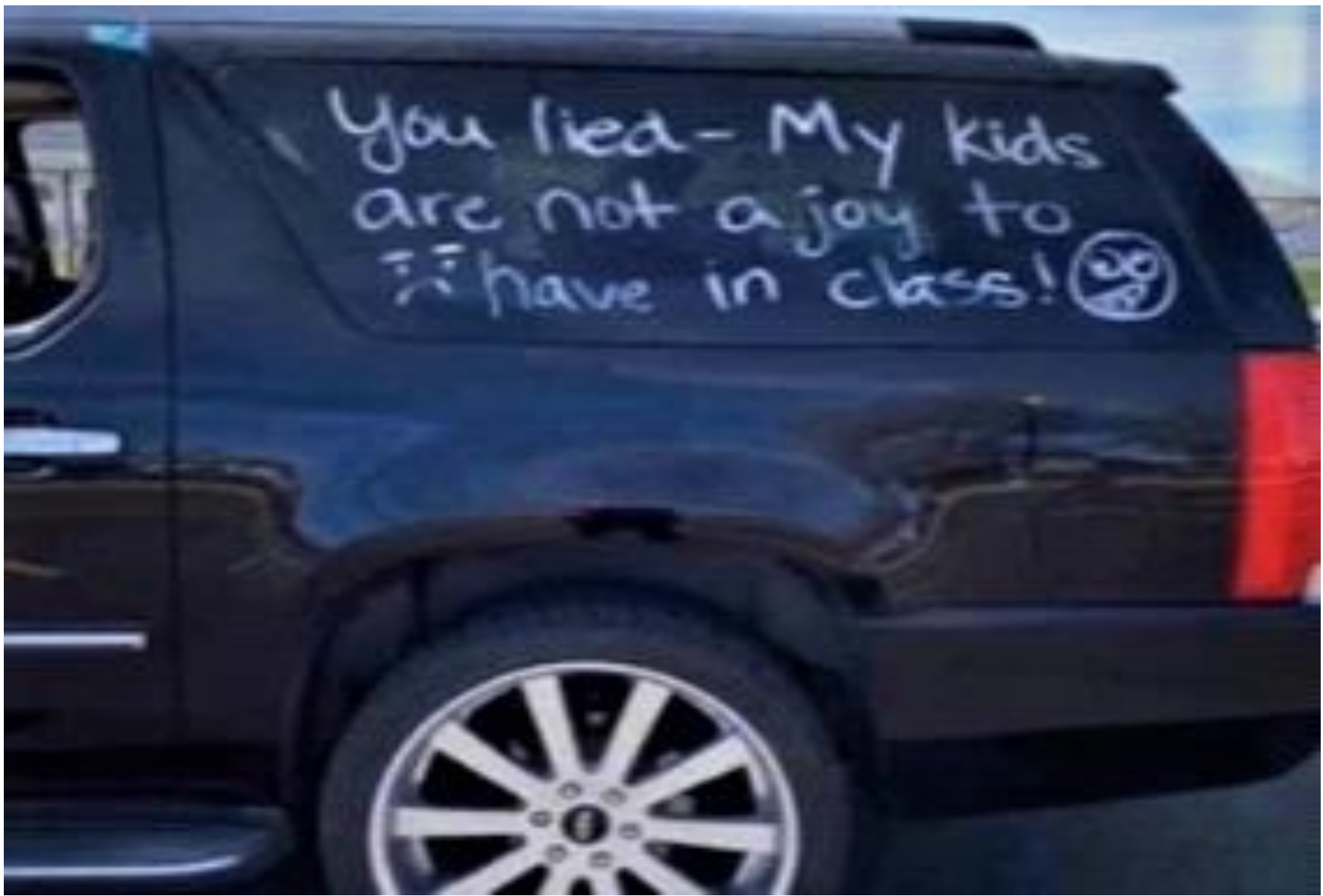


The Importance of Executive function:

Helping Them Show What They Know

DR STEVEN GUY AND DR WILLIAM BENNINGER



Between Teacher and Child

by Dr. Haim G. Ginott

**I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power to make a child's life
miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether a crisis will be
escalated or de-escalated,
and a child humanized or de-humanized.**

