

Dyslexia, Executive Function and Self-Sufficient Children: Enhancing self-management for a better prepared future-self

Presented by
Sucheta Kamath, Founder, ExQ®

October 13, 2021

EXQ
Infinite. Know how for everyone.

1

Sucheta Kamath
CEO & Founder, ExQ®

- Sucheta Kamath is an award-winning speech-language pathologist, TEDx speaker, and an entrepreneur whose software ExQ® is revolutionizing learning in the Ed-Tech space
- Sucheta is a sought-after motivational speaker and media resource on Executive Function training with a 25+ year clinical practice
- Sucheta hosts Full PreFrontal®: Exposing the Mysteries of Executive Function Podcast, serves on many boards and runs a free communication and Executive Function job-readiness training program for previously homeless, incarcerated, and disenfranchised men in inner-city Atlanta.
- Sucheta has a Board Certification in Neurogenic Communication Disorders from the Academy of Neurogenic Communication Disorders, Master of Arts in Speech-Language Pathology Ohio University, Master of Arts in Linguistics University of Bombay, Bachelor of Science in Audiology and Speech Therapy

EXQ | 2 | @Sucheta_Kamath | @SuchetaKamath | @SuchetaKamath

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

2

Speaker Disclosure

Financial: Sucheta Kamath has received financial compensation for this presentation. She is the Founder/Owner of the private practice Cerebral Matters where she sees clients. As the CEO of ExQ software Executive Function curriculum, Sucheta benefits from sales.

EXQ | 3

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

3

Today's Agenda

- Learn to identify the nature and scope of Executive Function, Hot and Cool EF, and the role of social-emotional regulation to effectively achieve self-directed goals
- Discover the role of frontal lobes in simulating the future and conceptualizing the nature and the needs of the future-self
- Learn about the relationship between Dyslexia, reading, writing and language processing and Executive Function
- Explore the life-long implications off strong Executive Function
- Understand practical interventions that promote the development of key components of Executive Function in multiple contexts

EXQ | 4

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

4

Introduction to Executive Function

5

Executive Function:
One of the number of overlapping constructs

Self Control
COGNITIVE CONTROL
Self-Regulation
Effortful Control Fluid Reasoning
Executive Attention

EXQ | 6

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

6



Goals For Self
(Enlightened Self-Interest Goals)

What is Executive Function?

Executive Function is a set of mental skills that help manage thoughts, emotions, and actions to achieve *self-set* goals

EQ | 7

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

7



Executive Function helps to appropriately adjust one's thoughts, emotions, and actions in accordance with the **changing** environment and challenging times

EQ | 8

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

8



Strong Executive Function skills empower self-agency that is at the heart of goal-management, so that individuals can move forward in everyday life.


EQ | 9

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

9

Three Critical Elements Of Executive Function:

- Impulse Control
- Working Memory
- Mental Flexibility



EQ | 10

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

10

EF in Action:
How all the components come together



- Focus
- Planning
- Organizing
- Sequencing
- Prioritizing
- Reflecting
- Connecting
- Consider Others' need
- Empathizing

EQ | 11

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

11

Goal Attainment and Executive Function:




- Formulate goals
- Adjust motivational levels
- Create a plan
- Connect the plan to the goals with actionable steps
- Take actions
- Assess outcomes
- Adjust or correct actions until goal is achieved
- Move onto new goals

EQ | 12

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

12



Higher-Order Executive Function skills include:

- Sustained attention
- Impulse control
- Long-term planning
- Remembering to remember
- Gratification postponement
- Simulation of the Future
- Critical reasoning and collaborative decision-making
- Emotional and social regulation
- Adaptive flexibility
- Seeing the Big-Picture

ExQ | 13 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

13

When is Executive Function not contended?

Clarity **Certainty**
Smooth sailing
Calm seas
Anticipated shift
Routine **Predictability**

ExQ | 14 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

14

When is Executive Function most relevant and evident?


