ADHD VS. EF

- Attention Deficit/Hyperactivity Disorder: a neurodevelopmental or brain-based disorder related to the self-regulation of behavior. ADHD is characterized by hyperactivity, inattention, distractibility, and impulsivity that affects the cognitive, academic, behavioral, social and developmental functioning of children, adolescents, and adults. (Reynolds, Vannest, and Harrison; 2012)

ADHD VS. EXECUTIVE FUNCTIONS

- Executive Functions: a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. (Cooper-Khan & Dietzel; 2008)
**EXECUTIVE FUNCTIONS**

Executive Skills Involving Thinking
- Working Memory
- Planning/prioritizing
- Organization
- Time Management
- Meta-cognition

Executive Skills Involving Behavior
- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Goal-directed Persistence
- Flexibility/Shift

Dawson and Guare, 2009

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**INTERVENTION PHILOSOPHY**

1. Build Self-Awareness
   - Teach/Develop skills for improving self-monitoring and metacognition
   - Recognize Situations, Thoughts, Feelings, Environmental Cues, etc. that promote/hinder progress
   - Develop a process for analysis and self-checking to constantly assess progress with changes

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**INTERVENTION PHILOSOPHY**

2. Success over independence
   - Prime the situation for success rather than pushing for independence
   - Assess the abilities of your child – meet them where they are, not where you think they should be
   - Skills deficit vs. performance deficit
   - Provide enough support to for success and then gradually fade over time
   - Re-teach skills as often as necessary and don’t assume that previous success indicates mastery
   - Perfect Practice makes Perfect
INTERVENTION PHILOSOPHY

3. Rely upon structure over trying to remember:
   - “The developmental progression is from external to internal” (Dawson & Guare, 2010)
   - Create an environment that is primed for success and quick to reinforce proper use skills
   - Set up regular cues/reminders to promote continuation of changes

INDIVIDUAL THERAPY INTERVENTIONS

- Children and Adolescents:
  - Executive Function Training
  - Parenting Skills/Communication Skills
  - Study Skills
  - Self-Awareness Building
  - Consistent Structure at home/school

- Adults:
  - Executive Function Training
  - Personal Life Skills
  - Mindfulness/Self-Awareness Building
  - Consistent Structure at home/work

GROUP BASED INTERVENTIONS

- Middle School/High School/College Study Skills Group
  - Address issues with organization and time management, goal setting, develop a “Personal Study Profile”, note taking, preparing for exams, paper/project completion and barriers to school success

- Adult Skills Group
  - Address life skills issues including using a calendar/notebook system, prioritizing, email sorting systems, managing work environment, dealing with daily and dealing with procrastination, money management, mindfulness/self-awareness building
STUDY SKILLS
GROUP MODEL

MOTIVATIONAL INTERVIEWING

General Principles
1. Express empathy
2. Develop discrepancy
3. Avoid argumentation
4. Roll with resistance
5. Support self-efficacy

Strategies
1. Ask open-ended questions
2. Listen reflectively
3. Affirm
4. Summarize
5. Elicit self-motivational statements

MOTIVATIONAL INTERVIEWING
Specific MI Tools
1. Pros and Cons for behavior change
2. Assessing confidence and importance of change
3. Looking back
4. Looking forward
5. Exploring goals

Handling Resistance
1. Simple reflection: simple acknowledgment of the client's disagreement, emotion, or perception
2. Doubledided reflection: acknowledge what the client has said and add in the relationship of the client's expression
3. Clarification: verify your understanding matches the client's perspective
4. Shifting focus: shift the client's attention away from what seems to be a stumbling block
5. Emphasizing personal assurance: the person who is in the end it is the client who chooses and controls outcomes, what happens
MOTIVATION INTERVIEWING IN ADOLESCENTS

What is not reflective listening?
1. Ordering, directing, or commanding
2. Warning or threatening
3. Persuading with logic, arguing or lecturing
4. Moralizing, preaching
5. Disagreeing, judging, criticizing or blaming
6. Agreeing, approving, or praising
7. Interpreting or analyzing
8. Reassuring, sympathizing or consoling
9. Withdrawing, dismissing, humoring or changing the subject
10. The adolescent OUGHT to change
11. The adolescent WANTS to change
12. If he or she does not want to change, then the process has been a failure
13. The adolescent either is motivated to change or they're not
14. Now is the right time to consider change
15. A tough approach is always best
16. The therapist or parent is the expert
17. A negotiation approach is always best

Assumptions to Avoid
1. The adolescent OUGHT to change
2. The adolescent WANTS to change
3. If he or she does not want to change, then the process has been a failure
4. The adolescent either is motivated to change or they're not
5. Now is the right time to consider change
6. A tough approach is always best
7. The therapist or parent is the expert
8. A negotiation approach is always best

PROGRAM OVERVIEW

Phase 1
- Introduction
- Goal Setting

Phase 2
- Study Skills

Phase 3
- Follow-up

GOAL SETTING

- Step 1: Invite Adolescent to share any goals he/she may have
- Step 2: Explore adolescents' approaches for reaching these goals
- Step 3: Macro perspective on goals and their inter-connectedness
### SCHEDULE BUILDING

