

Helping Them Show What They Know: Understanding, Measuring and Improving Executive Functions

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Abstract: Executive functioning difficulties are evident in most conditions cared for by school psychologists. It is critical to have a firm foundation in the topic. This discussion will include recent progress in our understanding of EF including concepts and theory, assessment approaches, and most importantly, evidence-based methods of interventions for improving EF. This workshop will answer the following questions about EF: What is it? How do I assess for it? What can I do about it?

Learning Outcomes:

1. Explain the neurology and theory of executive functioning including a newer factor structure.

2. Discuss the pros and cons of different approaches to assessment of executive functions.

3. Articulate an evidence-based assessment model.

4. Describe evidence-based approaches to interventions for supporting executive functions in students.

Biography: Steven C. Guy, Ph.D. is a pediatric neuropsychologist in private practice in Columbus, Ohio. He works with children and adolescents with a wide variety of developmental and acquired conditions. He completed his graduate work at DePaul University in Chicago, Illinois. He has held positions of clinical instructor at both The Ohio State University and the University of Maryland Medical Center. He is one of the coauthors of the Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2). His current research includes developing methods designed to assist in the assessment and treatment of executive function.