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**

Managing ADHD by Targeting Executive Skills

Part I Initial interview

What brought you here?

What are your biggest sources of frustration?

At work

At home

In your personal relationships

What are some things you think are going well?

At work

At home

In your personal relationships

How do you like to spend your leisure time?

If you were going to try to change one thing or improve at one thing in any of these contexts (work, home, relationships), what would you want to tackle?

Are you willing to create a goal around this and work towards it? What’s a first pass at describing the goal?

Part II Assess Executive Skills

Step 1: Complete the ESQ

Step 2: Identify strengths and weaknesses

Executive Skill Strengths Executive Skill Weaknesses

Part III Refine Long-Term Goal

Step 3: Look at goodness-of-fit: Do you have the executive skills you need to achieve your goal? How can you use your executive skill strengths? Are there ways you can work around the weaknesses or bypass them altogether?

Step 4: Are there barriers or obstacles you need to overcome in order to reach your goal?

|  |  |
| --- | --- |
| Potential obstacle | Ways to overcome the obstacle |
|  |  |
|  |  |
|  |  |
|  |  |

Long-Term Goal Statement:

Part IV

SMART GOALS

This is an introduction to Smart goals. This is an important piece of the coaching process because they will help you to reach your long-term goal. You and your coach will spend time developing SMART goals over the next few months. This video will help you to understand what we mean when we ask people to set SMART goals.

SMART goals are the steps that help you move from a long-term goal or milestone which will take a while to complete, to an Action Plan which says what you will do tomorrow or this week. It’s a way to help you make sure that that plan you come up with matches your long-term goal. It also is specific enough so that both you and your coach know whether you are on track to be successful.

There are five parts to a SMART goal. Each part corresponds to one of the letters,

S…M…A...R…T. We’ll go through each of the five parts and give you examples of SMART goals to show how the parts work together.

S stands for SPECIFIC. Your SMART goal says exactly what you want to happen. It should answer these five W questions:

* Who is involved? (That’s you so your SMART goal starts with the words, “I will…….” then tells what you will do).
* What do you want to accomplish? (get a job?, take a course?)
* Where will this happen? (at a store?, at a hospital?, at a community college?)
* When will it happen by? (Two weeks from today?, Before the end of June?)
* Why is this goal important to me? (I’ll earn more money?, I’ll be learning something that will help me get a job I want?)

M stands for MEASURABLE. If your goal is measurable, it means that you’ll be able to know for sure that you have reached your goal (The day that I get the job; The day that I get my passing grade back for the course)

A stands for ATTAINABLE. This means that you know that if you work hard, this is a goal that you know you can reach by the time you said you will reach it. You either already have the skills and resources that your need to reach it or you can create a plan to get the skills and resources.

R stands for REALISTIC and Relevant. My goal is really important to me so I will make a plan and follow it. I want to reach my goal and I have the ability to do it.

T stands for TIMELY. That means you will reach your goal in a specific amount of time and by a specific date. (By my birthday, I will save $100.00)

Here are a couple of examples of SMART goals that meet all the criteria we’ve just covered. We’ll also list the Action Plan steps that would flow from each SMART goal.

SMART Goal Examples

Smart Goal 1

By the end of two weeks from today I will have enrolled in a GED preparation program within commuting distance from my apartment and go to class one night per week. I will arrange for my neighbor to take care of the children on that night. During week three I will go to the first preparation class.

Action steps:

1. Contact local adult ed program by this Wednesday and find out closest GED program to me that meets at night.
2. Call the program on Wednesday and enroll.
3. Ask my neighbor tomorrow if she can watch the kids for the same night each week for two hours starting in three weeks.
4. Go to the first preparation class two weeks from Wednesday.

Smart Goal 2

I will search online for Personal Care Attendant jobs and by Friday of this week, identify four possible jobs that I am interested in, and apply for those jobs by Monday of next week.

