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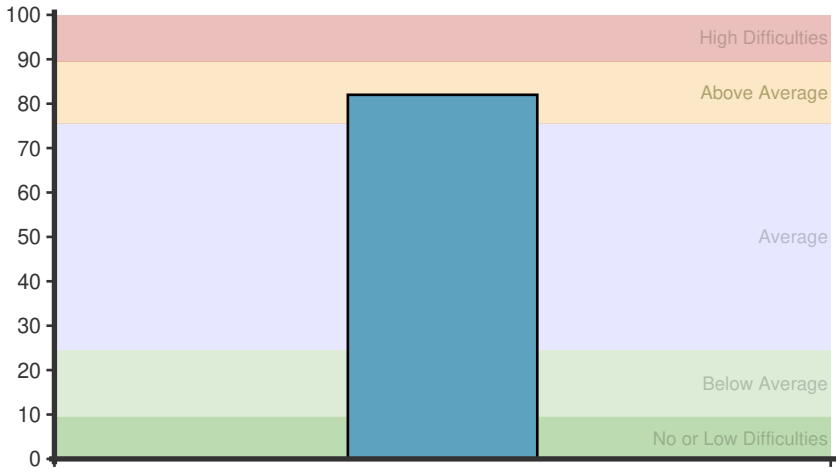
Executive Skills Questionnaire - Revised (ESQ-R)

Client Name	Generic Client	*Date administered*	1 Aug 2024
Date of birth (age)	1 Jan 1980 (44)	*Time taken*	3 min 55s
Assessor	Dr Simon Baker		

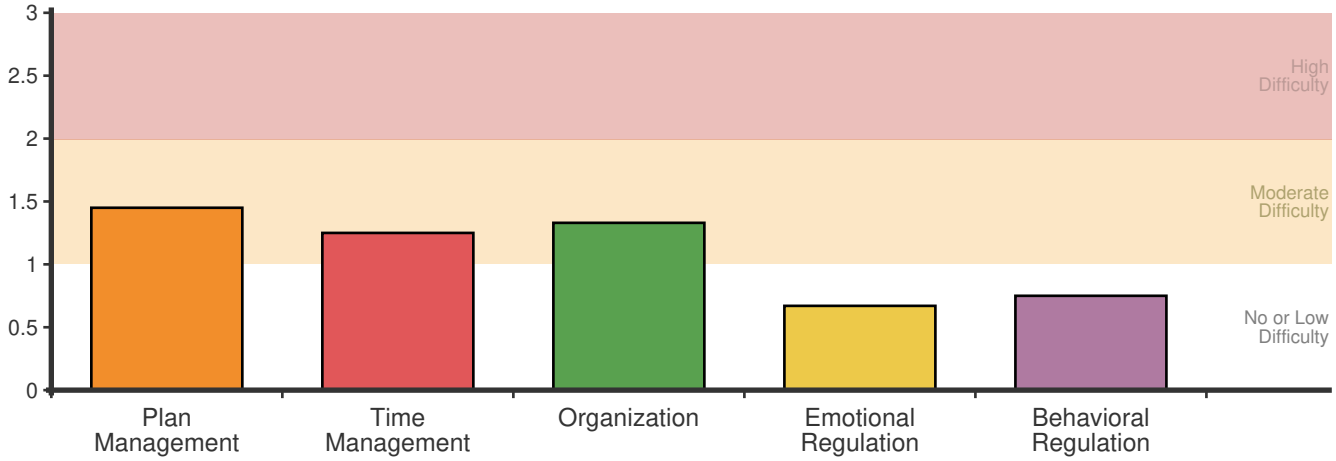
Results

	Score	Average Score (0-3)	Percentile	Descriptor
ESQ-R Total (0-75)	30	1.20	82	Above Average Difficulties
Plan Management (0-33)	16	1.45	95	Moderate Difficulty
Time Management (0-12)	5	1.25	81	Moderate Difficulty
Organization (0-9)	4	1.33	77	Moderate Difficulty
Emotional Regulation (0-9)	2	0.67	29	No or Low Difficulty
Behavioral Regulation (0-12)	3	0.75	26	No or Low Difficulty

Executive Functioning Skills Percentile



Executive Functioning Skills Average Scores



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Interpretation

The respondent scored 30 out of 75 on the Executive Skills Questionnaire–Revised (ESQ–R). This score is on the 82nd percentile when compared to working adults, indicating that the respondent has above average difficulties with executive functioning. above average 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 no or low difficulty with 2 areas of executive functioning and moderate difficulty with 3 areas of executive functioning.

Plan Management. The responses indicate moderate difficulties with plan management, suggesting occasional challenges in creating and managing plans for tasks. These difficulties might result in some inefficiencies or obstacles in achieving goals. Interventions such as periodic planning sessions, using visual aids for planning, and incremental goal-setting can help improve these skills.

Time Management. The responses indicate moderate challenges with time management, suggesting occasional difficulties in estimating, allocating, and adhering to time constraints. These challenges may lead to occasional missed deadlines or time-related stress. Strategies such as setting reminders, breaking tasks into smaller steps, and regular review of time management practices can be beneficial.

Organization. The responses indicate moderate difficulties with organizational skills, reflecting occasional challenges in creating and maintaining systems and keeping track of information or materials. These difficulties may result in occasional disorganization or misplaced items. Interventions such as regular decluttering, using organizational tools, and establishing consistent routines can help improve these skills.

Emotional Regulation. The responses indicate a strength in emotional regulation, suggesting that the individual effectively manages emotions to achieve goals and complete tasks. This ability is crucial for maintaining focus and composure in various situations. Such skills likely contribute to better stress management and more consistent performance.

Behavioral Regulation. The responses indicate a strength in behavioral regulation, reflecting an ability to manage behavior, think before acting, and consider the consequences of actions. This skill is important for avoiding undesirable behaviors and increasing desirable ones. Such strengths can enhance decision-making and self-control in various contexts.

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.

- 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

Client Name	Generic Client

Scoring and Interpretation Information (cont.)

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

Areas of executive functioning with the "High Difficulty" descriptor warrant further exploration

Client Name	Generic Client

Scoring and Interpretation Information (cont.)

ecause 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
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

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Client Responses (cont.)

		Never or rarely	Sometimes	Often	Very often
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