


LINKING EXECUTIVE FUNCTIONING AND PRAGMATICS IN ADULT INTERVENTION: PRACTICAL STEPS FOR SUCCESS

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EXECUTIVE FUNCTION DEFINED

- "The term 'executive' implies a higher order supervisory capacity that directs a person's actions" according to multiple authors (In Parente' and Herrmann, 2010).
- Multiple skills are involved with enabling each of us to direct and regulate our own actions. The combination of these skills define our level of social competence.

SKILLS DEFINING SOCIAL COMPETENCE

- Controlling behavior
- Organizing behaviors and information
- Setting goals
- Prioritizing Executing plans
- Awareness of presentation to others
- Initiating and/or inhibiting
- Thinking strategically and sequentially
- Evaluation progress toward goals
- Problem solving
- Being able to see different perspectives (non-egocentric thinking)
- Generalize newly learned skills to novel situations (all referenced in Parente' and Herrmann)

ASSESSMENT OF EF

- There are several assessments for EF available but most assess all of the underlying skills that contribute to EF and don't provide a comparison of ability prior to the injury. Most assessments are in the neuropsych realm.
- Parente' and Herrmann (2010) suggest asking family key questions related to before and after may yield the most information.

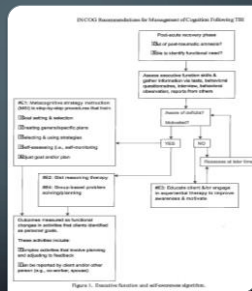
Prior to Injury	Did not do at all, needed ongoing help, did not do independently	Did with external structure of reminders, consistent support that independent work	Did with external reminders, consistent support that independent work at times	Did with reminders, or reminders, consistently with visual supports and occasional help	Did with one or two reminders or prompts and with more time than expected	Did with no reminders or assistance, if they have taken longer to complete they usually do	Did regularly with no reminders or assistance, if they have taken longer to complete they usually do
	1	2	3	4	5	6	7
Skill or behavior							
Setting Goals							
Follow through with goal attainment							
Planning							
Organizing							
Organization of Being able to							
Organization and use of time							
Self initiation							
Self inhibition							
Self monitoring							
Self motivation							
Problem solving							
Making decisions							
Anticipate consequences of decisions							

Executive Function Scale Behavior from Parente' and Herrmann 2010

INTERVENTION GUIDELINES FOR EXECUTIVE FUNCTION

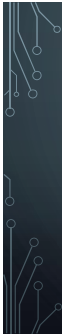
- "Metacognitive strategy training should be used with adults with TBI for difficulty with problem solving, planning, and organization. These strategies should be focused on everyday problems and functional outcomes. Metacognitive strategy instruction is always optimized when the patient has awareness of the need to use a strategy and can identify contexts in which the strategy should be used. Common elements of all metacognitive strategies are self-monitoring and incorporation of feedback into future performance" (Tate et al. 2014)

Tate et al. (2014)



INTERVENTION FOR EXECUTIVE FUNCTION

- Metacognitive strategy instruction (Tate et al. 2014)
 - Self-monitoring
 - Self-regulation
 - Using feedback
 - Use of strategies




- Specific Activities, Devices, and Tools include
 - Psychoeducation
 - Goal identification
 - Anticipate, plan, and select strategies to achieve goals
 - Predict and evaluate performances
 - Therapist feedback on performances
 - Train using functional everyday activities
 - Environmental manipulation
 - Use of checklists
 - Rehearsal



INTERVENTION WITH EXECUTIVE FUNCTION FROM PARENTE' AND HERRMANN (2010)

- Self Monitoring
- Goal Setting
- Social Competence



METACOGNITION

- Being able to think about thinking
 - Static – a person's awareness of their ability or difficulty in the area of cognitive processing and their strategies or techniques they could use to support their processing.
 - Dynamic – their ability to exercise control of cognition by initiating and applying the appropriate strategy/action.
- The process of re-teaching involves mastering static and dynamic metacognition.

• The individual will likely have difficulty with foundational skills underlying the Executive Function. Will need to deal with those prior to or concurrently, depending on the individuals level of difficulty in EF and other areas.

- Attention
- Memory
- Organization

SELF MONITORING

Charting

- Predicting performance and evaluating performance
- Videotaping
- Verification

CHARTING

- Identify behaviors (client with coaching as needed)
- Create rating scales for each behavior
- Create rating form/s with correlated behaviors together
- Create graph to provide a visual
- Teach them how to chart and graph and then review this at sessions
- Work on predicting in this process

PARENTE' AND HERRMANN SAMPLE BEHAVIOR RATING FORM AND GRAPH

- Coffee (cups per day)
- Anxiety (1 = low to 10 = high)
- Depression (1 = low to 10 = high)
- Headaches (0 = none to 10 = severe)
- Memory (1 = poor to 10 = excellent)
- Thinking (1 = poor to 10 = excellent)
- Energy (1 = low to 10 = high)
- Attention (1 = low to 10 = high)

Figure 19.1. Sample behavior rating form.

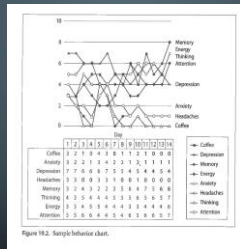


Figure 19.2. Sample behavior chart.

ACTIVITY

- Identify a behavior you want to change for yourself
- Create a rating scale using meaningful things to you
- Think of related behaviors/activities
- Complete your rating scale right now as best you can
- Think about how you do this automatically (or avoid doing it) and recognize clients with ef can't do this.

VIDEOTAPING

- Videotape a session or interaction
- Review it later with the individual
- Incorporate
 - Checklists
 - Rating scales
 - Predictions
 - Evaluation of performance in certain behavior or area

VERIFICATION

- Using clarification strategies
- Assists with knowing how to self monitor verbal interactions
- Helps others note comprehension difficulty
- Prevents miscommunications

GOAL SETTING

- Assisting them with identifying their long term goal and then subgoals from there.
- Goals need to be tangible, concrete and measurable
- G – O – A – L mnemonic

IDENTIFICATION OF GOALS

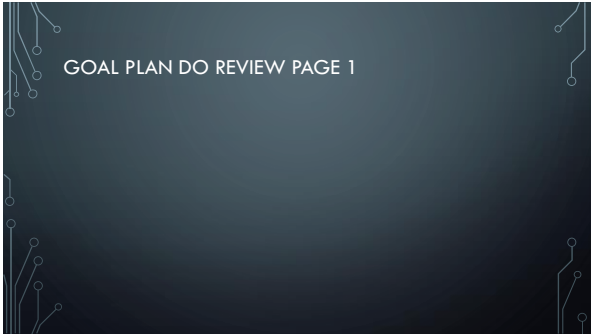
- Long term
- Sub-goal/s
- Plan to achieve goals

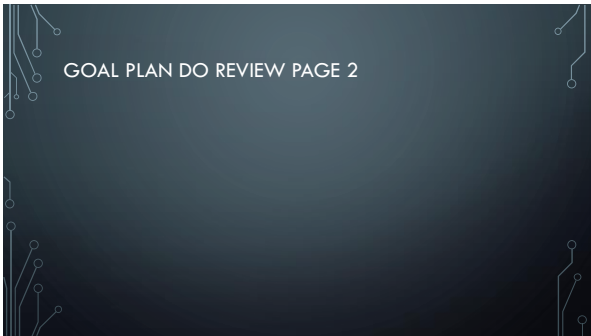
GOALS NEED TO BE:

- Concrete
- Time limited
- Action plan
- Record progress

MNEMONIC

- Go over goals daily
- Order goals
- Ask yourself questions everyday
- Look at your goals every day







TRAITS OF SOCIALLY COMPETENT INDIVIDUALS

- Project a unique image
 - Unassuming,
 - confident,
 - attractive, and
 - memorable
- Demonstrate sense of social control
- Resist social pressure
- Listen well
- Communicate well with others
- Respond to social feedback and change even if they don't like what others tell them

TRAITS OF SOCIALLY COMPETENT INDIVIDUALS

- Consider history of a social situation before taking a stand or responding
- Understand the importance of timing of responses in social encounters
- Don't force themselves on others socially
- Initiate friendships and relationships subtly
- Praise friends appearance and accomplishments
- Learn from errors and don't make same mistakes twice

SKILLS FOR SOCIAL COMPETENCE

- Controlling behavior
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- Evaluation progress toward goals
- Problem solving
- Being able to see different perspectives (non-egocentric thinking)
- Generalize newly learned skills to novel situations (all referenced in Ponemon and Hermon)

