



April 9, 2024

DEMYSTIFYING ADHD & EXECUTIVE FUNCTIONS

MATAN Institute

Order Out Of Chaos' MISSION

Our purpose is to provide hands-on education, guidance and coaching to parents and their students through our customized products and programs, so all children – both mainstream and with learning issues – can develop the necessary skills they need to experience success in learning and in life.

Where Are The Slides?

LESLIE JOSEL

Home About Speaking Books Columns Press Partnerships OOC

GET IN TOUCH

Speaking Engagements

APR 9

Presentation for Matan

7:00 PM – 8:00 PM
Google Calendar · ICS

Leslie will present "Demystifying Executive Functions" for the annual Matan Institute Conference in New York. [VIEW PRESENTATION SLIDES](#)

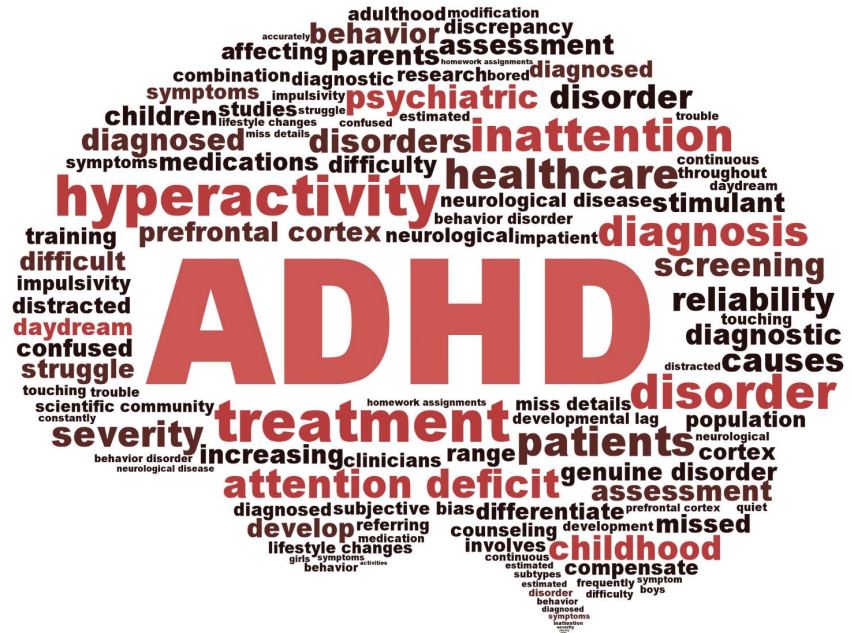
[VIEW EVENT →](#)

matan

LeslieJosel.com/speaking-engagements

ADHD | Executive Functions

What's the Difference Between ADHD & Executive Functions?



ADHD Facts

ADHD is a Self-
Regulation Disorder
OR
Lagging Executive
Functioning Skills



Executive Control

Executive Control is the brain's ability to filter, suppress and "screen out" all incoming information (including our own thoughts and reactions) that might "get in the way" of our ability to self-regulate and complete tasks.

In order to function daily, the brain must be able to ignore irrelevant thoughts, physical impulses, and external stimuli that barrage us and threaten our ability to maintain focus and control our thoughts, feelings and actions.

Purposeful Actions

Brain vs Behavior

Executive Age is the person's age based on how his or her brain is working. EF individuals are an average of 30% behind. This delay lasts into adulthood. Human brains reach their highest point of maturity in the early 30s, and for EF people, that is where the maturity stops, even if there is delay.

What is the Executive Age

True Age	Executive Age	True Age	Executive Age	True Age	Executive Age
3	2	13	8.67	23	15.33
4	2.67	14	9.33	24	16
5	3.333	15	10	25	16.67
6	4	16	10.67	26	17.33
7	4.67	17	11.33	27	18
8	5.33	18	12	28	18.67
9	6	19	12.67	29	19.33
10	6.67	20	13.33	30	20
11	7.33	21	14	31	20.67
12	8	22	14.67	32	21.33

When your children frustrate you with actions that are not age appropriate, refer to this chart to remind you to give them grace because their brains are developing behind schedule.

Strengthen The Brain



BRAIN IS A MUSCLE!

IT NEEDS TO BE
EXERCISED!

PILLAR #1

Activation

Organizing

Time Management



The ability to keep track of things in space, in stuff & in time

Organization

The Brain Craves Predictability Chaos vs Calm



Guidelines

Horizontal=Hidden



Vertical=Visual

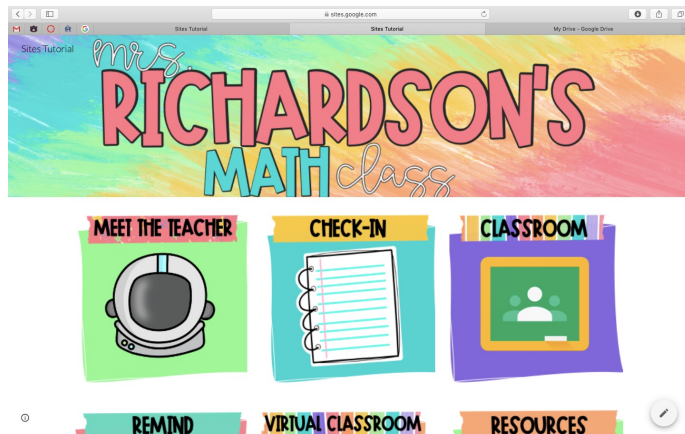
Reading the Room

Label, Label, Label

Schedules|Calendars

Rules|Reminders|Photos

Task Cards



Rules of Thumb

Remove Barriers to Entry

If they don't see it, it doesn't exist

If it takes more than 2-3 steps to do.....

