**McCloskey Executive Functions Scale (MEFS) – School Age Self-Rating Form**

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| Please provide the following information:  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_\_  Birth Date \_\_\_/\_\_\_/\_\_\_ Today’s Date\_\_\_/\_\_\_/\_\_\_  **INSTRUCTIONS**  For each statement below, circle the option that best describes you: |

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| 5 | AA | I always or almost always do this on my own. I don’t need to be prompted or reminded to do it. |
| 4 | F | I frequently do this on my own without prompting. |
| 3 | S | I seldom do this on my own without being prompted or reminded to do it. |
| 2 | AP | I do this only after being prompted or reminded to do it. |
| 1 | DA | I can only do it with help. |
| 0 | UA | I can’t do this, even when I get help with it. |

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| **BECOMING AWARE** | | | | | | | | | | | | |
| I know what I should be doing for school tasks and knows when to do it. | AA | F | | | | S | | AP | | | DA | UA |
| I make eye contact with, listens to, and touch others in an appropriate way in social situations. | AA | F | | | | S | | AP | | | DA | UA |
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| **FOCUSING ATTENTION** |  |  | | | |  | |  | | |  |  |
| I focus attention on school tasks. | AA | F | | | | S | | AP | | | DA | UA |
| I focus attention on others in social situations. | AA | F | | | | S | | AP | | | DA | UA |
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| **SUSTAINING ATTENTION** |  |  | | |  | | |  | | |  |  |
| I sustain attention for school tasks until a task is completed. | AA | F | | | S | | | AP | | | DA | UA |
| I sustain attention to others in social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **INITIATING** |  |  | | |  | | |  | | |  |  |
| I can get started on school work. | AA | F | | | S | | | AP | | | DA | UA |
| I initiate socially appropriate interactions with other students. | AA | F | | | S | | | AP | | | DA | UA |
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| **GETTING ENERGIZED FOR / PUTTING EFFORT INTO** |  |  | | |  | | |  | | |  |  |
| I put adequate energy into, school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I put adequate energy into, interacting with others. | AA | F | | | S | | | AP | | | DA | UA |
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| **INHIBITING** |  |  | | |  | | |  | | |  |  |
| I can wait for my turn. | AA | F | | | S | | | AP | | | DA | UA |
| I consider the consequences before saying or doing things I may regret. | AA | F | | | S | | | AP | | | DA | UA |
| I refrain from acts of physical aggression. | AA | F | | | S | | | AP | | | DA | UA |
| I do not make inappropriate or thoughtless comments (for example, name-calling, insulting, inappropriately tattling on others). | AA | F | | | S | | | AP | | | DA | UA |
| I maintain emotional control in frustrating situations. | AA | F | | | S | | | AP | | | DA | UA |
| I maintain emotional control when doing challenging school work. | AA | F | | | S | | | AP | | | DA | UA |
| I maintain emotional control when disagreeing with others. | AA | F | | | S | | | AP | | | DA | UA |
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| **STOPPING** |  |  | | |  | | |  | | |  |  |
| I know when to stop talking about a single topic. | AA | F | | | S | | | AP | | | DA | UA |
| I stop playing a game or stop doing something that is fun when asked to do so. | AA | F | | | S | | | AP | | | DA | UA |
| I stop doing things that annoy others when asked to do so. | AA | F | | | S | | | AP | | | DA | UA |
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| **PAUSE & CONTINUE** |  |  | | |  | | |  | | |  |  |
| I can return to a school task after a brief pause. | AA | F | | | S | | | AP | | | DA | UA |
| I can pause to listen to what another person has to say during conversations. | AA | F | | | S | | | AP | | | DA | UA |
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| **FLEXIBLY ENGAGING** |  |  | | |  | | |  | | |  |  |
| I am willing to try a different way to do school tasks when I get stuck. | AA | F | | | S | | | AP | | | DA | UA |
| I accept a good idea when it is what most others in a group want to do. | AA | F | | | S | | | AP | | | DA | UA |
| I accept changes in school work or school routines without getting upset about it. | AA | F | | | S | | | AP | | | DA | UA |
| I accept changes in a person I know or accept unfamiliar persons without getting upset. | AA | F | | | S | | | AP | | | DA | UA |
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| **SHIFTING** |  |  | | |  | | |  | | |  |  |
| I move from one school task to another without difficulty. | AA | F | | | S | | | AP | | | DA | UA |
| I can change from one activity to another in social situations without difficulty. | AA | F | | | S | | | AP | | | DA | UA |
|  | | | | | | | | | | | | |
| **MONITORING** |  |  | | |  | | |  | | |  |  |
| I check school work to avoid careless errors on tests and other school work. | AA | F | | | S | | | AP | | | DA | UA |
| I recognize situations in which my behavior bothers or upsets others. | AA | F | | | S | | | AP | | | DA | UA |
| I check to make sure that I have everything I need before leaving class or school. | AA | F | | | S | | | AP | | | DA | UA |
| I check on my appearance, cleanliness and personal hygiene. | AA | F | | | S | | | AP | | | DA | UA |
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| **MODULATING OR ADJUSTING** |  |  | | |  | | |  | | |  |  |
| My physical activity level fits the situation when doing school tasks (Not hyperactive or inactive). | AA | F | | | S | | | AP | | | DA | UA |
| My physical activity level fits the situation when working in a group (Not hyperactive or inactive). | AA | F | | | S | | | AP | | | DA | UA |
| My emotional responses fit the situation when working on school tasks (Doesn’t overreact or underact). | AA | F | | | S | | | AP | | | DA | UA |
| My emotional response fits the situation when interacting with others (Doesn’t overreact or underreact). | AA | F | | | S | | | AP | | | DA | UA |
| I am not overstimulated or understimulated by sights, sounds, or touches. | AA | F | | | S | | | AP | | | DA | UA |
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| **CORRECTING** |  |  | | |  | | |  | | |  |  |
| I correct errors that are made in school work. | AA | F | | | S | | | AP | | | DA | UA |
| I apologize when aware of offending others. | AA | F | | | S | | | AP | | | DA | UA |
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| **BALANCING** |  |  | | |  | | |  | | |  |  |
| I balance the elements of a school assignment (speed vs accuracy, quality vs quantity; general vs specific statements; depth vs breadth, etc.). | AA | F | | | S | | | AP | | | DA | UA |
| I maintain a balance in social situations (talking vs listening, sharing too much vs sharing too little; being humorous vs being serious). | AA | F | | | S | | | AP | | | DA | UA |
| I maintain a balance in my activities (play vs work; time alone vs time with others; sleep vs awake). | AA | F | | | S | | | AP | | | DA | UA |
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| **SENSING TIME** |  |  | | |  | | |  | | |  |  |
| I keep track of time (e.g., realizes how much time has passed) when doing school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I keep track of time (e.g., realizes how much time has passed) when talking to or doing things with others. | AA | F | | | S | | | AP | | | DA | UA |
