# Strategic Architecture and Curricular Framework for The Executive Function Institute: A Comprehensive Certification Protocol

## 1. Introduction and Institutional Vision

The burgeoning field of Executive Function (EF) coaching occupies a critical nexus between educational therapy, clinical psychology, and organizational consulting. As awareness of neurodiverse profiles—specifically Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD)—expands within both academic and professional sectors, the demand for qualified practitioners has outpaced the availability of rigorous, standardized training. "The Executive Function Institute" (EFI) is proposed as a centralized digital academy designed to bridge this gap. The Institute’s mandate is to operationalize the theoretical frameworks of preeminent neuropsychologists—specifically Dr. Russell Barkley, Dr. Thomas E. Brown, and Drs. Peg Dawson and Richard Guare—into a coherent, scalable certification program.

This report delineates the strategic architecture for the Institute, encompassing a robust six-module curriculum, a sophisticated Learning Management System (LMS) infrastructure, and a professional "Launch Kit" for graduates. Unlike generic life coaching programs, the EFI certification is predicated on a "neuro-developmental" understanding of self-regulation. The curriculum does not merely teach organizational tips; it trains coaches to act as "external frontal lobes" for their clients, scaffolding the development of the brain's management systems until intrinsic networks can take over.1

The proposed digital platform employs a synchronous/asynchronous hybrid model, utilizing open-source technologies (WordPress/Moodle) to ensure data sovereignty and scalability. By integrating rigorous assessment protocols—such as the Executive Skills Questionnaire (ESQ-R) and the Brown Executive Function/Attention Scales—with practical intervention methodologies like Sarah Ward’s "360 Thinking," the Institute aims to produce coaches who are clinically literate and practically adept.3 The following analysis provides the blueprint for this entity, detailing the pedagogical logic, technical specifications, and ethical standards required for a market-leading certification body.

## 2. Theoretical Foundations and Curriculum Design

The curriculum of the EFI is structured to move the learner from theoretical abstraction to clinical application. It rejects the notion of EF issues as "behavioral choices" or "character flaws," instead grounding all instruction in the neuroanatomy of the prefrontal cortex and the developmental trajectory of self-regulation.

### 2.1 Module 1: The Neuropsychology of Self-Regulation

The initial module establishes the intellectual baseline for the certification. It requires trainees to synthesize competing yet complementary theories of executive dysfunction (EFDD) to form a cohesive coaching philosophy.

#### 2.1.1 The Barkley Model: Inhibition as the Keystone

Dr. Russell Barkley’s theory constitutes the primary pedagogical framework for understanding the *mechanism* of EF deficits. Trainees must master the concept that EF is not a suite of skills but a single, unified system of "self-regulation"—defined as any action directed at oneself to change behavior in order to change a future outcome.5

The curriculum explicitly teaches Barkley’s hierarchy of executive functions, emphasizing that **Response Inhibition** is the foundational prerequisite for all other executive capacities. Coaches learn that without the ability to "pause" (inhibit the prepotent response), the brain cannot engage the four secondary executive functions. The module breaks these down as follows:

1. **Nonverbal Working Memory (The Mind's Eye):** The ability to hold events in mind and re-visualize them. Coaches learn that clients with EF deficits are "time blind" because they cannot visualize the future or recall the past to inform the present.5
2. **Verbal Working Memory (The Mind's Voice):** The internalization of speech. Instruction focuses on how "self-talk" evolves from external instruction to internal governance, and how EF coaching effectively acts as an externalized voice until the client’s internal voice matures.6
3. **Self-Regulation of Affect/Motivation (The Mind's Heart):** The ability to moderate emotional states to sustain goal-directed action. This counters the misconception that emotion is separate from cognition; trainees study how "hot" executive functions drive the "cool" logic of planning.7
4. **Reconstitution (The Mind's Playground):** The capacity for analysis and synthesis—breaking down behaviors and recombining them into novel solutions. This is the basis of flexibility and problem-solving.8

Barkley’s concept of the **"Extended Phenotype"** is also central to this module. Coaches are taught to view EF not just as brain activity, but as a system that extends into the physical environment. This theoretical stance justifies the use of "prosthetic" tools (timers, planners, checklists) as essential components of the intervention, rather than "crutches" to be discarded.9

#### 2.1.2 The Brown Model: Six Clusters of Cognitive Management

Complementing Barkley’s inhibition-centric model, the curriculum integrates Dr. Thomas Brown’s "Six Cluster" model, which provides a more granular vocabulary for describing the daily manifestations of EF deficits. This model is particularly useful for explaining the "unconscious" nature of these deficits to clients who feel shame regarding their inconsistency.11

