Checklist For Executive Functions in Written Expression

1. Review all available information pertaining to the student's executive function skills as they pertain to written expression.
2. Place a check mark beside any skill that currently interferes with the student's written expression skills.
3. Executive function skills that are rated as an *"interference"* should be addressed through intervention, accommodations, and/or teaching/learning strategies.

Inhibitory Control	Difficulty sustaining attention to writing task	
	Difficulty filtering out visual/auditory distractions	
	Difficulty controlling impulsive writing behavior	
	Difficulty with fidgeting and restlessness during writing	
	Difficulty maintaining order of desk and workspace	
	Tends to add extra letters into words	
	Frequently erases letters/words/sentences when writing	
	Difficulty writing dictated sentences	
	Difficulty organizing word order and meaning in writing	
	Tends to perseverate in thoughts, words, and topics	
	Difficulty keeping track of thoughts	
	Difficulty setting goals for writing task	
	Difficulty generating ideas for writing task	
	Difficulty remembering the main idea of writing topic	
	Difficulty completing written activity independently	
Working Memory	Difficulty rehearsing auditory information to hold in memory (especially for spelling)	
	Difficulty attending to and processing oral information in order to formulate an oral or written response	
	Slower processing speed than age/grade peers	
	Less mental energy than age/grade peers	
	Difficulty processing two or more pieces of information simultaneously	
	Difficulty with note taking	
	Difficulty retaining information for later retrieval	
	Difficulty coordinating memory with other cognitive processes	
	Automaticity does not reduce working memory demand	
Cognitive Flexibility	Difficulty with verbal or written fluency for age/grade	
	Difficulty writing cohesive sentences and paragraphs	
	Difficulty using strategies to implement writing plan	
	Difficulty maintaining performance when task complexity increases	
	Difficulty seeing writing problems from multiple perspectives	
	Tends to revise mechanics rather than content	
	Difficulty using feedback to implement, monitor, and adjust writing plan	
	Difficulty monitoring own performance in writing	
	Difficulty using known strategies independently	
	Difficulty using simultaneous self-regulation EFs (e.g., hold, manipulate, retrieve, generate, execute)	

Adapted from: Barkley (1997), Dehn (2008), Feifer & DeFina (2002)