

Reproducible forms for *Executive Skills in Children and Adolescents*, 2nd edition

by Peg Dawson and Richard Guare
Guilford Publications, Inc.

- | | | | |
|-----------|---|------------|--|
| Form 2.1. | Executive Skills Semistructured Interview—Parent Version | Form 5.7. | Long-Term Project-Planning Sheet |
| Form 2.2. | Executive Skills Semistructured Interview—Teacher Version | Form 5.8. | Tools for Studying
A. Menu of Study Strategies
B. Study Plan
C. Posttest Evaluation |
| Form 2.3. | Executive Skills Semistructured Interview—Student Version | Form 5.9. | Organizing Notebooks/Homework
A. Setting Up a Notebook/Homework Management System
B. Maintaining a Notebook/Homework Management System |
| Form 2.4. | Executive Skills Questionnaire for Parents/Teachers | Form 5.10. | Note-Taking Template: Cornell Method |
| Form 2.5. | Executive Skills Questionnaire for Students | Form 5.11. | Hard Times Board |
| Form 3.1. | Executive Skills: Planning Interventions | Form 5.12. | Maintaining Self-Control |
| Form 4.1. | Forms for Developing Behavior Plans/Incentive Systems
A. Incentive Planning Sheet
B. Contract | Form 5.13. | Worry Board |
| Form 4.2. | Executive Skills Self-Management Checklist | Form 5.14. | Managing Changes in Plans or Schedules
A. Surprise! Card
B. Complaint Form |
| Form 4.3. | Getting to Know You | Form 5.15. | Learning Not to Cry over Little Things
A. Upset Log
B. Contract |
| Form 5.1. | Morning Routine Checklist | Form 5.16. | Solving Problems Worksheet |
| Form 5.2. | End-of-Day Routine Checklists | Form 8.1. | Progress Monitoring: Response to Intervention |
| Form 5.3. | Daily Homework Planner | | |
| Form 5.4. | Attention-Monitoring Checklist | | |
| Form 5.5. | Desk Cleaning Checklist | | |
| Form 5.6. | Writing Template for a Five-Paragraph Essay | | |

Limited Photocopy License

The Publisher grants to individual **purchasers** of this book nonassignable permission to reproduce this material. This license is limited to you, the individual purchaser, for personal use and use with your clients. This license does not grant the right to reproduce these materials for resale, redistribution, or any other purposes (including but not limited to books, pamphlets, articles, video- or audiotapes, and handouts or slides for lectures or workshops). Permission to reproduce these materials for these and any other purposes must be obtained in writing from the [Permissions Department](#) of Guilford Publications.

Purchase this book now: <http://www.guilford.com/p/dawson3>

Executive Skills Semistructured Interview—Parent Version

Many youngsters have problems in school or with homework not because they lack intelligence but because they have weak executive skills. These refer to the skills required to plan/prioritize (P) and carry out tasks, including time management (TM), working memory (WM), the ability to organize tasks and materials (O), task initiation (TI) and follow-through, flexibility (F), response inhibition (RI), emotional control (EC), sustained attention (SA), goal-directed persistence (GDP), and metacognition (M). I'm going to ask you some questions about _____ (fill in the child's name) to help us get a clearer understanding of his or her executive skills. Codes in parentheses refer to the specific executive skill measured by each item.

HOMEWORK. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Understanding homework directions (M)		
Getting started on his or her own (TI)		
Being able to keep working despite distractions (SA)		
Asking for help when it's needed (M)		
Sticking with it long enough to complete it (SA, GDP)		
Making careless mistakes; failing to check work (M)		
Finishing the work on time (TM)		
Remembering to hand it in (WM)		

Are there some subjects or kinds of assignments your child is more likely than others to complete successfully?

More likely to be successful with . . .	Less likely to be successful with . . .

(cont.)

Executive Skills Semistructured Interview—Parent Version (page 2 of 4)

ORGANIZATION OF MATERIALS. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Keeping notebooks and papers organized (O)		
Keeping desk tidy (O)		
Keeping belongings neat and in appropriate locations (e.g., gym clothes, coats, hats, mittens) (O)		
Keeping track of books, papers, pencils, etc. (O)		
Keeping backpack organized (O)		

LONG-TERM PROJECTS. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Deciding on a topic (P)		
Breaking the assignment into smaller parts (P)		
Developing a timeline (P)		
Following a timeline (TM)		
Estimating how long it will take to finish (TM)		
Following directions carefully (WM, M)		
Proofreading or checking project to catch mistakes to make sure the rules were followed (M)		
Finishing the project by the deadline (GDP)		

(cont.)

