

## Executive Skills Questionnaire for Students

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Big Problem	1
Moderate Problem	2
Mild Problem	3
Slight Problem	4
No Problem	5

Item Score

1. I act on impulse
2. I get in trouble for talking too much in class
3. I say things without thinking

**TOTAL SCORE:**

4. I say, "I'll do it later" and then forget about it
5. I forget homework assignments or forget to bring home needed materials
6. I lose or misplace belongings such as coats, notebooks, sports equipment, etc.

**TOTAL SCORE:**

7. I get annoyed when homework is too hard or confusing or takes too long to finish
8. I have a short fuse, am easily frustrated
9. I get upset easily when things don't go as planned

**TOTAL SCORE:**

10. I have difficulty paying attention; easily distracted
11. I run out of steam before finishing my homework
12. I have problems sticking with chores until they are done

**TOTAL SCORE:**

13. I put off homework or chores until the last minute
14. It's hard for me to aside fun activities in order to start homework
15. I need many reminders to start chores

**TOTAL SCORE:**

16. I have trouble planning for big assignments (knowing what to do first, second, etc.)
17. It's hard for me to set priorities when I have a lot of things to do
18. I become overwhelmed by long-term projects or big assignments

**TOTAL SCORE:**

19. My backpack and notebooks are disorganized
20. My desk or workspace at home is a mess
21. I have trouble keeping bedroom tidy

**TOTAL SCORE:**

Item Score

- 22. I have a hard time estimating how long it takes to do something (such as homework)
- 23. I often don't finish homework at night and rush to get it done in school before class
- 24. I'm slow getting ready for things (e.g., school or appointments)

**TOTAL SCORE:**

- 25. If the first solution to a problem doesn't work, I have trouble thinking of a different one
- 26. It's hard for me to deal with changes in plans or routines
- 27. I have problems with open-ended homework assignments  
(e.g., doesn't know what to write about when given a creative writing assignment)

**TOTAL SCORE:**

- 28. I don't have effective study strategies
- 29. I don't check my work for mistakes even when the stakes are high
- 30. I don't evaluate my performance and change tactics in order to increase success

**TOTAL SCORE:**

- 31. I can't seem to save up money for a desired object
- 32. I don't see the value in earning good grades to achieve a long-term goal
- 33. If I should be studying but if something fun comes up, it's hard for me to make myself study

**TOTAL SCORE:**

**KEY**

<b>Items</b>	<b>Executive Skill</b>	<b>Items</b>	<b>Executive Skill</b>
1 - 3	Response Inhibition	4 - 6	Working Memory
7 - 9	Self-Regulation of Affect	10 - 12	Sustained Attention
13 - 15	Task Initiation	16 - 18	Planning/Prioritization
19 - 21	Organization	22 - 24	Time Management
25 - 27	Flexibility	28 - 30	Metacognition
31 - 33	Goal-Directed Persistence		

**Your Executive Skill Strengths**

**Your Executive Skill Weaknesses**

## Executive Skills Problem Checklist

### DIRECTIONS:

1. Check (✓) problem areas that significantly interfere with effective studying.
2. Look over all the items you've checked and choose THREE that you think cause the greatest problems. Place a star (\*) next to those.

### Working Memory

- Writing assignment instructions without sufficient detail to understand later
- Forgetting to bring home necessary materials or bring materials to class
- Forgetting to hand in homework
- Forgetting long-term projects or upcoming tests
- Not paying attention to classroom instructions/task directions
- Trouble remembering multiple directions or multiple problem steps
- Losing materials
- Forgetting to complete assignments
- Forgetting to check agenda/assignment book
- Not recording when assignment is due

### Task Initiation

- Procrastinating/avoiding tasks due to:
- not knowing how to get started
  - believing the task will "take forever"
  - believing their performance won't meet expectations
  - seeing the task as tedious, boring, or irrelevant
- Finding other things to do rather than starting homework
  - Difficulty getting back to work after breaks

### Sustained Attention

- Taking frequent breaks when working
- Taking breaks that are too long
- Internally distracted—thoughts, states, moods, daydreams. Please specify:  
  
 Externally distracted—sights, sounds, technology such as phone, computer, tv, video games. Please specify:  
 Rushing through work—sloppy/mistakes
- Not knowing limits (how long can sustain attention) or when best study time is
- Not recognizing when off-task

### Planning/Prioritization

- Not making a study plan (may not know how)
- Can't break down long-term projects into subtasks and timelines
- Having difficulty taking notes or studying for test because can't distinguish important from non-important
- Not using or not knowing how to use agenda/assignment book
- Spending too much time on less important elements—can't prioritize the most important parts or most important assignments
- Planning unrealistically (e.g., fails to take into account obstacles to the plan)



### **Organization**

- Not using or know how to design an organizational system
- Can't find things in notebooks or backpacks
- Losing assignments or important papers
- Not having neat study area
- Losing electronic data—forgets where work is stored or what name it's filed under

### **Time Management**

- Can't estimate how long a task will take—due to:
  - Overestimating how long it will take to do a task (therefore never gets started)
  - Underestimating how long it will take to do a task (therefore leaves insufficient times)
- Chronically late (for school, tutoring, other appointments, and obligations)
- Difficulty juggling multiple assignments and responsibilities because can't judge time involved
- Over-committed—juggling too many obligations (and they think they can pull it off)
- Lacking a sense of time urgency (doesn't appreciate that deadlines are important)
- Relying on deadline as activator or motivator
- Not knowing limits (how long can sustain attention) or when best study time is

### **Goal Directed Persistence**

- Not having a long-term goal
- Has a long-term goal but lacking a realistic plan to achieve the goal
- Not seeing how daily actions impact goal attainment
- Not seeing studying as important and making minimal effort as a result
- Giving up in the face of an obstacle
- Having a "good enough" mentality that gets in the way of producing quality work
- "Not on the radar"— seeing work as not relevant or not important enough to do

### **Metacognition**

- Can't accurately evaluate skills (e.g., expects to do well on tests in spite of poor past performance; expects to go to a college or get a job without requisite skills or academic record)
- Can't identify appropriate study strategies
- Can't plan or organize a writing assignment
- Can memorize facts but missing the larger context (does better on multiple choice tests than essay questions)
- Having a hard time understanding more abstract concepts (math as well as content area subjects)
- Having difficulty making inferences, drawing conclusion, grasping the main idea, reading between the lines
- Failing to check work/proofread

### **Other**

