Executive Functioning

Parent Semi-Structured Interview

Kaufman, C. (2010). Executive function in the classroom: Practical strategies for improving and
enhancing skills for all students. Grand Rapids, MI: Brookes Publishing.

For each item, the parent should respond with the extent to which the child exhibits the behavior by
using the following response choices:

0- Not a problem at all (the child rarely shows this behavior or does so at levels that seem typical for his
or her age

1- Mild problem (the child show the behavior more than most children his or her age seem to, but not to
such a degree that it has been an obvious problem)

2- Moderate problem (the child clearly shows the behavior, but with parent and/or teacher support the
behavior/issue has been generally manageable)

3- Definite problem (the child clearly shows the behavior and it remains a serious problem even with
parent and/or teach support)

U-unsure or don't know

Goal Setting, Decision Making, and Planning		
Item	Parent's Response	Details
Avoids or has difficulty setting personal goals regarding school achievement and/or other important activities (i.e., improvement of athletic or artistic skills)		
Seems to live from "moment to moment," without setting goals or making plans		
Avoids or has difficulty developing clear goals/plans for writing assignments, or fails to follow these plans when writing (tends to just "wing it" and hopes things will turn out okay)		
Avoids or has difficulty developing clear plans for longer-term projects		
Avoids or has difficulty developing plans to manage other fairly complex tasks (e.g., if asked to clean out garage or basement, will just start		

anywhere and continue to work in a random manner)		

Attention, Task Initiation, Self-Monitoring

Item	Parent's Response	Details
Is easily distracted in non-preferred tasks situations (e.g. homework and chores)		
Needs numerous prompts/cues from adults to remain focused ("on task") in non-preferred tasks		
Struggles with sustaining attention while reading (finds most reading tasks "boring")		
Requires numerous prompts from parent in order to start homework and other non-preferred projects		
Requires numerous prompts/cues from parent in order to complete homework		
Works in a rushed seemingly careless manner on homework assignments and chores		
Becomes bogged down during homework and chores by seemingly minor difficulties (just can't seem to solve problems on his or her own)		
Appears to pay little attention to the quality/accuracy of work and is often unaware of errors		
Requires frequent prompts and reminders from parent in order to complete chores		

Materials Organization

Item	Parent's Response	Details
School backpack and notebooks/binders are poorly organized and generally messy		
Struggles with keeping track of materials needed for school/homework each day		
Desk and/or other homework areas are poorly organized and generally messy		

Bedroom and personal possessions in a state of disarray		
Time Management		
Item	Parent's Response	Details
Does not set aside sufficient time to complete daily home-work assignments		
Does not set aside sufficient time to complete longer-term projects		
Rarely completes daily home-work and longer-term projects in a timely manner		
Rarely arrives on-time for school and other important activities		
Working Memory		
Item	Parent's Response	Details
Frequently unable to follow multiple-step directions (e.g. "go upstairs, put your dirty clothes in the hamper, take a shower, and then call me when you're done")		
Forgets to do things such as turning off lights after leaving room, closing doors that should be closed, wiping feet when coming inside, and so forth.		
Forgets various details of non-preferred tasks (e.g., if cleaning bedroom, forgets to put away all the things he was told to put away)		
Forgets the directions for daily homework assignments (or needs frequent reminders of directions)		
Struggles with recalling what he is trying to say while talking		
Struggles with recalling/keeping track of intended ideas for writing assignments while writing		

Item	Parent's Response	Details
Struggles with recalling the content of what he or she reads during and after reading		
Impulse and Emotional Control		
Item	Parent's Response	Details
Does things impulsively (without stopping and thinking) that he or she quickly comes to regret		
Struggles with waiting turn in conversations and often interrupts others' conversations		
Struggles with waiting turn in games		
Says things impulsively that embarrass or upset others		
Rushes into and through homework assignments and projects without giving adequate consideration to the instructions		
Tends to injure self or others because of impulsive action (failure to think adequately about a situation before acting)		
Becomes very frustrated by events/situations that would not likely frustrate others to the same degree (has a low frustration tolerance)		
Overreacts when frustrated, saying or doing things that result in significant difficulty for self or others		
Becomes easily and significantly angered by the behavior of others		
Lashes out verbally or physically at others when angered		
Set Shifting/Adaptability		
Item	Parent's Response	Details
Insists on things being "perfect" or a certain way, and will resist prompts to move on		
Gets "stuck" on certain parts of tasks and resists moving on		

Reacts with significant frustration to changes in routine and unplanned events		
Reacts with significant frustration, sadness, or anger to disappointments		
Requires lots of support and cueing to get ready for school in the morning and bed at night		
Requires significant support and cueing to transition from preferred activities (e.g., playing or TV) to required activities (e.g. mealtimes and homework)		