McCloskey Executive Functions Scale (MEFS) Report Parent Form

Name: Charlie Brown Gender: Grade: School: Date of Birth: Date of Ratings: Age: ___years, ___months 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 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	
F	Frequently does it on own without prompting	Strength (Knows When and How)
S	Seldom does it on own without prompting	When Difficulty
AP	Does it, but only after prompting	(Does Not Know When)
DA	Only does it with direct assistance	- How Difficulty
UA	Unable to do even with direct assistance	(Does Not Know How)

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

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

ATTENTION Percentile Range Know Strength Know Difficulty Know Difficulty Know Difficulty Know Strength Know Difficulty Know Difficulty <th></th> <th></th> <th></th> <th colspan="3">ACADEMIC</th> <th colspan="4">SELF/SOCIAL</th>				ACADEMIC			SELF/SOCIAL			
ATLENTION Range Ferceiving Strength Difficulty					Know		Know	Know		
Krange Strength Difficulty Difficulty Strength Difficulty It/l It/l Focusing 11-25 1/1 1/1 1/1 1/1 1/1 Sustaining 11-25 1/1 1/1 1/1 1/1 1/1 ENGAGEMENT Parcentile Fixed, Minut Know Know Know Know Inhibiting 26-50 1/1	ATTENTION									
Focusing 11-25 1/1 1/1 1/1 1/1 Sustaining 11-25 1/1 1/1 1/1 1/1 1/1 ENGAGEMENT Percentile Range Know Know </th <th></th> <th></th> <th>Strength</th> <th></th> <th>Difficulty</th> <th>Strength</th> <th></th> <th>Difficulty</th>			Strength		Difficulty	Strength		Difficulty		
Sustaining 11-25 1/1 1/1 1/1 1/1 1/1 ENGAGEMENT Range Range Know Know Know Know Know Know How Difficulty <		-								
0 Know Kn		11-25					1/1			
ENGAGEMENT Percentile Range Exc. bit Strength When Difficulty How Difficulty Exc. Difficulty When Difficulty How Difficulty Initiating 11-25 1/1 1/1 1/1 1/1 1/1 Inibibiting 5:50 1/1 1/1 1/1 1/1 1/1 1/1 Being Flexible 11-25 1/1	Sustaining	11-25		1/1		1/1				
ENGAGEMENT Percentile Range Exc. bit Strength When Difficulty How Difficulty Exc. Difficulty When Difficulty How Difficulty Initiating 11-25 1/1 1/1 1/1 1/1 1/1 Inibibiting 5:50 1/1 1/1 1/1 1/1 1/1 1/1 Being Flexible 11-25 1/1]	Know	Know		Know	Know		
Range Strength Difficulty Difficulty <th>FNGAGEMENT</th> <th>Percentile</th> <th>Exec</th> <th>When</th> <th>How</th> <th>Exec</th> <th>When</th> <th>How</th>	FNGAGEMENT	Percentile	Exec	When	How	Exec	When	How		
Energizing 26-50 1/1 <t< th=""><th></th><th></th><th>Strength</th><th>Difficulty</th><th>Difficulty</th><th>Strength</th><th>Difficulty</th><th>Difficulty</th></t<>			Strength	Difficulty	Difficulty	Strength	Difficulty	Difficulty		
Inhibiting >50 1/1						-				
Stopping 11-25 1/1 2/2 1/1				1/1						
Pausing 26-50 Being Plexible 11-25 Shifting 11-25 Shifting 11-25 Shifting 11-25 OPTIMIZATION Percentile Range Know Monitoring 11-25 Monitoring 11-25 Modulating 26-50 Correcting 2-5 Balancing 11-25 V2 1/2 V2 1/1 V2 1/2 V2 1/1 V2 1/1 V2 1/1 V2 1/1 V2 1/1 <th>0</th> <th></th> <th>1/1</th> <th></th> <th></th> <th>4/6</th> <th></th> <th></th>	0		1/1			4/6				
Being Flexible 11-25 1/2 1/2 1/2 1/2 1/2 1/2 Shifting 11-25 1/1				1/1						
Shifting11-251/11/11/11/1OPTIMIZATIONPercentile RangeExecKnow Wen DifficultyKnow Difficulty <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>										
