

Creating Environments that Support Executive Functioning

Program Description

Individuals with intellectual and developmental disabilities (I/DD) are likely to experience vulnerabilities related to executive functioning, meaning that they may struggle with flexibility, planning, self-monitoring, and self-control, working memory, time management, and organization. Difficulties with these cognitive tasks can result in significant anxiety, poor self-esteem, and limited independence for individuals with I/DD. However, there are many strategies that can be used within all practice settings (group homes, schools, therapy sessions, etc.) that can provide support for executive functioning in people with I/DD.

The trainer will utilize case studies and research to describe key executive functions that are impacted by I/DD, contextualize common challenges in terms of how they are related to executive functioning vulnerabilities, and share strategies and resources about environmental supports that can support individuals who struggle with executive functioning.

Learning Objectives

Upon completion of this workshop, participants should be able to:

- Describe key executive functions that are impacted by intellectual/developmental disabilities (I/DD).
- Outline common behavioral challenges considering executive functioning vulnerabilities.
- List common approaches to behavioral challenges in light of executive functioning support.
- Identify strategies to support executive functioning for adults and children with I/DD within practice settings.

Target Audience

This training is intended for social workers, therapists, school staff, I/DD habilitation programs, care coordinators, family support programs, and/or families.

Contact Hours

2.0 contact hours

Program Agenda

9 AM - 10:00 AM	Defining and contextualizing executive functioning
10:00 AM - 10:45 AM	Strategies to support executive functioning for people with I/DD
10:45 AM - 11:00 AM	Question/Answer
11:00 AM	Adjourn

Faculty

Eileen Slade, LCSW, is the assistant director of NC START Central, where she engages in systemic crisis prevention and intervention work for children and adults with I/DD. She received her MSW from UNC Chapel Hill in 2013 and has been doing various kinds of social work in the I/DD field since. She is a sibling of a person with I/DD, which informs her passion for developing inclusive, accessible, and neurodiversity-affirming social environments.