**Table 1: Comparative Analysis of Core Theoretical Models for Coaching**

| **Feature** | **Barkley Model** | **Brown Model** | **Coaching Implication** |
| --- | --- | --- | --- |
| **Core Deficit** | Response Inhibition (The Pause) | Activation & Chemical Deployment | Barkley informs *when* to intervene; Brown informs *what* is breaking down. |
| **View of ADHD** | Disorder of Performance (Knowing vs. Doing) | Developmental Impairment of Management System | Coaching focuses on "point of performance" supports rather than teaching new knowledge. |
| **Role of Emotion** | Intrinsic Motivation Deficit | Emotional Flooding ("Computer Virus") | Interventions must address emotional regulation before task initiation can occur. |
| **Key Metaphor** | Time Blindness / Horizon | The Orchestra Conductor / Dimmer Switch | Use "Time Horizon" for planning; Use "Dimmer Switch" to explain focus variability. |

Trainees study Brown’s six clusters—Activation, Focus, Effort, Emotion, Memory, and Action—with a specific focus on **"Situational Variability."** The curriculum emphasizes that EF impairments are chemically modulated; clients can often focus intensely on tasks that provide immediate dopamine reinforcement (e.g., video games) while failing at tasks that require intrinsic activation (e.g., taxes). Understanding this dichotomy is crucial for preventing coaches from judging clients as "lazy".12

### 2.2 Module 2: Assessment Protocols and Intake Strategy

This module transitions from theory to diagnostics. While coaches do not diagnose pathology, they must assess functional impairment to tailor their interventions. The curriculum relies heavily on the work of Dawson and Guare to structure this process.

#### 2.2.1 The Executive Skills Questionnaire (ESQ-R)

The **ESQ-R**, a 25-item self-report measure, serves as the primary intake tool for the Institute’s methodology. Trainees are drilled on the administration and scoring of this instrument, which categorizes EF into 11 distinct skills including Plan Management, Time Management, and Emotional Regulation.15 The module instructs coaches to look for discrepancies between a client's self-perception and the observer reports (parent/teacher forms), utilizing these gaps as entry points for coaching conversations regarding self-awareness.3

#### 2.2.2 Advanced Metrics: BRIEF-2 and Brown Scales

For advanced certification candidates, the curriculum introduces the **Behavior Rating Inventory of Executive Function (BRIEF-2)** and the **Brown Executive Function/Attention Scales**. Although administration often requires specific licensure, coaches must be competent in *interpreting* these reports.

* **BRIEF-2 Analysis:** Coaches learn to decode the Behavioral Regulation Index (BRI), Emotional Regulation Index (ERI), and Cognitive Regulation Index (CRI). High T-scores (>65) in specific domains guide the selection of "Launch Kit" tools; for example, a high "Shift" score necessitates interventions focused on cognitive flexibility and transition management.18
* **Brown Scales Interpretation:** Instruction focuses on identifying the specific "clusters" of impairment to explain the "why" behind a client's struggles. This validation is often the first therapeutic step in the coaching relationship.13

#### 2.2.3 The Intake Simulation

The pedagogical climax of this module is the **Intake Simulation**. Trainees are provided with a script and a rubric to conduct a mock intake session. The objective is not merely data collection but the establishment of a "collaborative alliance." Coaches practice explaining EF using the metaphors derived from Module 1 (e.g., "Your brain’s air traffic controller is understaffed") to destigmatize the client's experience. The rubric evaluates the coach's ability to move the client from the "Pre-Contemplation" stage of change to the "Contemplation" or "Preparation" stage.19

### 2.3 Module 3: The Coaching Architecture (Dawson & Guare Framework)

This module operationalizes the intervention process. It distinguishes EF coaching from tutoring (which focuses on content) and therapy (which focuses on pathology), framing coaching as a process of "skill acquisition" and "environmental modification."

#### 2.3.1 The Two-Tiered Intervention Logic

Trainees learn the Dawson & Guare hierarchy of intervention:

1. **Change the Environment (Tier 1):** Before asking the client to change, the coach must examine the external context. Can the task be shortened? Can the workspace be altered? Can external cues (alarms, visual schedules) be introduced? This aligns with Barkley’s "Extended Phenotype" theory—offloading executive function to the environment.22
2. **Teach the Skill (Tier 2/3):** If environmental modification is insufficient, the coach teaches internal strategies. This involves explicit instruction, modeling, and rehearsal. The curriculum emphasizes that *telling* a client what to do is ineffective; they must *practice* the "how" during the session.23

#### 2.3.2 The Coaching Cycle and SMART Goals

The module details the recursive nature of coaching: **Assess  Set Goal  Design Strategy  Implement  Review**.

