

Practical tools for *Smart but Scattered*

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**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	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

	Score
1. Acts appropriately in some situations where danger is obvious (e.g., avoiding hot stove).	_____
2. Can share toys without grabbing.	_____
3. Can wait for a short period of time when instructed by an adult.	_____
TOTAL SCORE:	_____
4. Runs simple errands (e.g., gets shoes from bedroom when asked).	_____
5. Remembers instructions just given.	_____
6. Follows two steps of a routine with only one prompt per step.	_____
TOTAL SCORE:	_____
7. Can recover fairly quickly from a disappointment or change in plans.	_____
8. Is able to use nonphysical solutions when another child takes toy away.	_____
9. Can play in a group without becoming overly excited.	_____
TOTAL SCORE:	_____
10. Can complete a 5-minute chore (may need supervision).	_____
11. Can sit through preschool “circle time” (15-20 minutes).	_____
12. Can listen to one to two stories at a sitting.	_____
TOTAL SCORE:	_____
13. Will follow an adult directive right after it is given.	_____
14. Will stop playing to follow an adult instruction when directed.	_____
15. Is able to start getting ready for bed at set time with one reminder.	_____
TOTAL SCORE:	_____
16. Can finish one task or activity before beginning another.	_____
17. Is able to follow a brief routine or plan developed by someone else (with model or demo).	_____
18. Can complete a simple art project with more than one step.	_____
TOTAL SCORE:	_____

(cont.)

Executive Skills Questionnaire—Preschool/Kindergarten Version (cont.)

19. Hangs up coat in appropriate place (may need one reminder). _____

20. Puts toys in proper locations (with reminders). _____

21. Clears off place setting after eating (may need one reminder). _____

TOTAL SCORE: _____

22. Can complete daily routines without dawdling (with some cues/ reminders). _____

23. Can speed up and finish something more quickly when given a reason to do so. _____

24. Can finish a small chore within time limits (e.g., make bed before turning on TV). _____

TOTAL SCORE: _____

25. Will direct other children in play or pretend play activities. _____

26. Will seek assistance in conflict resolution for a desired item. _____

27. Will try more than one solution to get to a simple goal. _____

TOTAL SCORE: _____

28. Is able to adjust to change in plans or routines (may need warning). _____

29. Recovers quickly from minor disappointments. _____

30. Is willing to share toys with others. _____

TOTAL SCORE: _____

31. Can make minor adjustment in construction project or puzzle when first attempt fails. _____

32. Can find novel (but simple) use of a tool to solve a problem. _____

33. Makes suggestions to another child for how to fix something. _____

TOTAL SCORE: _____

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

**Your child's executive skill strengths
(highest scores)**

**Your child's executive skill weaknesses
(lowest scores)**

**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	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

	Score
1. Can follow simple classroom rules.	_____
2. Can be in close proximity to another child without need for physical contact.	_____
3. Can wait until parent gets off phone before telling him/her something (may need one reminder).	_____
TOTAL SCORE:	_____
4. Is able to run errand with two to three steps.	_____
5. Remembers instructions given a couple of minutes earlier.	_____
6. Follows two steps of a routine with one prompt.	_____
TOTAL SCORE:	_____
7. Can tolerate criticism from an adult.	_____
8. Can deal with perceived “unfairness” without undue upset.	_____
9. Is able to adjust behavior quickly in new situation (e.g., calming down after recess).	_____
TOTAL SCORE:	_____
10. Can spend 20-30 minutes on homework assignments.	_____
11. Can complete a chore that takes 15-20 minutes.	_____
12. Can sit through a meal of normal duration.	_____
TOTAL SCORE:	_____
13. Can remember and follow simple one- to two-step routines (such as brushing teeth and combing hair after breakfast).	_____
14. Can get right to work on classroom assignment following teacher instruction to begin.	_____
15. Will start homework at established time (with one reminder).	_____
TOTAL SCORE:	_____
16. Can carry out a two- to three-step project of own design (e.g., arts and crafts, construction).	_____
17. Can figure out how to earn/save money for an inexpensive toy.	_____
18. Can carry out two- to three-step homework assignment with support (e.g., book report).	_____
TOTAL SCORE:	_____

(cont.)

