

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 skill strengths (two to three highest scores) and weaknesses (two to three lowest scores).

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

Item	Your score
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)

Executive Skills Questionnaire *(continued)*

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** _____

KEY					
<u>Items</u>	<u>Executive skill</u>	<u>Items</u>	<u>Executive skill</u>	<u>Items</u>	<u>Executive skill</u>
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)

Weakest skills (lowest scores)

Action Plan

What specific activity or situation will you work on?

What is your current level of performance (that is, how well or how often are you able to handle the situation successfully at the present time)?

What is your goal (the outcome you want to achieve)?

By what date do you want to accomplish that goal?

What is your plan?

- What will you practice?
- When will you practice? (Be specific: What days in the week and what time in the day? Use the space below if that will help.)

Sunday time:	Monday time:	Tuesday time:	Wednesday time:	Thursday time:	Friday time:	Saturday time:
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- How long will the practice session last? (**Remember:** Keep the session brief in the beginning.)

(continued)

WORKSHEET 1

Executive Skills in the Workplace

Step 1. Using the Executive Skills Questionnaire you completed in Chapter 2, check off your three executive skill strengths and your three executive skill weaknesses. If you had a lot of “tie scores,” make a decision about which three skills you most want to focus on as strengths and weaknesses.

Executive skill strengths

- Response inhibition
- Working memory
- Emotional control
- Task initiation
- Sustained attention
- Planning/prioritizing
- Organization
- Time management
- Flexibility
- Metacognition
- Goal-directed persistence
- Stress tolerance

Executive skill weaknesses

-
-
-
-
-
-
-
-
-
-
-
-

Step 2. Think about your job requirements. What aspects of your job do you find easiest or most pleasurable and what do you find hardest or most aversive?

What aspects of your job do you find easiest to do (that is, least likely to put off or most efficient at)?

- 1.
- 2.
- 3.

What aspects of your job do you find require the most effort (that is, most likely to procrastinate on or least efficient at)?

- 1.
- 2.
- 3.

Step 3. Look at the easy and hard parts of your work. Do they align with your executive skill strengths and weaknesses? We’ve found this is often the case. You may use this information with subsequent worksheets, or this knowledge may simply serve to produce an *aha* moment (for example, *That’s why I hate returning phone calls—because I’m weak in emotional control and flexibility and I’m afraid the person I will be calling will be mad at me for something I didn’t do well*).

WORKSHEET 2

Effective Use of Strengths

How do you use this skill in your work?	How important is this skill to your work? (1, "Not at all," to 5, "Very important")	Are there ways you can adjust your job to enable you to use this skill more?
1.		
2.		
3.		

WORKSHEET 3
Executive Skill Weaknesses

Executive skill weakness	How do you use this skill in your work?	Are there ways you can adjust your job to allow you to minimize your need to use this skill?	If you were going to focus on one task or one situation in which you need to use this skill and would like to get better at it, what would you choose?	What might you do?
1.				
2.				
3.				

WORKSHEET 4

Action Plan for the Workplace

What executive skill will you start with?

What specific activity or situation that involves that executive skill will you work on?

What is your current level of performance (that is, how well or how often are you able to handle the situation successfully at the present time)?

What is your goal (the outcome you want to achieve)?

By what date do you want to accomplish that goal?

What is your plan?

- What will you practice?
- When will you practice? (Be specific: What days in the week and what time in the day? Use the space below if that will help.)

Sunday time:	Monday time:	Tuesday time:	Wednesday time:	Thursday time:	Friday time:	Saturday time:
-----------------	-----------------	------------------	--------------------	-------------------	-----------------	-------------------

- How long will the practice session last? (**Remember:** Keep the session brief in the beginning.)

(continued)

WORKSHEET 5
Weekly Plan

Day	Plan (what will you do?)	What time will you start?	How much time will you spend?	Done!
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Executive Skills Questionnaire for Supervisees

Read each item below and then rate that item based on the extent to which you agree or disagree with how well the item describes your supervisee. 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 skill strengths (two to three highest scores) and weaknesses (two to three lowest scores).