Description Exec Range Know When Difficulty Know How Difficulty Exec When Difficulty Know How Difficulty Know How Difficulty Monitoring 11-25 1/2 1/2 22 2/3 1/3 Modulating 26-50 1/2 1/2 2/2 1/3 2/2 Balancing 11-25 1/1 1/1 1/2 1/2 2/2 EFFICIENCY Percentile Range Know Know Know Know Know Now Sensing Time 26-50 1/1 <th></th> <th></th> <th>1/2</th> <th></th> <th></th> <th></th> <th>1/2</th> <th></th>			1/2				1/2			
OPTIMIZATION RangePercentile RangeStrength DifficultyWhen DifficultyHow DifficultyMonitoring11-251/21/22/22/31/3Modulating26-501/21/21/22/31/3Correcting2-51/11/11/11/11/1Balancing11-251/11/11/21/21/2EFFICIENCYPercentile RangeStrength Nume DifficultyKnow DifficultyKnow DifficultyKnow DifficultyKnow DifficultyKnow DifficultyKnow DifficultyKnow DifficultySensing Time26-501/11/11/11/11/11/1Sequencing11-251/11/11/11/11/11/1MEMORYPercentile RangeExec KnogKnow Know DifficultyKnow DifficultyKnow DifficultyKnow Difficulty1/11/11/1MEMORYPercentile RangeExec KnogKnow Know Difficulty1/11/11/11/11/1MemoryPercentile RangeKnow Know DifficultyI/11/11/11/11/11/1MEMORYPercentile RangeKnow Know DifficultyI/11/11/11/11/11/11/11/11/1Indicipating11-251/11/11/11/11/11/11/11/11/11/11/11/11/	Shifting	11-25		1/1		1/1				
OF TRUEATION Range Difficulty										
Range Monitoring Difficulty D	OPTIMIZATION		Strength			Strength				
Modulating 26-50 Correcting 2-5 Balancing 11-25 1/1 1/2 1/2 EFFICIENCY Percentile Range Know <			1/2	Difficulty			Difficulty			
Correcting 2-5 1/1 1/1 1/2 1/1 Balancing 11-25 1/1 1/2 1/2 1/2 EFFICIENCY Percentile Range Exec Strength Know When Difficulty Know How Difficulty Know How Difficulty Know When Difficulty Exec Difficulty Know When Difficulty Know When Difficulty Know How Difficulty Sequencing 11-25 1/1 <td< th=""><th></th><th></th><th></th><th>1.10</th><th>1/2</th><th>2 /2</th><th>1/2</th><th>2/2</th></td<>				1.10	1/2	2 /2	1/2	2/2		
Balancing 11-25 1/1 1/2 1/2 EFFICIENCY Percentile Range Strength Know Know Know Know Know How Difficulty	0		1/2	1/2	1 (1	2/3	1/3	1 / 1		
z Exec Sensing Time Percentile Range Know When Difficulty Know How Difficulty Exec Difficulty Know When Difficulty Know When Difficulty Know When Difficulty Know When Difficulty Know When Difficulty Know Difficulty Know When Difficulty Know Difficulty	0			1 /1	1/1	1/0				
EFFICIENCYPercentile RangeStrengthWhen DifficultyHow DifficultyStrengthWhen DifficultySensing Time26-501/1-1/1-1/1-Using Routines11-251/1-1/1-1/1Sequencing11-251/1-1/1<	Balancing	11-25		1/1		1/2		1/2		
EFFICIENCYRangeDifficultyDifficultyDifficultyDifficultySensing Time26-501/11/11/11/1Raing11-251/11/11/11/1Sequencing11-251/11/11/11/1MEMORYPercentile RangeExecKnow StrengthKnow DifficultyKnow DifficultyKnow DifficultyHolding/Working11-251/11/11/11/1Storing/Retrieving26-501/11/11/1INQUIRYPercentile RangeExec StrengthKnow When DifficultyKnow How DifficultyKnow How DifficultyKnow StrengthINQUIRYPercentile RangeExec StrengthKnow When DifficultyKnow How DifficultyKnow StrengthKnow When DifficultyGauging11-251/11/11/11/1Anticipating11-251/11/11/1Soluting11-251/11/11/1Soluting11-251/11/11/1Soluting26-501/11/11/1Associating Organizng>501/11/11/1Panning So501/11/11/1Prioritizing26-501/11/11/1										
Sensing Time 26-50 Diffeculty	EFFICIENCY		Strength			Strength				
Pacing 11-25 1/1 1/			1/1	Difficulty	Difficulty			Difficulty		
