

Executive Function Skills Questionnaire

This questionnaire helps teachers and parents observe and reflect on a child's Executive Function (EF) skills across different developmental stages. It is divided into four sections, each tailored to a specific age range:

- 4–6 years (Preschool)
- 7–10 years (Lower Primary)
- 11–14 years (Upper Primary / Lower Secondary)
- 15–18 years (Upper Secondary)

Please scroll to the section that corresponds to your child or student's age group before beginning.

This tool is not a diagnostic test, but a reflective guide to identify strengths and areas that may need additional support at home or in the classroom.

Executive Function Skills Questionnaire for Teachers / Parents (4 – 6 years)

Always	5
Often	4
Sometimes	3
Occasionally	2
Never	1

Item	Score
1. Wait for turn	_____
2. Keep hands to themselves	_____
3. Follow the group plan	_____
	El Total Score _____

4. Completes instruction with two or more steps	_____
5. Sings to lyrics in common nursery songs	_____
6. Able to say what they want to say after putting hands up	_____
	WM Total Score _____
7. Able to recognise and express emotions without frequent irritability, temper tantrums or dramatic outbursts	_____
8. Able to self-soothe, calm down or de-escalate from an emotionally charged situation	_____
9. Able to exercise social rules during play e.g. take turns, negotiate.	_____
	EI Total Score _____
10. Able to ignore distractions and stay on task for a reasonable age-appropriate length of time (6-8 mins for 3 year olds, 8-12 mins for 4 year olds, 12-18 mins for 5 year olds).	_____
11. Can refocus quickly after distractions or interruptions	_____
12. Completes simple table-top or play-based tasks without giving up easily	_____
	SA Total Score _____
13. Starts simple tasks (e.g. tidying up, drawing, puzzle play) independently after being told what to do	_____
14. Begins an activity or task soon after the teacher's instruction or signal, without needing multiple reminders	_____
15. Shows initiative by joining in group activities or suggesting what to do next during play	_____
	TI Total Score _____
16. Able to pack a bag, or collect materials for activities	_____
17. Able to sort and put toys or stationery away according to categories	_____
18. Does not misplace things regularly	_____
	Total Score _____

19. Moves easily from one activity to another, without getting stuck on a specific task	_____
20. Adapts to changes (e.g. seating arrangement, routines, or teachers) easily	_____
21. Able to find alternative solutions to unexpected challenges encountered	_____
	Total Score _____
22. Self-monitors: observes own actions and behaviours and adjusts their own behaviour based on those observations	_____
23. Self-evaluates: shows awareness of both strengths and weaknesses	_____
24. Self-regulates: engages in self-talk to soothe themselves or guide themselves through a task	_____
	Total Score _____

Generally, a lower score in each component corresponds to weaker functioning of that component.

KEY			
Items	Executive Skill	Items	Executive Skill
1 - 3	Response inhibition	4 - 6	Working memory
7 - 9	Emotional control	10 - 12	Selective/ Sustained attention
13 - 15	Task initiation	16 - 18	Organisation
19 - 21	Cognitive flexibility	22 - 24	Metacognition

Student's Executive Skills Strengths (Top 2 scores)	Student's Executive Skills Weaknesses (Lowest 2 scores)



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Executive Function Skills Questionnaire for Parents/ Teachers (7 – 10 years old)

Always	5
Often	4
Sometimes	3
Occasionally	2
Never	1

Item	Score
1. Follows simple classroom/home rules	_____
2. Handles conflict without getting into physical fight	_____
3. Acts appropriately in situations where danger is obvious (e.g. does not jump off the slide)	_____
	RI Total Score _____
4. Completes tasks with two or more steps	_____
5. Remembers instructions given earlier in the day	_____
6. Follows simple routine with one prompt	_____
	WM Total Score _____
7. Acts with restraint in response to a situation e.g. being teased, losing a game, does not get what he/she wants when working/playing in group	_____
8. Can tolerate criticism from an adult	_____



9. Calms down or de-escalates from an emotionally charged situation quickly	_____
	EM Total Score _____
10. Maintains attention for the duration of a short lesson or independent task	_____
11. Can refocus quickly after distractions or interruptions	_____
12. Stays involved and engaged during curriculum time	_____
	SA Total Score _____
13. Able to start on task immediately following teacher's instruction without reminders	_____
14. Progress with tasks without relying on prompts or supervision	_____
15. Able to start tasks independently, especially simple tasks, without frequently asking for help	_____
	TI Total Score _____
16. Organises backpack, school desks and files neatly	_____
17. Does not lose permission slips, notices from school	_____
18. Completes homework and assignments	_____
	O Total Score _____
19. Adjusts behaviour in response to feedback from teacher or parent	_____
20. Adapts to changes (e.g. seating arrangement, routines, or teachers) easily	_____
21. Watches what happens to others and changes behaviour accordingly	_____
	CF Total Score _____
22. Able to understand own emotions i.e. possess self- awareness	_____
23. Able to accurately assess his/her behaviour against the expected behaviour in a classroom	_____

24. Self-checks work before submission	_____
	M Total Score _____
25. Can plan and choose to do the most important thing first	
26. Can complete a two to three step project (e.g. art and craft)	
27. Can complete a task before deadline	
	P/P Total Score _____
28. Can complete a short task within time limit	
29. Is able to read and understand time	
30. Reports punctually to class after recess	
	TM Total Score _____