* **Goal Setting:** Coaches use the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) but adapted for EF. For example, a goal is not "do homework," but "initiate math homework at 4:00 PM using the 10-minute timer strategy."
* **Motivational Interviewing:** Integrated into this module are techniques for overcoming resistance. Coaches learn to roll with resistance rather than opposing it, helping clients articulate their own reasons for change.25

### 2.4 Module 4: Applied Methodologies – The "360 Thinking" Model

To provide concrete tools for time and task management, the curriculum incorporates the "360 Thinking" model developed by Sarah Ward and Kristen Jacobsen. This section moves beyond general lists to specific visual-spatial strategies.27

#### 4.1.1 "Get Ready, Do, Done"

The primary methodology taught is "planning backwards to execute forwards."

* **Done:** Trainees learn to prompt clients to visualize the *final outcome* first ("What will it look like when I am finished?"). This utilizes the "nonverbal working memory" (visual imagery) identified by Barkley.
* **Do:** Once the end state is visualized, the client identifies the specific action steps required.
* **Get Ready:** Finally, the client determines what materials are needed to start. This reverses the typical impulsive approach of grabbing materials without a plan.4

#### 4.1.2 Temporal Management and Analog Tools

This module addresses "Time Blindness" through the use of analog tools. Coaches are trained to teach clients how to "see" time using analog clocks (visualizing time as a volume or "wedge") rather than digital clocks, which only show the present moment. The curriculum includes protocols for using the "Working Clock" strategy, where students draw their time horizon directly on a clock face to monitor the passage of time during tasks.28

### 2.5 Module 5: Special Populations and Transitions

EF coaching is rarely conducted in a vacuum; it almost always involves neurodivergent populations.

* **ADHD & ASD Nuances:** The curriculum differentiates strategies for the "interest-based nervous system" of ADHD versus the cognitive rigidity often seen in ASD. It addresses "Pathological Demand Avoidance" (PDA), teaching coaches negotiation strategies to lower threat responses.22
* **The Adult Transition:** A critical component focuses on the "cliff" faced by high school graduates. Coaches learn to support the transition to college or the workforce, where scaffolding is abruptly removed. Topics include independent living, financial EF, and self-advocacy in higher education settings.31

### 2.6 Module 6: Professional Ethics and Practice Management

The final module ensures that graduates operate within legal and ethical boundaries.

* **ICF & NBEFC Alignment:** The curriculum aligns with the International Coaching Federation (ICF) and National Board of Executive Function Certification (NBEFC) codes of ethics. Key standards include confidentiality, conflict of interest, and the crucial distinction between coaching and psychotherapy.33
* **Scope of Practice:** Coaches are trained to recognize red flags (e.g., severe depression, substance abuse) that require referral to clinical mental health professionals.
* **Business Systems:** Practical instruction on setting up a practice, including liability insurance, client contracts, and utilizing the "Launch Kit".35

## 3. The Digital Campus: Website Architecture and LMS Design

To deliver this curriculum effectively, the Institute requires a robust, scalable digital platform. The proposed architecture utilizes a **WordPress** foundation, chosen for its open-source flexibility, data ownership, and extensive ecosystem of Learning Management System (LMS) plugins. This avoids the "vendor lock-in" associated with SaaS platforms like Teachable or Kajabi and allows for deep customization.36

### 3.1 Technical Stack and Integration

The following "Tech Stack" is recommended to support the certification’s functional requirements:

**Table 2: Proposed Technical Stack for The Executive Function Institute**

| **Component** | **Recommended Tool** | **Justification** |
| --- | --- | --- |
| **Core CMS** | **WordPress** | Open-source, scalable, full data sovereignty. 37 |
| **LMS Engine** | **LearnDash** | Industry standard for serious e-learning. Supports "drip" content, advanced quizzing, and strict progression gates. 39 |
| **Access Control** | **MemberPress** | Robust membership management, handles recurring billing, and protects content files. 41 |
| **Video Hosting** | **Vimeo Pro** or **Wistia** | Domain-level privacy protections prevent unauthorized downloading. Better bandwidth management than self-hosting. |
| **Community** | **BuddyBoss** | Adds social networking features (profiles, forums, groups) to the LMS, fostering cohort-based learning. 39 |
| **Assessment** | **Gravity Forms** | Allows for complex, multi-page intake forms and quizzes with conditional logic. |
| **Peer Review** | **Peergrade** (Integration) | Specialized tool for managing double-blind peer reviews of capstone assignments. 42 |

### 3.2 User Experience (UX) and Information Architecture

The website architecture is divided into two distinct zones: the Public Marketing Front-End and the Gated Student Portal.

