

**Executive Skills Questionnaire —**  
Peg Dawson & Richard Guare

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. I take unexpected events in stride.	_____
11. I easily adjust to changes in plans and priorities.	_____
12. I consider myself to be flexible and adaptive to change.	_____
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. No matter what the task, I believe in getting started as soon as possible.	_____
17. Procrastination is usually not a problem for me.	_____
18. I seldom leave tasks to the last minute	_____
YOUR TOTAL SCORE:	_____
19. When I plan out my day, I identify priorities and stick to them	_____
20. When I have a lot to do, I can easily focus on the most important things	_____
21. I typically break big tasks down into subtasks and timelines.	_____
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. I am an organized person.	_____
23. It is natural for me to keep my work area neat and organized.	_____
24. I am good at maintaining systems for organizing my work.	_____
<b>YOUR TOTAL SCORE:</b>	
25. At the end of the day, I've usually finished what I set out to do.	_____
26. I am good at estimating how long it takes to do something.	_____
27. I am usually on time for appointments and activities.	_____
<b>YOUR TOTAL SCORE:</b>	
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.	_____
<b>YOUR TOTAL SCORE:</b>	
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.	_____
<b>YOUR TOTAL SCORE:</b>	
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.	_____
<b>YOUR TOTAL SCORE:</b>	

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

**Strongest Skills**

---



---



---

**Weakest Skills**

---



---



---

## 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.
- **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.
- **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.
- **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. We generally reserve our discussion of this skill to adults, since it seems more relevant with this population. We find it helps people understand the kind of work environment they do best in.

EXECUTIVE SKILL	POSITIVE EXAMPLE	NEGATIVE EXAMPLE
RESPONSE INHIBITION	_____	_____
WORKING MEMORY	_____	_____
EMOTIONAL CONTROL	_____	_____
FLEXIBILITY	_____	_____
SUSTAINED ATTENTION	_____	_____
TASK INITIATION	_____	_____
PLANNING/PRIORITIZING	_____	_____
ORGANIZATION	_____	_____
TIME MANAGEMENT	_____	_____
GOAL-DIRECTED PERSISTENCE	_____	_____
METACOGNITION	_____	_____

## EXECUTIVE SKILLS BEHAVIORAL DESCRIPTORS

1. Brings gym clothes on days student has gym class.
2. Homework and worksheets may be placed in any number of notebooks, books, or folders.
3. Sharpens pencil, chats with classmates or takes long bathroom breaks before getting down to work on in-class math assignment.
4. Able to do classroom presentations despite fear of public speaking.
5. Wants to make the 1<sup>st</sup> string soccer team but can't bring himself to practice ball handling skills.
6. Figures out the steps to follow to get a summer job.
7. Decides to improve math grade and increases study time for tests and quizzes.
8. Out of seat frequently during independent work time.
9. Takes notes in lecture classes and asks relevant questions.
10. Builds in extra time to complete a given task knowing there could be an interruption.
11. Struggles with creative writing assignment because can't think of anything to write about.
12. Does work carefully and checks answers before handing in test/assignment.
13. Writes down homework but doesn't think to check assignment book when gets home.
14. Chronically late for school.
15. Finishes an entire homework assignment before taking a break.
16. Shuts down when criticized by teacher
17. Student places documents in appropriately labeled folders on her computer.
18. Frequently makes faulty assumptions about assignment directions and doesn't check with teacher before starting the assignment.
19. Friend bails on afterschool activity; student adjusts with back-up plan.
20. Says rude or hurtful things to kids.
21. After being given group oral directions, student begins the assignment.
22. Given 4 homework assignments on a given night, can't figure out what to do first.

**PLANNING SHEET FOR DESIGNING STRATEGIES  
TO OVERCOME EXECUTIVE SKILL OBSTACLES**

**Directions:**

1. Describe the lesson being taught.
2. Identify the executive skills the lesson requires students to use.
3. Identify potential obstacles that might prevent the student from using those skills effectively.
4. With the student, decide on a strategy to use to overcome the obstacle.

Lesson/Assignment	Executive Skill(s)	Obstacle	Possible Strategies

### Classroom Routine Planning Form

Identify a classroom routine that would address a classroom or student problem, incorporates 1 or more executive skills, and that would take no more than 5-10 minutes a day or no more than 15 minutes once a week to implement. Elementary and secondary examples have been provided.

