

Executive Functioning

Folkestone and Hythe STLS



Executive functions are all of the cognitive skills needed to regulate your thinking, feeling and behaviour, often to reach a goal. They also help you know what to focus on and what to ignore. The brain can be seen as the engine of learning and self-regulation and the executive functions being the driver of that engine. Children and adults with deficits in executive functions can seem disorganised. Everybody's strengths and weaknesses are different. The executive functions all work together.

They are generally regarded as response inhibition, working memory, emotional control, sustained attention, task initiation, planning and prioritisation, organisation, time management, goal-directed persistence, flexibility and metacognition

They can be organised two ways—developmentally and functionally. They are organised developmentally in this booklet. (Smart but Scattered, Peg Dawson, EdD, and Richard Guare, PhD).

Additionally, they can be organised into two dimensions of 'thinking' and 'doing':

'Thinking' (cognition) - working memory, planning and prioritisation, organisation, time management, metacognition.

'Doing' (behaviour) - response inhibition, emotional control, sustained attention, task initiation, goal-directed persistence, flexibility.



General strategies for improving and supporting executive skills :

- Children need to be taught skills in which they are deficient. They will not just acquire them.
- Reduce distractions.
- Give time checks during lessons.
- Where is the child developmentally? Are they ready for that level of independence?
- Model and repeat things.
- Explicitly state when important information is going to be shared and ensure their attention is gained.
- Can you change the environment, change the task, or how the child is taught?
- Try to create routines for the child so they know what is going on and when. Giving them choices may help.
- Show a daily schedule or visual timetable. Draw their attention to it.
- Think about the task— can it be matched to how well the child exerts effort. Think about how effortful the task is and the possible reason why.
- Incentives may be beneficial.
- Provide 'just enough' support for the child to be successful.
- Support and modelling should remain in place until mastery or continued success is achieved.
- Don't remove the support and modelling too abruptly. They should be taken gradually.
- If you think "they should know...", think about what is going wrong. Break down the executive functions to try to find out what the child is lacking. The child may be able to tell you what they think is going wrong and have some answers.
- Give organisation time at the end of tasks.
- Give breaks.
- Making use of visualising could be of benefit. If the pupil has a good image of what something 'looks like' and is able to recall this, they may have greater success.

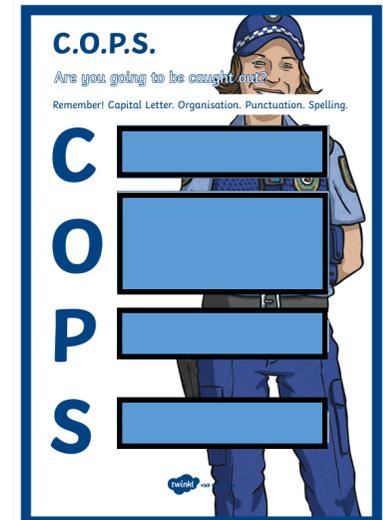
Response Inhibition

Being able to think before acting; resisting the urge to say or do something gives us time to evaluate a situation or how our behaviour may impact it.

You might see children calling out without raising their hand, or interrupting. They may also walk around and make off-topic comments. They may distract and disrupt others. When deciding how best to support, be clear what behaviour you wish to begin with. The pupils may not stop and look over their work before they hand it in.

You can help by:

- Play 'Freeze'. Play music and let all children move around. Call 'Freeze'. They should all freeze even with the music playing. After a few seconds, call 'melt' and they carry on dancing.
- Mindfulness techniques could be incorporated into the day.
- Include scheduled breaks.
- Give opportunities to move—this may be through physically getting up, fidget tools, chair bands. Experiment and see what works for each individual.
- Encourage the pupil to begin to recognise when they are struggling with inhibition. They will need this modelled so this could begin through you giving a discrete, non-verbal signal to them so that they can mark off a tally to show when it happens.
- Introduce formal waiting periods for things the pupil wants to do to delay gratification.
- Teach procedures and routines to help with impulse control. For example:
 - ◆ When solving a maths problem— encourage the pupil to read the entire problem out loud, draw a picture of the problem. circle the key words in the maths problem, set up the problem.do the problem.
 - ◆ When writing, teach acronyms to use for proofreading. For example COPS could be used for CAPITILISATION, OVERALL (appearance and readability), PUNCTUATION, SPELLING
 - ◆ (image taken from Twinkl).



