

Activities

Executive Skills Questionnaire —

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Step I: Read each item below and then rate that item based on 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 three scores in each section. Use the Key on page 2 to determine your executive skill strengths (2-3 highest scores) and weaknesses (2-3 lowest scores).

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

Item	Your score
1. I don't jump to conclusions	_____
2. I think before I speak.	_____
3. I don't take action without having all the facts.	_____
YOUR TOTAL SCORE:	_____
4. I have a good memory for facts, dates, and details.	_____
5. I am very good at remembering the things I have committed to do.	_____
6. I seldom need reminders to complete tasks	_____
YOUR TOTAL SCORE:	_____
7. My emotions seldom get in the way when performing on the job.	_____
8. Little things do not affect me emotionally or distract me from the task at hand.	_____
9. I can defer my personal feelings until after a task has been completed	_____
YOUR TOTAL SCORE:	_____
10. No matter what the task, I believe in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for me.	_____
12. I seldom leave tasks to the last minute	_____
YOUR TOTAL SCORE:	_____
13. I find it easy to stay focused on my work.	_____
14. Once I start an assignment, I work diligently until it's completed.	_____
15. Even when interrupted, I find it easy to get back and complete the job at hand.	_____
YOUR TOTAL SCORE:	_____
16. When I plan out my day, I identify priorities and stick to them	_____
17. When I have a lot to do, I can easily focus on the most important things.	_____
18. I typically break big tasks down into subtasks and timelines.	_____
YOUR TOTAL SCORE:	_____
19. I am an organized person.	_____
20. It is natural for me to keep my work area neat and organized.	_____
21. I am good at maintaining systems for organizing my work.	_____
YOUR TOTAL SCORE:	_____

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

Item	Your score
22. At the end of the day, I've usually finished what I set out to do.	_____
23. I am good at estimating how long it takes to do something.	_____
24. I am usually on time for appointments and activities.	_____
YOUR TOTAL SCORE:	_____
25. I take unexpected events in stride.	_____
26. I easily adjust to changes in plans and priorities.	_____
27. I consider myself to be flexible and adaptive to change.	_____
YOUR TOTAL SCORE:	_____
28. I routinely evaluate my performance and devise methods for personal improvement.	_____
29. I am able to step back from a situation in order to make objective decisions.	_____
30. I "read" situations well and can adjust my behavior based on the reactions of others.	_____
YOUR TOTAL SCORE:	_____
31. I think of myself as being driven to meet my goals.	_____
32. I easily give up immediate pleasures to work on long-term goals.	_____
33. I believe in setting and achieving high levels of performance.	_____
YOUR TOTAL SCORE:	_____
34. I enjoy working in a highly demanding, fast-paced environment.	_____
35. A certain amount of pressure helps me to perform at my best.	_____
36. Jobs that include a fair degree of unpredictability appeal to me.	_____
YOUR TOTAL SCORE:	_____

KEY

Items	Executive Skill	Items	Executive Skill
1 - 3	Response Inhibition	4 - 6	Working Memory
7 - 9	Emotional Control	10 - 12	Task Initiation
13 - 15	Sustained Attention	16 - 18	Planning/Prioritization
19 - 21	Organization	22 - 24	Time Management
25 - 27	Flexibility	28 - 30	Metacognition
31 - 33	Goal-Directed Persistence	34-36	Stress tolerance

Strongest Skills

Weakest Skills

Name _____

Date _____

Skills and Strengths I Possess

Employability Skills

<input type="checkbox"/> I go for what I want	<input type="checkbox"/> I get a lot of work done
<input type="checkbox"/> I am good at what I do	<input type="checkbox"/> I am honest
<input type="checkbox"/> I do what I say I will	<input type="checkbox"/> I am willing to learn
<input type="checkbox"/> I do things on my own	<input type="checkbox"/> I stick to the job
<input type="checkbox"/> I have lots of energy	<input type="checkbox"/> I am on time
<input type="checkbox"/> I can easily 'switch gears'	<input type="checkbox"/> I can solve problems
<input type="checkbox"/> I work hard	<input type="checkbox"/> I get lots of work done
<input type="checkbox"/> I like being in charge	<input type="checkbox"/> I see the positive side
<input type="checkbox"/> I want to do a good job	<input type="checkbox"/> I keep things in order

People Skills

<input type="checkbox"/> I care for others	<input type="checkbox"/> I am dependable
<input type="checkbox"/> I am nice to be around	<input type="checkbox"/> I have respect for others
<input type="checkbox"/> I watch for other's feelings	<input type="checkbox"/> Others can count on me
<input type="checkbox"/> I get along well with others	<input type="checkbox"/> I work well with others
<input type="checkbox"/> I am positive with others	<input type="checkbox"/> I am sincere
<input type="checkbox"/> I am friendly	<input type="checkbox"/> I am sensitive to feelings
<input type="checkbox"/> I am a good listener	<input type="checkbox"/> I have a sense of humor
<input type="checkbox"/> I am helpful	<input type="checkbox"/> I am patient
<input type="checkbox"/> I don't try to get attention	<input type="checkbox"/> I am kind to others

