

Strategies for Promoting Executive Functioning and Self-Care for Adolescents & Adults with X and Y Differences

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Individuals with X and Y differences are
2-3X more likely to have ADHD and/or
broad executive functioning
weaknesses



What is Executive Function (EF)?



Session Schedule

1. Define executive functioning (EF) 
2. Explore how EF weaknesses impact daily living across adolescence and adulthood
3. Teach concrete strategies for managing EF weaknesses in daily life



***Behavior
Regulation***

***Emotion
Regulation***

Executive
Functions

***Cognitive
Regulation***



Emotion Regulation

- Emotional control / mood stability
- Emotional awareness
- Shifting
- Frustration tolerance



These are the “feeling” parts of EF skills – they help with flexibility and mood management. These skills are essential for resilience, relationships, and emotional well-being.



Behavioral Regulation

- Response inhibition (pause)
- Delay of gratification (wait)
- Sustained attention
- Motor regulation
- Goal directed persistence
- Self-monitoring (e.g., Awareness of social norms, checking work following directions)



These are the “stop and think” skills, important for impulse control. These skills are crucial for classroom conduct, workplace behavior, and social interactions.



Cognitive Regulation

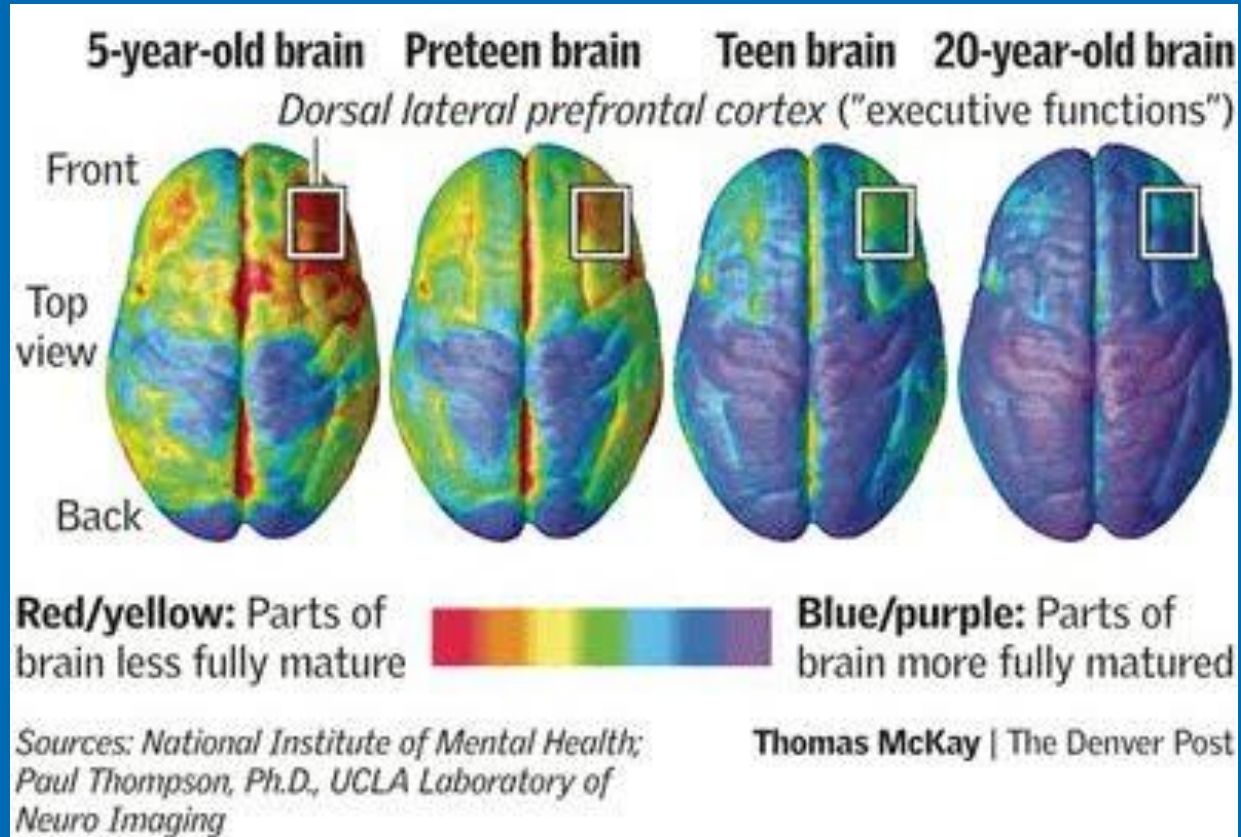
- Planning
- Task initiation
- Task monitoring
- Working memory
- Organizing materials



These are the “thinking” parts of EF — they help with schoolwork, job performance, and daily task completion.