Uncertainty
Ambiguity **Small wrench**
Stress & Anxiety
Unanticipated roadblocks
Burnout **Unpredictability**

ExQ | 15 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

15

Uncertainty
Ambiguity
Change
Roadblocks
Loss

**A
D
A
P
T**



Executive Function breakdown is evident during the failure to adapt, pivot, or think on one's feet to achieve goals in order to move forward

ExQ | 16 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

16


Breakdown in Executive Function:
The Iceberg of Competence

Things that are Visible and Tangible **Outcome/Results:**
 Behaviors, actions, and inactions


Things that are Invisible:
 Components of Executive Function **Process:**
 But the underlying cognitive and affective skills and abilities (or a lack thereof) are neither visible nor tangible

ExQ | 17 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

17




Coming in from the playground and struggling to switch to the "inside voice"




Finding it difficult to leave the computer even when the teacher has called out your name many times

ExQ | 18 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

18



Knowing you have three zeros on Math HW and still not making up the work or going to the teacher for help




After making a careful plan and setting aside time to work on the history paper, getting sidetracked by the drama with friends on social media

ExQ | 19

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

19




Getting frustrated and overwhelmed because of not being able to figure out what the main idea is nor being able to organize it into a neat paragraphs or a summary in spite of spending significant time and effort in reading, studying, and trying to write a thesis

ExQ | 20

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

20



Knowing you have a high cholesterol and struggling to say no to onion rings when out with friends



After careful planning and budgeting, getting sucked into playing the slot machines and going way over budget

ExQ | 21

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

21



In summary:


Strong Executive Function skills help achieve self-set goals while dealing with ambiguity and uncertainty and maintaining emotional balance

ExQ | 22

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

22

Learning Pause



What ideas are squaring with you?

What ideas are still circling in your head?

What would you like take with you into your practice?

ExQ | 23

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

23



Hot and Cool Executive Function

24

Everyday Life is Rarely Emotionally Neutral
This is True of Children & Adults

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

25

Exerting Effortful Control
 Hot & Cool EF Distinction

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

26

Cool Executive Function

- Low-stakes situations
- No roadblocks in accomplishing the goals
- **No conflict** between the self and the other

Research by Phil Zelazo & Stephanie Carlson

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

27

Hot Executive Function

- High-stakes situations
- Multiple roadblocks in accomplishing the goals and
- Anticipated or ongoing conflict between the self and the other

Research by Phil Zelazo & Stephanie Carlson

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

28

Distinct Neurological Substrates of Hot & Cool EF

Hot EF
 = Ventromedial Prefrontal Cortex

Cool EF
 = Dorso-Lateral Prefrontal Cortex

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

29

Instantaneous Switch
 From Cool EF to Hot EF

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

30



Instantaneous Switch

From Cool EF to Hot EF

- Immediate dysregulation or even a meltdown
- Self-referential stance and tunnel vision
- Lack of situational understanding or socially tempered response
- No adaptive resilience

ExQ | 31

31

Affective Coloring

The Concept of Stickiness

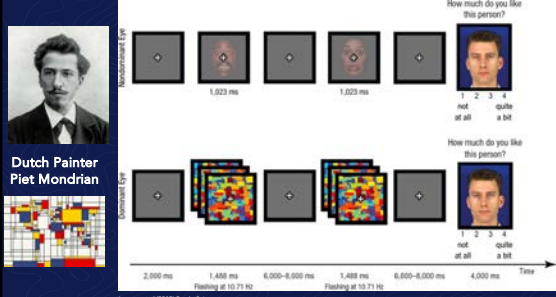


- Our self-referential inner narrative is made of a constellation of thoughts which has a quality of stickiness to it
- Our affect bleeds through from one situation to another
- When our awareness is somewhere else, stickiness worsens
- Stickiness is the antithesis of resilience

ExQ | 32

32


Study: By experimentally disrupting awareness, researchers show increase in stickiness



Dutch Painter Piet Mondrian

ExQ | 33

33




Unpredictability, Change, Setback, and Loss induces:

- Tunnel vision
- Risk aversion
- Rush to judgement
- Block in thinking critically

ExQ | 34

34



By exercising Self-Control

- One can overcome one's own perspective to appreciate someone else's
- Step into their shoes (perspective taking)
- Apply the same process to explore the needs of one's own future-self

ExQ | 35


35

Doing the right thing when the right thing is hard!
EF is central to humility, altruism, and understanding



ExQ | 36

36




In summary:
Switching from hot EF to cool EF with awareness, affective flexibility and effortful control leads to successful regulation of feelings, behavior, and social competence leading to the minimizing of problematic outcomes.


ExQ | 37

37


Learning Pause



What ideas are squaring with you?



What ideas are still circling in your head?



