(5–18 Years)
Parent Form

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Interpretive Report

Youth's Name/ID:	**Meagan**
Age:	17 years
Gender:	Female
Birth Date:	December 21, 1994
Grade:	9
School:	
Parent's Name/ID:	Mrs. X
Relationship to Youth:	mom
Administration Date:	January 05, 2012
Examiner:	DH
Data Entered By:	MT

About the CEFI

The Comprehensive Executive Function Inventory (5–18 Years) Parent Form (CEFI™ [5–18 Years] Parent) is used to quantify a parent's observations of a youth's executive functioning behaviors. In combination with other information, results from the CEFI help calibrate the youth's level of executive functioning in the following areas: attention, emotion regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring, and working memory.

This computerized report provides quantitative information about the ratings of the youth. Additional interpretive information can be found in the *Comprehensive Executive Function Inventory Technical Manual.*

This Interpretive Report is intended for use by qualified individuals. Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of the report to anyone other than the examiner, sections containing copyrighted material must be removed.

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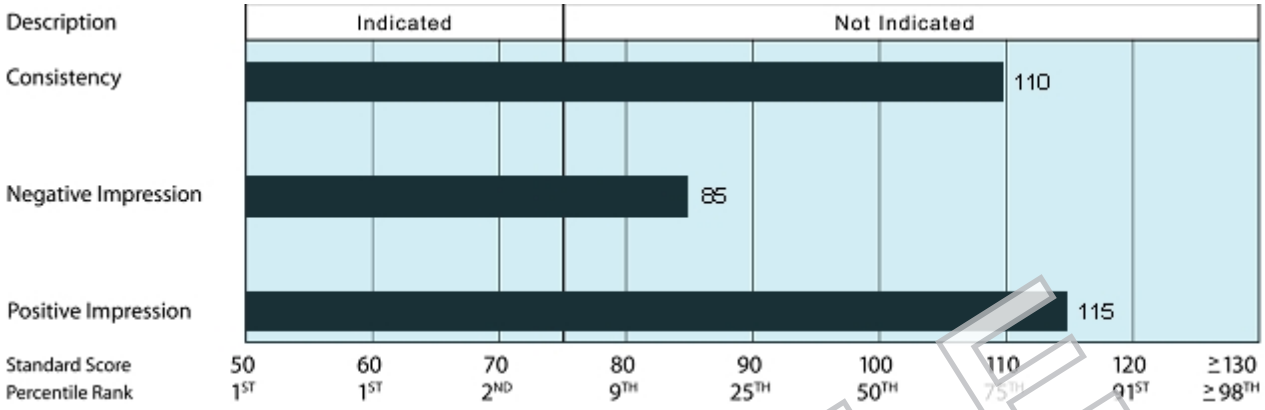
ver. 1.0

About the Ratings

This section of the report provides an evaluation of the ratings provided by this rater. Item scores were examined for consistency, negative impression, positive impression, and number of omitted items. This information can be used to determine whether responses should be reviewed with the rater to explore possible reasons response bias is indicated, and the amount of confidence one can have in the scores.

