



# Adult Executive Skills Questionnaire

Read each item below and then rate that item based on the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score. Then add the three scores in each section. Use the key at the end of the questionnaire to determine your executive skin strengths (two to three highest scores) and weaknesses (two to three lowest scores).

- |                              |                 |                             |                          |              |                           |
|------------------------------|-----------------|-----------------------------|--------------------------|--------------|---------------------------|
| <b>1</b>                     | <b>2</b>        | <b>3</b>                    | <b>4</b>                 | <b>5</b>     | <b>6</b>                  |
| <b>Strongly<br/>Disagree</b> | <b>Disagree</b> | <b>Tend to<br/>Disagree</b> | <b>Tend to<br/>Agree</b> | <b>Agree</b> | <b>Strongly<br/>Agree</b> |

<u>Item</u>	<u>Your score</u>
1. I don't jump to conclusions.	_____
2. I think before I speak.	_____
3. I make sure I have all the facts before I take action.	_____
	TOTAL_____
4. I have a good memory for facts, dates, and details.	_____
5. I am very good at remembering the things I have committed to do.	_____
6. I seldom need reminders to complete tasks.	_____
	TOTAL_____
7. My emotions seldom get in the way of my job performance.	_____
8. Little things do not affect me emotionally or distract me from the task at hand.	_____
9. When frustrated or angry, I keep my cool.	_____
	TOTAL_____
10. No matter what the task, I believe in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for me.	_____
12. I seldom leave tasks to the last minute.	_____
	TOTAL_____
13. I find it easy to stay focused on my work.	_____
14. Once I start an assignment, I work diligently until it's completed.	_____
15. Even when interrupted, I find it easy to get back and complete the job at hand.	_____
	TOTAL_____
16. When I start my day, I have a clear plan in mind for what I hope to accomplish.	_____
17. When I have a lot to do, I can easily focus on the most important things.	_____
18. I typically break big tasks down into subtasks and timelines.	_____
	TOTAL_____
	(continued)

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# Adult Executive Skills Questionnaire

1 Strongly Disagree      2 Disagree      3 Tend to Disagree      4 Tend to Agree      5 Agree      6 Strongly Agree

<u>Item</u>	<u>Your score</u>
19. I am an organized person.	_____
20. It is natural for me to keep my work area neat and organized.	_____
21. I am good at maintaining systems for organizing my work.	_____
TOTAL	_____
22. At the end of the day, I've usually finished what I set out to do.	_____
23. I am good at estimating how long it takes to do something.	_____
24. I am usually on time for appointments and activities.	_____
TOTAL	_____
25. I take unexpected events in stride.	_____
26. I easily adjust to changes in plans and priorities.	_____
27. I consider myself to be flexible and adaptive to change.	_____
TOTAL	_____
28. I routinely evaluate my performance and devise methods for personal improvement.	_____
29. I am able to step back from a situation to make objective decisions.	_____
30. I am a "big-picture" thinker and enjoy the problem-solving that goes with that.	_____
TOTAL	_____
31. I think of myself as being driven to meet my goals.	_____
32. I easily give up immediate pleasures to work on long-term goals.	_____
33. I believe in setting and achieving high levels of performance.	_____
TOTAL	_____
34. I enjoy working in a highly demanding, fast-paced environment.	_____
35. A certain amount of pressure helps me perform at my best.	_____
36. Jobs that include a fair degree of unpredictability appeal to me.	_____
TOTAL	_____

<b>KEY</b>					
<b>Items</b>	<b>Executive Skill</b>	<b>Items</b>	<b>Executive Skill</b>	<b>Items</b>	<b>Executive Skill</b>
1-3	Response Inhibition	13-15	Sustained Attention	25-27	Flexibility
4-6	Working Memory	16-18	Planning/Prioritizing	28-30	Metacognition
7-9	Emotional Control	19-21	Organization	31-33	Goal-directed Persistence
10-12	Task Initiation	22-24	Time Management	34-36	Stress Tolerance

**Strongest Skills** (highest scores)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Weakest Skills** (lowest scores)

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

# Conscious Discipline Executive Skills

## Attention

Ability to sustain attention in spite of distractibility, boredom or fatigue.