Executive Skills Semistructured Interview—Parent Version *(page 3 of 4)*

REMEMBERING. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Writing down assignments (WM)		
Bringing home appropriate materials (e.g., books, workbooks, assignment book, worksheets, notices, permission slips, gym clothes) (WM)		
Bringing to school appropriate materials (see examples above) (WM)		
Remembering instructional sequences after normal instruction (e.g., long division, proper headings for papers) (WM)		
Remembering to perform chores or other household responsibilities (WM)		
Losing things within the home, yard, or neighborhood (WM)		

PROBLEM SOLVING. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Recognizing that he or she has a problem (e.g., doesn't understand the directions) (M)		
Being able to think flexibly about the problem (e.g., not get stuck on one approach or solution) (F)		
Trying to solve the problem first on his or her own before going for help (M)		
Accessing appropriate resources to help him or her solve the problem (F)		
Evaluating his or her own performance to know whether the problem was solved successfully (M)		

(cont.)

Executive Skills Semistructured Interview—Parent Version (page 4 of 4)

SELF-CONTROL. Some youngsters have difficulty managing their behavior. Which of the following areas, if any, does your child have difficulty with?

Item	Not a Problem	Notes
Becoming easily upset (EC)		
Throwing temper tantrums (EC)		
Acting impulsively, either verbally or physically (e.g., provoking siblings) (RI)		
Interrupting others (RI)		
Difficulty waiting turn (RI)		

PARENTAL EXECUTIVE SKILLS. Do you see yourself as having challenges in any of the areas we've talked about? If so, in which areas?

Can you envision other problems with starting or following a plan? How or by whom could these problems be managed?

Executive Skills Semistructured Interview—Teacher Version

Many youngsters have problems in school or with homework not because they lack intelligence but because they have weak executive skills. These refer to the skills required to plan/prioritize (P) and carry out tasks, including time management (TM), working memory (WM), the ability to organize tasks and materials (O), task initiation (TI) and follow-through, flexibility (F), response inhibition (RI), emotional control (EC), sustained attention (SA), goal-directed persistence (GDP), and metacognition (M). I'm going to ask you some questions about _____ (fill in the child's name) to help us get a clearer understanding of his or her executive skills. Codes in parentheses refer to the specific executive skill measured by each item.

INDEPENDENT SEATWORK. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Understanding task directions (M)		
Getting started on his or her own (TI)		
Being able to keep working despite distractions (SA)		
Asking for help when it's needed (M)		
Sticking with it long enough to complete it (SA, GDP)		
Making careless mistakes; failing to check work (M)		
Finishing the work on time (TM)		
Remembering to hand it in (WM)		

Are there some subjects or kinds of assignments that the student is more likely than others to complete successfully?

More likely to be successful with . . .	Less likely to be successful with . . .

(cont.)

Executive Skills Semistructured Interview—Teacher Version (page 2 of 4)

ORGANIZATION OF MATERIALS. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Keeping notebooks and papers organized (O)		
Keeping desk tidy (O)		
Keeping belongings neat and in appropriate locations (e.g., gym clothes, coats, hats, mittens) (O)		
Keeping track of books, papers, pencils, etc. (O)		
Keeping backpack organized (O)		

LONG-TERM PROJECTS. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Deciding on a topic (P)		
Breaking the assignment into smaller parts (P)		
Developing a timeline (P)		
Following a timeline (TM)		
Estimating how long it will take to finish (TM)		
Following directions carefully (WM, M)		
Proofreading or checking project to catch mistakes to make sure the rules were followed (M)		
Finishing the project by the deadline (GDP)		

(cont.)

Executive Skills Semistructured Interview—Teacher Version *(page 3 of 4)*

REMEMBERING. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Writing down assignments (WM)		
Bringing home appropriate materials (e.g., books, workbooks, assignment book, worksheets, notices, permission slips, gym clothes) (WM)		
Bringing to school appropriate materials (see examples above) (WM)		
Remembering to follow classroom procedures (WM)		
Losing things in the classroom or other places in the school (e.g., lunchroom, gym, playground) (WM)		
Remembering instructional sequences after normal instruction (e.g., long division, proper headings for papers) (WM)		

PROBLEM SOLVING. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Recognizing that he or she has a problem (e.g., doesn't understand the directions) (M)		
Being able to think flexibly about the problem (e.g., not get stuck on one approach or solution) (F)		
Trying to solve the problem first on his or her own before going for help (M)		
Accessing appropriate resources to help him or her solve the problem (F)		
Evaluating his or her own performance to know whether the problem was solved successfully (M)		

(cont.)

