



Where to Start Guide for Life Skills Advocate's Executive Functioning Assessment

After completing Life Skills Advocate's [Executive Functioning Assessment](#), you and your learner may find yourselves reflecting on the results with curiosity, concern, and hope. The questionnaire has provided a snapshot of the areas where your learner excels and the challenges they face, shedding light on the complex workings of their daily living skills.

You might wonder how you turn these findings into actionable steps that foster growth, build resilience, and support your learners' journey toward greater independence.

This guide is designed to explain the background of this assessment and help with the next steps.

Background

Life Skill Advocate's Executive Function Assessment is an informal, data-informed self-report tool that learners complete to learn more about their specific areas of strength and challenges in various executive functioning skills.

Executive function coaches, special education teachers, parents and guardians, professionals, and learners themselves can use this tool to learn more about themselves across areas including planning, time management, task initiation, organization, problem-solving, flexibility, working memory, emotional control, impulse control, attentional control, and self-monitoring skills. This tool was originally used by executive function coaches at Life Skills Advocate and has been shared at no cost to help empower neurodivergent individuals, families, and service providers to support the development of executive functioning skills.

This EF Assessment is aligned with the [Real-Life Executive Functioning Workbook](#), which is available for purchase [here](#). This workbook can similarly be used by learners, families, and other professionals to guide neurodivergent individuals through activities to develop key executive functioning skills. Continue reading to learn more about the workbook and other tools to help develop executive functioning skills.

About the Assessment Areas

The Executive Function Assessment is a free tool created by Life Skills Advocate and inspired by existing research on the development of executive functioning skills. The assessment features eleven areas including:

1. Planning
2. Time Management
3. Task Initiation
4. Organization
5. Problem-Solving
6. Flexibility
7. Working Memory
8. Emotional Control
9. Impulse Control
10. Attentional Control
11. Self-Monitoring

Each executive functioning skill has its own discrete assessment, with seven distinct items meant to measure that specific sub-skill of executive functioning.

ATTENTIONAL CONTROL ASSESSMENT

Complete this assessment worksheet to identify areas of concern and brainstorm goals to build your attentional control.

PRE POST

Instructions:

- Read each statement, or have someone read this with you.
- Place an X in the box that most closely describes you or your learner.

1. I can easily complete tasks with lots of steps.

NEVER RARELY SOMETIMES OFTEN ALWAYS

2. I work carefully and avoid rushing through tasks.

NEVER RARELY SOMETIMES OFTEN ALWAYS

3. I can power through a task even if it's boring.

NEVER RARELY SOMETIMES OFTEN ALWAYS

4. I focus on homework and chores without getting sidetracked.

NEVER RARELY SOMETIMES OFTEN ALWAYS

5. Once I start on a task, I can work straight through to the end.

NEVER RARELY SOMETIMES OFTEN ALWAYS

6. If I get interrupted in the middle of a task, I can easily pick up where I left off.

NEVER RARELY SOMETIMES OFTEN ALWAYS

7. I can focus on my work even when others are talking around me.

NEVER RARELY SOMETIMES OFTEN ALWAYS

SCORING: Using the scoring guide below, calculate the total score.

NEVER RARELY SOMETIMES OFTEN ALWAYS

0 1 2 3 4

TOTAL SCORE:

NEED SUPPORT 0-10
My attentional control and other executive functioning skills are likely causing challenges in all areas of my life. There are likely significant benefits if I can learn new skills.

SUPPORTED INDEPENDENCE 11-20
My attentional control and other executive functioning skills are likely causing challenges in at least one area of my life. There are likely some benefits to learning new skills.

INDEPENDENT 21+
My attentional control is well-developed. If I'm still having challenges, I may have other executive functioning skills to focus on.

COMMENTS:
If you would like to share more details or explain your choices, please add comments in the space below or have someone write them for you.

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The last page of the assessment is the Scoring Page Summary which is an area to document all of your scores in one place to quickly identify your lowest and highest scores.

SCORING PAGE SUMMARY

PRE POST

SCORE RANGES:

Need Support - Scores Between 0-10
 • This area is likely causing challenges in at least one area of my life.

Supported Independence - Scores Between 11-20
 • This area is likely causing challenges in at least one area of my life.

Independent - Scores 21+
 • This skill is well-developed.

INDEPENDENT EF SKILLS:
 List the three areas where you or your learner reported the **highest** scores. These areas are where you are the most independent, and will support the development of other EF skills.

1 _____
 2 _____
 3 _____

EF SKILLS TO DEVELOP:
 List the three areas where you or your learner reported the **lowest** scores. These areas are where you need the most support developing new skills.

1 _____
 2 _____
 3 _____

MY NEXT STEPS:
 See the "Where to Start Guide" for more information on the next steps to develop EF skills. The guide is available on the [download page here](https://www.lifeskillsadvocate.com) to help families, teachers, other support professionals, and neurodivergent individuals use these results to identify helpful strategies for developing EF skills.

Instructions:

- Copy your overall scores from each assessment section to the corresponding area on the right side of the page.
- Identify areas of strength and areas to develop.

PLANNING	<input type="text"/>
TIME MANAGEMENT	<input type="text"/>
TASK INITIATION	<input type="text"/>
ORGANIZATION	<input type="text"/>
PROBLEM-SOLVING	<input type="text"/>
FLEXIBILITY	<input type="text"/>
WORKING MEMORY	<input type="text"/>
EMOTIONAL CONTROL	<input type="text"/>
IMPULSE CONTROL	<input type="text"/>
ATTENTIONAL CONTROL	<input type="text"/>
SELF-MONITORING	<input type="text"/>

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The following items are included on each scale:

Planning Assessment

1. I stick to a daily routine.
2. When I start chores or homework, I finish them through to the end.
3. I use a calendar or other tool to remind me of events.
4. I am content when I complete tasks because I have a plan.
5. I know which task to start first when I begin a project.
6. I get tasks done neatly and orderly.
7. I know how to put steps in order for a bigger project.