What would you like take with you into your practice?

ExQ | 38

38


Frontal Lobes, Future Simulation and Evolution of Executive Function

ExQ | 39

39

The Pre-Frontal Lobes: A Future-simulation machine

Who is the future-self?
A removed and hypothetical entity who might as well be a different person - almost a stranger




ExQ | 40

40

Continuity of Self

“Consciousness of Personal Sameness”
- William James (1892)



Past self → Present self → Future self

ExQ | 41

41

Who's in Trouble? The Current Self or the Future-Self

 <p>The Night Guy</p>	 <p>The Morning Guy</p>
Parties	Wakes up late
Stays up late	Exhausted
Blows off steam	Scrambling
Care-free	In trouble

ExQ | 42

42




Higher level of self-continuity

- Lower likelihood of procrastination
- Better academic performance
- Higher likelihood of attaining goals

ExQ | 43 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

43



Current & Future Self-Continuity

When the connection between the current self and the future-self becomes vivid and clear, our decisions gain better traction

ExQ | 44 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

44



Executive Function carves a path towards the future-self

ExQ | 45 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

45




In summary:

Executive Function skills are modeled, practiced, and can be mastered over time as the brain matures to meet ever-evolving expectations and goals.

ExQ | 46 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

46

Learning Pause



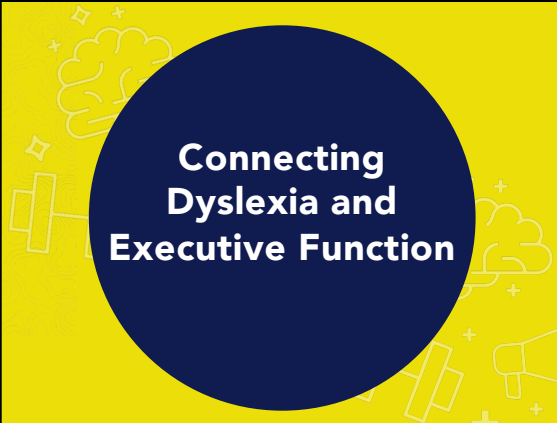
What ideas are squaring with you?

What ideas are still circling in your head?

What would you like take with you into your practice?

ExQ | 47 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

47




Connecting Dyslexia and Executive Function

ExQ | 48 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

48

The Reading Brain



"Reading is that fruitful miracle of a communication in the midst of solitude"


- Marcel Proust

ExQ | 49

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

49

Comprehension



Comprehension requires that readers build a mental model or representation of the situation or world (real or imaginary) described in the text.

Perfetti, C., (1997). Sentences, individual differences, and multiple texts: Three issues in text comprehension. *Discourse Processes*, 23, 337-355

ExQ | 50

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

50

Hallmarks of Strong Executive Function in Strong Readers

- Self-directed planners
- Skilled at understanding others
- Good information managers
- Are flexible & adaptable

ExQ | 51

Kelly B. Cowright, Ph.D.

51

Brain that was Never Wired for Reading (1):

The requirements of individual writing systems shapes reading circuits in the brain



Brain of a reader of Chinese

- To acquire thousands of Chinese characters, activation of visual regions (a physiological correlative of the cortical "space") in the occipital areas - Tan, Spinks, Eden, Perfetti, & Siok, 2005

Brain of a reader of English

- To acquire sounds (phonemes) and the rules of correspondence to visual symbols (letter), activation of the temporal and parietal regions - Bolger, Perfetti, & Schneider, 2005


ExQ | 52

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

52

Brain that was Never Wired for Reading (2):

The amount and quality of experiences with written language also shape reading circuits



Novice vs. Expert

- The novice readers in English end up activating far more expansive brain regions in the brain than adult brains do in order to learn a great many things such as sound-symbol correspondence, alphabetic principle, decoding hundreds of new words, etc.
- The expert reading brain that emerges over time shows streamlined pathways for decoding that can incorporate sophisticated semantic and syntactic processes

- Sandak, Mencl, Frost, & Pugh, 2004


ExQ | 53

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

53

Brain that was Never Wired for Reading (3):

The properties of print itself also play a role in shaping comprehension and the reading circuit



Building knowledge

- Fluent decoders allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented so to actively constructing meaning
- They take advantage of the stability and linearity of printed text as it invokes the reader's attention to understanding the thoughts on the page

