



## **Developing Executive Function Skills in the Primary Classroom**

**EDUO 9243**

**3 Semester Credits/Units**

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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 primary 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 Objectives: This course will give student 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.

## Course Modules

There are 5 modules which comprise this course. The modules will guide you through your current knowledge on the course matter, gaining new knowledge, exploring what the research says about the effects on learning, analyzing current students and best practices, and reflecting on how you will utilize these techniques in the classroom as well as provide support for parents to utilize strategies at home.

### MODULE 1: An Explanation of Executive Function Skills

<b>Overview</b>	You will gain an understanding of what executive function is and how it affects learning. You will take time to reflect on your current classroom procedures.
<b>Goal</b>	The teacher will discover how executive function skills support learning and achievement. They will also analyze their own classroom in regard to supporting the development of these skills.
<b>Assignment</b>	Read <a href="#">Module 1: What is Executive Function</a> <ul style="list-style-type: none"><li>● Watch the video: <a href="#">A Summary of Executive Function</a></li><li>● <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="#">Marshmallow test - Yahoo Video Search Results</a></li><li>● Conduct and document your own additional research. Log your hours of additional research in the Research Log provided in Moodle.</li><li>● Write a one-page summary explaining what executive function is and how it affects student's learning. Include a one-page reflection describing your current classroom and the level of support you currently provide in developing executive function skills in your classroom.</li></ul>

### MODULE 2: Discover how to develop E.F. skills

<b>Overview</b>	Research ways to develop executive function skills.
<b>Goal</b>	Throughout this module, the teacher will have discovered how to implement strategies that will develop executive function skills in their classroom.
<b>Assignment</b>	<ul style="list-style-type: none"><li>● Read <a href="#">Module 2: 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 Research Log and Submit it in Module 2 Dropbox</li><li>● Write a response 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>

### MODULE 3: Exploring Specific Strategies

<b>Overview</b>	Discover specific strategies that can be used in the classroom to support and develop executive function skills.
<b>Goal</b>	The teacher will have discovered practical tools and strategies that will develop executive function skills and reflect on their own strategies being used and new strategies to implement.
<b>Assignment</b>	<ul style="list-style-type: none"><li>● Read <a href="#">Module 3: 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 and how it supports the development of Executive Function Skills.</li></ul>

### MODULE 4: Exploring and Sharing Other Ideas

<b>Overview</b>	Explore blog posts and tools in order to learn from others in the field. Teachers are always sharing information and learning from each other. Search and discover blogs that you can follow that will help you with implementation in your classroom.
<b>Goal</b>	The teacher will be able to find resources and tools that already exist 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 for implementation of the development of E.F. Skills.
<b>Assignment</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>● Submit an explanation/description of your 3 favorite teacher blogs that you have found helpful! Include the following:<ul style="list-style-type: none"><li>○ Name of the blog.</li><li>○ What you found helpful or what you learned from the blog.</li><li>○ A strategy the teacher shared that you would like to use in your own classroom.</li></ul></li></ul>

## MODULE 5: Supporting Families in the Development of Executive Function Skills

<b>Overview</b>	Create a tool or share a strategy that can be used at home to support and develop executive function skills. Parents are very influential in the developmental growth of their children. We can support them by educating them and providing tools that can be easily utilized at home.
<b>Goal</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</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> <ul style="list-style-type: none"><li>• 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: <a href="#">Sarah Ward Discusses How Parents Can Help Their Students with Executive Function Challenges?</a></li></ul> <p><a href="#">Get Ready, Do, Done (at Home)</a></p> <p><a href="#">Tackling Your Morning Routine</a></p> <p><a href="#">Executive Function Strategies for Your Child</a></p> <p><a href="#">Helping Kids Who Struggle with Executive Function</a></p> <p><a href="#">Adele Diamond: How to Help Children Develop Executive Functions</a></p> <p><a href="#">Self-Regulation Tips with Cookie Monster</a></p> <ul style="list-style-type: none"><li>• Create and Submit a tool or strategy that you plan to share with your students’ parents/caregivers in order to support them in taking part in the development of their child’s executive function skills. 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.</li></ul>

## Course Assessment Rubric

<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <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.

### Resources:

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>