## How does the Brown EF/A address situational variability?

Patients with ADHD experience much situational variability with ability to focus on specific activities which hold strong interest for them, but more limited ability to focus on less interesting tasks, even when they may be important. The Brown EF/A scales include items that ask about difficulties encountered in specific contexts (e.g., difficulty remembering what has been read when reading is assigned vs. self-selected texts).

Addresses situational variability: scales analyze an individual's behavior using multiple perspectives (i.e., examinee's self-perspective, teacher's perspective, and parents' perspective).

Items are more specific and contextual: scales include items that are more specific and ask about difficulties in a specific context (e.g., difficulty remembering what has been read).

Directly and more accurately reports symptoms: items focus on severity of specific behaviors as opposed to frequency.

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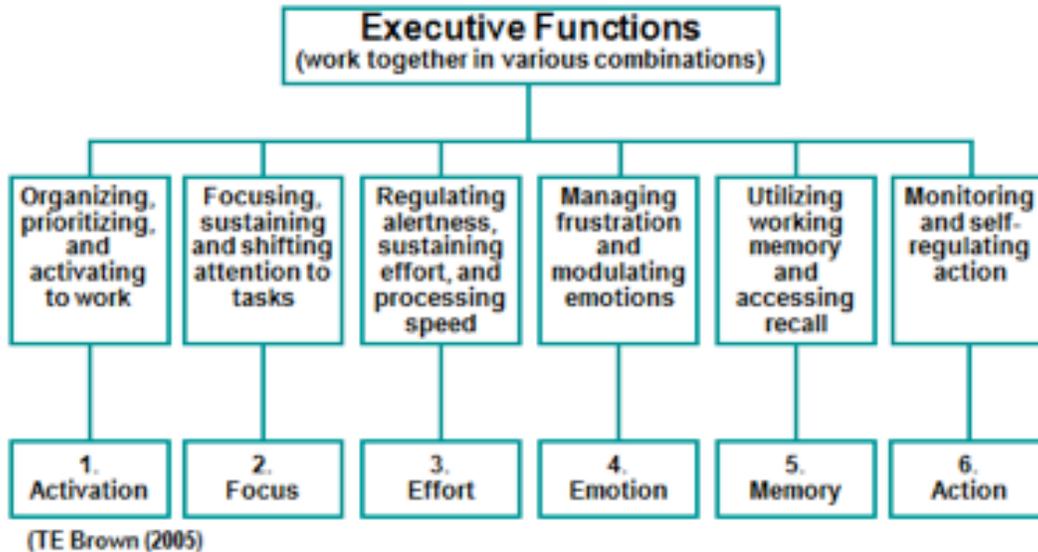
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## Executive Functions Impaired in ADD/ADHD



### Applications

#### Can the Brown EF/A Scales be used as a screening tool?

The Brown EF/A Scales can be used as a screening tool:

- As a preliminary process for identifying executive function strengths and areas of need
- To provide data to support observations and anecdotal information
- That offers insight into individuals who may be struggling without any outward expression
- As a first step in facilitating instruction, support, and interventions at the appropriate level

#### Can the Brown EF/A Scales be used as a progress monitoring tool?

The Brown EF/A Scales can be used in repeated administrations to assess changes in symptoms of ADHD over time.

- Comparing assessments can assist in determining whether or not treatment has been effective and, if so, the areas of functioning that benefited the most from treatment.
- **The information obtained from repeated administrations can also be useful in adjusting medication doses and in suggesting when additional assessments or treatments may be necessary for nonresponsive ADHD symptoms.**



# 10 Assumptions about ADHD Underlying the Brown EF/A Scales™

1

The executive function impairments associated with ADHD are problems everyone has sometimes, but **those with ADHD have much more chronic and impairing difficulty** with them.

2

**Many children and adults with ADHD have never had any significant behavior problems** and have never been hyperactive.

3

Research shows that **some specific areas of the brain** that are important for self management tend to **mature about 3-5 years later in those with ADHD**, persisting for much of their life.

4

About **70% of those who have ADHD in childhood will continue to have some ADHD impairments** at least into late adolescence and many into adulthood.

5

Regardless of the age at which ADHD becomes apparent, studies have shown that **those with later onset of ADHD can be as fully impaired as those with earlier onset.**

6

ADHD has nothing to do with how intelligent a person is—**some extremely bright and accomplished people suffer from ADHD.** Studies have shown that ADHD is found in people across the full range of intellectual abilities.

7

Conscious and unconscious emotions play a critical role in problems of motivation and self-regulation that are pervasive in ADHD. Also, **many with ADHD have chronic difficulty in recognizing and managing expression of their emotions.**

8

**ADHD is not just one or two specific symptoms. It is a complex syndrome**—a cluster of impairments that often appear together, though some aspects of the disorder may be more or less prominent in any particular person.

9

**There are many differences among various persons with ADHD**, even those of similar age. They are not all exactly alike in either their strengths or their difficulties.

10

Incidences of SLDs, anxiety and mood disorders, sleep disorders, OCD, substance use, and autism spectrum disorders are **considerably higher among those with ADHD than in the general population.**

Visit [PearsonAssessments.com/BrownEFAScales](https://www.pearsonassessments.com/BrownEFAScales) to learn more.

800.627.7271 | [PearsonAssessments.com](https://www.pearsonassessments.com)

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# BROWN

EXECUTIVE FUNCTION / ATTENTION

# SCALES™

## Individual Report

Brown EF/A Scales™

Brown Executive Function/Attention Scales™

*Thomas E. Brown, PhD*

### Examinee Information

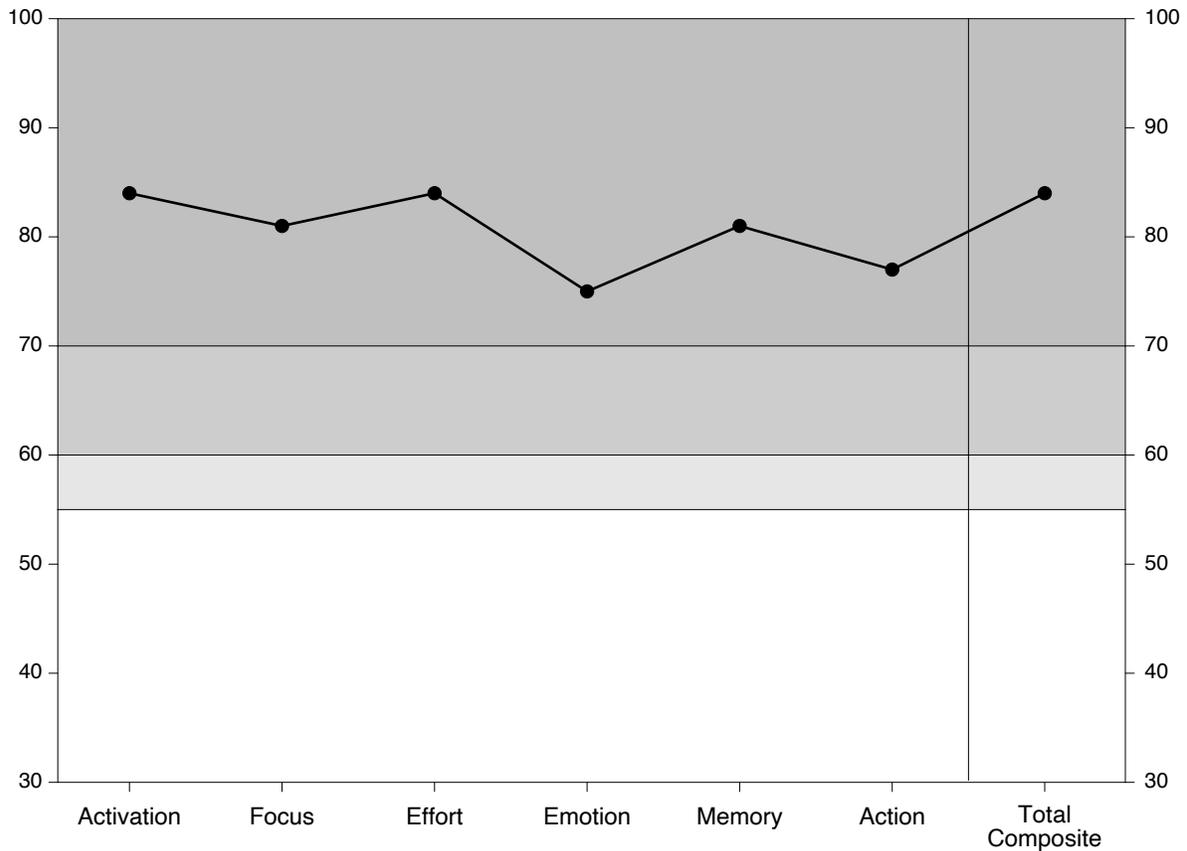
Name	
ID	11272021
Sex	Female
Date of Birth	01/05/1992
Date of Rating	11/27/2021
Age at Rating	29 years 10 months
Norms Selected	Combined-Sex

