

# EXECUTIVE FUNCTION INVENTORY

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Name of person filling out this form: \_\_\_\_\_

Existing accommodations or AT supporting the area of executive function on an IEP:

Mark all that apply:

Working Memory	Shifting & Flexible Thinking
<input type="checkbox"/> Requires detailed instructions to get through longer tasks	<input type="checkbox"/> Difficulty getting started on things.
<input type="checkbox"/> Forgets to bring home necessary materials for homework.	<input type="checkbox"/> Thinks tasks will "take forever."
<input type="checkbox"/> Forgets to bring homework back to school.	<input type="checkbox"/> Thinks tasks are boring or tedious.
<input type="checkbox"/> Brings homework back to school, but forgets to turn it in.	<input type="checkbox"/> Has trouble shifting from task to task.
<input type="checkbox"/> Difficulty remembering simple directions.	<input type="checkbox"/> Struggles with changing the rules of a game.
<input type="checkbox"/> Raises hand to answer question, then forgets what to say.	<input type="checkbox"/> Struggles making revisions to work.
<input type="checkbox"/> Often misplaces materials like pencils and books.	<input type="checkbox"/> Gets frustrated with changes in the schedule.
<input type="checkbox"/> Forgets to finish assignments.	<input type="checkbox"/> Struggles to make choices.
<input type="checkbox"/> Forgets to check planner or calendar.	<input type="checkbox"/> Struggles finding additional ways to solve problems.
<input type="checkbox"/> Abandons activities before completing them.	
<input type="checkbox"/> Forgets to write down when an assignment is due.	
Organizing & Prioritizing	Self-Monitoring & Self-Checking
<input type="checkbox"/> Difficulty with "how" to study.	<input type="checkbox"/> Struggles to check work or proofread.
<input type="checkbox"/> Trouble chunking big projects into smaller pieces.	<input type="checkbox"/> Does not review answers on tests and quizzes.
<input type="checkbox"/> Doesn't know what is most important to study for tests.	<input type="checkbox"/> Talks out of turn, interrupts others.
<input type="checkbox"/> Rarely or never uses calendar for planning.	<input type="checkbox"/> Doesn't know appropriate study strategy to use.
<input type="checkbox"/> Spends too much time on less important parts of a task.	<input type="checkbox"/> Struggles to reflect on skills, strengths, & challenges.
<input type="checkbox"/> Difficulty planning writing assignments.	<b>Other Observations:</b>
<input type="checkbox"/> Doesn't know how to use an organizational system.	
<input type="checkbox"/> Has trouble finding items in desk and/or backpack.	
<input type="checkbox"/> Sometimes loses important papers and assignments.	
<input type="checkbox"/> Has trouble keeping study area/desk tidy.	
<input type="checkbox"/> Loses or can't find digital files on computer/device.	
<input type="checkbox"/> Has trouble organizing thoughts for writing assignments.	
<input type="checkbox"/> Tasks take longer than anticipated.	
<input type="checkbox"/> Often tardy, running late, turning in late assignments	
<input type="checkbox"/> Trouble estimating how long a task will take	
<input type="checkbox"/> Takes on too much, juggles obligations.	
<b>Other Observations:</b>	

## TEACHER INPUT:

Are there any strategies or tools currently being used to support the **student's specific challenges**?

Tool/Strategy	Purpose	Working	Sometimes Working	Not Working
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of strategies & tools: timers, calendars, lists, graphic organizers, breaks

## LOOKING THROUGH A UDL LENS...

What are the general UDL strategies & tools available in the classroom to support executive functioning?

**Student's thoughts or ideas:**

**Parent's thoughts or ideas:**