

How to Become an Executive Function Detective

*Solving ADHD Problems at School
and Home*

meet today's expert speakers:

Maureen Bechard, M.S. and Karen Huberty, M.Ed.



[Maureen Bechard, M.S.](#) is a licensed professional school counselor who has loved working with middle school student for more than 30 years. She has promoted a greater understanding of how [ADHD](#) affects the lives of adolescents during their middle school years. In her efforts to educate students, parents, teachers and administrators about executive function deficits, she has found that the strategies that are good for ADHD work for all students. Maureen believes that middle schoolers with ADHD can inspire the world to be a brighter, more positive place.

[Karen Huberty, M.Ed.](#) has a passion for teaching students with ADHD for the last 19 years. Karen has presented on executive functions within her district, at the Minnesota Education Academy, and at the 2018 ADHD International Conference. Karen has received 13 grants from the [Education Minnesota Foundation](#) for Excellence in Teaching and Learning. These grants have allowed her to create and implement best practice strategies for students with ADHD in the classroom. By shifting our mindset about executive function needs, she believes we can educate students, staff and families to create an environment in which all will succeed.

the sponsor of this week's webinar is...



Play Attention: Enhance brain health and performance. Play Attention utilizes NASA inspired technology to strengthen Executive Function and Self-Regulation. We will customize your plan and help you thrive at home, school, and work. **Includes a Lifetime Membership.** Learn how you can improve executive function and make ADHD your Superpower! [Click here](https://www.playattention.com) for a FREE consultation or call 800-788-6786. www.playattention.com

Mention AdditudeMag0320 and receive 10% off your home or professional program + one FREE ADHD Assessment

ADDitude thanks our sponsors for supporting our webinars. Sponsorship has no influence on speaker selection or webinar content.

Over 50 Years of Educational Experience

- *Minnesota Education Academy Presenters 2018, 2019*
- *13 time Education Minnesota Grant Recipient*
- *2018 International ADHD Conference Presenters*
- *Minnesota Summer Institute Presenters*
- *ISD 196 Union Class Offerings*
- *St. Mary's, Winona, MN Adjunct Instructors*
- *Hamline University, St. Paul, MN Adjunct Instructors*
- *ADDitude Magazine Webinar Presenters*
- *Health Central Magazine Contributors*
- *ADHD & Executive Functioning Consultants*

The Transition Years

As students move into middle school, the academic and social demands increase exponentially. Peer relationships become more complex and puberty brings emotional and physical surges of daily change. Academically, they are expected to do more than they have ever done before, all while you, as a parent, are being set aside as their need for independence takes on a whole new meaning.

Your child's need for independence and your hope to prepare them for the future can lead to some very challenging times. Sometimes, the issues seem to be things that should be easily solved, but the conflicts becomes bigger and more difficult to solve.

Where Do We Start?

Understanding Executive Functions

- Definition
- The Components:
Behavior & Cognitive



Definition of Executive Functions

The cognitive management system of the human brain. These functions continually work together, usually rapidly and unconsciously to help each individual manage the many tasks of daily life, school and relationships.

Everyone has occasional impairments but individuals with ADHD experience much more difficulty in development and use of these functions than others of the same age and developmental stage. But even those that have severe ADHD usually have some executive functions that work very well.

Thomas E. Brown 2013

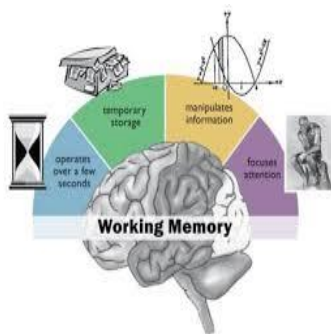
Executive Functions Work Together in Various Combinations

Attention	Focus	Effort	Emotion	Memory	Action
Organizing, prioritizing, and activating to work	Focusing, sustaining, and shifting attention to task	Regulating alertness, sustaining effort, and processing speed	Managing frustration and modulating emotions	Utilizing working memory and accessing recall	Monitoring and self-regulating action

Thomas E. Brown, 2001

Executive Functions are also described as:

Working Memory



Flexible Thinking



Inhibitory Control



Executive Skills Involving Doing: Behavior

- **Emotion Control-** ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, or frustrated
- **Response Inhibition/Behavior Control-** ability to think before you act
- **Attention-** ability to stay focused on a task that is not interesting to you, especially with distraction
- **Initiative-** ability to start projects or tasks without having someone tell you to
- **Persistence-** ability to stick with a boring task from start to finish
- **Flexibility-** ability to make changes in your behavior or schedule