A word about development...

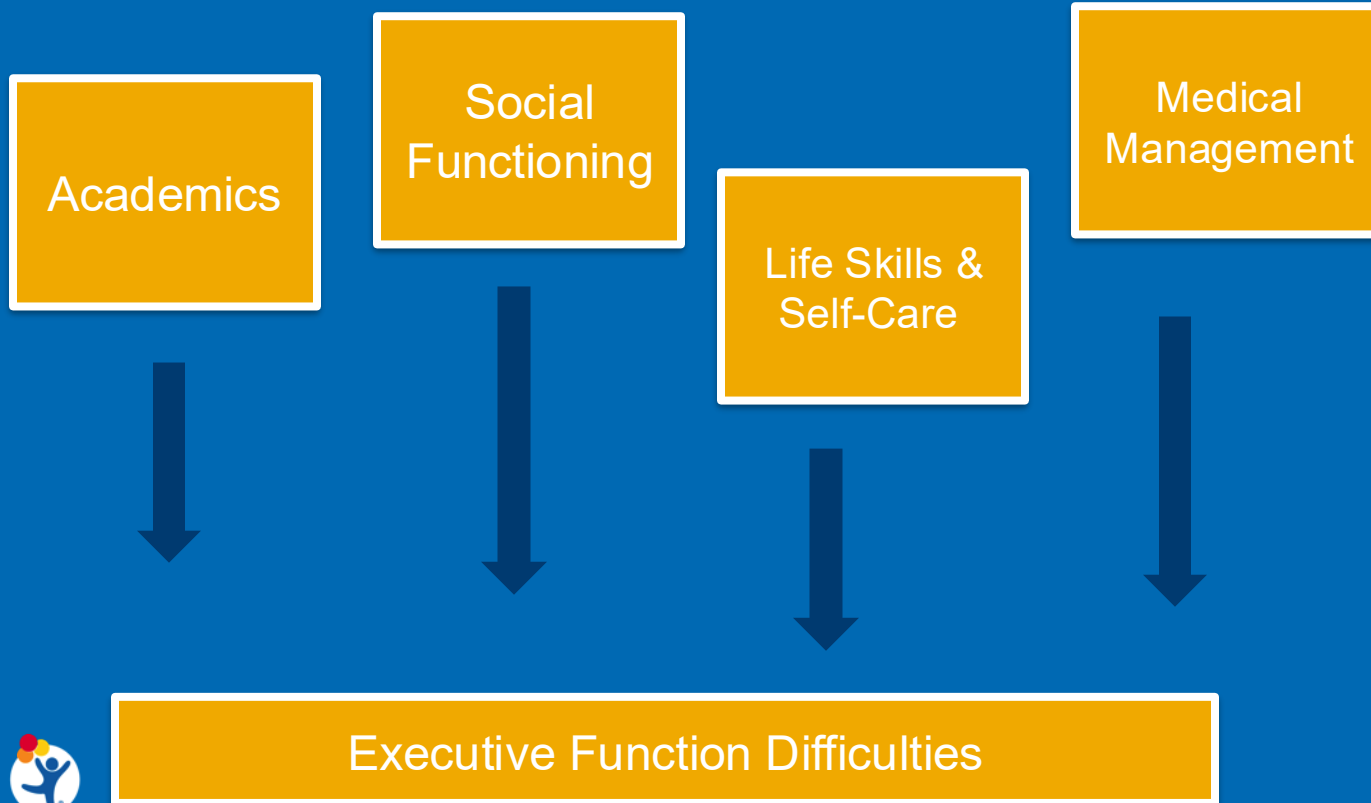


Moving Target - Shifting Expectations

- Young kids: transition struggles, following directions, big emotions
- Teens: forgetfulness, impulsivity, procrastination
- Adults: disorganization, trouble setting goals and with longer-term planning, medication non-adherence, safety



It may look like...



