It's Not a Misbehavior, It's a Regulation Challenge
References

Balconi, M., Angioletti, L., & Crivelli, D. (2020). Neuro-empowerment of executive functions in the workplace: The reason why. *Frontiers in Psychology, 11(1519).* doi: 10.3389/fpsyg.2020.01519

Barkley, R.A. (2018). *The two attention disorders: Identifying, diagnosing, and managing ADHD vs. sluggish cognitive tempo.* PESI, Inc.

Bernier, A., Carlson, S.M., & Whipple, N. (2010). From external regulation to self-regulation: Early parenting precursors of young children's executive functioning. *Child Development, 81(1),* 326–339. https://doi.org/10.1111/j.1467-8624.2009.01397.x

Bioulac, S., Sagaspe, P., Micoulaud-Franchi, J.A., Altena, E., Taillard, J., Schröder, C., Bouvard, M.P., Fabrigoule, C., & Philip, P. (2020). Objective level of alertness and inhibitory control predict highway driving impairment in adults with ADHD. *Journal of Attention Disorders, 24(11),* 1475-1486. https://doi.org/10.1177/1087054716633751

Blakey, E., Visser, I., & Carroll, D.J. (2016). Different executive functions support different kinds of cognitive flexibility: Evidence from 2-, 3-, and 4-year-olds. *Child Development 87(2),* 513–526. doi: 10.1111/cdev.12468

Boissiere, P. (2018). *Thriving with adult ADHD: Skills to strengthen executive functioning.* Althea Press.

Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and language of the human experience.* Penguin Random House LLC.

Buszard, T., Farrow, D., Verswijveren, S.J.J.M., Reid, M., Williams, J., Polman, R., Ling, F.C.M., & Masters, R.S.W. (2017). Working memory capacity limits motor learning when implementing multiple instructions. *Frontier in Psychology, 8(1350).* doi: 10.3389/fpsyg.2017.01350

Center on the Developing Child at Harvard University. (2011). *Building the brain's "air traffic control" system: How early experiences shape the development of executive function: Working paper No. 11*. https://developingchild.harvard.edu/resources/building-the-brains-air-traffic-control-system-how-early-experiences-shape-the-development-of-executive-function/

Center on the Developing Child at Harvard University. (2014). *Enhancing and practicing executive function skills with children from infancy to adolescence.* https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/

Davis, K.L. & Montag, C. (2019). Selected principles of Panksepian affective neuroscience. *Frontiers in Neuroscience, 12,* 1-11. doi: 10.3389/fnins.2018.01025

Delahooke, M. (2019). *Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges.* PESI Publishing & Media.

Desautels, L.L. (2020). *Connections over compliance: Rewiring our perceptions of discipline.* Wyatt-MacKenzie Publishing.

Diamond, A. (2013). Executive functions. *Annual Reviews in Psychology, 64,* 135-168. doi: 10.1146/annurev-psych-113011-143750

Doebel, S. (2020). Rethinking executive function and its development. *Perspectives on Psychological Science, 15(4),* 942–956. https://doi.org/10.1177/1745691620904771

Ebert, S., Peterson, C., Slaughter, V., & Weinert, S. (2017). Links among parents' mental state language, family socioeconomic status, and preschoolers' theory of mind development. *Cognitive Development, 44,* 32-48. http://dx.doi.org/10.1016/j.cogdev.2017.08.005

Ferguson, H.J., Brunsdon, V.E.A., Bradford, E.E.F. (2021). The developmental trajectories of executive function from adolescence to old age. *Scientific Reports, 11*. https://doi.org/10.1038/s41598-020-80866-1

Grant, A. (2023). *Hidden potential: The science of achieving greater things.* Viking Press.

Helland, S.S., Røysamb, E., Schjølberg, S., Øksendal, E., & Gustavson, K. (2022). Pathways from preschool language difficulties to school-age internalizing problems. *Journal of Speech, Language, and Hearing Research, 65,* 1561–1573. https://doi.org/10.1044/2021_JSLHR-21-00548

Holmstrand, K. (2016, March 8). *The science of adult capabilities.* Center on the Developing Child at Harvard University. https://developingchild.harvard.edu/science/deep-dives/adult-capabilities/

The International Council on Development and Learning. (n.d.). *Functional emotional developmental capacities (FEDCs).* https://www.icdl.com/dir/fedcs

Kestly, T.A. (2014). *The interpersonal neurobiology of play: Brain-building interventions for emotional well-being.* W.W. Norton & Company.

Lavigne, R., González-Cuenca, A., Romero-González, M., & Sánchez, M. (2020). Theory of mind in ADHD. A proposal to improve working memory through the stimulation of the theory of mind. *International Journal of Environmental Research and Public Health, 17 (9286).* doi:10.3390/ijerph17249286

Lloyd, K., Sanborn, A., Leslie, D., & Lewandowsky, S. (2019). Why higher working memory capacity may help you learn: Sampling, search, and degrees of approximation. *Cognitive Science, 43.* doi: 10.1111/cogs.12805

Logue, S.F. & Gould, T.J. (2014). The neural and genetic basis of executive function: Attention, cognitive flexibility, and response inhibition. *Pharmacology, Biochemistry and Behavior, 123,* 45–54. http://dx.doi.org/10.1016/j.pbb.2013.08.007

Malik, F. & Marwaha, R. (2022). *Cognitive development.* National Library of Medicine. https://www.ncbi.nlm.nih.gov/books/NBK537095/

Minihane, A.M., Vinoy, S., Russell, W.R., Baka, A., Roche, H.M., Tuohy, K.M., Teeling, J.L., Blaak, E.E., Fenech, M., Vauzour, D., McArdle, H.J., Kremer, B.H.A., Sterkman, L., Vafeiadou, K., Benedetti, M.M., Williams, C.M., & Calder, P.C. (2015). Low grade inflammation, diet composition and health: Current research evidence and its translation. *British Journal of Nutrition, 114,* 999–1012. doi:10.1017/S0007114515002093

Morsink, S., Van der Oord, S., Antrop, I., Danckaerts, M., & Scheres, A. (2022). Studying motivation in ADHD: The role of internal motives and the relevance of self-determination theory. *Journal of Attention Disorders, 26(8)*, 1139-1158. https://doi.org/10.1177/10870547211050948

Mundy, P. (2018). A review of joint attention and social-cognitive brain systems in typical development and autism spectrum disorder. *European Journal of Neuroscience, 47,* 497–514. doi: 10.1111/ejn.13720

Ntoumanis, N., Ng, J.Y.Y., Prestwich, A., Quested, E., Hancox, J.E., Thøgersen-Ntoumani, C., Deci, E.L., Ryan, R.M., Lonsdale, C., & Williams, G.C. (2021). A meta-analysis of self-determination theory-informed intervention studies in the health domain: Effects on motivation, health behavior, physical, and psychological health. *Health Psychology Review, 15(2),* 214-244. doi: 10.1080/17437199.2020.1718529

Pajareya, K., Sutchritpongsa, S., & Kongkasuwan, R. (2019). DIR/Floortime® parent training intervention for children with developmental disabilities: A randomized controlled trial. *Siriraj Medical Journal, 71(5),* 331-338. http://dx.doi.org/10.33192/Smj.2019.51

Paramount Plus. [Paramount Plus]. (2022, August 30). *I love Lucy: Lucy and Ethel at the chocolate factory (S2, E1)* [Video]. YouTube. https://www.youtube.com/watch?v=AnHiAWlrYQc

Perel, E. (2022, September 1). *MasterClass: Esther Perel teaches relational intelligence* (Version 11.40.0) [Mobile app]. Yanka Industries, Inc/App Store. https://apps.apple.com/us/app/masterclass-learn-new-skills/id1273867416

Perry, B.D. (2010). *Introduction to the neurosequential model of therapeutics (NMT)* [PDF document]. The ChildTrauma Academy. https://cctasp.northwestern.edu/wp-content/uploads/Introduction-to-the-Neurosequential-Model-of-Therapeutics.pdf

Perry, B.D. & Winfrey, O. (2021). *What happened to you? Conversations on trauma, resilience, and healing.* Flatiron Books.

Rhoton, R. (2016). *Certified family trauma professional intensive training* [PDF document]. PESI, Inc.

Roche, J.M. & Arnold, H.S. (2018). The effects of emotion suppression during language planning and production. *Journal of Speech, Language, and Hearing Research, 61,* 2076–2083. https://doi.org/10.1044/2018_JSLHR-L-17-0232

Rogers, M. & Tannock, R. (2018). Are classrooms meeting the basic psychological needs of children with ADHD symptoms? A self-determination theory perspective. *Journal of Attention Disorders, 22(14),* 1354-1360. https://doi.org/10.1177/1087054713508926

Rouse, M.H. (2016). *Neuroanatomy for speech-language pathology and audiology.* Jones & Bartlett Learning, LLC.

Samadi, A. (Host). (2021, October 5). Dr. Bruce Perry and Steve Graner on what we should ALL know about what happened to you (No. 168). [Audio podcast episode]. In *Neuroscience Meets Social and Emotional Learning.* https://andreasamadi.podbean.com/e/dr-bruce-perry-and-steve-graner-from-the-neurosequential-network-on-what-we-should-all-know-about-what-happened-to-you/

Shanker, S. (2016). *Self-reg: How to help your child (and you) break the stress cycle and successfully engage with life.* Penguin Random House.

Siegel, D.J., & Bryson, T.P. (2021). *The power of showing up: How parental presence shapes who our kids become and how their brains get wired.* Ballentine Books.

Spencer, J.P. (2020). The development of working memory. *Current Directions in Psychological Science, 29(6),* 545-553. https://doi.org/10.1177/0963721420959835

Thompson, P. (n.d.). *2.1 Cognitive development: The theory of Jean Piaget.* Open Okstate. https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/2-cognitive-development-the-theory-of-jean-piaget/

University of Rochester Medical Center. (2023). *Our approach: Self-determination theory.* Center for Community Health & Prevention: Patient Care. https://www.urmc.rochester.edu/community-health/patient-care/self-determination-theory.aspx