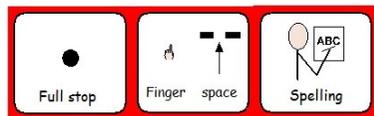
Working memory

Being able to hold information in our mind whilst performing tasks. It is like our mental post-it note.

You might see pupils who are ‘zoned out’ of activities and they may have given up on tasks easily before completing them. They often forget next steps and will appear confused. They may raise their hand to answer a question but forget what they were going to say. These pupils may forget the rules of a game and appear to give up. They may also have difficulty maintaining a conversation with their peers and may become easily frustrated. It may be challenging to retell or retrieve facts—they have trouble holding information in their brains.

You can help by:

- Thinking about the information you are giving the pupils. They will be struggling to hold enough information in their brains for a long enough period of time to complete a task. Can you give less information at once? Can you organise and share it in a different way?
- Help the pupils to develop working memory strategies by remembering steps, singing songs, copying rhythms.
- Give them visual prompts in addition to verbal instructions.
- Be concise with the information and instructions you give.
- If multi-steps are required, only give one step at a time. Break it down!
- Provide them with visual checklists to follow and show them how to make effective use of this resource.
- Think about ways in which the load can be lessened on the working memory. This may mean giving the pupils things in preparation.
- Always keep in the back of your mind that working memory is adversely affected by stress and anxiety. If a pupil is struggling to do something because they can't remember, they will become increasingly anxious thus affecting the working memory even further. Always think about how the load on the working memory can be lessened.
- Keep distractions to a minimum.
- Encourage rehearsal and repetition. Teach how to repeat information in order to hold it in the brain.
- Build long-term knowledge/automaticity. This can minimise overload.



Emotional control

This is also called self-regulation. Being able to manage our emotions so that we can achieve goals, complete tasks and/or control and direct behaviour.

You might see a pupil struggling to control their emotions. They may have difficulty calming down and reflecting on their feelings. When emotions are heightened, focus and learning will be affected. During play and sport, the pupil may give a ‘big’ reaction. They may struggle negotiating with peers and can fear failure.



You can help by:

- The adults in the classroom should model this skill throughout the school day. Make use of language specific to this such as “something just happened to me that made me feel frustrated” and then explain what they will do to help themselves such as taking five deep breaths.
- Prepare the pupil by talking through what to expect and what they can do if they feel overwhelmed.
- Scripts may be useful for some situations.
- You may want to encourage the pupil to use ‘self talk’ and use statements such as ‘calm down’ or ‘take it easy’.
- Coach the pupils to work through problems and come up with a plan if something similar were to happen in the future.
- Mindfulness techniques may also be beneficial. These could include but not be limited to taking deep breaths, asking to go for a short walk, providing a focus object, or asking for a snack. These can be negotiated with the pupil.
- Make use of a scale of emotions—this could be ‘big’ versus ‘small’ or how they are feeling about something—whatever works best for that particular pupil. They need to begin to understand how much of a reaction is appropriate to a situation.
- Visualisation techniques may be useful. Support and encourage the pupil to be able to visualise themselves in certain situations and what they would be doing. You may need to take photos of them first.
- Help to build awareness of their emotions by labelling it for them, for example “I noticed that when you didn’t get the ball, you stormed off. I was wondering if you were angry or upset”.
- CBT (cognitive behavioural therapy) techniques may be beneficial.
- Try to identify triggers for emotional and behavioural reactions.

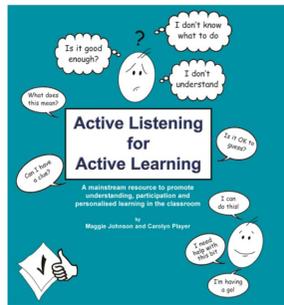
Sustained attention

Being able to focus and attend to a situation or task despite distractibility, fatigue or boredom.