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

Item	Your score
1. Doesn't jump to conclusions.	_____
2. Thinks before speaking.	_____
3. Makes sure he or she has all the facts before taking action.	_____
TOTAL	_____
4. Has a good memory for facts, dates, and details.	_____
5. Very good at remembering the things he or she has committed to do.	_____
6. Seldom needs reminders to complete tasks.	_____
TOTAL	_____
7. Emotions seldom get in the way when performing on the job.	_____
8. Little things don't affect him or her emotionally or distract from the task at hand.	_____
9. Keeps cool when frustrated or angry.	_____
TOTAL	_____
10. No matter what the task, believes in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for him or her.	_____
12. Seldom leaves tasks for the last minute.	_____
TOTAL	_____
13. Finds it easy to stay focused on work.	_____
14. Once an assignment is started, works diligently until it's completed.	_____
15. Even when interrupted, finds it easy to get back and complete the job at hand.	_____
TOTAL	_____
16. Has a clear plan in mind for what he or she hopes to accomplish each day.	_____
17. When confronted with a lot of work, can easily focus on the most important things.	_____
18. Typically breaks big tasks down into subtasks and timelines.	_____
TOTAL	_____

(continued)

Executive Skills Questionnaire for Supervisees *(continued)*

19. Is an organized person. _____
20. Is naturally good at keeping work area neat and organized. _____
21. Is good at maintaining systems for organizing his or her work. _____
- TOTAL** _____
22. At the end of the day, has usually finished what he or she set out to do. _____
23. Good at estimating how long it takes to do something. _____
24. Usually on time for appointments and activities. _____
- TOTAL** _____
25. Takes unexpected events in stride. _____
26. Easily adjusts to changes in plans and priorities. _____
27. Appears to be flexible and adaptive to change. _____
- TOTAL** _____
28. Routinely evaluates his or her performance and devises methods for personal improvement. _____
29. Is able to step back from a situation in order to make objective decisions. _____
30. Is a "big-picture" thinker and enjoys the problem solving that goes with that. _____
- TOTAL** _____
31. Appears to be driven to meet his or her goals. _____
32. Easily gives up immediate pleasures to work on long-term goals. _____
33. Sets and achieves high levels of performance. _____
- TOTAL** _____
34. Enjoys working in a highly demanding, fast-paced environment. _____
35. A certain amount of pressure helps him or her achieve top performance. _____
36. Is drawn to jobs that include a fair degree of unpredictability. _____
- TOTAL** _____

KEY					
Items	Executive skill	Items	Executive skill	Items	Executive skill
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)

Weakest skills (lowest scores)

Your List of Low- and High-Effort Chores

Low-effort chores, tasks, activities	High-effort chores, tasks, activities

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Your Coping Strategies

Effortful chores, tasks, activities	Possible coping strategy

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Relationships Executive Skills Questionnaire

Directions: Read each pair of descriptions and decide which of the two options best describes you. Then decide *how often* the statement is true for you (sometimes, often, most of the time). When you have completed all the items for yourself, go back and follow the same process for the person you're in a relationship with. Decide which of the two statements best describes him or her and then choose how often the description applies. Then look for patterns of similarities and differences between self and other.

RESPONSE INHIBITION

	Sometimes	Often	Most of the time		OR			Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Carefully deliberates before making a decision	OR	Jumps to conclusions	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Thinks before responding; doesn't interrupt	OR	Blurts out without thinking; may interrupt	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Gathers all the facts before acting	OR	Acts before getting all the facts ("gut instinct")	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

WORKING MEMORY

	Sometimes	Often	Most of the time		OR			Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Has a head for details (memory like an elephant)	OR	Has difficulty remembering details	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Remembers what has to be done	OR	Forgets what he or she has promised to do	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Follows through on obligations without reminders	OR	Needs reminders to get things done	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(continued)

Relationships Executive Skills Questionnaire (p. 2 of 6)

EMOTIONAL CONTROL

	Sometimes	Often	Most of the time					Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Handles negative feedback easily	OR	Reacts strongly to criticism	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Is cool as a cucumber	OR	Becomes upset by "little things"	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Keeps emotions in check	OR	Gets sidetracked by strong emotions	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

TASK INITIATION

	Sometimes	Often	Most of the time					Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Follows through on obligations without reminders	OR	Needs reminders to get things done	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Gets started right away on chores or other tasks	OR	Puts off starting things	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Completes tasks well before deadlines	OR	Leaves things until the last minute	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(continued)

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SUSTAINED ATTENTION

	Sometimes	Often	Most of the time		OR			Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Stays focused on the task at hand	OR	Jumps from one task to another	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Once started, keeps working until the task is done	OR	Is slow to finish tasks (or they don't get done)—runs out of steam	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Gets right back to work after an interruption	OR	Gets derailed by interruptions; easily distracted	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PLANNING/PRIORITIZING

	Sometimes	Often	Most of the time		OR			Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Starts the day with a plan	OR	Doesn't plan out the day	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Can prioritize when there's a lot to do	OR	Has trouble prioritizing when time is limited	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Breaks tasks down into subtasks with timelines	OR	Is not good at project planning	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(continued)

Relationships Executive Skills Questionnaire (p. 4 of 6)

ORGANIZATION

	Sometimes	Often	Most of the time				Sometimes	Often	Most of the time	
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Puts things away shortly after use	OR	Slow to pick up after self	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Keeps personal spaces neat	OR	Finds it hard to keep personal spaces neat	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Easily maintains organizational systems	OR	Has difficulty maintaining organizational systems over time	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

