

# MINUTES

SECAC

November 3, 2022

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## In Attendance (48) Registered on Zoom (121)

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Kim Heeter, Jeanne Erdley, Carie Sadowski, Angelique McKoy, Lorien Covelly, Lu Zhang, Haven Johnson, Melissa Corkum, Kathy Pitrat, Lisa Laramee, Rebecca Meisenhelder, Bente Uhlig, Colleen Sasdelli, Shari Kolmer, Lo An Fine, Melanie Buecker, Angela Sittler, Heather Harrison, Samantha Manigault, Michelle Shramek, Karen Jankowiak, Rachel Trovato, Charles Dierbach, Amy Bland, Betty Jo Marzec, Megan Bridges, Jamie Yeagle, Rebecca Thomas, Courtney Glock, Shannon Jennings-Jones, Kim Birnbaum, Dhvani Daru, Debra Foreman, Vincent Culotta, Gina Socha, Barbara Winfield, Audrey Wanga, Diana Pinargotte, Kim Evans, Kristy Gizinski, Mary Kasprick, Jody Clarkson, D. Gervasi, Yolanda Jenkins, Stephanie Sand, Kelly Roii, Nakita Finch, Wakilah Veale

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## Welcome & Announcements

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1. Welcome from SECAC. Intro to Board. SECAC Awareness Efforts.
2. Upcoming Meeting on December 1, 2022 – Holiday Fun with Activities Designed with your Family in Mind. HCPS and Community Resources (in person)
3. Notices for Community Events are through Facebook group and/or Email list.
4. Please leave questions and comments in the chat. It is being monitored.
5. Zoom norms

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## Director of Special Education Colleen Sasdelli

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HCPS is in Budget Planning mode. IEP Progress Reports will be distributed with report cards on November 23<sup>rd</sup>.

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## Presentations

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Executive Functions: Development, Assessment and Implications for Students and Families presented by Vincent Culotta, Ph.D.

- Landmark case for Executive Function was in 1848 with Phineas Gage.
- Common Elements are attention, impulses, flexibility, memory, emotion regulation, organization, and self-monitoring.
- Executive Functions: Unique set related to the frontal lobes/subcortical structures/cerebellum which don't finish developing until mid-20's.
- 90% of a child's brain develops before age 5. Early risk factors are premature birth, traumatic brain injury, in utero drug exposure, severe early stress (neglect/abuse).
- Case study presented on a 7-year-old boy who was born premature, neglected/poorly nourished, mauled by pit bull at age 3, homeless, foster care, parents drug addicted.
- Challenges to Executive Functioning are a task that is new, complex, needs to be done quickly, stressful, requires planning, delayed responding and future-oriented behaviors.

- Executive Dysfunction is a problem with the mind, motivation and more judgmental than helpful. Children can be forgetful, disorganized, distracted, impulsive, inflexible, diminished memory, impatient, etc.
- EFD and ADHD are most likely polygenetic in nature. ADHD children have a 3-4% smaller brain. Brains of ADHD children develop normally but are behind 3 years per brain scan.
- ADHD is an executive dysfunction. Medications help the child use the skills they already have but cannot access.
- Rates for ADHD, ASD and learning disorders are rising. If you have autism, it is very likely that you have ADHD and/or anxiety as well.
- Accommodation examples include extended exam time, assistive devices, calculator, etc.
- Consequences of poor executive functioning in adolescents include emotional problems, compulsive behaviors, risk taking behaviors and poor academic performance.
- ED/ADHD appears to be a significant risk factor for internet addiction due to lack of self-regulation of internet/video game use.
- Teens with ADHD have 2-4 times more traffic accidents.

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## Q&A

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Q. Do you see the same advantages with brain development with non-stimulants as you do with stimulants?

A. The stimulants are not impactful enough to alter the neurologic development of the brain.

Q. Do you have a book recommendation?

A. [Taking Control of ADHD](#) by Russell Barkley

Q. Do you still highly recommend medication if the ADHD symptoms are probably due to FASD or complex trauma (such as adoption)?

A. Medication is symptom-driven.

Q. How do you prepare an ADHD teenager with ASD in college despite years of preparation and education?

A. Extend the time line. Look for colleges with identified programs.

Q. What does a neuropsych eval provide for a family vs. a diagnosis given by a psychologist? Will any additional information be learned?

A. A neuropsych eval is up to 14 hours so it more thorough.

Q. Is Executive Function coaching helpful to address EF?

A. Yes.

Q. What do you think about IR light therapy for brain trauma?

A. Not a whole lot. The evidence is weak.

Q. What is the rationale for gathering information on prior testing and diagnoses before performing a neuropsych eval? Doesn't that influence the evaluation?

A. It does not influence the evaluation. It is helpful to gather the information.

Q. How often should ADHD kids have neuropsych testing done? Do you see changes in their results as they get older?

A. Testing every 3 years unless things are going well. Yes, things change as they age.

Q. What kind of therapies are good for ADHD and ASD to improve executive functioning skills?

A. Therapist for executive skills and parent coaching.

Q. Is there any correlation between ADHD and low spectrum autism?

A. Yes.

The recording was stopped after the Q & A with Dr. Culotta. There were member questions and either members and/or HCPS staff were able answered. One breakout room was opened/closed at the request of a member.  
(Added by Jeanne Erdley, Chairperson)

Minutes taken by Kara Stone, Secretary/Treasurer