

Outcome Measure	The FAVRES – Student Version (SFAVRES)
Sensitivity to Change	Yes
Population	Adolescent
Domain	Language and Communication
Type of Measure	Objective
ICF-Code/s	b1
Description	<p>Age range: 12-19 years Administration time: approx. 50mins</p> <p>Four tasks – designed to represent complex, real life scenarios.</p> <ul style="list-style-type: none"> • Planning an event • Making a decision • Scheduling • Building a case <p>Types of scoring:</p> <ul style="list-style-type: none"> • Accuracy • Time • Rationale • Reasoning subskills <p>Designed by speech-language pathologists, adolescents, teachers, & experts in adolescent development and brain injury.</p> <p>Features considered to be:</p> <ul style="list-style-type: none"> • 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	<p>Standardised on adolescents/students with & without brain injuries</p> <p>Adolescents with TBI performed below peers without brain injury on S-FAVRES (Newsome et al., 2010).</p> <p>S-FAVRES recommended as a higher level assessment for adolescents with executive functions deficits (Turkstra & Byom, 2010).</p> <p>The S-FAVRES is based on research evidence that has identified the need for an adolescent measure that:</p> <ul style="list-style-type: none"> • Challenges the cognitive-communication skills that are under development during adolescence

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Additional Information	
Reviewers	Leanne Togher

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.