TIME MANAGEMENT

	Sometimes	Often	Most of the time				Sometimes	Often	Most of the time	
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Is good at estimating how long it takes to do something	OR	Is not good at time estimation	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Completes tasks in the time allotted	OR	Has difficulty finishing tasks within time constraints	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Arrives on time for things (for example, appointments, family events)	OR	Has trouble getting places on time	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(continued)

Relationships Executive Skills Questionnaire (p. 5 of 6)

FLEXIBILITY

	Sometimes	Often	Most of the time				Sometimes	Often	Most of the time	
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	"Goes with the flow" when the unexpected happens	OR	Is thrown for a loop by unexpected events	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Adjusts easily to changes in plans	OR	Is upset by changes in plans	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Changes course easily	OR	Resists changing course	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

METACOGNITION

	Sometimes	Often	Most of the time				Sometimes	Often	Most of the time	
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Can evaluate a situation and figure out what to do next	OR	Waits to be told what to do	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	"Reads" a situation well to understand the dynamics involved	OR	May be unaware of underlying conflicts, issues, and so on	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Is a good problem solver	OR	Looks to others to solve problems	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(continued)

Relationships Executive Skills Questionnaire (p. 6 of 6)

GOAL-DIRECTED PERSISTENCE

	Sometimes	Often	Most of the time					Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Sets and achieves personal goals	OR	Is not particularly goal driven	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Sets aside immediate pleasures for long-term gains	OR	Lives "in the moment"—takes one day at a time	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Sets high standards for self	OR	Is not highly motivated to set high standards	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

STRESS TOLERANCE

	Sometimes	Often	Most of the time					Sometimes	Often	Most of the time
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Enjoys the unexpected/unpredictable	OR	Prefers routine and knowing what's coming next	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Is at his or her best when the pressure is on	OR	Finds pressure anxiety provoking	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Prefers action-oriented or exciting leisure activities	OR	Prefers laid-back leisure activities	Self Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Attention Practice

Date	Task	Time spent	Next day's goal

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Planning Template

Step	Component	
1	What is your desired outcome or goal?	
2	Brainstorm below everything you need to think about in carrying out your plan.	
3	What materials do you need to gather to complete your plan? These should include materials you already have as well as things you may need to purchase or requisition.	
	Materials already available	Materials to purchase

(continued)

Planning Template *(continued)*

4	What steps will you follow to carry out the plan?		
	Steps (in order)	How long will it take?	End date (interim deadline)
5	Do you have the necessary skill set to carry out the plan? If not, how will you handle this?		
6	If others are involved, who will oversee the project? Who will do what?		
	Who	Task	Completion date
7	Review: Revisit each section above and ask yourself, "Is it accurate? Is it complete?" Check (✓) when done. <input type="checkbox"/> Step 1 <input type="checkbox"/> Step 2 <input type="checkbox"/> Step 3 <input type="checkbox"/> Step 4 <input type="checkbox"/> Step 5 <input type="checkbox"/> Step 6		

Today's Plans

Task	How long will it take?	When will you start?	Actual start	Time finished	How close was the estimate? (+/- minutes)

Learning from Mistakes

Task or situation	What went wrong?	What did I do?	What cues did I miss?	Next time I will . . .

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LEARNING FROM MISTAKES: EXAMPLE

Task or situation	What went wrong?	What did I do?	What cues did I miss?	Next time I will . . .
<i>Date with girlfriend</i>	<i>Went to sports bar; watched game while we ate.</i>	<i>Didn't talk to my girlfriend; ignored her.</i>	<i>Angry facial expression; irritation in her voice.</i>	<i>Take her to a restaurant without a television.</i>
<i>New job responsibility at work</i>	<i>I thought I understood what I needed to do, but I didn't.</i>	<i>Did task wrong; left out important parts.</i>	<i>The final product didn't match specifications and I failed to see that.</i>	<i>Go through task instructions before I start; make sure I understand what I'm supposed to do; check my work against instructions when I'm done.</i>

Problem-Solving System

What is the problem?

What are some possible things I could try to solve the problem?

What will I try first?

If that doesn't work, what's another option (Plan B)?

How did it go? Did my solution work?

What might I do differently the next time?

Planning for a Long-Term Goal

Long-term goal:	Target date for reaching goal:	
Potential obstacles to goal achievement	Ways to overcome obstacles	
Action plan —List the steps, along with the interim deadline attached to each step and how you will reward yourself for finishing that step.		
Steps	Deadline	Reward

Stress Management Log

Date	Time	Strategy practiced	Comments (for example: How did the practice go? Did it impact your reaction to a real-life stressor? Do you need to try a different strategy?)

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