Social Executive Functioning

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Session Objectives

1. Understand why social executive functioning is a key predictor of long-term success
2. Learn how the brain develops executive function skills
3. Recognize what social executive function challenges actually look like
4. Gain practical strategies to support students in real-world social situations

Today's Agenda — 2 Hours

0:00–0:20	Part 1: What Is Executive Function & Why It Matters
0:20–0:45	Part 2: The Developing Brain & Internal Skill Building
0:45–1:05	Part 3: Why Kids Are Struggling Today
1:05–1:35	Part 4: The 6 Core Skills of Social Executive Functioning
1:35–1:50	Part 5: Strategies & The GrowNOW Model
1:50–2:00	Part 6: Parenting, Play & Closing

ADHD - Research & Learning

Research study on the GrowNOW Model conducted at Stratford Friends School, Newtown Square, PA (stratfordfriends.org)

Today's Sources & References

- Dr. Russell Barkley — RussellBarkley.org
- Sarah Ward, MS, CCC-SLP: Cognitive Connections — efpractice.com
- Ryan Wexelblatt, LCSW — ADHDDude.com
- Harvard Center of the Developing Child — developingchild.harvard.edu
- Stanford Parenting Center — med.stanford.edu/childpsychiatry
- CHADD: Children & Adults with ADHD — chadd.org

▶ Video

Dr. Russell Barkley: What Are the True Predictors of Success?

https://www.youtube.com/watch?v=7LpcL57k53Y

Duration: ~4 min

Watch before revealing the three predictors on the next slide.

What Are the TRUE Predictors of Success?

1

Form & Maintain Social Relationships

The ability to independently build lasting connections

2

Independently Manage Emotions

Emotional regulation across contexts

3

Manage Life & Problem-Solve

Independently navigate daily challenges

Source: Dr. Russell Barkley — russellbarkley.org

💬 Discussion

Think of a successful adult you know. Which of these three predictors do they demonstrate most strongly?

→ What does it look like when someone can't form and maintain relationships?

→ How does poor emotional management affect a person's career and family life?

→ Where do you see these struggles most in your students?

The Three Zones of Executive Function

Academic

Organizing schoolwork, planning, time management

Home

Routines, chores, managing responsibilities

Social

Navigating relationships, reading cues, self-regulation with peers

Today's Focus: Social Executive Functioning

Executive Functions Include:

Self-Awareness

Perceiving your environment, emotions, and behaviors

Self-Evaluation

Learning from past experiences and applying them now (metacognition)

Self-Regulation

Managing emotions, language, body & behavior across contexts

Self-Language

Internal speech — the brain's coaching voice

Self-Motivation

Internally motivating yourself to initiate and complete tasks

Part 2

The Developing Brain & Internal Skill Building

How executive function is built from the inside out

▶ Video

Dr. Russell Barkley: The Back vs. Front Brain

https://www.youtube.com/watch?v=58gU8tsxkkI

Duration: ~5 min

Key concept: the back of the brain is where we LEARN; the front is where we DO.

The Pre-Frontal Cortex & Executive Function

Humans are unique: we can sustain behavior in the ABSENCE of immediate consequences.

The key is the PAUSE: in this moment, we STOP AND THINK to aim behavior toward the future.

EF = Future-Orientation: creating and sustaining motivation even with a delay.

The back brain learns. The front brain does. EF lives in the front (pre-frontal cortex).

Source: Dr. Russell Barkley — russellbarkley.org

PAUSE

The Moment That Makes Us Human

In this gap between stimulus and response lives all of executive function.

True Executive Functions — The Hierarchy

1. **Self-Awareness — self-directed attention**
2. Inhibition — self-restraint
3. Non-Verbal Working Memory — visual imagery & mental movies
4. Verbal Working Memory — internal speech & self-talk
5. Emotional Self-Regulation — using words & imagery to manage emotions
6. Self-Motivation — motivating yourself without immediate reward
7. **Mental Play — planning, problem-solving, and creativity**

Source: Dr. Russell Barkley — russellbarkley.org

Internal Skill #1

Non-Verbal Working Memory

"All Executive Functioning starts with Visual Imagery and Mental Movies in our mind."

