

Executive Skills Checklist

Below, you will find a list of common challenges. They are relevant for both home and school. Please rate each one on a scale of 1 (not a problem) to 5 (a significant struggle). Your answers will help to establish what support is needed to develop their study and life skills

| | |
|----------------------------|--|
| Name | |
| Class / Tutor Group | |
| Date | |

| Response Inhibition | | | | | Rating |
|---------------------|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Rushing through work or tasks just to get it done |
| 1 | 2 | 3 | 4 | 5 | Not having the patience to do things properly |
| 1 | 2 | 3 | 4 | 5 | Giving up on a task when they encounter an obstacle |
| 1 | 2 | 3 | 4 | 5 | Avoiding or not completing non-preferred tasks when there are distractions |

| Working Memory | | | | | Rating |
|----------------|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Writing down or remembering instructions without enough detail to understand later |
| 1 | 2 | 3 | 4 | 5 | Forgetting to take necessary materials to school or bring materials home |
| 1 | 2 | 3 | 4 | 5 | Forgetting to hand in homework/letters from school |
| 1 | 2 | 3 | 4 | 5 | Forgetting long-term projects or upcoming tests |
| 1 | 2 | 3 | 4 | 5 | Not paying attention to directions or instructions |
| 1 | 2 | 3 | 4 | 5 | Trouble remembering multiple directions or multiple problem steps (such as being asked to go upstairs, bring down dishes and put washing in laundry bin) |
| 1 | 2 | 3 | 4 | 5 | Losing materials / personal items |
| 1 | 2 | 3 | 4 | 5 | Forgetting to do things |
| 1 | 2 | 3 | 4 | 5 | Forgetting to use systems in place as reminders to do things |

| Emotional Control | | | | | Rating |
|-------------------|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Getting really irritated when a task is hard or confusing |
| 1 | 2 | 3 | 4 | 5 | Finding it hard to get started on tasks because of perfectionism or fear of failure |
| 1 | 2 | 3 | 4 | 5 | At school, freezing when taking tests and doing poorly despite studying long and hard |
| 1 | 2 | 3 | 4 | 5 | Not seeing the point of school assignments and finding it hard to motivate themselves to do it |

| Task Initiation – Procrastinating / avoiding tasks due to... | | | | | | Rating |
|--|---|---|---|---|--|--------|
| 1 | 2 | 3 | 4 | 5 | Not knowing how to get started with tasks | |
| 1 | 2 | 3 | 4 | 5 | Believing the task will 'take forever' | |
| 1 | 2 | 3 | 4 | 5 | Believing their performance won't meet expectations | |
| 1 | 2 | 3 | 4 | 5 | Seeing the task as tedious, boring or irrelevant | |
| 1 | 2 | 3 | 4 | 5 | Finding other things to do rather than starting a task | |
| 1 | 2 | 3 | 4 | 5 | Difficulty getting back on task after breaks | |

| Sustained attention | | | | | | Rating |
|---------------------|---|---|---|---|---|--------|
| 1 | 2 | 3 | 4 | 5 | Taking frequent breaks when doing non-preferred things | |
| 1 | 2 | 3 | 4 | 5 | Taking breaks that are too long | |
| 1 | 2 | 3 | 4 | 5 | Internally distracted – thoughts, states, moods, daydreams – please specify: | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | Externally distracted – sights, sounds, technology or devices – please specify: | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | Rushing through tasks – sloppy / mistakes | |
| 1 | 2 | 3 | 4 | 5 | Not knowing own limits (eg; how long they can sustain attention) | |
| 1 | 2 | 3 | 4 | 5 | Not recognising when they are off-task | |

| Planning / Prioritisation | | | | | | Rating |
|---------------------------|---|---|---|---|--|--------|
| 1 | 2 | 3 | 4 | 5 | Not making a study plan (may not know how) – if relevant | |
| 1 | 2 | 3 | 4 | 5 | Can't break down long-term projects into smaller tasks and timelines | |
| 1 | 2 | 3 | 4 | 5 | Having difficulty taking notes or studying for test because they can't distinguish important from non-important | |
| 1 | 2 | 3 | 4 | 5 | Not using or not knowing how to use planners to help organise | |
| 1 | 2 | 3 | 4 | 5 | Spending too much time on less important elements – can't put the most important parts or most important assignments first | |
| 1 | 2 | 3 | 4 | 5 | Planning unrealistically (eg; fail to take into account obstacles to the plan, timeframes etc) | |