Action steps: (starts on a Tuesday)

1. Start online search for jobs by tomorrow (Wednesday) at 10 am, keep searching until I find two possible jobs and save the applications.
2. Start searching for the other two jobs on Thursday at 10 am, keep searching until I find two more jobs and save the applications.
3. Contact my 3 references for permission to use them by 4 pm Friday.
4. Complete the 4 job applications by Sunday night at 6pm and submit them.

Write a SMART Goal

SMART goals are Specific, Measurable, Attainable, Realistic, and Time-Bound

Rules for writing goal statements:

1. Use clear, specific language.
2. Start your goal statement with TO + a VERB
3. Write your goal statement using SMART Goal Criteria
4. Avoid using negative language. Think positive!

SMART Goal Statement:

Part V

Identify Strategies to Support Goal Attainment

|  |  |
| --- | --- |
| Strategy | Examples (check off choices) |
| Environmental Modifications |
| Change the physical or social environment | ☐Remove distractions (e.g., turn off social media)☐ Create visual reminders☐ Avoid settings with temptations☐ Seek out people who support your goal; avoid people who don’t☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Modify the task | ☐Make task shorter/build in breaks☐ Use 1-10 scale to adjust effort☐ Pair unpleasant task with something pleasant☐ Kill 2 birds with one stone (pair unpleasant task with another obligation)☐Break task into very small pieces and turn into a to-do checklist☐Use technology☐Turn open-ended tasks into closed-ended tasks☐Build in variety or choice (or turn into a game)☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Enlist the help of others | ☐Someone to cue you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ Someone to report to: \_\_\_\_\_\_\_\_\_\_\_\_\_☐ Someone who will be a cheerleader: \_\_\_\_\_\_\_\_\_\_☐ Post goal/progress on social media☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Short-term Incentives for Motivation |
| ☐A preferred activity to do once the work is done: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐Choose something from a reward menu: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ |
| Practice the Skill |
| What will you practice?When will you practice?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| Time: | Time: | Time: | Time: | Time: | Time: | Time: |

How long will the practice session last?What is your start time? Date: Time: Back-up date: Time: What cues will you use to remind yourself to follow your plan?  |

Part VI

Create an Action Plan

Action Plan for Achieving SMART goal

|  |  |  |
| --- | --- | --- |
| Steps to Follow To Complete Goal | Target Completion Date | Done! |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

Part VII

Carry out the Plan

and Evaluate Success

Did you follow the plan?

What worked well?

What didn’t work so well?

Next step:

☐Revise plan

|  |  |  |
| --- | --- | --- |
| Steps to Follow to Complete Goal | Target Completion Date | Done! |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

☐Make new smart goal and action plan

SMART Goal Statement:

Action Plan for Achieving SMART goal

|  |  |  |
| --- | --- | --- |
| Steps to Follow to Complete Goal | Target Completion Date | Done! |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

Did you follow the plan?

What worked well?

What didn’t work so well?

Next step: ☐Revise plan ☐Make new SMART goal and action plan

|  |
| --- |
| Short-term Incentives for Motivation |
| ☐A preferred activity to do once the work is done: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐Choose something from a reward menu: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Practice the Skill |
| ☐ Mental contrasting:1. Think about several positive aspects associated with goal attainment:
2. Identify the *most positive* aspects and visualize the benefits (with as much detail as possible)
3. Think about several obstacles that might get in the way of goal attainment.
4. Hone in on the biggest obstacles and take a few moments to visualize those obstacles.

☐ Implementation Intentions: FORMULA: When [trigger], I will [action]☐ Process visualization: Visualize, with as much sensory detail as possible, encountering the obstacles to goal attainment and then successfully overcoming them. |

