

# Executive Skills Questionnaire for Children

## Preschool/Kindergarten Version

Read each item below and then rate that item based on how well it describes your child. Then add the three scores in each section. Find the three highest and three lowest scores.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	5	4	3	2	1	Score
1. Acts appropriately in some situations where danger is obvious (e.g., avoiding hot stove).						<input type="checkbox"/>
2. Can share toys without grabbing.						<input type="checkbox"/>
3. Can wait for a short period of time when instructed by an adult.						<input type="checkbox"/>
<b>Total score:</b>						_____
4. Runs simple errands (e.g., gets shoes from bedroom when asked).						<input type="checkbox"/>
5. Remembers instructions just given.						<input type="checkbox"/>
6. Follows two steps of a routine with only one prompt per step.						<input type="checkbox"/>
<b>Total score:</b>						_____
7. Can recover fairly quickly from a disappointment or change in plans.						<input type="checkbox"/>
8. Is able to use nonphysical solutions when another child takes toy away.						<input type="checkbox"/>
9. Can play in a group without becoming overly excited.						<input type="checkbox"/>
<b>Total score:</b>						_____
10. Is able to adjust to change in plans or routines (may need warning).						<input type="checkbox"/>
11. Recovers quickly when something doesn't go as expected.						<input type="checkbox"/>
12. Is willing to share toys with others.						<input type="checkbox"/>
<b>Total score:</b>						_____
13. Can complete a 5-minute chore (may need supervision).						<input type="checkbox"/>
14. Can sit through preschool "circle time" (15–20 minutes).						<input type="checkbox"/>
15. Can listen to one to two stories at a sitting.						<input type="checkbox"/>
<b>Total score:</b>						_____
16. Will follow an adult directive right after it is given.						<input type="checkbox"/>
17. Will stop playing to follow an adult instruction when directed.						<input type="checkbox"/>
18. Is able to start getting ready for bed at set time with one reminder.						<input type="checkbox"/>
<b>Total score:</b>						_____

(continued)

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## Executive Skills Questionnaire for Children: Preschool/Kindergarten Version (page 2 of 2)

	<b>Score</b>
19. Can finish one task or activity before beginning another.	<input type="checkbox"/>
20. Is able to follow a brief routine or plan developed by someone else (with model or demo).	<input type="checkbox"/>
21. Can complete a simple art project with more than one step.	<input type="checkbox"/>
<b>Total score:</b> _____	
22. Hangs up coat in appropriate place (may need one reminder).	<input type="checkbox"/>
23. Puts toys in proper locations (with reminders).	<input type="checkbox"/>
24. Clears off place setting after eating (may need one reminder).	<input type="checkbox"/>
<b>Total score:</b> _____	
25. Can complete daily routines without dawdling (with some cues/reminders).	<input type="checkbox"/>
26. Can speed up and finish something more quickly when given a reason to do so.	<input type="checkbox"/>
27. Can finish a small chore within time limits (e.g., make bed before turning on TV).	<input type="checkbox"/>
<b>Total score:</b> _____	
28. Will direct other children in play or pretend play activities.	<input type="checkbox"/>
29. Will seek assistance in conflict resolution for a desired item.	<input type="checkbox"/>
30. Will try more than one solution to get to a simple goal.	<input type="checkbox"/>
<b>Total score:</b> _____	
31. Can make minor adjustment in construction project or puzzle when first attempt fails.	<input type="checkbox"/>
32. Can find novel (but simple) use of a tool to solve a problem.	<input type="checkbox"/>
33. Makes suggestions to another child for how to fix something.	<input type="checkbox"/>
<b>Total score:</b> _____	

### KEY

Items	Executive skill	Items	Executive skill	Items	Executive skill
1–3	Response inhibition	13–15	Sustained attention	25–27	Time management
4–6	Working memory	16–18	Task initiation	28–30	Goal-directed persistence
7–9	Emotional control	19–21	Planning/prioritizing	31–33	Metacognition
10–12	Flexibility	22–24	Organization		

Your child's executive skill strengths  
(highest scores)

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Your child's executive skill weaknesses  
(lowest scores)

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# Executive Skills Questionnaire for Children

## Lower Elementary Version (Grades 1–3)

Read each item below and then rate that item based on how well it describes your child. Then add the three scores in each section. Find the three highest and three lowest scores.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	5	4	3	2	1	<b>Score</b>
1. Can follow simple classroom rules.						<input type="checkbox"/>
2. Can be in close proximity to another child without need for physical contact						<input type="checkbox"/>
3. Can wait until parent gets off phone before telling him/her something (may need one reminder).						<input type="checkbox"/>
<b>Total score:</b>						_____
4. Is able to run errands with two to three steps.						<input type="checkbox"/>
5. Remembers instructions given a couple of minutes earlier.						<input type="checkbox"/>
6. Follows two steps of a routine with one prompt.						<input type="checkbox"/>
<b>Total score:</b>						_____
7. Can tolerate criticism from an adult.						<input type="checkbox"/>
8. Can deal with perceived "unfairness" without undue upset.						<input type="checkbox"/>
9. Is able to adjust behavior quickly in new situation (e.g., calming down after recess).						<input type="checkbox"/>
<b>Total score:</b>						_____
10. Plays well with others (doesn't need to be in charge, can share, etc.).						<input type="checkbox"/>
11. Tolerates redirection by teacher when not following instructions.						<input type="checkbox"/>
12. Adjusts easily to unplanned-for situations (e.g., substitute teacher).						<input type="checkbox"/>
<b>Total score:</b>						_____
13. Can spend 20–30 minutes on homework assignments.						<input type="checkbox"/>
14. Can complete a chore that takes 15–20 minutes.						<input type="checkbox"/>
15. Can sit through a meal of normal duration.						<input type="checkbox"/>
<b>Total score:</b>						_____
16. Can remember and follow simple one- to two-step routines (such as brushing teeth and combing hair after breakfast).						<input type="checkbox"/>
17. Can get right to work on classroom assignment following teacher instruction to begin.						<input type="checkbox"/>
18. Will start homework at established time (with one reminder).						<input type="checkbox"/>
<b>Total score:</b>						_____

