



Behavior Webinars
Behaviorwebinars@gmail.com

General Information

Instructor: Dr. Jaime Flowers, Ph. D, BCBA, NCSP

Title: Addressing executive functioning with applied behavior analysis

BACB CEs: 6 learning CEUs

IBAO CEs: 6 general Credits

QABA CEs: 6 general CEUS

This comprehensive course has been meticulously designed to delve into every facet of executive functioning, offering participants a deep understanding of each component. Drawing on a foundation of rigorous research, it will equip you with a diverse range of evidence-based interventions, all grounded in the principles of applied behavior analysis (ABA). Through this course, you will embark on a journey to unravel the intricacies of executive functioning, gaining insight into how it influences various aspects of daily life. From cognitive flexibility to working memory, each vital skill will be explored in depth, providing you with a holistic perspective on the subject.

Speaker Bio

Dr. Jaime Flowers holds the position of Professor of School Psychology at Stephen F. Austin State University. Holding a License in Educational Psychology (LEP) in California, and a License as a Specialist in School Psychology (LSSP) in Texas. Additionally, she is recognized as a Board Certified Behavior Analyst (BCBA) and a Nationally Certified School Psychologist (NCSP). Dr. Flowers' scholarly pursuits are primarily focused on the realms of behavior analytic ethics and functional behavior analysis within educational environments. Her research endeavors contribute significantly to the advancement of knowledge and practices in these critical areas of study.

Learning Objectives

1. Acquire proficiency in executive functioning skill (EFS) domains.
2. Master effective strategies for evaluating EFS.
3. Familiarize yourself with the latest research-driven protocols for remedying EFS shortcomings in educational and domestic environments.
4. Put the course content into practice through hands-on engagement with real-life case scenarios.



Course Assignments, Activities, and Technology

	Title
Lesson 1	Syllabus
Lesson 2	Introduction
Lesson 3	Assessment of executive functioning
Lesson 4	Ethically choosing interventions
Lesson 5	Response inhibition
Lesson 6	Working memory
Lesson 7	Emotional control
Lesson 8	Sustained attention
Lesson 9	Task initiation
Lesson 10	Organization, time management, planning
Lesson 11	Case Study 1
Lesson 12	Case Study 2
Lesson 13	Case Study 3

Evaluation and Assessment

Participants must score 80% or better on all quizzes and exams. Participant also must turn in all assignments and respond to all discussion boards. Participants will have multiple opportunities to complete these activities if the first attempt is not satisfactory.

References

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- Amédée, L. M., Cyr-Desautels, L., Bénard, H., Pascuzzo, K., Dubois-Comtois, K., Hébert, M., Matte-Gagné, C., & Cyr, C. (2022). Cognitive flexibility moderates the association between maltreatment and emotion regulation in residential care children of the middle childhood period. *Developmental Child Welfare*. <https://doi.org/10.1177/25161032221100233>
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- Fefer SA, Hieneman M, Virga C, Thoma A, Donnelly M. Evaluating the Effect of Positive Parent Contact on Elementary Students' On-Task Behavior. *Journal of Positive Behavior Interventions*. 2020;22(4):234-245. doi:[10.1177/1098300720908009](https://doi.org/10.1177/1098300720908009)
- Goldstein, TR, Lerner, MD. Dramatic pretend play games uniquely improve emotional control in young children. *Dev Sci*. 2018; 21:e12603. <https://doi.org/10.1111/desc.12603>
- Guzman, G., Goldberg, T. S., & Swanson, H. L. (2018). A meta-analysis of self-monitoring on reading performance of K–12 students. *School Psychology Quarterly*, 33(1), 160–168. <https://doi.org/10.1037/spq0000199>



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- Njardvik, U., Smaradottir, H. & Öst, L.G. The Effects of Emotion Regulation Treatment on Disruptive Behavior Problems in Children: A Randomized Controlled Trial. *Res Child Adolesc Psychopathol* (2022). <https://doi.org/10.1007/s10802-022-00903-7>
- Sara K. Romans, Howard P. Wills, Jonathan M. Huffman & Linda Garrison-Kane (2020) The effect of web-based self-monitoring to increase on-task behavior and academic accuracy of high school students with autism, *Preventing School Failure: Alternative Education for Children and Youth*, 64:3, 249-260, DOI: [10.1080/1045988X.2020.1732282](https://doi.org/10.1080/1045988X.2020.1732282)
- Parmar, A., Esser, K., Barreira, L., Miller, D., Morinis, L., Chong, Y. Y., Smith, W., Major, N., Church, P., Cohen, E., & Orkin, J. (2021). Acceptance and Commitment Therapy for Children with Special Health Care Needs and Their Parents: A Systematic Review and Meta-Analysis. *International journal of environmental research and public health*, 18(15), 8205. <https://doi.org/10.3390/ijerph18158205>