#### 3.2.1 Public Front-End (Marketing & SEO)

* **Homepage:** Clearly articulates the value proposition ("Science-Based EF Certification"). Features testimonials and a "Why Certification Matters" section citing the unregulated nature of the industry.2
* **The "Find a Coach" Directory:** A searchable database of certified graduates. This is a critical value-add for students, incentivizing certification completion.43
* **Resource Hub:** A blog and download center offering "lead magnets" (e.g., a free EF checklist) to capture email addresses for marketing funnels.44

#### 3.2.2 Gated Student Portal (LMS)

* **Learner Dashboard:** The command center for the student. It displays course progress bars, upcoming deadlines, and links to the community forum.45
* **Course Interface:** A distraction-free "Focus Mode" removes headers/footers during video lessons. Sidebar navigation allows quick access to lesson materials.
* **Assignment Upload Portal:** A secure area for students to upload video files (for the intake simulation) and PDFs (for the case study).
* **Gamification Elements:** Badges and certificates are awarded automatically upon module completion (e.g., "Barkley Theory Specialist," "Assessment Certified"). This increases engagement and completion rates.40

### 3.3 Database Schema and Progress Tracking

To support rigorous certification, the database must track granular user data.

* **User\_Progress\_Table:** Tracks not just "complete/incomplete" but video retention rates (e.g., did they watch 90% of the video?). This ensures students cannot skip through the mandatory theory lectures.46
* **Assignment\_Table:** Links student uploads to specific reviewers. It stores rubrics, feedback comments, and final grades.
* **Certification\_Registry:** A dedicated table that generates unique, verifiable serial numbers for every certificate issued. This prevents fraud and allows third parties (schools, parents) to verify a coach's credentials via the website.47

## 4. The "Launch Kit": Tools for Professional Practice

A distinguishing feature of the EFI certification is the provision of a "Launch Kit." This is a downloadable suite of professional assets designed to allow graduates to start their practice immediately. It bridges the gap between *knowing* how to coach and *running* a coaching business.

### 4.1 Assessment and Intake Assets

* **Digital ESQ-R & Scoring Key:** A fillable PDF version of the Executive Skills Questionnaire, including an auto-calculating Excel sheet for scoring.
* **The "Intake Script":** A verbatim guide for the first client meeting, structured to explain EF concepts using the "Air Traffic Control" metaphor to build rapport and reduce client anxiety.35
* **Parent/Student Interview Protocols:** Structured interview forms designed to extract developmental history and identify "situational variability" in symptoms.49

### 4.2 Intervention Tools (The "360 Thinking" Suite)

* **"Get Ready, Do, Done" Planning Mats:** High-resolution PDFs of the Red/Green/Yellow planning mats used in the Ward model.
* **Time Horizon Visualizers:** Worksheets that help clients map out long-term projects (e.g., semester projects) to visualize the "passage of time".28
* **The "Wall of Awful" Worksheet:** A tool derived from ADHD coaching best practices to help clients identify and dismantle the emotional barriers preventing task initiation.50

### 4.3 Practice Management Documentation

* **Service Agreement Template:** A lawyer-reviewed contract template covering liability, cancellation policies (critical for EF clients), and confidentiality agreements aligned with ICF standards.51
* **Session Note Templates:** SOAP (Subjective, Objective, Assessment, Plan) note templates tailored for EF coaching. These prompts ensure coaches document the specific "environmental modifications" and "skill strategies" used in each session.52
* **The Coach’s Dashboard:** A Notion or Excel template for tracking multiple clients, their current goals, and their progress through the "acquisition -> fluency -> generalization" learning stages.53

## 5. Certification Protocol and Quality Assurance

To ensure the "Certified Executive Function Coach" (CEFC) credential holds market value, the assessment process must be rigorous and defensible.

### 5.1 The Capstone Practicum

Certification is contingent upon passing a three-part Capstone Practicum. This ensures competency is demonstrated, not just assumed.

1. **Intake Simulation (Video):** Candidates must record a 20-minute simulated intake session with a volunteer. The video is uploaded to the LMS and graded against a strict rubric focusing on rapport building, accurate explanation of EF deficits, and goal setting.2
2. **Case Study Intervention Plan:** Candidates receive a complex case file (e.g., "10th grader with high IQ but failing grades, resists parental help"). They must write a comprehensive intervention plan citing specific strategies from the Barkley, Brown, and Dawson models.54
3. **Resource Development:** Candidates must create one original tool (checklist, visual aid) tailored to a specific client profile, demonstrating their ability to synthesize theory into practice.2

### 5.2 Peer Review and Grading Logic

To manage the grading load while reinforcing learning, the Institute employs a **Double-Blind Peer Review System** via the LMS.