Time Management Assessment

1. I'm on time for appointments and family events.
2. I can accurately estimate how long it will take me to complete a task.
3. I have enough time to complete tasks carefully so I don't make mistakes.
4. I complete tasks promptly and avoid procrastination.
5. I complete my daily routines and to-do lists.
6. I make lists or use a calendar so I know what I need to do each day.
7. When I have a lot to do, I can prioritize what tasks to do first.

Task Initiation Assessment

1. I'm able to start tasks without postponing them.

2. I know how to get started with most tasks.
3. I start chores and homework right away.
4. I can set aside a fun activity when I have something more important to complete first.
5. I easily finish tasks, even ones I don't want to do.
6. I can complete daily tasks without reminders from parents or teachers.
7. I choose to complete the most important task first.

Organizational Assessment

1. I keep my spaces neat and orderly.
2. I have systems to organize my work.
3. I know what I need to do, and when I need to do it.
4. People who know me say that I am an organized person.
5. I feel better when my space is organized.
6. When I have a lot to do, I can make a plan and figure out what I need to do first.
7. I try to have a place for everything.

Problem-Solving Assessment

1. I can easily identify problems when they start.
2. I can identify facts and gather relevant information.
3. I can get to the bottom of why problems start.
4. Finding multiple ways to complete a project is easy for me.
5. Others think my solutions to problems are creative.
6. Most times I evaluate the pros and cons before I take the next step.
7. When I decide on a solution to a problem, I know how to implement it.

Flexibility Assessment

1. I recognize problems and make changes to fix them.
2. I'm okay if things change unexpectedly.
3. Switching between tasks is easy for me.
4. I accept other's ideas even if they're different from my own.
5. I can easily adjust to different rules and different expectations.
6. I don't mind if things go wrong or if I have to try a different way to solve a problem.
7. I'm okay if I can't control things or when others make choices for me.

Working Memory Assessment

1. I pay close attention to details to avoid mistakes.
2. Mental math is an easy task for me.
3. I can remember multiple step instructions for tasks.
4. People who know me would say I have a good attention span.
5. I can see chores, homework, and tasks through to the end.
6. I often remember what I'm doing and stay focused throughout a task.
7. I can keep track of lots of facts and information and recall them when I need it.

Emotional Control Assessment

1. When bad things happen, I bounce back easily.
2. I control my temper.
3. I handle frustration in healthy ways.
4. Others would say I have good patience.
5. When I get upset, it's easy for me to calm down and get back to work.
6. I avoid saying things to 'get back' at or hurt someone when I'm upset.
7. I have a high tolerance for working through difficult tasks and situations.

Impulse Control Assessment

1. I read and follow instructions carefully.
2. I think about decisions before I make them.
3. I'm okay waiting for something I really want even if it's hard.
4. I think before I speak.
5. I believe it is best to wait until I have all the facts before taking action.
6. I avoid jumping to conclusions.
7. People who know me describe me as consistent and reliable.

Attentional Control Assessment

1. I can easily complete tasks with lots of steps.
2. I work carefully and avoid rushing through tasks.
3. I can power through a task even if it's boring.
4. I focus on homework and chores without getting sidetracked.
5. Once I start on a task, I can work straight through to the end.
6. If I get interrupted in the middle of a task, I can easily pick up where I left off.
7. I can focus on my work even when others are talking around me.

Self-Monitoring Assessment

1. I try to get better at things over time.
2. I can "read" situations and adjust my behavior if needed.
3. I can see problems from other's perspectives.
4. I welcome feedback and criticism because it helps me improve.
5. I can step back from a situation and evaluate what's not working right.
6. I regularly evaluate my progress and try to adjust my plans.
7. I'm open to making changes in order to do a better job.

Intended Audiences

The Executive Function (EF) Assessment is a valuable tool for neurodivergent learners, families, teachers, and other professionals, helping them all work together to develop essential daily living skills and promote independence. This assessment can easily be used by anyone who is determined to learn more about an individual's unique EF skills. In addition, the questionnaire can be used as a self-report tool or a tool used in combination by the learner and a trusted family member, teacher, or other professional.

Neurodivergent Learners

Assessments provide insight into their unique strengths and challenges, helping them understand which skills may need more focus, like organizing tasks, managing time, or following multi-step directions. This awareness empowers learners to engage more actively in their personal growth and self-advocacy. The more involved learners are in their skill development, the better they will be able to advocate for their needs in the future when expected to demonstrate more independence.

Families of Neurodivergent Individuals

The EF Assessment helps families better understand their loved one's needs, allowing them to reinforce skills at home through supportive, structured routines. This allows families to consider ways to adapt daily living routines, such as cleaning, cooking meals, and preparing for transitions, to best meet their learner's needs. By being informed of their learner's unique strengths and needs, they can also help to advocate for those needs in different contexts, like the school and community.

Families can also use this measure in collaboration with their learner's school-based team. By sharing the results of this tool in combination with other methods of gathering data, your learner's team can identify areas that are challenging at home and school. Strategies and techniques for developing areas of concern can then be worked on across different settings.

Special Education Teachers

Special education teachers can use these assessment results to create individualized support plans, adapting instruction to focus on developing specific executive function skills critical for academic success and everyday independence. Special education teachers can use this information to measure progress toward individualized goals and identify if changes need to be considered for direct services and accommodations.

