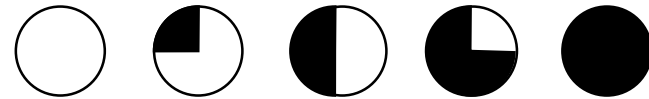


# CPFQ Children's Psychological Flexibility Questionnaire: CHILD REPORT

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Assessor:** \_\_\_\_\_ **Modality:**  Written  Oral

**Directions:** Read or listen to the following questions.  
For each one, say how much you feel that way by choosing a circle.



Item	Question	NEVER	A LITTLE BIT	SOME-TIMES	A LOT	ALL THE TIME
1	I always notice things around me and what people say.	0	1	2	3	4
2	If I think something, that doesn't mean it's true.	0	1	2	3	4
3	There are things that I really care about.	0	1	2	3	4
4	If I do something bad, then I am a bad person.	0	1	2	3	4
5	I notice when my body feels different.	0	1	2	3	4
6	When I mess up, I get mad at myself.	0	1	2	3	4
7	Nothing matters that much to me.	0	1	2	3	4
8	If I cry it means that I'm wrong or bad.	0	1	2	3	4
9	It's OK to be scared.	0	1	2	3	4
10	I notice my thoughts and feelings, but that is not me.	0	1	2	3	4
11	I miss seeing stuff happen or hearing what people say.	0	1	2	3	4
12	My thoughts don't make me do what I do.	0	1	2	3	4
13	Everything I think and feel must be real.	0	1	2	3	4
14	It's OK to feel mad.	0	1	2	3	4
15	I know what I want to work for today.	0	1	2	3	4
16	If I lose I try again right away to do better.	0	1	2	3	4
17	I give up when things are too hard.	0	1	2	3	4
18	I worry a lot about stuff I did or need to do.	0	1	2	3	4
19	If I get angry, it means I messed up.	0	1	2	3	4
20	My thoughts and feelings tell me what to do.	0	1	2	3	4
21	I am what other people say about me.	0	1	2	3	4
22	If I did something wrong, that doesn't make me bad.	0	1	2	3	4
23	Grown-ups tell me what is important to me.	0	1	2	3	4
24	I try really hard every day.	0	1	2	3	4



# Children's Psychological Flexibility Questionnaire: Child's Score Report

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Assessor:** \_\_\_\_\_ **Modality:**  Written  Oral

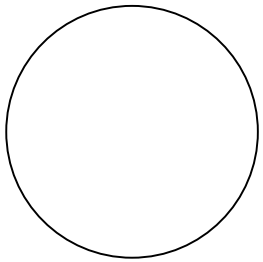
**Directions:** Record the child's scores for each item next to the corresponding item number in the tables below. Items are grouped by ACT core process. Items in grey boxes are to be reverse scored using the metric below. Sum the items within each category to obtain the Core Process Subtotal. Sum all items to obtain a Psychological Flexibility Total Score. Higher scores indicate greater psychological flexibility, while lower scores suggest greater inflexibility.

<b>Reverse Scoring Metric:</b>	<b>0 = 4</b>	<b>1 = 3</b>	<b>2 = 2</b>	<b>3 = 1</b>	<b>4 = 0</b>
	<i>[CHILD'S SELECTION] = [SCORE RECORDED]</i>				

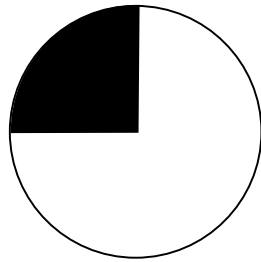
PRESENT MOMENT		SELF-AS-CONTEXT		CORE PROCESS SUBTOTALS:	
1		4		PRESENT MOMENT	
5		10		ACCEPTANCE	
11		21		DEFUSION	
18		22		SELF-AS-CONTEXT	
ACCEPTANCE		VALUES		VALUES	
8		3		COMMITTED ACTION	
9		7		PSYCHOLOGICAL FLEXIBILITY TOTAL SCORE:	
14		15			
19		23			
DEFUSION		COMMITTED ACTION			
2		6			
12		16		<b>NOTES:</b>	
13		17			
20		24			

## CPFQ VISUAL SCALE

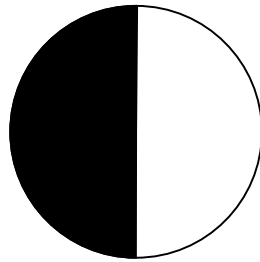
When reading the questions aloud to the child, present the visual scale to aid his/her responding.



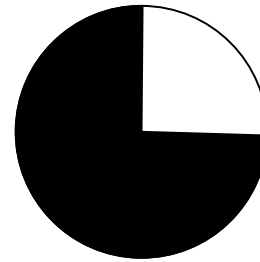
**0: NEVER**



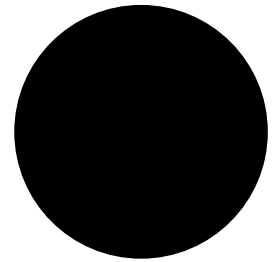
**1: A LITTLE BIT**



**2: SOMETIMES**



**3: A LOT**



**4: ALL THE TIME**