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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	22	84	99	78-90
Focus	Focusing, sustaining, and shifting attention to tasks	24	81	99	76-86
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	25	84	99	78-90
Emotion	Managing frustration and modulating emotions	24	75	98	70-80
Memory	Utilizing working memory and accessing recall	22	81	99	75-87
Action	Monitoring and self-regulating action	21	77	98	71-83
Total Composite	Overall indication of executive functioning	138	84	99	81-87

### 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	84	84	0	No	
Focus	81	84	-3	No	
Effort	84	84	0	No	
Emotion	75	84	-9	Yes	<=15%
Memory	81	84	-3	No	
Action	77	84	-7	Yes	<=15%

### Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	84	81	3	No	
Activation/Effort	84	84	0	No	
Activation/Emotion	84	75	9	No	
Activation/Memory	84	81	3	No	
Activation/Action	84	77	7	No	
Focus/Effort	81	84	-3	No	
Focus/Emotion	81	75	6	No	
Focus/Memory	81	81	0	No	
Focus/Action	81	77	4	No	
Effort/Emotion	84	75	9	No	
Effort/Memory	84	81	3	No	
Effort/Action	84	77	7	No	
Emotion/Memory	75	81	-6	No	
Emotion/Action	75	77	-2	No	
Memory/Action	81	77	4	No	

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
1. I have trouble getting started on projects, assignments, or other 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 organizing my work and doing the most important things first without wasting time.				•
28. I tend to be disorganized and forget due dates for projects, assignments, or bills.		•		
34. It takes me a long time to answer questions.			•	
40. My work is rushed, incomplete, or late because I don't plan enough time to do things well.			•	
44. I wait until the last minute to do things.				•
53. I have excessive difficulty starting tasks I should do, like running errands and paying bills, unless the task is interesting.				•
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
3. I need to be reminded to keep working or to pay attention.		•		
8. I am easily distracted by background noises or other things going on around me.				•
17. I find it hard to focus on one thing for a long time unless it's something I'm really interested in.				•
32. I need to hear or read instructions several times before I understand them.				•
42. I lose focus easily when I have to listen to or read something that isn't very interesting.				•
45. I get stuck doing one thing and have a hard time switching to something else that is more important.				•
47. Because I speak too quickly or keep changing topics while talking, others have trouble understanding me.			•	
50. I try to pay attention in conversations, but my mind wanders and I miss out on important information.				•
56. 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 I enjoy, I feel sleepy or tired during the day, even after a full night of sleep.				•
10. I need extra time to finish my assignments or projects.			•	
16. If I can't understand something right away, I stop trying.			•	
21. My work is inconsistent; sometimes it's good, sometimes it's not.				•
29. I have trouble getting to sleep at night because I can't stop thinking about different things.				•
35. I need to be reminded to get started or to keep working on tasks that need to be done.			•	
39. It's hard for me to focus on a task unless it's interesting or I'm working with someone else.				•
46. I have trouble finishing routine tasks that don't interest me.				•
52. When I'm writing, I may have good ideas, but it takes me a very long time to put them into sentences and paragraphs.		•		
55. Soon after starting a 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 feel excessively stressed or anxious in situations that should be manageable for me.				•
12. I worry too much about things that could go wrong and what others might be thinking about me.				•
19. I get frustrated and irritable over little things.				•
23. I get overly sensitive or defensive when someone teases or criticizes me.				•
27. I spend too much time on little details trying to make my work perfect.			•	
37. I overreact when I'm angry, even to small things.				•
43. I get so nervous in school or at work that I have trouble remembering things I thought I knew.		•		
48. I feel sad or depressed and think that things may never get better.				•
51. I have a hard time controlling my temper.				•
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
5. I have a hard time following instructions, especially when I have more than one thing to do at the same time.				•
9. It's difficult for me to take notes and keep listening to what else is being said.				•
13. I remember some of the details in assigned reading but have trouble understanding the main points.				•
15. I tend to forget to bring--or often misplace--things I need, such as phone, keys, wallet, or purse.			•	
22. When writing or talking, it's easy for me to wander off on some detail and forget the main thing I am trying to say.			•	
26. I tend to forget a lot of what I have just heard in conversations.			•	
30. When writing, I put in--or leave out--letters or words without meaning to.	•			
38. I have trouble memorizing things like names and dates.			•	
41. I have a hard time understanding and remembering directions or instructions.			•	
57. I plan to do things but forget about them (like running errands or paying bills).				•
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
2. I get restless and fidgety when I have to sit still or wait in line.			•	
11. If I think of something to say during a conversation, I interrupt others to say it before I forget it.			•	
14. I don't notice when I may be boring, confusing, or irritating others.		•		
20. I get restless and fidget with my fingers, hair, clothing, or jewelry too much.				•
24. When working on projects or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
31. I do or say things without thinking and often regret my actions later.			•	
33. It's hard for me to wait to say, get, or do something.				•
36. I talk a lot and do not seem to know when to stop.		•		
49. It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I know I should.				•
54. I am quick to jump to conclusions and interrupt others when they are in the middle of doing or saying something.				•

# BROWN

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EXECUTIVE FUNCTION / ATTENTION

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# SCALES™

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## Summary

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Brown EF/A Scales™  
Brown Executive Function/Attention Scales™  
*Thomas E. Brown, PhD*

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### Examinee Information

Name	
ID	11272021
Sex	Female
Date of Birth	01/05/1992
Date of Rating	11/27/2021
Age at Rating	29 years 10 months
Norms Selected	Combined-Sex

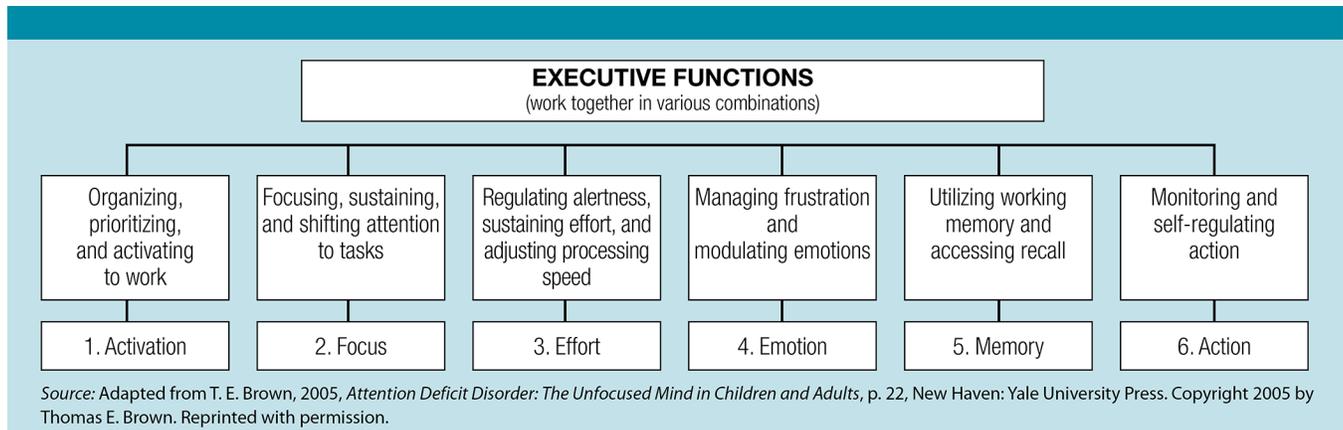
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## ABOUT THE BROWN EF/A SCALES

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 [redacted] presents *T* scores derived from a self-report rating using the Brown EF/A Scales Adult Self-Report Form. (Ratings from friends or partners can also be collected but normative comparisons are not available.) Individual scores indicate how much of a problem the adult 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.

