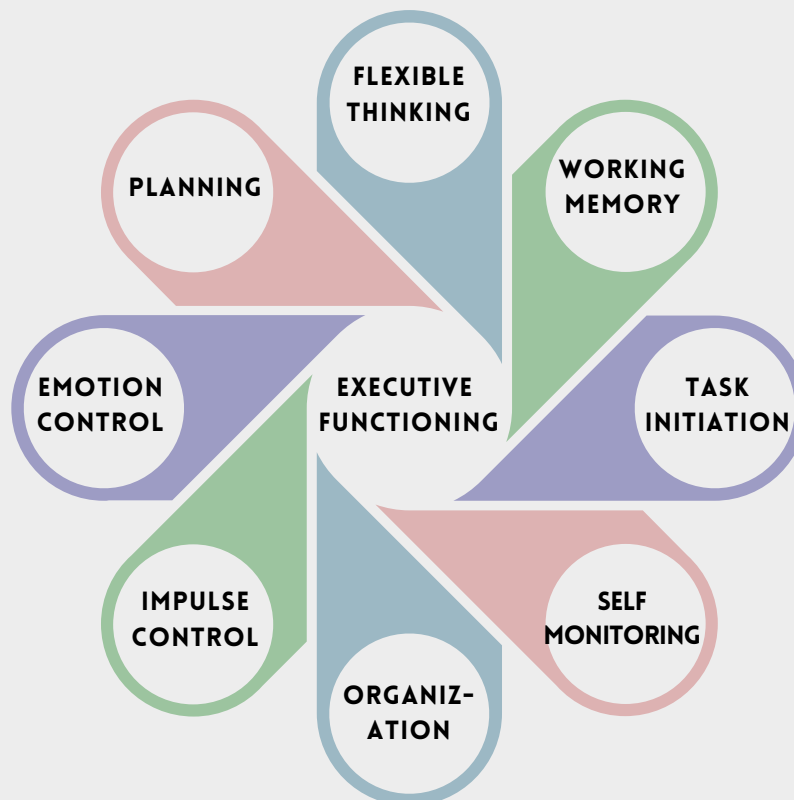


Executive Functioning

— THE COMPONENTS —

Executive function is not as simple as one operation. It is a set of mental processes that we all use to learn, work, express ourselves, and manage our daily lives. Together, they allow us to do many things such as plan ahead, manage impulses, pay attention, and regulate our emotions. Some of the fundamental skills associated with executive function are included below:

<p>WORKING MEMORY</p> <p>The ability to access skills and tools from memory in order to complete tasks or work towards goals.</p>	<p>ORGANIZATION</p> <p>The ability to develop and use systems in order to keep track of items and information in ones environment.</p>	<p>TASK INITIATION</p> <p>The ability to start and finish tasks without procrastination. As well as the ability to resist distractions based on procrastination.</p>	<p>SELF-MONITORING</p> <p>The ability to view and evaluate oneself. Including, reflection on ones actions, consequences, emotions, thinking, and more.</p>
<p>PLANNING</p> <p>The ability to conceptualize and create steps that move towards a specific goal or task.</p>	<p>EMOTION CONTROL</p> <p>The ability to manage and cope with emotions in order to move forward. As well as the ability to regulate ones dysregulated emotions.</p>	<p>FLEXIBLE THINKING</p> <p>The ability to adapt to changing conditions in the environment. As well as the ability to see nuance and "grey areas" of a situation.</p>	<p>IMPULSE CONTROL</p> <p>Having the ability to stop and consider behaviours and consequences prior to acting.</p>



Executive Functioning

— EXECUTIVE DYSFUNCTION —

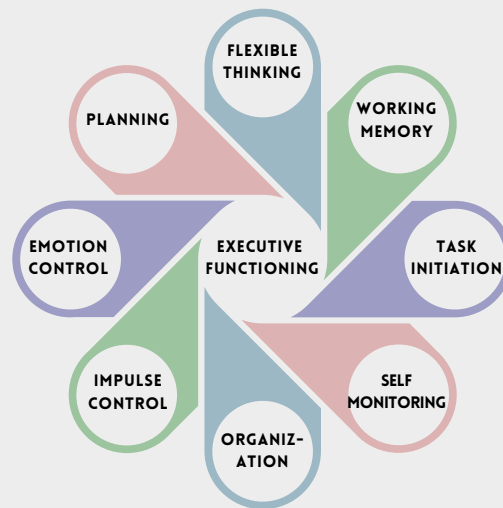
Executive dysfunction is experienced when we experience difficulties with one or more of our mental processes. Since executive function is a system which works together, dysfunction in one area can impact many processes in the system. Below are some of the issues someone may experience when their mental processes have been impacted.

EMOTIONAL CONTROL

Struggles with emotional control and regulation of ones emotions. May have trouble accepting negative feedback. Reactions may seem to be overreactions. Often struggles to finish a task after upset, as it is more difficult to return to emotional regulation.

TASK INITIATION

Struggles with planning and prioritizing tasks and steps. Inability to create steps and priorities makes it difficult to know how or where to start. When overwhelmed, we are likely to freeze. Likely to be labelled as "lazy" or as a procrastinator.



WORKING MEMORY

Inability to hold information in their mind and use it to complete tasks. Struggles with multi-steps, and remembering direction. May come off as they are "not listening", when really they are genuinely not remembering.

ORGANIZATION

Struggles to keep track of information and things. Likely to constantly lose or misplace items due to inability to focus on multiple tasks at once. May be labelled "forgetful" or "messy".

SELF-MONITORING

Struggles to recognize challenges, consequences, and errors in their behaviour and environment. May seem to rush through things or not learn from previous mistakes. Likely to need more reminders.

FLEXIBLE THINKING

Struggles to change thinking patterns and adapt to changes in rules and expectations. Likely to think concretely or "black and white" with an inability to see nuance or grey areas. May be labelled "resistant".

IMPULSE CONTROL

Struggles to slow down and consider the outcomes of ones actions. Is likely to rush through activities, speak without consideration, and inconsistency following rules. Likely to require supports in order to slow down.

PLANNING

Difficulty identifying and deciding on steps to reach goals, and or order of importance. Becomes easily overwhelmed when unable to start tasks which can lead to "giving up". Likely to need support organizing tasks.