



The Executive Function Roadmap for ADHD™

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Applied Behavioral Health Practice
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The Executive Function Roadmap for ADHD™

A Call to Action for Behavior Analysts



Kids with ADHD need support now. We cannot afford to wait for a perfectly validated assessment tool. Although academic research and validation studies are valuable, the immediate needs of children and families demand practical, actionable tools now.

After years of considering whether a purely research-based approach serves our children best, the reality is clear: we need functional, usable resources that help identify specific skill gaps and guide intervention today. This assessment draws from established developmental frameworks and evidence-based practices in ADHD support, providing a structured approach to understanding and addressing skill deficits.

The perfect should not be the enemy of the good. Children with ADHD need systematic skill identification and targeted support now, not after years of validation studies. This tool offers a practical bridge between research knowledge and real-world application, empowering families and educators to take meaningful action while the field continues to develop more refined instruments.

Use this assessment as intended: a roadmap for skill development that moves children forward on their journey toward independence and success. The conversations it generates, the goals it helps establish, and the progress it tracks are valuable today, regardless of current and future validation studies.

- Ryan Baker-Barrett, Founder of Applied Behavioral Health Practice

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INTRODUCTION

Purpose and Framework

This skill-based assessment evaluates observable behaviors across four core domains: executive functioning, emotional regulation, life and classroom skills, and social skills. Rather than relying on diagnostic labels or symptom checklists, it focuses on observable, teachable skills that directly impact daily functioning.

Important Limitations:

- This is not a standardized or norm-referenced assessment so it does not compare performance against a normative sample.
- This tool is not designed to monitor progress over time
- Not every child with ADHD will struggle in all assessed areas; ADHD manifests differently in each individual
- This assessment enables clinicians, educators, and families to systematically identify both strengths and skill gaps, creating a foundation for targeted intervention and support.

A Roadmap Approach

Think of this assessment as a roadmap showing major highways, not turn-by-turn directions. Just as traveling from Chicago to New York requires knowing you'll head east on Interstate 80, navigating ADHD challenges requires understanding the general direction of skill development.

Each domain serves as a major highway system. The developmental progressions provide directional markers. Specific skills are mile markers helping you know you're headed the right way. This roadmap helps you determine if you're generally on the right path. The detailed navigation is assumed to come from the child's care team (parents, educators, clinicians, etc).

Developmental Structure

Each domain addresses key areas where children with ADHD commonly experience challenges: planning and organization, emotional resilience, task initiation and completion, social navigation, and resistance to peer pressure. Skills are organized developmentally across three educational levels. Considering the span of

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development in elementary school, it's important to treat this assessment as a roadmap or guide. This roadmap is *not* intended to inform the level at which a child *should* be performing.

- Elementary School (Grades 1-5): Foundational skills with adult support and concrete expectations
- Middle School (Grades 6-8): Increased independence with moderate complexity
- High School (Grades 9-12): Advanced skills requiring independence and leadership

This developmental progression enables assessors to identify both accelerated skills and developmental delays through systematic comparison to age-appropriate benchmarks. When skills significantly exceed or fall below expected developmental milestones, consultation with developmental psychologists or specialists in typical child development is recommended to ensure accurate interpretation and appropriate intervention planning.

Applications

- Educational Planning: Results directly inform IEP and 504 plan development, providing concrete next steps from which measurable goals can be determined.
- Treatment Planning: Clinicians can use results to design targeted interventions addressing specific skill deficits rather than general ADHD symptoms.
- Transition Planning: Particularly valuable for children transitioning between educational levels or preparing for post-secondary settings.

Target Population

This assessment is designed for children in grades 1-12 (approximately ages 6-18) who have received an ADHD diagnosis or demonstrate executive functioning difficulties. It may also benefit children with related conditions that impact executive skills, including learning disabilities or autism spectrum disorders.

Any adult with regular, sustained observation of the child can complete this assessment, including parents, teachers, school support professionals (counselors, psychologists, special educators), clinicians, therapists, coaches, or other professionals with consistent contact. Since children often perform differently across settings, gathering input from multiple observers, particularly from both home and school environments, provides the most accurate and complete picture of the child's skill profile.

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SCORING

As behavior analysts, we like to get lost in the analysis and split hairs. As a roadmap, scoring is designed to be an efficient guide rather than a detailed topographical assessment. In other words, it's intended to answer questions at the most fundamental level:

Are we heading in the right direction?

For each skill question, just indicate "yes" if the child consistently demonstrates the skill across appropriate settings or "no" if they don't demonstrate the skill or if you have concerns related to this skill.

Consistency Guidelines:

Yes: Child demonstrates the skill in most (8 out of 10) opportunities when the situation arises.

No: Child demonstrates the skill inconsistently (less than 7 out of 10) opportunities when the situation arises.

Developmental Considerations

Each skill (1 through 80) represents the same core skill with developmentally appropriate expectations. For example, when you look at task breakdown skills across the age span:

- *Elementary:* "Break simple tasks into first-then steps" (e.g., "First get your materials, then start the worksheet")
- *Middle School:* "Break large tasks into smaller steps" (e.g., dividing a research project into research, outline, draft, and revision phases)
- *High School:* "Break complex tasks into smaller steps" (e.g., managing college applications with multiple deadlines, requirements, and decision points)

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INTERPRETATION

As a roadmap, this assessment is not intended to replace detailed, comprehensive evaluation. Just as a map gets you from point A to point B without a detailed landscape, this assessment informs future direction. Think of this assessment like fishing with a wide net rather than a rod and reel. Just as a wide net capture a broad view of what's in the water, this assessment gives you a comprehensive overview of a child 's functioning. It's designed to identify patterns, reveal strengths, and highlight areas that might need attention. It's not meant to provide the precise, detailed analysis that specialized diagnostic tools offer.

Varied performance across settings, people, or contexts is to be expected with ADHD. Try not to get too caught up in the details. Some skills may be contextual like they're more organized at school than at home perhaps because school life is more organized by design. (That's not meant as a criticism).

Finally, this tool is ***not designed for progress monitoring***. This tool merely provides a roadmap or guide to help people understand where the child is now and to map out the desired progression of skills later. This roadmap should be supplemented with on-going progress monitoring by clinicians and educators with the requisite training.

THEORETICAL FOUNDATION

This assessment emerged from a practical problem: behavior analysts trained in traditional applied behavior analysis (ABA) repeatedly hit a ceiling with ADHD populations. Token economies work... until they don't. Visual schedules help... but only partially. The child "complies" with structured tasks but isn't generalizing to unstructured situations.

Let me be clear this is not a criticism of applied behavior analysis. Rather, it's the intersection of behavioral principles with very real biological differences in how the ADHD brain processes information. For me, this breakthrough came from understanding that **ADHD is fundamentally a developmental disorder of executive function**, not solely a behavior management concern. Children with ADHD aren't choosing to be

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disorganized or impulsive. Their brains are developing differently in specific, predictable ways. This realization shifted my own intervention focus from managing and rewarding behavior to building a set of robust skills.

Executive Function as Brain Development

Executive functions are the brain's management system, housed primarily in the prefrontal cortex and its connections to other brain regions. These functions develop gradually throughout childhood and adolescence, following predictable patterns but with significant individual variation.

Research consistently shows that children with ADHD demonstrate delays in executive function development, typically lagging neurotypical peers (30% is the number often thrown out there). Assume for a moment this is true without itching for the references, this could mean a 10-year-old with ADHD may have the executive functioning of a 6- or 7-year-old. The important theoretical foundation here is this:

This isn't a character flaw or willful noncompliance. This is neurodevelopment.

With this critical insight in mind, **if we assess and intervene based on chronological age rather than developmental stage, we set children up for failure.** We wouldn't expect a 6-year-old to plan a week-long vacation to the Bahamas nor a 3-year-old to plan a project independently, yet we often demand this from a 10-year-old with ADHD who has 6-year-old executive function.

The Dopamine Connection

ADHD brains operate with significantly different dopamine signaling, particularly in circuits connecting the prefrontal cortex and basal ganglia. Dopamine regulates attention *and* motivation. In short, it's the brain's motivation and learning signal, the neurochemical that says, "this thing matters" *and* "do this thing."

This explains why children with ADHD can hyperfocus on video games (immediate dopamine hits) but struggle with homework (delayed, uncertain rewards). It's not that they can't pay attention; it's that their brains require different conditions for sustained engagement.

I anticipate this is where I'll lose some behavior analysts. So let me jump in here with another conceptualization. Please, don't give up yet. The relationship between dopamine and behavior can be conceptualized behaviorally as altered sensitivity to reinforcement and motivating operations (MOs). From an ABA perspective, the

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dopamine differences might manifest as altered reinforcement value where immediate rewards have higher value, and delayed or uncertain rewards have lower value.

Understanding this neurobiology fundamentally changes intervention design. Rather than trying to force sustained attention through external consequences, we structure tasks to provide more immediate feedback, break long-term goals into dopamine-accessible chunks, and build environments that work with ADHD neurology rather than against it. In other words, using delayed or low-frequency reinforcement may be insufficient. Interventions should increase the density and immediacy of reinforcement to align with the client's current motivational profile.

Executive Functions as Teachable Skills

Here's an ***important paradigm shift*** if you're not already bought in: ***executive functions aren't fixed traits***. Executive functions are skills. As skills, they're teachable and learnable meaning they can develop and improve through practice in supportive contexts. In explicit behavioral jargon, executive functions can be operationally defined as their observable behaviors. We can think of them as behavioral repertoires maintained by contingencies and occurring (or not occurring) in their environmental contexts. Our strength as behavior analysts is precisely this: improving the behavioral repertoires of our clients by changing the contingencies and environmental contexts. I just want you to add one more thing to this equation: And we're even more efficient and effective when we combine our science with the other sciences.

Just as we teach reading through systematic instruction and scaffolded practice, we can teach planning, organization, emotional regulation, and flexible thinking. The brain's neuroplasticity means that repeated practice with appropriate support literally builds new neural pathways.

This is why the assessment focuses on specific, observable skills rather than general deficits. "Poor organization" tells us nothing. "They can gather needed materials before starting a task" can inform the next skill to teach when we have the right framework.

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Why Skill-Based Rather Than Symptom-Based?

It's not just about the obvious strengths-based approach. I see this time and time with parents of ADHD kids, with ADHD adults, and especially ADHD teens:

Our self-esteem tends to be in the record lows.