- Marianne Wolf (2009)

ExQ | 54

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

54

Defining Dyslexia: As defined by IDA




(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity

(2) "Related disorders" includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability

ExQ | 55

55

Dyslexia & Executive Function



Specific Executive Function skills associated with reading comprehension that may be a challenge for a dyslexic individuals:

- Planning
- Organization
- Cognitive flexibility
- Working memory
- Inhibition
- Social understanding

ExQ | 56

56

The crucial role of education

Most aspects of reading need to be explicitly taught



Higher-level comprehension skills

Basic decoding skills

ExQ | 57

57




In summary:

By focusing on building Executive Function skills children and adults with dyslexia can gain proficiency in self-regulated reading and self-driven writing

ExQ | 58

58

Learning Pause



What ideas are squaring with you?

What ideas are still circling in your head?

What would you like take with you into your practice?


ExQ | 59

59

Lifelong Implications of Strong Executive Function



60



Executive Function Over a Lifespan:

It plays an important role in the development of:

- Habits and rituals
- Communication
- Social cognition
- Moral behavior


- Carlson and Moses, (2001)
- Kochanska et al. (1997)

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

61

Lifelong Impact of Strong Executive Function skills

Socioeconomic Status & Self-Control



Study by Terrie Moffitt et al. (2011)
Proceedings of the National Academy of Science

30 years later...

- Better jobs
- Higher incomes
- Improved health
- Stronger relationships
- Fewer run-ins with the law

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

62

A DEEPER DIVE


Mounting evidence shows that **Executive Function proficiency** is directly linked with self-efficacy and academic, personal, work, and social success.



©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

63

Executive Function & Preschool Readiness (1)




Preschool executive skills predict...

- Growth in emergent literacy, vocabulary, and math across Pre-K (McClelland et al., 2007)
- Kindergarten literacy and math skills (Blair & Razza, 2007)
- 3rd grade reading comprehension (Gujardo & Cartwright, 2016)
- Math & reading achievement at age 21 (McClelland et al., 2013)
- College completion by age 25 (McClelland et al., 2013)

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

64

Executive Function & Math Competence (2)




Students with strong Executive Function tend to score higher in math

Data from National Center for Education Statistics Early Childhood Longitudinal Program, 4th grade, N=7,615 students

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

65

Executive Function & Numeracy and Advance Math (3)




The mastery of foundational concepts of numbers allows for a deeper understanding of more complex mathematical problems and flexible problem-solving techniques

- Baroody, (2003)

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

66

Executive Function & Reading Comprehension (4)




Specific EF Skills:

- **Planning & Organization**
(Lesh, Nelson, Eisen, & Collins, 2010)
- **Working Memory**
(Warr, et al., 2010)
- **Cognitive Flexibility**
(Catherine et al., 2017)
- **Inhibition**
(Lesh et al., 2010)
- **Social understandings**
(Lesh & Collins, 2010)

ExQ | 67

67

Executive Function & Mental Health Disorders (5)




Executive Function is impaired in disorders including Attention Deficit and Hyperactivity Disorder (ADHD), Conduct Disorder, Obsessive Compulsive Disorder (OCD), Depression, Addiction, and Schizophrenia

Diamond 2005, Liu & Tannock 2007 Fairchild et al. 2009 Taylor Tougas et al. 2007 Pennington et al. 2007 Baler & Volkow 2006 Barch 2005

ExQ | 68

68

Executive Function & Graduation Outcomes (6)




Poor Executive Function leads to high school dropouts, teen pregnancies, and reckless decision-making

Bailey CE. 2007. Cognitive accuracy and intelligent executive function in the brain and in business. Ann. N. Y. Acad. Sci. 1118:122-41

ExQ | 69

69

Executive Function & Work Productivity (7)




Poor Executive Function leads to poor productivity and difficulty in finding or keeping a job

Bailey CE. 2007. Cognitive accuracy and intelligent executive function in the brain and in business. Ann. N. Y. Acad. Sci. 1118:122-41

ExQ | 70

70

Executive Function & Marital Disharmony (8)




A partner with poor Executive Function can be more difficult to get along with, less dependable, and/or more likely to act impulsively

Eakin L, Mingo K, Hechtman L, Ochs E, Krane E, et al. 2004. The marital and family functioning of adults with ADHD and their spouses. J. Attention Disord. 8:1-10

ExQ | 71

71

Executive Function & Social and Interpersonal Skills (9)



Poor Executive Function leads to social and interpersonal problems such as emotional outbursts and reckless behavior

ExQ | 72

72

Executive Function & Health Outcomes (10)




Poor Executive Function skills are associated with overeating and obesity

Crescenti et al. High trait self-control predicts positive health behaviors and success in weight loss. *Journal of Health Psychology*. 2011;14(3):150-159.