See to Yourself

Visualize what a situation will look, feel, and sound like before it happens.

Sense to Yourself

Engage all mental senses — EF is built on imagination and mental simulation.

Human Advantage

By 12 months, human visual imagery capacity exceeds all other species.

Source: Dr. Russell Barkley — russellbarkley.org

What Do Mental Movies Actually Do?

Guide language	The images in our mind shape the words we use — even to ourselves.
Fuel motivation	We rehearse the reward before doing the work, creating internal drive.
Direct choices	We mentally pre-run options before selecting an action.
Shape behavior	What we picture first is what we do next — imagery leads action.
Build relationships	We simulate how others might react before we speak or act.

Source: Dr. Russell Barkley — russellbarkley.org

Internal Skill #2

Verbal Working Memory — The Brain Coach

The Brain Coach

Talk to Self

Internal & private speech guides decisions and behavior.

Ages 5-7

Language captures the motor system — what you say controls what you do.

Self-Talk

The internal monologue that coaches us through every challenge.

Source: Dr. Russell Barkley — russellbarkley.org

What Does Healthy Internal Speech Sound Like?

Children with strong verbal working memory narrate their way through challenges:

Before a task:

"Ok, what do I need first? Let me think about the steps."

During difficulty:

"This is hard, but I've done hard things before. Keep going."

After a mistake:

"That didn't work. What can I try differently next time?"

Socially:

"She looks upset. I should check in before I say anything."

Source: Dr. Russell Barkley — russellbarkley.org

The EFDD Brain — Weakened & Disconnected

Non-Verbal Working Memory (Visual Imagery)

Struggles to form mental movies; relies on external prompts

Verbal Working Memory (Internal Speech)

Internal coaching voice is weak or absent; needs external voice

WEAKENED & DISCONNECTED

When these two systems don't communicate, EF breaks down across all three zones.

What Does an EFDD Brain Look Like in School?

In class	Looks at board, can't visualize what the finished product should look like — waits for the teacher to show them step by step
At recess	Has no internal script for how to join a group — stands at the edge, waiting to be invited
After conflict	Can't replay what just happened to understand their role — convinced the other person is entirely at fault
During a test	Starts without mentally previewing the task — panics, rushes, or gives up quickly

Source: Dr. Russell Barkley — russellbarkley.org

Internal Skill #3

Internalize Emotions & Motivation

Emote to Self

We create our own emotional responses internally — moving from external reactions to internal regulation.

Motivate Self

Generating internal drive rather than relying on external rewards or consequences.

From External to Internal

The developmental journey: external → internal → self-directed — the foundation of all EF.

Source: Dr. Russell Barkley — russellbarkley.org

The External-to-Internal Shift

External Regulation

Ages 2–5 (typical)

Adult tells the child exactly what to do and when. Child complies only when adult is present.

Shared Regulation

Ages 5–9 (typical)

Child asks for help, uses visual supports, checks in with adult. Starting to internalize.

Internal Regulation

Ages 9–12+ (goal)

Child's own voice runs the show. Self-directs, self-motivates, self-corrects without prompts.

Source: Dr. Russell Barkley — russellbarkley.org

Internal Skill #4

Internalize Play

Foundation for Planning, Problem Solving & Creativity

1

Manual Play

Physical, hands-on exploration of the world

2

Symbolic Play

Using objects to represent ideas; pretend play

3

Mental Play

Creating multiple scenarios in the mind to solve problems

Source: Dr. Russell Barkley — russellbarkley.org

▶ Video

Dr. Russell Barkley: Internalize Play & Mental Problem Solving

https://www.youtube.com/watch?v=qUIrWmwg4Kg

Duration: ~5 min

Connect back to: How does limited play time affect the development of mental play in today's children?

Part 3

Why Are Kids Struggling Today?

The impact of instant gratification, screens, and the new era of child development

We value natural effortless accomplishment over achievement through effort.

