

BROWN

EXECUTIVE FUNCTION / ATTENTION

SCALES™

Individual Report

Brown EF/A Scales™

Brown Executive Function/Attention Scales™

Thomas E. Brown, PhD

Examinee Information

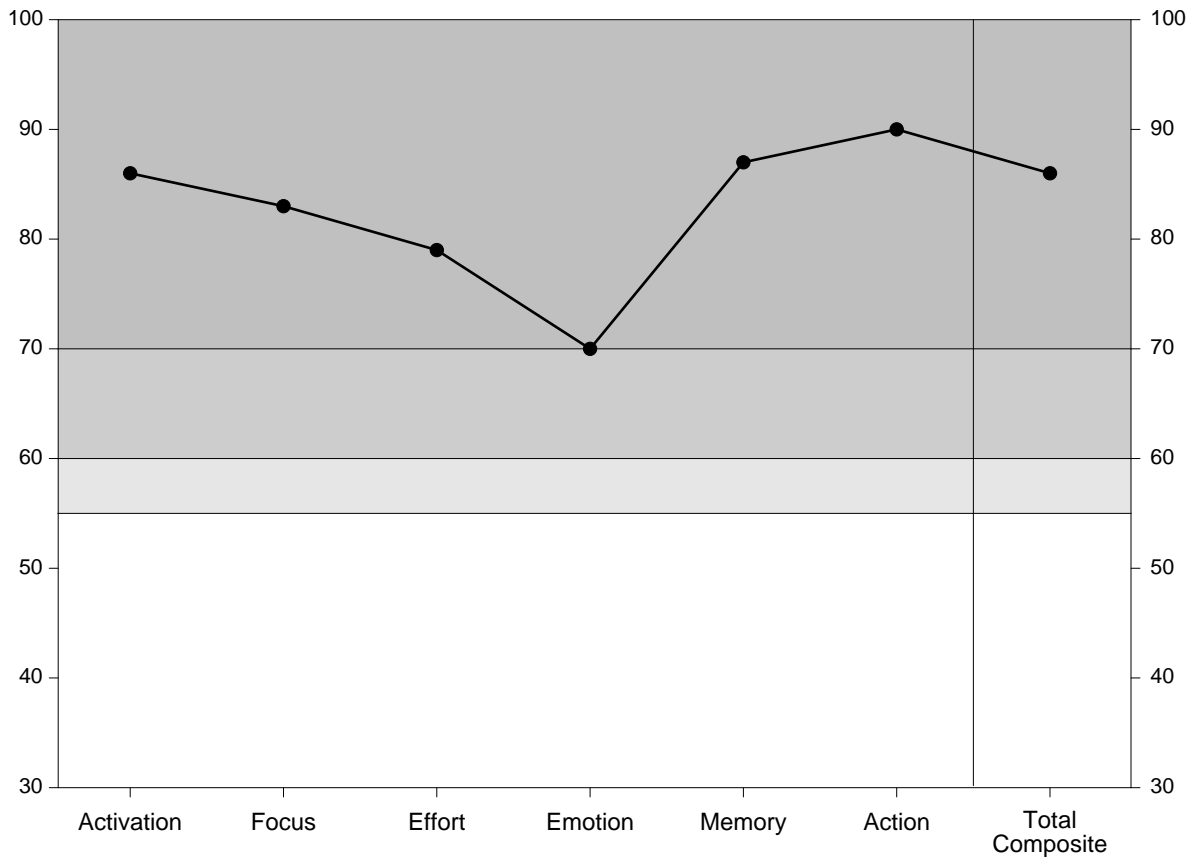
Name	Test Test
ID	
Sex	Female
Date of Birth	04/01/1996
Date of Rating	06/02/2026
Age at Rating	30 years 2 months
Norms Selected	Combined-Sex

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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	23	86	99	80-92
Focus	Focusing, sustaining, and shifting attention to tasks	25	83	99	78-88
Effort	Regulating alertness, sustaining effort, and adjusting processing speed	22	79	98	73-85
Emotion	Managing frustration and modulating emotions	21	70	95	65-75
Memory	Utilizing working memory and accessing recall	25	87	99	81-93
Action	Monitoring and self-regulating action	28	90	99	84-96
Total Composite	Overall indication of executive functioning	144	86	99	83-89

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	86	86	0	No	
Focus	83	86	-3	No	
Effort	79	86	-7	Yes	<=10%
Emotion	70	86	-16	Yes	<=5%
Memory	87	86	1	No	
Action	90	86	4	No	

Cluster-to-Cluster Comparisons

Clusters	T Score 1	T Score 2	Difference	Significant? (.05%)	Base Rate
Activation/Focus	86	83	3	No	
Activation/Effort	86	79	7	No	
Activation/Emotion	86	70	16	Yes	<=10%
Activation/Memory	86	87	-1	No	
Activation/Action	86	90	-4	No	
Focus/Effort	83	79	4	No	
Focus/Emotion	83	70	13	Yes	<=15%
Focus/Memory	83	87	-4	No	
Focus/Action	83	90	-7	No	
Effort/Emotion	79	70	9	No	
Effort/Memory	79	87	-8	No	
Effort/Action	79	90	-11	Yes	<=10%
Emotion/Memory	70	87	-17	Yes	<=10%
Emotion/Action	70	90	-20	Yes	<=5%
Memory/Action	87	90	-3	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.				•

ITEM RESPONSES AS ADMINISTERED

1. 3	2. 3	3. 3	4. 2	5. 3	6. 3	7. 2	8. 3	9. 2	10. 1
11. 3	12. 3	13. 2	14. 2	15. 3	16. 3	17. 3	18. 2	19. 2	20. 3
21. 1	22. 2	23. 3	24. 2	25. 3	26. 2	27. 1	28. 3	29. 2	30. 3
31. 3	32. 2	33. 3	34. 3	35. 2	36. 3	37. 2	38. 3	39. 2	40. 3
41. 2	42. 3	43. 3	44. 2	45. 3	46. 3	47. 3	48. 2	49. 3	50. 3
51. 2	52. 3	53. 2	54. 3	55. 3	56. 2	57. 3			

End of Report

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Summary

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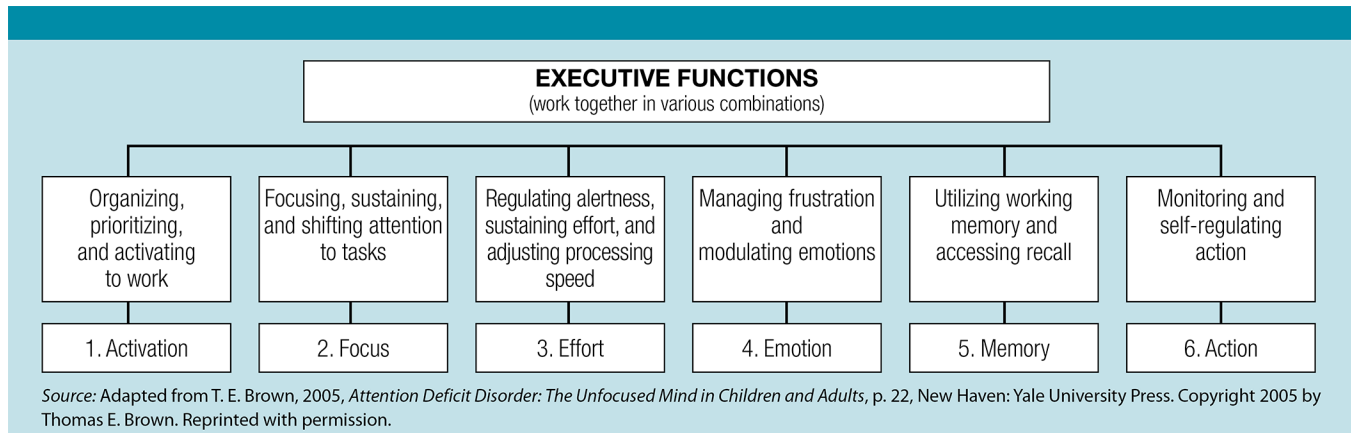
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[1.1 / RE1 / QG1]

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 Test Test 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.

