



Episode #97:

**A “Masterclass” in Executive Functioning with
Seth Perler (Part 2 of 2)**

February 27, 2018



Seth: You have to start with something that's not overwhelming. It has to feel emotionally safe and it has to feel doable to them. OK. You have to find that, that threshold and you're going to have to scale way, way back and again, there can be a cascading effect. So once you get them started a little bit in the, a little bit more and a little bit more than you can open the doorway more eventually. So it's very hard I think because parents are like, this needs to happen now. And you're right, it does, but it's not. So you need to back up and really feed the bite size, so tiny, for whatever issue you're working on.

Debbie: Welcome to the TiLT Parenting Podcast, a podcast featuring interviews and conversations aimed at inspiring, informing and supporting parents raising differently wired kids. I'm your host, Debbie Reber, and this week is a continuation of last week's episode with executive functioning coach Seth Perler, which is so packed full of information (and also so long) that I had to break it p into two seperate episodes, which I'm now referring to as a "masterclass" in executive functioning.

In last week's episode, Seth shared his protocol for setting up a child for success in their developing executive functioning skills. In today's episode, Seth is going to get into the nitty gritty about specific strategies he uses to address different executive functioning challenges that show up in school and in life.

As he said during our conversation, taking all of this in is a but like drinking from a firehose. There is a lot of useful content and it's a lot to absorb. So listen to this more than once if you need to, take notes, and definitely head over to Seth's website at sethperler.com and check out all the fantastic videos and articles and other resources he has available. Helping kids with executive functioning challenges is Seth's passion, and he's really good at what he does. I'm grateful to be able to share his wisdom with our community .

Lastly before I get to the episode, if you've been listening to the podcast this past month you know I've set a goal to try bring in enough money in the month of February to cover the cost of creating downloadable transcripts for the podcast episodes, not only for episodes moving forward, but for all 90 plus episodes that have come before this. I'm doing this because I've heard from a number of the members of the community that because of hearing impairments or auditory processing challenges, listening to the podcast isn't an option for them and I want to make sure to get this information out to as many people as possible. So I'm close to reaching that goal, but I'm not quite there. If you want to help me reach it, you can visit patreon.com/tiltparenting to get all the details and to sign up. We've had some new supporters in the past few weeks, including Cindy Chung THANK YOU so much for supporting this show. If you want to join Cindy, it's easy to sign up, you can just go to

patreon.com/tiltparenting and you can contribute as little as two dollars a month -- which I've been saying isv the cost of a tall latte at Starbucks and that will go a long way at helping us make this available. Again, the website is s patreon.com/tiltparenting or you can find a link on the TILT parenting website Thank you so much.

And now, without further ado, here Part 2 of the Executive Functioning "masterclass" with Seth, and just a heads up we are going to be jumping in right where we left off last week.

Seth: Ok, that brings us to number 17, which is Frankenstudy, which according to the last podcast we did, I mentioned at the end that this was the most important key concept because this is the concept that has real nuts and bolts strategies that you can use with schoolwork. The reason I came up with the word Frankenstudy was based on a guitar or called Frankenstrat, which is a guitar made of all these different parts, but a lot of times we think that there is like one way to do things, how to do school and Frankenstudy really represents that you have to find personalized strategies for your child. They need to have strategies that work for them, not for everybody else. These A-tips, neurologically atypical kids, these outside the box kids, these differently wired kids. They need things that are really tailored to their idiosyncrasies and when you start to do these different strategies that I'm about to talk about, there will be a domino effect.

In other words, they will affect other things positively. So really think about where to put your energy with your child. On the ones that I'm about to mention, what to focus on first because there's a lot of different things to do. Um, one of the things is planners. Planners, I know that for some of you listening, your child won't use a planner at all. This is definitely more important in middle school, high school and college, and it's where you see the resistance lot, but a lot of them won't use them at all. Some of them have online calendar, some have physical planners, et cetera. It is so important with executive function that kids learn to plan, learn to talk through their plan, think through their plan. They do not know how to plan and if they don't figure out how to plan, they will not be able to execute major goals in their life, in their future.

