

Remedy for the Self-Blind:

Managing ADHD and Impairments
in Self-Awareness by Deploying
Metacognitive Strategies

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www.ExQInfiniteKnowHow.com

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<https://exqinfiniteknowhow.com/lp-adhd/>



A little about me

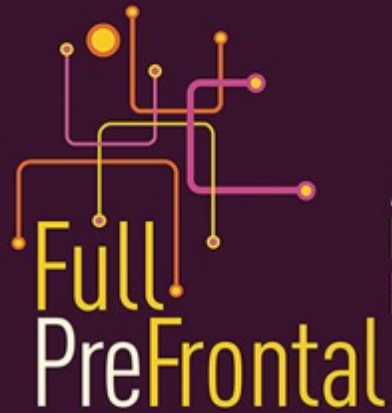
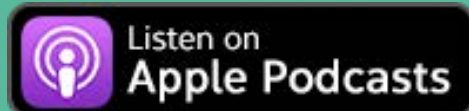
Sucheta Kamath, MA, MA, BC-ANCDS, CCC-SLP

- Founder & Creator of [ExQ®](#) (an EF training tool for 6th grade-college students)
- Podcast Host – Full PreFrontal: Exposing the Mysteries of Executive Function
- Host of a webinar series for educators and parents
- TEDx Speaker, SLP practitioner, instructor, and educator
- Happily married and a parent of two young men!



Subscribe to my Podcast!

www.fullprefrontal.com



A Podcast About
Exposing the Mysteries of
Executive Function
with
Sucheta Kamath



Sucheta Kamath

Introduction to the Full PreFrontal Podcast

Podcast Resources



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EPISODE 71:**

DR. DEBRA KRODMAN-COLLINS
Lizard Brain, Wizard Brain

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K. ANDERS ERICSSON
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Executive Function

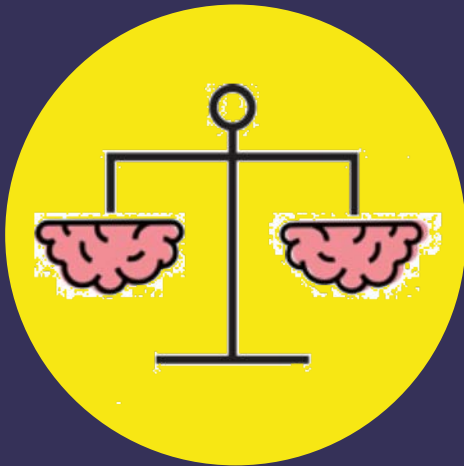


Set of mental skills used to manage our thoughts, feelings, and behaviors to achieve goals



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Executive Function



EF & Adaptive Adjustment

- Requires figuring out the goals for self and then directing attention and effort towards the goals
- Involves applying knowledge in a flexible way - by regulating self

In summary, adapting means producing behaviors that bridge the gap between "What you know" and "What you DO with what you know"

- Kennedy & Coelho, 2005, p. 243



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Hallmark of Learners with Strong EF

