



ACCREDITED ADHD & LIFE COACH TRAINING PROGRAM

Executive Function Questionnaire

Directions:

Use the questions and score guide below to rate your child’s skills based on his social interactions. Consider situations where you have observed your child’s social struggles and ask yourself how consistently your child demonstrates the positive social behaviors below. (*Consistent* means *almost always*—that your child demonstrates these friendship behaviors generally, and in any situation.)

Write the score for each skill in the blank provided. (See sample below.) Then add the scores together for an overall score for that social skills category. Write that score in the box marked TOTAL. Do this for each of the eight categories.

Finally, list the top five highest scoring categories in the space provided at the end of the questionnaire. These identify the skills most lacking, the ones your child needs to work on. Use these to create a prioritized list for coaching attention. (For example, if one skill is a 45 and the another is a 40, make the 45 your first priority, followed by the 40 then 35 scores.)

Rating				
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always

Cooperation, Participation and Problem Solving

1. Initiates play or social outings with his peers outside the home (in an age appropriate way)[]
2. Interprets the nonverbal signals, social cues or desires of peers and adapts his behavior based on those cues so play continues.....[]
3. Engages with other children at a social event (such as holiday, BBQ, birthday party, playdate)[]
4. Stands back and takes a bird’s eye view of his own situation and will problem solve (in an age appropriate way).....[]
5. Adapts to changes in rules, play, and shifts in the group’s play so play continues.....[]
6. Actively negotiates a compromise with a friend so play continues[]
7. Engages in spontaneous play in unstructured environments with his peers[]
8. Takes turns and shares in a typical, age-appropriate way[]
9. Understands expected friendship rules and behaviors to join a group and engage in cooperative play.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Friendship Communication

10. Makes eye contact with peers and adults.....[]
11. Builds on conversation topics and adds to the conversation.....[]



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- 12. Talks about a conversation topic presented by the group even if it does not interest him or he is unsure of the topic.....[]
- 13. Monitors the interest level of his playmate by interpreting nonverbal and verbal signals.....[]
- 14. Actively listens to peers and adults and carries on a reciprocal, two-way conversation.....[]
- 15. Understands degrees of social intimacy and adjusts the information he shares to meet the level of intimacy.....[]
- 16. Demonstrates that he is paying attention to adults, teachers, coaches and playmates by maintaining eye contact.....[]
- 17. Remembers details about a friend and calls up that information at the right time.....[]
- 18. Shows interest in others, and asks them about playmate’s lives, interests, emotions.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Reading the Room

- 19. Understands basic social signals and unspoken rules in any environment and adjusts his behavior based on those cues....[]
- 20. Decodes the mood or nuanced expectations in a situation and adapts his behavior to those signals.....[]
- 21. Recognizes the feelings of others, and adjust his behavior to those feelings.....[]
- 22. Understands how to adapt behavior to meet the expectations of different environments, situations and people.....[]
- 23. Infers meaning from tone of voice, body language, gestures and facial expressions.....[]
- 24. Uses information and details about peers and adults in a situation to influence how he behaves and his choices in an age appropriate way.....[]
- 25. Remembers and evaluates prior social missteps and behaves differently.....[]
- 26. Picks up on the intentions and motives of another person and adjusts his behavior.....[]
- 27. Observes what happens to others in social interactions and changes his behavior based on that information.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Emotional Regulation

- 28. Self-calms when upset or disappointed (in line with age-appropriate expectations)[]
- 29. Copes with emotions when something feels unfair.....[]
- 30. Demonstrates an expected level of emotional reaction given the event, worry or situation.....[]
- 31. Accepts no for an answer.....[]
- 32. Takes responsibility for her mistakes.....[]
- 33. Copes with sensory stimuli (sound or noise, touch, smells, visual, etc.) and manages emotions.....[]
- 34. Manages anxiety and interprets social cues even when anxious.....[]
- 35. Manages feelings of upset or overwhelm and engages in play despite those emotions.....[]
- 36. Handles emotions when given feedback or criticism from adults or peers in an age appropriate way.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Taking Another Person’s Point of View