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

73

Executive Function & Health Outcomes (11)




Poor Executive Function skills are associated with substance abuse and poor treatment adherence

Miller ME, Barnes JC, Beaver RM. 2011. Self-control and health outcomes in a nationally representative sample. *Am. J. Health Behav.* 35:19-27.

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

74

Executive Function & Encounters with the Law (12)



Poor Executive Function leads to self-sabotage including violence and criminality

Esklin L, Minda K, Hechtman L, Ochs E, Kover E, et al. 2004. The mental and family functioning of adults with ADHD and their spouses. *J. Attention Disord.* 8:1-10.

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

75




In summary:

Executive Function bridges past experiences with present goals and future plans through processes such as attention, organization, problem solving, mental flexibility and strategic thinking **to help manage work, relationships, change, challenge, and loss - in life**

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

76

Learning Pause



What ideas are squaring with you?

What ideas are still circling in your head?

What would you like take with you into your practice?

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

77

Practical Interventions that Promote Executive Function



78



What do educators want for students?

- Care about their learning goals
- Take ownership of their work
- Show excellent work habits
- Think critically and solve their problems independently
- Manage their feelings and temper emotions
- Behave respectfully and collaboratively

ExQ | 79

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

79




Ways to Improve Executive Function

Evidence-Based Cognitive Training

ExQ | 80

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

80




Expanding the Personal Affective Bandwidth (1)

- Calm self down, reframe relationship with worry and anxiety
- Reduce judgement, edge, and incessant self-serving thoughts
- Reprogram the inner voice
- Check cognitive distortions and blind spots

ExQ | 81

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

81




Expanding the Personal Cognitive Bandwidth (2)

- Swap perspectives
- Envision the future intentionally
- Expand the gestalt vision
- Deepen reasoning and then problem solve

ExQ | 82

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

82



Impact of EF Training on Three Types of Literacy

- Basic literacy: say and define the words on the page
- Critical literacy: interpret, analyze, synthesize, and explain texts
- Dynamic literacy: act on the content gained from texts, interrelating the content for problem-raising and problem-solving

ExQ | 83

- Morris, P.J. & Schulte, C. (1996). The new literacy: Moving beyond the 3Rs. San Francisco: Jossey-Bass

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

83



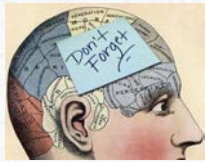
M-E-T-A® STRATEGIES

An Established EF Training Process That Systematically Promotes Executive Function

ExQ | 84

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

84



M-E-T-A® Strategies

Sucheta's M-E-T-A® (Mindful Examination of Thinking and Awareness) approach entails:

- Frequent pausing
- Mindful awareness-orientation
- Error analysis
- Guided self-reflection
- Gestalt Thinking
- Written and video journaling

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

85



The Founding M-E-T-A® Principle 1:

If it is YOUR idea, YOUR Executive Function will improve and not your students! Transfer the baton from you to your student!

My Grandma's idea - Color coordinated Easter egg hunt. You can only collect your color of egg. Stops one kid from getting all the eggs!

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

86



The Founding M-E-T-A® Principle 2:


During your sessions, model ways to expand the 'spaces' in between, slow your pace, pause before responding, and tone down your voice.