So these learning planners is key. Unfortunately, a lot of times what we do to teach them, planners doesn't work. For example, schools often will hand out planners and require that the kids use the school planner, but these planners, you can't buy a set of a thousand planners, for a thousand kids and expect that it's a cookie cutter thing that's going to work for everybody. Especially if you have an asynchronous learner. They might need a different type of planner. Now these school planners often have visual clutter, meaning they have cutesy colors and drawings and famous quotes and things like that, which are nice - if you're linear thinker and you're distracted by that, but you're. You're easily distracted. To me, you don't want that stuff. You don't want the periodic table and commonly misspelled words in the back of your planner. You don't want the school handbook in the front of the planner.

I want my kids when I'm teaching them to plan, to have a planner, just a basic planner. I don't want distractions. I want to teach them to plan, so I usually ditch the school planners and I usually get a monthly planner for the students I work with. Not a weekly, not a daily. Those are good for very detailed people, but not for people who show the executive function. In my opinion, ninety percent of the kids that I work with benefit from a monthly planner. I rip out every single page that is not a planner and I leave them with a 11 or 12 pages for the school year because the school year is only 10 months long and I usually get the planners with lines in them because a lot of my kids have big handwriting or messy handwriting. So I want those lines and those little boxes.

But they are global big picture thinkers. They're not detail oriented kids. So giving them the global big picture of the whole month is so helpful to them and then teaching them how to write shorthand. A lot of times parents will say, well, what about all the things they need to write while I teach them to write it with shorthand so that they can actually use the planner effectively. I have a lot of this on my website that, where I talk a lot about planners in depth, but it's very important again to Frankenstudy your planner. Frankenstudy also includes doing a daily plan, which I talked about on my website. Kids need to plan when they get home, what they're going to do that night. A lot of times they just get home and linear kids they know, in the back of their head, oh, I gotta do this, this and this. They pull out their planner, look at it and make a plan to do their homework, but for kids who struggle with executive function, they need to consciously make a daily plan. I have those on my website too that you can print for free. The way that I do it. I've been doing this for many years, so I just want to recommend that you use this because I make it easy.

But one thing that's key on this, if you do nothing else in the daily plan, the number one key I would recommend is that you ask your child, what is the MIT or NOP for tonight? What is your most important thing or your number one priority, the MIT or the NOP, what's your most important thing tonight, or what your number one priority tonight, and then use wait time and wait until they say their answer, Oh, well I have a test on Friday. I need to study. Oh, I have to work on my draft. I want them at least to figure out what their most important thing is because that will help with prioritization, which is another part of executive function that they need to learn to do. It's prioritize. So to ask them that question, what is your most important thing today? And then you can ask other questions like, how long did you need to do that? You know, but I want them really to learn to focus on one thing. OK, do your most important thing until it's done. Don't start seven assignments and then not turn any of them in which so many of our kids do. Let's learn the skill of doing one most important thing at the time. Again, I could go on with that for 20 minutes, but I won't. I'll get onto folders, keep it simple.

Kiss = K I S S = Keep It Super Simple. Folders. We have folders, binders. A lot of schools require kids to three ring binders, three ring binders are horrible for kids with executive functioning because they require too much detail time. They don't

care. Just get them simple, clearly labeled cheap paper folders color-coded for the classes. That's what I do. I talk more about that on my site so you can see how I do it and I. I've been doing this for years. I get kids set up with simple systems and they will say, oh my gosh, these folders are so much easier than the binders. I can find my stuff. So there's nuance around that, but check it out on site if you want.