— Malcolm Gladwell

Today's Youth — Instant Gratification

Today's children want fun and results NOW:

- High-Speed Internet, Google, ChatGPT
- YouTube, TikTok, same-day delivery
- Touchscreens that respond instantly
- Video games with continuous feedback loops

What this erodes:

- Tolerance for delay and long-term goals
- Willingness to fail first before succeeding
- Ability to tolerate boredom (the fuel of imagination)

Source: Carol Dweck — Mindset (2016)

7+

Hours of screen time per day — average U.S. teen

More than any generation in history, and rising.

The New Era of Child Development — Screens & EF

As screen time has increased, we have seen a corresponding rise in dysregulation and decline in Executive Function and social skills.

- Non-Verbal Working Memory is undermined — screens replace imagination
- Instant gratification trains the brain for dysregulation when delayed
- Lack of varied real-world experiences
- Lack of true, reciprocal interpersonal relationships
- Opportunities to plan and problem-solve have decreased

Source: Carol Dweck — Mindset (2016)

▶ Video

Harvard: How Screens Are Affecting Child Development

https://www.youtube.com/watch?v=9eB233P-kZY

Duration: ~4 min

Watch for the connection between screen use and loss of unstructured play, boredom, and imagination.

Screens & Gaming — Reward, Stimulus, Response

1. More than 1 hour/day is associated with short-term increased signs of inattention
2. Consistent signs of increased opposition toward parents
3. Excessive dopamine release → anger & isolation when not gaming

Gaming Disorder is now listed in the DSM-5

Source: Mazurek & Englehard (2019)

Kids Need to Stay in the Challenge Zone

Low Threat, High Challenge

Comfortable with challenge; approaches it with curiosity, not anxiety

Relaxed & Emotionally Engaged

Present and ready to take risks in thinking

Comfortable with Mistakes

Trial and error is seen as learning, not failure

Flexible & Motivated

Able to follow directions, take feedback, and adapt

Source: Carol Dweck — Mindset (2016)

Play IS Learning

Studies show that outdoor play and play fighting in humans and animals benefits synaptic growth of the Pre-Frontal Cortex — the seat of executive function.

Play is the antidote to changes in amygdala size, impulsivity, and dysregulation from trauma, stress, and EF dysfunction.

Source: National Academy of Sciences (2013); Pasi Sahlberg — 'Let Children Play'

💬 Discussion

What have you noticed in your school or home about changes in unstructured play and imagination?

→ Are students less able to entertain themselves without a device?

→ Do you see differences between students who have more outdoor/unstructured time?

→ What opportunities for play and boredom still exist in your setting?

Social Skills — or Something Else?

Social Executive Functioning is the set of Executive Function skills required to successfully navigate social situations.

A Learning Challenge

NOT a Mental Health Issue

NOT about reading cues

It goes deeper than social perception alone

NOT poor parenting

Or lack of empathy or positive peer models

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

"They Know What to Do — Why Don't They Do It?"

If it were just a social skills deficit, teaching them the skill would fix it.

Performance deficit vs. skill deficit: They have the knowledge. The internal system to execute it in real time is what's missing.

EF runs in the background: Like an operating system — it manages emotional state, attention, and self-monitoring simultaneously.

Social situations are fast: By the time their internal system kicks in, the moment has passed.

Stress shuts it down faster: The higher the social stakes, the less access they have to their EF skills.

Source: ADHDDude.com

What's Really Going On?

Students struggle to...

Pause in the moment

Think before responding

Adjust based on others' reactions

Use internal dialogue to guide behavior

They don't have the internal system running in real time.

Source: ADHDDude.com

Part 4

The 6 Core Skills of Social Executive Functioning

What it looks like, and what to do about it

Social EF Delays — What They Look Like

- Overly bossy during play
- Overtalking about personal interests
- Greater difficulty in unstructured situations (recess)
- Difficulty keeping friends
- Smothering or clinging to peers
- Retreating into online gaming
- Inappropriate sense of humor
- Obsession with making others laugh
- Not realizing peers socialize outside of school
- Girls: self-diagnosing struggles

Source: ADHDDude.com

Have you met an adult who still struggles with these?