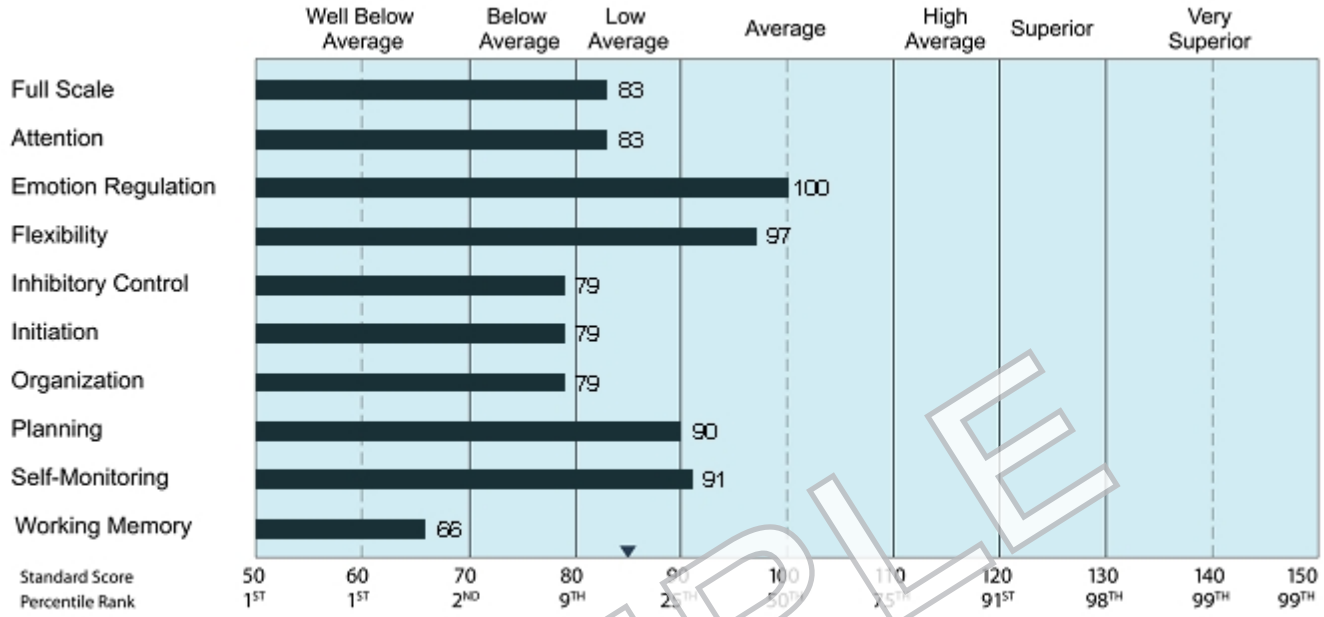


Scores	
Consistency Index	Standard Score = 110 Inconsistent response style is not indicated.
Negative Impression Scale	Standard Score = 85 Negative impression response style is not indicated.
Positive Impression Scale	Standard Score = 115 Positive impression response style is not indicated.
Number of Omitted Items	Number of Items Omitted = 0 None of the items were omitted.

Overview of Results for Meagan

Scores in Relation to the Norm

Meagan's results are provided in the graph below.



Scores in Relation to the Norm and the Individual

Meagan's results are detailed in the tables that follow. These scores show how Meagan compares to the normative sample. They also provide an analysis of the variability of scores on the separate CEFI Scales. Differences between Meagan's average score and her standard scores on each scale are presented, as is a summary column that indicates whether or not these differences were statistically significant. If a standard score on any of the CEFI Scales is greater than 109 and significantly higher than the youth's average score on the CEFI Scales, or less than 90 and significantly lower than the youth's average score, then that score represents an Executive Function Strength or an Executive Function Weakness, respectively.

Full Scale			
Standard Score	**90% Confidence Interval**	**Percentile Rank**	**Classification**
83	80-86	13	Low Average

CEFI Scales

Scale	Standard Score	90% Confidence Interval	Percentile Rank	Classification	Difference from Youth's Average (84.9)	Statistically Significant? (p < .05)	Executive Function Strength/ Weakness
Attention	83	78-90	13	Low Average	-1.9	No	-
Emotion Regulation	100	93-107	50	Average	15.1	Yes	-
Flexibility	97	89-106	42	Average	12.1	Yes	-
Inhibitory Control	79	74-89	8	Below Average	-5.9	No	-
Initiation	79	74-89	8	Below Average	-5.9	No	-
Organization	79	74-87	8	Below Average	-5.9	No	-
Planning	90	84-97	25	Average	5.1	No	-
Self-Monitoring	91	84-100	27	Average	6.1	No	-
Working Memory	66	62-77	1	Well Below Average	-18.9	Yes	Weakness

CEFI Results

Meagan's **Full Scale** standard score of 83 falls in the *Low Average* range and is ranked at the 13th percentile. This means that her score is equal to, or greater than, 13% of those obtained by youth her age in the standardization group. There is a 90% probability that Meagan's true Full Scale standard score is within the range of 80 to 86. The CEFI Full Scale score is made up of items that belong on separate scales called Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. Because there was significant variation among these scales, the Full Scale score will sometimes be higher, and other times lower, than scores on the separate CEFI Scales. The Working Memory scale was found to be a significant weakness, which means that Meagan's behavior in this area was a weakness both in relation to her average score and in relation to the norm.

Meagan's **Emotion Regulation** scale score reflects her control and management of emotions, including staying calm when handling small problems and reacting with the right level of emotion. Her standard score of 100 falls in the *Average* range and is ranked at the 50th percentile. There is a 90% probability that her true Emotion Regulation standard score is within the range of 93 to 107.

