



1



Julie Principe, she/her
 BEd, Speaker,
 Inclusion Consultant,
 ADHD Coach

 julie@adhdroadmap.coach

 [@julie.principe.12](https://www.facebook.com/julie.principe.12)

<https://adhdroadmap.coach>



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

2

**TERRITORIAL
 ACKNOWLEDGEMENT**



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

3

6 Keys



1. Know Your Strengths
2. Co-Regulation
3. Emotional Regulation
4. Physical Regulation
5. Environment
6. Understand, Model & Teach EF Skills

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

4

WHY ARE EXECUTIVE SKILLS IMPORTANT?



Adapted by J. Principe from Peg Dawson and Richard Guare

5

STALLED or STUCK



★

Metacognition
-thinking about your thinking, monitoring progress

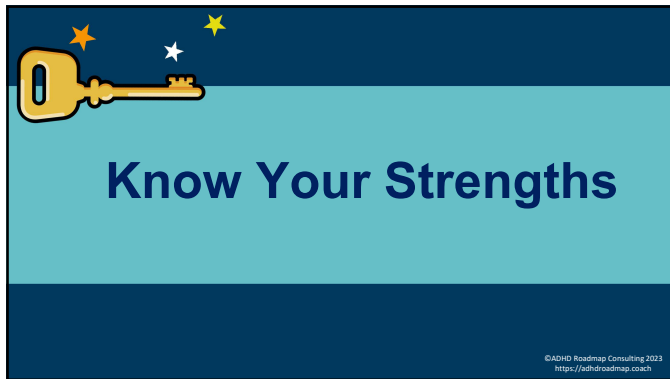
Task Initiation
-getting started

Sustained Attention
-focusing and staying focused on a task

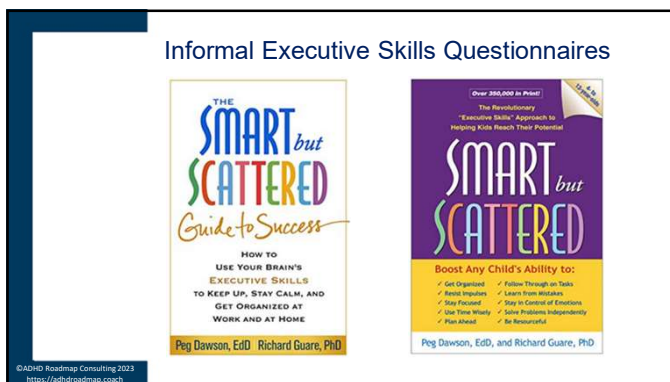
Goal-Directed Persistence
-working toward a goal, working around obstacles

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

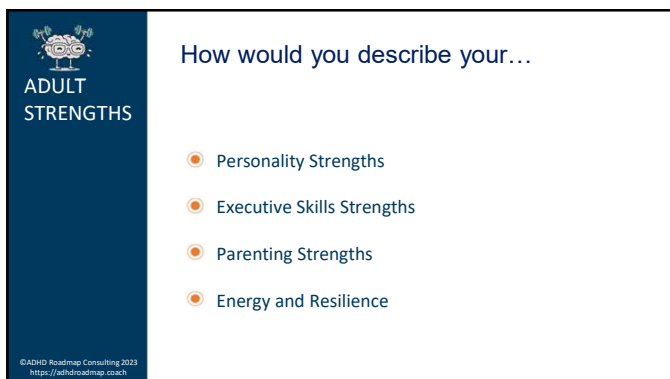
6




7



8



9




**CHILD/
STUDENT
STRENGTHS**

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>


How would you describe your child's/student's...

- Personality Strengths
- Executive Skills Strengths
- Learning Strengths
- Emotional Strengths
- Energy and Resilience

10



Co-regulation



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

11



**WHAT IS
REGULATION?**



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>



12

Regulation is...



Regulation is when your thoughts, feelings, energy and actions work together to keep you safe and connected.

Sometimes we can do this ourselves; sometimes we need help.

- Palmer & Principe, 2023

When we are regulated, we can take care of ourselves and others in our community.

©practicalpossibilitiesconsulting2023


13

Co-regulation is...

Co-Regulation is when another person uses their thoughts, feelings, energy, and actions to help someone feel safe and connected.

- Palmer & Principe, 2023

When we are regulated, we can help others to regulate.



©practicalpossibilitiesconsulting2023

14

Self-regulation is...



Self-Regulation is when you use your thoughts, feelings, energy, and actions to stay safe and connected on your own.

