



# Parent Information Form

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## 1. Basic Information

Mother
Name
Occupation
Mobile/Cell #
Home #
E-mail Address

Father
Name
Occupation
Mobile/Cell #
Home #
E-mail Address

Sibling(s) in home and age(s):

Referred to Solutions for Student Success/Lisa Marsicano by:

## 2. Education and Health Information

Please provide any relevant family history here (diagnoses/concerns/health history)

Does the client have any known disabilities/diagnoses or medical conditions? Please explain.

Are you aware of any alcohol or substance abuse by the client (past or present)?

Is the client currently taking medication for ADHD, depression, anxiety, or related concerns? If yes, please provide details.

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## Education and Health Information (continued)

Does the client have special accommodations per an IEP/504 plan? If yes, please describe and attach copy, if available.

Has the client worked with a coach or organizational consultant to assist with EF, ADHD or LD problems? If yes, when and where was the focus of the work?

Is the client currently working with a tutor (or has he/she previously)? If yes, please list subjects and frequency.

## 3. Executive Functioning Information

Do you have a family calendar? If yes, please describe.

What do you perceive to be your child's greatest strengths?

What do you perceive to be your child's limitations or areas of concern?

What would you like to see your child ultimately gain from coaching?

How well do you and your family understand Executive Functioning and/or, if relevant, ADHD? Please describe your comfort level and share thoughts.

Name \_\_\_\_\_

DATE \_\_\_\_\_

## PARENT REPORT: (GRADES K-5)

### GENERAL ASSESSMENT OF EXECUTIVE FUNCTION SKILLS

0 = Never / Very Rarely  
 1 = Rarely  
 2 = Occasionally  
 3 = Often  
 4 = Most of the Time  
 5 = Almost Always / Always

(0 = Not a problem)



(5 = This is a problem)

#### Attention, Focus and Working Memory

Has trouble sitting or working for periods of time (15 min.); circle time, etc. without getting up, fidgeting or flopping	0	1	2	3	4	5
Easily distracted; moves from one toy or activity to the next without really engaging	0	1	2	3	4	5
Can't carry out 1 or 2 step instructions soon after receiving them (retrieve items, etc.)	0	1	2	3	4	5
Has difficulty getting through longer commitments/obligations without complaining or becoming upset (church, family party)	0	1	2	3	4	5
Doesn't appear to listen; difficulty listening	0	1	2	3	4	5
Fixates or excessive interest; difficult to redirect	0	1	2	3	4	5
Provides automated responses (uh-huh, no, ok) without processing or thinking through	0	1	2	3	4	5

#### Organization

Papers a mess or crumpled in backpack	0	1	2	3	4	5
Doesn't keep work in right place (snack, take-home, etc.)	0	1	2	3	4	5
Bedroom a mess or toys not put away in proper place	0	1	2	3	4	5
Takes a longer time than expected to find important equipment, schoolwork or items	0	1	2	3	4	5
Difficulty following routines (wash hands after bathroom without prompt)	0	1	2	3	4	5
Doesn't put things in right place (coat, shoes, backpack, dishes, sports equipment, etc.)	0	1	2	3	4	5
Often loses things or parts of games and toys	0	1	2	3	4	5

## Time Management and Planning

Has a hard time carrying out basic routines (a.m., p.m., bathroom)	0	1	2	3	4	5
Can't finish a task in a timely manner (pick up toys, do worksheets)	0	1	2	3	4	5
Difficulty adjusting speed to finish the task on time (hurry up)	0	1	2	3	4	5
Doesn't have a firm grasp on time ("a few minutes" until leaving is not cause for hurrying)	0	1	2	3	4	5
Trouble understanding that work or chores must be done before play/fun time	0	1	2	3	4	5
Doesn't understand how to plan for future tasks or work (chores, homework or a book report, etc.)	0	1	2	3	4	5
Procrastinates; would rather do everything "later"	0	1	2	3	4	5

## Task Analysis, Initiation and Completion

Procrastinates getting started; complains, resists or drags feet	0	1	2	3	4	5
Has trouble breaking down OR processing information; is easily overwhelmed; thinks it'll be too hard	0	1	2	3	4	5
Gets stuck in the first step/steps of a task; panics or acts out	0	1	2	3	4	5
Has trouble choosing to complete a task before doing something more fun	0	1	2	3	4	5
Requires excessive reminders to start or stay on task; resists offers of help or use of tools and strategies which will make work easier	0	1	2	3	4	5
Finds things to distract him/herself that are not of top priority	0	1	2	3	4	5
Doesn't see, remember or understand the goals or rewards upon task completion	0	1	2	3	4	5

## Self Assessment, Regulation, Monitoring and Coaching

Has a hard time recognizing weaknesses or overly concerned about own weaknesses	0	1	2	3	4	5
Resists taking responsibility for own actions, choices or schoolwork	0	1	2	3	4	5
Often blames others; makes excuses; Finishes at the first draft; little or no time spent reviewing work; rushes to just "get it done"	0	1	2	3	4	5
Doesn't adjust quality or work when suggestions or recommendations are made	0	1	2	3	4	5
Difficulty setting or working towards goals; not motivated by rewards or consequences	0	1	2	3	4	5
Difficulty anticipating and preparing self for outcomes and/or possible disappointment	0	1	2	3	4	5

## Behavior and Response Inhibition

Interrupts or blurts out responses before prompt is given/question is asked; answers without raising hand; speaks without thinking of ramifications/consequences	0	1	2	3	4	5
Acts out verbally or physically (ex: hits when someone says something upsetting) OR has trouble being close to others without touching them	0	1	2	3	4	5
Has a hard time thinking abstractly (coming up with alternate solutions, options or reasons)	0	1	2	3	4	5
Inflexible or difficulty adjusting when changes or transitions are required; behavioral outbursts	0	1	2	3	4	5
Refuses to listen after repeated reminders, resistant or difficult at times; doesn't follow rules	0	1	2	3	4	5
Says inappropriate or hurtful things; Gets caught up in conflict or drama (including verbal)	0	1	2	3	4	5
Has a hard time learning from mistakes or from others	0	1	2	3	4	5

## Social and Emotional Control

Difficulty noticing impact of own behavior/actions on peers and adjusting	0	1	2	3	4	5
Overreacts to small situations, easily upset; easily overwhelmed; overly dramatic or easily overstimulated	0	1	2	3	4	5
Doesn't "read" social cues or pick up on appropriate social behaviors, doesn't "fit in"	0	1	2	3	4	5
Difficulty sharing	0	1	2	3	4	5
Emotions get the better of him/her in many situations; can influence outcome of entire day and transfers to other activities OR often in tears (variety of reasons) OR seems down, "in a funk", apathetic	0	1	2	3	4	5
Trouble adjusting to sibling's or peer's schedules or plans; not flexible; fixates	0	1	2	3	4	5
Difficulty self-soothing or calming down when upset	0	1	2	3	4	5

## Academics and Study Skills

Does not perform well on quizzes and/or tests OR does not perform well on homework	0	1	2	3	4	5
Does not realize he/she even has to study OR homework/study time is difficult and often results in frustration, resistance OR arguments	0	1	2	3	4	5
Study approach is limited to one or two methods of studying for all classes (ex. notecards and "looking over" notes/book) OR has difficulty knowing HOW to study	0	1	2	3	4	5
Gets frustrated with how hard some subjects can be	0	1	2	3	4	5