Meagan's **Flexibility** scale score describes how she adjusts her behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches. Her standard score of 97 falls in the *Average* range and is ranked at the 42nd percentile. There is a 90% probability that her true Flexibility standard score is within the range of 89 to 106. Item score variability suggests that ratings for Meagan were high on accepting a different way of doing things.

Meagan's **Self-Monitoring** scale score reflects her ability to evaluate her own behavior in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed. Her standard score of 91 falls in the *Average* range and is ranked at the 27th percentile. There is a 90% probability that her true Self-Monitoring standard score is within the range of 84 to 100. Item score variability suggests that ratings for Meagan were low on fixing her mistakes, avoiding careless errors and keeping work free of mistakes.

Meagan's **Planning** scale score reflects how well she can develop and implement strategies to accomplish tasks, including planning ahead and making good decisions. Her standard score of 90 falls in the *Average* range and is ranked at the 25th percentile. There is a 90% probability that her true Planning standard score is within the range of 84 to 97. Ratings for Meagan were low on working through problems.

Meagan's **Attention** scale score reflects how well she can avoid distractions, concentrate on tasks, and sustain attention. Her standard score of 83 falls in the *Low Average* range and is ranked at the 13th percentile. There is a 90% probability that her true Attention standard score is within the range of 78 to 90. Variability in item scores indicates that ratings for Meagan were low on finishing a boring task, reading with concentration and staying on topic when talking. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Meagan's **Inhibitory Control** scale score reflects her ability to control behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. Her standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. There is a 90% probability that her true Inhibitory Control standard score is within the range of 74 to 89. Item score variability suggests that ratings for Meagan were low on controlling her actions, waiting to get what she wants and honoring her commitments. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Meagan's **Initiation** scale score describes how she begins tasks or projects on her own, including starting tasks easily, being motivated, and taking the initiative when needed. Her standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. There is a 90% probability that her true Initiation standard score is within the range of 74 to 89. Ratings for Meagan were low on putting plans into action, initiating conversations and getting started on a task without help.

Meagan's **Organization** scale score reflects her ability to manage personal effects, work, or multiple tasks, including organizing tasks and thoughts well, managing time effectively, and working neatly. Her standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. There is a 90% probability that her true Organization standard score is within the range of 74 to 87. Variability in item scores indicates that ratings for Meagan were low on putting her thoughts together well, working neatly and handling several tasks at once. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Meagan's **Working Memory** scale standard score was less than 90 and significantly lower than her average score on the CEFI Scales. This indicates that she scored especially low on how well she can keep information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps. Meagan's Working Memory scale standard score of 66 falls in the *Well Below Average* range and is ranked at the 1st percentile, which means she scored as well as or better than 1% of the youth her age in the standardization group. There is a 90% probability that her true Working Memory standard score is within the range of 62 to 77. Item score variability suggests that ratings for Meagan were low on taking note of instructions, holding in mind instructions with many steps and having many things in mind at one time. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Intervention Strategies

This section provides intervention strategies for improving upon the weaknesses identified by *Low Average* to *Well Below Average* scores on the CEFI Scales. References for the sources of these strategies are provided at the end of the Intervention Strategies section. (See *CEFI Items by Scale* for a full list of items with below average scores for item-level indicators of specific weaknesses.)

Framework for Implementing Intervention Strategies

The material on this page provides a general framework to follow when implementing the various specific intervention strategies for the behaviors measured in the CEFI that may appear on subsequent pages of this report.

General Developmental Issues

- A child's developmental level should be taken into account when planning intervention strategies.
- Utilize intervention strategies that initially include external controls, prompts and cues to help the child learn and develop new skills.
- Gradually remove external controls to promote internalization of new behaviors and explicitly encourage children to develop and use their own strategies.
- Encourage the child by explicitly communicating that change is possible with effort and motivation to achieve.
- Carefully consider strategies to enhance generalization of new skills, across tasks, time, and settings.

External Support

- Structure the environment (e.g., cues, prompts), including the child's schedule (e.g., create a consistent routine with breaks and extra time for tasks) until internal control of behavior is mastered.
- Provide lists and charts that give specific suggestions for how to accomplish tasks and activities.
- Encourage children to develop their own solutions to getting things done.

Motivation

- Make use of natural motivations to encourage desired behavior.
- Promote positive behavior through reward and encouragement.

Internalization

- Provide feedback on the child's performance and encourage self-monitoring.
- Teach awareness strategies (e.g., training in self-management and self-monitoring skills; the technique of "self-talk").

