

EXECUTIVE SKILLS: PLANNING INTERVENTIONS

Student Name: _____ Date: _____

I. Data Sources—check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Parent Checklists | <input type="checkbox"/> Classroom Observation |
| <input type="checkbox"/> Teacher Interview | <input type="checkbox"/> Teacher Checklists | <input type="checkbox"/> Work Samples |
| <input type="checkbox"/> Student Interview | <input type="checkbox"/> Student Checklists | <input type="checkbox"/> Formal Assessment |
| <input type="checkbox"/> Therapist Interview | <input type="checkbox"/> Therapist Checklists | |

II. Area of Need—For applicable behaviors ONLY, check the appropriate frequency.

Response Inhibition (RI): The capacity to think before acting.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Interrupts a lot, speaks out of turn, speaks without thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does not get started on work until end of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Makes impulsive decisions that interfere with school demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Rushes through assignments without reading directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Is inconsistent, following rules one day but not the next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Chatters excessively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working Memory (WM): The ability to hold information in memory while performing complex tasks.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Has trouble following directions, particularly when the directions are only given orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has difficulty with writing and other complex, multi-step tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does not remember what has just been read or explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has trouble taking notes in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Forgets the steps of a sequence when trying to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Forgets to take what s/he needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-Regulation of Affect (SRA): The ability to manage emotions in order to achieve goals, complete tasks, or control/direct behavior.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Is easily frustrated and quick to give up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is unable to tolerate corrections or criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Finds it difficult to calm down and do work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has trouble postponing play or favorite activities until work is done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Freezes on tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sustained Attention (SA): The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Is easily sidetracked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has difficulty noticing details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Has a short attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Forgets assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Forgets materials to complete assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Rushes through a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Has difficulty seeing things through to completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task Initiation (TI): The ability to begin projects without undue procrastination, in an efficient or timely fashion.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Has trouble getting started even after being given directions and told to begin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Needs cues to start work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Is unable to complete three or four assignments in a row	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has difficulty following multi-step routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Often turns assignments in late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Stares at a paper or screen, unable to begin writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Planning/Prioritization (P): The ability to create a roadmap to reach a goal or to complete a task.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Comes to class unprepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Cannot develop a timeline for long-term assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Becomes overwhelmed trying to juggle multiple projects and classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has trouble identifying the main idea or most important information in what is read or heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Doesn't know where to start assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organization (O): The ability to arrange or place things according to a system.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Does homework but neglects to turn it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has trouble organizing his/her material, paperwork and/or computer files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Comes into class without needed material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Often arrives late or turns in assignments late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Does sloppy or incomplete work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Doesn't work efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has a hard time estimating how long an activity/task will take from start to finish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Has a hard time telling time (analog and digital)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has a hard time making and following a schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Has a hard time completing work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Doesn't follow through to achieve stated goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Doesn't see connection between work and long-term goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has a hard time starting a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Has a hard time getting back on task if interrupted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Has a hard time with delayed gratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Flexibility (F): The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes; this relates to an adaptability to changing conditions.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Does not tolerate a change of strategy or tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has difficulty with open-ended assignments that require brainstorming or choosing a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Panics when there is a lot to remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Gets upset by unexpected changes to schedule or plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Has trouble with transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.				
Student has the following problem behavior(s):		Frequency:		
		Seldom	Sometimes	Usually
1.	Has a hard time noticing careless mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is not aware of being socially out of sync	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Has a hard time thinking abstractly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has difficulty problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Doesn't recognize that people perceive things differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Has a hard time knowing how s/he learns best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Target Executive Skill (check one box):

RI	WM	SRA	SA	TI	P	O	TM	GDP	F	M
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specific Behavior Objective: _____

IV. **Design Intervention**

<p>What environmental supports or modifications will be provided to help reach the target goal?</p>
<p>What specific skill(s) will be taught, who will teach skill(s) and what procedure will be used to teach skill(s)?</p> <p>Skill:</p> <p>Who will teach skill:</p> <p>Procedure:</p> <p>Skill:</p> <p>Who will teach skill:</p> <p>Procedure:</p>

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

V. Evaluate Intervention

Review Date: _____
 Was the behavioral objective met? Yes, completely Yes, partially No

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: _____

References:

Clark, G.M., Patton, J.R., & Moulton, L.R. (2000). Informal Assessments for Transition Planning. PRO-ED, Inc.

Skills, L.M., SCAC. (2011). what the ef! executive functions: metacognition strategy. www.addwithease.com/wordpress/what-the-ef-executive-functions-metacognition-strategy/