## Time Management

Capacity to estimate how much time one has, how to allocate it, and how to stay within time limits/deadlines. A sense that time is important.

## Organization

Ability to create and maintain systems to keep track of information or materials.

## Prioritization

Ability to see what is most important and make a plan to accomplish it.

## Working Memory

Ability to hold information in memory while performing complex tasks / to draw on past learning or experiences to apply to a situation at hand or project into the future.

## Impulse Control

Capacity to think before acting, allowing you to evaluate a situation and how your behavior might impact it.

## STRENGTH

## STRENGTH

## CHALLENGE

## CHALLENGE

## Flexibility

Ability to revise plans in the face of obstacles, setbacks, new information or mistakes. Adapting to changing conditions.

## Empathy

Ability to temporarily give up our own thoughts and feelings in order to more accurately, and understand the thoughts and feelings of others.

## Metacognition

Ability to step back and take a bird's eye view of yourself in a situation, to observe yourself (reflect and witness), self-monitor and self-evaluate.

## Task Initiation

Ability to begin projects in an efficient and timely fashion.

## Goal Achievement

Capacity to have a goal and follow through to completion.

## Emotional Control

Ability to manage emotions in order to achieve goals, complete tasks, direct behavior and see from another's point of view.

# The Executive Skill Lending Library

## Attention

- Notice not judge
- Attention signals
- Visual depiction of time
- Use music movement and rhythm
- Make tasks fun and interesting
- Fidget toys
- **Teens:** Identify personal, societal or global relevance

## Time Management

- Predictable routine
- Discuss how long it takes to do things
- Picture calendars and schedules
- Picture routine books
- Role-play and practice transitions
- Create patterns
- Auditory signals
- **Teens:** Daily agenda or calendar

## Organization

- Play matching games
- Adults model thinking aloud
- Guide and prompt children
- Visual reminders
- Picture books
- Checklist
- **Teens:** Make planning and reflection notes

## Prioritization

- Give directions in steps
- Visuals with steps involved
- First/then books
- Give simple one or two step commands
- Role-play and add contrast
- **Teens:** Break projects down into smaller parts

## Working Memory

- Make eye contact before giving instructions
- Play memory games
- Minimize distractions
- Visual reminders of what to do
- Have child repeat back instructions
- Daily agenda
- Sing or chant information
- **Teens:** Refer to daily agenda or calendar

## Impulse Control / Emotional Regulation

- Teach routines
- Teach stress reduction strategies
- Teach script for problem-solving
- Regulate the environment
- Download calm often
- Start and stop games
- Face-to-face games (I Love You Rituals)
- Composure lap
- **Teens:** Teach the Conscious Discipline Brain State Model

## Flexibility

- Give visual cues before transitions
- Give script for handling anxiety
- Break down tasks
- Give choices
- Create social stories
- Role-play anxiety situations
- Reduce novelty
- **Teens:** Same as above

## Empathy

- Notice, describe and label instead of judge
- Notice body, reflect feelings and reflect desires (DNA Process)
- Implement games to identify facial expressions and feelings
- Discuss feelings of characters in literature
- Learn to help Feeling Buddies
- **Teens:** Same as above

## Metacognition

- Ask child how he/she feels about their effort and accomplishments
- Ask children to reflect on their work/play
- Have pictures of what clean, finished, etc., look like
- Teach children questions to ask themselves "Do I have space?" "What will help me pay attention better?"
- **Teens:** Provide class time for reflections

## Goal Persistence / Achievement

- Make class commitments
- Encourage steps toward a goal
- Provide positive feedback
- Start with small goals and move to bigger goals
- Make visual charts to show progress
- Celebrate goals
- **Teens:** Same as above

## Task Initiation

- Help child choose options
- Verbalize the beginning of a project to build awareness
- Prompt the child if needed or offer choices
- Use phrases like "You did it" and "Good for you" following a successful start
- **Teens:** Ask, "What might be your first step?"