Executive Function Deficit Problems with Self-Regulation

Behavior

Emotion

Attention/Working Memory

Motivation

Motor/Verbal/Cognitive Hyperactivity

Time **E**

Understanding self/environment

Planning/Organizing thoughts/materials

Three Factor Model of Executive Function

Cognitive Regulation

Initiate, Working Memory
Plan, Organize, Monitor

Behavior Regulation

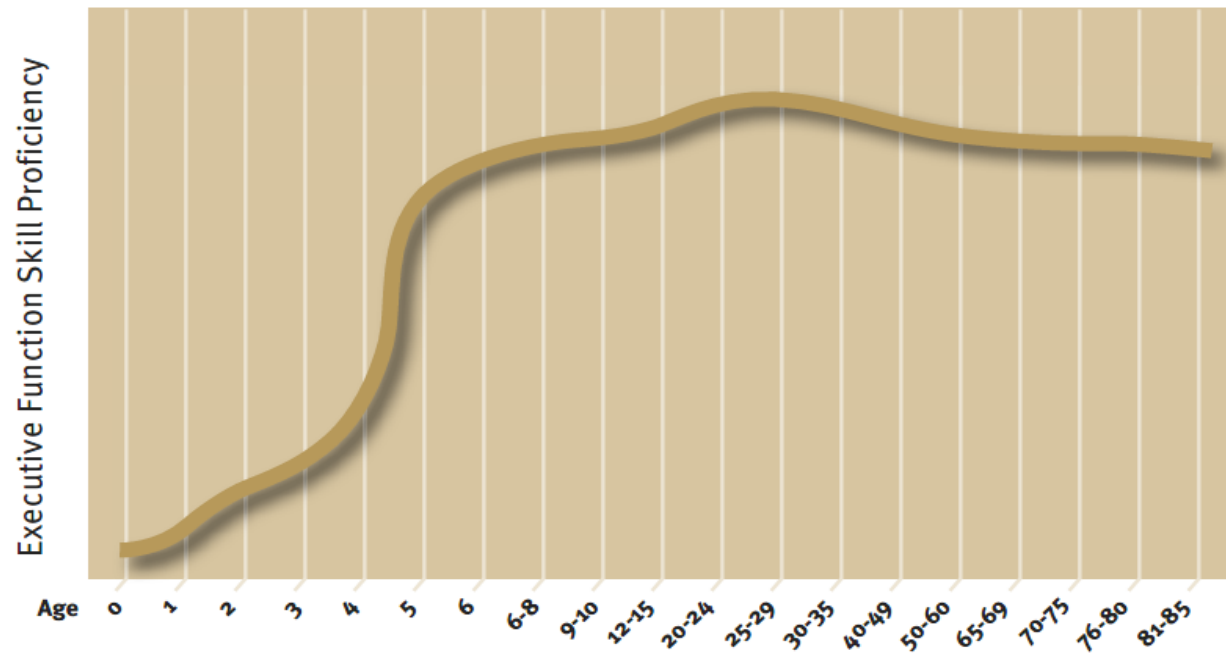
Inhibit
Self-Monitor

Emotion Regulation

Shift Set
Emotional Control

Development of Executive Functions

Executive Function Skills Build Throughout Childhood and Adolescence



A range of tests measuring different forms of executive function skills indicates that they begin to develop shortly after birth, with ages 3 to 5 providing a window of opportunity for dramatic growth in these skills. Growth continues throughout adolescence and early adulthood; proficiency begins to decline in later life.

Source: Weintraub et al. (In Press).⁹⁹

What Do We Do to Help Improve Executive Function Deficits?

(THIS IS THE PART ABOUT NOT PULLING YOUR
HAIR OUT)



BROAD BASED INFLUENCERS

Influential Setting Factors

Reverse engineering the EF system

Replenishing the EF/SR Resource Pool

Influential Setting Factors

Fun

Boring

Immediate

Delayed Consequences

Frequent

Infrequent Feedback

High

Low Salience of Consequences

Early

Late in the Day

Supervised

Unsupervised

One-to-one

Group Situations

Novelty

Familiarity (Interesting/Boring)

How can we compensate for EF deficits? By reverse engineering the EF system

Externalize important information at key points of performance

Externalize time and time periods related to tasks and important deadlines

Break up lengthy tasks or ones spanning long periods of time into many small steps

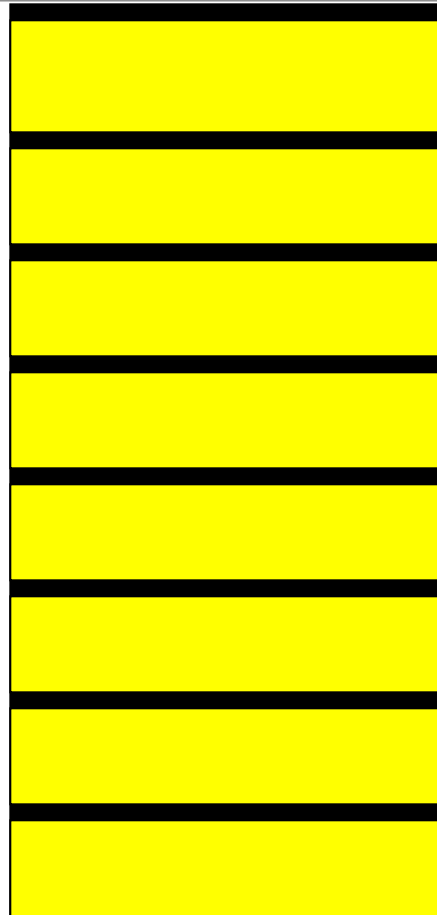
Externalize sources of motivation

Externalize mental problem-solving

Replenish the SR Resource Pool (Willpower)

