

Executive Skills Questionnaire —

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Step I: Read each item below and then rate that item based on the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score. Then add the three scores in each section. Use the Key on page 2 to determine your executive skill strengths (2-3 highest scores) and weaknesses (2-3 lowest scores).

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

Item	Your score
1. I don't jump to conclusions	_____
2. I think before I speak.	_____
3. I don't take action without having all the facts.	_____
YOUR TOTAL SCORE:	_____
4. I have a good memory for facts, dates, and details.	_____
5. I am very good at remembering the things I have committed to do.	_____
6. I seldom need reminders to complete tasks	_____
YOUR TOTAL SCORE:	_____
7. My emotions seldom get in the way when performing on the job.	_____
8. Little things do not affect me emotionally or distract me from the task at hand.	_____
9. I can defer my personal feelings until after a task has been completed	_____
YOUR TOTAL SCORE:	_____
10. No matter what the task, I believe in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for me.	_____
12. I seldom leave tasks to the last minute	_____
YOUR TOTAL SCORE:	_____
13. I find it easy to stay focused on my work.	_____
14. Once I start an assignment, I work diligently until it's completed.	_____
15. Even when interrupted, I find it easy to get back and complete the job at hand.	_____
YOUR TOTAL SCORE:	_____
16. When I plan out my day, I identify priorities and stick to them	_____
17. When I have a lot to do, I can easily focus on the most important things.	_____
18. I typically break big tasks down into subtasks and timelines.	_____
YOUR TOTAL SCORE:	_____
19. I am an organized person.	_____
20. It is natural for me to keep my work area neat and organized.	_____
21. I am good at maintaining systems for organizing my work.	_____
YOUR TOTAL SCORE:	_____

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

Item	Your score
22. At the end of the day, I've usually finished what I set out to do.	_____
23. I am good at estimating how long it takes to do something.	_____
24. I am usually on time for appointments and activities.	_____
YOUR TOTAL SCORE:	_____
25. I take unexpected events in stride.	_____
26. I easily adjust to changes in plans and priorities.	_____
27. I consider myself to be flexible and adaptive to change.	_____
YOUR TOTAL SCORE:	_____
28. I routinely evaluate my performance and devise methods for personal improvement.	_____
29. I am able to step back from a situation in order to make objective decisions.	_____
30. I "read" situations well and can adjust my behavior based on the reactions of others.	_____
YOUR TOTAL SCORE:	_____
31. I think of myself as being driven to meet my goals.	_____
32. I easily give up immediate pleasures to work on long-term goals.	_____
33. I believe in setting and achieving high levels of performance.	_____
YOUR TOTAL SCORE:	_____
34. I enjoy working in a highly demanding, fast-paced environment.	_____
35. A certain amount of pressure helps me to perform at my best.	_____
36. Jobs that include a fair degree of unpredictability appeal to me.	_____
YOUR TOTAL SCORE:	_____

KEY

Items	Executive Skill	Items	Executive Skill
1 - 3	Response Inhibition	4 - 6	Working Memory
7 - 9	Emotional Control	10 - 12	Task Initiation
13 - 15	Sustained Attention	16 - 18	Planning/Prioritization
19 - 21	Organization	22 - 24	Time Management
25 - 27	Flexibility	28 - 30	Metacognition
31 - 33	Goal-Directed Persistence	34-36	Stress tolerance

Strongest Skills

Weakest Skills

Checklist for
Designing Interventions

Intervention Steps
1. Establish behavioral goal Problem behavior: _____ Goal behavior: _____
2. What environmental supports will be provided (check all that apply) <input type="checkbox"/> Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, reduce social complexity, etc.) <input type="checkbox"/> Change the nature of the task (e.g., make shorter, build in breaks, give something to look forward to, create a schedule, build in choice, make the task more fun, etc.) <input type="checkbox"/> Change the way adults interact with the child (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback)
3. What procedure will be followed to teach the skill? Who will teach the skill/supervise the procedure? What steps will the child follow? 1. 2. 3. 4. 5. 6.
4. What incentives will be used to encourage the child to learn, practice, or use the skill (check all that apply) <input type="checkbox"/> Specific praise <input type="checkbox"/> Something to look forward to when the task (or a piece of the task) is done <input type="checkbox"/> A menu of rewards and penalties Daily reward possibilities: Weekly reward possibilities: Long-term reward possibilities:

Tier 1 Classrooms
Checklist of Classroom Supports

Managing classroom assignments	<p>Ensure students:</p> <ul style="list-style-type: none"> • start promptly • complete on time • hand in when done 	
Managing homework	<p>Ensure students:</p> <ul style="list-style-type: none"> • write down assignments in assignment book • understand assignments • bring home necessary materials to do homework • hand in assignments on time 	
Managing materials	<p>Ensure students:</p> <ul style="list-style-type: none"> • keep desks organized • keep notebooks organized • maintain organizational systems 	
Planning/time management	<p>Help students:</p> <ul style="list-style-type: none"> • break down long-term assignments into subtasks and timelines • follow timelines • make daily homework plans 	
Behavior management	<ul style="list-style-type: none"> • Post classroom rules • Review rules frequently • Model and practice rule-following 	
Promoting problem-solving/independence	<ul style="list-style-type: none"> • Build in choice or self-directed study in assignments • Encourage goal-setting • Use conflict mediation • Teach problem solving for both social and academic problems 	

Executive Skill Definitions

- **Response Inhibition**: The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it. In the young child, waiting for a short period without being disruptive is an example of response inhibition while in the adolescent it would be demonstrated by accepting a referee’s call without an argument.
- **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 to project into the future. A young child, for example can hold in mind and follow 1-2 step directions while the middle school child can remember the expectations of multiple teachers.
- **Emotional Control**: The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. A young child with this skill is able to recover from a disappointment in a short time. A teenager is able to manage the anxiety of a game or test and still perform.
- **Sustained Attention**: The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Completing a 5-minute chore with occasional supervision is an example of sustained attention in the younger child. The teenager is able to attend to homework, with short breaks, for one to two hours.
- **Task Initiation**: The ability to begin projects without undue procrastination, in an efficient or timely fashion. A young child is able to start a chore or assignment right after instructions are given. A high school student does not wait until the last minute to begin a project.
- **Planning/Prioritization**: The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what’s important to focus on and what’s not important. A young child, with coaching, can think of options to settle a peer conflict. A teenager can formulate a plan to get a job.
- **Organization**: The ability to create and maintain systems to keep track of information or materials. A young child can, with a reminder, put toys in a designated place. An adolescent can organize and locate sports equipment.
- **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. A young child can complete a short job within a time limit set by an adult. A high school student can establish a schedule to meet task deadlines.
- **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. A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance.
- **Flexibility**: The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions. A young child can adjust to a change in plans without major distress. A high school student can accept an alternative such as a different job when the first choice is not available.
- **Metacognition**: The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability 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?”). A young child can change behavior in response to feedback from an adult. A teenager can monitor and critique her performance and improve it by observing others who are more skilled.
- **Stress Tolerance**: the ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands.