




Comprehensive  
Executive  
Function  
Inventory



Technical Manual

MHS

**Integrating Technology into Practice When Evaluating  
Executive Function in School-Aged Youth**



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**Your Presenter**


I put years of studying, sweat  
and tears into it,  
so yes, I am going  
to put NCSP after  
my name on  
EVERYTHING!





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*Disclosure*

*I am employed by Multi-Health Systems (MHS),  
publisher of the assessments we will discuss today.*

*Ratings scales should not be used as the sole source  
of information for eligibility determination.*



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TODAY'S LEARNING OBJECTIVES

• Define Executive Function

• Describe the CEFI and its essential features

• Explain the procedures for the administration, scoring, and reporting using the MHS Online Assessment Center for the CEFI

• Demonstrate understanding of the CEFI interpretation process through the application of a case-study

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What is/are Executive Function(s)

There is no formal excepted definition of EF

- We typically find a vague general statement of EF (e.g., goal-directed action, cognitive control, top-down inhibition, effortful processing, etc.).
- Or a listing of the constructs such as
  - Inhibition,
  - Working Memory,
  - Planning,
  - Problem-Solving,
  - Goal-Directed Activity,
  - Strategy Development and Execution,
  - Emotional Self-Regulation,
  - Self-Motivation



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What is Executive Function(s)

A NICHD panel in 1994 identified 33 EFs by consensus!



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### Naglieri & Goldstein, 2012

Executive Function is: how efficiently you do what you decide to do

**EF** Comprehensive Executive Function Inventory

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### Executive Function and Psychopathology

- EF impairment is common in a number of internalizing and externalizing forms of psychopathology
- ADHD, CD, ODD, anxiety disorders, depression, Bipolar Disorder, Autism Spectrum Disorders, and schizophrenia
- ADHD and EF Deficits: response inhibition, vigilance, working memory, and planning.

**EF** Comprehensive Executive Function Inventory

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### Keys Features of the CEFI

**EF** Comprehensive Executive Function Inventory

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### Key Features

- **Age:** 5-18 years
- **Raters:** Parent, Teacher, Self-Report (12-18 years)
- **Administration Time:** 15 minutes
- **Items:** 100
- **Translations:** Spanish
- Large representative normative sample
- Excellent psychometric properties
- Assesses for both strengths and weaknesses of EF
- Assists with data-based decision making
- Accessible:
  - 8-level qualification requirements
  - 5<sup>th</sup> grade reading level





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### Structure of the CEFI



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### CEFI Scales





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### Executive Function Full Scale

**Attention**  
Measures how well a youth can avoid distractions, concentrate on tasks, and sustain attention

**Inhibitory Control**  
Reflects a youth's control over behavior or impulses

**Planning**  
Reflects how well a youth develops and implements strategies to accomplish tasks

**Emotion Regulation**  
Measures a youth's control and management of emotions

**Initiation**  
Describes a youth's ability to begin tasks or projects without being prompted

**Self-Monitoring**  
Describes a youth's self-evaluation of his/her performance or behavior

**Flexibility**  
Describes how well a youth can adjust to circumstances, including problem solving ability

**Organization**  
Describes how well a youth manages personal effects, work, or multiple tasks

**Working Memory**  
Reflects how well a child/youth can keep information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, & steps

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### Standardization, Reliability & Validity

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### CEFI Standardization

- Data collection: January – December, 2011
- Standardization and related research data were collected from 50 US states
- 1,400 ratings by Parents for children aged 5-18 years
- 1,400 ratings by Teachers for children aged 5-18 years
- 700 ratings from the self-report form for those aged 12-18 years
- plus*
- 872 clinical cases (ADHD, ASD, Mood Disorders, LD)

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### CEFI Standardization and Sample Distributions

- Age x Gender:
  - 50 boys and 50 girls at each age
- Less than 2% difference between normative sample's distributions and U.S. Census in:
  - Race/Ethnic groups (Hispanic, Asian, Black, White, Other)
  - U.S. Census Regions (West, Mid-West, South, North-East)
  - Parental Education Level (PEL), for Parent and Self-Report Forms