Boys & Girls Often Struggle with EF Differently

Boys — Hyperactive Profile

- Act out in class — anything for a laugh
- Show less acceptance of peers with similar behaviors
- Lack of self-awareness; poor self-image
- One-sided conversations
- Retreat to gaming (requires fewest SEF skills)

Girls — Inattentive Profile

- Tend to be more inattentive
- Behaviors more pronounced at home
- Internalize negative self-image
- Can have loud, theatrical behavior
- Social media & celebrity obsessions

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Social Executive Functioning — Developmental Timeline

2nd Grade

Children begin noticing social differences (nice, weird, cool)

5th Grade

Increased social expectations to join and maintain peer groups

The Social Tipping Point — Will NOT get better with age alone.

Without deliberate skill-building, social EF gaps widen over time — not close.

Source: ADHDDude.com

The 6 Core Skills of Social Executive Functioning

1

Perspective Taking

Identifying how your actions impact others

2

Situational Awareness

Reading the room — assessing context before acting

3

Social Relatedness

Building relationships beyond shared interests

4

Social Reciprocity

50-50 give-and-take in conversations and relationships

5

Cognitive Flexibility

Adapting humor, tone, and perspective to context

6

Building an Internal System

Developing the internal voice that guides social decisions

Core Skill #1

Perspective Taking

The ability to identify how your actions and words are impacting those around you.

Context-Dependent

Who are you with? Where are you? What is happening? All social appropriateness shifts with these variables.

A Developmental Skill

This takes significant time to strengthen. We are teaching children accountability to others — not rules.

Common Blind Spots

Picking nose; wearing same clothes repeatedly; loud behavior in quiet settings — kids often don't notice the impact.

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Core Skill #1 › Strategy

Perspective Taking — Practical Approaches

Increase Awareness

Ask: 'How do you think that landed for them?' Not 'That was inappropriate.'

Neutral / Clutch / Cringe

Replace 'appropriate/inappropriate' with a 3-tier language students can actually feel and use.

Teach in the Moment

The best perspective-taking conversations happen right when the behavior occurs — not hours later.

Praise What's RIGHT

ADHD kids thrive on purposeful, specific recognition. Pointing out what went well builds the internal model.

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Neutral / Clutch / Cringe — A Better Language

Neutral

The behavior had no notable impact on others. It wasn't great, wasn't bad — just flat.

Example:

Talking about video games when others are distracted.

Clutch

The behavior was a social win. Others responded warmly, felt heard, or drew closer.

Example:

Asking a follow-up question about something someone shared.

Cringe

The behavior created distance, confusion, or discomfort in others.

Example:

Interrupting a story to change the subject to yourself.

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

💬 Discussion

Think of a student who struggles with perspective taking. What does it cost them socially?

→ How often do adults accidentally reinforce the behavior by explaining too much after the fact?

→ How can we use 'Clutch' moments to build a student's internal model of success?

Core Skill #2

Situational Awareness — Read the Room

Sarah Ward's STOP & Read the Room Framework

S	T	O	P	J
Space	**Time**	**Objects**	**People**	**Job**
Where am I? What is this environment?	What time is it? How much time do I have?	What is around me? What is being used?	Who is here? What are they doing / expecting?	What is my role? What should I be doing?

Source: Sarah Ward, MS, CCC-SLP — efpractice.com

STOP Framework in Action — Lunch Table Example

Building the skill of STOP using internal language to organize, motivate & self-soothe

S	**Space —**	Lunch table in the cafeteria
T	**Time —**	12:00 noon — 30-minute period
O	**Objects —**	Food, phone (put away!)
P	**People —**	My lunch table peers
J	**Job —**	Keep tech away. 50% talking, 50% listening. Engage with each person.

Source: Sarah Ward, MS, CCC-SLP — efpractice.com

✏️ Group Activity

Practice the STOP Framework — Pick a Scenario

1. Choose one of these settings: classroom during free work, hallway between periods, recess/lunch
2. As a group, complete each letter of STOP for your scenario
3. Identify: what does the student's JOB look like in this setting?
4. Share out: what would a student with poor Situational Awareness miss?

Core Skill #3

Social Relatedness

Developing a relationship beyond shared interests

"But we have nothing in common!"

Students with SEF challenges often can only relate to others through a shared topic — gaming, anime, sports. When that topic isn't present, the relationship collapses.

Humans connect through shared emotion

If you tell me something sad — I reflect sadness. If you share excitement — I match it. Students with ADHD need more time to process and mirror emotions.

Especially important for boys

Boys with social EF challenges often default to topics rather than emotional connection, and miss the relational depth that peers begin to expect.

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Core Skill #4 Social Reciprocity — The 50/50 Rule

Many students with ADHD become accustomed to taking more than giving in relationships.

Reciprocal (Healthy)

- Asks follow-up questions
- Remembers what the other person said last time
- Waits to share their story until the other person finishes
- Notices when the other person seems distracted or tired

Non-Reciprocal (SEF Challenge)

- Dominates the conversation
- Immediately redirects to their own experience
- Doesn't notice if the other person isn't engaged
- Expects others to always listen

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

💬 Discussion

Where do you see non-reciprocal patterns in your students? Are they aware of it?

→ What role does parenting style play in developing reciprocal habits?

→ How do you model reciprocity in your classroom or sessions?

→ At what age does non-reciprocity start to seriously damage friendships?

Core Skill #5 — Cognitive Flexibility & Humor

Taking jokes too far

The student makes a joke that lands well — then repeats it louder, adds to it, or escalates until peers are uncomfortable.

Using humor to make friends

Believing that making others laugh is the only route to friendship — leads to clowning, constant bids for reaction, and exhausting peers.

Understanding others' backgrounds

What's funny to one group may be offensive to another. Cognitive flexibility means reading the audience before and during.

Perspective + Flexibility

Being able to hold your perspective AND consider another's simultaneously — the core of flexible social thinking.

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Self-Awareness → Self-Advocacy

Students who lack self-awareness also struggle to advocate for themselves effectively.

Stay true to yourself with peers

Knowing your own preferences and values well enough to express them — rather than just conforming or going along.

Express internal wants and needs

Being able to name what you need — socially, academically, emotionally — and communicate it clearly.

Ask for help effectively

Not just 'I don't get it' — but 'I understand A and B but I'm stuck on C. Can you explain that part?'

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Making Internal Language Visible — Externalize Self-Talk

The goal is to build their internal voice. But first, we model ours out loud so they can hear what it sounds like.

Adult models:	*"I notice I'm getting frustrated right now. I'm going to take a breath before I respond."*
In conflict:	*"I'm thinking about how that might have felt for Jaylen when you said that. What do you think he was feeling?"*
Before a task:	*"Let me make a mental movie of what lunch is going to look like today. What's my job?"*
After success:	*"That was a Clutch moment — did you notice how they responded when you asked about their weekend?"*

Source: ADHDDude.com — Ryan Wexelblatt, LCSW

Part 5

Strategies & The GrowNOW Model

Building social executive functioning from the inside out

Developing the Internal System — The Brain Coach

Social Executive Functions are based in language — talking to your brain.

The Brain Coach

The internal voice we can talk to anytime.

Always positive, always supportive.

Helps us make healthy choices in the moment.

Classroom Practice

Have students give their Brain Coach a name.

Practice talking to it throughout the day — in as many contexts as possible.

Build the habit of self-coaching before acting.

Source: ADHDDude.com

Non-Verbal Working Memory — Visual Imagery

From Prompt Dependence → Independence

First, we SEE

We observe a behavior, interaction, or situation around us.

Then (with delay) we DO

We imitate and apply — with a meaningful delay from observation.

Mental Movies

The building blocks of language, motivations, interactions, choices, and behaviors.