(continued)

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	<b>Score</b>
19. Can carry out a two- to three-step project of own design (e.g., arts and crafts, construction).	<input type="checkbox"/>
20. Can figure out how to earn/save money for an inexpensive toy.	<input type="checkbox"/>
21. Can carry out two- to three-step homework assignment with support (e.g., book report).	<input type="checkbox"/>
<b>Total score:</b> _____	
22. Puts coat, winter gear, sports equipment in proper locations (may need reminder).	<input type="checkbox"/>
23. Has specific places in bedroom for belongings.	<input type="checkbox"/>
24. Doesn't lose permission slips, notices from school.	<input type="checkbox"/>
<b>Total score:</b> _____	
25. Can complete a short task within time limits set by an adult.	<input type="checkbox"/>
26. Can build in appropriate amount of time to complete a chore before a deadline (may need assistance).	<input type="checkbox"/>
27. Can complete a morning routine within time limits (may need practice).	<input type="checkbox"/>
<b>Total score:</b> _____	
28. Will stick with challenging task to achieve desired goal (e.g., building difficult LEGO construct).	<input type="checkbox"/>
29. Will come back to a task later if interrupted.	<input type="checkbox"/>
30. Will work on a desired project for several hours or over several days.	<input type="checkbox"/>
<b>Total score:</b> _____	
31. Can adjust behavior in response to feedback from parent or teacher.	<input type="checkbox"/>
32. Can watch what happens to others and change behavior accordingly.	<input type="checkbox"/>
33. Can verbalize more than one solution to a problem and make the best choice.	<input type="checkbox"/>
<b>Total score:</b> _____	

**KEY**

<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	Time management
4–6	Working memory	16–18	Task initiation	28–30	Goal-directed persistence
7–9	Emotional control	19–21	Planning/prioritizing	31–33	Metacognition
10–12	Flexibility	22–24	Organization		

Your child's executive skill strengths  
(highest scores)

Your child's executive skill weaknesses  
(lowest scores)

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# Executive Skills Questionnaire for Children

## Upper Elementary Version (Grades 4–5)

Read each item below and then rate that item based on how well it describes your child. Then add the three scores in each section. Find the three highest and three lowest scores.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	5	4	3	2	1	<b>Score</b>
1. Handles conflict with peers without getting into physical fight (may lose temper).						<input type="checkbox"/>
2. Follows home or school rules in the absence of an adult's immediate presence.						<input type="checkbox"/>
3. Can calm down or de-escalate quickly from an emotionally charged situation when prompted by an adult.						<input type="checkbox"/>
<b>Total score:</b>						
4. Remembers to follow a routine chore after school without reminders.						<input type="checkbox"/>
5. Brings books, papers, assignments to and from school.						<input type="checkbox"/>
6. Keeps track of changing daily schedule (e.g., different activities after school).						<input type="checkbox"/>
<b>Total score:</b>						
7. Doesn't overreact to losing a game or not being selected for an award.						<input type="checkbox"/>
8. Can accept not getting what he/she wants when working/playing in a group.						<input type="checkbox"/>
9. Acts with restraint in response to teasing.						<input type="checkbox"/>
<b>Total score:</b>						
10. Doesn't "get stuck" on things (e.g., disappointments, slights).						<input type="checkbox"/>
11. Can "shift gears" when plans have to change due to unforeseen circumstances.						<input type="checkbox"/>
12. Can do "open-ended" homework assignments (may need assistance).						<input type="checkbox"/>
<b>Total score:</b>						
13. Can spend 30–60 minutes on homework assignments.						<input type="checkbox"/>
14. Can complete a chore that takes 30–60 minutes (may need a break).						<input type="checkbox"/>
15. Is able to attend sports practice, church service, etc., for 60–90 minutes.						<input type="checkbox"/>
<b>Total score:</b>						
16. Is able to follow a three- to four-step routine that has been practiced.						<input type="checkbox"/>
17. Can complete three to four classroom assignments in a row.						<input type="checkbox"/>
18. Can follow established homework schedule (may need reminder to get started).						<input type="checkbox"/>
<b>Total score:</b>						

(continued)

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	<b>Score</b>
19. Can make plans to do something special with a friend (e.g., go to movies).	<input type="checkbox"/>
20. Can figure out how to earn/save money for a more expensive purchase.	<input type="checkbox"/>
21. Can carry out long-term projects for school, with most steps broken down by someone else.	<input type="checkbox"/>
<b>Total score:</b>	
22. Can put belongings in appropriate places in bedroom or other locations in house.	<input type="checkbox"/>
23. Brings in toys from outdoors after use or at end of day (may need reminder).	<input type="checkbox"/>
24. Keeps track of homework materials and assignments.	<input type="checkbox"/>
<b>Total score:</b>	
25. Can complete daily routines within reasonable time limits without assistance.	<input type="checkbox"/>
26. Can adjust homework schedule to allow for other activities (e.g., starting early if there's an evening Scout meeting).	<input type="checkbox"/>
27. Is able to start long-term projects enough in advance to reduce time crunch (may need help with this).	<input type="checkbox"/>
<b>Total score:</b>	
28. Can save allowance for 3–4 weeks to make a desired purchase.	<input type="checkbox"/>
29. Is able to follow a practice schedule to get better at a desired skill (sport, instrument); may need reminders.	<input type="checkbox"/>
30. Can maintain a hobby over several months.	<input type="checkbox"/>
<b>Total score:</b>	
31. Is able to anticipate in advance the result of a course of action and make adjustments accordingly (e.g., to avoid getting in trouble).	<input type="checkbox"/>
32. Can articulate several solutions to problems and explain the best one.	<input type="checkbox"/>
33. Enjoys the problem-solving component of school assignments or video games.	<input type="checkbox"/>
<b>Total score:</b>	

