

Appendix A
Self-Assessment Survey

Executive Function

Self-control	Never	Rarely	Sometimes	Often	Always
1. I act without thinking of the consequences.	1	2	3	4	5
2. I keep my hands to myself during school (unless I'm hugging or high-fiving).	5	4	3	2	1
3. My teacher tells me I "talk too much" in class.	1	2	3	4	5
4. I am patient when waiting for things.	5	4	3	2	1
5. I say things without thinking.	1	2	3	4	5
6. I raise my hand before speaking in class.	5	4	3	2	1
7. I get into verbal fights with other students.	1	2	3	4	5
8. I wait until others are done speaking before I share my ideas.	5	4	3	2	1
9. I interrupt people when they're speaking so I can make my point.	1	2	3	4	5
10. I can walk away from an argument or fight with another student and avoid making it a big deal.	5	4	3	2	1

Perseverance	Never	Rarely	Sometimes	Often	Always
11. I ask for help when I don't know how to solve a problem.	5	4	3	2	1
12. I need encouragement from peers or adults to keep working when improving a skill.	1	2	3	4	5
13. I am able to give up watching YouTube, TV or playing video games (or other things I enjoy) to work on long-term goals.	5	4	3	2	1
14. I have difficulty reaching goals without help from adults.	1	2	3	4	5
15. I believe in setting goals and achieving high levels of performance.	5	4	3	2	1
16. I start assignments or projects and don't finish them.	1	2	3	4	5
17. I understand things will be difficult sometimes and it is ok to struggle.	5	4	3	2	1
18. If I get anxious for tests and formal assessments, it affects the grade I receive.	1	2	3	4	5
19. When I come across a problem I think about it in my head to get through it.	5	4	3	2	1
20. When I get a low grade on an assignment I ask to redo it.	1	2	3	4	5

<u>Attention</u>	Never	Rarely	Sometimes	Often	Always
21. I need to take frequent breaks when working.	1	2	3	4	5
22. I find it easy to stay focused on my work.	5	4	3	2	1
23. I get distracted by my peers when trying to complete school assignments.	1	2	3	4	5
24. When I start an assignment, I focus on it until it is complete.	5	4	3	2	1
25. I need teacher directions to be repeated after they are originally explained.	1	2	3	4	5
26. When I get interrupted, I am able to refocus on the original task.	5	4	3	2	1
27. I get distracted easily.	1	2	3	4	5
28. I am able to finish my homework before I go to bed.	5	4	3	2	1
29. I need to have an adult sit with me to make sure I get my work done.	1	2	3	4	5
30. I take short breaks and am able to get back to work quickly.	5	4	3	2	1

Scoring guide:

- Add the points indicated in each column.
- Low score indicates strong skills in that area.
- High score indicates growth area.
- When using this tool with students, delete the numbers so as not to confuse them.