Replenishing the EF/SR Resource Pool

S-R Fuel Tank
(Willpower)



Greater Rewards
and Positive
Emotions

Statements of Self-
Efficacy and
Encouragement

10 minute breaks
between EF/SR
tasks

3+ minutes of
relaxation or
meditation

Visualizing and talking
about future rewards
before and during SR
demanding tasks

Routine physical
exercise; Also
Glucose ingestion

Regular limited practice using EF/SR and the Willpower Pool can increase later pool capacity. However, the capacity may eventually diminish once practice is terminated.

Interventions: Who

If 2 parents, divide and conquer

If single parent, reach out to friends, family, teachers (community homeschool model)

**When its not going well, ask school for direct help (ZOOM ZOOM
😊)**

Interventions: What (before)

Know your child and determine what things should happen before they sit down to work.

Sleep

Nutrition

Exercise

Interventions: What (materials)

Help them to have all needed materials before beginning to work

Noise cancelling head phones? Musical head phones

Technology to increase efficiency/reduce resistance

Interventions: Where

Location! Location! Location!

Where is the dog, cat, gerbil? Limit distractions

Decide optimal location for needed support but also opportunities for independence (within view but not too far)

Interventions: When

Scheduling is important. Develop a daily routine that is non-negotiable. Most kids who have had a good night's rest work best during morning hours

What time of day does your child work best?

How long? Lots of movement breaks peppered in. 20-30 minutes then break

Externalize time (set a timer they can see so the task does not feel endless)

Interventions: How

Task list

Hardest (least enjoyable) things first when energy, attention and motivation are highest

Build in rewards (for them and yourselves because this stinks for everyone!)

Take time for yourselves as individuals: parents have needs too! 😊

Interventions: Why

This is a crucial time, especially for kids with developmental needs (summer slippage may already be occurring).

It is critical they maintain their level of instruction and make some gains if they can.

Cognitive Regulation

Cognitive Regulation

Initiate, Working Memory , Plan, Organize,
Monitor

Cognitive Regulation Suggestions:

- Intersperse low with high appeal activities
- Be more animated and theatrical
- Touch when praising, reprimanding, or instructing

Schedule the most difficult subjects in AM

- Use direct instruction, programmed learning, or highly structured materials
- Have child choose initial work goal

More Cognitive Regulation Suggestions:

Allow some restlessness at work area

- **Give frequent exercise breaks**
- **Get color-coded binders & organizing systems for classwork/homework**
- **Use participatory teaching methods**
Child actively involved in teaching the lesson
- **Practice skills drills on computers**

More Cognitive Regulation Suggestions

Increasing Incentives

- *Increase praise, approval, appreciation - Be a 1-Minute Manager*
- *Use a token or point system to organize consequences*
- *Allow access to rewards often each day*
- *Keep reward/punishment ratio 2:1*
- *Consider a daily behavior report card*
- *Externalizing Rules and Time*

Initiating:

Increase structure of tasks

Establish and rely on routines

Determine minimal level of cue to help start and reduce cue over time

Break tasks into small, manageable steps

Place child with partner or group for modeling and cueing from peers

Reframe "lack of motivation" as initiation deficit for child, parent, teachers

Behavior Regulation

BEHAVIORAL REGULATION

Inhibit

Self-Monitor

Self-Monitoring:

Anticipate performance- ask child to state how he/she will do on a task, then compare gently with actual performance

Videotape child's behavior and review with child in supportive manner

Increase attention to behavior- ask child to verbalize steps as he/she is doing them

Goal-Plan-Do-Review

GOAL

What do I want to accomplish?

PLAN

How am I going to accomplish my goal?

MATERIALS/ EQUIPMENT	STEPS/ASSIGNMENTS
1.	1.
2.	2.

PREDICTION: HOW WELL WILL I DO?

Self rating	1	2	3	4	5	6	7	8	9	10
Other Rating	1	2	3	4	5	6	7	8	9	10

How much will I get done?

DO

PROBLEMS	SOLUTIONS
1.	1.
2.	2.
3.	3.

REVIEW: HOW DID I DO?

Self rating	1	2	3	4	5	6	7	8	9	10
Other rating	1	2	3	4	5	6	7	8	9	10

WHAT WORKED?	WHAT DIDN'T WORK
1.	1.
2.	2.

WHAT WILL I TRY NEXT TIME?

