

EDGP 5088: Learn It Today, Use It Tomorrow! Fostering Independent Executive Functions Skills–  
Foundation Course

**CUW Mission**

**Concordia University Wisconsin is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.**

**School of Education Mission**

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

**Course Number 5088: Learn It Today, Use It Tomorrow! Fostering Independent Executive Functions Skills– Foundation Course**

**Course Description:** This course accompanies the AEP Connections Webinar Conference.

This course teaches dozens of functional, ready-to-use strategies for teaching students how to develop their executive function skills. You will learn how to instruct students to develop a “memory for the future,” to devise plans to achieve their goal, to use self-talk, to self-initiate, to transition to the next task of higher priority and to control their impulses and emotions to successfully complete a task. You will learn how to improve a student’s awareness skills so that he/she can “read a room” then “stop, think and create” an appropriate action plan and infer possible outcomes. You will learn methods to improve a student’s ability to cognitively shift and to be flexible in processing and accessing information. Sarah will instruct you on how to support students in closing the homework circle: new techniques for teaching students to record, bring home, complete and return assignments in a timely manner. Make one tiny tweak to your class and treatment instruction and learn how to use the Get Ready \* Do \* Done Model to turn the core curriculum and lesson/treatment plans into powerful tools to teach students executive control skills.

**Instructor(s):** Pilar Peigh  
[pilarpeigh@aeconnections.com](mailto:pilarpeigh@aeconnections.com)

**Course Location:** Online Webinar

**Professional Development Hours:** 1 & 2

**Course Meeting Time and Expectations:** *Participants in this professional development education course will initially participate in a 7 hour instructional session on the topic. Following the seminar, participants will plan and implement lessons, policies or evidence-based strategies which integrate the focus of the professional development seminar into their classroom practice. Following the implementation, the participant will be a reflective practitioner and consider the degree to which the implementation of the new technique or practice was successful as well as the areas in which continued refinement, practice, and development will be necessary. Therefore, the course will involve seven hours of direct participation at minimum.*

**GRADUATE CREDIT DISTINGUISHING ATTRIBUTES for 1 PD Graduate Credit and Documented Outcomes for 1 PD Graduate Credit:**

*Students must attend one day and complete a research/reflection paper.*

The paper detailing critical key concepts should be 5 to 6 pages long and include a minimum of **two outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

**GRADUATE CREDIT DISTINGUISHING ATTRIBUTES for 2 PD Graduate Credits and Documented Outcomes for 2 PD Graduate Credits:**

*Students must attend one day and complete a research/reflection paper.*

The paper detailing critical key concepts should be 7 to 8 pages long and include a minimum of **three outside research** sources (not the speaker). At least one page of your paper must include an action plan of how you intend to use what you learned in your work or home setting. The paper should be double spaced, 10 or 12-point font, include a title page and a works cited page with proper citations (APA or MLA) in both the body of paper and on the works cited page.

Course Prerequisites: *State certification or licensure as an educator*

Required Resources: *None*

Teaching Strategies: *This course will explore numerous strategies and programs for K-12 students with learning difficulties and will provide an overview of current thinking in the areas of social, communication, self-regulation, sensory processing and academic interventions. The course is mainly lecture based but may also implement small group activities and question and answer periods.*

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Course Evaluation and Grading: Assessments will be based on the following:

A. Attendance at required sessions	70%
B. Research/Reflection Paper	30%
Total:	100%

*Grading Scale:*

90 – 100 Points = A

80 – 89 Points = B

70 – 79 Points = C

60 – 69 Points = D

Less than 60 Points = F

Evaluations: See attached rubric.

**Research Paper Requirements:**

- List the speaker(s) name and write a line or two about their topic. Provide their current position and the background that makes them an expert on the subject.
- Write down your goal for attending the conference.
- Write down the key concepts from the speaker(s).
- Research other experts in the field and use that information to further your own or the speaker's ideas. Provide proper citations for any idea or opinion that is not your own.
- Write a rough draft immediately after the course while the information is still fresh in your mind.
- Submit your paper to [pilarpeigh@aepconnections.com](mailto:pilarpeigh@aepconnections.com) on or before the due date listed within your syllabus. Some email accounts are flagged as spam (i.e. Gmail, Yahoo, Hotmail. etc.). Papers submitted electronically must be in one of the following file formats: Microsoft Word Document (.docx), or Adobe PDF (.pdf). Please do not submit Google Docs

*Course and Instructor Policies: Participants must participate in the entire professional development presentation. Participants must submit all papers via email to Pilar Peigh at the email address provided above. However, as firewalls and spam filters are getting more sensitive, some papers become lost in cyberspace. **When you send your paper, I will verify receipt within 48 hours by responding to your email. If you do not receive this confirmation email, it is safe to assume that I do not have your paper** and you will need to resubmit to my personal email address. Participants must reference the conference location (i.e. Illinois) in the subject line or the body of your email. Participants are required to keep a copy of all work submitted.*

Program/Department Policies: N/A

\*CUW Policies:

\*CUW Disability Policy: In accordance with the Americans and Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services

- Mequon campus (262) 243-4299 or <https://www.cuw.edu/Departments/lrc/dss/index.html>
- Ann Arbor campus (734) 995-7552 or [www.cuaa.edu/arc](http://www.cuaa.edu/arc)

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\*CUW Academic Integrity Policy: CUW expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

**Cheating:** includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

**Plagiarism:** includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

**Fabrication:** the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

**Academic Misconduct:** intentionally or recklessly interfering with teaching, research, and/or other academic functions.