*Adapted from:
The Executive Functioning
Workbook for Teens: help
for unprepared, late &
scattered teens. Sharon A.
Hansen*

Executive Skills Involving Thinking: Cognition

- **Working Memory-** ability to keep certain information in mind in order to complete a task
- **Organizational Skill-** ability to establish and maintain order
- **Time Management-** accurately estimate how long a task will take and to make efficient use of time
- **Self-Understanding (Metacognition)-**ability to assess how well you understand yourself
- **Planning/Prioritizing-** ability to create a roadmap to reach a goal or complete a task

□ Adapted from:
□ *The Executive Functioning Workbook for Teens: help for unprepared, late & scattered teens. Sharon A. Hansen*

**Where
do these
deficits
show
up?**



School

- Missing/Incomplete Work
- Forgetting to bring materials home
- Unorganized desk, binders, locker
- School Anxiety

**Where do
these
deficits
show up?**

Social Interactions

- Friendship Concerns
- Social Media
- Peer Pressure
- Relational Aggression



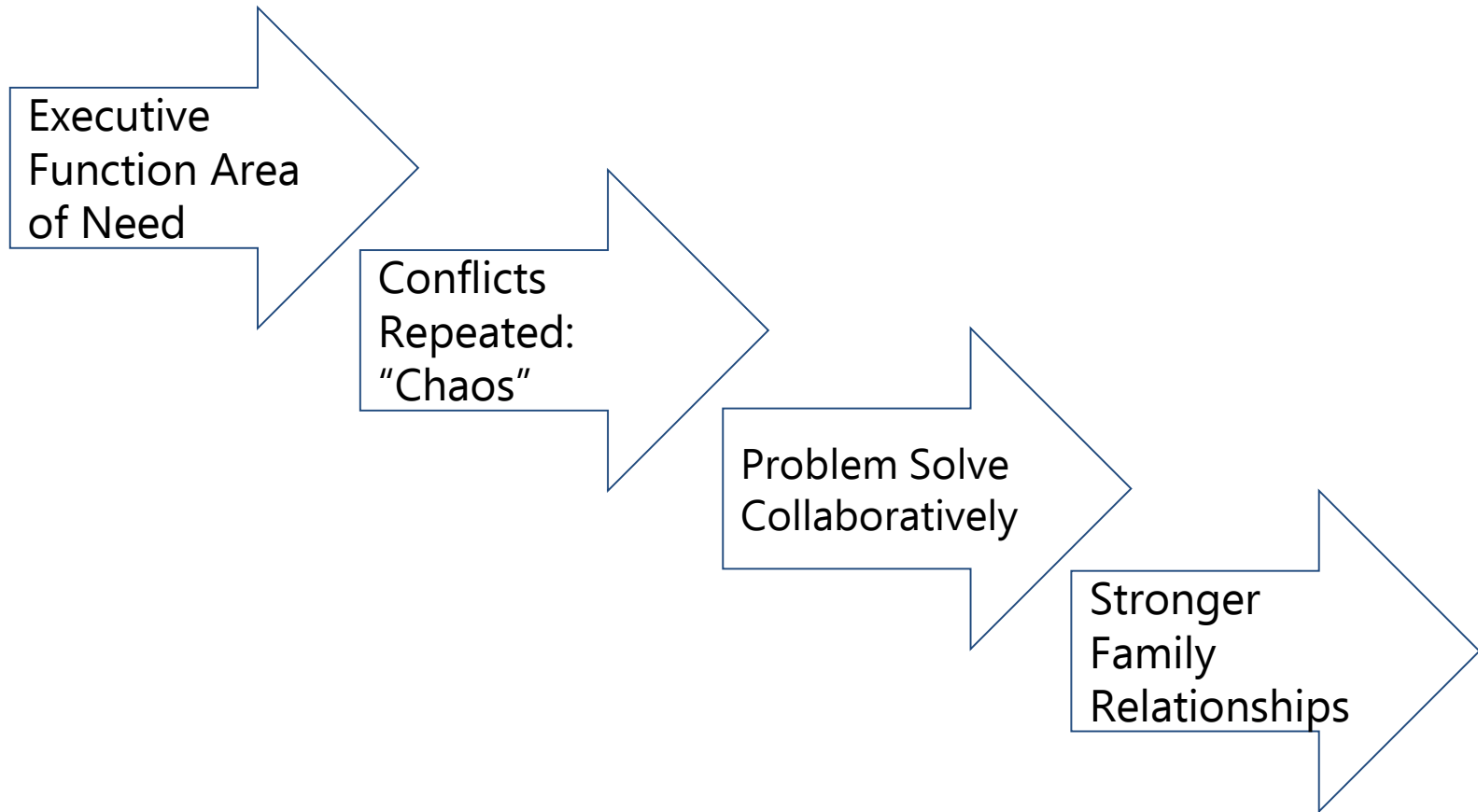
**Where
do these
deficits
show
up?**



Home

- Sibling Conflicts
