



Parent Information Form

825 N Cass Ave, Suite 311

Westmont, IL 60559

847.927.6300

www.efscoach.com

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 6 AND UP)

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 long periods of time (45 min. assignment)	0	1	2	3	4	5
"Zones out" or seems to be daydreaming OR easily distracted	0	1	2	3	4	5
Forgets multi-step instructions soon after receiving them	0	1	2	3	4	5
Has difficulty getting through longer commitments/obligations without complaining or becoming upset	0	1	2	3	4	5
Misses important announcements about due dates, homework assignments, permission slips, extracurriculars, etc.	0	1	2	3	4	5
Continues on or interjects a comment from previous conversation half-way through the next ("stuck in track")	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 are not filed in appropriate folder or are crumpled/floating around backpack or bedroom	0	1	2	3	4	5
No clear or clearly labeled system for each class (folder/notebook or binder)	0	1	2	3	4	5
Bedroom or belongings appear to be in utter disarray (though he/she might be able to find things)	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
Desk or backpack low or lacking in basic supplies (pens, pencils, etc.) Loses or doesn't turn in assignments	0	1	2	3	4	5
Often loses things	0	1	2	3	4	5

Time Management and Planning

Is often late for appointments, practices, games	0	1	2	3	4	5
Does not have a way to keep track of work and activities; no planner OR doesn't use the planner	0	1	2	3	4	5
Underestimates how long things will take; doesn't allow enough time for homework	0	1	2	3	4	5
Has trouble finishing homework; finishes early in the a.m. or doesn't at all	0	1	2	3	4	5
Makes poor choices about how to spend time (ex: going out with friends until late the night before a big test, playing games when should be working)	0	1	2	3	4	5
Doesn't understand how to plan for long term assignments or build in time to work on it in advance	0	1	2	3	4	5
Procrastinates	0	1	2	3	4	5

Task Analysis, Initiation and Completion

Procrastinates getting started; difficulty making a plan for the task or evening	0	1	2	3	4	5
Has trouble digesting, breaking down OR processing information; is easily overwhelmed by large amounts of information	0	1	2	3	4	5
Gets stuck in the first step/steps of a task (ex: stares at a blank screen, gets stuck on wording of introduction or first sentence for a long time)	0	1	2	3	4	5
Has trouble choosing to complete a task before doing something more fun; Requires excessive reminders to start or stay on task; finds things to distract him/herself that are not of top priority	0	1	2	3	4	5
Resists offers of help or use of tools and strategies which will make work easier	0	1	2	3	4	5
Doesn't see or remember the goals or rewards upon task completion	0	1	2	3	4	5

Self Assessment, Regulation, Monitoring and Coaching

Has a hard time recognizing mistakes or challenges/weaknesses	0	1	2	3	4	5
Resists taking responsibility for own actions, choices or school-work	0	1	2	3	4	5
Often blames others	0	1	2	3	4	5
Finishes at the first draft; little or no time spent reviewing work	0	1	2	3	4	5
Doesn't adjust quality of 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; OR jumps to conclusions	0	1	2	3	4	5
Acts out verbally or physically when upset by statements or actions	0	1	2	3	4	5
Has a hard time thinking abstractly (coming up with alternate solutions, options or reasons) Inflexible or difficulty adjusting when changes or transitions are required	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
Gets caught up in conflict or drama (including verbal)	0	1	2	3	4	5
Speaks without thinking or thinking of ramifications/consequences	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; trouble with perceived unfairness	0	1	2	3	4	5
Doesn't "read" social cues or pick up on appropriate social behaviors	0	1	2	3	4	5
Often in tears (variety of reasons) OR seems down, "in a funk", apathetic	0	1	2	3	4	5
Emotions get the better of him/her in many situations; emotion can influence outcome of entire day and transfers to other activities	0	1	2	3	4	5
Trouble adjusting to sibling's or peer's schedules or plans; not flexible	0	1	2	3	4	5
Difficulty self-soothing or calming down when upset	0	1	2	3	4	5

Academics and Study Skills

Has difficulty knowing HOW to study for some or all classes	0	1	2	3	4	5
Feels as though prepared, but often surprised he/she did not score as well as anticipated (or at how difficult the test/quiz was) OR just thinks he/she is a terrible test taker	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)	0	1	2	3	4	5
Gets frustrated with how difficult some subjects can be	0	1	2	3	4	5
Allows relationship with the teacher to affect performance and/or effort in the class	0	1	2	3	4	5
Often struggles with what to take notes on OR how to actually take notes	0	1	2	3	4	5
Doesn't really plan study approach, just jumps in and wants to get it over with	0	1	2	3	4	5
Spends less time than he/she should when studying for quizzes and/or tests	0	1	2	3	4	5
Spends less time doing homework than he/she should for each class	0	1	2	3	4	5
Does not go above and beyond; does bare minimum	0	1	2	3	4	5



LISA MARSICANO, M.A.T.