Next, they have to have a sacred study space. The worst place in the world for kids to study is on their bed. Probably the second worst place would probably be on the couch, although sometimes if they're reading or some, some things can be done there, but they need a sacred study space. They need to consciously design a space just like you and I were getting on the podcast, you know, we both have our desk areas that we very consciously designed for our work. They need a place where they can work that is free of distractions and that is optimized for focus. I call it a sacred study space. Is it at the kitchen table? Is it in their bedroom? Is in the living room, I don't know, but you want the best place in the house where they can focus and remove distractions.

Next is browser optimization. So you want to consciously set up your browser kids, you do a lot of their school online nowadays, so the browser has to be optimized for that. What I do is I set up on, I use Chrome, Google Chrome with my kids. I set up what's called the bookmarks bar, which is where you save your key bookmarks and I set up the most important bookmarks right there in their face. So they do not have to ever look for it because it's right there. The things that I will set up on there are things like their teacher webpages, their schoology or their infinite campus or whatever programs they're grades are hosted on. Um, were there assignments can be located the school home page, google drive, Google calendar, Gmail. So those are probably the most important ones that I set up right in front of their face.

And I like to have it so that when they open the browser, it automatically opens tabs. The tabs that I like to automatically open the first tab I like to open is their calendar because it shows what they need to be doing that day. The second tab, I liked to have it automatically open is their grade one because they often are not aware of their grades and they learn, need to learn to check their grades more regularly. And the next one is the email and then the rest of them can be in the bookmarks bar. I hope that made sense.

Debbie: Yeah, that's a tip I've never heard before and it makes so much sense. I love that idea of having the tabs open up right away. That is brilliant.

Seth: Well, the more work they have to do for non-preferred, the less likely they are to do it. So this just makes it very easy. So the next one is related to the last one with a browser. But is to get them checking their grades at least weekly and I don't care the percentage of the grade, I don't care that it's an 84.2 percent or it's a 17 percent. I care about the detailed view where you can see the actual assignments that are missing incomplete or where you can find patterns. So getting used to checking their grades at least weekly and a lot of times parents, you know that you don't check them until six weeks in and then you go Oh My Gosh, how come you're

failing four classes?! So they get it on the tab so that it opens and you don't have to even think about it.

Debbie: Is that something that you work with them to set up, you know, what is your plan for this and what are you going to check this on Wednesday evenings? Or did you just kind of figure that out with them?

Seth: Yeah, I personally always recommend Sunday nights. The only reason I do that is it's a great time to close out your previous week and prep for your upcoming week. So I like Sunday nights personally and that's what I recommend to everybody, but I have kids that have activities on Sunday nights or whatever. It depends. Some of them are really like right now at the end of the semester as you and I are making this recording, so I have kids where I'm having them check them almost daily because they're like really trying to dig themselves out of a hole right now or something like that. So it just depends on how independent the kid is, but at least weekly and yeah. And what you said about asking them brings up the concept of ownership and buy in. So the more you're asking them when's a good day for you? And you can say, I suggest Sundays, but what do you think, you know, to make it their idea, the more likely they are to buy in and do it.

So the next thing in Frankenstudying is that you have to have clearly identified routines. A lot of times these kids do their homework when they feel like it. Well, that's fine for somebody who's really linear and who's going to track all the details and be on top of it and who doesn't procrastinate, but for these kids, the more you can identify, print up, post on the wall routines so that you don't forget the routine, the better routines for leaving the house, routines for doing homework routines, for doing your daily plan when you get home or whatever the routines are in the book, *The War of Art* by Steven Pressfield. He has a great section about calling in the Muse and routines, so I'm not going to go into that, but if you guys want to look that up, I highly recommended I buy that book, *The War of Art* for many of my high school and college students as a gift.

Debbie: It's fantastic. I love it. That's a great recommendation.

Seth: It's a bit mature, so beware, but it's fantastic about resistance. Next is be visual. Out of sight, out of mind. I am crazy about using sticky notes and giant notes for kids and making things very visual. Out of sight, out of mind - These are the kids that are not tracking details. The more visual you can make, the things they need to remember, the more visual you can make your routines, more visual. You can make chores or any responsibilities. The better.

Next is timers. I cannot tell you how much I love my timers. These kids do not have a realistic idea of how long things take. How long will your homework take? Oh, that'll take me about five minutes. Cool. Let's time it. I set the timer for five minutes and it goes off and we've done two problems out of 10. OK. You want to reevaluate that? I want them to learn to calibrate time. I want them also to use the timer to help get started and do short bursts because these kids are overwhelmed. They

don't want to do their homework. They think it's going to take them three hours and it may take them three hours, but they can't get started. So they spend so much time procrastinating the timer. I do not want them to use the timer on the phone, by the way, because that opens up distractions with the phone. I want them to have a separate digital timer and I want them to make very short bursts. Can you work on your math for 10 minutes? Yeah. OK, cool. Let's set it for 10. Can you work on it for five minutes? No. How about how about one? OK. Then we'll set it for one. I don't care about a lot.

So much of the game. OK. Listen very carefully to parents and teachers to this. So much of the game with kids who struggle with executive function has to do with task initiation or self-starting and they procrastinate and we like to think that they're not motivated, but it's eating the elephant. They are overwhelmed by what they perceive to be the gravity of what they're expected to do so they will procrastinate because it's emotionally overwhelming timers help make this concrete. They help make it easier. They help get a little bit of a start and a lot of times you just have to get them to start a little bit.

Debbie: We've used timers for years, but some of it effectively and including doing the burst, but I really love the suggestion of saying, try this for two minutes, three minutes. I could see that making a huge difference already.

Seth: They're so helpful. I know a lot of people are just going to say, oh, I don't want to spend \$12. It is a ridiculous price for a 25 cent electronic device, but go buy \$50 worth of stupid timers and use them.

The next one in the Frankenstudy series is the- I was talking about Sunday night before is the Sunday night Overhauls of your systems. I really recommend at least once a week doing an overhaul of all of your systems, meaning pull every single thing out of the backpack and the locker, put it on the ground, go through it, recycle the things you don't need to, archive the things you might need, put the things that are back into the folders, update the planner, cross off everything from last week, prep it for the upcoming week. Check your online grades, check your teacher websites, check your syllabi. Overhaul all the systems for anywhere from 20 minutes to an hour every single week. It will save you tons of time. And frustration.

Debbie: That is a good tip. Something just personally I do for myself but I don't hold Asher to it. I bet a lot of parents are in the same place, that we're doing it for our kids.

Seth: Yeah. And if they, like I said before, if they literally can't, if they don't have the ability to do it, go ahead and do it for them. Scaffold it for them. That's something you can take on if you have time. But you want to do what's called a gradual release of responsibility. So week after week, month after month, you want to get them doing more, taking on more and more of it with you until they become responsible and independent with it. But even if you have a ninth grader, they may not be capable of, do I, I can't even tell you. I mean, I work with high school and college students too. I have college students who I'll hold up a paper and say,

what's this one? And they say, oh, I don't need it. And I say, are you sure? They say, wait. Oh yeah. So these are not detail oriented kids. So you know, you want to walk them through what they can do and they need to have a life. So if it takes them an hour to do this and it would take you five minutes and you really want them to go out and play and you can take that on, go ahead and do it and make them do something, you know, just build on a little bit and let it, let it be that for now.

Next wait time when you're questioning your child. So you want to wait. I think I mentioned that already though, right? So I'm not going to go into that again, but that relates to the next one which is abstract versus concrete. Their stress and their overwhelm, the resistance comes from things that feel abstract. The more you can help them make things feel concrete, the more likely they are to do it. So like timers are very concrete. They're auditory because you hear them their visual because you see them, their kinesthetic because you touch them. So timers are great. They're very concrete. It really helps them. For example, start your daily plan is very concrete. Whereas they might think, oh, I have homework. When they make a daily plan, they say, these are the specific concrete things I have to do for homework. Teacher expectations often times feel very abstract, so if you don't know what they are, you need to get concrete. Ask the teacher what the exact expectation is, and the more concrete you feel about that, the more you can help your kids. So anyhow, the concept of abstract versus concrete was the next one.

