

Please read each statement carefully and rate how well you think it describes your 4-5th 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. Handles conflict with peer without getting into physical fight (may lose temper).
___	2. Follows home or school rules in absence of an adult's immediate presence.
___	3. Can calm down or de-escalate quickly from an emotionally charged situation when prompted by an adult.
___	Total
___	4. Remembers to follow a routine chore after school without reminders.
___	5. Brings, books, papers, assignments to and from school.
___	6. Keeps track of changing daily schedule (e.g., different activities after school).
___	Total
___	7. Doesn't overreact to losing a game or not being selected for an award.
___	8. Can accept not getting what he/she wants when working/playing in a group.
___	9. Acts with restraint in response to teasing.
___	Total
___	10. Can spend 30-60 minutes on homework assignments.
___	11. Can complete a chore that takes 30-60 minutes (may need a break).
___	12. Is able to attend sports practice, church service, etc., for 60-90 minutes.
___	Total
___	13. Is able to follow a three- to four-step routine that has been practiced.
___	14. Can complete three to four classroom assignments in a row.
___	15. Can follow an established homework schedule (may need a reminder to get started).
___	Total

<input type="checkbox"/>	16. Can make plans to do something special with a friend (e.g., go to the movies).
<input type="checkbox"/>	17. Can figure out how to earn/save money for a more expensive purchase.
<input type="checkbox"/>	18. Can carry out long-term project for school, with most steps broken down by someone else.
<input type="text"/>	_____ Total
<input type="checkbox"/>	19. Can put belongings in appropriate places in bedroom or other location in the house.
<input type="checkbox"/>	20. Brings in toys from outdoors after use at the end of the day (may need reminder).
<input type="checkbox"/>	21. Keeps track of homework materials and assignments.
<input type="text"/>	_____ Total
<input type="checkbox"/>	22. Can complete daily routines within reasonable time limits without assistance.
<input type="checkbox"/>	23. Can adjust homework schedule to allow for other activities (e.g., starting early if there's a Scout meeting).
<input type="checkbox"/>	24. Is able to start long-term projects enough in advance to reduce time crunch (may need help with this).
<input type="text"/>	_____ Total
<input type="checkbox"/>	25. Can save allowance for 3-4 weeks to make a desired purchase.
<input type="checkbox"/>	26. Is able to follow a practice schedule to get better at a desired skill (sport, instrument) – may need reminders.
<input type="checkbox"/>	27. Can maintain a hobby over several months.
<input type="text"/>	_____ Total
<input type="checkbox"/>	28. Doesn't "get stuck" on things (e.g., disappointments, slights).
<input type="checkbox"/>	29. Can "shift gears" when plans need to change due to unforeseen circumstances.
<input type="checkbox"/>	30. Can do "open-ended" homework assignments (may need assistance).
<input type="text"/>	_____ Total
<input type="checkbox"/>	31. Is able to anticipate in advance the result of a course of action and make adjustments accordingly (e.g., to avoid getting in trouble).
<input type="checkbox"/>	32. Can articulate several solutions to problems and explain the best one.
<input type="checkbox"/>	33. Enjoys the problem-solving component of school assignment or video games.
<input type="text"/>	_____ Total

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