

CHILD EXECUTIVE FUNCTIONING QUESTIONNAIRE

INSTRUCTIONS:

Read each of the following statements, then select the response that best describes how often that statement is true for your child. At the end of each section, select a rating from 0 (no impact) to 4 (severe impact) that describes the degree to which difficulties in that area impact your child. Things to consider include the impact on their relationships with friends and family, independence, learning, achievement, self-esteem, mood, stress, and anxiety.

	Never	Rarely	Sometimes	Often	Almost Always
INHIBITION					
1. My child acts or speaks without thinking.	0	1	2	3	4
2. My child jumps to conclusions too quickly (e.g., misjudging situations, incorrectly guessing words when reading, misinterpreting test questions, etc.).	0	1	2	3	4
3. My child finds it difficult to stop themselves from acting on urges and/or feels <i>driven</i> to act on certain urges (e.g., annoying behaviour, saying something they know they shouldn't, etc.).	0	1	2	3	4
4. My child tends to jump into situations without thinking things through and/or is a risk-taker.	0	1	2	3	4
5. My child talks too much.	0	1	2	3	4
6. My child is impatient and/or has difficulty waiting their turn (e.g., in lines, conversations, games, etc.).	0	1	2	3	4
7. My child rushes to get things done (e.g., school assignments).	0	1	2	3	4
8. My child finds it difficult to stop once they "get going" (e.g., being silly, telling fibs, picking at things, etc.).	0	1	2	3	4
9. My child interrupts people and/or finishes their sentences.	0	1	2	3	4
10. My child has difficulty following social rules/expectations (e.g., swears, interrupts, invades personal space, butts into games, etc.).	0	1	2	3	4
Circle an impact rating for inhibition	0=none	1	2=moderate	3	4=severe
EMOTION REGULATION					
11. My child's emotions tend to be intense.	0	1	2	3	4
12. My child is easily frustrated or has a low frustration tolerance.	0	1	2	3	4
13. My child seems irritable, stressed, or on-edge.	0	1	2	3	4
14. It is hard for my child to calm themselves down when they are upset.	0	1	2	3	4

	Never	Rarely	Sometimes	Often	Almost Always
15. My child avoids situations or problems that make them uncomfortable (e.g., starting chores, talking about feelings).	0	1	2	3	4
16. My child puts off or avoids new or challenging tasks, and/or shuts down when faced with a challenge.	0	1	2	3	4
17. My child tends to overreact.	0	1	2	3	4
18. My child is sensitive to other people's intense emotions or reacts poorly when adults are stressed.	0	1	2	3	4
19. My child's emotions tend to be all over the place, and/or their mood changes easily based on what is going on in the moment.	0	1	2	3	4
20. My child is very sensitive to criticism and/or rejection.	0	1	2	3	4
Circle impact rating for Emotion Regulation	0=none	1	2=moderate	3	4=severe
MOTIVATION					
21. It's hard for my child to get going or get started.	0	1	2	3	4
22. My child's effort is inconsistent.	0	1	2	3	4
23. My child avoids tasks that require effort.	0	1	2	3	4
24. My child seems tired or irritable during long or unengaging tasks or activities.	0	1	2	3	4
25. My child feels motivated and engaged when things are new, but loses motivation over time (e.g., performs best at the beginning of school term; starts new projects but doesn't finish them).	0	1	2	3	4
26. My child tends to leave things until the last minute.	0	1	2	3	4
27. My child has difficulty finishing tasks or following through on instructions.	0	1	2	3	4
28. My child tends to only meet the minimum requirements for non-preferred tasks.	0	1	2	3	4
29. My child finds it hard to work towards or achieve long-term goals.	0	1	2	3	4
30. My child is easily distracted by short-term desires and/or needs instant gratification.	0	1	2	3	4
Circle an impact rating for Motivation	0=none	1	2=moderate	3	4=severe
ATTENTION					
31. My child is easily distracted by things in the environment or internal experiences (e.g., thoughts, feelings, sensations, etc.).	0	1	2	3	4
32. My child seems to be daydreaming or thinking of other things.	0	1	2	3	4

