

## **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	<b>.81</b>	- .17	<b>.97</b>	- .17
3. Has difficulty remembering what he/she is doing, in the middle of an activity	WM	<b>.78</b>	- .13	<b>.77</b>	.20
20. Has difficulty with task or activities that involve several steps	PLAN	<b>.72</b>	.05	<b>.77</b>	.21
6. When asked to do several things, he/she only remembers the first or last	WM	<b>.68</b>	.09	<b>.85</b>	- .01
23. Has difficulty doing things that require mental effort, such as counting backwards	WM	<b>.68</b>	.00	<b>.62</b>	.19
1. Has difficulty remembering lengthy instructions	WM	<b>.65</b>	.13	<b>.91</b>	.00
9. Easily forgets what he/she is asked to fetch	WM	<b>.62</b>	.03	<b>.89</b>	- .13
24. Has difficulty keeping things in mind while he/she is doing something else	WM	<b>.60</b>	.11	<b>.72</b>	.15
21. Has difficulty thinking ahead or learning from experience	WM	<b>.55</b>	.22	<b>.58</b>	.37
7. Has difficulty coming up with a different way of solving a problem when he/she gets stuck	WM	<b>.53</b>	.21	<b>.54</b>	<b>.41</b>
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	<b>.53</b>	.21	<b>.74</b>	.14
17. Has difficulty telling a story about something that has happened so that others may easily understand	PLAN	<b>.49</b>	.00	<b>.77</b>	- .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	<b>.48</b>	.23	<b>.76</b>	.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	<b>.86</b>	-.02	<b>.88</b>
8. When something needs to be done, he/she is often distracted by something more appealing	REG	.00	<b>.78</b>	.19	<b>.72</b>
13. Has difficulty holding back his/her activity despite being told to do so	INHIB	.06	<b>.72</b>	.09	<b>.72</b>
4. Has difficulty following through on less appealing tasks unless he/she is promised some type of reward for doing so	REG	-.04	<b>.72</b>	-.02	<b>.79</b>
15. In order to be able to concentrate, he/she must find the task appealing	REG	.13	<b>.71</b>	.10	<b>.80</b>
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	<b>.63</b>	.30	<b>.50</b>
11. Has clear difficulties doing things he/she finds boring	REG	.11	<b>.61</b>	-.09	<b>.91</b>
5. Has a tendency to do things without first thinking about what could happen	INHIB	.25	<b>.56</b>	.16	<b>.66</b>
10. Gets overly excited when something special is going to happen (e.g., going on a field trip, going to a party).	INHIB	-.06	<b>.56</b>	-.01	<b>.77</b>
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	<b>.46</b>	-.07	<b>.87</b>
16. Has difficulty refraining from smiling or laughing in situations where it is inappropriate	INHIB	.13	<b>.42</b>	-.00	<b>.69</b>
<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				

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