Source: Dr. Russell Barkley — russellbarkley.org

GrowNOW Model — Predict & Review

1	**Make a Mental Movie:**	Predict what the upcoming task or event will be like. Visualize it fully.
2	**Capture Predictions:**	Record responses: 'It will take forever.' 'It will be very hard.'
3	**Create a Plan:**	'I will use my clock to track time.' 'If I need help, I can ask.'
4	**Do the Activity:**	Complete the task or experience the event.
5	**Review Predictions vs. Reality:**	Compare what you thought would happen to what actually happened. Build competence and confidence.

Source: GrowNOW ADHD — grownowadhd.com

GrowNOW Internal Skills — Social EF 3-Track Model

Session 1 — Prep (1-on-1)

- Focus on specific things to notice BEFORE the group
- Identify 'landmarks' and points of focus
- Practice specific gestures (like a pitcher & catcher)
- Practice breathing, listening, and comprehension
- Identify things to learn about others

Session 2 — Unstructured Group

- Little to no adult direction
- Clinician observes and takes notes
- Provide gestures and cues when needed
- Set up the environment for success

Session 3 — 1-on-1 Review

- Student makes a mental movie of the group
- Describe: what happened, how others felt
- Review observation notes together
- Were goals achieved? What's the plan for next time?
- Student builds a progress binder

Source: GrowNOW ADHD — grownowadhd.com

✏️ Reflection Activity

Apply the 3-Track Model to a Student You Know

1. Think of a student with social EF challenges
2. What would you front-load in Session 1? What are their specific 'landmarks'?
3. What unstructured social situation would you use for Session 2?
4. What 3 questions would you ask in Session 3 to build their mental movie review?

Building the Internal System — Cause & Effect

Our job is to model internal voice so students can hear what perspective-taking sounds like in real time.

Model your internal voice

Think aloud: 'I'm noticing I feel a little defensive right now — let me hear what they're saying before I respond.'

Teach cause & effect

Behavior/language → feeling for others → consequence. Make this chain explicit and visible.

Frontload before situations

Before a challenging social event, walk them through what might happen and how they might feel and respond.

