

ESQ-R: Short User's Manual

Overview

Background. The ESQ-R is a self-report assessment instruments that students complete to help them (and their teachers or coaches) understand their executive skill strengths and challenges. It is a modified version of the ESQ developed by Dawson and Guare and described in a number of their books on executive skills (e.g., *Executive Skills in Children and Adolescents*, *Smart but Scattered*, *Smart but Scattered Teens*).

We do not have large-scale normative data on this instrument, but the ESQ-R has been employed with a sample of college students for the purpose of determining the instrument's psychometric properties. Statistical analysis yielded strong reliability and validity correlations and, through factor analysis, identified **five Skill Areas** (described in more detail below) that appear to represent discrete and independent executive skill domains. We've labelled the five skill areas Plan Management, Time Management, Organization, Emotional Regulation, and Behavioral Regulation. See Straight, Dawson, Walther, Strait, and Barton (2019) for more detailed information. We also have some evidence that the ESQ-R is sensitive to intervention effects.

Instructions for completing the ESQ-R on line are in the Appendix.

Intended Audience. This rating scale should appeal to professionals within both education and mental health. These include school psychologists, school counselors, school social workers, and teachers, both general education and special education teachers. Increasingly, we have found that both speech pathologists and occupational therapists address executive skills in their work with students, and they, too, would be a potential audience. College counselors and support services staff would find this useful in helping their clients identify potential challenges to college success and even assisting with college selection, based on profiles of strengths and weaknesses. College and university learning support centers could use the ESQ-R to help pinpoint student needs and matching those needs to appropriate services. Executive skill coaches, a field that is undergoing rapid expansion, would find this scale useful, as would educational therapists (a field that is quite common in states such as California and Texas). In the mental health field, therapists and clinical psychologists are increasingly addressing executive skill challenges as part of their therapeutic work.

Potential uses. We envision the ESQ-R being used both for diagnostic purposes (to identify strong and weak skill areas) and to help design interventions targeting both individual students and whole classes as appropriate. Here are some ways the instrument might be employed:

- A general education or special education teacher might decide to teach a weekly seminar on executive skills. That teacher could use the ESQ-R to assess skills before and after the seminar and use the questionnaire within the seminar to help students set executive skill goals.

- A special education teacher might implement a group coaching model to help students identify goals that target executive skills as a way to improve academic performance. The ESQ-R could be used as a pre/post measure of coaching effectiveness.
- Any professional who works with individual students to improve executive skills could use the ESQ-R as a way to identify targets for intervention and to assess change as a result of the intervention.
- A school district that uses an MTSS model of service delivery could use the ESQ to help determine to which tier a student would be most appropriately assigned and as a measure of intervention effectiveness to help determine whether the student needs more (or less) intensive services.
- College learning centers could use the ESQ-R as part of an initial screening both to identify appropriate students for their services as well as to assist in designing individualized intervention plans.
- Researchers could use the instrument as a pre/post measure to assess intervention efficacy.

At the present time, the instrument is available free of charge. Students will complete the quick 25-item survey on-line, results will be tabulated, and data will be depicted on a spreadsheet that will be forwarded to the person responsible for overseeing the survey completion (teacher, clinician, or researcher). The Instructions for Use provides additional information about the data available.

Because we hope to collect information about how students respond to the survey, we will be asking for some demographic information about the students completing the survey (gender, grade, age), but *we do not want to receive information regarding the students' identities*. This information will remain in the hands of the people submitting the survey results to us. The Instructions for Use provides specific directions for creating unique codes for each student completing the form.

Many thanks to Isaac Dawson who helped us automate the survey to enable users to get results immediately upon completing the survey. We couldn't have done this without his help!

ESQ-R Skill Areas

The work of Dawson & Guare on executive skills identifies 11 executive skill domains that are felt to be critical to school success, and the original self-report version, along with all other versions of the Executive Skills Questionnaire, consists of 33 items assessing the 11 executive skills (3 items per skill). We have found this version of the questionnaire very useful in our work with students and their parents and teachers. We subjected the revised version of the ESQ to factor analysis and through this process, the items grouped into five skill areas. While this version loses some of the specificity of the ESQ, we believe it is a more valid and reliable measure that is better suited for use for research purposes and to evaluate the effectiveness of interventions. We also think the five skill areas are distinct and can help differentiate different executive skills profiles. We believe the skill areas are distinct enough to enable those using the ESQ-R to design interventions based on a student's specific profile of stronger and weaker skills. Below are brief descriptions of each skill area, along with the specific items representing each skill area. These descriptions should be useful in helping students and those who work with them interpret the scores obtained.

Plan Management: This skill area refers to the ability to create and manage plans for accomplishing tasks. It includes individual executive skills such as planning/prioritizing, sustained attention, flexibility, metacognition, and goal directed persistence. The individual items included in this factor are:

6. I run out of energy before finishing a task.
7. It is hard for me to set priorities when I have a lot of things to do.
12. If the first solution to a problem doesn't work, I have trouble thinking of a different one.
13. I skip checking my work for mistakes, even when the stakes are high.
14. I get annoyed when tasks are too hard.
16. I have trouble with tasks where I have to come up with my own ideas.
17. It's hard for me to tell how well I'm doing on a task.
18. I have trouble reaching long-term goals.
22. I have trouble getting back on track if I'm interrupted.
23. I have trouble making a plan.
24. I focus on details and miss the big picture.