Other Support Professionals

Other professionals, both within and outside the school setting, such as occupational therapists and counselors, can use the data to design tailored interventions that build practical skills, such as self-regulation and problem-solving, promoting greater independence and confidence in daily life. For example, schools can use this measure as a way to monitor the effectiveness of executive functioning interventions to help demonstrate student progress or make adjustments to interventions. This tool can also be used in clinical settings as one potential method of working with clients to identify areas of need and plan for supporting those needs moving forward. These professionals can then collaborate with others on the learner's support team to generalize these skills across different settings.

Steps to take After Completing the Assessment

There are no right or wrong ways to use the EF Assessment after completion. However, we have identified some different ways that learners, families, and professionals can use the responses on this assessment to help support EF skill development.

1. Be Purposeful

Before taking the EF Assessment, it's important to reflect on why you're taking it and what you hope to learn from the results. Consider whether the results will be used for personal exploration or as part of a treatment plan. Reflecting on your intentions will help guide your thinking while completing the assessment. For example, if you are hoping to improve executive functioning skills specific to school, ensure you have that in mind while answering each section of the assessment.

2. Complete Desired Sections

You can choose to complete the assessment in its entirety or complete specific sections. Some reasons that individuals may elect to complete only part of the assessment include monitoring progress toward goals in a specific EF area or determining whether you need to redo a section based on changes in life circumstances or perspective.

Navigate to each section that you intend to complete. Each section has seven questions, and it will be important to complete all seven questions to learn about your skills in that area of executive functioning. Answer each question on the following scale:

- 0 = *Never*
- 1 = *Rarely*
- 2 = *Sometimes*
- 3 = *Often*
- 4 = *Always*

Respondents are encouraged to write any additional details on why they responded in the ways that they did in the "Comments" section at the very bottom, right section of the page. After ensuring all seven questions have been answered, add up the total based on your responses and record that value in the "Total Score" box on the top, right side of the page. That same value should be copied into the corresponding box on the "Scoring Page Summary" found on the last page of the assessment.

3. Identify Areas of Strength and Challenge

Assuming you completed all eleven pages of the Executive Functioning Assessment, go back through your results and complete the new summary page, which is the final page of the assessment. Identify the top three areas in which you rate yourself the highest. Next, go through and rate the bottom three areas you rated the lowest. This will help you identify the areas to focus on for support.

4. Take Action

Developing executive function skills is essential because they provide the foundation for handling complex tasks, making decisions, managing impulses, and adjusting to new situations—key abilities for success in school, work, and personal life. Strong executive function skills empower individuals to plan, focus, prioritize, and regulate their behavior effectively, contributing to improved academic performance, healthier relationships, and overall well-being.

Executive Functioning 101 Resource Hub

There are plenty of resources you and your learner can review at the [Executive Functioning Resource 101 Hub](#). Here, you can find different techniques and strategies that may work well for your learner across all eleven areas of executive functioning. This resource center houses a variety of articles that aim to inform individuals about executive functioning skills and strategies as well as how-to guides for addressing certain difficulties in daily living skills. This would be an excellent place to start, as you can learn more about executive functioning and neurodivergence before taking additional steps.

The Real-Life Executive Functioning Workbook

After completing the assessment, our [Real-Life Executive Functioning Workbook](#) can be used as a comprehensive companion to the assessment. This workbook can be used by families, schools, and neurodivergent individuals to target those areas you identified as the most challenging. The workbook is easy to follow and can be adapted to the unique needs of the individual. We ensured that the workbook continued to align with the assessment, even after changes were made to a variety of items. You can complete the workbook in its entirety or select parts of the workbook to focus on based on your areas to improve on. The workbook can be used at home, in schools, in other professional settings, or used by neurodivergent learners in a self-guided format. The previously mentioned strategies found on the resource hub can be implemented with or independently from the Executive Functioning Workbook.

IEP Goal Setting

Perfect for teachers, our [IEP Goal Resource Hub](#) is a comprehensive collection of goals specific to each area of executive functioning. This resource hub contains a variety of potential goals to work on in the school setting to help neurodivergent students have equitable access to their education. Goals are separated by the area of executive functioning and are models of ways in which to improve upon EF skills and measure student progress.

Please remember that goals within the resource hub should not be copied as a one-size-fits-all for students. It's important to individualize goals to reflect the unique needs of each learner, as determined by the IEP team. These goals are meant to help brainstorm ideas to support your students.

Seeking Professional Support

Some individuals may benefit from [executive function coaching](#) to strengthen their ability to manage daily tasks and build independence. Coaching with Life Skills Advocate offers personalized support and mentorship to individuals aged 14 and older, as well as their families, who face challenges with executive functioning. Using a client-centered, compassionate, and holistic approach, this coaching is tailored to meet the unique needs of each person, including those with ADHD, autism, learning disabilities, intellectual disabilities, or other executive functioning challenges.

Through coaching, clients can develop essential skills like time management, organization, and decision-making. They also learn practical life skills such as creating routines, building schedules, and advocating for themselves. By focusing on these areas, the program helps individuals feel more confident and better equipped to navigate school, work, and personal responsibilities. Book a [complimentary discovery meeting](#) at no cost to learn more about EF coaching and how this support could help you work towards your goals.

5. Follow-Up

After you have implemented some kind of instruction or strategy, it's important to track the effectiveness of the strategy used. Specific sections of the EF Assessment can easily be given to learners to track their progress over time and inform continued support.

For example, a learner might meet with their EF coach or special education teacher weekly to work on skills related to work completion. After eight weeks of instruction and implementing a specific strategy into their routine, they might retake the planning and task initiation sections of the assessment. After completing these sections and comparing results, you problem solve if you met your intended goals and how to proceed from here to continue to feel more successful.

New Assessment Features

Inspired by user feedback, the following changes were made to LSA's Executive Functioning Assessment:

- The instructions were modified on each page. They initially referred to the assessment taker as a "child," which was changed to "learner" to invite people of all ages to feel comfortable taking the assessment.
- "Pre-Assessment" was removed from the title, and checkboxes were added to the upper right-side margin to indicate whether this was a "pre" or "post" assessment.
- Questions are numbered for ease of referencing changes in item scores over time.
- A comments section was added to the bottom of each page in case the assessment taker would like to add more context to their responses. This section replaced the "Next Steps" section on each page.
- Descriptive labels were added to each page, indicating that scores of 0-10 fall into the "Need Support" range, scores of 11-20 fall into the "Supported Independence" range, and scores 21+ fall into the "Independent" range. This helps keep our language focused

on developing independence with these life skills.

- The final page of the assessment is now the “Scoring Page Summary.” Assessment takers are encouraged to consolidate all their scores on this page, to have an overview of their strengths and challenges. This section also encourages reflection on which skills can be developed.
- The colors of the assessment were adjusted to be primarily orange rather than primarily blue, to more easily distinguish between the older and revised versions of the assessment visually.
- A second version of the assessment was made with a Smiley-O-Meter to make the assessment more accessible to younger learners, visual learners, or those who are nonspeaking.
- Various items were revised for clarity. A handful of times were unclear due to grammatical errors, double negatives, asking for other’s perceptions of the individual, and attempting to measure more than one skill. Please see the table below for a detailed breakdown of the changes made to the assessment items.

Item-Specific Changes in Wording

EF Skill	#	Previous	Revisions
Planning	4	I like to have a plan so I don't feel overwhelmed.	I am content when I complete tasks because I have a plan.
Time Management	2	I can accurately estimate how long with will take me to complete a task.	I can accurately estimate how long it will take me to complete a task.
	4	I don't put off tasks or procrastinate.	I complete tasks promptly and avoid procrastination.
Task Initiation	3	I like to start chores and homework right away.	I start chores and homework right away.
	7	I know how to choose the most important task.	I choose to complete the most important task first.
Organization	1	I like my spaces neat and orderly.	I keep my spaces neat and orderly.
Problem-Solving	1	I can easily identify problems and when they start.	I can easily identify problems when they start.
Working Memory	2	I have strong reading and math skills.	Mental math is an easy task for me.
	4	Others say I have a good attention span	Others would say I have a good attention span
	6	I don't often forget what I'm doing or get lost in the middle of a task.	I often remember what I'm doing and stay focused throughout a task.
Emotional Control	4	Others say I have good patience.	Others would say I have good patience.
	6	I avoid saying things to 'get back' or hurt someone when I'm upset.	I avoid saying things to 'get back' at or hurt someone when I'm upset.
	7	I have a high tolerance for frustration. I can work through difficult things.	I have a high tolerance for working through difficult tasks and situations.
Impulse Control	4	I like to think before I speak.	I think before I speak.
Self-Monitoring	4	I don't mind feedback and criticism because it helps me improve.	I welcome feedback and criticism because it helps me improve.

What Additional Changes Were Made?

Language Shift

The wording of various questions was modified to be clearer and more concise. A handful of items on the EF Assessment had grammatical errors, double negatives, or asked the question from another's perspective. We received feedback about the difficulty of rating these items, prompting us to critically examine the clarity and accessibility of the items. Clearer language helps learners respond confidently, reduces the risk of misinterpretation, and ensures the validity of the results. By making the assessment more user-friendly, we hope to collect information that reflects the respondent's true feelings and experiences.

Modification of Items

During the review process, some of these items were critically evaluated to determine if they appeared to [truly measure](#) the executive functioning skill they were said to measure. Executive functioning encompasses a range of skills, and each skill is intertwined with how we navigate daily life. If a scale includes items that don't directly measure the skill, we expect it to measure, then the results can be misleading and make it harder to identify skills of strength and improvement. The item revisions were not made based on a formal validation study.

For example, the working memory item, "I have strong reading and math skills," was removed based on feedback and the agreement that it measured academic proficiency rather than working memory. This time they also asked two separate questions, and many people feel confident in one area, but not so much the other, making it a difficult question to answer. To improve clarity and focus, the item was replaced with, "Mental math is an easy task for me" since this question is a specific working memory skill that contributes to academic performance in mathematics.

Smiley-O-Meter

A second version of the Executive Function Assessment was created using smiley faces in place of the *Never* to *Always* scale. A smiley-o-meter is often used in rating scales to make the process of expressing feelings [more accessible](#), especially for children or individuals who may use other ways of communication other than verbal expression. Learners can rate their directions quickly and visually with simple facial expressions. This also helps facilitators gauge responses at a glance.

Automatic PDF Calculations for Effortless Scoring

The updated Executive Functioning Assessment now includes dynamic scoring logic built directly into the fillable PDF. As you input responses, scores are automatically calculated in real-time for each section. The final Scoring Page Summary consolidates these results, providing an overview of you or your learner's executive function strengths and challenges. This

enhancement eliminates the need for manual calculations, ensuring accuracy and simplifying the process for families, educators, and professionals.

ATTENTIONAL CONTROL ASSESSMENT

Complete this assessment worksheet to identify areas of concern and brainstorm goals to build your attentional control.

PRE POST

Instructions:

- Read each statement, or have someone read this with you.
- Color in or point to the smiley face that best describes you or your learner.

1. I can easily complete tasks with lots of steps.

NEVER RARELY SOMETIMES OFTEN ALWAYS

2. I work carefully and avoid rushing through tasks.

NEVER RARELY SOMETIMES OFTEN ALWAYS

3. I can power through a task even if it's boring.

NEVER RARELY SOMETIMES OFTEN ALWAYS

4. I focus on homework and chores without getting sidetracked.

NEVER RARELY SOMETIMES OFTEN ALWAYS

5. Once I start on a task, I can work straight through to the end.

NEVER RARELY SOMETIMES OFTEN ALWAYS

6. If I get interrupted in the middle of a task, I can easily pick up where I left off.

NEVER RARELY SOMETIMES OFTEN ALWAYS

7. I can focus on my work even when others are talking around me.

NEVER RARELY SOMETIMES OFTEN ALWAYS

SCORING: Using the scoring guide below, calculate the total score:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
0	1	2	3	4

TOTAL SCORE:

NEED SUPPORT 0-10
My attentional control and other executive functioning skills are likely causing challenges in all areas of my life. There are likely significant benefits if I can learn new skills.

