

Child Executive Functioning Inventory (CHEXI) Parent/teacher-report

Below, you will find several statements. Please read each statement carefully and thereafter indicate how well that statement is true for the child. You indicate your response by circling one of the numbers (from 1 to 5) after each statement.

Definitely not true 1	Not true 2	Partially true 3	True 4	Definitely true 5
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1. Has difficulty remembering lengthy instructions	1	2	3	4	5
2. Seldom seems to be able to motivate him-/herself to do something that he/she doesn't want to do	1	2	3	4	5
3. Has difficulty remembering what he/she is doing, in the middle of an activity	1	2	3	4	5
4. Has difficulty following through on less appealing tasks unless he/she is promised some type of reward for doing so	1	2	3	4	5
5. Has a tendency to do things without first thinking about what could happen	1	2	3	4	5
6. When asked to do several things, he/she only remembers the first or last	1	2	3	4	5
7. Has difficulty coming up with a different way of solving a problem when he/she gets stuck	1	2	3	4	5
8. When something needs to be done, he/she is often distracted by something more appealing	1	2	3	4	5
9. Easily forgets what he/she is asked to fetch	1	2	3	4	5
10. Gets overly excited when something special is going to happen (e.g., going on a field trip, going to a party)	1	2	3	4	5
11. Has clear difficulties doing things he/she finds boring	1	2	3	4	5
12. Has difficulty planning for an activity (e.g., remembering to bring everything necessary for a field trip or things needed for school)	1	2	3	4	5
13. Has difficulty holding back his/her activity despite being told to do so	1	2	3	4	5

Definitely not true 1	Not true 2	Partially true 3	True 4	Definitely true 5
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14. Has difficulty carrying out activities that require several steps (e.g., for younger children, getting completely dressed without reminders; for older children, doing all homework independently)	1	2	3	4	5
15. In order to be able to concentrate, he/she must find the task appealing	1	2	3	4	5
16. Has difficulty refraining from smiling or laughing in situations where it is inappropriate	1	2	3	4	5
17. Has difficulty telling a story about something that has happened so that others may easily understand	1	2	3	4	5
18. Has difficulty stopping an activity immediately upon being told to do so. For example, he/she needs to jump a couple of extra times or play on the computer a little bit longer after being asked to stop	1	2	3	4	5
19. Has difficulty understanding verbal instructions unless he/she is also shown how to do something	1	2	3	4	5
20. Has difficulty with tasks or activities that involve several steps	1	2	3	4	5
21. Has difficulty thinking ahead or learning from experience	1	2	3	4	5
22. Acts in a wilder way compared to other children in a group (e.g., at a birthday party or during a group activity)	1	2	3	4	5
23. Has difficulty doing things that require mental effort, such as counting backwards	1	2	3	4	5
24. Has difficulty keeping things in mind while he/she is doing something else	1	2	3	4	5

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Scoring

Fill in the total score for the respective subscales in the boxes below, and the total score for the two factors **WORKING MEMORY** and **INHIBITION**. For an example of ADHD and control group means and SDs, as well as cut off scores, see Catale, Meulemans, & Thorell (2015)¹.

<div style="border: 1px solid black; background-color: #ffffcc; width: 100px; height: 30px; margin-bottom: 10px;"></div> <p>= Subscale 1: Working memory Total score for items: 1, 3, 6, 7, 9, 19, 21, 23, 24</p>	<div style="border: 1px solid black; background-color: #c6e0b4; width: 100px; height: 30px; margin-bottom: 10px;"></div> <p>= Subscale 2: Planning Total score for items: 12, 14, 17, 20</p>	<div style="font-size: 3em; color: #4f81bd;">}</div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin-bottom: 10px;"></div> <p>WORKING MEMORY Total score</p>
<div style="border: 1px solid black; background-color: #f4cccc; width: 100px; height: 30px; margin-bottom: 10px;"></div> <p>= Subscale 3: Regulation Total score for items: 2, 4, 8, 11, 15</p>	<div style="border: 1px solid black; background-color: #cce5ff; width: 100px; height: 30px;"></div> <p>= Subscale 4: Inhibition Total score for items: 5, 10, 13, 16, 18, 22</p>	<div style="font-size: 3em; color: #4f81bd;">}</div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin-bottom: 10px;"></div> <p>INHIBITION Total score</p>

The CHEXI includes four different subscales tapping working memory, planning, regulation, and inhibition. However, factor analysis in children in kindergarten was only able to identify two factors referred to as **WORKING MEMORY** (working memory and planning subscales) and **INHIBITION** (regulation and inhibition subscales).

¹Catale, C., Meulemans, T., & Thorell, L. B. (2015). The Childhood Executive Function Inventory (CHEXI): Confirmatory Factorial analyses and cross-cultural clinical validity in a sample of 8–11 years old Children. *Journal of Attention Disorders*, doi: 10.1177/1087054712470971