KIDSWELL -
Supporting Educators to Ensure an Inclusive Learning Environment for ADHD Children Based on the Introduction of Emerging Technologies for Skills Acquisition and Civic Engagement

WP2.A4 - PERSONAL AND SOCIAL AUDIT-TOOL

Guidelines

Questions

- 10 questions per module (Personal, Social, Learning to Learn) - ensure that questions cover all topics of the module.
- M1. Personal
    - Self-regulation
    - Flexibility
    - Well-being
- M2. Social
    - Empathy
    - Communication
    - Collaboration
- M3. Learning to Learn
    - Growth mindset
    - Critical thinking
    - Managing learning

- Ensure that all questions are <u>affirmative</u> for a better and more accurate scoring. For example, use questions like: *"Does the child participate in group activities or tasks?"* instead of *"Does the child avoid participating in group activities or tasks?".*

Rating

Follow the '1 – 4' rating method below:
- 1 – Almost never
- 2 – Occasionally
- 3 – Often with little to no support
- 4 – Consistently

Scoring

The scoring is as follows:
30–60 points
The child may often become easily upset, frustrated, or overwhelmed, have trouble focusing, or find it difficult to work with others. These behaviors may signal a need for additional support or observation.

61–90 points
The child shows some challenges with attention, emotions, or social interactions. With consistent support at home and school, these areas can often improve over time.
91–120 points
The child generally demonstrates developmentally appropriate behavior across domains. Minor difficulties are within the expected range. Continued encouragement and observation are recommended to support sustained growth.

Disclaimer: This tool is not a diagnosis. It helps adults notice when a child might be struggling with ADHD-linked symptoms. A medical professional should be consulted for diagnosis or treatment decisions.

Module 1 - Personal

Self-Regulation

- Is the child able to identify and name their own emotions (e.g. "I feel angry" or "I'm nervous")?
- Does the child control impulsive behavior (e.g. waiting their turn, thinking before acting)?
- Is the child able to stay focused on a task or activity even when distracted or bored?

Flexibility

- Is the child able to transition between tasks or activities without becoming overly upset or resistant?
- Can the child adapt when plans change or things don't go as expected (e.g. a cancelled activity or a different routine)?
- Does the child show willingness to try new activities or face unfamiliar situations, even if they feel unsure at first?

Wellbeing

- Does the child recognize when they need a break, rest, or support to feel better emotionally or physically?
- Is the child aware of healthy habits that support their wellbeing (e.g. sleep, food, exercise, talking about feelings)?
- Does the child express a generally positive attitude about themselves and their daily life (e.g. shows pride, enjoyment, or satisfaction in their activities)?

Overall

- Is the child capable of understanding and managing their emotions and behaviors, adapting to changes and challenges, and taking care of their own wellbeing in everyday situations?

Module 2 - Social

Empathy

- Is the child able to recognize other people's emotions (when someone is sad/upset) and respond to them?
- Is the child capable of showing concern and care for other people's emotions?
- Is the child capable of describing someone else\s feelings in a certain situation? (E.g. a kid is angry because her toy broke).

Communication

- Is the child able to effectively express their needs/feelings/thoughts using appropriate words and tone?
- Does the child listen to and pay attention to other people when they are listening (does not interrupt, waits patiently for their turn to speak, etc.)?
- Does the child adjust their tone, voice, etc. based on who they are speaking to (e.g. speaks differently to their teacher than they do to their friend)?

Collaboration

- Does the child participate in group activities or tasks?
- Does the child willingly compromise, follows rules, and takes turns in group activities?
- Is the child helpful to their peers or support others when a group task needs to be completed?

Overall

- Is the child capable of understanding others' emotions, expressing themselves, and working with their peers in groups and/or social situations?

Module 3 - Learning to Learn

Growth Mindset

- Does the child believe they can improve their skills through effort and practice?

- Does the child show persistence when facing difficult tasks or challenges?

- Is the child open to feedback and willing to use it to improve their performance?

Critical Thinking

- Does the child ask questions to better understand a topic or situation?

- Can the child identify different solutions to a problem and choose the best one?

- Does the child evaluate information before accepting it as true?

Managing Learning

- Does the child plan their tasks before starting an activity?

- Is the child able to organize materials and resources needed for learning?

- Does the child monitor their progress and adjust their approach when needed?

- Can the child reflect on what they learned and identify areas for improvement?