- Homework
- Meal Time
- Household Responsibilities
(chores)
- Family Respect

Ever-Increasing Expectations



**Executive
Functions
Can
Impact
Your
Child's
Success**

Parents' Role During Problem Solving:

- Remain Calm
- Remove Yourself Emotionally
- Take an Honest Look at the Situation

Parent's Role

Advocate

Parents can be advocates for their children by staying calm and problem solving the challenge-unmet expectation

Honest

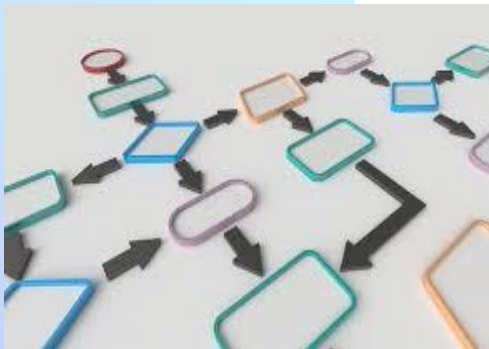
Take an honest look at the situation-an honest look may mean shedding what you think you know or want to believe about your child.

Let Go of Preconceived Thoughts

Let go of your first gut reaction for a solution. Take a step back to look at the entire picture before offering solutions.

The Process

Uncovering the Mystery



Task 1

Identify the persistent unsolved mystery (challenge)

Task 2

Gather evidence from the child
(What, When, Where, Why)

Task 3

Interview witnesses
(teachers and family members)

Task 4

Create a plan for success by working collaboratively with your child

Task 5 (If Needed)

Bring in experts
(Teachers, Medical Doctors, Therapists)

Task

1:

