

# McCloskey Executive Functions Scale (MEFS) Report

## Parent Form

Name: Charlie Brown

Date of Birth:

Gender:

Date of Ratings:

Grade:

Age: \_\_ years, \_\_ months

School:

Rater's Name:

### Executive Functions

Executive functions is a term used to represent the activity of neural mechanisms within the brain that enable the Self-Regulation of a person's perceptions, feelings, thoughts, and actions. Executive functions also refer to additional levels of executive control including Self-Realization and Self-Determination. The McCloskey Executive Functions Scales (MEFS) is a rating scale that can be completed by teachers and parents to assess Self-Regulation, Self-Realization, and Self-Determination.

### Self-Regulation Executive Functions

The MEFS can be completed by teachers and parents to rate a child's level of effectiveness in using 31 Self-Regulation executive functions organized within 7 Clusters. The purpose of these ratings is to help determine the extent to which a child has strengths and/or difficulties with each of these 31 aspects of Self-Regulation and within the 7 clusters when compared to the ratings provided by other teachers or parents of children similar in age to the child rated in this report.

### Self-Regulation within Arenas of Involvement

Because the ability to self-regulate can vary depending on whether a child is involved in academics or in self/social situations, the MEFS assesses self-regulation within two separate arenas of involvement:

- **The Academic Arena** involves self-management with school tasks such as participating in classroom instruction, completing projects and assignments, and studying for and taking tests.
- **The Self/Social Arena** involves self-management when a child is alone or when interacting with others.

### Knowing When and How to Self-Regulate

Assessing whether a child knows *when* to self-regulate and *how* to self-regulate are important distinctions that are made when rating the MEFS items. For example, a teacher or parent may observe that a child is able to sustain attention (*knows how*) but is lacking awareness of situations in which sustained attention is needed (does not *know when*). In these situations, even though the child is able to sustain attention, he or she does not do so unless prompted by someone else. Alternately, some children lack the awareness of when to sustain attention and are also unable to sustain attention even when prompted to do so. In contrast, when a child knows both how to sustain attention and when to sustain attention, they are likely to do so without prompting. Based on the distinction between knowing how and knowing when, the following classifications are used to describe MEFS ratings:

- **Executive Strength-** knows both "when" and "how" to self-regulate and does so without being prompted to do it.
- **Difficulty Knowing When-** lacks awareness of "when" to self-regulate and does so only when prompted to do it.
- **Difficulty Knowing How-** lacks knowledge about "how" to self-regulate, does not do so even when prompted, and requires assistance with efforts to do it.

The following table shows how the MEFS ratings are classified to identify self-regulation strengths and difficulties:

MEFS Ratings		MEFS Classifications
AA	Almost always does it on own without prompting	Strength (Knows When and How)
F	Frequently does it on own without prompting	
S	Seldom does it on own without prompting	When Difficulty (Does Not Know When)
AP	Does it, but only after prompting	
DA	Only does it with direct assistance	How Difficulty (Does Not Know How)
UA	Unable to do even with direct assistance	

### Self-Realization and Self-Determination

Self-Realization involves awareness of self, awareness of others, and self-reflection. Self-Determination involves goal-setting and long-term planning. As a child enters adolescence, the executive functions of self-realization and self-determination emerge as a stage of development and begin to exert influence on self-regulation. By the end of adolescence (approximately age 25), the neural processes of self-realization and self-determination have developed in most brains to the point where individuals can set their own goals, realize their personal strengths and weaknesses, and consistently direct self-regulation so that their goals can be accomplished.

### MEFS RESULTS FOR Charlie Brown

#### Validity Check Based on Results of the Inconsistency Scale

The ratings provided by Mrs. Brown produced an Inconsistency Score of 2. Relative to the responses of the raters in the standardization sample, an Inconsistency Score of 12 has a classification of consistent.