	Never	Rarely	Sometimes	Often	Almost Always
33. My child finds it hard to stay focussed, particularly on things they find boring, uninteresting, or unimportant.	0	1	2	3	4
34. My child finds it hard to stay on topic.	0	1	2	3	4
35. My child makes "oversight" errors (e.g., simple calculation errors, misreading easy words, etc.).	0	1	2	3	4
36. My child misses or overlooks important information or details (e.g., math signs, key words, due dates, etc.).	0	1	2	3	4
37. My child doesn't notice when/where they put things, and/or frequently loses or misplaces belongings.	0	1	2	3	4
38. My child forgets what they are doing (e.g., starts doing other things before finishing what they were already doing; loses their place when reading).	0	1	2	3	4
39. Easily distracted by sensory needs or aversions (e.g., need to fidget, tags on clothes, certain sounds or scents, bright lights, loud noises, etc.).	0	1	2	3	4
40. My child misses social cues (e.g., facial expressions, tone of voice, etc.)	0	1	2	3	4
Circle an impact rating for Attention	0=none	1	2=moderate	3	4=severe
WORKING MEMORY					
41. My child is easily overwhelmed or confused by too much information or too many details.	0	1	2	3	4
42. My child has difficulty remembering multiple pieces of information needed to carry out a task (e.g., phone numbers, instructions, task requirements, etc.)	0	1	2	3	4
43. My child loses track of where they are in a task (e.g., what step they are on, what else they need to do, what number they're on when counting, etc.)	0	1	2	3	4
44. My child struggles with mental problem-solving (e.g., mental math, riddles, etc.).	0	1	2	3	4
45. My child has difficulty doing complex or multi-step tasks or following multiple instructions.	0	1	2	3	4
46. My child doesn't seem to think of past experiences when similar situations occur (e.g., doesn't apply plans developed after the last time a problem occurred).	0	1	2	3	4
47. My child omits or repeats information when speaking.	0	1	2	3	4
48. My child has difficulty considering multiple ideas simultaneously (e.g., their	0	1	2	3	4

	Never	Rarely	Sometimes	Often	Almost Always
own <u>and</u> other's thoughts/feelings; multiple possibilities; big picture <u>and</u> small details).					
49. My child finds it difficult to identify important information, prioritize, summarize or sequence information, etc.	0	1	2	3	4
50. My child prefers playing with one or two friends and/or struggles to cope in group situations (e.g., group activities, tasks, etc.).	0	1	2	3	4
Circle an impact rating for Working Memory	0=none	1	2=moderate	3	4=severe

SHIFTING

51. My child tends to hyper-focus on engaging activities and/or finds it hard to stop doing them, when asked.	0	1	2	3	4
52. My child finds it hard to stop doing tasks they are invested in, and/or to leave them incomplete.	0	1	2	3	4
53. My child has difficulty switching between multiple demands (e.g., listening and writing notes; thinking about the "big picture" and attending to details, etc.).	0	1	2	3	4
54. Transitions are difficult or stressful for my child.	0	1	2	3	4
55. My child has difficulty coping when routines aren't followed, plans change, or things don't go as expected.	0	1	2	3	4
56. My child tends to get stuck on certain thoughts (e.g., topics, ideas, details, fairness, expectations, rules, etc.)	0	1	2	3	4
57. My child tends to get stuck in their negative emotions, or it takes them a long time recover from negative experiences.	0	1	2	3	4
58. My child has difficulty shifting away from their own thoughts/feelings to consider those of others, especially if upset.	0	1	2	3	4
59. My child finds it hard to change their approach to a task or situation, even when it isn't working.	0	1	2	3	4
60. My child is too literal or sees things as "black & white" or "either/or."	0	1	2	3	4
Circle an impact rating for Shifting	0=none	1	2=moderate	3	4=severe

PLANNING

61. My child finds it difficult to plan ahead (e.g., what to bring home from school, planning for long-term projects, etc.).	0	1	2	3	4
62. My child needs help breaking tasks into steps or figuring out the steps needed to meet a goal.	0	1	2	3	4