And it makes sense. Kids with ADHD are living in environments built for neurotypical brains. They're constantly bumping up against the rules and boundaries, and those collective small but subtle bumps and scrapes have a real impact over time. Consider this question I ask in my coaching questionnaire and the answers I almost always get:

What accomplishments are you most proud of?

The responses are varied versions of this heart-wrenching reality:

None.

Pause for just a minute. Let yourself feel the weight of that.

No, really. This is important.

Self-compassion is the singularly most important skill to teach anyone with ADHD.

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No, really. Pause for just a minute. Let yourself feel the weight of what I'm saying.

Self-compassion is the singularly most important skill to teach anyone with ADHD.

This space is left blank intentionally to help you pause and feel.

It's awkward, I know.

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DOMAINS AND GOAL AREAS

<p>1. Executive Function</p> <ul style="list-style-type: none">A. Planning and PrioritizationB. Initiating and PersistingC. Follow Through and Wrapping UpD. Organization	<p>2. Emotional Regulation</p> <ul style="list-style-type: none">E. Problem SolvingF. Self-EncouragementG. Self-ManagementH. Repair and Recovery
<p>3. Life and Classroom Skills</p> <ul style="list-style-type: none">I. Money ManagementJ. Relationship ManagementK. Time and Project ManagementL. Routines and Goal-Directed Persistence	<p>4. Social Skills</p> <ul style="list-style-type: none">M. Rejection SensitivityN. Peer PressureO. SpeakerP. Listener



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Navigating Sections of the Assessment

Jump to the section appropriate for the age of the child you're working with.

Age	Elementary	Middle	High
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Jump to the reference section appropriate for your need when planning for the assessment or reviewing the results of the assessment.

Other	Intervention Tips & Tricks	Comparable Executive Function Skills
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Elementary

Client _____ Date _____

1. Executive Function

<i>A. Planning and Prioritizing</i>			
01	Estimates how long tasks will take up to 30 to 45 minutes	Yes	No
02	Breaks simple tasks into first-then steps OR follows a sequence when steps are already provided	Yes	No
03	Identifies which tasks are more important when given choices	Yes	No
04	Names or gathers the materials needed before starting a simple task	Yes	No
05	Remembers to complete a task after a short delay (30 seconds to 5 minutes)	Yes	No

<i>B. Initiation and Persisting</i>			
06	Begins a 1-3 step task when asked, with or without visual supports	Yes	No
07	Stays focused on a task for 5-20 minutes (depending on task difficulty)	Yes	No
08	Continues working when typical classroom distractions occur (peers talking, movement, sounds)	Yes	No
09	Uses tools or strategies to track how much time has passed (timers, visual clocks, etc.)	Yes	No
10	Completes tasks by following different types of visual schedules or checklists	Yes	No

<i>C. Follow Through and Wrapping Up</i>			
11	Transitions back to work after breaks without emotional upset or resistance	Yes	No
12	Accepts stopping work when time is up, even if the task isn't finished	Yes	No
13	Returns to task after brief interruptions (5-30 seconds) without becoming upset	Yes	No
14	Puts materials back in their designated spots in at least one setting (classroom, bedroom, etc.)	Yes	No
15	Accepts changes to plans or routines without major emotional upset	Yes	No

<i>D. Organization</i>			
16	Keeps materials organized using the teacher's system (folders, bins, labeled areas, etc.)	Yes	No
17	Keeps desk, backpack, or personal workspace reasonably organized with reminders	Yes	No
18	Submits completed work to the designated location AND lets the teacher know it's finished	Yes	No
19	Remembers to use or retrieve items even when they're not visible	Yes	No
20	Finds and gets needed materials independently when starting a task	Yes	No

Elementary

Client _____ Date _____

2. Emotional Regulation

<i>E. Problem Solving</i>			
21	Identifies that a problem exists when pointed out or described by others	Yes	No
22	Chooses an appropriate solution when given 2-3 options	Yes	No
23	Uses a problem-solving tool (visual chart, steps, script) with adult coaching	Yes	No
24	Demonstrates flexibility with, Plan A / Plan B thinking (falls back on a different plan)	Yes	No
25	Acknowledges that others may have different ideas or solutions to the same problem	Yes	No

<i>F. Self-Encouragement</i>			
26	Engages in positive self-talk with modeling and redirection	Yes	No
27	Recognizes and celebrates successes of self and friends	Yes	No
28	Tolerates boring tasks tolerable; finds ways to make them more fun	Yes	No
29	Engages in replacement phrases when making mistakes	Yes	No
30	Encourages friends to get back on track when they got off track	Yes	No

<i>G. Self-Management</i>			
31	Recognizes or responds to emotional states of others; Labels foundational emotions	Yes	No
32	Tries calming strategies when an adult suggests them (deep breaths, counting, squeeze toy, etc.)	Yes	No
33	Accepts and uses breaks when an adult offers them	Yes	No
34	Recognizes when feeling overwhelmed and asks an adult for help or a break	Yes	No
35	Uses movement breaks (walking, stretching, fidgets) to calm down when an adult suggests it	Yes	No

<i>H. Repair and Recovery</i>			
36	Apologizes when prompted and uses provided words or script	Yes	No
37	Calms down after a disappointment with adult support and coaching	Yes	No
38	Let's go of upsets and moves forward with adult encouragement	Yes	No
39	Identifies when there's a conflict and uses a resolution script with support	Yes	No
40	Moves past mistakes (own and others') without holding grudges	Yes	No

Elementary

Client _____ Date _____

3. Life & Classroom Skills

<i>I. Money Management</i>			
41	Waits for a bigger/better reward instead of taking a smaller immediate on	Yes	No
42	Accumulates tokens/points without spending them immediately to earn bigger rewards	Yes	No
43	Knows basic money concepts (values, money is exchanged, need enough money to buy things)	Yes	No
44	Identifies which of 2-3 items costs more or less	Yes	No
45	Makes choices when given options and communicates what they want	Yes	No

<i>J. Relationship Management</i>			
46	Maintains appropriate physical and social boundaries (personal space, not oversharing)	Yes	No
47	Follows basic internet safety rules (personal info, tells adult about concerning content, approved sites)	Yes	No
48	Has friendships and mentions friends by name during conversations when they're not present	Yes	No
49	Shows concern when others are hurt or upset AND understands that others may think/feel differently	Yes	No
50	Recognizes situations that require adult help and asks for assistance (safety, conflict, difficult tasks)	Yes	No

<i>K. Time and Project Management</i>			
51	Communicates what they like to play AND makes choices during play activities	Yes	No
52	Completes activities in order using a visual or written schedule with minimal prompting	Yes	No
53	Predicts approximately how long familiar activities will take (within 30 minutes)	Yes	No
54	Stops preferred activities and begins non-preferred tasks without major resistance	Yes	No
55	Moves smoothly between activities AND completes one task before starting another	Yes	No

<i>L. Routines and Goal-Directed Persistence</i>			
56	Completes familiar routines (morning, bedtime, classroom) when given reminders	Yes	No
57	Keeps up basic daily habits (brushing teeth, packing backpack, homework folder) with prompting	Yes	No
58	Talks about setbacks and mistakes without major emotional upset	Yes	No
59	Handles pressure situations (timed tasks, tests, deadlines) without shutting down or melting down	Yes	No
60	Shows pleasure or pride when achieving a goal (completed project, earned reward, met target)	Yes	No

Elementary

Client _____ Date _____

4. Social Skills

<i>M. Rejection Sensitivity</i>			
61	Accepts being told 'no' by adults and peers without major upset or arguing	Yes	No
62	Handles frustrating situations and unexpected problems without giving up or melting down	Yes	No
63	Tries to join activities or conversations 2-3 times but stops if repeatedly declined	Yes	No
64	Accepts when rewards, privileges, or preferred items are taken away or end without major upset	Yes	No
65	Receives feedback or corrections from adults without shutting down, arguing, or having a meltdown	Yes	No

<i>N. Peer Pressure</i>			
66	Handles teasing from peers using appropriate strategies (ignore, comebacks, walk away, get help)	Yes	No
67	Resists peer pressure to do things they know are wrong or uncomfortable	Yes	No
68	Either ignores small problems with peers OR removes self from the situation without escalating	Yes	No
69	Says 'no' to peers clearly and without excessive apologizing or explaining	Yes	No
70	Asks an adult for help when peers are pressuring them or when conflicts escalate	Yes	No

<i>O. Speaker</i>			
71	Gets others' attention using multiple strategies (saying name, tapping shoulder, raising hand)	Yes	No
72	Works cooperatively with others AND competes in games/activities without poor sportsmanship	Yes	No
73	Shares personal stories with relevant details in logical order (beginning, middle, end)	Yes	No
74	Notices when others don't understand and tries different ways to communicate	Yes	No
75	Communicates ideas and information to peers in an understandable way without excessive hesitation	Yes	No

<i>P. Listener</i>			
76	Looks at and pays attention to the speaker even when there are distractions nearby	Yes	No
77	Takes turns in conversations by both speaking and listening	Yes	No
78	Remembers and later mentions information others shared (their interests, activities, family, etc.)	Yes	No
79	Demonstrates attention through body language (nodding, facing speaker)	Yes	No
80	Follows through on simple requests given during conversations without needing repetition	Yes	No

Middle School

Client _____ Date _____

1. Executive Function

<i>A. Planning and Prioritizing</i>			
01	Realistically assesses how much work can be completed within a given time period	Yes	No
02	Divides complex projects into manageable subtasks independently	Yes	No
03	Determines which goals or tasks are most important and should be addressed first	Yes	No
04	Determines what materials, information, and help will be needed before starting complex projects	Yes	No
05	Remembers to complete tasks after delays of several hours or days without external reminders	Yes	No

<i>B. Initiation and Persisting</i>			
06	Begins various tasks independently after receiving verbal or visual instructions	Yes	No
07	Stays focused on tasks for 15-40 minutes regardless of task difficulty or interest level	Yes	No
08	Stays on task during transitions between classes despite hallway distractions	Yes	No
09	Uses multiple timing tools and strategies to track time across different tasks	Yes	No
10	Uses multiple calendar systems to track assignments, activities, and commitments	Yes	No

