**COMPREHENSIVE ASSESSMENT OF EXECUTIVE FUNCTION FROM ASSESSMENT TO INTERVENTION**

The presentation will begin with a reflection on the definition of Executive Function (EF) and results from a national study involving behavioral ratings for individuals aged 5-80 years (*N* = 3,500). The conversation will extend beyond behavioral measures to include neurocognitive, social-emotional, and academic measures. We will examine EF from several perspectives. First, behavioral manifestations of EF. Second, EF as a part of intelligence, especially if intelligence is defined according to brain function (e.g., when defined as Planning, Attention, Simultaneous, Successive (PASS) theory and measured by the Cognitive Assessment System- Second Edition). Evidence that EF is strongly related to academic achievement (Best, Miller & Jones, 2009), has diagnostic utility and relevance to intervention will be presented. Third, we will consider the relationship between EF and social emotional competence and research which suggests that social-emotional scores are more predictive of achievement test scores than IQ. Fourth, the role of EF and in the initial acquisition of learning and a continuum to mastery. Finally, we will examine intervention research that shows that encouraging students with ADHD and LD to “Think Smart” and use their executive functions is a path to academic success.