Emotional Regulation

Emotional
Regulation

Shift

Emotional Control

Shifting:

- ❖ Increase routine to the day
- ❖ Make schedule clear and public
- ❖ Forewarn of any changes in schedule
- ❖ Give 2 minute warnings of time to change
- ❖ Make changes from one task to the next, or one topic to the next, clear and explicit
- ❖ Shifting may be a problem of inhibiting, so apply strategies for inhibition problems

Emotion Regulation

Defining ODD – DSM-V

Angry/Irritable Mood

1. Often loses temper
2. Is often touchy or easily annoyed
3. Is often angry and resentful

Argumentative/Defiant Behavior

4. Often argues with authority figures or adults
5. Often actively defies or refuses to comply with authority figures or with rules
6. Often deliberately annoys others
7. Often blames others for his or her mistakes or misbehavior

Vindictiveness

8. Has been spiteful or vindictive at least twice in the past 6 months

Transforming the Difficult Child

The Nurtured Heart Approach

Key Concepts

- ✓ We are inadvertently REWARDING defiant children for their misbehavior – You are your child's favorite toy!
- ✓ How?? Oppositional children are intense and they LIKE intensity
- ✓ This means...intensity is a REWARD
- ✓ What is the EASIEST way for them to get your intensity??

***ADHD/ODD kids get more correction and criticism than other kids and therefore often develop a very poor opinion of themselves.**

NHA – A Broad Overview

1. Intensity is not the enemy

2. Accidentally rewarding negativity
3. Replacing a negative portfolio with a positive one
4. Creating inner wealth via first-hand experiences
5. Accusing your child of success
6. Consequences and limit setting
7. The Credit System

ADDRESSING ALL THREE FACTORS

The Value of the Concept of Delayed Executive Age in ADHD

ADHD appears to delay EF development by 25-40%, or an average of 30%

Use this estimate to understand a child's executive age or EA (chronological age minus 30%)

Adjust expectations to match this EA

Determine new responsibilities and freedoms based on their EA not their CA

Provide accommodations or scaffolding to support the child at this EA

20 Best Ideas for ADHD Management

from Russell Barkley, Ph.D.

Parents are Shepherds, Not Engineers

- You don't get to redesign your child – accept/love what you have

Reduce Delays, Externalize Time

- Use timing devices for showing work periods

Externalize Important Information

- Make it physical using notes, cues, signs, lists, etc.

Externalize Motivation (Think win/win)

- Offer incentives to encourage compliance

Externalize Problem-Solving –

- make it physical and manual – put the pieces in their hands

Use Immediate Feedback

More of the 20 Best Ideas

- **Increase Frequency of Consequences**
- **Increase Accountability to Others**
- **Use More Salient & Artificial Rewards**
- **Change the Rewards Often**
- **Touch More, Talk Less**
- **Act, Don't Yack**
- **Keep Your Sense of Humor**
- **Use Rewards First to Improve Behavior Before Punishment to Eliminate its Unwanted Opposite**
- **Anticipate Problems - Make A Plan**

More of the 20 Best Ideas

- **Keep A Sense of Priorities**
- **Maintain a Disability Perspective**
- **Become a “Scientific” Parent**
Read widely, make yourself an expert, experiment
but don’t fear failure
- **Become a “Principle-Centered” Parent**
Follow Stephen Covey’s 7 Habits of Highly
Effective Families
- **Practice Forgiveness (of your Child, Self, Others)**

PARENTS

Taking Charge of ADHD: The Complete Authorative Guide for Parents, Russell A Barkley, PhD.

The Impulsive Disorganized Child: Solutions for Parenting Kids with Executive Function Difficulties, James W. Forgan, Ph.D.

Transforming the Difficult Child Workbook: An Interactive Guide to The Nurtured Heart Approach, Howard Glasser. (For parents of children with Oppositional Defiant Disorder)

ADHD-Hyperactivity : A Consumer's Guide, Michael Gordon, PhD.

When You Worry About The Child You Love, Edward Hallowell., M.D

Power Parenting for Children With ADD/ADHD : A Practical Parent's Guide for managing Difficult Behaviors, Grad L. Flick, PhD, Harvey C. Parker.

ADHD & Teens, Colleen Alexander-Roberts

Parents (con't)

All About Attention Deficit Disorder, Thomas W. Phelan, Ph.D.

Putting Yourself in Their Shoes: Understanding Where Your ADHD Teen Is Coming From, Harvey C. Parker Ph.D.

Pants With Pockets And Other Tips On Managing An ADHD/ADHD Child, Candi Matos.

Medications for Attention Disorders (ADHD/ADHD) and Related Medical Problems: For Parents, Edna D. Copeland, Stephen C. Copps

Parents – con't

Smart but Scattered by Peg Dawson & Richard Guare

The Study Skills Handbook *by Judith Dodge*

Overcoming Underachieving *by Nancy Mather and Sam Goldstein*

**Why Bright Kids Get Poor Grades and What You can Do About It
*by Sylvia Rimm***