



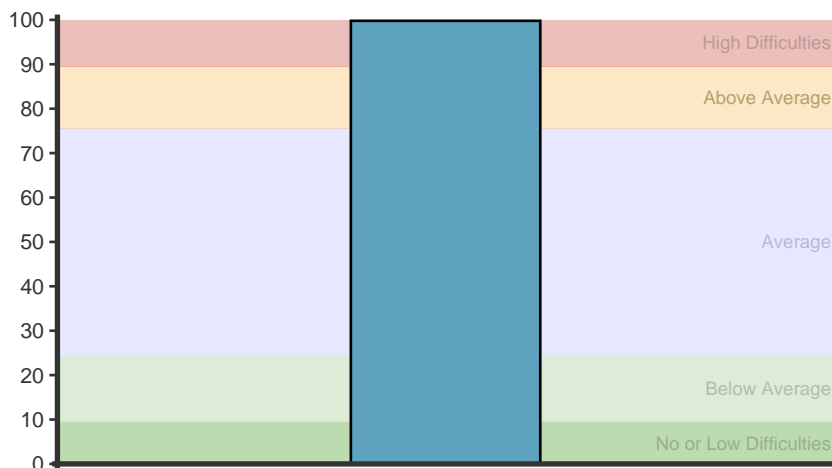
## Executive Skills Questionnaire - Revised (ESQ-R)

<i>Client Name</i>	Chrissy Foreman	<i>Date administered</i>	30 Jun 2025
<i>Date of birth (age)</i>	23 Oct 1979 (45)	<i>Time taken</i>	2 min 2s
<i>Assessor</i>	Kimmy Lane		

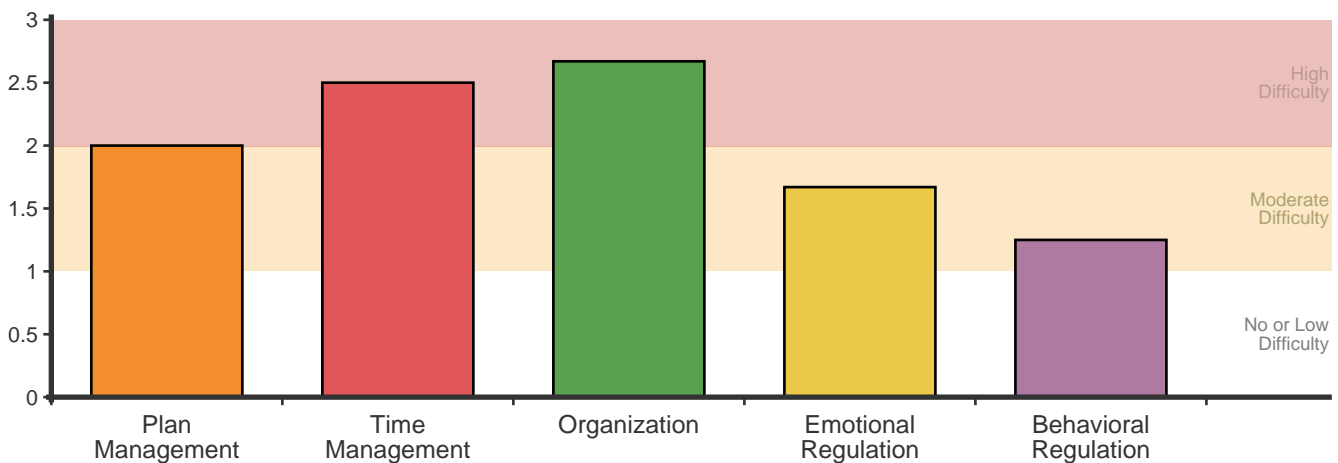
## Results

	Score	Average Score (0-3)	Percentile	Descriptor
ESQ-R Total (0-75)	50	2.00	99.79	High Difficulties
Plan Management (0-33)	22	2.00	99.77	High Difficulty
Time Management (0-12)	10	2.50	99.91	High Difficulty
Organization (0-9)	8	2.67	99.72	High Difficulty
Emotional Regulation (0-9)	5	1.67	85	Moderate Difficulty
Behavioral Regulation (0-12)	5	1.25	63	Moderate Difficulty

### Executive Functioning Skills Percentile



### Executive Functioning Skills Average Scores





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## Interpretation

The respondent scored 50 out of 75 on the Executive Skills Questionnaire–Revised (ESQ–R). This score is on the 99.79th percentile when compared to working adults, indicating that the respondent has a high level of difficulty with executive functioning. A high score suggests that the respondent may benefit from treatment and intervention strategies aimed at strengthening their executive functioning skills.

The average scores indicate that the respondent is experiencing moderate difficulty with 2 areas of executive functioning and a high level of difficulty with 3 areas of executive functioning.

*Plan Management.* The responses indicate notable difficulties with plan management, which include challenges in creating and managing plans for tasks. These difficulties may result in inefficiencies and challenges in achieving goals, potentially impacting academic or work performance. Interventions such as structured planning exercises, goal-setting strategies, and time management training can be beneficial in improving these skills.

*Time Management.* The responses indicate significant challenges with time management, including difficulties in estimating, allocating, and adhering to time constraints. These challenges can lead to missed deadlines and increased stress. Effective interventions might include the use of time-tracking tools, prioritisation techniques, and strategies to improve task initiation and completion.

*Organization.* The responses indicate notable difficulties with organizational skills, which may manifest as challenges in creating and maintaining systems and keeping track of information or materials. These difficulties can lead to clutter, missed information, and inefficiencies. Interventions such as organizational skills training, the use of checklists, and decluttering strategies can be beneficial.