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### CEFI Scale Reliabilities

Scale	N Items	Parent				Teacher				Self-Report			
		Normative Samples		Clinical		Normative Samples		Clinical		Normative Samples		Clinical	
		8-11 Years	12-18 Years	8-11 Years	12-18 Years	8-11 Years	12-18 Years	8-11 Years	12-18 Years	8-11 Years	12-18 Years	8-11 Years	12-18 Years
Full Scale	126	.92	.93	.87	.88	.92	.93	.87	.87	.92	.93	.87	.87
Attention	22	.92	.93	.87	.86	.90	.94	.86	.86	.90	.94	.86	.86
Emotion Regulation	9	.88	.90	.87	.93	.93	.78	.93	.83	.93	.78	.93	.83
Flexibility	7	.84	.85	.78	.86	.86	.86	.77	.72	.86	.86	.77	.72
Inhibitory Control	25	.89	.90	.87	.86	.91	.88	.88	.88	.91	.88	.88	.88
Initiation	23	.89	.90	.84	.82	.91	.91	.89	.76	.91	.91	.89	.76
Organization	19	.89	.92	.85	.93	.94	.91	.85	.84	.94	.91	.85	.84
Planning	11	.91	.93	.88	.95	.96	.93	.85	.82	.96	.93	.85	.82
Self-Monitoring	19	.85	.89	.78	.91	.92	.86	.78	.74	.92	.86	.78	.74
Working Memory	11	.88	.89	.86	.94	.94	.91	.83	.81	.94	.91	.83	.81



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Scale	Obtained r	Corrected r
Full Scale	.89	.91
Attention	.85	.88
Emotion Regulation	.84	.87
Flexibility	.79	.80
Inhibitory Control	.86	.88
Initiation	.84	.87
Organization	.88	.89
Planning	.86	.87
Self-Monitoring	.84	.84
Working Memory	.85	.89





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Test-Retest Reliability: Teacher & Self-Report

Teacher

Scale	Obtained r	Corrected r
Full Scale	.89	.90
Attention	.86	.88
Emotion Regulation	.84	.85
Flexibility	.80	.82
Inhibitory Control	.85	.86
Initiation	.84	.86
Organization	.85	.88
Planning	.86	.89
Self-Monitoring	.86	.89
Working Memory	.89	.91

Self-Report

Scale	Obtained r	Corrected r
Full Scale	.78	.77
Attention	.74	.74
Emotion Regulation	.71	.74
Flexibility	.86	.86
Inhibitory Control	.77	.79
Initiation	.77	.79
Organization	.85	.86
Planning	.80	.82
Self-Monitoring	.74	.74
Working Memory	.75	.79



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Inter-Rater Reliability

Comparison	Corrected Inter-Rater r	
	Full Scale	CEFI Scales
2 Parents (n = 100)	.88	.73-.86
2 Teachers (n = 98)	.68	.54-.68





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Validity

Does the CEFI Measure Executive Function?





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CEFI Consistency Between Raters

- Comparisons across parent, teacher, and self-report ratings show good correlations

Comparison	Obtained r	Corrected r	N
Parent to Teacher	.72	.79	126
Parent to Self-Report	.67	.71	126
Teacher to Self-Report	.59	.68	126



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Relationship Between the CEFI and Other Measures

Form	Obtained r	Corrected r	N
Parent	.76	.85	57
Teacher	.69	.64	51
Self-Report	.68	.68	32

Table 8.24. Correlations between the CEFI Full Scale and the BREF Global Executive Composite: ADHD Sample

Form	Obtained r	Corrected r	N
Parent	.77	.78	53
Teacher	.78	.66	55
Self-Report	.84	.63	30

Table 8.25. Correlations between the CEFI Full Scale and the BREF Global Executive Composite: Mixed Clinical Sample



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Relationship Between the CEFI and Other Measures