And the last one on this little Frankenstudy section is you have to understand that when your child is studying or doing their homework, they have to get into study mode and this is similar to like emotional regulation. They have to regulate their emotions. They have to be an unregulated place to get into study mode. They can't be anxious and stressed out. They have to get into the mode. Ideally, when you and I started today, I know I spent time prepping for today. I'm sure you've spent time prepping for today. We got in the mode to do this podcast and as adults we have that skill, but for kids they don't often think that and they think they're just going to dive in.

No, you want to get into the mode, you want to get into the study mindset. How do you do that? Three ways. One, you organize your area, so I want them to organize their sacred study space, get everything ready, get their folders out that they're going to need and stuff like that. Two, you're going to plan, they're gonna make their little daily plan for the night and list out the things that they need to do. Very simply. Three, they're going to execute. They're going to start and start again. They're going to use that timer in their plan to start and know that they're going to get distracted, expected. Don't shame themselves for it, and when they get off track, get back on track, start and start again. Again, you got to get organized, your area, you've got to plan your study session and then you start and start again, so you got to get in the mode of studying.

You've got to get regulated and that's the last one in the Frankenstudy, and then I have number. Going back to our original big list. Number 18, the Bonus. Your kid has to be a kid, whether they're in college, high school, Middle School, elementary

school. Doesn't matter what age they have to be a kid. They have to have fun. They have to play. They have to be living their life. I don't want my students taking so many courses that they don't, like in college, that they don't have time for themselves. I don't want them taking so many courses in high school that they're. They're so worried about, oh my gosh, I need this for my college apps, are doing so many extracurricular activities that they don't have time just to be. They have to have fun. They have to play. They have to be a kid.

This is very similar to the thing that I said was the most important thing with your relationships. They you have to have great relationships with your kids and your kid has to have a life. Don't ever forget that.

Debbie: That ties back to that- taking a big step back to and looking at the big picture. So I'm glad you wrapped up with that. That was great. Wow, Seth.

Seth: So yeah, that was 18 strategies and one of them, the Frankenstudy had like several, several details, so I'm really sorry guys that that took so long, but that to me, if you guys attack this stuff, you will do what I'm doing. I'm in the business of helping families change their experience. I want their lives to change. I'm not in the business of of just trying a bunch of stuff and seeing what works. I want to do things that work. If you guys adapt a good handful of this stuff, you will see changes. Look for the small micro successes and build upon them so that your kid can execute and build the future that they want and that's it.

Debbie: So inspirational. It really is. I mean I think again, we do tend to get so mired down in the nitty gritty and it feels overwhelming to us sometimes all these different things, but it's so good to hear that if we work on these things and are consistent, that we'll be making progress. That we just need to. I mean, I think a lot of it is relaxing about the timeline and realizing that these kids are on a different timeline and that's OK, you know,

Seth: Very well put. Yeah.

Debbie: So first of all of this has been amazing and I want to just encourage all our listeners to go to Seth's website. It is, got so many great resources on it and I'm going to be downloading the daily planner. I use a version that I created, but I'm so curious to see what you did because I think mine is not super effective at the moment, but definitely go check out everything that Seth has available on the website. Do you feel like we have time to answer a question or two?

Seth: I would love to. So let's do some rapid fire questions.

Debbie: OK. Cause I got a lot of questions from people on both Twitter and the Facebook page.

Seth: I'll do as many as you want.

Debbie: OK. This is from somebody who has a 14 year old freshmen and this parent has been working since kindergarten on trying to support their kids, their child in learning executive functioning. She says a forming the habits is where he's stuck. If you ask him, he knows all the suggestions, tricks and tips. He just continues to not use them. He thinks he doesn't need them and doesn't face the reality of his vulnerabilities. Do you have any suggestions on how to help him form those habits if he's resistant to it or thinks he doesn't need it?

Seth: Yeah, I mean resistance is the problem that's in again with Steven Pressfield's book, that, that is the main thing that we're dealing with in the resistance has a lot to do with the emotional regulation piece and the email that you just read, it also has to do not only with emotional regulation but also obviously with mindset and probably many other things that we just talked about. So I'm, when I'm dealing with a kid who's really resistant like that, that you have a long way to go in terms of helping this child change and that's OK. You want to be very realistic about where you're at and then think about where you're trying to get to and where you're trying to get to as a place where they have mindsets that will work for him and that he will have mindsets that work so he wants to have a growth mindset, a mindset, where you know what, I can do this and I need to be more realistic about this and I'm not being honest with myself all the time.

So when, when I'm trying to work with a kid like this, I have to really, like I said earlier about building rapport, I have to build that rapport and get them to feel emotionally safe and it's very millimeter by millimeter. In a case like this where a kid is so stuck, so I really want to use that three to one rule. I really want to help them understand their strengths. I really want to give them ownership and buy in I really want to say to them, what, what are your dreams? What are your hopes? And if they're super shut down, he might say, I don't have any. I don't care. You know, I don't, I don't think about that stuff, but then I would use wait time and really I wouldn't interrupt and I would just be like, cool, tell me more. Yeah, goals are stupid, blah blah, blah. Cool. Tell me more and wait. I, but what I really want to do is get serious, you know, because I know that there is something in there that's important to them, but I really want to create that emotional safety to say I'm really listening to you. OK, well what matters to you and what are your goals?

So first there has to be some buy in and as far as the, the not being realistic, I mean I, myself, I find it easier to work with kids who are struggling with that because I went through it myself. So if you're a very structured linear parent, it might be good to get a, a friend, relative coach, psychotherapist or somebody who your child can really relate to that can start to just crack the door open a little because what you need is not. Again, I talk a lot about micro successes and success in millimeters. You need someone who can help him just crack the door open a little bit and then a little more and a little more and a little more and it will have the cascading effect. But I'm not gonna lie to you. You have a, you have a long journey ahead of you, you know, but this, you can do this, you can help your child change. Did that answer it?

Debbie: That was great. That was answering it and more, but all good stuff. So thank you. Here's a question, this parent wants to know, is there a relationship between low working memory processing speed and executive functioning? Do you know scientifically or the, if those two are connected.

Seth: OK. Do I know scientifically? I don't know scientifically. I know what I think and what, I hope this answers your question, but they're definitely related. Because executive function has to do with how we execute and processing, absolutely has to do with how we able to execute. So if you're trying to process information in your and you have a slow processing speed, any type of slow processing speed, and especially if the parent or teacher doesn't see this because it's going on inside your brain so they don't know that you're not taking it all in or if you're processing at home and it takes more time, that definitely affects how we execute and working memory is definitely part of executive function. That's like how we're able to juggle small concepts in our mind as we're doing something. For example, if you did a math problem and you said what's 162 plus 53, you have to juggle the hundreds place, the tens place, the ones place. Is it addition or subtraction? Multiplication or division. You have to juggle a lot. That's working memory. Working memory is not just math, it's all kinds of things.

