

# Executive Function Checklist for Teens

## Self-Assessment and Growth Tracker

### What This Is

This checklist helps teens reflect on their strengths and challenges across core executive function (EF) skills — the mental tools that help with planning, organization, emotional regulation, and follow-through.

Rate yourself (or have a teacher/parent/coach rate you) on each skill using the scale below:

#### ★ Rating Scale:

1 = Rarely true | 2 = Sometimes true | 3 = Often true | 4 = Almost always true

### 1. Organization

Statement	1	2	3	4
I keep track of my school materials, notes, and personal items so I can find them easily.				
My backpack, folders, and digital files are organized in a way that makes sense to me.				
I regularly clean out or reorganize my space to keep clutter from building up.				
I use tools (like binders, apps, or planners) to help me stay organized day to day.				

### 2. Planning and Prioritization

Statement	1	2	3	4
I plan ahead so I have enough time to complete assignments or prepare for tests.				

I can tell which tasks are most important and focus on those first.				
I break big projects into smaller steps so they feel more manageable.				
I review my schedule regularly and adjust my plans when new things come up.				

### 3. Time Management

Statement	1	2	3	4
I can tell how long tasks will take me to finish.				
I start tasks on time without too much procrastination.				
I arrive to class, activities, or work on time.				
I can balance school, social time, and rest.				

### 4. Task Initiation & Follow-Through

Statement	1	2	3	4
I can get started on tasks even when I don't feel like it.				
I can finish what I start without getting too distracted.				
I break large tasks into smaller, easier steps.				
I can notice when I'm avoiding something and redirect myself.				

### 5. Working Memory

Statement	1	2	3	4
I can remember multi-step directions without repeating them.				
I keep track of details (assignments, passwords, plans) in my head or with reminders.				
I can recall information from class or reading later on.				

I remember to do tasks without being reminded several times.				
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## 6. Emotional Regulation

Statement	1	2	3	4
I can stay calm when things don't go my way.				
I can notice when I'm starting to get upset and take a break.				
I can express feelings without yelling or shutting down.				
I can refocus after something stressful happens.				

## 7. Cognitive Flexibility

Statement	1	2	3	4
I can adapt when plans change unexpectedly.				
I can handle new routines without too much stress.				
I can consider other people's ideas and opinions.				
I can move on when something doesn't go as planned.				

## 8. Impulse Control

Statement	1	2	3	4
I can stop myself from reacting or speaking when I feel upset or frustrated.				
I think about the consequences before making decisions or saying something.				
I can stay calm and patient even when things don't go my way.				

I can catch myself before acting on impulse and choose a better response.				
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## 9. Perseverance

Statement	1	2	3	4
I keep working on tasks even when they feel boring, difficult, or frustrating.				
I can recover from setbacks and try again instead of giving up.				
I stay focused on long-term goals even when progress feels slow.				
I look for new strategies or ask for help when something isn't working.				

## ★ Reflection Section

- What are your **strongest areas** (3s and 4s)?

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- Which skills do you want to **work on next** (1s and 2s)?

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- What's **one small step** you could take this week to grow in that area?

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