Executive Functions Reference List
Prepared by
George McCloskey, Ph.D.
Philadelphia College of Osteopathic Medicine
gmccloskz@aol.com

Books by the Presenter:


References specifically targeted to executive functions in the classroom:


These are the first of what are likely to be many more practical guides for helping teachers work with students to develop greater self-regulation and to assist students who are exhibiting executive functions difficulties.

Most recent references related to Mediated Learning and Instrumental Enrichment


References specifically targeted at teaching cognitive strategies for academic success:
Look at any or all of the titles in the Cognitive Strategy Training Series published by Brookline Books


Ciborowski, J. Textbooks and the students who can’t read them: A guide for teaching of content.

The following sources include information on reading comprehension strategy instruction:

Comprehension Plus

The Comprehension Tool Kit

**Intervention Idea Sources for students with ADHD and Executive Function Disorders and/or Conduct Problems**


A practical guide for clinicians dealing with children & adolescents with executive function difficulties.


As stated in the title, a practical guide for parents. This book offers practical suggestions for dealing with a number of executive function difficulties exhibited by children that are the most frequently encountered by parents.


Applies the concepts presented in Greene’s other books but does so in a format that makes the information exceptionally accessible and compelling. Combines a case study narrative with instructive “how to” passages and question and answer sections. Possibly the most practical description ever written of how to apply an intervention approach in general education classrooms.


An excellent sourcebook for developing and implementing interventions for children with a specific subset of executive function deficits (inflexibility and emotional control problems resulting in explosive episodes). Reading this book will help a professional understand how executive functions can affect behavior and how deficiencies can be dealt with. The principles discussed in the book can be applied to milder forms of executive deficits just as effectively. The orientation is primarily focused on helping parents. School-based practitioners will be better served by reading *Lost at School*.


An extension of *The Explosive Child*; Greene & Ablon introduce the collaborative problem-solving approach as a formal framework for describing Greene’s approach with children experiencing difficulties with the modulation of perception, emotion, cognition and action, especially emotion.


New York: The Guilford Press.

Barkley’s (2006) book is a good source of information about classroom interventions that can be used effectively while maintaining a student in the regular classroom (see Chapters 15 and 16), as well as many other approaches to intervention for ADHD (Section III, Chapters 12-22).


A very practical guide for parents of children with ADHD and some aspects of executive function deficiencies.


Well-written, easy to read. Provides a very good understanding of ADHD and how to deal with the symptoms.


All three of the Jones references emphasize practical intervention strategies for classroom and home. Many of the ADHD strategies in these books can be used with children with executive function difficulties.


A thorough treatment of intervention issues from early childhood through adulthood.


See especially Chapter 3, Executive Function and Organizational Skills.


Schwartz’s ground-breaking therapeutic approach that teaches OCD sufferers how to take control of their executive function processes to overcome their problem behaviors. Schwartz offers hard-core scientific proof that it is possible to alter neural activation patterns to change the efficiency of executive function processes.


This book describes in rationale and the procedures for conducting a form of cognitive therapy that integrates mindfulness-based meditative practice as part of the therapeutic process.


**General Intervention References:**


Good recommendations for dealing with executive function and attention deficits can be found in separate chapters of the text addressing areas such as Attention, Memory, Higher Order Cognition, Social Ability, and Reading.


What does a parent who demonstrates the effective use of executive functions do while parenting that will foster the development of their child’s executive functions? Read this book and you will find out.


   Highlights the role of executive capacities and therapy as a means of developing greater executive control.

   Although this original reference is more than 20 years old, the concepts were far ahead of their time; we are only now beginning to catch on to what this text so eloquently and thoroughly described more than two decades ago.

   Kelley’s nine breakthrough strategies sound very much like operational definitions of the effective use of executive mental functions in the workplace.

   This classic text (originally published in the U.S. in 1965) on humanistic-oriented clinical methods for improving “the self” can be viewed as a primer for awakening and/or developing executive functions related to self-regulation of behavior; in Assagioli’s words, “strengthening the will.”

   This book contains a discussion of the clinical application of neurofeedback in the treatment of ADHD and executive function deficits as well as reports of empirical studies of the effectiveness of neurofeedback in clinical settings.

   This book describes a combination of meditation and cognitive behavior therapy for treating depression especially for persons who are prone to relapse. The techniques described clearly demonstrate an effective means for improving executive functions in order to control depression.


Perspective Broadening: An Integral Vision as the Big Picture to guide thinking about Executive Functions


This classic text (originally published in the U.S. in 1965) on humanistic-oriented clinical methods for improving “the self” can be viewed as a primer for awakening and/or developing executive functions related to self-regulation of behavior; in Assagioli’s words, “strengthening the will.”

The revised and updated version of the original work was published by Pocket Books (Simon & Schuster) in 1985. This classic work describes Victor Frankl’s experiences as a prisoner in a concentration camp during World War II. The content of this book formed the basis for the development of Frankl’s unique approach to the treatment of existential dilemma’s that has come to be known as Logotherapy. A must read for those who deal with Self-Generation executive function difficulties.

April 2013