

Executive Skills Questionnaire Parent and Teacher Version

By Peg Dawson and Richard Guare

Read each item below and then rate that item based on the extent to which the behavior occurs for the child. Use the rating scale below to choose the appropriate score. Then add the three scores in each section. Use the key at the bottom of this questionnaire to determine the executive skill strengths (three highest scores) and weaknesses (three lowest scores).

1 = Never	1 = Rarely	3 = Sometimes	4 = Frequently	5 = Almost Always
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Item:	Score:
1. Doesn't interrupt	_____
2. Thinks before he/she speaks	_____
3. Shows self-restraint when provoked	_____
Total Section One:	_____
4. Remembers to bring materials to and from school	_____
5. Remembers things he/she has committed to do	_____
6. Completes tasks without reminders	_____
Total Section Two:	_____
7. Emotions don't get in the way when doing assigned tasks	_____
8. Little things don't affect him/her emotionally or distract from work	_____
9. Recovers quickly from disappointment or changes in plans	_____
Total Section Three:	_____
10. Gets started on tasks independently	_____
11. Procrastination is not a problem	_____
12. Tasks are not left to the last minute	_____
Total Section Four:	_____
13. Stays focused on work	_____
14. Sustains attention until tasks are completed	_____
15. If interrupted, returns to work without reminders	_____
Total Section Five:	_____
16. Identified priorities for a task or time period and sticks to them	_____
17. Stays focused on the most important tasks	_____
18. Can make and follow plans for multi-step tasks with developmentally-appropriate support	_____
Total Section Six:	_____

- 19. Keeps notebooks/backpacks organized _____
- 20. Desk/work area is neat and organized _____
- 21. Keeps track of homework, permission slips, lunch money, etc. _____

Total Section Seven: _____

- 22. Finishes tasks within allotted time _____
- 23. Good at estimating how long it takes to do something _____
- 24. Does not dawdle over work or daily routines _____

Total Section Eight: _____

- 25. Doesn't get "stuck" on things _____
- 26. "Shifts gears" easily when plans have to change _____
- 27. Handles "open-ended" tasks easily _____

Total Section Nine: _____

- 28. Can monitor and evaluate performance when engaged in challenging tasks _____
- 29. Can think of more than one solution to a problem _____
- 30. Reads situations well and adjusts behavior based on the reactions of others _____

Total Section Ten: _____

- 31. Sets a goal and sticks with it until it is achieved _____
- 32. Gives up immediate pleasures to work on longer-term goals _____
- 33. Able to persist with effortful work when the outcome is desired _____

Total Section Eleven: _____

KEY

Section	Executive Skill	Section	Executive Skill
1	Response Inhibition	2	Working Memory
3	Emotional Control	4	Task Initiation
5	Sustained Attention	6	Planning/Prioritization
7	Organization	8	Time Management
9	Flexibility	10	Metacognition
11	Goal-Directed Persistence		

Relative Strengths:

- 1: _____
- 2: _____
- 3: _____

Relative Weaknesses:

- 1: _____
- 2: _____
- 3: _____

Comments:

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.