Using Routines 11-25 2/7 4/7 1/1 1/1			1/1	1 /1						
Sequencing11-251/11/1MEMORYPercentile RangeExec StrengthKnow When DifficultyKnow DifficultyKnow DifficultyHolding/Working11-251/11/1I/1I/1Storing/Retrieving26-501/21/1I/1I/1I/1INQUIRYPercentile RangeExec StrengthKnow When DifficultyKnow DifficultyKnow DifficultyKnow How DifficultyGauging11-25I/1I/1I/1I/1I/1Anticipating11-251/1I/1I/1I/1Analyzing11-251/1I/1I/1I/1SOLUTIONPercentile RangeExec StrengthKnow When DifficultyKnow DifficultyKnow How DifficultyExec StrengthKnow When DifficultyI/1I/1Generating Organizing2501/1I/1I/1I/1I/1Planning>501/1I/1I/1I/1I/1Pioritizing26-501/1I/1I/1I/1I/1Intraction26-501/1I/1I/1I/1I/1Intraction26-501/1I/1I/1I/1I/1Intraction26-501/1I/1I/1I/1I/1Intraction1/1I/1I/1I/1I/1Intraction1/1I/1I/1I/1I/1Intraction1/1			2/7		1/7	1/1	1/1			
MEMORYPercentile RangeExecKnow When DifficultyKnow DifficultyExecKnow StrengthKnow How DifficultyHolding/Working11-251/11/11/11/1Storing/Retrieving26-501/11/23/31INQUIRYPercentile Range11-251/11/13/31Gauging11-251/11/13/311Anticipating11-251/11/11/11/1Anticipating11-251/11/11/11/1Estimating Time11-251/11/11/11/1Featuring11-251/11/11/11/1SOLUTIONPercentile RangeExecKnow StrengthKnow When DifficultyKnow Bifficulty1/1Generating26-501/11/11/11/1Associating>501/11/11/1Planning>501/11/11/1Piroritizing26-501/11/11/1					1//	1/1	1/1			
MEMORYPercentile RangeStrengthWhen DifficultyHow DifficultyStrengthWhen DifficultyHow DifficultyHolding/Working11-251/11/11/11/11/1Storing/Retrieving26-501/21/23/3INQUIRYPercentile RangeRange11-251/11/11/11/11/1Gauging11-251/1001/11/11/11/1Anticipating11-251/11/11/11/11/11/1Analyzing11-251/11/11/11/11/11/1SOLUTIONPercentile RangeExecKnow StrengthKnow When DifficultyKnow How Difficulty1/11/11/1Sociating26-501/11/11/11/11/11/1Associating>501/11/11/11/11/11/1Prioritizing26-501/11/11/11/11/11/1Intractional of the strength1/11/11/11/11/11/1Intractional of the strength1/11/11/11/11/11/1Intractional of the strength1/11/11/11/11/11/1Intractional of the strength1/11/11/11/11/11/11/1Intractional of the strength1/11/11/11/11/11/1<	bequeiteing	11-25					-			
ME/NOKYRangeDifficultyDifficultyDifficultyDifficultyDifficultyHolding/Working11-251/11/11/11/1Storing/Retrieving26-501/21/23/31INQUIRYPercentile RangeExec StrengthKnow When DifficultyKnow How DifficultyExec StrengthKnow How DifficultyGauging11-251/11/11/1Anticipating11-251/11/11/1Analyzing11-251/11/11/1SOLUTIONPercentile RangeExec StrengthKnow When DifficultyKnow How DifficultyKnow How DifficultyGenerating26-501/11/11/11/1Associating>501/11/11/11/1Planning>501/11/11/21/2Prioritizing26-501/11/11/21/2		Democratile								
Holding/Working 11-25 1/1	MEMORY		Strength			Strength				
Storing/Retrieving26-501/21/23/3	Holding/Working				Difficulty	1/1	Difficulty	Difficulty		
INQUIRYPercentile RangeExecKnow When DifficultyKnow How DifficultyGauging11-251/11/11/1Anticipating11-251/11/11/2Estimating Time11-251/11/11/2Analyzing11-251/11/11/1Evaluating11-251/11/11/1Evaluating11-251/11/11/1Evaluating11-251/11/11/1Evaluating11-251/11/11/1Evaluating11-251/11/11/1Forenerile RangePercentile RangeKnow StrengthKnow When DifficultyKnow How DifficultyGenerating26-501/11/11/1Organizing11-251/11/11/1Planning>501/11/11/1Pioritizing26-501/11/11/1			1/2							
INQUIRYPercentile RangeStrengthWhen DifficultyHow DifficultyStrengthWhen DifficultyHow DifficultyGauging11-251/11/1-1/1Anticipating11-251/11/1-1/1Analyzing11-251/11/1-1/1Evaluating11-251/11/1-1/1SOLUTIONPercentile RangeExec StrengthKnow When DifficultyKnow DifficultyKnow How DifficultyKnow DifficultyKnow DifficultyKnow DifficultyGenerating26-501/1-1/1Associating>501/1-1/1Planning>501/1-1/11/11/11/11/1-1/11/11/11/1-1/11/11/11/1-1/1	~~~~8									
INQUIRYRangeDifficultyDifficultyDifficultyDifficultyDifficultyGauging11-251/11/11/21/1Anticipating11-251/11/11/21/2Estimating Time11-251/11/11/11/1Analyzing11-251/11/11/11/1Evaluating11-251/11/11/11/1SOLUTIONPercentile RangeExecKnow StrengthKnow When DifficultyExecKnow DifficultyKnow DifficultyExecKnow DifficultyI/1Organizing26-501/11/11/11/11/11/1Planning>501/11/11/11/11/1Planning>501/11/11/21/21/1Prioritizing26-501/11/11/11/11/1		Percentile								
Gauging 11-25 Anticipating 11-25 Estimating Time 11-25 Analyzing 11-25 Analyzing 11-25 Evaluating 11-25 SOLUTION Percentile Range Know Know Generating 26-50 Associating >50 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1	INQUIRY		Suclight			Suchgul				
Anticipating 11-25 Estimating Time 11-25 Analyzing 11-25 Analyzing 11-25 Evaluating 11-25 SOLUTION Percentile Range Know Know Generating 26-50 Associating >50 Planning >50 Prioritizing 26-50 1/1 I/1 I/1 I/1 I/1 <thi 1<="" th=""></thi>	Gauging		1/1	2209						
Estimating Time 11-25 Analyzing 11-25 Evaluating 11-25 SOLUTION Percentile Range Know Know Generating 26-50 Associating >50 Organizing 11-25 Planning >50 Prioritizing 26-50 1/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 I/1 <th></th> <th></th> <th></th> <th>1/1</th> <th></th> <th></th> <th>1/2</th> <th></th>				1/1			1/2			
Analyzing 11-25 1/1 I/1 I/1 I/1 Evaluating 11-25 1/1 1/1 1/1 1/1 1/1 SOLUTION Percentile Range Exec Strength Know When Difficulty Know Difficulty Exec Difficulty Know When Difficulty Exec Difficulty Know When Difficulty Exec Difficulty I/1 I/1 Associating >50 1/1	<u> </u>									
Evaluating11-251/1II/1SOLUTIONPercentile RangeExec StrengthKnow When DifficultyKnow How DifficultyExec StrengthKnow How DifficultyGenerating Organizing>501/1I/1I/1I/1Image Difficulty1/1Image DifficultyImage 	U U	11-25		1/1				1/1		
SOLUTIONPercentile RangeStrengthWhen DifficultyHow DifficultyStrengthWhen DifficultyGenerating26-501/11/11/11/1Associating>501/11/11/11/1Planning>501/11/11/21/21/2Prioritizing26-501/11/11/21/11/2	Evaluating	11-25		1/1						
SOLUTIONPercentile RangeStrengthWhen DifficultyHow DifficultyStrengthWhen DifficultyGenerating26-501/11/11/11/1Associating>501/11/11/11/1Planning>501/11/11/21/21/2Prioritizing26-501/11/11/21/11/2			Exec	Know	Know	Exec	Know	Know		
SOLUTION Range Difficulty Difficulty <th>COLUTION</th> <th>Percentile</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	COLUTION	Percentile								
Associating >50 1/1 1/1 1/1 Organizing 11-25 1/1 1/1 1/1 1/1 Planning >50 1/1 1/2 1/2 1/2 Prioritizing 26-50 1/1 1/1 1/1 1/1	SOLUTION									
Organizing 11-25 1/1 1/1 Planning >50 1/1 1/2 1/2 Prioritizing 26-50 1/1 1/1 1/1	0			1/1						
Planning >50 1/1 1/2 1/2 Prioritizing 26-50 1/1 1/1 1/1	0		1/1			1/1				
Prioritizing 26-50 1/1 1/1	0 0									
	0			1/1		1/2				
Deciding 26-50 1/1 1/1	0		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.