Time Management: This skill area refers to the ability to manage various aspects of time, including time estimating, time allocation, and being able to work within time limits and time constraints. It includes the individual executive skills of time management, task initiation and working memory. The individual items included in this factor are:

10. I have trouble estimating how long it will take to complete a task.
11. I'm slow getting ready for school, work, or appointments.
15. It's hard for me to put aside fun activities to start things I know I need to do.
20. I get so wrapped up in what I'm doing that I forget about other things I need to do.

Organization: This skill area refers to the ability to create and maintain systems to keep track of information or materials. It incorporates the executive skills of organization and working memory. The individual items included in this factor are:

3. I lose things.
8. My desk or work space is a mess.
9. I have trouble keeping my house or room clean.

Emotion Regulation: This skill area is identical to the executive skill of emotional control. It refers to the ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. The individual items included in this factor are:

4. I have a short temper.
5. I get upset when things don't go as planned.
21. Little things frustrate me.

Behavior Regulation: This skill area refers to the ability to exhibit self-control and to think before acting or responding to consider the consequences of one's actions. It includes the executive skills of response inhibition and goal-directed persistence. The individual items included in this factor are:

1. I act on impulse.
2. I say things without thinking.
19. I "go with my gut" when making decisions.
25. I live in the moment.

Brief Interpretive Guide

First of all, the higher the score, the more significant the weaknesses are. The instructions given to people when they complete the scale is as follows:

Directions: Everyone has both strengths and challenges in these skills depending on the situation they are in. Be as honest as you can in deciding what your strengths and challenges are. In particular, think about how you handle non-preferred tasks (the kinds of tasks you don't particularly like to do). Please read each item and decide how often you consider it to be a problem for you using the following scale:

- 0 – Never
- 1 – Sometimes
- 2 – Often
- 3 – Very often

Since we are still gathering data on this rating scale we don't have "norms" so we can't tell you what is typical for any of the 5 skill areas, described above. As a general rule of thumb, though, scores in the 2-3 range (both for Skill Area averages and for individual items) can be considered a relative weakness or problematic. Scores between 0 and 1 should be considered a relative strength or not problematic.

When working with individual students or clients, look at both the Skill Area scores and the individual item scores. Any individual item score rated as 2 or 3 is worthy of discussion because it means the respondent has identified that behavior as a problem either *often* (2) or *very often* (3). Even when an overall Skill Area looks relatively strong, individual items may highlight some behavioral challenges.

As a supplement to the ESQ-R, teachers, coaches and others using this survey may want to administer the Executive Skills Problem Checklist, available in the first two books listed in the Resource section below. This checklist was designed to identify with greater specificity, over 60 specific problem behaviors associated with each executive skill. The checklist asks students to check off all the behaviors that they feel "interfere with effective studying." Students are then

asked to review all the items they've checked off and choose three that cause the most problems. From these, the student and teacher or coach can select a target for goal-setting.

Be sure to talk with students or clients about their strong skill areas and individual items rated as 0 or 1. Identifying strengths helps people feel good about themselves—and you can also talk with them about whether they can use any of their stronger skills to compensate for their weaker skills.

Note for use with adults: We built the ESQ-R from our student version of the ESQ rather than the adult version, and we don't have a scale for Stress Tolerance for kids, which is why those items didn't end up on the ESQ-R. People who are low in Stress Tolerance tend to be low on Emotional Control, so the Emotional Regulation Skill Area may overlap with Stress Tolerance. If you want to use the ESQ-R to provide feedback to your clients, your best approach is to talk with them about their scores on the five skill areas in terms of stronger and weaker scores. You can also look at individual item responses to continue the discussion, again with the understanding that low scores are strengths and high scores are challenges. The Skill Areas section above tells the numbers for the individual items in each Skill Area, so you should be able to find the corresponding score for each item the spreadsheet you receive for each survey you've submitted for scoring.

ESQ-R Report Options

Individual profiles: Using this option will allow the respondent to complete the ESQ-R and get immediate results in the form of a brief report that provides scores on five Skill Areas and a Total Score (with comparison scores for others who have taken the survey). Please note that this is NOT a norm-referenced rating scale using a stratified sample that matches national or international demographics, but it may be helpful to compare an individual profile with average scores of others who have taken the survey. As of now (October 2020), several hundred people have completed the ESQ-R, and we expect that number to grow.

Individual time series: We can generate a report that compares an individual's profile at different points in time across the five Skill Areas and the Total Score. To view a sample report, click here: This report will have to be individually generated and can be accessed by emailing Julia Strait [straitje@gmail.com] and giving her the Student ID for the student you want to access. This report will be useful if you want to look at change across time, for instance, as a way to measure intervention efficacy.

We don't recommend re-administering the ESQ-R more frequently than every 10-12 weeks. A teacher or coach who wants to track progress across an academic year might consider re-administering the ESQ-R at the beginning of the school year and at the end of each marking period. Another way to obtain this information is to print out the individual profile for each date administered and tracking progress that way by looking at how scores and graphs change over time.

Group Profiles: We can generate a report that looks at groups of students and yields a group profile. This report would be useful to teachers or whole schools that are using a class-wide or school-wide executive skills curriculum. This report will have to be individually generated and can be accessed by emailing Julia Strait [straitje@gmail.com] and giving her all the Student IDs for the groups you want to access.

Sample reports are included at the end of this report.

NOTE FOR RESEARCHERS: If you are using the ESQ-R for research purposes, you can access the raw data (item responses for all those participating in your research) by emailing Julia [straitje@gmail.com] and giving her the array of Student IDs for whom you would like results.

Students' responses to the questionnaires on this web site are entirely voluntary and will be used anonymously in ongoing research by Peg Dawson, EdD, Julia Strait, PhD, and their professional colleagues. You can fill out the questionnaires on this website if you agree to this.