- Palmer & Principe, 2023


We can learn to use tools and strategies to regulate.

©practicalpossibilitiesconsulting2023

15





16




CO-REGULATION

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>


At Home
&

At School

- Plan and prepare for dysregulation
- Regulate yourself first
- Understand your child's/student's nervous system
- Check your expectations
- Check in with your child's/student's state of regulation
- “Be there and hold space” when they are dysregulated
- Strengthen your connection (relationship) when they are regulated

17



Emotional Regulation

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

18



EMOTIONAL REGULATION & EF Skills

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Emotional Regulation Involves Executive Skills:

- Response Inhibition
- Emotional Control
- Flexibility
- Stress Tolerance

19



BUILDING BLOCKS FOR EMOTIONAL REGULATION

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>




- Physical Safety
- Connections/Relationships
- Felt Safety
- Co-Regulation
- Predictability
- Sense of Agency


20

PHYSICAL SAFETY

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>


 **At Home**

- Caregiver supervision
- Co-regulation
- Clear rules & expectations for safety
- Communication between caregivers
- Bully proofing/SEL
- Online Safety
<https://www.common Sense media.org/articles/online-safety>

 **At School**

- Inside/Outside caregiver supervision
- Co-regulation
- Clear rules & expectations for safety
- Staff communication
- Bully prevention programs/SEL
- Digital Citizenship
<https://www.common Sense org/education/digital-citizenship>

21



PREDICTABILITY

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

At Home

- Family:
 - Values & Rules
 - Consequences
 - Teach Emotional Reg.
 - Repair Plans
- Proactive Design:
 - Family Activity Planning & Transitions
 - Rituals & Routines
 - Visuals
 - Communication

At School

- Community:
 - Norms & Rules
 - Consequences
 - Teach Emotional Reg.
 - Repair Plans
- Proactive Design:
 - Schedule Design & Transitions
 - Rituals & Routines
 - Visuals
 - Communication

22



PREDICTABILITY



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Fair *is not* Equal

23




PREDICTABILITY

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Can't *not* Won't

24


 **EMOTIONAL REGULATION & EF Skills**

Basic EF Skills

- Response Inhibition
- Emotional Control
- Flexibility
- Stress Tolerance

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

25

 **EMOTIONAL REGULATION & EF Skills**


Aware of the state of their

- emotions
- nervous system

- Response Inhibition
- Emotional Control
- Flexibility
- Stress Tolerance
- Metacognition

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

26

 **EMOTIONAL REGULATION & EF Skills**


In the moment, they:

- Assess the situation
- Take other perspectives
- Delay reactions

- Response Inhibition
- Emotional Control
- Flexibility
- Stress Tolerance
- Metacognition
- Working Memory
- Prioritizing
- Planning
- Goal-Directed Persistence

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach


27



PREDICTABILITY

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

Co-regulation



28



PREDICTABILITY

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

Repair Plans

● APOLOGY
(repairs relationships)

● RESTITUTION
(makes other person feel better)

“Feeling empathy for someone meanscreating a customized space in one’s own inner world to host the world of the other.”

- from The Role of Executive Functions in the Development of Empathy”

29



PREDICTABILITY

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

Repair Plans

● APOLOGY
(repairs relationships)

Executive Skills Needed:

- stress tolerance
- emotional control
- working memory
- metacognition
- flexibility
- response inhibition
- sustained attention
- goal-directed persistence


● RESTITUTION
(makes other person feel better)

Executive Skills Needed:

- stress tolerance
- emotional control
- working memory
- metacognition
- flexibility
- response inhibition
- sustained attention
- goal-directed persistence
- planning/prioritizing
- organization
- task initiation

30

10




Transitions

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Supporting Transitions

We can...

- Make them predictable
- Make the transition “expected”
- Give them a 5-minute warning
- Give them extra time to transition
- Manage our own frustration and anxiety so that we can stick to the plan and co-regulate as needed.




first

then



31




Transitions


©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Supporting Transitions – for Older Children and Teens

“Staying a Beat Ahead” (Sarah Ward’s Working Clock)
https://chadd.org/wp-content/uploads/2018/06/ATTN_08_14_StayingBeatAhead.pdf



360 Thinking Time Tracker
Kristen Jacobsen
Designed for iPad
★ ★ ★ ★ ★ 5.0 (14 Ratings)
\$2.99



32



RITUALS &
ROUTINES

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

At Home

● RITUALS:


- Religious Activities
- Greetings between family members (wink, handshake, lunchbox notes, etc.)
- Actions at the start/end of the day (walk dog)
- Special Dinners, Birthdays & Celebrations
- Graduations, Weddings, Funerals, Ceremonies
- Inside Jokes, Nicknames, Family Expressions
- Mindfulness & Visualization
- Family Movie/Game Night
- Family Trips/Vacations

At School

● RITUALS:

- Patriotic Activities
- Greetings
- Morning/Closing
- Mindfulness & Visualization
- Daily Dedication
- Weekly Events - Movie Fridays (not connected to rewards)
- Annual Events (Egg Drop)

33



RITUALS & ROUTINES

At Home

- END OF DAY ROUTINES:
 - Chores
 - Dinner
 - Exercise or activity
 - Homework
 - Prepare for tomorrow
 - "Down time" before bed
 - Sleep hygiene
 - Bedtime

At School

- END OF DAY ROUTINES:
 - Closing Circle/Meeting
 - Homework/Agenda
 - Clean up
 - Pack up
 - Line up
 - Dismissal
 - Goodbye

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

34



VISUALS


At Home & At School

- Family Activity Planning
- Transitions
- Rituals & Routines
- Visuals
- Communication



©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

35




VISUALS

At Home & At School

- Visuals
 - For everyone
 - Consistent
 - Images
 - Photos
 - Sticky notes
 - Checklists
 - Sketches
 - Objects
 - Calendars, planners
 - Phones (alarms, reminders)
 - Other tech

<https://www.youtube.com/watch?v=s1eZ7h6u3JM>




Kristin Wiens,
"Visuals"
northstarpairs.com


"Decriminalizing Supports"
- Shelley Moore

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach


36



HOME-SCHOOL COMMUNICATION

 **At Home**


- Family Activity Planning
- Transitions
- Rituals & Routines
- Visuals
- Communication

 **At School**


- Schedule Design & Transitions
- Rituals & Routines
- Visuals
- Communication

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

37




SENSE OF AGENCY

 **At Home**

- Voice
 - Norms
 - Collaboration
 - Student surveys
 - Family meetings
 - Letter writing
 - Open communication
- Autonomy
 - Choice/Options
 - Goal-setting
 - Learner-driven eval.

&

 **At School**

- Student-centered learning
 - Inquiry
 - Interviews
 - Problem-Solving Protocols
 - SEL
 - Growth mindset
 - Include them in the purpose
- Praise & Trust
 - Ask questions instead of correcting

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

38



Physical Regulation

©ADHD Roadmap Consulting 2023
https://adhdroadmap.coach

39

At Home & **At School**

PHYSICAL REGULATION

Healthy Habits:

- Hygiene
- Exercise
- Nutrition
- Sleep

Physical Fluency:
(What We Understand)

- Physical Health
- Physical Regulation
- Brain Science
- Mental Health
- Emotional Regulation
- Nervous System

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

40

Moving Toward Self-Regulation

How does your body feel?

What do you need to do?