KEY					
Items	Executive skill	Items	Executive skill	Items	Executive skill
1–3	Response inhibition	13–15	Sustained attention	25–27	Time management
4–6	Working memory	16–18	Task initiation	28–30	Goal-directed persistence
7–9	Emotional control	19–21	Planning/prioritizing	31–33	Metacognition
10–12	Flexibility	22–24	Organization		

Your child's executive skill strengths  
(highest scores)

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Your child's executive skill weaknesses  
(lowest scores)

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# Executive Skills Questionnaire for Children

## Middle School Version (Grades 6–8)

Read each item below and then rate that item based on how well it describes your child. Then add the three scores in each section. Find the three highest and three lowest scores.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	5	4	3	2	1	
1. Is able to walk away from confrontation or provocation by a peer.						<b>Score</b> <input type="text"/>
2. Can say no to a fun activity if other plans have already been made.						<input type="text"/>
3. Resists saying hurtful things when with a group of friends.						<input type="text"/>
<b>Total score:</b>						<input type="text"/>
4. Able to keep track of assignments and classroom rules of multiple teachers.						<input type="text"/>
5. Remembers events or responsibilities that deviate from the norm (e.g., special instructions for field trips, extracurricular activities).						<input type="text"/>
6. Remembers multistep directions, given sufficient time and practice						<input type="text"/>
<b>Total score:</b>						<input type="text"/>
7. Is able to "read" reactions from friends and adjust behavior accordingly.						<input type="text"/>
8. Can accept not getting what he/she wants when working/playing in a group.						<input type="text"/>
9. Can be appropriately assertive (e.g., asking teacher for help, inviting someone to dance at a school dance).						<input type="text"/>
<b>Total score:</b>						<input type="text"/>
10. Is able to adjust to different teachers, classroom rules, and routines.						<input type="text"/>
11. Is willing to adjust in a group situation when a peer is behaving inflexibly.						<input type="text"/>
12. Is willing to adjust to or accept a younger sibling's agenda (e.g., allowing someone else to select a family movie).						<input type="text"/>
<b>Total score:</b>						<input type="text"/>
13. Can spend 60–90 minutes on homework (may need one or more breaks).						<input type="text"/>
14. Can tolerate family gatherings without complaining of boredom or getting in trouble.						<input type="text"/>
15. Can complete chores that take up to 2 hours (may need breaks).						<input type="text"/>
<b>Total score:</b>						<input type="text"/>
16. Can make and follow nightly homework schedule without undue procrastination.						<input type="text"/>
17. Can start chores at agreed-upon time (e.g., right after school; may need written reminder).						<input type="text"/>
18. Can set aside fun activity when he/she remembers a promised obligation.						<input type="text"/>
<b>Total score:</b>						<input type="text"/>

(continued)

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	<b>Score</b>
19. Can do research on the Internet either for school or to learn something of interest.	<input style="width: 30px; height: 20px;" type="text"/>
20. Can make plans for extracurricular activities or summertime activities.	<input style="width: 30px; height: 20px;" type="text"/>
21. Can carry out a long-term project for school with little or no support from adults.	<input style="width: 30px; height: 20px;" type="text"/>
<b>Total score:</b>	<hr style="width: 50px; border: 0; border-top: 1px solid black;"/>
22. Can maintain notebooks as required for school.	<input style="width: 30px; height: 20px;" type="text"/>
23. Doesn't lose sports equipment/personal electronics.	<input style="width: 30px; height: 20px;" type="text"/>
24. Keeps study area at home reasonably tidy.	<input style="width: 30px; height: 20px;" type="text"/>
<b>Total score:</b>	<hr style="width: 50px; border: 0; border-top: 1px solid black;"/>
25. Can usually finish homework before bedtime.	<input style="width: 30px; height: 20px;" type="text"/>
26. Can make good decisions about priorities when time is limited (e.g., coming home from school to finish project rather than playing with friends).	<input style="width: 30px; height: 20px;" type="text"/>
27. Can spread out a long-term project over several days.	<input style="width: 30px; height: 20px;" type="text"/>
<b>Total score:</b>	<hr style="width: 50px; border: 0; border-top: 1px solid black;"/>
28. Is able to increase effort to improve performance (e.g., change study strategies to earn a higher grade on a test or bring up report card grades).	<input style="width: 30px; height: 20px;" type="text"/>
29. Willing to engage in effortful tasks to earn money.	<input style="width: 30px; height: 20px;" type="text"/>
30. Willing to practice without reminders to improve a skill.	<input style="width: 30px; height: 20px;" type="text"/>
<b>Total score:</b>	<hr style="width: 50px; border: 0; border-top: 1px solid black;"/>
31. Can accurately evaluate own performance (e.g., in sports event or school performance).	<input style="width: 30px; height: 20px;" type="text"/>
32. Is able to see impact of behavior on peers and make adjustments (e.g., to fit in with a group or avoid being teased).	<input style="width: 30px; height: 20px;" type="text"/>
33. Can perform tasks requiring more abstract reasoning.	<input style="width: 30px; height: 20px;" type="text"/>
<b>Total score:</b>	<hr style="width: 50px; border: 0; border-top: 1px solid black;"/>

**KEY**

Items	Executive skill	Items	Executive skill	Items	Executive skill
1–3	Response inhibition	13–15	Sustained attention	25–27	Time management
4–6	Working memory	16–18	Task initiation	28–30	Goal-directed persistence
7–9	Emotional control	19–21	Planning/prioritizing	31–33	Metacognition
10–12	Flexibility	22–24	Organization		

Your child's executive skill strengths  
(highest scores)

Your child's executive skill weaknesses  
(lowest scores)

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# Executive Skills Questionnaire for Parents

Read each item below and then rate that item based on how well it describes you. Then add the three scores in each section. Find the three highest and three lowest scores.

Strongly disagree	Disagree	Tend to disagree	Neutral	Tend to agree	Agree	Strongly agree
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>

## Item

## Your score

1. I don't jump to conclusions.
2. I think before I speak.
3. I don't take action without having all the facts.

**Your total score:**

4. I have a good memory for facts, dates, and details.
5. I am very good at remembering the things I have committed to doing.
6. I seldom need reminders to complete tasks.

