**McCloskey Executive Functions Scale (MEFS) – School Age Teacher Form**

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| Please provide the following information:  Name of Student Being Rated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_\_  Birth Date of Student Being Rated \_\_\_/\_\_\_/\_\_\_ Today’s Date\_\_\_/\_\_\_/\_\_\_  Your Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classes/Subjects Taught \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How long have you known this student? \_\_\_\_\_\_\_  **INSTRUCTIONS**  For each statement below, think about the student and circle the option that best describes this student: |

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| 5 | AA | Always or almost always does this on his or her own. Does not need to be prompted or reminded (cued) to do it. |
| 4 | F | Frequently does this on own without prompting |
| 3 | S | Seldom does this on own without being prompted, reminded, or cued to do so. |
| 2 | AP | Does this only after being prompted, reminded, or cued to do it. |
| 1 | DA | Only does it with direct assistance. Requires much more than a simple prompt or cue to be able to get it done in situations that require it. |
| 0 | UA | Unable to do this, even when direct assistance is provided. |

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| **BECOMING AWARE** | | | | | | | | | | | | |
| Knows what he or she should be doing for school tasks and knows when to do it. | AA | F | | | | S | | AP | | | DA | UA |
| Makes eye contact with, listens to, and touches others in an appropriate way in social situations. | AA | F | | | | S | | AP | | | DA | UA |
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| **FOCUSING ATTENTION** |  |  | | | |  | |  | | |  |  |
| Focuses attention on school tasks. | AA | F | | | | S | | AP | | | DA | UA |
| Focuses attention on others in social situations. | AA | F | | | | S | | AP | | | DA | UA |
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| **SUSTAINING ATTENTION** |  |  | | |  | | |  | | |  |  |
| Sustains attention for school tasks until a task is completed. | AA | F | | | S | | | AP | | | DA | UA |
| Sustains attention to others in social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **INITIATING** |  |  | | |  | | |  | | |  |  |
| Starts school work. | AA | F | | | S | | | AP | | | DA | UA |
| Initiates socially appropriate interactions with other students. | AA | F | | | S | | | AP | | | DA | UA |
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| **GETTING ENERGIZED FOR / PUTTING EFFORT INTO** |  |  | | |  | | |  | | |  |  |
| Puts adequate energy into, school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Puts adequate energy into, interacting with others. | AA | F | | | S | | | AP | | | DA | UA |
|  | | | | | | | | | | | | |
| **INHIBITING** |  |  | | |  | | |  | | |  |  |
| Waits for turn. | AA | F | | | S | | | AP | | | DA | UA |
| Considers the consequences before saying or doing things he or she may regret. | AA | F | | | S | | | AP | | | DA | UA |
| Refrains from acts of physical aggression. | AA | F | | | S | | | AP | | | DA | UA |
| Does not make inappropriate or thoughtless comments (for example, name-calling, insulting, inappropriately tattling on others). | AA | F | | | S | | | AP | | | DA | UA |
| Maintains emotional control in frustrating situations. | AA | F | | | S | | | AP | | | DA | UA |
| Maintains emotional control when doing challenging school work. | AA | F | | | S | | | AP | | | DA | UA |
| Maintains emotional control when disagreeing with others. | AA | F | | | S | | | AP | | | DA | UA |
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| **STOPPING** |  |  | | |  | | |  | | |  |  |
| Knows when to stop talking about a single topic. | AA | F | | | S | | | AP | | | DA | UA |
| Stops playing a game or stops doing something that is fun when asked to do so. | AA | F | | | S | | | AP | | | DA | UA |
| Stops doing things that annoy others when asked to do so. | AA | F | | | S | | | AP | | | DA | UA |
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| **PAUSE & CONTINUE** |  |  | | |  | | |  | | |  |  |
| Returns to a school task after a brief pause. | AA | F | | | S | | | AP | | | DA | UA |
| Pauses to listen to what another person has to say during conversations. | AA | F | | | S | | | AP | | | DA | UA |
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| **FLEXIBLY ENGAGING** |  |  | | |  | | |  | | |  |  |
| Willing to try a different way to do school tasks when he or she gets stuck. | AA | F | | | S | | | AP | | | DA | UA |
| Accepts a good idea when it is what most others in a group want to do. | AA | F | | | S | | | AP | | | DA | UA |
| Accepts changes in school work or school routines without getting upset about it. | AA | F | | | S | | | AP | | | DA | UA |
| Accepts changes in a person he or she knows or to accept unfamiliar persons without getting upset. | AA | F | | | S | | | AP | | | DA | UA |
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| **SHIFTING** |  |  | | |  | | |  | | |  |  |
| Moves from one school task to another without difficulty. | AA | F | | | S | | | AP | | | DA | UA |
| Changes from one activity to another in social situations without difficulty. | AA | F | | | S | | | AP | | | DA | UA |
|  | | | | | | | | | | | | |
| **MONITORING** |  |  | | |  | | |  | | |  |  |
| Checks school work to avoid careless errors on tests and other school work. | AA | F | | | S | | | AP | | | DA | UA |
| Recognizes situations in which his or her behavior bothers or upsets others. | AA | F | | | S | | | AP | | | DA | UA |
| Checks to make sure that he or she has everything they need before leaving class or school. | AA | F | | | S | | | AP | | | DA | UA |
| Checks on his or her appearance, cleanliness and personal hygiene. | AA | F | | | S | | | AP | | | DA | UA |
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| **MODULATING OR ADJUSTING** |  |  | | |  | | |  | | |  |  |
| Physical activity level fits the situation when doing school tasks (Not hyperactive or inactive). | AA | F | | | S | | | AP | | | DA | UA |
| Physical activity level fits the situation when working in a group (Not hyperactive or inactive). | AA | F | | | S | | | AP | | | DA | UA |
| Emotional response fits the situation when working on school tasks (Doesn’t overreact or underact). | AA | F | | | S | | | AP | | | DA | UA |
| Emotional response fits the situation when interacting with others (Doesn’t overreact or underreact). | AA | F | | | S | | | AP | | | DA | UA |
| Avoids being overstimulated or understimulated by sights, sounds, or touches. | AA | F | | | S | | | AP | | | DA | UA |
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| **CORRECTING** |  |  | | |  | | |  | | |  |  |
| Corrects errors that are made in school work. | AA | F | | | S | | | AP | | | DA | UA |
| Apologizes when aware of offending others. | AA | F | | | S | | | AP | | | DA | UA |
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| **BALANCING** |  |  | | |  | | |  | | |  |  |
| Balances 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 |
| Maintains 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 |
| Maintains a balance in his or her own 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** |  |  | | |  | | |  | | |  |  |
| Keeps track of time (e.g., realizes how much time has passed) when doing school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Keeps 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** |  |  | | |  | | |  | | |  |  |
| Changes pace (works slower or works faster) when taking tests or doing school assignments. | AA | F | | | S | | | AP | | | DA | UA |
| Changes 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)** |  |  | | |  | | |  | | |  |  |
| Uses 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 |
| Uses well-rehearsed or practiced social greetings or conversation starters. | AA | F | | | S | | | AP | | | DA | UA |
| Generate good ideas and gets them down on paper quickly and efficiently. | AA | F | | | S | | | AP | | | DA | UA |
| Uses routines and strategies to do well on tests. | AA | F | | | S | | | AP | | | DA | UA |
| Uses routines and strategies to get assignments and projects done. | AA | F | | | S | | | AP | | | DA | UA |
| Participates in discussions about topics that he or she knows a lot about. | AA | F | | | S | | | AP | | | DA | UA |
| Brings home all the materials need to complete homework and other school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Hands in homework, assignments or important papers when they are completed. | AA | F | | | S | | | AP | | | DA | UA |
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| **SEQUENCING** |  |  | | |  | | |  | | |  |  |
| Gets the steps in the right order when working on school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Gets 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** |  |  | | |  | | |  | | |  |  |
| 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 |
| 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** |  |  | | |  | | |  | | |  |  |
| Stores and recalls specific information about school subjects no matter how questions are worded. | AA | F | | | S | | | AP | | | DA | UA |
| Stores and recalls specific information about others or about social situations. | AA | F | | | S | | | AP | | | DA | UA |
| Does well on tests that require recall of stored facts no matter what test format is used. | AA | F | | | S | | | AP | | | DA | UA |
| Does well in social situations that require recall of facts about others. | AA | F | | | S | | | AP | | | DA | UA |
| Does well in situations that require recall of facts about himself or herself. | AA | F | | | S | | | AP | | | DA | UA |
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| **GAUGING or “SIZING UP”** |  |  | | |  | | |  | | |  |  |
| Accurately estimates 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 |
| Figures out how to interact appropriately in various social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **ANTICIPATING** |  |  | | |  | | |  | | |  |  |
| Anticipates 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 |
| Anticipates how what he or she says or does will affect how others feel, think or act. | AA | F | | | S | | | AP | | | DA | UA |
| Anticipates the consequences of his or her own thoughts, feeling and actions. (for example, recognizes that if he or she doesn’t do a chore he or she won’t be able to play with a friend and will feel disappointed about it). | AA | F | | | S | | | AP | | | DA | UA |