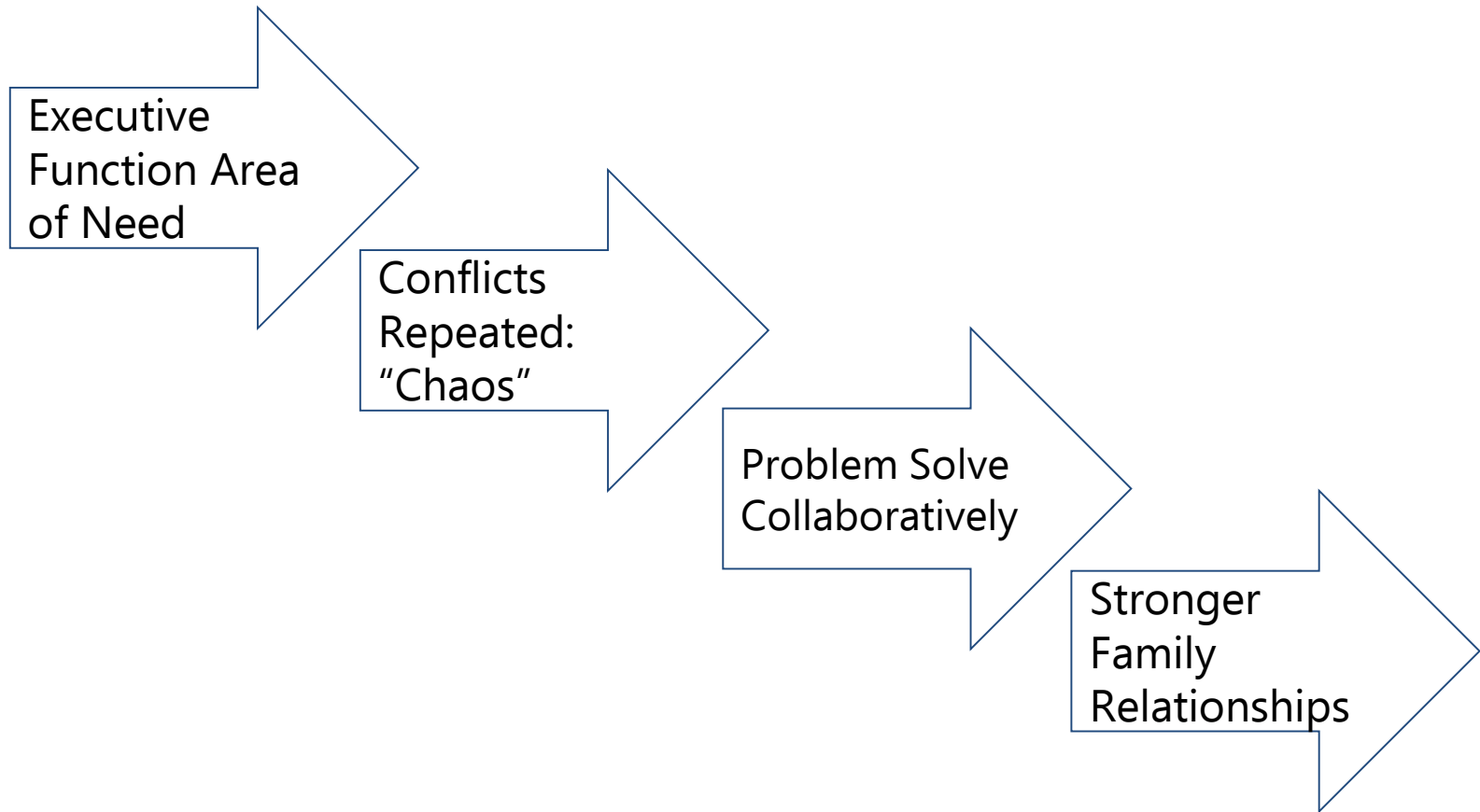
Identify the
persistent
unsolved
mystery
(challenge)

Unsolved Mystery

- Identify challenges (parent/child)
- Determine most pressing issue
- Both agree to work on this “one” challenge
- Listen to their perspective and perception without judgement