"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

-Viktor Frankl

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

87



The Founding M-E-T-A® Principle 3:

In order to compensate for motivational challenges, teach students to *cooperate, conform, and comply*:

- Conform to rules
- Stick to plans
- Keep promises
- Abide by standards or ideals set by other

Self-Regulation and the Executive Function The Self as Controlling Agent
ROY F. BAUMISTER, BRANDON J. SCHMEICHEL & KATHLEEN D. VOHS

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

88




The Founding M-E-T-A® Principle 4:

Make emotional management the centerfold of intervention:

- All emotional management is pain management
- Skill development requires painful acknowledgement of deficits and weakness
- Functional retraining means discovery of unattainable goals

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

89



The Founding M-E-T-A® Principle 5:

The best outcome for our students is them discovering the secret to resilience:

- Enhance their self-awareness regarding how and why they and others respond as they do
- Help them connect and build compassionate and productive social support
- Finally, without self-care you can not be the helper you need to be

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

90

ExQ
M-E-T-A®
STRATEGIES
**Management of
Hot Executive Function**

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

91

HOT EF - Therapeutic Goals

- Promote the mastery of self-calming techniques
- Build experience in reframing skills and offer self-soothing choices
- Help master emotions in uncertain times
- Help reduce procrastination
- Teach collaboration and gratitude skills

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

92

Self-Calming Techniques
Mindfulness in Everyday Life

- Engage in Mindfulness practices during the session
- Play Mindful Games/Activity cards
- Two be Kind & Positive for All
- Set the students up with home practice

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

93

Self-Calming Techniques
Five Life-Saving Breaths

- Rainbow Breath
- Dandelion Breath
- Counting Breath
- Gentle Belly Breath
- Balloon Breath

Watch the Video of Mariam Gates reading to kids

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

94

Build Experience Reframing Skills
Experience Reframing

Giving kids and adults the opportunity to express their social-emotional experiences with a new framework:

- Concrete for children
- More abstract for adults

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

95

Build Experience Reframing Skills

- Teddy Bear Days
- Kitty Cat Days
- Sloth Days
- Porcupine Days

© 2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

96

Build Experience Reframing Skills

Rainbow Days Cloudy Days

Rainy Days Stormy Days

ExQ | 97

97

Self-Soothing Choices

Tools for Choice Making to Transfer Agency

- Choice wheel
- Set up self-soothing stations
- Calm corners

ExQ | 98

98

Self-Soothing Choices

I can Cool off by...

- Making a rainbow
- Hugging Mr. Bear
- Asking for a hug
- Listening to Music
- Squeezing my hands
- Walking Away
- Taking 5 deep breaths
- Sitting in the igloo

ExQ | 99

99

Self-Soothing Stations

Hug Mr. Bear

Sit in the igloo

Make a Rainbow

ExQ | 100

100

Help Students Conduct Thought-Experiments
Epicurus (341—271 B.C.E.)

- What would happen to me if I got what I wanted?
- How would I feel?
- What will relieve my stress?

ExQ | 101

101

Acknowledge others' feelings and respond
Story of Fred Rogers

"The important thing is what we do with the mad that we feel in life." -Fred Rogers talks about a time he said, "I'm Sorry" ...

ExQ | 102

102

Receiving vs. Offering Help
Shades of Self-Advocacy

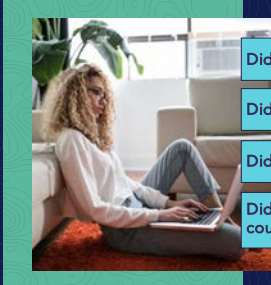


- Paraphrasing the expectations
- Asking for clarification
- Speaking on behalf of yourself
- Standing up for yourself
- Looking out for yourself

ExQ | 103 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

103

Receiving vs. Offering Help
“How have you helped today?”




- Did you offer help?
- Did you ask for help?
- Did you accept help?
- Did you politely decline help so you could try it yourself?

ExQ | 104 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

104

Self-Distancing Practice:
Emotional Reset



- Observe yourself from a distance
- Ask “what would Batman do?”

ExQ | 105 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

105




In summary:
 Emotions are signals warning us about threats and discomfort heading our way and begs to change the course of action. A strong and quick impulsive reaction is unsuitable to the progress of the future-self while a thoughtful response can be cultivated.

ExQ | 106 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

106

Learning Pause



- What ideas are squaring with you?
- What ideas are still circling in your head?
- What would you like take with you into your practice?