Executive functioning problems are not

Lack of intelligence



Laziness

Defiance

Not trying hard enough



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Ways to Support EF

- **Compensatory Strategies**
- **Professional Support**
- **Self-Care**
- **Medication**



Task Analysis



What are the EF demands of the task?





(“task” could be academic, social, daily living)

Does this task require-

- Multiple steps or multi-tasking?
- Planning ahead of time?
- Breaking down a larger task into smaller chunks?
- Changing behavior in response to feedback from others?
- Quick thinking or rapid decision making?
- Transitions?
- Being flexible?



Self Care Tasks – Initiation

 GET READY	 DO	 DONE
<ul style="list-style-type: none"><input type="checkbox"/> Sheet<input type="checkbox"/> Blankets<input type="checkbox"/> Pillow<input type="checkbox"/> Bed	<ol style="list-style-type: none">1. Pull up sheet2. Pull up blankets3. Fold top of sheet over top of blankets4. Put pillow on top5. Tuck sides of	 <div data-bbox="967 918 1348 964">GET DONE</div>

- Set Goal
- Plan steps
- Do it!
- Check in











Self Care Tasks – Initiation

MORNING ROUTINE

- | | |
|--------------------------|--|
| <input type="checkbox"/> | WAKE UP EARLY |
| <input type="checkbox"/> | DRINK A GLASS OF WATER |
| <input type="checkbox"/> | MAKE THE BED |
| <input type="checkbox"/> | AVOID YOUR PHONE |
| <input type="checkbox"/> | 10 MINUTES STRETCH OR YOGA |
| <input type="checkbox"/> | EXERCISE (WALK, JOG OR WORKOUT) |
| <input type="checkbox"/> | SHOWER AND GET FRESH |
| <input type="checkbox"/> | TAKE VITAMINS/FOOD SUPPLEMENTS |
| <input type="checkbox"/> | MAKE BREAKFAST AND COFFEE |
| <input type="checkbox"/> | REVIEW YOUR SCHEDULE FOR THE DAY |
| <input type="checkbox"/> | READ OR LEARN |
| <input type="checkbox"/> | SET DAILY GOALS |
| <input type="checkbox"/> | PRACTICE GRATITUDE |
| <input type="checkbox"/> | PREPARE FOR THE DAY |
| <input type="checkbox"/> | START YOUR DAY WITH A POSITIVE AFFIRMATION |

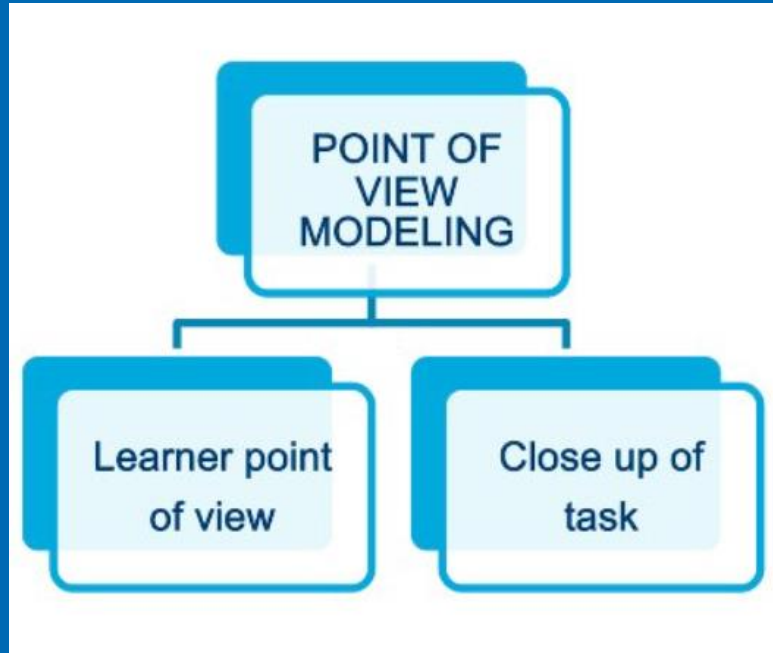


Self Care Tasks – Initiation

<p>wet toothbrush</p> 	<p>put toothpaste on brush</p> 	<p>brush bottom left</p> 	<p>brush bottom right</p> 
<p>brush top left</p> 	<p>brush top right</p> 	<p>brush front of teeth</p> 	<p>spit in sink</p> 