<i>C. Follow Through and Wrapping Up</i>			
11	Uses a structured break schedule (e.g., Pomodoro) to manage work sessions	Yes	No
12	Marks where they stopped on unfinished tasks and resumes work later the same day	Yes	No
13	Returns to tasks after interruptions of several minutes without losing focus or becoming frustrated	Yes	No
14	Puts materials back in their designated spots across multiple settings (classrooms, locker, home)	Yes	No
15	Anticipates potential plan changes and adjusts flexibly when they occur	Yes	No

<i>D. Organization</i>			
16	Modifies teacher-provided organization systems to fit personal needs and preferences	Yes	No
17	Keeps multiple spaces organized including physical areas (backpack, locker, desk) and digital files	Yes	No
18	Tracks and meets deadlines for both school assignments and home responsibilities	Yes	No
19	Tracks assignments and requirements from multiple teachers and classes	Yes	No
20	Maintains organizational systems independently with only occasional check-ins or reminders	Yes	No

Middle School

Client _____ Date _____

2. Emotional Regulation

<i>E. Problem Solving</i>			
21	Recognizes potential problems early, even when uncertain about how to solve them	Yes	No
22	Thinks of 2-3 reasonable solutions independently for different types of problems	Yes	No
23	Applies problem-solving steps or strategies with occasional adult support	Yes	No
24	Attempts multiple different strategies when first approach fails, with adult guidance	Yes	No
25	Considers different perspectives and evaluates solutions suggested by others	Yes	No

<i>F. Self-Encouragement</i>			
26	Uses positive self-talk independently when tasks are difficult or frustrating	Yes	No
27	Recognizes and celebrates small steps forward for themselves and multiple peers	Yes	No
28	Independently creates strategies to make tedious tasks more interesting or tolerable	Yes	No
29	Reframes mistakes as learning opportunities rather than failures	Yes	No
30	Offers encouragement and support to multiple peers and adults in various situations	Yes	No

<i>G. Self-Management</i>			
31	Identifies and names a range of emotions (beyond basic ones) in themselves and others	Yes	No
32	Applies calming strategies learned in therapy/counseling to real-life situations independently	Yes	No
33	Initiates self-regulation strategies and stays engaged in calming activities when upset	Yes	No
34	Expresses emotional needs clearly as they arise ('I need a break,' 'I need help,' 'I'm overwhelmed')	Yes	No
35	Uses a planned movement schedule to support self-regulation throughout the day	Yes	No

<i>H. Repair and Recovery</i>			
36	Independently apologizes and takes action to repair harm or fix mistakes	Yes	No
37	Recovers from various setbacks (academic, social, personal) within a reasonable timeframe	Yes	No
38	Modifies behavior in response to feedback from various sources (teachers, peers, parents)	Yes	No
39	Rebuilds trust with others through consistent follow-through and changed behavior after conflicts	Yes	No
40	Shows self-compassion in different situations (treats self kindly, maintains realistic expectations)	Yes	No

Middle School

Client _____ Date _____

3. Life & Classroom Skills

<i>I. Money Management</i>		
41	Saves money over weeks or months to make planned purchases	Yes No
42	Manages regular income (allowance, job earnings) by budgeting and tracking spending	Yes No
43	Uses a bank account and digital tools to manage money (checking balance, tracking transactions)	Yes No
44	Compares unit prices to determine best value when shopping	Yes No
45	Categorizes expenses and tracks spending patterns over time	Yes No

<i>J. Relationship Management</i>		
46	Expresses needs and preferences clearly in written communication (texts, emails, notes)	Yes No
47	Practices internet safety on multiple devices (strong passwords, privacy settings, recognizing scams)	Yes No
48	Shows care for relationships through intentional actions (remembering important events, checking in)	Yes No
49	Considers others' viewpoints when working toward compromises or solutions	Yes No
50	Clearly communicates personal boundaries and limits (time, energy, physical space, comfort level)	Yes No

<i>K. Time and Project Management</i>		
51	Proactively checks in with teachers, peers, or mentors about progress toward goals	Yes No
52	Breaks long-term projects into measurable benchmarks or milestones	Yes No
53	Sustains focus on tasks for up to 90 minutes using time management strategies (timers, breaks)	Yes No
54	Balances work/academic responsibilities with leisure and self-care activities	Yes No
55	Plans work sessions in advance and either completes tasks or marks clear stopping points	Yes No

<i>L. Routines and Goal-Directed Persistence</i>		
56	Adjusts existing routines when settings change (new schedule, different school) with adult support	Yes No
57	Develops new positive habits (study routines, exercise, sleep schedules) with adult coaching	Yes No
58	Bounces back from setbacks using learned coping strategies	Yes No
59	Creates personal deadlines and accountability systems to stay motivated	Yes No
60	Monitors and tracks progress toward goals over weeks or months	Yes No

Middle School

Client _____ Date _____

4. Social Skills

<i>M. Rejection Sensitivity</i>			
61	Advocates for self respectfully after being told 'no' initially (provides reasoning, asks to revisit)	Yes	No
62	Independently problem-solves when facing obstacles or setbacks	Yes	No
63	Reads social cues to know when to persist vs. when to back off	Yes	No
64	Accepts consequences for actions without damaging relationships (no grudges, stays respectful)	Yes	No
65	Uses constructive feedback to improve performance without excessive defensiveness	Yes	No

<i>N. Peer Pressure</i>			
66	Responds assertively to exclusion and by peers (names the behavior, sets boundaries, seeks support)	Yes	No
67	Resists group pressure in risky situations (substances, dangerous activities, rule-breaking)	Yes	No
68	Suggests or chooses alternative activities when pressured to do something uncomfortable	Yes	No
69	Uses assertive language when setting boundaries with peers (firm tone, eye contact, posture)	Yes	No
70	Builds friendships with peers who share similar values and make positive choices	Yes	No

<i>O. Speaker</i>			
71	Shares speaking time fairly in conversations by taking turns	Yes	No
72	Refrains from interrupting others and waits for appropriate pauses to speak	Yes	No
73	Thinks before speaking or sending messages (avoids blurting, oversharing, or reactive responses)	Yes	No
74	Clarifies misunderstandings calmly and respectfully no matter who caused it	Yes	No
75	Presents information to groups with confidence (clear voice, appropriate pace, manages nervousness)	Yes	No

<i>P. Listener</i>			
76	Maintains focus in extended conversations (10+ minutes) OR uses strategies when attention wanes	Yes	No
77	Summarizes others' main points accurately and takes appropriate action when needed	Yes	No
78	Summarizes others' main points accurately and takes appropriate action when needed	Yes	No
79	Provides thoughtful responses that show understanding and consideration	Yes	No
80	Follows through on information, requests, or instructions received in conversations	Yes	No

High School

Client _____ Date _____

1. Executive Function

<i>A. Planning and Prioritizing</i>			
01	Estimates what can be achieved across days	Yes	No
02	Breaks complex tasks or projects into smaller parts and breaks parts into steps	Yes	No
03	Sets long-term goals with milestone planning	Yes	No
04	Anticipates obstacles and prepares (backup resources)	Yes	No
05	Remember to complete task later (days/weeks/month)	Yes	No

<i>B. Initiation and Persisting</i>			
06	Initiates a variety of complex instructions across classes and settings (home, school)	Yes	No
07	Sustains attention to task 30-60 minutes across a variety of task types	Yes	No
08	Ignores a variety of distractions across classes and settings (home, school)	Yes	No
09	Manages multiple timers, time-sense strategies	Yes	No
10	Coordinates schedules and deadlines across systems, classes, and settings	Yes	No

<i>C. Follow Through and Wrapping Up</i>			
11	Uses time management tools (Pomodoro, time-blocking apps) proactively and adjusts as needed	Yes	No
12	Uses organizational systems to track stopping points and next steps across multiple projects	Yes	No
13	Maintains focus and task orientation despite frequent or prolonged interruptions	Yes	No
14	Consistently returns materials to designated locations across academic, work, and personal setting	Yes	No
15	Demonstrates adaptive or flexible thinking when plans change or problems arise	Yes	No

<i>D. Organization</i>			
16	Evaluates what organizational approaches work best for different types of tasks or materials	Yes	No
17	Organizes academic materials, work spaces, personal belongings, and digital files simultaneously	Yes	No
18	Maintains organization throughout academic year despite changing demands and stressors	Yes	No
19	Anticipates memory demands; creates systems before problems arise (alerts, checklists, reminders)	Yes	No
20	Requires only occasional consultation or organizational check-ins rather than ongoing supervision	Yes	No

High School

Client _____ Date _____

2. Emotional Regulation

<i>E. Problem Solving</i>			
21	Identifies early warning signs of academic, social, or personal challenges before they escalate	Yes	No
22	Uses structured decision-making frameworks (pros/cons, cost-benefit, consultation with experts)	Yes	No
23	Coaches others through challenges by asking guiding questions rather than providing answers	Yes	No
24	Analyzes personal problem-solving patterns to identify strengths and growth areas	Yes	No
25	Adjusts strategies based on feedback, data, or changed circumstances	Yes	No

<i>F. Self-Encouragement</i>			
26	Develops personal mantras, anticipates obstacles, and self-manages supports and accommodations	Yes	No
27	Sustains motivation through a variety of setbacks across a variety of settings	Yes	No
28	Self-manages engagement during difficult tasks across a variety of classes and settings	Yes	No
29	Consistently uses growth mindset language and positive self-talk across a variety of settings	Yes	No
30	Models or encourages positive self-talk and growth mindset to peers across a variety of settings	Yes	No

<i>G. Self-Management</i>			
31	Monitors and manages emotional patterns and triggers across a variety of settings	Yes	No
32	Encourages and models coping strategies to others across a variety of settings	Yes	No
33	Anticipates emotional demands across a variety of settings and has a plan	Yes	No
34	Anticipates emotional needs of self and others across a variety of settings	Yes	No
35	Maintains movement schedule and adjusts as needed	Yes	No

<i>H. Repair and Recovery</i>			
36	Takes responsibility for behavior and how it impacts others	Yes	No
37	Maintains resilience through challenges and setbacks	Yes	No
38	Applies social lessons learned across people and to future situations	Yes	No
39	Persists through conflict and maintains long-term relationships	Yes	No
40	Models self-compassion to others, teaches or encourages self-compassion to others	Yes	No

High School

Client _____ Date _____

3. Life & Classroom Skills

<i>I. Money Management</i>		
41	Plans for long-term purchases from months to years	Yes No
42	Manages multiple income streams (e.g., job, allowance, gifts, scholarship, etc)	Yes No
43	Understand advanced financial concepts like credit, debt, and financial responsibility	Yes No
44	Creates, monitors, and adjusts personal budgets independently	Yes No
45	Evaluates complex financial decisions using cost-benefit analysis	Yes No

<i>J. Relationship Management</i>		
46	Manages emotional complexity across multiple relationship types (peer, romantic, familial)	Yes No
47	Identifies and exits unhealthy relationship dynamics proactively	Yes No
48	Maintains digital privacy and emotional safety across platforms	Yes No
49	Sustains meaningful relationships across distance and life changes	Yes No
50	Sets and maintains sophisticated boundaries aligned with personal values	Yes No

<i>K. Time and Project Management</i>		
51	Works productively with others who have varying communication styles, work paces, and preferences	Yes No
52	Balances overlapping timelines for major projects (papers, applications, work commitments)	Yes No
53	Maintains involvement in activities (teams, clubs, jobs, volunteer work) despite changing motivation	Yes No
54	Weighs urgency, importance, values, and long-term impact when multiple deadlines converge	Yes No
55	Delegates as needed and follows up while respecting others' autonomy and accountability	Yes No

<i>L. Routines and Goal-Directed Persistence</i>		
56	Maintains consistent routines independently without external prompting or supervision	Yes No
57	Uses habit-stacking, environmental design, and cue-based strategies to reinforce desired behaviors	Yes No
58	Iterates and improves routines based on reflective analysis rather than abandoning them entirely	Yes No
59	Models transparent self-reflection about what works and what doesn't in maintaining consistency	Yes No
60	Maintains motivation/persistence toward distant goals despite setbacks or competing priorities	Yes No

High School

Client _____ Date _____

4. Social Skills

<i>M. Rejection Sensitivity</i>			
61	Maintains confident self-advocacy in formal settings despite potential rejection	Yes	No
62	Demonstrates resilience through major setbacks, failures, and disappointments	Yes	No
63	Persists in goals while respecting when others set boundaries	Yes	No
64	Recognizes that rejection is often about circumstances, not personal worth	Yes	No
65	Supports peers through constructive feedback and encouragement	Yes	No

<i>N. Peer Pressure</i>			
66	Navigates complex social dynamics and cliques while maintaining authentic relationships	Yes	No
67	Resists peer pressure regarding substance use, risky sexual behavior, and other high-risk activities	Yes	No
68	Leads by example and positively influences peer culture and norms	Yes	No
69	Maintains committed action aligned with personal values in romantic relationships	Yes	No
70	Actively mentors younger students through formal and informal opportunities	Yes	No

<i>O. Speaker</i>			
71	Actively maintains relationships by soliciting feedback and diverse perspectives	Yes	No
72	Facilitates productive group discussions and mediates conflicts constructively	Yes	No
73	Adapts communication style strategically to audience, context, and purpose	Yes	No
74	Teaches communication and social skills to others through mentoring or leadership	Yes	No
75	Delivers compelling, well-structured presentations and engages in public speaking	Yes	No

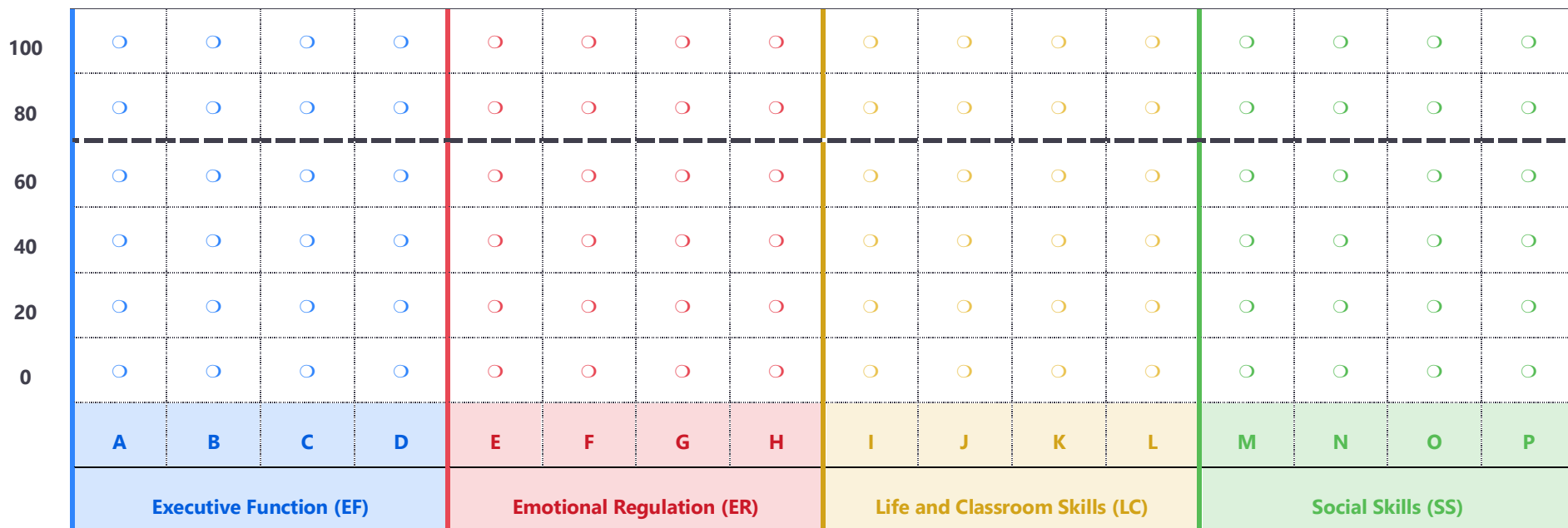
<i>P. Listener</i>			
76	Actively listens in group settings and employs repair strategies when communication breaks down	Yes	No
77	Synthesizes and builds constructively on others' ideas during collaboration	Yes	No
78	Integrates and analyzes information from multiple speakers or sources	Yes	No
79	Actively facilitates others' communication and ensures equitable participation	Yes	No
80	Maintains accountability for listening commitments and follow-through actions	Yes	No

The Executive Function Roadmap for ADHD™ - Scoring

Assessment Date:

Grade:

Client:



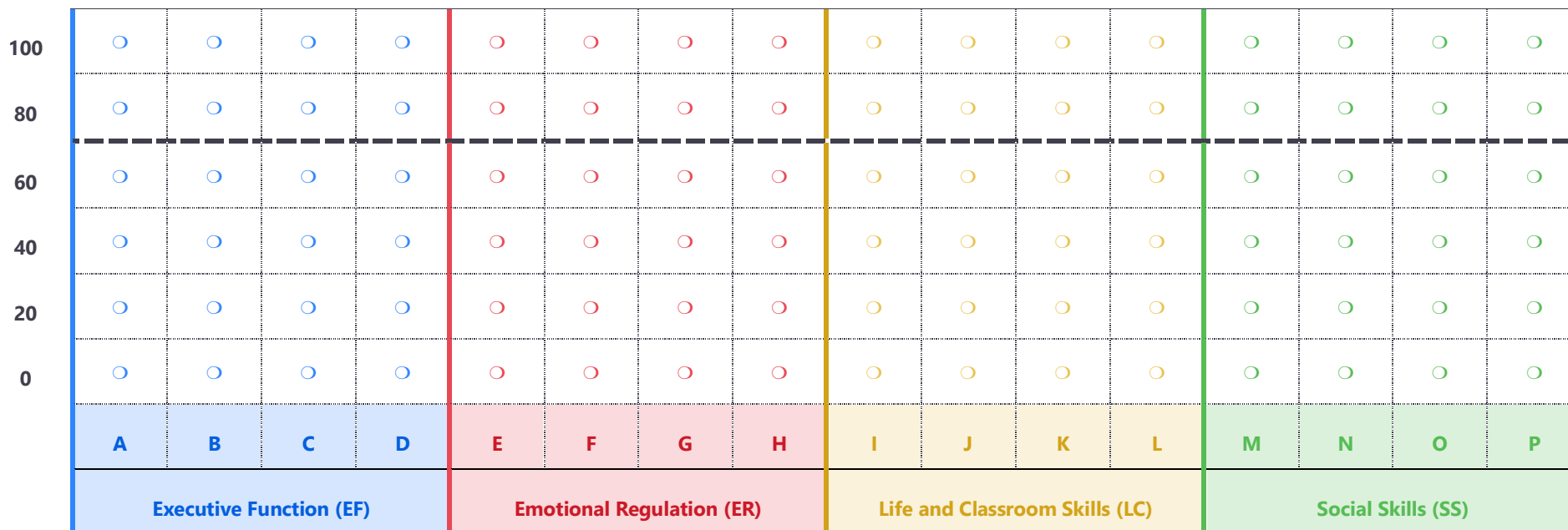
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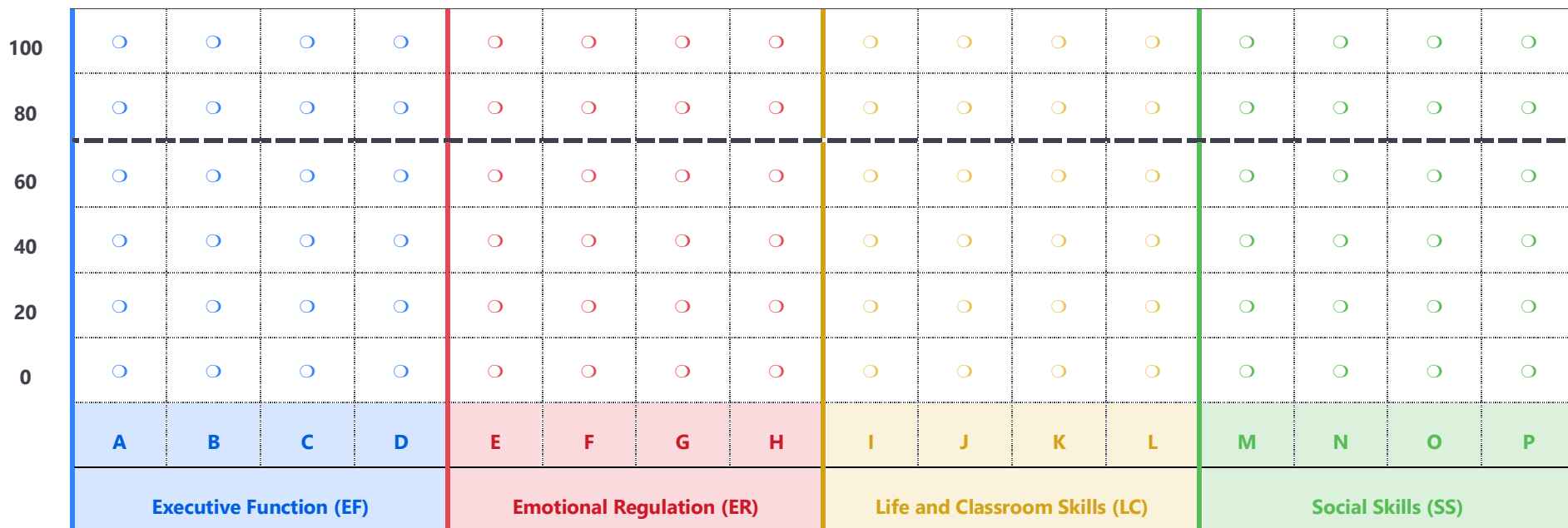
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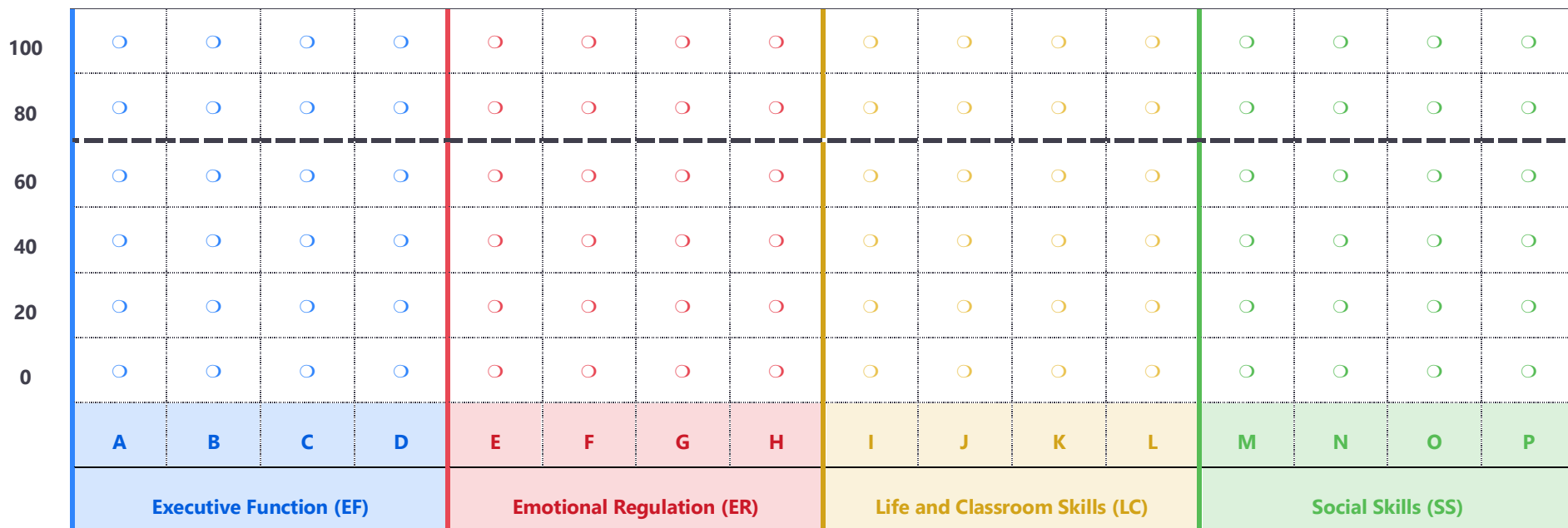
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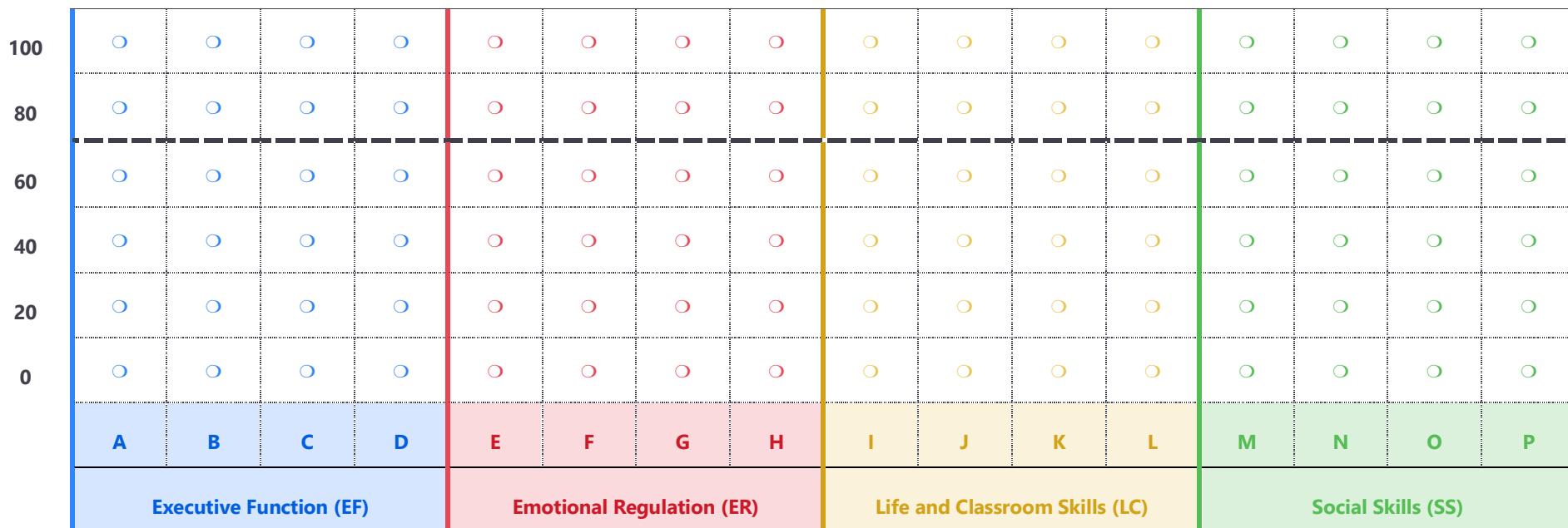
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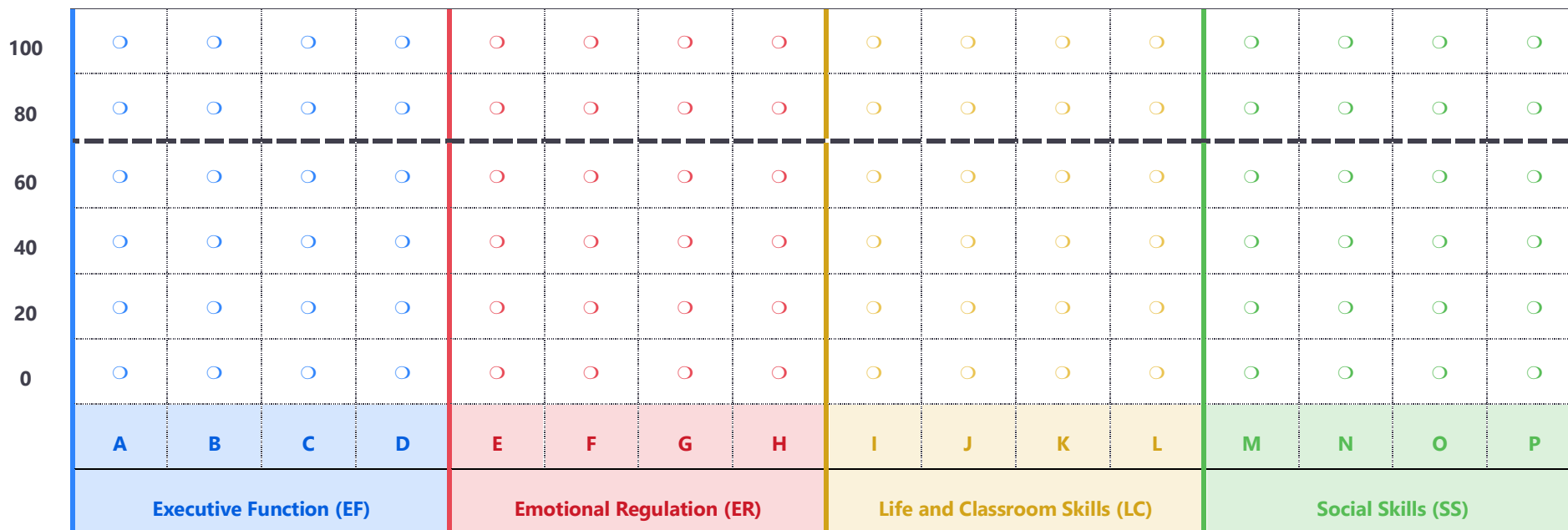
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The Executive Function Roadmap for ADHD™ - Scoring

Assessment Date:

Grade:

Client:



Notes



Intervention Tips & Tricks

A. Planning and Prioritizing

Clinical Recommendations

- ♥ Implement visual planning supports (calendars, planners, digital apps like Tiimo, Goblin Tools, or Structured)
- ♥ Teach backward planning from deadlines using timeline mapping with clear milestone markers
- ♥ Use detailed task analysis to break complex activities into 3-5 manageable components with time estimates
- ♥ Practice estimation skills with immediate feedback using TimeTimer and actual vs. estimated time logs
- ♥ Address time blindness through external time awareness training (auditory cues, visual countdowns)
- ♥ Implement the 'Two-Minute Rule' for immediate task completion to reduce procrastination
- ♥ Use body doubling (virtual or in-person) to support planning and task initiation
- ♥ Teach priority matrix skills (urgent/important quadrants) with concrete examples from client's life