Self-directed Planners

Ones with Flexible and Adaptable
Mindset

Good Information Managers

Skilled at Understanding Self
and Others



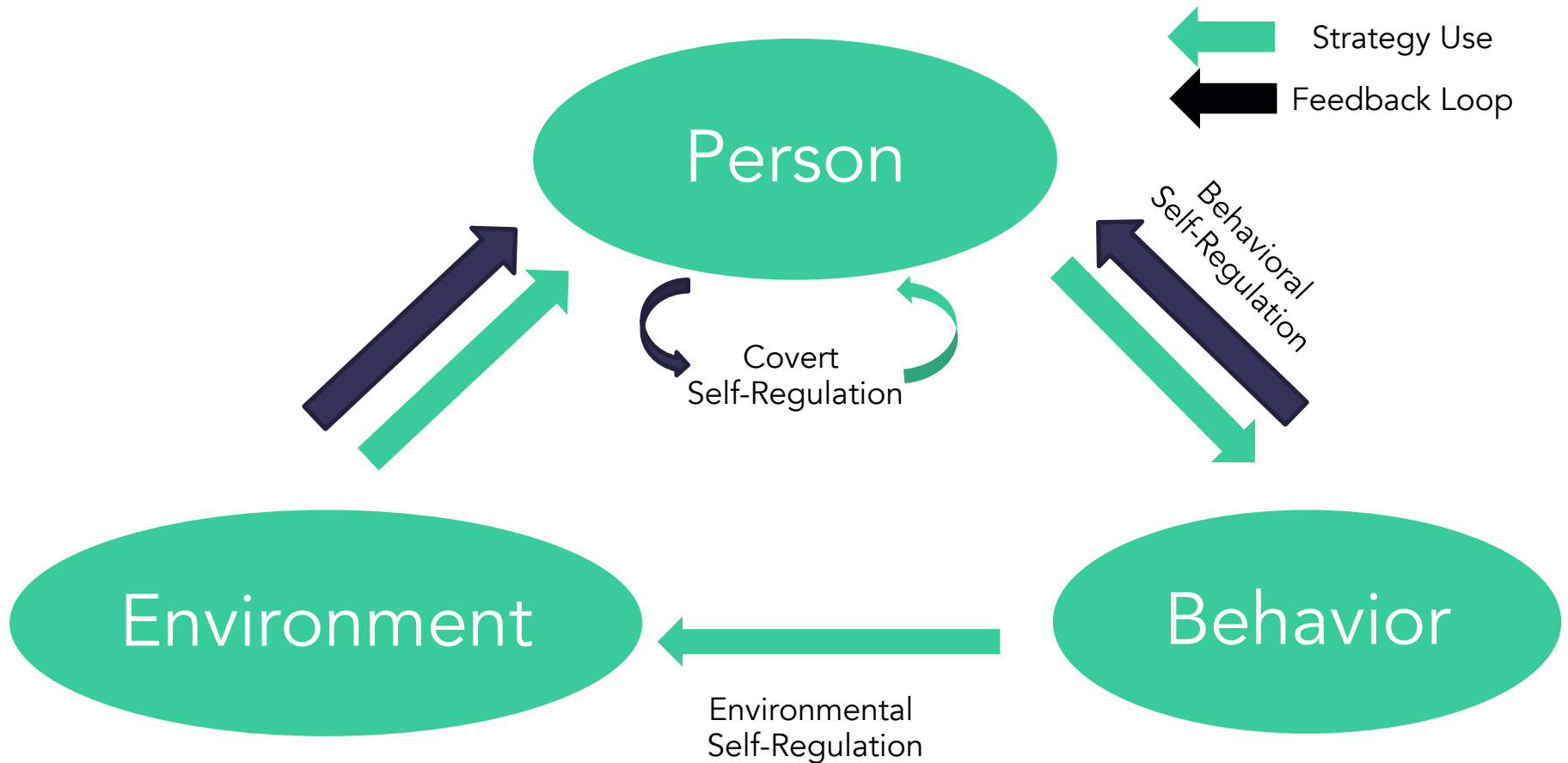
Self-Regulation



Scope of Self-Regulation

- Self-regulation is a broad construct consisting of Cognitive, Behavioral, and Social processes
- Lets you maintain optimal levels of
 - Cognitive arousal or alertness
 - State of motivation and most importantly, emotional stability for instantaneous and ongoing **ADAPTATION!**
- Blair & Diamond, 2008;
- Molfese et al., 2010;
- Raffaelli, Crockett, & Shen, 2005

Cyclical Nature of Self-Regulation



"A social cognitive view of self-regulated academic learning."
by B. J. Zimmerman, 1989, Journal of Educational Psychology, 81, p.330.
Copyright ©1989 by the American Psychological Association.

Bringing in Metacognition



Metacognition is
described as “Thinking
about your thinking”

Role of "Personal Discovery"



We can not leave learners to Self-Regulation through "Personal Discovery" because it is:

- Tedious
- Frustrating
- Limited in its scope
- Limited in its Effectiveness

- Bandura, 1986



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ADHD & Impact of Poor Self-Awareness

Characteristics of ADHD

1. Inability to control impulses or stop and think before acting

3. Inability to engage in self-talk or use mind's voice

2. Inability to visualize the future and the executionary sequence



4. Inability to regulate emotions & intensity of response

5. Inability to plan & problem solve for self

The problem is not with
"what" and "how" but
more like "when"
and "where."
– Russell Barkley, Ph. D.

