



When Executive Functioning does Not Properly Function

Evidence-based Interventions for One of the Greatest Predictors of School Success

November 17, 2022

4:30pm – 7:45 pm

Presenter:

R. Nicolle Carr, Ph.D., BCBA-D

Location:

Presented via Zoom

Instructions for log-in will be sent 2 days prior to session

Presented By:

Kidz Conference Services

1400 Old Country Road, Suite C103N
Westbury, NY 11590

Target Audience:

- Teachers School Leaders
- Social Workers LMHCs
- Speech/Language Pathologists
- Psychologists (Licensed & School)
- BCBA's & BCaBA's

Course Level/Learning Methods:

Intermediate; Lecture

Method of Presentation: Live-Virtual Online

Course Requirements: To receive Certificates of Attendance and CEUs, participants must: arrive on time, stay for the entire session, and submit a completed Evaluation Form.

Course Description

Kindergarten teachers have identified multiple school readiness traits that correspond to success in the classroom. Many of these traits such as impulse control, problem solving, working memory and reflection are part of executive functioning (EF). We continue to see these traits as foundations for success in academics all the way through to high school and later employment opportunities. These neurological differences manifest in various ways in the classroom and thus need a wide variety of interventions. To better help researchers understand how executive functioning works and, thereby, can be improved, disorders such as autism, ADHD, traumatic brain injury and depression have been studied. This research has led to evidence-based interventions across broad categories that can help teachers, social workers, psychologists, behavior analysts and many other professionals help our students be successful.

This lecture highlights EF as a whole; the current neuroscience research and the evidence-based interventions that can be used across all grades. Many disciplines tackle this topic through a different lens; behavior analyst may use delay discounting whereas a school counselor may discuss impulse control. The behavior, however, looks the same and interventions are cross disciplinary in most cases.

Learner Objectives - As a result of this activity, participants will be able to:

- Describe the principal areas of focus related to executive function and how difficulties manifest in the classroom
- Describe how to implement evidence-based interventions for specific EF deficits
- Compare & Contrast terminology used by behavior analysts, teachers, and mental health professionals as they relate to EF

Agenda

- 4:30 EF Basics & Research
- 5:15 Areas & Interventions – Problem Solving, Planning, Organizing, Task Initiation
- 6:00 Break
- 6:15 Impulse Control, Emotional Regulation, Memory, Cognitive Flexibility
- 7:15 Generalization

Biographical Information:

R. Nicolle Carr, Ph.D., BCBA-D has a Ph.D. in behavioral neuroscience/psychology from the University of Texas, Austin and is a Board-Certified Behavior Analyst. She is currently the Director of the Applied Behavior Analysis program at the University of Oklahoma. Most recently she founded the Oklahoma state chapter under the ABAi. Dr. Carr served as the assistant clinical director at a residential program outside of Boston and as a consultant for a clinic in Western MA. She currently consults for school districts regarding classroom management and individual student needs while teaching online and in person for a variety of universities across the US. She also served as the secretary of the Society for Behavioral Neuroscience and Comparative Psychology of the American Psychological Association and the Ethics Special Interest Group for the Association for Behavioral Analysis International.

DISCLOSURE INFORMATION: Financial: Dr. Carr is receiving a speaker's fee for presenting this session. **Non-financial:** There are no non-financial disclosures.



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