Executive Skills Semistructured Interview—Teacher Version (page 4 of 4)

SELF-CONTROL. Some youngsters have difficulty managing their behavior. Which of the following areas, if any, does the student have difficulty with?

Item	Not a Problem	Notes
Becoming easily upset (EC)		
Throwing temper tantrums (EC)		
Acting impulsively, either verbally or physically (e.g., provoking siblings) (RI)		
Interrupting others (RI)		
Difficulty waiting turn (RI)		

CURRENT EFFORTS TO ADDRESS THE PROBLEM. Please identify the current strategies or interventions that are being used to address this student's problem areas and indicate how successful they are.

TEACHER EXECUTIVE SKILLS. Do you consider yourself as having challenges in any of the areas we've talked about? If so, will this have an impact on your ability to put in place interventions to address the student's problem areas?

Executive Skills Semistructured Interview—Student Version

I'm going to ask you some questions about situations related to your success as a student. All of these are situations in which you have to use planning and organizational skills in order to be successful. Some will be directly related to school, whereas other questions will touch on extracurricular activities, any job situations you've been in, and how you spend your leisure time.

HOMEWORK. I'm going to ask you some questions about homework and the kinds of problems kids sometimes have with homework. Please tell me if you think these are problems for you. I may ask you to give me examples of how you see it as a problem.

Item	Not a Problem	Notes
Getting started on homework. (TI) <i>Related questions:</i> What makes it hard? When is the best time to do homework? Are some subjects harder to start than others?		
Sticking with it long enough to get it done. (SA) <i>Related questions:</i> Is this worse with some subjects than others? What do you say to yourself that either leads you to give up or stick with it? Does the length of the assignment make a difference in your ability to complete it?		
Remembering assignments. (WM) <i>Related questions:</i> Do you have trouble remembering to write down assignments, bring home necessary materials, or hand in assignments? Do you lose things necessary to complete the task?		
Becoming distracted while doing homework. (SA) <i>Related questions:</i> What kinds of things distract you? Have you found places to study that minimize distractions? How do you handle the distractions when they come up?		
Having other things you'd rather do. (P, GDP) <i>Related questions:</i> Are there things you have trouble tearing yourself away from to do homework? Do you resent having homework or too much homework? Do you think there are other things in your life that are more important than homework?		

(cont.)

Executive Skills Semistructured Interview—Student Version (page 2 of 6)

LONG-TERM PROJECTS. Now let's talk about long-term assignments. Which of the following, if any, are hard for you?

Item	Not a Problem	Notes
Choosing a topic (M)		
Breaking the assignment into smaller parts (P)		
Developing a timeline (P)		
Sticking with a timeline (TM)		
Estimating how long it will take to finish (TM)		
Following directions (e.g., Do you forget to do part of the assignment and lose points as a result?) (WM, M)		
Proofreading or checking your work to make sure you followed the rules and haven't made careless mistakes (M)		
Finishing the project by the deadline (GDP)		

STUDYING FOR TESTS. Here are some problems students sometimes have when studying for tests. Which ones, if any, are a problem for you?

Item	Not a Problem	Notes
Making yourself sit down and study (TI)		
Knowing what to study (M)		
Knowing how to study (M)		
Putting off studying/not studying at all (TM)		

(cont.)

Executive Skills Semistructured Interview—Student Version *(page 3 of 6)*

STUDYING FOR TESTS. *(cont.)*

Item	Not a Problem	Notes
Taking breaks that are either too frequent or too long (SA)		
Giving up before you've studied enough (GDP)		
Memorizing the material (WM)		
Understanding the material (M)		

HOME CHORES/RESPONSIBILITIES. What kinds of chores, if any, do you have to do on a regular or irregular basis?

Chore	Regular (When do you do it?)	Occasional
1.		
2.		
3.		
4.		
5.		

What aspects of completing chores, if any, do you have trouble with?

Item	Not a Problem	Notes
Remembering to do them (WM)		
Doing them when you're supposed to (TI)		
Running out of steam before you're done (SA)		
Doing a sloppy job and getting in trouble for it (M)		

(cont.)

Executive Skills Semistructured Interview—Student Version (page 4 of 6)

ORGANIZATIONAL SKILLS. Now I'm going to ask some questions about how organized you are. Tell me if you have problems with any of the following.