Other Measure		Obtained r	Corrected r
WISC-IV	Full Scale	.31*	.30*
	Working Memory	.28	.32
	Verbal Comprehension	.35*	.44**
	Perceptual Reasoning	.25	.27
	Processing Speed	.35*	.34*
CAS	Full Scale	.45**	.45**
	Attention	.35*	.37**
	Planning	.43**	.49**
WI III ACE	Block Design	.42**	.43**
	Block Design	.38*	.32*
	Total Achievement	.49**	.54**
	Reading	.38**	.48**
	Reading Math	.44**	.49**
WI III ACE	Reading Math	.44**	.49**
	Reading Writing Language	.44**	.47**



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CEFI Scores by Diagnosis

- We expected that individuals with ADHD, mood disorders, and Autism Spectrum Disorders might earn a low CEFI Full Scale score.
- We compared groups matched on gender, race/ethnicity, and parental education



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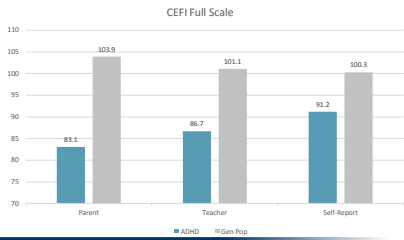
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Group Differences: ADHD



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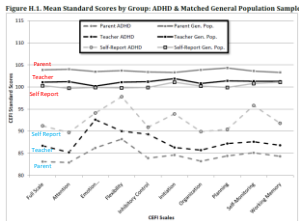
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CEFI Scales: ADHD



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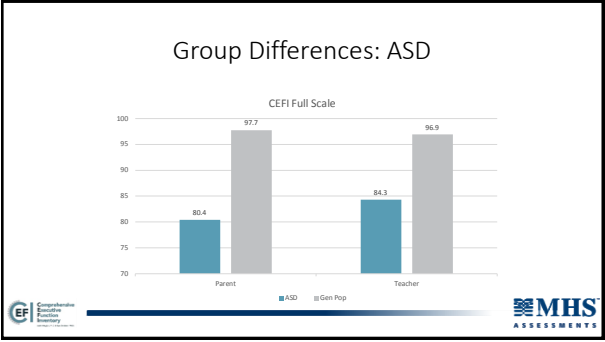
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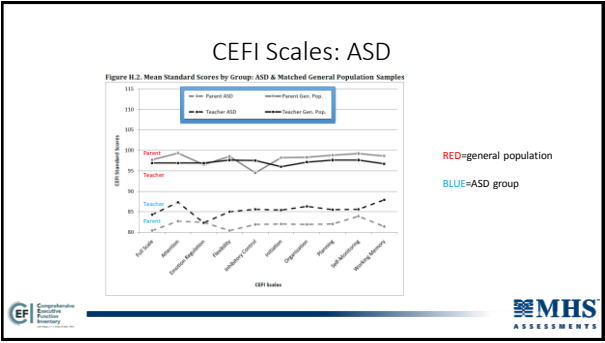
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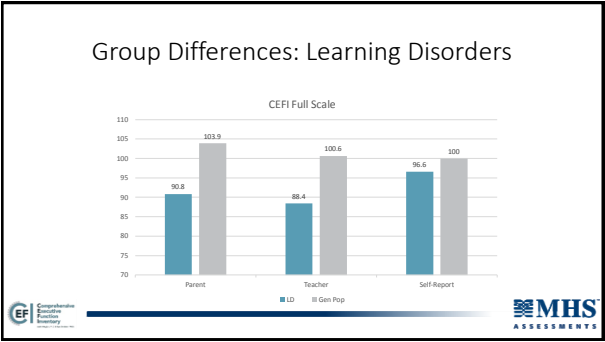
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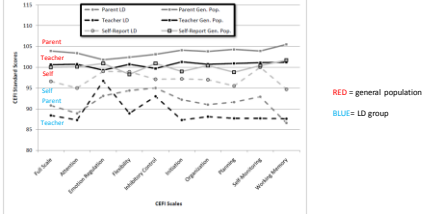
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CEFI Scales: Learning Disorders

