



OBC
Oregon Behavior Consultation

Cognitive Skills and Task List

For an explanation, visit www.oregonbehavior.com/skillslist

Name of focus-person: _____

Who filled out this list? _____

What is your role? _____ Date: _____

Please note: the examples provided are just one way in which each skill plays out.
Think about the skill before reading the example.

Rate the person on each skill.

Unless otherwise noted, rate the person on how they do with the skill when they are doing well.

5- Always a Strength

4- Sometimes a Strength

3- It Depends/Inconsistent

2- Sometimes a Struggle

1- Always a Struggle

N/A- Doesn't apply/Don't know

Executive Functioning Skills/Tasks

Rating

1	Holding attention to learn a new task	<i>Diana listens to her teacher explain long-division</i>	
2	Holding attention to complete an everyday task	<i>Anne can't focus on things she is familiar with, such as chores</i>	
3	Ignoring distractions	<i>Anne sees a bird outside & spaces-out while studying</i>	
4	Impulse-control/thinking before doing	<i>Before she can stop and think, Anne breaks a slate over Gilbert's head</i>	
5	Thinking before answering a question	<i>Marilla realizes Anne said yes, but didn't fully understand the question</i>	
6	Making short-term plans mentally and following through	<i>Anne knew that she needed to milk the cows before studying for the exam</i>	
7	Considering several solutions, not just the first that comes to mind	<i>Even though Gilbert knows what he wants to do, he considers his father's ideas</i>	
8	Seeing patterns and making predictions of outcome/consequence	<i>Ruby looks outside and takes her umbrella with her to school, just in case</i>	
9	Independently realizing when a change of plan is needed	<i>After falling twice, Anne gets Matthew to help her on the horse</i>	
10	Solving problems independently, if given enough time	<i>Anne finishes the project herself after 2 extra days. She just needed more time</i>	
11	Organizing everyday items, toys, or workspace	<i>Anne keeps her books very organized without the help of adults</i>	
12	Understanding and appreciating a differing opinion or view	<i>When she needs help, Anne seeks out Mrs. Lynde's advice and uses it</i>	
13	Changing mind about problem/plan after time to think	<i>If the Cuthberts leave her alone, Anne can figure things out</i>	
14	Adjusting to changes in the plan once fully understood and calm	<i>She struggles at first, but soon Diana adjusts to the new plan</i>	
15	Transitioning from one task or environment to another	<i>Anne needs 20 minutes after coming home from school before doing chores</i>	
16	Moving back and forth between two or more tasks	<i>Anne easily pauses her work as needed to help Marilla cook</i>	
17	Initiating tasks or the next step without a prompt or reminders	<i>Anne stands there when it's time to clean her room, not knowing where to start</i>	
18	Following verbal directions with three or more steps	<i>Anne needs Marilla to write down the chores she is expected to do</i>	
19	Understanding abstract or non-visualized concepts	<i>Josie doesn't like playing make-believe with the other kids, and prefers tag</i>	
20	Thinking hypothetically about situations	<i>Billy thinks about what did happen, not what could happen</i>	
21	Holding multiple variables in mind and manipulating them	<i>Diana can't solve complicated problems without drawing a sketch</i>	
22	Keeping calm when frustrated, anxious, or overstimulated	<i>Anne breaks her slate over Gilbert's head in class after he calls her "carrots"</i>	
23	Using coping skills when frustrated with no more than one prompt	<i>While screaming at Mrs. Lynde, Anne ignores Marilla's redirections</i>	
24	Temporarily changing behavior around unfamiliar/special people	<i>Marilla is glad Anne "held it together" at the church picnic yesterday</i>	
25	Identifying deeper cause of an emotion, such as anger	<i>Gilbert realizes that school stress has made him grumpy, not his father's rules</i>	
26	Applying information learned in one circumstance to another	<i>Anne sees how the fractions she is learning in math will be helpful with baking</i>	

Processing/Perception			Rating
27*	Processing verbal communication or alternative (e.g. signing)	Anne nods a lot and says "uh-huh", but doesn't fully process what Matthew is saying	
28	Quickly processing situations, what's happening, what's expected	In unfamiliar situations, Minnie Mae needs time to figure out what is happening	
29	Time perception/independently tracking time to avoid being late	Anne cannot "feel" the difference between 5 and 15 minutes, and is always late	
30	Avoiding overstimulation and sensory dysregulation	Josie struggles around large crowds or too many noises due to her sensory issues	
31	Understanding roles & relationships (extended family, strangers)	Minnie May doesn't understand that her grandmother is her mother's mother	
32	Processing social cues, facial expressions, voice tones in real time	Anne doesn't notice her friends roll their eyes at her long story	
Social			Rating
33*	Communicating through speech, visual system, writing, or signing	Anne is good at expressing her wants and needs to those around her	
34	Ability to socialize, have basic interactions	If conversation stays simple, Diana does very well at social gatherings	
35	Making effort to listen/engage when others are talking	Anne only seems interested in talking, not listening, and frequently spaces out	
36	Using empathy to change behavior with prompts/help	With Matthew's help, Anne realizes she hurt Mrs. Lynde's feelings	
37	Using empathy to change behavior independently	Diana is naturally concerned about others' needs and comfort	
38	Ability to initiate and maintain relationships independently	Billy likes being social, but pushes new friends away with his behaviors/demands	
39	Understanding how others are viewing behavior in the moment	Anne doesn't notice that others laugh at her as she reads her dramatic poem aloud	
40	Understanding social "mistakes" once it is explained	Gilbert understood why his remark hurt Anne's feelings after Diana explained why	
Memory			Rating
41	Relaying information learned minutes ago	Anne can't remember how to make a piecrust even though Marilla just showed her	
42	Relaying a situation that happened minutes ago	Billy and Ruby's stories about their fight outside are different	
43	Relaying information learned hours ago	Anne talks to Matthew about what she learned in school that day	
44	Relaying a situation that happened hours ago	Josie couldn't remember the details of her conversation with Ruby earlier that day	
45	Relaying information learned days ago	Gilbert narrowly beat Anne at the surprise spelling quiz	
46	Relaying a situation that happened days ago	Diana struggles to remember the tea party Anne hosted the other day	
47	Relaying information learned months/years ago	What Anne learned watching children taught her how to care for sick people	
48	Relaying a situation that happened months/years ago	Anne clearly remembers when she met Matthew and Marilla for the first time	

*Skills #33 and #27 are also classified as **Communication Skills**. #33 is called Expressive Communication and #26 is called Receptive Communication.

Executive Functioning Categories

Skills 1-5	Skills 6-11	Skills 12 - 14	Skills 15-18	Skills 19-21	Skills 22-25
Attention & Impulse Control	Planning, Thinking Ahead & Organization	Flexibility & Adjusting	Transitioning & Task Initiation	Abstract thought & Working Memory	Emotional & Self-Regulation