

Please read each statement carefully and rate how well you think it describes your high school 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. Doesn't jump to conclusions.
___	2. Thinks before speaking.
___	3. Doesn't take action without having all the facts.
___	Total
___	4. Has good memory for facts, dates and details.
___	5. Is very good at remembering the things he/she has committed to do.
___	6. Seldom needs reminders to complete tasks.
___	Total
___	7. Emotions seldom get in the way when performing tasks.
___	8. Little things do not affect her/him emotionally or distract from the task at hand.
___	9. Can defer personal feelings until after a task has been completed.
___	Total
___	10. No matter what the task, believes in getting it started as soon as possible.
___	11. Procrastination is usually not a problem.
___	12. Seldom leaves tasks or assignments to the last minute.
___	Total
___	13. Finds it easy to stay focused on chores or homework.
___	14. Once an assignment is started, works diligently until it is completed.
___	15. Even when interrupted, finds it easy to get back and complete the task at hand.
___	Total

<input type="checkbox"/>	16. When he/she plans out day, identifies priorities and sticks to them.
<input type="checkbox"/>	17. When he/she has a lot to do, can easily focus on the most important things.
<input type="checkbox"/>	18. Typically breaks big tasks down into subtasks and timelines.
<input type="checkbox"/>	_____ Total
<input type="checkbox"/>	19. Is an organized person.
<input type="checkbox"/>	20. It is natural for him/her to keep backpack and bedroom area organized.
<input type="checkbox"/>	21. Is good at maintaining systems for organizing homework and chores.
<input type="checkbox"/>	_____ Total
<input type="checkbox"/>	22. At the end of the day, has usually finished what he/she set out to do.
<input type="checkbox"/>	23. Is good at estimating how long it takes to do something
<input type="checkbox"/>	24. Is usually on-time for school, work, and activities.
<input type="checkbox"/>	_____ Total
<input type="checkbox"/>	25. Thinks of themselves as being driven to meet goals.
<input type="checkbox"/>	26. Easily gives up immediate pleasures to work on long-term goals.
<input type="checkbox"/>	27. Believes in setting and achieving high levels of performance.
<input type="checkbox"/>	_____ Total
<input type="checkbox"/>	28. Takes unexpected events in stride.
<input type="checkbox"/>	29. Easily adjusts to changes in plans and priorities.
<input type="checkbox"/>	30. Is flexible and readily adaptive to change.
<input type="checkbox"/>	_____ Total
<input type="checkbox"/>	31. Routinely evaluates his/her performance and devises methods for personal improvement.
<input type="checkbox"/>	32. Is able to step back from a situation to make objective decisions.
<input type="checkbox"/>	33. Can "read" situations well and can adjust his/her behavior based on the reactions of others.
<input type="checkbox"/>	_____ 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

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