Figure H.3. Mean Standard Scores by Group: LD & Matched General Population Samples



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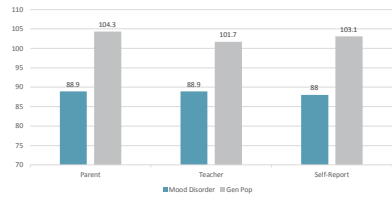
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Group Differences: Mood Disorders

CEFI Full Scale



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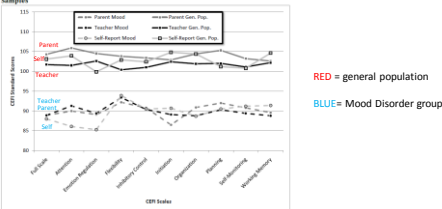
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CEFI Scales: Mood Disorders

Figure H.4. Mean Standard Scores by Group: Mood Disorder & Matched General Population Samples



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Administration, Scoring, & Reporting



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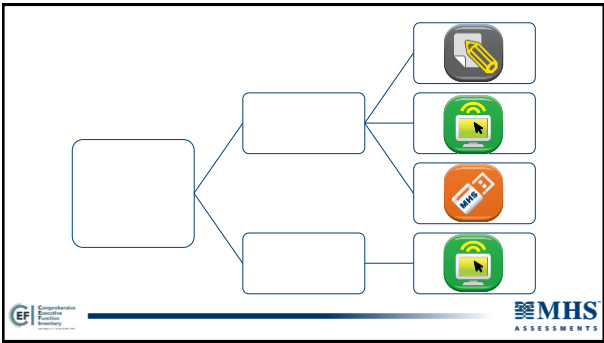
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**ADMINISTER** → **SCORE** → **REPORT**

[www.mhsassessments.com/mac](http://www.mhsassessments.com/mac)



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## Administration and Scoring Options:

### 3 Administration and scoring options:

**Option 1** In person, self-administered



- Test is proctored and scored
- Proctor is not required
- Proctor is not required

**Option 2** Shared at a table, self-administered




- Test is proctored and scored
- Proctor is not required
- Proctor is not required

**Option 3** Enter the room for proctoring



- Test is proctored and scored
- Proctor is not required
- Proctor is not required



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# Online Assessment Center

## Generate up to three user friendly reports



**- Assessment/Interpretive -**  
Provide meaningful and practical information about a single assessment tool or toolset to the individual examinee. Have the scores compared to others, and which modes are selected.



**- Progress -**  
Compare the results of an assessment set up by the same user to a comparison population (changes in target and behavior and so on).



**- Comparative -**  
Combine the results of up to three tests to provide a more complete perspective from a single user perspective, and highlights potentially important information differences in scores.



Edmentum  
Florida  
Education  
Assessments



MHS  
FLORIDA  
MEDICAL  
HOSPITALS

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Benefits of the MHS Online Assessment Center:




Ready.



DOUBLE CHECK





Are you sure you want to skip this item?

Yes

No

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Network Security:


-Strong Password recommended. MHS requires that the password be 6 characters long and suggests the following:

1. At least one upper case letter.

2. At least one lower case letter.

3. At least one number (0-9)

4. Special Characters i.e.: !\$%^&\*() are allowed



-Use initials or ID's instead of student full names.

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CEFI Forms

Forms (All 100 Items)	Readability Score		
	Overall	Instructions	Items
CEFI (5-18 Years) Parent	5.4	7.4	5.3
CEFI (5-18 Years) Teacher	5.4	7.4	5.3
CEFI (12-18 Years) Self-Report	5.2	6.7	5.2

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CEFI Instructions

INSTRUCTIONS: Read each statement that follows the phrase, "During the past four weeks, how often did the child..." then circle the letter under the word that tells how often you saw the behavior. Read each question carefully, then mark how often you saw the behavior in the past four weeks. Answer every question without skipping any. If you want to change your answer, put an X through it and circle your new choice. Be sure to answer every question.