Item	Not a Problem	Notes
Keeping your bedroom neat (O)		
Keeping your notebooks organized (O)		
Keeping your backpack organized (O)		
Keeping your desk clean (O)		
Keeping your locker clean (O)		
Leaving your belongings all over the house (O)		
Leaving belongings other places (e.g., school, friend's houses, at work) (O)		
Losing or misplacing things (O)		

WORK/LEISURE TIME. Let's talk about how you spend your time when you're not in school. What kinds of extracurricular activities, if any, are you involved in? Do you have a job? How do you spend your leisure time?

Activity	Amount of time (approximate per day or week)
1.	
2.	
3.	
4.	
5.	
6.	
7.	

(cont.)

Executive Skills Semistructured Interview—Student Version (page 5 of 6)

Here are some problems that students sometimes have with how they spend their spare time. Which ones, if any, are problems for you?

Item	Not a Problem	Notes
Spending too many hours at a job (TM)		
“Wasting” time (e.g., hanging out, playing computer/video games, talking on the phone, time on Facebook, watching too much TV) (TM)		
Hanging out with kids who get in trouble (RI)		
Not getting enough sleep (RI)		
Spending money as soon as you get it (RI)		

LONG-TERM GOALS. Do you know what you want to do after high school?

Possible goals
1.
2.
3.
4.

Have you formulated a plan for reaching your goal(s)? If so, what is it?

(cont.)

Executive Skills Semistructured Interview—Student Version (page 6 of 6)

What are some of the potential obstacles that might prevent you from reaching your goal(s)?

Potential obstacle	Ways to overcome the obstacle
1.	
2.	
3.	
4.	
5.	

If you have not yet identified a goal or developed a plan for reaching the goal, when do you think you will do this?

Executive Skills Questionnaire for Parents/Teachers

Big problem	1
Moderate problem	2
Mild problem	3
Slight problem	4
No problem	5

Item	Score
1. Acts on impulse	_____
2. Gets in trouble for talking too much in class	_____
3. Says things without thinking	_____
TOTAL SCORE:	_____
4. Says, "I'll do it later" and then forgets about it	_____
5. Forgets homework assignments or forgets to bring home needed materials	_____
6. Loses or misplaces belongings such as coats, mittens, sports equipment, etc.	_____
TOTAL SCORE:	_____
7. Gets annoyed when homework is too hard or confusing or takes too long to finish	_____
8. Has a short fuse; easily frustrated	_____
9. Easily upset when things don't go as planned	_____
TOTAL SCORE:	_____
10. Difficulty paying attention; easily distracted	_____
11. Runs out of steam before finishing homework or other tasks	_____
12. Problems sticking with schoolwork or chores until they are done	_____
TOTAL SCORE:	_____
13. Puts off homework or chores until the last minute	_____
14. Difficulty setting aside fun activities in order to start homework	_____
15. Needs many reminders to start chores	_____
TOTAL SCORE:	_____
16. Trouble planning for big assignments (knowing what to do first, second, etc.?)	_____
17. Difficulty setting priorities when has a lot of things to do	_____
18. Becomes overwhelmed by long-term projects or big assignments	_____
TOTAL SCORE:	_____
19. Backpack and notebooks are disorganized	_____
20. Desk or workspace at home or school is a mess	_____
21. Trouble keeping bedroom or locker tidy	_____
TOTAL SCORE:	_____

(cont.)

Executive Skills Questionnaire for Parents/Teachers *(page 2 of 2)*

- | Item | Score |
|--|-------|
| 22. Has a hard time estimating how long it takes to do something (such as homework)? | _____ |
| 23. Often doesn't finish homework at night; rushes to get it done in school before class | _____ |
| 24. Slow getting ready for things (e.g., appointments, school, changing classes)? | _____ |

TOTAL SCORE: _____

- | | |
|--|-------|
| 25. If the first solution to a problem doesn't work, has trouble thinking of a different one | _____ |
| 26. Resists changes in plans or routines | _____ |
| 27. Has problems with open-ended homework assignments (e.g., doesn't know what to write about when given a creative writing assignment?) | _____ |

TOTAL SCORE: _____

High School Students Only

- | | |
|--|-------|
| 28. Lacks effective study strategies | _____ |
| 29. Doesn't check work for mistakes even when the stakes are high | _____ |
| 30. Doesn't evaluate performance and change tactics in order to increase success | _____ |

TOTAL SCORE: _____

- | | |
|---|-------|
| 31. Can't seem to save up money for a desired object; problems delaying gratification | _____ |
| 32. Doesn't see the value in earning good grades to achieve a long-term goal | _____ |
| 33. Seems to live in the present | _____ |