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will accurately estimate task duration within ± 5 minutes for 4/5 routine activities (homework, morning routine, meal prep, etc.) as measured by time-tracking data
- ♥ By [DATE], [Client] will independently create a written or visual 3-5 step plan for homework assignments in 80% of measured opportunities across 2 weeks
- ♥ Within 6 weeks from [DATE], [Client] will identify and gather all needed materials before starting tasks in 4 out of 5 measured opportunities across home and school settings
- ♥ By [DATE], [Client] will use a digital or paper planner to schedule tasks with realistic time blocks in 90% of weekly planning sessions
- ♥ Within 8 weeks from [DATE], [Client] will complete a backward planning exercise from deadline to present for long-term projects in 3/3 opportunities with 80% accuracy in milestone identification

Evidence-Based Interventions

- TimeTimer® (<https://www.timetimer.com/>) - Visual countdown tools for developing concrete time awareness
- Goblin Tools (<https://goblin.tools/>) - Web-based tool for task breakdown, planning, and executive function
- First-Then boards progressing to multi-step visual schedules (<https://globalsymbols.com/>)
- Backward chaining instruction for complex task sequences with mastery criteria at each step
- Self-monitoring checklists with adult feedback and specific positive reinforcement for planning behaviors
- Priority matrix training using Eisenhower Matrix with personalized examples
- Pomodoro technique with variable intervals adjusted to individual attention span (15-25 min work blocks)



Intervention Tips & Tricks

B. Initiating and Persisting

Clinical Recommendations

- ♥ Implement token economy systems with immediate exchange options for task initiation behaviors
- ♥ Use behavioral momentum (high-probability request sequences) to build momentum before difficult tasks
- ♥ Teach and model explicit self-talk strategies for overcoming initiation barriers ('Just do the first step')
- ♥ Create 'starter tasks' - ultra-low effort first actions that reduce activation energy (e.g., 'just open the document')
- ♥ Address perfectionism and fear of failure through cognitive restructuring and 'good enough' standards
- ♥ Use environmental modifications to reduce distractions and increase salience of target tasks
- ♥ Implement accountability partnerships or body doubling to provide external motivation structure
- ♥ Teach the '5-4-3-2-1 Launch' technique to override rumination and initiate action

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will independently initiate assigned tasks within 5 minutes of instruction in 4/5 opportunities as measured by teacher/parent observation
- ♥ By [DATE], [Client] will use a self-talk script or initiation strategy before beginning non-preferred tasks in 80% of opportunities across 2 weeks
- ♥ Within 6 weeks from [DATE], [Client] will persist on challenging tasks for a minimum of 10 minutes before requesting a break in 3/4 measured opportunities
- ♥ By [DATE], [Client] will complete multi-step tasks to 80% completion before switching to a different activity in 4/5 measured instances

Evidence-Based Interventions

- Forest app (<https://www.forestapp.cc/>) - Gamified focus tool that grows virtual trees during work sessions
- Focusmate (<https://www.focusmate.com/>) - Virtual co-working sessions for body doubling support
- Break Card system for self-regulated breaks during sustained tasks
- Self-monitoring with immediate reinforcement for initiation behaviors
- Task initiation scripts and visual prompts ('Start small, just 2 minutes')
- Environmental engineering: Remove distractions, increase task salience (color-code, place prominently)
- '5-4-3-2-1 Launch' countdown technique (Mel Robbins method) for overcoming initiation resistance
- Reward immediacy: Connect task completion to immediate (not delayed) preferred activities



Intervention Tips & Tricks

C. Follow Through and Wrapping Up

Clinical Recommendations

- ♥ Provide transition warnings at consistent intervals (10-min, 5-min, 2-min, 1-min countdowns) before task completion expected
- ♥ Offer structured choice-making during transitions to increase cooperation and reduce oppositional behavior
- ♥ Use Social Stories™ about flexibility, accepting change, and managing transitions effectively
- ♥ Teach explicit 'wrap up' routines with checklists for returning materials, saving work, cleaning workspace
- ♥ Address transitions as separate skills requiring direct instruction, not assumed knowledge
- ♥ Use visual schedules showing 'current→transition→next' to reduce anxiety about unknown changes
- ♥ Implement preference assessments to ensure transition activities are actually motivating
- ♥ Create 'transition objects' or routines that signal endings and beginnings (e.g., specific song, visual timer completion)

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will independently transition between activities within 3 minutes of the 5-minute warning in 4/5 opportunities as measured by timer and observation data
- ♥ By [DATE], [Client] will complete task wrap-up routines (saving work, returning materials, cleaning workspace) without adult prompting in 80% of measured opportunities
- ♥ Within 6 weeks from [DATE], [Client] will accept unexpected schedule changes with only one verbal reminder to use coping strategies in 3/4 instances across home and school
- ♥ By [DATE], [Client] will use a visual transition checklist to complete all wrap-up steps before moving to next activity in 90% of opportunities over 2 weeks
- ♥ Within 8 weeks from [DATE], [Client] will verbally acknowledge transition warnings and communicate any needs (e.g., 'need 2 more minutes') in 4/5 transition situations

Evidence-Based Interventions

- Visual countdown timers (TimeTimer®, Sand timers) showing time remaining until transition
- Choice-making during transitions ('Would you like to clean up toys first or books first?') to increase autonomy
- First-Next-Then visual schedules (<https://www.positivelyautism.com/downloads.html> for free templates)
- Transition songs or musical cues signaling endings, especially AI-generated using their name
- Task completion checklists with visual/tactile feedback (check boxes, stickers, physical token movement)
- Premack Principle implementation: Access to preferred activity contingent on wrap-up completion
- Environmental modifications: Designated spaces for 'done' materials separate from 'in progress' work
- Coping cards for transitions (deep breathing, positive self-talk, flexibility mantras)



Intervention Tips & Tricks

D. Organization

Clinical Recommendations

- ♥ Implement structured organizational systems (SLANT binder system, color-coding by subject/category)
- ♥ Conduct daily organization check-ins using visual checklists and positive reinforcement
- ♥ Use photo models showing 'organized' vs 'disorganized' examples specific to client's environment
- ♥ Teach one organizational system at a time to mastery before introducing additional complexity
- ♥ Address the 'object permanence' challenge: 'Out of sight = out of mind' requires visible storage solutions
- ♥ Reduce organizational demands by minimizing total number of items requiring organization
- ♥ Use technology supports (apps like Evernote, OneNote, Notability) for students ready for digital organization
- ♥ Create 'drop zones' for frequently misplaced items with clear labels and consistent placement expectations

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will independently organize school materials using color-coded folders in 80% of daily checks as measured by organizational checklist
- ♥ By [DATE], [Client] will locate needed materials within 2 minutes in their backpack/binder in 4/5 opportunities across one week
- ♥ Within 6 weeks from [DATE], [Client] will photograph or visually check organized workspace and maintain organization throughout the day in 3/4 opportunities
- ♥ By [DATE], [Client] will complete end-of-day organization routine (filing papers, emptying backpack, preparing for tomorrow) without adult prompting in 80% of opportunities

Evidence-Based Interventions

- SLANT organizational binder system or similar structured approach (Subject dividers, Labeled sections, All papers hole-punched, Neat, Timely filing)
- Color-coding systems by subject area or category (red=math, blue=reading, etc.)
- Daily organization check-ins with visual checklist and specific positive reinforcement
- Photo models of 'organized' vs 'disorganized' examples using client's actual materials
- Clear plastic containers/organizers allowing visual scanning without opening
- Label makers for creating clear, consistent organizational labels
- Locker/desk organization systems with specific homes for each item type
- Backpack organization checks with parent/teacher collaboration and data collection
- 'Touch it once' rule training: File immediately rather than creating 'to be filed' piles
- Weekly clean-out sessions scheduled into routine (Friday afternoons, Sunday evenings)



Intervention Tips & Tricks

E. Problem Solving

Clinical Recommendations

- ♥ Teach structured problem-solving frameworks (SODAS, STEP, Size of the Problem) with visual supports and consistent practice
- ♥ Use think-aloud modeling to externalize problem-solving thought processes
- ♥ Provide explicit instruction in identifying the actual problem vs. symptoms or emotional reactions
- ♥ Practice problem-solving with low-stakes scenarios before applying to real-life situations
- ♥ Address impulsivity: Build in 'pause points' before solution implementation
- ♥ Use collaborative problem-solving (CPS) approach: Adult/child partnership rather than top-down directives
- ♥ Teach 'solution brainstorming' without immediate evaluation to increase cognitive flexibility
- ♥ Connect problem-solving to interest areas: Use preferred topics (gaming strategies, sports plays) as analogies

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will identify the actual problem in social or academic situations in 4/5 opportunities as measured during problem-solving sessions
- ♥ By [DATE], [Client] will independently generate at least 2-3 potential solutions to presented problems in 80% of opportunities using SODAS or STEP framework
- ♥ Within 6 weeks from [DATE], [Client] will evaluate consequences of solutions (advantages/disadvantages) before selecting an action in 3/4 problem-solving instances
- ♥ By [DATE], [Client] will use taught problem-solving strategy (visual aid or self-talk) during naturally occurring conflicts/challenges in 80% of coached opportunities
- ♥ Within 8 weeks from [DATE], [Client] will verbally walk through entire problem-solving sequence from problem identification to solution implementation in 4/5 practice scenarios

Evidence-Based Interventions

- SODAS method (Situation, Options, Disadvantages, Advantages, Solution) with visual graphic organizer
- STEP problem-solving: Say the problem, Think of solutions, Explore consequences, Pick the best solution
- Size of the Problem curriculum (<https://www.socialthinking.com/>) with visual scales (1-5 problem rating)
- Think-aloud modeling by adults during problem-solving to externalize metacognitive process
- Problem-solving flowcharts: Visual decision trees for common recurring problems
- Collaborative Problem Solving (CPS/Plan B) by Ross Greene (<https://www.livesinthebalance.org/>)
- Role-play and behavioral rehearsal of problem-solving scenarios with immediate feedback
- Video modeling: Record successful problem-solving, review and analyze components



Intervention Tips & Tricks

F. Self-Encouragement

Clinical Recommendations

- ♥ Teach explicit self-talk scripts on visual cards, wristbands, or phone notes for easy access
- ♥ Implement mood meters or feelings check-ins with immediate reframing practice
- ♥ Use mistake reframing activities: 'What can I learn from this?' rather than self-criticism
- ♥ Celebrate imperfection through growth mindset language and 'yet' statements ('I can't do this YET')
- ♥ Address negative self-talk directly: Identify, challenge, replace with realistic positive alternatives
- ♥ Use cognitive defusion techniques: Recognize thoughts as thoughts, not facts ('I'm having the thought that...')
- ♥ Create 'success files' or 'hype folders': Collection of accomplishments, positive feedback, proud moments
- ♥ Teach attribution retraining: Connect successes to effort/strategy rather than luck or external factors

