

Please read each statement carefully and rate how well you think it describes your 1<sup>st</sup>-3<sup>rd</sup> grade student. Answer all the questions first, then come back and add the three scores in each section.

- Strongly disagree 1
- Disagree 2
- Tend to disagree 3
- Neutral 4
- Tend to agree 5
- Agree 6
- Strongly agree 7

___	1. Can follow simple classroom rules.
___	2. Can be in the close proximity to another child without need for physical contact.
___	3. Can wait until parent gets off phone before telling him/her something (may need one reminder).
___	Total
___	4. Is able to run errands with two to three steps.
___	5. Remembers instructions given a couple of minutes earlier.
___	6. Follows two steps of a routine with one prompt.
___	Total
___	7. Can tolerate criticism from an adult.
___	8. Can deal with perceived "unfairness" without undue upset.
___	9. Is able to adjust behavior quickly in a new situation (e.g., calming down after recess).
___	Total
___	10. Can spend 20-30 minutes on homework assignments.
___	11. Can complete a chore that takes 15-20 minutes.
___	12. Can sit through a meal of normal duration.
___	Total
___	13. Can remember and follow simple one- to two-step routines (such as brushing teeth and combing hair after breakfast).
___	14. Can get right to work on classroom assignment following teacher instruction to begin.
___	15. Will start homework at an established time (with one reminder).
___	Total

<p>___ 16. Can carry out a two- to three-step project of own design (e.g., arts and crafts, construction).</p> <p>___ 17. Can figure out how to earn/save money for an inexpensive toy.</p> <p>___ 18. Can carry out two- to three-step homework assignment with support (e.g., book report).</p> <p>___ Total</p>
<p>___ 19. Puts coat, backpack, sports equipment in proper locations (may need reminder).</p> <p>___ 20. Has specific places in bedroom for belongings.</p> <p>___ 21. Doesn't lose permission slips, notices from school, or homework pages.</p> <p>___ Total</p>
<p>___ 22. Can complete a short task within time limits set by an adult.</p> <p>___ 23. Can build in appropriate amount of time to complete a chore before a deadline (may need assistance).</p> <p>___ 24. Can complete a morning routine within time limits (may need practice).</p> <p>___ Total</p>
<p>___ 25. Will stick with a challenging task to achieve desired goal (e.g., building a difficult Lego project).</p> <p>___ 26. Will come back to a task later if interrupted.</p> <p>___ 27. Will work on a desired project for several hours or over several days.</p> <p>___ Total</p>
<p>___ 28. Plays well with other (doesn't need to be in charge, can share, etc.).</p> <p>___ 29. Tolerates redirection by teacher when not following instructions.</p> <p>___ 30. Adjusts easily to unplanned-for situations (e.g., substitute teachers).</p> <p>___ Total</p>
<p>___ 31. Can adjust behavior in response to feedback from parent or teacher.</p> <p>___ 32. Can watch what happens to others and change behavior accordingly.</p> <p>___ 33. Can verbalize more than one solution to a problem and make the best choice.</p> <p>___ Total</p>

Transfer each section total to the table below.

Questions	Executive Function	Score	Definition
1-3	Response inhibition		The capacity to think before you act. This ability to resist the urge to say or do something allows a person the time to evaluate a situation and how their behavior might impact it.
4-6	Working Memory		The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or project into the future.
7-9	Emotional control		The ability to manage emotions to achieve goals, complete tasks, or control and direct behavior.
10-12	Sustained Attention		The capacity to keep paying attention to a situation or task despite distractibility, fatigue, or boredom.
13-15	Task Initiation		The ability to begin tasks or projects without undue procrastination, in an efficient or timely fashion.
16-18	Planning/prioritization		The ability to create a roadmap to reach a goal or complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.
19-21	Organization		The ability to create and maintain systems to keep track of information or materials.
22-24	Time Management		The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
25-27	Goal-directed Persistence		The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests.
28-30	Flexibility		The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to an adaptability to changing conditions.
31-33	Metacognition		The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing?" or "How did I do?")

Record the Executive Functions with the three highest and lowest scores in the table below.

Student Executive Function Strengths Highest scores	Student Executive Function Challenges Lowest scores

©Taken from "Smart but Scattered", Peg Dawson, EdD, and Richard Guare, PhD