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	Flexibility	28–30	Metacognition
31–33	Goal-directed persistence		

Child's Executive Skills Strengths

Child's Executive Skills Weaknesses

Executive Skills Questionnaire for Students

Big problem	1
Moderate problem	2
Mild problem	3
Slight problem	4
No problem	5

Item	Score
1. I act on impulse.	_____
2. I get in trouble for talking too much in class.	_____
3. I say things without thinking.	_____
TOTAL SCORE:	_____
4. I say, "I'll do it later" and then forget about it.	_____
5. I forget homework assignments or forget to bring home needed materials.	_____
6. I lose or misplace belongings such as coats, notebooks, sports equipment, etc.	_____
TOTAL SCORE:	_____
7. I get annoyed when homework is too hard or confusing or takes too long to finish.	_____
8. I have a short fuse; am easily frustrated.	_____
9. I get upset easily when things don't go as planned.	_____
TOTAL SCORE:	_____
10. I have difficulty paying attention and am easily distracted.	_____
11. I run out of steam before finishing my homework.	_____
12. I have problems sticking with chores until they are done.	_____
TOTAL SCORE:	_____
13. I put off homework or chores until the last minute.	_____
14. It's hard for me to put aside fun activities in order to start homework.	_____
15. I need many reminders to start chores.	_____
TOTAL SCORE:	_____
16. I have trouble planning for big assignments (knowing what to do first, second, etc.?)	_____
17. It's hard for me to set priorities when I have a lot of things to do.	_____
18. I become overwhelmed by long-term projects or big assignments.	_____
TOTAL SCORE:	_____
19. My backpack and notebooks are disorganized.	_____
20. My desk or workspace at home is a mess.	_____
21. I have trouble keeping bedroom tidy.	_____
TOTAL SCORE:	_____

(cont.)

Executive Skills Questionnaire for Students (page 2 of 2)

- | Item | Score |
|--|-------|
| 22. I have a hard time estimating how long it takes to do something (such as homework)? | _____ |
| 23. I often don't finish homework at night and rush to get it done in school before class. | _____ |
| 24. I'm slow getting ready for things (e.g., school or appointments)? | _____ |

TOTAL SCORE: _____

- | | |
|---|-------|
| 25. If the first solution to a problem doesn't work, I have trouble thinking of a different one. | _____ |
| 26. It's hard for me to deal with changes in plans or routines. | _____ |
| 27. I have problems with open-ended homework assignments (e.g., doesn't know what to write about when given a creative writing assignment?) | _____ |

TOTAL SCORE: _____

High School Students Only

- | | |
|--|-------|
| 28. I don't have effective study strategies. | _____ |
| 29. I don't check my work for mistakes even when the stakes are high. | _____ |
| 30. I don't evaluate my performance and change tactics in order to increase success. | _____ |

TOTAL SCORE: _____

- | | |
|--|-------|
| 31. I can't seem to save up money for a desired object. | _____ |
| 32. I don't see the value in earning good grades to achieve a long-term goal. | _____ |
| 33. If I should be studying and something fun comes up, it's hard for me to make myself study. | _____ |

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	Flexibility	28–30	Metacognition
31–33	Goal-directed persistence		

Your Executive Skills Strengths

Your Executive Skills Weaknesses

Executive Skills: Planning Interventions

Student Name: _____ Date: _____

I. Data Sources—check all that apply

☐ Parent Interview ☐ Parent Checklists ☐ Classroom Observation
☐ Teacher Interview ☐ Teacher Checklists ☐ Work Samples
☐ Student Interview ☐ Student Checklists ☐ Formal Assessment

II. Areas of Need—fill in applicable sections

Response Inhibition (RI): The capacity to think before acting
Specific problem behaviors (e.g., talks out in class; interrupts; says things without thinking) 1. _____ 2. _____ 3. _____
Working Memory (WM): The ability to hold information in memory while performing complex tasks
Specific problem behaviors (e.g., forgets directions; leaves homework at home; can't do mental arithmetic) 1. _____ 2. _____ 3. _____
Emotional Control (EC): The ability to manage emotions in order to achieve goals, complete tasks, or control or direct behavior
Specific problem behaviors (e.g., "freezes" on tests; gets frustrated when makes mistakes; stops trying in the face of challenge) 1. _____ 2. _____ 3. _____
Sustained Attention (SA): The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom
Specific problem behaviors (e.g., fails to complete classwork on time; stops work before finishing) 1. _____ 2. _____ 3. _____

(cont.)

