

Executive Function and Occupational Routines Scale (EFFORTS) – ID Card

Frisch & Rosenblum, 2014

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| Description | A parent report scale for assessing children's ability to manage daily routines independently and efficiently. |
| Purpose | Gathering information from parents about their children's ability to independently manage three daily routines: morning and evening, leisure and play, social routine. The aim is to identify areas where children may be experiencing difficulties due to executive function delays. The results will help in setting clear and individualized goals for occupational therapy interventions aimed at improving the child's self-management skills. |
| Target population | Parents of children aged 3-11 years. |
| Administration | The tool can be administered by licensed occupational therapists, as well as by health professional who suspect that executive delays may underlie their client's every-day functioning. |
| Versions | Hebrew, Arabic, English, Turkish, Spanish |
| Duration for filling out and coding | Filling out: approximately 10 minutes; Coding: 5 minutes |
| Structure | The questionnaire contains 30 statements divided into three typical routines: morning and evening (16 items), leisure and play (7 items), social routine (7 items). |
| Scoring | <p>Each item is scored between 1 (never) to 5 (always).</p> <p>The sum of the answers in each routine is divided by the number of items in the routine and creates a raw score (average).</p> <p>The three routines' score as well as their average (the EFFORTS' final score) are examined according to the cut-off scores published for Israeli children from three age groups: 2-5.11 years, 6-7.11 years, 8-11 years (Frisch & Rosenblum, 2014).</p> <p>Data has been collected from approximately 1,000 children to reassess the questionnaire's validity. The goal is to identify executive functioning scales within its items, alongside the functional scales already established.</p> |
| Interpretation | A high score indicates a better level of executive control in performing daily routines. Functional intervention goals can be developed based on the statements that received low marks, particularly in areas that are important to both the parents and the child. An in-depth analysis of the specific items is also significant for the development of the intervention plan. |
| Psychometric indices | Very good internal reliability, construct validity, discriminant validity, concurrent validity. |

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| Selected publications | <ol style="list-style-type: none"> 1. Frisch, C., & Rosenblum, S. (2014). Reliability and validity of the Executive Function and Occupational Routines Scale (EFORTS). <i>Research in Developmental Disabilities</i>, 35(9), 2148-2157. 2. Rosenblum, S., Navon, H., & Meyer, S. (2021). Being late for school as related to mothers and children's executive functions and daily routine management. <i>Cognitive Development</i>, 57, 101005. 3. Frisch, C., Tirosh, E., & Rosenblum, S. (2023). Children with ADHD Symptomatology: Does POET Improve Their Daily Routine Management?. <i>Children</i>, 10(6), 1083. 4. Akyurek, G., Efe, A., & Bumin, G. (2023). Turkish adaptation of the executive functions and occupational routines scale: validity and reliability among children with dyslexia. <i>Perceptual and Motor Skills</i>, 130(1), 364-385. 5. Akyurek, G., Aygun Gurbuz, D., & Irmak, D. E. (2024). Comparison of the Executive Functions, Occupational Performance and Perceived Occupational Proficiency in Children with Neurodevelopmental Disorder. <i>Journal of Occupational Therapy, Schools, & Early Intervention</i>, 17(2), 348-365. |
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