

B. EXECUTIVE FUNCTIONING *(continued)*

DATA

| 3. Persistence, organization, and time management <i>(continued)</i> | Scoring | Comments | * |
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| 3.3 Follows a sequence of at least three steps in an activity <i>For example, when given verbal or visual steps in a sequence, child will complete the activity in order by following the direction or referencing the picture sequence.</i> | 0 1 2 | | |
| 3.4 Finishes an activity within a timely manner, cleans up, and moves to the next activity <i>Consider developmentally appropriate time which may be indicated by the child completing the activity when other children of the same age in the classroom complete the activity.</i> | 0 1 2 | | |
| 4. Problem solving | Scoring | Comments | * |
| 4.1 Claims and defends possessions <i>For example, if a peer takes the child's trading cards, the child will try to hold on to them or say, "That's mine."</i> | 0 1 2 | | |
| 4.2 Identifies or defines the problem <i>If two children want the same toy, the child will communicate that the problem is two children want one toy.</i> | 0 1 2 | | |
| 4.3 Generates solutions <i>If an art project rips, the child may suggest getting tape to fix it or make a new one.</i> | 0 1 2 | | |
| 4.4 Carries out solutions by negotiating or compromising <i>Two children want the same toy and the child suggests they take turns, do eeney-meaney-miney-mo or set a timer to show when a turn is over.</i> | 0 1 2 | | |
| 5. Emotional knowledge | Scoring | Comments | * |
| 5.1 Identifies simple emotions in pictures and books <i>When presented with different emotions in pictures or books and asked, "Which one is happy," child will point to, give, or tap the picture. If asked, "How does she feel," child will state, "She is happy."</i> | 0 1 2 | | |
| 5.2 Labels and identifies emotions in self <i>If their toy breaks, and the child is sad, they can label that emotion accurately when asked, "How do you feel?"</i> | 0 1 2 | | |
| 5.3 Labels and identifies emotions in others <i>If a peer is angry, the child will be able to say, "He is mad."</i> | 0 1 2 | | |
| 5.4 Justifies an emotion once identified/labeled <i>If a girl is crying the child can say she is crying because she fell down and is hurt.</i> | 0 1 2 | | |
| 5.5 Demonstrates affection and empathy toward peers <i>Gives hugs or handshakes to peers and asks if a peer is okay when appropriate.</i> | 0 1 2 | | |
| Summary notes for executive functioning | | | |
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