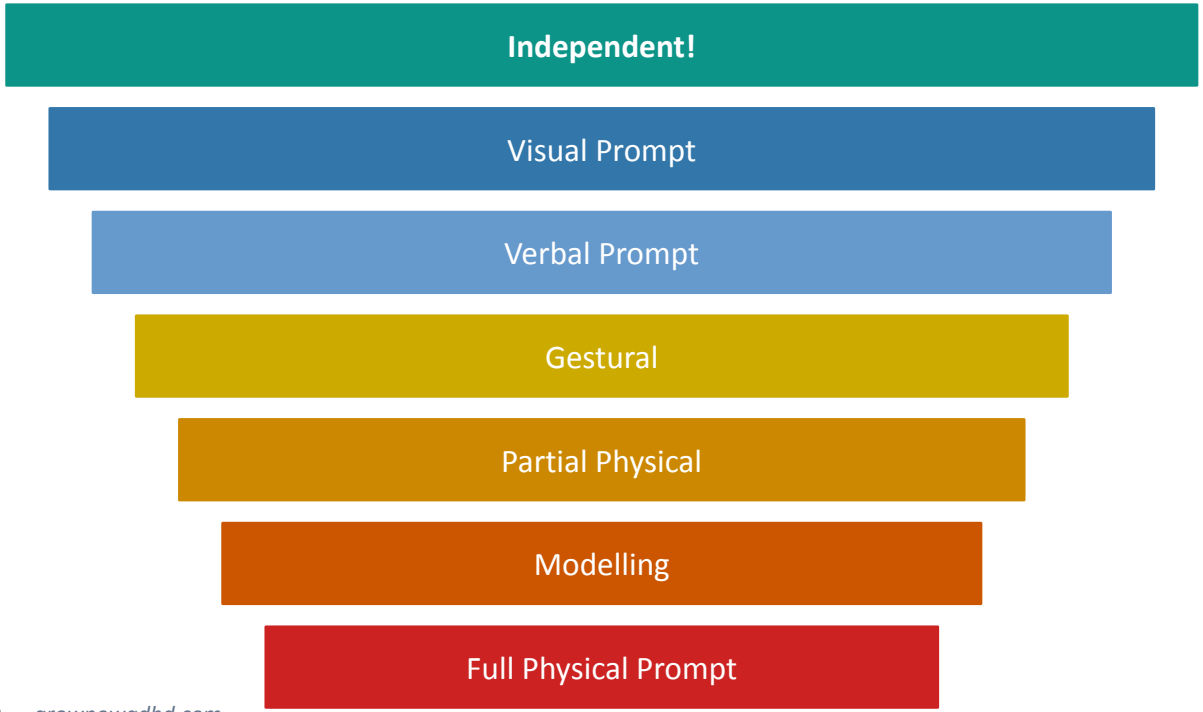
Use language, not judgment

'Here's what they likely felt' is more powerful than 'that was wrong.' They need to build the map, not just know the answer.

Source: ADHDDude.com

From Prompt Dependence to Independence

The longer adults act as a child's Executive Functioning, the longer skill development is delayed.



Source: GrowNOW ADHD — grownowadhd.com

Part 6

Parenting, Play & Closing

The bigger picture — how we support EF development at home and beyond

The #1 Clinical Recommendation for ADHD — Parent Coaching

Decades of research show that authoritative (Reciprocal) parenting is the most effective style for raising well-adjusted children with ADHD/EF delays.

Build the Structure:

- Clear expectations
- Chores and competent roles
- Limits on screen time
- Regular physical activity
- Protected family time

Avoid: Permissive Parenting

- Low demands, few rules → insecurity and poor self-regulation
- Open access to screens with no limits
- No consequences or low expectations
- Not allowing children to struggle or take accountability
- Leads to fixed mindset and poor social skills

Source: Ellis & Nigg (2018), AAP

▶ Video

ADHD Dude: Authoritative Parenting & ADHD

https://www.youtube.com/watch?v=ll_LJ3Q2f7w

Duration: ~5 min

Discuss: What does 'flexibility cultivated vs. inflexibility accommodated' look like in practice?

Flexibility is cultivated. Inflexibility is accommodated.

— Ryan Wexelblatt — ADHD Dude

Reciprocal Parenting — Building Competent Kids

Expectations

Clear, consistent, and communicated in advance — not just corrective after the fact.

Competent Roles

Chores aren't punishment — they are the vehicle for building internal motivation and self-worth.

Screen Limits

Structured access: earned, time-limited, and balanced with offline experience.

Physical Activity

Daily movement supports executive function, emotional regulation, and social readiness.

Family Time

Protected, present, device-free time together — the foundation of interpersonal skill-building.

Allow Struggle

Let them fail. Let them recover. Rescuing too quickly robs them of the competence they need.

Source: Ellis & Nigg (2018)

Outdoor Play — The Science

Pre-Frontal Cortex growth

Studies show that outdoor and 'rough & tumble' play benefits synaptic growth in the exact region responsible for EF.

Amygdala regulation

Play is being seen as the antidote to changes in amygdala size associated with trauma, stress, and EF dysfunction.

Social skill development

Unstructured play with peers is the single richest training ground for every one of the 6 core SEF skills.