Executive Skills Questionnaire—Lower Elementary Version (cont.)

19. Puts coat, winter gear, sports equipment in proper locations (may need reminder). _____
20. Has specific places in bedroom for belongings. _____
21. Doesn't lose permission slips, notices from school. _____
- TOTAL SCORE: _____
22. Can complete a short task within time limits set by an adult. _____
23. Can build in appropriate amount of time to complete a chore before a deadline (may need assistance). _____
24. Can complete a morning routine within time limits (may need practice). _____
- TOTAL SCORE: _____
25. Will stick with challenging task to achieve desired goal (e.g., building difficult Lego construct). _____
26. Will come back to a task later if interrupted. _____
27. Will work on a desired project for several hours or over several days. _____
- TOTAL SCORE: _____
28. Plays well with others (doesn't need to be in charge, can share, etc.). _____
29. Tolerates redirection by teacher when not following instructions. _____
30. Adjusts easily to unplanned-for situations (e.g., substitute teacher). _____
- TOTAL SCORE: _____
31. Can adjust behavior in response to feedback from parent or teacher. _____
32. Can watch what happens to others and change behavior accordingly. _____
33. Can verbalize more than one solution to a problem and make the best choice. _____
- TOTAL SCORE: _____

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

**Your child's executive skill strengths
(highest scores)**

**Your child's executive skill weaknesses
(lowest scores)**

**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	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

- | | Score |
|--|--------------|
| 1. Handles conflict with peer without getting into physical fight (may lose temper). | _____ |
| 2. Follows home or school rules in the absence of an adult's immediate presence. | _____ |
| 3. Can calm down or de-escalate quickly from an emotionally charged situation when prompted by an adult. | _____ |
| TOTAL SCORE: | _____ |
| 4. Remembers to follow a routine chore after school without reminders. | _____ |
| 5. Brings books, papers, assignments to and from school. | _____ |
| 6. Keeps track of changing daily schedule (e.g., different activities after school). | _____ |
| TOTAL SCORE: | _____ |
| 7. Doesn't overreact to losing a game or not being selected for an award. | _____ |
| 8. Can accept not getting what he/she wants when working/playing in a group. | _____ |
| 9. Acts with restraint in response to teasing. | _____ |
| TOTAL SCORE: | _____ |
| 10. Can spend 30-60 minutes on homework assignments. | _____ |
| 11. Can complete a chore that takes 30-60 minutes (may need a break). | _____ |
| 12. Is able to attend sports practice, church service, etc., for 60-90 minutes. | _____ |
| TOTAL SCORE: | _____ |
| 13. Is able to follow a three- to four-step routine that has been practiced. | _____ |
| 14. Can complete three to four classroom assignments in a row. | _____ |

(cont.)

Executive Skills Questionnaire for Children—Upper Elementary Version (cont.)

- 15. Can follow established homework schedule (may need reminder to get started). _____
TOTAL SCORE: _____
- 16. Can make plans to do something special with a friend (e.g., go to movies). _____
- 17. Can figure out how to earn/save money for a more expensive purchase. _____
- 18. Can carry out long-term project for school, with most steps broken down by someone else. _____
TOTAL SCORE: _____
- 19. Can put belongings in appropriate places in bedroom or other locations in house. _____
- 20. Brings in toys from outdoors after use or at end of day (may need reminder). _____
- 21. Keeps track of homework materials and assignments. _____
TOTAL SCORE: _____
- 22. Can complete daily routines within reasonable time limits without assistance. _____
- 23. Can adjust homework schedule to allow for other activities (e.g., starting early if there's an evening Scout meeting). _____
- 24. Is able to start long-term projects enough in advance to reduce time crunch (may need help with this). _____
TOTAL SCORE: _____
- 25. Can save allowance for 3-4 weeks to make a desired purchase. _____
- 26. Is able to follow a practice schedule to get better at a desired skill (sport, instrument)—may need reminders. _____
- 27. Can maintain a hobby over several months. _____
TOTAL SCORE: _____
- 28. Doesn't "get stuck" on things (e.g., disappointments, slights). _____
- 29. Can "shift gears" when plans have to change due to unforeseen circumstances. _____
- 30. Can do "open-ended" homework assignments (may need assistance). _____
TOTAL SCORE: _____
- 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). _____
- 32. Can articulate several solutions to problems and explain the best one. _____
- 33. Enjoys the problem-solving component of school assignment or video games. _____
TOTAL SCORE: _____

(cont.)

