

WORKSHEET 1

NEURO-DEVELOPMENTAL SKILLS INVENTORY

Rate the fluency with which the student demonstrates the skill (1-low to 5-high)

Physical Regulation Skills (Pre-Executive Skills-e.g., see Russell Barkley, Ph.D.)	Rating
Awareness of physical states and ability to integrate senses.	
Ability to tolerate physical aspects of the stress response.	
Awareness of one's physical boundaries.	
Spatial awareness and basic motor skills.	

Emotional Regulation Skills	Rating
Ability to manage physiological arousal level.	
Ability to manage one's threat response system.	
Identification of emotions and moods.	
Skills in containing/managing emotional reactivity from moment to moment.	
Skills in containing/managing moods from day to day.	

Executive Functioning Skills (Hierarchical Organization-e.g., see Richard Guare, Ph.D.)	Rating
The ability to think before acting (Response inhibition).	
The ability to recall and draw on past learning or experience to apply to the current situation or to project into the future (Working memory).	
The ability to manage emotions to complete tasks, achieve goals, or control and direct behavior (Self-regulation of affect).	
The capacity to maintain attention in a situation or on a task, despite distractibility, fatigue or boredom (Sustained attention).	
The ability to begin tasks in an efficient and/or timely fashion (Task initiation).	
The ability to create a roadmap to reach a goal or complete a task (Planning/prioritization).	
The ability to arrange according to a system (Organization).	
The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines (Time management).	
The ability to revise plans in the face of obstacles, setback, new information or mistakes. (Flexibility/shifting)	
The capacity to have a goal, follow through to the completion and not be put off or distracted (Goal-directed persistence)	
The ability to stand back and observe how one problem solves in a situation (Organization).	

Language Processing Skills	Rating
Understanding the individual words being said (receptive vocabulary).	
Using individual words to express one's self (expressive vocabulary).	
Using feeling and interpersonal interactions words.	
Understanding what is being said (receptive language).	
Ability to verbally express what one intends to communicate (expressive language).	
Ability to remember what has been said, or what one has said (language memory).	
Using language to solve problems (verbal problem solving).	

WORKSHEET 1

Cognitive Efficiency Skills	Rating
Perceiving the environment similarly to others (reality testing).	
Ability to have connected and logical thinking (cognitive organization).	
Ability to continue thinking when experiencing emotions.	
Processing Speed/Cognitive Tempo.	
Ability to think in abstract, "hypothetical" ways.	

Social Thinking Skills-(e.g., see M. Garcia-Winner, M.S.)	Rating
Use of language to seek assistance or information (Initiation of language).	
Attending to the nonverbal and verbal cues that surround words (Listening with eyes and brain).	
Understanding the speaker and his/her motive for communicating, the context of the message, the literal words used and nonverbal coding of the message (Abstract and Inferential Language/Communication).	
The ability to understand the emotions, thoughts, beliefs, experiences, motives, intentions, and personality of yourself as well as others (Understanding Perspective).	
Relating small bits of information to a whole (Gestalt Processing/Getting the Big Picture).	
Relating to the minds, emotions and needs of others; understanding the giving and take of human relationships (Humor and Human Relatedness).	

Social Foundation Skills-(e.g., see Peter Tanguay, Ph.D.)	Rating
Sending emotional signals and responding to signals from others (Affective reciprocity).	
Ability to engage emotionally with another person with regard to some third object, e.g., person, place or thing (Emotional joint attention).	
Ability to engage verbally with another person with regard to some third object, e.g., person, place or thing (Verbal joint attention).	
Explicit awareness that others have thoughts and feelings different from our own (Theory of mind)	
Getting the gist of a message, determining relevance (Central coherence).	