

## Executive Function in the Classroom

Summer 2023

Credits: 1

Instructor: Jeannie Gately, M.Ed

Email- jgately1@framingham.edu

### Course Description

An examination of ways to support learners with executive functioning deficits through incorporation of teaching strategies, environmental supports, and technology tools into the classroom. Participants will explore resources and directly apply several of them within the classroom each week. Participants will curate resources into a portfolio for current and future classroom use. Each of the four weeks will focus on a different area- Overview; Behavior Regulation; Attention and Working Memory; and Planning and Organization. Participants will collaborate as a supportive online learning community to share their best practices, strategies, and tools used in supporting students with executive function deficits.

### Course Learning Objectives:

At the end of the course, successful students will be able to:

Explain the major components of Executive Function

Explain how Executive Function Skills develop over the life of an individual Summarize the factors that contribute to weaknesses in Executive Function

Illustrate the effect of Executive Function on student success in the classroom, home, and community

Implement supports, strategies, and technology tools as they relate to Academics, Behavior, and Social Skills

### Course Requirements

The course is arranged into four weekly modules. All required reading will be provided and posted on Blackboard. Participants are expected to complete all readings and assignments by the end of each week or dates as specified each week. A final assignment will be developed in the form of a portfolio of supports, strategies, and tools for current and future use within their classroom.

### Course Expectations

Participation in all class assignments and course discussions is required. In addition, to the participant's post, each participant will need to provide support and thoughtful commentary/feedback to at least 3 peers. This will allow for development of a supportive cohort with each member sharing their opinions and experiences.

### Course Schedule

#### Module 1: Introduction to Executive Functioning

Objective: Develop an overview understanding of the development of executive function, what results when there is a breakdown of Executive skills, and what assessment tools are available.

Materials-

Video- In Brief: Executive Function: Skills for Life and Learning Reading- Introduction to Executive Functions in the Classroom Resources- Executive Skills Questionnaires

Learning Activity:

Complete one questionnaire on a student and discuss what you see in the classroom and what are the strengths and weaknesses determined by the questionnaire.

Discussion Board Reflection

#### Module 2 Behavior Regulation

Objective: Develop a deeper understanding of Emotional control, self-monitoring, inhibition, and task initiation. Begin developing a tool box of environmental supports, teaching strategies and technology tools to support students with weakness' in areas presented this week.

Materials-

Reading- Behavior Regulation presentation

Additional Resources-Behavior Think Sheet, Student Self-Monitoring: Behavior Rating Scale

Learning Activity: Explore the strategies, supports and tool presented and choose 2 to 3 to implement within your classroom. Discuss why you choose those particular resources and reflect on the implementation.

## Discussion Board Reflection

### Module 3 Attention and Working Memory

Objective: Develop a deeper understanding of attention and working memory. Continue developing a tool box of environmental supports, teaching strategies and technology tools to support students with weakness' in areas presented this week.

Reading- Attention and Working Memory presentation Additional Resources Learning works for kids, Focus@ Will

Learning Activity- Explore the strategies, supports and tool presented and choose 2 to 3 to implement within your classroom. Discuss why you choose those particular resources and reflect on the implementation.

Discussion Board Reflection

### Module 4 Planning and Organization

Objective: Develop a deeper understanding of planning, organization of thoughts, and organization of materials.

Continue developing a tool box of environmental supports, teaching strategies and technology tools to support students with weakness' in areas presented this week.

Reading- Planning and Organization presentation

Additional Resources- Drive Thru Menu Programs, Minute Moves, Focus Moves, Brain Gym

Learning Activity- Explore the strategies, supports and tool presented and choose 2 to 3 to implement within your classroom. Discuss why you choose those particular resources and reflect on the implementation.

Discussion Board Reflection

Course Grading (See Rubrics below)		
Weekly Reflection (40)	The Reflection to be posted on the Discussion Board and comment to 3 Peers	10 Points each
Learning Activity (48)	Strategy/Tool/Supports implemented into the classroom	12 Points each
Portfolio (12)	The portfolio should be considered a living document that can be shared to colleagues and revisited often and updated as more tools are acquired.	12 Points

### Academic Honesty Policy

*"Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities."* Pg. 21 of the [FSU Graduate Catalog, Student Conduct Section](#)

### Accommodation:

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <http://www.framingham.edu/center-for-academic-support-and-advising/disability-services/index.html> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu).

### Copyright

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.