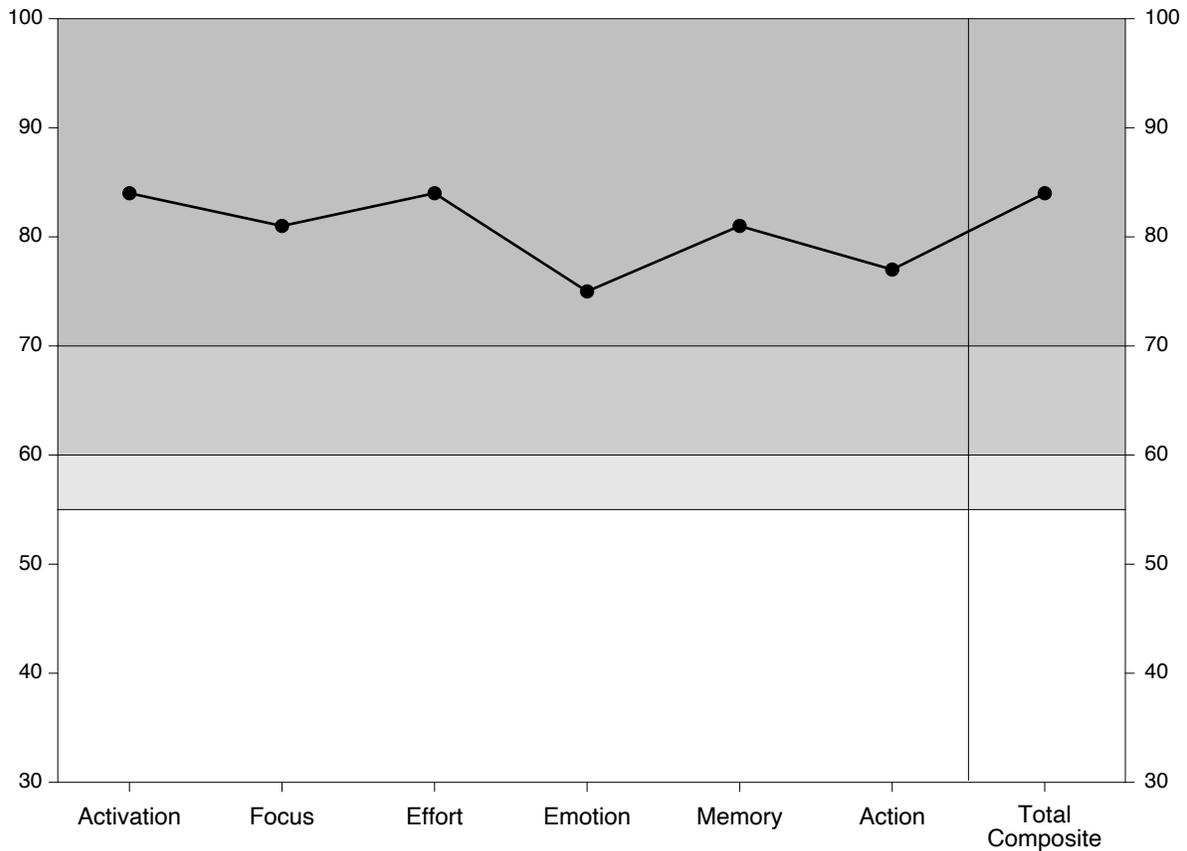
### Cluster 6. Action: Monitoring and Self-Regulating Action

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
Activation	Organizing, prioritizing, and activating to work	22	84	99	78-90
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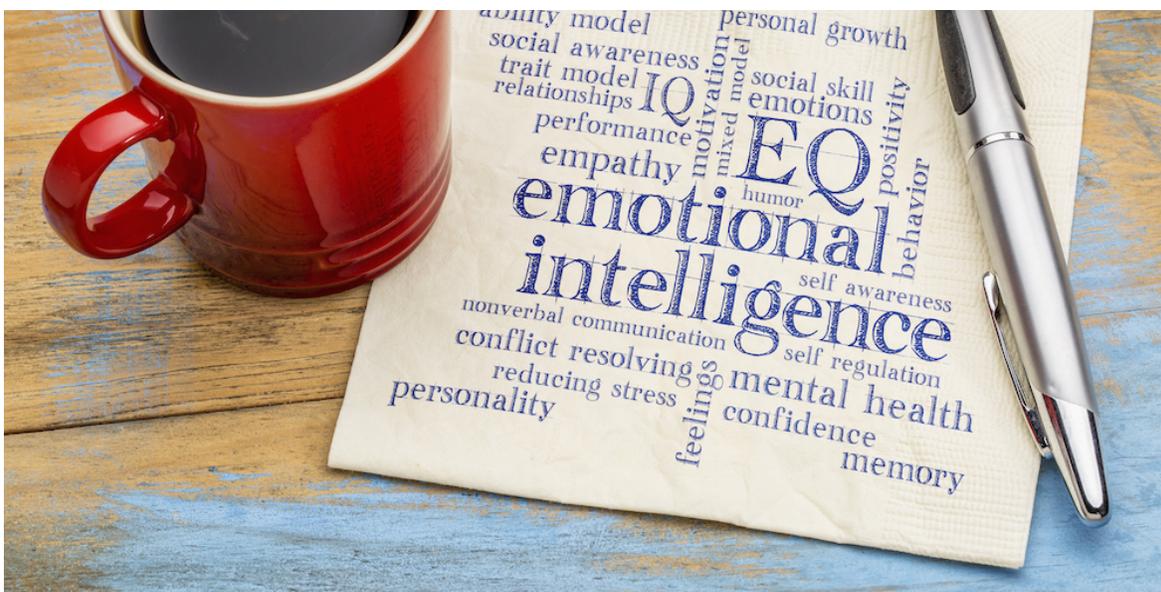
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	54 and below	Typical (unlikely significant problem)

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
I have trouble getting started on projects, assignments, or other 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 organizing my work and doing the most important things first without wasting time.				•
I tend to be disorganized and forget due dates for projects, assignments, or bills.		•		
It takes me a long time to answer questions.			•	
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 excessive difficulty starting tasks I should do, like running errands and paying bills, unless the task is interesting.				•
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
I need to be reminded to keep working or to pay attention.		•		
I am easily distracted by background noises or other things going on around me.				•
I find it hard to focus on one thing for a long time unless it's something I'm really interested in.				•
I need to hear or read instructions several times before I understand them.				•
I lose focus easily when I have to listen to or read something that isn't very interesting.				•
I get stuck doing one thing and have a hard time switching to something else that is more important.				•
Because I speak too quickly or keep changing topics while talking, others have trouble understanding me.			•	
I try to pay attention in conversations, but my mind wanders and I miss out on important information.				•
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 I enjoy, I feel sleepy or tired during the day, even after a full night of sleep.				•
I need extra time to finish my assignments or projects.			•	
If I can't understand something right away, I stop trying.			•	
My work is inconsistent; sometimes it's good, sometimes it's not.				•
I have trouble getting to sleep at night because I can't stop thinking about different things.				•
I need to be reminded to get started or to keep working on tasks that need to be done.			•	
It's hard for me to focus on a task unless it's interesting or I'm working with someone else.				•
I have trouble finishing routine tasks that don't interest me.				•
When I'm writing, I may have good ideas, but it takes me a very long time to put them into sentences and paragraphs.		•		
Soon after starting a project or assignment, I get bored and don't want to finish it.				•

<b>Cluster 4. Emotion</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I feel excessively stressed or anxious in situations that should be manageable for me.				•
I worry too much about things that could go wrong and what others might be thinking about me.				•
I get frustrated and irritable over little things.				•
I get overly sensitive or defensive when someone teases or criticizes me.				•
I spend too much time on little details trying to make my work perfect.			•	
I overreact when I'm angry, even to small things.				•
I get so nervous in school or at work that I have trouble remembering things I thought I knew.		•		
I feel sad or depressed and think that things may never get better.				•
I have a hard time controlling my temper.				•
<b>Cluster 5. Memory</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I have a hard time following instructions, especially when I have more than one thing to do at the same time.				•
It's difficult for me to take notes and keep listening to what else is being said.				•
I remember some of the details in assigned reading but have trouble understanding the main points.				•
I tend to forget to bring--or often misplace--things I need, such as phone, keys, wallet, or purse.			•	
When writing or talking, it's easy for me to wander off on some detail and forget the main thing I am trying to say.			•	
I tend to forget a lot of what I have just heard in conversations.			•	
When writing, I put in--or leave out--letters or words without meaning to.	•			
I have trouble memorizing things like names and dates.			•	
I have a hard time understanding and remembering directions or instructions.			•	
I plan to do things but forget about them (like running errands or paying bills).				•
<b>Cluster 6. Action</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I get restless and fidgety when I have to sit still or wait in line.			•	
If I think of something to say during a conversation, I interrupt others to say it before I forget it.			•	
I don't notice when I may be boring, confusing, or irritating others.		•		
I get restless and fidget with my fingers, hair, clothing, or jewelry too much.				•
When working on projects or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
I do or say things without thinking and often regret my actions later.			•	
It's hard for me to wait to say, get, or do something.				•
I talk a lot and do not seem to know when to stop.		•		
It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I know I should.				•
I am quick to jump to conclusions and interrupt others when they are in the middle of doing or saying something.				•



## Lukenotes, Fall 2019

### The Challenge of ADHD in Adulthood

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurobiological disorder that usually presents in early childhood characterized by various combinations of problems with attention deployment, heightened physical activity level and lack of emotional or behavior self-control. Recent estimates suggest a prevalence of about 8.4 percent in children.

The manifestations of ADHD, occurring in 4.4 percent of adults, can vary over time. For example, the rambunctious, high energy, overactive child may become an outwardly calm and quiet, but internally restless adult. The disorder can be easily misdiagnosed in adults. Several of its symptoms occur in non-ADHD individuals, although at relatively lower levels of intensity and duration. Also, certain psychiatric and medical disorders have symptoms similar to ADHD, including major depression, anxiety, bipolar disorder, autism spectrum disorder, learning

disorder, sleep apnea, hypothyroidism and hypoglycemia.

To further complicate matters, ADHD has a higher than average rate of co-occurring with anxiety/depression or undiagnosed sleep apnea. Although not included among the ADHD diagnostic criteria in the most recent revision of the Diagnostic and Statistical Manual published by the American Psychiatric Association (DSM-5), problems with identifying and regulating emotions occur more frequently in ADHD populations than in people who do not have ADHD. Examples of these would include mood swings, poor frustration tolerance, and difficulty censoring strong reactions. Research studies have shown that individuals with ADHD are at greater risk of having low emotional intelligence (EI) than non-ADHD individuals.