Executive Skills: Planning Interventions (page 2 of 5)

Task Initiation (TI): The ability to begin projects without undue procrastination, in an efficient or timely fashion

Specific problem behaviors (e.g., needs cues to start work; puts off long-term assignments)

- 1.
- 2.
- 3.

Planning/Prioritization (P): The ability to create a roadmap to reach a goal or to complete a task

Specific problem behaviors (e.g., doesn't know where to start an assignment; can't develop a timeline for long-term assignments)

- 1.
- 2.
- 3.

Organization (O): The ability to create and maintain systems to keep track of information or materials

Specific problem behaviors (e.g., doesn't write down assignments; loses books or papers)

- 1.
- 2.
- 3.

Time Management (TM): The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines

Specific problem behaviors (e.g., doesn't work efficiently; can't estimate how long it takes to do something)

- 1.
- 2.
- 3.

Goal-Directed Persistence (GDP): The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests

Specific problem behaviors (e.g., doesn't see connection between homework and long-term goals; doesn't follow through to achieve stated goals)

- 1.
- 2.
- 3.

(cont.)

Executive Skills: Planning Interventions (page 3 of 5)

Flexibility (F): The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes; it relates to an adaptability to changing conditions

Specific problem behaviors (e.g., gets stuck on one problem-solving strategy; gets upset by unexpected changes to schedule or plans)

- 1.
- 2.
- 3.

Metacognition (M): The ability to stand back and take a bird's-eye view of oneself in a situation; the ability to self-monitor and self-evaluate

Specific problem behaviors (e.g., doesn't have effective study strategies; difficulty catching or correcting mistakes)

- 1.
- 2.
- 3.

III. Establish Goal Behavior—select specific skill to work on

GOAL BEHAVIOR 1

Target Executive Skill: _____

Specific Behavioral Objective: _____

IV. Design Intervention

What environmental supports or modifications will be provided to help reach the target goal?

(cont.)

Executive Skills: Planning Interventions (page 4 of 5)

What specific skills will be taught, who will teach skill, and what procedure will be used to teach the skill(s)?

Skill:

Who will teach skill:

Procedure:

Skill:

Who will teach skill:

Procedure:

What incentives will be used to help motivate the student to use/practice the skill(s)?

How Will the outcome be measured?

V. Evaluate Intervention

Review date: _____

Was the behavioral objective met? Yes, completely: ____ Yes, partially: ____ No: ____

(cont.)

Executive Skills: Planning Interventions (page 5 of 5)

Assessment of efficacy of intervention components:

Environmental Supports/Modifications
Were they put in place?
Were they effective?
Do they need to be continued?
Plan for fading supports:

Skill Instruction
Was the instruction implemented?
What was the outcome?
Does the instruction need to be continued?
Plan for fading instruction:

Incentives
Were incentives used?
Were they effective?
Do they need to be continued?
Plan for fading incentives:

Date for next review: _____

Forms for Developing Behavior Plans/Incentive Systems

A. Incentive Planning Sheet

Problem Behavior

Goal

Possible Rewards

Daily

Weekly

Long Term

Possible Contingencies

(cont.)

Forms for Developing Behavior Plans/Incentive Systems (page 2 of 2)

B. Contract

Child agrees to: _____

To help child reach goal, parents or teacher(s) will: _____

Child will earn: _____

If child fails to meet agreement, child will: _____

Executive Skills Self-Management Checklist

Element	What does student participation look like?	Check if included in intervention
Selection of target behavior	Student helps identify what behavior problem needs to be addressed.	
Definition	Student involved in developing operational definition of the target behavior (e.g., “keep hands to self during circle time”).	
Selection of primary reinforcers	Student is asked to identify possible reinforcers; helps create a reinforcement menu.	
Performance goal	Student helps set a reasonable goal for the target behavior (e.g., “Remember to raise my hand x% of the time”).	
Instructional prompt	Student helps decide the best way to remember to prompt for the behavior (e.g., use of kitchen timer or random self-cuing for on-task behavior).	
Observation	Student is responsible for monitoring the target behavior.	
Recording	Ask student best way to record the presence or absence of the target behavior.	
Evaluation	Student is at least partially responsible for determining when the goal was met (may include a system for verifying accuracy).	
Administration of secondary reinforcers	Student gives him- or herself points or tokens for exhibiting target behavior.	
Administration of primary reinforcers	When the student has accumulated enough points or tokens, he or she chooses reward from reinforcement menu.	
Monitoring	Student is responsible for charting or graphing performance over time.	

