

FUNCTIONAL ASSESSMENT CHECKLIST: HOME VERSION  
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Patient Name: \_\_\_\_\_

Name of Rater: \_\_\_\_\_

Relation to Child: \_\_\_\_\_

Date of Rating: \_\_\_\_\_

As you know, children and teens diagnosed with ADHD can have a wide range of problems at home. In order to develop a comprehensive treatment program to best help your child, and to evaluate your child's progress, we would like you to complete this brief questionnaire. Please read each statement and write a numerical rating from 1 to 4 (or write N) using the following scale:

1. Rarely or never
2. Once or twice per week
3. Almost daily
4. Every day
- N. Not expected at this age.

**INDEPENDENT LIVING SKILLS:**

- \_\_\_\_\_ Wakes in the morning, without repeated prompting
- \_\_\_\_\_ Washes, brushes teeth, combs hair, without repeated prompting
- \_\_\_\_\_ Gets dressed in the morning without repeated prompting
- \_\_\_\_\_ Makes bed in the morning without repeated prompting
- \_\_\_\_\_ Eats breakfast that includes some kind of protein without repeated prompting
- \_\_\_\_\_ Takes medication without repeated prompting
- \_\_\_\_\_ Remembers to pack homework, school papers without repeated prompting
- \_\_\_\_\_ Gets to the school bus (or car) on time in the morning without repeated prompting
- \_\_\_\_\_ Eats a lunch at school that includes protein
- \_\_\_\_\_ Comes home after school on time
- \_\_\_\_\_ Does homework without repeated prompting
- \_\_\_\_\_ Does at least one "chore" without repeated prompting
- \_\_\_\_\_ Eats a dinner that includes protein without prompting
- \_\_\_\_\_ Puts away clothes, toys, papers, etc. without repeated prompting
- \_\_\_\_\_ Uses a calendar, chart, phone, computer or other device to keep track of their schedule
- \_\_\_\_\_ Cleans room without repeated prompting
- \_\_\_\_\_ Washes up, brushes teeth in the evening without repeated prompting
- \_\_\_\_\_ Goes to the bedroom at bedtime and rests quietly without repeated prompting

### **SCHOOL FUNCTIONING:**

Please read each statement and write a numerical rating from 1 to 4 (or write N) using the following scale:

1. Rarely or never
2. Once or twice per week
3. Almost daily
4. Every day
- N. Not expected at this age.

- \_\_\_ Gets to classes on time
- \_\_\_ Brings the necessary books and materials to class
- \_\_\_ Remembers to turn in homework
- \_\_\_ Sits in seat at school
- \_\_\_ Does not interrupt the teacher
- \_\_\_ Speaks when called on in class
- \_\_\_ Does school work in class
- \_\_\_ Copies down homework assignments
- \_\_\_ Remembers to bring home books and materials needed for homework

### **EMOTIONAL CONTROL:**

Please read each statement and write a numerical rating from 1 to 4 (or write N) using the following scale:

1. Rarely or never
2. Once or twice per week
3. Almost daily
4. Every day
- N. Not expected at this age.

- \_\_\_ Follows parent instructions without arguing
- \_\_\_ Solves disagreements with siblings and parents without arguing or fighting
- \_\_\_ Controls physical outbursts of anger (e.g. throwing/hitting objects; striking people)
- \_\_\_ Controls verbal outbursts of anger (e.g. insulting, yelling, threatening others)
- \_\_\_ Apologizes, accepts responsibility for mistakes and makes up
- \_\_\_ Handles disappointment without sulking, complaining or crying
- \_\_\_ Attempts activities that provoke anxiety

## **SOCIAL SKILLS:**

Please read each statement and write a numerical rating from 1 to 4 (or write N) using the following scale:

1. Rarely or never
2. Once or twice per week
3. Almost daily
4. Every day
- N. Not expected at this age.

- \_\_\_\_\_ Does something kind and thoughtful for another family member
- \_\_\_\_\_ Tells a story about their day during meal time
- \_\_\_\_\_ Listens to other family members tell stories about their day
- \_\_\_\_\_ Asks questions that are on the topic when listening to other family members
- \_\_\_\_\_ Shares toys, games, and other playthings without complaint
- \_\_\_\_\_ Spends time reading, painting, building, playing a musical instrument, or engaging in any recreational activity that requires thinking
- \_\_\_\_\_ Calls/contacts a peer to talk
- \_\_\_\_\_ Is called/contacted by a peer to talk
- \_\_\_\_\_ Invites a friend to get together
- \_\_\_\_\_ Is invited by a friend to get together
- \_\_\_\_\_ Joins and participates in an organized community social group (e.g. sports, scouts, dance, music, drama, church group, 4-H, other groups)