You might see pupils who are 'zoned out' of lessons, quietly disengaged or actively distracting themselves and others. They may find it hard to work in groups. They will frequently miss chunks of information and find it a challenge to complete a task. They may find it hard to demonstrate their knowledge. They might find it hard to stick to something during playtime.

You can help by:

- Give time to check in with pupils.
- Give specific feedback when you check in.
- Praise on-task behaviour.
- Make the task as interesting as possible in order to keep the pupil's focus and attention. Can you turn it into a challenge or a game.
- Make use of timers so that the pupil knows how long they will need to sustain attention. Once the time has passed, ask the pupil to talk about whether they felt they were focused or not.
- Play 'Simon Says'. Highlight to the pupils that they have to pay attention to the leader so they can do the right thing.
- Play 'Keep the story going'. Start with any story you want. The story is kept going by passing it off to another person. Each time, one person says one sentence to keep it going. This also works with flexibility.
- Assistive technology such as speech to text software could be beneficial as the pupils do not need to share their attention with lots of different foci.
- Encourage the pupils to ask for a break if they need one. An adult may have to prompt them when the signs become apparent.
- Active Listening would be beneficial. This is a link to a useful resource: <https://www.book2look.com/book/>



Task initiation

Being able to begin a task without undue procrastination and in a timely manner.

You might see a pupil struggle to begin their work straight away. They often need frequent reminders about what resources they need and to get going with their work. These pupils may be found in the corridors figuring out what they need to bring into the classroom. They may prefer to play alone.

You can help by:

- Give some allocated time to the pupil to get the things out that they need and make a start. A timer could be used at this point.
- They may also require a visual prompt of the things they need. The picture example included is showing the pupil what they need to gather in order to go home.
- Ask the pupil to repeat back what they have to do. They may have missed some of the important information and you'll need to fill the gaps.
- The task may have been too big or the input too long and so the pupil may have become overwhelmed.
- Sometimes, breaking down the task into manageable chunks would be beneficial. Various task planners could be used—some picture examples included at the bottom of the page. Whilst doing this with the pupil, ensure you demonstrate how it is done so that they can begin to do this themselves.
- Encourage the pupil to ask for clarification (example cards below but talk about this with the pupil; they may have a strategy they would like to use).



My Work Board

Task Planner

Task: What equipment do I need?

1	
2	
3	
4	
5	

I will be finished when:

Finished

My Work Board

Get ready				
Find these things				
Go				
Do these things				
Finished				

Planning and prioritisation

Being able to design a way to reach a goal or complete a task. We also need to make decisions about what is or isn't important to focus on.

You might see messy desks, forgotten homework and reading books, forgotten equipment. They may need lots of reminders about events and time management. They are likely to need support to plan tasks or complete work. They may often be late or struggle to participate in games and activities that have multi-steps.

You can help by:

- Modelling good planning skills.
- Chunk the task into smaller sections.
- For the older child, encourage the use of a planner. This could be either electronic or paper-based. The pupil will need to be shown how to make effective use of it.
- When asking pupils to use planning sheets, show them how they work and why they are organised in that way. As they work through the task, continue to talk to them about how the planning sheet is helping them.
- Help the child to sequence their ideas—they may have difficulty with this.
- They may also have difficulty completing mathematical questions as the sequencing will be a challenge. Memory aids may be of use. The pupils could make their own so that they are better able to remember the steps.
- When prioritising, ask the pupil what needs to be completed or done first. Ask questions such as “what’s the most important thing you have to do today?”, “what do you need in order to do this?” and “what is most important to start with?”



Organisation

Being able to plan and maintain systems for keeping track of information and materials.

Organisation can include keeping a neat and orderly room, being able to write a story with a clear beginning, middle and end, being able to bring necessary equipment, having neat and tidy books, having an organised approach to some learning and tasks.

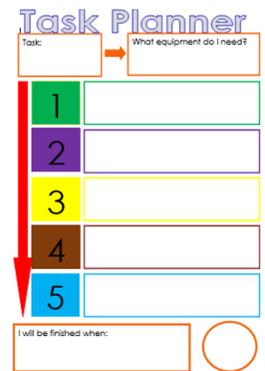
You might see the child forgetting to bring materials and resources, losing things easily, gluing work into books randomly, having a messy desk or tray, struggling with transitions during the day.

You can help by:

- Teaching this skill explicitly. Show how to be organised and explain why.
- Give opportunities to practice being organised and tidying up.
- Teach how to glue work into books.
- Have visual organisers. These can be very simple or more complicated.
- Task planners could also be of benefit. The use of these will need to be modelled. The image on this page is of a higher level but they can be made much simpler.
- Teach how to use checklists or tick lists. This could be modelled in the classroom.
- Keep your classroom clearly labelled so that equipment can be found easily. Ensure that the children put the equipment back in the correct places.
- Some older children may find that having a day plan that includes home and school could be useful so they know where to be and when. This links to time management.
- Have longer calendars—weekly, yearly—and put on main events.
- Model good organisation yourself.



7.00am	Have a shower Breakfast Clean teeth
8.00am	Leave for school Bag - list of equipment
9.00am	
10.00am	
11.00am	
12.00pm	
1.00pm	
2.00pm	
3.00pm	End of school day Hockey club
4.00pm	Club finishes Get picked up
5.00pm	Dinner time TV time
6.00pm	Reading Homework
7.00pm	Free time
8.00pm	Get ready for bed, wind down
9.00pm	Bed time



Time management

Being able to estimate how much time we have, how to make best use of that time and how to stay within the time limits and deadlines. Have to understand that time is important.



You might see pupils who never seem to remember what the daily schedule is or can't put things away when asked. They are the ones who always 'need one more minute'. They may find it hard to move from one task to the next. They are often the last to line up or find it hard to come back to focus after a break.

You can help by:

- These pupils are likely to struggle with transitions—there are lots of transitions during the school day.
- Try to maintain a predictable daily schedule.
- Try to visually show the passing of time.
- Cross off events on the daily schedule or take away the cards on a visual timetable. This will show the passing of time.
- Some older children may find that having a day plan that includes home and school could be useful so they know where to be and when. This links to time management.
- Have longer calendars—weekly, yearly—and put on main events. These could be visual.
- Make use of visualisation. The pupil may not know what 'ready to go home' or 'being ready for school' looks like. Ask them to tell you what they think it is—you may be surprised by what they omit. Knowing what it should look like and being able to visualise an image should speed up the process.
- The pupil may benefit from thinking in categories such as personal hygiene, school supplies, food etc.

Day plan - Tuesday 12 th September 2023	
7:00am	Have a shower Breakfast Clean teeth
8:00am	Leave for school Bag - list of equipment
9:00am	
10:00am	
11:00am	
12:00pm	
1:00pm	
2:00pm	
3:00pm	End of school day Hockey club
4:00pm	Club finishes Get picked up
5:00pm	Dinner time TV time
6:00pm	Reading Homework
7:00pm	Free time
8:00pm	Get ready for bed, wind down
9:00pm	Bed time

Goal-directed persistence

Being able to follow through to completion of a goal and not be put off by other demands or things of interest. Being able to persevere.

You might see that a pupil gives up too quickly or can often feel overwhelmed by tasks and projects. They might say that something is too hard and they can't do it—before they even try. They may also give up playing games at playtime if things aren't going their way.

You can help by:

- Asking the pupil to think of someone that has the following qualities—never give up and work hard. This might be a footballer or someone famous.
- Give them specific feedback when something has been noticed by an adult. Emphasise the effort rather than whether the outcome was correct. These children may be fixated on getting everything right.
- Make use of open-ended questioning. This means that there is the possibility of more than one answer so things don't have to be right or wrong.
- The use of rewards and incentives may be of benefit.
- If the pupil has a large goal to achieve, how can it be broken down into smaller, more manageable or achievable goals?
- When a task becomes monotonous and boring, a pupil is likely to stop and be distracted. Splitting the larger goal into smaller ones allows better access to completion of the entire task.
- Encourage the pupil to see the 'bigger picture' before breaking it down into chunks. This is an important skill to have.
- Support the pupil to set targets throughout the task. They should be interspersed with short breaks.