**Your total score:**

7. My emotions seldom get in the way when performing on the job.
8. Little things do not affect me emotionally or distract me from the task at hand.
9. I can defer my personal feelings until after a task has been completed.

**Your total score:**

10. I take unexpected events in stride.
11. I easily adjust to changes in plans and priorities.
12. I consider myself to be flexible and adaptive to change.

**Your total score:**

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.

**Your total score:**

16. No matter what the task, I believe in getting started as soon as possible.
17. Procrastination is usually not a problem for me.
18. I seldom leave tasks to the last minute.

**Your total score:**

19. When I plan out my day, I identify priorities and stick to them.

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## Executive Skills Questionnaire for Parents (page 2 of 2)

<u>Item</u>	<u>Your score</u>
20. When I have a lot to do, I can easily focus on the most important things.	<input type="checkbox"/>
21. I typically break big tasks down into subtasks and timelines.	<input type="checkbox"/>
<b>Your total score:</b> _____	
22. I am an organized person.	<input type="checkbox"/>
23. It is natural for me to keep my work area neat and organized.	<input type="checkbox"/>
24. I am good at maintaining systems for organizing my work.	<input type="checkbox"/>
<b>Your total score:</b> _____	
25. At the end of the day, I've usually finished what I set out to do.	<input type="checkbox"/>
26. I am good at estimating how long it takes to do something.	<input type="checkbox"/>
27. I am usually on time for appointments and activities.	<input type="checkbox"/>
<b>Your total score:</b> _____	
28. I think of myself as being driven to meet my goals.	<input type="checkbox"/>
29. I easily give up immediate pleasures to work on long-term goals.	<input type="checkbox"/>
30. I believe in setting and achieving high levels of performance.	<input type="checkbox"/>
<b>Your total score:</b> _____	
31. I routinely evaluate my performance and devise methods for personal improvement.	<input type="checkbox"/>
32. I am able to step back from a situation in order to make objective decisions.	<input type="checkbox"/>
33. I "read" situations well and can adjust my behavior based on the reactions of others.	<input type="checkbox"/>
<b>Your total score:</b> _____	

### KEY

Items	Executive skill	Items	Executive skill	Items	Executive skill
1–3	Response inhibition	13–15	Sustained attention	25–27	Time management
4–6	Working memory	16–18	Task initiation	28–30	Goal-directed persistence
7–9	Emotional control	19–21	Planning/prioritizing	31–33	Metacognition
10–12	Flexibility	22–24	Organization		

Strongest skills

Weakest skills

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## How Much Progress Are We Making?

Date	Executive skill	Precise description of behavior (What does it look like/ sound like?)	Frequency (How often does the behavior occur?— times per day, per week, etc.)	Duration (How long does it last?)	Intensity (On a scale of 1 to 5, how intense is the behavior?)
Follow-up date		Does the behavior still look/sound the same?	How often does it happen now?	How long does it last now?	How intense is it now?
Follow-up 2					

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## Cue Card for Listening

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Who?					
When?					
Face speaker 					
Pay attention and show interest 					
Keep body still 					
Do not interrupt 					
Overall rating of entire skill performance					

+ = independent/successful; h = with help; — = did not use skill or did incorrectly.

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Morning Routine Checklist		
Task	Number of reminders/ tally marks (////)	Done (✓)
Get up		
Get dressed		
Eat breakfast		
Put dishes in dishwasher		
Brush teeth		
Brush hair		
Get backpack ready for school		
Other:		
Other:		

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this session went compared to some others and asks Arjun why this might be. Arjun says, “Yeah, I knew exactly what to do. I remembered the way Mr. Frank told us how to do the homework. I get mad when I can’t remember—or when I think I remember but it doesn’t work out right.”

Arjun’s dad asks him if he knows before he even starts that the homework’s going to be a problem or if it’s only once he’s started working. Arjun says, “Both—but what really makes me mad is when I thought I could do it but then I couldn’t.”

With a lot of sympathy and what psychologists call “reflective listening” (mirroring back the child’s feelings, as in “That makes you so mad you want to throw your math book against the wall”) Arjun’s father was able to get Arjun to consider whether there were things he could do to help him manage the frustration more successfully. Arjun finally agreed that when he felt himself getting mad during math homework, he would

## Checklist

[illegible]

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# Incentive Planning Sheet

## PROBLEM BEHAVIOR

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## GOAL

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## POSSIBLE REWARDS

Daily

Weekly

Long-term

<hr/>	<hr/>	<hr/>
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## POSSIBLE CONTINGENCIES/PENALTIES

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## Behavior Contract

Child agrees to: \_\_\_\_\_

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To help child reach goal, parents will: \_\_\_\_\_

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Child will earn: \_\_\_\_\_

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If child fails to meet agreement, child will: \_\_\_\_\_

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# Designing Interventions

Intervention steps	Reference page(s)
1. Establish behavioral goal. Problem behavior: _____ Goal behavior: _____	94 94
2. What environmental supports will be provided? (Check all that apply.) <input type="checkbox"/> Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, reduce social complexity). <input type="checkbox"/> Change the nature of the task (e.g., shorten it, build in breaks, give something to look forward to, create a schedule, build in choice, make the task more fun). <input type="checkbox"/> Change the way adults interact with the child (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback).	76–78 78–80 80–85
3. What procedure will be followed to teach the skill? _____ Who will teach the skill/supervise the procedure? _____ What steps will the child follow? _____ 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	86–103
4. What incentives will be used to encourage the child to learn, practice, or use the skill? (Check all that apply.) <input type="checkbox"/> Specific praise <input type="checkbox"/> Something to look forward to when the task (or a piece of the task) is done <input type="checkbox"/> A menu of rewards and penalties Daily reward possibilities: _____ _____ _____ Weekly reward possibilities: _____ _____ _____ Long-term reward possibilities: _____ _____ _____	104–116 106–108 112–113