Talents & Abilities

<input type="checkbox"/> I am artistic	<input type="checkbox"/> I can repair things easily
<input type="checkbox"/> I am good at sports	<input type="checkbox"/> I can perform or act
<input type="checkbox"/> I can cook and bake	<input type="checkbox"/> I have good computer skills
<input type="checkbox"/> I create with ideas	<input type="checkbox"/> I am good at math
<input type="checkbox"/> I create with metal	<input type="checkbox"/> I am good with sales
<input type="checkbox"/> I create with pictures	<input type="checkbox"/> I am good with children
<input type="checkbox"/> I create with wood	<input type="checkbox"/> I am good with animals
<input type="checkbox"/> I create with words	<input type="checkbox"/> I can design fashions
<input type="checkbox"/> I create with my hands	<input type="checkbox"/> I can play music

Compiled by: _____

Strengths

Career Interests

Learning Preferences

Hurdles

Accommodations

Personality

Transition Activities

Instructional Options

Community Options

Employment Options

Whelan-Gioia 2013 adapted from DiCecco & Whelan-Gioia 2007 adapted from Curtis, Koorndyk, Simmons, 97.

Stephanie

Stephanie is a 20 year old student with a mild cognitive disability. Stephanie will graduate from public school in less than six months. She is a quiet young woman who works diligently without much interaction with others. Stephanie will engage in conversation with her family and friends at school, but she is rather quiet at work. She currently lives with her mother, father, and younger brother but would like to live with her older sister in a few years. Stephanie likes to go to the mall with her girlfriends, and she was on the dance club at her high school.

For the past few years, Stephanie has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels, including preparing the dough, shaping the pretzels, baking the pretzels, and placing them in the glass display case. Stephanie enjoyed her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she does not have the skills necessary to be a cook or prep chef.

Stephanie needs to acquire new skills to reach her goal of working in a downtown restaurant. Stephanie expressed a desire to apply for jobs at local chain to gain experience in a restaurant setting. Also, her mother and father have taken her to and from her summer job, but after graduation, she will work all year round. Her parents will not be able to transport her regularly to and from work every day. She will need to make other transportation plans, but she never taken a public bus on her own. Stephanie's parents would like some strategies to help Stephanie get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money.

Also, Stephanie reads at a third grade level and is unable to read signs that she sees in unfamiliar places. She also has problems reading the time on analog clocks, which are found in most in food service environments.

Current Performance The IEP's Present Levels of Educational Performance indicates that Stephanie has missed less than 2% of her school days throughout high school and that most of the absences were due to illness. She has successfully passed all the necessary vocational/technical and adapted academic classes for earning an Occupational Diploma.

Her current psychological report notes an overall IQ in the upper limits of the Borderline Intellectually Deficient Range, with commensurate academic skills in reading, writing, and math.

Her Adaptive Behavior scores on the on *The Supports Intensity Scale* show a need for additional training in the areas of community living activities, home living activities, employment activities, and protection and advocacy activities. Her special education case manager notes that Stephanie has expressed interest working in the restaurant or food service area, which is supported by her scores on the *Self-Directed Search Form E* and *Wide Range Interest and Opinion Test – 2*. Her work site coordinator noted relative on the job strengths in personal hygiene, punctuality, getting along with co-workers, overall job performance, work ethic, and responsive to supervision.

Jason

Jason just completed his junior year of high school. He is 16 years old. He is a bright, friendly student with a specific learning disability in reading and reading comprehension. He is treasurer of the student council and plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a freshman and they have been dating for about six months. On weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time.

On Saturdays during the school year, he earns spending money by working in his uncle's legal firm, answering the telephone and filing various documents. Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students.

At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

Current Performance "Jason has had excellent attendance throughout middle school and into high school". He has successfully passed all the necessary academic classes, End of Course (EOC) Exams, and should earn a regular diploma. His current psychological report notes that his overall IQ is 115, while his academic levels are on par with his IQ in the areas of written language and math.

His oral reading and reading comprehension are well below expected levels, qualifying him for a Specific Learning Disability in Reading and Reading Comprehension. His special education case manager notes his interest in becoming a high school teacher, which is supported by the feature that both his parents are teachers and he has served as a peer tutor while in high school.

When completing the Self-Directed Search Form R his score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for high school teacher. On the Career Interest Inventory – Level Two, Jason scored in the High Range for Educational Service, Health Service, and Mathematics and Science.

Given his previous work history, he also took the Work Adjustment Inventory scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. This score pattern suggests a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others and is comfortable with adapting to changes in work routines and settings. Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.

When completing the Transition Planning Inventory, Jason identified specific transition-related needs in the area of planning for further education and training. Specifically, he expressed concern with knowing how to gain entry into the college or university of his choice and succeeding in an appropriate postsecondary program. Jason has also purchased Scholastic Achievement Test (SAT) practice books and worked with the school's SAT preparation software this semester (second semester, sophomore).

On his most recent psychological, Jason demonstrated below average reading skills, based on the Woodcock Johnson Revised, administered March 30, 2005. His written language and math skills were in the high average range. Jason has a diagnosis of a specific learning disability in reading and reading comprehension. His reading performance requires accommodations for testing (e.g., extended time, testing in a separate room) and participation in the general curriculum (e.g., access to text on a CD or DVD format to allow for access to an independent reader).

Action Plan



What I've Learned

Plan

Task:

Action: