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Executive Function Skills Used for Projects:
Parent Questionnaire
*This 2 part chart accompanies the article "Help Your Child Tackle Long-Term School Projects" on p.17 of Tri-Town Council's **Youth Health and Safety Guide** by Stephanie Meegan*

Part A: Thinking Skills

Directions: Place a ☑ beside the following behaviors that best describe your $5^{th} – 9^{th}$ grader.

Planning: It is **hard** for my 5th – 9th grader to…

☐ follow complicated directions.
☐ figure out steps needed to complete long-term project.

Organization: It is **hard** for my $5^{th} – 9^{th}$ grader to…

☐ gather materials so they are available when needed.
☐ keep project instructions, resources, and research notes in order and ready to use.
☐ anticipate and schedule time for help from, or collaboration with, team members, teacher, library staff, parent, tutor, etc..

Time Management: It is **hard** for my $5^{th} – 9^{th}$ grader to…

☐ accurately estimate how much time a project task will take to do.
☐ spread tasks out over several days so project work is not left to the last minute.
☐ make adjustments to the monthly calendar and daily/weekly planner to accommodate adjustments to work plan.

Working Memory: It is **hard** for my $5^{th} – 9^{th}$ grader to…

☐ track next steps on the monthly calendar and weekly/daily planner.
☐ gather or bring home materials needed to accomplish the next project step.
☐ remember to ask peers or adults questions as needed.

Metacognition: It is **hard** for my $5^{th} – 9^{th}$ grader to…

☐ monitor how work is going and making adjustments.
☐ review the project and comparing the parts with the project requirements and rubric.
☐ check project for clarity, spelling, grammar, format, bibliography, visuals, etc..

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Part B: Behavior Regulation Skills

Directions: Place a ☑ beside the following behaviors that best describe your 5th – 9th grader.

Response Inhibition: It is **hard for my 5th-9th grader to...**

☐ ignore or eliminate distractions (social media, video games, siblings, noise) that make it difficult to concentrate and complete project tasks.

☐ slow down and focus so project tasks get done carefully.

Emotion Regulation: It is **hard** for my 5th-9th grader to ...

☐ bounce back when discouraged, frustrated or overwhelmed by obstacles.

☐ work through feelings constructively so they don't get in the way of project work.

Task Initiation: It is **hard** for my 5th-9th grader to...

☐ start a project that will take sustained effort over time.

☐ initiate a project task that is difficult, time consuming or personally uninteresting.

Flexibility: It is **hard** for my 5th-9th grader to...

☐ let go of what's not working and figure out another way to do something.

☐ be open to suggestions and ideas that don't align with what s/he wants.

Goal-Directed Persistence: It is **hard** for my 5th-9th grader to...

☐ maintain focus and not be sidetracked by tasks that are not critical or diversions that don't add value.

☐ finish all the steps to complete a project, including turning in the final product.