So they're definitely related, but what it makes me really think about is I read a lot of neuropsych reports and I get a lot of students with huge discrepancies. A kid that might be in the 90 ninth percentile in one thing and the five percentile in another thing. I see this a lot. That is your classic asynchrony, but that's what we talked about before with super asynchrony. If you have a kid who has a few things in the high nineties and a few things in the single digits, those are giant discrepancies. And here's the problem I see with giant discrepancies, giant discrepancies often cause teachers and parents to think, I know he can do it. I can tell. I know you're smart, you know, so why aren't you doing it? And then that tends to cause a very unrealistic expectation between the can't and won't, where they literally can't. They're brilliant in certain ways. And so they're perceived as being someone who won't. Or the opposite also happens where the, the disability can shine the, the strengths. So you can see a neuropsych report, but the things that are, that are easy to tangibly see as strengths, for example, verbal ability they might not have. So if they're not very verbal, but they might be gifted in other ways, they might not even see the gifts that they might not be building those strengths.

Debbie: Awesome. Thank you. Someone wants to know if you have any book recommendations or resources for parents who are trying to make a difference at home. A lot of parents gravitate towards Smart but Scattered, which can be an overwhelming. But for some people because it's so jam packed. Do you have any other favorite resources or maybe the question should be, when are you writing your book?

Seth: Oh, good question. My blog, I wish I could have it more organized like a book, but there is so much there for free. So, when am I'm writing my book, um, I would like

to commit to within the year. *How the Gifted Brain Learns*, I love. *The Autonomous Learner Model*, I love and that's great for homeschoolers, just to sort of have a great understanding of how to teach in an unconventional way. *The Teenage Brain* is fantastic. *Drawing on the Right Side of the Brain* is fantastic. *The War of Art* for mindset. I wish I'd known this question earlier because I would go grab a handful.

Debbie: Well that's great. I mean those are, that's already a great place to start. Thank you. Sorry to put you on the spot. OK. So one thing that came up a lot with people is intrinsic motivation and self care things like brushing teeth and personal hygiene things. A lot of parents are feeling frustrated that their child doesn't seem to place any value on that or they're not motivated to do that. And I think a lot of parents ended up, you know, holding screen-time or other things over their kids heads in order to do that. Do you have any thoughts on that?

Seth: That is a great question. People don't want to do things that they don't want to do. Yeah, and I hear this a lot more than you could imagine. It might be any type of self care thing you might have to do with laundry, food in the bedroom, brushing teeth is a very common, bathing. So more than you'd ever imagine. I hear about things like this and my thing is this, again, people don't want to do what they don't feel like doing. They don't want to do things that are not high interests that are not fun. Or even if there's sensory issues going on in these cases, like there might be sensory issues that we don't even know are going on, like very, very, very high sensitivity with a toothbrush. Like it may actually be painful. But they're not saying that or don't it don't know how to articulate that tags on, on shirts, things like, like some people have extremely heightened senses that, that might be coming into play.

But anyhow, the point is, is that when I'm dealing with someone who's really resistant on something that's really important for them to do, my thing is, is that I'm not, this is very important parents and teachers, I am not trying to convince them. They already know it's good for them. They already know it's bad for them if they don't do x, y, and Z. There's no sense in trying to convince them of that. I would rather strategize by trying to get them to take some ownership in conversation if I can. Do you think this is important? How is this important to you? Why is this. Oh, OK, why isn't it important to go back to the wait time and to have dialogue around it, but have them be doing most of the talking. You want to focus on asking the right questions and get to the root of what's really going on.

Then because it's an emotional issue, in some way shape or form, I guarantee you these are all emotional issues. It's not about what we think is the surface issue. It's not about rationally explaining to them what they need to do and being logical. OK, so having said that, how do I get kids to start to do these things that they need to be doing? Well, what I do is I scaffold. It has to be said concrete versus abstract. It has to be concrete and eating an elephant. It has to be bite sized. And when I say bite size, I mean tiny, tiny, tiny, tiny bite size. So a. I use an example where I say, all right, can you write a page? And the students says No. OK, can you do a paragraph? Can you do a sentence? No. Can you do a word? No. Can you do a letter? No. Can

you do a dot? Ok. Like you have to back up to where they can start. So let's say that it's a toothbrushing thing, you know, I might start with um, OK, can you at least brush your teeth for two seconds without even having any toothpaste on it? And that may sound ridiculous to some people listening, but you have to start with something that's not overwhelming. It has to feel emotionally safe and it has to feel doable to them. OK. You have to find that, that threshold and you're going to have to scale way, way back and again, there can be a cascading effect. So once you get them started a little bit in the, a little bit more and a little bit more than you can open the door way more eventually. So it's very hard I think because parents are like, this needs to happen now. And you're right, it does, but it's not. So you need to back up and really feed the bite size, so tiny, for whatever issue you're working on.