ADHD is an Intention Disorder





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Implications of ADHD on general underachievement

Inflexibility and poor
mindreading

Disorganized
thoughts and actions

Forgetting to
remember to
remember

Unskilled at critical
thinking and
problem solving


Unfocused and
distracted

Poor
self-awareness

"...like a disorganized cook trying to get a meal on the table"
– Martha Denkla, MD



Executive Dysfunction is failing to apply the *knowing* to achieving goals set by self

A photograph of a police officer in a dark uniform standing next to a young girl sitting in a yellow toy car. The officer is holding a yellow card and looking down at the girl. In the background, there is a white police car with its lights on and a white RV parked on a street. A large yellow speech bubble is overlaid on the image, containing text.

Young lady, do
you know why I
pulled you over?

Plight of the Self-Blind



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Managing Self- Blindness in ADHD with a M-E-T-A Approach

What is Metacognition?

Metacognition



- Refers to applying self-regulation to cognition
- Components of metacognition include
 - Self-awareness or metacognitive beliefs
 - Self-monitoring and
 - Self-control of cognition while performing an activity

“Metacognition is an internal tribunal that rules on the soundness of our mental representations, such as a memory or judgement.”

- Stephen Fleming, Ph.D.
Cognitive Neuroscientist





Metacognition



M-E-T-A Training

Mindful Examination of Thinking and Awareness

- Developing the knowledge of personal learning strengths and challenges
- Learning to scope out the tasks and connect tasks to goals
- Determine a plan of action and frequently evaluate outcomes



Self-Directed Learning

The goal is to teach and help uncover the Strategic Process for self:

1. Help students set goals based on personal competence and errors
2. Develop attention and awareness to translate implicit into explicit learning
3. Facilitate progress monitoring using frequent and specific feedback
4. Empower students to move towards self-devised strategic thinking

