



## About the Event

This discussion will detail evidence-based tools for children, teens, and young adults struggling with executive functioning skills. We will also discuss ways to involve parental support and ways to integrate other cognitive behavioral therapy techniques to improve skill use and consistency. Case examples will be used to illustrate techniques in the four domains of executive functioning skills (organization, time management, planning, and execution). Discussion of how these tools can be integrated into different settings of care is also discussed (outpatient, telehealth, php).



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WEILL CORNELL MEDICAL  
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Thursday, March 12th, 2026  
10:30am - 11:30am



Virtual Lecture:

[https://www.eeds.com/sign\\_in.aspx?Sign\\_in\\_Code=44hadj](https://www.eeds.com/sign_in.aspx?Sign_in_Code=44hadj)



1 CE credit hour is available free of charge to Weill Cornell Medicine Department of Psychiatry, full time and voluntary psychology, social work and LMHC faculty

Credits are available to those who sign into the lecture using the EEDS sign-in link provided, attend the entire lecture live, and complete the CE evaluation in the EEDS portal within 30 days, in accordance with NYSED and APA requirements.

Evaluation forms will be available in your EEDS account following the lecture if you have met the attendance requirement, and eligible participants will also receive the evaluation link by email.



Instructional Level: This event is appropriate for all audiences (introductory, intermediate and advanced).



Financial Disclosure: Dr. Fogarty has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

## Speaker Biography:

Katie Fogarty, Ph.D., a licensed clinical psychologist, is an Assistant Attending Psychologist at New York-Presbyterian Hospital and an Assistant Professor of Psychology in Clinical Psychiatry at Weill Cornell Medicine. Dr. Fogarty provides psychotherapeutic services within CopeNYP, the hospital system's Employee Assistance Program, and the Physician's Organization where she works with children, teens, and adults with issues related to executive functioning, anxiety, and parenting interventions. Katie is passionate about helping individuals and families cope with life's demands more effectively using cognitive behavioral therapy skills as well as executive functioning skills. Katie has collaborated as a member of the NYP Center for Youth Mental Health in creating a protocol for school refusal highlighting executive functioning tools to make school less overwhelming.

## Learning Objectives:

1. Describe the ways executive functioning is impacted by neurodevelopmental disorders like ADHD as well as anxiety or depression.
2. Demonstrate techniques for improving executive functioning with kids, teens, and young adults focused on organization, time management, planning, and execution.
3. Explain ways to work within a family's individual culture to build motivation to engage with skill use.

## References:

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2. Sibley, M. H., Graziano, P. A., Kuriyan, A. B., Coxe, S., Pelham, W. E., Rodriguez, L., Sanchez, F., Derefinko, K., Helseth, S., & Ward, A. (2016). Parent-teen behavior therapy + motivational interviewing for adolescents with ADHD. *Journal of Consulting and Clinical Psychology, 84*(8), 699-712. <https://doi.org/10.1037/ccp0000106>
3. Abikoff, H., Gallagher, R., Wells, K. C., Murray, D. W., Huang, L., Lu, F., & Petkova, E. (2012). Remediating organizational functioning in children with ADHD: Immediate and long-term effects from a randomized controlled trial. *Journal of Consulting and Clinical Psychology, 81*(1), 113-128. <https://doi.org/10.1037/a0029648>
4. Solanto, M. V., Surman, C. B., & Alvir, J. M. J. (2018). The efficacy of cognitive-behavioral therapy for older adults with ADHD: a randomized controlled trial. *ADHD Attention Deficit and Hyperactivity Disorders, 10*(3), 223-235. <https://doi.org/10.1007/s12402-018-0253-1>