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# Morning Routine Checklist

Task	Number of reminders/ tally marks (////)	Done (✓)
Get up		
Get dressed		
Eat breakfast		
Put dishes in dishwasher		
Brush teeth		
Brush hair		
Get backpack ready for school		
Other:		
Other:		

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## Getting Ready for School Checklist

Task	Done (✓)
<b>All</b> homework completed	
<b>All</b> homework in appropriate place (notebook, folder, and so on)	
Items to go to school	Placed in backpack (✓)
Homework	
Notebooks/folders	
Textbooks	
Silent reading book	
Permission slips	
Lunch money	
Sports/PE clothes/equipment	
Notes for teacher	
Assignment book	
Other:	
Other:	

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# Bedroom-Cleaning Checklist

Task	Number of reminders/ tally marks (////)	Done (✓)
Put dirty clothes in laundry		
Put clean clothes in dresser/closet		
Put toys away (toy shelves, toy box)		
Put books on bookshelves		
Tidy desk		
Throw away trash		
Return things to other rooms (for example, dishes, cups, towels, sports stuff)		
Other:		
Other:		

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## Putting Belongings Away Checklist

Belonging	Where does it go?	When will I put it away?	Number of reminders/ tally marks (////)	Done! (✓)
Sports equipment				
Outerwear (jackets, gloves, and so on)				
Other clothing				
Shoes				
Homework				
Backpack				
Other:				
Other:				

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# Completing Chores

Chore	How long will it take?	When will you do it? Day      Time
1.		
2.		
3.		
4.		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Chore done (✓)	Chore done (✓)	Chore done (✓)	Chore done (✓)	Chore done (✓)	Chore done (✓)	Chore done (✓)
1							
2							
3							
4							

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# Learning a New Skill/Maintaining a Practice Schedule

**Before** you begin, answer the following questions:

- 1. What do I want to learn?
- 2. Why do I want to learn this?
- 3. What will be involved in learning the skill (lessons, practice, and so on), and how much time will be involved?

What needs to be done	When will this happen?	How much time will it take?
Lessons		
Practice		
Other (for example, games, exhibitions, recitals)		

- 4. Will I have to give up anything I'm doing now to fit this into my schedule?

If you decide you want to go ahead, plan your schedule by filling in the boxes that follow. Write what time each activity will take place and how long it will last. You can use this to keep track of your practices as well by crossing off each practice after you've finished it.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lessons							
Practice							
Games, exhibitions, recitals							

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# Bedtime Routine Checklist

Task	Number of reminders/ tally marks (////)	Done (✓)
Pick up toys		
Make sure backpack is ready for school		
Make a list of anything you have to remember to do tomorrow		
Get clothes ready for next day		
Put on pajamas		
Wash face or bathe		
Brush teeth		
Other:		
Other:		

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### Steps for Maintaining a Clean Desk

1. Before beginning homework or any other desk project, make sure the desk looks like the photo. If not, put things away so the desk does look like the photo.
2. After finishing homework, put everything away so that the desk again looks like the photograph. This step could also be built into a bedtime routine.
3. Once a week, go through the baskets and decide what needs to stay in the basket, what can be filed, and what should be thrown away/recycled.
4. Create a checklist that lists the tasks involved in maintaining a clean desk. A sample is below.

### Fading the Supervision

1. Using your child's chosen cueing system, cue your child for each step in the maintenance procedure and supervise throughout the routine, providing frequent praise and encouragement as well as constructive feedback.
2. Cue your child to begin, make sure they start step 1 of the procedure, and come back at the end to make sure they finished. Do the same with step 2. At step 3, stay with your child to assist in basket cleaning.
3. Cue your child for all three steps of the maintenance procedure but leave and check in at the end.
4. Remind your child to begin the procedure. At a later point (such as just before bed), check in to make sure the desk is clean. Provide praise and constructive feedback.

### Clean Desk Checklist

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Desk surface picked up							
Baskets cleared							
Desk matches photograph							

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# Daily Homework Planner

Date:

Subject/ assignment	Do I have all the materials?	Do I need help?	Who will help me?	How long will it take?	When will I start?	Done (✓)
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				
	Yes   No <input type="checkbox"/> <input type="checkbox"/>	Yes   No <input type="checkbox"/> <input type="checkbox"/>				

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Setting Up a Notebook/Homework Management System

System element	What will you use?	Got it (✓)
Place for unfinished homework		
Place for completed assignments		
Place to keep materials for later filing		
Notebooks or binder(s) for each subject		
Other things you might need: 1. 2. 3. 4.		

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- binder to handle all subjects. You may want to visit an office supply store to gather ideas.
- 3. Gather the materials you need—from the house if you have them on hand or from the office supply store if you don't. Materials should include a three-hole punch, lined and unlined paper, subject dividers, and small Post-it packages your child might want to use to flag important papers.
  - 4. Set up the notebooks and folders, labeling everything clearly.
  - 5. At the beginning of each homework session, have your child take out the folders for completed assignments, unfinished work, and material to be filed. Have your child make a decision about each piece of material and where it should go. Complete this process before beginning homework.
  - 6. When homework is completed, have your child place homework in the appropriate folder and file anything else that needs to be saved.

Fading the Supervision

- 1. Using your child’s preferred cueing system, cue your child to begin homework by following the “organizing” process. Supervise each step of the process to make sure all steps are followed and checked off on a checklist. A sample is provided below.
- 2. Cue your child to begin homework with the organizing process and remind the child to check off each step when done. Check back periodically and check in at the end of homework to make sure the checklist is done and that materials have been stored appropriately.
- 3. Cue at the beginning, check in at the end, and do occasional spot checks of notebooks, folders, and other files.

Modifications/Adjustments

- 1. As much as possible, involve your child in the design of the organizing system. We’ve discovered that what works well for one person is a disaster for another because it’s not a good fit.
- 2. Redesign the elements that aren’t working right. Again, involve your child in the troubleshooting. “How could this work better for you?” is the way to approach this.