Pictures tell the story

Color code **EVERYTHING!**



TIME

The image features the word "TIME" in a large, bold, black serif font. Each letter is designed for tracing, with a solid black outline and a series of small black dots forming a path inside the letters. A faint, light gray watermark reading "dreamstime.com" is visible across the middle of the word. The background is plain white.

Time Management



Externalize Time
to
Internalize Time

Analog Clocks

**Hang clocks in every room
your students spend time in**

Including HALLWAYS



Every School Needs Analogs



Analog allow you to see time move and where you are in relation to the rest of the day.



Present time, elapsed time, future time.



Helps to understand how long you've spent on tasks and how much time you have left.



Digital gives one time – THE PRESENT!

**PAUSE
PICTURE
PACE**



Alarms | Timers



Hold future time

Provide time checks

Allow students to see “Done”

PILLAR #2

Focus

Focusing

Shifting Attention



Auditory vs Visual Processing

Focus

Secondary Focusing



Flashlighting



Body Brain

Use Experiential Experiences

Games

Storytelling

Play

Twister

Videos



Music

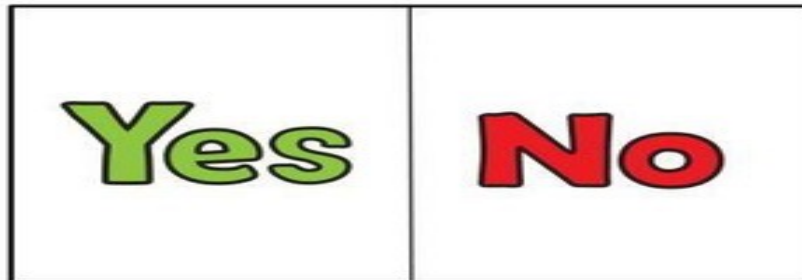


You Put Your Whole Self In!

White Boards



Responsive Cards



Guided Notes

Protists and Fungi Guided Notes Name _____ Per _____

Protists
Recall that protists are any organisms that is eukaryotic that _____ a plant, animal, or fungi
Common examples are: _____, radiolarians, _____, etc.
There are _____ major divisions of protists

1. Animal like: _____
2. Plant like: _____ Algae
3. _____ like: Slime molds and water molds

Protozoans
Are _____, some are parasitic
Common examples are _____ and Parameciums

Unicellular Algae
Usually contain _____ and run photosynthesis
Red, Brown, and _____ algae and _____ are good examples

Fungus Like (slime and water molds)
Are heterotrophic and absorb nutrients from _____ organisms, but no _____

Fungi

- o Fungi aren't plants
- o Fungi are _____ that have cell walls made of chitin
- o Do not run on _____
- o Digest decaying organic matter on the _____ of their bodies, then absorb it

Structure of Fungi

- Multicellular fungi are composed of thin filaments called _____
- The bodies of fungi are composed of many hyphae tangled together into a _____ mass called _____
- The Fruiting Body is the _____ of a fungi that grows from the mycelium

1

PILLAR #3

Effort

Sustaining Effort.

Distractions.



The ability to take or sustain action on a task

You Had Them at HELLO



Talk in sound bites

Pre-empt topic and time

Can you bring your effort level up to me?

High Effort | Low Effort

Structure lessons using a high effort | low effort model

5-minutes for prep or “do-now”

20-minute instruction

10-minute solo or group activity



PILLAR #4

Managing Emotions

Stuck

Frustrated

Explosive

Anxious

Overwhelmed



Managing Emotions

Reduce the amount of work or information.

Give students an emotional outlet.

Give students choices for expression.





PILLAR #5

Working Memory

Remembering ...

or

Performance in the Front
Knowledge in the Back



“Boomerang Brain”



Set up routines & rituals for EVERYTHING!



Have students repeat info backwards



Stop answering questions when none were asked



Link the unknown to the known

Guided Questioning

Where have you seen this?

What is this similar to?

What do you recognize?

What is new to you?

**How does this connect with what we've already
learned?**

What is confusing to you?

PILLAR #6

Action:

Monitoring Actions

Self Leadership



Naughty vs Neuro

Movement

Helps

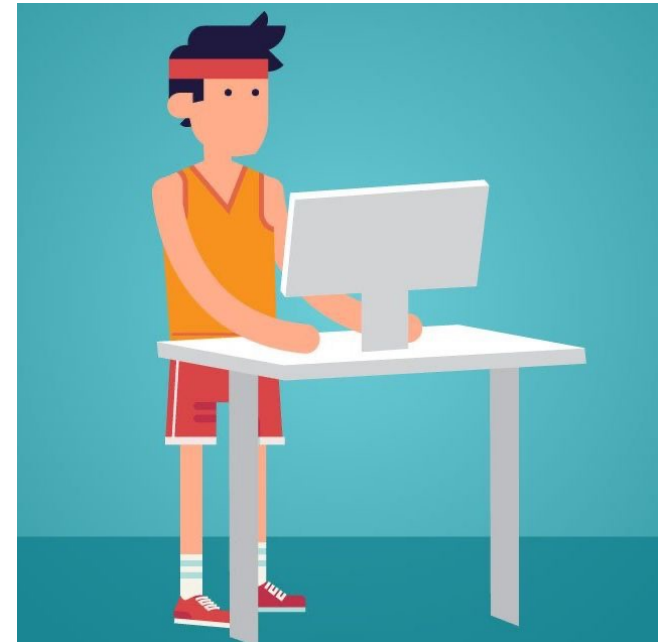
Manage Impulses

Focus and Sustain Attention

Distractibility

Lay Down Learning

Recall Information



For More Information & Resources



VISIT US: orderoochaos.com

CONTACT US: info@orderoochaos.com

Q & A

