



Executive Function Questionnaire for Older Students

Teacher Form

Student Name: _____ **Date:** _____

Teacher Name: _____

- In the first section, list at least three strengths you observe in the student (academic, personal, and/or extracurricular). Include a specific example of each.
- Based on your knowledge and observations of the student named above, rate him or her on each item below.
- Consider meeting with each student to compare their ratings with yours, and set goals for areas to address with strategies.

◆0=Never ◆2=Occasionally ◆3=Often ◆4=Usually ◆NBJ (no basis to judge)

Strengths	List at least three strengths you observe, and a specific example of each:
Activation	It is hard for me to:
	Keep my stuff organized
	Prioritize my assignments and activities
	Get started on tasks that are difficult or take a while to complete
	Get started on tasks I'm not interested in
	Stop doing one thing when I need to get going on something else
Focus	It is hard for me to:
	Pay attention during lectures or discussions
	Follow complex directions or lots of steps to complete a task
	Pay attention to what I'm reading for school
	Do work when there is noise or others are talking
	Stop thinking about things that distract me from my work
Effort	It is hard for me to:
	Continue working even when things get difficult or confusing
	Stay awake and focused in class or when doing homework
	Work fast to complete a timed task or to slow down and be careful
	Make sure I complete all the steps required for a task
	Stay motivated to do things I'm not interested in but must do
Emotion	I often feel:
	Disorganized
	Frustrated with myself or others



	Angry at myself or others
	Sad
	Overwhelmed with too many things to think about and do
Memory	I have trouble remembering:
	Things I am supposed to do
	To bring things I need for school or other activities
	Information I have learned
	What steps to follow for tasks
	Words
Action	I have difficulty:
	Checking my work to make sure it is correct and complete
	Finishing tasks
	Turning in my homework or class work
	Figuring out another way to do something if my way doesn't work
	Keeping my things neat and organized

Reflections on Assessments

Directions for Teachers:

Part 1: Circle or highlight any score of 3 or 4. In the space below, write about how you observe these difficulties interfering with the student's success in the classroom. Add any ideas about what strategies you could teach the student to help him or her address these difficulties.

Part 2: After you have collected the student's completed questionnaire, compare it with your completed questionnaire. In the space below, identify the items on which you and the student gave consistent ratings of 3 or 4. Meet with the student to set goals for one or two of these areas, and a step-by-step plan to achieve (and assess progress toward) the goals.

Part 3: Identify any items on which you and the student gave inconsistent ratings. Often, students underrate their abilities, and occasionally they overrate them. In a supportive way, discuss these areas with students. Make a plan to provide specific feedback in each of these areas so that the student may increase self-awareness.