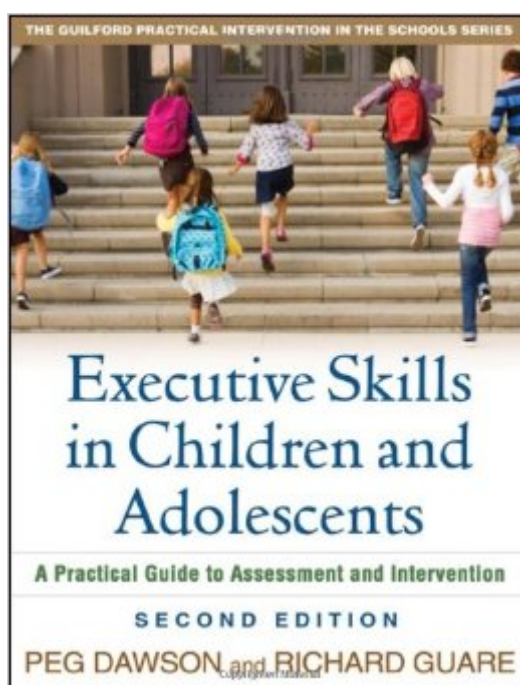


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# Executive Skills In Children And Adolescents, Second Edition: A Practical Guide To Assessment And Intervention (The Guilford Practical Intervention In The Schools Series)



## Synopsis

Concise and practitioner friendly, this bestselling guide has helped put executive skills on the map for school-based clinicians and educators. The book explains how these critical cognitive processes develop and why they play such a key role in children's behavior and school performance. Provided are step-by-step guidelines and many practical tools to promote executive skill development by implementing environmental modifications, individualized instruction, coaching, and whole-class interventions. In a large-size format with convenient lay-flat binding, the book includes more than two dozen reproducible assessment tools, checklists, and planning sheets. Purchasers get access to a Web page where they can download and print the reproducible materials. See also the authors' Coaching Students with Executive Skills Deficits, which provides instructions and tools for implementing an evidence-based coaching model. Also from Dawson and Guare: an academic planner for students, Smart but Scattered parenting guides, and a self-help guide for adults. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

## Book Information

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## Customer Reviews

"This is a rich and practical resource for all those working with children, including educators, therapists, and psychologists. Dawson and Guare demystify the complex and often confusing construct of executive function, citing its neurological basis, but also providing practical insights

about how executive dysfunction affects the lives of students of all ages and ability levels. Notably, Dawson and Guare address executive functions from a developmental perspective, acknowledging the dynamic interaction between brain development and the ever-changing societal demands placed on children. The second edition also addresses the issue of primary prevention of executive function problems. Readers will especially appreciate the case examples and recommendations for intervention in the classroom, home, and in therapeutic and coaching settings, as well as the many intervention guides provided in the appendices."--E. Mark Mahone, PhD, ABPP, Director, Neuropsychology, Kennedy Krieger Institute; Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

“Executive Skills in Children and Adolescents, Second Edition, is a thoughtful, thorough, and timely resource for education students, practitioners, and school psychologists. This book is the definitive examination of executive functioning in children and adolescents. It is comprehensive in its coverage and highlights the need for assessment of executive skills in the classroom. This is an excellent reference for practitioners designing instructional programs for students who need additional training in executive skills.”--Tina Stanton-Chapman, PhD, Department of Curriculum, Instruction, and Special Education, University of Virginia

“The book represents a welcome step forward in designing and implementing interventions and supports to promote executive function at home and in the classroom. Dawson and Guare integrate up-to-date theory with interventions that take a real-world, problem-solving approach to the full spectrum of executive difficulties, from inhibitory control and emotional regulation to initiation, working memory, planning, and organization. An essential ‘how-to’ manual.”--Peter K. Isquith, PhD, Departments of Psychiatry and Pediatrics, Dartmouth Medical School

“This invaluable resource has been updated, reorganized, and expanded. The authors blend theory and practice to provide a thorough understanding of why and how to implement interventions for executive skills deficits. The book is formatted for quick, easy reference with concise tables, figures, and forms; the language and content are professional yet very user friendly. Presented are widely applicable intervention strategies that will help facilitate immediate results for school practitioners and teachers.”--Stephen G. Hoppin, PsyD, school psychologist, Jefferson County School District, Colorado

“As a school psychologist, I am always looking for resources that take the latest research and translate it into everyday practice. Dawson and Guare provide practical, specific, and easy-to-use guidelines for intervening with students at every tier of the RTI process. From assessment to intervention to progress monitoring, the book is packed with clear routines and tools to use in consulting with teachers, parents, and administrators. It also has a wealth of information about how to intervene with whole classes, small groups, and individual

students. My copy of the first edition is well worn, and I can already tell the second edition will be as well, because of its practical and easily reproducible materials."--Rebecca Branstetter, PhD, school psychologist, Oakland Unified School District, California

"This is a comprehensive resource for professionals who work with children of all ages. The authors include helpful and practical tables, checklists, and steps for many general classroom routines, as well as assessments and interventions for specific executive skills. The second edition provides an expanded response-to-intervention framework for applying the instructional techniques with whole classes and individual students."--Patti L. Harrison, PhD, Department of Educational Studies in Psychology, Research Methodology, and Counseling, University of Alabama

"This is an exceptionally useful book which I highly recommend." (Schooldays Magazine 2010-02-19)

Peg Dawson, EdD, is a staff psychologist at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she works with children and adults. Dr. Dawson is a past president of the New Hampshire Association of School Psychologists, the National Association of School Psychologists (NASP), and the International School Psychology Association, and a recipient of the Lifetime Achievement Award from NASP. With Richard Guare, she is coauthor of bestselling books for general readers, including *Smart but Scattered*, *Smart but Scattered Teens*, and *The Smart but Scattered Guide to Success* (with a focus on adults). Drs. Dawson and Guare are also coauthors of *The Work-Smart Academic Planner, Revised Edition*, and books for professionals including *Executive Skills in Children and Adolescents, Second Edition*.

Richard Guare, PhD, is Director of the Center for Learning and Attention Disorders in Portsmouth, New Hampshire. Dr. Guare's research and publications focus on the understanding and treatment of learning and attention difficulties. He is a neuropsychologist and board-certified behavior analyst who frequently consults to schools and agencies. With Peg Dawson, he is coauthor of bestselling books for general readers, including *Smart but Scattered*, *Smart but Scattered Teens*, and *The Smart but Scattered Guide to Success* (with a focus on adults). Drs. Guare and Dawson are also coauthors of *The Work-Smart Academic Planner, Revised Edition*, and books for professionals including *Executive Skills in Children and Adolescents, Second Edition*.

Entering the phrase "executive functioning" on Google resulted in 2,780,000 hits today. Any phrase with that many hits has to be included when addressing student difficulty in the classroom! The authors are very clear in stating that executive skills are not addressed in the traditional intelligence/achievement test batteries. This cluster of skills include planning/directing behavior,

working memory, sustained attention, and goal-directed persistence to name only a few. Dawson and Guare include chapters on the neurological working of the brain, methods of assessing executive functioning, linking assessment to intervention (both with individual students and with a class), coaching, implementing strategies within an RTI framework, and diagnosed populations. The chapter on transitions, either between classes or schools, is also very useful. The concern in this book is on addressing symptoms/behaviors which may be interfering with a student's success. While useful to a wide population of adults wishing to implement a positive change in a student, it must be remembered that behavioral checklists provide only one source of information for a very complex set of skills. The use of published, standardized behavior checklists are discussed as an adjunct to the material covered in this book. This revised book will prove to be a very useful reference for those responsible for recommending and/or implementing strategies for struggling students.

This is a very useful resource for working with parents, teachers and students. It helps to identify students' STRENGTHS as well as weaknesses. When a student and I go through the questionnaire and then I say, "It looks like you are really good at..." the student is surprised and is much more accepting of, "And it looks like you could use some help with..." The book also offers specific ways to help students develop some of the skills in which they may be weaker. This is my favorite book for working with students who haven't been very successful at school.

I am beginning to work with adolescents with Executive Function challenges and this book is an incredible resource. It is easy to read and understand. It takes the reader from learning about EF to creating interventions to help students. If you want to work with adolescents with EF challenges, this book is a must.

Was suggested to us for at home. Is really more geared toward schools, but so many of the things can help parents at home. This is the best written suggestions I have seen. If you don't have executive skill problems, it is difficult to know how to help those who do. And this takes a more step by step approach. This was great! Educators and counselors and parents all should have a copy.

This is well thought out, easy to use and the reproducible activities in the back of the book cover about every scenario you can think of - and some you didn't. The sections to survey student, an important factor in helping students help themselves, is something frequently overlooked. Without

reading the whole book - I was using some of the materials within 10 minutes of opening the box. If you are teacher or parent of the disorganized you will find ways to help support your student in their education.

This a read suited to parents and teachers although I was approaching it from the perspective of a person interested in the psychology of organizational behavior . It is thought provoking and may have initiated a hypothesis for a research project .

This is a very helpful book - for parents and school professionals alike if you are working with children with ADD and/or other executive function deficits. There are blank forms that are easily able to be reproduced and many reasonable suggestions. I purchased it for a classroom however I ended up loaning it to my neighbor.

It met my expectations. Thoroughly enjoy the book and the information presented. A super resource!

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