Executive Skills Questionnaire for Children—Upper Elementary Version (cont.)

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

Your child's executive skill strengths
(highest scores)

Your child's executive skill weaknesses
(lowest scores)

**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	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

	Score
1. Is able to walk away from confrontation or provocation by a peer.	_____
2. Can say no to a fun activity if other plans have already been made.	_____
3. Resists saying hurtful things when with a group of friends.	_____
TOTAL SCORE:	_____
4. Able to keep track of assignments and classroom rules of multiple teachers.	_____
5. Remembers events or responsibilities that deviate from the norm (e.g., special instructions for field trips, extracurricular activities).	_____
6. Remembers multistep directions, given sufficient time and practice.	_____
TOTAL SCORE:	_____
7. Is able to “read” reactions from friends and adjust behavior accordingly.	_____
8. Can accept not getting what he/she wants when working/playing in a group.	_____
9. Can be appropriately assertive (e.g., asking teacher for help, inviting someone to dance at a school dance).	_____
TOTAL SCORE:	_____
10. Can spend 60-90 minutes on homework (may need one or more breaks).	_____
11. Can tolerate family gatherings without complaining of boredom or getting in trouble.	_____
12. Can complete chores that take up to 2 hours (may need breaks).	_____
TOTAL SCORE:	_____

(cont.)

Executive Skills Questionnaire for Children—Middle School Version (cont.)

13. Can make and follow nightly homework schedule without undue procrastination. _____

14. Can start chores at agreed-on time (e.g., right after school; may need written reminder). _____

15. Can set aside fun activity when he/she remembers a promised obligation. _____

TOTAL SCORE: _____

16. Can do research on the Internet either for school or to learn something of interest. _____

17. Can make plans for extracurricular activities or summertime activities. _____

18. Can carry out a long-term project for school with little or no support from adults. _____

TOTAL SCORE: _____

19. Can maintain notebooks as required for school. _____

20. Doesn't lose sports equipment/personal electronics. _____

21. Keeps study area at home reasonably tidy. _____

TOTAL SCORE: _____

22. Can usually finish homework before bedtime. _____

23. Can make good decisions about priorities when time is limited (e.g., coming home from school to finish project rather than playing with friends). _____

24. Can spread out a long-term project over several days. _____

TOTAL SCORE: _____

25. 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). _____

26. Willing to engage in effortful tasks to earn money. _____

27. Willing to practice without reminders to improve a skill. _____

TOTAL SCORE: _____

28. Is able to adjust to different teachers, classroom rules, and routines. _____

29. Is willing to adjust in a group situation when a peer is behaving inflexibly. _____

30. Is willing to adjust to or accept a younger sibling's agenda (e.g., allowing someone else to select a family movie). _____

TOTAL SCORE: _____

(cont.)

Executive Skills Questionnaire for Children—Middle School Version (cont.)

- 31. Can accurately evaluate own performance (e.g., in sports event or school performance). _____
- 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). _____
- 33. Can perform tasks requiring more abstract reasoning. _____

TOTAL SCORE: _____

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

**Your child's executive skill strengths
(highest scores)**

**Your child's executive skill weaknesses
(lowest scores)**

EXECUTIVE SKILLS QUESTIONNAIRE FOR PARENTS

Read each item and then rate how well you think it describes you. Then add the three scores in each section.

Strongly disagree	1
Disagree	2
Tend to disagree	3
Neutral	4
Tend to agree	5
Agree	6
Strongly agree	7

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 do. _____

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. 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. _____

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

17. When I have a lot to do, I can easily focus on the most important things. _____

(cont.)

Executive Skills Questionnaire for Parents (cont.)