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will independently use at least one positive self-talk statement when facing challenges in 4/5 observed opportunities
- ♥ By [DATE], [Client] will identify and replace negative self-talk with realistic positive alternatives in 80% of coaching sessions when prompted
- ♥ Within 6 weeks from [DATE], [Client] will rate their emotional state using a visual scale and identify one coping strategy in 3/4 feelings check-ins
- ♥ By [DATE], [Client] will reframe mistakes as learning opportunities ('What can I learn?') in 80% of error-correction situations with adult support
- ♥ Within 8 weeks from [DATE], [Client] will maintain a 'success file' and add at least 2 positive accomplishments weekly for 6 consecutive weeks

Evidence-Based Interventions

- Self-talk scripts on visual cards, wristbands, phone wallpapers ('I can handle this,' 'Mistakes help me learn')
- Mood Meter check-ins with feeling thermometer or visual rating scale (Zones of Regulation integration)
- Mistake reframing sentence stems: 'This is hard AND I'm working on it,' 'I haven't mastered this YET'
- Success files: Physical folder or digital collection of accomplishments, positive notes, awards
- Affirmation practice: Daily positive self-statements with mirror work or journaling
- Strength-spotting activities: Identify personal strengths with VIA Character Strengths survey (<https://www.viacharacter.org/>)
- Attribution retraining: Connect successes to controllable factors (effort, strategy) vs. uncontrollable (luck)
- Self-compassion exercises: Kristin Neff's Self-Compassion Break (<https://self-compassion.org/>)



Intervention Tips & Tricks

G. Self-Management

Clinical Recommendations

- ♥ Teach emotion recognition and labeling systematically
- ♥ Create personalized calm-down toolkit or regulation station
- ♥ Practice calming strategies during calm times, not just during distress
- ♥ Implement sensory breaks and movement opportunities throughout day
- ♥ Practice emotion identification through multiple modalities: Photos, videos, mirrors, body awareness
- ♥ Address alexithymia (difficulty identifying emotions): Teach body-based emotion recognition first
- ♥ Use feelings check-ins throughout day, not just during crises, to build awareness skills

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will accurately label their emotion using a visual scale (Zones of Regulation) in 4/5 check-ins across settings
- ♥ By [DATE], [Client] will independently use one taught calming strategy when upset before escalating to crisis in 80% of opportunities with adult proximity
- ♥ Within 6 weeks from [DATE], [Client] will identify physical cues associated with emotions (tight chest, clenched fists) in 3/4 coached situations
- ♥ By [DATE], [Client] will communicate feelings using 'I feel ___' statements in 80% of conflict or frustration situations when prompted
- ♥ Within 8 weeks from [DATE], [Client] will proactively use calm-down corner/regulation tools without adult direction in 4/5 instances of emotional dysregulation

Evidence-Based Interventions

- Zones of Regulation curriculum and visual supports
- Calm-down corner or regulation station (used properly)
- Breathing exercises (belly breathing, 5-finger breathing)
- Movement breaks on a schedule (every 20-30 min)
- Mindfulness activities adapted for age/developmental level
- Body scan activities: Identify where in body different emotions are felt
- Feelings wheel or emotion vocabulary posters expanding beyond basic emotions
- Alert Program 'How Does Your Engine Run?' (<https://www.alertprogram.com/>) for self-regulation



Intervention Tips & Tricks

H. Repair and Recovery

Clinical Recommendations

- ♥ Teach scripted apologies first, explicitly with role-play practice, using behavior skills training
- ♥ Implement restorative practices rather than punitive consequences
- ♥ Allow processing time after upsets before expecting recovery
- ♥ Model repair and recovery in adult-student and peer relationships
- ♥ Teach perspective-taking: How might others feel? What impact did behavior have?
- ♥ Celebrate repair attempts even when imperfect: Reinforce the effort, not perfect execution
- ♥ Address shame and perfectionism: Separate behavior from identity ('You made a mistake' not 'You are bad')

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will offer an appropriate apology (verbal or written) after social conflicts in 4/5 opportunities with adult prompting
- ♥ By [DATE], [Client] will identify at least one repair action after mistakes (apologize, help fix, make amends) in 80% of coached incidents
- ♥ Within 6 weeks from [DATE], [Client] will use taught apology script ('I'm sorry for ___, next time I will ___') in 3/4 conflict resolution situations
- ♥ By [DATE], [Client] will accept correction for mistakes without defensiveness or escalation in 80% of opportunities when given processing time
- ♥ Within 8 weeks from [DATE], [Client] will demonstrate self-compassion language ('everyone makes mistakes,' 'I can try again') in 4/5 error-correction situations

Evidence-Based Interventions

- Self-compassion exercises: Self-Compassion Break (Kristin Neff), 'What would I tell a friend?' reframing
- Scripted apologies progressing to spontaneous repairs
- Restorative circles or repair conversations with facilitation
- Self-compassion exercises and "everyone makes mistakes" narratives
- Cool-down period before repair conversations
- Conflict resolution scripts and role-play practice
- Mistake-reframing activities: 'Famous failures' lessons, growth mindset stories
- Repair action menus: Visual options for making amends (help fix, apologize, do something kind)
- RULER approach to social-emotional learning (<https://www.rulerapproach.org/>)
- 'Oops and Ouch' protocol: Simple framework for minor conflicts



Intervention Tips & Tricks

I. Money Management

Clinical Recommendations

- ♥ Use concrete manipulatives and real money for instruction
- ♥ Implement token economy systems that mirror real-world saving, spending, and banking
- ♥ Practice delayed gratification through structured choice opportunities
- ♥ Teach money concepts through authentic purchasing activities and address ADHD-specific purchasing challenges (want v. need, wait 24 hours, comparison shopping frameworks)
- ♥ Use visual calendars showing payday, bills due, saving goal deadline, etc. to externalize time perception

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will correctly identify the value of coin combinations up to \$1.00 in 9/10 trials using concrete manipulatives as measured by direct observation data.
- ♥ By [DATE], [Client] will independently count out correct payment amount for purchases up to \$5 using the "Next Dollar" strategy with 85% accuracy across 10 community purchasing opportunities.
- ♥ Within 6 weeks from [DATE], [Client] will count mixed bills and coins up to \$20 with 80% accuracy across 15 trials, with no more than 2 errors per trial.
- ♥ By [DATE], [Client] will achieve a personal savings goal (amount determined by baseline earning/allowance) by resisting impulse purchases and following visual savings plan in 80% of opportunities to spend over 8 weeks.

Evidence-Based Interventions

- Token economy with exchange ratios favoring delayed gratification and embedded banking components
- Next Dollar strategy for money counting and purchasing
- Simulated store or classroom economy system and real-world purchasing projects
- Visual representations of saving goals (thermometer charts)
- Choice boards showing immediate vs. delayed reward options
- Money match programs to reinforce "saving behavior" (like employer 401K matching program)
- Virtual banking apps (PiggyBot, Bankaroo) or envelope system to teach "saving behavior"
- Good/better/best framework (cheap but breaks, decent quality, expensive but lasts) for "purchasing behavior"



Intervention Tips & Tricks

J. Relationship Management

Clinical Recommendations

- ♥ Explicitly teach social boundaries and personal space with visual supports and practice
- ♥ Teach friendship-building sequences like find shared interests → initiate interaction → maintain conversation
- ♥ Use social narratives for internet safety and relationship skills
- ♥ Create opportunities for structured social interactions and friendships
- ♥ Teach help-seeking skills and when/how to involve adults
- ♥ Use role-play and behavioral rehearsal of peer pressure scenarios before real-life situations
- ♥ Create Social Stories™ about handling teasing, bullying, and peer pressure
- ♥ Use concrete oversharing examples with role-play and feedback (behavior skills training)
- ♥ Discrimination training on healthy v. unhealthy interactions, friendships, and relationships

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will maintain appropriate personal space (arm's length distance) during conversations and activities in 4/5 social interactions across school and home settings as measured by direct observation.
- ♥ Within 8 weeks from [DATE], [Client] will maintain reciprocal friendship behaviors (asking about friend's interests, remembering personal information, following up on previous conversations) in 3/4 observed peer interactions.
- ♥ Within 6 weeks from [DATE], [Client] will demonstrate at least 2 taught refusal strategies (broken record, suggest alternative, blame parent/rules) in peer pressure role-play scenarios with 85% accuracy across 15 trials.

Evidence-Based Interventions

- Social Stories™ for boundaries, safety, and friendship skills
- Hula hoop or physical markers to teach personal space
- Structured social skills groups or lunch bunches
- Perspective-taking activities and "thinking of others" lessons
- Safety planning and trusted adult identification
- Common Sense Media Digital Citizenship Curriculum <https://www.commonsense.org/education/digital-citizenship>
- Be Internet Awesome by Google (<https://beinternetawesome.withgoogle.com/>) - Gamified internet safety curriculum with Interland game

Intervention Tips & Tricks

K. Time and Project Management

Clinical Recommendations

- ♥ Externalize time-sense strategies by providing visual schedules and timers to support time awareness
- ♥ Break projects into smaller steps with clear timelines
- ♥ Teach prioritization using concrete visual supports (first/then, now/later)
- ♥ Use backwards planning from deadlines (e.g., Get Ready, Do, Done)
- ♥ Build metacognitive awareness of personal time patterns by logging start/end times for activities, calculate duration, compare to estimates.
- ♥ Use urgency color-coding systems like red = due today/urgent, yellow = due this week/important, green = future/low priority.

SMART Goals

- ♥ By [DATE], [Client] will estimate activity duration within ± 10 minutes for classroom tasks (reading assignment, math worksheet, writing paragraph) in 80% of opportunities across 2 weeks.
- ♥ By [DATE], [Client] will use digital calendar with alarms/reminders for important events and deadlines, checking it independently at least 2x daily for 4 consecutive weeks.
- ♥ Within 8 weeks from [DATE], [Client] will complete all milestones for long-term project on or before designated checkpoint dates in 3/4 projects.
- ♥ Within 4 weeks from [DATE], [Client] will independently use TimeTimer[®] or visual countdown clock for tasks requiring sustained attention in 90% of opportunities without adult setup.