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25-27	Planning/prioritisation	28 - 30	Time management

Student's Executive Skills Strengths (Top 2 scores)	Student's Executive Skills Weaknesses (Lowest 2 scores)

Executive Function Skills Questionnaire for Parents/ Teachers (11 – 14 years)

Always	5
Often	4
Sometimes	3
Occasionally	2
Never	1

Item	Score
1. Exercises self-control in tempting or emotionally charged situations	_____
2. Able to walk away from confrontation or provocation by a peer	_____
3. Acts appropriately in situations where danger is obvious (e.g. does not attempt dangerous stunts)	_____
	RI Total Score _____
4. Keeps track of deadlines across multiple subjects and activities without frequent reminders	_____
5. Keeps track of personal belongings and school materials without frequent reminders (e.g. phone, wallet, student card, water bottle).	_____
6. Remembers commitments (e.g. consultations, CCA).	_____
	WM Total Score _____
7. Regulates mood and frustration when facing setbacks (e.g. low grades, criticism)	_____
8. Accepts feedback without overreacting or shutting down	_____
9. Uses positive coping strategies to manage stress or disappointment	_____
	EC Total Score _____
10. Sustains attention during extended lessons, readings, or study sessions	_____

11. Can refocus quickly after distractions or interruptions	_____
12. Completes assignments or projects without procrastination or last-minute effort	_____
	SA Total Score _____
13. Begins work promptly after instructions without delay	_____
14. Progress with tasks without relying on prompts or supervision	_____
15. Takes initiative in group work or projects	_____
	TI Total Score _____
16. Keeps personal study space, school bag, files, and digital folders organized	_____
17. Submits work and forms systematically and on time	_____
18. Tracks materials needed for lessons, exams, and extracurriculars	_____
	O Total Score _____
19. Adjusts to unexpected changes (e.g. schedule shifts, group reshuffles)	_____
20. Adapts strategies when a plan or method is not working	_____
21. Demonstrates flexibility in thinking during discussions or problem-solving	_____
	CF Total Score _____
22. Reflects on strengths and areas for improvement after assessments	_____
23. Uses teacher feedback to set future learning goals	_____
24. Evaluates own performance before submission	_____
	MC Total Score _____
25. Prioritises tasks effectively when facing multiple deadlines	

26. Prioritises tasks effectively when facing multiple deadlines	
27. Can navigate an open-ended task successfully (e.g. science experiment, essay, book review, online research)	
	P/P Total Score _____
28. Manages time efficiently between study, co-curricular, and personal commitments	
29. Demonstrates awareness of how long tasks take and plans accordingly	
30. Arrives punctually for classes, appointments, and deadlines	
	TM Total Score _____

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Student's Executive Skills Strengths (Top 2 scores)	Student's Executive Skills Weaknesses (Lowest 2 scores)

Adapted from Dawson and Guare (2010)

Executive Function Skills Questionnaire for Parents/ Teachers (15 – 18 years)

Always	5
Often	4
Sometimes	3
Occasionally	2
Never	1

Item	Score
1. Exercises self-control in tempting or emotionally charged situations	_____
2. Able to walk away or de-escalate rather than engage in conflict	_____
3. Demonstrates sound judgement in risky or tempting situations (e.g. online behaviour, social outings)	_____
	RI Total Score _____
4. Able to keep track of deadlines across multiple subjects and activities without frequent reminders	_____
5. Keeps track of personal belongings and school materials without frequent reminders (e.g. phone, wallet, student card, water bottle)	_____
6. Remembers commitments (e.g. appointments, online meetings, consultations)	_____
	WM Total Score _____
7. Regulates mood and frustration when facing setbacks (e.g. low grades, criticism)	_____
8. Accepts feedback without overreacting or shutting down	_____
9. Uses positive coping strategies to manage stress or disappointment (e.g. runs, listens to music)	_____
	EC Total Score _____
10. Sustains attention during extended lessons, readings, or study sessions	_____



11. Can refocus quickly after distractions or interruptions	_____
12. Completes assignments or projects without procrastination or last-minute effort	_____
	SA Total Score _____
13. Begins work promptly after instructions without delay	_____
14. Progress with tasks without relying on prompts or supervision	_____
15. Takes initiative in group work or projects	_____
	TI Total Score _____
16. Keeps personal study space, files, and digital folders organized	_____
17. Submits work and forms systematically and on time	_____
18. Tracks materials needed for lessons, exams, and extracurriculars	_____
	O Total Score _____
19. Adjusts to unexpected changes (e.g. schedule shifts, group reshuffles)	_____
20. Adapts strategies when a plan or method is not working	_____
21. Demonstrates flexibility in thinking during discussions or problem-solving	_____
	CF Total Score _____
22. Reflects on strengths and areas for improvement after assessments	_____
23. Uses teacher feedback to set future learning goals	_____
24. Evaluates own performance before submission	_____
	MC Total Score _____
25. Prioritises tasks effectively when facing multiple deadlines	_____
26. Breaks long-term assignments into smaller, manageable steps	_____

27. Anticipates obstacles and plans ahead to avoid them	
	P/P Total Score _____
28. Manages time efficiently between study, co-curricular, and personal commitments	
29. Demonstrates awareness of how long tasks take and plans accordingly	
30. Arrives punctually for classes, appointments, and deadlines	
	TM Total Score _____

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