1. **Data sources—check all that apply.**

<table>
<thead>
<tr>
<th>Student Interview</th>
<th>Parent Interview</th>
<th>Teacher Interview</th>
<th>Classroom Observation</th>
<th>Teacher Checklist</th>
<th>Parent Checklist</th>
<th>Work Samples</th>
<th>Student Checklist</th>
<th>Form Assessment</th>
</tr>
</thead>
</table>

2. **Areas of need—fill in the applicable sections.**

**Response Inhibition:** The capacity to think before acting.
Specific problem behaviors:
1. 
2. 
3.

**Working Memory:** The ability to hold information in memory while performing complex tasks.
Specific problem behaviors:
1. 
2. 
3.

**Self-regulation of affect:** The ability to manage emotions in order to achieve goals, complete tasks, control behavior, or direct behavior.
Specific problem behaviors:
1. 
2. 
3.

**Sustained Attention:** The capacity to maintain attention to a situation or task in spite of boredom, distractibility, or fatigue.
Specific problem behaviors:
1. 
2. 
3.

**Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.
Specific problem behaviors:
1. 
2. 
3.

**Planning/Prioritization:** The ability to create a roadmap to reach a goal or to complete a task.
Specific problem behaviors:
1. 
2. 
3.

**Organization:** The ability to arrange or place things according to a system.
Specific problem behaviors:
1. 
2. 
3.

**Time Management:** The capacity to establish how much time one has, how to allocate it, and how to stay with time limits and deadlines.
Specific problem behaviors:
1. 
2. 
3.
<table>
<thead>
<tr>
<th><strong>Goal-directed Persistence:</strong></th>
<th>The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interest.</th>
</tr>
</thead>
</table>
| Specific problem behaviors:| 1.  
|                            | 2.                                                                                                                                  |
|                            | 3.                                                                                                                                  |
| **Flexibility:**           | The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes; it relates to adaptability to changing conditions. |
| Specific problem behaviors:| 1.  
|                            | 2.                                                                                                                                  |
|                            | 3.                                                                                                                                  |
| **Metacognition:**         | 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:| 1.  
|                            | 2.                                                                                                                                  |
|                            | 3.                                                                                                                                  |

3. **Establish Goal Behavior:**  
**Target Executive Skill:**  
**Specific Behavior Objective:**  

4. **Intervention Design:**  
What environmental supports or modifications will be provided to help reach the target goal?  
Plan for fading supports.  

<table>
<thead>
<tr>
<th>Skills to teach</th>
<th>Who teaches</th>
<th>Procedures to teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

From the book: *Executive Skills in Children and Adolescents: A practical guide to assessment and intervention*. By Peg Dawson and Richard Guare
## Performance Expectations Executive Functions

### Full Independence

*An individual may have physical, emotional, or learning disabilities, but functions in the normal range of intelligence. His cognitive abilities allow him to transfer or generalize learning across all domains. Student is aware of cognitive processes, personal work characteristics, and interpersonal effectiveness. The fully independent person has developed a comprehensive set of skills, competencies, and orientations to complete tasks and activities encountered within the major performance contexts of adult life.*

**Executive Functions:**

Due to the physical, emotional, or learning disability this student may be less mature than his school peers and need structural support similar to the functionally independent learner. It could be expected that this student might require less repeated opportunities to learn the models presented to him compared to the functionally independent learner. However, he might be noticed for needing support and structure due to his inability to keep up with his school age/cognitive age peers.

- Can modify behavior upon request or in different environments due to self-awareness of personal strengths and weakness.
- Can use compensatory strategies due to self-awareness of personal strengths and weakness.
- Could benefit from concrete visuals.
- Could benefit from concrete practice.
- Could benefit from external structure.
- Could benefit from guidance.

### Functional Independence

*Individual has mild cognitive limitations that impact his ability to transfer or generalize learning across all performance domains, or functions as if he had such impairment. He should be able to assess personal strengths and limitations, and to access resources and supports. Student may require content and instructional strategies focusing on a balance of functional academic skills and functional daily living skills. He is capable of meeting his needs and living successfully in the community without overt support from others. Student may require content and instructional strategies focusing on independent living skills. Instruction must be concrete and relevant to each setting, as ability to generalize is limited.*

**Executive Functions:**

- Needs concrete visuals to help learn the process of planning and organizing activities.
- Needs concrete practice in the steps to problem-solving and goal formulation.
- Needs external structure to initiate, maintain, and disengage from problem-solving activities.
- Needs external structure and training in self-monitoring techniques.
- Can develop sequential logic.
- Can develop ability to describe categorical qualities and see relationships.
- Ability to derive abstract meaning and form abstract intent can be limited.
- Has limited insight and ability to self-evaluate.
- Has near normal spatial visualization, spatial reasoning, and non-verbal problem solving.
- Can generate and evaluate some alternative solutions to a problem, but will need concrete experience to find the best solutions.
- Needs external structure to develop the skill of self-monitoring.
- Needs external structure for the development of some social skills.
- Attention span and memory skills may need external structural supports in early years of maturation.
- May need verbal/visual reminders to use compensatory strategies.
- May need verbal reminders to modify behavior.
**Supported Independence**

The individual with supported independence has a moderate mental impairment and is expected to require ongoing support throughout adulthood. Performance expectations focus on task completion and activities of daily living, enhancing quality of life, and maximizing personal effectiveness for living in supervised living setting. They can perform previously learned routines and demonstrate some level of independent living skills. Academic team is aiming for this individual to live a productive and fulfilling life with as much independence and personal decision-making as possible.

**Executive Functions:**
- Limited ability to internally structure, resulting in occasional disorganized thinking.
- Limited temporal awareness without external structure.
- With practice can change response from feedback. Doesn’t always recognize failure.
- Needs extensive repetitive learning opportunities.
- Limited ability to self-monitor.
- Modeling, visuals, and motor sequencing frequently best learning styles.
- Can perform simple concrete problem-solving task, with practice and life experience of hindsight learning.
- Needs concrete experience of failure to motivate for change.
- Functions best within planned/structured/routine activities.
- Has limited attention span.
- Has limited spatial visualization and spatial reasoning.
- Have inconsistent social skills, due to inconsistent emotional inhibition, e.g. speech impulsively, and social pragmatics.
- Needs concrete training on all levels of social skills.
- Needs repeated prompts and repeated opportunities to use compensatory strategies.
- Needs repeated prompts and repeated opportunities to modify behavior.
- Needs opportunity to relearn skill in new environmental settings.

**Participation**

Individual is not able to generalize or transfer learning due to severe or profound mental impairments. Cognitive deficit is significant, perhaps in combination with severe physical or sensory deficits. His ability to perform activity-related tasks with any consistency is not reliable. His dependence on others for most, if not all, daily needs makes necessary an extensive ongoing support system. Therefore the individual needs an extensive ongoing support system requiring cooperative effort by home, school, and community.

**Executive Functions:**
- Needs external support to identify problems and formulate goals.
- Needs all caregivers to consistently present supports in same fashion and format.
- Needs consistent monitoring to plan, sequence, and organize activities.
- Needs external support to self-monitor with dependent ability to internally structure new or changing events.
- Needs step by step guidance to initiate and maintain problem-solving activity.
- Needs external support to change in response to failure or feedback.
- Have generally dependent social skills due to poor inhibition of emotional response to any given situation.
- Has a short attention span and temporal awareness.
- Needs concrete guidance/assistance to use compensatory strategies, with repeated practice.
- Needs concrete guidance/modeling to modify behavior, with repeated practice to master.
- Frequently non-verbal or with pre-school based language skills.
- Needs frequent checks for understanding.