During the past four weeks, how often did the child...

	Never	Rarely	Sometimes	Often	Very Often
1. think before acting?	N	R	S	O	V
2. have good thoughts about everyone?	N	R	S	O	V
3. finish a boring task?	N	R	S	O	V
4. forget instructions?	N	R	S	O	V

CEFI

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Administration

- Verbal Administration of the CEFI
- Omitted Responses
- Reducing Scoring Errors

CEFI

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Reports

CEFI

Comprehensive Executive Function Inventory

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CEFI

Comprehensive Executive Function Inventory

MHS ASSESSMENTS

CEFI

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CEFI Report Features

- Items by Scale section
- Displays Significant Strengths and Weaknesses per item
- Intervention Strategies generated based on raters responses
- Copy and Paste text and graphs
- Feedback Handout



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CEFI Report Features


**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.)

**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.



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CEFI Report Features


Note: For the CEFI Scales, item scores that are substantially above the average are indicated by a lightly shaded cell (i.e., ) and those substantially below the average rating are in a darker cell (i.e., ).

Bottom or Top 15%  
of the normative  
group distribution.

Score
2
1
2
1
2
1
2
2
2



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CEFI Interpretation



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Step by Step Interpretation Guidelines

Examine Rating Patterns



Interpret Scale Scores

Compare CEFI Scale Scores

Examine Item Level Responses

Compare Results Across Raters

Compare Results Over Time



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CEFI Standard Score Interpretation

Standard Score	Percentile Rank	Classification
≥ 130	≥ 98	Very Superior
120 – 129	97 – 97	Superior
110 – 119	75 – 90	High Average
90 – 109	25 – 74	Average
80 – 89	9 – 24	Low Average
70 – 79	2 – 8	Below Average
≤ 69	≤ 2	Well Below Average



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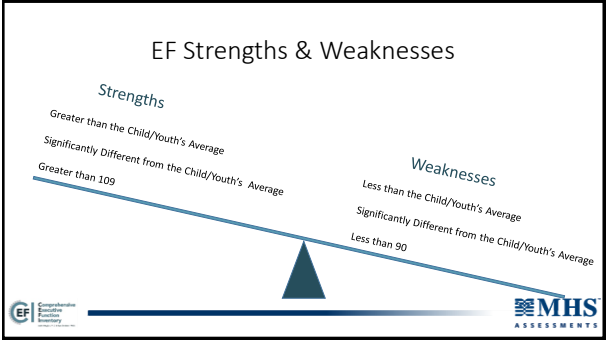
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Brittany

- 12 year old female
- Diagnosed and treated for multiple years with Bipolar Disorder-NOS and ADHD-Combined Type; treated with multiple medications
- Previously diagnosed with Mixed Receptive Language Disorder
- Receives Special Education Services
- History of significant disruptive behavioral problems
- In depth evaluation was recommended to clarify Brittany's current issues as well as to assist with treatment planning

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### Assessment Plan

- Updated Neuropsychological Evaluation
- Conners Comprehensive Behavior Rating Scales (Conners CBRS)
- Comprehensive Executive Function Inventory (CEFI)
- Clinical Interview
- Observations
- Multiple Raters when possible





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### Assessment Results

- Intellectual functioning in the average range
- Brittany's reading, math, and writing skills were assessed
  - Results reflected that Lisa is struggling and performing significantly below her peers





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### CEFI Results



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### Step by Step Interpretation Guidelines

Examine Rating Patterns


Interpret Scale Scores


Compare CEFI Scale Scores

Examine Item Level Responses

Compare Results Across Raters

Compare Results Over Time

 Comprehensive Executive Function Inventory



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### 1. Examine Rating Patterns



Description	Indicated	Not Indicated
Consistency	107	
Negative Impression	89	
Positive Impression	111	

Standard Score

Percentile Rank

50

60

70

80

90

100

110

120

≥130

1<sup>st</sup>

1<sup>st</sup>

2<sup>nd</sup>

9<sup>th</sup>


25<sup>th</sup>


50<sup>th</sup>

75<sup>th</sup>

91<sup>st</sup>

≥98<sup>th</sup>

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### 2. Interpret Scale Scores



#### Overview of Results for Brittany Ambers

Scores in Relation to the Norms  
Brittany Ambers's results are provided in the graph below.