SUPPORTED INDEPENDENCE 11-20
My attentional control and other executive functioning skills are likely causing challenges in at least one area of my life. There are likely some benefits to learning new skills.

INDEPENDENT 21+
My attentional control is well-developed. If I'm still having challenges, I may have other executive functioning skills to focus on.

COMMENTS:
If you would like to share more details or explain your choices, please add comments in the space below or have someone write them for you.

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Seven Questions Per Scale

After carefully reviewing the items and the purpose of collecting information on each area of executive functioning, we determined that it's better to gather more information than less when helping learners build valuable life skills. Instead of reducing the number of questions in each of the 11 areas, we chose to keep all seven items in each section to better understand each person's unique needs. This extra information is important for identifying real-world examples of executive functioning challenges, helping us gain a deeper understanding of each individual.

Additionally, the full EF Assessment doesn't need to be administered every time. For example, if you're focusing on improving problem-solving skills, you can choose to administer just the problem-solving subscale of the assessment. This flexibility allows you to track progress in specific areas without requiring a full assessment.

Use of a 5-Point Likert Scale

While 3-point Likert scales are quicker, they [may not reliably provide](#) the amount of information necessary to fully understand a person's areas of strength or challenge. Scales with fewer options typically only communicate neutrality and direction. This means that you will learn if the person feels negative, neutral, or positive about their use of the skill, but you can't learn the strength of those feelings. By using a 5-point scale, learners have the ability to express themselves more effectively and provide us with the information necessary to help them reach

their goals. When assessing individual traits or skills for coaching, it's most helpful to use 5 (or more) point scales.

Dynamic Scoring Sheet

The Dynamic Scoring Sheet is an Excel spreadsheet designed to provide a comprehensive analysis of executive functioning skills. It includes conditional formatting to visually depict areas of strength (green) and areas for development (red) across multiple evaluation periods. The tool calculates total scores, averages, and trends for each skill, allowing users to track changes over time. Additionally, it highlights the top three strongest and weakest skills for each evaluation period, making it easy to identify key focus areas. This tool is ideal for school personnel, families, or professionals aiming to monitor individual progress, compare performance across multiple learners, and visualize improvements in executive functioning skills. The spreadsheet is fully customizable, enabling users to replicate the scoring sheet for different individuals and tailor it to specific needs.

[student/client name]	Input dates	Baseline Date 1/1/2024	Reevaluation 1 1/3/2025 308 days since last eval	Reevaluation 2 1/3/2025 0 days since last eval	Reevaluation 3 1/3/2025 0 days since last eval	Score Variance from First to Last Assessment	Score Total	Score Average	Score Trend	Notes
Question	Executive Functioning Skill	Baseline Score	Reevaluation 1 Score	Reevaluation 2 Score	Reevaluation 3 Score	Score Variance from First to Last Assessment	Score Total	Score Average	Score Trend	Notes
1 I stick to a daily routine.	Planning	2	2	2	1	-1	8	1.5		
2 When I start chores or homework, I finish them through to the end.	Planning	4	0	2	1	-3	7	1.75		
3 I use a calendar or other tool to remind me of events.	Planning	0	4	0	0	0	4	1		
4 I am content when I complete tasks because I have a plan.	Planning	0	2	2	2	2	6	1.5		
5 I know which task to start first when I begin a project.	Planning	0	3	2	3	3	8	2		
6 I get tasks done neatly and orderly.	Planning	2	1	2	4	2	9	2.25		
7 I know how to put steps in order for a bigger project.	Planning	1	4	4	4	3	13	3.25		
8 I'm on time for appointments and family events.	Time Management	3	1	1	3	0	10	2.5		
9 I can accurately estimate how long it will take me to complete a task.	Time Management	3	3	4	1	-2	11	2.75		
10 I have enough time to complete tasks carefully so I don't make mistakes.	Time Management	3	4	3	4	1	12	3		
11 I complete tasks promptly and avoid procrastination.	Time Management	3	4	2	1	-1	12	3		
12 I complete my daily routines and to-do lists.	Time Management	1	3	2	0	-1	6	1.5		
13 I make lists or use a calendar so I know what I need to do each day.	Time Management	4	2	3	2	-2	9	2.25		
14 When I have a lot to do, I can prioritize what tasks to do first.	Time Management	3	4	3	3	0	13	3.25		
15 I'm able to start tasks without postponing them.	Task Initiation	1	3	3	2	1	7	1.75		
16 I know how to get started with most tasks.	Task Initiation	3	2	1	1	-2	7	1.75		
17 I start chores and homework right away.	Task Initiation	1	4	0	1	0	6	1.5		
18 I can set aside a fun activity when I have something more important to complete first.	Task Initiation	1	3	3	2	1	9	2.25		
19 I easily finish tasks, even ones I don't want to do.	Task Initiation	1	3	4	3	2	9	2.25		
20 I can complete daily tasks without reminders from parents or teachers.	Task Initiation	2	4	4	3	1	13	3.25		
21 I choose to complete the most important task first.	Task Initiation	3	1	3	1	-2	8	2		
22 I keep my spaces neat and orderly.	Organization	2	2	0	3	1	7	1.75		
23 I have systems to organize my work.	Organization	2	3	4	1	1	12	3		
24 I know what I need to do, and when I need to do it.	Organization	3	3	3	1	-2	10	2.5		
25 People who know me say that I am an organized person.	Organization	4	1	1	2	-2	8	2		
26 I feel better when my space is organized.	Organization	2	2	2	4	2	9	2.25		
27 When I have a lot to do, I can make a plan and figure out what I need to do first.	Organization	2	1	3	1	1	9	2.25		
28 I try to have a place for everything.	Organization	1	2	1	0	-1	4	1		
29 I can easily identify problems when they start.	Problem-Solving	3	3	3	1	-2	10	2.5		
30 I can identify facts and gather relevant information.	Problem-Solving	3	4	3	1	-2	11	2.75		
31 I can get to the bottom of why problems start.	Problem-Solving	2	0	2	2	0	6	1.5		
32 Finding multiple ways to complete a project is easy for me.	Problem-Solving	1	0	2	1	0	5	1.25		
33 Others think my solutions to problems are creative.	Problem-Solving	0	2	4	3	3	9	2.25		
34 Most times I evaluate the pros and cons before I take the next step.	Problem-Solving	4	3	1	0	-4	7	1.75		
35 When I decide on a solution to a problem, I know how to implement it.	Problem-Solving	1	4	0	1	0	6	1.5		
36 I recognize problems and make changes to fix them.	Flexibility	3	3	0	1	-2	7	1.75		
37 I'm okay if things change unexpectedly.	Flexibility	2	1	0	2	0	5	1.25		
38 Switching between tasks is easy for me.	Flexibility	2	3	2	2	0	9	2.25		
39 I accept others' ideas even if they're different from my own.	Flexibility	0	4	1	2	2	7	1.75		
40 I can easily adjust to different rules and different expectations.	Flexibility	0	2	3	0	0	5	1.25		

