



**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

Prepared by:



## 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 affirmative 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?

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