Ever-Increasing Expectations



Task 2: Gather Evidence From Your Child



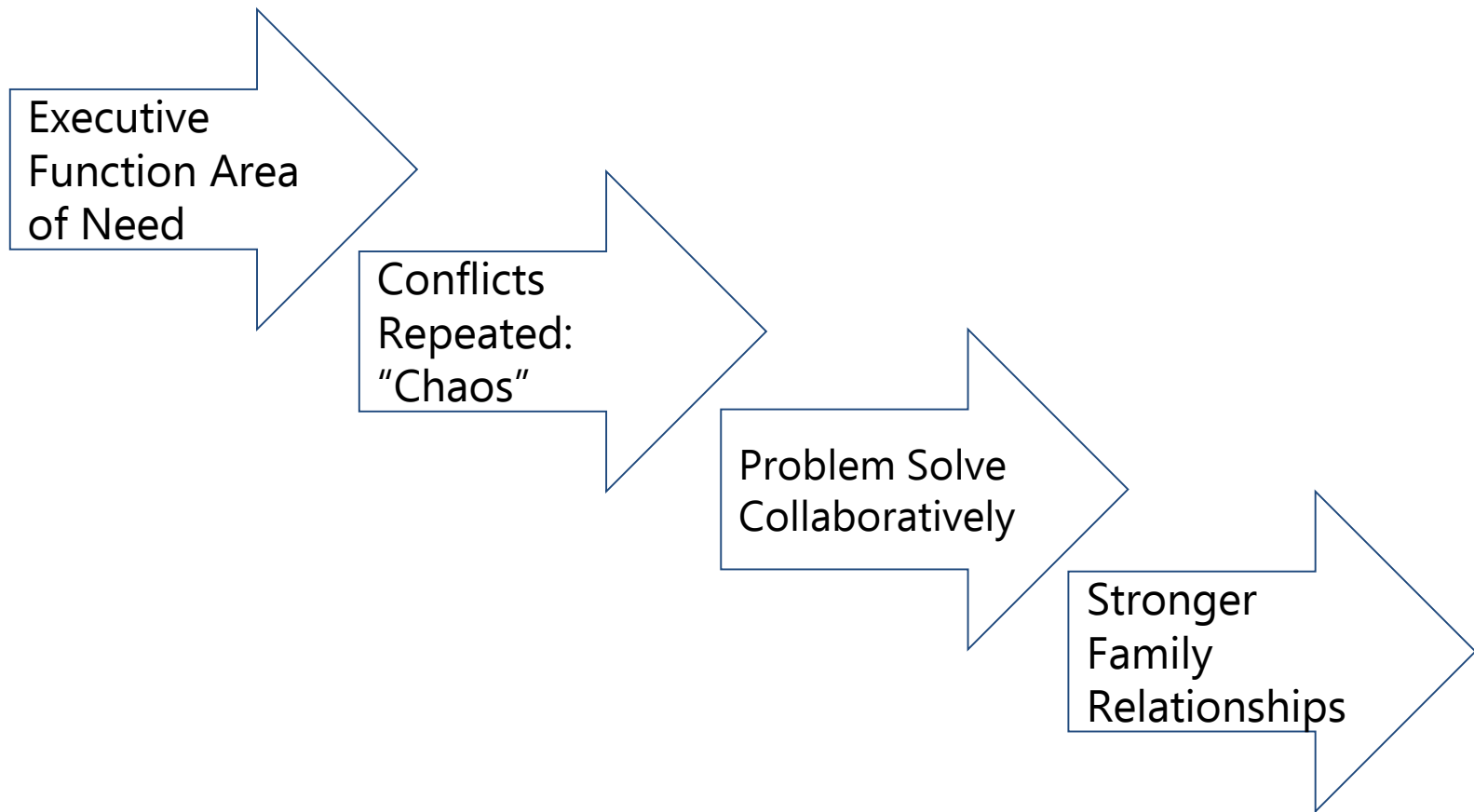
What: What is your child's perspective, or point-of-view on this unsolved mystery?

Where: Where is the challenge occurring? Is it across multiple areas?

When: Is this a new problem, or has it been persistent?

Why: Why do they think this is a challenge?

Ever-Increasing Expectations



Task 3: Interview Witnesses

Teachers

If this is also happening at school, what noticings does your child's teacher have?

Other Family Members

Is there a sibling, other relative that can shed light on the challenge?

Coaches/Advisors, etc.

Sometimes people outside of our families also have insight to the challenge our child is working through.