Skill Building

- Build a child's vocabulary and language skills to help him/her gain control over successful expression of his/her emotions and thoughts.
- Develop verbal mediation skills (e.g., verbal cues, questions, and discussion) to guide thinking and social processes.
- Provide meditation techniques to help improve self-control over attention, affect, and behavior.
- Model behaviors that illustrate strategic problem solving, self-reflection, and thoughtful approaches to work.

Intervention Strategies for Attention

Developing Attention

- Teach the use of verbal self-commands (e.g., “Okay, calm down and think about the question.”).
- Teach focusing strategies (e.g., checking for critical features and careful listening).
- Teach the child to use only required materials.
- Teach strategies that increase inhibition and organization.
- Encourage the use of date books and special notebooks for organizing papers.
- Teach the child to stop and think before responding.
- Teach the child to count to 10 before answering.
- Teach strategies to increase alertness.
- Teach the child to be aware of his or her level of alertness.
- Teach the child to use calming self-statements.
- Encourage planned breaks so that the child does not have to sustain his or her effort for too long.

Helping a Child Overcome Problems with Inattention

First, help the child understand the nature of his or her attention problems, including:

- Concepts such as attention, resistance to distraction, and control of attention.
- Recognition of how attention affects daily functioning.
- Recognition that the deficit can be overcome.
- Basic elements of the control program.

Second, teachers and parents can help the child improve his or her motivation and persistence:

- Promote success via small steps.
- Ensure success at school and at home.
  - Allow for oral responses to tests.
  - Circumvent reading whenever possible.
- Teach rules for approaching tasks.
  - Help the child define tasks accurately.
  - Assess the child's knowledge of problems.
  - Encourage the child to consider all possible solutions.
  - Teach the child to use a correct test strategy.
- Discourage passivity and encourage independence.
  - Do not rely too heavily on teacher-oriented approaches.
  - Require the child to take responsibility for correcting his or her own work.
  - Help the child to become more self-reliant.
- Encourage the child to avoid:
  - Excessive talking.
  - Working fast with little accuracy.
  - Giving up too easily.
  - Turning in sloppy, disorganized papers.

Third, teachers and parents should give the child specific problem-solving strategies.

- Model and teach strategies that improve attention and concentration.
- Help the child to recognize when he or she is under- or over-attentive.

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Helping Students Improve Their Attention

Teachers and parents can do a number of things to help students improve their attention. Here are several suggestions:

- Break lessons and assignments into segments that the child can complete.
- Simplify instructions and present them in segments that the child can manage.
- Establish a cue that the teacher or parent always uses to help the child recognize when attention is lost.
- Teach the child to systematically and carefully look at materials before responding (e.g., look at all the options before choosing an answer).
- Decrease the amount of distracting information in the environment.
- Use materials that are interesting to the child.
- Teach the child to check work using calculators, spell checkers, and other helpful items.
- Encourage the child to slow down and look carefully at how words are spelled, for example.

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Making Instructions Easier to Process

- Make sure you have the child's attention.
- Provide both oral and written instructions.
- Give one instruction at a time and then repeat the instructions to the child, if necessary.
- Have the child repeat back the instructions to confirm that he/she understands what to do.

Structuring the Environment to Improve Attention

- Be clear and concise when discussing behavior changes with the child. Avoid lengthy discussions of problematic behaviors.
- Develop a strategy and an action plan for how the child can increase positive attention from others.
- Seat the child at the front of the class near the teacher.
- Avoid open concept classroom layouts. A more enclosed, traditional classroom environment reduces distractions.
- Modify a student's schedule so that more demanding classes are taught earlier in the day.
- Schedule activities and courses in a way that maximizes the attention of the child by alternating tasks that require a lot of attention (instruction classes) with other activities (physical activity) and breaks. It is best if the schedule is predictable so that the child has consistency.
- Suggest strategies for reducing distractions and sensory stimulation, such as using headphones or earplugs.
- Provide only those materials that are necessary for the task and model this practice so that the child will learn to focus and use only what is needed to complete his/her work.
- Assign a job or task during large group activities or when the child needs to be patient for his/her turn, to keep the child engaged throughout the activity.
- Provide the child with activities to do (e.g., organized sports, volunteering) during unstructured free time (recess, lunch, breaks).
- Decrease workload (e.g., break tasks up into smaller, more manageable tasks) so that it aligns with a child's attention level and abilities. Increase workload as the child gains a greater attention span.
- Reduce the length of assignments to emphasize quality over quantity of work.
- Accommodate regular breaks during tasks that allow the child to get out of his/her seat and move around.
- Allow extra time on assignments, quizzes and tests.
- Consider restructuring tests to a format that best suits the child's abilities (e.g., multiple-choice will reduce writing demand; some children do better giving answers orally, whereas, other children like to use a word processor to type out their responses).
- Provide an unlimited amount of time to finish tests and provide breaks as necessary.
- Teach meditation, yoga, martial arts or tai-chi that require a child to focus his/her attention.
- Encourage the child to play games that teach attention regulation, sensory awareness, awareness of other people, or awareness of the environment.

