

PATHWAYS CHECKLIST (revised 7-6-04)

How to assess the pathways.

In general, many of the statements below may be turned into questions you may ask the parent, caregiver, teacher, or the child.

Executive Skills

- _____ Difficulty shifting one mindset/ task to another
- _____ Difficulty with time and sequencing
- _____ Disorganization
- _____ Difficulty considering the likely consequences of one's actions (impulsive)
- _____ Difficulty considering solutions that have worked previously
- _____ Difficulty staying calm enough to think

Does this child have trouble with transitions from one thing to the next?
Does she act without thinking?

Language Processing

- _____ Difficulty expressing thoughts in words
- _____ Appears not to have understood what was said
- _____ Long delays before responding to questions
- _____ Poor categorizing and labeling of emotions
- _____ Difficulty communicating needs or problems
- _____ Poor language based problem-solving skills

Does the child know she's feeling?
Can they identify what is making them sad or mad?
Need to be able to do the first 2 things before problem solving.
A formal speech language evaluation may be helpful.

Emotion Regulation

- _____ Cranky, grouchy, grumpy, irritable (outside the context of frustration)
- _____ Low energy, fatigued
- _____ Anxious, nervous, worried, fearful, obsessive

What is the child's mood like without any demands placed on her?
Does the child have cognitive distortions or have a negative outlook about life?
Does she feel helpless?
Has a mood or anxiety disorder been diagnosed?

Cognitive flexibility/adaptability

- _____ Concrete, black and white, literal thinking and problem-solving
- _____ Insistence on sticking with rules, routine
- _____ Preference for predictability; does poorly in circumstances of unpredictability
- _____ Ignores situational factors

What happens if things don't work out the way a child expected it to?
Does you need to stick with the original plan to avoid any outbursts?

Social Skills

- _____ Difficulty attending to appropriate social cues/appreciating social nuance
- _____ Inaccurate interpretation of social cues
- _____ Poor repertoire of social responses
- _____ Poor sense of how one's behavior is affecting others
- _____ Poor or inaccurate self-perception
- _____ Inability to appreciate another's perspective

This may be assessed informally when you meet with the child. Look at eye contact, conversation skills?
May ask parents for stories and if they have friends.

Are there cognitive distortions such as frequent comments like "I'm stupid, nobody likes me, it's not fair, I'm always blamed?" There is usually some reality base here, but it's exaggerated.

Are there cognitive deficiencies, such as lack of empathy?

Does this child frequently miss the "big picture" and get hung up on details?

Does this child have trouble in groups of kids?

Do they have a hard time playing with others because they must stick to rigid rules?

For further information on these deficits, the following resources are recommended:

Rourke, Byron P. *Nonverbal learning Disabilities: The Syndrome and the Model*. New York: Guilford, 1989.

Lyon, G. Reid, and Norman A. Krasnegor. *Attention, memory, and Executive Function*. Baltimore: Paul H. Brooks, 1996.

Kranowitz, Carol Stock. *The Out of Sync Child: Recognizing and Coping with Sensory Integration Dysfunction*. New York: Perigree Publishing, 1998.