## **Emotional Intelligence**

Though the concept of emotional intelligence dates back to the early 1960s, it was only popularized with the 1995 publication of the Daniel Goleman book, *Emotional Intelligence: Why it Can Matter More than IQ*. John Mayer and Peter Salovey played a primary role in developing EI as a psychological theory with their 1990 article, "Emotional Intelligence," published in the journal *Imagination, Cognition, and Personality*. Mayer and Salovey defined EI as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

Emotional intelligence is comprised of various abilities present at birth, and acquired skills learned through experience and practice. Acquired EI skills appear to have nearly unlimited potential for growth throughout an individual's lifetime. Thus, being born with low emotional intelligence is not a life sentence. One's EI can be transformed in ways that markedly enhance success in interacting with one's self or with other human beings.

## **The Importance of Emotional Intelligence for Healthy Relationships**

Individuals with low emotional intelligence tend to experience stress easily, hold grudges, lack empathy, feel misunderstood and think that other people are overly sensitive. They do not understand how other people feel, refuse to listen to other points of view, and encounter more than usual difficulty coping with emotionally-charged situations. They make assumptions quickly and defend them vehemently.

By contrast, individuals with high EI have great social skills, are highly motivated, understand how people feel, and pay attention to what they are feeling. They are able to regulate their emotions, willing and able to discuss their feelings with others, and able to correctly identify their underlying causes of their emotions.

### **The Essential Contribution of Attention Abilities to Emotional Intelligence**

ADHD symptoms negatively impact emotional clarity. In general, people with ADHD tend to have difficulty with social skills. When hyperactive/impulsive ADHD symptoms are predominant, the ability to actively improve negative emotions suffers. As is evident with ADHD, people who have low emotional intelligence encounter difficulty reading and responding to nonverbal cues that guide acceptable behavior in social or novel situations.

Self-awareness and the capacity for empathy are foundational components of EI. Both abilities are compromised in individuals with ADHD. Thus, treating ADHD while ignoring the potential negative impact of low emotional intelligence significantly limits an individual's ability to realize their full potential. In similar fashion, failing to identify and remediate low EI in the absence of ADHD is associated with similar risks.

### **The Importance of Diagnosing Adult ADHD**

Evaluation of EI is a primary component of a comprehensive ADHD assessment because of the strong connection between the two. Efficient diagnosis and treatment of ADHD requires determination of, and if needed, counseling specifically focused on improving EI.

*Gary Thompson, Ph.D., is a retired member of the clinical staff at Saint Luke Institute.*



SAINT LUKE INSTITUTE

# BROWN

EXECUTIVE FUNCTION / ATTENTION

# SCALES™

## Individual Report

Brown EF/A Scales™

Brown Executive Function/Attention Scales™

*Thomas E. Brown, PhD*

### Examinee Information

Name	
ID	05042022
Sex	Female
Date of Birth	10/17/2005
Age at Rating	16 years 6 months
Norms Selected	Combined-Sex

### Parent Rater Information

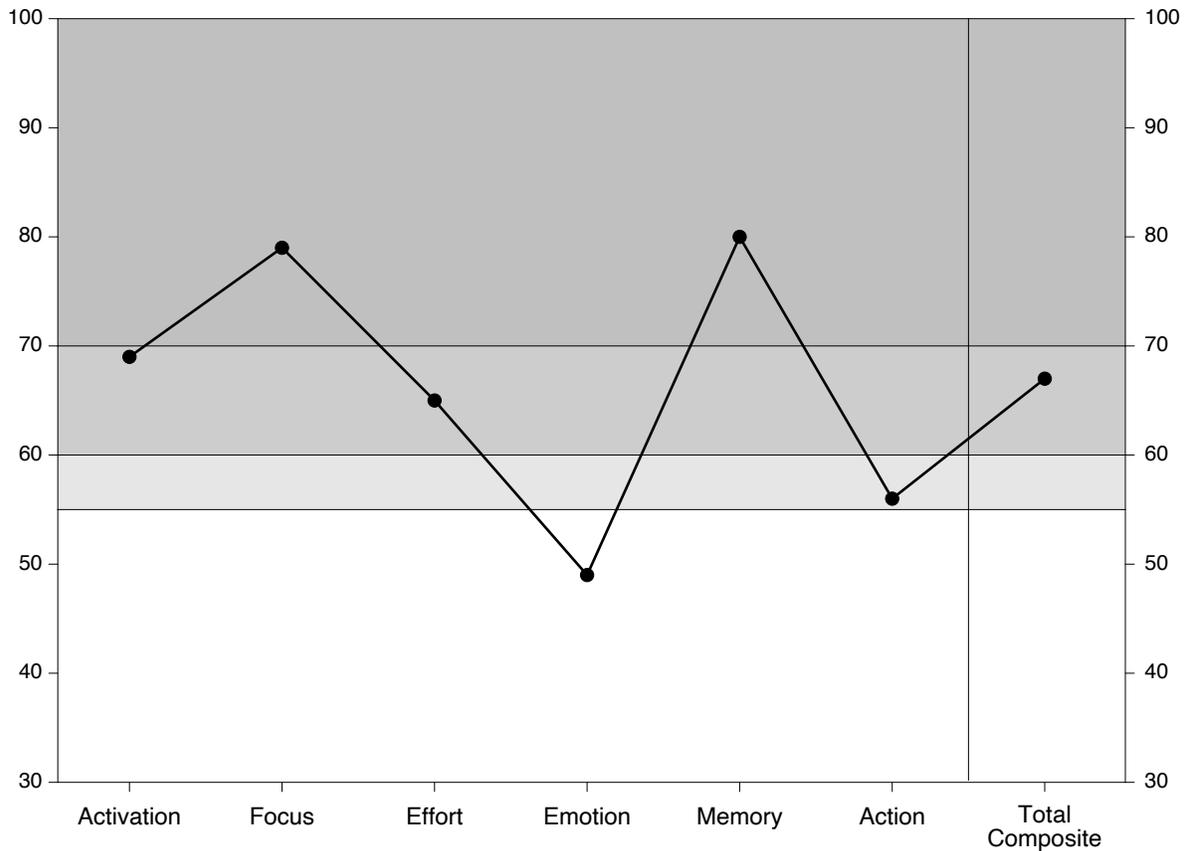
Name	DR. C. Steven Shaffer
Relation to Child	Other
Date of Rating	05/04/2022

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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	20	69	93	64-74
Focus	Focusing, sustaining, and shifting attention to tasks	24	79	99	74-84
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	18	65	88	60-70
Emotion	Managing frustration and modulating emotions	6	49	56	43-55
Memory	Utilizing working memory and accessing recall	23	80	99	75-85
Action	Monitoring and self-regulating action	10	56	77	51-61
Total Composite	Overall indication of executive functioning	101	67	92	65-69

### 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	69	67	2	No	
Focus	79	67	12	Yes	<=2%
Effort	65	67	-2	No	
Emotion	49	67	-18	Yes	<=2%
Memory	80	67	13	Yes	<=2%
Action	56	67	-11	Yes	<=2%

### Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	69	79	-10	Yes	<=10%
Activation/Effort	69	65	4	No	
Activation/Emotion	69	49	20	Yes	<=2%
Activation/Memory	69	80	-11	Yes	<=10%
Activation/Action	69	56	13	Yes	<=10%
Focus/Effort	79	65	14	Yes	<=2%
Focus/Emotion	79	49	30	Yes	<=2%
Focus/Memory	79	80	-1	No	
Focus/Action	79	56	23	Yes	<=2%
Effort/Emotion	65	49	16	Yes	<=5%
Effort/Memory	65	80	-15	Yes	<=2%
Effort/Action	65	56	9	Yes	<=15%
Emotion/Memory	49	80	-31	Yes	<=2%
Emotion/Action	49	56	-7	No	
Memory/Action	80	56	24	Yes	<=2%

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
1. Seems to have trouble getting started on tests, projects, or other assigned tasks.				•
7. Has difficulty transitioning from one activity to another.	•			
18. Has trouble waking up, getting out of bed, and getting started in the morning.				•
25. Has trouble getting organized and doing the most important things first without wasting time.		•		
28. Tends to be disorganized and forgets due dates for schoolwork and tests.				•
34. Daydreams too much.				•
40. Work is rushed, incomplete, or late.				•
43. Waits until the last minute to do things.			•	
53. Has excessive difficulty starting tasks, like homework, studying, and projects, unless the task is interesting.			•	

Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
3. Needs to be reminded to keep working or to pay attention.				•
8. Is easily distracted by background noises or other activities happening at the same time.				•
17. Finds it hard to focus on one thing for a long time unless the task is interesting.				•
32. Needs to have instructions repeated several times before understanding them.				•
42. Seems to lose focus easily when listening to or reading something uninteresting.				•
44. Gets stuck doing one thing and has a hard time switching to something else that is more important.			•	
46. Is difficult to understand because he or she speaks so quickly or keeps changing topics while talking.		•		
50. Tries to pay attention but seems to lose focus and misses out on important information.				•
56. Has to read uninteresting things more than once to remember them.				•

Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
4. Unless engaged in a favorite activity, seems sleepy or tired during the day, even after a full night of sleep.				•
10. Needs extra time to finish routine tasks, like homework or chores.			•	
16. Gives up quickly when trying to learn something new that is difficult.	•			
21. Has trouble staying interested in routine tasks, especially when working alone.			•	
29. Seems to have trouble getting to sleep at night.				•
35. Has trouble finishing routine tasks that aren't very interesting.			•	
39. Needs to be reminded to get started or to keep working on tasks that need to be done.				•
45. Produces inconsistent schoolwork; sometimes it's good, sometimes it's not.		•		
52. Seems to have good ideas but has a hard time expressing them in writing.	•			
55. Soon after starting a school project or homework assignment, gets bored and doesn't want to finish it.			•	

<b>Cluster 4. Emotion</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
6. Seems overwhelmed by everyday tasks and situations that should be manageable.		•		
12. Worries too much about things that might go wrong or what others think.		•		
19. Gets frustrated and irritable over little inconveniences.		•		
24. Gets overly sensitive and defensive when teased or criticized.	•			
27. Spends too much time on little details trying to make things perfect.		•		
33. Seems to not care very much about schoolwork.	•			
37. Seems sad or depressed.		•		
48. Gets so nervous when taking tests that he or she is unable to remember information known the day before.	•			
51. Has a hard time controlling his or her temper.		•		

<b>Cluster 5. Memory</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
5. Has a hard time following instructions, especially when given more than one thing to do at the same time.			•	
9. Has a hard time taking notes in class while listening to what else is being said.		•		
13. Remembers some of the details in assigned reading but has trouble understanding the main points.			•	
15. Forgets to bring--or often misplaces--needed things, such as keys, wallet, purse, or homework.				•
22. Seems to lose focus and become confused while talking.			•	
26. Forgets a lot of what was just heard in conversations.				•
30. Leaves out or inserts letters or words that don't belong when writing.			•	
38. Has trouble memorizing things like vocabulary words, names, and dates.				•
41. Has a hard time understanding and remembering instructions for tests or assignments.			•	
57. Plans to do things, like homework or chores, but forgets about them.				•

<b>Cluster 6. Action</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
2. Gets restless and fidgety when having to sit still or wait in line.			•	
11. Interrupts others who are talking to say something before he or she forgets it.	•			
14. Doesn't seem to notice when he or she is boring, confusing, or irritating others.			•	
20. Becomes restless and fidgets excessively with fingers, hair, clothing, or jewelry.			•	
23. When working on homework or projects, tends to do them too quickly and makes careless mistakes.			•	
31. Seems to do or say things without first carefully considering what might happen as a result.		•		
36. Talks a lot and does not seem to know when to stop.	•			
47. Starts doing things without waiting for permission or instructions.		•		
49. Has trouble stopping enjoyable activities, like watching TV or playing games, even when told to do so.	•			
54. Is quick to jump to conclusions and interrupts others when they are in the middle of doing or saying something.	•			

# BROWN

EXECUTIVE FUNCTION / ATTENTION

# SCALES™

## Summary

Brown EF/A Scales™  
Brown Executive Function/Attention Scales™  
*Thomas E. Brown, PhD*

### Examinee Information

Name	.
ID	05042022
Sex	Female
Date of Birth	10/17/2005
Age at Rating	16 years 6 months
Norms Selected	Combined-Sex

### Parent Rater Information

Name	DR. C. Steven Shaffer
Relation to Child	Other
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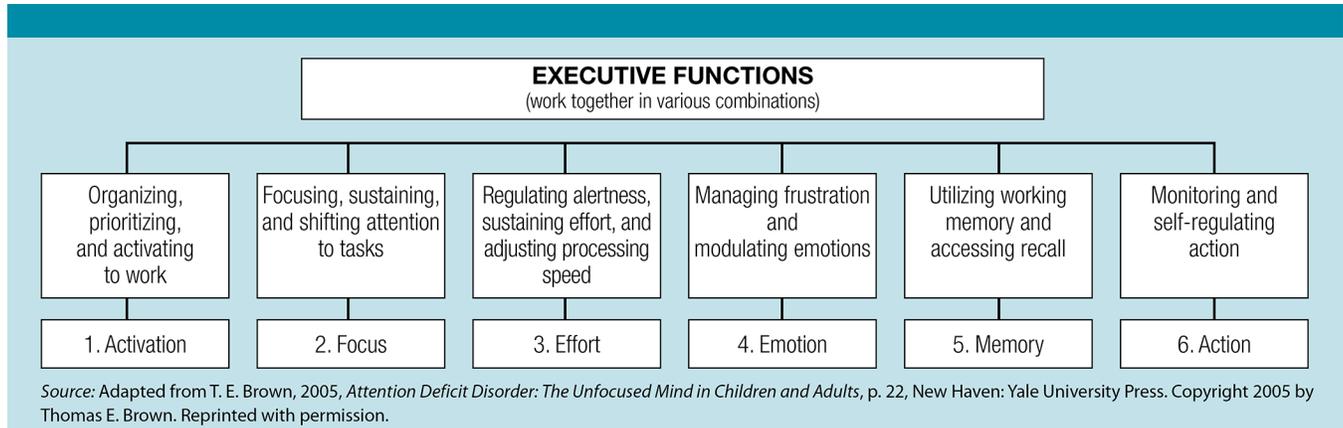
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[ 1.1 / RE1 / QG1 ]

## 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 \_\_\_\_\_ presents *T* scores derived from a parent rater using the Brown EF/A Scales Adolescent Parent Form. Normative comparisons are also available for self-report ratings. (Ratings from teachers can also be collected but normative comparisons are not available.) Individual scores indicate how much of a problem the adolescent 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.

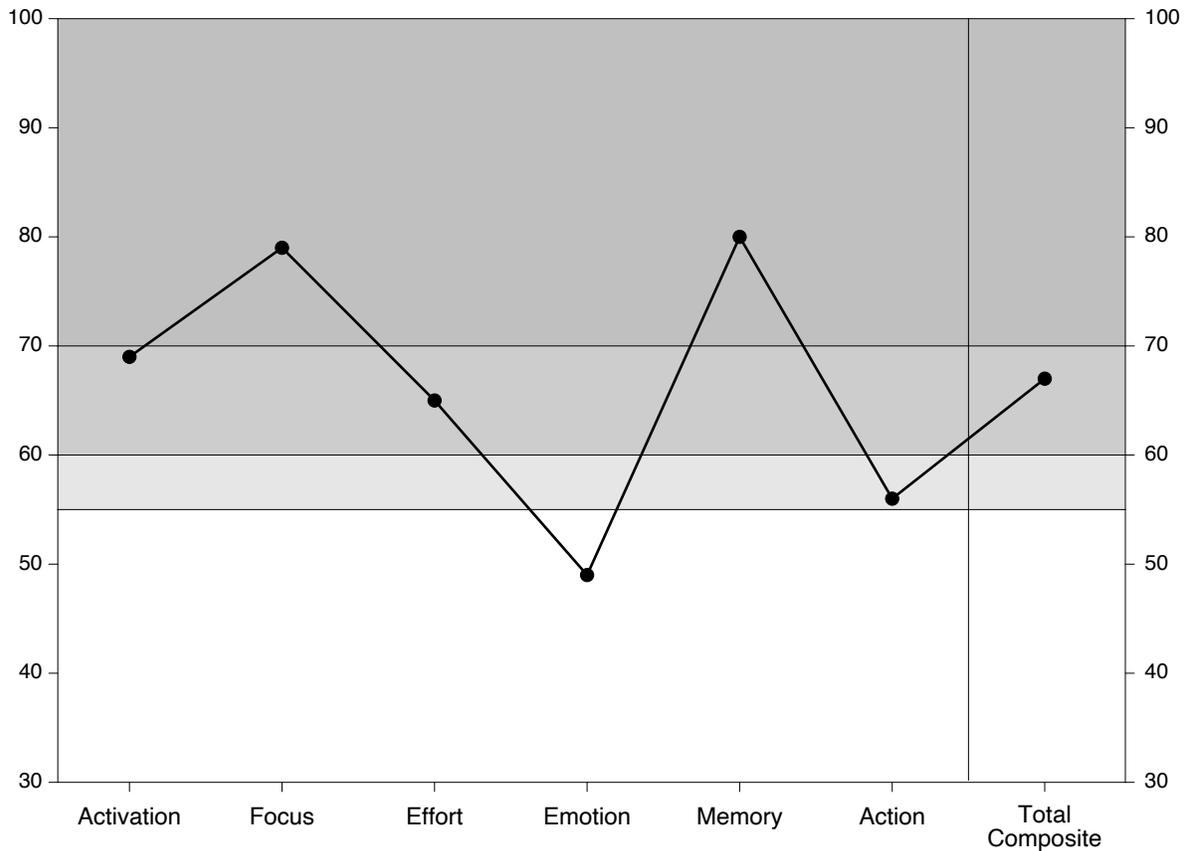
### Cluster 6. Action: Monitoring and Self-Regulating Action

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
Activation	Organizing, prioritizing, and activating to work	20	69	93	64-74
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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
	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)

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
Seems to have trouble getting started on tests, projects, or other assigned tasks.				•
Has difficulty transitioning from one activity to another.	•			
Has trouble waking up, getting out of bed, and getting started in the morning.				•
Has trouble getting organized and doing the most important things first without wasting time.		•		
Tends to be disorganized and forgets due dates for schoolwork and tests.				•
Daydreams too much.				•
Work is rushed, incomplete, or late.				•
Waits until the last minute to do things.			•	
Has excessive difficulty starting tasks, like homework, studying, and projects, unless the task is interesting.			•	

Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
Needs to be reminded to keep working or to pay attention.				•
Is easily distracted by background noises or other activities happening at the same time.				•
Finds it hard to focus on one thing for a long time unless the task is interesting.				•
Needs to have instructions repeated several times before understanding them.				•
Seems to lose focus easily when listening to or reading something uninteresting.				•
Gets stuck doing one thing and has a hard time switching to something else that is more important.			•	
Is difficult to understand because he or she speaks so quickly or keeps changing topics while talking.		•		
Tries to pay attention but seems to lose focus and misses out on important information.				•
Has to read uninteresting things more than once to remember them.				•

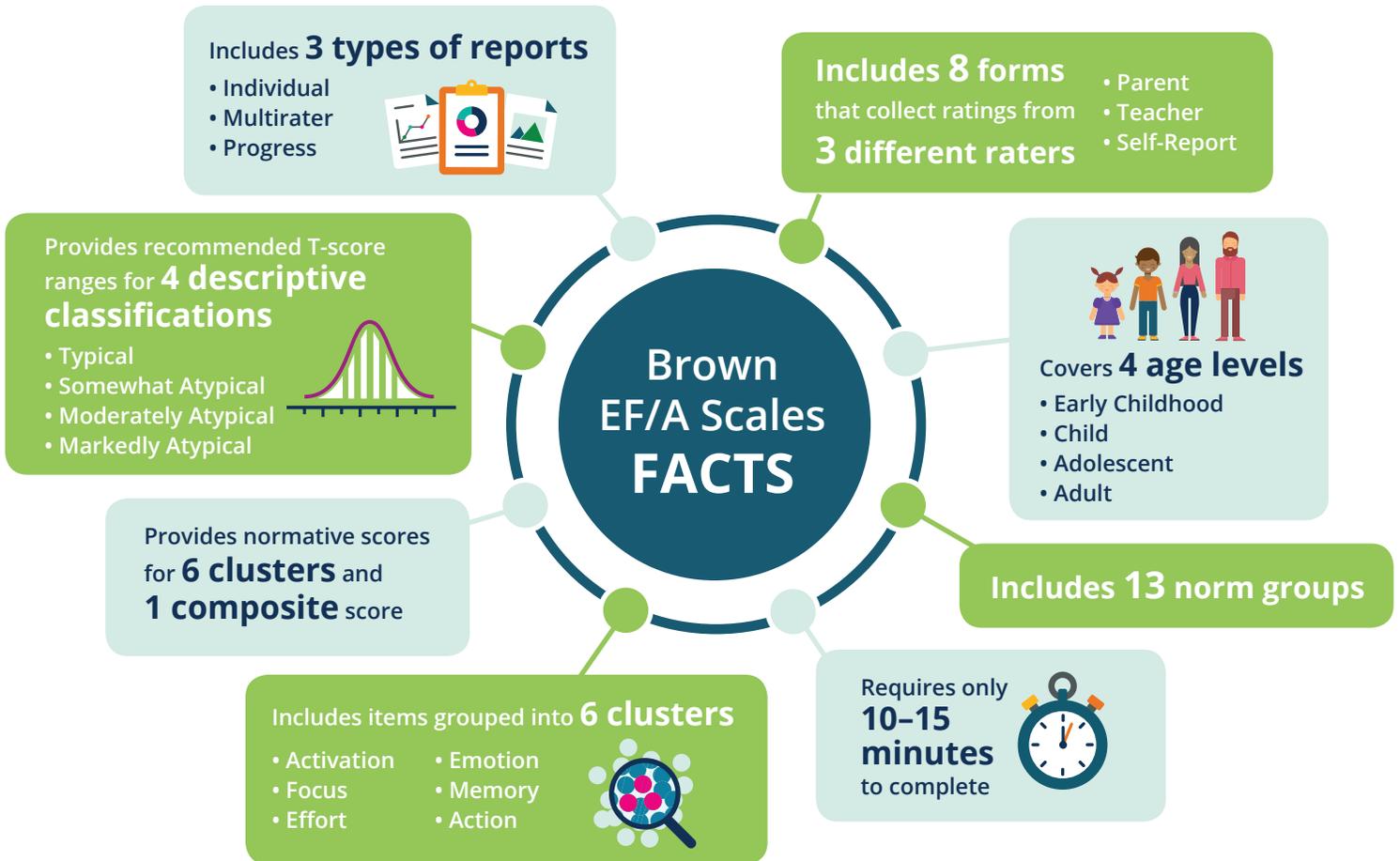
Cluster 3. Effort	No Problem	Little Problem	Medium Problem	Big Problem
Unless engaged in a favorite activity, seems sleepy or tired during the day, even after a full night of sleep.				•
Needs extra time to finish routine tasks, like homework or chores.			•	
Gives up quickly when trying to learn something new that is difficult.	•			
Has trouble staying interested in routine tasks, especially when working alone.			•	
Seems to have trouble getting to sleep at night.				•
Has trouble finishing routine tasks that aren't very interesting.			•	
Needs to be reminded to get started or to keep working on tasks that need to be done.				•
Produces inconsistent schoolwork; sometimes it's good, sometimes it's not.		•		
Seems to have good ideas but has a hard time expressing them in writing.	•			
Soon after starting a school project or homework assignment, gets bored and doesn't want to finish it.			•	

<b>Cluster 4. Emotion</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
Seems overwhelmed by everyday tasks and situations that should be manageable.		•		
Worries too much about things that might go wrong or what others think.		•		
Gets frustrated and irritable over little inconveniences.		•		
Gets overly sensitive and defensive when teased or criticized.	•			
Spends too much time on little details trying to make things perfect.		•		
Seems to not care very much about schoolwork.	•			
Seems sad or depressed.		•		
Gets so nervous when taking tests that he or she is unable to remember information known the day before.	•			
Has a hard time controlling his or her temper.		•		
<b>Cluster 5. Memory</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
Has a hard time following instructions, especially when given more than one thing to do at the same time.			•	
Has a hard time taking notes in class while listening to what else is being said.		•		
Remembers some of the details in assigned reading but has trouble understanding the main points.			•	
Forgets to bring--or often misplaces--needed things, such as keys, wallet, purse, or homework.				•
Seems to lose focus and become confused while talking.			•	
Forgets a lot of what was just heard in conversations.				•
Leaves out or inserts letters or words that don't belong when writing.			•	
Has trouble memorizing things like vocabulary words, names, and dates.				•
Has a hard time understanding and remembering instructions for tests or assignments.			•	
Plans to do things, like homework or chores, but forgets about them.				•
<b>Cluster 6. Action</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
Gets restless and fidgety when having to sit still or wait in line.			•	
Interrupts others who are talking to say something before he or she forgets it.	•			
Doesn't seem to notice when he or she is boring, confusing, or irritating others.			•	
Becomes restless and fidgets excessively with fingers, hair, clothing, or jewelry.			•	
When working on homework or projects, tends to do them too quickly and makes careless mistakes.			•	
Seems to do or say things without first carefully considering what might happen as a result.		•		
Talks a lot and does not seem to know when to stop.	•			
Starts doing things without waiting for permission or instructions.		•		
Has trouble stopping enjoyable activities, like watching TV or playing games, even when told to do so.	•			
Is quick to jump to conclusions and interrupts others when they are in the middle of doing or saying something.	•			

# The Basics of Brown EF/A Scales

ADHD affects roughly 5% to 7.5% of children and adolescents, and 3% to 5% of adults worldwide.