18. I typically break big tasks down into subtasks and timelines. _____
 YOUR TOTAL SCORE: _____
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. _____
 YOUR TOTAL SCORE: _____
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. _____
 YOUR TOTAL SCORE: _____
25. I think of myself as being driven to meet my goals. _____
26. I easily give up immediate pleasures to work on long-term goals. _____
27. I believe in setting and achieving high levels of performance. _____
 YOUR TOTAL SCORE: _____
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 "read" situations well and can adjust my behavior based on the reactions of others. _____
 YOUR TOTAL SCORE: _____
31. I take unexpected events in stride. _____
32. I easily adjust to changes in plans and priorities. _____
33. I consider myself flexible and adaptive to change. _____
 YOUR TOTAL SCORE: _____

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

**Your executive skill strengths
(highest scores)**





**Your executive skill weaknesses
(lowest scores)**

_____	_____
_____	_____
_____	_____

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					

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.

MORNING ROUTINE CHECKLIST

Task	Number of reminders Tally marks (////)	Done (✓)
Get up		
Get dressed		
Eat breakfast		
Brush teeth		
Brush hair		
Get backpack ready for school		

CHECKLIST

Task	Number of reminders Tally marks (////)	Done (✓)

INCENTIVE PLANNING SHEET

Problem Behavior

Goal

Possible Rewards

Daily	Weekly	Long-Term
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Possible Contingencies/Penalties

BEHAVIOR CONTRACT

Child agrees to: _____

To help child reach goal, parents will: _____

Child will earn: _____

If child fails to meet agreement, child will: _____

DESIGNING INTERVENTIONS

Intervention steps	Reference page(s)
<p>1. Establish behavioral goal.</p> <p>Problem behavior: _____</p> <p>Goal behavior: _____</p>	<p>99</p> <p>99-100</p>
<p>2. What environmental supports will be provided? (Check all that apply.)</p> <p><input type="checkbox"/> Change physical or social environment (e.g., add physical barriers, reduce distractions, provide organizational structures, reduce social complexity)</p> <p><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)</p> <p><input type="checkbox"/> Change the way adults interact with the child (e.g., rehearsal, prompts, reminders, coaching, praise, debriefing, feedback)</p>	<p>83-85</p> <p>85-87</p> <p>87-91</p>
<p>3. What procedure will be followed to teach the skill?</p> <p>Who will teach the skill/supervise the procedure? _____</p> <p>_____</p> <p>What steps will the child follow?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>101-107</p>
<p>4. What incentives will be used to encourage the child to learn, practice, or use the skill? (Check all that apply.)</p> <p><input type="checkbox"/> Specific praise</p> <p><input type="checkbox"/> Something to look forward to when the task (or a piece of the task) is done</p> <p><input type="checkbox"/> A menu of rewards and penalties</p> <p>Daily reward possibilities: _____</p> <p>_____</p> <p>_____</p> <p>Weekly reward possibilities: _____</p> <p>_____</p> <p>_____</p> <p>Long-term reward possibilities: _____</p> <p>_____</p> <p>_____</p>	<p>110-118</p> <p>112</p> <p>114-117</p>

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		

GETTING READY FOR SCHOOL CHECKLIST

Task	Done (✓)
ALL homework completed	
ALL homework in appropriate place (notebook, folder, etc.)	

Items to go to school	Placed in backpack (✓)
Homework	
Notebooks/folders	
Textbooks	
Silent reading book	
Permission slips	
Lunch money	
Sports/P.E. clothes/equipment	
Notes for teacher	
Assignment book	
Other:	
Other:	

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 (e.g., dishes, cups, towels, sports stuff)		
Other:		
Other:		

PUTTING BELONGINGS AWAY

Belonging	Where does it go?	When will I put it away?	Reminders needed (///)	Done! (✓)
Sports equipment				
Outerwear (jackets, gloves, etc.)				
Other clothing				
Shoes				
Homework				
Backpack				
Other:				
Other:				

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							

LEARNING A NEW SKILL

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, etc.) 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 (e.g., 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							

BEDTIME ROUTINE

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		

CLEAN DESK CHECKLIST

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

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.		

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:		

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:

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):

MENU OF STUDY STRATEGIES

Check off the ones you will use.

