



Student Name _____ Grade _____

Teacher Name _____ Date _____

Executive Functioning Checklist

Here are some common potential indicators of students who struggle with executive functioning. Students with executive functioning needs will likely not exhibit all of these warning signs. Every student is unique and will present with various combinations of characteristics.

If the student displays several of these potential indicators, check off the warning signs that apply and consult with the family, a school psychologist, or occupational therapist to gain additional information as needed.

WORKING MEMORY

- ☐ Forgets to take home materials or bring materials to class
- ☐ Forgets to complete or hand in homework, even when it is complete
- ☐ Forgets important dates for tests, quizzes, and long term projects
- ☐ Has trouble executing multi-step directions
- ☐ Has trouble sequencing, both verbally and in writing
- ☐ Doesn't use or forgets to check agenda/assignment book
- ☐ Has poor spelling
- ☐ Makes excessive word reading errors
- ☐ Reads at a slow pace without expression
- ☐ Does not use decoding strategies to read unfamiliar words
- ☐ Has difficulty multitasking (e.g. listening to teacher while taking notes)

INHIBITION

- ☐ Blurts out answers instead of waiting to be called on
- ☐ Interrupts classmates frequently through physical movement or impulsivity
- ☐ Has difficulty with turn-taking
- ☐ Has difficulty regulating social behavior
- ☐ Has difficulty controlling emotions
- ☐ Becomes easily irritated when assignments are perceived as hard or confusing
- ☐ Has a low tolerance for frustration
- ☐ Fails to write at length

TASK INITIATION

- ☐ Is slow to start tasks or unsure of how to start
- ☐ Is slow to restart work after breaks
- ☐ Procrastinates
- ☐ Perceives certain tasks as boring or unimportant
- ☐ Believes that certain tasks will "take forever"
- ☐ Avoids starting tasks out of fear of making a mistake
- ☐ Struggles to generate ideas independently
- ☐ Requires prompting to continue task

NOTES

ATTENTION

- ☐ Appears internally distracted (e.g. thoughts, daydreams, moods)
- ☐ Appears externally distracted (e.g. sights, sounds, information)
- ☐ Has difficulty selecting which stimuli to attend to
- ☐ Has difficulty sustaining effort throughout entire task
- ☐ Rushes through classwork and assignments
- ☐ Is inconsistent in written and verbal accuracy/errors
- ☐ Doesn't recognize when they are off task
- ☐ Doesn't read or misreads directions
- ☐ Contributes off-topic responses during discussions
- ☐ Is unable to focus and sustain attention for reading tasks for age-expected timeframes
- ☐ Is unable to adjust reading pace to go faster or slower as needed

PLANNING AND GOAL SETTING

- ☐ Struggles to set realistic goals
- ☐ Struggles to break down long term assignments into manageable chunks
- ☐ Fails to distinguish important from unimportant information
- ☐ Fails to prioritize important parts of assignments
- ☐ Doesn't know how to plan with or without a graphic organizer
- ☐ Has trouble determining how long a task will take to complete
- ☐ Has difficulty conducting research
- ☐ Does not meet expectations for genre-specific writing macrostructure elements

ORGANIZING

- ☐ Fails to or may not know how to use an organizational system
- ☐ Fails to locate information in notebooks and backpacks
- ☐ Loses materials (e.g. binders, pencils, lunch bags)
- ☐ Loses classwork and assignments
- ☐ Has a messy desk, backpack, locker, etc.
- ☐ Does not sequence written information logically

SELF-MONITORING

- ☐ Has difficulty monitoring and adjusting task performance for accuracy and efficiency
- ☐ Struggles to identify and/or apply learning strategies
- ☐ Struggles to identify and/or apply study strategies
- ☐ Fails to check work or proofread assignments
- ☐ Struggles to self evaluate
- ☐ Has difficulty making inferences
- ☐ Offers surface-level feedback during peer review
- ☐ Fails to notice or correct word reading errors

FLEXIBLE THINKING

- ☐ Cannot articulate more than one way to solve a problem
- ☐ Struggles to substitute words to include more precise with language
- ☐ Has difficulty reordering ideas

NOTES