Every effort will be made to maintain the confidentiality of the data you provide on this web site. For online participation, your confidentiality will be kept to the degree permitted by the technology being used. No guarantees can be made regarding the interception of data via the Internet or email.

Resources for Designing Interventions

Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. 3rd Edition. New York: Guilford Press.

Dawson, P. & Guare, R. (2017). *The work smart academic planner, 2nd edition*. New York: The Guilford Press.

Dawson, P. & Guare, R. (2012). *Coaching students with executive skills deficits*. New York: Guilford Press.

References

Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. 3rd Edition. New York: Guilford Press.

Dawson, P. & Guare, R. (2016). *The Smart but scattered guide to success: How to use your brain's executive skills to keep up, stay calm, and get organized at work and at home*.

Dawson, P. & Guare, R. (2009). *Smart but Scattered: The revolutionary executive skills approach to helping kids reach their potential*. New York: Guilford Press.

Guare, R., Dawson, P., & Guare, C. (2013). *Smart but scattered teens: The revolutionary executive skills approach to helping teens reach their potential*. New York: Guilford Press.

Strait, J. E., Dawson, P., Walther, C. A., Strait, G. G., Barton, A. K., & McClain, M. B. (2019). Refinement and psychometric evaluation of the executive skills questionnaire-revised. *Contemporary School Psychology*, 1-11.

APPENDIX

Instructions for Completing the ESQ-R

We are pleased that you want to use the ESQ-R to better understand your students' executive skills profile. In order for us to give you the information you are looking for as efficiently as possible, we ask that you do the following:

1. Create a unique ID for each student (no personal info like social security, names, or dates of birth, please). The ID should include 3 components:
 - a. A "code name" for your school or site
 - b. A different "code name" for the teacher for whom the student is completing the survey.
 - c. A unique numeric code for each student or individual you can keep track ofFor example, students in Ms. Smith's class (code name Acorn) at Washington Middle School (code name Squirrel) might have an ID that would look like this:
 - SquirrelAcorn100
 - SquirrelAcorn101
 - SquirrelAcorn102

NOTE: If you are a therapist or coach using this survey with individual clients, the code name should have two parts: a code for the therapist or coach and a number for the client (e.g., Dogwood001).

IMPORTANT!! In order to maintain complete anonymity, when you are creating a code name, DO NOT use the real name of either the student or the teacher, coach or therapist assigned to that student. We are promising users that the identities of the clients or students completing the surveys will be ONLY in the hands of the adults responsible for having clients or students complete the survey.

2. Have the students complete the survey individually. The survey can be accessed at <https://www.smartbutscatteredkids.com/esq/> The test will be scored immediately upon submission and a 2-page report will be generated for each student taking the test. The report can be printed out or saved as a PDF file. If students are completing the survey on their own (e.g., as a homework assignment), they should email their results to their teachers so that teachers can have the results for their records.

Executive Skills Questionnaire Results for WI26789

Thank you for taking the ESQ-R, a self-report survey that assesses how you view your executive skills. The 25 items on this survey yield scores in 5 domains of executive skills, which we call Skill Areas. Scores reported below are the average score for each Skill Area, and they can range from 0 to 3. The lower the score, the stronger your skills are in this domain. When scores fall at 2 or above, this means you have rated the items on this scale as either often or very often true, so any skill area with a score of 2 or more is one that may be problematic for you.

We also give you your average score on the entire ESQ-R. If you are working to improve some of your areas of challenge, you may want to take the ESQ-R again after a while to see if your scores on either individual Skill Areas or the total scale score have improved. In an appendix to this report, we include the 25 items on the ESQ-R and the rating you gave for each item. If you take the test again, you can check to see whether your ratings on individual items changed, too.

Here are your scores:

Average Total Score: 1.76

Plan Management: 2.09

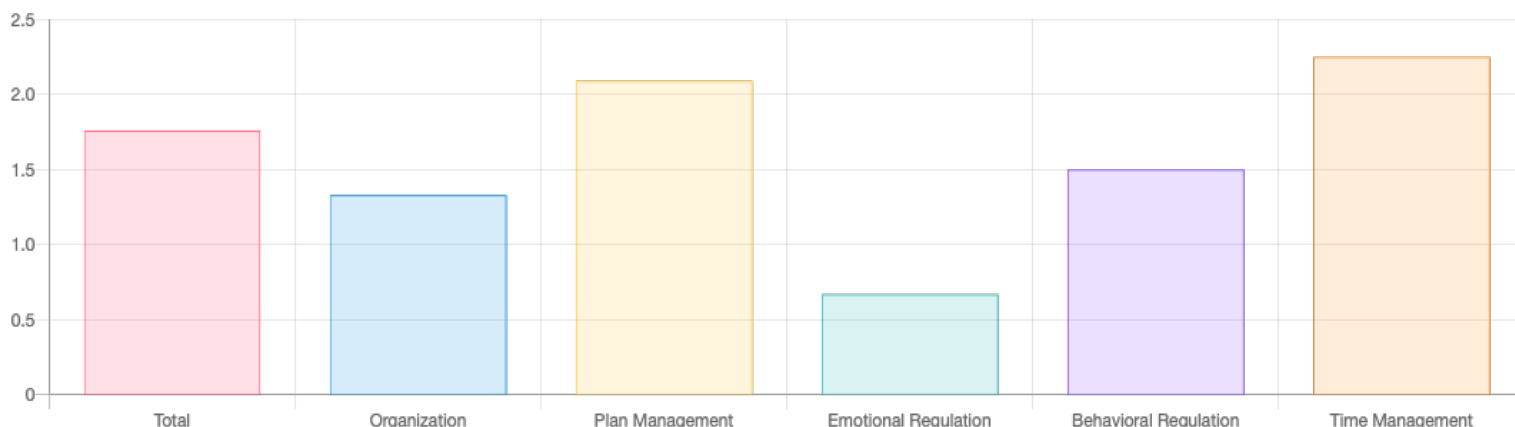
Time Management: 2.25

Organization: 1.33

Emotional Regulation: 0.67

Behavioral Regulation: 1.50

Here are your scores in a graph format:



At the present time, we do not have norms for this scale, but based on all the surveys submitted to us to date, the Average Total Score for people completing the ESQ-R is: 1.23.

To help you understand your scores better, here are descriptions of the 5 Skill Areas:

Plan Management: This skill area refers to the ability to create and manage plans for accomplishing tasks. It includes individual executive skills such as planning/prioritizing, sustained attention, flexibility, metacognition, and goal directed persistence.

Time Management: This skill area refers to the ability to manage various aspects of time, including time estimating, time allocation, and being able to work within time limits and time constraints. It includes the individual executive skills of time management, task initiation and working memory.

Organization: This skill area refers to the ability to create and maintain systems to keep track of information or materials. It incorporates the executive skills of organization and working memory.

Emotion Regulation: This skill area is identical to the executive skill of emotional control. It refers to the ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

Behavior Regulation: This skill area refers to the ability to exhibit self-control and to think before acting or responding to consider the consequences of one's actions. It includes the executive skills of response inhibition and goal-directed persistence.

One final comment: Looking at your higher scores may help you decide on areas you might want to improve, but look at your low scores, too, because they represent comparative strengths. You may be able to figure out ways to take advantage of your strengths-or even make them stronger. For instance, if you find that Organization is a strength for you and Time Management is a weakness, you may find that having an organized work space makes it easier for you for get down to work and use your time efficiently.

Your Answers:

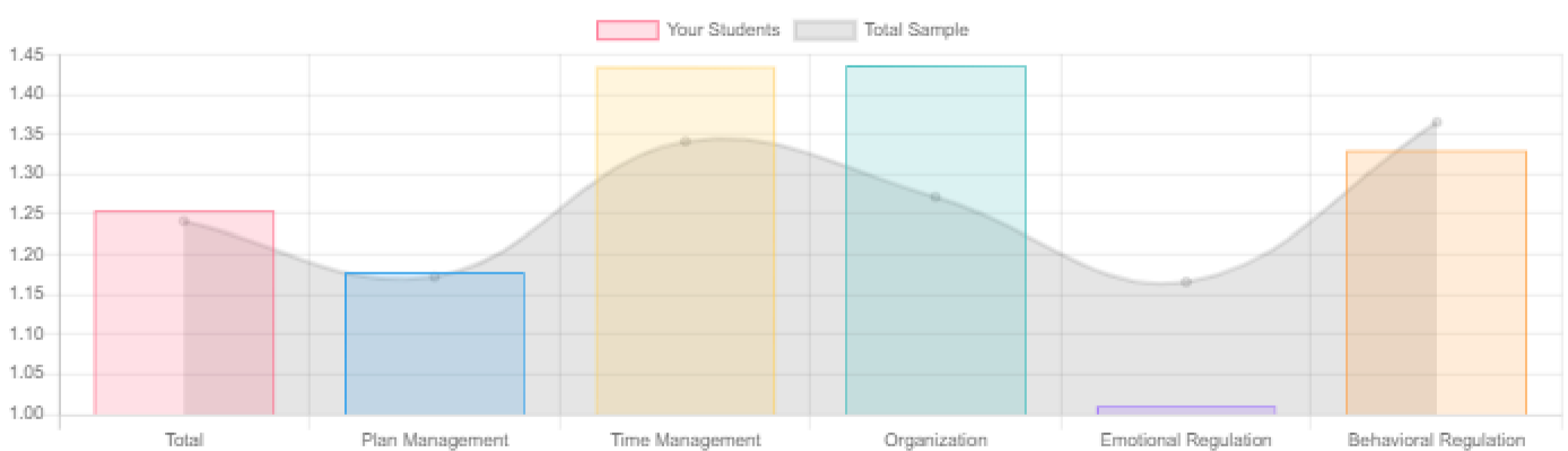
- **I act on impulse:** Never or Rarely
- **I say things without thinking.:** Sometimes
- **I lose things.:** Sometimes
- **I have a short temper.:** Sometimes
- **I get upset when things don't go as planned.:** Never or Rarely
- **I run out of energy before finishing a task.:** Very Often
- **It's hard for me to set priorities when I have a lot of things to do.:** Very Often
- **My desk or work space is a mess.:** Sometimes
- **I have trouble keeping my house or room clean.:** Often
- **I have trouble estimating how long it will take to complete a task.:** Very Often
- **I'm slow to get ready for school, work, or appointments.:** Often
- **If the first solution to a problem doesn't work, I have trouble thinking of a different one.:** Sometimes
- **I skip checking my work for mistakes, even when the stakes are high.:** Very Often
- **I get annoyed when tasks are too hard.:** Never or Rarely
- **It's hard for me to put aside fun activities to start things I know I need to do.:** Very Often
- **I have trouble with tasks where I have to come up with my own ideas.:** Often
- **It's hard for me to tell how well I'm doing on a task.:** Often
- **I have trouble reaching long-term goals (those that take many weeks or months to finish):** Very Often
- **I "go with my gut" when making decisions.:** Often
- **I get so wrapped up in what I'm doing that I forget about other things I need to do.:** Sometimes
- **Little things frustrate me.:** Sometimes
- **I have trouble getting back on track if I'm interrupted.:** Often
- **I have trouble making a plan.:** Very Often
- **I focus on details and miss the big picture.:** Sometimes
- **I live in the moment.:** Very Often

This report is intended to provide feedback on the group of students for which you requested ESQ-R results. It will give you group averages for the entire array of students for which you've requested information. If you would like a report on individual students, please submit the individual ID for the person for whom you would like a report and download the individual report.

