# Professional Development for Educators Syllabus

## Course Information

**Title:** *How to Improve Executive Functioning in the Classroom,* T&L 2900

**Credits:** 3 Professional Development, S/U

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Instructor:** Tamara Waters-Wheeler, Ed.S., NCSP, NMT Phase 2 Trained

tamara.wheeler@ndus.edu

### Instructor Feedback

Please email with any questions. A response should be provided within 24-48 hours of receipt.

**Technical Requirements:** Any up-to-date internet browser. You will use Microsoft Word to complete assignments. Students are expected to use their official UND email address.

**Course Material:** The following book is required for this course:

Dawson, Peg; Guare, Richard. [*Smart but Scattered*](https://www.smartbutscatteredkids.com/)The Guilford Press, 2009. ISBN: 9781593854454

## Description

The course content is organized into six lessons. Each lesson includes a reading assignment, a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics. Discussion posts, reflection activities, and a final paper will be used to assess your comprehension and application of those materials.

## Course Objectives/Outcomes

1. Understand what executive functioning skills are and how they impact learning in the classroom.
2. Know how to embed executive functioning skills instruction into all course content.
3. Learn basic strategies for improving executive functioning of individual students.

## Assessment and Grading

This course is made up of a series of assignments which will be graded. You will work on a combination of reflection assignments, article summaries, and a final paper.

### Course Overview and Organization

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| Lesson | Chapters | Content/Resources |
| 1 | 1  | * Introduction to Executive Functioning (1 hr)
* Reflection Assignment: Using the chart on page 16 of “Smart but Scattered” make a visual chart of all the EF skills and include specific examples of each skill from your classroom. (1 hr)
* Article: Blair C. Educating executive function. Wiley Interdiscip Rev Cogn Sci. 2017 Jan;8(1-2):10.1002/wcs.1403. doi: 10.1002/wcs.1403. Epub 2016 Dec 1. PMID: 27906522; PMCID: PMC5182118. (Read and Reflect 1 hr)
* Article: Suor JH, Sturge-Apple ML, Davies PT, Jones-Gordils HR. The interplay between parenting and temperament in associations with children's executive function. J Fam Psychol. 2019 Oct;33(7):841-850. doi: 10.1037/fam0000558. Epub 2019 Jul 22. PMID: 31328944; PMCID: PMC6776672. (Read and Reflect, 1 hr)
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| 2 | 5 – 8  | * Laying the Foundation (Reading 2 hrs)
* Reflection Assignment: Choose an adult or child and complete the chart on page 80 of “Smart but Scattered” (1 hr)
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| 3 | 2 | * Informal and Formal Assessment for Executive Functioning (Reading 1 hr)
* Reflection Assignment: Complete an executive skills checklist from the text on yourself or a child you know. Summarize the findings, including strengths and weaknesses in a 2–3-page paper (2.5 hrs)
* Article: [Best Practices in Assessing EF Skills by Peg Dawson](https://www.smartbutscatteredkids.com/wp-content/uploads/ExecutiveSkillsChapter.pdf) (1 hr)
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| 4 | Handouts / Lecture | * Handout: Embedding Executive Skills into Classroom Lessons and Throughut the School Day (1 hr)
* Lecture by Tamara Waters-Wheeler, Ed.S, MCSP (1 hr)
* Video: [Building EF Skills Into Instruction](https://www.youtube.com/watch?v=VoAdr5lLCLo) (30 m)
* Assignment: Take a current lesson that you teach and embed an EF Skill into the lesson (2 hrs)
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| 5 | 9 – 15  | * Interventions (Reading 3 hrs.)
* [School Psych Podcast-Strategies for Supporting Executive Function](https://www.youtube.com/watch?v=UXXYy3_wpxw) (1 hr)
* Article: Diamond A, Lee K. Interventions shown to aid executive function development in children 4 to 12 years old. Science. 2011 Aug 19;333(6045):959-64. doi: 10.1126/science.1204529. PMID: 21852486; PMCID: PMC3159917. (Read and Reflect 1 hr)
* Reflection Assignment: Create a morning routine or bedtime routine checklist for a child or adult you know (1 hr)
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| 6 | 16 – 21  | * Interventions (Reading 3 hrs)
* Website: [Executive Functioning Activities](https://thehomeschoolresourceroom.com/2020/10/17/executive-functioning-activities/) Review and Reflect (1 hr)
* Video: [Strengthening Executive Functioning Skills in the Classroom](https://www.youtube.com/watch?v=jAhCqOVy8_Y) (1 hr)
* Final Reflection Assignment (3 hrs)
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### Point Breakdown

* Reflection Assignments: 25 points each (125 points)
* Final Reflection Assignment: 75 points
* Article Summaries: 25 points each (100 points)

### Grading Scale

Satisfactory = Above 70%

Unsatisfactory = Below 70%

## Course Policies

The following policies will be used in this course.

### Netiquette

*Netiquette* is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

* ***Be scholarly.*** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas for others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
* ***Be respectful.*** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
* ***Be professional.*** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
* ***Be polite.*** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness, and writing in all capital letters (shouting) should be avoided.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).