LISA@EFSCOACH.COM

825 N CASS AVE, SUITE 311, WESTMONT, IL 60559

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*Category totals do **not** provide a diagnosis. We use the scores in this survey in conjunction with information gathered from all sources to help determine the underlying areas of concern, set priorities and create plans and strategies for targeting each item or area.



Client Information Form

To be completed by the student/client

825 N Cass Ave, Suite 311

Westmont, IL 60559

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1. Basic Information

Name		
Date of Birth (Month/Day/Year)		Student/Client Cell #
Street Address		Student/Client E-mail
City		Grade Level in School
State	Zip	School Name

2. Education and Health Information

Do you currently have any health concerns and/or take medications? If so, please explain.

Do you work with any tutors or coaches currently? If so, please explain.

What do you see as your strongest or most preferred academic subjects and WHY?

What do you see as your least preferred academic subjects and WHY?

Please list your current classes here:

Do you currently have any concerns or frustrations with school, teachers, subjects or managing school/time overall? Yes No

If yes, please explain.

What would you like to do after high school?

Continue to next page

3. Executive Functioning Information

What brings you here?

Has anyone ever explained Executive Functioning to you in a way that you felt like you could really understand it?

Yes

No

Do you currently have attention-related concerns and/or ADHD (any type)?

Yes

No

If yes, how well do you understand how this affects you? Please explain.

Please select any areas in which you might benefit from additional strategies, ideas, or support through coaching:

- | | |
|---|---|
| <input type="checkbox"/> Improving organizational skills (school materials) | <input type="checkbox"/> Setting and reaching goals |
| <input type="checkbox"/> Improving organizational skills (home/room/other) | <input type="checkbox"/> Self-advocating with teachers; finding better ways to seek help |
| <input type="checkbox"/> Improving study skills and habits (how to study) | <input type="checkbox"/> Learning to prioritize (spending more time on more important items) |
| <input type="checkbox"/> Earning better grades in school | <input type="checkbox"/> Becoming more efficient (getting started and getting things done more quickly) |
| <input type="checkbox"/> Spending less time on homework | <input type="checkbox"/> Managing emotions/frustrations |
| <input type="checkbox"/> Having more free time | <input type="checkbox"/> Managing stress |
| <input type="checkbox"/> Procrastinating less; getting started more quickly | <input type="checkbox"/> Managing expectations of others (parents) |
| <input type="checkbox"/> Boosting confidence in ability to manage | <input type="checkbox"/> Getting into college |
| <input type="checkbox"/> Managing large or long-term assignments | <input type="checkbox"/> Setting and meeting goals |
| <input type="checkbox"/> Becoming more independent with work | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Improving social skills/making more friends | |

Please list your interests, hobbies, and activities outside of school:

What would you really like to improve or focus on for yourself (academic or non-academic)?

Please share any other thoughts here:

Name _____

DATE _____

STUDENT SELF REPORT: GENERAL ASSESSMENT OF EXECUTIVE FUNCTION SKILLS

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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

I have trouble sitting or working for long periods of time (45 min. assignment)	0	1	2	3	4	5
"I zone out", seem to be daydreaming OR am easily distracted	0	1	2	3	4	5
I forget multi-step instructions soon after receiving them	0	1	2	3	4	5
I have difficulty getting through longer commitments/obligations without complaining or becoming upset	0	1	2	3	4	5
I miss important announcements about due dates, homework assignments, permission slips, extracurriculars, etc.	0	1	2	3	4	5
I continue on or interject a comment from previous conversation half-way through the next ("stuck in track")	0	1	2	3	4	5
I provide automated responses (uh-huh, no, ok) without processing or thinking through	0	1	2	3	4	5

Organization

My papers are not filed in appropriate folder or are crumpled/ floating around backpack or bedroom	0	1	2	3	4	5
I have no clear or clearly labeled system for each class (folder/ notebook or binder)	0	1	2	3	4	5
My bedroom or belongings appear to be in utter disarray (though I might be able to find things)	0	1	2	3	4	5
It takes me a longer time than expected to find important equipment, schoolwork or items	0	1	2	3	4	5
My desk or backpack is low or lacking in basic supplies (pens, pencils, etc.)	0	1	2	3	4	5
I lose or don't turn in assignments	0	1	2	3	4	5
I often lose things/possessions	0	1	2	3	4	5

