

## Executive Skills Questionnaire

LCIRT – based on Thomas E. Brown’s EF Model; Adapted from Dawson & Guare

Read each item below and rate that item by the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score. Then add the scores in each section. Use the Key on page 2 to determine your executive skill strengths (2-3 highest scores) and weakness (2-3 lowest scores.)

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

1. No matter what the task, I believe in getting started as soon as possible \_\_\_\_\_
  2. Procrastination is not usually a problem for me \_\_\_\_\_
  3. I seldom leave tasks for the last minute \_\_\_\_\_
  4. I usually have no trouble deciding which tasks are most important \_\_\_\_\_
- Your total score \_\_\_\_\_
5. I find it easy to stay focused on my work \_\_\_\_\_
  6. Even when interrupted I find it easy to get back and finish the job at hand \_\_\_\_\_
  7. When I have a lot to do, I can easily focus on the most important things \_\_\_\_\_
  8. I have no trouble shifting my focus when it’s time to change tasks \_\_\_\_\_
- Your total score \_\_\_\_\_
9. When I plan my day I identify priorities and stick to them \_\_\_\_\_
  10. Once I start an assignment or project I work diligently until it’s completed \_\_\_\_\_
  11. I typically break big tasks down into subtasks and timelines \_\_\_\_\_
  12. I usually get enough sleep and feel rested when I work on projects \_\_\_\_\_
- Your total score \_\_\_\_\_

- 13. My emotions seldom get in the way when performing tasks \_\_\_\_\_
  - 14. Little things do not affect me emotionally or distract me from the task at hand \_\_\_\_\_
  - 15. I can defer my personal feelings until after a task has been completed \_\_\_\_\_
  - 16. When things get tough I don't get overly frustrated, but try a different approach \_\_\_\_\_
- Your total score \_\_\_\_\_

- 17. I have a good memory of facts, dates and details \_\_\_\_\_
  - 18. I am very good at remembering the things I have committed to do \_\_\_\_\_
  - 19. I seldom need reminders to complete tasks \_\_\_\_\_
  - 20. I'm not afraid of losing my train of thought when taking part in discussions \_\_\_\_\_
- Your total score \_\_\_\_\_

- 21. I am good at maintaining systems for organizing my work \_\_\_\_\_
  - 22. I routinely evaluate my performance and devise methods for improvement \_\_\_\_\_
  - 23. I am able to step back from a situation to make objective decisions \_\_\_\_\_
  - 24. I "read" situations well and can adjust my behavior based on the reactions of others \_\_\_\_\_
- Your total score \_\_\_\_\_

KEY	
Items	Executive Skills
1 -4	Activation
5 -8	Focus
9 - 12	Effort
13 - 16	Emotional Regulation
17 - 20	Memory
21 - 24	Action/Behavior Monitoring

**Strongest Skills**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Weakest Skills**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## High school vs. College: Do you Know the Difference?

	<b>High School</b>	<b>College</b>
<b>Type of Disability Law</b>	<b>IDEA</b>	<b>ADA</b>
<b>Who is Responsible?</b>	<b>Parent and school</b>	<b>Student</b>

<b>Disability Services and Accommodations</b>	<b>School identifies students with disabilities through free assessment and IEP process</b>	<b>Students are responsible for providing documentation to the college</b>
<b>Services</b>	<b>Individually designed instruction, modifications and accommodations</b>	<b>Reasonable accommodations which cannot fundamentally alter the academic program/curriculum</b>

<b>Accommodations Based On</b>	<b>Diagnostic Label</b>	<b>Degree of Functional Impairment</b>
<b>Assignments and Deadlines in Class</b>	<b>Teachers often remind students of deadlines and test dates; frequent assessments with graded homework and quizzes</b>	<b>Students read and refer to class syllabus independently; tests and quizzes may occur only 2-3 times per term</b>

<b>Test Preparation</b>	<b>Teachers review material regularly in class with students</b>	<b>Students must independently review material</b>
<b>Work time expected outside of class</b>	<b>Study time varies between 1-3 hrs/week per class (6-18 hrs/week)</b>	<b>Varies between 2-3 hrs for each hour in class (24-36 hrs/week)</b>