Debbie: That was a great answer. Thank you. That that answer alone is going to change people's experience and their kids experience. Thank you. So, Seth, I'm gonna wrap this, this baby up. This has been just an incredible episode. It's the longest episode we've done and I have a feeling it's going to be one of the most listened to episodes we've done. But before we go, I know that parents are going to want to get in touch with you and you've mentioned your blog and the resources. How can people find you and where can they find you?

Seth: So go to sethperler.com, sethperler.com and on the homepage or any number of the pages you can subscribe. So put your name and email in there. And I will send a toolkit where I send out five or six extensive videos that are fun. I made them for kids except for the first one, which is for parents, but I'm actually speaking to your child and kids like these in middle school, high school and college kids like these videos and subscribe to my youtube channel, Seth Perler, and every time I post, if you click the bell, it'll alert you whenever I put up a new video and please if you like what I'm doing, share with your friends, shared on your facebook group. I would really appreciate if you share my work with people who might help.

Debbie: Perfect. Well, thank you. Yeah, and again, listeners, I'll leave links to everything, all the books that Seth recommended, all the resources and then all the different ways to connect with seth and I'm on his newsletter lesson. That tool kit is fantastic, so I definitely recommend you do that and thank you so much. My head is swimming a little bit, but I'm excited. I felt very motivated and inspired, so thank you so much for today.

Seth: Thank you, Debbie. This was a blast.

Debbie: Okay...this was a good place to pause our conversation, as Seth is just about to go into his more nitty gritty strategies of what he calls "Frankenstudy" for how to specifically support kids in different areas of executive functioning to help them in school and life. To listen to that episode, don't forget to tune in next week.

You've been listening to the TiLT Parenting Podcast. For the show notes for this episode, including links to Seth's website and the other resources we discussed, visit tiltparenting.com/session96.

If you liked what you heard on today's episode, I would be grateful if you could take a minute to head over to iTunes and leave a rating or review. We are still in the top 20 in New & Noteworthy in the Kids and Family category, and honestly it's just so exciting to see this audience grow and the podcast get more attention. It also makes it easier for me to land bigger guests, so it's a win-win. Thank you so much for being a part of making this happen.

Lastly, if you aren't already part of the online community at TiLT, I invite you to sign up at TiltParenting.com in the box where it says JOIN THE REVOLUTION. Every Thursday I sent out a short email with a quick note from me, a link to that week's podcast episode, and links to 5 stories from the news that week that are relevant to parents like us. Again, you can sign up at tiltparenting.com.

Thanks again for listening. For more information on TiLT Parenting visit www.tiltparenting.com.

RESOURCES MENTIONED:

- [Seth Perler's website and blog](#)
- [A "Masterclass" in Executive Functioning with Seth Perler, Part 1](#)
(podcast episode)
- [A Conversation with Executive Functioning Coach Seth Perler](#) (original podcast episode)
- [Seth's Executive Functioning Assessment](#)
- [Seth Perler's YouTube Channel](#)
- [*The War of Art: Break Through the Blocks and Win Your Inner Creative Battles*](#) by Steven Pressfield
- [*How the Gifted Brain Learns*](#) by David Sousa
- [*The Autonomous Learner Model Resource Book*](#) by George Betts, Robin Carey, and Blanche Kapushion
- [*The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults*](#) by Frances Jensen
- [*Drawing on the Right Side of the Brain*](#) by Betty Edwards