* **Mechanism:** Each candidate must grade two peer submissions using a detailed rubric before their own work is unlocked for grading.
* **Quality Control:** "Calibration" submissions (pre-graded by master coaches) are used to train students. If a student's peer grading deviates significantly from the calibration standard, their reviews are flagged for audit by a faculty member. This ensures fairness and reliability.42

### 5.3 Ethics Pledge and Renewal

Upon passing the capstone, graduates must digitally sign the **EFI Code of Ethics**, pledging adherence to standards regarding scope of practice and confidentiality. Certification is valid for two years, requiring Continuing Education Units (CEUs) for renewal, ensuring coaches stay current with the rapidly evolving neuroscience of EF.34

## 6. Implementation Roadmap and Conclusion

The launch of The Executive Function Institute requires a phased rollout to ensure technical stability and curricular integrity.

* **Phase 1 (Months 1-3): Content Production.** Scripting and filming of the 6 modules. Development of the Launch Kit assets.
* **Phase 2 (Months 4-5): Platform Build.** Installation of WordPress/LearnDash. Configuration of the "gating" logic and peer review systems.
* **Phase 3 (Month 6): Beta Launch.** A pilot cohort of 20 users to stress-test the LMS and provide feedback on the Intake Simulation rubric.
* **Phase 4 (Month 7+): Public Launch.** Activation of the "Find a Coach" directory and marketing via webinars.

By rigorously adhering to the scientific models of Barkley and Brown, while providing the practical tools of Dawson and Ward, The Executive Function Institute is positioned to become the gold standard in the field. The architecture proposed herein—a fusion of academic depth, technical robustness, and practical utility—provides a solid foundation for empowering a new generation of professionals to change lives through the science of self-regulation.

# Appendices: Curricular and Technical Specifications

## Appendix A: Detailed Curriculum Syllabus

### Module 1: The Neuropsychology of Executive Function

* **Unit 1.1: Evolution & Inhibition (Barkley).** The "Stop, Look, Listen" mechanism. The 4 secondary functions (Working Memory, Affect, Speech, Reconstitution).
* **Unit 1.2: The Six Clusters (Brown).** Activation, Focus, Effort, Emotion, Memory, Action. The concept of "Chemical Situational Variability."
* **Unit 1.3: Neuroanatomy 101.** The Prefrontal Cortex (PFC), Striatum, and Cerebellum. Developmental timelines ("Cool" vs. "Hot" EF).

### Module 2: Assessment & Intake

* **Unit 2.1: The Tools.** Administering the ESQ-R, BRIEF-2, and Brown Scales.
* **Unit 2.2: Interpretation.** Finding the "story" in the data. Identifying discrepancies between self and observer reports.
* **Unit 2.3: The Intake Session.** Scripting the conversation. Establishing the "Collaborative Alliance."

### Module 3: The Coaching Framework (Dawson & Guare)

* **Unit 3.1: Environmental Modifications.** Changing the *where* and *when* to support the *who*.
* **Unit 3.2: Skill Building.** Explicit instruction, modeling, and rehearsal strategies.
* **Unit 3.3: The Coaching Cycle.** Goal setting (SMART), Strategy selection, Action planning, Monitoring.

### Module 4: Applied Methodologies

* **Unit 4.1: 360 Thinking (Ward).** "Get Ready, Do, Done." Visualizing the final product.
* **Unit 4.2: Temporal Management.** Analog vs. Digital time. Time horizons and future-sightedness.
* **Unit 4.3: Cognitive Offloading.** Externalizing working memory via lists, voice memos, and visual cues.

### Module 5: Special Populations

* **Unit 5.1: ADHD & ASD.** The "Interest-Based Nervous System." Pathological Demand Avoidance (PDA).
* **Unit 5.2: Transitions.** College readiness. Independent living skills. Financial EF.

### Module 6: Professional Practice

* **Unit 6.1: Ethics.** ICF/NBEFC standards. Scope of practice vs. therapy.
* **Unit 6.2: Business Setup.** Contracts, insurance, marketing.
* **Unit 6.3: The Launch Kit.** How to use the provided tools in practice.