#### Elementary Example

Goal Behavior	Executive Skill(s)	Routine	Est. time required
Smooth transition from classroom to cafeteria	Response inhibition Emotional control	Students maintain personal space and use quiet voices in the corridor	3 minutes

#### Steps in the Routine:

1. Talk with class about going from the classroom to the cafeteria; ask what a “bumpy” transition looks like; then ask what a “smooth” transition looks like. Ask students which is better and talk about why a smooth transition is better.
2. Referring to classroom posters of individual executive skills, ask students which executive skills are needed for a smooth transition.
3. With the class, make a list of steps for getting ready for lunch (e.g., hand in completed work; clear desk surface; get lunch box if applicable; when instructed, line up in orderly fashion; walk to cafeteria keeping appropriate distance from others in line and talking with “indoor voices.”)
4. Post the routine and review the steps for several days.
5. Prompt kids to begin the routine.
6. Announce each step.
7. Debrief with students after lunch to assess how it went for several days.
8. Assign a student to announce the routine.
9. Fade the prompts.

#### Secondary Example

Problem situation	Executive Skill(s)	Routine	Est. time required
Students forgetting to hand in homework	Working memory	Stand by door at end of class and accept completed homework.	3-5 minutes

#### Steps in the Routine

1. Begin with a discussion about the challenges of handing in homework at the end of class. Ask students why they’re neglecting to do this.
2. Referring to classroom posters of individual executive skills, ask students which executive skills are needed to do this successfully.
3. Solicit from students possible solutions to the problem. One solution might be:
  - a. At the end of class on days homework has been assigned, teacher will stand by door to accept completed homework.
  - b. If students don’t have the assignment, they will be asked to go to the end of the line and come up with a plan for how/when they will get the homework to the teacher.
  - c. After a week, debrief with students to determine how the routine is working and to tweak the routine if needed.
  - d. Optional: ask the class to set a class goal (% of students handing in homework on time) and come up with an activity reward for reaching the goal.

Goal Behavior or Problem Situation	Executive Skill(s)	Routine	Est. time required

Routine steps:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



### Practice Example

*Sarah is a social child with lots of friends. During whole-class discussion, she's engaged and frequently raises her hand to participate. She also does well with group activities, but she has the hardest time getting her seatwork done. When the teacher assigns a task, she seems to spend a great deal of time getting organized or she might start it right away, but she becomes quickly distracted. She might get up and sharpen her pencil, go to the bathroom, or talk to the other students sitting at her table. Sometimes she might overhear a conversation at the next table and feel like she has to participate in that discussion. The teacher feels like she's spending a lot of time cueing Sarah to get back to work or asking her how far along she is in her assignment. Even when she does cue her, the next thing she knows, Sarah is rummaging in her desk for something or has started talking to the girl who sits behind her.*

### Intervention Planning Form

<b>Student Strengths:</b> Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
<b>Problem Description:</b> Which problem behavior should be targeted?	
<b>Executive Skill(s):</b> What skills do you think might be involved?	
<b>Setting:</b> Where, when, or under what circumstances does the behavior usually occur?	All day long in every setting
<b>Where to Start</b> —If you could select one setting or activity or change one small part of the student's behavior that would lead you to say, "This is better," what would that be?	Math seatwork
<p><b>Possible Strategies</b> student might use. Think about environmental modifications, cues, visual imagery, checklists, smart phone apps, self-talk, mental rehearsal, etc.</p> <p>Examples of environmental modifications:</p> <ul style="list-style-type: none"> <li>• Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, visual cues, etc.)</li> <li>• Modify 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.)</li> <li>• Change the way adults interact with the student (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback)</li> </ul>	
<p><b>Possible Motivator</b>—What would help the student be more likely to try? Can you use a simple reward system? Alternate between preferred and non-preferred activities? Have student identify something to look forward to doing when the task (or a piece of the task) is done</p> <p>Other ideas?</p>	
<p><b>Visual to Show Progress</b>—What visual feedback can you give the student so he/she can clearly see that progress is being made? Graph? Checklist? Behavior counts? Tracking grades on tests? Other ideas?</p>	

