

ESQ-R Overview

Background. The ESQ-R is a self-report assessment instrument that students complete to help them (and their teachers) understand their executive skill strengths and challenges. It is a modified version of the ESQ developed by Dawson and Guare and described in a number of their books on executive skills (e.g., *Executive Skills in Children and Adolescents*, *Smart but Scattered*, *Smart but Scattered Teens*).

We do not have large-scale normative data on this instrument, but the ESQ-R has been employed with a sample of college students for the purpose of determining the instrument's psychometric properties. Statistical analysis yielded strong reliability and validity correlations and, through factor analysis, identified five skill areas that appear to represent discrete and independent executive skill domains. We've labelled the five skill areas Plan Management, Time Management, Materials Organization, Emotional Regulation, and Behavioral Regulation. See Straight, Dawson, Walther, Strait, and Barton (2019) for more detailed information. We also have some evidence that the ESQ-R is sensitive to intervention effects.

Intended Audience. This rating scale should appeal to professionals within both education and mental health. These include school psychologists, school counselors, school social workers, and teachers, both general education and special education teachers. Increasingly, we have found that both speech pathologists and occupational therapists address executive skills in their work with students, and they, too, would be a potential audience. College counselors and support services staff would find this useful in helping their clients identify potential challenges to college success and even assisting with college selection, based on profiles of strengths and weaknesses. College and university learning support centers could use the ESQ-R to help pinpoint student needs and matching those needs to appropriate services. Executive skill coaches, a field that is undergoing rapid expansion, would find this scale useful, as would educational therapists (a field that is quite common in states such as California and Texas). In the mental health field, therapists and clinical psychologists are increasingly addressing executive skill challenges as part of their therapeutic work. Given the wide array of potential users of this instrument, many professional associations would be logical marketing targets as well.

Potential uses. We envision the ESQ-R being used both for diagnostic purposes (to identify strong and weak skill areas) and to help design interventions targeting both individual students and whole classes as appropriate. Here are some ways the instrument might be employed:

- A general education or special education teacher might decide to teach a weekly seminar on executive skills. That teacher could use the ESQ-R to assess skills before and after the seminar and use the questionnaire within the seminar to help students set executive skill goals.
- A special education teacher might implement a group coaching model to help students identify goals that target executive skills as a way to improve academic performance. The ESQ-R could be used as a pre/post measure of coaching effectiveness.
- Any professional who works with individual students to improve executive skills could use the ESQ-R as a way to identify targets for intervention and to assess change as a result of the intervention.
- A school district that uses an MTSS model of service delivery could use the ESQ to help determine to which tier a student would be most appropriately assigned and as a measure of intervention effectiveness to help determine whether the student needs more (or less) intensive services.
- College learning centers could use the ESQ-R as part of an initial screening both to identify appropriate students for their services as well as to assist in designing individualized intervention plans.
- Researchers could use the instrument as a pre/post measure to assess intervention efficacy.

At the present time, the instrument is available free of charge. Students will complete the quick 25-item survey on-line, results will be tabulated, and data will be depicted on a spreadsheet that will be forwarded to the person responsible for overseeing the survey completion (teacher, clinician, or researcher). The Instructions for Use provides additional information about the data available.

Because we hope to collect information about how students respond to the survey, we will be asking for some demographic information about the students completing the survey (gender, grade, age), but *we do not want to receive information regarding the students' identities*. This information will remain in the hands of the people submitting the survey results to us. The Instructions for Use provides specific directions for creating unique codes for each student completing the form.

References

Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. 3rd Edition. New York: Guilford Press.

Dawson, P. & Guare, R. (2009). *Smart but Scattered: The revolutionary executive skills approach to helping kids reach their potential*. New York: Guilford Press.

Guare, R., Dawson, P., & Guare, C. (2013). *Smart but scattered teens: The revolutionary executive skills approach to helping teens reach their potential*. New York: Guilford Press.

Strait, J. E., Dawson, P., Walther, C., Strait, G. G., Barton, A., & McClain, M. (accepted December 2018). Refinement and psychometric evaluation of the Executive Skills Questionnaire-Revised. *Contemporary School Psychology*.