

Smart but Scattered By Peg Dawson & Richard Guare
Executive Skills Questionnaire for Children – Middle School

Strongly Agree: 5	Agree: 4	Neutral: 3	Disagree: 2	Strongly Agree: 1
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Item	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:	
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:	
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:	
10. Can spend 60-90 minutes on homework assignments (may need one or more breaks).	
11. Can tolerate family gatherings without complaining of boredom.	
12. Can complete chores that take up to 2 hours (may need breaks).	
TOTAL:	
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:	
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 long-term project for school, with little or no support from adults.	
TOTAL:	
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:	
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 projects rather than playing with friends).	
24. Can spread out a long-term project over several days.	
TOTAL:	
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:	
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).	
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:	

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:	

Key

Items	Executive Skill	Items	Executive Skill
1-3	Response Inhibition	19-21	Organization
4-6	Working Memory	22-24	Time Management
7-9	Emotional Control	25-27	Goal-directed Persistence
10-12	Sustained Attention	28-30	Flexibility
13-15	Task Initiation	31-33	Metacognition
16-18	Planning/ Prioritization		

Your child's executive skill strengths (highest scores)

Your child's executive skill weaknesses (lowest scores)
