



# DOMINICAN UNIVERSITY of CALIFORNIA

## **ECE 9243 Developing Executive Function Skills in the Early Childhood Classroom 3 Graduate-Level Credits/Units**

Instructor – Erin Mengeu

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### **Course Syllabus**

#### **Course Overview:**

Discover practical ways you can support students' long-term success through developing their executive function skills. Teachers in early childhood grades are responsible for both academic and developmental skills. Explore research on Executive Function Skills, why they are important to develop in young learners, and create a plan for implementing the practical tools and strategies you discovered both in the classroom and to share with your students' parents to support development at home.

#### **Course Learning Objectives: This course will give students the opportunity to:**

- Research Executive Function Skills: What is Executive Function? When do these skills develop? What do Executive Function Skills control?
- Reflect on student behaviors that you've observed that may have been caused by a lack of developed Executive Function Skills.
- Explore different ways that elementary teachers and parents can support the development of Executive Function Skills.
- Develop a plan for implementing strategies that will support the development of executive function skills for all students in your classroom and at home.

#### **Course Relation to CCS or other Professional Standards**

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard II: Partnering with Families and Communities

Standard VI: Managing the Environment for Development and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

#### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

**Submit completed work to the corresponding Module drop boxes in Moodle**

**Course Modules / Assignments**

<b>MODULE 1: An Explanation of Executive Function Skills</b>	
<b>Objective</b>	The teacher will discover how executive function skills support learning and achievement. They will also analyze and reflect on their classroom regarding supporting the development of these skills.
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Read Article: <a href="#">A Guide to Executive Function</a></li> <li>• Watch the video: <a href="#">A Summary of Executive Function</a></li> <li>• Watch the video: <a href="#">Executive Function: The Brain's Control Center</a></li> <li>• Watch the video: <a href="#">Executive Function Skills: Important Skills for Childhood Development</a></li> <li>• Watch the video: <a href="#">The Marshmallow Test and Executive Function</a></li> <li>• Conduct and document your additional research. Log your hours of additional research in the <b>Research Log provided in Moodle</b>.</li> <li>• <b>Write a one-page summary</b> explaining what executive function is and how it affects students' learning.</li> <li>• <b>Include a one-page reflection</b> describing your current classroom and the level of support you currently provide in developing executive function skills in your classroom.</li> </ul> <p><b><i>It is best to submit your assignments as one document labeling the different sections. Moodle will often not allow you upload more than one document.</i></b></p> <p><b><i>If any problems occur just email your assignment as attachment.</i></b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 2: Discover how to develop Executive Function Skills</b>	
<b>Objective</b>	The teacher will research how to develop E.F. Skills and discover ways to implement strategies that will develop executive function skills in their classroom.
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Read Module 2: <a href="#">How to Implement and Teach Executive Function Skills</a>.</li> <li>• Watch the video: <a href="#">Executive Functions Skills: Foster with Partner time Play</a></li> <li>• Conduct and document 5-10 hours spent on your own research. Use the <b>Research Log and Submit it in Module 2 Dropbox</b></li> <li>• <b>Write a response (at least 1 page)</b> to this reading and video explaining one way that you have used or plan to use the 3M's (Model, Monitor, and Measure Success). Reflect on any students that benefited from this strategy and any changes that you made based on your observations while using the 3 M's strategy.</li> </ul>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

MODULE 3: Exploring Specific Strategies	
<b>Objective</b>	The teacher will discover practical tools and strategies that will develop executive function skills and reflect on strategies currently being used as well as new strategies to implement
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Read Module 3: <a href="#">Classroom Strategies That Develop Executive Function Skills</a>.</li> <li>• Explore the Strategy: <a href="#">Get Ready, Do, Done</a>.</li> <li>• Describe up to 3 strategies from this module that you plan to implement in your classroom. For each strategy, explain your plan for implementing it and how it supports the development of executive function skills.</li> </ul>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

MODULE 4: Exploring and Sharing Other Ideas	
<b>Objective</b>	The teacher will be able to find resources and tools that will help them in their classroom. After exploring some blog posts about E.F. The teacher will gain resources that can be utilized in their planning and the implementation of the development of E.F. Skills
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Explore blog posts about E.F. Skills on the blog Be Their Difference and leave a comment at the bottom of the post to show what you learned from the posts. <a href="https://betheirdifference.com/?s=executive+function">https://betheirdifference.com/?s=executive+function</a></li> <li>• Find 3 other blogs that you feel will be a helpful resource for you to utilize. Sign up to follow those blogs.</li> <li>• <b>Submit an explanation/description of your 3 favorite teacher blogs</b> that you have found helpful! Include the following: Name of the blog, what you found helpful or what you learned from the blog, a strategy from that blog that you would like to use in your classroom.</li> </ul>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

MODULE 5: Supporting Families in the Development of Executive Function Skills	
<b>Objective</b>	The teacher will be able to provide communication home to parents about executive function skills development. Explain a way that parents can help in the development of Executive Function Skills.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Explore ways to support parents in helping to develop their child and provide them with a tool or strategy to use at home.</p> <p>The following links will help you gather ideas for creating your tools to help parents understand how they can play a role in the development of their child's executive function skills:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sarah Ward Discusses How Parents Can Help Their Students with Executive Function Challenges?</a></li> <li>• <a href="#">Get Ready, Do, Done (at Home)</a></li> <li>• <a href="#">Tackling Your Morning Routine</a></li> <li>• <a href="#">Executive Function Strategies for Your Child</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Helping Kids Who Struggle with Executive Function</a></li> <li>• <a href="#">Adele Diamond: How to Help Children Develop Executive Functions</a></li> <li>• <a href="#">Self-Regulation Tips with Cookie Monster</a></li> <li>• Discover <a href="#">Tools to purchase for your classroom and/or to recommend to families wanting to develop their child's E.F skills.</a></li> </ul> <p><b>Create and Submit a resource</b> to share with your students' parents/caregivers, that will support them in taking part in the development of their child's executive function skills.</p> <p><i>This could be a document with a list of ideas, a chart, etc. that you may hand out at the beginning of the year, at conferences or even at the end of the school year.</i></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

### Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: <b>A to A-</b>	ACCEPTABLE Majority of Work Meets Course Objectives; <b>B+ to B-</b>	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.