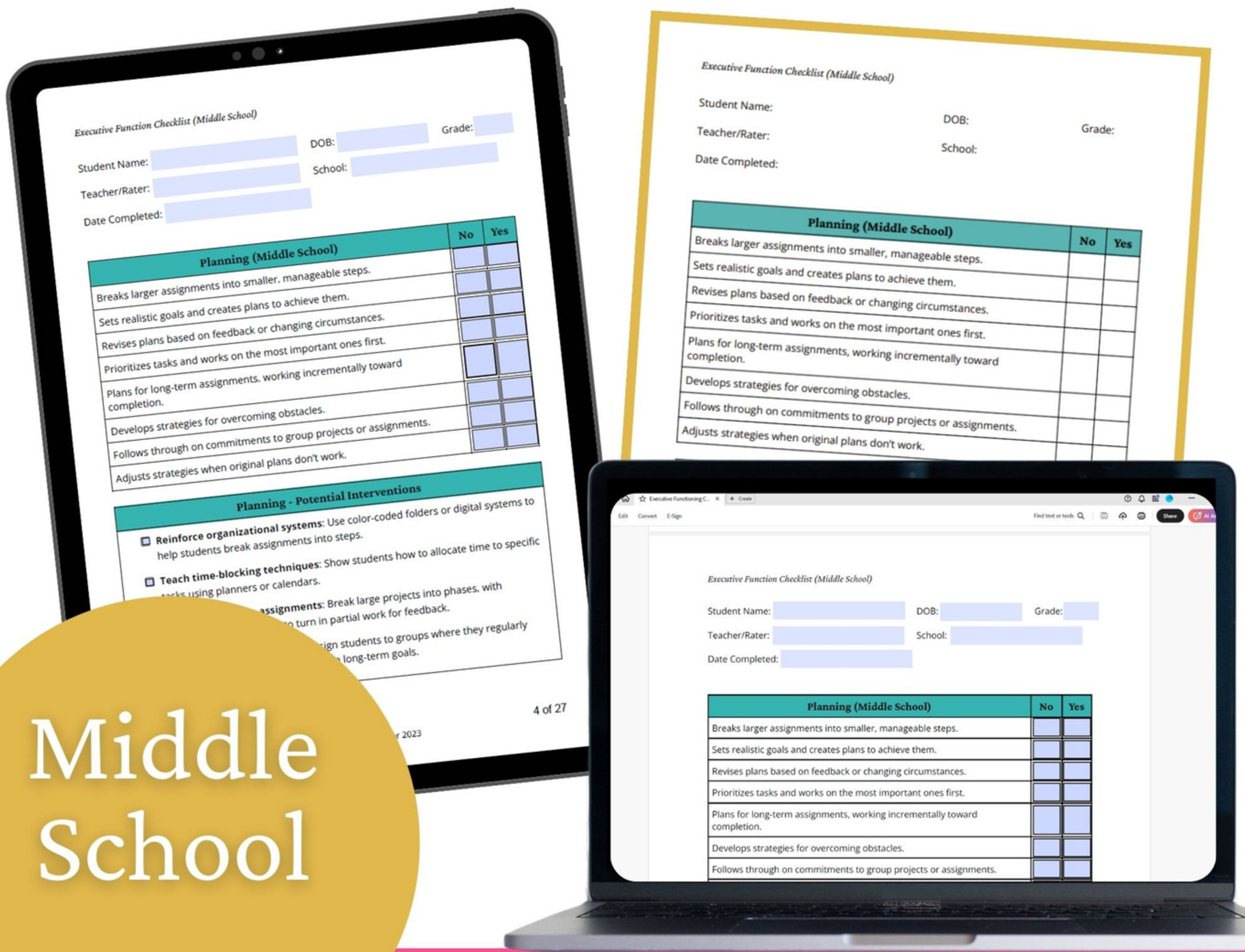


Executive Function Student Checklist



- Covers 12 Areas of Executive Functioning
- Targeted Interventions for **Middle School**
- Plus Tailored, Skill Building Goals



SCROLL
to take a look inside!

Use for IEPs / FBAs / BIPs

Ideal For:

- Special Education Professionals
- School Psychologists
- Behavior Specialists

Executive Function Checklist (K-2)

Attention (K-2)	No	Yes
Listens and focuses on the teacher during circle time.		
Focuses on tasks for at least 5 minutes without needing redirection.		
Pays attention to a short story or video without being distracted.		
Stays in one area to complete an activity.		
Looks at the teacher or speaker when listening.		
Stays focused during quiet work time.		
Completes simple activities without wandering away.		
Can follow simple instructions while staying on task (e.g., coloring or building).		
Works on one task without shifting to another task prematurely.		
Listens and follows along with group activities (e.g., music, games).		

*These behaviors reflect how younger students are expected to engage and sustain attention for short periods, with gradual increases in duration.

Attention - Potential Interventions

☐ Use **timers** to help students focus for increasing intervals (start with 3-5 minutes and gradually build).

Attention - Sample Goals

- Student will attend to a task for at least 5 minutes without requiring more than 2 teacher prompts on 80% of opportunities.
- During group instruction, Student will remain seated and focus on the teacher with no more than 1 reminder in 4 out of 5 sessions.
- Student will stay focused on independent work for 10 minutes with a visual reminder, increasing task completion from 50% to 80% for 4 consecutive weeks.
- Student will sustain attention during group instruction for at least 10 minutes without being redirected more than 2 times in 4 out of 5 days.
- Student will independently use a visual aid (e.g., a focus chart or a timer) to stay on task for a 15-minute work period, achieving this in 80% of opportunities for 5 out of 6 weeks.
- Student will stay on task during independent work for 10 minutes with no more than 1 prompt in 4 out of 5 sessions.