Scoring Summary by Executive Functioning Skill for [student/client name]

Executive Functioning Skill	Baseline Score 1/1/2024	Reevaluation 1 Score 1/3/2025	Reevaluation 2 Score 1/3/2025	Reevaluation 3 Score 1/3/2025	Score Variance from First to Last Assessment	Score Average	Score Trend
Planning	9	15	14	15	6	13.25	
Time Management	20	21	16	16	-4	18.25	
Task Initiation	12	16	18	13	1	14.75	
Organization	16	13	14	16	0	14.75	
Problem-Solving	14	16	15	9	-5	13.5	
Flexibility	10	19	8	10	0	11.75	
Working Memory	14	15	9	5	-9	10.75	
Emotional Control	13	8	18	17	4	14	
Impulse Control	15	10	10	17	2	13	
Attentional Control	16	16	9	18	2	14.75	
Self-Monitoring	11	15	21	7	-4	13.5	
Total	150	164	152	143	-7	152.25	
Average	13.6	14.9	13.8	13.0			

3 Strongest Executive Functioning Skills Per Evaluation Period for [student/client name]

Strongest Skills	Evaluation Period	Date of Evaluation	Score	Rank
Time Management	Baseline Score	1/1/2024	20	Strongest
Organization	Baseline Score	1/1/2024	16	Second Strongest
Organization	Baseline Score	1/1/2024	16	Third Strongest
Time Management	Reevaluation 1 Score	1/3/2025	21	Strongest
Flexibility	Reevaluation 1 Score	1/3/2025	19	Second Strongest
Task Initiation	Reevaluation 1 Score	1/3/2025	16	Third Strongest
Self-Monitoring	Reevaluation 2 Score	1/3/2025	21	Strongest
Task Initiation	Reevaluation 2 Score	1/3/2025	18	Second Strongest
Task Initiation	Reevaluation 2 Score	1/3/2025	18	Third Strongest
Attentional Control	Reevaluation 3 Score	1/3/2025	18	Strongest
Emotional Control	Reevaluation 3 Score	1/3/2025	17	Second Strongest
Emotional Control	Reevaluation 3 Score	1/3/2025	17	Third Strongest

3 Weakest Executive Functioning Skills Per Evaluation Period for [student/client name]

Weakest Skills	Evaluation Period	Date of Evaluation	Score	Rank
Planning	Baseline Score	1/1/2024	9	Weakest
Flexibility	Baseline Score	1/1/2024	10	Second Weakest
Self-Monitoring	Baseline Score	1/1/2024	11	Third Weakest
Emotional Control	Reevaluation 1 Score	1/3/2025	8	Weakest
Impulse Control	Reevaluation 1 Score	1/3/2025	10	Second Weakest
Organization	Reevaluation 1 Score	1/3/2025	13	Third Weakest
Flexibility	Reevaluation 2 Score	1/3/2025	8	Weakest
Working Memory	Reevaluation 2 Score	1/3/2025	9	Second Weakest
Working Memory	Reevaluation 2 Score	1/3/2025	9	Third Weakest
Working Memory	Reevaluation 3 Score	1/3/2025	5	Weakest
Self-Monitoring	Reevaluation 3 Score	1/3/2025	7	Second Weakest
Problem-Solving	Reevaluation 3 Score	1/3/2025	9	Third Weakest

Spanish Version

A Spanish version of the Executive Functioning Assessment, this guide, and the Dynamic Scoring Sheet are now available. These resources were thoughtfully translated by Carolina Robles to ensure accessibility and cultural relevance for Spanish-speaking individuals, families, and professionals. By offering these tools in Spanish, we aim to empower a broader audience to understand and support the development of executive functioning skills. You can access the Spanish versions [here](#).

Why Should I Use This Tool?