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| **ESTIMATING TIME** |  |  | | |  | | |  | | |  |  |
| Accurately estimates how long it will take to do something when involved with one or more school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Accurately estimates 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** |  |  | | |  | | |  | | |  |  |
| Examines and analyzes things in more detail when doing school tasks. | AA | F | | | S | | | AP | | | DA | UA |
| Examines and analyzes in more detail what others are saying or doing in social situations. | AA | F | | | S | | | AP | | | DA | UA |
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| **EVALUATING / COMPARING** |  |  | |  | | |  | | |  | |  |
| Evaluates the quality and/or adequacy of his or her work on school tasks. | AA | F | | S | | | AP | | | DA | | UA |
| Evaluates the quality and/or adequacy of his or her social interactions. | AA | F | | S | | | AP | | | DA | | UA |
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| **GENERATING SOLUTIONS** |  | |  |  | | |  | | |  | |  |
| Comes up with new ways to solve problems with school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| Come up with new ideas about things to say to, or do with, others. | AA | | F | S | | | AP | | | DA | | UA |
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| **MAKING ASSOCIATIONS** |  | |  |  | | |  | | |  | |  |
| Sees or understands 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 |
| Sees or understands 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 |
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| **ORGANIZING** |  | |  |  | | | | |  |  | |  |
| Organizes school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| Organizes age appropriate social activities. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **PLANNING** |  | |  |  | | |  | | |  | |  |
| Makes plans for school tasks. | AA | | F | S | | | AP | | | DA | | UA |
| Makes plans for age appropriate social activities. | AA | | F | S | | | AP | | | DA | | UA |
| Makes plans for the use of his or her own time. | AA | | F | S | | | AP | | | DA | | UA |
|  | | | | | | | | | | | | |
| **PRIORITIZING** | | | | | | | | | | | | |
| Orders school tasks according to their relevance, importance, or urgency. | AA | | F | S | | | AP | | | DA | | UA |
| Handles social activities according to their relevance, importance or urgency. | AA | | F | S | | | AP | | | DA | | UA |
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| **DECISION-MAKING** |  | |  |  | | |  | | |  | |  |
| Makes own decisions about what to do for school and/or when to do it. | AA | | F | S | | | AP | | | DA | | UA |
| Makes 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, think about this student and circle the option that best describes him or her:  N/R Never or rarely does this.  S Does this sometimes, but not much  O Does this often  VO Does this very often | | | | | | | | | | | | |

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| **SELF-REALIZATION: AWARENESS OF SELF** |  |  |  |  |
| Makes realistic comments about his or her own mental and emotional strengths and weaknesses. | N/R | S | O | VO |
| Makes realistic comments about his or her own physical abilities. | N/R | S | O | VO |
| Makes realistic comments about what he or she feels or thinks about himself or herself. | N/R | S | O | VO |
|  | | | | |
| **SELF-REALIZATION: AWARENESS OF OTHERS** |  |  |  |  |
| Makes realistic comments about the mental and emotional strengths and weaknesses of others. | N/R | S | O | VO |
| Makes realistic comments about the physical abilities of others. | N/R | S | O | VO |
| Makes realistic comments about what he or she thinks other people feel or think about others. | N/R | S | O | VO |
| Makes realistic comments about what he or she thinks others feel or think about him or her. | N/R | S | O | VO |
| Makes realistic comments about what he or she thinks other people feel or think about themselves. | N/R | S | O | VO |
|  |  |  |  |  |
| **SELF-REALIZATION: ANALYSIS OF SELF AND OTHERS** |  |  |  |  |
| Realistically analyzes and comments about his or her school performance. | N/R | S | O | VO |
| Realistically analyzes and comments about his or her ability to know what others appear to think or feel about him or her. | N/R | S | O | VO |
| Realistically analyzes and comments about his or her ability to manage himself or herself. | N/R | S | O | VO |
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| **SELF-DETERMINATION: GOAL-SETTING** |  |  |  |  |
| States realistic goals for schooling based on personal interests. | N/R | S | O | VO |
| States realistic goals for work beyond school based on personal interests. | N/R | S | O | VO |
| Expresses strong desires to make his or her 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** |  |  |  |  |
| States realistic plans for accomplishing long-term schooling goals. | N/R | S | O | VO |
| States realistic plans for accomplishing long-term work goals. | N/R | S | O | VO |
| States realistic plans for accomplishing social and/or personal goals. | N/R | S | O | VO |
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Revised 9/13/15