**Sanctions:** Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

\*Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct:  
<https://www.cuw.edu/academics/compliance/consumer-info/index.html>

For more information on academic integrity, please see the Academic Policies section of the Student Handbook, which can be accessed at the following link:  
<https://www.cuw.edu/Departments/residencelife/assets/studentconductcode.pdf>

\*Relationship to the Curriculum: *Professional Development that actually changes the behavior and practices of educators requires time for processing, planning, implementation and reflection. The use of evidence-based best practices for instruction, assessment, discipline, and use of technology all will require this four-step process before we will see real improvement in schools.*

\*Connection to CUW Mission: *This course will require educators to demonstrate the ability to analyze and apply their discipline's theoretical, methodological, ethical, or practical foundations. This will enable them to help their own students develop more readily in mind, body, and spirit as well.*

#### Global Ends

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. Consistent with a Liberal Arts education, our graduates demonstrate the following proficiencies:

1. Christian Faith - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.
2. Service and Global Citizenship - Our graduates are globally-minded citizens.
3. Integrated Disciplinary Knowledge - Our graduates integrate insights from a wide range of disciplines.
4. Critical Thinking/Creative Problem Solving - Our graduates think rationally, critically, and creatively.
5. Communicative Fluency - Our graduates communicate effectively.
6. Analytical Fluency - Our graduates work with data effectively.

\*Undergraduate Core Student Learning Outcomes: NA

\*Program/Department Student Learning Outcomes:

*Participants will learn and be able to implement the following:*

- *Participants will be able to develop effective strategies to improve executive functioning.*
- *Participants will learn strategies to increase time awareness and management skills.*
- *Participants will describe clinical interventions to address initiation and completion of complex assignments.*

Course Objectives:

- *State the functional working definition of what is meant by the term “executive function skills “as it pertains to therapeutic interventions.*
- *Define how situational awareness, self-talk, forethought and episodic memory are the foundational skills for successful task execution.*
- *Integrate the theory and techniques of the 360 Thinking Model to develop lesson plans to remediate executive function skills in the classroom and/or individual and group therapy.*
- *Generate a framework of interventions and choose at least 5 ways to foster a student’s ability to sense and manage the passage of time.*
- *Describe 4 strategies to develop a student’s capacity to ‘read a room’ then shift and be a ‘mental time traveler’ to pre-experience the physical actions to complete a task in prospective time and space.*
- *Breakdown the clinical interventions and techniques for teaching students how to plan for, initiate, and complete complex assignments and long-term projects within allotted time frames using the Get Ready \*Do\* Done (Get Done) Model.*
- *Create a therapeutic alliance with parents to improve the effectiveness of clinical treatment with kids with executive function-based challenges and articulate the relationship between how individuals self-regulate and executive function symptomatology to educate clients, family members and school professionals.*

Class Schedule: December 6, 2022

Paper Due Date: January 6, 2023

Submit Coursework to: Pilar Peigh  
[pilarpeigh@aepconnections.com](mailto:pilarpeigh@aepconnections.com)

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 Grading Rubric

<b>Research Paper Rubric</b>	<b>Exceeds Standards 5-4 points</b>	<b>Meets Standards 3-2 points</b>	<b>Unsatisfactory 1-0 points</b>	<b>Score</b>
<b>Format</b>	Paper is neatly done, formatting requirement as per syllabus are complete, and citations are referenced appropriately.	One or more formatting elements are missing, missing citations in body of paper.	Formatting rules ignored, paper is shorter than required, missing references.	
<b>Grammar and Spelling</b>	No grammar or spelling errors.	1-2 minor grammar or spelling errors.	Lacks basic proofreading or contains major errors.	
<b>Organization and Timeliness</b>	Well-organized, well written and easy to understand. Paper flows. On time with no resubmission.	Well-organized but paper flow could be improved. Paper submitted late.	Organization is lacking and arguments difficult or impossible to follow. Paper is late.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Research</b>	Meets or exceeds minimum research sources. Research sources are credible and relevant to paper topic. All sources are cited properly.	Meets minimum research sources. Most sources are credible and relevant to paper but stronger sources could have been used. Sources cited properly	Does not meet minimum number of required research sources or sources lack credibility and/or are not relevant to paper. Sources not cited properly.	
<b>Original Work</b>	Work clearly that of the author. Arguments or claims are supported by evidence.	Work that of the author but relies heavily on cited sources. Most arguments or claims are supported by evidence.	Work relies almost exclusively on the work of others or relies solely on opinion or noncredible sources.	