- 37. Steps into someone else’s shoes and understand their perspective.....[]



- 38. Reads between the lines to understand the subtext of messages and adjusts behavior to meet the unspoken messages of peers and adults.....[]
- 39. Shows an understanding of another person’s feelings and makes appropriate comments and behaviors as a result.....[]
- 40. Anticipates that one’s actions provoke reactions from other people.....[]
- 41. Picks up on someone’s intentions and inferred messages and motives.....[]
- 42. Takes a bird’s-eye view of the situation and alters his behavior based on this self-awareness.....[]
- 43. Considers someone else’s perspective and can shift focus and conversation in response.....[]
- 44. Evaluates the impact of his behavior on others and their feelings as a result of his actions.....[]
- 45. Recognizes when his actions or topic of discussion are alienating others.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Shifting Communication to Meet Needs of Audience

- 46. Manages his tone so he does not hurt the feelings of his playmates and so his actions match his intentions.....[]
- 47. Can be polite and show interest in a socially appropriate way even if he’s not enthusiastic.....[]
- 48. Adapts his stories and communication to meet the expectations of his peers or other audience.....[]
- 49. Adjusts his tone of voice to meet the demands of the situation, i.e. lower voice, or speak more gently.....[]
- 50. Shifts off a topic or interest to meet group expectations.....[]
- 51. Tempers his truth-telling and is not overly blunt.....[]
- 52. Creates an appealing tone and does not engage in zingers and sarcastic remarks.....[]
- 53. Predicts a person’s actions, motives and reactions based on their history[]
- 54. Decodes sarcasm and humor.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Flexibility/Adaptability

- 55. Compromises with peers.....[]
- 56. Takes turns with peers.....[]
- 57. Adjusts and adapts to a situation when the group desires change.....[]
- 58. Understands when rules need to be bent sometimes to meet the needs of playmates.....[]
- 59. Engages in positive, flexible thinking and does not catastrophize.....[]
- 60. Understands that rules are not absolute they are situationally based.....[]
- 61. Recognizes that he is not always right.....[]
- 62. Makes the mental switch when a plan, rule or the demands of the situation changes.....[]
- 63. Let go of blame, grudges or hurt feelings with peers.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:



Self-regulation

- 64. Copes with winning and losing.....[]
- 65. Let's someone else go first and takes turns.....[]
- 66. Identifies when he is too silly or excitable and adjusts behavior.....[]
- 67. Walks away from a fight.....[]
- 68. Tells age appropriate jokes and is able to self-regulate energy and emotions rather than become too overly excited.....[]
- 69. Refrains from blurting out, interrupting and spontaneously making noises or comments.....[]
- 70. Recognizes when he is losing control of his behavior and can calm himself.....[]
- 71. Self-regulates desires to meet group expectations.....[]
- 72. Resists impulsive actions or responses with peers.....[]

Rating					
5- Almost Never	4- Rarely	3- Sometimes	2- Often	1- Almost Always	Total:

Skill Scores

Skill	Total Score
<i>Cooperation, Participation and Problem Solving</i> <i>See Friendship is a Two-Way Street Lesson Track</i>	
<i>Friendship Communication</i> <i>See Build on That Lesson Track</i>	
<i>Reading the Room</i> <i>See Mind Your Pes and Cues Lesson Track</i>	
<i>Emotional Regulation</i> <i>See Never Let Them See You Sweat Lesson Track</i>	
<i>Taking Another Person's Point of View</i> <i>See Learning to Walk In Someone Else's Shoes Lesson Track</i>	
<i>Shifting Communication to Meet the Needs of the Audience</i> <i>Who Is Your Audience?</i>	
<i>Flexibility and Adaptability</i>	



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<i>See Flexible Me Lesson Track</i>	
<i>Self-regulation</i>	
<i>See Once Was Enough Lesson Track</i>	

Please list the skills with the highest scores. These are the high-priority skills your child needs to develop:

1. _____
2. _____
3. _____
4. _____
5. _____

See pg 00 in the text in chapter 00 for more details.