Using Videos to Teach Skills



Medication Management – Organization



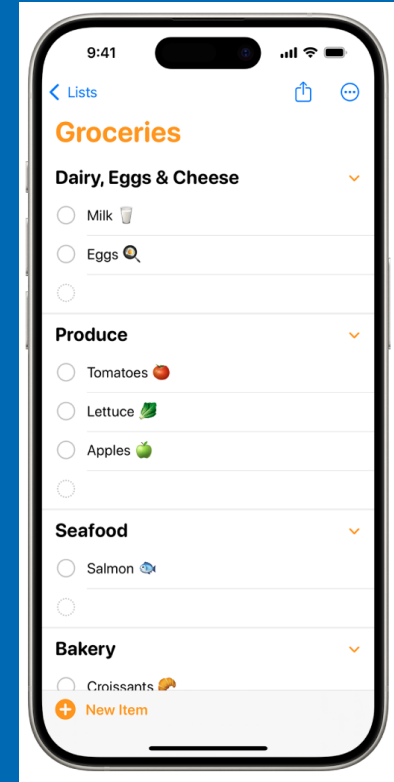
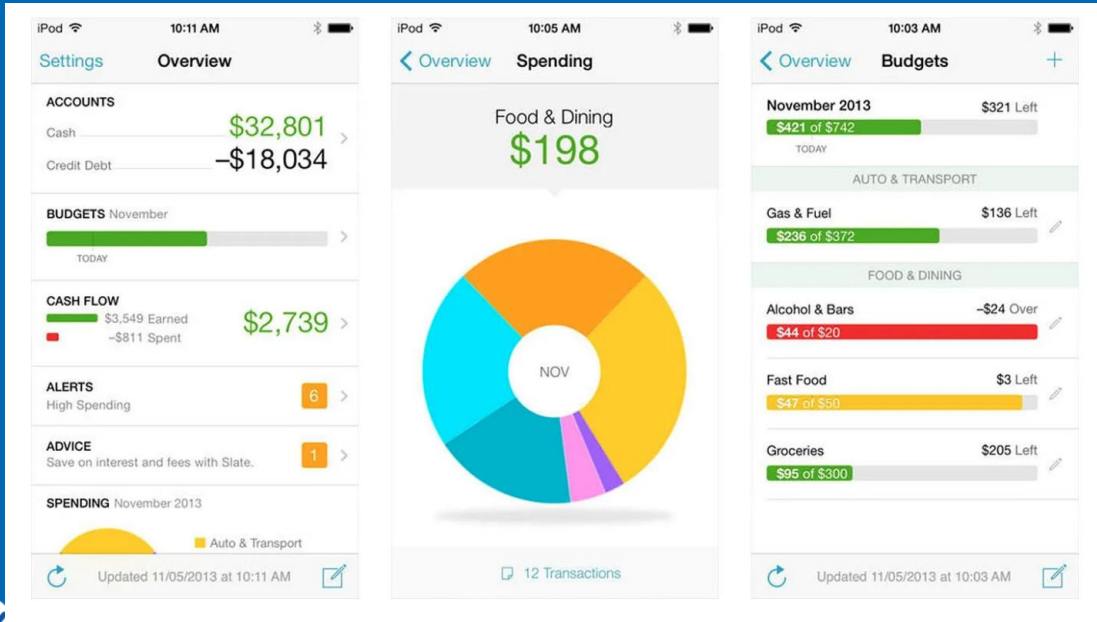
Did I Take My Meds?