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| **PACING** |  |  | | |  | | |  | | |  |  |
| I change pace (works slower or works faster) when taking tests or doing school assignments. | AA | F | | | S | | | AP | | | DA | UA |
| I change pace in social situations (for example, talks slower or talks faster to maintain the pace of the conversation). | AA | F | | | S | | | AP | | | DA | UA |
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| **USING ROUTINES/COMPLETING ASSIGNMENTS (EXECUTING)** |  |  | | |  | | |  | | |  |  |
| I use well-rehearsed or practiced routines for school tasks (for example, recognizing words by sight, printing or writing letters and words, reciting basic math facts). | AA | F | | | S | | | AP | | | DA | UA |
| I use well-rehearsed or practiced social greetings or conversation starters. | AA | F | | | S | | | AP | | | DA | UA |
| I generate good ideas and gets them down on paper quickly and efficiently. | AA | F | | | S | | | AP | | | DA | UA |
| I use routines and strategies to do well on tests. | AA | F | | | S | | | AP | | | DA | UA |
| I use routines and strategies to get assignments and projects done. | AA | F | | | S | | | AP | | | DA | UA |
| I participate in discussions about topics that I know a lot about. | AA | F | | | S | | | AP | | | DA | UA |
| I brings home all the materials need to complete homework and other school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I hand in homework, assignments or important papers when they are completed. | AA | F | | | S | | | AP | | | DA | UA |
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| **SEQUENCING** |  |  | | |  | | |  | | |  |  |
| I get the steps in the right order when working on school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I get the order of events right when telling stories or explaining things to others. | AA | F | | | S | | | AP | | | DA | UA |
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| **HOLDING and WORKING WITH INFORMATION IN MIND** |  |  | | |  | | |  | | |  |  |
| I can keep information in mind for short periods of time when doing school tasks. (For example, can add 3 or more numbers without pencil and paper; can remember directions that were just given by the teacher.) | AA | F | | | S | | | AP | | | DA | UA |
| I can keep information in mind for short periods of time when talking with others. (For example, can follow and participate in a longer conversation.) | AA | F | | | S | | | AP | | | DA | UA |
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| **STORING and RETRIEVING** |  |  | | |  | | |  | | |  |  |
| I store and recall specific information about school subjects no matter how questions are worded. | AA | F | | | S | | | AP | | | DA | UA |
| I store and recall specific information about others or about social situations. | AA | F | | | S | | | AP | | | DA | UA |
| I do well on tests that require recall of stored facts no matter what test format is used. | AA | F | | | S | | | AP | | | DA | UA |
| I do well in social situations that require recall of facts about others. | AA | F | | | S | | | AP | | | DA | UA |
| I do well in situations that require recall of facts about myself. | AA | F | | | S | | | AP | | | DA | UA |
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| **GAUGING or “SIZING UP”** |  |  | | |  | | |  | | |  |  |
| I accurately estimate the difficulty of school tasks and/or tests and what it takes to complete them and/or do well with them. | AA | F | | | S | | | AP | | | DA | UA |
| I figure out how to interact appropriately in various social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **ANTICIPATING** |  |  | | |  | | |  | | |  |  |
| I anticipate events at school. (for example, recognizes the need to prepare for tests or assignments; connects homework with grades, etc.). | AA | F | | | S | | | AP | | | DA | UA |
| I anticipate how what I say or do will affect how others feel, think or act. | AA | F | | | S | | | AP | | | DA | UA |
| I anticipate the consequences of my own thoughts, feeling and actions. (for example, I recognize that if I don’t do my homework I may not get a good grade and will feel disappointed about it). | AA | F | | | S | | | AP | | | DA | UA |
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| **ESTIMATING TIME** |  |  | | |  | | |  | | |  |  |
| I accurately estimate how long it will take to do something when involved with one or more school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I accurately estimate how long it will take to do something when talking to others or doing things with others. | AA | F | | | S | | | AP | | | DA | UA |
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| **ANALYZING SITUATIONS** |  |  | | |  | | |  | | |  |  |
| I examine and analyze things in more detail when doing school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| I examine and analyze in more detail what others are saying or doing in social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **EVALUATING / COMPARING** |  |  | |  | | |  | | |  | |  |
| I evaluate the quality and/or adequacy of my work on school tasks. | AA | F | | S | | | AP | | | DA | | UA |
| I evaluate the quality and/or adequacy of my social interactions. | AA | F | | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **GENERATING SOLUTIONS** |  | |  |  | | |  | | |  | |  |
| I come up with new ways to solve problems with school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| I come up with new ideas about things to say to, or do with, others. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **MAKING ASSOCIATIONS** |  | |  |  | | |  | | |  | |  |
| I see or understand how two or more things or ideas are similar and can use that knowledge to solve a problem with school work. | AA | | F | S | | | AP | | | DA | | UA |
| I see or understand how one social situation can be similar to another and can use that knowledge to solve a social relationship problem. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **ORGANIZING** |  | |  |  | | | | |  |  | |  |
| I organize school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| I organize age appropriate social activities. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **PLANNING** |  | |  |  | | |  | | |  | |  |
| I make plans for school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| I make plans for age appropriate social activities. | AA | | F | S | | | AP | | | DA | | UA |
| I make plans for the use of my own time. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **PRIORITIZING** | | | | | | | | | | | | |
| I order school tasks according to their relevance, importance, or urgency. | AA | | F | S | | | AP | | | DA | | UA |
| I handle social activities according to their relevance, importance or urgency. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **DECISION-MAKING** |  | |  |  | | |  | | |  | |  |
| I make my own decisions about what to do for school and/or when to do it. | AA | | F | S | | | AP | | | DA | | UA |
| I make my own decisions about what to do with others and/or when to do it. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **INSTRUCTIONS**  For each statement below circle the option that best describes how often you do it:  N/R I never or rarely do this.  S I do this sometimes, but not much  O I do this often  VO I do this very often | | | | | | | | | | | | |

