

Executive Function in Children
Indiana Speech and Hearing Association
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- **Definition of Executive Functions and Why Look at Them**

- **Important Aspects, Development, and Relation to Brain Function**

- **Conditions and Disorders at risk for Executive Dysfunction**

- **Theoretical Approaches to Executive Function**
 - Neuropsychological**

 - Behavioral Self-Regulation**

 - Integrated**

- **McCloskey's Model**
 - Self-Activation**

 - Self-Control (Self-Regulation)**

 - Self-Control (Self-Realization)**

 - Self-Control (Self Determination)**

 - Self-Generalization**

 - Trans-Self Generation**

- **Ineffective Self-Regulation Behaviors**
- **Effects of Executive Dysfunction on Academic Development and Production**

Academic Skill Development and Production

- **Academic Skill Development**
- **Problems in elementary school**
- **Upper Grades**

Assessment of Executive Functions

- **Goals**

Formal Measures

- **Problems with Standardized Evaluations**
- **Neuropsychologist**
- **Issues**
- **Task Analysis**

Informal Measures

- **Observation Form**

- **BRIEF**

Versions

- **Preschool for 2-5.11 years**
- **Ages 5-18 years**
- **Self-Report for 11-18 years**
- **Adult 18+ years**
- **Computer Scoring**

- **Aspects of BRIEF**
 - **Measures different aspects of EF**
 - **Enables parents and teachers to rate EFs in home and school**
 - **Self- Assessment available for 11+ years**
 - **Takes about 15 minutes**
 - **INVEST IN THE COMPUTER SCORING**

Instructions and Scoring

Preschool Scales

Ability to Inhibit responses

Ability to Shift Attention

Ability to Maintain Emotional Control

Working Memory

Ability to Plan and Organize

Additional Information on Expressive Language and Socially

Appropriate Behavior

Indexes:

Inhibitory Self-Control

Emergent Metacognition

Scales for Ages 5 to 18 years

BEHAVIORAL REGULATION INDEX

Ability to Inhibit Responses

Ability to easily Shift Attention

Ability to maintain Emotional Control

METACOGNITIVE INDEX

Ability to Initiate Tasks

Working Memory

Ability to Plan and Organize

Ability to Organize Environment

Ability to Monitor self

Negativity and Inconsistency

Self-Report 11-18 years

BEHAVIORAL INDEX

Ability to Inhibit Responses

Ability to easily Shift Attention

Ability to maintain Emotional Control

Ability to Monitor self

METACOGNITIVE INDEX

Working Memory

Ability to Plan and Organize

Ability to Organize Environment

Task Completion

Subscales of Behavioral and Cognitive Shift

Profiles of Executive Dysfunction with Specific Conditions

ADHD and ADHD-Inattentive Type

Severe Executive Dysfunction

Asperger's

CAPD

Case Study of 15 year old male

Intervention and Management

General Guidelines

General Principles

Internal vs. External Controls

Application of Interventions to the IEP/504 Process examples

Older students and adults

Conclusions

- **You can help identify why children are having difficulty particularly when “scores” are average**
- **You can quantify certain behaviors**
- **You can judge how well teachers and parents agree on how the child is viewed and how the child sees him/herself**
- **You can make concrete suggestions for management**
- **You can make a difference in a child’s life**