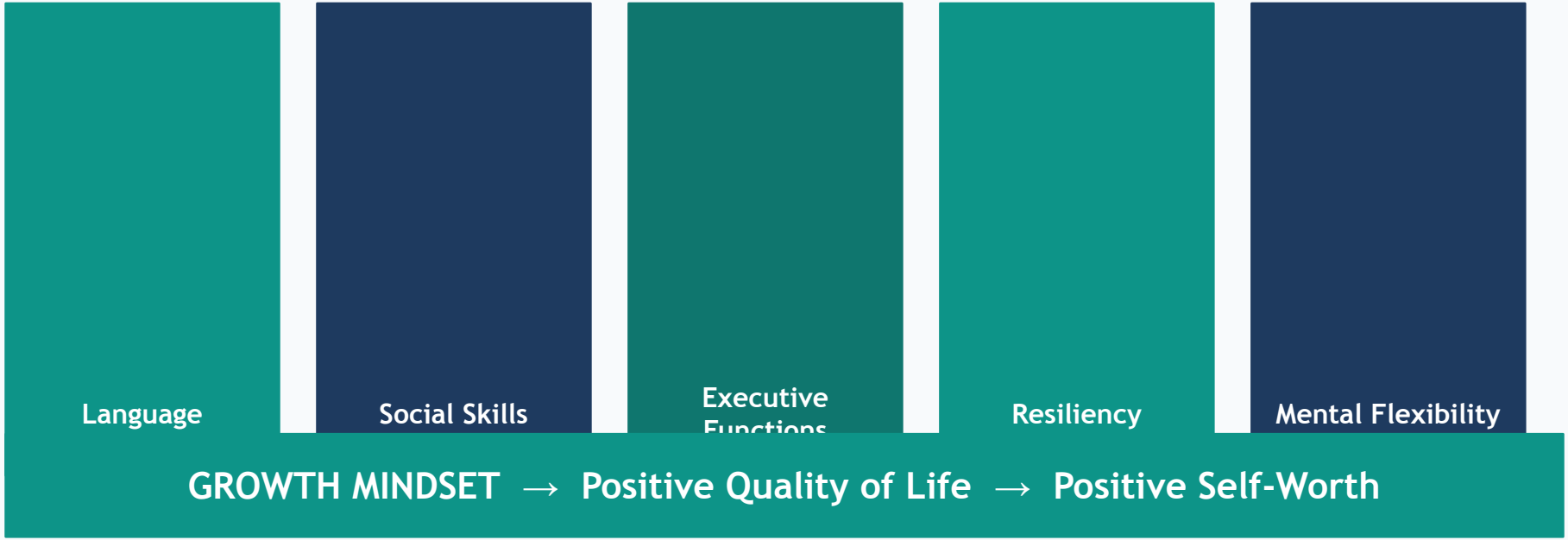
Risk tolerance

Children who regularly engage in physically challenging play develop greater resilience and emotional flexibility.

Source: National Academy of Sciences (2013); Pasi Sahlberg

Executive Functions & Quality of Life

Overall Goal: Improve quality of life and build positive self-worth



Executive Functions Are a Greater Predictor of Success Than IQ.

Self-Regulation

Self-Awareness

Self-Motivation

Self-Evaluation

Self-Language

Source: Dr. Russell Barkley — russellbarkley.org

💬 Discussion

What is one thing from today that changes the way you'll work with a student this week?

→ What's one language shift you'll make (e.g. Neutral/Clutch/Cringe)?

→ What's one structure you can add to your practice or classroom?

→ Who is a student who needs more intentional internal language work?

What Are the TRUE Predictors of Success?

1

Form & Maintain Social Relationships

The ability to independently build lasting connections

2

Independently Manage Emotions

Emotional regulation across contexts

3

Manage Life & Problem-Solve

Independently navigate daily challenges

Source: Dr. Russell Barkley — russellbarkley.org

Resources & Recommended Reading

The Executive Function Playbook & The Executive Function Playbook in Action Workbook

- Sarah Ward, MS, CCC-SLP & Kristen Jacobsen — efpractice.com
- Dr. Russell Barkley — russellbarkley.org
- Peg Dawson, EdD — Smart but Scattered — smartbutscatteredkids.com
- Ryan Wexelblatt, LCSW — ADHDDude.com
- Harvard Center of the Developing Child — developingchild.harvard.edu
- CHADD — Children & Adults with ADHD — chadd.org
- Dr. Carol Dweck — Mindset (2019)
- Ellis & Nigg (2018) — Parenting & ADHD
- Mazurek & Englehard (2019) — Screens & Gaming
- National Academy of Sciences (2013) — Outdoor Play

Thank You

GrowNOW ADHD & Executive Function Professional Development

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