

# Elementary School Executive Function (EF) Checklist

Name _____
DOB _____
Teacher Name _____
Date Completed _____

**Instructions:** Please check on the left hand column if the child *DOES DEMONSTRATE* the skill noted.

Pragmatic Skills	EF Development																								
<b>Ages 4-5</b>																									
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<ul style="list-style-type: none"> <li>-follows 2-3 step directions</li> <li>-tidies bedroom or playroom</li> <li>-performs simple chores, self-help tasks; may need reminders</li> <li>-brings papers to and from school</li> <li>-decides how to spend money (allowance)</li> <li>-inhibits behaviors (follows safety rules, doesn’t swear, raises hand before speaking in class, keeps hands to self)</li> </ul>																									

Ages 6-8		
	can give multiple step directions	<ul style="list-style-type: none"> <li>-selective attention begins to develop and mature</li> <li>-7 year olds struggle with switching behavior sets that are contingent with multiple demands</li> <li>--8 year olds demonstrate increase in focus, sustained and shifting attention</li> <li>-demonstrate more frequent strategic and planned goal choices and behaviors, but not yet mastered</li> </ul>
	uses well-formed narrative	
	uses multiple sentence descriptive language (creates riddles, describes characters)	
	makes and responds appropriately to evaluative comments/correction	
	checks listener's comprehension	
	produces full explanations	
	responds appropriately to complements	
	apologizes and responds to apologies appropriately	
<p><b>*child must have good EF skills to demonstrate skills listed above</b></p>		
Ages 8-9		
	language is used to establish and maintain social status	<ul style="list-style-type: none"> <li>-9 year olds begin to have more success switching rules/sets between multiple or changing demands</li> <li>-rapid surge in development of planning and organization skills that reflect consideration of task parameters more so than personal or impulsive desires</li> <li>-strategic behavior and efficient reasoning becomes more obvious</li> </ul>
	increase perspective taking allows for more successful persuasion	
	provides conversational repairs by defining terms or giving background information	
	begins to understand jokes and riddles based on sound similarities	
	able to perform successfully on simple <i>referential communication tasks</i> (e.g. two speakers exchanging information: A speaker refers to entities (things and people) and their location or movement, by naming or describing them clearly that a listener can identify them (which one exactly?), their locations (where exactly?) and movements (what did they do exactly?))	
<p><b>*child must have good EF skills to demonstrate skills listed below</b></p> <ul style="list-style-type: none"> <li>-run errands that may involve a time delay or a greater distance—going to the store, remembering to do something after school</li> <li>-cleans up bedroom or playroom (may include vacuuming or dusting)</li> <li>-performs chores that take 15-20 minutes</li> <li>-brings books, papers, assignments home and takes them back to school</li> <li>-keeps track of belongings when away from home</li> <li>-completes homework assignments (1 hour maximum)</li> <li>-plans simple school projects such as book reports (selects the book, reads the book, writes the report)</li> <li>-keeps track of a daily schedules that changes</li> <li>-saves money for desired objects</li> <li>-inhibits/self-regulates (behaves when the teacher is out of the classroom; refrains from rude comments, temper tantrums, bad manners)</li> </ul>		

Ages 9-12		
	stories include complex, embedded, and interactive episodes	-significant improvement in ability to inhibit impulsive actions
	understands jokes and riddles based on lexical ambiguity ~The presence of two or more possible meanings within a single word. (e.g. "You know, somebody actually complimented me on my driving today. They left a little note on the windshield; it said, 'Parking Fine.' So that was nice.")	-selective attention nears maturity; better ability to selectively attend to relevant and necessary information in the environment. -able to monitor and regulate actions well -relatively mature executive functioning skills -able to limit preservative errors at an adult level -temporary increase in impulsivity for short periods -verbal fluency near maturity -significant gains in processing speed -ability to switch between multiple task demands and continue to improve -decline in perseverative, non-task oriented behaviors -increasing capacity to learn from mistakes and devise alternative strategies for more complicated and multi-dimensional problems -rapid surge in development of planning and organizational skills that reflect consideration of task parameters more so than personal or impulsive desires -strategic behavior and efficient reasoning become more obvious.
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**Notes/Comments:**

**References:**

Dawson, P., and Guare, R. (2009). *Smart But Scattered*. New York: Guilford Press  
Dawson, P. and Guare, R. (2010). *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*, 2nd Edition. New York: Guilford Press.  
Paul, R. (2007). *Language Disorders from Infancy through Adolescence: Assessment and Intervention*. 3rd Ed. St. Louis: Mosby.  
Wellman, H.M., Fang, F., and Peterson, C.C. (2011). Sequential progression in a theory of mind scale: Longitudinal perspectives. *Child Development*, 82(3), 780-792.  
Wilkes, E. (2001). *Cottage Acquisition Scales for Listening, Language, and Speech*.

\*This checklist was developed by Kim A. Jarvis, M.S., CCC-SLP using information directly from the *Hierarchy of Social/Pragmatic Skills as Related to the Development of Executive Function* PDF document created by Kimberly Peters, Ph.D. from Western Washington University. This checklist was developed to give educators an easier way to look at and informally assess the current executive functioning skills of their students compared to typical development.