### Intervention Planning Form

<b>Student Strengths:</b> Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
<b>Problem Description:</b> Which problem behavior should be targeted?	
<b>Executive Skill(s):</b> What skills do you think might be involved?	
<b>Setting:</b> Where, when, or under what circumstances does the behavior usually occur?	
<b>Where to Start</b> —If you could select one setting or activity or change one small part of the student's behavior that would lead you to say, "This is better," what would that be?	
<p><b>Possible Strategies</b> student might use. Think about environmental modifications, cues, visual imagery, checklists, smart phone apps, self-talk, mental rehearsal, etc.</p> <p>Examples of environmental modifications:</p> <ul style="list-style-type: none"> <li>• Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, visual cues, etc.)</li> <li>• Modify 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.)</li> <li>• Change the way adults interact with the student (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback)</li> </ul>	
<b>Possible Motivator</b> —What would help the student more likely to try? Can you use a simple reward system? Alternate between preferred and non-preferred activities? Have student identify something to look forward to doing when the task (or a piece of the task) is done Other ideas?	
<b>Visual to Show Progress</b> —What visual feedback can you give the student so he/she can clearly see that progress is being made? Graph? Checklist? Behavior counts? Tracking grades on tests? Other ideas?	

### Intervention Planning Form

<b>Student Strengths:</b> Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have.	
<b>Problem Description:</b> Which problem behavior should be targeted?	
<b>Executive Skill(s):</b> What skills do you think might be involved?	
<b>Setting:</b> Where, when, or under what circumstances does the behavior usually occur?	
<b>Where to Start</b> —If you could select one setting or activity or change one small part of the student's behavior that would lead you to say, "This is better," what would that be?	
<p><b>Possible Strategies</b> student might use. Think about environmental modifications, cues, visual imagery, checklists, smart phone apps, self-talk, mental rehearsal, etc.</p> <p>Examples of environmental modifications:</p> <ul style="list-style-type: none"> <li>• Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, visual cues, etc.)</li> <li>• Modify 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.)</li> <li>• Change the way adults interact with the student (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback)</li> </ul>	
<p><b>Possible Motivator</b>—What would help the student be more likely to try? Can you use a simple reward system? Alternate between preferred and non-preferred activities? Have student identify something to look forward to doing when the task (or a piece of the task) is done</p> <p>Other ideas?</p>	
<p><b>Visual to Show Progress</b>—What visual feedback can you give the student so he/she can clearly see that progress is being made? Graph? Checklist? Behavior counts? Tracking grades on tests? Other ideas?</p>	

## References

### Research articles

- Barker, J.E., Semenov, A.D., Michaelson, L., Provan, L.S., Snyder, H.R., & Munakato, Y. (2014). Less-structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, *5*. <http://doi.org/10.3389/fpsyg.2014.00593>.
- Bennike, I.H., Wieghorst, A. & Kirk U. J. (2017). Online-based mindfulness training reduces behavioral markers of mind wandering. *Journal of Cognitive Enhancement* doi:10.1007/s41465-017-0020-9.
- Duckworth, A.L. & Yeager, D.S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, *44* (4), 237–251. DOI: 10.3102/0013189X1558432.
- Embry, D. D. & Biglan, A. (2008). Evidence-based kernels: Fundamental Units of Behavioral Influence. *Clinical Child and Family Psychology Review*, *11*(3), 75-113.
- Fallon, L. M., Collier-Meek, M. A., Maggin, D. M., Sanetti, L. M. H., & Johnson, A. J. (2015). Is performance feedback an evidence-based practice? A systematic review and evaluation. *Exceptional Children*, *81*, 227–246.
- Halin, N., Marsh, J.E., Hellman, A., Hellstrom, I., Sorqvist, P. (2014). A shield against distraction. *Journal of Applied Research in Memory and Cognition*, *3*, 31–36.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165–179.
- Jacobson, L. A., Williford, A. P., & Pianta, R. C. (2011). The role of executive function in children's competent adjustment to middle school. *Child Neuropsychology*, *17*, 255-208.
- Martin, A. J. (2013). Improving the achievement, motivation, and engagement of students with ADHD: The role of Personal Best Goals and other growth-based approaches. *Australian Journal of Guidance and Counseling*, *23*(1), 143-155.
- Morgan, P.L., Farkas, G., Wang, Y., Hillemeier, M.M., Oh, Y., Maczuga, S. (2019). Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. *Early Childhood Research Quarterly*, *46* (1), 20-32.
- Palminteri S, Kilford EJ, Coricelli G, Blakemore S-J (2016). The computational development of reinforcement learning during adolescence. *PLoS Computational Biology*, *12*(6): e1004953. doi:10.1371/journal.pcbi.1004953.
- Rowe, D. A., Mazzotti, V. L., & Sinclair, J. (2015). Strategies for teaching self-determination skills in conjunction with the common core. *Intervention in School and Clinic*, *50*, 131141. doi:10.1177/1053451214542043
- Sarrasin, J.B., Nenciovici, L., Foisy, L.B., Allaire-Duquette, G., Riopel, M. & Masson, S. (2018). Effects of teaching the concept of neuroplasticity to induce a growth mindset on motivation, achievement, and brain activity: A meta-analysis. *Trends in Neuroscience and Education*, *12*, 22–31.
- Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). Executive Function: Implications for Education (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education

