

Executive Functioning Skills Evaluation - Parent Version

Student's Name: _____

Date: _____

Instructions: We would like to know more about your child through your eyes. Please complete the information below. For all sections, please note which of the following areas, if any, **your student has difficulty with**. Remember, this is from your point of view. We will discuss the same information with your child.

1) HOMEWORK

<u>Item</u>	<u>Notes</u>
Understanding homework directions (M)	
Getting started on his own (Tl)	
Being able to keep working despite distractions (SA)	
Asking for help when it's needed (M)	
Sticking with it long enough to complete it (SA, GDP)	
Making careless mistakes; failing to check work (M)	
Finishing the work on time (TM)	
Remembering to hand it in (WM)	

Are there some subjects or kinds of assignments your child is more likely than others to complete successfully?

More likely to be successful with...	Less likely to be successful with...

2) ORGANIZATION OF MATERIALS

<u>Item</u>	<u>Notes</u>
Keeping notebooks and papers organized (O)	
Keeping desk tidy (O)	
Keeping belongings neat and in appropriate locations (e.g., gym clothes, coats, hats, mittens) (O)	
Keeping track of books, papers, pencils, etc. (O)	
Keeping backpack organized (O)	

3) LONG-TERM PROJECTS

<u>Item</u>	<u>Notes</u>
Deciding on a topic (P)	
Breaking the assignment into smaller parts (P)	
Developing a timeline (P)	
Following a timeline (TM)	
Estimating how long it will take to finish (TM)	
Following directions carefully (WM, M)	
Proofreading or checking project to catch mistakes to make sure the rules were followed (M)	
Finishing the project by the deadline (GDP)	

4) REMEMBERING

<u>Item</u>	<u>Notes</u>
Writing down assignments (WM)	
Bringing to school appropriate materials (see examples above) (WM)	
Remembering to perform chores or other household responsibilities (WM)	
Bringing home appropriate materials (e.g., books, workbooks, assignment book, worksheets, notices, permission slips, gym clothes) (WM)	
Remembering instructional sequences after normal instruction (e.g., long division, proper headings for papers) (WM)	
Losing things within the home, yard, or neighborhood (WM)	

5) PROBLEM SOLVING

<u>Item</u>	<u>Notes</u>
Recognizing that he or she has a problem (e.g., doesn't understand the directions) (M)	
Being able to think flexibly about the problem (i.e., not get stuck on one approach, solution, etc.) (F)	
Trying to solve the problem first on	

his or her own before going for help (M)	
Accessing appropriate resources to help him or her solve the problem (F)	
Evaluating his or her own performance to know whether the problem was solved successfully (M)	

6) SELF-CONTROL

<u>Item</u>	<u>Notes</u>
Becoming easily upset (SRA)	
Throwing temper tantrums (SRA)	
Acting impulsively, either verbally or physically (e.g., provoking siblings) (RI)	
Interrupting others (RI)	
Difficulty waiting turn (RI)	

7) PARENTAL EXECUTIVE FUNCTION SKILLS

Do you see yourself as having challenges in any of the areas talked about? If so, in which areas?

Can you envision other problems with starting or following a plan? How or by whom could these problems be managed?