Maintaining a Notebook/Homework Management System

Task	Monday	Tuesday	Wednesday	Thursday	Weekend
Clean out “to be filed” folder					
Go through notebooks and books for other loose papers and file them					
Do homework					
Place all assignments (both finished and unfinished) in appropriate places					

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## Sample Hard Times Board

### TRIGGERS: WHAT MAKES ME MAD



1. *When I have to stop doing something fun*
2. *When it's time to do a chore*
3. *When my plans don't work out*

### CAN'T DOS



1. *Hit somebody*
2. *Break anything*

### WHEN I'M HAVING A HARD TIME, I CAN:



1. *Draw a picture*
2. *Read a book*
3. *Listen to music*
4. *Play with the dog*

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## My Hard Times Board

### TRIGGERS: WHAT MAKES ME MAD



- 1.
- 2.
- 3.

### CAN'T DOS



- 1.
- 2.

### WHEN I'M HAVING A HARD TIME, I CAN:



- 1.
- 2.
- 3.
- 4.

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## Maintaining Self-Control

The things I do without thinking include:



Common situations where I act without thinking are:



What I will do to stay controlled:



## Sample Worry Board

### I GET WORRIED WHEN . . .



1. *I have a test at school*
2. *I have to kick a soccer ball in a game*
3. *I have to talk in front of a group*

### WHEN I GET NERVOUS . . .



1. *My heart beats too fast*
2. *My stomach feels queasy*
3. *I have trouble thinking clearly*

### WHEN I'M FEELING WORRIED OR NERVOUS, I CAN . . .



1. *Draw a picture of my worry and then tear it up*
2. *Use a relaxation technique*
3. *Talk back to my worries*
4. *Listen to music*

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## My Worry Board

### I GET WORRIED WHEN . . .



- 1.
- 2.
- 3.

### WHEN I GET NERVOUS . . .



- 1.
- 2.
- 3.

### WHEN I'M FEELING WORRIED OR NERVOUS, I CAN . . .



- 1.
- 2.
- 3.
- 4.

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## Managing Changes in Plans or Schedules

### DAILY SCHEDULE

Date: \_\_\_\_\_

Time	Activity

Surprise: \_\_\_\_\_

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3. Talk with your child about the fact that changes or “surprises” can always come up despite plans and schedules established in advance. Give examples: instead of fish, we have pizza for dinner; you get to play outside for an extra 20 minutes; we have to go to the dentist today.
4. Create a visual for the schedule, such as activities written on a card or a series of pictures, and post it in at least two places, such as the kitchen and your child’s room. Make a card that says “Surprise!” on it and explain that when a change is coming, you will show him the card, say what the change is, and write it in the “Surprise” section on the schedule. (Even when a change comes up that’s a surprise to everyone, you can pull out the card and follow the same process.)
5. Review the schedule with your child either the night before and/or the morning of the day.
6. Start to introduce changes. For each one, show the Surprise! card and then note the change in the Surprise section of the form. Initially these should be pleasant, such as extra playtime, going out for ice cream, playing a game with a parent. Gradually introduce more “neutral” changes (apple juice for orange juice, one cereal for another, and the like). Eventually include less pleasant changes (can’t do a planned activity because of weather).



## Modifications/Adjustments

If the Surprise! card and the gradual introduction of changes are not sufficient, there are a few other approaches to consider. When possible, introduce the change well before the event. This gives your child time to adjust gradually rather than quickly. Depending on her reaction to less pleasant change (crying, resisting, complaining), talk about other behaviors the child could use that would allow for protest in an acceptable way (such as filling out a Complaint Form, see below). You also can provide a reward for successfully managing the change. Keep in mind that reactivity to change decreases with the amount of exposure that the child has and the success she has in negotiating it. As long as the exposure is gradual and does not initially involve situations that are frustrating or threatening, your child can become more flexible.

## 14. Learning Not to Cry over Little Things

**Executive skills addressed:** Emotional control (Chapter 12), flexibility (Chapter 13).

**Ages:** Any age.

When children cry over little things, they're generally trying to communicate that they want sympathy, and they're using this method of getting it because they've found it effective in the past. So the goal of this intervention is not to teach kids to be tough

### Complaint Form

Date: \_\_\_\_\_

Nature of complaint:

Why you think the situation was unfair:

What you wish had happened:

## Upset Log

Date	Time	Duration of upset	Precipitating event

Here's what I can do instead of crying:

Here's what will happen if I can keep from crying when I'm upset:

Here's what will happen when I cry over little things:

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## Solving Problems Worksheet

What is my problem?

What are some possible things I could do to solve my problem?

What will I try first?

If this doesn't work, what can I do?

How did it go? Did my solution work?

What might I do differently the next time?

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## How Well Can Your Child Inhibit Impulses?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Acts appropriately in situations where danger is obvious (e.g., not running into the road to retrieve a ball, looking both ways before crossing street)
- ☐ Can share toys without grabbing
- ☐ Can wait for a short period of time when instructed by an adult

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can follow simple classroom rules (e.g., raising hand before speaking)
- ☐ Can be in close proximity to another child without need for physical contact
- ☐ Can wait until a parent gets off the phone before telling the parent something (may need reminders)

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Handles conflict with peers without getting into physical fights (may lose temper)
- ☐ Follows home or school rules without an adult's immediate presence
- ☐ Can calm down or de-escalate from emotionally charged situation when prompted by an adult

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Able to walk away from confrontation or provocation by a peer
- ☐ Can say no to a fun activity if other plans have already been made
- ☐ Resists saying hurtful things when with a group of friends

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## How Good Is Your Child's Working Memory?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Runs simple errands (e.g., gets shoes from bedroom when asked)
- ☐ Remembers instructions that were just given
- ☐ Follows a routine with only one prompt per step (e.g., brushing teeth after breakfast)

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Able to run an errand with two to three steps
- ☐ Remembers instructions that were given a couple of minutes earlier
- ☐ Follows two steps of a routine with one prompt