- | | | |
|--|---|---|
| <input type="checkbox"/> 1. Reread text | <input type="checkbox"/> 2. Reread/organize notes | <input type="checkbox"/> 3. Read/recite main points |
| <input type="checkbox"/> 4. Outline text | <input type="checkbox"/> 5. Highlight text | <input type="checkbox"/> 6. Highlight notes |
| <input type="checkbox"/> 7. Use study guide | <input type="checkbox"/> 8. Make concept maps | <input type="checkbox"/> 9. Make lists/organize |
| <input type="checkbox"/> 10. Take practice test | <input type="checkbox"/> 11. Quiz myself | <input type="checkbox"/> 12. Have someone else quiz me |
| <input type="checkbox"/> 13. Study flash cards | <input type="checkbox"/> 14. Memorize/rehearse | <input type="checkbox"/> 15. Create a "cheat sheet" |
| <input type="checkbox"/> 16. Study with friend | <input type="checkbox"/> 17. Study with study group | <input type="checkbox"/> 18. Study session with teacher |
| <input type="checkbox"/> 19. Study with a parent | <input type="checkbox"/> 20. Ask for help | <input type="checkbox"/> 21. Other: _____ |

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. _____

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 the next time?

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.		

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					

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

MY HARD TIMES BOARD



Triggers: What Makes Me Mad

- 1.
- 2.
- 3.



Can't Dos

- 1.
- 2.

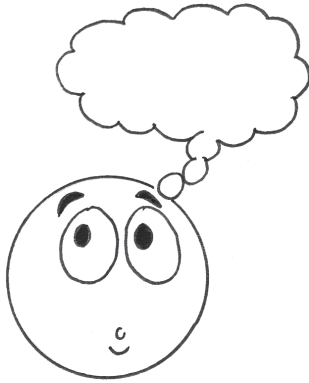


When I'm Having a Hard Time, I Can:

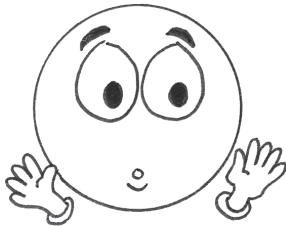
- 1.
- 2.
- 3.
- 4.

MAINTAINING SELF-CONTROL

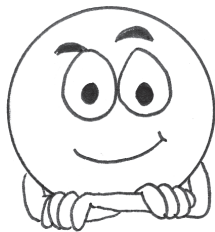
The things I do without thinking include:



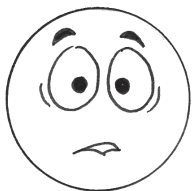
Common situations where I act without thinking are:



What I will do to stay controlled:



SAMPLE WORRY BOARD



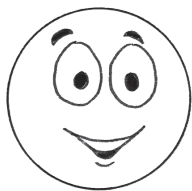
I Get Worried When . . .

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

MY WORRY BOARD

I Get Worried When . . .

When I Get Nervous . . .

When I'm Feeling Worried or Nervous, I Can . . .

MANAGING CHANGES IN PLANS OR SCHEDULES

Daily Schedule

Date: _____

Time	Activity

Surprise:

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:



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?

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.

Scale

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

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

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.

Scale

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

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, etc.)
- ___ Remembers multistep directions, given sufficient time or practice

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.

Scale

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

Preschool/kindergarten

- ___ Can recover fairly quickly from a disappointment or a change in plans
- ___ Can use nonphysical solutions when another child takes a toy he or she was 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 he or she wants 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)

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.

Scale

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

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 20-30 minutes on homework assignments
- ___ Can complete a chore that takes 15-20 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, church service, etc. 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)

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.

Scale

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

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-on time (e.g., right after school)—may need a written reminder
- ___ Can set aside a fun activity when he or she remembers a promised obligation

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.

Scale

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

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

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.

Scale

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

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

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.

Scale

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

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

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.

Scale

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

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 him/her to select a family movie)

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.

Scale

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

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 in order to earn money
- ___ Willing to practice without reminders to improve a skill

**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.

Scale

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

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 his or her own performance (e.g., in a sports event or school assignment)
- ___ Can see the impact of his or her 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