



True Knight *Entrepenuers*

Family Questionnaire

1. What does your child enjoy doing?
2. How do they communicate best at home and with others?
3. What is their level of independence at home?
4. What are their responsibilities at home?
5. Does your child have a role in the kitchen at home?
6. What strategies have been successful for your child?
7. What kinds of struggles does your child have because of their disability?
8. What are your child's strengths with everyday functions?
9. What are your child's weaknesses with everyday functions?
10. What are your goals for the future with your child?



Cognitive Checklist

5 Always good! **4** Sometimes good **3** Just depends **2** Sometimes struggles **1** Struggles often

Executive Functioning Skills

11. Holding attention to learn a new task – *Attention* ____

12. Holding attention to complete an everyday task – *Attention* ____

13. Ability to learn and use that information for the current activity – *Working Memory* ____

14. Going from one activity or environment to another – *Transitioning* ____

15. Keeping calm when getting frustrated, stressed, or overstimulated – *Emotional Regulation*

16. Keeping calm in the moment and remembering the plan (or “good choice”) and following it
– *Emotional Regulation* ____

17. Ignoring distractions to keep paying attention – *Selective Attention* ____

18. Creating a logical short-term plan without writing it down and sticking to it – *Abstract
Planning and Sequencing* ____

19. Being able to consider several solutions or plans, not only the first one that comes to mind
– *Abstract Planning, Flexibility* ____

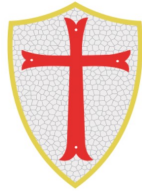
20. Thinking hypothetically – *Abstract Planning* ____

21. Thinking before doing – *Impulse Control, Planning* ____

22. Thinking before responding to a question – *Impulse Control* ____

23. Handling unexpected changes in the plan or to the routine – *Flexibility* ____

24. Being flexible about a change once it is explained and understood– *Problem Solving,
Flexibility* ____



Communication Skills

25. Expressing thoughts, needs, concerns, and desires using speech, writing, or another system
– *Expressive Communication* ____
26. Understanding verbal communication – *Receptive Communication* ____
27. Being able to identify the specific reason why they are upset, frustrated, or anxious –
“Deeper” Communication ____

Memory/Perception

28. Relaying information learned or observed a few minutes or hours ago – *Short-Term Memory* ____
29. Relaying information days/weeks/months later – *Long-Term Memory* ____
30. Remembering why they are doing a task, not forgetting the purpose, goal, or incentive –
Memory, Selective Attention ____
31. Interpreting situations and conversations accurately hours/days/months later –
Perception, Memory ____
32. Perceiving time, such as “knowing” the difference between 5 and 15 minutes, 1 and 4 hours, etc. – *Time Perception* ____

Social Understanding/Processing

33. Being aware of how they are coming across in social situations, in the moment – *Processing, Social Cues* ____
34. Once it is explained, being able to understand and acknowledge their social mistakes or behavior impressions on others – *Flexibility, Problem-Solving, Abstract Thought* ____



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35. Appreciating another point of view regarding a subject – *Flexibility, Problem-Solving,*

Abstract Thought ____

36. Ability to socialize and have a conversation – *Social Skills, Communication* ____

37. Being able to temporarily modify overall behavior around unfamiliar people – *Social Skills*

Regulation, Attention ____

38. Managing multiple sensory inputs and avoiding over-stimulation – *Sensory Processing* ____