

## **Executive Function in the Classroom**

Spring II 2021

Credits: 1

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### **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 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

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### 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

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### 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

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### 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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<b>Course Grading (See Rubrics below)</b>		
<b>Weekly Reflection (40)</b>	The Reflection to be posted on the Discussion Board and comment to at least 3 peers.	<b>10 Points each</b>
<b>Learning Activity (4)</b>	Strategy/Tool/Supports implemented into the classroom	<b>12 Points each</b>

<b>Portfolio</b>	The portfolio should be considered a living document that can be shared to colleagues and revisited often and updated as more tools are acquired.	<b>12 Points</b>
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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](mailto:lbridges@framingham.edu).

### **Copyright**

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## References

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- Zeigler Dendy, C. A. (2011). *Teaching Teens with ADD, ADHD & Executive Function Deficits*. Bethesda, Maryland: Woodbine House.

## Reflection Rubric

	Unsatisfactory points 0	Satisfactory point 1	Exemplary points 2	Score
<i>Quantity and timeliness</i>	<ul style="list-style-type: none"> <li>• Does not create an initial post.</li> <li>• And/or does not submit early in the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an initial post.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an initial post</li> <li>• Submits early in the session.</li> </ul>	
Demonstrates knowledge and understanding of content and applicability to professional practice	<ul style="list-style-type: none"> <li>• Post does not demonstrate evidence of knowledge and understanding of course materials and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Post demonstrates some evidence of knowledge and understanding of course materials and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Post demonstrates clear evidence of knowledge and understanding of course materials and content.</li> </ul>	
Generates learning within the community	<ul style="list-style-type: none"> <li>• Post is not applicable to professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Post is applicable to professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Post is applicable to professional practice.</li> </ul>	
<i>Quantity and timeliness</i>	<ul style="list-style-type: none"> <li>• Does not comment to another learner's post.</li> <li>• And/or does not submit the reply early in the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Replies to another learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Replies to another learner.</li> <li>• Submits early in the session</li> </ul>	
Quality and Timeliness	<ul style="list-style-type: none"> <li>• Does not reply after peer commentary to original post</li> </ul>		<ul style="list-style-type: none"> <li>• Replies to peer commentary to original post.</li> </ul>	

Learning Activity  
Rubric

	<b>Unsatisfactory 0 Points</b>	<b>Satisfactory 2 points</b>	<b>Exemplary 3 points</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</b> or <b>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.	

## Portfolio Rubric

	<b>Unsatisfactory Points</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.	