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Remembers to perform a routine chore after school without reminder
- ☐ Takes books, papers, assignments to and from school
- ☐ Keeps track of changing daily schedule (e.g., different activities after school)

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Able to keep track of assignments and classroom expectations of multiple teachers
- ☐ Remembers events or responsibilities that deviate from the norm (e.g., permission slips for field trips, special instructions regarding extracurricular activities)
- ☐ Remembers multistep directions, given sufficient time or practice

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## How Well Does Your Child Regulate Emotions?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can recover fairly quickly from a disappointment or a change in plans
- ☐ Can use nonphysical solutions when another child takes a toy they were playing with
- ☐ Can play in a group without becoming overly excited

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can tolerate criticism from an adult (e.g., a teacher reprimand)
- ☐ Can deal with perceived "unfairness" without becoming overly upset
- ☐ Can adjust behavior quickly depending on the situation (e.g., calming down after recess)

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Doesn't overreact to losing a game or not being selected for an award
- ☐ Can accept not getting what they want when working or playing in a group
- ☐ Acts with restraint in response to teasing

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can "read" reactions from friends and adjust behavior accordingly
- ☐ Can anticipate outcomes and prepare for possible disappointment
- ☐ Can be appropriately assertive (e.g., asking teacher for help, inviting someone to dance at a school dance)

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## How Flexible Is Your Child?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can adjust to a change in plans or routines (may need warning)
- ☐ Recovers quickly from minor disappointments
- ☐ Is willing to share toys with others

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Plays well with others (doesn't need to be in charge, can share, etc.)
- ☐ Tolerates redirection by teacher when not following instructions
- ☐ Adjusts easily to unplanned situations (e.g., a substitute teacher)

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Doesn't "get stuck" on things (e.g., disappointments, slights, etc.)
- ☐ Can "shift gears" when plans have to change due to unforeseen circumstances
- ☐ Can do "open-ended" homework assignments (may need assistance)

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can adjust to different teachers, classroom rules, and routines
- ☐ Is willing to adjust in a group situation when a peer is behaving inflexibly
- ☐ Is willing to adjust to or accept a younger sibling's agenda (e.g., allowing them to select a family movie)

## How Well Can Your Child Sustain Attention?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can complete a 5-minute chore (may need supervision)
- ☐ Can sit through a preschool "circle time" (15–20 minutes)
- ☐ Can listen to one to two picture books at a sitting

### LOWER ELEMENTARY (GRADES 1–3)

- ☐ Can spend 10–30 minutes on homework assignments
- ☐ Can complete a chore that takes 10–20 minutes
- ☐ Can sit through a meal of normal duration

### UPPER ELEMENTARY (GRADES 4–5)

- ☐ Can spend 30–60 minutes on homework assignments
- ☐ Can complete chores that take 30–60 minutes (may need a break)
- ☐ Can attend to sports practice, worship service, and the like for 60–90 minutes

### MIDDLE SCHOOL (GRADES 6–8)

- ☐ Can spend 60–90 minutes on homework (may need one or more breaks)
- ☐ Can tolerate family commitments without complaining of boredom or getting into trouble
- ☐ Can complete chores that take up to 2 hours (may need breaks)

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## How Good Is Your Child at Task Initiation?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Will follow an adult directive right after it is given
- ☐ Will stop playing to follow an adult instruction when directed
- ☐ Can start getting ready for bed at set time with one reminder

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can remember and follow simple one- or two-step routines (such as brushing teeth and combing hair after breakfast)
- ☐ Can get right to work on a classroom assignment following teacher instruction to begin
- ☐ Can start homework at an agreed-upon time with a single prompt

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can follow a three- to four-step routine that has been practiced
- ☐ Can complete three to four classroom assignments in a row
- ☐ Can follow an established homework schedule (may need a reminder to get started)

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can make and follow a nightly homework schedule with minimal procrastination
- ☐ Can start chores at the agreed-upon time (e.g., right after school)—may need a written reminder
- ☐ Can set aside a fun activity when they remember a promised obligation

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## How Well Developed Are Your Child's Planning Skills?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can finish one task or activity before starting another
- ☐ Able to follow a brief routine or plan developed by someone else
- ☐ Can complete a simple art project with more than one step

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can carry out a two- or three-step project (e.g., arts and crafts, construction) of the child's own design
- ☐ Can figure out how to earn/save money for an inexpensive toy
- ☐ Can carry out a two- to three-step homework assignment with support (e.g., a book report)

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can make plans to do something special with a friend (e.g., go to the movies)
- ☐ Can figure out how to earn/save money for a more expensive purchase (e.g., a video game)
- ☐ Can carry out a long-term project for school, with most steps broken down by someone else (teacher or parent)

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can do research on the Internet either for school or to learn something of interest
- ☐ Can make plans for extracurricular activities or summer activities
- ☐ Can carry out a long-term project for school with some support from adults

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## How Well Developed Are Your Child's Organizational Skills?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Hangs up coat in appropriate place (may need a reminder)
- ☐ Puts toys in proper locations (with reminders)
- ☐ Clears place setting after eating (may need a reminder)

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Puts coat, winter gear, sports equipment in proper locations (may need reminder)
- ☐ Has specific places in bedroom for belongings
- ☐ Doesn't lose permission slips or notices from school

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can put belongings in appropriate places in bedroom and other locations in house
- ☐ Brings in toys from outdoors after use or at end of day (may need reminder)
- ☐ Keeps track of homework materials and assignments

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can maintain notebooks as required for school
- ☐ Doesn't lose sports equipment/personal electronics
- ☐ Keeps study area at home reasonably tidy

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## How Good Are Your Child's Time Management Skills?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can complete daily routines without dawdling (with some cues/reminders)
- ☐ Can speed up and finish something more quickly when given a reason to do so
- ☐ Can finish a small chore within time limits (e.g., pick up toys before turning on the TV)