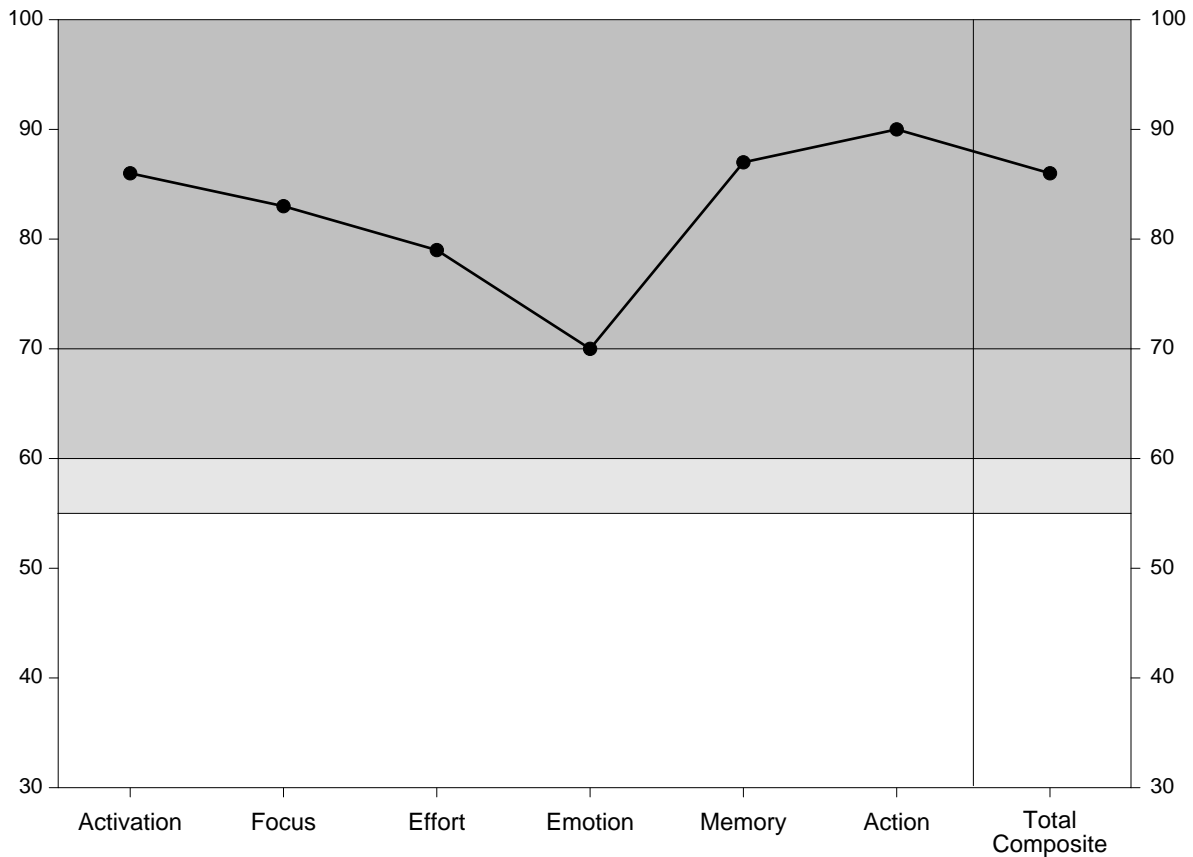
Cluster 6. Action: Monitoring and Self-Regulating Action

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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Score Summary Table

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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.				•

Cluster 4. Emotion	No Problem	Little Problem	Medium Problem	Big Problem
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.			•	
Cluster 5. Memory	No Problem	Little Problem	Medium Problem	Big Problem
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).				•
Cluster 6. Action	No Problem	Little Problem	Medium Problem	Big Problem
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.				•