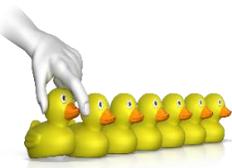


Executive Function Questionnaire:
Thinking Skills for Student Projects

Directions: Consider how often each description applies to you.
Place one of the following in the box beside each description:

0 = Never 1 = Occasionally 2 = Frequently N = Not Sure Yet

<p align="center">Thinking Skills</p>	<p>Executive Function thinking skills involve the ability to: develop and follow a roadmap or blueprint to produce a report or project; use time and resources effectively; and monitor the quality of one’s work and self-talk.</p>
<p>Planning</p>	<p>It is hard for me to...</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> follow complicated directions. <input type="checkbox"/> figure out the steps I need to do to get a project or paper done well.
<p>Organization</p>	<p>It is hard for me to...</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> gather project materials/resources so I have what I need when I need it. <input type="checkbox"/> keep my project instructions, materials, notes in order and ready to use. <input type="checkbox"/> anticipate when help from others will be needed and schedule time for collaboration with team members, library staff, teacher, parent, tutor, etc..
<p>Time Management</p>	<p>It is hard for me to...</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> accurately estimate how much time it will take me to do tasks. <input type="checkbox"/> spread tasks out so I complete and hand-in projects on time. <input type="checkbox"/> adjust my calendar and daily/weekly planner to accommodate changes.
<p>Working Memory</p>	<p>I have trouble remembering to...</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> check what to do next on my monthly calendar & daily/weekly planner. <input type="checkbox"/> bring home materials I need to accomplish the next project step. <input type="checkbox"/> ask knowledgeable peers or adults questions as they come up.
<p>Metacognition</p>	<p>I have difficulty...</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> taking stock of what preparations are going well and what I need to do differently. <input type="checkbox"/> reviewing my project and comparing the parts with the project requirements. <input type="checkbox"/> checking my project/paper for clarity, spelling, grammar, format, etc..

Executive Function Questionnaire:
Behavior Regulation Skills for Student Projects

Directions: Consider how often each description applies to you.
 Place one of the following numbers/letter in the box beside each description:

0 = Never 1 = Occasionally 2 = Often 3 = Usually N = Not Sure Yet

Behavior Regulation Skills	Executive Function behavior regulation skills involve the ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
Response Inhibition	It is hard for me to...
	<input type="checkbox"/> ignore or eliminate distractions (e.g., social media, games, siblings, noise) that make it difficult to concentrate and complete project tasks on time. <input type="checkbox"/> stop thinking about things that pull my attention away from my work. <input type="checkbox"/> slow down and focus so my project work gets done carefully.
Emotion Regulation	It is hard for me to...
	<input type="checkbox"/> continue working when things get confusing or difficult. <input type="checkbox"/> bounce back when I get discouraged, frustrated or overwhelmed. <input type="checkbox"/> cool down and work through feelings constructively.
Task Initiation	It is hard for me to...
	<input type="checkbox"/> get started on a project that will take effort over time to complete. <input type="checkbox"/> get started on a task that is difficult for me. <input type="checkbox"/> get started on parts of a project that aren't interesting to me.
Flexibility	It is difficult for me to...
	<input type="checkbox"/> let go and figure out another way of doing something if my way doesn't work. <input type="checkbox"/> be open to suggestions and ideas that don't align with my own.
Goal-Directed Persistence	It is hard for me to...
	<input type="checkbox"/> "keep my eye on the ball" and not be distracted or sidetracked by tasks that are not critical to the project, or diversions that don't add value. <input type="checkbox"/> finish all the steps to complete a project, including turning in the final product.

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