

The BRIEF: Discriminatory Ability between Clinical Groups
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These data were drawn from an archival sample of 260 mixed clinical case studies and interpolated scores conducted by students in the School Neuropsychology Post-Graduate Certification Program (2001 - 2010) and are based on teacher ratings.

Category and Subscale Description	Learning Disabled (<i>n</i> = 111) Mean (SD)	Neurologically Impaired (<i>n</i> = 44) Mean (SD)	ADHD (<i>n</i> = 72) Mean (SD)	Autism Spectrum (<i>n</i> = 34) Mean (SD)	<i>F</i> (3, 257)	<i>p</i>
Broad Categories						
Behavior Rating Index - the overall ability to regulate emotions, behaviors, attention and mental processes .	57.27 (9.51)	57.44 (8.48)	59.19 (9.18)	56.85 (7.06)	1.05 (3, 257)	.37
Global Executive Composite - a summary score incorporating all subscales to indicating overall executive functioning.	65.41 (8.66)	66.39 (8.62)	66.82 (8.75)	66.51 (7.67)	0.58 (3, 257)	.63
Subscales						
Emotional Control - the ability to appropriately express feelings and adjust internal states using executive functions.	54.55 (9.06)	53.86 (9.15)	53.85 (8.23)	53.26 (9.05)	0.23 (3, 257)	.88
Inhibit - the ability to stop actions when necessary and suppress inappropriate behaviors.	55.43 (7.75)	57.27 (6.65)	56.78 (7.15)	56.21 (6.18)	0.89 (3, 257)	.45
Initiation - the motivation to start a task without external prompting.	62.03 (8.96)	62.20 (9.56)	62.15 (8.71)	61.50 (7.97)	0.05 (3, 257)	.99
Monitoring - the ability to determine the correctness of work and the effect of behavior on others.	61.33 (8.27)	62.86 (6.97)	63.13 (7.14)	62.97 (6.40)	1.07 (3, 257)	.36
Organization for Materials - the ability to keep information and belongings arranged in a logical way.	60.99 (10.33)	61.27 (10.29)	61.01 (9.43)	58.26 (9.06)	0.79 (3, 257)	.50
Planning & Organization - the ability to conceptualize and sort through information to aid in the accomplishment of goals.	62.52 (8.11)	62.89 (9.67)	63.19 (8.65)	60.74 (8.59)	0.66 (3, 257)	.58
Shifting - the ability to easily transition attention between topics, adjust to changes, and adjust problem strategies to fit new situations.	56.96 (9.14)	57.43 (7.11)	57.85 (8.01)	56.85 (7.15)	0.20 (3, 257)	.90
Working Memory - the ability to keep information in the mind, manipulate it, and use it to solve problems.	64.31 (10.01)	66.16 (8.69)	65.85 (8.53)	64.59 (8.65)	0.66 (3, 257)	.58

*Means highlighted in bold are greater than 65, indicating clinical significance.

Implications:

- Teacher ratings on the BRIEF do not effectively discriminate between clinical groups.
- Practitioners should exercise caution and base diagnoses of executive dysfunction on multiple sources of data instead of relying completely upon the BRIEF.
- Directions for future research include evaluating differences in BRIEF scores between raters, clinical groups, and children with multiple disabilities.