## References

- Allday, R. A., & Pakurar, K. (2007). Effects of Teacher Greetings on Student On-Task Behavior. *Journal of Applied Behavior Analysis*, 40, 317-320.
- Binder, L. M., & Dixon, M. R. (2000). A Procedure to Teach Self-Control to Children with Attention Deficit Hyperactivity Disorder. *Journal of Applied Behavior Analysis*, 33, 233-237.
- Dawson, P., & Guare, R. (2009). *Smart But Scattered*. New York, New York: The Guilford Press.
- Guare, R., & Dawson, P. (2013). *Smart But Scattered Teens*. New York, New York: The Guilford Press.
- Intervention Central. (n.d.). Self-Monitoring: Students as Self-Managers of Behavioral Change. <http://www.interventioncentral.org>.
- Jericho Public Schools. (2012, August). Executive Functioning: A Handbook for Grades K-12. Office of Pupil Personnel Services.
- Kern, L., & Clemens, N. H. (2007). Antecedent Strategies to Promote Appropriate Classroom Behavior. *Psychology in the Schools*, 44, 65-75.
- Kluth, P., & Danaher, S. (2014). *From Text Maps to Memory Caps*. Baltimore, Maryland: Paul H. Brooks Publishing.
- Kluth, P., & Danaher, S. (2010). *From Tutor Scripts to Talking Sticks*. Baltimore, Maryland: Paul H. Brookes Publishing.
- Melzer, Lynn. (2010) *Promoting Executive Function in the Classroom*. The Guilford Press.
- Miller, D. L., & Kelly, M. L. (1994). The Use of Goal Setting and Contingency Contracting for Improving Children's Homework Performance. *Journal of Applied Behavior Analysis*, 27, 73-84.
- Services, D.o. (n.d.). Executive Function Sessions-Elementary& Secondary. *LD/ADHD Initiative*. HCPSS.
- The National Center for Learning Disabilities. (2013). Executive Function 101. *National Center for Learning Disabilities*. National Center of Learning Disabilities.
- Zeigler Dendy, C. A. (2011). *Teaching Teens with ADD, ADHD & Executive Function Deficits*. Bethesda, Maryland: Woodbine House.

### Learning Activity Rubric

	<b>Unsatisfactory</b>	<b>0 Points</b>	<b>Satisfactory</b>	<b>2_points</b>	<b>Exemplary</b>	<b>3points</b>	<b>Score</b>
<b>Depth of Reflection</b>	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.		Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.		Response demonstrates an in- depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.		
<b>Required Components</b>	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.		Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.		Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.		
<b>Evidence and Practice</b>	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.		Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.		Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.		
<b>Quality and Timeliness</b>	Weekly learning activity is not necessarily completed on time and/or demonstrates <b>less-than adequate or poor</b> creativity and application to student learning.		Weekly learning activity is completed on time and demonstrates <b>adequate</b> creativity and application to student learning.		Weekly learning activity is completed on time and demonstrates <b>superior</b> creativity and application to student learning.		

### Reflection Rubric

	<b>Unsatisfactory</b>	<b>0 Points</b>	<b>Satisfactory</b>	<b>2_points</b>	<b>Exemplary</b>	<b>3points</b>	<b>Score</b>
Quantity and Timeliness	Does not create an initial post		Creates an initial post		Creates an initial post early in session		
Demonstrates knowledge and understanding of content	Does not demonstrate knowledge and understanding of content		Demonstrates some knowledge and understanding of content		Demonstrates clear knowledge and understanding of content		
Generates learning within the community with content applicable to professional practice	Post is not applicable to professional practice		Post has limited applicability to professional practice		Post has excellent applicability to professional practice		
Quantity and Timeliness	Does not comment to another learner's post.		Posts a comment to 1-2 peers		Posts a comment to 3+ peers		
Quality and Timeliness	Does not reply after peer commentary to original post.		Replies after peer commentary to original post.		Replies after peer commentary early to original post.		

**Portfolio Rubric**

	<b>Unsatisfactory      4Points</b>	<b>Satisfactory              8 Points</b>	<b>Exemplary                      12 Points</b>	<b>Score</b>
<b>Curated Resources</b>	Resources curated do not focus on specific curricular or professional topic selected. Resources add little to understanding the topic for intended audience.	Resources curated partially focus on specific curricular or professional topic selected. The topic coverage is limited.	Resources curated focus clearly on the specific topics selected. All resources are unique and add perspective to the topic. The resources are appropriate for the intended audience.	