

# Executive Functioning Skills Checklist

## Personal Information

Name:

Date of Birth:

Gender:

## Note

This checklist can be used by teachers, parents, and mental health professionals to assess executive functioning skills in children with ADHD, learning disabilities, or other developmental difficulties. It can help identify areas of strength and areas that may require additional support or intervention.

## Executive Functioning Skills

### 1. Memory

The ability to hold and manipulate information over short periods.

Remembers multi-step instructions and can repeat them accurately.

Retains information long enough to complete tasks.

Can recall and apply previously learned information in new situations.

### 2. Emotion Regulation

The ability to manage and regulate emotions and stress.

Manages feelings effectively during challenging situations.

Demonstrates appropriate emotional responses in social interactions.

Recovers from emotional upset or frustration without significant impact on behavior.

### 3. Time Management

The ability to plan and allocate time efficiently to tasks.

Completes assignments on time without rushing at the last minute.

Balances time between work and play activities.

Estimates how long tasks will take and plans accordingly.

### 4. Inhibitory Control

The ability to resist impulses and distractions.

Waits for their turn in conversations and games.

Resists the urge to interrupt others or act impulsively.

Stays focused on tasks even with potential distractions around.

## **5. Prioritization and Decision-Making**

The ability to determine the importance of tasks and make choices.

Keeps personal belongings and workspace organized.

Breaks down larger tasks into manageable steps.

Plans out how to approach a project or activity before starting.

## **6. Organization and Planning**

The ability to organize tasks, materials, and thoughts, and plan steps to achieve goals.

Keeps personal belongings and workspace organized.

Breaks down larger tasks into manageable steps.

Plans out how to approach a project or activity before starting.

## **7. Self-Monitoring and Task Monitoring**

The ability to track one's own performance and progress on tasks.

Checks work for mistakes and makes corrections independently.

Sets personal goals and monitors progress toward achieving them.

Recognizes when they are off-task and takes steps to refocus.

## **8. Task Initiation**

The ability to start tasks without procrastination.

Begins homework or chores without needing constant reminders.

Initiates activities or projects without significant delay.

Takes the first step in group activities or discussions.

## **9. Attention and Focus**

The ability to maintain concentration on tasks and avoid distractions.

Stays focused on tasks for an appropriate amount of time.

Listens attentively when others are speaking.

Can concentrate on work even with minor distractions.

## **10. Mental Flexibility and Adaptable Thinking**

The ability to switch between tasks, adapting to new situations, and understand different points of view.

Adapts to changes in routines or plans without becoming upset.

Considers different solutions to problems before deciding on one.

Understands and accepts different perspectives in discussions.

## 11. Self-Regulation

The ability to regulate emotions, behavior, and attention.

Manages impulses and thinks before acting.

Remains calm and focused even in challenging situations.

Adjusts behavior based on feedback from others or changes in the environment.

### Teacher/Parent's Comments and Recommendations

### Healthcare Professional's Additional Notes

### Healthcare Professional's Information

Name:

License Number:

Contact Number:

### Signatures

Teacher/Parent's Signature:

Healthcare Professional's Signature: