

EXECUTIVE SKILLS: SEMISTRUCTURED INTERVIEW OF STUDENT

Student Name: _____ Date: _____

Interviewed by: _____ Title: _____

I'm going to ask you some questions about situations related to your success as a student. All of these are situations in which you have to use executive skills (reasoning, thinking & planning) in order to be successful.

INDEPENDENT SEATWORK: Please tell me if you think these are concerns for you. I may ask you to give me examples.

Item

<i>Do you have trouble/difficulty with:</i>							
Task Initiation (TI)		Yes	No	If yes:			
					Seldom	Sometimes	Usually
1.	Getting started with seatwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
2.	Following multiple steps in a project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
3.	Knowing where or how to begin?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
4.	Turning an assignment in on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
<i>Do you have trouble/difficulty with:</i>							
Sustained Attention (SA)		Yes	No	If yes:			
					Seldom	Sometimes	Usually
1.	Completing seatwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
2.	Being easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
3.	Being more easily distracted with some subjects more than others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						
4.	The length of the assignment affecting your ability to complete it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:						

Do you have trouble/difficulty with:

Working Memory (WM)		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Remembering assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Following directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Remembering what has just been read or explained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
4.	Taking notes in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

Do you have trouble/difficulty with:

Self-Regulation of Affect (SRA)		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Managing your feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Making careless errors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Going through assignments too fast and not pay attention to directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
4.	Calming down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

Do you have trouble/difficulty with:

Metacognition (M)		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Losing site of goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Tolerating corrections and/or criticisms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Being easily frustrated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

LONG-TERM PROJECTS: Now let's speak about long-term assignments.

Item

(NOTE: see Executive Skills Key below)

<i>Do you have trouble/difficulty with:</i>						
		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Choosing a topic (M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Breaking the assignment into smaller parts (P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Developing a timeline (P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
4.	Sticking with a timeline (TM)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
5.	Estimating how long it will take to finish (TM)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
6.	Following directions (e.g. do you forget to do part of the assignment and lose points as a result) (WM, M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
7.	Proofreading or checking your work to make sure you followed the instructions and haven't made careless mistakes (M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
8.	Finishing the project by the deadline (GDP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

EXECUTIVE SKILLS KEY:

- | | |
|------------------------------------|------------------------------------|
| 1. Flexibility (F) | 2. Goal-Directed Persistence (GDP) |
| 3. Metacognition (M) | 4. Organization (O) |
| 5. Planning/Prioritization (P) | 6. Response Inhibition (RI) |
| 7. Self-Regulation of Affect (SRA) | 8. Sustained Attention (SA) |
| 9. Task Initiation (TI) | 10. Time Management (TM) |
| 11. Working Memory (WM) | |

STUDYING FOR TESTS: Now let's talk about studying for tests.

Item

(NOTE: see Executive Skills Key below)

<i>Do you have trouble/difficulty with:</i>						
		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Making yourself sit down to study (TI)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Knowing what to study (M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Knowing how to study (M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
4.	Putting off studying or not studying at all (TM)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
5.	Taking breaks that are either too frequent or too long (SA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
6.	Giving up before you've studied enough (GDP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
7.	Memorizing the material (WM)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
8.	Understanding the material (M)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

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- | | |
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| 1. Flexibility (F) | 2. Goal-Directed Persistence (GDP) |
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| 5. Planning/Prioritization (P) | 6. Response Inhibition (RI) |
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| 9. Task Initiation (TI) | 10. Time Management (TM) |
| 11. Working Memory (WM) | |

ORGANIZATIONAL SKILLS: Now I'm going to ask some questions about organization.

Item

<i>Do you have trouble/difficulty with:</i>						
Organization (O)		Yes	No	If yes:		
				Seldom	Sometimes	Usually
1.	Keeping your work area neat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
2.	Keeping your notebooks organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
3.	Keeping your book bag organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					
4.	Losing or misplacing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes:					

LONG-TERM GOALS: Do you know what you want to do after high school?

Possible Goals:
1.
2.
3.
4.
Have you formulated a plan for reaching your goal(s)? If so, what is it?