Purposeful Design

The Executive Function Assessment is very purposeful in its design. The assessment aligns with LSA's mission of uplifting the neurodivergent community by empowering self-advocacy and

fostering personal growth. This is also a free resource meant to eliminate financial barriers. One of LSA's goals is to help individuals, families, and professionals better understand their executive functioning strengths and challenges. The results of this assessment can be used for various treatment-specific purposes in homes, schools, and other professional settings. Because this tool was created with neurodivergent learners in mind, we are continuously looking for ways to better our tools and services leading to the revision of this tool.

Real-World Application

The questions are designed to apply to real-world scenarios, making the insights gained immediately actionable. When learners, families, teachers, and other professionals complete this assessment, the times align with daily experiences and can be linked to one's own experiences. Its primary goal is to offer actionable insights for enhancing self-advocacy, self-confidence, and overall well-being.

Learners will often be able to identify times in their day when they notice difficulty with these skills, which will be crucial to document in the "comments" section of the page. These real-life examples will help provide a starting point for introducing new skills and strategies.

Comprehensive

Our EF Assessment covers a comprehensive range of 11 key executive functioning areas, offering a holistic view of an individual's strengths and challenges. While this tool covers these sub-skills of executive functioning, it can also be combined with other tools used by other professionals when determining which skills to help the learner develop.

Developmental Appropriateness

Though the assessment has previously been created for high school students and adults, it can also be successfully adapted for use with younger students. Students as young as 10 years old have successfully participated in the assessment. It's important to gauge your learner's insight into their executive functioning challenges before taking the assessment to determine if they will reliably report areas where they may need support. Please see below for the [Executive Functioning Skill Development by Age](#) chart which depicts the progression of all 11 skills from infancy through young adulthood.

EXECUTIVE FUNCTIONING SKILL DEVELOPMENT BY AGE

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY	 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF-MONITORING
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> Focusing for objects. Pointing & grabbing. 			<ul style="list-style-type: none"> Shows interest in color, size, shapes. Beginning matching skills. 	<ul style="list-style-type: none"> Engages in cause and effect play. Figuring out 'how things work' through simple body movements and basic play skills. 	<ul style="list-style-type: none"> Older children in this range play or imaginative play games. 	<ul style="list-style-type: none"> Plays hide-and-seek and simple recall games. Participates in and enjoys familiar rhymes and songs. 			<ul style="list-style-type: none"> Plays simple games like peek-a-boo and pat-a-cake. Imitation and copying behaviors emerge. 	
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> Understands simple instructions and can run simple errands. 	<ul style="list-style-type: none"> Beginning understanding of time concepts including seasons, days, weeks, etc. Follows visual picture schedules to order tasks. Practices waiting. 	<ul style="list-style-type: none"> Able to independently start and complete tasks that take up to 10 minutes. 	<ul style="list-style-type: none"> Understands categories and patterns. Can sort toys and objects by function, form, and class. Cleans up toys and belongings with adult assistance. 	<ul style="list-style-type: none"> Completes simple puzzles and games that combine language and movement to accomplish a goal. Decision-making and turn taking during play promote basic problem solving. 	<ul style="list-style-type: none"> Beginning skills to shift between activities. Sometimes able to manage transitions and unexpected changes without upset. 	<ul style="list-style-type: none"> Follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> Labels own emotions and the emotions of others. May often have tantrums or upset when frustrated, tired, or overwhelmed, requiring adult comfort to soothe. 	<ul style="list-style-type: none"> Plays active inhibition games like musical chairs and freeze dance. Learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> Able to direct attention to objects and activities for longer periods of time. Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> Talks about own feelings and connects simple behaviors with emotions. Plays along with other children, directing play and accepting play ideas.
EARLY LEARNER (5-12 YEARS)	<ul style="list-style-type: none"> Able to follow a planned out set of steps to meet an end goal. Plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> Developing time estimation and a sense of how long tasks will take. Beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> Able to independently start and complete tasks that take between 30-60 minutes. 	<ul style="list-style-type: none"> Able to organize and sequence stories. Can follow simple checklists. Gathers materials for familiar routines, often with adult assistance and reminders. 	<ul style="list-style-type: none"> Identifies and defines problems to many simple social and academic tasks. Emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. 	<ul style="list-style-type: none"> Independent with puzzles, logic games, and coordinated group activities. Able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> Learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> Follows safety rules and most social norms for behavior. Behavior maintains when teachers or adults are not around. 	<ul style="list-style-type: none"> Able to save money for desired objects. Developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> Able to complete activities like journaling to reflect on own behavior. Checks own work for simple mistakes.
TEEN (13-18 YEARS)	<ul style="list-style-type: none"> Able to independently plan out the steps of homework or important projects to meet an end goal. Works in a group of peers to plan social activities and events. 	<ul style="list-style-type: none"> Estimates how long it takes to complete tasks and adjusts working speeds to fit. Understands and works to avoid the consequences of ineffective time management. 	<ul style="list-style-type: none"> Able to independently start tasks that take between 60-90 minutes. 	<ul style="list-style-type: none"> Follows complex school schedules combines with home routines. Able to use systems for organizing schoolwork and activities. 	<ul style="list-style-type: none"> Independently identifies problems at home, school, and with friends. Able to sort out many conflicts and make decisions about complex problems independently. 	<ul style="list-style-type: none"> Able to manage many unpredictable changes to schedules and routines, but may sometimes need adult support to identify strategies to dynamically adjust. 	<ul style="list-style-type: none"> Manages complex tasks requiring integration and application of new information, demonstrating advanced working memory through independent multi-step projects and group activities. 	<ul style="list-style-type: none"> Greater understanding of others' emotions, including empathy and a desire for social change. May experience 'adult feelings' but not have experience yet in how to manage them. 	<ul style="list-style-type: none"> Greater risk-taking behaviors. May begin to test some adult safety behaviors and social norms. May engage in self-talk to help manage impulses. 	<ul style="list-style-type: none"> Able to save money for desired objects as well as create and execute plans to earn money for desired items. Beginning mindfulness of distractions, but may need adult support to avoid them. 	<ul style="list-style-type: none"> Able to monitor performance and adjust goals. Uses tools to monitor behavior. May request adult feedback or need reminders from coaches, parents, friends, teachers, etc.
YOUNG ADULT (18+ YEARS)	<ul style="list-style-type: none"> Able to develop and maintain multiple different plans at one time to meet many different goals. Able to establish and meet long-term goals. 	<ul style="list-style-type: none"> Seeks out and implements tools and systems to manage time more efficiently. Uses routines and modifies schedules dynamically to meet changing demands. 	<ul style="list-style-type: none"> Initiates and completes tasks despite adverse conditions and distractions. Procrastinating and playing occurs ahead of beginning most activities. 	<ul style="list-style-type: none"> Maintains neat and orderly systems for daily living tasks. When aware of life like email, household chores, etc. get out of 'hard' use reorganize as needed. 	<ul style="list-style-type: none"> Generates solutions to complex problems. Persists in developing new and creative strategies to ongoing problems. 	<ul style="list-style-type: none"> Modifies schedules dynamically to meet changing demands. Unpredictability causes occasional stress, but able to handle most changes easily. 	<ul style="list-style-type: none"> Greatest working memory capacity in early adulthood. Able to collect, store, and synthesize information from multiple sources to accomplish tasks and goals. 	<ul style="list-style-type: none"> Emotional modulation in most settings, including controlling outbursts and managing frustration in healthy ways. 	<ul style="list-style-type: none"> Manages impulsive behaviors across a variety of settings. Withholds reacting through things. Sometimes inhibits reckless and dangerous in early adulthood. 	<ul style="list-style-type: none"> Able to sustain attention in the face of many distractions. Classifies or reduces distractions when needed. 	<ul style="list-style-type: none"> Checks work for mistakes. Monitors and compares own behavior to others' performance.

