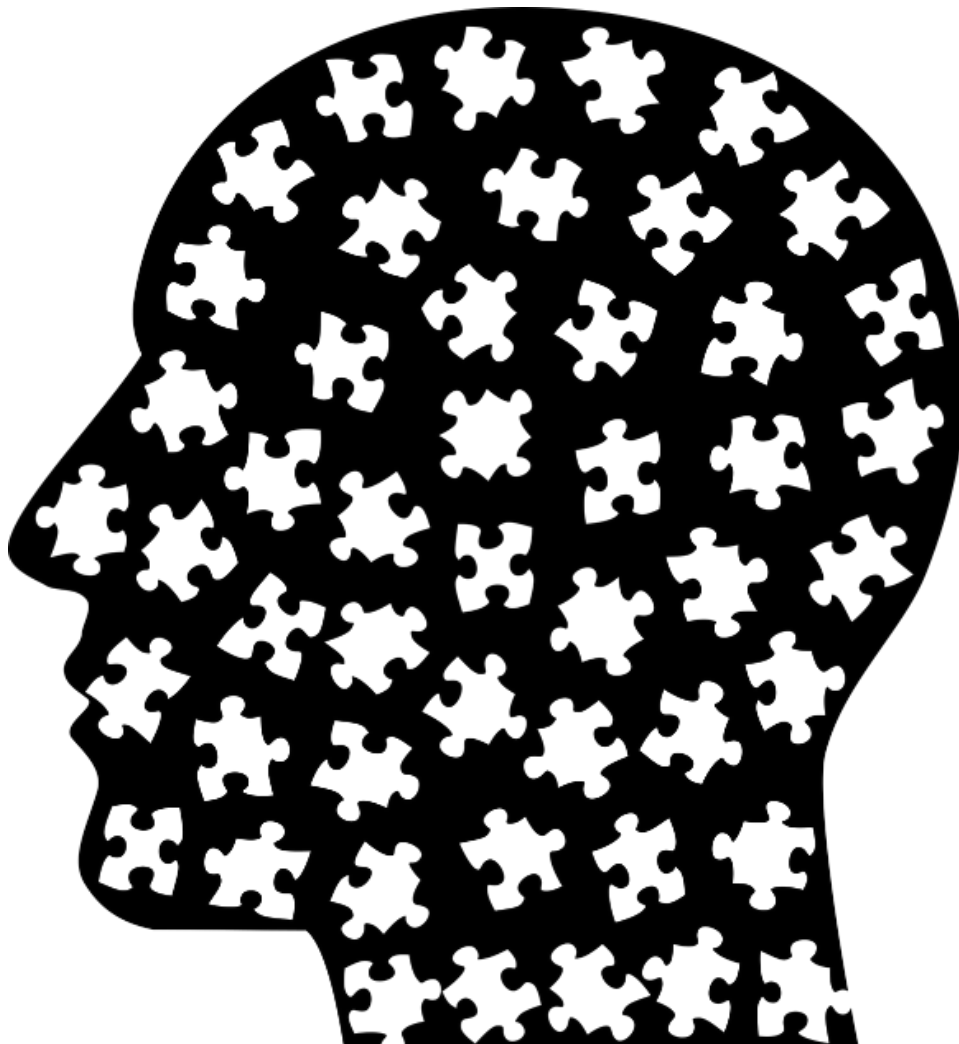




Hanze
University of Applied Sciences
Groningen

Move aHead Assessment Instrument (MAAI)

Instrument to determine which sessions from the
Move aHead training fit the student's need



Living Lab Supported Education

Hanze University of Applied Sciences Groningen

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Colofon

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Move aHead Assessment Instrument (MAAI). Instrument to determine which sessions from the Move aHead training fit the student's need.

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The MAAI is based in part and in modified form on the Executive Skills Questionnaire by Dawson and Guare, (see e.g. Dawson & Guare (2018). Executive skills in children and adolescents. A practical guide to assessment and intervention. Guildford Press).

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Move aHead Assessment Instrument

Cognitive skills indicate the degree to which you are able to absorb and process knowledge and information. Below are a number of statements related to these cognitive skills. With this questionnaire we can determine which cognitive skills you have the most difficulty with. We can use this information to match the Move aHead training with your needs as closely as possible.

Read each item below and rate how well it describes you. Homework is often mentioned in the statements. You can interpret this as all the tasks you have to do for the study outside the regular classes. For each statement, indicate to what extent you agree with the statement by writing a number from 1 to 5 behind the statement. If you do not agree with the statement, fill in a 1. If you tend to agree with the statement, fill in a 4, etc. Below you can see what you can choose from.

Disagree	Tend to disagree	Neutral	Tend to agree	Agree
1	2	3	4	5

1. If I take notes, by the end of the sentence I have already forgotten what I wanted to write down.
2. I forget information quickly, even after only a few minutes.
3. I find it difficult to remember a sequence of numbers, for example, when I need to copy a phone number.
4. I say, "I'll do it later," and then forget to do it.
5. I forget tasks assigned to me or don't have the things I need to complete the task.
6. I forget what I need to remember because it doesn't seem important.
7. I have trouble paying attention, and I am easily distracted.
8. I run out of steam before finishing tasks.
9. I have trouble sticking with tasks until they are complete.

	Disagree	Tend to disagree	Neutral	Tend to agree	Agree
	1	2	3	4	5
10.	During a lecture, I get distracted by thoughts about things not related to the study, such as plans for the weekend or what I want to cook that night.				
11.	When I am busy with tasks for school, unwanted thoughts come into my mind that make me unable to focus.				
12.	I can't manage to focus on tasks because I'm worrying.				
13.	I put off tasks until the last minute.				
14.	I have trouble postponing fun activities in order to get homework done.				
15.	I need reminding to start chores and school related tasks.				
16.	I have trouble for planning big assignments (knowing what to do first, second, etc.)				
17.	I have difficulty setting priorities when I have a lot of things to do.				
18.	I become overwhelmed by large or long-term projects.				
19.	My bag and/or notes are a mess.				
20.	My workspace at home and/or at school are not organized.				
21.	I have trouble keeping my (bed)room tidy.				
22.	I have a hard time estimating how long it will take me to complete a task.				
23.	I often don't finish my homework.				
24.	I need a lot of time to get ready for things (e.g., appointments, exams).				

	Disagree	Tend to disagree	Neutral	Tend to agree	Agree
	1	2	3	4	5
25.	I spend a lot of time cramming theory after which I still don't master the material enough.				
26.	During exams, I don't remember things I'm sure I learned.				
27.	I can't manage to remember large amounts of information for long periods of time.				

Calculate your score

Below you will see a table with the different cognitive skills and their corresponding statements. For each skill, add up your scores. The higher the score the more problems you experience with this skill. The score per skill can range from 1 to 15. The meaning of the scores is as follows:

- 3: you experience no problems with this skill
- 4 to 7: you hardly experience any problems with this skill
- 8 to 10: you experience some difficulty with this skill
- 11 to 12: you experience many problems with this skill
- 13 to 15: you experience a great deal of problems with this skill.

Cognitive skill	Score
Working memory (statement 1 to 3)	
Prospective memory (statement 4 to 6)	
Concentration (statement 7 to 9)	
Cognitive inhibition (statement 10 to 12)	
Task initiation (statement 13 to 15)	
Planning (statement 16 to 18)	
Organising (statement 19 to 21)	
Time management (statement 22 to 24)	
Learning (statement 25 to 27)	

More information

Interesting information about studying with mental health and/or cognitive problems can be found on www.supportededucation.eu

The living lab Supported Education of the Hanze University of Applied Sciences Groningen develops products and services for and provides information to young people, clients, family members, teachers and care providers about (starting) studying with mental health and/or cognitive problems.





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