#### Macro Level
- Seeing how goals are related to one another in time and intensity

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#### Microlevel
- Identify Wake Up Time
- Identify Sleep Time
- Block out time spent in school
- Block out time spent at extra-curriculars
- Identify key blocks of time for studying
- Schedule in leisure time

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### PROCRASTINATION
- Disorganized/Relaxed/Dreamer
- Fear/Anxiety/Worrier/Overwhelmed
- Perfectionism
- Crisis maker/problem promoter
- Over-giver
- Under developed decision making skills/Defer to others
- Annoyed
PROCRASTINATION

STUDY ENVIRONMENT-CONDITION ANALYSIS

Where I study best
- At home
- At the library
- Other

What furniture
- At a desk
- On a couch
- On the floor

Study needs
- Coffee
- Water
- Food/snack

I study best
- Well in advance
- Under pressure
- Either

When I study best
- Morning
- Afternoon
- Evening

I study best
- Before a meal
- After a meal
- No difference

I need to take breaks
- Every 30 minutes
- Every hour
- Every ___ hour

NOTE TAKING

- Explore Adolescent's Approach
- 3 Phases
  - Pre-reading
  - In class
  - After class
- The Cornell Note-taking system
- Development of personalized short-hand style
EXAM PREPARATION: STUDY TECHNIQUES

- Study Guide
- Practice Test
- Mapping
- Timelines
- Flashcards
- Single Note Card
- Mnemonic devices
- Practice Sessions
- Teach Back Method
- Summary Writing
- Color-coding

PAPER PROJECT COMPLETION

- Know the assignment
- Breaking down the assignment
- Establishing goals
- Putting it all together
- Long Term Project Worksheet

GENERAL HEALTH

Diet
- Healthier/Less Healthy Version
  - Chicken
  - Ham/Dinner
  - Fish
  - Salads
  - Fruits
  - Pizzas
  - Casseroles
  - Pasta
  - Meals
  - Mexican
  - Italian/Pastas

Exercise
- Creative ways to incorporate exercise into daily routine as high school and college student
GENERAL HEALTH

Stress
- Overview of States of Stress Response
- Eustress vs. Distress
  - Cognitive Framing
- "How does stress affect me?"

Depression & Anxiety
- Overall of symptoms to look out for

ADULT SKILLS

GROUP MODEL

KEY PRINCIPLES

- 1. Build Self-awareness – understanding personal tendencies and areas where change can be most impactful
- 2. Developing a strategy for intervention and self-assessment – setting a plan for intervention, executing the plan and reflecting on the results
- 3. Establishing new habits – making the changes automatic
ORGANIZATION/PLANNING

- Calendar System:
  - One calendar that coordinates all appointments and replaces all other calendars (can be 2 if one for home and one for work)
  - Can be digital or paper but should be accessible from anywhere and easy to use
- Notebook System:
  - One place to keep all notes, task lists, phone messages, etc.
  - Replaces all small pieces of paper

HOME/OFFICE ORGANIZATION

- General principles:
  1. Everything has a place
  2. Assign a rule to govern the things you have – how long something is held onto, how it is disposed of, etc.
  3. "Touch it once" – if it is in your hand, put it where it needs to go, don’t just set it somewhere
  4. Schedule times to keep up with your organization – make it a priority and keep to your rules

MONEY MANAGEMENT

- Step 1 – Identify your financial problem areas
- Step 2 – Establish short, mid, and long term goals
- Step 3 – Become aware of where money is going
- Step 4 – Make things automatic
- Step 5 – Make money management a priority and a habit
TIME MANAGEMENT

- Procrastination:
  - Identify your “reality gap”
  - Identify the thoughts that you use to support procrastination
  - State your own personal goals
  - Set up new routines that will support getting work done now
  - Reward yourself for success

TIME MANAGEMENT CONT.

- Distractibility Delay:
  - The process of delaying gratification for thoughts/impulses for a designated period of time
  - Try to set a goal (period of time, amount of work, etc.) to complete before giving into distractions
- Work environment analysis:
  - Identify things in the environment that typically result in distraction
  - Explore modifications that can be made to the environment to reduce the impact of that distractor on work completion

GOAL SETTING/PROJECT COMPLETION

- Goal setting:
  - Using the S.M.A.R.T. goals process for setting to do list
  - Requires analysis of the task and understanding of the stated outcome
  - Effort should be considered a part of success
- Project completion:
  - Implementing Goal setting techniques into a formal, longer term process for task completion
  - Steps include writing down all steps, analyzing the realistic amount of time needed for completion, setting priorities, scheduling work time, implementing the plan and assessing success daily
HEALTHY LIVING

- Sleep: getting regular, quality sleep on a nightly basis
- Diet: eating well on a daily basis and avoiding extremes in consumption
- Exercise: 2.5 hours of moderate exercise per week
- Stress: allowing for relaxation to be a part of your routine
- Mood/Anxiety: being aware of things that are negatively impacting your emotional state and getting support if needed

ADAPTIVE THINKING

- CBT model:
  - using thought charting to understand the connection between thoughts, feelings and actions
- Mindfulness:
  - enhancing self-awareness by practicing mindfulness meditation

QUESTIONS?
THANK YOU FOR YOUR ATTENTION

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