Download the full-resolution version of this chart [here](#).

As with all self-report measures, results [can be subjective](#) and should be used in combination with other methods of assessing executive functioning skills. Self-reported information can be helpful for understanding people's experiences, but people might share answers they think are more socially acceptable rather than being completely honest, even if they don't realize they're doing it. Others might not yet know how to judge themselves accurately. The way questions are written can also confuse or be understood differently by different people.

Data-Informed

The Executive Function Assessment is a practical, [data-informed](#) tool designed for both personal and professional use. Originally, created for our Executive Function Coaches at Life Skills Advocate, it helps learners reflect on their executive function skills and identify areas for improvement to achieve their goals.

This assessment is built on questionnaire data gathered from our extensive client base, highlighting common executive functioning challenges individuals face. While it has not undergone traditional scientific validation, the tool is practical and accessible, making it easy for students, educators, and parents to use and interpret. Rather than being normed or compared to age or grade-level expectations, the assessment focuses on uncovering personal strengths

and challenges in executive functioning. It offers valuable insights into how these skills affect daily life and serves as one piece of the puzzle for understanding executive functioning. By using this tool, individuals can make informed decisions and take meaningful steps toward personal growth.

Who Created This Tool?

The executive functioning assessment was originally developed jointly by Chris Hanson and Amy Sippl. Chris and Amy bring their combined expertise as professionals in clinical and school-based settings into the development of this tool. In addition to their strong professional and academic foundations in supporting neurodivergent individuals, they are also personally committed to supporting individuals with diverse learning needs.

Original Creators

Chris Hanson

[Chris Hanson](#), founder of Life Skills Advocate, has a special education teaching degree and over eight years of classroom experience. His work is deeply informed by more than 20 years of personal experience with ADHD and anxiety. Chris's mission is to empower the neurodivergent community to embrace their strengths and advocate for themselves confidently. The creation of this assessment aligns with his vision of offering the type of support he wished he had as a teenager.

Amy Sippl

Amy Sippl, a Minnesota-based Board Certified Behavior Analyst (BCBA), has over a decade of experience working with children with autism and developmental disabilities. With advanced degrees in Applied Behavior Analysis and Psychology, Amy specializes in developing accessible strategies to help individuals and families achieve meaningful outcomes. Her expertise ensures that the tool is practical, effective, and rooted in evidence-based practices.

Recent Revisions

The most recent updates to the executive functioning assessment were made throughout mid to late 2024 by Chris Hanson and Jennifer Schmidt to make updates to the items, and layout of the assessment, and expand on its usability. These updates were complemented by Carolina Robles, who thoughtfully translated the assessment and its accompanying resources into Spanish, ensuring accessibility for Spanish-speaking individuals, families, and professionals.

Jennifer Schmidt

[Jennifer Schmidt](#) is a Wisconsin-based school psychologist with a strong academic foundation, including a Master of Science in Education with a focus on School Psychology from the University of Wisconsin-Eau Claire. With an undergraduate degree in Psychology and a minor in Family, Health, and Disability Studies, Jennifer brings a holistic understanding of how to support

diverse learners in school settings. Her work in rural Wisconsin involves collaborating with educators, administrators, and community professionals to create supportive and inclusive learning environments. Jennifer's expertise in bridging connections between school, home, and community made her an invaluable contributor to refining the assessment for practical use in various settings.

Carolina Robles

Carolina Robles is a Southern California-based Board Certified Behavior Analyst (BCBA). Born in Lima, Perú, Spanish was her first language, and she began learning English at age six after moving to the US.

With nine years of experience working with individuals with neurodevelopmental disabilities and her own late diagnoses of ADHD and ASD, she's gained both personal insight and professional expertise into how language barriers limit access to essential tools and resources. Her experiences and translation of the free Executive Functioning Assessment into Spanish, ensuring this invaluable and free resource is even more accessible.

References & Further Reading

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