Flexibility

Being able to revise plans when there are obstacles, setbacks, new information or mistakes. Being able to adapt to changing conditions.

You might see pupils becoming frustrated by school work or their peers. They may behave in inappropriate ways. Changes to a routine or the class schedule may upset them. They may also find it a challenge to adapt to something new and unknown. They may appear to be stubborn or stuck in their ways.

You can help by:

- Model being flexible in the classroom. You may have to make use of the class timetable or schedule and change something. Explain that it might be something exciting or that it cannot be helped.
- Play 'Keep the story going'. Start with any story you want. The story is kept going by passing it off to another person. Each time, one person says one sentence to keep it going. This also works with attention.
- Social stories may be useful to help those pupils who find being flexible challenging.
- The pupil may also respond well to having some choices so that they do not feel as though they are being controlled.
- Scripts for handling situations may be beneficial.
- Growth mind-set activities may be useful particularly if a pupil is afraid of failing or stuck in their ways.
- In order to help the pupil cope better with changes and become more flexible, try to prepare them if you know it is going to happen.
- If there are big changes coming up, put them on the organisational calendar to show when that is going to happen.
- You may need to help the pupil 'reboot' if they become stuck or fixated. This could be done through encouraging them to take a break. During this break, the pupil may need to take deep breaths or complete some mindfulness techniques or strategies as they could have become upset and frustrated.
- Make use of emotional control strategies to talk about the feelings they may have.



Metacognition

Being able to stand back and take a look at yourself in a situation. Being able to observe how you problem solve. It can include self-monitoring and self-evaluating—being aware of what you know and what you don't know.

You might see a pupil struggling with being able to self-assess or reflect on their thinking and performance. They may also find it tricky to talk about something that has happened during playtime.

You can help by:

- Make use of 'think alouds' while reading.
- The supporting adults should try to look out for and model the use of learning processes. These should then have attention drawn to them and labelled.
- Look at their own work and evaluate what has gone well and what hasn't. This will need to be explicitly taught.
- Before starting a new topic, give time to think about what they already know about it. This could be through a KWL grid (know, want to know, learnt).
- Explicitly teaching the skill of metacognition. This could begin through questions such as:
 - ◇ How am I doing?
 - ◇ Am I on task?
 - ◇ How did I do?
- ◆ Being able to answer these questions will involve some form of modelling from an adult initially.
- If you have a pupil who appears unaware of how they are doing, manufacture tasks which allow them to take some ownership of their learning. If they begin to identify that it was a challenge, encourage the pupil to think about—noise, a task they don't enjoy, near lunchtime etc.
- Supporting adults could ask the pupil to reflect upon strategies used such as flash cards, acronyms, phrases, note taking, discussion with a friend, asking the teacher etc.

What I already KNOW	What I WANT to know	What I LEARNED



Bibliography:

- “Smart but Scattered” by Peg Dawson and Richard Guare (ISBN 978-59385-445-4)
- “Executive Skills in Children and Adolescents—A practical guide to assessment and intervention (3rd Edition)” by Peg Dawson and Richard Guare (ISBN 978-1-4625-3531-6)
- “How can I remember all that? Simple stuff to improve your working memory” by Dr. Tracy Packiam Alloway (ISBN 978-1-78592-633-4)
- “The conscious parent’s guide to executive functioning disorder” by Rebecca Branstetter, PhD (ISBN 978-1-4405-9432-8)
- “Metacognition in the Primary Classroom—a practical guide to helping children understand how they learn best” by Peter Tarrant and Deborah Holt (ISBN 978-1-138-84236-6)
- “Understanding working memory” by Tracy Packiam Alloway and Ross. G. Alloway (ISBN 978-1-4462-7421-7)
- “Thinking Classrooms—metacognition lessons for primary school” by Katherine Muncaster with Shirley Clarke (ISBN 978-1-5104-2437-1)
- “Promoting Executive Function in the Classroom” by Lynn Meltzer (ISBN 978-1-60623-616-1)
- “Autism and everyday executive function” by Paula Moranie (ISBN 978-1-84905-725-7)