Weekly reflection of



Self Awareness

**Understand the WHY =
Weekly Mini META Lessons**

**Experience the WHY =
Game Based Experiential learning**

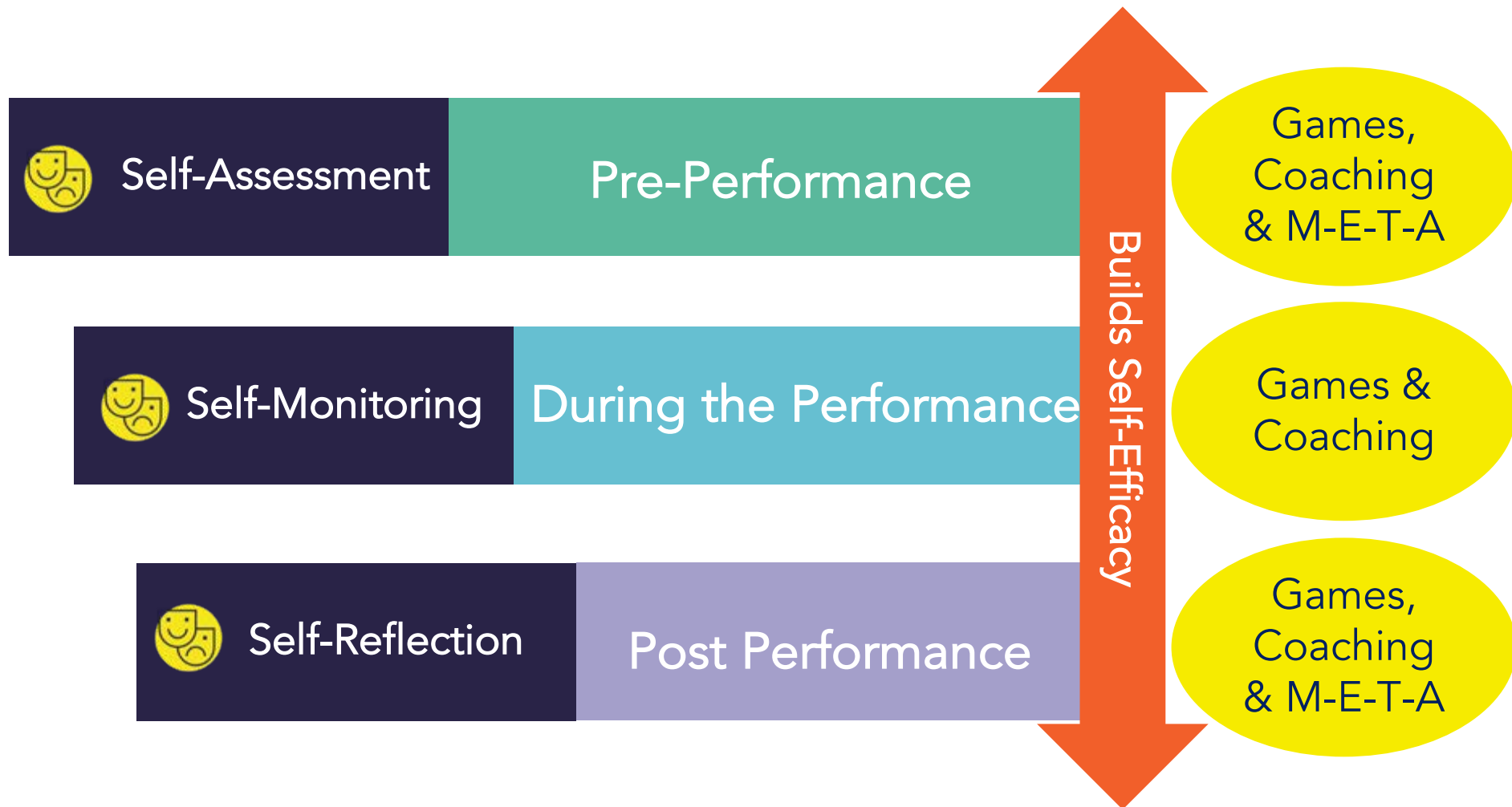


EF Domain Training



Learning from Mistakes

**Apply the WHY
Coaching & Real-Life Scenarios**



How M-E-T-A in ExQ® Shapes Effort



Facilitates accurate judgement of personal strengths and challenges

Nudges to set goals, evaluate plans, and take action while compensating for weaknesses

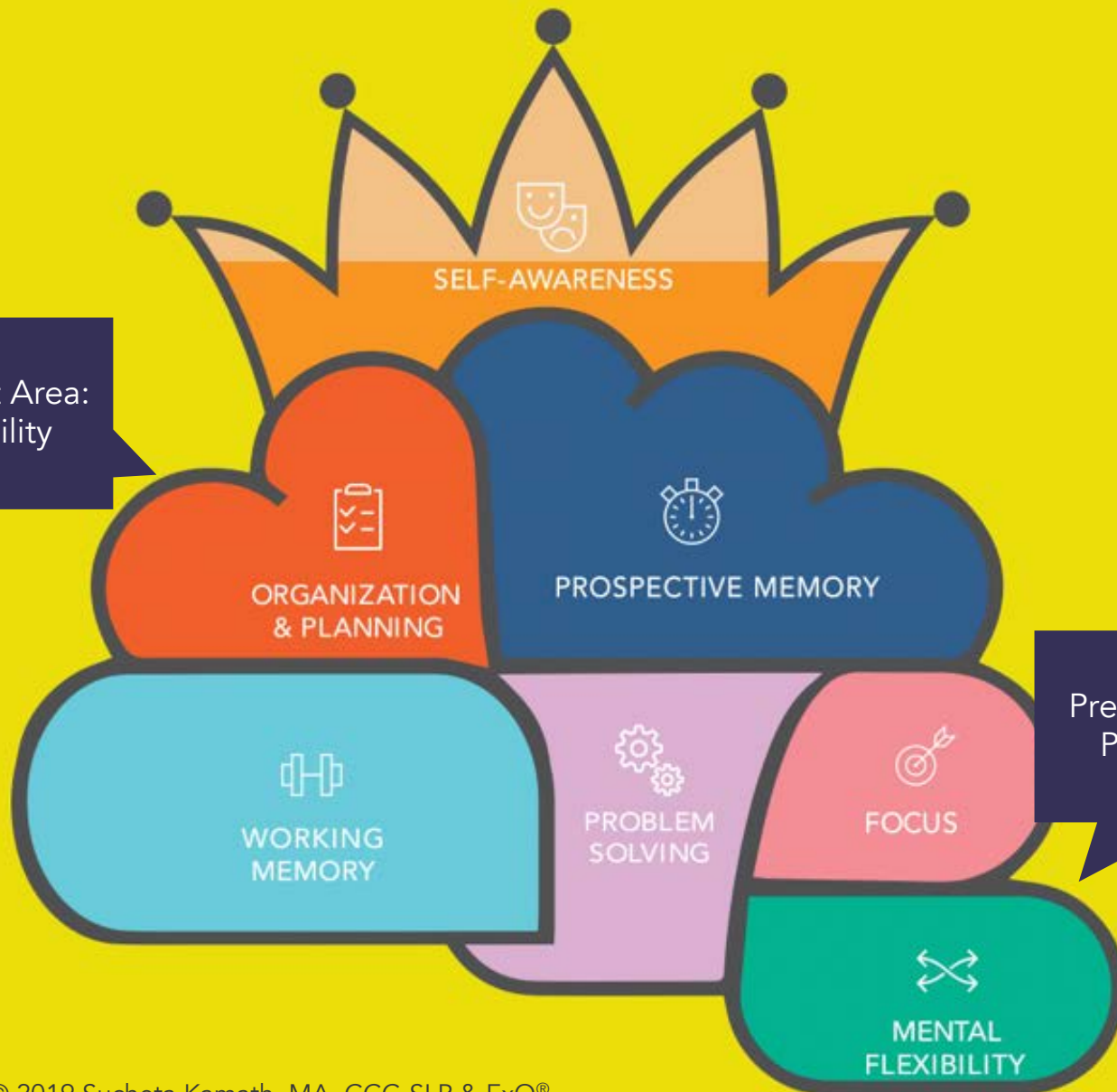
Activates awareness to move on to the next challenge without wasting time