#### Self-Regulation Executive Functions

Ratings of Charlie were compared with the parent ratings of a U.S. national sample of children similar in age to Charlie. **Table 1** below provides norm-referenced standard scores, percentile ranks, descriptive categories, and frequency counts of the number of items within each of the 7 Clusters that were classified as Executive Function (EF) Strengths, Knowing When Difficulties, or Knowing How Difficulties. For each Cluster, the specific self-regulation executive functions included in the cluster are listed in parentheses. Score information is provided for each Cluster overall and for the Academic and Self/Social Arenas within each Cluster.

**Table 2** shows frequency counts of the number of items classified as EF Strengths, When Difficulties, and How Difficulties separately for the Academic and Self/Social Arenas. Cumulative percentage ranges are provided only for the Academic and Self/Social items combined.

**Table 1 Self-Regulation Executive Functions by Cluster and by Arena of Involvement**

CLUSTER	Standard Score	Percentile Rank	Descriptive Category	EF Strength	Knowing When Difficulty	Knowing How Difficulty
<b>ATTENTION</b> (aware of surroundings, focusing and sustaining attention)	75	7	Well Below Avg	1	5	
<b>Academic</b>	71	6	Well Bel Avg		3	
<b>Self/Social</b>	74	8	Well Bel Avg	1	2	
<b>ENGAGEMENT</b> (initiating, exerting effort, inhibiting, stopping, pausing, being flexible, shifting)	88	18	Below Avg	11	11	
<b>Academic</b>	83	14	Below Avg	3	5	
<b>Self/Social</b>	84	14	Below Avg	8	6	
<b>OPTIMIZATION</b> (monitoring, modulating intensity, balancing needs, correcting errors)	78	9	Well Below Avg	5	3	6
<b>Academic</b>	75	8	Well Bel Avg	2	2	2
<b>Self/Social</b>	64	2	Extremely Low	3	1	4
<b>EFFICIENCY</b> (sensing time, pacing work, using routines, sequencing)	84	14	Below Avg	4	9	1
<b>Academic</b>	82	12	Below Avg	3	6	1
<b>Self/Social</b>	76	8	Well Below Avg	1	3	
<b>MEMORY</b> (holding and manipulating information in mind, storing and retrieving information)	92	24	Average	5	2	
<b>Academic</b>	84	15	Below Avg	1	2	
<b>Self/Social</b>	95	33	Average	4		
<b>INQUIRY</b> (estimating time, gauging difficulty and resources needed, anticipating, analyzing, comparing and evaluating)	78	10	Well Below Avg	1	6	4
<b>Academic</b>	94	28	Average	1	4	
<b>Self/Social</b>	51	1	Extremely Low		2	4
<b>SOLUTION</b> (generating ideas, making associations, organizing, planning, prioritizing, deciding)	94	31	Average	5	8	
<b>Academic</b>	98	38	Average	2	4	
<b>Self/Social</b>	84	14	Below Avg	3	4	

**Table 2 Self-Regulation Executive Functions within Clusters and by Arena**

		ACADEMIC			SELF/SOCIAL		
<b>ATTENTION</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Perceiving	2-5		1/1			1/1	
Focusing	11-25		1/1			1/1	
Sustaining	11-25		1/1		1/1		
<b>ENGAGEMENT</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Initiating	11-25		1/1		1/1		
Energizing	26-50		1/1		1/1		
Inhibiting	>50	1/1			4/6	2/6	
Stopping	11-25		1/1			2/2	
Pausing	26-50	1/1				1/1	
Being Flexible	11-25	1/2	1/2		1/2	1/2	
Shifting	11-25		1/1		1/1		
<b>OPTIMIZATION</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Monitoring	11-25	1/2		1/2			2/2
Modulating	26-50	1/2	1/2		2/3	1/3	
Correcting	2-5			1/1			1/1
Balancing	11-25		1/1		1/2		1/2
<b>EFFICIENCY</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Sensing Time	26-50	1/1				1/1	
Pacing	11-25		1/1			1/1	
Using Routines	11-25	2/7	4/7	1/7	1/1		
Sequencing	11-25		1/1			1/1	
<b>MEMORY</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Holding/Working	11-25		1/1		1/1		
Storing/Retrieving	26-50	1/2	1/2		3/3		
<b>INQUIRY</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Gauging	11-25	1/1					1/1
Anticipating	11-25		1/1			1/2	1/2
Estimating Time	11-25		1/1			1/1	
Analyzing	11-25		1/1				1/1
Evaluating	11-25		1/1				1/1
<b>SOLUTION</b>	Percentile Range	Exec Strength	Know When Difficulty	Know How Difficulty	Exec Strength	Know When Difficulty	Know How Difficulty
Generating	26-50		1/1		1/1		
Associating	>50	1/1			1/1		
Organizing	11-25		1/1			1/1	
Planning	>50		1/1		1/2	1/2	
Prioritizing	26-50	1/1				1/1	
Deciding	26-50		1/1			1/1	

