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

Publisher/Date:

Purpose:
- Individually-administered, norm-referenced Parent- and Teacher-rated scales assessing executive functioning in preschool-age children, ages 2-00 through 5-11 years.

Provides:
- Each BRIEF-P questionnaire contains items in five non-overlapping clinical scales (Inhibit, Shift, Emotional Control, Working Memory, Plan/Organize), three Indexes (Inhibitory Self-Control, Flexibility, Emergent Metacognition), and a Global Composite. Inconsistency and Negativity scales are appropriately included as “respondent checks” in terms of further assessing the validity of ratings obtained.

Standardization Issues:
- The final normative data was based on a sample of 460 parents and 302 teachers solicited from preschool and medical sites from 6 states (Maryland, Illinois, Vermont, New Hampshire, Florida, & Texas). The samples were relatively balanced for gender with slightly more boys than girls being represented. Children with known disabilities or developmental delays were not included in the initial item-tryout pool.

Reliability and Validity Issues:
- The manual outlines the theoretical and empirical bases for item selection, determination of Indexes, and validation methods. Internal consistency reliabilities were good, ranging from .80 (Parent Form, Plan/Organize scale) to .97 (Teacher Form’s Plan/Organize scale and Global Composite). Inter-rater agreement findings are discussed below in the Additional Points. Test-retest correlations for the Parent and the Teacher Forms (over average intervals of slightly more than 4-weeks) were adequate and actual T-Score differences observed over the time-period showed minimal changes (1.6-points for the clinical scales and 2-points for the Indexes). Validity evidence is well-presented in the manual which outlines favorable results supporting the three-Indexes and Global Composite through factor analysis, literature- and expert-reviews supporting items and overall content, and correlations supporting convergent and discriminant validity against other well-established clinical tools (ADHD Rating Scale-IV: Preschool Version, Achenbach, and BASC).
Additional Points:

- Both normative samples (Parent and Teacher forms) were comprised of primarily White children (73- and 72-percent by Parent and Teacher forms, respectively). Limited representation was reported for African-American children (14% Teacher; 12% Parent) and Hispanic children (5% for both Teacher and Parent forms).

- Balance for SES also appeared uneven, with only 10% of the normative data comprised of low-SES children, and 74% of the sample representing children from middle-to-upper class standing. Reportedly, analysis of ratings by SES did not suggest significant differences in scores from varying parent educational attainment.

- Majority (88.7%) of the respondents for the Parent form were mothers, however, analysis of ratings by mothers or fathers did not suggest meaningful differences in ratings.

- Inter-rater reliability between Parent and Teacher forms appears modest at best (overall mean coefficient of .19). The strongest correlations between the two forms were with the Inhibit-, Shift-, and Emotional Control scales (.25-.28), while the weakest correlations were seen with the Working Memory and the Plan/Organize scales (.14 and .06, respectively). Given this, the Parent and Teacher forms should probably not be considered “interchangeable;” rather, they should be analyzed together and interpreted separately in a contextual-fashion.

- Overall, the BRIEF-P has a solid theoretical-base, good psychometric properties, and a comprehensible interpretive explanation. Results are highly-dependent upon the rater’s adequate knowledge of the child. The measure—in conjunction with other evaluative components (formal tests, observations, interviews) can contribute to a comprehensive assessment.