Reported below are the average Total Score and the average Skill Area scores for the student array you requested. Low scores represent comparative strengths and high scores represent comparative weaknesses. If the average score is 2 or greater, this indicates that on average students rated items in that Skill Area as either often or very often true, which suggests this might be an area to target for intervention. In an appendix to this report, we include a table listing all the students in the array you requested with their individual scores on all 25 items of the ESQ-R.

Column 1 in the table below shows the average score for your students. Column 2 lists the average scores for all the students who have taken this survey to date. Although the ESQ-R is not norm-referenced at this point in time, you may find it helpful to compare your students to the group averages for everyone who has taken the survey.

Skill Area	Your Students	Total Sample
Total	1.25	1.24
Plan Management	1.18	1.17
Time Management	1.44	1.34
Organization	1.44	1.27
Emotional Regulation	1.01	1.17
Behavioral Regulation	1.33	1.37



To help you understand your scores better, here are descriptions of the 5 Skill Areas:

Plan Management: This skill area refers to the ability to create and manage plans for accomplishing tasks. It includes individual executive skills such as planning/prioritizing, sustained attention, flexibility, metacognition, and goal directed persistence.

Time Management: This skill area refers to the ability to manage various aspects of time, including time estimating, time allocation, and being able to work within time limits and time constraints. It includes the individual executive skills of time management, task initiation and working memory.

Organization: This skill area refers to the ability to create and maintain systems to keep track of information or materials. It incorporates the executive skills of organization and working memory.

Emotion Regulation: This skill area is identical to the executive skill of emotional control. It refers to the ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

Behavior Regulation: This skill area refers to the ability to exhibit self-control and to think before acting or responding to consider the consequences of one's actions. It includes the executive skills of response inhibition and goal-directed persistence.

Suggestions for Using Group Data:

Here are some ways you might make use of these data:

- Look at the weakest Skill Areas and develop intervention targets based on item responses.

- Share the graph with the class and talk about what the stronger and weaker Skill Areas mean. Have students identify behaviors associated with the weaker Skill Areas and develop individual goals to improve those skill areas.
- Re-administer the ESQ-R after interventions have been in place for a while to see if progress has been made (we will generate a different report to provide that information in a usable format). We suggest interventions should be kept in place for a minimum of 10 weeks or 1 marking period.

For more ideas, the following references may be helpful:

Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. 3rd Edition. New York: Guilford Press.

Dawson, P. & Guare, R. (2017). *The work smart academic planner, 2nd edition*. New York: The Guilford Press.

Dawson, P. & Guare, R. (2012). *Coaching students with executive skills deficits*. New York: Guilford Press.

ESQ Results - Change Over Time For WinterA010

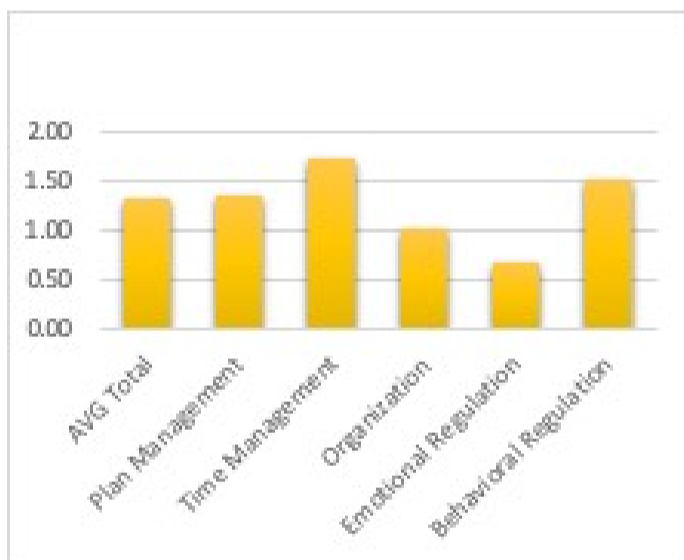
This report is intended to provide feedback on changes in ESQ-R results for an individual student over time. Reported below are the average Total Score and the average Skill Area scores for the student on the multiple dates in which the survey was completed. Low scores represent comparative strengths and high scores represent comparative weaknesses. If the average score is 2 or greater, this indicates that on average students rated items in that Skill Area as either often or very often true, which suggests this might be an area to target for intervention. In an appendix to this report, we include a table listing the student's responses to the individual scores on all 25 items of the ESQ-R each time the survey was completed.

Although the ESQ-R is not norm-referenced at this point in time, you may find it helpful to compare your student to the group averages for everyone who has taken the survey at the time this report is generated.