## Appendix B: The Intake Simulation Rubric (LMS Integration)

*This rubric is programmed into the LearnDash assignment module for peer grading.*

| **Criteria** | **Developing (1 pt)** | **Competent (3 pts)** | **Mastery (5 pts)** |
| --- | --- | --- | --- |
| **Rapport & Empathy** | Coach dominates talk time; misses emotional cues. | Coach listens well; validates client feelings. | Coach establishes deep safety; client expresses feeling "understood." |
| **Explaining EF** | Uses clinical jargon without explanation. | Explains EF clearly using standard definitions. | Uses powerful metaphors (e.g., "Air Traffic Control") to demystify EF. |
| **Assessment Integration** | Ignores or misinterprets ESQ-R data. | References assessment data generally. | Weaves ESQ-R data seamlessly into the conversation to validate client struggles. |
| **Goal Setting** | Goals are vague or coach-directed. | Goals are specific but somewhat generic. | Goals are deeply tied to client's intrinsic motivation and clearly defined. |

## Appendix C: Launch Kit Asset Checklist

**1. Assessment Tools:**

* [ ] Digital ESQ-R (Adult & Student versions) - Fillable PDF.
* [ ] Routine Checklist Generator (Excel/PDF).

**2. Visual Aids:**

* [ ] "Time Horizon" Map.
* [ ] "Get Ready, Do, Done" Planning Mats (Red/Green/Yellow).
* [ ] "Wall of Awful" Emotional Barrier Worksheet.

**3. Practice Management:**

* [ ] Service Agreement Template (Legal/Ethics).
* [ ] Intake Interview Scripts (Parent & Student).
* [ ] Session Note Templates (SOAP format).
* [ ] Coach’s Client Dashboard (Notion Template).

## Appendix D: Technical Requirements & Plugin Stack

| **Feature** | **Requirement** | **Recommended WordPress Plugin** |
| --- | --- | --- |
| **LMS Core** | Course structure, quizzes, drip content. | **LearnDash** or **TutorLMS** |
| **Access Control** | Membership levels, payment gateways. | **MemberPress** |
| **Community** | Forums, user profiles, social groups. | **BuddyBoss Platform** |
| **Assignments** | File uploads, rubric grading. | **LearnDash Assignments** + **Gravity Forms** |
| **Video** | Secure hosting, domain restriction. | **Vimeo Pro** (Embedded) |
| **Certificates** | Auto-generated PDF certificates with ID. | **LearnDash Certificate Builder** |
| **Reporting** | Admin view of student progress/grades. | **ProPanel** or **Tin Canny Reporting** |

## Appendix E: Code of Ethics Summary (NBEFC Alignment)

1. **Competence:** Coaches shall provide services only within the boundaries of their education, training, and experience. (e.g., Referral to therapists for trauma/comorbidities).
2. **Confidentiality:** Information shared in coaching is strictly confidential unless there is an imminent risk of harm to self or others.
3. **Integrity:** Coaches shall not make false claims regarding outcomes (e.g., "curing" ADHD).
4. **Conflict of Interest:** Coaches must disclose any financial interest in products or services recommended to clients.34

