

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.	_____
YOUR TOTAL SCORE:	
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.	_____
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	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.
- **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.
- **Emotional Control:** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.
- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.
- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.
- **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.
- **Organization:** The ability to create and maintain systems to keep track of information or materials.
- **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.
- **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.
- **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?").
- **Stress Tolerance:** the ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands.

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 1st 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. Starts homework without prompting from adult.
22. Given 4 homework assignments on a given night, can't figure out what to do first.

Intervention Planning Form

Student Strengths: Identify a few of the student's strengths or positive traits, particularly noting any executive skill strengths the student may have. Also include the student's interests.	
Problem Description: Which problem behavior should be targeted?	
Executive Skill(s): What skills do you think might be involved?	
Setting: Where, when, or under what circumstances does the behavior usually occur?	
Where to Start— 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>Possible Strategies 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"> <input type="checkbox"/> Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, visual cues, etc.) <input type="checkbox"/> 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.) <input type="checkbox"/> Change the way adults interact with the student (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback) 	
<p>Possible Motivator—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>Visual to Show Progress—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>	