### Books on Executive Skills

- Anderson, V.A., Jacobs, P., & Anderson, P. (Eds.). (2008). *Executive functions and the frontal lobes: A lifespan perspective*. New York: Taylor & Francis.
- Cooper-Kahn, J. & Foster, M. (2013). *Boosting executive skills in the classroom: A practical guide for educators*. San Francisco: Jossey-Bass.
- Cooper-Kahn, J. & Foster, M. (2013). *Late, lost, and unprepared*. Bethesda, MD: Woodbine House.
- Guare, R., Guare, C., & Dawson, P. *Smart but scattered—and stalled*. New York: The Guilford Press.
- Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. 3<sup>rd</sup> Edition. New York: The Guilford Press.

Dawson, P. & Guare, R. (2012). *Coaching students with executive skills deficits*. New York: The Guilford Press.

Dawson, P. & Guare, R. (2009). *Smart but scattered: The revolutionary "executive skills" approach to helping kids reach their potential*. New York: The Guilford Press.

Guare, R., Dawson, P., & Guare, C. (2012). *Smart but scattered teens*. New York: The Guilford Press

Immordino-Yang, M.H. (2016). *Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience*. New York: W.W. Norton & Company, Inc.

Kaufman, C. (2010). *Executive functions in the classroom*. Baltimore, MD: Paul H. Brookes

Meltzer, L. (2010). *Promoting executive function in the classroom*.

McCloskey, G., Perkins, L. A., & Van Divner, B. (2009). *Assessment and intervention for executive function difficulties*. New York: Taylor & Francis Group

### **Resources for Educators**

Bodrova, E. & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education*. Upper Saddle River, NJ: Pearson.

Cartwright, K. (2015). *Executive skills and reading comprehension*. New York: The Guilford Press.

Grove, T., Glasser, H., & Block, M. L. (2007). *The inner wealth initiative*. Tucson AZ: Nurtured Heart Publications.

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore: Paul H. Brookes.

Herman, K. C., Reinke, W. M., Frey, A. J., & Shepard, St. A. (2014). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. New York: Springer

McGlaflin, H. (2018). *Calm and Alert*. Eau Claire, WI: PESI.

Trudeau, E. (2021). *Brilliantly dyslexic*. (self-published but available through amazon).

Winter, N. (2022). *Brilliant strengths: A strength-based program designed to raise self-esteem and lower anxiety in students with dyslexia*. Trudeau, E. (self-published but available through amazon).

### **Resources for Therapists**

Feigel, T. (2007). *The pocket coach for parents*. Edina, MN: Beaver's Pond Press.

Glasser, H. & Easely, J. (1999). *Transforming the difficult child*. Tucson, AZ: Nurtured Heart Pubs.

Huebner, D. (2007). *What to do when you grumble too much*. Washington, D.C.: Magination Press. Other books by the same author: *What to do when you worry too much*, *What to do when your brain gets stuck*, *What to do when your temper flares*.

North, R. (2017). *Motivational interviewing for school counselors*. (self-published but available through amazon).

Sibley, Margaret H. (2016). *Parent-Teen Therapy for Executive Function Deficits and ADHD*. New York: The Guilford Press.

Wilson, E & Lyons, L. (2013). *Anxious kids, anxious parents: 7 ways to stop the worry cycle and raise courageous and independent children*. Deerfield Beach, FL: Health Communications, Inc.

### **Autism Spectrum Disorder Materials**

Buron, K. D. & Curtis, M. B. (2012). *The incredible 5-point scale, 2<sup>nd</sup> Edition*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Cannon, L., Kenworthy, L., Alexander, K., Wernere, M., & Anthony, L. *Unstuck and on Target: An executive function curriculum to improve flexibility, planning, and organization*. (2018). Baltimore: Paul H. Brookes.

