Outcome Measure	**The FAVRES – Student Version (SFAVRES)**
Sensitivity to Change	Yes
Population	Adolescent
How to obtain	http://www.ccdpublishing.com/sfavres.aspx
Domain	Language and Communication
Type of Measure	Objective performance test
Time to administer	**50 minutes**
Description	Age range: 12-19 years Administration time: approx. 50mins Four tasks – designed to represent complex, real life scenarios. • Planning an event • Making a decision • Scheduling • Building a case Types of scoring: • Accuracy • Time • Rationale • Reasoning subskills Designed by speech-language pathologists, adolescents, teachers, & experts in adolescent development and brain injury. Features considered to be: • Functional tasks • Real life amounts of information (text, discourse, multiple factors) • Context • Roles/perspectives/points of view • Multiple stimuli • Integrative functions • Novel tasks • Emotional content
Properties	Standardised on 182 typically developing (TD) adolescents/students (aged 12-19) and 57 individuals of similar age with acquired brain injuries (ABI) (MacDonald, 2016) Inter-rater reliability: Accuracy:.98; Rationale: .74; Time: .99 Test-retest (10 participants 14-38 days apart): Accuracy: .58; Rationale: .6; Time, .65 Construct Validity: Adolescents with ABI performed below TD peers on S-FAVRES as a group (Newsome et al., 2010) and also when broken down into different age levels (12-13, 14-15, 16-17, 18-19) (MacDonald, 2016). Reasoning sub-skills score was associated with increasing age in the TD adolescents but not the ABI (MacDonald, 2016). Internal Consistency (across all 4 tasks): For Reasoning Subskills α =.85 indicative of the need for these skills regardless of task: Alpha was lower for Accuracy (0.5) and Rationale (.61) consistent with the idea the subtests assess other different skills Sensitivity and Specificity: Combined Accuracy and Rationale Scores: .85 Accuracy alone: .82; Rationale alone: .79 S-FAVRES recommended as a higher-level assessment for adolescents with executive functions deficits (Turkstra & Byom, 2010). The S-FAVRES is based on research evidence that has identified the need for an adolescent measure that:

	• Challenges the cognitive-communication skills that are under development during adolescence • Evaluates aspects of complex comprehension (sarcasm, humour, intent, gist or central theme) discourse, social communication, verbal reasoning, problem solving, meta-cognition, executive functions • Examines the interplay between cognitive, communication, and emotional regulation skills in real life, integrative tasks • Is sensitive to higher order cognitive-communication deficits that emerge in adolescents • Is sensitive to subtle deficits of mTBI • Assesses integrative functions or activities in which combined skills or processes are required • Includes timed scores to evaluate speed of processing
Advantages	• Doesn't need to be administered in full – can administer individual targeted subtests • Looks at higher level cognitive linguistic skills that aren't captured using other standardized tests • Good accessibility & availability • Also normed on brain injury population
Disadvantages	• Very small normative sample • Long administration time (20 min limit per subtest) • Interpretation can be difficult for novice clinicians and students • A certain level of skill is required to use the information to guide intervention • Minimal chance to look at natural discourse • An experienced skill set is required to complete the observational components • A large proportion of time is taken up with observing the client complete the written sections, which can make the client feel uncomfortable. • There are a number of printed resources that are required to complete the assessment. • Print can be problematic for clients with visual impairments

References

Turkstra, L. S. & Byom, L. J. (2010). Executive Functions and Communication in Adolescents. *The ASHA Leader* (December 21).

Newsome, M. R., Scheibel, R. S., Hanten, G., Chu, Z., Steinberg, J. L., Hunter, J. V, … Levin, H. S. (2010). Brain activation while thinking about the self from another person's perspective after traumatic brain injury in adolescents. *Neuropsychology, 24*(2), 139–47.

MacDonald, S. (2016). Assessment of higher level cognitive-communication functions in adolescents with ABI: Standardization of the student version of the functional assessment of verbal reasoning and executive strategies (S-FAVRES). *Brain Injury, 30*(3), 295-310.