

Executive Function Questionnaire

For **YOUNGER** Students

Name: _____ Date: _____

Directions:

- In the first box below, list at least three things you are good at doing.
- Read, or have someone read to you, each category below, and the areas of difficulty that follow.
- Mark an X for each statement that is true for you. If a statement is not true for you, leave it blank.

Strengths	List three things you are good at doing.
Getting Started	It is hard for me to get started on:
	My work at school
	My homework
	My chores at home
	A new task
	Reading, writing, or math work
Paying Attention	It is hard for me 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 me to:
	Keep working even when things get difficult or confusing
	Stay awake and pay attention
	Work fast
	Make sure I do all the steps needed to complete a difficult task
	Put effort into things I'm not interested in but must do

Continued

Feeling	I often feel:
	Disorganized
	Frustrated
	Angry at myself or others
	Sad
	Overwhelmed with too many things to think about and do
Remembering	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
Doing	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 a task if my way doesn't work
	Keeping my things neat and organized

What Should I Do?

Directions:

Circle the items you marked with an X that you wish you could improve or change.

In the space below, list any ideas you have about what you and your teacher could do to help you achieve your goals.

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For **YOUNGER** Students

TEACHER FORM

Student Name: _____ Date: _____

Teacher Name: _____

Directions:

- 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

For Teachers:

After you have collected the student's completed questionnaire, compare it with yours. Begin by noticing similarities and differences in areas of strength.

Identify items on which you and the student gave inconsistent 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.

Identify items on which you and the student gave consistent 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.