Notes/Comments

Planning (K-2)

Planning (K-2)	No	Yes
Decides what materials are needed before starting an activity.		
Follows teacher directions to gather materials.		
Puts steps of a task in the correct order with help.		
Begins a task after instructions are given.		
Uses visual prompts or schedules to understand the day's structure.		
Makes simple decisions about what to do first when given options.		
Prepares for transitions between activities with reminders.		
Follows a basic schedule (e.g., understanding when it's snack time or clean-up time).		
Completes one part of a task before moving to the next.		
Asks for help if unsure of the next step.		

*Young children can grasp simple planning tasks, but they may need consistent prompts and visual supports.

Planning - Potential Interventions

- ☐ Provide **visual schedules** and checklists to help students follow steps.
- ☐ Break tasks down into small, manageable parts and give instructions one step at a time.
- ☐ Use **picture cues** to guide students through multi-step activities.

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Executive Function Checklist (K-2)

Student Name: _____ DOB: _____ Grade: _____

Teacher/Rater: _____ School: _____

Date Completed: _____

Planning (K-2)

Planning (K-2)	No	Yes
Decides what materials are needed before starting an activity.		
Follows teacher directions to gather materials.		
Puts steps of a task in the correct order with help.		
Begins a task after instructions are given.		
Uses visual prompts or schedules to understand the day's structure.		

Support Your Students with Executive Functioning Needs

- ✓ Planning
- ✓ Attention
- ✓ Attentional Control
- ✓ Persistence
- ✓ Self-Awareness
- ✓ Inhibition
- ✓ Non-Verbal Working Memory
- ✓ Verbal Working Memory
- ✓ Emotional Control
- ✓ Organization
- ✓ Time Management
- ✓ Self-Motivation

12 Executive
Functioning
Skill Areas

How to Use This Resource

- 1 Determine area/s of student need using checklist
- 2 Find a targeted intervention
- 3 Choose a tailored, measurable goal or goals for IEP/FBA/BIP

The image displays three versions of the 'Executive Function Checklist (K-2)' tool, illustrating its use in different environments:

- Top Left (Printed Paper):** Shows the 'Attention (K-2)' section with a table for tracking student performance. The table has columns for 'No' and 'Yes' and rows for various attention tasks like 'Listens and focuses on the teacher during circle time' and 'Completes simple activities without wandering away'.
- Top Right (Printed Paper):** Shows the 'Attention - Sample Goals' section, which lists specific, measurable goals for student attention, such as 'Student will attend to a task for at least 5 minutes without requiring more than 2 teacher prompts on 80% of opportunities'.
- Bottom Left (Tablet Screen):** Shows the 'Planning (K-2)' section, which includes a table for tracking student performance on planning tasks like 'Decides what materials are needed before starting an activity' and 'Follows teacher directions to gather materials'.
- Bottom Right (Laptop Screen):** Shows the 'Planning (K-2)' section on a digital interface, which includes a table for tracking student performance on planning tasks like 'Decides what materials are needed before starting an activity' and 'Follows teacher directions to gather materials'.

Detailed View

Student Skill Checklist

Targeted Interventions

Tailored Goals

Notes/Comments

Executive Function Checklist (K-2)

Attention (K-2)	No	Yes
Listens and focuses on the teacher during circle time.		
Focuses on tasks for at least 5 minutes without needing redirection.		
Pays attention to a short story or video without being distracted.		
Stays in one area to complete an activity.		
Looks at the teacher or speaker when listening.		
Stays focused during quiet work time.		
Completes simple activities without wandering away.		
Can follow simple instructions while staying on task (e.g., coloring or building).		
Works on one task without shifting to another task prematurely.		
Listens and follows along with group activities (e.g., music, games).		

**These behaviors reflect how younger students are expected to engage and sustain attention for short periods, with gradual increases in duration.*

Attention - Potential Interventions
☐ Use timers to help students focus for increasing intervals (start with 3-5 minutes and gradually build).
☐ Provide frequent breaks and use movement-based activities to reset attention.
☐ Break tasks into short, engaging activities to maintain student focus.
☐ Seat the student in a low-distraction area during quiet work times.
☐ Use visual reminders (e.g., a focus chart) to remind students to stay on task.

Executive Function Checklist (K-2)

Attention - Sample Goals
• <i>Student</i> will attend to a task for at least 5 minutes without requiring more than 2 teacher prompts on 80% of opportunities. • During group instruction, <i>Student</i> will remain seated and focus on the teacher with no more than 1 reminder in 4 out of 5 sessions. • <i>Student</i> will stay focused on independent work for 10 minutes with a visual reminder, increasing task completion from 50% to 80% for 4 consecutive weeks. • <i>Student</i> will sustain attention during group instruction for at least 10 minutes without being redirected more than 2 times in 4 out of 5 days. • <i>Student</i> will independently use a visual aid (e.g., a focus chart or a timer) to stay on task for a 15-minute work period, achieving this in 80% of opportunities for 5 out of 6 weeks. • <i>Student</i> will stay on task during independent work for 10 minutes with no more than 1 prompt in 4 out of 5 sessions.

Notes/Comments