What do I know about me?

What do I know about
the task (goal)?

What do I know about
my approach?





Predicted Worst Area:
Mental Flexibility



Predicted Best Area:
Problem Solving



“This has a lot of word problems
but I love math so it not a
problem”

“I tend to waste a lot of time
day-dreaming”

“If I finish by 6:00, I could get my
Spanish homework done by 6:30”



The screenshot displays the ExQ Home interface. At the top, the ExQ logo is on the left, and navigation icons for Home, My Brain, TIPS, and Progress are in the center. A user profile for Evienne E. is on the right, indicating 'WEEK 2'. Below the navigation bar, the 'ExQ Home' section features a large 'Cloud Nine' game tile with a 'Play' button. To the right, a 'Weekly To-Do List' sidebar contains three items: '1 Games' with a game icon, '2 Learning from Mistakes' with a coaching icon for Sergio, and '3 M-E-T-A™ Training' with a circular diagram icon for 'Mindful Examination of Thinking and Awareness'.

M-E-T-A Process

Good luck with your M-E-T-A Training for this week! Click through each of the circles to complete your training.



M-E-T-A Q

Are you reviewing your goals daily and weekly?

Last Week's Average




Your ExQ Profile





Strategy #1: Pre-Task Predictions

Teach self-directed questioning:

- What do I already know?
 - What do I not know?
 - What is needed?
 - How hard is this task?
 - How well will I do on this?
- 




Strategy #2:



+ Intermittent Self-Check


Teach how to take the temperature:

- How am I doing?
 - Have I lost interest?
 - Have I lost focus?
 - Am I doing what I am supposed to?
 - Is my way working?
- 



Strategy #3: Self-Coaching

Teach students to pause and redirect:

- Should I continue?
 - Should I change the work?
 - Should I ask for help?
 - Should I try something different?
- 

Strategy #4: + Perspective Taking


Teach learners to give advice to self from someone else's point of view

- What would the teacher say?
- What would mom or dad say?
- What would my classmate say?
- What would the *Future-Me* say?



Strategy #5: Post-Performance Feedback

Teach learners to pause and reflect on performance accuracy, method, and strategic approach

- What worked?
 - What didn't work?
 - What needs to stay?
 - What needs to go?
- 



The student with the
greatest self-knowledge
and insight into their
strategic thinking is the
most prepared student!

- Sucheta Kamath

Thank you!
**Let's change the world,
one student at a time.**

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