15 Student Success Skills Assessment

About The 15 Executive Function Skills Assessment

Hi Parents, Teachers, Therapists, ADHD Coaches. I created this assessment:

1. To make it **quick** & **easy** for you to assess the 15 Executive Functioning skillsets that I personally look at to identify student challenges, so you can help students more effectively.
2. To give you **clarity** about how these areas impact a struggling student, so you can **strategize better solutions.** To help you identify and clarify the specific areas you can concentrate on.

My promise to you is that if you put real effort into helping your student develop these 15 EF Skillsets, they will come to a place that allows them to build a future with significantly more choices, possibilities, and opportunities to be happy, healthy, and successful.

Before you begin, please note that different experts use different words to describe the Executive Function skills, and many experts use language that is overly clinical, and thus not helpful. So after 25 years in the trenches with families, I choose words that make sense to everyone.

EF is serious. Parents want their kids to be happy, healthy, and successful, and the world is *already* a challenging place to grow up in. But kids with EF challenges are at an even bigger disadvantage. They need real guidance to build EF skills, and the sooner, the better. And they need you!

There is so much hope. The good news is that there are countless ways to help. Even if you're baffled as to why your kid is struggling so much, at least you now know there are 15 concrete EF skillsets EVERY student needs to be successful. And if you focus on improving these, with proven strategies, you will be able to help your student create lasting progress. These skills literally help change the direction of a child's life, so they have a future full of possibilities. Regardless of the direction a child's life goes, these 15 areas are essential to reaching their most important goals in life.

And the big question parents ask me is, "But how exactly do I help my kid, when I don't even know where to start, and when they won't let me help them?" That is what my work is all about - helping students get buy-in so they can finally accept help, and giving people a proven method to build the EF skills they need to succeed (and in a way that is easy enough to implement.)

Helping a child is not about getting them to "just try harder" or "motivating them". It's about helping them build the EF *skill sets* our brains use in order to "execute" important tasks, so we can get the most out of school, manage our responsibilities, and successfully transition into a great adulthood. Let's dive into this assessment...

In gratitude and service,
Seth Perler

YouTube @sethperler — helpful videos for parent and teachers
Instagram @sethperler — behind the scenes of TEFOS + EF tips
TEFOS Facebook Parent Group — join our support community and connect with people on the same journey

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The Executive Function Online Summit
Airs Free Online Fri, Aug 14 - Mon, Aug 17

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DIRECTIONS: For each of the 15 EF Skillsets, circle the number that most accurately reflects *your opinion* of how *independently* the student used the skills over the past few months. When choosing your score, think about how your student is doing *relative to other students* of the same age.

1. Not yet 2. Ok 3. Solid skills

#	Seth's Top 15 Executive Function Skillsets	Score		
1	**Planning & Time Management -** Student uses *reliable* planning skills to manage time, homework, actual studying, projects, essays, and responsibilities. They use some form of calendars, planners, or scheduling to effectively break down big goals into manageable chunks, to turn in quality work, on time.	1	2	3
2	**Organization** - Students create reliable structures or systems to keep track of things, so they show up prepared and on time, with what they need, when they need it. Examples: Organizing backpacks, papers, lockers, supplies, study spaces, organizing digital spaces, their thoughts, writing, etc.	1	2	3
3	**Prioritization:** Decision-making skills. Doing the important thing *over* the preferred fun or easy thing, *when it matters*.	1	2	3
4	**Focus, Attention, Concentration:** Student stays "on task" while resisting distractions. Manages and sustains attention until finished with tasks, or when distracted, can redirect self to the task at hand.	1	2	3
5	**Inhibition:** In order to focus, students are able to inhibit thoughts, emotions, and behaviors that distract them. Inhibition is the opposite of impulsivity or hyperactivity - it is our ability to hold back, slow down, pause to think before acting/speaking. It's about having healthy self-control, self-restraint, or self-management when it matters.	1	2	3
6	**Task Initiation:** Skills to initiate, self-start, activate, get the ball rolling, get the train moving, or begin execution of non-preferred, yet important tasks.	1	2	3
7	**Task Persistence**: The student can follow through. Continues to try until finished, working to full task completion, sticks with it, perseveres, persistent. Self-regulates to sustain attention, effort, and execution. Tenacity. Grit.	1	2	3
8	**Transitions**: Flexibility to shift from activity to activity, or task to task. Adaptable, can change gears & get back on track. Gets from one class to another on time & prepared. Leaves for school on time. Transitions well from one grade level to another.	1	2	3
9	**Working Memory**: Student "keeps things in mind", juggles thoughts, and tracks the important details as they work on something. (Short-term memory)	1	2	3
10	**Self-Advocacy:** Student asks for, and accepts help from teachers, parents, counselors, admin, etc. Raises their hand, emails teacher, gets help after class, goes to office hours, etc.	1	2	3
11	**Accountability:** Student uses tools to make sure important things get done, through visual reminders, alarms, study partners or groups, tutors, co-working, body doubling, asking for help to complete things, etc.	1	2	3
12	**Emotional Regulation**: Healthy tools to talk about, manage, and work through challenging emotions, feelings, and thoughts, and stay focused on tasks at hand. Not ruled by emotions.	1	2	3
13	**Moves Through Resistance**: Regulates self, and works through resistance to doing non-preferred tasks, so they can get stuff done. Frustration tolerance. Any approach to EF Coaching that does not help with the resistance is missing the boat. These skills are critical.	1	2	3
14	**Metacognitive**: Student uses self-reflection to learn from mistakes and successes. Self-checks the quality of work, and self-monitors progress on schoolwork. Self-aware, introspective, mindful of what they are doing. Thinking about thinking. Ability to take a step back to reflect and problem-solve intentionally.	1	2	3
15	**Self-care**: While "self-care" isn't an executive function "skill", I list it because one's ability to prioritize health & wellness has a massive impact on EF, and requires a lot of EF skills. Restful sleep, food that nourishes, and exercise.	1	2	3
	Add up the Totals =			
	Grand Total =			

36-45 - This student's EF skills are strong. You can simply focus on improving areas that were scored a 1 or 2.
26-35 - Your child probably has some EF challenges. Consider coaching, programs, researching helpful strategies, etc.
15-25 - Your child would benefit from EF Coaching, a great tutor, mentor, or program that provides compassionate, empathetic, and skillful guidance to build Executive Function skills.

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