| Flexibility | | | | | Rating |
|-------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Struggling with tasks that require creativity or are open-ended |
| 1 | 2 | 3 | 4 | 5 | Getting stuck on one solution or one way of looking at a problem |
| 1 | 2 | 3 | 4 | 5 | At school, having trouble coming up with topics or ideas of things to write about |
| 1 | 2 | 3 | 4 | 5 | Having difficulty coming up with 'Plan B' if the first attempt at something didn't work |

| Organisation | | | | | Rating |
|--------------|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Not using or knowing how to design an organisational system |
| 1 | 2 | 3 | 4 | 5 | Not being able to find things in notebooks or backpacks |
| 1 | 2 | 3 | 4 | 5 | Losing school work, personal items |
| 1 | 2 | 3 | 4 | 5 | Not having neat spaces |
| 1 | 2 | 3 | 4 | 5 | Losing electronic data – forget where work is stored or what name it's filed under |

| Time Management – can't estimate how long a task will take due to... | | | | | Rating |
|--|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Not knowing how to get started |
| 1 | 2 | 3 | 4 | 5 | Overestimating how long it will take to do a task (therefore never getting started) |
| 1 | 2 | 3 | 4 | 5 | Underestimating how long it will take to do a task (therefore running out of time) |
| 1 | 2 | 3 | 4 | 5 | Chronically late (for activities, school, tutoring, other appointments and obligations) |
| 1 | 2 | 3 | 4 | 5 | Difficulty juggling multiple tasks and responsibilities because they can't judge time involved |
| 1 | 2 | 3 | 4 | 5 | Overcommitted – juggling too many obligations (and think they can pull it off!) |
| 1 | 2 | 3 | 4 | 5 | Lacking a sense of time urgency (doesn't appreciate that deadlines are important) |
| 1 | 2 | 3 | 4 | 5 | Relying on deadline as activator or motivator (will only do something last minute) |

| Persistence / Perseverance | | | | | Rating |
|----------------------------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Not having a long-term goal |
| 1 | 2 | 3 | 4 | 5 | Having a long-term goal but lacking a realistic plan to achieve the goal |
| 1 | 2 | 3 | 4 | 5 | Not seeing how daily actions impact goal attainment |
| 1 | 2 | 3 | 4 | 5 | Not seeing studying as important and making minimal effort as a result |
| 1 | 2 | 3 | 4 | 5 | Giving up tasks in the face of an obstacle |
| 1 | 2 | 3 | 4 | 5 | Not having a 'good enough' mentality that gets in the way of producing quality work |
| 1 | 2 | 3 | 4 | 5 | "Not on the radar" – seeing tasks, requests or expectations as not relevant or not important enough to do |

| Metacognition | | | | | | Rating |
|---------------|---|---|---|---|---|--------|
| 1 | 2 | 3 | 4 | 5 | Can't accurately evaluate skills (eg; expect to do well on tests in spite of poor past performance; expect to go to a college or get a job without requisite skills or academic record) | |
| 1 | 2 | 3 | 4 | 5 | Can't identify appropriate study strategies | |
| 1 | 2 | 3 | 4 | 5 | Can't plan or organise written work | |
| 1 | 2 | 3 | 4 | 5 | Can memorise facts but missing the larger context (do better on multiple-choice tests than essay questions) | |
| 1 | 2 | 3 | 4 | 5 | Having a hard time understanding more abstract concepts at home and in school. | |
| 1 | 2 | 3 | 4 | 5 | Having difficulty in conversations making inferences, drawing conclusions, grasping the main idea, reading between the lines | |
| 1 | 2 | 3 | 4 | 5 | Failing to check own work on tasks or written work | |
| 1 | 2 | 3 | 4 | 5 | Struggles to reflect on own performance to recognise own strengths and areas they may need more help in | |

Other challenges

[illegible]