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 5066: The Master Class: Advanced Strategies to Develop Executive Function Skills

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

This master class is for the professional who wants to learn more strategies and techniques, have advanced treatment examples, and become more knowledgeable of the scope and sequence to implement executive function strategies. Learn best practices to get students motivated, focused, organized and performing closer to their true potential. Understand where to start, what goals to set for your student/client and have the opportunity to make and practice implementing a Toolbox of Strategies for teaching executive function skills. Learn systematic ways to develop a student's situational intelligence and self-regulation. Understand the relationship between speed of processing and executive function and learn practical strategies to improve written expression, abstract thinking/problem solving and figurative language skills.

Instructor(s): Pilar Peigh
                       pilarpeigh@aepconnections.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.*

PROFESSIONAL LEARNING CREDIT DISTINGUISHING ATTRIBUTES for 1 Professional Learning Credit and Documented Outcomes for 1 Professional Learning 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.

PROFESSIONAL LEARNING CREDIT DISTINGUISHING ATTRIBUTES for 2 Professional Learning Credits and Documented Outcomes for 2 Professional Learning 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.*

EDGP 5066: The Master Class: Advanced Strategies to Develop Executive Function Skills

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@aepconncetions.com on or before the due date listed within the 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

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.

EDGP 5066: The Master Class: Advanced Strategies to Develop Executive Function Skills

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 advanced strategies to improve executive functioning skills.*
- *Participants will learn strategies to use to support situational awareness and self-regulation.*
- *Participants will describe at least four systematic methods that can be used in the classroom in conjunction with the core curriculum to enhance self-regulation, information processing and task completion.*

Course Objectives:
- *Define how situational awareness, self-talk, forethought and episodic memory are the foundational skills for successful task execution and state the functional relationship between executive function, working memory and speed of informational processing as it pertains to therapeutic interventions.*
- *List 5 advanced applications of the Get Ready Do Done Model to teach a student how to a) visualize simple, multi-step and complex tasks and assignments and then sequence and plan the requisite steps to fully complete work and b) improve self-regulation and inhibition to meet behavior expectations.*
- *Use specific strategies to develop representational co-thought gesture for forethought and task planning.*
- *Use specific strategies to improve situational awareness and self-regulation skills to improve a student's ability to "stop and read a room" and transition to follow routines with a reasonable pace and requisite materials with less supervision and fewer prompts.*
- *Use the Time Tracker training program to improve a student's capacity to visualize and sense the passage of hourly and daily time, calculate how long tasks will take, break down and complete tasks and long-term projects within allocated time frames and control for procrastination and time distractors.*
- *Use a block and box schema training to improve a student's processing speed for following routines, making decision, planning tasks, doing assignments, completing writing assignments and engaging in social language/conversation skills.*
- *Use specific strategies to improve working memory for stronger mind MIME forethought skills so students can go from intention to action to initiate and complete tasks, and process information with greater accuracy and efficiency.*
- *Use specific strategies to improve processing of figurative and abstract language to reduce anxiety and teach a student how to tolerate novelty and develop flexible/gray scale thinking for problem solving.*

Class Schedule: November 6, 2023

Paper Due Date: December 8, 2023

Submit Coursework to: Pilar Peigh
                       pilarpeigh@aepconnections.com

Grading Rubric

Research Paper Rubric	Exceeds Standards 5-4 points	Meets Standards 3-2 points	Unsatisfactory 1-0 points	Score
Format	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.	
Grammar and Spelling	No grammar or spelling errors.	1-2 minor grammar or spelling errors.	Lacks basic proofreading or contains major errors.	
Organization and Timeliness	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.	
Reflection	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
Research	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.	
Original Work	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.	