Getting to Know You

Name: _____

1. How do you spend your spare time? Check (v) all that apply and draw a circle around your favorite three activities.

☐ with family ☐ TV/DVDs ☐ reading ☐ theater/dance ☐ part-time job
☐ with friends ☐ alone ☐ sports ☐ Internet, IM ☐ video/computer games
☐ outdoors ☐ sleeping ☐ writing ☐ listening to music ☐ volunteering
☐ arts, crafts, building things ☐ playing an instrument ☐ extracurricular activities at school
☐ dirt biking/four-wheeling ☐ OTHER: _____

2. What talents do you have? Check all that apply and provide an example if you can.

☐ Athletic: _____ ☐ Artistic: _____
☐ Musical: _____ ☐ Writing: _____
☐ Communication: _____ ☐ Leadership: _____
☐ Performing arts: _____ ☐ Technology: _____
☐ Mechanical skills: _____ ☐ Math/sciences: _____
☐ Cooking, sewing: _____ ☐ Interpersonal skills: _____
☐ OTHER: _____

3. What personal qualities do you have that you consider to be strengths? Check up to five.

☐ leadership ☐ patience ☐ creativity ☐ sense of humor ☐ independence
☐ caring, empathy ☐ hard worker ☐ loyalty ☐ imagination ☐ dependability
☐ determination ☐ optimism ☐ self-control ☐ coping skills ☐ problem solving
☐ persistence ☐ ambition ☐ honesty ☐ organization ☐ courage
☐ competitiveness ☐ extraversion (outgoing) ☐ working well with others
☐ OTHER: _____

4. What areas of skill or knowledge would you like to become an expert in? List *any* topic that interests you, even if it is something you don't usually learn about in school (e.g., skateboarding, video games, sports statistics, cheerleading, horseback riding).

(cont.)

Getting to Know You (page 2 of 2)

5. How do you learn best? Check all that apply.

a. Group size:

- ☐ alone ☐ small group (2–4 people)
☐ medium group (5–7 people) ☐ whole class

b. Learning style:

- ☐ visual ☐ hands on
☐ listening ☐ memorizing
☐ discussion ☐ activity/experiential learning
☐ apprenticeship ☐ taking notes
☐ reading ☐ thinking about what I've read or heard
☐ OTHER: _____

c. What is your preferred study environment?

- ☐ library ☐ study hall at school
☐ bedroom ☐ other room in my house
☐ with friends ☐ public place (e.g., coffee shop)
☐ resource room ☐ OTHER: _____

6. What are your preferred classroom activities? Check all that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> lecture | <input type="checkbox"/> discussions | <input type="checkbox"/> projects |
| <input type="checkbox"/> debates | <input type="checkbox"/> group games | <input type="checkbox"/> presentations |
| <input type="checkbox"/> reading | <input type="checkbox"/> creative writing | <input type="checkbox"/> worksheets |
| <input type="checkbox"/> labs/experiments | <input type="checkbox"/> cooperative learning | <input type="checkbox"/> brainstorming |
| <input type="checkbox"/> outdoor activities | <input type="checkbox"/> field trips | <input type="checkbox"/> learn, then teach others |
| <input type="checkbox"/> role playing | <input type="checkbox"/> simulations | <input type="checkbox"/> taking tests |
| <input type="checkbox"/> self-directed learning | <input type="checkbox"/> individual research | <input type="checkbox"/> doing homework |
| <input type="checkbox"/> movies/DVDs | <input type="checkbox"/> working on the computer | <input type="checkbox"/> teacher-led instruction |
| <input type="checkbox"/> doodling | <input type="checkbox"/> daydreaming | <input type="checkbox"/> talking with friends |
| <input type="checkbox"/> OTHER: _____ | | |

FORM 5.1**Morning Routine Checklist**

Task	Check When Done
Hang up coats/outerwear in appropriate place	
Get out homework and place on right upper corner of desk	
Sharpen pencils and gather other materials needed for the first class	
Check the blackboard for instructions	
Follow instructions	

End-of-Day Routine Checklists

End-of-Day Routine—Checklist 1

Materials needed	Packed in bag
Assignment book filled in	
Spelling workbook	
Reading book	
Reading folder	
Social studies book	
Social studies folder	
Science book	
Science folder	
Math book	
Math folder	
Other (permission slips, notices, etc.):	
Signed: _____ Date: _____	

(cont.)

