

Attention & Executive Function Difficulty Checklist

Informal Diagnostic Inventory

Student's Name:		Date:
<input type="checkbox"/>	Easily loses focus on tasks when there are distractors	
<input type="checkbox"/>	Acts on impulse (does not stop to check answers or consider consequences of behavior)	
<input type="checkbox"/>	Makes mistakes in work despite knowledge or skill	
<input type="checkbox"/>	Has difficulty making transitions (to new schedules, to changed expectations)	
<input type="checkbox"/>	Has difficulty setting goals or making plans	
<input type="checkbox"/>	Has difficulty shifting from one task to another	
<input type="checkbox"/>	Resists shifting strategies to accomplish a task	
<input type="checkbox"/>	Has difficulty evaluating progress toward a goal	
<input type="checkbox"/>	Often performs tasks too quickly or too slowly	
<input type="checkbox"/>	Has difficulty initiating or completing required tasks	
<input type="checkbox"/>	Has difficulty sustaining focus or effort on required tasks	
<input type="checkbox"/>	Performs very inconsistently across subjects and tasks, and day-to-day	
<input type="checkbox"/>	Becomes easily frustrated or angered	
<input type="checkbox"/>	Gives up easily when challenged	
<input type="checkbox"/>	Tends to lose belongings	
<input type="checkbox"/>	Often forgets materials	
<input type="checkbox"/>	Avoids or dislikes certain tasks that require significant effort (procrastinates, makes excuses)	
<input type="checkbox"/>	Has difficulty sitting still (fidgets, taps, makes noises)	
<input type="checkbox"/>	Does not follow directions completely	
<input type="checkbox"/>	Frequently interrupts in conversations	

Teacher Comments: