



Executive Functioning Screener Report

Report Last Updated: 06-04-2026 05:40 AM



Disclaimer

This screener is not meant to diagnose executive functioning. The sole function of this tool is to assist in identifying possible characteristics of executive functioning in a structured manner. Each item on the screener has been validated against a globally well-researched indicator/symptom of executive functioning. All responses selected as 'Always' and 'Often' must be paid attention to, as it can help establish the specific protocol for comprehensive assessment and remedial support.

ID: [REDACTED]
Gender: Female
Age: 16 Years

Date: Mar 5, 2026
Email: [REDACTED]
Academic level:

64 (Severe)**Interpretation of total score**

Less than 30: Minimal signs of executive functioning

31 to 60: Moderate signs of executive functioning

More than 60: Severe signs of executive functioning

Screener Completed By:
Self

Overall Executive Functioning Score

[REDACTED] has a score of 64, indicating a strong presence of Executive functioning deficits. This suggests that multiple executive functioning deficits need to be evaluated and specific interventions and support plans should be developed to address these challenges at the earliest. Additional screenings for related conditions, such as executive functioning, anxiety, and depression are also advised to identify any comorbidities. The following subtest scores and individual responses highlight specific areas of concern:

OP: Organization & Planning
WM: Working Memory
CF: Cognitive Flexibility
IC: Inhibitory Control
SM: Self Monitoring

Detailed findings

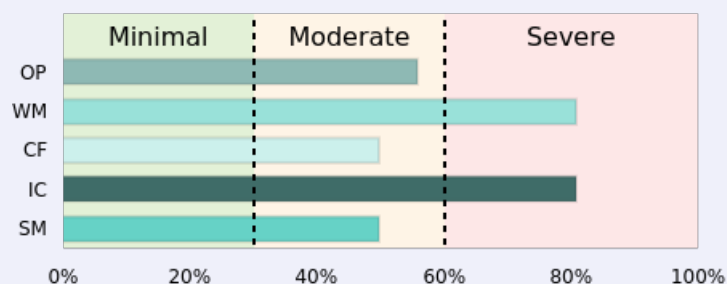
[REDACTED] showed SEVERE risk indicators consistent with executive functioning type difficulties based on WM and IC. This is critical and requires urgent attention and remediation.

[REDACTED] also has MODERATE risk indicators consistent with executive functioning type difficulties on OP, CF and SM.

The bar graph below indicates the severity levels by types of executive functioning based on the responses.

Executive Functioning Types Performance

All the scores above the line of significance indicate areas of reported difficulties.



OP: Organization & Planning
WM: Working Memory
CF: Cognitive Flexibility
IC: Inhibitory Control
SM: Self Monitoring

[REDACTED] individual responses indicating issues

[View Responses](#)

Interpretation of Scores

1. **Working Memory (Severe):** ■■■ shows significant challenges in holding and manipulating information in her mind while completing tasks. She frequently needs instructions repeated multiple times, often forgets numbers when counting, and struggles to retain information she has previously learned. These difficulties can make it challenging to follow multi-step directions, complete complex academic tasks, and maintain focus during learning activities.
2. **Inhibitory Control (Severe):** ■■■ demonstrates considerable difficulty controlling impulsive behaviors and responses. She often acts suddenly without thinking through consequences first, has trouble waiting for better options and tends to choose immediate responses, and frequently gets upset or angry when facing challenging situations. This can impact her academic performance, social relationships, and overall self-regulation in the classroom environment.
3. **Organization & Planning (Moderate):** ■■■ appears to need additional support in organizing her materials, prioritizing tasks, and planning ahead. She sometimes has difficulty determining which tasks are most important to complete first and may struggle with estimating how long activities will take to finish. Her belongings tend to be somewhat disorganized, which can affect her ability to locate materials and complete assignments efficiently.
4. **Cognitive Flexibility (Moderate):** ■■■ shows emerging skills in adapting to changes and switching between different ways of thinking. She sometimes continues using the same approach even when it's not working, gets confused when transitioning between activities, and may become upset when plans or routines change unexpectedly. With support, she can develop better strategies for handling unexpected situations and trying alternative problem-solving approaches.
5. **Self Monitoring (Moderate):** ■■■ is developing her ability to evaluate her own performance and recognize when she needs help. She often has difficulty determining whether she has completed tasks well and sometimes avoids asking for help when she doesn't understand something. These skills are important for independent learning and academic success.

Recommendations

1. Implement external memory supports such as visual schedules, checklists, and written instructions broken into smaller steps to compensate for working memory challenges.
2. Teach and practice specific strategies for impulse control, including "stop and think" techniques, deep breathing exercises, and using visual cues as reminders to pause before acting.
3. Provide structured organizational systems including color-coded folders, designated spaces for materials, and regular check-ins to help develop planning and organizational skills.
4. Use transition warnings and visual schedules to support cognitive flexibility, giving advance notice of changes and teaching coping strategies for when routines are disrupted.
5. Establish regular self-reflection opportunities with guided questions and rubrics to help develop self-monitoring skills and encourage appropriate help-seeking behaviors.
6. Consider accommodations such as extended time for assignments, reduced workload when appropriate, and frequent check-ins with teachers to monitor progress and provide support.
7. Explore potential co-occurring conditions such as ADHD, anxiety disorders, or learning disabilities, as executive functioning challenges often present alongside these conditions and may benefit from comprehensive evaluation and support.

Notes:

Clinician's Commentary:

██████████ profile reveals a clinically significant architecture: Working Memory and Inhibitory Control at Severe, with Organisation & Planning, Cognitive Flexibility, and Self-Monitoring all at Moderate. This is not a flat profile it has a spine (..a core structure). Working memory and inhibitory control are the two foundational pillars of executive functioning. When both are compromised simultaneously, the downstream skills i.e., planning, flexibility and self-monitoring cannot function at their true capacity either, because they depend on the ability to hold information in mind and regulate responses in real time. This is a cascade, not a coincidence. The moderate scores in the other three domains are more likely secondary consequences than independent deficits.

At 16, this pattern is particularly consequential. Adolescence is the developmental window where executive function demand escalates sharply- academic workload compounds, social complexity increases, and the prefrontal cortex is still maturing. ██████████ self-report is internally consistent: she cannot hold information long enough to act on it (WM), and when she does act, she cannot inhibit the first available response (IC). The result is a learner who appears disorganised, emotionally reactive, and inconsistent. Such symptoms are frequently misattributed to motivation or attitude rather than recognised as neurocognitive differences.

What should happen now (and before a formal diagnostic assessment is completed):

At home, begin externalise everything her working memory cannot hold. Written checklists, phone reminders, a single visible planner, and a "brain dump" journal before homework will offload cognitive burden. For inhibitory control, co-create a 10-second pause protocol that is not presented as a punishment, but as scaffolding she can internalise over time.

At school, provide written instructions alongside verbal ones, chunk assignments with intermediate deadlines, and allow extended processing time. Avoid interpreting emotional reactivity as defiance. Her teachers need to know that this is dysregulation, not to be viewed as disobedience.

Critically, screen for ADHD (particularly inattentive presentation) and anxiety. This WM-IC dual-severity profile is a well-documented comorbidity signature in the EF literature. The executive system is signaling overload. Aim to build the scaffolding before the structure buckles.

Responses

The following items were indicated as 'ALWAYS', 'OFTEN', and 'SOMETIMES' and should be reviewed individually to come up with a targeted remediation plan for [REDACTED]

Organization & Planning : Moderate

Working Memory : Severe

Cognitive Flexibility : Moderate

Inhibitory Control : Severe

Self Monitoring : Moderate