*Brown EF/A Scales is designed to evaluate executive functions related to ADHD in individuals ages 3 years and older.*



## Standardization:

- 270 examiners and 30 sites across 45 states participated in the standardization
- Based on a national sample of 1,950 Parent, Teacher, and Self-Report Forms collected from the general population
- Reliability and validity was further established by a clinical sample of 359 individuals who were diagnosed with ADHD

## Reliability & Validity:

- Internal consistency coefficients ranged from **.74 to .98** for the standardization sample and **.70 to .97** for the clinical sample
- 1- to 4-week test-retest reliability coefficients ranged from **.71 to .95**
- Inter-rater reliability coefficients ranged from **.32 to .72**
- **Correlated with other measures**
  - BASC-3
  - BRIEF2



# BROWN

EXECUTIVE FUNCTION / ATTENTION

# SCALES™

## 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

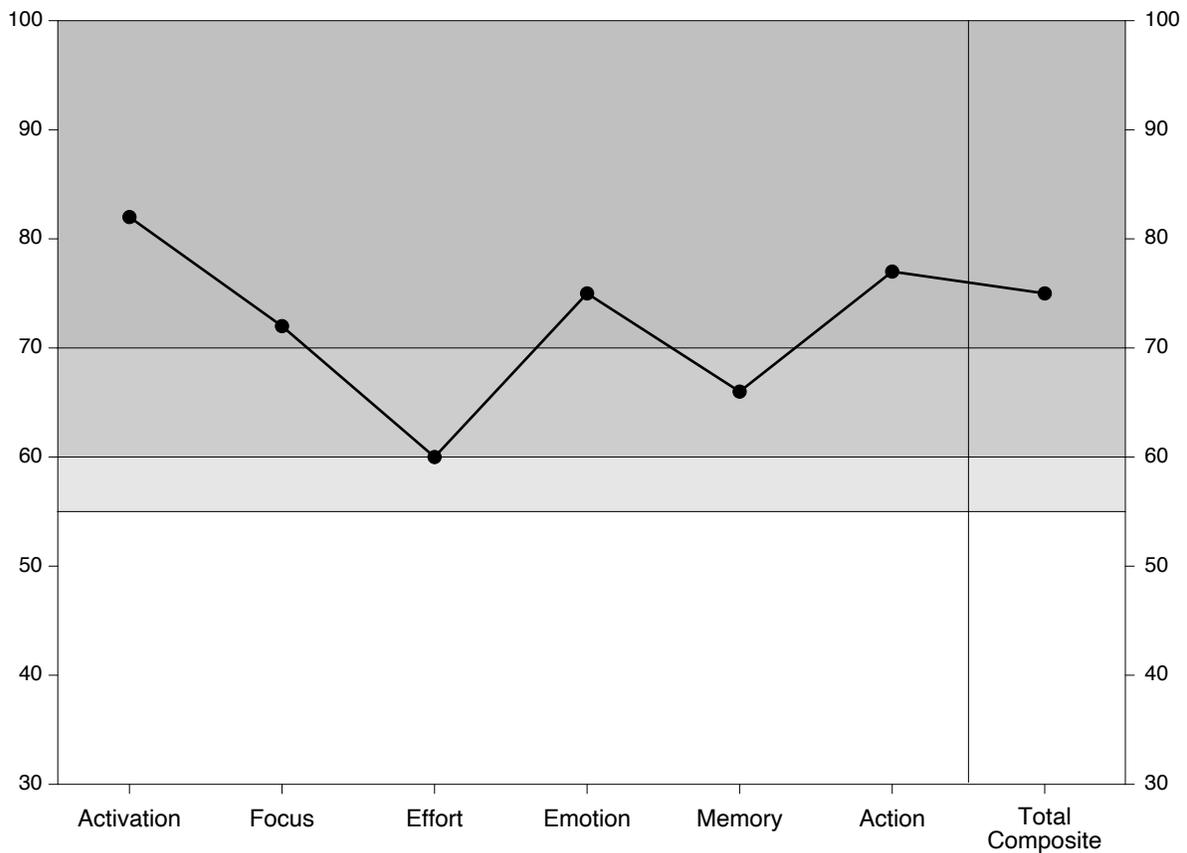
Name	
ID	09142021
Sex	Male
Date of Birth	03/06/2001
Date of Rating	09/14/2021
Age at Rating	20 years 6 months
Norms Selected	Combined-Sex

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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	21	82	99	76-88
Focus	Focusing, sustaining, and shifting attention to tasks	19	72	97	67-77
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	12	60	85	54-66
Emotion	Managing frustration and modulating emotions	24	75	98	70-80
Memory	Utilizing working memory and accessing recall	14	66	92	60-72
Action	Monitoring and self-regulating action	21	77	98	71-83
Total Composite	Overall indication of executive functioning	111	75	97	72-78

### 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	82	75	7	Yes	<=15%
Focus	72	75	-3	No	
Effort	60	75	-15	Yes	<=2%
Emotion	75	75	0	No	
Memory	66	75	-9	Yes	<=10%
Action	77	75	2	No	

### Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	82	72	10	Yes	<=15%
Activation/Effort	82	60	22	Yes	<=2%
Activation/Emotion	82	75	7	No	
Activation/Memory	82	66	16	Yes	<=2%
Activation/Action	82	77	5	No	
Focus/Effort	72	60	12	Yes	<=5%
Focus/Emotion	72	75	-3	No	
Focus/Memory	72	66	6	No	
Focus/Action	72	77	-5	No	
Effort/Emotion	60	75	-15	Yes	<=10%
Effort/Memory	60	66	-6	No	
Effort/Action	60	77	-17	Yes	<=2%
Emotion/Memory	75	66	9	No	
Emotion/Action	75	77	-2	No	
Memory/Action	66	77	-11	Yes	<=10%

## ITEM RESPONSES BY CLUSTER

Cluster 1. Activation	No Problem	Little Problem	Medium Problem	Big Problem
1. I have trouble getting started on projects, assignments, or other 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 organizing my work and doing the most important things first without wasting time.			•	
28. I tend to be disorganized and forget due dates for projects, assignments, or bills.		•		
34. It takes me a long time to answer questions.		•		
40. My work is rushed, incomplete, or late because I don't plan enough time to do things well.				•
44. I wait until the last minute to do things.				•
53. I have excessive difficulty starting tasks I should do, like running errands and paying bills, unless the task is interesting.				•
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
3. I need to be reminded to keep working or to pay attention.		•		
8. I am easily distracted by background noises or other things going on around me.			•	
17. I find it hard to focus on one thing for a long time unless it's something I'm really interested in.			•	
32. I need to hear or read instructions several times before I understand them.			•	
42. I lose focus easily when I have to listen to or read something that isn't very interesting.				•
45. I get stuck doing one thing and have a hard time switching to something else that is more important.				•
47. Because I speak too quickly or keep changing topics while talking, others have trouble understanding me.			•	
50. I try to pay attention in conversations, but my mind wanders and I miss out on important information.			•	
56. 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 I enjoy, I feel sleepy or tired during the day, even after a full night of sleep.			•	
10. I need extra time to finish my assignments or projects.			•	
16. If I can't understand something right away, I stop trying.	•			
21. My work is inconsistent; sometimes it's good, sometimes it's not.		•		
29. I have trouble getting to sleep at night because I can't stop thinking about different things.		•		
35. I need to be reminded to get started or to keep working on tasks that need to be done.	•			
39. It's hard for me to focus on a task unless it's interesting or I'm working with someone else.	•			
46. I have trouble finishing routine tasks that don't interest me.				•
52. When I'm writing, I may have good ideas, but it takes me a very long time to put them into sentences and paragraphs.			•	
55. Soon after starting a 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 feel excessively stressed or anxious in situations that should be manageable for me.			•	
12. I worry too much about things that could go wrong and what others might be thinking about me.				•
19. I get frustrated and irritable over little things.				•
23. I get overly sensitive or defensive when someone teases or criticizes me.				•
27. I spend too much time on little details trying to make my work perfect.				•
37. I overreact when I'm angry, even to small things.				•
43. I get so nervous in school or at work that I have trouble remembering things I thought I knew.				•
48. I feel sad or depressed and think that things may never get better.		•		
51. I have a hard time controlling my temper.				•
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
5. I have a hard time following instructions, especially when I have more than one thing to do at the same time.		•		
9. It's difficult for me to take notes and keep listening to what else is being said.	•			
13. I remember some of the details in assigned reading but have trouble understanding the main points.			•	
15. I tend to forget to bring--or often misplace--things I need, such as phone, keys, wallet, or purse.			•	
22. When writing or talking, it's easy for me to wander off on some detail and forget the main thing I am trying to say.			•	
26. I tend to forget a lot of what I have just heard in conversations.			•	
30. When writing, I put in--or leave out--letters or words without meaning to.		•		
38. I have trouble memorizing things like names and dates.	•			
41. I have a hard time understanding and remembering directions or instructions.			•	
57. I plan to do things but forget about them (like running errands or paying bills).			•	
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
2. I get restless and fidgety when I have to sit still or wait in line.		•		
11. If I think of something to say during a conversation, I interrupt others to say it before I forget it.			•	
14. I don't notice when I may be boring, confusing, or irritating others.			•	
20. I get restless and fidget with my fingers, hair, clothing, or jewelry too much.				•
24. When working on projects or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
31. I do or say things without thinking and often regret my actions later.			•	
33. It's hard for me to wait to say, get, or do something.			•	
36. I talk a lot and do not seem to know when to stop.			•	
49. It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I know I should.				•
54. I am quick to jump to conclusions and interrupt others when they are in the middle of doing or saying something.				•

# BROWN

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EXECUTIVE FUNCTION / ATTENTION

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# SCALES™

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## Summary

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Brown EF/A Scales™

Brown Executive Function/Attention Scales™

*Thomas E. Brown, PhD*

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## Examinee Information

Name	
ID	09142021
Sex	Male
Date of Birth	03/06/2001
Date of Rating	09/14/2021
Age at Rating	20 years 6 months
Norms Selected	Combined-Sex