*Emotional Regulation.* The responses indicate moderate difficulties with emotional regulation, suggesting occasional challenges in managing emotions to achieve goals and complete tasks. These challenges may lead to periodic emotional disruptions or difficulties in maintaining focus. Techniques such as mindfulness practices, stress management strategies, and emotional awareness exercises can be useful.

*Behavioral Regulation.* The responses indicate moderate difficulties with behavioral regulation, reflecting occasional challenges in managing behavior, thinking before acting, and considering the consequences of actions. These difficulties may result in periodic impulsive actions or decision-making challenges. Interventions such as self-monitoring, developing coping strategies, and practising impulse control techniques can be beneficial.

## Scoring and Interpretation Information

For comprehensive information on the Executive Skills Questionnaire–Revised (ESQ–R), [see here](#).

The Executive Skills Questionnaire–Revised (ESQ–R) yields a total score between 0 and 75, with higher scores indicating more (frequent) difficulties with executive functioning skills (Strait et al., 2020). Each item is rated on a 4-point Likert-type scale from 0 to 3 reflecting the frequency with which a respondent experiences a specific difficulty. The 25 items cover five areas of executive functioning, as follows.



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## Scoring and Interpretation Information (cont.)

- Plan Management (Items 6, 7, 12, 13, 14, 16, 17, 18, 22, 23, and 24)

Ability to create and manage plans for accomplishing tasks. This factor includes the executive skills of planning/prioritisation, sustained attention, flexibility, metacognition, emotional control, and goal-directed persistence.

- Time Management (Items 10, 11, 15, and 20)

Ability to organize various aspects of time, including estimating and allocating time and working within time constraints. This factor includes the executive skills of time management, task initiation, and working memory.

- Organization (Items 3, 8, and 9)

Ability to create and maintain systems and keep track of information or materials. This factor includes the executive skills of working memory and organization.

- Emotional Regulation (Items 4, 5, and 21)

Ability to manage emotions to achieve goals, complete tasks, or control and direct behavior. This factor includes the executive skill of emotional control.

- Behavioral Regulation (Items 1, 2, 19, and 25)

Ability to manage behavior (avoid undesirable behaviors, increase desirable behaviors), think before acting or responding, and consider the consequences of actions. This factor includes the executive skills of response inhibition and goal-directed persistence.

The total score is presented as a percentile relative to a sample of working adults, contextualising the respondent's score relative to the typical level of (difficulties with) executive functioning skills in the community. For example, the 50th percentile represents the typical level of challenges with executive functioning skills.

The scoring approach uses qualitative descriptors to categorise the total score. Each qualitative descriptor corresponds to a specific range of percentiles (Nasir et al., 2021).

- Low Difficulties (less than or equal to the 10th percentile)
- Below Average Difficulties (percentile between 10 and 24)
- Average Difficulties (percentile between 25 and 75)
- Above Average Difficulties (percentile between 76 and 89)
- High Difficulties (greater than or equal to the 90th percentile)

An above average or high score suggests that the respondent has clinically significant challenges with executive functioning skills. Used as part of an assessment for neurodivergence, people diagnosed with ADHD tend to have more difficulty with behavioral regulation, while people diagnosed with autism tend to have difficulties with planning and flexibility (Craig et al., 2016). Patterns of responding on the subscales can provide an executive functioning profile that can be used as part of comprehensive assessments.

For each of the five areas of executive functioning, the respondent's average score is presented together with a descriptor of the level of difficulty. The descriptors and average rating value ranges are as follows:

- No or Low Difficulty: 0-1



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## Scoring and Interpretation Information (cont.)

- Moderate Difficulty: 1.01-1.99
- High Difficulty: 2-3

Areas of executive functioning with the “High Difficulty” descriptor warrant further exploration because it indicates that the respondent often or very often faces challenges in those areas.

If administered more than once, a meaningful change in difficulties with executive functioning skills is defined as a change of 5 or more points in the total score based on a Minimally Important Difference (MID) calculation.

## Client Responses

		Never or rarely	Sometimes	Often	Very often
1	I act on impulse.	0	1	2	3
2	I say things without thinking.	0	1	2	3
3	I lose things.	0	1	2	3
4	I have a short fuse.	0	1	2	3
5	I get upset when things don't go as planned.	0	1	2	3
6	I run out of steam before finishing a task.	0	1	2	3
7	It's hard for me to set priorities when I have a lot of things to do.	0	1	2	3
8	My desk or workspace is a mess.	0	1	2	3
9	I have trouble keeping my house or room clean.	0	1	2	3
10	I have trouble estimating how long it will take to complete a task.	0	1	2	3
11	I'm slow at getting ready for school, work, or appointments.	0	1	2	3
12	If the first solution to a problem doesn't work, I have trouble thinking of a different one.	0	1	2	3
13	I skip checking my work for mistakes, even when the stakes are high.	0	1	2	3
14	I get annoyed when tasks are too hard.	0	1	2	3



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### Client Responses (cont.)

		Never or rarely	Sometimes	Often	Very often
15	It's hard for me to put aside fun activities to start things I know I need to do.	0	1	2	3
16	I have trouble with tasks where I have to come up with my own ideas.	0	1	2	3
17	It's hard for me to tell how well I'm doing on a task.	0	1	2	3
18	I have trouble reaching long-term goals.	0	1	2	3
19	I "go with my gut" when making decisions.	0	1	2	3
20	I get so wrapped up in what I'm doing that I forget about other things I need to do.	0	1	2	3
21	Little things frustrate me.	0	1	2	3
22	I have trouble getting back on track if I'm interrupted.	0	1	2	3
23	I have trouble making a plan.	0	1	2	3
24	I miss the big picture.	0	1	2	3
25	I live for the moment.	0	1	2	3