R _x	AM	NOON	PM
Mon			
Tue			
Wed			
Thu			
Fri			
Sat			
Sun			

PHARM. _____ TEL. _____
DR. _____ TEL. _____



Money Management – Planning



Academic Challenges – Time Management



Cognitive Connections
www.efpractice.com



Academic Challenges – Organization / Planning



	Sun 21	Mon 22	Tue 23	Wed 24	Thu 25	Fri 26
GMT+7						
8am	Hold for UX 1 assignment 8 - 11am	Hold for messaging matrix 8 - 9am	Hold for workload management 8 - 9am	get ready + commute 8:30 - 9:30am	Hold for Leeds content dev 8 - 9:30am	
9am		FW: Marketing Workload 9am, OFO Conference Room	reminder: personal portfolio due 1 wk 9 - 11am	call briside, 9:30am	lbrw 9:30 - 10:30am	hold for cu work 9am - 12:30pm
10am		Turn in UX3 proj, 10am		Weekly content 1, 10am		do this - pay stu, 10am
11am	Hold for UX 2 assignment 11am - 2pm	Hold for personal portfolio dev 11am - 12:30pm	Hold for Brand design portfolio 11am - 12pm	print + prep for brand 4 10:30am - 12pm	Get ready + commute 10:45 - 11:30am	
12pm				park, 12pm	Hold for Tracy 12 - 2pm	
1pm			ux4 12:15 - 3:30pm	brand design 4 12:45 - 4pm		run betasso 1 - 2:30pm
2pm	Workout + lunch 2 - 4pm	Call David 1 - 2:30pm			CU grad pages 2 - 3:30pm	Call mom 2:30 - 3:30pm
3pm		hold for laptop/house call 2:30 - 7:30pm			hold for re: group work 3:30 - 4:30pm	Hold for messaging matrix 3:30 - 5pm
4pm	hold for booklab assignment 4 - 6pm		work on ux4 content project 3:30 - 5pm	climb 4 - 8pm	re:studio 4:30 - 7:30pm	happy hour with sam + nicole 5 - 7pm No Name Bar
5pm			booklab 5 - 6pm			
6pm						



Getting to the Core

After reading the excerpt, use this guide to delve deeper into the main idea.

```
graph TD; MI[Main Idea] --> SI1[Supporting Idea 1]; MI --> SI2[Supporting Idea 2]; MI --> SI3[Supporting Idea 3];
```

Speech to Text



A diagram illustrating the Speech to Text process. On the left, a green outline of a human head in profile is shown. To its right is a series of vertical bars of varying heights, representing an audio waveform. Further to the right is a green-outlined document icon with three horizontal lines inside, representing text.



XODO PDF
PDF READER & ANNOTATOR

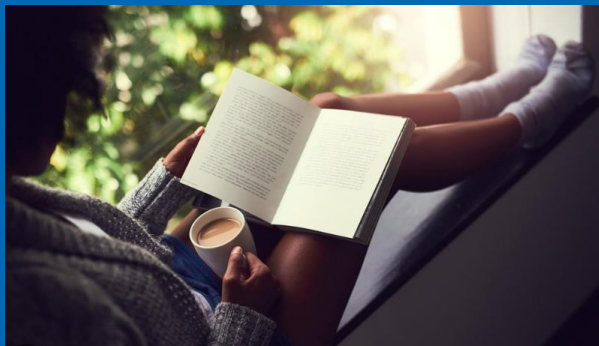


OVER 5,000 SCHOOLS USE KAMI

Finding Environmental Supports



Self-Rewards



Finding Employment – Break it down!

1. Proficiency with home chores
2. Complete paid tasks for a neighbor
3. Practice maintaining a volunteer position
4. Obtain unpaid work experience with familiar person



Finding Employment – Break it down!

1. Complete personality assessments and career interest inventories
2. Conduct informational interviews
3. Prepare application materials (resume, cover letter)
4. Practice / role play interview

Utilize Vocational Rehabilitation !