## Self-Realization and Self-Determination

Self-Realization and Self-Determination items are classified as an executive strength, an executive challenge, or typical for age (neither a strength nor a challenge), depending on the ratings provided and the age of the child. The ratings for Self-Realization and Self-Determination items are based on the frequency with which behaviors associated with these EFs are observed by the rater.

Ratings of “does this very often” or “does this often” may reflect an Executive Function Strength and ratings of “never does this” or “does this sometimes” may reflect an Executive Function Challenge, depending on the age of the child. Behaviors reflecting Self-Realization and Self-Determination strengths are likely to be observed at least sometimes in children age 10 and older and are likely to be observed with greater frequency in children age 14 and older.

Children below the age of 10 demonstrating Self-Realization and/or Self-Determination strengths are exhibiting advanced development of these executive functions. EF challenges are not identified for children under the age of 10 because it is less likely that they are self-realized or self-determined in a manner similar to adolescents. **Table 3** below shows the ratings for each item and their classification as either an executive strength, an executive challenge, or neither an executive strength nor a challenge.

The ratings of Charlie were compared with the parent ratings of a U.S. national sample of children similar in age to Charlie. **Table 3** shows standard scores, percentile ranks, descriptive categories and frequency counts of the number of items within a Cluster classified as EF Strengths, EF Challenges, or Typical for age (neither a strength nor a challenge) for the items of the Self-Realization and Self-Determination Executive Functions Clusters. The specific executive functions included in each cluster are listed in parentheses.

**Table 4** provides the cumulative percentage ranges for each of the three facets of Self-Realization and the two facets of Self-Determination. Frequency counts of the items categorized as EF Strengths, Typical for age, or EF Challenges also are provided.

**Table 3 Self-Realization and Self-Determination Clusters**

COMPOSITE	Standard Score	Percentile Rank	Descriptive Category	Number of Items		
				EF Strength	Typical	EF Challenge
<b>SELF-REALIZATION</b> (self-awareness, awareness of others, self-reflection)	104	59	Average	1/11	10/11	
<b>SELF-DETERMINATION</b> (goal-setting and long-term planning)	91	31	Average	1/6	5/6	

**Table 4 Self-Realization and Self-Determination Executive Functions**

EXECUTIVE FUNCTION	Cumulative Percentile Range	Number of Items/Total Items		
		EF Strength	Typical	EF Challenge
<b>SELF-REALIZATION</b>				
Awareness of Self	>50	1/3	2/3	
Awareness of Others	>50		5/5	
Self-Analysis	26-50		3/3	
<b>SELF-DETERMINATION</b>				
Goal-Setting	>50	1/3	2/3	
Long-Term Planning	11-25		3/3	

## APPENDIX

**Table 5** summarizes the ratings provided for each item and the item classified as either an executive strength, a difficulty knowing when, or a difficulty knowing how. The ratings are organized by the self-regulation executive functions included in each of the 7 clusters.

**Table 5 Self-Regulation Items and Item Classifications by Arena of Involvement**

ACADEMIC			
ATTENTION	Exec Strength	Know When Diff	Know How Diff
<b>Perceiving</b>			
Aware with school tasks		X	
<b>Focusing</b>			
Focused with school tasks		X	
<b>Sustaining</b>			
Sustains with school tasks		X	

SELF/SOCIAL			
ATTENTION	Exec Strength	Know When Diff	Know How Diff
<b>Perceiving</b>			
Aware in social interactions		X	
<b>Focusing</b>			
Focused in social interactions		X	
<b>Sustaining</b>			
Focused in social interactions	X		

ACADEMIC			
ENGAGEMENT	Exec Strength	Know When Diff	Know How Diff
<b>Initiating</b>			
Starts school tasks		X	
<b>Energizing</b>			
Effortful with school tasks		X	
<b>Inhibiting</b>			
Inhibits with challenging school tasks	X		
<b>Stopping</b>			
Stops an activity		X	
<b>Pausing</b>			
Returns to school tasks	X		
<b>Being Flexible</b>			
Tries different ways for school tasks		X	
Accepts school changes	X		
<b>Shifting</b>			
Shifts for school tasks		X	

SELF/SOCIAL			
ENGAGEMENT	Exec Strength	Know When Diff	Know How Diff
<b>Initiating</b>			
Starts social interactions	X		
<b>Energizing</b>			
Effortful in social interactions	X		
<b>Inhibiting</b>			
Waits turn	X		
Thinks before acting		X	
Refrains from aggression	X		
Inhibits thoughtless comments	X		
Inhibits in frustrating situations	X		
Inhibits in social situations	X		
<b>Stopping</b>			
Stops talking about one thing		X	
Stops annoying others		X	
<b>Pausing</b>			
Returns to social interactions		X	
<b>Being Flexible</b>			
Accepts good ideas		X	
Accepts social changes	X		
<b>Shifting</b>			
Shifts in social interactions	X		

ACADEMIC			
	Exec Strength	Know When Diff	Know How Diff
<b>OPTIMIZATION</b>			
<b>Monitoring</b>			
Monitors school task performance	X		
Monitors school situations			X
<b>Modulating</b>			
Activity level fits school tasks		X	
Emotional response fits school task	X		
<b>Correcting</b>			
Fixes school task errors			X
<b>Balancing</b>			
Balances school task elements		X	

SELF/SOCIAL			
	Exec Strength	Know When Diff	Know How Diff
<b>OPTIMIZATION</b>			
<b>Monitoring</b>			
Monitors social interactions			X
Monitors personal appearance			X
<b>Modulating</b>			
Activity level fits social situation	X		
Emotional response fits social interaction	X		
Modulates sensory stimulation		X	
<b>Correcting</b>			
Makes social interaction corrections			X
<b>Balancing</b>			
Balances social interactions			X
Balances personal life	X		

ACADEMIC			
	Exec Strength	Know When Diff	Know How Diff
<b>EFFICIENCY</b>			
<b>Sensing Time</b>			
Keeps track of time with school tasks	X		
<b>Pacing</b>			
Changes pace with school tasks		X	
<b>Using Routines</b>			
Uses routines for school tasks		X	
Gets ideas onto paper effectively		X	
Uses routines and strategies to do well on tests			X
Uses routines and strategies to get tasks done	X		
Participates in discussions in school	X		
Brings materials home		X	
Hands in school work	X		
<b>Sequencing</b>			
Gets the steps in the right order for school tasks		X	

SELF/SOCIAL			
	Exec Strength	Know When Diff	Know How Diff
<b>EFFICIENCY</b>			
<b>Sensing Time</b>			
Keeps track of time in social interactions		X	
<b>Pacing</b>			
Changes pace in social interactions		X	
<b>Using Routines</b>			
Uses routines for social interactions		X	
<b>Sequencing</b>			
Gets the order right when telling stories		X	

ACADEMIC			
	Exec Strength	Know When Diff	Know How Diff
<b>MEMORY</b>			
<b>Holding/Working</b>			

SELF/SOCIAL			
	Exec Strength	Know When Diff	Know How Diff
<b>MEMORY</b>			
<b>Holding/Working</b>			

Keeps information in mind for school tasks		X	
<b>Storing/Retrieving</b>			
Stores and recalls school information		X	
Recalls information for tests	X		

Keeps information in mind in social situations	X		
<b>Storing/Retrieving</b>			
Stores and recalls social information	X		
Recalls information in social Interactions	X		
Recalls information about self	X		

ACADEMIC			
INQUIRY	Exec Strength	Know When Diff	Know How Diff
<b>Gauging</b>			
Accurately estimates the difficulty/demands of school tasks	X		
<b>Anticipating</b>			
Anticipates events in school		X	
<b>Estimating Time</b>			
Estimates time for school tasks		X	
<b>Analyzing</b>			
Examines and analyzes for school tasks		X	
<b>Evaluating</b>			
Evaluates the quality of school work		X	

SELF/SOCIAL			
INQUIRY	Exec Strength	Know When Diff	Know How Diff
<b>Gauging</b>			
Figures out how to interact in social situations			X
<b>Anticipating</b>			
Anticipates how statements affect others			X
Anticipates consequences of own actions		X	
<b>Estimating Time</b>			
Estimates time in social situations		X	
<b>Analyzing</b>			
Examines and analyzes social interactions			X
<b>Evaluating</b>			
Evaluates the quality of social interactions			X

ACADEMIC			
SOLUTION	Exec Strength	Know When Diff	Know How Diff
<b>Generating</b>			
Comes up with new ways to solve school tasks		X	
<b>Associating</b>			
Sees similarities in ideas	X		
<b>Organizing</b>			
Organizes school tasks		X	
<b>Planning</b>			
Makes plans for school tasks	X		
<b>Prioritizing</b>			
Prioritizes school tasks	X		
<b>Deciding</b>			
Makes own decisions about school tasks		X	

SELF/SOCIAL			
SOLUTION	Exec Strength	Know When Diff	Know How Diff
<b>Generating</b>			
Comes up with new ways to solve social tasks	X		
<b>Associating</b>			
Sees similarities in social situations	X		
<b>Organizing</b>			
Organizes social activities		X	
<b>Planning</b>			
Makes plans for social activities		X	
Makes plans for the use of own time	X		
<b>Prioritizing</b>			
Prioritizes social activities		X	
<b>Deciding</b>			
Makes own decisions about social situations		X	



**Table 6** shows the ratings provided for each item and their classification as either an executive strength, an executive challenge, or typical for age (neither an executive strength nor a challenge).

**Table 6 Self-Realization and Self-Determination Items and Item Classifications by Cluster**

<b>SELF-REALIZATION</b>	<b>EF Strength</b>	<b>Typical</b>	<b>EF Challenge</b>
<b>Awareness of Self</b>			
Makes realistic comments about personal strengths and weaknesses.		X	
Makes realistic comments about his or her own physical abilities.		X	
Makes realistic comments about what he or she feels or thinks about self	X		
<b>Awareness of Others</b>			
Makes realistic comments about other’s mental and emotional strengths and weaknesses		X	
Makes realistic comments about the physical abilities of others.		X	
Makes realistic comments about what other people feel or think about others.		X	
Makes realistic comments about what others feel or think about him or her		X	
Makes realistic comments about what other people feel or think about themselves		X	
<b>Self-Analysis</b>			
Realistically analyzes and comments about his or her school performance		X	
Realistically analyzes and comments about ability to manage self		X	
Realistically analyzes and comments about the ability of others to manage themselves		X	

<b>SELF-DETERMINATION</b>	<b>EF Strength</b>	<b>Typical</b>	<b>EF Challenge</b>
<b>Goal Setting</b>			
States realistic goals for schooling based on personal interests		X	
States realistic goals for work beyond school based on personal interests		X	
Expresses strong desires to make his or her own decisions about what to do	X		
<b>Long Term Planning</b>			
States realistic plans for accomplishing long-term schooling goals		X	
States realistic plans for accomplishing long-term work goals		X	
States realistic plans for accomplishing social and/or personal goals		X	