

# EXECUTIVE FUNCTION QUIZ

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*Here's a printable version you can use. — Seth Perler*

## ***Does my child have Executive Function challenges?***

Hi parents and teachers. I designed this quiz to help you with two things:

1. **Identify:** To help you identify and better understand a child's level of Executive Functioning.
2. **Roadmap:** To give you a basic roadmap of how to help your child, even if your child is resistant to help.

I based this quiz on 20+ years of helping countless struggling students. I've identified 4 Executive Function "levels" based on the most common problems these kids experience.

**Directions:** Circle a number in each category. Add up the totals and see the results below.

**Scoring:** 1. Not true 2. Sometimes true 3. Often true 4. Yep, that's my child

Score	
1 2 3 4	<b>Grades suffering:</b> My child's grades do not represent their potential and they often have excellent excuses about why.
1 2 3 4	<b>Damaging patterns:</b> My child gets behind in school and the vicious cycle gets a bit worse with each passing semester.
1 2 3 4	<b>Schoolwork:</b> My child struggles to complete quality homework on time and often has missing/late work, incompletes, 0's, and test corrections.
1 2 3 4	<b>Planning issues:</b> My child doesn't reliably and independently track responsibilities with any sort of planner system.

1 2 3 4	<b>Time management:</b> My child has an unrealistic perception of how much time and energy is needed for homework, studying, chores, responsibilities, getting out of the house in the morning, etc... Often waits until the last minute with important deadlines or misses them altogether.
1 2 3 4	<b>Preparation:</b> My child is often unprepared and late.
1 2 3 4	<b>Motivation:</b> My child has trouble self-starting, procrastinates, is unmotivated, & doesn't know where or how to start.
1 2 3 4	<b>Reflection:</b> My child has an unrealistic perception of how they're doing in school. They don't understand their challenges well enough to know what to do about them.
1 2 3 4	<b>Attention:</b> My child struggles to focus or concentrate on one thing to completion, gets off task, and is easily distracted.
1 2 3 4	<b>On-task:</b> It takes my child a painfully long time to complete tasks because they get distracted and off-task easily, it takes a long time to process information and produce work.
1 2 3 4	<b>Openness to help:</b> My child resists my help and most help.
1 2 3 4	<b>Advocacy:</b> My child doesn't self-advocate effectively, doesn't ask teachers for help early enough or at all.
1 2 3 4	<b>Overwhelm and stress:</b> My child is overwhelmed by the demands of school, leading to denial or anxiety, and avoids dealing with it realistically.
1 2 3 4	<b>Intentions:</b> My child often wants to do well and has great intentions but just doesn't have the skills to make it happen.
1 2 3 4	<b>Strengths:</b> My child is very bright, has talents, gifts, passions, and skills in high-interest areas but this doesn't translate to school success.
<b>Total Score Out of 60:</b>	

**Quiz Results**

Score	Level	Details
5 -15	Solid	<p>You can rest assured that your child has good Executive Function. Your child is a systems thinker, detail-oriented, and likely does very well in school. It's likely that your child has strong EF naturally or that they have put a lot of effort into building EF skills and habits. My biggest concern for these students is that they become a perfectionist, overly self-critical, or overly compliant and approval seeking. My hope is that they are self-compassionate, that they have strong self-confidence, and that they are not too hard on themselves or stressed out from pressure.</p>
16-30	Good Enough	<p>I work with a lot of kids who are “almost” in this category. In other words, they have decent systems in place but need a bit of guidance to connect all the dots. They often want help and when given the right coaching, these kids are able to take it and run with it! Fortunately, they're usually open and willing to apply the coaching to build a great foundation of habits for themselves in a semester or so.</p>
31-45	Needs Support	<p>This child definitely struggles with Executive Functioning habits and systems, but they're in a great place to make changes if they are honest enough with themselves to be able to receive help! Most of the kids I work with are in this category. These kids need-</p> <ol style="list-style-type: none"> <li>1. To connect the dots and understand how their habits are impacting them</li> <li>2. Understand the specific foundations they need</li> <li>3. Someone to help them build the right foundation once and for all.</li> </ol> <p>The sooner you get support for this student, the better.</p>
46-60	Urgent	<p>This score indicates that Executive Function is a very serious concern. I work with many students in this category, and it takes a lot of persistent support from everyone involved. It does not fix itself, so the need to outside help may be urgent: school intervention, tutors, coaches, therapists, specialists. Hopefully, your child is open to help, but it is common for these students to be extremely resistant and to believe they've got it handled even though there is little to no evidence of that. Therefore, the urgent need here is to address any underlying problems first, while helping them learn how to break through their own resistance so they can finally start building habits they desperately need to be successful.</p>