Kenworthy, L., Anthony, L.G., Alexander, K. C., Werner, M. A., Cannon, L., & Greenman, L. (2014). *Solving executive function challenges*. Baltimore: Paul H. Brookes.

McClannahan, L. E. & Krantz, P. J. (2010). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine House.

## Miscellaneous

Coyle, D. (2009). *The talent code*. New York: Bantam Books  
Delman, M. (2018). *Your Kid's Gonna Be Okay*. Boston: Beyond Book Smart  
Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballentine Books  
Gawande, A. (2009). *The Checklist Manifesto*. New York: Metropolitan Books  
Maurer, R. (2014). *One Small Step Can Change Your Life: The Kaizen Way*. New York: Workman Publishing  
Nigg, J. T. (2017). *Getting ahead of ADHD*. New York: The Guilford Press  
Snell, E. & Kabat-Zinn, M. (2013). *Sitting still like a frog*. Boston, MA: Shambhala Publications, Inc.

## Resources for Developing Class Lessons on Executive Skills

Deak, J. & Ackerley, S. (2010). *Your fantastic elastic brain*. Naperville, IL: Little Pickle Press.  
Feinstein, S. G. (2009). *Secrets of the teenage brain*.  
Hanson, S. (2013). *The executive function workbook for teens*. Oakland CA: New Harbinger Press.  
Kulman, R. (2011). *Train your brain for success: A teenager's guide to executive functions*. Plantation FL: Specialty Press.  
Kruger, S. (2013). *SOAR study skills: A simple and efficient system for earning better grades in less time*. Grand Blanc, MI: Grand Lighthouse Publishing  
Langberg, J. (2011). *Homework, Organization, and Planning (HOPS) Skills*. Bethesda, MD: National Association of School Psychologists  
McCloskey, L. & McCloskey, G. (2021). *The day Frankie left his frontal lobes at home*. Building Better Brains Publishing.  
Moss, S. & Schwartz, L. (2007). *Where's my stuff: The ultimate teen organizing guide*. San Francisco, CA: Zest Books.  
Mullin, M. & Fried, K. (2013). *Executive functioning workbook*. K&M Center. Santa Monica: CA.  
Smith, Bryan. (2016). *What were you thinking?* Boys Town NE: Boys Town Press. [NOTE: Bryan Smith has a whole series of books for children addressing many executive skills.]  
Steinberg, L. (2014). *The age of opportunity: Lessons from the new science of adolescence*. Boston: Houghton Mifflin Harcourt.

## Helpful Websites

<http://smartbutscatteredkids.com>

<http://www.unstuckontarget.com>

<http://www.efintheclassroom.net>

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/>

[https://www.youtube.com/channel/UCvePPJz4o\\_6Dg5qTzOqcVPg](https://www.youtube.com/channel/UCvePPJz4o_6Dg5qTzOqcVPg) (YouTube Channel: Teenchangers)

<http://developingchild.harvard.edu>

<http://efs2therescue.ca>

<http://www.brainfacts.org>

<http://activatedlearning.org>

<http://www.dana.org>

<http://learningworksforkids.com>

<https://casel.org/resources>

<http://www.toolsofthemind.org>

<https://www.pbisworld.com>

<https://www.gonoodle.com>

## PERSONAL GOAL SETTING AND ACTION PLANNING

**GOAL-SETTING.** Start by thinking of a goal you'd like to work on. It could be a task you've been putting off, or a project you want to start or a behavior you want to change. If you can, identify more than one, so that you have a few to choose from.

Possible goals
1.
2.
3.

Select one of the goals and place an asterisk next to it. Now think about some of the potential obstacles that might prevent you from reaching your goal. How can those obstacles be overcome or avoided?

Potential obstacle	Ways to overcome the obstacle
1.	
2.	
3.	
4.	
5.	



**Creating a SMART Goal (See Unit 3 Secondary for More Information About This)**

<b>SMART Goal Planner</b>		
Specific	What EXACTLY do you want to happen?	
Measurable	I will know I have reached my goal when . . .	
Attainable	Can I reach my goal by the deadline?	How confident am I that I can reach my goal? 1.....2.....3.....4.....5 Not very          So-so          Very!
Relevant	Is this goal important to me?	How important is it to me to reach my goal? 1.....2.....3.....4.....5 Not very          So-so          Very!
Time-bound	I will reach my goal by:	

**Action Plan for Achieving SMART Goal**

Steps to Follow or Tasks to Accomplish to Complete Goal	Target Completion Date	Done!
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		