

Clinically-Recognized Executive Functions

adapted from Goldrich (2015) *8 Keys to Parenting Children with ADHD*



INITIATION / ACTIVATION

Noticing what needs to be done and taking the first step to complete the task >> Initiation and activation are closely tied to your awareness of and relationship with a sense of time.

FOCUS

Both sustaining and being able to shift focus on tasks, as necessary >> Explore how your environment can help you to filter-out distracting stimuli and support transitional cues that break hyper-focus patterns.

WORKING MEMORY

Storing, recalling, and integrating information, facts, and ideas >> Comprehension is a complex, layered process and your brain sometimes needs external support in the form of memory tools and strategies.

PLANNING & ORGANIZING

Systematically prioritizing tasks in the present that will cumulatively result in achieving a goal in the future >> Again, your relationship with time and supported focus will assist in mastering planning and organization skills.

EFFORT & PROCESSING

Staying tuned-in and pacing yourself to complete tasks >> Take breaks, offer yourself gentle forms of stimulus (ie. passive fidgeting) to stay alert, and understand your own processing capacities to work with your brain.

SELF-MONITORING

Noticing how your thinking impacts your behaviours, and how your behaviours impact the world around you >> Work on shifting your self-talk to be more helpful and heartening with trusted, qualified supportive people.

EMOTION REGULATION

Recognizing, authentically feeling, and safely expressing emotions >> Acknowledge your emotions and practice coping through their highest intensity in order to understand what need or boundary they are alerting you to.