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| **SELF-REALIZATION: AWARENESS OF SELF** |  |  |  |  |
| I make realistic comments about my own mental and emotional strengths and weaknesses. | N/R | S | O | VO |
| I make realistic comments about my own physical abilities. | N/R | S | O | VO |
| I make realistic comments about what I feel or think about myself. | N/R | S | O | VO |
|  | | | | |
| **SELF-REALIZATION: AWARENESS OF OTHERS** |  |  |  |  |
| I make realistic comments about the mental and emotional strengths and weaknesses of others. | N/R | S | O | VO |
| I make realistic comments about the physical abilities of others. | N/R | S | O | VO |
| I make realistic comments about what I think other people feel or think about others. | N/R | S | O | VO |
| I make realistic comments about what I think others feel or think about me. | N/R | S | O | VO |
| I make realistic comments about what I think other people feel or think about myself. | N/R | S | O | VO |
|  |  |  |  |  |
| **SELF-REALIZATION: ANALYSIS OF SELF AND OTHERS** |  |  |  |  |
| I realistically analyze and comment about my school performance. | N/R | S | O | VO |
| I realistically analyze and comment about my ability to know what others appear to think or feel about me. | N/R | S | O | VO |
| I realistically analyze and comment about my ability to manage myself. | N/R | S | O | VO |
|  |  |  |  |  |
| **SELF-DETERMINATION: GOAL-SETTING** |  |  |  |  |
| I state realistic goals for schooling based on personal interests. | N/R | S | O | VO |
| I state realistic goals for work beyond school based on personal interests. | N/R | S | O | VO |
| I express strong desires to make my own decisions about what to do rather than be told what to do by parents or others. | N/R | S | O | VO |
|  |  |  |  |  |
| **SELF-DETERMINATION: LONG-TERM PLANNING** |  |  |  |  |
| I state realistic plans for accomplishing long-term schooling goals. | N/R | S | O | VO |
| I state realistic plans for accomplishing long-term work goals. | N/R | S | O | VO |
| I state realistic plans for accomplishing social and/or personal goals. | N/R | S | O | VO |
|  |  |  |  |  |

Revised 9/15/15