

# ICCL PARENT FORM



ADHD  
support coaching

Next, read and fill in your answer to each item. For each item, think about your child now or within the past 12 months. If the item is **very often true** of your child, fill in the bubble around the number **2**. If the item is **somewhat true** or **sometimes true** of your child, fill in the bubble around the number **1**. If the item is **not true** of your child, fill in the bubble around the **0**. Below are two examples:

	NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE
A. Is carefree and easy going.	<input checked="" type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
B. Follows instructions.	<input type="radio"/> 0	<input checked="" type="radio"/> 1	<input type="radio"/> 2

By filling in bubble **0** for question A, this parent indicated that the child is **not carefree and easy going**. By filling in bubble **1** for question B, the parent indicated that the child **sometimes follows instructions**.

On the scale of 0-2 indicate to what extent each item **applies to your child**, or is **true for your child**, in **your** experience. Answer each item based on what **you** have seen. If you have any questions about how to answer any item, please ask the person who gave you this form for assistance.

Please use No. 2 pencil **only** to mark your answers. Make dark, heavy marks that fill the bubble completely and erase unwanted marks cleanly.

Proper mark: ☐ ☒ ☐ Improper marks: ☒ ☒ ☒

	NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE		NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE
1. Gives up before even trying.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	23. Discovers simpler ways to solve difficult problems.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
2. Is easily distracted.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	24. Doesn't think about how things are related to each other.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
3. Has problems with spatial relationships.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	25. Creates new concepts from existing ones.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
4. Understands the flow of time.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	26. Thinks logically.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
5. Has trouble getting the meaning of symbols or signs.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	27. Questions things that don't make sense.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
6. Understands spoken language well.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	28. Has problems with reading.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
7. Approaches tasks in an organized way.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	29. Has problems with math.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
8. Confuses important and unimportant facts.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	30. Makes decisions.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
9. Makes an effort to be precise when gathering information.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	31. Weighs the consequences of decisions.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
10. Has trouble focusing on different sides of a problem at the same time.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	32. Sets goals.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
11. Tunes out and daydreams.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	33. Plans poorly.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
12. Doesn't realize when problems exist.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	34. Follows through on plans.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
13. Misses clues that help to define problems.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	35. Learns from experience.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
14. Gathers information thoughtfully.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	36. Uses emotions and gestures that support what he/she says.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
15. Loses track of thoughts when solving problems.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	37. Guesses a lot.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
16. Can solve problems in his/her head.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	38. Thinks before he/she acts.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
17. Has difficulty forming ideas.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	39. Goes blank, blocks.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
18. Doesn't remember.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	40. Explains so that others understand.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
19. Doesn't compare to find out how things are alike or different.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	41. Has difficulty expressing thoughts.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
20. Has trouble grouping objects or events.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	42. Makes an effort to communicate clearly and accurately.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
21. Is creative and imaginative.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	43. Does not pay attention to the effects of his/her own behavior.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
22. Has difficulty developing his/her ideas.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	44. Changes behavior following mistakes.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

	NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE		NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE
45. Is self-directed.	①	①	②	75. Is purposeful and self-directed.	①	①	②
46. Needs to feel competent.	①	①	②	76. Has trouble keeping track of his/her own thoughts.	①	①	②
47. Strives to achieve.	①	①	②	77. Supports conclusions with good reasoning.	①	①	②
48. Likes to be good at what he/she does.	①	①	②	78. Can form ideas.	①	①	②
49. Avoids complex tasks.	①	①	②	79. Ignores mistakes.	①	①	②
50. Enjoys abstract tasks.	①	①	②	80. Has an organized approach to tasks.	①	①	②
51. Has low self-esteem.	①	①	②	81. Likes to try new tasks.	①	①	②
52. Avoids challenges.	①	①	②	82. Does not set goals.	①	①	②
53. Likes new tasks.	①	①	②	83. Expresses thoughts well.	①	①	②
54. Has aspirations.	①	①	②	84. Is attentive.	①	①	②
55. Is eager to grow and change.	①	①	②	85. Pursues goals with determination.	①	①	②
56. Shows desire for approval.	①	①	②	86. Has good work habits.	①	①	②
57. Avoids unpleasant feelings.	①	①	②	87. Collects information in a disorganized manner.	①	①	②
58. Trusts his/her own thinking.	①	①	②	88. Has a good memory.	①	①	②
59. Sees the whole picture.	①	①	②	89. Is persistent.	①	①	②
60. Is curious, asks questions.	①	①	②	90. Has difficulty making decisions.	①	①	②
61. Has a good sense of humor.	①	①	②	91. Challenges rules and regulations.	①	①	②
62. Is easily frustrated.	①	①	②	92. Is dependent and clingy.	①	①	②
63. Lacks self-confidence.	①	①	②	93. Is respected by peers.	①	①	②
64. Has a positive and hopeful attitude.	①	①	②	94. Is helpful and caring.	①	①	②
65. Relies too much on others.	①	①	②	95. Is cheerful.	①	①	②
66. Thinks quickly and accurately.	①	①	②	96. Pouts and sulks.	①	①	②
67. Gives up easily.	①	①	②	97. Expresses emotions appropriately.	①	①	②
68. Applies learned skills with ease.	①	①	②	98. Destroys his/her own property.	①	①	②
69. Has poor work habits.	①	①	②	99. Is friendly and cooperative.	①	①	②
70. Works hard for what he/she gets.	①	①	②	100. Is able to talk about feelings.	①	①	②
71. Accepts responsibility for the quality of his/her own work.	①	①	②	101. Gets picked on.	①	①	②
72. Notices his/her own improvements.	①	①	②	102. Talks about being lonely.	①	①	②
73. Shows no enthusiasm for learning.	①	①	②	103. Has nervous habits or jerky twitching movements.	①	①	②
74. Is insightful and reflective.	①	①	②	104. Annoys and teases.	①	①	②

	NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE		NOT TRUE	SOMETIMES TRUE	VERY OFTEN TRUE
105. Seeks support from others when needed.	①	②	③		118. Smiles and laughs.	①	②
106. Pays attention to constructive criticism.	①	②	③		119. Is easily hurt.	①	②
107. Is afraid to go to school.	①	②	③		120. Argues and fights.	①	②
108. Breaks and destroys the property of others.	①	②	③		121. Is mixed up and confused.	①	②
109. Faces up to problems.	①	②	③		122. Respects the opinion of others.	①	②
110. Is trustworthy and dependable.	①	②	③		123. Resolves worries and moves on.	①	②
111. Is shy and timid.	①	②	③		124. Is rude and disobedient.	①	②
112. Copes well with problems.	①	②	③		125. Is resourceful and independent.	①	②
113. Is unusually fearful.	①	②	③		126. Shows concern for other people's feelings.	①	②
114. Is liked by others.	①	②	③		127. Adapts well to new situations.	①	②
115. Whines and complains.	①	②	③		128. Pushes others around.	①	②
116. Is withdrawn and unsociable.	①	②	③		129. Is fidgety and restless.	①	②
117. Deals effectively with stressful situations.	①	②	③		130. Stands up for self as needed.	①	②

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return to: \_\_\_\_\_