Finding Employment – Break Down the Steps

16 PERSONALITIES



MTBI PERSONALITY TYPES KEY

E	EXTROVERTS are energized by people, enjoy a variety of tasks, a quick pace and are good at multitasking	S	SENSORS are realistic people who like to focus on the facts and details, and apply commonsense and past experience to come up with practical solutions
I	INTROVERTS often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time	N	INTUITIVES are energized by people, enjoy a variety of tasks, a quick pace and are good at multitasking
T	THINKERS tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency and fairness	J	JUDGERS tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules
F	FEELERS tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions	P	PERCEIVERS prefer to keep their options open, like to be able to act spontaneously and like to be flexible with making plans



Finding Employment



Holland Hexagon

With countless career opportunities, John Holland's Model of Occupational Themes organizes interest areas to help you find compatible work environments. Are you realistic, investigative, artistic, social, enterprising or conventional? Read below to identify which 2 or 3 themes best describe you and explore majors and career areas that match those themes.

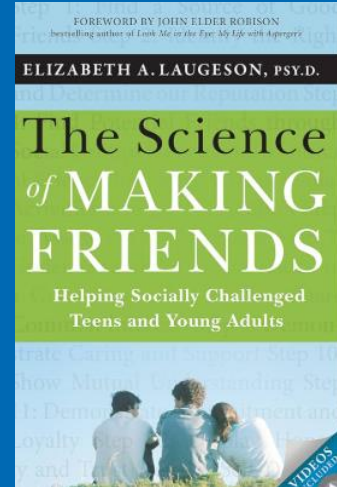


Strong Interest Inventory

Social Difficulties – Many EF skills at play

Task Analysis – Is is difficulty MAKING friends?

- Initiation: Knowing what to say or how to say it
- Working Memory: Tracking conversations
- Cognitive Flexibility: Adapting to unfamiliar or unpredictable social settings
- Self-Monitoring: Noticing our social feedback



Practical Example

- Task Analysis: Difficulty MAKING friends
- Primary difficulty = Initiation
 - Preparing for interactions in advance with trusted person
 - What do you know about Michael, what questions/follow ups could you ask, what might you want/not want to share about yourself
- Primary difficulty = Self-Monitoring
 - Post interaction analysis with trusted person
 - Did the interaction go well, how could you tell (facial expressions, body cues, verbal responses)



Social Difficulties – Many EF skills at play

Task Analysis - Or is it difficulty KEEPING friends?

- Emotional Regulation: Managing big feelings during conflict
- Impulse Control: Not blurting or interrupting
- Time Management: Remembering plans / responding timely
- Plan / Organize: Following through on commitments
- Self-Monitoring: Recognizing impact of behavior & changing as needed