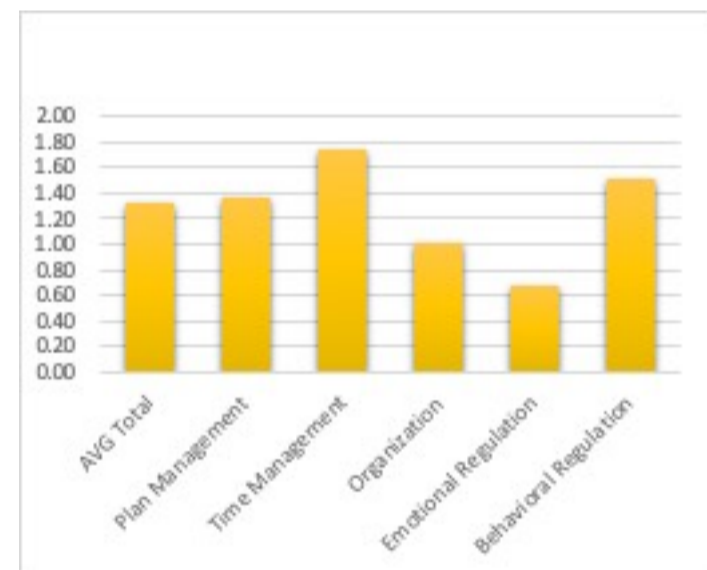
Skill Area	9/22/2020	1/22/2021	Total Sample
Total	1.76	1.32	1.24
Plan Management	2.09	1.36	1.17
Time Management	2.25	1.75	1.34
Organization	1.33	1.00	1.27
Emotional Regulation	0.67	0.67	1.16
Behavioral Regulation	1.50	1.50	1.37

