

## Executive Function and Occupational Routines Scale (EFORTS)

**Frisch & Rosenblum (2014)**

Name of child: \_\_\_\_\_ Date: \_\_\_\_\_ Birth date: \_\_\_\_\_ age: \_\_\_\_\_

In everyday life we and our children perform varied activities throughout the day. The purpose of this questionnaire is to evaluate your child's executive control during his daily routines. The following items ask how well he/she performs activities during key daily routines, such as morning and evening routines, play and leisure, and social routines. Please read the following questions and mark √ below the most suitable answer in reference to your child's performance.

**Morning and evening routines** *Who is with your child during these routines? Mother/father/both parents/other*

In the <u>morning routine</u> context, please specify to what extent your child:	Never	Seldom	Some-times	Often	Always
1. Initiates morning activities such as getting dressed, brushing teeth.					
2. Persists at an appropriate pace without needing a reminder from an adult.					
3. Remembers the sequence of activities to be done in the morning in the correct order.					
4. Gets organized according to the rules of the house, e.g. washes hands after using the toilet, puts pajamas on his/her bed, and removes plate from the table.					
5. Solves problems that arise during activity, e.g. searches independently when cannot find needed objects.					
6. Performs only activities that promote dressing and preparing to leave home, does not deal with other things that he/she sees or hears, e.g. ignores the television.					
7. Maintains the quality of execution, e.g. checks he/she took their sandwich (not other family member), checks clothes are worn the right way round.					
8. Tends to complete actions without stopping in the middle and moving on to others.					
9. Initiates execution of activities, e.g. initiates putting on pajamas					
10. Continues an activity at an appropriate pace, without being reminded by an adult					
11. Remembers the sequence of evening activities in the correct order					
12. Is organized in accordance with the house rules, e.g. helps clear up the table, puts dirty clothes in the correct place					
13. Solves problems that arise while performing an activity, e.g. when missing cutlery during the meal, when things are placed on his bed or pajamas are in the wash.					
14. Performs only activities that promote preparation for sleep, refrains from dealing with other things that he/she sees/hears e.g., ignores television in the background.					
15. Refers to the quality of performance, e.g. checks his pajamas are not inside out.					
16. Tends to complete actions without stopping in the middle and moving on to others.					

**Play and leisure routine** *Who's with your child during this routine? Mother/father/both parents/other*

In the Context <b>Play &amp; Leisure routine</b> , please specify to what extent your child:	Never	Seldom	Sometimes	Often	Always
17. Initiates performance of activities, e.g. chooses a game.					
18. Manages to play at a suitable pace (not too fast or too slow).					
19. Plays a game according to the correct steps and in the correct order.					
20. Plays according to the rules of the game, e.g. waits for his turn.					
21. While playing a specific game, performs only tasks related to it, avoids walking around the room/touching and engaging in other games.					
22. Stops to think before playing, e.g. in a construction game, imagines what the construction will look like, chooses a design, or plans a drawing before beginning.					
23. Finishes one game before moving to another.					

**Social routine** *Who's with your child during this routine? Mother/father/both parents/other*

In the Context <b>social routine</b> , please specify to what extent your child:	Never	Seldom	Sometimes	Often	Always
24. Initiates social interaction, e.g. may invite a friend over.					
25. Learns from negative social experiences e.g. when he does something that upsets a friend, he refrains from repeating it.					
26. Refrains from excessive expression of anger or frustration when playing with friends.					
27. Participates in social games according to game rules, or those set by the group, e.g. during a ball game.					
28. Solves problems that arise during a social game, e.g. when in disagreement.					
29. When there is a conflict with a friend, thinks of multiple responses before responding, e.g. says it bothers him or calls for help.					
30. Thinks about his own reactions when referring to friend's actions.					