



A Neurocognitive Understanding of ADHD and SLD: Practical Assessment and Intervention



**Presented by
Jack Naglieri, Ph.D. & Katherine Kryza, M.A.**

Overview

This program examines ADHD and **Specific Learning Disabilities (SLD)** disorders from a neurocognitive processing perspective called PASS (Planning, Attention, Simultaneous, Successive). Kathleen and Jack will lead an interactive workshop that explains how this brain-based approach detects different profiles of neurocognitive strengths and weaknesses for individuals with ADHD and SLD. The presenters will examine case studies and show how to intentionally and transparently offer instructional interventions that align with students' needs based on the inter-relationships between ASS, Executive Function, Social Emotional Skills, and Impairment.

Objectives: Participants will be able to describe :

- How to use a neurocognitive approach to understanding ADHD and how it differentiates from SLD
- How to identify distinct ADHD and SLD profiles based on the four PASS neurocognitive processes
- How ADHD diagnosis differs using the PASS neurocognitive approach compared to traditional IQ
- How to analyze case studies from the PASS neurocognitive perspective
- How to identify appropriate ADHD & SLD assessments and interventions
- How to identify intentional and transparent ways to share brain-based insights and interventions with parents and

4.75 Hours CE Credits

A Neurocognitive Approach to ADHD & SLD

- A cognitive processing understanding of ADHD & SLD
- The difference between PASS neurocognitive approach and traditional IQ
- Why traditional IQ has been unrelated to ADHD diagnosis
- Planning and the Frontal Lobes (Hyperactive type of ADHD)

PASS Strategies

- Strategies for developing executive function academically and social-emotionally)
- Case studies, instruction and intervention related to planning
- Attention and the brain stem (inattentive type of ADHD, resistance to distraction)

Interventions

- Case studies, instruction, and intervention related to attention
- Simultaneous processing and the occipital-parietal lobes
- Case studies and Interventions

Successive Processing and the Temporal Lobes

- Case Studies and Interventions
- Conclusions

Jack A. Naglieri, Ph.D.

Jack A. Naglieri, Ph.D., is a Research Professor at the Curry School of Education at the University of Virginia, Emeritus Professor at George Mason University, and Senior Research Scientist at the Devereux Center for Resilient Children. He began his career as a school psychologist in New York before obtaining his Ph.D. from the University of Georgia in 1979. He held academic positions at Northern Arizona (1979-1982), Ohio State (1982-2000), and George Mason (2000-2010) Universities. He is the author of 350 scholarly papers, book chapters, books, tests and rating scales.

Kathleen Kryza, M.A.

Kathleen Kryza, M.A. For over 30 years, Kathleen has inspired thousands of children and educators around the globe through her dynamic presentations and writing. She is passionately dedicated to helping classrooms, schools, and the world be a better place for children. She received her M.A. in General Special Education from Eastern Michigan Univ. in 1992. She is co-author of the new book, *Transformative Teaching: Changing Classroom Culturally, Emotionally and Academically*.

Approved Home Study CE Hours for Psychologists Counselors Social Workers Nurses MFT AOTA

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