	Never	Rarely	Sometimes	Often	Almost Always
63. My child has difficulty prioritizing tasks or knowing what order to do things in.	0	1	2	3	4
64. My child tends to inaccurately estimate how long it will take to do things (e.g., get ready, finish homework, get to class, etc.).	0	1	2	3	4
65. My child has difficulty thinking of more than one approach to a task or way to solve a problem.	0	1	2	3	4
66. My child has difficulty anticipating what they will need (materials for homework, water, a coat, a snack, money, etc.).	0	1	2	3	4
67. My child tends end up rushing, because they run out of time.	0	1	2	3	4
68. My child misses, or is late meeting deadlines, due dates, etc.	0	1	2	3	4
69. My child doesn't accurately anticipate the consequences of their actions.	0	1	2	3	4
70. My child has difficulty predicting whether their plan or solution to a problem is likely to be successful.	0	1	2	3	4
Circle an impact rating for Planning	0=none	1	2=moderate	3	4=severe
ORGANIZATION					
71. My child struggles to organize their knapsack, locker, desk, room, etc.	0	1	2	3	4
72. My child loses things or can't find them when they need them.	0	1	2	3	4
73. My child doesn't know where to put things, and/or leaves their belongings everywhere.	0	1	2	3	4
74. My child has difficulty categorizing or grouping things in a logical way (e.g., toys, clothes, schoolwork).	0	1	2	3	4
75. My child has difficulty organizing their ideas when writing, or their written work is difficult to understand.	0	1	2	3	4
76. My child seems confused or it is difficult to follow what they are saying.	0	1	2	3	4
77. My child has difficulty doing things in a logical or sequential order.	0	1	2	3	4
78. My child struggles to create and/or follow routines.	0	1	2	3	4
79. My child forgets things they need (e.g., homework, permission forms, bag, coat, etc.).	0	1	2	3	4
80. My child forgets important information (e.g., homework assignments, due dates, chores, etc.).	0	1	2	3	4
Circle an impact rating for Organization	0=none	1	2=moderate	3	4=severe

	Never	Rarely	Sometimes	Often	Almost Always
SELF-MONITORING					
81. My child doesn't notice biological cues (e.g., hunger, fatigue, early signs of stress or frustration, etc.).	0	1	2	3	4
82. My child loses track of time.	0	1	2	3	4
83. My child has difficulty monitoring their work (e.g., speed, accuracy, whether their approach to a task is working, etc.).	0	1	2	3	4
84. My child has difficulty anticipating how others will react to what they say or do.	0	1	2	3	4
85. My child has difficulty adapting their behaviour to different contexts (e.g., how to speak to a child vs. an adult; remembering to use a quiet voice in class, slowing down after being silly, etc.).	0	1	2	3	4
86. My child doesn't realize when they do not understand something and/or doesn't ask for help when they need it.	0	1	2	3	4
87. My child doesn't recognize when they have misunderstood someone or misread a situation.	0	1	2	3	4
88. My child starts talking about something without giving the listener important information about the context, and/or changes topics without warning.	0	1	2	3	4
89. My child is not very aware of their strengths or weaknesses and/or has difficulty learning from their mistakes.	0	1	2	3	4
90. My child doesn't notice when they are bothering someone (e.g., annoying, boring, or confusing them), and/or realizes it too late (i.e., after the fact, when someone confronts them, etc.).	0	1	2	3	4
Circle impact rating for Self-Monitoring	0=none	1	2=moderate	3	4=severe

CHILD EXECUTIVE FUNCTIONING PROFILE SCORING

1. Add up the scores for each set of items, based on the item range listed in the table. Write the total in the corresponding "Total Score" box in the Child Assessment Scores table.
2. Once all scores have been recorded, rank the scores from highest to lowest (i.e., 1 for the highest score, 2 for the next highest, and so on), in the "Rank" column.
3. Add up the total number of scores in each set of items (based on the item range listed in the table below) that are rated a "3" or "4." Write the total number of 3/4 items for each area in the corresponding space in the "frequency" column.
4. Record the impact ratings for each section, in the "Impact" column.
5. Fill in the Profile Summary (below the Child Assessment Scores table).

CHILD ASSESSMENT SCORES					
Area of Functioning	Items	Total Score	Rank	Frequency	Impact
Inhibition	1-10				
Emotion Regulation	11-20				
Motivation/Drive	21-30				
Attention	31-40				
Working Memory	41-50				
Shifting	51-60				
Planning	61-70				
Organization	71-80				
Self-Monitoring	81-90				

CHILD EXECUTIVE FUNCTIONING PROFILE SUMMARY	
Area my child struggles with most frequently	
Area my child struggles with least frequently	
Area that has the most negative impact on my child's life	
Area that has the least negative impact in my child's life	
Areas of greatest need (high frequency + high impact)	
Areas of strength (low frequency + low impact)	