First and Last Results

9/22/2020 14:15:27

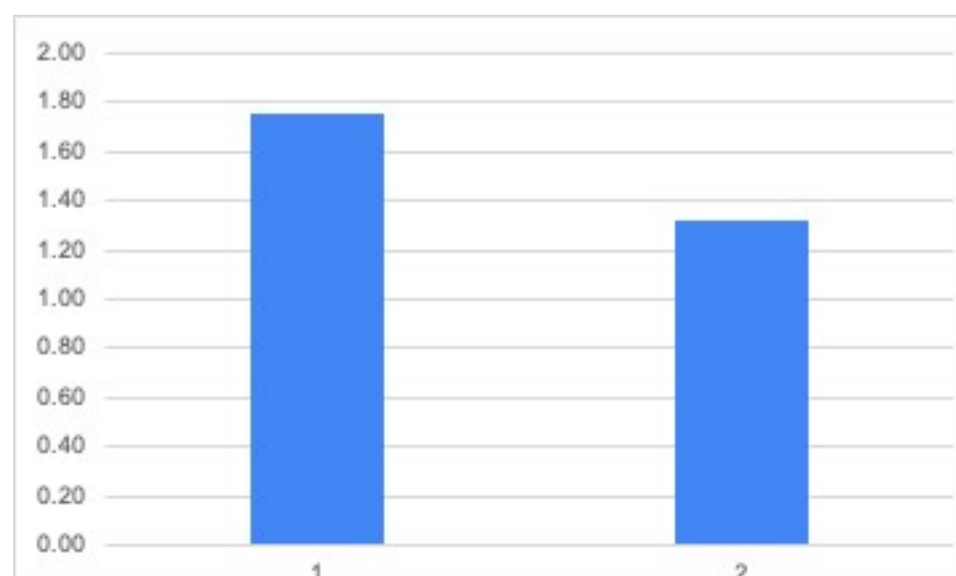


1/22/2021 14:28:27

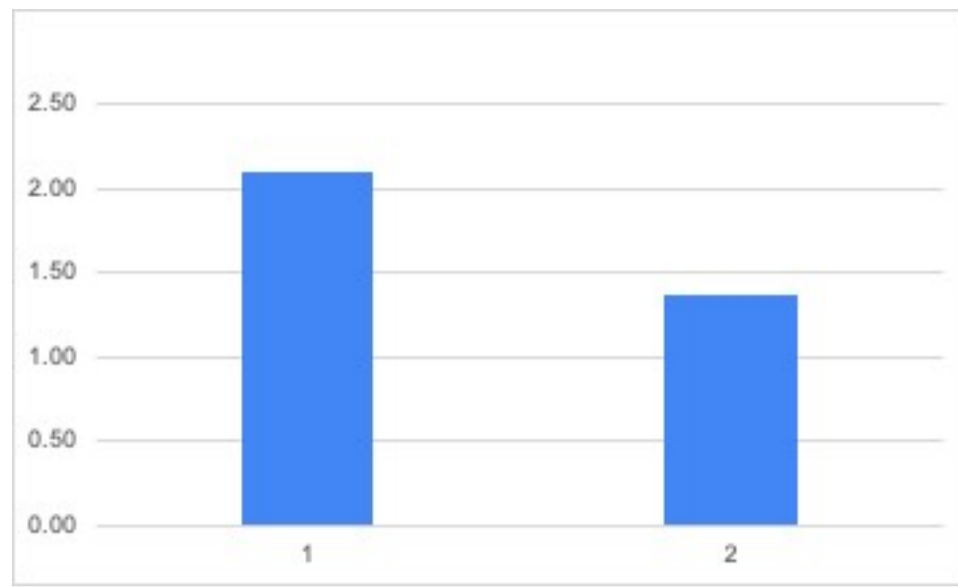


Category By Time Results

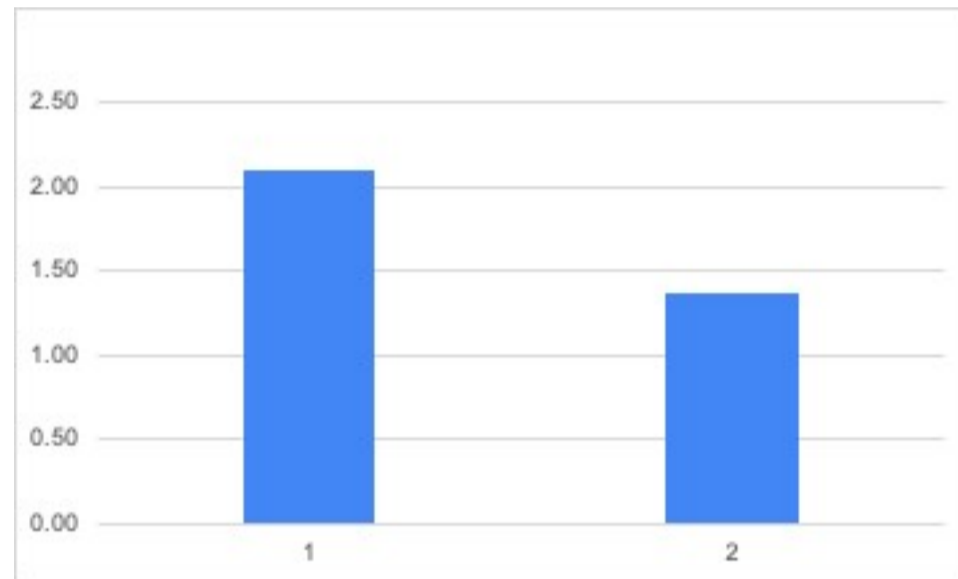
Total



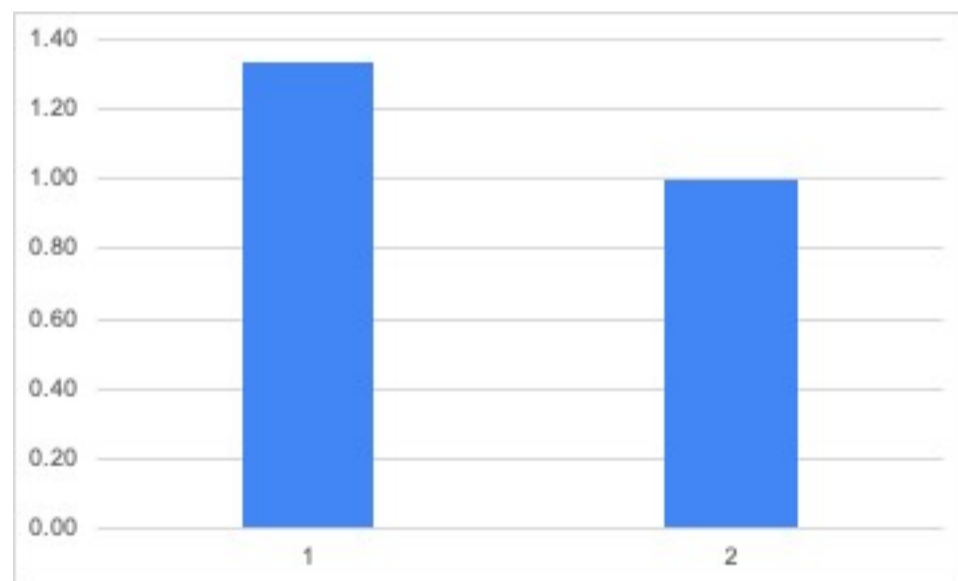
Plan Management



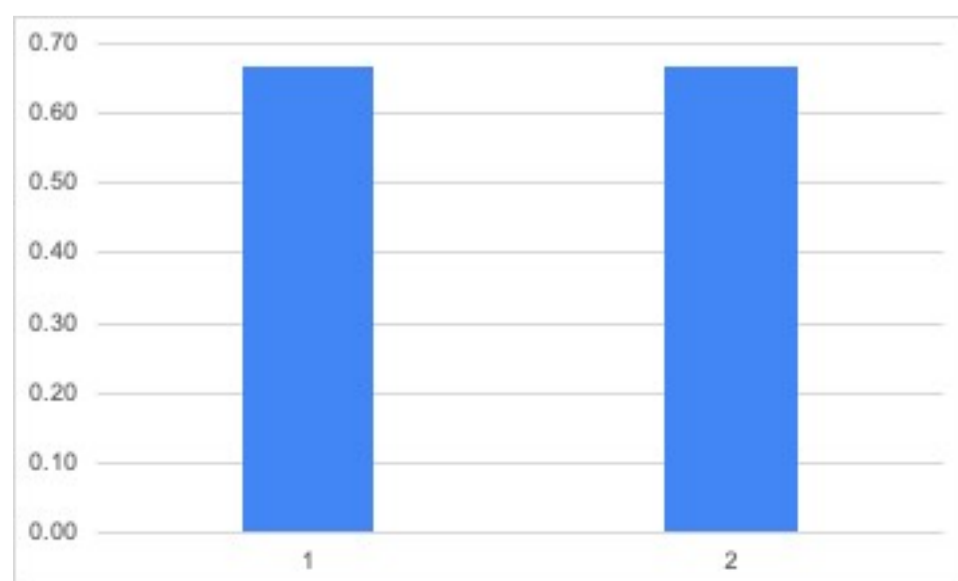
Time Management



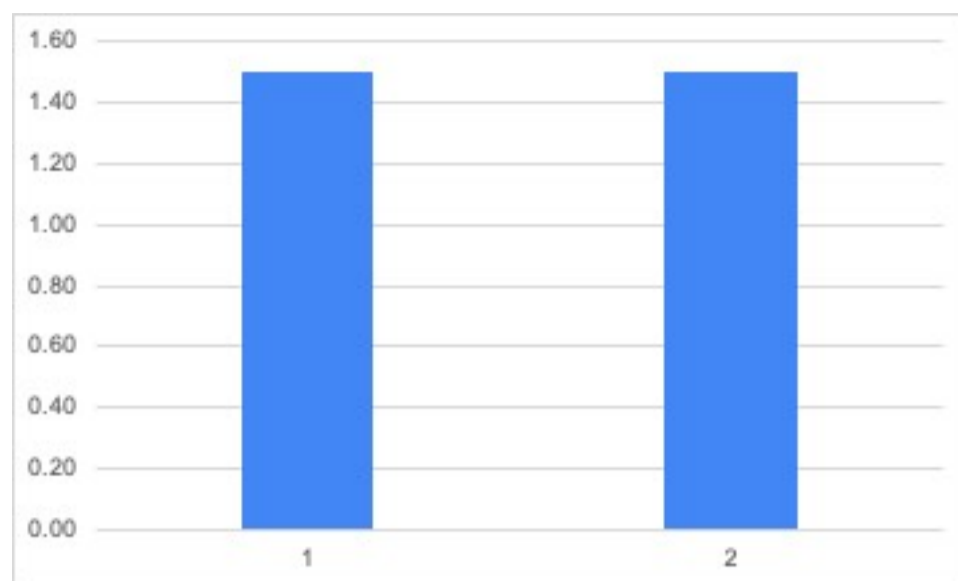
Organization



Emotional Regulation



Behavioral Regulation



To help you understand your scores better, here are descriptions of the 5 Skill Areas:

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Organization: This skill area refers to the ability to create and maintain systems to keep track of information or materials. It incorporates the executive skills of organization and working memory.

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Behavior Regulation: This skill area refers to the ability to exhibit self-control and to think before acting or responding to consider the consequences of one's actions. It includes the executive skills of response inhibition and goal-directed persistence.

Suggestions for Interpreting Results

Here are some ways you might make use of these data:

- Look for improvement in the Total Score and in the scores on the five Skill Areas. Since lower scores represent stronger skills than higher scores, improvement would be shown by scores dropping over time.
- Also look at responses to individual items to see if the frequency rating has gone down. That's another indication of progress. Where items are rated as occurring more frequently than in the past, some thought to targeting those behaviors for interventions should be considered.
- Re-administer the ESQ-R after interventions have been in place for a while to see if progress has been made. We suggest interventions should be kept in place for a minimum of 10 weeks or 1 marking period.

For more ideas, the following references may be helpful:

Dawson, P. & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. 3rd Edition. New York: Guilford Press.

Dawson, P. & Guare, R. (2017). *The work smart academic planner, 2nd edition*. New York: The Guilford Press.

Dawson, P. & Guare, R. (2012). *Coaching students with executive skills deficits*. New York: Guilford Press.

Appendix (Answers)

Answers from: 9/22/2020 14:15:27

- **I act on impulse:** Never or Rarely
- **I say things without thinking.:** Sometimes
- **I lose things.:** Sometimes
- **I have a short temper.:** Sometimes
- **I get upset when things don't go as planned.:** Never or Rarely
- **I run out of energy before finishing a task.:** Very Often
- **It's hard for me to set priorities when I have a lot of things to do.:** Very Often
- **My desk or work space is a mess.:** Sometimes
- **I have trouble keeping my house or room clean.:** Often
- **I have trouble estimating how long it will take to complete a task.:** Very Often