Practical Example

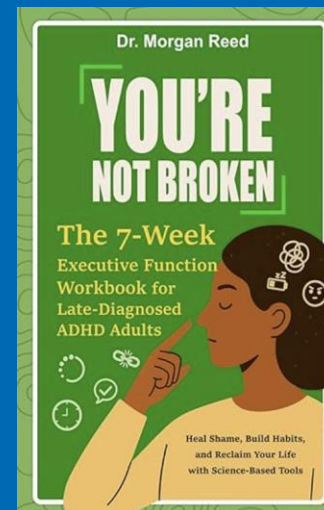
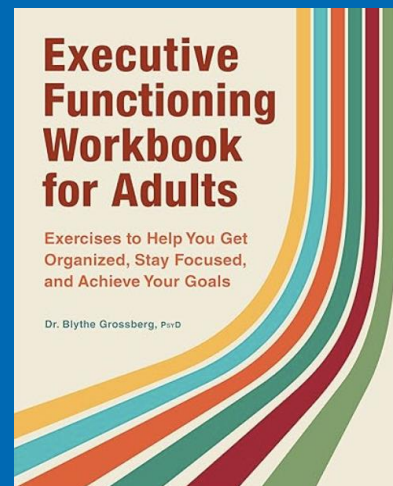
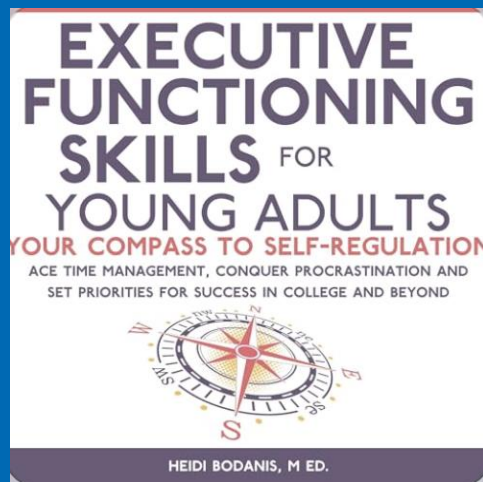
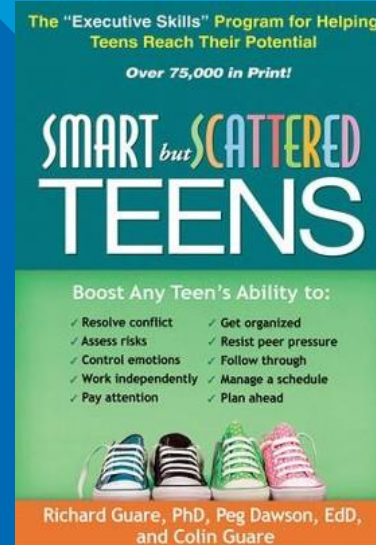
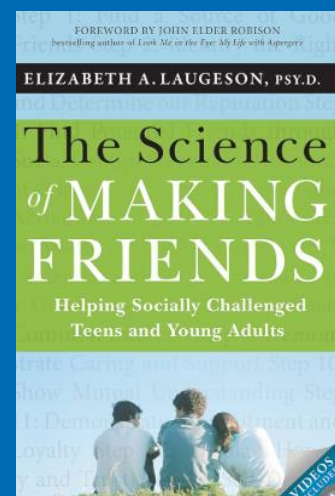
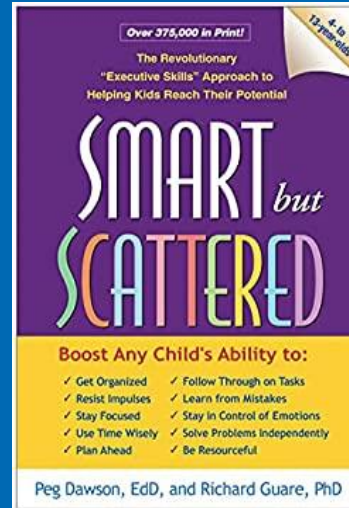
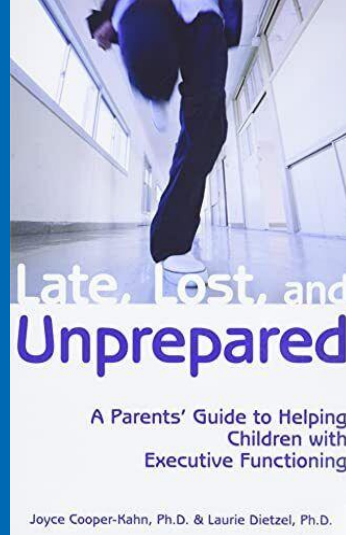
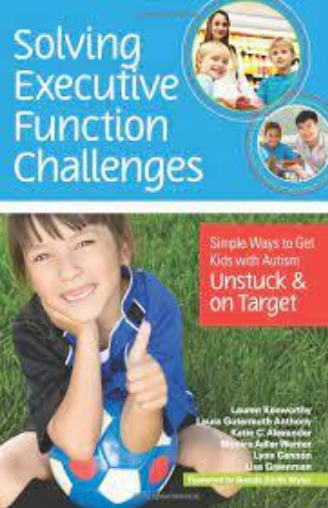
- Task Analysis: Difficulty KEEPING friends
- Primary difficulty = Emotional regulation during conflict
 - Practice managing a conflict, skill building
 - Break down the steps:
 1. Wait for the right time/place
 2. Explain your side using "I" statements
 3. Listen to your friend
 4. Repeat what they said, "it sounds like you felt..."
 5. Suggest a solution, "next time I would appreciate if..."
 6. Agree to disagree



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Resources

Action Agenda:

<https://www.actionagendas.com>

Planner Software for Attention Difficulties:

<http://www.addplanner.com>

How to Study:

<http://www.howtostudy.org>

Process to support learning how to complete an assignment:

<https://www.unc.edu/depts/wcweb/handouts/readassign.html>