▼ Youth's Average

Well Below Average Below Average Average High Average Superior Very Superior

Full Scale

Attention

Emotion Regulation

Flexibility

Inhibitory Control

Initiation

Organization

Planning

Self-Monitoring

Working Memory

100

94

82

72

67

60

60

59

57

53

50

65

70

80

90

100

110

120

130

1<sup>st</sup>

1<sup>st</sup>

2<sup>nd</sup>

5<sup>th</sup>

23<sup>rd</sup>


50<sup>th</sup>


75<sup>th</sup>

91<sup>st</sup>

98<sup>th</sup>

99<sup>th</sup>

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### 3. Compare CEFI Scale Scores

Look at scores in relation to the norm and the individual...

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 and Executive Function Strength or Weakness, respectively.

CEFI Scale	Standard Score	95th Percentile Score	Parent's Score	Classification	Opposite of Youth's Average (90-109)	Weakness (90-109)	Strength (110-120)
Attention	92	75-100	4	Below Average	100	100	100
Emotion	98	85-105	1	Below Average	100	100	100
Planning	97	85-105	3	Below Average	100	100	100
Working Memory	98	85-105	2	Below Average	100	100	100
Initiation	97	85-105	1	Below Average	100	100	100
Organization	98	85-105	1	Below Average	100	100	100
Flexibility	98	85-105	1	Below Average	100	100	100
Self-Regulation	98	85-105	1	Below Average	100	100	100
Working Memory	97	85-105	2	Below Average	100	100	100



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### 4. Examine Item Level Responses

**Note:** For the CEFI Scales, item scores that are substantially above the average are indicated by a lightly shaded cell (i.e.,  ) and those that are substantially below the average rating are in a darker cell (i.e.,  ).

Attention	Score
Item 5: Finish a boring task?	1
Item 11: Work well in a noisy environment?	1
Item 21: Work well for a long time?	1

Emotion Regulation	Score
Item 10: Control emotions when under stress?	1
Item 12: Stay calm when handling small problems?	1
Item 42: Find it hard to control his/her emotions? (R)	0



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### 5. Compare Results Across Raters


Comparative Report

Youth's Name/ID: **Brittany Ambers**


Gender: Female

Birth Date: November 18, 1999


	Parent	Teacher	Self-Report
Youth's Name/ID	Brittany Ambers	Brittany Ambers	Brittany Ambers
Admin Date	May 19, 2012	May 19, 2012	May 21, 2012
Age	12	12	12
Grade	6	6	6
School	K. H. S.	K. H. S.	K. H. S.
Rater's Name/ID	Mrs. 2	Mrs. Peterson	K. H. S.
Relationship to Youth	Mother		
Classed Taught		Math, science	
Time Known Youth		9 months	
Examiner	DH		DH
Date Entered By	MT	MT	MT



Parent



Teacher



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5. Compare Results Across Raters

