

5	4	3	2	1
Never	Rarely	Sometimes	Often	Always

## EF Checker for Special Education Teachers

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Item	RESPONSE INHIBITION	Score
1	I find it hard to slow down enough to observe my students.	
2	I jump in to help too quickly when students are struggling.	
3	I finish people's sentences or react too quickly when a student says something surprising or off-track.	
	<b>Total Score for Response Inhibition</b>	
	<b>WORKING MEMORY</b>	
4	I have trouble handling multiple high-needs students at once.	
5	It's tricky to remember which kids have participated during discussion.	
6	When editing or grading written work I have to refer back to the beginning to recall the thesis, main idea, or main point of the work.	
	<b>Total Score for Working Memory</b>	
	<b>EMOTIONAL CONTROL</b>	
7	After receiving 'constructive feedback' I need some time to regroup.	
8	I experience so much stress in my day that I feel broken and beaten.	
9	I find it stressful to take risks with lessons or approaches that could fail or misfire.	
	<b>Total Score for Emotional Control</b>	
	<b>COGNITIVE FLEXIBILITY</b>	
10	When my lesson isn't resonating with my class I find it hard to modify on the fly.	
11	It is hard to co-plan. I'd rather stick with my own ideas.	
12	I feel lost and out of ideas when a student has a breakdown.	
	<b>Total Score for Cognitive Flexibility</b>	
	<b>SUSTAINED ATTENTION</b>	
13	One-on-one work requiring dedicated attention is exhausting and boring.	
14	When students are speaking to me I find it hard to keep still and look at them. I tend to cut in, multi-task, or miss the point.	
15	When teaching, I'm easy to distract. I need my class to be very calm.	
	<b>Total Score for Attention</b>	

	<b>TASK INITIATION</b>	
16	I start writing reports or doing paperwork late.	
17	I find it stressful to launch a new unit, but feel better once it's started.	
18	I take my time before training for or attempting new technology or classroom approaches.	
	<b>Total Score for Task Initiation</b>	
	<b>PLANNING / PRIORITIZING</b>	
19	Dates and deadlines sneak up on me.	
20	I lean on my partners a lot to choose the focus of our teaching or to create long-term plans.	
21	If I don't make a written to-do list I will not get important things done.	
	<b>Total Score for Planning and Prioritizing</b>	
	<b>ORGANIZATION</b>	
22	I misplace student work or teaching resources.	
23	I sometimes realize I need a certain resource or tool WHILE I'm teaching, when it's too late.	
24	My teaching space is not optimally organized.	
	<b>Total Score for Organization</b>	
	<b>TIME MANAGEMENT</b>	
25	I fall short of teaching the full scope of my planning on any given topic.	
26	When I'm teaching and notice the time I'm shocked.	
27	It is hard to make enough time for thorough assessment or one-on-one follow up.	
	<b>Total Score for Time Management</b>	
	<b>GOAL DIRECTED PERSISTENCE</b>	
28	If a student resists an approach, I often drop it completely.	
29	I find myself commenting that new curriculums, approaches, technology, etc., "Don't work for me".	
30	I give up on kids who seem like they won't get it.	
	<b>Total Score for Goal Directed Persistence</b>	
	<b>METACOGNITION</b>	
31	I find myself making the same mistakes again and again.	
32	I don't talk about or think about lessons when they're done.	
33	I would have to think long and hard if someone asked me about my basic values or philosophy as a teacher.	
	<b>Total Score for Metacognition</b>	