

Factor structure of the CHEXI for parent and teachers ratings

(published in Thorell & Nyberg, Developmental Neuropsychology, 2008)

	A priori scale	PARENTS		TEACHERS	
		Working memory	Inhibition	Working Memory	Inhibition
19. Has difficulty understanding verbal instructions unless he/she is also shown <i>how</i> to do something	WM	.81	- .17	.97	- .17
3. Has difficulty remembering what he/she is doing, in the middle of an activity	WM	.78	- .13	.77	.20
20. Has difficulty with task or activities that involve several steps	PLAN	.72	.05	.77	.21
6. When asked to do several things, he/she only remembers the first or last	WM	.68	.09	.85	- .01
23. Has difficulty doing things that require mental effort, such as counting backwards	WM	.68	.00	.62	.19
1. Has difficulty remembering lengthy instructions	WM	.65	.13	.91	.00
9. Easily forgets what he/she is asked to fetch	WM	.62	.03	.89	- .13
24. Has difficulty keeping things in mind while he/she is doing something else	WM	.60	.11	.72	.15
21. Has difficulty thinking ahead or learning from experience	WM	.55	.22	.58	.37
7. Has difficulty coming up with a different way of solving a problem when he/she gets stuck	WM	.53	.21	.54	.41
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)	PLAN	.53	.21	.74	.14
17. Has difficulty telling a story about something that has happened so that others may easily understand	PLAN	.49	.00	.77	- .12
12. Has difficulty planning for an activity (e.g., remembering to bring everything necessary for a field trip or things needed for school)	PLAN	.48	.23	.76	.15

Note. WM =working memory, PLAN = planning, REG = regulation, INHIB = inhibition. Bold-faced entries denotes factor loadings of .40 or higher.

	A priori scale	PARENTS		TEACHERS	
		Working memory	Inhibition	Working Memory	Inhibition
2. Seldom seems to be able to motivate him-/herself to do something that he/she doesn't want to do	REG	-.14	.86	-.02	.88
8. When something needs to be done, he/she is often distracted by something more appealing	REG	.00	.78	.19	.72
13. Has difficulty holding back his/her activity despite being told to do so	INHIB	.06	.72	.09	.72
4. Has difficulty following through on less appealing tasks unless he/she is promised some type of reward for doing so	REG	-.04	.72	-.02	.79
15. In order to be able to concentrate, he/she must find the task appealing	REG	.13	.71	.10	.80
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	INHIB	.04	.63	.30	.50
11. Has clear difficulties doing things he/she finds boring	REG	.11	.61	-.09	.91
5. Has a tendency to do things without first thinking about what could happen	INHIB	.25	.56	.16	.66
10. Gets overly excited when something special is going to happen (e.g., going on a field trip, going to a party).	INHIB	-.06	.56	-.01	.77
22. Acts in a wilder way compared to other children in a group (e.g., at a birthday party or during a group activity)	INHIB	.14	.46	-.07	.87
16. Has difficulty refraining from smiling or laughing in situations where it is inappropriate	INHIB	.13	.42	-.00	.69
<i>Thinks out loud, even when performing relatively simple tasks</i>	WM	<i>Not included in the factor analysis as these two items showed too low sampling adequacy</i>			
<i>Has difficulties understanding the concept of time compared to same-aged peers.</i>	WM				

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