Intervention Strategies for Inhibitory Control

Teaching a Child to Stop and Think!

To encourage positive self-control, a child should be first directly taught to pay attention to and think about his or her behavior. A child can be explicitly taught that when the phrase “Stop and think!” is said, the child should think about what he or she is doing. The child then should be taught to ask him- or herself appropriate questions about actions, such as “What am I doing?” and “Is what I’m doing okay?” If the child is about to do something, the questions “What do I want to do?” and “Is what I want to do okay?” may be posed. Initially, these questions could be put on the child’s desk or posted on the wall as a reminder.

The child may be given the following plan to follow to determine what is going on in a situation, think about what his or her options are, and choose the best one.

- Stop and think.
- Identify the situation.
- Ask, “What do I want to do?”
- Ask, “Is there a problem?”
- Ask, “What are possible solutions?”
- Consider the consequences to each solution.
- Choose the best solution.
- Evaluate the results.

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Improving Inhibitory Control

- Increase the child’s awareness of the possibilities that exist to regulate thoughts, feelings, efforts and actions; this will eventually improve the child’s ability to self-regulate.
- Create an environment that is free of overt distractions, one that is structured to prevent unexpected changes in routine, and that supports a child’s abilities and growth through behavior management planning.
- Place behavioral expectations, rules and regulations of the class around the room or in a student's notebook for quick reference.
- Use extinction training to reduce inappropriate behaviors. Some extinction training strategies include ignoring unwanted or negative behaviors and giving praise for positive behaviors.
- Teach the child behavioral control techniques, such as developing cues that will prompt him/her to stop and take a break, to calm down or adjust his/her behavior.
- Give the child techniques to use that will allow him/her to stop and think before speaking.
- Create non-verbal cues that will help the child to improve inhibitory control. Visual learners, for instance, can be taught to inhibit behavior by envisioning a stop sign.
- Use positive reinforcement to encourage repetition of desired behaviors.

Intervention Strategies for Initiation

Helping Children Learn to Initiate Behaviors

- Create routines for the child that address tasks or activities that he/she has difficulty initiating. For example, develop a bedtime routine that helps the child initiate activities associated with preparing to go to bed.
- Start tasks early to give the child enough time to overcome difficulties with initiation.
- Reduce time constraints that might discourage the child from starting an activity or task.
- Create cues that a child can use without the presence of others. For instance, record verbal cues, set an alarm, or use reminder setting on cell phones that prompt a child to begin a task (e.g., homework). Avoid excessive use of cues for improving a child's initiation behaviors; however, as this can be perceived as nagging and can cause the child to avoid initiating a given task.
- Use a series of cognitive exercises that move the child from thinking to planning to verbally talking through what they will do to start a task.
- Employ errorless learning techniques to teach the child how to initiate tasks and activities. Errorless learning involves immediately providing the correct answer. Future errors of the same kind are followed by nonjudgmental corrective feedback.
- Monitor a child's progress once a task is initiated to ensure that it gets completed.

Intervention Strategies for Organization

Teaching Strategies for Organization

The teacher should provide the students with instruction about strategies for specific instructional areas (e.g., decoding, reading comprehension, vocabulary, spelling, writing, math problem solving, and science).

There are two basic steps:

- Teachers should tell students that 1) a plan is a method for how to do something that involves thinking about the activity and outcome, and 2) a plan requires a person to:
  - Think: What do I want to do? What is my goal?
  - Do: Act. Begin to complete the task.
  - Monitor: Is it working? Am I getting what I wanted?
  - Modify: Do I need to modify my plan?
  - Verify: Am I finished with the task?
- Teachers should explicitly encourage students to accomplish several things when doing schoolwork:
  - Discover and use strategies.
  - Monitor their performance.
  - Generalize their use of strategies.
  - Be aware of the importance of strategies.
  - Achieve self-regulated strategy use.
  - Become thoughtful, planful, and evaluative.