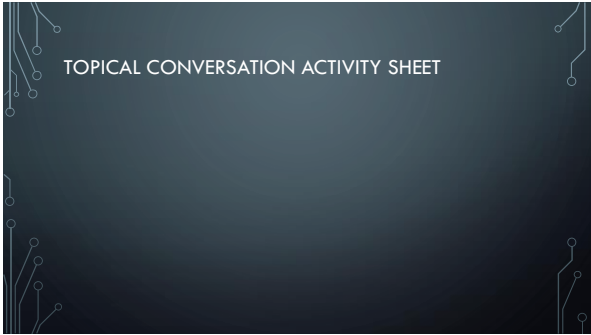
1	2	3	4	5	6	7
Too little detail: The listener cannot understand the main message being conveyed. The speaker must repeat the message and change the pace of information.	Too little detail: The listener can only understand half of the message being conveyed. The speaker should change the pace of information.	Almost Enough Detail: The listener understands most of the message but still has to ask for clarification. The speaker should be more direct.	Right Level of Detail: Adequate detail for the listener's understanding and interest. The listener is satisfied with the information.	Good Detail, Slightly Wordy: Adequate detail for the listener's understanding and interest. The listener is satisfied with the information.	Too Much Detail: Level of detail is at a point where the listener can pick out the important details accurately but is bored.	Too Much Detail: Level of detail is too high. The listener is bored. The speaker should change the pace of information.

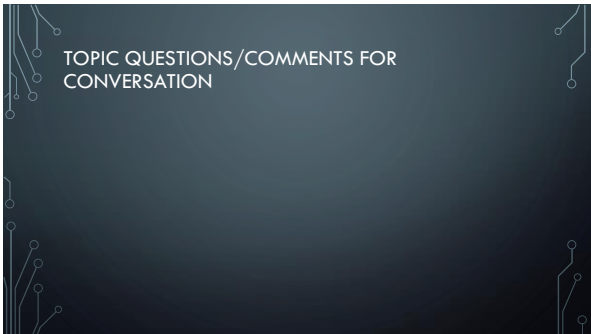
LISTENING SKILLS

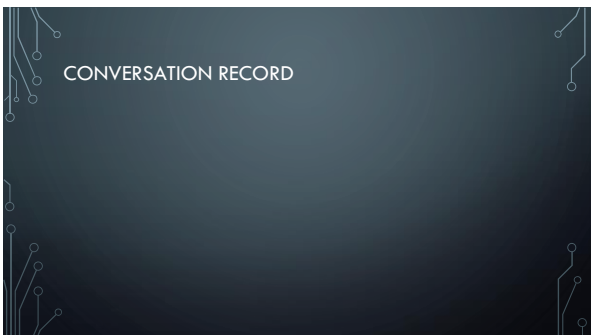
- Mnemonic in Parents' and Herrmann (2010)
 - L – Look
 - I – Interest
 - S – Speak 50% of time or less
 - T – Try not to interrupt or change subject
 - E – Evaluate
 - N – Notice body language and facial expression
- Use video recordings paired with prediction/evaluation ratings or scales

TEACHING COLLABORATIVE CONVERSATION

- Facilitate Elaboration specific to conversational skills
 - Initiate topics of interest that can be expanded upon
 - Maintain topic for many turns
 - Use open ended questions







TEACHING COLLABORATIVE CONVERSATION

- Elaborative organization by communication partner – scaffold support to assist with organization
 - Organize ideas in conversation
 - Make connections when topics change
 - Make connections among day to day conversational themes
 - Review organization of information

SIMPLE GRAPHIC ORGANIZER FOR NARRATIVE INFORMATION

GRAPHIC ORGANIZER FOR SEMANTIC FEATURE ANALYSIS

APPEARANCE

- Social acceptance (dependent on culture)
- Vocational appropriateness
- Perhaps a guideline system based on context?

PERSONAL TIME MANAGEMENT

- Attitude relative to time and social behavior
 - Discuss misconceptions
 - Point out behaviors as they occur
 - Discuss principles of time management
 - Implement visual supports/aids

PERSONAL TIME MANAGEMENT

- Organizing time
 - Protecting peak time
 - Set up schedule
 - Resist tempting activities
 - Use bits of time
 - Keep some projects/activities at arms length

EXTERNAL AIDS

- Identify important features on planner/calendar
 - Times
 - Lined spaces
 - Teach skills to become routine
 - Check appointments each evening
 - Organize the day
 - Marking time

YVILSAKER AND FEENEY SCHEDULE TEMPLATE

RESOURCES

- www.understood.org
- www.asha.org
- http://www.tbicommunity.org/resources/publications/professional_education_social_comm.pdf

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