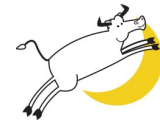


Executive Functioning Skills Check-List



- 3-4 Year Olds

- ★ Complete simple errands; “Get your shoes from the bedroom”.
- ★ Clean and put items away with minimal assistance.
- ★ Perform simple chores and self-care tasks with reminders and physical assistance if needed; clear dishes from table, brush teeth, get dressed.
- ★ Inhibit unsafe or inappropriate behaviors; don’t touch a hot stove; don’t run into the street; don’t grab a toy from another child; don’t hit, bite, push, etc.

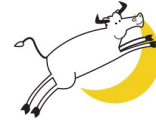
- 5-7 Year Olds

- ★ Complete 2-3 step errands; “Put the napkin in the trash and then bring me a cup.”
- ★ Tidy bedroom or playroom independently.
- ★ Initiate and perform simple chores and self-help tasks, but may need reminders; making their bed, make a bowl of cereal.
- ★ Bring papers to and from school.
- ★ Complete homework assignments (20-minutes maximum).
- ★ Decide how to spend their money.
- ★ Inhibit behaviors; follow safety rules, use appropriate language (e.g. not swearing or using bathroom language when not appropriate), raise hand before speaking in class, and keep hands to self.

- Ages 8-11

- ★ Run errands, including those involving a time delay, such as remembering to bring something home from school without reminders.
- ★ Perform chores that take 10-30 minutes; setting the table, dusting.
- ★ Bring books, papers, assignments to and from school.
- ★ Keep track of belongings when away from home.
- ★ Complete the majority of homework assignments without assistance (1 hour maximum).

Executive Functioning Skills Check-List



- Ages 8-11 (continued)
 - ★ Plan simple school projects such as book reports; select book, read book, write report.
 - ★ Remember changes in daily schedule including different after school activities.
 - ★ Save money for desired objects and plan how to earn money.
 - ★ Inhibit/self-regulate behaviors; maintain composure when teacher is out of the classroom; inhibit temper tantrums and bad manners.
- Ages 12-14
 - ★ Help out with chores around the home, including both daily responsibilities and occasional tasks that may take 60-90 minutes to complete; emptying dishwasher, raking leaves, shoveling snow etc.
 - ★ Able to safely baby-sit younger siblings
 - ★ Appropriately use a system for organizing school work
 - ★ Independently follow complex school schedule involving multiple transitions with teachers and classrooms.
 - ★ Plan and carry out long-term projects, including tasks to be accomplished and a reasonable timeline to follow;
 - ★ Plan time effectively, including after school activities, homework, family responsibilities
 - ★ Inhibit rule breaking in the absence of visible authority.
- High School
 - ★ Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, and creating and following timelines for long-term projects.
 - ★ Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals.
 - ★ Independently organize leisure time activities, including obtaining employment or pursuing recreational activities during the summer.
 - ★ Avoid reckless or risky behaviors (e.g. use of illegal substances, sexual acting out, shoplifting, or vandalism).

***If your child demonstrates difficulty in 2 or more of the above areas for their age, it is recommended that you contact an executive functioning specialist to further identify executive functioning needs and create strategies to address those needs.**

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