Evidence-Based Interventions

- "5-4-3-2-1 Launch" technique (Mel Robbins method) - Count backwards from 5, at 1 must physically move toward task. Overrides hesitation.
- Implementation intentions - "When [trigger], I will [action]." Example: "When I sit down after snack, I will immediately open math homework."
- Visual activity schedules (picture or written)
- TimeTimer[®] or visual countdown clocks
- Task completion checklists with reinforcement
- Premack Principle ("First/Then" contingencies)
- Project planning templates with due dates and milestones



Intervention Tips & Tricks

L. Routines and Goal-Directed Persistence

Clinical Recommendations

- ♥ Create consistent routines across environments with visual supports and recognize executive function deficits underlying routine failures
- ♥ Understand dopamine-seeking behavior (ADHD brains crave novelty). Routines are repetitive and "boring."
- ♥ Use habit stacking to build new routines onto existing ones
- ♥ Implement self-monitoring with immediate feedback and reporting accuracy tied to reinforcement
- ♥ Celebrate progress and effort toward long-term goals
- ♥ Explicitly teach recovery from not meeting goals (e.g., "fall down seven times, stand up eight")

SMART Goals

- ♥ Within 5 weeks from [DATE], [Client] will complete bedtime routine sequence (hygiene, pajamas, prepare for tomorrow, wind-down activity) with no more than 2 adult prompts in 4/5 nights.
- ♥ By [DATE], [Client] will independently initiate homework routine within 30 minutes of arriving home from school without adult prompting in 80% of opportunities over 3 weeks.
- ♥ Within 10 weeks from [DATE], [Client] will achieve identified short-term goal through sustained effort over multiple sessions, documenting progress and obstacles throughout process.
- ♥ By [DATE], [Client] will demonstrate routine maintenance during schedule disruptions (holidays, school breaks, travel) by completing modified "bare minimum" routine in 3/4 disrupted days.

Evidence-Based Interventions

- Morning/evening routine checklists posted in bathroom, bedroom, kitchen, etc.
- Values-based (think ACT) habit tracking charts with reinforcement for consistency
- Embed "streak bonuses" (consecutive days meeting criteria) into reinforcement systems
- Create dedicated routine spaces so location functions as cue (homework desk, bedtime corner)
- Use the "WOOP" method: Wish (goal), Outcome (benefits), Obstacle (barriers), Plan (if-then strategies)
- Use time-based visual activity schedules (e.g., TimeTimer[®] Twist attached to visual schedule)



Intervention Tips & Tricks

M. Rejection Sensitivity

Clinical Recommendations

- ♥ Teach cognitive reframing skills for handling disappointment
- ♥ Practice accepting "no" through controlled exposure in safe settings
- ♥ Develop coping strategies specific to rejection scenarios
- ♥ Build resilience through growth mindset instruction
- ♥ Acknowledge "the pain" of rejection is real, validate, empathize, and redirect to coping strategies
- ♥ Develop coping strategies and fallback phrases specific to rejection scenarios
- ♥ Reframe thoughts and triggers (e.g., They said no to me → They said no to my request right now)
- ♥ Use role-reversal to teach perspective taking (e.g., You said no to me when __. Did you mean you hate me? Or were you saying no to a specific thing?)

SMART Goals

- ♥ Within 4 weeks from [DATE], [Client] will accept being told "no" to low-stakes requests (snacks, preferred activities, minor requests) without physical or verbal escalation in 4/5 opportunities as measured by behavioral observation.
- ♥ Within 6 weeks from [DATE], [Client] will implement "pause protocol" (remove self, use coping strategy, return when calm) during RSD episodes in 80% of opportunities without adult prompting.
- ♥ By [DATE], [Client] will generate at least one alternative explanation for perceived rejection in 80% of situations when prompted by adult.
- ♥ By [DATE], [Client] will maintain "success file" or evidence collection, adding at least 2 items weekly for 8 consecutive weeks documenting accomplishments and positive qualities.

Evidence-Based Interventions

- Cognitive Behavioral Therapy (CBT) techniques for thought challenging
- Systematic desensitization of rejection paired with coping strategies
- Coping cards with strategies for handling disappointment
- Graduated exposure to "no" and disappointment with support
- Growth mindset curriculum (effort, persistence, learning from failure) e.g., <https://ideas.classdojo.com/b/growth-mindset/>
- Track efforts in an "effort journal" e.g., Today I tried hard even though it was difficult
- Be cautious if using "Size of the Problem"



Intervention Tips & Tricks

N. Peer Pressure

Clinical Recommendations

- ♥ Explicitly teach assertiveness skills and refusal strategies
- ♥ Role-play peer pressure scenarios with coaching
- ♥ Build decision-making skills and values clarification
- ♥ Create opportunities to practice help-seeking
- ♥ Teach recognition of emotional manipulation and coercion tactics
- ♥ Build awareness of impulsivity patterns in peer situations
- ♥ Create safe peer connections through structured activities/groups

SMART Goals

- ♥ Within 6 weeks, [Name] will use an assertive refusal strategy when pressured by peers in 3/5 situations as documented by self-report or adult observation
- ♥ By _____, [Name] will remove self from negative peer situations before escalation in 4/5 instances across settings
- ♥ Within 10 weeks, [Name] will demonstrate understanding of emotional manipulation tactics by correctly identifying them in role-plays or stories 85% of the time
- ♥ Within 12 weeks, [Name] will initiate at least one positive peer interaction per week that aligns with their values and interests

Evidence-Based Interventions

- Assertiveness training with "broken record" and other refusal strategies
- Role-play and behavioral rehearsal of peer pressure scenarios
- Social Stories™ about handling teasing and peer pressure
- Problem-solving frameworks applied to peer situations
- Values identification activities and decision-making practice
- Impulse control training specific to peer contexts (teaching STOP strategies: Stop, Think, Options, Proceed)



Intervention Tips & Tricks

O. Speaker

Clinical Recommendations

- ♥ Teach conversation skills explicitly (topic maintenance, turn-taking)
- ♥ Practice attention-getting strategies across settings
- ♥ Use video modeling for effective communication skills
- ♥ Provide feedback on communication effectiveness
- ♥ Address impulsive speaking patterns and interruption behaviors
- ♥ Teach organizational strategies for verbal expression (sequencing, prioritizing information)
- ♥ Build awareness of listener cues and audience awareness
- ♥ Develop emotion regulation skills for frustration during communication breakdowns
- ♥ Teach self-monitoring of speaking volume, rate, and clarity

SMART Goals

- ♥ Within 5 weeks, B will get others' attention appropriately (name, hand raise) in 4/5 opportunities
- ♥ By _____, B will share a story with beginning, middle, and end in logical sequence 3/5 times
- ♥ Within 6 weeks, B will work cooperatively with peers without poor sportsmanship in 80% of group activities
- ♥ By _____, [Name] will adjust speaking volume to match the environment (classroom voice, library voice, outdoor voice) in 80% of situations when cued
- ♥ Within 10 weeks, [Name] will recognize when a listener appears confused and use a conversational repair strategy (rephrasing, providing examples, asking questions) in 60% of opportunities
- ♥ By _____, [Name] will organize thoughts before speaking during structured activities (using graphic organizers, notes, or mental rehearsal) in 3/4 presentations or formal speaking situations

Evidence-Based Interventions

- Social Communication Intervention (pragmatic language instruction)
- Video Self-Modeling (VSM) for conversation and presentation skills
- Story grammar instruction and visual supports
- Perspective-taking activities ("Does my listener understand?")
- Video Self-Modeling (VSM) for conversation and presentation skills (student watches edited video of their best communication)
- Story grammar instruction and visual supports (somebody-wanted-but-so-then, story maps, narrative arcs)
- Perspective-taking activities ("Does my listener understand?" "What does my listener already know?")
- Cooperative learning structures with assigned roles (reporter, recorder, timekeeper, encourager)



Intervention Tips & Tricks

P. Listener

Clinical Recommendations

- ♥ Teach active listening behaviors explicitly with visual supports
- ♥ Practice listening skills through structured activities
- ♥ Use self-monitoring for attention and listening
- ♥ Build memory for verbal information through rehearsal strategies
- ♥ Address working memory limitations that impact auditory processing
- ♥ Teach compensatory strategies for information retention (note-taking, recording)
- ♥ Reduce environmental distractions during critical listening situations
- ♥ Explicitly teach the difference between hearing and active listening
- ♥ Build metacognitive awareness of personal listening challenges and strengths

SMART Goals

- ♥ Within 5 weeks, B will maintain eye contact and body orientation toward speaker in 4/5 conversations
- ♥ By _____, B will take conversational turns (speak and listen) appropriately in 80% of exchanges
- ♥ Within 6 weeks, B will recall and reference information shared by others 3+ times weekly
- ♥ By _____, [Name] will self-monitor listening behaviors using a checklist and accurately identify when attention has drifted in 3/4 conversations
- ♥ Within 10 weeks, [Name] will ask relevant follow-up questions that demonstrate comprehension in 60% of conversations
- ♥ By _____, [Name] will self-advocate for listening accommodations (repetition, written directions, preferential seating) in 3/5 situations when needed
- ♥ Within 12 weeks, [Name] will demonstrate improved auditory memory by recalling 3+ details from a 5-minute verbal presentation without notes



Intervention Tips & Tricks

Evidence-Based Interventions

- Whole Body Listening curriculum and visual supports
- Active listening strategies (paraphrase, ask questions, summarize)
- Memory strategies for verbal information (rehearsal, visualization)
- Self-monitoring checklists for listening behaviors
- Turn-taking games and structured conversation practice
- Active listening strategies (paraphrase, ask clarifying questions, summarize, reflect feelings)
- Memory strategies for verbal information (chunking, rehearsal, visualization, creating mental movies)
- Self-monitoring checklists for listening behaviors with vibrating timers or discrete cues
- Turn-taking games and structured conversation practice (talk chips, conversation jenga, discussion balls)



Comparable Executive Function Skills

The skills found in ABLLS-R, AFLS, and The Inventory of Good Learner Repertoires (IGLR) are not directly comparable. This table is here to help you reference skills that might be executive function skills as found in these other assessments.

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