#### Works cited

1. Curriculum and Executive Functioning Support - CASE, accessed February 11, 2026, <https://www.casedupage.com/services/instructional-support-team/curriculum-and-executive-functioning-support/>
2. The 5 Best Executive Functioning Coach Certification Programs | Life Skills Advocate, accessed February 11, 2026, <https://lifeskillsadvocate.com/blog/best-executive-functioning-coach-certification-programs/>
3. ESQ-R - Executive Skills Questionnaire – Revised Assessment - NovoPsych, accessed February 11, 2026, <https://novopsych.com/assessments/formulation/executive-skills-questionnaire-revised-esq-r/>
4. 360 Thinking: An Executive Function Model and Program ... - CHADD, accessed February 11, 2026, <https://chadd.org/wp-content/uploads/2018/06/ATTN_02_16_360_Thinking.pdf>
5. The Important Role of Executive Functioning and Self-Regulation in ADHD© - Russell Barkley, accessed February 11, 2026, <https://www.russellbarkley.org/factsheets/ADHD_EF_and_SR.pdf>
6. Executive Function Skills - CHADD, accessed February 11, 2026, <https://chadd.org/about-adhd/executive-function-skills/>
7. The Executive Functions and Self-Regulation: An Evolutionary Neuropsychological Perspective, accessed February 11, 2026, <https://einsteinmed.edu/uploadedFiles/departments/neurology/Divisions/Child_Neurology/Child_Neurology_References/Executive_Fnc/Barkley.pdf>
8. Behavioral inhibition, sustained attention, and executive functions: constructing a unifying theory of ADHD - PubMed, accessed February 11, 2026, <https://pubmed.ncbi.nlm.nih.gov/9000892/>
9. Executive Functions: What They Are, How They Work, and Why They Evolved, by Russell A. Barkley - A Book Review - ADDA - Attention Deficit Disorder Association, accessed February 11, 2026, <https://add.org/executive-functions-what-they-are-how-they-work-and-why-they-evolved-by-russell-a-barkley-a-book-review/>
10. Part 3 of 15 - Executive Functioning and Self-Regulation as an Extended Phenotype, accessed February 11, 2026, <https://www.youtube.com/watch?v=zr06BlMfI-Y>
11. The Brown Model of Executive Function Impairments in ADHD., accessed February 11, 2026, <https://www.brownadhdclinic.com/brown-ef-model-adhd>
12. Describing six Aspects of a complex syndrome - CHADD, accessed February 11, 2026, <https://chadd.org/wp-content/uploads/2018/06/ATTN_02_08_Executive_Functions_by_Thomas_Brown.pdf>
13. Brown EF/A Summary Report Sample - multirater - Pearson Clinical Assessment, accessed February 11, 2026, <https://www.pearsonclinical.ca/content/dam/school/global/clinical/us/assets/brown-efa/Summary-Report-multirater.pdf>
14. ADD/ADHD and Impaired Executive Function in Clinical Practice, accessed February 11, 2026, <https://einsteinmed.edu/uploadedFiles/departments/neurology/Divisions/Child_Neurology/Child_Neurology_References/Executive_Fnc/Brown.ADHD.pdf>
15. Dawson/Guare Executive Skills in Children and Adolescents 1 Executive Skills Questionnaire, accessed February 11, 2026, <https://www.marquette.edu/academic-resource-center/documents/executive-functioing-quiz.pdf>
16. Executive Skills Questionnaire-Revised (ESQ-R) - Embrace Autism, accessed February 11, 2026, <https://embrace-autism.com/wp-content/uploads/ESQ-Revised.pdf>
17. Executive Skills Questionnaire for Adults, accessed February 11, 2026, <https://www.oesd114.org/wp-content/uploads/2021/06/Executive-Skills-Questionnaire-for-Adults.pdf>
18. brief®2 - Behavior Rating Inventory of Executive Function - PAR, Inc., accessed February 11, 2026, <https://www.parinc.com/products/BRIEF-2>
19. Activities Guide: Enhancing & Practicing Executive Function Skills, accessed February 11, 2026, <https://developingchild.harvard.edu/resources/handouts-tools/activities-guide-enhancing-and-practicing-executive-function-skills/>
20. Coaching Intake Form, accessed February 11, 2026, <https://inclusion.uoregon.edu/sites/default/files/coaching_intake_startalk_1.pdf>
21. The Ultimate Guide To Executive Function Coaching | Life Skills Advocate, accessed February 11, 2026, <https://lifeskillsadvocate.com/blog/the-ultimate-guide-to-executive-function-coaching/>
22. 25 Executive Skills Questionnaire — Peg Dawson & Richard Guare Step I - New York State PTA, accessed February 11, 2026, <https://nyspta.org/wp-content/uploads/2017/08/Conv17-305-dawson-executive-skills-questionnaire.pdf>
23. Executive Function Coach Certification and Study Strategies - Learning Specialist Courses, accessed February 11, 2026, <https://www.learningspecialistcourses.com/courses/teaching-EF-and-study-strategies>
24. Best Practices in Assessing and Improving Executive Skills, accessed February 11, 2026, <https://www.smartbutscatteredkids.com/wp-content/uploads/ExecutiveSkillsChapter.pdf>
25. An Executive Skills-based Approach to Coaching Program Participants - Peer TA, accessed February 11, 2026, <https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/ES_BasedCoaching-508.pdf>
26. Coaching Students with Executive Skills Challenges: Second Edition - Guilford Press, accessed February 11, 2026, <https://www.guilford.com/books/Coaching-Students-with-Executive-Skills-Challenges/Dawson-Guare/9781462552191>
27. The 360 Thinking Executive Function Model and Program - Sarah Ward i Danmark, accessed February 11, 2026, <https://sarahwardidanmark.dk/wp-content/uploads/2021/05/WARD-360-grader.pdf>
28. Executive Function Concepts - OSSPEAC, accessed February 11, 2026, <https://osspeac.org/wp-content/uploads/ninja-forms/78/Ossepec-2023-sarah-ward-executive-function.pdf>