©2023 Practical Possibilities Educational Consulting

41

Two-Step Reset

ACTIVITY

1

MOVEMENT

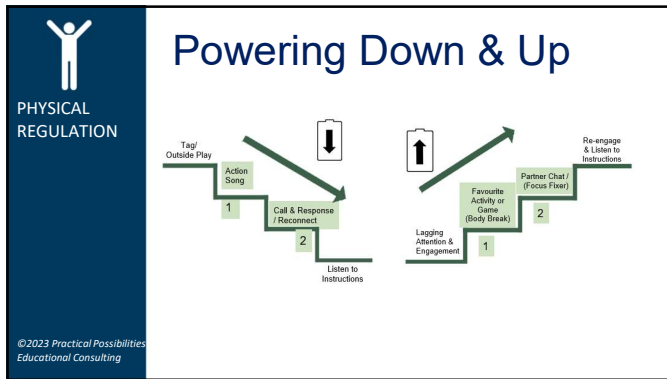
2

CONNECT or RECONNECT

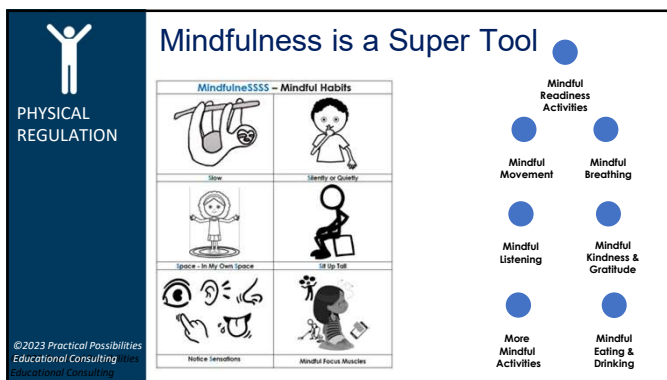
ACTIVITY

©2023 Practical Possibilities Educational Consulting

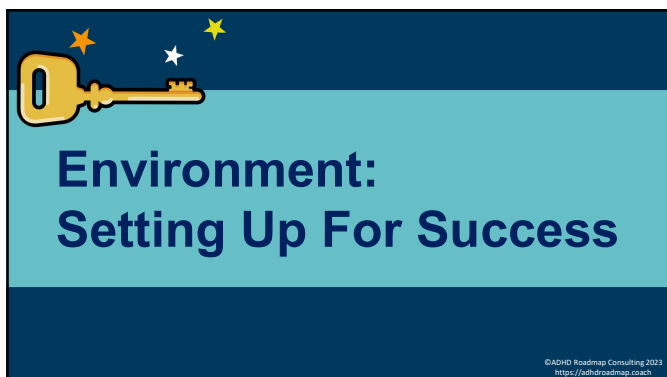
42




43





44



45



ENVIRONMENT

 **At Home** **&**  **At School**

AREAS
(Spaces for adults & children)

- Work
- Play
- Common Areas
- Personal Areas
- Storage
- Transitions
- Pathways

ADD VISUALS

- Reminders
- Calendars
- Schedules
- Task strips
- Photos or images
- Labels
- Colour cues

REDUCE or ADJUST

- Sensory distractions
- Visual stimulation
- Lighting
- Noise/Sound


SOCIAL INTERACTIONS

- Co-reg availability
- Body doubling as needed
- Not distracting
- Time on own
- Time to connect with others

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

Blueprint icons created by Nikita Golubev - Flaticon

46



EF Skills: Understand, Model & Teach

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

47



**LEARNING
EXECUTIVE
SKILLS**

 **At Home** **&**  **At School**

For Adults Learning

- Smart But Scattered
- Smart But Scattered - Teens
- CASEL
- Mindful Educators (Mindful Schools)
- Learn about Poly Vagal Theory
- The Regulated Classroom
- Smiling Mind






<https://www.smilingmind.com.au/>



<https://regulatedclassroom.com/>



©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>

48



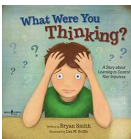
**LEARNING
EXECUTIVE
SKILLS**

©ADHD Roadmap Consulting 2023
<https://adhdroadmap.coach>


 **At Home** **&**  **At School**

Lessons and Resources for Teaching


- "Efs 2 the Rescue" (lessons)
- Mindful Schools (10 free lessons for kids)
- "Executive Function Skills in the Classroom"
- The Regulated Classroom
- Smiling Mind
- Children's Fiction Books
- Books for Teens



© 2019 by Dr. David C. Reardon
All rights reserved.



<https://www.smilingmind.com.au/>



<http://efs2therescue.com/>

49





QUESTIONS?

50

Thank You!





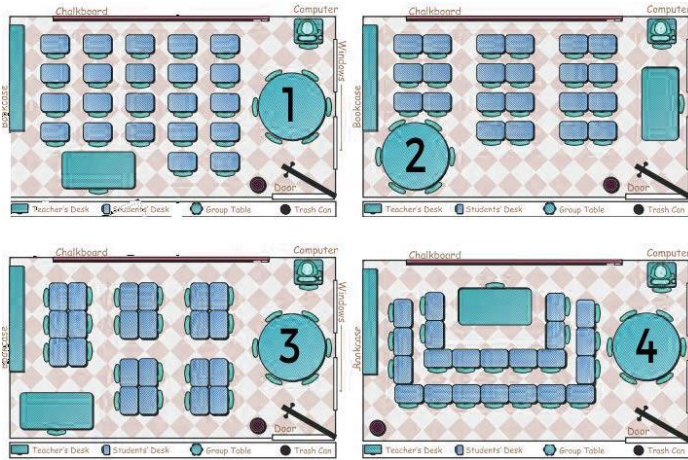
Drop us a line.
We'd love to hear
from you!

51



Considering Executive Skills in the Classroom: Physical Classroom Set Up

Important things to consider universally (for all students) include:



- Student Needs
 - number of students
 - student age
- Teacher Needs
 - Where will your teacher desk go? Or will you have one?
 - If you have a teacher desk, which direction will it face? Why?
 - What kind of storage do you need for your materials?