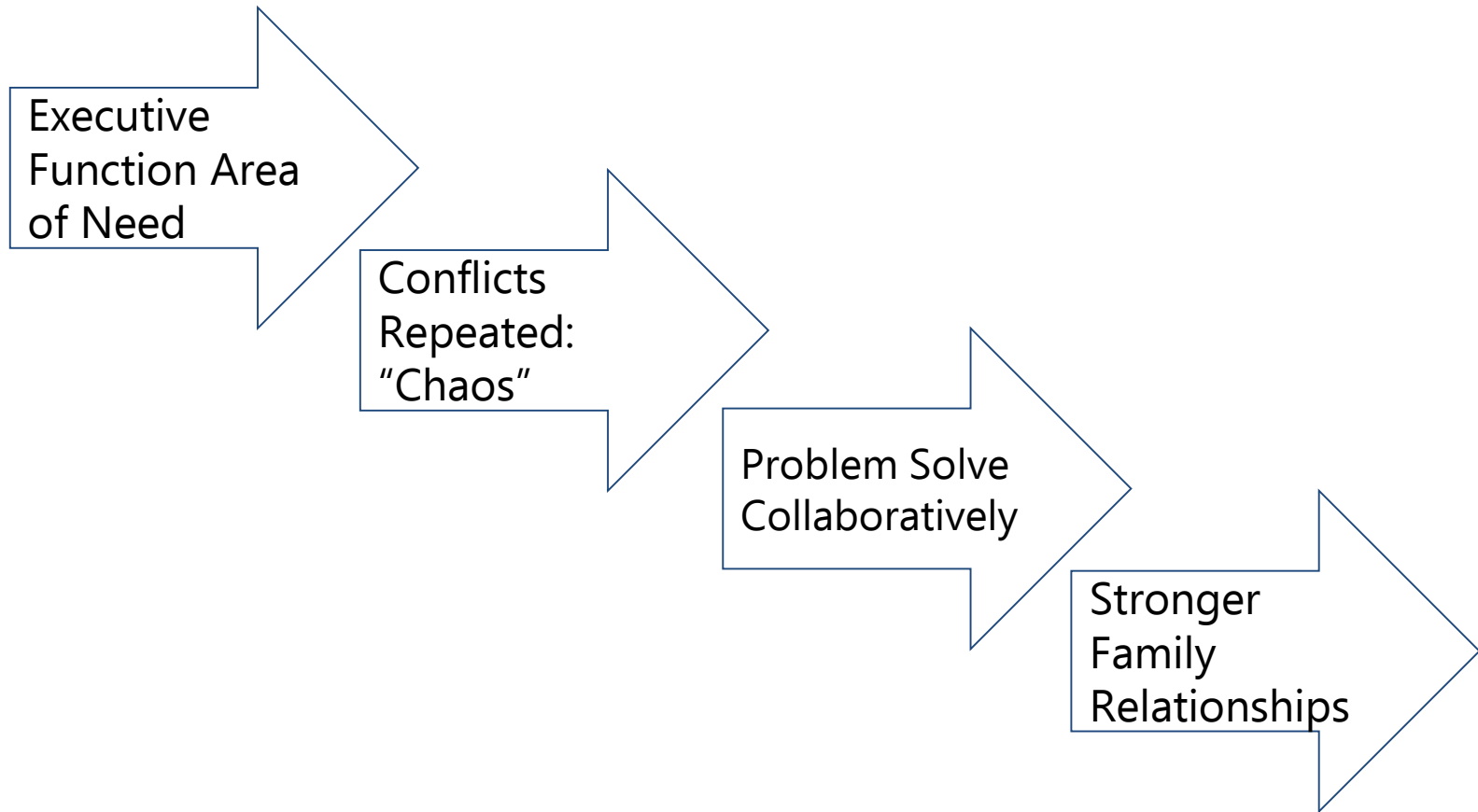
Sponsored by:



adhd expert webinars
ADDitudemag.com/webinar

Copyright © 2020 by ADDitude

Ever-Increasing Expectations



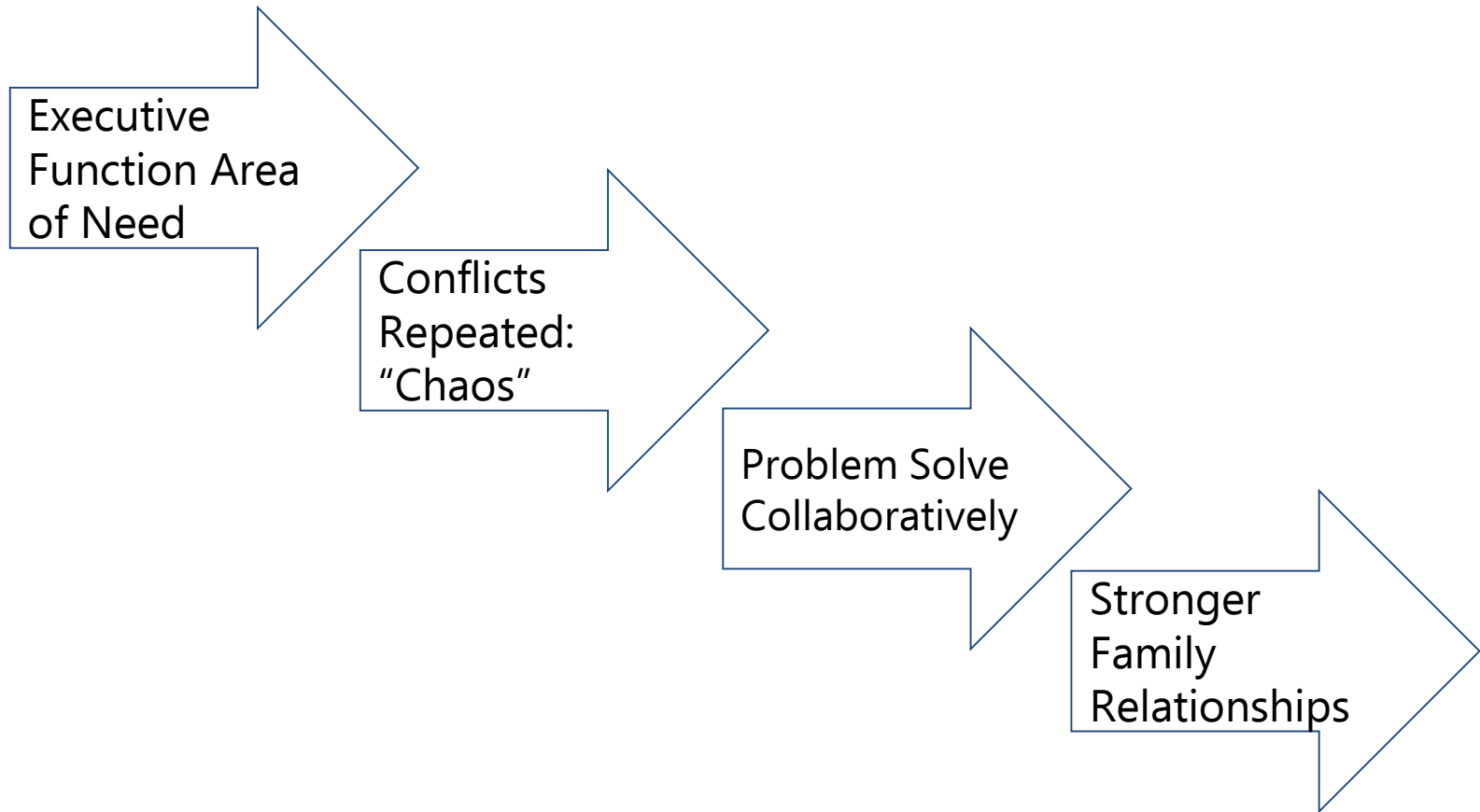
Task 4: Problem Solve Collaboratively



Learn strategies for problem solving **with** your child:

- Share ideas
- Create a plan that works for both of you
- Set a time to re-evaluate, make changes if necessary

Ever-Increasing Expectations



Task 5: Reach Out to Experts

If the first four steps have not solved the challenge, we may need to involve other members:

- Teachers
- Medical Doctors
- Mental Health Specialists





Academic

I see my child completing homework each night, but her teacher is telling me she is not turning them in. She is currently failing math class due to missing work.

Social/Emotional

I see my teen blow up, cry and become very angry when we arrive with just a few minutes to spare to a school club meeting. While she is unable to calm herself, I am becoming late for my work.

“I Forgot To Remember” Consulting

providing services
for
families and educators

Maureen
Bechard

ADHD, Executive Functions, Academic Support

Karen
Huberty



www.IForgotToRememberConsulting.com

IForgotToRememberConsulting@gmail.com



Sponsored by:



adhd expert webinars
ADDitudemag.com/webinar

Copyright © 2020 by ADDitude

Please enter your questions in the box to your left.



Please note: Live webinar attendance and all questions submitted via GoToWebcast are confidential. None of today's webinar attendees can see the names of other attendees, nor can they see the questions submitted via GoToWebcast. Usernames are associated with questions posted in the *ADDitude* forums.

ADDitude does not provide medical advice, diagnosis, or treatment. The material in this webinar is provided for educational purposes only. Copyright © 2020 by New Hope Media. All rights reserved.

Upcoming Webinars

- **Wednesday, March 11th at 1pm ET**
ADHD and Food Dyes, Nutrition, and Supplements: The Latest Science On What Dietary Changes Improve (or Worsen) Symptoms with Joel Nigg, Ph.D.
<https://www.additudemag.com/webinar/food-dyes-and-adhd/>
- **Tuesday, March 17th at 1pm ET**
Understanding the New ADHD Guidelines: A Parents' Guide to the Latest Standards for Diagnosing and Treating Children with Mark L. Wolraich, M.D. and Joseph F. Hagan, Jr., M.D., FAAP
<https://www.additudemag.com/webinar/new-adhd-guidelines-explained/>

Visit <http://additu.de/webinars> to view the webinar replay library.

Thank You!

If you missed any part of today's webinar, a recording is available for replay at <http://additu.de/webinars>.

To continue the conversation, we invite you to join us on

***ADDitude* Forums**

ADDitude's online community for attention deficit support and solutions where you can join our ongoing ADHD discussion groups: <https://www.additudemag.com/forums/>