- **I'm slow to get ready for school, work, or appointments.:** Often
- **If the first solution to a problem doesn't work, I have trouble thinking of a different one.:** Sometimes
- **I skip checking my work for mistakes, even when the stakes are high.:** Very Often
- **I get annoyed when tasks are too hard.:** Never or Rarely
- **It's hard for me to put aside fun activities to start things I know I need to do.:** Very Often
- **I have trouble with tasks where I have to come up with my own ideas.:** Often
- **It's hard for me to tell how well I'm doing on a task.:** Often
- **I have trouble reaching long-term goals (those that take many weeks or months to finish):** Very Often
- **Often I "go with my gut" when making decisions.:** Very Often
- **I get so wrapped up in what I'm doing that I forget about other things I need to do.:** Sometimes
- **Little things frustrate me.:** Sometimes
- **I have trouble getting back on track if I'm interrupted.:** Often
- **I have trouble making a plan.:** Very Often
- **I focus on details and miss the big picture.:** Sometimes
- **I live in the moment.:** Very Often

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- **I act on impulse:** Never or Rarely
- **I say things without thinking.:** Sometimes
- **I lose things.:** Sometimes
- **I have a short temper.:** Sometimes
- **I get upset when things don't go as planned.:** Never or Rarely
- **I run out of energy before finishing a task.:** Often
- **It's hard for me to set priorities when I have a lot of things to do.:** Often
- **My desk or work space is a mess.:** Sometimes
- **I have trouble keeping my house or room clean.:** Sometimes
- **I have trouble estimating how long it will take to complete a task.:** Often
- **I'm slow to get ready for school, work, or appointments.:** Often
- **If the first solution to a problem doesn't work, I have trouble thinking of a different one.:** Sometimes
- **I skip checking my work for mistakes, even when the stakes are high.:** Often
- **I get annoyed when tasks are too hard.:** Never or Rarely
- **It's hard for me to put aside fun activities to start things I know I need to do.:** Often
- **I have trouble with tasks where I have to come up with my own ideas.:** Often
- **It's hard for me to tell how well I'm doing on a task.:** Often
- **I have trouble reaching long-term goals (those that take many weeks or months to finish):** Sometimes
- **I "go with my gut" when making decisions.:** Often
- **I get so wrapped up in what I'm doing that I forget about other things I need to do.:** Sometimes
- **Little things frustrate me.:** Sometimes
- **I have trouble getting back on track if I'm interrupted.:** Sometimes
- **I have trouble making a plan.:** *Sometimes*
- **I focus on details and miss the big picture.:** Sometimes
- **I live in the moment.:** Sometimes