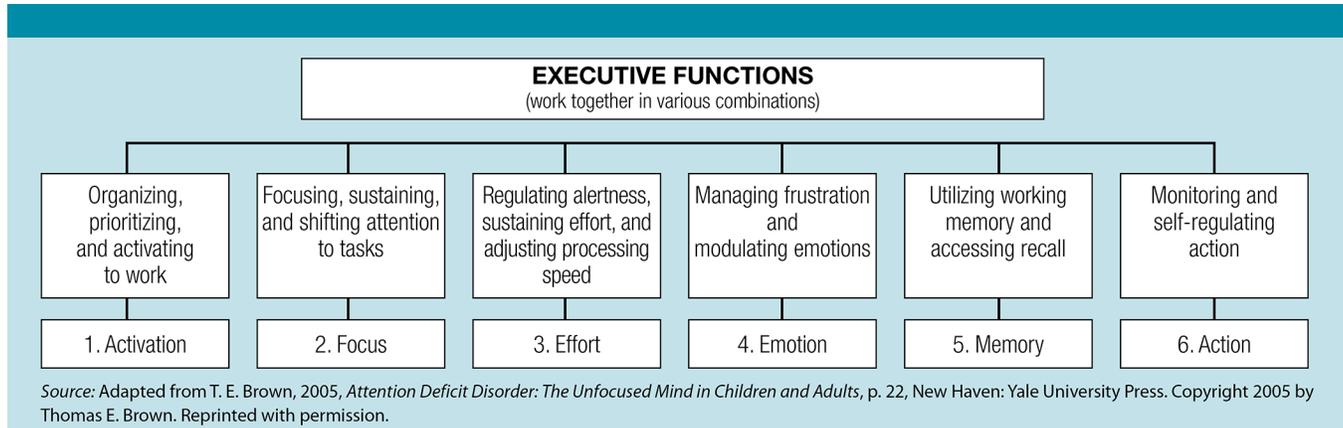
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[ 1.1 / RE1 / QG1 ]

## 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 \_\_\_\_\_ presents *T* scores derived from a self-report rating using the Brown EF/A Scales Adult Self-Report Form. (Ratings from friends or partners can also be collected but normative comparisons are not available.) Individual scores indicate how much of a problem the adult 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.

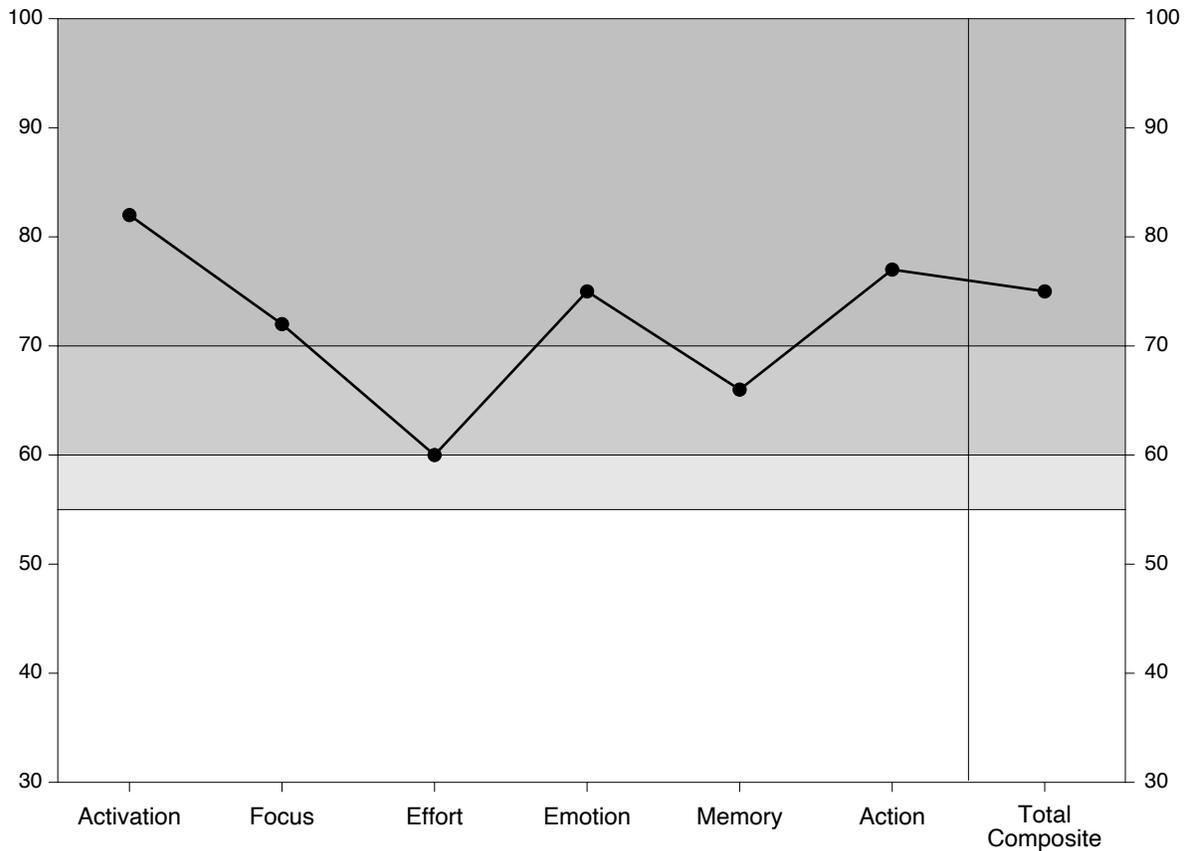
### Cluster 6. Action: Monitoring and Self-Regulating Action

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.

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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 organizing my work and doing the most important things first without wasting time.			•	
I tend to be disorganized and forget due dates for projects, assignments, or bills.		•		
It takes me a long time to answer questions.		•		
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 excessive difficulty starting tasks I should do, like running errands and paying bills, unless the task is interesting.				•
Cluster 2. Focus	No Problem	Little Problem	Medium Problem	Big Problem
I need to be reminded to keep working or to pay attention.		•		
I am easily distracted by background noises or other things going on around me.			•	
I find it hard to focus on one thing for a long time unless it's something I'm really interested in.			•	
I need to hear or read instructions several times before I understand them.			•	
I lose focus easily when I have to listen to or read something that isn't very interesting.				•
I get stuck doing one thing and have a hard time switching to something else that is more important.				•
Because I speak too quickly or keep changing topics while talking, others have trouble understanding me.			•	
I try to pay attention in conversations, but my mind wanders and I miss out on important information.			•	
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 I enjoy, I feel sleepy or tired during the day, even after a full night of sleep.			•	
I need extra time to finish my assignments or projects.			•	
If I can't understand something right away, I stop trying.	•			
My work is inconsistent; sometimes it's good, sometimes it's not.		•		
I have trouble getting to sleep at night because I can't stop thinking about different things.		•		
I need to be reminded to get started or to keep working on tasks that need to be done.	•			
It's hard for me to focus on a task unless it's interesting or I'm working with someone else.	•			
I have trouble finishing routine tasks that don't interest me.				•
When I'm writing, I may have good ideas, but it takes me a very long time to put them into sentences and paragraphs.			•	
Soon after starting a project or assignment, I get bored and don't want to finish it.		•		

<b>Cluster 4. Emotion</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I feel excessively stressed or anxious in situations that should be manageable for me.			•	
I worry too much about things that could go wrong and what others might be thinking about me.				•
I get frustrated and irritable over little things.				•
I get overly sensitive or defensive when someone teases or criticizes me.				•
I spend too much time on little details trying to make my work perfect.				•
I overreact when I'm angry, even to small things.				•
I get so nervous in school or at work that I have trouble remembering things I thought I knew.				•
I feel sad or depressed and think that things may never get better.		•		
I have a hard time controlling my temper.				•
<b>Cluster 5. Memory</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I have a hard time following instructions, especially when I have more than one thing to do at the same time.		•		
It's difficult for me to take notes and keep listening to what else is being said.	•			
I remember some of the details in assigned reading but have trouble understanding the main points.			•	
I tend to forget to bring--or often misplace--things I need, such as phone, keys, wallet, or purse.			•	
When writing or talking, it's easy for me to wander off on some detail and forget the main thing I am trying to say.			•	
I tend to forget a lot of what I have just heard in conversations.			•	
When writing, I put in--or leave out--letters or words without meaning to.		•		
I have trouble memorizing things like names and dates.	•			
I have a hard time understanding and remembering directions or instructions.			•	
I plan to do things but forget about them (like running errands or paying bills).			•	
<b>Cluster 6. Action</b>	<b>No Problem</b>	<b>Little Problem</b>	<b>Medium Problem</b>	<b>Big Problem</b>
I get restless and fidgety when I have to sit still or wait in line.		•		
If I think of something to say during a conversation, I interrupt others to say it before I forget it.			•	
I don't notice when I may be boring, confusing, or irritating others.			•	
I get restless and fidget with my fingers, hair, clothing, or jewelry too much.				•
When working on projects or doing assignments, I tend to do them too quickly and make careless mistakes.		•		
I do or say things without thinking and often regret my actions later.			•	
It's hard for me to wait to say, get, or do something.			•	
I talk a lot and do not seem to know when to stop.			•	
It is hard for me to stop doing things I like to do, like watching TV or playing games, even when I know I should.				•
I am quick to jump to conclusions and interrupt others when they are in the middle of doing or saying something.				•