Time Management and Planning

I am often late for appointments, practices, or games	0	1	2	3	4	5
I do not have a way to keep track of work and activities; I don't have a planner OR don't use the planner	0	1	2	3	4	5
I underestimate how long things will take or don't allow enough time for homework	0	1	2	3	4	5
I have trouble finishing homework or I finish early in the a.m. or not at all	0	1	2	3	4	5
I makes poor choices about how to spend time (ex: going out with friends until late the night before a big test, playing games when I should be working)	0	1	2	3	4	5
I don't understand how to plan for long term assignments or build in time to work on it in advance	0	1	2	3	4	5
I procrastinate	0	1	2	3	4	5

Task Analysis, Initiation and Completion

I procrastinate getting started; I have difficulty making a plan for the task or evening	0	1	2	3	4	5
I have trouble digesting, breaking down OR processing information or am easily overwhelmed by large amounts of information	0	1	2	3	4	5
I get stuck in the first step/steps of a task (ex: I stare at a blank screen; I get stuck on wording of introduction or first sentence for a long time)	0	1	2	3	4	5
I have trouble choosing to complete a task before doing something more fun	0	1	2	3	4	5
I require excessive reminders to start or stay on task; I find things to distract myself that are not of top priority	0	1	2	3	4	5
I resist offers of help or use of tools and strategies which will make work easier	0	1	2	3	4	5
I don't see or remember the goals or rewards upon task completion	0	1	2	3	4	5

Self Assessment, Regulation, Monitoring and Coaching

I have a hard time recognizing mistakes or challenges/weaknesses	0	1	2	3	4	5
I resist taking responsibility for my own actions, choices or schoolwork	0	1	2	3	4	5
I often blame others	0	1	2	3	4	5
I finish at the first draft with little or no time spent reviewing work	0	1	2	3	4	5
I don't adjust quality of work when suggestions or recommendations are made	0	1	2	3	4	5
I have difficulty setting or working towards goals or am not motivated by rewards or consequences	0	1	2	3	4	5
I have difficulty anticipating and preparing myself for outcomes and/or possible disappointment	0	1	2	3	4	5

Behavior and Response Inhibition

I interrupt or blurt out responses before prompt is given/question is asked, answer without raising my hand OR jump to conclusions	0	1	2	3	4	5
I act out verbally or physically when upset by statements or actions	0	1	2	3	4	5
I have a hard time thinking abstractly (coming up with alternate solutions, options or reasons)	0	1	2	3	4	5
I can be inflexible or have difficulty adjusting when changes or transitions are required	0	1	2	3	4	5
I refuse to listen after repeated reminders; I am resistant or difficult at times or don't follow rules	0	1	2	3	4	5
I get caught up in conflict or drama (including verbal)	0	1	2	3	4	5
I speak without thinking of ramifications/consequences	0	1	2	3	4	5

Social and Emotional Control

I have difficulty noticing the impact of my own behavior/actions on peers and adjusting	0	1	2	3	4	5
I overreact to small situations, am easily upset or easily overwhelmed. I can be overly dramatic or have trouble with perceived unfairness	0	1	2	3	4	5
I don't "read" social cues or pick up on appropriate social behaviors	0	1	2	3	4	5
I am often in tears (variety of reasons) OR seem down, "in a funk", apathetic	0	1	2	3	4	5
Emotions get the better of me in many situations; emotions can influence outcome of entire day and/or transfer to other activities	0	1	2	3	4	5
I have trouble adjusting to sibling's or peer's schedules or plans; I am not very flexible	0	1	2	3	4	5
I have difficulty self-soothing or calming down when upset	0	1	2	3	4	5

Academics and Study Skills

I have difficulty knowing HOW to study for some or all classes	0	1	2	3	4	5
I feel as though I am prepared, but often am surprised I did not score as well as I thought (or at how difficult the test/quiz was) OR I just think I am a terrible test taker	0	1	2	3	4	5
My study approach is limited to one or two methods of studying for all classes (ex. notecards and "looking over" notes/book)	0	1	2	3	4	5
I get frustrated with how difficult some subjects can be	0	1	2	3	4	5
I allow my relationship with the teacher to affect my performance and/or effort in the class	0	1	2	3	4	5
I often struggle with what to take notes on OR how to actually take notes	0	1	2	3	4	5