Websites with different questionnaires to help identify areas of strength and/or deficit mostly American:

- <https://nyspta.org/wp-content/uploads/2017/08/Conv17-305-dawson-executive-skills-questionnaire.pdf>
- <https://bilinguistics.com/wp-content/uploads/2019/02/Checklist-for-Executive-Function-Skills.pdf>
- https://iod.unh.edu/sites/default/files/media/Project_Page_Resources/PBIS/2014PBISConference/a4_executive_skills_questionnaire_grades1.3.pdf
- <https://www.vfes.net/cms/lib09/PA01916220/Centricity/Domain/282/Executive%20Skills%20Questionnaire%204-5.pdf>
- https://www.ocali.org/up_archive_doc/Executive_Skills_Questionnaire_for_Middle_School-8-13-15.pdf
- https://iod.unh.edu/sites/default/files/media/Project_Page_Resources/PBIS/2014PBISConference/a4_executive_skills_questionnaire.teen.pdf
- <https://redworkshop.org/wp-content/uploads/2017/10/Executive-Skills-Questionnaire.pdf>

Executive Skills Checklist

Below, you will find a list of common school challenges. Please rate each one on a scale of 1 (not a problem) to 5 (a big problem). Your answers will help your teachers provide the best tools and supports possible!

Name: _____ Date: _____

Response Inhibition

- 1 2 3 4 5 ____ Rushing through work just to get it done
- 1 2 3 4 5 ____ Not having the patience to produce quality work
- 1 2 3 4 5 ____ Giving up on a homework assignment when I encounter an obstacle
- 1 2 3 4 5 ____ Avoiding or not completing homework when there are more fun things to do

Working Memory

- 1 2 3 4 5 ____ Writing down instructions without enough detail to understand later
- 1 2 3 4 5 ____ Forgetting to take home necessary materials or take materials to class
- 1 2 3 4 5 ____ Forgetting to hand in homework
- 1 2 3 4 5 ____ Forgetting long-term projects or upcoming tests
- 1 2 3 4 5 ____ Not paying attention to classroom instructions/task directions
- 1 2 3 4 5 ____ Trouble remembering multiple directions or multiple problem steps
- 1 2 3 4 5 ____ Losing materials
- 1 2 3 4 5 ____ Forgetting to complete assignments
- 1 2 3 4 5 ____ Forgetting to check agenda/assignment book
- 1 2 3 4 5 ____ Not recording when an assignment is due

ADDITUDE

www.additudemag.com/download/

<https://www.additudemag.com/download/>

Emotional Control

- 1 2 3 4 5 _____ Getting really irritated when a homework assignment is hard or confusing
- 1 2 3 4 5 _____ Finding it hard to get started on assignments because of perfectionism or fear of failure
- 1 2 3 4 5 _____ Freezing when taking tests and doing poorly despite studying long and hard
- 1 2 3 4 5 _____ Not seeing the point of an assignment and finding it hard to motivate myself to do it

Task Initiation

Procrastinating/avoiding tasks due to...

- 1 2 3 4 5 _____ ...not knowing how to get started
- 1 2 3 4 5 _____ ...believing the task will “take forever”
- 1 2 3 4 5 _____ ...believing my performance won’t meet expectations
- 1 2 3 4 5 _____ ...seeing the task as tedious, boring, or irrelevant
- 1 2 3 4 5 _____ Finding other things to do rather than starting homework
- 1 2 3 4 5 _____ Difficulty getting back to work after breaks

Sustained Attention

- 1 2 3 4 5 _____ Taking frequent breaks when working
- 1 2 3 4 5 _____ Taking breaks that are too long
- 1 2 3 4 5 _____ Internally distracted—thoughts, states, moods, daydreams. Please specify:

- 1 2 3 4 5 _____ Externally distracted—sights, sounds, technology such as phone, computer, TV, video games. Please specify:

Sustained Attention (Continued)

- 1 2 3 4 5 _____ Rushing through work—sloppy/mistakes
- 1 2 3 4 5 _____ Not knowing limits (e.g., how long I can sustain attention) or when the best study time is
- 1 2 3 4 5 _____ Not recognizing when I’m off-task