ExQ | 107 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

107



M-E-T-A[®]
STRATEGIES

Management of
Cool Executive Function

ExQ | 108 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

108




COOL EF - Therapeutic Goals

- Teach how to set and reach goals
- Facilitate effective performance assessment
- Improve metacognitive skills
- Promote a mastery of ways to sustain effort over a period of time
- Build error analysis skills to be willing to persist in the face of failure

EQ | 109

109



Goal-Directed Persistence

Actions That Serve the Future Self


- Teach the Three-step process
P = Plan
D = Do
F = Finish
- Switch from educator-set to self-set goals
- Help set 1-2 Stress Goals by figuring out priorities during stress

EQ | 110

110

Multi-faceted Goals

- Helping students think big and long-term
- Help them see the interdependence of each facet and how some are more active while others are less
- On a weekly basis all facets must be addressed



EQ | 111

111

Example of Multi-faceted Goals

- Why are these goals important to me?
- What are the parts and steps to achieve these goals?
- How would I accomplish them?
- How would I remove barriers?

Professional Goals

Personal statement: As a young professional who is looking for a job AND is living at home, I want to...

- Work on 2 certificates (Google Ad Words & Google analytics)
- Refresh on the senior project (from IU)
- Complete the Ultimate Google Ad words Training (the online class)
- Update my resume
- Update the Linked-In Profile
- Strategize for job-search
- Network
- Schedule interviews and follow through with it

EQ | 112

112




Effective Self-Assessment (Children)

Levels of Expertise:

I am a **Jogger**
I am a **Skateboarder**
I am a **Driver**
I am a **Pilot**

EQ | 113

113



Example: Self-Assessment (Middle school)

In Math, I am a **Skateboarder**

I can do this...

I cannot do this...

EQ | 114

114



Effective Self-Assessment (Adults)

Levels of Expertise:

- I am a **Novice**
- I am an **Apprentice**
- I am a **Practitioner**
- I am an **Expert**

ExQ | 115

115

Organization & Planning

Ability to recognize order, impose order, or create systems to manage information or objects

ExQ | 116

116

Give it a try!

How many sentences can you make with these words?

book fun a good reading is

ExQ | 117

117

book fun a good reading is

Reading a good book is fun.

Reading a fun book is good.

A good reading book is fun.

A fun reading book is good.


A good book reading is fun.

A fun book reading is good.

ExQ | 118

118

Sequencing & Visual Reasoning

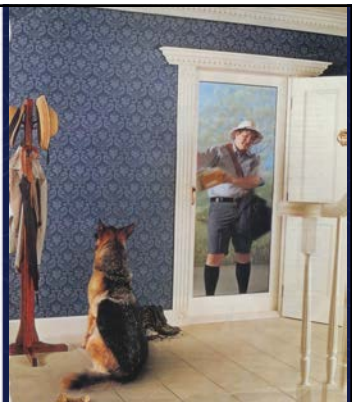


ExQ | 119

119

Figuring out the Intent

- What's this ad about?
- How do we know?
- Who's the target audience?



ExQ | 120

120

Creating a Narrative

- What's the background?
- Why?
- What's the big-picture?



©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

121

Gestalt Thinking

Book: Last Stop on Market Street


What would CJ like to after church?

Cognitive Theory of Mind:

- The reader realizes that CJ sees that Colby's dad has a car, but his nana doesn't

Affective Theory of Mind:

- The reader realizes that CJ is unhappy with having to ride the bus and go to Market Street after church
- Nana feels happy




©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

122

Assessing the Problematic Component:

- What's the problem? What's the level of difficulty?
- Why is it a problem?
- Where's the breakdown?
- What's the level of awareness?
- What should be the solution?
- What will prevent such a problem in the future?




©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

123

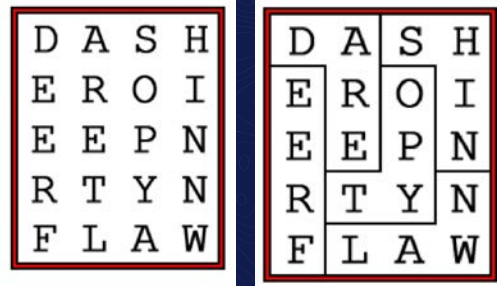
How to solve a problem

- Determine the goal
- Assess level of difficulty (combination of complexity and skill)
- Figure out the parts/step
- Execute & then Evaluate



©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

124



©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

125

Glitch list and glitch analysis

- List of errors, mistakes, and faux-pas
- Other observed errors, mistakes and faux-pas
- Identify themes
- Plan to reduce or eliminate future glitches



©2021 Sucheta Kamath, MA, CCC-SLP & ExQ[®]

126

Glitch Analysis by Mom

Self-Assessment of the glitch:
Describe the glitch:
My son left his dirty dishes in the sink. It was his responsibility to clean them, so as he washed the dishes.

