

# Executive Functioning Speaker Series

*presented by*



Thursday, March 16, 7-8:30pm

## Overcoming Time Blindness to Strengthen Long-Term Planning Skills

**Dr. Cindy Dupuy, Ph.D., Learning Disabilities  
Specialist**

Executive function deficits make it difficult to understand time and create a characteristic called "time blindness." Adults without these deficits are able to plan 3 months in advance, while adults with the deficits can plan 3 days in advance. We will discuss the implications of "time blindness" and lay out strategies to improve this skill set.

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## About Aspiring Youth

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**Upcoming Speaker Series** (all times 7-8:30pm)

**Mar 16:** Dr. Cindy Dupuy, Ph.D., Learning Disabilities Specialist

**Apr 20:** Lara Hruska and Angela Shapow

**May 18:** Breea M. Rosas, Ed.S. NCSP

**June 1:** Dr. Daniel Masler, PSYD, MLIS, LMHCA

## Biography

Being both dyslexic and dysgraphic, Cindy brings real life experience to the diagnostic and intervention process. Cindy earned her Ph.D. in Learning Disabilities from Northwestern University. She has pursued her passion for helping students understand how their brains work and how they can take advantage of their strengths while minimizing weaknesses. She has been in private practice in the Seattle area since 2001.

**Location:** Ryther  
2400 NE 95<sup>th</sup> St  
Seattle, WA 98115

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April 20, 7-8:30pm

## **Home-to-school strategies for students with executive functioning issues**

### **Lara Hruska and Angela Shapow**

Lara and Angela will speak on home-to-school strategies for students with executive functioning issues including building response inhibition, improving emotional control, strengthening sustained attention and teaching task initiation, fostering organization, and cultivating metacognition. They will draw upon their multidisciplinary backgrounds to share concrete tools that promote explicit executive functioning goal development between home and school for consistent skill acquisition across settings. Lara and Angela will discuss how to develop objective and measurable goals in support of data-driven instruction and meaningful progress-monitoring.

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**Bio:** Lara Hruska founded Cedar Law based on a holistic approach to school law informed by her unique background in education, social work, and the law. She is licensed to practice law in Washington and California. Lara received her JD from the University of Washington School of Law and also holds an MSW in Child and Family Welfare Policy from Columbia University, an MSEd in Special and General Childhood Education from Bank Street College of Education, and a BA in Peace and Conflict Studies from U.C. Berkeley. She has experience teaching children from pre-kindergarten through middle school in California, New York, and Louisiana, where she served as the founding special education director for two post-Katrina charter schools in New Orleans.

**Bio:** Angela Shapow joined Cedar Law because of her particular interest in educational justice. She holds a Bachelor's degree in Philosophy from Boise State University and a Juris Doctor from the University of Idaho. Prior to practicing law Angela directed and taught at an early childhood education center she owned. Angela moved from Boise to Seattle in the fall of 2007. While preparing for the Washington State bar exam she directed a childcare center in Seattle. She has also served as a Title 26 guardian ad litem representing the best interests of children.

May 18, 7-8:30pm

## **Understanding deficits and ways to help your "scattered" child.**

### **Breea. M. Rosas, Ed.S. NCSP**

Executive functioning refers to a vast variety of high-level brain-based skills that can be complex and diverse. The purpose of this presentation is provide information to parents and providers of children and teens with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). More specifically, the presentation will provide insight in to the executive functioning deficits that often accompany ASD and ADHD and what can be done to intervene.

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**Bio:** Breea graduated from Central Washington University with a Bachelor of Arts in 2013 with major in Psychology, and minor in Family Studies. She completed her Educational Specialist degree in School Psychology from CWU in 2016 and is currently a school psychologist for Federal Way Public Schools. Breea has worked with Aspiring Youth as a program coordinator/facilitator for summer camps, served on the curriculum development team, and has done 1:1 social coaching. Breea's other experiences including working with neurodiverse adults, group counseling for victims of domestic violence, and research regarding youth mental health.

June 1, 7:30-9:00pm

## **The Magic Laser versus the Invisible Wall: Executive Functioning—Easy, Tough & Middlin'**

### **Dr. Daniel Masler, PSYD, MLIS, LMHCA**

Yes, we need to help our kids to complete their work, organize materials, stay on-time. But along the way to handing in assignments, tracking tasks, and moving along, we often forget a child's or teenagers' personal experiences—as well as our own. This presentation focuses on how we can cope with the stresses and worries that lie somewhere in between supporting youth for success and getting on with daily living.

Executive Functions addressed: This highly interactive presentation will briefly review the 12 Executive functions proposed by Peg Dawson and Richard Guare (see Smart but Scattered).

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Parents will be encouraged to reflect on different ways to see their own executive strengths and challenges, as well as those of their children. We will then explore how Executive Functioning affects emotional life at home and school, and how a better comprehension of mutual feelings can lead to new ways of coping for all.

**Bio:** Daniel Masler is a doctor of clinical psychology in private practice in Seattle and Bellevue. His post-doctoral hours were in the treatment of neurodevelopmental disorders at the University of Washington's Care Clinic. He interned at Vista del Mar Family Services in Los Angeles. Dr. Masler's work is integrative, involving relational-interpersonal, as well as cognitive behavioral, hermeneutic, and family systems theoretical approaches.