Planning/Prioritization

- 1 2 3 4 5 _____ Not making a study plan (may not know how)
- 1 2 3 4 5 _____ Can’t break down long-term projects into smaller tasks and timelines
- 1 2 3 4 5 _____ Having difficulty taking notes or studying for test because I can’t distinguish important from non-important
- 1 2 3 4 5 _____ Not using or not knowing how to use agenda/assignment book
- 1 2 3 4 5 _____ Spending too much time on less important elements—can’t put the most important parts or most important assignments first
- 1 2 3 4 5 _____ Planning unrealistically (e.g., fail to take into account obstacles to the plan)

Flexibility

- 1 2 3 4 5 _____ Struggling with assignments that require creativity or are open-ended
- 1 2 3 4 5 _____ Getting stuck on one solution or one way of looking at a problem
- 1 2 3 4 5 _____ Having trouble coming up with topics or ideas of things to write about
- 1 2 3 4 5 _____ Having difficulty coming up with “Plan B” if the first attempt didn’t work

Organization

- 1 2 3 4 5 _____ Not using or knowing how to design an organizational system
- 1 2 3 4 5 _____ Not being able to find things in notebooks or backpacks
- 1 2 3 4 5 _____ Losing assignments or important papers
- 1 2 3 4 5 _____ Not having neat study area
- 1 2 3 4 5 _____ Losing electronic data—forget where work is stored or what name it’s filed under

Time Management

Can't estimate how long a task will take—due to...

- 1 2 3 4 5 _____ ...not knowing how to get started
- 1 2 3 4 5 _____ ...overestimating how long it will take to do a task (therefore never getting started)
- 1 2 3 4 5 _____ ...underestimating how long it will take to do a task (therefore running out of time)
- 1 2 3 4 5 _____ Chronically late (for school, tutoring, other appointments, and obligations)
- 1 2 3 4 5 _____ Difficulty juggling multiple assignments and responsibilities because I can't judge time involved
- 1 2 3 4 5 _____ Overcommitted—juggling too many obligations (and I think I can pull it off!)
- 1 2 3 4 5 _____ Lacking a sense of time urgency (doesn't appreciate that deadlines are important)
- 1 2 3 4 5 _____ Relying on deadline as activator or motivator

Goal-Directed Persistence

- 1 2 3 4 5 _____ Not having a long-term goal
- 1 2 3 4 5 _____ Having a long-term goal but lacking a realistic plan to achieve the goal
- 1 2 3 4 5 _____ Not seeing how daily actions impact goal attainment
- 1 2 3 4 5 _____ Not having a long-term goal
- 1 2 3 4 5 _____ Not seeing studying as important and making minimal effort as a result
- 1 2 3 4 5 _____ Giving up in the face of an obstacle
- 1 2 3 4 5 _____ Having a "good enough" mentality that gets in the way of producing quality work
- 1 2 3 4 5 _____ "Not on the radar"— seeing work as not relevant or not important enough to do

Metacognition

- 1 2 3 4 5 _____ Can't accurately evaluate skills (e.g., expect to do well on tests in spite of poor past performance; expect to go to a college or get a job without requisite skills or academic record)
- 1 2 3 4 5 _____ Can't identify appropriate study strategies
- 1 2 3 4 5 _____ Can't plan or organize a writing assignment
- 1 2 3 4 5 _____ Can memorize facts but missing the larger context (I do better on multiple-choice tests than essay questions)
- 1 2 3 4 5 _____ Having a hard time understanding more abstract concepts (math as well as content area subjects)
- 1 2 3 4 5 _____ Having difficulty making inferences, drawing conclusions, grasping the main idea, reading between the lines
- 1 2 3 4 5 _____ Failing to check work/proofread

Podcast:



<https://podcasts.apple.com/us/podcast/the-executive-function-podcast/id1489096143>

<https://open.spotify.com/show/7qTyfCMOWe3P0EySzPgBRP>

https://www.audible.co.uk/pd/The-Executive-Function-Podcast-Podcast/B09T3IQ6RN?action_code=ASSGB149080119000H&share_location=pdf

