Executive Function in the Classroom

Fall 2022
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 is 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.
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.

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

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Course Grading (See Rubrics below)

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

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References


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<th>Learning Activity Rubric</th>
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<tr>
<td><strong>Depth of Reflection</strong></td>
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<td><strong>Required Components</strong></td>
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<td><strong>Evidence and Practice</strong></td>
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<td><strong>Quality and Timeliness</strong></td>
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<tr>
<td><strong>Quantity and Timeliness</strong></td>
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<td><strong>Demonstrates knowledge and understanding of content</strong></td>
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<tr>
<td><strong>Generates learning within the community with content applicable to professional practice</strong></td>
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<td><strong>Quantity and Timeliness</strong></td>
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<td><strong>Quality and Timeliness</strong></td>
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<tr>
<td>Curated Resources</td>
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<td>Resources curated do not focus on specific curricular or professional topic selected. Resources add little to understanding the topic for intended audience.</td>
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