Describe the Cause (or causes) of this glitch:
He did not feel responsible for cleaning up after himself and did not think of who would be performing the chore.

Consequences:
Dishes down in the sink, clean dishes in the dishwasher, had to do the coffee sheet.

Unseen Consequences:
When you wash/dishwasher, dishes come to sink in sink drain.

Ways to prevent it in the future:
If the dishes are dirty, he should drop a signal when placing dishes in the sink.

ExQ | 127 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

127

Glitch Analysis by Teen

Self-Assessment of the glitch:
Describe the glitch:
Did not wash dishes. He felt responsible for dishes but was not. He did not think of who would be performing the chore.

Describe the Cause (or causes) of this glitch:
He did not feel responsible for cleaning up after himself and did not think of who would be performing the chore.

Consequences:
Dishes down in the sink, clean dishes in the dishwasher, had to do the coffee sheet.

Unseen Consequences:
When you wash/dishwasher, dishes come to sink in sink drain.

Ways to prevent it in the future:
If the dishes are dirty, he should drop a signal when placing dishes in the sink.

ExQ | 128 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

128

ExQ Metacognitive Learning

M-E-T-A® STRATEGIES

Final Thoughts About Supporting the Needs of The Future-Self

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

129

Future-Forward Thinking Firm Commitment




- No technique on its own will ever work without a firm commitment to the goal
- If clients are taught to commit to change, they will make a difference
- Use visualization technique (Walter Michele quit by using an image of him having lung cancer)

ExQ | 130 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

130


Envisioning The Future-Self



ExQ | 131 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

131

Metacognitive Skill Building Reflection Sheet



- What do I know?
- What do I need?
- What do I predict?
- What works?
- What don't I see?
- Who can help?

ExQ | 132 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

132



The Future Me
NEXT EXIT →

In summary:

The best way to help students build a better Future-Future self is to **apply Self-Management Principles to every single encounter and help them transfer Executive Function skills to thoughts about the future.**

ExQ | 133 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

133



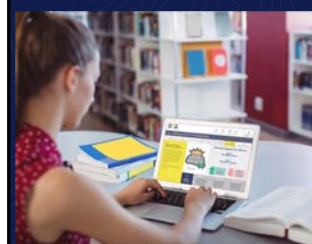
So how else do we build Executive Function skills in children?

Through a Digital Curriculum!

ExQ | 134 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

134

ExQ® as a Curriculum

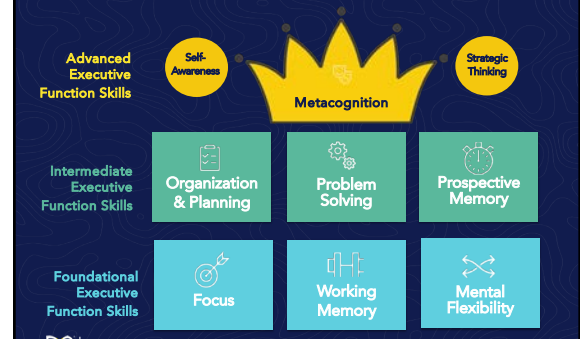


ExQ is a patented & 100% digital platform designed to directly deliver curriculum to grades 6-12 by individualizing learning to build a mastery of Executive Function through games, error analysis, and metacognitive lessons based on reflection science and the principles of self-devised strategic thinking

ExQ | 135 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

135


ExQ Teaches Executive Function in Seven Areas



- Advanced Executive Function Skills:** Self-Awareness, Metacognition, Strategic Thinking
- Intermediate Executive Function Skills:** Organization & Planning, Problem Solving, Prospective Memory
- Foundational Executive Function Skills:** Focus, Working Memory, Mental Flexibility

ExQ | 136 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®


136



Executive Function is critical to learning, thinking, self-development and even self-transcendence; particularly during stress, uncertainty and chaos. And by prioritizing EF Training we are handing learner agency back to the learners!

ExQ | 137 ©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

137



ExQ®
Infinite know how for school

Sucheta Kamath
CEO & Founder
Phone: 404.493.0962
Email: Sucheta@ExOInfiniteKnowHow.com
www.ExOInfiniteKnowHow.com

LEARN MORE

©2021 Sucheta Kamath, MA, CCC-SLP & ExQ®

138