End-of-Day Routine Checklists (page 2 of 2)

End-of-Day Routine—Checklist 2

Steps to Follow	Check When Done
Hand in any homework assignments completed	
Hand in any in-class assignments completed	
Return any materials borrowed from classmates or teacher	
Tidy up desk surface; check floor around desk	
Gather all necessary materials to go home 1—Books 2—Notebooks 3—Folders 4—Assignment book 5—Worksheets 6—Slips/notices for parents 7—Clothing (hat, mittens, coat) 8—Gym clothes 9—Other	
Place appropriate materials in backpack	
Ask myself, Am I forgetting anything?	

FORM 5.3

Daily Homework Planner

Date: _____

Subject/assignment	Do I have all the materials?	Do I need help?	How long do you think it will take?	Start time	Stop time	How long did it take?
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>				

From Dawson and Guare (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

Attention-Monitoring Checklist

Date: _____

Time: _____

Class activity: _____

[illegible]

Desk Cleaning Checklist

STEP 1: GATHER NECESSARY MATERIALS

Materials needed	Check all that apply
Wastebasket	
Empty file folders	
Three-ring binders	
Paper clips	
Stapler	
Manila envelopes	

STEP 2: FOLLOW DESK-CLEANING PROCEDURE

Procedure	Check when done
Empty out desk.	
Sort everything into two piles: <i>Save/Don't Save</i> .	
Throw <i>Don't Save</i> pile in wastebasket.	
Sort <i>Save</i> Pile into two piles: 1. School stuff (books, unfinished assignments, assignments that are completed but the teacher wants me to save, pens, pencils, etc.) 2. Home stuff (notices/slips to give Mom, assignments I want to save but don't have to keep for teacher, uneaten snacks, etc.)	
Put "home stuff" in backpack to go home (in folders or manila envelopes if necessary).	
Sort school stuff: one pile for incomplete homework assignments, one pile for each subject (not current homework), one extra pile for "other."	
Organize each subject pile following teacher instructions (e.g., placing materials by date in three-ring binders or folders).	
Decide what to do with the "other" pile.	
Put all school materials neatly back in desk.	

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:

(cont.)

Writing Template for a Five-Paragraph Essay *(page 2 of 2)*

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):

Long-Term Project-Planning Sheet

STEP 1: SELECT TOPIC

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

Final Topic Choice:

STEP 2: IDENTIFY NECESSARY MATERIALS

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

(cont.)

Long-Term Project-Planning Sheet (page 2 of 2)

STEP 3: IDENTIFY PROJECT TASKS AND DUE DATES

<i>What do you need to do? (List each step in order)</i>	<i>When will you do it?</i>	<i>Check off when done</i>
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. _____

Tools for Studying

A. Menu of Study Strategies

Check off the ones you will use.

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

Organizing Notebooks/Homework

A. 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.		

B. 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					
Place all assignments (both finished and unfinished) in appropriate places					

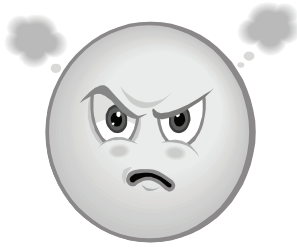
Note-Taking Template: Cornell Method

Date: _____ Class: _____

Lecture Topic: _____

Key terms and concepts	Running notes	Reflections, questions, links to personal experience

Hard Times Board



Triggers: What makes me mad



Can't dos



When I'm having a hard time, I can take a break and

Maintaining Self-Control



The things I do without thinking include



Common situations where I act without thinking are

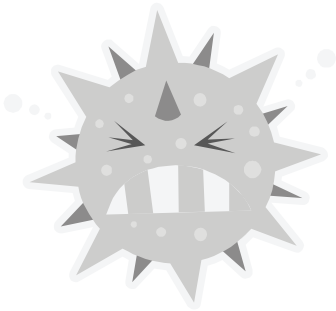


What I will do to stay controlled

Worry Board



I get worried when . . .



When I get nervous . . .



When I'm feeling nervous I can . . .

Managing Changes in Plans or Schedules

A. Surprise! Card

Date: _____

[illegible]

B. Complaint Form

Date:

Nature of Complaint:

Why You Think the Situation Was Unfair:

What You Wish Had Happened:

Learning Not to Cry over Little Things

A. Upset Log

Date	Time	Duration of upset	Precipitating event

B. Contract

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 the problem?

What are some possible things I (we) could do to solve the problem?

What will I (we) try first?

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

How did it go? Did my (our) solution work?

What might I (we) do differently the next time?

FORM 8.1**Progress Monitoring: Response to Intervention**

Student's Name: _____

Tier level	Intervention	Start date	Review date	Criterion for success	Measurement procedure	Outcome	Next step

From Dawson and Guare (2010). Copyright by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).