



## Graduate Course Syllabus

### SPED 610: Executive Function and Study Skills

Center: Online

#### Course Prerequisites

None

#### Course Description

Students with language-based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language-based learning disabilities and executive function, the emphasis will be placed on the practical teaching skills drawn from Landmark's Six Teaching Principles. These principles, which will be integrated throughout the course, encourage teachers to provide structured opportunities for students to achieve success, use multiple instructional modalities, create skill-based micro unit tasks, ensure student skill automatization through practice and review, provide models, and include the student in the learning process.

#### Course Outcomes

- Analyze the interplay between language-based learning disabilities and executive function
- Determine student skill deficits by analyzing the results of appropriate assessments
- Craft lesson plans and strategies for enhancing student executive function
- Tailor instruction to equitably and responsibly meet individual student skill deficits and specific needs
- Design sound assessment plans that will measure the success of strategy implementation

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

*Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*

Peg Dawson and Richard Guare

Guilford Press

3<sup>rd</sup> Edition

2018

ISBN: 978-1-46253-531-6

The Study Skills Bundle in the SNHU Online Bookstore contains:

*Study Skills: Research-Based Teaching Strategies*

Patricia W. Newhall

Landmark School

2008

ISBN: 978-09-71329-72-0

*Study Skills Organizers: Ready-to-Use Materials for the Classroom*

Leigh Joseph

Landmark School

2009

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	9	15	135
Short Papers	7	25	175
Assignments	8	30	240
Final Project			
Milestone One	1	30	30
Milestone Two	1	30	30
Milestone Three	1	30	30
Milestone Four	1	30	30
Milestone Five	1	30	30
Final Submission	1	300	300
			<b>Total Course Points: 1000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Exploring Executive Function</p> <p>1-1 Reading: Thomas Brown</p> <p>1-2 Video: Russell Barkley</p> <p>1-3 Reading: <i>Executive Skills in Children and Adolescents</i></p> <p>1-4 Reading: <i>Executive Function 101</i></p> <p>1-5 Video and Reading: “In Brief: Executive Function: Skills for Life &amp; Learning” Video</p> <p>1-6 Discussion: “I Didn’t Know That!”</p> <p>1-7 Short Paper: Exploring Executive Function</p> <p>1-8 Final Project Milestone One: Background</p>
2	<p>How Does LBLD Affect Executive Function and Study Skills?</p> <p>2-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>2-2 Video: Landmark Outreach</p> <p>2-3 Reading: <i>Executive Skills in Children and Adolescents</i></p> <p>2-4 Discussion: “Aha!” Moment</p> <p>2-5 Short Paper: Assessment</p> <p>2-6 Final Project Milestone Two: Informal Assessment</p>
3	<p>Organization of Materials: Workspaces</p> <p>3-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>3-2 Inspirational Workspaces</p> <p>3-3 Reading: Messy Backpack?</p> <p>3-4 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>3-5 Discussion: “I Could Work There”</p> <p>3-6 Assignment: Organized Materials Photograph</p> <p>3-7 Assignment: Materials Checklist</p>
4	<p>Organization of Materials: Filing Systems</p> <p>4-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>4-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>4-3 Presentation: Master Notebook System</p> <p>4-4 Reading: <i>Executive Skills in Children and Adolescents</i></p> <p>4-5 Assignment: Master Notebook System</p> <p>4-6 Assignment: Assessment and Intervention</p> <p>4-7 Final Project Milestone Three: Curriculum Intervention Plan (Materials)</p>
5	<p>Organization of Time: Task and Time Analysis</p> <p>5-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>5-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>5-3 Reading: Time Awareness</p> <p>5-4 Reading: Multitasking</p> <p>5-5 Discussion: Time Estimation</p> <p>5-6 Short Paper: Time Analysis Activity</p> <p>5-7 Short Paper: Multitasking</p>

Module	Topics and Assignments
6	<p>Organization of Time: Calendar Systems and Routines</p> <p>6-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>6-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>6-3 Video: Landmark Outreach</p> <p>6-4 Video: Eat That Frog</p> <p>6-5 Discussion: Eat That Frog</p> <p>6-6 Short Paper: Time Management</p> <p>6-7 Final Project Milestone Four: Curriculum Intervention Plan (Time)</p>
7	<p>Organization of Information: Prerequisite Skills</p> <p>7-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>7-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>7-3 Reading: <i>Executive Skills in Children and Adolescents</i></p> <p>7-4 Reading: Main Idea</p> <p>7-5 Reading: Categorizing</p> <p>7-6 Discussion: "I Can Use This!"</p> <p>7-7 Assignment: Categorization Lesson Plan</p> <p>7-8 Assignment: Prerequisite Skills Notes</p> <p>7-9 Short Paper: Intervention</p>
8	<p>Organization of Information: Note-Taking and Active Reading</p> <p>8-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>8-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>8-3 Reading: Using Guided Notes</p> <p>8-4 Reading: Effectiveness of Guided Notes</p> <p>8-5 Reading: Art of Taking Notes</p> <p>8-6 Reading: Two-Column Notes</p> <p>8-7 Discussion: Importance of Note-Taking</p> <p>8-8 Assignment: Two-Column Guided Notes</p> <p>8-9 Assignment: Information Strategies</p>
9	<p>Organization of Information: Before and After a Test</p> <p>9-1 Reading: <i>Study Skills: Research-Based Teaching Strategies</i></p> <p>9-2 Reading: <i>Study Skills Organizers: Ready-to-Use Materials for the Classroom</i></p> <p>9-3 Discussion: "Aha!" Moment</p> <p>9-4 Short Paper: Test Reflection</p> <p>9-5 Final Project Milestone Five: Curriculum Intervention Plan (Information)</p>
10	<p>Landmark Teaching Principles: Seeing the Big Picture</p> <p>10-1 Video: Landmark Outreach</p> <p>10-2 Reading: <i>Executive Skills in Children and Adolescents</i></p> <p>10-3 Discussion: Landmark Teaching Principles</p> <p>10-4 Final Project Submission</p>

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be

administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### **Late Assignments**

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).