Teaching Plans for Organizing

One way to help children organize their materials is by color coding the information. For children who have trouble keeping different subjects organized, each subject may be given a color, and all materials, including books, handouts, and notebook tabs, should be labeled with that color. For example, a science book would be covered in orange paper, science handouts would be printed on orange paper, science notes would be written on orange paper, and the science notebook tab would be orange. Other subjects would use other colors in the same way, and a key would be made for the notebook listing each subject and its corresponding color. When using colored paper is not possible, colored sticky notes placed on the materials or large marks with colored markers in highly noticeable places could be used.

For a child who has trouble prioritizing material, a similar approach could be used. Instead of using colors to code different subjects, colors could be used to code for priority or urgency. A red sticky note or mark could be put at the top of homework materials, and red pencil could be used to note “hot” or urgent homework in a datebook. Purple could be used for less urgent work, and blue could be used for “cool” or least important work.

Teaching Children to Use Graphic Organizers

Graphic organizers are fairly simple to create. They need not be reserved for factual information. They can be used for activities such as exploring creative concepts, organizing writing, and developing language skills. The following four steps can be used to create a graphic organizer:

- Select information that you need to present to the child (which may be from a story, a chapter, or any concept).
- Determine the key components that are necessary for the child to learn.
- Create the graphic representation of the information. The illustration should include the key concepts, concepts the child already knows, and the linkages between the concepts.
- Present the organizer to the child and discuss it to be sure he or she understands the information and sees the connections.

Children may also be taught to develop their own graphic organizers as a strategy to help them understand and learn information independently.

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Improving Organization

- Teach a child to set goals and determine desired outcomes so that appropriate organization strategies can be designed.
- Decrease clutter in the child's environment.
- Provide a set of textbooks for home use if the child has difficulty remembering to bring the appropriate books home for homework.
- Encourage the child to use graph paper when doing math or handwritten assignments, to keep work neat and organized.
- Use email for homework assignments. Reminders about upcoming projects and activities can also be sent via email.
- Create storage solutions with the child so that a consistent system is in place to organize the materials for his/her courses and activities. For instance, provide different plastic bins with lids for each course or activity.
- Provide the child with charts or maps that contain the information necessary for completing different tasks so that the child will know what to do and in what order.
- Allow the child five minutes at the end of a class to organize his/her materials for the next course. Include travel time for this child to get to his/her locker before the hallway becomes crowded and full of distractions.
- Teach problem solving and time management skills.
- Model good organization to emphasize how important and beneficial it is.
- Create a buddy system: pair the child with a responsible student who can help with taking notes and doing class work, and who can model appropriate classroom behaviors. An organized student, for instance, could be asked to take notes on carbon paper or duplicate his/her notes to share with the child. Note: it may be important to rotate buddies so that a given student does not become worn out.
- Engage the child in cooperative learning groups or peer tutoring where the child will be exposed to positive peer models.

Intervention Strategies for Working Memory

Using Focusing Strategies to Improve Memory

Actively employing strategies that improve learning helps students remember more information. If a student's environment is not distracting, the student is more likely to be able to manipulate information in his or her mind. In turn, the student will be better able to remember the information over time. Furthermore, if the student employs strategies to self-monitor how distracted he or she is, the student is more likely to be able to focus. This strategy uses the mnemonic acronym PATS. PATS stands for:

Pick the right environment to study.
- Pick a good place to study that is comfortable. Consider how quiet the place should be, how busy it should be, and how bright it should be (bright light can be distracting and low light can make it difficult to see).
- Set aside a dedicated place to study. A student's mind might be confused and distracted by trying to study in bed, for example, because a bed is associated with sleeping.

Always reduce visual distractions.
- Find a place such as at a desk facing away from activity.
- Only have the necessary material. Other books, toys, magazines, and computers can be distracting.

Try to eliminate noise around you.
- Study in a quiet room. Lights and fans may contribute noise, so earplugs may be helpful.
- Some people like to study with music. Be sure it is not distracting. If it is, pick a quieter volume or different style of music.