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

EXECUTIVE	Cumulative	Number	of Items/Tot	al Items
FUNCTION	Percentile	EF		EF
	Range	Strength	Typical	Challenge
SELF-REALIZATION				
Awareness of Self	>50	1/3	2/3	
Awareness of Others	>50		5/5	
Self-Analysis	26-50		3/3	
SELF-DETERMINATION				
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.

e e	ACADEMIC				OCIAL		
	Exec	Know	Know	5000750	Exec	Know	Know
ATTENTION	Strength	When Diff	How Diff	ATTENTION	Strength	When Diff	How Diff
Perceiving				Perceiving			
Aware with school tasks		Х		Aware in social		Х	
				interactions			
Focusing				Focusing			
Focused with school		Х		Focused in social		Х	
tasks				interactions			
Sustaining				Sustaining			
Sustains with school		Х		Focused in social	X		
tasks				interactions			
ACADI	MIC			SELF/S			
n cabi	Exec	Know	Know		Exec	Know	Know
ENGAGEMENT	Strength	When Diff	How Diff	ENGAGEMENT	Strength	When Diff	How Diff
Initiating				Initiating			
Starts school tasks		Х		Starts social interactions	X		
Energizing				Energizing			
Effortful with school		Х		Effortful in social	X		
tasks				interactions			
Inhibiting				Inhibiting			
Inhibits with challenging school tasks	Х			Waits turn	Х		
				Thinks before acting		Х	
				Refrains from aggression	Х		
				Inhibits thoughtless	X		
				comments			
				Inhibits in frustrating	X		
				situations			
				Inhibits in social situations	X		
Stopping	1			Stopping			
Stops an activity		Х		Stops talking about one		Х	
				thing Stong opposing others		NZ.	
D ·				Stops annoying others		X	
Pausing				Pausing		**	
Returns to school tasks	Х			Returns to social interactions		Х	
Being Flexible				Being Flexible			
Tries different ways for		X		Accepts good ideas		X	
school tasks		Λ		Accepts good lucas		Λ	
Accepts school changes	Х			Accepts social changes	Х		
Shifting	- 21			Shifting			
Shifts for school tasks		Х		Shifts in social interactions	X		
Shirts for school tasks		Λ		Sints in social interactions	Λ		

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

ACAD	EMIC			SELF/S	OCIAL	
OPTIMIZATION	Exec Strength	Know When Diff	Know How Diff	OPTIMIZATION	Exec Strength	Know When Diff
Monitoring	•	•	•	Monitoring	•	•
Monitors school task performance	Х			Monitors social interactions		
Monitors school situations			Х	Monitors personal appearance		
Modulating				Modulating		
Activity level fits school tasks		Х		Activity level fits social situation	Х	
Emotional response fits school task	Х			Emotional response fits social interaction	Х	
		•		Modulates sensory stimulation		Х
Correcting				Correcting	1	•
Fixes school task errors			Х	Makes social interaction corrections		
Balancing				Balancing		
Balances school task elements		Х		Balances social interactions		
				Balances personal life	Х	

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

SELF/SC	OCIAL		
EFFICIENCY	Exec Strength	Know When Diff	Know How Diff
Sensing Time		Dill	2
Keeps track of time in social interactions		Х	
Pacing			
Changes pace in social interactions		Х	
Using Routines			
Uses routines for social interactions		X	
Sequen	cing		
Gets the order right when telling stories		Х	

Know How Diff

Х

Χ

X

Х

ACADEMIC					
	Exec	Know	Know		
MEMORY	Strength	When	How		
		Diff	Diff		
Holding/Working					

]	SELF/SOCIAL			
	MEMORY	Exec Strength	Know When Diff	Know How Diff
	Holding/Working			

Keeps information in mind for school tasks		Х	
Storing/Retrieving			
Stores and recalls school information		Х	
Recalls information for tests	Х		

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

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

Keeps information in mind in social situations	Х	
Storing/Retrieving		
Stores and recalls social information	Х	
Recalls information in social Interactions	Х	
Recalls information about self	Х	

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

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

	EF		EF
SELF-REALIZATION	Strength	Typical	Challenge
Awareness of Self			
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	Х		
Awareness of Others			
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	
Self-Analysis			
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	

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