- Distractions
 - Is your classroom next to the gym or the music room?
 - Is your classroom in a portable?
 - Do the windows face a playground or a parking lot?
 - Do parents wait outside of your classroom?
- Learning Opportunities - Interactions and Skill Development
 - What kinds of interactions do you want to encourage/discourage?
 - Which skills do you hope that your arrangement will foster?
 - How and when will you teach these skills?
- Change - student needs evolve throughout the year.
 - How will you change your physical space?
 - Will you invite student input?
 - Will you have a discussion?
 - Will you conduct a survey?
 - Will you change things based on your own decisions and knowledge of student needs?
 - Will you move the furniture after the students are gone? Or will you have the students move their desks and chairs?
 - Will it be random?
 - Will you have a lottery?
- What other spaces will your students need?
- What else do you need to consider?

Supporting Executive Skills

Important things to consider to support executive skills include:



- Student materials
 - Where will the student materials be?
 - How will they be organized?
 - How will they be distributed?
 - Where are planners/agendas kept? Where/When do they get handed in?
- Organization
 - Where does work get handed in?
 - Where will homework be posted?
 - How can you make the coat area efficient?
 - What happens when students are away?
- Where is your clock?
 - What kind of clock is it?
 - Do your students know how to tell time?
 - Does it have time markers on it? (See Sarah Ward)
 - Will you address Time Robbers? (See Sarah Ward again.)
 - Do you have a Time Timer? Is it for the whole class?
- Where is your Shape of the Day going to be posted?
 - Will it have visuals?
- Where are the pathways?
 - Are you in a portable? Does it have a washroom?
- What else do you need to consider to support executive skills?

Supporting Regulated Learning

Important things to consider to support regulated learning include:



- Student seating
 - What kinds of seating?
 - Are they assigned seating or do they have a choice?
 - What supports do they have for working in specific kinds of seating?
- Student desks/tables
 - What kinds of workspaces?
 - Are there spaces for group work?
 - Individual work?
 - Are workspaces assigned or do they have a choice?

- Lighting
 - What choices do you have for lighting? Are the classroom lights flexible?
 - Do you have alternate lighting (i.e., lamps, fairy lights)?
 - Will you invite student input or not?
 - Will you have a discussion?
 - Will you conduct a survey?
 - Will the lighting be changed?
 - Throughout the day?
 - In different seasons?
 - In response to activities?
 - If so, who decides on those changes?
- Sound
 - How do you control the sound/noise in your classroom? Outside your classroom?
 - How much control do your students have over the sound/noise they experience?
 - Are there workspaces where they can be louder if necessary?
 - Inside your classroom?
 - Outside your classroom?
 - What options are available to students who have difficulty with the volume?
 - Do they have headphones?
 - Do they have access to a quiet workspace inside your classroom? Outside your classroom?
 - Can students request changes to the classroom “noise” level?
- Learning spaces inside and outside the classroom
 - Designated areas for specific kinds of learning (i.e., lesson area, arts/project spaces, seasonal displays, conference area, writing table, hallways, book nook inside the classroom, library outside the classroom, outdoor learning spaces, etc.)
- Partner and/or collaborate with other staff

Supporting Regulated Energy

Important things to consider to support regulated energy include:



- Student seating
 - What kinds of seating?
 - Are they assigned seating or do they have a choice?
 - What supports do they have for working in specific kinds of seating?
- Student desks/tables
 - What kinds of workspaces?
 - Are there spaces for group work?
 - Individual work?
 - Are workspaces assigned or do they have a choice?
- Sound
 - How do you control the sound/noise in your classroom? Outside your classroom?
 - How much control do your students have over the sound/noise they experience?
 - Are there workspaces where they can be louder if necessary?
 - Inside your classroom?
 - Outside your classroom?
 - What options are available to students who have difficulty with the volume?
 - Do they have headphones?
 - Do they have access to a quiet workspace inside/outside your classroom?
 - Can students request changes to the classroom “noise” level?
- Eating and drinking
 - Are students allowed to eat and/or drink in your classroom outside of traditional times?
 - How do you manage this?
 - Where is food/drink stored?
- Regulation & Break Spaces - inside and outside the classroom (Norms)
 - Designated areas for regulation
 - What is the purpose of break or space?
 - Is it a brain break or body break or a combination?
 - Are they recharging, resetting, powering up or powering down?
 - Do they know?
 - When do they go? Who do they tell? Who do they go with?
 - What is their job/purpose when they are there?
 - What do they do? How long do they do it?
 - How do they return to class? What do they do when they return to class?
- Partner and/or collaborate with other staff.