Strategies to Improve or Reduce the Impact of Weak Executive Skills

 Strategy Options

|  |  |
| --- | --- |
| I. Identify environmental modifications1. Alter the physical or social environment2. Modify the task3. Enlist help from others | II. Find a motivator/incentive |
| III. Practice a strategy for skill enhancement |

|  |  |
| --- | --- |
| **Executive Skill** | **Environmental Modification** |
| Response Inhibition | * Remove/sequester temptations
* Create a cueing system as a reminder to use self-control
* Build in “wait time”
* Allow a small reward in exchange for giving up a big one
* Announce your goal to a friend
 |
| Working Memory | * Create a checklist
* Put visual cues in your environment
* Have a duplicate set (home/work)
* Apps/technology (e.g., Wunderlist, Instapaper, Tile, phone reminders)
* Mentally rehearse what you need to remember
 |
| Emotional Control | * Practice mindfulness meditation
* Use self-talk
* Avoid situations that trigger poor emotional control
* Use a relaxation strategy in the moment
* Rehearse in advance how you will handle an emotionally charged situation
 |
| Flexibility | * Preplan to minimize surprises
* Build in “wait time” to adjust to the unexpected
* Avoid situations that require flexibility
* Learn to recognize the physiological cues and put in place a default strategy
* Create an *If…then* plan.
 |
| Task Initiation | * Hold off a pleasurable activity until the task is done (or started)
* Suspend access to distractions
* Keep the degree of required effort low (e.g., by limiting the time spent on the aversive task).
* Technology (snooze alarm on phone)
 |
| Sustained Attention | * Set a “Personal Best” goal (PB)
* Limit access to distractions (e.g., shut down access to time-wasting websites)
* Screen out unpredictable distractions (e.g., by listening to quiet music on an iPod)
* Pair the aversive task with something pleasant
 |

|  |  |
| --- | --- |
| Planning/Prioritizing | * Use a planning template
* Use post-it notes to identify steps, so they can be easily re-arranged
* Ask for help from someone who’s good at planning
* Practice the skill by starting with something fun to plan
 |
| Organization | * Do something fun *while* you're getting organized
* Start VERY SMALL (both in terms of time and space)
* Work off a checklist
* Trade off with someone who’s good at organization
 |
| Time Management | * Make a deal with someone that includes a reward for being on time
* Practice time estimation
* Set your watch ahead to “trick yourself”
* Ask for help (someone to cue you)
* Use smart phone alarms
 |
| Flexibility | * Preplan to minimize surprises
* Build in “wait time” to adjust to the unexpected
* Avoid situations that require flexibility
* Learn to recognize the physiological cues and put in place a default strategy
* Create an *If…then* plan.
 |
| Metacognition | * Create a system for analyzing mistakes
* Learn to ask for feedback from others
* Use a problem-solving template
 |
| Goal-Directed Persistence | * Use mental contrasting, implementation intentions, and process visualization
* Identify potential roadblocks and systematically eliminate them
* Build automaticity (do the same thing at the same time every day)
* Post visual reminders of the goal
 |
| Stress Tolerance | * Create a personalized stress inoculation plan
* Steer clear of stressful situations
* Mentally prepare yourself for anticipated stressful situations
* Build in recovery time
 |

Putting It All Together: Let’s Practice

**Scenario:** Frank came to see a counselor because he was having all kinds of problems with time and task management both at home and at work. He worked for an IT company where he was a project manager. He had specific projects he was charged with managing but he also had been with the company for awhile and had an array of technical skills that exceeded most of the people who worked at the company. As a result, people came to him frequently for assistance in solving technical problems, both large and small. He found that even when he was able to prioritize his work load, when someone asked for help, he usually dropped everything to help them, even if he had deadlines looming. As a result, his projects were chronically behind schedule. At home, Frank had two young children and a wife who also worked at a demanding job. Just getting through every day chores and handling child care (tasks he and his wife agreed to share equally), left him no time to do longer term projects. There were household repairs that were being neglected and he had had to file for extensions on his taxes for the last three years because he hadn’t completed the IRS forms. In fact, he had yet to finish his taxes from two years ago, let alone this year…and April 15 was looming.

|  |  |
| --- | --- |
| Executive Skill | Specific problem situation to tackle first |
|  |  |
| Goal behavior | *Frank will* |
| Possible environmental modifications/motivators/incentives |  |