



Executive Function Questionnaire For Younger Students

Teacher Form

Student Name: _____ **Date:** _____

Teacher Name: _____

- In the first section, identify three strengths (personal, academic, or extracurricular) you have observed in the student, and a specific example of how you observed the student demonstrate it.
- In the following sections, place a checkmark next to each area of difficulty you observe. Write NE if the category is one for which you have no evidence. Consider meeting with each student to compare their ratings with yours, and set goals for areas to address with strategies.

Strengths	Example of how student demonstrated strength
Getting Started	It is hard for student to get started on:
	Work at school
	Homework
	Chores at home
	New task
	Reading, writing, or math work
Paying Attention	It is hard for student to:
	Pay attention when the teacher is talking
	Follow directions
	Pay attention to what I'm reading
	Do work when there is noise or others are talking
	Stop daydreaming
Trying	It is hard for student to:
	Keep working even when things get difficult or confusing
	Stay awake and pay attention
	Work fast



	Make sure s/he does all the steps to complete a difficult task
	To do things s/he is not interested in but must do

Feeling	Student often seems:
	Disorganized
	Frustrated
	Angry at him/herself or others
	Sad
	Overwhelmed with too many things to think about and do
Remembering	Student has trouble remembering:
	Things s/he is supposed to do
	To bring things s/he needs for school or other activities
	Information s/he has learned
	What steps to follow for tasks
	Words
Doing	Student has difficulty:
	Checking work to make sure it is correct and complete
	Finishing tasks
	Turning in homework or class work
	Figuring out another way to do a task if strategy doesn't work
	Keeping things neat and organized
Plan	
<ol style="list-style-type: none"> 1. After you have collected the student's completed questionnaire, compare it with yours. Begin by noticing similarities and differences in areas of strength. 2. Identify items on which you and the student gave <u>inconsistent</u> ratings. Often, students underrate their abilities. Sometimes they overrate them. Discuss with the student the reasons for his/her answer, and make a plan to provide frequent and specific positive feedback on performance in the area(s) so the student can develop a better sense of his/her skills. 3. Identify items on which you and the student gave <u>consistent</u> ratings. Choose one or two areas of difficulty, and assist the student to set reasonable goals and make a step-by-step plan to achieve (and assess progress toward) those goals. 	