Self-talk to control internal distractions.
- Some students may be distracted by internal factors such as thoughts about other things, hunger, or worry. Students should monitor their internal distractions and use positive self-talk to focus. For example, if a student is eager to e-mail a friend, the student should say to himself, "I'm distracted by wanting to e-mail, but I need to study more. I'll study for 15 more minutes and then take a break to e-mail." In this example, a timer would be a great way to help quantify study time and focus.

The student should be explicitly taught PATS and guided to use it. During class or study at home, a teacher or parent can remind the student to use PATS when he or she needs to really focus and remember information.

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Improving Working Memory

- Explain errorless learning techniques to the child. In errorless learning, individuals are not allowed to guess on recall tasks, but are immediately provided with the correct response, instructed to read the response, and write it down. If errors do occur they are followed by nonjudgmental corrective feedback.
- Teach study skills to help the child remember course material for tests and assignments.
- Combine the actions of seeing, saying, writing and doing when presenting information to the child, to help reinforce the child's ability to learn and remember the information.
- Teach memory mnemonic strategies (e.g., rhymes, acronyms, visual images, method of loci, catch phrases, and alliteration) to increase working memory ability.
- Use working memory tasks such as counting, spatial, word, and digit recall to help train and improve working memory.
- Start a memory log for the child that may include maps, checklists, schedules, a journal for thoughts and feelings, cues and reminders and instructions for different activities.
- Encourage the child to bring an audio tape recorder to class to help reinforce his/her learning.
- Provide a copy of in-class presentations and notes to the child.
- Use a study buddy strategy for each class subject, to help the child learn course material and good study habits.
- Set up co-operative learning groups or peer tutoring for the child.

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Comprehensive Executive Function Inventory (5–18 Years) Parent Feedback Report

Youth's Name/ID:	Meagan	**Parent's Name/ID:**	Mrs. X
Age:	17 years	**Date of Assessment:**	January 05, 2012
Gender:	Female	**School:**	
Birth Date:	December 21, 1994	**Examiner:**	DH
Grade:	9		

Note: This feedback report is intended to provide a record of scores obtained on the CEFI. It does not replace a detailed explanation of the scores by the examiner, identified at the top of this report. If you have any questions or concerns regarding the material herein, please speak to the examiner.