EF Scale	P	T	M	Significant Differences
Attention	27.75	27.75	27.75	No significant differences
Working Memory	27.75	27.75	27.75	No significant differences
Planning	27.75	27.75	27.75	No significant differences
Organization	27.75	27.75	27.75	No significant differences
Flexibility	27.75	27.75	27.75	No significant differences
Self-Monitoring	27.75	27.75	27.75	No significant differences
Self-Regulation	27.75	27.75	27.75	No significant differences
Self-Reflection	27.75	27.75	27.75	No significant differences
Self-Motivation	27.75	27.75	27.75	No significant differences
Self-Confidence	27.75	27.75	27.75	No significant differences
Self-Esteem	27.75	27.75	27.75	No significant differences
Self-Perception	27.75	27.75	27.75	No significant differences
Self-Concept	27.75	27.75	27.75	No significant differences
Self-Image	27.75	27.75	27.75	No significant differences
Self-Identity	27.75	27.75	27.75	No significant differences
Self-Expression	27.75	27.75	27.75	No significant differences
Self-Communication	27.75	27.75	27.75	No significant differences
Self-Organization	27.75	27.75	27.75	No significant differences
Self-Management	27.75	27.75	27.75	No significant differences
Self-Regulation	27.75	27.75	27.75	No significant differences
Self-Reflection	27.75	27.75	27.75	No significant differences
Self-Motivation	27.75	27.75	27.75	No significant differences
Self-Confidence	27.75	27.75	27.75	No significant differences
Self-Esteem	27.75	27.75	27.75	No significant differences
Self-Perception	27.75	27.75	27.75	No significant differences
Self-Concept	27.75	27.75	27.75	No significant differences
Self-Identity	27.75	27.75	27.75	No significant differences
Self-Expression	27.75	27.75	27.75	No significant differences
Self-Communication	27.75	27.75	27.75	No significant differences
Self-Organization	27.75	27.75	27.75	No significant differences
Self-Management	27.75	27.75	27.75	No significant differences

Parent

Teacher

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MHS ASSESSMENTS

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5. Compare Results Across Raters

Self-Monitoring

Working Memory

Planning

Organization

Flexibility

Self-Regulation

Self-Reflection

Self-Motivation

Self-Confidence

Self-Esteem

Self-Perception

Self-Concept

Self-Identity

Self-Expression

Self-Communication

Self-Organization

Self-Management

Parent

Teacher

MHS ASSESSMENTS

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5. Compare Results Across Raters

Self-Monitoring

Working Memory

Parent

Teacher

MHS ASSESSMENTS

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### 5. Compare Results Across Raters

**Note:** For the CEFI Scales, item scores that are substantially above the average are indicated by a lightly shaded cell (i.e.,  ) and those that are substantially below the average rating are in a darker cell (i.e.,  ).

Item	Parent (5/19/2012)	Teacher (5/19/2012)	Self-Report (5/24/2012)
3. Finish a boring task?	1	1	1
11. Work well in a noisy environment?	2	1	1
21. Work well for a long time?	2	1	1
25. Concentrate while reading?	2	1	2
36. Stay on topic when talking?	2	2	2

Parent

Teacher

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### 6. Compare Results Over Time

**Classification:** Well Below Average ≤ 69; Below Average = 70–79; Low Average = 80–89; Average = 90–109; High Average = 110–119; Superior = 120–129; Very Superior ≥ 130.

Score	Admin 1 (8/8/2012)	Admin 2 (9/8/2012)	Admin 3 (10/8/2012)	Significant Change Across Administrations
SS	84	84	108*	
95% CI	81–87	91–97	103–113	Increase
z-Rank	14	34	66	Increase

Note: Progress Report Example not part of Case Study

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### 6. Compare Results Over Time

**Inhibitory Control**

Admin	Score	Percentile Rank
Admin 1 (8/8/2012)	84	91 <sup>st</sup>
Admin 2 (9/8/2012)	84	91 <sup>st</sup>
Admin 3 (10/8/2012)	108	99 <sup>th</sup>

Overall (Admin 1 to Admin 3): Increase  
Admin 1 to Admin 2: Increase  
Admin 2 to Admin 3: No Change

Note: Progress Report Example not part of Case Study

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Let's take a Look at Brittany's Reports



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TODAY'S LEARNING OBJECTIVES

- Define Executive Function
- Describe the CEFI and its essential features
- Explain the procedures for the administration, scoring, and reporting using the MHS Online Assessment Center for the CEFI
- Demonstrate understanding of the CEFI interpretation process through the application of a case-study



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References

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