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can complete a short task within time limits set by an adult
- ☐ Can build in an appropriate amount of time to complete a chore before a deadline (may need assistance)
- ☐ Can complete a morning routine within time limits (may need practice)

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can complete daily routines within reasonable time limits without assistance
- ☐ Can adjust a homework schedule to allow for other activities (e.g., starting early if there's an evening Scout meeting)
- ☐ Can start long-term projects far enough in advance to reduce any time crunch (may need help with this)

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can usually finish homework before bedtime
- ☐ Can make good decisions about priorities when time is limited (e.g., coming home after school to finish a project rather than playing with friends)
- ☐ Can spread out a long-term project over several days

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## How Good Is Your Child at Goal-Directed Persistence?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Will direct other children in play or pretend play activities
- ☐ Will seek assistance in conflict resolution for a desired item
- ☐ Will try more than one solution to get to a simple goal

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Will stick with a challenging task to achieve the desired goal, such as building a difficult LEGO construct
- ☐ Will come back to a task later if interrupted
- ☐ Will work on a desired project for several hours or over several days

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can save up allowance for 3-4 weeks to make a desired purchase
- ☐ Can follow a practice schedule to get better at a desired skill (sport, instrument)—may need reminders
- ☐ Can maintain a hobby over several months

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Able to increase effort to improve performance (e.g., work harder to get a higher grade on a test or a report card)
- ☐ Willing to engage in effortful tasks to earn money
- ☐ Willing to practice without reminders to improve a skill

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## How Well Developed Are Your Child's Metacognitive Skills?

Use the following scale to rate how well your child performs each of the tasks listed. At each level, children can be expected to perform all the tasks listed fairly well to very well.

Never or rarely	Does but not well (about 25% of the time)	Does fairly well (about 75% of the time)	Does very well (always or almost always)
0	1	2	3

### PRESCHOOL/KINDERGARTEN

- ☐ Can make minor adjustments in a construction project or puzzle task when a first attempt fails
- ☐ Can come up with a novel (but simple) use of a tool to solve a problem
- ☐ Makes suggestions to another child for how to fix something

### LOWER ELEMENTARY (GRADES 1-3)

- ☐ Can adjust behavior in response to feedback from a parent or teacher
- ☐ Can watch what happens to others and change behavior appropriately
- ☐ Can verbalize more than one solution to a problem and make the best choice

### UPPER ELEMENTARY (GRADES 4-5)

- ☐ Can anticipate the result of a course of action and make adjustments accordingly (e.g., to avoid getting in trouble)
- ☐ Can articulate several solutions to problems and explain the best one
- ☐ Enjoys the problem-solving component of school assignments or video games

### MIDDLE SCHOOL (GRADES 6-8)

- ☐ Can accurately evaluate their own performance (e.g., in a sports event or school assignment)
- ☐ Can see the impact of their behavior on peers and make adjustments (e.g., to fit in with the group or avoid being teased)
- ☐ Can perform tasks requiring more abstract reasoning

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# Long-Term Project-Planning Sheet

## STEP 1: SELECT TOPIC

What are possible topics?	What I like about this choice:	What I don't like:
1.		
2.		
3.		
4.		
5.		

Final Topic Choice:

## STEP 2: IDENTIFY NECESSARY MATERIALS

What materials or resources do you need?	Where will you get them?	When will you get them?
1.		
2.		
3.		
4.		
5.		

(continued)

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### STEP 3: IDENTIFY PROJECT TASKS AND DUE DATES

What do you need to do? (List each step in order)	When will you do it?	Check off when done
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Step 5:		
Step 6:		
Step 7:		
Step 8:		
Step 9:		
Step 10:		

#### Reminder List

Include here any additional tasks or details you need to keep in mind as you work on the project. Cross out or check off each one as it is taken care of.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## Writing Template for a Five-Paragraph Essay

### INTRODUCTORY PARAGRAPH

Sentence 1 summarizes what your essay is about:

Sentence 2 focuses in on the main point you want to make:

Sentence 3 adds more detail or explains why the topic is important:

### BODY PARAGRAPHS

Paragraph 1, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

Paragraph 2, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

(continued)

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Paragraph 3, topic sentence:

Supporting detail 1:

Supporting detail 2:

Supporting detail 3:

### CONCLUDING PARAGRAPH

Restate the most important point from the paper you want to make (what the reader should go away understanding):

# Tools for Studying

## A. MENU OF STUDY STRATEGIES

Check off the ones you will use.

### Passive strategies (use sparingly)

- ☐ 1. Reread text
- ☐ 2. Reread notes
- ☐ 3. Highlight notes/text
- ☐ 4. Ready study guide
- ☐ 5. Rewrite notes
- ☐ 6. Read/watch Spark Notes, Khan Academy, and so on.

### Active strategies (better)

- ☐ 7. Make study guide
- ☐ 8. Make flashcards/Quizlet
- ☐ 9. Make concept maps
- ☐ 10. Organize notes
- ☐ 11. Complete review packet (no answers)
- ☐ 12. Attend review session or study group

### Active strategies with feedback (best)

- ☐ 13. Quiz myself with Quizlet/study guide/flash cards
- ☐ 14. Take practice test (check answers)
- ☐ 15. Redo old tests or homework (check answers)
- ☐ 16. Have someone else quiz me
- ☐ 17. Complete review packet (check answers)
- ☐ 18. Meet 1:1 with teacher
- ☐ 19. Other: \_\_\_\_\_

## B. STUDY PLAN

Date	Day	Which strategies will I use? (write #)	How much time for each strategy?
	4 days before test	1. 2. 3.	1. 2. 3.
	3 days before test	1. 2. 3.	1. 2. 3.
	2 days before test	1. 2. 3.	1. 2. 3.
	1 day before test	1. 2. 3.	1. 2. 3.

## C. POSTTEST EVALUATION

How did your studying work out? Answer the following questions:

1. What strategies worked best?
2. What strategies were not so helpful?
3. Did you spend enough time studying? Yes No
4. If no, what more should you have done?
5. What will you do differently next time?

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