29. Theory of Executive Function Self Regulation - Virginia Academy of Clinical Psychologists, accessed February 11, 2026, <https://www.vapsych.org/assets/docs/Theory%20of%20Executive%20Function%20%20Self%20Regulation%20-%20Barkley.pdf>
30. Practical strategies for improving executive function skills in children, accessed February 11, 2026, <https://www.ccpa-accp.ca/wp-content/uploads/2022/05/Practical-strategies-for-improving-executive-function-skills-in-children.pdf>
31. An Examination of the Effects of ADHD Coaching on University Students' Executive Functioning - ERIC, accessed February 11, 2026, <https://files.eric.ed.gov/fulltext/EJ943698.pdf>
32. How Executive Function Coaches Help College Graduates Transition to Adulthood, accessed February 11, 2026, <https://effectivestudents.com/articles/how-executive-function-coaches-help-college-graduates-transition-to-adulthood/>
33. ICF Code of Ethics | International Coaching Federation, accessed February 11, 2026, <https://coachingfederation.org/credentialing/coaching-ethics/icf-code-of-ethics/>
34. Code of Ethics - NBEFC - Executive Function Coach Certification, accessed February 11, 2026, <https://www.nbefc.org/executive-function-certification-code-of-ethics/>
35. Executive coaching intake form (free template) - Content Snare, accessed February 11, 2026, <https://contentsnare.com/executive-coaching-intake-form/>
36. How to Build Your Own Learning Management Website: A Complete Guide for Small Businesses - NorthMac Services, accessed February 11, 2026, <https://northmacservices.com/how-to-build-your-own-learning-management-website-a-complete-guide-for-small-businesses/>
37. Course & Membership Website Design – Build & Earn Fast - SERPgine, accessed February 11, 2026, <https://serpgine.com/course-membership-website-design/>
38. Open Source LMS for Corporate self-paced Trainings? : r/elearning - Reddit, accessed February 11, 2026, <https://www.reddit.com/r/elearning/comments/1g4uqzs/open_source_lms_for_corporate_selfpaced_trainings/>
39. How to Create Online Course, LMS, Educational Website 2026 (using WordPress, Elementor & Tutor LMS) - YouTube, accessed February 11, 2026, <https://www.youtube.com/watch?v=eRmStDFRXpA>
40. 10 Free and Affordable LMS Platforms For Small Businesses - GoSkills, accessed February 11, 2026, <https://www.goskills.com/Resources/affordable-lms>
41. LMS Website Templates: Your Path To An Engaging Online Course - Righteousfelon, accessed February 11, 2026, <https://n8n.righteousfelon.com/urban-outlook/lms-website-templates-your-path-to-an-engaging-online-course-1764800642>
42. Peer Review Assignments - Perusall, accessed February 11, 2026, <https://www.perusall.com/peer-review-assignments>
43. Become a board-certified professional helping students, adults, and families master the cognitive skills that transform lives - Executive Function Coach Certification, accessed February 11, 2026, <https://www.nbefc.org/executive-functioning-coach-certification/>
44. A Guide to Executive Function - Harvard Center on the Developing Child, accessed February 11, 2026, <https://developingchild.harvard.edu/resource-guides/guide-executive-function/>
45. Advanced LMS reporting tools | Analytics, insights & reporting | LearnWorlds, accessed February 11, 2026, <https://www.learnworlds.com/analytics-and-reports/>
46. 10 LMS features for tracking training completion | Absorb LMS Software, accessed February 11, 2026, <https://www.absorblms.com/resources/articles/10-lms-features-for-tracking-training-completion>
47. How to Design ER Diagrams for Online Learning Management Systems - GeeksforGeeks, accessed February 11, 2026, <https://www.geeksforgeeks.org/sql/how-to-design-er-diagrams-for-online-learning-management-systems/>
48. Learning Management System: An Operational Database Design | by mohimen - Medium, accessed February 11, 2026, <https://medium.com/@mgbrmohimen/learning-management-system-an-operational-database-design-4dc04c2c863b>
49. Brown EF/A Individual Report Sample - Pearson Assessments, accessed February 11, 2026, <https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/brown-efa/Individual-Report.pdf>
50. Executive Functioning Skills | Effective U - University of Minnesota Twin Cities, accessed February 11, 2026, <https://effectiveu.umn.edu/academics/adhd-executive-functioning/executive-functioning-skills>
51. The Executive Coaching Handbook, accessed February 11, 2026, <https://globalioc.com/wp-content/uploads/2019/01/Exec-Coaching-Handbook.pdf>
52. Free Download Executive Coaching Progress Tracker Template - Meegle, accessed February 11, 2026, <https://www.meegle.com/en_us/advanced-templates/leadership_development/executive_coaching_progress_tracker_template>
53. Downloads | EF Coaching Academy, accessed February 11, 2026, <https://www.executivefunctioncoachingacademy.com/downloads>
54. Peg Dawson, Ed.D. - Jack Hirose & Associates, accessed February 11, 2026, <https://webinars.jackhirose.com/wp-content/uploads/2021/04/Dawson-Handout-Package.pdf>
55. Engaging Your Students Through the Use of Peer Review - Instructure, accessed February 11, 2026, <https://www.instructure.com/resources/blog/engaging-your-students-through-use-peer-review>
56. BCC Code of Ethics - CCE-Global.org, accessed February 11, 2026, <https://www.cce-global.org/Assets/Ethics/BCCcodeofethics.pdf>