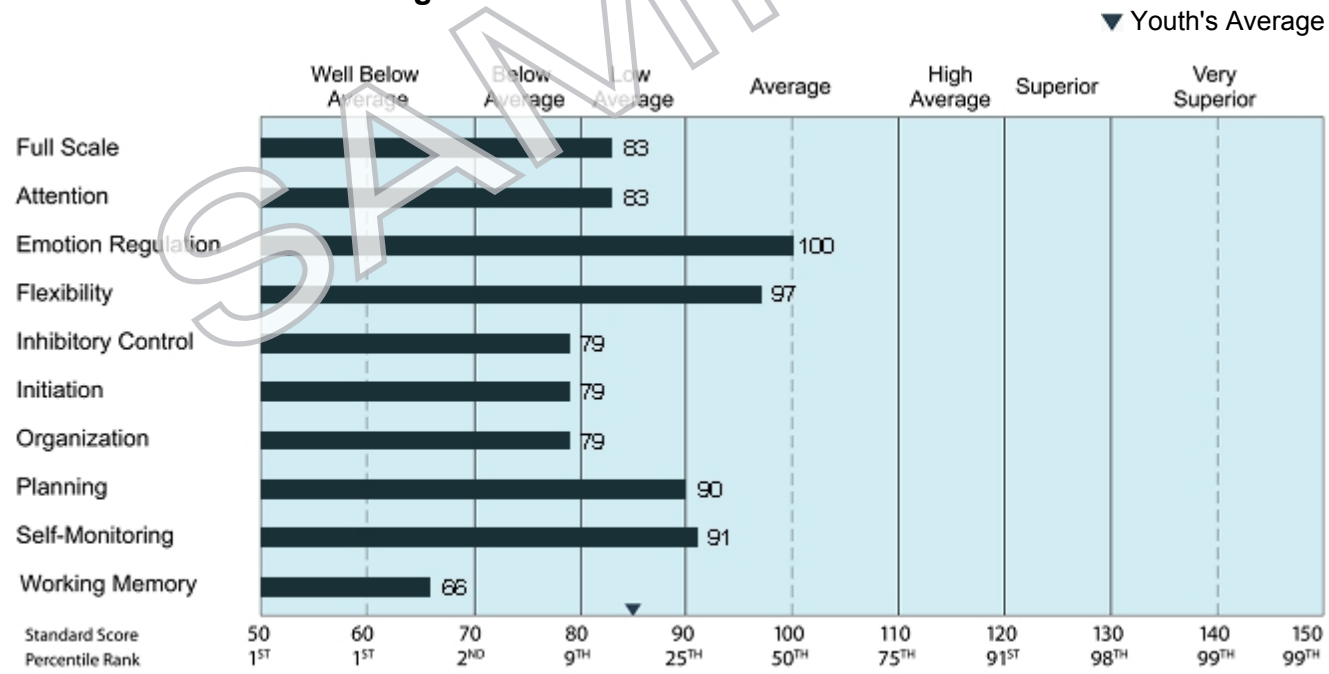
About the CEFI

The Comprehensive Executive Function Inventory (CEFI™) is a rating scale that is used to measure Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. The CEFI gives an overall score and scores on nine separate scales.

What CEFI Scores Mean

This report provides standard scores that are based on ratings of youth in the normative sample (that is, youth who represent the general population). The scores are set so that 100 is *Average*, and equal to the 50th percentile rank. This means that when a youth obtains a score of 100, she did as well as or better than 50 percent of youth her age. The *Average* category includes scores that range from 90 (25th percentile) to 109 (75th percentile). Scores below 90 may suggest difficulties in specific areas. Scores above 109 may suggest strengths in specific areas.

Overview of Results for Meagan



CEFI Results for Meagan

Meagan's **Full Scale** standard score of 83 falls in the *Low Average* range and is ranked at the 13th percentile. This means that her score is equal to, or greater than, 13% of those obtained by youth her age in a reference group. The Full Scale score is made up of items that belong on nine scales: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. The Full Scale score describes behavior across all of the areas measured by the nine scales, while the individual scale scores provide information about behavior in a specific area of functioning. Individual scores on the CEFI Scales

are described below. The Working Memory scale was found to be significant executive function weakness.

Meagan's **Emotion Regulation** standard score of 100 falls in the *Average* range and is ranked at the 50th percentile. The ratings Meagan received on the Emotion Regulation scale indicate that she is average at controlling and managing her emotions, including staying calm when handling small problems and reacting with the right level of emotion.

Meagan's **Flexibility** standard score of 97 falls in the *Average* range and is ranked at the 42nd percentile. The ratings Meagan received on the Flexibility scale suggest that she is average at adjusting her behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches.

Meagan's **Self-Monitoring** standard score of 91 falls in the *Average* range and is ranked at the 27th percentile. The ratings Meagan received on the Self-Monitoring scale indicate that she is average at evaluating her own behavior in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed.

Meagan's **Planning** standard score of 90 falls in the *Average* range and is ranked at the 25th percentile. The ratings Meagan received on the Planning scale suggest that she is average at developing and implementing strategies to accomplish tasks, including planning ahead and making good decisions.

Meagan's **Attention** standard score of 83 falls in the *Low Average* range and is ranked at the 13th percentile. The ratings Meagan received on the Attention scale indicate that she has difficulty avoiding distractions, focusing on tasks, and sustaining attention. Her ratings were particularly low for behaviors such as finishing a boring task, reading with concentration and staying on topic when talking.

Meagan's **Inhibitory Control** standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. The ratings Meagan received on the Inhibitory Control scale suggest that she has difficulty controlling her behavior or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments. Meagan's item scores were particularly low for behaviors such as controlling her actions, waiting to get what she wants and honoring her commitments.

Meagan's **Initiation** standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. The ratings Meagan received on the Initiation scale indicate that she has difficulty beginning tasks or projects on her own, including starting tasks easily, being motivated, and taking the initiative when needed. Meagan's ratings on behaviors such as putting plans into action, initiating conversations and getting started on a task without help were particularly low.

Meagan's **Organization** standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. The ratings Meagan received on the Organization scale suggest that she has difficulty managing personal effects, work, or multiple tasks. Ratings for behaviors such as putting her thoughts together well, working neatly and handling several tasks at once were particularly low for Meagan.

Meagan's **Working Memory** standard score of 66 falls in the *Well Below Average* range and is ranked at the 1st percentile. The ratings Meagan received on the Working Memory scale indicate that she has difficulty keeping information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps. Her ratings were particularly low for behaviors such as taking note of instructions, holding in mind instructions with many steps and having many things in mind at one time.

Note: Please speak to the examiner for an explanation of the scores outlined in this feedback report or if you have any questions and/or concerns.